

**REVIEW**

- I . OBJECTIVES:**
- Review the structures they have learnt
  - Develop listening and speaking skills

**II . LANGUAGE CONTENTS:**

- **Grammar :**
- + Tenses
  - + So, too, either , neither
  - + Exclamation
  - + Prepositions
  - + Wh - questions

- III. TECHNIQUES:**
- Communicative approach

- IV. TEACHING AIDS:**
- Chalks, tables

**V. PROCEDURES:****1/ Drills:****a. Tenses :**

- Teacher gives some examples
- Sts: recognize the form of verb
- Asks them to repeat how to use tenses

**Keys:**

|                                     |                         |
|-------------------------------------|-------------------------|
| 1. He usually goes to school at sit | <i>Present simple</i>   |
| 2. They are here                    | <i>Present simple</i>   |
| 3. She is reading now               | <i>Present progress</i> |
| 4. Lan will buy a bike next week    | <i>Future simple</i>    |
| 5. I watched TV last night          | <i>Past simple</i>      |
| 6. We saw him yesterday             | <i>Past simple</i>      |
| 7. You were happy last night        | <i>Past simple</i>      |

**2/ So, too, either, neither****- So , too**

|           |            |               |                |
|-----------|------------|---------------|----------------|
| <i>So</i> | <i>too</i> | <i>either</i> | <i>neither</i> |
| Kđ        | Kđ         | Pđ            | Pđ             |
| Đầu       | Cuối       |               | Đầu            |

T: Use the extra board and gives some examples

Sts: Fill in the blanks

T: correct the mistakes

Sts: Listen and copy down

**Keys:**

1. I am thirsty, and so is he

2. Lan gets up at six , and they do, too
3. He isn't well, and you aren't, either
4. I can't swim, and neither can she

### 3. Exclamations

**What + a /an + adj + n !**

- T guides them how to write the sentences
- Sts: listen and practice
- T: corrects the mistakes

**Keys:**

1. What a lovely day!
2. What an old car!
3. What good tea!

### 4. Prepositions:

- T: have sts list prepositions
- Sts:
- + read the prepositions listed
- + Work in pairs to complete the sentences
- + Exchange the result
- T:
- + have sts write the answers on the board
- + Corrects the mistakes

**Keys:**

1. How far is it from your house to school ?
2. My birthday is in June
3. Her house is in Hue
4. The house is between the lake and the garden
5. Lan gets up at six

### 5. Wh - questions:

- T: ask them to match the questions and answers
- T: explain how to match the sentences
- Sts: match the sentences
- T: correct the mistakes

**Keys:**

| A  | B               |
|--|-----------------|
| 1. Why does Minh's tooth hurt                | a. In Hanoi     |
| 2. How far is it from your house to the zoo? | b. For ten days |

|                                   |                            |
|-----------------------------------|----------------------------|
| 3. What did he do last night?     | c. She has lunch at 11     |
| 4. What time does she have lunch? | d. Because he has a cavity |
| 5. How long did they stay there?  | e. He reads books          |
| 6. Where do you live?             | f. About 2 km              |

**\*Answer:** 1b, 2f, 3e, 4c, 5b, 6a

## VI. FP

T: have sts make more questions and answers about their own life using the simple past tense

Ex: What did you do last summer ?

I went swimming

## VII. Remember and homework

- T reminds 5 grammatical points

- Sts: do exercises (exercise book)

\*\*\*\*\*

## TEST

### I. Put the correct tense:

1. Mary often (get).....up early.
2. Look! It (rain).....heavily.
3. Yesterday, My family (go) .....to visit ourn gandparents
4. What you (go).....next week?
5. We usually (meet).....each other after school.

### II/ Fill in the brackets with the correct word or phrase:

1. My birthday is.....May 25 (in,on,at,of)
2. How .....is it from your house to school (often, far, long,much)
3. My mother doesn't like eating fish, .....does my father (too, so, either, neither)
4. What .....lovely house! (a, an, o, the)
5. Would you like.....chocolate? ( to eat, to eating, eats ,eat).

### \*Key:

- I/1. gets      2. is raining   3. went      4. will you go      5. meet  
 II/ 1.on      2. far      3.neither      4. a      5. to eat

----- ❧ THE END ❧ -----

**Planning date:**

**Teaching date:**

**Tiết: 2            UNIT ONE: MY FRIENDS**  
**(Getting started; Listen and read)**

**I . OBJECTIVES:**

After finishing this lesson, pupils can:

- + Introduce people
- + Describe people

**II . LANGUAGE CONTENTS:**

**I/ Vocabulary :**

seem (v), photograph (n); look like, enough (adv); Christmas (n)

**II/ Grammar:**

- Simple present
- (not) + adj + enough + To inf

**III. TECHNIQUES:** Communitive approach

**IV. TEACHING AIDS:** Picture, cassette

**V. PROCEDURES:**

**1. Warm up: (5')**

T: Show the pictures and ask

1. What are these children doing ?
2. Where are they ?
3. Do they play soccer ?

Sts: Practice in pairs ( using pictures in textbook )

**2. Check up:**

**3. New lesson:**

| <b><u>Teacher's and students' activities</u></b>  | <b><u>Content</u></b>   | <b><u>T</u></b> |
|---|---|-----------------|
| <b><i>Practice 1:</i></b> <ul style="list-style-type: none"><li>- Sts: listen to the tape</li><li>- T: reads new words</li><li>- Sts: listen and repeat</li><li>- T: introduce and explain new words and structure</li><li>- Sts: repeat the dialogue after the tape</li><li>- Pairwork/ practice before the class</li><li>-T: corrects</li></ul> | <b>UNIT ONE: MY FRIENDS</b><br><b>( Getting started; Listen and read)</b><br><b><u>I/ Vocabulary</u></b> <ul style="list-style-type: none"><li>- Seem (v) có vẻ , dường như .</li><li>- I don't think so</li><li>- What does/do ... look like?</li><li>- Next – door neighbor (n) :người hàng xóm gần nhà</li><li>- Photograph (n) : bức hình, ảnh</li><li>- Christmas (n): lễ Giáng sinh</li></ul> | <b>5'</b>       |

|   |   |                                 |
|---|---|---------------------------------|
| <p><b>Practice 2 :</b></p> <ul style="list-style-type: none"> <li>- Sts ask and answer the questions</li> <li>- Sts compare their answers</li> <li>- Some sts answer the questions before the class - T correct</li> </ul> <p><b>* Free practice</b></p> <p>T asks some questions<br/>Ps answer</p> <ol style="list-style-type: none"> <li>1. Who's Hoa ?</li> <li>2. Where is she from ?</li> <li>3. What do you know about Hoa ?</li> </ol> | <p><b><u>II/ Structure</u> : ENOUGH : Đủ</b></p> <p>Ex: She wasn't old enough to be in my class</p> <p><b>S + be + (not) + adj + enough + To inf</b></p> <p><b>* Answer</b></p> <ol style="list-style-type: none"> <li>a. She lives in Hue</li> <li>b. No, she doesn't know Nien</li> <li>c. She wasn't old enough to be in my class</li> <li>d. She is going to visit Hoa at Christmas .</li> </ol> <p><b><u>III/ CONSOLIDATION</u> :</b></p> <ul style="list-style-type: none"> <li>- Ask and answer the questions</li> <li>- Practice structure "enough" , do exercise 5 in exercise book</li> </ul> <p><b><u>IV/ Homework</u></b></p> <ul style="list-style-type: none"> <li>- Learn your lesson.</li> <li>- Prepare U<sub>1</sub> : Speak</li> </ul> | <p>20'</p> <p>10'</p> <p>5'</p> |
|---|---|---------------------------------|

----- ❧ THE END ❧ -----

**Planning date :**

**Teaching date :**

**UNIT ONE: MY FRIENDS**  
**Lesson 3: Speak + language focus 3**

**I. OBJECTIVES :**

After finishing this lesson, pupils can be able to:

- + Describe people
- + Respond and introduce

**II . LANGUAGE CONTENTS :**

**I/ Vocabulary :** Adj: Slim straight , curly , bold , blond , fair  
 Noun: Cousin, principal , grandmother

**II/ Grammar :** - Present simple .

**III. TEACHING AIDS** Textbook, cassette

**IV . TECHNIQUES:** Communitive approach

**V. PROCEDURES :**

**1. Warm up : \* Brainstorming:**

- Hair : black, long.....
- Body build: tall, short.....

**2. Check up :**

**3. New lesson:**

| <u>Teacher's and students' activities</u>  | CONTENTS   | T   |
|--|--|-----|
| - T explains new words<br>- Sts listen, repeat and copy down<br>T reads the dialogue<br>- Ps listen<br>- T guides them to describe people<br><br>T: stick extraboard and introduce structure of describing <i>people's appearance</i> .<br><br>Ss: takes notes and memorize. | <b>UNIT ONE: MY FRIENDS</b><br><b>Lesson 2: Speak + language focus 3</b><br><b>I. New words</b> <ul style="list-style-type: none"> <li>- slim (adj): mảnh dẻ</li> <li>straight ( adj- curly ( adj): thẳng</li> <li>- Bold ( adj) :tóc hói</li> <li>- Blond ( adj) :vàng hoe</li> <li>- Fair ( adj): vàng nhạt</li> </ul> <b>I. In order to describe people's appearance, what do you describe about:</b> <ul style="list-style-type: none"> <li>-body build:tall, short, big,small,slim / slender,fat ..</li> <li>stocky(very fat and short), broad ...</li> </ul> | 5'  |
|  | -hair:long    straight    black / dark<br>short    curly        blond / fair<br>bald        brown<br>wavy        grey  | 10' |

T:show Ss a picture of Mary and ask them to describe her body build .

-*She is short and thin.*

-*She has long blond hair.*

Ss:work in pairs:practice the dialogue with their partners.

T:feedback and correct the mistakes.

T:stick 6 pictures and call on a student to describe one person, the other has a guess who he / she is.

-go on until six people on the pictures are described

T:call 6 students to go to the board and stand in front of the class.

Ss:work in pairs:one describe, one has a guess who he / she is.

T:feedback and correct the mistakes.

T:describe a teacher in school:

-She is tall and big.

-She has a round face with long straight black hair.

Ss:have a guess who she is.

Ss:work in individual: write to describe their classmate / mother / father ....

T:feedback and correct the mistakes.

T:guide Ss to learn at home .

Ss:do as directed .

Ss:work in groups:each group write sentences to describe one of these persons

T:feedback and correct the mistakes.

-*face: oval , round , square .*

\* ***Structure to describe people.***

-Build: S + Be +Adj → She is tall.

-Hair: S + have + Adj + hair

→Lan has short black hair.

-Face:S + have + a / an + adj + face.

→She has an oval face.

### **III.Read the dialogue:**

\***Describe 6 people in the pictures:**

**Ex:** S1:*This person is short and thin.*

*She has long blond hair.*

S2 :*Is this Mary?*

S1:Yes.



\***Describe your classmates:**

\***Describe a teacher in your school:**

\***Write to describe your classmate / mother / father**

*Tuan is my friend.He is 12 years old.He is tall and slim.He has an oval face with short black hair.*

### **III. Language focus**

**Look and describe:** (*attributive / predicative adjective*).

\***Ask and answer the questions:**

a.There are four people in the picture.

b.There is a tall,heavy-set man ;there is a tall,thin woman

with short hair;there is a boy sitting on the ground,holding

his head;;and there is a short man

8'

5'

|  |  |                      |
|--|--|----------------------|
|  | <p>standing across the street.</p> <p>c. The man standing next to the taxi is wearing a yellow shirt and black trousers; the woman is carrying a shoulder bag, and is wearing a green skirt and red blue. The boy sitting on the ground and holding his head is wearing blue shorts and a white shirt; the man across the street is wearing blue trousers and pink shirt.</p> <p><b><u>IV. Homework</u></b></p> <p>-Learn the new words and structures by heart.</p> <p>-Practice the dialogue with your partners.</p> <p>-Prepare: "LISTEN"</p> | <p>10'</p> <p>2'</p> |
|--|--|----------------------|

----- ❧ THE END ❧ -----

**Planning date :**

**Teaching date :**

**UNIT ONE: MY FRIENDS**

**Lesson 4: listen + language 1+ 2**



**I . OBJECTIVES :**By the end of the lesson , students will be able to listen for details to complete the dialogue..

**II . LANGUAGE CONTENTS : :**

- Grammar: + simple present tense.
- Vocabulary : revision of vocabulary.

**III . TECHNIQUES:** repetition , pair work ,ask and answer, group work, brainstorming.

**IV . TEACHING AIDS ::** extraboard, tape, flashcards.

**V. PROCEDURES :**

**1. Warm up : (5')** Describe your classmate:

*Tuan is my best friend. He is 13 years old. He is tall and slim. He has an oval face with short black hair*

**2. Check up :**

**3. New lesson:**

| <u>Teacher's and students' activities</u>   | CONTENTS   | T                    |
|---|--|----------------------|
| <p>T: ask Ss some questions to introduce the lesson.</p> <p>- T explains new words</p> <p>-Ss listen, repeat and copy down</p> <p>Ss: brains torming.</p> <p>Ss: work in groups: have a guess and complete 4 conversations in textbooks.</p> <p>Ss:-listen to the tape(twice).<br/>-check their prediction.<br/>-listen to the tape again and exchange their answers with their partners.</p> <p>T: give feedback.</p> <p>Ss: work in pairs: roleplay the dialogues with their partners.</p> <p>T: feedback and correct the</p> | <p><b>UNIT ONE: MY FRIENDS</b></p> <p><b>Lesson:listen + language 1+ 2</b></p> <p><b><u>I.Vocabulary :</u></b></p> <p>- Cousin ( n) anh, em hoï</p> <p>- Principal (n) hieäu trööông</p> <p>- grandmother Baø ngoaïï/ noäi</p> <p>*In order to introduce someone to one another,<br/>what do you say?</p> <p>-This / here is .....</p> <p>-Come and meet .....</p> <p>-I'd like you to meet ....</p> <p>*How to reply:</p> <p>-Nice / glad / please to meet you.</p> <p>-It's a pleasure to meet you.</p> <p>-How do you do.</p> <p><b><u>II. Open-prediction conversation:</u></b></p> <p>*<u>Answer keys:</u></p> <p>1.I'd like you to meet.</p> <p>2.Nice to meet you.</p> <p>3.I'd like you to meet.</p> <p>4.It's a pleasure to meet you.</p> <p>5.Come and meet.</p> <p>6.How do you do?</p> <p><b><u>III. Practice the dialogues:</u></b></p> <p>*<b><u>Make a conversation:</u></b></p> <p>A: Hello, Tuan.</p> | <p>5'</p> <p>20'</p> |

|  |   |     |            |          |        |        |       |          |      |
|--|---|-----|------------|----------|--------|--------|-------|----------|------|
| mistakes.  | <i>B: Hi, Minh.</i><br><i>A: Tuan, This is Nga. She is our new classmate. She is from Hoa Vinh.</i><br><i>B: Please to meet you, Nga.</i><br><i>C: Nice to meet you, Tuan.</i><br><b><u>IV. Language focus :</u></b><br><b><u>1.Simple tenses:</u></b><br><b>-S + V/ Vs/es.</b><br>+Tuan goes to school every morning.<br>⇒ <i>Express a habitual action in present.(every ...</i>                            | 10' |            |          |        |        |       |          |      |
| T:guide Ss to make a conversation as above.                          | <b>-S+ regular V-ED / V2(irregular verb)</b><br>+She went to the zoo last week.<br>⇒ <i>Express an action that completely finished in the past.(yesterday ago...last ..... , in 1976).</i>  |     |            |          |        |        |       |          |      |
| Ss: work in groups of three: make a conversation as above.           | @ <u>.Complete the paragraph. Use the correct form of the verbs in brackets.</u>  |     |            |          |        |        |       |          |      |
| T: feedback and correct the mistakes.                                | <u>*Answer keys:</u><br><table><tr><td>a) 1.lives</td><td>b) 1.are</td></tr><tr><td>2.sent</td><td>2.came</td></tr><tr><td>3.was</td><td>3.showed</td></tr><tr><td>4.is</td><td>4.introduced</td></tr></table><br><u>*Make the sentences :</u><br>1.They / live / here / 1970.<br>2.She / read books / free time.<br>3.My father / buy / this bicycle / yesterday.<br>4.They / be / Tuyhoa beach / last week. |     | a) 1.lives | b) 1.are | 2.sent | 2.came | 3.was | 3.showed | 4.is |
| a) 1.lives   | b) 1.are  |     |            |          |        |        |       |          |      |
| 2.sent   | 2.came  |     |            |          |        |        |       |          |      |
| 3.was  | 3.showed  |     |            |          |        |        |       |          |      |
| 4.is   | 4.introduced  |     |            |          |        |        |       |          |      |
| T: remind Ss of structures and usage of present / past simple tense. | <b><u>1.Present simple to talk about general truths:</u></b><br><u>*Express an action which is always true.</u><br>-The Nile flows into the Mediterranean.<br>-The earth moves around the sun.<br>@ <u>.Complete the dialogue:(page 16)</u><br><u>*Answer keys:</u><br><i>1.sets 2.goes 3.moves 4.is 5.is 6.is</i>  | 5'  |            |          |        |        |       |          |      |
| Ss: take notes and memorize.   | <b><u>V. Homework</u></b><br>-Learn the new words by heart.<br>-Practice the dialogue with your partners.   |     |            |          |        |        |       |          |      |
| T: share Ss sheets of paper and guide them to do the task.           |   |     |            |          |        |        |       |          |      |
| Ss: work in groups: do exercise 1 in textbooks.(page16)              |   |     |            |          |        |        |       |          |      |
| Ss: make the sentences, using the words given.                       |   |     |            |          |        |        |       |          |      |
| T: present usage of “present simple to talk about general truths”    |   |     |            |          |        |        |       |          |      |

|  |  |  |
|--|--|--|
| <p>Ss: take notes and memorize.</p> <p>Ss: do exercise 2 in textbooks.</p> <p>T: guide Ss to learn at home .</p> <p>Ss: do as directed .</p> | <p>-Prepare: "READ"</p> <p>+find out new words.</p> <p>+read the passage and answer the questions in<br/>textbook.(a → f / page14 ).</p> |  |
|--|--|--|

----- ♪ THE END ♪ -----

**Planning date :**

**Teaching date :**

**UNIT ONE: MY FRIENDS**

**Lesson 5: READ**

**I. OBJECTIVES :**

By the end of the lesson, students will be able to know more about Ba's friend

**II . LANGUAGE CONTENTS ::**

## 1/ Vocabulary :

(ADJ)reserved , sociable

(n) character , , joke, orphanage, sence of humor

## 2/ Grammar :

**III . TEACHING AIDS :** Cassette, picture

**IV . TECHNIQUES:** Communitive approach

## E/ PROCEDURES :

1. **Warm up (2'):** sing a song

2. **Check up (5'):**Checking the old lesson by asking a pupil to write some vocabulary and describe a person

3. **New lesson:**

| <u>Teacher's and students' activities</u>  | <u>Content</u>   | <u>T</u> |         |    |   |    |   |    |   |    |   |                               |
|--|--|----------|---------|----|---|----|---|----|---|----|---|-------------------------------|
| <p>. * Pre-teach vocabulary:</p> <p>- Have ps read the words in chorus then ask them to read again in front of the class.</p> <p>- Checking by rub out and remember</p> <p>* T/F statements prediction:</p> <p>+ Set the scene: These statements are about Ba and his friends, read them and guess which are true, which are false.</p> <p>- Have ps practice in pairs.</p> <p>Call some ps to give their answers.</p> <p>- Write the answers on the board.</p> <p>- Ask the to read the text then correct the answers.</p> <p>* Multiple choice:</p> <p>- Have ps practice the exercise 1 on page 14.</p> <p>- Ask them to work in pairs to choose the best answer.</p> | <p><b>UNIT ONE: MY FRIENDS</b></p> <p><b>Lesson 4: READ</b></p> <p><u>I. New words</u></p> <p>- Reserved (a) : dè dặt, ít nói</p> <p>- Sociable ( adj) hào phóng</p> <p>- joke(n): câu chuyện hài</p> <p>- character(n) : tính tình</p> <p>- orphanage (n): trại trẻ mồ côi</p> <p>- Sense of humor: tính hài hước</p> <p>I*. T/F</p> <p>a) Ba only has three friends-Bao, Khai and Song.</p> <p>b) Ba and his friends have the same characters.</p> <p>c) Bao – Song and Khai are quite reserved in public.</p> <p>d) They all enjoy school and study hard.</p> <table><tr><th>Guess</th><th>Correct</th></tr><tr><td>a.</td><td>F</td></tr><tr><td>b.</td><td>F</td></tr><tr><td>c.</td><td>F</td></tr><tr><td>d.</td><td>T</td></tr></table> <p><b><u>II. Choose the best answer.</u></b></p> | Guess    | Correct | a. | F | b. | F | c. | F | d. | T | <p>5'</p> <p>8'</p> <p>5'</p> |
| Guess  | Correct  |          |         |    |   |    |   |    |   |    |   |                               |
| a.   | F  |          |         |    |   |    |   |    |   |    |   |                               |
| b.   | F  |          |         |    |   |    |   |    |   |    |   |                               |
| c.   | F  |          |         |    |   |    |   |    |   |    |   |                               |
| d.   | T  |          |         |    |   |    |   |    |   |    |   |                               |

|  |   |                                |
|--|---|--------------------------------|
| <p>a) Ba talks about ... of his friends.<br/> b) Bao's volunteer work.....<br/> c) Khai and Song .....<br/> d) Ba's friends sometimes...his jokes.</p> <p>- Call some pairs to tell their answers</p> <p>* Comprehension questions<br/> Ask ps to work in pairs to do exercise 2 on page 14</p> <p>a) How does Ba feel having a lot of friends?<br/> b) Who is the most sociable?<br/> c) Who like reading?<br/> d) What is a bad thing about Ba's jokes?<br/> e) Where does Bao spend his free time?</p> <p>+ Have ps practice in pairs- asking and answering these questions.<br/> Work in group</p> | <p>- A. three B. all C. four D. none<br/> - A. helps him make friends.<br/> B. cause problems at exam time.<br/> C. does not effect his school work<br/> D. takes up a lot of time.<br/> - A. like quiet place C. dislike school<br/> B. don't talk in public D. enjoy sports<br/> - A. answer B. do not listen to<br/> C. laugh at D. get tired of</p> <p>*. Answer:<br/> a) – A; b) – C ; c) – B ; d) – D</p> <p><b><u>III. Ps practice answering the questions.</u></b></p> <p>a. He feels lucky having a lot of friends.<br/> b. Bao is the most sociable<br/> c. Khai likes reading.<br/> d. His jokes sometimes annoy his friends.<br/> e. Bao spends his free time doing volunteer work at a local orphanage.</p> <p><b><u>IV. Talk about one of your friend</u></b></p> <p><b><u>V. HOMEWORK</u></b> : Ask ps learn by heart new words and do exercise in text book.<br/> Write a text about one of your friend<br/> Prepare new lesson</p> | <p>10'</p> <p>8'</p> <p>2'</p> |
|--|---|--------------------------------|

**Planning date :**

**Teaching date :**

**Period 6: UNIT ONE**

**WRITE**

### **I. OBJECTIVES :**

After finishing this lesson, students will be able to write a paragraph about their close friends

### **B/ LANGUAGE CONTENT:**

**I/ Vocabulary :**

**II/ Grammar :**

**C/ TEACHING AIDS** Textbook, pictures

**D/ METHOD** : Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

Students look at the table and guess

**II/ New lesson :**

| <u><b>Teacher's and students' activities</b></u>  | <u><b>Content</b></u>   |
|---|---|
| <p>- Ask sts to read the information about Tam then answer some questions</p> <p>S: work in pairs</p> <p>Some pairs of students practice before the class</p> <p>T: corrects</p>  | <p><u><b>Answers</b></u></p> <p>a. His name is Tam</p> <p>b. How old is he ? 14</p> <p>c. What does he look like ?</p> <p><b>He</b> is tall and thin</p> <p>d. What is he like ?</p> <p>He is sociable, humorous and helpful</p> <p>e. Where does he live ?</p> <p>He lives at 26 Tran Phu street, HN. He has short black hair</p> <p>f. Whom does he live with ?</p> <p>He lives with his mother, father and an elder brother</p> <p>g. Who is his friend ? Ba and Bao</p> |
| <p><b>2. While - writing</b></p> <p>Let students write a paragraph Tam, using the information they have just got. They have to work individually.</p> <p>- Ask the sts to compare with the</p> <p>Paragraph in their books on page 15</p> | <p>His/ her name is ..... and He/ she is ..... years old. He/she lives at ..... in .....with his</p> <p>grandmother, his parents and his younger sister, Mai. He/she is tall and slender. He, she has short black hair. He/ she's rather shy but friendly and helpful. He/she has a lot of friend but his/her are ..... and ....</p>  |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- Ask them to write some information about one of their friends, then write a paragraph about him or her</li> <li>- Get students to share with their partners and correct if possible.</li> </ul> <p><b>3. After - writing</b></p> <ul style="list-style-type: none"> <li>- Ask each student to write a similar paragraph about himself / herself</li> <li>- Move around the class and help the sts then ask some sts to speak in front of the class about himself.</li> </ul> |  |
|---|--|

### **F/ HOMEWORK**

- Ask sts to write another paragraph about one of their family members
- Prepare : LANGUAGE FOCUS

\*\*\*\*\*

**Planning date :**

**Teaching date :**

**UNIT ONE**

**Period**

**LANGUAGE FOCUS**

### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to use :

+ Simple present tense.

+ To talk about general truths and write some sentences using the structure :

(not) + adj + enough + to inf

## **B/ LANGUAGE CONTENT :**

### **I/ Vocabulary :**

planet (n), Mars, Mercury, silly

### **II/ Grammar :**

- Simple present tense
- Present simple to talk about general truths
- (not) + adj + enough + to inf

## **C/ METHOD :**

Communitive approach

## **D/ TEACHING AIDS**

Pictures, chalks, tables

## **E/ PROCEDURES :**

### **I/ Warm up :**

- Prepare twelve cards with numbers on one side and the verbs on the other
- Make sure the verbs are mixed up. Stick the cards on the board so sts can only see the numbers.
- Devide sts into two teams and ask them to choose two numbers
- Turn the cards over and see if they match

|         |      |       |          |      |         |
|---------|------|-------|----------|------|---------|
| meet    | come | live  | think    | send | thought |
| receive | met  | lived | received | came | sent    |

## **II/ New lesson :**

### **\* Drill :**

#### **1. Complete the paragraph :**

- Ask sts to use the simple present and simple past tense to complete paragraph 1 on page 16
- Provide some verbs so that sts can use them to fill in the gaps
- Ask them to work individually and then compare their answers with their partners
- Give feedback

\* **Keys :**     2. lives     3. sent     4. was     5. is     6. comes

#### **2. Complete the dialogue :**

##### **a. Pre - teach V :**

- + planet (n) : ( the sun, the moon, the earth ... ) hành tinh
- + Mars (n): Sao hỏa
- + Mercury (n): sao thủy
- + Silly ( adj ) : ngốc , khờ khạo



- Call on two sts or two teams of students to the front of the class
- Make sure they stand at an equal distance from the board
- Call out one new word in Vietnamese, two sts must run forward and slap the word on the board. The one who first slaps the correct word is the winner
- Continue to ask two more sts to come forward
- Go on until sts have slapped all the words

### **b. Review of simple present tense**

- Review simple present tense : formation, usage
- Focus on one of the usage of Simple present. It is used to express an action which is always true
- Give sts five verbs : be - move - set - rise - go
- Ask them to complete the dialogue ( in pairs )
- \* Keys :     1. sets         2. goes         3. moves     4. is    5. is    6. is

### **3. Look and describe :**

- Ask them to look at the picture on page 17 quickly. Then let them keep their books closed.
- Divide the class into four groups
- Give sts two questions, the group which answer correctly the fastest wins the game.
- a. How many people are there in the picture ? ( Four )
- b. What is each person wearing ?

The man standing next to the taxi is wearing a yellow shirt and black trousers the woman is carrying a shoulder bag, and is wearing a green skirt and red blouse. The boy sitting on the ground and holding his head is wearing blue shorts and white shirt; the man across the street is wearing blue trousers and pink shirt

### **4. (Not) + adj enough + To inf**

- T introduces how to use this structure "(not) + adj enough + to inf"
- Sts practice in pairs
- Ask some pairs read the sentence before the class
- \* **Keys** : a. not big enough b. not old enough c. strong enough d. good enough

### **III/ Homework :**

- Ask sts to write five sentences about them using the structure  
" (not) + adj enough + To inf "

**Planning date :**

*period 7*

## **UNIT 2     MAKING ARRANGEMENTS** **( Getting started- Listen and read )**

### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to use the telephone to make and confirm arrangements

**B/ LANGUAGE CONTENT :**

***I/ Vocabulary :*** answering machine, telephone directory, address book

***II/ Grammar***

**C/ METHOD :**

Communitive approach

**D/ TEACHING AIDS**

Textbook, poster, picture ( page 18 )

**E/ PROCEDURES :**

***I/ Warm up :*** Ask sts to match each object with its name ( page 18 )

\* **Answers :** T - the whole class

a. an answering machine

b. a mobile phone

c. a fax machine

d. a telephone directory

e. a public telephone

d. an address book

\* **Definition :**

1. To send fax

2. To find someone's telephone numbers

3. To write addresses and telephone numbers

4. To make a phone call a street telephone box

5. To leave and take messages

6. To make phone call anywhere you like

\* **Answer :** a - 5 ;      b - 6 ;      c - 1 ;      d - 2 ;      e - 4 ; f - 3

**II/ New lesson :**

| <u><b>Teacher's and students' activities</b></u>   | <u><b>Content</b></u>  |
|--|--|
| <p><b>1. Pre - reading</b></p> <p>- Set the scene : " Hoa and Nga are talking on the phone. They are talking about going to see a movie ?</p> <p>- Ask sts to guess</p> <p>- Give feedback ( Pair work )</p> <p><b>2. While - reading</b></p> <p>Ask sts to read the conversation between Nga and Hoa one page 19 and give them feedback ( individually work )</p> <p><b>* Comprehension questions</b></p> <p>- Give sts some questions and ask them to work in pairs to answer them</p> <p><b><u>Questions :</u></b></p> <p>1. What is Hoa's telephone number ?</p> <p>2. Which movie are they going to see ?</p> <p>3. How is Hoa going to see the movie ?</p> <p><b>3. After - reading :</b></p> <p>Ask students to play the roles of two sts who are talking on the phone making arrangements</p> <p><b><u>G/ HOMEWORK</u></b></p> | <p>a. Who made the call ?</p> <p>b. Who introduced herself ?</p> <p>c. Who invited the other to the movie?</p> <p>d. Who arranged a meeting place ?</p> <p>e. Who arranged the time ?</p> <p>f. Who agreed to the time ?</p> <p><b><u>Answers :</u></b></p> <p>a. Nga made the call</p> <p>b. Nga introduced herself</p> <p>c. Nga invited Hoa to the movie</p> <p>d. Nga arranged a meeting place</p> <p>e. Hoa arranged the time</p> <p>f. Nga agreed to the time</p> <p><b><u>Answers :</u></b></p> <p>1. Her telephone number is 3847329</p> <p>2. They are going to see the movie Dream City at Sao Mai Movie Theater</p> <p>3. Hoa is going to see the movie by bike</p> <p><b>* Matching the phrases with their meanings</b></p> <p>a. Hold on                      1. Noù nước chiều ở nhà?</p> <p>b. Is it thirty all right ? 2. Khà xa</p> <p>c. Where is it on ?    3. 6.30 được chứ</p> <p>d. A bit far from      4. Chờ màu</p> <p><b>* Answers:</b> a - 4 , b - 3 , c - 1 , d - 2</p> <p>Lan : 854146</p> <p>Mai : Can I speak to Lan please?</p> <p>Lan : Yes , Lan speaking</p> <p>Mai : hello ,Lan, this is Mai</p> |

**Planning date :**

**Teaching date :**

**Period 8**

**UNIT 2**

**SPEAK - LISTEN**

**I. OBJECTIVES :**

By the end of the lesson, sts will be able to talk on the telephone and about using telephone and complete telephone message .

**B/ LANGUAGE CONTENT :**

*I/ Vocabulary*

*II/ Grammar*

**C/ METHOD :**

Communitive approach

**D/ TEACHING AIDS**

Textbook, cards

**E/ PROCEDURES :**

**I/ Warm up :**

T asks the whole class

+ Talk to student about using telephone

\* Do you have a telephone at home ?

\* How often do you make a phone call ?

\* What would you ( like) say when you pick up the phone to answer it ?

| <b><u>Teacher's and students' activities</u></b>   | <b><u>Content</u></b>  |
|--|--|
| <b><i>1. Presentation</i></b><br>- Ask sts to do ex 1 on page 20<br>- Sts have to work in pairs to put the sentences in the correct order to make a complete conversation<br><br>T asks the whole class review the structure " Going to"<br><b><i>2. Practice</i></b><br><br>* Word cue drill<br><br>Are you going to see a movie ?<br>Yes, I am / No, I'm not<br>a. See a movie | <b>Answers :</b><br><br>1b            5i            9g<br>2f            6c            10h<br>3j            7e            11d<br>4a            8k |

|   |  |
|---|--|
| b. play sports x  |  |
| <p>c. meet your friends</p> <p>d. do your homework x</p> <ul style="list-style-type: none"> <li>- Ask them to practice asking and answering</li> </ul> <p><b>* Productions</b></p> <p>Play role : pair work</p> <ul style="list-style-type: none"> <li>- Set the scene : " Ba and Bao are making arrangements to play chess</li> <li>- Asks them to work with their partners</li> </ul> <p>to complete the dialogue</p> <ul style="list-style-type: none"> <li>- Asks them to play the roles of Ba and Bao to practice the dialogues</li> <li>- Asks Ss to make the similar arrangements and practice talking with a partner</li> </ul> <p style="text-align: center;"><b>LISTEN</b></p> <p><b>1. Pre - listening</b></p> <ul style="list-style-type: none"> <li>- Ask sts to look at the form of the telephone message one page 21 and set the scene "<i>a women phone the principal of Kingston junior high school, but he was out</i>"</li> <li>- Have sts guess the message</li> <li>- Let sts work in pair</li> <li>- Give feedback</li> </ul> <p><b>2. While - listening</b></p> <ul style="list-style-type: none"> <li>- Get sts to listen to the tape twice and fill in the message, compare with their guess</li> </ul> <p><b>3. After – listening</b></p> <ul style="list-style-type: none"> <li>- Ask some good students to read the message before the class</li> </ul> | <p>Ba :</p> <p>Bao : May I speak to Ba, please ? This is Bao</p> <p>Ba :</p> <p>Bao : I'm fine, thanks , And you ?</p> <p>Ba :</p> <p>Bao : Can you play chess tonight ?</p> <p>Ba :</p> <p>Bao: What about tomorrow afternoon?</p> <p>Ba :</p> <p>Bao: I'll meet you at the Central Chess Club</p> <p>Ba :</p> <p>Bao: Is 2.00 o'clock OK ?</p> <p><b>*Answer</b></p> <p>Date : Tuesday</p> <p>Time</p> <p>For : The Principal</p> <p>The Message : Mr Nguyen wanted principal to see you at 9.45 in the Telephone number : morning</p> |

**F.Homework:**      -Learn your lesson      -Prepare U2 Read

**Planning date :**

*Period9*

**Teaching date :**

**UNIT 2**

**READ**

**I. OBJECTIVES :**

After finishing this lesson, students will be able to know more about Alexander Graham Bell.

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :**

emigrate (v), transmit, conduct , demonstrate, device, a deaf - mute

**II/ Grammar :**

**C/ TEACHING AIDS**

Textbook, posters, pictures of Bell

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

\* Brainstorming :

Let sts answer the questions by coming to the board and write

To chat with friend

to communicate

What is the telephone used for

\* Possible answers :

- To have a message
- To call someone
- To make arrangements
- To talk a person who lives far from
- To get information at the airport or railway stations quickly .

| <b><u>Teacher's and students' activities</u></b>                    | <b><u>Content</u></b>   |
|---|---|
| <b><i>Pre - reading (Practice 1 )</i></b><br><br>- Check vocabulary | <b><u>New words</u></b><br><br>- emigrate (v) di dō<br>- transmit (v-) truyền phát<br>- conduct (v) tiến hành |

|   |  |
|---|--|
| <p>- Ask students repeat the words in chorus</p> <p>then rub out word by word but leave the circles</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">conduct</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">transmit</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">emigrate</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">Deaf -mute</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">Demonstrate</div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; margin: 5px;">device</div> </div> | <p>- demonstrate (v) thể hiện, chứng minh</p> <p>- device (n) thiết bị</p> <p>- deaf – mute: ngồôôi cââm ñieác</p>   |
| <p>- Go on until sts can remember the word</p> <p>- Get sts to write the words again in the correct circles</p> <p><b>II/ True / False :</b></p> <p>- Hang the posters of T/F statements on the board and ask sts to work in pair and guess which statements are true and which are false</p> <p>- Give feedback</p> <p>- Ask them to read the text on page 21 - 22 and check their prediction</p> <p>- Have them correct False statements</p> <p><b><u>2. While reading</u></b></p> <p>- Ask sts to look at the book page 22</p> <p>- Get sts to read the events of Bell's life and put them in the correct order</p>  | <p>a. Alexander G.Bell was born in the USA</p> <p>b. He worked with deaf- mute patients in a hospital in Boston</p> <p>c. Thomas Watson was Bell's assistant</p> <p>d. Bell and Watson introduced the telephone in 1876</p> <p>e. Bell experimented with ways of transmitting speech between deaf- mutes over a long distance</p> <p>f. Bell demonstrated his inventions at a lot of exhibitions</p> <p>Guess answer      Correction</p> <p>a. F He was born in Edinburgh in Scotland</p> <p>b. F He worked with deaf - mute patients at Boston University</p> <p>d. F He introduced telephone in 1876</p> <p>c. T</p> <p>e. He experimented with ways transmitting speech over a long distance</p> <p><b>III/ Ordering</b></p> <p>Alexander Graham Bell</p> <ol style="list-style-type: none"> <li>1. Was born in Scotland</li> <li>2. Went to live in Canada</li> <li>3. Went to live in the United States</li> <li>4. Worked with people who could neither speak nor hear</li> <li>5. worked with Thomas Watson</li> <li>6. Successfully demonstrated his inventions</li> </ol> |

|  |                                  |
|--|----------------------------------|
| <p>- ask them to compare with their partners</p> <p><b>3. After - reading</b></p> <p>Get sts to write a paragraph about Bell's life, using the information from the text</p> <p>- Let them swap their writings and correct</p> | <p>7. invented the telephone</p> |
|--|----------------------------------|

### **F/ HOMEWORK**

- Ask them to write a paragraph ( they have just written and corrected with their friends ) into their notebooks
- Prepare U<sub>2</sub> : Write

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**Planning date :**

*Period 10*

**Teaching date :**

## **UNIT 2 : WRITE**

### **I. OBJECTIVES :**

After finishing this lesson, students will be able to write a telephone message

### **B/ LANGUAGE CONTEN :**

**Vocabulary :** Customer, Delivery, stationery, pick up

**Grammar :**

### **C/ TEACHING AIDS**

Textbook

### **D/ METHOD :**

Communitive approach

### **E/ PROCEDURES :**

#### **I/ Warm up :**

Jumbled words :

- Write the words whose letters are in a random order on the board
- Divide the class into 2 teams. Students from 2 teams go to the board and write the correct words
- The team which writes more correct words first wins the game

1. Mcuestor = Customer

2. ayddmi = Midday

3. essgmea = Message

4. Nifurretu = Furniture



| <u><b>Teacher's and students' activities</b></u>   | <u><b>Content</b></u>  |
|--|--|
| <p><b>Pre - writing</b></p> <p><u>* Chatting :</u></p> <ul style="list-style-type: none"> <li>- Talk to sts about taking a telephone message</li> <li>- Have you ever taken a telephone Message ? ( Yes / No )</li> </ul>  |  |
| <ul style="list-style-type: none"> <li>- When you take a message, What should be mentioned in the message?<br/>( Date, time, who sent, to whom, contents)</li> </ul> <p>* <i>Pre - teach</i> V<sub>o</sub>- T explains new words-<br/>Sts listen, repeat and copy down</p> <p><b>2. While - writing</b></p> <p>* <i>Reading and gap filling</i></p> <ul style="list-style-type: none"> <li>- Ask sts to read the message and fill in the gap in the passage on page 23</li> <li>- Let sts work in pair</li> <li>- Ask sts to read passage 2 on page 23 to get informations and write the message</li> <li>- Let sts write individually then share with a partner</li> <li>- Ask sts to write another message</li> <li>- Set the scene : " Tom phoned Nancy but she was out, Liza, Nancy's sister took a message for Nancy. Help Liza to write a message</li> </ul> | <p><b>New words :</b></p> <ul style="list-style-type: none"> <li>- Customer (n) khách hàng</li> <li>- Delivery (n) chuyển giao</li> <li>- Stationery (n) Văn phòng phẩm</li> <li>- Pick someone up <b>lấy ai</b></li> </ul> <p>*<b>Answers :</b> phoned, May 12 , speak , took, name delivery, at</p> <p>*<b>Answers :</b></p> <p style="text-align: center;"><b><i>Thanh Cong Delivery Service</i></b></p> <p>Date : June 16</p> <p>Time : After midday</p> <p>For : Mrs Van</p> <p><b>Message :</b> Mr Nam called about his stationery order. He wanted you to call him at 8634082</p> <p>Taken by : Mr Toan</p> <p>*<b>Answer :</b></p> <p>Date :</p> <p>Time :</p> <p>For : Nancy</p> <p>Message : Tom called about playing tennis this afternoon. He will come over to pick you up at 1.30</p> <p>Taken by : Liza</p> |

|                           |  |
|---------------------------|--|
| <b>3. After – writing</b> |  |
|---------------------------|--|

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>- Let sts work in pairs</li><li>- Give feedback</li></ul> |  |
|---|--|

**F/ HOMEWORK**

- Ask sts to write the message on their notebook. - Prepare : LANGUAGE FOCUS

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**Planning date :**

**Teaching date :**

**UNIT 2 : § 11. LANGUAGE FOCUS**

**I. OBJECTIVES :**

After finishing this lesson, students will be able to talk about intentions with "be going to"

+ Further practice in adverbs of place

**B/ LANGUAGE CONTENT :**

*Vocabulary :*

*Grammar :*

- be going to
- Adverbs of place

**C/ TEACHING AIDS**

Textbook , posters

**D/ METHOD :**

Communicative approach

**E/ PROCEDURES :**

**I/ Warm up :**

- T asks some questions :
  1. What are you going to do tonight ?
  2. Where are you going to stay next summer ?
- Ps answer the questions

| <b><u>Teacher's and students' activities</u></b>   | <b><u>Content</u></b>  |
|--|--|
| <p>- Ask some questions to check sts' understanding and focus on the structures</p> <p><b>"going to"</b></p> <p>1. What do they intend to do ?</p> <p>They intend to go to the pop concert</p> <p>2. What time are they meeting ? Where ?</p> <p>They meeting inside the center at 7.15</p> <p>3. What form of the verbs do you use to talk about intentions ?</p> <p><b>* "Be going to"</b></p> <ul style="list-style-type: none"><li>- Form : <b>S + be going to + inf</b></li><li>- Used : Express an intentions</li><li>- Model two cues then ask sts to repeat</li></ul> <p>chorally then individually</p> <ul style="list-style-type: none"><li>- Ask some sts to practice asking and answering</li><li>- Ask the whole class to work in pairs</li></ul> | <p><b><u>1. Work with the partner :</u></b></p> <ol style="list-style-type: none"><li>a. They're going fishing</li><li>b. She's going to read the new novel</li><li>c. She's going to do her home work</li><li>d. He's going to watch an action movie on TV tonight</li><li>e. She's going to give him a birthday present</li></ol> <p><b><u>2. Copy : Model sentences :</u></b> Are you going to see a movie ? Yes, I am ? No, I'm not</p> <ol style="list-style-type: none"><li>a. See a movie √</li><li>b. Play sports x</li><li>c. meet your friends √</li><li>d. help your mother √</li></ol> |

|  |   |
|--|---|
| <p>- Hang the poster of the word with disordered letters on the board and tell</p> | <p><b><u>3. Complete : Jumbled words</u></b></p> <ol style="list-style-type: none"><li>1. Tdeouside</li><li>5. stupairs</li></ol> |
|--|---|

|  |  |
|--|--|
| <p>the sts that they are adverbs of place</p> <ul style="list-style-type: none"> <li>- Ask them to go to the board and write the meaningfull words</li> <li>- Let them work individually, one student one word</li> <li>- Make sure students know the meaning of these adverbs</li> </ul> <p><u>Answers:</u></p> <ul style="list-style-type: none"> <li>- Ask them to do ex 3 on the page 26</li> <li>- Let them work in pairs then compare with another pairs</li> <li>- Give feedback</li> </ul> | <p>2. Siiden                      6. downstairs</p> <p>3. here                        4. there</p> <p><u>keys</u> : 1. outside    2. inside    3. There</p> <p>                                 4. here 5. upstairs    6. downstairs</p> <p>a. Where is Tuan ?</p> <p>b I think he is here</p> <p>c. He isn't downstairs and he isn't upstairs</p> <p>d. I'm not outside</p> <p>e. No, he isn't there.</p> <p>f.I'm inside, Ba</p> |
|--|--|

### **F/ HOMEWORK**

- Write six sentences about your house, using adverbs of place
- Prepare U<sub>3</sub>: Getting started - Listen and read

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**Teaching date : 22/09/09**

***Period 12 Unit 3: AT HOME***  
**GETTING STARTED - LISTEN AND READ**

### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to understand the dialogue

**B/ LANGUAGE CONTEN :**

**I/ Vocabulary** : Grandma, cupboard, steamer, saucepan, frying pan,  
chore, yourself

**II/ Grammar** : Reflexive pronouns

**C/ TEACHING AIDS** : 6 pictures

**D/ METHOD** :

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

**Kim's game**

- Show 6 pictures ( getting started ) to sts
- Ask them to look at 6 pictures quickly in 30 seconds and try to remember the verbs in the pictures as many as possible
- Which team remembering more verbs is the winner

**\* Answers :**

- a. wash dishes/ do the washing (machi ) up
- b. make the bed
- c. sweep the floor
- d. cook
- e. Tidy up

| <b><u>Teacher's and students' activities</u></b>  | <b><u>Content</u></b>  |
|---|--|
| <ul style="list-style-type: none"><li>- Write the words on the blackboard . Each word is inside a circle</li><li>- Get sts to repeat the words and then rub out one of the words but do not rub out the circle</li><li>- Get sts to repeat the words including the rubbed out word by pointing at the empty circle</li><li>- Continue until all the circles are empty</li><li>- Ask them to go to the board and fill in the</li></ul> | <p>New words :</p> <ul style="list-style-type: none"><li>- Steamer ( n )   noài haáp</li><li>- frying pan   chaûo chieân</li><li>- Cupboard (n)     tuû chăin</li><li>- Sauce pan (n)    caùi noài</li><li>- Chore (n)     coâng vieäc nhaø</li><li>- Myself-- yourself (pron)</li><li>  Herself ( pron)   - Ourselves (pron) -</li><li>  Himself (pron)   -Themselves (pron)</li></ul> <p>- Cook dinner</p> |

|   |  |
|---|--|
| <p>circles with the correct words</p> <ul style="list-style-type: none"> <li>- Set the scene of the dialogue between Nam his mother, and Mrs Vui</li> <li>- Get sts to listen to the dialogue while looking at their books</li> <li>- Ask sts to complete the list of the things Nam has to do</li> </ul> | <ul style="list-style-type: none"> <li>- Go to the market to by fish and vegetables</li> <li>- Call his Aunt, Mrs Chi and ask her to meet his mother at grandma's house</li> </ul> |
|---|--|

|  |  |
|--|--|
| <p><b>* <u>Presentation</u></b></p> <ul style="list-style-type: none"> <li>- Ask them to practice in pairs</li> <li>- Form : Have, has to + inf + Must + inf</li> <li>- Meaning : phải ( laøm gì )</li> <li>- Use : What do you have to do ?</li> </ul> <p>I must do the washing up</p> <p><b>* <u>Practice</u> :</b></p> <ul style="list-style-type: none"> <li>- Feed - empty - do - tidy - sweep - clean dust</li> <li>- Ask them to look at the pictures and complete the dialogue between Nga and Lan, using must or have to together with the verbs given</li> </ul> <p><b>* <u>Further practice</u></b>- Ask sts to work in pairs, practice the dialogue</p> <ul style="list-style-type: none"> <li>-Write the things you have to do on Sunday</li> </ul> | <p>Use the picture cues drill a. do the washing<br/>b. Make the bed<br/>c. Sweep the floor<br/>d. Cook dinner<br/>e. Tidy my room<br/>f. Feed the kitchen</p> <p><b><u>Answers</u></b> Nga:Can you come to the movie, Lan<br/>Lan : No, I have to do my chores<br/>Nga : What do you have to do ?<br/>Lan : I must tidy my bedroom.<br/>Then I have to dust the living room and I must sweep the kitchen floor, too<br/>Nga :That won't take long. What's else ?<br/>Lan : I have to clean the fish tank</p> |
|--|--|

**\* HOMEWORK**

\*\*\*\*\*

Planning date :

Teaching date : 23/09/09

Period 13

### UNIT 3 : SPEAK

#### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to

- Use the prepositions of the place to talk about the positions of furniture in the house.

#### **B/ LANGUAGE CONTEN :**

**I/ Vocabulary** : Rug , cushion

**II/ Grammar** :

**C/ TEACHING AIDS** : 2 pictures on page 28, 29, pictures on page 30.

**D/ METHOD** : Communitive approach

#### **E/ PROCEDURES :**

**I/ Warm up** : **Kim's game**

- Divide the class into 2 teams
- Show the picture of a kitchen in the picture ( for 30 second )
- Take away the picture and ask sts to write down as many things as they can remember
- Which team having more things win the games

| <b><u>Teacher's and students' activities</u></b>   | <b><u>Content</u></b>   |
|--|---|
| <b><u>II/ Presentation</u></b><br>- Ask sts the positions of the items in the picture<br><br>- Ask them to practice in pairs<br><br><br><br><br><br><br><br><br><br><b><u>* III/ Practice :</u></b><br>Get sts to work in pairs, talking about the position of each item | <b><u>New words</u></b> —<br>- Rug (n) taám taâm<br>- Cushion (n)caùi goái<br><br><b><u>1. Talk about the position of each item</u></b><br>- Where is the clock? It's above the fridge<br>the fruit ? - in the bowl<br>the flowers? - on the table<br>rice cooker ? - next to the bowl of fruit<br>the knives ? - They're on the wall<br><br><b><u>Ex :</u></b> The calender is on the wall, above the stove<br>- The knives are on the wall, under the cupboard<br><br><b><u>Answers :</u></b> |

|   |   |
|---|---|
| <p><b><u>* IV Further practice</u></b></p> <p>- Set the scene : " Mrs Vui bought new furniture for her living room but she can't decide where to put it<br/>You should help her to arrange the furniture</p> <p>- Ask sts to look at the picture and talk about their ideas</p> <p><b>*Homework:</b></p> <p>- Learn your lesson</p> <p>- Prepare U<sub>3</sub> : Listen</p> | <p>- Let's put the clock on the wall between the shelves and the picture</p> <p>- Ok, I think we ought to put the TV and the stereo on the shelf</p> <p>- I think the coffee table should be between the couch and the arm- chair</p> <p>- Let's put the telephone next to the couch</p> <p>- Ask them to practice in pair</p> <p>- I think we should put the magazines above the books on the shelves</p> <p>- I think the shelves ought to be at one of the corners, opposite the couch</p> |
|---|---|



**Planning date :**

**Period : 14**

**Teaching date : 24/09/09**

### **UNIT 3 : LISTEN**

#### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to identify the right item by listening

#### **B/ LANGUAGE CONTENT :**

***I/ Vocabulary :***

***II/ Grammar :***

**C/ TEACHING AIDS** : 2 pictures on page 28, 29, pictures on page 30.

**D/ METHOD** : Communitive approach

#### **E/ PROCEDURES :**

***I/ Warm up :***

##### **Bingo :**

- Ask sts to write down on their notebooks 5 things you can eat.

- Prepare a list of food then call out each word in a loud voice.

- Sts listen to the teacher carefully. If anyone has the same things, they cross them out. The first person crossing out all five things shouts "Bingo" and wins the game.

**\* Suggested list of food** : chickens, beef, cake, candy, noodles, bread, rice, ham, peas ....

| <b><u>Teacher's and students' activities</u></b>   | <b><u>Content</u></b>  |
|--|--|
| <p><b><u>II/ Pre - listening</u></b></p> <p>- Get sts to look at page 30 and guess 4 things they use to cook the " Special Chinese Fried Rice" T explains words <b><u>II/</u></b></p> <p><b><u>While – listening</u></b></p> <p>- Give feedback</p> <p>- Sts listen to the tape and check their predictions</p> <p>- Ask them to practice (individually) and</p> | <p><b><u>New words :</u></b></p> <ul style="list-style-type: none"><li>- Garlic (n) / a i / tỏi</li><li>- Ham (n) thòt giâm bông</li></ul> <p><b><u>Answers</u></b></p> <ul style="list-style-type: none"><li>a. Fried Rice</li><li>b. Pan</li><li>c. Garlic and green peppers</li><li>d. Ham and peas</li></ul> <p><b><i>*The Tape Transcript:</i></b></p> <p>Lan: Can I help you cook dinner, Nam?</p> <p>Mrs Tu: Sure. You can cook the special</p> |

|  |  |
|--|--|
| <p>then practice in pairs</p> <p>- Give feedback</p> <p><b>IV. <u>After - listening</u></b></p> <p>- Ask sts to read the sentences</p> | <p>Chinese Fried Rice for me , use the big pan , please?</p> <p>Lan: Ok. How much oil do I put in?</p> <p>Mrs Tu: Just a little wait until it's hot and then fry the garlic and the green peppers</p> <p>Lan: Do I put the ham and the pea in now?</p> <p>Mrs Tu: Yes. And you can just the rice and a teaspoon of salt in.</p> <p>Lan: Yummy! It smells delicious</p> |
|--|--|

**G/ HOMEWORK** - Learn your lesson - Prepare U<sub>3</sub> : Read

\*\*\*\*\*

**Planning date :**

**Teaching date : 25/09/09**

**UNIT 3 : §15.**

**READ**

**I. OBJECTIVES :**

After finishing this lesson, students will be able to understand the safety precautions in the house

**B/ LANGUAGE CONTEN :**

**I/ Vocabulary :** Precaution, socket , match, object , safety , destroy, injure

**II/ Grammar :** Modal verbs : Must, have to, ought to

**C/ TEACHING AIDS**

Textbook, pictures, realias

**D/ METHOD :**

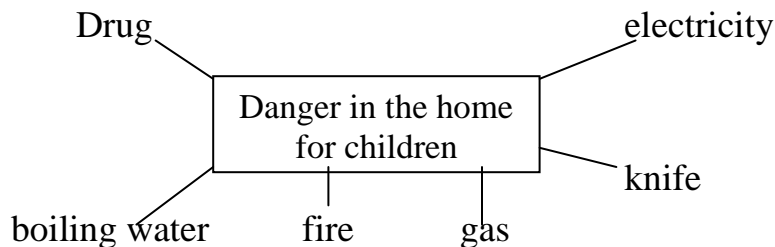
Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

**\* Brainstorming :**

Let sts answer the questions by coming to the board and write



| <b><u>Teacher's and students' activities</u></b>   | <b><u>Content</u></b>  |
|--|--|
| <p><b><u>Pre - reading (Practice 1)</u></b></p> <ul style="list-style-type: none"><li>- Put the new words all over the blackboard</li><li>- Call two sts or 2 teams of sts to the front of the class. Ask them to stand at an equal distance from the board</li><li>- T calls out one of new words (in Vietnamese) in aloud voice, two sts must run forward and slap the word on the board</li><li>- The one who first slaps the correct word is</li></ul> | <p><b><u>New words</u></b></p> <ul style="list-style-type: none"><li>- Precaution (n) sõi caũnh baòo</li><li>- Socket (n) oà caém ñieän</li><li>- Match (n) dieâm queït</li><li>- Object (n) vaät</li><li>- Safety (n) sõi an toaøn</li><li>- Destroy (n) huyû dieät</li><li>- injure (v) bò thõng</li></ul> |

the winner . If sts play in team, the winning (get) team gets a mark. Then ask two more

sts to come forward, etc ....

- Ask them to read the statements and guess which is true or false
- Ask them to practice in pairs
- Give feedback

## **2. While reading**

- Ask sts to read the poster and check their predictions
- Ask sts to correct if the statement is false
- Ask sts to work in pairs to find out the answers of the questions
- Ask sts to work in open pairs and then closed pairs

## **3. After - reading**

- Ask sts to work in groups discussing about the topic

## **2. True /False**

- a. It is safe to leave medicine around the house
- b.T
- c. A kitchen is a suitable place to play
- d. Playing with one match cannot start a fire
- e. Putting a knife into an electrical socket is dangerous
- f. Young children do not understand that many household objects are dangerous

## **\* Reading the text**

| Guess | Correct |
|-------|---------|
| a     | F       |
| b     | T       |
| c     | F       |
| d     | F       |
| e     | T       |
| f     | T       |

## **\* Comprehension questions :**

- a. Because children often try to eat and drink them
- b. Because the kitchen is a dangerous place
- c. Because playing with one match can cause the fire
- d. Because children often try to put s.th into electrical sockets and electricity can kill
- e. Because the dangerous objects can injure or kill children.

## **Discussion :**

- a. Safety precautions in the street
- b. Safety precaution at school

## **F/ HOMEWORK - Prepare U<sub>3</sub> : Writing**

\*\*\*\*\*

**Planning date :**  
*Period 16*

**Teaching date : 28/09/09**

### **UNIT 3 : WRITING**

#### **I. OBJECTIVES :**

After finishing this lesson, students will be able to write a description of a room in their house

#### **B/ LANGUAGE CONTEN :**

**Vocabulary :** folder, beneath, towel rack , disk rack, lighting fixture

**Grammar :**

**C/ TEACHING AIDS :** Textbook, pictures

#### **D/ METHOD :**

Communitive approach

#### **E/ PROCEDURES :**

##### **Warm up :**

Chatting :

- Ask s.th about the room on page 23
- Which room is this ?
- What's this ? Where is it ?

| <b><u>Teacher's and students' activities</u></b>   | <b><u>Content</u></b>  |
|--|--|
| <b><u>Pre - writing</u></b> <ul style="list-style-type: none"><li>- T explains new words</li><li>- Sts listen, repeat and copy down</li><br/><li>- Ask Ss to read the descripton of Hoa's room theask some comprehension questions</li><li>- Write the description of the kitchen on page 33</li></ul> | New words: <ul style="list-style-type: none"><li>- Folder (n) kẹp giấy</li><li>- beneath (prep)</li><li>- Towel rack (n) khăn mặt</li><li>- Dish rack (n) kệ để bát</li><li>- Lighting fixture (n) đèn chùm</li></ul> <b><u>Questions :</u></b> <ul style="list-style-type: none"><li>a. What is there on the left of the room?</li><li>b. Where is the bookshelf ?</li><li>c. What is there on the right side of the room ?</li></ul> |

- Ask sts to description Hoa's kitchen, using the given cues

## **2. While - writing**

- Ask Ss to share with their partners
- Correct the mistakes from some corner of the room

## **3. After - writing**

Ask Ss to talk to their partners about their Room, living room, kitchen

d. Where is the wardrobe ?

### **Answers :**

- a. There is a desk on the left of the room
- b. The bookshelf is above the desk
- c. There is a window on the right side of the room
- d. The wardrobe is beside the window and opposite the desk

### **Answers :**

- This is Hoa's kitchen
- There is a refrigerator in the right descriptions
- Next to the refrigerator are the stove and the oven
- On the other side of the oven, there is a sink and next to the sink is a towel rack
- The dish rack stands on the counter, on the right of the window and beneath the shelves
- On the shelves and on the counter beneath the window, there are jars of sugar, flour and tea
- In the middle of the kitchen, there are a table and four chairs
- The lighting fixture is above the table, and directly beneath the lighting fixture is a vase with flowers.

### **Answer :**

## **F/ HOMEWORK**

- Ask sts to write a description of their bed room, living room.

\*\*\*\*\*

**Planning date : 29/09/09**

**Teaching date :**

***Period 17***

### **UNIT 3 : LANGUAGE FOCUS**

#### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to use :

- + Reflexive pronouns
- + Modal verbs : must, have to, ought to
- + Why – Because

#### **B/ LANGUAGE CONTENT :**

***Vocabulary :***

***Grammar :***

- + Reflexive pronouns
- + Modal verbs : must, have to, ought to
- + Why – Because

#### **C/ TEACHING AIDS**

Pictures in textbook

**D/ METHOD** : Communitive approach

#### **E/ PROCEDURES :**

**I/ Warm up :**

- T shows the pictures and introduces the new lesson :

**II/ New lesson :**

#### **1/ Complete the dialogue :**

- Ask sts to look at the pictures and then complete the dialogue
  - Give sts 7 words
  - + “ Feed – empty, do , tidy, sweep, clean, dust”
  - Ask them to use “ must or have to” together the verbs given
  - Ask sts to work in pairs, practicing the dialogue
- \* Keys :
- |                 |                  |
|-----------------|------------------|
| 1. must tidy    | 4. have to clean |
| 2. have to dust | 5. must empty    |
| 3. must sweep   | 6. must feed     |

-T explains how to use modal verbs

+ Form

|          |       |
|----------|-------|
| Must     | + inf |
| Have to  |       |
| Ought to |       |

+ Meanings : + Must/ have to : phải

+ Ought to : nên

## **2. Use “ought to” to give advice to these people**

- Ask sts to give advice to people in the pictures page 35

- Get Ss to practice 4 exchanges in pairs

### **\* Answers:**

b. I'm late

You ought to get up earlier

c. I'm fat

You ought to eat more fruit and vegetables

d. My tooth aches

You ought to see a dentist

## **3. Complete the dialogue, Use the reflexive pronouns in the box :**

- T explains the reflexive pronouns

+ **Form** : We use

|      |      |                      |
|------|------|----------------------|
| I    | with | myself               |
| you  | →    | yourself, yourselves |
| We   | →    | ourselves            |
| He   | →    | Himself              |
| She  | →    | Herself              |
| They | →    | Themselves           |
| It   | →    | Itself               |

+ **Usage** : emphatic pronouns : used to emphasize a person or a thing

**Ex** : She cut herself

John saw himself in the mirror

**Keys** :

|              |               |             |
|--------------|---------------|-------------|
| 1. ourselves | 4. himself    | 7. yourself |
| 2. myself    | 5. herself    |             |
| 3. yourself  | 6. themselves |             |

- Ask Ss to fill in the blanks with suitable reflexive pronouns or emphasis pronouns

- Give feedback

- Ask them to practice speaking in pairs

## **4. Wh – Because**

- Ask Ss to look at the pictures and read the model

- T explains how to make questions “Why” and answer

- Ask the to work in pairs



- Ask some Ss to answer ( the ques) before the class
- T corrects the mistakes
- Ask Ss to copy down

**\* Keys :**

b. Why did Nam have to cook dinner ?

Because his mother was home late

c. Why was Mrs Vui, Nam's mother home late ?

Because she has to come to see his grandmother , she was sick

d. Why did Ha fail her English exam ?

Because she didn't learn for her exam. She played the computer games

e. Why didn't Nga go to the movie ?

Because she had to do her chores. She had to clean the kitchen and sweep the living room

**F/ HOMEWORK**

- Learn your lessons (  $U_1 + U_2 + U_3$  ) U 4: Getting started - Listen and read

\*\*\*\*\*

**Planning date : 01/10/09**

**Teaching date :**

**Period : §18. REVIEW**

**I. OBJECTIVES :**

- Review all the structures they have learnt

**B/ LANGUAGE CONTEN :**

**Vocabulary :** in the Unit 1- unit 3

**Grammar :**

- |                                 |                      |
|---------------------------------|----------------------|
| + Present simple                | + Reflexive pronouns |
| + Not + (adj) + enough + To Inf | + Modal verds        |
| + Be going to                   | + Why – because      |
| + Adv of place                  |                      |

**C/ TEACHING AIDS**

**D/ METHOD :** Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

- Ask them to write the structures “enough”, Reflexive pronouns

**II/ New lesson :**

| <b><u>Teacher's and students' activities</u></b>   | <b><u>Content</u></b>   |
|--|---|
| <ul style="list-style-type: none"><li>- T reviews the structures they have learnt</li><li>- Sts do them ( chorally, individually )</li><li>- T corrects the mistakes</li><li>- Sts copy down</li><li>-Asks them to give the structure</li><li>- T gives some examples</li><li>- Sts combine</li><li>- T corrects the mistakes</li><li>- Ss copy down</li></ul> | <p><b><u>I/ Present simple</u></b></p> <ul style="list-style-type: none"><li>- T gives some example</li><li>1. The sun ( rise ) in the east</li><li>2. Bees ( make) honey</li><li>3. The earth ( move) around the sun</li><li>4. The moon ( go) around the Earth</li></ul> <p>Keys : 1. rises2. make 3. moves4. goes</p> <p><b><u>II. (Not) + adj + enough + To inf</u></b></p> <ul style="list-style-type: none"><li>1.He is tall. He can play volleyball</li><li>2. My sister is very old. She can drive a car</li><li>3. The worker is very clever. He can make fine things from wood.</li></ul> <p><b><u>Keys :</u></b></p> <ul style="list-style-type: none"><li>1. He is tall enough to play volleyball</li></ul> |

-Asks them to make questions  
 - S: work in pairs  
 Some Students write on board  
 T: corrects

T: calls some Ss to answer  
 T: reviews Adv of place, Reflexive pronouns, Modal verbs

T: asks Ss to do the exercise  
 Ss: write down and do it  
 T: calls Ss to answer  
 T: gives the keys  
 Ss: copy down

2. My sister is old enough to drive a car
3. The worker is clever enough to make fine things from wood

### **III/ Be going to**

1. Phuong is going to a party tonight  
( What / she / wear ) ?
  2. I have just bought a poster  
( where / you / put /it)
  3. My parents are going to China next summer ( How/ they/travel)?
- Keys : 1 What is she going to wear ?  
 2. Where are you going to put it?  
 3. How are they going to travel?

### **IV/ Why – because**

1. Children mustn't see that film ?  
Why mustn't children see that film?
2. I had to go to the police station last week  
Why did you have to the police station last week?

### **V/ Adv of place**

Inside # outside, upstairs # downstairs  
 Here # there.

**VI/ Reflexive pronouns** : myself, yourself( yourselves), herself, himself, themselves, ourselves.

### **VII/ Modal verbs** :

- Must, have to/ has to, should, ought to.  
 \* Choose the best answer to fill in the brackets:
1. I opened the box and look .....(**inside**, outside, downstairs )
  2. Let's go ..... and sit in the sun(inside, **outside**, downstairs )
  3. She ran .....to open the door for him inside, upstairs, **downstairs** )
  4. My sister often looks at .....in the mirror(**herself**, himself, yourself )
  5. Hoa and I ..... saw that

|   |  |
|---|--|
| <p><b>* Homework:</b></p> <ul style="list-style-type: none"> <li>- Learn by heart the words in Unit 1- Unit 3</li> <li>- learn the lesson at home</li> <li>- Preapare the Test</li> </ul> | <p>accident(herself , itself , yourself , <b>ourselves</b> )</p> <p>6. This refrigerator defrosts .....(herself , <b>itself</b> , yourself )</p> <p>7.Vietnamese children ..... wear uniform when they go to school . (Has to , <b>Have to</b>, should)</p> <p>8. Lan.....do her chores every day . (Has to , <b>Have to</b>, should)</p> <p>9. Miss Viet Nam often goes to the .....to help childrent ( market, shop, <b>orphanage</b>)</p> <p>10. Mr Van called about the .....delivery. ( sevice, <b>furniture</b>, stationery)</p> |
|---|--|

\*\*\*\*\*

**Planning date : 02/10/09**

**Teaching date :**

**Period 19**

**TEST: English 8**

**I/ Choose the best answer:(2marks)**

1. I often .....the chicken every day.  
A. feed                      B. do                      C. dust                      D.sweep
- 2.A.G.Bell demonstrated his invention in the.....  
A.experiment              B. exhibition              C.service              D.market
3. We can find the telephone numbers in the.....  
A.puplic telephone      B.fax machine              C. telephone directory
1. VietNameese students.....the school uniforms when they go to school  
A.have to wear              B. has to wear              C. wear                      D. ought to wear
4. They can look after..... few days.  
A. ourselves              B. yourselves              C. themself              D.themselves
6. He opens the box and looks.....  
A. inside                      B.downstairs              C.upstairs              D.outside
- 7.The Calendar is..... the clock and..... the wall  
A. under/on              B. on/in                      C.above/in              D.under/above
8. It is dangerous to let children .....in the kitchen.  
A.playing                      B.play                      C.plays                      D. played

**II/ Match the questions in column A to the answers in column B.(1.5 marks)**

| A  | B  |
|--|--|
| 1.Why does Hoa want to be a teacher?         | a. Because she played games a lot.                       |
| 2.Why did she fail the English test?         | b. It rises in the East and sets in the West             |
| 3. Where is the sun?                         | c. Because she loves children                            |
| 4. Are you going to drive your father's car? | d.No. thanks. I'm strong enough to lift it               |
| 5. Do you need any help?                     | e. She's beautiful and tall.                             |
| 6.What does she look like?                   | f. Don't be silly! I'm not old enough to drive that car. |

**\*Answers:**

- 1.....2.....3.....4.....5.....  
.....6.....

**III/ Put the Verds in the correct Tenses (1.5 marks)**

1. The Students in USA ( not wear).....the school uniforms.
2. Nam (see) .....his grandmother very often.
3. Do you like this bike?. My mother (give) .....me yesterday.

4. Mary wants new clothes for her birthday on Sunday. She (buy).....new clothes.
5. We have to (stay) ..... at home at night, but tonight We came out because We (go) .....to Nam's birthday party.

**IV/As directed:(2 marks)**

1. Nam has a toothache ( Advise him to go to the dentist)

→ You \_\_\_\_\_

2. He drives that car so fast .It's very dangerous ( Advise him not to do it)

→ You \_\_\_\_\_

3. Mr Jone is rich. He can buy a new house. ( Using " Enough")

→ Mr Jone \_\_\_\_\_

4. Nam cooked dinner himself because his mother was home late.( why?)

→ Why \_\_\_\_\_

**V/ Read the passage, then decide if the sentence are True(T) or False (F). Correct the false sentences(2 marks)**

Graham Bell was born in Scotland in 1847, but when he was twenty three years old he moved with his parents to Canada. He left his family and went to work at Boston University. In Boston, where he worked by day as a teacher of the deaf, he worked far into the night experimenting with the electrical transmission of the sound. This led to the invention of the telephone and by 1877 the first telephone was in commercial use.

1. Graham Bell was born in Scotland

2. He moved with his parents to Canada in 1875.

3. He worked by day as a doctor of the deaf in Boston

4. He experimented with the electrical transmission of the sound by day.

**VI/ Listen to the dialogue, then fill in the brackets ( 1 marks)**

**Mary:** Hello, O \_\_\_\_\_

**Tom:** Hello, Can I speak to Lan, please? This is Tom.

**Mary :** She's out . Would you like to \_\_\_\_\_ a message?

**Tom :** Hello. Mary. Can you tell her I'll pick her up to see a movie on \_\_\_\_\_ ?

**Mary:** Yes. What time are you coming?

**Tom :** At about \_\_\_\_\_

**Mary:** OK, Tom. I'll tell her when she's come back. Bye

**Tom:** Thank you very much. Bye

\*\*\*\*\*

Planning date : 04/10/09

Teaching date :

Period 21:

**UNIT 4 : OUR PAST**  
**GETTING STARTED - LISTEN AND READ**

**I. OBJECTIVES :**

After finishing this lesson, pupils will be able to tell the activities people used to do in the past

**B/ LANGUAGE CONTEN :**

***I/ Vocabulary*** : look after, equipment, folk tale, traditional, Great grandma

***II/ Grammar*** : Past simple

**C/ TEACHING AIDS** : Pictures in textbook, cassette player

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

- T asks sts to look at the pictures and find out things in the past and present

| <b><u>Teacher's and students' activities</u></b>  | <b><u>Content</u></b>   |
|---|---|
| <b><u>II/ Presentation</u></b><br>Practice 1 : <ul style="list-style-type: none"><li>- Ss listen to the tape</li><li>- T reads the new words</li><li>- Ss repeat</li><li>- T introduces and explains the new words and structures</li></ul> Ss repeat the dialogue after the tape<br>Pairwork / practice before the class<br>T corrects | <b><i>I/ Vocabulary</i></b> <ul style="list-style-type: none"><li>- Look after (v) chăm sóc</li><li>- equipment (n) trang thiết bị</li><li>- Folk tale (n) truyện dân gian</li><li>- Traditional (adj) truyền thống</li><li>- Great grandma (n) bà cố</li></ul> What .... like ? -<br><b><u>II/ Structure :</u></b><br><b>Used to + V</b> : <i>đã từng</i> (diễn tả một thói quen đã từng xảy ra ở quá khứ nên nay không còn nữa)<br>(+) <i>S + used to + V1</i><br>(-) <i>S + didn't use to + V1</i><br>(?) <i>Did + S + V1?</i><br>Ex : When I was young, I used to swim in this river<br><br><b><u>2. Answer the questions :</u></b> |

**\* Practice2 :**

Ss ask and answer the questions

Ss compare their answers

Some ss answer the questions before the class

- T corrects

**\* Free practice**

T asks some questions

Ss answer

1. Where did your parents use to live ?

2. What did you use to do last summer?

**\* Practice 3**

T explains the exercise, find out "Fact" and "opinion"

Ss read the dialogue silently

Pair work

Some ss answer before the class

T corrects

a. She used to live on a farm

a. Because she had to stay at home and help her Mom to look after her younger brothers and sisters

c. She used to cook the meals, clean the house and wash the clothes

d. Her Great grandma used to lit the lamp and her great grandfather used to tell stories

c She asked her Grandma to tell her the tale "The lost shoe"

**3. Fact or opinions**

a. F

b. F

c. F

d. F

e. O

f. O

**G/ HOMEWORK** Learn your lesson

- Prepare U<sub>4</sub> : Speak



Planning date : 06/10/09

Teaching date :

*Period :22*

**UNIT 4 § 22. SPEAK - LISTEN**

**I. OBJECTIVES :**

After finishing this lesson, pupils will be able to

+ Use " Used to" to talk about the things they used to do

+ Understand the main idea of a story through listening activity

**B/ LANGUAGE CONTENT :**

*I/ Vocabulary* : Rug , cushion, plate , magazine  
lay/laid , discover, excitedly

*II/ Grammar* : Used to

**C/ TEACHING AIDS** : Textbook, Pictures

**D/ METHOD** :

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up** :

- \* Jumbled words                      - Rieletciety
- Electricity                              - Menttaenterin
- Entertainment                        - Rkaetm
- Market                                  - permasuekt
- Supermarket

| <b><u>Teacher's and students' activities</u></b>  | <b><u>Content</u></b>   |
|---|---|
| <b><u>I/ Presentation</u></b><br>Recall the conversation between Nga and her grandma, then ask<br>Where did Nga's grandma live?<br>She lived on a farm<br>Asks students to use " Used to" to make questions and answers<br><b><u>- Practice</u></b><br>The whole class practise the sentences | <b><u>I/ Form</u></b> : S + used to + inf<br>S + did not + use to + inf<br>Did + S + use to + inf ?<br><b><u>Use</u></b> : Used to express a past habit or an action usually happened in the past<br>a. Live / Hue ? Hanoi<br>Did you use to live in Hue ?<br>No, I used to live in Hanoi<br>b. Have/ long hairs/ short hairs<br>Did you use to have long hairs ?<br>No, I used to have short hairs |

|  |   |
|--|---|
| <p>( pair work )</p> <p><b><u>II/ Production</u></b></p> <ul style="list-style-type: none"> <li>- Compare 2 pictures on page 40, using "Used to" to talk about the actions in the past</li> <li>- Ps practice in groups and pairs</li> </ul> <p><b>*Listen</b></p> <p><b><u>I/ Warm up :</u></b></p> <ul style="list-style-type: none"> <li>- T : Would you like to hear folktales</li> <li>- S :</li> <li>- T : Are they interesting ?</li> <li>- S :</li> <li>- T : Tell me some Vietnamese folktales</li> <li>- S :</li> <li>- T : Good. Folktales are interesting and usefull. They give us many moral lessons. Today we will hear one of these folktales .</li> </ul> <p><b><u>II/ Pre- listening</u></b></p> <ul style="list-style-type: none"> <li>- T : Have the students read 4 tittles in textbook</li> <li>S : discuss their content</li> <li>T : explain the meaning of each tittle</li> </ul> | <p>c. Get up / late / early</p> <p>Did you use to get up late</p> <p>No, I used to get up early</p> <p>a. When did they live in the past ?</p> <p>And now ?</p> <p>People used to live in a small house</p> <p>Now they live in a big house.</p> <p>b. How did they travel ?</p> <p>People used to walk. Now they can go by cars or motorbikes</p> <p>c. What about the electricity</p> <p>Now, there is electricity every where</p> <p>d. What about their life ?</p> <p>People used to walk hard all the time.</p> <p>Now they have a lot of time for entertainment</p> <p>e. Did children use to go to school ?</p> <p>Most children used to stay at home . Now , they all go to school</p> <p>You are going to hear a story which teacher us a moral lesson but it doesn't conclude a tittle. Listen to tape carefully then find out which tittle is the most suitable for this story</p> <p><b>* New words</b></p> <ul style="list-style-type: none"> <li>- Lay -laid(v): ñeû tröùng</li> <li>- Discover (v) khaùm phaù</li> <li>- excitedly (adv) haoø höùng</li> </ul> <p><b><u>Questions</u></b></p> <ul style="list-style-type: none"> <li>a. What did the farmer use to sell ?</li> <li>b. Why did he excitedly shout to his wife ?</li> <li>c. Could he find any gold eggs when he cut all the chickens ?</li> <li>d. What does this story teach us ?</li> </ul> <p>Try to remember what you listened.</p> |
|--|---|

| <ul style="list-style-type: none"> <li>- Give a task to students</li> <li>- Explains/ supply new words</li> </ul> <p><b><u>III/ While - listening</u></b></p> <ul style="list-style-type: none"> <li>- T : get Ss to be ready to listen</li> <li>- S : listen to the tape</li> <li>- T : explains the meaning of new words</li> <li>- S : Listen to the teacher</li> <li>Listen to the tape again</li> <li>- T : have Ss finish the task</li> <li>- S : Read their results aloud</li> <li>- T : remark and give the keys</li> <li>- S : Listen once more for a check</li> </ul> <p><b><u>* IV. After – listening</u></b></p> <ul style="list-style-type: none"> <li>- T : have them do an exercise</li> <li>- S : make a tick in the table</li> <li>- T : summarize the story and check the correct answers</li> <li>- Remind the students of the moral lesson</li> </ul> | <p>There is a table for you. Make a tick (v) for what the husband did and what the wife did</p> <table border="1" data-bbox="771 220 1502 514"> <tr> <th data-bbox="771 220 1088 315">Actions</th><th data-bbox="1088 220 1502 315">Wife's<br/>Husband's</th></tr> <tr> <td data-bbox="771 315 1088 514">           1. Collect the eggs<br/>           2. See the gold eggs<br/>           3.Shout exciteddly         </td><td data-bbox="1088 315 1502 514"></td></tr> </table> <p><b><i>*Tape Transcrip:</i></b></p> <p>Once a farmer lived a comfortable life with his family. His chickens laid many eggs which the farmer used to buy food and clothing for his family. Once day, he colleted the eggs and discovered one of the chickens laid many eggs. He shouted excitedly to his wife” we rich!, we rich!”. His wife ran to him and they both looked at the eggs in amazement. The wife wanted more, so her husband dicided to cut open all the chickens and find more gold eggs. When he finished all the chickens were dead.</p> <p>There were no more eggs of any kind for the foolish farmer and greedy wife.</p> | Actions | Wife's<br>Husband's | 1. Collect the eggs<br>2. See the gold eggs<br>3.Shout exciteddly |  |
|---|---|---------|---------------------|---|--|
| Actions   | Wife's<br>Husband's   |         |                     |   |  |
| 1. Collect the eggs<br>2. See the gold eggs<br>3.Shout exciteddly   |   |         |                     |   |  |

## **G/ HOMEWORK**

- Write about the things you used to do last night
- Prepare U<sub>4</sub> : Read

\*\*\*\*\*

**Planning date : 08/10/09**

**Teaching date :**

**Period : 24**

**UNIT 4 : § 23. READ**

**I. OBJECTIVES :**

After finishing this lesson, students can understand and retell the story " The lost shoe"

**B/ LANGUAGE CONTEN :**

**I/ Vocabulary :** cruel ( adj) , upset, fairy , rag , fall in love with,

**II/ Grammar :**

**C/ TEACHING AIDS**

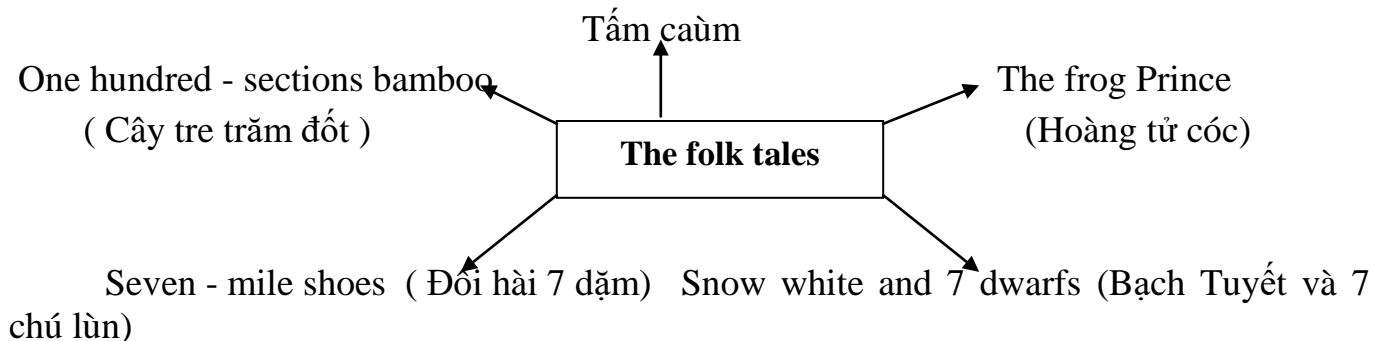
Textbook, word cards for drilling

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :** Names some folk tales that you have read



| <b><u>Teacher's and students' activities</u></b>  | <b><u>Content</u></b>  |                |          |         |                |               |         |
|---|--|----------------|----------|---------|----------------|---------------|---------|
| <b><u>Pre – reading</u></b> <ul style="list-style-type: none"><li>- T explains new words</li><li>- Ps listen, repeat and copy down</li><li>- Ask them to read the text quickly and complete the sentences</li><li>- Compare their answers</li></ul> | <b><u>Vocabulary</u></b> <ul style="list-style-type: none"><li>- Cruel ( adj) ñoăc àuc</li><li>- Upset (v) buồn</li><li>- Magical (adj) kì diệu</li><li>- Fairy (adj) bàø tieân, ôâng buít</li><li>- Rags (n) quần áo rách</li><li>- To fall in love with yêu ai</li><li>- Immediately ( adv) ngay laäp töüc</li></ul> <b><u>2. Complete</u></b> <table><tr><td>a. poor farmer</td><td>d. marry</td></tr><tr><td>b. died</td><td>e. new clothes</td></tr><tr><td>c. had, again</td><td>f. lost</td></tr></table> <b><u>* Questions - Answers</u></b> | a. poor farmer | d. marry | b. died | e. new clothes | c. had, again | f. lost |
| a. poor farmer  | d. marry   |                |          |         |                |               |         |
| b. died   | e. new clothes   |                |          |         |                |               |         |
| c. had, again   | f. lost  |                |          |         |                |               |         |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>- Asks some Ss to read aloud</li> <li>- T corrects the mistakes</li> </ul> <p><b><u>2. While reading</u></b></p> <p>Ask Ss to work in pairs answering the questions in exercise 2 on page 42</p> <p>Practice in pairs</p> <p><b>IV/ Post - reading</b></p> <ul style="list-style-type: none"> <li>- Retell the story</li> <li>- Ask sts to work in pairs, telling the story again in details. They can look at the statements in the gap - fill exercise and add more</li> </ul> | <ul style="list-style-type: none"> <li>a. She was a poor farmer's daughter</li> <li>b. She made Little Pea do the chores all day</li> <li>c. Before the festival started, a fairy appeared and magically changed her rags into beautiful clothes</li> <li>d. The prince decided to marry the girl who fitted the lost shoe/ who owned it</li> </ul> <p><b><u>* Gap - fill:</u></b> ( exercise )</p> |
|---|---|

**IV/ HOMEWORK** - Rewrite the story .

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**Planning date :**

**Teaching date :**

**Period 20 :**

## **CORRECTING THE TEST**

### **I. OBJECTIVES :**

After correcting the Test, Ss can find their mistakes, consolidate the knowledge to study better.

### **B/ LANGUAGE CONTEN :**

**I/ Vocabulary :**

**II/ Grammar :** simple past , simple present tense, be going to, modal verbs

**C/ TEACHING AIDS :** the English test

### **D/ METHOD :**

Communicative approach

### **E/ PROCEDURES :**

| <b><u>Teacher's and students' activities</u></b>  | <b><u>Content</u></b>   |
|---|---|
| T: give Ss the English Test<br>T: Ask sts to read the test again<br>T: calls one student to read the exercise 1<br>S: reads<br>T: explains and shows them to find their mistakes<br>S: corrects the mistakes<br>T: give the keys<br>Ss: correct | 1. I often .....the chicken every day.<br><b>A. feed,</b> B. do,<br>C. dust D.sweep<br>2.A.G.Bell demonstrated his invention in the.....( <b>A.experiment B.exhibition</b><br>C.service D.market)<br>3. We can find the telephone numbers in the.....<br>A.puplic telephone B.fax machin<br><b>C. telephone directory</b><br>1.VietNameese<br>students.....the school<br>uniforms when they go to school<br><b>A.have to wear</b> B. has to wear C. wear<br>4. They can look<br>after..... few days.<br>A. ourselves B. yourselves<br>C. themselves <b>D.themselves</b><br>6. He opens the box and<br>looks.....<br><b>A. inside</b> B.downstairs<br>C.upstairs D.outside<br>7.The Calendar is..... the clock<br>and..... the wall<br><b>A. under/on</b> B. on/in<br>C.above/in D.under/above |

|   |  |
|---|--|
| <p>-Ask Ss to read the Ex 2/<br/> - Ask good sts to go to the board and do it again<br/> - T explains it<br/> - Ps listen and copy down</p> <p>T: calls some Ss to answer the structure of the S. Present, S. Past tense, be going to, modal verbs ( must, have to, ought to, ought not to), enough<br/> T: explains<br/> T: Ask good sts to go to the board and do it again<br/> - T explains it<br/> - Ps listen and copy down</p> <p>T : asks Ss to read the text again<br/> T: call some good student to correct<br/> T: explains<br/> S: do it again and copy down</p> | <p>8. It is dangerous to let children .....in the kitchen.<br/> A.playing                                <b>B.play</b><br/> C.plays                                    D. played</p> <p><b>II/ Math the questions in column A to the answers in column B.(1.5 marks)</b></p> <p style="text-align: center;">A</p> <p>1.Why does Hoa want to be a teacher?<br/> 2.Why did she fail the English test?<br/> 3. Where is the sun?<br/> 4. Are you going to drive your father's car?<br/> 5. Do you need any help?<br/> 6.What does she look like?</p> <p style="text-align: center;">B</p> <p>a. Because she played games a lot<br/> b. It rises in the East and sets in the West<br/> c. Because she loves children<br/> d. No. thanks. I'm strong enough to lift it<br/> e. She's beautiful and tall.<br/> f. Don't be silly! I'm not old enough to drive that car.</p> <p><b>*Answer: 1c, 2a, 3b, 4f, 5d, 6e</b></p> <p><b>III/ Put the Verbs in the correct Tenses (1.5 marks)</b></p> <p>1. The Students in USA ( not wear)...<b>don't wear</b>....the school uniforms.<br/> 2. Nam (see) ...<b>sees</b>...his grandmother very often.<br/> 3. Do you like this bike?. My mother (give) ...<b>gave</b> .me yesterday.<br/> 4. Mary wants new clothes for her birthday on Sunday. She (buy) <b>is going to buy</b> new clothes.<br/> 5.We have to (stay) ...<b>stay</b> at home at night, but tonight We came out because We (go) ...<b>went..</b> to Nam's birthday party.</p> <p><b>IV/As directed:(2 marks)</b></p> <p>1. Nam has a toothache ( Advise him to go to the dentist)<br/> → <b>You ought to go to the dentist</b><br/> 2.He drives that car so fast .It's very dangerous ( Advise him not to do it)</p> |
|---|--|

T: ask Ss to listen again  
T:reads once  
S: check and compare with partner  
T: calls some Ss to answer  
S: answer before class  
T: gives the keys  
Ss : correct

→ ***You ought not to drive that car so fast***  
3. Mr Jone is rich. He can buy a new house.  
( Using “ Enough”)  
→ ***Mr Jone is rich enough to buy a car***  
4.Nam cooked dinner himself because his  
mother was home late.( why?)  
→ ***Why did Nam cook dinner himself ?***

***V/ Read the passage, then decide if the  
sentence are True(T) or False (F). Correct  
the false sentences(2 marks)***

Graham Bell was born in Scotland in  
1847, but when he was twenty three years  
old he moved with his parents to Canada. He  
left his family and went to work at Boston  
University. In Boston, where he worked by  
day as a teacher of the deaf, he worked far  
into the night experimenting with the  
electrical transmission of the sound. This led  
to the invention of the telephone and by  
1877 the first telephone was in commercial  
use.

1.Graham Bell was born in Scotland **T**  
2.He moved with his parents to Canada in  
1875.**F**

He moved with his parents to Canada in  
**1870**

3. He worked by day as a doctor of the  
deaf in Boston **F**

He worked by day **as a teacher** of the  
deaf in Boston

4. He experimented with the electrical  
transmission of the sound by day. **F**

. He experimented with the electrical  
transmission of the sound **into the night**

***VI/ Listen to the dialogue, then fill in the  
brackets ( 1 marks)***

***Mary:*** Hello, **068 854 670**

***Tom:*** Hello, Can I speak to Lan, please?  
This is Tom.

***Mary:*** She's out. Would you like to **leave**  
a message?



|  |  |
|--|--|
|  | <p><b>Tom :</b> Hello. Mary. Can you tell her I'll pick her up to see a movie on <b><i>Tuesday morning</i></b> ?</p> <p><b>Mary:</b> Yes.What time are you coming?</p> <p><b>Tom :</b> At about <b>9:45</b></p> <p><b>Mary:</b> OK, Tom. I'll tell her when she's come back. Bye</p> <p><b>Tom:</b> Thank you very much. Bye</p> |
|--|--|

\* Homework: - Prepare the Unit 4 Writing

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**Planning date : 12/10/09**

**Teaching date :**

***Period: 25***

## UNIT 4 : WRITING

### I. OBJECTIVES :

After finishing this lesson, Ps can use simple ( present ) past tense to write a folk tale

### B/ LANGUAGE CONTEN :

I/ Vocabulary : wisdom, a stripe , straw , servant, escape, graze , buffalo

II/ Grammar : simple past tense

### C/ TEACHING AIDS

Textbook, eleven cards

### D/ METHOD :

Communitive approach

### E/ PROCEDURES :

#### I/ Warm up :

T: Divides the class into two groups and asks them to play game

T: write some Vietnamese words and English words

Two Students of each group go to board and match and stick Vietnamese words and english words suitably

The group sticks more correct words , that one will win

| <u>Teacher's and students' activities</u>  | <u>Content</u>  |             |         |        |         |         |        |         |  |
|--|---|-------------|---------|--------|---------|---------|--------|---------|--|
| <p><b><u>Pre – writing</u></b></p> <ul style="list-style-type: none"><li>- T explains new words</li><li>- Sts listen, repeat and copy down</li><li>- T reads, Ss: repeat after T</li><li>- Ask sts the meanings of the verbs in the box</li><li>- Have them work in pairs using suitable verbs to fill in the blanks</li><li>- T calls some students to complete on board</li><li>- T: gives the key</li></ul> <p><b><u>While Writing:</u></b></p> <ul style="list-style-type: none"><li>- T: explains the exercise</li><li>- T: asks Ss to work in group</li><li>- S : work in group and write the story on the posters</li><li>T: goes around the class and gives some</li></ul> | <p><b><u>New words</u></b></p> <ul style="list-style-type: none"><li>- Wisdom (n) trí khôn</li><li>- stripe (n) sọc vaèn</li><li>- straw (n) trôm</li><li>- master(n): ông chủ</li><li>- Servant (n) người hầu</li><li>- escape (v) thoát khỏi</li><li>- Graze (v) gặm cỏ</li></ul> <p><b><u>1. Answers</u></b></p> <table><tr><td>1. appeared</td><td>5. went</td></tr><tr><td>2. was</td><td>6. Tied</td></tr><tr><td>3. said</td><td>7. lit</td></tr><tr><td>4. left</td><td></td></tr></table> <p><b><u>2. Write</u></b></p> <ul style="list-style-type: none"><li>- One day as I was in the field and my buffalo grazed nearby, a tiger came</li><li>- It asked why the strong buffalo was my servant and I was its master</li></ul> | 1. appeared | 5. went | 2. was | 6. Tied | 3. said | 7. lit | 4. left |  |
| 1. appeared  | 5. went   |             |         |        |         |         |        |         |  |
| 2. was   | 6. Tied   |             |         |        |         |         |        |         |  |
| 3. said  | 7. lit  |             |         |        |         |         |        |         |  |
| 4. left  |   |             |         |        |         |         |        |         |  |

|  |  |
|--|--|
| cues<br>T: sticks the posters that the groups finish firstly.<br>S: reads and give the command<br>T: corrects<br>S copy down<br>T : call one student to read the story<br>* <i>After writing:</i><br>T: ask Ss to read the story again and asks<br>What VietNameese folktale is it?<br>S: answer | - I told the tiger that I had s.th called wisdom<br>The tiger wanted to see it but I told it<br>I left my wisdom at home that day<br>Then I tied the tiger to a tree with a rope because I didn't want it to eat my buffalo<br>I went to get some straw which I said was my wisdom and burned the tiger<br>The tiger escaped but it still has black stripes from the burns today |
|--|--|

### **F/ HOMEWORK**

- Rewrite the story again, imagine you are The tiger , The buffalo

\*\*\*\*\*

**Planning date : 14/10/09**

**Teaching date :**

**Period : 23**

## LANGUAGE FOCUS

### I. OBJECTIVES :

After finishing this lesson, sts will be able to

Used : Past simple

Prepositions of time : in, on, at , after , before , between

Used to

### B/ LANGUAGE CONTEN :

I/ Vocabulary :

II/ Grammar : Simple past tense

Prepositions of time

Used to

C/ TEACHING AIDS Pictures in textbook

### D/ METHOD :

Communitive approach

### E/ PROCEDURES :

I/ Warm up :

- Prepare eleven cards with numbers on one side and the verbs on the other
- Stick the cards on the board so that the students can only see the numbers, make sure the verbs are mixed up
- Divide the class into two teams. Each team chooses two numbers
- Turn the cards over, If they match

|     |     |     |      |      |      |     |     |     |     |      |      |
|-----|-----|-----|------|------|------|-----|-----|-----|-----|------|------|
| Run | Ran | fly | flew | ride | rode | eat | ate | sit | sat | come | came |
|-----|-----|-----|------|------|------|-----|-----|-----|-----|------|------|

### II/ New lesson :

#### 1/ Write the past simple form :

a. Run      ran    d. go      went    g. be      was, were    j sit    sat  
b. fly      flew    e. have      had    h. Ride      rode      k. come      came  
c. Take      took    f. do      did    i. eat      ate

#### 2. Complete the dialogue :

- Revision of simple past tense
- Set the scene : Lan asks Nga about Nga's yesterday activities

I. Did you eat bread for breakfast ?

b/ I got to school by bike

c/ Where were you last night ?

d/ I had Match, English, Physics and History

- T corrects the mistakes
- Ps listen, repeat and copy down

#### 3. Prepositions :

- Write some prepositions in a list on the left - hand side of the board

- Write the time/date /month on the right hand side of the board
- Divide the class into two teams : Team A - Team B
- Asks two volunteers from each team to come to the blackboard to match the items on the left with those on the right by drawing a line connecting them
- Team A uses red chalk . Team B uses yellow chalk
- The team which draws more correct lines will win the games

In January  
 On 3 p.m Wednesday  
 At November 1997  
 Between July 2<sup>nd</sup>  
 After/Before 6 a.m / 7 a.m and 9 a.m

- Give feedback

In January

In November 1997

On Wednesday

On July 2<sup>nd</sup>

At 6 a.m

Between 7 a.m and 9 a.m

After /before 3 p.m

- Ask sts to do ex 3 on page 44 individually then compare with their partners
- Give feedback

a. on          b. in          c. between          d. at/after          e. before

#### **4. Complete the dialogue**

- Ask sts to do ex 4 page 45
- Have sts work in pairs, looking at pictures on page 45, using Used to with the verbs live - stay - have - be to complete the dialogue between Nga and Hoa
- Give feedback

used to stay

used to have

used to be

used to live

#### **F/ HOMEWORK**

- Learn your lesson - Prepare U<sub>5</sub> : Getting started - Listen and Read

**Planning date : 14/10/09**

**Teaching date :**

***Period : 26***

### **UNIT 5 : STUDY HABITS**

#### **GETTING STARTED - LISTEN AND READ**

#### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to understand the dialogue between Jim and his mom about his study

**B/ LANGUAGE CONTEN :**

**I/ Vocabulary** : repost card , pronunciation, improve, be proud of, try one's best

**II/ Grammar** : Reported speech

**C/ TEACHING AIDS** : Pictures in textbook and cassette player

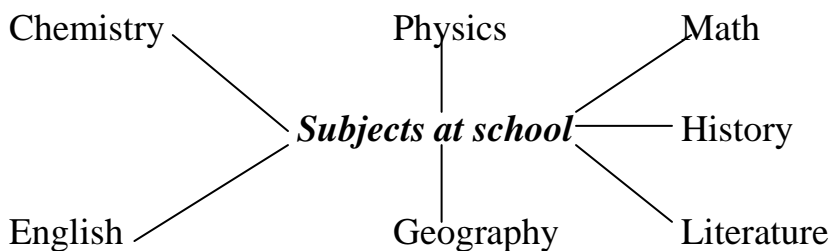
**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

**1. Network** : Ask students to write as many subjects as they can on the board



**2. Chatting** : Ask sts some questions

1. What subjects are you good/bad at ?
2. What subjects do you like best ?
3. How often do you have math ?

| <b><u>Teacher's and students' activities</u></b>   | <b><u>Content</u></b>  |
|--|--|
| <p><b><u>1. Pre – reading</u></b></p> <ul style="list-style-type: none"> <li>- Rub out a work in English and point to the Vietnamese translation</li> </ul> <p><b><u>2. While - reading</u></b></p> <ul style="list-style-type: none"> <li>- Get sts to read the dialogue after the tape</li> <li>- Asks some sts to read the dialogue again and check their prediction</li> <li>- Asks sts to corrects T/F</li> <li>a. F . Tim was in the living room</li> <li>b. F .His report is excellent</li> </ul> | <p><b><u>I/ Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>- Report card (n) phieáu lieân laïc</li> <li>- Pronunciation (n) phaùt aâm</li> <li>- improve (v) caùi tieán</li> <li>- Be proud of haõnh dieän</li> <li>- Try one's best coá gaén heátsöüc</li> </ul> <p><b><u>2. T/F</u></b></p> <p>a. F   b. T   c. F   d. F   e. T</p> |

c. F . He needs to improve his Spanish pronunciation

- Practice in individual work
- Ask sts to work in pair, answer the question
- Asks sts to work in pairs

### **3. Post reading :**

- Ask sts to work in group
- Ask them to stand up and ask each other the questions

What subject do you need to improve ?

Give feedback

Ask sts who need to improve the same subject work in groups and discuss how to improve

### **2. Answers**

- a. She is Tim's teacher
- b. She gave Tim's mother his report card
- c. He worked hard
- d. She said Tim should work harder his Spanish pronunciation
- e. She gave him a dictionary

| Name | What subject |
|------|--------------|
| Mai  | Literature   |

### **G/ HOMEWORK**

- Learn your lesson - Prepare U<sub>5</sub> : Speak

\*\*\*\*\*

**Planning date : 16/10/09**

**Teaching date :**

### **UNIT 5 : §27. SPEAK - LISTEN**

#### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to talk about their study habits and listen for specific information to fill in a report card .

#### **B/ LANGUAGE CONTENT :**

***I/ Vocabulary*** : Day present, day absent , Behaviour - participant, Cooperation

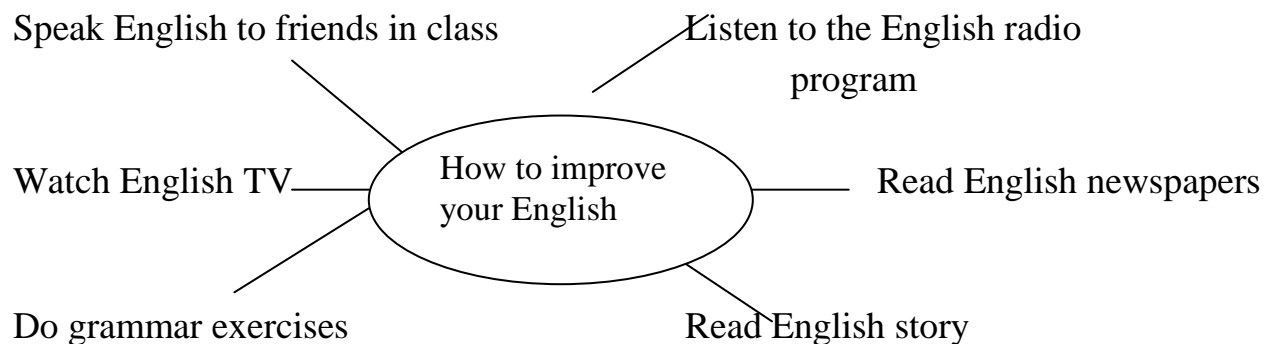
***II/ Grammar*** :

**C/ TEACHING AIDS** : Coloured chalk

**D/ METHOD** : Communitive approach

**E/ PROCEDURES** :

**I/ Warm up** :



| <b><u>Teacher's and students' activities</u></b>   | <b><u>Content</u></b>  |
|--|--|
| <p><b><u>1. Presentation</u></b></p> <ul style="list-style-type: none"><li>- Ask sts to read the questions and the phrases</li><li>- T explains the word and phrases</li><li>- Sts listen and copy down</li></ul> <p><b><u>Practice</u></b></p> <ul style="list-style-type: none"><li>- Ask sts to work in pairs , asking I do my homework after school their partners questions and talking notes of the answer</li></ul> <p><b><u>3. Further practice</u></b></p> <ul style="list-style-type: none"><li>- Ask sts to work in group of 4 or 5 to report what they have known about their partner's study sts can use this structure to talk</li><li>- Write something about your partner's study habits</li></ul> | <ul style="list-style-type: none"><li>- Less/ more than an hour: ít hơn hay nhiều hơn 1 giờ</li><li>- spend (v) dành cho,</li><li>- late at night</li></ul> <ol style="list-style-type: none"><li>1. When do you do your homework ?</li><li>2. Who helps you with your homework<br/>My parents help me with my homework</li><li>3. How much time do you spend on these subjects:<br/>Match,Vietnamese, History...?<br/>I spend half an hour ....</li><li>4. Which subject do you need to improve ?<br/>I need to improve Bidogy</li><li>5. What do you do to improve your English?<br/>I do grammar exercises to improve my English</li></ol> <ul style="list-style-type: none"><li>- Nam said he did his homework after dinner</li><li>- Hoa said his father helped him with her homework</li><li>- Lan said she spent 2 hours studying Match</li><li>- Ba said he needed to improve literature</li></ul> |



|   |  |
|---|--|
| <p>*LISTENING</p> <p><b><u>Pre – listening</u></b></p> <ul style="list-style-type: none"> <li>- T reads the repost card</li> <li>- Sts listen</li> <li>- T explains new words</li> <li>- Sts listen, repeat and copy down</li> <li>- Ask sts to look at Nga's repost and predict the missing information and then compare with their partner</li> <li>- Ask them to practice in pairs/ individual)</li> <li>- Give feedback</li> </ul> <p><b><u>2/ While - listening</u></b></p> <ul style="list-style-type: none"> <li>- Get sts to listen to the tape and check their prediction</li> </ul> <p>- Ask sts to work on their own to answer</p> <p><b><u>3. Post – listening</u></b></p> <p>Ask sts to work in pairs, asking their partner questions and taking notes of the answers</p> <p>Write something about your partners' study habits</p> | <p><b><u>New words</u></b></p> <ul style="list-style-type: none"> <li>- Participant (n) tham gia</li> <li>- Satisfactory (adj) haøi loøng</li> <li>- Cooperation (n) hoäp taùc</li> <li>- attendance (n) hieän dieän</li> <li>- Day present</li> <li>- Day absent ngaøy vaéng</li> </ul> <p><b><u>* Complete</u></b></p> <ol style="list-style-type: none"> <li>a. Day present (1)</li> <li>b. Day absent (2)</li> <li>c. Behavior - participant (3)</li> <li>d. Listening (4)</li> <li>e. Speaking (5)</li> <li>f. Reading (6)</li> <li>g. Writing (7)</li> </ol> <p>(1) 87 days present(2) 5 days absent</p> <p>(3) Participation: Spanish pronunciation</p> <p>(4) : Listening : C</p> <p>(5) : Speaking : A</p> <p>(6) : Reading : A</p> <p>(7) : Writing : B</p> <p><b><u>* Comprehension</u></b></p> <ol style="list-style-type: none"> <li>a. Who are Nga's parents<br/>They are Mr Lam and Mrs Lins</li> <li>b. What's Nga's teacher's name?<br/>Miss Lien</li> <li>c. What are the comments ?<br/>Speaking English quite well.<br/>However she (does) needs to improve her listening skill</li> </ol> |
|---|--|

## **G HOMEWORK**

- Learn your lesson

- Prepare  $U_5$  : Read

**Planning date : 19/10/09**

**Teaching date :**

**Period : 28**

## UNIT 5 : READ

### I. OBJECTIVES :

After finishing this lesson, students will be able to understand the text and get specific information

### B/ LANGUAGE CONTEN :

- **Vocabulary** : Mother tongue, underline, highlight, come across , stick - necessary, revise

C/ TEACHING AIDS : Cassette player

D/ METHOD : Communitive approach

### E/ PROCEDURES :

#### I/ Warm up :

- Ask sts some questions about their English learning

1. Do you like learning English ?

2. How many new words do you try to learn a day?

3. What do you do when you read a new word ?

4 . How do you learn new words?

- Students answer the questions

| <u>Teacher's and students' activities</u>  | <u>Content</u>   |
|--|--|
| <p><b>1. Pre - reading</b></p> <p>- Write new words ( add some words : different, important) all over the board.</p> <p>- Call on 2 students from 2 teams to the front the class and ask them to stand at an equal distance from the board</p> <p>- Call out a new words in Vietnamese and 2 sts must run forward and slap the word on the board. The one who first slaps the correct word will be the winner and get one good mark</p> <p>Ask sts to work in pairs to make a list of the ways how a language learner can learn new words.</p> | <p><b><u>New words :</u></b></p> <p>- Mother tongue (n) tiếng mẹ đẻ</p> <p>- Underline (v) gạch chân</p> <p>- Highlight (v) tô đậm</p> <p>- Come across tình cờ gặp</p> <p>- Stick (v) dán</p> <p>- Necessary (adj) cần thiết</p> <p>- Revise (v) language learners</p> <p>* <b>ways learn new words</b></p> <p>-Learn by heart</p> <p>-Translate it into mother tongue</p> <p>-Write it on a small piece of paper</p> <p>-Write example sentences</p> <p><b><u>Answers</u></b></p> <p>a. F                      b. T                      c. F      d. T</p> <p>* <b><u>Comprehension</u></b></p> |

## 2/ While - listening

- Ask sts to read the statements on page 50 then read the text and decide which is true and which is false
- Ask them to practice in pairs

- a. No, they learn word in different ways
  - b. Such sentences help them remember the use of new words
  - c. To remember words better, learners write examples, put the words and their meaning on stickers, underline or highlight them
  - d. They think they can't do so . Instead, they learn only important words
  - e. Revision is necessary in learning words
  - f. Learning should try different ways of learning words to find out what is the best
- Ways of learning words    Nga Hoa
1. Make a list of word their meaning and learn them by heart
  2. Write example sentences with new words
  3. Stick new words some where in the house
  4. Underline or highlight words
5. Read stories in English

### 3. Post - listening

Ask sts to work in groups of 4 or 5 to

interview one another and tick the ways they have used to learn new words

Ask sts to report about their group

Ex : Hoa learns words by making a list of words

## G/ HOMEWORK

- Learn your lesson
- Prepare  $U_5$  : Write

**Planning date : 21/10/09**

**Teaching date :**

**Period : 29**

## **UNIT 5 : WRITING**

### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to know the format of a friendly letter and practice writing a letter to a friend .

### **B/ LANGUAGE CONTEN :**

**I/ Vocabulary :** Lunar New Year Festival, enjoyable , celebrate, result

**II/ Grammar :**

**C/ TEACHING AIDS :** Colored chalks

**D/ METHOD :** Communitive approach

### **E/ PROCEDURES :**

**I/ Warm up :**

Chatting : ask students some questions dealing with writing letters

Have you ever written to someone ?

To whom do you usually write ?

What do you often write about ?

| <b><u>Teacher's and students' activities</u></b>   | <b><u>Content</u></b>  |
|--|--|
| <b><u>Pre - reading</u></b> <ul style="list-style-type: none"><li>- T explains new words</li><li>- Sts listen, repeat and copy down</li><li>- Check : Rub out and remember</li><li>- Ask sts to put the part of the letter in the correct order</li><li>- Give feedback</li><li>- Ask sts to read the letter on page 51 to check their order</li></ul> | <b><u>New words</u></b> <ul style="list-style-type: none"><li>- Lunar New Year Festival Teát Nguyeân Ñàun</li><li>- enjoyable ( adj) thuù vò</li><li>- Celebrate (v) toả chòùc</li><li>- result (n) kết quả</li></ul> <b><u>1. Answers</u></b> <ul style="list-style-type: none"><li>(1) Heading: Writer's address</li><li>(2) Opening: Dear ,</li><li>(3). Body of the letter The date</li><li>(5). Closing</li></ul> |

|  |  |
|--|--|
| <p>- Ask sts to label each section with the correct letter</p> <p>- Ask sts to work in pairs and answer some questions</p> <p><b>* While - writing</b></p> <p>Ask sts to do ex 2 on page 51, sts have to imagine that they are Lan and write a letter to her penpal Donnan in San Francisco, using the given information</p> <p><b>* Post - writing : Correction</b></p> <p>Ask some sts to read aloud their letter and correct their mistakes</p> | <p>Labeling : Questions and answers</p> <p>a. Who wrote the letter ? To whom ?<br/>Hoa wrote a letter to Tim</p> <p>b. What are there in the heading<br/>There are the writer's name and the date</p> <p>c. What is the main part of the letter ?<br/>The body of the letter is the main part</p> <p>d. What did Hoa receive a few days ago ?<br/>She received her first semester report</p> <p>e. Is Hoa good at Math ?<br/>No, she isn't</p> <p>f. What subject is Hoa good at ?<br/>Science, History and English</p> <p>15 Tran Phu Street<br/>PR- Chap Cham city<br/>Hanoi, June 10<sup>th</sup> , 2004</p> <p>Dear Donna ,</p> <p>Thanks for your letter. I'm glad to hear you had an enjoyable Mother's Day.</p> <p>We received our second semester report last month. I got good grades for Geography, Physics and Math but my English and History results were poor. My teacher advises me to improve English and History. I think I have to study harder next school year.</p> <p>In a few weeks, we're going to celebrate the Mid - Autumn Festival. That's a moon festival in Autumn in Vietnam. I'm going to Ha Bay with my aunt and uncle by bus this afternoon and I'm going to stay there with them until after festival. I'll send you a postcard from there</p> <p>Write soon and tell me all your news</p> <p>Best wishes</p> <p>Lan</p> |
|--|--|

**F/ HOMEWORK** : Learn your lesson

\*\*\*\*\*

**Planning date : 23/10/09**

**Teaching date :**

### **Period 30 LANGUAGE FOCUS**

#### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to use :

- + Adverbs of manner
- + Modal verb : should as an advice
- + Reported speech

#### **B/ LANGUAGE CONTEN :**

**I/ Vocabulary :** sore throat , paint , replant

**II/ Grammar :**  
+ Adverbs of manner  
+ Modal verb : should as an advice  
+ Reported speech

**C/ TEACHING AIDS** Colored chalks

**D/ METHOD :** Communitive approach

#### **E/ PROCEDURES :**

##### **I/ Warm up :**

- Prepare ten cards with numbers ( from 1 to ten) on one side and the adjectives/ adverbs on the other
- Make sure the adj/ adv are mixed up, the stick them on the board so that the sts can see the numbers
- Divide the class into two teams and ask them to choose two numbers
- Turn the cards over, If they match

**Ex :** Soft - softly

- Go on untill all the cards are finished . The team which has more marks will win the game

##### **II/ Presentations 1 :**

Setting the scene " use any word from the game Pelmanism to complete the following sentence"

Las has a (1) voice and she usually speaks (2)

(1) soft (adj) 2 softly (adv )

S + be + adj

S + v + adv

**Usage :** Adj modifres | the noun after it

the subject

- Adv modifies the verb of the sentence

**\* Practice :**

- Ask sts to work in pairs to do the ex 1 on page 52. Sts use the adverbs in the box

a. a well      b. hard      c. fast      d. softly      e. badly

**III/ Presentation II :**

- Ask sts to look at Mr Hao's house and answer some questions

**Questions**

**Answer**

a. Is Mr Hao's house new ?

a. No, it isn't

b. Is the wall discoloured

b. Yes, it is

c. How is the door ?

c. It is broken

d. Is there grass in his garden ?

d. Yes, there is

e. Should Mr Hao repair the roof

e. Yes, he should

- Give explanation of the modal "should"

*Form* : S + should + V

*Use* : given an advice

**\* Practice :**

- Ask sts to use the verbs and advice Mr Hao what to do

Answers :

a. Mr Hao should repair the roof

b. He should paint the house

c. He should cut the grass

d. He should replant the trees

e. He should mend the door

**VI/ Presentation III**

- Introduce Tim's mother and Tim's teacher - Miss Jackson by drawing their faces. They're talking about Tim's study

- Ask sts to complete the dialogue between them

Miss Jackson : (1)... you give Tim this (2)....

Tim's mother : Yes, (3).... (4).... Thank (5).... (6)....

Miss Jackson : His grades are (7).... But he (8)... work (9) on his Spanish (10)

**Answers** : 1. can    2. dictionary    3. of    4. course    5. a    6. lot    7. good

8. should    9. harder    10. pronunciation

**\* Checking understanding**

- What did Miss Jackson say to Tim's mother ?

" Can you give Tim this dictionary"

- What did Tim's mother report it to Tim ?

" Miss Jackson asked to give you this dictionary"



Form : To ask/ tell + someone + to do s.th

**\* Practice :**

**1. Drill 1 :**

- Ask sts to work in pairs to do exercise on page 53
- a. Miss Jackson asked me to wait for her outside her office
- b. Miss Jackson told me to give you your report card for this semester
- c. Miss Jackson asked me to help you with your Spanish pronunciation
- Ask sts to work in closed pairs

**2. Drill 2 :** Ask sts to work with their partner to do ex 4 on page 53

- Ask sts to report Miss Jackson's advice to Tim's mother in their conversation

**Answers :**

- a. Miss Jackson said you should spend more time on Spanish pronunciation
- b. Miss Jackson said you should practice speaking Spanish every day
- c. Miss Jackson said you should listen to Spanish conversation on TV
- Call on some sts to practice in pairs and correct their pronunciation
- Ask sts to work in closed pairs

**F/ HOMEWORK :**

Learn your lesson

- Prepare U<sub>6</sub> : Getting started - Listen and read

\*\*\*\*\*

Date : 11/11/09

**UNIT 6 THE YOUNG PIONEERS CLUB**  
**§ 31 GETTING STARTED - LISTEN AND READ**

**I. OBJECTIVES :**

After finishing this lesson, sts will be able to understand the dialogue

**B/ LANGUAGE CONTEN : 0**

*I/ Vocabulary* : enroll , application, form , outdoor , activities, fill , sign

*II/ Grammar* : Gerund

**C/ TEACHING AIDS** : Cassette player

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

- Brainstorming :

Collect waste paper

help blind people

The y & Y  
programs

Possible answers :

- Clean up the streets

- Help elderly people

- Take part in spoits

- Collect and empty garbage

- Plant trees and flowers

- Support cultural activities

**II/ Presentation :**

**Teacher's and sts Activities**

- T explains new words

- Ps listen, repeat and copy down

- Checking Vo

Rub out & remember

- Ask them listen to the dialogue

+ Set the scene : Nga is a student in grade eight . She wants to enroll in the

**Content**

**New words**

- enroll (n)

- Application form

- outdoor activities

- Fill (v)

- Sign (v)

activities for the summer

- Ask them to work in pairs and complete

Nga's particulars

- Ask sts some questions to check their understanding

. What's her name ?

. Where does he live ?

. Where was she born ?

. What are her hobbies ? acting

She likes drawing , outdoor activities

and she also enjoys acting

### **G/ HOMEWORK**

- Learn your lesson

- Prepare U<sub>6</sub> : Speak

\*\*\*\*\*

**Date :11/11/09**

## **UNIT 6 : § 32. SPEAK- LISTEN**

### **I. OBJECTIVES :**

After finishing this lesson, sts will be able to ask for favor and respond to favors and complete a song and offer and respond to assistance

### **B/ LANGUAGE CONTEN :**

***I/ Vocabulary*** : Carry, burn. That's very kind of you, Certainly  
unite , make a stand , Hold

***II/ Grammar*** :

**C/ TEACHING AIDS** : Colored chalks, Cassette player

### **D/ METHOD :**

Communitive approach

### **E/ PROCEDURES :**

#### **I/ Warm up :**

- Shark's attack :

- Cut out a shark and a school girl / boy from card

- Draw some steps, then tick the cut out girl/boy on top of the step, the shark is in the sea.

- Draw 5 gaps for the word - favor

- Get sts into teams for a letter in the alphabet. They have to try to guess the word. If their guess is wrong, the girl / boy has to step down. If their guess is right, they will get one mark. The game continues until sts find out the word - favor and the shark can't eat the girl/ boy.

## **II/ Presentation :**

### **Teacher's and sts Activities**

- Ask sts the meaning of the word
  
- What do you say to ask for a favor?
  
- When do you ask for a favor
- How do you say to respond to favor ?
- Ask sts to copy down the following phrases
- Ask sts to work in pairs to do exercise 3a page 61,62. They have to use the expressions in the box ( to ask for favor ) to fill in blanks in the dialogue
- Get sts to practice speaking in pairs
- Set the scene then ask sts to make the dialogue between Mrs Ngoc and Hoa.  
Mrs Nga is carrying a heavy bag but she's hurt her arm so she needs some help
- Ask them to practice in pairs
  
- Ask sts to make similar dialogue about some of the following situation  
A your neighbor needs help tidying his yard because he has broken his leg
- Ask then to make similar dialogue and the practice in pair please?

### **Content**

#### **New words**

- Carry (v)
- Hurt (v)
- Certainly (adv)
- Favor (n)

#### **Expressions**

- That's very kind of you
- Can/could you help me ?
- Could you do me a favor ?
- Can/could you .....?
- Need some help
- Of course

- Sure

- No problem

#### **Practice :**

A. Could help me, please ?

Yes, certainly

B. Could you do me a favor ?

What can I do for you ?

Can you take me across the road

C. I need a favor

How can I help you

Could you help me with this math problem

D. Can you help me , please ?

Yes, of course

Can you water the flowers in the garden ?

#### **Answers :**

Your neighbor: Can you help me,

You : Of course . How can I help you ?

Your neighbor : Can you help me to tidy  
the yard ? I've broken my leg  
You : Certainly , I'll help you  
Your neighbor : Thank you very much  
That's very kind of you

B . Your friend needs help fixing her bike  
because she has a flat tire

-Ask sts to make another dialogue and the  
practice in pairs

**\*LISTEN:**

**1. Pre - listening**

- Ask sts to guess the words to fill in  
in the ( opposite meaning ) gaps in the  
song
- Ask them to share with their partners
- Give feedback
- Ask sts to listen to the song and fill in  
the missing words the share with their  
partner

**2. While - listening**

- Ask sts to listen to the tape and then  
sing again
- Ask some sts to sing it again

**3. Post - listening : - Ask the whole class to sing it again**

**G/ HOMEWORK** - Learn your lesson - Prepare U<sub>6</sub> : Read

**New words**

- Unite (v)
- Peace
- Hold
- Make a stand

**The song**

Children of our land unite  
Let's sing for peace  
Let's sing for right  
Let's sing for the love between  
North and South  
Oh, children of our land unite  
Children the world hold hands  
Let's show our love from place to  
place  
Let's shout out loud  
Let's make a stand  
Oh children of the world hold hands

## UNIT 6 : Period 34. READI. OBJECTIVES :

After finishing this lesson, sts will be able to know more about a youth organization they Boy Scouts of America

### B/ LANGUAGE CONTENT :

- **Vocabulary** : encourage, citizenship, coeducational , voluntary, lead. establish

- **Grammar** :

C/ **TEACHING AIDS** : Color chalk

D/ **METHOD** : Community approach

### E/ PROCEDURES :

#### I/ Warm up :

\* Jumbled word

- Write six words whose letters are in disorder

- |             |                |
|-------------|----------------|
| 1. Racchaer | 4. Pexailn     |
| 2. Iojn     | 5. Nessmsibuan |
| 3. Mai      | 6. Thauolgh    |

Divide the class into 2 teams, 6sts from each team will write the right words . The team which finishes first with more right words will win the game

Answers :

- |              |         |        |            |                |             |
|--------------|---------|--------|------------|----------------|-------------|
| 1. Character | 2. Join | 3. Aim | 4. explain | 5. Businessman | 6. Although |
|--------------|---------|--------|------------|----------------|-------------|

#### Teacher's and students' Activities

##### 1. Pre - reading

- Put the new words on the board
- Call 2 sts or 2 teams ( 4 sts each ) to the front of the class standing at an equal distance from the blackboard
- Call out one of the new words ( in Vietnamese )
- Two sts must run forwards and slap the correct word. The sts who slap first is the winner
- Go on with the next two student

#### Content

##### New words :

- encourage (n) Khuyen khich
- Citizenship (n) quyen cong dan
- Coeducational ( adj ) GD chung NN
- Voluntary ( adj) tinh nguyen vien
- Lead (v) - led - led
- establish (v) de ra
- \*Checking the Vo: slap the board
- Encourage; Citizenship ;Educational
- Voluntary ; Establish ; Lead
- Stick the poster with the statements on the blackboard and guess which is True or False

1. The Boy Scout of America is a youth organization
2. Scouting began in America
3. William Boyce is businessman in London

4. Boys and Girls can join BSA
5. The Scouting Association is the biggest voluntary youth organization in the world

### **2/ While - reading**

- Ask sts to read the statements on page 57 and check if their prediction is correct or not
- Give feedback . Ask them to correct False sts to work in pairs
- Ask sts work in pairs to do exs
- Ask sts to work in pairs

| Guess | Answers | Correction                               |
|-------|---------|--|
| 1     | T       |  |
| 2     | F       | Scout began in England                   |
| 3     | F       | William Boyce is an American businessman |
| 4     | F       | BSA is mainly for boys                   |
| 5     | T       |  |

Fill in the missing dates

Answers :

1. Scouting began in England in 1907
2. The meeting between a boy scout and Mr William Boys led to the Scouts Association crossing the Atlantic in 1910
3. Girls can join in the Girls Guides Association and Camp Fire Boys and Girls
4. They are building characters , good citizenship and personal fitness

### **3. Post - reaing**

Interview a member of the Boys Scouts of America

- Call on an excellent sts in class to practice with the teacher
- T : interviewer
- S : member of BSA
- Call some pairs of sts to play the role of the interviewer and the member of BSA
- Ask sts to work in closed pairs

| Interview  | Member  |
|--|---|
| 1. When did scouting begin ?                               | In 1907 in England They were established in 1907. They        |
| are  | building the characters good citizenship and personal fitness |
| 2. How may members does the scouting Association have now? | Over 25 million   |

### **G/ HOMEWORK**

**Date :12/11/09**

**UNIT 6 : Period 33. WRITE**

## **I. OBJECTIVES :**

After finishing this lesson, sts will be able to write a letter about a future plan, using "be going to"

## **B/ LANGUAGE CONTENT:**

**Vocabulary :** raise fund, bank (n), natural resources, iron, oil .... under the sea, recycle, sidewalk

**Grammar :**

**C/ TEACHING AIDS :** Colored chalks

**D/ METHOD :** Community approach

## **E/ PROCEDURES :**

**Warm up :**

- Revision of the structure : "be going to"
- Ask sts the usage of "be going to"
- Get sts to make the sentence
- "I'm going to + V" . The verbs have to begin with a letter from A to Z
- Give examples

T : I'm going to accept their invitation

S1 : I'm going to buy a new bicycle

S2 : I'm going to clean the house

S3 : I'm going to dust the furniture

- Go on until the last sts with the sentence "I'm going to yell"

## **Teacher's and students' activities**

### **Pre - writing**

- T explains new words
- Sts listen, repeat and copy down

- Ask Ss to read the notice - To All Y & Y member on page 58

- Ask sts some questions to check their understanding

Get sts to work in pairs to answer questions

- Give feedback and get some students to work in open pairs

## **Content**

New words:

- raise fund
- Bank (n)
- Natural resources
- recycle (v)
- Sidewalk (n)

## **Questions :**

a. What do members of the Y and Y have to do in the recycling program ?

What is the purpose of the recycling program

c. What other programs can members of the Y & Y participate in ?

## **Answers :**

- a. They have to collect glass, paper and cans to send them for recycling
- b. The purpose of the recycling program is to



- Get them to work in pairs to fill in the gaps in the letter
- Give feedback

## **2. While - writing**

- Ask sts to help Hoa to write a letter to her parents
- Get sts to work in group of 4 or 5 to write a letter on poster

save natural resources and to earn money for the organization

### **Complete the letter**

- having      - recycling
- recycling   - Save
- collect      - participating
- send          - planting

*Dear Mom and dad*

- I'm very happy to tell you that I'm able to join in the Y & Y Green Group of my school. The Green Group is holding an environment month plan. We are going to clean the lakes' banks on weekends. We are also going to plant trees and flowers in the park and water them every afternoon after class. We are planting young trees and plants to sell to other schools.
- I hope that we can bring more green to the city and earn some money for the school Y & Y. The program is very interesting and useful, isn't it ?
  - Write soon and tell me about all your news

Love

Hoa

## **3. Post - writing**

Move around the class and choose four letters from 4 groups. Ask them to stick their letters on the board.

Get the whole class to read the 4 letters and correct them.

**F/ HOMEWORK** - Learn your lesson - Prepare : LANGUAGE FOCUS

**Date :20/11/09**

**Period 35 .LANGUAGE FOCUS**

## **I. OBJECTIVES :**

After finishing this lesson, sts will be able to use Simple present tense talk to about future activities

Using : Gerund

Modal verbs : can, could, May

### **B/ LANGUAGE CONTEN :**

**Vocabulary** : a rest home, orphanage

**Grammar** : Tense , gerund , modal verbs

**C/ TEACHING AIDS** : Colored chalks

### **D/ METHOD :**

Communitive approach

### **E/ PROCEDURES :**

#### **I. Warm up :**

- T asks some questions

1. Do you take part in the Y & Y ?

2. What do you do ? Where

- Sts answer

#### **II/ Presentations**

1. **New words** : a rest home, an orphanage

Checking Vo : rub out and remember

#### **\* Setting the sence :**

- Introduce the dialogue. Lan and Mai are member of the Y &Y organization. They are talking about the summer activity program.

- Ask sts to complete the following dialogue

Lan : (1) we collect and empty garbage ?

Mai : At Dong Xuan Market

Lan : ( 2) We collect ( 3 ) ?

Mai : On January 9

Lan : (4) We start and (5)

Mai : (6) 8 am and (7) 5 pm

Answers :

1. Where do                      2. When do                      3. an empty garbage                      4. what time do

5. finish                      6 We start at                      6 finish at

-Ask some sts to play the roles of Mai and Lan to practice the dialogue ( practice in pairs )

#### **\* Practice :**

Drill : Ask sts to practice asking and answering about the Y &Y activity program by using the followingcues.

a. Where do they collect and empty the garbage ? At Dong Xuan Market

b. Where do they plant and water trees ? In the park

- c. When do they help the elderly people ? On March 26
- d. What time do they collect and empty garbage ? They start at 8 am and finish at 5 pm
- Call on some sts to ask and answer ( pair work - individual work)

**\* Production :**

- Ask sts to look at the chart on page 60 to talk about the Y & Yorganization Activity program.
- Get each pair to ask and answer 3 questions about the place / date / time

**2/ Concept checking ?**

- What is after " likes" ( drawing )
- " enjoys" ( acting )
- What do we call " drawing" and " acting" ? ( Gerund )
- What is the form of gerund ? ( V -ing )
- When do we use " gerund" ? ( After some verbs : Like , love , enjoy , hate, stop, mind)

**\* Practice :**

- Ask some pairs of sts to practice asking and answering ( pen pair)
- Ask them to copy down the chart
- Ask them to work in groups of three to ask their friends and ticle on the chart

| Do you like  | Name/Nam                  | Mai                         |
|--|---------------------------|-----------------------------|
|  | Love like don't hate like | Love Like don't hate / like |
| Play socer<br>Washing up<br>cooking meals<br>performing music<br>gaderning<br>watching TV<br>camping |                           |                             |

**Ex** : Nam loves playing soccer . He don't like cooking

**3/ Practice**

- Ask sts to work in pairs to do ex 3a. They have to use the expressions in the box to fill in the blanks in the dialogue
- Get sts to practice speaking in pairs

**Answers** :

A : buy a ticket

B : Take me across the road

C : help me with this math problem

D : Water flowers in the garden

- Ask sts to repeat chorally and then individually all the phrases in the chart

- Ask sts to complete the dialogue in ex 3b

1. A : May I

2. A : Do you need

3. B : me help you  
very kind

- Ask them to practice three dialogue in pairs

### **F/ HOMEWORK**

- Learn your lesson

\*\*\*\*\*

**Date :21/11/09**

## **§ 36 REVIEW**

**I. OBJECTIVES** : Review all the structures they have learnt

### **B/ LANGUAGE CONTEN :**

- Past simple
- Prepositions of time
- Used to
- Commands, request and advice in reported speech
- Gerunds
- Present tense with future meaning

**C/ TEACHING AIDS** : Colored chalks

### **D/ METHOD :**

Community approach

### **E/ PROCEDURES :**

#### **Warm up :**

Divide the class into 2 teams

- Ask them to write the verbs in the past

- |         |         |         |          |          |
|---------|---------|---------|----------|----------|
| 1. Know | 2. Hold | 3. Keep | 4. See   | 5. Take  |
| 6. slow | 7. Buy  | 8. Hang | 9. Write | 10. Read |

### **Teacher's and students' activities**

- Review all the tenses they have learnt
- T gives some ( questions) examples
- Sts listen and copy down

### **Content**

#### **I / Tenses :**

1. You ( meet) her last night ?
2. They ( build) a new house two years ago
3. The film ( start ) at 7 p.m to 8.30 p.m ?

4. Lan (write) at present ?
5. He ( come) here tonight
6. There (be) a hotel near my house

**Keys :**

1. Did ..... meet ?
2. built
3. Starts
4. Is ..... writing
5. will come
6. is

- Review some prepositions of time

## **II/ Prepositions of time**

1. I'll visit you .....Saturday
  2. We must be there .....8.30 and 9.10
- The shop closes .....4 p.m. If you  
arrive ..... 4p.m, it will be closed
4. My birthday is .....May 20
  5. She was born .....January
  6. I have dinner .....6.p.m

**Keys :** 1. on 2. between 3. before  
4. in 5. in 6. at

S + tell + O + To inf

S + ask + O + To inf

## **III/ Reported speech**

1. The teacher said to Tim : "Come into my office, please "
2. Mrs Jackson said to Tim : " Could you give me a hand please"
3. Nam said to the taxi driver : Please turn left at the first traffic light
4. Mary said to Tom : " can you carry my suitcase, please"

### **Keys**

1. The teacher told Tim to come into her office
2. Mrs Jackson told/asked Tim to give her a hand
3. Nam told the taxi driver to turn left at ....
4. Mary asked John to carry her suitcase

## **IV/ S + Used to + V**

1. He used to stay up late
2. I used to go fishing
3. We used to play tennis

V/ **Write** : Part 2 page 51 & 56

VI/ Read the passage and then answer the questions ( U 4,5,6 : read )

## **F : HOMEWORK**

- Learn your lesson at home

\*\*\*\*\*

**Date :29/11/09**

### **§ 37. TEST**

**I/ Listen the text, then fill the missing words in the brackets:** (1 mark)

Language learners learn words in different ways. Some learners .....a list and put the .....of new words in their mother....., and try to learn them by ..... However, others write one or two example sentences with new word.

**II/ Fill in the brackets with the correct word or phrase:**

1. Scouting began in..... in 1907 ( England/ Viet Nam/ American/ China)
2. *The Lost Shoe* is a.....( comic/ novel/ folktale)
3. Please fill..... this form ( in/on/at/of)
- 4/ This shop often closes at 5 o'clock .....Sunday afternoon.(in/ on/at/of)
5. Lan hates..... meal ( cook/ cooks/ to cook/ cooking)
6. They take part .....recycling program ( in/on/out/at)
7. She asked her children.....(stops playing/to stop playing/ stop playing/ stop to play)
8. It's very cold outside. ....you help me close the door, please?( do, did, can, will).

**III/ Change the following sentences into reported speech** (1.5)

1. Mr Tam said to me “ please, stop talking”  
→ Mr Tam told me .....
- 2.Lan said to Nam “ Can you do this homework for me?”  
→ Lan asked Nam.....
3. Miss Lien said to us “ You should wash the hands before meals”  
→ Miss Lien told us.....

**IV/ Put the correct tense:(2.0)**

1. When I was young, I (spend)..... lots of money.
2. My parents used (live)..... in Hue. They ( be).....born there.
- 3.....The train (leave)..... HCM city at 7 o'clock?

**V/ Complete the dialogue (1.0)**

Mother: \_\_\_\_\_ me, Nam?

Nam: Sure,mom.\_\_\_\_\_ for you?

Mother: \_\_\_\_\_ help \_\_\_\_\_ some vegetables? I'm busy cooking meal.

Nam: No problem . I'll help you.

Mother: Thank you \_\_\_\_\_ of you.

**VI/ Use the cue words to make each sentences in the letter:(2.5)**

Dear Tim,

I'm glad / tell you that I/ going/join in the Y&Y Green Group.

\_\_\_\_\_  
We/ holding/ enviroment month.

\_\_\_\_\_  
We/ going/ plant trees and the flowers/ in the school garden/ water/ every afternoon after class

\_\_\_\_\_  
We/ planting/young trees/ plant/ sell/ other schools.

\_\_\_\_\_  
We hope/ we/give more green color to the city/ earn some money/ our school Y &Y.

\_\_\_\_\_  
It is interesting and useful, isn't it?

Write to me soon and tell all your news.

Love

Lan

\*\*\*\*\*

**Date : 4/12/09**

**38. CHỮA BÀI KIỂM TRA**

**\* Correct the test**

- Ask sts to read the test
- T shows them to find their mistakes
- Ask good sts to go to the board and do it again
- T explains it
- Ps listen and copy down

***I/ Listen the text, then fill the missing words in the brackets: (1 mark)***

Language learners learn words in different ways. Some learners **make (0.25)** a list and put the **meanings (0.25)** of new words in their mother **tongue (0.25)**, and try to learn them by **heart (0.25)**. However, others write one or two example sentences with new word.

***II/ Fill in the brackets with the correct word or phrase:( 2 marks)***

1.England 2. folktale 3. in/out 4.on 5. cooking 6. in 7. to stop playing 8.can  
(0.25 mark for each correct sentence)

***III/ Change the following sentences into reported speech: (1.5)***

- 1 Mr Tam told me to stop talking (0.5)
2. Lan asked Nam to do this homework for her (0.5)
3. Miss Lien told us we should wash the hands before meals (0.5)

**IV/ Put the correct tense: (2.0 marks)**

1. When I was young, I (spend) **spent** (0.5) lots of money.
2. My parents used (live) **lived** (0.5) in Hue. They (be) **were** born there.
- 3 **Does** the train **leave** . HCM city at 7 o'clock? (0.5)

**V/ Complete the dialogue( 1.0)**

Mother: Can you help me , Nam? (0.25)

Nam: Sure, mom. What can I do for you? (0.25)

Mother: Can you help me buy some vegetables? ( 0.25) I'm busy cooking meal.

Nam: No problem . I'll help you.

Mother: Thank you . ~~That's very kind of~~ you. (0.25)

**VI/ Use the cue words to make each sentences in the letter:(2.5)**

Dear Tim,

I'm glad / tell you that I/ going/join in the Y&Y Green Group.

I'm glad to tell you that I am going to join in the Y&Y Green Group.( 0.5)

We/ holding/ enviroment month.

We are holding an enviroment month (0.5)

We/ going/ plant trees and the flowers/ in the school garden/ water/ every afternoon after class

We are going to plant trees and the flowers in the school garden and water them every afternoon after class (0.5)

We/ planting/young trees/ plant/ sell/ other schools.

We are planting young trees and plant to sell to other schools.( 0.5)

We hope/ we/give more green color to the city/ earn some money/ our school Y &Y.

We hope we can give more green color to the city and earn some money for our school Y &Y.(0.5)

It is interesting and useful, isn't it?

Write to me soon and tell all your news.

Love

Lan

**Date : 10/12/09**

**MY NEIGHBORHOOD**

**UNIT 7 : §39. GETTING STARTED - LISTEN & READ**

**I. OBJECTIVES :**

After finishing this exercises, sts will be able to know more about Na's new neighbor

**B/ LANGUAGE CONTENT :**

**Vocabulary** : close by, serve , tasty , wet market , hairdresser's . grocery store

**Grammar** : Present perfect tense

**C/ TEACHING AIDS** : Picture in textbook, Cassette player



## **D/ METHOD :**

Communitive approach

## **E/ PROCEDURES :**

### **Warm up :**

- Ask sts to match the names of place with the suitable pictures

### **Answers :**

- a. grocery store
- b. Stadium
- c. Wet market
- d. Drugstore
- e. Hair dresser's
- f. swimming pool

- Ask for their meanings to make sure sts know exactly what they mean

## **Teacher's and students' activities**

### **Pre - reading**

- T explains new words
- Sts listen, repeat and copy down
- \* Checking Vo : What and where

pancake

close by

serve

try

tasty

- Rub out word by word by leave the circles
- T asks some questions
- Ask sts to listen and read silently the dialogue between Nam and Na then ask them if their answers are correct or not

### **2. While - reading**

- Ask sts to do ex 2 on page 64. They work individually then compare with their partners

### **3. Post - reading**

- Ask sts to write a passage about their neighborhood by answering the following questions
- Sts write, teacher moves around class and help sts

## **F/ HOMEWORK**

## **Content**

### **New words:**

- close by
- serve (v)
- Tasty (adj)
- Wet market
- Hair dresser's
- Grocery store

1. How long has Nam lived in that neighborhood ?
2. Where does Na want to go ?

### **Answers :**

1. He has lived there for 10 years
2. Na wants to go a restaurant

### **Answers :**

- a. new
- b. last week
- c. tired
- d. restaurant
- e. Hue
- f. Pancakes

- Learn your lesson - Prepare U7: Speak

**Planning date :10/12/07**

**Teaching date : 11/12/07**

**UNIT 7 : §40. SPEAK - LISTEN**

**I. OBJECTIVES :**

After finishing this lesson, sts will be able to

- Talk about how to send parcels or letters
- Know what is Na is going to do on the weekends by listening

**B/ LANGUAGE CONTEN :**

***Vocabulary :*** air mail, surface mail , change, send , Contest, Newcomer, Town Ground  
culture House

***Grammar :***

**C/ TEACHING AIDS :** Cassette player

**D/ METHOD :** Communitive approach

**E/ PROCEDURES :**

**Warm up :**

**Chatting :**

- Show a letter and ask sts some questions
- . What's this ? ( a letter )
- . Where can I post it to my friend ? ( at the post office )
- . How can I post it ? ( stick stamp on it )
- . How much ? ( 800 VN dong )
- Introduce the new lesson

**Teacher's and students' activities**

**II/ Presentation**

- T explains new words
- Sts listen, repeat and copy down
  
- Give sts some questions
  
  
- Ask sts to read the dialogue and find out the answers
- Get sts to work in pair to compare their answers
- Ask sts to read the dialogue and find out the answers
- Ask them to work in pairs to compare their answers
- III. Call on a student to play the role of Mrs Kim and practice the dialogue with teacher
- On some pairs of sts to practice the dialogue
- T corrects their pronunciations
- IV/ **Further practice**
- Set the scene and ask sts to make the dialogue

**Content**

**New words:**

- Air mail (n)
- Surface mail (n)
- Change (v)
- Send (v)

**Reading Comprehension**

- Set the scene " Mrs Kim wants to send a parcel to QN, so he has to go to the post office

1. Does Mrs Kim send the parcel air mail

or surface mail ? Why

2. What's the weight of her parcel
3. How much does she pay ?

**Answers :**

1. Mrs Kim sends this parcel surface mail because it is much cheaper
2. Her parcel is five kilograms
3. She pays 19,200 dong

1. Mrs Lan wants to post a letter air mail

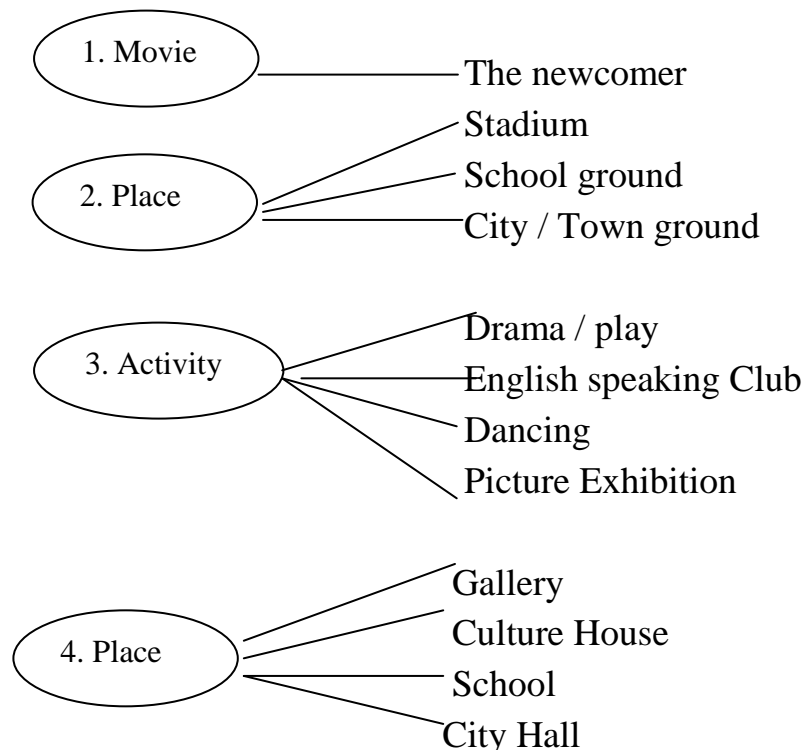
- Ask sts to make the dialogue between Lan and the clerb in the post office
  - Get sts to practice the dialogue in pairs
  - Give other situations and ask sts to make similar dialogue. The box on page 65 will help sts know the price
  - Divide class into 3 groups, each prepares a dialogue
  - Ask 2 pairs from each groups to practice their dialogue . T corrects their pronunciation
  - Ask them to work in pairs
- Clerb : Can I help you ?  
Mrs Lan : I want to send a letter to Kontum  
Clerb : Do you want to send it airmail or surface mail  
Mrs Lan :I send it air mail. How much is it ?  
Clerb : Let me see. Mmm , 15gs , it's only 1,200dong  
Mrs Lan : Here you are  
Clerb : Thank you
2. Post card / HCM city / airmail / 15g  
3. Parcel / Camau / airmail / 2kgs

### **\*LISTEN**

#### **Warm up :**

##### 1/ **Pre -listening :**

Ask sts to look at 4 advertisments of " what's on this weekends ?" and get sts to guess what is in the blanks 2.3.4



- Set the scene : Na is new in the neighborhood. She is talking to Nam about what she's doing on the weekend
- Ask sts to listen to tape and fill in the blanks in each advertisment

## Teacher's and students' activities

### 2. While - listening

- Let sts listen to the tape twice and give the answers
- Give feedback
- Ask sts to read the statements in the ex 2 page 66
- Get sts to guess which is true, which is false and which has no informations
- Ask them to share their ideas with their friends
- Give feedback
- Let sts listen to the conversation again and tick in the correct boxes.  
True / False or No information

### 3. Post - listening

- Ask sts to work in group to talk their about what Na is going to this weeken

## F/ HOMEWORK

- Learn your lesson
- Prepare U7: Read

## Content

### Answers:

- a. The newcomer
- b. Town Ground
- c. English Speaking Contest
- d. Culture House

|   |   |                |
|---|---|----------------|
| T | T | No information |
| a | b | f              |
| d | c |                |
| e |   |                |

Ex : Na looks at the advertisments to friends to dicede what to do and where to go this do weekend. She likes movies but she won't see the film at Millennium Cinema because she has seen it before She won't go to the photo exhibition because it doesn't open at weekends. She can't go to the English speaking Contest either because it is on Thursday . Finally, she decides to go to the soccer she thinks it must be fun to watch a real match at the stadium and she wants to visit the Town Ground too

\*\*\*\*\*

**Planning date :11/12/07**

**Teaching date : 12/10/07**

**UNIT 7 : §41. READ**

**I. OBJECTIVES :**

After finishing this lesson, sts will be able to understand the passage about a new shopping mall

**B/ LANGUAGE CONTENT:**

**Vocabulary :** roof , selection , available , mall , resident

**Grammar :** Present perfect tense

**C/ TEACHING AIDS :** Pictures

**D/ METHOD :** Communicative approach

**E/ PROCEDURES :**

**Warm up** : Guessing the words

- Give the definitions and get sts to find out the words as quickly as possible
- 1. A place where you can buy anything ( Super - Market )
- 2. A place where you can buy vegetables and fruit ( Grocery store )

3. A place where you can buy books ( Bookstore )
4. A place where you can come to eat ( restaurant )
5. A place where you can come to see the movie ( Movie theater )
6. A person who comes to the store and buy s.th ( customer )

- Give sts good marks if they have correct answer.

### Teacher's and students' activities

### Content

#### ***I/Warm up:***

T: Ask the question

Have you ever gone to a supermarket?

What kinds of goods are they sell here?

S: answer

#### ***II/ Pre reading:***

S: look at the text

T: asks Ss to guess the topic of reading

- What can we do in the shopping mall?

- in What way is it different from shopping in The market?

T: explains the content of the advertisement

#### ***II/ While reading:***

T: guides

*write*

T: asks Ss to read the text to decide whether days

the statements are True or false

Ss: work in pairs

T: corrects

T: asks Ss to read the text again and answer the Questions

S: work in group  
air-

The Text in English ( page 67)

#### ***\* Vocabulary:***

- shopping mall: (n)

- resident(n)

- take one's business

- wider selection

- product = goods

***1. True or false. Check the boxes, then correct the false sentences and them in the exercise book***

a. F: The Mall is open daily ( seven

a week

b. F: there are 50 stores in the mall

c. F Not everyone is pleased about the new mall.

d. T

e. T

#### ***2/Answers:***

a. It is..... the weather"

b. in the shopping mall, there are 50

conditional specialty store, 4 movies

theaters, 10 restaurants, a children's  
play

area

T: calls some group to answer  
take

c. They think that the new mall will

Their business.

d. the stores in mall will offer a wider  
selection of products, some kinds of  
goods are at cheaper prices.

***IV/ After reading:***

Ss: can read the text or translate into Vietnamese

V/ Consolidation:

T: repeats the content of the text

***VI/ Homework:***

- Learn the lesson at home
- Prepare Unit 7: Write

**Planning date :11/12/07**

**Teaching date : 12/11/07**

**Unit7 : §.42 WRITE**

**I. OBJECTIVES**

After finishing this lesson, S will be able to write a notice and to use some adjectives to make comparisons

**B/ LANGUAGE CONTENT :**

***Vocabulary :***

***Grammar :***

**C/ TEACHING AIDS :** Colored chalk

**D/ METHOD :**

Communicative approach

**E/ PROCEDURES :**



**Warm up :**

- T ask some questions

1. Have you ever taken part in your English speaking Club ?

2. What did you do ?

- S answer

**Teacher's and students' activities**

**1. Pre - writing**

- Get S to read the notice and answer some to check their understanding

- Let S know the way to write a notice

not write full sentences

- Ask S to read passage 2 on page 68

- Ask some S to check S's understanding and get them to use short answers

**2. While - writing**

- Get S to write the notice individually

- Monitor and help them write

**3. Post - writing**

- Check some notices and correct them

- Write the model notice on the board

**Content**

Set the scene " The residents and store owners on Tran Phu Street are going to hold a meeting to discuss the effects of the new mall"

Questions :

a. Why are the residents and store owners on tran Phu Street going to hold a meeting ?

b. When will they hold a meeting ?

c. Where will they hold a meeting ?

Answers :

a. To discuss the effects of the new mall

b. They will hold the meeting on May 20 at 8 p.m

c. They will hold the meeting at 12 Hang Dao Street, Binh's Hardware store

Answers

The School English Speaking Club

HOLDING A SPEAKING CONTEST TO  
CELEBRATE TEACHER'S DAY

Date : November 15

Time : 7.30 p.m and 10 p.m

Place : Hall 204, Building G

Please contact Ms Tran Thi Thu

Hang of class 8 H at the above  
address for more information

### **F/ HOMEWORK**

- Learn your lesson
- Prepare : LANGUAGE FOCUS

\*\*\*\*\*

**Planning date :16/12/07**

**Teaching date : 17/12/07**

### **UNIT7 : §43. LANGUAGE FOCUS**

#### **I. OBJECTIVES :**

After finishing this lesson, S will be able to use Present perfect tense and comparision

#### **B/ LANGUAGE CONTENT :**

***Vocabulary :***

***Grammar :*** + Present perfect tense  
+ Comparision

**C/ TEACHING AIDS :** Pictures in text

#### **D/ METHOD :**

Communitive approach

#### **E/ PROCEDURES :**

**I Warm up :**

Matching

- Stick a poster of infinitives and past perfect on the board
- Divide the class into 2 teams
- Get S from 2 teams to go to the board and write each pair of infinitive - p.p

|        |      |           |         |          |
|--------|------|-----------|---------|----------|
| Be     | see  | collected | go      | worked   |
| lived  | do   | seen      | eat     | attended |
| write  | been | written   | eaten   | work     |
| attend | done | live      | collect | gone     |

## Answers :

Be - been                      write - written      See - seen                      Collect - collected  
Go - gone                      Live - lived              Do - done                      Attend - attended  
Eat - eaten                      work - worked

- Gets S to repeat in chorus and remember the past participles or irregular verbs

### Teacher's and students' activities

### Content

## II. Pre sentation

- Set the scene " Na is new in Nam's neighbor  
They are talking to each other  
- Give S an open dialogue between Nam and  
Na then ask them to complete it  
- Ask S to practice the dialogue and ask some  
S to practice in pair  
started

## .Answers :

1. have              2. lived              3. have  
4. lived              5. for

## The present perfect tense :

. *Form* : S + have/has + p.p

. *Usage* : To talk about s.th which

in the past and continues up to the present

For : a long time      Since : 1980

ten minutes

christmas

three months

yesterday

two days

2 o'clock

five years

Lunchtime

## III. Practice

### 1. Drills : Substitution Drill

Ask S to look at ex 2 on page 69 and decide which . For five minutes  
is the length of time and which is starting point . Since January  
- T reads out a phrase, S add since or for . Since 1990  
- Go on untill S can remember how to use . Since the summer  
For / Since . For three hours  
. For 10 weeks  
. Since Friday  
. For 20 years

## Answers :

which . For five minutes

. Since January

. Since 1990

. Since the summer

. For three hours

. For 10 weeks

. Since Friday

. For 20 years

a. have lived

b. have not eaten

c. have not seen

d. have attended

e. has worked

f. has collected

### 2. Drill 2

- Give the cues written on cards and ask S to  
make full sentences . T corrects their  
pronunciation

## IV/ Production

- Ask S to do ex 4 on page 70 ( in pairs)  
- Give feedback

## Answers :

1. Have been

5. want

2. Hope

6. looks

3. have ... lived

7. have ... been

4. Is

8. Have .... seen

### **3. Drill 3 :**

Show S 3 books , a red book, a yellow one which have the same size and a bigger brown dictionary then ask S to make comparisons

### **Answers :**

1. The red book is the same as the yellow one
2. The red book is as big as the yellow book
3. The yellow book is different from the brown dictionary
4. The yellow is not as big as the brown dictionary

|  |
|--|
| The same as ...<br>(Not) as ... as<br>Different from |
|--|

Ask S to do ex 5 on page 70 - 71

### **Answers :**

- |                   |                     |
|-------------------|---------------------|
| a. Not as big as  | e. not as big as    |
| b. Different from | f. the same as      |
| c. Different from | g. as long as       |
| d. The same as    | h. not as modern as |

### **\* Correct the test**

- Asks S to read the test again
- Guides them to find their mistakes
- T explains the difficult grammatical points
- Asks some S to go to the board and do it
- T corrects the mistakes
- S listen and copy down

### **F/ HOMEWORK**

- Prepare Review the exam of the first term

**Planning date : 17/12/07**

**Teaching date : 18/12/07**

### **Period 23**

## **§ 49 ÔN TẬP**

### **I. OBJECTIVES :**

After finishing 7 lessons, S will be able to all exercises they have done

### **B/ LANGUAGE CONTENT :**

#### **I/ Vocabulary :**

**II/ Grammar :** + Tense  
+ Structures : Prepositions

### **C/ TEACHING AIDS :** Colored chalks

### **D/ METHOD :**

Communitive approach

## **E/ PROCEDURES :**

### **Teacher's and students' activities**

#### **I/ Tenses:**

- T reviews all the structures of tense

- Asks S to repeat the structures and how to use tenses

- T corrects the mistakes

- Give them the exercises

### **Content**

#### **I/The simple present Tense:**

( +) S+ V1/ V s/es

( ) S + don't/doesn't + V1

( ?) Do/does + S + V1?

\*Adverbs of time: always, usually, often, sometime...

#### **II/ The Simple Past Tense:**

( +) S+ V2/ V- ed

( ) S + didn't + V1

( ?) Did + S + V1?

\*Adverbs of time: yesterday, ago, last..., in 1990.

#### **III/ The Future simple Tense:**

S+ Will + V1

• Adverbs of time: next, tomorrow, ...

#### **IV/ The present perfect Tense:**

( +) S + have/has + V3

( -) S+ haven't /hasn't + V3

( ?) Have/has + S + V3?

\* Adverbs of time: since, for.....

\* The intend in the future:

S + am/is/are + Ving

**V/ Modal verbs: Can/ could, may, should, ought to ..... + V1.**

#### **VI/ Ving:**

\*after some Verbs: like, enjoy, love, stop, dislike....

\* after the Prepositions

#### **VII/ Verb Form:**

Ask, want, need, tell + to V1

#### **I. Tenses**

1. He (write) a novel for two years

2. My brother( leave) home ten years ago

3. You (learn) English for a long time

4. They always (go) to bed late but last night they (go) to bed early

5. Where he (go) tonight ?
6. Hurry up ? The train (come) in
7. The earth (move) around the sun
8. Nam (watch) TV now
9. How long.....you (live).....here?
10. Hoa's mother used to( take) .....to the school When she ( be).....alive.
11. Hoa hates ( make).....cakes.
12. We take part in ( recycle).....
13. I used to ( do).....the morning exercise, but now I ( like ).....jogging.
- 14.

**Answers :**

- |                      |                |
|----------------------|----------------|
| 1. has written       | 5. will ... go |
| 2. left              | 6. Is coming   |
| 3. Have ... learned? | 7. moves       |
| 4. go , went         | 8. Is watching |
| 9. have.....live     | 10. take - was |

**F/ HOMEWORK**

- Learn your lesson

\*\*\*\*\*

**Planning date :18/12/07**

**Teaching date : 19/12/07**

**§ 50 ÔN TẬP**

**I. OBJECTIVES :**

After finishing 7 lessons, S will be able to all exercises they have done

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :**

**II/ Grammar :** + The Reported speech  
+ Prepositions

**C/ TEACHING AIDS :** Colored chalks

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**Teacher's and students' activities**

**Content**

II/ The Prepositions:

T: review the preposition of time and preposition phrases

- Guides the S to choose the correct word

-

- Asks them to choose the correct word

- T corrects the mistakes

- S listen, repeat and copy down

to

o'clock.....

out/

- T: ask some students to give the structure  
Of Reported speech.

- T review and give some exercises

-S : do the exercises

+.....

### **I/Preposition of time:**

1/ IN: + thu, ngay

2/ ON + thang, nam

3/ AT + múi giờ

4/ between, before, after.

\* take part in                      fill in/out

Participate in                      care for

Be proud of

### **I/ Fill the suitable prepositions into the brackets:**

1. We must be there ...7.30 and 8.15

( at, before , between , after )

2.Vietnamese language is different ...

English language (as, like, from, with)

3. Her birthday is .....Sunday, may 24

4. They often give their parents gifts

.....Christmas day

5.Please fill.....this form

6. The classes start.....6.30 a.m. Let's go

School.....6.30 a.m.

7. We take part .....an English Club.

8.        We'll        arrive        here.....5

12 february.

\* Answer: 1. between 2. from 3. on 4. on 5.

In. 6. at ; before, 7. in 8.at; on

### **II/ Reported speech:**

\* *S + told + O + to V1 + .....*

\* *S + asked + O + to V1 .....*

\* *S + told + O + that + S2 + should*

### **\*Exercise:**

1. I said to her " Move your bike, please"

2. Lan said to Nam " can you buy some vegetable for me ?".

3. Mrs Lien said to her children “ Please clean your room”
4. The teacher said to her students “ You should go to school on time”
5. She said to her brother “ Can you carry my bag? “
- \*answer:
1. I told her to Move her bike.
  2. Lan told Nam to buy some vegetable for her
  3. Mrs Lien asked her children to clean their room.
  4. The teacher told her students that they should go to school on time”
  5. She asked her brother to carry her bag

## **F/ HOMEWORK**

- Learn your lesson

-----❧❧❧-----

**Planning date :23/12/07**

**Teaching date : 24/12/07**

## **§ 51 ÔN TẬP**

### **I. OBJECTIVES :**

After finishing 7 lessons, S will be able to all exercises they have done

### **B/ LANGUAGE CONTENT :**

**I/ Vocabulary :**

**II/ Grammar :** + Structures : enough , comparative , Reflexive Pronoun

**C/ TEACHING AIDS :** Colored chalks

### **D/ METHOD :**

Communitive approach

### **E/ PROCEDURES :**

#### **Teacher's and students' activities**

- T reviews all the structures of enough, comparative , Reflexive Pronoun

#### **Content**

\* S + be ( not) + Adj + Enough + to V1  
\* Comparative:



- S1 +be (not) + As + adj + As+S2
- S1+ be+ the same + Noun+ as+ S2
- S1 + be /v + different from + S2

\* Reflexive Pronoun

|                      |            |
|----------------------|------------|
| Myself               | itself     |
| Yourself/ yourselves | themselves |
| Herself              | ourselves  |
| himself              |            |

T: give some exercises

S: do them

II/ Choose the correct word :

1. Tom is 17. He isn't ...to drive a car  
(enough young, young enough, old enough)
2. Vietnamese language is different ...  
English language (as, like, from, with)
3. This bag is too heavy. He is not.....to  
carry it ( enough strong,strong enough, weak  
enough, enough weak)
4. Nam cooks dinner.....( himself, her self,  
hisself, yourself)
5. last night, I saw the film “ Romeo &  
Juliet”.  
Theykilled.....(herself,themselves,  
themselves)
6. Hoa looks at the mirrow and smiles .....(  
himself, herself, hisself, yourself)

T: call some students to do the exercise on board

T & S: correct the mistakes.

Answers :

- 1.old enough      2.from
3. strong enough    4. himself
5. themselves      6. herself

II/ Complete the sentences:

- 1.I'm 1.2 metres and Hoa is 1.2 metres,too.(  
as....as)
- I'm.....
- 2.Hoa is nice and her sister is nice, too.  
(as...as)

Hoa is.....  
 3. her book is red and my book is red too.(  
 the same.....as)  
 Her book is.....  
 4. Lan is short but Her mother is tall ( different from)  
 Lan  
 is.....  
 \*Answer:  
 1.I'm as tall as Hoa  
 2. Hoa is as nice as her sister.  
 3. Her book is the same color as my book  
 4. Lan is different from her mother.

## **F/ HOMEWORK**

- Learn your lesson



**Planning date :24/12/07**

**Teaching date : 25/12/07**

## **§ 52 ÔN TẬP**

**I. OBJECTIVES** : T reviews all the lessons they have learned

**B/ LANGUAGE CONTEN** :

**I/ Vocabulary** :

**II/ Grammar** :

**C/ TEACHING AIDS** : Colored chalks

**D/ METHOD** :

Communitive approach

**E/ PROCEDURES** :

**Teacher's and students' activities**

- T gives the passage and then asks S to read it carefully
- Guides them to fill in the blanks
- T corrects the mistakes
- Sts listen, repeat and copy down

**Content**

**I. Fill in each of the gaps in the passage below with one suitable word from the box**

( exercise 8 page 36 in exercise book)

**Answers** :

- Asks S to match
- T explains some new words
- Asks some good S to match it
- T corrects the mistakes
- S listen, repeat and copy down make s.th

- Asks them to see the exercises in textbook
- Guides them to write the sentences
- Asks some good S to go to the board and write them
- T explains some grammatical point and corrects them
- S listen and copy down

- |                  |               |
|------------------|---------------|
| 1. School        | 6. bookcase   |
| 2. pronunciation | 7. dictionary |
| 3. improve       | 8. should     |
| 4. after         | 9. year       |
| 5. took          | 10. help      |

### **III/ Match**

- | A                | B   |
|------------------|---|
| 1. Habit         | a. The language that one first learn to speak as a child                          |
| 2. report card   | b. To become or better  |
| 3. Improve       | c. One of two periods of about 18 weeks that the school year is divided           |
| 4. Proud         | d. To say the sounds of letters or word   |
| 5. Mother tongue | e. feeling or showing pride   |
| 6. Semester      | f. S.th that you often do often without thinking about it                         |
| 7. Pronounce     | g. a document written by a teacher giving details of a student's work in a school |

Answers :

1f , 2g , 3 b , 4 e , 5 a , 6c , 7 d

### **II/ Write :**

- Write a letter U5 : page 51 U6 page 59 in textbook
- Write the sentences
  - Lan / like / learn English
  - She/ study/ this foreign language/ nearly 3 year
  - She / always / want / improve / her English
  - Last week / she / buy / English

Vietnamese dictionary

e. She/ often / use / it for reading

Answers :

a. Lan likes learning English

b. She has studied this foreign language for nearly 3 years

c. She always wants to improve her English

d. Last week she bought an English Vietnamese dictionary

e. She often uses it for reading

**III/ Read the paragraph and then answer the questions :**

U 1,2,3,4,5,6,7 : Read in text book

## **F/ HOMEWORK**

- Learn all your lessons for the test

**Planning date :25/12/07**

**Teaching date : 26/12/07**

## **§ 53 ÔN TẬP**

### **I. OBJECTIVES :**

After finishing 7 lessons, S will be able to all exercises they have done

### **B/ LANGUAGE CONTENT :**

**I/ Vocabulary :**

**II/ Grammar**

**C/ TEACHING AIDS** : Colored chalks

### **D/ METHOD :**

Communitive approach

### **E/ PROCEDURES :**

**Teacher's and students' activities**

**Content**

T: gives the Test

S: do the test

T: calls some student to do it on board

T& S : correct

***I/ Choose the best answer:***

1. I often play soccer ..... Sunday afternoon.

A. in

B. on

C. at

D.of

2. Hoa is 15 years old. She isn't .....to drive a car.  
 A. old enough      B. enough old      C. young enough      D. enough young
3. That's very old bike. We have bought it ..... 2 years.  
 A. in      B. since      C. for      D. at
4. Does she hate .....computer games?  
 A. play      B. playing      C. to play      D. plays
5. The shopping mall is very different..... the present shopping area.  
 A. of      B. about      C. for      D. from
6. The students collect used paper, glass for.....  
 A. recycleing      B. recycling      C. recycles      D. recycle
7. Last night, I saw the film " Romeo& Juliet". They kill.....  
 A. them      B. themself      C. themselves      D. theirselves
8. My mother told me not to drive .....  
 A. fast      B. carefully      C. well      D. softly

### ***II/ Put the correct Tense***

1. Marry's mother (leave)..... her house when she (be).....young.  
 2. Minh used to (drink).....lots of milk ,but now He (like).....drinking coffee.  
 3. She (live).....in London for 5 years.  
 4. How long.....you ( see)..... the film "The Mother" ?

### ***III/ Complete the following sentences with the cued words in the brackets***

1. Miss Lien said to the students " Please stop talking" (change into Reported speech)  
 →. Miss Lien told the students .....
2. The teacher said to Tim " You should spend more time on English speaking"  
 →. The teacher told Tim .....
3. Nga said to Minh " Can you use my computer?"  
 →. Nga asked Minh .....
4. Lan is beautiful and her sister is beautiful, too. (as.....as)  
 → Lan is .....
5. Your bike is black, but mine is red. (the same.....as)  
 → Your bike is.....color.....

### ***IV/ Match the questions in column A with the answers in column B: ( 1.5 marks)***

| A   | B                                     |
|---|---------------------------------------|
| 1. Can you help me, please?                       | a. 1.200 dong                         |
| 2. I want to send the parcel. How much is it?     | b. Sure. What can I do for you?       |
| 3. How often do you study English?                | c. Yes. It moves around the sun       |
| 4. Is there a restaurant near here? I feel hungry | d. Yes. It's next to the post office. |
| 5. Do you know about the earth?                   | e. Three times a week.                |
| 6. What is the countryside like?                  | f. It's very quiet and peaceful       |

\* **Answers:** 1.....2.....3.....4.....5.....6.....

**V/ Read the passage, then answer the questions: ( 2 Marks)**

People from the countryside are leaving their house to go and live in the city. Farming can sometimes have a difficult life. They think that they will have lots of jobs and a better life in the city. However, many people coming the city create problems. There may not be enough schools, hospitals, population as well as water and electricity supplies.. This is a problem facing the government around the world.

- \* - create (v): *tao ra*  
- population (n): *dan so*

**\* Answer the Questions:**

1/ What are people from the countryside leaving for?

2/ What do they think of the city?

3/ Why do they create problems when coming to the city?

4/ Is it a problem facing the government around the world?

\*Keys:

**I/ Choose the best answer:**

1.B 2A 3C 4B 5D 6B 7C) 8A

**II/ Put the correct Tense:**

- 1.Marry's mother (leave)...*left* her house when she (be) *was* young.
- 2.Minh used to (drink)*drink* lots of milk ,but now He (like)*likes*drinking coffee.
- 3.She (live) *has lived*... in London for 5 years.
4. How long...*have*...you ( see) *seen* the film "The Mother" ?

**III/ Complete the following sentences with the cued words in the brackets:**

1. Miss Lien told the students to stop talking
2. The teacher told Tim He should spend more time on English speaking )
3. Nga asked Minh to use her computer
4. Lan is as beautiful as her sister
5. Your bike is the same color as mine.

**IV/ Match the questions in column A with the answers in column B:**

1B 2A 3E (4D 5C (0.25) 6F

**V/ Read the passage, then answer the questions:**

1. People from the countryside are leaving their house to go and live in the city
2. They think that they will have lots of jobs and a better life in the city
3. Because there may not be enough schools, hospitals, population as well as water and electricity supplies.

4. Yes, it is

**V/Homework:**

- Lern the Reviews and Unit 1- Unit 7 at home



**Planning date:5/01/08**

**Teaching date : 6/01/08**

**UNIT 8 : COUNTRY LIFE AND CITY LIFE**  
**§44. GETTING STARTED - LISTEN & READ**

**I. OBJECTIVES :**

After finishing this lesson, S will be able to talk about the city life and the country life

**B/ LANGUAGE CONTENT :**

**Vocabulary :** Relative , hear , peaceful , permanently , remote , medical , accessible , friendly

**Grammar :**

**C/ TEACHING AIDS :** Pictures in textbook and cassette player

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I Warm up :**

Chatting :

Talk to S about life in the city and life in the country by asking some questions :

- a. Where do you live?
- b. Do you want to live in the city ? Why ?
- c. Do you want to live in the country ? Why ?

## Teacher's and students' activities

### 1. Pre - reading

T explains new words

S listen and copy down

Asks them to read the words

### 2. While - reading

- Asks S to read the dialogue between Na and Hoa and compares their ideas

- Give feedback and get more information

- Get them to work in pairs to answer the questions

### 3. Post - reading

- Divide the class into 4 groups . Two groups include S who prefer the city life and other include S who prefer the country life

- Ask S to work in groups to answer

## Content

### **New words :**

- Relative (n)
- Peaceful (adj)
- Permanently (adv)
- Accessible (adj)
- Hear (v) → heard → heard
- Remote (v)
- Friendly (adj)
- Medical facilities

### **Answers :**

- a. She has been to Kim Lien Village
- b. She was there for the weekend
- c. To her, the countryside is peaceful and quiet and there is nothing to do
- d. There is no library , no movies, no supermarket . no zoo .....
- e. Country life is becoming better,

Many remote area are getting electricity. People can now have things like refrigerators and TV, medical facilities are more accessible

### Questions :

Do you prefer the country or city life ?



the questions

Why ?

### **F/ HOMEWORK**

- Learn your lesson
- Prepare U<sub>8</sub> : Speak - Listen

\*\*\*\*\*

**Planning date: 6/01/08**

**Teaching date : 7/01/08**

### **UNIT8 : §45. SPEAK - LISTEN**

#### **I. OBJECTIVES :**

After finishing this lesson, S will be able to practice speaking about the changes of a place and complete the dialogue by listening

#### **B/ LANGUAGE CONTENT :**

*Vocabulary :*

*Grammar :*

**C/ TEACHING AIDS :** Pictures in textbook , cassette player

#### **D/ METHOD :**

Communitive approach

#### **E/ PROCEDURES :**

**I Warm up** : Ask S to find 7 adjectives

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| E | X | P | E | N | S | J | B |
| O | A | M | D | N | U | V | E |
| U | B | O | I | S | V | E | A |
| I | C | D | R | T | R |   | U |
| Y | L | E | T | L | L | A | T |
| S | M | R | Y | H | G |   | I |
| U | O | N | O | I | S | Y | F |
| B | P | T | F | P | E | L | U |

- Divide the class into 2 teams
- Ask S to go to the board and circle the word they find

- The team which circles more words will win the game

Answer

Modern , Dirty

Busy

→ Noisy

Tall

expensive

Beautiful

## **II/ Presentation :**

### **Teacher's and students' activities**

- Setting the scene : " Hoa's grandmother is 78"

- Five years ago, she was 73 and she was stronger than she is now

- Asks S to make a sentence about her health

### **\* Practice :**

**Drill** : Prepare six cards of cues

- Model first two cues, the whole class repeat chorally, then some S read out individually

- Give a new cue and ask new S to repeat

- Go on until most of the S in class can remember the structure

### **Content**

Hoa's grandmother is getting weaker

\* Progressive tense

. Form : am , is , are + V - ing

. Use : used to describe changes with "get" and "become"

a. The boys / get / tall

b. The old men / become / weak

c. It/ become / dark

d. The weather / get / cold

e. The S / get / better

f. The school yard / become / cleaner

Answers :

a. The boys are getting tall

b. The old men are becoming weak

c. It is becoming dark

d. The weather is getting cold

e. The students are getting better

f. The school yard is becoming cleaner

## **III/ Production :**

### **1. Speaking 1 :**

Ask S to look at 2 pictures on page 73 and talk to their partners about the changes of the town. The words in the box under the pictures may help S

- Write the word prompts on the board so that S can speak easily

- Get S to work in pairs

- Monitor and help S speak

### **Ex :**

Traffic      Busy

Sky          cloudly

Houses      Hight

City          beautiful

Trees        Green

### **Answers :**

- . The traffic is getting busier
- . There are more tall buildings and houses
- . The houses are getting more modern
- . The town is becoming more beautiful
- . There are more green trees

## **2. Speaking 2 :**

- Ask S to work in groups and talk about changes in their hometown
- Call on volunteer from each group to show their ideas before the class . Other groups can add in their ideas

### **\*LISTEN**

### **I/ Warm up :**

#### **\* Matching :**

- Prepare 8 cards with phrases on them
- Write 8 verbs on the board ( play, do, watch , go , clean , have, phone, speak )
- Divide the class into 2 teams
- Hand out each team 8 cards
- Ask S to stick the cards with phrases besides the suitable verbs
- The team which is faster is the winner

#### **\* Answers :**

|       |                    |
|-------|--------------------|
| Play  | Table tennis       |
| Do    | My homework        |
| Watch | a program          |
| Go    | to violin lesson   |
| Clean | the house          |
| Have  | a muting           |
| Phone | My aunt, Mrs. Hang |
| Speak | to Mum             |

### ***1. Pre – listening***

Asks S to use the suitable verbs in the Present progressive tense to complete the dialogue

Get S to work in pairs

- Call some S to practice the dialogue before the class and teacher corrects

#### **\* Answers :**

That  
This

It's , where , from  
Coming , next week  
Arriving  
Thursday  
Late afternoon  
Speak , my  
Get her .

## **2. While - listening**

Set the scene “ Aunt Hang is talking to Lan on the phone. She is coming to visit Lan in Ha noi

- Asks S to listen to the tape and complete the dialogue on page 74
- Let S to listen twice and find out the missing words individually
- Asks S to share their answers with their partners.

## **3. Post – listening**

- Ask S to practice the dialogue again
- Ask them to work in pair

## **F/ HOMEWORK**

- Learn your lesson
- Prepare U<sub>8</sub> : Read

\*\*\*\*\*

**Planning date :7/01/08**

**Teaching date :8/01/08**

**UNIT 8 : §46. READ**

**I. OBJECTIVES :**

After finishing this lesson, S will be able to understand the text about one of the social problems

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :** rural, urban, stain , typhoon , drought, struggle, migrant , increase

**II/ Grammar :**

**C/ TEACHING AIDS :** cassette player

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

- Jumbled words :

Write the words with disordered letters on the board

. fulentipl → plentiful

. taneru → Nature

. loofd → Flood

. roestly → Destroy

. laputipoon → population

. viroped → provide

**Teacher's and students' activities**

**Pre – reading**

**Content**

**New words**

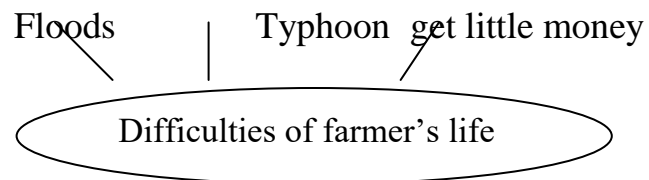
- T explains new words
- S listen , repeat and copy down

- Rural (adj)
- Urban ( adj)
- Stain (n)
- Typhoon (n)
- Drought (n)
- struggle (v)
- Migrant (n)

- Ask S to think of the difficulties of farmer's life

- Ask S to guess how farmers deal with difficulties

- Get S to work in groups to guess the dialogue



**\* Possible Answers :**

Droughts

The weather  
Hard word  
No vacations  
Lack of clean water  
Insectc destroy harvests

**- While – reading**

Let S to read the text silently and answer the question

What do many farmers do to solve their problem ?

- Ask S to work in pairs to complete summary 1 one page 75, using the information from the passage

Answer:

They move to the city so that they can get well – paid jobs

\* Gap – filling

- |            |              |
|------------|--------------|
| 1. leaving | 6. problems  |
| 2. home    | 7. school    |
| 3. city    | 8. hospitals |
| 4. Rural   | 9. problem   |
| 5. city    | 10. world    |

Finding the words :

Answers :

- |           |              |             |
|-----------|--------------|-------------|
| a. rural  | b. plentiful | c. increase |
| d. strain | e. tragedy   | d . urband  |

- Asks S to do ex 2 on page 75

- Let them read the text again and work with their partners

**3. Post – reading**

- Give a situation : If you were a Minister,

**\* Possible answers :**

what would you do for farmers ?

- Asks S to work in groups and discuss

. Build streets , theaters , stadium

. Build school , hospitals

. Provide clean water, electricity, facilities

. Build factory

## **F/ HOMEWORK**

- Learn your lesson

- Prepare U<sub>8</sub>: Write

\*\*\*\*\*

**Planning date :8/01/08**

**Teaching date : 9/01/08**

## **UNIT 8 : § 47. WRITE**

### **I. OBJECTIVES :**

After finishing this lesson, S will be able to write letters to their friends about their neighborhood

### **B/ LANGUAGE CONTENT :**

**I/ Vocabulary :** rural, urban, stain , typhoon , drought, struggle, migrant , increase

**II/ Grammar :**

**C/ TEACHING AIDS :** Colored chalks

### **D/ METHOD :**

Communitive approach

### **E/ PROCEDURES :**

**I/ Warm up :**

\* Revision :

- Ask S to put the outline for an informal letter in the correct order.

- Prepare 6 cards with outline on them

- Call 6 S to hold them and stand in a random order

- Asks some other S to rearrange them in the correct order

- Write the answer on the board so that S can remember the outline of a letter

1. Heading

. Writer's address

. Date

. Dear

2. Opening

3. Body of letter

4. Closing

**Teacher's and students' activities**

**1. Pre – writing**

- Ask S to work in pairs to answer the questions in ex 2 on page 76
- Give feedback

**2. While - writing**

Ask S to write letters to friends about their neighborhood

- Let them write individually
- Ask them to compare with their partners and correct If they can

Do you have a library like that in your neighborhood ?

Write to me

**3. Post – writing**

Choose some letter to correct

**Content**

a. Where do you live ?

I live in a small town

b. What does your house look like ?

My house looks very nice

c. What can you see from your bedroom window?

From my bedroom window, I can see a small park with many green trees and colourful flowers

d. How far is it from your home to school ?

It's very near so I can walk .

e. What kinds of facilities are there in your neighborhood ?

There is a park / a swimming pool , some restaurants.

f. What things in your neighborhood do you like best ?

I like the park best

Dear ...

I live in a small village. My family has a larger house with four rooms and a small garden.

My sister and I share one bedroom. From the bedroom window, I can see a beautiful park with green trees, flowers and a pond. We don't live far from my school so I usually work there

In my neighborhood, there is a swimming pool and a beautiful park . On the weekend I often go swimming with my friends. Early in the morning, I always jog with my sister around the park . But the thing I like best in

my neighborhood is the public library near my school . There I not only can study and read books but also watch video and learn how to use the computer.



before class.

## **F/ HOMEWORK**

- Learn your lesson
- Prepare U<sub>8</sub>: LANGUAGE FOCUS

**Planning date :9/01/08**

**Teaching date :10/01/08**

## **UNIT 8 : §48. LANGUAGE FOCUS**

### **I. OBJECTIVES :**

After finishing this lesson, S will be able to use present progressive tense and comparative , superlative adjectives

### **B/ LANGUAGE CONTENT :**

#### **I/ Vocabulary :**

- II/ Grammar :**
- + Present progressive tense
  - + Comparative , superlative adjectives

### **C/ TEACHING AIDS :**

### **D/ METHOD :**

Communitive approach

### **E/ PROCEDURES :**

#### **I/ Warm up :**

##### **\* Matching :**

- Prepare 8 cards with phrases on them
- Write 8 verbs on the board
- Divide the class into 2 teams
- Hand out each team 8 cards
- Ask S to stick the cards with phrases besides the suitable verbs
- The team which is faster is the winner

##### **\* Answers :**

|       |                  |
|-------|------------------|
| Play  | Table tennis     |
| Do    | My homework      |
| Watch | a program        |
| Go    | to violin lesson |
| Clean | the house        |
| Have  | a muting         |

Phone                      My aunt  
Speak                      to Mum

**Teacher's and students' activities**

**II/ Presentation**

Asks S to read the dialogue in pairs and then make similar dialogues ( page 77)

- Asks S to use the suitable verbs in present Progressive tense to complete the dialogue in ex 2 page 78
- Get S to work in pairs
- Call some pairs to practice the dialogues before class and teacher corrects
- Remind S the forms of comparative superlative adjectives

**Comparative**

- + Short adj - ER + than
- + More + long adj + than

**Superlative :**

- + The short adj - EST
- + The most + long adj
- Ask S to do ex 4 on page 79

Let each S read aloud one of the sentences they have made

- Ask S to do ex 5 on page 19
- Asks them to read the advertisement then ask them some questions to check their understanding

What are advertised ?

( an apartment, a villa , and a house)

. How old are they ?

( the apartment is 2 year old, the villa is 5 years old and the house is new)

( How much do we pay per month ?)

( 900,000 dong for the apartment, 6,6 million dong for the house and 7,8 million dong for the villa)

- S can make more sentences

**Content**

\* Answers :

- a. am playing                      d. am doing
- b. are doing                      e. are cleaning
- c. am watching                      f. am having

3.

- a. The boys are getting tall
- b. The old men are becoming weak
- c. It is getting dark
- d. The weather is getting cold
- e. The students are getting better

4. I. The food in the city is more

expensive than in the country

- b. The school in the city is bigger than in the country
- c. Electricity in the city is better than in the country

Answers :

- a. The villa is older than the apartment
- b. The house is more expensive than the apartment
- c. The villa is bigger than the apartment
- d. The apartment is smaller than the villa
- e. The apartment is hotter than the house
- f. The house is the biggest s
- g. The villa is the most beautiful

## **F/ HOMEWORK**

- Learn your lesson

**Period 55**

**Date 04/01/2010**

### **UNIT 9 : A FIRST – AID COURSE GETTING STARTED – LISTEN AND READ**

#### **I. OBJECTIVES :**

After finishing this lesson, S will be able to know what they would do in the situations which require first – aid

#### **B/ LANGUAGE CONTENT :**

**I/ Vocabulary** : ambulance , emergency , unconscious , bleed , cover , handkerchief

#### **II/ Grammar :**

**C/ TEACHING AIDS** : Pictures in textbook and cassette player

**D/ METHOD** : Communities approach

#### **E/ PROCEDURES :**

##### **I/ Warm up :**

\* Kim's game :

- Ask S to open their books and look at the things on page 80. Tell them these things are often used for first – aid
- Divide the class into two groups
- Ask S to close their books and go to the board to write the names of the things they've just seen from memory.
- Tell them the group having the most right English words is the winner
- Have S open the books again and go through the words in English

Keys :

1. Emergency room

3. Medicated oil

5. water park

2. Sterile dressing

4. Ice

6. alcohol

- Ask S to discuss and write down what they would do in these situation which require first – aid

- Call on some groups to give their answers and correct

### Teacher's and students' activities

#### 1. Pre – reading

- T explains new words
- S listen, repeat and copy down

- Put the new words ( in Vietnamese) all over the board – not in a list
- Call on 2 S or 2 teams (4 or 5 S for each) in the both sides to the front of the class standing at equal distance from the board
- Call out one of the new words (in English) in a loud voice
- Two S must run forward and slap the word the S who slaps the correct word first is the winner and gets a mark

#### 2. While – reading

- Have S open their books, listen to the tape while reading the dialogue
- Ask S to read the dialogue again and select the topic covered in the dialogue page 81
- Tell S to write their answers on a sheet of paper and hand in after finishing
- Collect S' paper and correct

#### 3. Post – reading

- Have S to write a story using information from the dialogue
- Tell S to begin their story with “ Yesterday there was an emergency at ....”
- Monitor and help Ss with their work

### Content

#### New words :

- Ambulance (n) xe cứu thương
- Emergency (n) cấp cứu
- Unconscious (adj)
- To bleed (v) chảy máu
- Cover (v) bắt tĩnh
- Hanker chief (n)

\* Checking : Slap the board

Xe cứu thương

Bắt tĩnh

Cấp cứu

Chảy máu

\* Answers :

- |             |              |
|-------------|--------------|
| 1. Fell     | 4. Bleeding  |
| 2. Concious | 5. ambulance |
| 3. Cut      | 5. Awake     |

Answer

a , b , c , e , f

- Have S find some words for situations which require first – aid

**F/ HOMEWORK** - Learn all your lessons

-----❧❧❧-----

**Period 56**

**Date : 06/01/2010**

## **UNIT 9 : SPEAK - LISTEN**

### **I. OBJECTIVES :**

By the end of the lesson, S can make and respond to request , offers and promise.

### **B/ LANGUAGE CONTENT :**

**I/ Vocabulary :**

**II/ Grammar :**

**C/ TEACHING AIDS :** Pictures on page 82

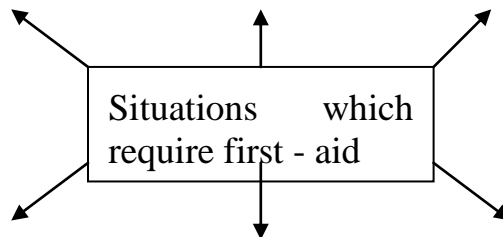
**D/ METHOD :** Communitive approach

### **E/ PROCEDURES :**

**I/ Warm up :**

\* Network :

- + Draw the network with an example on the board and use it as a game
- + Deliver posters to S and ask them to write as many words as possible on their posters
- + Ask S to stick their posters on the board after they finish
- + Tell them the group to have most right words is the winner



\* Answers

- Have a nose bleed
- Have a burn
- Have a cut
- Have a bee sting

have a snake bite

### **Teacher's and students' activities**

#### **I. Presentation**

- Asks S request to elicit the models
- Have S repeat 2 or 3 times before writing them on the board
- Underline the key words

### **Content**

#### **1. Set the scene :**

Questions:

- a. I want to get me a bandage  
How can I say ?
- b. I'd like you to come to my party

- Get S to work out the rules for themselves by asking questions
- After formulating the model sentences, elicit some more phrases with the same use from S

- Get S to copy down
- IV/ Practice
- Hang the chart with the statements on the board
  - Ask Ss to look at the pictures on page 82 and match the situations with the statements

## \*LISTEN

### 1. Pre - listening

- T explains new words

How can I say ?

c. I tell my mother that I'll surely finish my work before bedtime. How can I say

2. Modal sentences :

a. Will you (please) get me a bandage?

b. Would you like to come to my party

c. I promise I'll finish my homework before bed time

\* Concept checking :

- To make a request :

Will

Would | you please + Bare inf

Can

Could

+ Responses :

. Sure / OK / Alright

. I'm sorry I can't . I'm afraid not

- To make an offer

Will / won't you

Shall I

Can I

+ Bare inf ...?

Would you like + To inf ... ?

What can I do / get for you ?

Can I get you .....

+ Responses :

. Yes, please / That would be nice

. No , thank you

\* To make a promise :

I promise . I'll / I won't ...

I will ..... I promise

I promise

Responses :

. I hope so/ Good / I'm glad / Don't forget

Matching

1. The girl has a burn on her hand

2. The girl has a bad fever

3. The boy has just broken the vase

4. The boy has a headache

5. The boy has a snake bite

Answers :

1. a ; 2. d; 3 e ; 4 b ; 5 c

\* New words :

- an eye chart (n) bảng đồ thị lực

- S listen , repeat and copy down
- Have S repeat the words in chorus then rub out word by word but leave the circles
- Go on until the circles are empty

- Get S to come to the blackboard to fill in the circles with the right word again

- Ask S to look at the picture in their books again and match the letter A,B,C,D,E,F to the correct words in the box

## 2. While – listening

- Rub out the letters (A,B .. ) but leave the words
- Tell S they are going to listen to a paragraph about the activities taking place in an emergency room which contains the words on the board

- Put the words in the tape
- Have S copy and guess the order of the words
- Play the tape and ask S to listen
- Ask S to give their answers and correct
- Ask S to read the statement carefully and check If they understand the meaning of the statements
- Ask S to work in pairs to decide which of the statement is true and which is false the
- Ask S to give their answers and correct

## 3. Post – listening

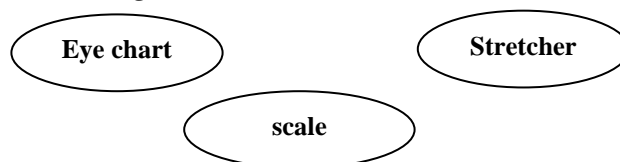
- Ask S to write the story about the activities in the picture , using the present progressive
- “This is the emergency room in a large hospital
- Ask S to rewrite the above story in the Past Tense

## F/ HOMEWORK

- Learn all your lessons
- Prepare U9 : Read

- scale (n) cái cân
- Wheelchair (n) xe đẩy
- Stretcher (n) cái cáng
- crutch (n) cái nạng

### \* Checking



- \* Checking
- A → ambulance      D → eye chart  
 B → wheelchair      E → scale  
 C → crutches      F → stretcher

|            | You guess | On tape |
|------------|-----------|---------|
| Ambulance  |           | 3       |
| Wheelchair |           | 2       |
| Crutches   |           | 6       |
| eye chart  |           | 4       |
| Scale      |           | 5       |
| Stretcher  |           | 1       |

### \* True/ False Statements

1. A doctor is wheeling a patient into the emergency room
2. The patient's head is bandaged
3. A nurse is pushing a wheelchair with a patient sitting on it
4. The eye chart consists of 28 letters ranging in the different size
5. The baby's mother is trying to stop the nurse from weighing her baby

### \* Answers :

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

**Period 57**

**Date : 08/01/2010**

**UNIT 9 : READ**

**I. OBJECTIVES :**

After finishing this lesson, S can use ( in order to) indicate purposes

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :** lie flat , elevate, victim , overheat , tissue damage , ease

**II/ Grammar :**

**C/ TEACHING AIDS :** chart , picture

**D/ METHOD :**

Communities approach

**E/ PROCEDURES :**

**I/ Warm up :**

\* Revision: Bingo

- Ask S to give nouns for emergencies which require first - aid and write them on the board
- Suggested words
- Burn , cut , bee sting , snake bite , fainting , shock , nose bleed
- Have S choose any 4 words on the board and write them down on a piece of paper
- Call out the words until someone has ticked all the four words and shout " Bingo". He/ she wins the game

**Teacher's and students' activities**

- T explains new words
- S listen, repeat and copy down

**Content**

**New words :**

- To lie flat
- To elevate (v)
- Victim (n)
- To overheat (v)
- Tissue damage
- To ease (v)

**Checking :**

- Have S repeat and rub out the E words
- leave the Vietnamese translation



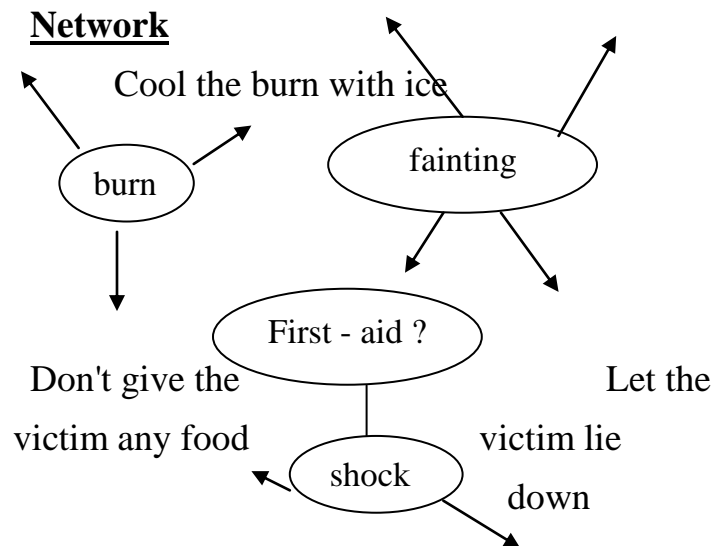
- When all the E words are rubbed out, go through the Vietnamese list and get the S to call out the E words .

- Draw the network with some examples on the board

- Ask S to think of what to do in these emergency cases

- Collect and write the Ss ideas on the board

- Have S open their books and read the instructions on page 83



## **2. While - reading**

- Ask some S to go to the board and add the missing information.

- Ask S to read the statements on page 84 and match three Leading A,B,C to them

- Have S copy down

*Matching*

*Answers :*

A → a , c , e

B → b

C → d

## **3. Post - reading**

- Ask S to read " Read" in the textbook again

## **F/ HOMEWORK**

- Learn your lessons

- Prepare U9 : Write

\*\*\*\*\*

**Period 58**

**Date : 10/01/2010**

## **UNIT 9 : WRITE**

### **I. OBJECTIVES :**

After finishing this lesson, Ss know how to write a thank - you note

### **B/ LANGUAGE CONTENT :**

**I/ Vocabulary :**

**II/ Grammar :**

**C/ TEACHING AIDS :** Posters , drawing

**D/ METHOD** : Communities approach

**E/ PROCEDURES** :

**I/ Warm up** :

- Revision:
- Draw the figures of sea wave , steps , a boy , a girl , a shark.
- Draw dashes , each dash for a letter of the word to be revised.

**Teacher's and students' activities**

**1. Pre - writing**

- T explains new words
- S listen, repeat and copy down
- \* Checking
- Write the Vietnamese translation all over the board , adding some words in the last lesson
- Call on 2 S or 2 teams of 4 /5 S in both sides to the front of the class.
- Call out the English words and 2 S run forward to slap the Vietnamese word on the board

\* Set the scene :

- Asks S to close their books and listen
- Nga was sick and she had to go to hospital  
After she left the hospital, she wrote a thank. You note to Hoa . Why and what did she write ?  
Hang the poster which the statement on the board
- Ask Ss to read the statement and predict
  - Get Ss to give their predictions
  - Ask Ss to look at the letter on page 84 and complete it which the right verb forms
  - Monitor and help S with the tense forms
  - Call on some S to give their answers and correct
  - Asks S to read the whole letter and check If their predictions are right or not

**2. While - writing**

- Tell S they are going to write a thank you note to a friend and invite him/her to go on a picnic with them
- Put the poster with the questions on the board
- Ask S to answer the questions orally
- Have S practice speaking to each other
- Monitor and correct

**Content**

**New words** :

- Cheer (v) up
- Come over
- Thank you

True / False

1. Nga writes to thank Hoa for some candy
2. Hoa's gift cheered Nga up
3. Nga'd like Hoa to see her at the hospital
4. Nga is very bored now
5. Nga writes the letter at the hospital

Answer :

- 1 . F → flower
2. T
3. F → at her house
4. T
5. F → at her house

**Questions**

- 1.What did your friend give/send you
2. On what occasion ?
3. What was/ were it/ they?
4. How did you feel when you received the present
5. How do you feel now ?
6. Do you want to invite your

- Tell S to write their letters on a sheet of paper to hand in
- friend somewhere ?
- 7. If so , then when ?
- 8. How will you contact your friend ?

### **3. Post - writing :**

- Divide the class into 4 groups and choose a letter randomly in each group
- Ask 4 groups to copy 4 chosen letters on posters then put them on the board
- Compare the posters and correct
- Call on some more Ss to read their letters for the class
- Give feedback and correct

### **F/ HOMEWORK**

- Learn your lessons
- Prepare U9 : LANGUAGE FOCUS



**Period 59**

**Date : 12/01/2010**

## **UNIT 9 : LANGUAGE FOCUS**

### **I. OBJECTIVES :**

- After finishing this lesson, S will be able to use
- + in order to , so as to
  - + future simple
  - + Modal will to make requests , offers and promises

### **B/ LANGUAGE CONTENT :**

#### **I/ Vocabulary :**

- II/ Grammar :**
- + in order to , so as to
  - + future simple
  - + Modal will

### **C/ TEACHING AIDS :** Pictures in text book

### **D/ METHOD :**

Communities approach

### **E/ PROCEDURES :**

#### **I/ Warm up :**

- T asks some questions
- 1. Have you ever seen an accident ?
- 2. What have you done ?

- S answer the questions

### Teacher's and students' activities

#### 1. Presentation

- Prepare 4 cardboards ,each consists of question and 1 answer written in cues
- Show the first cardboard and say the utterance 2 or 3 times then get S to repeat 2 or 3 times
- Go on with the second cardboard
- Open pairs : Get 3 or 4 pairs to demonstrate the exchanges the correct
- Stick all the cards on the board and ask S to do pairwork
- Closed pairs : ask the whole class to work in pair

#### 2. Production

- Ask S to listen to the dialogue and repeat if they think the sentence is right and keep silent if the sentence is wrong
- Read the dialogue aloud, sentence by sentence
  - Ask S to look at the picture and dialogues on page 87,88 and fill in the gaps with the right words telephone?
  - Monitor and correct
  - Call on some pairs to play the roles in front of the class
  - Ask S to ex 4 the practice speaking with a partner

### Content

- 1/ In order to , so as to
- a. Why/you/open/umbrella?(Past simple)  
To protect myself from the rain
- 2 b. Why/ Mary/  
To inform her classmates about the changes in schedule
- c. Why/Mr Green/have to/get up/early/morning? (present simple)  
To get to the meeting on time

#### Answers :

2. Mary wrote a notice in order to inform her classmates
3. Mr Green got up early this morning in order to get to the meeting on time
4. My elder brother studies hard this year in order to pass the entrance

#### 2/ Answers

1. will      4. shall
2. will      5. will
3. won't      6 . 'll
- 3/ b. Will you give it ?
- c. Will you answer the
- d. Will you turn on the TV?
- e. Will you pour a glass of water
- f. Will you get me a cushion?
- 4/ b. Will you paint the door, please?
- c. Will you study harder ?

- d. Shall I carry the bag for you?
- e. Will you hang the washing ?
- f. Will you cut the grass for me?

## **F/ HOMEWORK**

- Learn your lessons
- Prepare U10

**Period 60**

**Date : 14/01/2010**

## **UNIT 10: RECYCLING**

### **Getting started - Listen & read – Language focus 1**

## **I. OBJECTIVES :**

Students will be able to do s.th to protect the environment and save natural resources

## **B/ LANGUAGE CONTENT :**

**I/ Vocabulary** : representative , protect , natural resources , recycle , contact, reuse , reduce

## **II/ Grammar :**

**C/ TEACHING AIDS** : Posters , 6 flashcards , a chart , a cassette

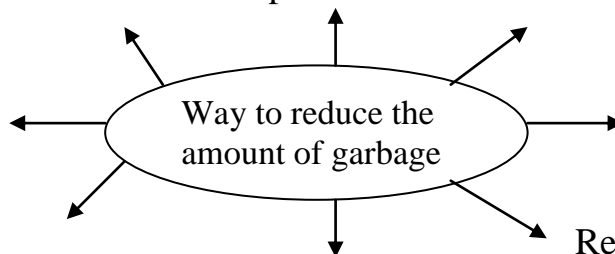
**D/ METHOD** : Communities approach

## **E/ PROCEDURES :**

### **I/ Warm up :**

\* Getting started :

- Draw the circle with an example on the board



Reuse plastic bags

- Ask S to think of the way to reduce the amount of garbage they produce
- Deliver posters to S , dividing them into 4 groups
- Tell S to put the posters on the board after they finish and the team having the most good ideas is the winner
- Give feedback

## **Teacher's and students' activities**

### **1. Pre - reading**

- Elicit words from S
- Have S copy

## **Content**

### **New words :**

- Representative (adj)
- Protect (v)
- Natural resources
- Recycle (v)

- Ask S to rewrite the words in the right order
- Tell S the first two groups with the right words will get 2 points
- Correct

- Contact (v)

- Reuse (v)

\* Checking : Jumbled words

Stick 6 flashcards with jumbled words on the board.

|          |                |
|----------|----------------|
| Tconatc  | Psentreretivea |
| Ceresoru | Ralnatu        |
| Roptlce  | Cyrecel        |

1. Contact 3. Resource 5. protect  
2. Representative 4. Natural 6. Recycle

Answers :

## 2. While - reading

- Ask S to open their books, listen to the tape while reading the dialogue
- Ask S to look at the questions on page go and work in pairs
- Monitor and help S with their work
- Call on some pairs to ask and answer the questions

- Reduce means not buying product which are over packed
- We can reuse things envelopes, glass plastic bottles and old plastic bags
- Recycle means not just throwing things away. Try to find another used for them.
- We can look for information on recycling things by having a contact with an organization like Friends of the Earth going to the local library or asking your family and friends.

## 3. Post - reading :

- Ask S to express their opinions on this topic
- Write the S' ideas on the board into a list
- Give feedback, correct and have S copy

## F/ HOMEWORK

- Learn your lessons
- Prepare U10 : Speak

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**Period 61**

**Date : 17/01/2010**

## **UNIT 10 : SPEAK - LISTEN**

### I. OBJECTIVES :

Students can give and respond to instructions and listen for specific information about making compost

## **B/ LANGUAGE CONTENT :**

**I/ Vocabulary** : fertilizer , fabric , leather , metal , : Compost , grain , heap , shade , shell , shovel , moisture , condensation

## **II/ Grammar :**

**C/ TEACHING AIDS** : Pictures , a mapped dialogue chart , a cassette

**D/ METHOD** : Communities approach

## **E/ PROCEDURES :**

### **I/ Warm up :**

- Show the picture to the S and ask them to observe it carefully , let them look at the picture for about 20 ' then put it away
- Divide the class into 2 teams
- Ask S to go to the board and write as many words showing things in the picture as possible.
- Tell S the team with the most right words is the winner

### **\* Possible answers :**

- Used paper, old newspapers , books , cardboard, boxes, bottles, glasses, jars  
plastic bag , food can , drinking tins, vegetable matter, clothes, shoes, schoolbags...

## **Teacher's and students' activities**

### **1. Pre - speaking**

- Elicit words from S
- Have S copy
- Get S to brainstorm a list of about 10 new words
- Ask S to choose any 4 words and copy into their papers
- Call out the words until I.some student(s) has/have ticked all of their words and shout " Bingo" and they win
- Tell S they are going to listen to the word for items and put them into the right group
- Draw the table on the board and put them into the right column
- Model some words
- Read the words aloud, slowly and jumble them up
- After listening, ask S to work in pairs and

## **Content**

### **New words :**

- Fertilizer (n) phân bón
- paper giấy
- Fabric (n) sợi vải
- Leather (n)
- Metal (n) kim loại

### **Checking**

- Fertilizer , leather , fabric, plastic, glass, metal, paper, cardboard, tin...

### **Answers :**

| Group   | Items  |
|---------|--|
| Paper   | Used paper(old newspapers, books, cardboard , boxes) |
| Glass   | Bottles, glasses , jars                              |
| Plastic | Plastic bags, plastic bottles                        |
| Metal   | food cans, drinking tins                             |
| Fabric  | clothes( cloth bags), material                       |
|         |  |
|         |  |

give their answers

- Read the words again

## **2. While - speaking**

- Put the mapped dialogue chart on the board

- Elicit the exchanges from S

- Have some pairs practice each exchange

before going on to another exchange

- After finishing the dialogue, ask a good pair to demonstrate the whole dialogue

Open pair :

Ask some pair to demonstrate the dialogue

Closed pairs :

- Ask S to work in pairs, replacing the information list

- Correct

### **\* Warm up :**

Memory game ( Kim's game)

- Show the picture to the S and ask them to observe it carefully , let them look at the picture for about 20' then put it away

- Divide the class into 2 teams

- Ask S to go to the board and write as many words showing things in the picture as possible

- Tell S the team which the most right words is the winner

## **1. Pre – listening**

- T explains new words

- S listen , repeat and copy down

Leather Shoes, sandals, schoolbags

Vegetable Fruit peels , ( vegetable,

Matter rotten, fruits )

## **Content**

### **\* Possible answers**

used paper, old newspapers, books, cardboard boxes, bottles, glasses , jars plastic bags, food cans, drinking tins, vegetable matter , clothes , shoes ...

### **New words :**

- Compost (n) phân xanh

- grain (n)

- Heap (n)

- Shade (n)

- Shell (n)

- Shovel (n)



- Moisture

- Condensation

## **2. While - listening**

## **Answer keys**

- Tell S they are going to listen to an expert who gives the instructions to make compost

a . A b. B c. B d. B

- Ask S to open their books and read the multiple choice questions on page 91

- Check if S understand the questions

- Play the tape 2 or 3 times , S listen and do the exercise

- Have S give their answer and correct

## **3. Post – listening**

- Asks S to ask and answer the questions

## **F/ HOMEWORK**

- Learn your lesson

- Prepare U<sub>10</sub>: Read

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**Period 62**

**Date : 19/01/2010**

## **UNIT 10 : READ**

### **I. OBJECTIVES :**

- By the end of the lesson, Ss will be able to form the Passive in the present simple

### **B/ LANGUAGE CONTENT :**

**I/ Vocabulary :** Sandals, deposit, milkman

**II/ Grammar :** Passive voice

**C/ TEACHING AIDS :** Word square chart, photocopied pictures

**D/ METHOD :** Communities approach

### **E/ PROCEDURES :**

**I/ Warm up :**

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| E | N | V | I | R | O | N | M | E | N | T | → |
| N | B | C | G | A | R | B | A | G | E | R | ↓ |
| V | E | D | R | D | O | P | P | U | R | E |   |
| E | J | U | E | Y | I | L | A | R | S | C |   |
| L | U | S | E | D | P | A | P | E | R | Y |   |
| O | S | T | N | O | T | S | E | D | E | C |   |
| P | R | O | T | E | C | T | R | U | U | L |   |
| E | A | B | R | C | A | I | B | C | S | E |   |
| R | E | C | E | E | N | C | A | E | E | K |   |
| D | E | E | E | F | G | H | G | I | J | L |   |

- Put the word square chart on the board
- Tell S the topic is about the environment and there are 14 hidden words
- Divide the class into 4 groups
- Ask S to write their answers on a piece of paper and hand in when they finished
- Tell S group with the most right words in the winner

\* Answer keys :

→ environment, garbage, pure , used paper , protect  
envelope, dust , green tree , can , plastic , paper bag , reduce

### Teacher's and students' activities

#### 1. Pre - reading

- T explains new words
  - S listen, repeat and copy down
  - \* Checking technique : Rub out and Remember
  - Ask S to close their notebooks and look at the board
  - Rub out the English words, on at a time, point to the Vietnamese words and ask S " What's this in English ?"
  - When all the English words are rubbed out go though the Vietnamese list and get S to call out the English words
  - Tell S they are going to read a page in a newspaper giving some recycling facts to protect the environment
  - Write the questions on the board and ask S to guess what they are going to read
  - \* What do people do with used things ?
  - \* What can they make from them ?
- Write the S' suggests on the board

Car tires →

Milk bottles →

Glass →

Drink cars →

Household and garden waste →

#### 2. while - reading :

- Draw the girl on the board and have S copy it and
- Ask S to open their books and read the text
- Ask S to work in pairs to make a list of recycling facts mentioned in the text

I

### Content

#### New words :

- Tire (n)
- Pipe (n)
- Deposit (n)
- Refill (v)
- Melt (v)

\* Answer key

#### *Used things*

#### *Recycling facts*

- Car tires : are recycled to make pipes  
floor covering
- Milk bottles: are cleaned and refilled
- Glass: is broken up , melted and made into new glassware
- Drink cans : are brought back for recycling

compost

Household & garden waste is made into

- Ask S to work individually to answer the questions on page 93
- Let S compare their answers with their partners
- Call on some S to answer
- Give feedback
- Elicit the model sentences from S have S repeat

Have S copy

### 3. Post - reading

- Ask S to answer the question again
- Ask S to practice the questions in pair

### **F/ HOMEWORK**

- Learn your lessons
- Prepare U10 : Write

### Comprehension questions

Car tires are recycled to make pipes

Glass is recycled into new glassware

**S + to be + P.P**

Form : Passive form in the present simple

**S + am, is, are + P.P**

Used : it is used when the subject is affected by the active of the verb

### Answers :

- People cleaned and refilled empty milk bottles
- The glass is broken up, melted and made into new glassware
- The Oregon government a new law that there must be a deposit on all drink cans. The deposit is returned when people bring the cans back for recycling
- Compost is made from household and garden waste



**Period 63**

**Date : 21/01/2010**

## **UNIT 10 : WRITE**

**I. OBJECTIVES** : Students will be able to write a set of instructions , using the sequencing

### **B/ LANGUAGE CONTENT** :

**I/ Vocabulary** : Soak , mash , wire mesh , bucket

**II/ Grammar** :

**C/ TEACHING AIDS** : Drawing

**D/ METHOD** : Communities approach

### **E/ PROCEDURES** :

**I/ Warm up** :

Lucky numbers

- Write 9 numbers on the board , from 1 to 9
- Tell Ss each number is for a question but 3 of them are lucky numbers . If Ss choose a lucky number, they do not have to answer any questions but they get 2 points and they can choose another number
- Divide the class into teams
- 1. Lucky numbers
- 2. Say this sentence in the passive " People speak English everywhere
- 3. Say this sentence in the active " Cartoons are liked by most children"
- 4. Lucky number
- 5. Lucky number
- 6. Say this sentence in the passive
- " We do not use things carefully"

### **Teacher's and students' activities**

#### **1. Pre - writing**

- T explains new words
- S listen, repeat and copy down
- Put the Vietnamese translation all over the board
- Call on 2 S or teams of 4/5 S in both sides of the class to the front of the class standing at equal distance from the board
- Call out the English word & Ss run forward to slap the Vietnamese word on the board
- The S slapping the right word first is the winner and gets a point for his/her team
- Set the scene : tell Ss they are going to read a text about how to recycle used paper
- Put the verbs on the board randomly in flow chart
- Ask S to work in groups to guess the order of the actions
- Call on about 2 pairs to write their answers on the board
- Explain the process of recycling, using mines or Vietnamese and correct
- 2. While - writing
- Ask S to open their books, read the text on page 93 and fill in the verbs
- Monitor and correct the exercises in the text book
- Ask S to close their books
- Write the sequencing on the board and have S to practice speaking first

### **Content**

#### **New words :**

- Soak (v)
- To mash (v)
- Wire mesh
- Bucket (n)

\* Checking

Answers :

1. Use      3. Mix      5. Press  
2. Mash    4 . Pull out    6. Dry

Answers

1. Use      3. Place    5. Wrap    7. Dry  
2. Mix      4. Press    6 . Wait

First .....

Then .....

Next .....

- Call on S to say the sentences from memory
- Get S to write the text in brief using the sequencing
- Monitor and helps S with their work

After that .....  
Finally .....

Answers :

First soak old newspapers in a bucket overnight

The, mash the paper by a wooden spoon

Next, mix the mashed paper with water

After that, use a wire mash to pull the mixture out , put it on the cloth and press it down firmly

Finally, take the mesh out of the cloth & dry it in the sun

### 3. Post - writing

- Stick the photocopied pictures on the board randomly
- Asks S to listen and work in groups to rearrange the pictures according to the instructions on how to prepare the tea leaves
- Get S to give their answers
- Correct

a. First take the used tea leaves from the tea post

b. Next scatter the leaves on a tray

c. Then dry the leaves in the sun

d. Finally, put the dry leaves in a pot for future use

### **F/ HOMEWORK**

- Learn your lessons
- Prepare : LANGUAGE FOCUS



**Period 64**

**Date : 25/01/2010**

## **UNIT 10 : LANGUAGE FOCUS**

**I. OBJECTIVES** : Students will be able to form the Passive in Future simple and the structures with adjectives

### **B/ LANGUAGE CONTENT** :

- **Vocabulary** : Detergent liquid , Dip , specific , mankind, dangerous , delighted, relieved.

- **Grammar** :

+ Passive voice

+ Adj + To inf

**C/ TEACHING AIDS** : cardboards , poster

**D/ METHOD** : Communities METHOD

**E/ PROCEDURES** :

**I/ Warm up** :

Question games : What's your job ?

- Call on a student to go to the board and give him/her a job name.

- Ask the rest of the class to guess the job by asking yes – no questions

- The chosen student can only answer yes or no.

Example questions :

Do you get a big salary ?

Do you wear uniform ?

- Tell S someone who can guess the right job will get a point and take the place of the last chosen student.

### Teacher's and students' activities

#### II. Presentation

- T explains new words
- S listen, repeat and copy down
- T explains how to change passive form
- Ss listen and copy down

#### III. Practice

Show S the questions (prepared on a poster)

And ask them to fill in the gaps using the Passive

Call S to give their answer and correct

Presentation

### Content

#### New words :

- Detergent liquid :
- Dip (v) → dipped
- Specific
- Dangerous (adj)
- Mankind (n)
- Delighted (adj)
- Relieved (adj)

#### **Passive voice**

\* Present simple

|                     |
|---------------------|
| S + am/is/are + P.P |
|---------------------|

Use : it is used when the subject is affected by the action of the verb

Active : S                      V                      O

Passive: S                      be + P.P                      by O

Ex : I love my parents

→ My parents are loved by me

a. The glass is washed with a detergent liquid

b. The glass pieces are dried completely

c. They are mixed with certain

d. The mixture is melted until it becomes a liquid

e. A long pipe is used, it is dipped into the liquid, the the liquid is blown into intended shapes

\* Future simple

|                     |
|---------------------|
| S + will be + P.P + |
|---------------------|

b 1. will be shown

c 2. Will ..... be built

3. will be finished

4. will ... be made ?

Set the scene

Ba gives Nam a lot of direction at a time so  
Nam find it difficult to follow Ba's direction.

What does he say to Nam ?

Practice

Ask S to open their books and complete the  
Dialogues on page 96

Call on some pairs to demonstrate the  
dialogue and correct

\* Presentation :

Set the scene

Nam passed the English exam and his  
grandparents are delighted

What did they write to him ?

- Get S to copy

\* Practice

mừng

Ask S to read the letter on page 97 and match  
the words

- Call on some S to go to the board and draw  
the lines

\* Production :

Gap – fill

- Ask S to work in pairs to complete the letter  
using the words in the box

- Get some S to give their answers

- Give feedback and correct

### **F/ HOMEWORK**

- Learn your lessons

- Prepare :

It's difficult to follow your direction

**It + be + adj + to inf**

Model sentences

We are delighted that you passed the

English exam

**S + be + adj + that / Noun clause**

1. Relieved

a. Xin chúc

2. Congratulation

b. Trông chờ

3. Look forward to

c. Xác nhận lại

4. Confirm

d. nhẹ nhõm

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**Period 65**

**Date : 27/01/2010**

## **UNIT 11 : TRAVELING AROUND VIETNAM**

### **( GETTING STARTED - LISTEN & READ)**

**I. OBJECTIVES :** After finish this lesson , S will able to use some expressions to  
express their interest

### **B/ LANGUAGE CONTENT :**

**I/ Vocabulary :** Sugar cane, Water buffalo, a forty – minute drive , crop

### **II/ Grammar :**

**C/ TEACHING AIDS :** 2 charts , cassette

**D/ METHOD :** Communities approach

### **E/ PROCEDURES :**

## I/ Warm up :

### Jumbled words :

- Write to the topic on the board . Places of interest
- Put the chart with jumbled words on the board

|         |            |
|---------|------------|
| Harbor  | Gate       |
| Halong  | Nha trang  |
| Ngo Mon | The Temple |
|         | Literature |

- Ask each team to connect the words to make the right phrases for places of interest and write them on the board as fast as possible

\* Answer key :

Ngo Mon gate , Ha Long Bay, The Temple of Literature, Nha Rong Harbor

### \* GETTING STARTED

- Ask S to open their books ( p. 98) and match the names with the pictures
- Call on some S to give their answers

+ Answers key :

- a. Ngo Mon Gate
- b. Nha Rong Harbor
- c. The Temple of Literature
- d. Halong Bay

### \* LISTEN AND READ

### Teacher's and students' activities

#### 1. Pre - writing

- Elicit the words from S
- Ask S to notice that a plural noun must be changed to the singular form when preceding the noun it modifies in a noun phrase
- Have S drill some more ( oral – writing )
- Have S copy down

#### \* Checking : Bingo

Get S to brainstorm a list of 8 words and write them on the board

- Ask S to choose any 4 words/ phrases and copy them on their paper
- Call out the words until someone shouts “Bingo”
- Set the scene :
- Put the chart with the questions on the board

- Check If S understand the question and have

### Content

#### I/ New words :

- Crop (n)
- Sugar Cane (n)
- Water buffalo (n)
- a forty – minute drive
- Ex : The vacation lasted 3 months
- > It was a – 3 – month vacation
- Ex : The boy is thirteen years old
- > He is a thirteen – year – old boy

Crop, sugar cane, water buffalo, rice

a 40 – minute drive , a 6 – letter word

a five – dollar note

#### II/ Pre – questions :

1. Where do Hoa meet the Jones ?
2. Is it the first time The Jones have visited Vietnam?
3. How do they travel to Hanoi ?
4. What do they see along the road to Hanoi
5. What would Tim like to do ?



them a few minutes to think about the questions

- Ask S to listen to the tape while reading the dialogue on page 99
- Have S work in pairs to answer the questions
- Call on some pairs to give their answers

#### Answer keys

1. Hoa meets the Jones at the airport
2. Yes, it is
3. By taxi
4. They see a boy riding a water buffalo, rice paddies, corn and sugar cane fields
5. He'd like to take a photo of

### **2. While – reading**

- Ask S to listen and say about T/F

#### **II/ True / False**

- Read the sentences aloud and wait for S answers
- Ask S to correct the false sentences and have rice

#### Answers :

- b. T      b. T    c. F ..... in a taxi  
d. T      e. T    f. F      → not only  
and corn but also sugar canes are grown  
Hanoi

### **3. Post – reading**

Ask S to read the dialogue again, discuss with them and ask them to pick out the sentences containing the situation mentioned below

#### **\* To express interest**

- I'd like you to meet my parents ...
- It's nice to meet you .....
- It's great to be in Vietnam ....
- I'd like to sit with Tim ...

#### **\* To express a request**

- Would you mind sitting in the front seat
- Would you mind if I took a photo ?

### **F/ HOMEWORK**

- Learn your lessons
- Prepare U11 : Speak -listen

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**Planning date: 19/02/08**

**Teaching date : 20/02/08**

## **UNIT1 : §66. SPEAK - LISTEN**

**I. OBJECTIVES** : After finishing this lesson , S will be able to make and respond to formal requests using “mind”, make suggestions and get information from simple tourist advertisements

### **B/ LANGUAGE CONTENT :**

#### **I/ Vocabulary :**

#### **II/ Grammar :**

**C/ TEACHING AIDS** : 4 cardboards , a mapped dialogue chart

**D/ METHOD** : Communitive approach

**E/ PROCEDURES** :

**I/ Warm up** : Game : What does it say ?

- Choose a student and ask him/ her to go to the front of the class with his/ her back to the board so that he /she can't see what is written on the board

- Write the information on the board

- Ask the rest of the class try to help the student guess what is written on the board by asking questions until he/she says out right the words on the board

Ex : On the board : Yes, I do

S ask . Do you like your teacher ?

Or On the board. Every day

S ask . How often do you have a shower ?

**Teacher's and students' activities**

**1. Presentation**

Set the scene

Remind S of the exchanges between Hoa and Tim in the last dialogue and elicit the sentences from S

- Concept checking :

Use :To make and respond to formal request

- T explains new structures

- S listen, repeat and copy down

**Content**

**Modal sentences** :

1.A : Would you mind sitting in the  
front seat of the taxi ?

B : No, problem

2.A: Would you mind If I took a photo

B: Not at all

**Form** :

|  |
|--|
| Would you mind + V. ing<br>Do you mind |
|--|

|  |
|--|
| Would you mind If I + V(in Past simple)<br>Do you mind If I + V ( in Present simple) |
|--|

**\* Responses :**

**Agreement**

+ No, I don't mind

No, of course not

No at al

Please do

Please go ahead

- \* Disagreement
- + I'm sorry I can't
- + I'd rather you didn't
- + I'd prefer you didn't

## **2. Practice**

- Ask S to make requests and suggestion
- Asks some good S to practice this dialogue in groups and pairs

A : I want to go to the market. Could you suggest one ?

B : How about going to Thai Binh Market

A : Is it near here ?

B : About a 20 – minute drive

A : Is it open everyday ?

B: yes, it's open daily from 5 a.m to 8 pm

A : What can I buy there ?

B : Everything you want

A : Thank you very much

## **3. Production**

- Ask some Ss in pair to assign to work on different information each
- Monitor and correct

Group 1 : Markets

2 : Museums

3 : Restaurants

### **\*LISTEN**

#### **1. Pre – listening**

TAPE TRANSCRIPT ( page 106)

- T introduces about Hanoi
- Guides them to see the map in the textbook

Set the scene :

The Jones family are going around Hanoi and they are talking about the directions to 5 places in the maps. Listen to them and match the places to the correct positions on the map

#### **2 . While – listening**

The map in the textbook ( page 102)

- Put the map on the board and ask S to identify the places.
- Play the tape 2 or 3 times
- Tell S to work in pair to compare their answers
- Get S to give their answers and correct

\* Answers :

a. Restaurant

- b. Hotel
- c. Bus station
- d. Pagoda
- e. Temple

### 3. **Post – listening**

- Ask S to listen to the tape again

### **F/ HOMEWORK**

- Learn your lessons
- Prepare U11 : Read

**Planning date:24/02/08**

**Teaching date : 25/02/08**

## **UNIT 11 : §67. READ**

**I. OBJECTIVES** : S will be able to make some suggestions on some tourist sites in Vietnam to foreign tourists

### **B/ LANGUAGE CONTENT** :

**I/ Vocabulary** : Mountain – climbing , Sunbathe , Florist , Giant , Oceanic Institute , Island , Slope , Recognize , Limestone , cave , magnificent, Heritage

### **II/ Grammar** :

**C/ TEACHING AIDS** : Pictures ( P. 110 ) , 4 posters in the textbook

**D/ METHOD** : Communitive approach

### **E/ PROCEDURES** :

**I/ Warm up** : What's this place ?

- Ask questions and call the S Who put his/her hand up first to answer
- Tell S each place consists of 3 questions , 3 points for the 1<sup>st</sup> questions, 2 points for the 2<sup>nd</sup> and 1 point for the 3<sup>rd</sup>

\* Dalat

1. It is called the city of Eternal Spring
2. It has a lot of waterfalls and lakes
3. You can find the most kinds of flowers here

\* Nha trang

1. It's a seaside resort
2. It has a very big monument of Buddha
3. It has an Oceanic Institute

\* Sapa

1. It's a mountainous resort
2. It has tribal villages
3. Sometime It has snow

\* HaLong Bay

1. It is recognized as a World Heritage site by UNESCO
2. It has a lot of caves
3. It consists of a lot of islands

### **Teacher's and students' activities**

#### **1. Pre - reading**

- T explains new words
- S listen, repeat and copy down
- \* Checking : Bingo
- Get S to brainstorm a list of 10 new words and write them on the board
- Accommodation, giant, tribal, slope, jungle
- Limestone, magnificent , resort, waterfall, recognize
- Ask S to choose any 4 words and copy them into a paper
- Call out the words until someone shouts "Bingo" and wins

#### **2/ While – reading**

- Ask S to read the advertisement about the resorts p 102 , 103 and check (v) the topics mentioned in the grid (p. 40)
- Get S to work in pairs to compare their answer
- Ask S to write their answers
- Ask S to copy down

### **Content**

#### **I/ New words :**

- Accommodation (n)
- Giant ( adj) = very big
- Tribe (n)
- Slope (n)
- Jungle (n)
- Limestone (n)
- Florist (n)
- Sunbathe (v)
- Recognize (v)
- World Heritage
- Oceanic Institute
- Island (n)
- Cave (n)
- Magnificent (adj)

#### **\* Answers**

##### **- Nhatrang :**

Flights to HN , railway , hotels , local transport , tourist attractions

##### **- Dalat :**

Hotel, local transport, waterfalls, tourist attractions

- Sapa

Hotel, local transport, mountain slopes, tourist attractions , villages

- Halong Bay :

World Heritage, tourist attractions, sand beaches, railway, hotels, caves, local transport

### 3. Post – reading

-Ask S to go to the board and draw the lines to connect the words

- Get S to open their books, read the text on page 105 and check (v) the box

- Monitor and correct

- Tell S to ask and answer the questions using the information in the text

- Write the model on the board

- Model , using a good student

-Ask S to work in pairs to practise speaking

- Monitor and correct

\* Answers

1 d , 2e , 3a , 4 c , 5 b

A : Where should Andrew go ?

B : He should go to Sapa

A : Why ?

A : Because he studies tribes and he likes mountain – climbing

### F/ HOMEWORK

- Learn your lessons

- Prepare U11 : Write

-----❧❧❧-----

**Planning date :25/02/08**

**Teaching date : 26/2/08**

## **UNIT 11 : §68. WRITING**

### **I. OBJECTIVES :**

After finishing this lesson, S will be able to know how to write a narrative

### **B/ LANGUAGE CONTENT :**

I/ Vocabulary : Canoe , paddle , hire , overturn , rescue

II/ Grammar :

C/ TEACHING AIDS : Pictures , gap fill charts , cardboards

### **D/ METHOD :**

Communitive approach

## E/ PROCEDURES :

I/ Warm up : Which word ?

- Get S to study the definition of a narrative by a gap fill
- Put the missing words in a box on the board and have Ss study first

Written , climax , attention , brief , events

- Show the chart and ask Ss to fill the gaps with the word in the box

A narrative is a sequence of .....(1) These events are usually .....(2) in chronological order and often lead to a .....(3) The first sentences of a narrative should get the reader's .....(4) and the ending should be .....(5)

- Ask S of each group to go to the board and write the words as fast as possible
- Explain the definition in Vietnamese

\* Answer :

- 1 – events                      3 – climax                      5- brief  
2- written                      4- attention

### Teacher's and students' activities

#### 1. Pre – writing

- T explains new words
- S listen, repeat and copy down

### Content

#### New words

- Canoe (n)                      - Stumble(v)
- Paddle (n)                      - overturn (v)
- To hire (v)                      Rescue (v)
- Realize (v)

#### 2/ While - writing

- Have S look at the pictures on page 106 and 107 and guess the meaning of the new words

- Write the V<sub>o</sub> on the board and ask Ss to match them

- Ask S to look at the picture again and rearrange the events in the correct chronological order to make it a story

- Call on some S to give their answers and correct

Ask S to give the pictures already rearranged  
And the given words to write the story about Uyen

- Monitor and help S with words or structures while they are writing

1. Stumble                      văng lên  
2. Go off                      nhận ra  
3. Realize                      trượt chân

#### Keys

d → b → e → h → a → f → c → g

### 3/ Post – writing

After S finish , call on some Ss to read their story aloud for the class

- Give feedback and correct
- Ask S to notice the Past simple tense is often used in a narrative

### Answers :

Uyen had a day to remember last week She had a Math exam on Friday but she got up late. She realized her alarm clock did not go off . As she was leaving, it started to rain heavily . Uyen tried to run as fast as she could . Suddenly she stumbled against a rock and fell onto the road . Her schoolbag went into a pool of water and everything got wet . Strangely, the rain stopped as she got to her classroom . Luckily, Uyen had enough time to finish her exam.

### **F/ HOMEWORK**

- Learn your lesson
  - Prepare U<sub>11</sub>: LANGUAGE FOCUS
- 

**Planning date :26/02/08**

**Teaching date : 27/02/08**

## **UNIT 11 : §69. LANGUAGE FOCUS**

### **I. OBJECTIVES :**

S will be able to use present and past participles to describe things and people , and use structured : Do/ would you mind .... ?

### **B/ LANGUAGE CONTENT :**

#### **I/ Vocabulary :**

- II/ Grammar :**
- Present & Past participle
  - Do/ would you mind

### **C/ TEACHING AIDS :** Pictures in text book

### **D/ METHOD :**

Communitive METHOD

### **E/ PROCEDURES :**

#### **I/ Warm up :**



- Ask S to open their books and observe the picture on page 109 carefully
- Let S look at the picture on 20' and ask them to close their books
- Divide the class into two teams and ask each team to go to the board and write from memory the names of the things they've just seen in the picture
- Tell them the team having the most right words is winner
- Have S open their books again, go through the words and correct

### Teacher's and students' activities

#### 1. Presentation : Language 1

- Ask S to open their books and look at the picture on page 108.
- Set the scene
- It's time fore recess and the people at Quang Trung school are in the school yard. What are they doing ?
- Ask questions and call on S to answer then correct
- Elicit the target language by asking the questions below then have Ss repeat
- T : who is the man walking up the stairs ?
- Have S copy

### Content

- T : What's Mr. Quang doing  
 S : He's walking up the stairs  
 T: ( Miss. Lien )  
 S : carrying a bag/ talking to Nam  
 T : N  
 T : standing next to Miss Lien  
 T : Ba  
 S : sitting under the tree  
 T : Lan  
 S : standing by the table  
 T : Nga and Hoa  
 S : playing chess

#### Model sentences :

The man walking up the stairs is Mr Q

↑  
Present participle

#### Concept check :

Form : V – ing → Present participle  
 Use : A present participle ( phrase) can be used as an adjective to qualify a noun with active meaning

#### 2/ Practice :

- Show the cardboard and have S run through the situations again
- Model the sentence (1) and have S repeat
- 1. The man walking up the stairs is Mr.

1. Mr Quang / walking up the stairs
2. Miss Lien / carrying a bag
3. Nam / talking to Miss Lien
4. Lan / standing by the table

Quang

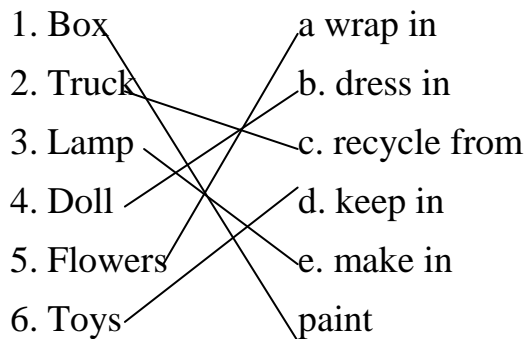
Show the cardboards to S and ask them to say the next sentences

• **LANGUAGE FOCUS 2 :**

1. Matching

Ask S to look at the words in the box and picture on page 109 to do the the matching

5. Nga and Hoa / playing chess



2/ **Presentation**

Ask S to look at the picture on page 109 again and answer the questions

1/ Where is the old lamp made in ?

( China )

2/ What color is the box painted ?

( green )

3/ What is the truck recycle from

( cans )

4/ What color is the doll dressed in ?

( red )

5/ What are the flowers wrapped in ?

( blue paper )

- Elicit the target language by asking the questions below then have Ss repeat

3/ **Practice** :

Have S look at their books, listen to the questions and answer

• **LANGUAGE FOCUS 3, 4**

**1. Presentation :**

Set the scene : remind S of the exchanges

Model sentence :

The old lamp/ made in ChinI. is five dollars

Past participle

Concept check

- Regular verb + ed → past participle

- Irregular verb →

column 3

1.T : How much is the box painted green?

S : The box painted green is one dollar

2. Truck made from recycled cans/\$2

3. Doll dressed in red / \$ 2

Model sentence :

1A:Would you mind sitting in the front

Hoa and Mr. Jones and between Hoa and Tim in the last dialogue and elicit the Sentences from S

seat of the taxi ?

B : No problem

2.A : Would you mind If I took a photo

B : Not at all

\* Concept checking

Use : To make and respond to formal requests

Form : 1. Do you mind        + V – ing  
              Would you mind

2. Do you mind If I ( in present simple)

Would you mind if I (in past simple)

Respons :

\* Agreement :

No, I don't mind/ No, of course not/

Not at all / Please do

\* Disagreement :

I'm sorry I can't

I'd rather you didn't

## 2/ Practice

- Prepare 4 cardboards with cue including check (v) and crosses (x)

Model the first cue 2 or 3 times

Would you mind moving your car ?

- Call on 2 or 3 Ss to repeat it and correct

- Go on with the same steps for the second cue

## 3/ Production

Demonstrate how to put the exchange together , using a good student

T : Would you mind moving your car ?

S : No, of course not

- Get S look at the pictures on page 110 and order the pictures

- Get S to work in pairs , playing the roles to demonstrate the exchanges based on the models below the pictures

- Write down all the exchanges of the pictures in L. F ( a → f )

\* Correct the test :

- Get S to read the test again

- T shows them to find the wrong sentences and explains how to do

a. Move / car (v)

b. Put out / cigarette (v)

c. Get / coffee (x)

1. Turn off the stereo

2. Watch TV while eating

3. Sit down

4. Postpone the meeting

5. Turn on the air – conditioner

6. Smoke

Answer :

1 d 2 f 3 a 4 c 5 e 6 b

Test ( period 54 )

- Ask some good S to go to the board and do it

- T corrects the mistakes

- S copy down

### **F/ HOMEWORK**

- Learn your lesson

- Prepare U<sub>12</sub>: Getting started – Listen & read

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**Planning date : 2/3/08**

**Teaching date : 3/3/2008**

## **§ 70 REVIEW**

### **I. OBJECTIVES :**

- Review all the structures they have learnt

### **B/ LANGUAGE CONTEN :**

*Vocabulary :*

*Grammar:*

- in order to/ so as to

- future simple tense

- Modal: will to make requests, offers and promises

- Passive form

- Adj + to infinitive ( Adj + that clause)

- Past participle, Present participle

- Request with “ MIND”

### **C/ TEACHING AIDS**

**D/ METHOD** : Communitive approach

### **E/ PROCEDURES :**

**I/ Warm up :**

- Ask students to write the structures

+ Passive form of the present simple Tense and Future tense

+ Request with “ mind”

## **II/ New lesson :**

### **Teacher’s and students’ activities**

- T reviews the structures they have learnt
- Sts do them ( chorally, individually )
- Sts combine

### **Content**

**I/ in orther to/so as to + V1**

***\*Match collumn A with column B by in orther to/ so as to***

| A                                    | B                                     |
|--------------------------------------|---------------------------------------|
| 1.Hoa studied hard                   | a.ease the victim’s pain and anxiety. |
| 2. Mr Jone got up early this morning | b. get to the meeting on time         |
| 3. People use the first aid          | c. pass the exam                      |

\* Answer:

1c; 2b,3a

- T corrects the mistakes
- Sts copy down
- Asks them to give the structure  
***promises and***

***II. : will to make requests, offers and***

### **simple present**

\* Fill in the blank with the correct one:

1. I can’t meet you tomorrow morning.I.....  
tennis ( am doing/ will do)
- 2.What time .....tomorrow? ( does  
your train leave/ will your train leave)
3. I don’t want to go to the movie alone.  
.....with me? ( do you go/ will you go)
- 4.He promises he .....( comes/ will come) on

time

you

5. My book is on the floor. ...( do you/ will  
)

\* Answer:

1. will do 2. will your train leave 3. will you  
go
4. will you go 5. will come

- Asks them to give the structure

### ***III/ Passive Form:***

***\* the Present Simple Tense:***

**Active:**       $S + V1/Vs/es + O$

**Passive:**       $S + is/am/are + V3 + by O$

T asks S to do exercise  
 S do the Ex  
 T calls some S to write on board  
 T corrects

-Asks them to give the structure

T give the exercise  
 S complete  
 T calls some S to write  
 T corrects

### ***\*The Future Simple Tense:***

**Active:**     ~~S + will + V1 + O~~

**Passive:**     S + will + be + V3 + by O

1. Change into Passive Voice:

- Lan buys a house .
- They will reuse the plastic bags.
- people speak English all over the world
- Nam will give me flowers in my next birthday.

### **\* Answer:**

- A house is bought by Lan
- The plastic bags will be reused.
- English is spoken all the world
- I will be given flowers in my birthday by Nam

**III/ S + be + adj + to V1**

**S + be + adj + that S + V + ...**

### **IV/ Present participle and Past Participle:**

**( V-ing ) ; ( Ved- V3 )**

### **V/ Request with “ MIND ”**

**1/ Do you mind + Ving**

**Would you mind + Ving**

**2/ Do you mind + If I + V1**

**Would you mind + If I + Ved/V2**

### **\*Complete the sentences:**

- It/ difficult/ understand/ this questions
- We/ delighted/ you/ pass/ exam
- The boy/ read/ book/ Ba
- The old lamp/ made/ China. 5 dollars
- mind/ cut / glass
- mind/ if / sit here.

### **\* Answers:**

- It's difficult to understand this question.
- We were delighted that you passed the exam
- The boy reading the book is Ba
- The old lamp made in China is 5 dollars
- would you mind cutting the glass?
- Do you mind if I sit here ?

### **\* Homework:**

- Learn by heart and Learn the Unit 9- 11

- Do exercises in Workbooks
- Prepare the Test 45'

**Planning date :3/3/2008**

**Teaching date :4/3/2008**

**Period : 71**

### **TEST 45'**

#### ***I. Put the correct answer:( 2 marks)***

- Lan studies hard.....pass the exam.  
A.in order to      B.in order not to      C.so that      D.in order that
- She promises She .....on time.  
A.comes      B.to come      C.will come      D.coming
- It's happy ..... this letter.  
A.get      B.getting      C.to get      D.gets
- She has bought the food.....in the market.  
A.sold      B.sell      D.selling      D.selled
- Tim can see a boy.....a water buffallo.  
A.ride      B.riding      C.rideing      Dto ride
- Do you mind ..... a moment?  
A.waiting      B.Wait      C.waits      D.to wait
- Would you mind if I smoked?  
A.No, I don't like      B.No, I don't mind      C.Yes, I do      D.Yes, I mind
- Mr. Jone wants to visit a place where President Ho Chi Minh left in 1911.  
He should go to.....  
A.Ha Long Bay      B. Ngo Mon Gate      C. Ha Noi      D.Nha Rong Harbor

#### ***II. Change into Passive Form ( 2 marks)***

- People speak English all over the world.  
English.....
- Hoa will watch T.V .  
T.V.....
- Nam gives me flowers in my birthday.

I.....

4. They will clean this room next week.

This room.....

**III/ Make the sentences in correct order of the story:( 2 marks)**

.....I.The Browns hired a canoe and paddled around Xuan Huong Lake

.....b/ The wind started to blow and it began to rain.

.....c/ Shannon dropped her paddle.

.....d/ The canoe moved up and down the water.

.....e/ The canoe overturned and everyone fall into the dangerous water.

.....f/ She leaned over and tried to pick it up

.....g/ The family was lucky

.....h/ A boat appeared and rescued them.

**III/ Read the passage: :( 2 marks)**

It was the first time Jim went to Ho Chi Minh City with his parents. After leaving the airport, the family took a taxi to the Rex Hotel. They went upstairs to their room on the fifth floor. Jim visited many beautiful sights such as: Nha Rong harbor, Dam Sen Park, Suoi Tien and SaiGon Water Park. Jim bought many souvenirs for his friends at Sai gon shopping mall.The next day, his family came into a famous vegetarian restaurant to enjoy delicious food.

\*True (T) or False (F), correct the fasle sentences:

1. Tim went to HCM city for the first time.

2. Tim's family took a bus to the Rex hotel.

3. Their room was on the fourth floor

4. They only visited SaiGon shopping mall.

**IV/ Complete the sentences: :( 2 marks)**

1. It/ dangerous/ stand near/ stove.

2. old lamp/ made/ chinI. 5 dollars

3. mind/ put out/ cigarrete?

4.mind/if/ I/turn on / T.V?

\*\*\*\*\*



**Planning date :4/3/2008**

**Teaching date : 5/3/2008**

## **72. CHỮA BÀI KIỂM TRA**

### **\* Correct the test**

- Ask sts to read the test
- T shows them to find their mistakes
- Ask good sts to go to the board and do it again
- T explains it
- Ps listen and copy down

### ***I. Put the correct answer: :( 2 marks)***

1 A(0.25) 2 C(0.25) C(0.25) 4A(0.25) 5 B(0.25) 6A(0.25) 7 B(0.25) 8D( 0.25)

### ***II. Change into Passive Form ( 2 marks)***

- 1.English is spoken all over the world (0.5)
- 2.T.V will be watched (0.5)
- 3.I am given flowers in my birthday by Nam (0.5)
- 4.This room will be cleaned next week (0.5)

### ***III/ Read the passage: :( 2 marks)***

\*True (T) or False (F), correct the false sentences:

1. Jim went to HCM city for the first time (0.5)

**T**.....

2. Jim's family took a bus to the Rex hotel (0.5)

**F** Jim's family took a taxi to the Rex Hotel (0.5)

3. Their room was on the fourth floor (0.5)

**F** Their room was on the fifth floor (0.5)

4. They only visited SaiGon shopping mall (0.5)

**F** They visited many beautiful sights such as: Nha Rong harbor, Dam Sen Park, Suoi Tien, and SaiGon shopping mall (0.5)

### ***IV/ Complete the sentences: :( 2 marks)***

1. It/ dangerous/ stand near/ stove.

*It's dangerous to stand near the stove( 0.5)*

2. old lamp/ made/ chinI. 5 dollars  
*old lamp made in china is 5 dollars(0.5)*
3. mind/ put out/ cigarrete?  
*Do/ Would you mind putting out your cigarrete?(0.5)*
- 4.mind/if/ I/turn on / T.V?  
*Do/ Would you mind if I turn/turned on the T.V ?(0.5)*

\*\*\*\*\*

**Planning date :9/3/2008**

**Teaching date :10/3/2008**

**Unit : 12 §73. A VACATION ABROAD**  
**GETTING STARTED – LISTEN & READ**

**I. OBJECTIVES :**

After finishing this lesson, S will be able to be aware of how to make accept and  
 duline invitations

**B/ LANGUAGE CONTEN :**

**I/ Vocabulary :** Australia , Thailand , Japan, Britain , Canada , include, over come

**II/ Grammar :**

**C/ TEACHING AIDS :** Pictures and cassette player

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :** Getting started

\* **Guessing game :** +

- Show the photocopied pictures to S, one by one and ask S to guess what country it  
 is.

**Answer key :**

a. The USA b. Australia c. Thailand d. Britain e. Canada f. Japan

- Ask If they know what 3 first pictures are

a. Statue of Liberty b. The Opera House

c.....

\* **Chatting :**

T : Where do you want to visit ?

S : .....

T : Why ?

S : .....

LISTEN AND READ

**Teacher's and students' activities**

**1. Pre – reading**

- Elicit words from Ss
- Get S to copy
- \* Checking : Rub out and remember
- Ask S to close their book and look at the board
- Rub out the English words, one at time point to the Vietnamese words and ask S “ What’s this in English ? ”
- When all the E words are rubbed out, go through the Vietnamese list and get S to call out the E words

**2/ While – reading**

- Have S open their books, listen to the 28 tape while reading the dialogue on page Leaving 112
- Call on some S to read the dialogue Frans again

- Ask some S to practise in groups and pairs Draw the grid on the board and have S copy it Ask S to open their books and read the dialogue Ask S to work in pairs to complete Mrs Quyen’s schedule with the information

**Content**

**New words**

1. To include (v)
2. To come over
3. Pick S. o up
4. Abroad (adv)
5. Canada
6. Thailand
7. Australia
8. Britain

| Date     | Mon 25 | Tues 26 | Wed 27 | Thurs  |
|----------|--------|---------|--------|--------|
| Schedule | Coming | to      | Going  | Having |
| San      | out    | dinner  | with   | San    |
| Fransico |        |         | the    | Smiths |

**Answers :**

- a.No,they won’t. Because they are coming on a tour and their accommodation is included in the ticket price
- b. No, he won’t. Because he will have a business meeting in the evening that day

taken from the dialogue

c. Mrs. Smith will pick her up at the hotel

### **3/ Post reading**

Tell S to read the dialogue again and pick out the statements indicating the following situation

1. Making an invitation
  2. Accepting an invitation
  3. Declining an invitation
- in
4. Making on S to give their answers and have S copy

### **Answers :**

1. Would you like to come and stay with us ...?
2. Yes, we'd love to but we'll only be town for three nights
3. That's very kind of you but we're coming on a tour

### **F/ HOMEWORK**

- Learn your lesson
- Prepare U<sub>12</sub>: Speak- Listen

\*\*\*\*\*

**Planning date :10/3/2008**

**Teaching date : 11/3/2008**

**UNIT : 12 §74. SPEAK - LISTEN**

**I. OBJECTIVES :**

By the end of the lesson, S will be able to

-Talk about their plans for a trip abroad

- Practice in listening to the weather forecast for information about the weather in big cities in the world .

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :** itinerary , gallery , flight , via , facility , brochure

Cloudy , Rainy , Sunny , windy , Humid , wet , snowy , Degree , minus , centigrade

**II/ Grammar :**

**C/ TEACHING AIDS :** photocopied tables charts

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :** Quiz

- Tell S who can answer the questions will get 1 or 2 good marks

1. What's the end of everything ?

2. What would start with T and with T and is full of T ?

( Teapot , Pot → full of )

3. What's in the middle of New York City ? ( York)

4. Which river in American has has 4 eyes ?

( Misissipi : four eyes → hononym ? )

**Teacher's and students' activities**

**1. Presentation**

- Elicit words from S

- Have S copy

**Content**

**New words**

- itinerary (n)

- Gallery (n)

- Flight (n)

- Via (prep )

- facilities (n)
- brochure (n)

\* **Checking** : Slap the board

- Put the Vietnamese translation all over the board
- Call on 2 S or 2 teams of 4/5 S in both sides of the class to the front of the class standing at equal distance from the board
- Call out the English words & S run forward to slap the Vietnamese word on the board
- The S slapping the right word first is the winner and gets a point for his/ her team
- Show the photocopied tables (p.113 &114) on the right of the board randomly and ask S to match them with the right titles on the left
- Write the titles
- Call on some S to go to the board to draw the lines to match the tables with the titles

Matching :

1. Itinerary ☐ ☐
2. Flight information ☐ ☐
3. Hotel advertisement ☐ ☐

2. **Practice**

- Leave the tables on the board and ask S to look at them
- Go through the tables, asking S question for Information about the flights, accommodation of and tourist places

**Suggestions**

- For the flight information table
  - + How many flights a week can you take from Los Angeles to Boston ?
  - + Which flight can you take everyday the week ?
- For the Hotel advertisement table
  - + Which of the hotel is cheaper ?
  - + How much is a double room in Pever Hotel? How about the Atlantic Hotel
- For the Travel brochure
  - + Where can you visit ? ...

Mapped Dialogue

Set the scene

These people are making a plan for their trip from Los Angeles to Boston. Let's do it with them

- Put the mapped dialogue chart on the board
- Elicit the exchanges from Ss
- Have some pairs practice each exchange before going on to another exchange
- After finish the dialogue, ask a good pair to demonstrate the whole the class
- Open pairs : ask some pair to demonstrate the dialogue

Ask S to work in pair , replacing the Information using the tables

Where shall we stay? → The rever Hotel  
 expensive but it has a gym

Where should we visit? → I think we should visit Harvard Medical school, the Museum and Art Gallery

What time should we leave Los Angeles? → There's a daily Flight at 10 a.m

- Monitor and correct

### 3/ **Production**

Transformation

Ask S to make a plan for their coming summer holiday by filling the information in their itinerary

- Call on some pairs to demonstrate their plans for the class

- Give feedback and correct

Ex : Depart ( Hue ) : .....

Arrive ( HCM city ) .....

Accommodation : .....

Sightseeing : .....

Depart ( HCM city ) .....

#### 1. **Pre – listening**

- Write the topic on the board

Ask S to find the words related to the topic

Collect S words and write them on the board

- Have S copy

\* Chatting

Ask S some questions to lead in the season

- S answer

- Suggestions

#### **New words**

- Cloudy ( adj)

- Windy ( adj)

- Snowy ( adj)

- Humid ( adj)

1 Have you ever listened to the weather forecast on TV ?

2. What does it often tell you about ?

#### 2/ **While – listening**

Put the gap – fill table on the table

Have S copy in their notebooks

Tell S they are going to listen to the weather

about the cities in the table and have

to fill in the gaps with the information they hear

Tell S to work in pairs to compare their answers

32

Get S to give their answers and correct

Have S copy and answer

#### 3. **Post – listening** :

- Have S ask and answer the questions about the weather and temperature using the information in the table

- Model , using a good student

- Write the exchanges on the board

- Open pairs : Ask a pair to demonstrate the exchanges

- Close pairs

Have the whole class practise speaking, using the information in the table

| City       | Weather      | Temperature |       |
|------------|--------------|-------------|-------|
|            |              | Low         | Hight |
| 1.Sydney   | Dry, windy   | 20          | 26    |
| 2. Tokyo   | Dry, windy   | 15          | 22    |
| 3. London  | Humid,cold   | 3           | 7     |
| 4.Bangkok  | Warm , Dry   |             | 24    |
| 5.New York | Windy,cloudy | 8           | 15    |
| 6. Paris   | Cool ,dry    | 10          | 16    |

A:What's the weather like in Sydney?

B: It will be dry and windy

A: How about the temperature?

B: The low will be twenty and the high 26 degree

-Monitor and correct

## **F/ HOMEWORK**

- Learn your lesson
- Prepare U<sub>12</sub>: Read

\*\*\*\*\*

**Planning date :11/3/2008**

**Teaching date :12/3/2008**

## **UNIT 12 §75 . READ**

**I. OBJECTIVES** : By the end of the lesson, S can obtain some knowledge about some scenic sports in the USA

### **B/ LANGUAGE CONTEN** :

**I/ Vocabulary** : Volcano , lava, pour out , carve , be situated , overhead

**II/ Grammar** : Past progressive tense

**C/ TEACHING AIDS** : postcards, cardboards, pictures, drawing

### **D/ METHOD** :

Communitive approach

### **E/ PROCEDURES** :

#### **I/ Warm up** :

- Prepare 11 cardboards numbered from 1 to 11 one side and the words on the other side

| Adjectives | Nouns    |
|------------|----------|
| Humid      | Humidity |
| Warm       | Warmth   |
| Windy      | Wind     |
| Dry        | Dryness  |
| Cloudy     | Cloud    |
| Cool       | Coolness |

- Inform the rules of the game
- Stick the cardboards on the board showing the numbered side
- Devide the class into 2 teams & ask each team to choose 2 numbers one in the first row, and one in the second row. If the words in the both cards match in sequence of an adjective with a noun, this team will get a point

|   |   |   |   |    |    |
|---|---|---|---|----|----|
| 1 | 2 | 3 | 4 | 5  |    |
| 6 | 7 | 8 | 0 | 10 | 11 |



Ex : 1 → Dry                      7 → Dryness

**Teacher's and students' activities**

**Content**

**1. Pre – reading**

- Elicit word from S

have S copy down the Vo

**New words**

- Volcano

- Lava

- Pour out (v)

- Carve (v)

- Be situated

- Overhead (adv)

**2/ While – reading**

- Draw the grid on the board

- Ask S to copy the grid in their notebooks

- Ask S to read the postcards from Mrs.

Quyen to her children and fill in the gaps with the information taken from them

Call on some S to go to the board & write the information in the grid on the board

- Give feedback and correct

***Place***

***What she did and saw***

a. Hawaii

Went swimming, visited

b. New York

Kilauea Volcano

c. Chicago

d. Mount

Rushmore

e. San Francisco

**Answer keys :**

***Place***

***What she did and saw***

a. Hawaii      Went swimming, visited Kilauea

b. New York      Went shopping, bought a lot of  
souvenirs

c. Chicago      Saw Lake Michigan

d. Mount      Saw the heads of 4 American

Rushmore      Presidents

e. San              Napa valley wine-growing

Francisco      and the Alcatraz Prison

**Comprehension**

a. She went there by plane

b. She saw the famous prison on the  
island of Alcatraz

c. It is the mount where the heads of 4

area

**3. Post – reading :**

- Ask S to look at the questions on p.118  
and answer the questions

- Tell them to compare their answer and  
give feedback

American Presidents are carved into the rock and it can be seen from more than 100 km away  
d. It is also called “ The Windy City”  
e. She went shopping

## **F/ HOMEWORK**

- Learn your lesson - Prepare U<sub>12</sub>: Writing

**Planning date :16/3/2008**

**Teaching date : 17/3/2008**

## **UNIT : 12 §76. WRITING**

**I. OBJECTIVES** : Students will be able to write postcards to their friends about their trip

**B/ LANGUAGE CONTENT** :

**I/ Vocabulary** :

**II/ Grammar** :

**C/ TEACHING AIDS** : chart , drawing

**D/ METHOD** :

Communitive approach

**E/ PROCEDURES** :

**I/ Warm up** :

Lucky numbers

- Write the numbers on the board ( 1 → 5 )

- Tell S each number is for a question but 4 of them are lucky numbers . For a lucky number , S will get 2 points

- Ask S to answer briefly

**Questions** :

1/ Where did Mrs. Quyen & her husband spend their holiday ?

- In the USA

2/ Lucky number

3/ What did they see on Mount Rushmore?

The heads of 4 American S carved into the rock

4/ Who did they visit when they were in the USA ?

The Smiths

5/ Lucky number

**Teacher's and students' activities**

**1. Pre – Writing**

**Content**

**Answer keys**

- Gap – fill :

Set the scene

From the USA, Mss Quyen sent a postcard to her  
Friend Sally to tell her about the trip

Ask S to look at the postcard on p. 118 and

Complete the gaps with the appropriate words

Call on some S to go to the board & write the

Word they guess

Give feedback and correct

## 2/ **While – writing**

Set the scene : Imagine you are a tourist on  
vacation in a certain place / city in VN, write a  
postcard to a friend about your trip, using the  
information in the grid

Writing :

- Tell S to write the postcard on a piece of paper
- Monitor and assist S with their writing

## 3/ **Post – writing**

Exhibition

- Call on some S to the front of the class and ask  
them to read their postcards to the whole class
- Give feedback and correct

## F/ **HOMEWORK**

- Learn your lesson
- Prepare : LANGUAGE FOCUS

1. In

2. People

3. Weather

4. Visited

5. Her

6. Nice

7. Bought

8. For

9. Heaviness

10. Soon

See Postcards

Dear Sally,

Planning date :17/3/2008

Teaching date : 18/3/2008

**UNIT : 12 §77. LANGUAGE FOCUS**

**I. OBJECTIVES :**

Students will be able to talk about activities using Present and Past progressive tenses

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :**

**II/ Grammar :** Present and past progressive tenses

**C/ TEACHING AIDS :** pictures , cardboards

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

\* Memory game :

- Divide the class into 2 parts

- Ask the first S in on group to say a simple sentence

- Ask the first S in on the other group repeat the previous sentence and add one new sentence of his/ her own

- Go on untill the last S can not repeat the whole sentence and his/ her team loses the game

**Teacher's and students' activities**

**II/ LANGUAGE FOCUS 1 :**

**1/ Presentation :**

**I. Ordering pictures**

- Ask S to look at the pictures on p.119 carefully

- Tell S to listen and number the pictures

- Read the verbs aloud

- Call on some S to give their answers

- Give feedback and correct

**b/ Teaching grammar**

- **Set the scene :**

Look at the picture a ! What was Ba doing at 8 o'clock last night ?

-Elicit the answer from S, get S to repeat and time

write the sentences on the board

Continue to picture f with the same steps

- What were Lan and her Grandma doing at that time ?

- Let S copy

**Content**

1. Walk with a dog

2. Eat dinner

3. Take a shower

4. Talk a grandma

5. Read a comic

6. Write a letter

Key : a.3 b.2 c.5 d.6 e.i f.4

**Model**

Ba | was | taking a shower at 8 last night

They | were | talking to each other at that

**Past continuos**

S + was, were + V – ing

Use : to indicate an action that was

in progress at a point of time in the past

## 2/ Practice

### \* Word – cue Drill

Show the cardboards and go through the verbs

Model the first sentence and have S repeat

Ask the whole class work through the rest of the cues

Call on some S to go to the board and write the sentences

## III/ LANGUAGE FOCUS 2

### 1/ Presentation

#### I. Matching

- Ask S to look at the picture on page 119 and do the matching on page 120

- Call on some S to give their answers

#### b/ Teaching grammar

- Elicit the model sentences by asking the questions

- Get S copy eating

1. BI. take a shower
2. Hoa / have dinner
3. Bao/ read a comic
4. NgI. write a letter
5. NI. walk with her dog
6. Lan and her grandmI. talk to each other

#### Answer key

a .C b. F c. E d.B e.D f.A

1. What was the Le family doing when the mailman came ?

2. What happened while Nga was

Model sentences

The Le family was sleeping when the mail came

*Past cont      Past simple*

The phone rang while Nga was eating

*Past simple Past cont*

*Past cont      when      past simple*

*Past simple      while      Past cont*

## 2/ Practice

### \* Picture Drill

- Put the photocopied pictures on the board in the order of the word cues

-Model the first sentence and have S repeat

- Ask S to work through the rest of the cues

## IV/ Language 3

### 1/ Presentation

#### a. Set the scene

Elicit the model from Ss, using Vietnamese

- Have S repeat and write the sentences on the board

- Hve S copy

## 2/ Picture Drill ( Practice)

- Ask S to look at the pictures

- Model the first picture and have S repeat

- Ask S to work through the rest of the pictures

Picture a → The Le family / sleep

b → HoI. eating

c → Nam / win the race

d → Mrs Thoa / cook

e → Lan / arrive at school

f → It / rain

#### Model

Bao | is | always forgetting his homework  
| be | adv | V – ing  
Present cont

**Form** : S + is / are / am + always + V-ing

**Use** : to express a complaint

- Call on some S to go to the board to write  
the sentences

**F/ HOMEWORK**

- Learn your lesson
- Prepare U 13 : Getting – Listen and Read



Planning date :18/3/2008

Teaching date : 19/3/2008

**UNIT 13      §78   FESTIVALS**  
**GETTING STARTED – LISTEN AND READ**

**I. OBJECTIVES :**

Students will be able to ask for explanations of events

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :**    fetch , yell , urge , rub , award , bamboo

**II/ Grammar :**

**C/ TEACHING AIDS :**       Posters , cassette

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

\* Getting started

- Write the names on the board :

Tom , David , Huckleberry , Oliver , Robinson

- Tell S these people are going on their visits to Vietnam and they need advice on where to go

- Introduce the names , one by one

1/ Tom likes swimming and sunbathing

Where should he go ? Why ..... ?

2/ David is interested in ancient cities → ?

3/ Huck likes mountain – climbing → ?

4/ Oliver is keen on pottery → ?

5/ Robinson is fond of crowded places → ?

**Teacher's and students' activities**

**1. Pre – reading**

- T explains new words
- S listen, repeat and copy down

**Content**

**Vocabulary :**

- fetch (v)
- yell (v)
- urge (v)
- Rub (v)

- Award (v)
- Bamboo (n)

\* Checking technique : What and where

- Elicit words from S and write them inside the circles
- Get S to repeat and rub out the words, not the circle – continue until the circles are empty
- When S seem to remember all the words, ask S to come to the board and fill in the circles with the right words

2/ While – reading :

- Ask S to open their books, read the dialogue and listen to the tape
- Play the tape
- Check if S guess are correct or not
- Ask S to read the statement and check (✓) the boxes, using the information in the dialogue
- Get S to give their answers and correct the false sentences
- Have Ss copy down

Answers :

- a. F → Only one team member tables part in the waster- fetching contest
- b. F → One person has to collect one water bottle
- c. T :
- d. F : Pieces of bamboo
- e. F → In the final contest, the judges taste the rice
- f : T

3/ Post – reading :

- Read the dialogue again

### **F/ HOMEWORK**

- Learn all your lessons
- Prepare U<sub>13</sub> : Listen and Speak



**UNIT 13 §79. SPEAK - LISTEN**

**I. OBJECTIVES :**

Students will be able to talk about their preparations for a special event

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :** pomegranate , Marigolds , Dried waterlemon seeds, Spring rolls

**II/ Grammar :**

**C/ TEACHING AIDS :** Chart , cassette

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :**

\* Find things in common

- Ask S to think of 5 things they often prepare for Tet and write them down on a piece of paper

- Divide the class into 2 sides

- Choose one student randomly in a side and ask him / her call out his or her words while the S in the other side check (✓) the words on their paper some as that student's

- The S (to) have the most same answers will get 1 good mark

Suggestions :

- Decorate / clean / paint the house / the room / the yard

- Buy cakes / candies / drinks / food / fruits

- Cook / make cakes

- Get / buy new dress

**\*LISTEN**

***1. Presentation***

- T explains new words

- S listen, repeat and copy down

\* Checking technique : Bingo

Vocabulary :

- Pomegranate (n)

- Morigolds (n)

- Dried water lemon seeds

- Spring rolls

Pomegranate, peach blossom, water lemon

- Get S to brainstorm a list of 10 new words and write them on the board
- Ask S to choose any 4/5 words and copy them into their papers
- Call out the words until someone has

marigolds, spring rolls, fetch, competition  
contest, separate, council

ticked all of his/her words and shouts

“Bingo” and wins

\* Ordering

- Ask S to read the dialogue on paper 123 and put the sentences in the correct order
- Call on some pairs to give their answers
- Give feedback and correct S

\* Answer key :

A → F      B → G      C → H  
D → J      E → J

2/ **Practice** : Mapper dialogue

- Ask S to close their books
- Put the chart with the cues on the board
- Elicit the exchanges from S
- Have some pairs practice each exchange before going on to another exchange
- After finishing the dialogue, ask a good pair to demonstrate the whole dialogue
- Monitor and correct

Mss Quyen

A. You/tidied/bedroom?  
B: Market/haveto/oranges  
pomegranate ?  
C: Sure / will

Lan

1. Yes/where/going  
2. Could/ collect  
new Aodai ...?  
3. Thanks/anything  
want/ me/ do/  
while/out...?

\* **Listen**

- Mrs. Robinson wants Mr. Robinson to go to the flowers market
- Mrs. Robinson wants some marigold because they are traditional at Tet
- Mrs. Robinson Wants Liz to buy a basket of dried waterlemon seeds
- Mrs. Robinson is asking Mrs. Nga how to make spring rolls

Thing to do

- Mr. Robinson : go to the flowers market and buy some peach blossoms and a bunch of marigold
- Liz: buy a basket of dried water lemon seeds
- Mrs. Robinson: ask Mrs. Nga how to make spring rolls

## **F/ HOMEWORK**

- Learn all your lessons
- Prepare  $U_{13}$ : Read

\*\*\*\*\*

**Planning date : 25/3/2008**

**Teaching date : 26/3/2008**

**I. OBJECTIVES :**

Students will get some knowledge about Christmas

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :** spread , Christmas carol, Patron Saint , jolly , Christmas Eve, unsuitable

**II/ Grammar :**

**C/ TEACHING AIDS :** Pictures, cardboards, Posters , cassette (sony)

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :****I/ Warm up :**

- Teach S an E Christmas song

Ex: We wish you a merry Christmas

Ask S to listen to the tape and sing along

**Teacher's and students' activities****1. Pre – reading**

- T explains new words
- S listen, repeat and copy down

**\* Checking**

a 



 b 



 c 



  
 aucls  
 d 



 e 



 f

- Stick the cardboard on the board
- Divide the class into 2 teams and ask them to do the word as fast as possible
- Check if S' answer are right or not

**2/ While - reading :**

- Call on some S to give their answer and write them on the board
- Ask S to open their books and read the

**Content****New words :**

- Spread (v)
- Christmas (v)
- Christmas Carol
- Christmas Eve
- Patron Saint (n)
- Jolly (adj)

**Keys :**

a. Santa clause   b. jolly   c. carol  
 d. spread   e. decorate   f. patron saint

**Answer key**

| Christmas Special | Place of origin | Date |
|-------------------|-----------------|------|
|                   |                 |      |
|                   |                 |      |

paragraph on page 124 and 125  
1500s

- Check if S' answers are right or not

1823

### 3/ Post - reading

- Ask Ss to answer the questions on page 126
- Tell S to compare their answer with the partners
- Call on some S to give their answers
- Give feedback

### F/ HOMEWORK

- Learn all your lessons
- Prepare U<sub>13</sub> : Writing

Christmas tree                      Riga                      early

Christmas card                      England                      mid – 19<sup>th</sup>  
century

Christmas carol                      No                      800 years  
information                      ago

Santa Claus                      USA

### Answers :

- More than a century ago
- He wanted to send Christmas greetings to his friends
- 800 years ago
- An America professor “Clement Clarke Moore”
- On the description of Saint Nicholas in professor Moore's poem. s

**Planning date :**

**Teaching date :**

**UNIT 13**

**§ 8 WRITING**

## **I. OBJECTIVES :**

Students practice in writing a report on a festival they have joined

## **B/ LANGUAGE CONTENT :**

### **I/ Vocabulary :**

### **II/ Grammar :**

## **C/ TEACHING AIDS :** Posters , photocopied , picture (p. 126 ), chart

Communitive approach

## **E/ PROCEDURES :**

### **I/ Warm up :**

#### **\* Memory game**

- Show the photocopied picture to Ss and ask them to observe it carefully
- Let S look at the picture for about 20 the put it away
- Divide the class into 2 teams
- Ask S to go to the board and write their answers
- Ask S to listen to the questions

1. How many people are there in the picture ? what are they doing ?

2. Name all the things on the board again

- Give feedback and correct

+ Answer key :

1/ They are participate in the rice – cooking competition

2/ Rice , basket , pans , bamboo , sticks , paper fans , chopsticks , a flag

## **Teacher's and students' activities**

## **Content**

### **1. Pre – writing**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>- Write 9 numbers on the board from 9</li><li>- Tell S each number is for a question but 3 of them are lucky numbers. If S choose a lucky number, they do not have to answer any question but they get 2 points and they can get another number</li><li>- Divide the class into 2 teams</li></ul> | <ul style="list-style-type: none"><li>1. What do you call the festival where people have to rice cook ?<br/>( The rice cooking festival )</li><li>2. How many competitions are there in the rice cooking festival ?<br/>( water- fetching, fire- making, rice-cooking)</li><li>3. Lucky number<br/>What do people use to to fetch water ?</li><li>5. Lucky number</li><li>6. Do they use pieces of wood to make</li></ul> |
|---|---|

fire? (No, pieces of bamboo )

7. What do people have to do before they cook rice ?

( separate the rice from the husk )

8. Lucky number

9. How many people are there altogether in a team taking part in the rice cooking festival ?

(9.on for water – fetching, two for fire-making and 6 for rice – cooking )

\* Gap – fill

- Ask S to use the information in the dialogue on page 121 to fill in the gaps in the report on page 128

- Have S to write their answers on a piece of paper

- Tell S the first 5 or 10 pairs with the right answers will get 1 or 2 good marks

- Collect S papers and correct

2. While – writing

- Ask S to write a similar report on a festival they've joined recently

- Have S look at the questions on page 127

- Let S practice speaking first by answering the questions from a → g

- Have S connect the sentences to making a report

### **F/ HOMEWORK**

- Learn all your lessons

- Prepare U<sub>13</sub> : LANGUAGE FOCUS

Answers :

1. Rice- cooking    6. Traditional

2. One    7. Bamboo

3. Water- fetching    8. Six

4. Run    9. Separate

5. Water    10. Added

-----❧❧❧-----

**Planning date :**

**Teaching date :**

**UNIT 13**

**§ 84 LANGUAGE FOCUS**

**I. OBJECTIVES :**

Ss will be able to use reported speech and the passive in the past, present, future tenses

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :**

**II/ Grammar :** Reported speech, passive form, compound word



**C/ TEACHING AIDS :** Cardboard , chart

**D/ METHOD :** Communitive approach

**E/ PROCEDURES :**

**\* Warm up :** Palmanism : Infinitive – past participle

- Prepare 11 cardboards, numbered from 1 to 11 one side and the words on the other side
- Stick the cardboards on the board showing the numbered side
- Divide the class into 2 teams and ask each team to choose 2 numbers, one in the first row and one in the second row. If the words in both cards match in sequence of an infinitive with its part participle, this team will get point

| Infinitive | Past participle |
|------------|-----------------|
| Put        | put             |
| Write      | written         |
| Hold       | Held            |
| Make       | made            |
| Break      | Broken          |

**Teacher's and students' activities**

**LANGUAGE FOCUS 1 :**

B

**1/ Presentation**

a) Pre- teach : Matching

- Ask S to match the words in column A with the forms in column B
- Call S to give their answers
- Have S copy

4 b

**2. Practice**

Gap fill :

- Ask S fill in the gaps with the right form of the verbs in the box
- Call on some S to go to the board and write their answers
- For each sentence , S should be asked why they decided to use that verb form

**LANGUAGE FOCUS 2 :**

**1/ Presentation**

a) Pre – teach Vo

- T explains new words
- S listen, repeat and copy down

**2. Practice :**

- Ask S to look at 2 on page 128 and 129 and fill in the gaps with the right form of the verbs

**Content**

A

| Tense              | Form                   |
|--------------------|------------------------|
| 1.Present simple   | I. was, were + p.p     |
| 2. Past .S         | b/have,has been +p.p   |
| 3. Future .S       | c/ am, is , are + p.p  |
| 4. Present perfect | d/will/shall + be+ p.p |

\* Key : 1c 2 a 3 d

**Key**

- a. were performed
- b. was decorated/ put
- c. is made
- d. will be held
- e. was awarded
- f.was written

**New words**

- jumble (v)
- scatter (v)

**Key**

- 1. Jumbled

in the box

Call S to go to the board and write their answer

-For each sentence, S should be asked why they decided to use that verb form

### LANGUAGE FOCUS 3

#### 1. **Presentation**

-Elicit the examples and write them on the board

A rice – cooking festival

A water – fetching competition

A fire - making contest

*Form : Noun + V-ing*

- Ask S to copy

#### 2. **Practice :**

Deliver posters to S

- Ask S to do the exercise on page 130 and write their answers on the posters

- Have S put their posters on the board

- Give feedback and correct

### LANGUAGE FOCUS 4 :

#### 1. **Presentation**

##### a. **Pre – teach**

Set the scene : “ Yesterday, Lan’s grandmother Mrs Th needed a plumber . A man came to her And said “ I’m a plumber”

- Write the quoted speech on the board

He said : I’m a plumber

- Ask S to report what the man said and write it on the board

- Model sentences :

He said he was a plumber

- Ask S to pay attention to changes in

##### \* Tense

Quoted speech

Reported speech

-Present . S

Past . S

will

would

must

had to

can

could

\* Pronouns : depending on the subject of the main clause

\* Adverb of place and time :

This → that

Today → that day

These → those

Tomorrow → the next day

Now → then

yesterday → the day before

Here → there

Ago → before

2. Broken

3. Broken

4. Scattered

5. Pulled

#### Answer key

a. A fire – making contest

b. A bull – fighting festival

c. A car – making industry

d. A flower – arranging contest

e. A rice – exporting country

f. A clothes - washing machine

- Have S copy

2. **Practice** : Ask S to look LF page 130 and do the ex

-Let S say the sentences first then ask them write down

-Call on some S to go to the board and write the sentences

expensive

- Correct

### **F/ HOMEWORK**

- Learn your lesson

### **Answer key**

b.He said he could fix the faucets

c. the pipes were broken

d. new pipes were very

e.Mrs Thu had to pay him then



**Planning date :**

**Teaching date :**

**UNIT 14**

**§ 85 WONDERS OF THE WORLD**

**GETTING STARTED – LISTEN AND READ**

**I. OBJECTIVES** : After finishing this lesson, S will seek information about a language game to complete a summary

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :**

**II/ Grammar :**

**C/ TEACHING AIDS :** Pictures ( P.131 ) , postcards , cassette , chart

**D/ METHOD :**

Communitive approach

**E/ PROCEDURES :**

**I/ Warm up :** Quiz

- Prepare some postcards or pictures of the famous world landmarks or scene sports in VN

- Show the pictures, one by one , to S and ask them what place it is

- Divide the class into 2 teams , the team able to answer the question will get one point

- Give S some suggestions to help them easily recognize the place

Ex : Mount Bach Ma

\* Suggestions :

- It is a place in the Central Viet Nam with cold weather every day of the year

+ Getting started :

- Inform the topic : Wonders of the world

- Have S look at the pictures on page 131 and do the matching

- Check if they know where / in which country these wonders are :

Answer Keys :

a. The Pyramid

b. Sydney Opera House

c. Stone Henge

Listen and Read

**Teacher's and students' activities**

**1. Pre – reading**

- Set the scene

Nga, Nhi and Hoa are playing a language game

called guessing games. How does this game work?

Rearrange the Statement in the right order of the game

- Put the statement chart on the board

- Ask S to read the statement and put them in the right order

**Content**

1 . B

2. A

3. B

4. A

5 . B

6 . A

\* How to play the guessing games

## 2/ While – reading

- Ask S to open their books and read the dialogue one page 131,132 while listening to the tape
- Check If S guesses are right or not
- Have S copy the statement in the right order
- Have S read the dialogue again and complete the summary (2) on page 132
- Ask S to compare their answers with their partners
- Have some S give their answers
- Elicit the target language by asking S a question

Was

inf

## 3. Post – reading

Matching

- Asking S to read the summary again
- Write the words on the board
- Ask S to match the words in column A with when their explanations in column B
- Ask some S to give their answers

## F/ HOMEWORK

Learn all your lessons

- Prepare U<sub>14</sub> : Speak

Answer keys :

2. A think of \_\_\_\_\_
4. \_\_\_\_\_
1. \_\_\_\_\_
6. \_\_\_\_\_
3. \_\_\_\_\_
5. \_\_\_\_\_

Gap fill

Answer :

- 1 . Game
2. Place
3. Clue
4. Vietnam
5. America
6. Golden
7. Right
- 8.

Grammar

Model setence

|   |            |               |            |
|---|------------|---------------|------------|
| I | don't know | how           | to play it |
| S | V          | question word | To         |

Use:Reduced form of an indirect question

A

B

- 1.Suggest (v) a. A piece of information
- 2.Golden(adj) that helps your discover
- 3.Clue(n) the answer to the questions
- 4.Boud b.What you often feel

you have nothing to do

c. made of gold

d. Make a suggestions

Keys : 1d . 2c . 3a 4 b

**Planning date :**

**UNIT 14**

**Teaching date :**

**§ 86 SPEAK**

**I. OBJECTIVES :**

Students will be able to make a report on famous places using reported speech

**B/ LANGUAGE CONTENT :**

**I/ Vocabulary :** pomegranate , Marigolds , Fried waterlemon seeds, Spring rolls

**II/ Grammar :**

**C/ TEACHING AIDS :** Pictures

**D/ METHOD :**

Communitive approach

## **E/ PROCEDURES :**

### **I/ Warm up :**

Who is the fastest ?

- Inform the topic and time limit
- + Write 10 / 15 famous world places within 3 minutes
- Deliver posters to S
- Tell S to put their posters on the board
- Give feedback and correct

### **Teacher's and students' activities**

#### ***1. Presentation***

a. Preteach : Matching

- Put the chart with the statements on the board

Ask S to read the statement and the names of the famous places in the box on page 133 and do the matching

### **Content**

1. It was designed and built by the French civil engineer with 300 meters in height
2. It is in South Central Asia, 8848 meters high above sea level
3. It was built from 246 – 209 BC and some people say it can be seen from the moon

#### **b. Practice**

Check If Ss understand the statements

Call on some pairs to give their answers

Give feedback and correct

### **Answers**

1. Eiffel Tower
2. Mount Everest
3. Great Wall of China
4. Big Ben
5. Empire State Building USA
6. Phong Nha cave

#### **\* Grammar Drill :**

- Set the scene

Ask a student : Lan / ...

T : Is Hue Citadel in the Central Vietnam?

S : Yes, It is

- Ask S to listen

T : I asked Lan If Hue Citadel was in the Central Vietnam. She said that it was

- Write the statement on the board

- Have S copy

Model sentence :

I said to Lan : “ Is Hue Citadel in the Central Vietnam? Yes/ No question

→ reported speech

I asked if Hue Citadel was in the Central Vietnam

Form :

**S + V + O + If + S + V**

Use : to say → to ask

c. **Production** :

Choose a group's answer to demonstrate the model ( asking and reporting )

- Call on a part in a group to demonstrate the exchanges and He tell one of them to report

- Have S work in their groups

- Give feedback and correct

**F/ HOMEWORK**

- Learn all your lessons

- Prepare U<sub>14</sub> : Read

**Planning date :**

**Teaching date**

**UNIT 14**

**§ 87 LISTEN**

**I. OBJECTIVES** :

S will be able to recognize mistakes through listening to an advertisement

**B/ LANGUAGE CONTENT** :

**I/ Vocabulary** :

**II/ Grammar** :

**C/ TEACHING AIDS** : cassette , chart , pictures

**D/ METHOD** :

Communitive approach



## E/ PROCEDURES :

### Teacher's and students' activities

### Content

#### I/ Warm up :

Crossword puzzle

- Put the chart on the board

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   | L | O | S | E |   |
|   | C | L | U | E |   |
|   |   |   |   |   |   |
| J | U | N | G | L | E |
|   |   |   | G |   |   |
|   |   |   | E |   |   |
|   |   |   | S |   |   |
|   |   |   | J |   |   |

- Ask S to draw the crossword in their notebooks
  - Ask S to listen and fill in the crossword
  - Collect S' answer and give them good points if they are right
- . LISTEN

#### ***1. Pre – teach Vo***

- Relaxing (adj)
- Elicit words from S
- Have S copy the Vo
- Checking technique What and Where
- Elicit words from S again and write them inside circles
- Get S to repeat and rub out the word, not the circle
- Continue until the circles are empty

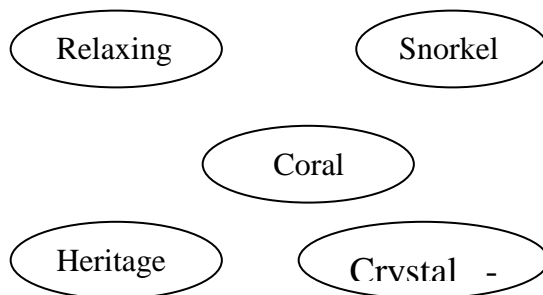
#### **2. While – listening**

- Set the scene :

“You are going to listen to an advertisement on the tape . There are 4 mistakes in the advertisement in your books What are they”

#### New words :

- relaxing (adj)
- Crystal clear ( adj)
- Coral (n)
- To snorkel (v)



- Have S read the advertisement in their books  
for a few minutes

- Ask S some questions about the geography  
names in the paragraph

- Play the tape 2 or 3 times

- Get some S to give their answers

- Play the tape the last time , give feedback and  
correct

Answers

Far north

Hotel

Rainforest

2964

### 3. Post – listening

- Ask S to read the paragraph again

## F/ HOMEWORK

- Learn all your lessons

- Prepare U<sub>13</sub>: Writing

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**Planning date :**

**Teaching date :**

**UNIT : 14 §88. READ**

## I. OBJECTIVES :

Students will be able to get some knowledge about the wonders of the world

## B/ LANGUAGE CONTENT :

I/ Vocabulary : compile , claim , honor , god , religious , Royal

II/ Grammar :

C/ TEACHING AIDS : Pictures, postcards, chart

## D/ METHOD :

Communitive approach

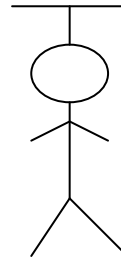
## E/ PROCEDURES :

I/ Warm up : Hangman

- Draw dashes on the board , each dash is for a letter of the word
- Have S guess the letters, one by one
- For every wrong guess, draw a line , Ss will lose the game if they guess wrong 8 times .

(C) (O) (R) (A) (L)

- Revision : Coral , crystal – clear  
snorkel , relaxing



### Teacher's and students' activities

#### **1. Pre – reading**

- Elicit words from S
- Have S copy

#### \* True / False

- Put the chart on the board
- Ask S to decide if the statements are True or False
- Write S' guesses on the board

#### **2. While – reading**

Ask S to read the text on page 134 to check their guesses

### Content

#### New words

- Compile (v)
- Claim (v)
- Honor (n)
- God (n)
- Religious (adj)
- Royal (adj)

1. An Egyptian man compiled a list of what he thought were the seven wonders of the world
2. The only surviving wonder is the Pyramid of Cheops in Egypt
3. To day, we can still see the Hanging Gardens of Babylon in present-day-Iraq
4. Angkor Wat was originally built to honor a Hindu God
5. The Great Wall of China first wasn't in the list of the 7 wonders of the world
6. In the early 15<sup>th</sup> century , the Khmer King chose Angkor Wat as the new capital

#### Answer

1. F : A Greek man named Antipater did it

- Call on some S to correct the False statement
- Ask S to choose the best answer
- Put the answer chart on the board

2. T
3. F : The only surviving wonder is the Pyramid of Cheops in Egypt
4. T
5. T
6. F : In the early 15<sup>th</sup> century , the Kh'mer King chose Phnom Penh

Answers :

- a. C                      c. D                      b. A                      d. B

### 3. **Post – reading**

Ask S to read the text again and translate it into Vietnamese

### **F/ HOMEWORK**

- Learn all your lessons
- Prepare U<sub>14</sub> : Writing

**Planning date :**

**Teaching date :**

## **UNIT 14**

## **§ 89 WRITING**

### **I. OBJECTIVES :**

Students can write a letter to a friend about a place they have visited

### **B/ LANGUAGE CONTENT :**

**I/ Vocabulary :** ranger , edge , canyon , breathtaking , stone Age

**II/ Grammar :**

**C/ TEACHING AIDS :** Pictures, drawing

### **D/ METHOD :**

Communitive approach

### **E/ PROCEDURES :**

**I/ Warm up :**

- Guessing game : Wonders of the world
- + Ask S to think of one of the wonders of the world and write it on a piece of papers
- + Call on a student to the front of the class with his / her paper

- + Have the rest of the class ask him / her yes – no questions to guess the wonders
- + The S having the right cues will take the place of the last Ss

### **Teacher's and students' activities**

#### **1. Pre – writing**

- Elicit words from S
- Get S to copy
- \* Checking technique : Rub out and remember
- Ask S to read the letters Tim sent to Hoa about his trip to the grand Canyon on page 135
- Tell S to complete

#### **2. While – writing**

*Set the scene :*

Imagine you have visited a place recently  
Write a letter to a friend of yours and tell him/ her about this place

- Draw the outline on the board and elicit
- Have S to write the letter in their notebook
- Monitor and assist S If necessary
- Call on some S to read their letters in front of the class
- Give feedback and correct

#### **3. Post – writing**

Call on a student to stand up to Ask S to use the outline on the board and answer the questions  
the information in their letter to make an interview

### **Content**

#### **New words**

- Ranger (n)
- Edge (n)
- Canyon (n)
- Breathtaking ( adj)
- Stone Age

Answers

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

- + Place : Phong Nha Cave
- +Distance: 100Km/12 hours by train...
- + How to get there ( by bus )
- + Sights ( beautiful / breathtaking )
- + Weather (temperetature/ sunny )

#### **Model :**

- + Where have you just visited
- + How far is it ?
- + How did you get there ?

- + How is it like ?
- + How about the weather ?
- + How did you feel ?

## **F/ HOMEWORK**

- Learn all your lessons
- Prepare U<sub>14</sub> : LANGUAGE FOCUS



**Planning date :**

**Teaching date :**

## **UNIT 14**

## **§ 90 LANGUAGE FOCUS**

### **I. OBJECTIVES :**

S can report what people ask and answer about one of the world cultural Heritage of Viet nam

### **B/ LANGUAGE CONTENT :**

#### **I/ Vocabulary :**

#### **II/ Grammar :**

- + Reported speech
- + Question word before to inf
- + Verb + To inf

#### **C/ TEACHING AIDS :** charts , posters

#### **D/ METHOD :** Communitive approach

### **E/ PROCEDURES :**

#### **I/ Warm up :** Bingo

- Temperate , breathtaking , royal , religious , canyon , pyramid, edge, god , jungle, compile ( 10 words )

#### **Teacher's and students' activities**

#### **I/ Revision**

-Ask S to resay the form of the passive in the past simple tense

#### **Content**

### **LANGUAGE FOCUS 1**

S + was / were + P.P

-Have S look at the exercise and choose the right verbs in the box for the gaps in the sentences

\* Practice :

- Ask S to complete with the right passive form of the verbs

- Call on some S to give their answers

- Give feedback and correct

\* Production :

Write the words and their meaning on the board

Ask S to read the ex again and do the matching

- |               |                   |
|---------------|-------------------|
| 1. Construct  | a. Thiết kế       |
| 2. Design     | b. Đoàn thám hiểm |
| 3. Summit     | c. xây dựng       |
| 4. Expedition | d. Hướng dẫn viên |
| 5. Guide      | e. đỉnh           |
- Key : 1c 2 a 3 d 4 b 5 d

## LANGUAGE FOCUS 2 :

### 1. Presentation

*Set the scene*

Yesterday, Nga and Nhi talked about My Son, one of the world cultural Heritage of VietNam. Beside answering some of Nhi's questions. Nga Gave her some additional information about MySon

- Ask S to report what Nhi asked Nga, using reported speech

- Call on some S to resay the use of the Indirect Yes/No question

\* Practice

+ Oral drill

- Call one one S to read the questions another S

read the reported sentence

\* Production : Writing Drill

Call on some S to go to the board and write the reported sentences

-Correct and asked Ss to write the right answers in their notebooks

## \* LANGUAGE FOCUS 3 :

+ Production :

- World Cue drill

. Show the word –cue chart on the board

. Modal the first sentence and ask Ss to listen

. Check if S recognize the model sentence

. Ask one S to say the next sentence

. Give feedback

Model :

a. Do you know My Son, Nga ?

→ Nhi asked Nga If/ wether she knew

a. Nhi asked Nga if she knew MS

b.Quang Trung province

many people lived at

d.It was far from Hanoi

e. Many torists visited

f.Nga wanted to visit

a. Tell / how / go there

→ Nga told Nhi how to go there

**S + V + Question work + To inf**

- Writing drill
- Ask some S to go to the board and write complete sentences
- Give feedback, correct, have S copy

\* **LANGUAGE FOCUS 4** :

1/ Presentation :

- Elicit the target language from S
- Get S copy down

Keys :

- b. Nga showed Nhi where to get ...
- c. Nga pointed out where to buy ...
- d. Nga advised Nhi how to go ....

1. I want to go out
  2. She enjoys swimming
  3. He can speak English
- + Concept check
1. *S + V + To inf*
  2. *S + V + V – ing*

Use : same use as enjoy : Start, begin,  
advice

3. *S + V + Bare inf*

Use : modal verbs

2. Practice :

Ask them to complete the passage on page 138

Call on some S to give their answers

Correct and have a S read the whole paragraph aloud

3. Production

- Ask Ss to write 6 sentences of their own, using three forms above
- Monitor and assist if S necessary
- Call on some S to go to the board and write their answers
- Give feedback and correct

**F/ HOMEWORK**

- Learn your lesson







