

Week 1 Period 01	REVISION (ENGLISH 8)	DP: 3/9/2023
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A/ Aim: Help ss revise the tenses which they have learned (the simple present ,the simple past ,the present perfect ,the present progressive ,the past progressive ,the simple future)

Help ss revise the passive form of all the tenses ,reported statements and yes / no questions .

B/ Objective: Ss can remember the grammar points revised and do the exercises relating them

C/ Teaching aids: text book, poster

D /Procedure:

I / The tenses:

1/ Presentation:

- Ask ss to remind the uses and the forms of all the tenses
- Ss work in group and write on the posters , the group which has the correct and fastest answers is winner .
- Give feedback and correct .

2/ Practice:

- Have ss complete the sentences ,using the correct tense of the verbs in the brackets in pairs
- Ss work in pairs and give the answers .
- T corrects .

+ **Exercises :**

a/ They (build) a new hospital in my neighborhood right now .

b/ I (listen) to the radio when the bell (ring) last night .

c/ She she asked me if I (can)lend her some money .

d/ A: you (see)the film "Titanic " yet ?

B : Yes I have .The film (be)very sad .I (make)cry .

e/ Nam (not / have) his motorbike today .It (repair) right now .

f/ A: Mark (not / be)here recently .

B :Really? When(he /go).....?

A: He (leave) here three months ago .

II/ The passive form:

1/ Presentation:

- Get ss to remind the passive form all the tenses
- Ask ss to answer the questions and write on the board .
- Correction
- Have ss say how to change into passive form
- Give feedback .

2/ Practice:

- Stick the posters on the board
- Ask ss to work individually and choose the correct answer then share with the partners .-Call on some ss to give answers

+ **Exercises:**

a/ The Summit of Mount Everest (is reached / reached / was reached) by two British members

b/ The statue of Liberty (is presented / was presented / has been presented) to the USA in 1876

c/ Christmas songs (performed /are performed / were performed) for people eight hundred years ago

d / The leader said that he (is pleasing /was pleasing /was pleased) to award the prize to you .

III/ Reported statements / yes -no questions:

a/ Presentation:

- Remind ss of the structures then write them on board
- Ss give examples

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*** Reported statements:**

S + { said that / said to s.o that } + S + V + O+.....

*Reported yes /no questions:

S+ asked + O + if /whether + S+V +.....

- Ask ss to remind of the things what must be changed in reported speech
- Call on some ss to give the answers

b / Practice:

- Ask ss to work in pairs .
- Ss work in pairs then share with another pairs then write them on the board .
- Give feedback and correction .

*** Exercises:**

- 1/ The old lady said to the man " Can you read this letter?" .
- 2/ The teacher said to the students " Do you like studying English? " .
- 3/ He said " My friend is coming next week"
- 4/ The children said to the beggar " Are you very poor?"
- 5/ The boy said to his neighbor " I am going on holiday tomorrow "

IV/ Homework:

- Review all the structures
- Be ready for getting started- listen and read P6,7

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Week 1 Period 02	UNIT 1: A VISIT FROM A PEN PAL Lesson 1 Getting started , Listen and Read –P6,7	DP: 03/9/2023
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A/ Aims: To present the activities that Lan and her Malaysian pen pal, Maryam did when she came to visit Lan in Hanoi.

B/ Objective: By the end of the lesson, Ss will be able to talk about the activities that they can do when their pen pals visit their hometown or home village.

C/ Language content:

- Vocab: Words relating to places or interest or tourist attractions.
- Grammar: "used to", "wish".

D/ Teaching aids: Textbook, pictures from textbook,extra-board.

E/ Procedure: T introduces the topic

I/ GETTING STARTED

Setting the scene:

1. What is "a pen pal" in Vietnamese ?
 2. Do you have a pen pal ?
 3. Has he or she ever visited you? –
 4. If yes, where did you go/ what activities did you do together during the visit ?
2. Eliciting Vocab:

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- a) the Temple of King Hung
- b) the Temple of Literature
- c) Dong Xuan Market
- d) the Revolutionary/ History Museum
- e) Vietnamese restaurant/ pub/ market
- f) a historical building/ the presidency palace/ the House of Parliament

3. Example exchange : (Ss practice in pairs)

A pen pal is coming to stay with you for a week.

What activities would you do during the visit ?

Where would you like to take him/ her to ?

A: I'd like to take him to the Temple of King Hung. We'll take part in a national traditional festival.

B: I agree with you. But I think he is interested in Vietnamese food. I'd take him to a restaurant in Da Nang.

II/ LISTEN & READ

1. Pre-teach Vocab: *T elicits the new words from Ss*

- (to) correspond
- (to) be impressed
- (to) pray
- a mosque
- (to) keep in touch
- (to) wish

*** Checking phonetic and vocabulary: R.O.R**

2. Setting the scene:

" Lan's Malaysian pen pal, Razali Maryam was staying with her last week. They visited some places of interest in Hanoi."

3. Listening to the tape

4. Reading the text silently

5. Grammar point

- T elicits the sentence from the Ss.

“ I wish you had a longer vacation in Vietnam “

"Lan used to walk past the mosque on her way to primary school".

6. Multiple Choice: 1-C 2-B 3-D 4-B (individuals - pairs to compare; feedback)

📌 HOMEWORK :

- Learn vocab by heart
- Write a short text to describe one of the beautiful places in your home town.
- Be ready for Speak, Listen



<i>Week 2</i> <i>Period 3</i>	Unit 1: A VISIT FROM A PEN PAL Lesson 2 Speak, Listen – P 8,9	DP: 09/9/2023
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A/ Aims: - To practice introducing oneself and asking something about the impression of a visitor to a place.

- To listen to a text and choose a correct picture.

B/ Objective: By the end of the lesson, Ss will be able to make and respond to introduce and ask something about the impression of a visitor to a place. To choose the right picture.

C/ Teaching aids: Textbook, pictures from textbook, posters

D/ Procedure

✱ **Check-up** Have Ss go to the board and say the name of the pictures



I/ PRE-SPEAKING

- *Ordering dialogue:* (Exercise a) Ss do individually first, then compare.

- *The right order:* 1- c -5- b- 4 -d -2- e -3- a- 6. - Practicing the dialogue: open pairs - closed pairs

II/ WHILE-SPEAKING

- Giving instructions and setting the scene (Exercise b)



"Make similar dialogues to take turns to be one of Maryam's friends, Yoko, Paul and Jane by using the information about them below"

- Practice the open dialogue:
- T presents the open dialogue - Ss make up their dialogues (individuals - pairs to compare)
- Ss practice the open dialogues: (open pairs as models - closed
- Ss work in groups. Each group chooses two representatives to demonstrate in front of the class.

A: Hello. You must be [Yoko].

B: That's right, I am.

A: Please to meet you. Let me introduce myself. I'm _____ .

B: Please to meet you, _____ .

A: Where are you from, [Yoko] ?

B: I'm from Tokyo, Japan, a busy big capital city.

A: Do you like [Vietnamese people] ? What do you love best in Vietnam ?

B: Yes. Old cities

III/ PRE-LISTENING

- Giving instructions: "Listen to the conversation between Carlo and Tim, who is visiting the USA. You have to look at carefully the pictures on page 9 and find out the difference between them. "
- T elicits the ideas from the Ss:

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walk on the grass/ cut the flowers (Pictures a);

103/ 130 (Pictures b);

Mexican restaurant/ a restaurant with hamburgers (Pictures c).

Ss do their predictions (individuals-pairs to share).

- T collects

- First listening: Ss listen and tick.

IV/ WHILE-LISTENING

- Listen and check the predictions - The answer: a - 1; b - 2 ; c - 2



- Listen and mark T/F:

Ss listen more than once until T can collect the correct answer

1/ They want to go for a walk in a park.

2/ They can kill some flowers when they're walking on the grass.

3/ Carlo doesn't want to eat Mexican food in a town restaurant.

4/ After eating, they catch a bus to the town center.

Answer Key: 1F 2F 3T 4F

- Final listening: Ss listen to the whole listening text the last time.

V/ POST LISTENING

- Retell"Tim invites Carlo to a restaurant in town. They have to go through the park to catch a bus.
.."

Ss work in groups to make up their stories.

T asks some Ss to tell stories.

HOMEWORK

- Learn vocabulary by heart

- Write about Paul, Jane.Start like this:"Paul is my friend. He's from Liver pool,England "

Be ready for (Read) (vocabulary - (to) comprise , unit of currency , instruction (n) , compulsory (adj) , - Islam,Buddhism,Hinduism(religions) , (to) divide into , ringgit (n) , national language (n).....)



Week 2 Period 4	Unit 1: A VISIT FROM A PEN PAL Lesson 3 Read- P 9,10	DP: 09/9/2023
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A/ Aims: To read a text about Malaysia.

B/ Objective: By the end of the lesson, Ss will be able to get more information about Malaysia, one of the countries in Asean.

C/ Teaching aids: Textbook, pictures from textbook, posters

D/ Procedure:

* Checking up: Ss called ask and answer about themselves (name, age, address ,)

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I/ PRE-READING**1. Pre-teach Vocab:** *T elicits the new words from Ss*

- (to) comprise
- unit of currency
- instruction (n)
- compulsory (adj)
- Islam, Buddhism, Hinduism (religions)
- (to) divide into ,
- ringgit (n) ,
- national language (n)

2. Prediction:

"Today we're going to read a text about Malaysia.

What do you know about Malaysia ?

What do you think about its area, population?



- Ss work individually first, then in pairs to compare.
- T collects the answers from Ss.

II/ WHILE-READING

- *Checking the prediction:* Ss read the text on page 10 and check their predictions *Table (p 10)*

- | | |
|---------------------------------------|--|
| 1. Area: 329,758 km ² | 5. Capital city: <i>Kuala Lumpur</i> |
| 2. Population: <i>over 22 million</i> | 6. Official religion: <i>Islam</i> |
| 3. Climate: <i>tropical</i> | 7. National language: <i>Bahasa Malaysia (Malay</i> |
| 4. Unit of currency: <i>ringgit</i> | 8. Compulsory second language: <i>English</i> |

- *True or False:* (Exercise b) "Read the text. Then do Exercise b. If false, correct."
- T runs through all five sentences.
- Ss read the text and do the exercise.
- T collects.

The right answer: 1-T

- 2 - F There're more than two religions: Islam, Buddhism, Hinduism
- 3 - F English, Chinese, and Tamil are also widely spoken.
- 4 - F They learn one of the three languages. (Malay, Chinese or Tamil)
- 5 - F English is a compulsory second language for everyone, but it's not the primary language of instruction in all secondary schools.

III/ POST READING

* *Write-it-up:* "Write a short text about Malaysia by using the information from the text about its area, population, climate, unit of currency, capital city, religion, language, Start like this: "Malaysia is one of the countries of Asean..... "

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🌸 HOMEWORK :

- Learn vocab by heart
- Write an essay to tell about your country, Vietnam. "Vietnam is my country. It "
- Be ready for " write "

Week 3 Period 5	UNIT 1: A VISIT FROM A PEN PAL LESSON 4: Write-P11	DP: 13/9/2023
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A/ Aims

- To write a letter to family.

B/ Objective

- By the end of the lesson, Ss will be able to complete a letter to tell their family about the place they are visiting.

C/ Teaching aids : Textbook, posters

D/ Procedure :

*** Warm up: (GUESSING GAME)**

- "Which city is this ?" Prompts:

Marble Mount	Cham Museum	Bana Tourist Resort
Non Nuoc Beach	Son Tra Peninsula	
Cham Island	Hai Van Pass	Water Park

-The answer: Danang City

I/ PRE-WRITING

- *Giving instructions:* "Read the outline of the letter below and write a letter to your family to tell about the place you're visiting."

- *Questionnaire:*

- How many paragraphs are you going to write ? (3)
- What are you going to write about in the first paragraph ? (the time and the date, the person (s) took you home) Which verb form you use ? (past simple)
- What do you write about in the second paragraph ? (activities, places, people, food, things) Which verb form you use ? (present perfect)
- What do you write about in the third paragraph ? (feeling, likes or dislikes, date of returning home) Which verb form you use ? (present simple and simple future)
- How do we begin a letter ?

(the writer's address, the date, greeting "Dear __," and how we end a letter ? (With love/ Yours, signature)

II/ WHILE-WRITING

- Ss write the letter as directed.
- T monitors and gives help

Tam ky,
September,
Dear,

III/ POST WRITING

- Ss share or compare their writing and correct the mistakes each other

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- T marks some Ss' writing while two Ss go to the blackboard and write out their writing on the board
- T remarks

🌸 **HOMEWORK** -Write a paragraph to tell about the specialities(famous places,food,people,.) in your hometown/village..(Tam Xuan II/ Nui Thanh/ Quang Nam.)."I live in Tam Xuan II village. It's....."

- Be ready for Unit 1 (Language focus).

Week 3 Period 6	UNIT 1: A VISIT FROM A PEN PAL LESSON 5: Language Focus- P11,12	DP: 13/9/2023
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A/ Aims:

- To review the past simple
- To practice the past simple with *wish* "S+*wish*+ S+V(*past subjunctive*) "

B/ Objective: By the end of the lesson, Ss will be able to use the past simple, use the structure:

" S + *wish* + S + V(*past subjunctive*) to express wishes in the present "

C/ Teaching aids Textbook, pictures from the textbook

D/ Procedure:

@ **Checking up:** Ss called answer some questions from their writing
I/ EXERCISE 2

1/ Presentation:

- Giving instructions: "Lan and her friends are holding a farewell party for Maryam. Look at the pictures on page 12 to know what they did for the party. Name the boys and girls in the pictures. Then write five sentences to tell about the things they did with the words in the box."
- Ask Ss to match.
- Ss practice
- T corrects.
- Eliciting Sentence 1 and 2 from the Ss
- 1/ Lan made a cake.
- 2/ Nam hang colorful lamps in the room.
- Ss work in dividually first. Then compare.
- Some Ss write on the board. T corrects.

***Suggested sentences:**

- 1/ Lan made a cake.
- 2/ Nam hang colorful lamps in the room.
- 3/ Nga bought some flowers .
- 4/ Phong painted the pictue of Ha Noi .
- 5/ Ly and Hoa went shopping .

2/ Practice(E1) *

- Giving instructions: "Read the information about Ba, Nga, Lan, Nam and Hoa from the box on page 11.

Then ask and answer questions about what each of them did on the weekend."

- Practicing the dialogue: Open pairs/ closed pairs

A: What did Ba do on the weekend ?

B: He went to see a movie called "Ghosts and Monsters"

A: When did he see it ?

B: He saw it on Saturday afternoon at two o'clock.

- Ask and answer:

Ss work in pairs to practice asking and answering about each of the items in the box. T monitors.

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II/ EXERCISE 3**1/ Presentation:**

- The structure: S + wish + S + V (past subjunctive)..... (be → were)
- The use: to express a wish in the present

2/ Practice:

- Giving instructions: "Read all the situations from a to i.
Follow the example a, then write wishes you want to make."
Ex: a) You are not very tall. ~~I wish~~ I were taller.
Run through all the situations.
Eliciting Sentence b and c from the Ss:
b) I wish I were in the swimming pool now
c) I wish I had a computer.
- Writing:
Ss work individually first. Then compare.
Some Ss write on the board. T corrects.
Suggested key:
d) I wish I lived close to school.
e) I wish I had a sister.
f) I wish I drew well.
g) I wish I had my friend's phone number.
h) I wish I knew many friends.
i) I wish there were rivers and lakes in my hometown.

🌀 HOMEWORK :

- Write 5 wishes in the present. Start like this: "I wish" "
 - Be ready for Unit 2 (Getting started, Listen & Read).
- Vocabulary: (a)poem/(a) poetry (to)slit/slit/slit - design(n/v)
(a)designer - printinspiration(n) - ethnic minorities(n) - symbol
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Week 4 Period 7	Unit 2: CLOTHING Lesson 1: Getting Started, Listen & Read- P13,14	DP: 19/9/2023
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A/ Aims:

- To introduce the *ao dai*, the traditional dress of Vietnamese women.
- To revise the present perfect tense and the passive form.

B/ Objective:

By the end of the lesson, Ss will be able to describe the *ao dai* and talk something about it.

C/ Language content:

- Vocab: Words relating to the *ao dai*.
- Grammar: Revision of the present perfect and the passive form.

D/ Teaching aids: Textbook, pictures from textbook

E/ Procedure: T introduces the topic

@ **Checking up:** Ss called answer some questions what each person did from the pictures



I/ GETTING STARTED

Ss look at the pictures on page 13 and work in pairs to discuss where each person comes from



Example: A: Where does the woman/ man in picture a/b.. come from?

B: She/ He comes from Japan/Vietnam

T elicits the answers from Ss (T may provide Ss words relating some kinds of clothes: *kimono*, *sari*, *veil* ...)

- T gives Ss the correct answer

Suggested key: a) She comes from Japan.

b) Vietnam

c) Scotland (UK)

d) India

e) USA

f) (Saudi) Arabia/ one of the Islamic countries)

II/LISTEN AND READ

1. Pre-teach Vocab: T elicits the new words from Ss

(a) poem/(a) poetry

(to)slit/slit/slit

design(n/v) -(a)designer

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pririt- inspiration(n)

ethnic minorities(n)

symbol(n)

* Checking phonetic and vocabulary: R.O.R

2. Setting the scene: " You're going to read about the *ao dai*, the traditional dress of Vietnamese women and you're going to know how the *ao dai* is designed"



3. Listening to the tape

4. Reading the text silently

5. Grammar point - T elicits the sentence from the Ss.

a) The present perfect (relating to the context of the text)

b) The passive form

T asks Ss to pick out all the passive verb form from the text.(Ex: is slit, was worn)

5a. Exercise a: Gap fill

Ss read the text and do Exercise a (individually first, then compare)

-T collects and corrects.

Answer key: 1.... poems, novels and songs.

2... long silk tunic with slits up the sides worn over loose pants.

3. to wear modern clothing at work.

4. lines of poetry on it.

5. symbols such as suns, stars, crosses, and stripes.

5b. Exercise b:

Answer the questions

- Ss read the text again and answer the questions

The answers: 1. Traditionally, men and women used to wear the *ao dai*.

2. Because it is more convenient.

3. They have printed lines of poetry on it/ have added symbols such as suns, stars, crosses, and stripes to the *ao dai*.

6. Feedback: (collect and correct Exercise a/ b)

🌸 **HOMEWORK**

- Learn vocab and notes by heart .

- Be ready for Unit 2 (speak).

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Week 4 Period 8	Unit 2: CLOTHING Lesson 2: Speak	DP: 19/9/2023
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A/ Aims: To practice asking and answering about the clothes Ss wear.

B/ Objective: By the end of the lesson, Ss will be able to talk about clothes they wear.

C/ Teaching aids: Textbook, pictures from textbook, posters

D/ Procedure:

* **Checking up:** Ss called look at the pictures and answer the question “ Where does each person come from ? “



I/ PRE-SPEAKING

1. Matching:

Exercise a (Matching the phrases to the pictures)



Ss do Exercise a) individually first, then compare.

T gets feedback and elicits Vietnamese meaning of some words from Ss: plaid, plain, sleeved, baggy, faded

Ss practice saying the phrases (choral repetition individual repetition)

II/ WHILE- SPEAKING

Exercise b

- Giving instructions: "Read the survey to answer the questions in it.

Add two more questions.

Then make an interview with members of your group.

The words in section a) may help you."

- *Practice:*

T gives Ss time enough to read the survey and write two more questions.

Open pairs as models

T elicits the questions from Ss.

Suggested questions:

What type of clothing do you wear on Tet holiday ?

What do you usually wear on your birthday ?

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What do you like to wear best when you go to a party ? (on Christmas Day/ at a festival, ...)

Do you like wearing jeans / dresses / ?

Ss work in pairs.

T divides the class into 4 groups and Ss work with the members of their group.

T walks round monitoring and encouraging Ss to work and give Ss immediate help

III/ POST-SPEAKING

Exercise c

Ss do Exercise c.

T gets feedback by asking some Ss to report the results of the survey.

🌸 HOMEWORK

- Rewrite the report of the survey about the clothing Ss in your class like to wear at home, at school, for special occasions. Start like this: "Many / Some of Ss in my class like to wear ..

- Be ready for "Listen + L/F 1"

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Week 5 Period 9	Unit 2: CLOTHING Lesson 3: Listen + Language Focus 1	DP: 25/9/2023
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A/ Aims: To listen to a text and choose a correct picture.

To practice the present perfect tense with (yet, already, since, for).

B/ Objective: By the end of the lesson, Ss will be able to choose the right picture

C/ Teaching aids: Cassette, tape, pictures from textbook

D/ Procedure:

* **Check-up:** Questions: What type of clothing do you call in English?



I/ PRE-LISTENING

- Set the scene: "You're going to listen to an announcement of a missing girl, Mary and you have to get to know the clothing and foot-wear she is wearing."

- Prediction: *Open prediction* "Look at all the pictures on page 16.

Compare and distinguish each picture from three other pictures in the same row. You have to choose A,B, or C to decide which clothes or foot-wear Mary is wearing, listening to the tape." Ss look at all 9 pictures on page 16.



T elicits from Ss the words of clothes and foot-wear describing the pictures on page 16:

What is this ?

What are these ?

What kind of blouse is this ?

What color is it ?

What do call this foot-wear in English ?

Suggested words:

a) colorful pants - blue shorts - red skirt

b) a long-sleeved white blouse - a short-sleeved pink blouse - a short-sleeved white blouse

c) blue sandals - white boots - brown shoes

T asks Ss to predict what Mary is wearing and choose A, B or C.

II/ WHILE-LISTENING

- First listening: Ss listen and check their predictions

- Second listening Ss listen and tick.

-T gets feedback and corrects

- The last listening: Ss listen and answer the questions

The questions given:

1/ When did people last see Mary ?

2/ How old is she ?

3/ What color of hair does she have ?

Answer key:

1/ 20 minutes ago (near the main entrance to the Car Fair).

2/ She's 3 (years old).

3/ She has short dark hair

4/ She's wearing *shorts-blue shorts and a long-sleeved white blouse*. 5/ She may be carrying *a large doll*.

III/ POST-LISTENING

Ss work in pairs to ask and answer about the clothes and foot-wear

Ss in the class are wearing.

Suggested questions: What are you/ is he/ she wearing ?

What kind of clothes/ foot-wear ?

What color ?

Are you wearing/ Is he/ she wearing ?

L/F1:

Giving instructions: "Nga introduced her relatives to Mi. Read the dialogue first. Then use the information in the table to make similar dialogues and work with your partner. Row a) have already done for you."

Notice: Since-For phrases in the present perfect express a period of time.

T asks Ss to pick out from the dialogue: *I've known her for six years. I haven't seen her since 2003.*

- Practice: Ss work individually first.

* Then they practice in pairs.

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🌸 HOMEWORK

Write a paragraph of 10 sentences about the kinds of clothes and foot-wear

Ss usually wear on Tet holiday.

Be ready for (Read) (- material (n) - (to) wear out - a style - (to) embroider - economic(adj) - label(n/v) - (to) be out of fashion)



Week 5 Period 10	Unit 2: CLOTHING Lesson 4 Read	DP: 25/9/2023
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A/ Aims: To read a text about *jeans*.

B/ Objective: By the end of the lesson, Ss will be able to get more information about *jeans*, the high fashion clothing.

C/ Teaching aids: Textbook, posters

D/ Procedure:

* **Checking up:** Ss called look at the pictures ,Retell the clothing the missing girl is wearing



1. Pre-teach Vocab

- material (n)
- (to) wear out
- a style
- (to) embroider
- economic(adj)
- label(n/v)
- (to) be out of fashion

2. Prediction "Today we're going to read a text about jeans.

Before you read the text, think of the year(s) relating to the following facts:"

Jeans	Dates
_____ : Workers liked to wear jeans.	18th century
_____ : Many students wore jeans.	1960s
_____ : Jeans became cheaper.	1970s
_____ : Jeans became high fashion clothing.	1980s
_____ : The sale of jeans stopped growing.	1990s

Ss work individually first, then compare

II/ WHILE-READING

- Checking the prediction: Ss read the text on page 17 and check their prediction

The answer: (see the column Dates)

- *Filling* (Exercise a) (only fill ONE word in the gap in each sentence.)

Ss read the text again and do the exercise individually first. Then compare.

The answer: 1. 18th century / **jean** cloth 2. 1960s / **students**
 3. 1970s / **cheaper** 4. 1980s / **fashion** 5. 1990s / **sale**

- *Questions and Answers* (Exercise b)

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Ss read the text one more and answer the questions by themselves. T elicits the answers from Ss and corrects them. Ss practice in pairs asking and answering.

The answers: 1. It comes from a kind of material that was made in Europe.
2. The 1960s' fashions were embroidered jeans, painted jeans and so on
3. Because jeans became cheaper.
4. in the 1980s.
5. Because the worldwide economic situation got worse in the 1990s.

III/ POST-READING Discussion

Do you like wearing jeans ?

Why/ Why not ?

What type of jeans do you love wearing ?

Do you think jeans are in fashion now ?

Ss demo.

HOMEWORK

Write a short text (about 50-60 words) to tell something about jeans.

Be ready for (Unit 2 Write)

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Week 6 Period 11	Unit 2: CLOTHING Lesson 5: WRITE	DP: 5/10/2023
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A/ Aims: Writing to present one side of an argument.

B/ Objective: By the end of the lesson, Ss will be able to know how to write an argument with the help of the outline.

C/ Teaching aids: Textbook, posters

D/ Procedure:

* Check-up:

Ss called answer these questions about jeans.

1. Do you like wearing jeans ? Why/ Why not ?
2. What type of jeans do you love wearing ?
3. Do you think jeans are in fashion now ?

I/ PRE-WRITING

1.Pre-teach Vocab:

(to) encourage
(to) be proud of
(to) feel equal
(to) feel self-confident
casual (adj)
freedom of choice

Expressions:

My opinion is that

In conclusion,

Firstly,

Secondly,

Finally,

- Giving instructions: "Firstly, read the presentation table of the parts of an argument. Then read the outline A and the passage *Secondary school students should wear uniforms*. Finally, write a paragraph with the help of the outline B"

T gives Ss time enough to read the table.

T asks Ss to answer the questions about the content of the table.

2. Questionnaire:

- How many parts of an argument ? What are they ?

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- (3 ; Introduction, Series of arguments and Conclusion
- What are you going to write in the Introduction ?
in the Series of arguments / and in the Conclusion ?
(Focus on the Organization)
 - Which language will you use to write ? (Focus on the Language)
- T gives Ss time enough to read the outline A and the passage.

II/ WHILE-WRITING

- Giving instructions: "Now read the outline B and write a paragraph of 100-150 words to support the argument "*secondary school students should wear casual clothes*".
- T asks Ss to read the outline B (page 19)
- T gives Ss time enough to write the paragraph.
- Ss work individually
- Then, T divides the class into 4 groups and Ss work in their groups.
- Each group chooses a secretary to write their arguments on the poster.

III/ POST-WRITING

Exhibition and Correction

- T asks Ss to put the posters around the classroom.
- Ss share and compare.
- T remarks and corrects.



HOMEWORK

- Write a paragraph of 10 sentences about the clothes you like to wear at home, at a festival and on special holidays.

- "I like to wear "
- Be ready for L/F 2,3,4,5(Unit 2)



Week 6 Period 12	Unit 2: CLOTHING Lesson 6: LF 2,3,4,5	DP: 5/10/2023
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A/ Aims: To practice *Since, For, Already, Yet* in the present perfect tense. To review the passive form of the present perfect, simple present, simple past and simple future...

B/ Objective: By the end of the lesson, Ss will be able to use *Since, For, Already, Yet* in the present perfect tense, and Ss will be able to use the passive form of the present perfect, simple present, simple past ...

C/ Teaching aids: Textbook, posters.

D/ Procedure:

✳ **Checking up:** *Pelmanism:*

1	2	3	4	5	6
be	painted	seen	do	go	see
7	8	9	10	11	12
bought	done	been	buy	paint	gone

I/REVISION The present perfect tense

- **Form:** have/ has + Vp.p (Vp.p = Ved/ VIII)
- **Uses:** Activities at the indefinite past time.

1. Exercise 2:

- Giving instructions: "You and your friend are visiting Ho Chi Minh City. There are things you have done (□) and haven't done (). Read the dialogue and the notes, and use the verbs in the box to practice asking and answering with your partner."

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Notice:

Already is used in the positive sentences. It's placed after "have/ has".

Yet is used in the negative and interrogative sentences. It's placed at the end of the sentences.

T asks Ss to pick out from the dialogue:

Have you seen Giac Lam Pagoda yet? I've already seen it.

- Practice: Ss practice in pairs.

A: Have you yet ? B: Yes, I have.

A: Have you yet ? B: No, I haven't.

2.Exercise 3:

- Giving instructions: "Read the dialogue and use the items in the box to make similar dialogues. Then practice with your partner."

Notice: **Ever** is used in interrogative sentences. It's placed after "have/ has".

T explains how to distinguish the difference in using the past simple and the present perfect tense

T asks Ss to pick out from the dialogue: *Have you ever read a comic ? Have you ever been to Singapore ? When did you last read one?*

T elicits from Ss groups of words: *play a computer / volleyball, go to / go shopping at a supermarket, go to the movies, see an elephant, eat a durian*

- Practice: Ss practice in pairs.

A: Have you ever [read a comic] ? B: Yes, I have.

A: Have you ever been to Singapore ? B: No, I haven't.

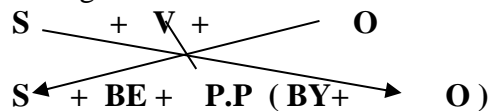
A: When did you [last read one] ? B: This morning.

II/REVISION Passive Form

1. Exercise 4: Complete the second sentence with the same meaning as the first one

- Revision: The passive form of the verbs **BE + Vp.p**

How to change Active sentences into Passive sentences:



Example: They sell jeans all over the world. → Jeans are sold all over the world.

- Practice: Ss work individually first. Then share with the partners.

The answer:

- Jean cloth was made completely from cotton in the 18th century.
- Rice is grown in tropical countries.
- Five million bottles of champagne will be produced in France next year.
- A new style of jeans has just been introduced in the USA.
- Two department stores have been built this year.

2. Exercise 5:

- Presentation: the passive form of the modal verbs or the verbs in the structures *be going to; used to ...*

Vmodal / be going to / used to + be + Vp.p

Example: You must do this exercise carefully.

→ This exercise must be done carefully.

- Practice:

Ss do Exercise 5.

T collects and corrects.

The answer: a) The problem can be solved.

b) Experiments on animals should be stopped.

c) Life might be found on another planet

d) All the schools in the city have to be improved.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

e) A new bridge is going to be built in the area.

@/ **Consolidation** : Use the correct form of the verbs :

a/ I (learn) English for 4 years.

b/ They(live) in Danang since 2001

c/ you(eat) Chinese food yet ?

d/Two department stores (build) next year.

e/ Life on another planet might (find)

🌱 **HOMEWORK**

- Review Unit 1,2.
- Be ready for revision

.....

Week 7 Period 13	Unit 3: A TRIP TO THE COUNTRYSIDE Lesson 1 Getting started +Listen and read	DP: 12/10/2023
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A/ Aims: To describe a trip to the countryside.

B/ Objective: By the end of the lesson, Ss will be able to talk about activities in the countryside.

C/ Language content:

- Vocab: Words relating to the countryside activities.
- Grammar: Revision of the prepositions of place.
Modal *could* with *wish*.

D/ Teaching aids: Textbook, pictures from textbook

E/ Procedure: T introduces the topic

I/ GETTING STARTED



T asks Ss to look at the pictures and the example

Example: 6/ A: What is the man doing ?

B: A man is plowing with his buffalo.

T asks Ss to describe the activities.

Ss work in pairs

T gets feedback (collect and correct)

Suggested sentences:

1/ A woman is watering the vegetables.

2/ The boy are swimming

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- 3/ A girl is feeding the chickens.
 - 4/ Women are harvesting the rice crop
 - 5/ A man is feeding the pigs.
 - 6/ A man's plowing with his buffalo.
 - 7/ A buffalo boy is flying his kite.
 - 8/ Boys are playing soccer.
- T elicits some groups of words from the pictures

II/ LISTEN AND READ

1. Pre-teach Vocab:

(to) have a rest a bamboo forest a banyan tree a shrine

*Checking vocabulary : R.OR

2. Setting the scene: " You're going to read about Ba and Liz's trip to the countryside. And you're going to know some activities they are doing in the trip."

3. Listening to the tape

4. Notes: Prepositions of place/ location T elicits from Ss the prepositions in the text:

under the tree, at the entrance, in the river, on the river bank, on the mountain (place); to the north of Hanoi, by the river, near the foot of a mountain (location).

T elicits the sentence from the text and explains the structure and its use.

Ex: I wish I could visit your village again some day.

5. Reading the text silently

6a. Exercise a: True or False

Ss read the text and do Exercise a (individually first, then compare)

Answer key:

1. F Ba and his family had a day trip to their home village.
2. T
3. F There's a big old banyan tree at the entrance to the village .
5. T
4. F People had a snack under the banyan tree.
6. F People had a picnic on the river bank.
7. T
8. F Liz took a lot of photos to show the trip to her parents.
9. T

6b. Exercise b: Answer the questions

Ss read the text again and answer the questions

The answers:

1. It's 60 kilometers to the north of Hanoi.
2. Ba and his family got to the village by bus.
3. The banyan tree is at the entrance to the village.
4. They saw the shrine of a Vietnamese hero on the mountain.
5. They had a picnic on the river bank.
6. Liz took a lot of photos to show the trip to her parents.
7. Liz wishes she could visit Ba's village again.

7. Feedback: (collect and correct Exercise a/ b)

HOMEWORK

- Learn by heart vocabulary and the text .
 - Make 3 wishes, using the structure: "S + wish + S + could + Vinf ...".
- Ex: I wish I could speak English very fluently.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- Be ready for "SPEAK"



Week 7 Period 14	Unit 3: A TRIP TO THE COUNTRYSIDE Lesson 2 Speak	DP: 12/10/2023
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A/ Aims: To practice asking and answering about the home village.

B/ Objective: By the end of the lesson, Ss will be able to tell something about their home village.

C/ Teaching aids: Textbook, posters, cassette and discus

D/ Procedure:

Checking up: Ss called ask and answer each person is doing (using the picture)



I/

PRE-SPEAKING

- *Ask and Answer:* (Exercise a) T asks Ss to read the questions and the prompts in the box (page 24).

Examples: A: Where is your home village ? B: It's to the west of the city.

- Practicing the dialogue: Ss practice in pairs (open pairs as models - closed pairs).

II/ WHILE-SPEAKING

- Giving instructions and setting the scene (Exercise b)

"Ask and answer about your real village. If you don't have a home village, make up information familiar to those in box A or B."

- Eliciting: T elicits from Ss the information about the village Ss are living now

**Tam Quang Village:* to the North of Nui Thanh town, about 7 km from Nui Thanh town, go by coach, plant rice and raise cattle or raise aquatic product (shrimps, crabs, fish, .), a river called Truong Giang.

- Practice: open pairs as models - closed pairs

A: Where is your home village ? B: It's on Highway One to the south of Tam ky Town.

A: How far is it from Tam Ky Town ? B: It's about 12 km from Tam Ky Town.

A: How can we get there ? B: We can get there by coach or by car.

A: How long does it take to get there from Tam Ky Town ? B: It takes about 15 minutes.

A: What do people do for a living in your village ?

B: They plant rice and raise cattle or raise aquatic product (shrimps, crabs, fish, .)

A: Does your village have a river ?

B: Yes, there is a river called Truong Giang.

III/ POST- SPEAKING Retell "Draw the route and retell the trip to Ba's village."

📌 **HOMEWORK** - Copy your story of your group into your books.

- Be ready for Listen

Week 8	Unit 3: A TRIP TO THE COUNTRYSIDE	DP: 18/10/2023
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TEACHER IN CHARGE: CHÂU THỊ HIỀN

Period 15	Lesson 3	Listen P24	
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A/ Aims: Help Ss listen to a text and choose a correct picture

B/ Objective: By the end of the lesson, Ss will be able to tell something about their home village.

C/ Teaching aids: Textbook, posters, cassette and discus

D/ Procedure:

Checking up: Ss called ask and answer each person is doing (using the picture)



LISTENING

I/ PRE-LISTENING

1. Pre-teach Vocab:

fuel (n)

a parking lot (car park: BE)

westward

2. Set the scene:

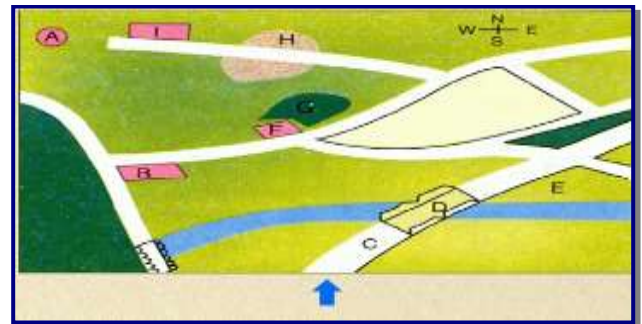
"Look at the map with the letters A, B, , I on it and the words from 1 to 9. You're going to listen to a text about the trip to Ba's village. Match the places on the bus route with the letters on the map. The trip begins with the letter C."

3. Prediction: "Guess the matching."

(The order of the letters given by the teacher)

- The first listening: Ss listen and match by themselves. T collects the prediction.

- Listening to the tape:



D - Dragon Bridge E - gas station F - store G - pond H - bamboo forest I - parking lot

- Listen and answer: Ss listen and answer the questions (individuals - pairs to compare)

1/ What place has yellow color in the map?

2/ Do you think there is something wrong in the map?(green # yellow)

3/ What place didn't they arrive ?

4/ How far is it from the parking lot to the banyan tree ?

Answers: 1/ green paddy fields 2/ the airport 3/ 10 m

- Final listening: Ss listen to the whole listening text the last time after correcting.

III/ POST-LISTENING

Retell "Draw the route and retell the trip to Ba's village."

- 🔗 **HOMEWORK** - Copy your story of your group into your books.
- Be ready for Read

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Week 8 Period 16	Unit 3: A TRIP TO THE COUNTRYSIDE Lesson 4 Read	DP: 18/10/2023
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A/ Aims: To read a text about activities on a farm in the USA.

B/ Objective: By the end of the lesson, Ss will be able to get more information about activities on a farm in the USA.

C/ Teaching aids: Textbook, posters

D/ Procedure:

Checking up: Ss *called* look at the picture and talk about activities in the countryside



I/ Pre-Reading:

1. Pre-teach Vocab: T elicits from Ss

- exchange (adj)
- as soon as (conj)
- grocery store (n)
- maize (n)

Checking vocab : R.O.R

2. Prediction: "Today we're going to read a text about Van, an exchange Vietnamese student. Before you read the text, predict the activities he often do after school when he's living with the Parker family."

T/ F statements:

- 1/ Van is living with an American family outside Columbus, Ohio of England.
- 2/ He is the same age as Peter and Sam, Mr. Baker and Mrs. Baker's sons.
- 3/ In the afternoon, he feeds the chickens and collects the eggs.
- 4/ On weekends, Van, Peter and Sam help Mr. Baker on the farm.
- 5/ Van eats bread and hot dogs on Saturday afternoons.
- 6/ Van feels very pleased when he is a member of the Bakers family.

T gives Ss time enough to predict. (individuals - pairs to compare)

T collects Ss' prediction.

II/ While-Reading:

1. Checking the prediction:

Ss read the text and check their prediction

The answers: 1/ F 2/ F 3/ T 4/ T 5/ F 6/ T

2a. Exercise a)

Matching "Match the words in column A with the words or groups of words in column B to know the meaning of some words from the text"

T elicits the correct matching from Ss

The answers: maize - corn ;
 feed - give food to eat;
 grocery store - where people buy food and small things;
 part-time - shorter and less than standard time;
 collect - bring things together

TEACHER IN CHARGE: CHÂU THỊ HIỀN

2b. Exercise b)

Completing the summary (Gap-filling)

" Read the missing summary. Use the information from the text to complete the summary."

Ss do exercise b)

individually first, then compare.

T collects the completed summary by asking some Ss to complete the passage. And then T corrects mistakes if necessary.

(T has written the passage on the poster.)

T asks one or two Ss to read aloud the completed summary.

The answers: Ohio farmer works part-time at a grocery store Peter

Sam farm they watch baseball member

III/ Post-Reading:

Interview: "Now one of you plays the role of Van, a Vietnamese student, who has just come back from a farm in the USA. He stayed with an American family and helped them with the farming there Another is the role of a correspondent. Make a conversation between them."

Homework:

- Learn vocab by heart
- Read the text carefully
- Write a short paragraph to tell about the activities Van did on the farm in the USA.
- Be ready for WRITE .

Week 9	REVISION FOR MIDDLE FIRST TEST	DP: 24/10/2023
Period 17		

A/ Aims: To help Ss review vocabulary, grammar notes from Unit 1 to Unit 3.

To help Ss get used to the sample of the middle test.

B/ Objective: By the end of the lesson, Ss will be able to get master the knowledge and skills for middle test.

C/ Teaching aids: Book and sample test.

D/ Ways of working; Individuals

E/ Procedure:

@ Revision:

I. Vocabulary * Review all vocabulary from Unit 1 to Unit 3

II. Grammar notes: * Review all grammar from Unit 1 to Unit 3

Unit 1:

- Vocabulary: Vocabulary used to describe countries
- Writing a letter to a friend about a place you've visited.
- Tenses: past simple, sentences with "wish"

Unit 2:

- Vocabulary about clothes.
- The present perfect tense.
- The passive voice
- Prepositions: in, since, for

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Unit 3:

- Vocabulary about the country
- Wish sentences :
- The past simple with “Wish”, Modal” could “ with “Wish “

1/ The tenses :

- The present simple tense: T elicits the modelling from Ss
Form : S + V(s,es)
- The past simple tense: T elicits the modelling from Ss
Form : S + V-ed/V2
- The Future simple tense: T elicits the modelling from Ss
Form : S +will +V(ing)
- The present progressive tense : T elicits the modelling from Ss
Form : S +is/am/are +V(ing)
- The present perfect tense: T elicits the modelling from Ss
Form : S +have/ has +V3/ V-ed

***Practice :** Ss work in individually . T collects and corrects

.Complete the sentences using the correct form of verbs

1. Maryam and Lan(be) pen pals for over two years.
2. They(correspond) twice every two weeks.
3. Last week Maryam(visit) Lan and she(take) her to many beautiful places in Viet Nam.
4. She wishes her father(be) here now.
5. She used to(walk) past the mosque on her way to the primary school.
6. I wish I(have) more time to do this work.
7. I wish I(not live) in such a big city.

2) T gives each student a sample test and asks them to do it.

I: Rewrite sentences, using “I wish.....”

1. I don’t know many English words. I wish
2. My friend can not stay with me longer. I wish
3. I don’t have time to go around the city. I wish.....

II: Rewrite sentences, using the provided word keep meaning as that of the root one

- 1.The teacher will explain the lesson until all the students understand it.

The lesson.....

- 2.You draw very badly. I wish I.....

- 3.They sell jeans all over the world.

Jeans.....

- 4.People are going to build a new library in the area.

A new library

- 5.You live very far from school.

We wish we

III. Choose the best answer:

A. Phonetics: (0,5ms)

I. Choose the word which is pronounced differently from the others.

- 1.A. minority B. religion C. design D. climate
2. A. concerned B. received C. attached D. concealed

II. Choose the best option (a,b,c,d) to complete the following sentences.(2ms)

3. They Da Lat last summer.A. visit B. visited C. will visit D. have visited
4. We have learnt English..... four years.A. in B. during C. for D. since

TEACHER IN CHARGE: CHÂU THỊ HIỀN

5. This school in 2005. A. was built B. is built C. will be built D. has been built
6. I don't have a computer.
I wish I a new one. A. have B. have had C. will have D. had
7. Designers take from many things in life.
A. inspired B. inspire C. inspiring D. inspiration
8. Lan: Have you ridden a zebra? => Hoa: No, I haven't.
A. recently B. ever C. yet D. since
9. Blouse is very lovely and very
A. fashion B. fashionable C. fashioned D. fashionably
10. Many people are fond of jeans A. wear B. wore C. worn D. wearing

3/ Wish sentences : T elicits the modelling from Ss

The past simple with "Wish", Modal" could " with "Wish "

***Practice** : Ss work in individually . T collects and corrects

1. I don't know many people.
- I wish.....
2. Goerge isn't here (I need him)
- I wish.....
3. It's cold and I hate cold weather.
- I wish.....
4. I live in the city but I like living in the country.
- I wish.....
5. I don't have a computer.
- I wish.....
6. I live in a small house .
- I wish.....
7. It's a pity I don't have a sister.
- I wish.....
8. I'm sorry I can not play the piano.
- I wish

Homework : Be ready for the middle first test.

Week 9	The mid-first semester test	DP: 24/10/2023
Period 18		

A. Aims: To check what Ss have learnt in the previous units and the Ss' ability of acquire so that the teacher may know what to do for the best of his teaching.

B. Contents.

I. Language.

- The simple present tense, simple past and The structure with "adj + enough + to-inf", "be going to...", used to, must, have to, ought to,...
- reflexive pronouns, modals, prepositions of position, adverbs of place, preposition of time,
- phonetics
- Vocabulary about describing people, things in the house.
- Wh- Questions

II. Skills

1/ Vocabulary ,Grammar and Phonetics

Multiple choice (12 sentences).

2/ Reading: Read the text, fill in the gaps and answer the questions

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- 3/ Writing: - Rewrite the sentences with the same meaning.
 - Complete the sentences
- 4/ Listening: - Listen to the recording, then write T/F
 - Listen to the recording, then choose the correct answer

C. TEST SPECIFICATION GRIDS.**D. CONTENTS OF THE TEST** (attachment sheet)

MÃ ĐỀ: A

A. LANGUAGE COMPONENT:(3pts)**I. Circle the letter A, B, C or D next to the word whose underlined part is pronounced differently from that of the others. (0.5 pt)**

1. A. things B. comprise C. time D. divide
 2. A. concerned B. received C. attached D. concealed

II. Circle the letter A, B, C or D next to the word(s) that best completes each sentence. (2,5pts)

3. Mai is a Buddhist. She often goes to _____ to pray.
 A. church B. pagoda C. temple D. mosque
4. The Vietnamese unit of currency is the _____.
 A. dong B. dollar C. ringgit D. pound
5. They haven't seen each other, but they write to each other frequently. They are _____.
 A. pen pals B. writers C. co-writer D. paper pals
6. For a long time the Ao dai has been the _____ of songs poems and novels.
 A. words B. things C. object D. subject
7. I learn hard so my parents are always proud _____ my studying?
 A. with B. in C. by D. of
8. I _____ my friend yet.
 A. haven't seen B. didn't see C. wasn't seen D. don't seen
9. We are having a good time together, I wish you _____ here with us now.
 A. are B. will be C. were D. would be
10. I think it's important for primary school students _____ uniforms when they are at school.
 A. wear B. to wear C. wearing D. should wear
11. Many cards _____ last Christmas.
 A. were sent B. sent C. send D. are sent
12. Lan: Would you like to drink coffee? – Mai: _____.
 A. That's right. B. I'm sorry C. Yes, I'd love to D. Let's

B/ READING:(2,5pts)**I. Read the passage carefully. (1.5 pts)****Complete the passage. Choose six words in the box to fill in the gaps. (1,5 pt)**

other look from and were women

Clothes can tell a lot about a person. Some people like very colorful clothes because they want everyone to (13)_____ at them and they want to be the center of things. (14)_____ people like to wear nice clothes, but their clothes are not colorful or fancy. They do not want people to look at them. Clothes today are very different (15)_____ the clothes of the 1800s. One difference is the way they look. For example, in the 1800s, all women wear dresses. The dresses all had long skirts. But today, (16)_____ do not always wear dresses with long skirts. Sometimes they wear short skirts. Sometimes they wear pants. Another difference between 1800s (17)_____ today is the

TEACHER IN CHARGE: CHÂU THỊ HIỀN

cloth. In the 1800s, clothes were made only from natural kinds of cloth. They (18)_____ made from wool, silk or linen. But today, there are many kinds of man-made cloth.

II. Read the following passage, choose the best the answers. (1pts)

If you enjoy cycling for pleasure, doing it in London can be a shock. There are not enough lanes especially for bikes, and making your way through the traffic can be very risky. But if you have great passion, cycling in London can be exciting, and it is an inexpensive way of keeping fit if you live there. Some cyclists don't mind spending a lot of money on expensive bikes. However, if you just want a basic bike that is only for occasional use, there are many cheap choices. Several markets have cheap bikes on sale which may not be impressive to look at but should be satisfactory. You should buy a cycling helmet if you want to cycle in London. Wearing a cycling helmet is not compulsory in Britain, but **it** is a good idea to wear one for protection. 19. What is the main idea of the passage?

- A. Cycling helmets B. Cheap bicycles C. Bicycle markets D. Cycling in London

20. According to the passage, cycling in London can be _____

- A. easy B. difficult C. tiring D. boring

21. The word "**it**" in line 8 refers to _____

- A. wearing a cycling helmet B. cycling in London
C. keeping fit D. doing exercise

22. According to the passage, all the followings are true **EXCEPT** that

- A. It is compulsory to wear a helmet when cycling in Britain.
B. Some bikes in London are cheap.
C. There are not many lanes especially for bikes.
D. Some cyclists don't mind buying expensive bikes.

C. WRITING:(2,5pts)

I. Choose A, B, C or D which is not correct in standard English(0,5pt)

23. The car cleaned by my father everyday

- A B C D

24. Playing soccer make me feel comfortable

- A B C D

II. Finish the second sentence so that it has the same meaning as the first. (1pt)

25. What's a pity! I can't remember the answers to these questions.

I wish.....

26. The organizers will exhibit the paintings till the end of the month.

The paintings

III. Write complete sentences from the words given: (1pt)

27. I / not / do / this work / since / I / move / Ha Noi.

.....

28. Workers/ be/ fond /wear / modern clothing / work/ nowadays.

.....

D. LISTENING: (2.Pts)

Part 1: Listen to a public announcement about a lost little girl called Mary. Choose the best answer A, B, C or D.

29. Mary was last seen _____ minutes ago at the Car Fair.

- A. 12 B. 20 C. 30 D. 10

30. She was last seen near the main _____

- A. gate B. desk C. ticket office D. entrance

31. Her hair is _____ A. blond B. curly C. long D. dark

32. Her father's waiting for her _____ ..

TEACHER IN CHARGE: CHÂU THỊ HIỀN

A. at the Information Desk

B. at school

C. at home

D. at the car fair

Part 2: Listen to Tom talking about his school uniform. Write true (T) or false (F).

33. Tom always wears his school uniform when he is at school. _____

34. His school uniform is blue pants and white shirt. _____

35. He feels proud of his school when wearing his uniform. _____

36. He likes to wear pants and colorful shirts on special occasions. _____

-----THE END-----

MÃ ĐỀ: B**A. LANGUAGE COMPONENT:(3pts)****I. Circle the letter A, B, C or D next to the word whose underlined part is pronounced differently from that of the others. (0.5 pt)**1. A. writeB. divideC. compriseD. religion2. A. collectedB. dependedC. watchedD. painted**II. Circle the letter A, B, C or D next to the word(s) that best completes each sentence(2.5pts)**

3. Miss Hoa is very _____. She goes to church every morning.

A. religious

B. religiously

C. religion

D. religioner

4. The Malaysia unit of currency is the _____

A. riel

B. dollar

C. ringgit

D. pesco

5. Churches, temples and pagodas are places of _____.

A. dancing

B. recreation

C. worship

D. friendship

6. Vietnamese women today often prefer to wear modern clothing at work because it is more _____

A. careful

B. easy

C. expensive

D. convenient

7. These shoes are made _____ leather. They are very strong.

A. in

B. by

C. of

D. from

8. He _____ with friends in an apartment in HCMC since last week.

A. living

B. has lived

C. lived

D. live

9. I wish I _____ the guitar better.

A. play

B. played

C. have played

D. am playing

10. It's dangerous for children _____ in this river.

A. swim

B. to swim

C. swimming

D. swam

11. His house is too old to live in. It _____.

A. must repair

B. must be repaired

C. repaired

D. repair

12. Would you like to go and visit the museum tomorrow? - " _____."

A. that right.

B. I like to see it.

C. You must want it

D. That would be great.

B. READING(2,5pts)**I. Read the passage carefully. Choose 6 words in the box to fill in the gaps. (1,5 pts)**

peaceful	clear	colors	feel	villagers	walk
----------	-------	--------	------	-----------	------

My village is about 50 kilometers from the city center. It is very beautiful and (13)_____. place where people grow flowers and vegetables only. It's very famous for its pretty roses and picturesque scenery. The air is quite (14)_____; however, the smell of the roses make people (15)_____ cool. In spring, my villages looks lie a carpet with plenty of (16)_____. Tourists come to visit it so often. Nowadays, with electricity, it doesn't take the (17)_____ much time to water the roses. And even at night, people can (18)_____ along the path and enjoy the fresh smell of the flowers.

II. Read the passage below then pick out ONE best option (A, B, C or D) to complete each of the following sentences: (1pt)**TEACHER IN CHARGE: CHÂU THỊ HIỀN**

Britain is now a highly industrialized country and there are only 238,000 farms in the UK. More and more farmers leave the land because they can not earn enough money to survive. Only large farms are economic and because of this, most British farms are big. They usually grow cereals in the east of England and raise sheep and cows in the north of England and Scotland. The small family farms often have to earn more money by offering bed and breakfast accommodation to tourists.

Farming methods in Britain have also changed. Fields used to be quite small, divided by hedges which were sometimes a thousand years old and full of wild flowers and birds. Many hedges were pulled up to allow farmers to use modern machinery. Now most fields in England are large by European standards.

19. What is the main idea of the passage?

A. British farmers B. British farms C. British workers D. British's population

20. More and more farmers leave the land because _____ .

A. most British farms are big B. farming is now industrialized
C. they can not earn enough money to survive D. most British farmers are rich

21. Fields on British farms were _____ .

A. separated from each other by hedges B. full of wild flowers and birds
C. a thousand years old D. changed

22. Which of the following sentences is NOT TRUE?

A. Industries are developed in Britain.
B. They usually raise cows in the north of England.
C. Many hedges are pulled down for farmers to expand their farms.
D. Most fields in England are now larger than they used to be.

C. WRITING:(2,5pts)

I. Choose A, B, C or D which is not correct in standard English(0,5pt)

23. The car should clean by my father

A B C D

24. Wearing casual clothes make me feel self- confident

A B C D

II. Finish the second sentence so that it has the same meaning as the first. (1 pts)

25. It is so hot. I want to be in the swimming pool.

I wish

26. When did you start learning English? – 3 years ago

How long.....? -

II. Write complete sentences from the words given: (1.0 pt)

27. This / first / time / Nga / eat/ this kind of food.

.....

28. I think / wear / casual clothes / make / me / feel /more self- confident.

.....

D.LISTENING:.(2pts)

I. Part 1: Listen to a public announcement about a lost little girl called Mary. Choose the best answer A, B, C or D.

29. A _____ girl is reported missing.

A. three-year-old B. four-year-old C. five-year-old D. six-year-old

30. She is wearing a _____ white blouse.

A. long-sleeved B. short-sleeved C. brown shoes D. blue shorts

31. She may be carrying a large _____

A. ball B. bear C. doll D. toy car

32. If you see Mary, please _____ her to the Information Desk.

A. take B. phone C. bring D. send

TEACHER IN CHARGE: CHÂU THỊ HIỀN

II. Part 2: Listen to Tom talking about his school uniform. Write true (T) or false (F).

33. Tom goes to school from Monday to Saturday. _____
34. He always wears his uniform when he's at school, he doesn't like it. _____
35. He likes wearing shorts and T-shirts when going out with his friends. _____
36. He doesn't like to wear pants and colorful shirts at Tet or birthday parties. _____

-----THE END-----

MÃ ĐỀ: A

ĐÁP ÁN**A. LANGUAGE COMPONENT:(3pts)****I. Circle the letter A, B, C or D next to the word whose underlined part is pronounced differently from that of the others. (0.5 pt)**

1. A. things
2. C. attached

II. Circle the letter A, B, C or D next to the word(s) that best completes each sentence. (2,5pts)

- 3 B. pagoda
- 4 B. dong
- 5 A. pen pals
- 6 D. subject
- 7 D. of
- 8 A. haven't seen
- 9 B. were
- 10 B. to wear
- 11 A. were sent
- 12 C. Yes, I'd love to

B/ READING:(2,5pts)**I. Read the passage carefully. (1.5 pts)**

Complete the passage. Choose six words in the box to fill in the gaps. (1,5 pt)

13. look 14. Other 15. From 16. Women 17. and 18. Were

II. Read the following passage, and choose the best answer: (1pts)

- 19 D, 20 B, 21 A, 22 A

C. WRITING:(2,5pts)**I. Choose A, B, C or D which is not correct in standard English(0,5pt)**

23 B

24 B

II. Finish the second sentence so that it has the same meaning as the first. (1pt)

- 25 I wish I could remember the answers to these questions.
- 26 The paintings will be exhibited till the end of the month.

III. Write complete sentences from the words given: (1pt)

27. I haven't done this work since I moved to Hanoi
28. Workers are fond of wearing modern clothing at work nowadays

I. Nghe (2.5 đ) Part 1: Listen to a public announcement about a lost little girl called Mary. Choose the best answer A, B, C or D.

29B, 30 D, 31 D, 32 A

Part 2: Listen to Tom talking about his school uniform. Write true (T) or false (F).

33T, 34F, 35T, 36 T

TEACHER IN CHARGE: CHÂU THỊ HIỀN

-----THE END-----

MÃ ĐỀ: B

ĐÁP ÁN**A. LANGUAGE COMPONENT:(3pts)**

I. Circle the letter A, B, C or D next to the word whose underlined part is pronounced differently from that of the others. (0.5 pt)

3. D. religion

4. C. watched

II. Circle the letter A, B, C or D next to the word(s) that best completes each sentence(2.5pts)

3. A. religious

4. C. ringgit

5. B. worship

6. D. convenient

7. C .of

8. B. has lived

9. B. played

10. B. to swim

11. B. must be repaired

12. D. That would be great

B. READING(2,5pts)

I. Read the passage carefully. Choose 6 words in the box to fill in the gaps. (1,5 pts)

13. peaceful, 14. clear, 15. Feel, 16.colors , 17. villagers 18. walk

II. Read the passage below then pick out ONE best option (A, B, C or D . to complete each of the following sentences: (1pt)

19 B, 20 C, 21 A, 22C

C. WRITING:

I. Choose A, B, C or D which is not correct in standard English(0,5pt)

23 C, 24 B

II. Finish the second sentence so that it has the same meaning as the first. (1 pts)

25. I wish I were in the swimming pool.

26. How long have you learned English? – For 3 years.

II. Write complete sentences from the words given: (1.0 pt)

27. This is the first time Nga has eaten this kind of food.

28. I think wearing casual clothes makes me feel more self-confident.

D.LISTENING:.(2pts)

I. Nghe (2.5 đ) Part 1: Listen to a public announcement about a lost little girl called Mary. Choose the best answer A, B, C or D.

29A, 30A, 31 C, 32C

Part 2: Listen to Tom talking about his school uniform. Write true (T) or false (F).

33T, 34F, 35T, 36 F

-----THE END-----

Listening script Anh 9 giữa kì 1

Part 1:

Attention please. Here is a special announcement. A little girl is reported missing. She was last seen 20 minutes ago near the main entrance to the Car Fair. Her name's Mary and she is 3 years old. She

TEACHER IN CHARGE: CHÂU THỊ HIỀN

has short dark hair. She's wearing shorts – blue short and a long – sleeved blouse. She's wearing a pair of shoes – brown shoes. She may be carrying a large doll. If you see Mary, please bring her to the Information Desk. Her father's waiting for her there. Thank you.

Part 2:

Hello. My name is Tom. I am a student at a secondary school. I go to school six days a week and I always wear my school uniform when I am at school.

I like wearing uniform very much because all students look like each other and we feel equal in many ways. Wearing uniform stops students from following fashions. I don't have to think of what to wear every day. Besides, the school uniform encourages

me to be proud of my school. My school uniform is black pants and white shirt for all boys and girls. But there is one thing I don't like about my school uniform is the pants color. I prefer blue pants or brown pants to black pants. On the weekend, when going out with friends, I often wear casual clothes, like shorts and T-shirts because they are very convenient. On special occasions such as Tet or New Year's Day, birthday parties, I like to wear pants and colorful shirts.

Week 10 Period 19	A TRIP TO THE COUNTRYSIDE Lesson 5 Write	DP: 01/11/2023
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A/ Aims : Writing a narrative through pictures and word cues.

B/ Objective : By the end of the lesson, Ss will be able to know how to write simple sentences into a short paragraph telling about a trip to the country.

C/ Teaching aids : Textbook, cards, posters

D/ Procedure :

Checking up: Ss called answer some questions

- 1/ Have you ever gone on a picnic ?
- 2/ Who did you go with ?
- 3/ How did you go there ?
- 4/ Did you tell about your picnic to anyone ?

I/ Pre-Writing :

1. Pre-teach Vocab: picnic site (to) lay out blanket

- Giving instructions: "Look at the pictures on page 26, 27 and the information given. Then write a passage entitled *A Country Picnic* using the words given."

TEACHER IN CHARGE: CHÂU THỊ HIỀN

T gives Ss time enough to look at the pictures and the information.

T asks Ss to answer the questions about the content of each picture and how to do the writing task.

2. Questionnaire

- What did people do in Picture 1 ? Was the picnic site next to the river ?
- On what did they lay out the food in Picture 2 ?
- What activities did they organize in Picture 3 ?
- At what time did they run to the bus stop in Picture 4 ?
- When did they arrive home in Picture 5 ?
- How can you write the story ?
- Do you write the passage by using the words given ?
- Do you add some more words to complete each sentence ?
- What tense form of verbs must you use to write ?

T writes the first sentence as an example:

"It was a beautiful day, my friends and I decided to go on a picnic."

II/ While-Writing :

Ss use the pictures and the word cues to write the story.

T monitors the class and takes notes.

III/ Post-Writing :

Ss share or compare their writing and correct the mistakes each other.

T marks some Ss' writing while two Ss go to the blackboard and write out their writing on the board.

T remarks.

Homework -Write a short paragraph of 100 words about a picnic you had. Start like this:

"Last Sunday, my friends and I went on a picnic."

- Be ready for (language focus)

Week 10	A TRIP TO THE COUNTRYSIDE	DP: 01/11/2023
Period 20	Lesson 6 Language Focus	

A/ Aims :

To practice *Prepositions of Time*.

To practice *Adverb Clauses of Result*.

B/ Objective :

By the end of the lesson, Ss will be able to use the Past Subjunctive with *Wish*, Modal *Could* with *Wish*, *Prepositions of Time*, and *Adverb Clauses of Result*.

C/ Teaching aids : Textbook, posters.

D/ Procedure :

Warm up :

Find and correct the mistakes in the following sentences

1. I wish I am in the swimming pool now.

A B C D

2. Ba wishes He can speak English well.

A B C D

TEACHER IN CHARGE: CHÂU THỊ HIỀN

3. She doesn't go to school in Sunday

A B C D

4. The Parkers are nice, and Van feels like a member of their family

A B C D

Exercise 1:

1/ Presentation: wish sentences

T elicits the modelling from Ss

a/ Modal "could" with "wish"

S+ Wish(es) + S + could + V(b. inf)

b/ The past simple with "wish":

S+ wish(es) + S + | were/ weren't
V2/V-ed/ didn't + V(b. inf)

2/ Practice: What do these people wish ? Write the sentences .

Example: a/ Ba/ can have/ new bicycle.

→ Ba wishes he could have a new bicycle.

Ss work individually.

T collects and corrects.

The answers: b/ Hoa wishes she could have visit her parents .

c/ I wish I passed the exam .

d/ We wish it didn't rain .

e/ He wishes he could fly .

f/ They wish they stayed in Hue / They wish they could stay in Hue for Hue festival .

Exercise 2:

1/ Presentation: *Prepositions of Time*

T elicits from Ss some prepositions of time from textbooks.

at 6.00, on Monday, on Monday morning, in the morning, on weekends, in November,

in 1990, in 21st century, from 7a.m to 11.5p.m, (or T can ask Ss to fill in the gaps with the appropriate prepositions: 6.00, Monday,)

2/ Practice:

"Look at Mr. Thanh's itinerary for his business trip to Singapore and read the following sentences. Fill in each gap with one preposition from the box."

T elicits from Ss the Vietnamese meaning of the prepositions:

between ... and ..., till, after, up to

Example: a) Mr. Thanh leaves Hanoi ... at ... 2p.m.

Ss work individually.

T collects and corrects.

The answers: b) on c) between d) till e) after f) up to

Exercise 3: Complete the sentences with *on, at, in, for*.

The answers: a) on b) at - in c) in d) for e) in f) at

Exercise 4:

1/ Presentation: *Adverb Clauses of Result* beginning with Conjunction *So*

* Main clause : Cause or Reason

Adverb clause beginning with *so* : Result

Ex: Everyone felt tired and hungry, so they sat down under the tree.

T elicits from Ss some more sentences.

* *Adverb Clauses of Result* beginning with Conjunction *So* compared with *Adverb Clauses of Cause or Reason* beginning with Conjunction *Because*

Ex: Everyone sat down under the tree because they felt tired and hungry.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

2/ Practice: "Read through all the half-sentences. Match the numbers on the left to the letters on the right to make the complete sentences."

Example: 1 - e) Hoa worked hard, so she passed her exam.

T gives Ss time to do the exercise (individuals - pairs to compare)

T asks some Ss to read their sentences.

The answers: 1 - e 2 - a 3 - d 4 - b 5 - c

Production: Lucky number

Homework :

- Do Exercise 1, 2, 5, 7 in the workbook.

- Be ready for "Getting Started, Listen & Read"

(Unit 4 an examiner ,a candidate ,aspect ,a college ,a stage ,an oral / a written exam)

.....

Week 11	UNIT 4 LEARNING A FOREIGN LANGUAGE	DP: 07/11/2023
Period 21	Lesson 1 Getting Started, Listen & Read	

A/ Aims : To present an Oral examination in English as a foreign language.

B/ Objective : By the end of the lesson, Ss will be able to ask and answer about the list of questions given on an Oral examination in English as a foreign language.

C/ Teaching aids : Textbook, picture from textbook

D/ Procedure : T introduces the topic

@ Checking up : Ss called answer some questions

1/ Do like watching English programs on TV ?

2/ Do you practice speaking English with classmates ?

3/ Do you want to be a good English speaker ?

I/ Getting started:

T elicits the answers from some strong Ss . T : How do you learn English ?

Ss: I T asks Ss to read the list of 10 sentences

T asks Ss to check the things they usually do in learning English

Ss tick off the numbers in the list (individuals - pairs to compare)

S1: How do you learn English ? S2: I What about you ?

S1: I T asks Ss to add some more things Ss do or Ss want to do

Suggested sentences:

Learn English from friends. Work in pairs or in groups to help one another.

Try to practice speaking English in classes as much as possible. Read the text to find out the answers.

Write the answers to the questions but don't look at the text. Then look at the text to check the answers.

II/ Listen and Read:

1. Pre-teach Vocab:

an examiner a candidate aspect

a college a stage an oral / a written exam

Checking vocab : R.O.R

2. Setting the scene: "Lan has just finished an oral exam in English and she is talking to Paola, a foreign student, about the exam."

3. Listening to the tape

4. Notes: T elicits some sentences from Ss . Then T explains

Example: She asked me what my name was.

She asked me if I spoke any other languages

Comparison: Questions in Direct and Indirect Speech

(DS) She asked me: "What is your name ?" (IS) She asked me what your name is.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Example: If you want to attend the course, you must pass the written examination.

*** Form : Reported Questions:**

1/ WH - Questions : S + ASKED + O + WH + S + V(lùi 1 thì)

2/ Yes / No - Question: S + ASKED + O + IF / WHETHER + S + V(lùi 1 thì)

5. Exercise a: *Practice the dialogue* Ss practice the dialogue in pairs (closed pairs)

6. Exercise b: "Read the dialogue to find reported sentences in it. And then read the list of questions and check (□) the boxes of the questions the examiner exactly asked Lan."

Ss read the dialogue silently T elicits from Ss some reported questions in the dialogue:

she asked me what my name was, and where I came from; she asked me why I was learning English, ... and if I spoke any other languages;

Ss read the dialogue and the list of questions to compare the reported questions in the dialogue with the questions in the list and check the boxes

T gets feedback

Homework : - Learn vocab by heart and practice the dialogue.

- Write five answers to the question "How can you learn English well ?"

- Be ready for Unit 4 (speak).

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Week 11	UNIT 4 LEARNING A FOREIGN LANGUAGE	DP: 07/11/2023
Period 22	Lesson 2 SPEAK	

A/ Aims : To practice persuading s.o to attend an English language course abroad.

B/ Objective : By the end of the lesson, Ss will be able to persuade their friends to attend the school they like.

C/ Teaching aids : Textbook, pictures from textbook

D/ Procedure :

Warm up :

Finding words: What expressions can you use to show your opinions and ideas ?

Example: I think

Ss in two teams of four take in turns to write their words on the board.

T has Ss read the expressions in the first box on page 34 to check their answers

T remarks (The winner is the team which has more correct expressions).

I/ Speak :

1) Pre-Speaking:

- Pre-teach Vocab.:

a scholarship

(to) persuade

a dormitory

a campus

reputation

an institute

native speaker

- Setting the scene: "Imagine you are Thu, Tam and Kim, and you are awarded a scholarship of US\$2,000 to attend an English language summer course abroad. But your partners haven't decided which school they will attend.

Read the information in the three advertisements and the model example first, and then make up your ideas to persuade your partners to attend the school you like."

T gives Ss time to read the example and the information.

T elicits Thu' sentence from Ss.

Suggested sentence:

- Thu: *I think the Brisbane Institute of English in Australia isn't as famous as the Brighton Language Center in UK. / we can't live in a dormitory on campus*

TEACHER IN CHARGE: CHÂU THỊ HIỀN

T asks Ss to work in groups of three to build up their conversations.
T elicits Ss' sentences.

2) While-Speaking:

Ss work in groups of three to take the roles of Thu, Tam and Kim.
T monitors.
T asks some groups of Ss to perform in the middle of the class.
T corrects mistakes and supplements the information if necessary.

3) Post-Speaking :

Write-it-up:

T asks Ss to write up the reasons why they choose the school.
T monitors and helps Ss to do the task.
Some Ss write their sentences on the board and T corrects their writing.

Homework :

- Learn vocabulary by heart .
- Write five sentences to persuade your friend to be a member of the speaking English club of your class.
- Be ready for “ Listen “



Week 12 Period 23	UNIT 4 LEARNING A FOREIGN LANGUAGE Lesson 3 LISTEN	DP: 10/11/2023
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A/ Aims : To listen to a text and choose a correct picture.

B/ Objective : By the end of the lesson, Ss will be able to know more about clothes and foot-wear.

C/ Teaching aids : Textbook, pictures from textbook

D/ Procedure :

* Checking up : Ss say five sentences to persuade your friend to be a member of the speaking English club of your class.

I/ Pre-Listening:

- Set the scene: "Nga's studying English in London. She's talking to Kate about her studying English. Listen to their conversation. Check (☐) the box if the sentence is true. Correct if the sentence is false."
- Prediction: *T / F prediction:*

"Read all the following sentences. Give questions and answer them to understand. And then predict which of the sentences are true or false."

T gives Ss time to read 6 sentences and practice in pairs.

The suggested questions:

- a) What is Nga studying ? What is she studying English for ?
- b) Where did she learn English ? Did she learn English only at school ?
- c) What's her job ? Where is her office ? Did she work for an international bank ?
- d) What does she need ? What (language skills) does she need to improve ?
- e) What language skills of hers is excellent ? Is her listening excellent or terrible ?
- f) What does she hope ? What does she hope she can do ? Who and what does she hope she can talk and understand ?

Ss predict and compare with their partners.

Ss call out their predictions and T collects.

- First listening: Ss listen and tick.

II/ While-Listening :

- Listen and check: Ss listen until they check their predictions.
-

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Sentences	a	b	c	d	e	f
Guess	T	T / F	T / F	T / F	T / F	T / F
Check	T	T	F	T	F	T

Correcting:

c) She works for an international bank in Hanoi.

f) Her listening is terrible.

Listen and answer:

1/ Has Nga forgotten a lot of English ?

2/ What does she sometimes have to write in English ?

3/ Does she like studying English ?

4/ What is her biggest problem ?

Ss listen and answer the questions given by the teacher.

III/ Post-Listening :

Discussion: 1/ What is your biggest problem in learning English ?

2/ Which skills are you good at or do you like to practice ? Why ?

Ss work in 4 groups to discuss the questions given by the teacher.

T monitors and gives help.

T collects Ss' answers and supplements the ideas.

Homework :

- Rewrite the ideas of your group in your own words.

- Be ready for (Read: intermediate -council -advanced -well-qualified - tuition- academy)



Week 12	UNIT 4 LEARNING A FOREIGN LANGUAGE	DP: 10/11/2023
Period 24	Lesson 4 READ	

A/ Aims : To read three advertisements to choose a suitable language school.

B/ Objective : By the end of the lesson, Ss will be able to get information from the advertisements to choose a suitable language school.

C/ Teaching aids: Textbook, posters

D/ Procedure:

* **Warm up: Ss called ask and answer the questions**

1/ What is your biggest problem in learning English ?

2/ Which skills are you good at or do you like to practice ? Why ?

I/ Pre-Reading :

1. Pre-teach Vocab:

intermediate (adj)

- council

- advanced (adj)

- well-qualified (adj)

- tuition

- academy

2. Prediction: *Yes-No Question Prediction*

"Today we're going to read three advertisements and choose a suitable language school for Mr. Lam. Answer the questions to predict which school he wants to go to."

1/ Does he want to learn or improve English ?

2/ Does he want to go to evening classes ?

3/ Does he reach the beginner language level ?

TEACHER IN CHARGE: CHÂU THỊ HIỀN

4/ Does he agree the course can begin soon ?

II/ While-Reading :

- Checking the prediction: Ss read the blue box on page 36 and check their predictions

The answer: 1/Yes

2/Yes

3/ No (intermediate level)

4/ No (late October / early November)

Exercise a) "Look at the three advertisements and the table on page 36, and then note down / fill information about the English classes into the table."

Ss do Exercise a) (individuals / pairs to compare) T collects and corrects. *The answer:*

School	Class time (morning / afternoon / evening)	Language Level (beginner / intermediate / advanced)	Time to start
Academy of Language	morning, afternoon, evening	advanced (speak foreign language to others)	First week of November
Foreign language Council	morning and evening	beginner / intermediate	3 rd November
New English Institute	afternoon, evening, weekend	beginner (new)	(today)

- Exercise b) "Read the notes Mr. Lam made. Compare the notes with the information in the table to choose a suitable language school for him. Give reasons for your choice."

Mr. Lam's notes	early evening	intermediate level	late October / early November
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The answer: Foreign language Council (evening, intermediate, 3rd November)

Anticipated problem: Academy of Language is probably chosen

III/ Post-Reading :

Interview: "Imagine you are a correspondent and your partner is Mr. Lam. You want to know which school Mr. Lam will go to. Make an interview"

Example exchanges:

You : Hello, Mr. Lam. Do you want to take an English course ?

Mr. Lam : Oh, yes. I want to take an evening English course.

T elicits the last sentence from Ss.T asks some Ss to take the roles of Mr. Lam and an correspondent as models. Ss practice in closed pairs.

@ Homework:

- "Imagine you are Mr. Lam. Write a short paragraph to talk about an English course you want to take.
- Be ready for " write "



Week 13 Period 25	UNIT 4 LEARNING A FOREIGN LANGUAGE Lesson 5 Write	DP: 24/11/2023
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TEACHER IN CHARGE: CHÂU THỊ HIỀN

A/ Aims : To write a letter of inquiry for information.

B/ Objective : By the end of the lesson, Ss will be able to complete a letter of inquiry for more information about an English course in reply to one of the advertisement

C/ Teaching aids : Textbook, posters, cards

D/ Procedure :

Warm up:

Ordering: "Arrange the groups of words into a correct order to form a letter."

Closing (your faithfully)	Writer's address (25 Le Duan St. ...)	Body of a letter (I)
Opening (Dear Sir,)	Signature (John Robinson)	Date (April 17 th , 2005)
Ending (I look forward ..)		

The answer:

Writer's address Date Opening Body of a letter Ending Closing Signature

I/ Pre Writing :

Pre-teach Vocab:.. an edition details fees Expression: Could you please ?

- Giving instructions: "Read the letter again and answer the questions." (Exercise a)

T gives Ss time to read the letter and answer the questions.

The questions: 1/ Did John Robinson know about a Vietnamese course from an advertisement of the Viet Nam News ? 2/ What is he interested in ? 3/ Does he speak a little Vietnamese ?

4/ What does he ask the school to send him ? 5/ What language test can he complete if necessary ?

6/ Does he end his letter with a polite closing ? What does he write ?

T elicits the answers from Ss. Suggested answers:

1/ He saw an advertisement in today's edition of the Vietnam News.

2/ He wants to know some information about the course / school.

3/ No, he doesn't. 4/ He wants some details of courses and fees.

5/ He can complete a spoken Vietnamese test. 6/ Yes, " I look forward to hearing from you."

T elicits the four main parts of the letter of inquiry. "Read the outline and answer the questions: What is a letter of inquiry ? / How many parts are there in this letter ?/ What are they ?"

Ss answer: " It's a letter to request for information or action./ Four./ Introduction, Request, Further information and Conclusion."

II/ While Writing :

- Giving instructions: (Exercise b) "Read the advertisements in 5.READ again and choose one of the schools you want to attend. Read the outline paying attention to the content and write a similar letter.Now, work in four groups. Each group chooses a secretary to record the letter."

T monitors and gives help or provides more information: *foreign languages, language skills, length of the course, timetable, oral and written examination*

III/ Post Writing :

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Exhibition: T has Ss put the posters on the wall in front of the class.

T tells Ss to look at each poster and share, compare, admire. T corrects mistakes and remarks.

T asks Ss to copy something interesting if there is enough time.

Homework : "You want to attend a course in playing the guitar .write a letter of inquiry."

-----* -  - *-----

Week 13	UNIT 4 LEARNING A FOREIGN LANGUAGE	DP: 24/11/2023
Period 26	Lesson 6 Language Focus	

A/ Aims : To practice Modal verbs with *If*. To practice Direct and Reported Speech.

B/ Objective : By the end of the lesson, Ss will be able to use Modal verbs in the conditional sentences and use Reported Statements and Questions.

C/ Teaching aids : Textbook, posters.

D/ Procedure :

***Checking up :** Ss called answer some questions

I/ Conditional Sentences - Type 1

1/ Presentation: Modal verbs in Conditional Sentences - Type 1

Notice: Verbs in ... If -Clause: Simple Present Main Clause: Can / Must / Should / Might ... + Inf.

2/ Practice:

Exercise 1 : "Complete the sentences by using the modal verbs in brackets and the words in the box. Sentence a) and b) have been done."

Ss work individually first. Then in pairs to compare. T collects the correct answers from Ss.

a) If you want to get good grades, you must study hard.

b) You have to go to university if you want to study medicine.

c) If you want to lose weight, you should do a lot of exercise. d) If he doesn't come soon, he might miss the train.

e) If you want to get well, you ought to stay in bed. f) You must do your homework if you want to go out.

II/ Direct Speech and Indirect / Reported Speech

1/ Presentation: Reported Statements S + SAID / TOLD (O) + (THAT) + S + V

Reported Questions 1/ WH - Questions : S + ASKED + O + WH + S + V

2/ Yes / No - Questions: S + ASKED + O + IF / WHETHER + S + V

Notes: What are changes from Direct Speech into Indirect / Reported Speech ?

*Pronouns: + First person pronouns in direct sentences related to Subject in Introducing Clause
+ Second person pronouns Object

Ex: "I'll come to your house with my friends." - I told her I would come to her house with my friends.

Verbs: backward to the past - Words of Time or Place

- Interrogative form → Negative or Affirmative form in Reported Questions

2/ Practice:

Exercise 2 : " Complete the table." Ss from two teams go to the board and complete the table.

Direct Speech	Reported Speech	Direct Speech	Reported speech
Present Simple	Past Simple	THIS / THAT	THAT
Present Progressive	Past progressive	THESE /	THOSE
Future Simple	Past Future	THOSE	THERE
(WILL + INF.)	(WOULD + INF.)	HERE /	THEN
CAN / MAY	COULD / MIGHT	THERE	THAT DAY

TEACHER IN CHARGE: CHÂU THỊ HIỀN

MUST	HAD TO	NOW TODAY TOMORROW	THE FOLLOWING / NEXT DAY
------	--------	--------------------------	-----------------------------

Exercise 3 : "Read the instruction and the example of Exercise 2. Write down reported statements."

Ss work individually, and then in pairs to compare. Ss go to the board and write their sentences.

The answers: a) Uncle Hung said that the birthday cake was delicious.

b) Miss Nga said she loved those roses. c) Cousin Mai said she was having a wonderful time there.

d) Mr. Chi said he would go to Hue the following day. e) Mrs. Hoa said she might have a new job.

f) Mr. Quang said he had to leave then.

Exercise 4 : "Read the introduction and the examples of Exercise 4. Write down reported questions."

Ss work individually, and then in pairs to compare. Ss go to the board and write their sentences.

Ss practice in pairs (closed pairs) asking and responding.

a) She asked me how old I was.

b) She asked me if / whether my school was near there.

c) She asked me what the name of my school was.

d) She asked me if / whether I went to school by bicycle.

e) She asked me which grade I was in.

f) She asked me if / whether I could use a computer.

g) She asked me why I wanted that job.

h) She asked me when my school vacation started.

Homework : Review (unit 3,4) . Be ready for Period 26- Revision of *Test 2*.

-----* -  - *-----

Week 14	UNIT 5 THE MEDIA	DP: 27/11/2023
Period 27	Lesson 1 Getting started + Listen and Read	

A/ Aims : To get to know about some kinds of the media.

B/ Objective : By the end of the lesson, Ss will be able to talk about some kinds of the media .

C/ Language content :

- Vocab: Words relating to the media.

- Grammar: Gerund - Ving following after some verbs: *love, enjoy*

D/ Teaching aids : Textbook, pictures from textbook

E/ Procedure : T introduces the topic

I.GETTING STARTED

T asks Ss to look at the pictures and answer the question: "What are the people in the pictures doing ?"

T elicits the answers from Ss: *watching TV; reading newspapers; listening the radio; reading magazines; using the internet.*

Ss practice the dialogue in pairs (closed pairs)

A: Which of these is your favorite activity in your free time ?

B: (Watching TV)

A: How many hours a week do you spend watching TV ?

B: (About 4 or 5 hours, I guess).

II.LISTEN AND READ

1. Pre-teach Vocab:

(to) cry - a crier	TV channels	interactive (adj.)
a remote control	benefit	available (adj.)

**Checking vocabulary and stress:* R.O.R

2. Introduction: "You're going to read the passages telling about 4 kinds of the media."

3. Listening to the tape

TEACHER IN CHARGE: CHÂU THỊ HIỀN

4. Notes: Gerund - Ving following after some verbs: *love, enjoy, like, dislike, hate*

T elicits the sentences in the text: *In Viet Nam people love reading newspapers and magazines./ People can get the latest information and enjoy interesting programs.*

T asks Ss to make their sentences.

5. Exercise a: Completing the table: "Read all the four passages and fill in the boxes with the correct letters.

Ss read the passages and do Exercise a. (individuals - then pairs to compare)

T collects the answers and corrects. 1D 2B 3B 4C 5A 6D

6. Exercise b: "Read the passages again and answer the questions."

Ss work individually.

T collects the answers from Ss.

The answers:

1. A town crier is a person who went through city streets ringing a bell to shout the latest news.
2. The Kien Thuc Ngay Nay is one of the most popular magazines and is widely read by both teenagers and adults.
3. People can get the latest information and enjoy interesting programs in an inexpensive and convenient way.
4. (Ss' answer) 5. (Ss' answer)

HOMEWORK

Answer the question "What's your favorite kind of the media ? Why?"

Be ready for "Speak "



Week 14	UNIT 5 THE MEDIA	DP: 27/11/2023
Period 28	Lesson 2 <i>Speak</i>	

A/ Aims : To practice speaking about the programs on TV.To practice Tag questions

B/ Objective : By the end of the lesson, Ss will be able to know more about the media talk about the TV programs they like or dislike and use Tag questions and Gerund

C/ Teaching aids : Textbook, posters.

D/ Procedure :

* **Checking up :** Ss called answer some questions

What kinds of magazines or newspapers do you read ?

What is your favorite media ? Why ?

What TV prgrams do you like or dislike ?

A/ SPEAK :

I. PRE-SPEAKING

1/ Pre-teach Vocab.: violent (adj.) documentaries (n) informative (adj.)

- Setting the scene: "Lien and Trung are talking about the TV programs they like or dislike. Read the dialogue and practice the dialogue with the partner"

Ss practice in pairs (open pairs as models-closed pairs)

2/ Note : T elicits from Ss the sentences in the dialogue

- **You like** watching sports, **don't you**, Trung ?

- **You watch** the news, **don't you** ?

- **You don't like** foreign films, **do you** ?

- Run through all the TV programs in the table.

- Open dialogue S1: What 's on **VTV1** at **8.30** ?

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S2: **Folk music**

S1 : You like watching (**folk music**), don't you ?

S2 :Yes, I love watching it

S1:W hat 's on **VTV2** at **9.15** ?

S2 : **Documentary**

S1 : You don't like watching it , do you ?

S2: No, I don't like watching it. I prefer

II.WHILE-SPEAKING

Ss practice speaking in pairs (open pairs as models-closed pairs).

T asks some pairs of Ss to perform in the middle of the class.

T corrects mistakes and supplements the information if necessary.

III. POST- SPEAKING:

2/ Practice:

Exercise 1:"complete the dialogues with the correct tag :

Ss make the dialogues and practice in pairs. Suggested dialogue:

a/ Jim : You have to read this article on the website , haven't you ?

Linda : Not yet

HOMEWORK Write a short text to tell the TV programs you like or dislike and the reason why.
Prepare (*Listen*) .

-----*----*-----

Week 15	UNIT 5 THE MEDIA Lesson 3 Listen	DP: 7/11/2023
Period 29		

A/ Aims : To listen to the text and complete the table. To practice gerund .

B/ Objective : By the end of the lesson, Ss will be able to know more about the media talk about the TV programs and the using of gerund.

C/ Teaching aids : Textbook, posters, cassette and disc.

@ Checking up:2Ss ask and answer each other about the TV programs which they like and dislike , using tag- questions .

@ **LISTEN :**

I. PRE-LISTENING:

- Pre-teach Vocab.: T elicits the word from Ss

telegraph viable (adj.) a major force journalist - journalism

- Set the scene: "Chau is doing an assignment. He asks his father help him with the information about the important dates of the media. Listen to their conversation."

- Prediction: *Open prediction* "Predict what forms of the media you will hear."

Ss predict. T elicits the answers. - The first listening: Ss listen and write down the predictions.

II. WHILE-LISTENING

- Listen and check the predictions.

The answers: newspapers, telegraph, radio, newsreels, television, the Internet

- Listen and answer: "Look at the table on page 43. Read the questions below. Listen and answer the questions, and then complete the table."

Ss look at the table and read the questions.

Ss listen and answer the questions (individuals - pairs to compare) Ss complete the table.

1/ When was the telegraph invented ?

2/ What two new forms of news media appeared in the early 20th century ?

3/ When did television become popular ?

TEACHER IN CHARGE: CHÂU THỊ HIỀN

4/ What became a major force in journalist in the mid-and late 1990s ?

The answers: a. The late 19th century b. Radio and newsreels c. In the 1950s d. The Internet

III. POST LISTING

* *Write-it-up:* T asks Ss to write up the TV programs their partners like or dislike and the reason why

HOMEWORK :

Learn by heart vocabulary and structures .

Prepare reading

Week 15	UNIT 5 THE MEDIA	DP: 7/11/2023
Period 30	Lesson Read	

A/ Aims : To read a text about the Internet.

B/ Objective : By the end of the lesson, Ss will be able to get information from the forum on the Internet.

C/ Teaching aids : Textbook, posters

D/ Procedure :

* **Check up: Do exercises**

I. PRE-READING

1. Pre-teach Vocab: forum (to) surf (to) deny (to) get access ..to..
 (to) wander website limitation (to) suffer Spam
 electric junk mail leaking be alert

2. Prediction: *Table:* "You're going to read 4 passages about the forum on the Internet. Complete the table with the ordinal numbers in which these ideas are mentioned"

Ss work individually first, then compare

II. WHILE-READING

- Checking the prediction: Ss read the passages and check their predictions.

-

Ideas	Passage Number
The Internet is a very fast and convenient way to get information	2nd
People use the Internet for many purposes but it has limitations	4th
Series of questions are raised to respond	1st
The Internet is available only in the city	3rd

- *Questions and answers:* "Read the passages again and answers the questions."

Ss read the passages and write the answers individually.

T collects and corrects.

Ss practice asking and answering the questions in pairs.

The answer: 1/.... to get information and to communicate with her friends and relatives.

2/ Because she lives in the countryside, where the Internet is unavailable.

3/ .. for many purposes: education, communication, entertainment and commerce.

4/ People use it for getting information, for education, communication, entertainment and commerce.

5/ Yes, there are. They're time-consuming, costly, dangerous because of viruses and bad programs.

6/ (Ss' answers) 7/ (Ss' answers)

III. POST-READING:

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Ss work in groups and find the advantages and disadvantages of the Internet.

INTERNET--- Advantage

--- Disadvantage

Discussion "Do you agree or disagree with each respond ? Why?"

Ss work in groups and choose the representatives to perform.

HOMEWORK

Write a text about the advantages and disadvantages of the Internet.

Be ready for Revision for the first semester.

PERIOD 31-32:

REVISION OF THE FIRST TERM

A. **Aims** : - To revise all structures and vocabulary from Unit 1 to Unit 5.

- To prepare for the end of the first term Test.

B. **Objective** : by the end of the lesson, Ss will be well - prepared for the test.

C. **Teaching aids** : textbook, handouts.

D. **Ways of working** : groups, pairs.

E. **Procedure** :

I- Vocabulary : (Ss study themselves)

- Ask Ss to review all vocabulary which they have learn (Unit 3 , Unit 4)

- Ask Ss to read all passages in Unit 3 and Unit 4 and do all exercises in the book again .

A. **GRAMMAR**:

1. The present simple tense

S + is /am /are + O

S + have / has + O

S + V₁ / V- s / V-es / + O

Adv: *always / usually / often / sometimes / every+ N(day,)once a week.....*

P. S + is /am are + p.p + by + O

S + be + p.p + by + O

2. The past simple tense

S + was / were + O

S + V-ed / V₂ + O)

P S +was /were + p.p + by + O

Adv: *yesterday, last week, last Sunday, ago, in 2007.....*

3. The present progressive tense :

S + is / am / are + V-ing + O -

P S+ is / am / are +being + V3/ed

Adv: *now, at the present, at the moment*

4. The past progressive tense QKTD

S + was /were + V-ing +O. **P**

S+ was/ were +being+ V3/ed

Adv: *At this time yesterday, at this time last week, at 8.00 last night*

5. The future simple tense: TLĐ

S + will/ shall + V₁ + O -

P. S + will/ shall + be + V3/ed/ p.p

Adv: *Tomorrow, next week, next Sunday.....*

6. Modal verbs :

can / could /must/ should /may / might / have to / used to /

(is/ am /are) going to

A S + Modal verb +Vinf

(P) S + Modal verb + be +p.p + by + O

7. The present perfect tense

TEACHER IN CHARGE: CHÂU THỊ HIỀN

A S + have/ has + p.p (V-ed / V 3) + O

P S + **have / has + been** + p.p + by + O

Adv: *just, already, ever, never, since, for, yet* (already: is used in affirmatives, ever: in questions, yet: in questions and negatives)

8. Passive voice:

a/ Simple present tense

(P) S + **is / am are** + p.p + (M) + by + O

b/ Simple past tense :

(P) S + **was / were** + p.p + (M) + by + O

c / Modal verbs : Will / shall / can / could / must / should / may / might / have to / used to / be going to

(P) S + **Modal verb + be** + p.p + (M) + by + O

d / Present perfect tense :

(P) S + **have / has + been** + p.p + (M) + by + O

I (do) the test / The tests (do)

Have done / have been done

9. Reported speech / Indirect speech:

Cách chuyển từ câu trực tiếp sang câu gián tiếp

<i>Thay đổi về thì</i>		<i>Thay đổi trạng từ chỉ thời gian và nơi chốn</i>	
Simple present	Simple past	This/ These	That/ Those
Present progressive	Past progressive	Here	There
Will	Would	Now	Then
Must	Had to	Today/ Tonight	That day/ That night
Can	Could	Tomorrow	The next day/ the following day
May	Might	Last	Before

Thay đổi đại từ chỉ ngôi: Phụ thuộc vào chủ ngữ và tân ngữ của mệnh đề chính.

I -> He /she

We -> They

He /She /they -> He /She /They

(Nhất – chủ ; Nhị - tân ; Tam – nguyên)

*. **Yes /No -question: she said to me” Do you go?”**

She asked me If /Whether I went.

a) S + asked + O: “ Do / does + S + **V₁** + O? “

→ S + asked + O + **If /Whether** + S + **V₂ / V-ed** + O (Bỏ trợ động từ “do”/ “does” và chuyển động từ thường V1 sang quá khứ là V-ed hoặc V2)

Ex: Ba asked Hoa: “Do you live near here?” → Ba asked Hoa if/whether she lived near there. b) S + asked + O: “Động từ khiếm khuyết như can, will + S + **V₁** + O? “

→ S + asked + O + **If /whether** + S + động từ khiếm khuyết ở QK + **V₁** + O.

Will-would

Can/ could

Ex: Hoa asked Ba: “Can you do this exercise?” → Hoa asked Ba if/whether he could do that exercise.

c) S + asked + O: “ Is/are/am + S..?”

→ S + asked + O + **If /whether** + S + was/were...

Ex: He asked me: “Are you a student?” → He asked me if/whether I was a student.

*. **Wh-question:**

S + asked + O : “Question word + Do / does + S + **V₁** + O? “

TEACHER IN CHARGE: CHÂU THỊ HIỀN

→ S + asked + O + Question word + S + V₂ / V-ed + O. (Bỏ trợ động từ “do”/ “does” và chuyển động từ thường V1 sang quá khứ là V-ed hoặc V2)

Ex: Ba asked Hoa: “What do we have for this breakfast?” → Ba asked Hoa what they had for that breakfast.

S + asked + O : “Question word+động từ đặc biệt + S + O? “

→ S + asked + O + Question word + S + động từ đặc biệt ở QK + V1 + O.

Ex: Ba asked Hoa: “What can we do now?” → Ex: Ba asked Hoa what they could do then

10. Wish- sentences: (Câu mơ ước)

- About present: S + wish/ wishes + S + were / V-ed / V₂ + O.

- About an ability in the future: S + wish/wishes + S + could/would + V1

- Diễn tả câu ước không có thật ở hiện tại

Câu thực tế:

Câu mơ ước:

Can → Could not

Can't → Could

Is / am / are → were + not

Is / am / are + not → were

V₁ / V-s/es → Didn't + V₁

Don't / doesn't + V₁ → V₂ / V-ed

Ex: I can't speak English fluently. → I wish I could speak English fluently.

11. Conditional sentence: Type 1 (Câu điều kiện)

It's cold. If it (be) cold, I (wear) a new coat

Is will wear

If- clause	Main –clause
S + V (present simple tense)	S + will/ can / should / must / might / ought to + V ₁

12. Adverb clause of result: so / therefore + clause

Ex: Ba went to bed early because he was tired.

→ Ba was tired, so he went to bed early.= Ba was tired; therefore, he went to bed early.

13. Gerund after some verbs:

S + like / love / enjoy / dislike / hate / mind / start / finish ...+ V-ing + O.

14. Prepositions of time:

In, on, at, from...to, until = till, up to, between ...and, after, before

B. VOCABULARY: From unit 1 to unit 5

C. SKILLS:

I. Reading: Đọc hiểu một số đoạn văn viết về cảnh quan , phong tục tập quán của một số nước Đông Nam Á; về trang phục ; về nông thôn, một số hoạt động và sinh hoạt của người dân ở làng quê; việc học ngoại ngữ; về các phương tiện truyền thông (báo chí , truyền hình, truyền thanh, internet,...) và làm các dạng bài tập đọc hiểu sau:

+ Fill in each numbered blank with a suitable word from the box

+ Answer the questions

E. EXERCISES:

I. Choose the word which has the underlined part pronounced differently from the rest

- a. wanted b. played c. needed d. collected
- a. internet b. information c. violent d. opinion
- a. friend b. religion c. tent d. present
- a. tradition b. village c. designer d. religion
- a. collected b. walked c. attended d. Wanted

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6. a. internet b. information c. v*iolent d. o*pinion
 7 .a. t*ime b. sh*r*ine c. B*i*ology d. H*i*story
 8 .a. moun*t*ain b. m*a*in c. pl*a*in d. ag*a*in
 9 . A painted b. playe*d* c. mentione*d* d. live*d****

II. Chọn phương án đúng nhất để hoàn thành các câu sau đây (2.0 đ).

- We wish we _____ a new computer. A. had B. to have C. have D. having
- What _____ of learning English do you find most difficult?
A. side B. aspect C. detail D. position
- This supermarket _____ many years ago. A. built B. was built C. building D. builds
- The competition will take place _____ 8 a.m. and 12 a.m.
A. from B. up to C. between D. at
- We hope that jeans will be never out of _____. A. date B. work C. fashion D. order
- I think that wearing casual clothes makes students _____ self-confident.
A. feel B. say C. play D. learn
- Daisy: Hello. You must be Lan. – Lan: _____
A. I'm sorry. I don't know. B. That's right, I am. C. Ok. Let's go. D. Where are you from?
- Mary: Why don't we have a look round the campus? – David: _____
A. Yes, thanks. B. Do we? C. It's my pleasure. D. Yes, why not?
- Sandra is such a nice person. I wish I _____ her more often.
A. see B. will see C. saw D. have seen
- What is the _____ of your dress? Is it made of cotton?
A. design B. material C. clothing D. fashion
- My brother is a university student, but he works _____ as a waiter in the evenings.
A. All the time B. full-time C. part-time D. sometime
- She doesn't study hard, _____ she seldom gets good mark
A. but B. since C. so D. so that
- Jane: "Let me introduce myself. I'm Jane." Lan: " _____"
A. Nice to see you again B. I'm very pleased. C. It's my pleasure. D. Pleased to meet you.
- Lan: Pleased to meet you. I'm Lan.
Lee: _____ A. I'm Lee. Nice to meet you, too. B. That's right, I am Lee.
C. Hello. What's your name? D. I'm fine. Thank you. And you?
- Young people are fond of _____ jeans.
A. wear B. wearing C. wore D. worn
- They wish they _____ a new house.
A. have B. are having C. will have D. had
- The road to our village _____ widened next year.
A. will be B. should C. must D. has been
- All the teachers in the Language Centre are very _____.
A. good- qualified B. well- qualify C. well- qualified D. qualify
- Mr Nam will be in Ha Noi _____ Tuesday and Saturday.
A. on B. between C. from D. for
- "When did you come here?" – "I _____ here since August 25"
A. had been B. was C. have D. have been

III. Điền MỘT từ thích hợp vào mỗi chỗ trống để hoàn thành các câu sau.

- They will be in Singapore from May _____ July?
- I have _____ taken to the zoo many times by my parents.
- They worked hard, _____ they passed their exam.
- The stranger asked me _____ I knew the way to the bank.
- We walked _____ more than half an hour to reach the waterfall.

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6. The questions were difficult for you, _____ they?
7. What do people do _____ a living in your village?
8. He will be in Singapore from Monday _____ Thursday.
9. Baird produced the first TV picture in 1926, _____ he?
10. She asked me how I _____ use English in the future.
11. The ao dai was frequently worn by _____ men and women.
12. The internet is a wonderful invention of modern life. It _____ our world a small village.
13. I wish I _____ visit your village again someday.
14. Jeans have never been out of _____, and today young generation still likes wearing them.

IV. Sắp xếp lại các từ đã cho để thành câu có nghĩa hoàn chỉnh (1.5 đ).

1. They / to / prefer / clothing / wear / modern / at / work./
2. Lan / used / to / past / the / mosque / walk / on / way / her / to / primary / school./
3. All / schools / the / be / will / to / improved / city / the / have / in / soon./

V. Viết thành câu có nghĩa hoàn chỉnh từ những từ gợi ý. (1.5đ)

1. Many women/ prefer/ wear/ modern clothing / traditional clothing.
2. If /she /want /attend/ the course/ pass / entrance examination.
3. A new style/ jeans/ just/ been/ introduce/ the USA.
4. It / really / hot / so/ he /turn/ air conditioner.
5. If /you /want /go out, you /finish /homework.
6. The teacher /told /students there /be /examination /following week.

VI. Hoàn thành câu thứ hai sao cho nghĩa của nó tương đương với câu đã cho ở trên (1,0 đ).

1. She started to play the piano ten years ago. -She ten years.
 2. Who has made them study harder for the exams? By
 3. "Can you speak Vietnamese, Peter?" Nga asked. - Nga asked
 4. He last saw his close friend in 2009. He hasn't
 5. "Can you speak French?" asked Mai. → *Mai asked*
-
6. Nobody has ever treated me with such friendliness . → *I*
-
7. My students don't study hard. → I wish
 8. I can't come to the party. → I wish.....
 9. The students clean this room everyday. → This room.....
 10. The workers have just built a new bridge here. → A new bridge.....
 11. I bought that schoolbag last year. → That schoolbag.....
 12. Ba has finished these works before lunch. → These works.....
 13. We will do an English test next week. → An English test.....
 14. "This book is very interesting". → The teacher said.....
 15. "Do you live in the countryside?" → He asked me.....
 16. "When does your school vacation start? → Tim asked Hoa.....
 17. "You must come here now." → Mrs Lien said Hoa.....
 18. They have learned English for 4 years now. → They started.....
 19. I spent 3 hours painting this picture. → It took me.....
 20. My grandmother often wore Ao dai . → My grandmother used to.....
 21. Because Hoa was tired she went to bed early →, so.....

TEACHER IN CHARGE: CHÂU THỊ HIỀN

VII. Supply the correct tense of the verbs:

1. I _____ (post) a letter to her 2 months ago.
2. At this time yesterday we _____ (learn) English
3. Ba usually _____ (go) to school by bike.
4. Lan _____ (read) book in her room at the moment.
5. Have you ever _____ (eat) Chinese food yet? → Yes, I _____ (eat) at a Chinese restaurant last year.
6. I _____ (call) you tomorrow.
7. If you _____ (study) hard, he can (get) good mark.
8. When the phone rang, she _____ (cook) dinner.
9. It is raining heavily, so we can't _____ (go) out.
10. We enjoy _____ (play) soccer.

VIII. Supply the correct form of the words in brackets:

1. He drives _____ (care). He never has an accident.
2. The Ao Dai is the _____ (tradition) dress of Vietnamese women.
3. Vietnamese people are very _____ (friend)
4. Ba likes collecting stamps in his free time. He is a stamp _____ (collect)
5. They plant rice and raise cattle on the farm. They are _____ (farm)

IX. READING**1. Đọc đoạn văn và hoàn thành các yêu cầu**

- a. Điền vào mỗi chỗ trống trong đoạn văn một từ thích hợp, dùng các từ cho sẵn trong khung dưới đây:

television chats likes in getting websites

HOBBIES

There are four people in my family. Each of us has a different hobby. My dad (1)_____ reading newspapers because he can get the latest news every morning. However, my mom enjoys watching (2)_____ and reading magazines. Mom often spends hours reading articles about fashion and cooking. Unlike my parents, my brother only loves exploring (3)_____ about airplanes. He spends most of his free time (4)_____ information about the history and development of aircraft. He also writes emails or (5)_____ with his friends about his hobby. For me, I am really interested (6)_____ listening to music. I love listening to music on the FM radio. I also like music program on TV on Sundays.

- b. Các câu sau đây đúng (Đ) hay sai (S) so với nội dung đoạn văn trên?

1. The writer has a brother.
2. His mother enjoys not only listening to music but also reading magazines.
3. All four people in the family have the same hobbies.

2. Đọc đoạn văn và thực hiện các yêu cầu của đề

- a. Dùng các từ có sẵn trong khung điền vào chỗ trống:

bearing poor what practical helps encourage

I believe that it is important to wear uniforms when students are at school. Firstly, uniforms (1)_____ the children to take pride in being the students of the school they are going to because they are wearing uniforms with labels (2)_____ their school's name. Secondly, wearing uniforms (3)_____ students feel equal in many ways. They all start from the same place whether they are rich or (4)_____. They are really friends to one another under one school roof. Last but not least, it is (5)_____ to wear uniforms. It doesn't take you time to think of (6)_____ to wear every day.

In conclusion, all students, from primary to high schools should wear uniforms.

- b. Các câu sau đúng (Đ) hay sai (S) so với nội dung đoạn văn trên:

1. Wearing uniforms lets us know the differences between students under one school roof.
2. The writer advises students to wear uniform when they go to school.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

3. Dùng các từ có sẵn trong khung điền vào chỗ trống: (1.5 đ)

other	currency	differences	population	bordered	spoken
-------	----------	-------------	------------	----------	--------

THAILAND

Thailand, located in the Southeast of Asia, has a total area of 513,115 sq km. It is (1) _____ by the countries Laos in the Northeast, Cambodia in the Southeast and Malaysia in the South. The total (2) _____ is about 65.5 million in 2010. Bangkok, the most populous city, is the capital of Thailand. The country's unit of (3) _____ is the Baht, which consists of 100 Satang.

The country enjoys a tropical monsoon climate, and there are (4) _____ between the weather in the North and the South. The Northern Thai have three seasons in a year, hot from March to May, rainy from June to October, and cool from November to February. The Southern Thai have only two seasons, rainy from April to November and hot from December to March.

The national language is Thai. English is also (5) _____ and understood by many citizens, especially in Bangkok and other tourism areas. Although Thailand has no official religion, up to 96.4% people (2002) believe in Buddhism. Additionally, there are followers of some (6) _____ religions such as Muslims, Hinduism and Christianity.

2. Các câu sau đúng (Đ) hay sai (S) so với nội dung đoạn văn trên: (0.5 đ)

- Southern Thailand has rainy and cool seasons.
- Buddhism is the main religion in Thailand.

3. Trả lời câu hỏi: (0.5 đ)

- What is an official language of Thailand?
- How many religions are there in Thailand?

Homework: Prepare to do the first semester test.

Date exam: 04.01.2024

PERIOD 33:**THE FIRST TERM TEST**

- Aims** : - To do all structures and vocabulary from Unit 1 to Unit 5.
- To prepare for the end of the first term Test.
- Objective** : by the end of the lesson, Ss will be well - prepared for the test.
- Teaching aids** : textbook, handouts.
- Ways of working** : groups, pairs.
- Procedure** (Đề PGD)

Date exam: 04.01.2024

PERIOD 34:**THE FIRST TERM TEST****SPEAKING**

- Aims** : - To use all structures and vocabulary from Unit 1 to Unit 5.
- To check the first term Speaking Test.
- Objective** : by the end of the lesson, Ss will be well - done for the test.
- Teaching aids** : textbook, handouts.
- Ways of working** : groups, pairs.
- Procedure** :

PART I. INTRODUCE: Introduce personal information

PART II. CHOOSE A TOPIC AND PRESENT IT.

- Talk about your pen pals or online friends

TEACHER IN CHARGE: CHÂU THỊ HIỀN

2. Talk about your favourite type of clothing.
3. Talk about your home town / home village.
4. Talk about how you learn English.

PART III. ANSWER THE QUESTIONS BASING ON ONE OF THE TOPICS.

TOPIC 1: YOUR PEN PALS OR ONLINE FRIENDS

1. How many pen pals/ online friends do you have? / who are they?
2. Where is she/he from? / How long did you know each other?
3. How long did you write to/ contact with each other?
4. Have you ever met your pen pals/ online friends in real life?
5. How have your lives changed since you started writing to/ contact with each other?
6. Why do you have pen pals / online friends? / Can true love grow between pen pals?

TOPIC 2: FAVOURITE TYPE OF CLOTHING

1. What is your favourite type of clothing?
2. How did you get it?/ When do you usually wear it?
3. Why do you wear these clothes?
4. What do you usually wear on the weekends/ Tet holiday/ special occasions? Why?
5. Do you like wearing school uniform? Why?
6. Do you think secondary school students should wear uniforms? Why?

TOPIC 3: YOUR HOME TOWN / HOME VILLAGE

1. Where is your home town / home village?
2. How far is it from here to your home town / home village?
3. What do people in your home town / home village do for a living?
4. What are the people in your hometown / home village like?
5. What is special about your home town / home village?
6. Do you like living in a city or in the countryside? Why?

TOPIC 4: LEARNING A FOREIGN LANGUAGE

1. Do you like English? Why/ Why not?
2. When did you begin studying English?
3. What do you often do to practice listening/ speaking/ reading/ writing English?
4. How do you learn vocabulary?
5. How much time do you spend learning English every week?
6. What aspect of learning English do you find most difficult?

Homework: Prepare Writing unit 5.

Week 18	UNIT 5 THE MEDIA	DP: 30/12/2023
Period 35	Lesson Write	

A/ Aims : To write a passage about the benefits of the Internet.

B/ Objective : By the end of the lesson, Ss will be able to write a passage about the benefits of the Internet.

C/ Teaching aids : Textbook, posters, cards

D/ Procedure :

* **Check-up:** Ss say about the benefits of the Internet.

I. PRE-WRITING

1. Pre-teach Vocab.

on-line schools / lessons

self-study

TEACHER IN CHARGE: CHÂU THỊ HIỀN

2. Giving instructions:

"Read the forum on the Internet in the reading text again (5. Read).

Work in groups to discuss about the benefits of the Internet. Follow the example."

S1: Do you use the Internet very often ?

S2: Yes. / No. / Sometimes. I think the Internet is very useful.

S1: What do you use the Internet for ?

S2: I can get the information. / I can communicate with my friends and relatives.

T gives Ss time to read the reading text again.

Ss work in groups to discuss about the benefits of the Internet.

Some pairs of Ss perform in front of the class.

T gives help and provides more information:

II. WHILE-WRITING

- Giving instructions: (Exercise a) "Read the cues on page 44. Write a passage about the benefits of the Internet.

Now, work in four groups. Each group chooses a secretary to record the passage."

Ss work in four groups and put their ideas on the posters.

T monitors and gives help or provides more information:

Suggested ideas:

The Internet is a very fast and convenient way to get information. It's a very fast and cheap way to communicate with your friends or relatives by means of e-mail, chatting, On the Internet, you can get the latest local or global news; you can check the weather conditions; you can book your tickets for the next concert or soccer match, trip, hotel ... You can listen to music, to the radio, watch videos, play games, read novels or poems, do virtual sight seeing, You can look up new words in a dictionary, learn English grammar, take a training / learning course,

III. POST-WRITING

Exhibition:

T has Ss put the posters on the wall in front of the class.

T tells Ss to look at each poster and share, compare, admire.

T corrects mistakes and remarks. Ss copy if there is enough time.

HOMEWORK

Write about the bad things you have when you use the Internet.

Be ready for LF

-----**-----

UNIT 5

THE MEDIA

Period 36

Language focus

A/ Aims : To practice speaking about the programs on TV. To practice Tag questions

B/ Objective : By the end of the lesson, Ss will be able to use Tag questions and Gerund

C/ Teaching aids : Textbook, posters.

D/ Procedure :

* **Checking up :** Ss called answer some questions

What kinds of magazines or newspapers do you read ?

What is your favorite media ? Why ?

What TV programs do you like or dislike ?

I. LANGUAGE FOCUS 1,2 :

I / Tag questions :

TEACHER IN CHARGE: CHÂU THỊ HIỀN

1/ Presentation: + Affirmative statements, negative Tag-questions
 | Negative statements, affirmative Tag-questions

Ex: - You watch the news, don't you ? - You don't like foreign films, do you ?

+ Mini-questions = Vspecial + S ? A pronoun as a subject; contraction negative form

Mistakes: ,does Ba ? or ,does not he ?+ "never": Your sister never gets up late, does she ?

2/ Practice:

Exercise 1:"complete the dialogues with the correct tag :

Ss make the dialogues and practice in pairs. Suggested dialogue:

a/ Jim : You have to read this article on the website , haven't you ?

Linda : Not yet

Exercise 2: "Look at the table. Read the information about the TV programs each person likes or dislikes and make dialogues to work with a partner using tag questions.

Notice: Key: □ = like X = do not like

Example: a) A: Tuan likes news, doesn't he ? B: Yes, he does.

b) A: Mai and Anh don't like news, do they ? B: No, they don't.

Ss make the dialogues and practice in pairs. Suggested dialogue:

A: Tuan and Hanh like movies, don't they ? / don't like movies, do they ? B: No, they don't.

d) A: Mai likes movies, doesn't she ? / doesn't like movies, does she ? B: Yes, she does.

II. LANGUAGE 3,4:

I/ Presentation: Gerund (+ Ving)

A gerund works as a subject (S), an object (O), a complement (C)

A gerund follows after some verbs expressing a habit or taste: *like, dislike, love, enjoy, hate*

Comparing: I like to go to the movies. (I want...) I like watching cartoons. (I enjoy)

II/ Practice:

Exercise 3: Make questions and answers about each item in the box. Follow the example:

Example: Do you like playing soccer ? - Yes, I do. / No, I hate it.

Do you enjoy fishing ? - Yes, I love it. / I don't know. I've never tried it.

Ss make sentences on their own words. Then Ss practice in pairs

Suggested questions: Do you like watching movies ? Do you enjoy reading detective stories ?

Do you like eating candy ? Do you enjoy listening to music ?

Exercise 4: Write true sentences about your parents, siblings, relatives, friends and yourself using the words given in the box.

Example: My father likes watching sports but my mother doesn't. She loves listening to music.

Ss write their sentences by themselves. T asks some Ss to write their sentences on the board.

T collects some Ss' writings and corrects.

Matching: watch sports, listen to music, play games, write articles / letters, read articles / letters / advertisements

HOMEWORK : Learn by heart vocabulary and structures .

Date of preparation: 09-01-2024

TEACHER IN CHARGE: CHÂU THỊ HIỀN

UNIT 6

THE ENVIRONMENT

Period 37 Lesson 1 *Getting started + Listen and Read*

A/ Aims : To get to know about environment problems and protecting activities.

B/ Objective : By the end of the lesson, Ss will be able to talk about some activities protecting the environment.

C/ Language content :

- *Vocab:* Words relating to the environment.

- *Grammar:* Conditional sentences - Type 1; Conjunctions of Cause or Reason AS / SINCE / BECAUSE

D/ Teaching aids : Textbook, pictures from textbook, cassette.

E/ Procedure : T introduces the topic

I/ GETTING STARTED

T asks Ss to think of the answer to the question: "What do you think about some problems of the

The answer environment ?"

T elicits from Ss the Vietnamese meaning of some new words in the box: *deforestation, dynamite fishing, spraying pesticides*.

Matching "Match the words to the pictures. Show the way how you know"

- a) air pollution
- b) spraying pesticides
- c) garbage dump
- d) water pollution
- e) deforestation
- f) dynamite fishing



Ss do the matching. T corrects

TEACHER IN CHARGE: CHÂU THỊ HIỀN

II/ LISTEN & READ

1. Pre-teach Vocab: shore sand (to) be disappointed

* Checking vocabulary: R.O.R

2. Introduction:

"You're going to read a text about Mr. Brown and some volunteer conservationists who are cleaning the beach."

3. Listening to the tape

4. Notes: * Conditional sentences - Type 1 with Conjunction *IF*

T elicits the sentences in the text:

If you can't find your place, I will help you get there with this map;

If we work hard, we'll make this beach a clean and beautiful place.

*Conjunctions of Cause or Reason *AS / SINCE / BECAUSE*

Eliciting: Once you have filled a bag, come back to me as you will need another.

T asks Ss to make some sentences with "If" and "As"

5. Exercise a: "Read the text and match the names in column A with the tasks in column B.

Then write full sentences".

Ss read the passages and do Exercise a. (individuals - then pairs to compare)

T collects the answers and corrects. 1f 2e 3b 4a 5c 6d

Ss read their full sentences "Group 1 is going to / has to walk along the beach."

6. Exercise b: "Read the text again and answer the questions." Ss work individually. T collects the answers from Ss.

The answers

1) Mr. Brown.

2) The volunteer conservationists.

3) They're on the beach.

4) They're going to clean the beach.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- 5) They'll make the beach clean and beautiful again soon.
- 6) Collecting paper and plastic bags, cleaning streets, planting trees, ..
- 7) The climate in the earth will get worse, the man's health will become worse

* **HOMEWORK** Write to tell about the activities you've done to protect the environment

-----* -  - *-----

Date of preparation: 09-01-2024

UNIT 6

THE ENVIRONMENT

Period 38

Lesson 2

Speak

A/ Aims : -To practice persuading someone to do things to protect the environment.

B/ Objective : By the end of the lesson, Ss will be able to persuade everyone to do things to protect the environment, and know how oceans are polluted.

C/ Teaching aids : Textbook, posters, cassette.

D/ Procedure :

I/ Pre- Speaking:

@Check up: Look at the picture and answer the question:



- *Pre-teach Voca* :(to) persuade (to) wrap (to) dissolve (to) reduce (to) do harm (to) prevent s.o from ..

exhaust fume littering

* *Expressions:* I think you should

Why don't you ?

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Won't you ? Why not ? It would be better if you What / How about ?

\- *Exercise a:* "Read the first idea cue in the box and the illustration example below."

Ss read the first line and the dialogue.

-*Exerciseb:* "Read all the idea cues in the box and the questionnaire below. Find the possible answers to the questions."

Ss read the six idea cues in the box and the six questions in the questionnaire.

Ss do Exercise b individually first. Then in pairs to compare.

T collects and corrects.

The answer: How can we ?

save paper	We reuse paper and recycle waste paper.
use fewer plastic bags	We use banana leaves to wrap food .
reduce water pollution	We don't throw trash onto the water.
prevent littering	We put garbage bins around the schoolyard.
reduce air pollution	We use public buses instead of motorbikes.
reduce the amount of ...	We can reuse and recycle paper, bottles, cans

- *Exercise c:* "Read the example dialogue on page 50."

Ss practice the example dialogue on page 50 in pairs.

- Open dialogue (given by the teacher):

"Look at the open dialogue on the poster and the idea cues in the box on page 49.

Make up similar dialogues to persuade your partners into doing things to protect the environment."

Ss work in groups to make the similar dialogues.

T monitors and gives help.

A: I think we should to protect the environment.

B: No, we shouldn't do that. I think the best way to is

C: How can we do that ? I think

D: What about

E: That's good idea ! Let's do that.

II/ While- Speaking:

Ss practice speaking in pairs (open pairs as models-closed pairs).

T asks some pairs of Ss to perform in the middle of the class.

T corrects mistakes and supplements the information if necessary.

V/ Post- Speaking :

Discussion "What should we do to reduce pollution ?"

Ss work in groups to discuss the question.

Homework : Write a short text to tell the activities you have done to protect the environment

Be ready for (listen)

Date of preparation: 09-01-2024

UNIT 6

THE ENVIRONMENT

Period 39

Lesson 3

Listen

A/ Aims : To listen to the text and complete the notes.

B/ Objective : By the end of the lesson, Ss will be able to listen to know how oceans are polluted.

C/ Teaching aids : Textbook, posters, cassette.

D/ Procedure :

I/ Pre-Speaking:

TEACHER IN CHARGE: CHÂU THỊ HIỀN

@Warmup:

**I/ Pre-Listening:**

- *Pre-teach Vocab:* raw sewage (to) pump be guilty of (to) spill a vessel
marine (adj) ~ life

- *Set the scene:* " You're going to listen to a report about the things which make oceans polluted. Think of five things which cause the pollution in the oceans."

- *Prediction: Open Prediction* "Read the notes and think of the five reasons."

T asks Ss to predict the answers. (first individuals, then pairs to compare)

T elicits some answers from Ss without correcting.

Firstly: *Raw sewage* Secondly: Thirdly: *Oil*

Next: Finally:

- *The first listening:* Ss listen and write down their predictions.

II/ While-Listening :

- *Listen and check the predictions.*

Firstly: *raw sewage* Secondly: *garbage* Thirdly: *oil spills*

Next: *waste materials* Finally: *oil from the land*

- *Listen again and complete the notes:* *Gap filling* (given by the teacher)

Firstly: Raw sewage is (1) directly into the sea.

Secondly: (2) is dropped into the sea.

Thirdly: Oil spills (3) from (4) at sea.

Next: (5) materials come from (6)

Finally: (7) is washed from the (10)

TEACHER IN CHARGE: CHÂU THỊ HIỀN

III/ Post-Listening :

Discussion "What should we do to reduce pollution ?"

Ss work in groups to discuss the question.

Homework :

Write a short text to tell the activities you have done to protect the environment

Be ready for (Read)

.....

Date of preparation: 09-1-2024

UNIT 6

THE ENVIRONMENT

Period 40 Lesson 4***Read***

A/ Aims : To read a poem about the environment.

B/ Objective : By the end of the lesson, Ss will be able to get more information about the pollution of the environment.

/ Teaching aids : Textbook, posters

D/ Procedure :**Warm up:**

Shark Attack: "Which word is this ? It has 11 letters. It consists of land, air, water,..."

E	N	V	I	R	O	N	M	E	N	T
---	---	---	---	---	---	---	---	---	---	---

I/ Pre-reading :

- 1. *Pre-teach Vocab:* second-hand (adj); fence (n); treasure (n)
rubbish (n); bubbles (n); valuable(adj)

2. *Prediction:* "You're going to read a poem about the problems of the environment. A son is asking his mother and a mother is explaining how she thinks about the problems of pollution.

Now predict which things in the poem are polluted."

Ss work individually first, then compare.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

II/ While-Reading :

- *Checking the prediction:* Ss read the poem and check their predictions.

The answer: fields, streams, woods

- Exercise a)
- *Matching* "Match the words in A to an appropriate explanation in B."
Ss do the matching individually.

T collects and corrects.

The answer: 1c 2g 3f 4e 5d 6a 7b

- Exercise b)
- *Questions and answers:* "Read the poem again and answers the questions."
Ss read the poem and write the answers individually.

T collects and corrects.

Ss practice asking and answering the questions in pairs.

The answer:

1/ If, the world will end up like a second-hand junkyard.

2/ She thinks other folk pollute the environment.

3/ She will take him home right away.

4/ No. Because he is right: if he throws the bottles that will be polluting the woods or fields.

5/ The poet wants us to learn that protecting the environment is a very necessary and important thing / task to everybody.

6/ (Ss' answers)

III/ Post-Reading

Discussion: "Do you agree or disagree with the ideas of the son's mother ? Why ?"

Ss work in groups and choose the representatives to perform.

T gives help and corrects some mistakes if necessary.

Homework:

Write a short text about the problems of pollution around your school and your home. And write your ideas to reduce this problems.

Be ready for Write

TEACHER IN CHARGE: CHÂU THỊ HIỀN

.....
Date of preparation: 28- 01- 2024 .

UNIT 6

THE ENVIRONMENT

Period 41

Write

A/ Aims : To write a letter of complaint.

B/ Objective : By the end of the lesson, Ss will be able to write a letter of complaint.

C/ Teaching aids : Textbook, posters, word sheets

D/ Procedure :

***Check up :** Ss called answer the question: What do you do to protect the environment?

I/ Pre Writing :

1.Pre-teach Vocab (to) complain - complaint (n) complication (n) resolution (n)
refreshment (n) a fly (n) (to) float (to) prohibit (to) fine

- Giving instructions: " Today you're going to write a complaint letter. Read the instruction in the box to know how to form this kind of letter. How many sections are there (five) ? What are they (S-C-R-A-P) ? What is each section about ?"

Ss read the instruction and think of the answers to the questions. T collects the answers.

- Exercise a): "Read the instruction. Read the letter and label each section with S, C, R, A, P. And put the sections into the correct order to form a letter of complaint."

T supplies Ss word sheets and gives time to read and label the letter.

Ss work in four groups. Ss tick the word sheets on the board in the right order T remarks

The answer:

S: I am writing to the north.**C:** When the trucksthere is smell and flies.**R:** I would before leaving.

A: I look forward to hearing from you your company.**P:** Yours faithfully, Tran Vu Nhat .

II/ While Writing : (Exercise b)

- Giving instructions: "Read the instruction. Before you write a letter to complaint about the way of catching fish in the lake behind your house, answer the following questions."

1/ What are you writing to the head of the local authorities about ? (S)

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- 2/ What are many people doing in the lake behind your house and what makes you worried most ? (C)
- 3/ What will you suggest the local authorities to do ? (R)
- 4/ What do you look forward to hearing and seeing from the local authorities ? (A)

Now, work in four groups. Each group chooses a secretary to record the letter."

T collects from Ss the proper answers to the questions. Ss work in groups to write the letters.

T monitors and gives help or provides more information:

Suggested letter:

Tam Quang People's Committee

Dear Mr. / Mrs. President,

I am writing to you about the problem of fish catching in the lake behind my house.

These days, many people begin to catch fish in the lake behind my house. I'm very worried because they use electricity to catch fish. I see a lot of fish died and floated on the water surface. Other animals such as frogs, toads, and even birds also died from electric shock waves.

I would suggest the local authorities should prohibit and fine heavily anyone using this way of catching fish.

I look forward to hearing and seeing the protection of the local authorities.

Yours faithfully / Sincerely,

(your signature)

III/ Post Writing :

Exhibition: T has Ss put the posters on the wall in front of the class.

T tells Ss to look at each poster and share, compare, admire. T corrects mistakes and remarks.

T asks Ss to copy something interesting if there is enough time.

Homework : There is a bad thing some people are doing can pollute the environment in the area around your house. Write a letter of complaint to the head of the local authorities.

Be ready for Unite 7 - LF

.....

Date of preparation: 28-1-2024

TEACHER IN CHARGE: CHÂU THỊ HIỀN

UNIT 6

THE ENVIRONMENT

Period 42 Lesson 6

Language Focus

A/Aims -To practice Adjectives and Adverbs of manner. -To practice Adjective + That Clause.

- To practice Adverb Clauses of reason with *For Since, Because*. -To practice Conditional Sentences-Type 1.

B/ Objective By the end of the lesson, Ss will be able to use Adjectives and Adverbs of manner, Adverb Clauses of reason *As, Since, Because*, Adjective + That Clause and Conditional Sentences-Type 1.

C/ Teaching aids Textbook, posters.

D/ Procedure

Exercise 1:

1/ Presentation: Adjectives and Adverbs of manner: adj + ly = adv

Notes: good - well ; some words are both adj and adv: late, early, long,

Position: Adjectives of Manner modify nouns - Stand before nouns in a noun phrase

Example: a **good** student; my **new** English teacher

- Stand after linking verbs in the structure S-V-C (Sub. Complement)

Example: She is / looks / seems / gets **beautiful**.

- Stand after an object in the structure S-V-O-C (Obj. Complement)

Example: We ought to keep our school ground **green** and **tidy**.

@ Adverbs of Manner modify verbs Stand after ordinary verbs

Example: She sings **beautifully**. He studies English **well**.

2/ Practice: "Change the adjectives into adverbs. Then use the adverbs to complete the sentences."

The answers:

extreme - extremely good - well happy - happily sad - sadly slow - slowly

a) extremely b) slowly c) sadly d) happily e) well

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Ss do Exercise 1 individually first, then in pairs to compare

Exercise 2:

1/ Presentation Adverb Clauses of reason with *As, Since, Because*

2/ Practice: "Join the pairs of sentences together. Use *As, Since, Because* ."

Example: a) Ba is tired because / as / since he stayed up late watching TV.

Answers: b) I have a broken leg because / as / since I fell over while I was playing basketball.

c) I'm going to be late for school because/as/since the bus is late. d) I broke the cup because/as/since I was careless.

e) I want to go home because / as / since I feel sick. f) I'm hungry because / as / since I haven't eaten all day.

Exercise 3:

1/ Presentation Adjective + That Clause

Notes: This structure is used with adjectives that refer to feelings or certainty such as afraid, angry, bad, certain, disappointed, glad, grateful, happy, hopeful, important, lucky, pleased, possible, sad, sorry, sure, thankful, true, wrong,

2/ Practice "Complete the dialogues. Use the words in brackets."

Example: a) Ba: Dad ! I got mark 9 on my test !

Mr.Ha: That's wonderful. I'm (pleased / work hard)

That's wonderful. I'm pleased (that) you are working hard.

Ss work in pairs to practice the dialogues

Answers:

b) I'm excited that I can go / am going to Dalat with my family.

c) I'm sorry that I broke / have broken your bicycle.

d) I'm disappointed that you didn't phone me about it.

e) I'm amazed that I won / could win the first prize.

Exercise 4&5

1/ Presentation Conditional Sentences-Type 1

If clause : Simple present ; Main clause: will + inf.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

2/ Practice**Exercise 4:**

"Match each half-sentence in column A with a suitable one in column B."

Example: 1 - e

Ss do the exercise.

T collects and corrects.

Answers: 2 - a 3 - c 4 - d 5 - b

Exercise 5: "Complete the sentences."

Example: a) If the rice paddies are polluted,(rice plants/die)

a) If the rice paddies are polluted, the rice plants will die.

Ss work individually first, then in pairs to compare.

Answers: b) If we go on littering, the environment will become seriously polluted.

c) If we plant more trees along the streets, we will have more shade and fresh air.

d) If we use much pesticide on vegetables, the vegetables will become poisonous and inedible.

e) If we keep our environment clean, we will live a happier and healthier life.

Homework : Do Exercise 6, 7, 8, 10 on pages 44, 45, 46 in the workbook. Prepare (Getting started – Listen and read P 57-58)

Date of preparation: 15-2-2024

UNIT 7

SAVING ENERGY

Period 43 Lesson 1 *Getting Started + Listen and Read(P57-58)*

A/ Aims : To present the way how to save energy.

B/ Objective : By the end of the lesson, Ss will be able to talk about what they should do to save energy.

C/ Language content :

- Vocab: Words relating to the energy. \

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- Grammar: Making suggestions: (to) suggest + Ving

D/ Teaching aids : Textbook, pictures from textbook

E/ Procedure : T introduces the topic

I/ GETTING STARTED Guiding questions: "Look at each picture and answer these following questions:



1/ Is there anyone using the water faucets, using the lights, watching the television, or listening to the radio ?

2/ Do you think those things are wasting energy ? If yes, what should we do to save energy ?

3/ What can you do to save energy in your real life ?

Ss answer the questions individually first, then in pairs to compare.

T elicits from Ss the answers and gives help.

Suggested answers:

1/ No

2/ Yes. We should turn off the faucets when we don't use them, switch off the lights, the television and the radio when we don't watch and listen or before going to bed.

3/ (Ss' answers)

II/ LISTEN & READ

1. Pre-teach Vocab: enormous (adj) a plumber cracks a dripping faucet get s.o to do something

* Checking vocabulary: R.O.R

2. Introduction "You're going to read a conversation between Mrs., Ha and Mrs. Mi. Mrs. Ha is complaining about her water bill and Mrs. Mi gives her advice on how to save water."

T elicits the sentence in the text: *I suggest taking showers*

3. Listening to the tape

TEACHER IN CHARGE: CHÂU THỊ HIỀN

4. Notes: @ Suggest + Ving: Making suggestions

5. Practicing the dialogue: (Exercise a)

Ss practice the dialogue in choral and in pairs. (open pairs as models, then closed pairs)

6. Exercise b: "Read the text again and do Exercise b: True or False. If false, correct."

Ss work individually first, then in pairs to compare.

T collects the answers from Ss and corrects.

Answers: 1. T 2. T 3. F - She hasn't checked the pipes yet. She'll do that.

4. F - Mrs. Ha suggests getting a plumber to check cracks in the pipes. 5. T

HOMEWORK

Write 5 sentences telling about how you can do to save energy.

Be ready for "Speak"



Date of preparation: 15- 2- 2024

UNIT 7

SAVING ENERGY

Period 44

Lesson 2

Speak (P58,59)

A/ Aims : To practice making suggestions about how to save energy. To listen to the text about solar energy.

B/ Objective : By the end of the lesson, Ss will be able to make suggestions talking about how to save energy to know more about solar energy.

C/ Teaching aids : Textbook, posters.

D/ Procedure :

* **Check-up :** Ways to save energy ? What makes gas ?

I/ Pre-Speaking:

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- Expressions:	Suggestions	Response
	I suggest	OK.
	I think we should	That's good idea.
	Shall we ?	All right.
	Why don't we ?	No. I don't want to.
	What / How about ?	I prefer to
	Let's	Let's

T asks Ss to read the expressions in the table and use them to practice speaking.

-Exercise a: Matching "Look at the pictures on page 59. Think of what is happening in each picture and what we should do to save energy. Match the words below to the pictures."

- 1/ switch off the light and the TV 2/ travel by public buses
 3/ switch off the fans 4/ turn off the faucets
 5/ go by bike instead of by motorbike 6/ decrease fire using the gas cooker
 7/ turn off the air conditioner 8/ turn off the faucets in the bathroom

Ss look at the pictures and think of the answers.

T writes the words on the poster.

Ss do the exercise individually first, then compare with their partners.

T collects and corrects.

Answers: 1E 2H 3C 4F 5G 6B 7D 8F

- Exercise b: "Read and practice the example dialogue on p.59." Ss practice the example dialogue on p. 59 in pairs.

- Open dialogue "Look at the open dialogue on the poster. Make up similar dialogues to making suggestions about saving energy with the help of the expressions and the ideas from the pictures. Practice speaking in groups of four."

A: I think we should B: OK / That's good idea. I suggest

C: All right. / OK. What / How about D: Why don't we ? A: Great ! Let's do that.

II/ While-Speaking:

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Ss work in groups to make the similar dialogues. Ss practice speaking in groups of four.

T monitors and gives help (fix the faucets / repair the cooker / have the faucets mended...)

T asks some groups of Ss to perform in the middle of the class. T corrects mistakes and supplements the information if necessary.

III/Post-speaking :

Make up similar dialogues to making suggestions about saving energy in your house and your school with the help of the expressions

T collects Ss' writings and corrects.

Homework : Practice speaking to your friends

Learn by heart the expressions

Date of preparation: 15- 2- 2024

UNIT 7

SAVING ENERGY

Period : 45 Unit 7 : Lesson 3: Listen

A/ Aims: To listen to the text about solar energy.

B/ Objective: By the end of the lesson, Ss will be able to know more about solar energy

C/ Language contents:

+Vocabulary: energy, nuclear, solar, install....

D/Teaching aids: Textbook, posters,tape,cassette

E/ Procedure :

*Warm up: Network



TEACHER IN CHARGE: CHÂU THỊ HIỀN

I.LISTEN:**1. Pre – listening:**

- solar (a) : - solar energy (n) : - solar panel (n) : - install (v) :

- effective (a) :- effectively (adv) : - nuclear power (n) :

*Voc: R & R

- Set the scene: "You're going to listen to a text about solar energy and you can get some information about this kind of energy."

- Prediction: T/F statement Prediction (Exercise a) "Read the statements in

Exercise a) and predict the statements are true or false." T runs through all the statements.

T asks Ss to read the statements and predict. (individuals, pairs to compare) T elicits Answer Key from Ss without correcting.

- The first listening: Ss listen and write down their predictions.

2.While-listening:

- Listen and check the predictions.

Ss listen and check the predictions. Ss correct the false statements.

Answer key: 1T

2F: the use of coal, gas, oil, or nuclear power.

3F: One percent of the solar energy can provide enough power

4T

5F: by the year 2015.

- Exercise b) Gap filling "Listen again and fill in each blank with one word." Ss listen and do Exercise b

T collects and corrects.

Answer key: 1. effective 2. population 3. countries 4. store 5. roof 6. instead

III/ Post-Listening : Discussion: “Benefits of Solar energy”

Ss work in groups to discuss.

T asks some pairs of Ss to perform.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

*Wrap up:

-Voc

-Exercises

*** Homework :**

Write a short passage to tell the activities you have done to saving energy.

- Prepare Read (page 60, 61)

Date of preparation: 20 - 2- 2024

UNIT 7

SAVING ENERGY

Period 46 : Lesson 3

Read

A/ Aims : To read a passage about the saving energy in North America and Europe.

B/ Objective : By the end of the lesson, Ss will be able to get more information about saving energy.

C/ Teaching aids : Textbook, posters

D/ Procedure :

Check up: Ask and answer the questions about suggestions

I/ Pre-Reading

:

1. *Pre-teach Vocab:* luxury (n) necessity (n) consumer (n) scheme (n)

category (n) efficiency (n) energy-saving bulb (n) innovation (n)

2. *Prediction:* "You're going to read a passage about the saving energy in North America and Europe. Now predict which of these sentences expresses the main idea of the passage."

T hangs the poster and runs through the four sentences (Exercise a)

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- 1/ Energy-saving bulbs should be used to save electricity.
- 2/ In Western countries electricity, gas, and water are necessities.
- 3/ North American and European countries are interested in saving money and natural resources.
- 4/ Labeling schemes help save energy.

Ss work individually first, then in pairs to compare.

II/ While-Reading :

- Checking the prediction: Ss read the passage and check their predictions.

The answer: 3

- Exercise

b) *Answer the questions* "Read the passage again and answer the questions"

Ss do Exercise b) individually.

T collects and corrects.

Ss practice asking and answering in pairs. (open pairs as models - closed pairs)

Answers:

- 1/ Western consumers are interested in products that will not only work effectively but also save money.
- 2/ We can use energy-saving bulbs instead of ordinary 100 watt-light bulbs to spend less on lighting.
- 3/ She will pay US\$2 for lighting if she uses energy-saving bulbs instead.
- 4/ The purpose of the labeling scheme is to help consumers to know how much efficiency each model has.
- 5/ (Ss' answers) (We save energy so that we can save money and conserve the Earth's resources).

III/ Post-Reading : Discussion: "How can we do to save electricity ?"

Ss work in groups to discuss.

T asks some pairs of Ss to perform.

Homework: Write a short text telling about how you do to save electricity.

G1-Reducing garbage;

G2&5 - Reusing paper;

TEACHER IN CHARGE: CHÂU THỊ HIỀN

G3&6 - Saving energy in the kitchen.



Date of preparation: 20- 2- 2024

UNIT 7

SAVING ENERGY

Period 47 Lesson 4 *Write*

A/ Aims : To write a simple speech.

B/ Objective : By the end of the lesson, Ss will be able to write a simple speech.

C/ Teaching aids : Textbook, posters, word sheets

D/ Procedure :

Check up: Answer the question: "What can we do to save energy ?"

We can turn off the lights before going out.

We can turn off the lights before going out, and travel by bike.

I/ Pre Writing :

- *Pre-teach Vocab.:* attention (n) pay ~ to

ladies and gentlemen

a draft

- Giving instructions: " Today you're going to write a speech. Firstly,

let's do Exercise

a) (Matching) to know how to form this kind of writing.

b) How many sections are there (three) ?

c) What are they (Introduction - Body - Conclusion) ?

d) What is each section about ? (1B - 2C - 3A)"

Ss do Exercise a) and think of the answers to the questions.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- Exercise b): "Put the three sections in the correct place to complete a speech."

Ss do Exercise b) (individuals, pairs to compare). (3-Intro., 2-Body, 1-Con.)

II/ White Writing : (Exercise b)

- Giving instructions: (Exercise c): "Read through and choose one of the three topics."

Write a speech in your own words first, and then in groups. Each group chooses an ambassador to demo."

Ss write their speeches by themselves.

T gives a task to each group: G1&4 - R

Ss work in groups to write the speeches. Some of them deliver the speech on site.

T monitors and gives help or provides more information:

Suggested Speech:

Good morning, everybody / my friends. I'm On behalf of my group, I'm going to tell you how to reduce garbage / reuse paper / save energy in the kitchen.

It's important to reduce garbage / reuse paper / save energy..... . I think we should

If we do these things, not only will we keep our school grounds cleaner and more attractive, but also the environment will be cleaner (Reducing garbage) / not only will we save money, natural resources will be preserved (Reusing paper) / not only will we save money, but we'll well practice oneself in using domestic things at home. (Saving energy in the kitchen)

III/ Post Writing : Exhibition:

T has Ss put the posters on the wall in front of the class.

T tells Ss to look at each poster and share, compare, admire.

T asks some ambassadors to deliver speeches in the middle of the class.

T corrects mistakes and remarks.

Homework : Write a speech to tell about saving paper.

Be ready for Write



Date of preparation: 21- 2- 2024

UNIT 7

SAVING ENERGY

Period 48 Lesson 4

Language Focus

A/ Aims : To practice Connectives: *and, but, because, or, so, therefore, however* ;

Phrasal verbs: *turn off, turn on, look for, look after, go on* ;

Making suggestions: suggest + Ving, suggest +(that)+ S + should.

B/ Objective : By the end of the lesson, Ss will be able to use Connectives: *and, but, because, or, so, therefore, however*, Phrasal verbs: *turn off, turn on, look for, look after, go on*, and Making suggestions: suggest + Ving, suggest +(that)+ S + should

C/ Teaching aids : Textbook, posters.

D/ Procedure :

Warm up : "Put the words into the correct order to make a complete sentence."

Ss work in two teams of five.

1/ works / can / hard / easily / pass / very / Lan / test / she / the / because / English

2/ for / place / suitable / new / he / job / is / his / looking / at / a

3/ yard / putting / around / clean / school / suggest / it / to / the / garbage / keep / bins / I

Exercise 1: Connectives: *and, but, because, or, so, therefore, however*

1/ *Presentation:*

Notes:

* Co-ordinating and Subordinating Conjunctions -Co-ordinating Conjunctions:*and, but, or* used in Compound sentences

Example: Is your father a doctor or an engineer ?

- Subordinating Conjunctions: *because, so, if, so that, ...* used in Complex sentences and introducing

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Adverb clauses of Cause / Reason, Result, Condition, Purpose, ... *Example:* I was tired, so I went to bed early last night.

**Conjunctions and Adverbs as Connectives*

Similarity: and- besides; but- however; therefore- so Difference: comma stands forwards and comma comes after adverbs.

Example: I was tired, so I went to bed early last night. I was tired; therefore, I went to bed early last night.

2/ *Practice:* "Complete the sentences. Use the correct connectives in brackets."

The answers:

a) and b) but c) because d) Therefore e) or f) so g) or h) However

Ss do Exercise 1 individually. T corrects

Exercise 2: Phrasal verbs

1/ *Presentation:* Verbs followed by prepositions

Comparing: He's going to the movies. (to the movies) He's listening to the radio. (listen to)

2/ *Practice:* "Look at the pictures and read the sentences below. Complete the sentences by using the right tense form of the phrasal verbs in the box and the pictures."

Ss look at the pictures and read the sentences. Ss do Exercise 2 individually, then in pairs to compare.

Answers: a) Picture 1 - look after b) Picture 2 - go on c) Picture 4 - Turn on d) Picture - looked for e) Picture 5 turn off

Exercise 3:

1/ *Presentation:* suggest + Ving (making suggestions)

2/ *Practice:* "Your class wants to help the poor in the neighborhood of your school. Make suggestions with suggest + Ving. The ideas below may help you."

Example: I suggest collecting some money.

Ss do Exercise 3 individually, then in pairs to compare. Some Ss write their sentences on the board. T corrects.

Answers:

1. I suggest collecting unused clothes.

2. I suggest organizing a show to raise money.
3. I suggest giving lessons to poor children. 4. I suggest helping poor families with their chores.
5. I suggest collecting books and clothes for poor children.
6. I suggest

Exercise 4

1/ *Presentation*: suggest +(that)+ S + should (making suggestions)

2/ *Practice*: "Your friends wants to improve his / her English. Make suggestions with suggest + (that)+ S + should. The ideas below may help you."

Example: I suggest that you should work harder on your pronunciation.

Ss work individually first, then in pairs to compare. Some Ss write their sentences on the board. T corrects.

1. I suggest that you should write sentences with new words.
2. I suggest that you should speak English in class.
3. I suggest that you should buy a good dictionary.
4. I suggest that you should do some reading every day.
5. I suggest that you should well prepare your lessons before classes.
6. I suggest that you should

* **Homework** : Prepare Unit 8 Getting started + Listen and read



Date of preparation: 24- 2- 2024

UNIT 7

SAVING ENERGY

Period 48 Lesson 4

Language Focus

A/ Aims : To practice Connectives: *and, but, because, or, so, therefore, however* ;

Phrasal verbs: *turn off, turn on, look for, look after, go on* ;

Making suggestions: suggest + Ving, suggest +(that)+ S + should.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

B/ Objective : By the end of the lesson, Ss will be able to use Connectives: *and, but, because, or, so, therefore, however*, Phrasal verbs: *turn off, turn on, look for, look after, go on*, and Making suggestions: *suggest + Ving, suggest +(that)+ S + should*

C/ Teaching aids : Textbook, posters.

D/ Procedure :

Warm up : "Put the words into the correct order to make a complete sentence."

Ss work in two teams of five.

1/ works / can / hard / easily / pass / very / Lan / test / she / the / because / English

2/ for / place / suitable / new / he / job / is / his / looking / at / a

3/ yard / putting / around / clean / school / suggest / it / to / the / garbage / keep / bins / I

Exercise 1: Connectives: *and, but, because, or, so, therefore, however*

1/ *Presentation:*

Notes:

* Co-ordinating and Subordinating Conjunctions -Co-ordinating Conjunctions:*and, but, or* used in Compound sentences

Example: Is your father a doctor or an engineer ?

- Subordinating Conjunctions: *because, so, if, so that, ...* used in Complex sentences and introducing

Adverb clauses of Cause / Reason, Result, Condition, Purpose, ... *Example:* I was tired, so I went to bed early last night.

*Conjunctions and Adverbs as Connectives

Similarity: *and- besides; but- however; therefore- so* Difference: *comma stands forwards and comma comes after adverbs.*

Example: I was tired, so I went to bed early last night. I was tired; therefore, I went to bed early last night.

2/ *Practice:* "Complete the sentences. Use the correct connectives in brackets."

The answers:

a) and b) but c) because d) Therefore e) or f) so g) or h) However

Ss do Exercise 1 individually. T corrects

Exercise 2: Phrasal verbs

TEACHER IN CHARGE: CHÂU THỊ HIỀN

1/ *Presentation:* Verbs followed by prepositions

Comparing: He's going to the movies. (to the movies) He's listening to the radio. (listen to)

2/ *Practice:* "Look at the pictures and read the sentences below. Complete the sentences by using the right tense form of the phrasal verbs in the box and the pictures."

Ss look at the pictures and read the sentences. Ss do Exercise 2 individually, then in pairs to compare.

Answers: a) Picture 1 - look after b) Picture 2 - go on c) Picture 4 - Turn on d) Picture - looked for e) Picture 5 turn off

Exercise 3:

1/ *Presentation:* suggest + Ving (making suggestions)

2/ *Practice:* "Your class wants to help the poor in the neighborhood of your school. Make suggestions with suggest + Ving. The ideas below may help you."

Example: I suggest collecting some money.

Ss do Exercise 3 individually, then in pairs to compare. Some Ss write their sentences on the board. T corrects.

Answers:

1. I suggest collecting unused clothes.
2. I suggest organizing a show to raise money.
3. I suggest giving lessons to poor children. 4. I suggest helping poor families with their chores.
5. I suggest collecting books and clothes for poor children.
6. I suggest

Exercise 4

1/ *Presentation:* suggest +(that)+ S + should (making suggestions)

2/ *Practice:* "Your friends wants to improve his / her English. Make suggestions with suggest + (that)+ S + should. The ideas below may help you."

Example: I suggest that you should work harder on your pronunciation.

Ss work individually first, then in pairs to compare. Some Ss write their sentences on the board. T corrects.

1. I suggest that you should write sentences with new words.

2. I suggest that you should speak English in class.
3. I suggest that you should buy a good dictionary.
4. I suggest that you should do some reading every day.
5. I suggest that you should well prepare your lessons before classes.
6. I suggest that you should

* **Homework** : Prepare Unit 8 Getting started + Listen and read



Date of preparation:.. 29- 2- 2024

UNIT 8

CELEBRATIONS

Period 49 Lesson 1

Getting started + Listen and Read

A/ Aims : To present some celebrations in Viet Nam and around the world.

B/ Objective : By the end of the lesson, Ss will be able to talk about some celebrations.

C/ Language content :

- *Vocab*: Words relating to the celebrations.
- *Grammar*: Relative Clauses with *Who* or *Which*

Adverb Clauses of Concession with *Although*

D/ Teaching aids : Textbook, pictures from textbook

E/ Procedure : T introduces the topic

I/ Getting started: T introduces the topic

- *Guiding questions*: "Look at the six icons and the six names of celebrations. Answer the following questions. And then match the icons with the names."



- 1/ What do you know about those icons ?
- 2/ What do you know people often do in those celebrations ?

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Ss answer the questions individually first, then in pairs to compare.

T elicits from Ss the answers and gives help. (sugar eggs; heart or wedding cake; birthday cake; Christmas tree; head of a unicorn / to state a unicorn dance; apricot / cherry blossom ...)

Ss do the matching. T collects and corrects

1: Easter 2: Wedding 3: Birthday 4: Christmas 5: Mid-Fall Festival 6: Lunar New Year

II/ Listen and Read :

1. *Pre-teach Vocab:* (to) occur sticky rice cake slavery Passover Jewish

2. *Introduction:* "You're going to read a text about the celebrations in Viet Nam, in some countries around the world."



3. *Listening to the tape*

4. *Silent reading*

5. *Notes:* *Relative Clauses with *Who* or *Which*

T elicits the sentence in the text: *Tet is a festival which occurs in late January or early February; Family members who live apart try to be together at Tet; Easter is a joyful festival which is celebrated in many countries.*

Remember: A relative (adjective) clause works as an adjective modifying a noun

Which and *Who*, relative pronouns, are Subjects of Adjective / Relative Clauses.

* Adverb Clauses of Concession with *Although*

T elicits the sentence in the text: *Although there are many celebration throughout the year, Tet or the Lunar New Year holiday is the most important celebration for Vietnamese people.*

6. *Exercise:* "Read the text. Complete the table on page 66."

Ss work individually first, then in pairs to compare. T collects and corrects.

Celebrations	When ?	Activities	Food	Country
--------------	--------	------------	------	---------

Tet	in late January or early February	cleaning and decorating homes, and enjoying special food	sticky rice cakes	Viet Nam
Passover	late March or early April	holding festivals	special meal called Seder	Israel
Easter	around the same time as Passover	people crowd the streets to watch colorful parades	chocolate or sugar eggs	many countries

T feedbacks by asking When.../ What... do? Ss answer . Then Ss (pair work)

S1: When does Tet begin?

S2: Tet begins in late January or early February

S1: What do people do to welcome Tet?

S2: They clean and decorate their homes.

S1: What is special food for Tet?

S2: Sticky rice cakes.

S1: In which country do people celebrate Tet?

S2: In Vietnam.

✱ **Homework :** Learn vocabulary by heart . Read the text carefully .
Tell about a celebration in your village / country.

Be ready for (speak and listen)

-----✱-📖-✱-----

Date of preparation: 10-3-2024

UNIT 8

CELEBRATIONS

Period 50 Lesson 2 *Speak + Listen*

A/Aims: - To practice giving and responding to compliments
.- To listen to a song and fill in the missing words.

B/ Objective : By the end of the lesson, Ss will be able to give compliments and get responses, to understand the song Auld Lang Syne and sing it.

C/ Teaching aids : Textbook, pictures, posters.

✱ **Checking up :** Ss called look the icons and tell about some celebrations

TEACHER IN CHARGE: CHÂU THỊ HIỀN

**I/ Pre-Speaking:**

- *Pre-teach Vocab:* (to) congratulate
(to) nominate
charity
an activist

- *Expressions:* **Give a compliment**

Well done.
That's a great / an excellent
Let me congratulate you on

Respond to a compliment

Thanks.
It's nice of you to say so.
That's very kind of you.

T asks Ss to read the expressions and use them to practice speaking.

- Exercise 1: "Look at the pictures on page 66, 67 and read the situations, then give and respond to appropriate compliments."



Example: a) Trang has just won the first price in the English speaking contest.

Mai : Well done, Trang. Trang : Thanks.

Ss look at the pictures and read the situations.

Ss do the exercise individually first, then compare with their partners. T collects and corrects.

Ss practice the dialogues in pairs.

Answers: b) Mother : Well done, Huyen.

Huyen : Thanks, Mom .

c) Friends: Let me congratulate you on your nomination.

Tuan : It's nice of you to say so.

d) You : That's an excellent drawing / picture, Hoa.

Hoa : That's very kind of you to say so.

say so.

- Exercise 2: "Think of situations in which you can compliment your friends and get responses from him / her / them, then make up dialogues with your partner. "

Ss set up the situations on their words first, then in pairs to share and compare.

Examples: + Your friend picked up the object someone dropped and has just returned it. You'll give him or her a compliment and get response.

A: Well done.

B: Thanks.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

A: Congratulations/Let me congratulate you on your championship/success B: It's very kind/nice of you to say so.

II/ While-Speaking:

Ss work in groups of three to make the similar dialogues.

Ss practice speaking in groups of three (one person is a presenter and two others play the dialogue).

T monitors and gives help.

III/ Pre- listening:

1) Pre- teach vocabulary:

- Auld Lang Syne (n) : tên một bài hát

- acquaintance (n): người quen biết

- trusty (adj): đáng tin cậy

- Checking: Slap the board.

2) Guessing:

- Ask ss to work in pairs to guess and fill the missing words in the blanks.

a.

b.

c.

d.

e.

IV/ While- Listening:

- Let Ss to listen to the song twice and then check their guess.

* Answer key:

a. days

b. take

c. mind

d. hand

e. kindness

- Ask students to practice singing the song.

- Call on some groups of students to sing the song.

* **Homework :** Learn vocabulary and expressions by heart

Continue to practice singing the song at home.

-----* -  - *-----

Date of preparation: 10-03- 2024

UNIT 8

CELEBRATIONS

Period 51

Lesson 3

Read

A/ Aims : To read three passages about children's emotion on Father's day.

B/ Objective : By the end of the lesson, Ss will be able to get more about the opinions, feelings and memories of children about their fathers on Father's day.

C/ Teaching aids : Textbook, posters

D/ Procedure :

* **Warm up:** Brainstorming



TEACHER IN CHARGE: C

of a good father ?

I/ Pre-Reading :**1.Pre-teach Vocab:** T elicits the new words from Ss

(to) lose heart groom & bride hug (n) considerate (adj) priority (n) (to) distinguish

2.Prediction: "You're going to read the passages about the opinions, feelings and memories of children about their fathers on Father's day in Australia and the USA."



Now predict in which of the three passages the children express the opinions, feelings or memories about their father." Ss work individually first, then in pairs to compare.

II/ While-Reading :

- Checking the prediction: Ss read the passages and check their predictions.

The answer: 1st : opinions and feelings
2nd : memories and feelings
3rd : opinions and feelings

- **Exercise:** Answer the questions "Read the three passages again and answer the questions."

Ss do the exercise individually.

T collects and corrects.

Ss practice asking and answering in pairs. (open pairs as models - closed pairs)

The answer:

1/ Rita sends this card to her dad.

2/ He's possibly dead."how much you're missed and loved; I now have children, Dad."

3/ His sense of humor.

4/ (Ss' answers)

Suggested answer: A father is a person who teaches us how to love, cry and laugh. He never loses heart and always finishes what we start. Dad is the best person in the world. He is a considerate and generous man. He has a sense of humor. His priority is his family. He's loved by his family and by all his friends.

III/ Post- Reading : Talk about the character of your father

* **Homework :** Write a short text to tell about your father.

Be ready for " Write "

-----* - - *-----

Date of preparation: 10.3.2024

UNIT 8

CELEBRATIONS

Period 52 Lesson 4 Write

A/ Aims : To write a letter to a friend to share ideas.

B/ Objective : By the end of the lesson, Ss will be able to write a letter to a friend to share their ideas.

C/ Teaching aids : Textbook, posters

D/ Procedure :

* **Check - up :** Ss called answer the teacher's questions

1. Do you love your father ?

TEACHER IN CHARGE: CHÂU THỊ HIỀN

2. *What do you think of your father ?*
3. *Should We celebrate Father's Day in Viet Nam ?*

I/ Pre Writing :**1. Pre-teach Vocab: T elicits the new words from Ss**

(to) enhance (to) support nationwide (adv)

2. Giving instructions:

"In Vietnam people don't celebrate Mother's Day or Father's Day. Now write a letter to your friends and tell them why do you think it's necessary to have a day to celebrate for your mom and another for your dad."

3. Discussion:

"Read the outline and discuss the following questions with your friends."

- 1/ Why should we have a day to celebrate for our mom and our dad ?
- 2/ On what date should we celebrate this day ? And why ?
- 3/ How can we celebrate that day ?
- 4/ What should we give her / him ?

Ss work in pairs to discuss the questions.

T collects and gives help.

II/ While Writing :

- Giving instructions: "Write a letter on your own words first, and then in groups."

Ss write their letters by themselves.

Ss work in groups to write the letters.

T monitors and gives help or provides more information:

Suggested letter:

In my opinion, it's necessary/ important to have a day to celebrate for our parents

Children will have a special day to express their feelings, memories and love for their parents.

We have an opportunity to enhance family traditions and members of families can have a chance to gather / get together, to know and to help one another.

I think it would be better if we celebrate that day on (first Sunday of April) because Sunday is a day off , so everybody is free from work or study, and April is in late spring or early summer and the weather is generally fine at this time of the year.

It's not necessary to have parties but it's a good idea to have a family dinner and children can give their parents flowers or make special cake for their parents.

I believe my idea will be supported and the day will be celebrated nationwide.

III/ Post Writing :

T asks some strong Ss to read aloud their writings.

T corrects mistakes and remarks.

***Homework :**

Write a letter to a friend to support the opinion that parents should celebrate birthdays for their children.

Be ready for " Language focus "

Date of preparation: 10/3/ 2024

UNIT 8

CELEBRATIONS

Period 53 Lesson 5 *Language Focus*

A/ Aims : To practice Relative Clauses.

To practice Adverb Clauses of Concession.

B/ Objective : By the end of the lesson, Ss will be able to use Relative Clauses and Adverb Clauses of Concession.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

C/ Teaching aids : Textbook, posters, word sheets.

D/ Procedure :

✱ **Check- up** : Ss called answer the teacher's questions

1/ What is the traditional festival Vietnamese people and When does it begin ?

I/ Relative / Adjective Clauses:

1/ Presentation:

- A clause does the work of an adjective, so it modifies a noun (adjective clause)
- A clause is introduced by a relative word (relative clause)
- The position of a relative clause: It usually stands after a noun it itself modifies

+ used to introduced a relative clause.

+ is a part of a relative clause: a subject, an object, an adjunct or a modifier

Who: person - subject - a personal noun or pronoun

Whom : person - object - a personal noun or pronoun

Which: things - subject or object - a personal noun or pronoun

When : time - an adjunct of time - a phrase of word

Where: place-an adjunct of place-a phrase of word/there

Whose:possession-a modifier-a possessive noun,pro or phrase of words

Notes: That can replace who, whom or which.

Where / When is replaced by on / in / at which; whose - of which

A relative word which is an object of a relative clause can be understood.

- Two types of relative clauses: Defining and Non-defining (See page 98 in TA 9)

2/ Practice:

Exercise 1: "Join the sentences. Use relative clauses."

Example Tet is a festival. Tet occurs in late January or early February.

→ Tet is a festival which occurs in late Jan or early Feb.

Notes: The second sentence as a relative clause is put after the noun "a festival". Ss do Exercise 1 individually. T corrects

- Answers:
- a) Auld Lang Syne is a song which is sung on New Year's Eve.
 - b) This watch is a gift which was given to me by my aunt on my 14th birthday.
 - c) My friend Tom, who sings Western folk songs very well, can compose songs.
 - d) We often go to the town cultural house, which always opens on public holidays.
 - e) I like reading books which tell about different peoples and their cultures.
 - f) On my mom's birthday my dad gave her roses which were very sweet and beautiful.
 - g) Judy liked very much the full-moon festival, which is celebrated in mid-fall
 - h) Tomorrow I'll go to the airport to meet my friends, who come to stay with us during

the Christmas.

Exercise 2: "Describe each of the people in the pictures. Use relative clauses."

Example: I am the boy who is wearing a white T-shirt.

My Aunt Judy is the woman who is holding Jack.

Ss look at the pictures and write sentences. T collects and corrects.

Suggested sentences: Dad is the man who is wearing a blue shirt. / is standing next to Linda.

Linda is the little girl who is wearing a red dress. / is giving a gift to my mom.

II/Adverb Clauses of Concession or Contrast

1/Presentation:Three conjunctions of concession or contrast:Although,Though,Even though. This complex sentence two clauses:

- An Although / Though / Even though - Clause (a subordinating clause) expressing conditions, circumstances, measures, ...
- Another clause (a main clause) expressing the result which contrasts with that conditions, circumstances, measures, ...

TEACHER IN CHARGE: CHÂU THỊ HIỀN

2/ Practice:**Exercise 3:** "Join the sentences. Use the words in brackets."*Example:* a) Thu Ha is not satisfied with her preparations for Tet. Thu Ha has decorated her house and made plenty of cakes.

- Thu Ha is not satisfied with her preparations for Tet even though she has decorated her house and made plenty of cakes.

Ss do Exercise 3 individually, then in pairs to compare. T collects and corrects.

b) Although we don't have a Mother's Day in VN, Dad and I've special gifts and parties for my mom every year on March.8th

c) We went to Ha Noi to watch the parade on the National Day last year even though we live in Nam Dinh.

d) Many tourists enjoy festivals in Viet Nam though they don't understand Vietnamese culture very much.

e) Even though in Australia Christmas is in the summer, Australians enjoy Christmas as much as people in European countries do.

f) Although Jim came to the show late due to the traffic jam, he could see the main part of the show.

Exercise 4: "Look at the pictures. Complete the sentences. Use the correct verb tense."*Example:* a) Although Mrs. Thoa was tired, she helped Tuan with his homework.

Ss work individually first, then in pairs to compare. Some Ss write their sentences on the board. T corrects.

Answers: b) Even though Liz has an exam tomorrow, she is still watching TV now.

c) It rained yesterday although the weather bureau predicted the weather would be fine.

d) Bad ate a lot of food though he wasn't hungry.

e) Even though the keyboard wasn't working well, Mary tried to finish her letter.

* **Homework :** Do Exercise 1, 3, 4, 5 in the Workbook.

Be ready for the revision of the middle second test.

March 20th, 2024**Period 54 ĐỀ CƯƠNG ÔN TẬP GIỮA HỌC KỲ II MÔN TIẾNG ANH 9
GRAMMAR POINTS****UNIT 6:****1. Adjectives and adverbs (tính từ và trạng từ)**

+ Tính từ bổ nghĩa cho danh từ và đại từ.

Ví dụ: Ông ấy là một giáo viên giỏi → He is a good teacher.

Ông ấy cao → He is tall

+ Trạng từ bổ nghĩa cho động từ và các từ khác trong câu

Ví dụ: Nó chạy giỏi → He runs well

Tôi không thể đến, đơn giản bởi vì tôi bị ốm → I couldn't come simply because I was ill.

→ It is a very interesting book.

2. Adverb clauses of reason (Mệnh đề trạng ngữ chỉ lí do/nguyên nhân)+ Mệnh đề trạng ngữ chỉ nguyên nhân bắt đầu bằng as, because hoặc since

As

Because

Since

} he has no money, he can't buy that house.

→ Vì anh ta không có tiền, anh ta không thể mua ngôi nhà đó.

Adverb clauses of reason

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Notes: Nếu as, because hoặc since ở đầu câu thì giữa 2 mệnh đề có dấu phẩy (,) và nếu as, because hoặc since đứng giữa 2 mệnh đề thì không có dấu phẩy.

→ He can't buy that house as/ because / since he has no money.

Adverb clauses of reason

*Nhớ rằng mệnh đề trạng ngữ chỉ nguyên nhân bắt đầu bằng as, because hoặc since

3. Adjective + that clause (Tính từ + mệnh đề That)

+ I am afraid that I will not come tomorrow (Tôi e rằng ngày mai không đến được)

+ We're pleased that you passed (Chúng tôi hài lòng bạn đã thi đậu)

4. Conditional sentences: type 1

Điều kiện có thể xảy ra hiện tại hoặc tương lai.

Ví dụ:

+ If you work hard, you will pass the exam. → Nếu bạn làm việc chăm chỉ, bạn sẽ thi đậu.

+ If you can't do it, I'll help you. → Nếu bạn không thể làm điều đó, tôi sẽ giúp bạn.

= I'll help you If you can't do it.

If clause Mệnh đề If (mệnh đề phụ)	Main clause (Mệnh đề chính)
Present tense	Will + verb (không to)

UNIT 7

1) Connectives (Liên từ) → Dùng để nối 2 câu/ 2 đoạn văn thành 1 (and, but, because, or, so, therefore, however)

Ví dụ:

+ I am a student and he is a student, too.

+ I am tall, but he isn't.

+ Nam failed in his exam because he didn't study.

+ Would you like tea or coffee?

+ Ba was very tired, so he went to early.

+ I passed the test, therefore, my dad took me to the concert.

+ Lan is very tired, however, she must finish her works.

2) Phrasal verbs: turn off (tắt), turn on (mở), look for (tìm kiếm), look after (chăm sóc), go on (tiếp tục) look up (tra từ điển), give out (rao, thông báo), give up, wear over,

- He forgot turn off the lights when he went to bed. (Anh ấy quên tắt đèn khi đi ngủ)

- Turn on the light! It's very dark here. (Hãy mở đèn lên! Trời tối quá)

- What are you looking for? (Bạn đang tìm kiếm gì đây?)

- The doctor often looks after the patients in the hospital. (Ở Bệnh viện bác sĩ thường chăm sóc bệnh nhân)

- If you go on doing that, you'll be punished. (Nếu bạn tiếp tục làm điều đó bạn sẽ bị phạt)

3) Making suggestions: (Đưa ra lời đề nghị)

SUGGEST + VERB- ING,

- I suggest speaking English in class. (Tôi đề nghị nói tiếng Anh trong lớp)

SUGGEST (THAT) + S + SHOULD

- I suggest (that) he should go to see the doctor. (Tôi đề nghị anh ấy nên đi khám bác sĩ)

EXERCISE:

I/ Choose the best answer:

1. The students suggested.....the posters on energy saving. (a. make b. to make c. making d. made)

2. His hobbies are reading comics.....playing video games.

(a. or b. and c. but d. so)

3. She isthat her English speaking is becoming better.

(a. pleased b. worried c. sure d. happy)

4. What are you doing, Lan? – I'm looking.....my keys.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- (a. after b. for c. at d. in)
5. I suggest that we.....English regularly in class.
(a. speaking b. must speak c. should speak d. will speak)
6. People can save natural resources by using.....energy.
(a. sunny b. solar c. sun d. power)
7. They didn't go to the circus.....the tickets were too expensive.
(a. because b. as c. a & b are OK d. so)
8. If she.....him at the club, she will give him a present.
(a. will see b. sees c. doesn't see)
9. What do we do to reduce air.....in the city
(a. pollution b. polluting c. polluted)
10. She is looking forward.....her parents at Christmas
(a. to meet b. meeting c. to meeting d. met)
11. Solar panels are installed on the roof of a house.....the energy from the sun.
(a. to receive b. receive c. receiving d. to get)
12. It is very dark here. Could you turn.....the lights?
(a. off b. on c. down d. in)
13. The sun can be an.....and clean source of power.
(a. effect b. effective c. effectively d. affect)
14. If we go on.....water, we will be a shortage of water in a few decades.
(a. wasting b. to waste c. waste d. wasted)
15. There is afaucet in the bathroom.
(a. drip b. dripping c. to drip d. dripped)
16. I want to see the.....of the environment from the local authorities.
(a. protect b. protection c. protective d. protectively)
17. I think we should save ourresources.
(a. natural b. nature c. naturally)
18. We should use.....bulbs instead of ordinary bulbs.
(a. saving- energy b. energy- saving c. saving)
19. He isn't very rich.....he spends a lot of money helping the poor.
(a. but b. and c. so d. however)
20. We should be aware of the problem of.....
(a. polluting b. polluted c. pollution)

II/ Use the correct form of the verbs:

1. We (not play).....well if it rains.
2. If my sister (study).....hard, she will pass her exam with excellent results.
3. They suggested (speak).....English in class more often.
4. I'm sure that they (not go).....with him.
5. What about (collect).....unused clothes for them.

III/ Do as directed:

1. They couldn't play soccer because it rained heavily. (Using " Because of")
.....
2. She has a rich father. She is happy (Using " That- Clause")
.....
3. Mai / was /
pleased / she / got / for / an A / her assignment / that. (Rearrange the words)
.....
4. Let's
organize the show to raise money.
I suggest.....
5. I / think / energy- saving bulbs / should / use / save / electricity. (Make a complete sentence)

TEACHER IN CHARGE: CHÂU THỊ HIỀN

.....6. It was raining (heavy)....., so they stopped playing soccer (Use the correct form of the word)

7. I / suggest / take / shower / instead / bath / save water (Make a correct sentence).....

8. Why don't you take a shower instead of a bath to save energy.

I suggest that.....

9. The weather was fine, so they decided to go on a picnic.

Since.....

10. What about having lunch at that restaurant tonight?

I suggest that.....

UNIT 8

1) Relative clauses (Mệnh đề quan hệ :bắt đầu bằng một trong các đại từ quan hệ,được xem là một mệnh đề tính ngữ,đứng kế sau danh từ chỉ người,chỉ vật,chủ sở hữu để bổ nghĩa.

Đại từ quan hệ : WHO,WHOM, WHICH, THAT,WHOSE,OF WHICH

+ Who : thay thế cho từ cùng chỉ đối tượng là người ở mệnh đề trước và từ đó làm chủ từ cho mệnh đề sau.

+ Whom: thay thế cho từ cùng chỉ đối tượng là người ở mệnh đề đứng và từ đó làm tân ngữ cho động từ ở mệnh đề sau.

+ Which : thay thế cho từ cùng chỉ đối tượng là vật, con vật ở mệnh đề trước và từ đó làm chủ từ và tân ngữ ở mệnh đề sau.

+ That : có thể thay thế cho who, whom, which

		Defining	Defining and non-defining
SUBJECT	People	That	Who
	Things		Which
OBJECT	People	(that)	Whom
	Things		Which
POSSESSIVE	People	Whose	Whose
	Things	Whose/ of which	Whose/ of which

Ví dụ:

1.The woman who wears a hat is my sister.

2.The man whom you saw yesterday is your teacher.

3.The book which is on the table is hers.

4.The bag which you are holding in your hand is our teacher.

+ That : có thể thay thế cho who, whom, which ở 4 câu trên.

1.The woman that wears a hat is my sister.

2.The man that you saw yesterday is your teacher.

3.The book that is on the table is hers.

4.The bag that you are holding in your hand is our teacher.

Note: Whose dùng để thay thế cho tính từ sở hữu of which/ whose thay thế cho từ chỉ sở hữu của vật, con vật.

Eg: The man is our teacher. His book is on the table.

→ The man is our teacher whose book is on the table.

You are sitting the chair. The leg of the chair was broken yesterday.

→ You are sitting the chair of which the leg was broken yesterday.

Hoặc → You are sitting the chair whose leg was broken yesterday.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

2) Adverb clauses of concession (**Mệnh đề trạng ngữ chỉ sự nhượng bộ**)

-**Mệnh đề trạng ngữ chỉ sự nhượng bộ bắt đầu bằng** though, although, even though

Eg: + Although **she is very tired**, she tries to finish her work.

(**Mặc dù cô ta rất mệt nhưng cô ta vẫn cố gắng hoàn thành công việc**)

+ **I like him** even though **he can be annoying**.

(**Tôi thích anh ấy mặc dù anh ấy đang bức mình**)

+ **He likes her very much** though **she doesn't like him**.

Exercise1: Combine these pairs of sentences using who, which, whose:

1.The book is interesting. You gave it to me yesterday.

2.She is the girl. She speaks English well.

3.We saw some people. Their car was broken.

4.Do you know the man? He is talking to lan.

5.That is the picture. I took it when I was in Da Lat.

6. He is a man. My brother bought him a new bike.

7. Ba is my friend. He has won the first prize.

8. That is Nam. His father is a teacher.

9. I've just listened a song. Ngoc Chau sang it.

10. Do you like milk? I put it in my bag.

11. The boy is my brother. He can cook very well.

Exercise 2: Change these sentences to incorporate the expression in parentheses. **Biến đổi những câu này nhằm kết hợp với những từ ngữ nằm trong ngoặc đơn.**

1. Dispite his dislike for coffee, he drank it to keep himself warm (although).

2. Bill will take a plane, even though he dislikes flying (in spite of).

3. In spite of Alice's sadness at losing the contest, she managed to smile (although).

4. They took many pictures though the sky was cloudy (despite).

5. Despite his poor memory, the old man told interesting stories to the children (even though).

EXERCISE 3:

Complete these sentences with although or in spite of. **Điền thêm vào những câu này với although hoặc in spite of.**

1..... it was sunny a lot, we enjoyed ourselves.

2..... at my careful plans, a lot of things went wrong.

3..... they had planned everything carefully, a lot of things went wrong.

4. She love music..... she can't play a musical instrument.

5..... being very tired, we carried on walking.

6..... the heating was full on, this house was still cold.

7. Henry decided to give up his job..... I advised him not to.

8. He wasn't well,..... this he went to work.

9. I'm not tired.....working hard all day.

10..... there was the traffic jam, but I arrived in time.

Homework

Do exercise. Prepare for the middle second test (Unit 6- 8)

March 20th, 2024

Period 55: **THE MIDDLE SECOND TEST** (Unit 6- 8)

A/ Aims: To revise from Unit 6 to Unit 8.

B/ Objective: By the end of the lesson, Ss will be able to do the middle second test.

C/ Teaching aids: Textbooks, pictures

TEACHER IN CHARGE: CHÂU THỊ HIỀN

D/ Ways of working: Individuals, pair work

E/ Procedure:

Date of preparation: 28/3/2024

UNIT 8

WEEK 28:

CELEBRATIONS

Period 56 Lesson 5

Language Focus

A/ Aims : To practice Relative Clauses.

To practice Adverb Clauses of Concession.

B/ Objective : By the end of the lesson, Ss will be able to use Relative Clauses and Adverb Clauses of Concession.

C/ Teaching aids : Textbook, posters, word sheets.

D/ Procedure :

✱ **Check- up :** *Ss called answer the teacher's questions*

1/ What is the traditional festival Vietnamese people and When does it begin ?

I/ Relative / Adjective Clauses:

1/ Presentation:

- A clause does the work of an adjective, so it modifies a noun (adjective clause)
- A clause is introduced by a relative word (relative clause)
- The position of a relative clause: It usually stands after a noun it itself modifies
- + used to introduced a relative clause.

+ is a part of a relative clause: a subject, an object, an adjunct or a modifier

Who: person - subject - a personal noun or pronoun

Whom : person - object - a personal noun or pronoun

Which: things - subject or object - a personal noun or pronoun

When : time - an adjunct of time - a phrase of word

Where: place-an adjunct of place-a phrase of word/there

Whose:possession-a modifier-a possessive noun,pro or phrase of words

Notes: That can replace who, whom or which.

Where / When is replaced by on / in / at which; whose - of which

A relative word which is an object of a relative clause can be understood.

- Two types of relative clauses: Defining and Non-defining (See page 98 in TA 9)

2/ Practice:

Exercise 1: "Join the sentences. Use relative clauses."

Example Tet is a festival. Tet occurs in late January or early February.

→ Tet is a festival which occurs in late Jan or early Feb.

Notes: The second sentence as a relative clause is put after the noun "a festival". Ss do Exercise 1 individually. T corrects

- Answers:
- a) Auld Lang Syne is a song which is sung on New Year's Eve.
 - b) This watch is a gift which was given to me by my aunt on my 14th birthday.
 - c) My friend Tom, who sings Western folk songs very well, can compose songs.
 - d) We often go to the town cultural house, which always opens on public holidays.
 - e) I like reading books which tell about different peoples and their cultures.
 - f) On my mom's birthday my dad gave her roses which were very sweet and beautiful.
 - g) Judy liked very much the full-moon festival, which is celebrated in mid-fall
 - h) Tomorrow I'll go to the airport to meet my friends, who come to stay with us during

the Christmas.

Exercise 2: "Describe each of the people in the pictures. Use relative clauses."

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Example: I am the boy who is wearing a white T-shirt.

My Aunt Judy is the woman who is holding Jack.

Ss look at the pictures and write sentences. T collects and corrects.

Suggested sentences: Dad is the man who is wearing a blue shirt. / is standing next to Linda.

Linda is the little girl who is wearing a red dress. / is giving a gift to my mom.

II/Adverb Clauses of Concession or Contrast

1/Presentation: Three conjunctions of concession or contrast: Although, Though, Even though. This complex sentence two clauses:

- An Although / Though / Even though - Clause (a subordinating clause) expressing conditions, circumstances, measures, ...

- Another clause (a main clause) expressing the result which contrasts with that conditions, circumstances, measures, ...

2/ Practice:

Exercise 3: "Join the sentences. Use the words in brackets."

Example: a) Thu Ha is not satisfied with her preparations for Tet. Thu Ha has decorated her house and made plenty of cakes.

- Thu Ha is not satisfied with her preparations for Tet even though she has decorated her house and made plenty of cakes.

Ss do Exercise 3 individually, then in pairs to compare. T collects and corrects.

b) Although we don't have a Mother's Day in VN, Dad and I've special gifts and parties for my mom every year on March 8th

c) We went to Ha Noi to watch the parade on the National Day last year even though we live in Nam Dinh.

d) Many tourists enjoy festivals in Viet Nam though they don't understand Vietnamese culture very much.

e) Even though in Australia Christmas season is in the summer, Australians enjoy Christmas as much as people in European countries do.

f) Although Jim came to the show late due to the traffic jam, he could see the main part of the show.

Exercise 4: "Look at the pictures. Complete the sentences. Use the correct verb tense."

Example: a) Although Mrs. Thoa was tired, she helped Tuan with his homework.

Ss work individually first, then in pairs to compare. Some Ss write their sentences on the board. T corrects.

Answers: b) Even though Liz has an exam tomorrow, she is still watching TV now.

c) It rained yesterday although the weather bureau predicted the weather would be fine.

d) Bad ate a lot of food though he wasn't hungry.

e) Even though the keyboard wasn't working well, Mary tried to finish her letter.

* Homework :

Do Exercise 1, 3, 4, 5 in the Workbook.

Be ready for (Getting started – Listen and read)(make a list of the natural disasters) .

-----*----*-----

Date of preparation: 28/3/2024

UNIT 9

NATURAL DISASTERS

Period 57 Lesson 1 *Getting started + Listen and Read*

A/ Aims : To present a weather forecast in Viet Nam.

B/ Objective : By the end of the lesson, Ss will be able to talk about the weather.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

C/ Language content :

- *Vocab*: Words relating to the weather.
- *Tenses and forms of verbs* (Revision)

D/ Teaching aids : Textbook, pictures from textbook

E/ Procedure : T introduces the topic

I/ Getting started:

- *Guiding questions*: "Look at the four pictures on page 74 and answer the following questions. Then match the pictures to the correct words."



1/What can you see in each p? 2/What do you call each p? 3/What's the Vietnamese meaning of each word?

Ss answer the questions individually first, then in pairs to compare.

T elicits from Ss the answers and gives help.(storm with snow;houses in ruins;fire from mountains;wind ..)

Ss do the matching. T collects and corrects

P1: snowstorm P2: earthquake P3: volcano P4: typhoon

II/ Listen and Read :

1. *Pre-teach Vocab*: thunderstorm (n) a highland a delta (to) trust

2. *Introduction*: "You're going to read a dialogue between Thuy and her grandma who are talking about the weather forecast in some places of Viet Nam."

3. *Listening to the tape*

4. *Silent reading*

5. *Notes*: Tenses and forms of verbs (Revision)

T elicits the sentences in the text:

- Tenses: *Ha Noi will have temperatures between 23° C and 27° C. It will be raining along the coast of Thanh Hoa.(will+be+Ving). I'm preparing for a picnic with some old friends of mine. We haven't met since we left school. I never trust weather forecasts. We're going to a park on the other side of the river.*

- Forms: *Can you turn up the volume, Thuy ? Don't forget to bring along a raincoat.*

6. *Exercise a*): "Practice the dialogue in a group of three."

T reads the dialogue - Ss listen and repeat. Ss practice in groups of three.

7. *Exercise b*): "Read the dialogue again. Read through all the five sentences of Exercise b). Fill in each blank with one word or phrase from the dialogue."

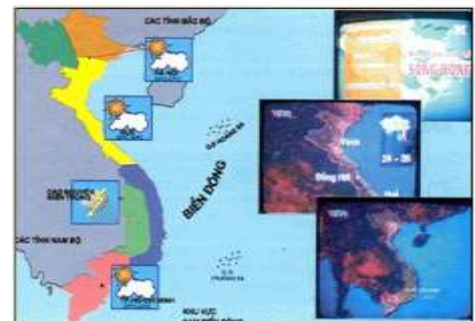
Ss read the dialogue and the five sentences.

Ss do Exercise individually first. Then work in pairs to compare. T collects and corrects.

The answers: 1/ turn up - weather forecast 2/ raining 3/ central highlands
4/ have temperatures 5/ weather forecasts - watching them

✳ **Homework** : Learn vocabulary by heart

Revive all the tense forms of verbs you have learnt. Be ready for Read



Date of preparation: 07.4.2024

TEACHER IN CHARGE: CHÂU THỊ HIỀN

UNIT 9

NATURAL DISASTERS

Period 58

Lesson 2

Speak

A/ Aims : To practice talking about what should be made for a typhoon.

B/ Objective : By the end of the lesson, Ss will be able to talk about what to buy and what to do to prepare for a typhoon.

C/ Teaching aids : Textbook, posters, cassette

D/ Procedure :

* **Warm up:** *Brainstorming*



I/ Pre-Speaking:

Pre-teach Vocab: T elicits the words from Ss

canned food (n) bucket(n) peg(n) latch(n) (to) hire (to) damage
 an expert fixtures (to) block roller(n) zone (n) earthquake

- Exercise a): "Read all the sentences. Check the things you should do for a typhoon."

T asks Ss to read through all the sentences in Exercise a. Ss do Exercise a) individually first. Then in pairs to compare.

Some Ss read their answers T collects and gives help.

Suggested answers: 1v2x 3x 4v 5v 6x 7v 8v 9x 10v 11v 12x 13v

- Exercise b): "Look at the ideas in the box. Read the example dialogue. Make similar dialogues and work in groups to talk about what you want to buy and do for a typhoon."

T helps Ss to run through all the ideas in the box. Ss read the example dialogue.

Ss practice the example dialogue in pairs. Ss make up the similar dialogues (individuals, pairs to compare).

Open dialogue: A: I think we should (a)

B: Yes, I think so too. / I agree with you. (b)

C: I think (a)

D: What for? / Why? C: I think we need and (b)

II/ While-Speaking:

Ss work in groups of two tables to practice the dialogue.

Groups of Ss take in turns to perform in front of the class.

T observes and asks other Ss to make comments.

III/ Post-speaking:

Ss practice the example dialogue in pairs. Ss make up the similar dialogues (individuals, pairs to compare).

* **Homework :**

- Learn vocabulary by heart
- Write a passage to tell what we should do to prepare for an earthquake.
- Be ready for "Listen unit 10"

Date of preparation: 07.4.2024

TEACHER IN CHARGE: CHÂU THỊ HIỀN

UNIT 9

NATURAL DISASTERS

Period 59 Lesson 3

Listen

A/ Aims : To listen to a talk and complete the table.

B/ Objective : By the end of the lesson, Ss will be able to listen to a passage and to tell something about how to live with earthquakes.

C/ Teaching aids : Textbook, posters, cassette

D/ Procedure :

* **Warm up:** Brainstorming



I/ Pre-Listening:

- *Set the scene:* " You're going to listen to a talk telling how to keep things in your house from an earthquake."

-*Prediction T/ F statements* "Read the following statements. Before you hear, predict the statements are T or F"

Ss read the statements (given by the teacher) and guess. T elicits the answers from Ss without correcting.

1/ You should place heavy books on the bottom shelf of your bookshelves.

2/ You can block the rollers in the cupboard to prevent them from moving.

3/ The mirrors in your bathroom and bedroom can't move.

4/ You shouldn't put your bed next to the window.

5/ It's not important to decide where you are going to be during an earthquake.

6/ Try to run out of the room when an earth begins.

- The first listening: Ss listen and write down their guessing.

If you live in an earthquake zone, you should take some time to look around your house. Place heavy books on the bottom shelf of your bookshelves. Block the rollers on your fridge or washing machine to prevent them from moving. Put hanging potted plants in plastic containers. Check the mirrors in your bathroom and bedroom. Make sure they can't move. Don't put your bed next to a window.

Planning where you are going to be during an earthquake is very important. The first thing to remember is to stay inside. Then you should sit under a strong table or doorway, or stand in the corner or a room.

II/ While-Listening :

- Listen and check the prediction: *Answers:* 1T 2F 3F 4T 5F 6F

- Listening and completing the table. Ss listen to the tape and complete the table. T collects and corrects.

Answer key: 1/ bottom shelf of your bookshelves. 2/ fridge 3/ washing machine.

.4/ mirrors . 5/ a window. 6/ inside. .7/ under a strong table 8/ doorway .9/ corner of a room.

- Final listening: Ss listen and check the answers again.

III/ Post-Listening :

Role play: "Discuss what we should do to prepare for an earthquake. Follow the example. Make a similar dialogue and practice it in pair.

A: What should we do to prepare for an earthquake ?



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B: I think we should look around our house. We need check the door and window latches.

A: Why should we do that ?

B: We can shut up the windows when an earthquake takes place.

Ss practice the dialogue in pairs. Ss make similar dialogues and practice in pairs (open pairs to model - closed pairs)

✳ **Homework :** - Learn vocabulary by heart

-Write a passage to tell what we should do to prepare for an earthquake.

- Be ready for **“Read “ (the words related to natural disasters)**

Date of preparation: 09/4/2024

UNIT 9

NATURAL DISASTERS

Period 60

Lesson 4 *Read*

A/ Aims : To read a passage about natural disasters.

B/ Objective : By the end of the lesson, Ss will be able to get more information about natural disasters.

C/ Teaching aids : Textbook, posters

D/ Procedure :

@: **checking up :** Ss called answer the quetion “ What should you do before a typhoon ? “

1. *Pre-teach Vocab:* T eleicits the vocab from Ss.

Pacific Rim (picture) , tidal waves (picture) , abrupt (adj) (explanation) , shift (explanation) , a hurricane (explanation) ,a cyclone (explanation) ,a tornado (picture) , (to) erupt (picture) ,funnel-shaped (adj) , (to) suck up (picture) .

2. *Prediction:* "You're going to read a passage about some natural disasters around the world. Now predict which of these sentences is true (T) or false (F)."

T hangs the poster and runs through the six sentences (Exercise a)



Ss work individually first, then in pairs to compare.

T can provides Ss some names of natural disasters: natural calamity, eddy or whirlwind or cyclone, waterspout, gale, tropical low atmosphere, acid rain, ...

I/ Pre-Reading :

II/ While-Reading :

- Checking the prediction: Ss read the passage and check their predictions.

The answer: 1.T 2.T 3.F 4.T 5.F 6.T

3/ ..F.. A huge tidal wave traveled form California to Alaska and hit Anchorage in the 1960s.

5/ ..F.. The eruption of Mount Pinatubo is the world's largest ever volcanic eruption.

- Exercise b) *Completing sentences* "Read the passage and complete the sentences."

Ss do Exercise b) individually. T collects and corrects.

Answers: 1/ occur around the Pacific Rim, known as the Ring of Fire.

2/ people were killed when homes, office blocks and highways collapsed.

3/ there's an abrupt shift in the underwater movement of the Earth.

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4/ a cyclone

5/ the word "typhoon" from the Chinese word "tai feng".

6/ has a funnel shape and sucks up anything in its way.

III/ Post-Reading : Discussion . Ask and answer some questions

Ss work in groups of 3/4. T monitors, helps and then feedbacks.

a. Where do most of earthquakes happen?

b. What does "typhoon" mean?

c. Can we predict when a volcano will erupt?

d. What natural disasters often occur in Vietnam?

e. When do tidal waves happen?

f. What does a tornado look like?

g. When do typhoons often occur in Vietnam?

h. What can we do when natural disasters cause a lot of damages to others people?

* **Homework:** - Learn vocabulary by heart

- Write a passage to tell what we should do to prepare for an earthquake.

- Be ready for "Write" the topic typhoon, using the words and pictures given."

Date of preparation: April 2nd, 2017 . .

Date of preparation: 09/4/2024

UNIT 9

NATURAL DISASTERS

Period 61:

Write

A/ Aims: To write a story.

B/ Objective: By the end of the lesson, Ss will be able to write a story by using the words and pictures given.

C/ Teaching aids: Textbook, word sheets

D/ Procedure:

@ **Checking up:** Ss called answer the question "what should we do to prepare for an earthquake?"

I/ Pre-Writing:

- Pre-teach Vocab: T elicits the vocab from Ss

(to) behave a shelter (picture) be scared of be caught in s.th /

- **Giving instructions:** "Look at the pictures on page 80 and the words given in the box to write a story.

You can make changes and more details to the story."



T gives Ss time enough to look at the pictures and the words in the box.

T asks Ss to answer the questions about the content of each picture and how to do the writing task.

Questionnaire:

- What did Lan do in Picture 1? Was she playing with her dog, Skippy?
- What was her dog doing in Picture 2? Was it running around in circles?
- What did her mother hear on TV in Picture 3?
- What were there in Picture 4 and 5 when the storm happened?
- What did her dog save Lan from?

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- How can you write the story ? Do you write it by using the words given ? Do you add some more words to complete each sentence? What tense form of verbs must you use?

T writes the first sentence as an example:

"It was a beautiful day. The sun was shining, the sky was blue."

II/ While-Writing : Ss use the pictures and the word cues to write the story.



Each group chooses one person to write the writing on the poster .T gives Ss time enough to look T monitors the class and takes notes.

III/ Post-Writing :

Ss hang their writing on the board .

Ss share or compare their writing and correct the mistakes each other.

T checks and feedbacks

- ✳ **Homework :**
- Continue to complete your writing if they don't complete.
 - Be ready Language focus (Review Relative clauses)

Date of preparation 18/ 4/ 2024

PERIOD 62: REVISION (**THE SECOND TERM**)

I- Aim :

- Review all vocabulary and grammar notes which Ss have learned (Unit 6-10)

II- Objective :

- By the end of the lesson, Ss will be able to remember all vocabulary and grammar notes .

III- Teaching aid : Textbook , posters

IV- Procedure :

1-Stabilization : Greeting

2- Checking up :

3- New - lesson :

a- Vocabulary : (Ss study themselves)

- Ask Ss to review all vocabulary which they have learn (Unit 6-10)

- Ask Ss to read all passages in Unit 6 -10 and do all exercises in the book again .

B/ GRAMMAR :

I/ Tenses :

Tenses (Thì)	Active(chủ động)	Passive (Bị động)	Adverbs (Trạng từ)
Present simple (Hiện tại đơn)	-He/ She / it + V _(s,es) -I/ We / you / they + V _(inf) -S+ don't/ doesn't + V _(inf) -Do/ Does + S + V _(inf) ?	- S + is/am/ are + pp. - S + is/am/ are +not + pp. - Is/Am/ Are+S + pp?	_ Always, usually , often , sometimes , seldom, rarely, never. - Every (day).....

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Past simple (Thì quá khứ đơn)	-S +V ₂ /V _{-ed} -S+ didn't +V _(inf) - Did + S + V _(inf) ?	- S + was/ were + pp. - S + was/ were+not + pp. - Was/ Were+S + pp?	Yesterday ,last...,ago , in+ the past time ,....
Present perfect (Hiện tại hoàn thành)	-S+ have/ has + pp -S+ have/ has +not+ pp - Have/ Has + S + pp ?	-S+ have/ has + been+ pp -S+ have/ has +not+been + pp - Have/ Has + S + been + pp ?	- Since ..., for... - Just, already , ever , recently, not...yet , so far, up ill now
Modal verbs Động từ khiếm khuyết	-S + modal verbs + V _(inf) .S + modal verbs +not+ V _(inf) .Modal verbs +S + V _(inf) ? * Modal verbs (can , could, may, might , should, ought to, must , have to/ has to)	-S + modal verbs +be+ V _(pp) .S + modal verbs +not+ be+ V _(pp) .Modal verbs +S + be+ V _(pp) ?	
Past progressive (Quá khứ tiếp diễn)	- S + was/ were+ V-ing -S + was/ were+not+ V-ing - Was/ Were+ S + V-ing ?	- S + was/ were+ being +V _(pp) -S + was/ were+not+ being +V _(pp) -Was/ Were+ S +being+ V _(pp) ?	At this time last....., yesterday At (six o'clock)last....., yesterday
Future simple (Tương lai đơn)	- S+will + V _(inf) - S+ won't+ V _(inf) - Will+ S + V _(inf) ?	- S+will + be+V _(pp) - S+ won't+be+ V _(pp)) - Will+ S +be+ V _(pp) ?	- Tomorrow , next..., Tonight , soon, in the future time
Near future (Tương lai gần)	-S + is/ am/ are+ going to +V _(inf) S + is/ am/ are+ not+going to +V _(inf) - Is/ Are+S+going to+V _(inf)) ?	-S + is/ am/ are+ going to +be+V _(pp) S + is/ am/ are+ not+going to +be+V _(pp) - + Is/ Am/ Are+S+ going to +be +V _(pp) ?	- Tomorrow , next..., Tonight , soon, in the future time
Present progressive (Hiện tại tiếp diễn)	- S +is/am/are + V-ing -S + is/ am/ are+not+ V-ing - Is/ Are+ S + V-ing ?	- S + is/am/ are+ being +V _(pp) -S + is/am / are +not+ being +V _(pp) -Is/ Are + S +being+ V _(pp) ?	Now, at the moment , at present

II/ Adj+that + clause :

TEACHER IN CHARGE:

CHÂU THỊ HIỀN

S + be + adj + that + clause

- This structure is used with adjectives that refer to feelings or certainly .
- Some adjectives that is used in this structure are : afraid , angry , bad , certain , disappointed , glad , grateful , happy , helpful , hopeful , important , lucky , pleased , sad , sure , thankful , true , wrong .
- Ex : I am pleased you are working now .

III/ Adverbs clauses of reason : (because, since , as)

Ba is tired *as/ since/ because* / he stayed up late watching TV

IV/ Adverbs clauses of concession : (although , though , even though)**V/ Connectives (and, but , or , so, however , therefore)****VI/ Phrasal verbs : (turn off, turn on , look for , look after , go on)****VII/ Adjectives and adverbs :**

- Tuan is **careful** .
- Tun is a **careful** student .
- Tuan always does his homework **carefully** .
- Tuan is **extremely** pleased that he got an A for her assignment.

VIII/ Relative clauses :

		Defining	Defining and Non-defining
Subject	People	That	Who
	Things		Which
Object	People	That/ Ø	Who(m)
	Things		Which
*Possessive	People	Whose	Whose
	Things	Whose/ of which	Whose/ of which

IX/ Conditional sentences :**1/ type1 :**

If- clause : Present simple

Main- clause : Future simple

2/ type2 :

If- clause : Past simple (to be → were)

Main- clause : would/ could + V_(inf)

*** Topics**

Unit 6 : The Environment

Unit 7: Saving energy

Unit 8: Celebrations

Unit 9 : natural disasters

Unit 10 : Life on other planets

*** Exercises:**

- Choose the best word(s)
- Supply the correct tenses / forms of verbs / words
- Combine or rewrite sentences as directed in brackets
- Complete sentences beginning with the words given

TEACHER IN CHARGE: CHÂU THỊ HIỀN

- Write sentences using the words given
- Write a letter of inquiry
- Read and answer questions
- Read and mark T / F
- Find the word(s) from the text / Make sentences with the word(s) from the text
- Listen and select the best option
- Listen and answer, listen and mark T / F, listen and complete, ...

*** Homework:**

Do again all the exercises in Language focus sections of units 6-10

Date of preparation 18/ 4/ 2024

PERIOD 63: REVISION (THE SECOND TERM

I- Aim :

- Review all vocabulary and grammar notes which Ss have learned (Unit 6-10)

II- Objective :

- By the end of the lesson, Ss will be able to remember all vocabulary and grammar notes .

III- Teaching aid : Textbook , posters

IV- Procedure :

1-Stabilization : Greeting

2- Checking up :

3- New - lesson :

I, PHONETICS: Choose the word in each group that has the underlined part pronounced differently from the rest. (10 pts)

1. A. food B. typhoon C. groom D. balloon
2. A. energy B. bicycle C. recycle D. physics
3. A. dynamite B. terrify C. symbol D. deny
4. A. hobby B. honest C. humor D. hole

II. Choose the word or phrase (A, B, C or D) that best fits the blank space in each sentence:

1. We are talking about the preservation of _____ resources.
A. nature B. natural C. naturally D. naturalize
2. Everyone must take part in _____ deforestation.
A. preventing B. prevent C. prevented D. to prevent
3. It is necessary _____ forests. A. protecting B. to protect C. protected D. protect
4. I suggest _____ to the movies. A. go B. going C. went D. to go
5. If he _____ a student, he must wear school uniform. A. was B. were C. is D. will be
6. If you know where she lives, please let me _____. A. to know B. known C. knew D. know
7. If you like that book, I will give it _____ you as my present. A. from B. At C. for D. to
8. If you have _____ money, you can travel abroad this summer. A. many B. a lots C. a lot of D. lot of

TEACHER IN CHARGE: CHÂU THỊ HIỀN

9. The air in the city is very _____. A. pollute B. polluted C. pollution
D. pollutant
10. She has _____ provided a picnic lunch for us. A. kind B. unkind C. kindly
D. kindness
11. We'll make this beach clean and _____ again. A. beauty B. beautiful C. beautifully
D. beautify
12. If the _____ continues, what will happen? A. pollute B. pollution C. polluted
D. pollutant
13. A large number of inhabitants have made _____ on how to protect the environment.
A. suggest B. to suggest C. suggestion D. suggested
14. I was very _____ that you won that first prize.
A. amazed B. amaze C. amazement D. amazing
15. We stayed at home _____ it rained heavily. A. and B. because
C. so D. but
16. She is very tired; _____, she has to finish her homework. A. moreover B. so C. and
D. however
17. Is he an actor _____ a singer? - An actor. A. and B. or C. with D. so
18. He was tired, _____ he took a rest before continuing the work. A. so B. and C. but
D. if
19. She forgot _____ off the gas before going out. A. turn B. turning C. to turn
D. turned
20. I suggest _____ money for the poor people in our neighborhood. A. save B. to save C. saving
D. saved
21. We can protect the environment by _____ air pollution. A. reduce B. reducing C. Reduced D. to
reduce
22. I want to see the _____ of environment from the local authority. A. protect B. protected C.
protecting
D. protection
23. I lost my pen. I have looked _____ it for all morning. A. at B. after C. up
D. for
24. She stays at home because she has to look _____ her baby. A. at B. after C. up D. for
25. Remember to turn _____ the light before going to bed. A. of B. off C. on
D. up
26. If we go _____ littering, the environment will become seriously polluted. A. to B. in C. out
D. on
27. If people stop using dynamite for fishing, a lot of sea creatures will be well _____.
A. preserve B. preservation C. preserved D. preservative
28. His hobbies are playing soccer _____ collecting stamps. A. an B. but C. however D.
although
29. I'd love to play volleyball _____. I must complete my homework. A. since B. Moreover C. but
D. and
30. Scientists are looking for an _____ way to reduce energy consumption.
A. effect B. effecton C. effective D. effectively
31. What can we do to spend less _____ lighting? A. in B. on C. about
D. of
32. You should take _____ your shoes when you go into the temple. A. in B. on C. off
D. of

33. Who looks your children when you are away from home? A. for B. at C. after
D. to
34. Why doesn't she go with her university study? A. in B. at C. to
D. on
35. Her husband looks the children while she's at work A. after B. for C. at
D. to
36. He suggested..... the children to the zoo. A. take B. should take C. to take
D. taking
37. Not wanting to be late for my first day of class,..... to school after I missed my bus.
A. so I ran B. because I ran C. I ran D. therefore, I ran
38. he was angry, he listened to me patiently. A. Though B. Though C. Then
D. So
39. My father is a man who is loved by all his friends.
A. general B. free C. generous D. charity
40. They are discussing about the celebration.....is going to hold this weekend.
A. what B. this C. that D. it
41. If peopleenergy, there will be no shortage of electricity.
A. use B. waste C. save D. destroy
42. Lan didn't come to the party because she had to look.....her younger brother.
A. at B. for C. forward D. after
43. We felt.....when the New year's Eve was coming near.
A. excitement B. excited C. excitedly D. exciting
44. I suggest..... money for the poor people in our neighborhood.
A. save B. to save C. saving D. saved
45. he was because of her bad result. A. happy B. happily C. unhappy D.
unhappily
46. I want everybody to listen A. care B. careful C. careless D. carefully
47. Solar energy doesn't causeA. pollution B. polluted C. pollute D. pollutant
48. She doesn't know the man.....sent her this letter. A. which B. who C. whom D.
whose
49. My. Father has to go to work.it is raining hard. A. though B. but. C. because
D. and.
50. Lan suggestedto the cinema tonight. A. go B. to go C. went D.
going
51. I'mthat you are working hard A. pleasant B. pleased C. please D.
pleasing
52. He isn't going to the concert.....the tickets are too expensive.
A. though B. in spite of C. because of D. because
53. The boy.....put up the Christmas decoration is my brother.
A. who B. that C. whom D. A,B are correct
54. Hevery hard recently . A. has worked B. is working C. works D.
worked
55. Tet is the most important.....for Vietnamese people.
A. celebration B. invention C. decoration D. preparation
56. She sings very A. beauty B. beautify C. beautiful
D. beautifully
57. She is very tired ; she has to finish her home work. A. moreover B. so C.
and D. however

58. I suggest that we to Mai's native village by bicycle.
 A. shall travel B. should travel C. will travel D. can travel
59. Hue will have temperatures 23 degree Celsius and 27 degree Celsius.
 A. in B. between C. at D. with
60. I thought of a suitable job right after graduating from college.
 A. look after for B. looking for C. look at D. looking at
61. Mrs Brown, son won the first prize in the language contest, feels very happy.
 A. that B. whom C. whose D. which
62. It's going to be quite cold with as low as 10 degree Celsius.
 A. temperature B. degrees C. measurements D. conditions
63. We decided not to swim in the sea, looked rather dirty. A. where B. which
 C. that D. who
64. John, I have known for seven years, is one of my closest friends.
 A. that B. he C. whose D. whom
65. He got good grades in his exams he never seemed to do much work.
 A. since B. although C. because D. so that
66. I thought of a suitable job right after graduating from college.
 A. look after for B. looking for C. look at D. looking at
67. I don't really like reading novels., I enjoyed his latest novel. A. But B. So C. However
 D. Although

III. Fill in each blank with a suitable relative pronoun(who,that,which).

1. She is the girl..... sits next to me in class.
2. People fear flying avoid traveling by plane.
3. I read about a man keeps chickens in his apartment.
4. We used the map my sister drew for us.
5. My father's car, is very old, uses too much gasoline.

IV Read the first sentence, and then complete the second sentence with the same meaning

1. If someone doesn't put the coal in, the fire will go out.
 Unless
2. You may get hungry on the train, so take some sandwiches.
 In
3. In spite of not speaking Vietnamese, Mr. Anderson decided to settle in Ha Noi.
 Although
4. All visitors to the town falls in love with it.
 Everyone who
5. We don't see our grandparents very often because they live so far away.
 If
6. They decided to go out. It rained heavily. (Although)

8. He can't buy that bike because he doesn't have enough money. (If)

9. The flowers are rose. I bought them for my mother. (which)

10. The boy is standing near the tree. He is my brother. (who)

TEACHER IN CHARGE: CHÂU THỊ HIỀN

V. READING

1. Complete the passage, using the words in the box.

which - raw sewerage – spills - polluted - waste - marine life - without - garbage

Our oceans are becoming extremely (1) _____. Most of this pollution comes from the land that means it come from people. First, there is (2) _____ which is pumped directly into the sea. Many countries, both developed and developing, are guilty of doing this. Secondly, ships drop about six million tons of (3) _____ into the sea each year. Thirdly, there are oil (4) _____ from ships. A ship has an accident and oil leaks from the vessel. This not only pollutes the water, but it also kills (5) _____. Next, there are waste materials from factories, (6) _____ proper regulation, factory owners let the (7) _____ run directly into the rivers, (8) _____ then leads to the sea. And finally, oil is washed from the land. This can be the result of carelessness or a deliberate dumping of waste.

IV/ Choose A, B, C or D to complete the following passage:

On January 17,1995, a strong earthquake (1)..... below Awaji Island across the bay from Kobe . It was the most deadly earthquake to hit Japan since 1923 . The quake (2)..... buildings and bridges to collapse and fires (3)out throughout the city. In all, about 5000 people died and more than 21,000 people were injured (4)..... than 30,000 buildings were (5)..... by the quake and resulting fires, and hundreds of thousands were left homeless.

1. A. strike B. struck C. has struck D. strikes
2. A. made B. helped C. caused D. had
3. A. broke B. found C. caught D. taken
4. A. Much B. Many C. More D. Most
5. A.damaged B.damage C.damages D.damaging

2/ Read the passage and then choose the best answer to each of the following questions.

Mr. Brown and some volunteer conservationists are on a very dirt beach now. Today they are ready to make the beach a clean and beautiful place again. After listening to Mr. Brown's instructions, they are divided into three groups. Group one needs to walk along the shore. Group two should check the sand, and Group 3 has to check among the rocks. Garbage must be put into plastic bags, and the bags will be collected by Mr. Jones. He will take the bags to the garbage dump. Each member is given a map to find the right place. They won't eat the picnic lunch provided by Mrs. Smith until the whole area is clean. They are all eager to work hard so as to refresh this spoiled area.

- 1.Where are Mr. Brown and volunteer conservationists now?
 - A. They are on the riverbanks.
 - B. They are on a very dirty beach now.
 - C. They are on the paddy field.
 - D. They are at the foot of a mountain and by a river.
- 2.What do they do after listening to Mr. Brown's instructions?
 - A. They are all to clean the dirty beach.
 - B. They walk along the beach and collect the garbage.
 - C. They go for a walk along the beach.
 - D. They are divided into three groups, and do their work.
- 3.What does Mr. Jones do?
 - A. He collects the plastic bags to the garbage dump.
 - B. He prepares the lunch for everybody.
 - C.He checks the rock.
 - D. He gives the map to everybody.
4. Who provides a picnic lunch for everybody?
 - A. Mr. Brown
 - B. Mrs. Smith
 - C. Mr. Jones
 - D. The volunteer conservationists.
5. What will they achieve if they work hard today?

A. If they work hard they will refresh the spoiled beach. B. If they work hard they will refresh the mountain. C. If they work hard they will refresh the riverbanks. D. If they work hard they will refresh the park.

II. Read the passage and do the tasks.

A tropical cyclone is a circular air movement over the warm ocean waters in the warm part of Earth near the equator. Most tropical cyclones are storms with strong winds and heavy rains. While some tropical cyclones stay out in the sea, others pass over land. This can be dangerous because the winds and floods can break things and drown people.

Tropical cyclones form when warm, moist ocean air rises. They begin as a group of storm winds when the water gets as hot as 27°C or hotter. The Coriolis effect made by the Earth's rotation causes the winds to rotate. These storms usually move westward in the tropics, and later move north or south into the temperate zone.

The term "tropical cyclone" is a general term and includes regionally specific terms such as "hurricane" and "typhoon". A tropical cyclone that forms in the Atlantic is called a hurricane. The same is true of those that form in the eastern, central and northern Pacific. In the western Pacific a tropical cyclone is called a typhoon. In the Indian Ocean they are called "cyclones". The name for a tropical cyclone depends on its location.

B. Answer the questions.

1. Is there any tropical cyclone that begins and ends in the sea?

—

2. Is it possible for a tropical cyclone to begin at the temperature of 26°C?

—

3. What makes the winds rotate?

—

4. Can we say both hurricane and typhoon are tropical cyclones?

—

5. Where is a tropical cyclone called "hurricane"?

—

6. Where is a tropical cyclone called "typhoon"?

—

II. Complete the sentences below with appropriate adjectives or adverbs. Using the adjectives or adverbs in the box.

careful	fast	hot	badly	late	far	beautifully	sure
---------	------	-----	-------	------	-----	-------------	------

- He behaved surprisingly at the party.
- Oh, he's running very I can't catch up with him.
- Is your school from here? – No, it's just a short distance away.
- You say that Mark is a driver? I can't agree with you less.
- I was that he was having some trouble with his boss.
- The room is decorated for Christmas.
- The weather is getting in the summer.
- He got up so that he missed the bus this morning.

III. Rewrite the following sentences, using adjective + that clause

- Everyone enjoyed the picnic. We were delighted.....

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2. Ann missed the match. Peter was disappointed.....
3. I go to DALAT. I'm excited.....
4. I've not phoned you. I'm disappointed.....
5. George was waiting to meet me. I was pleased.....

IV. Make sentences, using the words given.

1. Her parents / be worried / she / come home / late / yesterday evening.
.....
2. She / proud / she / win / race.....
3. Children / happy / their / parents / buy / them / toys.....
4. The test/ Lan /do/ yesterday/ easy.....
5. I/suggest/ you/ learn/ hard/ semester.....
1. The girl/ you/ meet/ yesterday/ beautiful.....

V/ Choose the underlined part that needs correcting.

1. I look forward to see you on Tuesday after work.
A B C D
2. I went to the library to get as many information as I could this morning.
A B C D
3. If we don't care protection the environment, we will get unavoidable disasters.
A B C D
4. Exhaust from cars causes air pollution. However, cars provide everybody with comfortable and fastly transportation.
A B C
5. Some villages in the highlands are shorting for water in the dry season.
A B C D
6. My best friend's coming to Paris to visit me in 19 july.
A B C D
7. His family was very poor, because he had to work for a company.
A B C D
8. You know where Lan is, do you ?
A B C D
9. She's a very interesting person .I always enjoy to talk to her.
A B C D
10. When you want to go fishing this morning , I'll go with you.
A B C D

Date of preparation: 19/4/ 2024 .

Period 64 : Lesson 5 Language Focus

A/ Aims : Further practice indefining and Non-defining Relative Clauses

B/ Objective : By the end of the lesson, Ss will be able to use Relative Clauses

C/ Teaching aids : Textbook, posters, word sheets.

D/ Procedure :

@ **Checking up** : Ss called look at the pictures and tell what happened from each picture .

TEACHER IN CHARGE: CHÂU THỊ HIỀN



A/ Relative / Adjective Clauses (Continued)

1/ Presentation: *Revision:* "Ask the following questions."

1/ What does a relative clause mean ?

2/ What are relative words you have known ?

3/ Give some examples using these relative words. 4/ What is the difference between Defining, Non-defining Relative Clause?

5/ In which cases can you use the relative word That and can't you use it ?

Ss work in groups of 2 tables discussing the questions given by the teacher. T collects the answers from Ss, gives help

Notice: We can't use 'That' in Non-defining Relative Clauses or when there is a preposition before a relative word and we can't leave out any relative word in that case

2/ Practice:

Exercise 1: "Complete the questions using the relative words who, which or that."

Notes: That replacing Who or Which in Defining Clauses

Ss do Exercise 1 individually, then in pairs to compare. T collects and corrects.

***Answers:**

b) The country which won the 1998 Tiger Cup is Singapore.

c) The animal which has one or two horns on its snout is rhinoceros.

d) The explorer who discovered America is Christopher Columbus.

e) The planet which is closest to the Earth is Venus.

f) The animal which was chosen to be the logo of SEA Games 2003 is the buffalo.

g) The ASEAN country which is divided into two regions by the sea is Malaysia.

h) The food which you can chew but you cannot swallow is the chewing gum; and the thing you can swallow but you cannot chew is water.

Exercise 2: Defining and Non-defining relative clauses

Ss do Exercise 2 individually, then in pairs to compare. T collects and corrects.

1/ Viet Nam exports coffee . It is in the south-east Asia.

2/ Nam likes playing the guitar. He lives next to my door .

3/ The novel has been lost. You gave me it on my birthday.

4/ Neil Armstrong lived in the USA. He first walks on the moon.

5/ The chair is broken . I bought it yesterday.

***Answers:**

1/ Viet Nam, which is in the south-east Asia, exports coffee .

2/ Nam, who lives next to my door, likes playing the guitar. .

3/ The novel that /which you gave me it on my birthday has been lost. .

4/ Neil Armstrong , who first walks on the moon, lived in the USA. .

5/ The chair that /which I bought yesterday is broken .

Exercise 3: Correct the mistakes

Ss do Exercise 2 individually, then in pairs to compare. T collects and corrects.

1/ Hien, that helped other people , is my close friend.

2/ The old woman which I saw last night is strict.

3/ The USA, That has a big industry , makes cars .

4/ The house it was destroyed in the earth has been built .

***Answers:**

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1/ that → who

2/ which → who

3/ that → who

4/ The house it → the house that/ which

- * **Homework :** - Review unit 8,9(vocabulary,grammar)
 - Prepare Unit 10

-----* -  - *-----

Date of preparation: 24/4/ 2024

UNIT 10

LIFE ON OTHER PLANETS

Period 65 Lesson 1

*Getting started + Listen and Read***A/ Aims :** To present USOs (Unidentified Flying Objects).**B/ Objective :** By the end of the lesson, Ss will be able to talk about the USOs.**C/ Language content :**

- *Vocab:* Words relating to the USOs.
- *Conditional sentences* - Type 2 with Conjunction *IF*

D/ Teaching aids : Textbook, pictures from textbook**E/ Procedure :****I/ Getting started:** T introduces the topic*Guiding questions:* "Look at the three pictures of UFOs on page 83 and answer the following questions."

a/ Have you ever heard about UFOs ? Do you think they really exist ?

b/ Have you ever seen any films on UFOs ? What were they about ? (about the people called aliens and the life on another planet...)

c/ What do you want to know about UFOs ? (what they look like, what they want, what the life on another planet is like...)

d/ If you saw a UFO, what would you do ? (keep calm and call the police .)

Ss answer the questions individually first, then in pairs to compare.

T elicits from Ss the answers and gives help. Ss practice in pairs.

II/ Listen and Read :**1. Pre-teach Vocab:** T elicits the words from Ss .

a spacecraft/ an aircraft (n) (to) exist - existence (n) samples (n)

sighting (n) (to) claim a plate-like-device (n)

* Checking Vocab : R O R

2. Introduction: "You're going to read a passage about UFOs and the events relating to these strange things"**TEACHER IN CHARGE: CHÂU THỊ HIỀN**

3. Listening to the tape**4. Silent reading****5. Notes:** Conditional sentences - Type 2 with Conjunction *IF*

T elicits the sentence in the text: "If you saw a UFO, what would you do?"

6. Exercise a): "Read the passage and find out the words."

Ss do Exercise a) (individuals - pairs to compare)

Answers:

1. evidence 2. meteor 3. aliens 4. collecting 5. captured 6. disappeared

7. Exercise b): "Read the passage again and complete the notes."

Ss do Exercise b) (individuals – pairs to compare)

Answers: T collects the Ss's answers and corrects .

- a) An aircraft, a weather balloon, or a meteor ...
- b) ... nine large round objects traveling at about 2,800 meters an hour.
- c) ... 1,500 UFO sightings ...D
- d) ... a UFO above their house.
- e) an egg-shaped object in one of his fields and also aliens collecting soil samples ...
- f) claimed they were captured by aliens and taken abroad a spacecraft.
- g) ... and his plane disappeared after sighting a UFO
- h) ... that he saw a plate-like-device at a treetop 30 meters away ...

⊗ **Homework :**

- Learn vocab and structures by heart .
- Do exercises in workbook .
- Write a short passage to tell about UFOs.
- Be ready for Read.(The words related to thMars and moon)

.....



Date of preparation 04/ 5/ 2024

PERIOD 66: **THE SECOND TERM TEST**

I- Aim :

- Check all vocabulary and grammar notes which Ss have learned (Unit 6-10)

II- Objective :

- By the end of the test, Ss will be able to check all vocabulary and grammar notes .

III- Teaching aid : Textbook , posters**IV- Procedure :****a- Vocabulary :** (Ss study themselves)

- Check all vocabulary which Ss have learn (Unit 6-10)
- Check Ss to read all passages in Unit 6 -10 and grammar notes

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Date of preparation 10/5/2024.

UNIT 10

LIFE ON OTHER PLANETS

Period 67 Lesson 2

Speak, Listen

A/ Aims : To practice talking about what might be on Mars, the moon and other planets.

To listen to a description of the moon.

B/ Objective : By the end of the lesson, Ss will be able to talk about Mars, the moon and other planets, listen to a description and to tell something about the moon.

C/ Teaching aids : Textbook, posters.

D/ Procedure :

Warm up : Shark Attack : "One of the planets of the solar system."

M	O	O	N
---	---	---	---

I/ Pre-Speaking:

- *Pre-teach Vocab:* T elicits the new words from Ss

mineral (n) gemstones (n) creatures (n)
sparkling (adj) traces (n) precious (adj)

- Exercise a): " *Guess and match the drawings with the words in the box.* "

T asks Ss to look at the drawings and the words in the box

Ss do Exercise a) individually first. Then in pairs to compare..

T collects and corrects. Ss practice the example dialogue in pairs.

Answers: gas - water - gemstones - mountains - little creatures - minerals - plants

II/ While-Speaking:

- Exercise b): " *Make up similar dialogues about the drawings.* "

Ss make up the similar dialogues (individuals, pairs to compare).

Ss work in pairs to practice. (open pairs as models - closed pairs)

- Exercise b): "Tell what you think there might be on Mars, on the moon and on other planets. Work in groups of two tables."

Ss work in groups of two tables to discuss. T monitors and gives help

Suggested questions and answers:

What do you know about the moon through television or newspapers ?

Is there the air on the moon ? (No).

Is there weightlessness on the moon ? (Yes)

Are there any round holes on the moon ? (Yes)

Are there any creatures on other planets ? (No)

Is there life on other planets ? (No)

Groups of four or five Ss take in turns to perform in front of the class.

T observes and asks other Ss to make comments.

III/ Pre-Listening: T elicits the new words from Ss

- Pre-teach Vocab. a hole a crater

- Set the scene: " You're going to listen to the description of the moon. Check the correct statements about the moon."

- Prediction: *T/ F statements* "Read the sentences about the moon. Predict which of the statements are true or false."

T asks Ss to read all the sentences. (run through if necessary)

Ss guess the T/ F statements. (individuals, then pairs to compare)

T elicits the answers from Ss. - The first listening: Ss listen and tick.

IV/ While-Listening :

- Listen and check the prediction. Ss listen to the tape and check their predictions.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

Answer key: a) T b) F c) T d) T e) F f) T g) F h) F i) T j) T

- Listen and answer the questions: Ss listen more than once until they can answer the questions.

1/ Why are there no sounds on the moon ?

2/ How does the temperature change every day ?

3/ How many kilos do you weigh on the moon if you 50 kilos ?

4/ For how many weeks does one day on the moon last ?

Answers: 1/ Because there is no air.

2/ 151⁰C below zero at night and 100⁰C above zero during the day.

3/ only a little more than 8 kilos.

4/ for two weeks.

- Final listening Ss listen and check the answers again.

V/ Post-Listening :

Discussion: "Work in groups of two tables to discuss the questions:

1/ What are there on the moon and not ?

2/ What is very interesting on the moon ?

Ss work in 6 groups to discuss the questions given by the teacher.

T monitors and gives help.

T collects Ss' answers and supplements the ideas.

⊗ Homework :

Learn by heart Vocabulary .

Practise speaking at home .

Write a passage to tell what there are on the moon.

Be ready for “ Correction of test4 “ (Review all the knowledge of Units8,9)

Date of preparation 10/5/2024

UNIT 10

LIFE ON OTHER PLANETS

Period 68 Lesson 3

Read

A/ Aims : To read a passage about a space trip.

B/ Objective : By the end of the lesson, Ss will be able to get more information about a space trip.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

C/ Teaching aids : Textbook, posters

D/ Procedure :

I/ Pre-Reading :

1.Pre-teach Vocab:

push-ups (n) orbit (n/v) cabin (adj) totally (adv) marvelous (adj) outer (adj)
~ space

II/ While-Reading :

- The right order true (T) or false (F)."(Exercise a).

T hangs the poster and runs through the five sentences (Exercise a)

Ss work individually first, then in pairs to compare.



Answers: *The right order: 4 - 1 - 5 - 2 - 3*

- Exercise b) Answer the questions "Read the passage and complete the sentences."

Ss do Exercise b) (individuals - pairs to compare).

T collects and corrects.

Answers:

1/ You will have to run a lot, swim every day, and do aerobics and push up to have an excellent physical condition.

2/ You must get a letter from the doctor.

3/ You can see pictures of the Earth: your country, other interesting places, the oceans, the big rivers, the tall mountains.

4/ 16 times a day

5/ You can walk on the walls or on the ceiling.

6/ (Ss' answer).

III/ Post-Reading :

Interview "Imagine you are a correspondent and your partner has just taken a space trip. Make an interview. Follow the example sentences."

A: What must you do before you take a trip to space ?

B: I must run a lot, swim, do aerobics,

A: What scenes on the Earth can we see from outer space ?

B: The oceans, rivers, mountains, ... ,The Great Wall.

Ss work in groups to make interviews.

One or two couples of Ss play out their interviews in front of the class.

T remarks and corrects some mistakes.

✿ **Homework:** Write a short text telling about how you do to save electricity.

Date of preparation May, 8th, 2019

TEACHER IN CHARGE: CHÂU THỊ HIỀN

UNIT 10

LIFE ON OTHER PLANETS

Period 69 Lesson 4

Write

A/ Aims : To write an exposition.

B/ Objective : By the end of the lesson, Ss will be able to write an exposition about the existence of USOs.

C/ Teaching aids : Textbook, word sheets

D/ Procedure :

⊗ **Check-up :** Jumbled sentences

1/ other / be / so / planets / might / on / there / life / a

2/ life / planets / think / other / exists / I / a / on

I/ Pre Writing :

1.Pre-teach Vocab

exposition (n)

tricks (n)

man-like (adj)

mysterious (adj)

- Giving instructions:

"Today you're going to write an exposition. Firstly, let's do Exercise a) (Matching) to know how to form this kind of writing".

1.How many sections are there ? - Three.

2.What are they ? - Introduction - Body - Conclusion.

3.What is each section about ? - (see the column A)"

Ss do Exercise a) (individuals - pairs to compare).

II/ White Writing :

- Giving instructions: (Exercise b): "Read the dialogue between An and Ba about the existence of UFOs. Use Ba's opinion in the dialogue to write an exposition about the existence of UFOs."

Ss read the dialogue and write an exposition.

Ss work in groups to put write their expositions on the posters.

T monitors and gives help or provides more information:

Suggested Speech:

I believe UFOs exist because articles and reports in newspapers talked a lot about their appearance. Firstly, many people from different countries reported that they once saw flying saucers Secondly, there are many photos of flying saucers and some photographers said they saw manlike creatures get out of the vehicles. Moreover, people are discussing those mysterious circles on the fields in the countryside of Great Britain.

So I think UFOs are not our imagination. They are real; and, we should be ready to see their exists.

III/ Post Writing : Exhibition

Ss share or compare their writing and correct the mistakes each other.

T marks some Ss' writing while two Ss go to the blackboard and write out their writing on the board.

T remarks.

⊗ **Homework :** Write an exposition about the existence of the life on other planets.

Date of preparation 10/5/ 2024

TEACHER IN CHARGE: CHÂU THỊ HIỀN

UNIT TEN

LIFE ON OTHER PLANETS

Period 70 Lesson Six : Language Focus (page 89, 90, 91 & 92)

A/ Aims : To practice *may & might*, Conditional sentences - Type 1&2.

B/ Objective : By the end of the lesson, Ss will be able to use Modal verbs *may & might*, Conditional sentences - Type 1&2.

C/ Teaching aids : Textbook, posters, word sheets.

D/ Procedure :

*** Check up :**

1/ be / other/ there / planets / a / might / life / on

2/ you / your / hard / easily / pass / if / can / work / exams / ,

3/ you / you / a / what / UFO / if / would / saw / do / ?

Ss play the game in four groups.

Ss write their sentences on the board.

T gives comments.

*** Modal verbs MAY, MIGHT**

1/ Presentation:

These modal verbs express a possibility

"Might" is less possible than "may"

2/ Practice:

Exercise 1: "Look at the six pictures and the words given. Use *May* or *Might* and talk about Andy's presents."

Example: a) It may be a book, or it might be a game.

Ss do Exercise 1 individually, then practice in pairs.

T collects and corrects.

Answers: b) It may be a box of crayons, or it might a box of paints.

c) It may be a football, or it might be a basketball.

d) It may be a boat, or it might be a train.

e) It may be a flying saucer, or it might be a meteor.

f) It may be an evening star, or it might be a spacecraft.

*** Conditional sentences - Type 1**

1/ Revision: Conditional Sentences-Type 1

If clause : Simple present

Main clause : will + inf.

* a probable ability in the future (a probable condition)

2/ Practice:

Exercise 2: "Complete the sentences. Use the words in the box."

Example: a) If it rains this evening, I won't go out.

Ss do Exercise 2 individually.

T collects and corrects.

Answers: b) Lan will miss the bus if she does not hurry.

c) If Ha is not careful, he'll drop the cup.

d) Mrs. Nga will join us if she finishes her work early.

e) If Mrs. Binh writes a shopping list, she won't forget what to buy.

*** Conditional sentences - Type 2**

1/ Presentation: Conditional Sentences-Type 2

If clause : Past Subjunctive ("were" is the only form of "be")

Main clause : would + inf.

TEACHER IN CHARGE: CHÂU THỊ HIỀN

* an unreal condition or imagination in the present (a present unreal condition)

2/ Practice:

Exercise 3: "Look at the pictures. Complete the sentences using the words given."

Example: a) If Ba were rich, he would travel around the world.

Ss do Exercise 3 individually.

T collects and corrects.

Answers: b) If Mr. Loc had a car, he would drive it to work.

c) If Lan lived in Ho Chi Minh City, she would visit Saigon Water Park.

d) Nam would arrive at school on time if he had an alarm clock.

e) If Hoa lived in Hue, she would see her parents every day.

f) If Nga owned a piano, she would play it very well.

g) Tuan would get better grades if Tuan studied harder.

h) Na would buy a new computer if she had enough money.

Exercise 4: "Imagine you meet an alien from outer space. Write three sentences about the things you would like to do. Use Conditional Sentences-Type 2"

Example: 0/ If I met an alien from outer space, I would invite him/ her to my house and talk.

Ss work individually first, then in pairs to compare.

T gives help while monitoring.

Some Ss write their sentences on the board.

T collects and corrects.

* **Homework :** Period 66 & 70 - **Consolidation & Examination.**

