## PERIOD 55

**DATE OF PLANNING: 03/ 01/ 2019**

**UNIT 6: GENDER EQUALITY GETTING STARTED**

**I, Objectives.**

1. **Knowledge.**

By the end of this unit, Ss can:

* Use lexical items related to the topic Gender Equality.
* Know deeper about that topic.
* Listening to a conversation with new words, agreement and disagreement among three characters.
* Practice the conversation.
* Enhance reading techniques.
* Understand and use the passive voice with modals.

## Skills.

* To help learners get started with 4 skills in Unit 1
* Reading: Read about the topic Gender Equality
* Speaking: Exchange opinions about women’s going to work.
* Listening: Listen to to a conversation with new words, agreement and disagreement among three characters.
* Writing: Write about advantages and disadvantages of women’s going to work.

## Educational aims.

* To provide Ss some motivation**.**
* Students are more aware of the drawbacks of gender discrimination.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

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| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

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| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Ask students what they think about when they see or hear the words “gender”, “equality” and “gender equality”. Elicit students’ answers. * Elicit sts’ answers. * Listen to the sts and give feedback. * Lead sts into new lesson. | **WARM UP**   * Visualize what they think of when they hear or see such words as: gender, equality or gender equality. * Possible answers:   + I think of men and women.  + I think of the word same.  + I think that men and women should be treated in the same way and given the same opportunities. |
| **PRE - TEACHING**  **Activity 1**  - Ask students to look at the picture and answer the | **PRE - TEACHING**  **Activity 1**  **-** Look at the picture and answer the |

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| questions about it: Suggested questions:  + Who do you see in the picture?  + Where do you think they are?  + What are they doing?   * Play the recording. * Ask students to listen and read. * Explain new words if necessary. | questions about it.   * Give the answers. * Listen to the recording and read silently after the recording. |
| **WHILE TEACHING**  **Activity 2**   * Ask students to work individually first and then in pairs to decide if the statements are true (T), false (F) or not given. * Encourage students to provide reasons for their answers. * Ask them to refer back to the conversation to get the necessary information. * Check students’ answers and give explanations. * Suggested answer:   1. F 2. F 3. T 4. NG 5. T | **WHILE TEACHING**  **Activity 2**   * **Work** individually first and then in pairs to decide if the statements are true (T), false (F) or not given. * **Provide** reasons for their answers. * Give the answers. * Check and correct. |
| **POST TEACHING**   * Ask students to read the conversation again and think of the answers to the questions. * Have them work with a partner and switch roles to ask and answer. * Check the answers and provide the correct ones if necessary. * Suggested answers:  1. Only 82 girls enrolled per 100 boys in secondary school. 2. Because they might be forced to work at home and in the fields. 3. There are slightly more boys than girls in both primary and secondary schools. 4. Women do. 5. Gender discrimination should be eliminated so that everyone has equal opportunities in education. | **POST TEACHING**  **- Read** the conversation again and answer to the questions.   * Work in pairs to do the task. * Give the answers. * Check and correct. |

## PERIOD 56

**DATE OF PLANNING: 04/ 01/ 2019**

**UNIT 6: GENDER EQUALITY**

**LANGUAGE**

**I, Objectives.**

1. **Knowledge.**

By the end of this unit, Ss can:

* Pronounce correctly two-syllable words with stress on the first or second syllable in isolation and in context
* Understand new words related to the topic
* Master modal verbs use
* Understand more about passive voice

## Skills.

* To help learners get started with 4 skills in Unit 1

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| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking*** | |  |

* Checking new words in Getting started section.

### 3. New lesson:

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| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **VOCABULARY**  **Activity 1**   * Ask students to work individually, read the words and phrases in the box, then discuss and find the meaning for each of them (a-f). * If students need support, ask them to use the context of the conversation to help them choose the correct meaning for each word. * Check answers as a class. * Suggested answers:   1. D 2. F 3. E 4. A 5. C 6. B | **VOCABULARY**  **Activity 1**   * Work individually, read the words and phrases in the box, then discuss and find the meaning for each of them (a-f). * Give the answers. * Check and correct**.** |

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| **Activity 2**   * Ask students to work individually first, and then check with a partner. * Make sure that student have the right answers by going over all the answers in class. * Allow students to look up the words in the glossary, if necessary. * Suggested answers:   1. Enroll 2. Force 3. Eliminate  4. Discrimination 5. Equal 6. Gender | **Activity 2**   * Work individually first, and then check with a partner. * Give the answers. * Check and correct**.** |
| **PRONUNCIATION**  **Activity 1**   * Play the recording and let students listen and follow. * Play it again with pauses for students to repeat each word chorally. * Give the meaning of the words if necessary. Help students distinguish two-syllable words with stress on the first or second syllable. * Ask students to work in pairs and take turns reading the words.   **Activity 2**   * Play the recording again. * Ask students to put a mark ‘ before the stressed syllable in each word.   **Activity 3**   * Have students work individually to put the words in the right box according to their stress patterns. * Check as a class. |  |
| **GRAMMAR**  **Activity 1**   * Explain to students that modal verbs are special verbs that behave differently from other verbs.   + They are used to express ability, advice, duty, permission, possibility, prohibition or request.   * Let students read the sentences individually and ask them to pay attention to all modal verbs used in the sentences. * Have them choose the answers and discuss the meaning of each modal with a partner. * Go over all the answers in class. * Expected answers:   1. Shouldn’t – advice 2. Must - duty  3. May - permission 4. Might - possibility  5. Will – request 6. Mustn’t - prohibition  7. Can - ability  **Activity 2**   * Ask students to read the sentences. * Have them underline the passive voice with modals. * Let them work with a partner before checking answers as a class. * Expected answers:   1. May be kept 2. Might be forced  3. Shouldn’t be allowed 4. Should be eliminated  **Activity 3** | **GRAMMAR**  **Activity 1**  **-** Listen to the T  - Read the sentences individually and ask them to pay attention to all modal verbs used in the sentences.  **-** Give the answers.   * Check and correct.   **Activity 2**   * Read the sentences. * Underline the passive voice with modals. * Check the answers in pairs. * Give the answers. * Check and correct.   **Activity 3** |

## PERIOD 57

**DATE OF PLANNING: 05/ 01/ 2019**

**UNIT 6: GENDER EQUALITY SKILLS – READING**

**I, Objectives.**

1. **Knowledge.**

By the end of this unit, Ss can:

* Read for general ideas and specific information about gender equality in employment
* Know more about Brenda Berkman- a brave woman daring to fight for her own desire.
* Discuss about the topic
* Answer comprehensive questions

## Skills.

* To help learners get started with 4 skills in Unit 1
* Reading: Read about the topic Gender Equality
* Speaking: Exchange opinions about women’s going to work.
* Listening: Listen to to a conversation with new words, agreement and disagreement among three characters.
* Writing: Write about advantages and disadvantages of women’s going to work.

## Educational aims.

* To provide Ss some motivation**.**
* Students are more aware of the drawbacks of gender discrimination.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking*** | |  |

* Checking new words in Getting started section.

### 3. New lesson:

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| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Show some pictures of some famous women in some aspects like politic, economic…: Hillary Clinton, Teresa May, Nguyen Thi Kim Tien… * Have sts name these women. * Lead sts into new lesson. | **WARM UP**   * Look at the pictures. * Name the women. * Listen to the T |
| **PRE – READING**  **Activity 1**  - Have students look at the symbols and answer the questions.  **Activity 2** | **PRE – READING**  **Activity 1**  - Look at the symbols and give the answers**.**  **- Possible answers:**  “They are the symbols of genders, gender equality and gender discrimination.” **Activity 2** |

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| * Have students match each of the words with its meaning. * Encourage them to work individually first, and then check with a partner. Let students use a dictionary, if necessary. * Go over all the answers to make sure they have the correct answers. * Expected answers:   1. C 2. E 3. D 4. B 4. A | **-** Firstly, work individually to do the task, then work in pairs to compare the answers.   * Give the answers. * Check and correct. |
| **WHILE READING**  **Activity 3: Quickly read the text and choose the best title for it**   * Let Ss read the three heading a, b, c first and make sure they understand all of them * Ask Ss to read through the text once without stopping at the words that they don't know the meaning * Ask them to work in pairs to decide on the best title for the text that gives the general idea of the whole text * Help them eliminate the choice that is only one aspect of the text. * Elicit the answers from the sts. * Check and correct. * Expected answers:   *The best title of the text is "A woman who did a man's job.*  **Activity 4: Read the statements, decide whether it is T, F or NG**   * Ask Ss to work in pairs and do the task. * Elicit the answers from the sts. * Check and correct. * Expected answers:   1. F 2. NG 3. F 4. T 5. T 6. F  **Activity 5: Answer the questions**   * Put Ss in groups of 3, ask them to read the questions first to make sure they understand them by asking them to underline key words   -Let Ss read the text again and locate the parts of the text where they can get the answers.   * Elicit the answers from the sts. * Check and correct. * Expected answers:  1. She wanted to become a firefighter 2. She sued New York City and the DNY for gender discrimination and won 3. They were unwelcomed at meals, faced loneliness and even violence | **WHILE READING**  **Activity 3: Quickly read the text and choose the best title for it**  **-** Firstly, work individually to do the task, then work in pairs to compare the answers.   * Give the answers. * Check and correct.   **Activity 4: Read the statements, decide whether it is T, F or NG**   * Wor in pairs to do the task. * Give the answers. * Check and correct.   **Activity 5: Answer the questions**   * Work in groyps of 3 to do the task. * Give the answers. * Check and correct. |
| **POST READING**  **Discus with a partner: should a woman do a man's job?**   * Put Ss in groups of four and let them discuss the questions freely. * Useful languages:   + I think/ In my opinion….  + Woman should be strongly encouraged to…. | **POST READING**  **Discus with a partner: should a woman do a man's job?**  - Work in groups of 4 to discuss the question. |

## Consolidation

* Vocabulary related to gender equality
* Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context

## Homework

* Vocabulary related to gender equality
* Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
* Do the task again
* Read Unit 6 - Speaking at home

## PERIOD 58

**DATE OF PLANNING: 06/ 01/ 2019**

**UNIT 6: GENDER EQUALITY SKILLS: SPEAKING**

**I, Objectives.**

1. **Knowledge.**

By the end of this unit, Ss can:

* Know how to express agreement and disagreement
* Discuss in pair and in groups about whether married women should pursue a career.
* Report the discussing result in front of the class.

## Skills.

* To help learners get started with 4 skills in Unit 1
* Reading: Read about the topic Gender Equality
* Speaking: Exchange opinions about women’s going to work.
* Listening: Listen to to a conversation with new words, agreement and disagreement among three characters.
* Writing: Write about advantages and disadvantages of women’s going to work.

## Educational aims.

* To provide Ss some motivation**.**
* Students are more aware of the drawbacks of gender discrimination.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking*** | |  |

* Checking new words in Getting started section.

### 3. New lesson:

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| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Give some pictures of some women. * Ask sts to tell who these women are and what their jobs are. * Introduce the topic by asking questions such as *Whose parents both work? Which of them is more qualified? Which of them earns more money? Which of them does more housework? And Do you think they should have equal opportunities for jobs?* * Lead sts into new lesson. | **WARM UP**  - Look at the pictures and answers to the T’s questions. |
| **PRE – SPEAKING**  **Activity 1**   * Write *Equal job opportunities* on the board. * Give students time to read through the useful expressions. | **PRE – SPEAKING**  **Activity 1**   * Read the phrase on the board. * Study the useful expressions. * Discuss in pairs. |

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| * Let them work in pairs. * Check students’ answers as a class. |  |
| **WHILE SPEAKING**  **Activity 2**   * Have a student read the example, and then ask all students to share their opinions in pairs. * Walk around and offer help if necessary. | **WHILE SPEAKING**  **Activity 2**   * Some sts share their ideas in class. * Others give comments. |
| **POST SPEAKING**  **Activity 3**   * Ask one student to read aloud the opinion “Married women should not pursue a career” and explain the activity to the class. * Divide students into groups of three/ four students. * Ask one group to model the activity using the example conversation. * Get all students to discuss and note down their group’s discussion. * After 3-4 minutes, have some students from different groups report the results of their group work back to the class. | **POST SPEAKING**  **Activity 3**   * 1 st reads aloud the opinion “Married women should not pursue a career”. * Give the requirement. * Work in groups of 3-4. * Some students from different groups report the results of their group work back to the class. |

## PERIOD 59

**DATE OF PLANNING: 10/ 01/ 2019**

**UNIT 6: GENDER EQUALITY SKILLS – LISTENING**

**I, Objectives.**

1. **Knowledge.**

By the end of this unit, Ss can:

* Describe a picture in their own language
* Learn more new words related to the topic
* Listen to a talk about gender equality in wages
* Listen for specific information and to fill in the gaps.

## Skills.

* To promote Ss to develop their listening skills
* To help Ss develop the skill of working in pairs and groups

## Educational aims.

* To provide Ss some motivation
* Students are more aware of the importance of eliminating gender discrimination.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |

1. ***Old lesson checking***

* Check the new words of the previous lesson.

### New lesson:

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ACTIVITIES** |
| **WARM UP**  - Ask Ss to answer some questions:   1. How does your family share the household chores? 2. Is your mother a homemaker? 3. Is your father a breadwinner? 4. Do you think that both parents now should work to contribute the family finances?  * Listen to the sts’ answers. * Give feedback. * lead sts into the new lesson | **WARM UP**  - Answer to the T’s questions. POSSIBLE ANSWERS:  1. Everybody in my family share the housework equally.  2+3. Both my parents go to work to suppot the family, and they join hand to make us a happy family.  4. I think that both parents should work to contribute the family finances.  - Listen to the T. |
| **PRE – LISTENING**  **Activity 1:**   * Let students look at the picture and elicit their answers to the question. * Ask them to use the caption as suggestion. * Expected answer: The man looks happy but the woman looks sad because she gets less pay/ | **PRE – LISTENING**  **Activity 1:**   * Work in pairs. * Do as T’s guide. * Some sts present their ideas. * Other sts listen and give additions. * Listen to the T’s feedback. |

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| money.  - Preteach new words. | - Practice new words |
| **WHILE LISTENING**  **Activity 3:**   * Explain the task’s requirement. * Get sts to read through the 6 statements to make sure they understand. * Ask sts to work in pairs and identify the key works in each statement. * Explain the new words if needed. * Play the recording 2 times for sts to listen to and do the task. * Invite sts to give their anwers. * Play the recording again and pause at the answers to check the sts’ answers. * Possible answers:   1. F 2. T 3. F 4. T 5. F 6.T  **Activity 4:**   * Have Ss work in pairs to match the words/ phrases with its appropriate meaning * Ask them to guess the part of speech of the word given * Ask some of them to tell the answer * Give comments   **Answers:**   1. Discrimination happens 2. Paid more 3. Perform 60% 4. Own 1% 5. Encourage women 6. Like nursing | **WHILE LISTENING**  **Activity 3:**   * Listen to the T’s explaination. * Read through the 6 statements to make sure they understand. * Work in pairs and identify the key works in each statement. * Listen to the recording. * Finish the task. * Give the answers. * Check the answers with the T   **Activity 4:**   * Work in pairs to match the words/ phrases with its appropriate meaning * Guess the part of speech of the word given * Give the answers. * Check the answers. |
| **POST LISTENING**  **Activity 5:**   * Explain the task’s requirement. * Get sts to read the 3 questions carefully to make sure they understand. * Ask sts to work in pairs and identify the key works in each statement. * Explain the new words if needed. * Play the recording 2 times for sts to listen to and do the task. * Invite sts to give their anwers. * Play the recording again and pause at the answers to check the sts’ answers. | **POST LISTENING**  **Activity 5:**   * Listen to the T’s explaination. * Read the 3 questions carefully to make sure they understand. * Work in pairs and identify the key works in each statement. * Listen to the recording. * Finish the task. * Give the answers. * Check the answers with the T |

## Consolidation

* Vocabulary related to the topic of Gender equality
* Listening skills

## Homework

* Vocabulary related to the topic of Gender equality
* Listening skills
* Do the task again
* Read Unit 5 - Writing at home

## PERIOD 60

**DATE OF PLANNING: 11/ 01/ 2019**

**UNIT 6: GENDER EQUALITY SKILLS: WRITING**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, students are able to:

* Know about the advantages and disadvantages of working mothers
* Students know how to add supporting ideas for these opinions.
* Arrange the information correctly.
* Write explanations for supporting ideas.
* Write a paragraph about the disadvantages of being a working mother.

## Skills

* Writing: write a paragraph about Advantages and disadvantages of being a working mother.
* To provide Ss some motivation

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
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| *10A3* | *……/ ……/ ……..* | *……/…….* |
| *10A5* | *……/ ……/ ……..* | *……/…….* |
| *10A6* | *……/ ……/ ……..* | *……/…….* |
| *10A8* | *……/ ……/ ……..* | *……/…….* |
| ***2. Old lesson checking(Omitted)*** | |  |

***3. New lesson:***

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| **TEACHER’S ACTIVITIES** |  | **STUDENTS’ACTIVITIES** |
| **WARM UP**  **Matching game**  **A B C D**   1. Washing the clothes 2. Cleaning the house 3. Cooking the meal 4. Going to the supermarket   **\* Keys: 1.D 2.B 3.A 4. C**  -Lead sts into new lesson. |  | **WARM UP**  **Matching game**  **-** Work in pairs to play the game. |
| **PRE – WRITING**  **Activity 1**   * Write the phrase Working mothers on the board. * Focus on the pictures and the instructions. * Elicit students’ opinions about the pictures. |  | **PRE – WRITING**  **Activity 1**  **-** Work in pairs to do the task.  - Students can talk about the good sides/ advantages as well as the bad sides/ |

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| * Give suggestions if necessary by asking questions like *Who are these people in the pictures? What are the women doing? Are they housewives? Do they work? Etc.* * Explain that writers often provide/give detailed explanations to support ideas in a text. * Give students time to read the sample writing about the advantages of a working mother and put the detailed explanations in the appropriate blanks. * Expected answers: 1. B 2. C 3. A   **Activity 2**   * Ask students to read the sample writing again and complete the outline. * Help students analyse the structure of the text. * Expected answers:  1. 2. Life is getting expensive, so women’s salaries are becoming important. 2. 2. They discover strengthens and weaknesses, become more knowledgeable and look for good ways to educate children. 3. 1. Children see parents work hard and share domestic responsibilities, and they learn from them.   **Activity 3**   * Give students some time to read the text again and discuss the words in pairs. * Offer help if students cannot give the answer.   E.g. These words are used to link/ connect or sequence the ideas in writing. | disadvantages of being a working mother.   * Give the answers. * Check and correct the answers.   **Activity 2**   * Work in groups of 3 * Read the sample writing again and complete the outline. * Give the answers. * Check and correct the answers.   **Activity 3**  **-** Discuss in pairs. |
| **WHILE WRITING**  **Activity 4**   * Focus on the instructions and the pictures. * Give students time to read the suggestions. * Call on some students to say what they will write as the topic sentence, supporting ideas 1,2, 3 and concluding sentence. * Tell students to write a draft first, then write a short text (of about 150 words) about the disadvantages of being a working mother. * Have students write the text in class. | **WHILE WRITING**  **Activity 4**   * Listen to the T * Read the suggestions.   **-** Write a draft first, then write a short text (of about 150 words) about the disadvantages of being a working mother. |
| **POST WRITING**   * When they finish, ask them to exchange it with a partner for peer comments/ correction. * Walk around and offer help if necessary. * Alternatively, have students write the text at home. T collects students’ papers in the next lesson. * Give feedback in class. | **POST WRITING**  - Exchange it with a partner for peer comments/ correction. |

## Consolidation

* Vocabulary related to the topic of Gender equality
* Writing skills: advantages and disadvantages.

## Homework

* Vocabulary related to the topic of Gender equality
* Writing skills
* Do the task again
* Read Unit 6 – Communication and culture

## PERIOD 61

**DATE OF PLANNING: 13/ 01/ 2019**

**UNIT 6: GENDER EQUALITY COMMUNICATION AND CULTURE**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, students are able to:

* Broaden their knowledge of the topic.
* Express their own ideas of gender equality in Vietnam.
* Practise speaking skills
* Reading a passage about gender equality in the UK and answer some questions.

## Skills

* To provide Ss some motivation

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ ……..* | *……/…….* |
| *10A5* | *……/ ……/ ……..* | *……/…….* |
| *10A6* | *……/ ……/ ……..* | *……/…….* |
| *10A8* | *……/ ……/ ……..* | *……/…….* |

1. ***Old lesson checking(Omitted)***
2. ***New lesson:***

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ACTIVITIES** |
| **COMMUNICATION**  Gender equality in Vietnam  Lead-in: Inform the class of the lesson objectives: further skill development.  **Activity 1**  Focus on the instructions and the pictures. Inform students that they will have more chances to practice speaking.   * Give them some time to read about the achievements Vietnam had made in addressing gender equality. * Give students more freedom by allowing them to add more achievements from reliable sources.   **Activity 2**   * Have two students model the example. * Ask students to work in pairs to talk about achievements in addressing gender equality in Vietnam, using the information given in Activity 1 and from the other available sources. * Invite some pairs to practice their dialogues in the class. * Elicit comments from the other sts. | **COMMUNICATION**   * Listen to the T   **Activity 1**   * Work individually. * Read about the achievements Vietnam had made in addressing gender equality. * Add some more achievements that sts may know.   **Activity 2**   * Work in pairs using the given information in Act 1 to talk about achievements in addressing gender equality in Vietnam. * Some pairs practice their dialogues in the class. * Others give comments. |

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| --- | --- |
| - Give fina feedback. | - Listen to the t |
| **CULTURE**   * Focus on the instructions and the pictures. * Elicit answers from students by asking the class questions like   1, *Who do you see in the pictures? 2, What is the man doing?*  *3, Are there many men teaching young kids? 4, What is the woman doing?*  *5, Is her job popular with women?*   * Give students time to read the text. * Pre-teach some words that might be new to students (e.g. high-income, remarkable, undergraduate courses). * Walk round to monitor the class and offer help, if necessary. * Have students check their answers with a partner first, then check as a class. * Expected answers:  1. Girls perform better than boys at all levels of education in United Kingdom. 2. Women make up 47 percent of the British workforce. 3. Millions of women and girls still experience domestic violence, and the gap in full-time wage between men and women is 10 percent and most of the people in low-paid jobs are women. | **CULTURE**  **-** Listen to the T.   * Answer to the T’s qs. * Firstly, work individually to do the task, then work in pairs to check the answers. |

|  |  |
| --- | --- |
| Stress on the 1st syllable | Stress on the 2nd syllable |
| Symbol, letter, healthcare Challenge, income Workforce, army | Complete Infect, suggest  Improve, become |

## PERIOD 62

**DATE OF PLANNING: 17/ 01/ 2019**

**UNIT 6: GENDER EQUALITY LOOKING BACK AND PROJECT**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, students are able to:

* Read correctly words with stress on the first syllable and words with stress on the second syllable.
* Review new words they have learnt in previous parts individually or in context.
* Practise passive voice with modal verbs.

## Skills

* To provide Ss some motivation

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ ……..* | *……/…….* |
| *10A5* | *……/ ……/ ……..* | *……/…….* |
| *10A6* | *……/ ……/ ……..* | *……/…….* |
| *10A8* | *……/ ……/ ……..* | *……/…….* |

1. ***Old lesson checking(Omitted)***
2. ***New lesson:***

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ACTIVITIES** |
| **PRONUNCIATION**  **Activity1**   * Ask students to put the two-syllable words in the box in the correct columns according to their stress patterns. * Help them review the stress patterns of two-syllable words. * Expected answers:   **Activity 2**   * Play the recording * Ask students to listen and repeat the words. | **PRONUNCIATION**  **Activity1**   * Work individually first to do the task then work in pairs to give the answers. * Give the answers. * Check and correct the answers.   **Activity 2**   * Listen to the recording. * Repeat the words. |
| **VOCABULARY**  -The word in italics are among the most commonly used in the unit. Have students decide which words best complete the sentences.   * Alternatively, extend this activity by asking students to make their own sentences with each of the words. * Expected answers:   1. Gender equality 2. Preference  3. Eliminated 4. Rights  5. Access 6. Caretaker | **VOCABULARY**   * Work individually first to do the task then work in pairs to give the answers. * Give the answers. * Check and correct the answers. |

|  |  |
| --- | --- |
| 7. Discrimination 7. Progress |  |
| **GRAMMAR**  **Activity 1**   * Give time for the students to make their own choice. * Have them check in pairs, then with the whole class to make sure they all have correct answers. * Expected answers:   1. C 2. F 3. E 4. D 5. A 6. B  **Activity 2**   * Ask students to do this activity orally first, and then write down their answers. * Expected answers:  1. An essay on gender equality must be written (by each student). 2. This exist door can be opened in case of emergency. 3. Men and women should be given equal pay for equal work. 4. My mother might be given an award. | **GRAMMAR**  **Activity 1**   * Work individually first to do the task then work in pairs to give the answers. * Give the answers. * Check and correct the answers.   **Activity 2**   * Work individually first to do the task then work in pairs to give the answers. * Give the answers. * Check and correct the answers. |

## PERIOD 63

**DATE OF PLANNING: 18/ 01/ 2019**

**UNIT 7: CULTURAL DIVERSITY GETTING STARTED**

**I, Objectives.**

1. **Knowledge.**

By the end of this unit, Ss can:

* To help learners get started with some language items in Unit 7
* For vocabulary, that is words and phrases related to traditions,cultural characteristics and superstions.
* For pronunciation, that is stress in two - syllable words
* For grammar, that is the comparative and superlative

## Skills

* To help learners get started with 4 skills in Unit 7
* Reading: Read about supersitions in VietNam.
* Speaking: Exchange opinions about traditions and customs
* Listening: Listen to people talk about the wedding traditions of a small community in the USA.
* Writing: Write about the typical characteristics of the Vietnamese people.

## Educational aims.

* To provide Ss some motivation**.**
* Students understand more about the custom and traditional values in Viet Nam.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Introduce the topic by asking Ss to compare the two pictures of a traditional wedding and a modern one in Viet Nam. * Elicit any topic- related words that Ss may know : rituals, costumes, decorations,… | **WARM UP**  Traditional wedding :   * was celebrated at home * the bride and the groom wear Ao Dai * pray ancester to ask for permission to get married.   Modern wedding :   * was celebrated at the restaurant/ church,… * the bride and the groom wear modern costumes   …….. |
| **ACTIVITY 1 LISTEN AND READ**  - Ask Ss listen to the recording and read the conversation | **ACTIVITY 1 LISTEN AND READ**   * Work individually. * Listen to the recording. |

|  |  |
| --- | --- |
| - Elicit the new words |  |
| **ACTIVITY 2**   * Ask Ss to work in pairs and do the task * Asks Ss to give the reasons for their answers. * Expected answer: a | **ACTIVITY 2**   * Work in pairs to do the task. * Give the answer. * Check and correct the answer. |
| **ACTIVITY 3**   * Ask Ss to do the task in pairs. * Asks Ss to give the reasons for their answers. * Expected answer:  1. Because he is preparing for his presentation about the simolarities and differences between a traditional Vietnamses wedding and a modern one. 2. They follow the same core procedure which consists of the proposal ceremony, the engagement ceremony and the wedding ceremony. 3. The modern wedding are less complicated. 4. Yes, they get some help from their parents and the attending guests.   5.Students’answers. | **ACTIVITY 3**   * Work in pairs to do the task. * Give the answer. * Check and correct the answer. |

## PERIOD 64

**DATE OF PLANNING: 30/ 01/ 2019**

**UNIT 7: CULTURAL DIVERSITY LANGUAGE**

**I, Objectives.**

1. **Knowledge.**

* For vocabulary, that is words and phrases related to traditions,cultural characteristics and superstions.
* For pronunciation, that is stress in two syllable words
* For grammar, that is the comparative and superlative adjectives.

## Skills

* Integrated and communicatice skills.

## Educational aims.

* Students understand more about the custom and traditional values in Viet Nam.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  **-** Ask students to list out the factors that create a happy life  *-* Let students work in pairs  - Ask students questions | **WARM UP**   * Work in pairs. * Discuss the T’s question. * Give the answers. |
| **VOCABULARY**  **Activity 1**   * Ask Ss to work individually first to do the tasks then work in pairs to compare the results with their partner. * Asks Ss to give the reasons for their answers. * Expected answer:   1.g 2. e 3. d 4. b 5.a 6. g 7.c 8. f  **Activity 2**   * Ask Ss to work in pair ,read the sentences again and do the task * Encourage Ss to exchange their answers with a partner to see if they understand the contexts ang mening of each sentence. * Asks Ss to give the reasons for their answers. * Expected answer:   1.wedding 2. Groom 3. bride  4. reception 5.guests 6.before 7.engaged | **VOCABULARY**  **Activity 1**  **-** Firstly**,** work individually first to do the tasks then work in pairs to compare the results with their partner.   * Give the answer. * Check and correct the answer.   **Activity 2**  **-** Firstly**,** work individually first to do the tasks then work in pairs to compare the results with their partner.   * Give the answer. * Check and correct the answer. |

|  |  |
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| **PRONUNCIATION**  **1. Listen and repeat**   * Play the recording and let Ss listen * Play it again with pauses for them to repeat each word   **2. Listen to the sentences and practise saying them loudly.**   * Ask Ss to read the word in rows paying attention to the difference between the sound clusters * Play the recording and let Ss listen to the sentences and circle the word they hear. | **PRONUNCIATION**  **1. Listen and repeat**   * Listen to the recording. * Listen and repeat.   **2. Listen to the sentences and practise saying them loudly.**  - Read word in rows paying attention to the difference between the sound clusters  **-** Listen to the sentences and circle the word they hear |
| **GRAMMAR**  **Activity 1**   * Ask Ss to read through the six statements. * Help them to understand the meaning of these statements. * Explain any words that Ss don’t know. * Let sts express their ideas. * Have sts focus on the ilatic words. * Explain the grammar point: Comparative and superlative adjective.   **Activity 2**   * Exlain the task requirement. * Have sts study the table. * Expalin new words if necessary. * Let Ss work in pairs to give the answers * Asks Ss to give the reasons for their answers. * Expected answer:   Ask them to give clues for their answers   1. Mr Smith’s wedding reception was more expensive than Mr Long’s 2. Mr Smith was older than Mr Long when he got married 3. Mr Long’s engagement period was longer than Mr Smith’s 4. The service at Mr Smith’s wedding was better than at Mr Long’s wedding.   **Activity 3**   * Help sts revise the differences in usage of the articles: a/ an and the. * Get sts to do the task in pairs. * Asks Ss to give the reasons for their answers. * Expected answer:   1. the 2. a 3. the 4. The 5. the  6. the 7. a 8. the 9. the | **GRAMMAR**  **Activity 1**   * Work individually, read through the 6 statements. * Say whether they agree or disagree.   **Activity 2**   * Listen to the T’s explaination. * Study the table individually. * Work in pairs to do the task. * Give the answer. * Check and correct the answer.   **Activity 3**   * Revise the use of : a/ an and the. * Work in pairs to do the task. * Give the answer. * Check and correct the answer. |

## Consolidation

* Words and phrases related to traditions,cultural characteristics and superstions, stress in two syllable words and the comparative and superlative adjectives.

## Homework:

* Do the task again
* Read Unit 7 – Reading at home

## PERIOD 65

**DATE OF PLANNING: 01/ 02/ 2019**

**UNIT 7: CULTURAL DIVERSITY SKILLS – READING**

**I, Objectives.**

1. **Knowledge.**

* Read for general ideas and specific information about traditions, cututal characteristics and superstitions in Viet Nam.
* Discuss about the topic
* Answer comprehensive questions

## Skills

* Scanning and skimmimg
* Guessing meanings in contexts.

## Educational aims.

* Students understand more about the custom and traditional values in Viet Nam.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  **-** Ask students to list out the factors that create a happy life  *-* Let students work in pairs  - Ask students questions | **WARM UP**   * Work in pairs. * Discuss the T’s question. * Give the answers. |
| **BEFORE YOU READ**  **Activity 1**   * Ask sts to look at the picture and describe it. * Ask some guiding questions to help sts.  1. Is this an altar? 2. How do you know that? 3. Can you see what kind of flower it is?Is it peach blossom? 4. What is laid on the altar?  * Ask sts to read the statements and help them understand the meaning. * Get sts to work in groups of 4 and exchange their ideas. * Encourage sts to give explainations for their behaviour. * Elicit answers from the whole class. | **BEFORE YOU READ**  **Activity 1**   * Work individually, look at the picture and describe it. * Read the statements. * Work in groups of 4 and exchange their ideas. * Try to give explainations for their behaviour. * Give the answers. |

|  |  |
| --- | --- |
| - Lead sts to the topic of the reading passage. |  |
| **WHILE YOU READ**  **Activity 2**   * Have students read the questions and the options. * Encourage them to predict the answersbases on the answer options given and sts’ background knowledge. * Set a time limit for sts to read the text and answer the qs. * Have sts work individually first, and then check with a partner. * Go over all the answers to make sure they have the correct answers. * Expected answers: 1. C 2. B 3. D 4. A | **WHILE YOU READ**  **Activity 2**  **-** Read the questions and the options.  - Predict the answersbases on the answer options given and sts’ background knowledge.  **-** Read the text and answer the qs.   * Work individually first to do the task, then work in pairs to check the answers. * Give the answers. * Check and correct. |
| **AFTER YOU READ**  **Activity 3**   * Get sts to work in pairs. * Have sts read the question and practise asking and answering them.   Encourage sts to give reasons to support their opinions.   * Asl several sts to report what they learn about their partners from their discussions in pairs. | **AFTER YOU READ**  **Activity 3**   * Work in pairs. * Read the question and practise asking and answering them. * Give reasons to support their opinions. * Some sts report what they learn about their partners from their discussions in pairs. |

## PERIOD 66

**DATE OF PLANNING: 02/ 02/ 2019**

**UNIT 7: CULTURAL DIVERSITY SKILLS – SPEAKING**

**I, Objectives.**

1. **Knowledge.**

* Compare traditions and customs between two countries and discuss those in VN
* Give a mimi talk about some cultural aspects of VN.

## Skills

* Speaking skills.
* Group and pair work.
* Presentation skill.

## Educational aims.

* Students understand more about the custom and traditional values in Viet Nam.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  - Ask Ss the following Qs:  1.How many people are there in your famiy ? 2.How many generations are there in your famiy ? 3.Do you think you are very happy to live in such a family ?  4. Do you think there are two or more generations in a family in America ?  -Ask Ss to work in pairs to ask and answer the Qs  -Call on one pair to present in front of the class  -Listen and feedback  -Lead in the lesson by saying :  “ ***Today we are going to talk about differences among cultures”*** | **WARM UP**  -Work in pairs asking and answering the Qs  -one pair present in front of the class  -Listen to the T |
| **PRE – SPEAKING**  **Activity 1**   * Ask sts to look at the pictures and elicit any words related to the topic: superstitions abt black cats, fish and chips – a traditional food, figure skating- a national sport, samovar- a traditional way of making tea. * Tell sts that they will do a quiz abt 2 countries: the | **PRE – SPEAKING**  **Activity 1**  **-** Look at the pictures.   * Give any words related to the topic. * Do a quiz abt 2 countries: the UK and |

|  |  |
| --- | --- |
| UK and Russia.   * Elicit any background knowledge abt cultural aspects of these two countries. * Ask sts to do the quiz individually and then check their answers in pairs. * Encourage sts to give explainations for their choices. * Expected answers: 1. B 2. A 3. B 4. A | Russia.   * Work individually first to do the task, then work in pairs to check the answers. * Give the answers. * Check and correct. |
| **WHILE SPEAKING**  **Activity 2**   * Explain the activity and instruct sts to do it. * Divide class into 2 big teams: Team A and team B. Each team then further divide into smaller groups will read abt one country, either the Uk or Russia. * Set a limit time for this activity and walk around the classroom to monitor, facilitate and assist sts when neseccary. * Encourage sts to use superlative adjectives to share their ideas with other members of their groups. * Ask several groups at random to report their views.   **Activity 3**   * Explain the activity and instruct sts to do it. * Have sts study the example carefully. * Get one member of Team A to work with one from team B, talk about the traditions and customs of either the Uk or Russia. * Move around to assist or listen to different pairs to detect errors/ problems. * Call on some sts at random and have them tell the whole class what they learn abt the other country from their conversation with their parners. * Give feedback on sts’ performance. | **WHILE SPEAKING**  **Activity 2**   * Listen to the T * Work in 2 big teams: Team A and team   B. Each team then further divide into smaller groups will read abt one country, either the Uk or Russia.   * Note down the most interesting thongs abt the country that they read and then share the information with other members of their groups. * Try to use superlative adjectives to share their ideas with other members of their groups. * Each group sends a member to take notes of the opinions. * Several groups at random to report their views.   **Activity 3**   * Listen to the T * Study the example carefully. * One member of Team A to work with one from team B, talk about the traditions and customs of either the Uk or Russia. * Some sts at random and have them tell the whole class what they learn abt the other country from their conversation with their parners. |
| **POST SPEAKING**  **Activity 4**   * Have sts read the constructions and explain what they are supposed to do. * Get sts to work in 4 groups. Each group will cover one of the four categories: Food, Drinks, Sports, and festivals. * Call on several groups to report their group’s ideas and ranking, and then give feedback. | **POST SPEAKING**  **Activity 4**   * Read the constructions and listen to the T’s expaination. * Work in 4 groups to brainstorm ideas and vocabulary and then ranking things in order of popularity. |

## Consolidation

* Traditions and customs of the UK and Russia as well as cultural aspects of VN

## Homework:

* Do the task again
* Read Unit 7 – Listening at home

## PERIOD 67

**DATE OF PLANNING: 03/ 02/ 2019**

**UNIT 7: CULTURAL DIVERSITY SKILLS - LISTENING**

**I, Objectives.**

1. **Knowledge.**

* Information abut the wedding traditions of a small community in the USA.

## Skills

* Listening for specific information.
* Group and pair work.
* Presentation skill.

## Educational aims.

* Students understand more about the custom and traditional values in the USA as well as in Viet Nam.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **Warm up**  - T asks Ss these Qs :  1.Have you ever attended a wedding ceremony ? 2.Do you like it ?  Now I have some pictures for you  ► Picture of people in the groom’s family:  + Now, look at this picture. Who can tell me what is it about?  + How do you know that?  +. This picture is about an engagement ceremony, and these people are in groom’s family. They are bringing trays of gift to proffer the bride’s family  ► Picture of trays of gift:  + And what is this picture?  + In English, we call: a tray of gift for the bride’s family.  + Who can tell me what do the trays of gift include?  + Yes. They are: betel leaves and areca nut fruits, husband, wife cake, tea, a roasted pig, biscuit (you see the label Chocopie here?), and some other food.  ►Picture of bride & groom before the altar:  + Who are they? | **Warm up**   * Answer th Qs   + Listen to T and wait eagerly for the pictures   * Look at the picture: and then answer the questions:   + It’s about an engagement ceremony.  + Because I see many boys bringing a tray with red paper on it.   * Look at the picture. đưng lễ của nhà trai mang hà gái   + Trầu cau, bánh phu thê |

|  |  |
| --- | --- |
| + Where are they?  + Yes. This is the altar (point at the altar in the picture)  + What are they doing?  + They are praying for approval from their ancestor. Do you know “**ancestor**”?  + Now who can tell me what ceremony is after the engagement ceremony? | - Look at the picture.  + They are bride & groom.  + They are in front of the altar.  + They are praying  + Tổ tiên  + Wedding ceremony. |
| **BEFORE YOU LISTEN**  **Activity 1**   * Ask sts to look at the photo of an Amish wedding and elicit sts’ impressions abt this community. * Have sts read a number of statements about the Amish community. * Help sts understand these statements if necessary. * Ask sts to work in pairs to exchange their predictions. * Elicit sts’ predictions abt this community, accepting different opinions. * Preteach some new words. | **BEFORE YOU LISTEN**  **Activity 1**   * Look at the photo of an Amish wedding and elicit sts’ impressions abt this community. * Read a number of statements about the Amish community. * Work in pairs to exchange their predictions. * Present their predictions abt this community. * Practise some new words. |
| **WHILE YOU LISTEN**  **Activity 2**   * In this acitivity, sts listen and check their predictions in the previous act. * Have sts listen to the CD for the 1st time and try to   note down the informationtht helps them check their answers.   * Ask sts to share with their friends to see whether they have the same answers or not. * Let sts listen to the CD for the 2nd time and try to note down the information they did not understand the 1st time. * Elicit sts’ answers. * Check and correct the answers. * Expected answers: 1. F 2. F 3. T 4. T 5. T   **Activity 3**   * Ask sts to skim the given text, paying to the context around the gaps, and predict the information needed for each gap. * Ask sts to share with their friends to see whether they have the same answers or not. * Elicit sts’ predictions. * Let sts listen and fill in the gaps. * Elicit sts’ answers. * Check and correct the answers. * Expected answers:   1, December 4, wedding meal  2, two or three 5, visiting relatives 3, approval | **WHILE YOU LISTEN**  **Activity 2**  - In this acitivity, sts listen and check their predictions in the previous act.   * Listen to the CD for the 1st time and try   to note down the informationtht helps them check their answers.   * Share with their friends to see whether they have the same answers or not. * Listen to the CD for the 2nd time and try to note down the information they did not understand the 1st time. * Give the answers. * Check and correct the answers.   **Activity 3**   * Skim the given text, paying to the context around the gaps, and predict the information needed for each gap. * Share with their friends to see whether they have the same answers or not.   - Listen to the CD and do the task.   * Give the answers. * Check and correct the answers. |
| **AFTER YOU LISTEN**  **Activity 4**  - In this activity, let sts reflect orally on the | **AFTER YOU LISTEN**  **Activity 4**  **-** Reflect orally on the information they |

## Consolidation

* The wedding customs of the Amish community in the USA

## Homework:

* Do the task again
* Read Unit 7 – Writing at home

, ngày 06 tháng 02 năm 2019

## Kí duyệt của NTCM

…………………………………………….

…………………………………………….

## Phan Thị Hiền

## PERIOD 68

**DATE OF PLANNING: 07/ 02/ 2019**

**UNIT 7: CULTURAL DIVERSITY SKILLS - WRITING**

**I, Objectives.**

1. **Knowledge.**

* Typical characteristics of the Vietnamese people.

## Skills

* Write a description paragraph.
* Group and pair work.

## Educational aims.

* Students understand more about the custom and traditional values in Viet Nam.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |

1. ***Old lesson checking (Omitting )***
2. ***New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Get sts to list some typical characteristics of Vietnamese people based on their background knowledge. * Elicit sts’ ideas. * Give feedback and lead into the new lesson. | **WARM UP**  - List some typical characteristics of Vietnamese people based on their background knowledge. |
| **PRE- WRITING**  **Activity 1**  **-** In this activity, help sts reinforce and develop their ability to think in a logical way when rearranging set of jumbled paragraphs to form a well-structured text.   * Ask Ss to do the task individually * Set a time limit for this activity and assist ss if necessary. * Ask ss to compare their answers with a partner and explain why * Elicit answers from the whole class and correct them if necessary. * Expected answers: 1b 2d 3f 4c 5e 6a | **PRE- WRITING**  **Activity 1**  **-** Reinforce and develop their ability to think in a logical way when rearranging set of jumbled paragraphs to form a well- structured text.   * Work individually to do the task. * Compare their answers with a partner and explain why * Give the answers. * Check and correct the answers. |
| **WHILE WRITING**  **Activity 2**  **-** Ask Ss to do the task in groups and read the text and study the outline sketch | **WHILE WRITING**  **Activity 2**  - Discuss in groups and complete the outline on the big size paper. |

|  |  |
| --- | --- |
| * Get sts to discuss and complete the outline on the big size paper. * Ask the groups to put their outline on the board or around the classroom. * Give feedback.  Sample outline: Introduction: A typical Vnamese woman is hard- working skillful, and devoted to her family.  Characteristic 1: hard-working  Evidence: working both at work nd at home. Characteristic 2: skillful  Evidence: householdchores like cooking, sewing, or decorating the house.  Characteristic 3: devoted to family  Evidence: her biggest concerns are husband and children and family.  Conclusion: The above mentioned characteristics are typical of the majority of Vnamese women. |  |
| **POST WRITING**  **Activity 3**   * Ask sts to work in groups to develop an outline. * Walk around and assist, if necessary. * Ask sts to write their drafts individually and then exchange them with their group members for peer feedback. * Collect sts’ writing for further comments or marking.   **Sample writing :**  A typical Vietnamese woman is hardworking , skillfull, and devoted to her family.The most prominent characteristic of most Woman in Vietnam is that they work really hard.In fact, in addition to the eight working hours at a job, they still spend at least four ro five hours on different household chores.Moreover, a typical Vietnamese woman is also known for her many skills.She can cook tasty meals and decorate her house.A visit to a family in Vietnam will be a good chance to experience how good she is at all these tasks.Finally, she is really devoted to her family .Her biggest concerns are always about family matters like jobs, hobbies and health of her family members.That is why the majority of Vietnamese woman immediately rush home after work to be with their children and take care of them and the other people in the family.  In short, the above mentioned characteristics are typical of the majority of Vietnamese women. | **POST WRITING**  **Activity 3**  **-** Work in groups to develop an outline.  - Write their drafts individually and then exchange them with their group members for peer feedback. |

## Consolidation

* Writing a short text/ paragraph about some characteristics of the Vietnamese people.

## Homework:

* Do the task again
* Read Unit 7 – Communication and culture at home

## PERIOD 69

**DATE OF PLANNING: 10/ 02/ 2019**

**UNIT 7: CULTURAL DIVERSITY COMMUNICATION AND CULTURE**

**I, Objectives.**

1. **Knowledge.**

* Gift-givingin the UK and the ideas of successin the USA and VN.

## Skills

* Reading and Speaking skills.
* Group and pair work.

## Educational aims.

* Students understand more about the custom and traditional values in Viet Nam.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |

1. ***Old lesson checking (Omitting )***
2. ***New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Get sts to list some typical characteristics of Vietnamese people based on their background knowledge. * Elicit sts’ ideas. * Give feedback and lead into the new lesson. | **WARM UP**  - List some typical characteristics of Vietnamese people based on their background knowledge. |
| **COMMUNICATION**  **Activity 1**   * Ask the sts to read the text individually, and, for each occasion, highlight the similarities and differences with the customs in VN. * Have sts study the the sample conversation, assisting them if necessary. * Ask sts to work in pairs and role play a conversation, using the information they have highlighted. * Call on some pairs at random to perform their conversations in front of the whole class. * Give feedback.   **Activity 2**   * Ask Ss to work individually to put the jumbled-up words and phrases to make questions about giving and receiving presents. * Ask sts to work in pairs to compare the questions and | **COMMUNICATION**  **Activity 1**  **-** Work individually o read the text and, for each occasion, highlight the similarities and differences with the customs in VN.   * Study the the sample conversation * Work in pairs and role play a conversation, using the information they have highlighted. * Some pairs at random to perform their conversations in front of the whole class. * Listen to the T   **Activity 2**   * Work individually to put the jumbled-up words and phrases to make questions about giving and receiving presents. * Work in pairs to compare the questions |

|  |  |
| --- | --- |
| discuss or explain if they have different word orders.   * Ask ss to read aloud or write on the board those questions and correct any mistakes.  Expected answers: 1. Who do you often buy presents for? 2.On what occasions do you buy presents ?   1. Which shop do you usually go to when you are shopping for presents? 2. What ‘s the most expensive present you’ve given? 5.On what occasions do you receive presents? 3. What presents do you normally get? 4. What is the best present you’ve ever received? | - Write their answers on the board. |
| **CULTURE**   * Divide the class into 2 big groups.Each group will read one reading passage to get the main idea. * Ask one st from group A to work with one student from group B to form a pair and exchange the information that they have just read. * Call on some pairs at random to perform their findings. * Give feedback. * Expected answers:  1. for American success means providing their family a decent standard of living and ending their career in a higher and more prosperous position than when they began it .Success is also the result of hard work and self relience. 2. For Vietnamese, success goes along with a high status job with good income and respect at work. 3.Both American and Vietnamese associate success with earning a lot of money. | **CULTURE**   * Firstly, work in two big group. * Each group will read one reading passage to get the main idea. * Then, one st from group A to work with one student from group B to form a pair and exchange the information that they have just read. * Report their findings. |

…………………………………………….

…………………………………………….

## Phan Thị Hiền

**PERIOD 70**

**DATE OF PLANNING: 14/ 02/ 2019**

**UNIT 7: CULTURAL DIVERSITY LOOKING BACK AND PROJECT**

**I, Objectives.**

1. **Knowledge.**

* To help students revise what they have learned in unit 7
* To give them a chance to do a small project in which they can develop their speaking skills

## Skills

* To promote Ss to develop their communication skills and cultural understanding
* To help Ss develop the skill of working in pairs and groups

## Educational aims.

* Students understand more about the custom and traditional values in Viet Nam.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **PRONUNCIATION**  **1. Listen and repeat**   * Play the recording and let Ss listen * Play it again with pauses for them to repeat each word * Expected answers: Ex’port Pro’test ‘contrast   Im’port Ob’ject  **2. Listen to the sentences and practise saying them loudly.**   * Ask Ss to read the word in rows paying attention to the difference between the sound clusters * Play the recording and let Ss listen to the sentences and circle the word they hear. | **PRONUNCIATION**  **1. Listen and repeat**   * Listen to the recording. * Listen and repeat.   **. Listen to the sentences and practise saying them loudly.**   * Read word in rows paying attention to the difference between the sound clusters   **-** Listen to the sentences and circle the word they hear |
| **VOCABULARY**   * Ask Ss to work in pair ,read the sentences again and do the task * Encourage Ss to exchange their answers with a partner to see if they understand the contexts ang mening of each sentence. * Asks Ss to give the reasons for their answers. * Expected answer: | **VOCABULARY**  **-** Firstly**,** work individually first to do the tasks then work in pairs to compare the results with their partner.   * Give the answer. * Check and correct the answer. |

|  |  |
| --- | --- |
| 1. wife 2. get married 3.engaged 4.reception 5.honeymoon 6.wedding 7.bridegroom 8.Best man 9.Bride 10.bridesmaids |  |
| **GRAMMAR**  **Activity 1**   * Give time for the students to do the task individually. * Have them check in pairs, then with the whole class to make sure they all have correct answers. * Expected answers:   1.harder 2.more/ less dangerous 3.the most famous 4.more polluted  5. the most delicious  **Activity 2**   * Ask students to do this activity orally first, and then write down their answers. * Expected answers:  1. we are having a great time in Ha Noi. 2. Let’s go to Nha Trang for a week next summer 3.Where the money I gave you on the first of this month? 3. For my birthday , I got a book , a DVD, and the latest CD by my favourite band. 4. On the radio , I heard a/the song that I really liked. | **GRAMMAR**  **Activity 1**   * Work individually first to do the task then work in pairs to give the answers. * Give the answers. * Check and correct the answers.   **Activity 2**   * Work individually first to do the task then work in pairs to give the answers. * Give the answers. * Check and correct the answers. |
| **PROJECT** Do a survey Ask Ss to do the survey   1. **Work in groups, compare your findings and reports to the class**   Let the groups have some time together the assemble the results of their survey | **PROJECT**  - Do as appointed |

**PERIOD 71**

**DATE OF PLANNING: 15/02 / 2019**

**WRITTEN TEST**

**I, Objectives.**

1. **Knowledge.**

* To test and mark the students
* To get feedback from the students

## Skills.

* To help Ss develop their skills to do MCQ tests

## Educational aims.

* To encourage Ss to work harder
* To provide Ss some motivation

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |

1. ***Old lesson checking(Omitted)***
2. ***New lesson:***

**Testing contents**

**MULTIPLE CHOICE QUESTIONS (32 Questions;8 điểm)**

***Choose the word whose stress pattern is different from that of the others.***

**Câu 1. A.** wedding **B.** modern **C.** custom **D.** support

**Câu 2. A.** difference **B.** similarity **C.** information **D.** presentation ***Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.***

**Câu 3.** Superstitions still

an important part of life for many people in Vietnam.

* 1. do **B.** give **C.** take **D.** play

**Câu 4.** We had dinner in most expensive restaurant in town.

**A.** the **B.** a **C.** an **D.** X

**Câu 5.** Health is than money.

**A.** most important **B.** more important **C.** the important **D.** the most important

**Câu 6.** The can have as many bridesmaids as she wants.

**A.** groom **B.** husband **C.** couple **D.** bride

**Câu 7.** Mary :" ..............................."

Kevin:" It is hot and dry."

**A.** How does she look like? **B.** How are you?

**C.** What do you do? **D.** What is the weather like today?

**Câu 8.** When you …………………. here at this time tomorrow, I ………………… the room up.

**A.** Will come/ will be tidying **B.** come /will be tidying

**C.** comes / will tidy **D.** come / will have tidied

**Câu 9.** The team paid a \_ price for its lack of preparation.

**A.** expensive **B.** dirty **C.** heavy **D.** light

**Câu 10.** We stop when traffic lights are red.

**A.** should **B.** might **C.** must **D.** can

**Câu 11.** My cousin's is next Sunday.

**A.** assignment **B.** wedding **C.** tradition **D.** marriage

**Câu 12.** There is a wedding for all guests after the wedding ceremony.

**A.** engagement **B.** proposal **C.** ring **D.** reception **Câu 13.** Women and men should be given equal rights ...................................... education and employment.

**A.** of **B.** with **C.** in **D.** to

**Câu 14.** Gender discrimination should be so that everyone has equal opportunities in education.

**A.** elimination **B.** eliminating **C.** eliminated **D.** eliminate

**Câu 15.** In order to a man's job, Brenda had to work very hard.

**A.** pursue **B.** enroll **C.** work **D.** prefer

**Câu 16.** Lan:" I propose that married women should be greatly encouraged to work outside".

Hoang :"................................"

**A.** It's controversal **B.** It depends on the weather

**C.** Im general, women work better than men **D.** I can't agree with you more

**Câu 17.** By Christmas, I …….......................…… for you for 6 months.

**A.** have been working **B.** shall be working **C.** shall work **D.** shall have been working

### Read the passage carefully and then choose the best option (A, B, C or D) to each gap.

In the 1960s the women's liberation movement burst suddenly into the public consciousness and quickly grew into (18) largest social movement in the history of the United States. Women's liberation movement (19) a continuation of the 19th-century women's rights movement. The movement's major (20)\_ has included not only legal, economic, and political gains

1. also has changed the ways in which people live, dress, dream of their future, and (22) a living.

**Câu 18. A.** a **B.** an **C.** the **D.** X

**Câu 19. A.** is **B.** are **C.** were **D.** was **Câu 20. A.** status **B.** achievement **C.** civilization **D.** power **Câu 21. A.** but **B.** neither **C.** with **D.** either **Câu 22. A.** put **B.** take **C.** get **D.** make ***Read the passage below and choose the best answer (A, B, C or D) to each question.***

Visitors to Vietnam should pay attention to the following advice.

## Socializing

Vietnamese people like to ask questions about age, marriage, salary, etc when they meet someone for the first time. For example, they may ask, 'How old are you?', 'Are you married?', 'What do you do for a living?', 'Do you have any children?' Don't be embarrassed by these kinds of questions. This is the Vietnamese way of being friendly.

## Presents

Vietnamese people always show their gratitude when receiving a gift. However, you should not be surprised if they do not open a present you had given them immediately. Opening a present in front of the gift-giver is considered to be embarrassing.

## Compliments

Although Vietnamese people always appreciate compliments, they are usually modest in their reactions. For example, in response to the compliment 'What a nice dress!' a Vietnamese girl may say, 'I don't think so. It's very old.'

## The elderly

Always show the elderly respect. Bowing your head slightly to an elderly person is a sign of respect. During a meal, elderly people should be served first.

**Câu 23.** Which of the following is NOT true?

* 1. Vietnamese people often ask 'How old are you?' when they meet someone for the first time.
  2. Vietnamese people always respect the elderly.
  3. Vietnamese people don't appreciate compliments.
  4. Vietnamese people ask questions about age, marriage, salary, etc to show their friendliness.

**Câu 24.** Who should be served first during a meal in Vietnam?

**A.** the rich people **B.** the young people **C.** the poor people **D.** the old people

**Câu 25.** Why don't Vietnamese people open presents immediately?

1. Because they feel bored with opening a present.
2. Because they don't like gift-givers.
3. Because they feel embarrassed to open a present in front of the gift-giver.
4. Because they don't like presents.

**Câu 26.** How do Vietnamese people react to compliments?

**A.** sadly **B.** happily **C.** excitedly **D.** modestly

**Câu 27.** Which questions do Vietnamese people often ask when they meet someone for the first time?

**A.** questions about weather **B.** questions about personal life

**C.** questions about sports **D.** questions about music

### Mark the letter A, B, C, or D on your answer sheet to show the underlined part that needs correction.

**Câu 28.** Some people think that there is still gender discriminations in our country.

A B C D

**Câu 29.** I guessed the bride and groom will be happier if they don't have to waste money on A B C

unnecessary things.

D

**Câu 30.** Lots of people believe that when they set out in an important occasion, they should avoid A B

crossing the path of a woman.

C D

**Câu 31.** Before do something important, I often ask for the useful advice from my grandparent.

A B C D

**Câu 32.** Worked mothers help their husband satisfy their children's needs.

A B C D

## LISTENING( 08 Questions;2 điểm)

**I, Listen carefully then choose the best answer A, B, or C to the following questions.**

1. ……….of all working hours, the work is done by women.

A,Nearly 50% B, Nearly two-thirds C, Nearly three-fourths

1. The average woman earns……..the average man.

A, more than B, the same as C, less than

1. In Africa,………….of the farm work is done by men.

A, 80% B, 50 % C, 20%

1. A typical woman in a developing country spends……collecting firewood daily. A, 1 hour B, 2 hours C, 3 hours
2. …..is the amount of time a typical African woman spends on cooking everyday A, 1 hour B, 2 hours C, 3 hours

**II, Listen again, then fill in each gap with NO MORE THAN THREE WORDS. 6**, According to an old Chinese saying, women hold up………………… .

**7**, In parts of Africa, it typically takes a woman half an hour …….. to the fields, and she works there until 3p.m .

**8**, After dinner, the woman spends an hour washing the dishes. She goes to bed at……….

## PERIOD 72

## DATE OF PLANNING: 15/ 02/ 2019

**UNIT 8: NEW WAYS TO LEARN GETTING STARTED**

**I, Objectives.**

1. **Knowledge.**

By the end of this unit, Ss can:

* To help learners get started with some language items in Unit 8
* For vocabulary, that is words and phrases related to electronic devices that can help us learn
* For pronunciation, that is stress in three - syllable adjective and verbs
* For grammar, that is defining and non-defining relative clauses

## Skills

* To help learners get started with 4 skills in Unit 8
* Reading: Read about new ways to learn English.
* Speaking: Talking about how electronic devices can help us learn
* Listening: Listen to introduction on how to acess and use online English language materials
* Writing: Writing about the advantages of electronic devices as learning tools.

## Educational aims.

* To provide Ss some motivation**. II, Methods.**
* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Ask ss if they have ever seen or own an electronic device and how the electronic device can be used. * Listen to the sts. * Give feedback. * Lead into new lesson. | **WARM UP**  - Work individually, answer to the T’s question. |
| **PRE-TEACHING**  **Activity 1:**   * Ask ss to look at the picture and talk about them. **‘***What electronic device do you see in the picture? What are the people doing with the device?* * Get the answers from the sts. * Expected answers: laptop, books, and cell phone. * Play the recording. * Explain some new words if necessary. * Have sts listen to the recording and read in silent at the same time. * Get sts to work in groups of 3 to practice the | **PRE-TEACHING**  **Activity 1:**   * Look at the picture. * Listen to the T and answer to the questions. * Work individually, listen to the recording and read in silent at the same time.   **- Work** in groups of 3 to practice the |

|  |  |
| --- | --- |
| conversation. | conversation. |
| **WHILE TEACHING**  **Activity 2**   * Ask ss to work individually first then in pairs to decide if the statements are true(T) or false (F), or not given (NG). * Encourage ss to provide reason for their answers * Check ss’ answers as a class and give explanations if necessary * Expected answers:   1. F 2.F 3. NG 4. T 5. F 6. T  **Activity 3**   * Ask ss to refer back to the conversation to find the adjectives which describe the devices used as learning tool * Have ss discuss their meaning with a partner. * Check ss’ answers as a class and give explanations if necessary * Expected answers:   + Personal : your own  + Electronic: having many small parts controling and diretcing a small electric current  + Modern: relating to the present time  + Excellent: exceptional good  + Useful: being of practical use  + Mobile: able to move easily  + Digital: showing information by using figures  + Perfect: being complete  + Great: superior in quality or degree | **WHILE TEACHING**  **Activity 2**   * Work individually first then in pairs to decide whether the tatements are true, false, or not given. * Give the answers. * Check and correct the answers.   **Activity 3**   * Work individually first then in pairs to find the adjectives which describe the devices used as learning tool   **-** Discuss their meaning.   * Give the answers. * Check and correct the answers. |
| **POST TEACHING**  **Activity 4**   * Ask Ss to do the task in pairs. * Asks Ss to give the reasons for their answers. * Expected answer:   1.They are: smart phones, laptops and tablets. 2.They have changed the way we learn.   1. They use them to take photos or record their work, which can be later shared with the class. 2. Because thwy can be used to store information, take notes, write essays and do calculations. 3. He does his asignments and projects, and studies English. | **POST TEACHING**  **Activity 4**   * Work in pairs to do the task. * Give the answer. * Check and correct the answer. |

* Words and phrases related to electronic devices that can help us learn

## 5. Homework:

* Do the task again
* Read Unit 8- Language at home

, ngày 20 tháng 02 năm 2019

## Kí duyệt của NTCM

…………………………………………….

…………………………………………….

## Phan Thị Hiền

## PERIOD 73

**DATE OF PLANNING: 21/ 02/ 2019**

**UNIT 8: NEW WAYS TO LEARN LANGUAGE**

**I, Objectives.**

1. **Knowledge.**

By the end of this unit, Ss can:

To help learners get started with some language items in Unit 8

* For vocabulary, that is words and phrases related to electronic devices that can help us learn
* For pronunciation, that is stress in three - syllable adjective and verbs
* For grammar, that is defining and non-defining relative clauses

## Skills

* To help learners get started with 4 skills in Unit 8
* Reading: Read about new ways to learn English.
* Speaking: Talking about how electronic devices can help us learn
* Listening: Listen to introduction on how to acess and use online English language materials
* Writing: Writing about the advantages of electronic devices as learning tools.

## Educational aims.

* To provide Ss some motivation**. II, Methods.**
* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **VOCABULARY**  Activity 1   * Ask Ss to do the tasks and compare the results with their partner * Provide support if necessary by guiding ss to use the context of the conversation to choose the correct meaning for each phrase * Check answers as a class to make sure Ss have all correct answers. * Expected answers:   1.e 2. D 3. B 4. C 5.a  Activity 2   * Get sst work individually first then in pairs to do the task. * Check answers as a class to make sure Ss have all correct answers. * Expected answers: | **VOCABULARY**  Activity 1  **-** Work individually first then in pairs to do the task.   * Give the answers. * Check and correct the answers.   Activity 2  **-** Work individually first then in pairs to do the task.   * Give the answers. * Check and correct the answers. |

|  |  |
| --- | --- |
| 1.A,B,C, 2. A,C, 3.A,C 4.B 5.B 6.A,B,C |  |
| **PRONUNCIATION**   * Introduce the rules to put stress on three syllable verbs and adjectives. * Get sts to work individually put stress on three syllable verbs and adjectives on page 28, then work in pairs for peer correction. * Play the recording, get sts to listen and pay attention the the stress pattern of the words. * Have sts check themselves whether they put stress correctly or not. * Check the answers with the whole class.   **- Expected answers:**  ‘concentrate ‘similar con’tribute ‘digital Intro’duce ‘excellent ‘recognise Vietna’mese Under’stand ‘personal ‘interest sym’bolic   * Play the recording again, have sts read after the recording in chorus for 2 times. * Call 4 sts at random to read outloud the words. | **PRONUNCIATION**   * Listen to the T * Work individually to practice putting stress on three syllable verbs and adjectives on page 28, then work in pairs for peer correction. * Listen to the recording and pay attention the the stress pattern of the words. * Check themselves whether they put stress correctly or not. * Check the answers with the T. * Listen to the recording again, practice reading in chorus for 2 times. * 4 sts at random read outloud the words. |
| **GRAMMAR**   * Have sts study the explanation “Do you know..?” on page 28. * Give further explaination if necessary. * Get sts to practice the exercises.   **Acitvity 1**   * Get sts to work in pairs to do the task. * Ask some sts at random to give explaination. * Listen to the sts and give comments. * Expected answers:   *1.that 2. which 3. that 4. which 5. whose*  *These words are relative pronouns. They are used in relative clauses to define or identify the nouns preceeeding them /to introduce information about the nouns before them*  *Defining relative clauses: 1,3,5 Non-defining relative clauses: 2,4* **Activity 2**   * Get sts to work in individually to do the task, then work in pairs to compare the answers. * Check the answers with the whole class. * Expected answers: *1.e 2.d .3.a 4.f 5.c 6.b*   **Activity 3**   * Get sts to work in individually to do the task, then work in pairs to compare the answers. * Check the answers with the whole class. * Expected answers:   *1. which/that 2. whose 3. which*  *4. who/that 5. whose 6. Who* | **GRAMMAR**  **-** Listen to the T  - Study the explanation “Do you know..?” on page 28.  **Acitvity 1**  **-** Work in pairs to do the task.   * Give the answers. * Check and correct the answers.   **Activity 2**  **-** Work individually first then in pairs to do the task.   * Give the answers. * Check and correct the answers.   **Activity 3**  **-** Work individually first then in pairs to do the task.   * Give the answers. * Check and correct the answers. |

## Consolidation

* Words and phrases related to electronic devices, stress in three - syllable adjective and verbs defining and non-defining relative clauses

## Homework:

* Do the tasks again

## PERIOD 74

**DATE OF PLANNING: 23/ 02/ 2019**

**UNIT 8: NEW WAYS TO LEARN SKILLS – READING**

**I, Objectives.**

1. **Knowledge.**

* Read for general ideas and specific information about new ways to learn English
* Discuss about the topic
* Answer comprehensive questions

## Skills

* Scanning and skimmimg
* Guessing meanings in contexts.

## Educational aims.

* Students can take full use of electronic devices for their learning.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  **-** Show the sts 2 pictures.  - Ask them to look at the pictures and answer to the two questions:   1. What are the sts doing? 2. What do you think you are going to read about?   *-* Elicit the answers from students.   * Give feedback and lead into the new lesson. * Expected answers:  1. The sts are using smartphones and tablets to studying English in the classroom. 2. Probably, we are going to read about electronic devices helping us learn English. | **WARM UP**   * Look at the 2 pictures introduced by the T. * Discuss the T’s question. * Give the answers. |
| **BEFORE YOU READ**  **Activity 2**   * Have ss match each of the words with its meaning . * Let ss usse a dictionary if necessary . * Go over the answers to make sure they have matched them correctly. * Expected answers:   1. c 2. d 3. a 4. e 5. f 6. B   * Preteach some newwords. | **BEFORE YOU READ**  **Activity 2**  **-** Work individually first then in pairs to do the task.   * Give the answers. * Check and correct the answers. * Practice some new words. |

|  |  |
| --- | --- |
| **WHILE YOU READ**  **Activity 3**   * Ask sts to read the text quickly and find repeated words and their collations. * Explain to the ss that repeated words in a text may imply its main idea or title * Have ss skim the text to choose the best title. * Expected answer: b- New ways to learn English.   **Activity 4**   * Ask ss to scan the text to find the answers to the questions. * Have them highlight the key words in both the questions and the text * Ask Ss to take turns asking and answering in pairs * Check ss’ anwer to make sure they are correct. * Expected answers:  1. We can download them in mobile devices 2. We can see words on the screen and hear them spoken 3. we can choose to practise with native English speakers of different accents and genders. 4. They can use them to record real-life English speechs, lessons, or song of English languagefilms from television or the internet . 5. Because it will make learning English easiser, faster, more effective and more enjoyable. | **WHILE YOU READ**  **Activity 3**  **-** Work individually read the text quickly and find repeated words and their collations.   * Listen to the T * Do the task individually then compare the answer with a partner. * Give the answer. * Check and correct the answer.   **Activity 4**   * Work in pairs scan the text to find the answers. * Take turns asking and answering in pairs. * Give the answer. * Check and correct the answer. |
| **AFTER YOU READ**   * Arrange sts into groups of 4 and let them discuss the question. * Walk around to monitor the class and offer help if necessary. * Give enough time for one or two groups to report the results of their discussion to the class. * Listen to the sts and elicit comments from other sts. * Give final feedback. | **AFTER YOU READ**   * Work in groups of 4, discuss the question. * At random, one or two groups report the results of their discussion to the class. * Other sts from the other groups may give comments. * Listen to the T |

## 4. Consolidation

* Words and phrases related to about new ways to learn English**.**

1. access sth: với đến, truy cập hay sử dụng cái gì

E.g.: - You have to enter a password to access the file.

1. concentrate on sth/doing sth: tập trung vào cái gì, việc gì E.g.: - She couldn’t concentrate on the film
2. take notes of sth: ghi chép/ ghi chú cái gì

E.g.: - The secretary had to take notes of the meeting.

1. take advantage of sth: tận dụng cái gì

E.g.: - The teacher told us to take full advantage of the library to study.

## Homework:

* Do the tasks again
* Learn by heart the new words.

## PERIOD 75

**DATE OF PLANNING: 24/ 02/ 2019**

**WRITTEN TEST CORRECTION**

* 1. **Objective.**
     1. **Knowledge.**

**-** Help sts find out their errors in the test so that they will not make mistakes the next time**.**

## Skills.

* Develop sts’ ability to correct mistakes and errors.

## Educational aims.

* Students have positve attitude towards learning**.**

## Methods.

* Integrated, mainly communicative

## Teaching aids.

* Teacher: tape, board, chalk, textbook, answer key.
* Students: textbook, workbook, pen, pencil….

## Procedures.

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |

1. ***Old lesson checking. (Omitting)***
2. ***New lesson:***

**KEYS TO ANSWER**

**MULTIPLE CHOICE QUESTIONS (32 Questions;8 điểm)**

**Đáp án mã đề: 137**

01. D; 02. A; 03. D; 04. A; 05. B; 06. D; 07. D; 08. D; 09. C; 10. C; 11. B; 12. D; 13. C; 14. C; 15. A;

16. D; 17. D; 18. C; 19. D; 20. B; 21. A; 22. D; 23. C; 24. D; 25. C; 26. D; 27. B; 28. C; 29. A; 30. B;

31. A; 32. A;

## Đáp án mã đề: 171

01. B; 02. A; 03. C; 04. B; 05. A; 06. A; 07. D; 08. B; 09. C; 10. C; 11. D; 12. B; 13. A; 14. C; 15. C;

16. B; 17. C; 18. A; 19. A; 20. A; 21. B; 22. D; 23. D; 24. C; 25. A; 26. D; 27. A; 28. C; 29. D; 30. A;

31. A; 32. D;

## Đáp án mã đề: 205

01. C; 02. A; 03. A; 04. B; 05. D; 06. C; 07. A; 08. B; 09. C; 10. D; 11. A; 12. A; 13. D; 14. D; 15. C;

16. B; 17. C; 18. B; 19. A; 20. A; 21. A; 22. A; 23. A; 24. B; 25. C; 26. B; 27. C; 28. B; 29. D; 30. C;

31. C; 32. C;

## Đáp án mã đề: 239

01. A; 02. D; 03. C; 04. C; 05. D; 06. D; 07. A; 08. A; 09. A; 10. A; 11. D; 12. A; 13. B; 14. A; 15. C;

16. C; 17. A; 18. D; 19. A; 20. B; 21. B; 22. C; 23. B; 24. C; 25. A; 26. A; 27. A; 28. B; 29. A; 30. D;

31. A; 32. B;

## LISTENING

|  |  |
| --- | --- |
| 1. | B |
| 2. | C |
| 3. | C |
| 4. | A |

|  |  |
| --- | --- |
| 5. | B |
| 6. | HALF THE SKY |
| 7. | TO WALK |
| 8. | 9.30 PM |

### Homework:

* Students redo the test and prepare for the next lesson.

## PERIOD 76

**DATE OF PLANNING: 28/ 02/ 2019**

**UNIT 8: NEW WAYS TO LEARN SKILLS – SPEAKING**

**I, Objectives.**

1. **Knowledge.**

* Talk about how electronic devices can help us learn.
* Discuss about the topic

## Skills

* Speaking skills.
* Presentation skill.

## Educational aims.

* Students can take full use of electronic devices for their learning.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Show some pictures of some electronic devices. * Ask sts to name these devices. * Ask whether the sts own any of them and how they use it/ them for their learning. * Lead sts into new lesson. | **WARM UP**   * Look at the T’s pictures. * Work in pairs, name the devices. * At random, answer to the T whether they own any of them and how they use it/ them for their learning. * Listen to the T. |
| **PRE – SPEAKING**  Activity 1   * Write “go digital” on the board, explain the task requirement. * Give ss time to read through the arguments in favor of using electronic devices in learning and match arguments 1-4 with explanation 1-d. * Explain the new words if necessary. * Let them work with a partner if they neeed more help. * Elicit the sts’ answers. * Check and correct the answers. * Expected answers: 1.d 2.b 3.c 4.a   **Activity 2**   * Explain the task requirement. * Ask ss to read the arguments and explanations in part | **PRE – SPEAKING**  Activity 1   * Read through the arguments in favor of using electronic devices in learning and match arguments 1-4 with explanation 1-d * Work with a partner to do the task. * Give the answers. * Check and correct the answers.   **Activity 2**   * Listen to the T. * Read the arguments and explanations in |

|  |  |
| --- | --- |
| 1 again and work in pairs.   * Explain the new words if necessary. * Walk round to monitor and provide help. * Call some pairs at random to act out their discussion. * Give comments. | part 1 again and work in pairs.   * At random, some pairs act out their discussion. * Listen to the T |
| **WHILE SPEAKING**  **Activity 3**   * Explain the task requirement. * Ask ss to model the the sample discussion * Have ss dicuss in pairs * Walk round to monitor and provide help. * Sample dialogue:   Student A : I think electronics make school life easier and more enjoyable.  Student B : Exactly. Students who hate homework can have fun doing it on tablets  Student A :and when they type on tablets they can change or add more things any time they want. | **WHILE SPEAKING**  **Activity 3**   * Listen to the T * Ask sts to work in pairs to do the task. * Some pairs at random present their conversation in class. |
| **POST SPEAKING**  **Activity 4**   * Ask Ss to do the task in groups of 4. * Walk around to offer help if necessary * Have ss report their group’s discussion to the class. * Listen and give feedback | **POST SPEAKING**  **Activity 4**   * Listen to the T * Work in groups of 4 to do the task. * At random, some sts present their group’s discussion to the class. |

## PERIOD 77

**DATE OF PLANNING: 01/ 03/ 2019**

**UNIT 8: NEW WAYS TO LEARN SKILLS – LISTENING**

**I, Objectives.**

1. **Knowledge.**

* Talk about how electronic devices can help us learn.
* Discuss about the topic

## Skills

* Speaking skills.
* Presentation skill.

## Educational aims.

* Students can take full use of electronic devices for their learning.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Write “triple E at the fingertips” on the board and ask ss to guess what it means * Show the picture and ask elicit their answers to the questions in the instruction. * Lead sts into new lesson. | **WARM UP**   * Look at the board. * Work individually and guess the meaning of the phrase: Triple E at the fingers. * Share their ideas with a partner. * Some sts at random, present their ideas. * Listen to the T |
| **BEFORE YOU LISTEN**  **Activity 1**   * Explain the task. * Ask ss to read the statements and guess if they are true or false * Explain if there are any new words . * Give Vietnamese equivalents if necessary. * Play the recordinsg and have ss do the activity * Check the answwers. * Play the recording again if many ss in the class have incorrect answers, pausing at the place where they can get the correct information. * Expected answers: 1. F 2. T 3. T 4. F 5. T | **BEFORE YOU LISTEN**  **Activity 1**  **-** Listen to the T.   * Read the statements and guess if they are true or false * Listen to the recording twice and do the task. * Do the task individually, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers. |
| **WHILE YOU LISTEN**  **Activity 2**  - Ask ss to read the instructions carefully and the | **WHILE YOU LISTEN**  **Activity 2**  **- Work individually,** read the instructions |

|  |  |
| --- | --- |
| sentences 1-5.   * Make sure that they understand the sentences. * Provide help with the new words if necessary * Play the recording twice again for ss to fill in the gaps * Ask ss to work with a partner to compare the answers. * Invite representatives from some pairs to report their answers to the class. * Give feeedback and correct any wrong answers. * Expected answers:  1. easily and efective 2. accesss and take 3. learning vocabulary 4.native speakers 5.chance of seccess | carefully and the sentences 1-5.   * Listen to the recording twice and do the task. * Do the task individually, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers. |
| **AFTER YOU LISTEN**  **Activity 3**   * Have ss work in groups of 3 or 4 and discuss the questions. * Move around the class to control the activity. * Call on some ss at random to present their opinions to the whole class. * Listen to the sts and give final feedback. | **AFTER YOU LISTEN**  **Activity 3**   * Work in groups of 3-4 and discuss the questions. * Some sts, at random, present their opinions to the whole class. |

## PERIOD 78

**DATE OF PLANNING: 02/ 03/ 2019**

**UNIT 8: NEW WAYS TO LEARN SKILLS – WRITING**

**I, Objectives.**

1. **Knowledge.**

* Talk about how electronic devices can help us learn.
* Discuss about the topic

## Skills

* Speaking skills.
* Presentation skill.

## Educational aims.

* Students can take full use of electronic devices for their learning.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Inform ss of the lesson objective: writing a short text with detailed explanations as supporting ideas: * Write the phrase “Using electronic devices” on the board. Focus on the pictures and the instructions * Elicit ss’ ideas about the pictures by asking “Who are these people in the pictures? What are they doing?   What devices are they using? what are they using them for? | **WARM UP**   * Listen to the T. * Do the task as T’s instructions. |
| **PRE – WRITING**  **Activity 1**   * Explain the task. * Give ss time to read the sentences about some advantages and disadvantages of using electronic devices. * Get sts to work individually to do the task, then work in pairs to compare the answers. * Call some sts, at random, to give the answers. * Check and correct the answers. * Expected answers: A: 2,4,6 D:1,3,5   **Activity 2**   * Explain the task. | **PRE – WRITING**  **Activity 1**   * Listen to the T. * Read the sentences about some advantages and disadvantages of using electronic devices. * Work individually to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers.   Activity 2   * Listen to the T. |

|  |  |
| --- | --- |
| * Give ss time to read the text about the advantages of using electronic devices in class. * Get sts to read the text and learn the way of writing about advantages/disadvantages: * Have sts underline words/phrases the writer use to link the ideas:   First of all Second  Last but not least In conclusion   * Elicit their answers about the use of linking words. * Listen to the T and give feedback. | * Work individually to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers. |
| **WHILE WRITING**   * Ask ss to read the sample again. * Tell ss to write a draft first , then write a short text about the advantages of electronic devices in learning. * Ask ss to exchange their writing with a partner for peer comments after having finished their work. * Walk around and offer help if necessary | **WHILE WRITING**   * Read the sample again. * First, work individually to write the draft, then write a short text about the advantages of electronic devices in learning. * Work in pairs for peer correction. |
| **POST WRITING**  - Collect at random some sts’written work to correct in the class.  + The organization.  + The word choices and grammar.  …….  - Give final feedback. | **POST WRITING**   * Pay attention to the T’s corrections. * Take notes the common errors and the T’s corrections. |

## PERIOD 79

**DATE OF PLANNING: 02/ 03/ 2019**

**UNIT 8: NEW WAYS TO LEARN COMMUNICATION AND CULTURES**

**I, Objectives.**

1. **Knowledge.**

* Electronic devices in class – to use or not to use.
* US children learning with electronic devices.

## Skills

* Reading and Speaking skills.
* Group and pair work.

## Educational aims.

* Students are more aware of using electronic devices reasonably.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  - Ask sts some questions.   1. What electronic devices do you have? 2. Do you bring your smartphone to school? 3. Are you allowed to use smartphone at school?  * At random, call some sts to give the answers. * Listen to the sts and give comments. * Lead sts into new lesson. | **WARM UP**   * Listen and answer to the T’s questions individually. * Listen to the T |
| **COMMUNICATION**  **Activity 1**   * Explain to ss that they need to read comments on personal electronic devices and decide on the most reasonable comment * Ask ss to work in pairs, providing reason for their choices. * Encourage ss to express their own opinions.the   **Activity 2**   * Explain the task. * Get sts to work in pairs, read instructions carefully. * At random, invite one pair of students to model the example. | **COMMUNICATION**  **Activity 1**   * Listen tot the T. * Work in pairs, do the task.   **Activity 2**   * Listen to the T. * Read the instruction carefully. * At random, one pair models the example. |

|  |  |
| --- | --- |
| * Ask the pairs to do the same job to make their conversation. * Remind the sts to use their explainations in Act 1. * Go around to observe and give necessary assistance. * At random, invite some pair of students to present their dialogue in class. * Listen to the sts and give comments.   **Activity 3**   * Explain the task. * Get sts to work in groups of 4 and share their own opinions. * Depend on the sts’ levels, ask sts to take notes their group members’opinions and report to the class. * Make comments on sts’ performance during the group discussion and on their reports back to the class. | * Work in pairs, do the task. * Some pairs, at random, present their dialogue in class.   **Activity 3**   * Listen to the T * Work in groups of 4, do the task. * Report the groups’ discussion. |
| **CULTURE**  **Activity 1**   * Have ss read and answer questions in pairs * Check ss’ answers as a class. * Expected answers:  1. They use them to look up and store information 2. About 2 out of 5 have 3. They may help promote listening and speaking abilityp improve their critical thinking, reading, writing, and maths skills   5. They can be great educationl tools, but the wrong use may cause very bad effects  **Activity 2**  - Have ss work in group of 4 or 5, talk about how childen in Vietnam use their electronic devices.  + Possitive side: store information, access to the Internet to make full use of the online materials, do projects or assignments.  + Negative side:access to inappropriate information, chat and cheat in the exams, take embarassing pictures of their friends/ surrounding people, spend most of their time on playing games/ unreal world. | **CULTURE**  **Activity 1**   * Work in pairs, do the task. * Give the answers. * Check the answers.   **Activity 2**   * Work in groups of 4 or 5. * Do as appointed. |

## Consolidation

* Words and phrases related to about new ways to the uses of personal electronic devices**.**

## Homework:

* Do the tasks again
* Learn by heart the new words.
* Prepare Unit 8- Looking back and project at home.

+ Put sts in 4 groups to prapare for the presentation on the topic Personal electronic devices in class- to use or not to use.(2 groups For and the 2 others Against)

## PERIOD 80

**DATE OF PLANNING: 10/ 03/ 2019**

**UNIT 8: NEW WAYS TO LEARN LOOKING BACK AND PROJECT**

**I, Objectives.**

1. **Knowledge.**

By the end of this unit, Ss can revise:

* For vocabulary, that is words and phrases related to electronic devices that can help us learn
* For pronunciation, that is stress in three - syllable adjective and verbs
* For grammar, that is defining and non-defining relative clauses

## Skills

* Integrated skills, mainly reading skills and presentation skill.

## Educational aims.

* To provide Ss some motivation**. II, Methods.**
* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A7* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **PRONUNCIATION**  **1. Listen and repeat**   * Play the recording and let Ss listen * Play it again with pauses for them to repeat each word * Expected answers:   Adjective, electric, effective, wonderful, convenient Similar  Graduate, develop, contibue, consider, dedicate, recommend  **2. Listen to the sentences and practise saying them loudly.**   * Ask Ss to read the word in rows paying attention to the difference between the sound clusters * Play the recording and let Ss listen to the sentences and circle the word they hear. | **PRONUNCIATION**  **1. Listen and repeat**   * Listen to the recording. * Listen and repeat.   **2. Listen to the sentences and practise saying them loudly.**  - Read word in rows paying attention to the difference between the sound clusters  **-** Listen to the sentences and circle the word they hear |
| **VOCABULARY**  **Activity 1** | **VOCABULARY**  **Activity 1** |

|  |  |
| --- | --- |
| * Ask Ss to work in pair ,read the sentences again and do the task * Encourage Ss to exchange their answers with a partner to see if they understand the contexts ang mening of each sentence. * Asks Ss to give the reasons for their answers. * Expected answer:   1.d 2.e 3.b 4.c 5.f 6. a  **Activity 2**   * Ask sts to work in pairs to do the task. * Elicit the answers from the sts. * Check and correct the answers. * Expected answers:  1. We can easily download them into our personal electronic device we carry with us everywhere 2. Because learning new vocabulary by translating slows down the learning process 3. we need to think how to use them effectively | **-** Firstly**,** work individually first to do the tasks then work in pairs to compare the results with their partner.   * Give the answer. * Check and correct the answer.   **Activity 2**  **-** Work in pairs to do the task.   * Give the answer. * Check and correct the answer. |
| **GRAMMAR**  **Activity 1**   * Give time for the students to do the task individually. * Have them check in pairs, then with the whole class to make sure they all have correct answers. * Expected answers:   1. which/that 2.who  3.which 4.whose  5.who/that 6. whose  **Activity 2**   * Ask students to do this activity orally first, and then write down their answers. * Expected answers:  1. Shakespears, whose birthplace was…., was a … 2. His grand mother,who was …., had a….. 3. Tom has…books which are all in … 4. Lan…physics which I don’t like. 5. I will….teacher who taught ….write. 6. The girl whose electronic ..down looked very upset. | **GRAMMAR**  **Activity 1**   * Work individually first to do the task then work in pairs to give the answers. * Give the answers. * Check and correct the answers.   **Activity 2**   * Work individually first to do the task then work in pairs to give the answers. * Give the answers. * Check and correct the answers. |
| **PROJECT**   * Invite the representatives of the 4 groups to present their ideas. * Elicit comments from sts. * Give final feedback. | **PROJECT**  - 4 representatives of the 4 groups do their presentation on the given topic. |

* Words and phrases related to about using personal electronic devices in class**.**
* For pronunciation, that is stress in three - syllable adjective and verbs
* For grammar, that is defining and non-defining relative clauses

## 5. Homework:

* Do the tasks again
* Learn by heart the new words.
* Prepare Review 3-Lesson 1 at home.

## PERIOD 81

**DATE OF PLANNING: 11/ 03/ 2019**

**REVIEW 3 ( UNIT 6-7-8)**

**LESSON 1**

**I, Objectives.**

1. **Knowledge.**

* To help students revise what they have learned in unit 1, 2, 3
* To give them a chance to practice

## Skills

* To promote Ss to develop their communication skills and cultural understanding
* To help Ss develop the skill of working in pairs and groups

## Educational aims.

* To encourage Ss to work harder
* To provide Ss some motivation

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A4* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 32* |
| *10A7* | *……/ ……/ 2019* | *……/ 40* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking(Omitted)*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ACTIVITIES** |
| **LANGUAGE**  **Vocabulary Activity 1**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   1. pay 2. Discrimination 3. Right  4. gender 5. inequality  **Activity 2**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   1. electronic 2. player  3. TV shows 4. tablet 5. software  **Pronunciation** | **LANGUAGE**  **Vocabulary Activity 1**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers.   **ctivity 2**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers.   **Pronunciation** |

|  |  |
| --- | --- |
| * Play the recording and let Ss write down the words that they hear. * Ask sts to write down the words on the board. * Check and correct.   + 1st syllable: Actor, lovely, artist, famous.  + 2nd syllable: relax, forget, enjoy, remove.  + 1st syllable: indicate, organise, modernise, difficult | * Listen to the recording, and write down the words that they hear. * Ask sts to read aloud the words. |
| **GRAMMAR**  **Activity 1**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.  1. This door must be kept shut. 2. Refreshment will be served. 3. Bicycles must not be left in the hall. 4. Milk should be shaken before it is used. 5. Books must be kept for 2 weeks.   **Activity 2**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   1. More simple ( simpler) than   2. The oldest   3. More important than   4. The most beautiful   5. Healthier ( or more healthy ), more peaceful   **Activity 3**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.  1. Tom works for a company which makes…. 2. Linda told me her e-mail address, which I wrote…. 3. I do not like people who are never on time. 4. What was the name of the girl whose mobile phone was stolen. 5. Mr Brown, who has worked for the same.., is retiring… | **GRAMMAR**  **Activity 1**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers.   **Activity 2**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers.   **Activity 3**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers. |

## Consolidation

* Revise what Ss have learnt in unit 6, 7, 8

## Homework

* Redo activities at home and prepare for the rest of the Review.

## PERIOD 82

**DATE OF PLANNING: 12/ 03/ 2019**

**REVIEW 3 ( UNIT 6-7-8)**

**LESSON 2**

**I, Objectives.**

1. **Knowledge.**

* To help students revise what they have learned in unit 1, 2, 3
* To give them a chance to practice

## Skills

* To promote Ss to develop their communication skills and cultural understanding
* To help Ss develop the skill of working in pairs and groups

## Educational aims.

* To encourage Ss to work harder
* To provide Ss some motivation

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A4* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 32* |
| *10A7* | *……/ ……/ 2019* | *……/ 40* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking(Omitted)*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ACTIVITIES** |
| **SKILLS**  **Reading**   * Ask sts to do the activities 1 and 2 individually first, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   1b: 1. D 2. C 3. B 4. A  2:   1. It helps sts learn Engish in a more stimulating way. 2. Because it can engage sts and provide them with interactive oppotunities. 3. Because with it teachers can make grammar and vocabulary presentations and save them for using again. 4. They can down loas gap-fill exrcises, multiple choice quizzes or games. 5. They can drag and drop their answers into the gaps with their fingers.   **Speaking**  - Get sts to work in groups of 4, take turns asking and answering questions about different customs in 4 | **SKILLS**  **Reading**  **-** Firstly, work individually first to do the task, then work in pairs to compare the answers.   * Give the answers. * Check and correct the answers.   **Speaking**   * Work in groups of 4, take turns asking and answering questions about different customs in 4 countries. |

countries.

* + After about 5 minutes, ask groups to choose one representatives to report the interview result to the class.
  + Ask other students to give the comments and decide which sts has the best answers.

## Listening

* + Tell sts that they are going to listen to a text about how people greet each other.
  + Explain the task requirement.
  + Play the recording 2 times for sts to listen and do the task.
  + Get sts to work in pairs to do the listening task.
  + Ask sts to give the answers.
  + Play the recording again and pause at the answers for the sts to check whether their answers are correct or not.
  + Give the correct answers. 1. F 2. T 3. F 4. T 6. F

## Writing

* + Explain the task.
  + Ask sts to use the given information on page 37.
  + Give some more instructions.

+ compare and contrast

+ while, whereas, contrary to….

* + Get sts to work individually to do their writing task.
  + Ask sts to work in pairs for peer correction after finishing their own writing.
  + Select one st’s wrting for model correction.
  + Give feedback.

## Consolidation

* Revise what Ss have learnt in unit 6, 7, 8.

## Homework

* Choose choose one representatives to report the interview result to the class.
* Others give the comments and decide which sts has the best answers.

## Listening

* Listen to the T
* Listen to the recording and do the task
* Give the answers
* Check and correct the answers

## Writing

* Listen to the T
* Work individually to do their writing task
* Work in pairs for peer correction after finishing their own writing.
* Pay attention to the T’s model correction.
* Redo activities at home and prepare for Unit 9 – Getting started.

, ngày 13 tháng 03 năm 2019

## Kí duyệt của NTCM

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## Phan Thị Hiền

**PERIOD 83**

**DATE OF PLANNING: 14/ 03/ 2019/ 03/ 2019**

**UNIT 9: PRESERVING THE ENVIROMENT GETTING STARTED**

**I, Objectives.**

1. **Knowledge.**

* To help learners get started with some language items in Unit 9
* For vocabulary, that is words and phrases related to environmental impacts that can help us learn
* For pronunciation, that is stress in three – syllable nouns
* For grammar, that is reported speech

## Skills

* To help learners get started with 4 skills in Unit 9
* Reading: Read for general ideas and specific information about threats to the natural environment.
* Speaking: Talking about the environmental impacts of human activities.
* Listening: Listening for gist and specific information in a student’s talk on environmental impacts.
* Writing: Writing about environmental problems and giving some practical advice on how to preserve the environment.

## Educational aims.

* To provide Ss some motivation**. II, Methods.**
* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A7* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  **+ *Network..***  ***-*** Ask sts to work in groups of 3 or 4.   * Ask sts to give a list of the animals which are in danger of extinction. * After 3 minutes, the group which has the longest list will be the winner.   -Lead into the lesson.  + Ask ss some questions related to environment:  *“ What will happen if our environment destroyed?”*  + Inform the class of the lesson objectives: getting to know the topic *preserving the environment*. | **WARM UP**   * Work in groups of 3 or 4. * List the animals which are in danger of extinction. * Give the answers. * Listen to the T. |
| **ACTIVITY 1**  **-** Tell the class that they are going to listen to a conversation between Nam and his father.  -Ask Ss to predict what they are going to talk about. | **ACTIVITY 1**   * Listen to the T * Give predicion. |

|  |  |
| --- | --- |
| -Playing the recording for Ss to listen and read the conversation at the same time.  -Remind Ss not to worry about the unknown words or grammar points, but try to work out the general idea of the conversation. | - Listen to the recording and read the conversation quitely. |
| **ACTIVITY 2**   * Ask sts to work individually first to see the pictures and words then in pairs to label the photos. * Allow two minutes for the pairs to look up the words and phrases in a dictionary to confirm their meaning. * Check ss’ answers as a class and give explanations if necessary. * Have sts note down the words in their notebooks. * Expected answers:   a, greenhouse effect d, polar ice melting  b, pollution e, fossil fuels. c, deforestation | **ACTIVITY 2**  **-** Work individually first to see the pictures and words then in pairs to label the photos.   * Look up the words and phrases in a dictionary to confirm their meaning. * Gve the answers. * Check and correct the answers. * Note down the words in their notebooks. |
| **ACTIVITY 3**   * Ask sts to work individually to check the information, underline the key words in the questions, and use them to scan for the relevant information in the conversation. * Get sts to work in pairs to compare the answers. * Invite 3 sts, at random, to go to the board to write down the answers. * Check and correct the answers with the whole class. * Expected answers:  1. He is writing a letter for the school newsletter. 2. The editor asked nam to write some practical advice on enviromental preservation. 3. It means the negative influence or effect on the enviroment. 4. Because he thinks if we can see the impacts on natural enviroment, we will know how to protect it. 5. They are deforestation, pollution, global warming, fuel depletion, polar ice melting and the rise of sea levels. 6. It depends on sts. | **ACTIVITY 3**   * Work individually to check the information, underline the key words in the questions, and use them to scan for the relevant information in the conversation. * Work in pairs to compare the answers. * Gve the answers. * Check and correct the answers. * Note down the words in their notebooks. |

## PERIOD 84

**DATE OF PLANNING: 17/ 03/ 2019**

**UNIT 9: PRESERVING THE ENVIROMENT LANGUAGE**

**I, Objectives.**

1. **Knowledge.**

* For vocabulary, that is words and phrases related to enviromental impacts and preservation.
* For pronunciation, that is stress in three syllable nouns.
* For grammar, that is reported speech.

## Skills

* Integrated and communicatice skills.

## Educational aims.

* Students understand more the importance of preserving the enviroment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  **-** Ask students to list out the factors that pollute the envoroment.  *-* Let students work in pairs  - Ask students questions | **WARM UP**   * Work in pairs. * Discuss the T’s question. * Give the answers. |
| **VOCABULARY**  **Activity 1**   * Ask Ss to work individually first to do the tasks then work in pairs to compare the results with their partner. * Asks Ss to give the reasons for their answers. * Expected answer:  1. preserve 5. Greenhouse effect 2. deforestation 6. Global warming 3. fossil fuels 7. depletion 4. pollute 8. damage   **Activity 2**   * Ask Ss to work in pair ,read the sentences again and do the task * Encourage Ss to exchange their answers with a partner to see if they understand the contexts an and the meaning of each sentence. * Asks Ss to give the reasons for their answers. | **VOCABULARY**  **Activity 1**  **-** Firstly**,** work individually first to do the tasks then work in pairs to compare the results with their partner.   * Give the answer. * Check and correct the answer.   **Activity 2**  **-** Firstly**,** work individually first to do the tasks then work in pairs to compare the results with their partner.   * Give the answer. * Check and correct the answer. |

|  |  |
| --- | --- |
| - Expected answer:  1.protect 2. preservation 3. contaminate  4. consumption 5.deforest 6.pollute 7.deplete  **Activity 3**   * Ask Ss to work individually first to do the tasks then work in pairs to compare the results with their partner. * Asks Ss to give the reasons for their answers. * Expected answer:  1. consumption 5. polluted 2. consume 6. pollution 3. preserve 7. contamination 4. preservation 8. contaminate | **Activity 3**   * Ask Ss to work individually first to do the tasks then work in pairs to compare the results with their partner. * Asks Ss to give the reasons for their answers. * Expected answer: |
| **PRONUNCIATION**  **1. Listen and repeat**   * Play the recording and let Ss listen * Play it again with pauses for them to repeat each word   **2. Listen to the sentences and practise saying them loudly.**   * Ask Ss to read the word in rows paying attention to the difference between the sound clusters * Play the recording and let Ss listen to the sentences and circle the word they hear. | **PRONUNCIATION**  **1. Listen and repeat**   * Listen to the recording. * Listen and repeat.   **2. Listen to the sentences and practise saying them loudly.**  - Read word in rows paying attention to the difference between the sound clusters  **-** Listen to the sentences and circle the word they hear |
| **GRAMMAR**  **Activity 1**   * Ask Ss to read through the six statements. * Let sts go back to the Getting started to check the information. * Have sts compare the answers with their partner. * Check and correct the answers orally with some sts at random. * Expected answers:   Nam: 1,3,5 The editor:2 Nam’s father: 4,6   * Explain the grammar point; Reported speech   + The opening(‘) and closing (‘) quotation marks are needed for writing reported speech.  + Verbs in reported speech usually go back one tense, and impertaive verbs change to infinitive.  + Say/ Tell can be used in reported speech, Say does not need an object, but Tell does.  **Activity 2**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   Ask them to give clues for their answers  1. Nam said that pollution was one of the problems in his neighborhood. | **GRAMMAR**  **Activity 1**   * Work individually, read through the 6 statements. * Go back to the Getting started to check the information. * Compare the answers with their partner. * Check and correct the answers orally with the T. * Listen to the T. * Take notes.   **Activity 2**   * Listen to the T’s explaination. * Work individually first to do the task then work in pairs to compare the answers. * Give the answer. * Check and correct the answer. |

## Consolidation

* Words and phrases related to enviromental impacts and preservation, stress in three syllable nouns and reported speech.

## Homework:

* Do the task again
* Read Unit 9 – Reading at home

## PERIOD 85

**DATE OF PLANNING: 18/ 03/ 2019**

**UNIT 9: PRESERVING THE ENVIROMENT SKILLS – READING**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, sts will be able to:

* Identify different types of pollution.
* Understand the causes and negative effects of pollution on our enviroment and health.

## Skills

* Integrated especially reading skills.

## Educational aims.

* Students understand more the importance of preserving the enviroment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  **-** Ask sts to name the types of pollutions that they know, encourage them to present the causes of the pollutions.   * Call some sts, at random, to give the ideas. * Listen to the sts. * Give feedback. * Lead sts into new lesson. | **WARM UP**   * Work individually. * List the types of pollution that they know. * Present the causes of the pollutions if possible. * Listen to the T |
| **BEFORE YOU READ**  **Activity 1**   * Show some pictures on the board/ the screen. * Get sts to work in pairs and describe the pictures. * Give suggesting questions:  1. What can you see in each picture? 2. What is the enviromental impact in each photo?  * Elicit the answers from the sts and put them on the board/ screen. * Give feedback. * Suggeted answers:   a. noise pollution b. water pollution  c. air pollution d. soil pollution | **BEFORE YOU READ**  **Activity 1**   * Look at some pictures on the board/ the screen. * Work in pairs and describe the pictures. * Give the answers. * Check and correct the answers. |

|  |  |
| --- | --- |
| **WHILE YOU READ**  **Activity 2**   * Ask sts to read the text quickly and find repeated words and their collocations * Explain to the sts that repeated words in a text may imply its main idea or title * Have sts skim the text to choose the best title. * Have sts work individually first to do the task, then work in pairs to gie the answer. * Suggested answer: c   **Activity 3**   * Have sts match each of the highlighted words with the correct definition, ask them to work individually first , then check with a partner. * Let ss use a dictionary if necessary. Go over the answers to make sure they have matched them correctly. * Suggested answers: 1.ecosystem /’I:kəʊsistəm/ 2.pesticides //   3.inorganic /inɔ:’gǣnik/: vo co 4.vegetation /vedƷə’teiʃn/: thuc vat 5.fertilizer /fɜ:təlaizə/  6.pollutants  **Activity 4**   * Ask ss to scan the text and read the instructions carefully. * Have them highlight the key words in both the sentences provided and the text. * Encourage ss to underline the parts of the reading text relevant to the statements. * Check ss’ anwer to make sure they are correct. * Suggested answers:  1. F (Environmental pollution is one of the impacts of human activities) 2. F (the greenhouse……….air pollution) 3. T 4. T 5. T 6. T | **WHILE YOU READ**  **Activity 2**   * Listen to the T. * Work individually first to do the task, then work in pairs to gie the answer. * Give the answers. * Check and correct the answers.   **Activity 3**   * Listen to the T. * Work individually first to do the task, then work in pairs to gie the answer. * Give the answers. * Check and correct the answers.   **Activity 4**   * Listen to the T. * Work individually first to do the task, then work in pairs to gie the answer. * Give the answers. * Check and correct the answers. |
| **AFTER YOU READ**  **Activity 5**  - Have sts discuss in group of 3 or 4. Ask them some guiding questions before their discussion:  1*. What type of pollution is there in your neighborhood?*   1. *What are the causes and effects?* 2. *How can you help reduce this type of pollution?*   - Let sts discuss the questions freely | **AFTER YOU READ**  **Activity 5**   * Work in groups of 3-4. * Discuss the questions. |

## Consolidation

* Words and phrases related to enviromental impacts and preservation.
* Identify different types of pollution.
* Understand the causes and negative effects of pollution on our enviroment and health.

## Homework:

* Do the task again
* Read Unit 9 – Speaking at home.

, ngày 20 tháng 03 năm 2019

## Kí duyệt của NTCM

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## Phan Thị Hiền

**PERIOD 86**

**DATE OF PLANNING: 21/ 03/ 2019**

**UNIT 9: PRESERVING THE ENVIROMENT SKILLS – SPEAKING**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, sts will be able to:

* Talk about different types of pollution.
* Understand and talk the causes and negative effects of pollution on our enviroment and health.

## Skills

* Integrated especially speaking skills.

## Educational aims.

* Students understand more the importance of preserving the enviroment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  - Write down the sources of fuels you know  - Offer to help and check  ***The questions***   1. *Which source of energy is the most popular in our country?* 2. *Is it limited or unlimited? What should we do to be sure that we can continue to use it in the future?*  * Elicit the sts’answers. * Give feedback. * Lead into new lesson. | **WARM UP**   * Answer to the T’s question.   + Possible answers: petrol, oil, coal, natural gas.   * Give the answers. * Listen to the T |
| **PRE-SPEAKING**  **Activity 1**  -Introduce the topic by asking such questions as: 1, *What are the types of environmental pollution caused by human activities?*  *2, Can you label the photos with specific types of pollution*?   * Elicit the sts’answers. * Give feedback.   **-** Expected answers:  a. Soil pollution | **PRE-SPEAKING**  **Activity 1**   * Listen to the T. * Give the answers. * Check and correct the answers. |

|  |  |
| --- | --- |
| 1. water pollution 2. air pollution 3. noise pollution   **Activity 2**   * Focus Ss’ attention on the instruction and the table. * Ask them to work individually and read the text carefully before they complete the table. * Remind them to refer back to the reading text to get the necessary information. * Let them work with a partner if they need more help * Elicit the sts’answers. * Give feedback.   **-** Expected answers:  **Types of pollution consequence**  Soil pollution Contaminated vegetation and the decrease of soil fertility leading to the negative utilization of land  Noise pollution Human psychological and  health problems such as stress, the increase of heart rate and hearing damage. | **Activity 2**   * Listen to the T * Work individually and read the text carefully before they complete the table. * Give the answers. * Check and correct the answers. |
| **WHILE SPEAKING**   * Get sts to work in pairs and use the information in the table to talk about different types of pollution.   *Example: Air pollution results from fossil fuel burning by motor vehicles, factories, aircraffs and rockets. Air pollution can lead to a series of environmental problems…..*   * Go around the class to observe and control the activities. | **WHILE SPEAKING**  - Work in pairs, take turns talking about different types of pollution. |
| **POST SPEAKING**  **Activity 3**   * Have sts continue working in pairs, making conversation basing the information they talked in While speaking. * Give enough time for Ss to read the conversation individually. * Check comprehension as a class. * Have ss practice the conversation in pairs * Walk round to monitor and provide help. * Select some pairs to role-play the conversation in front of the class. | **POST SPEAKING**  **Activity 3**   * Work in pairs, making conversation basing the information they talked in While speaking. * Some pairs present in front of the class |

## Consolidation

* + Words and phrases related to enviromental impacts and preservation.
  + Identify different types of pollution.
  + Understand the causes and negative effects of pollution on our enviroment and health.

## Homework:

* + Do the task again
  + Read Unit 9 – Listening at home.

## PERIOD 87

**DATE OF PLANNING: 22/ 03/ 2019**

**UNIT 9: PRESERVING THE EMVIRONMENT SKILLS – LISTENING**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, sts will be able to:

* Talk about different types of pollution.
* Understand and talk the causes and negative effects of pollution on our enviroment and health.

## Skills

* Integrated especially speaking skills.

## Educational aims.

* Students understand more the importance of preserving the enviroment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  - Have sts listen to a song and answer the question “: What have human beings done to the environment?”   * Expected answer: We, human beings, have been destroying the environment. * Show a picture and ask sts what the people are doing. * Expected answer: They are planting trees * Lead into new lesson. | **WARM UP**   * Answer to the T’s question. * Give the answers. * Listen to the T |
| **BEFORE YOU LISTEN**  **Activity 1**   * Ask ss to read the instructions and the titles. * Ensure that they understand the task and vocabulary. * Explain if there are any new words. Give Vietnamese equivalents if necessary. * Play the recordings and have ss do the activity * Check the answers. * Play the recording again if many ss in the class have incorrect answers, pausing at the place where they can get the correct information. * Expected answers: C   + degraded + aquatic | **BEFORE YOU LISTEN**  **Activity 1**   * Read the instructions and the titles * Listen to the T * Listen to the recording and do the task individually first, then compare the answer with a partner. * Give the answers. * Check and correct the answer. |

|  |  |
| --- | --- |
| + resulted + awareness  + sewage |  |
| **WHILE YOU LISTEN**  **Activity 2**   * Ask ss to read the words and instructions carefully individually. * Ensure that they understand the task and vocabulary * Play the recording once or twice again for ss to do the task. * Ask ss to work with a partner about two minutes to discuss the meaning of the words. * Check answers as a class. * Expected answers:   + degraded + aquatic  + resulted + awareness  + sewage  **Activity 3**   * Ask ss to read the instructions carefully and the sentences 1-6. * Make sure that they understand the sentences. * Provide help with the new words if necessary * Play the recording once or twice again for ss to fill in the gaps * Ask ss to work with a partner to compare the answers. * Invite representatives from some pairs to report their answers to the class. * Give feedback and correct any wrong answers. * Expected answers:   *1.affected 2.global warming*   1. *ecosystem* 2. *health problem* 3. *control* 4. *friendly materials* | **WHILE YOU LISTEN**  **Activity 2**  **-** Read the words and instructions carefully individually.   * Listen to the recording and do the task individually first, then compare the answer with a partner. * Give the answers. * Check and correct the answer.   **Activity 3**  **-** Read the instructions carefully and the sentences 1-6.   * Listen to the recording and do the task individually first, then compare the answer with a partner. * Give the answers. * Check and correct the answer. |
| **AFTER YOU LISTEN**  **Activity 4**   * Have ss work in 4 groups discuss the questions * Call on some ss at random to present their opinions to the whole class. * Play the recording again, pausing at times. Tell Ss to note down the answers during the pauses. * Check the answer as a class. * Expected answers:  1. The natural world in which people, animals and plants live. 2. The burning of fossil fuels by factories and motor vehicles. 3. The use of harmful chemicals in agriculture. 4. The extinction of rare animals and extreme floods and land erosion. 5. We should dump harmful rubbish and chemicals at appropriate places. 6. We should replace deforestation with forestation. | **AFTER YOU LISTEN**  **Activity 4**  **-** Work in 4 groups discuss the questions   * At random, give the answers. * Check and correct the answer. |

## Consolidation

* Words and phrases related to enviromental impacts and preservation.
* Identify different types of pollution.
* Understand the causes and negative effects of pollution on our enviroment and health.

## Homework:

* Do the task again
* Read Unit 9 – Writing at home.

## PERIOD 88

**DATE OF PLANNING: 23/ 03/ 2019**

**UNIT 9: PRESERVING THE ENVIRONMENT SKILLS – WRITING**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, sts will be able to:

* Talk about different types of pollution.
* Understand and the causes and negative effects of pollution on our enviroment and health and suggest some measures to preserve the environment.

## Skills

* Integrated especially writing skills.

## Educational aims.

* Students understand more the importance of preserving the enviroment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  - Show a picture and ask sts some questions:   1. What do you see in the picture? 2. What does the text in the picture mean? 3. Do you turn off the tap while you are brushing your teeth?   - Lead into new lesson. | **WARM UP**   * Answer to the T’s question. * Give the answers. * Listen to the T |
| **PRE – WRITING**  **Activity 1**   * Give ss time to read the instructions and the text. * Remind them to underline key words and phrases. * Check comprehension. * Give vocabulary explanations if necessary. * Ask ss to compare the answers with a partner first then ask some ss to read out loud their answers to check as a class. * Expected answers:   1.d 2.c 3.b 4.a  **Activity 2**   * Give ss time to read the information and do the | **PRE – WRITING**  **Activity 1**   * Read the instructions and the text. * Give the answers. * Check and correct the answers.   **Activity 1**   * Read the instructions and the task. |

|  |  |
| --- | --- |
| matching individually.   * Ask ss to compare the answers with a partner first then ask some ss to read out loud their answers to check as a class * Expected answers:   1.D 2. C 3. B 4. A   * Help sst to review the organization of a paragraph and connectors use to connect the ideas. | * Give the answers. * Check and correct the answers. * Recall the organization of a paragraph and connectors use to connect the ideas. |
| **WHILE YOU WRITE**  **Activity 3**   * Give ss time to read the instructions and the structure of the model to make sure Ss can use it. * Ask Ss to work in groups of 3 or 4 to select one of the natural resources and discuss the information in the table. * Encourage the groups to write complete sentences using the information provided. * Go round and offer help with any vocabulary or grammar question. * Ask ss to exchange their writing with a partner for peer comments * Walk around and offer help if necessary | **WHILE YOU WRITE**  **Activity 3**  **-** Read the instructions and the structure of the model.  - Work in groups of 3 or 4 to select one of the natural resources and discuss the information in the table.  **-** write complete sentences using the information provided.  - Exchange their writing with a partner for peer comments |
| **AFTER YOU WRITE**  **-** Select one st’s writing to make model correction in class. | **AFTER YOU WRITE**  - Pay attention to the T’s correction. |

## PERIOD 89

**DATE OF PLANNING: 28/03/ 2019**

**UNIT 9: PRSERVING THE ENVIRONMENT COMMUNICATION AND CULTURE**

**I, Objectives. 1**

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Ask sts to label the pictures shown on the board. * Invite sts to give the answers. * Listen to the sts and give correction if needed. * Lead sts into new lesson. | **WARM UP**   * Work individually, look at the pictures, then label them. * Give the answers. |
| **COMMUNICATION**  **Activity 1: discussion**   * Focus Ss’attention on the instructions and the photos. * Check comprehension. * Ask ss to describe how the action will affect the environment in each photo. * Put the information in two columns on the board. * Check ss’ answers as a class * Expected answers:   **Photo a**: A man is spraying pesticides. This can cause soil pollution.  **Photo b**: Forest trees were cut down. This is deforestation and it will result in climate change, global warming, extreme floods and erosion. | **COMMUNICATION**  **Activity 1: discussion**   * Listen to the T * Look at the pictures then describe those pictures. * Give the answers. * Check and corect the answers. |

|  |  |
| --- | --- |
| **Activity 2:**   * Tell Ss that they are going to listen to two speakers talking about one of the photos in activity 1. * Focus Ss’attention on the instructions and the questions. * Have them underline the key words in the questions. * Check comprehension. * Play the recording twice, pausing before the second listening for ss to note down the answers. * Check the answers as a class. * Expected answers:  1. photo b 2. deforestation 3. Climate change, global warming and extreme floods. 4. Control deforestation and have proper forestation plans.   **Activity 3**   * Have ss read the instructions carefully. * Ask ss to work in groups of 3 or 4, share their opinions * Ask ss to take notes of their group members’ opinions and report to the class * Make comments on ss’ performance during the group discussion and on their reports back to * Call on representatives of different groups to report their ideas to the class. * Listen to the sts ang give feedback. | **Activity 2:**   * Listen to the T * Underline the key words individually. * listen to the recording twice to do the task individually. * Check the answers in pairs. * Gve the answers. * Check and correct.   **Activity 3**   * Listen to the T * Work in groups of 3-4, share their opinions. * Take notes of their group members’ opinions. * Representatives of some groups report the groups’ discussion |
| **CULTURE**  **Activity 1**  **-** Have Ss make predictions individually.   * Check as a class * Expected answers:   + a panda  + It comes from China  + WWF is for World Wide Fund for nature (Formerly World Wildlife Fund)  **Activity 2**  **-** Have ss read and answer questions in pairs   * Check ss’ answers as a class * Expected answers: 1.in 1961   2.A none-government organization   1. Because it was the only giant panda, an endangered species, in the Western world at the same time as the organization is established. 2. “stop the degradation of the planet’s natural environment and build a future in which humans live in harmony with nature, by:  * conserving the world biological diversity * ensuring that the use of renewable natural resources is sustainable. * promoting the reduction of pollution and wasteful | **CULTURE**  **Activity 1**   * Do as appointed * Answer the questions:   **Activity 2**   * Do as appointed * Answer the questions: |

## Consolidation

* Words and phrases related to enviromental impacts and preservation.
* Identify different types of pollution.
* Understand the causes and negative effects of pollution on our enviroment and health.

## Homework:

* Do the task again.
* Read Unit 9 – Looking back and project at home.
* Divide class into 4 groups and ask each group to prepare their presentaion about the environmental problems facing their the area in which their school is located.

+ Choose on type of pollution, causes and effects

+ Find some pictures/ photos to illustrate the problem.

+ Give some measures or suggestions to solve the problem.

## PERIOD 90

**DATE OF PLANNING: 29/03/ 2019**

**UNIT 9: PRSERVING THE ENVIRONMENT LOOKING BACK AND PROJECT**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson sts can revise:

* Stress in three syllble nouns.
* Reported speech.
* Words and phrases related to environmental impacts and preservation.

## Skills

* Reading and Speaking skills.
* Group and pair work.

## Educational aims.

* Students are more aware of the importance of preserving the environment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Ask sts to label the pictures shown on the board. * Invite sts to give the answers. * Listen to the sts and give correction if needed. * Lead sts into new lesson. | **WARM UP**   * Work individually, look at the pictures, then label them. * Give the answers. |
| **PRONUNCIATION**  **Activity 1**   * Ask ss to listen and reapeat   **Activity 2**   * Help ss review stress patterns of three-syllable nouns * Play the recording again, ask ss to listen and underline stress syllables * Check ss’ answers * Suggested answers:  1. po’llution 6. A’wareness 2. e’rosion 7. ‘poverty 3. .’energy 8. De’pletion 4. .’animal 9. So’lution   5.con’sumption 10. Pro’tection | **PRONUNCIATION**  **Activity 1**  - Listen and reapeat  **Activity 2**  **-** Review stress patterns of three-syllable nouns.   * Listen again and underline stress syllables. * Give the answers. * Check and correct. |

|  |  |
| --- | --- |
| **VOCABULARY**  **Vocabulary Activity 1**  **-** Have Ss read the instructions and the words in the box.   * Tell them that these words are nouns or verbs. * Encourage Ss to re-read Do you know…? On page 40 to help them identify the class of the words * Check answers as a class. * Expected answers:   **Verbs**: preserve, protect, consume, emit, deplete, erode  **Nouns**: animal, disposal, threat, energy…..  **Activity 2**  **-** Ask ss to work individually to do the task, then compare the answers in pairs.   * Check ss’ answers. * Expected answers: 1.preserve 2.pollution 3.awareness 4.protect 5.consumption | **VOCABULARY**  **Vocabulary Activity 1**   * Listen to the T. * Work individually to do the task, then compare the answers in pairs. * Give the answers. * Check and correct.   **Activity 2**   * Listen to the T. * Work individually to do the task, then compare the answers in pairs. * Give the answers. * Check and correct. |
| **GRAMMAR**  **Activity 1**  **-** Set ss a time limit and get ss to do the activity individually   * Call on some ss to tell their answers * Check ss’ answers. * Expected answers:   “All rubbish is killing fish and other sea creatures” “We can clean the beach together”  “I will ask our friends and neighbors to come and help us”  “I’m so happy to hear that, children” “Protect yourselves from germs” **Activity 2:**  **-** Set ss a time limit and get ss to do the activity individually   * Call on some ss to write the answers on the board * Correct the mistakes * Expected answers:  1. Mr. Jones was very sad and said that all that rubbish was killing fish and other sea creatures. 2. Nick said that they could clean the beach together. 3. Mary told them she would ask their friends and neighbors to come and help them. 4. Mr. Jones told his children he was so happy to hear that. 5. Mr. Jones gave the people gloves and told them to protect themselves from germs. | **GRAMMAR**  **Activity 1**   * Listen to the T. * Work individually to do the task, then compare the answers in pairs. * Give the answers. * Check and correct.   **Activity 2**   * Listen to the T. * Work individually to do the task, then compare the answers in pairs. * Give the answers. * Check and correct. |

## Consolidation

* Words and phrases related to enviromental impacts and preservation.
* Identify stress pattern in 3 syllable nouns.
* Understand the causes and negative effects of pollution on our enviroment and health.

## Homework:

* Do the task again.
* Review Unit 6-9 to prepare for the 45 test.

## PERIOD 91

**DATE OF PLANNING: 30/ 03/ 2019**

**WRITTEN TEST**

**I, Objectives.**

1. **Knowledge.**

* To test and mark the students
* To get feedback from the students

## Skills.

* To help Ss develop their skills to do MCQ tests

## Educational aims.

* To encourage Ss to work harder
* To provide Ss some motivation

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |

1. ***Old lesson checking(Omitted)***
2. ***New lesson:***

**Testing contents**

**Mark the letter A, B, C or D on your answersheet to indicate the word whose underlined part is pronounced differently from that of the others.**

**Câu 1. A.** aquatic **B.** protect **C.** contaminate **D.** influence **Câu 2. A.** played **B.** cleaned **C.** used **D.** hoped **Câu 3. A.** natural **B.** matter **C.** nation **D.** anger **Mark the letter A, B, C or D on your answersheet to indicate the word or phrase that needs**

**correcting.**

**Câu 4.** There's a woman who she sold me the handbag.

A B C D

**Câu 5.** Mr. Smith is going to buy a new Japanese car, doesn't he?

A B C D

**Câu 6.** The picture was painting by Michael last year.

A B C D

## Mark the letter A, B, C or D on your answersheet to indicate the correct answers to complete the following passage.

" Wikis" are websites where anyone can (7) content and make changes, so that the sites becomes a group creation - "wili" stands (8) " What I know Is". These (9)\_ can be a valuable source of information and opinion for students, though the information may not be totally accurate - some academics refuse to use them.Perhaps the best-known wiki is online encyclopedia, Wikipedia, (10) has more than one million entries in over 100 languages. Wikipedia is working hard to make sure that its information is completely accurate, (11) students will be able to use it with confidence, and there's no doubtbthat it is an incredible resource.

|  |  |  |  |
| --- | --- | --- | --- |
| **Câu 7. A.** adding | **B.** addition | **C.** add | **D.** addicted |
| **Câu 8. A.** with | **B.** by | **C.** in | **D.** for |
| **Câu 9. A.** source | **B.** information | **C.** online | **D.** sites |
| **Câu 10. A.** which | **B.** who | **C.** that | **D.** whose |
| **Câu 11. A.** yet | **B.** and | **C.** but | **D.** so |

**Mark the letter A, B, C or D on your answersheet to indicate the correct answers to the following questions.**

**Câu 12.** The giant panda is ............... because its habitat is being destroyed.

* 1. dangerous **B.** endanger **C.** endangered **D.** danger

**Câu 13.** A:"Pass me that pen, please!" B:"......................"

**A.** No, it isn't **B.** Yes, please **C.** It does not matter **D.** Here you are **Câu 14.** Children ............... parents allow them to use electronic devices early will have more advantages in the future.

**A.** whose **B.** which **C.** that **D.** who

**Câu 15.** He said he would do it..................

**A.** the following day **B.** tomorrow **C.** the previous day **D.** yesterday

**Câu 16.** Tomorrow we will go to Noi Bai to meet Maryam, .......... comes from Malaysia.

**A.** who **B.** whom **C.** whose **D.** that

**Câu 17.** A: " Do you mind if I take a seat?" B:"................"

**A.** Yes, do as you please **B.** No I mind **C.** No, do as you please **D.** Yes, i do not mind

**Câu 18.** ............. I was really tired, I could not sleep.

**A.** Therefore **B.** Eventhough **C.** Because of **D.** So

**Câu 19.** Can you show me....... way to ......... station.

**A.** the/ the **B.** a/ the **C.** the/ a **D.** a/ a

**Câu 20.** English devices that distract students........... their study are banned in most schools.

**A.** against **B.** from **C.** out of **D.** in

**Câu 21.** ...............can also be used to tale photos or record student's work, which can be later shared with the class.

**A.** laptop **B.** smartphones **C.** cameras **D.** recorders

**Câu 22.** If I were a flower, I .............. a sunflower.

**A.** am **B.** will be **C.** would be **D.** were

## Read the passage, then mark the letter A, B, C or D on your answersheet to indicate the correct answers to the following questions.

We are all slowly destroying the earth. The seas and rivers are too dirty to swim in. There is so much smoke in the air that it is unhealthy to live in many of the world's cities. In one well-known city, for example, poisonous gases from cars pollute the air so much that traffic policemen have to rear oxygen masks.

We have cut down so many trees that there are now vast areas of wasteland all over the world. As a result, farmers in parts of Africa cannot grow enough to eat. In certain countries in Asia there is too little rice. Moreover, we do not take enough care of the countryside. Wild animals are quickly disappearing. For instance, tigers are rare in India now because we have killed too many for them to survive. However, it isn't enough simply to talk about the problem. We must act now before it is too late to do anything about it. Join us now. Save the Earth. This is too important to ignore.

**Câu 23.** Smoke .

**A.** is full of the big cities **B.** is unhealthy to live in

**C.** causes a healthy life **D.** makes life in big cities difficult

**Câu 24.** Why do farmers in parts of Africa and Asia not grow enough to eat?

1. Because there are large areas of land that cannot be used.
2. Because there is too little rice.
3. Because many trees have been planted.
4. Because people cut down many trees.

**Câu 25.** What's the best title for the passage?

**A.** Protect the Nature! **B.** The Environment **C.** Conservation **D.** Save the Earth!

**Câu 26.** In one well-known city, traffic policemen have to wear oxygen masks .

1. because there are so many cars on the streets
2. in spite of poisonous gases
3. in order to protect themselves from being injured
4. because of air pollution

**Câu 27.** Wild animals are .

1. in danger of extinction
2. killed so many that they cannot live in the forests
3. being protected from natural environment
4. so rare that they cannot survive

**Mark the letter A, B, C or D on your answersheet to indicate the word whose stress pattern is different from that of the others.**

**Câu 28. A.** impressive **B.** dedicate **C.** belongs **D.** construction **Câu 29. A.** theatre **B.** teacher **C.** promote **D.** gender **WRITING ( 3 QUESTIONS; 0,75 điểm)**

**Rewrite the following statements in the way that it remains the meanings as the given ones. Câu 30**: The student is from China. He sits next to me in the English class.

……………………………………………………………………………………………..

**Câu 31**: “ My car has been stolen”, Mathew said.

……………………………………………………………………………………………..

**Câu 32**: “ How much do you think it will cost?” he said to me.

……………………………………………………………………………………………..

**LISTENING ( 8 QUESTIONS; 2,0 điểm)**

**Task 1: Listen and number the events in the order you hear.**

A, A camfire near a heap of leaves may easily cause a fores fire.

B, In late summer, fire is the greatest danger to foerest, and sometimes people are not allowed to go into them.

C, All of us must care for our great forest and save them from fire.

D, It’s unpleasant thing to see a great forest fire.

E, A forest fire destroys valuable wood, wildlife and good soil.

**Task 2: Listen again, and tick the sentences you hear.**

|  |  |  |
| --- | --- | --- |
| 1 | A, Have you ever seen a forest destroyed by fire? |  |
|  | B, Have you ever seen a forest fire? |  |
| 2 | A, A great forest fire spreads quickly. |  |
|  | B, A great forest fire is an awful thing to see. |  |
| 3 | A, They are very dry then. |  |
|  | B, Woods and forest are really dry then |  |

, ngày 03 tháng 04 năm 2019

## Kí duyệt của NTCM

…………………………………………….

…………………………………………….

## Phan Thị Hiền

**PERIOD 92**

**DATE OF PLANNING: 04/ 04/ 2019**

**UNIT 10: ECOTOURISM GETTING STARTED**

**I, Objectives.**

1. **Knowledge.**

* To help learners get started with some language items in Unit 9
* For vocabulary, that is words and phrases related to ecotourism.
* For pronunciation, that is stress more than three – syllable words.
* For grammar, that is conditional sentences.

## Skills

* To help learners get started with 4 skills in Unit 10
* Reading: Read for general ideas and specific information about the benefits and principle of ecotourism.
* Speaking: Talking about what tourists can do on an eco tour.
* Listening: Listening for gist and specific information about ecotourism.
* Writing: Writing a travel brochure promoting an eco tour.

## Educational aims.

* To provide Ss some motivation**. II, Methods.**
* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A7* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

1. ***New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  **-** Ask sts if they have ever joined in an eco tour.   * Explain the term “ eco tour”. * Give some pictures and ask sts to find out the country illustrated by these pictures.   + Possible answer: Australia   * Lead sts into new lesson. | **WARM UP**  **-** Work individually.   * Answer to the T’s questions. * Listen to the T |
| **LISTEN AND REPEAT**  **-** Introduce some new words.   * Instruct sts to read the new words. * Ask sts to listen to the conversation, and read after the recording silently. * Have sts practice the conversation in pairs. * Call out some pairs to present in the class. * Give feedback. |  |
| **PRACTICE** | **PRACTICE** |

## Activity 2

* Ask Ss to work in pairs and do the task
* Ask Ss to give the reasons for their answers
* Elicit the answers from the sts.
* Check and correct the answers.
* Expected answers:
  1. Because both Mr and Mrs Collins love nature.
  2. Ecotuorism means travel to areas of natural or ecological interest ro observe wildlife and learn about the environment.
  3. Tourists can see different kinds of animals like crocodiles……, go scuba-diving….
  4. They would have to pay 6,000 dollars for 2 people.
  5. A two percent discount.

## Activity 3

* Ask st to work individually to find the conditional sentences in the conversation, then work in pairs to compare the answers.
* Elicit the answers from the sts.
* Check and correct the answers.
* Expected answers:

+ If you also want to go on a camping safari, you’ ll need another three days

+ But if we could take the seven- day tour, how much would it be per person.

+ ... if you book early and pay two months before departure, you’ll get a two percent discount.

## Activity 4

* Ask st to work individually to underline the verbs in the conditional sentences in the conversation, then work in pairs to compare the answers.
* Elicit the answers from the sts.
* Check and correct the answers.
* Expected answers:

+ If you also want to go on a camping safari, you’ll need another three days

+ But if we could take the seven- day tour, how much it would it be per person.

+ ... if you book early and pay two months before departure, you’ll get a two percent discount.

## Consolidation

**Activity 2**

* Work in pairs, do the task as appointed.
* Give the answers.
* Check and correct the answers.

## Activity 3

**-** Work individually to find the conditional sentences in the conversation, then work in pairs to compare the answers.

* Give the answers.
* Check and correct the answers.

## Activity 4

**-** Work individually to underline the verbs in the conditional sentences in the conversation, then work in pairs to compare the answers.

* Give the answers.
* Check and correct the answers.
* Learners get started with some language items in Unit 10.

## Homework

* Redo activities at home and prepare for Unit 10 – Language.

## PERIOD 93

**DATE OF PLANNING: 08/ 04/ 2019**

**UNIT 10: ECOTOURISM LANGUAGE**

**I, Objectives.**

1. **Knowledge.**

By the and of the lesson, students will get knowledge on:

* words and phrases related to ecotourism.
* stress more than three – syllable words.
* conditional sentences.

## Skills

* Intergrated skills

## Educational aims.

* To provide Ss some motivation**. II, Methods.**
* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A7* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

1. ***New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **VOCABULARY**  **Activity 1**   * Instruct sts the way to form adjectives from nouns or verbs. * Get sts to work in pairs to complete the table. * Elicit sts’ answers. * Check and correct the answers. * Expected answers:   2. natural 3. environmental  4. ecological 5. interested/ interesting  6. substainable 7. relaxed/ relaxing  **Activity 2**   * Ask Ss to read the sentences and pay attention to the context- the words surrounding the missing adjs and do the task. * Get sts to work in pairs to complete the table. * Elicit sts’ answers. * Check and correct the answers. * Expected answers:   1. sustainable 2. relaxing/ interesting  3. cultural/ natural 4. ecological | **VOCABULARY**  **Activity 1**  **-** Listen to the T   * Work in pairs to complete the table. * Give the answers. * Check and corrrect the answers.   **Activity 2**  **-** Listen to the T   * Work in pairs to complete the table. * Give the answers. * Check and corrrect the answers. |

|  |  |
| --- | --- |
| 5. environmental 6. interested |  |
| **PRONUNCIATION**  **-** Explain the rules to put stress on more than 3 syllable words.  **1. Listen and repeat**   * Play the recording and let Ss listen * Play it again with pauses for them to repeat each word   **2. Listen to the sentences and practise saying them loudly.**   * Ask Ss to read the word in rows paying attention to the difference between the sound clusters * Play the recording and let Ss listen to the sentences and circle the word they hear. | **PRONUNCIATION**  **-** Listen to the T  **1. Listen and repeat**   * Listen to the recording. * Listen and repeat.   **2. Listen to the sentences and practise saying them loudly.**  - Read word in rows paying attention to the difference between the sound clusters  **-** Listen to the sentences and circle the word they hear |
| **GRAMMAR**  **Activity 1**   * Explain to the sts that conditional sentence type 1 are used to describe present/ future activities or events that are real/ very likely to happen. * Form:   **If +S+V(present simple), S + will/may+Vnt**  **-** Have sts work in pairs to do the exercise.   * Elicit sts’ answers. * Check and correct the answers. * Expected answers:   1. leaves 2. will/may/might not get  3. fail 4. will/ may / might get  5. pay 6. will/ may / might eat  7. will call 8. will/ may / might go  **Activity 2**  **-** Have sts work individually first work to do the exercise, then in pairs to compare the answers.   * Elicit sts’ answers. * Check and correct the answers. * Expected answers:  1. will be; fail 2. will / may/ might help; have 3. will / may/ might feel; come 4. need; will you lend 5. throw; may/ might eat; die 6. will / may/ might cause; make; leave 7. will / may/ might be; fly; make 8. will take; do not know   **Activity 3**   * Explain to the sts that conditional sentence type 2 are used to describe present/ future activities or events that are unreal/ very unlikely to happen. * Form:   **If +S+V(past simple), S + would/could +Vnt**  **-** Have sts work in pairs to do the exercise. | **GRAMMAR**  **Activity 1**   * Listen to the T’s explaination. * Note down. * Work in pairs to do the exercise. * Give the answers. * Check and correct the answers.   **Activity 2**   * Listen to the T’s explaination. * Work individually first work to do the exercise, then in pairs to compare the answers. * Give the answers. * Check and correct the answers.   **Activity 3**   * Listen to the T’s explaination. * Note down. * Work in pairs to do the exercise. |

* + Elicit sts’ answers.
  + Check and correct the answers.

|  |  |  |  |
| --- | --- | --- | --- |
| 1, d | 2, a | 3, f | 4, b |
| 5, g | 6, c | 7, h | 8,e |

## Activity 4

- Instruct sts the way to do the exercise.

**-** Have sts work individually first work to do the exercise, then in pairs to compare the answers.

* Elicit sts’ answers.
* Check and correct the answers.
* Expected answers:
  1. If Nancy lived near the park, she could/ would go running………….
  2. If Nam could swim, he could/ would go to the swimming pool alone.
  3. If Tom had a passport, he could/ would travel abroad.
  4. If there were not so many tourists visiting the national parks, the environment there would not be badly damaged.
  5. If tourists did not throw litter in the river, the water would not be polluted.
  6. If these sts worked hard, they would/ could pass the exam.
  7. If Hoa did not have so much homework, she could/ would go out with het friends tonight.

## Consolidation

* Vocabulary related to ecotourism
* The conditional sentences Type 1, 2
* The stress in words of more than 3 syllables

## Homework

* Vocabulary related to ecotourism
* The conditional sentences Type 1, 2
* The stress in words of more than 3 syllables
* Do the task again
* Read Unit 10 - Reading at home
* Give the answers.
* Check and correct the answers.

## Activity 4

* Listen to the T’s explaination.
* Work individually first work to do the exercise, then in pairs to compare the answers.
* Give the answers.
* Check and correct the answers.

## PERIOD 94

**DATE OF PLANNING: 09/ 04/ 2019**

**UNIT 10: ECOTOURISM SKILLS – READING**

**I, Objectives.**

1. **Knowledge.**

By the and of the lesson, students will get knowledge on:

* words and phrases related to ecotourism.
* get some information about Costa-rica
* talk about some positive and negative effects of ecotourism.

## Skills

* Reading for specific and details.

## Educational aims.

* To provide Ss some motivation**. II, Methods.**
* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A7* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Show Costa rica map, then ask sts to discuss what tourists can do here. * Elicit sts’answers. * Give feedback. * Suggested ideas:   *+ Tourists can swim in the sea, visit marine national parks, see the volcanoes, watch the monkeys in national parks, ect.*   * Lead sts into new lesson. | **WARM UP**   * Look at the map. * Discuss what tourists can do here. * Give the ideas. |
| **BEFORE YOU READ**  **Activity 1**   * Introduce some new words. * Instruct sts to read the new words. * Call some sts, at random, read outloud the words. * Check and correct sts’ pronunciation, stress. | **BEFORE YOU READ**  **Activity 1**   * Take notes. * Practice reading the new words. |
| **WHILE YOU READ**  **Activity 2**   * Let Ss read the three heading a, b, c first and make sure they understand all of them * Ask Ss to read through the text once without stopping | **WHILE YOU READ**  **Activity 2**  - Work individually, scan the text to make sure they can undertand the text. |

|  |  |
| --- | --- |
| at the words that they don't know the meaning   * Ask them to work in pairs to decide on the best title for the text that gives the general idea of the whole text * Help them eliminate the choice that is only one aspect of the text. * Elicit the answers from the sts. * Check and correct the answers. * Expected answer:   b. **Pros and Cons of Ecotourism Activity 3**   * Let Ss read the text again, understand the words: discharge, fauna, flore, exotic and adapt * Ask Ss to work in pairs, choose the answers and explain how to use context to guess the meaning of the unknown words. * Elicit the answers from the sts. * Check and correct the answers. * Expected answer:   1. e 2. c 3. a 4. b 5. D  **Activity 4**   * Ask Ss to work in pairs, find out what are the positive and negative effect of ecotourism * Elicit the answers from the sts. * Check and correct the answers. * Expected answer:   + Positive effects: more money for the local government to preserve nature, tourists’ awareness of how to protect the environment; more jobs and higher income for local people.  + Negative effects: changing local people’s way of life.  **Activity 5**   * Explain to Ss how to do activity 5: read each statement, underline key words, and then scan Marco’s and Pablo’s opinions to find similar ideas or synonyms. * Let Ss read the text again and locate the parts of the text where they can get the answers * Elicit the answers from the sts. * Check and correct the answers. * Expected answer:   1. M and P 2. M 3. P  4. M 5. M 6. P 7. M | * Work in pairs to decide on the best title for the text that gives the general idea of the whole text * Give the answers. * Check and correct the answers.   **Activity 3**   * Read the text again. * Work in pairs to do the task. * Give the answers. * Check and correct the answers.   **Activity 4**   * Work in pairs to do the task. * Give the answers. * Check and correct the answers.   **Activity 5**   * Work in pairs to do the task. * Give the answers. * Check and correct the answers. |
| **AFTER YOU READ**  **Activity 6**   * Put Ss in groups of four and let them discuss the questions freely. * Elicit the answers from the sts. * Check and correct the answers. * Expected answer:   *To some extent, the answer is yes. The money from eco-tourists may be used to preserve nature. However,* | **AFTER YOU READ**  **Activity 6**  **-** Work in groups of four and let them discuss the questions freely.   * Give the answers. * Check and correct the answers. |

## Consolidation

* Vocabulary related to ecotourism
* How ecotourism can help to solve the environmental problems.
* Some positive and negative effects of ecotourism.

## Homework

* Vocabulary related to ecotourism
* Do the task again
* Read Unit 10 - Speaking at home

## PERIOD 95

**DATE OF PLANNING: 11/ 04/ 2019**

**WRITTEN TEST CORRECTION**

* 1. **Objective.**
     1. **Knowledge.**

**-** Help sts find out their errors in the test so that they will not make mistakes the next time**.**

## Skills.

* Develop sts’ ability to correct mistakes and errors.

## Educational aims.

* Students have positve attitude towards learning**.**

## Methods.

* Integrated, mainly communicative

## Teaching aids.

* Teacher: tape, board, chalk, textbook, answer key.
* Students: textbook, workbook, pen, pencil….

## Procedures.

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A7* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |

1. ***Old lesson checking. (Omitting)***
2. ***New lesson:***

**KEYS TO ANSWER**

**WRITING ( 3 QUESTIONS; 0,75 điểm)**

**Rewrite the following statements in the way that it remains the meanings as the given ones. Câu 30**: The student is from China. He sits next to me in the English class.

The student who sits next to me in the English class is from China.

**Câu 31**: “ My car has been stolen”, Mathew said.

Mathew said (that) his car had been stolen.

**Câu 32**: “ How much do you think it will cost?” he said to me.

He asked me how much I thought it would cost.

**LISTENING ( 5 QUESTIONS; 1,0 điểm)**

**Listen and number the events in the order you hear.** (**D-B-A-E-C)**

**3** A, A camfire near a heap of leaves may easily cause a fores fire.

**2** B, In late summer, fire is the greatest danger to foerest, and sometimes people are not allowed to go into them.

**5** C, All of us must care for our great forest and save them from fire.

**1** D, It’s unpleasant thing to see a great forest fire.

**4** E, A forest fire destroys valuable wood, wildlife and good soil.

## MULTIPLE CHOICE QUESTIONS (29 Questions;7.25 điểm)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Câu** | **Mã 139** | **Mã 173** | **Mã 207** | **Mã 241** |
| **1** | D | A | B | B |
| **2** | D | D | D | B |
| **3** | C | B | C | A |
| **4** | C | A | B | B |
| **5** | D | B | B | B |
| **6** | B | B | B | B |
| **7** | C | D | B | B |
| **8** | D | A | A | D |
| **9** | D | D | B | C |
| **10** | A | C | A | A |
| **11** | D | D | A | A |
| **12** | C | D | A | A |
| **13** | D | A | C | D |
| **14** | A | D | C | A |
| **15** | A | B | D | D |
| **16** | A | C | B | B |
| **17** | C | D | A | C |
| **18** | B | A | C | D |
| **19** | A | C | C | D |
| **20** | B | A | C | A |
| **21** | B | D | B | D |
| **22** | C | C | C | B |
| **23** | B | C | C | C |
| **24** | D | D | A | D |
| **25** | D | C | B | C |
| **26** | D | A | C | B |
| **27** | A | C | B | A |
| **28** | B | C | C | C |
| **29** | C | B | D | D |

**PERIOD 96**

**DATE OF PLANNING: 12/ 04/ 2019**

**UNIT 10: ECOTOURISM SKILLS – SPEAKING**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, sts will be able to:

* Talk about what tourists can do on an eco tour.
* Understand and talk about the positive and negative effects of ecotourism on our enviroment.

## Skills

* Integrated especially speaking skills.

## Educational aims.

* Students understand more the importance of preserving the enviroment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  - Ask sts some questions:   1. Where did you spend your last summer holiday? 2. Have you ever been to any national parks in VN? 3. What can tourists do when they go to Tam Dao Mountain?  * Elicit sts’ answers. * Give feedback. * Lead sts into new lesson. | **WARM UP**  **-** Answer to the T’s questions.  - Listen to the T. |
| **PRE – SPEAKING**  - Preteach vocabulary.  + Introduce some new words and their meanings.  + Instruct the sts to pronounce the words correcly.  **Activity 1**   * Put sts in pairs to practice the conversation on page 52. * Go around the class to control the activity and collect any mistakes that sts may make. * Call some pairs, at random, to present in the class. * Ask others sts to pay attention to their mates’ performance and give comments. | **PRE – SPEAKING**   * Practice new words.   **Activity 1**   * Work in pairs to practice the conversation on page 52. * Some pairs, at random, present in the class. * Other sts pay attention to their mates’ performance and give comments. |

|  |  |
| --- | --- |
| - Correct some typcal mistakes in the sts’ pronunciation. | - Listen to and take notes the T’s correction. |
| **WHILE SPEAKING**  **Activity 2**   * Explain the task. * Have sts keep working in pairs. * May write the model conversation on the board. * Ask the pairs to use the infrmation given on page 52 to complete the model conversation to make their own dialogue. * Model conversation:   *Student A: Hi,…….. Packing your bag? Are you going somewhere?*  *Student B: Yeah. We’ve booked an eco tour to…………….*  *A: Wow! What are you going to do and see there? B: We can……………..*  *A: Sounds great!What else will you do? B: If we have………………*  *A: Is there any place wuld you like to visit on your tour?*  *B: We would like to……………….*  *A Well, it seems wonderful. Have good time. B: Thanks a lot.*   * Go around the class to control the activity and collect any mistakes that sts may make. * Call some pairs, at random, to present in the class. * Ask others sts to pay attention to their mates’ performance and give comments. * Correct some typcal mistakes in the sts’ pronunciation. | **WHILE SPEAKING**  **Activity 2**  **-** Listen to the T’s explaination.   * Work in pairs to do the task. * Some pairs, at random, present in the class. * Other sts pay attention to their mates’ performance and give comments. * Listen to and take notes the T’s correction. |
| **POST SPEAKING**  **Activity 3**   * Divide class into 4 groups. * Ask group to prepare a mini presentation on the 4 ecotourism destinations in Act 1 and 2: Bach Ma National Park, Sapa, Central Highlands, and Can Gio Biosphere Reserve (HCM City). * Give suggetsions:   + Where is it located?  + What can tourists do and see there?  + Other interesting activities/ places to do or to visit?   * Go around the class to control the activity and collect any mistakes that sts may make. * Call the representatives of the groups to present in the class. * Ask others sts to pay attention to their mates’ performance and give comments. * Correct some typcal mistakes in the sts’ pronunciation. | **POST SPEAKING**  **Activity 3**   * Work in 4 groups, use the information in Act 1 and 2 to prepare a short presentation on the 4 ecotourism destinations. * Representatives of the groups do their presentation. * Other sts pay attention to their mates’ performance and give comments. * Listen to and take notes the T’s correction. |

## Consolidation

* Vocabulary related to ecotourism
* How ecotourism can help to solve the environmental problems.
* Some positive and negative effects of ecotourism.

## Homework

* Vocabulary related to ecotourism
* Do the task again
* Read Unit 10 - Listening at home

## PERIOD 97

**DATE OF PLANNING: 12/ 04/ 2019**

**UNIT 10: ECOTOURISM SKILLS – LISTEING**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, sts will be able to:

* Get some useful information on ecotoursm activities in Mekong Delta.

## Skills

* Listening for specific and detail information.

## Educational aims.

* Students understand more the importance of preserving the enviroment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  - Give a list of tourism activities.  + listening to traditional music  + watching birds  + eating local foods  + riding an ostrich  + catching fish  + visiting old houses.   * Ask sts to work in pairs and guess which activities a tourist can do when visiting Mekong Delta. * Elicit the answers from the sts. * Give feedback. * Lead sts into new lesson. | **WARM UP**   * Read the list. * Work work in pairs and guess which activities a tourist can do when visiting Mekong Delta. * Give the answers. * Listen to the T. |
| **BEFORE YOU LISTEN**  **Vocabulary**  - Preteach vocabulary.  + Introduce some new words and their meanings.  + Instruct the sts to pronounce the words correcly. | **BEFORE YOU LISTEN**  **Vocabulary**  - Practice new words. |
| **WHILE YOU LISTEN**  **Activity 1**   * Explain the task. * Have sts read the captions carefully. * Play the recording twice for sts to listen to and do the | **WHILE YOU LISTEN**  **Activity 1**   * Listen to the T * Read the captions individually. * Listen to the recording and do the task. |

|  |  |
| --- | --- |
| task.   * Get sts to compare the answer in pairs. * Elicit the answers from the sts. * Check and correct the answer. * Expected answer: a   **Activity 2**   * Explain the task. * Have sts read the questions carefully and identify the key words. * Play the recording twice for sts to listen to and do the task. * Get sts to compare the answer in pairs. * Elicit the answers from the sts. * Check and correct the answer. * Expected answers:   1. Tourists did not have many interesting activities to do.  2. 100  3. 2005  4. They released small fish back to the pond. 5. 300  **Activity 3**   * Explain the task. * Have sts read the notes carefully and guess the missing words. * Play the recording twice for sts to listen to and do the task. * Get sts to compare the answer in pairs. * Elicit the answers from the sts. * Check and correct the answer. * Expected answers:   1. 2.5 hectares   2. b. catching fish  1. enjoying home-made meals 2. cooking local food/ learning how to cook local food. 3. 2.1 hectares 4. b. catching fish   c. watching birds  c. riding ostriches | * Compare the answerin pairs. * Give the answers. * Check and correct the answer.   **Activity 2**   * Listen to the T * Read the questions individually and identify the key words. * Listen to the recording and do the task. * Compare the answerin pairs. * Give the answers. * Check and correct the answer.   **Activity 2**   * Listen to the T * Read the notes carefully and guess the missing words. * Listen to the recording and do the task. * Compare the answerin pairs. * Give the answers. * Check and correct the answer. |
| **AFTER YOU LISTEN**   * Get sts to work in pairs to do the task. * Give suggestion:   A: Which activity would you like to do most if you took a tour to Mekong Delta?  B: If I took a tour to Mekong Delta, I’d like to……… A: What is the reason?  B: Because it would be…………../ Because I like…… A: It sounds great.  - Useful languages:  + interesting/ adventurous/amazing  + get useful information about…..  + love nature  + like trying new things. | **AFTER YOU LISTEN** Work in pairs to do the task.  * **Pay attention to the T’s suggestions.** |

## Consolidation

* Vocabulary related to ecotourism
* How ecotourism can help to solve the environmental problems.
* Some positive and negative effects of ecotourism.

## Homework

* Vocabulary related to ecotourism
* Do the task again
* Read Unit 10 - Writing at home

, ngày 17 tháng 04 năm 2019

## Kí duyệt của NTCM

…………………………………………….

…………………………………………….

## Phan Thị Hiền

**PERIOD 98**

**DATE OF PLANNING: 18/ 04/ 2019**

**UNIT 10: ECOTOURISM SKILLS – WRITING**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, sts will be able to:

* Know how to design and make a travel brochure for an eco tour.

## Skills

* Writing skills.

## Educational aims.

* Students understand more the importance of preserving the enviroment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**  - Give a list of tourism activities.  + listening to traditional music  + watching birds  + eating local foods  + riding an ostrich  + catching fish  + visiting old houses.   * Ask sts to work in pairs and guess which activities a tourist can do when visiting Mekong Delta. * Elicit the answers from the sts. * Give feedback. * Lead sts into new lesson. | **WARM UP**   * Read the list. * Work work in pairs and guess which activities a tourist can do when visiting Mekong Delta. * Give the answers. * Listen to the T. |
| **PRE – WRITING**  **Activity 1**   * Explain to Ss that a travel brochure provides tourists with information about a destination: “It could be a small booklet or just one page.” * Ask Ss to read through the different sections in the brochure and match the numbered parts (1-6) with the definitions (a-f). * Elicit the answers from the sts. * Check and correct the answers. | **PRE – WRITING**  **Activity 1**   * Listen to the T * Work in pairs to do the task. * Give the answers. * Check and correct the answers. |

|  |  |
| --- | --- |
| **-** Suggested answers**:** 1. c 2. e 3. d 4. a 5. f 6. b |  |
| **WHILE WRITING**  **Activity 2**   * This focus of this activity is on designing a brochure. Ss can make a brochure by hand or with the help of some software available in their computer. * Ss work in 4 groups and choose a destination and design a brochure for it. * Encourage Ss to look for some other travel information (prices, duration of stay, departure times…) and pictures about chosen destination to make their brochure informative and attractive. * Ask groups to study the example on page 54 to immitate. * Go around to observe and control the activity. * After the groups have finished their brochures, ask the groups to exchange with other groups for peer correction. | **WHILE WRITING**  **Activity 2**   * Listen to the T. * Work in 4 groups. * Exchange with other groups for peer correction. |
| **POST WRITING**  **Activity 3**   * Invite the representatives of 4 groups to present their work. * Elicit comments from the other groups. * Give necessary correction. | **POST WRITING**  **Activity 3**   * Present the groups’ work. * Give comments on other groups’ work. * Listen to the T. |

## PERIOD 99

**DATE OF PLANNING: 19/ 04/ 2019**

**UNIT 10: ECOTOURSM COMMUNICATION AND CULTURE**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson, sts will be able to:

* Get some useful information about some ecotourism problems in Viet Nam .

## Skills

* Listening for specific and detail information.

## Educational aims.

* Students understand more the importance of preserving the enviroment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

1. ***New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **COMMUNICATION**  **Activity 1**   * Divide class into 4 groups. * Ask groups to choose one place among: “Bach Ma National Park, Central Highlands, Can Gio Biosphere Reserve, and the Mekong Delta” to take notes soen information. * Go around the class to observe and control the activity. * Ask the groups to present the groups’ work. * Elicit comments from the other groups. * Give final feedback.   **Activity 2**   * Put the class in pairs to make a dialogue about their choice of destination. * Ask the class to study the example o page 55. * Go around the class to observe and control the activity. * Invite some pairs to act out their conversation. * Give comments. | **COMMUNICATION**  **Activity 1**   * Work in 4 groups. * Do the task as T’s instruction. * Present the groups’ work. * Give comment.   **Activity 2**   * Work in pairs to do the task. * Act out the conversation. |
| **CULTURE**  **Activity 1** | **CULTURE**  **Activity 1** |

* Ask sts to focus on the pictures.
* Ask questions:

*+ Who do you see in the pictures?*

*+ How old do you think they are?*

*+ What are they doing?*

*+How does ecotourism affect the environment?*

* Give students time to read the text
* Walk round to monitor the class and offer help, if necessary.
* Have students check their answers with a partner first, then check as a class.
* Suggested answer:
  1. Tourist may leave litter on the beach, which may cause land and water pollution.
  2. Making a campfire requires breaking trees branches or cutting down trees for firewood. Campfire may cause forest fires if they are left unattended.
  3. Hunting animals may lead to their extinction

## Activity 2

* Tell students that they are going to read about some problems with ecotourism in Vietnam and some countries in Africa.
* Ask them to guess which problems mentioned in part 1 can be found in Vietnam and in Africa.
* Walk round to monitor the class and offer help, if necessary.
* Invite the sts to give the answers.
* Check and correct the answers.
* Suggested answers: 1c 2a

## Activity 3

* Read the five principles in the table first and then read the text again and decide if these principles have been applied in Vietnam or Africa.
* Walk round to monitor the class and offer help, if necessary.
* Invite the sts to give the answers.
* Check and correct the answers.
* Suggested answers:
  + 1. Not in either Vietnam or Africa
    2. Not in VN; Africa: NG
    3. NG in VN and Africa
    4. Vietnam : NG Africa: x
    5. Not in either Vietnam or Africa

## Activity 4

* Have Ss work in pairs and go back to the pictures and tourists’ harmful activities that have been discussed (leaving litter; making campfires, and hunting animals)
* Ask Ss to suggest what should be done to restrict the harm or damage that tourist may cause to the environment and local people.
* Walk round to monitor the class and offer help, if necessary.
* Invite the sts to give the answers.
* Check and correct the answers.
* Listen to the T
* Follow the T’s questions.
* Work in pairs to do the task.
* Give the answers.
* Check and correct the answers.

## Activity 2

**-** Ss read the text and choose the suitable titles for two articles.

* Work in pairs to do the task.
* Give the answers.
* Check and correct the answers.

## Activity 3

* Work in pairs to do the task.
* Give the answers.
* Check and correct the answers.

## Activity 4

* Work in pairs to do the task.
* Give the answers.
* Check and correct the answers.

## Consolidation

* Vocabulary related to ecotourism
* How ecotourism can help to solve the environmental problems.
* Some positive and negative effects of ecotourism.

## Homework

* Vocabulary related to ecotourism
* Do the task again
* Prepare for the semester consolidation.

## PERIOD 103

**DATE OF PLANNING: 20/ 04/ 2019**

**(Đảo chương trình)**

**THE 2nd SEMESTER REVIEW**

**I, Objectives.**

1. **Knowledge.**

\* Help sts revise the grammar points, and vocabularies they have learnt from Unit 6 to Unit 10.

* Grammar points

+ The pasive voice with modals

+ Comparative and superlative adjectives

+ Articles

+ Relative clauses

+ Reported speech

+ Conditional sentences

* Reading topics from Unit 6 to Unit 10.

## Skills.

* Integrated skills.

## Educational aims.

* Students have a good preparation for the coming exam and have positive attitude towards learning.
* Check how sts understand and remember the lesson they learnt.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil….

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A7* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking (Omitting )*** | |  |

1. ***New lesson:***

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Warm up**   * Call on sts to introduce themselves. * Listen to the sts. | **Warm up**  - Introduce themselves. |
| **Pre-teaching**   * Help sts review the knowledge they learnt in the previous lessons. * Grammar points   + The pasive voice with modals  + Comparative and superlative adjectives  + Articles  + Relative clauses  + Reported speech  + Conditional sentences  - Reading topics from Unit 6 to Unit 10. | **Pre-teaching**  - Review the knowledge they learnt in the first semester. |
| **While teaching** | **While teaching** |

|  |  |
| --- | --- |
| * Give sts handouts to do exercises. * Get sts to do the exercises individually, then work in pairs to compare the answers. | * Receive the handouts from the T * Do the exercises individually, then work in pairs to compare the answers. |
| **Post teaching**   * Ask sts to give the answers. * Check and correct the answers with the whole class. * Expected answers:   **I**  1. B 2. B 3. D 4. D 5. A  6. B 7. D 8. A 9. C 10. C  **II**  1. B 2. B 3. C 4. C 5. D  **III**  1**.** B 2**.** B 3**.** A 4**.** C 5. B  **IV**  1. B 2. B 3. D 4. C 5. A  6. A 7. D 8. A 9. C 10. D  **V**   1. This room mustn’t be used after 9 p.m 2. A composition about water pollution is being written. 3. He advised Mary not to behave like that. 4. I advised the boys not to drink the water as it was not clean enough. 5. I asked Joe what he had been doing when I had called him the previous night.   6. The father asked his children not to sit on the table.  8. If we take the map with us, we will not lose our way on the street.  7. If we put garbage into the bins, we can minimize pollution. If Helen does not have to give it back next week, she will borrow it.  1. If the office is closed, Minh won’t be able to walk in. 2. If you had got a pen, you could write down the address. 3. If the number on those houses in this apartment were clearly numbered, I could find my cousin’s house easily.   **VI**  1. A 2. D 3. C 4. C 5. B  6. A 7. D 8. A 9. D 10. B  **VII**  1. A 2. B 3. A 4. C 5. C  6. B 7. C 8. B 9. A 10. D  **VIII**  1. B 2. C 3. B 4. B 5. B  6. D 7. C 8. D 9. A 10. B | **Post teaching**   * Give the answers. * Check and correct the mistakes. * Give the answers. * Check and correct the mistakes. * Give the answers. * Check and correct the mistakes. |

### Consolidation:

* Summarize the main points of the lesson.

### Homework:

* Redo the exercises and prepare carefully for the 2nd semester test for the next lesson.

**APPENDIX**

**I, Mark the letter A, B, C, or D on your answer sheet to indicate the word that differs from the other three in the position of the primary stress in each of the following questions.**

1/ A. biology B. understand C. overcome D. develop 2/ A. Atlantic B. paragraph C. Antarctic D. contribute 3/ A. garlic B. manner C. bother D. delete

4/ A. under B. offspring C. offer D. forget

5/ A. undersea B. attitude C. various D. exhausted 6/ A. offer B. insult C. baby D. sparkling 7/ A. inhabit B. natural C. finally D. evidence 8/ A. biodiversity B. carefully C. television D. generously 9/ A. complete B. reveal C. surface D. restrict 10/ A. indication B. understanding C. investigate D. interaction

## II, Read the following passage and mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.

More than two hundred years ago, the term “environmental pollution” was quite strange to people. They lived healthily, drank pure water, and breathed fresh air. In those days, industry was not well-developed. Nowadays, the situation is quite different. The world today is faced with many major threats. The most dangerous threat of all is war, and after the threat of war is pollution. People all over the world are worried about things that are happening to the environment. Actually it is man that is destroying the surroundings with many kinds of wastes from the devices that make human lives more comfortable and convenient. Everybody knows that cars emit dangerous gases that cause poisonous air and cancer, but no one wants to travel on foot or by bicycles. Manufactures know that wastes from factories make water and soil polluted, but they do not want to spend a lot of their money on treating the wastes safely. Scattering rubbish is bad for our health, but no one wants to spend time burying it. Is it worth talking a lot about pollution?

1. More than two hundred years ago .
   1. the environment was polluted as much as it is today.
   2. people knew nothing about environmental pollution
   3. air was polluted badly D. people were faced with pollution
2. In former days, people .
   1. breathed fresh air, drank pure water and lived healthily
   2. breathed polluted air, drank pure water and lived healthily
   3. lived in the polluted environment
   4. were worried about pollution
3. The most dangerous threat that the world is faced with is .
   1. pollution B. water C. war D. air
4. Everybody knows that cars emit dangerous gases .
   1. so they do not travel by car any longer B. so they prefer travelling by bicycle

C. but they still prefer travelling by car D. they no longer use cars

1. Factory owners .
   1. know nothing about pollution
   2. have no awareness of pollution
   3. treat wastes from their factories safely
   4. do not want to spend money on treating the wastes safely

## III, Read the following passage and mark the letter A, B, C or D on your answer sheet to indicate the correct word or phrase that best fitseach of the numbered blanks.

As an ecotourism site, it can (1)………….tourists with beautiful landscape in the biosphere reserve. Tourists can trace (2)………….animals and watch them hunting their (3)…………..at night. Also, they can go (4)…………along Dong Nai River to Bau Sau to view peacocks’ graceful dances. At present more and more visitors come to Nam Cat Tien National Park on their ecotour. Thanks to this, the economy in the local area is flourishing. This (5)…………local authorities more interested in developing this kind of tourism.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. A. give | B. provide | C. bring | D. take |
| 2. A. mad | B. wild | C. dangerous | D. small |
| 3. A. preys | B. victims | C. birds | D. insects |
| 4. A. fishing | B. shopping | C. boating | D. skiing |
| 5. A. helps | B. makes | C. is | D. wants |

## IV, Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part differs from the other three in pronunciation in each of the following questions.

|  |  |  |  |
| --- | --- | --- | --- |
| 1/ A. s**ea** | B. oc**ea**n | C. ch**ea**p | D. t**ea**ch |
| 2/ A. w**or**d | B. w**or**k | C. w**or**m | D. f**o**rget |
| 3/ A. desk**s** | B. park**s** | C. pay**s** | D. effect**s** |
| 4/ A. g**o**vern | B. s**o**me | C. less**o**n | D. m**o**nth |
| 5/ A. P**a**cific | B. Atl**a**ntic | C. Americ**a**n | D. bal**a**nce |
| 6/ A. g**u**n | B. h**u**man | C. pop**u**lation | D. c**u**ter |
| 7/ A. partl**y** | B. centur**y** | C. luckil**y** | D. suppl**y** |
| 8/ A. d**e**pth | B. s**e**cret | C. b**e**tween | D. pr**e**fer |
| 9/ A. messag**es** | B. choic**es** | C. pollut**es** | D. class**es** |
| 10/ A. oversiz**ed** | B. car**ed** | C. fill**ed** | D. mind**ed** |

**V, Finish each of the following sentences in such a way that it means the same as the sentence printed before it.**

* + 1. You mustn’t use this room after 9 p.m.
    2. They are writing a composition about water pollution.
    3. “ If I were in your situtaion, I would not behave like that.”, he told Mary.
    4. “ You’d better not drink the water, it is not clean enough,” I asked the boys.
    5. “ What were you doing when I called you last night?”, I said to Joe.
    6. “ Don’t sit on the table!”, the father asked his children.

# Putting garbage into the bins is one answer to minimize pollution.

1. We should take the map with us or we will lose our way on the street.
2. Ellen can borrow it, but she must give it back next week.
3. The office might be closed. In that case Minh won’t be able to walk in.
4. You haven’t got a pen, so you can’t write down the address.
5. The number on those houses in this apartment aren’t clearly numbered, therefore I find it difficult to find my cousin’s house.

## VI, Select the word(s) which is closest in meaning to the bolded and underlined word(s) in each of the following sentence:

1/ To **conserve** electricity, we are cutting down on our central heating.

* 1. protect B. hold C. make D. do

2/ The loss of much forest is **destroying** Earth’s plant and animal variety.

A. consuming B. demolishing C. erasing D. removing 3/ The loss of much forest is destroying Earth’s plant and animal **variety**.

A. change B. kind C. type D. collection

4/ This is **especially** worrying when there are about 3,000 plants with values as medicines against cancer, AIDS, heart disease and many other sicknesses.

A. well B. suddenly C. particularly D. highly

5/ This is especially **worrying** when there are about 3,000 plants with values as medicines against cancer, AIDS, heart disease and many other sicknesses.

A. annoying B. hurting C. caring D. fearing

6/ This is especially worrying when there are about 3,000 plants with values as medicines against cancer, AIDS, heart **disease** and many other sicknesses.

A. illness B. disorder C. derangement D. derangement 7/ Man and most animals need a **constant** supply of water to live.

A. uniform B. changeless C. true D. steady

8/ Without plants, most water would run off as soon as it falls, taking away **valuable** soil.

A. costly B. estimable C. cherished D. admirable

9/ But we can stop adding the problem while scientists **search** for answers, and laws are passed in nature’s defense.

A. frisk B. rifle C. track D. examine

10/ Each year about fifty hundred species of plants and animals are already being **eliminated**.

A. dropped B. removed C. kicked D. tossed

## VII, Select the word(s) which is opposite in meaning to the bolded and underlined word(s) in each of the following sentence:

1/ I'm not being lazy - I'm just **conserving** my energy for later.

A. using up B. shooting off C. going out D. throwing away

2/ This is **especially** worrying when there are about 3,000 plants with value as medicines against cancer, AIDS, heart disease and many other sicknesses.

A. unimportantly B. normally C. balefully D. infamously 3/ We may never know the **true** cost of this destruction.

A. imaginary B. dishonest C. unlawful D. disloyal 4/ Man and most animals need a **constant** supply of water to live.

A. fitful B. faithless C. uncertain D. weak

5/ **Rapid** run-off would cause frequent floods and leave little water during fry seasons.

A. Bad B. Weak C. Slow D. Ugly

6/ Rapid run-off would cause **frequent** floods and leave little water during fry seasons.

A. sometimes B. unusual C. irregular D. little 7/ The earth is being **threatened** and the future looks bad.

A. done B. made C. defended D. varied 8/ We cannot clean up our **polluted** rivers and seas overnight.

A. cleared B. purified C. honored D. respected 9/ We can do something to **save** the earth.

A. waste B. kick C. shoot D. throw

10/ At times, this can be **risky**, and the keepers have been injured and one has been killed.

A. good B. useful C. healthy D. secure

## VIII, Select the best response to each of the following exchanges.

1. Jack: “Mary, remember to send my regards to your grandfather.” Mary: “…………….”
   1. You’re welcome. **B.** Thanks, I will. **C.** That’s a good idea. **D.** It’s my pleasure.
2. Lan: "Happy birthday! This is a small present for you." Nga: “…………….”
   1. What a pity! **B.** How terrible!

**C.** Have a good time! **D.** How beautiful it is! Thanks.

1. Hoa: How do you usually go to school? Linh:

A.Two kilometers B. On foot C. Half an hour D. Five days a week

1. *Anna*: You really have a beautiful dress, Barbara.

*Barbara*: Thank you, Anna. .

* 1. This is your pity B. That’s a nice compliment

C. No, thanks. D. Yes, it was terrible

1. Helen: “Congratulations!” Jane: “ ”

A.What a pity! B. Thank you. C. I’m sorry. D. You are welcome.

1. Linda : “ Excuse me ! Where ‘s the post office ?” Maria: “…………………..”
   1. Don’t worry B. I’m afraid not C. Yes, I think so D. It’s over there
2. A: “ Bye”

B: “…………..”

* 1. Thank you B. Meet you again C. See you later D. See you lately

1. Alice : “ What shall we do this everning?” Carol: “………………….”
   1. Thank you B. Not at all C . No problem D. Let’s go out for dinner

|  |  |  |
| --- | --- | --- |
| 9. A: ? –B: Once a week |  | |
| A. How often do you go shopping |  | B. How much do you want |
| C. Are you sure |  | D. When will you get there |
| 10. A: “Sorry I’m late.” –B: “ | ” |  |
| A. OK B. Don’t worry |  | C. Hold the line, please D. Go ahead |

## PERIOD 104

**DATE OF PLANNING: 21/ 04/ 2019**

**THE 2nd SEMESTER TEST**

1. **Objectives.**
   1. **Knowledge.**

* To check Ss’ study from Unit 6 to Unit 10

-To help Ss to get to know whether they are making progress in studying or not.

-To help the teacher to apply appropriate teaching methods for each class

## .2. Skills.

* Practice doing MCQ test.

## 3. Education aims.

* Students have positive attitude towards learning and testing.

## Methods.

* Integrated, mainly communicative

## Teaching aids.

* Teacher: Paper tests cassettes/ CD player, CD.
* Students: pens, pencils, erasers….

## Procedures.

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A7* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking.( Omitting )*** | |  |

1. ***New lesson:***

**CONTENT OF THE TEST**

(See in attackment)

### Homework:

* Students redo the test and prepare for the next lesson.

## PERIOD 105

**Date of planning: 22/ 04/ 2019**

**THE 2nd SEMESTER TEST CORRECTION**

* 1. **Objective.**
     1. **Knowledge.**

**-** Help sts find out their errors in the test so that they will not make mistakes the next time**.**

## Skills.

* Develop sts’ ability to correct mistakes and errors.

## Educational aims.

* Students have positve attitude towards learning**.**

## Methods.

* Integrated, mainly communicative

## Teaching aids.

* Teacher: tape, board, chalk, textbook, answer key.
* Students: textbook, workbook, pen, pencil….

## Procedures.

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A7* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |

1. ***Old lesson checking. (Omitting)***
2. ***New lesson:***

(See in attackment)

### Homework:

**KEYS TO ANSWER**

* Students redo the test and prepare for the next lesson.

, ngày 24 tháng 04 năm 2019

## Kí duyệt của NTCM

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## Phan Thị Hiền

**PERIOD 100**

**DATE OF PLANNING: 03/ 05/ 2019**

**UNIT 10: ECOTOURSM LOOKING BACK AND PROJECT**

**I, Objectives.**

1. **Knowledge.**

By the end of the lesson sts can revise:

* Stress in more than three syllble words.
* Conditional sentencs type 1 and 2.
* Words and phrases related to ecotourism.

## Skills

* Reading and Speaking skills.
* Group and pair work.

## Educational aims.

* Students are more aware of the importance of preserving the environment.

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/ 38* |
| *10A5* | *……/ ……/ 2019* | *……/ 39* |
| *10A6* | *……/ ……/ 2019* | *……/ 40* |
| *10A7* | *……/ ……/ 2019* | *……/ 32* |
| *10A8* | *……/ ……/ 2019* | *……/ 40* |
| ***2. Old lesson checking (Omitting )*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **WARM UP**   * Ask sts to label the pictures shown on the board. * Invite sts to give the answers. * Listen to the sts and give correction if needed. * Lead sts into new lesson. | **WARM UP**   * Work individually, look at the pictures, then label them. * Give the answers. |
| **PRONUNCIATION**  **Activity 1**   * Ask ss to listen and reapeat   **Activity 2**   * Help ss review stress patterns of three-syllable nouns * Play the recording again, ask ss to listen and underline stress syllables * Check ss’ answers * Suggested answers:  1. ac’tivity 6. Eco’nomic 2. conser’vation 7. Eco’nomical 3. tra’ditional 8. Under’standing 4. desti’nation 9. Degra’dation | **PRONUNCIATION**  **Activity 1**  - Listen and reapeat  **Activity 2**  **-** Review stress patterns of three-syllable nouns.   * Listen again and underline stress syllables. * Give the answers. * Check and correct. |
| **VOCABULARY** | **VOCABULARY** |

|  |  |
| --- | --- |
| **Vocabulary Activity 1**  **-** Ask ss to work individually to do the task, then compare the answers in pairs.   * Check ss’ answers. * Expected answers: 1.conservation 2.destination 3.impacts; environment 4.ecology   5.exotic | **Activity 1**   * Listen to the T. * Work individually to do the task, then compare the answers in pairs. * Give the answers. * Check and correct. |
| **GRAMMAR**  **Activity 1**  **-** Set ss a time limit and get ss to do the activity individually   * Call on some ss to tell their answers * Check ss’ answers. * Possible answers:  1. If I miss the lesson, I will not do the test well. 2. If I do not do the test well, I will feel very sad. 3. If I feel very sad, I will not go to the gym. 4. If I go to the gym, I can keep fit. 5. If I can keep fit, I will look attractive. 6. If I look attractive, I will be very happy.   **Activity 2:**  **-** Set ss a time limit and get ss to do the activity individually   * Call on some ss to write the answers on the board * Correct the mistakes * Expected answers:  1. If I could swim, I would go… 2. If I had som holidays, I could go….you. 3. If sue had Tony’s…., she could send….. 4. If there were some eggs in the fridge now, I could make….you. 5. If Phong had enough money, he would travel abroad. 6. If I drove too…..safari, they could get scared. 7. if I did not have….do, I could go to the concert. 8. If nam had a camera, he could take….   **Activity 3**  **-** Set ss a time limit and get ss to do the activity individually   * Call on some ss to write the answers on the board * Correct the mistakes * Expected answers:  1. The computer is not working. 2. It might snow tonight. 3. This golden block might be made of pure gold. 4. My father is not here. 5. The air is polluted. 6. John might call | **GRAMMAR**  **Activity 1**   * Listen to the T. * Work individually to do the task, then compare the answers in pairs. * Give the answers. * Check and correct.   **Activity 2**   * Listen to the T. * Work individually to do the task, then compare the answers in pairs. * Give the answers. * Check and correct. |

## Consolidation

* Words and phrases related to ecotourism, positive and negtive effects of ecotourism to the environment.
* Identify stress pattern in more than 3 syllable words.

## Homework:

* Do the task again.
* Prepare for Review 4(Vocabulary, Grammar and Pronunciation).

## PERIOD 101

**DATE OF PLANNING: 04/ 05/ 2019**

**REVIEW 9, 10 (LESSON 1)**

**I, Objectives.**

1. **Knowledge.**

* To help students revise what they have learned in unit 9, and 10.
* To give them a chance to practice

## Skills

* To promote Ss to develop their communication skills and cultural understanding
* To help Ss develop the skill of working in pairs and groups

## Educational aims.

* To encourage Ss to work harder
* To provide Ss some motivation

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### 1. Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A7* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |
| ***2. Old lesson checking(Omitted)*** | |  |

***3. New lesson:***

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ACTIVITIES** |
| **LANGUAGE**  **Vocabulary Activity 1**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   1. natural 2. polluted  3. environmental 4. sustainable  5. ecological  **Activity 2**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   1. pollution 2. Global warming  3. deforestationgames 4. protect 5. Acid rain | **LANGUAGE**  **Vocabulary Activity 1**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers.   **Activity 2**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers. |

|  |  |
| --- | --- |
| **Pronunciation Activity 3**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.  1. the 1st syllable: poverty, energy, newsletter, chemical 2. the 2nd syllable: pollution, economy, sustainable, environment, ecology, solution, awareness, protection 3. the 3rd syllable: relaxation, preservation, conservation, composition. | **Pronunciation Activity 3**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers. * Listen to the recording, and write down the words that they hear. * Ask sts to read aloud the words. |
| **GRAMMAR**  **Activity 4**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.  1. people were cutting….. 2. car pollution was a big city in his city. 3. chemicals were destroying …. 4. shut the door but not to lock it. 5. burning gas, oil and coal can cause…..   **Activity 4**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   1. did not throw 2. Will go  3. closed down 4. are  5. build  **Activity 6**   * Explain the task requirement. * Get sts to work individually first to do the task, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   1. will you do 2. Would be 3. Were/ would go  4. use 5. Knew/ would call | **GRAMMAR**  **Activity 4**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers.   **Activity 5**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers.   **Activity 6**  **-** Listen to the T   * Firstly, work individually first to do the task, then work in pairs to compare the answers. * Give the answers. * Check and correct the answers. |

## Consolidation

* Revise what Ss have learnt in unit 9, 10

## Homework

* Redo activities at home and prepare for the rest of the Review.

|  |  |  |
| --- | --- | --- |
| **Linda** | landfills | Do more recycle |
| **Jenny** | The depletion/ thinning of the ozone layer | Drive less |
| **Kate** | Water pollution | Treat all waste more carefully |

## PERIOD 102

**DATE OF PLANNING: 05/ 05/ 2019**

**REVIEW 9, 10 (LESSON 2)**

**I, Objectives.**

1. **Knowledge.**

* To help students revise what they have learned in unit 4, and 5.
* To give them a chance to practice

## Skills

* To promote Ss to develop their communication skills and cultural understanding
* To help Ss develop the skill of working in pairs and groups

## Educational aims.

* To encourage Ss to work harder
* To provide Ss some motivation

## II, Methods.

* Integrated, mainly communicative.

## III, Teaching aids.

* Teacher: tape, board, chalk, textbook, cassette.
* Students: textbook, workbook, pen, pencil…

## IV. Procedures:

### Class organization:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Attendance |
| *10A3* | *……/ ……/ 2019* | *……/…….* |
| *10A4* | *……/ ……/ 2019* | *……/…….* |
| *10A5* | *……/ ……/ 2019* | *……/…….* |
| *10A6* | *……/ ……/ 2019* | *……/…….* |
| *10A8* | *……/ ……/ 2019* | *……/…….* |

1. ***Old lesson checking(Omitted)***
2. ***New lesson:***

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ACTIVITIES** |
| **SKILLS**  **Reading Activity 1**   * Ask sts to read the text carefully to find the words first, then work in pairs to compare the answers. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   1. landfills 2. Bury 3. Skin cancer  4. exhaust gases 5. Treat  **Activity 2**   * Ask sts to read the text again, then work in pairs to do the task. * Go around to observe and control the activity. * Ask sts to give the answers. * Check and correct the answers. * Expected answers.   **Speaking** | **SKILLS**  **Reading Activity 1**  **-** Firstly, work individually first to read the taex and find the words, then work in pairs to compare the answers.   * Give the answers. * Check and correct the answers.   **Activity 2**   * Work in pairs to do the task. * Give the answers. * Check and correct the answers.   **Speaking** |
|  | **Trang 119** |

* Get sts to work in pairs, take turns asking and answering questions about one of the ecotourism destinations in VN.
* Go around to observe and control the activity.
* After about 5 minutes, ask some pairs to present their conversation in class.
* Ask other students to give the comments and give final feedback.

## Listening

* Tell sts that they are going to listen to a talk about Cuc Phuong national park.
* Explain the task requirement.
* Play the recording 2 times for sts to listen and do the task.
* Get sts to work in pairs to do the listening task.
* Ask sts to give the answers.
* Play the recording again and pause at the answers for the sts to check whether their answers are correct or not.
* Give the correct answers.

## 135 2. Tourists and scientists

**3. 2.000; 450 4. Most impressive 5. 1.000 Writing**

* Explain the task.
* Ask sts to use the information given on page to do their writing.
* Give some more instructions:

\* The organization of the paragraph.

+ Topic sentence

+ The 1st problem and it solution(s).

+ The 2nd problem and it solution(s).

………

+ Concluding sentence

\* Useful languages.

+ Connecting words: so, therefore, the 1st , the 2nd ….

+ Modal verbs; can/ may/ should/ have to/ ought to….

* Get sts to work individually to do their writing task.
* Ask sts to work in pairs for peer correction after finishing their own writing.
* Select one st’s wrting for model correction.
* Give feedback.

## Consolidation

* Revise what Ss have learnt in unit 4, and 5.

## Homework

* Redo activities at home
* Work in pairs, take turns asking and answering questions about one of the ecotourism destinations in VN.
* Some pairs present their conversation.
* Others give the comments.
* Liaten to the T

## Listening

* Listen to the T
* Listen to the recording and do the task
* Give the answers
* Check and correct the answers

## Writing

* Listen to the T
* Work individually to do their writing task
* Work in pairs for peer correction after finishing their own writing.
* Pay attention to the T’s model correction.

, ngày 08 tháng 05 năm 2019

## Kí duyệt của NTCM

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