

PERIOD 01

UNIT 1: FAMILY LIFE

GETTING STARTED - Household chores

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus:

- To help learners get started with some language items in Unit 1
- For vocabulary, that is words and phrases related to household chores and duties
- For pronunciation, that is how to pronounce /tr, kr, br/
- For grammar, that is the distinction between the present simple and the present progressive

2. Skills:

- To help learners get started with 4 skills in Unit 1
- Reading: Read about the benefits of sharing housework
- Speaking: Exchange opinions about household chores
- Listening: Listen to people talk about the roles of family members
- Writing: Write about doing household chores in the family

3. Attitudes:

- To help Ss get started for Unit 1 with the topic "family life"
- To provide Ss some motivation

II. PREPARATION

1. Teacher:

- Teaching aids: textbook, lesson plan
- Teaching method: Communicative language teaching

2. Students: - Read through English Unit 1 - getting started at home

III. PROCEDURE

1. Class organization: (1 minute)

2. Check up: (omitted)

3. New lesson: (40 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Lead in Ask Ss if they often do housework and what housework each member of their family does Ask them look at the pictures and guess what they show	Mother: cook/prepare meals (do the cooking), wash the clothes (do all the laundry), You: clean/sweep/mop the house/the floor, Father: take out the garbage, do some cooking - She's busy doing her work. She spends time both going out to work and taking after her family - She's a student. She is busy doing her homework. She often has too much homework to do but she also helps with the housework - He also goes out to work to support the family, but he also shares the household tasks with his family member
1. Listen and read Ask Ss listen to the recording and read the conversation	- ask sb out for a game of tennis - go out with sb - prepare dinner - do the cooking - work late - help with the housework/cooking - share the household duties - study for exams - divide household chores - split the chores equally - shops for groceries/ do shopping - clean the house - do the heavy lifting - do all the laundry/ wash the clothes - do the washing up/ wash the dishes - take out the rubbish/garbage - handle/take responsibility for/ be responsible for most of the chores around the house - be responsible for the household finances - homemaker - breadwinner - housework, household/ domestic

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	chores/tasks/duties/
2. Work in pairs. Decide whether the statements are true (T), false (F) or not given (NG) and tick the correct box. Ask Ss to work in pairs and do the task Asks Ss to give the reasons for their answers	1. F 2. NG 3. F 4. T 5. T 6. NG
3. Listen and repeat the words/phrases Ask Ss to listen to the recording and repeat the words/phrases	household chores household finances heavy lifting laundry rubbish groceries washing - up
4. Write the verbs/verb phrases that are used with the words/phrases in the conversation Ask Ss refer back to the conversation and do the task	split, divide, handle (household) chores take out rubbish do laundry shop for groceries do heavy lifting do washing - up be responsible for household finances

4. Consolidation: (3 mins) - Household chores mentioned in the conversation

- Practice the conversation

5. Homework: (1 min)

- Household chores mentioned in the conversation

- Practice the conversation

- Do the task again - Read Unit 1 - Language at home

IV. . SELF-EVALUATION:

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PERIOD 02

UNIT 1: FAMILY LIFE LANGUAGE

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: - To provide learners some language items in Unit 1

- For vocabulary, that is words and phrases related to household chores and duties

- For pronunciation, that is how to pronounce /tr, kr, br/

- For grammar: the distinction between the present simple and the present progressive

2. Skills: - To promote Ss to develop the skill of working in pairs and groups

3. Attitudes: - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

1. Teacher: - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

2. Students: - Read through English Unit 1 - language at home

III. PROCEDURE

1. Class organization: (1 minute)

2. Check up: (5 minutes) - Ask some Ss to write some new words and do the tasks again

3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
VOCABULARY 1. Matching the words and phrases with their meaning below. Ask Ss to do the tasks and compare the results with their partner	1. f 2. e 3. a 4. h 5. b 6. g 7. d 8. c - the act of washing plates, glasses, pans - an action that requires physical strength - a person who manage the home, raise children - earn money from a job - instead of - routine task - food/ other goods at a shop/ supermarket

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<p>2. List all the household chores that are mentioned in the conversation. Then add more chores to the list. Ask Ss to work in pair. Read the conversation again and do the task</p> <p>Elicit more chores to add to the list</p>	<p>- prepare dinner - cook (do the cooking) - shop - clean the house - take out the rubbish - do the laundry - do the washing up - do the heavy lifting - be responsible for the household chores</p> <p>Others - mop/sweep/tidy up the house - bathe the baby - feed the baby - water the house plants - feed the cat and dog - iron/fold/put away the clothes - lay the table for meals - mow the lawn</p>
<p>3. Work in pairs. Discuss the questions below. Ask Ss to work individually, read their list of chores and write down the person who does each of the chores Let Ss work in pairs or in groups to ask and answer the questions</p>	<p>I often help my parents V/to V I often help with N/Ving in my family I take the responsibility for Ving/N I am responsible for My main responsibility is to V</p>
<p>PRONUNCIATION 1. Listen and repeat Play the recording and let Ss listen Play it again with pauses for them to repeat each word</p>	<p>Do as appointed /tr/ trash /kr/ crane, crack /br/ brush</p>
<p>2. Listen to the sentences and circle the word you hear. Ask Ss to read the word in rows paying attention to the difference between the sound clusters Play the recording and let Ss listen to the sentences and circle the word they hear</p>	<p>1. Her brother borrowed her motorbike and crashed it - b 2. The crane has been there for quite a while - b 3. I like bread with butter - c 4. Is it true that he quit? - a</p>
<p>GRAMMAR 1. Read the text and choose the correct verb form Let Ss read the text individually once and ask them to pay attention to the words/phrases such as every day, today, at the moment Ask them to work in pairs to compare their answers Elicit the use of the present simple and the present progressive</p>	<p>- daily habits and routines - is happening or not happening now, at the moment of speaking 1. does 2. cooks 3. cleans 4. is watching 5. is doing 6. is doing 7. is tidying up 8. is trying - housewife - do most of the housework - Mother's Day - do it all for her - watch one's favourite programme on TV - try hard - make it a special day for sb</p>
<p>2. Use the verbs in brackets in their correct form to complete the sentences Let Ss work in pairs to give the answers</p> <p>Ask them to give clues for their answers</p>	<p>1. does, is not cooking, is working 2. is taking out 3. cleans, is cleaning 4. is preparing 5. look after, works 6. is watching, watches</p> <p>- work on an urgent report - prepare for one's exams divide the duties in the house look after the children work to earn money watch out now = presently = currently</p>

4. Consolidation: (3 mins) - Vocabulary related to household chores

- The present simple Vs the present progressive - The pronunciation of /tr, cr, br/

5. Homework: (1 min) - Vocabulary related to household chores

- The present simple Vs the present progressive - The pronunciation of /tr, cr, br/

- Do the task again

- Read Unit 1 - Reading at home

PERIOD 03**UNIT 1: FAMILY LIFE****READING – Sharing housework***Date of planning:/...../2018**Date of teaching:/...../2018***I. AIMS/OBJECTIVES OF THE LESSON****1. Language focus:** - Vocabulary related to the topic of sharing housework**2. Skills:** - To promote Ss to develop their reading skills
- Skim the text to get the general idea - Scan the text to get some specific details**3. Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation**II. PREPARATION****1. Teacher:** - Teaching aids: textbook, lesson plan
- Teaching method: Communicative language teaching**2. Students:** Read through English Unit 1 - Reading at home**III. PROCEDURE****1. Class organization:** (1 minute)**2. Check up:** (5 minutes)

The use of the present simple and the present progressive and do the tasks?

3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Lead in Inform Ss of the lesson objectives: Read and understand the text about roles in the family	
PRE READING 1. Look at the pictures and answer the questions Let Ss work in groups, do the task	the mother is doing the washing up the father is tidying up the dinning table the first daughter is cleaning the floor the second daughter is cleaning the refrigerator Yes they are because they do the housework together. all members of the family share the housework
WHILE READING 2. Read the text below and decide which of the following is the best title for it Let Ss read the three heading a, b, c first and make sure they understand all of them Ask Ss to read through the text once without stopping at the words that they don't know the meaning Ask them to work in pairs to decide on the best title for the text that gives the general idea of the whole text Help them eliminate the choice that is only one aspect of the text	c. Sharing housework makes the family happier - be considered + a + N/to be - woman's duty - the rest of the family - help out - be good for all the relationships within the family - be good for sb as individual - psychologist - realise enormous benefits - do well/better at school - become more sociable - have better relationships with sb - learn good skills - be more responsible - tend to V - overall good people - see sb Ving - care about sb - put all of the housework on sb - contribute to the household chores - be vulnerable to illness - think about divorce - work together on household chores - positive atmosphere >< negative - set a good example for sb - find a way to do st - work well together - be critical of each other
3. Look again at the text. Can you understand the words from the context? Tick the appropriate meaning for each word from the text Let Ss read the text again, understand the words: sociable, vulnerable, critical,	1. sociable - friendly 2. vulnerable - able to be easily physically, emotionally or mentally hurt 3. critical saying that st is bad 4. enormous - very very large 5. tend - likely to behave in a particular way

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enormous and tend	
4. What does "it" in line 11 and line 14 mean? Ask Ss to work in pairs, find out what "it" refers to in each sentence.	Line 11: c - the husband doing housework Line 14: b - the time when everyone work together in the house
5. Answer the questions Put Ss in groups of 3, ask them to read the questions first to make sure they understand them by asking them to underline key words Let Ss read the text again and locate the parts of the text where they can get the answers	1. children benefit 2. why ... better relationship 3. What may happen 4. family benefit 1. They do better at school, become more sociable, and have better relationships with their teachers and friends 2. Because it shows that they care about their wives and that makes their wives happy 3. They may fall ill easily or may think about divorce 4. There is a positive atmosphere for the family
POST READING 6. Discuss with a partner Put Ss in groups of four and let them discuss the questions freely	1. I have some problems/ difficulty/ trouble in organizing the time and the order of my housework logically and scientifically 2. Sharing housework makes my family members closer to each other

4. Consolidation: (3 mins) - Vocabulary related to sharing the household chores

- Reading skills: skimming, scanning, guessing the meaning (words/phrases) through context

5. Homework: (1 min) - Vocabulary related to sharing the household chores

- Reading skills: skimming, scanning, guessing the meaning (words/phrases) through context

- Do the task again - Read Unit 1 - Speaking at home

IV. . SELF-EVALUATION:

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PERIOD 04

UNIT 1: FAMILY LIFE

SPEAKING – Chores I like!

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: - Vocabulary related to the topic of household chores

- To provide learners different expressions of like and dislike

2. Skills: - To promote Ss to develop their speaking skills

- To help Ss develop the skill of working in pairs and groups

3. Attitudes: - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

1. Teacher: - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

2. Students: - Read through English Unit 1 - Speaking at home

III. PROCEDURE

1. Class organization: (1 minute)

2. Check up: (5 minutes)

Distinguish the use of the present simple and the present progressive and do the tasks again

3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Lead-in Ask Ss to brainstorm with the key work housework Suggestions: - peel the potatoes - run to the shop/ get some eggs	Do as appointed - Do/share the housework/household/domestic chores/ tasks/duties - split/divide/handle the household chores - prepare breakfast, lunch, dinner - cook breakfast, lunch, dinner

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<ul style="list-style-type: none"> - help sb with the dinner ... - empty the dustbin/dishwasher/waste-bin - clean the refrigerator/cooker - put the toy away - throw out empty bottles - be responsible for the family/household finances - work to earn money 	<ul style="list-style-type: none"> - do the cooking, shopping, laundry, washing up, gardening, dusting, ironing, cleaning, heavy lifting, washing - shop for groceries - water the plants - clean/mop/sweep the house, the floor, the patio - Hoover the sitting room - take out the rubbish, garbage - look after/raise the children - wash the dishes/clothes - iron/fold the clothes - make the bed - water/feed the pets - tidy up the house - lay/clear/wipe the table - hang the washing out - give st a wipe/ clean
<p>1. Which household chores do you like and which do you dislike? Why?</p> <p>Ask Ss to work by themselves, write at least 3 household chores they like and 3 they dislike then add a reason</p> <p>More Suggestions:</p> <ul style="list-style-type: none"> - mop/tidy up the house <i>It make me tired/It's tiring</i> - do the laundry <i>It's time consuming</i> - do the ironing <i>It's not easy. I sometimes burn the clothes</i> 	<p>Do as appointed. Like: - cooking <i>I like eating/cooking</i></p> <p>- sweeping the floor <i>It's easy/not too hard /I like seeing the house clean after I sweep it</i></p> <p>- lay the table <i>I like seeing delicious food on the table</i></p> <p>- do the ironing <i>I like to be well-dressed/I like my clothes to be in good conditions</i></p> <p>- water the plants/feed the pets <i>I love animals/ I love green plants in my house</i></p> <p>- take out the rubbish - <i>It helps to protect the environment</i></p> <p>Dislike: - cleaning the bathroom <i>It's dirty</i></p> <p>- wash the dishes <i>I often break things when I do the washing up</i></p> <p>- do the cooking <i>It's hot and I sometimes cut myself</i></p>
<p>2. Match Mai's answer with Anna's question and practise the dialogue</p> <p>Let Ss work in pairs. Ask them to read all the questions and guess the answer.</p>	<p>Do as appointed</p> <p>What household chores do you do <u>every day</u>?</p> <p>Which of the chores do you <u>like doing</u> the most?</p> <p><u>What</u> do you like about it?</p> <p>Which of the chores do you <u>dislike doing</u> the most?</p> <p>1. c 2. a 3. d 4. b</p>
<p>3. a. Have a similar conversation with a partner. Find out which chores she/he likes or dislikes and why.</p> <p>Ask Ss to interview their friends and note down on the sheet of paper</p> <ul style="list-style-type: none"> - Name: - Household chores: - Likes Reason - Dislike Reason <p>3. b. Report to the class about your partner's likes and dislikes</p> <p>Ask Ss to go to the board, look at their note and report the result to the class</p>	<ul style="list-style-type: none"> - Do as appointed What household chores do you do every day? Which of the chores do you like doing the most? What do you like about it? Which of the chores do you dislike doing the most? Like/ enjoy/ fancy/ be interested in/ feel like/ love/ be fond of/ be keen on Dislike/ hate/ don't like/ detest/ - Do as appointed I have just interviewed about the household chores he/she does in the family. She/He often ... She/He likes ... because She/He dislikes ... because

4. Consolidation: (3 mins) - Vocabulary related to household chores one likes and dislikes

- Speaking skills: making a dialogue based on the sample, interviewing, reporting

5. Homework: (1 min) - Vocabulary related to household chores one likes and dislikes

- Speaking skills: making a dialogue based on the sample, interviewing, reporting

- Do the task again

- Read Unit 1 - Listening at home

IV. . SELF-EVALUATION:

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PERIOD 05

UNIT 1: FAMILY LIFE

LISTENING – Family Life – Changing Roles

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus:** Vocabulary related to the topic of family life - changing roles
2. **Skills:**
 - To promote Ss to develop their listening skills
 - To help Ss develop the skill of working in pairs and groups
3. **Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. PREPARATION

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

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check up:** (5 minutes) - Ask some pairs of Ss to make the interview and report again
3. **New lesson:** (35 minutes)

TEACHER'S ACTIVITIES

Lead in

Write down two words wife/woman and husband/man and ask Ss to note down the role of them in the past and in present time

1. Look at the chart and discuss the changes in weekly hours of basic housework by married men and women in the USA

Ask Ss to work in pairs, look at the chart and discuss the changes in the weekly hours of basic housework by married men and women in the USA

2. Listen to a family expert talking about how the role of men and women in families have changed and decide whether the following is T or F

1. children raising: Both parents have equal responsibility to nurture and to take care of the children
2. Breadwinning: Husband's and wife's careers are **equally** important
3. Housework: The household chores should be equally divided between the wife and the husband

STUDENTS' ACTIVITIES

Do as appointed

Woman/wife	Man/Husband
- do all the housework	- not share any
- be responsible for child-raising/ be financially dependent	- go out to work and earn money/ breadwinner
- not have much power in both the society and family	- have the total power in both the society and family
- go out to work and look after the family	- earn money and share the housework
- have better education, have more power in both the society and family	- fair attitude toward women

Do as appointed

In 1976, married women in the USA did four times as much housework as married men
In 2012, married women in the USA did three-fifths of the housework and married men did the rest.
From 1976 to 2012 the weekly hours of basic housework done by married men increased greatly. This means that married men in the USA tend to share more and more housework with their wives.

Do as appointed

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

Tape script

Today we'll discuss the changes in roles performed by men and women in the family. Changes in family life have made men's and women's roles more **alike** than ever as the wives are also be responsible for the family finances.

Family experts say the old notions of who does what in the family may be more and more unclear. Men are not the **sole** breadwinners for the family like they used to be and they are becoming much more **involved** in housework and parenting

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<p>4. Recreation: Both partners have an equal chance at time for their own interests and of course, to be with each other</p> <p>Experts have found out that families that can keep to those four principles of "equally shared parenting" become happier and the divorce rate is the lowest amongst them.</p>	<p>Because men and women's role in families have become more alike, for couples to balance their work and family life, perhaps, "equally shared parenting" is the best solution. "Equally shared parenting" means the "conscious and purposeful sharing" in domains of life:</p>
<p>3. Work in pairs. Match the word and phrase with appropriate meaning</p> <p>Let Ss work in pairs to match the word and phrase with its appropriate meanings</p>	<p>Do as appointed</p> <p>1. e 2. b 3. c 4. d 5. a</p> <p>Provide Ss with the tape script and ask them to fill in the blank</p> <p>1. alike 2. sole 3. involved</p> <p>4. balance 5. equally 6. divorce</p>
<p>4. Listen again and answer the question</p> <p>Ask Ss to read the question carefully and then answer the questions</p>	<p>1. They are not the only breadwinner in the family, and they get more involved in housework and parenting</p> <p>2. Both are responsible for family finances, home making and parenting</p> <p>3. The families become happier and the divorce rate amongst them is the lowest</p>

- 4. Consolidation:** (3 mins) - Vocabulary related to the topic - Listening skills
- 5. Homework:** (1 min) - Vocabulary related to the topic of family life - changing roles
- Listening skills - Do the task again - Read Unit 1 - Writing at home

IV. . SELF-EVALUATION:

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PERIOD 06

UNIT 1: FAMILY LIFE

WRITING – Many hand-made light work

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

- Language focus:** Vocabulary related to the topic sharing the housework
- Skills:**
 - To promote Ss to develop their writing skills
 - To help Ss develop the skill of working in pairs and groups
- Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

- Teacher:**
 - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
- Students:** - Read through English Unit 1 - Writing at home

III. PROCEDURE

- Class organization:** (1 minute)
- Check up:** (5 minutes) Ask some pairs of Ss to make the interview and report again
- New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>1. Work in pairs and discuss the meaning of the saying "Many hands make light work"</p> <p>Ask Ss to do the task</p>	<p>Do as appointed</p> <p>This saying means if many people share a piece of work, it will become easy for everybody. This also applies to doing housework in the family. If all members contribute to housework, each won't have to do much.</p>
<p>2. Read the text about Lam's family and complete the chore chart</p>	<p>Dad: mending things around the house, cleaning the bathroom</p>

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Ask Ss to do the task	Mum: do most of the cooking and grocery shopping Lam: doing the laundry, taking out rubbish, cleaning the fridge, laying the table for meals, sweeping the house and feeding the cat (share with sister) An: helping mum prepare meals, wash the dishes, laying the table for meals, sweeping the house and feeding the cat (share with brother)
3. Read the text again and answer the question Ask Ss to do the task	1. There are four people in Lam's family 2. Both parents work and the children spend most of their time at school 3. They split the housework equally in the family 4. The father ... 5. Yes, they do, they do it willingly 6. The burden is not on one or two people, so everyone has time to relax.
4. Make your family chore chart, then using the ideas in the chart, write a paragraph about how people in your family share housework based on the idea on the chart	Do as appointed - work individually to make family chore chart - make an outline of the paragraph - exchange their writing for peer comment 1. Introduction (Q 1, 2) 2. Body (Q 3, 4) 3. Conclusion (Q 5, 6)

- 4. Consolidation:** (3 mins) - Vocabulary related to the topic - Writing skills
5. Homework: (1 min) - Vocabulary related to the topic of sharing household chores
 - Writing skills - Do the task again
 - Read Unit 1 - Communication and Culture at home

IV. SELF-EVALUATION:

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PERIOD 07

UNIT 1: FAMILY LIFE COMMUNICATION AND CULTURE

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

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

II. PREPARATION

- Teacher:** - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
- Students:** Read through English Unit 1 - Communication and Culture at home

III. PROCEDURE

- Class organization:** (1 minute)
- Check up:** (5 minutes) Ask some Ss to go to the board and read their writings
- New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Communication <i>Discussion - who does what in your family?</i> 1. Look at the pictures and say what is each person doing Ask Ss to do the task	Mr. Pham Hoang c, e, g Mrs. Mai Lan: a, f Mr. Nguyen Nam: b, d Tape script TV host: Good evening, welcome to the Happy Family Programme. Our topic today is "Roles in the family" and our guests are Mr. Pham Hoang, an artist, Mr. Nguyen

2. Listen to the TV talk show. Who said what?

Ask Ss to read the statements

Play the recording. Ss listen and do the task

The man is doing his housework: do the cooking, cleaning and laundry

The woman is doing her housework: do the cooking, ironing, cleaning, laundry, and looking after the children

They are too busy and tired of their household chores. They look unhappy and They are easy to get angry

3. Work in groups. Discuss the questions. Then report your group's opinions to the class.

Ask Ss to do the task

Culture

Read the two text about family life in Singapore and in Vietnam and answer the questions

- Ask Ss to do the task

Nam, a teacher and Ms. Mai Lan, a doctor. Now We'll hear what they think the roles of the wife and husband are in today's society. Mr Pham Hoang?

Mr. Pham Hoang: Well, in my opinion, in the family, the husband is the provider while the wife if the homemaker. Her job is to look after everyone in the family and take care of the house to make sure it's clean and neat and that the family has good meals every day.

TV host: So you mean the wife has to do most of the housework? What do you think Ms. Mai Lan?

Ms. Mai Lan: Well I don't think so. Women's roles have changed. They also work to share the financial burden with their husbands, so their husbands should share the household duties with them

TV host: I see. What do you think, Mr. Nguyen Nam?

Mr. Nguyen Nam: I agree with Ms. Mai Lan. Homemaking can't only be the job of the wife or the husband. Both should join hands to provide for the family and to make it happy.

Do as appointed

- Two students read out the texts

- take note new words

nuclear family >< extended family

child minder = baby sitter

nursing home

Questions

Answers

	in Singapore	In Vietnam
Type of family	nuclear family	extended family
Child caring	Nursery school or child minder	Grandparents or great grandparents
Old-person caring	Nursing home	Children or grandchildren
Educating children	Taking part in activities of Parent Support Group or Parent Teacher Association	Helping children with their homework, giving them advice on behaviour

4. Consolidation: (3 mins) - Discussion the change in women's and men's roles

- Family life in Singapore and in VN

5. Homework: (1 min)

- Discussion the change in women's and men's roles

- Family life in Singapore and in VN

- Do the task again

- Read Unit 1 - Looking back and Project at home

IV. . SELF-EVALUATION:

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LOOKING BACK AND PROJECT

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

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

II. PREPARATION

1. **Teacher:** - Teaching aids: textbook, lesson plan
- Teaching method: Communicative language teaching
2. **Students** Read through English Unit 1 - Looking back and Project

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check up:** (5 minutes) Ask Ss to go to the board talk about family life in Singapore and in VN
3. **New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
LOOKING BACK Pronunciation - Play the recording and let Ss listen and write /tr/, /br/ and /kr/ above the word that has the corresponding consonant cluster sound. Then, put Ss in pairs to practise reading the sentences Vocabulary 1. What are the people doing? - Let Ss work in pairs to write the name of the chore under each picture 2. Use the words/phrases to complete the text - Ask Ss to read the text carefully, using the context clues to decide which word/phrase can be used Grammar 1. Finish the sentences with either the present simple or the present continuous - work in pairs to finish these sentences 2. Work in groups. Discuss the following questions Put Ss in groups to discuss the questions	- Do as appointed cream /kr/ brushed /br/ crashed /kr/ tree /tr/ traffic /tr/ try /tr/ created /kr/ brother /br/ brown /br/ bread /br/ breakfast /br/ brave /br/ travelling /tr/ train /tr/ true /tr/ crime /kr/ increasing /kr/ - Do as appointed 1. preparing meals 2. shopping for groceries 3. doing the laundry 4. taking out rubbish 5. cleaning the toilet 6. doing the washing-up 7. doing the ironing 8. sweeping the house 9. watering house plants 10. feeding the cat - Do as appointed 1. does the cooking 2. shops for groceries 3. does the heavy lifting 4. laundry 5. ironing 6. takes out the rubbish 7. sweeping the floor/house 8. lays the table 9. does the washing up - Work in pairs, do the task 1. am writing/ miss 2. am looking after 3. looks/ is wearing 4. am cooking 5. are you reading 6. do people in your family do - Work in groups, do the task
PROJECT Do a survey Ask Ss to do the survey	Work in groups, compare your findings and reports to the class. Let the groups have some time together to assemble the results of their survey

4. **Consolidation:** (3 mins) - Revise what Ss have learnt in unit 1
- Do a survey and report the result
5. **Homework:** (1 min) - Revise what Ss have learnt in unit 1
- Do a survey and report the result
- Do the task again - Read Unit 2 - Getting started

IV. . SELF-EVALUATION:

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PERIOD 09

UNIT 2: YOUR BODY AND YOU

GETTING STARTED - An apple a day

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus:** - To help learners get started with some language items in Unit 2
 - For vocabulary, that is words and phrases related to illnesses and health
 - For pronunciation, that is how to pronounce /pr, pl, gr, gl/
 - For grammar: the future simple and going to and the revision of the passive voice
2. **Skills:**
 - To help learners get started with 4 skills in Unit 2
 - Reading: Read about acupuncture
 - Speaking: Speak about getting rid of bad habits
 - Listening: Listen to a text of choosing a healthy diet
 - Writing: Write about what to eat and not to eat
3. **Attitudes:** - To help Ss get started for Unit 2 with the topic "your body and you"
 - To provide Ss some motivation

II. . PREPARATION

1. **Teacher:**
 - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
2. **Students:** Read through English Unit 2 - getting started at home

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check up:** (5 minutes) Revise vocabulary, grammar, pronunciation of unit 1
3. **New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Lead in Ask Ss to make a list of healthy and unhealthy things - Healthy things: fruit, fruit juice, milk, vegetable, vitamin, fish, beef, physical exercise - Unhealthy things: wine, beer, coffee, cigarette, lack of physical exercise	
1. Listen and read Ask Ss listen to the recording and read the conversation Alzheimer's disease boost = rise = encourage = promote brain's memory function	- take notes some new words saying = idiom = proverb sick = ill lose weight >< gain weight / put on weight disease = illness = sickness = malady incredible = unbelievable = amazing/surprising get a disease
2. Work in pairs. read the conversation again and answer the question Ask Ss to work in pairs and do the task Asks Ss to give the reasons for their answers	- Work in pairs, answer the questions 1. This saying means apples in particular and fruits in general are good for our health 2. Eating apples or drinking apple juice can bring about 3 main benefits: helping you to lose weight, build healthy bones and prevent diseases like cancer. 3. It affects memory or the brain 4. He feels surprised at the benefit of apples and apple juice.
3. Listen and repeat the words/phrases Ask Ss to listen to the recording and repeat the words/phrases	prevent disease bones weight brain boost healthy
4. Wise words: laughter is the	When I failed my math examination last semester and had

best medicine

Ask Ss to work in groups to report on a time when laughter was the best medicine for them

to retake it, I felt really upset and ashamed of myself. I avoided meeting my friends and just stayed at home during summer holiday, but my close friend was very helpful and sympathetic. She encouraged me and cheered me up by telling me jokes and making me laugh. The laughter really helped and I could be more comfortable and confident.

4. Consolidation: (3 mins) - Benefits of apples and apple juice mentioned in the conversation
- Practice the conversation

5. Homework: (1 min) - Benefits of apples and apple juice mentioned in the conversation
- Practice the conversation - Do the task again - Read Unit 2 - Language at home

IV. . SELF-EVALUATION:

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PERIOD 10

**UNIT 2: YOUR BODY AND YOU
LANGUAGE**

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

- 1. Language focus:** - To provide learners some language items in Unit 2
- For vocabulary, that is words and phrases related to illnesses and health
- 2. Skills:** To promote Ss to develop the skill of working in pairs and groups
- 3. Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

- 1. Teacher:** - Teaching aids: textbook, lesson plan
- Teaching method: Communicative language teaching
- 2. Students:** Read through English Unit 2 - language at home

III. PROCEDURE

- 1. Class organization:** (1 minute)
- 2. Check up:** (5 minutes) Ask some Ss to write some new words and do the tasks again
- 3. New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
VOCABULARY 1. Matching the words and phrases with their definitions below. a. Matching Ask Ss to do the tasks and compare the results with their partner b. Practise saying the names of the 5 systems Asks Ss to take turns to say the name of the 5 systems	- Take notes some new words circulatory system be made up of blood vessels digestive system break down the food we eat respiratory system breathe in oxygen breath out carbon dioxide skeletal system support our body protect our organs nervous system controller feel emotions 1. c 2. d 3. b 4. e 5. a
2. Which system do the body parts below belong to? Ask Ss to work in pair. Put body parts in correct systems	- Do as appointed 1. circulatory system: blood/ heart 2. digestive system: stomach/ intestine 3. respiratory system: breath/ air/lung 4. skeletal system: bone/ spine 5. nervous system: skull/ brain/ nerve/ thinking
PRONUNCIATION 1. Listen and repeat Play it again with pauses for them to repeat each word	Do as appointed /pr/ print /pl/ plough /gr/ gradual /gl/ glance
2. Read these sentence aloud Play the recording and let Ss listen to	- Do as appointed: to read the sentence aloud

GIÁO ÁN GIẢNG DẠY MÔN TIẾNG ANH 10 – HỌC KÌ I – HỆ ĐỐI MƠI

the sentences	
GRAMMAR 1. Read the following about will and be going to Let Ss read through the use of will and going to	- Do as appointed Give examples or explanation if necessary
2. Identify the use of will and be going to Ask them to give clues for their answers	- Work in pairs, do the task 1. 1 2. 3 3. 5 4. 6 5. 2
3. Put a tick for an appropriate sentence and a cross for an inappropriate one Ask Ss to work in pairs, read the sentence and do the task	- Work in pairs, do the task 1. x (2) 2. v (4) 3. v (6) 4. v (5) 5. x (5) 6. v (4) 7. v (5) 8. v (1)
4. Complete the following sentences with the right form of will/ be going to - Ask Ss to work in pairs and do the task	- Work in pairs, do the task 1. is going to rain/will (6/4) 2. won't (2) 3. will/ is going to (4/6) 4. are going to (5) 5. will (4) 6. are going to (5) 7. will (1) 8. am not going to

4. Consolidation: (3 mins) - Vocabulary related body parts and systems
- Will Vs be going to - The pronunciation of /pr, pl, gr, gl/

5. Homework: (1 min) - Vocabulary related body parts and systems
- Will Vs be going to - The pronunciation of /pr, pl, gr, gl/
- Do the task again - Read Unit 2 - Reading at home

IV. . SELF-EVALUATION:

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PERIOD 11

UNIT 2: YOUR BODY AND YOU

READING - Acupuncture

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: To provide learners some vocabulary related to acupuncture

2. Skills: - To promote Ss to develop their reading skills
 - Skim the text to get the general idea
 - Scan the text to get some specific details

3. Attitudes: - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

1. Teacher: - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching

2. Students: Read through English Unit 2 - Reading at home

III. PROCEDURE

1. Class organization: (1 minute)

2. Check up: (5 minutes) Ask some Ss to distinguish the use of will and be going to

3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Lead in Inform Ss of the lesson objectives: Read and understand the text about acupuncture	
PRE READING 1. Look at the picture and title, do you know anything about acupuncture	Work in groups, do the task Acupuncture is a traditional medical treatment which is widely used in Asian countries such as China and Vietnam.

GIÁO ÁN GIẢNG DẠY MÔN TIẾNG ANH 10 – HỌC KÌ I – HỆ ĐỐI MƠI

Let Ss work in groups, do the task	
WHILE READING 2. Read the text below. In pairs or groups, choose the three most interesting things you learnt about acupuncture. Let Ss read the text and do the task Ask Ss to report their result to class	- Work in groups, do as appointed + one of the oldest medical treatment in the world + can ease pain and treat from simple to complicated ailments. + There are more than 2000 acu-points where hair-thin needles are placed + is considered to be very safe + is used as a reliable alternative to modern medicine by a lot of people + an estimated 8.2 million American adults have tried acupuncture
3. Read the text quickly and find words which are closest in meaning to the following Let Ss read the text again, work in pairs and do the task	1. diseases = ailment 2. stop = ease 3. pressure point = acupoint 4. care = precaution 5. choice = alternative 6. cure = treatment 7. proof = evidence 8. enhance = promote
4. Read the text again and answer the questions Ask Ss to work in pairs, read the text again and answer the questions 1. It's promoting harmony between humans and the world around them and a balance between jin and jang 2. It is believed to promote the body's natural healing capacities and enhances its functions 3. There are more than 2000 nowadays 4. They are soreness, slight bleeding or discomfort 5. Those who have electrical or electronic medical devices inside them 6. Acupuncture is considered as a reliable alternative to modern medicine	
POST READING 5. Do you know any other alternative therapies like yoga, acupressure, head massage or aromatherapy Put Ss in groups, ask them give information they know about other alternative therapies Ask Ss to report	Yoga consists of light or medium physical exercise which helps to enhance your strength and healing capacities. Like acupuncture, Acupressure affects your acupoints. However, It's considered to be safer. It helps to release/ease pressure, stress and tiredness Head massage helps to release pressure, stress and tiredness, helps blood to circulate better. The aromatherapy use fragrance to make us feel comfortable, it helps us to reduce stress.

- 4. Consolidation:** (3 mins) - Vocabulary related to acupuncture and other alternative therapies
 - Reading skills: skimming, scanning, guessing the meaning through context
- 5. Homework:** (1 min) - Vocabulary related to acupuncture and other alternative therapies
 - Reading skills: skimming, scanning, guessing the meaning through context
 - Do the task again - Read Unit 2 - Speaking at home

IV. . SELF-EVALUATION:

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SPEAKING

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus:** - To provide learners some vocabulary related to good and bad habits
- To provide learners different expressions of giving advice and suggestions
2. **Skills:** - To promote Ss to develop their speaking skills
- To help Ss develop the skill of working in pairs and groups
3. **Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. PREPARATION

1. **Teacher:** - Teaching aids: textbook, lesson plan
- Teaching method: Communicative language teaching
2. **Students:** Read through English Unit 2 - Speaking at home

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check up:** (5 minutes) Ask some Ss to talk about acupuncture
3. **New lesson:** (35 minutes)

TEACHER'S ACTIVITIES

1. Which of the following habits are good for you?

Let Ss to discuss in groups and find out which habits are good for them and which are bad for them?

2. Discuss why some of the habits are good for you, why some are bad for you. How can you stop the bad habit?

Ask Ss to work in groups to discuss the questions

3. Look at the following text and read the advice. Do you think you could follow it? Why or why not. Ask them to read the text and discuss with their partner to answer the questions

4. Choose one bad habit and make a list of do's and don'ts

Ask Ss to work in groups and do the task

STUDENTS' ACTIVITIES

Do as appointed

There are a lot of habits which are good for us. They are being thankful, keeping a routine, doing regular exercise, never giving up, saving money, and reading regularly.

On the other hand, some habits such as staying up late, smoking, watching TV all day, littering, and eating what you like are bad for us.

Do as appointed

There are a lot of reasons why some habits are good for us. Firstly such habits as doing regular exercise and keeping a routine are good for our health. Besides some habits such as reading regularly help us to enrich our knowledge. In addition, other habits make us to behave better and live more independently.

Most of bad habits often affect our health, make us tired and reduce our strengths.

There are some things we can do to stop a bad habits. First of all, we should make a list of negative effects of that habit. Besides, We must find out an alternative to that habit. For example, instead of watching TV too much, you can read books, go out with your friends and take part in other outdoor activities. Last but not least, We are advised to hang out with people who don't have that bad habit.

Do as appointed

We could follow some of these tricks to get rid of bad habits

- swap good habits for bad ones

- think of the benefits you will have when you get rid of a bad habit

- shake up your routine slightly

- Do as appointed

Kick staying up late

Do's

Plan things carefully

Finish work early

Eat just enough at dinner

Wake up early

Don'ts

Watch horror films or

frightening TV programs

Drink coffee and strong tea

Take naps during the day

GIÁO ÁN GIẢNG DẠY MÔN TIẾNG ANH 10 – HỌC KÌ I – HỆ ĐỔI MỚI

	Do exercise	Get up late
	Kick smoking	
	Do's	Don'ts
	Make a list of dangerous effects of smoking Chew sing gum whenever you want to smoke Only go to non-smoking places	Hang out with smokers Put/place cigarettes within your reach

- 4. Consolidation:** (3 mins) - Vocabulary related to good and bad habits
- Expressions of giving advice and suggestions
 - Speaking skills: discussing in pairs and groups, reporting the result to class
- 5. Homework:** (1 min) - Vocabulary related to household chores one likes and dislikes
- Vocabulary related to good and bad habits
 - Expressions of giving advice and suggestions
 - Speaking skills: discussing in pairs and groups, reporting the result to class
 - Do the task again - Read Unit 2 - Listening at home

IV.. SELF-EVALUATION:

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PERIOD 13

UNIT 2: YOUR BODY AND YOU

LISTENING – The Food Pyramid

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus:** To provide some vocabulary related to food pyramid and a healthy diet
2. **Skills:**
 - To promote Ss to develop their listening skills
 - To help Ss develop the skill of working in pairs and groups
3. **Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

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

- 2. Students:** Read through English Unit 2 - Listening at home

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check up:** (5 minutes) Ask some pairs of Ss to talk about good and bad habits
3. **New lesson:** (35 minutes)

TEACHER'S ACTIVITIES

STUDENTS' ACTIVITIES

Lead in

Let Ss make a list of food and drink that are good and bad for us

Do as appointed

Good

Bad

vegetable/ fruit/ fish

milk/ fruit juice/

mineral water

meat/ oil/ coffee

beer and wine/

alcoholic drink

1. What do you usually have for lunch and dinner? Do you care about the nutritional value of the things you eat?

Ask Ss to work in pairs, discuss and answer the questions

Do as appointed

I often have rice, meat, and sugary drink

I rarely have vegetable and fruit juice for my lunch and dinner

We know little about the nutritional value of the things we eat

2. Look at the picture below. What do you think the listening is about?

Now listen

Let Ss work in groups and describe the food pyramid

Do as appointed

Look at the food pyramid we can see that in order to control our weight, we should not only have a healthy diet but also do regular exercise.

As can be seen from the food pyramid, we should eat

GIÁO ÁN GIẢNG DẠY MÔN TIẾNG ANH 10 – HỌC KÌ I – HỆ ĐỔI MỚI

Play the tape twice	more food from the bottom part of the pyramid (vegetable, fruit, whole grains) and fewer from the top (red meat, refined grains, potatoes, sugary drink and salt)
3. Listen again and decide whether the statements are T or F Let Ss work in pairs to do this task	Do as appointed 1. F – simple 2. T 3. F - fewer/ at the bottom 4. T 5. F - a quarter of
4. Listen again divide the plate into sections and label which food should be in each section Ask Ss to work in groups and do this task	- Do as appointed Vegetable (varied) whole fish, nut grains poultry, beans

- 4. Consolidation:** (3 mins) - Vocabulary related to food pyramid and a healthy diet
- Listening skills
- 5. Homework:** (1 min) - Vocabulary related to the topic of family life - changing roles
- Vocabulary related to food pyramid and a healthy diet
- Listening skills - Do the task again - Read Unit 2 - Writing at home

IV.. SELF-EVALUATION:

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PERIOD 14

UNIT 2: YOUR BODY AND YOU

WRITING

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

- 1. Language focus:** - To provide learners some vocabulary related to healthy foods and drinks
- To instruct Ss different expression of thanks, asking for and giving advice
- 2. Skills:** - To promote Ss to develop their writing skills
- To help Ss develop the skill of working in pairs and groups
- 3. Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

- 1. Teacher:** - Teaching aids: textbook, lesson plan
- Teaching method: Communicative language teaching

- 2. Students:** Read through English Unit 2 - Writing at home

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check up:** (5 minutes) Ask Ss to talk about different sections of a healthy dinner plate
3. **New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Build a list of food from your own experience Ask Ss to do the task	- Do as appointed
2. Read the fact below. Do you have some of these foods on your list? Ask Ss to do read the text More:	- Read the text and note down new words - allergies: shellfish, mussel, shrimp, crab, seafood, milk, wheat, soya, peanuts - bad breath: garlic, onion, fish, curry, alcohol, cabbage - stress: caffeine-containing food: coffee, cola, chocolate



GIÁO ÁN GIẢNG DẠY MÔN TIẾNG ANH 10 – HỌC KÌ I – HỆ ĐỐI MƠI

<p>- sleepiness: dairy product, cottage cheese, milk, soy product: soy milk, tofu, honey, almonds, banana, poultry, whole grains, beans, rice, avocado, sesame, flaxseed, papayas</p>	<p>tea, alcoholic drink, refined sugar, white flour, salt, saturated fats, processed food, junk food, fast food containing synthetic additives</p> <p>- sleeplessness: caffeine containing coffee, cocoa, strong tea, coffee, alcohol, fatty/spicy food, (MSG (monosodium glutamate), artificial colours, flavourings)</p>
<p>3. Write inquiries for advice on the diet Ask Ss to work in groups and do the task Or: Dear expert, <i>I have just had my appendix out/ appendicitis operation last week/ and I was wondering if you could advise me what to eat and not to eat so that I can recover quickly.</i> Many thanks <div style="text-align: right;">Peter</div></p>	<p>Dear expert, <i>I have been an expectant woman for two months and I really wonder which foods are good and which are not good for me and my baby. I would be very grateful/thankful if you could give me some information about this.</i> Thank you <div style="text-align: right;">Linda</div></p> <p>Dear expert, <i>I am going to have my stomach operation next week and I know that what I eat may have some effect on my recovery after the operation. Could you give me some advice on this.</i> Thank a lot <div style="text-align: right;">James</div></p>
<p>4. You are the food specialist, give advice Ask Ss to work in groups to do this task</p> <p>Ask Ss to exchange their writing for peer comment</p>	<p>Do as appointed Dear Linda, <i>Pregnancy is a very important and sensitive period on which foods and drinks have great influences. They provide nutrition and necessary substances for the development of the baby.</i> <i>You are advised to eat whole grains with fish, beef, poultry or red meat which make up half of your plate in your major meals. They will provide you and your baby enough amount of protein.</i> <i>For the other half of the plate, you should eat vegetables and fruits which are rich in vitamins and fibres.</i> <i>Besides, you drink about 2 liters of water, or fruit juice per day. This ensures that you and your baby are well hydrated.</i> <i>Three glasses of milk each days will provide you and your baby with carbohydrate and micro-substance</i> <i>You shouldn't smoke during you pregnancy in case your baby may be defected or mentally retarded.</i> <i>You shouldn't drink caffeine containing and alcoholic</i></p>

4. Consolidation: (3 mins) - Vocabulary related to the topic of sharing household chores
- Writing skills

5. Homework: (1 min) - Vocabulary related to the topic of sharing household chores
- Writing skills - Do the task again
- Read Unit 1 - Communication and Culture at home

IV. . SELF-EVALUATION:

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COMMUNICATION AND CULTURE

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

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

II. PREPARATION

1. **Teacher:**
 - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
2. **Students:** Read through English Unit 2 - Communication and Culture at home

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check up:** (5 minutes) Ask some Ss to go to the board and read their writings
3. **New lesson:** (40 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Communication Discussion - who does what in your family? 1. Look at the pictures. Which parts of the body does each activity benefit? Ask Ss to work in groups and do the task 2. In pairs or groups, discuss why these activities are healthy Ask Ss to read the statements Play the recording. Ss listen and do the task 3. Work in groups. Choose a system of the body and make a list of all activities that are good for it	- Do as appointed Picture 1, 2, 3: People are doing physical exercise. Picture 4: People are swimming and diving. These activities benefit various parts of our body. They are good for skeletal system, circulatory system, respiratory system, nervous system and digestive system. - Do as appointed They stimulate our bones, joints and muscles and us to reduce pressure and tiredness (skeletal system), cause the blood to circulate better (circulatory system), help us to control our breath (respiratory system), make us feel comfortable and relieved so that we can think reasonably (nervous system), help us to break down/digest the food quickly, burn calories (digestive system). - Do as appointed
Culture 1. Read about the health beliefs and practices in two different countries. - Ask Ss to do the task 2. Discuss the similarities and differences in health beliefs and practices between the two countries 3. Do you know any traditional therapy (treatment without medicine)? Share the basic ideas Ask Ss to work in groups, talk about acupuncture	- Two students read out the texts - take note new words balance >< imbalance Herbal medicines indigenous/local folk practices cost-effective - Do as appointed Vietnamese and Indonesian people have both similarities and differences in their health beliefs and practices. For the similarity, that is the use of herbal and traditional medicines to treat the ill. In these both countries, traditional treatments, and herbs are considered to be safe, effective and affordable. For the differences, Vietnamese people consider the imbalance of yin and yang as the cause of sicknesses while Indonesian people believe that illnesses are caused either naturally or personally. That is the reason why folk medicine Vietnamese practitioners try to restore the yin/yang balance whereas Indonesian ones pay attention to restoring normal, proper and comfortable

4. Consolidation: (3 mins)

The similarities and differences in health beliefs and practices between two countries

5. Homework: (1 min)

- Discussion the change in women's and men's roles
- Discuss the similarities and differences in health beliefs and practices between two countries
- Do the task again
- Read Unit 2 - Looking back and Project at home

IV. . SELF-EVALUATION:

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PERIOD 16**UNIT 2: YOUR BODY AND YOU****LOOKING BACK AND PROJECT**

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

- 1. Language focus:** - To help students revise what they have learned in unit2
- To do a small project in which they can develop their speaking skills
- 2. Skills:** - To promote Ss to develop their communication skills and cultural understanding
- To help Ss develop the skill of working in pairs and groups
- 3. Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

- 1. Teacher:** - Teaching aids: textbook, lesson plan
- Teaching method: Communicative language teaching
- 2. Students:** Read through English Unit 2 - Looking back and Project

III. PROCEDURE

- 1. Class organization:** (1 minute)
- 2. Check up:** (5 minutes) To talk about health beliefs and practices in VN and in Indonesia
- 3. New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
LOOKING BACK	
Pronunciation	- Do as appointed
- Play the recording and let Ss listen and write /pr/, /pl/,/gr/,/gl/ above the word that has the corresponding consonant cluster sound. Then, put Ss in pairs to practise reading the sentences	prince /pr/ play /pl/ prime /pr/ producing /pr/ glance /gl/ pray /pr/ grimm /gr/ grounding /gr/ growth /gr/ grass /gr/ ground /gr/
Vocabulary	- Do as appointed
Complete the following sentences with a word or phrase about the body	1. brain 2. lung/heart 3. digestive 4. skeletal 5. respiratory 6. stomach 7. nervous
- Let Ss work in pairs to do this task	
Grammar	- Do as appointed
Underline the word in italics that best completes the sentence	1. will become (4) 5. is used 2. are broken down and converted 6. won't go (3) 3. is going (5) 7. are supported by 4. are stimulated 8. is going to rain (6)
- Ask Ss to work in pairs to do the task	

PROJECT 1. Go round the class and ask other students to rank the order of importance of the following categories in staying healthy.	- Do as appointed Diets/ Personal hygiene/ Medical Care/ Leisure Activities Lan thinks/ believes that
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GIÁO ÁN GIẢNG DẠY MÔN TIẾNG ANH 10 – HỌC KÌ I – HỆ ĐỔI MỚI

<p>Ask Ss to work in groups and do the task</p> <p>2. Report your findings to the class Let Ss to present the findings in front of the class</p>	<p>In Lan's opinion ... is the most important to stay healthy Next is ... it is followed by is more important than is less important than is the least important.</p>
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4. **Consolidation:** (3 mins) - Revise what Ss have learnt in unit 2
- Discuss the question and report the result
5. **Homework:** (1 min) - Revise what Ss have learnt in unit 2
- Discuss the question and report the result - Do the task again

IV. SELF-EVALUATION:

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PERIOD 17

WRITTEN TEST I

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus:** - To test and mark the students - To get feedback from the students
2. **Skills:** To help Ss develop their skills to do MCQ tests
3. **Attitudes:** To give Ss the motivation to learn hard for their exam

II. . PREPARATION

1. **Teacher:** - Testing aids: Lesson plan, test papers
- Testing method: Multi-choice questions
2. **Students:** Prepare for the test at home

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check – up:** (omitted)
3. **Testing fields:** (43 minutes)

- * Vocabulary: Unit 1 – FAMILY LIFE Unit 2 – YOUR BODY AND YOU
- * Grammar: The present simple vs the present progressive/ Will vs be going to V
- * Reading skills: Nuclear family vs Extended family/ Healthy diets
- * Listening skills: The role of family in our lives/ Advices on good habits
- * Writing skills: The role of men and women in modern families/ How to kick a bad habit

4. Test matrix:

Knowledge/ Skills	Numbers of Questions	Total Points	Levels of questions			
			easy	fair	hard	very hard
1. <i>Listening</i>	8	2	4 (1.0)	3 (0.75)	2 (0.5)	1 (0.25)
2. <i>Pronunciation</i>	4	1	2 (0.5)	2 (0.5)	0	0
3. <i>Use of language</i>	12	3	4 (1.0)	5 (1.25)	2 (0.5)	1 (0.25)
4. <i>Reading</i>	8	2	2 (0.5)	4 (1.0)	2 (0.5)	2 (0.5)
5. <i>Writing</i>	5	2	0	2 (0.5)	2 (0.5)	1 (1.0)
Total	37	10	12 (3.0)	12 (3.0)	8 (2.0)	5 (2.0)

5. English Paper:

IV.. SELF-EVALUATION:

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PERIOD 18

TEST CORRECTION

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus:** - To help Ss revise the knowledge - To get feedback from the students
2. **Skills:** To correct Ss' errors if necessary
3. **Attitudes:** To give Ss the motivation to learn hard for their exam

II. PREPARATION

1. **Teacher:** - Teaching aids: Lesson plan, answer keys - Teaching method: Communicative
2. **Students:** Look at their test paper at home

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check – up:** (omitted) Some Ss go to the board, do some tasks again
3. **Testing correction:** (40 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
- Gives the answer keys	- Compare the answer keys with their performance
- Explains some knowledge	- Revise some knowledge
- Answers Ss's questions	- Ask questions

4. **Consolidation:** (3 minutes) - Vocabulary in unit 1 and unit 2
- The present simple vs the present progressive - Will vs be going to V

5. **Homework:** (1 minute) - Unit 3 - Getting started

IV. SELF-EVALUATION:

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PERIOD 19

UNIT 3: MUSIC

GETTING STARTED - Live on Stage

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus:** - To help learners get started with some language items in Unit 3
- For vocabulary, that is words and phrases related to music
- For pronunciation, that is how to pronounce /est, Ənt, eit/
- For grammar, that is compound sentences and infinitives with to
2. **Skills:** - To help learners get started with 4 skills in Unit 3
- Reading: Read about TV show
- Speaking: Exchange opinions about TV show
- Listening: Listen to communication about music
- Writing: Write a biography
3. **Attitudes:** - To help Ss get started for Unit 3 with the topic "music"
- To provide Ss some motivation

II. PREPARATION

1. **Teacher:** - Teaching aids: textbook, lesson plan
- Teaching method: Communicative language teaching
2. **Students:** Read through English Unit 3 - getting started at home

III. PROCEDURE

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

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Listen and read Ask Ss listen to the recording and read the conversation	- Read the conversation, take notes new word pop star/ teen idol/ excite female fans/ look passionate on stage/ deceiving/ platinum album/ biography/on the Internet/ win second place in the Idol Contest/ home country/ become popular/ homemade/ post st on the internet/ superstar/ (video) get over

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Explain new words if necessary	views/ solo artist/ single/ debut album/release = publish
2. Work in pairs. Decide whether the statements are true (T), or false (F) and tick the correct box. Asks Ss to give the reasons for their answers	Work in pairs, do the task 1. T 2. F 3. F 4. F 5. T
3. Read the dialogue again and give answer to the questions Ask Ss to work in pairs, and do the task	Work in pairs, ask and answer the questions 1. They are talking about a young pop star 2. He looked shy and passionate 3. He won second place in an Idol contest 4. His mother did 5. They gained over 10 million views 6. He had four singles enter top 40 before his first album
4. Find the adjective which describe the teen idol and write them down then discuss their meanings Ask Ss refer back to the conversation and do the task	shy: not at ease with other people passionate: having a keen enthusiasm or intense desire for st talented: a person with good natural ability popular: widely liked or appreciated well-known: famous
5. Reread the dialogue. Circle the verbs which are followed by infinitives	decide to buy began to post the first solo artist to have four singles

4. Consolidation: (3 mins) - The young pop star mentioned in the conversation

- Practice the conversation

5. Homework: (1 min)

- Do the task again - Read Unit 3 - Language at home

IV. . SELF-EVALUATION:

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PERIOD 20

UNIT 3: MUSIC

LANGUAGE

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: - To help learners get started with some language items in Unit 3

- For vocabulary, that is words and phrases related to music

- For pronunciation, that is how to pronounce /est, Ənt, eit/

- For grammar, that is compound sentences and infinitives with to

2. Skills: To promote Ss to develop the skill of working in pairs and groups

3. Attitudes: - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

1. Teacher: - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

2. Students: Read through English Unit 3 - language at home

III. PROCEDURE

1. Class organization: (1 minute)

2. Check up: (5 minutes) Ask some Ss to write some new words and do the tasks again

3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
VOCABULARY 1. Use the word in the box to complete the definitions	- Do as appointed 1. talent 2. pop 3. idol 4. contest

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Ask Ss to do the tasks and compare the results with their partner	5. fan 6. clip
2. Discuss the equivalent Vietnamese meanings of the words from a to g. Ask Ss to work in pair and finish the task	Work in pairs, do the task 1. c 2. a 3. b 4. d 5. f 6. e 7. g
3. Use the words to make sentences about the music or singers you know Ask Ss to work in groups, and make sentences from given words Let Ss present their results	- Work in groups, do as appointed 1. My Linh is a one of the most popular solo singers in VN 2. "..." is My Tam's debut album 3. A lot of photos taken at Ho Ngoc Ha's Live Show were posted on the Internet
4. Expand your vocabulary. Add more related words Ask Ss to work in groups, add more related words Let Ss present their results	- Work in groups, do as appointed Music: concert, album, live show, solo, single, video clip, band, orchestra, musician, singer, composer, Contest: competition, audience, judge, fan, star, singer, pageant
PRONUNCIATION 1. Read the conversation in getting started again. Circle words that have the ending sounds /est, Ənt, eit/ Let Ss read the conversation again and do the task	Work in groups, do the task passionate talent contest
2. a Listen and repeat Play the recording and let Ss listen Play it again with pauses for them to repeat each word	Do as appointed /est/ contest /Ənt/ achievement /eit/ stage
2. b. Listen again and circle the word you hear. Ask Ss to read the word in rows Play the recording and let Ss listen to the sentences and circle the word they hear	- Do as appointed passionate/best talent/different guest/date/ test achievement/ parent
3. Can you write down some more words for each ending Ask Ss to work in groups and do the task	- Work in groups, do as appointed request/ development/ penetrate
GRAMMAR Compound sentences 1. Match the conjunctions and, or, but, so with their meanings Let Ss work in pair and do the task 2. Match each heading with the correct end Ask Ss to work in groups of four and do the task	- Work in pairs, do the task 1. d 2. c 3. a 4. b - Work in groups of four, do the task 1. c 2. e 3. a 4. b 5. f 6. d
GRAMMAR Infinitives. Use the infinitive to complete the following sentences Let Ss work in pairs to give the answers	1. to sing 2. to make 3. to do 4. sleep 5. Ride 6. to buy

4. Consolidation: (3 mins) - Vocabulary related to music

- Compound sentences, infinitives with to

- The pronunciation of /est, Ənt, eit/

5. Homework: (1 min) - Vocabulary related to music

- Compound sentences, infinitives with to

- The pronunciation of /est, Ənt, eit/

- Do the task again

- Read Unit 3 - Reading at home

IV. SELF-EVALUATION:

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READING - A Global Smash hit

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus:** To provide learners some vocabulary related to music
2. **Skills:**
 - To promote Ss to develop their reading skills
 - Skim the text to get the general idea
 - Scan the text to get some specific details
3. **Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. PREPARATION

1. **Teacher:**
 - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
2. **Students:** Read through English Unit 3 - Reading at home

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check up:** (5 minutes)
The use of and, or, but, so; some students note down structures with to
3. **New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Lead in Let Ss brainstorm the names of some current contest TV shows What are your favourite TV contest shows?	* Do as appointed, answer the question freely. Have you seen Vietnam Idol? ... Sao Mai Television Singing Contest? ... The Voice? What do you think about them?
1. Look at the logos. Are you familiar with them? Tell a partner what you know Idol: A Global Smash Hit - great success in the world Ask Ss to work in groups and discuss what they know about the logos More: c. Vietnam Idol is a part of the Idol Franchise of the original reality program Pop Idol by Simon Fuller. The first season of Vietnam Idol aired on May 23 2007 on HTV 9 and the fourth season aired on August 17, 2012	* Do as appointed a. Pop Idol, created by the British entertainment executive Simon Fuller, is a music competition which began on British ITV on October 6 2001 to select the best new young pop singer in the UK based on viewer voting and participation b. Who wants to be a millionaire or informally called Millionaire is an American TV quiz show based upon the British program of the same title, which offers a maximum prize of \$ 1,000,000 for correctly answering a series of consecutive multiple choice questions
2. Read the text below discuss the significance of these years 2001, 2002, 2007 and 2012 Ask Ss to read through the text once without stopping at the words that they don't know the meaning Ask them to work in pairs to find out the significance of these years	* Do as appointed 2001: the year that Pop Idol was first launched in the UK 2002: The beginning of the American Idol 2007: The first season of Vietnam Idol 2012: The fourth season of Vietnam Idol
3. Circle the appropriate meaning for each word from the text Let Ss read the text again, find out the words from the text Ask Ss to work in pairs, choose the answers	* Do as appointed 1. b 2. a 3. a 4. a 5. b
4. Ask and answer the questions Put Ss in groups of 3, ask them to read the questions first to make sure they understand them by asking them to	* Do as appointed 1. The Idol format 2. It came from the UK 3. 12 years

- 4. Consolidation:** (3 mins) - Vocabulary related to Idol Contest
 - Reading skills: skimming, scanning, guessing the meaning through context
- 5. Homework:** (1 min) - Do the task again - Read Unit 3- Speaking at home
- IV. SELF-EVALUATION:
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PERIOD 22

UNIT 3: MUSIC

SPEAKING - Talking about TV Show

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

- 1. Language focus:** - To provide learners some vocabulary related to the topic of TV show
 - To provide learners different expressions of like and dislike
- 2. Skills:** - To promote Ss to develop their speaking skills
 - To help Ss develop the skill of working in pairs and groups
- 3. Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. PREPARATION

- 1. Teacher:** - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
- 2. Students:** Read through English Unit 3 - Speaking at home

III. PROCEDURE

- 1. Class organization:** (1 minute)
- 2. Check up:** (5 minutes) Ask some Ss to talk about the history of Idol Contest
- 3. New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Read the following TV blurbs. Complete the table with the notes from each show then compare and contrast the show with a partner Ask Ss to work by themselves, complete the table then share their answer with their partner	Do as appointed VN Idol - To find a pop star - The winner will be chosen by a celebrity panel and home viewers - The winner will get a recording contract with VNR records Who Want to be a Millionaire - To find a winner who will get a big sum of money - The winner will answer a series of general knowledge questions - The amount of prize-money increase with the number of questions
2. Imagine you are a TV producer. You are creating a new show. Make a list of details about your show Let Ss work in groups, develop their imagination to create a TV show Let representatives from different groups to go to the board and give their presentations	Do as appointed Show name: Laughter's Show Show type: Entertainment TV Show Time: 45 minutes, Saturday evenings from 8.00 - 8.45 - To find out the winner who can refrain from laughing when participants are put into humorous situations - The winner will be awarded a 30-day traveling tour around VN

4. Consolidation: (3 mins) - Vocabulary related to TV show



- Speaking skills: making discussion, comparison and distinction; presenting in front of the class
 - 5. Homework:** (1 min) - Vocabulary related to TV show
 - Speaking skills: making discussion, comparison and distinction; presenting in front of the class
 - Do the task again - Read Unit 3 - Listening at home
- IV. . SELF-EVALUATION:
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-

PERIOD 23

UNIT 3: MUSIC

LISTENING - Inspirational Music

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

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

II. . PREPARATION

- 1. Teacher:**
 - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
- 2. Students:** Read through English Unit 3 - Listening at home

III. PROCEDURE

- 1. Class organization:** (1 minute)
- 2. Check up:** (5 minutes) Ask some Ss go to the board and talk about their TV show
- 3. New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Lead in Ask Ss to write down different kinds of music that they know Ask them what kinds of music they like: <i>Do as appointed/ Pop music/ Folk music/ Country music/ Rap/ Hip-Hop</i>	
1. Do you know these artists? Discuss their name Ask Ss to work in pairs, look at the picture and give the names of these artists	Do as appointed 1. Trinh Cong Son 2. Luu Huu Phuoc 3. Michael Jackson 4. Elton John
2. Listen to the following song excerpt. Tell your partner what you thought about and how you felt while you were listening to it Play the tape once	Do as appointed That's the song Tien Quan Ca by Van Cao I feel excited, patriotic and proud of my country whenever I hear this song Listen to the recording and work in pairs to do the task
3. Now listen to the conversation between Anna and Nam. What are the speakers talking about? Circle the best answer. Play the tape twice	Do as appointed C The speakers are talking about favourite songs Listen to the recording and work in pairs to do the task
4. Listen again and answer the question Ask Ss to read the question carefully and then answer the questions	1. "I have a dream" by Abba 2. Inspirational songs 3. His favourite songs inspire him and he can learn lessons from them 4. Rap or Hip-hop
5. Work with a partner. Tell him/her about your favourite music. Give reasons Ask Ss to work in pairs, talk about their	Do as appointed I like folk music because it's sweet and soft. It helps me to relax and reduce stress. It makes me find easy to go to sleep.

favourite music

I like hip hop because it's strong and exciting. It makes me become more active. Whenever I listen to hip hop I just want to dance and jump.

4. Consolidation: (3 mins) - Vocabulary related to the topic of Inspirational music

- Talk about your favourite music
- Listening skills

5. Homework: (1 min) - Vocabulary related to the topic of Inspirational music

- Talk about your favourite music
- Listening skills
- Do the task again
- Read Unit 3 - Writing at home

IV. . SELF-EVALUATION:

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PERIOD 24

UNIT 3: MUSIC

WRITING - Write a biography

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: To provide learners some vocabulary related to biography

2. Skills: - To promote Ss to develop their writing skills
- To help Ss develop the skill of working in pairs and groups

3. Attitudes: - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

1. Teacher: - Teaching aids: textbook, lesson plan
- Teaching method: Communicative language teaching

2. Students: Read through English Unit 3 - Writing at home

III. PROCEDURE

1. Class organization: (1 minute)

2. Check up: (5 minutes) Ask some Ss to talk about inspirational music and their favourite music

3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Do you know this man? Read the following paragraph. Match each of them with the corresponding headings Explain the word biography Ask Ss to work in pairs and do the task	Do as appointed 1. b 2. c 3. d 4. a
2. Work with a partner to ask and answer questions Ask Ss to work in pairs and do the task	Do as appointed 1, 2. Van Cao was born in 1923 in Hai Phong 3. It was Tien Quan Ca 4. He died in 1995 in HN 5. Answers vary He was one of the greatest Vietnamese composers, a man of many talents and devoted all his life to the career of music.
3. Write a biography, using one of the fact files Ask Ss to do the task	Do as appointed Luu Huu Phuoc was born on September 12, 1921 in Can Tho. He was one of the most famous figures in culture. He is remembered as a composer of many lively patriotic wartime songs, children songs and the occasional opera. Among his most well- known works are Bach Dang Giang; Tieng Goi Thanh Nien, Giai Phong Mien Nam. For his great contribution to Vietnamese culture, he was appointed many important positions. He was a

member of the National Assembly. He also worked as the chairman of the Committee of Culture and Education of the National Assembly of the Social Republic of VN. After his death, he received the most rewarding prize, HCM Prize.

Luu Huu Phuoc is regarded as one of the most prominent culture figures during the national liberation movements. He died on June, 16, 1989 in HCM City.

- 4. Consolidation:** (3 mins) - Vocabulary related to writing a biography
 - Writing skills: write a biography
- 5. Homework:** (1 min) - Do the task again
 - Read Unit 3 - Communication and Culture at home

IV. . SELF-EVALUATION:

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PERIOD 25

UNIT 3: MUSIC

COMMUNICATION AND CULTURE

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

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

II. . PREPARATION

- 1. Teacher:** - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
- 2. Students:** Read through English Unit 3 - Communication and Culture at home

III. PROCEDURE

- 1. Class organization:** (1 minute)
- 2. Check up:** (5 minutes) Ask some Ss to go to the board and read their writings
- 3. New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Communication	Do as appointed
1. Match the name with the picture	a. Chopin b. Elvis Presley c. Michael Jackson
Ask Ss to do the task	d. Tchaikovsky e. Johann Strauss f. Van Cao
2. Read and complete the sentence using the names above	Do as appointed
Ask Ss to read the sentence and work in pairs to do the task	1. Johann Strauss 2. Tchaikovsky
3. Listen to the recording, ask and answer the questions	3. Elvis Presley 4. Van Cao
Ask Ss to read the questions and check understanding	5. Chopin 6. Michael Jackson
Play the tape twice	Do as appointed
Ask Ss to work in pairs and do the task	1. Their are three speakers
	2. They are talking about a local entertainment programme
	3. It is going to take place in the City Opera
	4. Mai will buy the ticket
Culture	- Two students read out the texts
1. Read the texts and do the task that follow	- Take note new words
- Ask Ss to do the task	mono chord
	back
	vocal
2. Work with a partner, complete	Quan Ho singing Dangdut music

the table

Ask Ss to work in pairs and do the task

Vietnam

Folk music

Four singers

Bamboo flutes, s36-stringed musical instrument

Indonesia

Pop music

Eight singers

Both traditional and modern musical instruments: drums flutes, electric guitars, organs

3. Listen to the music. Ask and answer the following questions

Let Ss to work in pairs and do the task

Do as appointed

1. Nhu Co Bac Ho trong Ngay Vui Dai Thang

2. Pham Tuyen

3. Answers vary

Yes. I like it. It's a good song about HCM President.

PERIOD 26

UNIT 3: MUSIC

LOOKING BACK AND PROJECT

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: - To help students revise what they have learned in unit 3

- To do a small project in which they can develop their speaking skills

2. Skills: - To promote Ss to develop their communication skills and cultural understanding
- To help Ss develop the skill of working in pairs and groups

3. Attitudes: - To encourage Ss to work harder - To provide Ss some motivation

II. PREPARATION

1. Teacher: - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

2. Students: Read through English Unit 3 - Looking back and Project

III. PROCEDURE

1. Class organization: (1 minute)

2. Check up: (5 minutes) Ask some Ss to talk about family life in Singapore and in VN

3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
LOOKING BACK Pronunciation 1. Listen and repeat the following sentences - Play the recording and let Ss listen and write /est, ʌnt, eit/ above the word that has the corresponding consonant cluster sound. Then, put Ss in pairs to practise reading the sentences 2. Listen and write down the words Vocabulary 1. Complete the text with the appropriate words from the box	- Do as appointed /est/ /ʌnt/ /eit/ - Do as appointed 1. passionate /eit/ 2. talented /ʌnt/ 3. confident /ʌnt/ 4. modest/est/ - Do as appointed 1. It came from Bac Ninh in the 13 th century 2. A pair of female singers sing a challenging phrase and a pair of male singers respond by singing a matching phrase. The order is reserved in the next round with a different melody. 3. Answer vary

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<p>2. Read the text</p> <p>- Ask Ss to read the text carefully, using the context clues to decide which word/phrase can be used</p> <p>3. Describe</p>	<p>1. Quan Ho Singing is a kind of Vnese folk music which originated in the 13th century and was recognised by UNESCO in 2009</p> <p>2. Dangdut music is a kind of exciting Indonesia pop music which is played with a combination of traditional and modern musical instruments such as drums, flutes, electrical guitars and organs.</p> <p>* Do as appointed</p> <p>- Work in pairs, do the task</p> <p>1. I will not be able to go to the concert tomorrow night</p> <p>2. Let me to explain what the music except means</p> <p>3. He asked me sing a few songs by Van Cao</p> <p>4. His performance makes me to fall asleep</p> <p>5. My sister never agrees to let me to go to the rap show</p> <p>- Work in groups, do the task</p> <p>1. I will not be able to go to the concert</p> <p>2. Let me explain</p> <p>3. he aske me to sing</p> <p>4. His performance makes me fall</p> <p>5. My sister never agree to let me go</p>
<p>Grammar</p> <p>1. Complete the following compound sentences</p> <p>- Ask Ss to work in pairs to finish these sentences</p> <p>2. Read the following sentences. Underline the incorrect form of the verb</p> <p>Put Ss in groups to discuss the questions</p> <p>3. Rewrite the incorrect sentences</p>	<p>PROJECT</p> <p>Research a song of Quan Ho Singing or a Dangdut song. Think about the following questions</p> <p>- Do as appointed</p> <p>Where did it originate? How long has it been popular?</p> <p>What are its influences? Do you like it?</p>

5. Homework: (1 min) - Do the task again - Read Review 1 at home

IV.. SELF-EVALUATION:

PERIOD 27

REVIEW 1 UNIT 1,2,3

PERIOD 1

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

- 1. Language focus:** - To help students revise what they have learned in unit 1, 2, 3
- To give them a chance to practice

- 2. Skills:**
- To promote Ss to develop their communication skills and cultural understanding
 - To help Ss develop the skill of working in pairs and groups

- 3. Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. PREPARATION

- 1. Teacher:** - Teaching aids: textbook, lesson plan
- Teaching method: Communicative language teaching

- 2. Students:** Read through Review 1

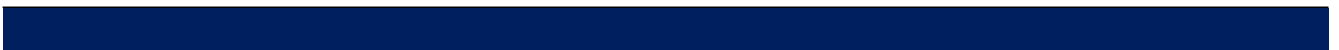
III. PROCEDURE

- 1. Class organization: (1 minute)**

- 2. Check up:** (5 minutes) Ask some Ss to go to the board talk about Quan Ho Singing

- ### 3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Language Vocabulary 1. Match the phrases in A with the	Do as appointed 1. c d 2. e a



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correct one in B	3. b
2. Complete the conversation, using the words from the box	* Do as appointed 1. lift weights 2. go rollerblading 3. exercise 4. exercise 5. watch TV
Pronunciation 3. Write the words in the correct columns and read them aloud	* Do as appointed Tr: train, traffic, travel, treat, trash Kr: crash, credit, critical, cream, crime Pl: play, plum, please, plough, place Gl: glide ... Ant: statement Eit: create, late

4. Consolidation: (3 mins) Revise what Ss have learnt in unit 1, 2, 3

5. Homework: (1 min) - Revise what Ss have learnt in unit 1, 2, 3

- Read Review 1 at home

IV.. SELF-EVALUATION:

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PERIOD 28

REVIEW 1 UNIT 1,2,3

PERIOD 2

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: - To help students revise what they have learned in unit 1, 2, 3

- To give them a chance to practice

2. Skills: - To promote Ss to develop their communication skills and cultural understanding

- To help Ss develop the skill of working in pairs and groups

3. Attitudes: - To encourage Ss to work harder - To provide Ss some motivation

II. . PREPARATION

1. Teacher: - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

2. Students: Read through Review 1

III. PROCEDURE

1. Class organization: (1 minute)

2. Check up: (5 minutes) Ask some Ss to go to the board talk about Quan Ho Singing

3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Grammar 4. Put the verbs into the correct form	Do as appointed 1. is coming – don't want 2. don't make – am studying 3. speaks – is speaking 4. am – will bring 5. isn't working/ doesn't work – will fix
5. Write the following sentences without changing the meaning of the given sentences	Do as appointed 1. This road isn't used very often 2. David is not often invited to parties 3. Fruit juice is included in the menu 4. Mr Miller's room is cleaned every day 5. The music can be heard from far away
6. Match the beginnings in A with the ends in B	Do as appointed 1. c 2. d 3. e 4. a 5. b

4. Consolidation: (3 mins) Revise what Ss have learnt in unit 1, 2, 3

5. Homework: (1 min) - Revise what Ss have learnt in unit 1, 2, 3
 - Read Review 1 at home

IV. . SELF-EVALUATION:

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- B. He had his car repaired last week
 C. He wanted to repair his car last week
 D. He asked for a repairman last week

Choose the best answer to fill in each gap to complete the sentences:

- Câu 11. John_ helping him carrying the package
 A. thanked me for B. said thank you me C. asked me to D. told me to thank
- Câu 12. The teacher accused the boy not listening to what she was explaining.
 A. of B. for C. with D. to
- Câu 13. They_ on the street when it rained
 A. walked B. walking C. were walking D. was walking
- Câu 14. Jack and Kate have been married for 25 years already. Tomorrow will be their Silver
 _____.
 A. celebration B. birthday C. part D. anniversary
- Câu 15. They volunteer to work in remote or_ areas to provide education for children.
 A. low B. high C. mountainous D. mountain
- Câu 16. Michael: " ?" John: "Well, she's not very beautiful. But she's got bright eyes and
 a very friendly smile."
 A. What are her personalities B. What is she look like
 C. What does she like D. What does she look like
- Câu 17. Jane expected_ to the university, but he wasn't.
 A. admitting B. being admitted C. to admit D. to be admitted
- Câu 18. Would you mind_ for a moment?
 A. waits B. waiting C. wait D. to wait
- Câu 19. My sister sees him .
 A. visited his uncle every Sunday B. to visit his uncle every Sunday
 C. visits his uncle every Sunday D. visit his uncle every Sunday
- Câu 20. "What kind of volunteer work are you participating in?" - - "_____".
 A. Yes, I was participating in helping sick people B. We took part in helping sick people
 C. We're helping people in mountainous areas D. No, we don't enjoy volunteer work
- Câu 21. What would you like to drink? - _____
 A. Yes, please B. Coffee, please C. Thank you D. No, I don't
- Câu 22. He_ Japanese before he started to study French in 2006.
 A. has studied B. studies C. studied D. had studied

Câu 23. _____ out of the window, he saw the cat climbing over the fence.

- A. Being looked B. To look C. Look D. Looking

Choose the underlined word or phrase (A, B, C, or D) that needs correcting. Câu

22. John congratulated us of passing our exam.

- A B C D

Câu 23. I couldn't make my car to start this morning.

- A B C D

Câu 24. He said if the weather was bad tomorrow, the match would be postponed.

- A B C D

Câu 25. Everyone are wearing black this year because it's fashionable.

- A B C D

Choose a word in each line that has the underlined part pronounced differently from the rest.

Câu 26. A. champion B. chemistry C. changeable D. church

Câu 27. A. usefulness B. unhealthy C. university D. usually

Câu 28. A. wanted B. visited C. handicapped D. decided

Câu 29. A. award B. area C. agree D. arrange

Listening: You are going to listen to people talking about their birthday.

Task 1: Listen and check whether they have had their birthdays or not this year. Tick (✓) the correct answers.

Name	Yes	No
00. Ted	✓	
30. Jill		
31. Sue		
32. Brian		

Task 2: Listen again then check what activity each person do or will each person do for his or her birthday party. Circle the best answers A, B, or C.

33. Ted

- A. have a party B. study for exams C. meet friends

34. Jill

- A. go to her parents' house B. go on a trip by herself C. go to New York

35. Sue

- A. have a barbecue B. go out to dinner with friends C. stay at home alone

36. Brian

- A. meet friends B. have a busy day C. have a family party

37. **Write a paragraph to describe a person you admire most.**

IV. SELF-EVALUATION:

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PERIOD 30

TEST CORRECTION II

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus:** - To help Ss revise the knowledge - To get feedback from the students
2. **Skills:** To correct Ss' errors if necessary
3. **Attitudes:** To give Ss the motivation to learn hard for their exam

II. PREPARATION

1. **Teacher:** - Teaching aids: Lesson plan, answer keys - Teaching method: Communicative
2. **Students:** Look at their test paper at home

III. PROCEDURE

1. **Class organization:** (1 minute)
2. **Check – up:** (omitted) Some Ss go to the board, do some tasks again
3. **Testing correction:** (40 minutes)

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TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
- Gives the answer keys	- Compare the answer keys with their performance
- Explains some knowledge	- Revise some knowledge
- Answers Ss's questions	- Ask questions

- 4. Consolidation:** (3 minutes) - Vocabulary in unit 1 and unit 2
 - The present simple vs the present progressive - Will vs be going to V

- 5. Homework:** (1 minute) - Unit 3 - Getting started

IV. . SELF-EVALUATION:

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PERIOD 31

UNIT 4: FOR A BETTER COMMUNITY

GETTING STARTED - Who needs our help?

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

- Language focus:** - To help learners get started with some language items in Unit 4
 - For vocabulary, that is words and phrases about volunteer work
 - For pronunciation, that is how to pronounce /nd, ng, nt/
 - For grammar, that is irregular past tense verbs, the past simple and past progressive
- Skills:**
 - To help learners get started with 4 skills in Unit 4
 - Reading: Read about why people do volunteer work
 - Speaking: Talk about local community development
 - Listening: Listen to an announcement for volunteers
 - Writing: Write an application letter for volunteer work
- Attitudes:** - To help Ss get started for Unit 4 with the topic "volunteer work"
 - To provide Ss some motivation

II. . PREPARATION

- Teacher:**
 - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
- Students:** Read through English Unit 4 - getting started at home

III. PROCEDURE

- Class organization:** (1 minute)
- Check up:** (omitted)
- New lesson:** (40 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Listen and read Ask Ss listen to the recording and read the conversation Explain new words if necessary	- Read the conversation, take notes new word volunteer (n, v) do volunteer work voluntary voluntarily disadvantaged by chance advertisement for volunteer positions be hopeless at math meaningful
2. Read the dialogue again and give answer to the questions Ask Ss to work in pairs, and do the task	Read the dialogue again Work in pairs, ask and answer the questions 1. at 2 p.m. yesterday afternoon 2. He was teaching children at the Happy Mind Charity Centre 3. Yes, he was. At first, many of his children couldn't read and write 4. It's useful to the society and meaningful 5. We raised funds to help the poor We bought handmade products by the handicapped We visited the sick and gave them money

4. **Consolidation:** (3 mins) - Talking about volunteer work - Practice the conversation
 5. **Homework:** (1 min) - Talking about volunteer work - Practice the conversation
 - Do the task again - Read Unit 4 - Language at home

IV. . SELF-EVALUATION:

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PERIOD 32

UNIT 4: FOR A BETTER COMMUNITY LANGUAGE

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

- Language focus:** - To help learners get started with some language items in Unit 4
 - For vocabulary, that is words and phrases about volunteer work
 - For pronunciation, that is how to pronounce /nd, ng, nt/
 - For grammar, that is irregular past tense verbs, the past simple and past progressive
- Skills:** To promote Ss to develop the skill of working in pairs and groups
- Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. PREPARATION

- Teacher:**
 - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
- Students:** Read through English Unit 4 - language at home

III. PROCEDURE

- Class organization:** (1 minute)
- Check up:** (5 minutes) Ask some Ss to write some new words and do the tasks again
- New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
VOCABULARY 1. Read the conversation again, find the adjectives Ask Ss to do the tasks and compare the results with their partner	- Do as appointed -ed: disadvantaged, interested, excited -ing: interesting, exciting -ful: useful, helpful, meaningful -less: hopeless, meaningless
2. Use the words in the brackets with their appropriate form Ask Ss to work in pair and finish the task	Work in pairs, do the task 1. meaningless 2. interested 3. hopeless 4. useful 5. excited/ meaningful 6. exciting
PRONUNCIATION 1. Listen and repeat Play the recording and let Ss listen Play it again with pauses for them to repeat each word	Do as appointed /nd/ second /ng/ interesting /nt/ announcement

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2. Practise saying the following sentences Ask Ss to read the sentences Correct mistakes if necessary	- Do as appointed
GRAMMAR 1. Rewrite the sentences in the past tense, using the time expression in the brackets Let Ss work in pair and do the task	- Work in pairs, do the task 1. I wore Jeans to school yesterday 2. My sister and I bought a lot of clothes last summer 3. My father read newspapers in bed last night 4. My mother made my bed last Sunday 5. I wrote letters to my grandparents yesterday afternoon
2. Match 1-5 with a-e and complete the sentences in the past simple or the past continuous Let Ss work in pairs to give the answers	1.were walking/started 2. was talking/asked 3. lost/ were playing 4. were sitting/took 5. rang/ was having

4. Consolidation: (3 mins) - Vocabulary related to volunteer work

- Irregular past tense verbs, the past simple and past progressive
- The pronunciation of /nd, ng, nt/

5. Homework: (1 min) - Do the task again - Read Unit 4 - Reading at home

IV. SELF-EVALUATION:

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PERIOD 33

UNIT 4: FOR A BETTER COMMUNITY

READING - Why do people volunteer?

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

- 1. Language focus:** To provide learners some vocabulary related to volunteer work
- 2. Skills:**
 - To promote Ss to develop their reading skills
 - Skim the text to get the general idea - Scan the text to get some specific details
- 3. Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. PREPARATION

- 1. Teacher:**
 - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
- 2. Students:** Read through English Unit 4 - Reading at home

III. PROCEDURE

1. Class organization: (1 minute)

2. Check up: (5 minutes)

The use of and, or, but, so; some students note down structures with to and bare infinitives

3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
WARM UP - Raise the question "Why do people volunteer?" - Elicit students' opinions, and encourage different viewpoints. - Lead sts in to new lesson.	
BEFORE YOU READ Activity 1 - Introduce the title of the reading text and elicit the reasons why people volunteer. - Ask students to tick the reasons they may read about in the text and then compare their choices with their partners' - Ask some students to share their opinions with other	BEFORE YOU READ Activity 1 - Listen to the T - Work individually first, then work in pairs to share the ideas.

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students in the class, encourage different viewpoints.	
<p>WHILE YOU READ</p> <p>Activity 2</p> <ul style="list-style-type: none"> - Ask students to scan the text and check their predictions in Activity 1. - Check students' answers, asking them to give clues from the reading text. - Expected answers: a, $\sqrt{}$ b, X c, $\sqrt{}$ d, X e, $\sqrt{}$ f, $\sqrt{}$ <p>Activity 3</p> <ul style="list-style-type: none"> - Ask students if they remember strategies to deal with this reading exercise – Gapped text or Missing Sentences. - Elicit strategies from students and repeat them if necessary. - Ask students to do this activity individually and then compare with a partner. - Check students' answers and give further explanation if necessary. - Expected answers: 1. D 2. A 3. B 4. C <p>Activity 4</p> <ul style="list-style-type: none"> - Ask students to look back at the reading text to locate the highlighted words - Ask students to guess the meaning of each of these highlighted words, based on the context. - Have them choose their meaning, then compare their choices with other friends. - Check students' answers. - Expected answers: 1. A 2. B 3. C 4. B 5. A 	<p>WHILE YOU READ</p> <p>Activity 2</p> <ul style="list-style-type: none"> - Scan the text and check their predictions in Activity 1. - Give the answers. - Check and correct the answers. <p>Activity 3</p> <ul style="list-style-type: none"> - Read the text quickly to get general ideas of what it is about. - Read the removed sentences. Think about the meaning of these sentences and make sure they match the meaning of the text before and after the gaps. - Make sure that the extra sentence doesn't fit in any of the gaps. If it does, check your work again. <p>Activity 4</p> <ul style="list-style-type: none"> - Look back at the reading text to locate the highlighted words - Guess the meaning of each of these highlighted words, based on the context. - Give the answers.
<p>AFTER YOU READ</p> <p>Activity 5</p> <ul style="list-style-type: none"> - Let students work in pairs to discuss the statements. - Elicit different ways to express giving opinions that students know. Add more if necessary. - Remind students to take turns speaking, not letting one keep speaking and the other keep listening. - Call on some pairs to perform in front of the whole class. 	<p>AFTER YOU READ</p> <p>Activity 5</p> <ul style="list-style-type: none"> - Work in pairs to discuss the statements. - Present in class.

4. **Consolidation:** - Vocabulary related to Volunteer
 - Reading skills: skimming, scanning, guessing the meaning through context
5. **Homework:** - Do the task again - Read Unit 4- Speaking at home

IV. . SELF-EVALUATION:

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PERIOD 34

UNIT 4: FOR A BETTER COMMUNITY SPEAKING

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. **Knowledge:**
 - To speak about volunteers and volunteer work
 - Discuss in pairs/ groups about related topic.
2. **Skills:**
 - To help learners get started with 4 skills in Unit 4
 - Reading: Read about why people do volunteer work
 - Speaking: Talk about local community development
 - Listening: Listen to an announcement for volunteers
 - Writing: Write an application letter for volunteer work
3. **Educational aims:**
 - To help Ss get started for Unit 4 with the topic "volunteer work"
 - To provide Ss some motivation

II. **Methods:** - Integrated, mainly communicative.

III. **Teaching aids:** - Teacher: tape, board, chalk, textbook, cassette.
- Students: textbook, workbook, pen, pencil...

IV. Procedures:

1. Class organization:

2. **Old lesson checking:** Checking new words of the previous lesson.

3. New lesson:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
WARM UP <ul style="list-style-type: none">- Asks Ss to work in pairs to answer the questions. <ol style="list-style-type: none">1. Have you taken part in volunteer work?2. What kinds of volunteer work do you often do? <p>✉ Sets the scene: Supposed you are a volunteer and now you decide which activities are volunteer and talk about them.</p>	WARM UP <ul style="list-style-type: none">- Work in pairs for 3 mins, then give answers freely. <p>Eg: ? Helping people in remote and in the mountainous areas ? Helping old or sick people ? Taking part in directing the traffic...</p>
PRE – SPEAKING <ul style="list-style-type: none">- Ask students to look at the pictures on this page and name the activities in these pictures. Students should comment whether these activities are useful to the community or not. <p>Activity 1</p> <ul style="list-style-type: none">- Ask students to work by themselves to look at some activities for community development and to match them with the reasons why they are important.- Check students' answers.- Call on individual students to read aloud these activities and give the reasons why they are important.	PRE – SPEAKING <ul style="list-style-type: none">- Pay attention to teacher and then answer; <p>Funding Bringing things (clothes) to the needy Raising fund or taking opinions</p>
WHILE SPEAKING <p>Activity 2</p> <ul style="list-style-type: none">- Have students work in pairs to discuss why the activities in Act 1 are important for community development- Ask students to prepare ideas to support their reasons.- Students may have different viewpoints. Encourage these differences, providing that they support their opinions properly. <p>Activity 3</p> <ul style="list-style-type: none">- Have students work in groups and look at Activities for community development in Act 1- Ask members of each group to rank the activities in the order of importance.- Encourage them to discuss to decide on the three	WHILE SPEAKING <p>Activity 2</p> <ul style="list-style-type: none">- Work in pairs to discuss why the activities in Act 1 are important for community development. <p>Activity 3</p> <ul style="list-style-type: none">- Work in groups and look at Activities for community development in Act 1- Rank the activities in the order of importance.- Discuss to decide on the three most urgent/important things to do in

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most urgent/important things to do in their local area and explain why. - Ask students to practice using Useful phrases in speaking.	their local area and explain why.
POST SPEAKING Activity 4 - Each group chooses a presenter from their group to present the group's decisions to the whole class. - Other students in the class may raise questions to ask the presenter for further explanations. - Ask the class to vote for the group with the best decisions.	POST SPEAKING Activity 4 - Present the group's decisions to the whole class. - Vote for the group with the best decisions.

4. **Consolidation:** - Vocabulary related to Volunteer
 - Reading skills: skimming, scanning, guessing the meaning through context
5. **Homework:** - Do the task again - Read Unit 4- Listening at home
- V. **Self-Evaluation:**

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PERIOD 35

UNIT 4: FOR A BETTER COMMUNITY

LISTENING

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. **Knowledge:** - Words and phrases related to volunteers and volunteer work
 - Listening to an announcement for volunteers to get specific information
2. **Skills:** Listening: Listen to an announcement for volunteers.
3. **Educational aims:** - To help Ss get started for Unit 4 with the topic "volunteer work"
 - To provide Ss some motivation

II. Methods: Integrated, mainly communicative.

- III. **Teaching aids:** - Teacher: tape, board, chalk, textbook, cassette.
 - Students: textbook, workbook, pen, pencil...

IV. Procedures:

1. **Class organization:**
2. **Old lesson checking:** Checking new words of the previous lesson.
3. **New lesson:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
WARM UP - Put the vocabulary items on the board in any order, eg: <i>war valid, martyr, intersection, the aged, orphanage, remote.....</i> - Ask the Ss to work in pairs to answer the questions then asks them to run to the board, as a representative. - Give a Vietnamese translation for one of the words on the board. The first team to hit the correct word gets the point, ready for the next word..... - Call on some to give the answers aloud in front of the class. - Lead sts into new lesson.	WARM UP - Look at the words on the board. - Discuss in pairs for 2 mins. - One is a representative and changes, ready for the next word quickly.... to get more points to be winner
PRE – LISTENING - Ask students to look at the pictures to see what the people in these pictures are doing and why they are doing these activities Activity 1	PRE – LISTENING - Pay attention to teacher and then answer. Activity 1 - Work in pairs.

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<ul style="list-style-type: none"> - Have students discuss the questions with a partner - Students are encouraged to speak about the needy in the community. - Call on one or two ss to share their stories. 	<ul style="list-style-type: none"> - Speak out the needy.
<p>WHILE SPEAKING Activity 2</p> <ul style="list-style-type: none"> - Tell students to match the words with their definitions, then decide the parts of speech of these words. - Have students compare with their friends. - Check students' answers. - Expected answers: <p>Public service announcement (noun phrase) Donate (v) Non-profit</p> <p>Activity 3</p> <ul style="list-style-type: none"> - Have students guess their answers, encouraging all possible guesses and explanations. - Write the students' guesses on a corner of the board so that they can see if their guesses are correct later. - Play the recording and let students do the activity. - Check students' answers. If many students in the class have the same incorrect answers, play the recording again and stop at the place where students can get the correct answers. - Expected answers: 1. T 2. F 3. F 4. F 5. T <p>Activity 4</p> <ul style="list-style-type: none"> - Have students listen to the announcement again and do the activity - Check students' answers - Expected answers: <p>1. C 2. A 3. B</p>	<p>WHILE SPEAKING Activity 2</p> <ul style="list-style-type: none"> - Work in pairs to do the task. - Give the answers. - Check and correct the answers. <p>Activity 3</p> <ul style="list-style-type: none"> - Firstly, work individually to listen to the recording and do the class. - Compare the answers with a partner. - Give the answers. - Check and correcting the answers. <p>Activity 4</p> <ul style="list-style-type: none"> - Listen again and do the task in pairs. - Give the answers. - Check and correct the answers.
<p>POST SPEAKING Activity 5</p> <ul style="list-style-type: none"> - Have students work in groups to ask and answer the questions. - Encourage students to share their personal experience or intentions to volunteer or do community service. 	<p>POST SPEAKING Activity 5</p> <ul style="list-style-type: none"> - Work in groups to ask and answer the questions. - Share their personal experience or intentions to volunteer or do community service.

4. **Consolidation:** - Vocabulary related to Volunteer
 - Reading skills: skimming, scanning, guessing the meaning through context
5. **Homework:** - Do the task again - Read Unit 4- Writing at home
- V. **Self-Evaluation:**
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PERIOD 36

UNIT 4: FOR A BETTER COMMUNITY

WRITING

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

- Language focus:** - To provide learners some vocabulary related to biography
- Skills:** - To promote Ss to develop their writing skills
 - To help Ss develop the skill of working in pairs and groups
- Attitudes:** - To encourage Ss to work harder - To provide Ss some motivation

II. PREPARATION

- Teacher:** - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching

2. **Students:** Read through English Unit 4 - Writing at home

III. PROCEDURE

1. **Class organization:** (1 minute)

2. **Check up:** (5 minutes) Ask some Ss to talk about inspirational music and their favourite music

3. **New lesson:** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>WARM UP</p> <ul style="list-style-type: none"> - Divide the class into small groups to complete the sentences about writing formal letters in English. <p>1. You write your address in..... of the letter</p> <p>2. The address of the receiver should be written on..... , starting below our address.</p> <p>3. When the letter starts Dear Sir/ Madam, you end it with</p> <p>4. You should leave a ...between paragraphs</p> <p>Introduce: <i>Today we are going to learn how to write a formal thank – you letter. Now we're going to revise the characteristics of a form letter.</i></p>	<p>WARM UP</p> <ul style="list-style-type: none"> - Work in pairs and give the answers in each group. <p>A peer stands up to give the answers with the others</p> <p>1. <i>the top right-hand corner</i></p> <p>2. <i>left</i></p> <p>3. <i>"yours sincere",/</i> <i>"yours faithfully",</i></p> <p>4. <i>space</i></p> <ul style="list-style-type: none"> - The group which has many correct answers will be winner. <p>Others declare for the winner</p>
<p>PRE – WRITING Activity 1</p> <ul style="list-style-type: none"> - Ask students to read the letter and find out the reason why Quan wrote it. - Students read and discuss with their friends. - Check students' answers. - Expected answers: He wanted to apply for the volunteer teaching job. 	<p>PRE – WRITING Activity 1</p> <ul style="list-style-type: none"> - Read the letter and find out the reason why Quan wrote it. - Give the answers.
<p>WHILE WRITING Activity 2</p> <ul style="list-style-type: none"> - Have students read the letter again and answer the questions. - Check students' answers by asking them to read their answers aloud and correct the wrong answers if there are any. - Expected answers: <p>1. He saw the advertisement in the Youth Newspaper on February 22nd.</p> <p>2. He taught a group of primary students in his area.</p> <p>3. He taught them for two months.</p> <p>4. He is creative, patient, and has great love for children.</p> <p>5. He can give four references.</p> <p>6. He can start teaching from next month.</p> <p>Activity 3</p> <ul style="list-style-type: none"> - Have students read the different purposes of each paragraph of an application letter. - Have students read the letter again to match each paragraph in the letter with its purposes. - Check students' answers - Expected answers: <p>Para 1-b Para 2-c Para 3- d Para 4- a</p> <p>Activity 4</p> <ul style="list-style-type: none"> - Ask students to read the job advertisement and answer the questions about this job advert. - Check students' answers - Expected answers: <p>2. Reliable and hard-working</p>	<p>WHILE WRITING Activity 2</p> <ul style="list-style-type: none"> - Read the letter again and answer the questions. - Work by themselves first then compare the answers with other students. <p>Activity 3</p> <ul style="list-style-type: none"> - Read the different purposes of each paragraph of an application letter. - Read the letter again to match each paragraph in the letter with its purposes. - Check and correct the answers. <p>Activity 4</p> <ul style="list-style-type: none"> - Read the job advertisement and answer the questions about this job advert. - Answer these questions by themselves first and then check

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3. Welcoming guests and receiving donations for the organization.	with their partners.
POST WRITING Activity 5 - Have students read the activity. Students may work in pairs or groups to brainstorm the ideas for the letter. - Go around and helps students when needed. If time is available, writing can be done in class. If not, this can be assigned as part of the homework.	POST WRITING Activity 5 - Work in pairs or groups to brainstorm the ideas for the letter.

4. Consolidation: (3 mins) - Vocabulary related to writing a letter

- Writing skills: write a letter

5. Homework: (1 min)

- Do the task again

- Read Unit 4 - Communication and Culture at home

V. SELF-EVALUATION:

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UNIT 4: FOR A BETTER COMMUNITY COMMUNICATION AND CULTURE

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Communication 1. Look at the list of activities. Which of them are necessary for community development in your area? Ask Ss to do the task 2. Work in groups, exchange your opinions Asks Ss to work in groups to do the task	Do as appointed - helping the old and the sick - helping handicapped and disadvantaged children - Taking part in directing the traffic - Taking care of war invalids and the families of martyrs Do as appointed What is the most important volunteer activity in your area? I think it's protecting the environment is the most important. Really? I think directing the traffic is the most important
Culture 1. What do you know about this man - Ask Ss to do the task	- Do as appointed
2. Read the text about Mahatma	Do as appointed

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Gandhi and answer the questions Ask Ss to work in pairs and do the task	1. He was born in 1869 in India 2. He fought for the rights of coloured people in general and the Indians in particular 3. He helped to make the British leave India so that India became independent in 1947. He also fought for the rights of poor people and women in India
3. Work in groups talk about a person who contributed to the development of your local area/country Share your ideas with your group. Let Ss to work in groups and do the task	Do as appointed 1. Ho Chi Minh President 2. Dr. Ton That Tung

4. Consolidation: (3 mins) Talk about Mahatma Gandhi and famous volunteers

5. Homework: (1 min) - Talk about Mahatma Gandhi and famous volunteers

- Do the task again - Read Unit 4 - Looking back and Project at home

V. SELF-EVALUATION:

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UNIT 4: FOR A BETTER COMMUNITY

LOOKING BACK AND PROJECT

Date of planning:/...../2018

Date of teaching:/...../2018

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: - To help students revise what they have learned in unit 4

- To do a small project in which they can develop their speaking skills

2. Skills: - To promote Ss to develop their communication skills and cultural understanding

- To help Ss develop the skill of working in pairs and groups

3. Attitudes: - To encourage Ss to work harder - To provide Ss some motivation

II. PREPARATION

1. Teacher: - Teaching aids: textbook, lesson plan

- Teaching method: Communicative language teaching

2. Students; Read through English Unit 4 - Looking back and Project

III. PROCEDURE

1. Class organization: (1 minute)

2. Check up: (5 minutes) Ask Ss to talk about Mahatma Gandhi and other famous volunteers

3. New lesson: (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
LOOKING BACK Pronunciation Listen and circle the word you hear - Play the recording and let Ss listen and circle the word they hear with /end, ant/ Vocabulary Choose the word from the box to complete the following sentences Let Ss do this vocabulary exercise in pairs or groups of 4 Grammar 1. Write the sentences. Use the past simple or the past progressive form of the verbs	- Do as appointed 1. B 2. A 3. B 4. B 5. B 6. B * Do as appointed 1. meaningless 2. excited 3. meaningful 4. interesting 5. donate 6. disadvantaged * Do as appointed 1. The telephone rang while we were having dinner 2. I was waiting at the bus stop when I received his text message

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<p>- Ask Ss to work in pairs to finish the task</p> <p>2. Read the text about Tilly Smith and put the verbs in the past simple or the past progressive Put Ss in pairs to do this task</p> <p>3. Read the text again and answer the following questions</p>	<p>3. It started to rain while we were walking home from school</p> <p>4. Were you listening when the teacher called your name?</p> <p>5. He was walking along the corridor when he saw a job advertisement on the notice board.</p> <p>* Do as appointed</p> <p>1. was having 2. realised 3. was sitting</p> <p>4. recognized 5. wanted 6. was happening</p> <p>7. told 8. ran</p> <p>9. was 10. didn't kill</p> <p>* Do as appointed</p> <p>1. She was a school girl from Surrey England</p> <p>2. She was interested in geography</p> <p>3. The sea water suddenly receded from the shoreline, which is a symptom of a tsunami</p> <p>4. She told her parents about the possible tsunami, and her father warned other people on the beach and the staff at the hotel where they were staying about it.</p> <p>5. Student's own answers</p>
<p>PROJECT Ask Ss to work in groups, so they can share the workload</p>	<p>Do as appointed</p> <p>Find someone or place in their community who/that needs help</p> <p>Find out the problems and suggest solutions</p> <p>Work out what they can do to help and make a plan</p>

4. **Consolidation:** (3 minutes) - The pronunciation of /end, ant/
 - The past simple vs the past progressive
 - Vocabulary related to the topic volunteer work
5. **Homework:** (1 minute) - Vocabulary related to the topic volunteer work
 - Do the tasks again

V. SELF-EVALUATION:

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UNIT 5: INVENTIONS

GETTING STARTED – Computers and our life

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

- 1. **Knowledge:**
 - By the end of the lesson, students are able to:
 - + Use words and phrases related to the topic Inventions
 - + Role play, practicing listening and speaking
- 2. **Skills:**
 - To help learners get started with 4 skills in Unit 5
 - Reading: Read about natural world as inspiration for inventions.
 - Speaking: Talk about Inventions, their uses and their benefits.
 - Listening: Listen for specific information from an interview.
 - Writing: Write about the benefits of an inventors.
- 3. **Educational aims:**
 - To help Ss get started for Unit 5 with the topic "Inventions"
 - To provide Ss some motivation

II. Methods: Integrated, mainly communicative.

- III. **Teaching aids:** - Teacher: tape, board, chalk, textbook, cassette.
- Students: textbook, workbook, pen, pencil...

IV. Procedures:

- ### 1. Class organization:

3. New lesson:

4. Consolidation:	- Talking about some inventions and their benefits.
	- Practice the conversation
5. Homework:	- Practice the conversation
	- Do the task again
	- Read Unit 5 - Language at home
V. Self-Evaluation:	

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UNIT 5: INVENTIONS

LANGUAGE

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. Knowledge:

By the end of the lesson, students are able to:

- Understand the formation of compound nouns and their meanings
 - Identify the stress patterns of compound nouns and noun groups
 - Use the gerunds and to infinitives to talk about the uses or purposes of something
 - Use present perfect tense to describe an event or action happening in the past but having result in the present.
2. **Skills:**
- To help learners get started with 4 skills in Unit 5
 - Reading: Read about natural world as inspiration for inventions.
 - Speaking: Talk about Inventions, their uses and their benefits.
 - Listening: Listen for specific information from an interview.
 - Writing: Write about the benefits of an inventors.
3. **Educational aims:**
- To help Ss get started for Unit 5 with the topic "Inventions"
 - To provide Ss some motivation
- II. **Methods:** Integrated, mainly communicative.
- III. **Teaching aids:**
- Teacher: tape, board, chalk, textbook, cassette.
 - Students: textbook, workbook, pen, pencil...

IV. **Procedures:**

1. **Class organization:**

2. **Old lesson checking:** (Omitted)

3. **New lesson:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>VOCABULARY <i>Activity 1</i></p> <ul style="list-style-type: none"> - Explain to the students that the meaning of a compound noun is not always based on the meaning of its parts. - Help them to use the dictionary to look for meanings of five compound nouns and their parts. - Prepare some pictures of a video game, a smart phone, a laptop, and an e-book reader for illustration, if students don't know these things. <p><u><i>Key a</i></u></p> <p>1. Video game: a game in which players control and move images on a screen (video: film or image; game: something you play for fun)</p> <p>2. Smartphone: a mobile phone that has some functions of a computer (smart: intelligent, computer-controlled, phone: a telephone)</p> <p>3. Laptop: a portable, small computer that can work with a battery (lap: top part of your leg; top: upper surface)</p> <p><i>Activity 2</i></p> <ul style="list-style-type: none"> - Explain the formation of compound nouns. <p>+ N + N + N + Adj + V-ing + N</p> <ul style="list-style-type: none"> - Remind sts that some compound nouns are written as one word (e.g: bedroom), some as two words (e.g. swimming pool), and some with a hyphen (-) in between (e.g. mother-in-law). - Get sts to complete the task in pairs. - Elicit sts' answers. - Check and correct the answers. 	<p>VOCABULARY <i>Activity 1</i></p> <ul style="list-style-type: none"> - Listen to the T's explanation. - Figure out the meanings of five compound nouns and their parts. - Look at the pictures. <p><u><i>Key a</i></u></p> <p>4. E-book: A book that is displayed on a computer screen or an electronic device (electronic using microchips to control a small electric current; book: a written work)</p> <p>5. Email: a way of sending messages to other people by using a computer (electronic: using microchips to control a small electric current; mail: post, letter)</p> <p>b. No, not always (e.g: laptop)</p> <p><i>Activity 2</i></p> <ul style="list-style-type: none"> - Listen to the T - Take notes - Work in pairs - Give the answers. - Check and correct the answers. <p>- <u><i>Key b:</i></u></p> <p>1. d pencil case 4. c headphones 2. e blackboard 5. b food processor 3. a washing machine</p>
<p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Explain some simple rules of stress in 2 syllable words. <p>1. Đa số các <u>động từ 2 âm tiết</u> thì trọng âm chính nhấn vào âm tiết thứ 2.</p>	<p>PRONUNCIATION</p> <ul style="list-style-type: none"> - Listen to the T - Take notes into their notebooks. <p>4. Tính từ ghép thường có trọng âm chính nhấn vào từ thứ 1, nhưng nếu tính</p>

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<p>Ex: En'joy - co'llect - es'cape - de'stroy - en'joy - re'peat - A'llow - as'sist - ac'cept re'lax - a'ttract - a'ccent - Ex'plain - de'scend - for'get - a'llow - main'tain - con'sent</p> <p><u>Chú ý:</u> động từ tận cùng bằng ow; en; y; el; er; le; ish: trọng âm ở âm tiết thứ nhất</p> <p>Ex: 'offer, 'happen, 'answer, 'enter, 'listen, 'open, 'finish, 'study, 'follow, 'narrow...</p> <p>2. Đa số các <u>danh từ và tính từ 2 âm tiết</u> thì trọng âm chính nhấn vào âm tiết thứ 1</p> <p>Ex: 'mountain 'evening 'butcher 'carpet 'busy 'village 'summer 'birthday 'porter 'pretty 'morning 'winter</p> <p><u>Ngoại từ:</u> ma'chine mis'take a'long a'sleep</p> <p>3. Danh từ ghép thường có trọng âm chính <u>vào âm tiết 1</u>:</p> <p>Ex: 'raincoat 'tea- cup 'film- maker 'shorthand 'bookshop 'footpath 'shortlist 'airline</p> <p>Activity 2</p> <ul style="list-style-type: none"> - Play the recording. - Ask Ss to listen and tick the words they hear. - Get sts to read aloud the words they hear. - Check and correct. 1. b 2. a 3. a 4. b 5. a 	<p>từ ghép mà từ đầu tiên là tính từ hay trạng từ hoặc kết thúc bằng đuôi “ed” thì trọng âm chính lại nhấn ở từ thứ 2.</p> <p>Tương tự động từ ghép và trạng từ ghép có trọng âm chính nhấn vào từ thứ 2 :</p> <p>Ex: 'home - sick 'air- sick 'praiseworthy 'water- proof 'trustworthy 'lighting- fast,</p> <p><u>Nhưng:</u> bad- 'temper short- 'sighted well- 'informed ups'tair well - 'done short- 'handed north- 'east down- 'stream</p> <p>5. Các từ kết thúc bằng các đuôi : <u>how, what, where</u>, thì trọng âm vào âm tiết 1 :</p> <p>Ex: 'anywhere 'somehow 'somewhere</p> <p>6. Các từ hai âm tiết bắt đầu bằng A thì trọng âm vào âm tiết 2 :</p> <p>Ex: a'bed a'bout a'bove a'back</p> <p>Activity 2</p> <ul style="list-style-type: none"> - Listen to the recording - Tick the words they hear. - Read out loud the words
<p>GRAMMAR <i>Infinitive and gerund</i></p> <p>Exercise 1</p> <ul style="list-style-type: none"> - Get sts to recall the use of gerunds and infinitives. - Have sts work in pairs and groups to complete the exercise 1 - Call some sts to give the answers on the board. - Check and correct the answers. <p>Exercise 2</p> <ul style="list-style-type: none"> - Explain the requirement of the task. - Have 2-3 sts model the example. - Divide class into pairs and let them do the activity. <p>The present perfect.</p> <p>Exercise 1</p> <ul style="list-style-type: none"> - Draw the timelines on the board and explain <p>Exercise 2</p> <ul style="list-style-type: none"> - Have sts work in pairs and groups to complete the exercise 2 - Call some sts to give the answers on the board. - Check and correct the answers. <p>Exercise 3</p> <ul style="list-style-type: none"> - Have sts work in pairs and groups to complete the exercise 3 - Call some sts to give the answers on the board. - Check and correct the answers. 	<p>GRAMMAR <i>Infinitive and gerund</i></p> <p>Exercise 1</p> <ul style="list-style-type: none"> - Recall the use of gerunds and infinitives. <ol style="list-style-type: none"> getting; sending to creat; (to) contact to read to play chopping; mixing to store <p>Exercise 2</p> <ul style="list-style-type: none"> - Listen to the T - 2-3 model the example. - Work in pairs to do the activity. <p>The present perfect.</p> <p>Exercise 1</p> <ul style="list-style-type: none"> - Look at the timelines on the board <p>Exercise 2</p> <ol style="list-style-type: none"> b has broken d looks, has lost/lost e Do you know; have forgotten/forget a have asked c left; have disappeared <p>Exercise 3</p> <ol style="list-style-type: none"> Seems Have affected Were Have encouraged Has aided Have killed Prefer

4. **Consolidation:** - Stress pattern: compound nouns and noun groups.
 - The present perfect and Infinitives and gerunds.
5. **Homework:** - Do the task again - Prepare Unit 5 – Reading.
- V. **Self-Evaluation:**

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I. Objectives:**1. Knowledge:** By the end of the lesson, students are able to:

- Use words and phrases related to the topic Inventions
- Read a text about inventions based on nature for the main idea and specific information

2. Skills: Reading: Read about natural world as inspiration for inventions.**3. Educational aims:**

- To help Ss get started for Unit 5 with the topic "Inventions"
- To provide Ss some motivation

II. Methods: Integrated, mainly communicative.**III. Teaching aids:**

- Teacher: tape, board, chalk, textbook, cassette.
- Students: textbook, workbook, pen, pencil...

IV. Procedures:**1. Class organization:****2. Old lesson checking: (Omitted)****3. New lesson:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
WARM UP - Ask students some questions: 1. What machine is used to type/ watch a film/ listen to music/ do calculators/ play games? 2. Can you use computers?	WARM UP - Listen to the teacher and answer the questions: 1. The computer 2. Yes, I can.
BEFORE YOU READ - Preteach new words. - Ask sts to read through the text to find out new words. - Explain the words' meanings. - Instructs sts to read the new words. - Call on some sts to read out loud to check their pronunciation.	BEFORE YOU READ - Read through the text to find out new words. - Take notes. - Practice reading the new words.
WHILE YOU READ <i>Activity 1</i> - Have students in pairs to discuss what the animals in the pictures can do but people can't - Ask students questions to help them think of some devices or equipments that people have created to allow them to do what they normally cannot. (e.g. as people cannot fly, what have they made to help them fly??) People have invented an aeroplane, a ship or submarine, and a waterproof raincoat to make up for what they cannot do as well as these animals or leaves. <i>Activity 2</i> - Ask students to read the text quickly and pick out repeated words or phrases (e.g. inventions/ invent, imitating/ imitates, inspirational/ inspired). - Tell them that repeated words in a text may reveal its main idea or general title. - Have students skim the text and choose the best title from three options. - Key: Imitating Nature	WHILE YOU READ <i>Activity 1</i> - Work in pairs to discuss what the animals in the pictures can do but people can't - Key act 1 Picture a: A bird can fly Picture b: A dolphin can swim and stay underwater for a long time Picture c: A lotus leaf does not get wet. It washes water away. <i>Activity 2</i> - Read the text quickly and pick out repeated words or phrases (e.g. inventions/ invent, imitating/ imitates, inspirational/ inspired). - Skim the text and choose the best title from three options. - Give the answers. - Check the answers.

<p>Activity 3</p> <ul style="list-style-type: none"> - Ask students to read the text again and underline the six words from Activity 1 - Encourage students to guess the meanings of these words from context and match them with the correct definition. <p>Activity 4</p> <ul style="list-style-type: none"> - Ask students to answer the questions individually - Key: <ol style="list-style-type: none"> 1. The inventions that imitate animals are the aeroplane and the submarine. 2. The inventions that imitate plants are Velcro, the self-cleaning glass window and umbrella fabric. 3. The aeroplane is considered one of the greatest inventions in our history because it helps us to travel long distances in the air and encourages the development of tourism and trading. 4. A submarine can help scientists to learn about life under the sea. 	<p>Activity 3</p> <ul style="list-style-type: none"> - Read the text again and underline the six words from Activity 1 - Give the answers. - Key: 1. B 2. E 3. A 4. C 5. F 6. D <p>Activity 4</p> <ul style="list-style-type: none"> - Answer the questions individually - Key: <ol style="list-style-type: none"> 5. The material that makes up the glass window has the ability to wash away the dirt in the rain. 5. An aeroplane: "its wings and shape imitating those of a bird" 6. A submarine: "imitates a dolphin's shape" <p>The Vecro: "hook and loop fastener"; "two fabrics sticking together thanks to the hooks on one surface and the loops on the other".</p>
<p>AFTER YOU READ Activity 5</p> <ul style="list-style-type: none"> - Discuss the question and decide which of the tour inventions is the best imitation of nature. - The invention needs to be very similar to the related animal or plant in aeroplane or function. 	<p>AFTER YOU READ Activity 5</p> <ul style="list-style-type: none"> - Work in groups of 3 or 4 to discuss the question and decide which of the tour inventions is the best imitation of nature.

4. Consolidation: By the end of the lesson, students are able to:

- Use words and phrases related to the topic Inventions
- Read a text about inventions based on nature for the main idea and specific information
- Practise working in groups

5. Homework: - Do the task again

V. Self-Evaluation:

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UNIT 5: INVENTIONS

SPEAKING

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. Knowledge: By the end of the lesson, students are able to:

- Use words and phrases related to the topic Inventions
- Practise a dialogue with a partner about a 3-D printer
- Discuss about inventions - Introduce some inventions in front of the class

2. Skills: Speaking: Talk about Inventions, their uses and their benefits.

3. Educational aims: - To help Ss get started for Unit 5 with the topic "Inventions"
- To provide Ss some motivation

II. Methods: Integrated, mainly communicative.

III. Teaching aids: - Teacher: tape, board, chalk, textbook, cassette.
- Students: textbook, workbook, pen, pencil...

IV. Procedures:

1. Class organization:

2. Old lesson checking: (Omitted)

3. New lesson:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
WARM UP	

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- Ask students to work in groups to write as many words related to computers as possible in 2 minutes. Which group writes the most correct words will be the winner.
- Call the representatives of each group to give the answers.
- Give remarks, lead into the lesson.

PRE – SPEAKING

Activity 1

- Ask students what they think the heading of the speaking section Unique inventions means.

- Ask students to practice the conversation in pairs.

Activity 2

- Have students complete the table with the information from the conversation.
- Explain them that the four ideas suggested in the table are the key points they need to mention when talking about an invention.

- Key:

Inventions	3-D printer
Characteristics	Bigger and heavier than normal printer
Use	To produce solid objects similar to the originals
benefits	Economical (saving lots of money)

WHILE SPEAKING **Activity 3**

- Ask students to look at the pictures of a portable solar charger and a USB stick (or flash drive) and discuss which benefits are suitable for each invention.

- Key

Portable solar charger: not dependent on electricity; environmentally-friendly; easy to carry, not costly
USB stick: not costly; easy to use; easy to transport files

Activity 4

- Ask students to use the information in the table (in Activity 3) and talk about one invention.
- Tell them that they can make some changes in the sample conversation (from 1) to make their own conversation natural and logical.

POST SPEAKING

Activity 5

- Put students in groups of 4 or 5. Each group chooses one invention and discusses which information they may use to introduce the invention to other groups. Their talk should include information about the characteristics, use, and benefits of the invention.

4. **Consolidation:** - Use words and phrases related to the topic Inventions

- Practise a dialogue with a partner about a 3-D printer

5. **Homework:** - Do the task again - Prepare Unit 5 - Listening

V. **Self-Evaluation:**

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PRE – SPEAKING **Activity 1**

- Brainstorm to figure out the meaning of the heading of the speaking section Unique inventions .

Activity 2

- Complete the table with the information from the conversation.
- Listen to the T

- Give the answers.

- Check the answers.

WHILE SPEAKING **Activity 3**

- Look at the pictures of a portable solar charger and a USB stick (or flash drive) and discuss which benefits (suggested in the box) are suitable for each invention.

Activity 4

- Work in pairs, use the information in the table (in Activity 3) and talk about one invention.

POST SPEAKING **Activity 5**

- Work in groups of 4-5 and chooses one invention and discusses which information they may use to introduce the invention to other groups.

I. Objectives:

1. **Knowledge:** By the end of the lesson, students are able to:
 - Use words and phrases related to the topic Inventions
 - Discuss about inventions
2. **Skills:** Listening: Listen for specific information from an interview.
3. **Educational aims:**
 - To help Ss get started for Unit 5 with the topic "Inventions"
 - To provide Ss some motivation

II. **Methods:** Integrated, mainly communicative.

- III. **Teaching aids:**
- Teacher: tape, board, chalk, textbook, cassette.
 - Students: textbook, workbook, pen, pencil...

IV. Procedures:

1. **Class organization:**
2. **Old lesson checking:** (Omitted)
3. **New lesson:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
WARM UP <ul style="list-style-type: none">- Show a picture of a radio and ask students to say how to do when you use a radio- Listen to the students and repair their mistakes	
PRE – LISTENING Activity 1 <ul style="list-style-type: none">- Ask students to look at the picture and answer the guiding questions. A, What does this flying car have on both sides of its body? Does it have wheels? B, Can it fly? Can it run on the ground? Can it move in water? Activity 2 <ul style="list-style-type: none">- Before students listen to the recording, ask them to look at 8 words in Activity 2.- Explain the meanings of the words they do not know.- Have students listen and tick the words they hear.	PRE – LISTENING Activity 1 <ul style="list-style-type: none">- Look at the picture and answer the guiding questions. Activity 2 <ul style="list-style-type: none">- Look at 8 words in Activity 2.- Listen to the T Key: Traffic jams, collapse, garage, gallon, runway
WHILE LISTENING Activity 3 <ul style="list-style-type: none">- Ask students to listen again and answer the questions- Encourage students to take notes.- Remind them that notes are key words and ideas that can be written down quickly- Have students compare their answers with their partner's Activity 4 <ul style="list-style-type: none">- This task focuses on specific information about the flying car.- Ask students to guess what kind of information they may put in the gaps.	WHILE LISTENING Activity 3 Key: 1. In New York City. 2. He's a businessman. 3. He's considering owning a flying car to deal with the traffic problem. 4. It's not too big, so it can be put in a garage. 5. This flying car cannot take off without a runway. Activity 4 Key Bigger 5 (in the air); 1 (on the ground) 200 (in the air); 120 (on the ground)
POST LISTENING Activity 5 <ul style="list-style-type: none">- Ask students to discuss in pairs whether or not they want to own a flying car.- Draw their attention to the program with flying car (e.g. in need of a runway).	POST LISTENING Activity 5 <ul style="list-style-type: none">- Work in pairs to discuss whether or not they want to own a flying car.

4. **Consolidation:**
 - Use words and phrases related to the topic Inventions
 - Practise a dialogue with a partner about a flying car
 - Discuss about inventions
5. **Homework:**
 - Do the task again
 - Prepare Unit 5 - Writing

V. Self-Evaluation:

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PERIOD 44

UNIT 5: INVENTIONS

WRITING

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. **Knowledge:** By the end of the lesson, students are able to:
 - Use words and phrases related to the topic Inventions
 - Write about inventions based on nature for the main idea and specific information
2. **Skills:** Writing: write a paragraph about benefits of inventions.
3. **Educational aims:**
 - To help Ss get started for Unit 5 with the topic "Inventions"
 - To provide Ss some motivation

II. **Methods:** Integrated, mainly communicative.

III. **Teaching aids:**

- Teacher: tape, board, chalk, textbook, cassette.
- Students: textbook, workbook, pen, pencil...

IV. Procedures:

1. **Class organization:**
2. **Old lesson checking:** (Omitted)
3. **New lesson:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
WARM UP <ul style="list-style-type: none">- Show pictures of some audio devices and ask students to name the devices.- Listen to the students and repair their mistakes <p>A: They are the speakers. B: They are the headphones. C: They are earbuds.</p>	
PRE – WRITING <i>Activity 1</i> <ul style="list-style-type: none">- Work in pairs and discuss whether or not they have any of the audio devices illustrated by the pictures.- Encourage them to extend their discussion to the benefits of each kind of devices <i>Activity 2</i> <ul style="list-style-type: none">- Explain to students that one way to support one idea in a paragraph is to give further explanation or an example.- Firstly, get sts to work individually to complete the task, then compare their answer with a partner for peer check.- Elicit the answers from the sts.- Give feedback. <i>Activity 3</i> <ul style="list-style-type: none">- Put sts in groups of 4.- Have students read the paragraph about earbuds again and complete the outline of this paragraph.- Help students to analyze the structure of the paragraph step by step.- After each group has finished their discussion, let the groups exchange their outline for peer checking.- Elicit the answers from the sts.	PRE – WRITING <i>Activity 1</i> <p>e.g: the speaker can produce sound loud enough for everybody in a large room to hear; headphone and earbuds do not disturb other people when you listen to music, earbuds are more convenient than headphones because they are smaller in size. Note: headphone (BE)= earphone (AM)</p> <i>Activity 2</i> <ul style="list-style-type: none">- Listen to the T's explanation.- Read a paragraph about the benefits of earbuds and match the details with the benefits.- Firstly, work individually to complete the task, then compare their answer with a partner for peer check.- Check and correct the answers. <p>1. C 2. A 3. B</p> <i>Activity 3</i> <ul style="list-style-type: none">- Work in groups of 4 <p>A, <i>Topic: the benefits of earbuds.</i> B, <i>Thesis sentence (Topic sentence): What are its benefits?</i> C, - <i>Supporting idea 1 and further explanation: Small, light, portable</i> ☑ <i>put in a bag or pocket.</i> - <i>Supporting idea 2 and further explanation: Not costly</i> ☑ <i>about 100,000 VND</i> - <i>Supporting idea 3 and further explanation: Use</i></p>

GIÁO ÁN GIẢNG DẠY MÔN TIẾNG ANH 10 – HỌC KÌ I – HỆ ĐỐI MƠI

- Give feedback.	<i>anywhere</i>  <i>We not disturb anybody.</i>
WHILE WRITING Activity 4 - Put students into groups of three or four. - Ask them to choose one invention and discuss what they will write about. - Encourage students to make complete sentences about the benefits of the inventions they have chosen. - Call on some students to suggest their group's thesis sentence and the benefits of the inventions aloud.	WHILE WRITING Activity 4 - Work in groups of 3 or 4. - Choose one invention and discuss what they will write about. - Some sts suggest their group's thesis sentence and the benefits of the inventions aloud. - After finishing group discussion, work independently and write their own paragraph.
POST WRITING - Choose one or two paragraphs and ask the whole class to give comments and correction. - Pay attention to sts' mistakes in grammar and word choice. SAMPLE WRITING <i>It's no secret that smartphones are everywhere these days and it can not be denied that smartphones have some benefits which make them more and more popular to people around the world. Firstly, it is an useful tool to communicate with friends, family members, or coworkers, etc. While this can get your message across, smartphones allow you multiple ways of communicating. Not only can they call, text and IM, they give you access to email, video calling and video</i>	POST WRITING - Listen to the T's correction. <i>You can also remain connected through social networking sites like Twitter, and Facebook. Secondly, a smart phone is considered as a magic means of entertainment. Most models also boast a camera, enabling you to capture and share photos and video. It is also a handy CD player allowing you to listen to music wherever and whenever you like. Finally, you can use your smart phone to surf web as it can access easily to the Internet. In some recent latest models, we can download many useful applications from network into ours, which help we save the time a lot for some purposes such as study or selfie.. Furthermore, you don't need to worry if you are lost when you are travelling, because smartphones allow you to find out the way a map application. Overall, smartphones is really</i>

1. **Knowledge:** By the end of the lesson, students are able to:

- Use words and phrases related to the topic Inventions
- Speak about inventions in Asian countries.

2. **Skills:** Integrated skills:

3. **Educational aims:** - To help Ss get started for Unit 5 with the topic "Inventions"
 - To provide Ss some motivation

II. **Methods:** Integrated, mainly communicative.

III. **Teaching aids:** - Teacher: tape, board, chalk, textbook, cassette.

- Students: textbook, workbook, pen, pencil...

IV. **Procedures:**

1. **Class organization:**
2. **Old lesson checking:** (Omitted)
3. **New lesson:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
WARM UP - Show pictures of some audio devices and ask students to name the devices. - Listen to the students and repair their mistakes	WARM UP A: They are the speakers. B: They are the headphones. C: They are earbuds.
COMMUNICATION <i>Activity 1</i> - Provide the sts with some language inputs. + We vote for... + Firstly/ secondly... + What's more... + Besides,... + Futhermore,... - Go around, observe and give necessary help. <i>Activity 2</i> - Ask sts to present their groups' choice, remind them to make full sentences using the suggested information in the table. - Listen to the groups' presentation. - Select some mistakes or errors for later correction while listening. - Give feedback and necessary correction, focus on sts' pronunciation and grammar structures.	COMMUNICATION <i>Activity 1</i> - Work in four groups, vote for the best invention among the given list. - Students have more chance to practice speaking. - Pay attention to the four criteria when they do voting. <i>Activity 2</i> - Prepare well for the presentation with strong argument to protect the group's voting. - Present the result of the group's voting. - Listen carefully to the T's feedback and correction.
CULTURE <i>Activity 1</i> - Ask students to look at the picture and discuss with a partner what the inventions are for. - Have them guess which country these inventions are from. - Elicit the answers from the sts. - Expected answers: <i>Activity 2</i> - Tell students some important information about King Bhumibol Adulyadej. - Ask students if they know the meaning of "patent". - Explain to them that an inventor needs to get a patent for his invention to protect his/her idea. For more advanced classes, extend the activity by letting students discuss whether there are patents in Vietnam. - Ask students to read the text and answer the questions. - Expected answers:	CULTURE <i>Activity 1</i> - Look at the picture and discuss with a partner what the inventions are for. 1, China: C chopsticks 2, Japan: D instant noodles 3, Singapore: B PC sound card 4, The Philippines: A Medical incubator <i>Activity 2</i> - Listen to the T. 1. The two issues are agriculture development and environment protection. 2. A. rain-making technique; b. biodiesel; c. Chaipattana Aerator 3. Chaipattana Aerator and rain=making techniques. 4. All three inventions have helped to protect the environment: Chaipattana Aerator ☑cleans waste water; rain-making techniques ☑improves forest conditions; biodiesel ☑reduces the use of fossil energy 5. Answer may vary.

4. **Consolidation:** - Vocabulary related to Inventions.
 - Practise speaking about inventions in Asian countries.
5. **Homework:** - Vocabulary related to Inventions.
 - Prepare for the following lesson- U5(Looking back and project).

IV. Self-Evaluation:

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LOOKING BACK AND PROJECT

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. **Knowledge:** By the end of the lesson, students are able to:
 - Revise stress pattern with compound nouns and noun groups.
 - Recall how to use the present perfect and gerund and infinitives.
2. **Skills:** Integrated skills.
3. **Educational aims:**
 - To help Ss get started for Unit 5 with the topic "Inventions"
 - To provide Ss some motivation

II. **Methods:** Integrated, mainly communicative.

III. **Teaching aids:**

- Teacher: tape, board, chalk, textbook, cassette.
- Students: textbook, workbook, pen, pencil...

IV. Procedures:

1. **Class organization:**
2. **Old lesson checking:** (Omitted)
3. **New lesson:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
WARM UP <ul style="list-style-type: none"> - List some words/ word phrases on the board. <i>blackboard raincoat smartphones</i> <i>food processor running dog light house</i> <i>greenhouse</i> - Ask sts to put stress on the correct pattern. - Elicit sts' answers. - Check and correct. 	WARM UP <ul style="list-style-type: none"> - Look at the words/ word phrases on the board. - Firstly, work individually to identify the stress pattern. - Then, compare the answers with a partner. - Give the answers. - Check and correct.
LOOKING BACK PRONUNCIATION Activity 1 <ul style="list-style-type: none"> - Ask students to pick out the compound nouns and put them in the first column. The other words are noun groups and are put in the second column. - Help students to review the stress patterns of compound nouns and noun groups. - Elicit sts' answers. - Check and correct. - Expected answers. Activity 2 <ul style="list-style-type: none"> - Play the recording for sts to practise listening and pronouncing the given words. - Ask some sts to read aloud the words for checking. - Provide correction if necessary. VOCABULARY <ul style="list-style-type: none"> - The five words in the box are the most commonly used ones in the unit. - Have students put them in the gaps of the five sentences. - Extend this task by asking students to make their own sentences with these words. - Get sts to work in pairs to do the exercise. - Elicit sts' answers. - Check and correct. - Expected answers. 	LOOKING BACK PRONUNCIATION Activity 1 <ul style="list-style-type: none"> - Firstly, work individually to identify the stress pattern. - Then, compare the answers with a partner. <ul style="list-style-type: none"> + First: food processor, smartphone, laptop, washing machine, earbuds, runway + Second: solar charger, correction pen, digital camera Activity 2 <ul style="list-style-type: none"> - Listen to the recording. - Practising pronouncing the given words. VOCABULARY <ul style="list-style-type: none"> - Listen to the T's explanation. <div style="display: flex; justify-content: space-between;"> 1, Economical 2, Inventions 3, Portable </div> <div style="display: flex; justify-content: space-between;"> 4, Benefits 5, Expensive </div>

GIÁO ÁN GIẢNG DẠY MÔN TIẾNG ANH 10 – HỌC KÌ I – HỆ ĐỔI MỚI

GRAMMAR

Exercise 1

- Have a quick review of the present perfect tense.

- + Form + Usage + How to recognise.
- Get sts to work in pairs to do the exercise.
- Elicit sts' answers.

Exercise 2

- Get sts to work in groups of 5 to do the task. In each group, each st tells about one invention.
- Remind sts to use gerund or infinitive forms of verbs to make description.
- Elicit sts' answers.
- Check and correct.
- Expected answers.

GRAMMAR

Exercise 1

- Recall the present perfect tense.

- 1, Is 2, Haven't planned 3, Have wasted
- 4, Don't have 5, Haven't started 6, says

Exercise 2

- 1, A washing machine is used for washing clothes.
- 2, A solar charger can be used for charging mobile devices.
- 3, I use a laptop (smartphone, ipad,...) to listen to music and watch videos.
- 4, A correction pen is used for covering a writing error.
- 5, I use a 3-D printer to produce/ make solid objects. (for producing sold objects).

4. **Consolidation:** - Vocabulary related to Inventions.
 - Practise speaking about inventions in Asian countries.
5. **Homework:** - Vocabulary related to Inventions.

IV. Self-Evaluation:

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PERIOD 48

REVIEW UNIT 4,5 (L1)

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. **Knowledge:** - To help students revise what they have learned in unit 4, and 5.
 - To give them a chance to practice
2. **Skills:** - To promote Ss to develop their communication skills and cultural understanding
 - To help Ss develop the skill of working in pairs and groups
3. **Educational aims:** - To encourage Ss to work harder
 - To provide Ss some motivation

II. Methods:

Integrated, mainly communicative.

- III. **Teaching aids:** - Teacher: tape, board, chalk, textbook, cassette.
 - Students: textbook, workbook, pen, pencil...

IV. Procedures:

1. **Class organization:**
2. **Old lesson checking:** (Omitted)
3. **New lesson:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
LANGUAGE – Vocabulary - Activity 1 - Explain the task requirement. - Get sts to work individually first to do the task, then work in pairs to compare the answers. - Ask sts to give the answers. - Check and correct the answers. - Expected answers. Activity 2 - Explain the task requirement. - Get sts to work individually first to do the task, then work in pairs to compare the	LANGUAGE – Vocabulary - Activity 1 - Listen to the T - Firstly, work individually first to do the task, then work in pairs to compare the answers. - Give the answers. 1. Bored- boring 2. Interested – interesting 3. Parentless- homeless 4. Useful 5. Disappointed – hopeful Activity 2 - Listen to the T - Firstly, work individually first to do the task, then work in pairs to compare the answers.

answers.

- Ask sts to give the answers.
- Check and correct the answers.
- Expected answers.

Pronunciation - Activity 3

- Explain the task requirement.

O O

O O

Washing machine	Electronic book
Food processor	Solar charger
Immune system	Medical mirror
Laptop	Mobile phone
Hearing aid	Online game

GRAMMAR - Activity 1

- Explain the task requirement.
- Get sts to work individually first to do the task, then work in pairs to compare the answers.
- Ask sts to give the answers.
- Check and correct the answers.
- Expected answers.

Activity 2

- Explain the task requirement.
- Get sts to work individually first to do the task, then work in pairs to compare the answers.
- Ask sts to give the answers.
- Check and correct the answers.
- Expected answers.

Activity 3

- Explain the task requirement.
- Get sts to work individually first to do the task, then work in pairs to compare the answers.
- Ask sts to give the answers.
- Check and correct the answers.

4. **Consolidation:** - Revise what Ss have learnt in unit 1, 2, 3
5. **Homework:** - Redo activities at home and prepare for the rest of the Review.
- IV. **Self-Evaluation:**

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- Give the answers.

1. Smartphone
2. E-books
3. Online games
4. Laptop
5. Mobile phones

Pronunciation - Activity 3

- Listen to the T
- Firstly, work individually first to do the task, then work in pairs to compare the answers.
- Give the answers.
- Check and correct the answers.
- Listen to the recording, and write down the words that they hear.
- Ask sts to read aloud the words.

GRAMMAR - Activity 1

- Listen to the T
- Firstly, work individually first to do the task, then work in pairs to compare the answers.
- Give the answers.
- 1. Arrived – was talking
- 2. Was making – rang
- 3. Were playing – began
- 4. Saw- was standing
- 5. Stole- was getting on

Activity 2

- Listen to the T
- Firstly, work individually first to do the task, then work in pairs to compare the answers.
- Give the answers.
- 1. Have you visited
- 2. Did you see
- 3. Saw
- 4. Was spending
- 5. Have never been

Activity 3

- Listen to the T
- Firstly, work individually first to do the task, then work in pairs to compare the answers.
- Give the answers.
- 1. Conducting
- 2. To surf
- 3. Printing
- 4. To buy
- 5. To defrost

PERIOD 49

REVIEW UNIT 4,5 (L2)

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. **Knowledge:**
 - To help students revise what they have learned in unit 4, and 5.
 - To give them a chance to practice
2. **Skills:**
 - To promote Ss to develop their communication skills and cultural understanding
 - To help Ss develop the skill of working in pairs and groups
3. **Educational aims:**
 - To encourage Ss to work harder
 - To provide Ss some motivation

II. Methods: Integrated, mainly communicative.

- III. Teaching aids:**
- Teacher: tape, board, chalk, textbook, cassette.
 - Students: textbook, workbook, pen, pencil...

IV. Procedures:

1. Class organization:

2. Old lesson checking: (Omitted)

3. New lesson:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>SKILLS - <i>Reading</i></p> <ul style="list-style-type: none">- Ask sts to do the activities 1 and 2 individually first, then work in pairs to compare the answers.- Ask sts to give the answers.- Check and correct the answers.- Expected answers. <p><i>Speaking</i></p> <ul style="list-style-type: none">- Get sts to work in groups of 4, take turns asking and answering questions about household chores in their families.- After about 5 minutes, ask groups to choose one representatives to report the interview result to the class.- Ask other students to give the comments and decide which sts has the best answers. <p><i>Listening</i></p> <ul style="list-style-type: none">- Tell sts that they are going to listen to Kate talking about the lifestyles of her father and her uncle.- Explain the task requirement.- Play the recording 2 times for sts to listen and do the task. <p><i>Writing</i></p> <ul style="list-style-type: none">- Explain the task.- Ask sts to use the information in Listening task to do their writing.- Give some more instructions.- Get sts to work individually to do their writing task.- Ask sts to work in pairs for peer correction after finishing their own writing.- Select one st's writing for model correction.- Give feedback.	<p>SKILLS - <i>Reading</i></p> <ul style="list-style-type: none">- Check and correct the answers. <p>1. Aviator: A person who flies an aircraft Glider: A light aircraft that flies without an engine Soaring: Flying fast and high in the air Centenary: The 100th anniversary of an event Replica: An exact copy of something 2: 1. T 2. F 3. F 4. T 5. F</p> <p><i>Speaking</i></p> <ul style="list-style-type: none">- Work in groups of 4, take turns asking and answering questions about household chores in their families.- Choose choose one representatives to report the interview result to the class.- Others give the comments and decide which sts has the best answers. <p><i>Listening</i></p> <ul style="list-style-type: none">- Listen to the T- Listen to the recording and do the task- Give the answers 1. A 2. B 3. C 4. C 5. B <p><i>Writing</i></p> <ul style="list-style-type: none">- Listen to the T- Work individually to do their writing task- Work in pairs for peer correction after finishing their own writing.- Pay attention to the T's model correction. + using wifi or 3G technology, full-HD movies, video clips with high resolution, make voice calls/ video calls through the Internet.

4. Consolidation: Revise what Ss have learnt in unit 4, and 5.

5. Homework: Redo activities at home

IV. Self-Evaluation:

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PERIOD 50

THE FIRST SEMESTER REVIEW (L1)

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. Knowledge:

- Help sts revise the knowledge they have learnt in the previous lessons.
- Check how sts understand and remember the lesson they learnt.

2. Skills:

Integrated skills.

3. Educational aims:

A good preparation for the coming exam and a positive attitude towards learning.

II. **Methods:** Integrated, mainly communicative.

III. **Teaching aids:** - Teacher: tape, board, chalk, textbook, cassette.
- Students: textbook, workbook, pen, pencil....

IV. **Procedures:**

1. **Class organization:**

2. **Old lesson checking:** (Omitting)

3. **New lesson:**

Teacher's activities	Students' activities						
Warm up - Call on sts to introduce themselves. - Listen to the sts.	Warm up - Introduce themselves.						
Pre-teaching - Help sts review the knowledge they learnt in the previous lessons. CÁC ĐIỂM NGỮ PHÁP CHÍNH <u>1. Simple present</u> (Hiện tại đơn): Be-> am/ is/ are Have-> have/ has	Pre-teaching - Review the knowledge they learnt in the first semester.						
<table><tr><th>Khẳng định</th><th>Phủ định</th><th>Nghi vấn</th></tr><tr><td>He/ she/ it + V-s/es I/ You/ We/ They + V</td><td>He/ she/ it + doesn't + V I/ You/ We/ They + don't + V</td><td>Does + he/ she/ it + V? Do + I/ you/ we/ they + V?</td></tr></table>	Khẳng định	Phủ định	Nghi vấn	He/ she/ it + V-s/es I/ You/ We/ They + V	He/ she/ it + doesn't + V I/ You/ We/ They + don't + V	Does + he/ she/ it + V? Do + I/ you/ we/ they + V?	+ Use: A. Diễn tả thói quen ở hiện tại: B. Diễn tả sự thật, chân lí + Trạng từ thường gặp: <i>never, sometimes, usually, often, always, as a rule, normally...</i> + Ex: Mr Vy usually gets up at 4:40 a.m
Khẳng định	Phủ định	Nghi vấn					
He/ she/ it + V-s/es I/ You/ We/ They + V	He/ she/ it + doesn't + V I/ You/ We/ They + don't + V	Does + he/ she/ it + V? Do + I/ you/ we/ they + V?					
<u>2. Present continuous</u> (Hiện tại tiếp diễn) S + am/ is/ are + V-ing + Use: A. Diễn tả hành động đang xảy ra ở thời điểm nói B. Diễn tả dự định tương lai có mốc thời gian cụ thể. + Trạng từ thường gặp: <i>now, at present, at this moment, right now</i>	- Do you go to school on Sunday? - Lan doesn't know how to use a computer. + Ex: - I'm learning English now - My mother isn't cooking lunch at this moment. - What are you doing this evening?						
<u>3. Present perfect</u> (Hiện tại hoàn thành): S+ have/ has/ + PP	+ Use: A. Diễn tả hành động xảy ra trong quá khứ kéo dài đến hiện tại B. Diễn tả hành động xảy ra trong quá khứ để lại kết quả ở hiện tại C. Diễn tả kinh nghiệm + Trạng từ thường gặp: <i>never, just, ever, recently, already, yet, lately, for, since, so far....</i>						
<table><tr><th>khẳng định</th><th>phủ định</th><th>nghi vấn</th></tr><tr><td>He/ She/ It + has + PP I/ You/ We/ They + have + PP</td><td>He/ She/ It + hasn't + PP I/ You/ We/ They + haven't + PP</td><td>Has + He/ She/ It + PP? Have + I/ You/ We/ They + PP?</td></tr></table> + Ex: - They have just built a hospital in this area - Tom hasn't eaten Chinese food before - How long have you lived here?	khẳng định	phủ định	nghi vấn	He/ She/ It + has + PP I/ You/ We/ They + have + PP	He/ She/ It + hasn't + PP I/ You/ We/ They + haven't + PP	Has + He/ She/ It + PP? Have + I/ You/ We/ They + PP?	+ Use: Diễn tả hành động xảy ra và kết thúc trong quá khứ. + Trạng từ thường gặp: <i>yesterday, ago, last....</i> Ex: - I went to Hue three day ago.
khẳng định	phủ định	nghi vấn					
He/ She/ It + has + PP I/ You/ We/ They + have + PP	He/ She/ It + hasn't + PP I/ You/ We/ They + haven't + PP	Has + He/ She/ It + PP? Have + I/ You/ We/ They + PP?					
<u>4. Simple past</u> (Quá khứ đơn) + Be-> was/ were + Have/ has-> had	- Did you watch TV last night?						
<table><tr><th>khẳng định</th><th>phủ định</th><th>nghi vấn</th></tr><tr><td>S + V-ed/V2</td><td>S + didn't + V</td><td>Did + S + V?</td></tr></table>	khẳng định	phủ định	nghi vấn	S + V-ed/V2	S + didn't + V	Did + S + V?	- Peter wasn't at home yesterday evening. Ex: - I was watching TV at 5 p.m yesterday.
khẳng định	phủ định	nghi vấn					
S + V-ed/V2	S + didn't + V	Did + S + V?					
<u>5. Past continuous</u> (Quá khứ tiếp diễn) : S+ was/ were + V-ing + Use: Diễn tả hành động đang xảy ra tại 1 thời điểm quá khứ							

GIÁO ÁN GIẢNG DẠY MÔN TIẾNG ANH 10 – HỌC KÌ I – HỆ ĐỔI MỚI

6. Past perfect (Quá khứ hoàn thành)

S+ had + PP

+ Use: Diễn tả hành động xảy ra và hoàn thành trước 1 hành động khác ở quá khứ.

+ Trạng từ thường gặp: *after, before*

7. Simple future (tương lai đơn):

khẳng định	phủ định	ngghi vấn
S + will + V1	S + won't + V1	Will + S + V1?

- Were they having lunch when you called?

+ Use: Diễn tả hành động sẽ xảy ra trong tương lai.

+ Trạng từ thường gặp:

Tomorrow, next.....

Ex: - Will you go to university after you finish school?

- I will say goodbye to you before I leave Danang.

While teaching

- Give sts handouts to do exercises.
- Get sts to do the exercises individually, then work in pairs to compare the answers.

While teaching

- Receive the handouts from the T
- Do the exercises individually, then work in pairs to compare the answers.

Post teaching

- Ask sts to give the answers.
- Check and correct the answers with the whole class.
- Expected answers:

EXERCISE I

1. have
2. Is working
3. Is looking
4. Goes
5. Are doing
6. is cooking
7. Rains/ is raining
8. Work
9. Sings/ is singing
10. eat

EXERCISE IV

1. will go-stops
2. Will stay- answers
3. catch
4. Am- count
5. goes
6. Will help- finishes
7. will tell – get
8. Will not come- are
9. will tell-ask
10. Will come-see-leave

Post teaching

- Give the answers.
- Correct mistakes.

EXERCISE II

1. have never watched
2. Watched
3. Has read
4. had
5. Have had
6. Have not seen
7. met/ has become
9. has come
8. Has not drunk
10. Has travelled

EXERCISE III

1. was sitting / saw
2. Went/ was shining
3. went/ was having
4. Rained/ was having
5. were walking/ began

4. **Consolidation:** - Summarize the main points of the lesson.

5. **Homework:** - Redo the exercises and prepare for the next lesson.

APPENDIX

Exercise I: *Put the verbs in brackets in the present simple or the present continuous tense.*

1. I (have)_____coffee for breakfast every day.
2. My brother (work)_____ in a shoe store this summer.
3. The student (look)_____ up that new word now.
4. She (go)_____ to school every day.
5. We (do)_____ this exercise at the moment.
6. My mother (cook)_____some food in the kitchen at present. She always (cook)_____ in the mornings.
7. It (rain)_____very much in the summer. It (rain)_____ now.
8. Bad students never (work)_____hard.
9. He generally (sing)_____in English, but today he (sing)_____in Spanish.
10. We seldom (eat)_____before 6.30.

Exercise II: *Put the verbs in brackets in the present perfect or the simple past tense.*

1. We (never watch)_____that TV programme.
2. We (watch)_____a good programme on TV last night.
3. He (read)_____that novel many times before.
4. I (have)_____a little trouble with my car last week.
5. However, I (have)_____no trouble with my car since then.
6. I (not see)_____John for a long time. I (see)_____him 3 weeks ago.
7. I (meet)_____Mary last night. She (become)_____a very big girl.

8. He is very thirsty. He (not drink) _____ since this morning.

9. It is very hot. Summer (come) _____.

10. Mr Brown (travel) _____ by air several times in the past.

Exercise III: Put the verbs in brackets in the past simple or the past continuous tense.

1. He (sit) _____ in a bar when I (see) _____ him.

2. When I (go) _____ out, the sun (shine) _____.

3. The light (go) _____ out while I (have) _____ tea.

4. When it (rain) _____, she (carry) _____ an umbrella.

5. We (walk) _____ to the station when it (begin) _____ to rain.

Exercise IV: Put the verbs in brackets in the simple present or the simple future tense.

1. We (go) _____ out when the rain (stop) _____.

2. I (stay) _____ here until he (answer) _____ me.

3. Wait until I (catch) _____ you.

4. I (be) _____ ready before you (count) _____ ten.

5. John must eat his breakfast before he (go) _____ out.

6. Miss Helen (help) _____ you as soon as she (finish) _____ that letter.

7. He (tell) _____ you when you (get) _____ there.

8. She (not come) _____ until you (be) _____ ready.

9. He (tell) _____ you when you (ask) _____ him.

10. I (come) _____ and (see) _____ you before I (leave) _____ for England.

IV. Self-Evaluation:

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PERIOD 51

THE FIRST SEMESTER REVIEW (L2)

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. **Knowledge:** - Help sts revise the knowledge they have learnt in the previous lessons.
- Check how sts understand and remember the lesson they learnt.

2. **Skills:** Integrated skills.

3. Educational aims:

A good preparation for the coming exam and a positive attitude towards learning.

II. Methods:

 Integrated, mainly communicative.

- III. **Teaching aids:** - Teacher: tape, board, chalk, textbook, cassette.
- Students: textbook, workbook, pen, pencil....

IV. Procedures:

1. **Class organization:**
2. **Old lesson checking:** (Omitting)
3. **New lesson:**

Teacher's activities	Students' activities
Warm up - Call on sts to introduce themselves. - Listen to the sts.	Warm up - Introduce themselves.
Pre-teaching - Help sts review the knowledge they learnt in the previous lessons. PASSIVE VOICE: S + BE + PP + BY + O Cách chuyển từ câu chủ động sang câu bị động: S + V + O S + be + PP + BY + O Bị động hiện tại đơn: S + is/ am/ are + PP + BY + O	Pre-teaching - Review the knowledge they learnt in the first semester. - Ask sts to give the answers. - Check and correct the answers with the whole class. - Expected answers:

GIÁO ÁN GIẢNG DẠY MÔN TIẾNG ANH 10 – HỌC KÌ I – HỆ ĐỔI MỚI

Bi động quá khứ đơn: S+ was/ were + PP + BY + O

Bị động hiện tại hoàn thành: S + have/ has + been + PP
+ BY + O

Bi động tương lai đơn: S + will + be + PP + BY + O

GERUND AND INFINITIVE

Danh động từ động từ nguyên mẫu có
to

1. Đứng sau một số động từ: keep, like, enjoy, mind, practise, delay, miss, suggest, understand, finish, admit, look forward to.....	1. Đứng sau một số động từ: hope, seem, expect, plan, decide, agree, refuse, wish, offer, promise.... Ex: We hope to see you
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Ex: - He likes swimming again

2. Đứng sau giới từ(in, at, on, to, from, about...) 2. Đứng sau tính từ, danh từ, từ hỏi, đại từ bất định

- She is afraid of going there định, chỉ mục đích
- It is difficult to do this

It is time to go

- I don't know what to do

- Do you have something

to eat?

- She went to the library

to borrow some books

While teaching

- Give sts handouts to do exercises.
- Get sts to do the exercises individually, then work in pairs to compare the answers.

Post teaching

EXERCISE III

1. making 2. to drive 3. to book 4. to send
5. to meet 6. Taking 7. Wearing 8. to take
9. to receive 10. Opening 11. Reading 12. driving
13. learning 14. to study 15. to get 15. to go
17. studying 18. to take

4. Consolidation: - Summarize the main points of the lesson.

5. Homework: - Redo the exercises and prepare for the next lesson.

APPENDIX

Exercise 1: *Active or Passive? Underline the correct verb form.*

1. Tom *has just promoted* / *has just been promoted* to area manager of East Asia.
 2. My father *has taken* / *has been taken* English class in the U.S.
 3. How many times *have you* / *have you been* fired?
 4. How much money *have you saved* / *have you been saved* for your vacation.
 5. My brother *has given* / *has been given* tickets to the concert
 6. The population of our city *has risen* / *has been risen* to nearly one million.
 7. A strike *has called* / *has been called* by the factory worker.
 8. They *haven't offered* / *haven't been offered* more money by the management.
- Exercise 2: *Change into passive voice*

1. Somebody has stolen my bike. →

2. They have postponed the class meeting. →

3. They have built a new school near our house. →

4. Has somebody informed Lan of the change? →

EXERCISE I

1. has just been promoted
2. has taken
3. have you been
4. have you saved
5. has been given
6. has risen
7. has been called
8. haven't been offered

EXERCISE II

1. My bike has been stolen.
2. The class meeting has been postponed.
3. A new school near our hospital has been built.
4. Has Lan been informed of the change?
5. Their assignments haven't been finished.

While teaching

- Receive the handouts from the T
- Do the exercises individually, then work in pairs to compare the answers.

Post teaching

- Give the answers.
- Correct mistakes.

5. They haven't finished their assignments. →

Exercise 3: Supply *the correct form of the verb in brackets*.

1. It's obvious he's only interested in (make)..... money.
2. Ann couldn't find a taxi so I offered (drive)..... her to the station.
3. I managed (book)..... two seats on the morning flight.
4. I promise (send)..... you our new brochure as soon as it's available.
5. Peter was delighted (meet)a former colleague at the conference.
6. I avoid (take)..... the car whenever possible, especially in big cities.
7. My father hates (wear)..... a tie to work
8. We can't afford (take)..... a vacation this summer.
9. The company was pleased (receive)..... your thank-you letter.
10. Would you mind (open)..... a window?
11. The children are fond of (read).....picture books.
12. John is from London. He isn't used to(drive).....on the right
13. Ba stopped (learn).....Chinese 3 years ago
14. My teachers advised me (study).....hard
15. . Mr Johnson decided (get).....another job.
16. Our class planned (go).....for picnic
17. . My daughter spends two hours (study).....maths every day
18. It's very nervous (take).....the exam.

IV. Self-Evaluation:

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PERIOD 52

THE FIRST SEMESTER REVIEW (L3)

Date of planning:/...../2018

Date of teaching:/...../2018

I. Objectives:

1. **Knowledge:**
 - Help sts revise the knowledge they have learnt in the previous lessons.
 - Check how sts understand and remember the lesson they learnt.
2. **Skills:** Integrated skills.
3. **Educational aims:**

A good preparation for the coming exam and a positive attitude towards learning.

II. Methods:

Integrated, mainly communicative.

III. Teaching aids:

- Teacher: tape, board, chalk, textbook, cassette.
- Students: textbook, workbook, pen, pencil....

IV. Procedures:

1. **Class organization:**
2. **Old lesson checking:** (Omitting)
3. **New lesson:**

Teacher's activities	Students' activities
Warm up - Call on sts to introduce themselves. - Listen to the sts.	Warm up - Introduce themselves.
Pre-teaching - Help sts review the knowledge they learnt in the previous lessons. * CÁCH PHÁT ÂM "S" CUỐI: trong trường hợp danh từ số nhiều nhiều hoặc động từ số ít. /s/ Khi đi sau các phụ âm điếc (voiceless consonants): /f/, /k/, /p/, /t/, /θ/, /h/ Ex: laughs, walks, cups, cats, tenths; books...	Pre-teaching Ngoại lệ: bình thường chữ s phát âm /s/, nhưng có những ngoại lệ cần nhớ: - Chữ s đọc /z /sau các từ: busy, please, easy, present, desire, music, pleasant, desert, choose, reason, preserve, poison.. - Chữ s đọc /ʃ/ sau các từ: sugar, sure

/iz/ Khi đi sau một phụ âm rít: /z/, /s/, /dz/, /tʃ/, /ʃ/, /z/. Hoặc các chữ cái: s, x, z, ch, sh, ce, ge
Ex: washes, kisses, oranges.....

// z Không thuộc hai loại trên. Ex: bags, kids, days ...

* CÁCH PHÁT ÂM “-ED” CUỐI: Đây là hình thức Past tense và Past participle:

1. “-ed” pronounced as / id /: sau / t, d /: Thường sau chữ t, d. Ex: wanted; decided

2. “-ed” pronounced as / t /: sau / k, f, p, s, ʃ, tʃ, h, θ / hoặc chữ p, k, f, th, s, sh, ch. Ex: asked; stopped; laughed...

3. “-ed” pronounced as / d /: Trừ 2 trường hợp trên : Ex: moved; played; raised

Ngoại lệ: Đuôi - ed trong các tính từ sau được phát âm /id/: aged, learned, beloved, blessed, naked,...

*STRESS - Một số quy tắc cơ bản để nhận biết trọng âm

1/ Trọng âm thường ít rơi vào các tiền tố (prefix) và hậu tố (suffix)

(ví dụ: dislike, unhappy, uncertain, disappointed, unashamed, forefather. ...)

* Ngoại lệ: 'foresight, 'forecast, 'unkeep, 'upland, 'surname, 'subway ...

Dưới đây là vài hậu tố không thay đổi dấu nhấn của từ gốc

V + ment: ag'ree(thỏa V + al: ap'prove(chấp thuận) => ag'reement thuận) => ap'proval

V + ance: re'sist(chống V + y: de'liver(giao cự) => re'sistance (sự hàng) => de'livery(sự giao chống cự) hàng)

V + er: em'ploy(thuê V + age: pack(đóng gói) => làm) => em'ployer(chủ 'package(bưu kiện) lao động) V + ing: under'stand(hiểu)

V + or: in'vent (phát => under'standing minh) => in'ventor adj + ness: 'bitter

V + ar: beg (van xin) => (đắng) => 'bitterness(nỗi 'beggar(người ăn xin) cay đắng)

Ex: bamboo, millionaire, engineer, themselves, saloon, balloon, thirteen, Vietnamese, employee, agree, picturesque, Cartoon, guarantee, kangaroo, typhoon...

*Ngoại lệ: 'centigrade, 'coffee, co'mmittee, 'cukoo, 'teaspoon...

While teaching

- Give sts handouts to do exercises.
- Get sts to do the exercises individually, then work in pairs to compare the answers.

Post teaching

- Ask sts to give the answers.
- Check and correct the answers with the whole class.
- Expected answers:

4. **Consolidation**: - Summarize the main points of the lesson.

Stress:

2/ Nói chung, trọng âm thường rơi vào nguyên âm kép hoặc dài, ít rơi vào nguyên âm ngắn như /ə/ hay /i/

* Ex: a'bandon, 'pleasure, a'ttract, co'rrect, per'fect, in'side, 'sorry, 'rather, pro'duct, for'get, de'sign, en'joy

3/ Một từ hai vần vừa là động từ vừa là danh từ thì:

Động từ: trọng âm thường rơi vào âm tiết thứ 2.

Danh từ: trọng âm thường rơi vào âm tiết thứ 1

EX: 'rebell(n), re'bell(v), export, import, increase, object, perfect, permit, present, produce, record, refuse...

* Ngoại lệ: 'promise (n), (v)...

4/ Trọng âm thường rơi vào trước các hậu tố (suffixes) sau đây một vần: - ION, - IC, - IAL, - ICAL, - UAL, - ITY, - IA, - LOGY, - IAN, - IOUS, - EOUS, - IENCE, - IENT, - GRAPHY, - NOMY, - METRY

EX: 'vision, uni'versity, phy'sician, li'brarian, Ca'nadian, Au'stralian, ex'perience, im'patience, edu'cation, a'bility, elec'tricity, bi'ology, psy'chology, Au'stralia, 'Austria, 'Asia, ge'ography, pho'tography, e'ssential, ha'bitual, me'chanical, mathe'matical, po'litical, de'licious, pho'netics, scien'tific, ge'ometry, a'stronomy...

Ngoại Trừ (exceptions): 'lunatic, a'rithmetic, 'politics, 'Arabic, 'television...

5/ Trọng âm rơi vào các vần cuối sau đây: - ADE, - OO, - OON, - EE, - EEN, - EER, - ESE, - AIRE, - SELF, - ETTE, - ESQUE.

While teaching

- Receive the handouts from the T
- Do the exercises individually, then work in pairs to compare the answers.

Post teaching

- Give the answers.

5. **Homework:** - Redo the exercises and prepare for the next lesson.

IV. **Self-Evaluation:**

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PERIOD 53

THE FIRST TERM TEST

Date of planning:/...../2018

Date of teaching:/...../2018

I. **Objectives:**

1. **Knowledge:** - To check Ss' study from Unit 1 to Unit 5
-To help Ss to get to know whether they are making progress in studying or not.
-To help the teacher to apply appropriate teaching methods for each class

2. **Skills:** - Practice doing MCQ test.

3. **Education aims:** - Students have positive attitude towards learning and testing.

II. **Methods:** - Integrated, mainly communicative

- III. **Teaching aids:** - Teacher: Paper tests (40 MCQs), cassettes/ CD player, CD.
- Students: pens, pencils, erasers....

IV. **Procedures:**

1. **Class organization:**
2. **Old lesson checking:** (Omitting)
3. **New lesson:**

CONTENT OF THE TEST

(See in attachment)

IV. **Self-Evaluation:**

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.....

PERIOD 54

THE FIRST TERM TEST CORRECTION

Date of planning:/...../2018

Date of teaching:/...../2018

I. **Objectives:**

1. **Knowledge:** Find out errors in the test so as not to make mistakes the next time.
 2. **Skills:** - Develop sts' ability to correct mistakes and errors.
 3. **Educational aims:** - Students have positive attitude towards learning.
- II. **Methods:** - Integrated, mainly communicative
- III. **Teaching aids:** - Teacher: tape, board, chalk, textbook, answer key.
- Students: textbook, workbook, pen, pencil....

IV. **Procedures:**

1. **Class organization:**
2. **Old lesson checking:** (Omitting)
3. **New lesson:**

KEYS TO ANSWER

(See in attachment)

