

A. Objectives:

1. **Language focus:** - The topic of Unit 6: "*Endangered species*", to *Endangered species*.

- To check students' comprehension thorough questions and answers

- To help learners get started with some language items in Unit 6

2. **Skills:**

- To help learners get started with 4 skills in Unit 6.

- Reading: Reading for general ideas and specific information.

- Speaking: Talking about how to protect endangered species.

- Listening: Listening for specific information.

- Writing: Writing a report about endangered species.

3. **Attitudes:** - To help Ss get started for Unit 6 with the topic "*Endangered species*"

- To provide Ss some motivation

B. Preparations:

- Teacher: Handouts, textbook, lesson plan, papers and cassette.

- Students: Textbook

C. Methods:

- The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities	Interactions
1. Warm up 5 minutes	- Look at the pictures and name the animals - T shows the pictures and has Ss name the animals. - T asks Ss the questions to elicit the new lesson.	T <--> Ss
2. New lesson 17 minutes	Activity 1: Listen and read - T. plays the recording, asks Ss to listen and read silently. - Ss listen and read silently. - T. tells Ss that they are going to listen to a conversation between Mr. Willis, Simon and Lisa. Activity 2: Decide whether the statements are True, False or Not Given. - Ask Ss to read the statements individually first. - Encourage Ss to provide reasons for their answers. - T gives feedback. Key: 1.T 2.F 3.NG 4.T 5.T 6.F	T <--> Ss Whole class Individually
10 minutes	Activity 3: Find a word in the conversation to complete each of the following phrases/ expressions. - Ss are asked to do this exercise individually. - Ask Ss to read the incomplete phrases. - T gives feedback. Key: 1. Extinct 2. Extinction 3. Endangered 4. Build	T <--> Ss
10 minutes	Activity 4: Read the conversation again and write the correct forms of the verbs in brackets - Ss do this exercise individually and then compare their answers with their partners. - Ask Ss to read the conversation again and write the correct form for the given verbs in the space provided. - T gives feedback and introduces the Future Perfect. Key: 1. Will have gathered 2. Will have walked	Individually or Pair work T <--> Ss
3. Consolidation 2 minutes	- Ask Ss: What have you learnt today? What can you do now? - Summarize the main points of the lesson.	T <--> Ss
4. Homework 1 minute	- Ask Ss to learn by heart the words or phrases related to the topic - Prepare for the next lesson.	T <--> Ss

A. Aims and Objectives:

1. **Language focus:** - To provide learners some language items in Unit 6
 - For vocabulary, that is words and phrases related to *Endangered species*.
 - For pronunciation, that is the linking vowel to vowel in connected speech
 - For grammar, that is the future perfect vs. double comparatives.
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
- B. **Preparations:** - Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.
 - Students: Textbook
- C. **Methods:** The whole lesson: Integrated, mainly communicative.
- D. **Procedures:**

Time/Stages	Activities
1. Homework 3 minutes	- T spells some words, asking Ss to try to recognize them - Ss try to recognize them - T asks Ss to read the context provided to do the task. - T asks Ss to do exercises on workbook.
2. New lesson 7 minutes	A. Vocabulary: Activity 1: Complete the following word diagrams - T asks students to match the words with their meanings. - T checks answers as a class. Key: 1. Extinction 2. Dangerous, endanger 3. Survival 4. Diversity, diversify 5. Evolution. Activity 2: Complete the sentences with the correct forms of the words in the box. - Sts do as required, bearing in mind a verb or a noun. - T asks Ss to complete the sentences individually. Alternatively, in a weaker class, T has Ss work on the sentences in pairs. - Sts find the suitable words to fill in the gaps. - T checks answers as a class. Key: 1. Evolution, survival 2. Endangered 3. Habitat 4. vulnerable 5. Extinct 6. Biodiversity 7. Conservation
7 minutes	B. Pronunciation: Linking vowel to vowel Activity 1. The following phrases are spoken in low, careful speech and in fast, connected speech. Listen and repeat. Pay attention to the pronunciation of the linked sounds - T tells students that they are going to listen to six phrases spoken in two different ways: slow, careful speech - T asks students to listen and repeat - Ss repeat chorally and individually. Activity 2: Listen and repeat the following sentences spoken in fast, connected speech - T plays the recording for Ss to repeat chorally and individually. - Ss listen and repeat the following sentences, paying attention to the linking.
12 minutes	C. Grammar: The future perfect Activity 1: Circle the correct verb form in each sentence -T has students review the uses of the future perfect. -T asks students to study the remember box. -T asks students to read each sentence carefully Key: 1. Will have released 2. Has lived 3. Will have finished 4. will be watching / will have finished 5. Won't have completed Activity 2: Complete the sentences using the Present Perfect or the Future Perfect.

13 minutes	<p>the time expressions.</p> <ul style="list-style-type: none"> - T has students do the activity individually first, and then compare the answers in pairs. T checks answers as a class. <p>Key: 1. Will have saved and taken in 2. Has lived 3. will have finished 4. Will have visited 5. Have collected</p> <p>Double comparatives</p> <p>Structures:</p> <ol style="list-style-type: none"> 1. The+ comparative adj/adv+ S+V, the+ comparative adj/adv+ S+V 2. The + more/less+ (noun)+ S+V, the + more/less+ (noun)+ S+V <p>Activity 3: <i>Discuss which words in the box can be used in each gap.</i></p> <ul style="list-style-type: none"> - Ask Ss to work in pairs and to suggest which word can be used in each gap. - T checks answers as a class. <p>Key: 1. more/ longer, better/ higher 2. more, better</p> <p>Activity 4: <i>Complete the sentences with the words from the box.</i></p> <ul style="list-style-type: none"> - Ask Ss to work in pairs and to suggest which word can be used in each gap. - T checks answers as a class. <p>Key: 1. higher/ more 2. more/ more 3. warmer/ faster 4. more/ greater 5. More/ better</p>
3. Consolidation 2 minutes	<ul style="list-style-type: none"> - Ask Ss: What have you learnt today? What can you do now? - Summarize the main points of the lesson. <p>Expected answers: <i>I can use:</i> Assimilation in connected speech The present perfect and present perfect continuous</p>
4. Homework 1 minute	<ul style="list-style-type: none"> - T asks Ss to do exercises again at home. - Prepare for the next lesson. - Complete Exercises in workbook.

E. Evaluation:

Date of preparation: 03/ 01/ 2019

Date of Teaching: 09/01/ 2019

TIẾT 57:

UNIT 6. ENDANGERED SPECIES

LESSON 3. READING

A. Aims and Objectives: - To scan a text for specific information in a passage.

- To teach Ss new vocabulary by answering questions.

- To develop their reading skill through choosing the main idea for each paragraph.

- To learn new vocabulary by finding words or expressions with the meanings given.

B. Preparations: - Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.

- Students: Textbook

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities	Interactions
1. Lead-in 8 minutes	<p>Skimming and scanning an article for general ideas and specific information, and learning additional vocabulary and information related to the endangered species</p> <p>Ss work in pairs, look at the vocabulary items in the word bank and discuss their meanings.</p>	T <--> Ss
2. New lesson 17 minutes	<p><i>Saving endangered species: pros and cons</i></p> <p>Activity 1: <i>Look at the pictures again and discuss the two questions:</i></p> <ul style="list-style-type: none"> - T has sts discuss the questions in pairs. - T elicits the new lesson. T checks answers as a class. <p>Key: 1. Tigers, saolas, elephants, sea turtles, and giant pandas on the list of endangered species. 2. Tigers, saolas, elephants and sea turtles are still found in Viet Nam, but each with a small population.</p> <p>Activity 2: Read the passage again and find out what they are</p>	<p>Pair work</p> <p>T <--> Ss</p> <p>Pair work</p>

12 minutes	talking about. -T tells to read three people's opinions posted on a website. -To read the opinions and decide what writers are discussing. -T checks answers as a class. Key: c Activity 3: <i>Whose opinions are these? Write the correct name in the space before each statement.</i> - Provide guidance on how to approach this kind of activity to find ideas, words or phrases that match the key words in the statements. - T has students work in pairs and compare the answers. Key: 1. Yoshiko 2. Ai Lien 3. Simon 4. Yoshiko 5. Simon 6. Ai Lien	T <--> Ss
5 minutes	Activity 4: Find the prepositions in the reading text to complete these phrases. - Have Ss read the text again and find the prepositions to complete the phrases and expressions. -T checks answers as a class. Key: 1. In 2. To 3. To 4. With 5. At	Individually/ Pair work T <--> Ss
3. Consolidation 2 minutes	- Summarize the main points of the lesson	T <--> Ss
4. Homework 1 minute	- Ask students to learn by heart the new words. - Prepare for the next lesson.	T <--> Ss

E. Evaluation:

Date of preparation: 04/01/ 2019

Date of Teaching: 11/ 01/ 2019

TIẾT 58:

UNIT 6. ENDANGERED SPECIES

LESSON 4. SPEAKING

- A. Aims and Objectives:**
- To talk about a chance to discuss lifestyle choices.
 - To teach Ss to practise sharing and giving responses to new information.
 - By the end of the lesson, students will be able to:
 - + Express their opinion about some activities that can help discuss lifestyle choices.
 - + Perform their viewpoints to other people in real life.
- B. Preparations:**
- Teacher: Handouts, textbook, lesson plan and pieces of papers.
 - Students: Textbook
- C. Methods:**
- The whole lesson: Integrated, mainly communicative.
- D. Procedures:**

Time/Stages	Activities	Interactions
1. Warm up 8 minutes	- T asks Ss some questions: + Are soot emissions a problem in your community or in Vietnam in general? Explain. + Do you have a green lifestyle? + Tell one green activity you have done. - T elicits answers from students about how green they are.	T <--> Ss
2. New lesson 10 minutes	Action for endangered species conservation Activity 1: <i>Put the following ways of protecting rhinos and coral reefs in the correct boxes</i> -T asks students to work individually. - Eight ways of protecting the two endangered species. -T encourages students to add more activities. - Explain the new words if necessary.	Individually
11 minutes	Key: How to protect rhinos - <i>ban transportation of and trading in rhinos in horns</i>	T <--> Ss

13 minutes	<ul style="list-style-type: none"> - donate to rhino conservation - launch anti-poaching campaigns. - stop using rhino products <p>Activity 2: Work in pairs. Use the information in 1 or your own ideas to prepare a talk about how to protect rhinos or coral reefs.</p> <ul style="list-style-type: none"> - Work with a partner to read the information. - T asks students to pay attention to phrases and expressions. - To talk about how to protect rhinos or coral reefs. - Have Ss practice giving their talk in pairs. <p>Activity 3: Present your talk to the class</p> <ul style="list-style-type: none"> - T asks students to present their talk in front of the class. - Give feedback. Praise Ss who can give a smooth talk and use the appropriate phrases and expressions. 	<p>Pair work</p> <p>T <--> Ss</p>
3. Consolidation 2 minutes	<ul style="list-style-type: none"> - Summarize what they have learnt by asking Ss some questions: What have you learnt today? What can you do now? 	T <--> Ss
4. Homework 1 minute	<ul style="list-style-type: none"> - Ask students to learn by heart the expressions. - Prepare for the next lesson. 	T <--> Ss

E. Evaluation:

Date of preparation: 08/ 01/ 2019

Date of Teaching: 15/ 01/ 2019

TIẾT 59:

UNIT 6. ENDANGERED SPECIES

LESSON 5. LISTENING

- A. Aims and Objectives:** - Listening to for general ideas and specific information.
- Understand general ideas and specific details to answer comprehension questions.
 - By the end of the lesson, students will be able to:
 - + Listen and do the tasks.
 - + Develop the listening skills for specific details.
 - + Identify specific information through multiple-choice task and question answering
- B. Preparations:**
 - Teacher: Handouts, textbook, pieces of papers and cassette.
 - Students: Textbook
- C. Methods:**
 - The whole lesson: Integrated, mainly communicative.
- D. Procedures:**

Time/Stages	Activities	Interactions
1. Lead-in 7 minutes	- Inform the class of the lesson objectives: listening for specific information in a conversation between two students talking about why animals are in danger of extinction.	T <--> Ss
2. New lesson 10 minutes	<p>Dangers to wildlife</p> <p>Task 1: Below is the conservation status scale which indicates whether a species still exists and how likely it is to become extinct in the near future. Match the three phrases indicating three "threatened" levels with the numbers 1, 2 and 3.</p> <ul style="list-style-type: none"> - T helps Ss to understand how endangered species are classified. - T asks Ss which "threatened" level (1, 2, or 3) in the scale goes with the phrases VU, CR or EN. T checks answers as a class. 	<p>Pair work</p> <p>T <--> Ss</p>
13 minutes	<p>Task 2: Listen and check the answers in 1.</p> <ul style="list-style-type: none"> - T checks student's comprehension to make sure they are familiar with the language. - Play the recording non-stop so students can get the gist. <p>Key: 1. CR 2 EN 3. VU</p>	<p>Pair work</p>

12 minutes	<p><i>tells students that the activity focuses on listening for general ideas. Have them trade the question and make some guesses about the content and the structure of the listening text.</i></p> <p>- To make sure they are familiar with the language. - Play the recording non-stop so students can get the gist.</p> <p>Key: 1. B 2. C 3. A 4.C</p> <p>Task 4: <i>Listen to the second part again and complete the summary</i></p> <p>-T tells students that the activity focuses on listening for specific information. - Ask Ss to guess which word might go into each gap. - Work in pairs checks their answers as a class.</p> <p>Key: 1. endangered 2. habitat 3. poaching 4. human 5. conserve</p>	<p>T <--> Ss</p> <p>Pair work</p> <p>T <--> Ss</p>
3. Consolidation 2 minutes	<p>- Ask Ss to consolidate the main contents. - Ask Ss: <i>What have you learnt today?</i> <i>What can you do now?</i></p>	T <--> Ss
4. Homework 1 minute	- Prepare for the next lesson.	T <--> Ss

E. Evaluation:

Date of preparation: 09/ 01/ 2019

Date of Teaching: 16/ 01/ 2019

TIẾT 60:

UNIT 6. ENDANGERED SPECIES

LESSON 6. WRITING

- A. Aims and Objectives:** - To develop skill of writing a report about endangered species
 - To provide Ss with the language and sentence structures used to describe trends.
 - By the end of the lesson, students will be able to:
 + Learn about a report about endangered species.
 + Develop the writing skills in general. Build up vocabulary supported for writing.

- B. Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.
 - Students: Textbook

- C. Methods:** - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities	Interactions
1. Check up 5 minutes	The lesson objective: Writing a report about endangered species.	T <--> Ss
2. New lesson 8 minutes	<p>Endangered species report</p> <p>Task 1: <i>Match the pictures with the animals' names, Then discuss the questions with a partner.</i></p> <p>- T tells students to match the pictures with the animals' names. - Have Ss discuss the three questions with a partner. - Allow all wild guesses at this stage.</p> <p>Key: 1. b (Komodo dragon: not found in Viet Nam; eat meat; classified as vulnerable) 2. a (blue whale: sometimes found stranded on Viet Nam's coastal areas; eat small shellfish; classified as endangered)</p>	<p>Pair work</p> <p>T <--> Ss</p>
10 minutes	<p>Task 2: <i>Read the facts about the Komodo dragon and the blue whale. Write a, b, c, d or e in the space provided to match the title with the correct section</i></p> <p>- T tells students that they are going to read the facts about the Komodo dragon and the blue whale. Allow enough time for them to read through the facts. -T asks students to match the subheadings with the five parts.</p>	<p>Individually or Pair work</p> <p>T <--> Ss</p>

	- Work in pairs and discuss the information. Key: 1. endangered, critically endangered 2. loss of nesting habitat 3. climate change 4. warm 5. the beach/ beaches 6. breeding ground 7. turtle eggs 8. raise public awareness Activity 2: Discussing. - Assign this activity as homework of the previous lesson - T asks students to work in groups - After their discuss, T asks some groups to report their experiences and opinions to the class.	T <--> Ss Group work T <--> Ss
3. Consolidation 2 minutes	- Ask Ss to consolidate the main contents. - Ask Ss: <i>What have you learnt today?</i> <i>What can you do now?</i>	T <--> Ss
4. Homework 1 minute	- T asks Ss to learn the structures and vocabulary. - Prepare for the next lesson.	T <--> Ss

E. Evaluation:

Date of preparation: 15/ 01/ 2019

Date of Teaching: 22/ 01/ 2019

TIẾT 62:

UNIT 6. ENDANGERED SPECIES

LESSON 8. LOOKING BACK AND PROJECT

A. **Aims and Objectives:** - To help Ss pronounce revise what they have learned in unit 6.

- To teach Ss some lexical items related to the endangered species.

- To give them a chance to do a small project, help Ss review and recognize the linking.

- To help Ss consolidate the use of the future perfect tense and double comparatives.

B. **Preparations:** - Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.

- Students: Textbook

C. **Methods:** - The whole lesson: Integrated, mainly communicative.

D. **Procedures:**

Time/Stages	Activities
1. Warm-up 5 minutes	T informs the class the objectives: reviewing pronunciation, vocabulary and grammar. T reviews from and use of the future perfect tense and double comparatives.
2. New lesson 8 minutes	Pronunciation: Activity 1: <i>Read the following exchanges. Decide where the linking /r/ is likely to happen in fast, fluent speech.</i> - T helps students to review the linking /r/ - T has students read the sentences and underline the sounds. - T asks students to work with a partner to compare their answers. - T checks answers as a class.
9 minutes	Activity 2: <i>Listen and repeat the exchanges in 1</i> -T plays the recording and has students listen and repeat. -T asks some students to say these sentences aloud.
12 minutes	Vocabulary: Activity 1: <i>Complete the sentences with the correct forms of the words in brackets.</i> -T gives comments and praises students. -T has students read the instructions and do the activity. -T checks answers as a class. Key: 1. survival 2. extinct 3. endangered 4. conservation 5. poaching 5. evolution Grammar: Activity 1: <i>Practise asking questions and giving answers, using the prompts</i> -T asks students to read through the prompts and the form

8 minutes	<p>-T has students do the activity individually. -T checks answers as a class.</p> <p>Key: 1. How long will you have studied English in this school by the time you graduate in June? 2. How long will you have lived in you present home by next year? 3. How many new English words will you have learnt by the end of this unit?</p> <p>Activity 2: Rewrite these sentences, using double comparatives.</p> <p>-T tells students that they are going to write sentences about someone called Andy. -T asks students to read the situation and the example first. - T checks answers as a class.</p> <p>Key: 1. The more land people need to build houses, the more forests they cut down. 2. The higher the unemployment rate gets, the higher the crime rate becomes. 3. The better education you get, the more opportunities for a job there will be. 4. The heavier the rain gets, the worse the flooding will become. 5. The more cars our city has, the more we will have suffer from polluted air.</p> <p style="text-align: center;">Project:</p> <p>Work in groups of four or six. -T has students work in groups of four or six -T allows students one week to collect the information about one endangered species, prepare a poster, and organize their presentation about one endangered species.</p>
3. Consolidation 2 minutes	<p>- Ask Ss to consolidate the main contents. - Ask Ss: <i>What have you learnt today?</i> <i>What can you do now?</i></p>
4.Homework 1 minute	<p>- T asks Ss to learn the structures and vocabulary. - Prepare for the next lesson.</p>

E. Evaluation:

Date of preparation: 16/ 01/ 2019
Date of Teaching: 23/ 01/ 2019

TIẾT 63: **UNIT 7. ARTIFICIAL INTELLIGENCE**

LESSON 1. GETTING STAARTED

A. Objectives:

1. **Language focus:** The overall topic of Unit 7: "*Artificial intelligence*", some vocabulary.
 - To check students' comprehension thorough questions and answers
 - To help learners get started with some language items in Unit 7
2. **Skills:**
 - To help learners get started with 4 skills in Unit 7.
 - Reading: Reading for general ideas and specific information.
 - Speaking: Talking about social networking.
 - Listening: Listening for specific information in a conversation.
 - Writing: Describing a pie chart showing the use of online resources.
3. **Attitudes**
 - To help Ss get started for Unit 7 with the topic "*Artificial intelligence*"
 - To provide Ss some motivation

- B. Preparations:** - Teacher: Handouts, textbook, lesson plan, pieces of papers and cassette.
- Students: Textbook

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages

Activities

1. Warm up 5 minutes	T asks students to read the heading A.I., look at the picture, and brainstorm what they know about the abbreviation. Write Ss' ideas on the board and circle any words or phrases related to the topic or content of the conversation.
2. New lesson 17 minutes	Activity 1: <i>Nam and Mai are talking about a film. Listen and read</i> - T. plays the recording, asks Ss to listen and read silently. - Ss listen and read silently. - T. tells Ss that they are going to listen to a conversation.
10 minutes	Activity 2: Answer the following questions - T. asks Ss to read the questions, and underline any key words before they scan the conversation for the answers. - Ss read the questions, underline any key words and scan the conversation for the answers. Keys: <i>The coastal cities are flooded due to the melting of polar ice caps. Because she had the only son whose life is threatened by a very dangerous disease. Because he wanted her to help him become a real boy. It was dangerous and incredible.</i>
10 minutes	<i>They become extinct. She thinks it's interesting and she will watch it soon. Students' answers.</i> Activity 3: <i>Find a word or phrase in the dialogue that means the following.</i> - Read the phrases (1-7) for comprehension. - Work individually before comparing their answers in pairs. - T checks answers as a class.
10 minutes	Key: 1. science fiction 2. Threatening 3. destroyed 4. in vain Activity 4: <i>Discuss the underlined grammar points</i> - Work in pairs to read the two sentences carefully and discuss their structures. Key... <i>they are going to get the robotic boy destroyed</i> +causative passive <i>... she has someone take him to a faraway forest and leave him there</i> +causative active
3. Consolidation 2 minutes	- Ask Ss: What have you learnt today? What can you do now? - Summarize the main points of the lesson.
4. Homework 1 minute	- Ask Ss to learn by heart the words or phrases related to the topic Prepare for the next lesson.

E. Evaluation:

Date of preparation: 17/ 01/ 2019
 Date of Teaching: 25/ 01/ 2019
 TIẾT 64: UNIT 7. ARTIFICIAL INTELLIGENCE
 LESSON 2. LANGUAGE

A. Aims and Objectives:

1. **Language focus:** - To provide learners some language items in Unit 7
 - For vocabulary, that is words and phrases related to *Artificial intelligence*
 - For pronunciation, that is the sentence stress in connected speech
 - For grammar, that is the active and passive causatives.

Time/Stages	Activities	Interactions
1. Homework 3 minutes	One student is called to the board and do as required.	T <--> Ss
2. New lesson	A. Vocabulary: Activity 1: <i>Match the words and phrases with their meanings.</i> - Work individually, read each word or phrase and match it. - T checks answers as a class. Key: 1.e 2.c 3.g 4.b 5.f 6.a 7.d Activity 2: Complete the sentences with the correct forms of the words in 1. - Do as required, bearing in mind a verb or a noun. - T asks Ss to complete the sentences individually. Alternatively, in a weaker class, T has Ss work on the sentences in pairs. - Ss find the suitable words to fill in the gaps. - T checks answers as a class. Key: 1. emotion 2. capable 3. resurrected 4. activate 5. incredible	Individually
5 minutes		
7 minutes		T <--> Ss
12 minutes	B. Pronunciation: Sentence stress Activity 1. <i>Listen and repeat, pay attention to the stressed words</i> - T asks Ss to listen and repeat, paying attention to the stressed words. After that, has them identify the word class of the stressed words. This will help them to understand that only the words mentioned in the <i>Do you know...?</i> box are stressed. - Play the recording, listen and repeat all the sentences chorally. - Ss recognise and practise the sentence stress. - Ss repeat chorally and individually.	Individually or Pair work
15 minutes	C. Grammar: The active and passive causatives Activity 1: <i>Rewrite sentences, using have + object + bare infinitive.</i> - T asks Ss to study the <i>Do you know...?</i> - T tells Ss what they are going to change the sentences (1-6) into causative structures. - T has Ss read and analyse the structure of the example. - T asks Ss to work individually, and then has them compare. Key: <i>The A. I. expert had his assistant activate the newly made robot. The computer corporation had their workers eliminate malfunctioning products. The robot manufacturer had his customers exchange their outdated robots for the next generation robots.</i>	T <--> Ss Pair work T <--> Ss Individually

	<p><i>The company had someone clear out all the junk in the store.</i> <i>The manager had the workers move the machine to a new station.</i> <i>The owner of the palace had a construction company remodel his estate.</i></p> <p>Activity 2: Rewrite the sentences in 1, using <i>get + object + past participle</i>.</p> <ul style="list-style-type: none"> - T asks Ss to read the example carefully. - T allows enough time for Ss to do the activity individually. - T checks answers as a class. <p>Key: <i>The A. I. expert got the newly made robot activated.</i> <i>The computer corporation got mal-functioning products eliminated.</i> <i>The robot manufacturer got the outdated robots exchanged for the next generation robots.</i> <i>The company got all the junk in the store cleared out.</i> <i>The manager got the machine moved to a new station.</i> <i>The owner of the palace got his estate</i></p>	<p>Ss <--> Ss</p> <p>T <--> Ss</p> <p>Individually</p> <p>Ss <--> Ss</p>
3. Consolidation 2 minutes	<ul style="list-style-type: none"> - Ask Ss: What have you learnt today? What can you do now? - Summarize the main points of the lesson. <p>Expected answers: <i>I can use:</i> Sentence stress The active and passive causatives</p>	T <--> Ss
4. Homework 1 minute	<ul style="list-style-type: none"> - T asks Ss to do exercises again at home. - Prepare for the next lesson. - Complete Exercises in workbook. 	T <--> Ss

E. Evaluation:

Date of preparation: 20/ 01/ 2019

Date of Teaching: 29/ 01/ 2019

TIẾT 65:

UNIT 7. ARTIFICIAL INTELLIGENCE

LESSON 3. READING

A. Aims and Objectives: - To teach Ss to scan a text for specific information.

- To teach Ss new vocabulary by completing true false task.

- To develop their reading skill through choosing the main idea for each paragraph.

- To learn new vocabulary by finding words or expressions with the definitions given.

B. Preparations: - Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.

- Students: Textbook

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities
1. Lead-in 8 minutes	<p>Informs the class of the lesson objectives: skimming and scanning an article for general ideas and specific information, and learning additional vocabulary and information related to the artificial intelligence application.</p>
2. New lesson 7 minutes	<p>A. I application</p> <p>Activity 1: <i>Discuss what the pictures below show and where you might see these things.</i></p> <ul style="list-style-type: none"> - The aim of this activity is to activate Ss' previous knowledge of A. I. applications. - T asks Ss to work in pairs, look at the pictures. - T checks answers as a class. <p>Key: a. <i>a voice recognition application which can be seen in smartphones, tablets and other electronic devices</i> b. <i>a device using the GPS (Global Positioning System): a space-</i></p>

12 minutes	<p><i>navigation system that provides location information in all weather conditions, anywhere on or near the Earth, and can be seen in advanced means of transport</i></p> <p><i>c. a medical robot which can be seen in technologically advanced hospitals</i></p> <p><i>d. an automated bomb disposal robot which is used by the military</i></p> <p>Activity 2: Read the following text about some A.I. applications. Circle the answers to the questions.</p> <ul style="list-style-type: none">- Focus on comprehension and reading for specific information.- Read the questions (1-6) and underline the key words.- T has Ss scan the text carefully and find the answers to the questions.- T has Ss compare their answers in pairs.- T checks answers as a class. <p>Key: 1. B, D 2. C, D 3. B, C 4. A 5. A, D 6. D</p> <p>Activity 3: Form a verb from each noun in the table. Then make a sentence with each verb.</p> <ul style="list-style-type: none">- To work individually to complete the table, has them use the dictionary, if necessary.- T has them compare their answers in pairs, checks answers as a class.- T shows enough time for Ss to make their sentences.- T asks some Ss to read aloud their sentences																				
7 minutes																					
8 minutes	<table><tr><th>Noun</th><th>Verb</th><th>Noun</th><th>Verb</th></tr><tr><td>application</td><td>apply</td><td>prediction</td><td>predict</td></tr><tr><td>intervention</td><td>intervene</td><td>recognition</td><td>recognise</td></tr><tr><td>interaction</td><td>interact</td><td>recommendation</td><td>recommend</td></tr><tr><td>navigation</td><td>navigate</td><td>information</td><td>inform</td></tr></table> <p>Activity 4: Guess the robot.</p> <ul style="list-style-type: none">- In groups, decide what type of robot you wish to act out.- T explains the game to the class and demonstrates e.- T sets a time limit for Ss to play the game. <p><i>The robot can only answer “yes” or “no”. The objective of the game is to guess the type of robot by asking no more than 10 questions, for example: Can you join together car parts? Can you play music? Can you cook? Can you detect explosive materials? Can you detect illnesses? Do you work in a factory / hospital / restaurant / in space?</i></p>	Noun	Verb	Noun	Verb	application	apply	prediction	predict	intervention	intervene	recognition	recognise	interaction	interact	recommendation	recommend	navigation	navigate	information	inform
Noun	Verb	Noun	Verb																		
application	apply	prediction	predict																		
intervention	intervene	recognition	recognise																		
interaction	interact	recommendation	recommend																		
navigation	navigate	information	inform																		
3. Consolidation 2 minutes	<ul style="list-style-type: none">- Summarize the main points of the lesson																				
4. Homework 1 minute	<ul style="list-style-type: none">- Ask students to learn by heart the new words.- Prepare for the next lesson.																				

E. Evaluation:

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TIẾT 66: *Date of preparation: 25/ 01/ 2019* *Date of Teaching: 30/ 01/ 2019*

UNIT 7. ARTIFICIAL INTELLIGENCE

LESSON 4. SPEAKING

- A. Aims and Objectives:** - To teach Ss to talk about the risks of artificial intelligence.
- To teach Ss to practise sharing and giving responses to new information.
 - By the end of the lesson, students will be able to:
 - + Express their opinion about the risks of artificial intelligence
 - + Perform their viewpoints to other people in real life.

- B. Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.
- Students: Textbook

- C. Methods:** - The whole lesson: Integrated, mainly communicative.

- D. Procedures:**

Time/Stages	Activities
1. Warm up 4 minutes	T informs the class of the lesson objective: Talking about the risks of artificial intelligence based on the related news items.
2. New lesson 10 minutes	<p>Talking about the risks of artificial intelligence</p> <p>Activity 1: Work in pairs. Discuss the following questions. Picture a. Do you know the name of this person? Picture b. What do you think this image illustrates? Look at the pictures and say what they know about these images, has them brainstorm their ideas in pairs, write the most interesting ideas. NOTES: - <i>Picture a is Professor (Prof.) Stephen Hawking. One of his books A Brief History of Time was an international best seller. In 1963, Prof. Hawking contracted a life-threatening disease and was given two years to live, however he went on to become a brilliant researcher and a ground-breaking (making new discoveries; using new methods) cosmologist (nhà vũ trụ học), in spite of being wheelchair-bound and depending on a computerised voice system for communication. From 1979 to 2009 he held the post of Lucasian Professor at Cambridge*, the chair previously held by people such as Isaac Newton and Charles Babbage. Professor Hawking has over a dozen honorary degrees and was awarded the CBE* in 1982. He is a fellow of the Royal Society and a member of the United States' National Academy of Sciences. Stephen Hawking is regarded as one of the most brilliant theoretical physicists since Albert Einstein.</i></p>
6 minutes	<p>Activity 2: Read and complete the following news item.</p> <ul style="list-style-type: none"> - T asks Ss to read the text and guess the words. - T has Ss compare their answers in pairs. - T checks answers as a class. <p>Key: efforts; threat; technology; communicate; consequences; destruction; evolution</p>
12 minutes	<p>Activity 3: Complete the conversation using the information in 2 and practise it.</p> <ul style="list-style-type: none"> - T asks Ss to work in pairs to read the news item. - T sets a time limit for Ss to do the activity. <p>Key: Who interviewed him/ the threat of creating thinking machines and the development of full artificial intelligence it can lead to the destruction of humanity their slow biological evolution. Creating intelligence machines that could match or surpass humans could lead to the destruction of people</p>
10 minutes	<p>Activity 4: Read the second news item. Make a similar conversation. Practise it with a partner.</p> <ul style="list-style-type: none"> - To read the news item individually first, checks their comprehension and help with the pronunciation of any names. - Complete the conversation with information from the news item, encourages them to write the completed answers. - Compare their answers in pairs and agree on the best ones. - T asks a few pairs to role play the conversation. <p>Nam: Did you read (1) ...? Mai: No, I didn't. Who has signed (2) ...? Nam: 1,000 people from (3) ... Mai: What does the letter call for? Nam: It calls for (4) ... Mai: Why have they called for the ban? Nam: Because (5) ...</p> <p>Suggested answers: <i>about the open letter signed by many famous people the letter the worlds of technology, space travel, computing and mathematics a ban on offensive autonomous weapons they are afraid that autonomous killing machines could easily fall into</i></p>

	<i>world.</i>
3. Consolidation 2 minutes	- Summarize what they have learnt by asking Ss some questions: What have you learnt today? What can you do now?
4. Homework 1 minute	- Ask students to learn by heart the expressions. - Prepare for the next lesson.

E. Evaluation:

TIẾT 67: *Date of preparation: 26/ 01/ 2019* *Date of Teaching: 01/ 02/ 2019*
UNIT 7. ARTIFICIAL INTELLIGENCE

LESSON 5. LISTENING

- A. Aims and Objectives:**
- To develop Ss' skill of listening to for specific information.
 - To help Ss understand general ideas and specific details.
 - By the end of the lesson, students will be able to:
 - + Listen and do the tasks.
 - + Develop the listening skills for specific details.
 - + Identify specific information through true false task and question answering

- B. Preparations:**
- Teacher: Handouts, textbook, pieces of papers and cassette.
 - Students: Textbook

- C. Methods:**
- The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities
1. Lead-in 5 minutes	Inform the class of the lesson objectives: listening for specific information in a conversation about Ray Kurzweil's predictions about the future of A.I.
2. New lesson	The future of A.I.
10 minutes	<p>Task 1: <i>Match word in column A with its meaning in column B.</i></p> <ul style="list-style-type: none"> - T asks Ss to work in pairs to match the words and phrases with their meanings. - T checks answers as a class. <p>Key: 1.c 2.d 3.a 4.f 5.b 6.e</p>
10 minutes	<p>Task 2: <i>Listen to the conversation between Nam and Mai. Decide whether the following statements are true (T), false (F), or not given (NG) and tick the correct box.</i></p> <ul style="list-style-type: none"> - This activity focuses on listening for specific information. - T asks Ss to read the sentences and underline the key words. - T plays the recording twice: the first time all the way through, and the second time pausing at appropriate places for Ss to tick the correct boxes. - T has Ss compare their answers in pairs. - T checks answers as a class. <p>Key: 1. NG 2. F 3. F 4. T 5. T 6. T 7. T</p>
10 minutes	<p>Task 3: <i>Listen again. Answer the following questions.</i></p> <ul style="list-style-type: none"> - T plays the recording without pausing, has Ss answer the questions individually and then compare their answers in pairs. - T checks answers as a class. <p>Suggested answers: <i>It is about artificial intelligence.</i> <i>He is an author, computer scientist, inventor, and futurist. He's very talented.</i> <i>They will think quicker than humans. He called them nan-robots.</i> <i>Because she thinks of the tasks of the scientists: careful developing A. I. programs while also detecting any malfunctions and preventing cyber-attacks.</i></p> <p>Task 4: <i>Work in groups to get more information about Ray Kurzweil's ideas and report to the class.</i></p>

7 minutes	This activity is a follow-up activity which enables Ss to do some research on Ray Kurzweil. If there is not enough time, assign the activity as homework and have Ss report their research findings in the next lesson. Resource for ref. https://en.wikipedia.org/wiki/Ray_Kurzweil
3. Consolidation 2 minutes	- Ask Ss to consolidate the main contents. - Ask Ss: <i>What have you learnt today?</i> <i>What can you do now?</i>
4. Homework 1 minute	- Prepare for the next lesson.

E. Evaluation:

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TIẾT 68: *Date of preparation: 27/ 01/ 2019* *Date of Teaching: 05/ 02/ 2019*

UNIT 7. ARTIFICIAL INTELLIGENCE

LESSON 6. WRITING

- A. **Aims and Objectives:** - Writing an essay about the advantages and disadvantages.
 - To provide Ss with the language and sentence structures used to describe trends.
 - By the end of the lesson, students will be able to:
 + Writing an essay about the advantages and disadvantages of intelligent machines.
 + Develop the writing skills in general. Build up vocabulary supported for writing.
- B. **Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.
 - Students: Textbook
- C. **Methods:** - The whole lesson: Integrated, mainly communicative.
- D. **Procedures:**

Time/Stages	Activities
1. Check up 5 minutes	The lesson objective: Writing an essay about the advantages and disadvantages of intelligent machines.
2. New lesson 14 minutes	Advantages and disadvantages of intelligent machines Task 1: <i>Put the following phrases about intelligent robots in the appropriate columns.</i> - To provide advantages and disadvantages of intelligent machines. - To read the sentences carefully and put them in columns. Key: Advantages: 2, 3, 6 Disadvantages: 1, 4, 5
8 minutes	Task 2: Read and combine the sentence halves. - This activity provides more ideas for the writing task. - T asks Ss to read and match the sentence halves individually. - T checks answers as a class. Key: 1. d 2. g 3. e 4. f 5. c 6. a 7. b
15 minutes	Task 3: <i>Write an essay of about 220-260 words to discuss the advantages and disadvantages of intelligent robots in industries and medicine.</i> - The aim of this activity is to develop Ss' writing skills - To study suggested plan, and write their drafts individually. - T asks them to compare their writing in pairs and obtain peer feedback. - T Collects some final drafts and give feedback. <u>Helpful ideas:</u> Introduction: <i>robots are widely used in the food industry and medicine/ they have advantages and disadvantages</i> Body: <i>advantages: fewer human workers, errors, and defects disadvantages: power failure, malfunction, hackers</i> Conclusion: <i>help humans improve their lives a threat to humans or not?</i> Suggested answer: <i>A. I. robots are widely used in areas such as the food industry and medicine. Obviously, they bring advantages as well as disadvantages.</i> <i>The advantages of intelligent robots are countless. Robotic machines</i>

	<p><i>assembly lines because they cannot only complete tasks faster than humans, but also make fewer errors. Furthermore, unlike humans, they take no breaks. In modern manufacturing plants, one out of every ten thousand workers is a robot. That is the reason why robots are so widely used in the automobile and electronics factories.</i></p> <p><i>In hospitals, A. I. robots can operate on patients, and help doctors to discover damaged organs in patients. They also help experts to do research on any serious side effects caused by the interactions of different medications on patients that can lead to complications in treatment.</i></p> <p><i>The disadvantages of A. I. are undeniable. Robots and other robotic machines are designed and programmed by humans. Therefore, they can be attacked by malware or viruses or disabled due to power failure. In such cases, the computer systems will crash and A. I. devices will become useless machines. Another disadvantage is that the computer operating systems could be taken control of by hackers, causing misuse of robotic devices. This could potentially be dangerous to human lives.</i></p> <p><i>In conclusion, robots benefit humanity because the aim of their creation is replace people in stressful and dangerous jobs, and make their lives better. But relying on them completely is dangerous, because so much can go wrong with them. In the end, the advantages outweigh the disadvantages.</i></p>
3. Consolidation 2 minutes	<ul style="list-style-type: none"> - Ask Ss to consolidate the main contents. - Ask Ss to complete the writing at home and collect - Ask Ss: <i>What have you learnt today? What can you do now?</i>
4. Homework 1 minute	<ul style="list-style-type: none"> - Write the text again at home. - Prepare for the next lesson.

E. Evaluation:

Date of preparation: 28/ 01/ 2019
 Date of Teaching: 06/ 02/ 2019
 TIẾT 69: UNIT 7. ARTIFICIAL INTELLIGENCE
 LESSON 7. COMMUNICATION AND CULTURE

A. Aims and Objectives:

- 1. Language focus** - Attitudes towards artificial intelligence in some developed countries.
- 2. Skills;**
 - 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
 - By the end of the lesson, students will be able to: Understand and communicate about communication skills and cultural understanding

- B. Preparations:**
- Teacher: Handouts, textbook, lesson plan and pieces of papers.
 - Students: Textbook

- C. Methods:**
- The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities	Interactions
1. Warm up 5 minutes	Inform the class of the lesson objectives: Further skill development.	T <--> Ss
2. New lesson 18 minutes	<p>1. Communication: <i>Artificial intelligence in science-fiction films</i></p> <p>Activity 1: <i>Listen to a conversation between Linh and Nam. Circle the correct letters to complete the sentences.</i></p> <ul style="list-style-type: none"> - The aim of this activity is to provide further listening practice 	Pair work

19 minutes	<p>of the topic of artificial intelligence in science-fiction films.</p> <ul style="list-style-type: none"> - To listen to a conversation between Linh and Nam about artificial intelligence in science-fiction films. - T asks Ss to read the statements and guess. (Ref. https://en.wikipedia.org/wiki/Motion_Picture_Association_of_America_film_rating_system) - T asks Ss to compare their answers in pairs. - T checks answers as a class. <p>Key: .1B 2.C 3.C 4.B 5.B</p> <p>Activity 2: <i>Discuss and recommend an interesting film about A. I.</i></p> <ul style="list-style-type: none"> - This follow-up activity provides Ss with further speaking practice after the listening activity. do some research or watch science-fiction (sci-fi) films about the rise of intelligent machines (<i>Zing TV, YouTube, PhimMoi.net, etc.</i>) - T asks some pairs to present their recommendations to the class. <p>2. Culture: <i>People's attitudes towards intelligent machines</i></p> <p>Activity 1: <i>Read a text about people's attitudes towards intelligent machines. Answer the questions that follow.</i></p> <ul style="list-style-type: none"> - Objective of the activity: enriching Ss' knowledge by reading about the different attitudes of people in developed countries towards intelligent machines. - Brainstorm what they know about popular domestic robots in use today, then asks them to give their opinions about these automated machines. - T asks Ss to read the questions and underline the key words. - T tells them to compare their answers in pairs. - T checks answers as a class. <p>Key: <i>To help robot designers and developers to visualise / envision the roadmap for their future development. They focus on the domestic use of robots. A lot of people think they are small domestic machines that can be controlled. A few want robots to be friends that can speak and communicate with them. People don't want robots to look after children or animals. Because they fear that malfunctioning robots could be harmful and dangerous, and humans might lose control over</i></p>	<p>T <--> Ss</p> <p>Group work</p> <p>T <--> Ss</p> <p>Individually</p> <p>T <--> Ss</p>
3. Consolidation 2 minutes	<ul style="list-style-type: none"> - Ask Ss to consolidate the main contents. - Ask Ss: <i>What have you learnt today?</i> <i>What can you do now?</i> 	T <--> Ss
4.Homework 1 minute	<ul style="list-style-type: none"> - T asks Ss to learn the structures and vocabulary. - Prepare for the next lesson. 	T <--> Ss

Date of preparation: 28/ 01/ 2019

Date of Teaching: 08/ 02/ 2019

TIẾT 70:

UNIT 7. ARTIFICIAL INTELLIGENCE

LESSON 8. LOOKING BACK AND PROJECT

- A. Aims and Objectives:**
- To help Ss pronounce revise what they have learned in unit 7.
 - To teach Ss some lexical items related to artificial intelligence.
 - To give them a chance to do a small project.
 - To help Ss review and recognize the sentence stress in connected speech.
 - To help Ss consolidate the use of passive causative.
 - To provide further opportunities for Ss to use the language, skills.

- By the end of the lesson Ss are able to:
 - + Use the sentence stress in connected speech correctly.
 - + Use some key words of the artificial intelligence.
 - + Do the exercises on passive causative.

B. **Preparations:** - Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.
 - Students: Textbook

C. **Methods:** - The whole lesson: Integrated, mainly communicative.

D. **Procedures:**

Time/Stages	Activities
1. Warm-up 5 minutes	Informs the class the objectives: reviewing pronunciation, vocabulary and grammar. Reviews what sentence stress is and when the process happens.
2. New lesson 7 minutes	<p>Pronunciation:</p> <p>Activity 1: Listen and mark the stressed syllable</p> <ul style="list-style-type: none"> - Listen to the recoding and mark the stressed syllables and put the words in the correct box. Compare their answers in pairs. - T. checks answers as a class. - T plays the recording again and have Ss repeat the sentences <p>Key and audio script: In '1'8'8'4, 'G'M'T was a'dapted inter'nationally as a 'standard 'time 'zone. The 'U'S'A is 'one of the 'largest and 'most 'powerful 'countries in the 'world. The 'A. 'I. 'robots will 'help 'humans to de'velop a 'more 'powerful 'memory in the 'future. 'U'F'O is the 'acronym for Uni'dentified 'Flying 'Object. I 'sent the 'package 'right 'away because I 'read the 'acronym 'A'S'A'P on its 'cover. 'Thanks to the 'G'P'S I could dis'cover 'where my 'missing 'car was. 'Let's 'get to'gether 'next 'Sunday at '7 in the 'evening. 'F'M is a 'method of trans'mitting 'signals, e'specially in 'radio 'broadcasting. I 'could 'not 'get 'money from the 'A'T'M be'cause it was 'broken.</p>
8 minutes	<p>Vocabulary:</p> <p>Activity 1: <i>Complete the sentences with the correct words / phrases in the box.</i></p> <ul style="list-style-type: none"> - Ss compare their answers in pairs or groups. - T gives feedback.
15 minutes	<p>Key: 1. malfunction 2. futurists 3. life-threatening 4. exterminated 5. operating 6. reduce 7. leading</p> <p>Grammar:</p> <p>Activity 1: <i>Circle the correct answers.</i></p> <ul style="list-style-type: none"> - T asks Ss to read each sentence carefully. - T has ss compare their answers in pairs. - T checks answers as a class. <p>Key: 1. C 2. C 3. B 4. D 5. A 6. D 7. C</p>
7 minutes	<p>Activity 2: <i>Complete the sentences, using the causatives. have + somebody + bare infinitive have + something + past participle get + something + past participle</i></p> <ul style="list-style-type: none"> - Read the sentences and underline the agents and objects, explains that this will help them to use the appropriate structure. - To work individually, and then compare their answers in pairs. - T checks answers as a class. <p>Key: I'll have a friend cut it. I'll have my hair cut. I'll get my hair cut. I'll have a worker paint it. I'll have it painted. I'll get it painted. Why don't you have the computer technician repair it? Why don't you have it repaired? Why don't you get it repaired? Yesterday I had my brother fix it. I had it fixed yesterday.</p>

	<p>I got it fixed yesterday. I'll have a repairman update. I'll have it updated. I'll get it updated. I'll have the porter bring my suitcase. I'll have my suitcase brought by the porter.</p> <p>Project: <i>Work in groups of four. Do some research on one of the following topics. Make a poster and give a presentation about your poster. a kind of robot that is in use in the world today e.g. industrial, medical, military a popular science-fiction film about artificial intelligence.</i></p>
3. Consolidation 2 minutes	<p>- Ask Ss to consolidate the main contents. - Ask Ss: <i>What have you learnt today?</i> <i>What can you do now?</i></p>
4. Homework 1 minute	<p>- T asks Ss to learn the structures and vocabulary. - Prepare for the next lesson.</p>

E. Evaluation:

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Date of preparation: 31/ 01/2019

Date of teaching: 12/ 02/2019

LISTENING (2 points)		MÃ ĐỀ 357 / Listen and
<p>I. Hannah is listening to messages on her voicemail. Why is each person calling circle the correct answer.</p>		
<p>1. A. to remind her about a dental appointment B. to cancel a dental appointment C. to remind her about a business meeting</p>		
<p>2. A. to tell her about a restaurant B. to invite her to a movie C. to cancel a date</p>		
<p>3. A. to tell her the book has not arrived B. to tell her the book has arrived C. to tell her the book can't be ordered</p>		
<p>4. A. to copy her homework B. to chat with her about friends C. to ask for help with her homework</p>		
<p>II. Listen to the message then complete the information.</p>		
<p>Message for: (5)_____ Telephone number: (7)_____</p>		
<p>Name of caller: (6)_____ Best time to call: between (8)_____ and 6:00</p>		
<p>B. PHONETICS, GRAMMAR & VOCABULARY (4 points)</p>		
<p>III. Choose the word whose underlined part is pronounced differently from that of the others.</p>		
<p>9. A. agre<u>ed</u> B. organiz<u>ed</u> C. look<u>ed</u> D. listen<u>ed</u></p>		
<p>10. A. ea<u>ch</u> B. whi<u>ch</u> C. <u>ch</u>angeable D. <u>ch</u>aracteristic</p>		
<p>IV. Choose the word whose main stress is different from that of the other words.</p>		
<p>11. A. mausoleum B. engineering C. solidarity D. delicate</p>		
<p>12. A. fascinating B. ignorant C. artificial D. astronaut</p>		
<p>V. Choose the best answer among A, B, C, or D to complete each of the following sentences.</p>		
<p>13. You can subscribe to your favorite newspapers and magazines_____the nearest post office.</p>		
<p>A. in B. on C. from D. at</p>		
<p>14. He is very capable_____learning and understanding things.</p>		
<p>A. with B. of C. at D. about</p>		
<p>15. I need to £1,000 to my daughter's account.</p>		
<p>A. transfer B. transform C. transmit D. transact</p>		
<p>16. The health of our children is being_____by exhaust fumes.</p>		
<p>A. danger B. endanger C. dangerous D. endangered</p>		
<p>17. Portland, Maine, is_____the poet Henry Wadsworth Longfellow spent his early years.</p>		
<p>A. where B. it where C. where is D. which is where</p>		
<p>18. We could make better_____of our energy resources.</p>		
<p>A. spend B. use C. need D. limit</p>		
<p>19. Many newer cars have a much lower fuel_____.</p>		

- A. consuming B. consumer C. consumation D. consumption
20. I've no idea _____ he behaved strangely at the meeting
A. why B. where C. which D. when
21. The old man said he _____ in this village for over 70 years.
A. has been living B. was living C. is living D. had been living
22. The singer was _____ on the piano by her sister.
A. played B. performed C. accompanied D. helped
- VI. **Choose the one that is SIMILAR in meaning to the underlined word.**
23. The astronauts were able to send the information back to the earth.
A. spaceships B. space stations C. spacemen D. space shots
24. No one knew precisely what would happen to a human being in space.
A. exactly B. clearly C. carefully D. vividly

READING (2 points)

VII. **Fill in each blank space with one appropriate from the box.**

journey groundless space flown affected harmless

Before man had appeared in space it was thought that his physical and mental capabilities might be (25)_ by long periods of weightlessness, and that he might be endangered by high levels of radiation. Yuri Gagarin's first (26)_ flight in April 1961 showed that man could live in space and, although this (27)_ only lasted for 108 minutes, it gave encouragement to those interested in the future of manned space flight. In fact most of the early fears about man's health in space have proved (28)_ , and although several odd medical effects have been observed, none has seriously affected man's ability for useful work.

VIII. **Read the following passage and choose the best answer among A, B, C. or D provided.**

The Asian Games, also called the Asiad, is a multi-sport event held every four years among athletes from all over Asia. The games are regulated by the Olympic Council of Asia (OCA) under the supervision of the International Olympic Committee (IOC). Medals are awarded in each event, with gold for first place, silver for second and bronze for third, a tradition which started in 1951. The Asian Games are dominated by the People's Republic of China.

Competitors are entered by a National Olympic Committee (NOC) to represent their country of citizenship. National anthems and flags accompany the medal ceremonies, and tables showing the number of medals won by each country are widely used. In general only recognized nations are represented, but a few non-sovereign countries are allowed to take part. The special case of Taiwan was handled by having it compete as Chinese Taipei, due to the political status of Taiwan.

29. Which of the following is true?
A. The Asian Games are held every year.
B. The International Olympic Committee is the founder of the Asiad.
C. The first gold medals given to by the winning athletes in 1951.
D. The Olympic Council of Asia regulated the Games.
30. The People's Republic of China _____.
A. is the strongest in the Asian Games B. is the host of all Asian Games
C. is not allowed to take part in the Games D. refuse to enter the Games
31. In the medal ceremonies _____.
A. the competitions are entered to represent their country of citizenship
B. national anthems are played
C. the number of medals won by each country is first announced
D. the winners are given a string of flowers
32. Which of the following is not true of the right to participate in the Asian Games?
A. Only recognized nations are allowed to take part.
B. Almost every nation can take part in the Games.
C. Non-sovereign countries are also allowed to participate.
D. All are correct.

WRITING (2 points)

IX. **Rewrite each of the following sentences without changing its original meaning. (1 point)**

33. They decided to go to the zoo in spite of the heavy rain.
→ *Though*_____.
34. . Because the weather was bad, the plane couldn't take off.
→ *Because of*_____.
35. They had no intention of travelling around the world.
→ *They didn't intend*_____.
36. . Somebody has taken away some of my books.
→ *Some of my books*_____.

X. **In about 80-100 words, write a letter to a friend to tell about a film you saw recently.** (1 point)

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 72:

WRITTEN TEST 3 - CORRECTION

TRƯỜNG THPT

WRITTEN TEST 03

Time allowance 45 minutes

A. LISTENING (2 points)

I. (0.25point per one correct item)

1. A	2. B	3. B	4. C
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II. (0.25point per one correct item)

5. Bill	6. Marv	7. 654 9389	8. 5:00
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B. PHONETICS, GRAMMAR & VOCABULARY (2 points)

III. (0.25point per one correct item): 9. C 10. D

IV. (0.25point per one correct item): 11. D 12. C

V. (0.25point per one correct item):

13. D	15. A	17. A	19. D	21. D
14. B	16. D	18. B	20. A	22. C

VI. (0.25point per one correct item): 23. C 24. A

READING (2 points)

VII. (0.25point per one correct item):

25. <i>affected</i>	26. <i>snace</i>	27. <i>journev</i>	28. <i>harmless</i>
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VIII. (0.25pt/item)

29. D	30. A	31. B	32. D
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D. WRITING (2 points)

IX. (0.25point per one correct sentence):

33. → Though it rained heavily, they decided to go to the zoo.

34. → Because of t he bad we at her, t he pl an e couldn 't t ake off.

35. → They didn't intend to travel around the world.

36. → Some of my books have been taken away.

X. (1 point)

Phần	Mô tả tiêu chí đánh giá	Điểm tối đa
Bố cục (0.4 point)	o Câu đề dẫn chủ đề mạch lạc o Bố cục hợp lí rõ ràng phù hợp yêu cầu của đề bài o Câu kết luận phù hợp	1.1 point 1.2 points 0.1 point
Nội dung (0.4 point)	o Phát triển ý có trình tự logic, thuyết phục người đọc o Đủ dẫn chứng, ví dụ, lập luận o Độ dài: Số từ không nhiều hơn hoặc ít hơn ới quy định 5%	0.1 points 1.1 points 1.2 point

Sử dụng ngôn ngữ (0.2 point)	o Sử dụng ngôn từ phù hợp nội dung, văn phong/ thể loại o Sử dụng ngôn từ phong phú, ngữ pháp, dấu câu, chính tả	0.1 point 0.1 point
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E. Evaluation:

Date of preparation:/...../ 2019

Date of Teaching:/...../ 2019

TIẾT 73:

UNIT 8. THE WORLD OF WORK

LESSON 1. GETTING STARTED

A. Objectives:

1. **Language focus:** Topic of Unit 8: "*The world of work*", some vocabulary related.

- To check students' comprehension thorough questions and answers
- To help learners get started with some language items in Unit 8

2. **Skills:**

- To help learners get started with 4 skills in Unit 8.
- Reading: Reading for general ideas and specific information.
- Speaking: Discussing skills and qualities needed for getting a job.
- Listening: Listening for general ideas and specific information.
- Writing: Writing a CV to support an application for employment.

3. **Attitudes:** - To help Ss get started for Unit 8 with the topic "*The world of work*"

- To provide Ss some motivation

B. **Preparations:** - Teacher: Handouts, textbook, lesson plan, pieces of papers and cassette.

- Students: Textbook

C. **Methods:**

- The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities	Interactions
1. Warm up 5 minutes	Inform the class of the lesson objectives: getting to know the topic and some vocabulary related to leaving school and choosing a career, unstressed words, and grammar points: phrasal verbs and adverbial clauses of condition, comparison, manner and result.	T <--> Ss
2. New lesson 18 minutes	Activity 1: <i>Nam and Mai are talking about their preparations for the world of work. Listen and read</i> - T. plays the recording, asks Ss to listen and read silently. - Ss listen and read silently. - Listen to a conversation between Nam and Mai talking about their preparations for the world of work.	T <--> Ss Whole class
10 minutes	Activity 2: <i>Answer the following questions</i> - T. asks Ss to read the questions, and underline any key words. - Ss read the questions, underline any key words. Keys: 1. He is writing a CV to apply for a part-time job. 2. Yes, he does. He wants his son to get some work experience. 3. No, she doesn't. She wants her to focus on her studies. 4. They need to include information about their relevant qualifications, experience, and skills. 5. Because it is a period when the employer can assess the employee's performance and provide them with some training. 6. Sts' answers.	Individually
9 minutes	Activity 3: <i>Complete the text with the correct form of the words from the box.</i> - T asks Ss to read the words and phrases (1-7). - T tells Ss to work individually before comparing their answers. - T checks answers as a class. Key: 1. job seeker 2. job advertisements 3. CV 4. covering letter 5. job interview	T <--> Ss Individually or Pair work T <--> Ss

15 minutes	<p>- Ss repeat chorally and individually.</p> <p>C. Grammar: <i>Reported speech: reporting orders, requests, fers, advice, instructions....</i></p> <p>Activity 1: <i>Rewrite the sentences in reported speech, using the appropriate verbs from the box in the correct tense.</i></p> <p>- T asks Ss to study the <i>Do you know...?</i></p> <p>- T tells Ss what they are going to rewrite the sentences (1-6).</p> <p>- T has Ss read and analyse the structure of the example.</p> <p>- T asks Ss to work individually, and then has them compare.</p> <p>Key: 1. Our teacher told us to study hard for the final exam. 2. The job applicant asked if the company provided computers for all employees. 3. The career adviser advised us to develop our communication an planning skills. 4. My mother offered to find information about short courses on organisational skills for me.</p> <p>Activity 2: <i>Complete the sentences, reporting what was said.</i></p> <p>- T asks Ss to read the example, paying attention to the structure</p> <p>- T allows enough time for Ss to do the activity individually first, and then has them compare their answers in pairs.</p> <p>Key: <i>Suggested answers</i> 1. <i>The monitor invited me to see him play in a football match.</i> 2. <i>The applicant asked the head of the human resources department to tell him what skills he needed in order to get that job.</i> 3. <i>My friend offered to find more information for me about the company that I was applying to.</i> 4. <i>His father encouraged him to apply for the job.</i> 5. <i>He complained to his friends about the terrible working conditions at that factory.</i> 6. <i>She refused to tell me what the director's salary was because that information was confidential.</i></p>	<p>or</p> <p>Pair work</p> <p>T <--> Ss</p> <p>Pair work</p> <p>T <--> Ss</p> <p>Individually</p> <p>T <--> Ss</p> <p>Individually</p> <p>Ss <--> Ss</p>
3. Consolidation 2 minutes	<p>- Ask Ss: What have you learnt today? What can you do now?</p> <p>- Summarize the main points of the lesson.</p> <p>Expected answers: <i>I can use:</i> Sentence stress The active and passive causatives</p>	T <--> Ss
4. Homework 1 minute	<p>- T asks Ss to do exercises again at home.</p> <p>- Prepare for the next lesson.- Complete Exercises in workbook.</p>	T <--> Ss

E. Evaluation:

Date of preparation:/...../ 2019

Date of Teaching:/...../ 2019

TIẾT 75:

UNIT 8. THE WORLD OF WORK

LESSON 3. READING

- A. Aims and Objectives:** - To scan a text for specific information about the world of work.
- To teach Ss new vocabulary by completing true false task.
- To develop their reading skill through choosing the main idea for each paragraph.
- To learn new vocabulary by finding words or expressions with the definitions given.

- B. Preparations:** - Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.
- Students: Textbook

- C. Methods:** - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities
	T informs the class of the lesson objectives: skimming and scanning an article

1. Lead-in 8 minutes	for general ideas and specific information, and learning additional vocabulary and information related to the world of work - Ss work in pairs, look at the vocabulary items in the word bank and discuss their meanings.
2. New lesson	Are you qualified for the job?
7 minutes	<p>Activity 1: <i>Below are some skills and qualities required for the position of an apprentice administrator advertised in a newspaper. Tick the ones that you have.</i></p> <ul style="list-style-type: none"> - The aim of this activity is to activate Ss' previous knowledge about the topic. - To work in pairs, look at the pictures, discuss what the images illustrate, and guess where they might see these things. <p>New words apprentice administrator: người quản lý tập sự qualified for: đủ năng lực làm gì articulate [ɑ:'tikjələt]: nói năng lưu loát self-motivated [self'məutiveitid]: có động lực cá nhân flexible: linh động approachable: thân thiện, dễ tiếp xúc work to deadlines: làm đúng thời hạn prioritise [praɪ'ɔrətaɪz]: dành ưu tiên</p>
12 minutes	<p>Key: <i>Students' answers</i></p> <p>Activity 2: <i>Read the job advertisement. Match the highlighted words in the advertisement with the following meanings.</i></p> <ul style="list-style-type: none"> - To read carefully the definitions provided and look at the highlighted words which helps them to work out the meanings. <p>New words: dealership: người mua bán entry-level: mức cơ bản (trong công ty) ideal candidate file: sắp xếp (giấy tờ) enter data: nhập dữ liệu creating spreadsheets: lập bản tính take minutes : viết biên bản competitive salary: mức lương cạnh tranh ongoing training: tập huấn tiếp for further information: để biết thêm thông tin at 0123975648: (gọi) số annual leave: nghỉ phép hàng năm apprenticeship: thời gian tập sự</p>
7 minutes	<ul style="list-style-type: none"> - Work individually to write the correct words. - T checks Ss' answers as a class. <p>Key: 1. administrator 2. specialising 3. prioritise 4. shortlisted 5. approachable</p>
8 minutes	<p>Activity 3: <i>Read the text again and decide whether the statements below are true (T), false (F), or not given (NG)</i></p> <ul style="list-style-type: none"> - T asks Ss to read the questions carefully to decide whether the statements are true (T), false (F), or not given (NG), then lets Ss compare their answers in pairs or small groups, encourages Ss to provide reasons for their answers. <p>Key: 1. F (This would be a fantastic opportunity for someone looking for an entry-level position in administration as no experience is required) 2. T (Typing reports and creating spreadsheets. Taking minutes at meetings.) 3. T (Excellent time-management skills. Good communication skills.) 4. NG (flexibility is one valuable quality, but may or may not be the most important) 5. NG (long-term prospects are only a possibility after the apprenticeship)</p> <p>Activity 4: <i>Read the final part of the advertisement carefully. Answer the following questions.</i></p> <ul style="list-style-type: none"> - To look at the questions quickly and underline some key words (e.g. <i>benefits, how, apply, additional information, contacted, invited, interview</i>). - Read the final part of the advertisement individually to find the information and answer the questions. - Ss compare their answers in pairs or groups. - T checks Ss' answers as a class. <p>Key: 1. <i>Competitive pay, ongoing training, 12 days of annual leave, and long term job prospects in the company after completion of the</i></p>

	<p>2. I need to email my CV and a cover letter to hr@hungphamcarsales.com.</p> <p>3. For additional information, I can call Ms Kim Thanh at 0123975648.</p> <p>4. Only shortlisted candidates will be contacted and invited to an interview.</p>
3. Consolidation 2 minutes	- Summarize the main points of the lesson
4. Homework 1 minute	<p>- Ask students to learn by heart the new words.</p> <p>- Prepare for the next lesson.</p>

E. Evaluation:

Date of preparation:/...../ 2019 Date of Teaching:/...../ 2019
 TIẾT 76: UNIT 8. THE WORLD OF WORK

LESSON 4. SPEAKING

- A. Aims and Objectives:**
- To talk about the skills and qualities needed for getting a job.
 - To teach Ss to practise sharing and giving responses to new information.
 - By the end of the lesson, students will be able to:
 - + Express opinions about the skills and qualities needed for getting a job.
 - + Perform their viewpoints to other people in real life.

- B. Preparations:**
- Teacher: Handouts, textbook, lesson plan and pieces of papers.
 - Students: Textbook

- C. Methods:**
- The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities	Interactions
1. Warm up 4 minutes	T informs the class of the lesson objective: Talking about the skills and qualities needed for getting a job based on the related news items.	T <--> Ss
2. New lesson 10 minutes	<p style="text-align: center;"><i>Skills and qualities</i></p> <p>Activity 1: Look at the lists of skills and qualities. Can you add more of them? Choose a job in the box below, or another job that you know, and decide on the skills and qualities needed for the job. Tell your partner about the job.</p> <p>-T lets Ss work in pairs and practise telling each other about their chosen job.</p> <p>KEY: Students' answers</p> <p>1. I think a soldier needs to be hard-working, reliable and patient. He / She also needs to have fearlessness, discipline, consistency, courage, motivation and skill. // I think a soldier needs to be hard- working, reliable, disciplined, courageous and patient. He / She also needs to be good at working under pressure and following orders.</p> <p>2. I think the job of a refuse collector is very tiring. He / She has to be physically fit and healthy, work hard in various and changing weather conditions. It is very important for a refuse collector to be motivated and determined. The job also involves a lot of interaction with the public, good mechanical, time management and coordination skills.</p> <p>Notes: Other possible jobs: refuse collector, soldier, scientist, cleaner, army officer, sales representative, nurse, receptionist, actor, actress, bank clerk, mechanic, athlete, vet, etc.</p> <p>Other possible skills: using your hands, delegating tasks, finding compromises, artistic skills, computer skills, etc.</p> <p>Other possible qualities: thoughtful, fit, flexible, positive, reliable, determined, hardworking, conscientious, creative,</p>	Pair work
6 minutes		T <--> Ss

	Skills	Qualities	
	using your hands	thoughtful, fit	
	delegating tasks	flexible, conscientious	
	finding compromises	positive, determined	
	artistic skills	hardworking, reliable	
12 minutes	Jobs: <i>soldier, refuse collector, scientist, cleaner, army officer, athlete, nurse, receptionist, sales representative, actor, actress, vet, bank clerk, mechanic</i>		
	Activity 2: <i>Complete the conversation between Lan and Nam using the information in the box. Then practise the conversation in pairs.</i>		Pair work
	- T asks Ss to read the information about Lan and Nam in the box.		
	- Ss work in pairs to role play the conversation.		T <--> Ss
10 minutes	Key: 1. as a chef 2. the qualities needed to be a chef 3. hard-working, creative, and self-motivated 4. planning menus 5. give clear instructions 6. to be a teacher 7. science subjects 8. friendly 9. communicate my ideas very clearly to other people		Pair work
	Activity 3: <i>Work in pairs. Make a similar conversation to the one in 2. Use the words and phrases in 1 and your own information.</i>		Ss <--> Ss
	- To prepare their conversation as required.		
	- Walk around the class to offer support, if necessary.		
3. Consolidation	- Summarize what they have learnt by asking Ss some questions: What have you learnt today? What can you do now?		T <--> Ss
2 minutes			
4. Homework	- Ask students to learn by heart the expressions.		
1 minute	- Prepare for the next lesson.		T <--> Ss

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TIẾT 77:

LESSON 5. LISTENING

Time/Stages	Activities	Interactions
1. Lead-in 5 minutes	Inform the class of the lesson objectives: listening for specific information about how to write a CV.	T <--> Ss
2. New lesson 10 minutes	<p>What makes a good CV?</p> <p>Task 1: <i>Work in pairs. Ask and answer the following questions.</i></p> <p>- T asks Ss to discuss the questions in pairs.</p> <p>Key: 1. <i>A CV (curriculum vitae) is a written record of your education and the jobs you have done, that you send when you are applying for a job.</i> 2. <i>The CV is important in applying for</i></p>	Pair work

10 minutes	<p><i>because it partly decide if we can be invited to a job interview or not.</i></p> <p><i>If Ss can't answer question 3, T should elicit them with the following questions:</i></p> <p>3. a. <i>How do you present a CV? A CV should be carefully and clearly presented.</i></p> <p>b. <i>What do you refer in a CV? It should include: + personal details</i></p> <p><i>+ education + work experience + interests + achievements</i></p> <p>c. <i>What should we avoid making in a CV? It should be without spelling mistakes.</i></p> <p>Task 2: <i>Match the words with their meanings.</i></p> <p>- The aim of this activity is to introduce new vocabulary items.</p> <p>- To know any of the words given and guess their meanings, teaches Ss these words and gives some examples to illustrate the meanings and uses of these words.</p> <p>- T checks Ss' answers as a class.</p> <p>Key: 1. b 2. d 3. a 4. e 5. c</p> <p>Task 3: <i>Mr Le, an invited speaker, is talking to grade 12 students about how to write a good CV. Listen to his talk and compare your answers to the questions in 1.</i></p> <p>- Ss can compare their earlier answers at this point.</p> <p>- Compare their answers with a partner, checks Ss' answers as class.</p> <p><i>Suggested answers:</i> 1. A CV is a written record of your education and work experience.</p> <p>2. <i>It makes the first impression on your potential employer, and it can be the deciding factor in whether or not you can get an interview.</i></p> <p>3. <i>A successful CV is simple in design, includes key words from the job description, and is tailored to the job you are applying for.</i></p> <p>Task 4: <i>Listen again and complete the sentences with no more than three words.</i></p> <p>- Read the sentences and try to predict the words/ phrases.</p> <p>- T plays the recording again, asks Ss to take notes.</p> <p>- T lets Ss compare their answers in pairs, then checks answers.</p> <p>Key: 1. a job 2. cluttered 3. digital software</p>	<p>T <--> Ss</p> <p>Group work</p> <p>T <--> Ss</p> <p>Individually</p> <p>T <--> Ss</p> <p>Individually</p> <p>T <--> Ss</p>
3. Consolidation 2 minutes	<p>- Ask Ss to consolidate the main contents.</p> <p>- Ask Ss: <i>What have you learnt today?</i></p> <p><i>What can you do now?</i></p>	T <--> Ss
4. Homework 1 minute	- Prepare for the next lesson.	T <--> Ss

E. Evaluation:

Date of preparation:/...../ 2019
 Date of Teaching:/...../ 2019
 TIẾT 78: UNIT 8. THE WORLD OF WORK
 LESSON 6. WRITING

- A. Aims and Objectives:**
- To write a CV to support an application for employment.
 - To provide Ss with the language and sentence structures used to describe trends.
 - By the end of the lesson, students will be able to:
 - + Writing a CV to support an application for employment.
 - + Develop the writing skills in general. Build up vocabulary for writing.
- B. Preparations:**
- Teacher: Handouts, textbook, lesson plan and pieces of papers.
 - Students: Textbook

C. Methods:

- The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities
1. Check up 5 minutes	T informs the class of the lesson objective: by the end of the lesson, Ss should be able to write a CV to support an application for employment.
2. New lesson 12 minutes	<p>How to write a CV</p> <p>Task 1: <i>Look at the following job advertisements. Which of the jobs would you like to apply for? Think about whether you have the necessary skills and qualities. Share with a partner.</i></p> <ul style="list-style-type: none"> - Choose the one that they would like to apply for. Ss should be prepared to explain why they want the job. - Work in pairs to tell each other about their choices. <p>Sample answer: <i>I would like to apply for the position of a zoo volunteer at the city zoo. I love animals and I have read a lot about them, so I think I can help a lot. At home, I often take care of my family's two dogs. Feeding them and walking them every day are my duties, so I think I have relevant experience.</i></p> <p>Thanh's answer: <i>I'd like to apply for the position of a baristar at the coffee house. I am sociable and approachable, so I think I can help a lot. At home, I often share housework and play sports requiring energy. Serving breakfast to my hard sick grandmum is my duty, so I think I am suitable for this job.</i></p> <p>Thanh's answer: <i>I'd like to apply for the position of a shop assistant at the trendy clothing store. I am said to be fashionable and stylish, so I think I can help a lot. In addition, I used to work as a dressmaker when I lived with my parents. My duty was help customers choose smart clothes that are suitable for their careers, so I think I do this job well.</i></p>
10 minutes	<p>Task 2: <i>Look at the sample CV. Some pieces of information have been taken out. Where should the writer put them? Match the words and phrases (A-E) with the gaps (1-5) in the CV.</i></p> <p>Key: 1. B 2. C 3. E 4. D 5. A</p> <p>Task 3: <i>Write your own CV to apply for one of the jobs advertised in 1. Remember to tailor your CV so that you have a better chance to be shortlisted for a job interview.</i></p> <ul style="list-style-type: none"> - T asks Ss to write their own CVs, based on the jobs they chose in 1 and the model CV in 2, lets Ss work in pairs swapping their CVs for their partner to read and give comments.
15 minutes	<ul style="list-style-type: none"> - If time is limited, this activity can be assigned as homework. <p>Suggested answer:</p> <p><i>Sample CV to apply for the post of a barista</i></p> <p style="text-align: center;">CURRICULUM VITAE</p> <p>Personal details Name: Hoang Tuan Hung Address: 1568 Tan Mai Street, Hoang Mai District, Ha Noi Mobile: 01234500000 Home phone: (04) 38886666 Email: hung.tuanhoang@speedymail.com</p> <p>Personal summary and Career Objectives I am a responsible individual who can work hard, communicates well, and has excellent interpersonal skills. I have recently completed upper secondary education and receive the National High School Exam Certificate. I am seeking a starting position as a barista so that I can obtain real-world experience and learn new skills.</p> <p>Education and qualifications 2013-2016: Thang Long Upper Secondary School</p>

	2004-2009: Tam Mai Primary School Work experience: Summer, 2014: Waiter at a student canteen Responsibilities: Greeting customers and arranging seats for them Taking orders from customers and serving them snacks and drinks Skills: Good communication and interpersonal skills Interests: Reading books about making drinks Learning foreign languages References: Available upon request
3. Consolidation 2 minutes	- Ask Ss to consolidate the main contents. - Ask Ss to complete the writing at home and collect - Ask Ss: <i>What have you learnt today? What can you do now?</i>
4. Homework 1 minute	- Write the text again at home. - Prepare for the next lesson.

E. Evaluation:

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Date of preparation:/...../ 2019

Date of Teaching:/...../ 2019

TIẾT 79:

UNIT 8. THE WORLD OF WORK

LESSON 7. WRITING

A. Aims and Objectives:

1. **Language focus:** - To improve speaking and reading skills.
 - To learn about the job seeking experience of an English school leaver.
2. **Skills:** - 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
 - By the end of the lesson, students will be able to: Understand and communicate about communication skills and cultural understanding

- B. Preparations:** - Teacher: Handouts, textbook, lesson plan and pieces of papers.
 - Students: Textbook

- C. Methods:** - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities	Interactions
1. Warm up 5 minutes	Inform the class of the lesson objectives: Further skill development	T <--> Ss
2. New lesson 18 minutes	<p>1. Communication: <i>Work-related issues</i></p> <p>Activity 1: <i>Work in groups and discuss these questions.</i></p> <p>-T lets Ss form groups and start their discussion, asks each group to choose a discussion leader to monitor the group discussion.</p> <p>Activity 2: <i>Present your group's ideas to the class.</i></p> <p>- T asks Ss to work in groups and read their notes from 1 to prepare for their presentations.</p> <p>Sample answers</p> <p>1. <i>In our group we think people should start looking for a job after leaving school at the age of 18. This can be a part-time job or a voluntary one, not necessarily a permanent job. When people start working, they become more responsible for their lives and contribute more to society.</i></p> <p>2. <i>We all believe that the three most important qualities are reliability, responsibility, and flexibility. Employers really want to find the people who they can rely on. Also, they want their employees to be flexible to adapt well to the ever changing working environment.</i></p>	<p>Pair work</p> <p>T <--> Ss</p> <p>Group work</p> <p>T <--> Ss</p>

19 minutes	<p>3. All the members of my group agreed that the necessary skills for job seekers are communication, problem solving, and collaboration. When employees can communicate with each other, it is easier for them to work together to solve problems.</p> <p>2. Culture:</p> <p>Activity 1: Read the text about the job seeking experiences of Harry, an English school leaver, and decide whether the following statements about it are true (T), false (F), or not given (NG). Tick the correct boxes.</p> <p>- T asks Ss to compare their answers in pairs or groups. - T checks Ss' answers as a class.</p> <p>Key: 1. F 2. T 3. NG 4. F 5. NG 6. T</p> <p>Activity 2: Discuss with a partner. Do you think you can become successful without a university degree? Do you know any young people who have followed a similar career path in Viet Nam? What can you learn from Harry's job seeking experience?</p> <p>- The aim of this activity is to relate the text content to the situation in Viet Nam. - T puts Ss into pairs to discuss the questions, then invites several Ss to present their answers to the class.</p> <p>Key: Students' answers</p>	Individually T <--> Ss
3. Consolidation 2 minutes	<p>- Ask Ss to consolidate the main contents. - Ask Ss: <i>What have you learnt today?</i> <i>What can you do now?</i></p>	T <--> Ss
4. Homework 1 minute	<p>- T asks Ss to learn the structures and vocabulary. - Prepare for the next lesson.</p>	T <--> Ss

E. Evaluation:

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Date of preparation:/...../ 2019

Date of Teaching:/...../ 2019

TIẾT 80:

UNIT 8. THE WORLD OF WORK

LESSON 8. WRITING

- A. Aims and Objectives:**
- To help Ss pronounce revise what they have learned in unit 8.
 - To teach Ss some lexical items related to the world of work.
 - To give them a chance to do a small project.
 - To help Ss review and recognize the stressed words in connected speech.
 - To help Ss consolidate the reported speech.
 - To provide further opportunities.
 - To help Ss work collaboratively with other sts to find information.
 - By the end of the lesson Ss are able to:
 - + Use the stressed words in connected speech correctly.
 - + Use some key words of the world of work.
 - + Do the exercises on the reported speech.

- B. Preparations:**
- Teacher: Handouts, textbook, pieces of papers, lesson plan and cassette.
 - Students: Textbook

- C. Methods:**
- The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities
1. Warm-up 5 minutes	T informs the class the objectives: reviewing pronunciation, vocabulary and grammar. T reviews what sentence stress is and when the process happens.
2. New lesson 7 minutes	<p>Pronunciation:</p> <p>Activity 1: Listen to the following exchanges and underline the stressed words. Then practise them with a partner, using the correct sentence stress.</p> <p>- T helps Ss to review the words that are usually stressed (content words,</p>

8 minutes	<p>negative auxiliaries, demonstrative pronouns when not followed by a noun, possessive pronouns, and question words) and exceptions to stressed words (auxiliary verbs and modal auxiliaries when not followed by a verb).</p> <p>- T asks Ss to practise in pairs, taking turns to be A and B, walks around and comment on the pair's performance.</p> <p>Key: A: Do you <u>think communication skills</u> are <u>really important</u>? B: Well, <u>some people think they aren't important</u>, but, in <u>fact</u>, they <u>are</u>. A: Can <u>people</u> without a <u>university degree</u> <u>apply</u> for this <u>job</u>? B: Yes, they <u>can</u>, provided that they <u>have</u> the <u>right skills</u> and <u>qualities</u>. A: Should I <u>ask</u> my <u>brother</u> to <u>help</u> me to <u>write</u> the <u>CV</u>? B: Yes, <u>certainly</u> you <u>should</u>. A: You <u>haven't</u> been <u>shortlisted</u> for the <u>interview</u>. B: I <u>have</u> been <u>shortlisted</u> for it.</p> <p>Vocabulary:</p> <p>Activity 1: Underline the correct word in each sentence. - T asks Ss to underline the correct word in each sentence, lets them compare their answers in pairs or groups. - T checks Ss' answers as a class. Key: 1. adverts 2. relevant 3. tailor 4. candidates 5. employee</p> <p>Grammar:</p> <p>Activity 1: <i>Turn the following sentences into reported speech, using the reporting verbs in the box.</i> T lets Ss work individually, and then compare their answers in pairs or groups. T asks individual Ss to write their sentences on the board. T checks Ss' answers as a class. Key. <i>Mike asked Mira how long it would take her to finish writing her CV. Mira informed him that she would need another two hours. Mike encouraged / urged her to try to finish it by 4 pm so that she could come and watch the football match."</i> <i>Mira exclaimed that that would give her only an hour. Mike urged her to write it quickly.</i> <i>Mira refused to leave the house before 4 pm because she wanted to write a very impressive CV."</i> <i>Mike complained that she never came and saw him play.</i> <i>Mira promised to go to his next match / that she would go to his next match.</i></p>
15 minutes	<p>Project:</p> <p><i>Work in groups of four to six. Choose a profession or career that all members of your group are interested in.</i> - T asks Ss to form groups. (this can be done in the first lesson of the unit so that Ss have enough time to plan their project.) has Ss in each group choose a leader who will assign tasks to the members and monitor the work to make sure all members contribute equally.</p>
7 minutes	
3. Consolidation 2 minutes	<p>- Ask Ss to consolidate the main contents. - Ask Ss: <i>What have you learnt today? What can you do now?</i></p>
4.Homework 1 minute	<p>- T asks Ss to learn the structures and vocabulary. - Prepare for the next lesson.</p>

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 81:

REVIEW 3 (UNIT 6, 7, 8)

I. AIMS/OBJECTIVES OF THE LESSON

- Language focus**
 - To help students revise what they have learned in Unit 6, 7, 8
 - To give them a chance to practice

2. **Skills** - To develop 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

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Language - Vocabulary 1. Use the correct form of the word in the box to complete the sentences. A word may be used more than once	Language - Vocabulary Do as appointed Do the task then exchange the result with their partner qualities android/robot extinct Robots Android probation
2. Complete the following table. Then use the words in the table to complete the sentences	Do the task then exchange the result with their partner * Do as appointed 1. conservation 2. evolution 3. diversity 4. conserve 5. evolve 6. diverse
Pronunciation 3. Listen to part of the conversation below and mark stressed syllable	Pronunciation * Do as appointed Do the task then exchange the result with their partner
Grammar 4. Work with a partner. Practise asking questions and giving answer Ask Ss to do the task then exchange the result with their partner	Grammar Do as appointed 1. How many pages will you have written by tomorrow? I'll have written five pages by then 2. How many trees will our class have planted by the end of the day? We'll have planted 100 by then 3. How many robots will the A.I. company have invented by the end of the year? They'll have invented 8 by then. 4. How long will this rhino have lived in the rescue centre by the end of this year? It'll have lived there for 5 years by then 5. How many applications will the company have received by January 3 rd ? It will have received 200 by then 6. How many animals with the rescue centre have saved and taken in by this time next year? They'll have saved and taken in hundreds by then
5. Complete the sentences using the correct forms of the	Do as appointed Do the task then exchange the result with their partner

verbs in the box	1. to service 2. repair 3. published 4. pulled out 5. to design 6. stolen
6. Complete the sentences, report what was said. Ask Ss to do the task then exchange the result with their partner	Do as appointed 1. <i>My mother told me to spend more time studying and less time playing games</i> 2. <i>The students asked the scientist to tell them about the importance of species diversity for all forms of life</i> 3. <i>The environmentalists told the business community not to harm the environment or disturb the balance of the ecosystem</i> 4. <i>The teacher asked the students to show him their reports on wildlife</i> 5. <i>My brother offered to help me with my research into the latest generation of android</i> 6. <i>The A.I expert advised the students to learn how to use the</i>
7. Turn the following sentences into reported speech, using the reporting verbs: warn, suggest, promise, explain, advise, remind Let Ss do the task	Do as appointed 1. Minh reminded Quang to drop into the robot shop on the way home 2. My mother advised me to write a report on the saola 3. The old lady warned him not to pull the cat's tail or it would scratch him 4. Huong promised to work harder to get good qualifications 5. The team leader suggested activating the next generation robot

4. **Consolidation** (3 mins) - Revise what Ss have learnt in Unit 6, 7, 8

5. **Homework:** (1 min) - Revise what Ss have learnt in Unit 6, 7, 8
- Read Review 1 at home

E. **Evaluation:**

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 82: REVIEW 3 (UNIT 6, 7, 8) (continued)

I. AIMS/OBJECTIVES OF THE LESSON

- Language focus** - To help students revise what they have learned in Unit 6, 7, 8
- To give them a chance to practice
- Skills** - To develop 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 Review 1

III. PROCEDURE

- Class organization** (1 minute)
- Check up** (5 minutes) - Ask some Ss to go to the board do the tasks again
- New lesson** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
SKILLS – Reading IUCN Red list 1. Read the text about IUCN red list 2. Read the text again decide whether the following statements are T, F or NG and tick the correct box Ask Ss to do the task then exchange the result with their partner	SKILLS - Reading Do as appointed Do as appointed 1. T 2. F 3. NG 4. F 5. T 6. F

Speaking Job skills and qualities 3. Work with a partner. Use the information below or your own ideas to make a conversation about the skills and/or qualities of one job	Speaking Do as appointed Work in pairs to do the task
Listening She's so life-like 4. Listen to someone talking about his first encounter with a humanoid robot. Choose the best answer Ask Ss to do the task then compare the result with that of their partner	Listening Do as appointed 1. C 2. C 3. B 4. A 5. C 6. B
Writing - Tailoring a CV 5. Look at the job advertisements below. Which one would you like to apply for? Consider whether you have the necessary skills and qualities 6. Write your own CV to apply for one of the jobs advertised.	Writing - Tailoring a CV Do the task Do as appointed

4. **Consolidation** (3 mins) - Revise what Ss have learnt in Unit 6, 7,8

5. **Homework:** (1 min) - Revise what Ss have learnt in Unit 6, 7,8
- Read Review 1 at home

E. **Evaluation:**

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 83:

UNIT 9: CHOOSING A CAREER

LESSON 1. GETTING STARTED

I. AIMS/OBJECTIVES OF THE LESSON

- Language focus** - To help learners get started with some language items in Unit 9
 - For vocabulary: leaving school and choosing a career
 - For pronunciation, that is the unstressed words
 - For grammar: adverbial clauses of condition, comparison, manner and result
- Skills**
 - To help learners get started with 4 skills in Unit 9
 - Reading: Reading for general ideas and specific information
 - Speaking: Expressing opinions about social networking
 - Listening: Listening for specific information in a conversation
 - Writing: Describing a pie chart showing the use of online resources
- Attitudes** - To help Ss get started for Unit 9 with the topic "Choosing a career"
 - To provide Ss some motivation

II. . PREPARATION

- Teacher**
 - Teaching aids: textbook, lesson plan
 - Teaching method: Communicative language teaching
- Students** - Read through English Unit 9 - getting started at home

III. PROCEDURE

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

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Mai and Jim are talking about their options after finishing secondary school. Listen and read Explain new words if necessary	Do as appointed Listen to the recording and read the conversation
2. Answer the questions Ask Ss to do the task, then compare the result with their partner 4. <i>She has been in contact with the English language centre at the British Council</i> 5. <i>She will apply for a scholarship and study in the</i>	Do as appointed 1. <i>He is searching for career advice</i> 2. <i>He want to apply for a temporary job of smart-phone marketing in a marketing company</i> 3. <i>She would like to become a doctor</i>

<i>UK</i>	
3. Match the words and phrases in the conversation with their definition Ask Ss to do the task then exchange the result with that of their partner	Do as appointed 1. c 2. d 3. e 4. f 5. a 6. b
4. Find sentences with phrasal verbs consisting of a verb, an adverb and a preposition and adverbial clauses Ask Ss to do the task, then compare the result with their partner	Do as appointed Phrasal verb so that I can come up with a plan I'm look forward to the exam result adverbial clauses If I had a band score of 6.5 I want to speak E as fluently as you

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 84:

UNIT 9: CHOOSING A CAREER

LESSON 2. LANGUAGE

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus** - To help learners get started with some language items in Unit 9
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 9- 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 Complete the sentences with the words or phrases from 3 in GETTING STARTED Ask Ss to do the tasks and compare the results with their partner	VOCABULARY - Do as appointed 1. career advice 2. career 3. workforce 4. option 5. temporary 6. has secured
PRONUNCIATION - Unstressed words 1. Listen and part of the conversation in GETTING STARTED again. Underline the words that are not stressed Play the recording and let Ss listen	PRONUNCIATION - Do as appointed
2. Now listen to the conversation in 1 again. Practise it with a partner Play the recording and let Ss listen	- Do as appointed
GRAMMAR - Phrasal verbs 1. Match the phrasal verb in A with its meaning in B Ask Ss to do the task then compare the answer with their partner	GRAMMAR - Do as appointed 1. g 2. h 3. i 4. j 5. a 6. b 7. c 8. d 9. e 10. f
2. Complete each sentence using the correct form	Do as appointed

of a phrasal verb in 1 Ask Ss to do the task then compare the answer with their partner	drop out of cut down on go on with think back on	drops in on get on with keep up with talked back to
Adverbial Clauses 3. Underline the adverbial clause in each sentence below Ask Ss to do the task then compare the answer with their partner	Do as appointed 1. If I knew French 2. than her mother 3. like he is my father 4. that Nam drop out of school 5. unless he works harder	
4. Combine each pair of simple sentences into one complex sentence containing an adverbial clause Ask Ss to do the task then compare the answer with their partner <i>4. If you do not tell me everything , I'll not able to help you</i> <i>5. We mixed the chemicals exactly as the lab instructor had told us to</i>	Do as appointed <i>1. If you are late for work, you may lose your job</i> <i>2. Secondary school students work as hard as factory workers</i> <i>3. Linda was offered such a good job that she didn't hesitate to accept it</i>	

4. **Consolidation** (3 mins) - Words and phrases of choosing a career
- Unstressed words; Phrasal verbs; Adverbial clauses
5. **Homework:** (1 min) - Words and phrases of choosing a career
- Unstressed words; Phrasal verbs; Adverbial clauses
- Do the task again; Read Unit 9 - Reading at home

E. Evaluation:

Date of preparation:/...../2019 **Date of teaching:**/...../2019

PERIOD 85:

UNIT 9: CHOOSING A CAREER
LESSON 3. READING

I. AIMS/OBJECTIVES OF THE LESSON

- Language focus** - To provide learners some vocabulary related to mass media forms
- 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
- 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 9 - Reading at home

III. PROCEDURE

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

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Work with a partner. Guess what the students in the pictures may do after they leave school Ask Ss to work in pairs to do this task	* Do as appointed They may become mechanics, engineers , writers or tourist guide
2. Read some career advice for secondary school leavers. Choose the appropriate heading for each paragraph	* Do as appointed Do the task then compare their answer with a partner 1. d 2. c 3. a 4. b
3. Find the words or expressions in the reading text which are closest in meaning to	* Do as appointed 1. smoother 2. apprentice

the following Let Ss read the text, do the task, then compare their results	3. getting to grips with 4. shadowing them 5. taking to st like a duck to water 6. paper work
4. Read the text again and answer the questions Let Ss read the text, do the task, then compare their results <i>4. They have their timetables and other paperwork stored in the first week at university</i> <i>5. They can find a temporary job; they can take a year out and go travelling; they can speak to career advisers</i>	* Do as appointed <i>1. Some websites that provide school leavers with practical advice about leaving school and taking the next step in their career.</i> <i>2. They should learn to take responsibility when things go wrong</i> <i>3. The best thing for apprentices is that they have the opportunities to earn while they learn</i>
5. Discuss with a partner Ask Ss to work in groups, do the task	Do as appointed

4. **Consolidation** (3 mins) - Vocabulary related to choosing a career

- Reading skills: skimming, scanning, guessing

5. **Homework:** (1 min) - Reading skills: skimming, scanning, guessing the meaning

- Do the task again

- Read Unit 9- Speaking at home

E. **Evaluation:**

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 86:

UNIT 9: CHOOSING A CAREER

LESSON 4. SPEAKING

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus** - To provide learners some vocabulary related to future jobs

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 9 - Speaking at home

III. PROCEDURE

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

2. **Check up** (5 minutes) - To talk about what students do after leaving school

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

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Choosing sentences a-f to complete the discussion between Linda, Lan and John Ask Ss to work in groups and do the task	Do as appointed 1. e 2. d 3. b 4. a 5. f 6. c
2. Find the expression that John, Lan and Linda used to talk about their ambitions or dreams Let Ss work in pairs and do the task	Do as appointed - I'd like to - What I'd love to do one day is - One thing I'd like to do one day is - I've always wanted to
3. Work in groups of three. Practice the conversation in 3.1. Let Ss work in pairs and do the task 3.2. Let Ss practice the conversation	Do as appointed
4. Work in groups of three. Use the expressions in 2 to make a similar conversation	Do as appointed

Ask Ss to work in pairs to do the task

4. **Consolidation** (3 mins) - Vocabulary related to ambition and dream
- Speaking skills: making conversation
5. **Homework:** (1 min) - Vocabulary related to ambition and dream
- Speaking skills: making conversation, presenting
- Do the tasks again - Read Unit 9 - Listening at home

E. **Evaluation:**

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Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 87:

UNIT 9: CHOOSING A CAREER

LESSON 5. LISTENING

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus** - To provide some vocabulary related to choosing careers
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 9 - 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 choosing careers
3. **New lesson** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Look at the pictures, what job do the people in the pictures do? Write down the job under each picture Ask Ss to do the task, then compare the result with their partner	Do as appointed 1.a medical researcher 2. a flight attendant 3. a TV reporter
2. Match each words with its meaning Ask Ss to do this task in pairs	Do as appointed 1. c 2. e 3. d 4. b 5. a
3. Listen to the interview and match the career with each interviewee Play the tape twice Let Ss listen to the recording and work in pairs to do the task	Do as appointed 1. b 2. c 3. a
4. Listen again and decide if the following statements are T, F or NG Ask Ss to do the task	Do as appointed 1. T 2. NG 3. F 4. F 5. T
5. Work in groups of 3. First tell your group members what career you are looking for. Then discuss its positive and negative points Ask Ss to do the task	Do as appointed

4. **Consolidation** (3 mins) - Vocabulary related to language learning apps
- Listening skills
5. **Homework:** (1 min) - Vocabulary related to language learning apps
- Listening skills. Do the tasks again; Read Unit 9

E. **Evaluation:**

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Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 88:

UNIT 9: CHOOSING A CAREER

LESSON 6. WRITING

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus** - To provide some vocabulary related to choosing careers
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 9 - 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 choosing careers
3. **New lesson** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Look at the pictures, what job do the people in the pictures do? Write down the job under each picture Ask Ss to do the task, then compare the result with their partner	Do as appointed 1. a medical researcher 2. a flight attendant 3. a TV reporter
2. Match each words with its meaning Ask Ss to do this task in pairs	Do as appointed 1. c 2. e 3. d 4. b 5. a
3. Listen to the interview and match the career with each interviewee Play the tape twice Let Ss listen to the recording and work in pairs to do the task	Do as appointed 1. b 2. c 3. a
4. Listen again and decide if the following statements are T, F or NG Ask Ss to do the task	Do as appointed 1. T 2. NG 3. F 4. F 5. T
5. Work in groups of 3. First tell your group members what career you are looking for. Then discuss its positive and negative points Ask Ss to do the task	Do as appointed

4. **Consolidation** (3 mins) - Vocabulary related to language learning apps
- Listening skills

5. **Homework:** (1 min) - Vocabulary related to language learning apps
- Listening skills. Do the tasks again; Read Unit 9

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 89:

UNIT 9: CHOOSING A CAREER

LESSON 7. COMMUNICATION AND CULTURE

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus** - To provide learners some vocabulary related to future jobs
2. **Skills** - To promote Ss to develop their listening and reading 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 9 – Communication and Culture at home

III. PROCEDURE

- 1. Class organization** (1 minute)
2. Check up (5 minutes) - Ask Ss to talk about what students do after leaving school
3. New lesson (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>COMMUNICATION-Summer Jobs</p> <p>1. Listen to Peter, Jane, and Mary talking about their summer jobs. What does each person do? Write his/her job under each picture.</p> <p>- Ask Ss to look at 3 pictures and brainstorm some ideas about the kinds of jobs they show.</p> <p>- Play the recording for Ss and ask them to write a job under each picture.</p> <p>- Ask Ss to look at the pictures and compare their answers.</p> <p>2. Listen again. Do Peter, Jane, and Mary like their jobs? Why or why not? Tick the correct column and take notes in the table.</p> <p>- Ask Ss to look at the questions and answer them as best as they can, based on their first listening.</p> <p>- Play the recording again for Ss to listen and tick and write notes in the space given in the table.</p> <p>- Have Ss compare the answers in pairs or groups.</p> <p>- Check answers as a class.</p> <p>3. Work in groups. Imagine you are going to do a summer job. Tell your group about your job and why you like or dislike it.</p>	<p>COMMUNICATION-Summer Jobs</p> <p>- Do as appointed</p> <p><i>Key:</i> <i>Dishwasher Tutor Tour guide</i></p> <p>- Do as appointed</p> <p><i>Key: 1. Peter- doesn't like- It's a pretty hard job, and it's hot in the kitchen.</i></p> <p><i>2. Jane-like- She loves working with the kids. It's fun.</i></p> <p><i>3. Mary- like- The work's very interesting. She has the opportunity to see lots of historical buildings and sights.</i></p> <p>- Do as appointed</p> <p>- Discuss in groups to talk about what you like/dislike about your imaginary job.</p> <p>- Work in groups and prepare their own ideas to talk about their</p>
<p>CULTURE-Taking a year out</p> <p>1. Read the text about a year out and answer the questions</p> <p>- Ask Ss to read the text individually to get an overall idea about its content.</p> <p>- Have Ss read the questions and answer them.</p> <p>- Ask Ss to compare the answers in pairs or groups.</p> <p>- Check answers as class</p> <p>2. Discuss the questions with a partner</p> <p>- Ask Ss to work in pairs and discuss the questions</p> <p>- Invite some pairs or individuals to present their ideas in front of the class.</p> <p>- Encourage other Ss to give some comments.</p> <p>- Do as appointed.</p> <p>- Discuss the questions in pairs and present the ideas in front of the class.</p>	<p>CULTURE-Taking a year out</p> <p><i>Key: 1. He would really like a break from the academic world.</i></p> <p><i>2. He could work in a bank or do community work. He might even do something adventurous, such as joining an expedition to a rainforest.</i></p> <p><i>3. His experience during a gap year will broaden his horizons and teach him new skills. It may also give him the chance to earn some money.</i></p> <p><i>4. Before deciding to take a year out, he must make sure that the university will hold his place for him till the following year.</i></p> <p><i>5. It means the education one gets from experience in the real world.</i></p>

- 4. Consolidation** (3 mins) - Vocabulary related to some jobs you do
- Listening, reading, and speaking skills: making conversation, presenting

- 5. Homework:** (1 min) - Do Task 1 in Culture again in the notebook
 - Read Unit 9 – Looking back at home

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 90:

UNIT 9: CHOOSING A CAREER

LESSON 8. LOOKING BACK AND PROJECT

I. AIMS/OBJECTIVES OF THE LESSON

- 1. Language focus** - To provide learners some vocabulary related to the topic of jobs
- 2. Skills** - To promote Ss to develop their general 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 9 – Looking back at home

III. PROCEDURE

- 1. Class organization** (1 minute)
- 2. Check up** (5 minutes) - Ask Ss to talk about what students do after leaving school
- 3. New lesson** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p style="text-align: center;">PRONUNCIATION</p> <p>1. Listen and underline the unstressed words in the following sentences. - Play the record and let Ss listen and underline the unstressed words. - Check answers as a class by asking some Ss to read the sentences out loud. - Play the recording again and let Ss listen and repeat the sentences</p> <p>2. Underline the unstressed words in the following sentences and practise reading them aloud. - Have Ss work individually, and then compare their answers in pairs. - Check answers as a class. - Ask Ss to read the sentences out loud.</p>	<p style="text-align: center;">PRONUNCIATION</p> <p>- Do as appointed <i>Key:</i> 1. I'm looking <u>for a job to keep me busy this summer.</u> 2. <u>He saw the advertisement in today's newspaper.</u> 3. How far <u>is it from here to your school?</u></p> <p>- Do as appointed <i>Key:</i> 1. I <u>would like to take a year off first, and then go to university.</u> 2. Working <u>as a journalist, he has the opportunity to meet famous people and interview them.</u> 3. I <u>decided to be an apprentice to an electrician for two years, and then I will study</u></p>
<p style="text-align: center;">VOCABULARY</p> <p>Complete the sentence with the correct form of the words or phrases in the box. - Have Ss complete the sentences with the correct forms of the words or phrases given in the box.</p>	<p style="text-align: center;">VOCABULARY</p> <p>- Do as appointed <i>Key:</i> 1. workforce 2. career 3. temporary 4. career advice 5. apprentice 6. Options - Ask Ss to compare answers in pairs or groups. - Check answers as a class.</p>
<p style="text-align: center;">GRAMMAR</p> <p>1. Complete the sentences using the correct form of the phrasal verbs in the box. - Ask Ss to complete the sentences with the correct form of the the phrasal verbs given. - Have Ss work individually first, and then compare their answers in pairs. - Check answers as a class.</p> <p>2. Make a complex sentence from each pairs</p>	<p style="text-align: center;">GRAMMAR</p> <p>- Do as appointed <i>Key:</i> 1. go on with 2. Keep up with 3. come up with 4. Get on with 5. ran out of 6. Drop in on 7. cut down on 8. Dropped out of - Do as appointed <i>Key:</i> 1. If you eat too much, you may fall ill. 2. Kate is as beautiful as her mother.</p>

<p>of sentences. Use the words provided and make any necessary changes.</p> <ul style="list-style-type: none"> - Ask Ss to make a complex sentence from each pair of sentences. - Have Ss work individually first, and then compare their answers in pairs. - Check answers as a class. 	<p>3. <i>He is not as bright as he thinks he is.</i></p> <p>4. <i>It rained so hard that the plane couldn't take off.</i></p> <p>5. <i>Unless you run fast, you will be late for school.</i></p> <p>6. <i>It was such a good novel that she couldn't put it down.</i></p> <p>7. <i>If I had one million dollars, I would travel around the world.</i></p> <p>8. <i>The apprentice finished the work as Mr Smith had requested.</i></p>
<p style="text-align: center;">PROJECT</p> <p>1. Work in groups. Interview your group members about their future careers. Use the table below as a guide.</p> <ul style="list-style-type: none"> - Ask Ss to work in groups of 5, prepare their tables as guided. - Ask each S to interview 4 members in his/her group and note down the information they get. <p>2. Present the results of the interviews to the class. Ask Ss to give their presentations.</p> <ul style="list-style-type: none"> - Encourage other Ss to give some comments. - Have the class vote for the best presenter. 	<p style="text-align: center;">PROJECT</p> <ul style="list-style-type: none"> - Do as appointed - Work in groups of 5 and take turns to interview other members about their future careers. - Ask Ss to prepare their presentations, paying attention to the similarities and differences in the choices of the career of the group members. - Do as appointed - Present the results of the interviews in front of the class.

4. Consolidation (3 mins) - Vocabulary related to some jobs you do

- Listening, reading, and speaking skills: making conversation, presenting

5. Homework: (1 min) - Revision for the 2nd term examination

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 91:

WRITTEN TEST 4

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 contents** (43 minutes)

TRƯỜNG THPT

WRITTEN TEST 04

Time allowance 45 minutes

MÃ ĐỀ 486

LISTENING	
<p>I. Hannah is listening to messages on her voicemail. Why is each person calling? Listen and circle the correct answer. (0.25 pt/item)</p>	
<p>1. A. to remind her about a dental appointment B. to cancel a dental appointment C. to remind her about a business meeting</p>	<p>3. A. to tell her the book has not arrived B. to tell her the book has arrived C. to tell her the book can't be ordered</p>
<p>2. A. to tell her about a restaurant</p>	<p>4. A. to copy her homework B. to chat with her about friends</p>

B. to invite her to a movie
C. to cancel a date

C. to ask for help with her homework

II. **Listen to the message. Complete the information.** (0.25 pt/item)

Message for: (5)_____.

Name of caller: (6)_____.

Telephone number: (7)_____. Best time to call: between (8)_____and 6:00.

B. PHONETICS, GRAMMAR & VOCABULARY

III. **Choose the word that has different stress pattern from that of the others.** (0.25 pt/item)

9. A. visited B. decided C. handicapped D. wanted
10. A. each B. which C. changeable D. characteristic

IV. **Choose the word that has main stress placed differently from the others.** (0.25 pt/item)

11. A. education B. universal C. eradication D. population
12. A. volunteer B. struggle C. promise D. concentrate

V. **Choose the best answer to complete each of the following sentences.** (0.3 pt/item)

13. There was _____shortage of food and safe water after the flood.
A. Ø B. an C. a D. the
14. . Mr. John thanked me _____helping him with the homework.
A. to B. for C. of D. on
15. _____it was a formal dinner party, James wore his blue Jeans.
A. Even though B. Since C. Only if D. Until
16. Population growth rate _____in recent years.
A. has fallen B. had fallen C. have fallen D. fell
17. The children were warned _____in the lake without an adult present.
A. not swim B. not to swim C. not swimming D. to not swim
18. It's no use him _____us.
A. asking / helping B. asking / to help C. to ask/ helping D. to ask / to help
19. My handbag was stolen _____we were playing tennis.
A. before B. while C. after D. during
20. If I had enough money, I _____a good dictionary.
A. would buy B. would have bought C. will buy D. will have bought
21. He _____me that if he were me, he would do that work.
A. told B. said to me C. said D. says
22. **Lan:** What do you think of the General Knowledge Quiz?
Nga: . It's an opportunity to test my general knowledge.
A. Yes, that's right B. Oh, it's great C. It's not a good idea. D. Ok, I don't agree

READING

VI. **Fill in each blank in the following passage with a suitable word.** (0.25 pt/item)

The United Nations released new population projections for all countries in July 2014. Gerland analyzed the data (23)_ described the probabilistic population projections for the entire world as (24)_ as individual regions and countries. World population is (25)_ to continue growing for the rest of the century, with at (26)_ a 3.5-fold increase in the population of Africa. Furthermore, the ratio of working-age people to older people is almost certain to decline substantially in all countries, (27)_ just currently developed ones.

VII. **Read the following passage and choose the best answer.** (0.25 pt/item)

One of the most serious problems threatening human life is the dirtying and poisoning of air and water. It is the pollution of our environment. Air pollution occurs when wastes are poured into the atmosphere and the air becomes contaminated and unpleasant to breathe. We depend for life on the air we breathe. As the air becomes more and more polluted, hazards to health increase. Today we have industrial air pollutants from factories and mills and engine-exhaust fumes. That's why some large cities have to ban cars from the city center to **wipe out** smoke and limit the emission of poisonous gases and dangerous chemicals from industrial smoke stacks in order to clean the air in our living environment as much as possible.

28. One of the following is a serious problem threatening human life except _____.
A. dirty air B. the poisoning of water
C. environmental pollution D. environmental conservation
29. In some large cities people clean the air by _____.

.....

Date of preparation:/...../2019 *Date of teaching:*/...../2019

PERIOD 92: **WRITTEN TEST 4 - CORRECTION**

TRƯỜNG THPT **WRITTEN TEST 04**

Time allowance 45 minutes

LISTENING

- I. (0.25pt/item): 1. A 2. B 3. B 4. C
 II. (0.25pt/item): 5. Bill 6. Mary 7. 654-9389 8. 5:00

B. PHONETICS, GRAMMAR & VOCABULARY

- III. (0.25pt/item): 9. C 10. D
 IV. (0.25pt/item): 11. C 12. A
 V. (0.3pt/item): 13. C 15. B 17. A 19. A 21. B
 14. B 16. B 18. A 20. B 22. B

READING

- VI. (0.25pt/item): 23. and 24. well 25. likely 26. least 27. not
 VII. (0.25pt/item): 28. D 29. C 30. D

D. WRITING

VIII. (0.2pt/item)

1. He is not old enough to do the volunteer work.
→ *He is too young to do the volunteer work.*
2. She said, "I'll call the police if you don't leave immediately!"
→ *She threatened to call the police if I didn't leave immediately.*
3. My father doesn't smoke and he doesn't drink.
→ *My father neither smokes nor drinks.*
4. The last time I saw Rose was three years ago.
→ *I have not seen Rose for three years.*
5. It is believed that the man escaped in a stolen car.
→ *The man is believed to have escaped in a stolen car.*

IX. (1 pt)

- Task fulfillment (idea/content): 30%
- Organization (coherence, cohesion): 30%
- Vocabulary/structures (variety, accuracy, appropriacy): 40%

E. Evaluation:

.....

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 93:

UNIT 10: LIFELONG LEARNING

LESSON 1. GETTING STARTED

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: Sts will be able to:

- To help learners get started with some language items in Unit 10
- For vocabulary: words and phrases of the characteristics of lifelong learning.
- For pronunciation, get to know intonation of questions.
- For grammar, conditional clauses - type 3, mixed conditionals of type 2 and type 3.

2. Skills: - To help learners get started with 4 skills in Unit 10

- Reading: general ideas and specific information about lifelong learning.
- Speaking: Give a presentation about how to keep learning throughout life.
- Listening: Listen for specific information about a successful lifelong learner.
- Writing: Write a description of a bar chart about barriers to lifelong learning.
- Develop listening skills and talk about a lifelong learner.

3. Attitudes: - To help Ss get started for Unit 10 with the topic lifelong learning.

- 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 10 - 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
<p>I. Warm up.</p> <ul style="list-style-type: none">- Ask Ss to answer the questions.- Tell them to look at the main contents of the lesson. Introduce those points. <p>Ask Ss to listen to the recording and read the conversation.</p> <p>II. Getting started</p> <ul style="list-style-type: none">- Set their task.- Play the CDs.- Ask them if they understand the whole dialogue well.- Tell them to do ex 3 (58) in pairs in 2'.- Supply Ss with some vocab in groups in 2'.- Get their answers back.- Ask them if there is a different answer and point out the key word.- Correct their answer.- Tell them to listen and repeat the words/ phrases given.- Ask the pairs to do 2 in 6'.- Get their answer afterwards.	<p>I. Warm up.</p> <p>Oral work</p> <p><i>When will you finish your learning? Why do you think so?</i></p> <p><i>Why do you do that for so long?</i></p> <p>II. Getting started</p> <p>Options for school leavers</p> <ul style="list-style-type: none">- Individual work <p>1. Angelo and her grandpa are talking about keeping learning throughout life. Listen and read.</p> <p>*New words</p> <ul style="list-style-type: none">- institute (n) - compulsory (a)- session (n) - do/ take a course (a)- keep sb adj <p>2. True, false, or not given sentences. key: 1. F 2. T 3. F 4. T 5. NG</p> <p>3. Find the words/ phrases in the conversation that mean the following.</p> <ul style="list-style-type: none">- Work in pairs, ask and answer the questions <p>Key: 1. Compulsory education 2. lifelong learning</p> <p>3. self-motivated 4. Self-directed</p> <p>5. Learning styles</p>

PERIOD 94:

UNIT 10: LIFELONG LEARNING

LESSON 2. LANGUAGE

1. Language focus: Sts will be able to:

- For vocabulary: words and phrases to the characteristics of lifelong learning.
 - For pronunciation, get to know intonation of questions.
 - For grammar, conditional clauses - type 3, mixed conditionals of type 2 and type 3.
- 2. Skills:**
- Reading: general ideas and specific information.
 - Speaking: Give a presentation about how to keep learning throughout life.
 - Develop listening skills and talk about a lifelong learner.
- 3. Attitudes:**
- To help Ss get started for Unit 10 with the topic lifelong learning.
 - To provide Ss some motivation

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

- 2. Students:** - Teaching method: Communicative language teaching
- Read through English Unit 10 - language at home

1. Class organization (1 minute)

- 2. Check up** (omitted)

- ### 3. New lesson (40 minutes)

Teacher's activities	Students' activities
<ul style="list-style-type: none"> - Ask Ss to work individually, read each word or phrase and match it with its meaning. - Provide support by encouraging Ss to use the context and clues in the conversation. - Get their answer back. - Remind Ss that they may have to change the form of the words to fit the sentences. - Ask Ss to study the sentences given and work out the form of the words 	<p style="text-align: center;">LANGUAGE</p> <p>1. Vocabulary.</p> <ul style="list-style-type: none"> - Individual and then pair work <p>Ex 1. <i>Match the characteristics of lifelong learning (1-5) with their example actions.</i></p> <p>1. c 2. d 3. b 4. e 5. a</p> <p>Ex 2. <i>Complete the sentences with the words or phrases from 3 in GETTING STARTED.</i></p> <p>1. self-motivation 2. lifelong learner; voluntarily 3. self-directed 4. learning style</p> <p>2. Pronunciation. Intonation of questions</p> <ul style="list-style-type: none"> - Oral work. Listen to Cds

needed to complete them.

- Encourage Ss to exploit the contextual clues that can help them to figure out the answers.

- Have Ss complete the sentences individually, and then compare their answers in pairs.

- Check answer as a class.

- Play the recording and ask Ss to listen carefully to identify the difference between the stressed words (spoken loudly) and unstressed words (spoken more softly and quickly) in the conversation.

- Play the recording again and ask Ss to underline the words that are not stressed.

- Check answers as a class.

- Ask Ss to study the Do you know...? Box to learn some rules for the intonation.

- Play the recording and ask Ss to read along, imitating the correct intonation.

- Have Ss practice the conversation in pairs.

- Ask some pairs to role play the exchanges in front of the class, noticing intonation.

- Have Ss read through the phrasal verbs in A and the meanings provided in B.

- Ask Ss to match the phrasal verbs with definitions individually, and then compare their answers in pairs.

- Ask Ss to read the information in the Do you know...? Box to get more information about the conditional clauses, then ask Ss to complete the sentences individually.

- Have them compare their answers in groups.

- Check answers as a class.

- Ask Ss to read the information in the do you know... box to learn more information about conditional clauses and how they are used.

- Ensure that Ss understand the rules of adverbial clauses before continuing

- Have Ss go through the sentences, then identify what type of conditional clauses they are.

- Ask Ss to work individually and then compare their answers in pairs.

- check the answers as a class.

- Remind Ss to use the words provided

Ex 1. + rising intonation: Yes/ No questions

+ falling intonation: Wh-questions

- Individual work

- Pair work

Ex 2. *Now listen to the exchanges in 1 again. Practice it with a partner. Try to note intonation of questions.*

- Work individually.

- Read the sentences.

3. Grammar.

CONDITIONAL TYPE 3

- Pair work.

Ex 1. Use the appropriate verbs to write sentences.

This activity helps Ss to work out the model and meaning of conditional type 3.

Key: 1. ...I would have had more close friends and supporters.

2. I would have been better at problem solving.

3. I would have gained more practical experience. 4. I would have improved my critical thinking skills

5. I would have become more successful at work.

Ex 2. *Ben is now thinking about what he did not do in his previous job and his current situation. Write mixed conditionals, putting the verbs in brackets in the correct form.*

- Individual and then pair work.

1. You don't need to use all the verbs.

Key; 1. drop out of

2. drops in on

3. cut down on

4. get on with

5. go on with

6. keep up with

7. think back on

8. talked back to

Adverbial clauses of condition, comparison, manner, and result.

Ex 3. *Underline the adverbial clause in each*

- Oral work.

1. had shared, would have 2. had gained, would be

3. had been able, would have

4. had learnt, would not need

5. had been, would be

Ex 4. *Put the verbs in brackets in the correct form.*

1. had learnt, would be

2. had known, would have had

3. had continued, would have found

4. had continued, would have kept

5. had done, might/ may have slowed

CONSOLIDATION (3 mins)

- For vocabulary, that is words and phrases related to leaving school and choosing a career.

- For pronunciation, recognize unstressed words and pronounce them correctly. Learn some key vocabulary items related to leaving school and choosing a career.

- For grammar, recognize and pronounce the unstressed words correctly and use adverbial clauses of condition, comparison, manner and result in sentences.

HOMEWORK: (1 min)

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 95: UNIT 10: LIFELONG LEARNING

LESSON 3. READING

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: Sts will be able to:

- For vocabulary: words and phrases related to the characteristics of lifelong learning.
- For pronunciation, get to know intonation of questions.
- For grammar, conditional clauses - type 3, mixed conditionals of type 2 and type 3.

2. Skills: - Reading: general ideas and specific information about lifelong learning.
- Further - Speaking: talk about how to keep learning throughout life.

3. Attitudes: - To help Ss get started for Unit 10 with the topic lifelong learning.
- 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 10 – skills - reading at home

III. PROCEDURE

1. Class organization (1 minute)

2. Check up (omitted)

3. New lesson (40 minutes)

Teacher's activities	Students' activities
<p>Lead-in</p> <ul style="list-style-type: none">- Inform the class of the lesson objectives: skimming and scanning a text for main ideas and specific information.- Ask Sts to answer the questions given.- Have Ss work in pairs and encourage Ss to find the main idea of a paragraph. <ul style="list-style-type: none">- Ask Ss to individually skim the text and then choose the appropriate heading for each paragraph.- Have them compare their answers in pairs.- Tell students to carefully read the meanings and then go back	<p>Lead-in</p> <ul style="list-style-type: none">- pair work- Pair work <p>I. Before you read:</p> <p>Ex 1. <i>Work with a partner. Guess what the students in the pictures may do after they leave school.</i></p> <p>Suggested answers:</p> <p>Question 1: I think it is a must because it gradually/ step by step enrich their knowledge as well as skills to meet the current demand of their jobs and better their life with the support of our government.</p> <p>Question 2: She or he can do it by learning in many ways: with their friends, teachers, surrounding people, and with any kind of source they can access.</p> <p>II. While you read:</p> <ul style="list-style-type: none">- Individual work and then pair work. <p>Ex 2. <i>Read the text about lifelong learning and choose the appropriate heading for each paragraph.</i></p> <p>Key: 1. c 2. a 3. b</p> <ul style="list-style-type: none">- Pair work <p>Ex 3. <i>Find the words and phrases in the reading text which are closest in meaning to the following. Write them in the space below.</i></p>

to the reading text to locate the words that match the given meanings.

- Have Ss work individually to write the correct words next to the definitions given.

- Go around offering to help.

- Check with whole class.

- Ask Ss to look at the questions quickly and underline key words, which can help them to locate the specific information in the text.

- Call on some Ss to read their answers aloud in front of the class.

- Finally, give correct answers and explain all the sentences carefully to make sure Ss understand the meaning of the sentences.

- Summarize the main points.

- Supply them with the new words.

- Ask sts to learn the new words in the text.

- Tell them to prepare for the next period.

1. pursuit 2. confine

4. bricks and mortar

3. e-learning platform

5. ultimate

Ex 4. Read the text again and answer the questions.

Key: 1. Lifelong learning is not confined to the classroom environment.

2. Voluntary learning, self-motivation, and a strong desire to learn make people become good lifelong learners.

3. Lifelong learning has been facilitated by e-learning platforms with a variety of online courses.

4. Lifelong learners should aim at learning for self improvement, rather than as a pathway to qualifications.

III. After you read:

- Group work

Ex 5. Discuss the following question with a partner.

Which is the most useful piece of advice for you in the text?

Why do you think it is useful?

- Work with group-mates

- Self study

- Correct each other's errors.

- Develop communication or interacting skills

- Learn from facts/ failure

IV. Consolidation (3 mins)

- Vocabulary related to

- Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context

V. Homework: (1 min)

- Vocabulary related to new ways to leaving school and choosing a career.

- Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context

- Do the task again - Read Unit 9 - Speaking at home

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 96:

UNIT 10: LIFELONG LEARNING

LESSON 4. SPEAKING

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: Sts will be able to:

- For vocabulary: words and phrases related to the characteristics of lifelong learning.

- For pronunciation, get to know intonation of questions.

- For grammar, conditional clauses - type 3, mixed conditionals of type 2 and type 3.

2. Skills - To help learners get started with 4 skills in Unit 10

- Speaking: Give a presentation about how to keep learning throughout life.

3. Attitudes - To help Ss get started for Unit 10 with the topic lifelong learning.

- 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 10 - speaking at home

III. PROCEDURE

1. Class organization (1 minute)

2. Check up (omitted)

3. New lesson (40 minutes)

Teacher's activities	Students' activities
<p>I. Pre-speaking</p> <ul style="list-style-type: none"> - Ask Ss to look at ex 1 and if they understand what to do. - Ask students to do the ex. - Ask Ss to read the conversation and the sentences (a-f). - Ask Ss to complete the conversation with the appropriate sentences. - Let Ss work individually, and then compare their answers in pairs. - Check answers as a class. <p>II. While speaking</p> <ul style="list-style-type: none"> - Have Ss fill the gaps with the expressions in the conversation, and then compare their answers in groups. - Check the answers as a class. - Member in each group brainstorm ideas and vocabulary and then rank them in the order of popularity and present them to the whole class. - Get two or three representatives from different groups to go to the board and give their presentations. - Ask the rest to listen to the representatives and take notes. - Ask Ss to work in groups of three. - Set a time limit for the group's preparation and practice. - Invite some groups to present their conversations to the class. - Do not stop Ss to correct their mistakes. - Encourage them to speak freely and just give comments on things such as Ss' ambitions and dreams about future jobs. 	<p>I. Pre-speaking. How to keep learning throughout life</p> <ul style="list-style-type: none"> - Work in pairs + Choose something of interest + attend professional conferences, seminars, and training courses + apply knowledge in everyday life + make a plan + put thoughts into action <p>1. Ex 1. Fill in the gaps in the presentation with some ideas in 1, and then complete its outline.</p> <ul style="list-style-type: none"> - Pair work. 1. choose something you'll really enjoy learning about 2. make a plan 3. put your thoughts into action <p>II. While speaking.</p> <p>Ex 2. Choose two ideas discussed in 1 or brainstorm your ideas to prepare a presentation about how to keep learning throughout life in 2.</p> <ul style="list-style-type: none"> - Group work. <p>Key</p> <ul style="list-style-type: none"> - Pair work - show their (dis)agreement expressions and point out their explanation. <p>* Vocabulary</p> <p>III. After speaking</p> <p>Ex 4. Work in groups of three. Use the expressions in 2 to make a similar conversation to talk about your own ambitions and dreams.</p> <ul style="list-style-type: none"> - Group work - Students' choice may vary. - Oral work. <p>IV. Consolidation (1 min)</p> <ul style="list-style-type: none"> - Vocabulary related to new ways to leaving school and choosing a career - Speaking skills: making presentations; presenting in front of the class. <p>V. Homework: (1 min)</p> <ul style="list-style-type: none"> - Vocabulary related to leaving school and choosing a career - Speaking skills: - How to keep learning throughout life - Do the tasks again. - Read Unit 10 - Listening at home.

E. Evaluation:

Date of preparation:/...../2019
 Date of teaching:/...../2019
PERIOD 97: UNIT 10: LIFELONG LEARNING

LESSON 5. LISTENING

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: Sts will be able to:

- For vocabulary: words and phrases related to the characteristics of lifelong learning.
- For pronunciation, get to know intonation of questions.

- For grammar, conditional clauses - type 3, mixed conditionals of type 2 and type 3.
- 2. Skills:**
 - To help learners get started with 4 skills in Unit 10
 - Listening: Listen for specific information about a successful lifelong learner.
 - Develop listening skills and talk about a lifelong learner.
- 3. Attitudes:**
 - To help Ss get started for Unit 10 with the topic lifelong learning.
 - 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 10 - listening at home
- ## III. PROCEDURE
- 1. Class organization** (1 minute)
 - 2. Check up** (omitted)
 - 3. New lesson** (40 minutes)

Teacher's activities	Students' activities
<p>I. Warm- up Use the picture in the textbook to introduce the listening lesson.</p> <p>II. Pre- listening - Ask Ss to look at the words and the meanings given, and then match the words with the appropriate meanings.</p> <p>III. While- listening - Have Ss compare their answers in pairs. - Check answers as a class. - Ask sts to look at the names of the three interviewees, and the list of careers, and then make their own predictions for the career each of them does. - Have Ss listen to the recording and match the career with each interviewee</p> <p>IV. After- listening. - Have Ss compare their answers in pairs. - Check the answers as a class. - Ask Ss to look through all the statements and guess the answers based on their first listening. - Have Ss listen to the recording again and decide if the statements are true (T), false (F) or not given (NG)</p> <p>Wrapping – up: - Ask Ss what they catch through the listening text.</p>	<p>I. Warm- up: - Oral work <i>Match the word (1-5) with their meaning (a-e)</i> 1. d 2. a 3. e 4. b 5. c</p> <p>II. Pre- listening: - Individual work Guess the answer to questions. Underline key words in sentences in ex 3.</p> <p>III. While- listening. - Individual and then pair work. Ex2: Choose the best answer. The aim of this activity is to introduce new vocabulary items which will help Ss to understand the listening exercise. Key: 1. B 2. D 3. C 4. B 5. A Ex 3. Listen again and decide if the following statements are true (T), or false (F). This activity helps Ss to practice listening for specific information. Key: 1. F 2. F 3. T 4. F 5. T</p> <p>IV. After- listening. - Group work. Ex 5. Work in groups of three. Ask and answer about lifelong learner they know. The aim of this follow-up activity is to provide opportunities for Ss to express their viewpoints in freer communication practice. - Who she is/ - how she learns/ - why she learns</p> <p>V. Consolidation (3 mins) - Vocabulary related to the topic of new ways to learn - Talk about your gender equality in your local areas - Listening skills</p> <p>VI. Homework: (1 min) - Vocabulary related to leaving school and choosing a career - listening skills: - the positive and negative points of some careers. - Do the tasks again. - Read Unit 9 - writing at home.</p>

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 98:

UNIT 10: LIFELONG LEARNING

LESSON 6. WRITING

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus: Sts will be able to:

- For vocabulary; words and phrases related to the characteristics of lifelong learning.
- For pronunciation, get to know intonation of questions.
- For grammar, conditional clauses - type 3, mixed conditionals of type 2 and type 3.

2. Skills: - To help learners get started with 4 skills in Unit 10

- Writing: Write a description of a bar chart about barriers to lifelong learning.

3. Attitudes: - To help Ss get started for Unit 10 with the topic lifelong learning.

- 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 10 - Writing at home

III. PROCEDURE

1. Class organization (1 minute)

2. New lesson (40 minutes)

Teacher's activities	Students' activities
<p>A. Warm -up</p> <p>- Inform the class of the lesson objective: writing a job essay of description to describe barriers to lifelong learning.</p> <p>B. Pre-writing.</p> <p>- Ask Ss to read the chart.</p> <p>- Fill in the gaps.</p> <p>- Answer any other questions ss may ask about the suggestions.</p> <p>- Ask Ss to read the advertisement and make a list of the personal qualities and experience they may need for the job.</p> <p>- Help them with different types of transformation writing.</p> <p>III. While you write.</p> <p>- Get two Ss to write the essay on the paper.</p>	<p>A. Warm -up - Oral work</p> <p>Ex 1. <i>Complete the sentences describing the five barriers.</i></p> <p>B Pre-writing.</p> <p>- Oral work.</p> <p>Ex 2: <i>Read the job advertisement. Make a list of the qualities and experience you may need for the job.</i></p> <p>The aim of this activity is to provide a job advertisement for Ss to analyse.</p> <p><u>Suggested sentences</u></p> <p>Lack of time was the second most important barrier.</p> <p>Or Lack of time rank second in the chart of the barriers which inhibit lifelong learning.</p> <p>1. showed/ picked 2. the second rate</p> <p>3. interviewed/ asked 4. accounted for</p> <p>5. A minority/ A very small number</p> <p>C. While you write.</p> <p>- Pair work.</p> <p>Ex 3: <i>Write a description in the form of an essay of around 150-180 words basing on the suggestions.</i></p> <p><i>The bar chart shows the results of a survey of approximately 500 employees about barriers to lifelong learning. The survey found that there are five barriers that prevent people from participating in lifelong learning. However, these barriers are not equally important.</i></p> <p><i>Lack of finances is rated by most of the survey participants as the most important factor.</i></p>

- Have Ss write their drafts individually and then exchange their writing with a partner for peer feedback.

- Encourage Ss to make revisions.

- Collect some of the Ss' final drafts and give written comments.

- Write Ss' typical errors on the board and elicit self - correction and peer - correction.

D. After you write

- Give them oral feedback after all.

- For short text, ask Ss to revise their writing according to their peer's suggestion.

E. Evaluation:

three quarters (77%) of those who responded to the survey reported that it was their main problem. The second important factor is the lack of time. This was identified as a barrier by 66% of the research participants (almost two-thirds)

Two more factors were picked by about one-fifth of the participants. These were the unawareness of the importance of lifelong learning (22%) and the irrelevance of the subjects available (20%). A small minority of participants reported a lack of interest in learning (10%). In conclusion, the top two factors that prevent employees from participating in lifelong learning are lack of finances and lack of time. It is clear that priority must be given to them when encouraging employees to pursue further education

D. After you write

Feedback and correction

- Group work

- Oral work

IV. Consolidation (3 mins)

- Vocabulary related to lifelong learning

- Writing skills: write a description.

V. Homework: (1 min)

- Writing skills: rewrite a description of lifelong learning

- Do the tasks again

- Read Unit 10 – communication and culture

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 99:

UNIT 10: LIFELONG LEARNING

LESSON 7. COMMUNICATION AND CULTURE

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus Ss will be able to:

- For vocabulary; words and phrases related to the characteristics of lifelong learning.

- For pronunciation, get to know intonation of questions.

- For grammar, conditional clauses - type 3, mixed conditionals of type 2 and type 3.

2. Skills - Reading; - Speaking; - Listening; - Writing.

- Develop listening skills and talk about a lifelong learner.

3. Attitudes - To help Ss get started for Unit 10 with the topic lifelong learning.

- 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 10 – communication and culture at home

III. PROCEDURE

1. Class organization (1 minute)

2. Check up (omitted)

3. New lesson (40 minutes)

Teacher's activities	Students' activities
Summer jobs - Ask Ss to look at the four pictures and brainstorm some ideas about the lifelong learner - Play the recording for Ss and	I. Communication: Oral work 1. Listen to Peter, Jane, and Mary talking about their summer jobs. What does each person do? Write his/her job under each picture. This activity will help Ss to practice listening for specific

ask them to fill in the gaps.

- Ask Ss to work with a partner to compare their answers.
- Based on their first listening, ask Ss to look at the questions and answer them as best they can.
- Play the recording again for Ss to listen and tick and write notes in the space given.
- Have Ss compare their answers in groups.
- Check the answers as a class.
- Ask pairs of students to answer the questions.
- Tell the pairs to discuss how the answers.
- Ask Ss to do the ex.
- Have them read the passage first, then ask them if there are any new words they need.
- Have Ss read the questions and answer them in pairs.
- Ask Ss to compare their answers.
- Check the answers as a class.

- Ask Ss to work in pairs and discuss the questions.
- Invite some pairs or individuals to present their ideas in front of class.
- Encourage other Ss to give comments.

E. Evaluation:

information.

Key: 1. continuous self-motivation 2. Travelling and work
3. Writing words, glancing at them 4. reading in libraries
- Oral work

Ask and answer the given questions.

- a. How many languages could uncle Ho speak?
- b. How did he learn them?
- c. How long did he learn them?

II. Culture.

Life-long learning in Australia and Singapore

- Do the task in pairs.

Ex 1. *Read the text about a year out and answer the questions that follow.*

This activity aims to provide Ss with more knowledge about the practice of taking a year out, also known as a gap year as practiced by young people in UK.

Key

1. To increase individual income and employment security; to help businesses and organizations to be more competitive; to keep up with global development.
2. To get a good job and meet their employers' demands.
3. To build the future and strengthen social security.
4. It enables Singaporeans to actively take responsibility for their learning throughout their lives by attending various courses.

- Work in pairs and do the task.

Ex 2. *Discuss the questions with a partner.*

- This follow up activity provides an opportunity for Ss to relate the text content to their situation in Vietnam

The Vietnamese government should organize national competitions./ disseminate general as well as specified knowledge among people.

4. Consolidation (3 mins)

- Talk about lifelong learning in Vietnam

5. Homework: (1 min)

- Talk about disadvantages of lifelong learning and Read Unit 10 - Looking back and Project at home

Date of preparation:/...../2019

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PERIOD 100:

UNIT 10: LIFELONG LEARNING

LESSON 8. LOOKING BACK AND PROJECT

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus

- For vocabulary; words and phrases related to the characteristics of lifelong learning.
- For pronunciation, get to know intonation of questions.
- For grammar, conditional clauses - type 3, mixed conditionals of type 2 and type 3.

2. Skills

- Reading; - Speaking; - Listening; - Writing.
- Develop listening skills and talk about a lifelong learner.

3. Attitudes

- To help Ss get started for Unit 10 with the topic lifelong learning.
- 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 10 – Looking back and project at home

III. PROCEDURE

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

2. **Check up** (omitted)

3. **New lesson** (40 minutes)

Teacher's activities	Students' activities
<p>I. LOOKING BACK</p> <ul style="list-style-type: none"> - Play the recording and let Ss listen and recognize the intonation of the sentences. Then, put Ss in pairs to practice reading the sentences. - Get their oral practice. - Ask them if anyone has a different answer. - Give them a feedback. - Have Ss complete the sentences with the correct words/phrases given in the box. - Ask Ss to compare their answers in pairs - Check the answers as a class. - Ask Ss to complete the sentences with the correct forms of the phrasal verbs given. - Have Ss work individually and then compare their answers with their partners. - Check the answers as a class. - Ask them if anyone has a different answer. - Give them a feedback. <p>II. PROJECT</p> <ul style="list-style-type: none"> - Ask Ss to make a complex sentence from each pair of sentences using the words provided. - Have Ss to work in pairs and write down the sentences. - Check the answers as a class. - Ask Ss to do the survey. - Let Ss to present the findings in front of the class. - Get the peer correction. 	<p>I. LOOKING BACK</p> <ul style="list-style-type: none"> - Oral work <p>a- Pronunciation</p> <p>1. <i>Listen and mark the intonation patterns on the questions.</i></p> <ul style="list-style-type: none"> - Do as assigned + rising tune + falling tune + rising and falling tune <p>2. Practice these conversation.</p> <ul style="list-style-type: none"> - Work in pairs <p>b- Vocabulary</p> <ul style="list-style-type: none"> - Work individually and then in pairs to do peer correction. <p><i>Complete the sentences with the correct forms of the words/phrases in the box.</i></p> <p>Key: 1. Self-motivation 2. pursuit/ pursuit 3. self-directed 4. life-long learner 5. improving 6. flexible 7. professional 8. voluntarily</p> <p>c- Grammar.</p> <p>Ex 1. Complete the sentences using the correct forms of the verbs in the brackets.</p> <p>Key: 1. <i>Life-long learning will be successful if the learner is self-motivated.</i> 2. <i>If that school provided better educational materials, the students would be more interested in life-long learning.</i> 3. <i>If the life-long learn programmes had started earlier this year, I could have arranged my schedule to attend some of them.</i> 4. <i>If he had not kept learning while working here, he would not be the director now.</i> 5. <i>If you do not develop leadership skills, you will have difficulties in working with your staff.</i> 6. <i>If I had followed your advice on professional training, I would have got a higher salary.</i> 7. <i>If he had completed the previous management course, he would be recruited to the team now.</i> 8. <i>If we had taken online course, we would have saved more time.</i></p> <p>II. PROJECT</p> <p>1. <i>Work in groups. Interview classmates on lifelong learning using a questionnaire.</i></p> <p>2. <i>Report the result to the class. Prepare to debate the negative points of the topic your group has chosen with other groups.</i></p> <p>3. <i>Comment on their friend's presentation.</i></p> <ul style="list-style-type: none"> + ideas + fluency/ pronunciation and stress + accuracy + gesture + miming + preparation + co-operation <p>III. Consolidation (3 minutes)</p> <ul style="list-style-type: none"> - Unstressed words in the sentences

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 101:

REVIEW 4 (UNIT 9, 10)

I. AIMS/OBJECTIVES OF THE LESSON

1. **Language focus** - To help students revise what they have learned in Unit 9,10
- To give them a chance to practice
2. **Skills** - 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 4**

III. PROCEDURE

1. **Class organization** (1 minute)
2. **Check up** (5 minutes) - Ask some Ss to go to the board do the tasks again
3. **New lesson** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Language - Vocabulary 1. Use the correct form of the word in the box to complete the sentences. A word may be used more than once Ask Ss to do the task then exchange the result with their partner	Language - Vocabulary Do as appointed 1. careers 2. apprenticeship 3. pursue 4. professional 5. flexible 6. options
2. <i>Complete the following table. Then use the words in the table to complete the sentences</i> Ask Ss to do the task then exchange the result with their partner	* Do as appointed 1. full-time 2. self-learning 3. textbooks 4. life long 5. self-directed 6. workforce
Pronunciation 3. Listen to part of the conversation below and mark stressed syllable	* Do as appointed Ask Ss to do the task then exchange the result with their partner
Grammar 4. Work with a partner. Practise asking questions and giving answer Ask Ss to do the task then exchange the result with their partner	Grammar Do as appointed 1. to cut down on 2. will think back on 3. to talk back to 4. dropping out of 5. come up with 6. keep up with
5. <i>Complete the sentences using the correct forms of the verbs in the box</i> Ask Ss to do the task then exchange the result with their partner	Do as appointed 1. <i>A person will not be able to adapt to changes in life and work unless he or she becomes a lifelong learner.</i> 2. <i>Lifelong learning has become so important in our lives that various courses and programs have been designed and developed to meet our needs.</i> 3. <i>Minh doesn't read as many books as Kieu (does)</i> 4. <i>He acts as if he were/ was a career adviser.</i>

	<p>5. <i>If you don't keep up with new technology, you'll be left behind at work.</i></p> <p>6. <i>Tom studies harder than Jane (does)</i></p>
<p>6. <i>Use your own ideas to complete the sentences below</i></p> <p>Ask Ss to do the task then exchange the result with their partner</p>	<p>Do as appointed</p> <p>1. <i>... if you could help me to plan my career.</i></p> <p>2. <i>..., he couldn't/ wouldn't have done so many things in his life</i></p> <p>3. <i>...he will earn more money.</i></p> <p>4. <i>... she wouldn't have achieved this level of success.</i></p> <p>5. <i>... he would make his lessons more interesting.</i></p> <p>6. <i>... he would now be able to work with new technologies.</i></p>

4. Consolidation (3 mins) - Revise what Ss have learnt in Unit 9,10

5. Homework: (1 min) - Revise what Ss have learnt in Unit 9,10

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 102: REVIEW 4 (UNIT 9, 10) (continued)

I. AIMS/OBJECTIVES OF THE LESSON

- 1. Language focus** - To help students revise what they have learned in Unit 6, 7, 8
- To give them a chance to practice
- 2. Skills** - 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 do the tasks again
- 3. New lesson** (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>SKILLS - Reading</p> <p>Lifelong learning: Why?</p> <p>1. Read the text about lifelong learning</p> <p>2. Read the text again and answer the questions</p> <p>Ask Ss to do the task then exchange the result with their partner</p>	<p>SKILLS - Reading Do as appointed</p> <p>1. <i>They need to learn new skills and keep improving them throughout their lives because of the astonishing speed of technological development.</i></p> <p>2. <i>LLL means the continuous accumulation of an individual's knowledge and skills.</i></p> <p>3. <i>It includes learning that happens in formal and organized settings like schools and universities, and very often leads to certificates or degrees.</i></p> <p>4. <i>Non-formal learning is learning gained in planned activities, whereas informal learning is learning acquired from daily life activities.</i></p> <p>5. <i>Apart from knowledge, skills, and learning experiences, it builds up systems of values necessary for all individuals.</i></p> <p>6. <i>With their skills, abilities, and ideas knowledgeable individuals make communities more productive and creative, and contribute to their country's</i></p>

	<i>and prosperity.</i>
Speaking Career planning steps 3. Work with a partner. Ask Ss work in pairs to do the task	Speaking Do as appointed. Discuss the career planning steps below. Which one is the most important to you?
Listening Lifelong learning: good or bad? Ask Ss to do the task then compare the result with that of their partner	Listening Do as appointed 1. T 2. T 3. T 4. F 5. NG 6. NG 4. Listen to a talk about lifelong learning. Decide whether the statements are TRUE, FALSE or NOT GIVEN
Writing A letter of application Ask Ss to do the task 6. Write a covering letter of around 180 words, applying for the job in 5.	Writing Do as appointed 5. Read the job advertisement in the newspaper Viet Nam News and think about the qualities and experience you may need for the job.

4. **Consolidation** (3 mins) - Revise what Ss have learnt in Unit 9, 10

5. **Homework:** (1 min) - Revise what Ss have learnt in Unit 9,10

E. **Evaluation:**

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 103: REVIEW FOR THE SECOND TERM TEST

Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.

- He failed in the election just because he _____ his opponent.
A. overestimated B. underestimated C. understated D. undercharged
- They _____ because it is a national holiday.
A. don't work B. won't work C. haven't worked D. aren't working
- She's finished the course, _____?
A. isn't she B. hasn't she C. doesn't she D. didn't she
- "Would you like a beer?"
A. in the act B. in order C. on duty D. under control
- Some friends of mine are really fashion-conscious, while _____ are quite simple.
A. some other B. some others C. anothers D. the other
- According to some historians, If Napoleon had not invaded Russia, he _____ the rest of the world.
A. had conquered B. would conquer C. would have conquered D. conquered
- Is that the man _____ has been stolen?
A. the car of whom B. the car of his C. whose car D. the car of who
- When someone answers the phone, you say, "Can I _____ Elsie, please?"
A. talk to B. say to C. tell D. speak to
- "How much do you earn, Mary?"
A. rather don't say B. better not to say C. rather not say D. prefer not say
- Captain Scott's _____ to the South Pole was marked by disappointment and tragedy.
A. excursion B. visit C. tour D. expedition
- The teacher made a difficult question, but at last, Joe _____ a good answer.
A. came up with B. came up to C. came up against D. came up for
- There are a lot of _____ buildings in the centre of the city.
A. many-floored B. many story C. multi-storied D. multi-storey
- "Make yourself at home."
A. Yes, can I help you B. Thanks. Same to you
C. Not at all. Don't mention it D. That's very kind. Thank you.
- Olympiakos _____ 0 – 0 with Real Madrid in the first leg of the semi-final in Athens.

- A. drew B. equalled C. equalised D. shared
15. The pop star _____ when the lights _____.
- A. sang/ were going out B. was singing/ went out
C. was singing/ were going out D. sang/ went out
16. It was not until she had arrived home _____ remembered her appointment with the doctor.
- A. when she B. that she C. and she D. she
17. _____ a novelty in American retailing, fixed prices are now universal in sales.
- A. It was once B. Once it was C. That once D. Once
18. Jane will have to repeat the course because her work has been _____.
- A. unpleasant B. unnecessary C. unusual D. unsatisfactory
19. . I don't know _____ in my essay.
- If _____
- A. is there a mistake B. there a mistake is C. a mistake is there D. there is a mistake
20. _____ you ever _____ the U.S. before your trip in 2006?
- A. Have/ been B. Would/ be C. Would/ have been D. Had/ been
21. . "We're going to the seaside." "Can _____?"
- A. I come as well B. also I come C. I too come D. I as well come
22. The old man is both deaf and dumb. He can _____ understand us.
- A. harder B. hard C. hardly D. best
23. Does that name _____ to you?
- A. ring a bell B. break the ice C. foot the bill D. fall into place
24. It was a great _____ to have a doctor living near us.
- A. convenient B. convenience C. conveniently D. conveniences
25. . "Thanks for your help." "_____."
- A. With all my heart B. It's my pleasure C. Never remind me D. All it is for you
26. The greater the demand, _____ the price.
- A. higher B. high C. the higher D. the high
27. In the 1960s, pop art _____ to discover artistic significant in the commercial artifacts of the consumer culture.
- A. seeking B. to seek C. has sought D. sought
28. What is a _____ like that cost?
- A. clothing B. clothes C. garment D. clothe
29. . "I think women should not go to work." "I _____."
- A. quite agree B. a little agreed C. so agree D. rather agreed
30. . Put your shoes on properly or _____ over.
- you'll
- A. get B. turn C. fall D. bend
- E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

PERIOD 104:

REVIEW FOR THE SECOND TERM TEST (continued)

Mark the letter A, B, C, or D on your answer sheet to indicate the correct answer to each of the following questions.

1. The Best Invention_____this year was given to Jason Meyers.
A. Reward B. Brand C. Factor D. Award
2. On Christmas Eve, the_____family gathers for dinner, usually at my grandmother's house.
A. mere B. entire C. total D. complete
3. When the first Chinese restaurants opened in Greece, it was very difficult to get fresh ___of Chinese vegetables. A. provisions B. materials C. supplies
D. ingredients
4. I find mending old socks incredibly_____that's why I always ask my mother to do it for me.
A. hilarious B. tedious C. furious D. recreational
5. Megan solved her computer problem quite_____she happened to mention it to a friend who had had the same problem and told her what to do.
A. occasionally B. clumsily C. accidentally D. attentively

- A. pioneer B. navigator C. generator D. volunteer
7. My mother often_____our mistakes, whereas my father is very strict and punishes us for even the slightest one.
- A. passes B. neglects C. avoids D. overlooks
8. When I joined the army, I found it difficult to_____out orders from my superiors, but I soon got used to it. A. call B. carry C. miss D. take
9. After nine months without any rain, the country was facing one of the worst_____in the last fifty years. A. draughts B. floods C. eruptions D. droughts
10. You should_____more attention to what your teacher explains.
- A. make B. get C. set D. pay
11. . She_____on her computer for more than two hours when she decided to stop for a rest.
- A. has worked B. has been working C. was working D. had been working
12. It's nice I am now in London again. This is the second time I_ there.
- A. will be B. would be C. was D. have been
13. I_____my Mum by cooking dinner for her.
- A. cheered up B. looked up C. waited for D. felt like
14. . "If we can't afford a car, we'll just have one."
- to_
- A. do with B. put up with C. do without D. catch up with
15. _____has she behaved like that before.
- A. Only by B. When C. For D. Never
16. A good essay must_____contain enough interesting ideas and specific exam but also have good organization.
- A. in addition B. either C. not only D. as well
17. . "You should stop working too hard_ you'll get sick."
- A. or else B. if C. in case D. whereas
18. Although he was_____, he agreed to play tennis with me.
- A. exhaustion B. exhausted C. exhausting D. exhaustive
19. In order to avoid boredom, the most important thing is to keep on_____.
- A. occupation B. occupied C. occupant D. occupational
20. He carried a(n)_____driving license.
- A. artificial B. unfaithful C. untrue D. false
21. As the drug took_____, the patient became quieter.
- A. effect B. force C. influence D. action
22. -"Do you like the weather here?" -"I wish it_."
- A. doesn't rain B. didn't rain C. won't rain D. hadn't rained
23. You_____the washing-up. I could have done it for you.
- A. needn't have done B. hadn't to do C. couldn't have done D. mustn't have done
24. . "Never say that again, _?"
- A. won't you B. do you C. don't you D. will you
25. _____anything suspicious arise, please let me know at once.
- A. Should B. Would C. Can D. Did
26. - **Tom**: "Shall we go out tonight?" - **Jane**: " _"
- A. Yes, I can. B. Yes, we are. C. Yes, we go. D. Yes, let's.
27. _ the weather forecast it will rain heavily later this morning.
- A. On account of B. Due to C. According to D. Because of
28. . Many old people don't like change. They are very set in their _.
- A. lives B. habits C. routines D. ways
29. It took many hours of negotiation to_____a compromise.
- A. make B. do C. reach D. arrive
30. They say he inherited his money from a_____relative he had never met.
- A. faraway B. remote C. distant D. slight

E. Evaluation:

Date of preparation:/...../2019

Date of teaching:/...../2019

A. LEXICO-GRAMMAR & READING.

I. **Complete the passage by choosing the best option (marked A, or B, C, D) for each blank.**

All men should study: we have to study to broaden our knowledge and develop our intelligence. An (01)_____man can only utilize his body strength to work and live. An educated man, besides his strength, still has the faculty of his intelligent brain and good reflection. This intelligence and thought enable him to help his physical strength to act more quickly and cleverly. In a same profession or work, the educated man differs (02)_____the uneducated man considerably. Therefore, intellectual workers have to study, this is a matter, of course, but manual workers must also gain an education. In civilized countries, compulsory education has also (03)_____applied. Everyone must spend seven or eight years to study. From ploughmen to laborers in these nations, no one is (04)_____to read a book or a paper fluently.

Question 01. A. educate B. educated C. educating D. uneducated

Question 02. A. with B. in C. from D. about

Question 03. A. to be B. been C. is D. being

Question 04. A. disable B. unable C. enable D. able

II. **Choose the best option among A, B, C, or D provided to finish each of the questions below.**

Question 05: Many rare and precious species are now_____danger of extinction.

A. in B. from C. on D. by

Question 06: Paul has just sold his_____car and intends to buy a new one.

A. Japanese old black B. old black Japanese C. old Japanese black D. black old Japanese

Question 07: The man_____gave me the book is my uncle.

A. who B. when C. where D. which

Question 08: - **Linda:** "I've passed my driving test." - **Peter:** "_____."

A. Do you? B. That's a good idea C. It's nice of you D. Congratulation

Question 09: Many of pictures_____from outer space are presently on display in the public library.

A. that sent B. sent C. sending D. to sending

Question 10: You_____ill unless you stop working so hard.

A. will become B. would have become C. would become D. become

Question 11: The flight was cancelled_ the air-traffic controllers being on strike.

A. despite B. because C. because of D. although

Question 12: They are nice people that everyone likes them.

A. a so B. so a C. such a D. such

Question 13: I hadn't heard from him for ten years, then_ , I got a fax from him.

A. once in a blue moon B. blue in the face C. out of the blue D. having green fingers

Question 14: Last summer, we visited Canada and_____United States.

A. an B. a C. the D. Ø

Question 15: If he were better qualified, he_____get the job.

A. will B. could C. may D. can

Question 16: The mobile phone is an effective means of_____in the world nowadays.

A. communicated B. communicative C. communicate D. communication

III. **Choose the word (marked A, B, C, or D) whose stress pattern is different from the others.**

Question 17. A. Vietnamese B. challenge C. fortunate D. gravity

Question 18. A. benefit B. aspiration C. understand D. engineer

IV. **Choose the option marked A, B, C, or D that best completes each of the following sentences.**

The Nobel prizes, awarded annually for distinguished work in chemistry, physic, physiology or medicine, literature, and international peace, were made available by a fund bequeathed for that purpose by Swedish philanthropist, Alfred Bernard Nobel. The prizes, awarded since 1901, are administered by the Nobel Foundation in Stockholm. In 1969, a prize for economics endowed by the Central Bank of Sweden was added. Candidates for the prizes must be nominated in writing by a qualified authority in the field of competition. Candidates are judged by Swedish and Norwegian academies and institutes on the basis of their contribution to mankind. The awards are usually presented in Stockholm on December 10, with the King of Sweden officiating, an appropriate

tribute to Alfred Nobel on the anniversary of his death. Each prize includes a gold medal, a diploma, and a cash award of about one million dollars.

Question 19. What does this passage mainly discussed?

- A. The Nobel prizes. B. Great contributions to mankind.
C. Swedish philanthropy. D. Alfred Bernard Nobel.

Question 20. How often are the Nobel prizes awarded?

- A. Five times a year B. Twice a year C. Once a year D. Once every two year

Question 21. A Nobel prize would NOT be given to_____.

- A. a doctor who discovered a vaccine B. an author who wrote a novel
C. a composer who wrote a symphony D. a diplomat who negotiated a peace settlement

Question 22. Why are the awards presented on December 10?

- A. Because that date was Nobel's will. B. Because Central Bank administers the trust.
C. Because it is a tribute to the King. D. Because Alfred Nobel died on that day.

V. **Choose the word (marked A, B, C, or D) whose underlined part is pronounced differently from the others of the same group.**

- Question 23: A. hesitate B. basic C. physics D. reserve
Question 24: A. decided B. practiced C. laughed D. cooked

B. LISTENING:

VI. PART 1. **Listen to Eric talking to Mary about the weekend. Their friend, Carlos, is coming to visit them. You will hear the conversation twice. For questions 25-28, choose A, B or C.**

Question 25. When is the football match?

- A. Saturday afternoon B. Saturday morning C. Sunday afternoon

Question 26. Where are they going to eat on Saturday evening?

- A. at home B. in a Chinese restaurant C. in an Italian restaurant

Question 27. What are they going to do on Sunday morning?

- A. go to the cinema B. get up late C. go for a drive

Question 28. Where are they going to have lunch on Sunday?

- A. in a pub B. in a café C. at home

VII. PART 2. **You will hear a telephone conversation. A girl wants to speak to Martin, but he is not there. Listen and complete questions 29-32. You will hear the conversation twice.**

Phone Message

To: MARTIN Time: (31) _____
From: (29) Please bring: a friend
Party at: (30) _____ Her phone number: (32) _____

C. WRITING:

VIII. **Rewrite each of the following sentences in such a way that the original meaning of the provided.**

33. . The dress is more expensive than the skirt. → *The skirt* _____.

34. . "Turn off all the lights when you go out, Tim." Jane said. → *Jane* _____.

35. . The last time I saw him was in 2005. → *I haven't* _____.

36. It was a bit difficult to get into work this morning. → *Getting* _____.

IX. WRITING A LETTER. (1 point)

Imagine that you want to join "Lien Son High School English Speaking Club" (LS ESC) for students. Write a letter of about 100 words to the Club Manager (Mr. Bright) to ask for permission.

You may follow the outline below:

Introduction	Request	Further information	Conclusion
- Reason to write? - Your interest?	- Level of English? - Membership?	- Eagerness to join? - English proficiency?	Polite ending

THE END

Đbpb chính thức:

Câu	Đbpb chính thức mã đề			
	168	257	346	479
01.	C	D	D	A
02.	B	C	D	B
03.	D	B	B	C

Câu	Đbpb chính thức mã đề			
	168	257	346	479
15.	C	B	A	B
16.	D	D	B	C
17.	B	A	D	D

04.	A	B	C	B
05.	C	A	C	B
06.	C	B	A	A
07.	C	A	A	C
08.	D	D	C	D
09.	B	B	C	A
10.	C	A	D	D
11.	A	C	C	B
12.	A	D	D	B
13.	D	C	D	A
14.	A	C	B	A

18.	C	A	C	B
19.	B	A	B	B
20.	B	C	B	D
21.	D	C	B	A
22.	C	D	A	A
23.	A	B	C	D
24.	D	A	C	B
25.	C	A	B	C
26.	C	B	C	C
27.	B	C	A	A
28.	C	A	B	A

29.	ELAINE
30.	THE GRAND HOTEL
31.	8.30 P.M. (p.m.)
32.	7245936

33.	<i>The skirt is not (isn't) as expensive as the dress.</i>
34.	<i>Jane told (asked) Tim to turn off the lights when he went out.</i>
35.	<i>I haven't seen him since 2005.</i>
36.	<i>Getting into work this morning was (a bit) difficult.</i>

- Bài viết:

Đúng mẫu u thư trang trọng, đủ các phần, đủ số từ	0,4 điểm
Bố cục chặt chẽ, liên kết ý, liên kết đoạn tốt	0,3 điểm
Dùng từ mạch lạc, vốn từ phong phú	0,3 điểm
Tổng	1 điểm

____THE END OF THE SECOND TERM____