

The 55th Period

UNIT 9: THE POST OFFICE (READING)

I. Aims: By the end of the lesson Ss will be able to: Read and find the meaning and scan reading find information and talk about the office in the village

II. Methods: Communicative Approach

III. Teaching Aids:

Text book and lesson plan pictures about the activities in the post office

IV. Procedures:

| Teacher's activities | Pupil's activities |
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| <p>* Warm up: Give them some pictures and ask</p> <ol style="list-style-type: none"> 1. What do you see in the picture? 2. How far is this from your home to the nearest post office? 3. Have you ever been there? 4. How often do you go to the post office? 5. What services do you think the post office offer? <p>I. Before you read Look at these pictures and talk about the services of the post office The first picture The second The third The fourth</p> <p>Give feedback and call some read them in the class</p> <p>II. While you read Guide Ss some new words and meaning and read in the class Read the text and give out some thing people do in the post office And some offers Three things people send Three things the post offices offers</p> <p>Task 1: Matching Call some read the title Give example: 1. c(cramped) Give feedback call them read these words</p> <p>Task 2: answer these questions Call some to read the passage and answer these questions</p> <p>One to ask and other answer Go round to check and offer them Repair</p> <p>Task 3 Call them to read carefully the title to do the task Find the information in the text Go round to check and offer</p> <p>Give feedback</p> <p>III. After you read</p> | <p>- Look at the picture and answer these question</p> <ol style="list-style-type: none"> 1. I see the post office and every people in there 2. It's about 200 meters 3. Yes, I have 4. I often go there three day a week 5. They offer very good <p>Work in whole class and talk The first is (mail and parcel service) The second is (Money transfer Service) The third is (Press distribution) The four is Flower telegram Service - Phone calls and Faxes - Phone cards and internet cards - Postal Savings</p> <p>Listen and rewrite on the book and read it</p> <ul style="list-style-type: none"> • send money • send letters • send a document <ul style="list-style-type: none"> • Offer the best services • Offer a very competitive rate • Offer a speedy and secure service <p>Read the title and do the task</p> <p>2. b 3. d 4. c</p> <p>Work in individual</p> <p>* Answers:</p> <ol style="list-style-type: none"> 1. Thanh Ba Post Office is equipped with advanced technology and a spacious pretty place for transaction. 2. Mail and parcel Services, Express money Transfer Service.... 3. They are mail, surface mail and express mail service 4. It is used for notifying the receipt of the time and the place to receive the call 5. You will have expressed to your favorite newspapers and magazines <p>Work individual and pairs work</p> |

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| <p>Call some read the title and answer these questions T guide them to answer</p> <p>Wrapping up Read the text at home and do the task again Prepare the speaking carefully</p> | <ol style="list-style-type: none"> 1. The post office opens daily from 7 a. m to 9 p. m 2. We offer a very competitive rate for parcels of under 15 kg 3. We also have the express Mail Service and your EMS mail will be delivered in the shortage possible time. 4. We offer a speedy and secure service of transferring money in less than 24 hours. <p>Listen and answer Listen and do it at home</p> |
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The 56th Period

UNIT 9: THE POST OFFICE (SPEAKING)

I. Aims: By the end of the lesson Ss will be able to: Talk about some of the service in the post office use the suggested to talk

II. Methods: Communicative Approach

III. Teaching Aids:

Text book and lesson plan pictures about the activities in the post office

IV. Procedures:

| Teacher's activities | Pupil's activities |
|---|---|
| <p>* Warm up Give picture Give example: <i>The man:</i> Excuse me! <i>The woman:</i> Yes, What can I do for you, sir?</p> <p>Task 1 Call one to read the title Guide them to read and oral with them Com to the post office and send a document Call some pairs and go round to check and offer Use the question in the text to ask What's the fax number? How much is that? What can I do for you?</p> <p>Task 2 Call one to read the title and guide them to do Go round and offer Give feedback</p> <p>Task 3 - Call one to read the title and explain them - Dive class 2 groups Group 1 oral about the customer and the clerk *To subscribe to lao dong daily newspaper for a year and delivered to your home *To use the flower Telegram service provided by the post send to your friend.. - goes round to offer and take part with them - Call one or two pair to talk in the class - Give feedback</p> <p>1 A: Good morning Can I help you B: I would like to subscribe to Lao Dong daily newspaper</p> | <p>Whole class do Look at the picture to talk same the model</p> <p>Whole class read them and pairs work Ss A with Ss B</p> <p>After answer these questions of Teacher</p> <p>Whole class and pairs works A: Can I help you? B: Yes, I would like to have a telephone..... at home. A: Where do you live? B: I live in..... A:</p> <p>- Whole class and pairs work - Group 1 and group 2</p> <p>2. A: What can I do for you? B: I would like to send a great card A: right. When is your friend's birthday? B: It's may 6th A: what kind of flowers would you like to send: B: Roses. A bunch of red roses please A: Would you like to have the card and the flowers delivered on may 16th or a day before</p> |

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| <p>A: How long would you like to get the new,, B: For a year please A: Where would you like to get B: at home. I live A: Ok: 67 Ngoc Ha street B: Oh can I get the newspaper every morning before 6:30 A: Before 6:30? Well, it might be a little bit too early. How about before 7:30? B: Ok That's fine. Thank you! A: All right. Could you fill in this from please? Wrapping up - Read the dialogue again and rewrite it - Prepare the new lesson (listening</p> | <p>B: On may 16th it's best to deliver in the early morning A: Ok. I'll make a note for that. Could you please fill in this from? And don't forget to write the recipients address clearly. Listen and remember to do at home</p> |
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The 57th Period

UNIT 9: THE POST OFFICE (LISTENING)

I. Aims: By the end of the lesson Ss will be able to: Listen about the development of the post office in Viet nam

II. Methods: Communicative Approach

III. Teaching Aids:

Text book and lesson plan pictures of the post office services

IV. Procedures:

| Teacher's activities | Pupil's activities |
|--|---|
| <p>* Warm up - Answer the question: <i>Which is the quickest, telephone call, a fax, an email or a letter?</i> - Call one answer - Give some pictures - Call one read the name of the project</p> <p>I. Before you listen - Answer these question: 1. <i>Is your family on the phone? What is your phone number?</i> 2. <i>Does any number of your family have a cell phone? What makes is it?</i> 3. <i>What do you think are the advantages and disadvantages of cell phones?</i> Go round to offer and check Call some answer and give feed back Call some to read these words in the listen</p> <p>II. While you listen Task 1: Multiple choice - Let Ss read through the questions - Play the tape 1-3 times - Go round to check</p> <p>Task 2: Answer the questions: - Listen and answer these questions - Guide them to listen</p> | <p>- Whole class work - Listen and answer A phone call - Work individual - Pay phone, mobile phone, phone box, fax, telephone.</p> <p>- Work in pairs - Answer these questions 1. <i>Yes, we have a phone at home. Our phone number is..... (no, we don't use phone)</i> 2. <i>Yes, me have a SAMSUNG/ NOKIA cell phone. (No, we don't have a cell phone.)</i> 3. <i>With a mobile phone you can contact other people easily...</i></p> <p>- Work individual - Listen and choose Keys: 1. <i>B (VN ranks the second)</i> 2. <i>D(It is among the 30 country in the world)</i> 3. <i>C(in 1996, Viet am began upgrading its fixed telephone net works)</i> 4. <i>D(At present, 93% of communes across Vietnam have telephone services</i> 5. <i>C (the change of the international telephone system)</i></p> <p>- Work in whole class - Read the question carefully to listen and answer</p> |

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|---|--|
| <p>- Play the tape 2-3 - Call one to read - After check them to answer</p> <p>III. After you listen Summary the main of the listening Use the suggested On the text book Go round to offer Call one to read</p> <p>* Wrapping up Rewrite the listening about 30 words Prepare writing at home</p> | <p>1. China has the best growth in telephone number 2. In the early 1990s , there were only 140. 000 telephones in Vietnam 3. In 1996, the fix telephone numbers were changed from six to seven digits in Ha Noi and Ho Chi Minh City as well as five to six digits in other provinces 4. In 2001. 5. there are 6. 014 communal post office in Viet nam</p> <p>Whole class discuss about the listening we hear</p> <p>All class listen and prepare Listen and remember to do</p> |
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The 58th Period

UNIT 9: THE POST OFFICE (WRITING)

I. Aims: By the end of the lesson Ss will be able to: Understand the contents and form of the letter about the pleasant or unpleasant with other services

II. Methods: Communicative Approach

III. Teaching Aids:

Text book and lesson plan pictures of the post office services

IV. Procedures:

| Teacher's activities | Pupil's activities |
|--|---|
| <p>* Warm up - Read the following adjectives and underline those can make people/ things satisfied.</p> <p>Task 1: Answer the questions - Call one read the reading again - Help them to understand main ideal - Use the question below 1. What time does Thanh Ba post office open and close? 2. What is Thanh Ba post office equipped with? 3. What services are offered at Thanh Ba post office? 4. What are the attitudes of the staff? Go round to help them Call one to answer Give feedback</p> <p>Use the ideals to write +The opening hours of the post office +The quality of the equipment +The security conditions of the post office +The attitude of the staff +The prices of the services +The punctuality of delivery of letters and newspapers</p> <p>Task 2 Call one to read the title Guide them to write Go round to offer them to write</p> | <p>Work individually and pairs work Polite: rude : cold : helpful : spacious : - Work in groups</p> <p>- Answer the question 1. Thanh Ba post office opens daily at 7am and close at 9 pm 2. It is equipped 3 with advantaged technology and a spacious pretty place for transaction. 3. They are mail and parcel Services, EMS, Express money transfer, phone calls, and faxes, messenger call services press Distribution 4. The staff are always thoughtful and courteous to the customers</p> <p>Whole class to read and use them to write *Too late / too early... *Good/ bad/ poor quality/needs repairing ... *Good poor security condition/ no one to keep motorcycles or bicycles / pickpockets... *Polite/ helpful/ rude/ arrogant *Low/ high/ reasonable... *Always/ never punctual/ sometimes late/ letters and newspapers are lost...</p> <p>Work in pairs Use the information to write</p> <p>The model</p> |

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| <p>Wrapping up Read rewrite the test and prepare the new lesson</p> | <p>Dear Sir, I have been using the services provided by Thanh Ba post office for years and I'm writing and response to your call for customers to express their satisfaction or dissatisfaction to wards the post offices services. Like any other custommers, I find your post office a well- equipped</p> <p>Listen and do at home</p> |
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The 59th Period

UNIT 9: THE POST OFFICE (LANGUAGE FOCUS)

I. Aims: By the end of the lesson Ss will be able to:

- Pronounce three sounds /sp/ /st/ /sk/ correctly
- Use the sound and use them to write and read, listen or do the exercise with the definite relative clause

II. Methods: Communicative Approach

III. Teaching Aids:

Text book and lesson plan and form to use

IV. Procedures:

| Teacher's activities | Pupil's activities |
|---|---|
| <p>I. Pronunciation Introduce 3 sounds with sp and st , sk /sp/ /st/ / sk/ Speak stanley ask Speech stand disk Speedy stop dusk Eript best skill Spacious text school Go round to offer with these sounds</p> <p>II. Grammar - Give some words and use them to combine <i>a. Post Office/ which/ is / Than Ba/ with/ equipped/ advantaged/technology, /is/ / address/ for/ reliable/ customers/a.</i> - Call some to complete the sentence - Use the sentence to explain the definite clause and non definite clause <i>Thanh Ba post office <u>which</u> is equipped with advantaged technology is a reliable address for customers (definite clause)</i> <i>Thanh Ba post office, which is equipped with advantaged technology, is a reliable address for customers</i> (non definite clause) - Can use with <i>who, where, when, that, whom</i></p> <p>III. Practice Exercise 1: Call one to read the title and how to use Who in relative definite Go round to help Give feedback</p> | <p>Work individually Listen and read these words fluently</p> <p>- Work in the group - Use these words to complete</p> <p><i>Thanh Ba post office, which is equipped with advantaged technology, is a reliable address for customers</i></p> <p>- Look and remember to use the other</p> <p>Whole to work And read Keys: 1. A burglar is someone who breaks in to the house to steal things. 2. A customer is someone who buys something from the shop. 3. A shoplifter is someone who steals from a shop. 3. A coward is someone who is not brave. 5. A tenant is someone who pays rent to live in a house or flat.</p> |

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| <p>Exercise 2:</p> <ul style="list-style-type: none"> - Guide them to fill in the gap with (who, whom, whose) - Go round to check and offer - Give feedback <p>Exercise 3</p> <p>Call one to combine these sentences with who, that, which</p> <p>Go round to check and offer</p> <p>Give feedback</p> <p>Exercise: 4</p> <p>Call one to read the title and how to use Who in relative non-definite</p> <p>Go round to help</p> <p>Give feedback</p> <p>IV. Wrapping up</p> <ul style="list-style-type: none"> - do the text and read these sound and remember to read - Prepare new lesson with reading about the nature | <p>- Work individual and exchange the pairs</p> <table border="1"> <tr> <td>1. who</td> <td>2. whose</td> <td>3. whom</td> </tr> <tr> <td>4. whose</td> <td>5. Whose</td> <td></td> </tr> </table> <p>Work individual and exchange the pairs</p> <ol style="list-style-type: none"> 1. The man who answered the phone told me you were away. 2. The waitress who served us very impolite and impatient. 3. The building which was destroyed in the fire has now been rebuilt. 4. The people who were arrested have now been released. 5. The bus which goes to the Airport runs every half an hours. <p>Work individual and exchange the pairs</p> <ol style="list-style-type: none"> 1. Peter, Who has never been abroad, is studying French and German 2. you've all met Michael wood, who is visiting us for a couple a days. 3. We are moving to Manchester, which is in the north west. 4. I'll be staying with Adian, whose brother is one of my closest friends. 5. Johm Bridge, who has just gone to live in Canada , is one of my oldest friends. <p>- Listen and remember to do at home</p> | 1. who | 2. whose | 3. whom | 4. whose | 5. Whose | |
| 1. who | 2. whose | 3. whom | | | | | |
| 4. whose | 5. Whose | | | | | | |

The 60th Period

TEST YOURSELF C

- I. Aims:** By the end of the lesson Ss will be able to:
help Ss test themselves what they gained from unit 7 to unit 9
- II. Methods:** Communicative Approach
- III. Teaching Aids:** book, board, chalk.
- IV. Procedures:**

| Teacher's activities (2) | Students' activities (3) |
|---|---|
| <p>I.Org: -Greeting. -Checking attendance</p> <p>II. Checking the old lesson: Questions: Find out the mistake in this sentence and correct it: Something who happened yesterday has been worrying me.</p> <p>III. Teaching the new lesson: Test yourself C</p> <p>1. <u>Listening:</u></p> <ul style="list-style-type: none"> -T asks Ss read the expressions and try to guess their meaning. -T reads the first time. -T reads again and asks Ss to put the telephone expressions in the order they hear. -T asks Ss to discuss their answers. -T goes around the class, monitoring Ss' activities, helping them if necessary. -Checks some Ss, and then lets Ss listen again if necessary. | <ul style="list-style-type: none"> -Greeting. -Answering. Answer. -Work individually. -Listen to T. -Listen and put the telephone expressions in the order they hear. -Work in pairs. -Ask T for help if necessary. -Some Ss read their answers, the others listen and comment. |

- know about the result of the people make the nature and environment and train Ss understand and they prevent the disaster and protect clause

II. Methods: Communicative Approach

III. Teaching Aids:

Text book , lesson plan and some pictures about the nature.

IV. Procedures:

| Teacher's activities | Pupil's activities | | | | | | |
|---|--|--------------|----------------|------------|-------------|--|-------------|
| <p>I. Warm up</p> <ul style="list-style-type: none"> - Give some pictures about (tiger, bear, elephant) - Ask some questions 1. <i>What animals can you see in these pictures?</i> 2. <i>Where do these animals often live?</i> 3. <i>What would happen if their habitats were destroyed?</i> - Go round to check in the class <p>II. Before you read</p> <ul style="list-style-type: none"> - Call some answer the question 1. <i>What do you understand from the fact above?</i> 2. <i>Can you explain Why the numbers of these animals become small?</i> - Call read the answer in the class <ul style="list-style-type: none"> - provide some new words - ask Ss to copy and repeat -Vocabularies: T asks Ss to have a look at the text quickly and pick out . <ul style="list-style-type: none"> ▪ the same meaning words : <i>people</i>, ▪ the verbs referring to destroy nature: <i>influence, affect</i>,..... ▪ the verbs referring to protect environment: <i>protect, save</i>,..... some expressions: <i>have a great influence on, result in,</i> <p>III. While you read</p> <p>Listen the tape about the text to find the answer</p> <p>Task 1: Gap-filling</p> <ul style="list-style-type: none"> - Call them read the title of the task 1 - Go round to check T reads or plays the recording of the reading T gives feedback text T has Ss do task <p>Task 2: Multiple choice</p> <p>T asks Ss to work in pairs , read the text again and then circle A, B, C, or D that best sums up each paragraph. Call one read the title and explain Go round to check</p> <p>Task: Answer the questions</p> <ul style="list-style-type: none"> - T asks Ss to work in pairs and read the text carefully to answer the questions in the textbook. Call some answer these question Go round to help Give feedback <p>3. <i>may thing should be done to preserve endangered nature, such as:</i></p> | <ul style="list-style-type: none"> - Individual work <p>Answers:</p> <ol style="list-style-type: none"> 1. <i>It's a tiger, lion, bear, elephant</i> 2. <i>They often live in the foreSs, zoos or National Parks.</i> 3. <i>If their habitats were destroyed, animal would die.</i> <i>The environment would be polluted</i> <i>Nature would be in danger.</i> <ul style="list-style-type: none"> - Work in group and answer 1. <i>The fact above show that the number of some wild or rare animals such as cheetahs, pandas and Siberian tigers become small or extinct.</i> 2. <i>The numbers of these animals become small because they are killed for food, medicines, fur or skin.</i> - Listen to the teacher <p>* <i>Expected answers:</i></p> <ul style="list-style-type: none"> - <i>people, human race, human beings</i> <ul style="list-style-type: none"> - <i>change, destroy, kill, cut, disappear</i> - <i>set up ,raise, prohibit, establish</i> - <i>as the result, sothat., in danger of becoming extinct</i> <p>Whole class listen and work individual Other to read the sentence -Ss listen to T or to the recording. -Ss read the text and give the answers to task 1 -T gives feedback</p> <table border="1" data-bbox="833 1529 1453 1601"> <tr> <td>1. pollutant</td> <td>2. environment</td> <td>3. extinct</td> </tr> <tr> <td colspan="2">4. endanger</td> <td>5. decrease</td> </tr> </table> <p>Choose the best answer</p> <ol style="list-style-type: none"> 1. <i>paragraph 1</i> C. <i>Human beings interfere with nature</i> 2. <i>paragraph 2</i> B. <i>Human beings are responsible for the changes in the environment.</i> 3. <i>paragraph 3</i> A. <i>Human beings have made efforts to protect endangered nature.</i> 4. <i>paragraph 4</i> C. <i>Conditions for a peaceful co-existence.</i> <p>Work in pairs</p> <ol style="list-style-type: none"> 1. <i>four ways that people are changing the world are</i> <i>-they are changing the environment by building cities and villages.</i> | 1. pollutant | 2. environment | 3. extinct | 4. endanger | | 5. decrease |
| 1. pollutant | 2. environment | 3. extinct | | | | | |
| 4. endanger | | 5. decrease | | | | | |

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| <p>-Many organizations have been set up and money has been raised. - Thousand of national parks have been established Laws have been passed to prohibit killing endangered animals.</p> <p>Wrapping up Read the text at home and do the task again Prepare the new lesson</p> | <p>-they are affecting the water supply by using water for industry and agriculture. -they are changing weather conditions by cutting down trees in the forest -They are destroying the air by adding pollutants like smoke from factories and fumes from out mobile motors</p> <p>2. The serious consequences of people's interference with the environment are: -May kind of rare animal are killed - The environment where these animals are living is badly destroyed -The numbers of rare animals are decreasing so rapidly that they are in danger of becoming extinct.</p> <p>Listen and do at at home</p> |
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The 62th Period

UNIT 10: NATURE IN DANGER (SPEAKING)

I. Aims: By the end of the lesson Ss will be able to:

- Understand about the natural and the animal and the environment about the life and the world

II. Methods: Communicative Approach

III. Teaching Aids: Text book and some pictures, lesson plan.....

IV. Procedures:

| Teacher's activities | Pupil's activities |
|--|--|
| <p>* Warm up Call some answer these question 1. Why do we call some animals such as tigers, bears, elephants, Whales endangered animals? 2. What should we do to protect and save them? Offer them to do and give feedback Activity 1 Require to put in the order of importance Explain these sentences and give example 1. In your opinion which reason is the most important?</p> <ul style="list-style-type: none"> I think burning the forest is the most importance. Because animals and plants will die, which causes the air pollution. <p>Offer to help and call some to read Feedback Activity 2 Explain the title and put the sentences A. I think killing animals for fur, skin and food B: I think killing animals for fur, skin and food should be banned Go round to offer and help</p> <p>Activity 3 Require to talk about solutions Explain and give example Help them and give feed back A: It is said in the newspaper that people are burning forests Ss and cutting down trees for wood. B: That's why the forests are destroyed. A: What should we do to protect forests Ss?</p> | <p>Whole class work Answers these questions 1. We call these animals endangered animals because they are hunted or killed in large number that they are in danger of become extinct. 2. As a student you should stop eating and killing wild animals.</p> <p>Work individual Look at the example and do the other and give reason A. I think using fertilizers and pesticides for cultivation is the most important. Because these are chemicals that causes the air polluted and affects the water supply and people's health. B. As for me , I think cutting down the trees for wood is the most important because without trees and plants, most water would run off and cause not only erosion but also floods.</p> <p>Work in pairs and find the solutions for pne reasons A. Keeping animals as pets * Keeping animals as pets should be discouraged B: Hunting or capturing animals for recreation and entertainment. * Animals should not be captured animals for recreation and entertainment. C: Cutting down trees for wood and burning the forests Ss * Cutting down trees for wood and burning the forests Ss should be banned and planting trees</p> |

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| <p>B: I think burning forests Ss and cutting down trees should be banned and planting trees should be encouraged.</p> <p>Wrapping up Do the task again and do some exercise Prepare the listening to studying</p> | <p><i>should be encouraged</i> <i>D: Using fertilizers and pesticides for cultivation.</i> *</p> <p><i>E. Discharging chemicals pollutants in to the environment. *.....</i></p> <p>Ss work in group and talk in the class Listen and do at home</p> |
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The 63rd Period

UNIT 10: NATURE IN DANGER (LISTENING)

I. Aims: By the end of the lesson Ss will be able to:

- Listen about the national park and talk everything and understanding through it and do the task

II. Methods: Communicative Approach

III. Teaching Aids: Text book and some pictures, lesson plan.....

IV. Procedures:

| Teacher's activities | Pupil's activities | | | | | | | | | | |
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| <p>* Warm up Give pictures to ask 1. what's the picture about? Is this the forest or a national park? 2. What can you see in this picture? 3. Why do governments set up these places? Check and give feedback</p> <p>II. Before you listen Call some to talk about some of the name of the park in Vietnam</p> <p>Ask the question Which National park is in Lam Dong province? Othe answer Listen and read these words Scenic features Devastating Approximately Vehicles Maintenance Completely Read first and explain the meaning</p> <p>III. While you listen Task 1: T/F statements Call one read the title to understand Explain these words in the sentences Play the tapes 1- 4 time Go round to check and call other to read the sentences they choose Give feedback</p> <p>Task 2: Answer the questions Call one read the title in the class Play the tape again to answer these questions Stop the sentences if the answer Explain the sentences Give feedback</p> <p>After you read - Require Ss to summary the listening - Offer to help - prepare for them</p> <p>* Wrapping up Listen again and re do the task Prepare the writing at home</p> | <p>Look at the picture and answer these questions 1. It's about a national park 2. We can see trees, plants and animals 3. They set up national parks to protect and save endangered animals.</p> <p>Work in whole class They are Cuc Phuong National park, Bach Ma national park, Phong Nha National Park, Cat Tien National Park, Ba Be National Park</p> <p>Answer Cat Tien National Park</p> <p>Whole class listen and read</p> <p>Whole class read the sentences before listen Listen to choose</p> <table border="1" data-bbox="831 1361 1353 1435"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>T</td> <td>T</td> <td>F</td> <td>T</td> <td>T</td> </tr> </table> <p>Whole class to do One read the answer and other to write on the board</p> <p>1. <i>There are 52 national parks in the united States</i> 2. <i>Millions of people visit national parks every year.</i> 3. <i>Rare animals are killed or hunted for fur, skin or other parts</i> - <i>Trees are cut down for wood.</i> - <i>Large areas of national parks experience desvating fires caused by careless people.</i> - <i>The increasing number of visitors is harming the pars due to the pollution from their vehicles</i> 4. <i>Rare animals and trees should be protected.</i></p> <p>Whole class Rewrite the information Groups to read the passage Listen and do it at home</p> | 1 | 2 | 3 | 4 | 5 | T | T | F | T | T |
| 1 | 2 | 3 | 4 | 5 | | | | | | | |
| T | T | F | T | T | | | | | | | |

The 64th Period

UNIT 10: NATURE IN DANGER (WRITING)

I. Aims: By the end of the lesson Ss will be able to:

- Through the reading and speaking, listening Ss understand about the environment and use the suggestion to write the passage.

- Explain the reason and solutions about the environment

II. Methods: Communicative Approach

III. Teaching Aids: Text book and some pictures, lesson plan.....

IV. Procedures:

| Teacher's activities | Pupil's activities |
|--|---|
| <p>Warm up Answer these question 1. look at the picture and guess which national park it is? Is it one of Vietnam's national parks? Name it? 2. What are the special features of this national park? Explain and guess them to answer Give feedback</p> <p>Activities 1 Give the passage about the National Park and have some blank Goround to check and help them</p> <p>Give feedback</p> <p>1. south west 5. 1000 year old 2. established 6. 2000 3. rain forest 7. fauna 4. caves 8. endangered species</p> <p>Provide some sentences use in the empress sentences - It's located on/ in..... - It's famous for..... - It covers/ contains..... - Its total area is..... - There are..... species of/ kinds of / sorts of..... - We can find..... - Something is found in.....</p> <p>Activities 2 Explain the new words and write these questions on the board</p> <p>1. Where is Cat Ba National park located? 2. What are the features of Cat Ba National Park? 3. How large is it? 4. What do you know about the animals and plants in Cat Ba park? 5. What are some of historic features of the park?</p> | <p>Whole class work Answer</p> <p>1. Cuc Phuong National park 2.</p> <p>Whole class work Work individual</p> <p>Cuc phuong National park is located 160km... 1..... of Hanoi. It is the first of Vietnam's nine National parks to be.....2.... And it contains over 200 km2 of3..... Tourist go there to study butterflies, visit.....4.... hike mountains and look at.... 5. tree. According to scientist there are about... 6..... Different species of flora and 450 species of ...7..... Many visitors come to Cuc phuong to see the work being done to protect...8..</p> <p>Write these sentences and remember to use</p> <p>Read the information a bout the Cat Ba national park And answer these questions</p> <p>Work individual use the information on text book</p> <p>1. 2. 3. 4. 5.</p> <p>Work individual and read in the class</p> |

| | |
|--|---|
| <p>Activities 3 Write a description about Catba National Park, using the facts and figures below. Go round to help and check Prepare task</p> <p>Wrapping up Re do at home and prepare the language focus and read at home</p> | <p>Cat Ba National Park, which was declared as a national park in 1986, is situated on Cat Ba Island, 120 Km from Hanoi and 20 km east of Hai Phong. Cat Ba National Park is the only site in Vietnam end owned with both tropical forest and coastal waters with white sand beaches, abundant natural resources, beautiful landscapes and many kinds of rare animals and plants. It covers 15,200 ha including 9,800 ha of ocean. Cat Ba National Park preserves approximately 300 species of fish, 400 kinds of animals, 150 different birds and 620 species of plants. The stone tools and human bones found in the island's limestone caves reveal that people inhabited there at least 6,000 years ago.</p> <p>Listen and remember to do</p> |
|--|---|

The 65th Period

UNIT 10: NATURE IN DANGER (LANGUAGE FOCUS)

I. Aims: By the end of the lesson Ss will be able to:

- Read 4 sounds with / s/ / sm/ / sn/ / sw/ and how to use the relative pronouns with prepositions
- Through the exercise

II. Methods: Communicative Approach

III. Teaching Aids: Textbook and exercises about the relative, lesson plan

IV. Procedures:

| Teacher's activities | Pupil's activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------------------|----------|----------|---------|-------|-------|--------|------|------|-------|---------|-------|--------|-------|-------|--------|-------|--------|-------|-------|---------|-------|----------|--------|---|---------|---------|---------|----------|----------|--------|---------|--|
| <p>* Warm up (5') - Give some words to write sentences - Require them to do 1. a/ swims/ lake/ often/in/Snow/ small. 2. loudly/ can't/ he/ that/ the/ sleep/ snores/ baby/ so.</p> <p>I. Pronunciation (10') Read the sounds or play the tape /s/ /sm/ /sn/ /sw/</p> <table border="1" data-bbox="137 1496 730 1709"> <tr><td>Slave</td><td>Small</td><td>Snack</td><td>Swallow</td></tr> <tr><td>Sleep</td><td>Smart</td><td>Sneeze</td><td>Swim</td></tr> <tr><td>Slim</td><td>Smell</td><td>Snooker</td><td>Swing</td></tr> <tr><td>Slowly</td><td>smoke</td><td>snowy</td><td>switch</td></tr> <tr><td>Slice</td><td>Smooth</td><td>snail</td><td>Sweet</td></tr> <tr><td>slipper</td><td>smile</td><td>Sniffles</td><td>sweden</td></tr> </table> <p>II. Grammar and vocabulary (30') - Guide them to write and use the relative clause Example The man is living near your house. I talked to him on the phone last night. => The man Whom I talked to on the phone last night is living.... * The man to whom I talked on the phone last night is living....</p> <p>Exercise 1 Call one read the title Go round to offer</p> | Slave | Small | Snack | Swallow | Sleep | Smart | Sneeze | Swim | Slim | Smell | Snooker | Swing | Slowly | smoke | snowy | switch | Slice | Smooth | snail | Sweet | slipper | smile | Sniffles | sweden | <p>- Whole class to work 1. <i>Snow often swims in a small lake.</i> 2. <i>He snores so loudly that the baby can't sleep</i></p> <p>Whole class to work Read after Individual read these sound And read the dialogues</p> <p>Ss look and give ideal</p> <p>Work individual choose and read</p> <table border="1" data-bbox="810 2069 1385 2141"> <tr><td>1. whom</td><td>3. whom</td><td>5. That</td><td>7. which</td></tr> <tr><td>2. which</td><td>4. who</td><td>6. Whom</td><td></td></tr> </table> | 1. whom | 3. whom | 5. That | 7. which | 2. which | 4. who | 6. Whom | |
| Slave | Small | Snack | Swallow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sleep | Smart | Sneeze | Swim | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Slim | Smell | Snooker | Swing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Slowly | smoke | snowy | switch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Slice | Smooth | snail | Sweet | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| slipper | smile | Sniffles | sweden | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. whom | 3. whom | 5. That | 7. which | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. which | 4. who | 6. Whom | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | |
|---|---|---------------|---------|---------------|--------|----------|---------|----------|---------|
| <p>Give feed back</p> <p>Exercise 2 Call one to read the title and guide them to read and write Give example She is the woman. I told you about her ⇒ She is the woman about whom I told you The song was interesting. We listened to it last night was interesting. => The song to which we listened last night was interesting. Go round to help Give feedback</p> <p>Exercise 3 Call one read the title and choose the (Who, whom, which or that) to complete Go round to help Give feedback</p> <p>*Wrapping up Redo the task again and remember to use the relative sentences Prepare the new lesson</p> | <p>Work in pairs to combine with preposition Look at example to do</p> <p>3. to whom 4. about whom 5. about whom 6. about which 7. at which 8. to which</p> <p>Whole class work and write on the board</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1. that</td> <td>3. who</td> <td>5. which/that</td> <td>7. who</td> </tr> <tr> <td>2. which</td> <td>4. whom</td> <td>6. which</td> <td>8. whom</td> </tr> </table> <p>Listen and do it at home</p> | 1. that | 3. who | 5. which/that | 7. who | 2. which | 4. whom | 6. which | 8. whom |
| 1. that | 3. who | 5. which/that | 7. who | | | | | | |
| 2. which | 4. whom | 6. which | 8. whom | | | | | | |

The 66th Period

REVISION - UNIT 10

I. Objectives: By the end of the lesson, students will be able to:

- Revise the grammatical points from U10.

II. Methods:

- Communicative approach.

III. Teaching Aids:

- Textbook and lesson plan.

IV. Procedures: handouts

I. Fill in the blanks with the appropriate word: survive, endangered, coexist, scattered, protect

1. It is possible for local wildlife to _____ with industry.
2. Many birds didn't _____ the severe winter.
3. The government should do more to _____ environment.
4. The explosion _____ a flock of birds roosting in the trees.
5. The health of our children are being _____ by exhaust fumes.

II. Choose the best answer:

1. The society was set up to _____ endangered species from extinction.
a. prevent b. distinguish c. preserve d. survive
2. Oil spills are having a devastating effect on coral reefs in the ocean.
a. powerful b. significant c. disastrous d. detectable
3. The Earth will be a planet where human beings, animals and plants live in peaceful _____.
a. cooperation b. coordination c. corporation d. coexistence
4. Some people have a more _____ attitude towards animals than they do towards children.
a. human b. humane c. humanized d. humanistic
5. We continue to _____ rainforests and increase the dangers of global warming.
a. cut off b. cut in c. cut out d. cut down
6. It is forbidden to hunt for that kind of bird. It has been listed as one of the _____ species.
a. dangers b. danger c. dangerous d. endangered
7. The war brought death and _____ to the city.
a. destruction b. destruct c. destroyed d. destroy
8. Are there any _____ rivers left in the world?
a. pollutions b. unpolluted c. pollutant d. polluted
9. The mystery of her _____ was never solved.
a. disappearance b. appearance c. appearing d. appearances
10. My friend is a keen amateur _____.

- a. natured b. natures c. natural d. naturalist

III. Combine the following pairs of sentences by means of relative pronouns, making any changes if necessary:

1. Her father died last year. She looked after him for over 20 years.

2. The bed has no mattress. I sleep on this bed.

3. I was sitting on a chair. It suddenly collapsed.

4. There wasn't any directory in the telephone box. I was phoning from this box.

5. Her many friends have her encouragement. I like to be considered among them.

• Choose the one that need repairing:

1. The radio program to whom I listened last night was so interesting.
A B C D
2. Nancy's mother, to who I talked in the party, has a big restaurant.
A B C D
3. Visitors were not permitted entering the park because of the lack of security.
A B C D
4. The manager about which Mary told was wealthy.
A B C D

The 67th Period

UNIT 11: SOURCES OF ENERGY (READING)

I. Aims: By the end of the lesson Ss will be able to:

- Read and answer the question, find the information summary by speak or write predict the meaning.

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan

IV. Procedures:

| Teacher's activities | Pupil's activities | | | | | | |
|--|--------------------|---------|--------|----------|-----------|--|--|
| <p>* Warm up (5') - Call some read the title 1. <i>We use..... to cook</i> 2. <i>We use..... to run machines, cars motorbikes.</i></p> <p>- Offer to help - Give feedback</p> <p>I. Before you read (10') Look at these pictures to answer the question 1. <i>What sources of energy does each picture about refer to?</i> 2. <i>What do you need energy for?</i> <i>Guide to answer</i> <i>Nuclear power station, hydroelectricity, windmills, biogas,</i></p> <p>II. While you read (20') - Read the passage followed the tape</p> <p>- Find the new words - Guide to read</p> <p>Task 1: Gap-filling Call the title carefully to fill in the blank</p> <table border="1" style="width: 100%;"> <tr> <td>alternative</td> <td>limited</td> <td>energy</td> </tr> <tr> <td>released</td> <td>exhausted</td> <td></td> </tr> </table> <p>1. <i>Six hundred balloons were..... at the ceremony.</i> 2. <i>They are looking for..... Methods for making it.</i> 3. <i>People use..... To run machines, heat and cool</i></p> | alternative | limited | energy | released | exhausted | | <p>- Work pairs</p> <p>1. oil, coal, wood, natural gas, 2. gas.</p> <p>Look at the picture</p> <p>1. <i>We need energy to live and work.</i> <i>To cook meal</i> <i>To light, heat or cool the house,</i> <i>To run machines.....</i></p> <p>Whole class work</p> <p>Work in pairs Read the answer and write 1. <i>released</i> 2. <i>alternative</i> 3. <i>energy</i> 4. <i>limited</i> 5. <i>exhausted</i></p> |
| alternative | limited | energy | | | | | |
| released | exhausted | | | | | | |

their hoes.
 4. The food in the restaurant is cheap, but the choice is rather.....
 5. Fuel supplies are nearly.....
 - Go round and help
 - Guide and give feedback

Task 2: Complete the table

- Call one to read the title
- Guide them to do and explain
- sources of energy
- 1. nuclear power
- 2. Solar energy
- 3. water power
- 4. Win power
- 5. Geothermal heat

Give feedback

Task 3: Answer the questions

- Call one read the title
- Guide them to answer
- Go round to offer
- 1. What is our major source of energy?
- 2. How many sources of energy are mentioned in the text, and which one do you think has the most potential?

Repair and give feed back

III. After you read (10')

Guide them to fill in the gap to complete the passage
 Offer to help and call to read
 Give feedback

*** Wrapping up**

Read the passage again and do the task
 Prepare to do the speaking

Work in whole class

Give the Advantage and Disadvantage
 Other to read the answer

***. advantage**

- unlimited
- available
- plentiful, clean infinite, safe
- clean and unlimited
- clean unlimited

*** disadvantage**

- can be dangerous
- only possible in some places
- only possible during the day time
- no wind no energy
- expensive

work in pairs

answer

1. Our major source of energy comes from fossil fuels.
2. Five sources of energy are mentioned in the text.
 I think solar energy is the most potential.

Work in pairs and groups

| | |
|------------|----------------|
| 1. is | 3. limited |
| 2. one | 4. alternative |
| 5. sources | 6. unlimited |
| 7. to | 8. in |

One read the passage

Listen and prepare at home

The 68th Period

UNIT 11: SOURCES OF ENERGY (SPEAKING)

I. Aims: By the end of the lesson Ss will be able to:

- Talk about the use the sources of energy replace and talk about the advantages and disadvantage

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan

IV. Procedures:

| Teacher's activities | Pupil's activities |
|--|---|
| <p>* Warm up (5')</p> <ul style="list-style-type: none"> - Write down the sources of fuels you know - Offer to help and check <p>The questions</p> <ol style="list-style-type: none"> 1. Which source of energy is the most popular in our country? | <ul style="list-style-type: none"> - Work individual <i>Oil, coal, natural gas</i> Answer the question |

2. Is it limited or unlimited? What should we do to be sure that we can continue to use it in the future?

Activities 1: Multiple choice (7')

- Guide them to understand to do
- Read these sentences and choose the advantage and disadvantage
- Offer to help and give meaning the word
- Give feedback

Activities 2 (8')

- Guide them to do the task
- Offer to help
- Call one read the model

I think that.....

Why do you think/ believe so?

It is..... However,

Give example

A: More and more people worry about the shortage of fossil fuels

S: That's true and I think that wind power can be an alternative source of energy.

A: Why do you think so?

S: because our major source of energy is running out while the wind is abundant and unlimited.

A: I know it is also clean and save to the environment.

However, it is not available when there is no wind.

- Go round to help
- Give feed back

Activities 3 (25')

Call one read the model in the exercise 2

Go round to help

And repair the wrong words

*** Wrapping up**

- Rewrite the activities and talk about the advantage and disadvantage of the solar energy
- Prepare the listening at home

- 1.
- 2...

Work individual and pairs work

1. D 2. D 3. D 4. A
5. D 6. A

Work in pairs
Read the useful
And talk about them

Work in groups and oral

A: I think that more and more people will use the solar energy.

B: why do you think so?

A: because it's available, unlimited and easy to use.

C: But it is expensive and we can only have it at specific time of the year.

A: I hope that the progress of science and technology will help to overcome this problem.

B: That's right and then we don't have to worry about the shortage of energy.

C: And our life will be more comfortable with cheap simple devices run on the solar energy.

.....

Listen and do at home

The 69th Period

UNIT 11: SOURCES OF ENERGY (LISTENING)

I. Aims: By the end of the lesson Ss will be able to:

- Listen and understand the important about the energy and through the tape can be fill in the gap.

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan, the radio, tape

IV. Procedures:

| | |
|--|---------------------|
| Teacher's activities | Pupil's activities |
| * Warm up Answer these questions | Work in whole class |

1. What kind of energy can be taken from each of these resources?

Guide them answer

I. Before you listen

- Call one read the words in the tapes (Ecologist, resources, renewable, fossil fuels, unlimited, fertilized)
- Check and offer to read

II. While you listen

Task 1: Multiple choice

- Call one read the title and choose the
- Guide to know keywords
- Offer to help play the tape 3 times
- Call one read the sentences after that repair it

Task 2: Gap-filling

Call one read the passage and predict
Play the tape and offer to help
Give feedback

III. After you listen

- Decide which group these sources of energy belong to renewable or nonrenewable
- Offer to help and use to talk
- Give feed back

Wrapping up

Redo the task and use them to do prepare the new lesson and listen again

The air -> wind power
The sun -> solar energy
The land -> geothermal heat
The ocean -> water power

Whole class to read

Work individually

| | | | | |
|------|------|------|------|------|
| 1. D | 2. C | 3. D | 4. A | 5. C |
|------|------|------|------|------|

1. Ecology is the study of human beings and their environment
.....

Whole class
Listen to find the words to fill in the blank

| | | |
|--------------|---------------|--------|
| 1. unlimited | 2. atmosphere | 3. may |
| 4. gases | 5. amount | |

Other to read the passage

- Listen the passage again and choose the energy often use

| Sources of energy | nonrenewable | renewable |
|-------------------|--------------|-----------|
| Coal | + | |
| Geothermal heat | | + |
| Petroleum | + | |
| Solar energy | | + |
| Oil | + | |
| Wind energy | | + |
| Gas | + | |

Listen and do it at home

The 70th Period

UNIT 11: SOURCES OF ENERGY (WRITING)

I. Aims: By the end of the lesson Ss will be able to:

- Understand about the sources and use the information to describing and use in other.

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan, the radio, tape

IV. Procedures:

| Teacher activities | Pupil's activities |
|---|---|
| <p>I.* Warm up (5m)</p> <ul style="list-style-type: none"> - Answer the question 1. What kind of energy is consumed the most in Vietnam? 2. Which one ranks next? Why? <ul style="list-style-type: none"> - Guide them to do and offer - Give feedback <p>II. Writing (38m)</p> <p>Task 1: Gap-filling</p> <ul style="list-style-type: none"> - Call one read the title and give some new word - After that guide them to fill in the gap | <p>Whole class do</p> <ol style="list-style-type: none"> 1. Petroleum 2. Coal 3. Nuclear and hydroelectricity. <ul style="list-style-type: none"> - Work in groups - Fill in the gap and read the passage - Key: |

| | |
|---|--|
| <p>- Give feedback</p> <p><u>1995:</u> nuclear and hydroelectricity- 18 million tons, petroleum – 41 million tons, coal -40 million tons</p> <p><u>2000</u> nuclear and hydroelectricity- 70 million tons, petroleum – 118 million tons, coal -63 million tons</p> <p>Task 2</p> <p>- Call one to read the title and compare the trends use the energy</p> <p>- Offer to help</p> <p>- Give feedback</p> <p>Task 3</p> <p>- Call one read the title and describe</p> <p>- Use the task 1 and task 2 to write about the energy</p> <p>- Guide to write</p> <p>- Repair</p> <p>- Give feedback</p> <p>Wrapping up</p> <p>Redo the task again and prepare the language focus</p> <p>Read it at home</p> | <p>1. 100</p> <p>2. coal</p> <p>3. smallest</p> <p>- Work individual and exchange Pairs</p> <p>1. 100 million tons</p> <p>2. petroleum</p> <p>3. 18 million tons</p> <p>- Whole class work</p> <p><i>The total energy consumption in 2000 was about 287 million tons. Petroleum made up this figure the largest amount of this figure with 115 million tons (contributed to with 115 million tons). There was nearly as much coal used as petroleum. Nuclear and hydroelectricity only made up a small proportion of the total, about 67 million tons.</i></p> <p>Listen and do at home</p> |
|---|--|

The 71st Period

UNIT 11: SOURCES OF ENERGY (LANGUAGE FOCUS)

I. Aims: By the end of the lesson Ss will be able to:

- pronounce three sounds correctly and use the relative pronoun replaced by participles and to-infinitive.

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan, the radio, tape

IV. Procedures:

| Teacher's activities | Pupil's activities | | | | | | | | | | | | | | | |
|--|--------------------|--------|-----|-------|----------|--------|--------|--------|--------|--------|----------|--------|--------|----------|-------|---|
| <p>*Warm up (5m)</p> <p>Listen and write the words you hear</p> <p>1. shred shrank splash shram</p> <p>2. shrine splice spline splay</p> <p>3. splint spring split spleeny</p> <p>I. Pronunciation (10m)</p> <p>* Listen and repeat</p> <p>Introduce the sound</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Sr</td> <td style="padding: 2px;">spl</td> <td style="padding: 2px;">Spr</td> </tr> <tr> <td style="padding: 2px;">Shrub</td> <td style="padding: 2px;">Splendid</td> <td style="padding: 2px;">Spring</td> </tr> <tr> <td style="padding: 2px;">Shrimp</td> <td style="padding: 2px;">Splash</td> <td style="padding: 2px;">Sprang</td> </tr> <tr> <td style="padding: 2px;">Shrink</td> <td style="padding: 2px;">Splinter</td> <td style="padding: 2px;">Spread</td> </tr> <tr> <td style="padding: 2px;">Shrine</td> <td style="padding: 2px;">splatter</td> <td style="padding: 2px;">spray</td> </tr> </table> <p>* Practice these sentences</p> <p>- Read the sound in sentences</p> | Sr | spl | Spr | Shrub | Splendid | Spring | Shrimp | Splash | Sprang | Shrink | Splinter | Spread | Shrine | splatter | spray | <p>Work in whole class</p> <p>Choose the word not related</p> <p>1. D</p> <p>2. A</p> <p>3. B</p> <p>- Work individual</p> <p>- Read after teacher with the words</p> <p>-Read the sound in the sentences</p> <p>1. <i>Today is a splendid spring day.</i></p> <p>2. <i>Shrimp is my favorite sea food.</i></p> <p>3. <i>in spring, people often go to the shrine</i></p> |
| Sr | spl | Spr | | | | | | | | | | | | | | |
| Shrub | Splendid | Spring | | | | | | | | | | | | | | |
| Shrimp | Splash | Sprang | | | | | | | | | | | | | | |
| Shrink | Splinter | Spread | | | | | | | | | | | | | | |
| Shrine | splatter | spray | | | | | | | | | | | | | | |

| | |
|---|---|
| <p>II. Grammar and vocabulary(30m)</p> <ul style="list-style-type: none"> - Use the <i>relative clause</i> replaced by past participle phrase or to infinitive - Give some sentences 1. The man who spoke to John is my brother. - The man speaking to John is my brother. 2. The Sport Games, which was held in India in 1951, was the first Asia Games. - The Sport Games held in India in 1951 was the first Asia Games. 3. Yuri Gagarin was the first man who flew in to space. - Yuri Gagarin was the first man to fly into space <p>Exercise</p> <ul style="list-style-type: none"> - Exercise 1 - Rewrite the following sentences using present participle phrase. - Guide them to do help to write and read - Check and give feed back <p>Exercise 2</p> <ul style="list-style-type: none"> - Rewrite the following sentences using present participle phrase - Guide them to write <p>Example</p> <p>1. The ideas <u>which are</u> presented in that book are interesting.</p> <ul style="list-style-type: none"> - <i>The ideas presented in that book are interesting.</i> <p>Teacher give feedback</p> <p>Exercise 3</p> <ul style="list-style-type: none"> - Rewrite these sentences with relative clause <p><i>Guide and give example</i></p> <p>1. Yuri Gagarin was the first man <u>who flew</u> into space.</p> <ul style="list-style-type: none"> - <i>Yuri Gagarin was the first man to flew into space.</i> - Help and give feed back <p>* Wrapping up</p> <p>Redo all the exercise and read the passage Prepare the test your self at home</p> | <ul style="list-style-type: none"> - Listen ad look at these sentences to understand to use them - The same in meanings - Different in structures - Active -> V-ing phrase. - Passive ->V- ed/ Vpp phrase - the first/ the last + to infinitive phrase <ul style="list-style-type: none"> - Work in pairs and exchange <p>1. <i>The boy playing the piano is Bend.</i> 2. <i>The woman coming toward us?</i> 3. <i>The people waiting for the bus....</i></p> <ul style="list-style-type: none"> -Work in groups and write on the board <p>2. <i>a city located in the southern part of the country.</i> 3. <i>a house built in 1890</i> 4. <i>The photographs published in the newspaper were extraordinary</i> 5. <i>The experiment conducted at the University of Chicago was successful.</i> 6. <i>Hospital sponsored by the government.</i></p> <ul style="list-style-type: none"> - Use the example to write <p>The group work</p> <p>1. <i>the last man to reach the top.</i> 2. <i>the last first person to leave the room.....</i> 3. <i>the first person to see is Mr. Smith.</i></p> <ul style="list-style-type: none"> - Listen and remember to do |
|---|---|

The 72nd Period

TEST YOURSELF D

I. Aims: By the end of the lesson Ss will be able to:

- To help Ss test themselves what they gained from unit 9 to unit 11

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan, the radio, tape

IV. Procedures:

| <i>Teacher's activities</i> | <i>Pupil's activities</i> |
|---|---|
| <p>I.Org: -Greeting. -Checking attendance</p> <p>II.Checking the old lesson: Questions:</p> | <p>-Greeting. -Answering. Answer.</p> |

Find out the mistake in this sentence and correct it:
The man is speaking to John is my brother.

III. Teaching the new lesson:

Test yourself D

1. Listening:

-T asks Ss read all the sentences and try to guess the missing words.

-T reads the first time.

-T reads again and asks Ss to fill in the blanks to complete the sentences.

-T asks Ss to discuss their answers.

-T goes around the class, monitoring Ss' activities, helping them if necessary.

-Checks some Ss, and then lets Ss listen again if necessary.

-T gives the correct answers:

1. can not live
2. it rains.
3. planting vegetation
4. hold back the water
5. dry seasons

2. Reading:

-T gets Ss in groups to discuss their answers.

-T goes around the class, monitoring Ss' activities helping them if necessary.

-T calls some representatives of the groups to report their results to the class.

-T comments and gives suggested answers:

3. Pronunciation and Grammar:

-T asks Ss to discuss their answers.

-T calls some Ss to read their answers

-T comments and gives suggested answers:

a. Pronunciation:

1. sneeze
2. smash
3. shrimp
4. spread

b. Grammar:

1. living
2. ringing
3. to live
2. to drink.
5. invited.
6. blown

4. Writing:

-T asks Ss to exchange their writings.

-T lets Ss evaluate their points.

-T gives suggested writing:

We are trying to find solutions to the environmental problems. People should stop cutting trees for timber.

Instead, they should plant more trees and forests.

They should reduce using cars and motorbikes that cause noise and air pollution. We should prevent farmers from using fertilizers and pesticides that damage the soil. People should not leave litter on the land and in the water. We should prohibit factories from dumping industrial waste into rivers and lakes. It is high time governments over the world had measures that require companies and individuals to stop or cut down on polluting activities.

III. Homework:

T guides Ss to prepare for Unit 12-A: Reading.

-Work individually.

-Listen to T.

-Listen and fill in the blanks.

-Work in pairs.

-Ask T for help if necessary.

-Some Ss read their answers, the others listen and comment.

(Ss prepared at home.)

-Work in groups:

-Ask T for help if necessary.

- Some representatives of the groups to report their results to the class, the others listen and comment.

1. Air, water and soil are necessary to the survival of all living things.

2. Badly polluted air can cause illness, and even death. Polluted water kills fish and other marine life. Pollution of soil reduces the amount of land that is available for growing food

3. Because much pollution is caused by things that benefit people. For example, exhaust from automobiles cause a large percentage of air pollution, but the automobile provides transportation for millions of people.

4. They would have to stop using many things that benefit them.

5. Governments can pass and enforce laws that require businesses and individuals to stop , or cut down on certain polluting activities.

-Work in pairs.

-Some Ss read their answers.

(Ss prepared at home)

-Work in groups: exchange their writings.

- Evaluate their points.

-Study suggested writing.

-Write down the homework requirements.

The 73rd Period

Review Unit 9,10,11

I. Objectives: By the end of the lesson, students will be able to:

- Revise all the language skills and grammatical points which they have studied and used in the three units: 9, 10 and 11.
- Improve their techniques of doing the simple tests
- Improve their knowledge through the test.

II. Method: - Communicative Approach

III. Teaching aids: Written test.

IV. Procedures:

- T gives written test.

I. Pronunciation (1 points)

I. Which word whose underlined part is pronounced differently from the others .

- | | | | |
|-----------------------|-----------------------|-------------------------|----------------------|
| 1. A. equip <u>ed</u> | B. deliv <u>er</u> ed | C. transf <u>er</u> red | D. receiv <u>ed</u> |
| 2. A. help <u>s</u> | B. provid <u>e</u> s | C. docum <u>en</u> ts | D. laugh <u>s</u> |
| 3. A. spr <u>i</u> te | B. spr <u>ou</u> t | C. spr <u>i</u> nt | D. spl <u>i</u> nter |
| 4. A. sm <u>i</u> le | B. maxim <u>u</u> m | C. limit | D. deliv <u>e</u> r |
| 5. A. afr <u>a</u> id | B. fr <u>u</u> it | C. fr <u>o</u> zen | D. f <u>a</u> de |

II. Choose the best answers . (2 points)

- 6/ According to recent statistics, Thailand first in the international export of rice.
A goes B. ranks C. sends D. helps
- 7/ The people in my neighborhood are leading a life.
A. peace B. peacefulness C. peaceful D. peacefully
- 8/ Paul was a landscape photographer photographs often show nature on a grand scale.
A. whose B. of his C. of whom D. his
- 9/ Human beings havegreat influence on world .
A. O / a B. the / O C. the / a D. a / the
10. In Vietnam, many animals have become due to the irresponsible activities of people.
A. endanger B. dangerous C. danger D. endangered
11. You can't expect to have any friends if you don't any effort to befriend with other people.
A. make B. do C. offer D. express
12. Oil, coal, and natural gases are
A. solar system B. nuclear power C. hydropower D. fossil fuels
13. The old man a black suit is a famous energy researcher.
A. to wear B. wearing C. whom is wearing D. is wearing
14. is a person who studies the natural relationships between the air, land, water, animals, and plants.
A. A doctor B. A teacher C. An ecologist D. An engineer
15. The sun, water and the wind are other sources of energy.
A. renewable B. nonrenewable C. reused D. exhausted

III. Rewrite the sentences using relative clause . (2.5 points)

16. I read the newspaper. It was lying on the table.
→
17. A footballer has been banned from playing. He took drugs.
→
18. She put on the clothes. She had bought them the day before.
→

IV. Rewrite the sentences, changing the relative clauses into clauses with a participles or To-inf (2.5 points)

Ex: The path which leads to the pagoda is very narrow.

→ **The path leading to the pagoda is very narrow.**

19. A competitor is someone who takes part in a competition.
→
20. They live in a house that was built in 2000.
→
21. The last person who leaves the room must turn off the light.
→

V. Read and fill in each blank with one suitable word form the box: (2 points)

- | | | | |
|------------------|----------------|-------------------|----------------|
| dangerous | supply | careful | contain |
| renewable | correct | atmosphere | gases |

Solar energy, air and water are usually called (1) resources because there is an unlimited (2)of them. However, this definition may change if people are not (3) with these resources. The amount of solar energy that reaches the earth depends on the (4) If the atmosphere is polluted, the solar energy reaching the earth may be (5) If life is about to continue, the air must (6)the appropriate

amount of nitrogen (N), oxygen (O2), carbon dioxide (CO2) and other (7) If humans continue to pollute the air, it will not contain the (8) amount of these gases.

The end

The 74th Period

UNIT 12: THE ASIAN GAMES (READING)

I. Aims: By the end of the lesson Ss will be able to:

- Read and find the meaning and find the information about the games
- Know about the game and talk about some sport and some body take part

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan, the radio, tape

IV. Procedures:

| Teacher's activities | Pupil's activities |
|---|---|
| <p>*Warm up (5') Answer the questions 1. <i>What sport do you see in the photos?</i> 2. <i>Which one do you like to play? why?</i> 3. <i>In which sporting events are these sports competed?</i> Guide them to answer</p> <p>I. Before you read (10') 1. <i>Look at these pictures and talk about the name of sport and answer these questions</i> Guide to do 1. <i>How often are the Asian Games held?</i> 2. <i>How many countries participated in the 14th Asian Game?</i> 3. <i>What sport do you think are the strongest of Vietnam?</i> Give feedback</p> <p>2. new words - provide some new words - Ask Ss to listen and write - Read aloud the new words - Have Ss listen and repeat</p> <p>II. While you read (20') Task 1: Gap – filling - Choose the words in the box fill in the blank with a suitable - Call one to read the title - Guide them to do - Offer to help - Read the sentences 1. <i>The hotel has special <u>facilities</u> for disabled athletes</i> - Give feed back</p> <p>Task 2: Complete the table - Call one read the title and fill in the table - Example 1. 1951 - Guide them to do - Read the text again - Offer to help - Give feed back</p> <p>Task 3: Q&A - Answer these questions</p> | <p>- Whole class to work - Look at the picture to answer 1. <i>They are : volleyball, basketball, table tennis, rugby, hockey, tennis, football, wushu, bodybuilding</i> 2. <i>I like to play....., because it make me healthy.</i> 3. <i>In Sea Games and Asian Games.</i></p> <p>whole class work talk about the name <i>Tennis. Wushu, Fencing, football.</i> 1. <i>Every four years.</i> 2. <i>42.</i> 3. <i>Wushu, body building</i></p> <p>- some new words: + <i>intercultural knowledge: kiến thức liên vhoa</i> + <i>solidarity (n): sự đoàn kết</i> + <i>to promote: tăng cường, thúc đẩy</i> + <i>aquatic sport (n): tt dưới nước</i> + <i>rugby(n): bóng bầu dục</i> + <i>squash: bóng quần</i></p> <p>- Work in pairs read the text again to choose - Keys: 1. <i>facilities</i> 2. <i>aquatic</i> 3. <i>enthusiasm</i> 4. <i>effort</i> 5. <i>advancing</i> 6. <i>appreciated</i></p> <p>- Whole class to work * Answers: 2. <i>the 2nd Asian Games in Manila, The Philippines in 1954</i> 3. <i>1958</i> 4. <i>Squash, rugby, facing and mountain biking</i> 5. <i>2002</i></p> <p>- Whole class to work</p> |

| | |
|---|---|
| <ul style="list-style-type: none"> - Guide them to answer - Go round to help - Give feed back <p>III. After you read (10') Talk about of the sports in which Vietnamese athletes have wont medals at Asian Games</p> <p>* Wrapping up Read the text again and do the task again rewrite at home Prepare the speaking</p> | <p>1. <i>The purpose of the Asian Games is</i> - <i>to develop intercultural knowledge and friendship within Asia</i> - <i>To gather young Asian people together to compete.</i> - <i>To test strength and sport skills.</i></p> <p>2. <i>The improvements of the 14th Asian Games</i> - <i>the number of participants has been increasing.</i></p> <p>3. <i>They won the gold medals in bodybuilding, billiards and women's karatedo at the Games in Busan, Korea</i></p> <p>- Whole class to find and remember to write <i>Body building , wushu, women football, karatedo,</i></p> <p>Listen and prepare at home carefully</p> |
|---|---|

The 75th Period

UNIT 12: THE ASIAN GAMES (SPEAKING)

I. Aims: By the end of the lesson Ss will be able to:

- Talk about the games and talk about the activities of the Asian games
- Ask and answers the activities in the games and talk about the Vietnamese in the Asian game

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan, white board, chalks

IV. Procedures:

| Teacher's activities | Pupil's activities |
|---|---|
| <p>I * Warm up (7') - Use the suggested to write these sentences example 1. <i>14th /were/ the/ where/ Asian /held/ Games/ when /and?</i> * <i>when and where were the 14th Asian Games held?</i> 2. <i>Countries/ in/ how / the/ part/ many/ took/ games?</i> 3. <i>were/ at/ Games/ sport /many/ completed/ how/ the?</i> - Guide them to completed and offer them to do - And answer the questions</p> <p>II. Speaking (35') Activities1: Q&A - Use the information in the text to answer the questions - Offer go round to help 1. <i>when and where were the 14th Asian Games held?</i> 2. <i>How many countries took part in the Games?</i> 3. <i>How many sports were completed at the Games?</i></p> <p>Activities 2: Talk about the sports ... - Call one read the title about the result of the Games - Guide them to do Example: <i>In billiards, the Vietnamese athletes won one gold medal and one silver medal.</i></p> | <p>- Whole class do</p> <p>2. <i>How many countries took part in the Games?</i> 3. <i>How many sports were completed at the Games?</i></p> <p>Answers: 1. <i>The 14th Asian Games were held in Busan , Korea</i> 2. <i>42 countries</i> 3. <i>38 sports</i></p> <p>- Work in pairs - Read the information on your handout and use them to answer</p> <p>1. <i>they were held in 1951 in India.</i> 2. <i>Eleven</i> 3. <i>six,</i></p> <p>- Work individual</p> |

| | |
|--|---|
| <ul style="list-style-type: none"> - Offer to help - Go round to help - Give feedback <p>*Wrapping up (3')</p> <ul style="list-style-type: none"> - Redo the task again at home and prepare the listening | <ul style="list-style-type: none"> - Look at the table to talk about the result Vietnamese won in the Games <p>* feedback:</p> <p><i>In body building, the Vietnamese athletes won one gold medal and one bronze medal.</i></p> <p><i>In Karatedo, the Vietnamese athletes won two gold medals and one bronze medal.</i></p> <p><i>In shooting, the Vietnamese athletes won one bronze medal</i></p> <p><i>In Wushu, the Vietnamese athletes won one bronze medal and one silver medal.</i></p> <ul style="list-style-type: none"> - Listen and remember to do |
|--|---|

The 76th Period

UNIT 12: THE ASIAN GAMES (LISTENING)

I. Aims: By the end of the lesson Ss will be able to:

- Listen and know about the activities take part in the stadium and use the information to talk to each other
- Ask Listen and answer the questions and choose the best answer through the passage can retell the other passage

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan, white board, chalks, cassette, tape

IV. Procedures:

| Teacher's activities | Pupil's activities | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>* Warm up (5') T asks Ss some questions:</p> <p>1.Name some gymnastics you know or see.</p> <p>2.What do you call a person who display in gymnastics?</p> <p>I. Before you listen (10')</p> <p>a. Ask and answer the questions:</p> <ul style="list-style-type: none"> -T asks Ss to look at the pictures in their book and answer the questions: 1)What are the names of these sports? 2)Have you ever watched sports like these on T.V? 3)Which sport(s) do you like best? Why? <p>b. Listen and repeat:</p> <ul style="list-style-type: none"> -T reads the words given: coming live, land, freestyle, bar, gynasism, gymnast, Lee Bong-Ju, Vichai. -T reads these words again and asks Ss to repeat. -T asks Ss to tell the meaning of these words if they have difficulty, T help them. -T lets Ss guess what the listening text is about. <p>II. While you listen (25')</p> <p>Task 1: Multiple choice</p> <ul style="list-style-type: none"> - Call one read the title and find the key words - Go round to help - Give feedback <p>Task 2: Answer the questions</p> <ul style="list-style-type: none"> - Find the keys word to answer the question in the text - Go round to help - Guide them and give feedback <p>III. After you listen (5')</p> <ul style="list-style-type: none"> - Talk about the name of the famous Vietnamese you know - Go round to help | <ul style="list-style-type: none"> - Whole lass work - Look and talk <p>*Key:</p> <p>1. Marathon, Jumping, Javeline, Swimming, Pole vaulting, Weightlifting.</p> <p>2. We call him/ her gymnast.</p> <p>.....</p> <ul style="list-style-type: none"> - Work in pairs <p>1. <i>Gymnastic, long jump, high jump, weightlifting.</i></p> <p>2. <i>yes, I have</i></p> <p>3. <i>I like the running, because</i></p> <ul style="list-style-type: none"> - listen and repeat - Whole class read and listen <ul style="list-style-type: none"> - Work individual - Choose the best answer to fill in the sentences <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>C</td> <td>A</td> <td>B</td> <td>B</td> <td>D</td> </tr> </table> <ul style="list-style-type: none"> - Work in pairs <p>* Answers:</p> <p>1. <i>it was at 10. 15 p. m</i></p> <p>2. <i>They have won 6 gold medals</i></p> <p>3. <i>He has participated in the long jump 2 times</i></p> <p>4. <i>High Jump was the last sports events mentioned in the report</i></p> | 1 | 2 | 3 | 4 | 5 | C | A | B | B | D |
| 1 | 2 | 3 | 4 | 5 | | | | | | | |
| C | A | B | B | D | | | | | | | |

| | |
|--|--|
| - Call one answer * Wrapping up - Redo the task and listen again - Prepare the writing at home - Write about famous athlete you know about 30 words | 5. <i>He looked very disappointed</i> - Work in pairs Other talk - Listen and do at home |
|--|--|

The 77th Period

UNIT 12: THE ASIAN GAMES (WRITING)

I. Aims: By the end of the lesson Ss will be able to: write a paragraph describing the preparation for the Asian Games using future verb tenses.

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan,

IV. Procedures:

| Teacher's activities | Pupil's activities | | | | | | |
|---|--|--|-------------------|--|---------------|--|--|
| <p>1. Warm-up: -T asks Ss to work in groups. T gives Ss some letters and asks them to arrange the letters into the meaning words. -T asks Ss to stick their words on the board. -T introduces the new lesson.</p> <p>2. Pre-writing: -T asks Ss to work in pairs to match a word in A with a line in B to find out the meaning of new words.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">1. to upgrade (v)</td> <td style="width: 50%; padding: 5px;">a. to advertise sth in order to make it popular.</td> </tr> <tr> <td style="padding: 5px;">2. to promote (v)</td> <td style="padding: 5px;">b. to find new people to join an organization.</td> </tr> <tr> <td style="padding: 5px;">3. to recruit</td> <td style="padding: 5px;">c. to change something so that it is of a higher standard.</td> </tr> </table> <p>Checking vocabulary: Vietnamese equivalents -T asks Ss to look at some activities suggested in the box, the sample writing and elicits some useful language from Ss. T copy on the board: *Useful language: Sequence adverbs: - <i>First/ Firstly/ First of all...</i> - <i>Then..., Next..., After that..., Finally...</i> *Structure: - <i>need to be + V(pp) = need + V-ing</i> - <i>have to + inf.</i> Example: <i>The national stadium needs to be upgraded</i></p> <p>3. While-writing: Writing sentences. - T asks Ss to use the information in the box and write a meaningful sentences, combining the verb in column 1 with the phrases in column 2. (page 143) -T moves around to give help. -T asks Ss to compare their answers. -T asks Ss to write their sentences on the board. -T gives some comments or corrections.</p> <p>4. Post-writing: Writing a composition: -T asks Ss to work in groups of four to write a paragraph about 120 words to describe the</p> | 1. to upgrade (v) | a. to advertise sth in order to make it popular. | 2. to promote (v) | b. to find new people to join an organization. | 3. to recruit | c. to change something so that it is of a higher standard. | <p>-(Close books). Work in groups.</p> <p>*Suggestions: Build, Upgrade, Widen, Equip, Advertise, Recruit, Hold.</p> <p>-Listen to T.</p> <p>-Work in pairs.</p> <p>*Key: 1c 2a 3b</p> <p>-Ss work with T.</p> <p>-Class work.</p> <p>-Work individually.</p> <p>-Work in pairs.</p> <p>*Some suggested sentences: <i>-One more National stadium needs to be built.</i> <i>- National sports centers and local stadium needs to be upgraded because they are not in good conditions.</i> <i>-We have to build more hotels and guest houses with modern facilities to welcome foreign athletes and visitors.</i></p> |
| 1. to upgrade (v) | a. to advertise sth in order to make it popular. | | | | | | |
| 2. to promote (v) | b. to find new people to join an organization. | | | | | | |
| 3. to recruit | c. to change something so that it is of a higher standard. | | | | | | |

| | |
|--|---|
| <p>preparations for the coming Asian Games in Vietnam.</p> <p>-T moves around to give help if necessary.</p> <p>-T gives Ss the limited time.</p> <p>-T asks Ss to exchange their writing to correct the writings.</p> <p>-T asks Ss to give comments on other's writing.</p> <p>Discussion: <i>Imagine Vietnam is going to hold the coming Asian Games . What should we do to meet the need of modern facilities for the Games.</i></p> <p>-T asks Ss to work in groups to talk about the preparations for the next Asian Games.</p> <p>-T mixes the groups to share ideas</p> <p>-T asks Ss to give their group's ideas in front of the class.</p> <p>IV.Homework:</p> <p>-T asks Ss to rewrite the paragraph into their notebooks.</p> <p>-T guides Ss to prepare for "Language Focus" lesson.</p> | <p>-Some Ss write their sentences on the board.</p> <p>-Work in groups.</p> <p>-Class work.</p> <p>-Work in groups.</p> <p>-Some Ss practise to the class. The others listen and comment.</p> <p>-Write down the homework requirements.</p> |
|--|---|

The 78th Period

UNIT 12: THE ASIAN GAMES (LANGUAGE FOCUS)

I. Aims: By the end of the lesson Ss will be able to:

- distinguish the sounds /str/, /skr/, and /skw/ and pronounce the words and sentences correctly.
- master the use of relative clauses and equivalent types of clauses without relative pronouns

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan, cassette, tape

IV. Procedures:

| Teacher's activities | Pupil's activities | | | | | | | | | |
|---|--------------------|----------|----------|----------|---------|--|--------|--------|---------|---|
| <p>* Warm-up: Game: sentence completion</p> <p>-T hangs a flipchart of some words on the board.</p> <table border="1" style="margin-left: 20px; margin-right: 20px;"> <tr> <td>square</td> <td>strong</td> <td>squeezed</td> </tr> <tr> <td>screamed</td> <td>scratch</td> <td></td> </tr> <tr> <td>street</td> <td>screen</td> <td>strange</td> </tr> </table> <p>T copies the following sentences on the board and asks Ss to find words beginning with str- to complete the first sentence , scr- for the second and skw- for the third</p> <p>-T sets the time limited in 1 minute.</p> <p>1. The.....man standing in the.....looks very....</p> <p>2. In the ..., a little girl... aloud when she saw a deep... on her leg.</p> <p>3. My mother....an orange and put it on the ... table in front of my face.</p> <p>-T introduces the 3 sounds /str/ - /skr/ - /skw/.</p> <p>2. Pronunciation:</p> <p>a. Listen and repeat:</p> <p>-T reads the words given.</p> <p>-T reads again and asks Ss to repeat.</p> <p>-T calls some Ss to read.</p> <p>b. Practise reading the sentences:</p> <p>-T reads each sentence.</p> <p>-T reads again and asks Ss to repeat.</p> <p>-T asks Ssto practise in pairs.</p> | square | strong | squeezed | screamed | scratch | | street | screen | strange | <p>Play game.</p> <p>*Key: 1. strange/ street/ strong. 2. screen/ screamed/ scratch. 3. squeezed/ square.</p> <p>-Listen.</p> <p>-Listen.</p> <p>-Listen and repeat.</p> <p>-Some Ss read.</p> |
| square | strong | squeezed | | | | | | | | |
| screamed | scratch | | | | | | | | | |
| street | screen | strange | | | | | | | | |

| | |
|--|--|
| <p>-T checks Ss and correct the mistakes if necessary.</p> <p>2.Grammar:</p> <p>* Presentation:</p> <p>- A relative pronoun in defining/ restrictive relative clauses can be omitted if it is Object of the verb.</p> <p>- A relative pronoun in defining/ restrictive relative clauses can be omitted if it is Object of the preposition and the preposition stands at the end of relative clause.</p> <p>a.Exercise1/144:</p> <p>-T gives an example: <i>I like the diamond ring.....</i> <i>I like the diamond ring Mary is wearing.</i></p> <p>-T asks Ss to complete each of the sentences in ex1/44 to make a relative clause without a pronoun, using a suitable sentence in the box on page 144.</p> <p>-T asks Ss to read out their answers. T gives correction if necessary.</p> <p>b..Exercise2/145:</p> <p>-T writes the example on the board: <i>The flight was fully booked.</i> <i>The flight I wanted to travel on was fully booked.</i></p> <p>-T asks Ss to complete each of the sentences in ex2/145 to make a relative clause with a preparation, using a suitable sentence in the box on page 145.</p> <p>-T asks Ss to read out their answers. T gives correction if necessary.</p> <p>c.Exercise3/145:</p> <p>-T explains the requirement of ex3.</p> <p>-T asks Ss to do ex3.</p> <p>-T lets Ss compare their answers.</p> <p>-T checks Ss and gives the correct answers: The relative pronoun can be omitted in the sentences 1, 3, 5, 6.</p> <p>-T elicits from Ss when the relative pronouns can be omitted.</p> <p>IV.Homework:</p> <p>-T asks Ss to make 5 sentences about their family, using the relative pronouns.</p> | <p>-Listen.</p> <p>-Listen and repeat.</p> <p>-Work in pairs.</p> <p>EX:</p> <p>- I enjoy the book which / that you lent me yesterday.</p> <p>→ I enjoy the book you lent me yesterday.</p> <p>EX:</p> <p>- The school which I used to go to is very big.</p> <p>- The school to which I used to go is very big.</p> <p>→ The school I used to go to is very big.</p> <p>-Look at the board and study the example.</p> <p>-Work individually.</p> <p><i>*Key: 1.Have you found the bike you lost.</i> <i>2.... he invited to the party...</i> <i>3.... John told...</i> <i>4....I bought yesterday....</i> <i>5.....we met this morning.</i> <i>6.....we had for lunch.....</i></p> <p>-listen to the teacher</p> <p>Work individually.</p> <p><i>*Key:1..... I work with.</i> <i>2. we went to...</i> <i>3..... we are living in....</i> <i>4..... they were talking about.</i> <i>5.....he applied for.</i> <i>6.... I slept in....</i></p> <p>-Listen to T.</p> <p>-Work individually.</p> <p>-Work in pairs.</p> <p>* Answers:</p> <p>1. Yes (we are going to see) (R.P function as Object)</p> <p>2. No. (Sub)</p> <p>3. Yes (you met yesterday) (Obj)</p> <p>4. Yes (the broken table) (Obj)</p> <p>-Write down the homework requirements.</p> |
|--|--|

The 79rd Period

THE MIDDLE TERM TEST

A.OBJECTIVES:

1. Knowledge: Test their knowledge from unit 9 to unit 11
2. Skills: Writing + listening
3. Political thought: do the test individually

B.TEACHING AIDS:

1. Teacher: test handouts
2. Students: pens,

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II. Revision:

III./New lesson:

MATRIX

KHUNG MA TRẬN ĐỀ KIỂM TRA

| Tên chủ đề | Nhận biết | Thông hiểu | Vận dụng | | Cộng |
|--|--|----------------------------|---------------------------|-------------------------|-------------------------|
| | | | Cấp độ thấp | Cấp độ cao | |
| LISTENING (MCQ) | | The asian Games | | | |
| Số câu: 5 Số điểm 2 | | Số câu: 5 Số điểm: 2 | | | Số câu: 5 Tỉ lệ: 20% |
| READING (MCQ) | | hobbies | | | |
| Số câu:10 Số điểm 2,5 | | Số câu: 10 Số điểm: 2,5 | | | Số câu:10 Tỉ lệ: 25% |
| WRITING Tự luận | | | | - cleft sentence | |
| Số câu: 4 Số điểm: 2 | | | | Số câu: 4 Số điểm: 2 | Số câu:4 Tỉ lệ:20% |
| LANGUAGE FOCUS (Grammar, vocabulary and speaking) (MCQ) | - relative clause -omitted relative pronoun -Word to express Asian game, hobbies - speaking | | | | |
| Số câu 10 Số điểm:2,5 | Số câu: 10 Số điểm: 2,25 | | | | Số câu: 10 Tỉ lệ:25% |
| PHONETICS (MCQ) | - distinguish the sound/s/;/a/;/ai/;/a/; | | | | |
| Số câu: 4 Số điểm: 1 | Số câu:4 Số điểm:1 | | | | Số câu: 4 Tỉ lệ: 10% |
| Tổng số câu: 33 | Số câu: 14 Tỉ lệ: 42,5% | Số câu: 15 Tỉ lệ: 45,5% | Số câu: 4 Tỉ lệ: 12, % | | Số câu: 33 |

Good evening. It's 10.15 and it's time for "The Asian Games Report". It's the 3rd day of the Games. Well, today's most important event was the women's 200-metre freestyle. The Japanese, Yuko was the first and got the gold medal. She made a new record time of 1 minute 58 seconds. The Japanese athletes won two gold medals yesterday, and three the day before, so in the first three days they've won six gold medals.

...Here we're in the Gymnasium. Lily, the Chinese gymnast, has just finished her display. She's got an average of 9.5 points. That's the best score today! Lily's won the gold medal!

...And this is Lee Bong-ju coming from Korea. This is the second time he completed in the long jump- at the Asian Games. Last time he jumped 8.5 metres. Today he's won a gold medal for men's long jump. He jumped 8.9 metres.

...Now we're waiting for the last high jumper, Vichai coming from Thailand. The bar is at 2.30 metres and... it seems too high for him. Vichai has just jumped! ...Ooh! He's crashed into the bar! He's landing. The bar has fallen too. He's getting up and walking away. But he's very disappointed

I.Listen and tick (v) true (T) or false (F).

1. It is the third day of the Game.
2. The japanese athletes won two gold medals yesterday.
3. Last time he jumped 9.8 metres.
4. Vichai comes from Korea
5. Vichai feels disappointed after his performance.

I. PHONETICS:

Choose one word whose underlined part is pronounced differently.

1. A. come B. capture C. coexist D. appreciate
2. A. nature B. Asian C. squash D. spacious
3. A. purity B. tiny C. reply D. happy
4. A. standard B. dark C. spark D. pharmacist

II. GRAMMAR, VOCABULARY AND SPEAKING.

1: Chọn từ hay ngữ cần được sửa lỗi , tương ứng với A, B, C hay D:

The flight on it I wanted to travel was fully booked

A B C D

2: Chọn phương án đúng A,B C hoặc D để hoàn thành các câu sau :

The person _____ prepared this report has a real talent for writing.

- A. whose B. which C. who D. whom

3: Chọn phương án đúng A,B, C hoặc D để hoàn thành các câu sau :

- Let's go camping.

- _____. Then we can rest and enjoy ourselves in the quiet countryside.

- A. That's a good idea. B. Not at all
C. Thank you D. What can I do for you?

4. Do you know the man about _____ they're talking?

- A. whom B. where C. that D. who

5. Where is the girl _____ sells tickets?

- A. who B. whose C. whom D. A&C are correct

6. I need to find a painting _____ will match the rest of my room.

- A. Ω B. whom C. who D. which

7. What's the music to _____ you are listening?

- A. whose B. which C. whom D. that

8. Choose the word or phrase a, b, c or d that best completes the sentence

This multi-sport event is an occasion when friendship andare built and promoted.

- A. knowledge B. solidarity C. effort D. enthusiasm

9. The man gave her the book last week. *Which of the following is adverbial focus?*

- A. It was the book that the man gave her last week.
B. It was last week that the man gave her the book.
C. It was the man who gave her the book last week.
D. It was the book that was given to her last week

10: Which of the following is CORRECT?

- A. Mr Long, you met yesterday, is my neighbour.
B. Mr Long, whom you met yesterday, is my neighbour
C. Mr Long, you met him yesterday, is my neighbour
D. Mr Long, whom you met him yesterday, is my neighbour

IV. READING.

A. Đọc đoạn văn sau và chọn phương án đúng, từ câu 1 đến câu 5

Coin collecting is one of the most important hobbies in the world. Most coin (1) _____ simply enjoy trying to acquire a complete set of a nation's coin. Some people collect coins as works of art. (2) _____ collect them as an investment, to be sold later at a profit. Through coins, a collector can also (3) _____ something about certain famous people and events in a country's (4) _____. Imaginative coin collectors can build many types (5) _____ collection.

- 1: A. collecting B. collectors C. collection D. collected
2: A. Others B. Other C. Another D. The other
3: A. give B. learn C. offer D. teach
4: A. history B. nature C. science D. geography
5: A. on B. in C. of D. for

B. Đọc đoạn văn sau và chọn phương án đúng, từ câu 1 đến câu 5

People collect a lot of objects: posters, stamps, dolls. Some people collect objects which are connected with historical events or with famous people. But one of the strangest collections is that of eggcups. Kevin Murphy in Yorkshire has 10,000 of them. Not surprisingly, his favourite eggcup is one in the shape of a typical Yorkshire man.

Kevin's hobby began seven years ago, after he lent an elephant eggcup to a granddaughter who took such a liking to it that she insisted on keeping it. Kevin saw a few eggcups he liked at a sale at a local shop, and started collecting them. Others like Kevin's eggcups too. "I have just bought a replacement for one of my favourites, which mysteriously disappeared last week," he said.

- 1: Kevin's hobby is collecting _____.
A. Yorkshire men. B. eggcups. C. famous people. D. objects.
2: Kevin has pursued his hobby _____.
A. for seven years.
B. when he lent an elephant eggcup to his granddaughter.
C. seven years ago.
D. since he bought a replacement for his favourite.
3: The eggcup he lent his granddaughter is in the shape of a (n) _____.
A. Yorkshire man. B. eggs. C. elephant. D. A and C.

- 4: What happened to Kevin last week?
 A. He saw his eggcup at a local shop.
 B. He bought one of his favourite eggcups.
 C. He lent an elephant eggcup to his granddaughter.
 D. He lost one of his favourite eggcups.
- 5: Which of the following sentences is true according to the passage?
 A. Kevin's hobby is different from other people's.
 B. Kevin is a young eggcup collector.
 C. Kevin has a large collection of Yorkshire men.
 D. Kevin has never bought anything for his collection.

V. WRITING : Rewrite the following sentences without changing their meaning.

1. Bermuda got its name in 1964.
 ☞ It was in
2. I've lost my book.
 ☞ It is my book
3. I saw him in the street only last week.
 ☞ It was only _____
4. You are wrong not me.
 ☞ It is you

IV. Summary: summarize the main points

V. Home work : - learn by heart the new words
 - prepare next lesson

The 80th Period

UNIT 13: HOBBIES (READING)

I. Aims: By the end of the lesson Ss will be able to:

- develop such reading micro-skills as guessing meanings of words in context and scanning for specific ideas.
- use the information they have read to discuss the related topic.

II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan, cassette, tape

IV. Procedures:

| Teacher's activities | Pupil's activities |
|--|--|
| <p>1.Warm-up: Hangman game: -T tells the whole class that he has 7-letter word in his mind. He will give some clues about the words and Ss have to guess the letters forming that word. *Clues: +It is a noun. +It is a way to relax ourselves. +It is related to free time. +Collecting stamps, reading books, going fishing are examples of this noun. -Lead-in: T asks Ss : What do you often do in your free time? -T introduces the new lesson.</p> <p>2.Pre-reading: *Pre-teaching vocabulary: 1. guitarist (n) (question) What do you call a person who plays the guitar? 2. glass fish tank (picture) 3. admire (v) (gap-fill) My Tam is my favourite singer, I ... her a lot. 4. throw st away (miming)</p> <p>*Checking vocabulary: Gap-fill T gives Ss handouts and asks them to work in pair to complete the sentences, using the words/ phrases they have just learned. 1.My uncle is a good ... He often accompanies his wife singing with his guitar. 2.Almost everyone in my class ... Hoa because she is very good at maths.</p> | <p>-Play the game.</p> <p>-Listen to T and answer.</p> <p>-Listen to T.</p> <p>-Listen to T and guess the meaning of new words.</p> <p>-Work in pairs.</p> |

3. We keep fish in a ...
 4. Their car is old and out of fashion. They intend to... away.

3. While-reading:

a. Activity 1: Matching test.

-T asks Ss to skim read the text and do the matching test in pairs.

| | |
|---|---|
| 1. accomplished | a. keep me busy |
| 2. accompanying (đệm đàn) | b. well-trained |
| 3. modest (nhỏ, khiêm tốn) | c. allow oneself the pleasure of |
| 4. avid (say me) | d. thrown away |
| 5. discarded (đá bi bỏ đi) | e. going with a singer, using a musical instrument. |
| 6. indulge in (đắm me vào một việc gì) | |
| 7. keep me occupied (làm cho tôi bận rộn) | f. eager g. humble |

b. Activity 2: True/ False statements:

-T gives handouts and asks Ss to read the text individually to decide if these statements are true or false.

1. The writer is an accomplished guitarist.
2. The writer didn't collect fish from the rice field.
3. The writer has more local stamps than foreign ones.
4. The writer is an avid stamp collector.

c. Activity 3: Answer the questions:

-T asks Ss to read the text again and find the answers to the questions in task 2 (p.148).
 -T asks the representative of each group to go to the board to write down their answer.
 -T feedbacks:

4. Post-reading: Pair work:

T asks Ss to work in pairs to talk about their hobbies, mentioning the following things:
 -What your partner's hobby is?
 -How much time he/ she spends on it?
 - Asks whether he/ she collects anything as a hobby
 - Asks if he/ she shares the same hobby with any member of his/ her family/ class.
 -How much money he/she spends on his/her hobby

IV. Homework: -T guides Ss to prepare for " SP"
 -T asks Ss to write about their favorite hobby.

Work in pairs.

*Suggested answers: 1b 2e 3g 4f 5d 6c 7a

-Work individually.

*Expected answers: 1F (his uncle is) 2F (he did)
 3T 4T

-Work in groups.

-Some Ss copy their answers on the table.

- Work in groups

*** Answers:**

1. his first hobby is playing his guitar
2. No , he isn't
3. Because he is an accomplished guitarist and he is good at accompanying people by his guitar.
4. his second hobby is keeping fishes
5. he bought some from the shop and collected some from the rice field near his house
6. he isn't an avid stamp collector
7. He collects them from from discarded envelopes his relatives and friends give him
8. local stamps.
9. He keeps the less common one inside a small album. The common ones he usually gives away to others or if no one wants them he simply throws them away.

-Write down the homework requirements.

Work in pairs

- I. Aims:** By the end of the lesson Ss will be able to:
 - Talk about the hobby of individual or other people and talk about the reason
II. Methods: Communicative Approach
III. Teaching Aids: Pictures and textbook lesson plan,

IV. Procedures:

| Teacher's activities | Pupil's activities |
|---|---|
| <p>I. Warm up Call one to give the verb go with stamps To keep To buy To throw To exchange </p> <p>II. Speaking Activities 1 - Call one read the title and talk reason - Guide them - Give example <i>A: Which of the hobbies would you like to do?</i> <i>B: Swimming. I like it best because I find it interesting to swim in the swimming pool with my friend. It's also good for my health and help me to stay fit.</i> <i>A: And which one wouldn't you like to do?</i> <i>B: Fishing. I'm not patient enough.</i> </p> <p>- Go round and offer to help</p> <p>Activities 2 - Call one read the passage and oral - Guide to read and offer to help</p> <p>Activities 3 - Call one read the title to make a dialogue - Go round to offer</p> <p>- Call other to ask and answer</p> <p>Wrapping up - Redo the task again and remember to work - Prepare the listen at home</p> | <p>- Work in whole class</p> <p>- Other talk</p> <p>- Work in pairs - Look at the model to do</p> <p>-Reading <i>Watching tv</i> <i>Playing computer games</i> </p> <p>- Work in groups - Oral and read it</p> <p>- Work in partner - Look at the activities 2 to talk</p> <p><i>T: What is your hobby , ho</i> <i>S: Well, I like collecting stamps. I have been collecting them for more than 5 years</i> <i>T: You must have a lot of stamps now. Could you tell me how you collect your stamps?</i> <i>S: I get them from old envelopes and sometime my relatives or my friend give me some. If I have money, I can go to the post office and buy some valuable ones</i> <i>T: Where do you keep your stamps?</i> <i>S: In albums of course. I've had 3 albums so far.</i> <i>T:</i> <i>S:.....</i></p> <p>- Remember to do at home</p> |

The 82nd Period

UNIT 13: HOBBIES (LISTENING)

- I. Aims:** By the end of the lesson Ss will be able to:
 - Listen and choose the information and fill in the space and understand the other activities about reading.
 - Know about the advantage of the reading and other activities use the listening to write or complete require of the text book
II. Methods: Communicative Approach
III. Teaching Aids: Pictures and textbook, lesson plan, tape, casstte

IV. Procedures:

| Teacher's activities | Pupil's activities |
|----------------------|--------------------|
|----------------------|--------------------|

| | | | | | | | | | |
|---|---|------|------|------|------|------|------|------|------|
| <p>I. Warm up (5min.) - Use the words to make sentences - Look at these words <i>Stamps. Fish, books, swimming</i> - Call one to do - Guide them to write and read example - <i>I like stamps</i> - Offer to help</p> <p>II. Before you listen (10 min.) 1. Call one to talk about your hobby Guide them and offer - <i>Books help to widen our knowledge</i> - <i>Books give us valuable experiences</i> - <i>Books are good sources of information</i> - <i>Books make our life better</i> 2. Call one read these words after - Read first - Call one to</p> <p>III. While you listen (20 min.) Task 1: T/F statements Let Ss read the questions Explain the new words Offer to help Play the tape 2 to 3 time Give feed back Call one read sentences and repair</p> <p>Task 2: Gap - filling - Explain the words - Guide them to do - Play the tape - Offer to do - Give feed back</p> <p>IV. After you listen (10 min.) - Talking about the disadvantages of over-reading - Guide to talk 1. <i>near-sighted</i> 2. <i>weak body (not move too much)</i> 3. <i>not having enough time for studying</i></p> <p>Wrapping up - Listen again and do the task - Prepare the writing at home</p> | <p>- Whole class to do</p> <p><i>I have a lot of stamps</i> <i>Give some of stamps</i> <i>We go swimming everyday</i></p> <p>- Work in groups - Use the suggestion to speak and write</p> <p>- Work individual</p> <p>- Whole class listen to do</p> <p>- Listen and choose</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>1. T</td> <td>2. F</td> <td>3. F</td> <td>4. F</td> </tr> <tr> <td>5. T</td> <td>6. T</td> <td>7. T</td> <td>8. F</td> </tr> </table> <p>- Work in groups</p> <p>- Listen and fill in the missing words - After to read the passage Answers: 1. <i>wonderful</i> 2. <i>disease</i> 3. <i>jungle</i> 4. <i>certainly</i> 5. <i>ignorantly</i></p> <p>- Work in groups - Use to write and read</p> <p>- Listen and do it at home</p> | 1. T | 2. F | 3. F | 4. F | 5. T | 6. T | 7. T | 8. F |
| 1. T | 2. F | 3. F | 4. F | | | | | | |
| 5. T | 6. T | 7. T | 8. F | | | | | | |

The 83th Period

UNIT 13: HOBBIES (WRITING)

I. Aims: By the end of the lesson Ss will be able to:

- Use all the activities we have studied to write about the collected and use the model or the suggestions to write about the other collection.

.II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan,

IV. Procedures:

| | |
|----------------------|--------------------|
| Teacher's activities | Pupil's activities |
| I. Warm up | |

| | |
|--|---|
| <p>- Guide class find the words going with COLLECT</p> <p>- Guide to do</p> <p>- Give feedback</p> <p>II. Writing</p> <p>Task 1:</p> <p>- Guide them to write with questions</p> <ol style="list-style-type: none"> 1. Name of your collection 2. When you started your collection 3. How you collect them 4. How you classify them 5. How you keep them 6. Why you collect them 7. Your plan for the future <p>Task 2:</p> <p>- Use them to make the detailed out line</p> <p>Task 3:</p> <p>Use the task 1 and task 2 to write the passage about the collect stamp</p> <p>Offer to help</p> <p>Go round to help</p> <p>Give feed bac</p> <p>Wrapping up</p> <p>- Call one read it again and re do at home</p> <p>- Prepare the language focus</p> | <p>- Work in group <i>Stamps, animals, pencils, bottle caps, key rings.....</i></p> <p>- Whole class to use questions to answer them <i>To combine</i></p> <p>- Work in group to making the detail</p> <p>- Use the questions <i>Stamp collection</i> <i>6 years ago</i> <i>Both local stamps and foreign stamps from the letters of friends and relatives</i> <i>In to categories/ put stamps of animals, flowers, birds, landscape,.....</i> <i>In two albums, one for local and the other for foreign ones</i> <i>Keep beautiful pictures on the stamps/ broaden knowledge about the world</i> <i>Join the stamp exhibitions to learn from experienced stamp collectors/....</i></p> <p>- Work individual <i>My hobby is collecting stamps. I have been collecting both local stamps and foreign stamps for more than 6 years so I have great collection now.</i> <i>.....</i> <i>Now I have two albums , one for local, and the other for foreign ones. I classify the stamps</i></p> <p>- Listen and do it</p> |
|--|---|

The 84th Period

UNIT 13: HOBBIES (LANGUAGE FOCUS)

I. Aims: By the end of the lesson Ss will be able to:

Read these sounds / pt/ /bd/, /ps/, /bz/ clearly and correctly and sentences with sounds. Use the grammar and vocabulary to do exercise

.II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan, cassette,

| Teacher's activities | Pupil's activities | | | | | | | | | | | | | | | | | |
|--|---|------|------|------|--|--|--|--|--|--|------|------|------|------|---------|--------|--|--|
| <p>* Warm up</p> <p>- Read some words have just to study to choose and write on the table</p> <p>- Go round to read</p> <p>- Give feed back</p> <p>I. Pronunciation</p> <p>1. Practice read the words</p> <p>- Guide them to read</p> <p>- Go round to help</p> | <p>- Whole class to do</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">/pt/</td> <td style="text-align: center;">/bd/</td> <td style="text-align: center;">/ps/</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>- Work in pairs</p> <p>- Listen to repeat</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">/pt/</td> <td style="text-align: center;">/bd/</td> <td style="text-align: center;">/ps/</td> <td style="text-align: center;">/bz/</td> </tr> <tr> <td style="text-align: center;">Stopped</td> <td style="text-align: center;">Robbed</td> <td> </td> <td> </td> </tr> </table> | /pt/ | /bd/ | /ps/ | | | | | | | /pt/ | /bd/ | /ps/ | /bz/ | Stopped | Robbed | | |
| /pt/ | /bd/ | /ps/ | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | |
| /pt/ | /bd/ | /ps/ | /bz/ | | | | | | | | | | | | | | | |
| Stopped | Robbed | | | | | | | | | | | | | | | | | |

| | | | |
|--------|-----------|--|--|
| Hoped | Sobbed | | |
| Typed | Described | | |
| Mapped | Grabbed | | |
| gaped | gabbed | | |

2. Read these sentences

1. Those shops don't sell maps
2. Mr Brown usually stops work at noon and sleep for an hour.
- 3.

II. Grammar and vocabulary

Cleft sentences

• **subject focus**

- give situations and explain example

T: Who's on duty today?

S: Lan is

T: I thought Minh. I saw his name on the assigning list.

S: They have changed shift

T: Oh, so it's Lan Who's on duty to day.

1. Exercise 1

- Explain and give example
- Go round to help
- Give feed back

* **1. It was the boy who visited his uncle last month.**

2. Exercise 2

- Explain and give example
- Go round to help
- Give feed back

* **1. It is English that the man is learning.**

3. Exercise 3

- Explain and give example
- Go round to help
- Give feed back

1. It was in the garden that the boy hit the dog.

*** Wrapping up**

- Redo all the exercise and listen the sounds
- Prepare new lesson

- Listen and read after

- Read one or two times

- Look at the example and remember to do

- Work individual

- Do it and exchange for each other

2. It was my mother who bought me a present on my birthday

3. It was Huong and Sandra who sang to gether at the party.

4. It was Nam's father who got angry with him.

5. It was the boys who played foot ball all day long

6. It was the girl who received a letter from her friend

7. It was his presence at the meeting that frightened the children.

- Work in pairs

- Write and read them

2. It was the book that the women gave him

3. It was the postcard that she sent her friend.

4. It was the book that Hoa borrowed from Long

5. It was his grandfather who(m) the little boy greeted in a strange language.

6. It was the policeman Who(m) the

7.

- Work individual and exchange

Keys:

2. It was for tea that she made the cake.

3. It was for him that his father repaired the bicycle.

4. It was on his birthday that she presented him a book.

5. It was in Britain that he met his wife.

6. It was from the shop That she bought the present.

7. It was at 8. 00 am that the meeting started.

- Listen and remember to do it

The 85th Period

TEST YOURSELF E

I. Aims: By the end of the lesson Ss will be able to:

- Use all the activities we have studied to write about the collected and use the model or the suggestions to write about the other collection.

.II. Methods: Communicative Approach

III. Teaching Aids: Pictures and textbook lesson plan,

IV. Procedures:

| Teacher's activities | time | Students' activities |
|---|------|--|
| <p>I. LISTENING T lets sts read the questions before they listen T asks sts to listen twice Sts give the answer Others remark T lets sts listen once again to check their answer</p> <p>II. READING: T lets sts read the passage Sts work in pairs the discuss the answer T goes around and helps them Sts give their answer Others remark and correct T remark and gives comments</p> <p>III/ PRONUNCIATION & GRAMMAR: T read the sound Sts listen the tick T asks sts to work in group Sts discuss then give their answer Others remark and correct T remarks</p> <p>IV/ WRITING: T lets sts write the writing on the board and correct T give the marks</p> <p><u>IV. Summary:</u> summarize the main points <u>V. Home work :</u> - learn by heart the new words - prepare next lesson</p> | | <p>- Individual work - Listen carefully - Correct the answers * Suggested keys 1. <i>Television brings pictures and souds from around the world into millions of home</i> 2. <i>A person sitting in his home can watch the president make a speech or visit a foreign</i> 3. <i>Home viewers can see and learn about people, places and things in far away lands.</i> 4. <i>Entertainment programmes consist of plays or dramas, light comedies, sporting events, and motion pictures.</i></p> <p>- Read silently - Read silently then tick T or F - Correct the answers *Suggested keys 1. T 2.F 3.T 4.T 5.F - <i>Individual work</i> - Correct the results *Suggested keys a. Pronunciation 1. street 2. squeeze 3. meets 4. managed b. Grammar : 1. who 2.that 3.that 4.who 5.who 6.that</p> <p>Correct their writings <u>*Sample writing:</u> My hobby is reading. I read story books, magazines, newspapers and any kind of material that I find interesting. My hobby got started when I was a little boy. I had always wanted my parents to read fairy tales and other stories to me. Soon they got fed up with having to read to me continually. So as soon as I could, I learned to read. I started with simple ADC books. Soon I could read fairy tales and stories. Now I read just about anything that is available. Reading enables me to learn about so many things. I learned about how people lived in bygone days. I learned about the wonders of the world, space travel, human achievements, gigantic whales, tiny viruses and other fascinating things. The wonderful thing about reading is that I do not have to learn things the very hard way. For example, I do not have to catch a disease to know that it can kill me. I know the danger so I can avoid it. Also I do not have to deep into the jungle to find out about tigers. I can read all about it in a book. Books provide the reader with so many facts and so much information. They have certainly helped me in my daily life. I am better equipped to cope with living. Otherwise I would go about ignorantly learning things the hard way. So I continue to read. Reading is indeed a good</p> |

- He advised me to practise playing the guitar regularly.
- a. unusually b. commonly c. freely d. completely
- I have a modest little glass fish tank where I keep a variety of small fish.
- a. limited b. excessive c. conceited d. moderate
- I always remove the stamps before discarding the envelopes.
- a. dispending b. disposing c. dumping d. keeping
- Another hobby of mine is keeping fish.
- a. omitting b. discharging c. releasing d. delivering
- I usually throw away the common stamps.
- a. distinctive b. beautiful c. unpopular d. ordinary

The 87th Period

TEST CORRECTION THE MIDDLE TERM TEST

A.OBJECTIVES:

1. Knowledge: After the lesson, Ss will be able to know about the common mistakes and their knowledge, from that they will know how to improve their knowledge of English
2. Skills: Speaking +reading + writing
3. Political thought: .know how to improve their knowledge of English

B.TEACHING AIDS:

1. Teacher:textbook ,poster....
2. Students: pens, ...

C. METHODS: T/Wh class, groupwork, pairwork

D.PROCEDURE:

I/Organisation:

II.Revision:

III.New lesson:

I./ LISTENING: **Mỗi câu đúng 0,4 điểm**

Tick true(T) or false(f)

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

II./ PRONUNCIATION: **Mỗi câu đúng 0,25 điểm**

Chọn từ gạch chân có cách phát âm khác so với các từ còn lại

- 1.D 2. C 3.C 4.A

III./ GRAMMAR, VOCABULARY AND SPEAKING: mỗi câu đúng 0,25 điểm

Chọn đáp án đúng nhất để hoàn thành mỗi câu

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

IV./ READING : **mỗi câu đúng 0,25 điểm**

A. Đọc đoạn văn sau và chọn một câu trả lời thích hợp nhất, từ câu 1 đến câu 5.

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

B. Đọc đoạn văn sau và chọn một câu trả lời thích hợp nhất, từ câu 1 đến câu 5.

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

IV. WRITING: (2 points)

1. Bermuda got its name in 1964.
☞ It was in 1964 that Bermuda got its name.
2. I've lost my book.
☞ It is my book that I have lost.
3. I saw him in the street only last week.
☞ It was only last week that I saw him in the street.
4. You are wrong not me.
☞ It is you who are wrong.

IV/ Summary: Summarise the main points

V/ Homework: Prepare new lesson

The 88th Period

UNIT 15: SPACE CONQUEST (READING)

A.OBJECTIVES:

1. Knowledge: :By the end of the lesson, students will be able to
 - scan read for specific ideas
 - skim read for general ideas
2. Skills: reading
3. Political thought: read about Yuri Alekseyevich.

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,
2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II/ Warm up: who is who?

A B C D



*key:

- A. Yuri Alekseyevich Gagarin
- B. Neil Armstrong
- C. Buzz Aldrin
- D. Pham Tuan

Lead-in:

Who was the first person in the world to set foot on the moon ?

, Gagarin,

and today we are going to read about this interesting person. In the first place,

III/ New lesson:

| Teacher's activities | Students activities |
|--|---|
| <p>STEP1: PRE-READING</p> <p>1.Vocabulary</p> <ol style="list-style-type: none"> 1. gravity (n) - the pull of the earth. 2. cosmonaut (n): translation 3. last (v): gap-filling <p>How long does this film?</p> <p>Expected answer: last</p> <ol style="list-style-type: none"> 4. name after (v): context <p>This street was named after a Vietnamese writer.</p> <p>What does named after mean ?</p> <p>Expected answer: ®íc ®Æt t'n theo</p> <p>2.Checking</p> <p>T asks Ss to work in pairs to complete the following sentences with the words just learnt.</p> <ol style="list-style-type: none"> 1. Pham Tuan was a very well-knownin Vietnam. 2. Water runs downhill because of 3. My school wasa national hero. 4. Our summer holiday oftenabout 3 months. <p><i>T says: Now let's get back to Gagarin, the first person to come to the moon. Let's open your books to page 167 and read the reading text about him.</i></p> <p>STEP 2: WHILE - READING</p> <p>1: Matching the heading</p> <ol style="list-style-type: none"> a. Now you read the text and then work in pairs to match the headings to the paragraphs. <p>T calls on some Ss to give answers. T gives feedback.</p> <p>2. T/ F statements</p> <ol style="list-style-type: none"> 1. Gagarin lifted off into space on 12th April 1960 2. Gagarin became the second person to eat and drink in weightlessness 3. Gagarin's flight attracted worldwide attention and | <p>f. listen to the teacher - copy down</p> <p><u>Ecpected answers:</u> 1.cosmonaut 2.gravity 3.named after 4.lasts</p> <p>g. listen to the Teacher h. skim the text and answer</p> <p><u>Suggested answers:</u> P1 - B (the lift-off) P2 - E (Uncertainties)</p> |

made him a hero
 4. Gagarin could have made another space flight in March 1968
 5. The first words spoken from space were : "I see the Earth. It's so beautiful"

3. Questions – Answers

- b. Divide the class into groups of four.
- c. Give handout (questions) to each group.
- d. Asks Ss to read the text again and work in groups of four to write their answers on the handouts.
- e. Ask each group to take its handout back after correction.

2. T/ F statements

- 1. Gagarin lifted off into space on 12th April 1960
- 2. Gagarin became the second person to eat and drink in weightlessness
- 3. Gagarin's flight attracted worldwide attention and made him a hero
- 4. Gagarin could have made another space flight in March 1968
- 5. The first words spoken from space were : "I see the Earth. It's so beautiful"

STEP 3: POST – WRITING.

Gap-fill

T asks Ss to read the reading text and then work in pairs to do the gap-fill test (task 3/page 169)

T calls on some pairs to give the answers.

T gives feedback.

IV. Summary: summarize the main points

V. Home work : - learn by heart the new words
 - prepare next lesson

P3 - D (A view of earth)
 P4 - C (Congratulations)
 P5 - A (The tragic accident)

*key:

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

i. work in group

Suggested answers

- 1. He became the first human being in space when he was 27.
- 2. He was in space for 108 minutes.
- 3. Before his flight, these questions were raised
 - What would happen to a human being in space ?
 - How would the body react to the extreme changes in temperature ?
 - How would the mind deal with the psychological tension ?
- 4. It was more than 17.000 miles per hour.
- 5. Because of a tragic accident.
- 6. After his death, his hometown of Gzhatsk was renamed Gagarin, and the Cosmonaut Training Center at Star City, Russia, was given the name to honour this national hero

j. read the text again and fill in the gap

Suggested answers:

- 1.cosmonaut 2.lasted 3.uncertainies 4.gravity
- 5.view 6.chapter
- 7.impossible 8.symbol

The 89th Period

UNIT 15: SPACE CONQUEST (SPEAKING)

A.OBJECTIVES:

- 1. Knowledge: :By the end of the lesson, students will be able to
 - ask and answer questions on given information
 - talk about historical events in the space conquest
- 2. Skills: speaking
- 3. Political thought: talk about important events in space exploration.

B.TEACHING AIDS:

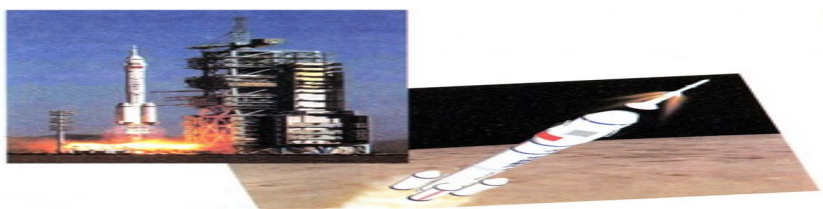
- 1. Teacher: lesson plan ,textbook , pen,
- 2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II/ Warm up: what event is this?



*key:

It is china launch its first manned spacecraft into space

III/ New lesson:

| Teacher's activities | Students' activities |
|---|---|
| <p>STEP 1: PRE-SPEAKING</p> <p><u>*Vocabulary</u></p> <p>+launch (v) (gap-fill)</p> <p>+2. mark (v) (translation)</p> <p>+ human (n) (gap-fill)</p> <p>+ orbit (n) (translation)</p> <p>Checking:</p> <p>Rub out and remember</p> <p>STEP 2: WHILE- SPEAKING</p> <p>1: Questions-Answers</p> <p>k. You are going to read a piece of news about manned spacecraft of China, then work in pairs to ask and answer questions about the text.</p> <p>1.When did China launch its first manned spacecraft into space?</p> <p>2.What is the name of China's first manned spacecraft?</p> <p>3.What is the name of the astronaut?</p> <p>4.How old was he when he flew into space?</p> <p>5. How important is the successful flight to China?</p> <p>6. How many countries in the world have been able to carry out independently manned space activities? What are they?</p> <p>2: Pair - work</p> <p>Instructions:</p> <p>l. Open your books on page 171 and have a look at the events in space exploration of 8 different countries.</p> <p>m. Divide the events into 4 groups .</p> <p>n. Ask ss to ask answer about the envents.</p> <p>T goes around to offer help.</p> <p>T takes notes of Ss' mistakes for indirect correction.</p> <p>After 7 minutes, T asks them to stop and gives feedback on their work.</p> <p>STEP 3: POST – SPEAKING. Writing</p> <p>o. Using the information given in box / page 171, write a short paragraph about Pham Tuan, the first Vietnamese person to set foot on the moon.</p> <p><u>IV. Summary:</u> summarize the main points</p> <p><u>V. Home work :</u> - learn by heart the new words - prepare next lesson</p> | <p>-listen and copy</p> <p>Repeat the new words</p> <p>p. listen to the teacher</p> <p>q. work in pairs</p> <p>Student A: When did China launch its first spacecraft into space ?</p> <p>Student B: On Oct 15, 2003</p> <p>*key:</p> <p>1. On 15th October in 2003.</p> <p>2.Its name is “Shenzhou 5”</p> <p>3. His name is Yang Liwei.</p> <p>4.He was 38 years old then</p> <p>5.The successful flight marked a milestone in China’s space project.</p> <p>6. There are three. They are USSR, USA, and China</p> <p>• pairs</p> <p>Student A: When did China launch its first spacecraft into space ?</p> <p>Student B: On Oct 15, 2003</p> <p>- Group-work</p> <p>Sample:</p> <p>Pham Tuan is the first Vietnamese who flies into space. He flied a long with VV. Gorbotko who was a Russian cosmonaut.</p> <p>He stayed 8 days in orbit.</p> |

The 90th Period

**UNIT 15: SPACE CONQUEST
LESSON 3: LISTENING**

A.OBJECTIVES:

1. Knowledge: :By the end of the lesson, students will be able to
 - listen for specific information
 - listen for general ideals
2. Skills: listening
3. Political thought: talk about the first human moon landing

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,
2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II/ Warm up: Matching THE PICTURE

- r. work in groups of 4 and then matching the picture with the captions
- s. call ss to write down their answer

*key:

- 1.d 2.a 3.c 4.e 5.b

Lead-in:

What do you know about Apollo crew ?

(They first set foot on the moon)

Now look at picture A, how many people were there in the crew ?

(There were 3)

Now today we are going to listen about this crew. First I am going to help you know some new words.

III/New lesson:

| Teacher's activities | students' activities |
|--|--|
| <p>STEP 1:PRE- LISTENING</p> <p>*Vocabulary</p> <ul style="list-style-type: none"> + surface(n) (drawing)\ + experiment(n) (question) + astronaut (n): spaceman + challenge (n): (translation) <p>Checking</p> <p>T asks Ss to complete the following sentences with the words just learnt</p> <ul style="list-style-type: none"> a. They couldn't walk on the moon's unless they wore spacesuit b. Putting a man on the moon was a great at that time. c. Mr Smith is doing his in the chemistry lab . d. He was the first to reach the moon. <p>STEP 2: WHILE - LISTENING</p> <p>1. T/ F statements:</p> <ul style="list-style-type: none"> t. Listen and work in pairs to decide if the statements are true or false. Remember that the tape will be played twice. u. T gives Ss handouts of T-F test v. T plays the tape twice w. calls on some Ss to give the answers. <p>2 Answer the questions</p> <ul style="list-style-type: none"> x. T gives Ss handouts of activity 2 y. listen to the listening text again and answer the questions in the handout. z. You will listen to the tape twice. aa. T gives Ss 1 minute to read the questions. bb. T plays the tape twice cc. T calls on some Ss to give the answers <p>STEP 3: POST – LISTENING</p> <p>Discussion</p> <p>- Choose one of the following topics and discuss it in pairs</p> <ul style="list-style-type: none"> 1. If you knew you had only one more week to live on Earth because you would go to the moon and stayed there forever, what would you do on those 7 days ? 2. If you had a chance to go to the moon and could take only 3 things with you, what would you choose and why ? | <ul style="list-style-type: none"> dd. listen to the teacher ee. copy down <ul style="list-style-type: none"> ff. listen to the Teacher gg. read the statements carefully hh. listen to the tape and do the test <p><u>suggested answers:</u> 1.F 2.F 3.F 4.F 5.T</p> <ul style="list-style-type: none"> ii. read the questions carefully jj. under key words kk. and listen again and answer <p><u>Suggested answers:</u></p> <ul style="list-style-type: none"> 1. NASA's Apollo program was developed to meet President Kennedy's challenge. 2. The Apollo 11 was launched on July 16, 1969. 3. The portable life support system was used for controlling the oxygen temperature and pressure inside the spacesuit. 4. The astronauts stayed on the surface of the moon they performed a variety of experiments and collected soil and rock samples to return to Earth. 6. They returned to Earth on July 24th, 1969. <ul style="list-style-type: none"> ll. listen to the Teacher mm. work in pairs nn. present in front of class |

IV. Summary: summarize the main points

V. Home work : - learn by heart the new words

- prepare next lesson

**UNIT 15: SPACE CONQUEST
LESSON 4: WRITING**

A.OBJECTIVES:

1. Knowledge: :By the end of the lesson, students will be able to
 - write a biography
 - work in pairs / groups effectively
 - do the tasks set by T correctly
2. Skills: writing
3. Political thought: write about Neil Armstrong.

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,
2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II/ Home checking

- oo. write the new words
- pp. check and give marks

III/ New lesson:

| Teacher's activities | Students' activities |
|---|---|
| <p><u>STEP 1: PRE -WRITING</u></p> <p>*Vocabulary</p> <ul style="list-style-type: none"> + disaster (explanation) + Quote (n) (elicitation) + investigate (v) (gap-fill) + biography (n) (translation) <p>Checking:</p> <p>Rub out and remember</p> <p><u>STEP 2 : PRE - WRITING</u></p> <p>1.Gap – filling</p> <ul style="list-style-type: none"> - You are going to read about Amstrong's biography. After reading it, you have to work in groups of four to put each of the headings in the box in the appropriate blank. - T calls on five representatives of five groups (chosen at random) to go to the BB to write down their answer. <p>2. Writing</p> <ul style="list-style-type: none"> qq. T asks Ss to read Amstrong's biography again and work individually to write a paragraph of Neil Amstrong. rr. Ss write their work on their notebooks. ss. T goes around to offer help. tt. T takes notes of Ss' mistakes for indirect correction. <p><u>STEP 3: POST – WRITING</u></p> <ul style="list-style-type: none"> uu. T calls on 2 Ss to go to the BB to write down their work. T, together with Ss, finds out the mistakes and corrects them. vv. T gives feedback on Ss' work. ww. T points out some common mistakes made by Ss when doing this writing task. sample development <p>T comes to Ss to encourage them to write T collects some mistakes made by Ss for indirect correction T asks two Ss to go to the BBto write down their work T gives feedback</p> | <ul style="list-style-type: none"> xx. liste to the teacher yy. copy down zz. work in groups aaa.read about Amstrong's biography bbb. and do exercise <p><u>Suggested answers:</u></p> <p>1. birth 2. place of birth 3. known as 4. career 5. quote</p> <ul style="list-style-type: none"> ccc.work individually and write draft ddd. go to BB to read <p><u>Sample</u></p> <p><i>Neil Amstrong is an American astronaut. He is known as the first person to walk on the moon. He was born on August 5th, 1930 in Ohio. From 1949 to 1952, he worked as a pilot in the United States Navy. Amstrong received his BS from Purdue University in 1955. In 1962 , he joined the Nasa astronaut program. On july 20th 1969 Neil Amstrong beame the first human to step on the's moon's surface. Amstrong received his M.S from the University of Southern California. He resigned from nasa a year later and from 1971 to 1979, he taught at the university of Cincinnati. In 1986, Amstrong was pointed vice chairman of the committee that investigated the Challenger shuttle disaster. Amstrong is aslo well-known for what he said when he stepped on the moon's surface. There's one small step for man, one giant leap for mankind</i></p> |

IV. Summary: summarize the main points

V. Home work : - learn by heart the new words

- prepare next lesson

The 92nd Period

**UNIT 15: SPACE CONQUEST
LESSON 5: LANGUAGE FOCUS**

A.OBJECTIVES:

1. Knowledge: :By the end of the lesson, students will be able to
 - * distinguish the 4 sounds / nt/, /nd/,/nθ/, /ns/, /nz/
 - *Could /be able to
 - * Tag questions
2. Skills: writing + speaking
3. Political thought: practice doing exercises

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,
2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II/ Revison:

III/ New lesson:

| | |
|--|---|
| <p><u>I./ PRONUNCIATION</u></p> <p><u>1. Distinguishing the sound</u></p> <p>- Who can pronounce these words? (Ss stand up to say the words)</p> <p>eee. T corrects their mistakes if necessary fff. T asks Ss to play attention to ending sounds of the five words</p> <p>ggg. Went end month chance phones /nt/ /nd/ /nθ/ /chnce /nz/ hhh. T hangs this chart</p> <p>+ /nt/ rent, tenant, dind't + /nd/ remind, warned, friend +/nθ/ seventh, tenth fifth + /ns/ tense, glance, Florence +/nz/ learns, tones, Barnes</p> <p>- reads the words aloud and asks Ss to repeat</p> <p><u>2.practice</u></p> <p>- T hangs this chart A: Florence, Mr.Barns went on the tenth last month B: Oh, I have warned you, haven't ? Did you pay the rent ? A: Only to the seventh B: Only to the seventh? A: Yes, and we have no chance to see him again. Is he your friend ? B: No, Mr.Barns is not my fiend and if he phones, remind him that he must pay the rent to the end of the month A: Don't be so tense. We'll have a new tenant on the thirteenth of this month T reads the sentences aloud, then asks Ss to listen and repeat after him T calls on some Ss to read the sentences aloud, correcting their mistakes if necessary</p> <p><u>II. GRAMMAR</u></p> <p><u>1. Presentation</u></p> <p>iii. T shows a picture of a man running jjj. T asks : <i>Could he run fast five years ago ? (Yes)</i> <i>He could run fast 5 years ago</i> kkk. T shows a picture of a man whose leg</p> | <p>- listen to the teacher copy down</p> <p>/nt/ /nd/ , /nθ/ /ns/ /nz/ rent, remind seventh tense, learns tenant, warned, tenth fifth glance, tones, dind't friend Florence Barne</p> <p>ppp. reads the words aloud</p> |
|--|---|

was hurt but he was running fast

T asks: *Did his hurt ?(Yes)*

His leg hurt but he was able to run fast

T explains

+ **Could:** expresses and ability

+ **was/ were able to:** express an effort to do st

2. Practice

*Ex 1

- Complete the sentences, using could, couldn't or was/ were (not) able to

- T asks Ss to open their books to page 176

- T asks Ss to work in pairs to

- T revises how to make tag questions

+ *It is a nice day, isn't it ?*

+ *They are hungry, are they?*

+ *You live here, don't you?*

+ *You don't speak English, do you?*

lll. T asks Ss to do exercise 2/ page 176/ 177 in pairs

mmm. T goes around to offer help

nnn. T calls on some Ss to read their answers aloud

ooo. T corrects their mistakes if necessary

Ex 3 T asks Ss to do exercise 3/ page 177 in pairs

T goes around to offer help

T calls on some Ss to read their answers aloud

T corrects their mistakes if necessary

Suggested answers

1.... doesn't she?

2. haven't you ?

3.... wasn't it?

4. ... didn't we? 5. ...won't we?

6. ...can't you

7. ... musn't it ?

3. Production:

Mistake Correction

Correct the mistake in each sentence below

1. The bus was crowed with people but finally I could find a seat

2. She didn't able to find him although she had gone everywhere

3. Iam not a fool, am nit I ?

4. It seems to me that she is very good at maths doesn't it /

EXERCISE 1

1. was able 2. was able to 3. could

4. was able to 5. could 6. couldn't

exercise 2:

Suggested answers

1. It's a very expensive restaurant, isn't it ?

2. The film was great, wasn't it ?

3. She has a lovely voice, doesn't she?

4. It doesn't look good on me, does it?

5. You have had your cut, haven't you ?

exercise 3:

Suggested answers

1.... doesn't she?

2. haven't you ?

3.... wasn't it?

4. ... didn't we? 5. ...won't we?

6. ...can't you

7. ... musn't it ?

suggested key:

1. could → was able to

2. didn't → wasn't

3. am not → aren't

4. doesn't it → isn't she

IV. Summary: summarize the main points

V. Home work : - prepare next lesson

The 93rd Period

Review Units 15 + 15-min Test

I. PRONUNCIATION

Choose the word that has the underlined part pronounced differently from that of the others.

1. a. fot

b. moon

c. look

d. would

2. a. gravity

b. aspiration

c. biography

d. possible

3. a. technical

b. conquest

c. psychology

d. launched

4. a. national

b. venture

c. fortunate

d. suggestion

5. a. support

b. shuttle

c. success

d. venture

II. LANGUAGE FOCUS

rrr. Copy down.

Checking by R.O.R

STEP 2: WHILE- READING

Activity 1: Gap - fill

Instructions: The words in the box all appear in the passage. Read the text and work in pair to do the gap-fill test

Activity 2 : Questions- Answers

T divides the class into groups of 4
T gives handouts of the questions to each group
T asks each group to read the text again and answer the questions given
T asks the groups to exchange the handouts for correction
T calls on some groups to give the answers, asking each group to correct the answers on the handout
T asks each group to take its handout back after correction

Activity 3 : Scanning for information

T asks Ss to scan read the passage again and work in pairs to say what the following words refer to
1. who (line 4)
2. it (line 8)
3. It (line)
4. each(line 12)
T goes around to encourage Ss to read
T calls on some pairs to give the answers
T gives feedback

STEP 3: POST – READING.

Discussion

Work in a pairs to discuss this question:
Which of the wonders of world do you like best? Why?
T goes around to offer help
T calls on some pairs to act out the conversation
T gives feedback

vvv. skim the text
www. and do task 1

Suggested answers:

- 1 .tomb, 2. wonder, 3. ramp
4. chamber 5. mysterious, 6 .spiral

- work in groups
xxx. read the text again and answer the questions given

Suggested answers

1. *On the west bank of the river Nile*
2. *About 147 m high and on a base of 230m square*
3. *To serve as a tomb when the Egyptian the burial chamber from the weather and from the thieves who might try to steal the treasures and belongings there*
4. *It is thought that ancient Egyptians used straight or aprial ramps or huge weight arms to lift and place the block's of stone*
5. *The boat it's believed to have been used to carry the body of Khufu in his last journey on each before being buried inside the Pyramid*

yyy. work in pairs and read the text again and find the following words refers to

Suggested feed back

1. who(line 4)(the thieves)
2. it (line 8) (the Great Pyramid)
3. It (line 9)(the Great Pyramid)
4. each(line 12) a block of stone

zzz.work in pairs and discuss
aaaa. present the ideas base on the questions in the book. P.178

IV. Summary: summarize the main points

V. Home work : - learn by heart the new words
- prepare next lesson

The 95th Period

**UNIT 16 : THE WONDERS OF THE WORLD
LESSON 2: SPEAKING**

A.OBJECTIVES:

1. Knowledge: By the end of the lesson, students will be able to
- distinguish facts and opinions
- use facts and opinions to talk about features of man- made places
2. Skills: reading
3. Political thought: Read about the great pyramid of Giza.

B. TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,
2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II. Revision: Home checking

- bbbb. Ask Ss to write the new words
- cccc. Call Ss to give comment and give marks

III/ New lesson:

| Teacher's activities | Students'activities |
|--|---|
| <p>STEP 1: PRE – SPEAKING.</p> <p>dddd. T sticks the picture of the Pyramid on the BB and asks SS: What is this ? (The Pyramid). Good, now, tell me, is the pyramid high ? (yes)</p> <p>eeee. T writes on the BB</p> <p>+<i>The Pyramid is high.</i></p> <p>+<i>What do you think of this wonder ? (I think it is great).</i></p> <p>ffff. T writes on the BB</p> <p>gggg. I think this wonder is great.</p> <p>Now, look at the two sentences on the BB, which sentence describes fact and which one describes opinion ?</p> <p>=>Task 1: Distinguishing facts and opinions</p> <p>Instructions: <i>This time you have some statements about the Pyramid. Read them and work in pairs to decide if each one describes fact or opinion.</i></p> <p>hhhh. T goes around to offer help.</p> <p>iiii. T asks some pairs to give their answers.</p> <p>jjjj. T gives feedback.</p> <p>STEP 2: WHILE – SPEAKING.</p> <p>⇒ Task 2: Group-work</p> <p>Let's move to task 2. Before you do it, I am going to give you some useful language.</p> <p>Now when you express your opinions, what phrases or sentence patterns do you use ?</p> <p>T elicits and introduces ways to express ideas.</p> <ul style="list-style-type: none"> - <i>I think / I am sure ...</i> - <i>It is said / believed / thought that</i> - <i>They might / may / can have</i> - <i>Probably / May be they</i> <p>Examples:</p> <ul style="list-style-type: none"> - <i>I think the Pyramid was built by an enormous giant.</i> - <i>Probably an enormous giant built the Pyramid.</i> - <i>A giant might have built the pyramid.</i> <p>Instructions:</p> <p>⇒ Task 3: Answering the questions.</p> <p>Work in pairs: This time you discuss possible answers to the following questions, using the suggested questions below</p> <ol style="list-style-type: none"> 1. Who built the Great Pyramid ? 2. How long did it take to build it ? 3. Where did the builders find the stones? 4. how did they transport them? 5. How could they build the Pyramid so high ? <p>T goes around to offer help</p> <p>T takes notes of Sis's mistakes for indirect correction</p> <p>After 7 minutes, T ask them to stop and gives feedback on their work</p> <p>STEP 3: POST – SPEAKING.</p> <p>Role- play</p> <p>kkkk. Work in groups of four. Supposing</p> | <p>llll. listen to the teacher and answer the Pyramid</p> <p>mmmm. i think itis great</p> <p><u>Expected answer:</u> The first describes fact and the second describes opinion.</p> <p>.</p> <p>nnnn. read the statements and then decided which is facts or opinions</p> <p><u>Suggested answers:</u></p> <ul style="list-style-type: none"> - Facts: 2, 3, 4, oooo. Opinions: 1, 5, 6, 7 <p>-listen to the teacher and then use phrases to express ideas</p> <p>Examples:</p> <ul style="list-style-type: none"> - I think the Pyramid was built by an enormous giant. - Probably an enormous giant built the Pyramid. - A giant might have built the pyramid <p>.....</p> |

| | |
|--|--|
| <p>that one of you were one of those who contributed to build the Pyramid in the old time and tell your friends what happened with the construction of the wonder. Your friends ask you questions and you answer. You can use the information in activity 2 as help</p> <p>T goes around to offer help if need be</p> <p>T listens to Ss and collects their mistakes for indirect correction</p> <p>T gives feedback</p> | <p>- work in groups and use task 2 to ask and answer</p> |
|--|--|

IV. Summary: summarize the main points

V. Home work : - learn by heart the new words
 - prepare next lesson

The 96th Period

**UNIT 16 : THE WONDERS OF THE WORLD
 LESSON 3: LISTENING**

A.OBJECTIVES:

1. Knowledge: By the end of the lesson, students will be able to
 - * listen to a listening text about The Great Wall
 - * listen for specific information
 - * listen for general ideas
2. Skills: listening
3. Political thought: listen about the Great Wall.

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,
2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II/Warm up:

T divides the class into two groups

T tells them that there is a word in the T's mind. T will give them 4 pieces of information about the word, one by one, and members of each group can raise their hands at any time to guess what the word is. Each group has only two chances to make a guess

1. This word is a noun and it is very well- known in the world
2. You can see this from the moon
3. It was enlisted in The world Heritage by UNESCO
4. It is one of the wonders in the world and the symbol of China

Key: **The great Wall**

T declares the winner

Lead- in

Have you ever seen the Great Wall on TV? (yes)

How old do you think it is ? (Ss make a guess)

Would you like to visit it some day ? (Yes)

Now, you are going to listen to a passage about it. First, I am going to help you with some new words

III/ New lesson:

| Teacher's activities | Students' activities |
|--|--|
| <p><u>STEP1: PRE-LISTENING</u></p> <p>*Vocabulary</p> <p>+ ancient 9 adj) ~ very, very old</p> <p>+ ming Dynasty (n) (translation)</p> <p>+ Magnificence (n) (synonym)</p> <p>+ World Heritage</p> <p>+ wind(v) >< streight</p> <p>+ Visible(a) able to be seen</p> <ul style="list-style-type: none"> • Checking by R.O.R <p><u>STEP 2: WHILE – LISTENING.</u></p> <p>Activity 1: Gap - filling</p> <p>Instructions</p> | <p>pppp. listen to the teacher</p> <p>qqqq. copy down</p> <p>do exercise</p> <p>rrrr.listen to the tape</p> <p>ssss. and fill in the gaps</p> |

Now you are going listen about The Great Wall, one of the wonder. Listen and work in pairs to fill in the missing information. Remember that the tape will be played twice
 T gives handouts of gap- fill test
 T plays the tape twice
 T calls on some Ss to give the answers
 T goes over the answers with the class

Activity 2 : Answering the questions:

T gives Ss handouts of activity 2
 Instructions: Now listen to the listening text again and answer the questions in the handout. You will listen to the tape twice
 T gives Ss 1 minute to read the questions
 T plays the tape twice
 T calls on some students to give the answers
 T goes over answers with the class

STEP 3: POST – LISTENING

Interview

Work in pairs: ask and answer base on these questions;

| <u>Questions</u> | <u>Answer</u> |
|--|---------------|
| 1. When it was built? | |
| 2. How many years Chinese people use to build it | |
| 3. How long it is? | |
| 4. Why it is considered one of the greatest man-made wonders in the world. | |

Suggested answers

- (1) the moon (2) 1987 (3) the Ming Dynasty (4) 200
 (5) 200 BC (6) 6000 km (7) 11 m (8) stone

tttt. listen again and answer the questions

Suggested answers

1. In 1368
 2. Five provinces
 3. Thanks to its magnificence and significance
 4. The part in the northwest of Beijing is the best choice for visit because it is still in its original state

-work in groups

ss talk about the Great Wall base on the table.

IV. Summary: summarize the main points

V. Home work : - learn by heart the new words

- prepare next lesson

The 97th Period

**UNIT 16 : THE WONDERS OF THE WORLD
 LESSON 4: WRITING**

A.OBJECTIVES:

1. Knowledge: By the end of the lesson, Ss will be able to:
 - write a report on a man-made place
 - work in pairs / groups effectively
 - do the tasks set by T correctly
2. Skill: writing
3. Political thought: write a report to the Ponagar Cham Towers in NhaTrang.

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,
2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II/ Warm up:

III/ New lesson:

| Teacher's activities | Students' activities |
|---|---|
| <p>step1: pre-writing Vocabulary + consist of (context) Water consists of two elements: hydrogen and oxygen + in honor of (exp) (translation) They built the temple in honor of the national hero. + statue (n) (context) There is a statue of uncle Ho in the middle of our school yard.</p> | <p>dddd. Listen and copy eeee. Read again.</p> |

What does **statue** mean ?

+ Buddha (n) (picture)

Checking:

Rub out and remember

STEP 2: WHILE – WRITING

uuuu. Open your books to page 184 and have a careful look at the notes made by a visitor to the Panagar Cham Towers in Nha Trang.

vvvv. Work in groups of 4 to use the notes to write a report on the visit.

wwww. T calls on five representatives of 5 groups (chosen at random) to go to the BB to write down their reports.

xxxx. T gives feedback

Suggested key:

My visit to Nha Trang last year included a brief tour to Ponagar Cham Towers. This town complex is one of the most beautiful examples of Cham architecture in central Vietnam.

The Ponagar Cham Towers consists of 4 towers. They are located on Cu Lao Marble Hill Two kilometers north of Nha Trang. They were built between the 8th and 13th centuries.

Each town was decided to different god. The largest tower was built in honor of Lady Thien Y. The 22.5 m high tower contains her sandstone statue sitting on Buddha's throne. The 26 m high statue has 10 hands, holding specific objects illustrating the power of Buddha. The tour to Ponagar Cham Towers lasted 5 hours. I felt tired but the visit was enjoyable, memorable and informative

STEP 3: POST - WRITING

Role-play (Speaking on the phone)

yyyy. T asks Ss to read the tourist's report again and work in pairs to play the role of the tourist's friend, who are talking about the tour to Ponagar Cham Towers. This time, the two friends talk on the phone. The conversation should be opened like this.

zzzz. T goes around to offer help.

aaaa. T takes notes of Ss' mistakes for indirect correction.

bbbb. T calls on 2 pairs to go to the front of the class to act out the conversation.

cccc. T gives feedback

-work in pairs

A: Hello, may I speak to B please ?

B: B here. Who's speaking ?

A: It's me, A.

B: Oh, A. Long time no see. Where have you been ?

A: I have just come back from Ponagar Cham Towers in Nha Trang.

B: Oh, how nice. Please tell me about it. Ss to go to the BB to write

A:

B:

IV. Summary: summarize the main points

V. Home work : - learn by heart the new words

- prepare next lesson

The 98th Period

UNIT 16 : THE WONDERS OF THE WORLD

LESSON 5: LANGUAGE FOCUS

A.OBJECTIVES:

1. Knowledge: By the end of the lesson, Ss will be able to:

- distinguish the 4 sounds: / ft /, / vd /, / fs /, / vz

- know how to use the structures: It is said that: People say that .

2. Skill: writing + reading

3. Political thought: talk about the wonders of the world

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,

2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II/ Warm up:

III/ New lesson:

Teacher's activities

students' activities

I./ PRONUNCIATION:

1. Distinguish the sound:

- T writes the pronunciation of the ending sounds of these 4 words on the board

gift/ moved/ laughed/ knives

/ft/ /vd/ /fs/ /vz/

t hangs this chart on the BB

| /ft/ | /vd/ | /fs/ | /vz/ |
|------|---------|--------|---------|
| gift | arrived | coughs | behaves |
| lift | loved | laughs | Loves |
| soft | moved | Roofs | knives |

T reads the words aloud and asks Ss to repeat

T calls on some Ss to say the words

T corrects their mistakes

2. Practice:

T hangs this chart

1. They are not on the roof now. They've been moved to the ground

Use the lift. I'll ring to say you've arrived

2. I think he's improved. Still coughs but laughs a lot, of course

3. We have plenty of laughs. We miss him when he leaves

4. he loves a nurse. Her name's Soft. He want me to bring her this gift

5. He brought me a gift when he arrived

T reads the sentences aloud, then asks Ss to listen and repeat after him

T calls on some Ss to read the sentences aloud, correcting their mistakes if necessary

II./ GRAMMAR

1. Presentation:

fffff. T draws a boy who is praised by his teacher

ggggg. T asks: Is the boy good? (Yes)

hhhhh. T asks : Does the teacher praise him every week ? (yes)

The teacher praises Tom every week

Who can rewrite my sentence, beginning as shown?

Peolpe say that ... / It is said that

Tom is said ...

iiii. T writes and explains

***It is siad that ? People say that+ S + V**

jjjj. T draws another picture who was praised by the teacher last week

kkkk. T leads to this sentence

llll. The teacher praised Tom last week

mmmm. T asks Ss to rewrite this sentence, beginning as shown. Tom is said...

(Expected answer: Tom is said to have been prased by the teacher last week .)

Form:

S + is / was (said...) + to have +pp

2. Practice:

Ex 1:

T asks Ss to do exercise 1/ page 185 - 186 in pairs

T goes around to offer help

T calls on some Ss to read their answers aloud

T corrects their mistakes if necessary

3. Production:

Ex 2

| /ft/ | /vd/ | /fs/ | /vz/ |
|------|---------|--------|---------|
| gift | arrived | coughs | behaves |
| lift | loved | laughs | Loves |
| soft | moved | Roofs | knives |

listen to the teacher and repeat
copy down speak out

listen to the tape and read again

- listen to the tape
nnnnn. copy down

Expected answers:

People say that / It is said Tom is praised by the teacher every week

Tom is said to be praised by the teacher every week

-? People say that+ S + V

Form: **S + is / was (said...) + to have +pp**

- do exercise

EX1: Suggested answers

1. *Many people are said to be homeless after the floods*

2. *The prisoneer is thought to have escaped by climbing over the wall*

3. *He is believed to have driven throught the town at 90 km per hour*

4. *Two people are reported to have been seriously injured in the accident*

5. *Three men are said to have been arrested after the explosion*

6. *The strike is expected to begin tomorrow*

7. *He is said to speak English very well*

oooo. do exercise 2:

Suggested answers

1. *He is thought to be very clever*

| | |
|---|--|
| <p>T asks Ss to do exercise 2/ page 186 in pairs T goes around to offer help T calls on some Ss to read their answers aloud T corrects their mistakes if necessary</p> | <p>2. <i>The wanted man is believed to be living in New York</i> 3. <i>He is known to be very rich</i> 4. <i>The film is supposed to be very good</i> 5. <i>Many people are thought to have been killed in the accident</i> 6. <i>About a million puppies are thought to be born each year</i> 7. <i>The factories are said to be much worse</i> 8. <i>those dogs are said to be dangerous</i></p> |
|---|--|

- IV. Summary: summarize the main points
V. Home work : - learn by heart the new words
- prepare next lesson

The 99th Period

TEST YOURSELF F

- I. Aims:** By the end of the lesson Ss will be able to:
- Use all the activities we have studied to write about the collected and use the model or the suggestions to write about the other collection.
II. Methods: Communicative Approach
III. Teaching Aids: Pictures and textbook lesson plan,

IV. Procedures:

| Teacher's activities | time | Students' activities |
|--|------|---|
| <p>I. LISTENING T lets sts read the questions before they listen T asks sts to listen twice Sts give the answer Others remark T lets sts listen once again to check their answer</p> <p>II. READING: T lets sts read the passage Sts work in pairs the discuss the answer T goes around and helps them Sts give their answer Others remark and correct T remark and gives comments</p> <p>III/PRONUNCIATION & GRAMMAR: T read the sound Sts listen the tick T asks sts to work in group Sts discuss then give their answer Others remark and correct T remarks</p> <p>IV/ WRITING: T lets sts write the writing on the board and correct T give the marks</p> | | <p>- Individual work - Listen carefully - Correct the answers * Suggested keys 1. 2. 3. 4. 5. - Read silently - Read silently then tick T or F - Correct the answers <u>*Suggested keys</u> 1. 2. 3. 4. 5. <i>Individual work</i> - Correct the results *Suggested keys a. Pronunciation 1. 2 3. 4. b. Grammar : 1. 2. Correct their writings <u>*Sample writing:</u></p> |

| | | |
|--|--|--|
| <p><u>IV. Summary:</u> summarize the main points</p> <p><u>V. Home work :</u> - learn by heart the new words - prepare next lesson</p> | | |
|--|--|--|

The 100th Period

REVISION 1

A.OBJECTIVES:

1. Knowledge : By the end of the lesson , Ss will be able to:
 - + Will able to revise the use of the Relative pronouns and to distinguish Defining and Non-defining relative clause.
 - + will be able to rewrite sentences using the Relative clauses
2. Skills: writing
3. Political thought: Students revise Defining and Non-defining relative clause.

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen, handouts,
2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II.Revision:

III. New lesson

| <i>Teacher's activities</i> | <i>Students' activities</i> |
|---|---|
| <p><u>STEP 1: PRESENTATION.</u></p> <ul style="list-style-type: none"> • Briefly review the relative clauses <p>1. Defining relative clauses</p> <p>▶ Definition Defining relative clauses which describe the preceding noun are essential to the understanding of the noun; so they could not be omitted.</p> <p>▶ Ex: The boy <i>who gave me the letter yesterday</i> ran away without letting me know his name.</p> <p>2. Non-defining Relative Clauses</p> <p>▶ Definition Non-defining relative clauses are placed after definite nouns; so they are not essential to the understanding of the noun. They only give some more information about the noun. Non-defining relative clauses are separated from the noun by commas.</p> <p>▶ Ex: Long's father, <i>who works for a construction company</i>, is often away from home.</p> <p>*Note:</p> <ol style="list-style-type: none"> a. <i>That</i> cannot be used to replace <i>who</i>, <i>whom</i>, <i>which</i> in non-defining relative clauses. b. Relative pronouns used as objects cannot be omitted. c. Notice the difference: <ul style="list-style-type: none"> - Contestants, <i>who got good results</i>, are all very intelligent. (All the contestants got good results.) - Contestants <i>who got good results</i> are all very intelligent. (Only some of the contestants got good results.) <p><u>STEP 2: PRACTICE.</u></p> <ul style="list-style-type: none"> • Give handouts and ask Ss to do Exercises <p><u>Exercise 1: Fill in each of the blanks with who,</u></p> | <p>Remind the knowledge of the relative clauses.</p> <p>Make example.</p> |

whom, whose, which, or that.

Have Ss do the exercise in 7 minutes

Walk around the class to observe

Call Ss to read aloud and explain their answers

Ask the whole class to check and correct

Give the corrects answers and explain more if necessary

1. The book ___ I bought at the bookstore yesterday is expensive.
2. Do you know the man ___they're talking about?
3. What's the name of the blonde girl ___just came in?
4. I don't like people ___ lose their tempers easily.
5. Mexico City, ___ has a population of over 10 million, is probably the fastest growing city in the world.
6. This is Henry, ___ sister works for my father.
7. He's the man ___people like at first sight.
8. Could you iron the trousers ___are hanging up behind the door?
9. The dress ___ she bought last week doesn't fit her well
10. The man ___ we consider our leader had much experience in climbing mountains.

Exercise 2: Defining or non-defining? Write (D) or (N) next to each sentence, add commas if necessary.

-Walk around the class to observe

-Call Ss to read aloud and explain their answers

-Give the corrects answers and explain more if necessary

1. Professor Kim who teaches psychology is a strict teacher.
2. Japan which consists of four main islands suffers from a lot natural disasters every year.
3. Only students whose English does not meet the requirement should attend the course.
4. The bus which leaves at 5.30 doesn't stop at Cornwall.
5. Hue bought a bar of chocolate which looked very delicious.
6. My dog which was lying in the sofa had long pointed ears.
7. The bike which he wanted to buy is too expensive.
8. These glasses which were made by a famous craftsman were sold out quickly.
9. His room which was small was filled with piles of old books
10. That road which leads to my village is lined with bamboo trees.

STEP 3: PRODUCTION.

Exercise 3: Combine each pairs of sentences, using Relative clauses. Put commas where necessary.

ppppp. Call Ss to read aloud and explain their answers

qqqqq. Ask Ss to write sentence by sentence on the board

rrrrr. Ask the whole class to check and

Take handouts and do Exercises

Work individually, then compare the answers with a partner's

Suggested answers:

| | | |
|----------------|----------------|----------------|
| 1. which /that | 6. whose | 11. whose |
| 2. whom/that | 7. whom/ that | 12. whose |
| 3. who/ that | 8. which/ that | 13. which/that |
| 4. who/ that | 9. which/ that | 14. who/that |
| 5. which | 10. whom/that | 15. which/that |

Work in pairs

Suggested answers:

- 1- N. Professor Kim, *who teaches psychology*, is a strict teacher.
- 2- N. Japan, *which consists of four main islands*, suffers from a lot natural disasters every year.
- 3- D. Only students *whose English does not meet the requirement* should attend the course.
- 4- D. The bus *which leaves at 5.30* doesn't stop at Cornwall.
- 5- D. Hue bought a bar of chocolate *which looked very delicious*.
- 6- N. My dog, *which was lying in the sofa*, had long pointed ears.
- 7- D. The bike *which he wanted to buy* is too expensive.
- 8- N. These glasses, *which were made by a famous craftsman*, were sold out quickly.
- 9- N. His room, *which was small*, was filled with piles of old books
- 10- N. That road, *which leads to my village*, is lined with bamboo trees.

Work individually, then exchange their results with a friend

Suggested answers:

1. *Does the T-shirt which I gave to you yesterday*

| | |
|--|--|
| <p>correct</p> <ol style="list-style-type: none"> Does the T-shirt fit you? I gave it to you yesterday. Our teacher assigned us the homework. We had to finish it within a week. Those students got very high marks in the final exams. They had studied enthusiastically for months. Romeo and Juliet were lovers. Their parents hated each other. Ngoc has just moved to a new school. It was built two years ago. The man is selling lottery tickets. He used to be very rich. Hai's friend is a very interesting boy. He came from Da Nang. Mekong Delta is located in the South of Viet Nam. It provides most of the rice for exporting. Quang Trung Street is very wide. It leads to my school. I know a place. Roses grow in abundance there. | <p>fit you?</p> <ol style="list-style-type: none"> Our teacher assigned us the homework which we had to finish within a week. Those students, who had studied enthusiastically for months, got very high marks in the final exams. Romeo and Juliet, whose parents hated each other, were lovers. Ngoc has just moved to a new school which was built two years ago. The man who used to be very rich is selling lottery tickets. Hai's friend, who came from Da Nang, is a very interesting boy. Mekong Delta, which provides most of the rice for exporting, is located in the South of Viet Nam. Quang Trung Street, which leads to my school, is very wide. I know a place where Roses grow in abundance. |
|--|--|

IV/ Summary: Summarise the main points

V/ Homework: Prepare new lesson

The 101st Period

REVISION 2

A.OBJECTIVES:

- Knowledge : By the end of the lesson , Ss will be able to:
 - + how to use defining relative clauses with prepositions properly.
- Skills: writing
- Political thought: Students revise defining relative clauses with prepositions.

B.TEACHING AIDS:

- Teacher: lesson plan ,textbook , pen, handouts,
- Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II.Revision:

III. New lesson

| <i>Teacher's activities</i> | <i>Student's activities</i> |
|---|---|
| <p><u>STEP 1:PRESENTATION</u></p> <p>- T. gives Ss some examples. - Then Ss draw out the rules. Examples:</p> <ol style="list-style-type: none"> The man was very helpful. I talked to him. <ol style="list-style-type: none"> The man <i>whom</i> / <i>who</i> I talked <i>to</i> was very helpful. The man <i>that</i> I talked <i>to</i> was very helpful. The man \emptyset I talked <i>to</i> was very helpful. The man <i>to whom</i> I talked was very helpful. The chair is nearly collapsed. The child is sitting in it. <ol style="list-style-type: none"> The chair <i>which</i> the child is sitting <i>in</i> is nearly collapsed. The chair <i>that</i> the child is sitting <i>in</i> is nearly collapsed. The chair \emptyset the child is sitting <i>in</i> is nearly collapsed. The chair <i>in which</i> the child is sitting is nearly collapsed. <p>* Notes: - <i>whom</i> / <i>who</i>, <i>which</i> và <i>that</i> có thể được sử dụng như là tân ngữ của một giới từ trong mệnh đề</p> | <p>- Listen and take note</p> <p>* Exercise: Combine these sentences into one, using relative pronouns and relative clauses:</p> <ol style="list-style-type: none"> The movie was very interesting. We went to it. --> The man is over there. I told you about him. --> The woman pays me a fair salary. I work for her. --> Alice likes the family. She is living with them. --> The picture is beautiful. Tom is looking at it. --> I enjoyed the music. We listened to it after dinner. --> The person was very friendly. I spoke to him. --> The motel was very clean. We stayed at that motel. |

quan hệ.

- whom / who, which và that có thể được lược bỏ đi như ở câu ví dụ 1c và 2c.
- Trong cách dùng Tiếng Anh trang trọng, giới từ được đặt đầu mệnh đề quan hệ (hay đại từ quan hệ) như ở ví dụ 1d và 2d. Giới từ chỉ đứng trước whom hoặc which mà không đứng trước that hoặc who; đại từ whom, which lúc này không thể lược bỏ.

STEP 2: PRACTICE

- T presents the handouts
- Teacher explains how to do this exercises.
- Teacher goes around class and help sts if necessary.
- Teacher corrects their tasks.
- Teacher gives feedback

Keys:

1. The movie to which we went was very interesting.
2. The man about whom I told you is overthere.
3. The woman for whom I work pays me a fair salary.
4. Alice likes the family with whom she is living.
5. The picture at which Tom is looking is beautiful.
6. I enjoy the music to which we listen after dinner.
7. The person to whom I spoke was very friendly.
8. The motel at which we stayed was very clean.
9. The person for whom Sally was waiting never came.
10. I never found the book for which I was looking.
11. One of my subjects is literature in which I have been interested for a long time.
12. The interviewer wanted to know the name of the college from which I had graduated.
13. Orgnic chemistry is a subject with which I am not familiar.
14. The chair in which I am sitting is very hard

STEP 3: PRODUCTION.

- T presents the handouts
- Teacher explains how to do this exercises.
- Teacher goes around class and help sts if necessary.
- Teacher corrects their tasks.
- Teacher gives feedback

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

-->.....

9. The person never came. Sally was waiting for that person.

-->

10.I never found the book. I was looking for it.

-->.....

11.One of my subjects is Literture. I have been interested in Literature for a long time.

-->.....

12.The interviewer wanted to know the name of the college. I had graduated from this college.

-->

13.Organic chemistry is a subject. I am not familiar with it.

-->

14.The chair is very hard. I am sitting in this chair.

-->

- Listen and take note

1. This is a town _____ many people live.

- A. in which B. which
- C. at which D. on which

2. Behind the farmhouse there was a large garden, _____ the farmer and his sons were working.

- A. for which B. which
- C. in which D. that

3. Did you see the men to whom I gave the money?

- A. to whom B. which
- C. from whom D. to that

4. I must thank the man from _____ I got the present.

- A. who B. whom
- C. that D. which

5. That 's the woman to _____ Jim used to be married.

- A. who B. whom
- C. which D. that

IV/ Summary: Summarise the main points

V/ Homework: Prepare new lesson

The 102nd Period

THE SECOND TERM TEST

I. Choose the best answer among A, B, C or D:

1. The first person _____ the classroom last Monday might know the reason.
A. entered B. to enter C. who enters D. whom enters
2. Elvis Presley, _____died in 1977, earned millions of dollars.
A. who B. whom C. that D. whose
3. Do you know that environmentalist _____?
A. with whom I used to work C. with I used to work
B. with that I used to work D. with who I used to work
4. Exposure to pollution can cause many serious illnesses _____ to death.
A. that leading B. which led C. led D. leading

5. Each country sends its best athletes _____ participation expresses the friendship and solidarity. A. who
B. which C. that D. whose
6. It is not a sport _____ a great deal of thought.
A. to which I devote B. to that I devote C. I devote D. devoting
7. These houses are _____ offer at bargain prices.
A. on B. with C. in D. for
8. Neither the TV nor the video sets _____ properly.
A. works B. work C. has worked D. is working
9. _____ last week looks nice.
A. The house which was repainted C. The house repainting
B. It was the house was repainted D. The house is repainted
10. The Great Pyramid of Giza is one of the famous man-made wonders of the world.
A. artificial B. natural C. modern D. eternal
11. Tom has a large _____ of foreign coins.
A. collecting B. collective C. collector D. collection
12. No one is indifferent to praise, _____?
A. is one B. isn't one C. is he D. are they
13. The most common _____ activities in my country are home based.
A. test B. leisure C. practice D. freedom
14. All students should be equipped _____ a pocket calculator.
A. for B. in C. of D. with
15. They live in a fairly modest house, considering their wealth.
A. expensive B. fairly small C. very cheap D. very big

II. Choose the word which has the underlined part pronounced differently from the rest:

16. A. played B. admired C. liked D. called
17. A. stamps B. friends C. relatives D. guitars
18. A. material B. pollution C. benefit D. stop

Choose the word which is stressed differently from the rest:

19. A. energy B. natural C. relative D. pollution
20. A. alternative B. geothermal C. environment D. expensively

III. Choose A, B, C or D that best fits each numbered blank in the following passage:

There are a number of things I like to do in my free time. They are my hobbies.

The hobby I like most is (21) _____ my guitar. My uncle, (22) _____ is an accomplished guitarist, taught me how to play. Now I can (23) _____ a few simple tunes. I have even begun to sing while playing the guitar, but I have not been very successful (24) _____ this. My uncle tells me that all I need is to practise regularly and I should be able to do it. He is very good at (25) _____ people singing with his guitar and I admire him very much.

21. A. played B. playing C. plays D. play
22. A. that B. who C. whose D. whom
23. A. plays B. play C. played D. be played
24. A. of B. at C. in D. about
25. A. to accompany B. accompany C. accompanying D. accompanied

IV. Choose the correct sentence among A, B, C, or D which has the same meaning as the given one:

26. People say that six out of the seven wonders of the ancient world were destroyed.
A. It was said that six out of the seven wonders of the ancient world were destroyed.
B. Six out of the seven wonders of the ancient world is said to be destroyed.
C. Six out of the seven wonders of the ancient world is said to have destroyed.
D. Six out of the seven wonders of the ancient world are said to have been destroyed.
27. It is believed that a buried treasure was hidden in the tomb.
A. They believed that a buried treasure was hidden in the tomb.
B. A buried treasure is believed that was hidden in the tomb.
C. A buried treasure is believed to hide in the tomb.
D. A buried treasure is believed to have been hidden in the tomb.
28. John Smith is a farmer. I bought his land.
A. John Smith, whose land I bought, is a farmer.
B. John Smith, who is a farmer, whose land I bought.
C. John Smith, whom I bought his land, is a farmer.
D. John Smith, a farmer, bought his land.
29. John cannot play football and run fast.
A. John not only plays football but also runs fast. B. John neither plays football nor runs fast.

C. John either plays football or runs fast. D. John both plays football and runs fast.

30. The skyscraper is said to have been built in 1930.

A. They said that skyscraper was built in 1930. B. It was said that skyscraper was built in 1930.

C. They are said that skyscraper is built in 1930. D. It is said that the skyscraper was built in 1930.

VI. Identify the underlined part among A, B, C or D that needs correcting:

31. (A) Your grandfather could (B) speak five (C) languages, could he?

32. (A) The song to that we (C) listened last night (D) was beautiful.

33. (A) Not only my teacher (B) but also my great friend are (D) here.

34. He is the (A) second person be killed (C) in (D) that way.

35. I'm very (A) hungry and (B) thirsty now. I could ate a horse and (D) drink an ocean.

VII. Read the passage and choose the best answer to each question:

A new study shows that women can reduce their chances of developing heart disease by jogging for about three hours every week. The researchers at Harvard University Medical in Boston have just reported the results of the study on the New England Journal of Medicine. The study is the first to show the effectiveness of jogging in the developing of heart disease in women. Only a few earlier studies have examined the effects of jogging on the heart, but nearly all have been done on men. The new study involves more than 72,000 women between the ages of forty and sixty-five during a period of eight years. The researchers have found that women who jog at least three hours a week have a thirty to forty percent lower chance of suffering a heart attack than those who do not.

36. The new study is about _____.

A. men and heart attack B. effects of jogging on women's heart

C. men and jogging D. medicine in Harvard University

37. Who have done the research?

A. The journalists on the New England Journal of Medicine

B. The researchers at Harvard University Medical in Boston

C. Women between the ages of forty and sixty-five D. Some joggers

38. How many hours should women jog at least a week to reduce heart attacks?

A. 3 B. 40 C. 65 D. 72

39. Most of the early studies have been done on _____.

A. babies B. children C. women D. men

40. How long does the new research take?

A. 3 years B. 8 years C. 10 years D. 12 years

--- The end---

| | | | | | | | | | |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Key:1B | 2A | 3A | 4D | 5D | 6A | 7A | 8B | 9A | 10A |
| 11D | 12D | 13B | 14D | 15B | 16C | 17A | 18B | 19D | 20B |
| 21B | 22B | 23B | 24B | 25C | 26D | 27D | 28A | 29B | 30D |
| 32D | 32B | 33C | 34B | 35C | 36B | 37B | 38A | 39D | 40B |

THE END

The 103rd Period

REVISION 3

A.OBJECTIVES:

1. Knowledge : By the end of the lesson , Ss will be able to:

+ use participles and to-infinitive to replace relative clauses.

2. Skills: writing

3. Political thought: Students revise relative clauses replaced by participles & to -infinitive

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,handouts,

2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II. Revision:

III. New lesson

| <i>Teacher's activities</i> | <i>Student's activities</i> |
|---|-----------------------------|
| <p>STEP 1: PRESENTATION</p> <p>1. Active: <u>Examples:</u> - The man <u>who stands at the door</u> is my uncle. - The man <u>who is / was standing</u> at the door is my uncle. - The man <u>who stood at the door</u> is my uncle.</p> | |

→ The man standing at the door is my uncle.
* **Notes:** We can use a present participle to replace a relative clause which has an active meaning.

2. Passive:

Examples:

- The woman who is / was given a flower looks / looked very happy.

→ The woman given a flower looks / looked very happy.

* **Notes:** We can use a past participle to replace a relative clause which has a passive meaning.

3. Infinitive relative clause: (active / passive)

Examples:

a. Active:

- The first student who comes to class has to clean the board.

→ The first student to come to class has to clean the board.

b. Passive:

- The only room which was painted yesterday was Mary's.

→ The only room to be painted yesterday was Mary's.

* **Notes:** We can use an active or a passive to-infinitive after an ordinal number (first, second, ..), next, after, last, only, and an indefinite pronoun (something, anything, ...)

STEP 2: PRACTICE

. Practice:

- Ss work in pairs to do the exercise.
- After Ss finish their exercise, T calls on some Ss to write their answers on the board, and T corrects them.

Keys:

1. *Maxicorp were the only company replying my letter.*
2. *Do you the man talking to my father ?*
3. *Applications sent after 23rd will not be Considerate*
4. *We have a lot of exercises to do tonight.*
5. *Studies of her son are the most important thing for her to care about.*
6. *The equipment belonging to the club is insured.*
7. *George is the first person to interview.*
8. *Meetings held every month are called monthly meetings.*
9. *The most excellent students rewarded the scholarship would have a two-week holiday in Vung Tau.*
10. *The trees planted last week are growing well.*

STEP 3: PRODUCTION

- Ss work in pairs to do exercise 2.
- After Ss finish their exercise, T calls on some Ss to write their answers on the board, and T corrects them.

Keys:

1. *The statue of Eros stands high above Piccadilly Circus, the busiest crossroads in London.*
2. *We turned left into Regent Street , one of the best shopping street.*
3. *We passed Marble Arch, once a gate into Hyde*

-listen and copy
- make example

* Exercise 1: Rewrite the following sentences using present participle, past participle or to-infinitive:

1. Maxicorp were the only company which replied my letter.
→
2. Do you the man who is talking to my father ?
→
3. Applications which were sent after 23rd will not be considered.
→
4. We have a lot of exercises which we have to do tonight.
→
5. Studies of her son are the most important thing that she cares about.
→
6. The equipment which belongs to the club is insured.
→
7. George is the first person that we will interview.
→
8. Meetings which are held every month are called monthly meetings.
→
9. The most excellent students who were rewarded the scholarship would have a two-week holiday in Vung Tau.
→
10. The trees which were planted last week are growing well.

* Exercise 2: Rewrite the following sentences using an appositive:

1. We walked down Park Lane, which is the street alone Hyde Park.
→ *We walked down Park Lane, the street alone Hyde Park.*
1. The statue of Eros stands high above Piccadilly Circus, which is the busiest crossroads in London.
→
2. We turned left into Regent Street , which is one of the best shopping street.
→
3. We passed Marble Arch, which was once a gate into Hyde Park.

| | |
|--|---|
| <p>Park.</p> <p>4. Tom, my classmate, comes from England</p> | <p>→</p> <p>4. Tom, who is my classmate, comes from England.</p> <p>→</p> |
|--|---|

IV/ Summary: Summarise the main points

V/ Homework: Prepare new lesson

The 104th Period

REVISION 4

A.OBJECTIVES:

1. Knowledge : By the end of the lesson , Ss will be able to:
+ know how to leave out relative pronouns.
2. Skills: writing
3. Political thought: Students revise omitted relative pronouns

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,handouts, cassette
2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II.Revision:

III. New lesson

| <i>Teacher's activities</i> | <i>Student's activities</i> |
|--|--|
| <p>STEP 1: PRESENTATION Omission of relative pronouns * <u>Examples:</u> - The manager was away on holiday. I wanted to see him. → The manager (who / whom / that) I wanted to see was away on holiday. * <u>Notes:</u> - We can leave out the pronoun when it stands for an object pronoun of defining relative clauses, and there is no preposition in front of it. - Clauses without relative pronouns are very common in informal English.</p> <p>STEP 2:PRACTICE Ss work in pairs to do the exercise. - After Ss finish their exercise, T calls on some Ss to write their answers on the board, and T corrects then. Keys: 1. <i>I like the dress Trang is wearing</i> 2. <i>The fish We had for dinner was really delicious.</i> 3. <i>We stayed at a hotel Peter recommended</i> 4. <i>The film . I watched on TV last night was interesting</i> 5. <i>The flat My family used to live in was very old.</i> 6. <i>The birthday party We went to was too noisy.</i> 7. <i>Who was that boy You was with this morning.?</i> 8. <i>I don't like tie John is wearing.</i> 9. <i>The train We travelled on was full of passengers and goods.</i> 10. <i>The church Our class visited is 200 years old.</i></p> <p>STEP 3: PRODUCTION - Ss do exercise 2. - After Ss finish the exercise, T calls on some Ss read aloud their answers - T corrects Ss' answers then. Keys: ___ 1. Everything that happened was my fault. ✓ 2. Is there anything that I can do? ___ 3. The window that was broken has now been</p> | <p style="text-align: center;">* Exercise 1 Combine the two sentences into one, using the relative clauses. Leave out the relative pronouns if possible. <u>Example:</u> Have you found the keys? You lost them. → <i>Have you found the keys (which / that) you lost</i></p> <ol style="list-style-type: none"> 1. I like the dress. Trang is wearing it. 1. The fish was really delicious. We had it for dinner. 2. We stayed at a hotel. Peter recommended it. 3. The film was interesting. I watched it on TV last night. 4. The flat was very old. My family used to live in it. 5. The birthday party was too noisy. We went to it. 6. Who was that boy? You was with him this morning. 7. I don't like tie. John is wearing it. 8. The train was full of passengers and goods. We travelled on it. 9. The church is 200 years old. Our class visited it. <p>* Exercise 2: Tick (✓) the sentences in which the relative pronouns can be omitted. <u>Example:</u> ✓ <i>Is this the car that the police are looking for?</i></p> <p>___ 1. Everything that happened was my fault.</p> |

| | |
|--|--|
| repaired. ___4. Where are the eggs that were in the fridge? ___√5. The play that we saw last week was boring. ___√6. The young man who I sat next to on the bus talked all the time. ___√7. Do you know the girl who Tom is talking to? ___8. Linda works for a company that makes computers. ___9. The book about the young girl who runs away from home. ___√10. He is getting on well with Mary, who he met last month. ___11. That's the company for which Lan is working. ___12. The man who helped me to finish that work was my neighbour. | ___2. Is there anything that I can do? ___3. The window that was broken has now been repaired. ___4. Where are the eggs that were in the fridge? ___5. The play that we saw last week was boring. ___6. The young man who I sat next to on the bus talked all the time. ___7. Do you know the girl who Tom is talking to? ___8. Linda works for a company that makes computers. ___9. The book about the young girl who runs away from home. ___10. He is getting on well with Mary, who he met last month. ___11. That's the company for which Lan is working. ___12. The man who helped me to finish that work was my neighbour. |
|--|--|

IV/ Summary: Summarise the main points

V/ Homework: Prepare new lesson

The 105th Period

REVISION 5

A.OBJECTIVES:

1. Knowledge : By the end of the lesson , Ss will be able to:
 - + know how to use cleft sentences
 - + tag question & could/be able to.
2. Skills: writing
3. Political thought: Students revise cleft sentences, tag question and could/ be able to

B.TEACHING AIDS:

1. Teacher: lesson plan ,textbook , pen,handouts,
2. Students: pens, notebooks, textbooks...

C. METHODS: T/Wh class, groupwork, pairwork

D. CONTENTS:

I. Organisation:

II. Revision:

III. New lesson

| <i>Teacher's activities</i> | <i>Student's activities</i> |
|---|---|
| <p>STEP 1: PRESENTATION</p> <p>1. Cleft sentences</p> <p>- T gives examples to explain</p> <p><u>This boy visited his uncle last month</u></p> <p style="text-align: center;">S O Adv</p> <p>+ Subject focus: It was the boy who visited his uncle last month</p> <p>+ object focus: It was his uncle that the boy visited last month</p> <p>+ adverbial focus: It was last month that the boy visited his uncle</p> <p>- Form:</p> <p style="border: 1px solid black; display: inline-block; padding: 2px;">It + be+ focus+ clause</p> <p>1. Subject focus</p> <p>It is/was + S+ that/who +verb: chÝnh ai @ ã lµm c, l g×</p> | <p>Listen and make example</p> <p><i>Rewrite the sentences without changing its meaning</i></p> <p>26. He broke her glasses. (<i>Cleft sentences in the passive</i>).....</p> <p>27. Bermuda got its name in 1964. (<i>Adverbial focus</i>).....</p> <p>28. He didn't write. He didn't phone. (<i>neither....nor</i>).....</p> |

2. Object focus

It is/was + O + that/who(m) + S + verb:
chÝnh ai @ã, mét c, l g× @ã mµ ...

3. Adverbial focus

It is/was + adverbial of place + that + S + verb + ...

(chÝnh n- l ηµο @ã ai @ã/ mét c, l g× @ã lµm g×..)

2. Could / be able to.

Example:

+ *Did his hurt?* (Yes)

+ *His leg hurt but he was able to run fast*

T explains

+ **Could:** expresses ability

+ **was/ were able to:** express an effort to do st

Form: **Aux + Subject?**

3. Tag question.

- Use the aux verb to ask

+ if the sentence is infinitive, the tag question is

Negative and opposite.

STEP 2: PRACTICE

Exercise 1: Put in *could* or *was/ were able to*.

Sometimes either is possible. Use a negative if necessary.

1. Suddenly all the lights went out. We **couldn't** see a thing.
2. The computer went wrong, but luckily Emma **was able to** put it right again.
3. There was a big party last night. You **could** hear the music half a mile away.
4. I learnt to read music as a child. I **could/ was able to** read it when I was five.
5. People heard warnings about the flood, and they **were able to** move out in time.
6. The train was full. I **couldn't/ wasn't able to** find a seat anywhere.
7. Mrs. Carter **was able to** put out the fire before the house burnt down.
8. I looked everywhere for the book, but I **couldn't** find it.
9. The plane **was able to** take off at eleven o'clock, after the fog had lifted.
10. It was foggy, so the plane **couldn't/ wasn't able to** take off.

Exercise 2: Add question tags to the following statements.

1. He hardly ever makes a mistake, **does he?**
2. Nobody liked the play, **did they?**
3. She'd save money if she bought fresh food, **wouldn't she?**
4. She's very funny. She's got a great sense of humour, **hasn't she?**
5. The area was evacuated at once, **wasn't it?**
6. Mr Smith usually remembered his wife's birthdays, **didn't he?**
7. It never works very well, **does it?**
8. He ought to have made a note of it, **oughtn't he?**
9. Neither of them offered to help you, **did they?**
10. There'll be plenty for everyone, **won't there?**

STEP 3: PRODUCTION

Exercise 3: Rewrite the sentences to focus attention on the underlined information. Start with *it + be* and an appropriate *wh-word* or *that*.

29. I respect them and I admire them. (**both...and**)

.....

30. She is very charming. Moreover, she is very intelligent. (**not only...but also**).....

21. She sends her friends the postcard. (**Cleft sentences in the passive**).....

22. He described his hometown in his novel. (**Adverbial focus**) _

.....

23. It won't rain today. It won't rain tomorrow. (**neither...nor**).....

24. She's French. She's Swiss. (**either or**)

.....
25. She's tired. She's hungry. (**Not only but also**).....

Copy down

sssss. Work in pairs

*key:

1. couldn't
2. was able to
3. Could
4. Could/ was able to
5. Were able to
6. Couldn't/ wasn't able to
7. Was able to
8. Couldn't
9. Was able to
10. Couldn't / wasn't able to

ttttt. Work in pairs

*key:

1. does he?
2. did they
3. wouldn't she?
4. hasn't she
5. wasn't
6. didn't he
7. does it
8. oughtn't he
9. did they?
10. Won't there.

uuuuu. Work in pairs

*key:

1. *It was Tom who/ that she bought the car from*

| | |
|---|--|
| <ol style="list-style-type: none">1. She bought the car from <u>Tom</u>.2. <u>My secretary</u> sent the bill to Mr Harding yesterday.3. He already plays for national side; he only turned professional <u>last year</u>.4. The film was made in <u>Bristol</u>.5. We are coming to stay with <u>Jane</u> this weekend. | <ol style="list-style-type: none">2. <u>It was my secretary who/ that sent the bill to Mr Harding yesterday.</u>3. <u>He already plays for the national side, it was only last year when/that he turned professional</u>4. <u>It was in Bristol where/ that the film was made.</u>5. <u>It is Jane who/ that we are coming to stay with this weekend.</u> |
|---|--|

IV/ Summary: Summarise the main points

V/ Homework: Prepare new lesson

THE END
