***Date of preparation:*** *04/09/2018* ***Date of teaching:*** *06/09/2018*

**PERIOD 001/105: INTRODUCING THE PROGRAMS OF ENGLISH 11**

1. AIMS/OBJECTIVES OF THE LESSON:

### Language focus:

* To introduce English 11
* To motivate learners, prepare them to get ready for the new school year.

1. **Skills**: To test Ss's language skills

3. **Attitudes:** - To encourage Ss to work harder

- To provide Ss some motivation

1. . PREPARATION
   1. **Teacher:** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students:** - Read through English 11 at home

1. PROCEDURE:
2. **Class organization** (1 minute)
3. **Check up** (omitted)
4. **New lesson** (40 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| Warm up: Introduces herself to the students  Asks some students to introduce themselves: What’s your name?  Do you like English?  Do you find English easy or difficult?  Which is the easiest, the most difficult? reading, speaking, listening, or writing?  Why do you learn English?  How long have you learned English? Are you good or bad at English?   1. **The text- book English 11**   the 1st term   * Unit 1- Unit 6: 8 parts for each unit: getting started, language, reading, speaking, listening, writing, communication and culture and looking back & project * Review 1, 2 * Test yourself 1 * Written tests: 6: 15’(3) 45’(2) end- term (1) the 2nd term: * Unit 7- Unit 12: 8 parts for each unit: getting started, language, reading, speaking, listening, writing, communication and culture and looking back & project * Review 3, 4 * Test yourself 2 * Written tests: 6: 15’(3) 45’(2) end- term (1)   **3. Teacher’s demand**  Books   * Text - book English 11 * Work - book English 11 At home: * Prepare for the new lessons: content, structures, words and phrases, pronunciation * Revise the old lessons + do all the homework At class: | Do as appointed  Listen Take notes  Listen Take notes |
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* Participate in all activities
* Keep the discipline

1. **Students’ assessment** (5 mins) What do you find your English? Very good Excellent:

Good: Average:

Bad: Very bad:

* 1. **Consolidation** (3 mins) - English test book 11

Do as appointed

* 1. **Homework:** (1 min) - Read unit 1 - getting started at home

1. . SELF-EVALUATION:

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***Date of preparation:*** *04/09/2018* ***Date of teaching:*** *08/09/2018*

# UNIT 1: THE GENERATION GAPS

**PERIOD 002/105: GETTING STARTED**

1. AIMS/OBJECTIVES OF THE LESSON

### Language focus

* + To help learners get started with some language items in Unit 1
  + For vocabulary, that is words and phrases related to the generation gap and family rules, as well as some compound nouns
  + For pronunciation, that is strong and weak form of words in connected speech
  + For grammar, that is the use of some modal verbs: should, ought to, must, have to

### Skills

* + To help learners get started with 4 skills in Unit 1
  + Reading: Reading for specific information in an article about the generation gap
  + Speaking: Talking about parent-child relationship problems, and offering advice on how to solve them
  + Listening: Listening for specific information in a conversation between two teenagers about conflicts with their parents
  + Writing: Write a letter about family rules to a teenager staying with a homestay family

1. **Attitudes:** - To help Ss get started for Unit 1 with the topic "the generation gap"

- To provide Ss some motivation

1. PREPARATION
   1. **Teacher:** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students:** - Read through English Unit 1 - getting started at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (omitted)
4. **New lesson** (40 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| Lead in  Ask Ss to read the box and inform the class of the lesson objectives | * Vocabulary - Pronunciation * Grammar - Skills * Communication and Culture |
| 1. **Listen and read**  Ask Ss listen to the recording and read the conversation  Ask them to pay attention to highlighted words and phrases | - Do as appointed  + extended family + nuclear family  + childcare + generation gap  + table manners + viewpoint |
| 2. Read the conversation again. Decide whether the statements are T or F  Ask Ss to work individually and finish | - Do as appointed   1. F 2. F |
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| the task  Ask them to exchange their answers with a partner. | 1. T 2. F 3. T |
| 3. Complete the definitions by filling highlighted compound nouns in the gaps Ask Ss to work individually and finish the task  Ask them to exchange their answers with a partner. | - Do as appointed   1. A nuclear family 2. A generation gap 3. A viewpoint 4. Childcare 5. Table manners 6. An extended family |
| 4. Find other compound nouns in the conversation.  As Ss to work in groups and finish the task | - Do as appointed  Grandparents/ grandma/ grandpa Grandmother/ hairstyles Housework/ footsteps |
| 5. Find verbs used to express duty, obligation, advice or lack of obligation Ask Ss to work in groups and finish the task | - Do as appointed  + Opinion and advice: should, shouldn't, ought to, ought not to  + Duty and obligation: must, have to  + Lack of obligation: not have to, not need to |
| 6. Ask and answer the questions  Ask Ss to work in pairs and finish the task | - Do as appointed  + Nuclear family:  have closer relationships with each other less generation gaps  worry about childcare  + Extended family:   * more help from family members * not worry about childcare * more conflicts and generation gaps |

1. **Consolidation** (3 mins) - Compound nouns in the conversation
   * Practice the conversation
2. **Homework:** (1 min) - Compound nouns in the conversation
   * Practice the conversation
   * Do the tasks again
   * Read Unit 1 - Language at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *04/09/2018* ***Date of teaching:*** *09/09/2018*

# UNIT 1: THE GENERATION GAPS

**PERIOD 003/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON

### Language focus

* + To provide learners some language items in Unit 1
  + For vocabulary, that is words and phrases related to the generation gap and family rules, as well as some compound nouns
  + For pronunciation, that is strong and weak form of words in connected speech
  + For grammar, that is the use of some modal verbs: should, ought to, must, have to

1. **Skills:** - To promote Ss to develop the skill of working in pairs and groups
2. **Attitudes:** - To encourage Ss to work harder

- To provide Ss some motivation

1. . PREPARATION
   1. **Teacher:** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students:** - Read through English Unit 1 - language at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) - Ask some Ss to write some new words and do the tasks again
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| VOCABULARY  1. Matching to form compound nouns  Ask Ss to do the tasks and compare the results with their partner | - Do as appointed  1. g / 2. h / 3. i / 4. f / 5. c  6. b/ 7. a/ 8. d/ 9. e |
| 2. Complete each question with one of the compound nouns in 1  Ask Ss to do the tasks and compare the results with their partner | - Do as appointed   1. hairstyle/table manners 2. generation gap 3. nuclear family   4. junk food 5. schoolchildren |
| PRONUNCIATION  1. **Listen and repeat**  Ask Ss to read the box and check their understanding  Play the recording and let Ss listen  Play it again with pauses for them to repeat each sentence | Do as appointed  Which word is stressed in a sentence?  + content words: n, v, adj, adv  + negative auxiliaries  + question word  + demonstrative pronouns: this, that, these, those without nouns  + possessive pronouns |
| 2. **Listen and check**  Ask Ss to read the sentences, decide whether bold words are stressed or unstressed  Play the recording and let Ss listen and check | - Do as appointed   1. A: strong/ B: weak 2. A: weak/ B: strong 3. A: weak/ B: strong |
| GRAMMAR  1. **Underline the correct word**  Ask Ss to read the box and check their understanding  Ask them to do the task then compare their answers with a partner's | - Do as appointed   1. should 2. ought to 3. must 4. have to 5. mustn't |
| 2. **Rewrite the sentences**  Let Ss finish the task and compare their answers with their partner's | - Do as appointed   1. You mustn't use your mobile phone in the examination room 2. I don't have to type my essay 3. You should tell the truth to your parents 4. Young people must plan their future career carefully |

1. **Consolidation** (3 mins): - Compound nouns
   * Weak form and strong form of words
   * Modal verbs: should, ought to, must, have to
2. **Homework**: (1 min): - Compound nouns, weak form and strong form of words
   * Modal verbs: should, ought to, must, have to
   * Do the tasks again, Read Unit 1 - Reading at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *10/09/2018* ***Date of teaching:*** *12/09/2018*

# UNIT 1: THE GENERATION GAPS

**PERIOD 004/105: READING**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus:** To provide learners some vocabulary related to the topic of conflicts in the family
3. **Skills:** - To promote Ss to develop their reading skills
   * Skim the text to get the general idea
   * Scan the text to get some specific details
4. **Attitudes:** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher:** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students:** - Read through English Unit 1 - Reading at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to distinguish the use of should, ought to, must, have to and do the tasks again
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| PRE READING  1. You are going to read a text about the conflicts between parents and their teenager children. Which of the following may be found in the text?  Let Ss work in groups, do the task | - Do as appointed  Some Ss write their predictions on the board |
| WHILE READING  2. Read the text quickly and check your predictions in 1  Let Ss skim the text, then check their predictions | - Do as appointed b – c – d – e – f |
| 3. Match the highlighted words in the text with the definitions below  Let Ss look at the highlighted words again, then do the task individually  Ask Ss to compare their answer with a partner | - Do as appointed   1. afford 2. impose 3. brand name 4. norms 5. conflicts |
| 4. Read the text carefully then answer the questions  Put Ss in pairs, ask them to ask and answer the questions  Let Ss read the text again and locate the parts of the text where they can get the answers | - Do as appointed   1. Because they strongly believe that they know what is best for their children 2. They want to be more independent, create their own opinions and make their own decisions 3. They are worried because these clothes may break rules and norms of society, or distract them from schoolwork 4. They want their children to spend their time in a more useful way 5. No. Some of them try to impose their choices of university or career on their children |
| POST READING | - Do as appointed |
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1. Discuss with a partner

Put Ss in pairs and let them discuss the question

Yes. My parents keeps complaining about my irresponsibility for the housework and about my exam results

* 1. **Consolidation** (3 mins) - Vocabulary related to conflicts in the family
     + Reading skills: skimming, scanning, guessing

the meaning of new words/phrases through context

* 1. **Homework**: (1 min) - Vocabulary related to conflicts in the family
     + Reading skills: skimming, scanning, guessing

the meaning of new words/phrases through context

* + - Do the task again
    - Read Unit 1 - Speaking at home

1. . SELF-EVALUATION:

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***Date of preparation:*** *10/09/2018* ***Date of teaching:*** *13/09/2018*

# UNIT 1: THE GENERATION GAPS

**PERIOD 005/105: SPEAKING**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** To provide learners some vocabulary related to the topic of conflicts in the family
3. **Skills:** - To promote Ss to develop their speaking skills
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes:** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher:** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 1 - Speaking at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to talk about the conflicts between parents and children
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Read about the three situations facing teenagers. Match them with the problems a, b or c in the box below  Ask Ss to do the task then compare the result with their partner. | Do as appointed 1.b   1. c 2. a |
| 2. Here are some of the things teenagers and parents complain about. Tick the complaints that you hear in your family  Let Ss do the task then compare the result with their friend  Let representatives from different groups to go to the board and give their presentations | Do as appointed  **My children**:   * watch too much TV * don't help with housework * dress badly and have ugly hairstyle * spend too much time on their mobile phones and computers   **My parents**:   * don't respect my privacy * criticize my appearance * want me to follow in their footsteps * always tell me what to do |
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|  | - don't like my friend |
| 3. Work in pairs. Tell your partner what you or your brothers/sisters and your parents complain about. Give advice on how to solve the problem.  - Let Ss work in pairs | Do as appointed  A: What kind of conflict do you get into with your parents?  B: Well I don't like the way my parents criticizing my appearance. They don't like my jeans and T-shirt. What should I do?  A: I think that your parents are true to some extent. You shouldn't wear Jeans and T-shirt when you are at school or formal party. However, they are OK if you go out with your friends or on other occasions. And you should tell your parents about that  B: Thanks, I'll try. |

1. **Consolidation** (3 mins) - Vocabulary related to conflicts in the family
   * Speaking skills: giving problems, asking for advice, giving solutions
2. **Homework:** (1 min) - Vocabulary related to conflicts in the family
   * Speaking skills: giving problems, asking for advice, giving solutions
   * Do the tasks again - Read Unit 1 - Listening at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *10/09/2018* ***Date of teaching:*** *15/09/2018*

# UNIT 1: THE GENERATION GAPS

**PERIOD 006/105: LISTENING**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus:** To provide learners some vocabulary related to the topic of conflicts and differences
3. **Skills:** - To promote Ss to develop their listening skills
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes:** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 1 - Listening at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss go to the board and ask and answer about conflicts in their family
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. You are going to listen to Tom and Linda discussing their conflicts with their parents. What do you think they will mention?  Ask Ss to work in pairs, discuss the questions | Do as appointed  - They may talk about conflicts of watching TV/playing computer games too much; hairstyle; clothes and not helping with the housework |
| 2. Match the words in the box with the appropriate definitions  Ask Ss to do this task in pairs | Do as appointed 1. d/ 2. a  3. b/ 4. c |
| 3. Listen to the conversation. Decide if the following sentences are T or F  Play the tape twice | Do as appointed   1. F 2. F |
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| Let Ss listen to the recording, do the task then compare the answer with their partner | 1. T 2. T 3. T |
| 4. Listen to the conversation again and choose the best answer A, B, or C  Ask Ss to listen again and do the task then compare the answer with their partner | Do as appointed  1. C 2. A 3. B 4. C 5. B |
| 5. Work with a partner. Ask and answer the following questions  Ask Ss to work in pairs, ask and answer the questions | Do as appointed   1. No, they don't. They think that my clothes are colorful and not suitable for a student. 2. I think that computer games help me to relax after hard work but my parents disagree. They think that computer games are totally harmful. |

1. **Consolidation** (3 mins) - Vocabulary related to the topic of conflicts and differences
   * Listening skills
2. **Homework**: (1 min) - Vocabulary related to the topic of conflicts and differences
   * Listening skills
   * Do the tasks again
   * Read Unit 1 - Writing at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *16/09/2018* ***Date of teaching:*** *19/09/2018*

# UNIT 1: THE GENERATION GAPS

**PERIOD 007/105: WRITING**

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus:** - To provide learners some vocabulary related to family rules
2. **Skills:** - To promote Ss to develop their writing skills

- To help Ss develop the skill of working in pairs and groups

1. **Attitudes:** - To encourage Ss to work harder

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. The following are some family rules. Complete them, using the phrases below. Add a few more if you can. | Do as appointed   1. My parents do not let me go out late at night 2. They make me help with the household chores 3. They tell me to keep my room clean and tidy. 4. They warn me not to tell any lies. |
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| Ask Ss to work in pairs and do the task | 1. They want me to prepare carefully for all my exams 2. I am not allowed to play computer games 3. They forbid me to use a cell phone. 4. I have to finish all my homework before going to bed 5. I'll be punished if I neglect my study and get bad marks 6. I'll be rewarded if I get good marks. |
| 2. Read the list in 1 again. Choose the three most important rules that your parents often apply to you. Think of the reasons and write them in the spaces provided  Ask Ss to do the task, then compare the result with their partner | Do as appointed   1. One important rule in my family is that I have to help around with the housework and other home duties. This will give my mother more free time to relax, teach me lessons about my responsibility and make my family members closer to each other. 2. Another important rule in my family is that my parents want me to take my study seriously. I'm expected to finish all my homework before going to bed and prepare carefully for every exam at school. I will I'll be punished if I neglect my study and get bad marks but I'll be rewarded if I get good marks. 3. The third important rule in my family is that I am not allowed to tell lies. Whether I make a small or serious mistake, my parents make me to tell the truth so that they can know everything about me and help me to solve the problem. |
| 3. An English teenager is going to stay with your family for two months on a cultural homestay programme.  Complete a letter to inform him/her of the rules in your family  Ask Ss to do the task | Pham Ngoc Thach, Dong Da, Ha Noi, Viet Nam February, 10th, 2014  Dear Lauren,  I'm very happy to know that you'll be staying with my family for two months. We live in a four-bedroom flat on the 15th floor. You will have your own bedroom for your stay here.  You asked me about our family rules. There are three important ones that we must follow.  One important rule in my family is that every member of the family has to keep his or her room tidy. My brother and I have to make our beds every morning, and clean the floor and windows twice a week.  Another important rule is that my brother and I must be home before 10 p.m. My parents are very strict and believe that setting a curfew with help us become responsible, and stay safe and healthy. The third important rule is that we mustn't invite friends to stay overnight. This is not only our family rule, but also the rule for all people living in the building.  If you have any questions, please let me know. We will try our best to make you feel comfortable during your stay with us.  I hope you will enjoy your time in VN Looking forward to meeting you Best Wishes  Ha |

1. **Consolidation** (3 mins): - Vocabulary related to family rules
   * Writing skills: write a letter about family rules
2. **Homework**: (1 min): - Vocabulary related to family rules
   * Writing skills: write a letter about family rules
   * Do the tasks again
   * Read Unit 1 - Communication and Culture at home

IV. SELF-EVALUATION:

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***Date of preparation:*** *16/09/2018* ***Date of teaching:*** *20/09/2018*

# UNIT 1: THE GENERATION GAPS

**PERIOD 008/105: COMMUNICATION & CULTURE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus:** To provide learners some communication samples and cultural items
3. **Skills:** - To promote Ss to develop their communication skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes:** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher:** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students:** - Read through English Unit 1 - Communication and Culture at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes): Ask some Ss to go to the board and read their writings
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Communication**   1. Work in groups. Practise asking the following questions and take notes of their answers   Ask Ss to do the task   1. Report your groups' opinions to the class   Each groups give the representative to report their opinions | Do as appointed  I live in a nuclear/an extended family  Living in a nuclear family has both advantages and disadvantages. On the one hand there are only two generations in a nuclear family so there will be less conflicts and generation gaps. On the other hand nuclear families have to face with the problem of childcare and elderly care  Living in an extended family brings about both advantages and disadvantages. For advantages, members in extended families often help each other a lot with child care, elderly care and housework. Children can also learn a lot of experiences from the elderly. For disadvantages, extended families often have a lot of conflicts and generation gaps.  Do as appointed |
| **Culture**  The return of the extended families in the UK and the USA  1. Read the following text about the coming back of the extended families and answer the questions  - Ask Ss to work in pairs and do the task | - Do as appointed   1. The number of multi-generational households with three or four generations living under the same roof 2. Unemployment, part-time work and low-paid jobs have become more common. The cost of housing has become higher. The pressures of childcare and elderly care have become heavier 3. The disadvantages are the lack of space, independence and privacy, and the daily conflicts 4. They can develop relationships with adults other than their parents. 5. Old people can become more active when interacting |
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|  | with the younger generations |
| 2. **Discuss with a partner**  Ask Ss to work in pairs and do the task | Do as appointed   1. The current family trend in VN is the increase in the number of nuclear families 2. The reasons for this is the influence from Western cultures, busy lifestyle and the depletion in the traditional customs 3. Yes. |

1. **Consolidation** (3 mins) - Talk about nuclear and extended families
   * Talk about family trend in the UK, the USA and in VN
2. **Homework**: (1 min) - Talk about nuclear and extended families
   * Talk about family trend in the UK, the USA and in VN
   * Do the task again
   * Read Unit 1 - Looking back and Project at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *16/09/2018* ***Date of teaching:*** *21/09/2018*

# UNIT 1: THE GENERATION GAPS

**PERIOD 009/105: LOOKING BACK & PROJECT**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus:** - To help students revise what they have learned in unit 1
   * To give them a chance to do a small project in which they can develop their speaking skills
3. **Skills:** - To promote Ss to develop their communication skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes:** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher:** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students:** - Read through English Unit 1 - Looking back and Project

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to go to the board talk about Mahatma Gandhi and other famous volunteers
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| LOOKING BACK  **Pronunciation**  1. Identify the stressed words and put a stress mark before their stressed syllables in the following statements. Listen and check your answer  - Play the recording and let Ss listen and do the task  2. Identify the stressed words and put a stress mark before their stressed syllables. Listen and check your answers. | - Do as appointed   1. Tim and his parents often argue about what time he should come home 2. Money is a source of conflict for many families. 3. Susan's parents want her to do well in school, and if that doesn't happen, her parents get angry, so she gets worried 4. Kate's parents often complain that she doesn't help clean the house.   \* Do as appointed  1. A: At what age were you allowed to stay at home alone?  B: I don't remember exactly. I think it was when I |
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| **Vocabulary**  Fill in the gaps with the words/ phrases from the box  Let Ss do this vocabulary exercise in pairs or groups of 4  2. Can you find other compound nouns with the word family?  **Grammar**  1. Complete the following sentences with should or ought in their positive or negative form  - Ask Ss to work in pairs to finish the task   1. Complete the following sentences with must/mustn't or have to/ has to and don't have to/ doesn't have to 2. Read the text again and answer the following questions | was nine or ten.   1. A: These jeans look really cool. Would you like to try them on?   B: No, I don't like them. I like those over there.   1. A: Do you think life is safer in the countryside? B: Yes, I do. It's also cleaner.   Do as appointed  1. nuclear family/ 2. generation gap  3. homestay/ 4. Conflicts/ 5. curfew Do as appointed  nuclear family/ extended family one-parent family/ single-parent family family name/ family tree  family doctor/ family rules  \* Do as appointed  1. ought/ 2. shouldn't, ought  3. shouldn't/ 4. oughtn't, should  \* Do as appointed  1. have to, has to/ 2. mustn't  3. must/ 4. don't have to |
| PROJECT  The class is divided into groups of 6 to 8. Your group will interview 15 teenagers, aged 15-17, who live in your area, and take notes of their answers. Report your group's findings to the whole class | Do as appointed |

1. **Consolidation** (3 minutes) - Words and phrases related to the generation gaps and family rules, as well as some compound nouns
   * Strong and weak form of words in connected speech
   * The use of some modal verbs: should, ought to, must, have to
2. **Homework** (1 minute) - Words and phrases related to the generation gaps and family rules, as well as some compound nouns
   * Strong and weak form of words in connected speech
   * The use of some modal verbs: should, ought to, must, have to
   * Do the tasks again
3. . SELF-EVALUATION:

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***Date of preparation:*** *23/09/2018* ***Date of teaching:*** *26/09/2018*

# UNIT 2: RELATIONSHIPS

**PERIOD 010/105: GETTING STARTED**

ROMANTIC RELATIONSHIPS

1. AIMS/OBJECTIVES OF THE LESSON
   1. **Language focus:** - To help learners get started with some language items in Unit 2
      * For vocabulary, that is words and phrases related to relationships
      * For pronunciation, that is contracted forms: nouns/pronouns, etc + verb/ verb not
      * For grammar, that is the use of linking verbs and cleft sentences
   2. **Skills:** - To help learners get started with 4 skills in Unit 2
      * Reading: Reading for general ideas and specific information about teenage relationship problems
      * Speaking: Talking about problems and asking for advice
      * Listening: Listening for specific information about parent-child relationships
      * Writing: Writing an online posting about relationship problems
   3. **Attitudes:** - To help Ss get started for Unit 1 with the topic "Relationships"
      * To provide Ss some motivation
2. . PREPARATION
   1. **Teacher:** - Teaching aids: textbook, lesson plan
      * Teaching method: Communicative language teaching
   2. **Students:** Read through English Unit 1 - getting started at home
3. PROCEDURE
4. **Class organization** (1 minute)
5. **Check up** (omitted)
6. **New lesson** (40 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Lead in**  Inform the class of the lesson objectives: getting to know the topic, vocabulary relating to relationships  Ask them look at the pictures and guess what they show | - Do as appointed |
| 1. **Listen and read**  Ask Ss listen to the recording and read the conversation | - Do as appointed  get involved in romantic relationships single-sex school  start a relationship with sb concentrate on one's study |
| 2. **Decide** whether the following statement is T, F or NG  Ask Ss to do the task then compare the answer with their partner | Do as appointed  1. T 2. F 3. T  4. T 5. NG 6. T |
| 3. **Read** the conversation again, and find the verbs that come before the words below  Ask Ss to do the task then compare the answer with their partner | 1. get involved 2. feel bored 3. are very kind, caring and sympathetic 4. sounds good |

1. **Consolidation** (3 mins) Words and phrases related to relationships
2. **Homework**: (1 min) - Words and phrases related to relationships
   * Practice the conversation
   * Do the task again
   * Read Unit 2 - Language at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *23/09/2018* ***Date of teaching:*** *27/09/2018*

# UNIT 2: RELATIONSHIPS

**PERIOD 011/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus:** - To provide learners some language items in Unit 2
   * For vocabulary, that is words and phrases related to relationships
   * For pronunciation, that is contracted forms: nouns/pronouns, etc + verb/ verb not
   * For grammar, that is the use of linking verbs and cleft sentences
3. **Skills:** To promote Ss to develop the skill of working in pairs and groups
4. **Attitudes:** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher:** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students:** - Read through English Unit 2 - language at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to talk about Mai's relationships
4. **New lesson** (35 minutes)

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| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| VOCABULARY  1. Write the words or phrases given in the box next to their meaning  Ask Ss to work in pairs, do the task | Do as appointed  1. have got a date 2. break up  3. romantic relationship 4. argument  5. sympathetic 6. lend an ear  7. be in a relationship 8. be reconciled |
| 2. Complete the sentences with the words or phrases in 1  Ask Ss to do the task then compare the answer with their partner | Do as appointed   1. lend an ear, broke up 2. reconciled 3. romantic relationship 4. in a relationship, arguments 5. have got a date 6. sympathetic |
| PRONUNCIATION  1. Find the contracted forms in the conversation and write their full form  Ask Ss to do the task then compare the answer with their partner | Do as appointed  shouldn't - should not/ you're - you are there's - there is/ we're - we are  don't - do not/ Didn't - did not  It's - It is/ he's - he is I'm - I am |
| 2. Listen and underline what you hear  Ask Ss to do the task then compare the answer with their partner | Do as appointed  1. I will, I'll 2. I am  3. He is, he's 4. we are, didn't  5. I've, That's |
| GRAMMAR  Linking verbs  1. Choose the verbs in the box to complete the sentences. Make changes to verb forms if necessary. Ask Ss to do the task then compare the answer with their partner | Do as appointed  1. sounds 2. grow/get  3. stay 4. getting  5. seem 6. look/seem |
| 2. Underline the correct words to complete the sentences | Do as appointed  1. unhappy 2. warmly 3. suddenly  4. excited 5. angry 6. annoyed  7. awful 8. quickly |
| GRAMMAR  Cleft sentences with It is/ was ...  1. Rewrite each sentences to emphasize the underline part.  Ask Ss to do the task then compare the answer with their partner | Do as appointed   1. It was her sad story that made me cry 2. It is you who are to blame for the damage It is you that is to blame for the damage 3. It's hiking in the forest that we really enjoy. 4. It's your parents that/who you should really speak to when you have problems 5. It's his dishonesty that I dislike the most 6. It's Jim that/who Laura is in a relationship with 7. It was at the age of 20 that he became successful as |
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|  | a famous writer  8. It was in a nice coffee shop that they had their first date. |
| 2. Write the answer to these questions. Use the words or phrases in bracket as the focus  Ask Ss to do the task then compare the answer with their partner | Do as appointed   1. No. It was Mary that I had a date with 2. No. It was a smart phone that he gave me for my birthday 3. No. It's in Tokyo that I'm going to spend the holiday with my family 4. No. It's a lawyer that I want to become 5. No. It's his brother that/who earns 10,000 dollars a month 6. No. It's Ha that/who is in love with Phong. 7. No. It's my friend that/ who can speak three languages fluently. 8. No. It's at 8 a.m tomorrow that we have a meeting |

1. **Consolidation** (3 mins) - Vocabulary related to relationships
   * Contracted forms, linking verbs, cleft sentences
2. **Homework**: (1 min) - Vocabulary related to relationships
   * Contracted forms, linking verbs, cleft sentences
   * Read Unit 2 - Reading at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *23/09/2018* ***Date of teaching:*** *29/09/2018*

# UNIT 2: RELATIONSHIPS

**PERIOD 012/105: READING**

PLEASE HELP ME!

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus:** To provide learners some vocabulary related to the topic.
3. **Skills:** - To promote Ss to develop their reading skills
   * Skim the text to get the general idea
   * Scan the text to get some specific details
4. **Attitudes:** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher:** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students:** - Read through English Unit 2 - Reading at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to go to the board and do the tasks again
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Lead in**  Inform the class of the lesson objectives: skimming and scanning a text for main ideas and specific information |  |
| PRE READING  1. Discuss with a partner  Let Ss work in pairs, do the task | Do as appoitned  Picture a: The teacher is returning students' papers. The boy is depressed because of his poor grades. |
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|  | Picture b: Their relationship is breaking up Picture c: They're having an argument |
| WHILE READING  2. An advice column in a newspaper offers help to readers when they are in trouble. Read the column and match the readers' names with their problems.  Let Ss work in pairs, do the task | Do as appointed   1. b. Van Ha: My friend betrayed my trust 2. c. Quang Nam: I don't have friends |
| 3. Find the words or expressions in the text that have the following meanings and write them in the space below  Ask Ss to do the task then compare the answer with their partner | Do as appointed   1. be on good terms with sb 2. take the initiative 3. trust 4. engage in a conversation 5. drop out of school |
| 4. Read the newspaper column again and answer the questions  Ask Ss to work in pairs to do this task | Do as appointed   1. They are close friends 2. Ha told Hoa aobut her depression and her intention to drop out of school 3. Because Hoa promised to keep Ha's story secret, but then she told their teacher about that. 4. No. She tries to explain why Hoa told the teacher about Ha's problem, and advises Ha to talk to Hoa again. 5. He thinks he is short and fat, and girls don't find him attractive 6. Because Nam doesn't have a good relationship with the girls in his class 7. The counsellor advises Nam to focus on his studies, become an excellent student and learn how to start a friendly conversation with his classmates |
| POST READING  5. If you were the counsellor in charge of the advice column, what would you advise Ha and Nam to do?  Put Ss in groups of four and let them discuss the questions freely | Do as appointed |

1. **Consolidation** (3 mins) - Vocabulary related to relationships
   * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
2. **Homework**: (1 min) - Vocabulary related to relationships
   * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
   * Do the task again
   * Read Unit 2 - Speaking at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 2: RELATIONSHIPS

**PERIOD 013/105: SPEAKING**

SEEKING ADVICE

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to the topic of relationship problems

- To provide learners expressions of asking and giving advice

1. **Skills** - To promote Ss to develop their speaking skills
   * To help Ss develop the skill of working in pairs and groups
2. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 2 - Speaking at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask Some Ss to go to the board and do the tasks again
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Choose sentences a-f to complete the conversation between two classmates Ask Ss to do the task then compare the answer with their partner | Do as appointed  1. b 2. e 3. d  4. a 5. f 6. c |
| 2. Answer the question  Let Ss work in pairs, do the task | Do as appointed   1. She was chosen to take part in the English Public Speaking Contest in Da Nang, but her parents don't allow her to go there. They are worried because she has never been away from home 2. Van advises Chi to ask their teacher to persuade Chi's parents |
| 3. Practice the conversation with a partner  Ask Ss to work in pairs, practice the conversation | - Do as appointed |
| 4. Choose 1 topic. Use the ideas below to make a similar conversation  Ask Ss to work in pairs, do the task | Do as appointed  A: Hi, John. You look unhappy. What's the matter with you?  B: Well. My classmates keep making fun of me because I got poor grades at school  A: Don't worry. You should ask your teacher for help when having a problem.  B: But the problem is that I don't understand my homework and I can't do it.  A: If I were you, I will find a tutor who explain the lesson again to you and help you with your homework at home.  B: That's a good idea. I'll try it. Thank you for your advice. |
| 5. Work with a partner. Talk about a problem that you have had at school or at home. | Do as appointed  I had a terrible row with my best friend over a boy that we both like. And she hasn't spoken to me ever since. I don't want to lose this best friend but I don't know what to do, so I asked my mother for her advice. She told me that I must know who is more important to me, my best friend who I have known since childhood or a boy who I have just |
|  |  |

known for some days and that I should apologize to my best friend and make up with her.

1. **Consolidation** (3 mins) - Vocabulary related to relationship problems
   * Speaking skills: making a dialogue based on the sample,
2. **Homework**: (1 min) - Vocabulary related to relationship problems
   * Speaking skills: making a dialogue based on the sample
   * Do the tasks again
   * Read Unit 2 - Listening at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 2: RELATIONSHIPS

**PERIOD 014/105: LISTENING**

TEENAGE RELATIONSHIPS

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary relating teenage relationships
3. **Skills** - To promote Ss to develop their listening skills
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 2 - Listening at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to go to the board and talk about relationship problems and solutions
4. **New lesson** (35 minutes)

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| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. If you have a boyfriend or girlfriend, will you tell your parents about it? why or why not?  Ask Ss to work in pairs and do the task | Do as appointed  Yes, because my parents are sympathetic. They can give me some advice  No, because my parents are very strict and unsympathetic. |
| 2. Listen to a talk show with host Vicky Holmes and guest speaker Dr Dawson. Choose the best answer to complete each statement. | Do as appointed  1. C 2. B  3. C 4. A |
| 3. Listen again. Answer the questions  Let Ss work in pairs to answer the questions | Do as appointed   1. The talk show is about how teenagers and their parents deal with problems 2. They need to learn to form safe and healthy relationships with other people 3. Parents should offer a shoulder for their children to cry on and listen to them 4. No because their strong opposition will make their children stop talking about their feeling |
| 4. In your opinion, what is the right age for a romantic relationship? Discuss with a partner | Do as appointed  A person should start a romantic relationship when he/she is at an age or stage in life when |
|  |  |

he/she is mature enough, and is ready for a possible marriage. For this reason, the "right" age can be different from person to person

1. **Consolidation** (3 mins) - Vocabulary related to teenage relationships
   * Listening skills
2. **Homework**: (1 min) - Vocabulary related to teenage relationships
   * Listening skills - Do the tasks again
   * Read Unit 2 - Writing at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 2: RELATIONSHIPS

**PERIOD 015/105: WRITING**

TEEN FORUM

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to the topic of relationship problems
3. **Skills** - To promote Ss to develop their writing skills
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 2 - Writing at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) - Ask some pairs of Ss to talk about flying car
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Read an online posting on Teen Forum and fill the gaps. Use the words in the box  Ask Ss to do the task | Do as appointed  1. upset 2. shocked  3. influence 4. different  5. talented 6. appearances |
| 2. Put the following parts of the online posting in the correct order  Ask Ss to do the task in pairs | Do as appointed  1. g 2. c  3. f 4. d  5. e 6. a 7. b |
| 3. Choose one of the stories below. Use the ideas to write an online posting of 160-180 words  Ask Ss to do the task | Do as appointed  I feel lonely in my home!  by Lion King >> Tuesday, December 3, 2014 at 9 P.M My parents are always busy at work. They often work late on weekdays and most weekends. So I'm left alone at home with the housemaid or tutor. I feel so lonely and miss my parents a lot. I wish my parents understood and spent more time with me.  What should I do? |
| 4. Think of st that happened to you or another person. Write an online posting of 160-180 words  Ask Ss to exchange their writing | Do as appointed |
|  |  |

for peer comment

1. **Consolidation** (3 mins) - Vocabulary related to the topic of relationship problems
   * Writing skills
2. **Homework**: (1 min) - Vocabulary related to the topic relationship problems
   * Writing skills
   * Do the tasks again
   * Read Unit 2 - Communication and Culture at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 2: RELATIONSHIPS

**PERIOD 016/105: COMMUNICATION & CULTURE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus:** To provide learners some communication samples and cultural items

### Skills

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

1. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
2. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 2 - Communication and Culture at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) - Ask some Ss to go to the board and read their writings
4. **New lesson** (35 minutes)

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| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Communication**   1. Listen to Hung's opinions about online friends.   Answer the questions. Ask Ss to do the task   1. Discuss the following questions in groups | Do as appointed   1. Hung can have more knowledge of different cultures and lifestyles because his online friends come from different places around the world. 2. He can contact his friends whenever he wants, as long as they are online. 3. Because he doesn't have to spend money on dinners, parties or cinema tickets. 4. The most important benefit of having online friends is that he can end a relationship quickly 5. Sometimes he doesn't know for sure who these friends really are, as they may not use their real names.   Do as appointed  Yes. I have some online friends. I want to meet them fact to face. I think that making friends online have both advantages and disadvantages. You can make friends with a lot of people from different backgrounds, cultures, nations ... You will learn a lot of new things from your new friends. You can share your feelings and tell them your problems and ask them for advice ... However, you don't really know what your online friend say is true or not. |
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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 2: RELATIONSHIPS

**PERIOD 017/105: LOOKING BACK & PROJECT**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in unit 2

- 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

1. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
2. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** Read through English Unit 2 - Looking back and Project

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to go to the board talk about different kinds of dating
4. **New lesson** (35 minutes)

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| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| LOOKING BACK  Pronunciation   1. Underline the words which could be contracted in these exchanges   Ask Ss read the exchanges and do the task   1. Listen to check your answers   Ask Ss to listen and check their answer | Do as appointed   1. A she is 2. A I am, I will B You have 3. A It would B can not, he is 4. A It is, will not B do not Do as appointed   - Do as appointed  1. dating 2. lend an ear |
|  |  |

|  |  |
| --- | --- |
|  |  |
| **Vocabulary**  Complete these sentences with the correct forms of the words or phases in the box  **Grammar**   1. Put the words in the correct order to make questions   Ask Ss to do the task then compare the answer with their partner   1. Write the answer to the questions in 1   Ask Ss to do the task then compare the answer with their partner   1. Join the two parts to make cleft sentences   Ask Ss to do the task then compare the answer with their partner | 3. romantic relationship 4. meet face to face  5. broke up 6. be in a relationship  - Do as appointed   1. How did Peter feel when his girlfriend broke up with him? 2. How will I look if I cut my hair short? 3. How did you feel when you lost the game? 4. How did Martin's voice sound in the live show on TV last night? 5. How does your soup taste? 6. How would you feel if you had no friends?   - Do as appointed   1. He felt depressed 2. You'll look attractive 3. I felt disappointed 4. His voice sounds awful 5. It tastes great 6. I'd feel lonely   - Do as appointed  1. f 2. d  3. a 4. g  5. b 6. c 7. e |
| PROJECT   1. Your group is going to take part in a storytelling contest organized by your school. Each group member tells a story about friendship or teacher-student relationships. Think about the following questions   Ask Ss to do the task   1. Your group chooses the best story which meet the following criteria   Ask Ss to work in groups and do the task | - Do as appointed |

1. **Consolidation** (3 mins) - Revise what Ss have learnt in unit 2
   * Talk about relationships
2. **Homework**: (1 min) - Revise what Ss have learnt in unit 2
   * Talk about relationships
   * Do the tasks again
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# WRITTEN TEST

**PERIOD 018/105: WRITTEN TEST 1**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To test and mark the students

- To get feedback from the students

1. **Skills** - To help Ss develop their skills to do MCQ tests
2. **Attitudes** - To give Ss the motivation to learn hard for their exam
3. . PREPARATION
   1. **Teacher:** - Testing aids: Lesson plan, test papers

- Testing method: Multi-choice questions

* 1. **Students**: - Prepare for the test at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check – up** (omitted)
4. **Testing contents** (43 minutes)

* Vocabulary: Unit 1 – THE GENERATION GAP Unit 2 – RELATIONSHIPS
* Grammar: Some modal verbs/Linking verbs
* Reading skills Parent-child problems/Relationship problems
* Listening skills Conflicts and solutions/Parent-child relationships
* Writing skills Family rules/ An online posting

### ENGLISH TEST No 1

LANGUAGE

### Pronunciation

*Mark the stressed words in the following sentences with the mark “****'****”*

1. Being rude to your parents won't convince them you're right. This can have the opposite effect.
2. How can parents support their children through the bad times?
3. Money can be source of conflict for many families.

*Choose the best answer*

1. Here *we are./ we're.* This is my place.
2. Why *will not/ won't* you help me with my housework?

*I will./ I'll. I will/ I'll* be with you in a minute.

1. You must be pleased with your test results. Yes, *I am./ I'm.*

### Vocabulary

*Make words related to generation gap and relationships using the letters*

1. lucaner mafyil ............................................. 2. wucfer .............................................

3. norcedciel ............................................. 4. tconarim .............................................

5. borlmep .............................................

*Complete the sentences with the correct words based on the letter given*

1. When Laura suffer a b.................. in her relationship, she saw a c................. for advice.
2. To maintain a lifelong f................. you should be s................... and care about your friend's feelings.
3. The biggest advantages of living in an extended family is that parents don't have to worry much about c....................... and housework.

### Grammar

*Complete the sentences with the verbs in the box.*

taste seem look stay grow

1. Jack broke up with his girl friend, and he ........... very sad when I saw him
2. Getting involved in a romantic relationship ......... unreasonable to you now. You are too young.
3. I can't............... awake any longer
4. This boy will become a genius when he ......................... older.
5. This curry.................... delicious. Is it Thai or Indian?

*Rewrite the sentences, using the cleft structure*

1. Their wedding will be held on a luxury cruise ship.
2. Hoa couldn't understand Phong's sense of humour.
3. I am in charge of organising the storytelling contest.

SKILLS READING

*Read the text the do the following tasks*

Max and Carol's weeding is to be held next week. Max never thought he could find the woman of his dreams. He became a successful businessman at the age of 37. He has worked hard all his life to get through university and then set up a company to provide a income. The problem was that meetings and hard work made it difficult for him to meet a suitable . Last year, when he wanted to , he looked around and found that all his old friends and female college were already married.

Some friends suggested going to bars or dance clubs. However, he thought the girls who went to these places were not mature or enough. Another suggestion was to look for a partner online. In fact, Max had a lot of online girlfriends, but he did not them, as they usually hid their real . He was beginning to feel lonely and hopeless when he saw an advertisement about the Speed Dating and Matchmaking Center

When Mark went to the Speed Dating and Matchmaking Centre Office, he thought they could help. After completing a survey about his age, education, religion, like and dislike, he was invited to a get-together with other nine men and ten women. There, he spent about six minutes with each woman, talking about things like jobs, hobbies, families and children. At the end of the evening he made a report which women he wished to see a gain. Luckily, Lucy, the woman that he chose, was also interested in him. They had a meeting the following week. Max and Lucy had many things in common, but he did not really

feel to her. Lucy felt the same, and they agreed to

friends. A month later,

Lucy invited Max to her birthday party and introduced him to her friends. Fate was kind to Max this time as he met Carol there, and they fell in love with each other at first sight.

*Fill in the missing words*

stating settle down identity form partner attracted serious stable trust remain *Find the words or phrases from the text which means the following*

1. the money a person earns from work or business (n)\_
2. an informal meeting (n)
3. fully grown and developed; sensible (adj)\_
4. when you see someone for the first time (pre)
5. the power that is believed to control people's life (n)\_

LISTENING

*Listen to the conversation between Paul and Andrea and decide whether the statements are T or F*

1. Andrea can't wait for her flight
2. Paul is excited about coming home
3. Paul's home is 280 km from where they are now.
4. There are more children in Andrea's family than in Paul's.
5. When Andrea's family get together, they often go out to dinner

*Listen again and give short answer to each of the following question*

1. How many children are there in Andrea's family?
2. Is Paul's family a close-knit one?
3. What does Paul's mother do when his family gets together?

WRITING

*Write a paragraph about conflicts in your family*

1. **Consolidation** (omitted)
2. **Homework** (1 minute) - Look at the test paper at home

***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# WRITTEN TEST

**PERIOD 019/105: CORRECTION OF TEST 1**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help Ss revise the knowledge

- To get feedback from the students

1. **Skills** - To correct Ss’ errors if necessary
2. **Attitudes** - To give Ss the motivation to learn hard for their exam
3. . PREPARATION
   1. **Teacher**: - Teaching aids: Lesson plan, answer keys

- Teaching method: Communicative language teaching

* 1. **Students**: - Look at their test paper at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check – up** (omitted) - Some Ss go to the board, do some tasks again
4. **Testing correction** (40 minutes)

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| --- | --- |
| TEACHER’S ACTIVITIES | STUDENTS’ ACTIVITIES |
| * Gives the answer keys * Explains some knowledge * Answers Ss’s questions | * Compare the answer keys with their performance * Revise some knowledge * Ask questions |
| ANSWER KEY LANGUAGE  **Pronunciation**  *Mark the stressed words in the following sentences with the mark '*   1. Being 'rude to your 'parents 'won't con'vince them you're 'right. 'This can 'have the 'opposite ef'fect. 2. 'How can 'parents sup'port their 'children through the 'bad 'times? 3. 'Money can be 'source of 'conflict for 'many 'families.   *Choose the best answer*   * 1. *we are* 2. *won't*; *I will; I'll* 3. *I am*   Vocabulary  *Make words related to generation gap and relationships using the letters*  1. nuclear family 2. curfew 3. reconciled 4. Romantic 5. problem  *Complete the sentences with the correct words based on the letter given*   1. break-up; councellor 2. friendship; sympathetic 3. childcare   **Grammar**  *Complete the sentences with the verbs in the box.*   * 1. looked 2. seems 3. stay 4. grows 5. tastes   *Rewrite the sentences, using the cleft structure*   1. It is on a luxury cruise ship that their wedding will be held. 2. It was Phong's sense of humour that Hoa couldn't understand. 3. It is me that is/ It is I who am in charge of organizing the storytelling contest.   SKILLS READING  *Read the text the do the following tasks*   * 1. stable 2. partner 3. settle down 4. serious 5. trust   6. identity 7. form 8. stating 9. attracted 10. remain  *Find the words or phrases from the text which means the following*  1. income 2. get-together 3. mature 4. at first sight 5. fate  LISTENING  *Listen to the conversation between Paul and Andrea and decide whether the statements are T or F*  1. F 2. F 3. F 4. T 5. T  *Listen again and give short answer to each of the following question*   1. 6 2. No 3. cooks big meals WRITING   *Write a paragraph about conflicts in your family*   * + form of a paragraph   + correct grammar and vocabulary   + coherence | |

1. **Consolidation**: (3 minutes) - Vocabulary in unit 1 and unit 2
   * Some modal verbs
   * Linking verbs
2. **Homework** (1 minute) - Unit 3 - Getting started
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 3: BECOMING INDEPENDENT

**PERIOD 020/105: GETTING STARTED**

AN INDEPENDENT PERSON

1. AIMS/OBJECTIVES OF THE LESSON

### Language focus

* + To help learners get started with some language items in Unit 3
  + For vocabulary, that is words and phrases related to being independent
  + For pronunciation, that is sentence stress and rhythm: linking between a consonant and a vowel
  + For grammar, that is to infinitive after some adj and n

1. **Skills** - To help learners get started with 4 skills in Unit 3
   * Reading: Reading for general ideas and specific information about time- management skills
   * Speaking: Giving opinions about of the skills needed for being independent
   * Listening: Listening for specific information about how children are raised to become independent
   * Writing: Write a letter requesting further information about a course
2. **Attitudes** - To help Ss get started for Unit 3 with the topic "becoming independent"
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 3 - getting started at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (omitted)
4. **New lesson** (40 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Listen and read  Ask Ss to look at the picture and answer the question  - How do you think the people in these picture are?  Play the recording, ask Ss to listen and read | - Do as appointed  They are active, confident and independent |
| 2. Answer the questions about the conversation  Ask Ss to work in pairs to do the task | Do as appointed   1. Because Minh doesn't rely on other people for help and isn't influenced by other people's opinion 2. Because he always completes his tasks on time, and never need to be reminded about assignments and other schoolwork. 3. He tried hard and spent the whole night on a hard Maths problem when most students in the class had given up 4. He always tries to find solutions to his problems and seldom needs help from others |
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|  | 1. Responsible, reliable, self-reliant, determined, well- informed and confident 2. Student's own answer |
| 3. Read the conversation again, match the words with their definitions  Ask Ss to read the conversation again, do the task | Do as appointed  1. d 2. e  3. b 4. c  5. f 6. a |
| 4. Find the sentences with to- infinitives after adjectives or nouns in the conversation and write them in the spaces below  Ask Ss to read the conversation again, do the task | Do as appointed   1. It's good to have a friend you can rely on 2. Even our Maths teacher was very surprised to read his answer 3. His parents must be really pleased to have such a son 4. But he still have time to read ... 5. It's interesting to talk to him 6. I really admire his ability to make decisions so quickly 7. You're lucky to have a close friend like him |

1. **Consolidation** (3 mins) - Words and phrases related to being independent
   * Practice the conversation
2. **Homework**: (1 min) - Words and phrases related to being independent
   * Practice the conversation
   * Do the task again
   * Read Unit 3 - Language at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 3: BECOMING INDEPENDENT

**PERIOD 021/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some language items in Unit 3
   * For vocabulary, that is words and phrases related to being independent
   * For pronunciation, that is sentence stress and rhythm: linking between a consonant and a vowel
   * For grammar, that is to infinitive after some adj and n
3. **Skills** - To promote Ss to develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 3 - language at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to talk about how to become independent
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| VOCABULARY  1. Complete the table with words that have the same roots as the adjectives in the first column | Do as appointed   1. reliable - reliability - reliably 2. confident - confidence - confidently 3. independent - independence - independently 4. self reliant - self-reliance |
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| Ask Ss to work individually first and then in pairs to do the task | 1. decisive - decisiveness- decisively 2. determined - determination - determinedly 3. responsible - responsibility - responsibly |
| 2. Complete the following sentences with some of the words given in 1  Ask Ss to work in pairs and do the task | Do as appointed  1. reliable 2. confidence  3. well-informed 4. responsible  5. self-reliance 6. decisively  7. Independence |
| PRONUNCIATION  Linking between a consonant and a vowel  1. Listen and repeat the following sentences  Play the recording and let Ss listen Play it again with pauses for them to repeat each word | Do as appointed  Pay attention to the linking between the words |
| 2. Listen and link the consonant sounds and the vowel sounds Ask Ss to read the word in rows paying attention to the difference between the stress pattern | Do as appointed |
| GRAMMAR  To infinitives after nouns and adjectives  1. Work in pairs. Underline the to- infinitive in the sentences you found in 4 in getting started  Ask Ss to work in pairs, do the task | Do as appointed   1. It's good to have a friend you can rely on 2. Even our Maths teacher was very surprised to read his answer 3. His parents must be really pleased to have such a son 4. But he still have time to read ... 5. It's interesting to talk to him 6. I really admire his ability to make decisions so quickly 7. You're lucky to have a close friend like him |
| 2. Rewrite the sentences using the to- infinitive  Ask Ss to work individually then in pairs to check their answer | Do as appointed   1. The little boy was afraid to jump into the pool 2. She is proud to be the leader of the group 3. The students were excited to hear that they had won the competition 4. My mother was very surprised to hear that I would take part in the storytelling contest 5. I'm sorry to disturb you |
| 3. Combine the sentences using to infinitive  Ask Ss to work individually first, then in groups and check their answers | Do as appointed   1. It's unreasonable to expect that everybody will understand you 2. It's impossible to guess what will happen 3. It's easy to learn some simple sentences in English such as How are you? or Thank you 4. It's necessary to take a map with you when travelling in a foreign country 5. It's possible for you to finish the project on your own. |
| 4. Rewrite the sentences using the noun in brackets and a to-infinitive phrase  Ask Ss to work individually then in | Do as appointed   1. You are not ill so there's no need to sttay in bed 2. My teacher has the ability to make complicated things easy to understand 3. His decision to take part in the contest surprised |
|  |  |

pairs to check their answer all of us

1. I couldn't get permission to go to the party
2. I didn't know about their plan to go to Nha Trang for the summer holidays
3. **Consolidation** (3 mins) - Vocabulary related to becoming independent
   * To infinitive after some adj and n
   * Linking between a consonant and a vowel
4. **Homework**: (1 min) - Vocabulary related to becoming independent
   * To infinitive after some adj and n
   * Linking between a consonant and a vowel
   * Do the task again
   * Read Unit 3 - Reading at home
5. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 3: BECOMING INDEPENDENT

**PERIOD 022/105: READING**

TIME-MANAGEMENT SKILLS

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to the topic of time management
3. **Skills** - To promote Ss to develop their reading skills
   * Skim the text to get the general idea
   * Scan the text to get some specific details
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 3 - Reading at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to go to the board and do the tasks again
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| PRE READING  1. Work with a partner, ask and answer the questions below  Let Ss work in pairs, do the task | Do as appointed  Sometimes, I forget to do my homework or have to struggle to meet deadlines. I make plans to manage my time |
| WHILE READING  2. Read the text and select the statement that expresses its main idea  Let Ss read the four statement A, B, C, D 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 main idea of the whole text  Help them eliminate the choice that is only | Do as appointed  The main idea of the text is "Time management skill has many benefit and there are three steps to develop them" |
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| one aspect of the text |  |
| 3. Read the text again. Decide whether the sentences are T, F or NG  Ask Ss to work in pairs and do the task | Do as appointed  1. NG 2. F 3. F  4. T 5. T |
| 4. Answer the following 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 | Do as appointed   1. With good time management skills, you don't feel very stressed when exam dates are approaching; you can act more independently and responsibly, get better grades at school and have more time for family and friends. 2. Write the things you will have to do on a planner or an app on your mobile device, and put time limits on them 3. So you can check them later 4. Decide what is important to you and give it the most of your time or add it to the top of your list 5. Once routines are developed, they take less time to do |
| POST READING  5. Work in groups, discuss the questions. Put Ss in groups of four and let them discuss the questions freely | Do as appointed |

1. **Consolidation** (3 mins) - Vocabulary related to time management
   * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
2. **Homework**: (1 min) - Vocabulary related to time management
   * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
   * Do the task again
   * Read Unit 3 - Speaking at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 3: BECOMING INDEPENDENT

**PERIOD 023/105: SPEAKING**

SKILLS YOU NEED TO BE INDEPENDENT

I. AIMS/OBJECTIVES OF THE LESSON

**1. Language focus** - To provide learners some vocabulary related to the topic skills for becoming independent

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Work in pairs. Discuss and match the skills with the appropriate reasons  Ask Ss to work in pairs, do matching exercise | Do as appointed  1. d 2. f  3. e 4. a  5. g 6. b 7. c |
| 2. Use the words in the box to complete the conversation. Then practice it in pairs  Let Ss work in pairs, do the task | Do as appointed  1. loneliness 2. decisions   1. Interpersonal communication 2. communicate |
| 3. If you want to be independent, which of the skills in 1 are the most important for you?  Work in pairs. Make the similar conversation | - Do as appointed  A: Which of the life skills do you think are the most important?  B: I think that interpersonal communication is the most important skill.  A: Really? Why do you think so?  B: Because lacking this skill may keep me out of the social communication. I cannot make friends with other people as well as develop personal relationships. What about you? Which of the skills are the most important?  A: Problem solving skill. Because it helps me to feel confident have experiences when I deal with my own problem. |

1. **Consolidation** (3 mins) - Vocabulary related to skills for being independent
   * Speaking skills: making a dialogue based on the sample, interviewing, reporting
2. **Homework**: (1 min) - Vocabulary related to skills for being independent
   * Speaking skills: making a dialogue based on the sample, interviewing, reporting
   * Do the tasks again - Read Unit 3 - Listening at home

IV. SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 3: BECOMING INDEPENDENT

**PERIOD 024/105: LISTENING**

HOW PARENTS HELP YOU BECOME INDEPENDENT

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** To provide learners some vocabulary related to the topic of how to become independent
3. **Skills** - To promote Ss to develop their listening skills
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 3 - Listening at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to talk about skills to become independent
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Look at the photo and answer the question  Ask Ss to work in pairs and do the task | Do as appointed  The boy is riding a bicycle and his father is helping him |
| 2. Listen to an interview on life skills, the most popular radio show for teens and parents, and match the statements with the speakers  Let Ss listen to the recording and do the task | Do as appointed   1. Long: b, f 2. Tuan: a, d 3. Minh: c, e |
| 3. Answer the questions  Let Ss work in pairs to answer the questions | Do as appointed   1. They didn't let him do any household chores and drove him to school until he finished Grade 9 2. To voice (speak out) his opinions 3. They focus on teaching him about responsibility 4. If he does his responsibilities well, they give him a reward 5. To do chores and follow set routine 6. He can make his own choices about these items |
| 4. Work in groups. Tell your group members whether you were brought up in the same way as Tuan, Long or Minh | Do as appointed |

1. **Consolidation** (3 mins) - Vocabulary related to the topic of becoming independent
   * Listening skills
2. **Homework**: (1 min) - Vocabulary related to the topic of becoming independent
   * Listening skills, do the tasks again
   * Read Unit 3 - Writing at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 3: BECOMING INDEPENDENT

**PERIOD 025/105: WRITING**

WRITE A LETTER REQUESTING INFORMAATION

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to the topic .
3. **Skills** - To promote Ss to develop their writing skills
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 3 - Writing at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some pairs of Ss to talk about how to become independent
4. **New lesson** (35 minutes)

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| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Read the advertisement for life skill courses in Teenage Magazine below and answer the questions  Ask Ss to do the task | Do as appointed   1. Courses that teach the skills people need to become independent 2. Those who want to be independent/ live on their own successfully 3. The skills to overcome the feeling of loneliness 4. A discount on the tuition fee 5. Write to Mrs. Angela Brown |
| 2. Put parts of the letter in the right order Ask Ss to do the task in pairs | - Do as appointed  1. d 2. a 3. f  4. b 5. e 6. c |
| 3. Match each problem with its sign. Then discuss with a partner  Ask Ss to do the task | - Do as appointed   1. Lacking time management skills c, d 2. Suffering from stress: a, e 3. Lacking interpersonal skills: b, f |
| 4. Imagine that you have one of the problems, write a letter similar to the one in 2 to Mrs. Brown for advice  Ask Ss to do the task  Ask Ss to exchange their writing for peer comment | Do as appointed |

1. **Consolidation** (3 mins) - Vocabulary related to the topic of requesting information
   * Writing skills
2. **Homework**: (1 min) - Vocabulary related to the topic of requesting information
   * Writing skills - Do the tasks again
   * Read Unit 3 - Communication and Culture at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 3: BECOMING INDEPENDENT

**PERIOD 026/105: COMMUNICATION & CULTURE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** To provide learners some communication samples and cultural items
3. **Skills** - To promote Ss to develop their communication skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 3 - Communication and Culture at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) - Ask some Ss to go to the board and read their writings
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| Communication - What it meant to be independent  *Discussion*  Work in groups, discuss the extract and prepare a short talk expressing your group's opinion about it | Do as appointed |
| Culture - Ways of raising children  1. Read the two passage about how American and Vietnamese parents raise their children and answer the questions  - Ask Ss to do the task  2. Make some comparisons between the two ways of child raising using while, whereas, different from  Ask Ss to do the task | Do as appointed   1. To teach their children to live independently 2. To protect their children and to provide them with a happy and wealthy childhood. 3. They make them do things such as washing, cleaning, and cooking for themselves from the time they are very small 4. No. Vietnamese parents seldom ask for their children's opinions before making family choices. 5. They show respect for them and let them voice their opinions on family issues. 6. After they get married Do as appointed |

1. **Consolidation** (3 mins) Ways of raising children in the USA and in VN
2. **Homework**: (1 min) - Ways of raising children in the USA and in VN
   * Do the tasks again
   * Read Unit 3 - Looking back and Project at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 3: BECOMING INDEPENDENT

**PERIOD 027/105: LOOKING BACK & PROJECT**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in unit 3

- To give them a chance to do a small project in which they can develop their speaking skills

1. **Skills** - To promote Ss to develop their communication skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
2. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 3 - Looking back and Project

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to go to the board talk about how to teach children to become independent in VN and in the USA
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| LOOKING BACK  **Pronunciation**   1. Listen and repeat these sentences Ask Ss to listen then link the final consonants and initial vowels 2. Read the paragraph below and link the final consonants and initial vowels   **Vocabulary**  Complete these sentences using the words given in the box  **Grammar**  1. Combine the sentences using to - infinitives  - Ask Ss to work in pairs to finish these sentences  2. Rewrite the sentences using the nouns in brackets and to infinitives without changing the meaning of the sentences | Do as appointed   * Do as appointed * Do as appointed   1. confident 2. well-informed  3. determined 4. decision  5. decisiveness 6. responsibly  7. Reliability 8. independent  - Work in pairs, do the task   1. Denis was happy to receive a letter from his mother 2. Ann was so lucky to pass the exam 3. It's impossible to learn a foreign language in one day 4. The students are very keen to take part in the "Green Day" activities 5. It's necessary for you to develop habits that will keep your body healthy and clean 6. We are relieved to hear that Helen is feeling better now. 7. It's difficult to guess what will happen 8. It's important to learn how to cope with loneliness 9. It's important to learn how to get from one place to another. 10. Dave was very surprised to receive a birthday gift from an old friend   - Work in groups, do the task   1. Their goal to win the first prize seems unrealistic 2. Nobody knew about his dream to become a doctor 3. Her failure to obey the school rules upset her parents very much 4. Tania's ability to speak three foreign languages is amazing 5. Tom's attempt to persuade his parents to allow him to join the club failed 6. He made an effort to overcome any difficulties by himself |
| PROJECT  1. Complete the questionaire. Tick the number based on how accurate each statement is for you. The number you tick represents the point you get for ach item | - Do as appointed |
|  |  |

Ask Ss to do the task

1. Work in groups of ten. Make questions from the statements in the questionaire. Then use the question to interview students in your group Let the groups have some time do the task
   1. **Consolidation** (3 mins) - Revise what Ss have learnt in unit 3
      * Determine how independent you are
   2. **Homework**: (1 min) - Revise what Ss have learnt in unit 6
      * Determine how independent you are
      * Do the tasks again
2. . SELF-EVALUATION:

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……………………………………………………… THE END ………………………………………………………..

***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# REVIEW 1 (UNIT 1,2,3)

**PERIOD 028/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in unit 1, 2, 3

- To give them a chance to practice

1. **Skills** - To promote Ss to develop their skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
2. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through Review 1

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to go to the board do the tasks again
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Language Vocabulary**  1. Form compound nouns with the words in the box | Do as appointed  1. household 2. childcare  3. viewpoint 4. grandparents  5. girlfriend |
| 2. Complete the conversation, using the words from the box | \* Do as appointed  1. relationship 2. an argument  3. reconciled 4. independent  5. self-reliant |
| **Pronunciation**  3. Listen and link the final consonants and initial vowels in the sentences | \* Do as appointed |
| Grammar  4. Complete these sentences with should/shouldn't ... | Do as appointed  1. should/ought to 2. shouldn't/ ought not to  3. must/have to 4. mustn't |
|  |  |

|  |  |
| --- | --- |
|  |  |
|  | 5. must/has to |
| 5. Rewrite the following sentences to emphasis the underlined parts | Do as appointed   1. It was in Greece that the first Olympic Games were held. 2. It was Nam who/that won the first prize in the English speaking contest 3. It's a chocolate cake that I am making for my best friend's birthday party 4. It was in 1975 that Scotland's most famous poet Robert Burns was born 5. It's working on a computer that gives me headaches. |
| 6. Rewrite new sentences with a similar meaning | Do as appointed   1. Our school is quite easy to find 2. The paragraph is difficult to translate 3. I'm delighted to work for the school library 4. She was very surprised to see him at the party 5. I was sorry to hear that your grandma was ill |

1. **Consolidation** (3 mins) - Revise what Ss have learnt in unit 1, 2, 3
2. **Homework**: (1 min) - Revise what Ss have learnt in unit 1, 2, 3

- Read Review 1 at home

1. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# REVIEW 1 (UNIT 1,2,3)

**PERIOD 029/105: SKILLS**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in unit 1, 2, 3

- To give them a chance to practice

1. **Skills** - To promote Ss to develop their skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
2. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through Review 1

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to go to the board do the tasks again
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| SKILLS  **Reading**   1. Read and complete the text with the words from the box 2. Read the text again and answer the questions | Do as appointed 1:  1. decisions 2. hopefully 3. unemployment  4. advantage 5. straight 6. qualifications  7. possibility 8. practical 2:   1. Around the age of seventeen 2. There is more unemployment 3. Getting a job more easily |
|  |  |

|  |  |
| --- | --- |
|  |  |
|  | 4. There are many opportunities for training |
| **Speaking**  3. Work with a partner. Make a conversation about your friends' problem and give them advice. | Do as appointed |
| Listening  4. Listen to recording about relationship problems between parents and teenage children. Decide whether the following statements are T or F | Do as appointed  1. T 2. F 3. T 4. F 5. T |
| Writing   1. Read the advertisements and choose one of the language schools you want to attend to improve your English 2. Write a letter requesting more information | Do as appointed  Do as appointed |

1. **Consolidation** (3 mins) - Revise what Ss have learnt in unit 1, 2, 3
2. **Homework**: (1 min) - Revise what Ss have learnt in unit 1, 2, 3

- Read Review 1 at home

1. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# WRITTEN TEST

**PERIOD 030/105: WRITTEN TEST 2**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To test and mark the students

- To get feedback from the students

1. **Skills** To help Ss develop their skills to do MCQ tests
2. **Attitudes** To give Ss the motivation to learn hard for their exam
3. . PREPARATION
   1. **Teacher:** - Testing aids: Lesson plan, test papers

- Testing method: Multi-choice questions

* 1. **Students:** - Prepare for the test at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check – up** (omitted)
4. **Testing contents** (43 minutes)

* Vocabulary: Unit 3 – BECOMING INDEPENDENT
* Grammar: To infinitive after certain adjectives and nouns
* Reading skills Time management skills
* Listening skills How children are raised to become independent
* Writing skills A letter requesting further information

**ENGLISH TEST No 2**

LANGUAGE

Pronunciation

*Mark the consonant sounds that link with the vowel sounds*

1. An apple a day keeps the doctor away.
2. Independent people believe in themselves and trust their own abilities
3. She spends an hour a day practicing her English
4. He lives on his own in a small apartment.
5. I took on family responsibilities from an early age.

**Vocabulary**

*Complete the missing word to make a compound noun*

1. t.......................................... skill 2. i.......................................... communication

3. t.......................................... fee 4. self e..................................

5. household e....................................................

*Choose the best answer*

1. He can be trust to do the job well. He's a very person
   1. responsible B. well-informed C. self-reliant D. independent
2. If you want to be financially , try to find a good job that pays well.
   1. reliable B. independent C. dependent D. decisive
3. Our teams needs a leader who can make important decision quickly and dependently.
   1. well-informed B. determined C. decisive D. self-reliant
4. is necessary for a good friendship.
   1. Reliable B. Reliant C. Reliance D. Reliability
5. Everyone should act\_ in order to protect our environment
   1. responsible B. responsibility C. responsibly D. irresponsibly

### Grammar

*Rewrite the sentences using the nouns in brackets and to infinitive*

1. She can cook for herself and that makes her more independent. (ability)
2. We were very impressed when we saw that she tried very hard to overcome difficulty. (effort)
3. She was disappointed because her father couldn't attend the teacher - parent meeting (failure)
4. Her teachers like her because she is always willing to learn (willingness)
5. The headmaster refused to allow us to go camping in the mountains. (permissions)

*Rewrite the sentences using the adjective and to infinitive*

1. The student heard that the President would visit their school. They were excited.
2. Laura has been selected to represent her class at the May Festival. She is proud
3. I'll win the race. I'm determined
4. Mike will volunteer to help at the special school for children with disabilities. He's willing
5. Don't try to make him change his mind. It's not easy.

SKILL

### Reading

*Read the text and fill each gaps with an adjective which best describes each paragraph.*

How to live independently is, probably, one of the questions that are most frequently asked by people, young and old. According to experts, there are a number of steps that people who want to become independent should follow. Below are some of them.

First, you should believe in yourself. That is the first and most important condition to make other believe in you. If you don't have faith in yourself, you will always turn to others for help every time you have to make a decision. Believing in yourself will make you trust your own decisions, even if they completely go against someone else's.

Second, get your own information. You should watch and read the news from different sources. It's important to read as much as possible, whether it is literature or daily newspapers. The information you get from reading will allow you to get both sides of every story before you form an opinion.

Third, maintain solid friendship. You don't have to reject people as friends to be independent. In fact, your independence is reinforced with good friends. When your friend needs someone to talk to, be there for them, and listen to their problems with sympathetic and understanding attitude. This way, you will not only help your friends, but their stories will help you learn how to deal with similar situations that may come up to you later in your life. *Read the text again and decide whether the following statements are T, F or NG*

* 1. You should believe in yourself so that other people will help you when you have to make a decision
  2. You should watch and read news on both TV and the Internet
  3. People who reject their friends are not very independent
  4. There are three steps to become independence
  5. You can learn from your friend's experiences

### Listening

*Listen to the first part of the recording and fill the missing words in the gaps*

Marie Curie was born in Warsaw on She received general education in local

schools and some from her father.

As a brilliant and mature student, Marie of a scientific career, which was impossible for a woman at that time. To save money for a she had to work as a and her studies were interrupted.

*Listen to the second part of the recording and decide whether the following statement is T, F or NG*

1. At the Sorbonne, she studied physics and Maths.
2. She married Pierre Curie in 1894
3. She was the first woman professor at the Sorbonne
4. She had returned to visit Warsaw several times
5. She was awarded a Nobel Prize in physics.

**Writing**

*Write a paragraph to show the differences in the ways Vietnamese and American parents use to raise children.*

1. **Consolidation** (omitted)
2. **Homework** (1 minute) Look at the test paper at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# WRITTEN TEST

**PERIOD 031/105: CORRECTION OF WRITTEN TEST 2**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help Ss revise the knowledge

- To get feedback from the students

1. **Skills** - To correct Ss’ errors if necessary
2. **Attitudes** - To give Ss the motivation to learn hard for their exam
3. . PREPARATION
   1. **Teacher**: - Teaching aids: Lesson plan, answer keys

- Teaching method: Communicative language teaching

* 1. **Students**: - Look at their test paper at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check – up** (omitted) Some Ss go to the board, do some tasks again
4. **Testing correction** (40 minutes)

|  |  |
| --- | --- |
| TEACHER’S ACTIVITIES | STUDENTS’ ACTIVITIES |
| * Gives the answer keys * Explains some knowledge * Answers Ss’s questions | * Compare the answer keys with their performance * Revise some knowledge * Ask questions |
| ANSWER KEY LANGUAGE  **Pronunciation**  *Mark the consonant sounds that link with the vowel sounds*   1. An apple a day keeps the doctor away. 2. Independent people believe in themselves and trust their own abilities 3. She spends an hour a day practicing her English 4. He lives on his own in a small apartment. 5. I took on family responsibilities from an early age.   **Vocabulary**  *Complete the missing word to make a compound noun*  1. time-management skill 2. interpersonal communication  3. tuition fee 4. self esteem 5. household expense | |
|  |  |

*Choose the best answer*

1. A 2. B 3. C 4. D 5. C

### Grammar

*Rewrite the sentences using the nouns in brackets and to infinitive*

1. Her ability to cook for herself makes her more independent
2. We were impressed by her effort to overcome difficulties
3. She was very disappointed because of her father's failure to attend the teacher-parent meeting
4. Her teachers like her because of her willingness to learn
5. The headmaster refused to give us permission to go camping in the mountain

*Rewrite the sentences using the adjective and to infinitive*

1. The student were excited to hear that the president would visit their school
2. Laura is proud to be selected to represent her class at the May Festival
3. I'm determined to win the race
4. Mike is willing to volunteer to help at the special school for children with disabilities
5. It's not easy to make him change his mind

SKILL

### Reading

*Read the text and fill each gaps with an adjective which best describes each paragraph.*

* 1. independent 2. self-reliant 3. well-informed 4. friendly

*Read the text again and decide whether the following statements are T, F or NG*

1. F 2. NG 3. NG 4. T 5. T

### Listening

*Listen to the first part of the recording and fill the missing words in the gaps*

|  |  |  |
| --- | --- | --- |
| 1. November 7th 1867 | 2. scientific training |  |
| 3. habored the dream | 4. study tour abroad | 5. private tutor |

*Listen to the second part of the recording and decide whether the following statement is T, F or NG*

1. T 2. F 3. F 4. NG 5. F

### Writing

*Write a paragraph to show the differences in the ways Vietnamese and American parents use to raise children.*

1. **Consolidation**: (3 minutes) - Vocabulary in unit 3

- To infinitive after certain adjectives and nouns

1. **Homework** (1 minute) - Unit 4 – Getting started
2. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 4: CARING FOR THOSE IN NEED

**PERIOD 032/105: GETTING STARTED**

HELPING STUDENTS IN NEED

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help learners get started with some language items in Unit 4
   * For vocabulary, that is words and phrases related to people with disabilities and how to support them
   * For pronunciation, that is elision of weak vowels
   * For grammar, that is the past simple and the present perfect
3. **Skills** - To help learners get started with 4 skills in Unit 4
   * Reading: Read about helping people with disabilities
   * Speaking: Interview a volunteer and discuss volunteer work
   * Listening: Listen to a radio program about an outstanding person with a disability

- Writing: Write an article about problems facing disabled people and how they can be solved

1. **Attitudes** - To help Ss get started for Unit 4 with the topic "caring for those in need"
   * To provide Ss some motivation
2. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** Read through English Unit 4 - getting started at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (omitted)
4. **New lesson** (40 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| Lead-in  Ask Ss listen to look at the pictures and ask them what they see in the pictures  Ask Ss to guess the content of the conversation | - Do as appointed  In the first picture, people are using sign language which is often used to communicate with the mute or the dumb  In the second picture, we can see students with disabilities. They looks happy and optimistic  In the third picture, we can see students preparing gifts. Maybe they are going to give these presents to disable children.  Maybe the conversation is about disabled students |
| 1. Listen and read  Ask Ss listen to the recording and read the conversation  Explain new words if necessary | - Listen and read the conversation, take notes new word  What's up?  visual/ hearing/ physical impairments cognitive impairments  disrespectful  integrate in the community Youth Union |
| 2. Read the conversation again. Decide if the following statements are T, F or NG  Ask Ss to do the task, then compare the result with their partner  Check their answer, ask them to give evidences for the answer  Further practice  Ask Ss to find out in the conversation the synonyms to the following words  1. impairment 2. mental retardation  3. mute 4. present  5. what's the matter? | Do as appointed   1. T I'm preparing some gift .... disabilities 2. F Sure! A few ... us 3. NG collect gift for local charities 4. T I have an idea .... languages 5. NG I'm preparing .... ago 6. disabilities 7. cognitive impairment 8. dumb 9. gift 10. what's up? |
| 3. How do you think non-disabled people perceive and treat people with disabilities  Ask Ss to work in groups of three or four to do this task  Suggest some questions:  How do non-disabled people think about disabled one?  Do you believe that disabled people can live | Do as appointed  Non-disabled people often feel sorry for people with disabilities.  Many people think that disabled people can do nothing and can't live independently.  Many people think disabled people are burdens to their family and the society  I think non-disabled people used to think that people with disabilities always need to be looked after. However, attitudes have |
|  |  |

independently and make their contributions to the society?

Can you give some examples of people who overcome their disabilities to succeed in life?

What should we do to help disabled people?

changed.

People with disabilities are now perceived as valued members of society.

Nguyen Ngoc Ky Nick Vujicic

We can listen to their problems, give them encouragements, and help them to overcome their difficulty.

1. **Consolidation** (3 mins) - Practice the conversation
   * Talking about what we should do to help people with disabilities
2. **Homework**: (1 min) - Practice the conversation
   * Talking about what we should do to help people with disabilities
   * Do the task again
   * Read Unit 4 - Language at home
3. . SELF-EVALUATION:

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……………………………………………………… THE END ………………………………………………………..

***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 4: CARING FOR THOSE IN NEED

**PERIOD 033/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help learners get started with some language items in Unit 4
   * For vocabulary, that is words and phrases about people with disabilities and how to support them
   * For pronunciation, that is elision of weak vowels
   * For grammar, that is the past simple and the present perfect
3. **Skills** - To promote Ss to develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 4- language at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to write some new words and do the tasks again
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| VOCABULARY  1. Match each word with its meaning  Ask Ss to do the tasks and compare the results with their partner  Ask Ss to pay attention to the word "campaign", Here it is a noun. | - Do as appointed   1. b 2. e 3. d 4. c 5. a |
| 2. Complete the following sentences with the appropriate words from the box  Ask Ss to do the task then compare the answer with their partner | - Do as appointed  1. blind 2. cognitive  3. donation 4. physical  5. hearing |
| PRONUNCIATION  Elision of vowel | - Do as appointed |
|  |  |

|  |  |
| --- | --- |
|  |  |
| 1. Listen and repeat. Pay attention to the vowel in bold  Ask Ss to read the yellow box and then report their understanding.  Play the recording and let Ss listen  Play it again with pauses for them to repeat each word |  |
| 2. Listen and repeat the following sentences. Pay attention to the vowel in bold  Play the recording and let Ss listen  Play it again with pauses for them to repeat each sentence  Ask other Ss to give comments | - Do as appointed |
| GRAMMAR  1. Choose the correct form of the verbs in brackets to complete the sentences  Asks Ss to read the yellow box and review the use and structure of the past simple and the present perfect  Ask Ss to do the task then compare the answer with their partner | - Do as appointed 1.launched   1. decided 2. invited 3. have completely changed 4. have collected |
| 2. Complete each sentences, using the past simple or present perfect form of the verb in brackets  Ask Ss to do the task then compare the answer with their partner   1. Last month, I talked to some students about how to learn English effectively. 2. They have sent some textbooks and dictionaries recently 3. I'm preparing some Christmas gifts for the students with disabilities in the school we visited two months ago | Do as appointed   1. In October, we decided to start a "Special Christmas Gifts" campaign 2. About 30 students from other schools have joined us since last month. 3. I have volunteered at a special school twice since I finished Grade 10. 4. I presented an action plan to the school principal when I was at the meeting. 5. So far, people have donated more than 100 gifts |

1. **Consolidation** (3 mins) - Vocabulary related the disabled and how to help them
   * The simple past tense and the present perfect tense
   * Elision of vowel
2. **Homework**: (1 min) - Vocabulary related to the disabled and how to help them
   * The simple past tense and the present perfect tense
   * Elision of vowel
   * Do the task again
   * Read Unit 4 - Reading at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 4: CARING FOR THOSE IN NEED

**PERIOD 034/105: READING**

HELPING EACH OTHER

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to helping the disabled
3. **Skills** - To promote Ss to develop their reading skills
   * Skim the text to get the general idea
   * Scan the text to get some specific details
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 4 - Reading at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) - Ask some Ss to distinguish the use of the past simple and the present perfect and do the tasks again
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Looking at the symbols. They are used to indicate access for people with disabilities. Write who each symbol is for  Ask Ss to work in pairs to do this task | \* Do as appointed   1. People with mobility impairments 2. People with visual impairments 3. People with hearing impairments 4. People with speech impairments |
| 2. Match each of the words with its meaning  Use a dictionary if necessary.  Ask Ss to do the task then compare their answer with a partner | \* Do as appointed  1. b 2. d  3. e 4. a  5. c |
| 3. Read a school magazine report on some interviews with class monitors. Choose the appropriate heading for each paragraph  Let Ss read the text, do the task, then compare their results | \* Do as appointed   1. b 2. c 3. a |
| 4. Complete these sentences with no more than three words.  Let Ss read the text, do the task, then compare their results | \* Do as appointed   1. students with disabilities 2. record popular books 3. participating fully in 4. record-breaking 5. this Christmas unforgettable |
| 5. Discuss with a partner how you can help children with disabilities in your community  Ask Ss to work in pairs, do the task | Do as appointed   * play games with them * listen to their problems * give them encouragement * offer them gifts * help them with their study |

1. **Consolidation** (3 mins) - Vocabulary related to helping people with disabilities
   * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
2. **Homework**: (1 min) - Vocabulary related to helping people with disabilities
   * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
   * Do the task again
   * Read Unit 4- Speaking at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 4: CARING FOR THOSE IN NEED

**PERIOD 035/105: SPEAKING**

GET INVOLVED

1. AIMS/OBJECTIVES OF THE LESSON

### Language focus

* + To provide learners some vocabulary related to the topic of volunteer work
  + To provide learners expressions of asking and answering in an interview

1. **Skills** - To promote Ss to develop their speaking skills
   * To help Ss develop the skill of working in pairs and groups
2. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 4 - Speaking at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to talk about ways to help disabled children
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Read the following phrases. Write R if it expresses a reason and A if it expresses a voluntary activity  Ask Ss to work by themselves, do the task then share their answer with their partner | Do as appointed  1. R 2. A 3. R  4. R 5. A |
| 2. The principal of a special school is interviewing a potential volunteer. Complete the interview  Let Ss work in pairs and do the task Let Ss practice the interview | Do as appointed  1. volunteer position 2. special school  3. change people's lives 4. in the past   1. improve coordination 2. clearly and effectively |
| 3. Read the information about two special schools in VN. Choose one of them. Work in pairs and make a similar interview as in 2 Let Ss work in pairs and do the task  Let Ss practice the interview | Do as appointed |

1. **Consolidation** (3 mins) - Vocabulary related to interviewing a volunteer
   * Speaking skills: interviewing, presenting in front of the class
2. **Homework**: (1 min) - Vocabulary related to interviewing a volunteer
   * Speaking skills: interviewing, presenting in front of the class
   * Do the tasks again
   * Read Unit 4 - Listening at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 4: CARING FOR THOSE IN NEED

**PERIOD 036/105: LISTENING**

OUTSTANDING PEOPLE WITH DISABILITIES

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to the topic of outstanding people with disabilities
3. **Skills** - To promote Ss to develop their listening skills
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 4 - Listening at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss go to talk about caring for disabled children
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Look at the picture. Can you recognize the people? What disabilities do you think they had  Ask Ss to work in pairs, discuss the questions | Do as appointed   1. Luis Einstein 2. Chopin |
| 2. Listen to the radio program about a famous youngster with a disability and fill in the information  Ask Ss to do this task in pairs | Do as appointed  1. Nguyen Anh 2. Vietnamese  3. Glass-bone 4. Music  5. Outstanding youngster with disability |
| 3. Listen again and complete the sentences Play the tape twice  Let Ss listen to the recording and work in pairs to do the task | Do as appointed  1. Get started 2. disease  3. sing songs 4. supporting  5. equally treated |
| 4 Work with a partner. Ask and answer the following question  Ask Ss to work in pairs, ask and answer the questions | Do as appointed   * give them care, comfort and support * encourage them to succeed in life |

1. **Consolidation** (3 mins) - Vocabulary related to caring disabled outstanding people
   * Listening skills
2. **Homework**: (1 min) - Vocabulary related to caring disabled outstanding people
   * Listening skills - Do the tasks again
   * Read Unit 4 - Writing at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 4: CARING FOR THOSE IN NEED

**PERIOD 037/105: WRITING**

PRACTICAL SOLUTIONS

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to solving problems facing a disabled person
3. **Skills** - To promote Ss to develop their writing skills
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 4 - Writing at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Talk about some outstanding people with disabilities
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Read the a student's article about a problem facing children with cognitive impairments  Ask Ss to work in pairs and do the task | Do as appointed   1. c 2. b 3. a |
| 2. Read the article again and complete the outline  Ask Ss to work in pairs and do the task | Do as appointed Introduction Main body Conclusion |
| 3. Choose one of the following problems and write an article of 160 - 180 words using the outline  Ask Ss to do the task | Do as appointed  Nowadays, we all find the fact that many students with visual impairments have to struggle in regular schools whose activities they cannot fully participate in and often are left behind. What are the solutions to this problem?  First of all, the government should set up more special schools for people with visual impairments where they have the best facilities and conditions to learn and study. In these schools, disabled people can receive enough care and support, they won't have to face up with discrimination from non-disabled students. All the facilities are furnished for them, so they won't have any difficulty in achieving the knowledge.  Secondly, in the event of mixed education, people with visual impairments should also be specially taken care of. They need to be provided with large-scale or Braille books, talking computers or materials with large print. Besides, we should encourage them to become part of study group; create atmosphere of friendliness, respect and acceptance during all activities. |

1. **Consolidation** (3 mins)
   * Vocabulary related to writing an article posing a problem and solutions to that
   * Writing skills: write an article
2. **Homework**: (1 min)
   * Vocabulary related to writing an article posing a problem and solutions to that
   * Writing skills: write an article
   * Do the tasks again
   * Read Unit 4 - Communication and Culture at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 4: CARING FOR THOSE IN NEED

**PERIOD 038/105: COMMUNICATION & CULTURE**

GET INVOLVED

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** To provide learners some communication samples and cultural items
3. **Skills** - To promote Ss to develop their skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 4 - Communication and Culture at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) - Ask some Ss to go to the board and read their writings
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Communication**  East meets West   1. Listen to an introduction to a charitable organization   Ask Ss to do the task   1. Work in groups, your class wants to get involved in East Meets West's work   Asks Ss to work in groups to do the task | Do as appointed  1. 1994 2. non-government   1. to children in poor countries 2. to develop their agriculture 3. invest money Do as appointed   Aims: to help disadvantaged children Funding: fund-raising performances Volunteers: Students from grade 10 and 11 Cooperation: With Student's Parents Society  Message: Happiness rises double; Sadness divides half Events: fund-raising performances, volunteer work |
| **Culture**  International day of persons with disabilities  1. Look at the logos. What do you think they present?  - Ask Ss to do the task | - Do as appointed  These logo presents the care and support for disabled people |
| 2. Read the text and check your guesses  Ask Ss to work in pairs and do the task | Do as appointed |
| 3. Read the text again and answer the questions  Let Ss to work in pairs and do the task | Do as appointed   1. The United Nations did 2. Its aim is to further raise awareness of disability issues and to call for world-wide support for the rights and well-being of disabled people 3. Challenges, discrimination, poverty and limited access to education, employment and health care 4. For a civilized society where disabled people enjoy their lives |

1. **Consolidation** (3 mins) - Talk about International day for persons with disabilities
2. **Homework**: (1 min) - Talk about International day for persons with disabilities
   * Do the task again
   * Read Unit 4 - Looking back and Project at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 4: CARING FOR THOSE IN NEED

**PERIOD 039/105: LOOKING BACK & PROJECT**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in unit 4

- To give them a chance to do a small project in which they can develop their speaking skills

1. **Skills** - To promote Ss to develop their skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
2. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 4 - Looking back and Project

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) - Ask some Ss to go to the board talk about International day for persons with disabilities
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| LOOKING BACK  **Pronunciation**  1. Listen and underline thee syllable with vowel elision  - Play the recording and let Ss listen and underline the vowel elision  2. Listen and tick the sentences that are read with elision of weak vowel  **Vocabulary**  Complete the sentences using the correct form of the words in brackets  Let Ss do this vocabulary exercise in pairs  **Grammar**  1. Complete the sentences using the correct form of the verbs in the brackets  - Ask Ss to work in pairs to finish the task  2. Complete the sentences with the verbs in the box  Put Ss in pairs to do this task | - Do as appointed  1. dictionary 2. police  3. library 4. deafening  5. history  - Do as appointed  1. v 2.  3. 4. v  5. 6. v  \* Do as appointed  1. impairments 2. non-disabled  3. integration 4. disrespectful  5. involved 6. donations  \* Do as appointed  1. came 2. have agreed/ have signed  3. came 4. have started  5. had  \* Do as appointed   1. has never volunteered 2. invented 3. has recorded/ visited 3. has supported 4. have ... worked/ organized/ coached |
| PROJECT  Ask Ss to work in groups, so they can share the workload | Do as appointed Find someone :  1. how many students in your class have taken part in voluntary work  2 What their reasons to volunteer were   1. What they did 2. What they would like to do in the future Prepare an action plan for volunteer work in your neighborhood |

1. **Consolidation** (3 minutes) - The vowel elision
   * The past simple vs the present perfect
   * Vocabulary related to the topic caring those in need
2. **Homework** (1 minute) - The vowel elision
   * The past simple vs the present perfect
   * Vocabulary related to the topic caring those in need
   * Do the tasks again
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 5: BEING PART OF ASEAN

**PERIOD 040/105: GETTING STARTED**

## ASEAN AND THE ASEAN CHARTER

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help learners get started with some language items in Unit 5
   * For vocabulary, that is words and phrases about Asian and the ASEAN charter
   * For pronunciation, that is falling and raising intonation
   * For grammar, that is the use gerunds and state verbs in continuous forms
3. **Skills** - To help learners get started with 4 skills in Unit 5
   * Reading: Skimming and scanning
   * Speaking: Talk about Asian member states
   * Listening: Listening for gist and specific information about the ASEAN member states
   * Writing: Write a short brochure introducing an ASEAN member state
4. **Attitudes** - To help Ss get started for Unit 5 with the topic "Being part of ASEAN"
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 5 - getting started at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (omitted)
4. **New lesson** (40 minutes)

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| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Listen and read  Ask Ss listen to the recording and read the conversation | - Do as appointed |
| 2. What is the conversation about, choose the best answer  Ask Ss to work in pairs and do the task  Asks Ss to give the reasons for their answers | - Do as appointed  Preparation for a competition on ASEAN and ASEAN charter |
| 3. Match each words with its definitions Ask Ss to listen to the recording and repeat the words/phrases | Do as appointed  1. e 2. a  3. c 4. d  5. b |
| 4. Read the conversation again and answer the questions  Ask Ss to work in pairs, do the task | Do as appointed   1. Because she fears that her classmates know a lot more about ASEAN and they are more confident than her 2. 10 members 3. Its aims and purposes are to improve member states' economies and maintain |
|  |  |

|  |  |
| --- | --- |
|  | regional peace and stability   1. It offers the Singapore Scholarship and the ASEAN scholarships to students from other ASEAN countries 2. Its main principles 3. After he finishes his work |
| 5. Underline the phrases with -ing form in the conversation  Ask Ss to do the task | Do as appointed |

1. **Consolidation** (3 mins) - ASEAN and the ASEAN charter
   * Practice the conversation
2. **Homework**: (1 min) - ASEAN and the ASEAN charter
   * Practice the conversation
   * Do the task again
   * Read Unit 5 - Language at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 5: BEING PART OF ASEAN

**PERIOD 041/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some language items in Unit 5
   * For vocabulary, that is words and phrases about Asian and the ASEAN charter
   * For pronunciation, that is falling and raising intonation
   * For grammar, that is the use gerunds and state verbs in continuous forms
3. **Skills** - To promote Ss to develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 5 - language at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) - Ask some Ss to talk about ASEAN and the ASEAN charter
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| VOCABULARY   1. Complete the sentences using the words in the box   Ask Ss to work individually, do the task and compare the results with their partner   1. Use the words in 1 to complete the sentences   Ask Ss to work in pairs, do the task | - Do as appointed  1. constitution 2. scholarship  3. solidarity 4. principle  5. cooperation 6. dominate  - Do as appointed  1. constitution 2. principle  3. cooperation 4. dominate  5. solidarity 6. scholarship |
| PRONUNCIATION  1. Listen and repeat  Play the recording and let Ss listen  Play it again with pauses for them to repeat | Do as appointed  Pay attention to the intonation |
|  |  |

|  |  |
| --- | --- |
|  |  |
| each sentence |  |
| 2. Listen and repeat with correct intonation Ask Ss to listen and repeat each sentence | Do as appointed |
| GRAMMAR  Gerunds  1. Choose the correct gerund to fill each gap Ask Ss to work individually, do the task and compare the results with their partner | Do as appointed  1. Volunteering 2. promoting  3. Sharing 4. building  5. playing 6. becoming |
| 2. Complete the sentences with the correct form of the verbs in brackets  Ask Ss to work individually, do the task and compare the results with their partner | Do as appointed  1. to take 2. traveling  3. to go 4. to apply  5. preparing 6. participating |
| GRAMMAR  State verb  3. Choose the correct answers  Ask Ss to work individually, do the task and compare the results with their partner | Do as appointed  1. regret 2. consists  3. didn't realise 4. Do you know  5. likes 6. sees |
| 4. Use the simple or continuous form of the verbs in brackets  Ask Ss to work individually, do the task and compare the results with their partner | Do as appointed  1. is 2. was tasting  3. hope 4. are you smelling  5. are having 6. are being |

1. **Consolidation** (3 mins) - Vocabulary related to ASEAN and the ASEAN charter
   * Gerunds, state verbs
   * Falling and raising intonation
2. **Homework**: (1 min) - Vocabulary related to ASEAN and the ASEAN charter
   * Gerunds, state verbs
   * Falling and raising intonation
   * Do the task again
   * Read Unit 5 - Reading at home
3. . SELF-EVALUATION:

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***Date of preparation:*** *……./…../2018* ***Date of teaching:*** *……./……./2018*

# UNIT 5: BEING PART OF ASEAN

**PERIOD 042/105: READING**

## THE ASSOCIATION OF SOUTHEAST ASIAN NATIONS

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to the topic of ASEAN
3. **Skills** - To promote Ss to develop their reading skills
   * Skim the text to get the general idea
   * Scan the text to get some specific details
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 5 - Reading at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) - Ask some Ss to go to the board and do the tasks again
4. **New lesson** (35 minutes)

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|  |  |
| **Lead in**  Draw Ss' attention to the headline of the reading section "Wonderful Nature" ask them to guess what the text may be about |  |
| PRE READING  1. What can the animals or the leaves in the pictures do that people can't? Name some things people have invented to make up for what they cannot do.  Let Ss work in groups, do the task | A bird can fly  A dolphin can swim and stay underwater for a long time  A lotus leaf does not get wet. It washes water away  People have invented an aero-plane, a ship or submarine, and a waterproof raincoat to make up for what they cannot do as well as these animals or leaves |
| WHILE READING  2. Read the text and find out the best title for the text  Let Ss read the three heading 1, 2, 3first 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 | The best title of the text is "Imitating Nature"   * hook and loop * Velcro   cling - clung to st |
| 3. Match the words with their meanings | 1. b 2. e  3. a 4 c  5. f 6. d |
| 4. 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  6. An aero plane: its wings and shape imitating those of a bird  A submarine: "imitates a dolphin's shape" The Velcro: hook and loop fastener, two fabrics sticking together thanks to the hooks on one surface and the loops on the other | 1. The inventions that imitate animals are the aero plane and the submarine 2. The inventions that imitate plants are Velcro, the self-cleaning glass window and umbrella fabric 3. The aero plane is considered one of the greatest inventions in our history because it helps us travel long distances in the air and encourages the development of tourism and trading 4. A submarine can help scientists learn about life under the sea 5. The material that makes up the glass window has the ability to wash away the dirt in the rain |
| POST READING  5. Which of the four inventions mentioned in the text is the best imitation of nature? Put Ss in groups of four and let them discuss the questions freely | The aero plane is the best imitation of nature. |

1. **Consolidation** (3 mins) - Vocabulary related to ASEAN

- Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context

1. **Homework**: (1 min) - Vocabulary related to ASEAN
   * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
   * Do the task again
   * Read Unit 5 - Speaking at home
2. . SELF-EVALUATION:

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***Date of preparation:****……../……./2018* ***Date of teaching:*** *……../……./2018*

# UNIT 5: BEING PART OF ASEAN

**PERIOD 043/105: SPEAKING**

## ASEAN – MEMBER STATES

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to the topic of ASEAN member states

- To provide learners different expressions of uses and benefits

1. **Skills** - To promote Ss to develop their speaking skills
   * To help Ss develop the skill of working in pairs and groups
2. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 5 - Speaking at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) - Ask Some Ss to go to the board and do the tasks again
4. **New lesson** (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Practice the dialogue with a partner  Ask Ss to work in pairs, practice the dialogue | Do as appointed |
| 2. Complete the table with the information about the invention mentioned in the dialogue above Let Ss work in pairs, do the task | Do as appointed  A 3-D printer is a new invention in science and technology. It is bigger and heavier than a normal printer. It is used to produce solid objects similar to the originals. A 3-D printer has many benefits. You can make your own things at home and save a lot of money with this machine. |
| 3. Discuss two more inventions with a partner | - Do as appointed  A portable solar charger is a new invention in science and technology. It is small and portable. It's used for charging mobile devices such as mobile phones, cameras and laptops. It has many benefits. It's not dependent on electricity and environment friendly. It's also easy to use and not costly.  A USB stick is a small and portable device. It's used to store data. It has a lot of benefits. It's small so it's easy to carry. It's also easy to transport files. |
| 4. Work with a partner. Choose one inventions mentioned in 3 and make a similar dialogue as in | Do as appointed  A: What's that device, Nam?  B: Oh. it's a USB stick. I've bought it |
|  |  |

|  |  |
| --- | --- |
|  |  |
| Activity 1 | A: A USB stick? What's it used for?  B: It's used for storing data including documents, audio and video files  A: Is it easy to transport file to and from a computer  B: Sure it is. It's also small enough to put in your pocket or handbag.  A: I see. It's very convenient. I think I'll buy one. |
| 5. Work in groups. Choose one of the inventions below and prepare a talk to introduce it to other group members | Do as appointed   * laptop * ebook reader * food processor |

1. **Consolidation** (3 mins) - Vocabulary related to ASEAN member states
   * Speaking skills: making a dialogue based on the sample, interviewing, reporting
2. **Homework**: (1 min) - Vocabulary related to ASEAN member states
   * Speaking skills: making a dialogue based on the sample, interviewing, reporting
   * Do the tasks again
   * Read Unit 5 - Listening at home
3. . SELF-EVALUATION:

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***Date of preparation:****……../……./2018* ***Date of teaching:*** *……../……./2018*

# UNIT 5: BEING PART OF ASEAN

**PERIOD 044/105: LISTENING**

## ASEAN – SCHOOL GAMES

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary relating to new inventions
3. **Skills** - To promote Ss to develop their listening skills
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 5 - Listening at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) **-** Ask some Ss to talk about new inventions, uses benefits

### New lesson (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Look at the picture and discuss with a partner what this flying car can and cannot do  Ask Ss to work in pairs and do the task | Do as appointed  This flying car has wings, so it can fly in the air. It has wheels, so it can travel on the ground but it can't move in the water |
| 2. Listen to an interview with Mr Brown, a spectator at a test flight of a flying car. Tick the words or phrases that you hear | Do as appointed  1. traffic jam 2. gallon  3. garage 4. collapse  5. runway |
| 3. Work in pairs. Answer the questions Let Ss work in pairs to answer the questions | Do as appointed  1. In New York City 2. He's a businessman   1. He's considering owning a flying car to deal with the traffic problem 2. It's not too big, so it can be put in a garage 3. This flying car cannot take off without a runway |
|  |  |

|  |  |
| --- | --- |
|  |  |
| 4. Listen again and complete the information about the flying car. | 1. bigger 2. 5/ 1 3. 200/ 120 |
| 5. Do you want to own a flying car like Mr. Brown? Why? Why not? | Yes, We want to own a flying car to solve the problem of traffic jam. We can make it leave the ground like a helicopter |

1. **Consolidation (3 mins)** - Vocabulary related to the topic of ASEAN member states
   * Listening skills
2. **Homework: (1 min)** - Vocabulary related to the topic of ASEAN member states
   * Listening skills
   * Do the tasks again
   * Read Unit 5 - Writing at home
3. . SELF-EVALUATION:

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***Date of preparation:****……../……./2018* ***Date of teaching:*** *……../……./2018*

# UNIT 5: BEING PART OF ASEAN

**PERIOD 045/105: WRITING**

## ASEAN – MEMBERS – BRIEF INTRODUCTION

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - Vocabulary related to ASEAN member states
3. **Skills** - To promote Ss to develop their writing skills
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher -** Teaching aids**:** textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English Unit 5 - Writing at home

### III. PROCEDURE

1. **Class organization (1 minute)**
2. **Check up (5 minutes) -** Ask some pairs of Ss to talk about flying car

### New lesson (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Which of these audio devices do you have or want to have?  Ask Ss to do the task | Do as appointed  We may want to own a pair of earbuds |
| 2. The following text is about earbuds and their three benefits  Ask Ss to do the task in pairs | 1. c 2. a 3. b |
| 3. Complete the following outline for the passage on earbuds in activity 2  Ask Ss to do the task | 1. Topic: The benefits of earbuds 2. Thesis sentence: What are its benefits? 3. Supporting idea 1 and further explanation: small, light, portable -> put in a bag or pocket Supporting idea 2 and further explanation:   not costly -> about 100 000 VND Supporting idea 3 and further explanation: used anywhere -> will not disturb anybody |
|  |  |

1. Choose one invention and write a similar paragraph about its benefits

Ask Ss to exchange their writing for peer comment

Do as appointed

* 1. **Consolidation (3 mins)** - A brochure about one member state of ASEAN
     + Writing skills
  2. **Homework: (1 min)** - A brochure about one member state of ASEAN
     + Writing skills - Do the tasks again
     + Read Unit 5 - Communication and Culture at home

***Date of preparation:****……../……./2018* ***Date of teaching:*** *……../……./2018*

# UNIT 5: BEING PART OF ASEAN

**PERIOD 046/105: COMMUNICATION & CULTURE**

### AIMS/OBJECTIVES OF THE LESSON

* 1. **Language focus** - Communication samples and cultural items

### Skills

* + - To promote Ss to develop their communication skills and cultural understanding
    - To help Ss develop the skill of working in pairs and groups
  1. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

### PREPARATION

* 1. **Teacher** - Teaching aids: textbook, lesson plan
     + Teaching method: Communicative language teaching
  2. **Students** - Read through English Unit 5 - Communication and Culture at home

### PROCEDURE

1. **Class organization (1 minute)**
2. **Check up (5 minutes) -** Ask some Ss to go to the board and read their writings

### New lesson (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Communication**  *Discussion*   1. In groups, vote for the best invention among those in the list below   Ask Ss to do the task   1. Report and explain your group's results to the whole class | Do as appointed  The best invention is TV. It is useful to many people. It's not expensive. It's easy to use and easy to buy.  Do as appointed  We voted for digital cameras because they are very useful. We use them to take pictures of people we spend time with or beautiful places we visit. What's more, a digital camera does not cost too much, and we don't have to buy rolls or film for it. |
| Culture  1. Do you know which countries these inventions are from? Match the country names with the inventions.  - Ask Ss to do the task  2. Read the text and answer the questions  Ask Ss to read the text and work in pairs to answer the questions | Do as appointed   1. China - c chopsticks 2. Japan - d instant noodles 3. Singapore - b PC sound card 4. The Philippines: a - medical incubator Do as appointed 5. The two issues are agriculture development and environmental protection 6. a - rain-making technique; b - biodiesel; c - Chipattana Aerator 7. Chaipattana Aerator and rain-making technique 8. All three inventions have helped protect the |
|  |  |

environment

Chaipattana Aerator: cleans wastewater

Rain-making technique: improve forest conditions Biodiesel: reduces the use of fossil energy

5. Biodiesel is the most important because it helps to solve the crisis of energy

1. **Consolidation (3 mins)** - Singapore and ASEAN scholarships
2. **Homework: (1 min)** - Singapore and ASEAN scholarships

- Do the tasks again - Read Unit 5 - Looking back and Project at home

***Date of preparation:****……../……./2018* ***Date of teaching:*** *……../……./2018*

# UNIT 5: BEING PART OF ASEAN

**PERIOD 047/105: LOOKING BACK & PROJECT**

### AIMS/OBJECTIVES OF THE LESSON

* + 1. **Language focus** - To help students revise what they have learned in unit 5

- 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
    1. **Attitudes** - To encourage Ss to work harder
       - To provide Ss some motivation

### PREPARATION

* + 1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* + 1. **Students** - Read through English Unit 5 - Looking back and Project

### PROCEDURE

1. **Class organization (1 minute)**
2. **Check up (5 minutes)** Ask some Ss to talk about ASEAN member states

### New lesson (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| LOOKING BACK  **Pronunciation**  These words below are compound nouns or noun phrases. Put them in the correct columns  **Vocabulary**  Complete these sentences using the words given in the box  **Grammar**  1. Read the following short exchange. Fill in the gaps with the present perfect or the present simple forms of the verbs  - Ask Ss to work in pairs to finish these sentences  2. Answer these questions, using the gerunds or infinitives to describe functions or purposes | Oo oO  food processor solar charger  smartphone correction pen  laptop digital camera  washing machine earbuds/ runway  - Do as appointed  1. economical 2. inventions  3. portable 4. benefits  5. expensive  - Work in pairs, do the task  1. is 2. haven't planned  3. have wasted 4. don't have  5. haven't started 6. says  - Work in groups, do the task   1. A washing machine is used for washing clothes 2. A solar charger can be used for charging mobile devices 3. I use a laptop to listen to music and watch video 4. A correction pen is used for covering a |
|  |  |

|  |  |
| --- | --- |
|  | writing error  5. I use a 3-D printer to produce solid objects |
| **PROJECT**   1. Think about an imaginary invention that may be useful to you or other people Ask Ss to do the task 2. Work in groups, describe your invention to your group members.   Let the groups have some time together the assemble their inventions   1. Design a poster about the invention from activity 2 | - Do as appointed |

1. **Consolidation (3 mins)** - Revise what Ss have learnt in unit 5
   * Talk about ASEAN member states
2. **Homework: (1 min)** - Revise what Ss have learnt in unit 5
   * Talk about ASEAN member states
   * Do the tasks again

IV. SELF-EVALUATION:

………………………………………………………………………………………………………………………………..

……………………………………………………… THE END ………………………………………………………..

***Date of preparation:****……../……./2018* ***Date of teaching:*** *……../……./2018*

# REVIEW 2 (UNIT 4,5)

**PERIOD 048/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in units 4,5
   * To give them a chance to practice
3. **Skills** - To promote Ss to develop their skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
4. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through Review 2

1. PROCEDURE

### Class organization (1 minute)

1. **Check up (5 minutes) -** Ask some Ss to talk about new inventions in Asia

### New lesson (35 minutes)

|  |  |
| --- | --- |
| **TEACHER'S ACTIVITIES** | **STUDENTS' ACTIVITIES** |
| **Language Vocabulary**  1. Complete the sentences using the endings: ing, ed, ful, less | Do as appointed  bored/boring interested/interesting parentless/homeless useful disappointed/hopeful |
| 2. Complete the following sentences with suitable words or phrases from the box | \* Do as appointed  1. smart phone 2. e- books  3. online games 4. laptop  5. mobile phones |
| **Pronunciation**  3. Group the words or phrases according to their stress patterns and read them aloud | \* Do as appointed  Oo oO  washing machine electronic book  food processor solar charger  immune system medical mirror |
|  |  |

laptop mobile phone

hearing aid online game

1. **Consolidation (3 mins)** - Revise what Ss have learnt in units 4, 5
2. **Homework: (1 min)** - Revise what Ss have learnt in units 4, 5

- Read Review 2 at home

1. . SELF-EVALUATION:

………………………………………………………………………………………………………………………………..

……………………………………………………… THE END ………………………………………………………..

***Date of preparation:****……../……./2018* ***Date of teaching:*** *……../……./2018*

# REVIEW 2 (UNIT 4,5)

**PERIOD 049/105: SKILLS**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in units 4,5

- To give them a chance to practice

1. **Skills** - To promote Ss to develop their skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
2. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through Review 2

1. PROCEDURE

### Class organization (1 minute)

1. **Check up (5 minutes)** - Some Ss go to the board, do the tasks again

### New lesson (35 minutes)

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Grammar**  4. Complete the sentences, using the correct form of each verb | Do as appointed  1. arrived/ was talking 2. was making/ rang  3. were playing/ began 4. saw/ was standing  5. stole/ was getting on |
| 5. Put the verb into the correct form | Do as appointed  1. Have you visited 2. did you see  3. saw 4. was spending  5. have never been |
| 6. Complete the following sentences using the correct form of the verb | Do as appointed  1. conducting 2. to surf  3. printing 4. to buy  5. to defrost |

1. **Consolidation (3 mins)** - Revise what Ss have learnt in units 4, 5
2. **Homework: (1 min)** - Revise what Ss have learnt in units 4, 5

- Do the task again

1. . SELF-EVALUATION:

………………………………………………………………………………………………………………………………..

……………………………………………………… THE END ………………………………………………………..

***Date of preparation:****……../……./201..* ***Date of teaching:*** *……../……./201..*

# END TERM REVISION

**PERIOD 050/105: COPLETING TERM TEST PREPARATION**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in unit 1, 2, 3, 4, 5

- To give them a chance to practice

1. **Skills** - To promote Ss to develop their skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
2. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Review what they have learned

1. PROCEDURE

### Class organization (1 minute)

1. **Check up (Omitted)**
2. **New lesson (40 minutes)**

|  |  |  |
| --- | --- | --- |
| LANGUAGE FOCUS  *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.*  Question 1. A. tr*a*nsfer B. c*a*reer C. v*a*riety D. *a*fraid Question 2. A. surfac*es* B. templ*es* C. exercis*es* D. pag*es*  *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 primary stress in each of the following questions.*  Question 3. A. powerful B. remember C. obvious D. primary Question 4. A. sacrifice B. impossible C. confident D. interview Question 5. A. vacant B. factor C. college D. device  *Mark the letter A, B, C or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.*  Question 6. In the 1980s, TV viewers began to *hook up* videocassette players to their TVs.  A. combine B. stop C. fasten D. connect  Question 7. Thanks to better health care, there are more and more *centenarians* nowadays.   1. children whose parents can't afford their schooling 2. children who die at birth 3. people who live 100 years or more 4. people who suffer from fatal diseases   Question 8. These machines are older models and have to be operated *by hand*.  A. manually B. spiritually C. automatically D. mechanically  *Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions.*  Question 9. It's *discourteous* to ask Americans questions about their age, marriage or income.  A. impolite B. polite C. unacceptable D. rude  Question 10. One of the reasons why families break up is that parents are always *critical* of each other. A. unaware B. supportive C. intolerant D. tired  *Mark the letter A, B, C, or D on your answer sheet to indicate the underlined part that needs correction in each of the following questions.*  Question 11. In the future, we will certainly lead a more healthier life.  A. In B. will C. more D. certainly  Question 12. In the end of the story, Cinderella and the prince get married and live happily together.  A. the prince B. In the end C. get married D. happily  Question 13. Rattan, a close relative of bamboo, is often used to make tables, chairs, and other furnitures.  A. furnitures B. a close C. is often D. to make  Question 14. Either Mr. Anderson or Ms. Wiggins are going to teach our class today.  A. or B. are C. Either D. today  Question 15. I prefer living in a nuclear family than a joint one.  A. a nuclear family B. one C. than D. living  *Mark the letter A, B, C or D on your answer sheet to indicate the correct answer to each of the following questions.*  Question 16. Her boss fired her, made her angry. | | |
| A. that B. this C. what D. | which |  |

|  |  |  |
| --- | --- | --- |
| Question 17. You\_ the washing. My sister could have done it for you.  A. needn't have done B. couldn't have done C. hadn't to do D. mustn't have done Question 18. These school-leavers are looking forward\_ on campus.  A. living B. to live C. live D. to living  Question 19. Would you like to take a gap year before\_ a university?  A. filling in B. applying to C. applying for D. filling out  Question 20. In 1837 the University of Michigan became the first state university by a board of regents elected by the voters of the state.  A. being controlled B. it was controlled C. to be controlled D. under the control Question 21. We all believe that a happy marriage should be\_ mutual love.  A. based on B. concerned with C. confided in D. obliged to  Question 22. By the end of the 21st century, the first car running on the sea water .  A. will finish B. will be finished  C. will have been finished D. will be finishing  Question 23. - "What a lovely house you have!" - "\_ "  A. No problem. B. Thank you. Hope you will drop in.  C. Of course not, it's not costly. D. I think so. Question 24. I get your letter, I will reply to you at once.  A. By the time B. As though C. As soon as D. Now that  Question 25. not to come late, the applicant set out for his job interview.  A. He was advised B. People advised him C. Advised D. Advising Question 26. If Lucy's car down, she would be here right now.  A. wouldn't have been B. hadn't broken C. doesn't break D. didn't break Question 27. the film director, Ben Affleck, was famously left off of the 85th Oscar's Best Director list of nominees surprised everyone.  A. Although B. What C. Due to D. That  Question 28. According to\_ people, most animal and plant species on earth will soon die out.  A. optimists B. pessimistic C. pessimists D. optimistic Question 29. My mother asked me\_ .  A. which tertiary institution did I choose B. which tertiary institution I choose  C. which tertiary institution I would choose D. which tertiary institution will I choose Question 30. It is really an .   1. undergraduate interesting economics course 2. economics course interesting undergraduate 3. interesting economics undergraduate course 4. interesting undergraduate economics course   Question 31. Not until\_ in my paper to write down my name on it.  A. I handed/ that I remembered B. I handed/ did I remember  C. did I hand/ did I remember D. did I hand/ I remembered Question 32. - ''Did you enjoy the movie yesterday?" - "\_ "  A. Certainly, I'd be glad to. B. Yes, it is warmer than today.  C. Not really. I couldn't follow the story. D. No, I dislike moving. Question 33. Is it necessary that I here tomorrow?  A. would be B. am being C. were D. be  Question 34. We received a call from the teacher charge of our course. | | |
| A. on B. at C. | in | D. to |

1. **Consolidation (3 mins)** - Revise what Ss have learnt in unit 1, 2, 3, 4, 5
2. **Homework: (1 min)** - Revise what Ss have learnt in unit 1, 2, 3, 4, 5

***Date of preparation:****……../……./201..* ***Date of teaching:*** *……../……./201..*

# END TERM REVISION

**PERIOD 051/105: COPLETING TERM TEST PREPARATION**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in unit 1, 2, 3, 4, 5
   * To give them a chance to practice
3. **Skills** - To promote Ss to develop their skills and cultural understanding

|  |  |  |
| --- | --- | --- |
| e | not | based |

* + To help Ss develop the skill of working in pairs and groups

1. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
2. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Review what they have learned

1. PROCEDURE

### Class organization (1 minute)

1. **Check up (Omitted)**
2. **New lesson (40 minutes)**

|  |  |  |
| --- | --- | --- |
| SKILLS  *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.*  A survey is a study, generally in the form of an interview or a questionnaire, which provides information concerning how people think and act. In the United States, the best-known surveys are the Gallup poll and the Harris poll. As anyone who watches the news during presidential campaigns knows, these polls have become an important part of political life in the United States.  North Americans are familiar with the many "person on the street" interviews on local television news shows. While such interviews can be highly entertaining, they are not necessarily an accurate indication of public opinion. First, *they* reflect the opinions of only those people who appear at a certain location. Thus, such samples can be biased in favor of commuters, middle-class shoppers, or factory workers, depending on which area the new people select. Second, television interviews tend to attract outgoing people who are willing to appear on the air, while they frighten away others who may feel intimidated by a camera. A survey must be based on a *precise*, representative sampling if it is to genuinely reflect a broad range of the population.  In preparing to conduct a survey, sociologists must exercise great care in the wording of questions. An effective survey question must be simple and clear enough for people to understand it. It must also be specific enough so that there are no problems in interpreting the results. Even questions that are less structured must be carefully phrased in order to elicit the type of information desired. Surveys can be *indispensable* sources of information, but only if the sampling is done properly and the questions are worded accurately.  There are two main forms of surveys: the interview and the questionnaire. Each of these forms of survey research has its advantages. An interviewer can obtain a high response rate because people find it more difficult to turn down a personal request for an interview than to throw away a written questionnaire. In addition, an interviewer can go beyond written questions and probefor a subject's underlying feelings and reasons. However, questionnaires have the advantage of being cheaper and more consistent.  Question 35. According to the passage, the main disadvantage of person-on-the-street interviews is that they .  A. ar on a representative sampling B. reflect political opinions  C. are not carefully worded D. are used only on television  Question 36. According to the passage, one advantage of live interviews over questionnaires is that live interviews \_.  A. minimize the influence of the researcher B. are easier to interpret  C. costless D. can produce more information Question 37. The word "*precise*" is closest in meaning to \_.  A. accurate B. rational C. required D. planned Question 38. According to the reading passage, there are main categories of surveys.  A. four B. five C. two D. three Question 39. Which word is given definition in the text? | | |
| A. sampling B. poll C. | survey | D. interview |

|  |  |  |
| --- | --- | --- |
| Question 40. The word "*they*" refers to .  A. interviews B. opinions C. news shows D. North Americans Question 41. What does the passage mainly discuss?  A. The principles of conducting surveys B. The importance of polls in American political life  C. Problems associated with interpreting surveys D. The history of surveys in North America Question 42. According to paragraph 3, which of the following is most important for an effective survey?  A. A sociologist who is able to interpret the results B. Carefully worded questions  C. An interviewer's ability to measure respondents' feelings D. A high number of respondents Question 43. The word "*indispensable*" is closest in meaning to \_.  A. necessary B. complicated C. expensive D. simple Question 44. It can be inferred from the passage that one reason that sociologists may become frustrated with questionnaires is that\_ .   1. respondents often do not complete and return questionnaires 2. questionnaires are expensive and difficult to distribute 3. respondents are too eager to supplement questions with their own opinions 4. questionnaires are often difficult to read   *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 fits each of the numbered blanks.*  Education is more important today than ever before. It helps people acquire the skills they need for such everyday (45) as reading a newspaper or managing their money. It also gives them the specialized training they may need to (46) for a job or career. For example, a person must meet certain educational requirements and obtain a (47) or certificate before he can practice law or medicine. Many fields, like computer operation or police work, (48)\_ satisfactory completion of special training courses.  Education is also important (49) it helps people get more out of life. It increases their knowledge and understanding of the world. It helps them acquire the skills that make life more interesting and enjoyable, (50) the skills needed to participate in a sport, paint a picture, or play a musical (51) . Such education becomes (52) important as people gain more and more leisure time.  Education also helps people adjust to change. This habit has become necessary because social changes today take place with increasing speed and (53) the lives of more and more people. Education can help a person understand these changes and provide him (54) the skills for adjusting to them.  Question 45. A. works B. jobs C. actions D. activities Question 46. A. do B. prepare C. make D. work Question 47. A. license B. card C. diploma D. paper Question 48. A. requires B. requiring C. require D. to require Question 49. A. therefore B. despite C. although D. because Question 50. A. such as B. for instance C. such that D. for example Question 51. A. appliance B. equipment C. instrument D. device Question 52. A. increased B. increasing C. increase D. increasingly Question 53. A. effect B. affect C. affective D. effective | | |
| Question 54. A. | with | B. for C. in D. to |

1. **Consolidation (3 mins)** - Revise what Ss have learnt in unit 1, 2, 3, 4, 5
2. **Homework: (1 min)** - Revise what Ss have learnt in unit 1, 2, 3, 4, 5

***Date of preparation:****……../……./201..* ***Date of teaching:*** *……../……./201..*

# END TERM REVISION

**PERIOD 052/105: COPLETING TERM TEST PREPARATION**

### AIMS/OBJECTIVES OF THE LESSON

* + 1. **Language focus** - To help students revise what they have learned in unit 1, 2, 3, 4, 5

- To give them a chance to practice

* + 1. **Skills** - To promote Ss to develop their skills and cultural understanding
       - To help Ss develop the skill of working in pairs and groups
    2. **Attitudes** - To encourage Ss to work harder
       - To provide Ss some motivation

### PREPARATION

* + 1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* + 1. **Students** - Review what they have learned

### PROCEDURE

1. **Class organization (1 minute)**
2. **Check up (Omitted)**
3. **New lesson (40 minutes)**

SKILLS

*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.*

You can usually tell when your friends are happy or angry by the looks on their faces or by their actions. This is useful because reading their emotional expressions helps you to know how to respond to them. Emotions have *evolved* to help us respond to important situations and to convey our intentions to others. But does raising the eyebrows and rounding the mouth say the same thing in Minneapolis as it does in Madagascar? Much research on emotional expressions has centered on such questions.

According to Paul Ekman, the leading researcher in this area, people speak and understand substantially the same "facial language". Studies by Ekman's group have demonstrated that humans share a set of universal emotional expressions that testify to the common biological heritage of the human species. Smiles, for example, signal happiness and frowns indicate sadness on the faces of people in such far- flung places as Argentina, Japan, Spain, Hungary, Poland , Sumatra ,the United States, Vietnam, the jungles of New Guinea , and the Eskimo villages north of Artic Circle. Ekman and his colleagues claim that people everywhere can recognize at least seven basic emotions: sadness, fear, anger, disgust, contempt, happiness, and surprise. There are, however, huge differences across cultures in both the context and intensity of emotional displays - the so called display rules. In many Asian cultures, for example, children are taught to control emotional responses - especially negative ones- while many American children are encouraged to express their feelings more openly. Regardless of culture, however, emotions usually show themselves, to some degree , in people's behavior. From their first days of life, babies produce facial expressions that communicate their feelings.

The ability to read facial expressions develops early, too. Very young children pay close attention to facial expressions, and by age five, they nearly equal adults in their skill at reading emotions on people's faces. *This evidence* all points to a biological underpinning for our abilities to express and interpret a basic set of human emotions. Moreover, as Charles Darwin pointed out over a century ago, some emotional expressions seem to appear across species boundaries. Cross - cultural psychologists tell us that certain emotional responses carry different meanings in different cultures. For example, what emotion do you suppose might be conveyed by sticking out your tongue? For Americans, this might indicate disgust, while in China it can signify surprise. Likewise, a grin on an American face may indicate joy, while on a Japanese face it may just as easily mean embarrassment. Clearly, culture influences emotional expressions.

Question 55. Unlike American children, Asian children are encouraged to .

A. display their emotions openly B. conceal their positive emotions

C. control their emotions D. change their behaviour Question 56. The word "*evolved*" is closest in meaning to \_.

A. increased B. reduced C. developed D. simplified Question 57. The phrase "*this evidence*" refers to\_ \_.

1. human facial expressions
2. the fact that children can control their feelings
3. a biological underpinning for humans to express emotions
4. the fact that children are good at recognizing others' emotions Question 58. Young children \_.
5. make amazing progress in controlling their emotions
6. take time to control their facial expressions
7. are sensitive towards others' emotions
8. spend a long time learning to read others' emotions

Question 59. According to the passage, we respond to others by \_.

A. watching their actions B. observing their looks

C. observing their emotional expressions D. looking at their faces Question 60. The biggest difference lies in .

A. how often positive emotions are shown B. how emotional responses are controlled

C. how intensive emotions are expressed D. how long negative emotions are displayed Question 61. Smiles and frowns \_.

A. are universal expressions across cultures B. are not popular everywhere

1. do not convey the same emotions in various cultures
2. have different meanings in different cultures

Question 62. Paul Ekman is mentioned in the passage as an example of \_.

A. investigators on universal emotional expressions B. researchers on universal language

1. researchers who can speak and understand many languages
2. lacked many main ingredients

Question 63. The best title for the passage is\_ \_.

A. ways to control emotional expressions B. cultural universals in emotional expressions

C. Human habit of displaying emotions D. review of research on emotional expressions Question 64. Many studies on emotional expressions try to answer whether \_.

1. eyebrow raising means the same in Minneapolis and Madagascar.
2. different cultures have similar emotional expressions.
3. rounding the mouth has the same meaning in Minneapolis and Madagascar.
4. raising the eyebrows has similar meaning to rounding the mouth.

PHẦN TỰ LUẬN (2 điểm)

*I. Finish each of the following sentences in such a way that it means the same as the sentence printed before it. Write your answers on your answer sheet.(0.1 point/ each correct answer)*

Question 1. The book is so interesting that it has become the best-seller of this year.

→ It is *such an interesting book that it has become the best-seller of this year*.

Question 2. People think that he is an excellent football player.

→ He *is thought to be an excellent football player*.

Question 3. My mother started cooking for the party two hours ago.

→ My mother has *been cooking for the party for two hours*.

Question 4. In spite of the bad weather, they had a wonderful holiday.

→ Although *the weather was bad, they had a wonderful holiday*. Question 5. “I’m sorry I gave you the wrong number” said Paula to Susan.

→ Paula apologized *to Susan for giving/ having given her the wrong number*.

*II. “Would you like to attend higher education or vocational training after leaving high schools?” In about 140 words, write a paragraph about your choice.(1.5 points)*

1. **Consolidation (3 mins)** - Revise what Ss have learnt in unit 1, 2, 3, 4, 5
2. **Homework: (1 min)** - Revise what Ss have learnt in unit 1, 2, 3, 4, 5

***Date of preparation:****……../……./201..* ***Date of teaching:*** *……../……./201..*

# END TERM REVISION

**PERIOD 053/105: COPLETING TERM TEST PREPARATION**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in unit 1, 2, 3,4

- To give them a chance to practice

1. **Skills** - To promote Ss to develop their skills and cultural understanding
   * To help Ss develop the skill of working in pairs and groups
2. **Attitudes** - To encourage Ss to work harder
   * To provide Ss some motivation
3. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Review what they have learned

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (Omitted)
4. **New lesson** (40 minutes)

LANGUAGE

#### *Mark the letter A, B, C, or D on your answer sheet to indicate the word whose underlined part is pronounced differently from that of the rest in each of the following questions.*

**Question 1**: A. m***ea***sles B. m***ea***nt C. l***ea***der D. t***ea***cher

**Question 2**: A. need***ed*** B. afford***ed*** C. advanc***ed*** D. invent***ed***

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

**Question 3**: A. favor B. deny C. decide D. again **Question 4**: A. information B. calculation C. energetic D. investigate **Question 5**: A. history B. mathematics C. literature D. physics

#### *Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions.*

**Question 6**: The ***majority*** of workers find it quite hard to live on the amount of the money they earn. A. most B. entire C. almost D. all of

**Question 7**: Paul always gets ***nervous*** whenever he has to give a presentation.

* 1. anxious B. fearful C. impressed D. supportive

**Question 8**: Tests are regularly conducted in this area to ***ascertain*** whether pollution levels have dropped. A. contemplate B. behold C. determine D. consider

#### *Mark the letter A, B, C, or D on your answer sheet to indicate the word or phrase that is OPPOSITE in meaning to the underlined part in each of the following questions.*

**Question 9**: The ***dim*** lights made it hard to see, so Ben squinted to make out the stranger's face in the distance. A. faint B. muted C. strong D. weak

**Question 10**: Henry hoped that his sons would someday take over his retail business and

***maintain*** the high level of customer service and satisfaction that Henry valued so much.

A. uphold B. continue C. eliminate D. connect

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

**Question 11**: The rate of snow accumulation in the formation area are critical to the pace of glacial movement.

A. accumulation B. are C. to the D. movement

**Question 12**: More murders are reported in December in the United States than for any other month. A. More B. are reported C. the D. for

**Question 13**: Although Emily Dickinson publishes only three of her verses before she died, today there are more than one thousand of her poems printed in many important collections.

A. publishes B. there are C. thousand of D. in

**Question 14**: Humans who lived thousands years ago, long before alphabets were devised, they used pictures to record events and to communicate ideas.

A. who B. ago C. they D. to communicate **Question 15**: More companies returned to the task of development new kinds of antibiotics, and as this book is being prepared, a number are undergoing clinical trials.

A. to B. development C. kinds of D. a

#### *Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of*

|  |  |  |
| --- | --- | --- |
| ***the following questions.***  **Question 16**: The students don’t know how to do the exercise by the teacher yesterday.  A. written B. is writing C. who written D. which written  **Question 17**: It’s only a small flat but it my needs perfectly.  A. settles B. meets C. supplies D. fills  **Question 18**: A of interest briefly crossed his face at the mention of her name.  A. flicker B. trace C. mark D. hint  **Question 19**: The teacher made up a difficult question, but at last, Tung\_ a good answer.  A. came up for B. came up to C. came up against D. came up with **Question 20**: disabled children cannot enjoy toys designed for nondisabled youngsters is the subject of the report.  A. What B. Those C. That D. Because  **Question 21**: You should have your research paper again before you handed it in.  A. gone over B. gone under C. gone with D. gone down with  **Question 22**: Manh asked me that film the night before.  A. that I saw B. had I seen C. if I had seen D. if had I seen  **Question 23**: We’ve got another set to if this one doesn’t work.  A. fall back on B. come out with C. set out D. go in for  **Question 24**: I said that I had met her\_ .  A. yesterday B. the previous day C. the day D. the before day  **Question 25**: When we arrived at the meeting place, the others .  A. left B. have left C. had left D. are leaving  **Question 26**: She has been studying engineering .  A. since 5 years B. for 5 years C. 5 years before D. during 5 years  **Question 27**: She told me .  A. shut the door but don’t lock it. B. shut the door but not lock it.  C. to shut the door but not lock it. D. to shut the door but not to lock it.  **Question 28**: - **Alice**: “What shall we do this weekend?” - **Carol**: “ ”  A. I went out for dinner. B. Oh, that’s good.  C. Let’s go out for dinner. D. No problem.  **Question 29**: Don’t be late for the class often, people will think you are a disobedient student. A. unless B. otherwise C. if not D. or so  **Question 30**: If Bean with us, he would have a good time.  A. would had come B. came C. would come D. have come  **Question 31**: - **Khanh**: “I’d like the blue jacket, pleases! Can I try it on?” - **Tien**: “Yes, .”  A. you would B. you must C. certainly D. you do  **Question 32**: \_, he would have passed the exam.  A. were Manh studied B. Had Manh studied harder  C. If Manh had not studied harder D. If Manh studied harder  **Question 33**: By the time you get back, I all my correspondence and then I you with yours.  A. will have finished/ can help B. will finish/ can have helped  C. will be finished/ have helped D. have finished/ have helped  **Question 34**: - **Toan**: “Thank you for the delicious meal” - **Minh**: “ .” | | |
| A. Never wonder B. No problem C. All right D. I’m | glad | you enjoyed it |

1. **Consolidation** (3 mins) - Revise what Ss have learnt in unit 1, 2, 3, 4
2. **Homework**: (1 min) - Revise what Ss have learnt in unit 1, 2, 3, 4

***Date of preparation:****……../……./201..* ***Date of teaching:*** *……../……./201..*

# COMPLETING TERM

**PERIOD 054/105: END-TERM TEST**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To test and mark the students

- To get feedback from the students

1. **Skills** - To help Ss develop their skills to do MCQ tests
2. **Attitudes** - To give Ss the motivation to learn hard for their exam
3. . PREPARATION
   1. **Teacher:** - Testing aids: Lesson plan, test papers

- Testing method: Multi-choice questions

* 1. **Students:** - Prepare for the test at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check – up** (omitted)
4. **Testing contents** (43 minutes)
   * Vocabulary: Unit 1: Generation gaps

Unit 2: Relationships

Unit 3: Becoming independent Unit 4: Caring for those in need

* + Grammar: Modal verbs; Linking verbs

The passive; To infinitive

The past simple and the present perfect

* + Reading skills Where do conflicts come from?

Please help me!

Time - management Skills Helping each other

* + Listening skills Conversation about family conflicts

Talk show with an expert

Conversation about how people become independent Monologue about youngster with disabilities

* + Writing skills A paragraph about family rules; An online posting A letter of application; An article

1. **Consolidation** (omitted)
2. **Homework** (1 minute) - Look at the test paper at home

# --------------THE END OF THE LESSON PLAN FOR FIRST SEMESTER----------------