**Date of preparation:** 05/01/2019 **Date of teaching:** 09/01/2019

# INTRODUCTION

**PERIOD 055/105: GETTING SECOND TERM SCHEDULE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help Ss review topics they have learned in the first term
   * To help learners get started with the second term
   * To introduce Ss the English 11 program in the second term
   * To motivate Ss to study
3. **Skills** - To help Ss to recognize different skills that they have to master: reading, speaking, listening, writing
   * To help Ss revise the structures of each unit in the English 11
4. **Attitudes** - To help Ss get started for the second term
   * To provide Ss some motivation
5. . PREPARATION
   1. **Teacher** - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

* 1. **Students** - Read through English 10 for the second term

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 look through the book and find out general information | Do as appointed  - 5 Units, 2 reviews |
| **1. Review**  Asks Ss to review what they have learned in the second term  How many parts are there in each unit and what are they? | * Unit 1 The generation gap * Unit 2: Relationships * Unit 3: Becoming independent * Review 1 * Unit 4: Caring for those in need * Unit 5: Being part of ASEAN Review 2   There are 8 parts:   * getting started - language * reading - speaking * listening - writing * culture and communication * looking back and project |
| **2. Introduction**  Ask Ss to look through the book and name topics  Asks Ss to give the reasons for their answers  Introduce regular assessment and exams | * Unit 6 Global warming * Unit 7: Further education * Unit 8: Our world heritage sites * Review 3 * Unit 9: Cities of the future * Unit 10: Healthy lifestyle and longevity Review 4   Regular assessment: 6 15-minute tests: 3  45-minute tests: 2 End-term test: 1 |

1. **Consolidation** (3 mins) - 8 different parts in each units
   * Getting started for the second term
2. **Homework:** (1 min) - 8 different parts in each units
   * Getting started for the second term

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**Date of preparation:** 05/01/2019 **Date of teaching:** 10/01/2019

# UNIT 6: GLOBAL WARMING

**PERIOD 056/105: GETTING STARTED**

### A PRESENTATION ON GLOBAL WARMING

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus** - To help learners get started with some language items in Unit 6
   * For vocabulary, that is words and phrases related to global warming
   * For pronunciation, that is intonation in yes-no question and echo- question
   * For grammar, that is perfect gerunds and perfect participles
2. **Skills** - To help learners get started with 4 skills in Unit 6
   * Reading: Skimming and scanning about global warming
   * Speaking: Expressing opinions, agreements, or disagreements
   * Listening: Listening for gist and specific information about global warming
   * Writing: Write an essay about global warming
3. **Attitudes** - To help Ss get started for Unit 6 with the topic "global warming"
   * To provide Ss some motivation

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **1. Listen and read**  Ask Ss to look at the picture and answer the question   * Who do you see in the picture? * Where do you think they are? * What are they doing?   Play the recording, ask Ss to listen and read | - Do as appointed carbon print-foot infectious disease heat-related illnesses |
| **2. Answer the questions**  Ask Ss to work in groups, ask and answer the question  Asks Ss to give the reasons for their answers | Do as appointed   1. Global warming 2. Three parts: the causes, the effects, the solutions 3. Greenhouse gas emissions from factories and vehicles; use of chemical fertilizers, and deforestation. 4. Greenhouse gas emission, use of chemical fertilizers, deforestation 5. Climate changes, infectious and heat- |
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|  | related diseases, impact on water supplies, threat to food production and upset ecological balance   1. They should change their daily habits 2. Causes: burning of fossil fuels, using of non- environment friendly products   Effects: natural disasters such as floods, droughts, tsunami, acid rain |
| **3. Read the conversation again match the words and definition**  Ask Ss to read the conversation again, work in pairs, do the task | Do as appointed  c – g – d – b – a – e – h – f |
| 4. Find the sentences with the structure having VpII  Ask Ss to do the task | Do as appointed Having planned Having contributed Having treated |

1. **Consolidation** (3 mins) - Global warming - Practice the conversation
2. **Homework:** (1 min) - Global warming - Practice the conversation
   * Do the task again - Read Unit 6 - Language at home

IV. SELF-EVALUATION:

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**Date of preparation:** 05/01/2019 **Date of teaching:** 12/01/2019

# UNIT 6: GLOBAL WARMING

**PERIOD 057/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some language items in Unit 6
   * For vocabulary, that is words and phrases related to global warming
   * For pronunciation, that is intonation in yes-no question and echo- question
   * For grammar, that is perfect gerunds and perfect participles
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 6 - language at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes)

**-** Talk about the causes, the effect of and solution to global warming

1. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **VOCABULARY**  **Complete the sentences with the right form of the words/phrases** Ask Ss to work individually first and then in pairs to do the task | Do as appointed  1. carbon footprint 2. infectious diseases  3. emissions 4. ecological balance  5. heat-related illnesses 6. climate change |
| **PRONUNCIATION**  **1. Listen and repeat** | Do as appointed  Pay attention to the intonation |
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| Play the recording and let Ss listen Play it again with pauses for them to sentence |  |
| **2. Listen and mark the symbol of rising intonation**  Ask Ss to read the word in rows paying attention to the intonation | Do as appointed |
| **GRAMMAR**  **Perfect participles in clauses of time and reason**  **1. Underline the perfect participles in the sentences**  Ask Ss to work in pairs, do the task | Do as appointed   1. Having planned   After we have planned the content …   1. Having treated   Because/Since humans have treated the ….  The perfect participle is used to express a reason |
| **2. Match the two parts to make complete sentences**  Ask Ss to work individually then in pairs to check their answer | Do as appointed  1. e 2. c  3. a 4. b  5. g 6. h  7. f 8. d |
| **GRAMMAR**  **Perfect gerunds**  **Rewrite the sentences, using the passive voice**  Ask Ss to work individually first, then in groups and check their answers | Do as appointed  1The students in group 11G were praised for having planted the most trees in the schoolyard in the Tree Planting Competition   1. The police suspected Mike of having cut down the oldest tree in the park 2. He denied having dumped lots of rubbish onto the beach 3. Thank you for having saved the lives of hundreds of wild animals 4. They regretted having hunted and killed many wild animals 5. The factory was heavily fined for having dumped tons of toxic waste into the river 6. Denis was rewarded for having taken an active part in the Green Summer activities |

1. **Consolidation** (3 mins) - Vocabulary related to global warming
   * Perfect gerunds and perfect participle, intonation
2. **Homework:** (1 min) - Vocabulary related to global warming
   * Perfect gerunds and perfect participle, intonation
   * Do the task again, read Unit 6 - Reading at home
3. . SELF-EVALUATION:

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**Date of preparation:** 10/01/2019 **Date of teaching:** 16/01/2019

# UNIT 6: GLOBAL WARMING

**PERIOD 058/105: READING**

### GLOBAL WARMING IS REAL

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to the topic of global warming
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 6 - 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 and guess what problems are described in the pictures** Let Ss work in pairs, do the task | Do as appointed   * pollution * forest destruction |
| **WHILE READING**  **2. Read the text and select the statement that expresses main idea**  Let Ss read the three heading 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 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 "Global warming is mainly caused by humans and has negative impacts on people’s lives" |
| **3. Match the words with their meanings**  Ask Ss to work in pairs and do the task | Do as appointed  1. g 2. f 3. d 4. e  5. b 6. a 7. c |
| **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 | Do as appointed 1.We are responsible   1. It releases a large amount of carbon dioxide into the atmosphere 2. Deforestation disrupts the process of absorbing and capturing C02 from the atmosphere 3. They could lose their home 4. They can reduce crop harvest globally 5. Because human beings cannot exist without species diversity on earth |
| **POST READING**  **5. Work in groups, discuss the question** Put Ss in groups of four and let them discuss the questions freely | Do as appointed |

1. **Consolidation (3 mins)** - Vocabulary related to global warming
   * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
2. **Homework: (1 min)** - Vocabulary related to global warming
   * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
   * Do the task again - Read Unit 6 - Speaking at home
3. . SELF-EVALUATION:

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**Date of preparation:** 12/01/2019 **Date of teaching:** 17/01/2019

# UNIT 6: GLOBAL WARMING

**PERIOD 059/105: SPEAKING**

### GOING GREEN

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

- To instruct learners how to express opinions, agreements or disagreements about solutions to global warming

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 6 - 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. Work in pairs, in your opinion, which of the following activities in the table below can help to reduce global warming?  Ask Ss to work in pairs, do the task | Do as appointed 1, 2, 4, 5, 6 |
| 2. The table below presents the reasons why the activities in 1 can help reduce global warming. Match them with the activities  Let Ss work in pairs, do the task | Do as appointed  1. e 2. b  4. c 5. a 6. d |
| 3. Lan, Mai and Minh are talking about the activities presented in 1. Work in groups of three. Complete the conversation using the phrases in the box and then practice it  Ask Ss to do the task | - Do as appointed   1. energy use 2. electronic devices 3. planting trees 4. carbon dioxide 5. reusing and recycling |
| 4. What do you think about these solutions to global warming? Work in groups of three. Use the idea in 1 and 2 to have a similar conversation  Ask Ss to do the task | Do as appointed |

1. **Consolidation** (3 mins) - Vocabulary related to global warming
   * Speaking skills: making a conversation based on the sample
2. **Homework**: (1 min) - Vocabulary related to global warming
   * Speaking skills: making a conversation based on the sample
   * Do the tasks again
   * Read Unit 6 - Listening at home
3. . SELF-EVALUATION:

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**Date of preparation:** 12/01/2019 **Date of teaching:** 19/01/2019

# UNIT 6: GLOBAL WARMING

**PERIOD 060/105: LISTENING**

### SAVE THE PLANET, SAVE OUR LIFE

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary related to global warming
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 6 - Listening at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) **-** Talk about how to reduce global warming
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. a Match the words with the pictures and answer the question  Ask Ss to work in pairs and do the task  b. What is the common cause of all the disasters depicted in the pictures above? | Do as appointed  1. c (drought) 2. d (flood)  3. a (famine) 4. e (water shortage)  5. b (forest fire)   * climate change * global warming * human being’s interference with the environment |
| 2. Prof Linn is talking to a class of grade 11 students about global warming. Listen to the talk and choose the best answers | Do as appointed  1. D 2. B 3. B  4. C 5. A |
| 3. Listen to the talk again and answer the questions  Let Ss work in pairs to answer the questions | Do as appointed   1. Carbon dioxide, carbon monoxide 2. The thick layer of the greenhouse gases traps more heat from the sun leading to the increase of the temperature on the earth 3. Heat waves, floods, droughts and storm surges. 4. Famine, water shortages, extreme weather conditions and a 20-30% loss of animal and plant species. 5. When you have a lot of information about the topic, you’ll be more willing to change your |
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|  | lifestyle and you’ll be able to inform others and inspire change. |
| 4. Work in groups. Discuss if the weather patterns in VN have changed over the last ten years. Provide some examples. Then report the results to the class | Do as appointed |

1. **Consolidation** (3 mins) - Vocabulary related to the topic of global warming
   * Listening skills
2. **Homework:** (1 min) - Vocabulary related to the topic of global warming
   * Listening skills - Do the tasks again
   * Read Unit 6 - Writing at home
3. . SELF-EVALUATION:

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**Date of preparation:** 20/01/2019 **Date of teaching:** 23/01/2019

# UNIT 6: GLOBAL WARMING

**PERIOD 061/105: WRITING**

### GLOBAL WARMING –CAUSES & EFFECTS

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - Vocabulary related to the causes and effects of global warming
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 6 - Writing at home

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) **-** Ask Ss to talk about causes and effects of global warming
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Which are the causes and which are the effects of global warming? Complete the diagram with the idea below.  Ask Ss to do the task | Do as appointed Causes: 2, 4, 7  Effects: 1, 3 6, 8  5 9 |
| 2. Work in pairs, discuss and complete the outline using the ideas from 1. Brainstorm some possible solutions Ask Ss to do the task in pairs | Do as appointed  1. Introduction (introduce topic and the main contents)   * one of the biggest issues facing humans nowadays * caused mainly by humans * most catastrophic effects on humans * humans have to take actions to reduce the risks * the essay will discuss the causes and effects, and possible solutions   2. What global warming is and its cause |
| 3. Complete the following outline for the | a. Topic: The benefits of earbuds |
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| passage on earbuds in activity 2 Ask Ss to do the task | 1. Thesis sentence: What are its benefits? 2. 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 |
| 4. 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) - Vocabulary related to the topic of working mother
   * Writing skills
2. **Homework**: (1 min) - Vocabulary related to the topic of working mother
   * Writing skills - Do the tasks again
   * Read Unit 6 - Communication and Culture at home
3. . SELF-EVALUATION:

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

# UNIT 6: GLOBAL WARMING

**PERIOD 062/105: COMMUNICATION & CULTURE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some 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 6 - 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**  ***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 | Do as appointed  1. China - c chopsticks |
|  |  |

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

1. Japan - d instant noodles
2. Singapore - b PC sound card
3. The Philippines: a - medical incubator Do as appointed
4. The two issues are agriculture development and environmental protection
5. a - rain-making technique; b - biodiesel; c - Chipattana Aerator
6. Chaipattana Aerator and rain-making technique
7. 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

1. Biodiesel is the most important because it helps to solve the crisis of energy
   1. **Consolidation** (3 mins) - Gender equality in VN
      * Gender equality in the UK
   2. **Homework:** (1 min) - Gender equality in VN, gender equality in the UK
      * Do the tasks again
      * Read Unit 6 - Looking back and Project at home
2. . SELF-EVALUATION:

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

# UNIT 6: GLOBAL WARMING

**PERIOD 063/105: LOOKING BACK & PROJECT**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in unit 6
   * To give a chance to do a small project to develop speaking skills
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 6 - Looking back and Project

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) **-** Talk about some examples of gender discrimination in VN
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **LOOKING BACK**  **Pronunciation**  These words below are compound nouns or noun phrases. Put them in the correct columns | Oo oO  food processor solar charger  smartphone correction pen  laptop digital camera washing machine  earbuds/ runway |
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| **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 | - 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 | - Do as appointed   1. 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 |

1. **Consolidation** (3 mins) - Revise what Ss have learnt in unit 6
   * Talk about examples of gender discrimination in VN
2. **Homework:** (1 min) - Revise what Ss have learnt in unit 6
   * Talk about examples of gender discrimination in VN
   * Do the tasks again
3. . SELF-EVALUATION:

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

# UNIT 7: FURTHER EDUCATION

**PERIOD 064/105: GETTING STARTED**

1. **Aims and Objectives:** By the end of this lesson, Ss can get to know the topic of “Further Education”, words and phrases related to further education.

**1. Knowledge:** Lexical items: vocational, academic, undergraduate, postgraduate, doctorate, major, gap year, CV.

**3. Skill:** - Main skill: + Scanning for specific information to answer questions

+ Identifying the meaning of words depending on the context

- Sub skills: Speaking; Listening; Writing

1. **Teaching aids:** Text book, teacher's book, a speaker and a mp3 player

#### Procedure:

1. **Stabilization:** 2 mins

#### Checking up: No

1. **New lesson:**

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| *Teacher’s activities* | *Students' activities* |
| **I. PRESENTATION: 5’**  Lead-in:  Inform the class of the lesson objectives: | **I. PRESENTATION**  Lead-in:  Listen and answer |
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| getting to know the topic  Introduce the topic by asking Ss some guiding questions Encourage Ss to talk about further education. | Talk about further education |
| 1. **PRACTICE: 30’**    1. **Activity 1:**   Ask Ss questions about the illustration:  *Who are the people in the picture? What are they doing?*  *What do you think they plan to do after leaving secondary school?*  Tell Ss that that are going to listen to a conversation in a school library between three friends: Phong, Kevin and Maria.  Let Ss predict what these friends will be talking about.  Encourage and accept all types of predictions from Ss.  Play the recording. Ask Ss to listen and read the conversation at the same time.   * 1. **Activity 2:**   Asks Ss to work first individually, and then in pairs. Focus their attention on the instructions and allow time for them to read the incomplete sentences. They may refer back to the conversation to get the necessary information.  Checks sts’s answers and give explanation. | 1. **WHILE- PRACTICE**    1. **Activity 1:**   Answer the questions: Listen  Predict what these friends will be talking about.  Listen and read the conversation at the same time.  Work in pairs to practice asking and answering the questions  Give explanation  *Who are the people in the picture? What are they doing?*  *What do you think they plan to do after leaving secondary school?*  Keys suggested:  *academic or vocational undergraduate and postgraduate a bachelor’s degree*  *vocational courses/ a vocational course apply for scholarships* |
| **III. PRODUCTION: 6’**  Have sts read the question and example. Ask them to think of their own answer to the question. Sts work individually first, then with a partner.  Elicit some answers and writes the best ones on the board. Give feedback and discuss any points.  Read the question and example and think of their own answer to the question.  Work individually first, then with a partner. | **III. PRODUCTION**  Give answers Keys suggested:   1. *They can pursue further education.* 2. *They can help students develop analytical skills, critical thinking and knowledge for higher education at a university or college.* 3. *Because they want to take some time before deciding on their career and major.* 4. *Taking a gap year can allow students to do voluntary work or internships, and travel. This practical experience will make their CVs look good.* |

4. **Homework**: (2 mins) - Prepare the next period "Language and Vocabulary"

+ Look up the new words/ phrases

+ Revise the uses of modal verbs

IV. SELF-EVALUATION:

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

# UNIT 7: FURTHER EDUCATION

**PERIOD 065/105: LANGUAGE**

1. **Aims and Objectives:** By the end of this lesson, Ss can:
   * enrich their vocabulary with words or phrases related to further education
   * know intonation on WH- questions.
   * know how to use and distinguish between the present perfect and the present perfect continuous

**1. Knowledge:** - Lexical items:

**3. Skill:** - Main skill: Identifying the meaning of words depending on the context

- Sub skills: Speaking; Listening; Writing

1. **Teaching aids:** Text book, teacher's book, a speaker and a mp3 player

#### Procedure:

1. **Stabilization:** 2 mins

#### Checking up: No

1. **New lesson:**

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| *Teacher’s activities* | *Students' activities* |
| **I. PRESENTATION: 2’**  Warm-up: Ask:  *What do you know about the Vietnam’s education system??* | **I. PRESENTATION**  Answer |
| **II. PRACTICE: 11’**   1. **VOCABULARY**    1. **Activity 1:**   Go through the words in the box and check Ss’ understanding/  Asks Ss to guess the words(s) and complete the diagram individually.  Alternatively, in weaker classes, have Ss work on the diagram in pairs.  Call some sts to give out the answer Have a st write the answers on bb. Check & give remarks   * 1. **Activity 2:**   Have Ss work individually.  Ask sts to complete the sentences individually.  Monitor the activity and offer support, if necessary.  Check the completed sentences as a class, making sure that all sts have the right answers. | 1. **WHILE- PRACTICE**    1. **Activity 1:**   Work individually, read each of the words and think about its word class.  Some sts to give out the answer A st. writes the answers on bb. Listen  **Key:**  1. Kindergarten 2. Primary education   1. Lower secondary education 2. Upper secondary education 3. College 6. University   **2. Activity 2:**  Complete the sentences individually. May compare their answers with a partner.  Listen to T’s comments  ***Keys suggested:***  1. Academic 2. major  3. vocational 4. postgraduate  5. analytical |
| PRONUNCIATION: 10’ Intonation on Wh- questions  * 1. **Activity 1:**   Explain the use of rising and falling intonation by modeling the two types of questions  Play the recording again for sts to repeat chorally and individually.  Help sts to distinguish between rising and falling intonation by highlighting the rise and fall of the voice.  Ask sts to work in pairs, taking turns to say the questions.   * 1. **Activity 2:**   Ask sts to read the instructions and explain | 1. **PRONUNCIATION Intonation on Wh- questions**    1. **Activity 1:**   Listen  Distinguish between rising and falling intonation by highlighting the rise and fall of the voice.  Work in pairs, taking turns to say the questions.   * 1. **Activity 2:**   Read the instructions and explain the task.  Read the sentences, focusing on the words in |
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| the task.  Ask them to read the sentences, focusing on the words in bold and have sts repeat.  Play the recording for sts to repeat once or twice.  Extend this task by having sts take turns reading each of the sentences twice- with and without elisions of weak vowels. | bold and have sts repeat. Listen  Take turns reading each of the sentences twice- with and without elisions of weak vowels. |
| 1. **GRAMMAR: 11’**    1. **Activity 1:**   Tell sts that the activity focuses on the present perfect and the present continuous tenses.  Ask if they can remember any rules of the present perfect and the present continuous tenses that they have learnt in the lower grades.  Have sts work in pairs to figure the answers. Monitor the activity and help sts, if necessary. Remind sts to pay attention to the adverbs of time when they choose the correct form of the verbs.  Check answers as a class.   * 1. **Activity 2:**   Tell sts that the activity focuses on the correct form of the verbs- the past simple or the present perfect.  Let sts work in pairs to give answers. Observe and help when and where necessary.  Remind sts to pay attention to the adverbs of time when they choose the correct form of the verbs.  Check sts’ answers by asking individual sts to take turns reading aloud each of the sentences. | 1. **GRAMMAR**    1. **Activity 1:**   Listen  Answer teacher’s questions  Work in pairs to figure the answers.  Pay attention to the adverbs of time when they choose the correct form of the verbs.  Listen  ***Keys expected*** for several days lately  since grade 9 before   * 1. **Activity 2:**   Work in pairs to give answers. Observe and help when and where necessary.  Pay attention to the adverbs of time when they choose the correct form of the verbs.  Take turns reading aloud each of the sentences.  ***Keys suggested***  have been surfing has been living  has been looking have been studying has been teaching |
| **3. Activity 3: 6’**  Tell students that the activity focuses on the distinction between the present perfect and the present perfect continuous.  Have St work in pairs to work out the answers.  Monitor the activity and offer help if necessary.  Check answers by asking individual Ss to take turn reading aloud their answers.  Can ask Ss to explain their choice of tense. The pair that gets the most points is the winner. | **3. Activity 3**  Listen  Work in pairs to answer Read aloud the answers ***Keys suggested***   1. have read 2. have been reading 3. Have you applied 4. have been waiting 5. has been giving 6. have never understood |

1. **Homework:** (2 mins) - Do Part A 1+2,B 2-5 in the exercise book.

- Prepare the next period "Skills- Reading"

+ Look up the new words/ phrases + Revise the uses of modal verbs

IV. SELF-EVALUATION:

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

# UNIT 7: FURTHER EDUCATION

**PERIOD 066/105: READING**

1. **Aims and Objectives:** By the end of this lesson, Ss can:

- Read for general ideas and specific information about higher education.

* 1. **Knowledge:** - Lexical items: mandatory, respectively, broaden, Baccalaureate, appreciate, pursue
     + Main skill: + Scanning for specific information to answer questions

+ Identifying the meaning of words depending on the context

* + - Sub skills: Speaking; Listening; Writing

1. **Teaching aids:** Text book, teacher's book, a speaker and a mp3 player

#### Procedure:

1. **Stabilization:** 2 mins

#### Checking up: No

1. **New lesson:**

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| *Teacher’s activities* | *Students' activities* |
| **I. PRE- READING: 5’ Activity 1:**  Have Ss read the table of the British state-run education system.  Provide sts with some information if necessary  Have sts work in pairs and draw a table or a diagram similar to the one in vocabulary. Section1. Encourage sts to explain and give reasons for their answers.  Correct answers as a class & have sts guess the possible content of the reading text. | **I. PRE-READING Activity 1:**  Look at the diagram to give the answers. Encourage sts to explain and give reasons for their answers.  **School Age Exam** Kindergarten 3-5 No Primary school 6-10 No Lower secondary 11-14No Upper secondary15-17 GCSE |
| 1. **WHILE-READING: 27’**    1. **Activity 2:**   Tell Ss that the activity focuses on reading for gist. Have them read the heading before the text.  Explain to SS that repeated and similar vocabulary can form a vocabulary chain in a paragraph. The main ideas of the paragraph will contribute to the main idea of the whole text.  Ask sts to work individually to choose the best heading (**a-c**). Then Ss can check their answers with a partner. Check answers as a class and write them on the board.  Give feedback  **3. Activity 3:**  Ask sts to work individually, read the words and phrases in the columns, then discuss and find the meaning of each of them (**a-e**). provide help, if necessary. Explain the meaning further and give examples. Check answers as a class and write them on the board. | 1. **WHILE- READING**    1. **Activity 2:**   Work individually, read the work individually to choose the best heading (**a-c**). Then check their answers with a partner. Write them on the notebook.  ***Keys suggested***  b  **3. Activity 3:**  Listen  Work individually, read the words and phrases in the columns, then discuss and find the meaning of each of them(**a-e**).  Check their answers with a partner.  ***Keys suggested***  d – c – e – a – b |
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| Give feedback.  Then sts can Check answers as a class and  **4. Activity 4:**  Tell sts that the activity focuses on reading for specific information.  Ask sts to read the passage gain and decide whether the following statements are true (T), false (F) or (NG).  Have sts write their answer individually and check with their partner.  Check answers as a class & provide feedback. | **4. Activity 4:**  Read the passage gain and decide whether the following statements are true (T), false  (F) or (NG).  Write their answer individually and check with their partner.  ***Keys suggested***  1. NG 2. F 3. F  4. F 5. T |
| **III. POST- READING: 6’ Activity 5:**  Put sts in pairs and ask them to discuss the questions freely:  *How can you prepare for higher education in the UK?*  Ask one or two pairs to report the discussion results to the class.  Give remarks | **III. POST- READING Activity 5:**  Work in pairs and discuss the questions freely.  One or two pairs to report the discussion results to the class.  Listen  *How can you prepare for higher education in the UK?* |

1. **Homework**: (5 mins) - Do Part C in the exercise book.

- Prepare the next period "skills- Speaking"

+ Look up the new words/ phrases + Revise the uses of modal verbs

IV. SELF-EVALUATION:

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

# UNIT 7: FURTHER EDUCATION

**PERIOD 067/105: SPEAKING**

1. **Aims and Objectives:** By the end of this lesson, Ss can:

- practice talking about further education

* 1. **Knowledge:** - Lexical items: part-time course, full-time course, cloud-based course, credit-based, campus-based, simultaneously

**3. Skill:** - Main skill: +Interviewing & discussing

- Sub skills: Speaking; Listening; Writing

1. **Teaching aids:** Text book, teacher's book, a speaker and a mp3 player

#### Procedure:

1. **Stabilization:** 2 mins

#### Checking up: No

1. **New lesson**:

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| *Teacher’s activities* | *Students' activities* |
| **I. PRE- SPEAKING: 7’ Activity 1:**  Ask sts to work individually, read the words and phrases in the columns, then discuss and find the meaning of each of them (**a-e**). Provide help, if necessary. Explain the meaning further and give examples. Check answers as a class and write them on the board. | 1. **PRE-SPEAKING Activity 1:**   Listen  Work individually, read the words and phrases in the columns, then discuss and find the meaning of each of them (**a-e**).  Check their answers with a partner.  ***Keys suggested***   * 1. c 2. e   3. a 4. b 5. d |
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| Give feedback. |  |
| **II. WHILE-SPEAKING: 16’ Activity 2:**  Explain the context and ask sts to read through the phrases in the box.  Have sts work in pairs to fill the gaps in the interview.  Check answers as a class and give feedback. | **II. WHILE- SPEAKING Activity 2:**  Read through the phrases in the box.  Work in pairs to fill the gaps in the conversation. Listen  ***Keys suggested***  1. b 2. e 3. a  4. f 5. d 6.c |
| **III. POST- SPEAKING: 15’ Activity 3:**  Have sts read the question and example. Ask them to think of their own answer to the question. Sts work individually first, then with a partner. Elicit some answers and writes the best ones on the board. Give feedback and discuss any points.  **Activity 4:**  Allow enough time for sts to read the conversation individually before they practice in pairs.  Monitor the activity and select some pairs to role-play the conversation in front of the class.  **Activity 5:**  Ask Ss to think about their choices and reasons for their preferences for further education.  Encourage them to share their ideas in groups.  Have different groups work together so they can help each other with ideas and suggestions.  Ask groups of students to have a discussion using the expressions and flow in the model in 2. Then choose one or two groups to role-play their conversation in front of the class. | **III. POST- SPEAKING Activity 3:**  Read the question and example and think of their own answer to the question.  Work individually first, then with a partner. Give answers  **Activity 4:**  Read the conversation individually before they practice in pairs.  Role-play the conversation in front of the class.  **Activity 5:**  Think about their choices and reasons for their preferences for further education.  Share their ideas in groups. Work together  Discuss using the expressions and flow in the model in 2.  Role-play their conversation in front of the class.  ***Keys suggested***   1. Because higher education will help Ss to gain more knowledge and critical thinking skills and a bachelor’s degree will help them to find a job more easily. 2. Because students need some skills for getting a job before they can decide if they want to pursue an undergraduate degree or not. 3. They are campus-based, part-time, full-time and online. 4. “Cloud” learning allows students to work and study simultaneously. 5. They provide students with more flexible programmes and schedules. |

1. **Homework:** (5 mins) - Do Part D in the exercise book.

- Prepare the next period "Listening"

+ Look up the new words/ phrases + Revise the uses of modal verbs

IV. SELF-EVALUATION:

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

# UNIT 7: FURTHER EDUCATION

**PERIOD 068/105: LISTENING**

1. **Aims and Objectives:** By the end of this lesson, Ss can:

- listen for specific information in a talk from an Canadian undergraduate student studying in Vietnam.

**1. Knowledge:** - Lexical items: undergraduate course, study abroad, knowledgeable, thorough, programme coordinator, host family, outing, gathering, staff, fellow student.

#### 3. Skill :

* Main skill: + Scanning for specific information to take notes about the main points

+ Deciding whether the statements are true (T), false (F) or not given (NG)

* Sub skills: Speaking; Listening; Writing

1. **Teaching aids:** Text book, teacher's book, a speaker and a mp3 player

#### Procedure:

1. **Stabilization:** 2 mins

#### Checking up: No

1. **New lesson:**

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| **Teacher’s activities** | **Students' activities** |
| 1. **PRE- LISSTENING: 7’**    1. **Activity 1:**   Show pictures of the students on page  21. Ask: Where are they?  What are they doing? | **I. PRE- LISSTENING**  Expected answers:  They are in Vietnam. They are learning about Vietnamese culture. They are getting to know their Vietnamese fellow students. |
| 1. **WHILE- LISTENING: 26’**    1. **Activity 2:**   Have sts read the instruction about a famous girl with a disability and the table they have to complete.  Play the CD. Ask sts to complete the notes while listening.  Have sts listen the CD again and check their answers.  Have sts compare their answers before checking answers as a class.   * 1. **Activity 3:**   Tell sts that the activity focuses on listening for specific information.  Ask sts to listen to the passage gain and decide whether the following statements are true (T), false (F) or (NG).  Have sts write their answer individually and check with their partner.  Check answers as a class & provide | 1. **WHILE- LISSTENING**    1. **Activity 2:**   Complete the notes while listening  Listen the CD again and check their answers. Compare their answers before checking answers as a class.  **Keys expected**   1. undergraduate 2. Vietnamese history and economic development 3. very friendly and helpful 4. very organized, knowledgeable and thorough, always available for emergency 5. lives with a host family, has his own room, comfortable and clean, has Internet 6. Eat breakfast, dinner with host family, and lunch with Vietnamese fellow students; food: healthy and delicious; has his favourite dishes   **2. Activity 3:**  Listen the passage gain and decide whether the following statements are true (T), false (F) or (NG).  Write their answer individually and check with their partner.  **Keys expected**  1. F 2. T 3. NG  4. F 5. T |
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| feedback. |  |
| **III. POST- LISSTENING: 8’ Activity 4**  Ask sts to work in groups of three or four to discuss the question:  How should you prepare for studying abroad?  Brainstorm ideas.  Have some sts present their reports to the class.  Give remarks | **III. POST- LISSTENING Activity 4**  Work in groups of three or f How should you prepare for studying abroad?  our to discuss the question: Present the reports  Listen  **Keys expected**  (depending on Ss’s answers) |

1. **Homework**: (2 mins) - Prepare the next period "Writing"

+ Look up the new words/ phrases + Revise the uses of modal verbs

IV. SELF-EVALUATION:

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

# UNIT 7: FURTHER EDUCATION

**PERIOD 069/105: WRITING**

1. **Aims and Objectives:** By the end of this lesson, Ss can:
   * Write an article about problems facing disabled people
   * Propose solutions to problems facing people with disabilities.

**1. Knowledge:** - Lexical items: eligible, consult, pursue higher education qualification, pursue a career, transcript, tuition fees, experience cultural shock

**3. Skill:** - Main skill: + Writing an email asking for information about higher education opportunities

- Sub skills: Speaking; Listening; Writing

1. **Teaching aids**: Text book, teacher's book, a speaker and a mp3 player

#### Procedure:

1. **Stabilization:** 2 mins

#### Checking up: No

1. **New lesson:**

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| --- | --- |
| ***Teacher’s activities*** | ***Students' activities*** |
| I. **PRE- WRITNG: 8’ Activity 1**  Give sts time to read the sample writing about higher education in the UK.  Ask sts to choose the appropriate phrases (a-c) to fill in the blanks.  Have them compare their answers with a partner first  Ask sts to read out loud their answers to check as a class.  Lead to the writing lesson | I. **PRE- WRITNG Activity** 1  Read the sample writing about higher education in the UK.  Choose the appropriate phrases (a-c) to fill in the blanks.  Compare their answers with a partner first Read out loud their answers  *Keys expected*   1. I am writing to ask you for 2. I want to consult you about 3. I am worried most 4. I have to take   5. I am eligible to 6. I should send |
| **II. WHILE- WRITNG: 25’** | **II. WHILE- WRITNG** |
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| Activity 2: Ask sts to work in groups of 4, and give each group a large size sheet of paper  Have sts read the email in their book and study the outline.  Ask sts to discuss in groups and complete the outline on the sheet of paper.  Encourage sts to move around to look at the outlines of other groups.  Ask leaders of some groups to present their outlines to the rest of the class.   1. **Activity 3:**   Have sts work in groups of three or four to choose one problem and discuss what information they want to ask for and what kind of advice they need. Each student should choose two of the eight problems and write an email to a friend in another country.  Encourage sts to make complete sentences, using the suggestions in this activity. Ask sts to read their group’s sentences. | **1. Activity 2**:  Work in groups of 4, and give each group a large size sheet of paper  Discuss in groups and complete the outline on the sheet of paper.  Leaders of some groups to present their outlines to the rest of the class.  *Keys expected:*   1. Dear Kevin, 2. I am writing ……… country. 3. What are the university ……….. UK? 4. What types of accommodation……… students? 5. Wish you and………… soon. 6. Regards   **2. Activity 3:**  Work individually to choose two of the eight problems and write an email to a friend in another country.  *Keys expected*  (depending on Ss’s answers)  Provide help by correcting mistakes in grammar or word choice.  Ask sts to work independently and write their emails. |
| **III. POST- WRITNG: 8’**  Ask some individuals to read their emails.  Have the rest of class give comments, and correct errors.  Give remarks & correction | **III. POST- WRITNG** Some individuals to read their emails. Listen to comments & correction |

1. **Homework**: (2 mins) - Do Part E in the exercise book.

- Prepare the next period "Language and Vocabulary"

+ Look up the new words/ phrases + Revise the uses of modal verbs

IV. SELF-EVALUATION:

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

# UNIT 7: FURTHER EDUCATION

**PERIOD 070/105: COMMUNICATION & CULTURE**

1. **Aims and Objectives:** By the end of this lesson, Ss can:
   * Listen to an interview on Vietnam’s higher education.
   * Know the further education in Singapore

**1. Knowledge:** - Lexical items: vocational school, certificate of secondary education, entrance exam.

**3. Skill:** - Main skill: Reading about higher education

- Sub skills: Speaking; Listening; Writing

1. **Teaching aids**: Text book, teacher's book, a speaker and a mp3 player

#### Procedure:

**1. Stabilization:** 2 mins

#### 2. Checking up: No

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| **3. New lesson:** |  |
| ***Teacher’s activities*** | ***Students' activities*** |
| 1. **COMMUNICATION**: 15’  Activity 1: Focus sts’ attention on the diagram.  Have sts guess what they are going to listen  Have them work in pairs to guess the information and think about how to express such information  Ask sts to complete the diagram  Let sts compare their answers with a partner, then check answers as a class and write them on the board.  **2. Activity 2**:  Tell sts that the activity focuses on listening for specific information.  Ask sts to listen to the passage gain and decide whether the following statements are true (T) or false (F)  Have sts write their answer individually and check with their partner. | 1. **COMMUNICATION**    1. **Activity** 1:   Work in pairs to guess the information and think about how to express such information Complete the diagram  Compare their answers with a partner. Check answers  *Keys expected*  1. Doctorate 2. Postgraduate education  3. University 4. College  5. Upper secondary education  **2. Activity 2**:  Listen the passage gain and decide whether the following statements are true (T) or false (F) .  Write their answer individually and check with their partner.  *Keys expected*  1. F 2. F 3. T 4. F 5. F  Check answers as a class & provide feedback. |
| **II. CULTURE: 20’**   1. **Activity 1**: Further education in Singapore   Focus sts’ attention on the diagram and allow enough time for sts to describe the stages following secondary education in Singapore’s education system.  Invite individual sts to present their descriptions in front of the class. Activity 2: Ask sts to read the text again and answer the questions individually.  Allow time for sts to read and underline the key words in the questions.  Ask them to read the text and underline relevant information  Offer help when necessary Check answers as a class. | **II. CULTURE**   1. **Activity 1**: Further education in Singapore Pay attention to the diagram to describe the stages following secondary education in Singapore’s education system.   Present their descriptions in front of the class. Activity 2: Read the text again and answer the questions individually.  Read and underline the key words in the questions.  Read the text and underline relevant information  Check answers. *Keys expected*   1. To help students to discover their talents and develop a passion for learning. 2. They have to pass standardized examination. 3. It builds up students’ strengthens and develop their talents in both academic and non- academic areas. 4. They can select pre-university education or technical education. 5. There are four local universities with degree programmes for higher education. |
| **III. LESSON OUTCOME:** 5’  Ask:  *What have you learn today? What can you do now?* | **III. LESSON OUTCOME**  Answer: Expected answers:  I have improved my speaking, listening, and reading skills. Now I know more about Vietnam’s and Singapore’s education system. |
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**4. Homework**: (3 mins) - Prepare the next period "Language and Vocabulary"

+ Look up the new words/ phrases + Revise the uses of modal verbs

IV. SELF-EVALUATION:

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

# UNIT 7: FURTHER EDUCATION

**PERIOD 071/105: LOOKING BACK & PROJECT**

1. **Aims and Objectives:** By the end of this lesson, Ss can:
   * Review all the grammar points, pronunciation and vocabulary learnt
   * Discuss reasons for taking a gap year and reasons for starting university immediately and present them in class.

**1. Knowledge:** - Lexical items: vocational, academic, undergraduate, postgraduate, doctorate, major, gap year, CV, save money, waste of time, voluntary work, travel around the world.

**3. Skill:** - Main skill: + Presenting in front of the class

- Sub skills: Speaking; Listening; Writing

1. **Teaching aids**: Text book, teacher's book, a speaker and a mp3 player

#### Procedure:

1. **Stabilization:** 2 mins

#### Checking up: No

1. **New lesson:**

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| ***Teacher’s activities*** | ***Students' activities*** |
| 1. **LOOKING BACK:** 10’    1. **PRONUNCIATION**       1. **Activity 1:**   Review using intonation on Wh- questions  Play the recording and let sts listen and mark the rising (^) or falling (Ÿ) intonation for each questions.  Check answers as a class by asking some sts to read the sentences with the appropriate pronunciation.  Play the recording again and let sts listen and repeat the sentences. Encourage them to use the rising and falling intonation.   * + 1. **Activity 2**: Play the recording   Ask sts to identify the questions using the falling or rising intonation.  Check answers as a class by asking sts to call out the number of the questions using the falling intonation and that of the rising intonation.  Play the recording again and let sts listen and repeat the sentences. Praise sts who try to use the intonation. | **I. LOOKING BACK** PRONUNCIATION  * 1. **Activity 1**:   Listen and mark the rising (^) or falling(Ÿ) intonation for each questions.  Read the sentences with the appropriate pronunciation.  Listen and repeat the sentences. Encourage them to the rising and falling intonation.   * 1. **Activity 2**:   Listen & identify the questions using the falling or rising intonation.  Call out the number of the questions using the falling intonation and that of the rising intonation.  Listen and repeat the sentences. |
| **B. VOCABULARY**: 10’ Explain the activity aims to review the | **B. VOCABULARY**  Do the task individually. |
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| key vocabulary in the unit, and have sts do it individually.  Remind sts to put the words into the correct form according to its position in the sentences.  Check answers as a class by asking individual sts to read their sentences. Provide the correct answers. | Put the words into the correct form according to its position in the sentences.  Individual sts read their sentences. Listen  *Keys expected:*  1. academic 2. broaden  3. graduation 4. analytical  5. internship 6. respectively |
| 1. **GRAMMAR**: 10’  Activity 1: Have sts work in pairs to work out the answers.  Monitor the activity and offer help, if necessary.  Check sts’ answers by asking individuals to take turns reading aloud their answer.   * 1. **Activity 2**:   Have sts to tell the teacher again about the difference between usages of the present perfect and the present perfect continuous tenses.  Have sts do this activity orally first Check answers as a class. | 1. **GRAMMAR**    1. **Activity 1**:   Work in pairs to work out the answers. Individuals to take turns reading aloud their answers. *Keys expected:*  Have taken/ have … been waiting have…. Attended/ have been waiting has been travelling   * 1. **Activity 2**:   Tell the teacher again about the difference between usages of present perfect and the present perfect continuous tenses.  Do this activity orally first Listen *Keys expected:*  …have been…. since / have all arrived  has been doing….since/ have three times (before) have been…..for/ have been ….since |
| **B. PROJECT**: 10’   * A survey on voluntary work   1. **Activity 1**: Divide sts into groups of four   Have sts do the survey in class or during break.  Allow time for sts to compare their findings groups  Ask each group to present the final results to the class.  Make comments on their findings. Activity 2: Have sts work in their groups to prepare their presentation about their reasons for taking a gap after secondary school in front of the class.  Tell sts that the plan should be in written form.  Choose some groups to present their plans to the class.  Give comments and mark. | 1. **PROJECT**- A survey on voluntary work  Activity 1: Do the survey in class or during break. Compare their findings groups  Each group presents the final results to the class.   * 1. **Activity** 2:   Work in their groups to prepare  their presentation about their reasons for taking a gap after secondary school in front of the class. Notice that the plan should be in written form.  Some groups to present their plans to the class. Listen to the teacher’s comment. |

1. **Homework**: (3 mins) - Prepare the next period "Unit 8- Getting Started”

+ Look up the new words/ phrases + Revise the uses of modal verbs

1. . SELF-EVALUATION:

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

# WRITTEN TEST

**PERIOD 072/105: WRITTEN TEST 2**

* 1. AIMS/OBJECTIVES OF THE LESSON

1. **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
   1. . PREPARATION
      1. **Teacher:** - Testing aids: Lesson plan, test papers

- Testing method: Multi-choice questions

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

1. **Class organization** (1 minute)
2. **Check – up** (omitted)
3. **Testing contents** (43 minutes)
   * Vocabulary: Unit 6: GLOBAL WARMING Unit 7: FURTHER EDUCATION
   * Grammar: The Passive voice with modals/ Comparative/ Superlative/ Articles
   * Reading skills Gender equality in employment

Superstitions in VN

* + Listening skills Conversation about wage discrimination

Wedding traditions of a small community in the USA

* + Writing skills Write about disadvantages of working mother

Write about typical characteristics of the Vietnamese people LISTENING

##### *People are making small talk. What are they talking about? Listen and check the correct answer*.(0.25 pt/item)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | FAMILY | WORK | VACATIONS | THE WEATHER |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

***Listen to the message. Complete the information***.(0.25 pt/item)

Message for: ------------------(1)-------------------

Name of caller: ----------------(2)-----------------

Telephone number: -------------(3)---------------

Best time to call: between------(4)----- and 6:00

B. PHONETICS, GRAMMAR & VOCABULARY

##### *Choose the word that has different stress pattern from that of the other words*.(0.25pt/item)

1. A. town B. follow C. grow D. narrow
2. A. lunch B. purchase C. teaching D. technology
3. A. foot B. food C. school D. tooth
4. A. lived B. decided C. listened D. played

##### *Choose the best answer to complete each of the following sentences*.(0.25pt/item)

* 1. Internet cafes allow you your web-based e-mail account. A.be accessed B.accessing C.access D.to access
  2. If you your homework, I you watch TV.
     1. don't do/ won't let B. did/ won't let C.won't do/ let D.won't do/ don't let
  3. A film which is made by photographing a series of changing drawings is called a . A.comedy B.documentary C.cartoon D.drama
  4. I remember .you about this before. A.to tell B.told C.tell D.telling
  5. is the beach? ~ Only five minutes' walk. A.How long B.How often C.Where D.How far
  6. We've recently studied the of stones in the kidneys. A.structure B.block C.formation D.building 7.We're so proud her for telling the truth.
     1. with B.for C.of D.on

1. Marie Curie a Nobel Prize in Chemistry in 1911.
   1. was awarded B.had been awarded C.awarded D.had awarded 9. the heavy rain, we couldn’t go camping.

A.Because B.In spite of C.Although D.Because of

10.I work from Tuesday to Saturday, and Sunday and Monday are my . A.days off B.breaks C.working days D.days out

11. a long time for the bus.

* 1. e have to always wait B.We have to wait always C.We always have towait D.We have always to wait
  2. to him three times since he to live here. A.talked/ came B.have talked/ came

C.have talked/ has come D.talked/ has come

READING

##### *Fill in each blank in the following passage with a suitable word*.(0.25pt/item)

The electronic computer is the (1)............... significant invention since the steam engine. While the industrial revolution previously (2)................. the nature of manual work, the computer revolution is now changing the work done by the brain. Nowadays micro-computers are manufactured in hundreds of thousands and are constantly being equipped with more (3)................ more ingenious devices. Contrary to popular belief, computers themselves cannot (4)................mistakes. The answer will always be correct if the programme fed into the computer is correct.

1. ***Read the following passage and choose the best answer***.(0.25pt/item)

For the last few months I have spent every Saturday in my flat and have done nothing more exciting than work at home, read the newspapers and watch television. I had begun feeling, bored with this and so, last weekend I thought I would do something different. I rang up several of my friends and we decided to go to London for the day. I was really excited as I hadn't been to London since I was ten. We decided to go by coach as this was by far the cheapest means of transport that was available even though it meant that we needed to get up very early. Once in London we decided to take a sightseeing tour as we wanted to see some of the famous buildings. After the tour we bought some sandwiches and ate them in a small park. In the afternoon two of us went shopping and the others went to the theater. We met up again at 6:30 p.m. and went to a small restaurant in Soho. The meal was really good but, unfortunately, it took much longer than we had expected. We had to get a taxi back to the coach station. Luckily, we got there just two minutes before our coach left.

* 1. According to the passage the writer
     1. usually spends his weekend at home. B. went to London with some of his friends.

C. has lived in London for ten years. D. feels bored with his life.

* 1. He felt so excited about going to London because
     1. he hadn't been there before. B. he hadn't been there for ten years.

C. he went there ten years ago. D. he hadn't been there for a long time.

* 1. Why did they decide to go by coach?
     1. Because it was available. C. Because other means of transport were more expensive.
     2. Because they wanted to start early. D. Because it was one of the most efficient means of transport.
  2. Which of the following is true?
     1. They all went shopping before going to theater. C. They had lunch in a small restaurant.

|  |  |  |  |
| --- | --- | --- | --- |
| Bill | Mary | 654-9389 | 5:00 |

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

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

# WRITTEN TEST

**PERIOD 073/105: CORRECTION OF 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)

|  |  |  |  |
| --- | --- | --- | --- |
| work | family | vacations | the weather |

|  |  |
| --- | --- |
| 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 |
| LISTENING  I.(0.25pt/item) II.(0.25pt/item)  B. PHONETICS, GRAMMAR & VOCABULARY  I. (0.25pt/item) | |

|  |  |  |  |
| --- | --- | --- | --- |
| most | change | and | make |

|  |  |  |  |
| --- | --- | --- | --- |
| A | C | A | B |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A | D | A | D |  |
| II.(0.25pt/item)  D A C D D  C C A D A  C B  READING   1. (0.25pt/item) 2. (0.25pt/item)   D.WRITING   1. (0.2pt/item)    1. *I regret not selling my bike.* 2. *I didn’t know the change of the plan.* 3. *In spite of her difficult living conditions, she worked very hard.* 4. I haven’t seen her since we were in Spain.   5. *The house has been tidied by me.*  II.(1 pt)   * Task fulfillment (idea/content): 30% * organization (coherence, cohesion); 30% * Vocabulary/structures (variety, accuracy, appropriation): 40% | | | | | |

1. **Consolidation**: (3 minutes) - Vocabulary in units 6 and 7

The Passive voice with modals/ Comparative/ Superlative/ Articles

1. **Homework** (1 minute) - Unit 8 – Getting started

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

# UNIT 8: OUR WORLD HERITAGE SITES

**PERIOD 074/105: GETTEING STARTED**

### THE CENTRAL SECTOR OF THE EMPERIAL CITADEL OF THANG LONG

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help learners get started with some language items in Unit 8
   * For vocabulary, that is words and phrases related to electronic devices that help us learn and how to use the Internet to learn English
   * For pronunciation, that is stress in three-syllable adjectives and verbs
   * For grammar, that is the defining and non-defining relative clauses
3. **Skills** - To help learners get started with 4 skills in Unit 8
   * Reading: Read about new ways to learn English
   * Speaking: Talk about how electronic devices can help us learn
   * Listening: Listen to instructions on how to access and use online English language materials
   * Writing: Write about advantages of electronic devices as learning tools
4. **Attitudes** - To help Ss get started for Unit 8 with the topic "New ways to learn"
   * 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 8 - getting started at home

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

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| --- | --- |
|  |  |
| 1**. Listen and read**  Have Ss answer some questions about the pictures  What devices do you see in the picture? What are the people doing with the devices?  Ask Ss to listen to the recording and read the conversation | - Do as appointed  We see laptops and tablets  They are learning with the help of these devices |
| 2. Work in pairs. Decide whether the statements are true (T), false (F) or not given (NG) and tick the correct box.  Ask Ss to work in pairs and do the task  Asks Ss to give the reasons for their answers | keys  1. F 2. F 3. NG  4. T 5. F 6. T |
| 3. Find the adjectives which describe the devices used as learning tool  Have Ss do this task | keys  personal electronic modern  excellent useful mobile  digital perfect great |
| 4. Read the conversation again and answer the questions  Ask Ss to work in pairs and do the task | 1. They are talking about smart-phones, laptops and tablet computers 2. They have changed the way we learn 3. They use them to take photos or record their work, which can be later shared with the class 4. Because they can be used to store information, take notes, write essays and do calculations 5. He does his assignment and projects and studies English |

1. **Consolidation** (3 mins) - Electronic devices mentioned in the conversation
   * Practice the conversation
2. **Homework**: (1 min) - Electronic devices mentioned in the conversation
   * Practice the conversation
   * Do the task again
   * Read Unit 8 - Language at home
3. . SELF-EVALUATION:

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

# UNIT 8: OUR WORLD HERITAGE SITES

**PERIOD 075/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some language items in Unit 8
   * For vocabulary, that is words and phrases related to electronic devices that help us learn and how to use the Internet to learn English
   * For pronunciation, that is stress in three-syllable adjectives and verbs
   * For grammar, that is the defining and non-defining relative clauses
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 8 - 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. Matching the words and phrases on the left with their explanations on the right  Ask Ss to do the tasks and compare the results with their partner | keys  1. e 2. d  3. b 4. c  5. a |
| 2. Read the conversation in getting started again. Match pictures A-C with their uses as learning tools 1-6  Ask Ss to work in pair. Read the conversation again and do the task | keys  1. B 2. C 3. A  4. B 5. B 6. C |
| PRONUNCIATION  1. Listen and repeat  Play the recording and let Ss listen  Play it again with pauses for them to repeat each word | Do as appointed |
| 2. Listen again and give a mark before stressed syllable  Play the recording and let Ss listen to the sentences and do the task | 1. concentrate, similar, digital, excellent, recognize, personal, internet 2. contribute, symbolic 3. introduce, understand, Vietnamese |
| GRAMMAR - Relative Clauses  1. Read the sentence from getting started Let Ss read the conversation individually once and ask them to do the task  Ask them to work in pairs to compare their answers | 1. that 2. which 3. that  4. which 5. whose Defining: 1, 3, 5  Non-defining: 2, 4 |
| 2. Match 1-6 with a-f to make meaningful sentences  Let Ss work in pairs to give the answers | keys  1. e 2. d 3. a  4. f 5. c 6. b |
| 3. Use who/which/that/whose to complete each of the sentences  Let Ss work in pairs to give the answers | keys  1. which/that 2. whose 3. which  4. who/that 5. whose 6. who |

1. **Consolidation** (3 mins) - Vocabulary related to personal electronic devices
   * Relative Clauses
   * Stress in three-syllable adjectives and verbs
2. **Homework**: (1 min) - Vocabulary related to personal electronic devices
   * Relative Clauses, stress in three-syllable adjectives and verbs, do the task again
   * Read Unit 8 - Reading at home
3. SELF-EVALUATION:

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

# UNIT 8: OUR WORLD HERITAGE SITES

**PERIOD 076/105: READING**

### HA LONG BAY

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - Vocabulary related to the topic of digital English
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 8 - Reading at home

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

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Lead in**  Inform Ss of the lesson objectives: Read and understand the text about digital English |  |
| PRE READING  1. Look at the pictures and answer the questions  Let Ss work in groups, do the task | The students are using smart-phones and tablets to study English in the classroom.  I think we're going to read about electronic devices that help us learn English |
| WHILE READING  3. Choose the best title  Ask them to work in pairs to decide on the best title for the text that gives the general idea of the whole text | Do as appointed  Title b: new ways to learn English |
| 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 | 1. We can put them in mobile devices and study anywhere 2. We can see words on the screen and hear them spoken 3. We can choose to practise with native English speakers of different accents and genders 4. They use them to record real-life English, lessons, learning materials, songs or English language films from TV or the Internet 5. Because it will make learning English easier, faster, more effective and more enjoyable |
| POST READING  5. Discuss in pairs or groups  Put Ss in groups of four and let them discuss the questions freely | I have an old mobile phone. I use it for communication only. Some of my classmates have more modern smart-phones and laptops. So they use these devices to record materials, look up new words, download and store digital lessons and practise. |

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

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

1. **Homework**: (1 min) - Vocabulary related to digital English
2. . SELF-EVALUATION:
   * + - Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context
       - Do the task again, Read Unit 8 - Speaking at home

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

# UNIT 8: OUR WORLD HERITAGE SITES

**PERIOD 077/105: SPEAKING**

### LET’S VISIT HUE

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary and information related to Hue Imperial Citadel and its attractions
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 8 - Speaking at home

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

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Read the information about some attractions in Hue. Work in pairs. Choose one of place in Hue you would like to visit. Tell your partner about it | Do as appointed  I would like to suggest visiting Quoc Hoc High School. It is one of the oldest high school in VN and is famous for its beautiful ancient buildings. It is also a very prestigious high school where President Ho Chi Minh and many scholars studied. Walking around the school can give you the feeling of old- time VN |
| 2. Work in groups. Imagine that you have one day to explore Hue. Which attractions would you visit? Discuss and decide on two places you all want to see. Use the phrases below. | Do as appointed  We would like to suggest visit Hue Imperial Citadel because of its significance and magnificence. We can see ancient palaces and the luxury of the royal family. Let’s also visit Thien Mu Pagoda. We can enjoy the beautiful scenery of the pagoda and the feeling of peace there. |

1. **Consolidation** (3 mins) - Vocabulary and information related to Hue Imperial Citadel
   * Speaking skills: Talking about Hue Imperial Citadel
2. **Homework**: (1 min) - Vocabulary and information related to Hue Imperial Citadel
   * Speaking skills: Talking about Hue Imperial Citadel tiered
   * Do the tasks again, Read Unit 8 - Listening at home
3. . SELF-EVALUATION:

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

# UNIT 8: OUR WORLD HERITAGE SITES

**PERIOD 078/105: LISTENING**

### PHONG NHA – KE BANG NATIONAL PARK

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary and information related to Phong Nha – Ke Bang National Park
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 8 - Listening at home

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

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. You are going to listen to a radio programme about Phong Nha Ke Bang National Park, one of the world heritage site in VN. What do you know about this place? Use the words and phrases in the box to describe it | Do as appointed  Phong Nha – Ke Bang National Park, one of the world heritage site of Vn, is very popular with both domestic and foreign holiday- makers. It’s famous for its geological museum as well as beautiful forests, rivers and mountains. It’s home to a variety of plant and animal species |
| 2. Match the words with the correct pictures | Do as appointed  1. cave 2. stream  3. limestone 4. mountain climbing  5. underground river 6. grotto |
| 3. Listen to a nature radio programme and choose the correct answer. | Do as appointed  Phong Nha – Ke Bang was recognized as a world heritage site because it is a significant geological site. |
| 4. Listen again and complete the sentences with no more than three words | Do as appointed  1. 500 km south 2. geological museum  3. mountains 4. rivers and streams  5. in the world 6. mountain climbing |
| 5. Work in groups. Discuss the following questions | Do as appointed |

1. **Consolidation** (3 mins) - Information about Phong Nha – Ke Bang National Park
   * Listening skills
2. **Homework**: (1 min) - Information about Phong Nha – Ke Bang National Park
   * Listening skills
   * Do the task again, Read Unit 8 - Writing at home
3. . SELF-EVALUATION:

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

# UNIT 8: OUR WORLD HERITAGE SITES

**PERIOD 079/105: WRITING**

### TRANG AN SCENIC LANDSCAPE COMPLEX

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To provide learners some vocabulary and information about Trang An scenic landscape complex
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 8 - Writing at home

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

|  |  |
| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| 1. Ask and answer the questions below Ask Ss to do the task | Do as appointed   1. Trang An Scenic Landscape complex is located in Ninh Binh Province. It is a tourist attraction. It is famous for not only its beautiful landscape but also cultural and religious value. 2. Not yet. I think that visitors can visit forests, caves and places of worship. |
| 2. Complete an outline of an essay explaining the reasons why Trang An scenic landscape complex was recognized as a world heritage site  Ask Ss to do the task | - Do as appointed Cultural value: c, d Natural beauty: a, b Geological value: b  Preservation of heritage: e |
| 3. Use the information and the completed outline in 2 to write your essay about Trang An Scenic Landscape Complex.  Ask Ss to do the task | Do as appointed  Trang An scenic landscape complex, recognized as a world heritage site, is famous for its cultural value, natural beauty, geological value and the preservation of heritage.  The most outstanding feature of this site is its cultural value. Archaeologists have discovered signs of human activity dating back almost 30,000 years. With such a long –lasting history, Trang An scenic landscape complex is home to many temples, pagodas and places of worship.  The natural beauty of the place with its geological value is another outstanding feature. Trang An Tam Coc Bich Dong not only has a natural scenic landscape but also is an archaeological site. Moreover, the area is famous for its magnificent landscape of limestone mountain tops surrounded by valleys and steep rocks.  As a place of cultural and natural value, Trang An heritage is well preserved and protected. Visitors are amazed to discover that the site is home to more than 800 species of flora and fauna  Having met UNESCO criteria for outstanding |
|  |  |

universal value to humanity, Trang An scenic landscape complex was added to the world heritage site list in 2014 as a mixed natural and cultural property.

1. **Consolidation** (3 mins) - Vocabulary related to Trang An Scenic Landscape Complex
   * Writing skills
2. **Homework**: (1 min) - Vocabulary related to Trang An Scenic Landscape Complex
   * Writing skills, Do the task again
   * Read Unit 8 - Communication and Culture at home
3. . SELF-EVALUATION:

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

# UNIT 8: OUR WORLD HERITAGE SITES

**PERIOD 080/105: COMMUNICATION & CULTURE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - 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 8 - 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  A field trip to a heritage site   1. Work in groups. Your group needs to decide   On a heritage site on your next field trip Ask Ss to do the task   1. Present your group’s decision on the heritage site to visit to the class. Try to convince your classmates that this would be the best place to see   Ask Ss to do the task | * Do as appointed Hoi An:   My Son Sanctuary Citadel of Ho Dynasty   * Do as appointed |
| Culture  1. Look at the photo of Taj Mahal, a world heritage site. Answer the questions  - Ask Ss to do the task  2. Read the text. Match the highlighted words in the text with the definitions below. | - Do as appointed   1. It’s in India 2. I can see a significant architecture, the tomb of the King and the Queen   - Do as appointed  1. dome 2. masterpiece  3. mausoleum 4. mosque |

1. **Consolidation** (3 mins) - Talk about some heritage sites in VN, the Taj Mahal in India
2. **Homework**: (1 min) - Talk about some heritage sites in VN and the Taj Mahal in India

- Do the tasks again, Read Unit 8 - Looking back and Project at home

1. . SELF-EVALUATION:

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

# UNIT 8: OUR WORLD HERITAGE SITES

**PERIOD 081/105: LOOKING BACK & PROJECT**

I. AIMS/OBJECTIVES OF THE LESSON

**1. Language focus** - To help students revise what they have learned in unit 8

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

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| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| LOOKING BACK  **Pronunciation**   1. Listen to the following short exchanges. Mark rising or falling intonations on the choice questions in these exchanges 2. Listen again and check your answer   **Vocabulary**   1. Underline the correct word in each sentence   Ask Ss to do the task   1. Complete the sentences with the correct form of the words in the box.   **Grammar**   1. Combine the sentences using the correct form of the verbs in the box 2. Combine the two sentences into one, using either an ing or ed participle.   Ask Ss to do the task | * Do as appointed * Do as appointed   1. scenery 2. heritage 3. architecture  4. dynasty 5. ancient  Do as appointed  Geological/ Exploring/ archaeological Excavation/ preservation  - Do as appointed  1. ringing 2. invited 3. living  4. to offer 5. called 6. to be recognized  \* Do as appointed   1. The taxi taking us to Hoi An Ancient Town broke down 2. At the end of the street there’s a path leading to the Perfume River 3. The citadel gate damaged in the storm has now been repaired |
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|  | 1. The excavation relics stolen from the museum haven’t been found yet 2. Many of the foreign guests invited to the opening of the heritage museum were able to come |
| PROJECT  Work in groups. Choose a heritage site in VN and find information about it. Then discuss and make a proposal for its preservation and protection. Present your ideas to the class. Ask Ss to do the task | - Do as appointed |

1. **Consolidation** (3 mins) - Revise what Ss have learnt in unit 8

## Work in groups, talk about a world heritage site in VN

1. **Homework**: (1 min) - Revise what Ss have learnt in unit 8

## Work in groups, talk about a world heritage site in VN

* + Do the tasks again, Read review 3 at home

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

# REVIEW 3 (UNIT 6,7,8)

**PERIOD 082/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in units 6, 7, 8

- 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 3

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) Ask some Ss to talk about using electronics in the class
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Language Vocabulary**  1. Use the correct form of the words in the box to complete the sentences  Ask Ss to do the task | Do as appointed  carbon footprint/ excavation intact/ academic/ undergraduate |
| 2. Complete the sentences, using the correct form of the works in the brackets  Ask Ss to do the task | \* Do as appointed  1. further 2. lower  3. heat-related 4. scenic 5. cultural |
| **Pronunciation**  3. Listen and mark the intonation patterns of the questions. Then practice reading the sentences.  Ask Ss to do the task | \* Do as appointed  1. rising/ falling 2. rising/ falling  3. falling 4. rising  5. rising |
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| **Grammar**  4. Rewrite and/ or combine the sentences. Begin each one as shown Ask Ss to do the task | Do as appointed   1. Having lived near a chemical plant for many years, some villagers have now developed cancers. 2. Having attended a conference on nature conservation, Quang became more involved in environmental activities 3. Mai regretted having dumped rubbish in the country park near her house 4. The manager denied having allowed harmful gases to emit into the air from the factory. 5. They suspected Tom of having used explosives to kill fish in the lake |
| 5. Complete the sentences with the verbs in the box. Use the present perfect or the present perfect continuous  Ask Ss to do the task | Do as appointed  has been studying/ have … taken have been learning/ has been living has finished |
| 6. Finish the incomplete sentences, using either a participle or to infinitive clauses  Ask Ss to do the task | Do as appointed  The London Tower Bridge, measuring 244 metres long, is a world heritage site  Visitors come to admire the relics excavated from the ancient tombs  The capital city of Ecuador was the first city in the world to be declared a world heritage site by UNESCO  The citadel of the Ho Dynasty, is located in Thanh Hoa Province, was added to UNESCO’s world heritage list in 2011  The complex of Hue monuments, lying along the Perfume River in Hue City, is a good example of a well-designed capital city |

1. **Consolidation** (3 mins) - Revise what Ss have learnt in units 6,7,8
2. **Homework**: (1 min) - Revise what Ss have learnt in units 6.7.8

- Do the tasks again, Read Review 3 at home

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

# REVIEW 3 (UNIT 6,7,8)

**PERIOD 083/105: SKILLS**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in units 6,7.8

- 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 3

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

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Skills Reading**  1. Read the text about the risk of sea- level rise. Ask Ss to do the task | Do as appointed |
| 2. Read the text again and answer the questions  Ask Ss to do the task | Do as appointed   1. Because more than 20 cities are directly affected. Rising sea levels can endanger water supply in these city and threaten the life of millions of people. 2. It is described as one of Asia’s most fertile rice- growing regions and home to approximately 20 million people 3. More than 80 % of the Me Kong Delta could be flooded. Rice production may drop by about 2.6 million tons per year 4. Natural ecosystems and economic activities such as fisheries and tourism can be disrupted 5. They can lead to erosion of river banks and beaches, and loss of land |
| **Speaking**  3. Work with a partner, choose a heritage site and talk about what you can do and see there. Use the information in Unit 8 if necessary.  Ask Ss to do the task | Do as appointed  - If you visit central sector of the imperial citadel of Thang Long you can see with your own eyes stone dragons in Kinh Thien Palace and relics of Vietnamese royal families. You can know more about our long history with different royal dynasties. You will understand your history lessons more and take pride in the history of our country. |
| **Listening**  4. Listen to the recording about Trang An scenic landscape complex. Decide whether the following statements are T or F according to the speaker.  Ask Ss to do the task | Do as appointed  T F T F T |
| **Writing**  5. Read and complete David’s letter, using the words in the box | Do as appointed  higher education admitted to scholarship extra-curricular activities your culture |
| 6. Write a similar letter to letter in 5 | Do as appointed |

1. **Consolidation** (3 mins) - Revise what Ss have learnt in units 6,7,8
2. **Homework**: (1 min) - Revise what Ss have learnt in units 6,7,8

- Do the tasks again

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

# WRITTEN TEST

**PERIOD 084/105: WRITTEN TEST 4**

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 6: Global warming

+ Unit 7: Further education

+ Unit 8: Our world heritage sites

* + Grammar: + Unit 6: Perfect gerunds and perfect participles

+ Unit 7: The present perfect and the present perfect continuous

+ Unit 8: Participle and to-infinitive Clauses

A. PHẦN TRẮC NGHIỆM (8 points)

*Choose from the four options A, B, C, or D to complete each of the gaps below.*

Without transportation, our modern society could not (01)\_ , we would have no metal, no coal and no oil nor would we have any product made from these materials.

Besides, we would have to spend most of our time (02)\_

food and food would be

limited to the kinds that could grow in the climate and soil of our neighborhoods. Transportation also (03)\_ our lives in other ways. Transportation can speed a doctor to the (04)\_ of a sick person, even if the patient lives on an isolated farm. It can take police to the scene of a crime within moments of being notified. Transportation (05)\_ teams of athletes to compete in national and international sports contests. In time of disasters, transportation can rush aid to person in areas stricken by floods, famines and earthquakes.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question 01. | A. | happen | B. | establish | C. | exist | D. | take place |
| Question 02. | A. | raising | B. | buying | C. | paying | D. | taking |
| Question 03. | A. | effects | B. | makes | C. | influences | D. | affects |
| Question 04. | A. | part | B. | body | C. | side | D. | way |
| Question 05. | A. | gets | B. | brings | C. | fetches | D. | enables |

C*hoose the option among A, B, C, or D provided the best one to complete each of the following questions*.

Greetings in all languages have the same purpose: to establish contact with another person, to recognize his or her existence and to show friendliness. The formulas for greeting are very specific and usually do not carry any literal meaning people say “Good morning” even if it is a miserable day and may reply to “How are you?” with “Fine, thanks” even if they aren’t feeling well. Closings, like greetings are commonly used to exchange with no literal meaning. People who are leaving each other permanently or for a long time shake hands or embrace, depending on the relationship. If you are in an unfamiliar situation and wonder what to do, watch other people or ask. It is interesting, and sometimes very important to learn about the standards of courtesy in different cultural areas of the world so that we can practice them well and avoid awkwardness in case we get a chance to visit a person or a community of unfamiliar social customs.

Question 06. In what way are closings similar to greeting?

A. They have no literal meaning. B. They are common.

C. They are familiar. D. They are exchanges.

Question 07. Which of the following is NOT mentioned in the passage as a purpose of greetings?

1. To show that you admire him or her.
2. To create contact with the person being greeted.
3. To show that you recognize his or her present.
4. To show that you are willing to be his or her friend.

Question 08. Which of the following is a benefit of learning about the standards of courtesy

in a different cultural area?

1. You can practice meeting with people from different cultural areas.
2. You can act comfortably when you have a chance to visit the community.
3. You can have a chance to visit a community of unfamiliar social customs.
4. You can avoid meeting with a community of unfamiliar social customs.

Question 09. According to the passage, what should you do when you are in an unfamiliar situation?

A. Use formulas you know. B. Ask your friends for help.

C. Observe what other people do. D. Wonder what you should do.

Question 10. Which of the following is a characteristic of the formulas for greeting?

A. usual B. common C. literal D. specific

*Mark the letter A, B, C, or D to indicate the underlined part that needs correcting.*

Question 11. Tom remembered switching off the oven when he left, so there was nothing wrong at all.

A. switching off B. left C. nothing wrong D. remembered Question 12. A schedule of the day’s events can obtain at the front desk.

A. day’s B. front desk C. A schedule D. can obtain

Question 13. Not everyone realizes that the most largest organ of the human body is the skin.

A. Not everyone B. the human C. realizes that D. most largest Question 14. The physician appeared nervously when he talked to the patient.

A. the patientB. appeared C. nervously D. The

Question 15. There exists more than 2,600 different varieties of palm trees with varying flowers, leaves, and fruit.

A. more than B. exists C. varieties D. varying

*Mark the letter A, B, C, or D to indicate the word whose underlined part is pronounced differently.*

Question 16. A. stop*s* B. mile*s* C. laugh*s* D. kite*s* Question 17. A. develop*ed* B. start*ed* C. kiss*ed* D. kick*ed*

*Mark the letter A, B, C, or D to indicate the word that differs in the position of the primary stress.*

Question 18. A. communicate B. characterize C. essential D. particular Question 19. A. remember B. discovery C. international D. environment Question 20. A. underline B. singular C. engineer D. understand *Mark the letter A, B, C, or D to indicate the correct answer in each of the following questions.* Question 21. In some places, people are not allowed to pets.

A. need B. buy C. keep D. preserve

Question 22. The FIFA Football World Cup Tournament takes place four years.

A. each B. during C. every D. in

Question 23. What do you say when you are given a of sound advice?

A. piece B. peace C. bit D. little

Question 24. I’m not

with what you have done.

A. satisfying B. satisfactory C. satisfy D. satisfied

Question 25. It was after midnight that the noise next door stopped.

A. until not B. not much C. not until D. till not

Question 26. All sport-men in this country wish to take in the Olympic Games.

A. roleB. position C. place D. part

Question 27. John cannot make a to get married to Mary or stay single until he can afford a house and a car.

A. decide B. decision C. decisively D. decisive

Question 28. He prefers watching documentary films to the news on the radio.

A. to listening B. to listen C. than to listen D. than listening Question 29. It is who cheats during the exam.

1. she B. hers C. her D. herself

Question 30. From the hotel there is a good of the mountains.

A. view B. vision C. sight D. picture

Question 31. We need to make sure that our waste will be and will not pollute the environment.

A. harmed B. harmful C. harm D. harmless

Question 32. Is there a bank where I can these pounds for dollars?

1. turn B. exchange C. alter D. arrange
2. PHẦN TỰ LUẬN (2 points)

With around 120 words, write a paragraph to talk about the benefits of students doing volunteer work. *The following tips may help you to have better arguments:*

* *Know the values of life.*
* *Shape good life visions and lifestyle*.
* *Prepare for future job*.

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

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

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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 |
| A. PHẦN TRẮC NGHIỆM (8 points)   * 0,25 điểm cho mỗi đáp án đúng. * Điểm tổng được làm tròn đến 0,25.   Câu Mã Đề Mã Đề Mã Đề Mã Đề Câu Mã Đề Mã Đề Mã Đề Mã Đề 107 256 389 413 107 256 389 413   1. C B C A 17. B D A D 2. A B A B 18. B B D B 3. D C D D 19. C B D D 4. C D C D 20. B B C B 5. D A D B 21. C C C C 6. A A D D 22. C D A A 7. A B B D 23. A A D A 8. B C A A 24. D D C A 9. C A C A 25. C C A C 10. D D D D 26. D D A A 11. A C A B 27. B C B A | |

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| 1. D D C C 28. A A C 2. D B A C 29. A A C 3. C B D B 30. A B B 4. B C C C 31. D C D 5. B B A C 32. B C C   B. PHẦN TỰ LUẬN (2 points) Chấm bài theo bảng mô tả tiêu chí dưới đây  Mục Mô tả tiêu chí đánh giá | | C A D C D  Điểm tối đa |
| 1. Bố cục (0.7 điểm) | * Câu đề dẫn chủ đề mạch lạc * Bố cục hợp lí rõ ràng phù hợp yêu cầu của đề bài o Câu kết luận phù hợp | 0.2 điểm 0.3điểm  0.2 điểm |
| 2. Nội dung (0.7 điểm) | * Phát triển ý có trình tự logic, Đủ thuyết phục người đọc o Đủ dẫn chứng, ví dụ, lập luận * Độ dài: Số từ không nhiều hơn hoặc ít hơn so với quy định 5% | * 1. điểm   2. điểm   0.2 điểm |
| 3. Sử dụng ngôn ngữ (0.6 điểm) | * Sử dụng ngôn từ phù hợp nội dung, văn phong/ thể loại o Sử dụng ngôn từ phong phú * Ngữ pháp, dấu câu, và chính tả chính xác | 0.2 điểm  0.2 điểm  0.2 điểm |

1. **Consolidation**: (3 minutes) - Vocabulary in unit 6, 7, 8
   * The present simple vs the present progressive
   * Will vs be going to V
2. **Homework** (1 minute) - Unit 9 - Getting started

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# UNIT 9: CITIES OF THE FUTURE

**PERIOD 086/105: GETTING STARTED**

#### Objectives:

* 1. **Language focus** - To help learners get started with some language items in Unit 9
     + For vocabulary, that is words and phrases related to cities of the future
     + For pronunciation, that is intonation in questions tags
     + For grammar, that is question tags and the conditional sentence type 0.
  2. **Skills** - To help learners get started with 4 skills in Unit 9
     + Reading: Read about higher education opportunities
     + Speaking: Explaining facts and giving predictions.
     + Listening: Listen for information about future cities.
     + Writing: Write an email to a friend about city life in the future
  3. **Attitudes** - To help Ss get started for Unit 9 with the topic "cities of the future "
     + To provide Ss some motivation

1. **Preparations:** - Teacher: Handouts, textbook, lesson plan, pieces of papers cassette.

- Students: Textbook

1. **Methods**: - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| 1. Warm up 5 minutes | **Lead in**   * Ask Ss listen to answer some questions to lead Ss to the lesson. * Ask Ss to tell the class about cities of the future. |
| 2. New lesson 7 minutes | Activity 1: Phong, Chi and Ha are discussing their class assignment. Listen and Read   * Tell Ss that they are going to listen to a conversation between Phong, Chi and Ha. * Ask them to read the heading and guess what the two speakers will be talking about * Play the recording. Have Ss listen and read the conversation silently. Then |
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| 12 minutes  8 minutes  10 minutes | ask Ss if their predictions were correct. Have Ss summarise the conversation.   * Ss listen and read the conversation, take notes new word Activity 2: Answer the questions * Ask Ss to read the conversation again and answer the questions. * Let Ss compare their answers in pairs or groups. * Check Ss’ answers as a class. Keys:  1. It’s about life in the city in the year 2050 2. Both think life will be better; Phong believes modern technology will be the reason, while Chi thinks there will be no pollution 3. They choose to talk about the environment 4. Solar energy is mentioned. This energy can be used for transport, lighting, cooking, heating water and helping plants grow 5. Yes. Thanks to the development of science and technology, our life will be better and more liveable in the year 2050.   Activity 3: Find the question tags in the conversation   * Ask Ss to read the conversation again and find the question tags. * Let Ss compare answers in pairs or groups. * Check Ss’ answers as a class. Keys:  1. It’s a group presentation, isn’t it? 2. You mean it will be environmentally friendly, won’t it? 3. We will have only ten minutes, won’t we? 4. Phong presented them so well, didn’t he? 5. Phong, you will do the talking, won’t you?   Activity 4: Read the conversation again and complete the conditional sentences.   * Ask Ss to complete the sentences. * Have them write the sentences in the space provided * Check Ss’ answers. Ask Ss to explain the differences between the sentence structures.   \* Keys:   1. … the air will become cleaner and our health will be better (1) 2. People can develop health problems and become ill … (1) 3. … we’ll be able to generate our own electricity (1) 4. … their impact on the environment is less (0) 5. Let me know … (0) |
| 3. Consolidation 2 minutes | * Ask Ss: What have you learnt today? What can you do now? * Summarize the main points of the lesson. |
| 4. Homework 1 minute | * Words and phrases about cities of the future * Practice the conversation - Do the task again * Read Unit 9 - Language at home |

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

# UNIT 9: CITIES OF THE FUTURE

**PERIOD 087/105: LANGUAGE**

#### Aims and Objectives:

* 1. **Language focus** - To help learners get started with some language items in Unit 9
     + For vocabulary, that is words and phrases related to city life in the future
     + For pronunciation, that is intonation in tag questions
     + For grammar, that is Tag questions, and conditional sentence type 0
  2. **Skills** - To promote Ss to develop the skill of working in pairs and groups
  3. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

1. **Preparations:** - Teacher: Handouts, textbook, pieces of papers, lesson plan, cassette.

- Students: Textbook

1. **Methods**: - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| --- | --- |
| **Time/Stages** | **Activities** |
| 1. Check up 3 minutes | * Ask some Ss to write some new words and do the tasks again * Take notes and give feedback. |
| 2. New lesson 8 minutes  5 minutes | A. Vocabulary:  Activity 1: Write the words or phrases given in the box next to their meaning   * Have Ss go through the words given in the box and discuss with a partner their meanings. * Ss fill the blanks with the right form of the word from the box. Have Ss complete the sentences individually, then compare their answers in pairs or groups.   \* Keys: 1. inhabitants 2. infrastructure 3. renewable  4. urban 5. liveable 6. sustainable  7. overcrowded 8. quality of life  Activity 2: Complete the sentences with the right forms of the words in the phrases in 1   * Ask Ss to read the uncompleted sentences and pay attention to the contextual clues such as words surrounding the gap and the part of speech needed. * Have Ss complete the sentences individually, then compare answers in pairs or groups. * Check Ss’ answers as a class.   \* Keys: 1. urban 2. liveable 3. infrastructure  4. overcrowded 5. inhabitants 6. renewable  7. quality of life 8. sustainable  2. Pronunciation Intonation: Question tags  Activity 1: Listen and decide whether the question tags in B’s responses have a rising or falling intonation   * Have Ss listen and notice the intonation pattern of the questions * Have them listen and repeat the exchanges with appropriate intonation. * Ask them to study the *Do you know…?* box to learn some general rules of intonation patterns for question tags.   Keys: 1. falling 2. rising 3. rising 4. falling 5. rising Activity 2: Listen and repeat the exchanges in 1   * Play the recording and ask Ss to read along with the recording, imitating the intonation patterns. * Have them practice the exchanges in pairs, taking turns to ask and answer the questions. * Ask some pairs to role-play the exchanges in front of the class, using appropriate intonation patterns. * Praise Ss who can reproduce these exchanges with good pronunciation and appropriate intonation.   2. Grammar: Question tags  Activity 1: Mach the question tags with the statements to make complete |
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| 12 minutes  14 minutes | sentences   * Have S work individually first * Encourage them to refer to the *Do you know..?* box to get more information about the classes. Ask Ss questions to check if they understand the general rules related to the form and usage of this grammar point. * Ask Ss to compare answers in pairs * Check Ss’ answers as a class.   \*Keys: 1. c 2. h 3. f 4. d 5. g 6. a 7. b 8. e  Activity 2: Complete the sentences with the correct question tags   * Ask Ss to read the statements carefully, underline the subjects and verbs in these sentences, and write the correct question tags in the blanks. * Have Ss rewrite their sentences on the board. * Check Ss’ answers as a class.   \*Keys: 1. is there 2. can’t you 3. has it  4. will/would/could/won’t you 5. shall we  6. aren’t they 7. haven’t they 8. has she Conditional sentences type 0  Activity 3: Match the if clauses with the result clauses   * Ask Ss to read through the conditional sentences used in the conversation again. * T explains to Ss the basic different between type 0 and type 1. * Ask Ss to do the task.   Keys: 1. e 2. c 3. f 4. a 5. h 6. b 7. d 8. g  Activity 4: Combine the sentences or rewrite them to make conditional sentences.   * Ask Ss to combine the sentences to make conditional sentences. * Have Ss rewrite their sentences on the board. * Check Ss’ answers as a class.   \*Keys: 1. If the baby is crying, he may be hungry (1)   1. If you travel on a budget flight, you have to pay for your drinks and food(0) 2. If the weather is fine, I walk to work instead of driving (0) 3. If people start using more solar energy, there will be less pollution (1) 4. If they have no homework, they usually play soccer (0) 5. If you travel by train, It takes five hours to get to Nha Trang (0) 6. If the government reduces the use of fossil fuels, our city will become a more liveable place (1) |
| 3. Consolidation 2 minutes | * Ask Ss: What have you learnt today? What can you do now? * Summarize the main points of the lesson.   + Vocabulary related to the cities in the future  + Intonation in question tags; Conditional sentences |
| 4. Homework 1 minute | * T asks Ss to do exercises again at home. * Prepare for the next lesson. - Complete Exercises in workbook. |

E. **Self-Evaluation**:

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

# UNIT 9: CITIES OF THE FUTURE

**PERIOD 088/105: READING**

#### Aims and Objectives:

* 1. **Language focus** - Vocabulary related to the topic of preserving the environment
  2. **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
  3. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

1. **Preparations**: - Teacher: Handouts, textbook, pieces of papers, lesson plan, cassette.

- Students: Textbook

1. **Methods**: - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| 1. Homework 8 minutes | * Ask some Ss to do the tasks again * Feedback |
| 2. New lesson 7 minutes  7 minutes  10 minutes | **Activity 1:** Use a dictionary to find the meaning of the words in the box. Then complete the sentences with their correct form  - Ask Ss to look at the picture. Ask some questions as warm-up:  + What do the colours indicate?  + What energy sources will be used in the future?  + Why is our planet placed in a hand of a person?   * Have them do the task individually, and then compare their choice in pairs or groups * Elicit answers from Ss, encouraging all possible reasons. Have Ss explain their choices * Pre-teach some of the unfamiliar vocabulary items in the text, but not the highlighted ones because Ss will be required to work out their meaning from the context the words are used in.   Keys: 1. a warning 2. detect 3. a sensor  4. promote 5. an insoluble 6. dwellers  **Activity 2**: Read the text about Superstar City and choose the best title for it   * Ask Ss to go through the three headings. Ask Ss to read the text quickly to choose the heading that best summarises the main idea. * Set a time limit for this activity since skimming is a speed-reading technique with the purpose of getting a general overview of the content * Have Ss work individually, and then compare their answers in pairs or small groups * Check Ss’ answer as a class. Keys:   The best title of the reading passage is C – A safe and green city  **Activity 3**: Read the text carefully, answer the following questions   * Ask Ss to look at the questions quickly and underline key words which can help them to locate the specific information in the text. * Let them read the text individually to find the information, them compare their answers in pairs or groups. Encourage Ss to explain exactly which information from the text helped them to answer the questions * Check Ss’ answers as a class.   \*Keys: *1. Barbara is an engineer and Mark is a city planner*   1. *It can depict and locate probable disasters by using the sensor installed in every home and public place* 2. *Its main function is to deal with urban environmental problems to make Superstar City greener, cleaner and more sustainable* 3. *An example is the people’s use of renewable fuels for cooking , lighting and heating* 4. *Because they have more time for study , entertainment and relaxation; they can enjoy the highest quality of life*   **Activity 4**: Complete the following summary about Superstar City using |
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| 8 minutes  2 minutes | the words in the text   * Ask Ss to read through the summery about Siperstar City and decide which part of speech may fit in each gap. * Invite several pairs to summarise the discussions and present their decisions to the rest of the class. Encourage other Ss to ask follow-up questions.   Keys: *1. safe 2. detecting 3. threats*  *4. energy 5. carry out 6. deal with 7. paradise*  **Activity 5**: Do you think that our cities will all be like Superstar City in the year 2060?   * T helps Ss know how to do the task. * Let SS work in groups to do this task at home. |
| 3. Consolidation 2 minutes | * Summarize the main points of the lesson * Vocabulary related to helping people with disabilities * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context |
| 4. Homework 1 minute | * Ask students to learn by heart the new words. * Prepare for the next lesson. |

E. **Self-Evaluation**:

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

# UNIT 9: CITIES OF THE FUTURE

**PERIOD 089/105: SPEAKING**

#### Aims and Objectives:

* 1. **Language focus** - Vocabulary related to the predictions about cities of the future
  2. **Skills** - To promote Ss to develop their speaking skills
     + To help Ss develop the skill of working in pairs and groups
  3. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

1. **Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.

- Students: Textbook

1. **Methods**: - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| 1. Check up 8 minutes | * Ask Some Ss to go to the board and do the tasks again * Feedback |
| 2. New lesson 10 minutes  10 minutes | Activity 1: Choose the sentences to complete the conversation between two Londoners   * Ask Ss to read the conversation quickly to get an overall impression of the text.   -Ask Ss comprehension questions to make sure they understand the text   * Explain any further unfamiliar vocabulary, if necessary * Have Ss match the sentences with the gap. Suggested answers:   *1. c 2. d 3. a 4. b*  Activity 2: Answer the questions   * Ask Ss to look at the questions quickly and underline key words which can help them to locate the specific information in the text. * Let them read the text individually to find the information, them compare their answers in pairs or groups. Encourage Ss to explain exactly |
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| 14 minutes | which information from the text helped them to answer the questions  - Check Ss’ answers as a class. Keys:   1. *London is stressful and overcrowded city with lots of traffic jams and pollution* 2. *They are making plans to improve the transport system and to make London a green city* 3. *Yes, it will be cleaner and more sustainable*   Activity 3: Practice the conversation with a partner   * Ask Ss to practice the conversation in pairs. * Set a time limit for the pair’s preparation and practice * Invite some pairs to role-play in front of the class. * Encourage Ss to give feedback on things such as interesting content, original ideas, fluency of speech and good presentation skills.   Activity 4: Choose one of the cities below. Use the ideas provided or your own to make a similar conversation   * Ask Ss to work in pairs. Ss should choose one city and make a similar conversation. * Encourage Ss to use question tags to check information or ask for agreement.   Example: *Tokyo’s trains are overcrowded during rush hours, aren’t they?*  Activity 5: Work with a partner. Make predictions about a future cities   * Suggest some ideas for Ss’ discussion including current facts such as the environment, people’s quality of life and infrastructure; future plans and predictions about the city. |
| 3. Consolidation 2 minutes | * Summarize what they have learnt by asking Ss some questions: What have you learnt today? What can you do now? * Vocabulary related to our cities in the future * Speaking skills: making a conversation based on the sample |
| 4. Homework 1 minute | * Vocabulary related to our world heritage sites * Speaking skills: Making a conversation based on the sample * Do the tasks again - Complete tasks at home * Read Unit 9 - Listening at home |

E. **Self-Evaluation**:

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

# UNIT 9: CITIES OF THE FUTURE

**PERIOD 090/105: LISTENING**

#### Aims and Objectives:

* 1. **Language focus** - Vocabulary and information related to cities of the future.
  2. **Skills** - To promote Ss to develop their listening skills
     + To help Ss develop the skill of working in pairs and groups
  3. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

#### Preparations:

* 1. **Teacher** - Teaching aids: Textbook, lesson plan and cassette
     + Teaching method: Communicative language teaching
  2. **Students** - Read through English Unit 9 - Listening at home

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| 1. Check up 5 minutes | **-** Ask some pairs of Ss to talk about future cities.   * Feedback * Inform the class of the lesson objectives: Listening for specific information about future cities. |
| 2. New lesson 10 minutes   1. minutes 2. minutes 3. minutes | **A better or worse place to live in? Task 1: Discuss with a partner**   * Ask Ss to look at the pictures and discuss the questions with a partner. * Encourage Ss who don’t know anything about the site to make some predictions using the words and phrases in the box.   **\*Suggested answers:**   * *All these problems currently exist in big cities in VN like Hanoi and HCM City.*   *- It’s likely that many of them will be solved in the next twenty years, as local authorities are taking measures to deal with them step by step.*  **Task 2: Listen to a talk on predictions about our future cities. Underline the words or phrases that you hear**   * Ask Ss to look at the words and phrases that can be heard in the talk. * Have Ss compare answers in pairs or groups. * Explain the meaning of any unfamiliar words, if necessary. * Check Ss’ answers as a class.   **Keys:** *a b d e h*  **Task 3: Listen again. Decide which of the following predictions will come true (T) and which will not (NT)**   * Ask Ss to look at the three options and make their own predictions for the answers. * Have Ss listen to the recording and choose one of the three options given * Have them compare their answers in pairs or groups * Check Ss’ answers as a class * Let them listen again and pause the recording after the sentences mentioning the word *geological*   **\*Key:** *1. T 2. NT 3. NT 4. T 5. T 6. T 7. NT*  ***Task 4: Listen again. Complete the summaries of the two viewpoints***  **-** Ask Ss to read the through the summaries of the two viewpoints in the talk and try to complete the sentences..   * Give Ss sufficient time to listen to the recording so they can extract the information needed and hear the words they have to write down. * Have Ss compare answers in pairs or groups * Check Ss’ answers as a class   **\*Key:** 1. healthy; effective; overcrowded; heavier  2. medicine; renewable; fossil fuel  ***Task 5: Which viewpoint do you agree with, the optimistic or pessimistic?***   * Have Ss work in groups and discuss the questions * Ask Ss some warm-up questions before they start the discussion:   *+ Do you think our cities will be better or worse than they are now?*  *+ What factors do you need to consider?*  *+ Are you an optimist or a pessimist?*   * Ask some groups to report their plans to the class. * Consider these points: Environmental problems, people’s use of energy sources, achievements in technology and medicine, etc. |
| 3. Consolidation 2 minutes | * Ask Ss to consolidate the main contents. * Ask Ss: *What have you learnt today? What can you do now?* |
| 4.Homework | - Vocabulary related to the topic of our world heritage sites |
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E. **Self-Evaluation**:

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

# UNIT 9: CITIES OF THE FUTURE

**PERIOD 091/105: WRITING**

#### Aims and Objectives:

* 1. **Language focus**
  + To provide learners some vocabulary and information about future cities.
  + To teach Ss to write an email to a friend about city life in the future.
  + To teach Ss to develop ability to think in a logical way to form a well-structured text.
  1. **Skills** - To promote Ss to develop their writing 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

1. **Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| 1. Check up 5 minutes | - Inform the class of the lesson objectives: Writing an essay about the reasons why Trang An Scenic Landscape Complex was recognized as a World Heritage Site. |
| 2. New lesson 9 minutes  10 minutes  18 minutes | Different predicyions  Task 1: Hung and his friend Tanaka are exchanging emails about the future of their cities. Read the email and answer the questions   * Ask Ss to work in pairs or groups to answer the questions. * Draw Ss’ attention to the two different viewpoints on life in Tokyo 40 years from now on.   \* Keys:   1. *To answer Hung’s question about Tokyo in the future* 2. *Because the government will use advanced technology to deal with the transport problem and make people’s life easier and more comfortable* 3. *Tokyo is threatened by nuclear and radiation accidents and natural disasters* 4. *Tanaka wants to know Hung’s viewpoint on VN’s capital city in the future*   Task 2: Put the sections of the email in the correct order   * Ask them to read through the list (a-g) and put the parts in the order they appear in the email. * Have Ss discuss in pairs or groups, and put the points under the right subheadings * Check Ss’ answer as a class   \*Key: *1. g 2. a 3. c 4. b 5. f 6. d 7. e*  Task 3: Use the information below about New York City to write an email of about 160-180 words to a friend   * Set time limit for them to write the first draft of their essays. * Have Ss exchange their drafts in pairs or groups for peer review. Encourage them to comment on the content and structure, on clarity of expression, grammar and spelling. Add any additional feedback, if necessary |
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|  | * Have Ss revise their drafts based on their partners’ comments and your feedback. * Collect Ss’ essay for checking or marking.   Task 4: Write your predictions about a future city in Vietnam in an email of 160 words to a friend   * Set time limit for them to write the first draft of their essays. * Have Ss exchange their drafts in pairs or groups for peer review. Encourage them to comment on the content and structure, on clarity of expression, grammar and spelling. Add any additional feedback, if necessary * Have Ss revise their drafts based on their partners’ comments and your feedback. (This can be done at home) * Collect Ss’ essay for checking or marking. |
| 3. Consolidation 2 minutes | * Ask Ss to consolidate the main contents. * Ask Ss to complete the essay at home and collect * Ask Ss: *What have you learnt today? What can you do now?* |
| 4.Homework 1 minute | * Write the text again at home. * Prepare for the next lesson. |

E. **Self-Evaluation**:

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

# UNIT 9: CITIES OF THE FUTURE

**PERIOD 092/105: COMMUNICATION & CULTURE**

#### Aims and Objectives:

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

1. **Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| 1. Warm up 5 minutes | **-** Ask some Ss to go to the board and read their writings  - Feedback |
| 2. New lesson 17 minutes | **1. Communication**:  Task 1: Use the information about the cities mentioned in this unit and complete the diagram about the ideal city of the future   * Ask Ss to refer to the information about the cities mentioned in the unit, select the relevant details for their ideal city of the future. * Ask Ss to study the example to get an idea about the language they can use and what they are supposed to discuss.   Let Ss form groups of three and start their discussion. Have one of them take notes   * Walk around to offer help, if necessary and encourage all members to participate in the group activity.   ***Keys:***   1. *Public transport (eco-buses, smart underground transport networks)* 2. *Renewable sources of energy: wind and sun power* |
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| 20 minutes | *3. - Waste is treated and turned into energy or fertilizers*  *- Wastewater is treated and turned into drinking water.*  **Task 2: Discuss the questions in groups**   * Ask Ss to look at the questions quickly and underline key words which can help them to locate the specific information in the text. * Let them read the text individually to find the information, them compare their answers in pairs or groups. Encourage Ss to explain exactly which information from the text helped them to answer the questions * Check Ss’ answers as a class.  1. *What will the ideal city of the future look like?*   *means of transport, environmental conditions, energy sources, treatment of waste, climate …*   1. *How do you think an ideal city should be treated: by upgrading an existing one or by building a completely new one from scratch?*   **2. Culture:**  **Activity 1: Read the text about Songdo, a smart city, and complete the table below**   * Ask Ss to read the text and complete the table. * Encourage them to share any information or facts they know about this city. Even if Ss haven’t heard about it, encourage them to make some predictions.   **\*Suggested answers:**  *1. 60km southwest of Seoul, South Korea 2. 53.3 square km*  *3. 2005 4. more than 65,000 people*  **Activity 2: Decide whether the following statements are T, F, or NG**   * Ask Ss to read the text again to decide whether the statements are true, false or not given. * Encourage Ss to work out the meaning of each new word from the contextual clues in the text. * Explain any unfamiliar words or expressions, if necessary.   **\* Keys:** *1. F 2.T 3. NG 4. F 5. T 6. T 7. NG* |
| 3. Consolidation 2 minutes | * Ask Ss to consolidate the main contents. * Ask Ss: *What have you learnt today?*   *What can you do now?* |
| 4.Homework 1 minute | * T asks Ss to learn the structures and vocabulary. * Prepare for the next lesson. |

E. **Self-Evaluation**:

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

# UNIT 9: CITIES OF THE FUTURE

**PERIOD 093/105: LOOKING BACK & PROJECT**

#### Aims and Objectives:

* 1. **Language focus** - To help students revise what they have learned in unit 9

- 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

1. **Preparations:** - Teacher: Handouts, textbook, pieces of papers, lesson plan, cassette.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| **1. Homework 5 minutes** | ***\* Checking***   * Speak out their ideas and opinions, knowledge that they have learnt in Unit 8. * Feedback. |
| **2. New lesson 10 minutes**  **8 minutes**  **19 minutes** | **Pronunciation:**  **Activity 1: Decide whether the question tags in B’s responses have a rising or falling intonation**  **-** Ask Ss to listen to the exchanges and mark the intonation patterns on the questions using a downward upward arrow on each choice.   * Have Ss compare their answers in pairs or groups * Check Ss’ answer as a class   **Keys:** *1. Falling 2. Rising 3. Falling 4. rising*  **Activity 2: Listen and repeat the sentences in 1**   * Play the recording again and ask Ss to listen and read along * Ask Ss to practise in pairs, taking turns to ask and answer the questions * Walk around, comment on the pairs’ performance and praise Ss who try to use the appropriate intonation.   **Vocabulary:**  **Activity 1: Complete the sentences with the correct form of the words or phrases in the box**   * Ask Ss to write the word in each sentence * Let them compare their answers in pairs or groups * Check Ss’ answers as a class and give further explanation, if necessary.   **\*Keys:** 1. city dwellers 2. infrastructure 3. overcrowded  4. advanced technology 5. detect 6. urban planners  **Grammar:**  **Activity 1: Complete the sentences with the correct question tags**   * Ask Ss to work individually, and then compare their answers in pairs or groups * Check Ss’ answers as a class and give further explanations, if necessary.   **\*Keys:** 1*. shall we 2. don’t they 3. aren’t there*  *4. will you 5. haven’t you 6. do they*  *7. should they 8. isn’t it*  **Activity 2: Answer the questions, using conditional sentences**   * Let Ss work individually, and then compare their answers in pairs or groups. * Ask individual Ss to write their sentences on the board. * Check Ss’ answers as a class.   **\*Keys:** *1. Flowers died if they are not watered*   1. *I expect my teacher to correct my mistake if I make one.* 2. *People need to leave tall buildings quickly if there is an earthquake* 3. *I get green if I mix blue and yellow* 4. *I dial 114 if there is a fire* 5. *If I don’t have to go to school in the morning, I usually get up at 8* 6. *I usually ask my best friend for help if I’m in trouble* 7. *I usually go to the park if I want to enjoy some fresh air.*   **Project:**  **- Work in groups of four to six. Discuss and decide on your ideal city** |

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|  | **of the future**  **- Introduce your poster to the class. Present the features of your city and explain what make it the most liveable city in the world**   * Ask Ss to do the task * Let the groups do the task in their free time. |
| **3.**  **Consolidation 2 minutes** | * Ask Ss to consolidate the main contents. * Ask Ss: *What have you learnt today? What can you do now?*   **Expected answer:** *Learn more about:*   * Revise what Ss have learnt in unit 9 * Work in groups, talk about future cities. |
| **4**.**Homework 1 minute** | * T asks Ss to learn the structures and vocabulary. * Revise what Ss have learnt in unit 9. * Do the tasks again. - Prepare for the next lesson. |

E. **Self-Evaluation**:

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# UNIT 10: HEALTHY LIFESTYLE AND LONGEVITY

**PERIOD 094/105: GETTING STARTED**

#### Objectives:

* 1. **Language focus** - To help learners get started with some language items in Unit 10
     + For vocabulary, that is words and phrases related to healthy lifestyle and longevity
     + For pronunciation, that is intonation in invitations, suggestions, polite requests, uncertainty and surprise
     + For grammar, that is reported speech with conditionals and reported speech with to infinitives and gerunds
  2. **Skills** - To help learners get started with 4 skills in Unit 10
     + Reading: Reading for general ideas and specific details about factors responsible for the increase in life expectancy
     + Speaking: Giving advice on body care
     + Listening: Listening for gist and specific information about physical activity precautions
     + Writing: Writing a story about how young people have changed their lifestyle to overcome a problem
  3. **Attitudes** - To help Ss get started for the topic "healthy lifestyle and longevity"
     + To provide Ss some motivation

1. **Preparations:** - Teacher: Handouts, textbook, lesson plan, pieces of papers, cassette.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| **1. Warm up 5 minutes** | **Lead in**   * Ask Ss listen to answer some questions to lead Ss to the lesson. * Ask Ss to tell the class about their lifestyle. |
| **2. New lesson 7 minutes** | **Activity 1: Kim is asking Mark about a TV health show she missed. Listen and read**   * Tell Ss that they are going to listen to a conversation between Kim and Max. * Ask them to read the heading and guess what the two speakers will be talking about * Play the recording. Have Ss listen and read the conversation silently. Then ask Ss if their predictions were correct. Have Ss summarise the |
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| **12 minutes**  **8 minutes**  **10 minutes** | conversation.   * Ss listen and read the conversation, take notes new word   **Activity 2: Read the conversation again. Find the verbs that go with the following nouns**   * Ask Ss to read the conversation again and find the verbs * Let Ss compare their answers in pairs or groups. * Check Ss’ answers as a class.   **Keys:** relieve weaken practice increase do practice take  **Activity 3: Complete the following notes on Dr. Quan’s four principles to stay healthy**   * Ask Ss to read the conversation again and complete the sentences * Let Ss compare answers in pairs or groups. * Check Ss’ answers as a class.   **Keys:**  relieving stress we practice meditation eating healthy food developing heart diseases exercising regularly sports; yoga and t’ai chi natural remedies; take prescription medicine  **Activity 4: Work in pairs. Answer the following questions**   * Ask Ss to read the conversation again and answer the questions. * Have them write the questions carefully. * Check Ss’ answers.   **\* Keys:**   1. The first principle is relieving stress. The second one is to consuming healthy food. The third one is exercising regularly 2. Yes. I agree with these principles   **Activity 5: Find all the examples of reported speech in the conversation.**   * Ask Ss to read the conversation again and find the sentences. * Have them write the sentences in the space provided * Check Ss’ answers.   **\* Keys:**  Dr. Quan said if you practiced …  Yesterday, I read an article on the internet which claimed … He said read meat is high in fat …  Dr Quan advised viewers to … He suggested playing sports … |
| **3. Consolidation 2 minutes** | * Ask Ss: What have you learnt today? What can you do now? * Summarize the main points of the lesson. |
| **4. Homework 1 minute** | * Words and phrases about cities of the future * Practice the conversation - Do the task again * Read Unit 10 - Language at home |

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

# UNIT 10: HEALTHY LIFESTYLE AND LONGEVITY

**PERIOD 095/105: LANGUAGE**

#### Aims and Objectives:

* 1. **Language focus** - To help learners get started with some language items in Unit 10
     + For vocabulary, that is words and phrases related to healthy lifestyle and longevity
     + For pronunciation, that is intonation in invitations, suggestions, polite requests, uncertainty and surprise
     + For grammar, that is reported speech with conditionals and reported speech with to infinitives and gerunds
  2. **Skills** - To promote Ss to develop the skill of working in pairs and groups
  3. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

1. **Preparations:** - Teacher: Handouts, textbook, pieces of papers, lesson plan, cassette.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| --- | --- |
| **Time/Stages** | **Activities** |
| **1. Check up 3 minutes** | **-** Ask some Ss to write some new words and do the tasks again  - Take notes and give feedback. |
| **2. New lesson 7 minutes**  **6 minutes**  **12 minutes** | **A. Vocabulary:**  **Activity 1: Complete the sentences with the right forms of the following words and phrases**   * Have Ss go through the words given in the box and discuss with a partner their meanings. * Ss fill the blanks with the right form of the word from the box. Have Ss complete the sentences individually, then compare their answers in pairs or groups.   **\* Keys:** 1. cholesterol 2. nutrition 3. natural remedies  4. immune system 5. ageing process 6. meditation  7. life expectancy 8. boost  **Activity 2: Use a dictionary to check the meaning of the following adjectives formed with -free or anti-**   * Explain to Ss that *free* is used to form compound adjectives, which are usually hyphenated. On the other hand, *anti*- is used as a prefix to form adjectives or nouns, which can be spelled with or without a hyphen. * Have Ss complete the sentences individually, then compare answers in pairs or groups. * Check Ss’ answers as a class.   **\* Keys:** 2. lifestyle that does not cause stress   1. foods that do not contain cholesterol 2. foods that are believed to prevent the appearance from getting older 3. diet that prevents the formation of acne 4. medicine that lowers cholesterol levels or prevents high cholesterol   **2. Pronunciation**  **Intonation: Invitations, suggestions, polite requests, uncertainty and surprise**  **Activity 1: Listen and repeat. Pay attention to the fall-rise intonation**   * Have Ss listen and notice the intonation pattern of the questions * Have them listen and repeat the exchanges with appropriate intonation. * Ask them to study the *Do you know…?* box to learn some general rules of intonation patterns for question tags.   **Keys**: 1. invitation/ suggestion 2. surprise  3. uncertainty 4. polite request 5. hesitation  **Activity 2: Listen and mark the fall-rise intonation**  - Play the recording and ask Ss to read along with the recording, |
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#### 14 minutes

imitating the intonation patterns.

* Have them practice the exchanges in pairs, taking turns to ask and answer the questions.
* Ask some pairs to role-play the exchanges in front of the class, using appropriate intonation patterns.
* Praise Ss who can reproduce these exchanges with good pronunciation and appropriate intonation.

#### 2. Grammar:

**Conditionals in reported speech**

**Activity 1: Read the statement in direct speech. Decide if it is necessary to change the verb tenses in reported speech after reporting verbs in the past tense. Write C or U in the space provided**

* Have S work individually first
* Encourage them to refer to the *Do you know..?* box to get more information about the classes. Ask Ss questions to check if they understand the general rules related to the form and usage of this grammar point.
* Ask Ss to compare answers in pairs
* Check Ss’ answers as a class.

**\*Keys:** 1. C/U 2. C/U 3. U 4. U 5. U 6. U 7. U 8. C/U

#### Activity 2: Report each statement in 1

* Ask Ss to report the statements in 1, using the reporting verbs in the prompts.
* Have them compare their answers.
* Have Ss rewrite their sentences on the board.
* Check Ss’ answers as a class.

**\*Keys:** 1. I told him that if I drank coffee before bedtime, I couldn’t sleep C

I told him that If I drink coffee before bedtime, I can’t sleep. U

1. Dr. Quan said that we’d boost our immune system if we had a healthy lifestyle. C

Dr. Quan said that we will boost our immune system if we have a healthy lifestyle. U

1. John’s wife told him that it would be nice if he could spend more time with the children. U
2. Peter explained to us that if Ann called him back, he’d arrange an appointment for her. U
3. The travel agent explained to us that if we travel to a foreign country, we need a valid passport. U
4. My grandmother keeps telling us that if we catch a cold, we should try natural remedies before taking any medicine. U
5. John told me that if he were rich, he’d donate money to charity. U
6. Mary’s father said that Mary/she would recover quickly if she followed the doctor’s advice. C

Mary’s father said that Mary/she will recover quickly if she follows the doctor’s advice. U

#### Reported speech with to infinitives and gerunds

**Activity 3: Write the sentences in reported speech, using the reporting verbs in bracket**

* Explain that to-infinitives or gerunds can be used to report actions.
* have Ss read the Do you know..? box and focus on the verb forms in reported speech after the three groups of reporting verbs.
* Ask Ss to do the task.

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|  | **Keys:** 1. Jack’s father advised him not to eat fast food every day.   1. Ann asked Kim to do the dishes for her 2. The doctor told me to do a 30-minute work-out every day 3. Mai invited Peter to go out for a coffee 4. Phong apologized for breaking my glasses 5. Hoa reminded Lan to buy some groceries on the way home 6. Carol suggested enrolling on a yoga course 7. John and Max admitted forgetting to submit the assignments the day before.   **Activity 4: Change the sentences in reported speech into direct speech**   * Ask Ss to change the sentences in reported speech into direct speech. * Have Ss rewrite their sentences on the board. * Check Ss’ answers as a class.   **\*Keys:** 2. “Kim, don’t forget to turn off the lights before leaving the house”   1. “You shouldn’t exercise too hard because it’s not good for your heart” 2. “Let’s have a picnic next weekend” 3. “Don’t play near the construction site” 4. “Would you like to spend your summer holidays on my grandparents’ farm?” 5. “I’m sorry. I’ve made lots of mistakes in the report” 6. “Yes, I took my father’s car without permission” |
| **3. Consolidation 2 minutes** | * Ask Ss: What have you learnt today? What can you do now? * Summarize the main points of the lesson. * Vocabulary related to healthy lifestyles and longevity * Intonation in invitations, suggestions, polite requests, uncertainty and surprise * Reported speech with conditionals and reported speech with to infinitives and gerunds |
| **4. Homework 1 minute** | * T asks Ss to do exercises again at home. * Prepare for the next lesson. - Complete Exercises in workbook. |

E. **Self-Evaluation**:

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

# UNIT 10: HEALTHY LIFESTYLE AND LONGEVITY

**PERIOD 096/105: READING**

#### Aims and Objectives:

* 1. **Language focus** - Vocabulary related to the topic of life expectancy factor
  2. **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
  3. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

1. **Preparations:** - Teacher: Handouts, textbook, pieces of papers, lesson plan, cassette.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| **1. Homework** | **-** Ask some Ss to do the tasks again |
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| **8 minutes** | - Feedback |
| **2. New lesson 7 minutes**   1. **minutes** 2. **minutes**   **10 minutes** | **Activity 1: The machine described in the picture above help doctors to diagnose and treat diseases. Discuss with a partner.**   * Ask Ss to look at the picture. Ask some questions as warm-up:   + Have you ever seen them?  + What are they used for?   * Have them do the task individually, and then compare their choice in pairs or groups * Elicit answers from Ss, encouraging all possible reasons. Have Ss explain their choices * Pre-teach some of the unfamiliar vocabulary items in the text, but not the highlighted ones because Ss will be required to work out their meaning from the context the words are used in.   **Keys:** MRI (Magnetic Resonance Imaging) scanners and X-ray machines take medical images of patients’ internal body parts. MRI images provide a 3D representation of organs, which X-rays usually cannot.  **Activity 2: Read an article about the main factors for the increased life expectancy. Four sentences have been removed from the article. Choose a sentence (a-d) to complete each gap (1-4)**   * Ask Ss to go through the four sentences. Ask Ss to read the text quickly to choose the missing that best suits the passge. * Set a time limit for this activity since skimming is a speed-reading technique with the purpose of getting a general overview of the content * Have Ss work individually, and then compare their answers in pairs or small groups * Check Ss’ answer as a class.   **Keys:** 1. c 2. b 3. d 4. a  **Activity 3: Find the words or expressions in the text which have the following meanings**   * Have Ss read through the definitions and the text carefully, looking for the correct words or phrases that match with the definition. * Let them read the text individually to find the information, them compare their answers in pairs or groups. Encourage Ss to explain exactly which information from the text helped them to answer the questions * Check Ss’ answers as a class.   **\*Keys:** 1. be attributed to 2. obesity 3. antibiotics  4. vaccine 5. dietary  **Activity 4: Read the text again and answer the questions**   * Ask Ss to read the full text, include the gapped sentences, again and answer the questions individually. * Invite several pairs to summarise the discussions and present their decisions to the rest of the class. Encourage other Ss to ask follow-up questions.   **Keys:** *1. The three factors are healthier lifestyles, better nutrition and advances in medical science and technology*   1. *Smoking, alcohol intake and fast food consumption can increase the risk of hear diseases.* 2. *Doing regular physical activity and spending more time outdoors can improve the ability of the human body to function well* 3. *Because they want to relieve stress* 4. *Because the food we eat can affect longevity and dietary changes can boost our immune system* |
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| **2 minutes** | *6. They are the discovery of antibiotics and vaccines, and the development of medical imaging*  **Activity 5: Which of the factors mentioned in the article do you think is the most important? Discuss with a partner**   * T helps Ss know how to do the task. * Let SS work in groups to do this task at home.   *Healthy lifestyles (physical exercise, low levels of stress and anxiety) Better nutrition (nutritious diets and dietary changes)*  *Advances in medical science and technology* |
| **3. Consolidation 2 minutes** | * Summarize the main points of the lesson * Vocabulary related to life expectancy factors * Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context |
| **4. Homework 1 minute** | * Ask students to learn by heart the new words. * Prepare for the next lesson. |

E. **Self-Evaluation**:

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

# UNIT 10: HEALTHY LIFESTYLE AND LONGEVITY

**PERIOD 097/105: SPEAKING**

#### Aims and Objectives:

* 1. **Language focus** - Provide learners vocabulary related to taking care of your body
  2. **Skills** - To promote Ss to develop their speaking skills
     + To help Ss develop the skill of working in pairs and groups
  3. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

1. **Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| **1. Check up 8 minutes** | **-** Ask Some Ss to go to the board and do the tasks again  - Feedback |
| **2. New lesson 10 minutes** | **Take care of your body**  **Activity 1: Below is a set of note cards for a talk about skincare. Use the words and phrases in the box to complete them**   * Ask Ss to look at the set of note cards for a talk on skincare. * Explain to Ss that note cards can be a very helpful tool for preparing, rehearsing and delivering speeches or talks. The note cards should contain the most important information as bullet points, which can be used as prompts in case the speaker gets nervous or forgets what to say. * Explain any further unfamiliar vocabulary, if necessary * Have Ss make their own note cards and present their answers to the class.   **Suggested answers:**  *B1: wear protective clothing - avoid sunburn*  *wear sunscreen with a sun protection factor (SPF) of at least 15*  *B2: eat a wide variety of fruit and vegetables – provide vitamins and nutrients - drink a lot of water – prevent water loss*  *B3: wash your face twice a day with warm water and mild soap – remove* |
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| **10 minutes**  **9 minutes**  **5 minutes** | *dirt - Don’t squeeze pimples – can lead to swelling, redness and infection* **Activity 2: Work in pairs. Use the note cards to talk about skincare, paying attention to the following**  - Ask Ss to pay some attention when they speak   * glance at the note; don’t read them * use linking words and expressions for hesitation devices to some more natural and smooth * to make your tips sound more reliable, use reported speech to quote their sources * maintain eye contact with your partner * use appropriate gestures and facial expressions to support your ideas. **Activity 3: Prepare another set of note cards for a talk about how to take care of your vision. Use the information below and your own ideas** * Ask Ss to practice the conversation in pairs. * Set a time limit for the pair’s preparation and practice * Invite some pairs to role-play in front of the class. * Encourage Ss to give feedback on things such as interesting content, original ideas, fluency of speech and good presentation skills.   *Taking care of your vision*   * *Use some kinds of eye drop to ease your eye’s tiredness* * *Practice to look at things in distance to develop your eyesight*   **Activity 4: Work in groups of four or five. Take turns to present your talk to your group members**   * Let Ss work in groups to do the task. Make sure each group chooses a different activity. * Ask groups to summarize and briefly report their discussions to the class. |
| **3. Consolidation 2 minutes** | * Summarize what they have learnt by asking Ss some questions: What have you learnt today? What can you do now? * Vocabulary related to taking care of your body * Speaking skills: pair work and group work talking about how to take care of your body |
| **4. Homework 1 minute** | * Vocabulary related to taking care of your body * Speaking skills: pair work and group work talking about how to take care of your body * Do the task again - Read Unit 10 - Listening at home |

E. **Self-Evaluation**:

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

# UNIT 10: HEALTHY LIFESTYLE AND LONGEVITY

**PERIOD 098/105: LISTENING**

#### Aims and Objectives:

* 1. **Language focus** - To provide learners vocabulary related to exercise precautions
  2. **Skills** - To promote Ss to develop their listening skills
     + To help Ss develop the skill of working in pairs and groups
  3. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

#### Preparations:

* 1. **Teacher** - Teaching aids: Textbook, lesson plan and cassette
     + Teaching method: Communicative language teaching
  2. **Students** - Read through English Unit 10 - Listening at home

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| 1. Check up 5 minutes | * Ask some pairs of Ss to talk about how to take care of your body. * Feedback * Inform the class of the lesson objectives: Listening for specific information about exercise precautions |
| 2. New lesson 10 minutes   1. minutes 2. minutes 3. minutes | Exercise precautions  Task 1: Discuss with a partner   * Ask Ss to look at the pictures and discuss the questions with a partner. * Encourage Ss who don’t know anything about the site to make some predictions using the words and phrases in the box.   \*Suggested answers: *a. fitness walking b. aerobic exercise*  *c. yoga d. swimming*  Task 2: Look at the picture. Listen to John Keith, a fitness instructor, talking about four types of physical activity. Number the pictures as you listen.   * Ask Ss to look at the words and phrases that can be heard in the talk. * Have Ss compare answers in pairs or groups. * Explain the meaning of any unfamiliar words, if necessary. * Check Ss’ answers as a class. Keys: a. 4 b. 1 c. 3 d. 2   Task 3: Listen again. Which safety rules are mentioned for each type of physical activity? Tick the correct boxes.   * Ask Ss to look at the three options and make their own predictions for the answers. * Have Ss listen to the recording and choose one of the three options given * Have them compare their answers in pairs or groups * Check Ss’ answers as a class * Let them listen again and pause the recording after the sentences mentioning the word *geological*   \*Key: *Aerobic exercise: 1,2 Yoga: 3,5*  *Swimming: 1,3,4 Fitness walking: 2,6,7*  Task 4: Work in four groups. Each group chooses a different activity from 3. Discuss the following   * Let Ss work in groups to do the task. Make sure each group chooses a different activity. * Ask groups to summarize and briefly report their discussions to the class. |
| 3. Consolidation 2 minutes | * Ask Ss to consolidate the main contents. * Ask Ss: *What have you learnt today? What can you do now?* * Vocabulary related to the topic of exercise precautions * Listening skills |
| 4. Homework 1 minute | * Vocabulary related to the topic of exercise precautions * Do the tasks again - Prepare for the next lesson. |

E. **Self-Evaluation**:

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

# UNIT 10: HEALTHY LIFESTYLE AND LONGEVITY

**PERIOD 099/105: WRITING**

#### Aims and Objectives:

* 1. **Language focus** - To provide vocabulary related to the topic of changes in lifestyle
  2. **Skills** - To promote Ss to develop their writing skills
     + To help Ss develop the skill of working in pairs and groups
  3. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

1. **Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| **1. Check up 5 minutes** | - Inform the class of the lesson objectives: Writing a story about how people have changed their lifestyles to overcome a problem. |
| **2. New lesson 9 minutes**  **10 minutes**  **18 minutes** | **Lifestyle changes**  **Task 1: Read a story posted on Medline, a website about fitness. Complete the story, using the correct forms of the words in the box**   * Ask Ss to work in pairs or groups to do the task. * Ask Ss to read a story posted on a fitness website and complete the gaps with the correct form of the words in the box.   **\* Keys:** *1. appetite 2. overweight 3. weight*  *4. fainted 5. dieting 6. supported*  **Task 2: Read the story again and answer the questions**   * Ask them to read through the questions to make sure that they understand the questions. * Have Ss discuss in pairs or groups, and answer the questions. * Check Ss’ answer as a class   **\* Key:** *1. Because as a child he used to eat a lot of fast food.*   1. *After he received hundreds of rejections and couldn’t get a job.* 2. *Fasting was his first kind of diet. He was unsuccessful and was taken to hospital* 3. *For over a year, he had to follow a special diet and joined a fitness class for overweight people.* 4. *Overweight people are not lazy and can work effectively like other people, so they should not be treated unfairly. However, their health can be affected, so they should follow doctors’ advice to lose weight.*   **Task 3: Use the information below to write a similar story.**   * Set time limit for them to write the first draft of their essays. * Have Ss exchange their drafts in pairs or groups for peer review. Encourage them to comment on the content and structure, on clarity of expression, grammar and spelling. Add any additional feedback, if necessary * Have Ss revise their drafts based on their partners’ comments and your feedback. * Collect Ss’ essay for checking or marking. |
| **3. Consolidation 2 minutes** | * Ask Ss to consolidate the main contents. * Ask Ss to complete the essay at home and collect * Ask Ss: *What have you learnt today? What can you do now?* |
| **4. Homework 1 minute** | * Write the text again at home. * Prepare for the next lesson. |

E. **Self-Evaluation**:

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

# UNIT 10: HEALTHY LIFESTYLE AND LONGEVITY

**PERIOD 100/105: COMMUNICATION & CLTURE**

#### Aims and Objectives:

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

1. **Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| **1. Warm up 5 minutes** | **-** Ask some Ss to go to the board and read their writings  - Feedback |
| **2. New lesson 17 minutes**  **20 minutes** | **1. Communication:**  **Task 1: Listen to Phong’s talk about meditation. Complete the notes below.**   * Focus Ss on the notes of his talk and guess what kind of information to write in each gap. * Play the recording once or twice for Ss to complete the notes.   ***Keys:*** *1. five 2.a Location: at a quiet place*  *b Time: at night or early morning c Duration: 15 minutes a day*  *d. Techniques: Listen to the silence around you and breathe slowly and deeply*  *3. Benefits of meditation a. Relieving stress Reason: … you let your mind relax*  *b. Staying healthy and living longer.*  *Reason: … may weaken your immune system*  **Task 2: Discuss the question with a partner**   * Ask Ss to look at the questions quickly and underline key words which can help them to locate the specific information in the text. * Let them read the text individually to find the information, them compare their answers in pairs or groups. Encourage Ss to explain exactly which information from the text helped them to answer the questions * Check Ss’ answers as a class.   **Keys:** *1. To relieve stress and feel relaxed, we should*   * *go swimming - read a book* * *listen to soft music - spend your weekend in the countryside*   *2. I think listening to soft music may work best because it can ease your stress, lull you to sleep and refresh your mind*  **2. Culture:**  **Activity 1: Decide whether the following statements are T, F or NG**   * Ask Ss to read the text again to decide whether the statements are true, false or not given. * Encourage Ss to work out the meaning of each new word from the contextual clues in the text. * Explain any unfamiliar words or expressions, if necessary.   **\*Suggested answers:** |
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|  | 1. F 2. NG 3. T 4. F 5. T 6. NG 7. NG  **Activity 2: Discuss with a partner**   * Ask Ss to read the text and complete the task. * Encourage them to share any information or facts they know about this city. Even if Ss haven’t heard about it, encourage them to make some predictions.   **\* Keys:**   1. *Education, dietary changes, exercise and the spirit of cooperation* 2. *There should be close cooperation between local government, health association and residents. The first step should be for a local health association to start a campaign for promoting a healthy lifestyle and nutrition, winning the support of the local residents and local government* |
| **3. Consolidation 2 minutes** | * Ask Ss to consolidate the main contents. * Ask Ss: *What have you learnt today?*   *What can you do now?* |
| **4. Homework 1 minute** | * T asks Ss to learn the structures and vocabulary. * Prepare for the next lesson. |

E. **Self-Evaluation**:

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

# UNIT 10: HEALTHY LIFESTYLE AND LONGEVITY

**PERIOD 101/105: LOOKING BACK & PROJECT**

#### Aims and Objectives:

* 1. **Language focus** - To help students revise what they have learned in unit 10
     + To give them a chance to do a small project to develop speaking skills
  2. **Skills** - To promote Ss to develop skills and cultural understanding
     + To help Ss develop the skill of working in pairs and groups
  3. **Attitudes** - To encourage Ss to work harder
     + To provide Ss some motivation

1. **Preparations:** - Teacher: Handouts, textbook, pieces of papers, lesson plan, cassette.

- Students: Textbook

1. **Methods:** - The whole lesson: Integrated, mainly communicative.

#### Procedures:

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| **Time/Stages** | **Activities** |
| **1. Homework 5 minutes** | ***\* Checking***  - Speak out their ideas and opinions, knowledge that they have learnt in Unit 10. - Feedback. |
| **2. New lesson 10 minutes** | **Pronunciation:**  **Activity 1: Listen and mark (fall-rise intonation) in the following conversation**  **-** Ask Ss to listen to the exchanges and mark the intonation patterns on the questions using a downward upward arrow on each choice.   * Have Ss compare their answers in pairs or groups * Check Ss’ answer as a class   **Activity 2: Listen again. Then practice the conversation with a partner. Try to use the appropriate fall-rise intonation**   * Play the recording again and ask Ss to listen and read along * Ask Ss to practise in pairs, taking turns to ask and answer the questions * Walk around, comment on the pairs’ performance and praise Ss who |
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| **8 minutes**  **16 minutes**  **3 minutes** | try to use the appropriate intonation.  **Vocabulary:**  **Activity 1: Complete the sentences with the correct form of the words or phrases in the box**   * Ask Ss to write the word in each sentence * Let them compare their answers in pairs or groups * Check Ss’ answers as a class and give further explanation, if necessary.   **\* Keys:** *1. boost 2. life expectancy 3. immune system*  *4. remedies 5. nutritious 6. dietary*  *7. are attributed to 8. prescription*  **Grammar:**  **Activity 1: Report each statement. Make all necessary changes.**   * Ask Ss to work individually, and then compare their answers in pairs or groups * Check Ss’ answers as a class and give further explanations, if necessary.   **\*Keys:** *1. The teacher told Tuan and Phong not to talk in class*   1. *The doctor said to Mr White that if he eats/ate lots of fatty food, he will/would increase his chances of developing heart diseases.* 2. *Nam’s yoga instructor asked him to close his eyes, breathe slowly and deeply, and not to think about his problems* 3. *The patient admitted not following his doctor’s advice* 4. *Ha’s friend suggested playing some games to relax because they had studied for three hours* 5. *Van’s manager said that he/she would get a promotion if he/she could finish the project before the deadline.*   **Activity 2: Read the conversation. Imagine that Nga talks to a friend the next day, telling him/her what her father had said.**   * Let Ss work individually, and then compare their answers in pairs or groups. * Ask individual Ss to write their sentences on the board. * Check Ss’ answers as a class.   **\*Keys:** *1. My father said that if I want to be stress-free, I need to balance study and leisure*   1. *He told (advised) me to draw up a revision timetable with time for other activities* 2. *He said that if I worked too hard, I wouldn’t feel hungry* 3. *He told/asked/advised me not to study continuously for long hours, but to take a five-minute break every hour.* 4. *Then he advised/told/asked me to do some workout or take a walk in the park before mealtime* 5. *Finally, he said that if I need more help, I can just ask him.*   **Project:** Work in groups of 4 or 5. Choose one of the projects Ask Ss to do the project   1. **Compare the information about these people and find out any common features. Present your report to the whole class.**  * Ask Ss to do the task * Let the groups do the task in their free time. |
| **3. Consolidation 2 minutes** | * Ask Ss to consolidate the main contents. * Ask Ss: *What have you learnt today? What can you do now?*   **Expected answer:** *Learn more about:*   * Revise what Ss have learnt in unit 9 * Work in groups, talk about how to take care of your body |
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E. **Self-Evaluation**:

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

# REVIEW 4 (UNIT 9,10)

**PERIOD 102/105: LANGUAGE**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in units 9, 10
   * 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 4

1. PROCEDURE
2. **Class organization** (1 minute)
3. **Check up** (5 minutes) **-** Ask some Ss to talk about pros and cons of ecotourism
4. **New lesson** (35 minutes)

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| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Language Vocabulary**  **1. Complete the sentences using the correct forms of the words in brackets**  Ask Ss to do the task | Do as appointed  natural polluted environmental sustainable ecological |
| **2. Complete the following sentences with suitable words from the box**  Ask Ss to do the task | \* Do as appointed  1. pollution 2. global warming  3. deforestation 4. protect  5. acid rain |
| **Pronunciation**  **3. Sort out the words according to their stress patterns and read them aloud. The ones in the first row have been done as examples.** Ask Ss to do the task | \* Do as appointed  poverty, energy, chemical, newsletter pollution, solution, awareness, protection economy, sustainable, ecology, environment  conversation preservation, relaxation, composition |
| **Grammar**  **4. Rewrite the following sentences using reported speech**  Ask Ss to do the task | **Do as appointed**   1. Mary said people were cutting down the rain forests 2. Tom said car pollution was a big problem in his city 3. Scientists say chemicals are destroying the ozone layer. 4. He told me to turn off the lights when I left home 5. Our teacher explained burning gas, oil, and coal could cause acid rain |
| **5. Put the verbs in brackets in the correct forms** | **Do as appointed**  1. didn’t throw 2. will go |
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| Ask Ss to do the task | 3. closed down 4. is 5. build |
| **6. Put the verbs in brackets in the correct tenses**  Ask Ss to do the task | **Do as appointed**  1. will … do 2. would be  3. were … would go 4. use  5. knew … would/could phone |

1. **Consolidation** (3 mins) - Revise what Ss have learnt in units 9, 10
2. **Homework:** (1 min) - Revise what Ss have learnt in units 9, 10

- Do the tasks again - Read Review 4 at home

1. . SELF-EVALUATION:

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

# REVIEW 4 (UNIT 9,10)

**PERIOD 103/105: SKILLS**

1. AIMS/OBJECTIVES OF THE LESSON
2. **Language focus** - To help students revise what they have learned in units 9, 10
   * 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 4

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

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| --- | --- |
| TEACHER'S ACTIVITIES | STUDENTS' ACTIVITIES |
| **Skills Reading**   * 1. Read about three people describing some environmental problems and solutions   2. Find words which are closest in meaning to the following   Ask Ss to do the task | **Do as appointed**   1. rubbish dump = landfill 2. hide underground = bury 3. serious skin disease = skin cancer 4. waste gases = exhaust gases 5. process = treat |
| 2. Read the text again and write down the environmental problems each one talk about and what can be done to solve it.  Ask Ss to do the task | **Do as appointed**  Linda: landfills - do more recycling  Jenny: the thinning of the ozone layer – drive less Kate: water pollution – treat all waste more carefully |
| **Speaking**  3. Work in pairs. Choose one of the following destinations for ecotourism in VN  Ask Ss to do the task | **Do as appointed**   * Sa Pa (Lao Cai Province) * Cat Ba National Park * Central Highlands * Bach Ma National Park * Can Gio Biosphere Reserve (HCM City) |
| 4. Answer the questions. Discuss with a | **Do as appointed** |
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| partner.  Ask Ss to do the task | * Where do you want to go? * Why do you like to go there? * What is special about the destination? |
| **Listening**  5. Listen to the recording about Cuc Phuong National Park and fill in the missing information  Ask Ss to do the task | **Do as appointed**  1. 135  2. tourists and scientists 3. 2000 – 400  4. most impressive 5. 1000 |
| **Writing**  6. Write a paragraph about different environmental problems and give advice on how to solve them. Use the information in box of your own ideas Ask Ss to do the task | **Do as appointed**  Today, we can’t deny the fact that human beings are facing many environmental problems and they are doing their best to solve them. First of all, people produce too much waste which then is thrown everywhere and pollute the environment. The best solution to this problem is that we should do more recycling. …. |

1. **Consolidation** (3 mins) - Revise what Ss have learnt in units 9,10
2. **Homework:** (1 min) - Revise what Ss have learnt in units 9, 10

- Do the tasks again

1. . SELF-EVALUATION:

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

# COMPLETING TERM PREPSRATION

**PERIOD 104/105: REVISION**

1. **Aims and objectives** - To evaluate the quality of teaching and learning processes
   * To motivate Ss get ready for their exam
   * To help them systematize the knowledge
   * To get general feedback from students, check their understanding and mark them
2. **Teaching aids** - Chalk, board, lesson plan, textbooks, exercises

#### Procedure

1. ***Class organization*** *(1min)*
2. ***Check up*** *(5 mins)* - Expressing opinion with passive and active voice
3. ***New lesson*** *(35 mins)*

|  |  |
| --- | --- |
| **Students’ activities** | **Teacher’s activities** |
| - Revise the knowledge in previous lessons:  \* Vocabulary:  + Unit 6: Gender Equality  + Unit 7: Cultural Diversity  + Unit 8: New ways to learn Grammar:  + Unit 6: The passive voice with modals  + Unit 7: Comparative and Superlative  + Unit 8: Relative Clauses | - Asks Ss to review the knowledge in previous lessons |

1. **Consolidation**: (3 mins) - Knowledge in previous lessons
2. **Homework** (1 min) - Knowledge in previous lessons

#### Self-evaluation:

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

# COMPLETING TERM PREPSRATION

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

1. **Aims and objectives** - To get feedback from the Ss
   * To evaluate the quality of teaching and learning
   * To mark and assess the Ss’ performance
   * To motivate Ss to learn for their exam
2. **Teaching aids** - Test papers, teacher’s control during the text

#### Procedure

1. ***Class organization*** *(1min)*
2. ***Testing time*** *(45 mins)*

##### *Contents*

+ 45 multiple choice questions

+ Relative clauses

+ Reported speech

+ Stress pattern

+ Comparative

+ Passive voice

+ Vocabulary

+ Unit 6 – 8

Listening: 5 sentences Pronunciation : 5 sentences Vocabulary: 7 sentences

Grammar: 13 sentences

Reading: 10 sentences

Writing: 5 sentences

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