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| **Week 19 – Period 55**  *Preparing date:…. /…./......*  *Teaching date:…/…../......* | **UNIT 7: TRAFFIC**  **Lesson 1: Getting started** |

**I. OBJECTIVES:**

**1. Knowledge:**

a. Vocabulary: know some words, phrases related to traffic topic

b. Grammar: The usage of “How” to ask about means of transport

c. Skills: listening and reading, choosing the best answers, reading and answering, finding the expression in the conversation, making short role play, words completion, matching, making sentences, talking to other, spoken interaction.

**2. Competence development:**  Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more responsible for using means of transport and more aware of taking part in traffic .

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer accessed to the Internet, projector, pictures.

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson:**

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| **Teacher’s and students’ activities.** | **Contents** |
| **1. Warm up- 5’**  ***a.Aim:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents:*** Ss answer the questions and talk some words about means of transport.  ***c, Outcome***: SS have more knowledge about means of transport and attract to the lesson.  ***d, Organization:*** | |
| T asks some Ss to answer the questions and talk some words about means of transport.  Ss answer the questions and talk some words about means of transport.  T asks Ss to match the means of transport under the right pictures (Ex 2)  Ss match the means of transport under the right pictures  T introduces the lesson | **\* Questions**  - How/ by what means do you go to school every day ?  On foot? By bicycle? By bus? On your parents’ motorbike…  - What means of transport do you know?  (plane, bike/ bicycle, bus, boat, ship,  Train, motorbike, car) |
| **2. Presentation- 10’**  ***a. Aim:*** Ss can listen and read about topic “traffic ”; ask and answer about distance and give suggestions  ***b, Contents:*** Ss learn some vocabularies and structure“How…?” to ask about means of transport.  ***c, Outcome***: SS can know how to read some vocabulary words and its meaning about means of transport and some structure ask about means of transport.  ***d, Organization:*** | |
| T lets Ss listen and read the conversation  Ss listen and read the conversation  T explains some words and gives examples.  Ss listen and remember.  T gives structures with “How…?” to ask about means of transort.  Ss copy and give examples | **1. Listen and read**  **\* Vocabulary**  Hey: to have someone’s attention.  Great idea: when you strongly support or agree with something.  Can’t wait: very excited and keen to do something.  **\* Structures**  - How far is it from …….to…..?  It is about ………  Eg:  A: How far it it from your house to school?  B: It’s about one kilometer.  - How do/ does + S + V …..?  Eg:  A: How do you go to school?  B: I go to school on foot.  - How about + V\_ing….?  Eg:  A: How about cycling to school with me tomorrow?  B: Great idea! |
| **3. Practice- 15’**  ***a. Aim:*** Ss can understand the conversation and answer the questions and make sentences with phrases related to traffic topic.  ***b, Contents:*** Ss do the following tasks:  + Choose the correct answer.  + Answer the following questions  + Match a verb on the left with a means of transport on the right. There may be more than one correct answer.  ***c, Outcome***: SS can understand the conversation and answer the questions and make sentences with phrases related to traffic topic and do the exercises well.  ***d, Organization:*** | |
| T asks Ss to work independently to choose the correct answer to the questions.  Ss give the results  T checks their answers, and gives explaination if necessary.  T asks Ss to work in pairs.  T lets them check the answers in pairs or groups, then gives the keys.  T calls some pairs to read the questions and give answers.  T asks Ss to match a verb on the left with a means of transport on the right.  Ss read the answers.  T corrects  T asks Ss to make sentences with these phrases.  Ss make sentences  T lets Ss stand up and go round the class and then report their result to the class | **Ex *a. Choose the correct answer.***  1. B 2. A 3. B 4. C  ***Exb. Answer the following questions.***  1. She played with her brother/ stayed at home.  2. It’s about 2 kilometers.  3. She usually goes to school with her dad.  4. Because sometimes there are traffic jams  5. She goes to school by bike.  **Ex3. Match a verb on the left with a means of transport on the right. There may be more than one correct answer.**  1. ride a bike  2. drive a car  3. fly by plane  4. sail on/ in a boat  5. get on/ get off a bus/ a train/ a bike/ a motorbike.    Eg: My father taught me how to ride a bike. |
| **4. Application- 9’**  ***a. Aim:*** Ss can interact with other about the traffic  ***b, Contents:*** Ss work in pairs to practice asking and answering the questions about traffic.  ***c, Outcome***: SS can apply in real life and talk about the traffic.  ***d, Organization:*** | |
| T asks Ss to practise in pairs asking and answering the questions  Ss practise in pairs  T observes and remarks | **\* Find someone in your class who never.**  - How often do you walk to school/ go to school by bus…?  - Do you (often walk to school/ go to school by bus? |

**3. Guides for homework**

- Learn by heart: The usage of “ How” to ask about means of transport.

- Learn by heart some new words.

**-** Prepare for A closer look 1: **Road signs**

**- Answer the questions:**

+ What means of transport is faster/ safer?

+ What means do you like most? Why?

+ Which of the signs can you see on the way to school every day?

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| **Week 19 – Period 56**  *Preparing date:…. /…./......*  *Teaching date:…/…../......* | **UNIT 7: TRAFFIC**  **Lesson 2: A closer look 1** |

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, Ss will be able to use the lexical items related to the topic “Traffic”. Pronounce sounds /e/, /ei/ correctly in isolation and in context, know some words, phrases related to traffic topic

a. Vocabulary: traffic lights, no parking, no right turn, hospital ahead, parking, cycle lane, school ahead, no cycling

b. Grammar: The usage of “How” to ask about means of transport

c. Pronunciation: sounds /e/, /ei/

d. Skills: seeing pictures and talking, labeling the signs, discussing, listening and repeating, listening and underline the words, finding words.

**2. Competence development:**  Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more responsible for using means of transport and more aware of learning some rules about road safety.

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer accessed to the Internet, projector

**2. Students:** Textbooks, extra-boards…

**III. PROCEDURE**

**1. Checking:** T calls some Ss write the new words on the board

**2. New lesson:**

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| **Teacher’s and students’ activities.** | | **Contents** |
| **1. Warm up- 5’**  ***a. Aim:*** To attract Ss’ attention to the lesson and review some means of transport.  ***b, Contents:*** Ss talk about some means of transport.  ***c, Outcome***: SS can attract to the lesson.  ***d, Organization:*** | | |
| T asks Ss some questions  Ss answer the questions  T introduces the lesson using the road signs | | **\* Questions**  **-** How do you go to school?  - Do you know how I go to work?  - Can you tell me some means of transport you know?  **-** What means of transport is faster/ safer?  - What means do you like most? Why?  - Which of the signs can you see on the way to school every day? |
| **2. Presentation- 12’**  ***a. Aim:*** Ss can know to pronounce sounds /e/, /ei/ correctly in isolation and in context.  ***b, Contents:*** Ss learn pronounce sounds /e/, /ei/ and practice pronouncing.  ***c, Outcome***: SS can know pronounce sounds /e/, /ei/ correctly in isolation and in context.  ***d, Organization:*** | | |
| T explains and gives examples of the sounds /e/, /ei/. Let Ss practise the sounds together.  T asks Ss to observe the T’s mouth and listen to the teacher for these two sounds carefully.  T plays the recording and let Ss listen and repeat as many times as required.  T corrects their pronunciation.  T plays the recording 2 or 3 times.  T helps Ss distinguish the sounds /e/ , /ei/ and recognize all the words with the two sounds, then underlined them as signed.  Ss refer back to the page 8.  T asks Ss to find all the words having sounds /e/, /ei/ | **I. Pronunciation**  **/e/ /ei/**  ***Ex4. Listen and repeat. Pay attention to sounds /e/, /ei/***  /e/: left, ahead, present, helicopter, centre, never, seatbelt  /ei/: plane, way, station, train, indicate, mistake, pavement, break.  ***Ex5. Listen to these sentences carefully. Single-underline the words with sound /e/, and double-underline the words with sound*** /ei/   |  |  | | --- | --- | | /e/: | /ei/: | | 1. ever  2. very  3. 0  4. left, when  5. next | break, way  railway, station  always, obey  UK  They, waiting, train |   ***Ex6. Read a loud*** | |
| **3. Practice- 14’**  ***a. Aim:*** Help student know some words about road signs.  ***b, Contents:*** Ss study some vocabularies about road signs  ***c, Outcome***: SS can use meaning of the road signs correctly to talk about meaning of the road signs ***.***  ***d, Organization:*** | | |
| - Ss work in pairs to talk about the meaning of the road signs, then write out their answers.  -Ss work individually to label the road signs in 1 with the words/ phrases.  T explains : Look out! There are usually three kinds of signs: Informative. Prohibitive , and warning. | | **II- Vocabulary**  **ROAD SIGNS**  1. trafic lights.  2. no parking  3. no right turn  4. hospital ahead  5. parking  6. cycle lane  7. school ahead  8. no cycling  **Look out!**  **-** A sign within a red triangle will warn you of something.  - Signs with red circle are mostly prohibitive- that means you can’t do something.  - Signs in blue are usually to give information. |
| **4. Application- 10’**  **Aim:** Ss can practise about the signs they see on the way to school  ***b, Contents:*** Ss work in pairs and talk about the traffic signs they see on the way to school (or else).  ***c, Outcome***: SS can practise using the signs they see on the way to school.  ***d, Organization:*** | | |
| Let Ss work in pairs and talk about the traffic signs they see on the way to school (or else). T goes around and gives assistance if necessary, and check their answers.  T lets practise about the signs you see on the way to school at the schoolyard.  Ss practise  T observes and remark | | **\* Discuss which of the signs you see on the way to school.**  Example:  A: Which of the signs can you see on the way to school every day?  B: On the way to school, I can see a “ no left turn” sign. Which of the signs can you see on the way to school every day?  A: On my way to school there is a hospital, so I can see a “hospital ahead” sign.  **\* Practice in the schoolyard**  eg:  A: What does this sign show us?  B: It shows us “no left turn”  …… |

**3. Guides for homework- 2’**

Learn road signs by heart.

Ask and answer which of the signs you see on the way to school.

Prepare for A closer look 2.

Review the structure about:

- Ask and answer questions about distances with “How”

- Form and usage of the structure: Used to

Find activitieswhich children often play in the country or in the city

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| **Week 19 – Period 57**  *Preparing date:…. /…./......*  *Teaching date:…/…../......* | **UNIT 7: TRAFFIC**  **Lesson 3: A closer look 2** |

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, Ss will be able to use “it” for distances, use “ used to” to talk about past habit or state.

a. Vocabulary: related to the topic: “traffic”

b. Grammar: use “it” for distances, use “ used to” to talk about past habit or state

c. Skills: writing sentences, spoken interaction, sentences completion, rewriting the sentences, seeing pictures and talking.

**2. Competence development:**  Groupwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior :** Ss will be more responsible for using means of transport and more aware of learning some rules about road safety.

**II. TEACHING AIDS**

**1. Teacher:** Textbooks, computer accessed to the Internet, projector

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** T calls some Ss write the road signs on the board

**2. New lesson:**

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| **Teacher’s and students’ activities.** | **Contents** |
| **1. Warm up- 3’**  **Aim:** To attract Ss’ attention to the lesson and lead in the lesson  ***b, Contents:*** Ss answer the questions.  ***c, Outcome***: SS can answer the questions and attract to the lesson.  ***d, Organization:*** | |
| T asks Ss some questions  Ss answer the questions  T introduces the lesson | **\* Questions**  **-** How far is it from your house to school?  **-** How do you go to school?  - How far is it from your house to the market?  - How do you go to the market?  - … |
| **2. Presentation- 10’**  ***a. Aim:*** Help Ss know how to ask and answerfor distances and use “ used to ” to talk about past habit or state.  ***b, Contents:*** Ss study about ask and answer the distance and “used to”  ***c, Outcome***: SS can know how to use ask and answer the distance and “used to”  ***d, Organization:*** | |
| T explains: We can use it in the position of the subject to indicate distance, then gives example  Ss copy and give examples  T explains the way to use “ used to ” and give example.  Ss copy and give examples | **I. Ask and answer the distance**  **\* Form:**  **How far is it from …..to ….?**  **It is ……..from ….to ….**  **Eg:**  **-** How far is it from your house to school?  It is about one kilometer from my house toschool**.**  **II- Used to**  Example: There used to be many trees on the street, but now there are only shops.  Form:  (+) S + used to + V  (-) S + didn’t use to + V  (?) Did + S + use to  Watch out: In questions and negative sentences, the final “d” in used is dropped. |
| **3. Practice- 20’**  ***a. Aim:*** Help students practise about students practise about distances and use “ used to ” to talk about past habit or state.  ***b, Contents:***  + Write sentences with it. Use these cues.  + Practice speaking  + Complete the sentences with *used to* or *use to* and the verbs in the box below.  + Rewrite the sentences using *used to.*  ***c, Outcome***: SS can understand students practise about distances and use “ used to ” to talk about past habit or state and to do exercise well.  ***d, Organization:*** | |
| T lets Ss work by themseves and write down the sentences.  T observes and help when and where necessary. After that ask some Ss to read their sentences. T corrects Ss’ mistakes.  T asks Ss to work in pairs. They ask and answer questions about distances in their neighbourhood, following the example. Encourage them to talk as much as possible. T corrects their answers, and their pronunciation and intonation.  T goes round giving help when and where necessary. T gives corrections.  T asks Ss to complete the sentences with *used to* or *use to* and the verbs in the box  Ss work individually  T corrects and remarks  T lets Ss work individually to rewrite the sentences in their notebooks.  While Ss do their task, T goes round to monitor the whole class. When Ss finish their task, call some to read out their sentences. Let others give comments, T corrects mistakes if necessary. | **1. Write sentences with it. Use these cues.**  1. It is about 700 metres from my house to Youth Club  2. It is about 5 km from my home village to the nearest town.  3. It is about 120 km from Ho Chi Minh to Vung Tau.  4. It is about 384,400 km from the Earth to the Moon.  5. It is not very far from HaNoi to Noi Bai Airport.  **2. Practice speaking**  **3. Complete the sentences with *used to* or *use to* and the verbs in the box below.**  **\* Keys**  1. used to ride  2. used to be  3. used to go  4. Did…use to play  5. did…..not use to feel  **4. Rewrite the sentences using *used to.***  1. My mum used to live in a small village when she was a girl.  2. There did not use to be (as) many vehicles on the road.  3. We used to cycle to school two years ago.  4. Now there are more traffic accidents that there used to be.  5. My uncle used to be a bus driver some year ago, but now he has a desk job |
| **4. Application- 10’**  ***a. Aim:*** Ss can interact to each other using “used to”  ***b, Contents:*** Sswork in group and practice the structure with “ used to”  ***c, Outcome***: SS can know the way to use “used to”well and correctly.  ***d, Organization:*** | |
| **\* Groupwork**  - Divide the class into two groups  - Ask each group to find out activities which children often play.  - Time: 3 minutes  - The group with the most correct answers will win.  - T remarks  T asks Ss to go around the class to ask and answer the questions.  Ss practise  T corrects and remarks | **\* Activities which children often play in the country**  **Eg:**  + Play marbles  **+** play football in the street  **…**  **\* Ask and answer using: used to**  Example:  Did you use to play marbles?  Yes, I did  ………… |

**3. Guides for home work- 2’**

- Do exercise part A, B workbook.

- Make a short conversation using the structures which they have learnt

- Learn the structure by heart and make sentences

- Prepare: Communication.

- Prepare: flags of some countries (The UK, Australia, India, Thailand, Malaysia)

- Find out some strange rules in Viet Nam or over the world

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| **Week 20 - Period 58**  *Date of planning: …../...../ ......*  *Date of teaching: …./...../ ......* | **UNIT 7: TRAFFIC**  **Lesson 4: Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to listen about driving laws in these countries on the left and know some driving laws in Viet Nam and other countries.

**-** Vocabulary: the lexical items related to the topic “Traffic”.

**-** Grammar: review modals: can/ have to and the present simple.

**2. Competence:** Groupwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss will be more responsible for using means of transport and more aware of learning some rules about road safety.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

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| **Teacher’s and students’ activities.** | **Contents** |
| **1. Warm up (5’)**  ***a, Aim:*** Help students know names of the countries through the flags.  ***b, Contents:*** Ss to work in groups and look at the flags of some countries and give the names of the five countries.  ***c, Outcome***: Ss can answer the questions correctly.  ***d, Organization****:* | |
| - T asksSs to work in groups and look at the flags of some countries and give the names of the five countries. | **1. Look at the flags of some countries. Give the names of these countries.**  1. The UK  2. Australia  3. India  4. Thailand  5. Malaysia |
| **2. Presentation (6’)**  ***a, Aims:*** Help students know some vocabulary words.  ***b, Contents*:** Ss work individually and guess the meaning of the words.  ***c, Outcome*:** Ss can guess the words’ meaning and pronounce the words correctly.  ***d, Organization*:** | |
| - Pre- teach vocabulary.  - First, have Ss read the new vocabulary word after the teacher saying that they will appear in the task that follow. Explain their meaning. | **I- Extra vocabulary.**  roof: nóc, mái nhà  illegal: bất hợp pháp, trái luật  Laws: luật, phép tắc  Reverse: đảo, nghịch, lùi xe  Right-handed: thuận tay phải |
| **3. Practice (20’)**  ***a, Aims*:** Help students about driving laws in these countries on left.  ***b, Contents****:*  + Ss work individually to listen and write the reasons.  + Ss work in pairs to find the false driving law.  ***c, Outcome***: Ss can listen and write the right reasons why those countries drive on the left. Then Ss can find the false driving law.  ***d, Organization***: | |
| - T introduces: All the countries in part 1 dive on the left. Do you know why this happens?  - SS guess the answer.  - T plays the recording. SS listen and complete the reasons in 2.  - T goes around the class giving support if needed.  - Ss work in pairs, discussing to find one false driving law.  T may ask the question: Which one do you think seems the most unreasonable? Then let Ss think and give the answer.  - T corrects and gives the answer. | **2. Why do these countries drive on the left? Listen to the text then write the answer:**  Reasons this happened:  1. some countries used the same system as UK.  2. many people are right-handed ( so on the left-hand side, it is easier for them to use a sword or something when they are on horseback – in the past)  **3. Look at the strange driving laws below. Five of them are true, but one is false. In pairs, can you find the false driving law?**  - “In France, you can only reverse your car on Sundays”. This sentence is false! |
| **4. Application (10’)**  ***a, Aims:*** Help students rank the strange law in other countries.  ***b, Contents***: Ss work in groups to discuss the law and put them in the order from the strangest to the least strange.  ***c, Outcome:*** Ss can put in the order and give the suitable reasons.  ***d, Organization:*** | |
| - Ss work in groups and dis cuss the laws in 3 and put them in order from the strangest (N01) to the least strange (N05). T may ask Ss to explain why. | **4. Now, work in groups. Discuss the laws and put them in order from the trangest (1) to the least strange (5).**  ***E.g.:***  1. You have to wear a shirt or T- shirt while driving in Thailand.  (Clothes doesn’t influence drivers)  2. In Spain, people wearing glasses have to carry a spare pair in the car.  (So strict and unreasonable) …..…. |

**3. Guides for home work (4’)**

- Do exercise part C workbook.

- Learn the vocabulary words by heart.

- Prepare: Skills 1.

+ Describe the pictures.

+ Matching words.

+ Read some rules about road safety.

+ Make a list of means of transport that is used the most and used the least with the classmates.

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| **Week 20 - Period 59**  *Date of planning: …./...../ ......*  *Date of teaching: …./...../ ......* | **UNIT 7: TRAFFIC**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to read for specific information about traffic rules/ laws. They will be able to talk about obeying traffic rules/ laws, and how to use the road safely.

**-** Vocabulary: words related to the topic “ traffic ’’, road signs.

*-* Grammar: Use “ how …” to ask about means of transport.

**2. Competence:** SS will develop some competences such as being determined, self-studying, creative working independently and communicating. They will use language correctly.

**3. Behavior:** Students are hard-working and attentive. SS will obey the road signs/ traffic rules to travel safely.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

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| **Teacher’s and students’ activities.** | **Contents** |
| 1. **Warm up (5’)**   ***a, Aims:*** To warm up the class and lead in the lesson.  ***b, Contents*:** Ss work individually to match the words.  ***c, Outcome*:** Ss can match the words correctly.  ***d, Organization*:** | |
| - T prepares the cards and ask them to match on the board. (Ex2)  - Ss match.  - T checks the answers.  - T introduces the lesson. | **2. Now match these words to make common expressions.**  1. g 2. d 3. b 4. c  5. a 6. h 7. f 8.e |
| 1. **Presentation (10’)**   ***a, Aims:*** Help students know rules road safety.  ***b, Contents*:**  + Ss look at the picture in 1 and answer the question.  + Ss learn some new words.  ***c, Outcome*:** Ss can answer the question correctly. They can pronounce the words correctly and know the meaning of the words.  ***d, Organization*:** | |
| - T tells Ss to look at the picture part 1 and say why it is dangerous.  Ss look at the picture and say why it is dangerous.  - T asks students to work in groups. Tell them to answer the question.  When you are a road user, what should you not do ?  Then they make a list to compare with other groups.  Ss work in groups (four groups)  - T tells Ss to read the passage two or three times. Set a strist time limit to ensure Ss read quickly for specific information.  - Explain the new words and clarify anything difficult. T may ask questions to see if Ss understand the passage. | **I. Reading**  **1. Structure**  **It’s adj + to do something.**  Example:  + It is dangerous to ride a motorbike on the pavement.  + It is dangerous to cross the road.  + It is dangerous to walk on the road.  **2. Make a list things you shouldn’t do on the road**  - not pay attention  - not look around  - not go in red light, ...  - not talk and laugh loudly,  - not look back  …  **\* New words**  **-** Pedestrian: người đi bộ  - pavement: vỉa hè  - footpath: đường dành cho người đi bộ  - obey: tuân theo  - helmet: mũ bảo hiểm  - passenger: hành khách. |
| 1. **Practice (22’)**   ***a, Aims:*** Help students know rules road safety.  ***b, Contents***:  + Ss read again the passage and answer the questions.  + Ss can do a class survey and discuss about road safety.  ***c, Outcome*:** Ss can answer the question correctly. They can discuss more about road safety.  ***d, Organization*:** | |
| - T asks Ss to read the passage again, than they work with a partner to answer the questions.  - T asks Ss to do the class survey. Answer the question:  *How do you go to school every day?*  Ss do the class survey  - Make a list of the means of transport that is used the most, and use the least.  - After that call some Ss to report to the class.  -Allow some time for Ss to read individually. Then they work in groups to discuss who is using the raod safely, and who is acting dangerously, and give reasons. | **4. Answer these questions.**  1. We should cross the street at the zebra crossing.  2. He/ She must always fasten the seatbelt.  3. No, He/ She shouldn’t. Because it is dangerous. (He/ She may cause an accident.)  4. We must give a signal.  5. Because the other road users can see them clearly and avoid crashing into them.  **II. Speaking**  **5. Class survey. Make a list of means of transport that is used the most and used the least.**  **6. Read the following sentences. In groups, discuss who is using the road safely, and who is acting dangerously. Give reasons**.  1. safely  2. dangerously (because he is likely to have an accident)  3. safely  4. dangerously (it is difficult for him to see the road properly, and to ride)  5. dangerously (a car or motorbike may crash into him)  6. dangerously (She may have an accident if something happened unexpectedly.) |
| 1. **Application (5’)**   ***a, Aims:*** Ss can interact in real situation.  ***b, Contents***: Ss to practice in pairs asking and answering about real situation.  ***c, Outcome*:** Ss can ask and answer in real situation correctly.  ***d, Organization*:** | |
| T asks Ss to practice in pairs asking and answering about real situation  Ss work in pairs  T corrects and remarks | **Eg:**  How do you go to school everyday?  What will you do if someone doesn’t obey rules about road safety? |

**3. Guides for homework (3’)**

**-** Read for specific information about traffic rules/ laws.

- Talk about obeying traffic rules/ laws and how to use the road safety.

- Do exercise part D workbook.

- Prepare: Skills 2.

+ Describe the picture part 1.

+ Write 5 traffic problems in a big city and where you live.

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| **Week 20 - Period 60**  *Date of planning: …./...../ ......*  *Date of teaching: …./...../ ......* | **UNIT 7: TRAFFIC**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to listen to get information about traffic problems in a big city and write a paragraph about traffic problems in a city/ an area.

-Vocabulary: words related to the topic “ traffic ’’, road signs .

*-* Grammar: the present simple tense.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. SS will obey the road signs/ traffic rules to travel safely.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| 1. **Warm up (5’)**   ***a, Aims:*** Help Ss know about the dangerous on the road.  ***b, Contents***: Look at the pictures and discuss the dangerous on the road.  ***c, Outcome*:** Ss can know the dangerous on the road.  ***d, Organization*:** | |
| T asks Ss to talk about traffic problems where they live  Ss talk about traffic problems where they live.  **-** Show pictures of traffic problems in big cities  - Ask them to discuss about anything that is dangerous on the road.  T introduces the lesson | **\* Describe the picture part 1.**  **Ex*2. Look at the following headline and check your answers.***  - In Brazil  - long traffic jam (very long line of vehicles). |
| 1. **Presentation (8’)**   ***a, Aims:*** Help students listen to get information about traffic problems in big city and choose the best answer.  ***b, Contents***: Ss work in groups to answer the questions. Ss learn new words.  ***c, Outcome*:** Ss can answer the questions and know new words. They can do the exercises correctly.  ***d, Organization*:** | |
| - Ss work in groups. They study the picture and answer the two questions.  - Tell Ss to look at the newspaper headline and check their answers.  T plays the recording one or two times.  T asks Ss to listen carefully and circle the correct answers.  T gives the keys. | **I- Listening.**  **\* New words:**  Population  Suffer from  Rush hour  Increase  Narrow  Respect  Obey  **3. Now listen to the passage and choose the correct answer.**  1. B 2. C 3. A 4. C |
| 1. **Practice (25’)**   ***a, Aims:*** Help students write a paragraph about traffic problems in a city.  ***b, Contents***: Ss work individually to write the full sentences. Then they can write a paragraph about the traffic.  ***c, Outcome*:** Ss can write a paragraph about the traffic.  ***d, Organization*:** | |
| -What do you think about traffic problems in big cities in Viet Nam are  -T has Ss look at the pictures, read the sentences and tick the problems  Then Ss write full sentences. Call some Ss to write on the board. Others give comments.  T gives corrections.  T tells Ss to study the sentences they have written, then practise writing the paragraph.  T tells Ss to use proper connector: first/ firstly, second/ secondly, ……and pay attention to spelling and punctuation.  T collects some Ss’ writing papers and mark them, then give comments to the class. | **II- Writing**  **4. Tick the traffic problems in big cities in Viet Nam.**  Picture: 1,2,3,4,6  Writing:  - There are too many vehicles (on the road).  - Many roads are narrow and bumpy  - There are traffic accidents every day.  - Many young children ride their bikes dangerously.  **5. Write a paragraph about the traffic problems where you live, or in a town, or a city you know well.**  Introduction:  Problem1:  Problem 2:  Problem 3:  Conclusion:  Eg: The most common traffic problem in my city is traffic jams. Firstly, the main cause of this traffic problem is the increase of the population. So there are too many people using the road. Secondly, the roads are narrow and bumpy roads. So there are traffic accidents everyday. Thirdly, many young people ride their bikes dangerously. As a result, this problem is getting worse. In conclusion, we have to respect for traffic rules. |
| 1. **Application (5’)**   ***a, Aims:*** Ss can talk about traffic problems in a city.  ***b, Contents***: Ss work in pairs to talk.  ***c, Outcome*:** Ss can talk about traffic problems in a city.  ***d, Organization*:** | |
| T guides Ss to talk traffic problems in a city  Ss talk traffic problems in a city  T observes and remarks | **Eg:**  Hello, everybody, I am going to tell you about thetraffic problems in a city.  The most common traffic problem in my city is traffic jams.  Firstly, the main cause of this traffic problem is the increase of the population. So there are too many people using the road. |

**3. Guides for homework (2’)**

- Talk about traffic problems in big city.

- Rewrite a paragraph about traffic problems in a city/an area.

- Do exercise workbook.

- Prepare: Looking back.

+ Traffic signs: (prohibition, warning signs, information signs)

+ Names of means of transport.

+ Review: writing about a distance.

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| **Week 21 - Period 61**  *Date of planning: …./...../ ......*  *Date of teaching: …./02/......* | **UNIT 7: TRAFFIC**  **Lesson 7: Looking back and Project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss can use what they have learnt during the unit to help them answer the questions. Ss need to see how they have progressed, and which areas need further practice.

- Grammar: Review: used to; ‘it’ to indicate distance and some common structures

- Vocabulary: (review: road signs and means of transport)

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. SS will obey the road signs/ traffic rules to travel safely.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

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| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| 1. **Warm up (3’)**   ***a, Aims:*** To warm up the class and lead in the lesson.  ***b, Contents***: Ss work individually to sing a song.  ***c, Outcome*:** Ss can sing a song about means of transport.  ***d, Organization*:** | |
| - T lets Ss review means of transport by singing a song.  - Ss sing a song about means of transport.  - T introduces the lesson. | **\*Song: Transportation song** |
| 1. **Practice (35’)**   ***a, Aims:***  - Help students review some vocabularies about traffic signs and means of transport.  - Help students review the structure “used to” and distances.  - Help students review the way to ask and answer about signs and distances.  ***b, Contents***:  - Ss work individually to write the meaning below each sign. Then work in groups to put them into correct box.  - Ss work in pairs to write the name of transport in the world web.  - Ss work in pairs to change the sentences.  - Ss work individually to write the sentences.  - Ss work individually to match. Then work in pairs to role play.  ***c, Outcome*:** Ss can review vocabularies about traffic signs and means of transport. They can change the sentences and write sentences about distance. They can also revise the way to ask and answer about signs and distances.  ***d, Organization*:** | |
| **-** Ss do this task individually to write the meaning below each sign.  - SS share their ideas. T corrects their mistakes and lets them read the words correctly.  - Then let Ss work in groups and put the signs into the correct boxes.  - Groups give their answer. T corrects.  - Let Ss work in pairs. Tell Ss to write the answers in their notebooks. T checks their answers.  - SS retell the form and the meaning of “used to”.  - Have Ss work in pairs or in groups and write their answers in their notebooks. T checks their answers.  - Ss work individually first to write the sentences. Then they work in pairs to swap their sentences.  - Ask SS to write their answer on the board.  - T gives correction.  - SS read the questions and answer once or twice, then match them.  - SS share their answer.  - T corrects.  - SS work in pairs and role-play the questions and answers, then write all the sentences in their notebook.  - Finally ask SS to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if necessary. | **I. Vocabulary**  **1. What do these signs mean? Write the meaning below each sign. Then put them into the correct box.**  1. Traffic lights 2. School ahead  3. Hospital ahead 4. Cycle lane  5. Parking 6. No parking  7. left turn only 8. No cycling  - Prohibition signs: 6, 8  - Warning signs: 1, 2, 7  - Information signs: 3, 4, 5  **2. Write the names of means of transport in the word web below. Then draw lines joining the correct verbs to the transport.**  - Suggestion: bicycle, motorbike, car, bus, taxi, train, plane, boat, ship…  **II. Grammar**  **3. Change the sentences according to the prompts in brackets.**  1. Did you use to go to school on foot?  2. Mr. Van didn’t use to ride his motorbike dangerously.  3. Did the streets use to be cleaner and more peaceful?  4. I used to go out on Sundays.  5. They didn’t use go to on holiday together.  **4. Write sentences using these cues.**  1. It is over 100 km from my home-town to HCM city.  2. It is about 25 km to my grandparents’ house.  3. I used to ride a small bike in the yard before my flat.  4. There used to be a bus station in the city centre, but it was/ has been moved to the suburbs.  5. Children must learn about road safety before they are allowed to ride a bike on the road.  **III. Communication**  **5. Match the questions 1-6 with the answers a-f**  1. b 2. a 3. e 4. d 5. f 6. C  **Finish! Now I can…**  Talk about road signs and means of transport.  Use it to talk about distance.  Use used to to talk about a past habit.  Write a paragraph about traffic problems. |
| **3. Application (5’)**  **PROJECT: Road sign display**  ***a, Aims:*** To encourage Ss to understand more about road signs.  ***b, Contents***: Ss work in groups at home.  ***c, Outcome*:** Ss can make their own traffic signs and show to class.  ***d, Organization*:** | |
| - SS work in groups and brainstorm for creative ideas of traffic signs to use inside and around the school. Encourage SS to give as many as possible. The ideas they put forward may be realistic, or maybe not, but the aim is that SS revise the lesson and practice speaking as well as think and develop their creativeness.  - SS make their own traffic signs and show to the class. | **PROJECT: Road sign display.** |

**3. Guides for homework (2’)**

- Retell the signs and means of transport.

- Make some traffic signs of your own out of paper, cardboard or other materials.

- Prepare: Unit 8- Getting started

***Think of a film. (***Type of film, Actors/ stars, The plot, Reviews)

Eg: What kind of film is it?

Who does it star?

What is it about?

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| **Week 21 - Period 62**  *Date of planning: ….../...../ ......*  *Date of teaching: ….../...../ ......* | **UNIT 8: FILMS**  **Lesson 1: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will listen and read about topic “What film shall we see?”. They will use the lexical items related to the topic “Films”.

- Grammar: Questions about ‘Films”

- Vocabulary: Types of films.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hardworking and attentive. SS will love watching and appreciate films.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| 1. **Warm up (3’)**   ***a, Aims:*** To warm up the class and lead in the lesson.  ***b, Contents***: Ss work individually to answer the questions.  ***c, Outcome*:** Ss can answer list some types of films.  ***d, Organization*:** | |
| - Asks Ss to work individually to name some types of films on the board.  - Ss answer the questions.  - Confirms their answers then leads in the new lesson. | **\* Types of films:**  - Horror  - Comedy  - Tragedy  - Science-fiction  ………….. |
| **2. Presentation (8’)**  ***a, Aims:*** Help students know some new words related to topic films and understand the conversation.  ***b, Contents***: Learn new word. Then listen and read the dialogue.  ***c, Outcome*:** Ss can know more some new words related to the topic films. Then, they can understand the dialogue well after they listen and read.  ***d, Organization*:** | |
| - T introduces some new words using examples.  - Ss guess the words, read the words and copy in their notebooks.  - Check: Rub our and Remember.  - Ask Ss questions about the picture.  *? Where are Duong and Mai?*  *? What are they doing?*  *? What are they talking about?*  *? Can you guess what kind of films* Phong and Mai would like to see.  - Play the recording. Ss listen and check their answer.  - SS listen again and read.  - SS practice the conversation in pair.  - Calls some pairs to practice. | **2.1. Vocabulary:**  - critics (n): nhà phê bình  - frightening (adj): kinh khủng  - entertaining (adj): thú vị  - star (v): đóng vai chính  - science fiction (n): phim khoa hoc viễn tưởng  - thriller (n): phim li kì, giật gân  - animation (n): phim hoạt họa  - horror (n): phim kinh dị  **2.2. Presenting the dialogue** |
| **3. Practice (22’)**  ***a, Aims:*** Ss can understand the conversations and do the task well. They can also know the definitions of some types of films.  ***b, Contents***:  + Ss work individually to answer the questions.  + Ss work individually to find the questions.  + Ss work in pairs to match the types of films with their definitions.  ***c, Outcome*:** Ss can understand the conversation well. They can answer the questions and find the questions. Also, they can understand some types of films and their definitions.  ***d, Organization*:** | |
| - First, have Ss work independently. Then allow them to share answers before discussing as a class.  - First, ask Ss not to look at the book and try to remember what questions Mai asks Duong about the film they are going to see. Then let Ss open their books and check their answers.  - Have Ss quickly match the types of film with their definitions. Then play the recording for Ss to check their answers.  - SS listen again and repeat. T pauses after each phrase and asks them to repeat chorally. Correct their pronunciation if necessary.  - SS list more types of films to the list. | **1a. Read the conversation again and answer the questions.**  1. b 2. a 3.a 4. c 5. B  **1b. Find the questions in the conversation that ask about Coconut Crazy. Then listen, check and repeat the question.**  a. What kind of film is it?  b. Who does it star?  c. What is it about?  d. What do critics say about it?  **2. Match the types of films with their definitions. Then listen, check and repeat. (5’)**  1. d 2. f 3. a 4. c  5. b 6. e 7. h 8. g |
| **4. Application (10’)**  ***a, Aims:*** Ss can interview others about the film (type of film, actors/stars/plot/review)  ***b, Contents***:  + Ss work individually to fill in the blank.  + Ss work in pairs to interview to guess the film.  ***c, Outcome*:** Ss can ask and answer questions about films.  ***d, Organization*:** | |
| - Have Ss work independently, filling in the table with the information of the film they have seen recently. Remind them to use the words and phrases they have learnt in 2 and from the conversation in 1.  - First, model this activity with a more able Ss. Then ask Ss to work in pairs. T may go around and help weaker Ss. Call some pairs to practice in front of the class. | **3a. Think of a film. Fill in the blank below.**  Type of film……………….  Actors/ stars……………….  The plot……………………  Reviews……………………  **b. In pairs, interview each other and try to guess the film.**  *Example:*  A: What kind of film is it?  B: It’s an action film  A: Who does it star?  B: It stars Daniel Craig.  A: What is it about?  B: It’s about a spy called 007.  A: Is it Skyfall?  B: Yes! |

**3. Guides for homework (2’)**

- Undo the tasks.

- Learn new words.

- Do Ex B1, B4 (P.11) in the workbook.

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| **Week 21 - Period 63**  *Date of planning: …./…../ ......*  *Date of teaching: …./…./......* | **UNIT 8: FILMS**  **Lesson 2: A closer look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will use the lexical items related to the topic “Films” and know the meaning and how to use –ed and –ing adjectives. They will be able to pronounce correctly the –ed ending in verbs.

- Grammar: *-ed* adjectives and *–ing* adjectives.

- Vocabulary: ‘Adjectives’ which are used to describe films.

**2. Competence:** Ss will develop some competences such as being determined, self-studying, creative and communicating.

**3. Behavior:** Students are hardworking and attentive. SS will love watching and appreciate films.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| 1. **Warm up (3’)**   ***a, Aims:*** To warm up the class and lead in the lesson.  ***b, Contents***: Ss work individually to answer the questions.  ***c, Outcome*:** Ss can answer some questions related to films.  ***d, Organization*:** | |
| - T asks some questions.  - Ss answer the questions.  - T leads in new lessons. | **\*Questions**  + What kind of film is it?  +Who does it star?  + What is it about?  … |
| **2. Presentation (7’)**  ***a, Aims:*** Help students know the adjectives which are often used to describe films and how to use –ed and –ing adjectives***.*** They can know how to use -ed and -ing adjectives.  ***b, Contents***: Ss work individually to add some more adjectives.  ***c, Outcome*:** Ss can add more adjectives used to describe films. They know how to use -ed and -ing adjectives.  ***d, Organization*:** | |
| **-** Explain the words  - Read the words  - Ask them to complete the sentences using the adjectives.  **-**Explain the form adjectives by adding- ed and –ing adjectives. | **A - Vocabulary**  **1. The following are adjectives which are often used to describe films. Can you add some more?**  1. hilarious: vui nhộn, hài ước  2. moving:cảm động  3. boring  4. gripping: hấp dẫn, thú vị  5. shocking  6. scary: làm sợ hãi, rùng rợn  7. violent  8. entertaining  **\* Structure**: **- ed and –ing adjectives**  + We use –ed adjectives to describe someone’s feeling.  Eg: The film was long, and I was bored  + We use – ing adjectives to describe things or people (that cause the feelings)  Eg: The film was long and boring. |
| 1. **Practice (25’)**   ***a, Aims:*** Ss can do more exercises about–ed and –ing adjectives. Students can pronounce correctly the –ed ending in verbs.  ***b, Contents***:  + Ss work individually to complete the -ed and -ing forms of the adjectives.  + Ss work individually to choose the correct adjectives.  + Ss work individually to listen and repeat the verbs.  + Ss work in pairs to ask and answer questions about the picture.  ***c, Outcome*:** Ss can do more exercises using the -ed and -ing forms of adjectives. They can pronounce the sound /t/, /d/ and /-id/ correctly.  ***d, Organization*:** | |
| - Has Ss complete the table individually. Then has some Ss write their answers on the board before checking with the whole class.  - Asks Ss to do the exercise individually and then check with the whole class. When checking, asks Ss to refer to the Remember Box to make the meanings of the adjectives clearer to them.  T models the sounds /t/ /d/, and /id/ in different words with the ending –ed.  - Plays the recording and asks Ss to listen and repeat the words, paying attention to the sounds /t/, /d/, and /id/ at the end of each word.  - T may play the recording as many times as necessary. Then, ask Ss to put the words in the correct columns while they listen. Ss compare their answers in pairs. T checks.  - Remember: Ask Ss to look at the rules in the remember Box. Tell them the rules of pronunciation.  -First, models this activity with a more able student. Then asks Ss to work in pairs.  T may go around to help  -T calls some pairs to practice in front of the class.  -T checks pronunciation. | **2. Complete the table with the –ed and –ing forms of the adjectives.**  1. interested  2. embarrassing  3. exciting  4. disappointed  5. exhausted  6. surprising  7. confused  8. frightening  **3. Choose the correct adjectives.**  1. moving  2. frightened  3. disappointed  4. amazed  5. terrified  **B - Pronunciation**  **5. Listen and repeat the verbs. Pay attention to the sounds /t/, /d/, and /id/ at the end of each verb.**   |  |  |  | | --- | --- | --- | | /t/ | /d/ | /id/ | | watched  danced  walked | waited  needed  hated | played  bored  closed |     **REMEMBER!**  **6. Ask and answer questions about the pictures. Then listen to the recording.**  Example: cry a lot/ laugh a lot  A: He cried a lot, didn’t he?  B: No, he didn’t. He laughed a lot. |
| **4. Application (8’)**  ***a, Aims:*** Ss can interact each other using –ed adjectives and –ing adjectives to describe these things and experiences in your life**.**  ***b, Contents***: Ss work in pairs to look at the questions and tell how they felt using -ed adjectives. Then, Ss use -ing adjectives to describe things and experiences in their life.  ***c, Outcome*:** Ss can use -ed adjectives to describe their feelings and use -ing adjectives to describe things and experiences in their life.  ***d, Organization*:** | |
| - First, model this activity with some more Ss. Then, asks Ss to work in pairs.    - T may go around to help weaker Ss.  - Calls some pairs to practice in front of the class. | **4a. Work in pairs. Look at the questions below. Tell your partner how you felt, using –ed adjectives.**  Example:  *I felt terrified before my last Maths test.*  **4b. Now use –ing adjectives to describe these things and experiences in your life.**  Example:  The last film I saw was called Norwegian Wood. It was really moving. |

**3. Guides for homework (2’)**

- Remind the meaning and how to use –ed and –ing adjectives.

- Pronounce correctly the –ed ending in verbs.

- Do exercise A in workbook

- Prepare: Unit 8- A closer look 2.

**-** Review: Although, despite/ and in spite of and give examples

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| **Week 22 - Period 64**  *Date of planning: …./…./......*  *Date of teaching: …./…./......* | **UNIT 8: FILMS**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will use *although, despite*, and *in spite of* to express contrast between two prices of information in the same sentence. Use *however* and *nevertheless* to express contrast between two sentences.

**-** Vocabulary: words related to the topic “ film .

*-* Grammar: Connectors: although, despite / in spite of / however, and nevertheless.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative.

**3. Behavior:** Students are hardworking and attentive. SS will love watching and appreciate films.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
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| **Teacher’s and students’ activities.** | **Contents** |
| 1. **Warm up (3’)**   ***a, Aims:*** To warm up the class.  ***b, Contents***: Ss sing a song in English.  ***c, Outcome*:** Ss can sing a song in Engish.  ***d, Organization*:** | |
| Sing a song in English. |  |
| 1. **Presentation (7’)**   ***a, Aims:*** Help students use *although, despite, in spite of, however, nevertheless* to express contrast between two pieces of information in the same sentences.  ***b, Contents***: Ss study the Grammar Box individually.  ***c, Outcome*:** Ss can know how to use *although, despite, and in spite of, however and nevertheless*.  ***d, Organization*:** | |
| -T asks Ss to study the Grammar Box. Draws Ss’ attention to the meaning and use of although, despite, and in spite of by analyzing the examples in the grammar Box.  -T asks some more able Ss to give some more examples.  -T asks Ss to study the Grammar Box. T: Draws Ss’ attention to the meaning and use of however and nevertheless by analyzing the instruction and examples in the Grammar Box. Then ask some more able Ss to give some more examples. | **1. Although, despite/ and in spite of**  **Eg:**  Although he is so young, he performs excellently.  **2. However and nevertheless**  **Eg:**  He is so young, however heperforms excellently. |
| 1. **Practice (25’)**   ***a, Aims:*** Ss can use although, despite, and in spite of, however and nevertheless to do exercises***.***  ***b, Contents***:  + Complete the sentences, using although.  + Complete the sentences, using despite/in spite of.  + Rewrite these sentences using the words in brackets.  + Complete the sentences using however/nevertheless.  ***c, Outcome*:** Ss can do exercises well.  ***d, Organization*:** | |
| - For 1, 2and 3, tell Ss what they should do.  T asks Ss to do the grammar exercises individually. Remind them to look back to the Grammar Box and use a dictionary if necessary. Then have Ss compare answers in pairs before checking with the whole class.  -T tells Ss what they should do. Ask Ss to do the grammar exercise individually. Remind them to look back to the Grammar Box and use a dictionary if necessary. Then Ss compare answers in pairs before checking with the whole class. | **1. Complete the sentences. Use although**  **+ a clause from the box.**  1…..although few people came to see it  2. Although they spent a lot of money on the film  3. Although the acting is excellent.  4. ….although it was a comedy  5. …although it is set in modern times.  **2. Complete the sentences, using although, despite/ in spite of. Sometimes, two answers are possible.**  1. Although  2. despite/ in spite of  3. although  4. Despite/ In spite of  5. Although  **3. Rewrite these sentences using the words in the brackets. Change other words in the sentence if necessary.**  1. I don’t think…..although he is…  2. Although many…, …  3. Despite having to work…,…..  4. Although he has….,…..  5. In spite of (having) a happy ending,…  **4. Complete the sentences…**  1. However/ Nevertheless  2. Despite/ In spite of  3. However/ Nevertheless  4. Although  5. Although |
| 1. **Application (8’)**   ***a, Aims:*** Ss can make sentences usinghowever and nevertheless, although, despite, and in spite of.  ***b, Contents***: Ss work individually to write sentences using however, nevertheless, although, despite, in spite of. Then Ss work in groups to write their own sentences on the board.  ***c, Outcome*:** Ss can write their own sentences using the correct structure.  ***d, Organization*:** | |
| T asks Ss to do the exercise individually, using their own ideas to write sentences. Then have them work in team, comparing their sentences.  **Teamwork**  + Divide the class into two teams  + Each member in each team go to the board and write a sentence usehowever and nevertheless, although, despite, and in spite of  + Time: 3 minutes  + The team which has more right sentences will win. | **\*** Write sentences to usehowever and nevertheless, although, despite, and in spite of. |

**3. Guides for homework (2’)**

**-** Remind although, despite, and in spite of to express contrast between two prices of information in the same sentence.

- Use however and nevertheless to express contrast between two sentences.

- Do exercise B in workbook

- Prepare: Unit 8- Communication

- Make survey questions: Survey on favorite actors, Survey on the best films, Survey on action films, Survey on cartoons.

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| **Week 22 - Period 65**  *Date of planning: …./…../......*  *Date of teaching: …./…../......* | **UNIT 8: FILMS**  **Lesson 4: Communication + Test 15’** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will do a survey on favorite actors/ films…then report their results to those group members.

**-** Vocabulary: words related to the topic “ film .

*-* Grammar: Connectors: although, despite / in spite of / however, and nevertheless.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative.

**3. Behavior:** Students are hardworking and attentive. SS will love watching and appreciate films.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| 1. **Warm up (3’)**   ***a, Aims:*** To warm up the class.  ***b, Contents***: Ss work individually to answer some questions.  ***c, Outcome*:** Ss can answer the questions fluently.  ***d, Organization*:** | |
| - T asks Ss to answer some questions  - Ss answer the question in speaking.  **-** Today, we are going to do an interview with your classmate about films. Please think of the questions you may ask your friends in your interview with them. | **\*Questions**  - What kind of films you like to see? - Who are your favourite actors/ actresses?  … |
| 1. **Presentation (5’)**   ***a, Aims:* :** Help students know some new words.  ***b, Contents***: Ss study new words individually.  ***c, Outcome*:** Ss can know some vocabularies related to the topic.  ***d, Organization*:** | |
| - Teacher uses different techniques to teach vocabulary (situation, realia, examples)  - Follows the seven steps of teaching vocab.   * *survey: cuộc khảo sát* * *go ahead: cứ làm đi, cứ tự nhiên* * *violence: có nhiều cảnh bạo lực*   - **Checking**: Rub out and Remember. | **\* Vocabulary**  survey: cuộc khảo sát  go ahead: cứ làm đi, cứ tự nhiên  violence: có nhiều cảnh bạo lực |
| 1. **Practice (15’)**   ***a, Aims:*** Help students listen and complete and then practice in groups to have a survey.  ***b, Contents***:  + Ss work individually to listen and fill in the blanks the words they hear.  + Ss work in groups to choose one of the sets of survey questions.  + Ss make notes of their results.  + Ss join another group to report their results.  ***c, Outcome*:** Ss can do a survey and report their results to other members in class.  ***d, Organization*:** | |
| - T asks Ss to look at the picture and read the conversation and guess what the missing words from the blanks may be.  -T plays the recording and lets Ss check their guesses.  -T plays the recording again for Ss to check the answers.  -T asks Ss to work in group of six or eight, asking their group members one set of questions.  -T reminds them to write the names of names of the people they interview and note the answers in the table.  -T has Ss make notes of their survey result, using the suggestions in Student’s book. T may have them practice reporting the results of their surveys in pairs or in groups.  - T asks Ss to join another group, reporting the results of their survey to the new members.  - T chooses some Ss to report the results of their interviews before the whole class. After each S has finished his/her report, T invites some comment from other Ss. Then T makes comments and corrects Ss’ mistakes. | **1. Listen to the conversation and fill in the blanks with the words you hear.**  1. survey  2. actor  3. Tom Cruise  4. actress  5. Angelina Jolie  **2. Work in groups of six or eight. Each of student chooses one of the following sets of survey questions.**  - Survey on favorite actors  - Survey on the best films.  - Survey on action films  - Survey on cartoons  **3. Make notes of your results.**  - Most people I have surveyed….  - About half of the people I have surveyed  - Almost no one I have surveyed….  **4. Join another group. Report your results to those group members.** |
| 1. **Application (5’)**   ***a, Aims:*** Ss can talk about the film which they like.  ***b, Contents***: Ss talk about the film they like.  ***c, Outcome*:** Ss can talk about the film they like confidently.  ***d, Organization*:** | |
| - T asks Ss to talk about the film which they like  - Ss talk about the film which they like  - T observes and remarks. | **Eg:**  Hello everybody. Today, I am going to tell you aboutthe film which I like. It is …… |

**3. TEST 15’**

**Exercise 1: Choose the correct answer. (8pt)**

1. Tung used ………..football after school when he was young.

A. play B. to play C. playing

2. …………… is it from your house to your school? About one kilometer.

A. How often B. How far C. How much

3. ………….. is about 2 kilometers from my house to the town.

A. It B. They C. He

4. My brother used to go work ………… bus.

A. by B. to C. on

5. He did not …….. jogging in the evening.

A. use to went B. used to go C. use to go

6. The film was so …………. But my father saw it from beginning to the end.

|  |  |  |
| --- | --- | --- |
| A. bore | B. boring | C. bored |

7. Duong had a lot of homework to do. ………, he went shopping with his friend.

|  |  |  |
| --- | --- | --- |
| A. Although | B. Despite | C. However |

8. We are ………………in learning English

|  |  |  |
| --- | --- | --- |
| A. interest | B. interesting | C. interested |

9. I go to school on time ……….. it is raining.

|  |  |  |
| --- | --- | --- |
| A. despite | B. although | C. however |

10. …………….. do you go to school ? I go to school by bike.

A. How B. what C. when

**Exercise 2: Rewrite the sentences using the words in brackets. (2pt)**

1. The film is very interesting. I don’t like it. (Although)

🡪 Although …………………………………………………………………

2. I went to school by bike two years ago.

🡪 I used to ………………………………………………………………….

***Answer key***

***Exercise 1:*** *0.8 pt for each.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *1. B* | *2. B* | *3. A* | *4. B* | *5. C* |
| *6. B* | *7. C* | *8. C* | *9. B* | *10. A* |

***Exercise 2:*** *1 pt for each.*

*1. Although the film is very interesting, I don’t like it.*

*2. I used to go to school by bike two years ago.*

**4. Guides for homework (2’)**

- Do exercise part C in workbook

- Prepare: Unit 8- Skill 1

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| --- | --- |
| **Week 22 - Period 66**  *Date of planning: …./…../......*  *Date of teaching: …./…../......* | **UNIT 8: FILMS**  **Lesson 4: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will read for specific information about someone’s review of his/her favorite film. They will be able to talk about film (its plot, main characters, cast, etc.)

**-** Vocabulary: words related to the topic “ film” .

*-* Grammar: present simple, past simple.

**2. Competence:** Ss will develop some competences such as being determined, self-studying, creative and communicating. They will use language correctly.

**3. Behavior:** Students are hardworking and attentive. They love films more.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents***: Ss look at the picture and answer some questions.  ***c, Outcome*:** Ss can answer the questions fluently.  ***d, Organization*:** | |
| T asks Ss to look at the picture of the film Titanic and asks some questions:  Ss answer the questions  T introduces the lesson | **\*Questions**  + Have you ever seen this film?  + Do you know who actor and actress in the picture are?  + Do you like him/her?  Why / Why not? |
| **2. Presentation (15’)**  ***a, Aims:*** Help students read about Nick’s review of the film Titanic on his blog and answer the questions.  ***b, Contents***:  + Ss learn some new words.  + Ss read the passage and answer the questions.  ***c, Outcome*:** Ss can know some vocabularies related to the topic and answer the questions well.  ***d, Organization*:** | |
| - T asks Ss to scan the passage to find where the words sinking, must-see, special effects, and visuals are in the passage. T may help Ss work out the meanings of these words out of the context.    - T may set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions.  - Ss can compare answers before discussing them as a class. | **I. Reading**  **1. Read Nick’s review of the film Titanic on his blog. Then find and underline the words from the box below. What do they mean?**  **\* Vocabulary:**   * (to) sink [siηk]: chìm, đắm * sinking (n): sự đắm chìm * must-see (n): bộ phim hấp dẫn cần xem * special effect (n): hiệu ứng đặc biệt * visual ['vi∫uəl] (n): hình ảnh * engaged (adj): hứa hôn, đính hôn   **2. Answer the questions.**  1. It is a romantic film.  2. It stars Leonardo DiCaprio and Kate Winslet.  3. It is about the sinking of the ship Titanic on its first voyage.  4. The main characters are Jack Dawson and Rose Dewitt Buckater. Jack saves Rose from killing herself by jumping from the ship. Although they are from different social class and Rose is already engaged, the two fall in love.  5. The ending of Titanic is very sad.  6. They say it is a must-see in the 20th century. |
| **3. Practice (20’)**  ***a, Aims:*** Help students talk about film (its plot, main characters, cast).  ***b, Contents***: Ss work in pairs to talk about the films they would/wouldn’t like to see.  ***c, Outcome*:** Ss can talk what film they want to see and what film they don’t want to see.  ***d, Organization*:** | |
| - First, ask Ss to read every film poster.  - T may help them with the new vocabulary. Then ask Ss to work in pairs, talking about the films they would/ wouldn’t like to see.  - T may go round to help.  - Calls some pairs to practice in front of the class. | **II. Speaking**  **3. Look at the film posters below. Work in pairs. Talk about the films you would/ wouldn’t like to see.**  Example:  A: What is your favorite film?  B: I want to see War of the Worlds.  A: What kind of film is it?  B: It’s a science fiction  A: What is it about?  A: It’s about…. |
| **4. Application (5’)**  ***a, Aims:*** Ss can interview other student about films.  ***b, Contents***: Ss work in groups to interview others about films.  ***c, Outcome*:** Ss can talk about films and ask other students about films.  ***d, Organization*:** | |
| - First, remind Ss of the words phrases about films. Ss may refer to the words and phrases they can use to talk about films.  - Ss work in groups;  - T goes around to provide support if necessary. | **Example questions:**  - Can you describe your new film in three words?  - Did you enjoy making the film?  - Why should we watch this film? |

**3. Guides for homework (2’)**

- The specific information about someone’s review of his/her favorite film.

- Talk about film (its plot, main characters, cast, etc…)

- Do exercise part D in workbook.

- Prepare: Unit 8: Skills 2

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| **Week 23 - Period 67**  *Date of planning: …./…./......*  *Date of teaching: …./…./......* | **UNIT 8: FILMS**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will listen for special information about someone’s favorite film star. They will be able to write a review of a film.

**-** Vocabulary: words related to the topic film.

*-* Grammar: present simple.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss will be more aware of spending time watching films and choosing the favorite films for themselves.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Teacher’s and students’ activities.** | **Contents** | |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents***: Ss tell about their favorite actors/ actresses.  ***c, Outcome*:** Ss can talk about their favorite actors/ actresses.  ***d, Organization*:** | | |
| - Asks Ss to tell about their favourite actors/ actresses.  - Asks them: | * **Questions**   + Who is your favourite actor/actress?  + What does he/she look like?  + What are his/her successful films?  + What awards/ prizes has he/she won?  + What do critics say about him/her? | |
| **2. Presentation (15’)**  ***a, Aims:*** Help students listen about Nick’s father’s favourite film star and correct the following statement and answer the questions.  ***b, Contents***:  + Ss listen and correct the statements.  + Ss listen and answer the questions.  ***c, Outcome*:** Ss can listen and do listening exercises well.  ***d, Organization*:** | | |
| - Asks Ss to read the instruction carefully and remind them to remember key words in the statements.  - Plays the recording and ask Ss to correct the statements. Then asks two or three Ss to write their answers on the board.  - Plays the recording again for Ss to check the answers.  - T asks Ss to read the rubric and study the questions carefully.  - Ss may work in pairs to discuss the answers from the information they have heard in 1.  - T plays the recording again and have Ss answer the questions as they listen. Ss can share their answers with their partners.  - T calls some Ss to write their answers on the board. | **I. Listening**  **1.** **Listen and correct**.  1. Tom Hanks is Nick’s father’s favourite film star.  2. Tom Hanks isn’t a handsome actor.  3. Tom Hanks has won two Oscars.  **2.** **Listen again. Answer the questions below.**  1. He has won the Oscar for Best Actor twice.  2. They say he is one of the best actors in Hollywood.  3. He plays the role of a soldier in Saving Private Ryan.  4. Because it is one of the best comedies in the 1990s. | |
| **3. Practice (20’)**  ***a, Aims:*** Help students write a review of a film.  ***b, Contents***:  + Ss make notes about one of their favorite films.  + Ss write a review of their favorite film.  ***c, Outcome*:** Ss can know how to write a review of their favorite film well.  ***d, Organization*:** | | |
| - Asks Ss to make notes about one of their favourite films. Remind them that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners.  - T asks some Ss to read aloud.  - T set ups the writing activity.  T reminds Ss that the first and important thing is always to think about what they are going to write. In this case, Ss do not have to find out so many ideas of what they have to write because they may have made in 3. So T only has to brainstorm Ss for the language necessary for writing.  - Asks Ss to write the draft first. Then have them write their final version in class or at home. | **III. Writing**  **3. Make notes about one of your favourite films.**  - Name of the film, type of film, and actors or director.  - The plot: What happens in the film? How is the film? ( gripping/ moving/ hilarious) What about the ending?  - Other aspects of the film, the acting, the music, the special effects, the visuals, etc…  - Critics’ reviews, your onerall opinion.  **4. Write a review of your favourite film…**  **Introduction** (paragraph 1)  **Body**  Paragraph 2  The plot: What happens in the film? How is the film?( gripping/ moving/ hilarious) what about the ending?  Paragraph 3:  Other aspects of the film: the acting, the music, the special effects, the visuals, etc..  **Conclusion** ( Paragraph 4)  Critics’ reviews, your overall opinion ( Why you recommend the film to everyone)  ***Suggested writing***  *I really like the film Forrest Gump. It is a romantic comedy with the acting of Tom Hanks. It’s about the life of a stupid ugly man, Forrest and his love for a neighbor girl, Jenny. The film is moving and hilarious. The ending is happy because they have good life and a son. The acting of two characters is very good. The music is interesting and suitable for the content of the film. The visuals are beautiful with scenery of countryside and crowed cities in the USA. Critics said that the film is the best film with moving scenes and meaningful messages. I think that the film is so wonderful.* | |
| **4. Application (5’)**  ***a, Aims:*** Ss can talk about the film which they like  ***b, Contents***: Ss talk about the film they like individually.  ***c, Outcome*:** Ss can talk about the film they like well and fluently.  ***d, Organization:*** | | |
| - T asks Ss to talk about the film which they like  - Ss talk about the film which they like.  - T observes and remarks. | | **Eg:**  Hello everybody. Today, I am going to tell you aboutthe film which I like. It is …… |

**3. Guides for homework (2’)**

- Review the special information about someone’s favourite film star.

- Write a review of a film again.

- Write the final version

- Prepare: Unit 8- Looking back

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| **Week 23 - Period 68**  *Date of planning: …./…./2020*  *Date of teaching: …./…./2020* | **UNIT 8: FILMS**  **Lesson 7: Looking back and project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will revise the knowledge they have learnt about the topic “films” and in the unit.

- Vocabulary: words related to the topic film .

- Grammar: Connectors: although , despite / inspite of / however, and.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. They love films more.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Teacher’s and students’ activities.** | | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents***: Ss talk about their favorite actors/actresses.  ***c, Outcome*:** Ss can talk about talk about their favorite actors/actresses well and fluently.  ***d, Organization:*** | | |
| - Asks Ss to tell about their favourite actors/ actresses.  - Asks them: | * **Questions**   + Who is your favourite actor/actress?  + What does he/she look like?  + What are his/her successful films?  + What awards/ prizes has he/she won?  + What do critics say about him/her? | |
| **2. Practice (35’)**  ***a, Aims:*** Help students review some adjectives about describing films and –ed and –ing adjectives, review although, in spite of and despite and do communication exercise well.  ***b, Contents***:  + Think of an example of every type of films in the box.  + Read the sentences. What types of films are people talking about?  + Fill in the blanks with -ed or –ing adjectives that are formed from the verbs in brackets.  + Complete the second sentences.  + Match the first half in A with the suitable half in B.  + Number the lines of the dialogue in the correct order.  ***c, Outcome*:** Ss can review all grammar, vocabularies and language function they have learnt in Unit 8.  ***d, Organization:*** | | |
| - Asks Ss to think of as many examples of different types of films as possible. Then ask some Ss to say out their examples in front of the class.  - Asks Ss to read the sentences carefully and decide which types of films the people are talking about. Remind that the adjectives in the sentences will provide the context for them to choose the correct types of films.  - SS retell how to use –ed and –ing adjectives and give more examples.  - Ask Ss to do individually. Check the results with a partner. T gives feedback.  **-** First, ask Ss to do individually. Then ask them to check their answers with a partner before discussing the answers as a class. Reminds Ss to keep a record of their original answers so that they can use that information in their Now I can…statement.  - First, ask Ss to do the task individually to number the lines of the dialogue. Then ask them to check their answers with the whole class. After finishing, ask Ss to practise saying the dialogue with their partners. | | **I. Grammar**  **1. Think of an example of every type of films in the box.**  Example: Mr. Bean is a comedy.  **“**Big Ben Down” is an action film  **2. Read the sentences. What types of films are people talking about?**  Key:  1. It’s a comedy.  2. It’s a horror film   1. It’s a documentary. 2. It’s a romantic comedy. 3. It’s a Sci-fi film.   **3. Fill in the blanks with -ed or –ing adjectives that are formed from the verbs in brackets.**  1. terrified  2. disappointing  3. annoying  4. satisfied  5. shocking  **4. Complete the second sentences…**  1. They were excited about the film.  2. The film was boring so they left halfway through it.  3. We were moved at the ending of the film.  4. You’ll be surprised at his new film.  5. Lots of people find the way he behaves/ his behaviour confusing.  **5. Match the first half in A with the suitable half in B.**  1. d 2. e 3. a 4. b 5. c  **6. Number the lines of the dialogue in the correct order.**  1. E 2. I 3. A 4. D  5. F 6. B 7. G 8. C 9. H |
| **3. Application (10’)**  **Project: FILM POSTERS**  ***a, Aims:*** Help students know how to complete the project at home.  ***b, Contents***: Ss work in groups to design film posters.  ***c, Outcome*:** Ss can design their own film posters creatively.  ***d, Organization:*** | | |
| - Asks Ss to read the film posters and point out what information should be included in a film poster. Then ask Ss to work in pairs/ groups to discuss the question in 1. Each Ss may make notes about the ideas from his/her partner or other group member.  - Asks each student to choose one of their favourite films, and design a poster for it. They may use the ideas from the notes for their task.  - Displays Ss’ leaflets on the wall. T choose some of the posters of the film posters and ask Ss to give comments. | | **1. Look at the film below. Think about the following questions**  - What is the purpose of a film poster?  E.g: To give information of a film.  **2. Choose one of your favourite films and design a poster for it.**  **3. Then organize an exhibition of film posters in your class.** |

**3. Guides for homework (2’)**

- Retell the knowledge they have learnt about the topic “film”.

- Finish their projects at home.

- Do exercise in work book (The rest ones)

- Prepare: Unit 9- Festival around the World.

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| **Week 23 - Period 69**  *Date of planning: …./02/......*  *Date of teaching: …./02/......* | **UNIT 9: FESTIVALS AROUND THE WORLD**  **Lesson 1: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss can use the lexical items related to the topic “Festivals around the world”. They will be able to understand the dialogue and do the tasks well.

**-** Vocabulary: type of festivals and festival activities .

*-* Grammar: H/ wh – questions: review Adverbial phrases.

**2. Competence:** Ss will develop some competences such as being determined, self-studying, creative and communicating. They will use language correctly.

**3. Behavior:** Students are hardworking and attentive. They love festivals and are proud of them.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| 1. **Warm up (5’)**   ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents***: Ss work individually to play a game called crossword.  ***c, Outcome*:** Ss can solve the crossword well.  ***d, Organization:*** | |
| **-** Play games: Solve the crossword.  1.Tom Hanks is a famous……. star.  2. Mr. Bean’s holiday is the …….. I like best.  3. That film was so….. that I couldn’t sleep after watching it.  4. Tra Giang is one of the most well – known………in Viet Nam.  5. I couldn’t help laughing when watching that film. It’s…………  6. My brother cried a lot because the film was very……………  7………. films usually have lots of chase and fighting.  8. If a film tells an exciting story about murder or crime, it’s a………. | |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 1 | | | | **F** | I | L | M |  | |  | |  | | 2 | C | O | M | **E** | D | Y |  | | 3 | | | | **S** | C | A | R | Y |  | | | | | 4 | | A | C | **T** | R | E | S | S | E | S | |  | | 5 | | | H | **I** | L | A | R | I | O | U | | S | | 6 | | M | O | **V** | I | N | G |  | | |  | | | 7 | | | | **A** | C | T | I | N | G |  | | | | T | H | R | I | **L** | L | E | R |  | | |
| **2. Presentation (15’)**  ***a, Aims:*** Help students understand the dialogue and answer the questions.  ***b, Contents***:  + Ss study some vocabularies, then listen and read the dialogue.  + Answer the questions.  + Tick True or False.  ***c, Outcome*:** Ss can know some new words related to the topic. They can understand the dialogue and do exercises well.  ***d, Organization:*** | |
| - T uses some techniques to present some new words. Checking the understanding by making sentences with the new words.  - T asks Ss work independently. Allow them to share answers before discussing as a class.  T then checks their answers, and gives explanation if necessary.  - T asks Ss read the conversation again to do this exercise. Ask for Ss’ answers as well as the explanation for their choices. | **1. Listen and read.**  **\* New words.**  + fascinating (adj) hấp dẫn  + amazing (adj) đáng ngạc nhiên  + religious (adj) thuộc tôn giáo  + firework (n) pháo hoa  + make a camp (v) cắm trại  + seasonal (Adj): từng vụ, mùa vụ  + superstitious (adj): mê tín  **a. Answer the following questions.**  1. No, she didn’t because she said “ Oh really?” to show her surprise.  2. People light candles and display/ let off fireworks.  3. It’s La Tomatina  4. Because to celebrate the festival people go to the desert, make a camp, and have a party.  5. They should write up reports and hand them in to the teacher.  **b. Tick (v) T (true) or F (false).**  1. T 2. T 3. F 4. T |
| **3. Practice (15’)**  ***a, Aims:*** Help students know and pronounce correctly the name of festivals and know some festivals with the reasons they are held.  ***b, Contents***:  + Write the festivals in the box under the pictures. Then listen and repeat.  + Match the festivals below with the reasons they are held.  ***c, Outcome*:** Ss can know some names of festivals and the reasons why they are held.  ***d, Organization:*** | |
| -T tells Ss that in the box are some festivals. Ss do this activity in pairs.  T plays the recording for Ss to listen, check and repeat their answers. Make sure that Ss pronounce correctly the name of the festivals.  - T explains to Ss that festivals are held for different reasons.  - T asks Ss if they know the meaning of these words.  + Seasonal (adj): relate to or happening a during a period in the year.  + Religious (adj): connected with religion or with a particular religion.  + Superstitious (adj): based on the belief that particular events happen in a way that cannot be explained by reason or science. | **2. Write the festivals in the box under the pictures. Then listen and repeat.**  1. Water festival  2. Cannes Film Festival  3. Ghost Day  4. Tet  5. Rock in Rio  6. Christmas  7. Halloween  8. Easter  **3. Match the festivals below with the reasons they are held.**  Religious: Halloween, Ghost Day  Music /Arts: Rock in Rio, Cannes Film Festival  Seasonal: Tet, Water Festival  Religious: Christmas, Easter |
| **4. Application (8’)**  ***a, Aims:*** Help students give their opinion about some festivals.  ***b, Contents***: Ss work in pairs to give their opinions about festivals.  ***c, Outcome*:** Ss can give their own opinions about festivals well.  ***d, Organization:*** | |
| - T asks Ss to work with classmate and compare their answers.  - T reminds them to follow the model conversation in the box. | **4. Give opinion.**  Example:  A: I think Rock in Rio and the Cannes Film Festival are music or arts festivals.  B: I agree.  A: Which do you think are seasonal festival?  B: I think Christmas and Easter. How about you?  A: I think Halloween and Ghost day. |

**3. Guides for homework (2’)**

**-** Retell the knowledge they have learnt about the “topic”

- Learn new words and phrases

- Prepare: Unit 9: A closer look 1.

Prepare: Find some verbs and change into nouns and adjectives.

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| **Week 24 - Period 70**  *Date of planning: …./…./......*  *Date of teaching: …./…./......* | **UNIT 9: FESTIVALS AROUND THE WORLD**  **Lesson 2: A closer look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss can use the lexical items related to the topic “Festivals around the world” and pronounce two-syllable words with correct stress in isolation and in context.

-Vocabulary: type of festivals and festival activities .

***-***Grammar: H/ wh – questions: review Adverbial phrases.

- Pronunciation: Stress in two –syllable words.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss will be more aware of preserving and developing festivals in Viet Nam and around in the world.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents***: Ss work individually to tell some festivals in Viet Nam and in the world they know.  ***c, Outcome*:** Ss can list many names of festivals they know.  ***d, Organization:*** | |
| - T introduces the lesson by asking students to tell some traditional festivals in Viet Nam or in the world.  - Ss tell some traditional festivals.  - T asks students about their preparations for Tet.  - Ss tell about their preparations for Tet. | **Eg:**  Halloween, Ghost Day, Cannes Film Festival, Tet, Water Festival, Christmas, Easter … |
| **2. Presentation (5’)**  ***a, Aims:*** Help students know some new words.  ***b, Contents***: Ss work individually to study new words.  ***c, Outcome*:** Ss can know some vocabularies related to the topic.  ***d, Organization:*** | |
| **-** T uses some techniques to present some new words.  - Checking the understanding by making sentences with the new words. | **I. Vocabulary**   * cele**bra**tory (aj) mang tính kỷ niệm * pa**rade** (n) cuộc diễu hành * **car**nival (n) ngày hội * **joy**ful (aj) vui mừng * a**dopt** (v) kế tục * **pum**pkin (n) quả bí ngô |
| **3. Practice (27’)**  ***a, Aims:*** Ss can do vocabulary exerciserelated to the topic “Festivals around the world” and use adverbial phrases correctly and appropriately and help students pronounce two – syllable words with correct tress.  ***b, Contents***:  + Complete the table. Then listen and check your answers.  + Complete the following sentences with the words from the table.  + Listen and complete the table.  + Circle the word with a different stress pattern from the others. Then listen and check.  + Read the following sentences and mark “ ’ ” the stressed syllable in the underlined words.  ***c, Outcome*:** Ss can do vocabulary exercises well. They can pronounce stress in two-syllable words correctly.  ***d, Organization:*** | |
| - Ss work individually to complete the table and compare their answers with a partner.  - T plays the recording for Ss to check their answers.  - Have Ss read all the sentences and guess the part of speech of the word to be filled in each blank.  - T comments on and confirms the correct answers.  **-** T explains the rules about stress in part. **Look out!**  **-** T can give some examples to illustrate.  - T asks students to listen to the tape and repeat. Then put them on the correct column according to their stress pattern.  - Ss listen and repeat the words.  - T asks Ss read out the words.  - Tasks students to listen and circle the word with a different stress pattern from the others. T corrects.  **-** Ss do this exercise individually first then compare their answers with a partner. Then listen and check and repeat. | **1a. Complete the table. Listen and check your answers.**  ***Key:***  1. celebration  2. festive  3. parade  4. culture  5. performance  **b. Now complete the following sentences with the words from the table.**  **Key:**  1. festival  2. celebrate  3. celebrations  4. culture  5. parade  6. performers  **II. Pronunciation**  **3. Listen and complete the table.**  **\* Keys**  **Stress on 1st syllable:** gather, picture, artist,  lovely, famous  **Stress on 2nd syllable:** relax, enjoy, hotel, describe, rename.  **4. Circle the word with a different stress pattern from the others. Then listen and check.**  ***Key:***  1. balloon  2. complete  3. prepare  4. alone  5. tidy  **5. Read the following sentences and mark “ ’ ” the stressed syllable in the underlined words.**  1. ‘project  2. ‘dancers  3. a‘ttend  4. ‘answer  5. ‘music |
| **4. Application (7’)**  ***a, Aims:*** Ss can interact to other student with vocabulary they have learnt.  ***b, Contents***: Ss work in groups to choose a festival and take turns to say the festival.  ***c, Outcome*:** Ss can talk about the festival well.  ***d, Organization:*** | |
| - T lets students play games to make sentences using vocabulary words which they have learnt  - Ss work in groups to do the activity. They choose one activity and take turn to lengthen their sentences by adding the activities.  - T corrects and mistakes. | ***2. In groups, choose a festival. Take turns to say the festival.***  Example:  A: I am going to Rio Carnival to watch performers dance.  B: I am going to Rio Carnival to watch performers dance, and musicians play samba music. |

**3. Guides for homework (3’)**

- Retell the knowledge they have just learnt about the topic.

- Learn new words and phrases

- Prepare A closer look 2.

Prepare: Make sentences with wh\_question (who, what, when, where, how, why, how often, how much, how many…).

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| **Week 24 - Period 71**  *Date of planning: …./…./......*  *Date of teaching: …./…./......* | **UNIT 9: FESTIVALS AROUND THE WORLD**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss can review H/ Wh questions and use adverbial phrases correctly.

**-** Vocabulary: type of festivals and festival activities .

*-* Grammar: H/ wh – questions, adverbial phrases review.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hardworking and attentive. They love festivals and are proud of them.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and lead in the lesson  ***b, Contents***: Ss ask and answer the questions about festivals.  ***c, Outcome*:** Ss can chat about festivals in the pictures well.  ***d, Organization:*** | |
| Chatting:  T chats with Ss about festivals in the pictures.  - Ask Ss to look at the pictures and think of the information they want to get about the festival. | **Chatting:**  What is the festival?  When is it?  Where is it?  How often does it take place?  Why do people attend?  How do people celebrate? |
| **2. Presentation (7’)**  ***a, Aims:*** Help students know how to use adverbial phrases and Wh – questions.  ***b, Contents***: Ss study the grammar of adverbial phrases and Wh-questions.  ***c, Outcome*:** Ss can know how to use adverbial phrases and Wh-questions.  ***d, Organization:*** | |
| - T explains adverbial phrases and gives examples:  - T asks Ss to give type of wh -question  - Ss copy and give example. | **1. Adverbial phrases**  +Adverbial phrases made with nouns:  Eg: every year, every day, last year….  +Adverbial phrases made with prepositions:  Eg: in 2013, in a small town, with beautiful plants.  +Adverbial phrases made with to- infinitive:  Eg: to enjoy the party, to have more friends.  **2. Type/ question:**  When ⭢ time  Where ⭢ place  How often ⭢ frequency  Why ⭢ reason  How ⭢ manner  What ⭢ thing  Whose ⭢ belong to a person/ thing  Which ⭢ whole sentences (limited options) |
| **3. Practice (28’)**  ***a, Aims:*** Ss review Wh – questions and do exercises.  ***b, Contents***:  + Look at the webpage. Complete the table about the festival.  + Ask and answer the question about the festival they know.  + Make questions for the underlined parts.  ***c, Outcome*:** Ss can review how to use Wh-questions and do exercises correctly.  ***d, Organization:*** | |
| -T tells Ss that they are going to read information about the Cannes Film Festival and complete the table.  -T corrects.  -T asks students to ask and answer the questions about a festival you know in Viet Nam using what,where, when, how...  Ss do this activity in pairs. Check Ss’ answers and have them role play the conversation.  - Ss work independently, writing down the questions. T can call on some Ss to write their answers on the boards.  - Other Ss give comments and T give corrections | **2. Now look at the webpage. Complete the table about the festival.**  Key:   |  |  | | --- | --- | | What? | A film festival | | Who? | By film star, | | Where? | In a city in France | | When? | May | | How often? | Every year | | How? | In a very serious way | | Why? | To win the Palme Do’r |   **3. Ask and answer the question about the festival they know**  Eg:  What is the festival?  Where is it held?  When does it take place?  Who can attend the festival?  Why do people attend?  How do people celebrate?  **6. Now make questions for the underlined parts.**  **Key:**  1.Where did you buy this T- shirt?  2. How often do you go to the music festival?  3. Why did your friends save money?  4. When did you go to the Flower Festival in Da Lat? |
| **4. Application (5’)**  ***a, Aims:*** Ss can interact to other students about festival using H/Wh-questions and adverbial phrases  ***b, Contents***: Ss work in groups to ask and answer the questions about the festivals and guess the names of festivals.  ***c, Outcome*:** Ss can ask and answer the questions about the festivals and guess the names of festivals correctly.  ***d, Organization:*** | |
| - Ss work in groups. One student thinks of any festival he/she likes.  Other Ss ask questions about the festival to find out what festival it is. Remember to use H/Wh-questions and adverbial phrases. | **\* Games.**  Example:  A: Where is the festival held?  B: In the USA and some other countries in the world.  C: When do people celebrate it?  ………… |

**3. Guides for homework (2’)**

- Retell the Wh- questions and some adverbial phrases

- Practice asking and answering about the festival.

- Do exercise part A, B workbook

- Prepare: Communication.

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| **Week 24 - Period 72**  *Date of planning: …./…./......*  *Date of teaching: …./…./......* | **UNIT 9: FESTIVALS AROUND THE WORLD**  **Lesson 4: Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to ask and answer questions about festivals. They will be able to know more about some famous festivals around the world.

**-** Vocabulary: type of festivals and festival activities .

*-* Grammar: H/ wh – questions, adverbial phrases review.

**2. Competence:** Ss will develop some competences such as being determined, self-studying, creative and communicating. They will use language correctly.

**3. Behavior:** Students are hardworking and attentive. They love festivals and are proud of them.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and lead in the class.  ***b, Contents***: Ss sing a song and talk about some festivals in their villages.  ***c, Outcome*:** Ss can sing a song and talk about some festivals in their villages well.  ***d, Organization:*** | |
| **-** Sing a song.  - T asks Ss to tell some festivals in their home village.  - Make some questions about festival. | **Talk about some festivals in your home village.** |
| **2. Presentation (5’)**  ***a, Aims:*** Help students answer some questions about thanksgiving.  ***b, Contents***: Ss study some extra vocabulary related to the topic.  ***c, Outcome*:** Ss can know some new words about festivals.  ***d, Organization:*** | |
| - First, teacher uses some techniques to present new words. Then have Ss read the new vocabulary after the teacher.  - Checks the understanding: Make sentences with the new words.    - T asks Ss to look at the picture about animal and answer the questions.  - Ss discuss. | **I- Extra vocabulary.**  thanksgiving: (n) lễ tạ ơn chúa  **stu**ffing: (n) lông vũ, gối ôm  feast: (n) bữa tiệc  **gra**vy: (n) nước sốt thịt  **cran**berry: (n) quả nham việt quất |
| **3. Practice (20’)**  ***a, Aims:*** Help students listen and check their answers and write (T) or (F) for the following sentence.  ***b, Contents***:  + Look at the animal below. Discuss the following questions with a partner.  + In pairs, write true (T) or false (F) for the following sentence.  ***c, Outcome*:** Ss can know some new words about festivals.  ***d, Organization:*** | |
| - Ss work in pairs to discuss the questions.  - T plays the recording. Ss listen carefully and check their answer to 1. Then T gives the correct answers.  - T asks students to work in pairs to decide if the statements are true or false.  - Ss work in pairs.  - T gives keys. | **1. Look at the animal below. Discuss the following questions with a partner.**  **2. Now listen and check your answers.**  Key:  a. A turkey  b. It’s one of the traditional foods of important festival.  c. Thanksgiving.  **3. In pairs, write true (T) or false (F) for the following sentence.**  **Key:**  1. F (It’s also held in Canada)  2. F (It’s celebrated on the fourth Thursday of November and in Canada it’s celebrated on the second Monday of October.  3. T  4. F (Children also take part in food preparation.)  5. T  6. F (Some people like to go for a walk or takes naps)  7. F |
| **4. Application (15’)**  ***a, Aims:*** Help students ask and answer about some festival such as: thanksgiving and Hoi Mua, a harvest festival in Phu Yen.  ***b, Contents***: Ss work in pairs to ask and answer about Thanksgiving and Hoi Mua festival.  ***c, Outcome*:** Ss can make conversations about Thanksgiving and Hoi Mua festivals well.  ***d, Organization:*** | |
| **-** Explains the requires of the exercise.  - Gives the example.  - Ss work in pairs. And make up their own. After some time, calls some pairs to act out the conversation in front of the class.  - Other Ss give comments.  - Gives feedback on Ss’ conversation | **Example:**  A: Do you know about a harvest in festival in Phu Yen?  B: Yes , I do.  A: When is it celebrated ?  B: In March. |

**3. Guides for homework (2’)**

- Do exercise part C workbook.

- Prepare: Skills 1.

+ Read about the festival: La Tomatina.

+ Think about the festival and then ask and answer that festival.

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| **Week 25 - Period 73**  *Date of planning: …./…./......*  *Date of teaching: …./…./......* | **UNIT 9: FESTIVALS AROUND THE WORLD**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to read for specific information about an unusual festival. They will be able to talk about the unusual festival.

**-** Vocabulary: type of festivals and festival activities .

*-* Grammar: H/ wh – questions, the past simple.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative.

**3. Behavior:** Ss will be more aware of preserving and developing festivals in Viet Nam and around in the world.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** Ask to write the Wh-questions and give example **(3’)**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| 1. **Warm up (3’)**   ***a, Aims:*** To warm up the classand lead in the lesson.  ***b, Contents***: Ss answer the questions individually.  ***c, Outcome*:** Ss can answer questions about the festival La Tomatina correctly.  ***d, Organization:*** | |
| T asks some questions about the festival: La Tomatina.  Ss answer the questions  - T asks them to put themin the order you think they happen at the festival.  - Ss answer. | **\* Questions**  + What can you see in the picture?  + What are they doing ?  + What is the festival?  + Where is it?  + When does it take place?  + What do people do during the festival?  +… |
| 1. **Presentation (12’)**   ***a, Aims:*** Help students know the La Tomatina festival in Spain and answer the questions about the text.  ***b, Contents***:  + Ss learn some vocabularies.  + Ss work individually to answer the questions.  ***c, Outcome*:** Ss can know some vocabularies and answer the questions correctly.  ***d, Organization:*** | |
| T presents some new words.  Ss read and copy  -T asks Ss to read the text again and answer the questions  Ss answer the questions  T corrects | **I. Reading**  **1. Vocabulary**  **grea**sy (aj) vấy mỡ, dính mỡ  pole (n) cái cột  **can**non (n) súng  jet (n) vòi phun nước  **cha**os (n) sự lôn xộn  **go**ggle (v) gương mắt, trợn tròn mắt  **Key:** C – D – A – B  **2. Answer the following questions.**  1. It is celebrated on the last Wednesday every August.  2. He stayed up late  3. They placed a ham on top of greasy pole.  4. They had to wear goggles to protect their eyes.  5. It was a jet from water cannon.  6. It was red with rivers of tomato juice. |
| 1. **Practice (20’)**   ***a, Aims:*** Help students know about two festival: Cheese –rolling and monkey buffet.  ***b, Contents***:  + Ss work in groups and read the newspaper headlines.  + Ss work in pairs to choose one festival to ask and answer about festival.  + Ss work individually to talk about the festival: cheese –rolling and mokey buffet.  ***c, Outcome*:** Ss can know some vocabularies and answer the questions correctly.  ***d, Organization:*** | |
| **-** Ss work in groups and read the newspaper headlines. And they discuss what is unusual about the festivals.  - Have some Ss present their group’s ideas.  -T gives some suggestion questions and tell Ss that the table is includes information  About the two festivals in 4.  Ask them to practice in pairs to ask and answer about the festival.  -T asks students to look at the table and talk about the festival which they like. | **II. Speaking**  **4. Work in groups and read the newspaper headlines.**  **5. Choose one festival to teach your group about. .**  ***Suggestion questions:***  1. What do they often do at Season festival?  2. Where do they organize activities?  3. When does the festival take place?  4.Who takes part in this festival?  5.Why is it held ?  6.How is it held?  **6.Talk about the festival: cheese –rolling and monkey buffet.**  **Eg:** Cheese – rolling is a seasonal festival; People race downhill to catch cheese. It is one of the most famous seasonal festivals in our country, which takes place in England in spring every year… |
| 1. **Application (5’)**   ***a, Aims:*** Ss can talk about the festival they know.  ***b, Contents***: Ss work individually to talk about the festival which they know.  ***c, Outcome*:** Ss can talk about the festival they know fluently.  ***d, Organization:*** | |
| T asks students to talk about the festival which they know.  Ss talk about the festival which they know  T observes and remarks | **Eg:**  Hello, I am going to talk aboutthe festival which I know. It is … |

**3. Guides for Home work (2’)**

- Do exercise part D workbook

- Prepare: Skills 2

+ Review: used to, ed and ing adjectives, connectors, wh/h questions,

+ Pronunciation: /e/ and /ei/; /t/, /d/, and / id/

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| **Week 25 - Period 74**  *Date of planning: …./…./......*  *Date of teaching: …./…./......* | **UNIT 9: FESTIVALS AROUND THE WORLD**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to listen to get specific information about a music festival. They will be able to write about a festival they attended.

-Vocabulary: type of festivals and festival activities .

*-* Grammar: H/ wh – questions.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative.

**3. Behavior:** Ss will be more aware of preserving and developing festivals in Viet Nam and around in the world.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** Talk about festival: cheese –rolling or monkey buffet **(3’)**

**2. New lesson:**

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| --- | --- |
| **Teacher’s and students’ activities.** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** Ss can talk about the festival they know.  ***b, Contents***: Ss work in pairs to discuss the questions.  ***c, Outcome*:** Ss can answer the question correctly.  ***d, Organization:*** | |
| **-** Look at the picture below. What kind of festival do you think it is?  Share your ideas with a partner. | **Suggestions:**  It is a music festival. |
| **2. Presentation (12’)**  ***a, Aims:*** Help students listen about a music festival and tick T or F and answer the questions.  ***b, Contents***:  + Ss work individually to listen and tick T or F. Then correct the false statements.  + Ss work individually to listen and answer the questions.  ***c, Outcome*:** Ss can listen and do listening exercises correctly.  ***d, Organization:*** | |
| **-** Ss read the statements in exercise 2 and guess if they are true or false. Write the guesses on the board.  -Play the recording one or two times. Ask Ss to listen carefully and check their guesses.  -T plays the recording again.  Ss answer the questions.  Have Ss compare their answers in pairs before giving T the answers. | **I. Listening**  **2. Listen to Nick talk about a music festival he attended. Tick (V) T (true) or F (false). Correct the false sentences.**  1. F (one of the most famous festivals)  2. T  3. F (They stayed in a tent)  4. F (He’s Nick’s father’s favorite singer)  **3. Now listen and answer the questions.**  1. It takes place every June.  2. They are music bands.  3. He interested the audience with the hit song.  4. They also went to the Bohemian Woods.  5. They enjoyed a mixed of good music from around the world. |
| **3. Practice (20’)**  ***a, Aims:*** Help students write a festival which they attended.  ***b, Contents***:  + Ss work in pairs to think about a festival they attended and make notes about it.  + Ss work individually to write a paragraph about the festival you attended use the notes above***.***  ***c, Outcome*:** Ss can make notes and write a paragraph about a festival they attended well.  ***d, Organization:*** | |
| Think of a festival they attended and make notes about it.  Ss answer Suggestions.  Writing:  - What was the festival?  - Who celebrated it?  - Where was it held?  - When was it held?  - How was it held?  - Why was it held?  - Ss write a paragraph individually based on the notes they have made.  T can ask one or two Ss to write the paragraph on the board. Other Ss and teacher comment on the paragraphs. | **II. Writing**  **4. Think about a festival you attended. Make notes about it below.**  Writing:  - answer suggestions.  It was a cock fighting festival.  It was held in the common house’s yard in my village.  It was held on January 15th ( Lunar New Year)  ……..  **5. Write a paragraph about the festival you attended use the notes above.**  Ss can start like this.  Last week I attended a festival. It was called “Harvest festival” It was held by farmers in my village. |
| **4. Application (5’)**  ***a, Aims:*** Ss can talk abouta festival which they attended.  ***b, Contents***: Ss work individually to talk about a festival they attended.  ***c, Outcome*:** Ss can talk about a festival they attended well.  ***d, Organization:*** | |
| T asks Ss to talk abouta festival which they attended  Ss talk abouta festival which they attended.  T corrects and remarks. |  |

**3. Guides for homework (2’)**

- Retell the music festival.

- How to write a festival which they attended.

- Do exercise workbook

- Prepare: Looking back

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| **Week 25 - Period 75**  *Date of planning: …./…./......*  *Date of teaching: …./…./......* | **UNIT 9: FESTIVALS AROUND THE WORLD**  **Lesson 7: Looking back and Project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to review vocabularies and all knowledge they learnt in the unit.

**-** Vocabulary: type of festivals and festival activities .

*-* Grammar: H/ wh – questions, adverbial phrases review.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative.

**3. Behavior:** Ss will be more aware of preserving and developing festivals in Viet Nam and around in the world.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** Talk about festival which they attended **(3’)**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To warm up the class.  ***b, Contents***: Ss work in groups to write vocabularies about festival.  ***c, Outcome*:** Ss can write as many vocabularies about festival as they can.  ***d, Organization:*** | |
| - Write the vocabularies about festival  (T divides the class into two teams and calls on some representatives to go to the board to write) |  |
| **2. Vocabulary (10’)**  ***a, Aims:*** Help students review some vocabularies by doing exercises.  ***b, Contents***:  + Ss work individually to rearrange the letters to make reasons for holding festival. Then match them to the pictures of the festivals.  + Ss work individually to Complete the sentences with the correct form of the words in brackets.  ***c, Outcome*:** Ss can do vocabulary exercises correctly.  ***d, Organization:*** | |
| - Ss do this activity individually then compare their answer with a partner. T asks Ss to go to the black board to write the answers.  - Ss do this activity individually then compare their answer with a partner | **1. Rearrange the letters to make reasons for holding festival. Then match them to the pictures of the festivals.**  1. religious ( Christmas)  2. music ( Glastonbury)  3. superstitious ( Day of the Dead)  4. seasonal ( Thanksgiving)  **2. Complete the sentences with the correct form of the words in brackets.**  **Key:**  1. cultural 2. parade  3. celebratory 4. festive  5. performance 6. Celebration |
| **3. Grammar (15’)**  ***a, Aims:*** Help students reviewH/Wh- question word and adverbial phrases.  ***b, Contents***:  + Ss work individually to complete each question with a suitable H/Wh- question word.  + Ss work individually to make your own sentences with the adverbial phrases from the box.  ***c, Outcome*:** Ss can do grammar exercises correctly.  ***d, Organization:*** | |
| - Ss do this exercise individually. Check their answers. Accept all the answers if they make sense.  - Ss make up their own sentences with the adverbial phrases in the box.  Have two Ss write their sentences on the board. T goes around and observes and take notes of Ss’ mistakes.  Other Ss comment on the sentences on the board. | **3. Complete each question with a suitable H/Wh- question word. More than one question word may be accepted.**  **Key:**  1. What 2. Where 3. How  4. Which 5. Where/ When / How / Why  6. When  **4. Make your own sentences with the adverbial phrases from the box.**  Eg: My father went to Ho Chi Minh city last week. |
| **4.Communication (10’)**  ***a, Aims:*** Help students practice about their favorite festival.  ***b, Contents***: Ss work in pairs to role-play. Then ask and answer about their favorite festival.  **c, Outcome**: SS can role-play and ask and answer about their favorite festival well and confidently.  ***d, Organization:*** | |
| - Ss work in pairs to role-play. They ask and answer about their favorite festival. Ask some pairs to act out the role-play.  Other Ss comment and vote for the best conversation. |  |

**3. Guides for homework (2’)**

- Retell the vocabularies and the H/Wh- question and adverbial phrases

**-** Complete the project in groups

- Prepare: ***Unit 10 – Getting started.***

|  |  |
| --- | --- |
| **Week 26 – Period 76**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 10: SOURCES OF ENERGY**  **Lesson 1: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will have some information about energy sourcesand they are able to talk about the different types of energy sources

- Vocabulary: lexical items related to the topic “sources of energy”.

- Grammar: Future continuous and future simple passive.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative.

**3. Behavior:** Ss will be more aware of saving energy and be more responsible for protecting the environment.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| 1. **Warm up (5’)**   ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents***: Ss work in groups to play a game related to the topic energy.  ***c, Outcome***: SS can know more words about the topic “energy”.  ***d, Organization:*** | |
| **-** Have Ss play games related to the topic: New words.  +What types of energy do you know?  - Have Ss read the words three times in chorus.  +Which types of energy do you think that it is renewable or non-renewable? | **Energy** |
| 1. **Presentation (5’)**   ***a, Aims:*** Help students know some vocabularies, have some information about energy sources.  ***b, Contents***: Ss study some new words individually.  ***c, Outcome***: SS can know some vocabularies related to the topic “energy”  ***d, Organization:*** | |
| **-** Ask some questions.  + Who are they?  + Where are they?  + What are they talking about?  - Elicit some new words from the pictures and situations.  - Read many times in chorus.  -Check vocab: Slap the board.  -Call some individuals. | **1. Listen and read**  **\*Vocabulary.**  Negative effect =carbon footprint.  Energy, source =>source of energy  Renewable >< non – renewable  To last (forever)  To use up  To produce |
| 1. **Practice (25’)**   ***a, Aims:*** Help students listen and read the words or phrases and answer the questions and Help students distinguish renewable sources and non – renewable sources.  ***b, Contents***:  + Ss work individually to answer the questions.  + Ss work in groups to complete the table.  ***c, Outcome***: SS can answer the questions well and they can distinguish renewable sources and non-renewable sources.  ***d, Organization:*** | |
| - Have Ss do Ex 1-a  - Guide Ss how to do Ex1  **-** Call some Ss to give the answer  - Provide the answers.  - Ss work in groups to complete the table.  **-** Look at the table, listen and repeat the words or phrases.  - Call some students read aloud the words or phrases.  - Correct the pronunciation  **-**Ask Ss to put the words in to the correct groups in the table.  (individually)  -Check.  -T provide the keys. | **a. Answer the questions.**  1, It’s about the negative effects we have on the environment.  2, “Non-renewable energy” means that it will run out if we use it up.  3, Sunlight is a renewable energy because we can’t use it all up or it will last forever.  4, Mai thinks she has a small carbon footprint because she recycles the products she uses and she goes everywhere by bike.  5, The products that we use are bad for the environment or the energy that we use produces carbon dioxide might create a big carbon footprint.  **b. Complete.**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | SOURCES OF ENERGY | | | | | | | Renewable sources | | | Non-renewable sources | | | | wind | Wave | solar | coal | Gas | oil |  |  |  | | --- | --- | | Renewable sources | Non-renewable sources | | Wind, coal, hydro, nuclear …… | Natural gas, biogas, oil, solar …… | |
| 1. **Application (7’)**   ***a, Aims:*** Help students talk about the different types of energy sources: renewable and non **-** renewable sources.  ***b, Contents***: Ss work in groups to ask and answer the questions.  ***c, Outcome***: SS can talk about renewable and non **-** renewable sources well.  ***d, Organization:*** | |
| **-** Divide the class in to 6 groups.  - Have Ssmake up the dialogues then role – play.  - The groups take turn to present their dialogue  - T Listen and feedback. | **Ask and answer the questions**  A: What type of energy source is wind?  B: It’s a renewable source of energy.  A: What type of energy source is coal?  B: It’s a non-renewable source of energy.  A: …………………………………….. |

**3. Guides for homework (3’)**

- Retell the different types of energy sources: renewable and non **-** renewable sources.

**-** Learn by heart all the new words and phrases.

- Prepare Review 3 (P1).

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| --- | --- |
| **Week 26 - Period 77**  *Date of planning: …./…./......*  *Date of teaching: …./…./......* | **REVIEW 3 (P1)** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be to review the language focus from unit 7 to unit 9.

- Vocabulary: Pronunciation in Units 7- 9

- Grammar: Grammar in Units 7- 9

**2. Competence:** Ss will develop some competences such as being determined, self-studying, creative and communicating. They will use language correctly.

**3. Behavior:** Students are hardworking and attentive.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Students’ and Teacher’s activities** | **Contents** |
| **1. Warm up (5’)**  ***a, Aims:*** Review the titles which they have learnt.  ***b, Contents***: Ss work individually to answer the questions.  ***c, Outcome***: SS can retell what they have learnt in unit 7, 8, 9.  ***d, Organization:*** | |
| **Brainstorming**  ? What have you learnt in unit 7, 8, 9 in terms of language? | - Vocabulary  - Pronunciation  - Grammar |
| **2. Pronunciation (8’)**  ***a, Aims:*** Help students review the Sounds: / t / and / d /, /id/; / e / and / ei /.  ***b, Contents***: Ss work individually to review the pronunciation.  ***c, Outcome***: SS can review the Sounds: / t / and / d /, /id/; / e / and / ei / and do pronunciation exercises well.  ***d, Organization:*** | |
| **-** T asks students to retell theSounds: / t / and / d /, /id/; / e / and / ei /.  **-** Ss listen and remember and then do exercises  - Ss do this exercise individually then share their answers with a partner before giving T the answers. Write the correct answers on the board. Have some Ss read out the words.  - Organise this as a game. Ss do this in pairs. Which pair adds the most words will go to the board and write their answers. Other pairs may want to add more words. Write other words on the board. | **1. Sounds: / t / and / d /, /id/**  - Đuôi “**ed**” được phát âm là **/t/** khi nó đứng sau một phụ âm vô thanh: **/p/, k/, /f/, /s/, /ʃ/, /tʃ/.**  Eg: stopped /stɒpt/  - Đuôi “**ed**” được phát âm là **/d/** khi nó đứng sau **một nguyên âm** hoặc **1 phụ âm hữu thanh**: **/b/, /g/, /v/, /z/, /ʒ/, /dʒ/, /ð/, /m/, /n/, /ŋ/, /l/, /r/**.  Eg: cried /kraɪd/  - Đuôi “**ed**” được phát âm là **/ɪd/** khi nó đứng sau âm **/t/** hoặc **/d/**.  Eg: waited /’weɪtɪd/ *)*  **2. Sounds: / e / and / ei /.**  **\* Diphthong /eɪ/ (Nguyên âm đôi /eɪ/)**  - "a" , "ea", "ei" ,"ey" được phát âm là /eɪ/  Eg; Pay / /peɪ/  - "ai" được phát âm là /eɪ/ khi đứng trước một phụ âm trừ "r"  Eg: rain /reɪn/  - "ay" thường được phát âm là /eɪ/ trong những từ có tận cùng bằng "ay"  Eg: clay //kleɪ/  \* **Short vowel /e/ (Nguyên âm ngắn /e/)**  - "a" được phát âm là /e/  Eg: many / /'menɪ/  **1. Choose the words whose the underlined part is pronounced differently.**  1. B 2. C 3. C 4. A 5. B  **2. Complete the two word webs with two-syllable words according to stress pattern.**  **Suggested answers:**  - O’bey: receive, polite, perform  - ‘Dancer: beauty, copy, teacher |
| **3. Vocabulary (10’)**  ***a, Aims:*** Help students review some vocabularies.  ***b, Contents***:  + Ss work individually to write the phrases from the box under the road signs.  + Ss work individually to fill each blank with the correct form of the word in brackets.  + Ss work in groups to do the crossword puzzle.  ***c, Outcome***: SS can do vocabulary exercises correctly.  ***d, Organization:*** | |
| - Ss do this individually and then share their answers with a partner. Check Ss’ answers.  - Ask Ss what kind of word can be filled in each blank (i.e. noun, verb, etc). Elicit answers. Ss do this exercise individually. Two Ss write their answers on the board. Confirm the correct answers.  **-** This can be done as a small completion game. The student who solves the crossword the fastest is the winner | **3. Write the phrases from the box under the road signs.**  1. Ahead only 2. No crossing  3. No U-turn 4. Right turn only  5. Railway crossing  **4. Fill each blank with the correct form of the word in brackets.**  1. celebrations 2. Cultural  3. performances 4. Parades  5. festive  **5. Solve the crossword puzzle.**  1. documentary 2. Hilarious  3. boring 4. Thriller  5. moved 6. Animation |
| 1. **Grammar (20’)**   ***a, Aims:*** Help students reviewH/Wh- question, used to and connectors.  ***b, Contents***:  + Ss work individually to match the questions with the answers.  + Ss work individually to rewrite the sentences so that they have the same meaning as the original ones. Use the words given.  + Ss work in pairs to put the lines of the dialogue in the correct order. Then act out the conversation with a classmate.  ***c, Outcome***: SS can do grammar exercises correctly.  ***d, Organization:*** | |
| **-** Elicit the kinds of H/Wh question. Ss do this exercise individually. Chech Ss answers and write the correct answers on the board.  - Ss do this individually and compare their answers with a partner. Call some Ss to go to the board to write their sentences. Other Ss comment. Confirm the correct sentences.  - Ss do this in pairs. After checking their answers, ask one or two pairs to act out the conversation. | **6. Match the questions with the answers.**  1. c 2. f 3. a 4. b  5. d 6. e  **7. Rewrite the sentences so that they have the same meaning as the original ones. Use the words given.**  1. It’s about 1,877 kilometres from Ha Noi to Can Tho.   1. How far is it from Hue to Da Nang? 2. There didn’t use to be many traffic jams when I was young. 3. In spite of being tired/their tiredness, they wanted to watch the film./ They wanted to watch the film in spite of being tired/their tiredness.   5. Although the festival took place in a remote area, a lot of people attended it./ A lot of peole attended the festival although it took place in a remote area.  **8. Put the lines of the dialogue in the correct order. Then act out the conversation with a classmate.**  \_\_\_\_6\_\_\_ Yeah. ..  \_\_\_7\_\_\_ Haha. …  \_\_\_1\_\_\_ Mai, let’s …..  \_\_\_4\_\_\_ That’s fine. ….  \_\_\_5\_\_\_ It’s only two kilometres….  \_\_\_2\_\_\_ Great idea, Mi. ….  \_\_\_8\_\_\_ OK. That’s a good idea. ...  \_\_\_3\_\_\_ How about the Cinemax? …. |

**3. Guides for homework (2’)**

- Retell the vocabularies and the H/Wh- question and used to and connectors.

- Review the target knowledge

- Prepare for Review 3 (P2).

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|  |  |
| --- | --- |
| **Week 26 - Period 78**  *Date of planning: …./…./......*  *Date of teaching: …./…./......* | **REVIEW 3 (P2)** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be to review the skills from unit 7 to unit 9.

- Vocabulary: Lexical items related to topic from Unit 7 to Unit 9.

- Grammar: Grammar in Units 7- 9

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of studying English.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Students and Teacher’s activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class.  ***b, Contents***: Ss work individually to answer the questions.  ***c, Outcome***: SS can answer the questions correctly.  ***d, Organization:*** | |
| ? Let ss look at the picture and ask:  What is this? (It’s a cup.)  Who can receive this cup? (People who win the Oscars.) |  |
| **2. Reading (15’)**  ***a, Aims:*** Help students know how to read and answer the questions.  ***b, Contents***:  + Ss read the passage and match the headings with the paragraphs.  + Ss read the passage. Match the headings with the paragraphs.  ***c, Outcome***: SS can do reading exercises correctly.  ***d, Organization:*** | |
| - Give ss some tip to do this kind of reading text: Read the headings first. Then read the paragraph quickly. Find the main point of each paragraph by finding topic sentence.  - Ss read the text quickly and match the headings with the paragraphs. Ss compare their answers with a partner before giving the teacher the answers. Confirm the correct answers.  - Ss do these exercises individually, check their answers with a partner before giving the answers to T. Two Ss go to the board and write their answers if time allows. | **1. Read the passage. Match the headings with the paragraphs.**  A. 2 B. 3 C.1  **2. Read the passage again and answer the questions.**  1. They were first organised in 1929.  2. They are named after the Oscar statuette.  3. He is the preson who designed/ He designed the Oscar statuette  4. Emil Jannings received the first Oscar statuette  5. It is the prize for/ given to the best film. |
| **3. Speaking (5’)**  ***a, Aims:*** Help students know how to ask and answer about **Oscar**.  ***b, Contents***: Ss work in groups to discuss the questions.  ***c, Outcome***: SS can do speaking exercise correctly.  ***d, Organization:*** | |
| - Ss work in groups and discussed the questions.  - Ss report their group’s answers to the class.  - Summarize Ss’ ideas. | **3. Discuss the following questions.**  E.g.:  1. Tom Hanks – Kate Winslet.  2. The prize proves their talents of acting. |
| **4. Listening (10’)**  ***a, Aims:*** Help students listen to the conversation and do exercises.  ***b, Contents***:  + Ss listen and write T or F.  + Ss listen and tick the appropriate column.  ***c, Outcome***: SS can do listening exercise correctly.  ***d, Organization:*** | |
| - Play the recording for the first time. Ss listen and decide if the statements are true or false. Elicit the answers from Ss and write them on the board. Don’t confirm the correct answers at this stage.  - Ss listen to the recording again and answer the questions. Ss compare their answers before giving T their answers. Write their answers on the board.  Now play the recording again to check the answers to exercise 4 and 5. | **4. Write T or F.**  1. F (Because Mrs Hoa said: It’s the first time you’ve come to my house, isn’t it?)  2. F (Because the photos are on the wall)  3. T 4. T 5. T  **5. Listen to the conversation again. Who did the following things? Tick the appropriate column.**   |  |  |  | | --- | --- | --- | |  | **Ms Hoa** | **Nick** | | 1.tried Dutch foods and drinks | ٧ |  | | 2. watched traditional Dutch dancing | ٧ | ٧ | | 3. watched parades |  | ٧ | | 4. listened to folk music | ٧ |  | | 5. was interested in the festival | ٧ | ٧ | |
| **5. Writing (10’)**  ***a, Aims:*** Help student know how to write an e-mail.  ***b, Contents***: Ss work individually to write an email.  ***c, Outcome***: SS can know how to write an e-mail correctly.  ***d, Organization:*** | |
| - Ss read Mai’s email to understand the context. Ss write their email individually. Ask one S to write the email on the board. Other Ss and T comment on the email on board. Collect some emails to correct at home. | **Read the e-mail from one of your friends and write a reply.**  ***Suggested writing:***  *Dear Mai,*  *Bicycle is a good idea. Cycling is good for health and it’s a good chance for us to do exercise. We should check our bicycles carefully before the trip. We also wear coats, hats, gloves and prepare some snakes and bottles of water. I’ll ride to your house. We’ll start from your house.*  *Cheers,*  *Nam* |

**3. Guides for homework (2’)**

- Retell the way to do all skills.

- Review unit 7, 8, 9.

- Prepare for the mid-term 45 - minute test.

|  |  |
| --- | --- |
| **Week 27 – Period 79**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **THE MID-TERM 45-MINUTE TEST** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS can review knowledge from unit 7 to unit 9. They will be able to realize their studying result and know how to learn to improve it.

*Listening* : - Listen and tick √ the correct picture.

- Listen and fill in the correct information.

*Language focus*: Choose the best answers to complete each sentence.

*Reading*: - Read the sentences 1-5 and match with the information in the notices A-H.

- Read the passage and circle A, B or C to complete the sentences.

*Writing* : - Rewrite the following sentences, using the given words.

- Write a paragraph about your favorite film.

**2. Competence:** SS will develop some competences such as working independently and being determined, using language in the right ways.

**3. Behavior:** Students are hardworking and serious.

**B. Teaching aids**

**1. Teacher:** loud speaker, paper tests

**2. Students**: Notebooks, pens.

**C. Procedures:**

**I. Matrix**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chủ đề** | **Nhận biết** | | **Thông hiểu** | | **Vận dụng** | | | | **Cộng** |
| Thấp | | cao | |  |
| TN | TL | TN | TL | TN | TL | TN | TL |  |
| **Listening** | - Listen and tick.  - Listen and write | | | | | | | |  |
| Số câu hỏi | 5 |  |  | 5 |  |  |  |  | **10** |
| Số điểm | 1 |  |  | 1 |  |  |  |  | ***2,0 (20%)*** |
| **Vocabulary- Grammar-Language function** | *-* Although, Despite/ in spite of  - Howerver  - H/ Wh- question words.  - It ~ the distance  - Used to  - ed and –ing adjs | | | | | | | |  |
| Số câu hỏi | 5 |  | 5 |  |  |  |  |  | **10** |
| Số điểm | 1 |  | 1 |  |  |  |  |  | ***2,0 (20%)*** |
| **Reading** | - Pair matching  - Read the passage and choose the best option. | | | | | | | |  |
| Số câu hỏi | 5 |  | 5 |  |  |  |  |  | **11** |
| Số điểm | 1.5 |  | 1.5 |  |  |  |  |  | ***3.0 (30%)*** |
| **Writing** | - Rewrite the sentences so that they have the same meaning.  - Write a paragraph about the favourite film. | | | | | | | |  |
| Số câu hỏi |  |  |  |  |  | 5 |  | 1 | ***4*** |
| Số điểm |  |  |  |  |  | 1.5 |  | 1.5 | ***3,0***  ***(30%)*** |
| Tổng số câu hỏi | 15 | | 16 | | 4 | | | | **35** |
| Tổng số điểm | 3.5 | | 3.5 | | 3.0 | | | | **10** |

**II. CONTENT OF THE TEST**

**Test 1**

**A. LISTENING**

**I. You will hear five short conversations. Listen and tick (v) the box. *(1 pt)***

**(Test4-papers 2-Ket 1)**

|  |  |
| --- | --- |
| **1.When is the party?**    **2.Where are the glasses?**    **3. How much are the shoes?** | **4. What will the weather be like in the afternoon?**    **5. What time will she take the train?** |

**II. You will hear a woman telephoning a garage about her car. Listen and complete the questions. (1pt)**

****

|  |  |  |
| --- | --- | --- |
|  | 1.  2.  3.  4.  5. | Marry Wilson |

**B. Grammar - vocabulary - language function (2 pts)**

***Choose A, B or C to complete the sentences.***

1. Lan used to \_\_\_\_\_\_\_\_ morning exercise when she got up early.

A. did B. does C. do

2. \_\_\_\_\_\_\_\_is La Tomatina held? – In Spain.

A. What B. When C. Where

3. The end of the film was so \_\_\_\_\_\_\_\_

A. moved B. moving C. move

4. Bus is the main public\_\_\_\_\_\_\_\_in Viet Nam.

A. travel B. tricycle C. transport

5. The play was so boring. \_\_\_\_\_\_\_\_, Hoa saw it from beginning to end.

A. Therefore B. Despite C. However

6. You will find the film\_\_\_\_\_\_\_\_\_.

A. entertaining B. entertain C. entertained

7. – “Do you like seeing a film?” – “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

A. No, I don’t like it at all B. Sure. What film shall we see?

C. Who is in it?

8. \_\_\_\_\_\_\_\_\_\_\_\_ is about 1 877 kilometers from Ha Noi to Can Tho.

A. It B. There C. This

9. \_\_\_\_\_\_\_\_\_\_\_\_ is La Tomatina celebrated? – Every August.

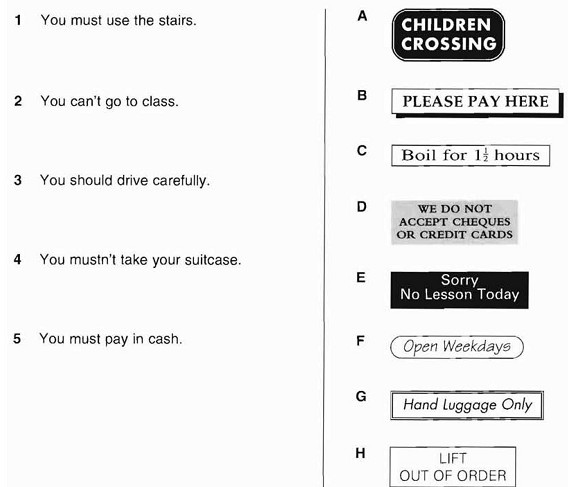
A. Where B. How often C. When

10. My father liked the \_\_\_\_\_\_\_\_\_\_\_\_ of that singer.

A. perform B. performer C. performance

**C. Reading (3.0 points)**

**I. Match the sentences 1-5 to the suitable notices A-H. (1.5 pts)**



**II. Choose the correct word A, B or C for each gap to complete the following passage. (1.5 pts)**

Yesterday, Carols went (1)……………La Tomatina. The festival is (2)…………..on the last Wednesday of August every year in Bũnol, in Spain. There were thousands of people there. In the morning, many people tried to (3)…………… up the pole to get the ham. At 11a.m, they saw a jet from the water cannons and the chaos began. Bags of tomatoes from trucks were (4).................to the crowds, and they began throwing tomatoes at one another. They all had to wear goggles to protect their (5)………….

|  |  |  |
| --- | --- | --- |
| 1. A. at | B. in | C. to |
| 2. A. hold | B. held | C. holding |
| 3. A. climb | B. go | C. run |
| 4. A. throw | B. threw | C. thrown |
| 5. A. faces | B. noses | C. eyes |

**D. WRITING**

**I. Rewrite the following sentences so that their meaning stays the same, using the words given. (1,5 pts)**

1. The distance from my house to my school is about 500 meters.

It is ……………………………………………………………………………

2. My father went to work by car some years ago, but now he goes by bus.

My father used to …………………………………………………………….

3. Although I was tired, I went to the cinema with my friends last night.

In spite of ……………………………………………………………………..

**Make questions for the underlined parts.**

1. She bought this T-shirt for her husband yesterday.
2. They don’t like ice swimming because it’s dangerous.

**II. Write a paragraph about your favorite film. (1pt)**

* Name of film, type of film, actors/ actresses or director.
* The plot.
* Other aspects of the film.
* Critics’ reviews and your overall opinion.

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**Test 2**

**A. LISTENING**

**I. You will hear five short conversations. Listen and tick (v) the box. *(1 pt)***

**(Test4-papers 2-Ket 1)**

|  |  |
| --- | --- |
| **1.When is the party?**    **2.Where are the glasses?**    **3. How much are the shoes?** | **4. What will the weather be like in the afternoon?**    **5. What time will she take the train?** |

**II. You will hear a woman telephoning a garage about her car. Listen and complete the questions. (1pt)**

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|  |  |  |
| --- | --- | --- |
|  | 1.  2.  3.  4.  5. | Marry Wilson |

**B. Grammar - vocabulary - language function (2 pts)**

***Choose A, B or C to complete the sentences.***

1. The play was so boring. \_\_\_\_\_\_\_\_, Hoa saw it from beginning to end.

A. Therefore B. Despite C. However

2. You will find the film\_\_\_\_\_\_\_\_\_.

A. entertaining B. entertain C. entertained

3. – “Do you like seeing a film?” – “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”

A. No, I don’t like it at all B. Sure. What film shall we see?

C. Who is in it?

4. \_\_\_\_\_\_\_\_\_\_\_\_ is about 1 877 kilometers from Ha Noi to Can Tho.

A. It B. There C. This

5. \_\_\_\_\_\_\_\_\_\_\_\_ is La Tomatina celebrated? – Every August.

A. Where B. Why C. How often

6. My father liked the \_\_\_\_\_\_\_\_\_\_\_\_ of that singer.

A. perform B. performer C. performance

7. Lan used to \_\_\_\_\_\_\_\_ morning exercise when she got up early.

A. did B. does C. do

8. \_\_\_\_\_\_\_\_is La Tomatina held? – In Spain.

A. What B. When C. Where

9. The end of the film was so \_\_\_\_\_\_\_\_

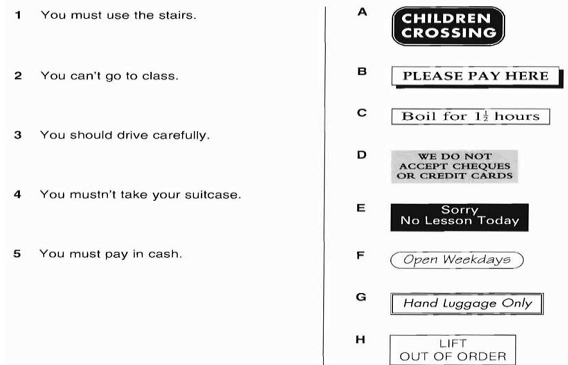
A. moved B. moving C. move

10. Bus is the main public\_\_\_\_\_\_\_\_in Viet Nam.

A. travel B. tricycle C. transport

**C. Reading (3.0 points)**

**I. Match the sentences 1-5 to the suitable notices A-H. (1.5 pts)**



**II. Choose the correct word A, B or C for each gap to complete the following passage. (1.5 pts)**

Yesterday, Carols went (1)……………La Tomatina. The festival is (2)…………..on the last Wednesday of August every year in Bũnol, in Spain. There were thousands of people there. In the morning, many people tried to (3)…………… up the pole to get the ham. At 11a.m, they saw a jet from the water cannons and the chaos began. Bags of tomatoes from trucks were (4).................to the crowds, and they began throwing tomatoes at one another. They all had to wear goggles to protect their (5)………….

|  |  |  |
| --- | --- | --- |
| 1. A. at | B. to | C. in |
| 2. A. hold | B. holding | C. held |
| 3. A. climb | B. run | C. go |
| 4. A. throw | B. thrown | C. threw |
| 5. A. faces | B. eyes | C. noses |

**D. WRITING**

**I. Rewrite the following sentences so that their meaning stays the same, using the words given. (1,5 pts)**

1. The distance from Hai Duong to Ha Noi is about 70 km.

It is ……………………………………………………………………………

2. My father went to work by car some years ago, but now he goes by bus.

My father used to …………………………………………………………….

3. Although I was tired, I went to the cinema with my friends last night.

In spite of ……………………………………………………………………..

**Make questions for the underlined parts.**

4.She made this shirt for her husband yesterday.

5. I don’t like ice swimming because it’s dangerous.

**II. Write a paragraph about your favourite film. (1pt)**

* Name of film, type of film, actors/ actresses or director.
* The plot.
* Other aspects of the film.
* Critics’ reviews and your overall opinion.

**ANSWER KEY**

**Test 1**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Keys** | **Points** |
| **LISTENING**  **(2.0 pts)** | **I. (1.0 pts)**  1C 2A 3C 4A 5C  **II. (1.0 pt)**  1. brakes 2. Hill 3. 350519 4. 2 p.m  5. red | 0.2  for each |
| **B. Vocabulary - Grammar – Language function (2.0 pts)** | |  |  | | --- | --- | | 1. C. do  2. C. Where  3. B. moving  4. C. transport  5. C. However | 6. A. entertaining  7. B. sure. What film shall we see?  8. A. It  9. C. How often  10. C. performance | | 0.2 for each |
| **C. Reading:** (3.0pts). | 1.Each right answer is 0,3 point  1.H 2.E 3. A 4.G 5.D  2. Each right answer is 0,3 point  1.C 2.B 3.A 4.C 5.C | 0.3 for each |
| **D. Writing** (3.0pts) | **1. (1.5pts)**  1. It is about 500 meters from my house to my school.  2. My father used to go to work by car some years ago, but now he goes by bus.  3. In spite of being tired, I went to the cinema with my friends last night.  **Make questions for the underlined parts.**  4.When did she buy this T-shirt for her husband ?  5.Why don’t they like ice swimming ?  **2. (1.5pts)**  - Accurate form of a paragraph.  - Accurate spellings and grammar.  - Good content. | 0.3 for each  1.5pts |

**Test 2**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Keys** | **Points** |
| **LISTENING**  **(2.0 pts)** | **I. (1.0 pts)**  1C 2A 3C 4A 5C  **II. (1.0 pt)**  1. brakes 2. Hill 3. 350519 4. 2 p.m  5. red | 0.2  for each |
| **B. Vocabulary - Grammar – Language function (2.0 pts)** | |  |  | | --- | --- | | 1. A. entertaining  2. B. sure. What film shall we see?  3. A. It  4. C. How often  5.C. performance | 6. C. However  7. C. do  8. C. Where  9. B. moving  10. C. transport | | 0.2 for each |
| **C.Reading:** (3.0pts). | 1.Each right answer is 0,3 point  1.H 2.E 3. A 4.G 5.D  2. Each right answer is 0,3 point  1.C 2.B 3.A 4.C 5.C | 0.3 for each |
| **D.Writing** (3.0pts) | **1. (1.5pts)**  1. It is about 70 km from Hai Duong to Ha Noi.  2. My father used to travel to work by car some years ago, but now he goes by bus.  3. In spite of being tired, I went to the cinema with my friends last night.  **Make questions for the underlined parts.**  4.When did she make this T-shirt for her husband ?  5.Why don’t they like ice swimming ?  **2. (1.5pts)**  - Accurate form of a paragraph.  - Accurate spellings and grammar.  - Good content. | 0.3 for each  1.5pts |

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| **Week 27 – Period 78**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 10: SOURCES OF ENERGY**  **Lesson 2: A closer look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to use lexical items related to sources of energy. They will be able to pronounce three-syllable words correctly.

- Vocabulary: lexical items related to the topic “sources of energy”.

- Pronunciation: stress in three-syllable Nouns and Adjectives

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of saving energy and be more responsible for protecting the environment.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1.Warm up (5’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents***: Ss work in groups to play game “Spider – web of words”  ***c, Outcome***: SS can know the benefits of renewable energy source and effects of non-renewable energy source.  ***d, Organization:*** | |
| **-**Have Ss play game “spider – web of words”  - Read three times in chorus  - Lead to the new lesson | **\* Play games**   |  |  | | --- | --- | | Benefits of  Renewable energy source | Effects of  Non-renewable energy source | | safe , clean , cheap ………………………… | Dangerous, harmful, expensive ….. | |
| **2. Presentation (18’)**  ***a, Aims:*** Help students know some vocabularies about describing the types of energy.  ***b, Contents***:  + Ss work individually to put the words below into the table to describe the types of energy. Then work in pairs to compare answers with their partner.  + Ss work individually to look at the pictures and complete these sentences, using the words in1.  ***c, Outcome***: SS can do vocabulary exercises correctly.  ***d, Organization:*** | |
| **-** Have Ss do Ex1 on the text book.  - Guide how to do.  - Ask Ss to do in five minutes  - Provide the keys.  -Have Ss work in pairs to do ex2  - Cross – check  - T feedback  -Have Ss do Ex3 on the text book.  - Guide how to do  -Ask Ss to do  -Provide the keys  -Ask Ss to write down on the notebooks. | **I. Vocabulary**  **1. Put the words below into the table to describe the types of energy.**   |  |  |  | | --- | --- | --- | | Sources of energy | Advantages | Disadvantages | | Wind | Abundant ,unlimited | Not available | | Water/hydro | Clean , safe | Expensive , not available | | Solar | Renewable plentiful, | Expensive | | Biogas | Renewable ,plentiful, clean | Abundant cheap | | Nuclear | Renewable , clean , safe | Expensive , | | Coal, oil , natural gas | Abundant | Harmful, exhausted , |   **2. Compare your answers with your partner.**  **For example:**  A: I think biogas is renewable.  B: Me, too. I also think it is abundant and cheap.  …………………………………………..  **3. Look at the pictures and complete these sentences, using the words in1.**   1. solar – clean / safe 2. 2.non-renewable   3.wind – clean  4.expensive – dangerous |
| 1. **Practice (15’)**   ***a, Aims:*** Help students know how to stress in the three- syllable words.  ***b, Contents***:  + Ss learn how to stress in three-syllable Nouns and Adjectives  + Ss work individually to listen and repeat  + Ss read the following sentences and mark the stressed syllable in the underlined words. Then listen, check and repeat.  ***c, Outcome***: SS can know how to stress in the three- syllable words and do pronunciation exercises correctly.  ***d, Organization:*** | |
| T guides Ss how to stress the nouns and the adjectives with three syllables  T gives examples  T explains the rules  - Have Ss practice in chorus  - Play the recording. SS listen and repeat the words.  - Call some SS to read. T corrects the pronunciation.  - SS listen again and find the stress in these words.  - SS write their answer on the board.  - Check and confirm the correct answer.  - SS read the sentences and mark the stressed syllable in the underlined words.  - SS compare their answer with a partner.  - SS listen to the sentences and check.  - SS practice reading the sentences. Then say them aloud. | **II. Pronunciation**  **\* How to stress in three-syllable Nouns and Adjectives**  .  **Rule1 : Ooo** When Sylablel2 &3 are short vowels.  Eg : **e**xcellent , d**i**fficult , pr**e**sident , pl**e**ntiful , **e**nergy **a**ccident , d**a**ngerous  **Rule2 : oOo** When Syllable 2 is a long vowel or a dipthong and Syllable3 is a short vowel or dipthong  **/ou/** . ( popular)  Eg : dis**a**ster , pot**a**to , en**o**rmous , exp**e**nsive , conv**e**nient , adv**a**ntage ..   1. **Listen and repeat. Which words are stressed on the first syllable and which ones are stressed on the second syllable? Put them in the correct columns.**  |  |  | | --- | --- | | **Ooo** | **oOo** | | * dangerous * plentiful * limited * easily * energy | * expensive * abundant * convenient * enormous * advantage |   **5. Read the following sentences and mark the stressed syllable in the underlined words. Then listen, check and repeat.**  1. Coal will be replaced by an**o**ther re**new**able resource.  2. Wind power is con**ve**nient and ab**u**ndant.  3. Natural gas is **li**mited and it is harmful to the en**vi**ronment.  4. Solar **e**nergy is **ple**ntiful and it can be replaced **ea**sily. Nuclear power is ex**pen**sive and **dan**gerous. |
| **4. Application (5’)**  ***a, Aims:*** Ss can interact to each other about real situation in life.  ***b, Contents***: Ss work in pair to ask and answer in real situation in life.  ***c, Outcome***: SS can do the task well.  ***d, Organization:*** | |
| T ask Ss to interact to each other about real situation in life  Ss ask and answer  T corrects and remarks | Eg:  A: I think biogas is renewable.  B: Me,too. I also think it is abundant and cheap.  …… |

**3. Guides for homework (2’)**

- Retell the different types of energy sources: renewable and non - renewable sources.

- Learn by heart all the new words.

- Prepare for next lesson : Review simple future tense

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| **Week 27 – Period 81**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 10: SOURCES OF ENERGY**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to use the future continuous tense and future passive.

- Vocabulary: lexical items related to the topic “sources of energy”.

- Grammar: The future simple passive, the future continuous.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of saving energy and be more responsible for protecting the environment.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1.Warm up (3’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents***: Ss work individually to answer the questions.  ***c, Outcome***: SS can answer questions about simple future tense correctly.  ***d, Organization:*** | |
| T has Ss answer some questions  T leads to the new lessons | **\* Questions:**  **Review simple future tense.**  1.What will it be tomorrow?  2.Where will you go for this summer vacation?  3.When will you have a party for your next birthday?  4.How will the world change if we use up all the non - renewable energy sources. |
| **2. Presentation (17’)**  ***a, Aims:*** Help students know the way to use of the future continuous tense.  ***b, Contents***:  + Ss learn how to use the future continuous tense.  + Ss work individually to complete the sentences using the future continuous form of the verbs in brackets.  + Ss work individually to write what these students will be doing tomorrow afternoon.  + SS work individually to Complete the conversation with the verbs in brackets (simple future or future continuous tense). Then work in pairs to compare the answers.  ***c, Outcome***: SS can know to use the future continuous tense and do grammar exercises well.  ***d, Organization:*** | |
| * Give examples * Explain other uses of tense.   - SS complete the exercise independently and then compare the answer with a partner. Remind SS to change the verbs in the brackets into the future continuous tense.  - Check the answers and write the correct answers on the board.  - Have SS write the sentences independently, using the words/ phrases/ pictures given and then compare the answers with a partner. When SS have finished the exercises, ask some SS to write their sentences on the board.  - Check their answers as a class.  - Ask Ss to write down on their notebooks.  - Ss look at the watch out box in order to have further understanding about the differences between the future continuous tense and the future simple tense. Then, ask SS to read and complete the conversation with the verbs in brackets. Ask SS to compare the answers in pairs t groups.  - Check SS’ answers and write the correct answer on the board | **1. The future continuous tense.**  - At 8.00 tomorrow morning, I **will be learning** Math at school.  - **This time next summer , we will be visiting Paris**   |  | | --- | | (+) **S**  + **will be** + **V-ing**  (-) **S**  + **will not be** + **V-ing**  **(?) Will + S**  + **be** + **V-ing ?** |   **1. Complete the sentences using the future continuous form of the verbs in** **brackets**.  1. will be putting 2. will be taking  3. will be installing 4. will be spending  5. will be using  **2. Write what these students will be doing tomorrow afternoon.**  ***Key***  1, Jenny will be giving a talk about saving energy.  2, Helen will be putting solar panels in the playground.  3, Susan will be checking cracks in the water pipes.  4, Jack will be putting low energy light bulbs in the classrooms.  5, Kate will be showing a film on types of renewable energy sources.  **3. Complete the conversation with the verbs in brackets (simple future or future continuous tense).**  1. will watch  2. will we put  3. will be having  4. will travel  5. will walk or cycle  6. will be cycling  7. will be going |
| **3. Practice (18’)**  ***a, Aims:*** Help students know about the uses of the simple future passive.  ***b, Contents***:  + Ss learn how to use the simple passive voice.  + Ss work individually to complete the magazine article with the passive form of the verbs in the table.  + Ss work individually to change these sentences into the passive voice*.*  ***c, Outcome***: SS can know to use the simple future passive and do grammar exercises well.  ***d, Organization:*** | |
| **-** Give the form  - Give examples  - Explain other uses of the passive voice.  - SS complete the passage independently. Then share their answer with a partner.  - Ask some SS to write their answer on the board.  - Check SS’ answer as a class.  - SS do the exercise independently.  - SS compare their answer with a partner.  - Some SS write the answer on the board.  - T checks and comments. | **\* The future simple passive form.**  **\* Form**   |  | | --- | | (+) S + will be + Vpp ( by O ) .  (-) S + will be + Vpp ( by O ) .  (?) will + S + be + Vpp ( by O ) ? |   \* **For Examples**  - Solar panels will be put on the roof of the houses.  - The exercises will be finished tomorrow.  **5. Complete the magazine article with the passive form of the verbs in the table**  1. be provided 2. be used  3. be placed 4. be stored  5. be solved  **6. Change these sentences into the passive voice.**   1. Waves will be used as an environmentally friendly energy source. 2. A network of wind turbines will be installed to make electricity. 3. In the countryside, plants will be burnt to produce heat 4. Energy consumption will be reduced as much as possible. 5. Alternative sources of energy will be developed.   Solar energy will be used to solve the problem of the shortage of energy. |
| **4. Application (5’)**  ***a, Aims:*** Ss can talk and write what will be done in the future.  ***b, Contents***: Ss work individually to talk and write what will be done in the future.  ***c, Outcome***: SS can talk and write what will be done in the future well.  ***d, Organization:*** | |
| T asks Ss totalk and write what will be done in the future  Ss talk and write what will be done in the future  T corrects and remarks | **Talk and write what will be done in the future.**  **\* Suggestions**  1. A hydro power station will be built in the region to increase the electricity.  2. Solar panels will be put / installed on the roof of the buildings.  3. A network of wind turbines will be installed to generate electricity.  4. Bicycles will be used to travel |

**3. Guides for homework (2’)**

**-** Retell the uses of the future continuous tense and the uses of the simple future passive.

- Learn by heart all the new words.

- Prepare for next lesson (find the meaning of the new words in the next lesson)

- Do B3,4,5,6 (workbook)

- Redo section 2,6, – students’ book.

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| **Week 28 – Period 82**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 10: SOURCES OF ENERGY**  **Lesson 4: Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to talk about their carbon footprint as well as the ways to save energy in life.

- Vocabulary: Ways to save energy in life.

- Grammar: The future simple passive, the future continuous.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of saving energy and be more responsible for protecting the environment.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** Write the structure: the uses of the future continuous tense and the uses of the simple future passive **(3’)**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| 1. **Warm up (4’)**   ***a, Aims:*** To warm up the class and lead in the new lesson.  ***b, Contents***: Ss work individually to answer the questions.  ***c, Outcome***: SS can answer the questions about how to save energy well.  ***d, Organization:*** | |
| T has Ss answer the questions  Ss: Sets the scene.  T leads to the new lesson  Ss: Answer | **\* Questions:**  1.What did you do to save energy?  2.What do you usually do to save energy?  3.What will you do to save energy?  **Answers:**  I…………………………….  I…………………….  I…………………………….  (students answers) |
| 1. **Presentation (8’)**   ***a, Aims:*** Help students complete the table using the questions.  ***b, Contents***: Ss work individually to do a test by answering the following questions with the number from 1 to 4.  ***c, Outcome***: SS can do the test well.  ***d, Organization:*** | |
| - SS read the items in 1 independently and write the number from 1 to 4 in the boxes in accordance with what they always, often, sometimes or never do. Ask SS to mark each other’s answers in pairs. After adding up the marks, ask SS to write the total score in the total score box. | **1. Do a test by answering the following questions with the number from 1 to 4.** |
| 1. **Practice (18’)**   ***a, Aims:*** Help students explain how well your partner saves energy.  ***b, Contents***: Ss work in group to explain how well their partner saves energy.  ***c, Outcome***: SS can do the task well.  ***d, Organization:*** | |
| **-** Ask Ss to work in groups of six.  1 student is the monitor.  5 students are the participants.  -Call some groups to represent their works.  -Feedback.  -Give the answers. | **2. Look up the score. Then explain how well your partner saves energy “*How big your partner’s carbon footprint is.”***  Student1 : …………………  Student2 : ……………………  Student 3 : …………………..  Student 4 :……………………..  Student5 : …………………….  **Keys:**  10-20: Your footprint is small. You are really environmentally friendly.  21-30: Your footprint is quite small. Remember to care about, and respect the world around us .  31- 40: Your footprint is quite big. You do something to save energy , but there’s always room for improvement |
| **4. Application (10’)**  ***a, Aims:*** Help students talk about carbon footprint.  ***b, Contents***: Ss work in pairs to report to their group/class.  ***c, Outcome***: SS can report their partner’s carbon footprint to their groups/class well.  ***d, Organization:*** | |
| T has Ss work in pairs  T calls some Ss/ pairs to represent their report before the class  Ss feedback | **\* Report your partner’s carbon footprint to your groups / class. Use the following prompts**.  For example:  My partner’s carbon footprint is big . He is considerate because uses lots of baths . He could try harder to use showers instead of baths . By reducing the baths , he can help to save energy in the future . |

**3. Guides for homework (2’)**

**-** Retell the carbon footprint to save energy.

- Do Speaking (workbook)

- Write a report about your own carbon footprint.

- Find Name of energy sources

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| **Week 28 – Period 83**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 10: SOURCES OF ENERGY**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will get some more information about energy sources. They will be able to talk about their advantages and disadvantages.

- Vocabulary: Advantages and disadvantages of energy sources

- Grammar: How to make a speech about advantages and disadvantages of energy

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of saving energy and be more responsible for protecting the environment.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** Write the structure: the uses of the future continuous tense and the uses of the simple future passive **(3’)**

**2. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Teacher’s and students’ activities** | **Contents** | |
| **1.Warm up (4’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents***: Ss work in groups to write the name of energy sources  ***c, Outcome***: SS can report their partner’s carbon footprint to their groups/class well.  ***d, Organization:*** | | |
| **-** Have Ss play game ‘spider wed’  -Read 3 times in chorus  -Set the sense  -Lead to the new lesson | **\* Network. (old lesson)**  nuclear  water  wind  sun | |
| **2. Presentation (20’)**  ***a, Aims:*** Get some more information about energy sources.  ***b, Contents***:  + Ss study some vocabularies related to the topic.  + Ss work in groups to discuss the questions. Then read the text and check.  + Ss work individually to match the verbs with the nouns  + Ss work in pairs to answer the questions.  ***c, Outcome***: SS can do reading exercises well.  ***d, Organization:*** | | |
| - T introduces some new words.  Example  Translation  Situation  Example  Translation  Situation  - Check: Slap the board.  **\* Discussion:**  - Have Ss work in groups to discuss the following questions.  - Listen and feedback  3-Guide Ss the way how to do Ex3-a  - Give examples  - Ask Ss to work individually.  - Call some Ss to the black- board  -Provide the correct answers  4- Guide Ss the way how to do Ex3-b  - Give examples  - Ask Ss to practice in pairs  - Cross- check  - Call some Ss to the black-board  -Provide the correct answers  - Ask Ss to write down on their notebooks | | **Vocabulary**  **- ‘**fossil fuel (n): nhiên liệu thô  - ‘generate (v): phát ra  - re‘ly (v): phụ thuộc vào  - al‘ternative (adj): có thể thay thế  - con‘vert (v): chuyển hóa  - va’lue (v): có giá trị  **1. Discuss the following questions.**  1, What are the main sources of energy in Viet Nam ?……**coal , oil, hydro power**, …  2, What types of energy sources will be used in the future ?………………………  ( ….**solar energy , wind energy** …..)  **2. Read the text below and check**  **3. Read the text**  **a. Match the verbs with the nouns.**  1– c . create energy  2– a . drive machinery  3- e . generate electricity  4– b . turn turbines  5–d . heat houses.  **b. Answer the questions**.  1.Two. They are renewable and non-renewable.  2.Hydro power is limited because dams cannot be built in certain areas, and nuclear energy is dangerous.  3.Because the wind can turn turbines to make electricity. Solar energy can be changed into electricity or cab be used  4.to heat or cool our houses.  5.We use hydro power most.  he thinks Viet Nam will use the wind and the sun as alternative sources of energy in the future. |
| **3. Practice (10’)**  ***a, Aims:*** Talk about their advantages and disadvantages about energy sources.  ***b, Contents***: Ss work in pairs to ask and answer questions about the advantages and disadvantages of each type of energy source.  ***c, Outcome***: SS can talk about advantages and disadvantages about energy sources well.  ***d, Organization:*** | | |
| - Have Ss work in pairs  - Call some pairs to role- play before the class  -Cross-check  - T feedback | **SPEAKING**  **4. Ask and answer questions about the advantages and disadvantages of each type of energy source.**  **Example:**  A: What type of energy is oil?  B: It is non-renewable source of energy, because it cannot easily be replaced.  A: What are its advantages and disadvantages?  B: It can be used to drive machinery, but it also pollutes the environment. | |
| **4. Application (6’)**  ***a, Aims:*** Ss can talk about the advantages and disadvantages of each type of energy source.  ***b, Contents***: Ss work in groups to talk about the advantages and disadvantages of each type of energy source.  ***c, Outcome***: SS can talk about the advantages and disadvantages of each type of energy source well.  ***d, Organization:*** | | |
| Divide the class into 4 groups  - Have Ss make a speech about the advantages and disadvantages of each type of energy source.  -T observes.  - Call some groups to represent their work  -Feedback | **Talk about the advantages and disadvantages of each type of energy source.**  **Example:**  Hydro power is a renewable source of energy because it comes from water. It is cheap and plentiful. Unfortunately, dams can only be built in certain areas. | |

**3. Guides for homework (2’)**

**-** Retell the advantages and disadvantages about energy sources

**-** Learn by heart all the new words.

- Prepare for next lesson (find the meaning of the new words in the next lesson)

- Do reading (workbook)

- Redo ex5 (students’ book)

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| **Week 28 – Period 84**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **THE MID-TERM 45-MINUTE**  **TEST CORRECTION** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to understand the test better. They will also develop the skill of doing a test and recognize their errors. They will know how to learn to get better results.

**2. Competence:** Ss can self-evaluate their studying and have good plans to improve it.

**3. Behavior:** Students are hard-working and attentive. They will try their best to get better results.

**B. Teaching aids**

**1. Teacher: -** Text book, test papers…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. Correct the mid-term test: (43’)**

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| **Teacher’s and Students’ activities** | **Contents** |
| **A. LISTENING**  **I. Listen and tick √ the correct picture. There is one example. (1pt) *0,2pt for each correct answer***  -Asks ss to listen to the tape again then choose the best option.  - Plays the tape twice.  - Gets feedback.  **II. Listen. Which city do the words describe? Check √ the correct answer. (1pt) *0,25pt for each correct***  -Asks ss to listen to the tape again then fill in the blank.  - Plays the tape twice.  - Gets feedback.  **B. LANGUAGE FOCUS**  **Choose the correct answer A, B, C or D to complete the following sentences. (2pts)*0,2pt for each correct answer***  -Asks ss to answer again each question and explain .  - Gets feedback  **C. READING**  **I. Read the sentences 1-5 and match with the information in the notices A-E. (1,5 pts)*0,3 pt for each correct answer***  -Asks ss to read the text again then answer the questions  **II. Read the passage and circle A,B or C to complete the sentences (1.5pts)*0,3 pt for each correct answer***  **D. WRITING**  **I. Rewrite sentences. (1,5 pts)*0,3 pt for each correct answer***  -Asks ss to go to the board to write the answers.  - Gets feedback .  **II. Write a paragraph about your favorite TV programme. The questions below to help you write : (1,5 pt)**   * Correct form : 0,2pt * Fulfill task/content : 0,4 pt * Correct grammar : 0,4 pt * Good puctuation , correct word : 0,2pt * Good creation : 0,3pt   ---------------------------\*\*\*----------------------   * **Common mistakes:**   **Listening:**  Part 1 : Many Ss do incorrectly question 3.  Part 2 is MORE difficult for ss  **Grammar and vocabulary**  - Some ss confuse kinds of verbs, verb tense or form.  **Reading**  Part 1 : many students couldn’t answer question 1,2. They are dificult to do the matching..  Part 2 : Most Ss do well.  **Writing**  Part 1 : Many Ss order the words incorrectly.  Part 2 : Many Ss do badly this part of writing  **\* Solution**  - Gives compliment to good students and gives the criticism to lazy students.  - Encourages students to study harder  - Reminds students to avoid making the common mistakes. | **A. LISTENING:**  **I. Listen and choose the correct answer**  1C 2A 3C 4A 5C  **II. Listen and answer**  1. brakes 2. Hill 3. 350519 4. 2 p.m  5. red  **B. LANGUAGE FOCUS**  **Test 1:**   |  |  | | --- | --- | | 1. C. do  2. C. Where  3. B. moving  4. C. transport  5. C. However | 6. A. entertaining  7. B. sure. What film shall we see?  8. A. It  9. C. How often  10. C. performance |   **Test 2:**   |  |  | | --- | --- | | 1. A. entertaining  2. B. sure. What film shall we see?  3. A. It  4. C. How often  5.C. performance | 6. C. However  7. C. do  8. C. Where  9. B. moving  10. C. transport |   **\*Answer key**  1.H 2.E 3. A 4.G 5.D  **\*Answer key**  1.C 2.B 3.A 4.C 5.C  **Answer key:**  **Test 1:** 1. It is about 500 meters from my house to my school.  2. My father used to go to work by car some years ago, but now he goes by bus.  3. In spite of being tired, I went to the cinema with my friends last night.  4.When did she buy this T-shirt for her husband ?  5.Why don’t they like ice swimming ?  **Test 2:**  1. It is about 70 km from Hai Duong to Ha Noi.  2. My father used to travel to work by car some years ago, but now he goes by bus.  3. In spite of being tired, I went to the cinema with my friends last night.  4.When did she make this T-shirt for her husband ?  5.Why don’t they like ice swimming ?  ------------------------------------------------   * Listen and remember. |

**3. Guides for homework (2’)**

- Undo the test.

- Review knowledge T reminds in the test.

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| **Week 29 – Period 85**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 10: SOURCES OF ENERGY**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to listen to a passage of a new source of energy and write a short passage about how to save energy.

- Vocabulary: lexical items related to the topic “sources of energy”.

- Grammar: The future simple passive, the future continuous.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of saving energy and be more responsible for protecting the environment.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** Talk the advantages and disadvantages about energy sources **(3’)**

**2. New lesson:**

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| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up introduce the lesson.  ***b, Contents***: Ss work individually to write new words and tell the advantages and disadvantages of the energy they know.  ***c, Outcome***: SS can write many new words and tell the advantages and disadvantages of the energy they know correctly.  ***d, Organization:*** | |
| - Have Ss - SS write new words and tell the advantages and disadvantages of the energy they know. |  |
| **2. Presentation (15’)**  ***a, Aims:*** Help students listen and get information about energy.  ***b, Contents***:  + Ss work in pairs to discuss the questions.  + Ss work individually to tick T or F statements.  + Ss work individually to listen and complete the sentences.  ***c, Outcome***: SS can do listening exercises about energy correctly.  ***d, Organization:*** | |
| **-**Discuss some questions.  -Set the scene.  -Lead to the new lesson  - T asks Ss to read the task 2 in their book. Have Ss guess the answers first.  - Call on some Ss to talk about their guess as a class.  **-** T can give some words before Ss listen.  - T plays the recording twice.  - T asks Ss to listen and do the task.  - Ss listen again and check their answers  - T corrects their answers  - Ss copy in notebook  **-** T asks Ss to listen and do the task individually.  - Ss check their answers each other  - T calls Ss to give their answer to the class and correct the mistakes where necessary. | **I. Listening**  **1. Look at the pictures. Discuss the followings.**  1. What do you think is unusual about this means of transport?  2. Have you seen any transport like this?  3. What should we do to save energy in our life?  **2. Listen to the passage and tick true or false to the statements.**  1. T 2. T 3. T  4. F 5. T  **3. Listen to the passage again and complete the sentences.**  1. mountainous  2. Cooking and heating  3. air pollution  4. on the increase  5. wind and the sun |
| **3. Practice (17’)**  ***a, Aims:*** Help students write a passage about energy and the ways how to save energy in life.  ***b, Contents***:  + Ss work individually to complete the article.  + Ss work in groups to discuss ways to save energy.  + Ss work individually to write a short passage about What should you do to save energy.  ***c, Outcome***: SS can do writing exercises about how to save energy correctly.  ***d, Organization:*** | |
| - Ask Ss to complete the article independently, using the phrases (A - E). Have Ss read the complete article, paying attention to the problems and solutions of how to save energy.  - T checks and confirms the correct answers.  - Have Ss look at the prompts and discuss the ways to save energy.  - Call one student to give the answers to the class.  - Check and confirm the correct answers.  - If there’s time, SS write a short passage about what they should do to save energy. SS can use information in 5. If there is not time, SS can do it as homework. | **II. Writing**  **4. Complete the article. Use the phrases below.**  1-E , 2 -D , 3 -A , 4-B , 5-C  **5. Discuss the following ways to save energy . Decide on the 5 most important , then write them in the box**   |  | | --- | | **What should you do to save energy?** | | 1.Reduce our electricity.  2.Use public transport.  3.Reduce the use of fossil fuel.  4.Increase the tax on petrol.  5.Use low energy light bulbs. |   **6. Write a short passage about What should you do to save energy?**  *It’s very important to save energy. What should we do to save energy? I think we should use electricity more efficiently to reduce our electricity bills. We can do this by turning off the light before going to bed and using low energy light bulbs. We should avoid using cars or motorbikes for short trips….* |
| **4. Application (5’)**  ***a, Aims:*** Ss can talk about what should you do to save energy  ***b, Contents***: Ss work individually to talk about what should you do to save energy.  ***c, Outcome***: SS can talk about what should you do to save energy well.  ***d, Organization:*** | |
| T asks Ss to talk about what should you do to save energy  Ss talk about what should you do to save energy  T corrects and remarks | **Eg:**  Hello, I am going to tell you about what should you do to save energy. Every day,we use too much energy at home.We should turn off the lights. |

**3. Guides for homework (2’)**

- Retell the ways how to save energy in life.

**-** Prepare for next lesson (find the meaning of the new words in the next lesson)

- Do Writing (Workbook)

- Redo Exercise 6 (Student’s book)

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| **Week 29 – Period 86**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 10: SOURCES OF ENERGY**  **Lesson 7: Looking back and Project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to recycle the knowledge and the vocabulary they learnt in this unit.

- Vocabulary: lexical items related to the topic “sources of energy”.

- Grammar: The future simple passive, the future continuous.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Students are hardworking and attentive. They know how to save energy.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** Talk the ways how to save energy in life. **(3’)**

**2. New lesson:**

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| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (2’)**  ***a, Aims:*** To warm up the class.  ***b, Contents***: Ss sing an English song.  ***c, Outcome***: SS can sing an English song well.  ***d, Organization:*** | |
| T asks Ss to sing an English song  Ss sing an English song |  |
| **2. Vocabulary (5’)**  ***a, Aims:*** Review some vocabularies.  ***b, Contents***: Ss work individually to put the words into the correct groups.  ***c, Outcome***: SS can do vocabulary exercise well.  ***d, Organization:*** | |
| **-**Have Ss put the words in to the correct groups to recall some new words.  -T calls someone to represent their answers.  - T provide the keys | **I. Vocabulary. (Review)**  **1. Put the words into the correct groups**   |  |  |  | | --- | --- | --- | | Sources of energy | Advantages | Disadvantages | | Biogas  Solar energy  Gas  Nuclear energy  Water power | Clean  Cheap  Plentiful  Available  unlimited | Polluted  Expensive  Limited  Exhausted/ dangerous  Harmful | |
| **3. Grammar (23’)**  ***a, Aims:*** Help students review the future continuous tense and the future simple passive form.  ***b, Contents***:  + Ss review briefly the usages and forms of the future continuous tense and the simple future passive voice form.  + Ss work individually to complete the sentences using the verbs in brackets in the future continuous.  + Ss work individually to change the following sentences into the passive voice.  + Ss work individually to complete the dialogue, using the future continuous form of the verbs.  ***c, Outcome***: SS can review the future continuous tense and the future simple passive form and do grammar exercises well.  ***d, Organization:*** | |
| - Review briefly the usages and forms of the future continuous tense and the simple future passive voice form.  **-** Give examples  - Ss complete this task individually.  - Have Ss compare the answers in pairs.  - Check and confirm correct answers.  - Ss complete this task individually.  - Have Ss compare the answers in pairs.  - Call some SS to write their answer on the board.  - Check and confirm correct answers  - Ss complete this task individually.  - Have Ss compare the answers in pairs.  - Check and confirm correct answers. | ***The future continuous tense***  => *expressing an action in progress at a definite point of time in the future* .   |  | | --- | | (+) **S**  + **will be** + **V-ing**  (-) **S**  + **will not be** + **V-ing**  **(?) Will + S**  + **be** + **V-ing ?** |   **2. Complete the sentences using the verbs in brackets in the future continuous**.  1. will be wearing 2. will be lying  3. will be working 4. will be studying  5. will be building  **3. Change the following sentences into the passive voice**.   1. A lot of money will be spent on heating next year. 2. Biogas will be used for fuel in homes and for transport. 3. Renewable energy like wind and solar energy will be used to solve the problems of pollution. 4. The use of electricity will be reduced to save energy. 5. A hydro power station will be built in this area next year.   **4. Complete the dialogue, using the future continuous form of the verbs**  1, will be earning 2, will be doing  3, will be doing 4, will be hosting  5, will be doing |
| **4. Communication (5’)**  ***a, Aims:*** Help students talk about how to save energy.  ***b, Contents***: Ss discuss in groups about how to save energy.  ***c, Outcome***: SS can talk many ways to save energy.  ***d, Organization:*** | |
| - SS look at the pictures and discuss in groups what they should do to save energy.  - Ask some SS to share ideas with the whole class.  - T comments. | **5. Look at the pictures and answer the question below** .   |  | | --- | | **What should you do to save energy ?** | | * We should turn off the fire when the kettle is boiling . * We should turn off the faucet when the tub is full of water . * We should close the refrigerator’s door when we do not use it . * We should turn off the fan when we do not use it. * We should turn off the lights when there is no one in the room . * We should turn off the gas-stoves when we do not cook . | |
| **5. Project (5’)**  ***a, Aims:*** Help students write simple slogans.  ***b, Contents***: Ss work in groups to discuss and write simple slogans.  ***c, Outcome***: SS can write simple slogans well and correctly.  ***d, Organization:*** | |
| **-**Have Ss discuss the slogans.  - Observe and feedback.  -Divide the class into 6 groups.  - Have Ss work in groups to draw slogans about how to save energy.  - Call some groups to present their products.  - T observes  - Feedback. | **\* Project: Poster / sub-boards**  **1. Look at the slogans and answer the questions below.**  - How are they used?  - Why are they important?  **2. Write a simple slogan in your groups about how to save energy.**  (Exhibition their slogans)  (may be do at home) |

**3. Guides for homework (2’)**

- Retell the ways how to save energy in life and the future continuous tense and the future simple passive form.

- Learn by heart all the new words.

- Redo **3,5 and project** (students’ book)

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| **Week 29 – Period 87**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 1: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to practice listening and speaking with the lexical items related to the topic "Travelling in the future".

- Vocabulary: lexical items related to future means of transport and movement.

- Grammar: Will for future prediction

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Students are hardworking and attentive. They appropriate traveling in the future.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

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| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and review the words.  ***b, Contents***: Ss brainstorm one or two means of transport that are now commonly used in Viet Nam.  ***c, Outcome***: SS can brainstorm some means of transport that are now commonly used in Viet Nam.  ***d, Organization:*** | |
| - To start the lesson, asks Ss as a class to brainstorm on the board one or two means of transport that are now commonly used in Viet Nam. | *Example:* “motorbikes”  - have motors powered by engines.  - use petrol  - used for road traffic  - advantages, practical, personal transport  - disadvantages: not safe cause pollution |
| **2. Presentation (25’)**  ***a, Aims:*** Use lexical items related to future means of transport and movement, the use “will” for future prediction.  ***b, Contents***:  + Ss study vocabularies related to the topic.  + Ss listen and read the conversation in pairs. Then choose the best answer and answer the questions.  ***c, Outcome***: SS can know some lexical items related to the topic and understand the conversation well.  ***d, Organization:*** | |
| **-** Elicit the new words.  Write ‘flying car’ on the board. Ask Ss what they think how a ‘flying car’ might be different from an ordinary car (eg: appearance, energy, advantages, disadvantages, etc…)  Write ‘jet pack’ and ‘teleporter’ on the board. Ask Ss to guess what they are?  -Let Ss predict how people travel in the future, then write some of the students’ answers on the board.  - Let ss draw the usage of “will” in this situation.  Have Ss cover the text  T asks them to look at the piture only. Introduce the names of the students (Veronica, Mai, and Phuc).Ask them:  - What can you see in the picture?  - What are Veronica, Mai, and Phuc doing? What makes you think so?  - What do you think is on the screen? Is there a connection between what is on the screen with what Mai is thinking about?  - What topic are they talking about?  - Ss work individually to answer the questions.  Ss compare answers in pairs and then discuss as a class.  T writes correct answers on the board.  - Ss work in pairs to ask and answer the question. After that call some pairs to ask and answer for the class to listen.  b. Ss work in pairs to ask and answer the question. After that call some pairs to ask and answer for the class to listen. For a more advanced class, questions 2 &3 can be used as a team – based class . | **1. Listen and read.**  **\* New words**  **Fly**ing car (n): ô tô bay  Jet pack (n) : động cơ phản lực mini  Teleporter (n): dịch chuyển tức thời  **Driv**erless car (n): ô tô không người lái  Crash (v) (n) : đâm, va chạm  A**void** (v): tránh  Helicopter (n) : máy bay trực thăng  Imaginative(n) : giàu trí tưởng tượng  **\* Model sentences:**  Eg: People **will own** driverless cars in the future.  Will + V: for future prediction.  **a. Read the conversation again and choose the correct answers.**  1. a 2. B 3. C 4. A  Look out!  “-less” is added to a noun to make an adjective meaning “without”.  **b. Answer the questions.**  1. If there are too many flying cars, there will be traffic jams in the sky. Some means of transport will not be convenient in bad weather. Future means of transport may use a lot of fuel which will make pollution worse. |
| **3. Practice (10’)**  ***a, Aims:*** Understand the difference between facts and opinions.  ***b, Contents***: Ss work in pairs to tick the Facts vs Opinions box.  ***c, Outcome***: SS can distinguish Facts and Opinions well.  ***d, Organization:*** | |
| **-** Draw Ss attention to the Remember box. Give more examples if necessary and ask Ss to identify which are facts and which are opinions.  - Ask Ss to work in pairs to tick the Facts vs Opinions box. Then ask for their answers as a class.  - Ask Ss to explain their decisions before giving the keys. | **2. Facts or opinions.**  1. F  2. O  3. F  4. O  5. O |
| **4. Application (5’)**  ***a, Aims:*** Help Ss know more about some future means of transport.  ***b, Contents***: Ss work individually to find any future mean of transport.  ***c, Outcome***: SS can know more about some future means of transport  ***d, Organization:*** | |
| Ss work individually to come up with the means of transport mentioned in the conversation.  T makes an example by giving a combination, e.g. an electric car.  T tells Ss how to do this task by looking at the example given. Then ask Ss to work individually to make a list of the combined words. | **3. Can you find any future mean of transport**  **Eg:** flying car driverless car |

**3. Guides for homework (2’)**

- Retell the use “will” for future prediction.

-Learn new words and phrases

- Prepare A closer look 1: Find the means of transport and verbs related to means of transport. Review preposition of place

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| **Week 30 – Period 88**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 2: A closer look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to use lexical items related to future means of transport and movement. They will appropriately using rising and falling intonation for Yes-No and Wh-questions.

- Vocabulary: lexical items related to future means of transport and movement.

- Pronunciation: Rising and falling intonation for questions.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of and be more responsible for protecting the environment and the future means of transport and movement

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| 1. **Warm up (4’)**   ***a, Aims:*** To warm up the class and lead in the new lesson.  ***b, Contents***: Ss work in groups to play a game.  ***c, Outcome***: SS can perform the action looking at the verb and the class guess what action the Ss is doing.  ***d, Organization:*** | |
| The class can be started with a game.  T writes the verbs: *drive, ride, fly, sail, pedal* on the board.  Ss volunteer to perform the action looking at the verb and the class guess what action the Ss is doing. |  |
| 1. **Presentation (18’)**   ***a, Aims:*** Use lexical items related to future means of transport and movement.  ***b, Contents***:  + Ss study vocabularies related to the topic.  + Ss work in pairs to cross out the means of transport that doesn’t go with the verb.  + Ss work individually to match the students with the transport.  + Ss work individually to complete the sentences.  ***c, Outcome***: SS can perform the action looking at the verb and the class guess what action the Ss is doing.  ***d, Organization:*** | |
| - T introduces some new words.  - Check: Rub out and Remember.  - T lets Ss work in pairs to do activity 1 then elicit the new words from the pictures  **-** Check Ss answer.  - After having the keys, Ss work in pairs again to say the correct .  Eg: drive a train, drive a car, drive a bus.  - T asks Ss to underline the most important key words in the thinking bubbles.  T gives an example.  Ss then work individually and compare their answers in pairs.  - Ss work individually then pairs.  T explains the use of in and on in Remember box.  If time allows, ask Ss to ask and answer how they often go/ travel to some places (school, supermarket, the sea…)  Write two questions on the board: one Y/N question and one Wh-question. Tell Ss to say the questions aloud and ask them to notice how the two questions are said in different ways. Ask Ss to find out the rules in Look out! Box. Ask Ss to give some questions and have more practice. | **I. Vocabulary**  **Pe**dal (v), (n): đạp (xe), bàn đạp  Float (v): nổi  Heated (adj): nóng  Hot air balloon (n): kinh khí cầu  Tram (n):  **Bu**llet train (n): tàu hỏa siêu tốc (tàu viên đạn)   1. **Cross out the means of transport that doesn’t go with the verb.**   ***Key:***  a. a motorbike (explain when *ride* is used and *drive* is used)  b. a car c. a train  d. a bus e. a plane  **2. Match the students with the transport**  ***Key:***  a. a ship b. a bus  c. a hot air balloon d. a bicycle  e. a plane f. motorbikes  **3. In or on? Complete the sentences.**  ***Key:***  1. in  2. on  3. on  4. in  5. in; on |
| **3. Practice (20’)**  ***a, Aims:*** Appropriately use rising and falling intonation for Yes – No and Wh-questions.  ***b, Contents***:  + Ss study how to use rising and falling intonation for Yes – No and Wh-questions.  + Ss listen and tick the correct boxes.  + Ss practice reading the questions.  + Ss ask and answer questions in 6 in pairs.  ***c, Outcome***: SS can know how to use rising and falling intonation for Yes – No and Wh-questions and practice pronouncing well.  ***d, Organization:*** | |
| **-**- Write two questions on the board: one Y/N question and one Wh-question. Tell Ss to say the questions aloud and ask them to notice how the two questions are said in different ways. Ask Ss to find out the rules in *Look out! Box.* Ask Ss to give some questions and have more practice.  - Play the recording. Ss work individually and tick in the appropriate box.  - SS share their ideas.  - SS practice saying the questions individually, then as a class.  - Ss practice saying the questions individually and decide if they are spoken with rising or falling voices. Do not give the keys at this point. Play the recording for Ss to check their answers, then confirm their correct answers.  - Ss work in pairs and ask and answer the question in 6. | **II. Pronunciation**  **4. Listen and tick the correct boxes.**  1. falling 2. Rising 3. Falling  4. rising  **5. Now read the questions.**  **6. Practice these questions.**  **7. In pairs, ask and answer the questions in 6.** |

**3. Guides for homework (3’)**

**-** Retell the vocabulary and the use rising and falling intonation for Yes – No and Wh – questions.

- Learn new words and phrases

- Prepare for A closer look 2:

+ Review “will”for future prediction

**+** Review: The personal pronouns *I,you,she,he,* *it,we, they*, correspond the respective possessive adjectives *my, your, his, her*, *its, our, their*, and the respective possessive pronouns *mine, yours,his, hers,its, ours, theirs.*

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| **Week 30 – Period 89**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to use will for future prediction. They will be able to use possessive pronouns correctly.

- Vocabulary: lexical items related to future means of transport and movement.

- Grammar: Will for future prediction, possessive pronounces.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of and be more responsible for protecting the environment and the future means of transport and movement

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
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| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and lead in the new lesson.  ***b, Contents***: Ss answer the teacher’s questions.  ***c, Outcome***: SS can answer the questions well and fluently.  ***d, Organization:*** | |
| Set up the situation to lead in to the lesson:  T – Ss exchange:  Lead in to the objectives of the lesson are use will for future prediction and use possessive pronouns. | T: How do you go to school every day?  Ss: I go to school by….. (by bike)  T: What color is your bike?  Ss: My bike/ It is red/…..  T: **Mine is white.**  And how **will** you **travel** when you are 25?  Ss: I **will** …….. |
| **2. Presentation (25’)**  ***a, Aims:*** Help students use “will” for future prediction then do exercises.  ***b, Contents***  + Ss study the use of Will for future prediction.  + Ss work individually to rearrange the words to make the sentences.  + Ss work in pairs to complete the sentences with the correct form of will.  ***c, Outcome***: SS can know how to the use of Will for future prediction and do the related exercises correctly.  ***d, Organization:*** | |
| T reminds Ss of Phuc, Veronica, and Mai and the group’s project in *Getting Stated*  Ask Ss if they are talking about the past , the present , or the future. For more able class elicit from Ss more information about what the group discuss.  Ss cover the text to listen carefully to pick up any phrases/sentences that contain ***will***.  -Ss work individually then compare their answers with each other.  **-**Write ‘fortune teller’ on the board. Ask Ss why people want to visit a fortune teller,and what the fortune teller is expected to talk about. If you have experience asking a fortune teller to predict your future (or simi-lar), tell the class what the fortune teller sáy(in direct form).Ask ss if they have ever talked with a fortune teller about the future, and if the predictions have become true or not.  Ss work in pairs to complete the task.  Then T gives feedback to Ss as a class.  If time allows, ask Ss to play roles to predict the future of each other. | **I. Grammar.**  **1. Will for future prediction**  ***Key:*** We often use ***will*** to make a prediction about the future.   |  |  | | --- | --- | |  | **Prediction** | | Affirmative | S + will + V | | Negative | S + will not (won’t) + V | | Interrogative | Will + S + V? |   **2. Rearrange the words to make the sentences.**  1. Pepple won’t use flying cars until the year 2050.  2. Do you think the fuel price will increase next month?  3. The mail won’t arrive until next week.  4. I don’t think he will take the new position.  5. We will use more solar energy in the future  **3. Complete the sentences with the correct form of will.**  ***Key:***  1. Will I be  2. will be  3. Will I be  4. will be  5. Will I be  6. won’t be  7. will travel |
| **3. Practice (10’)**  ***a, Aims:*** Ss can use possessive pronouns and do exercise well.  ***b, Contents***  + Ss study the use of possessive pronouns.  + Ss work individually to complete the sentences with possessive pronouns*.*  ***c, Outcome***: SS can know how to the use of possessive pronouns and do the related exercises correctly.  ***d, Organization:*** | |
| T explains that we use possessive pronouns to avoid repeating information.  Draw Ss’ attention to the table.  The personal pronouns *I, you, she, he,* *it, we, they* correspond the respective possessive adjectives *my, your, his, her*, *its, our, their*, and the respective possessive pronouns *mine, yours, his, hers, its, ours, theirs.*  - Go through the example with Ss. Say the two sentences have the same meaning. Highlight the changes in the possessive in the two sentences.  - Ss work individually to complete task 4.Then T calls on some Ss to write the answers on the board and give feedback. | **2. Possessive pronouns.**  This is your pen “**your**” is a possessive adjective and it is put before the noun.  This pen is yours. “**yours**” is a possessive pronoun and stands alone.  Instead of saying: *This pen is your* *pen* (Which sounds repetitive)  We say *This pen is yours.*  Instead of saying: *This bike is my bike*, *not his bike*, we say *This bike is mine, not his.*  **4. Complete the sentences with possessive pronouns**  1. This computer is theirs.  2. The black bike is mine  3. These shoes are his.  4. The cat is Veronica’s  5. The picture is ours |
| **4. Application (5’)**  ***a, Aims:*** Ss can talk sentences using the structure they have learnt.  ***b, Contents:*** Ss work in groups totell sentences using the structure they have learnt  ***c, Outcome***: SS can tell sentences using the structure they have learnt correctly.  ***d, Organization:*** | |
| Have Ss work in groups of 4 or 5. Each group member writes 5 sentences individually, then the group get together to see how many sentences they have. The group that has the most correct sentences wins. | **\* Game: TALKING** |

**3. Guides for homework (2’)**

**-** Retell the use “will” for future prediction and use possessive pronouns.

- Learn new words and phrases.

- Prepare for Communication.

+ Write bad experience of yours about using a particular means of transport.

+ Give traffic problems and give solutions.

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| **Week 30 – Period 90**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 4: Communication + Test 15’** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to talk about their carbon footprint as well as the ways how to save energy in life.

- Vocabulary: lexical items related to future means of transport and movement.

- Grammar: Will for future prediction, possessive pronounces.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of and be more responsible for protecting the environment and the future means of transport and movement

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Test 15’:**

**Code 1:**

**I. Choose the best opion to complete each sentence .Circle A,B , C or D.**

1.This time next month, they……a new hydro power station on the river.

A.are going to build B.will be building C.are building D.will be build

2.Our class…………ways to save energy at home this time next Saturday morning.

A.is discussing B.is going to discuss C.will be discussing D.will discuss

3.The village…………..solar panels this time next year.

A.will be installing B.will install C.has been installing D.will installed

|  |  |  |  |
| --- | --- | --- | --- |
| 4.Lan used to go to school…………………. | | |  |
| A. with bike | B. by foot | C. in car | D. by bus |

5.This time in 2030 , many countries…………..nuclear power.

A.are using B.are going to use C.will be using D.have been using

6. They go to work…………………. train.

|  |  |  |  |
| --- | --- | --- | --- |
| A. in | B. to | C. at | D. by |

**II. Change the following sentences in to the future passive.**

1.They will build a new house here.

-> A new house……………………………………………….

2.Jane will buy a new computer.

->A new computer…………………………………………….

**Code 2:**

**I. Choose the best opion to complete each sentence. Circle A,B , C or D.**

1. That picture is …………………………

|  |  |  |  |
| --- | --- | --- | --- |
| A. us | B. ours | C. our | D. we |

2. ………………..is a renewable source.

|  |  |  |  |
| --- | --- | --- | --- |
| A. Coal | B. Oil | C. Wind | D. Gas |

3.Everybody attends the festival ……………. fun.

A.with B.for C.in D.of

4.Solar energy ………… by many countries in the world in the future.

A.use B.will use C.will be using D.will be used

5.A friend of ……………… is coming to stay with me next month.

A.me B.my C.I D.mine

6. The village…………..solar panels this time next year.

A. will be installing B. will install C. has been installing D. will installed

**II. Change the following sentences in to the future passive.**

1.They will build a new school here.

-> A new school……………………………………………….

2.We will buy some pens at the market.

-> Some pens…………………………………………………..

**KEYS:**

**I. Choose the best option to complete each sentence. Circle A,B , C or D.**

Code 1: 1B 2.C 3.A 4.D 5.C 6.D

Code 2: 1B 2.C 3.B 4.D 5.D 6.A

**II. Change the following sentences in to the future passive.**

**Code 1**

1. A new house will be built here.

2.A new computer will be bought by Jane.

**Code 2**

1. A new school will be built here.

2. Some pens will be bought by us at the market.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To warm up the class and lead in the new lesson  ***b, Contents:*** Ss work in pairs to talk about their bad experiences about using a means of transport.  ***c, Outcome***: SS can talk about their bad experiences about using a means of transport well.  ***d, Organization:*** | |
| - Start the lesson by telling the class one bad experience of yours about using a particular means of transport. Write the key words of the story on the board. Ask Ss if they have similar experience. You can also bring in one or two photos about transport problems where you live and discuss them with the class.  -Ss work in pairs to do this task. T then calls on some pairs to share their list with the class. |  |
| **2. Presentation (5’)**  ***a, Aims:*** Help students know to use some new words.  ***b, Contents:*** Ss study some new words  ***c, Outcome***: SS can talk about their bad experiences about using a means of transport well.  ***d, Organization:*** | |
| - T introduces some new words.  Picture  Picture  Synonym  Example  - Check: Rub out and Remember. | **New words:**  **- ‘**Metro (n): tàu ngầm(đi trong thành phố)  - ‘Skytrain (n): tàu trên không  - ‘Gridlocked (n): kẹt cứng, tắc nghẽn giao thông  - Face (v): đối mặt với |
| **3. Practice (13’)**  ***a, Aims:*** Talk about traffic problems and give solutions.  ***b, Contents:*** Ss work individually to underline all the problems you can find.  ***c, Outcome***: SS can talk about traffic problems and give solutions well.  ***d, Organization:*** | |
| Ss read the two texts individually and underline the problems mentioned.  T elicits their answers on the board.  T asks if they have similar problems where they live.  If time allows, ask Ss to suggest solutions to these problems.  Ss work in groups of 4 or 5 to design a future means of transport that will help people in Wonderland, using the prompt web provided. | **2. Underline all the problems you can find**  - Biggest city without a metro of skytrain.  - The city is getting gridlocked  - There are too many cars (10 million in traffic every day) and more cars are coming  - Serious pollution  - Fewer buses  - It takes too long to drive in the city |
| **4. Application (5’)**  ***a, Aims:*** Ss can design a future means of transport that will help people in Wonderland, using the prompt web provided.  ***b, Contents:*** Ss work in groups to design a future means of transport that will help people in Wonderland, using the prompt web provided.  ***c, Outcome***: SS can design a future means of transport that will help people in Wonderland, using the prompt web provided well.  ***d, Organization:*** | |
| T explains they should listen carefully to other groups in order to give evaluation (as a group). (5 is the highest score and 1 is the lowest score).  T collects the evaluation and adds up the scores to find out the best presentation. | **3. Design a future means of transport that will help people in Wonderland, using the prompt web provided.**  Mean of transport  What kind of energy will it use?  Where can people use it? |

**3. Guides for homework (2’)**

- Retell the traffic problems and solution

- Learn new words

- Prepare for skills 1:

+ Find means of transport.

+ Give facts or opinions about transports.

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| **Week 31 – Period 91**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to read for specific information about the inventions of future means of transport. They will be able to give facts or opinions about transport.

- Vocabulary: lexical items related to future means of transport and movement.

- Grammar: Will for future prediction, possessive pronounces.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of and be more responsible for protecting the environment and the future means of transport and movement

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1.Warm up (3’)**  ***a, Aims:*** To warm up the class and lead in the class.  ***b, Contents:*** Ss watch the video and answer the questions.  ***c, Outcome***: SS can know some names of inventions well.  ***d, Organization:*** | |
| T lets Ss watch the video about transport inventions in the future, and find the following information:  T introduces the lesson | - Names of the inventions.  - What types of engines will they use?  (Sky whale: eco –engines  Supersonic planes: intelligent engines) |
| **2. Presentation (20’)**  ***a, Aims:*** Help students read and answer some questions about the special vehicles.  ***b, Contents:***  ***+*** Ss learn some vocabularies related to the topic.  + Ss work individually to match the words with their meanings.  + Ss work in pairs to answer the questions.  ***c, Outcome***: SS can know some vocabularies related to the topic and do reading exercises well.  ***d, Organization:*** | |
| T introduces the pictures in textbook and ask some the question  How many people can travel on them? Where are these vehicles used?  How can these people control the vehicles?  Ss answer the questions  (These are all personal of transport. One person can travel on them. They are all used for ground transport. People control them by using handle bars)  T lets them watch video and find names of the transport inventions.  Ss watch and find names of the transport inventions.  - Ask Ss to read the text quickly and try to identify the names of transport inventions in the text using pictures in 1.  - T corrects the mistakes.  - T explains some new words.  - Ss listen and copy.  - Ask Ss to match the words with their meaning.  - T observes and helps SS when necessary.  - Ask Ss to work in pairs to complete the task.  **-** SS gives their ideas.  - T corrects. | **I. Reading**  **1. Look at the pictures, what do you think is the connection between them?**  **Suggested answer**  - These are all personal means of transport. One person can travel on them. They are all used for ground transport. People control them by using handle bars.  **2. Read the text below and find the names of the transport inventions:**  + flop (v) /flɒp/: thất bại  + wheel (n): bánh xe  + ‘monowheel (n): xe đạp một bánh  + ‘major (adj): chủ yếu  + weird (adj): kỳ lạ  + ‘Hover ‘scooter (n): xe trượt trên mặt đất  + ‘Segway (n): segway (tên một loại phương tiện giao thông di chuyển bằng sự di chuyển tay lái)  **3. Match the words with their meanings**  **page 54.**  1. invention 2. flop 3. Weird  **4. Answer the questions.**  Keys:  1. The Segway  2. Maybe because a personal hover scooter is expensive, and it may be difficult to park.  3. The monowheel  4. The Segway |
| **3.Practice (8’)**  ***a, Aims:*** Ss can give facts or opinions.  ***b, Contents:*** Ss read the text and find which statements are facts and which are opinions.  ***c, Outcome***: SS can distinguish facts and opinions.  ***d, Organization:*** | |
| T explains the Study Skill box for opinion signal words.  T may bring in some photos or write on the board some interesting topics and ask Ss for their opinions.  Ss use opinion signal words where possible. | **II. Speaking**  **5. Read the text again. Which statements are facts? Which are the writer’s opinions?**  1. fact 2. opinion  3. opinion 4. fact  5. opinion 6. fact |
| **4.Application (12’)**  ***a, Aims:*** Ss can interact to each other aboutthe difference between a fact and an opinion.  ***b, Contents:*** Ss work in pairs to talk about transport.  ***c, Outcome***: SS can talk about transport confidently and fluently.  ***d, Organization:*** | |
| T reminds Ss of the difference between a fact and an opinion that they have learnt in Getting Started. Ss work in pairs to complete the task.  Ss work in pairs to prepare their presentation about the vehicle. Remind them to use statements about both facts and opinions. Ss can add their own ideas where possible. Call on some pairs to present it to the class. | **6. Work in pairs, talking about the transport.**  Fact File  Name: Sinclair C5  Description: Three wheels; small; electrical power  Why flopped: bad in rain/ cold weather; slow; not safe.  ***Suggestion***  A: How do you know about Sinclair C5?  B: Yes, I know. But I don’t like it.  A: Oh, really? I like it. It’s small with three wheels and uses electricity.  B: But it’s bad in rain and cold weather. And it’s slow and not safe |

**3. Guides for homework (2’)**

- Retell the names of the transport inventions and the facts or opinions.

- Learn new words and phrases

-Prepare for skills 2.

- Give facts and your opinions about the vehicle.

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| **Week 31 – Period 92**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to listen for specific information about inventions of future means of transport. They will be able to write a paragraph about future means of transport.

- Vocabulary: lexical items related to future means of transport and movement.

- Grammar: Will for future prediction, possessive pronounces.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of and be more responsible for protecting the environment and the future means of transport and movement

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class.  ***b, Contents:*** Ss answer the questions.  ***c, Outcome***: SS can answer the questions well.  ***d, Organization:*** | |
| T asks Ss some questions  Ss answer the questions | Chatting:  Which transport do you think of the future? |
| **2. Presentation (25’)**  ***a, Aims:*** Listen for specific information about inventions of future means of transport.  ***b, Contents:***  + Ss look at the picture and guess the answer. Then listen and check the answer.  + Ss work individually to listen and answer the questions.  + Ss work in pairs to tick the benefits of this vehicle that are mentioned in the recording.  ***c, Outcome***: SS can listen for specific information about inventions of future means of transport and do listening exercises well.  ***d, Organization:*** | |
| **-** Have Ss guess the answer first. Tell Ss that the questions ask about what they think, and not what is true about the vehicle. Remind them to use opinion signal words where possible. Do not give corrective feedback.  -Accept all answers from Ss and ask them to explain why they think so  - Play the recording and ask Ss to check their answers in 1.  - Ss work individually to answer the questions and compare the answers with their partners.  - Ss work in pairs to do the task.  - T gives correct feedback and plays the recording again if necessary. | **I- Listening**  **1. Look at the picture. Which do you think are the correct options below.**  - Ss’ opinion.  **2. Now listen and check your answers.**  1. can 2. Doesn’t  3. not easy 4. Can’t  5. is  **3. Listen again and answer the following questions.**  1. The vehicle is called TF-X  2. It can travel at 300 kph.  3. It was designed in 2013.  **4. Tick the benefits of this vehicle that are mentioned in the recording.**  1. It can avoid traffic.🗸  2. It can avoid bad weather.( not mention)  3. It travels fast. 🗸  4. You can invite three of your relatives and three of your friends to travel with you on this vehicle at the same time.( the car has two seats)  5. Learning to drive the car is simple. 🗸 |
| **3.Practice (10’)**  ***a, Aims:*** Write a paragraph about future means of transport.  ***b, Contents:*** Ss work individually to write a paragraph about future means of transport.  ***c, Outcome***: SS can know how to write a paragraph about future means of transport.  ***d, Organization:*** | |
| **Pre-writing**  - Ask Ss to refer to the text in **Reading** to support Ss in this task.  **While- writing**  - Ss write their paragraph individually based on the suggestions in the book.  - Have Ss swap their writing with each other. Then correct their mistakes. | **II- Writing**  **5. Write a short paragraph about a future means of transport in this unit. Include both facts and your opinions about the vehicle.**  - name of mean of transport.  - how it looks  - how its functions.  - what you think about it.  **Suggested writing**  *Many interesting means of transports have been invented so far. In the future, I think there will be flying motorbikes. It will look a bit different from motorbikes nowadays, but it can fly without wings. It will use electricity transferred from solar energy. It can travel fast and avoid bad weather. It will be very useful and popular in the near future.* |
| 1. **Application (5’)**   ***a, Aims:*** Ss can identify facts and opinions and give their opinions about their friend’s opinions.  ***b, Contents:*** Ss work in pairs to swap their writing and giveopinions about their friend’s opinions.  ***c, Outcome***: SS can illustrate theiropinions about their friend’s opinions well.  ***d, Organization:*** | |
| - Ss practice in pairs  - Ss swap their writing with each other. - Ask Ss to identify facts and opinions. For more able classes, ask Ss to give  their own feedback about their friend’s writing. | **6. Swap your writing with your partner. Find which sentences are facts, and which ones are opinions. Do you agree or disagree with your friend’s opinions?** |

**3. Guides for homework (2’)**

- Retell the way to write a paragraph about future means of transport.

- Learn new words and phrases.

- Do exercise: Part D, E (Workbook)

- Prepare: Looking back and project.

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| **Week 31 – Period 93**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 11: TRAVELLING IN THE FUTURE**  **Lesson 7: Looking back and Project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to revise and make the use of all the target knowledge in unit 11 and understand the use of possessive pronouns.

- Vocabulary: lexical items related to future means of transport and movement.

- Grammar: Will for future prediction, possessive pronounces.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Students are hardworking and attentive. They appropriate traveling in the future.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** Write the new words **(3’)**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class.  ***b, Contents:*** Ss talk about their future means of transport individually.  ***c, Outcome***: SS can talk about their future means of transport well.  ***d, Organization:*** | |
| Chatting: Ss talk about their future means of transport. | **Chatting** |
| **2. Vocabulary (10’)**  ***a, Aims:*** Help students review some vocabularies about transport.  ***b, Contents:***  *+* Ss work individually to use the clues in the two pictures to form a phrase.  + Ss work individually to complete the table.  ***c, Outcome***: SS can review some vocabularies about transport and do vocabulary exercises well.  ***d, Organization:*** | |
| - T has Ss work individually to combine the pictures together to form a phrase  Ss do it in speaking.  T gives the comment.  - Ss first work individually, then work in groups to fill the table.  - T gives the comment. | **I. Vocabulary**  **1. Use the clues in the two pictures to form a phrase.**  b. solar-powered taxi  c. driverless plane  d. space car  e. underwater bus.  **2. Complete this table.**  Transport possibilities in the future.   |  |  |  |  | | --- | --- | --- | --- | |  | Verb | Energy used | Characteristics | | bicycle | Ride, pedal | Wind-powered | Automated, high-speed | | Car | drive | Water-powered | Flying, driverless | | train | drive | Solar-powerd | Underwater, supersonic | | airplane | Fly, drive | Solar-powered | driveless | |
| **3. Grammar (12’)**  ***a, Aims:*** Ss can review the future tense and suitable possessive pronouns.  ***b, Contents:***  *+* Ss work individually to change the personal pronouns in brackets into suitable possessive pronouns.  + Ss work individually to write a description of this means of transport using will and won’t.  ***c, Outcome***: SS can review the future tense and suitable possessive pronouns and do grammar exercises well.  ***d, Organization:*** | |
| - Ss work individually then compare their answers with each other.  - T gives the key.  -Ss write the text and swap with each other for per comment.  - Asks Ss to do the exercise individually. Check the answers with their partners.  - T checks with the whole class | **II. Grammar**  **3. Change the personal pronouns in brackets into suitable possessive pronouns.**  1. mine  2. yours  3. theirs  4. hers  **4. Look at the information about skycycling tubes. Then write a description of this means of transport using will and won’t.**  ***Suggested answers***  Skycycling tubes will be easy to drive. They will be slow. They will be healthy and environmentally-friendly.  Skycycling tubes won’t be driverless. They won’t be cheap. They won’t travel at high speed. |
| **4. Communication (5’)**  ***a, Aims:*** Ss can review “will” to talk about future prediction.  ***b, Contents:*** Ss work individually to match the sentences in A with those in B.  ***c, Outcome***: SS can Ss can review “will” to talk about future prediction and do matching exercises well.  ***d, Organization:*** | |
| - Ss work individually then compare the answers with each other.  - SS give their answer.  - T checks. | **5. Match the sentences in A with those in B.**  1 – c 2 – e 3 – b   1. – a 5 – d |
| **5. Project (10’)**  ***a, Aims:*** Help students know the way to do the project.  ***b, Contents:*** Ss work in groups to design a presentation about their future transport.  ***c, Outcome***: SS can know how to do the project and make a presentation about their own future transport well  ***d, Organization:*** | |
| Encourage Ss to draw picture or use videos to illustrate their ideas. They may use posters or prepare a presentation using computer if possible. | **+ PROJECT: Our Own Future Transport**  In groups, brainstorm ideas for your future means of transport. Think about the following:  + Where does it travel? Does it fly, float, drive or something else?  + How does it travel? Do you pedal it?  …………………………………………… |

**4. Guides for home work (2’)**

-Learn new words and phrases.

- Exercise: Workbook

- Prepare for the revision

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| **Week 32 – Period 94**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 12: AN OVERCROWDED WORLD**  **Lesson 01: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss can use the words to describe overcrowded places, words about the effects of overcrowding.

- Vocabulary: lexical items related to the topic “An overcrowded world”.

- Grammar: use comparisons of quantifiers with *more, less/ fewer*, make tag questions.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Students are hardworking and attentive. They know more about the effect and causes of overpopulation.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents:*** Ss answer the teacher’s question.  ***c, Outcome***: SS can brainstorm some information about population.  ***D, Organization:*** | |
| - Write the word ‘population’ on the board. Make sure Ss know the meaning of this word by either giving the equivalent Vietnamese word or writing.  - Ask Ss if they know the population of any area in the country or in the world. Once the Ss have done it, add the prefix “over” and elicit the meaning of this newly – formed word from Ss 🡪 Introduce the lesson. | **Eg:**  There are 5 million people in Ha Noi.  ->Ha Noi has a population of 5 million. |
| **2. Presentation (12’)**  ***a, Aims:*** Listen and answer the questions about the conversation.  ***b, Contents:***  ***+*** Ss answer the teacher’s question and study some new words related to the topic.  + Ss listen and read the conversation. Then work individually to tick True or False.  + Ss work individually to find the words or phrase to match the following.  ***c, Outcome***: SS can learn some vocabularies related to the topic and understand the conversation. They also do the exercises related to the conversation correctly.  ***d, Organization:*** | |
| - Set the scene: Ask Ss to look at the title of the text and the pictures and ask them prediction question about what they are going to read. The questions may be:  + What is the conversation about ?  +What do you think Brazil is like ?  +Do you think Phuong kile Brazil?  + What can you find about Rio/Brazil in this conversation?   * Ss guess the answers. * Elicit the new words.   - T plays the recording.  - Ss listen and read. Ask Ss if their predictions are correct.  **-** Ss work independently.  - T asks them to read the sentences and decide if they are true or false.  - Ss correct the false sentences.  - T writes the correct answers on the board.  **-**  T asks Ss to read the explanations in the exercise and try to find the words without checking the text. Then ask Ss to refer to the dialogue again for the correct words. Correct the answers as a class. | **1. Listen and read**  **\* New words**  Overcrowded (adj): đông nghịt  Slum (n): Khu nhà ổ chuột  **Peace**ful (adj): thanh bình  Crime (n): tội phạm  Commit crime: phạm tội  Div**erse** (adj): đa dạng, khác  Spacious (adj): rộng rãi  **a. Tick true or false**  1. T 2. T  3. F 4. T  5. F  **b. Find the words or phrase to match the following.**  1. diverse 2. wealthy  3. major 4. slums  5. crime |
| **3. Practice (13’)**  ***a, Aims:*** Listen and match the words with the pictures and describe a person or a place.  ***b, Contents:***  + Ss work individually to match the words in the box with the picture.  + Ss work individually to use some words in 2 to describe a person or a place you know.  ***c, Outcome***: Ss can match the words with the pictures and describe a person or a place well.  ***d, Organization:*** | |
| - Make sure Ss know the meaning of the words in the box. Then Ss work independently to label the pictures. Have them compare their answers with a partner.  Play the recording and have Ss repeat the words. T gives correction if necessary.  - Ss complete the exercise independently.  T calls some Ss to share their sentences with the class.  T can choose some good sentences and write them on the board for other Ss to learn from.  Encourage Ss to make as many sentences as possible. | **2. Match the words in the box with the picture.**  1. a 2. c 3. b  4. e 5. d  **3. Use some words in 2 to describe a person or a place you know.**  I visit my native village every year. I love the peaceful atmosphere there  ……………………………………… |
| **4. Application (15’)**  ***a, Aims:*** Make a list of the problems about an overcrowded area.  ***b, Contents:*** Ss work in groups tomake a list of problems which you think connected to an overcrowded area. Then share the list with the class.  ***c, Outcome***: Ss can make a list of the problems about an overcrowded area well.  ***d, Organization:*** | |
| - In groups, ask Ss to think of the problems and make a list of them.  If Ss have difficulty, suggest that they look for problems in their daily life at their own classes, schools, homes, areas or any other places they know for the answers.  - Call each group to report their list to the class. T may help write the problems on the board. Ask the class if they agree or not. Encourage them to give an explanation to their answers. Then move on to the next group and do the same. | **4+ 5. Make a list of problems which you think connected to an overcrowded area. Share your list with the class.**  ***E.g.:***  - There’s not enough space to play in.  - there’s poverty, diseases, poor health, pollution, unemployment, shortage of accommodation |

**3. Guides for homework (2’)**

- Retell some vocabularies and the problems about an overcrowded area.

- Learn new words and phrases

- Prepare A closer look 1.

-Prepare game: Brainstorming: T asks Ss if they can remember any new words they learn in Getting Started. Categorize them as positive (peaceful, wealthy…) and neg active (poor, slums…).

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| **Week 32 – Period 95**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 12: AN OVERCROWDED WORLD**  **Lesson 02: A closer look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to use the lexical items related to the topic of an overcrowded world. They will be able to mark the stress on two or three – syllable words and pronounce them correctly.

- Vocabulary: lexical items related to the topic “An overcrowded world”.

- Pronunciation: Word stress.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Students are hardworking and attentive. They know more about the effect and causes of overpopulation.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents:*** Ss answer the teacher’s questions.  ***c, Outcome***: Ss can remember any new words they learn in Getting Started. Categorize them as positive (peaceful, wealthy…) and negative (poor, slums…).  ***d, Organization:*** | |
| T asks Ss if they can remember any new words they learn in Getting Started. Categorize them as positive (peaceful, wealthy…) and negative (poor, slums…).  Move on to this lesson which focuses on some problem as a result of overpopulation. | **Brainstorming**: |
| **2. Presentation (5’)**  ***a, Aims:*** Know and mark the stress on two-and three –syllable words and pronounce.  ***b, Contents:*** Ss answer the teacher’s questions.  ***c, Outcome***: Ss can remember any new words they learn in Getting Started. Categorize them as positive (peaceful, wealthy…) and negative (poor, slums…).  ***d, Organization:*** | |
| **Presentation**  **-** Elicit the new words.  Example  Situation  Example  Picture  Translation  Picture  - Check: Rub out and Remember. | **Vocabulary**  - Dense (adj): dày đặc, đông đúc  **- ‘**shortage (n): sự thiếu hụt  - nu**‘**trition (n): dinh dưỡng  - malnu**‘**trition (n): suy dinh dưỡng  - spread (v): lan tràn, phát tán  - ‘poverty (n) sự nghèo nàn |
| **3. Practice (28’)**  ***a, Aims:*** Know and use the lexical items related to the topic of an overcrowded.  ***b, Contents:***  *+* Ss work individually to listen and number the words in the order they hear.  + Ss work individually to complete the sentences with some of the words from 1  + Ss work in pairs to match a cause with its effect.  + Ss work individually to listen and mark the stress in the words  + Ss work individually to listen and repeat each pairs. Mark the stress on the words.  ***c, Outcome***: Ss can know to mark word stress and do vocabulary and pronunciation exercises well.  ***d, Organization:*** | |
| - Ss listen to the recording and number the words.  - SS give their answer.  - Ss listen again and repeat the words.  - T checks the understanding of the words bay asking questions like: ‘Do you think our school has enough space?’; ‘What causes disease?’  - Ss work individually. Then share their answer.  - T checks the answer as a class. Encourage Ss to explain why they choose that word for the sentence.  - T can give an example of causes and effects. Write the example on the board and ask Ss which one is the effect.  - Ss work in pairs. When they have finished, let them exchange their answers with a partner/another pair. T then gives correct answer. T may ask Ss to explain why.  - Ss listen and mark the stressed syllables. T corrects the answers. Have Ss listen again and repeat the words.  Some SS read the words aloud.  - Have Ss listen and repeat the words. Then mark the stress of the word.  - SS give their ideas.  - Practice the words aloud. | **I. Vocabulary**  **1. Listen and number the words in the order you hear.**  ***Key***  1. crime 2. malnutrition  3. poverty 4. shortage  5. disease 6. space  7. dense 8. Healthcare  **2. Complete the sentences with some of the words from 1.**  ***Key***  1. healthcare 2. crime  3. Disease 4. Malnutrition  5. poverty  **3. Match a cause with its effect.**  **E.g:**   |  |  | | --- | --- | | He drove fast | a. He had an accident. √ | | b. He felt hungry. |   ***Key***  1. b 2. a 3. f 4. d 5. c 6. e  **II. PRONUNCIATION: Word stress**  **5. Listen and mark the stress in the words.**  ***Key***   |  |  |  | | --- | --- | --- | | s’pacious | Po’llution | ‘poverty | | ‘stressful | ‘hungry | Nu’trition | | In’crease (v) | Su’pport | ‘violence | | ‘shortage | Di’sease | ‘healthcare |   **6. Listen and repeat each pair. Mark the stress on the words.**  ***Key***   |  |  | | --- | --- | | **As a noun** | **As a verb** | | ‘record | ‘record | | ‘picture | ‘picture | | ‘answer | ‘answer | | pa’rade | pa’rade | | Su’pport | Su’pport | |
| **4. Application (7’)**  ***a, Aims:*** Ss can write ideas about someproblems and discuss for agreement/disagreement.  ***b, Contents:*** Ss work in groups to write and share ideas with the class.  ***c, Outcome***: Ss can write and share ideas with the class well.  ***d, Organization:*** | |
| In groups, Ss discuss to fine out which problems each place may have. T collects Ss’ answers and write them on the board.  Then the whole class look at the problems and discuss for agreement/disagreement. | **4. Write and share ideas with the class.**  a. Lack of entertainment, few opportunities for employment, not enough services.  b. Poverty, slums, disease, pollution, unemployment, poor healthcare.  c. Noise/ air pollution, crime, overcrowded, shortage of accommodation. |

**3. Guides for homework (2’)**

- Retell some vocabularies and the way to mark the stress on two – and three- syllable words and pronounce.

- Learn new words and phrases

- Prepare for A closer look 2.

- Find and give examples: words of quantifiers (many, a little…); countable and uncountable nouns; Imperatives with “more”, “less”, and “fewer”

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| **Week 32 – Period 96**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 12: AN OVERCROWDED WORLD**  **Lesson 03: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to use “more/less/fewer” to talk about comparisons of quantifiers. They will be able to make tag questions.

- Vocabulary: lexical items related to the topic “An overcrowded world”.

- Grammar: Comparisons of quantifiers: more, less/fewer; tag questions.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of and be more responsible for protecting our country and world.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Ss and T’s activities** | **Contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents:*** Ss answer the teacher’s questions.  ***c, Outcome***: Ss can answer the teacher’s questions correctly.  ***d, Organization:*** | |
| T reminds Ss of items they learnt in the previous lessons | **Chatting:**  + words of quantifiers (many, a little…)  + countable and uncountable nouns.  + Imperatives with “more”, “less”, and “fewer” |
| **2. Presentation (15’)**  ***a, Aims:*** Help Ss know to use comparatives of quantifiers and do exercises.  ***b, Contents:***  *+* Ss work individually to read the sentences  + Ss work individually to look at the information for the two cities below, and compare their data.  + Ss work individually to decide if they are true. If they are not, correct them.  + Ss work individually to complete the sentences with more, less or fewer.  ***c, Outcome***: Ss can know to use comparatives of quantifiers and do related exercises correctly.  ***d, Organization:*** | |
| - Have Ss read the sentences and the rules in the table.  - T asks Ss to add more words to the table for each type of comparison.  -Ss complete the reading independently.  T encourages Ss to observe and recognize that both tables include the same kinds of information.  - Ss complete exercise 3 by referring to the tables.  - Have Ss do this exercise independently.  - T checks the answers as a class. | **I- Comparisons of quantifiers.**  **1. Read the sentences.**  - more + N/Ns + than…  - less + N + than…  - fewer + Ns + than….  **2. Look at the information for the two cities below, and compare their data.**  Eg: In Brumba, there are more people per square kilometre than in Crystal…….  **3. Read the comparisons of the two cities, and decide if they are true. If they are not, correct them.**  1. Correct  2. Incorrect. In Brumba, more people live in slums.  3. Incorrect. People in Crystal earn more per day.  4. Correct. 5. Correct.  **4. Complete the sentences with more, less or fewer.**  1. fewer 2. more  3. more 4. Fewer 5. less |
| **3. Practice (18’)**  ***a, Aims:*** Help Ss know how to make tag questions and do exercise.  ***b, Contents:***  *+* Ss check if the tags are correct. If they are not, correct them.  + Ss choose one of the question tags in the box to complete each blank in the interview.  ***c, Outcome***: Ss can know how to make tag questions and do related exercises correctly.  ***d, Organization:*** | |
| * Writes 3 questions on the board:   Draw Ss’ attention to how these three questions are formed: the first two types  Ss have already learnt and the new one tag questions.  Have Ss read the conversation.  - Ss do this exercise independently.  Then they share their answers with a partner. T checks and writes the correct tags on the board.  6.Ss do this exercise independently. T checks the answers as a class. | **II- Tag- questions.**  + How can the government improve the life of people in the slums?  + Do you live in an overcrowded place?  + They have moved to the city to look for a job, haven’t they?  **5. Check if the tags are correct. If they are not, correct them.**  1. Incorrect….do you? – don’t you?  2. Incorrect…aren’t they?- don’t they?  3. Correct  4. Correct  5. Incorrect…can’t they?- can they?  **6. Choose one of the question tags in the box to complete each blank in the interview.**  1. don’t they 2. isn’t it?  3. can’t we? 4. is it? |
| **4. Application (5’)**  ***a, Aims:*** Ss can do more about using comparatives of quantifiers, making tag questions.  ***b, Contents:*** Ssmake sentences with comparatives of quantifiers, and tag questions  ***c, Outcome***: Ss can make sentences with comparatives of quantifiers, and tag questions correctly.  ***d, Organization:*** | |
| T asks Ss to make sentences with comparatives of quantifiers, and tag questions  Ss make sentences with comparatives of quantifiers, and tag questions  T corrects and remarks | **Make sentences with comparatives of quantifiers, and tag questions** |

**3. Guides for homework (2’)**

- Retell the way use comparatives of quantifiers, make tag questions.

-Learn the grammar rules

- Prepare for Communication.

- Review more/less/fewer to make comparison about two areas.

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| **Week 33 – Period 97**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 12: AN OVERCROWDED WORLD**  **Lesson 04: Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to make comparisons about two areas.

- Vocabulary: The lexical items related to the topic “An overcrowded world”

- Grammar: use comparatives of quantifiers.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of and be more responsible for protecting our country and world.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| 1. **Warm up (5’)**   ***a, Aims:*** To warm up the class and introduce thelesson  ***b, Contents:*** Ss work individually to look at the picture and discuss what places they are and how they are different.  ***c, Outcome***: Ss can discuss what places they are and how they are different correctly.  ***d, Organization:*** | |
| - Ss look at the picture and discuss what places they are and how they are different.  -Ss work individually then compare in pairs.  - Write the answer on the board. | **Discussion** |
| 1. **Presentation (12’)**   ***a, Aims:*** Know some vocabularies and use more/less/fewer to make comparison about two areas.  ***b, Contents:***  + Ss learn some extra vocabulary.  + Ss work individually to match the words below with the places in 1.  ***c, Outcome***: Ss can know some vocabularies and do matching exercise correctly.  ***d, Organization:*** | |
| **-**-T teaches Ss new words.  Example  Synonymn  Example  Situation  Picture  - Checking vocabulary: R0R  - SS complete the exercise independently. T asks them to explain their choices. | **1. Extra vocabulary**  - ‘densely populated (adj): đông dân  - phy‘sician (n) bác sỹ  - ‘density (n) mật độ  - ‘slavery (n) sự nô lệ  - ‘hunger (n): sự đói  **2. Match the words below with the places in 1.**  ***Suggested answer:***  - Group1: high living standard, clean water, densely populated, good education, crime.  - Group 2: poor healthcare, crime, malnutrition, hunger |
| 1. **Practice (16’)**   ***a, Aims:*** Ss can complete the table and make comparison about two areas.  ***b, Contents:*** Ss work individually to read the information and complete the table.  ***c, Outcome***: Ss can complete the table and make comparison about two areas correctly.  ***d, Organization:*** | |
| -Have Ss read the two passages and complete the table given by teacher.  - T checks with whole class.  - Ss complete the exercise independently.  - T asks them to explain their choice. | **3. Read the information about the two places.**   |  |  |  | | --- | --- | --- | | **facts** | **Mauritania** | **Hong**  **Kong** | | Area |  |  | | population |  |  | | Density |  |  | | Economy |  |  | | Healthcare |  |  | | Problems |  |  | | Result |  |  | | Unusual  Facts. |  |  | |
| 1. **Application (10’)**   ***a, Aims:*** Ss can compare about some countries.  ***b, Contents:*** Ss work in pairs to use the information in 3 to talk about the differences between the two places.  ***c, Outcome***: Ss can talk about the differences between the two places well.  ***d, Organization:*** | |
| - Encourage Ss to talk about the differences (The table above can help)  - Call some pairs to share their ideas with the class. | **4. Work in pairs. Use the information in 3 to talk about the differences between the two places.**  ***Example:***  *The population of Mauritania is very small, only over three million people. Hong Kong is much larger. It has more than seven million people. The area of Mauritania is very large, 1030700 km2. Hongkong is smaller. It is only 1104 km2. The main economy in Mauritania is agriculture. Hongkong has service, tourism and industry for economy.* |

**3. Guides for homework (2’)**

- Teacher gets students to retell the aims of the lesson.

- Learn the grammar rules

- Prepare for skills 1.

**-** Talk a country they know (population, pollution, education…)

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| **Week 33 – Period 98**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 12: AN OVERCROWDED WORLD**  **Lesson 05: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to read for specific information about the population explosion and talk about the advantages of being an overcrowded place.

- Vocabulary: The lexical items related to the topic “An overcrowded world”

- Grammar: use comparatives of quantifiers.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of and be more responsible for protecting our country and world.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| 1. **Warm up (5’)**   ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents:*** Ss work in pairs to look at the list and discuss the question.  ***c, Outcome***: Ss can talk about the differences between the two places well.  ***d, Organization:*** | |
| - Ask Ss to look at the list of cities and see if they have appeared in their list on the board.  - Ss discuss the question in pairs and then as a class. | **1. Look at the list of cities below. Which do you think has the largest population? Share your ideas with your partner.**  - From the list of the cities given, Ss discuss which one has the largest population and share their ideas with a partner. |
| 1. **Presentation (8’)**   ***a, Aims:*** Read for specific information the population explosion.  ***b, Contents:***  + Ss study some new words.  + SS work individually to quickly read the passage and check the answer.  ***c, Outcome***: Ss can study some new words related to the topic and read for specific information the population explosion well.  ***d, Organization:*** | |
| - T introduces some new words.  Example  Situation  Picture  - Check: What and Where.  - Ss quickly read the passage for specific information and put the cities in the order of their population size.  - teacher checks as a class. | **Vocabulary**  - ex‘plosion (n): bùng nổ  - ‘megacity (n): thành phố lớn  - block (v): gây ùn tắc  **2. Check the answer.**  **Key:**  1.Tokyo 2. Shanghai  3.Jakarta 4. Manila  5.London |
| 1. **Practice (15’)**   ***a, Aims:*** Ss can understand the passage by doing reading exercises.  ***b, Contents:***  + Ss work individually to choose the correct heading for each paragraph.  + Ss work individually to choose the best answer.  ***c, Outcome***: Ss can understand the passage clearly by doing reading exercises well and correctly.  ***d, Organization:*** | |
| -Ss read each part of the passage and choose the correct heading for it. Ask Ss to underline the words which help them make their decision.  -Ss compare in pairs.  - T checks the answers.  -Ss read the exercise again and do the exercise independently, ask Ss to look for the key words which can help.  -Ask Ss to go through the list of different places and note down the problems they can think of for each places.  -Teacher goes around and helps Ss with any new words they need. | **3. Read the passages again. Choose the correct heading for each paragraph**   1. B: population explosion 2. D: Which are the biggest? 3. C: problem for the poor 4. A: Issues for everyone   **4. Read the passage again and choose the best answer A, B, C**  1C 2A 3C 4C 5B |
| 1. **Application (15’)**   ***a, Aims:*** Talk about theabout the disadvantages of being in an overcrowded place.  ***b, Contents:*** Ss work in groups to look at the places and discuss some possible disadvantages that people using them may have.  ***c, Outcome***: Ss can discuss some possible disadvantages of being in an overcrowded place well.  ***d, Organization:*** | |
| - T divides the whole class into 3 big groups. Each group chooses one place and gives the disadvantages when people using it.  - Teacher goes around and helps Ss with any new words they need.  - Ask a representative from each group to report their findings to the class.  - T and SS comment and add more ideas. | **5. Work in groups. Look at the places below and discuss some possible disadvantages that people using them may have.**  *Suggested answers:*  1. An overcrowded school: not enough playing ground, big class, less individual care, not enough study aids…  2. An overcrowded bus: not enough seats for everybody, stuffy/not enough fresh air, long wait at the bus stop,…  3. An overcrowded block of flats: noise, shortage of water, little space.. |

**3. Guides for homework (2’)**

- Teacher gets students to retell the aim of the lesson.

-Learn the grammar rules

- Prepare for Skills 2: Write a short paragraph describing the changes in population in Ho Chi Minh City.

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| **Week 33 – Period 99**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 12: AN OVERCROWDED WORLD**  **Lesson 06: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to listen for specific information in a film review and write a short passage about the population growth of an area.

- Vocabulary: The lexical items related to the topic “ An overcrowded world”

- Grammar: Review

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Ss will be more aware of and be more responsible for protecting our country and world.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| 1. **Warm up (3’)**   ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents:*** Ss work individually to talk about the effects of an overcrowded world.  ***c, Outcome***: Ss can talk about the effects of an overcrowded world fluently and correctly.  ***d, Organization:*** | |
| -Talk about the effects of an overcrowded world? | **Chatting** |
| 1. **Presentation (15’)**   ***a, Aims:*** Listen to get specific information about an overcrowded world.  ***b, Contents:***  ***+*** Ss work individually to look at the poster and answer the question.  + Ss work individually to listen and check.  + Ss work individually to listen again and answer questions.  ***c, Outcome***: Ss can Listen to get specific information about an overcrowded world and do listening exercises correctly.  ***d, Organization:*** | |
| Ss work individually, getting as much information from the poster as possible.  Ss share with their partners.  -T plays the recording twice.  -T asks Ss to listen and do the task.  -Ss listen again and check their answers.  -T corrects their answers.  -T asks Ss to read the questions first to see what information they need to answer the questions.  -T plays the recording as many times as necessary.  -Ss do the exercise individually.  -Ss compare their answer in pairs.  -T checks as a class. | **1. Look at the poster. What do you think the film is about?**  The information may include:  - Have you seen this film?  - What is it about?  - Who is the main character?  - Where do you think the story happen?  **2. Listen and check.**  - Ss do the exercise individually.  - Ss compare their answer in pairs.  **3. Listen again and answer questions**  1. The film is base on a book called Q&A.  2. The main character of the film is a boy from an Indian slum.  3. He wins a lot of money on an Indian game show.  4. Because he is a boy from the slums.  5. The film looks beautiful, is full of emotion and is gripping. |
| 1. **Practice (20’)**   ***a, Aims:*** Write a short passage about the population growth of an area.  ***b, Contents:***  *+* Ss read and underline the words/ phrases to describe Dharavi slum and to show the change in its population.  + Ss work individually to look at the chart below…. Write a short paragraph describing the change.  ***c, Outcome***: Ss can know how to write a short passage about the population growth of an area.  ***d, Organization:*** | |
| **-** T asks Ss to read the passage about Dharavi slum.  T asks them to underline words/phrases to describe Dharavi slums or to show the changes in its population.  -Ss write their paragraph individually based on the suggestions in the book.  -T collects some writing to correct at home.  -If there is not enough time to write the paragraph in class, T can assign it for homework.  - Collect some Ss’ writing papers and mark them, then give comments to the class. | **II. Writing**  **4. Reading the passage. Underline the words/ phrases to describe Dharavi slum and to show the change in its population.**  - one of the largest slums  - In 1950, the population was around 100,000 people. Since then….  **5. Look at the chart below…. Write a short paragraph describing the change.**  ***Suggestion:***  *Ho Chi Minh City is one of the largest cities in Viet Nam. According to the figures from the population investigation committee, the population of HCM City in 1979 was three million four hundred and twenty thousand people. But in 2009, its population was around seven million one hundred and twenty-three thousand people. It was much bigger than that in 1979. It grew double after 30 years…..The population of HCM City has grown and grown. It is a population explosion.* |
| 1. **Application (5’)**   ***a, Aims:*** Ss can describe the changes in population in Ho Chi Minh City.  ***b, Contents:*** Ss work individually to describe the changes in population in Ho Chi Minh City.  ***c, Outcome***: Ss can describe the changes in population in Ho Chi Minh City well.  ***d, Organization:*** | |
| T asks Ss todescribe the changes in population in Ho Chi Minh City  Ss describe the changes in population in Ho Chi Minh City  T corrects and remarks | **Eg:**  Hello, I am going to tell you aboutdescribing the changes in population in Ho Chi Minh City.  … |

**3. Guides for homework (2’)**

- Learn the grammar rules

- Prepare for Looking back and project.

- Review more. Less, fewer; tag questions.

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| **Week 34 – Period 100**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **REVIEW 4 (P1)** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss can review the language they have learnt such as pronunciation, vocabulary and grammar in the units 10, 11 and 12 by doing exercises.

- Vocabulary: The vocabulary for types of energy sources, means of transport in the future and overpopulation

- Grammar: The future continuous, the future simple passive and future simple for predictions, Comparatives of quantifiers with more and less/ fewer, Tag questions, how to give facts and opinions.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Students are hard-working and attentive.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| 1. **Warm up (5’)**   ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents:*** Ss work in groups to play the game “Jumbled letters”.  ***c, Outcome***: Ss can find out all the answers correctly.  ***d, Organization:*** | |
| SS play the game “Jumbled letters”.   |  |  |  |  | | --- | --- | --- | --- | | 1. verpoty  2. gyenre | 3. veridrelss  4. idensyt | 5. bleneware  6. tiplneful |  |   - Ss write answer on the board. | SS play the game “Jumbled letters”.  ***Answer key***  1. poverty 2. energy  3. driverless 4. Density  5. renewable 6. Plentiful |
| 1. **Pronunciation (8’)**   ***a, Aims:*** Help students know the rules for rising/falling intonation in a question.  ***b, Contents:*** Ss work individually to mark the rising or falling intonation for each question.  ***c, Outcome***: Ss can mark the rising or falling intonation for each question correctly.  ***d, Organization:*** | |
| - Remind Ss of the rules for rising/falling intonation in a question. Play the recording.  - Ss work individually.  - T plays the recording again. Ss listen | **1. Listen to the conversation and mark the rising 🡭 or falling 🡮 intonation for each question.**  ***Key***  - What’s a monowheel? **🡮**  - Single – wheel? **🡭**  - How do you ride it? **🡮**  - Is it easy to fall? **🡭**  - You should take adventures, shouldn’t you? **🡮**  - Why do you like it? **🡮**  - Can’t you imagine? **🡭** |
| 1. **Vocabulary (15’)**   ***a, Aims:*** Help students know some vocabularies.  ***b, Contents:***  ***+*** Ss work individually to form a suitable word from the word stem to fill the sentences.  + Ss work individually to choose A,B or C to complete the sentences.  ***c, Outcome***: Ss can do vocabulary exercises correctly.  ***d, Organization:*** | |
| - Ss do this task separately and share their answers later with a partner.  - T checks with whole class.  - T does a small revision of difficult vocabulary which appears in the exercise.  - Ask Ss to do this exercise individually.  - T quickly checks students’ answers. | **2. Form a suitable word from the word stem to fill the sentences.**  ***Key***  1. solution  2. Overcrowded/crowded  3. driverless  4. invention  5. healthier  **3. Choose A, B or C to complete sentences.**  ***Key:*** 1. A 2. B 3. A  4. B 5. A |
| 1. **Grammar (15’)**   ***a, Aims:*** Review the future continuous, the future simple passive and future simple for predictions.  ***b, Contents:***  *+* Ss work individually to use the verbs in brackets in the future simple active or the future passive to complete the sentences.  + Ss work individually to put the sentences in the right order to form a conversation.  ***c, Outcome***: Ss can do grammar exercises correctly.  ***d, Organization:*** | |
| - T elicits from Ss the form in active and passive of will.  - Call a student to do the exercise on the board while other students do it separately.  - T checks with whole class.  - Ss do the exercise independently. When they have finished, T asks Ss to explain their orders. Ask them to point out the clue on which they can base for their choice of the next sentence.  - Teacher writes the order on the board.  - SS practice the dialogue. | **4. Use the verbs in brackets in the future simple active or the future passive to complete the sentences.**  ***Key***  1. will fly 2. Will be used  3. will be demolished 4. Will have  5. will invent  **5. Put the sentences in the right order to form a conversation.**  1 c – 2 g – 3 a – 4 i – 5 e – 6 f – 7 h –  8 d – 9 j – 10 b |

**3. Guides for homework (2’)**

- Undo all the task and review knowledge they learnt.

- Prepare: review 4 – skills (units 10 – 11 – 12)

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| **Week 34 – Period 101**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **REVIEW 4 (P2)** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to revise the language they have studied and the skills they have practiced from unit 10 to unit 12**.**

**2. Competence:** SS will develop some competences such as being determined, self-studying, creative working independently and communicating. They will use language correctly.

**3. Behavior:** Students are hard-working and attentive.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents:*** Ss sing an English song.  ***c, Outcome***: Ss can sing an English song well.  ***d, Organization:*** | |
| T lets Ss sing an English song  Ss sing an English song | **Sing an English song** |
| **2. Reading (10’)**  ***a, Aims:*** Help students know how to read and answer the questions.  ***b, Contents:***  + Ss work individually to answer the question in 1.  + Ss work individually to read the text and choose the best answer.  ***c, Outcome***: Ss can understand the text and do reading exercises well.  ***d, Organization:*** | |
| - SS share their ideas.  - T comments.  - Ss do individually and check their answers with a partner before giving their answers to T. T confirms the correct answers.  - T checks Ss’ answers. | **1. Which of the causes of hunger below do you think is the most serious in your country?**  E.g.:  Weather-related events: drought, flood, hurricane ….  **2. Read the text and choose the best answer for each question.**  1A 2B 3B |
| **3. Speaking (5’)**  ***a, Aims:*** Help students know how to answer the Yes-No questions.  ***b, Contents:*** Ss work in pairs to play the game.  ***c, Outcome***: Ss can know how to answer the Yes-No questions well.  ***d, Organization:*** | |
| - Ss play the game in pairs. The pair who successfully completes the task in the shortest time will win the game.  - When the game is finished, T can correct any wrong intonation of questions that Ss make during the completion. | **3. Game.**  ***E.g.:***  A:  B: Is it a noun?  A: Yes, it is.  B: Does it have colour?  A: Yes, it does.  B: What colour is it?  A: It’s black.  B: It’s coal. |
| **4. Listening (10’)**  ***a, Aims:*** Help students listen and answer the questions.  ***b, Contents:***  + Ss work individually to choose the correct answer.  + Ss work individually to listen and answer the question.  ***c, Outcome***: Ss can do listening exercises well.  ***d, Organization:*** | |
| - Ss do the task individually.  - T makes sure that Ss understand the word “footprint” by giving examples.  - T plays the recording once for Ss to listen. Play the recording again for Ss to write down their answers. Announce the answers to Ss. | **4: Choose the correct answer.**  **Key:** A  **5. Listen and answer the questions.**  **Key:**   1. He is searching for the meaning of “footprint”. 2. No, it doesn’t. 3. Yes, he does. 4. There will be a lot of greenery around you. |
| **5. Writing (15’)**  ***a, Aims:*** Help students write about means of transport.  ***b, Contents:*** Ss work individually to write about an ideal means of transport for their area.  ***c, Outcome***: Ss can know how to write about an ideal means of transport for their area well.  ***d, Organization:*** | |
| - Set up the writing activity. T reminds Ss that the first most important thing is always to think about what they are going to write. In this case, Ss may use the outline given in 6.  - Teacher brainstorms with Ss for the language necessary for writing and note some useful expressions and language on the board. Encourage Ss to be imaginative and creative.  - Have Ss write the draft first, then ask them to write their final version in class or at home. | **Imagine an ideal means of transport for your area. Write a short description of it.**  ***Suggested writing***  *We live in Ba Vi, a mountainous area to the north of Ha Noi. Our road system is not very good so it used to be quite difficult to travel around. Now we make it easier with a new kind means of transport. We call it Super Kite. It looks like a kite but it has 3 wheels. It uses wind and water….* |

**3. Guides for homework (2’)**

**-** Retell the way to do the reading, listening and writing.

**-** Prepare for the test.

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| **Week 34 – Period 102**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **THE SECOND END-TERM TEST** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to finish the test on time.

**2. Competence:** SS can use language correctly.

**3. Behavior:** SS are serious to do the test.

**B. Teaching aids:** CD and stereo, paper tests.

**C. Procedures**

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| **Week 35 – Period 103**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **ORAL TEST** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to finish their speaking test.

**2. Competence:** Ss can do the speaking test well.

**3. Behavior:** SS are serious to do the speaking test.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, handouts…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Oral test**  ***a, Aims:*** Check Ss’ speaking abilities.  ***b, Contents:*** Ss work individually to do the oral tests.  ***c, Outcome***: Ss can do the oral tests well.  ***d, Organization:*** | |
| - Asks Ss to do the oral tests.  - Ss do the oral tests individually.  - T gives comments and marks. |  |

**ORAL TEST**

**A. PART 1: Talk about yourself (0.5pt, time: 1’ - 2’)**

***I. Full name? Name of class and school? (0.25pt)***

*+ I am ............... + I am in class .............. + I go to .......................school*

***II. Your hobbies (0.25pt)***

*+ I like................../ My favorite subject(s)/ activities is/ are ........*

*+ I don’t like...................*

**B. PART 2: Your topics (1pt, time: 2’ - 3’): 0.25pt/ each answer to each suggested question**

***Topic 1. Traffic:*** Talking about traffic problems in your town.

***Topic 2. Films:*** Talking about your favorite films.

***Topic 3. Festivals:*** Describing a festival in your country.

***Topic 4. Sources of Energy:*** Giving some ways to save energy.

***Topic 5. Travelling in the future:*** Talking about means of transport in the future.

***Topic 6. An overcrowded world:*** Talking about disadvantages of an overcrowded are.

**C. PART 3**: **Extra questions related to the topics (0.5pt, time: 1’ - 2’)**

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| **Week 35 – Period 104**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **UNIT 12: AN OVERCROWDED WORLD**  **Lesson 07: Looking back and Project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students can review all what they have learnt in this unit. Use what they have learnt during the unit to help them answer the questions.

- Vocabulary: The lexical items related to the topic “An overcrowded world”

- Grammar: “more, less, fewer”

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Students are hard-working and attentive. They know more about the effect and causes of overpopulation.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents:*** Ss sing an English song  ***c, Outcome***: Ss can sing an English song well.  ***d, Organization:*** | |
| T asks Ss to sing an English song.  Ss sing an English song | **Sing an English song** |
| **2. Vocabulary (10’)**  ***a, Aims:*** Help Ss review some vocabularies and do exercise.  ***b, Contents:***  + Ss work individually to match the words with their definitions.  + Ss work individually to write the sentences for each of the following words.  ***c, Outcome***: Ss can review some vocabularies and do vocabulary exercises well.  ***d, Organization:*** | |
| - Ss work individually to do exercises.  - Asks Ss to compare their answer with their partner.  - T gives the answers.  - Encourage Ss to think creatively. They may get away from the content of the unit about overpopulation and use these words in a different context.  - Go around while Ss are writing and help them with any difficult words.  - SS finish, T can choose some interesting sentences and ask SS to write on the board.  - T gives feedback. | **1. Match the words with their definitions**  1E 2B 3C 4D 5A  **2. Write the sentences for each of the following words**  E.g.:  - Nobody wants to live in poverty.  - You can live longer if you have a good healthcare system. |
| **3. Grammar (15’)**  ***a, Aims:*** Help Ss review more. Less, fewer; tag questions and do exercises.  ***b, Contents:***  + Ss work individually to put an appropriate tag question at the end of each sentence. Then match the questions to the answer.  + Ss work individually to Look at the situation and complete the effects with “more/ fewer/ less”.  ***c, Outcome***: Ss can review some *less, fewer; tag questions* and do grammar exercises correctly.  ***d, Organization:*** | |
| - Asks Ss to do the exercise individually. Check the answers with their partners.  - T checks with the whole class  - SS retell how to use “more/ less/ fewer” and give some examples.  - T asks Ss to do the exercise individually. Check the answers with their partners.  - T checks with the whole class. | **3. Put an appropriate tag question at the end of each sentence. Then match the questions to the answer.**  ***Key:***  1. don’t we – a  2. don’t you – e  3. won’t there – c  4. shouldn’t we – d  5. don’t they – b  **4. Look at the situation and complete the effects with “more/ fewer/ less”.**  ***Key:***  1. more 2. more  3. more 4. less |
| **4. Communication (8’)**  ***a, Aims:*** Help students know situation and talk about their possible effects.  ***b, Contents:*** Ss work in groups to look at the situations and talk about their possible effects.  ***c, Outcome***: Ss can and talk about their possible effects correctly.  ***d, Organization:*** | |
| - Ask Ss to read the example situation. T writes “I will” and “I can” on the board to remind Ss that they can use them to talk about possible effects  - Ss work on situations 1 and 2 independently. | **5. I’ve got more**  **Work in groups. Look at the situations and talk about their possible effects.**  Ex: Situation: A cousin is moving in to share your room for two months.  Effects:  - It will lose my privacy.  - It can have more fun.  - It will have less space of my own. |
| **5. Project (7’)**  ***a, Aims:*** Help students do the project well.  ***b, Contents:*** Ss work in groups to searches for an under-populated place and note down some facts about the place. Then they present their findings in front of the class.  ***c, Outcome***: Ss can know how to do the project well.  ***d, Organization:*** | |
| - Teacher collects some pictures of an under-populated areas and bring them to class.  - Ask Ss to look at the pictures and talk about what they see.  - Divide Ss into groups and instruct them on what they have to do.  - SS do the research. Then have SS present their findings. | **Project: The world we live in**  Work in groups  Each group searches for an under-populated place.  Note down some facts about the place. |

**3. Guides for homework (2’)**

- Finish the project at home.

- Learn the grammar rules.

- Prepare for Review 4 (P1).

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| **Week 35 – Period 105**  *Date of planning: …./…../......*  *Date of teaching: …/…../......* | **THE SECOND END-TERM WRITTEN TEST CORRECTION** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to realize what they have done, what they haven’t done.

**2. Competence:** They can self-evaluate their studying and have good plans to improve it.

**3. Behavior:** Students are hard-working and attentive. They will try their best to get better results.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, paper tests, loud speaker.

**2. Students**: Textbooks, notebooks, paper tests.

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

* **Review**
* **Result:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | **3,5 - 5** | **%** | **5 – 6,5** | **%** | **6,5 - 8** | **%** | **8 - 10** | **%** |
| 7A |  |  |  |  |  |  |  |  |
| 7B |  |  |  |  |  |  |  |  |
| Grade 7 |  |  |  |  |  |  |  |  |

* **Keys and points:** are provided by Thanh Mien Division of Education and Training.