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| **Week 19 - Period 55**  *Date of planning: ……./…/........*  *Date of teaching: ……./ …/........* | **UNIT 7: POLLUTION**  **Lesson 1: Getting started** |

**I. OBJECTIVES:** By the end of the lesson, Ss will

**1. Knowledge:** Use the lexical items related to the topic “Pollution” to talk about type of pollution.

a. Vocabulary: Aquatic; Dump; Poison; Sneeze; Illustrate

b. Grammar: Conditional sentences.

c. Skills: listening and reading, finding a word, reading and answering the questions, deciding true or false, writing under the pictures, sentences completion, 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 protecting environment.

**II. TEACHING AIDS**

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

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson:**

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| **Teacher**’s **and students**’ **activities** | **The main contents** | |
| **1.Warm up- 3’**  ***a.Aim:*** To attract Ss’s attention to the lesson and to lead in the new lesson  ***b, Contents:*** Ss talk about pollution.  ***c, Outcome***: SS can give their knowledge about pollution.  ***d, Organization:*** | | |
| Ss have a small talk about pollution.  T: Introduce the lesson about the new lesson.. |  | |
| **2. Presentation- 17’**  ***a.Aim:*** Help students listen, read and do some exercises about the conversation  ***b, Contents:*** Ss do the following tasks:  + Listen and learn some vocabularies.  + Find the word/ phrase that means.  *+* Answer the questions.  *+* True(T) fale (F) or no information(NI).  ***c, Outcome***: SS can listen, read and do some exercises about the conversation.  ***d, Organization:*** | | |
| T: Ask some questions about picture.  + Where are Mi and Nick?  + Where are they doing?  + What are they talking about?  Ss: Answer the questions  T: Play the recording.  Ss: Listen to the tape (twice) and then check the guessing.  T: Give some new words  Ss: Read in chorus and individually  And copy all the words.  T asks the Ss to read the conversation again and do exercise a.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks them to read the answers.  Some Ss read, the others give comments.  T checks and corrects.  SS take notes.  T asks the Ss to read the conversation again and answer the questions.  Ss do it in pairs.  T asks them to compare their answers with their friends.  Ss do it.  T asks them to read the answers.  Some Ss read, the others give comments.  T checks and corrects.  Ss take notes.  T asks the Ss to read the conversation again and tick True(T) false (F) or no information(NI).  Ss do it in groups of 4.  T asks them to compare their answers with their friends.  Ss do it.  T asks them to read the answers.  Some Ss read, the others give comments.  T checks and corrects.  Ss take notes. | | 1. ***Listen and read***   **New words:**  Aquatic: dưới nước  Dump: đổ xuống  Poison: chất độc hại  Sneeze: hắt hơi  Illustrate: minh họa   1. **Find the word/ phrase that means.**   1- dead 2- aquatic 3- dump   1. poison 5- polluted   6- to come up with  **b. Answer the questions**  1.They are in Mi’s home village.  2.It’s almost black.  3.She’s surprised because she sees the fish are dead.  4.It’s dumping poison into the lake.  **c. True(T) fale (F) or no information(NI).**  1.1-F ( It’s polluted by the factory)  2,4,5 T  3. NI |
| **3. Practice- 15’**  ***a.Aim:*** Ss canuse the words related to the topic “pollution”  ***b, Contents:*** Ss do the following tasks:  *+* There are different types of pollution.  *+* Complete the sentences  ***c, Outcome***: SS can use the words related to the topic “pollution” to do exercises well.  ***d, Organization:*** | | |
| T asks the Ss to do task 2.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss to read their answers.  Some Ss read, the others give the comment.  T checks and corrects.  T asks Ss to do task 3.  Ss do it.  T asks them to compare their answers with their fiends.  Ss do it.  T asks some Ss to read their answers.  Some Ss read, the others give the comment.  T checks and corrects. | **2. There are different types of pollution.**  A. radioactive pollution  B. noise pollution  C. visual pollution  D. thermal pollution  E. water pollution  F. land/ soil ollution  G. light pollution  H. air pollution  **3. Complete the sentences**  1.thermal pollution  2.Air pollution  3.radioactive pollution  4.light pollution  5.Water pollution  6.Land pollution / Soil pollution  7.Noise pollution  8.visual pollution | |
| **4. Application- 9’**  ***a.Aim:*** Complete the correct adjectives to describe some leisure activities  ***b, Contents:*** Ss work in groups to talk about pollution in their neighborhood.  ***c, Outcome***: SS can work in group well and talk about pollution in their neighborhood fluently.  ***d, Organization:*** | | |
| T asks Ss to work in groups to talk about pollution in their neighborhood.  Ss do it.  T asks them to present in front of the class..  Ss do it. | 4. Work in groups. | |

**3. Guides for homework 1’**

- Talk about pollution

- Learn new words/ workbook: B1, 2, 3

- Prepare : A closer look 1

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| **Week 19 - Period 56**  *Date of planning: ……./…/........*  *Date of teaching: ……./ …/........* | **UNIT 7: POLLUTION**  **Lesson 2: A closer look 1** |

**I. OBJECTIVES:** By the end of the lesson, Ss will

**1. Knowledge:** Use words and phrases showing cause/effect relationships to describe the causes and effects of pollution.

Pronounce the words ending in “ic” and “al” correctly in isolation and in context.

a. Vocabulary: poison , contaminate, pollutant, polluted, death, damaged

b. Grammar: Cause and effect

c. Pronunciation: “ic” and “al”

d. Skills: Completing the table, sentences completion, combining the sentences, make sentences, listening and marking the stress, listening and underlining the 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 protecting environment.

**II. TEACHING AIDS**

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

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** Write the new words and types of pollution

**2. New lesson:**

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| **Teacher**’s **and students**’ **activities** | **The main contents** |
| **1. Warm up. 3’**  ***a.Aim:*** To attract Ss’ attention to the lesson and to lead in the new lesson  ***b, Contents:*** Ss talk about pollution in their neighborhood.  ***c, Outcome***: SS can attract to the lesson.  ***d, Organization:*** | |
| Ss have a small talk about pollution in their neighborhood. |  |
| **2. Presentation- 12’**  ***a.Aim:*** Help students use words and phrases showing cause/effect relationships to describe the causes and effects of pollution.  ***b, Contents:*** Ss learn some vocabularies.  ***c, Outcome***: SS can know how to use words and phrases showing cause/effect relationships to describe the causes and effects of pollution.  ***d, Organization:*** | |
| T asks the Ss to do task 1.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss to read their answers.  Some Ss read, the others give the comment.  T checks and corrects.  T asks the Ss to do task 2.  Ss do it.  T asks them to compare their answers with their fiends.  Ss do it.  T asks some Ss to read their answers.  Some Ss read, the others give the comment.  T checks and corrects.  T introduces structure.  Ss take notes. | **I. Vocabulary**   1. **Complete the table.**   1.poison  2.contaminate  3.pollutant  4.polluted  5.death  6.damaged   1. **Complete the sentences.**   1.poisonous 2.pollutants 3.dead  4.contaminated 5.contaminated  6.pollute  **Structure:**  Because/ since + clause  Due to/ because of + Sth  So+ clause  To cause sth/ to lead to sth/ to result in sth  To make sb/ sth/ do sth |
| 1. **Practice- 20’**   ***a.Aim:*** Ss canuse words and phrases to do exercise and Pronounce the words ending in “ic” and “al” correctly in isolation and in context.  ***b, Contents:*** Ss practice doing the following tasks and learn Pronounce the words ending in “ic” and “al”  *+* Write C for cause and E for effect then combine sentences  *+* Pronunciation  *+* Listen and mark the stress in each words, then repeat again.  *+* Underline the words ending in –ic and circle the words ending in – al in the following sentences.  ***c, Outcome***: SS can use the verbs correctly and pronounce the words ending in “ic” and “al” correctly in isolation and in context corectly.  ***d, Organization:*** | |
| T asks the Ss to do task 3.  Ss do it.  T asks them to compare their answers with their fiends.  Ss do it.  T asks some Ss to read their answers.  Some Ss read, the others give the comment.  T checks and corrects.  T asks the Ss to do task 3b.  Ss do it.  T asks them to compare their answers with their fiends.  Ss do it.  T asks some Ss to read their answers.  Some Ss read, the others give the comment.  T checks and corrects.  T introduces stress in words ending in –ic and - al.  Ss listen and take notes.  T asks the Ss to listen and mark the stress in each words.  Ss do it.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 7.  Ss do it.  T asks them to read their answers.  Some Ss read.  T checks and corrects. | **3a. Write C for cause and E for effect**  1. C-E 2C-E 3E-C 4E-C  **3b** Combine sentences.  1.Oil spills from ships in the oceans and rivers lead to the death of many aquatic animals and plants.  2.Households dump waste into the river so it is polluted.  3.Since the parents were exposed to radiation, their children have birth defects.  4.We can't see the stars at night due to the light pollution.  **II. Pronunciation**  U7-L2-Pronunciation  **6. Listen and mark the stress in each words, then repeat again.**  1. ar'tistic  2. ath'letic  3. his'toric  4. his'torical  5. 'logical  6. 'physical  7. he'rotic  8. po'etic  9. bo'tanic  10. bo'tanical  **7. Underline the words ending in –ic and circle the words ending in – al in the following sentences.** |
| 1. **Application- 9’**   ***a.Aim:*** Ss can talk to show cause/ effect relationship.  ***b, Contents:*** Ss work in groups to look at the pictures and give as many sentences as possible to show cause/ effect relationship.  ***c, Outcome***: SS can practise speaking to show cause/ effect relationship.  ***d, Organization:*** | |
| T asks the Ss to work in groups to look at the pictures and give as many sentences as possible to show cause/ effect relationship.  Ss do it.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects. | **Work in group**  People cough because they breathe in the fumes from cars.  The fumes from cars make people cough. |

**3. Guides for homework.** 1’

- Do exercise 3,4 in workbook.

- Talk about pollution in their neighborhood.

- Prepare: A closer look 2

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| **Week 19 - Period 57**  *Date of planning: ……./…/........*  *Date of teaching: ……./ …/........* | **UNIT 7: POLLUTION**  **Lesson 3: A closer look 2** |

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, Ss will

Use conditional sentences type 1 and type 2 correctly and appropriately to describe pollution.

a. Vocabulary: related to the topic: Pollution

b. Grammar: conditional sentences type 1 and type 2

c. Skills: Putting the verbs in the brackets, making sentences, matching, writing sentences, playing games.

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

**3. Behavior:** Ss will be more responsible for protecting environment.

**II. TEACHING AIDS**

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

**2. Students:** Textbooks.

**III. PROCEDURE**

**1. Checking:** Talk about pollution in their neighborhood.

**2. New lesson:**

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| **Teacher**’ **and students**’ **activities** | **The main contents** |
| **1. Warm up – 5’**  **Aim:** To attract Ss’ attention to the lesson and lead in the lesson  ***b, Contents:*** Ss talk about some types of pollution.  ***c, Outcome***: SS can give many types of pollution and attract to the lesson.  ***d, Organization:*** | |
| Ss talk about some types of pollution. |  |
| **2. Presentation**.- 12’  ***a. Aim:*** Help Ss review conditional type 1.  ***b, Contents:*** Ss review conditional type and do the task  ***c, Outcome***: SS can know how to use question words and use conjunctions  ***d, Organization:*** | |
| T asks the Ss to do task 1.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss t read their answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 2.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss t read their answers.  Some Ss read.  T checks and corrects. | **I. conditional type 1**  **1. Put the verbs in brackets into the correct form**  1.recycle/will help  2.won’t dump/fines  3.travel/will be  4.will save/don’t waste  5.use/will have  **2. Combibe sentences**  1.Students will be more aware of protecting the environment if teachers teach environmental issues at school.  2.When light pollution happens, animals will change their behavior patterns.  3.The levels of radioactive pollution will decrease if we switch from nuclear power to renewable energy sources.  4.If the water temperature increases, some aquatic creatures will be unable to reproduce.  5.People will get more diseases if the water is contaminated. |
| **3. Practice- 17’**  ***a. Aim:*** Help Ss to know more about conditional type 2.  ***b, Contents:***  + Ss study conditional type 2.  + Complete sentences  + Complete the sentences.  + Match the beginning and the ending  ***c, Outcome***: SS can understand question word well and use conjunctions to do exercise  well.  ***d, Organization:*** | |
| T introduces conditional type 2.  Ss listen and take notes.  T asks the Ss to do task 3.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss t read their answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 4.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss t read their answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 5.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss t read their answers.  Some Ss read.  T checks and corrects. | II. **Conditional type 2.**  U7-L3-Grammar  **3. Match A with B**    1-b, 2-c, 3-d, 4-e, 5-a  **4. Put the verd in the correct form**  1.were/would you (do) do  2.exercised/would be  3.had/would build  4.tidied /wouldn’t be  5.was / were/would grow  **5. Complete the sentences**  1. If there weren’t so many billboards in our city, people could enjoy the view.  2.If there wasn’t so much light in the city at night, we could see the stars clearly / If there weren’t so much light in the city at night, we could see the stars clearly. |
| **4. Application – 10’**  ***a. Aim:*** Ss can talk about real situation using conditional type 1 and type 2  ***b, Contents:*** Ssgive real situation using conditional type 1 and type 2.  ***c, Outcome***: SS can give real situation using conditional type 1 and type 2 well and correctly.  ***d, Organization:*** | |
| T guides the Ss to do to give real situation using conditional type 1 and type 2.  Ss do it.  T corrects and remarks | **\* Chain game.**  ***Example:***  **A:** If each person plants a tree, there will be a lot of trees.  **B:** If there are a lot of trees, the air will be cleaner.  **C:** If the air is cleaner, fewer people will be ill. |

**3. Guides for homework- 1’**

- Make sentences with conditional type 1 and type 2.

- Do the task in part Vocabulary & grammar in workbook.

- Prepare: Communication.

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| **Week 20 - Period 58**  *Date of planning: ……./01/........*  *Date of teaching: ……./ 01/........* | **UNIT 7: POLLUTION**  **Lesson 4: Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to answer the questions about noise pollution and talk about ways to prevent noise pollution.

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

- Grammar: Causes and effects relationships.

**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 how to prevent pollution and protect their 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:**

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| **Teacher**’s **and students**’ **activities** | **The main contents** |
| 1. **Warm up (3’)**   ***a, Aim:*** To warm up the class and lead in the lesson.  ***b, Contents:*** Ss work in pairs to tell kinds of pollution.  ***c, Outcome***: Ss can tell many kinds of pollution.  ***d, Organization****:* | |
| - Asks Ss to tell kinds of pollution.  - Tells Ss that in this lesson they will have the opportunity to explore noise pollution, a common pollution type that not many people recognize as a pollution. | **Tell some kinds of pollution:**  - Water pollution  - Land/Soil pollution  - Air pollution  - Noise pollution |
| **2. Presentation (5’)**  ***a, Aim:*** Ss canknow some vocabulary wordsabout noise pollution  ***b, Contents:*** Ss learn new words and guess the meaning.  ***c, Outcome***: Ss can know some new words about noise pollution.  ***d, Organization****:* | |
| T presents the vocabulary  Ss read thevocabulary | **Extra vocabulary**  Permanent: usually  Earplug: cái nút tai  Affect: ảnh hưởng  Hearing loss: mất thính lực  Blood pressure: huyết áp |
| 1. **Practice (27’)**   ***a, Aim:*** Ss canknow some vocabulary wordsabout noise pollution  ***b, Contents:***  + Ss answer the questions in questionnaire individually.  + Ss compare their answers with a partner in pairs.  + Ss listen and check their answer individually.  ***c, Outcome***: Ss can know some new words about noise pollution.  ***d, Organization****:* | |
| - T asks the Ss to do task 1.  - Ss do it.  - T asks them to compare their answers with their friends.  - Ss do it.  - T asks some Ss to read their answers.  - Some Ss read.  - T asks the Ss to do task 2.  -Ss do it.  -T asks them to compare their answers with their friends.  - Ss do it.  - T asks some Ss to read their answers.  -Some Ss read.  - T asks the Ss to do task 3.  - Ss do it.  - T asks them to compare their answers with their friends.  - Ss do it.  - T asks some Ss to read their answers.  - Some Ss read.  - T checks and corrects. | **1. Answer the questions.**  **2. Compare your answer with those of a classmate**    **3. Listen and check your answer**  *1. B 2. C 3. A 4. B*  *5. C 6. A 7. A* |
| 1. **Application (8’)**   ***a, Aim:*** Ss discuss the ways to prevent noise pollution.  ***b, Contents:*** Ss work in groups to discuss how to prevent noise pollution.  ***c, Outcome***: Ss can find the ways to prevent noise pollution.  ***d, Organization****:* | |
| - T asks the Ss to discuss the ways to prevent noise pollution.  - Ss do it in groups. | **4. Work in groups. Discuss other ways to prevent noise pollution.** |

**3. Guides for homework (2’)**

- Learn new words/ workbook: C. Speaking

- Prepare next lesson: Skills 1

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| **Week 20 - Period 59**  *Date of planning: ……./01/ ........*  *Date of teaching: ……./ 01 / ........* | **UNIT 7: POLLUTION**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to read for general and specific information about water pollution. They will be able to talk about causes and effects of water pollution as well as the solution to water pollution.

- Vocabulary: extra words related to the topic: water pollution.

- Grammar: Causes and effects relationships

**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 how to prevent pollution and protect their 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:**

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| **Teacher**’s **and students**’ **activities** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aim:*** To warm up the class and lead in the lesson  ***b, Contents:*** Ss work in groups to talk about cause and effect of noise pollution.  ***c, Outcome***: Ss can talk about cause and effect of noise pollution.  ***d, Organization****:* | |
| - Ss have small talk about the cause and effect of noise pollution. | **1. Discuss** |
| **2. Presentation (7’)**  ***a, Aim:*** Read the information about water pollution.  ***b, Contents:*** Ss work in pairs to find the differences between 2 pictures. Then they can know some new words.  ***c, Outcome***: Ss can find many differences between 2 pictures and study some new words.  ***d, Organization****:* | |
| T gives students pictures and asks students to write sentences about picture.  Ss do it.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects.  **-** Teacher uses different techniques to teach vocabulary (situation, realia)  - Follows the seven steps of teaching vocabulary  \* Checking vocab: Slap the board  Show the table, run through main ideas  Have Ss read the text quickly and match | **I- READING**  **1. Work in pairs. One of you look at pA and the other look at B. Ask and answer the questions to find differences between your pictures.**  https://s.sachmem.com/public/images/TA8T2SHS/U7-L5-1-1-bngmlltsbmoctlhc.jpg  https://s.sachmem.com/public/images/TA8T2SHS/U7-L5-1-2-jcekjdyssajydhmf.jpg  **Vocabulary:**  - s**e**wage (n): nước cống, rác cống  - p**e**sticide (n): thuốc trừ sâu  - h**e**rbicide (n): thuốc diệt cỏ  - ch**o**lera (n):bệnh dịch tả, bệnh tả  - outbreaks: bùng nổ  - untreated: chưa qua xử lí  - dramatic effect: ảnh hưởng lớn |
| **3. Practice (28’)**  ***a, Aim:*** Help Ss know about the cause and effect of water pollution.  ***b, Contents:***  + Ss work individually to answer the questions in 2.  + Ss work individually to complete the note.  + Ss work in groups to discuss the solutions to water pollution.  + Ss work in pairs to complete the diagram.  ***c, Outcome***: Ss can do the reading task (answer the questions and complete the note) well. They can find out the solutions to water pollution and complete the diagram.  ***d, Organization****:* | |
| T asks the Ss to do task 2.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 3.  Ss do it. T asks them to compare their answers with their friends. Ss do it.  T asks some Ss to read their answers. Some Ss read.  T asks the Ss to do task 4. Ss do it in groups.  T asks them to compare their answers with their friends. Ss do it.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 5.  Ss do it in groups.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects. | **2. Read the passage then answer the questions**  1. The second paragraph tells about the causes of water pollution.  2.The third paragraph tells about the effects of water pollution.  3. It’s the water beneath the Earth’s surface.  4. They are industrial waste, sewage, pesticides, and herbicides.  5. They are pollutants from storm water and the atmosphere.  6.They use herbicides to kill weeds.  **3. Read the text again and complete the note.**  1. If the drinking water is untreated, an outbreak of cholera may happen.  2. People drinking contaminated water may die.  3. Fish, crabs or birds, may also die because of polluted water.  4. Other animals may become ill if they eat the dead animals.  5. Herbicides kill both weeds and aquatic plants.  **II. Speaking**  **4. Work in groups and discuss the solution to water pollution.**    **5. Complete the diagram of water pollution.**  Water pollution: Definition:  EFFECTS  Humans:  - Animals:  - Plants:  CAUSES  - Point source pollutants:  - Non-point source pollutants:  SOLUTIONS |
| 1. **Application (5’)**   ***a, Aim:*** Ss can talk about protecting the environment.  ***b, Contents:*** Sstalk about protecting the environment individually.  ***c, Outcome***: Ss can talk some simple sentences well.  ***d, Organization****:* | |
| T asks Ss to talk about protecting the environment  Ss talk about protecting the environment  T corrects and remarks | **Eg:** Hello, I am going to tell you aboutprotecting the environment |

**3. Guides for homework.** **(2’)**

- Do exercise part reading.

- Prepare new lesson: Skills 2

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| **Week 20 - Period 60**  *Date of planning: ……./01/ ........*  *Date of teaching: ……./ 01 / ........* | **UNIT 7: POLLUTION**  **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 the topic: Thermal pollution. They will be able to write a paragraph about the causes and effects of one type of pollution in your area.

**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 how to prevent pollution and protect their 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:**

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| **Teacher’s and students’ activities** | **Content** |
| **1. Warm- up (3’)** ***a, Aim:*** To help Ss to pay attention in the lesson.  ***b, Contents:*** Ssanswer the questions.  ***c, Outcome***: Ss can talk about the cause and effect of noise pollution, water pollution and how to protect the environment.  ***d, Organization****:* | |
| - T asks some questions about the cause and effect of noise pollution, water pollution and how to protect the environment.  - Ss answer the questions.  - T introduces the lesson |  |
| **2. Presentation (5’)**  ***a, Aim:*** Ss can describe what they see in the pictures and talk about relationship between them.  ***b, Contents:*** Ssdescribe the pictures and talk about the relationship individually.  ***c, Outcome***: Ss can find the right answers.  ***d, Organization****:* | |
| T asks the Ss to talk about water pollution  Ss do it. | **1. Describe what you see in the pictures and talk about relationship between them**  - The first picture shows an algal bloom in coastal seawater.  - The second picture shows the cooling towers from a power station.  - They are both related to thermal pollution. |
| **3. Practice (20’)**  ***a, Aim:*** Help Ss listen for specific information about thermal pollution.  ***b, Contents:***  **+** Sslisten and complete the diagram individually.  + Ss work in pairs to discuss the causes and effects of one type of pollution.  ***c, Outcome***: Ss can complete the diagram well and they can find out causes and effects of one type of pollution.  ***d, Organization****:* | |
| T asks the Ss to listen twice. Ss listen.  T asks them to listen and complete the diagram. Ss do it.  T asks them to compare their answers with their friends. Ss do it.  T asks some Ss to read their answers. Some Ss read.  T checks and corrects.  T asks the Ss to discuss in pairs.  Ss do it. | **I. Listening**  **2. Listen and complete the diagram.**  1. hotter 2.cooler  3. cool 4. warm rivers  5. warmer water 6. fish pollution  7. harmful 8. color  9. poison 10. cool down.  **II. Writing**  **3. Work in pairs discuss the cause and effect.**  **-** Water pollution:  - Definition:  - Causes  - Effects: |
| **4. Application (15’)**  ***a, Aim:*** Help Ss write about causes and effects of one pollution type.  ***b, Contents:*** Ss write about causes and effects of one pollution type individually.  ***c, Outcome***: Ss can write about causes and effects of one pollution type well.  ***d, Organization****:* | |
| T asks the Ss to write about the cause and effect. Ss do it.  T asks them to compare their answers with their friends. Ss do it. | **\* Write about the cause and effect.**  T: make one example:  There are many ways to lead to polluted water.  Firstly, polluted water comes from companies  **\* Read each other’s work.**  ***Sample article:***  **Water pollution**  *There are several types of pollution. However, water pollution is the most serious in our area.*  *It is caused by several factors. Firstly, families dump sewage into the river. In the past it was a very beautiful river, but now the water is almost black. Secondly, there are two new factories in our area, and they are dumping chemical waste into the lake and river. Thirdly, pesticides are another source of pollution. Farmers in our area usually use these to kill insects.*  *Water pollution badly affects our area. We do not have enough fresh water. People cannot raise fish in the river and the lake because the water there is so polluted. In addition, there are no more wild ducks near the river today since they cannot find fish for food. Another negative effect is that sometimes in the afternoon there is a bad smell from the polluted river, so people do not like walking along it anymore.*  *People in our area all aware of this problem, and we are thinking of ways to solve it.* |

**3. Guides for homework (2’)**

- Do exercise in speaking in workbook.

- Prepare Looking back and project.

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| **Week 21 – Period 61**  *Date of planning: ……/01/ ........*  *Date of teaching: ……./01/........* | **UNIT 7: POLLUTION**  **Lesson 7: Looking back and Project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to review all the knowledge and skills they learnt in unit 7.

- Vocabulary: extra words related to the topic ***pollution***.

- Grammar: Conditional sentence type 1 and 2.

**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 hard-working and attentive. They know how to prevent pollution and protect their environment.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks, A0 paper…

**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:*** help Ss to pay attention in the lesson.  ***b, Contents:*** Ss talk about some types of pollution.  ***c, Outcome***: Ss can talk about some types of pollution correctly.  ***d, Organization****:* | |
| T asks the Ss to talk about some types of pollution  Ss do it. |  |
| **2. Practice (15’)**  ***a, Aims:*** help Ss review vocabulary related to leisure activities, grammar about conditional sentence type 1, 2 and talk about pollution.  ***b, Contents:***  + Complete the sentences with correct form of the words.  + Write type of pollution.  + Rewrite the sentences.  + Put the verb into the correct form.  + Complete the sentences using your own ideas.  + Discuss what you would do or say in each situation.  ***c, Outcome***: Ss can talk about some types of pollution correctly.  ***d, Organization****:* | |
| - T asks the Ss to do exercise 1.  - Ss do it.  - T asks them to compare their answers with their friends.  - Ss do it.  - T checks.  - T asks the Ss to do exercise 2.  - Ss do it.  - T asks them to compare their answers with their friends.  - Ss do it.  - T: Checks.  - T asks the Ss to do exercise 3.  - Ss do it.  - T asks them to compare their answers with their friends.  - Ss do it.  - T checks.  - T asks the Ss to do exercise 4.  - Ss do it in groups of 8. (studying- cards)  - T asks them to compare their answers with their friends.  - Ss do it.  - T: Checks. (extra- board)  - T asks the Ss to do exercise 5.  - Ss do it in groups  - T asks them to compare their answers with their friends.  - Ss do it.  - T: Checks. (extra- board)  - Ss work in groups to discuss what they would do or say in each situation.  - Ask Ss to read the example. Ss may not need to discuss all the situations. Two or three groups may discuss the same situation.  - T moves around the class to listen to their ideas. | **I. Vocabulary**  **1. Complete the sentences with the correct form of the words in brackets.**  1- pollution  2. contaminated  3. death  4.poisonous  5. pollutants  **2. Write types of pollution**  1. radioactive pollution  2. noise pollution  3.visual pollution  4.thermal pollution  5.water pollution  6. land / soil pollution  7.light pollution  8. air pollution  **3. Rewrite the sentences.**  1.The residents of the street cannot sleep because of the loud noise from the music club.  2.Vy had a stomachache since she ate a big dinner.  3.The road in front of my house was flooded due to the heavy rain  4.His mother is unhappy because his room is untidy.  5.Too much carbon dioxide (CO2) in the atmosphere causes global warming.  **II. Grammar**  **4. Put the verb in the correct form.**  1. won’t be/ don’t take  2.continue/ will be  3. was/ were/ would wear  4.do/ will see  5. would travel/ didn’t have  6. wouldn’t be/ didn’t take care  **5. Complete the sentences using your own ideas.**  1. If I were an environmentalist, I would create more policies to protect the environment.  2. If our school had a big garden, we would plant more trees and flowers.  3. If the lake wasn’t polluted, fish wouldn’t die.  4. If we have a day off tomorrow, we will go for a picnic.  5. If you want to do something for the planet, you should save energy.  **III. Communication**  **6. Work in groups. Discuss what you would do or say in each situation.**  ***For example:***  A: If my neighbours littered near my house, I would write them a letter explaining that it was making the neighbourhood dirty.  B: Oh, I would put a large sign up saying  ‘No littering’.  C: I think I would knock on their door and  explain that it was polluting the area. |
| **3. Application (25’)**  **PROJECT: POLLUTION**  ***a, Aims:*** To encourage Ss to present about pollution that they have searched for information and prepared during the topic lesson.  ***b, Contents***: Ss work in groups to present in front of the class.  ***c, Outcome*:** Ss can present about one type of pollution well.  ***d, Organization*:** | |
| **-** Groups represent the product they prepared.  - Asks Ss to choose the best group to win.  - Gives feedback and comments. | **PROJECT: POLLTION**  + Group 1: Water pollution  + Group 2: Air pollution  + Group 3: Noise pollution  + Group 4: Soil pollution  + Group 5: Visual pollution  ***Class 8A:***  + G1: Nguyen Minh Hang (Group Leader)  + G2: Do Ngoc Anh (Group Leader)  + G3: Vu Mai Trang (Group Leader)  + G4: Do Van Son (Group Leader)  + G5: Nguyen Viet Toan (Group Leader)  ***Class 8B:***  + G1: Pham Thanh Tu (Group Leader)  + G2: Do Thi Trang (Group Leader)  + G3: Dinh Xuan Tung (Group Leader)  + G4: Truong Thi Thao Nguyen (Group Leader)  + G5: Do Kieu Loan (Group Leader) |

**3. Guides for homework (2’)**

- Do the remaining exercises in Unit 7 – Looking back and Project.

- Prepare ***Unit 8 – Getting started***.

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| **Week 21 - Period 62**  *Date of planning: …./01/........*  *Date of teaching: …./01/........* | **UNIT 8: ENGLISH SPEAKING COUNTRIES**  **Lesson 1: Getting Started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to know some English speaking countries. They will be able to understand the conversation between Nick and Phong and do the tasks well.

- Vocabulary: the lexical items related to the topic of people and places in English speaking countries

- Grammar: the present simple to talk about future activities.

**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 hard-working and attentive. They know more about people and places of English speaking countries.

**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 help Ss to pay attention in the lesson.  ***b, Contents***: Ss answer the teacher’s questions.  ***c, Outcome*:** Ss can answer the questions correctly and smoothly.  ***d, Organization*:** | |
| - T asks students:  - Ss answer the questions  - T introduces the lesson. | **\* Questions**  - Do you love English?  - Do you think English is important?  - How do you learn English?  - Can you call out names of English speaking countries. |
| **2. Presentation (7’)**  ***a, Aims:*** Listen and read for information about the topic “English speaking countries” and study some vocabularies related to the topic.  ***b, Contents***: Ss learn some new words about the topic “English speaking countries”. Then they listen and read the conversation between Nick and Phong.  ***c, Outcome*:** Ss can learn some new words and understand the dialogue.  ***d, Organization*:** | |
| - T introduces Nick and Phong. Ask Ss to guess where they are and what they are doing.  - T presents some new words.  - Ss read in chorus and individually.  - Ask Ss to look at the title of the conversation and the picture. Ask them some questions:  \* Where are the children?  \* What do you think they are doing?  - Ss answer the questions as a class.  - T plays the recording and have Ss follow along.  - Ss practice the dialogue. | **I. Vocabulary**  Awesome (adj): tuyệt vời  Absolutely (adv): tuyệt đối, chắc chắn  Official (adj): chính thức  Accent (n): giọng điệu  **II. Listen and read** |
| **3. Practice (28’)**  ***a, Aims:*** Help students understand more about the dialogue and know how to use some words and countries related to the topic ‘English speaking countries’  ***b, Contents***:  + Find a words/an expression from the conversation.  + Read the conversation and answer the questions.  + Complete the sentences with the words or phrases from the box.  + Put the names of the countries under their flags.  ***c, Outcome*:** Ss can understand the dialogue and do exercises well. Also. They can know some vocabularies and countries related the topic ‘English speaking countries’  ***d, Organization*:** | |
| - Ss work independently. Guide Ss to look at the beginning of a reply/ a sentence for the answers.  - Allows Ss to share answers.  - Checks their answers.  - Asks Ss: *Do you know any other expressions which have the same meaning?*  - SS read the conversation again and answer the questions in pairs.  - Calls some pairs to answer the questions.  - T corrects and confirms the correct answers.  - Asks Ss to underline these words/ phrases in the conversation and make sure they understand their meanings.  - Ss work independently to complete the sentences.  - Have them share their answers in pairs. Then elicit the answers from the whole class.  ***Note:***  Your first language is often known as your mother tongue, and your second language may refer to a language used as an official language in your country, like English in Malaysia, Singapore, India or it could simply mean the foreign language you learn at school as part of the curriculum.  - T has Ss work in pairs/ groups to match the flags with the countries.  - T checks. | **1a. Find a word or an expression from the conversation which you use when you….**  Key:  1. Awesome, just awesome  2. Any of the following: Absolutely/ Right  3. It’s hard to say  4. Perhaps  **1b. Read the conversation again and answer the questions.**  ***Key:***  1. He’s at an international summer camp (in Singapore).  2. They come from different countries/ from all over the world.  3. He has made new friends, visited places, (and taken part in different activities.)  4. Because he uses English every day with people from different countries.  5. Two boys from Australia and a girl from the USA.  6. After July 15th.  **2. Complete the sentences with the words or phrases from the box. 8’**  ***Key:***  1. summer camp  2. native English speaking countries  3. native speakers  4. the USA  5. accents  6. official language  **2. Complete the sentences with words/ phrases from the box.**  Key:  1. summer camp  2. English speaking countries  3. native speakers  4. The USA  5. accents  6. official language  **3. Put the names of the countries under their flags.**  Key:  1. the USA  2. the United Kingdom  3. Singapore  4. Australia  5. Canada  6. New Zealand |
| **4. Application (5’)**  ***a, Aims:*** Ss can know well more about all the countries in map  ***b, Contents***: Ss work in groups to locate 6 countries on the map.  ***c, Outcome*:** Ss locate 6 countries on the map correctly.  ***d, Organization*:** | |
| - T asks students to work in groups of five or six. Locate the six countries in 3 on the map below. Form groups of five or six.  - The first group to find all the countries wins.  - Ss work in groups | **Game: Where are they?** |

**3. Guides for homework (2’)**

- Make a list of English speaking countries.

- Prepare: ***A closer look 1.***

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| **Week 21 - Period 63**  *Date of planning: …./…./........*  *Date of teaching: …./…./........* | **UNIT 8: ENGLISH SPEAKING COUNTRIES**  **Lesson 2: 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 people and places in English speaking countries. They will pronounce the words ending in –ese and –ee correctly in isolation and in context.

- Vocabulary: words related to the topic: English speaking countries

- Pronunciation: Stress. In words ending in – ese and –ee.

**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 people and places of English speaking countries.

**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 attract Ss’ attention to the lesson and lead to the lesson  ***b, Contents***: Ss work in groups to write down name of English-speaking countries.  ***c, Outcome*:** Ss can write many English speaking countries that they’ve learnt so far.  ***d, Organization*:** | |
| - Divide class into 4 groups.  - Ask Ss don't look at the book, in 3 minutes write down name of English speaking countries.  - Which group write more is winner. | **\*Network.**  Canada Australia |
| **2. Presentation (5’)**  ***a, Aims:*** Ss can know some new words related to the topic "English speaking countries".  ***b, Contents***: Ss learn some vocabularies related to the topic.  ***c, Outcome*:** Ss can know some vocabularies related to the topic.  ***d, Organization*:** | |
| - T introduces some new words.  Picture  Translation  Situation  - Check: Matching. | **\* Vocabulary**  - ‘iconic (adj): thuộc hình tượng  - ‘spectacle (n): quang cảnh, cảnh tượng  - ‘scenery (n): phong cảnh  - ‘symbolise (v): biểu tượng, tượng trưng |
| **3. Practice (30’)**  ***a, Aims:*** Ss can know some words about places and people. Know some nouns, verbs and adjectives related to the topic "English speaking countries". They can pronounce the words ending in *–ese and - ee* correctly.  ***b, Contents***:  + Write the names for the people who belong to these places  + Change the words into a noun (N), an adjective (A) or a verb (V).  + Use the words in the box to complete the sentences.  + Match the words/ phrases with the pictures.  + Listen and repeat the words.  + Mark the stress in the underlined words. Then listen and repeat the sentences.  ***c, Outcome*:** Ss can know and use words related to the topic well. They can pronounce words ending in -ese and -ee correctly.  ***d, Organization*:** | |
| - T asks Ss to work individually. Write the names for the people who belong to these places.  - Sswork individually.  - T plays the recording for Ss to check their answers. Ss listen and repeat. (Point out the change of stress from 'Canada to Ca'nadian)  - Ss listen and check.  - T asks students to do task 2  - Ss work individually or in pairs. Check the answers as a class. If time allows, have two Ss write their answers on the board and then confirm the correct answers.  - Firstly T asks Ss to read each sentence and decide what the part of speech is for each word to be filled in the blank. For example, the word for the blank in sentence 1 is a noun. They then complete the sentences. Confirm the correct answers as a class.  - T has Ss look at the pictures. Ask them what they see in each of them. Allow them then to work individually to match the words/ phrases to the pictures.  - Ss work individually to match the words/ phrases to the pictures  - T checks the answers as a class by asking Ss in which countries, from the list in 1, they might see these things or ask them to give an example of these things.  - T asks Ss listen and repeat. Then have Ss say the words individually.  - Ss listen and practice  - T asks students to put the underlined words on the board.  - Ss come and mark the stress in the words first.  - T asks for a show of hands from the rest of the class if they think the stress is correct or not. Then play the recording.  Ss listen, check and say the sentences.  - T calls on some Ss to say the sentences individually. | **I. Vocabulary**  **1. Write the names for the people who belong to these places. Then listen and repeat the words.**  Key:  1. the Americans  2. the English  3. the Scottish / the Scots  4. the Welsh  5. the Irish  6.the Canadians  7. the Australians  8. the New Zealanders  **2. Change the words into a noun (N), an adjective (A) or a verb (V).**  Key:  1 historic N = history  2 symbol V = symbolise  3 legend A = legendary  4 iconic N = icon  5 spectacle A = spectacular  6 festive N = festival  7 scenery A = scenic  8 attraction V = attract  **3. Use the words in the box to complete the sentences.**  Key:  1. icon  2. symbolises  3. scenic  4. unique  5. attracts  **4. Match the words/ phrases with the pictures.**  Note: a loch is a Scottish word for a lake.  Key:  1. castle  2. loch  3.parade  4. monument  5. state  6. cattle station  **II. Pronunciation: Stress in words ending in –ese and -ee**  **5. Listen and repeat the words.**  Key:  1. Canto'nese 5. employ'ee  2. Taiwa'nese 6. adop'tee  3. Japa'nese 7. addre'ssee  4. Portu’guese 8. interview'ee  **6. Mark the stress in the underlined words. Then listen and repeat the sentences.**  Key:  1. Chi'nese 2. refu'gee  3. trai'nee 4. Japa'nese  5. guaran'tee |
| 1. **Application (4’)**   ***a, Aims:*** Ss can make sentences with word they have learnt  ***b, Contents***: Ss make sentences with words they have learnt so far.  ***c, Outcome*:** Ss can make sentences correctly.  ***d, Organization*:** | |
| - T asks Ss to make sentences with word they have learnt  - Ss make sentences with word they have learnt  - T holds a competition and corrects and remarks |  |

**3. Guides for homework (2’)**

- Practice vocabulary and pronunciation again.

- Guide ss how to do exercises in WB.

- Prepare: A closer look 2.

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| **Week 22 - Period 64**  *Date of planning: …../…./........*  *Date of teaching: …./…../........* | **UNIT 8: ENGLISH SPEAKING COUNTRIES**  **Lesson 3: A Closer Look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to review the present tense. They will be able to use the present simple for the future.

- Vocabulary: words related to the topic: English speaking.

- Grammar: The present simple, the present continuous, the present perfect.

**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 people and places of English speaking countries.

**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** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and lead to the lesson.  ***b, Contents***: Ss review the present tenses.  ***c, Outcome*:** Ss can retell the names, forms and uses of present tenses.  ***d, Organization*:** | |
| - T asks Ss to retell the names, the forms and the use of present tenses.  - Ss go to the board and write.  - T gives marks. | **Present tenses review.** |
| **2. Presentation (10’)**  ***a, Aims:*** Ss can use present tenses to do exercises.  ***b, Contents***:  + Complete the sentences with the correct forms of the verbs (present simple, present continuous or present perfect).  + Find and correct the underlined verbs in the passage which are incorrect in tense.  ***c, Outcome*:** Ss can do exercises about tense correctly.  ***d, Organization*:** | |
| - T lets them do individually. Allow Ss to share ideas in pairs. Encourage Ss to explain how they decided on the tense in each sentence.  - Ss work individually and then share ideas in pairs  - T corrects as a class.  - T lets Ss work individually first. Then let them share and discuss in pairs.  - Ss work individually and then share ideas in pairs  - T checks and has Ss explain why a certain tense is used.  - Ss write the answer on the board and explain why a certain tense is used. | **1. Complete the sentences with the correct forms of the verbs (present simple, present continuous or present perfect).**  Key:  1. has served 2. Is increasing  3. symbolizes 4. Form  5. has celebrated 6. Is  **2. Four of the underlined verbs in the passage are incorrect in tense. Find and correct them.**  **Key:**   |  |  | | --- | --- | | **In the passage** | **Correct** | | 2. visit | have visited | | 3. increases | is increasing | | 5. has celebrated | Celebrates | | 7. are dancing | dance | |
| **3. Practice (20’)**  ***a, Aims:*** Ss can use present simple for the futureto do exercises.  ***b, Contents***:  + Read the schedule and underline the verbs in the sentences describing the activities.  + Work in groups to discuss the questions.  + Use the verbs in the box in their correct forms to complete the sentences describing other activities in 3a.  ***c, Outcome*:** Ss can know how to use present simple for the future and do exercises related to this grammar well.  ***d, Organization*:** | |
| - T asks Ss to read the monthly schedule for the extra activities at Vancouver Christian School. Then have them underline the verbs in the sentences.  - Ss work individually  - T allows Ss time to discuss and find the answers to the questions. If Ss are having difficulty answering question 2, T may ask questions such as ‘Is a schedule usually for present or future activities?’ Then have Ss read the REMEMBER! box.  - Ss discuss in groups and read the REMEMBER! Box.  - T has Ss do this exercise independently.  - T checks the answers as a class. | **3a. Read the schedule and underline the verbs in the sentences describing the activities.**  Key:  1. The Debating Competition takes place in the Main Hall on April 3rd.  2. The bus for the excursion to the chocolate factory leaves at 8.00 a.m on April 14th.  **b. Work in groups. Discuss the questions.**  Key:  1. The future  2. The present simple  **4. Use the verbs in the box in their correct forms to complete the sentences describing other activities in 3a.**  Key:  1. starts – finishes 2. takes place  3. holds 4. hosts  5. lasts |
| **4. Application (8’)**  ***a, Aims:*** Ss can write sentences about the activities, using the simple present with a future meaning.  ***b, Contents***: Ss work in groups to write sentences about the activities, using the simple present with a future meaning.  ***c, Outcome*:** Ss can write sentences using the simple present with future meaning correctly.  ***d, Organization*:** | |
| **+ Groupwork**  - Divides the class into two teams.  - Each team makes a sentence using the simple present with a future meaning.  - Each right sentence gets a mark.  - Time: 3 minutes.  - The team with the highest marks wins. | **Write sentences about the activities, using the simple present with a future meaning.** |

**3. Guides for homework (2’)**

**-** Talk about some activities in the present tenses.

- Review present tenses and present simple for the future.

- Complete the sentences in 5.

- Prepare: Communication.

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

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will have some general knowledge of peoples and landmarks in English speaking countries.

- Vocabulary: lexical items related to English speaking countries.

- Grammar: Present tenses (Review), present simple for future.

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

**3. Behavior:** Ss will be more responsible for and 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:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and lead to the lesson.  ***b, Contents***: Ss work in groups to play the game Lucky number (Exercise 1 in textbook).  ***c, Outcome*:** Ss can answer the questions correctly.  ***d, Organization*:** | |
| T lets students play games: Lucky number.  (Using exercise 1 in the book)  **+ Groupwork**  - Divide the class into two teams.  - Each team answer the question which the teacher gives.  - Each right sentence gets a mark.  - The team with the highest marks wins.  - Ss play games in groups | **1. Do the quiz and choose the correct answers.**  Key:  1. C 2.A 3.C 4. B 5.B  6.B 7.C 8. A 9. B 10. A |
| **2. Presentation (7’)**  ***a, Aims:*** Ss can know some vocabulariesrelated to the topic 'English speaking countries'.  ***b, Contents***: Ss study some extra vocabularies related to the topic and write the names of some countries based on their facts.  ***c, Outcome*:** Ss can know some vocabularies and write the names of the countries correctly.  ***d, Organization*:** | |
| - T helps Ss understand the meanings of the words in Extra vocabulary.  - Ss copy and read the words.  - T has Ss work independently. Then Ss compare their answers in pairs.  - Ss work independently and compare their answers in pairs.  - T confirms the correct answers as a class. | **\*Extra vocabulary**  - territory: land that is under the control of a particular country  - North Pole: the point on the surface of the Earth that is furthest north  - Arctic Circle: an invisible ring on the most northern part of our planet, including the Arctic region; the centre of the Arctic Circle is the North Pole  **2. Write the names of the countries next to their facts.**  Key:  1.the USA  2. New Zealand  3. the United Kingdom  4. Canada  5. Australia |
| **3. Practice (12’)**  ***a, Aims:*** Ss cantalk about the information of an English speaking country.  ***b, Contents***: Ss work in groups to choose a country and discuss the information about that country.  ***c, Outcome*:** Ss can talk about information of an English speaking country well and confidently.  ***d, Organization*:** | |
| **+ Groupwork**  - Divides the class into groups of six.  - Each group choose a country and together find out as much about it as possible. Then prepare a small introduction of that country.(e.g.: - far north/ north America; - cold; - two languages: English and French…).  - Time: 3 minutes.  - Asks each group to stand up in front of the class. Each member of the group will give one fact about the country. When they have finished, the rest of the class can guess what country it is. When every group has done their presentation, the class can vote for the most informative and interesting one.  - The group with the right and interesting information wins. | **3. Game: Choose a country and discuss the information about that country.**  **(Don’t say the name of the country.)**  You can start your introduction with:  This country … |
| **4. Application (5’)**  ***a, Aims:*** Ss can talk about what they know about English speaking countries.  ***b, Contents***: Ss presents their introduction to the class.  ***c, Outcome*:** Ss can talk about their introduction of an English speaking country well.  ***d, Organization*:** | |
| T asks Ss to talk about what they know about English speaking countries.  Ss talk about what they know about English speaking countries.  T corrects and remarks | **\* Each group then presents their introduction to the class. The class...**  1. tries to find out which country it is  2. votes for the most informative and interesting introduction. |

**3. TEST 15’**

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

1. Our school year ……….. on September 5th every year.

|  |  |  |
| --- | --- | --- |
| A. starts | B. is starting | C. started |

2. Ships spill oil in oceans and rivers. This leads ………….. the death of many aquatic animals and plants.

A. to B. in C. from

3. Mr. Minh …………… English since 2007.

|  |  |  |
| --- | --- | --- |
| A. taught | B. has taught | C. teaches |

4. Her room is untidy, ………..her mother is unhappy.

|  |  |  |
| --- | --- | --- |
| A. and | B. so | C. because |

5. If the lake wasn’t polluted, the fish …………..

|  |  |  |
| --- | --- | --- |
| A. died | B. won’t die | C. wouldn’t die |

6. If we …………a day off tomorrow, we will go on a picnic.

|  |  |  |
| --- | --- | --- |
| A. have | B. will have | C. is having |

7. If she ................. him, she would be very happy.

A. would meet B. will meet C. met

8. They ………………. to New York to join the Fashion show next week.

A. will fly B. flies C. fly

**Ex2: Rewrite the following sentences using the words given. (2pts)**

1. Linh passed the exam with high scores. She studied hard. (because)

…………………………………………………………………………………….

2. The water is polluted, so the fish die.

If the water…………………………………………………………………………

**Key**

**Exercise 1:** 1. A 2. A 3. B 4. B 5. C 6. A 7. C 8. A

**Exercise 2:**

1. Linh passed the exam with high scores because she studied hard.

2. If the water wasn't/ weren't polluted, the fish wouldn't die.

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**4. Guides for homework (1’)**

- Learn new words.

- Talk about the information of an English speaking country.

- Prepare next lesson: Skills 1.

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| **Week 22 - Period 66**  *Date of planning: …/…/........*  *Date of teaching: …./…/........* | **UNIT 8: ENGLISH SPEAKING COUNTRIES**  **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 attractions of a country and talk about interesting facts of a country.

- Vocabulary: lexical items related to English speaking countries.

- Grammar: Present simple, past simple.

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

**3. Behavior:** Ss will be more responsible for and 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:** Talk about the information of an English-speaking country **(3’)**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and lead to the lesson.  ***b, Contents***: Ss discuss the questions in groups.  ***c, Outcome*:** Ss can discuss and answer 2 questions correctly.  ***d, Organization*:** | |
| - T uses pictures, map to introduce the Scotland. And then discuss the questions: (three minutes)  - Ss watch and discuss the questions about Scotland in groups.  - T introduces the reading about Scotland | **1. Discuss the questions.**  1. Where is Scotland?  2. What is this land famous for?  Kết quả hình ảnh cho bản đồ đất nước anh |
| **2. Presentation (10’)**  ***a, Aims:*** Ss can read and answer the information about Scotland.  ***b, Contents***:  + Ss discuss the questions in groups.  + Ss work individually to match each place or event with its two features.  ***c, Outcome*:** Ss can discuss and answer 2 questions correctly and do matching exercise well.  ***d, Organization*:** | |
| - T asks students to read the passage silently.  - Ss read the passage  - T asks Ss to underline the things that Scotland is famous for.  - Ss underline the things that Scotland is famous for  - T has Ss call out their answers and say where they found the information in the passage.  - T gives keys  - T asks Ss to read the passage again. Ask them to scan the places first. Read carefully the information about each place and choose the two features related to it.  - Ss work individually, then check their work in pairs. Ask Ss to call out their answers and show where the information appears. | **Key:**  1. It’s in the north of Great Britain.  2. Any or all of the following: It’s famous for its rich and unique culture as well as its amazing natural beauty,  its historic castles, its traditional festivals, and its whisky. It is also famous for various inventions.  **2. Match each place or event with its two features.**  Key:  1. Edinburgh: d, f  2. castles: a, c  3. Highland Games: b, h  4. lochs: e, g |
| **3. Practice (10’)**  ***a, Aims:*** Ss can read and use the information to do exercise.  ***b, Contents***: Ss work individually to read the passage and answer the questions.  ***c, Outcome*:** Ss can answer the questions correctly.  ***d, Organization*:** | |
| - T has Ss read the passage again and write out the answers independently.  - Ss work independently.  - T invites Ss to write their answers on the board. Confirm the correct answers. For a more able class, T may ask Ss to answer the questions without reading the passage again. | **3. Read the passage again and answer the**  **questions.**  Key:  1. Yes, it is. 2. a ghost  3. piping, drumming, dancing  4. the telephone, television, penicillin, the rain coat  5. In 1824 |
| **4. Application (15’)**  ***a, Aims:*** Talk about interesting facts about Scotland.  ***b, Contents***: Ss work in pairs to talk about the things they like most about Scotland and give reasons.  ***c, Outcome*:** Ss can talk about interesting facts about Scotland they like most and give the reasons well.  ***d, Organization*:** | |
| - T gives Ss a minute to think about the thing they like most about Scotland, and prepare their reasons. Then asks them to work in pairs, asking and answering about their choice. (Time 2 minutes) and then call on some pairs to share their choice with the class. Encourage Ss to come up with more questions about Scotland.  - Ss work in pairs. | **4. Talk about the thing(s) you like most about Scotland. Give reasons.**  Example:  - What do you like about Scotland?  - I like the castles.  - Why?  - Because I want to see a ghost! |

**3. Guides for homework (2’)**

- Ss tell the information about Scotland.

- Find out interesting facts of other country (Australia).

- Prepare next lesson: Skills 2.

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

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to listen for specific information about a day trip to an amazing town and write a description of a schedule for a visit or a tour.

- Vocabulary: lexical items related to English speaking countries.

- Grammar: Present tenses.

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

**3. Behavior:** Ss will be more responsible for and 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:**

|  |  |
| --- | --- |
| **Teacher’s and students**’ **activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and lead to the lesson.  ***b, Contents***: Ss look at the pictures and answer the questions.  ***c, Outcome*:** Ss can answer the questions about New Zealand correctly.  ***d, Organization*:** | |
| - T uses pictures to introduce the New Zealand. Then read the introduction to the listening. Ask them what features from the pictures they are interested in, and what they think Wanaka is like.  **-** Ss watch about New Zealand. And answer the questions |  |
| **2. Presentation (10’)**  ***a, Aims:*** Ss can listen to get specific information about a day trip to an amazing town.  ***b, Contents***:  + Listen and fill in the time for the schedule of events.  + Listen again and choose the right answer A, B, or C.  ***c, Outcome*:** Ss can fill in the blank and choose the best answer correctly.  ***d, Organization*:** | |
| - T asks students to read the questions.  - T then plays the recording.  - Ss listen and write the answers.  T can play the recording at least twice.  T elicits the answers from Ss and write the correct answers on the board.  T gives Ss some time to read the events. Check if they know the meaning of the words ‘illusion’ (something that appears to be there but is not) and ‘3-D hologram’ (three-dimensional image).  Ss then listen to the recording again, as many times as needed if time allows, and choose the correct answers.  T checks the answers as a class. | **1. Listen and fill in the time for the schedule of events.**  Key:  1. 9.30 2. 12.30  3. 4.00 4. 4.15  **2. Listen again and choose the right answer A, B, or C.**  Key:  1. B 2. C 3. C  4. B 5. A |
| **3. Practice (23’)**  ***a, Aims:*** Ss can write a description of a schedule for a visit or a tour.  ***b, Contents***:  + Choose four activities from the list that you would like to do in a two-day visit to Washington D.C, the capital of the USA. Then Schedule your visit.  + Write a passage describing the schedule for your visit**.**  ***c, Outcome*:** Ss can schedule their visit and write a passage describing the schedule for their visit.  ***d, Organization*:** | |
| - T asks Ss read the activities and decide on the four activities they would like to do together in their two-day visit to Washington D.C.  - Ss work individually.  - T allows them time to schedule their visit and fill in the schedule table.  - Ss fill in the schedule table.  - T has Ss write a description of their visit. The description should include: the name of the activity, the time they do it, and what it involves.  - Ss write the passage  - T corrects and gives marks. | **3a. Choose four activities from the list that you would like to do in a two-day visit to Washington D.C, the capital of the USA.**  **b. Schedule your visit.**  **4. Write a passage describing the schedule for your visit.**  **Sample writing:**  *This is the schedule for our group’s two-day visit to Washington D.C. On the first day we plan to go to the White House early at 8 o’clock. This way, we avoid the crowds. Then we get on a Hop-on Hop-offtrolley, which rides around the city. We do some shopping and go for a nice lunch. Then we see some of the sights of the city. On the second day, we take the 8.30 shuttle bus to the canoe club to join a canoe trip along the C&O canal. This canal is famous for its beautiful scenery, especially in autumn. The trip takes about three hours. In the afternoon, we visit the National Children’s Museum. The brochure says that this museum offers children a lot of fun activities where they can learn through playing.* |
| **4. Application (5’)**  ***a, Aims:*** Ss can know well aboutNew Zealand.  ***b, Contents***: Ss work in groups to give the information about New Zealand.  ***c, Outcome*:** Ss can give much information about New Zealand.  ***d, Organization*:** | |
| **+ Group work**  - Divide the class into two teams  - Give the information about New Zealand.  **-**  Each team answer the question which the teacher gives.  - Each right sentence gets a mark.  - The team with the highest marks wins. |  |

**3. Guides for homework (2’)**

- Retell the way to describe a trip: the name of the activity, the time they do it, and what it involves.

- Complete their writing.

- Prepare next lesson: Looking back - Project.

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| **Week 23 - Period 68**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 8: ENGLISH SPEAKING COUNTRIES**  **Lesson 7: Looking back and Project** |

**A. Objectives**

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

- Vocabulary: Related to the topic.

- Grammar: Present tenses, present simple for future

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

**3. Behavior:** Ss will be more responsible for and 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:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and lead to the lesson.  ***b, Contents***: Ss discuss if the statements are correct.  ***c, Outcome*:** Ss can find the true statements and correct the false statement.  ***d, Organization*:** | |
| - T uses part c*ommunication* to warm up.  - Ss work in groups. They discuss the statements and decide if they are true. If they are not, find the true answer.  T corrects | **Check your knowledge**  **\* Discuss if the statements are correct.**  Key:  1.Scottish men wear kilts.  2. The USA has the biggest population.  3. California is a state in the USA.  4.They live in Australia.  5. English and French. |
| **2. Practice (23’)**  ***a, Aims:*** Ss can review some words they have learnt and use present simple for the futureto do exercises.  ***b, Contents***:  + Match the words with the definitions  + Choose the best answer A, B, or C to complete the sentences  + Decide if the sentences have a present meaning (P) or a future meaning (F)  + Complete the sentences with the appropriate present tense of the verbs in brackets.  ***c, Outcome*:** Ss can do the vocabulary and grammar exercises correctly.  ***d, Organization*:** | |
| - T asks Ss complete this exercise independently.  - Ss complete this exercise independently  - T corrects their answers as a class.  - T asks Ss complete this exercise independently.  - Ss work individually. They can then double check with their partner.  - T confirms the correct answers.  - T asks to Ss complete this exercise independently.  - Ss complete this exercise independently  T check as a class.  - T asks Ss to read the sentences carefully and look for clues that help them decide which tense should be used for each blank.  - Ss complete the exercise independently and then exchange their answers.  - T asks Ss to write their answers on the board. Confirm the correct answers. | **1. Match the words with the definitions.**  Key:  1. c 2. e 3. f 4. b 5. d 6. a  **2. Choose the best answer A, B, or C to complete the sentences.**  Key:  1. C 2. A 3. C 4. B 5. B 6. A  **3. Decide if the sentences have a present meaning (P) or a future meaning (F).**  Key:  1. F 2. F 3. P 4. P 5. F  **4. Complete the sentences with the appropriate present tense of the verbs in brackets.**  Key:  1. faces 2. doesn’t set  3. has won 4. has done  5. is 6. are trying |
| **3.Application (15’)**  **Project: Explore us!**  ***a, Aims:*** Ss candesign a poster about interesting capital cities.  ***b, Contents***: Ss work in groups to design a poster about interesting capital cities.  ***c, Outcome*:** Ss can design their posters creatively and present their poster confidently.  ***d, Organization*:** | |
| T suggests the design for your poster.  - Divide Ss into 4 groups. Encourage them to think creatively and daringly. Tell them to keep in mind who this poster is for. These can help decide:  + which attractions you would include in your poster.  + what information about the attraction you would introduce.  + which picture you would use for your poster.  - Have Ss present their poster in the next lesson. When all the groups have given their presentations, the whole class can vote for the best. | **\*Project.**  **Explore us!** |

**3. Guides for homework (2’)**

- Complete the project.

- Prepare: Unit 9 – Getting started.

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| **Week 23 - Period 69**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 9: NATURAL DISASTERS**  **Lesson 1: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to get some information about natural disasters and know some expressions to response to the good and bad news. They will be able to do the tasks well.

- Vocabulary: lexical items related to the topic “Natural disasters”

- Grammar: the past perfect tense, passive voice.

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting the environment and prevent from natural disaster.

**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** | **The main contents** | |
| **1. Warm up (3’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***B, Contents***: Ss talk about natural disasters in Viet Nam individually.  ***C, Outcome*:** Ss can talk about many natural disasters in Viet Nam fluently.  ***D, Organization*:** | | |
| Ss have a small talk about natural disasters in Viet Nam. |  | |
| **2. Presentation (23’)**  ***a, Aims:*** Help students listen, read and do some exercises about the conversation.  ***b, Contents***:  + Ss study some vocabularies related to the topic. Then listen and read the conversation.  + Ss work individually to fill in the blank.  + Ss write the responses into the correct columns. Then listen, check and repeat.  + Ss work in pairs to match number to the letter.  ***c, Outcome*:** Ss can know some new words related to the topic and do some exercises related to the conversation well.  ***d, Organization*:** | | |
| - T: Ask some questions about picture.  + What are Duong and Nick talking about?  - Ss: Answer the questions  - T: Play the recording.  - Ss: Listen to the tape (twice) and then check the guessing.  - T: Give some new words  - Ss: Read in chorus and individually  And copy all the words.  - T asks the Ss to read the conversation again and do exercise individually. Ss do it.  - T asks them to compare their answers with their friends. Ss do it.  - T asks them to read the answers. Some Ss read, the others give comments.  - T checks and corrects. - Ss take notes.  - T introduces  - T asks the Ss to do exercise 2a.  - Ss do it in pairs.  - T asks them to compare their answers with their friends. Ss do it.  - T asks them to read the answers.  Some Ss read, the others give comments.  - T checks and corrects. Ss take notes.  - T asks the Ss to do 2b in groups of 4.  - Ss do it in groups of 4.  - T asks them to compare their answers with their friends. Ss do it.  - T asks them to read the answers. Some Ss read, the others give comments.  - T checks and corrects. Ss take notes. | | ***I-Listen and read***  Typhoon: bão  Tropical storm: bão nhiệt đới  Injured: bị thương  Debris: mảnh vụn  Rescue workers: nhân viên cứu hộ  Temporary accommodation: chỗ ở tạm  **a. Fill in the blank.**  1. tropical storm  2.injured  3. damage  4.trapped  5.medical supplies  6. temporary accommodation  **b. Responding to news**  1.Oh no!  2.That's a relief!  3.That's awful!  **2a. Write the responses into the correct columns. Then listen, check and repeat.**   |  |  | | --- | --- | | Responding to good news | Responding to bad news | | Wow! | Oh dear! | | That’s great! | That’s awful! | | That’s a relief! | How terrible! | | How wonderful! | Oh no! | | That’s awesome! | That’s shocking! |   **2b. Match number to the letter.**  1-b, 2-d, 3-f, 4-c, 5-a, 6-e |
| **3. Practice (7’)**  ***a, Aims:*** use the words related to the topic “natural disasters”.  ***b, Contents***: Ss work individually to match the words with the pictures  ***c, Outcome*:** Ss can do matching exercise well.  ***d, Organization*:** | | |
| - T asks the Ss to look at the pictures and do task 3 individually. Ss do it.  - T asks them to compare their answers with their friends. Ss do it.  - T asks some Ss to read their answers.  Some Ss read, the others give the comment.  - T checks and corrects. | **3. Match the words to the pictures**  1-c, 2-d, 3-f,4-b,5-g, 6-a,7-h,8-e | |
| **4. Application (10’)**  ***a, Aims:*** Ss talk about natural disasters in Viet Nam.  ***b, Contents***: Ss work in pairs to Ss talk about natural disasters in Viet Nam.  ***c, Outcome*:** Ss can Ss talk about natural disasters in Viet Nam well and fluently.  ***d, Organization*:** | | |
| - T asks the Ss to work in pairs to talk about natural disasters in Viet Nam.  - Ss do it.  - T asks some pairs to practice in front of the class.  - Ss do it. | **4. Work in pair.**  ***Example:***  **A:** Which are the most common natural disasters in Thanh Hoa?  **B:** Typhoons and floods.  **A:** How often do they happen there?  **B:** Typhoons happen there about three or four times a year, and floods about twice a year. | |

**3. Guides for homework (2’)**

- Talk about some natural disasters.

- Learn new words/ workbook: B1, 2, 3

- Prepare: A closer look 1

|  |  |
| --- | --- |
| **Week 24 - Period 70**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 9: NATURAL DISASTERS**  **Lesson 2: 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 “Natural disasters” and pronounce words in –logy and –graphy correctly in isolation and in context.

- Vocabulary: lexical items related to the topic “Natural disasters”

- Pronunciation: word stress with -logy and -graphy

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting the environment and prevent from natural disasters.

**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** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss write words about natural disasters.  ***c, Outcome*:** Ss can write many words about natural disasters.  ***d, Organization*:** | |
| - Asks Ss to write words about natural disasters.  - Ss work individually to write words. | Natural disasters  *Typhoon earthquake….* |
| **2. Presentation (20’)**  ***a, Aims:*** Help students use words to describe a natural disaster.  ***b, Contents***:  + Ss work in groups to fill each blank with a suitable verb in the correct form from the box below. Then listen and repeat.  + Ss work in pairs to match the verb in column A to the nouns in column B.  + Ss work individually to use the words in 2 to complete the sentences.  ***c, Outcome*:** Ss can know some vocabularies about natural disasters and do vocabulary exercises well.  ***d, Organization*:** | |
| - T asks the Ss to do task 1.  - Ss do it in groups.  - T asks them to compare their answers with their friends. Ss do it.  - T asks some Ss to read their answers.  - Some Ss read, the others give the comment.  - T checks and corrects.  - T asks the Ss to do task 2. Ss do it in pairs.  - T asks them to compare their answers with their friends. Ss do it.  - T asks some Ss to read their answers. Some Ss read, the others give the comment.  - T checks and corrects.  - T asks the Ss to do task 3. Ss do it.  - T asks them to compare their answers with their friends. Ss do it.  - T asks some Ss to read their answers.  Some Ss read, the others give the comment.  - T checks and corrects. | **Vocabulary**  **1. Fill each blank with a suitable verb in the correct form from the box below. Then listen and repeat.**  1**-** struck 2- erupted  3- shook  4-buried  **2. Match the verb in column A to the nouns in column B**  1. scatter debris  2. take shelter  3. evacuate the village  4. provide aid  5. put out the forest fire  **3. Use the words in 2 to complete the sentences.**  1. provide aid  2. put out the forest fire  3. take shelter  4. scatter debris  5. evacuate the village |
| **3. Practice (15’)**  ***a, Aims:*** Know more stress on the words ending “– logy” “- graphy”  ***b, Contents***:  + Ss work individually to listen and repeat the words.  + Ss work individually to mark the stress.  ***c, Outcome*:** Ss can know how to stress the words ending in -logy and -graphy and do pronunciation exercises well.  ***d, Organization*:** | |
| - T introduces stress on the words ending “ – logy” “- graphy” Ss listen and take notes.  - T asks the Ss to listen.  - Ss do it.  - T asks the Ss to listen and repeat.  - Ss listen and repeat.  - T asks the Ss to read the following sentences mark the stress.  - Ss do it.  - T asks them to compare with their answers.  - Ss do it.  - T asks some Ss to give the answers.  - Some Ss read, the others give comment.  - T checks and corrects. | **4. Listen and repeat these words.**  https://s.sachmem.com/public/images/TA8T2SHS/U9-L2-4-E-1.jpg  **5. Listen and repeat the words**  1. soci'ology  2. clima'tology  3. zo'ology  4. as'trology  5. bibli'ography  6. de'mography  **6. Read the following sentences mark the stress.**  1.We are studying the ge'ography of Asia.  2. I had a bi'ology lesson this afternoon.  3.They share a common interest in pho'tography.  4. A bi'ography is a book that tells the story of someone’s life, written by someone else.  5. Zo'ology is the scientific study of animals and their behavior. |
| **4. Application (5’)**  ***a, Aims:*** Ss can make sentences to use words to describe a natural disaster.  ***b, Contents***: Ss work individually to make sentences to use words to describe a natural disaster.  ***c, Outcome*:** Ss can make sentences to use words to describe a natural disaster correctly.  ***d, Organization*:** | |
| - T asks Ss to make sentences to use words to describe a natural disaster  - Ss make sentences to use words to describe a natural disaster  - T corrects and remarks | Eg: Yesterday, a terrible storm struck the rural area of Ha Giang province. |

**3. Guides for homework (2’)**

- Do exercise 3,4 in workbook.

- Talk about some natural disasters.

- Prepare: A closer look 2.

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| **Week 24 - Period 71**  *Date of planning: …../…../........*  *Date of teaching: …../..… /........* | **UNIT 9: NATURAL DISASTERS**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to review the passive voice. They will be able to use the past perfect correctly.

- Vocabulary: lexical items related to the topic “Natural disasters”

- Grammar: Passive voice, past perfect.

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

**3. Behavior:** Talk about a natural disaster, ask and answer questions about what to do when a natural disaster happens.

**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** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To warm up the class and lead in the lesson.  ***b, Contents***: Ss work individually to talk about natural disasters.  ***c, Outcome*:** Ss can talk about natural disasters well and confidently.  ***d, Organization*:** | |
| - Asks ss to talk about natural disasters.  - Ss do it. |  |
| **2. Presentation (10’)**  ***a, Aims:*** Help Ss review passive voice and know more about past perfect.  ***b, Contents***: Ss work individually to review passive voice and study past perfect.  ***c, Outcome*:** Ss can revise the passive voice and they can know how to use the past perfect.  ***d, Organization*:** | |
| - T asks the Ss to read and underline the passive voice.  - Ss do it.  - T introduces past perfect  - Ss listen and take notes. | **Grammar**  **1. Passive voice: review**  **1. Read the part “Getting started” and underline the passive voice sentences**  1. a few minor injuries were reported  2. Public buildings were destroyed or flooded.  **2. Past perfect**  https://s.sachmem.com/public/images/TA8T2SHS/U9-L3-Grammar.jpg |
| **3. Practice (25’)**  ***a, Aims:*** Help Ss to know how to do more about passive voice and past perfect.  ***b, Contents***:  + Ss work individually to complete the sentences.  + Ss work individually to rewrite the following sentences.  + Ss work individually to complete the sentences.  ***c, Outcome*:** Ss can do grammar exercises about passive voice and past perfect correctly.  ***d, Organization*:** | |
| - T asks the Ss to do task 2. Ss do it.  - T asks them to compare their answers with their friends. Ss do it.  - T asks some Ss to read their answers.  Some Ss read.  - T checks and corrects.  - T asks the Ss to do task 3. Ss do it.  - T asks them to compare their answers with their friends. Ss do it.  - T asks some Ss t read their answers. Some Ss read.  - T checks and corrects.  - T asks the Ss to do task 5. Ss do it.  - T asks them to compare their answers with their friends. Ss do it.  - T asks some Ss to read their answers.  Some Ss read.  - T checks and corrects. | **2. Complete the sentences**  1. was scattered  2.are built  3. were taken  4.will be predicted  5. will be delivered  **3. Rewrite the following sentences**  1. Food and blankets have been given out to homeless people  2.Ten people trapped in collapsed buildings have been freed so far  3.Was the whole village destroyed?  4.If the area is hit by the storm, a lot of damage will be caused.  5.A garden party is going to be organised to raise money for the victims of the flood.  **5. Complete the sentences**  1. had left/ erupted  2. arrived/ had stopped  3. had spent/ arrived  4. got/ hadn’t taken  5. found/ had bought |
| **4. Application (5’)**  ***a, Aims:*** Ss can interact in real situation.  ***b, Contents***: Ss work in pairs to ask and answer in real situation.  ***c, Outcome*:** Ss can do grammar exercises about passive voice and past perfect correctly.  ***d, Organization*:** | |
| - T asks the Ss to do task. Ss do it in pairs.  - T asks some pairs to practice in front of the class. Some pairs practice.  - T checks and corrects. | **Work in pairs**  ***Example:***  **A:** What had you learned to do by the time you started primary school?  **B:** By the time I started primary school,  I had learned how to ride a bike. |

**3. Guides for homework (2’)**

- Do the task in part Vocabulary & grammar in workbook.

- Prepare: Communication.

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| **Week 24 - Period 72**  *Date of planning: …./…../........*  *Date of teaching: …./ …../........* | **UNIT 9: NATURAL DISASTERS**  **Lesson 4: Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will have some general knowledge of natural disasters. They will be able to compare the natural disaster now and in the past.

- Vocabulary: lexical items related to the topic “Natural disasters”

- Grammar: Passive voice, past perfect.

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

**3. Behavior:** Talk about a natural disaster, ask and answer questions about what to do when a natural disaster happens.

**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** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To warm up the class and lead in the lesson.  ***b, Contents***: Ss work in groups to discuss the question and present in front of the class.  ***c, Outcome*:** Ss can present their ideas about how to prevent natural disasters with the help of modern technology well.  ***d, Organization*:** | |
| - Before Ss open their books, asks Ss to work in groups to discuss the question.  *? Can we prevent natural disasters with the help of modern technology?*  - Ss work in groups to do the task.  - T calls on some representatives from some groups to represent their ideas. Ss present their ideas.  - T leads in new lessons. | **Discussion:**  *Can we prevent natural disasters with the help of modern technology?* |
| **2. Presentation (8’)**  ***a, Aims:*** Listen to the radio programme on 4 Teen News.  ***b, Contents***: Ss learn some vocabularies, then listen and fill in the gaps.  ***c, Outcome*:** Ss can know some extra vocabulary related to the topic and do the listening exercise well.  ***d, Organization*:** | |
| - Present the vocabulary  - T asks the Ss to listen and do task 1. Ss do it.  - T asks them to compare their answers with their friends. Ss do it.  - T asks some Ss to read their answers.  Some Ss read, the others give comment. T checks and corrects. | **Extra vocabulary**  + climate change: thay đổi khí hậu  + victims: nạn nhân  + in charge: phụ trách  **1. Listen then fill in the gaps**  1. flooded  2. warming  3. used  4. unprepared  5. reminding |
| **3. Practice (20’)**  ***a, Aims:*** Ss can read the views on natural disasters and do related exercises.  ***b, Contents***: Ss work individually to read the listeners’ views and decide who they agree with and who they disagree with. Then they answer 2 questions and compare their answer with their partner.  ***c, Outcome*:** Ss can understand the views on natural disasters and answer the questions well.  ***d, Organization*:** | |
| - T asks the Ss to read. Ss read.  - T asks the Ss to decide who they agree with and who they disagree with. Ss do it.  - T asks them to answer the two questions.  - Ss answer.  - T asks them to compare their answers.  - Ss do it. | **2. Read the listeners’ views and decide who you agree with and who you disagree with.**  **3. Answer the two questions**  - Are there more natural disasters now than there were in the past? - Are we prepared to deal with natural disasters?  **4. Work in pairs** |
| **4. Application (10’)**  ***a, Aims:*** Ss can talk about views on natural disasters.  ***b, Contents***: Ss work individually to talk about views on natural disasters  ***c, Outcome*:** Ss can talk about views on natural disasters well.  ***d, Organization*:** | |
| - T asks Ss to talk about views on natural disasters  - Ss talk about views on natural disasters  - T corrects and remarks | **Eg:**  I don’t think we can prepare for natural disasters as nobody knows when or where they are going to strike. … |

**3. Guides for homework (2’)**

- Learn new words/ workbook: C. Speaking

- Prepare next lesson: Skills 1

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| **Week 25 - Period 73**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 9: NATURAL DISASTERS**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to read for general and specific information about how to prepare for a natural disaster and talk about natural disasters and ways to prepare for them.

- Vocabulary: lexical items related to the topic “Natural disasters”

- Grammar: Passive voice, past perfect.

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

**3. Behavior:** Talk about a natural disaster, ask and answer questions about what to do when a natural disaster happens.

**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 the questions well.  ***d, Organization*:** | |
| Before Ss open their books, ask the question: ‘*What can we do to prepare for a natural disaster?’*  *-* See if any Ss can come up with some ideas.  - Make notes on the board.  - As an option, this could be done in Vietnamese with T showing how to express these ideas in English.  - Now have Ss open their books. |  |
| **2. Presentation (17’)**  ***a, Aims:*** Read the information about natural disasters.  ***b, Contents***:  + Ss work individually to read and find out the meaning.  + Ss work individually to read the text again and answer the questions.  ***c, Outcome*:** Ss can understand the text about natural disasters and do reading exercises correctly.  ***d, Organization*:** | |
| - Ask Ss to scan the article to find where the words/phrases *wreak havoc, essential, destructive, guidelines,* and *emergency* are in the article.  - Ask if Ss know the meaning of the words/ phrases.  - If they do not, T may help Ss work out the meanings of these words from the article.  - T can also explain the words/ phrases.  - T may set a longer time limit for Ss to read the article 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.  - SS answer.  - T and other SS comment. | **I- READING**  **1. Read and find out the meaning.**  - *Wreak havoc*: do great damage or harm to sombody/ something. (tàn phá)  - *essential:* necessary. (cần thiết)  - *destructive*: causing major damage, from the verb *destroy. (có sức tàn phá)*  *- guidelines*: rules or instructions telling you how to do something, espescially something difficult. (hướng dẫn)  - *emergency:*  a suddenly serious and dangerous event or situation. (trường hợp khẩn cấp)  **2. Read the text again and answer the questions.**  1. Because they can wreak havoc across large areas and cause loss of life or damage to property.  2. Learn about the risks in your area and read the information about natural disasters on local government sites.  3. Enter all the emergency contact numbers in your mobile phone so you can call the rescue and emergency workers if necessary.  4.Your emergency supply kit should include food, water, medications, personal hygiene items, copies of personal documents and some money.  5.We need to know the evacuation routes and shelters. |
| **3. Practice (18’)**  ***a, Aims:*** Talk about natural disaster and what to do when it happens.  ***b, Contents***:  + Ss work individually to read the news reports (A-C) and match each one to the correct picture (1-3).  + Ss work in pairs to choose one of the reports in 3.a and role-play telling each other about the news.  + Ss work in groups to make a list of things to do before, during and after each of the disasters in your area.  ***c, Outcome*:** Ss can talk about natural disaster and what to do when it happens well.  ***d, Organization*:** | |
| - First, ask Ss to read each news report.  - T may help with the new vocabulary.  - Then ask Ss to match each news report to the correct picture.  - Have some Ss read out their answers before checking with the whole class.  - First, remind Ss of the responses they practised in **GETTING STARTED**, e.g., *That’s shocking!*; refer them back to this section if necessary.  - Now ask Ss to work in groups of three and role-play telling each other about one of the news reports in **3a**.  - T may go around and provide help.  - After finishing, T may call on some groups to do the role-play in front of the class.  - Ask Ss what disasters often happen in their area.  - Elicit the answers from Ss and choose two disasters that happen the most.  - Divide the class into two groups; each will discuss one disaster.  - Ss work in pairs within each group to discuss and write down what to do before, during and after this disaster.  - Move around the class to help Ss if necessary. | **II-SPEAKING**  **3a. Read the news reports (A-C) and match each one to the correct picture (1-3).**  Key :   |  |  |  | | --- | --- | --- | | 1. C | 2. B | 3. A |   **3b. Work in pairs. Choose one of the reports in 3.a. Role-play telling each other about the news.**  E.g.:  A: Did you watch the news last nigh  B: No, I didn’t. What’s happened?  A: There was a powerful earthquake  B: That’s shocking! Where was it?  A: It was in the North East of Japan.  B: When did it happen?  A: It happened at 4 last Monday.  ……  **4a. Make a list of things to do before, during and after each of the disasters in your area. You can read the article in 1 again for ideas.** |
| **4. Application (5’)**  ***a, Aims:*** Ss can interact in real situation.  ***b, Contents***: Ss work in groups to discuss what they should do to prepare for a disaster in their area.  ***c, Outcome*:** Ss can talk about how to prepare for a disaster in their area well.  ***d, Organization*:** | |
| T asks the Ss to do task  Ss do it in groups.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects. | **\* Discuss what you should do**  **A:** What should you do to prepare for floods in your area?  **B:** First, I’ll make sure I have a disaster plan...  **A:** What should you do during a flood?  **B:** During a flood, I should try to get to higher ground as quickly as possible. |

**3. Guides for homework (2’)**

- Do exercise part reading.

- Prepare new lesson: Skills 2

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| **Week 25 – Period 74**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 9: NATURAL DISASTERS**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to listen for specific information about a natural disaster. They will be able to write a news report on a natural disaster.

- Vocabulary: lexical items related to the topic “Natural disasters”

- Grammar: Passive voice, past perfect.

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

**3. Behavior:** Talk about a natural disaster, ask and answer questions about what to do when a natural disaster happens.

**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 help Ss to pay attention in the lesson.  ***b, Contents***: Ss work individually to talk about natural disasters.  ***c, Outcome*:** Ss can talk about natural disasters well.  ***d, Organization*:** | |
| T asks the Ss to talk about natural disasters.  Ss do it. |  |
| **2. Presentation (15’)**  ***a, Aims:*** Help Ss listen for specific information about natural disasters.  ***b, Contents***:  + Ss work individually to listen to the new report and correct the following statements.  + Ss work individually to listen again and complete the date chart.  ***c, Outcome*:** Ss can listen for specific information about natural disasters and do listening exercises well.  ***d, Organization*:** | |
| T explains the exercise.  Ss explain.  T asks them to listen to the new report and correct the following statements.  Ss do it.  T asks them to compare with their answers.  Ss compare.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects.  T explains the exercise.  Ss explain.  T asks them to listen again and complete the date chart.  Ss do it.  T asks them to compare with their answers.  Ss compare.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects. | **1. Listen to the new report and correct the following statements.**  1. A typhoon hit Nghe An Province last night.  2.Dozens of people were seriously injured in the storm.  3.There was extensive damage to property in Cua Lo, a coastal town in Nghe An.  4.The storm had already weakened when rescue workers arrived in the area.  5.According to the weather bureau, heavy rain will continue over the next few days.  **2. Listen again and complete the date chart.**  1. winds  2. homeless  3. damage  4. flood  5. debris  6. accommodation |
| **3. Practice (20’)**  ***a, Aims:*** Help Ss write about causes and effects of one pollution type.  ***b, Contents***:  + Ss work individually to make note about the natural disaster  + Ss work individually to use their note in three to write a news report.  + Ss work in pairs to swap news reports with a partner.  ***c, Outcome*:** Ss can listen for specific information about natural disasters and do listening exercises well.  ***d, Organization*:** | |
| - Ask Ss to make notes about a natural disaster they or one of their family members have experienced in the given table.  - 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 may ask some more able Ss to read out their notes to the whole class | **3. Have you or one of your family members experienced a natural disaster? Make notes about it in the table below. Alternatively, you can write about a natural disaster you have** |
| |  |  | | --- | --- | | Types of natural disaster | Earthquake and tsunami | | What is this disaster? | An earthquake with a magnitude of 9.0 richter and serve waves of forty meters in height. | | When and Where did the disaster occur | It happened in 2011 in Tohoku, Japan | | What are the effects | 15 889 died, 6152 injured, 2 601 missing.  More than 1000000 buildings damaged  Appropximate damage: 235 billion dollars. | | What has been done to help the victims? | Food, medical supply, accommodation |   **Example:** | |
| **-** Set up the writing activity.  - Remind Ss that first and most important thing is always to think about what they are going to write.  - In this case, Ss can use the chart in **3** as a model for their report.  - T may still need to provide some help with the language necessary for writing.  - Ask Ss to write a draft report first.  - Then have them write their final version in class or at home, depending on time allowed.  - If they write in class, they can also do it in pairs or groups.  - T may display all or some of the reports on the wall/ board and invite other Ss to give comments.  - Ss edit and revise their reports as homework.  - Note that the audio script provides a good model of a news report.  - This structure can be used to write another news report.  - Write the news report in the notebooks. | **4a. Use your notes in 3 to write a new report.**  **4b. Swap new reports with a partner and review each other’s drafts. Make revisions and corrections if necessary. Then present your final news report to the class.**  ***Suggested writing***  *On March 11th, 2011, a disaster happened to Japanese people. A serious compound disaster stuck Japan. An earthquake with a magnitude of 9.0 Richter hit Tohoku, Japan. A distronous tsunami followed the earthquake in only a short time. It caused terrible damages to Japan. According to the weather bureau of Japan, 15 889 people died in this disaster. 6152 people were badly injured and 2601 people went missing. The damage to human life and property was huge. The city was destroyed by this compound disaster. Approximately 235 billion dollars was lost due to this disaster. The government tried their best to support the victims. They provide food, medical supply, temporary accommodation and other helps.* |
| **4. Application (5’)**  ***a, Aims:*** Ss can talk about a natural disaster.  ***b, Contents***: Ss work in groups to talk about a natural disaster in their area.  ***c, Outcome*:** Ss can talk about a natural disaster in their area well.  ***d, Organization*:** | |
| T asks Ss to talk about a natural disaster in their area.  Ss talk about a natural disaster in their area.  T corrects and gives comments. |  |

**3. Guides for homework (2’)**

- Do exercise in speaking in workbook.

- Prepare Looking back and project.

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| **Week 25 - Period 75**  *Date of planning: …./…../........*  *Date of teaching: …./…. /........* | **UNIT 9: NATURAL DISASTERS**  **Lesson 7: Looking back and Project** |

**A. Objectives**

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

- Vocabulary: lexical items related to the topic “Natural disasters”

- Grammar: Passive voice, past perfect.

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

**3. Behavior:** Talk about a natural disaster, ask and answer questions about what to do when a natural disaster happens.

**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 help Ss to pay attention in the lesson.  ***b, Contents***: Ss work individually to talk about some natural disasters.  ***c, Outcome*:** Ss can talk about some natural disasters well.  ***d, Organization*:** | |
| T asks the Ss to talk about some natural disasters.  Ss do it. | Flood |
| **2. Vocabulary (10’)**  ***a, Aims:*** Help Ss review vocabulary related to natural disasters.  ***b, Contents***:  + Ss work individually to match the words (1-6) to their definitions (A-F).  + Ss work individually to use the words form the box in the correct form to complete the sentences.  ***c, Outcome*:** Ss can review vocabulary related to natural disasters and do vocabulary exercises correctly.  ***d, Organization*:** | |
| - Have Ss work independently.  - Then they can check their answers with a partner before discussing the answers as a class.  - However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.  - Have Ss work independently.  - Then they can check their answers with a partner before discussing the answers as a class.  - However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment. | **I. Vocabulary**  **1. Match the words (1-6) to their definitions (A-F).**  ***Key:***   |  |  |  | | --- | --- | --- | | 1. C | 2. F | 3. D | | 4. B | 5. A | 6. E |   **2. Use the words form the box in the correct form to complete the sentences.**  ***Key:***  1. evacuated 2. Put out  3. take 4. Provided  5. scattered |
| **3. Grammar (18’)**  ***a, Aims:*** Help Ss review passive and past perfect.  ***b, Contents***:  + Ss work individually to decide which of the sentences can be changed to passive voice. Write them down. Explain why two of them cannot.  + Ss work in groups to match the two parts to make complete sentences.  + Ss work in groups to imagine five bad things that happened to them yesterday, and write them down. Then add time clause to your sentences.  ***c, Outcome*:** Ss can review passive and past perfect and do grammar exercises correctly.  ***d, Organization*:** | |
| T explains the lesson.  Ss listen.  T asks them to do the exercise 3.  Ss do it.  T asks some Ss to write at the board.  Ss do it, the others give comment.  T checks and corrects.  T asks the Ss to do exercise 4.  Ss do it in groups  T asks them to read the answers.  Ss do it.  T: Checks and corrects.  T asks the Ss to imagine five bad things that happened to them yesterday, and write them down.  Ss do it.  T explains the exercise.  Ss listen.  T asks them to work in group. Add time clause to their sentences.  Ss do it.  T asks some Ss to read their answers.  Ss do it.  T checks and corrects. | **II- Grammar**  **3. Decide which of the sentences can be changed to passive voice. Write them down. Explain why two of them cannot.**  1. The tickets will be collected (by Mr. Smith).  2. A play was put on (by the students) at the end of term.  3. The sentence cannot be written in the passive because its main verb *is* is not a transitive verb.  4. The message was taken (by Julie).  5. The picture as painted by a local artist.  6. The sentence cannot be written in the passive because its main verb *arrive* is 3 not a transitive verb.  **4. Match the two parts to make complete sentences.**  1. d 2. F 3. A 4. B 5. C 6. E  **5a. Imagine five bad things that happened to you yesterday, and write them down.**  ***Example:***  - Someone stole my bike.  - My sister broke my computer.  ........  **5b. Work in group. Add time clause to your sentences.**  - When I woke up yesterday morning, somebody had stolen my bike.  - When I got home yesterday, my sister had broken my computer. |
| **4. Communication (5’)**  ***a, Aims:*** Help Ss use expression to react to the news of the tropical storm.  ***b, Contents***: Ss work in pairs to read the new headlines and use the expression from the box in Getting started to respond them.  ***c, Outcome*:** Ss can use expression to react to the news of the tropical storm correctly.  ***d, Organization*:** | |
| T asks explains the exercise.  Ss listen.  T read the example.  Ss listen.  T asks them to do the exercise in pairs.  Ss do it.  T: Asks some pairs practice.  Some pairs practice.  T checks and corrects. | **6. Read the new headlines. In pairs, use the expression from the box in Getting started to respond them.**  ***Example:*** **A:** It says here that a six-year-old girl was rescued from a forest fire by her pet dog.  **B:** Wow! That’s amazing! |
| **5. Project (7’)**  ***a, Aims:*** Help Ss know more activities to provide aid for victims of natural disasters.  ***b, Contents***: Ss work in groups to do the project at home.  ***c, Outcome*:** Ss can know how to finish their project at home.  ***d, Organization*:** | |
| 1. Ask Ss to look at the pictures and use the phrases they have learnt in Unit 9 to describe each picture. Then allow them to share answers before checking with the whole class.  2. Ask Ss to work in groups discussing how to work out a plan to help the victims of a natural disaster for their teams. Remind them to write their plan on a large piece of paper. If there is enough time, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework if they need more time.  3. When Ss have finished their plans, T asks them to display their plans on the wall/ board. Have the groups move around and read the plans and then vote for the best plan. | **Project – A helping hand**  ***Suggested key:***  1. providing (food/ medical...) supplies  2. clearing up debris  3. freeing trapped people  4. setting up temporary accommodation (for the victims of a disaster)  5. repairing houses/ buildings  6. evacuating the village/ town ... to a safe place/ area |

**3. Guides for homework (2’)**

- Finish project at home.

- Prepare Unit 10 – Getting started.

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

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to understand the conversation between Phuc and Nick and do the task well. They will be able to know more ways of communication.

- Vocabulary: lexical items related to communication

- Grammar: Future continuous, verbs + to-infinitive

**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 and choose the right ways of communication for 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 attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss work in groups to discuss about advantages and disadvantages of mobile phone.  ***c, Outcome*:** Ss can about advantages and disadvantages of mobile phone well.  ***d, Organization*:** | |
| T asks Ss to discuss about advantages and disadvantages.  Ss discuss about advantages and disadvantages | **\*Chatting.**  - call  - take message  - send email  - video chatting  - ........ |
| **2. Presentation (20’)**  ***a, Aims:*** Help students listen, read and do some exercises about the conversation.  ***b, Contents***:  + Ss work individually to look at the pictures and answer the questions.  + Ss work in pairs to listen and read.  + Ss work individually to find words or phrases in the conversation that mean.  + Ss work individually to decide if the statements are true (T) or false (F).  + Ss work in pairs to discuss the questions.  ***c, Outcome*:** Ss can understand the conversation and do related exercises well.  ***d, Organization*:** | |
| T asks Ss to look at the pictures and answer the questions.  *- What are they doing?*  *- What do you think Phuc and Nick are talking about on the phone?*  *- Where are Mai and Phuc in the fi rst picture? What are they doing there?*  *- Where is Nick in the second picture?*  *- What is he doing there?*  *- What is it in the third picture? What does it mean?*  *- What is a possible connection between pictures 1, 2 and 3?*  Ss answer the questions  T introduces the contents of conversation.  T lets Ss listen to the tape. (twice)  - T asks Ss to underline the future continuous and retell the form and the use quickly.  T explains the use of V + to-infi  T asks Ss do exercise a.  Ss do exercise individually and share the answer with the partner.  T corrects the mistakes  T asks Ss do exercise b.  Ss do exercise individually and share the answer with the partner.  T corrects the mistakes  T asks Ss do exercise c.  Ss do exercise pairs and share the answer with the partner.  T corrects the mistakes | **1. Listen and read.**  **\* Future continuous**  I’ll be having my Vietnamese class  I’ll need to take the bus  We tried to call you  **a. Find words or phrases in the conversation that mean:**  Key:  1. wait for ages  2. show up  3. get through  4. ‘My battery was flat.’  5. ‘Are you kidding?’  6. ‘We can try again.’  **b. Decide if the statements are true (T) or false (F).**  Key: 1. T 2.T 3. F (Nick was waiting outside the wrong cinema.) 4. T 5. T 6. T  **c. Why couldn’t Phuc, Mai, and Nick see the film together as was their plan? What was the problem? Was it only because of Nick’s mobile phone?**  **Key:** They couldn’t see the film together because Nick went to the wrong cinema. They didn’t communicate clearly the name and address of the cinema beforehand. Then they were not able to contact each other because the battery of Nick’s mobile phone was flat. |
| **3. Practice (15’)**  ***a, Aims:*** Ss can know some vocabulary related to the topic and use ways of communication.  ***b, Contents***:  + Ss work individually to match the words/ phrases with the photos about ways of communication. Then listen to check their answers.  + Ss work individually fill the gaps with the correct form of the words/ phrases from the box in 2.  ***c, Outcome*:** Ss can know some vocabulary related to the topic and use ways of communication well.  ***d, Organization*:** | |
| T asks Ss do exercise 2)  Ss do exercise individually and share the answer with the partner. Then listen to check the answer.  T asks Ss do exercise 3  Ss do exercise individually and share the answer with the partner.  T corrects the mistakes and explain for both T and F options. | **2. Match the words/ phrases with the photos about ways of communication. Then listen to check your answers.**  Key:  1. having a video conference  2. emailing  3. video chatting  4. meeting face-to-face (F2F)  5. using social media  6. using telepathy  7. sending letters (snail mail)  **3. Fill the gaps with the correct form of the words/ phrases from the box in 2.**  Key:  1. Using social media  2. meet face-to-face  3. emailing; sending letters/ snail mail  4. Using telepathy  5. video chatting  6. have a video conference |
| **4. Application (5’)**  ***a, Aims:*** Ss can find morecommunication ways.  ***b, Contents***: Ss work in groups to write down as many different ways they have communicated.  ***c, Outcome*:** Ss can write down as many different ways they have communicated.  ***d, Organization*:** | |
| Ss work in groups to write down as many different ways they have communicated. The person with the most ideas is the winner. Alternatively, this can be a competition between groups where they collect information from each member and collate it to find the winning group with the most communication ways. | **Eg:**  meet face-to-face , |

**3. Guides for homework (2’)**

- Make a list about ways of communication.

- Prepare: A closer look 1.

- Write 10 ways of communication and give actions for each the way.

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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 able to review the language they learnt in units 7, 8 and 9.

- Vocabulary: Review the vocabulary they have learnt in unit 7, 8, 9.

- Grammar: Conditional sentence type 1, 2; present tenses; passive voice, past perfect.

**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:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1. Pronunciation (5’)**  ***a, Aims:*** Help Ssreview the rules of stress in words ending in -ic, -al, -ee, -ese, -logy, and -graphy.  ***b, Contents***: Ss work individually to mark the stress on the correct syllables in the words. Then listen and repeat.  ***c, Outcome*:** Ss can review the rules of stress in words ending in -ic, -al, -ee, -ese, -logy, and -graphy and do pronunciation exercise correctly.  ***d, Organization*:** | |
| - Review the rules of stress in words ending in -ic, -al, -ee, -ese, -logy, and -graphy with Ss as a class.  - Have Ss then mark the stress independently  - Play the recording. Ss listen and correct their answers.  - Confirm their answers.  - Ss listen again and repeat, in chorus and individually. | **1. Mark the stress on the correct syllables in the words. Then listen and repeat.**  **Key:**  Nepa'lese, 'musical, pho'tography, ath'letic, tech'nology, refe'ree, eco'nomic, bi'ology Japa'nese, ge'ography, 'physical, exami'nee |
| **2. Vocabulary (10’)**  ***a, Aims:*** Help Ss reviewthe vocabularies they have learnt in unit 7, 8, 9  ***b, Contents***:  + Ss work individually to complete each sentence with the suitable form of the word provided.  + Ss work individually to match the definitions with their words.  ***c, Outcome*:** Ss can reviewthe vocabularies they have learnt in unit 7, 8, 9 and do vocabulary exercises correctly.  ***d, Organization*:** | |
| - Ask Ss to read the sentences and decide what kind of word is needed for each sentence (a noun? a verb? an adjective?...).  - Elicit their answers.  - Let Ss do the exercise independently.  - Ss can then share their answers with a partner.  - Check and write the answers on the board.  - Ask Ss to do this exercise individually.  - Check Ss’ answers and write the correct ones on the board. | **2. Complete each sentence with the suitable form of the word provided.**  Key:  1. predict  2. Iconic  3. natural  4. culture  5. flooded  6. polluted  **3. Match the definitions with their words.**  Key: 1. c 2. a 3. f 4. b 5. d 6. e |
| **3. Grammar (25’)**  ***a, Aims:*** Help Ss reviewConditional sentence type 1, 2; present tenses; passive voice, past perfect.  ***b, Contents***:  + Ss work individually to choose the correct answer A, B, C, or D to complete the sentences.  + Ss work individually to use the verbs in brackets in the correct form to complete the conditional sentences.  + Ss work in pairs to choose the correct voice to complete the sentences.  + Ss work in pairs to match the sentences in A with replies in B.  ***c, Outcome*:** Ss can reviewConditional sentence type 1, 2; present tenses; passive voice, past perfect and do grammar exercises correctly.  ***d, Organization*:** | |
| - This exercise revises the use of present tenses, conditionals, and passive voice. Have a brief revision if necessary. Then have Ss do it individually. Ss exchange their answers and discuss if there is any difference in their answers.  - Check and explain each answer.  - Have Ss read and decide which type of conditional is used in each sentence. Elicit their answers.  - Then let Ss do this exercise independently.  - Check and write the correct answers on the board.  - Ask Ss to look at the subjects and the verbs to decide if an active or a passive is needed. Have them do the exercise in pairs.  - Check and write the correct answers on the board.  **d. Everyday English.**  - Have Ss do this exercise in pairs.  - Correct their answers and ask some pairs to act out the mini dialogues. | **\*Grammar.**  **4. Choose the correct answer A, B, C, or D to complete the sentences.**  Key: 1. A 2. B 3. C 4. A 5. C 6. B  **5. Use the verbs in brackets in the correct form to complete the conditional sentences.**  Key:  1. get; will grow  2. was/ were; would not have to work  3. could choose; would go  4. don’t act; will lose  5. was/ were; would be  6.used; would be  **6. Choose the correct voice to complete the sentences.**  Key:  1. have been sent  2. organised  3. is made up  4. is caused  5. was chosen  6. have replaced  **\*Everyday English.**  **7. Match the sentences in A with replies in B**  Key: 1. e 2. a 3. g 4. b 5. d 6. f |

**3. Guides for homework (5’)**

**\* Rewrite the following sentences as the same meaning.**

*1. David had gone home before we arrived.*

*- After ……………………………*

*2. We had lunch then we took a look around the shops.*

*- Before…………………………*

*3. The light had gone out before we got out of the office.*

*- When………………………………*

*4. Bill will invite Ann to the party.*

*- Ann……………………………..*

*5. Do you wash the dishes everyday?*

*- Are………………………?*

***\* Keys***

*1. After David had gone home, we arrived.*

*2. Before we took a look around the shops, we had lunch.*

*3. When the light had gone out, we got out of the office.*

*4. Ann will be invited to the party by Bill.*

*5. Are the dishes washed everyday?*

- Do the exercises in workbook.

- Prepare next lesson: Review 3 - Skills.

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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 able to revise the skills they learnt in units 7, 8 and 9.

- Vocabulary: Review the vocabulary they have learnt in unit 7, 8, 9.

- Grammar: Conditional sentence type 1, 2; present tenses; passive voice, past perfect.

**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 (4’)**   ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***B, Contents***: Ss work individually to make sentences using conditional sentence type 1 and 2, passive voice and past perfect tense.  ***c, Outcome*:** Ss can reviewsome grammar they have learnt so far and make sentences correctly.  ***d, Organization*:** | |
| - Asks Ss to make sentences using:  + conditional sentence type 1 and 2.  + Passive voice  + Past perfect tense  - T comments. |  |
| **2. Reading (7’)**  ***a, Aims:*** Help students review reading skill.  ***b, Contents***: Ss work individually to read the text and choose the correct answer.  ***c, Outcome*:** Ss can do reading exercise correctly.  ***d, Organization*:** | |
| - T explains some difficult words.  **-** Ss read the text and answer the questions independently.  - Ss compare their answers with a partner before giving them to T.  - Have Ss explain where they got the answers from in the text. | **I- Reading**  **1. Read the text and choose the correct answer A, B, C, or D for each question.**  ***Key***   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. B | 2. D | 3.A | 4. B | 5.C | |
| **3. Speaking (10’)**  ***a, Aims:*** Help students review speaking skill.  ***b, Contents***: Ss work in pairs to choose one of the topics and make a short conversation.  ***c, Outcome*:** Ss can do speaking exercise correctly.  ***d, Organization*:** | |
| - The focus of this speaking exercise is on fluently.  - Let Ss work in pairs to choose their topic and think about their questions and answers.  - Remind them to use expressions they have learnt from the conversations in **GETTING STARTED** to respond in a natural way to what they hear.  - They then ractice between themselves.  - Ss in pairs act out their conversations in front of the class. | **II. Speaking**  **2. Work in pairs. Choose one of the topics and make a short conversation.**  ***Example:***  *Topic: The most serious type of pollution in your area.*  A: What is the most serious type of pollution in your area?  B: Visual pollution.  A: Can you give an example?  B: Sure. People stick advertisements on walls.  A: Can you do anything to reduce it?  B: Not much. Once we tear of one advertisement, there will be more of them.  A: Oh! That’s terrible! |
| **4. Listening (7’)**  ***a, Aims:*** Help students reviewlistening skill.  ***b, Contents***: Ss work individually to listen and decide if the sentences are true (T) or false (F).  ***c, Outcome*:** Ss can do listening exercise correctly.  ***d, Organization*:** | |
| - Ask Ss to read the statements carefully first and guess they are T or F.  - T then plays the recording.  - Ss listen and decide if the statements are true or false.  - Write Ss’ answers on the board.  - Don’t confirm their answers at this stage.  - Have Ss listen again and check their own answers.  - Correct their answers. | **III. Listening**  **3. Listen to Nguyen talking with his friend Phong, who has just come back from a visit to Singapore and decide if the sentences are true (T) or false (F).**  ***Key:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 1. T | 2. T | 3. F | 4. F | 5. F | 6. T | |
| **5. Writing (15’)**  ***a, Aims:*** Help students review writing skill.  ***b, Contents***: Ss work individually to listen and decide if the sentences are true (T) or false (F).  ***c, Outcome*:** Ss can do writing exercise correctly.  ***d, Organization*:** | |
| *-* First, have Ss read to understand the schedule of the Fight Pollution Day.  - They then choose the activity they would like their friend to participate in and write to him/ her to introduce it.  - Remind Ss that they can use the present simple to talk about practical aspects of an event in the future.  - For example:  *The event takes place on Saturday, 4 April.*  *The event starts at 8.30 and finishes at 12.00.*  *We pick up trash and sort it for recycling.*  - T can call on a student to write his/ her letter on the board.  - Other Ss and T comment on it.  - Ss then refer back to their own work and see if they want to make any changes. | **4. The school is organising FIGHT POLLUTION DAY to raise students’ awareness of the dangers of pollution. Choose one activity you would like your friend to participate in and write to him/ her introducing it.**  **Suggested writing**  *Dear Lan,*  *My school is organizing Fight Pollution Day to raise awareness among students in order to make the environment cleaner. I love this activity very much and I’d like to join. There are four main activities: Community work, Poster Designing, Greenisation and Talks. I am going to take part in Poster Designing because I am creative and good at drawing. Would you like to join in this activity with me? I think this activity will fascinate you and you won’t regret it. This activity take place at the school library on the 4th of April and last for a whole day. We will also take pictures of the polluted places in the neighborhood to illustrate our posters. Then we will design posters to warn people of dangers of pollution and call for actions to protect the environment. Do you think it’s important and helpful? Let’s join in.*  *Write to me soon.*  *Love*  *Thu* |

**3. Guides for homework (2’)**

- Undo all the exercises.

- Finish their writing.

- Prepare next lesson: Review 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 circle the best answer.

- Listen and complete.

***\** Grammar - Vocabulary**:

- Choose the best answer to complete the sentences.

\* **Reading:** - Read the notice and match to its meaning.

- Read the passage and choose the best answer.

\* **Writing**:

- Write a new sentence so that it has the same meaning as the first one.

- Write about a natural disaster you know.

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

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

**B. Teaching aids:**

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

**2. Students**: Notebooks, pens…

**C. Procedures:**

**1. Matrix table**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Chủ đề** | **Nhận biết** | | **Thông hiểu** | | **Vận dụng** | | | | **Cộng** |
| **Thấp** | | **Cao** | |
| TNKQ | TL | TNKQ | TL | TNKQ | TL | TNKQ | TL |
| **A. Listening** | Listen and tick √ the correct picture. | | - Listen and write the correct answer | |  | |  | |  |
| Số câu hỏi | 5 |  |  | 5 |  |  |  |  | ***10*** |
| Số điểm | 1 |  |  | 1 |  |  |  |  | ***2*** |
| **B. Language focus** | *Choose the best answer to complete each following sentence.* | | | |  | |  | |  |
| - Conditional sentence type 1 and 2  - Because/ so  - Present simple with future meaning  - Passive voice  - Past perfect | | | |  | |  | |  |
| Số câu hỏi | 5 |  | 5 |  |  |  |  |  | ***10*** |
| Số điểm | 1 |  | 1 |  |  |  |  |  | ***2*** |
| **C. Reading** | I. Read the sentences 1-5 and match with the information in the notices A-H. | | | | | | | |  |
| Số câu hỏi |  |  |  | 5 |  |  |  |  | ***5*** |
| Số điểm |  |  |  | 1,5 |  |  |  |  | ***1,5*** |
|  | II.Read the passage and circle A,B or C to complete the sentences. | | | | | | | |  |
| Số câu hỏi | 2 |  | 3 |  |  |  |  |  | ***5*** |
| Số điểm | 0,6 |  | 0,9 |  |  |  |  |  | ***1,5*** |
| **D. Writing** | I. Rewrite the following sentences, using given words | | | | | | | |  |
| Số câu hỏi |  |  |  |  | 5 |  |  |  | ***5*** |
| Số điểm |  |  |  |  | 1,5 |  |  |  | ***1,5*** |
|  | II*.* Write a paragraph about a natural disaster you know. | | | | | | | |  |
|  |  |  |  |  |  |  | > 5 |  | ***5*** |
|  |  |  |  |  |  |  | 1,5 |  | ***1,5*** |
| ***TS câu hỏi*** | **12** | | **18** | | **5 5** | | | | **40** |
| ***TS điểm***  ***Tỉ lệ %*** | **2,6**  **26%** | | **4,4**  **44%** | | **1,51,5 30%** | | | | **10** |

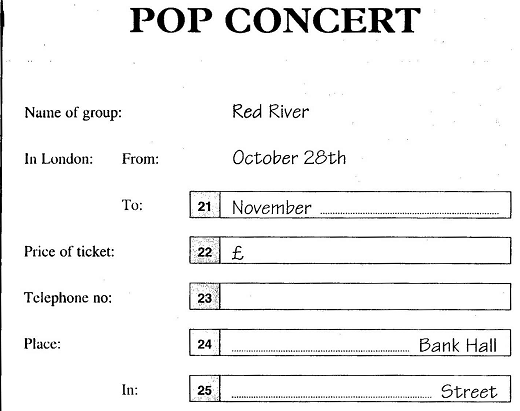
**2. Contents:**

**A- Listening**

**I. Listen and choose the correct answer. (1 pt)**

|  |  |
| --- | --- |
| 1. Where did Gary start his new job?    2. What time does the film start?    3. What was the weather like on Saturday? | 4. Which motorway will they take?    5. Which book does Lorna want? |

**II. Listen and complete. (1 pt)**



**B. Vocabulary-Grammar-Language function.**

**Choose the correct answer A, B or C. (2 pts)**

**1.** The plane \_\_\_\_\_\_\_\_\_\_\_off at 5.00 tomorrow morning.

A. takes B. will take C. has taken

2. Water \_\_\_\_\_\_\_\_\_\_in the lake has made the fish die.

A. pollution B. pollute C. polluted

3. If the factory continues dumping poison into the lake, all the fish and other aquatic animals \_\_\_\_\_\_\_\_\_\_\_\_.

A. die B. could die C. will die

4. If we \_\_\_\_\_\_\_\_\_\_\_water carefully, more people will have fresh water.

A. will use B. would use C. use

5. If the air wasn’tdirty, I \_\_\_\_\_\_\_\_\_\_\_so much.

A. wouldn’t sneeze B. sneeze C. would sneeze

6. When I woke up this morning, all members of my family \_\_\_\_\_\_\_\_\_\_\_to work.

A. went B. have gone C. had gone

7. Food and medical supplies \_\_\_\_\_\_\_\_\_\_\_to the victims of the flood.

A. have sent B. have been sent C. sent

8. Rescue workers are still trying to \_\_\_\_\_\_\_\_\_\_\_the forest fires.

A. put out B. take C. provide

9. A: Hundreds of homes were damaged in Haiti by tornado.

B: \_\_\_\_\_\_\_\_\_\_\_

A. That’s amazing B. That’s awful C. That’s a relief

10. English is an \_\_\_\_\_\_\_\_\_\_\_in countries like India, Malaysia and Singapore.

A. official language B. native speakers C. accents

**C. READING**

**I. Which notice says this? (1.5 pts)**

|  |  |
| --- | --- |
| 1. You must not play football here. | A. |
| 2. You can study here soon. | B. |
| 3. You can sleep here. | C. |
| 4. Not all drivers can park here. | D. |
| 5. We are only open in the morning. | E. |
|  | F. |

**II. Read the passage and choose the correct answer. (1.5 pt)**

**Alaska**

Alaska is perhaps the most amazing state in the USA. It has coastlines facing both the Arctic Ocean and the Pacific Ocean. This state has an incredible three million lakes. That’s four lakes per person living there.

Many cities in Alaska cannot be reached by road, sea or river. The only way to get in and out is by air, on foot or by doglsled. That’s why Alaska has the busiest sea airport in the world, Lake Hood Seaplane Base. Nearly two hundred floatplanes take off and land on the water of this airport every day. It’s really a fun scene to watch.

Alaska is called the Land of the Midnight Sun because in summer, the sun does not set for nearly three months. But in winter the sun stays almost unseen.

All Alaskans take special pride in their beautiful and unique state.

1. Alaska ……….

A. is another name for the USA.

B. is an island in the Pacific Ocean.

C. has coastlines facing both the Pacific and the Arctic Oceans.

2. Which statement below is **NOT** correct?

A. In Alaska, the number of lakes is bigger than that of people.

B. There is one lake for each person living there.

C. Alaska has an incredibly high number of lakes.

3. Which method below can always be used to reach a place in Alaska?

A. by air B. by road C. by river

4. In Alaska we can always see the sun………..

A. in winter B. in summer C. every month of the year

5. Where do floatplanes take off and land?

A. in the USA B. Lake Hood Seaplane Base C. the Pacific Ocean

**D. WRITING (3.0 pts)**

**I. Rewrite the second sentence so that it has the same meaning as the first one (1.5 pts).**

1. They have delivered food and medical supplies to homeless people.

Food and medical supplies ………………………………………………..

2. The water is polluted, so the fish are dead.

Because ……………………………………………………………………..

3. I’m not you, but I think you should recycle these plastic bags.

If I ………………………………………………………………………….

4. Do more exercise and you will be healthier.

If you……………………………………………………………………….

5. They took residents of flooded villages to a safe place last night.

Residents of flooded villages ……………………………………………….

**II. Write a paragraph about a natural disaster you know. (1.5 pts)**

Suggestion:

- What type of natural disaster is it?

- When and where did it happen?

- What are the effects of this disaster?

- What has been done to help the victims of the disaster?

**III. Key and points**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Key** | **Point** |
| **LISTENING**  **(2 pts)** | **I.**  1 – C 2 – A 3 – B 4 – B 5 - A  **II.**  1. 2nd 2. 37 3. 2830065  4. south 5. Trinity | 0.2 pt for each |
| **VOCABULARY – GRAMMAR**  **- LANGUAGE FUNCTION**  **(2 pts)** | |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. A  2. A | 3. C  4. C | 5. A  6. C | 7. B  8. A | 9. B  10. A | | 0.2 pt for each |
| **READING**  **(3 pts)** | I. For class 8A, C   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. C | 2. E | 3. A | 4. B | 5. D |   II.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. C | 2. A | 3. A | 4. B | 5. B | | 0.3 pt for each |
| **WRITING**  **(3 pts)** | I.  1. Food and medical supplies have been delivered to homeless people.  2. Because the water is polluted, the fish are dead.  3. If I were you, I would recycle these plastic bags.  4. If you do more exercise, you will be healthier.  5. Residents of flooded villages to homeless people were taken to a safe place last night.  II.  - Good content: 0.7 pt  - Good grammar: 0.5 pt  - Good vocabulary: 0.3 pt | 0.3 pt for each |

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| **Week 27 - Period 80**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 10: COMMUNICATION**  **Lesson 2: A closer look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able Practice the vocabulary of the topic “Communication forms and communication technology”. They will be able to stress words ending in ity and itive.

- Vocab: lexical items related to communication

- Pronunciation: Stress in words ending in –ity and -itive

**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 hard-working and attentive. They know and choose the right ways of communication for 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** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aims:*** To attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss work in groups to write ways of communication.  ***c, Outcome*:** Ss can write ways of communication correctly.  ***d, Organization*:** | |
| T asks Ss to write ways of communication.  Ss practice in groups (two groups)  Time: 3 minutes | **\*Network.**  using social media emailing |
| **2. Presentation (18’)**  ***a, Aims:*** Help students use words about other ways of communication.  ***b, Contents***:  + Ss work individually to choose words/ phrases from the box to describe the photos about other ways of communication.  + Ss work individually to match the words with the definitions.  + Ss work in groups to complete the diagram with the communication examples they have learnt so far.  ***c, Outcome*:** Ss can use words about other ways of communication correctly.  ***d, Organization*:** | |
| T asks Ss to match words with each picture.  Ss do exercise 1) individually and then share the answer with the partner  T corrects the mistakes  T asks Ss work individually to complete the exercise. Similar to exercise 1, after giving corrections.  T can share with Ss some of their own experiences of using these technologies.  T asks Ss to work in groups to give the ways of communication. (three groups)  Time: 5 minutes  Ss work in groups to give the ways of communication  T corrects | **1. Choose words/ phrases from the box to describe the photos about other ways of communication.**  Key:  1. using music  2. using signs  3. leaving a note  4.painting a picture  5.communicating non-verbally with animals  6. using codes  7.sending flowers  8. using body language  **2. Communication technology. Match the words with the definitions.**  Key: 1. d 2. e 3. b 4. c 5. a  **3. Complete the diagram with the communication examples you have learnt so far. Some can be put in more than one category. Can you add more ideas?**  -  verbal: meeting F2F, video conference, F2F discussion group, video chatting, sending letters, message board,  -   non-verbal: using signs, using telepathy, using body language, sending flowers, painting a picture, using music, communicating non verbally with animal. -   Multimedia: texting, email, snail mail, video chatting, landline, mobile phone. |
| **3. Practice (15’)**  ***a, Aims:*** Help Ss practice stress in words ending in –ity and –itive.  ***b, Contents***:  + Ss work individually to study how to stress in words ending in –ity and –itive.  + Ss work individually to mark the stress for the following words, then listen and repeat.  + Ss work individually to fill the gaps with the words in 5 and practice saying the sentences. Then listen and check.  ***c, Outcome*:** Ss can know how to stress in words ending in –ity and –itive and do pronunciation exercises correctly.  ***d, Organization*:** | |
| T introduces stress in words ending in –ity and –itive.  Ss listen and take notes.  T asks the Ss to listen and mark the stress in each words.  Ss do it.  T asks some Ss to read their answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 6.  Ss do it.  T asks them to read their answers.  Some Ss read.  T checks and corrects. | **\*Pronunciation:**  **Stress in words ending in –ity and –itive.**  For words ending –ity and -itive, place the  stress on the syllable before the suffix.  Example:  oppor'tunity  She got the opportunity to see Frozen.  'positive  His answer is positive! Great!  **5. Mark the stress for the following words, then listen and repeat.**  Key:  1. com'petitive  2. in'fi nitive  3. re'petitive  4. 'positive  5. a'bility  6. possi'bility  7. curi'osity  8. natio'nality  **6. Fill the gaps with the words in 5 and practice saying the sentences. Then listen and check.**  Key:  1. nationality  2. repetitive  3. competitive  4. possibility  5. ability |
| **4. Application (5’)**  ***a, Aims:*** Ss can debate about ways of communicating.  ***b, Contents***: Ss work in pairs to choose one or more pairs of ways of communicating and explain why.  ***c, Outcome*:** Ss can debate about ways of communicating well.  ***d, Organization*:** | |
| T asks Ss to work in pairs of ways of communicating and give the reason.  Ss work in pairs of ways of communicating and give the reason  T corrects | **\* Debate. Choose one or more pairs of ways of communicating. Which one is better? Why?**  \* Video conference - f2f meeting They are so convenient. People can contact directly and get the direct result. |

**3. Guides for homework (2’)**

- Summarizes the main content of the lesson.

- Practice vocabulary and pronunciation again.

- Guide ss how to do exercises in WB.

- Prepare: A closer look 2: Ask Ss read the “Getting started” and find the future continuous and Verbs + to V.

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| **Week 27 - Period 81**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 10: COMMUNICATION**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to review the future continuous tense and use some verbs that are followed by to-inf correctly.

- Vocabulary: lexical items related to communication.

- Grammar: Future continuous review, Verbs + to infinitive.

**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 hard-working and attentive. They know and choose the right ways of communication for 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 work individually to give examples about tenses.  ***c, Outcome*:** Ss can give examples about tenses well.  ***d, Organization*:** | |
| T asks Ss to give examples about tenses.  Eg: I am studying English  I go to school by bike …  Ss give example |  |
| **2. Presentation (18’)**  ***a, Aims:*** Ss cando exercises using future continuous.  ***b, Contents***:  + Ss work individually to study the future continuous.  + Ss work individually to complete the sentences with the future continuous.  + Ss work in groups to predict when the following may happen in the future.  ***c, Outcome*:** Ss can know how to use the future continuous and do related exercises about the future continuous correctly.  ***d, Organization*:** | |
| T gives examples, form and uses about the future continuous.  Ss listen and copy  T writes different times of the day on the board (e.g. 7 a.m., 10 a.m., 12 p.m., etc.) and ask Ss to work in pairs to tell each other what they will be doing at these times tomorrow.  Ss work in pairs  T asks Ss to complete the sentences with the future continuous  Ss do exercise 2) individually and then share the answer with the partner  T corrects the mistakes  T asks Ss to work in groups of three to predict when the following may happen in the future. Then compare your answers with other groups  Ss work in groups. Then compare your answers with other groups.  T corrects | **\* Future continuous**  ***Form***: S + will be V-ing  ***Use***: We use the future continuous tense to express being in the process of doing  something at a specific time in the future.  ***Example***:  - Tonight at 8.30 p.m. Mai will be watching Frozen again at home. She loves it!  - He will be having his Vietnamese class.  - They will be watching a film at the cinema.  **2. Complete the sentences with the future continuous.**  Key:  1. Will he still be sleeping; will be studying  2. will be having  3.will be eating  4. Will she be staying; will be writing  5. will be playing  6. will be learning  **3. Work in groups to predict when the following may happen in the future.** |
| **3. Practice (14’)**  ***a, Aims:*** Ss can understand the structure and do exercises about Verb + to infinitive.  ***b, Contents***:  + Ss work individually to study the grammar of Verb + to infinitive.  + Ss work individually to choose the best answer.  ***c, Outcome*:** Ss can know how to use Verb + to infinitive and do related exercises well.  ***d, Organization*:** | |
| - SS look at their books and examples. Ss work individually to complete the task. Write on the board:  I also wanted to call you want to do something.  Ask some volunteers to write the rest on the board in a similar way.  Tell Ss to look at the **watch out!** box.  Provide the list of common verbs followed by to -infinitive. Ask Ss if they know any other verbs that are followed by to – infinitive.  Remind Ss that some verbs such as love, hate, prefer can be followed by both a gerund and to -infinitive.  If time allows, ask Ss to practice marking sentences with these verbs.  - Ss work individually then in pairs to compare their answers. | **4. Look at the conversation in GETTING STARTED again and write down all the verbs that are followed by to – infinitive that you can find.**  If we want to follow a verb with another action, we must use either a gerund (Unit 1) or an infinitive.  \* Some common verbs followed by to- infinitive:  - want, try, need, choose. Decide, love…..  **Note**: some verbs such as love, hate, prefer can be followed by both a gerund and to -infinitive.  **5. Choose the best answer.**  ***Key:*** 1. c 2. b 3. a 4. c 5. a |
| **4. Application (8’)**  ***a, Aims:*** Ss can interact to each other.  ***b, Contents***: Ss work in pairs to select three ways of communication that they think will be most common. Then make the list longer by sharing their ideas with another pair using full sentences.  ***c, Outcome*:** Ss can k interact to each other well.  ***d, Organization*:** | |
| - Remind Ss of the different ways of communicating from the beginning of the unit. Draw their attention to the time expression (year 2050) and ask them which verb tense should be used. Give an example if necessary. Then Ss work in pairs and share their ideas with other pairs to make a “Dream List”. If it is possible, this task can be done as a mingle activity where one pair has to talk to at least three other pairs. Remind them to use full sentences.  If time does not allow, T can choose either activity **6** or **7** for Ss to do. | **6. The Dream List. Imagine we are in the year 2050. Work in pairs and select three ways of communication that you think will be most common. Then make the list longer by sharing your ideas with another pair using full sentences.**  E.g.:  We’ll be using video conferencing in every meeting. |

**3. Guides for homework (2’)**

- T asks Ss to retell the structures: future continuous and Verbs + to V

- Review future continuous and Verb + to-infinitive.

- Prepare: Communication.

+ Find and explain that understanding body language can help people avoid communication breakdown.

+ Find the ways of communication online.

|  |  |
| --- | --- |
| **Week 28 - Period 82**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 10: COMMUNICATION**  **Lesson 4: Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to know more about the ways of communication to avoid communication breakdown and share their own views about the future technology that will help to avoid communication breakdown.

- Vocabulary: Extra vocabulary related to the topic 'Communication'

- Grammar: Future continuous review, Verbs + to infinitive.

**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 and choose the right ways of communication for 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 use body language to communicate. Other Ss explain the meanings.  ***c, Outcome*:** Ss can use body language to communicate well.  ***d, Organization*:** | |
| T asks 2 Ss to use body language to communicate.  T calls others to explain the meanings. |  |
| **2. Presentation (5’)**  ***a, Aims:*** Help students understandthe communication breakdown.  ***b, Contents***: Ss study some extra vocabularies and brainstorm about communication breakdown.  ***c, Outcome*:** Ss can know some extra vocabularies and understandthe communication breakdown.  ***d, Organization*:** | |
| T: First, have Ss guess what they think communication breakdown means. Refer to the Look out! box. Remind Ss of what happened in the conversation in GETTING STARTED. Ask Ss why they think this communication breakdown happened and how to avoid it.  T gives Extra vocabulary box with Ss. Give examples to further explain each word where needed. | **\* Extra vocabulary.**  - ‘language ‘barrier (n): rào cản ngôn ngữ  - ‘cultural ‘difference (n): khác biệt văn hóa  - communi’cation ‘channel (n): kênh giao tiếp  - shrug (shoulder) : nhún (vai)  - glance (v): nhìn lướt |
| **3. Practice (20’)**  ***a, Aims:*** Help Ss understand body language.  ***b, Contents***:  + Ss work in pairs to match the following possible reasons for communication breakdown with the examples.  + Ss work in groups to match the body language with the meaning.  + Ss work in groups to decode the sentences written in texting/ chatting style without looking at the cues.  ***c, Outcome*:** Ss can understand body language and do exercises correctly.  ***d, Organization*:** | |
| - T asks Ss work in pairs to complete this task. Once they have finished, encourage them to add in some more reasons and examples.  Ss work in pairs.  - T elicits from Ss what body language is. Explain that understanding body language can help people avoid communication breakdown.  T may give an example and ask Ss to guess what T is trying to say.  Ss work in groups  T asks them to add more examples and demonstrate these for the class to guess their meaning.  - T writes on the board some of the language for online communication learnt in Unit 1 and ask Ss if they can read them in the full form. Explain that using abbreviations for online chatting and texting is not always easy to understand. Ss then work in pairs to complete this task.  Ss work in groups | **1. Match the following possible reasons for communication breakdown with the examples. Can you add in some more reasons and examples?**  Key:  1. A 2. B 3. C 4. C 5. A 6. B  **2. Match the body language with the meaning. Add more examples if you can.**  Key:  1. c 2. a 3. e 4. b 5. d  **3. Using abbreviations for online chatting and texting is not always easy to understand. Can you decode the following sentences written in texting/ chatting style without looking at the cues?**  Key:  1. Where are you? We are at Lotte on the second floor.  2. I’ll be 5 minutes late. See you soon.  3. Do you want to see a movie this weekend?  4. Please call me right back. Thanks.  5. Hi! What are you doing tonight?  6. Did you see it? Laugh out loud! |
| **4. Application (15’)**  ***a, Aims:*** Ss candiscuss a technology solution that will help people avoid the communication breakdown.  ***b, Contents***: Ss work in groups to think of a future technology idea that will help avoid each communication breakdown mentioned in 1.  ***c, Outcome*:** Ss can discuss a technology solution that will help people avoid the communication breakdown well.  ***d, Organization*:** | |
| - Ss work in groups to make their group’s ideas Bank by discussing a technology solution that will help people avoid the communication breakdown mentioned in 1.  - The groups then make a short presentation of their ideas to share with the class to make a big ideas Bank. | **4. Ideas Bank. Work in groups. For each communication breakdown mentioned in 1, think of a future technology idea that will help avoid it. Share your ideas with the class.**  Example: Language barrier:  We will use an app on a smartphone to  automatically translate what we are saying into the language of the listener. |

**3. Guides for homework (3’)**

- T retells the main contents of the lesson

- Learn new words.

- Prepare next lesson: Skills 1.

Discuss 2 questions in four groups:

+ What way of communication do you usually use to contact with your friends?

+ What way will you use in the future?

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| --- | --- |
| **Week 28 - Period 83**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 10: COMMUNICATION**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to read for general and specific information about communication in the future. They will be able to talk about communication in the future.

- Vocabulary: lexical items related to communication

- Grammar: Future continuous review, Verbs + to infinitive

**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 and choose the right ways of communication for 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 answer the teacher’s questions individually.  ***c, Outcome*:** Ss can answer the teacher’s questions well.  ***d, Organization*:** | |
| T asks Ss:  *What way of communication do you usually use to contact with your friends?*  *What way will you use in the future?*  Ss answer the questions. |  |
| **2. Presentation (20’)**  ***a, Aims:*** Read the information about communication in the future and answer the question.  ***b, Contents***:  + Ss work in pairs to look at the letters the children from Viet Nam and Sweden sent to each other in a pen friend project and answer the questions.  + Ss work individually to read the text and match them with their meanings.  + Ss work individually to answer the questions.  ***c, Outcome*:** Ss can understand the passage about communication in the future clearly and do reading exercises correctly.  ***d, Organization*:** | |
| **\* Pre – Reading.**  T asks Ss to look at the photos. Explain that these are the letters Ss from two schools in Viet Nam and Sweden sent to each other in a pen friend project. Ask Ss to brainstorm the reasons why they think  these Ss chose this way to communicate with each other.  T asks Ss what they think is happening in the two other photos in the text in 2.  **\* While – reading.**  T asks Ss read the text quickly for the first time.  Ss read the text quickly for the first time.  T asks them to pay attention to the highlighted words and do the matching task. And then correct  - Ss try to find the answers individually first then compare the answers in pairs. Once they have agreed on the answers they can practice asking and answering the questions with each other. | **1. Look at the letters the children from Viet Nam and Sweden sent to each other in a pen friend project. Why do you think they chose this way to communicate with each other?**  **2. Read the text and match them with their meanings.**  Key:  1. in real time  2. interact  3. three-dimensional images  4. cyberworld  5. network  **3. Answer the following questions.**  Key:  1. They love to write and read real letters. One student likes to send sweets with the letters as well.  2. They are telepathy and holography. Telepathy uses a tiny device in our head to communicate by thought over the network. Holography gives three-dimensional images and we will be able to interact  with each other in real time.  3. She prefers to use real, face-to-face communication because she thinks this makes life more interesting. |
| **3. Practice (7’)**  ***a, Aims:*** Help Ss express their ideas about one view.  ***b, Contents***: Ss work in groups to decide whether they agree with the author of this text and explain why.  ***c, Outcome*:** Ss can express their ideas well.  ***d, Organization*:** | |
| - First ask Ss where in the text the author’s opinion is expressed. Then they work in pairs to tell each other if they agree with the author’s opinion or not, and explain why. Then call on some pairs to share what they have discussed. | **4. In small groups, decide whether you agree with the author of this text. Why/Why not? Share your ideas with the class.** |
| **4. Application (13’)**  ***a, Aims:*** Ss can have a survey about ways of communication do you use for the following purposes now and what will they be in the year 2030.  ***b, Contents***: Ss work in groups to do class survey.  ***c, Outcome*:** Ss can do the survey well and report to the class either the ways of communication that are most mentioned or the ways of communication that they likes best.  ***d, Organization*:** | |
| This can be done as a mingle activity where Ss stand up and talk to different classmates to complete the survey. Otherwise, Ss can do it in groups of five or six where each member completes the survey himself/ herself and shares it with the group. The group leader will then report to the class either the ways of communication that are most mentioned or the ways of communication that the group likes best. | **5. Class survey. What ways of communication do you use for the following purposes now and what will they be in the year 2030?** |

**3. Guides for homework (2’)**

- T asks students to reread the vocabularies

- Learn new words.

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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**.**

- Vocabulary: lexical items related to communication

- Grammar: Future continuous review, Verbs + to infinitive

**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, teacher’s book…

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

**C. Procedures:**

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

**2. New lesson:** Mid-term test correction **(43’)**

|  |  |
| --- | --- |
| **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***  **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 write the answers on the board  - Gets feedback .  **II. Write a paragraph about a natural disaster you know: (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 give the criticism to lazy students.  - Encourages students to study harder  - Reminds students to avoid making the common mistakes.  **HOMEWORK:**  - Asks ss to prepare ***Skills 2.*** | **A. LISTENING:**  **I. Listen and choose the correct answer**  1 – C 2 – A  3 – B 4 – B 5 - A  **II. Listen and answer**  1. 2nd 2. 37 3. 2830065  4. south 5. Trinity  **B. LANGUAGE FOCUS**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. A  2. A | 3. C  4. C | 5. A  6. C | 7. B  8. A | 9. B  10. A |   **C. READING**  **I. Answer key**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. C | 2. E | 3. A | 4. B | 5. D |   **II. Answer key**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. C | 2. A | 3. A | 4. B | 5. B |   **D. WRITING**  **I.**  1. Food and medical supplies have been delivered to homeless people.  2. Because the water is polluted, the fish are dead.  3. If I were you, I would recycle these plastic bags.  4. If you do more exercise, you will be healthier.  5. Residents of flooded villages to homeless people were taken to a safe place last night.  ------------------------------------------------   * Listen and remember. |

**3. Guides for homework (2’)**

- T asks students to reread the vocabularies

- Learn new words.

- Prepare next lesson: Skills 2

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| **Week 29 - Period 85**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 10: COMMUNICATION**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to listen for specific information about netiquette and write an email using netiquette.

- Vocabulary: lexical items related to communication.

- Grammar: Future continuous review, Verbs + to infinitive

**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 and choose the right ways of communication for 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:**

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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 answer the question.  ***c, Outcome*:** Ss can answer the question well and have some ideas about a polite message.  ***d, Organization*:** | |
| T asks Ss: How is a polite message?  Ss give their ideas. |  |
| **2. Presentation (20’)**  ***a, Aims:*** Help Ss listen for general and specific information about netiquette and do exercise.  ***b, Contents***:  + Ss work individually to look at the way this message is posted on an e-learning message board and answer the question.  + Ss work individually to listen to this interview between a 4Teen magazine reporter and Dr Minh Vu about netiquette and answer the questions. Then work in pairs to compare the answers.  + Ss work individually to listen again to the interview and complete the following grid.  + Ss work in pairs to look at the message in 1 to improve it with the netiquette you have learnt so far.  ***c, Outcome*:** Ss can listen for general and specific information about netiquette and do listening exercises correctly.  ***d, Organization*:** | |
| - T asks Ss to look at the message board. Ask them who posted the message and who they think the message is for. Ask them to try to identify what problems in terms of communication politeness they think the message has.  - Write on the board ‘netiquette’ and ask Ss what they think it means. Explain they are going to listen to a researcher talking about the way we communicate online.  - Explain CAPS LOCK in the box if necessary.  - Have Ss look at the questions first.  - Encourage them to give some answers.  - Then play the recording.  - Ss work individually then in pairs to compare their answers.  - Play the recording again if necessary.  - Before playing the recording again, first ask Ss to look at the grid and try to complete it with as much information from the recording as they can remember. Elicit the answers from Ss. If their answers are  correct, move to the next activity. Otherwise, play the recording again.  - Ss work in pairs to complete this task. You may call two or three pairs to write their versions of the message on the board and the class votes for the best one. | **1. Look at the way this message is posted on an e-learning message board. Can you find any problems with it?**  **2. Listen to this interview between a 4Teen magazine reporter and Dr Minh Vu about netiquette and answer the questions.**  Key:  1. The word is a combination of ‘net’and ‘etiquette’. It’s a set of rules for behaving properly online.  2. Don’t say and do unpleasant things online, just like in real life.  3. It’s howwe communicate with each other online.  **3. Listen again to the interview and complete the following grid.**  **Key:**  1.Use CAPS LOCK in emails, posts, and comments – shouldn't - It looks like you are shouting at people.  2. Check your email for mistakes or errors – should - It shows respect for your reader.  3. Use a lot of shorthand – shouldn't - This may confuse your reader.  4. Respect discussion rules and use polite language – should - People may not know who you are but you’re judged by the quality of your writing.  **4. Look at the message in 1. Work with a partner to improve it with the netiquette you have learnt so far.** |
| **3. Practice (15’)**  ***a, Aims:*** Write an email using netiquette  ***b, Contents***:  + Ss work individually to put the following parts in their correct place to make an email.  + Ss work individually to write a short email to their teacher to submit their group homework for this week.  ***c, Outcome*:** Ss can know how to write an email using netiquette.  ***d, Organization*:** | |
| T asks Ss do individually.  Then check and correct.  T asks Ss work in groups to discuss what information they would include in the email. They may look at the email in 5 for ideas.  Ss work individually on this task. Ask them to pay attention to the netiquette they have learnt. When Ss have finished, they swap the writing with their partner to check before handing it in to T.  For a more able class, T may ask Ss to try the following tasks as homework (Ss may look at 4 for more ideas):  • Write a short post on your class message board to ask how many words the final essay should be. | **5. Put the following parts in their correct place to make an email.**  Key: 1.c 2. f 3. e 4.b 5. a 6.d  **6. Write a short email to your teacher to submit your group homework for this week. Check if you have used the netiquette learnt.**  ***Suggestion***  To: [teacherMinh@gmail.com](mailto:teacherMinh@gmail.com)  CC:  Subject: Homework this week (Week 8)  Attachment: MinhNguyet8a.essay.W8  Dear Teacher,  My name is Nguyet, from class 8a.  Please find attached my essay for week 8.  Thank you very much.  Best regards,  Minh Nguyet |
| **4. Application (5’)**  ***a, Aims:*** Ss can write abouta short post on a message board to help somebody answer the question: What does communication breakdown mean.  ***b, Contents***: Ss work individually to Ss write a short post on a message board to help somebody answer the question.  ***c, Outcome*:** Ss can know how to Ss write a short post on a message board to help somebody answer the question well.  ***d, Organization*:** | |
| - Ss write a short post on a message board to help somebody answer the question What does communication breakdown mean? |  |

**3. Guides for homework (2’)**

- T retells the main content of the lesson.

- Complete their writing.

- Prepare next lesson: Looking back - Project.

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| **Week 29 - Period 86**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 10: COMMUNICATION**  **Lesson 7: Looking back and Project** |

**A. Objectives**

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

- Vocabulary: lexical items related to communication.

- Grammar: Future continuous review, Verbs + to infinitive

**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 and choose the right ways of communication for 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:**

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| **Teacher’s and students’ activities** | **Contents** |
| 1. **Warm up (3’)**   ***a, Aims:*** To warm up the class.  ***b, Contents***: Ss work individually to sing an English song.  ***c, Outcome*:** Ss can know sing an English song well.  ***d, Organization*:**  **Aim:** To warm up the class | |
| T lets Ss sing an English song  Ss sing an English song |  |
| **2. Vocabulary (15’)**  ***a, Aims:*** Help Ssreview some vocabularies they have learnt about communication  ***b, Contents***: Review some vocabularies they have learnt about communication  + Ss work individually to complete the sentences using the cues provided.  + Ss work individually to write the following text messages/ chat lines in shorth and form.  + Ss work in pairs to tell a partner what they did.  ***c, Outcome*:** Ss can review some vocabularies they have learnt about communication and do vocabulary exercises well.  ***d, Organization*:** | |
| T asks Ss to complete the sentences by using the support from the pictures, the letter cues, and the meaning of the sentences.  Ss work individually first and then compare with a partner.  T asks Ss write the following text messages  Ss write their answers on the board.  T corrects  T asks Ss work in pairs for this task. Remind Ss that these are non-verbal ways of communication. Then call on some pairs to report their talk. | **1. Complete the sentences using the cues provided.**  Key:  1. body language  2. Multimedia  3. face-to-face  4. cultural differences  5. telepathy  6. netiquette  **2. Write the following text messages/ chat lines in shorth and form.**  1. Thx 4 ur gift.  2. BTW, wot r u doin this wkd?  3. Pls call me rite now.  4. LOL!  5. C U 2nite  **3. Tell a partner what you did. Was the communication successful?** |
| **3. Grammar (10’)**  ***a, Aims:*** Review the structures they have learnt about communication.  ***b, Contents***: Review some vocabularies they have learnt about communication  + Ss work individually to underline the correct answer.  + Ss work individually, then in pairs to decide Gerund or to-infinitive.  ***c, Outcome*:** Ss can Review the structures they have learnt about communication and do grammar exercises well.  ***d, Organization*:** | |
| T asks Ss work individually then in pairs to compare their answers.  T asks Ss work individually then in pairs to compare their answers. Then asks them make sentences using them.  **Ss** work individually then in pairs to compare their answers and make sentences. | **4. Underline the correct answer.**  Key:  1. will not be sleeping  2. will be playing  3. will he be doing  4. will be waiting  5. will not be using; will be using  6. will be raining  **5. Gerund or to-infinitive?**  Key:  1. talking 2. to use  3. to show 4. communicating  5. chatting 6. to have |
| **4. Communication. (5’)**  ***a, Aims:*** Ss can communicate online following netiquette.  ***b, Contents***:  + Ss work in pairs to choose forms of communication in this unit and Give at least two reasons for each decision.  + Ss work individually, then in pairs to decide Gerund or to-infinitive.  ***c, Outcome*:** Ss can Review the structures they have learnt about communication and do grammar exercises well.  ***d, Organization*:** | |
| T asks Ss discuss this task in pairs. Remind them that they can choose to talk about forms of communication people will be using or will not be using in the year 2100 and they should give the reasons why they think so.  Ss work in pairs | **6. Choose forms of communication in this unit and Give at least two reasons for each decision.**  Example:  - Will we be using music to communicate in the year 2100?  - I think so. People will always express themselves through music. |
| **5. Project (10’)**  ***a, Aims:*** Help Ss do project about communication breakdown.  ***b, Contents***: Ss work in groups to do the project.  ***c, Outcome*:** Ss can know how to do the project and finish their project well.  ***d, Organization*:** | |
| **Remind Ss of:**  - The reasons for communication breakdown in **COMMUNICATION**  **-** different ways of communicating in **GETTING STARTED** and **A CLOSER LOOK 1**  Put them into groups and ask them to think of a sketch or a role – play of a communication breakdown. Give them time to brainstorm some ideas. Move around the class, giving help where necessary. | **Project: “Action. Take one! Action. Take two!”**  **Sketch 1**  **The confused teacher**  Susan is a teacher from London who comes to a small town in Viet Nam to teach English. She has her first lesson today and is very impressed by one of her students – Lien. Lien speaks English very well and is very active in the class. Later that day Susan runs into Lien in the corridor. Susan wants to compliment Lien and she says, ‘Lien, your English is excellent!’. And Lien answers ‘No it’s very bad!’ Susan feels rather confused and she doesn’t know why Lien responds to her this way.  *Communication breakdown = cultural differences*  In Viet Nam it is typical to deny the compliments you receive. This is a way to show your modesty. However, in western cultures, people who give compliments often expect you to take about them, and denial of compliments, especially if it is repeated, may be rude and make the other person feel uncomfortable. In this situation, Lien may just politely thank her teacher. |

**3. Guides for homework (2’)**

- Finish the project at home.

- Prepare: Unit 11 – Getting started.

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| **Week 29 - Period 87**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 11: SCIENCE AND TECHNOLOGY**  **Lesson 1: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to understand the conversation and know some roles of science and technology. They will be able to give the opposite of words using the prefix un- or im-.

- Vocabulary: Lexical items related to Science and technology Inventions

- Grammar: Future tenses: review; reported speech: statements.

**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 the roles of science and technology and highly appreciate 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:**

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| **Teacher’s and students’ activities** | **Contents** | |
| 1. **Warm up (3’)**   ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss have a small talk about some advanced technology.  ***c, Outcome*:** Ss can brainstorm some ideas about advanced technology.  ***d, Organization*:** | | |
| Ss have a small talk about some advanced technology. |  | |
| 1. **Presentation (20’)**   ***a, Aims:*** Help students listen, read and do some exercises about the conversation.  ***b, Contents***:  + Ss study the new words related to the topic. Then work in groups to listen and read.  + Ss work in pairs to find the words in A in the conversation. Then match them to the words in B with similar meanings.  + Ss work individually to answer the questions.  + Ss work in pairs to discuss the questions’ answers.  + Ss work in pairs to put a word/ phrase from the box in each blank. Then Ss study the Look out! carefully.  ***c, Outcome*:** Ss can understand the conversation and do some exercises related to the conversation correctly.  ***d, Organization*:** | | |
| **-** Ask Ss to open their books to Unit 11, cover the conversation and look at the picture.  - T asks prediction questions:  *What can you see in the pictures?*  *Do you know these characters?*  *Where are they now?*  *What are they talking about? ...*  Ss answer the questions as a class.  - Play the recording and have Ss listen and follow along.  - T introduces some new words.  Situation  Antonym  Example  - Check: What and Where.  - SS work in groups of four and practice the conversation.  - Call 2 groups to practice the conversation.  - Ask Ss to read the conversation again and do the exercise in pairs.  - Elicit the correct answers and write them on the board.  - Have Ss substitute the B words into the conversation to check that they match.  - Finally, explain the meaning of any complex words in Vietnamese if necessary.  - Ss work individually to answer the questions.  - Ss compare answers with a partner and then discuss as a class.  - Have Ss say where they found the answers in the conversation.  - Ss work in pairs.  - Tell Ss to refer back to the conversation and do the task.  - Check their answers.  - Have Ss do this exercise in pairs.  - Ask some Ss to present their answers.  - Confirm the correct answers.    **Look out!**  Help Ss distinguish the two words.  *- science*: knowledge about the world, especially based on examining, testing and proving facts.  - *technology*: things and ways of doing things that are based on knowledge about science and computers. | | **1-Listen and read**  **Vocabulary**  - field (n): Lĩnh vực  - e‘normous (adj): to lớn  - ‘benefit (n): lợi ích  - ‘development (n) sự phát triển  **a. Find the words in A in the conversation. Then match them to the words in B with similar meanings.**  ***Key:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 1.c | 2.b | 3.d | 4.e | 5.a | 6.f |     **b. Answer the questions.**  ***Key:***   1. They are at the Science Club. 2. It is the roles of science and technology in the 21st century. 3. Science and technology are greatly changing everything. 4. He told Nick that only robots would work in factories and clean our homes in the future. 5. He/ She said that there would be no more schools: they’d just stay at home and learn on the internet.   **c. Work with partner. What fields are mentioned in the conversation which are affected by science and technology?**  ***Key:***  1. the economy (economic development)  2. the workplace (robots in factories)  3. the home (robots cleaning our homes)  4. travel (traffic jams)  5. education (school via the Internet)  **d. Put a word/ phrase from the box in each blank**  ***Key:***  1. field  2. space  3. the key  4. economic development  5. flying cars |
| 1. **Practice (15’)**   ***a, Aims:*** use the words related to the topic “science and technology”.  ***b, Contents***:  + Ss work in pairs to put one of the words/ phrases from the box in each gap.  + Ss work individually to give the opposite of the words in brackets using the prefix *un-* or *im-*  ***c, Outcome*:** Ss can know how to use the words related to the topic “science and technology and do related exercises well.  ***d, Organization*:** | | |
| **-** Tell Ss that in the box are some more words and phrases related to science and technology.  - Let them work in pairs.  - Check their work by calling on some Ss to read out their sentences.  - Allow Ss to write the translations next to the words.  - Tell Ss to look at the example.  - T may give some more.  - Then let them do the task by themselves.  - After that, they swap their answers with a partner.  - Correct Ss’ answers as a class.  - Then let them repeat the words in chorus | **2. Put one of the words/ phrases from the box in each gap. There is one extra.**  ***Key:***  1. science subjects  2. technology  3. researchers  4. machines  5. scientific progress  **3. Give the opposite of the words in brackets using the prefix *un-* or *im-***  1. unknown  2. unrealistic  3. impossible  4. unimportant  5. unpolluted | |
| 1. **Application (5’)**   ***a, Aims:*** Ss talk about subject at school.  ***b, Contents***: Ss talk about subject at school individually.  ***c, Outcome*:** Ss can Ss talk about subject at school well.  ***d, Organization*:** | | |
| T: Asks your classmates Yes/ No questions, using *do* and *will*. If they say 'Yes' to a question, write their name in the box. A name can be written down only once. The first person to get a name in each box is the winner. | **4. Game**  S1: Do you like science subjects at school?  S2: Yes I do/ No I don’t | |

**3. Guides for homework (2’)**

**-** Summarizes the main content.

- Talk bout some natural disasters.

- Learn new words/ workbook: B1, 2, 3

- Prepare : A closer look 1

- Prepare a small talk about science and technology

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| **Week 30 - Period 88**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 11: SCIENCE AND TECHNOLOGY**  **Lesson 2: 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 science and technology and pronounce words with the prefix *un-* and *im-* correctly in isolation and in context.

- Vocabulary: Lexical items related to Science and technology Inventions

- Pronunciation: Stress in words starting with *un-* and *im-*

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting and discovering more about advanced science and technology.

**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:**

|  |  |
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| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss have a small talk about science and technology.  ***c, Outcome*:** Ss can talk about science and technology well.  ***d, Organization*:** | |
| Ss have a small talk about science and technology. |  |
| **2. Presentation (17’)**  ***a, Aims:*** Use lexical items related to science and technology.  ***b, Contents***:  + Ss work in groups to complete the following sentences with nouns indicating people.  + Ss work in pairs to write a noun from the list under each picture.  + Ss work individually to give the correct form of the words in brackets.  ***c, Outcome*:** Ss can use lexical items related to science and technology and do vocabulary exercises correctly.  ***d, Organization*:** | |
| **-** Do this activity the first time around as a quiz.  - Divide the class into two teams.  - Read out item one and ask Team A to answer.  - If they get it wrong, the option goes to Team B to answer.  - Keep a score on the board to increase the fun element.  - Now have Ss work individually to do the task in their books.  - Finally, ask some Ss to write the answers on the board.  - Correct their answers as a class.  - Ss work in pairs and discuss what the word is for each picture.  - T checks as a class.  - For more able Ss, have pairs write the descriptions of these people in the same style as activity **1**.  - Then put pairs together to read out their descriptions and challenge each other to guess the person, like the quiz in **1**.  - T asks Ss to read the sentences and guess part of speech of the word to be filled each blank.  - Have Ss call out their guesses.  - Ss work individually.  - Ask some Ss to write their answers on the board.  - Check their answers as a class. | **I. Vocabulary**  **1. Complete the following sentences with nouns indicating people**  ***Key:***  1. adviser/ advisor  2. chemist  3. designer  4. programmer  5. biologist  **2. Write a noun from the list under each picture.**  ***Key***   |  |  | | --- | --- | | 1. chemist  2. software developer  3. engineer  4. physicist | 5. doctor  6. conservationist  7. explorer  8. archeologist |   **3. Give the correct form of the words in brackets.**  ***Key:***   |  |  | | --- | --- | | 1. developments  2. scientists | 4. medical  5. economic | | 3. exploration |  | |
| **3. Practice (15’)**  ***a, Aims:*** Pronounce words with the prefix un- and – im correctly in isolation and in context.  ***b, Contents***:  + Ss study how to stress in words starting with un- and im-.  + Ss work individually to listen and repeat the following words. Mark the stressed syllables in the words.  + Ss work in groups to put the words from 4 in the right columns.  + Ss work individually to fill the gaps with one of the words in 5. Listen and check, then read the sentences.  ***c, Outcome*:** Ss can pronounce words with the prefix un- and – im correctly in isolation and in context and do pronunciation exercises correctly.  ***d, Organization*:** | |
| - Explain to Ss that the prefixes *un-* and *im-* are used to make adjectives (and adverbs) negative.  - Explain to them that when these prefixes are added, the stress of the new word does not normally change.  - Give some examples.  - Play the recording for Ss to repeat the words.  - Play the recording as many times as necessary.  - Correct Ss’ pronunciation, especially the stress.  - Then have Ss mark the stress on the words by drawing circle above the stressed syllable.  - Have Ss read out the words first.  - Then they work in groups to put the words in the right columns.  - Call on some Ss to write the answers on the board.  - Confirm the correct answers.  - Have Ss work individually to write down the words.  - Play the recording two or three times for Ss to check. | **II. Pronunciation**  **Stress in words starting with *un-* and *im-***  **4. Listen and repeat the following words. Mark the stressed syllables in the words.**  **5. Put the words from 4 in the right columns.**  ***Key:***   |  |  | | --- | --- | | oO | oOo | | un’wise | un’lucky | | im’pure | un’healthy | | un’hurt | im’patient | | ooO | oOoo | | unfore’seen | un’limited | | imma’ture | im’possible | | impo’lite | un’natural |   **6. Fill the gaps with one of the words in 5. Listen and check, then read the sentences.**  ***Key:***   |  |  |  | | --- | --- | --- | | 1. impure | 2. unhealthy | 3. impossible | | 4. unlimited | 5. impatient |  | |
| **4. Application (5’)**  ***a, Aims:*** Ss can interact to each other to use the lexical items related to science and technology.  ***b, Contents***: Ss work in pairs to ask and answer to use the lexical items related to science and technology.  ***c, Outcome*:** Ss can ask and answer to use the lexical items related to science and technology correctly.  ***d, Organization*:** | |
| T asks Ss to ask and answer to use the lexical items related to science and technology.  T corrects and remarks. |  |

**3. Guides for homework (2’)**

- Summarizes the main content of the lesson.

- Do exercise 3,4 in workbook.

- Talk about some natural disasters.

- Prepare: A closer look 2

- Prepare: + talk about benefit of science and technology

+ form and usage of future tense and reported speech.

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| **Week 30 - Period 89**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 11: SCIENCE AND TECHNOLOGY**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to use the future simple and future continuous to talk about science and technology in the future. They will be able to use direct speech and indirect speech to report what people say or tell.

- Vocabulary: Lexical items related to Science and technology inventions.

- Grammar: Future tenses review, reported speech.

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting and discovering more about advanced science and technology.

**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:**

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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 talk about benefit of science and technology.  ***c, Outcome*:** Ss can talk about benefit of science and technology well.  ***d, Organization*:** | | |
| T asks Ss to talk about benefit of science and technology.  Ss do it. |  | |
| **2. Presentation (12’)**  ***a, Aims:*** Help Ss review future tenses.  ***b, Contents***:  + Ss work individually to put the verbs in brackets into the correct tenses.  + Ss work in pairs to read the following predictions about the year 2040 and say whether they think it will happen.  ***c, Outcome*:** Ss can review future tenses and do related exercises correctly.  ***d, Organization*:** | | |
| **-** Have Ss work individually.  - Check their answers as a class.  - T may ask why a certain tense is used to check that Ss understand the rules.  - Tell Ss to study the example first.  - Then they work in pairs to do the activity.  - Encourage them to talk as much as possible.  - Remember that there is no ‘right’ or ‘wrong’ as long as their sentences are grammatically correct.  - Move around the class and listen to Ss.  - If there is a point which everyone is confused about, bring the class back together and do a quick review of it. | **FUTURE TENSE:**  **1. Put the verbs in brackets into the correct tenses.**  ***Key:***  1. will have 2. will be working  3. will she be 4. won’t pass  5. decide; will support  **2. Work in pairs. Read the following predictions about the year 2040 and say whether you think it will happen.**  ***E.g.:*** | |
| **3. Practice (20’)**  ***a, Aims:*** Help Ss to know more about reported speech.  ***b, Contents***:  + Ss work individually to look at the conservation in GETTING STARTED again and find and underline the examples of reported speech.  + Ss work in pairs to complete sentence b in each pair so that it means the same as sentence a, using reported speech.  + Ss work individually to change the following sentences into reported speech, using the words given in brackets.  ***c, Outcome*:** Ss can know more about reported speech and do related exercises correctly.  ***d, Organization*:** | | |
| - Explain to Ss the differences between direct speech and reported speech.  - Go through the table carefully, using the examples to clarify the rules.  - Tell Ss to refer back to the conversation in **GETTING STARTED** and find the examples of reported speech.  - Focus them on the use of the verbs.  - Ss work in pairs.  - Ask them to write down the sentences in their notebooks.  - Call on some Ss to read out what they have done.  - For a class which needs more support, have two Ss write their answers on the board.  - Correct their mistakes.  - Ss do this task individually.  - While they are working, some Ss may write their sentences on the board.  - Correct their sentences as a class. | | E.g.:  Nam: “I want to become a robot designer”.  *🡪 Nam said that he wanted to become a robot designer.*  **3. Look at the conservation in GETTING STARTED again. Find and underline the examples of reported speech.**  ***Key:***  Well, my dad told me that only robots would work in factories and clean our homes in the future.  Our science teacher said that there would be no more schools: we’d just stay at home and learn on the internet.  **4. Complete sentence b in each pair so that it means the same as sentence a, using reported speech.**  ***Key:***  1. Nick said that he came from a small town in England.  2. My friend said that Brazil would win The World Cup.  3. Olive told Chau that she was leaving Viet Nam the next day/ the following day.  4. David told Catherine that he was unable to read her writing.  5. Minh said that he had overslept that morning.  **5. Change the following sentences into reported speech, using the words given in brackets.**  ***Key:***  1. He said (that) he hadn’t said anything at the meeting the week before/ the previous week.  2. She told me that letter had been opened.  3. Tom said that in 50 years’ time we would probably be living on Mars.  4. Mi said she hoped they would build a city out at sea.  5. Son told us that his wish was to become a young inventor. |
| **4. Application (5’)**  ***a, Aims:*** Ss can play games.  ***b, Contents***: Ss work in pairs to play the game.  ***c, Outcome*:** Ss can speak with fluency and accuracy, and as naturally.  ***d, Organization*:** | | |
| - This speaking activity could be daunting for some Ss, so allow the pairs to plan what they are going to say before they come to the front of the class.  - This should help Ss to speak with fluency and accuracy, and as naturally as possible.  - Encourage them to give true sentences about themselves. | | **6. Game: My friend said…**  Example:  A: I like writing code.  B: She said that she liked writing code. |

**3. Guides for homework (2’)**

- Do the task in part Vocabulary & grammar in workbook.

- Prepare: Communication.

- Talk some inventions in the world

Eg: 1. Thomas Edison:  the light bulb.

2.Sir Alexander Fleming: Penicillin

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| **Week 30 - Period 90**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 11: SCIENCE AND TECHNOLOGY**  **Lesson 4: Communication + Test 15’** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to know some famous inventors and discuss which invention is more useful and use reported speech correctly and fluently.

- Vocabulary: Lexical items related to Science and technology inventions.

- Grammar: Future tenses review, reported speech.

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting and discovering more about advanced science and technology.

**B. Teaching aids:**

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

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

**C. Procedures:**

**1. The 15-minute test (15’)**

***I. Choose the correct answer (5 pts)***

1. I\_\_\_\_\_\_\_\_\_\_ my friends for dinner after work tomorrow.

A. meet B. will meet C. will be meeting

2. Hurry up! The conference\_\_\_\_\_\_\_\_\_\_ in twenty minutes.

A. begins B. will be begun C. will be beginning

3. In 30 years’ time we\_\_\_\_\_\_\_\_\_\_ in flying cars.

A. are travelling B. will be travelling C. are going to travel

4. \_\_\_\_\_\_\_\_\_\_ longer in the future thanks to medical tech?

A. Will people live B. Do people live C. Will people be living

5. Let’s meet at ten o’clock tomorrow. - Sorry, I\_\_\_\_\_\_\_\_\_\_ at ten o’clock.

A. am working B. will work C. will be working

6. Good Lord! The engine has stopped. I hope the plane\_\_\_\_\_\_\_\_\_\_ down!

A. doesn’t go B. won’t go C. won’t be going

7. I’ll show them my photos when they\_\_\_\_\_ round for dinner tomorrow evening.

A. come B. comes C. will come

8. I’ll come over at 8 o’clock tonight. What\_\_\_\_\_\_\_\_\_\_ then?

A. will you do B. are you doing C. will you be doing

9. I haven’t made any plans for Easter. I\_\_\_\_\_\_\_\_\_\_ at home.

A. am staying B. will probably stay C. will be staying

10. We\_\_\_\_\_\_\_\_\_\_ a picnic next weekend. Would you like to come?

A. have B. will have C. will be having

***II. Rewrite these statements as reported speech with tense changes (5pts)***

1. ‘I’m reading a Science book.”

🡪 She told me…………………………………………………………………

2. “The 8.30 flight to Da Nang will be delayed for 2 hours.”

🡪 They announced that ……………………………………………………….

3. “We have applied a new production Chain.”

🡪 The CEO of Volkswagen said that……………………….…………………

4. “The invention of light bulb is very important.”

🡪 My teacher said that………………………………………………………….

5. “My engineers can assemble 5 car engines a week.”

🡪 The director said that…………………………………………………………

**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 talk about some inventions in the world individually.  ***c, Outcome*:** Ss can talk about some inventions in the world well.  ***d, Organization*:** | |
| Ss talk about some inventions in the world. |  |
| **2. Presentation (10’)**  ***a, Aims:*** Ss know more about the inventor and inventions.  ***b, Contents***:  + Ss work individually to match the inventors in A with their inventions in B.  + Ss work in groups to discuss the question: Which invention is more useful?  ***c, Outcome*:** Ss can know more about the inventor and inventions clearly.  ***d, Organization*:** | |
| - This activity can be done as a class competition.  - Ss work individually.  - Give them one minute to match by drawing lines from the inventors to the inventions.  - For increased fun, count down the final 10 seconds and then tell everyone to stop.  - Now have Ss swap books and mark each other’s answers.  - Elicit the answers from Ss in full sentences, *Thomas Edison invented the ligh bulb.*  - Ask for a show of hands for those who got all eight right, then seven, and so on.  - If time allows, T may ask questions about these inventors to find out what Ss know about them:  *+ Are they still alive/ dead?*  *+ What are they famous for?*  *+ Do you know anything interesting about them?*  *+ Do you know any interesting sayings by them? (Graham Bell: ‘Self-education is a lifelong affair.’/ Thomas Edison: ‘Genius is one percent inspiration and ninety-nie percent perspiration.’...)*  - Form groups of three or four Ss to discuss the inventions.  - Encourage Ss to talk as much as possible; this is a fluency state, so don’t worry about accuracy at this point.  - Move around the groups and give assistance where needed.  - Invite some groups to present their ideas.  - Other groups can add some ideas if possible. | **1- Match the inventors in A with their inventions in B.**  ***Key:***  - Thomas Edison invented the light bulb.  - Sir Alexander Fleming discovered penicillin.  - Alexander Graham Bell invented the telephone.  - The Wright brothers invented the airplane.  - James Watt invented the steam engine.  - Mark Zuckerberg invented Facebook.  - Tim Berners – Lee invented the Internet.  **2. Work in groups. Discuss the question: Which invention is more useful?**  ***Example:*** |
| **3. Practice (12’)**  ***a, Aims:*** Ss talk about Alexander Bell in reported speech.  ***b, Contents***:  + Ss work in pairs to report what Ha told her friend, using reported speech.  + Ss work in pairs to role-play, using the information given.  ***c, Outcome*:** Ss can know more about the inventor and inventions clearly and do exercises well.  ***d, Organization*:** | |
| - Call on two confident Ss to come to the front and act out the dialogue between Ha and Alexander Graham Bell.  - Then put Ss into pairs to report on the conversation.  - Have Ss make notes of their answers to the two questions in the interview.  - Let Ss work in pairs to role-play, using the information given.  - Walk around to observe and give help if needed.  - If time allows, ask some pairs to role-play in front of the class.  - The class then votes for the best performance. | **3a. Ha had an interesting dream last night in which she met and interviewed Alexander Graham Bell, the inventor of the telephone.**  **3b Two days later, Ha told her friend what Alexander Bell said. Now report what Ha told her friend, using reported speech.**  ***Suggested answers:***  - Alexander Bell said/ told me (that) he was born in 1847 in Scotland.  - He said/ told me (that) he had always liked ...  - He said/ told me (that) he had taught ...  - He said/ told me (that) he had invented ...  **4. Work in pairs. One of you is a reporter, and the other is Tim Bernes- Lee. Role-play, using the information given.**  Tim Berners-Lee: British computer scientist, inventor of the Internet  born 8 June 1955 - London  1973 - 1976: Oxford University  1978: joined company called D. G. Nash  1990: built first Web browser  6 August 1991: first website put online |
| **4. Application (3’)**  ***a, Aims:*** Ss can talk more aboutsome inventions in the world they know.  ***b, Contents***: talk more aboutsome inventions in the world they know in groups.  ***c, Outcome*:** Ss can talk more aboutsome inventions in the world they know well.  ***d, Organization*:**  **Aim:** Ss can talk more aboutsome inventions in the world they know | |
| - T asks Ss to talk more aboutsome inventions in the world they know in groups.  - T observes and comments |  |

**3. Guides for homework (2’)**

- Summarizes the main content.

- Learn new words/ workbook: C. Speaking

- Prepare next lesson: Skills 1

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| **Week 31 - Period 91**  *Date of planning: …./…../........*  *Date of teaching: …./ ….. /........* | **UNIT 11: SCIENCE AND TECHNOLOGY**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to read for general and specific information about the role of the science and technology in the future. They will be able to talk about the role of the science and technology in the future.

- Vocabulary: Lexical items related to Science and technology inventions.

- Grammar: Future tenses review, reported speech.

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting and discovering more about advanced science and technology.

**B. Teaching aids:**

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

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

**C. Procedures:**

**1. Checking:** Write the structure: reported speech **(3’)**

**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 retell some information they know about one of the most famous inventors they know.  ***c, Outcome*:** Ss can retell some information they know about one of the most famous inventors they know well.  ***d, Organization*:** | |
| - SS retell some information they know about one of the most famous inventors they know.  - T comments. |  |
| **2. Presentation (15’)**  ***a, Aims:*** Read the information about science and technology in the future.  ***b, Contents***:  + Ss work individually to quickly read the passages and match the headings with the passages.  + Ss work individually to underline the flowing words and phrases in the text and match each of them with its explanation.  + Ss work in pairs to read the text again and answer the questions.  ***c, Outcome*:** Ss can read the information about science and technology in the future and do reading exercises well.  ***d, Organization*:** | |
| - Ask Ss to read the passages quickly looking for key words and then match them with the headings.  - Have Ss do the task individually.  - Then Ss can check their answers in pairs.  - Elicit the answers from Ss.  - Check and comment.  - Ask Ss to read the passages again and answer the questions. Ss can ask and answer in pairs. T corrects the answers as a class. If time allows, have Ss show where they found the answers. | **I- Reading**  **1. Quickly read the passages. Match the headings with the passages.**  1- B 2- A 3- C  **2. Underline the flowing words and phrases in the text. Match each of them with its explanation.**  ***Key:***  1. D 2. A 3. E  4. B 5. F 6. C  **3. Read the text again and answer the questions.**  1. To explore Mars/ To find out if there is, or ever has been, life there/ To explore the possibility of being able to live there.  2. They help people live longer.  3. 70 or 75 years.  4. Solar panels and solar windows.  5. They can do chose such as cleaning, cooking, washing, and organizing things. |
| **3. Practice (10’)**  ***a, Aims:*** Think about scientific advances in these fields and make notes.  ***b, Contents***: Ss work in pairs to think about scientific advances in these fields and make notes.  ***c, Outcome*:** Ss can think about scientific advances in these fields and make notes well.  ***d, Organization*:** | |
| - Set up the **SPEAKING** stage by getting Ss to think about the pros and cons of advancement in science and technology. Explain that nothing is ‘black and white’; there are always advantages and disadvantages. For example, say:  *More and more robots will be invented and used in the future. One of the advantages of this is that robots will be able to do dirty or dangerous jobs that humans don’t want to do. At the same time, there are disadvantages - robots will replace people in some areas so there will be unemployment.*  - Ss work in pairs to think about these pros and cons. Encourage Ss to think of as many ideas as possible. Move around to give some cues and observe. | **II. Speaking**  **4. Think about your ideas about scientific advances in these fields. Look at the example and make notes.**  ***Nuclear energy:***  - convenient, clean, available…  - expensive, unsafe, environmentally unfriendly…  ***Nutrition pills:***  - people can live longer, convenient,…  - expensive, create an ageing population, create overpopulation…  ***Smart phones:***  - convenient, quick, entertaining…  - environmentally unfriendly, discourage face-to-face communication,  people can be tracked at all times…  ***Space travel:***  - exciting, adventurous…  - expensive, dangerous… |
| **4. Further practice (12’)**  ***a, Aims:*** Ss can express agreement and disagreement about how scientific advances can help us solve problems in the future.  ***b, Contents***: Ss work in groups to express agreement and disagreement about how scientific advances can help us solve problems in the future.  ***c, Outcome*:** Ss can express agreement and disagreement about how scientific advances can help us solve problems in the future well.  ***d, Organization*:** | |
| Divide the class into groups of five or six. Each group talks about one of the fields in **4**. Tell Ss to read the example before they start. Encourage them to use the phrase give in the **Look out!** box. While Ss are talking, T goes around to give assistance if necessary. | **5. Work in groups. Express your agreement and disagreement about how scientific advances can help us solve problems in the future.**  ***Example:***  A: I think robots will help us do many boring or difficult jobs.  B: Yes. But at the same time, they may bring a lot of unemployment.  C: And they’ll make us lazy and inactive. |

**3. Guides for homework (2’)**

- T summarizes the main content.

- Do exercise part reading.

- Prepare new lesson: Skills 2

- Prepare: write ideas to express agreement and disagreement about the roles of science and technology

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| **Week 31 - Period 92**  *Date of planning: …./…../........*  *Date of teaching: …./.../........* | **UNIT 11: SCIENCE AND TECHNOLOGY**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to listen for specific information about how science and technology solve some problems in the future. They will be able to write to express agreement and disagreement about the roles of science and technology.

- Vocabulary: Lexical items related to Science and technology inventions.

- Grammar: Future tenses review, reported speech.

**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 the roles of science and technology and highly appreciate 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 help Ss to pay attention in the lesson.  ***b, Contents***: Ss work in pairs to tell advantages and disadvantages of robots, smart phone and nutrition pills.  ***c, Outcome*:** Ss can tell advantages and disadvantages of some scientific advances well.  ***d, Organization*:** | |
| - Ss tell advantages and disadvantages of the following scientific advances:  + robots  + smart phone  + nutrition pills  - T comments. | **Discussion** |
| **2. Presentation (15’)**  ***a, Aims:*** Help Ss listen for specific information about how science and technology solve some problems in the future.  ***b, Contents***:  + Ss work individually to listen to the conversation and choose the best summary  + Ss work individually to listen and circle the words and phrases they hear.  + Ss work individually to listen and answer the questions.  ***c, Outcome*:** Ss can listen for specific information about how science and technology solve some problems in the future and do listening exercises well.  ***d, Organization*:** | |
| **Pre- listening**  - SS look at the summaries and guess which one is the best for the listening.  **While – listening**  - Have Ss read the three options.  - Then play the recording and elicit the answer from Ss.  - Play the recording again, once or twice.  - Ask Ss to listen carefully and tick the words/ phrases according to what they hear in the passage.  - Play the recording again.  - Tell Ss to take notes/ write down the key words as they listen.  - Then they answer the questions in writing or verbally.  - Correct their answers as a class. | **I. Listening**  **1. Listen to the conversation and choose the best summary**  **Key:**  b. The benefits and drawbacks that advances in science and technology may bring to people’s lives.  **2. Listen again to the conversation between Nick, Duong, and Chau. Circle the words and phrases as you hear them**  ***Key:***  1. problems  2. high yields  4. overcrowding  6. bring unemployment  **3. Listen again and answer the questions.**  ***Key:***  1. High yields in farming will (help feed the growing population on earth).  2. (We may be able to live) on other planets.  3. He says he likes the idea of having lessons at home with a robot, and on the internet.  4. Yes, she does.  5. He thinks there will be many new problems. |
| **3. Practice (18’)**  ***a, Aims:*** Help Ss write to express agreement and disagreement about the roles of science and technology.  ***b, Contents***:  + Ss work in pairs to look at the sample paragraph and fill the outline.  + Ss work in pairs to make notes, then write a paragraph on the following topic individually.  ***c, Outcome*:** Ss can write to express agreement and disagreement about the roles of science and technology well.  ***d, Organization*:** | |
| **Pre – writing**  - SS read the note carefully to know how to write a paragraph to express their agreement/ disagreement.  - Have Ss read the sample paragraph.  - Explain that the first sentence in the sample is the topic sentence which tells the reader whether the author agrees or disagrees with the statement.  + The following sentences express the reasons.  + The last sentence is the concluding sentence, which summarizes the main points in the paragraph.  - Now have Ss work in pairs to fill the outline.  - Check as a class.  **While – writing**  - Have Ss read the argument put forward.  - Then work in pairs to make notes using the model in **4.**  - They must decide if they agree or disagree, give three supporting points, then conclude their argument.  - Move around to provide help.  - If time allows, have Ss work from their notes to write the paragraph in about 100 words.  - Make sure that they use proper connectors *first/ firstly, second/ secondly, ...* and pay attention to spelling and punctuation.  - T may collect some Ss’ work and mark them, then give comments to the class.  - Otherwise, help Ss develop a good outline for their writing and write the paragraph as homework. | **II. Writing**  **Write to express agreement or disagreement**    **4. Look at the sample paragraph and fill the outline below.**  **5. Make notes, then write a paragraph on the following topic.**  **Suggested writing**  *I agree with the idea that advanced technology will help SS greatly in studying by themselves at home. Firstly, studying at home will help us save so much money. We don’t have to buy so many books and school supplies. Secondly, not going to school for learning will help us save time and energy, too. We don’t have to spend much time on traveling to school. You can also learn at any time you like. Thirdly, students can avoid dangers on the way to school by studying at home. In fact, there are many accidents on the road, especially in rush hours. I think advanced technology really helps us in studying and it brings us more joy in getting new knowledge.* |
| **4. Further practice (5’)**  ***a, Aims:*** Write a paragraph aboutbenefit greatly from studying by themselves at home.  ***b, Contents***: Ss work individually to write a paragraph aboutbenefit greatly from studying by themselves at home  ***c, Outcome*:** Ss can write a paragraph aboutbenefit greatly from studying by themselves at home well.  ***d, Organization*:** | |
| T asks the Ss to make notes, then write a paragraph on the following topic.  Ss do it.  T asks some Ss to write at the board.  Some Ss write.  T checks and corrects. | **Make notes, then write a paragraph on the following topic.**  Do you agree or disagree with the following idea? With the help of technology, students will benefit greatly from studying by themselves at home**.** |

**3. Guides for homework (2’)**

- Finish their writing.

- SS to do ex E1, E2, E3 (P.42) in the workbook.

- Prepare ***Looking back and project.***

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| **Week 31 - Period 93**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 11: SCIENCE AND TECHNOLOGY**  **Lesson 7: Looking back and Project** |

**A. Objectives**

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

- Vocabulary: Lexical items related to Science and technology inventions.

- Grammar: Future tenses review, reported speech.

**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 hard-working and attentive. They know the roles of science and technology and highly appreciate 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 help Ss to pay attention in the lesson.  ***b, Contents***: Ss work in pairs to complete the word web with the fields that could benefit from science and technology.  ***c, Outcome*:** Ss can complete the word web with the fields that could benefit from science and technology well.  ***d, Organization*:** | |
| - Asks Ss to complete the word web with the fields that could benefit from science and technology in pairs.  T may give some cues/ examples:   |  |  | | --- | --- | | *- Engineering* | *- Medicine* | | *- Farming* | *- Space exploration* | | *- Home life* | *- Communication* | | *- Entertainment* | *- Architecture* | | *- Energy* | *- Leisure* | |  |
| **2. Vocabulary (10’)**  ***a, Aims:*** To help Ss review vocabulary related to science and technology.  ***b, Contents***:  + Ss work in pairs to write the correct form of the words in brackets.  + Ss work individually to fill each gap with a word from the box to complete the passage.  ***c, Outcome*:** Ss can review vocabulary related to science and technology and do vocabulary exercises correctly.  ***d, Organization*:** | |
| - Ss can do the task in pairs.  - Correct as a class.  - After that let some Ss read the sentences aloud.  - Let Ss read the passage and complete this exercise individually.  - Less advanced classes can complete this exercise in pairs. | **I. Vocabulary**  **1. Write the correct form of the words in brackets.**  ***Key:***  1. scientific  2. environmental  3. developments  4. discoveries  5. unnatural  **3. Fill each gap with a word from the box to complete the passage.**  ***Key:***  1. inventions 4. inventing  2. laboratory 5. benefits  3. science 6. productive |
| **3. Grammar (15’)**  ***a, Aims:*** To help Ss review reported speech.  ***b, Contents***: Ss work individually to change the sentences into reported speech and rewrite these sentences in direct speech.  ***c, Outcome*:** Ss can review reported speech and do grammar exercises correctly.  ***d, Organization*:** | |
| - First, let Ss repeat the rules of changing the pronouns, the verb(s), and time and place expression in reported speech.  - Have them do tasks **4** and **5** in their notebooks.  - Then call on some Ss to read their answers, sentence by sentences.  - Correct their answers. | **II. Grammar**  **4. Change the sentences into reported speech**  1. He said that they were doing an experiment.  2. She told me that I had to sign the paper again.  3. Tam said that they had watched a television documentary on the future of nuclear power.  4. They announced that the 10 o’clock flight to Kuala Lumpur would be an hour late.  5. Scientist said that in 50 years’ time we might be living on the moon.  **5. Rewrite these sentences in direct speech.**  1. Kien said, “I missed/ have missed the train.”  2. Duong said, “I can run very fast.”  3. “I’ll hand in the report tomorrow,” Mia told me.  4. She said, “I’m reading a science fiction book about life on Venus.”  5. “I’ll be a lawyer I grow up,” he told me. |
| **4. Communication (8’)**  ***a, Aims:*** Ss write one prediction for each of the fields, based on the cues and their own ideas.  ***b, Contents***: Ss work in groups to write a prediction for at least three of the fields.  ***c, Outcome*:** Ss can write a prediction for at least three of the fields well  ***d, Organization*:** | |
| - Have Ss work in groups.  - Tell them to be imaginative.  - Make sure they write a prediction for at least three of the fields.  - Have Ss read out one of their predictions to the class.  - Others can ask them questions about their prediction. | **6. Write one prediction for each of the following fields, based on the cues and your own ideas. Then share it with the class.** |
| **5. Project (5’)**  ***a, Aims:*** Ss use their imagination to tell what they would like to invent.  ***b, Contents***: Ss work in groups to use their imagination, brainstorm ideas and then choose what they would like to invent. Then present their invention at class.  ***c, Outcome*:** Ss can do their project well.  ***d, Organization*:** | |
| 1. Ss work in groups. Give Ss enough time to read the passage and discuss the questions.  2. Encourage Ss to use their imagination, brainstorm ideas and then choose what they would like to invent.  3. Divide the four areas between members of the group to develop their ideas and write them down. Allow groups enough time to prepare their talk. They can make their preparations out of class, and in the next lesson have them present their invention. The class votes for the best or the most useful invention. | **Project: YOUNG INVENTORS** |

**3. Guides for homework (2’)**

- T summarizes some main content.

- Do project at home.

- Prepare ***Unit 12 – Getting started***.

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| **Week 32 - Period 94**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 1: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson Ss will be able to use lexical items related to the topic ‘Life on other planets’ to talk what might happen to earth in the future; and interact a conversation about life on earth and other planets.

- Vocabulary: vocabulary related to life on earth and other planets.

- Grammar: may and might: review and Reported speech: questions

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting and discovering about life on other planets.

**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 help Ss to pay attention in the lesson.  ***b, Contents***: Ss work in groups to list the future technologies they expect to see in the fields of transportation, communication, housing and energy.  ***c, Outcome*:** Ss can list many future technologies related to the field given well.  ***d, Organization*:** | |
| **\* Groupwork**  **-** Write the words transportation, communication, housing and energy and ask two groups of four Ss to list the future technologies they expect to see in these fields.  - Set a time limit and the game stops when the time is up.  - The team with more items wins.  - Ask Ss where and how fast they think we can travel with new technology. Ask them if we could travel to other planets with those means of transport that they have listed. | **\* Game.** |
| 1. **Presentation (20’)**   ***a, Aims:*** Help students listen, read and do some exercises about the conversation.  ***b, Contents***:  + Ss work individually to study some new words related to the topic.  + Ss work in pairs to listen and read the conversation.  + Ss work individually to tick True or False.  + Ss work individually to read the conversation again and answer the questions.  + Ss work in pairs to find the sentences in reported speech in the conversation and underline them.  ***c, Outcome*:** Ss can know some vocabularies related to the topic and do exercises correctly.  ***d, Organization*:** | |
| - T introduces some new words.  Picture  Situation  Picture  Picture  Picture  Example  - Check: Rub out and Remember.  - Ask Ss to look at the picture and the heading *What could happen to Earth*? and answer the questions as a class:  *Where are Duong and Nhi?*  *What are they doing?*  *What might they be talking about?*  Now have Ss listen to the conversation without reading the text to see if their predictions were correct. Follow up with the same questions.  - Play the recording and have Ss work independently. Ss do not read the conversation. Play the recording once or twice. Pause the recording at the appropriate place if Ss need help with comprehension. Then allow Ss to share their answers with a partner before discussing as a class.  - First, ask Ss not to look at the conversation to answer the questions, then have them read the conversation again and check their answers. If time allows, have them show where to find the answers in the conversation.  Ask Ss to look at the conversation again and underline the sentences in reported speech. Have Ss read aloud the sentences. | **VOCABULARY**  - ‘alien (n): người ngoài hành tinh  - ‘danger (n): hiểm họa  - ‘weightless (n): không trọng lực  - space ‘buggy (n): xe vũ trụ  - ‘galaxy (n): dải ngân hà  - ‘terrorist (n): kẻ khủng bố  **1. Listen and read.**  **a. Tick (v) true (T) or false (F).**  ***Key:***  1. F 2. T 3. F  4. T 5. F  **b. Read the conversation again and answer the questions.**  ***Key:***  1. James Kirk is the captain of the spaceship.  2. They went to Nibiru planet.  3. It happens in 2259.  4. It’s the name of the spaceship that the crew travels on.  5. He wants to destroy Earth.  **c. Can you find the sentences in reported speech in the conversation? Underline them.**  ***Key:***  1. That’s funny, Trang also asked me what I thought would happen to Earth in the future?  2. I said I didn’t know but that Earth might be run by aliens! |
| 1. **Practice (10’)**   ***a, Aims:*** Ss can know vocabularies related to life on earth and other planets.  ***b, Contents***:  + Ss work in pairs to use the words/ phrases in the box to label the pictures. Then listen and repeat.  + Ss work individually to use the words/ phrases in 2 to fill in the blanks.  ***c, Outcome*:** Ss can know some more vocabularies related to the topic and do exercises correctly.  ***d, Organization*:** | |
| - Have Ss work in pairs to match the words with the pictures. Then check their answers. Explain that UFO is an acronym, which stands for *unidentified flying object.* Afterwards, have Ss repeat the words chorally. Correct their pronunciation if necessary. Check their understanding if necessary.  - Have Ss work independently to fill the words/ phrases in the blanks, then check with a partner. Elicit Ss’ answers. | **2. Use the words/ phrases in the box to label the pictures. Then listen and repeat.**  ***Key:***  1. aliens 2. Space buggy  3. UFO 4. Weightless  5. galaxy 6. Spaceship  7. Solar system 8. planet  **3. Use the words/ phrases in 2 to fill in the blanks.**  ***Key:***  1. aliens 2. UFO  3. Space buggy 4. Planet; planet  5. weightless 6. Solar system  7. Galaxy 8. spaceship |
| **4. Application (8’)**  ***a, Aims:*** Ss can revise vocabularies they have learnt in the lesson.  ***b, Contents***: Ss work in groups to write the words in the circles they have remembered.  ***c, Outcome*:** Ss can review new words about the topic and their meaning.  ***d, Organization*:** | |
| Ask Ss to play the game.  \* Draw a word web with several circles on the board. Elicit the words/ phrases in **2** from the class and write them in the circles, one word circle.  \* When all the words/ phrases are written in the circles, give Ss one minute to remember the position of each word/ phrase.  \* Now rub out the words as Ss say them out loud, leaving only the circles.  \* Ss work in two big groups. Ask them to take turns to fill in the circles with the correct words. | **GAME:** WHAT AND WHERE  **Listen and follow the teacher’s instructions to play the game.** |

**3. Guides for homework (2’)**

- Write the reported speech and make sentences

- Learn new words.

- Do ex B2 (P.44) in the workbook.

- Prepare: A closer look 1.

- Find and write the names of the planets: eg: Mercury, Venus , Mars

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| **Week 32 - Period 95**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 2: A Closer Look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to some more vocabularies about the topic. They will be able to know words ending in –full and –less and pronounce correctly the words ending in *-ful* and *-less* in isolation and in context.

- Vocabulary: vocabulary related to life on earth and other planets.

-Pronunciation: Stress in words ending in -ful and -less.

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting and discovering about life on other planets.

**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 help Ss to pay attention in the lesson.  ***b, Contents***: Ss call the names of the planets individually.  ***c, Outcome*:** Ss can call the names of the planets correctly.  ***d, Organization*:** | |
| - Ask Ss to call the names of the planets | **\*Network.**  **Mars Venus** |
| **2. Presentation (23’)**  ***a, Aims:*** Ss know and use vocabularies related to to the topic "Life on other planets".  ***b, Contents***:  + Ss work individually to use the names of the planets in the box to label the diagram of the solar system.  + Ss work in pairs to scan the passage and check the answers.  + Ss work individually to write the names of the planets that match the Roman Gods.  + Ss work individually to add suffixes -fulor -lessto the words in the box.  + Ss work in pairs to use the topic of space to make a sentence for each new word.  ***c, Outcome*:** Ss can know and use vocabularies related to to the topic "Life on other planets” and do vocabulary exercises correctly.  ***d, Organization*:** | |
| - T has Ss open the books and work independently. Then, ask them to share their answers with a partner.  Ss work independently and share their answers with a partner.  - T has Ss work in pairs, read the passage and check their answers in 1. Then check Ss’ answers as a class.  Ss work in pairs    - T has Ss work individually to fill the blanks without reading the passage again. Have them compare their answers in pairs. Ss read the passage again to confirm their answers. Afterwards, check Ss’ answers as  a class.  - T can explain that to form adjectives, we can add suffi xes –ful or –less to a noun or a verb. Ask Ss to work in pairs to form words with the ending –ful or -less. Ask Ss to swap pairs to check their answers, then check their answer as a class. Ask Ss to add some words that are formed in this way if time allows.  - T asks Ss to work in pairs to write a sentence about the topic of space for each word. Afterwards, have some Ss read out loud their sentences | **1. Use the names of the planets in the box to label the diagram of the solar system.**  **2. Now scan the passage and check your answers.**  Key:  A. Mercury B. Venus C. Mars  D. Jupiter E. Saturn F. Neptune  **3. Write the names of the planets that match the Roman Gods.**  Key:  1. Neptune  2. Saturn  3. Mars  4. Jupiter  5. Venus  **4a. Add suffixes -fulor -lessto the words in the box. Note that some words can use either suffix.**  Suggested answers:  weightless waterless resourceful/ resourceless airless beautiful wonderful  **b. Now use the topic of space to make a sentence for each new word. Compare your sentences with a partner.**  Example:  – Earth looks beautiful from space.  – Venus is a dry and waterless planet |
| **3.** **Practice (12’)**  ***a, Aims:*** Ss know how to stress in words ending in -ful and -less.  ***b, Contents***:  + Ss work individually to study the stress in words ending in -ful and -less.  + Ss work individually to put the stress in the correct place in the words. Then listen and check.  + Ss work individually to read the sentences and mark the stressed syllable on the words in italics. Then listen and repeat.  ***c, Outcome*:** Ss can know how to stress in words ending in -ful and -less and do pronunciation exercises correctly.  ***d, Organization*:** | |
| - T asks Ss to read the tables in books and T explains  - T explains to Ss that when we add suffixes  -ful or –less to a word, the stress of the word remains unchanged.  T plays the recording and ask Ss to listen and stress the words. Checks Ss’ answers as a class.  -First, have Ss work individually to mark the stress in each word. Then ask Ss to compare their answers with a partner.  Ss practice reading the sentences.  -Play the recording and ask Ss to listen, check their answers and repeat the sentences. | **Stress in words ending in –ful and -less.**  When we add –ful or -less to nouns or verbs to form adjectives, the stress of the words remain unchanged.  Example:  'water →'waterless  'hope →'hopeless/ 'hopeful  for'get →for'getful  **5. Put the stress in the correct place in the words. Then listen and check.**  Key:  'thoughtless 'meaningful 'helpless  'meaningless 'helpful 'thoughtful  'useless 'plentiful 'useful  **6. Read the following sentences and mark the stressed syllable on the words in italics. Then listen and repeat.**  Key:  1. Her speech on the environment was 'meaningful.  2. My teacher is so 'helpful when we don’t understand something.  3. I was 'helpless to stop the dog biting me.  4. This dictionary is so 'useful.  5. There is 'plentiful water for life on Earth. |
| **4. Application (5’)**  ***a, Aims:*** Ss can review vocabulary and pronunciation they have studied in the lesson.  ***b, Contents***: Ss work individually to do the exercise.  ***c, Outcome*:** Ss can do the exercise correctly.  ***d, Organization*:** | |
| T asks Ss to do the task individually.  Ss do it.  T observes and remarks | Do the following tasks.  1. The man doesn’t take care. He is ……….. (care)  2. The picture has many colour. It is very ………….. (colour)  3. He doesn’t have any friends. He is ……….. (friend)  4. Which one is stressed differently?  A. weightless  B. beautiful  C. emotionless |

**3. Guides for homework (2’)**

- Practice vocabulary and pronunciation again.

- Do EX A1, A3 (P.43) in the workbook.

- Prepare: A closer look 2

- Prepare: form and usage of May, Might

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| **Week 32 - Period 96**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 3: A Closer Look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to use *may/ might* correctly. They will be able to write reported speech with questions.

- Grammar: - May/ might; reported speech (questions)

- Vocabulary: vocabulary related to life on earth and other planets.

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting and discovering about life on other planets.

**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 help Ss to pay attention in the lesson.  ***b, Contents***: Ss work individually to study the Remember box.  ***c, Outcome*:** Ss can review the grammar of May and Might.  ***d, Organization*:** | |
| **-** Draw Ss’ attention to the REMEMBER! box. Then ask some more able Ss to give examples. | **GRAMMAR**  ***May* and *might:* review**  E.g.: He may/ might be in the office.  S + may/ might + V  🡪 Something is possible at present or in the future.  - *May:* increases the chance that something will happen.  - *May:* sometimes used in formal English (~ allowed)  E.g.: Lectures may use projectors if they wish. |
| **2. Presentation (6’)**  ***a, Aims:*** Ss can practice doing exercises using May, Might.  ***b, Contents***: Ss work individually to use may/ might to fill each of the blank.  ***c, Outcome*:** Ss can do exercises of May and Might correctly.  ***d, Organization*:** | |
| - T asks Ss to work individually to fill the gaps. Have them compare the answers with a partner and explain their answers.  - Ss to work individually to fill the gaps, compare the answers with a partner and explain their answers  - T checks the answers as a class and ask for Ss’ explanations.  - Note that in relation to points 1 and 2 in the REMEMBER! box, may and might are both equally correct in this activity. Ss must only distinguish between these and point 3 in the box: mayfor permission. | **1. Use may/ mightto fill each of the blank.**  **Key:**  1. may/ might  2. may/ might  3. may/ might  4. may  5. may/ might  6. may  7. may/ might  8.may |
| 1. **Practice (27’)**   ***a, Aims:*** Ss can know how to use and practice doing exercises using reported speech: questions.  ***B, Contents***:  + Ss work individually to study the use of reported speech: questions.  + Ss work in pairs to read the interview between a reporter and Nick, and finish the following sentences.  + Ss work individually to circle the correct word in italics to complete each sentence.  + Ss work individually to rewrite as reported questions.  ***C, Outcome*:** Ss can know how to use and do exercises using reported speech: questions correctly.  ***d, Organization*:** | |
| - Ask Ss about the rules of changing statements from direct into reported speech that they learn in the previous unit. Tell them that in this lesson they are going to learn about reported questions.  Ask Ss to read again the conversation between Duong and Nhi in **GETTING STARTED** to find the question in reported speech. Then have a student read aloud the reported question and write it on the board. Get a student to come to the board to rewrite the question in direct speech. Correct it if necessary.  Ask Ss to look carefully at the two questions (one is reported and one is direct) to compare them in terms of the verb tense, order of verb and auxiliary. Then ask them what verb is used as the reporting verb. Have some Ss answer, give feedback or correction if necessary.  - Write the question that Nhi asked Duong in **GETTING STARTED:** *could Earth ever be in that kind of danger?* On the board. Ask a volunteer to come to the board to write that question in reported speech. If the S can write the reported question correctly, ask all other Ss to look at it and the direct question to compare them in terms of verb tense, order of verb and the connection between the reporting verb and the question part. If the S does not write the reported question correctly, ask the whole class to give comments and correct it.  - Now draw Ss’ attention to the language box on reported questions, ask them to read the box carefully.  T has Ss work in pairs and do the exercise. Ask some Ss to read out their answer, and correct the answers as a class.  Ss work in pairs and do the exercise  T lets Ss work individually and check their answers with a classmate. Then check the answers as a class.  Ss work individually and check their answers with a classmate  T asks Ss to work individually to write questions in reported speech.  Ss to work individually  - Have one student write the answers on the board and get feedback from other Ss.  - Afterwards, check the answers as a class. For a class which needs more support, have Ss write the first two reported questions and correct these carefully with the whole class. Have Ss explain the changes they have made.  - Have them do the rest for homework. | **Reported speech: questions**  *We use the verb ask when reporting questions. In reported questions we use the statement word order and the question mark is omitted.*  - Trang asked me what I thought would happen to Earth in the future.  🡪 Trang asked me “What you think will happen in the future?”  \* Wh – questions  S1 + asked (O) + questions words + S2 + V – one tense back.  \* Yes/ No questions  S1 + asked (O) + if/ whether S2 + V – one tense back  **2. Nick claimed that he had seen a UFO. Read the interview between a reporter and Nick, and finish the following sentences.**  Key:  1. what 2. had seen; had landed  3. what 4. had been going  5. had looked  6. had been; had looked like  7. had seen 8.had hidden  **3. Circle the correct word in italics to complete each sentence.**  Key:  1. ask 2. if  3. before 4. different  **4. Read other questions by the interviewer. Rewrite them as reported questions.**  Key:  1. The interviewer asked if he went for a walk every day.  2. He asked how Nick had felt when he had seen the alien.  3. He asked what the alien had looked like.  4. He asked why Nick hadn’t taken a photo of the alien.  5. The interviewer asked how long the UFO had stayed there.  6. The interviewer asked if Nick had seen any UFOs since then. |
| 1. **Application (5’)**   ***a, Aims:*** Sscan interact to each other.  ***B, Contents***: Ss work in groups to ask and answer questions about what Nick saw. Then report the friends’ questions and Nick’s answers to the whole class.  ***C, Outcome*:** Ss interact to each other and do the task correctly.  ***d, Organization*:** | |
| - T makes a model with a more able S.  - Have Ss work in groups of three for 5 to 10 minutes.  - T goes around to see if Ss need help. Then ask the student who plays Nick’s role to report orally the questions he was asked. Get another student in the group to report what Nick answered.  - Ask the whole class to listen carefully and give feedback. Correct this group’s work if necessary. Ask other groups to do the same if there is enough time. | **5. Work in groups of three. One is Nick and the others are Nick’s friends. Ask and answer questions about what Nick saw. Then report the friends’ questions and Nick’s answers to the whole class.**  T: What exactly did you see?  N: I saw a UFO.  🡪 report:  T asked Nick what exactly he had seen. He answered he had seen a UFO. |

**3. Guides for homework (2’)**

- Retell the contents of the lesson

- Review *May, Might* and reported speech: questions.

- Do ex B4, B5, B7 (P.45 – 46) in the workbook.

- Prepare: Communication: discussions on whether they believe in the existence of other life forms in the galaxy.

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| **Week 33 - Period 97**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 4: Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson Ss will be able to predicting what other life forms might be like, share their own views about the possibility of other life forms and use reported speech exactly

- Vocabulary: Extra vocabulary related to the topic life on other planets.

- Grammar: Review: reported speech

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting and discovering about life on other planets.

**B. Teaching aids:**

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

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

**C. Procedures:**

**1. Checking:** Make sentences with May, Might and reported speech: questions **(3’)**

**2. New lesson:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To help Ss to pay attention in the lesson.  ***b, Contents***: Ss answer the teacher’s question individually.  ***c, Outcome*:** Ss can answer the questions correctly.  ***d, Organization*:** | |
| T asks Ss:  Which planet would they like to go to if they had a chance? Why?  Ss answer the questions  T tells Ss that they will join a teenagers’ blog to read some discussions on whether they believe in the existence of other life forms in the galaxy. | **\*Chatting.** |
| **2. Presentation (7’)**  ***a, Aims:*** Ss know more vocabularies related to the topic life on other planets.  ***b, Contents***:  + Ss study some extra vocabularies related to the topic individually.  + Ss work individually to read the comments they have posted on an online forum.  ***c, Outcome*:** Ss can know more vocabularies related to the topic.  ***d, Organization*:** | |
| - T introduces some new words.  Synonym  Synonym  Translation  - Check: What and Where.  - Have Ss read the comments. Ask them to do the reading as fast as fast as possible and remember the ideas. Move around the class. Bring everyone together if there are ideas or words that need clarifying. | **VOCABULARY**  - ap‘propriate (adj): phù hợp, thích hợp  - ‘powerful (adj): mạnh mẽ  - NASA (*National Aeronautics and Space Administration):* Cơ quan Hàng không và Vũ trụ Hoa Kỳ  **1. Five teenagers are discussing the possibility of other life forms in our galaxy. Read the comments they have posted on an online forum.** |
| **3. Practice (20’)**  ***a, Aims:*** Ss can talk their own views about the possibility of other life forms and use reported speech exactly.  ***b, Contents***:  + Ss work in groups to decide if they agree or disagree with each of the opinions and ideas in 1. Say why or why not.  + Ss work in pairs to imagine they are going into space. Decide together what they will take with them. They can add any item they think necessary and give reasons.  ***c, Outcome*:** Ss can talk their own views about the possibility of other life forms and use reported speech exactly.  ***d, Organization*:** | |
| - Ask Ss to work in groups. Tell Ss that they can look at the blog and use the example to discuss the five ideas.  If Ss agree, ask them to add any details from their imagination about the planet. Elicit the reasons why there may be inhabitants there, what those inhabitants may look like, how they can communicate, how they can travel…  If Ss disagree, ask them to justify their choice.  - Put Ss in pairs. Make sure that Ss work with a new partner for a change. Ask to use the suggestions in the pictures and the example. Encourage them to add any items they may think necessary. Remind them to give a reason for each choice. Go around and help Ss. Note this is not meant to be serious; Ss can suggest silly or funny things as long as they justify them. | **2. Work in groups to decide if you agree or disagree with each of the opinions and ideas in 1. Say why or why not.**  ***Suggestions for disagreements:***  *- I disagree with Nhi because the inhabitants there may be able to live in high temperatures. They may have bodies which can resist heat. Or they may have a special machine to cool down the atmosphere of the place where they live.*  *- I disagree with Duc because the inhabitants there will be able to extract liquid from underground to survive. Their bodies may be adapted to the environment there. They may not need oxygen but hydrogen or nitrogen to breathe.*  *- I disagree with Anh. Any planet can be considered powerful. Any inhabitant is proud of his/ her own planet.*  **3a. Work in pairs. Imagine you are going into space. Decide together what you will take with you. You can add any item you think necessary. Remember to give reasons.**  E.g.:  A: I will wear a space suit because it may be very cold there and I won’t be able to breathe.  B: I will bring hand washing gel to clean my hands. |
| **4. Application (10’)**  ***a, Aims:*** Ss can report your decisions to another pair or to the class.  ***b, Contents***: Ss work individually to report their decisions to another pair or to the class.  ***c, Outcome*:** Ss can report their decisions fluently and reasonably.  ***d, Organization*:** | |
| T asks Ss to report their decisions to the class or to another pair. Give feedback if necessary. | **3b. Report your decisions to another pair or to the class.** |

**3. Guides for homework (2’)**

**-** Retell the contents of the lesson

- Prepare next lesson: Skills 1.

- Prepare: talk about what life may be like on other planets; Read for specific information about life on other planets

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| **Week 33 - Period 98**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to know more about life on Mars. They will be able to talk about life on Earth and other planets.

- Vocabulary: Vocabulary related to the topic life on other planets.

- Grammar: reported speech

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

**3. Behavior:** Ss will be more responsible for and be more aware of protecting and discovering about life on other planets.

**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 help Ss to pay attention in the lesson.  ***b, Contents***: Ss work individually to answer the teacher’s question.  ***c, Outcome*:** Ss can answer the teacher’s question correctly.  ***d, Organization*:** | |
| T asks Ss to cover the reading passage, look at the pictures of the two planets and answer the questions.  T asks them:  - What else can you infer from the pictures?  Ss answer the questions | **1a. Look at the pictures and discuss the questions.**  - Picture A: Earth  Picture B: Mars  - The difference is that there is life on Earth but there isn’t on Mars. |
| **2. Presentation (20’)**  ***a, Aims:*** Read for specific information about life on other planets and do exercise.  ***b, Contents***:  + Ss work individually to find words in the passage that have similar meaning to these words or phrases.  + Ss work individually to match the headings with the paragraphs (1-3)  + Ss work in pairs to read the text again and answers the questions.  ***c, Outcome*:** Ss can read for specific information about life on other planets and do reading exercises correctly.  ***d, Organization*:** | |
| - Give Ss two minutes to skim the passage and check their answers.  - Have Ss scan the passage to find the words in red and match them with the definitions. T can explain some difficult words/ phrases.  - Ss should check the meanings of the words from the context. Then check their answers as a class.  - Tell Ss that to finish this part, they should underline key words in the headings. Next, ask Ss to skim the text again, using the key words in the headings to do the matching.  - Set a longer time limit for Ss to read the text again and answer the questions in pairs.  - Ask Ss to note where they found the information that helped them answer the questions.  - For a class which needs more support with the previous exercises, let them do this exercise as homework. Remember to check their answers in the next lesson. | **1b. Read the text below and check your answers.**  **2. Find words in the passage that have similar meaning to these words or phrases.**  ***Key:***  1. poisonous 2. twice  3. experiences 4. traces  5. surface 6. climate  7. accommodate  **3. Match the headings with the paragraphs (1-3). There is one extra.**  ***Key:***  1. C 2. B 3. A  **4. Read the text again and answers the questions.**  ***Key:***  1. It is also called the Red Planet  2. The lowest temperature is -87 degrees Celsius and the highest may be a bit higher than zero.  3. Because 95% of the atmosphere is carbon dioxide.  4. A day on Mars is a bit longer.  5. It is twice as long as a year on Earth. |
| **3. Practice (10’)**  ***a, Aims:*** Ss can talk about what life may be like on other planets  ***b, Contents***: Ss work in pairs to ask and answer about life on Earth and life on Mars.  ***c, Outcome*:** Ss can ask and answer about life on Earth and life on Mars well and correctly.  ***d, Organization*:** | |
| T has Ss read the table of information carefully. Answer their questions if they have any.  Ss work in pairs to ask and answer questions based on the suggested information in the table and the example.  T sets a time limit of 5 to 10 minutes. When they finish, ask the student who plays the role of the human from one pair, and the student who plays the role of Martian from another pair to role-play in front of the whole class. Have them ask and answer questions about food and drink. Have another pair do the same, asking and answering about *sleep* and *travel*. Then have a third pair to finish with environment and problems. | **5. Work in pairs. One is a human and the other is a Martian. Use the suggestions below to ask and answer about life on Earth and life on Mars.**  Example:  - So what kind of food do you eat?  - Well, we eat things like rice, bread, cooked meat. And you? |
| **4. Application (10’)**  ***a, Aims:*** Ss can report what your previous partner said about life on their planet.  ***b, Contents***: Ss work in pairs to take turns to report what their previous partner said about life on their planet.  ***c, Outcome*:** Ss can use reported speech to report their previous partner’s answers correctly.  ***d, Organization*:** | |
| Ask the ‘humans’ and ‘Martians’ to from new pair. This time they use reported speech to report their previous partner’s answers. | **6. Now swap pairs. The human of one pair works with the Martian of the other pair. Take turns to report what your previous partner said about life on their planet your new partner to see if he/ she said similar things.**  *New human:* What kind of food did the human say she ate?  *New Martian:* She said that she ate rice, break, meat and fruit and vegetables.  *New human:* Yes, that’s right! |

**3. Guides for homework (2’)**

- Retell the contents of the lesson

- Do C1, D1, D2 (P.47 – 48) in the workbook.

- Prepare next lesson: Skills 2 (Find the information about aliens and write to discribe a alien)

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| **Week 33 - Period 99**  *Date of planning: …./…../........*  *Date of teaching: …./…../........* | **UNIT 12: LIFE ON OTHER PLANETS**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to listen for specific information about life on other planets. They will be able to use their imagination to write a description about an alien.

- Vocabulary: Vocabulary related to the topic life on other planets.

- Grammar: reported speech

**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 hard-working and attentive. They know more about life on other planets.

**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 help Ss to pay attention in the lesson.  ***b, Contents***: Ss work individually to draw aliens and answer the questions.  ***c, Outcome*:** Ss can answer the questions correctly.  ***d, Organization*:** | |
| **-** Ask a couple of Ss to come to the board and draw their versions of an alien.  - Ask Ss how they would feel if they saw an alien.  - Ask Ss if they think aliens are very different from humans, and what differences there may be. |  |
| **2. Presentation (15’)**  ***a, Aims:*** Listen to Tom’s imagined description of what an alien from another planet may be like and answer the question and then fill each blank.  ***b, Contents***:  + Ss work in pairs to describe the pictures and answer the questions.  + Ss work individually to listen and fill each blank with no more than three words.  + Ss work individually to listen and tick (√) true (T), false (F) or not given (NG).  ***c, Outcome*:** Ss can listen to Tom’s imagined description of what an alien from another planet may be like and do listening exercises correctly.  ***d, Organization*:** | |
| - Ask Ss to work in pairs to describe the pictures and answers the questions.  - Before Ss listen, ask them to read the information in the table carefully and try to predict the answers. Tell them that to do this they should highlight key words in the questions and decide the part of speech of the words they will need to fill in the blanks, then listen carefully to find the words from the recording.  - Play the recording twice. Have two Ss write their answers on the board. Confirm the correct answers.  - Have Ss work individually to underline the key words in the statements. Ask Ss to do the exercise without listening to the recording first. Write their answers on the board without confirming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for the answers. | **1. Work in pairs. Describe the pictures and answer the questions.**  - SS’ answer.  **2. Listen to Tom’s imagined description of what an alien from another planet may be like. Fill each blank with no more than three words…..**  ***Key:***  1. Jupiter 2. Much bigger  3. More powerful 4. Lots of hair  5. Thick skin 6. four eyes  7. Happiness 8. Fear  9. Energy 10. rocks  **3. Listen again and tick (√) true (T), false (F) or not given (NG).**  ***Key:***  1. F 2. NG 3. T  4. F 5. F 6. F |
| **3. Practice (20’)**  ***a, Aims:*** Ss can write to discribe an alien.  ***b, Contents***:  + Ss work in pairs to imagine what an alien may be like, use their imagination to fill in the web.  + Ss work individually to use the notes to write a description of your alien.  + Ss work in pairs to swap their work with their partner.  ***c, Outcome*:** Ss can write to discribe an alien well.  ***d, Organization*:** | |
| **Pre - writing**  T: *You have listened to Tom’s imagined description about what an alien from another planet may be like. What about you? What’s your imagined alien?*  - Set a time limit for Ss to brainstorm ideas and write their notes. Move around and help Ss if necessary. Ask Ss to refer back to the speaking in **5, SKILLS 1** and listening in **2** and **3, SKILLS 2** for useful language and ideas.  **While – writing**  - Now have Ss work individually to write descriptions of their alien. Give Ss a time limit for this. For a class which needs more support, make copies of the audio script and give each student one. The script can act as a writing model, but make it clear that Ss should change the content to match their own ideas.  **Post – writing**  Ss swap their writing with a partner. They comment one each other’s work. Ss revise and edit their writing in class if time allows, or else as homework. | **4. Work in pairs. Imagine what an alien may be like. Use your imagination to fill in the web below.**  **5. Now use the notes to write a description of your alien.**  ***Suggested writing***  I sometimes dream about meeting an alien from Mars. He looks very strange. He has big eyes and he is a little bigger and more violent than me. His skin is black. He has no hair on his head but he has an antenna. He wears clothing but it is made of metal. It’s very strong. He looks really powerful and he always has to fight for the freedom of his planet. There are a lot of invaders from the galaxy who want to control his planet. He loves peace and he will do everything to protect his planet.  **6. Swap your work with your partner. How different is your description from your partner’s.** |
| **4. Application (5’)**  ***a, Aims:*** Ss can talk todiscribe an alien.  ***b, Contents***: Ss talk todiscribe an alien individually.  ***c, Outcome*:** Ss can talk todiscribe an alien well.  ***d, Organization*:** | |
| T asks Ss to talk todiscribe an alien  Ss talk todiscribe an alien  T observes and comments |  |

**3. Guides for homework (1’)**

- Retell the contents of the lesson

- Complete their writing.

- Prepare next lesson: Review 4 (P1)

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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 will be able to review pronunciation, vocabulary and the grammar points they have learnt in unit 10, 11,12. They can also practice making every day English.

- Vocabulary: Review the vocabulary they have learnt in unit 10, 11,12.

- Grammar: future tenses, to infi, reported speech.

**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:**

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| --- | --- |
| **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 individually.  ***c, Outcome*:** Ss can answer the teacher’s questions correctly.  ***d, Organization*:** | |
| T asks Ss some questions  Ss answer the questions | **Chatting** |
| **2. Pronunciation (10’)**  ***a, Aims:*** Help Ss review the rules of stress in words starting or ending in un-, im-, -ful, -less, -ity, and -ive.  ***b, Contents***:  + Ss work individually to mark the stress for the following words, then listen and repeat.  + Ss work individually to complete the words in these sentences. Then listen, and check.  ***c, Outcome*:** Ss can review the rules of stress in words starting or ending in un-, im, -ful, -less, -ity, and -ive and do pronunciation exercises correctly.  ***d, Organization*:** | |
| - Review the rules of stress in words starting or ending in un-, im-, -ful, -less,  -ity, and –ive with Ss as a class.  - Have Ss then mark the stress independently.  - Play the recording. Ss listen and correct their answers.  - Confirm their answers. Ss listen again and repeat, in chorus and individually.  - Ss work individually to complete the words in the sentences. Then T plays the recording for Ss to check. | **1. Mark the stress for the following words, then listen and repeat.**  **Key:**  uni'dentified 'meaningful un'suitable  'paperless a'bility im'mobile  'wireless po'ssessive suc'cessful  in'formative inte'ractive im'possible  capa'bility un'popular 'powerless  'colourless  **2. Complete the words in these sentences. Then listen, and check.**  **Key:**  1. colourless 2. unidentified  3. interactive 4. capability  5. meaningful 6. impossible |
| **3. Vocabulary (10’)**  ***a, Aims:*** Review the vocabularies they have learnt in unit 10, 11,12.  ***b, Contents***:  + Ss work individually to match each verb in column A with a phrase in column B.  + Ss work individually to write the correct form of the words in brackets to complete the passage.  ***c, Outcome*:** Ss can review vocabularies they have learnt in unit 10, 11,12 and do vocabulary exercises correctly.  ***d, Organization*:** | |
| - Ss do the task individually and then share their answers with a partner. Check Ss’ answers.  - Let Ss read the passage for two or three minutes. Ask Ss what part of speech can be filled in each blank.  - Elicit their answers. Ss do this exercise individually. T may ask some Ss to write their answers on the board.  - Correct as a class. | **3. Match each verb in column A with a phrase in column B.**  Key:  1. meet face-to-face  2. make inventions  3. exchange information  4. fly into space  5. move round the sun  6. benefit from science and technology  **4. Write the correct form of the words in brackets to complete the passage.**  Key:  1. scientist 2. chemistry  3. inventor 4. ambitious  5. unhappy 6. invention |
| **4. Grammar (20’)**  ***a, Aims:*** Help Ss review the future tenses, to infi, reported speech.  ***b, Contents***:  + Ss work individually to use the correct form of the verbs in brackets.  + Ss work individually to Rewrite the following sentences in reported speech.  + Ss work individually to do the Everyday English.  ***c, Outcome*:** Ss can review the future tenses, to infi, reported speech and do grammar exercises correctly.  ***d, Organization*:** | |
| - Ss work individually and then compare their answers with a partner.  - Call some Ss to read out their answers.  Confirm the correct answers.  - Ss do the task individually. Have two Ss write the sentences on the board while other Ss do the exercise at their desks. Ss comment on the sentences on the board. Confirm the correct ones.  **\* Everyday English.**  - Ss do the task individually. Then they can check their answers in pairs and practise saying the exchanges as naturally as possible. Select different pairs to say the exchanges to the rest of the class. | **5. Use the correct form of the verbs in brackets.**  Key:  1. will … be? 2. to buy  3. to read 4. look  5. will be 6. will appear  7. to read 8. will appear  **6. Rewrite the following sentences in reported speech.**  Key:  1. Lena said (that) she enjoyed chatting on the phone with her friends.  2. The teacher said (that) a communication breakdown might happen due to cultural differences.  3. Duong asked (me/ us) what the inhabitants of Jupiter might look like.  4. Chau asked (me/ us) if/ whether we would still have traffic jams in 30 years’ time.  5. Phuc told me (that) he had read a book about life on other planets.  **\*Everyday English.**  Key:  1. D 2. F 3. E 4. G 5. A 6. C 7. H 8. B |

**3. Guides for homework (2’)**

- Retell the contents of the lesson

- Do the exercises in workbook.

- Prepare next lesson: Review 4 (P2)

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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 practice 4 skills with the knowledge they have learnt in unit 10, 11, 12.

- Vocabulary: Review

- Grammar: 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 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 work individually to answer the teacher’s questions.  ***c, Outcome*:** Ss can answer the teacher’s questions correctly.  ***d, Organization*:** | |
| T asks Ss some questions  Ss answer the question | **\*Chatting** |
| **2. Reading (7’)**  ***a, Aims:*** Help Ss know how to do the reading exercise.  ***b, Contents***: Ss work in pairs to read the following passage and mark the sentences T or F.  ***c, Outcome*:** Ss can understand the passage and do reading exercise correctly.  ***d, Organization*:** | |
| - Have Ss read the passage one or two times. Clarify anything they do not understand fully. T may have some Ss read aloud sentence by sentence. Correct their pronunciation. Then Ss do the exercises in pairs. Correct as a class. | **1. Read the following passage and mark the sentences T or F.**  1. T 2. F 3. F  4. F 5. T 6. T |
| **3. Speaking (10’)**  ***a, Aims:*** Help Ss know how to practice speaking.  ***b, Contents***: Ss work individually, then work in groups to ask and answer about the topic.  ***c, Outcome*:** Ss can practice speaking and ask and answer about the topics well.  ***d, Organization*:** | |
| - Ss work individually first. Have them read all the five questions and think of the question that interests them the most. Then Ss can spend a few minutes thinking about what they would like to say about the  topic.  - Then they form groups of about four Ss. Have Ss ask and answer on their topics. Encourage them to use the language they have learnt. Go round and observe the groups. Remember that the focus of the  activity should be fluency, so don’t expect Ss’ accuracy to be high. Praise Ss’ efforts in communicating their ideas verbally. | **2. Choose one of the questions that interests you the most.** |
| **4. Listening (8’)**  ***a, Aims:*** Help Ss know how to do the listening.  ***b, Contents***: Ss work individually to listen and choose the correct answer.  ***c, Outcome*:** Ss can do listening exercises well.  ***d, Organization*:** | |
| - Before playing the recording, give Ss a minute to read the questions. Check that Ss understand the phrases used.  - SS guess the answer.  - Play the recording once or twice, or as required. Ss listen and choose the correct answers. Play the recording again for Ss to check their answers. | **3. Listen to the conversation and choose the correct answer to each question.**  1. C 2. B 3. A  4. A 5. C |
| **5. Writing (15’)**  ***a, Aims:*** Help Ss write an online message to a friend and tell him/ her about the problems you have had recently with your iPad.  ***b, Contents***: Ss work individually to write an online message to a friend and tell him/ her about the problems they have had with their Ipad.  ***c, Outcome*:** Ss can write an online message well.  ***d, Organization*:** | |
| - Before writing, have Ss brainstorm ideas about the use of modern equipment in our lives: advantages, disadvantages, etc. Then explain the writing task. Ss need to write a short - not more than 100 words - online message to a friend. Elicit from Ss the words and phrases they may need for their writing. Remind them of the reasons for communication breakdown and the rules of netiquette they learned in Unit 10.  - Give them time to do the writing task.  - Have Ss swap their work with their partner to check before going through some of the messages as a class.  - Collect their work to check at home. | **4. Write an online message to a friend and tell him/ her about the problems you have had recently with your iPad.**  ***Suggested writing***  Dear Hoa,  My father bought me an Ipad for my last birthday. I like it very much. However, I have some problems with it.  Firstly, it is time-consuming to use an Ipad. I don’t have much time for studying. Secondly, my Ipad is always of flat battery because I used it continuously for nearly one year. The final problem of my Ipad is weak signal. It’s difficult for me to contact with my friends or surf the Internet with this Ipad.  Here are some problems of my Ipad. What should I do now?  Write to me soon.  Love  Hien |

**3. Guides for homework (2’)**

- Retell the contents of the lesson

- Review all knowledge for the test.

- Prepare for the second end-term 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:**

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| **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. Pollution:*** Talking about causes and effects and solutions of a pollution type in your area.

***Topic 2. English speaking countries:*** Talking about an English-speaking country.

***Topic 3. Natural disasters:*** Talking about natural disasters and wats to prepare for them.

***Topic 4. Communication:*** Talking about ways of communication now and in the future.

***Topic 5. Science and Technology:*** Expressing agreement and disagreement about the role of science and technology.

***Topic 6. Life on other planets:*** Talking about life on other planets.

**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 11: SCIENCE AND TECHNOLOGY**  **Lesson 7: Looking back and Project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson Ss will be able to practice vocabulary and grammar points they have learnt in this unit and practice making communication, project.

- Vocabulary: Vocabulary related to life on other planets.

- Grammar: Review: Reported speech*.*

**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 the roles of science and technology and highly appreciate 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:**

|  |  |
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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 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. |  |
| **2. Vocabulary (10’)**  ***a, Aims:*** Ss can review vocabularies about life on other planets.  ***b, Contents:***  + Ss work individually to rearrange the letters to label the pictures.  + Ss work individually to fill each gap with a suitable word from the box.  ***c, Outcome***: Ss can review vocabularies about life on other planets and do vocabulary exercises correctly.  ***d, Organization:*** | |
| - Ask Ss to work individually, then compare their answers with a partner. Ask some Ss to write their answers on the board.  - Ask Ss to work individually, then compare their answers with a partner. Ask some Ss to write their answers on the board. | **1. Rearrange the letters to label the pictures.**  Key:  1. aliens 2. space buggy  3. weightless 4. solar system  5. planet 6. spaceship  **7**. flying saucer 8. galaxy  **2. Fill each gap with a suitable word from the box.**  **Key:**  1. accommodate 2. surface  3. traces 4. experienced  5. climate 6. NASA |
| **3. Grammar (15’)**  ***a, Aims:*** Ss can review reported questions and do exercises.  ***b, Contents:***  + Ss work individually to underline the correct answers.  + Ss work individually to put the words/ phrases in the correct order to make reported questions.  + Ss work individually to change the following questions into reported questions.  ***c, Outcome***: Ss can review reported questions and do grammar exercises correctly.  ***d, Organization:*** | |
| - Ask Ss to do 3 & 4 individually first. Then have Ss check their answers with a partner before having them discuss as a class.  - Remind Ss to keep record of their original answers so that they can use that  information in their self-assessment.  - Ask Ss to do them individually first. Then have Ss check their answers with a partner before having them discuss as a class.  - Remind Ss to keep record of their original answers so that they can use that  information in their self-assessment. | **3. Underline the correct answers.**  **Key:**  1. if 2. had been  3. who 4. had been  *5.* how 6. ate  7. what  **4. Put the words/ phrases in the correct order to make reported questions.**  Key:  1. He asked me how I would react if I saw an alien.  2. The teacher asked me which planet was most suitable for human life.  3. My friend asked me when humans had first landed on the moon.  4. She asked me what the difference between a planet and a star was.  5. They asked if there was water on Mars.  **5. Change the following questions into reported questions.**  Key:  1. The teacher asked her students what the essential conditions for human life were.  2. Samuel asked the scientist if humans had been able to communicate with people on other planets.  3. Nick asked the journalist if the Roswell UFO incident had taken place in the U.S. in June 1947.  4. Vanessa asked her uncle who the witness in the Roswell UFO incident had been.  5. The son asked his father when humans would be able to travel from one planet to another more easily.  6. Diane asked her mother why people couldn’t move to Mars immediately. |
| **4. Communication (5’)**  ***a, Aims:*** Ss can practice making communication.  ***b, Contents:*** Ss work in pairs to choose the right sentences (A-E) to put into the dialogue.  ***c, Outcome***: Ss can do communication exercise well and practice making communication correctly.  ***d, Organization:*** | |
| First, ask Ss to do the task in pairs. Then check Ss’ answers as a class. Set a time limit of two minutes for Ss to re-read and to remember the dialogue as much as they can. When they finish, ask some pairs to rehearse the dialogue. | **6. Choose the right sentences (A-E) to put into the dialogue.**  ***Key:***  1. B 2. D 3. A  4. C 5. E |
| **5. Project (10’)**  ***a, Aims:*** Help students do the project well.  ***b, Contents:*** Ss work in groups to present about the vehicle or machine they chose.  ***c, Outcome***: Ss can do their project well.  ***d, Organization:*** | |
| - Groups present about the vehicle or machine they chose. (1 minute for each presentation)  - Others listen and vote for the best presentation. | **\*Project: Space exploration** |

**3. Guides for homework (2’)**

- Finish the project at home.

- Learn the grammar rules.

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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:**

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

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