

Teaching date: 9A.....

9 B.....

Period 1
REVISION

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

- Review all main what they have studied in the 8th form
- Practice doing some exercises **1. Knowledge :**
- Vocabulary: Review
- Grammar: Tenses, Passive voice, structures.

2. Competences: Linguistic competence, cooperative learning and communicative competence

3. Qualities: - Love the English subject and use it regularly.
- Proud of the culture and mother tongue.

II. Teaching aids:

1. Materials: Text book

2. Equipment: computer accessed to the Internet, projector

III. Procedure :

1. Check old lesson: No checking

2. New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up. Goal: To attract Ss's attention to the lesson and to lead in the new lesson	
<p>T lets students play game: review some vocabularies</p> <p>* Groupwork:</p> <ul style="list-style-type: none"> - Divide the class into two teams - Time: 7 minutes - Each student in each team write a word you have learnt. - The team with more and correct words is the winner. 	
Activi ty 2. Review Goal: Review some stru ctures they have learnt in class 8	
<p>T asks students to retell the way to use the present tense, past simple tense, future tense.</p> <p>Ss retell and give examples</p>	<p>I. Tenses.</p> <p>1 . Present tenses: simple/ cont./ perfect Ex. - Nam goes to school everyday.</p> <ul style="list-style-type: none"> - He is writing a letter. - They have built that house for 3 months. <p>2 . Past : simple/ cont Ex. - My mother bought me a new shirt yesterday.</p> <ul style="list-style-type: none"> - We were having dinner when Lan came yesterday. <p>3 . Future : simple/ cont.</p>

T asks students to rewrite the sentences.
Ss do exercises
T corrects

5. He can cut out the picture.
6. The sheep ate a lot.
7. We do not clean our rooms.
8. William will not repair the car.
9. Did Sue draw this circle?
10. Could you feed the dog?

Ex3. Supply the correct verb form of the verbs in brackets.

- 1 / If he (study) _____ harder, he can pass an exam.
- 2 / She may be late if she (not hurry) _____.
- 3 / Tell him to ring me if you (see) _____ him.
- 4 / If you are kind to me, I (be) _____ good to you.
- 5/ If he (give) _____ up smoking, as his doctor orders, he will be soon well again.
- 7 / You (not pass) _____ your driving test unless you drive more carefully.
- 8 / He'll be ill if he (not stop) _____ worrying so much.
- 9 / We'll go to the beach tomorrow if it (be) _____ nice.
- 10/ Jane never(get) _____ there on time if the train leaves soon.

Ex 4: Supply the correct verb form of the verbs in brackets.

- 1 / He (come) _____ if you waited. 2 / If you (ring) _____ the bell, the servant would come.
- 3/ If it (not, rain) _____ a lot, the rice crop wouldn't grow.
- 4/ If today (be) _____ Sunday, we wouldn't have to work
- 5/ You would have to stay in bed unless your health (improve) _____.
- 6 / If I (have) _____ a typewriter, I could type it myself.
- 7 / What (you do) _____ if you got fat ?
- 8 / If we meet at 9:30, we (have) _____ plenty of time.

Ex 5: Reported speech.

	<p>1. Loan explained, “My sister doesn't eat meat.”</p> <p>2. Hung said, “I am doing my homework today.”</p> <p>3. Mum said to me, “I'm angry with you.”</p> <p>4. Mike asked John, “Do you like fruit juice?”</p> <p>5. Dad asked me, “Is the water warm?”</p> <p>6. He asked me, “Have you finished reading the novel?”</p> <p>7. I asked the receptionist, “What time does the train leave?”</p> <p>8. “Who are you going to invite to the party?”, Minh asked Thu</p>
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3 . Consolidation.

- Retell the way to use tenses, passive voice and some main structures.

4 . Homework

- Review all by yourself.
- Prepare: Unit 1. Getting started

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UNIT 1: LOCAL ENVIRONMENT

Period 2: GETTING STARTED

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

- Extend and practise vocabulary related to traditional crafts and places of interest in an area.
- Interact a conversation about traditional crafts and places of interest.

1 . Knowledge :

- Vocabulary: related to traditional crafts and places of interest.
- Grammar: Phrasal verbs.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3. Qualities: Students will be aware of protecting traditional crafts, or places of interest in their area.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up:</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>T writes the unit title on the board 'Local environment'. Ask Ss to guess the contents of the unit. Listen to their answers. Finally, tell them that the unit is not about environmental issues such as pollution, deforestation, or global warming, but it is about the physical conditions in an area such as its features, traditional crafts, or places of interest. Now start the lesson.</p>	<p>*Introduction.</p> <p align="center">'Local environment'</p>
<p align="center">Activity 2. Presentation</p> <p>Goal: Ss can know some vocabulary r elated to the topic : local environment.</p>	
<p>T asks Ss to look at the picture and answer the questions Ss answer the question</p> <p>T lets Ss listen to the dialogue and read Ss read the dialogue in groups.</p> <p>T asks Ss to work independently to find the words/phrases with the given meanings in the dialogue. Ss share their answers before asking them to discuss as a class. Ss write the correct answers on the board. T corrects</p> <p>T asks Ss to read words and phrasal verbs.</p>	<p>1 . Listen and read</p> <ul style="list-style-type: none"> Who and what can you see in the picture? Where are they? What do you think the people in the picture are talking about? <p>a. Can you find a word/phrase that means: Key:</p> <ol style="list-style-type: none"> . craft . set up . take over . artisans . attraction . specific region . remind . look round
<p>T explains: "As far as I know" and Tell them that there are some similar expressions such as 'as far as I can remember', 'as far as I can see', or 'as far as I can tell'.</p> <p>Ss listen and remember</p>	
<p align="center">Activity 3. Practice</p>	

Goal: Help Ss understand a dialogue about a visit to a traditional craft village and do exercises

T asks Ss to read the questions to make sure they understand them. Ask them firstly to answer the questions without reading the dialogue again. Ss exchange their answers with classmates. Ss read and answer the questions and then share their answers with classmates. T corrects

T asks Ss to match some traditional handicrafts of different regions in the box under the pictures.

Ss match and compare their answers in pairs.

T asks Ss to read words and phrasal verbs.

T asks Ss to complete the sentences with the words/phrases in 2.

Ss to write their answers on the board.

T confirms the correct answers.

b. Answer the following questions.

Key:

1 . They are at Phong's grandparents' workshop in Bat Trang.

2 . It is about 700 years old.

3 . His great-grandparents did.

4 . Because people can buy things for their house and make pottery themselves there.

5 . It's in Hue.

6 . Because the handicrafts remind them of a specific region.

2 . Write the name of each traditional handicraft in the box under the picture.

Key:

A. paintings

B. drums

C. marble sculptures

D. pottery

E. silk

F. lacquerware

G. conical hats

H. lanterns

3 . Complete the sentences with the words/ phrases from 2 to show where in Viet Nam the handicrafts are made.

You do not have to use them all.

Key:

1 . conical hat

2 . lanterns

3 . silk

4 . paintings

5 . Pottery

6 . marble sculptures

***Questions**

T may check Ss' short-term memory by asking some questions to know information about the places where the handicrafts are made

Have Ss close their books.

1 . Where is the birthplace of bai tho conical hat?

2 . Where can you enjoy the lights of many beautiful lanterns?

3 . Which village in Ha Noi produces silk?

4 . On the Tet holiday, What do Hanoians buy at Dong Ho village?

5 . Where is the famous pottery?

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Activity 4. Further practice

Goal: Helps Ss know some places of interest by doing the quiz	
<p>T asks Ss to work in pairs to do the quiz. The pair which has the answers the fastest is invited to read out their answers. Elicit feedback from other pairs. Confirm the correct answers.</p> <p>*Groupwork:</p> <ul style="list-style-type: none"> - Divide the class into 6 groups - Write 3 similar quiz about places of interest. - Time: five minutes. - When time is up, ask the first group to read out a question in their quiz. Ss from other groups give the answer. The group confirms the correct answer. The second group then reads out a question in their quiz. This question should be different from the one of the first group. Continue the activity until all the groups have read out all of their questions or when time is up. 	<p>4 . QUIZ: WHAT IS THE PLACE OF INTEREST?</p> <p>a. Work in pairs to do the quiz.</p> <p>Key:</p> <ul style="list-style-type: none"> 1 . park 2 . museum 3 . zoo 4 . beach 5 . beauty spot <p>b. Work in groups. Write a similar quiz about places of interest. Ask another group to answer the quiz.</p>

*** Homework.**

- Learn new words.
 - Find some traditional crafts which they know.
 - Find some places of interest in your area. -
- Prepare: A closer look 1

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UNIT 1: LOCAL ENVIRONMENT

Period 3: A CLOSER LOOK 1

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

- Practice vocabulary related to traditional crafts and places of interest.
- Practice Stress on content words in sentences.

1 . Knowledge :

- Vocabulary: related to traditional crafts and places of interest.
- Pronunciation: Stress on content words in sentences

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3. Qualities: Students will be aware of protecting traditional crafts, or places of interest in their area.

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

*** Network.**

embroider

carve

**traditional
crafts**

<p>T calls some Ss to give the answers and give feedback. Play the recording again for Ss to repeat the sentences.</p> <p>T asks Ss to listen to the tape and underline the content words in the sentences.</p> <p>Ss listen to the tape and underline the content words in the sentences.</p> <p>T corrects</p> <p>Ss listen and repeat.</p>	<p>Sentence 2: painting, embroidered</p> <p>Sentence 3: what, region, famous</p> <p>Sentence 4: drums, aren't, made, village</p> <p>Sentence 5: famous, artisan, carved, table, beautifully</p> <p>2 . They are: nouns, verbs, adjectives, adverbs, wh-question words, and negative auxiliaries.</p> <p>3 . Sentence 1: the, on, the</p> <p>Sentence 2: this, is</p> <p>Sentence 3: is, this, for</p> <p>Sentence 4: in, my</p> <p>Sentence 5: a, this</p> <p>4 . They are: articles, prepositions, pronouns, and possessive adjectives. 6 a. Underline the content words in the sentences.</p> <p>Key + Audio script:</p> <p>1 . The <u>Arts Museum</u> is a <u>popular place</u> of <u>interest</u> in my <u>city</u> .</p> <p>2 . This <u>cinema attracts</u> lots of <u>youngsters</u>. 3 . The <u>artisans mould clay</u> to <u>make traditional pots</u> .</p> <p>4. <u>Where</u> do you <u>like going</u> at <u>weekends</u> ? 5 . We <u>shouldn't destroy historical</u> buildings .</p>
<p align="center">Activity 3 . Practice</p> <p>Goal: Ss know more the verbs to talk ab out crafts and know places of interest in their area.</p>	
<p>T asks Ss to write the verbs in the box under the pictures.</p> <p>Ss work individually to do this exercise and then compare their answers with a classmate. and quickly write them on the board.</p> <p>T corrects</p> <p>T asks Ss to read the words.</p> <p>T asks Ss to match the verbs in column A with the groups of nouns in column B. Ss work in pairs to do the exercise.</p> <p>T corrects</p>	<p>2 . Vocabulary</p> <p>1 . Write the verbs in the box under the pictures. One of them should be used twice.</p> <p>Key:</p> <p>A. cast</p> <p>B. carve</p> <p>C. embroider</p> <p>D. weave</p> <p>E. mould</p> <p>F. weave</p> <p>G. knit</p> <p>2 a. Match the verbs in column A with the groups of nouns in column B.</p> <p>Key:</p> <p>1 . b 2. d 3. e 4. a 5. f 6. c</p>
<p>T asks Ss to write the correct verb forms in the past and past participle.</p> <p>Ss write their answers on the board.</p> <p>T corrects</p>	<p>b. Now write the correct verb forms for these verbs.</p> <p>Key:</p> <p>2 . cast; cast</p> <p>3 . wove; woven</p>

<p>*Groupwork</p> <ul style="list-style-type: none"> - Divide the class into 6 groups - Organize a competition for this activity. - Time: five minutes. - T may prepare some large pieces of paper for the groups to write their answers on. - Ss write down as many places of interest in the word web as possible. - The group with the most places is the winner. - The winning group presents their words/phrases. Other groups tick the similar words/phrases they have and add more if they can. <p>T asks Ss to complete the passage by filling each blank with a suitable word from the box. Ss individually do the exercise. T corrects</p>	<p>4 . embroidered; embroidered 5 . knitted; knitted 6 . moulded; moulded</p> <p>3 . Complete the word web.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - Entertaining: cinema, department store, restaurant, café, theatre, opera house, club, park, zoo... - Cultural: opera house, museum, craft village, historical building, theatre, market, craft village... - Educational: library, museum, theatre... - Historical: building, temple, shopping district, market, beauty spot, craft village... <p>4 . Complete the passage by filling each blank with a suitable word from the box. Key:</p> <p>1 . historical 2 . attraction 3 . exercise 4 . traditional 5 . culture 6 . handicrafts</p>
<p align="center">Activity 4. Further practice</p> <p>Goal: Ss can talk about crafts and places of interest in their area.</p>	
<p>T asks Ss to talk about crafts and places of interest in their area. Ss do it T corrects the mistakes</p>	

*** Homework.**

- Learn new words by heart.
- Practice vocabulary and pronunciation again. - Guide Ss how to do EX in WB.
- Prepare: A closer look 2

Teaching date: 9A.....

9 B.....

UNIT 1: LOCAL ENVIRONMENT

Period 4: A CLOSER LOOK 2

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

- Use the lexical items related to traditional crafts and places of interest.
- Use complex sentences and phrasal verbs - Practice doing exercises with verbs of liking.

1 . Knowledge :

- Vocabulary: Review
- Grammar: Complex sentences and phrasal verbs

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3. Qualities: Students will be aware of protecting traditional crafts, or places of interest in their area.

II. Teaching aids:

1 . Materials: Text book, plan

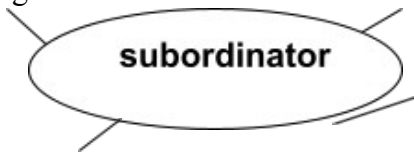
2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<ul style="list-style-type: none"> - Ask Ss to remember the subordinator. - Divide Ss into 4 groups, which groups write more in 2' is winner. 	<p>*Network.</p> <div style="text-align: center;">  </div> <p>*Complex sentences: review</p>
<p align="center">Activity 2. Prerentation</p> <p>Goal: Help Ss review complex sentences and do exercises</p>	
<p>T explains types of dependent clause. Give example with although, when, so that, and because. Ss listen and copy</p>	<p>1. Complex sentences</p> <p>1. Underline the dependent clause in each sentence below. Say whether it is</p>

<ul style="list-style-type: none">- Call out any phrasal verbs they know and have them explain the meaning of these verbs.- The group with the most phrasal verbs is the winner. <p>T asks Ss to match the phrasal verbs in A with their meaning in B.</p> <p>Ss do this exercise individually, and then compare their answers with a classmate. Check Ss' answers and confirm the correct ones.</p> <p>T asks Ss to complete each sentence using the correct form of a phrasal verb in 4.</p> <p>Ss do this exercise individually. Elicit the answers and give correction.</p>	<p>4 . Match the phrasal verbs in A with their meaning in B.</p> <p>Key:</p> <table><tr><td>1 . c</td><td>2. g</td><td>3. f</td><td>4. a</td></tr><tr><td>5 . h</td><td>6. b</td><td>7. e</td><td>8. d</td></tr></table> <p>5 . Complete each sentence.</p> <p>Key:</p> <table><tr><td>1</td><td>. face up to</td></tr><tr><td>2</td><td>. turned down</td></tr><tr><td>3</td><td>. passed down</td></tr><tr><td>4</td><td>. live on</td></tr><tr><td>5</td><td>. close down</td></tr><tr><td>6</td><td>. did ... come back</td></tr></table>	1 . c	2. g	3. f	4. a	5 . h	6. b	7. e	8. d	1	. face up to	2	. turned down	3	. passed down	4	. live on	5	. close down	6	. did ... come back
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<p align="center">Activity 4. Further Practice</p> <p align="center">Goal: Ss can make sentences with phrasal verbs</p>																					
<p>T asks Ss to do exercise 6. Tell Ss that all the phrasal verbs used in this exercise have been presented in this lesson. Ss write the sentences individually and then compare their answers with a classmate.</p> <p>T calls on five Ss to write their sentences on the board. Other Ss and T give feedback.</p>	<p>6 . Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.</p> <p>Key:</p> <table><tr><td>1</td><td>. Where did you find out about Disneyland Resort?</td></tr><tr><td>2</td><td>. When did you get up this morning?</td></tr><tr><td>3</td><td>. I'll look through this leaflet to see what activities are organised at this attraction.</td></tr><tr><td>4</td><td>. They're going to bring out a guidebook to different beauty spots in Viet Nam.</td></tr><tr><td>5</td><td>. I'm looking forward to the weekend!</td></tr></table>	1	. Where did you find out about Disneyland Resort?	2	. When did you get up this morning?	3	. I'll look through this leaflet to see what activities are organised at this attraction.	4	. They're going to bring out a guidebook to different beauty spots in Viet Nam.	5	. I'm looking forward to the weekend!										
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*** Homework.**

- Make 7 sentences to use complex sentences and find 10 phrasal verbs
- Complete the exercises part writing in exercise'sbook.
- Prepare: Communication.

Teaching date: 9A.....
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UNIT 1: LOCAL ENVIRONMENT
Period 5: COMMUNICATION

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

- Talking about arranging a visit to a place of interest in the region.

1 . Knowledge :

- Vocabulary: Extra vocabulary.

- Grammar: Review

2. **Competences :** Linguistic competence, cooperative learning and communicative competence.

3. **Qualities:** Students will be aware of protecting traditional crafts, or places of interest in their area.

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance.**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher ' and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>- Ask Ss some qs: Do you know any place of interest? What are they? Where will you go if you have a day out? What activities will you do there?</p>	
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss listen and complete a plan a day out to a place of interest for their class ss.</p>	
<p>T teaches some extra vocabulary Ss read and copy</p> <p>T encourages Ss to share the experience of preparing for a class trip by asking the questions: what should you do to prepare for a class trip. Ss discuss and answer the question</p> <p>T introduces the table: A day out</p>	<p>*Vocabulary.</p> <p>- team-building - turn up: arrive - set off : begin a journey</p>
<p>And then asks Ss to listen to the tape about and complete their plan by filling each blank with no more than three words Ss listen and complete</p>	<p>1 . Listen and complete their plan by filling each blank with no more than three words.</p> <p>Key:</p> <p>1 . Green Park 2 . bus 3 . 8 a.m. 4 . own lunch 5 . supermarket 6 . team-building 7 . quizzes 8 . painting village 9 . make</p>

	10. 5 p.m.
Activity 3 . Practice	
Goal: Help Ss talk about arranging a visit to a place of interest in the region, then present a plan a day out to a place of interest for their class.	
<p>*Groupwork</p> <ul style="list-style-type: none"> - Divide the class into 4 groups. - Time: 7 minutes - Prepare some big sheets of paper for Ss to draw the table and make notes. - Ask Ss to do the following things: + choose a place of interest to visit + decide what to do and make notes + decide who will present what to the class + Rehearse what to say - Move around to observe and give help if necessary. Inform the groups that they will have only three minutes to talk about their plan. - Groups present their plan to the class. Keep watch of the time for each group. Other groups and T give feedback. 	<p>2 . Work in groups to discuss the plan for this day out. Make notes in the table.</p> <p>3 . Present your plan to the class. Which group has the best plan?</p>
Activity 4. Further Practice	
Goal: Ss can talk about arranging a visit to a place of interest	
T asks Ss to talk about arranging a visit to a place of interest Ss do it T corrects	

*** Homework.**

- Learn new words/ workbook: C. Speaking
- Prepare next lesson: Unit 1- Skills 1.

Teaching date: 9A.....

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UNIT 1: LOCAL ENVIRONMENT

Period 6: SKILLS 1

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

- Read for general and specific information about a traditional craft village.
- Discuss local traditional crafts, their benefits and challenges **1**.

Knowledge :

- Vocabulary: Vocabulary about traditional crafts. - Grammar: Review.

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3. Qualities: Students will be aware of protecting traditional crafts, or places of interest in their area.

II. Teaching aids:

- 1 . **Materials:** Text book, plan
- 2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

- 1 . **Checkup attendance.**
- 2 . **Checkup the old lesson**
- 3 . **New lesson**

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1 .Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<ul style="list-style-type: none"> - Ask Ss to give names of some traditional craft villages in Viet Nam. - Ask them if they know any things about those villages. 	
<p align="center">Activity 2. Presentation</p> <p>Goal: Ss can read for general and specific information about a traditional craft village and do exercises</p>	
<p>T has Ss do this activity in pairs. One student looks at Picture A on page 12 while the other looks at Picture B on page 15. They ask each other questions to find out the similarities and differences between the two pictures. They can focus on the colour and decoration of the hats.</p>	<p>1 . Reading</p> <p>1. Ask each other questions to find out the similarities and differences between your pictures.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - Similarities: conical hat, string - Differences: Picture A: light green, pictures between layers, blue string, look lighter
<p>Ss work in pairs</p> <p>T asks Ss to read the titles in the box quickly. And match them with the paragraphs.</p> <p>Ss do exercise 2 and compare their answers with a classmate. T corrects</p>	<p>Picture B: white, no decoration, pink string, look heavier</p> <p>2 . Read and match the titles with the paragraphs.</p> <p>Key:</p> <p>1 . C 2. A 3. B</p> <p>3 . Read the text again and answer the questions.</p> <p>Key:</p> <p>1 . Because it is the birthplace of the conical hat in Hue.</p> <p>2 . It's 12 km from Hue City.</p> <p>3 . It's going to the forest to collect leaves.</p> <p>4 . They're very thin.</p>

.- Prepare for the next lesson: Unit 1. Skills 2

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UNIT 1: LOCAL ENVIRONMENT**Period 7: SKILLS 2**

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

- Listen for specific information about places of interest in an area
- Write an email to give information about places of interest in an area and things to do there.

1 . Knowledge :

- Vocabulary: Vocabulary about places of interest.
- Grammar: Review.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3. Qualities: Students will be aware of protecting traditional crafts, or places of interest in their area.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker **III.**

Procedures:

- 1 . Checkup attendance.**
- 2 . Checkup the old lesson**
- 3 . New lesson**

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>Talk about benefits and responsible for promoting traditional crafts</p> <p>- Ask Ss to tell about a place of interest in their hometown.</p>	
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss listen for specific information about places of interest in an area and answer the questions.</p>	

<p>T asks Ss to look at the pictures and describe what they see in each of them. Ss describe and guess the name of each place.</p> <p>T plays the recording for Ss to check. Ss listen and check.</p> <p>T plays the recording again for Ss to decide if the sentences are true or false. Ss listen and do exercise and then compare their answers in pairs</p> <p>T asks Ss to write their answers on the board.</p> <p>T asks Ss to complete the table by filling each blank with no more than three words.</p> <p>Ss compare their answers with a classmate before giving T the answers. T asks three Ss to write their answers on the board.</p> <p>T plays the recording one last time to confirm the answers for both 2 and 3.</p>	<p>1 . Listening</p> <p>1 . Describe what you see in each picture. Do you know what places they are? Key:</p> <p>A. Ha Noi Botanical Garden</p> <p>B. Bat Trang pottery village</p> <p>C. Viet Nam National Museum of History</p> <p>2 . Listen and decide if the statements are true (T) or false (F). Key:</p> <p>1 . T</p> <p>2 . T</p> <p>3 . F (His friend's relatives own it.)</p> <p>4 . F (They also come from other countries.) 5 . T</p> <p>3 . Listen again and complete the table. Use no more than three words for each blank. Key:</p> <p>1 . artefacts</p> <p>2 . exploring Vietnamese culture</p> <p>3. make things</p> <p>4 . paint on ceramics</p> <p>5 . the hill</p> <p>6 . books</p> <p>7 . pigeons</p> <p>8 . watching</p>
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Activity 3. Practice

Goal: Help Ss write an email to give information about places of interest in an area and things to do there

<p>T asks Ss to write an email Ss copy</p> <p>T asks Ss to work in pairs and discuss the places of interest in their city that can be visited in one day and the activities that can be done there. Eg: A: If a visitor has a day to spend in your hometown, where will you advise him to go? B: I think he should go to the waterfall A: What can he do there? B: He can swim, enjoy the beautiful view there...</p> <p>T should move around to give comments as there may not be enough time for checking with the whole class.</p>	<p>Write an email.</p> <p>Dear Mira,</p> <p>Look forward to seeing you soon! Best wishes,</p> <p>4 . Discuss and give advice for a visitor to spend a day in your hometown/city.</p>
<p align="center">Activity 4. Further Practice</p> <p>Goal: Ss can write the email, using the notes they have made.</p>	
<p>*Groupwork</p> <ul style="list-style-type: none"> - Divide the class into 4 groups - Time: 10 minutes - Ask Ss to write the email, using the notes they have made. - Prepare big pieces of paper for Ss to write. - Groups exchange their descriptions to spot any mistakes. Share them with the whole class. 	<p>5. Write an email.</p> <p>Dear Mira,</p> <p>Look forward to seeing you soon! Best wishes,</p>
<ul style="list-style-type: none"> - Collect some Ss' work to mark at home. 	

*** Homework.**

- Do exercises in Workbook.
- Ask them to rewrite the email as homework.
- Prepare for the next lesson: Unit 1 - Looking back & Project.

Teaching date: 9A.....

9 B.....

UNIT 1: LOCAL ENVIRONMENT

Period 8: LOOKING BACK - PROJECT

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

- Practice vocabulary and grammar points they have learnt in this unit.
- Practice making communication.

1 . Knowledge :

- Vocabulary: Vocabulary about local environment.
- Grammar: Review

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3. Qualities: Students will be aware of protecting traditional crafts, or places of interest in their area.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1. Checkup attendance.

2. Checkup the old lesson

3. New lesson

Teacher 's and students ' activities	The main contents
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<p style="text-align: center;">Activity 1. Vocabulary</p> <p style="text-align: center;">Goal: Help Ss review some traditional handicrafts</p>
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<p>T asks Ss to complete the word web individually.</p> <p>T asks one or two Ss to write their answers on the board.</p> <p>T asks Ss to do this exercise individually, then compare their answers with a partner. Elicit the answers from Ss.</p> <p>T asks Ss to do this exercise individually.</p> <p>Have some Ss read out their answers. Confirm the correct ones.</p>	<p>1 . Write some traditional handicrafts.</p> <p>Key: (in any order)</p> <ol style="list-style-type: none"> 1 . paintings 2 . pottery 3 . drums 4 . silk 5 . lanterns 6 . conical hats 7 . lacquerware 8 . marble sculptures <p>2 . Complete the second sentence in each pair by putting the correct form of a verb from the box into each blank.</p> <p>Key:</p> <ol style="list-style-type: none"> 1 . cast 2 . embroidering 3 . wove 4 . knitted 5 . carved 6 . moulded <p>3 . Complete the passage with the words/ phrases from the box. Key:</p> <ol style="list-style-type: none"> 1 . zoo 2 . looking forward to 3 . looked 4 . team-building 5 . lunch 6 . museum 7 . craft 8 . interest
<p align="center">Activity 2. Grammar</p> <p>Goal: Help Ss review the complex sentences and the phrasal verb</p>	
<p>T asks Ss to complete the complex sentences with their own ideas. Call on two Ss to write their answers on the board. Other Ss give feedback. Check their answers.</p> <p>T asks Ss to write the sentences individually. Have two Ss write the sentences on the board. Ask other Ss to</p>	<p>4 Complete the complex sentences with your own ideas.</p> <p>5 Rewrite each sentence so that it contains the phrasal verb in brackets.</p> <p>Key:</p>

give comments. Correct the sentences if needed.	<p>1 . I don't remember exactly when my parents set up this workshop.</p> <p>2 . We have to try harder so that our handicrafts can keep up with theirs.</p> <p>3 . What time will you set off for Da Lat?</p> <p>4 . We arranged to meet in front of the lantern shop at 8 o'clock, but she never turned up.</p> <p>5 . The artisans in my village can live on basket weaving.</p>
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Activity 3. Communication.

Goal: Help Ss talk about some popular place of interest in their area

<p>*Groupwork</p> <ul style="list-style-type: none"> - Divide the class into six groups. - Time: 7minutes - Group members take turns to think of a popular place of interest in their area. Other Ss ask Yes/No questions to guess the place. - The secretary writes down all the places of interest they have guessed. Finally, the secretary reports on the places 	<p>6 . Play game: Guess about a popular place of interest in their area.</p>
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4 . Consolidation

Retell the main content of the lesson.

5 . Homework.

- Complete the project of unit 1: Ss work in groups (4 groups) to do the project.

Group 1: Food in Na hang.

Group 2: A famous place: Hong Thai

Group 3: beautiful scenery in Na Hang.

- Time: A week
- Give a presentation to the class.
- Prepare next lesson: Unit 2: Getting started.

Teaching date: 9A.....

9 B.....

UNIT 2: CITY LIFE

Period 9: GETTING STARTED

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

- Use the lexical items related to the topic of city life.
- Interact a conversation about life in Sydney and talk about the things can do there

1 . Knowledge :

- Vocabulary: vocabulary related to city life.
- Grammar: Review comparative form.

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Students will be aware of protecting and promoting their city life.

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance.**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>- Ask Ss to give some differences between city life and country life. - Ask Ss if they like living in the city or in the countryside.</p>	
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss interact a conversation about life in Sydney and talk about the things can do there and then answer the questions</p>	
<p>T asks Ss to open their books to Unit 2. Ask them some questions. Ss answer the questions as a class.</p>	<p>1 . Listen and read Questions may include: • What can you see in the pictures? • Do you know these two boys? • Where are they now? • What are they talking about? ... Guiding questions: • Where is it? • Is it a capital city? • What is it famous for?</p>
<p>T plays the recording and have Ss follow along. Ss read the dialogue in pairs.</p>	...
<p align="center">Activity 3. Practice</p> <p>Goal: Ss can understand the conversation and do exercise</p>	

<p>T asks Ss to read the conversation again and do the exercise individually. Check and write the correct answers on the board.</p> <p>T asks Ss to find words in the conversation to match these definitions Ss do the exercise individually T corrects</p> <p>T asks Ss to work individually to answer the questions, then compare their answers with a partner. Ask them to locate the information in the conversation. Call on some pairs to give the questions and answers. Confirm the correct answers.</p> <p>T tells Ss to find the phrases in the conversation and practise saying them together. Explain the meaning to Ss, then elicit other examples from Ss.</p>	<p>a. Complete the sentences with information from the conversation. Key: 1 . visit 2 . ancient 3 . natural 4 . variety 5 . study</p> <p>b. Find words in the conversation to match these definitions. Key: 1 . jet lag 2 . a feature 3 . reliable 4 . metropolitan 5 . multicultural</p> <p>c. Answer the questions. Key: 1 . He grew up in Sydney. 2 . Sydney is. 3 . It is convenient and reliable. 4 . Because it is a metropolitan and multicultural city. 5 . In 1850.</p> <p>d. Think of other ways to say these expressions from the conversation. Key: 1 . How are you?/How are things?/How are you doing? 2 . (Are you) recovering from the jet lag? 3 . I slept quite well. 4 . That's OK/It's no trouble/It's not a problem/It's my pleasure.</p> <p>2. Replace the word(s) in italics with one of the words from the box.</p>
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<p>T tells Ss that most of the words they need to use are related to cities or city life. Let them work in pairs. Ss do exercise in pairs T checks their work, then let them read each word correctly. Check and correct their pronunciation.</p> <p>T asks Ss to work in pairs. Give them a few minutes to do the quiz. Award extra points for pairs who can say which country these cities are in. Congratulate the winners.</p>	<p>Key:</p> <p>1 . international 2 . local 3 . crowded 4 . neighbouring 5 . Urban</p> <p>3 . Work in pairs to do the quiz.</p> <p>Key:</p> <p>1 . A 2. C 3. C 4. A 5. C 6. B</p>
<p>Activity 4. Further Practice Goal: Ss can talk about the city life</p>	
<p>T asks Ss to talk about the city life Ss do it T corrects the mistakes</p>	

*** Homework.**

- Learn new words by heart
- Prepare: A closer look 1

Teaching date: 9A.....

9 B.....

UNIT 2: CITY LIFE
Period 10: A CLOSER LOOK 1

- I. Objectives:** By the end of the lesson students will be able to:
- Practise vocabulary related to the topic "city life".
 - Practise how to pronounce Stress on pronouns in sentences.

1 . Knowledge :

- Vocabulary: vocabulary related to city life.
- Pronunciation: Stress on pronouns in sentences.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students will be aware of protecting and promoting their city life.

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance.**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher 's and students ' activities	The main contents
<p style="text-align: center;">Activity 1. Warm up</p> <p style="text-align: center;">Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>- Explain to Ss the normal position of adjectives in sentences. Then let Ss brainstorm all adjectives they have learnt, especially adjectives connected with cities and city life. Encourage them to call out as many words as possible.</p>	<p>*Brainstorm. Noisy, exciting, busy, ...</p>
<p style="text-align: center;">Activity 2. Presentation</p> <p style="text-align: center;">Goal: Help Ss know some adjectives to describe about city life.</p>	
<p>T has Ss read through the letter so that they can understand the general idea. And then complete the letter by using the adjectives in the box</p> <ul style="list-style-type: none"> - Ss work in pairs to do the task. - Have some Ss read their answers. - T confirms the correct answers. 	<p>1. Vocabulary</p> <p>1 a. Put one of the adjectives in the box in each blank.</p> <p>Key:</p> <ul style="list-style-type: none"> 1 . ancient/historic 2 . warm 3 . comfortable 4 . helpful

<p>- Ask Ss read the letter again and underline all the other adjectives. Have them give the meanings of these adjectives in the context of the letter. Correct their answers.</p> <p>T has Ss read aloud all the adjectives to make sure they pronounce the adjectives correctly. Ask them which adjectives they know. Quickly teach Ss the adjectives they do not know.</p> <p>- Ss work in groups and discuss which adjectives describe, or are related to, city life. Encourage them to talk about their choice.</p> <p>T asks Ss to work individually, then compare their answers with a partner's. Ask some Ss to write their answers on the board. Check their answers as a class.</p>	<p>5 . fascinating 6 . historic/ancient 7 . local 8 . delicious</p> <p>b. Now underline all the other adjectives in the letter. Key: fabulous, sunny, small, friendly, affordable, good</p> <p>2 . Which of the following adjectives describe city life? Put a tick (✓). (Sample answer: Ss may have different answers providing that they can explain) stressful busy frightening cosmopolitan exciting forbidden unemployed populous annoying downtown historic modern polluted fashionable</p> <p>3 . Put a suitable adjective from 2 in each blank. Key: 1 . fashionable 2 . annoying 3 . forbidden 4 . cosmopolitan 5 . modern 6 . polluted</p>
<p align="center">Activity 3 . Practice</p> <p align="center">Goal: Help Ss know how to stress on pronouns in sentences</p>	
<p>T explains to Ss that pronouns in general, and personal pronouns in particular, are normally unstressed (weak) in sentences, but when they are especially important, or when we want to show a contrast, they are stressed (strong). Give some examples. Have Ss read the yellow box in the book to fully understand the rule.</p> <p>- T plays the recording and Ss repeat. Play the recording as many times as</p>	<p>4. Listen and Circle the pronouns that sound strong.</p>

<p>necessary. Correct their pronunciation, especially the stressed words. Have them circle the stressed pronouns.</p> <ul style="list-style-type: none"> - Play the recording. Ss listen and mark the underlined words as W (weak) or S (strong). Elicit their answers and correct their mistakes. - For a stronger class, before playing the recording, have Ss read the exchanges and mark the underlined words as W (weak) or S (strong). Ask some Ss to give the answers and quickly write them on the board. - Now play the recording for Ss to check their answers. - Ss work in pairs to practise the exchanges above. Go around and give support if necessary. 	<p>Key:</p> <p>1 . A: Can you come and give me a hand? (me is weak) B: OK. Wait for me! (me is strong)</p> <p>2 . A: Did you come to the party last night? (you is weak) B: Yes. But I didn't see you. (you is strong)</p> <p>3 . A: Look - it's him! (him is strong) B: Where? I can't see him. (him is weak)</p> <p>4 . A: They told us to go this way. (us is weak) B: Well, they didn't tell us! (us is strong)</p> <p>5 a. Listen and mark the underlined words as W (weak) or S (strong).</p> <p>Key:</p> <p>1 . A: Is he (W) there? B: No. Everybody else is, but he's (S) gone home!</p> <p>2 . A: Do you know that woman? B: Her (S)? Er... No. I don't recognise her (W).</p> <p>3 . A: I'm afraid we (W) can't stay any longer. B: What do you mean 'we' (S)? I've (S) got plenty of time.</p> <p>4 . A: Look! Everybody's leaving. B: What about us (S)? Shall we (W) go, too?</p> <p>b. Work in pairs. Practise the exchanges above.</p> <p>Ex: expensive, modern, ...</p>
<p align="center">Activity 4. Further practice Goal: Ss can describe the life in the city as possible</p>	
<p>T asks Ss to practice saying as many words to describe the life in the city as possible Ss do it T corrects</p>	

*** Homework.**

- Practice vocabulary and pronunciation again.
- Guide ss how to do EX in WB.
- Prepare: A closer look 2

Teaching date: 9A.....

9 B.....

UNIT 2: CITY LIFE

Period 11: A CLOSER LOOK 2

I. Objectives: By the end of the lesson students will be able to:
to: - Use the lexical items related to the topic "city life".

- Review comparison of adj./ adv. & use Phrasal verb.
- Practice doing exercises with comparison of adj./ adv. & use Phrasal verb.

1 . Knowledge :

- Vocabulary: Review
- Grammar: + Comparison of adj./ adv. + Phrasal verb.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students will be aware of protecting and promoting their city life.

II. Teaching aids:

- 1 . **Materials:** Text book, plan
- 2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

- 1 . **Checkup attendance.**
- 2 . **Checkup the old lesson**
- 3 . **New lesson**

Teacher ' and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>*Groupwork</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Time: 3minutes - Each member in each team goes to the board and write a sentence using with comparative . - The team with the most correct sentences is the winner. 	<p>*Review.</p> <p>Comparison of adj./ adv.</p>
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss review comparison of adjectives and adverbs and do exercises</p>	
<p>T asks Ss to work individually. Check their answers as a class.</p> <p>Ss work individually and share their answer with the classmate.</p>	<p>I. Comparison of adjectives and adverbs</p> <p>1 Match the beginnings to the correct endings.</p> <p>Key:</p>

<p>T helps Ss study the REMEMBER! box. Give explanations if necessary. Ss give more examples.</p> <p>T asks Ss to work individually. After they have done the activity, ask some Ss to write their answers on the board.</p> <p>- Correct their mistakes.</p>	<p>1 . f 2. d 3. e 4. h 5. g 6. a 7. c 8. b</p> <p>REMEMBER!</p> <p>2 . Complete the text with the most suitable form of the adjectives in brackets. Add the where necessary.</p> <p>Key:</p> <p>1 . the largest</p> <p>2 . smaller</p> <p>3 . the most popular</p> <p>4 . wider</p> <p>5 . the dirtiest</p> <p>6 . cleaner</p> <p>7 . the best</p> <p>8 . the most exciting</p>
<p align="center">Activity 3. Practice</p> <p align="center">Goal: Help Ss review phrasal verbs and do exercises</p>	
<p>T asks Ss to recall the phrasal verbs they have learnt in Unit 1: to set up to look forward to</p> <p>to get over to show someone around</p> <p>to grow up</p> <p>to find out ...</p> <p>T asks Ss to do this task individually. Ask Ss to read and underline the correct particle. T may ask them to write down the phrasal verbs in their copy books. Call on some Ss to read out their answers. Correct their mistakes. - Explain to them the meaning of these phrasal verbs in the sentences.</p> <p>T asks Ss to read the sentences, underline the phrasal verbs and match them to their meaning from the box.</p> <p>- Call on some Ss to read the sentences. Correct their answers as a class.</p>	<p>II. Phrasal verbs.</p> <p>4 . Underline the correct particle to complete each phrasal verb.</p> <p>Key:</p> <p>1 . set up</p> <p>2 . gets on with</p> <p>3 . take your hat off</p> <p>4 . grown up</p> <p>5 . shown around 6 . pull down</p> <p>5. Underline the phrasal verbs in the sentences, and match them to their meaning from the box.</p> <p>Key:</p> <p>1 . Turn it off : press the switch</p>
<p>T has Ss read the text, find eight phrasal verbs and match them with their definition from the box. Tell them to study the context of these phrasal verbs and elicit their meaning.</p>	<p>2 . turned it down: refuse</p> <p>3 . go over: examine</p> <p>4 . go on with: continue doing</p> <p>5 . take off : remove</p> <p>6 . Put it down: make a note</p>

	<p>6 . Read the text and find eight phrasal verbs. Match each of them with a definition from the box.</p> <p>Key:</p> <p>1 . dress up: put on smart clothes</p> <p>2 . turn up: arrive</p> <p>3 . find out: discover</p> <p>4 . go on: continue</p> <p>5 . get on: make progress</p> <p>6 . think sth over: consider</p> <p>7 . apply for: ask for (a job)</p> <p>8 . cheer sb up: make someone feel happier</p>
<p align="center">Activity 4. Further practice</p> <p align="center">Goal: Ss can make sentences with phrasal verbs</p>	
<p>*Groupwork</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Time: 3minutes - Each member in each team goes to the board and write sentences using with comparative and phrasal verbs - Team 1: (write sentence using with comparative) - Team 2: (write sentences using with phrasal verbs) - The team with the most correct sentences is the winner. 	

*** Homework.**

- Practice structures.
- Prepare: Communication.

Teaching date: 9A.....

9 B.....

UNIT 2: CITY LIFE

Period 12: COMMUNICATION

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

- Use the lexical items related to the topic "city life".
- Discuss some features of a city.

1 . Knowledge :

- Vocabulary: about city life.
- Grammar: Review

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students will be aware of protecting and promoting their city life.

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance.**

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Goal: To attract Ss' attention to the lesson and to lead in the new lesson.	
- Ask Ss to give names of city of interest and tell what they are famous for	*Network. Vung Tau 
Activity 2. Presentation Goal: Help Ss discuss some features of a city and read a passage about Singapore and answer the questions	
T asks Ss to discuss some features of a city and give reasons Ss work in groups of three to discuss their choices, and give reasons why.	1 . Discuss some features about a city and give reasons.
T tells Ss that they are going to read a passage about Singapore. Ask if any student has visited Singapore. Ss summary some information about Singapore. T asks Ss to read the passage . And answer the questions about these cities. - Where is Vung Tau? - What is its main features? - What is it famous for? - What can we see there? ... Ss answer the questions	2 . Read the passage and answer the questions. The main points of the passage: - the location of the city - its attractions - what is liked most about the city 3 . Read the information about these cities and answer the questions.
Activity 3. Practice Goal: Ss can write about the city through some information	
Groupwork - Choose a city - Create groups (Group 1: people choose Vung Tau, Group 2: New York city, group 3: Melbourne.) - Time: 10 minutes - Write a short paragraph about the	4 . Write about the city you choose. Ex: The city I'd like to visit most is New York. There are many things to see and to do there. You can ...

city you choose.	
Activity 4. Further practice Goal: help Ss talk about a city through some information	
- Talk about each city (giving full sentences based on the information given). Walk around to observe and give help if needed. Ss talk about some features of Tuyen Quang city.	5. Talk about the city you choose. Ex: The city I'd like to visit most is New York. There are many things to see and to do there. You can ...

*** Homework.**

- Workbook: C. Speaking
- Prepare for the next lesson: Skills 1.

Period 13: SKILLS 1

By the end of the lesson students will be able to:

- Read for general and specific information about a city and answer the questions.
- Conduct a survey to rank your own town/city you know.

1. Knowledge :

- Vocabulary: Vocabulary about city life.
- Grammar: Review.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3. Qualities: Students will be aware of protecting and promoting their city life.

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance.**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Goal: To attract Ss' attention to the lesson and to lead in the new lesson.	
- Ask Ss: Which city in VN/ in the world do you want to live most? Why?	
Activity 2. Presentation Goal: Help Ss read features about a city and answer the questions	

<p>T asks Ss to work in pairs and put the factors in order of importance. Eg: S1: What features are important to you in a city? S2: I think transport is the most important in a city because</p> <p>T asks Ss to work individually. Call on</p>	<p>I. Reading 1. Work in pairs. What features are important to you in a city?</p> <p>2. Read the passage quickly and find the information to fill the blanks. <i>Key:</i> 1. The Economist Intelligence Unit</p>
<p>some Ss to read out their answers and where they can find the answers. Confirm the correct ones.</p> <p>T has Ss read the questions. Ss read the passage again and find answers to the questions. Remind them to locate the answers in the passage. Ss compare their answers in pairs. T checks and confirms the correct answers.</p>	<p>(EIU) 2. 2014 3. The best city: Melbourne The worst cities: Dhaka, Tripoli, and Douala</p> <p>3. Read the passage again and answer the questions. <i>Key:</i> 1. Climate, transport, education, safety, and recreational facilities in cities (are used). 2. Among the top 20. 3. Because the living conditions there were the most difficult or dangerous. 4. Osaka was. 5. They are a city's green space, urban sprawl, natural features, cultural attractions, convenience, and pollution</p>
<p align="center">Activity 3. Practice Goal: Help Ss conduct a survey to rank your own town/city you know.</p>	
<p>*Groupwork:</p> <ul style="list-style-type: none"> - Divide the class into groups of six. - Time: 4 minutes - Ask each other the 10 questions and write the points that each student gives for each factor in the table. - While Ss are talking, go around to give assistance if necessary. - Next they work out the final result of their group. - A student from each group presents the results to the class. Act as a facilitator, inviting and encouraging comments about the results. 	<p>II. Speaking 4 a. Conduct a survey to rank your own town/city you know.</p> <p>*Question: <i>How many points do you give to factor 1 – safety?</i> Then write the points in the table.</p> <p>b. Work out the final result of your group. Then present it to the class.</p>
<p align="center">Activity 4. Further practice</p>	

Goal: Ss can talk about some features of Tuyen Quang city.	
T asks Ss talk about some features of Tuyen Quang city Ss do it T corrects the mistakes	

*** Homework.**

- Learn by heart vocabulary and practice talking about the city you know.
- Prepare for the next lesson: Skills 2

Period 14: SKILLS 2

By the end of the lesson students will be able to:

- Listen to get specific information about some problems of city life.
- Write a paragraph about the disadvantages of city life.

1 . Knowledge :

- Vocabulary: Vocabulary about city life.
- Grammar: Review.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students will be aware of protecting and promoting their city life.

II. Teaching aids:

1 . **Materials:** Text book, plan

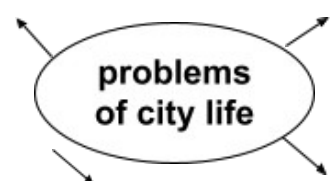
2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance.**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher 's and students ' activities	The main contents
Activity 1.Warm up	
Goal: To attract Ss' attention to the lesson and to lead in the new lesson.	
<p>- T asks Ss to give adjectives used to describe the problems of city life.</p> <p>Ss work in small groups. Then tell Ss to think the problems they have experienced in the city</p>	<p>Drawbacks in a city? *Network.</p> <p>noisy</p>  <p>urban sprawl: air pollution:</p>
Activity 2. Presentation	
Goal: Listen to get specific information about some problems of city life and do exercise.	

<p>T asks Ss to listen to the tape and write down the words they hear in the passage. Ss listen and write the missing word in each gap. T may play the recording again, or as many times as needed.</p>	<p>I. Listening 2. Listen and write the missing word in each gap. <i>Key:</i> 1 . cities 2. offi ce 3. traffi c 4. roads</p>
<p>T asks Ss to listen again and choose the correct answer. T corrects as a class.</p>	<p>3 . Listen again and choose the correct answer . <i>Key:</i> 1 . C 2. A 3. A 4. B 5. B</p>
<p align="center">Activit y 3. Practice Goal: Help Ss write a paragraph abo ut the disadvantages of city life.</p>	
<p>T asks Ss to read the sample paragraph carefully and complete the outline. Tell them to pay attention to the connectors/ markers: <i>Firstly,</i> <i>Secondly,</i> <i>Thirdly .</i> Ss read the sample paragraph carefully and complete the outline.</p> <p>*Groupwork:</p> <ul style="list-style-type: none"> - Divide the class into groups of six. - Time: 10 minutes - Choose one item from the list 1. <p>Make an outline along with connectors first/firstly, second/secondly, and pay attention to spelling and punctuation. and write the paragraph about the disadvantages of city life</p> <ul style="list-style-type: none"> - While Ss are writing, go around to give assistance if necessary. - Ss can use the passage in 4 to help them structure their paragraph. - T may collect some Ss' papers and mark them, then give comments to the class. 	<p>II. Writing 4 . Read the paragraph and complete the outline below. <i>Outline:</i> Topic sentence: Living in a city has a number of drawbacks. Problem 1: traffic jams and traffic accidents Problem 2: air pollution Problem 3: noise/noise pollution Conclusion: These factors contribute to making city life more diffi cult for its residents.</p> <p>5 . Write a paragraph on one of the topics. Writing tip Remember to organise your ideas to make your paragraph clearer:</p> <ul style="list-style-type: none"> - <i>Firstly ...</i> - <i>Secondly ... /Next ...</i> - <i>Thirdly ... /Lastly ... /Finally ...</i> - <i>In conclusion ... /To conclude ...</i>
<p align="center">Activity 4. Further practice Goal: Ss can talk about the city life</p>	

T asks Ss talk about some features of Tuyen Quang city Ss do it T corrects the mistakes	
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*** Homework.**

- Do exercises in Workbook.
- Prepare next lesson: Unit 2 - Looking back & Project.

Period 15: LOOKING BACK - PROJECT

By the end of the lesson students will be able to:

- Practice vocabulary and grammar points they have learnt in this unit.
- Practice making communication, project.

1 . Knowledge :

- Vocabulary: Vocabulary about city life.
- Grammar: Review comparison and phrasal verbs.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students will be aware of protecting and promoting their city life.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1 . Warm up Goal: To warm up the class</p>	
T asks Ss to tell a story using with connectors first/firstly, second/ secondly.	
<p align="center">Activity 2. Presentation. Goal: Help Ss review some nouns and adjectives related to topic: City life</p>	
<p>*Groupwork</p> <ul style="list-style-type: none"> - Divide the class into 2 teams (Team1: Complete the word webs with nouns; Team 2: Complete the word webs with adjectives) - Time: five minutes. - The team with the most correct words is the winner. 	<p>I. Vocabulary</p> <p>1 . Complete the word webs with nouns and adjectives connected with the city.</p> <p>Examples:</p> <p>Nouns: skyscraper, dweller, index, asset, metro, traffic jam, urban sprawl, shopping mall, gallery, cinema, recreational facilities, street</p> <p>Adjectives: cosmopolitan, metropolitan, multicultural, urban, downtown,</p>

	populous, livable, modern, polluted, crowded, exciting
<p>→ T asks Ss to use nouns and adjectives to describe about the city.</p> <p>T asks Ss to read the passage and complete this exercise individually. Ss work in individually. T corrects</p>	<p>...</p> <p>2 . Put one word from the box in each gap. Key:</p> <p>1 . Fascinating 2. noisy 3. full 4 . crowded 5. urban 6 . fabulous 7. bored</p>
<p align="center">Activity 3. Practice</p> <p align="center">Goal: Help Ss review c omparison and phrasal verb</p>	
<p>T asks Ss to do the task by themselves or in pairs. Correct their answers as a class.</p> <p>T lets Ss review the phrasal verbs they have learnt in units 1 and 2. Then have them do the task. Correct their answers as a class.</p> <p>- This task helps Ss use structures with phrasal verbs to rewrite sentences. T may have some Ss write sentences on the board. Let other Ss give comments. Then check as a class.</p>	<p>II. Grammar</p> <p>3 . Complete each sentence with the word given, using comparison. Include any other necessary words. Key:</p> <p>1 . as interesting as/so interesting as 2 . the fastest 3 . the shortest/a shorter 4 . less entertaining 5 . more carefully</p> <p>4 . Complete each space with a phrasal verb from the list. Change the form of the verb if necessary. Key:</p> <p>1 . (has) turned down 2 . going on 3 . get over 4 . cheered up 5 . turn back 6 . found out</p> <p>5 . Rewrite each sentence so that it has a similar meaning and contains the word in capitals. Key:</p> <p>1 . Turn of the lights when you leave the classroom. 2 . Mai grew up in a small town in the south. 3 . Kathy looked up the restaurant on her mobile phone. 4 . My grandmother has got over her operation. 5 . We are looking forward to seeing you again.</p>

<p align="center">Activity 4. Further practice</p> <p>Goal: Help Ss know some cities and write interesting notices in a city.</p>	
<p>*Groupwork</p> <ul style="list-style-type: none"> - Divide the class into 2 teams to play the game. - The first team gives the name of a city or town in Viet Nam. - The other team says any man-made or natural attractions that it is famous for. - Encourage them to be as quick as possible, and try to call out famous man-made or natural attractions, or features of different cities in the country. When time is up, stop the game. The team with the most items wins and congratulate the winning team. 	<p>III. Communication</p> <p>6 . Play game</p> <p>Ex:</p> <p>Team 1: Hai Duong City.</p> <p>Team 2: Well, it is famous for its green bean cakes.</p> <p>Team 2: Da Nang City.</p> <p>Team 1: It has fabulous Ngu Hanh Son (Marble Mountains)...</p> <p>Team 1: Bac Ninh</p> <p>Team 2: Dam pagoda, Phat Tich pagoda, Eight Kings of Ly empire Temple,...</p> <p>Team 2: Ha Noi</p> <p>Team 1: Ngoc Son temple, Ha Noi museum, Hoan Kiem lake,...</p> <p>...</p>
<p>GUIDE STUDENTS, ASK THEM TO DO AT HOME.</p> <ul style="list-style-type: none"> - This activity is aimed at helping Ss to form a habit of observing signs and notices around them, especially when they go to a town/city where there is lots of information all around them. They also learn how to write appropriate notices. - Ss work in groups to do the task. T checks. Note that other orders are also possible. - Explain to Ss the Watch out! box. Give more examples if needed. 	<p>IV. Project</p> <p>1 . Put the items in these scrambled notices in the correct order, starting with the heading in capitals.</p> <p>Key:</p> <p>A</p> <p>QUIET PLEASE</p> <p>Exams in progress</p> <p>Groups 9B + 9D to Gym</p> <p>Classes as normal tomorrow</p> <p>B</p> <p>ENGLISH CONVERSATION LESSONS</p> <p>Town Hall every evening</p> <p>Offered by native teachers</p> <p>Language exchange also a possibility</p> <p>Ring Dylan on 42564039</p> <p>A: In a school</p> <p>B: On the notice board of the town's cultural centre</p> <p>2 . Delete the words which are unnecessary in these notices, and make change(s) where appropriate.</p> <p>Key:</p> <p>VENDING MACHINE</p>

<ul style="list-style-type: none"> - Ss work independently, then exchange their work with a partner. T checks. 	<p>No soup. Tea and coffee, 10p and 50p coins only. No more canned drinks. Machine to be repaired soon.</p> <p>3 . In 20 – 30 words, write a notice for one of the following situations.</p> <p><i>Sample</i> SEMINAR ABOUT FEATURES OF CITY LIFE Monday Nov 10th in town hall. All teenage girls are welcome. For further details, ring Trang - 098456789.</p>
<ul style="list-style-type: none"> - Ask Ss to do this task as a 15' writing test - Collect and give marks. 	
<ul style="list-style-type: none"> - And in the next lesson, have them present what they have written to the class. The class gives comments. 	

The writing test. (15')

Code 1:

I. Write the words.



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

1 . Because of population growth, the city has become _____ than it used to be.

A. less crowdedly B. more crowded C. most crowded D. the most crowded

2 . Hoi An is one of _____ in Viet Nam.

A. most ancient town B. most ancient towns
C. more ancient town D. the most ancient towns

3 . This building has been _____ because it was no longer safe for people.

A. pulled down B. turned on C. found out D. turned off

4 . He _____ his name on a tree and left.

- A. did B. carved C. cut D. embroider

III. Make 1 sentence with comparative and 1 sentence with superlative.

- 1
2

Code 2

I. Write the words.



II. Choose the best option to complete each sentence. Circle A, B, C or

D. 1 . How many balls of wool do you need to _____ that sweater?

- A. do B. carved C. mould D. knit

2. They _____ these statues in bronze.

- A. knit B. cast C. wove D. cut

3 . Many city _____ find it difficult to deal with the city's pollution.

- A. dwellers B. livers C. individuals D. vehicle

4 . Turnthe lights when it's not neccesary.

- A. on B. off C. up D. down

III. Make 1 sentence with comparative and 1 sentence with superlative.

- 1
2

Code 3:

1 . Write the words.



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

- 1 . Sydney is a _____ city. People from all around the world come and live here.
A. multicultural B. affordable C. challenging D. boring
- 2 . _____ I warned her about the quality of the product, she bought it as a souvenir.
A. However B. When C. Because D. Although
- 3 . Turn the lights when you leave the classroom.
A. on B. off C. up D. down
- 4 . City life not only offers young people with lots of opportunities, but it has lots of _____ as well.
A. variety B. advantages C. drawbacks D. benefits

III. Make 1 sentence with comparative and 1 sentence with superlative.

- 1
- 2

*** Keys**

Code 1:

I. Write the words.

- 1 . lanterns 2 . Conical hats 3 . Weave 4 . embroider

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

- 1 . B. more crowded 2 . D. the most ancient towns
- 3 . A. pulled down 4 . B. carved

III. Make 1 sentence with comparative and 1 sentence with superlative.

Ss's answer

Code 2

I. Write the words.

- 1 . silk 2 . drums 3 . Knit 4 . embroider

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

- 1 . D. knit 2 . B. cast 3 . A. dwellers 4 . B. off

III. Make 1 sentence with comparative and 1 sentence with superlative. Ss's answer Code 3:

1 . Write the words.

- 1 . carve 2 . Conical hats 3 . Paintings 4 . pottery

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

- 1 . A. multicultural 2 . D. Although 3 . B. off 4 . C. drawbacks

III. Make 1 sentence with comparative and 1 sentence with superlative. Ss's answer

*** Homework**

- Rewrite the project.
- Prepare for the next lesson: Unit 3: Getting started.

Teaching date: 9A.....

9 B.....

**UNIT 3: TEEN STRESS AND
PRESSURE Period 16: GETTING
STARTED**

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

- Use the lexical items related to the topic changes in adolescence.
- Interact a conversation about a bit tense lately of Mai and talk about how you feel today.

1 . Knowledge :

- Vocabulary: vocabulary related to changes in adolescence.
- Grammar: Review: Reported speech.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Ss can be calm in every situation.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up	
Goal: To attract Ss' attention to the lesson and to lead in the new lesson.	
<ul style="list-style-type: none"> - Do a class activity on comparison. - Divide class into two sides and ask them to compare about the air, entertainment, cost of living, traffic, weather between two cities: Ha Noi and Tuyen Quang. 	<p>*Chatting.</p> <p>Ex:</p> <ul style="list-style-type: none"> - The air in TQ is cleaner than in HN.

<p style="text-align: center;">Activity 2. Presentation</p> <p>Goal: Help Ss interact a conversation about a bit tense lately of Mai and answer the questions</p>	
<p>T asks Ss to look at the picture and Introduce Ss in the picture: Phuc, Nick, and Amelie. Explain that Mai was supposed to be there but she couldn't come in the end. Then answer the questions:</p> <p>Ss answer the question.</p>	<p>1. Listen and read</p> <p>* Questions</p> <ul style="list-style-type: none"> • <i>Where are Phuc, Nick, and Amelie?</i> • <i>What are they going to do?</i> • <i>What are they talking about?</i>
<p>Tell Ss they are going to listen to the conversation between Phuc, Nick, and Amelie. Play the recording and have Ss follow along.</p> <p>Ss listen and read the dialogue</p> <p>T asks Ss to work individually, then in pairs, to find the words/phrases in the text with <i>opposite</i> meanings.</p> <p>Ss go to the board and write the answer. T corrects and asks Ss to make sentences using these words and phrases.</p> <p>T has Ss work individually, then in pairs, to compare their answers with each other. Correct the task as a class and encourage Ss to explain why the chosen option is the correct answer.</p> <p>T asks Ss what they think Amelie's statement means. Then explain if necessary. Then ask them:</p> <p>What happened if you have ever felt like Amelie? Ss answer</p>	<ul style="list-style-type: none"> • <i>Why do you think Mai couldn't come?</i> <p>a. Find the OPPOSITE of the following words in the conversation.</p> <p>Key:</p> <ol style="list-style-type: none"> 1 . to stay up late 2 . to be stressed (out) 3 . good grades 4 . to disappoint someone 5 . to take a break 6 . to be fully booked <p>b. Choose the best answer</p> <p>Key:</p> <p>1 . C 2. B 3. C 4. A 5. B 6. A</p> <p>c. Explain: 'Sometimes I wish my parents could put themselves in my shoes' ?</p> <p>Key:</p> <p>Amelie wishes her parents could put themselves in her situation to better understand her.</p>
<p style="text-align: center;">Activity 3. Practice</p> <p>Goal: Help Ss know and use some adjectives of emotions and feelings.</p>	

<p>T asks Ss to work in pairs to complete this task. Remind them to pay attention to the content words in each sentence, which may help them to choose the most suitable word. Tell Ss in most cases more than one option may be suitable. After they have finished, go through each item as a whole class.</p> <p>- T may explain the difference between 'depressed' and other words such as 'tense', 'worried', or 'stressed'. (The word 'depressed' is very strong</p>	<p>2 . Fill the gaps with the words in the box. Key:</p> <p>1 . worried/tense/stressed; relaxed/confident</p> <p>2 . calm</p> <p>3 . depressed/frustrated</p> <p>4 . confident/relaxed/calm</p> <p>5 . delighted/confident</p> <p>6 . frustrated/worried</p>
<p>and used only to describe someone who is deeply sad and has lost hope.)</p> <p>T asks Ss to work individually first, then in pairs. Then give corrective feedback to the whole class. Ask Ss to give examples of the situations in which these sentences are said.</p>	<p>3 . Match the statements with the functions. Key:</p> <p>1 . encourage someone</p> <p>2 . give advice to someone</p> <p>3 . empathise with someone</p> <p>4 . assure someone</p> <p>5 . empathise with someone</p> <p>6 . encourage someone</p>
<p align="center">Activity 4. Further practice</p> <p>Goal: Ss can give advice needed to be calm in every situation in their life.</p>	
<p>T asks Ss to work in pairs: As an example, tell the class how you feel today and what has happened that made you feel that way.</p> <p>Ss work in pairs and make up scenarios such as:</p> <p><i>I feel worried because my cat is sick.</i> <i>I feel disappointed because it has been raining all day long.</i> <i>I feel delighted because my son is Star of the Week at his primary school.</i></p>	<p>4 . How do you feel today?</p> <p>Eg:</p> <p>A: Today, I feel happy and motivated. My English teacher gave me 10 mark for my English presentation in class. I could prepare such a good presentation because I got reference from the website called Vietjack.com</p> <p>B: Well done! You did a really great job!</p>

***Homework.**

- Learn new words.
- Prepare: A closer look 1

Teaching date: 9A.....
9 B.....

UNIT 3: TEEN STRESS AND PRESSURE

Period 17: A CLOSER LOOK 1

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

- Practise vocabulary related to the topic " changes in adolescence "
- Practise how to pronounce stress on the verb *be* in sentences.

1. Knowledge :

- Vocabulary: vocabulary related to changes in adolescence
- Pronunciation: stress on the verb *be* in sentences.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Ss can be calm in every situation.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
- Ask Ss to list the reason of teen stress and pressure.	<p>*Chatting.</p> <p>Ex:</p> <ul style="list-style-type: none"> - usually get bad marks at school.
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss practise how to pronounce stress on the verb <i>be</i> in sentences</p>	
<p>- T plays the recording again and draw Ss' attention to the stressed 'Isn't' and ask them to practise saying the question. Now explain the REMEMBER! box. Emphasise that normally the verb <i>be</i> is unstressed, except for the situations mentioned in the box.</p> <p>T asks Ss to listen and practise saying the sentences in pairs.</p> <p>Ss listen and practise saying the sentences in pairs.</p> <p>- Tell Ss that these sentences contain both stressed and unstressed verb forms of <i>be</i> . Ss work individually first to underline those that should be stressed. Then play the recording for Ss to check. Give corrective feedback as a class, then Ss practise saying the sentences.</p>	<p>I. Pronunciation</p> <p>* Pay attention to the way the verb <i>be</i> is pronounced</p> <p>5 . Listen and practise saying the sentences.</p> <p>6. Listen and underline the verb forms of <i>be</i> which should be stressed.</p> <p>Key:</p> <p>1 . - You aren't worried about the exam? Good for you!</p> <p>- I <u>am</u> worried! But I try not to show it. 2 . - Do you think Jack is good at Japanese?</p>

	<p>- He <u>is</u> . But he's a bit shy to speak it.</p> <p>3 . - <u>Isn't</u> badminton her favourite sport?</p> <p>- Yes, it is.</p> <p>4 . - Who's he? (no stress)</p>
	<p>5 . - Sorry – we're late!</p> <p>- Actually, you <u>aren't</u> . We haven't started yet.</p> <p>6 . - Is she happy at the new school?</p> <p>- Yes, she <u>is</u> . She likes it a lot.</p>

Activity 3. Practice

Goal: Help Ss practise vocabulary related to the topic "changes in adolescence"

T asks Ss to work individually to complete this exercise. Tell Ss to pay attention to the content words surrounding the gaps, and identify the part of speech of the missing words. Ss work in pairs to compare their answers before T gives corrective feedback to the whole class.

- T explains the phrases in the box first. Elicit from Ss some examples for each item, for example, 'Can you think of an example of school pressures and frustrations?'

Share some of your personal experience from your teenage years where relevant.

- Ss work in pairs to discuss which solution can be used for which situation. Then elicit the answers from the whole class. Ask Ss to explain their decisions.

II. Vocabulary

1 . Complete the paragraph with the words in the box.

Key:

- 1 . shape and height
- 2 . reasoning skills
- 3 . Embarrassed
- 4 . independence
- 5 . self-aware
- 6 . informed

2 . Match the source of stress and pressure to the expression.

Key:

A. 5 B. 2 C. 6 D. 3 E. 1 F. 4

3 . Discuss and give the solution to situation above.

Key (suggested):

- A. 1; 3; 4
- B. 4
- C. 1
- D. 4
- E. 2; 1
- F. 4

Activity 4. Further practice

Goal: Ss can talk about some problem in real situation

- Now tell Ss the ways you used to deal with these (difficult/stressful) situations. Ask Ss to work in pairs to complete the task. If time allows, ask each pair to join at least another pair to make a group discussion.

4 . Imagine you are in any of these situations and deal with them?

* **Homework.**

- Practice vocabulary and pronunciation again.
- Guide ss how to do EX in WB.
- Prepare: A closer look 2

Teaching date: 9A.....

9 B.....

**UNIT 3: TEEN STRESS AND
PRESSURE Period 18: A CLOSER
LOOK 2**

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

- Use the lexical items related to the topic " changes in adolescence ".
- Review reported speech
- Use reported questions with question words before *to-* infinitives. - Practice doing exercises with reported speech and reported questions with question words before *to-* infinitives.

1 . Knowledge :

- Vocabulary: Review
- Grammar: Review reported speech.

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Ss can be calm in every situation.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1 .Warm up	
Goal: Help Ss remember some types of reported speech and to lead in the new lesson.	
- Ask Ss to retell types of reported speech.	*Chatting. Types of reported speech: <ul style="list-style-type: none"> - Reported Statements - Reported Questions - Reported Orders - Reported Requests
Activity 2. Presentation	
Goal: Help Ss review the direct speech and reported speech	
<ul style="list-style-type: none"> - Ss work individually to complete this exercise. - Then they compare their answers in pairs before 	I. Reported speech 1. Rewrite in direct speech what Mai said to her brother Phuc and to her parents. Key: Mai: 'I'm too tired and don't want to go out.'

<ul style="list-style-type: none"> - T gives corrective feedback as a whole class. - Ss work individually to complete this exercise. - Then they compare their answers in pairs before - T gives corrective feedback as a whole class. <p>*Groupwork</p> <ul style="list-style-type: none"> - Divide the class into side A and side B. - Side A will say some sentences in direct speech for side B to change into indirect speech. - Then side B says some sentences in indirect speech for side A to change into direct speech. 	<p><i>Mai:</i> 'I want to be a designer.'</p> <p><i>Mai's parents:</i> 'Design graduates won't find jobs easily. We want you to get a medical degree.'</p> <p>2 . Rewrite the following sentences in reported speech.</p> <p><i>Key:</i></p> <p>1 . My parents told me they would visit me that week.</p> <p>2 . Our teacher asked us what we were most worried about.</p> <p>3 . Phuong told me she was so delighted because she had just received a surprise birthday present from her sister.</p> <p>4 . Tom said Kate could keep calm even when she had lots of pressure.</p> <p>5 . She told her mother she had got a very high score in her last test.</p> <p>6 . The doctor asked him if he slept at least eight hours a day</p>
<p align="center">Activity 3 . Practice</p> <p>Goal: Help Ss know the way to use question words before to-infinitives and reported questions with question words before to-infinitives</p>	
<p>T tells Ss that the question words <i>who, what, where, when, and how</i> can be used before a <i>to- infinitive</i> to express a situation that it is difficult or uncertain. Give examples. Explain the Look out! box.</p> <p>Highlight the verbs <i>ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell</i> which are often used before the question word + <i>to- infinitive</i>.</p> <ul style="list-style-type: none"> - T does the first sentence with the class as an example. Ss then work individually to rewrite the sentences before receiving correction 	<p>II. Question words before to-infinitives</p> <p>3 . Rewrite the sentences using question words + <i>to -infinitives</i>.</p>

<p>from T.</p> <p>- T asks Ss to work in pairs to complete this exercise. Ss work in pairs to complete this exercise</p> <p>*Groupwork</p> <p>- Ask the whole class to agree on five questions they would like to ask about you. Write them on the board. - T prepares two different versions of answers to these five questions. (The more contradictory the two versions are, the more fun the game will be!) Write each version on a separate piece of paper so that you do not forget them.</p> <p>- Then divide the class into two groups. Tell Ss that one group will stay inside the classroom and the other outside. Each group will listen to you for the answers to the questions and the group will then have to report to the other group what they have heard from you. When the two groups have been separated and cannot hear each other, go to each group and tell them one version</p>	<p><i>Key:</i></p> <p>1 . I don't know what to wear. 2 . Could you tell me where to sign my name? 3 . I have no idea when to leave for the bus. 4 . We're not sure where to hang the painting. 5 . He wondered how to tell this news to his parents. 6 . They can't decide who to go first.</p> <p>III. Reported questions with question words before to-infinitives</p> <p>4 . Rewrite the following questions in reported speech, using question words before to- infinitives.</p> <p><i>Key:</i></p> <p>1 . They wondered/couldn't tell how to use that support service. 2 . He had no idea who to turn to for help. 3 . Mai asked her mother when to turn off the oven. 4 . Phong and Minh couldn't decide where to park their bikes. 5 . He was not sure whether to call her then. 6 . They wondered what to do to make Linh feel happier.</p> <p>5. GAME: SOMETHING ABOUT OUR TEACHER...</p>
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of the answers. Ask them to remember what you say. - Finally, ask the two groups to gather again inside the classroom. Now ask them to answer the five questions written on the board according to the information they have received by reporting what you have told them.	
Activity 4. Further practice Goal: Ss can make sentence with question words	
T asks Ss to make sentence with question words Ss do it T corrects the mistakes	

***Homework.**

- Practice grammar.
- Prepare: Communication.

Teaching date: 9A.....

9 B.....

**UNIT 3: TEEN STRESS AND
PRESSURE Period 19:
COMMUNICATION**

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

- Discuss necessary life skills for teens.

1. Knowledge :

- Vocabulary: Extra vocabulary about life skills.
- Grammar: Review

2. Competences : Linguistic competence, cooperative learning and communicative competence .**3. Qualities:** Ss have aware of some life skills and be calm in every situation.**II. Teaching aids:****1. Materials:** Text book, plan**2. Equipment:** computer accessed to the Internet, projector, loudspeaker**III. Procedures:****1. Checkup attendance**

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Goal: To attract Ss' attention to the lesson and to lead in the new lesson.	
T asks Ss to discuss about how the teenagers in their hometown live? Ss discuss T introduces the lesson	*Discuss about how the teenagers in their hometown live
Activity 2. Presentation Goal: Help Ss know some life skills for teens in the United states	
- Write "life skills" on the board and ask Ss what they think it mean. Ask them to give some example of the skills. - Explain the words in the Extra vocabulary box.	I. Vocabulary Cognitive Emotions Concentrate Self-discipline Resolve conflict Risk taking
Activity 3 . Practice Goal: Help Ss know some life skills for teens in the United states	
T asks Ss to work in pairs to complete this task. Ss match the skills to their category. T asks Ss to discuss and answer the question in part 2 Ss answer the questions	1 . Read about the necessary life skills for teenagers in the United States. Match the skills to their category. <i>Key:</i> 1 . C 2. B 3. D 4. A 5. E 2 . Discuss: Do we teenagers in Viet Nam need all or some of these skills? Why/Why not? ⇒ I think teenagers in Viet Nam also need all of the above skills because these skills help them to be more independent and to control their feelings better.
T asks Ss to work in small groups to make their own list for Vietnamese teens. They can base it on the text and add their own information. Ss work in small groups Now the class needs to combine all the group lists to make a big list for the whole class. Write this list on the board.	3. Discuss necessary life skills for teens.
Activity 4. Further practice	

Goal: Ss can ask and answer necessary life skills for teens in Viet Nam	
T asks Ss to work in pairs and answer the question. Ss work in pairs	4 . Look at the list of life skills for teens that your class has developed. Eg: S1: Which skills do you already have? S2: I have housekeeping skills. S1: Which skills do you need to develop? S2: I need to improve social skills.

*** Homework.**

- Write list: “life skills for teens” on a poster - Learn new words/ workbook: C.
- Speaking - Prepare for the next lesson: Skills 1.

Teaching date: 9A.....

9 B.....

**UNIT 3: TEEN STRESS AND
PRESSURE Period 20:
SKILLS 1**

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

- Read for general and specific information about a helpline service for teens in Viet Nam .
- Speak about teen stress and pressure and how to cope with them.

1 . Knowledge :

- Vocabulary: Vocabulary about teen stress and pressure . - Grammar: Review.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3. Qualities: Ss have aware of some life skills and be calm in every situation.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p style="text-align: center;">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	

<p>T asks Ss to talk some necessary life skills for teens in Viet Nam</p> <p>Ss talk</p> <p>T gives Ss some qs and ask them to answer.</p> <p>Ss share with classmates.</p>	<p>*Chatting.</p> <ul style="list-style-type: none"> - What do you do when you have a problem? - Who do you often share your problem?
<p align="center">Activity 2. Presentation</p> <p align="center">Goal: Ss can know some vocab ulary words and lead in the text</p>	
<p>T teaches some vocabulary words</p> <p>Ss copy and read</p> <p>T asks Ss the question and explains that a child helpline is a telecommunication support service for children and young people. It is free of charge. When you contact a helpline, often via telephone, you will get answered and someone from the helpline may even come directly to you to help.</p> <p>T asks Ss to read through the text quickly to get its main ideas. Ask them to answer the question “What is the article about?” using the text title, photos, and key words.</p> <p>Ss answer the question</p>	<p>1 . Reading</p> <p>* Vocabulary</p> <p>Toll-free</p> <p>International</p> <p>Nationwide</p> <p>Relationship</p> <p>Operation</p> <p>1 a. Do you know what a child helpline is?</p> <p>b. Now read the article.</p>
<p align="center">Activity 3. Practice</p> <p align="center">Goal: Help Ss read about a helpline service for teens in Viet Nam and answer the questions</p>	

- T asks Ss to read the text again to complete the task.
- Ss work in pairs to answer the questions.
- T corrects

T asks Ss to work individually first, then compare the answers with their partner. Ask them to discuss and explain each person's own decision if their answers are not the same. Then provide feedback as a class. For each answer, ask Ss to refer back to the text to find the relevant information.

2 . Answer the questions.

Key:

1 . It's a free service for counselling and protecting children and young adults in Viet Nam.

2 . They were callers in the 11-14 year old and 15-18 year old groups.

3 . The calls were mostly questions about family relationships, friendships, and physical and mental health.

4 . Because they were cases of missing or abandoned children, or children who were suffering from violence, trafficking, or sexual abuse.

5 . The helpline promotes child participation in its operations by involving children as peer communicators and decision makers. 6 . It aims to create favourable conditions for children to develop physically and mentally.

3 . Read the text again and decide if the following statements are true (T) or false (F).

Key: 1 . T 2. T 3. F 4. F 5. F 6. T

Activity 4. Further practice

Goal: Speak about teen stress and pressure and how to cope with them

- T tells Ss they are going to listen to two students calling a child helpline. Ask Ss to look at the note form to get oriented about what they are going to hear. Remind Ss that these are notes so they only need to write key words or phrases and not full sentences.
- After Ss have completed the task individually, give feedback as a class.

4 . Listen to two students calling a child helpline and complete the notes.

Key (suggested):

Caller 1

Caller: girl, from Ha Noi, last year of high school.

Feeling now: a bit depressed and confused.

Problem: wants to be a designer; but her parents want her to be a doctor.

Question: doesn't know what to say to her parents.

<p>- T explains the Study skill box and find an example for each expression. Ss listen and copy</p> <p>*Work in pairs.</p> <p>- T asks Ss work in pairs to role-play the callers to call the <i>Magic Number</i> helpline to ask for help. Ss work in pairs to role-play the callers. And your partner listens and takes notes.</p> <p>- Go around and offer help if needed. When Ss have finished, call on some pairs to present their dialogue.</p> <p>- To revise reported speech, T may ask the student who listens and takes notes to report what his/her partner has told him/her.</p> <p>T advises Ss to call the helpline or tell their teachers and their parents to ask for help if necessary or have difficulty.</p>	<p>Caller 2</p> <p>Caller: boy, named Long, 13 years old, from Ho Chi Minh City</p> <p>Feeling now: worried</p> <p>Problem: online friend asked for 5 million dong; said if he refused to give it, his life would be difficult</p> <p>Question: wonders whether to tell somebody about this</p> <p>5. Asking for advice</p> <p>What do you think I should do (about...)?</p> <p>What should I do?</p> <p>What would you do in this situation? Could you give me some advice (about...)?</p> <p>If you were me, what would you do?</p> <p>I wonder whether to... or...</p> <p>Do you know who to speak to about this?</p> <p>Eg:</p> <p>Hi, my name is Linh, I'm 14 years old. I'm a bit tense because of my score at school. I always think that I must get the highest score in every exam, I must be the best student in the class. Therefore, I spend all my time studying... Lately, I feel exhausted and bored. Although I study almost all the day, I hardly remember all the things I'm taught. I'm really worried. What should I do?</p>
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*** Homework**

- Practice talking about teen stress and pressure .
- Prepare for the next lesson: Skills 2

Teaching date: 9A.....
9 B.....

**UNIT 3: TEEN STRESS AND
PRESSURE Period 21:
SKILLS 2**

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

- Listen for general and specific information about the work of an advice columnist.
- Write a short note to ask for advice and to give advice.

1 . Knowledge :

- Vocabulary: Vocabulary about advice and to give advice.
- Grammar: Review.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Ss have aware of listening someone's advice.

II. Teaching aids:

- 1 . **Materials:** Text book, plan
- 2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

- 1 . **Checkup attendance**
- 2 . **Checkup the old lesson**
- 3 . **New lesson**

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>T checks old lesson: T asks Ss to talk about teen stress and pressure Ss talk - Give Ss 2 qs, ask them to discuss and give the answers. - Share the ideas.</p>	<p>*Chatting Answer the questions. - What should you say to others who have problems? - How do they feel after that?</p>
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss know how to give advice</p>	
<p>T explains how to give advice Ss copy T models with Ss</p>	<p>* How to give advice - If I were you, I would/ wouldn't - I think you should.... - I don't think you should - Have you thought about Ving?</p>
	<p>- It might help to consider It might be a good idea.</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Listen about the work of an advice columnist and do exercises.</p>	

<p>T asks Ss if they know what an ‘advice columnist’ does. Introduce the word. If possible, bring in to the class some examples of the advice column page in local magazines for teens (or you can look them up on the Internet).</p> <p>- T tells Ss they are now going to listen to an interview with Miss Sweetie, the advice columnist of <i>4 Teen</i> magazine. Then choose the best answer.</p> <p>- Ss then work individually to complete the task.</p> <p>T asks Ss to listen again and answer the questions.</p> <p>- Ss work individually first, then compare the answers with a partner. Then provide corrective feedback as a class.</p> <p>- Ss work in pairs for this task.</p> <p>- Ask them to explain their decision afterwards. The options that are in the ‘no’ category are because the language is too strong or direct.</p>	<p>1 . Listen and choose the best answer. <i>Key:</i></p> <p>1 . likes 2 . no longer in 3 . not easy 4 . takes time 5 . need</p> <p>2 . Answer the questions. <i>Key:</i></p> <p>1 . She feels like she is living her teenage years again, and she loves helping readers by giving them advice. 2 . She said it’s most important that we put ourselves in other people’s shoes. 3 . Because language should be used sensitively so that the person can get over the negative feelings.</p> <p>3 . Which of the following expressions are more likely to be used by Miss Sweetie when she gives advice? <i>Key:</i> 1 . No 2. Yes 3. No 4. No 5. Yes</p>
<p align="center">Activity 4. Futher practice Goal: Help Ss write a sh ort note to ask for advice</p>	
<p>T asks Ss to look at 2 , A CLOSER LOOK 1 and give one piece of advice to each student using the expressions in the Writing Study skill box ‘Giving advice’.</p> <p>Ss work individually to complete this task.</p>	<p>4. Give advice to each student. <i>Suggested answers:</i></p> <p>B. I know how you feel, but I don’t think you should worry about this change. It’s normal, and it shows that you’re growing up.</p> <p>C. If I were you, I wouldn’t have too high expectations. I would do my best in</p>

	the exam, but I don't think it's a good idea to feel so stressed.
	D. Have you thought about telling this to your parents? They might think of a good solution to help you.
	E. It might help to consider breaking this big task into smaller tasks and then tackle them one by one.
	F. It might be a good idea to talk about this to someone. Have you thought about turning to your teacher for help?
	5 a. Write a short note to Miss Sweetie to ask her for advice about a problem at school or with your friends.
	Eg: Dear Miss Sweetie, I am in grade 9 at a school in city. I love my school, my teacher and my parents. But this year, I have to learn too much. My parents want me to become an engineer so I must try my best to enter the best university. Beside that, I have to come to center to learn English. My weekend is also fully booked with music class, swimming class... I don't have time for myself. I don't know how to tell with my parents about this problem. Could you give me some advice about this? Unhappy
- T asks Ss to work individually first to write a short note to Miss Sweetie to ask her for advice about a problem at school or with their friends.	
- Ss make up a situation.	
- This task can be done as either a whole class activity or a group activity. Tell Ss when all group members have finished writing the advice note, they will take turns to report the note they received, and the advice that they offered. If time allows, ask the group to discuss the problem and the advice. Can they think of some other advice for the problem?	b. Write a short answer (2-3 sentences) to give advice about the problem. Eg: I think you should talk to your parents about the situation and tell them about what you really want. About your schedule, you should ask your parents to rearrange it so that you can have time to relax. That must be better for not only your physical but also mental health.

* **Homework** - Do exercises in Workbook.

- Prepare next lesson: Looking back - Project.

Teaching date: 9A.....

9 B.....

UNIT 3: TEEN STRESS AND PRESSURE

Period 22: LOOKING BACK - PROJECT

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

- Practice vocabulary and grammar points they have learnt in this unit.
- Practice making communication, project.

1 . Knowledge :

- Vocabulary: Vocabulary about teen stress and pressure.
- Structure: Review question word + to infi, reported speech.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Ss have aware of some life skills and be calm in every situation.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1 .Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<ul style="list-style-type: none"> - Give S some qs and ask them to answer. - Share with classmates. 	<p>*Chatting.</p> <ul style="list-style-type: none"> - What do you do when you have a problem? - Who do you often share your problem?
<p align="center">Activity 2. Vocabulary</p> <p>Goal: Help Ss review some adjectives to describe the feelings in real situations.</p>	
<p>T asks Ss to complete the sentences by using the support from the pictures, the options provided, and the meaning of the sentences.</p> <p>Ss work individually first and then compare with a partner. T corrects</p>	<p>1 . Put yourself in these teens' shoes. Choose the TWO best words to describe your feelings in the following situations.</p> <p><i>Key:</i></p> <ul style="list-style-type: none"> 1 . excited/delighted 2 . frustrated/upset 3 . tense/stressed 4 . worried/tense 5 . disappointed/frustrated 6 . emotional/depressed

<p>- T asks Ss to remember the meanings of these verbs: <i>congratulate</i>, <i>empathise</i>, <i>encourage</i>, <i>assure</i>, and <i>advise</i>.</p> <p>Then Ss need to look at the situations in I to say appropriate sentences.</p> <p>- T asks Ss to complete this exercise without looking back at COMMUNICATION. They can write in similar skills, or add new skills as they wish.</p>	<p>2 . Use the following prompts to say something to the students in I .</p> <p><i>Key (suggested):</i></p> <p>1 . ‘Congratulations!’ / ‘Well done! You did a really great job!’</p> <p>2 . ‘You must have been really disappointed.’ / ‘If I were you, I would talk to my parents.’</p> <p>3 . ‘Stay calm. Everything will be all right.’ / ‘It might be a good idea to have a break when you feel too stressed.’</p> <p>4 . ‘I understand how you feel.’ / ‘It might help to consider talking about this to someone.’ / ‘Have you thought about calling a counselling service?’</p> <p>5 . ‘I understand how you feel.’ / ‘It might help to consider focusing on the good points of the presentation rather than only the weak points.’</p> <p>6 . ‘You must have been really emotional.’ / ‘I understand how you feel.’</p> <p>3 . Give at least two examples for each of these sets of skills.</p> <p><i>Key (suggested):</i></p> <p>1 . concentrate on doing something; organise your timetable.</p> <p>2 . control feelings; know how to get over negative feelings</p> <p>3 . cooperate with others; communicate well.</p> <p>4 . know how to act in emergencies; know when to stop taking risks</p> <p>5 . cook for oneself and others; manage a small budget</p>
<p>Activity 3. Grammar</p> <p>Goal: Help Ss review the reported speech and question words to infinitive.</p>	
<p>- T asks Ss to work individually then in pairs when they compare their answers with each other.</p> <p>Ss work individually then in pairs and then write the answer the question.</p>	<p>4 . Rewrite the following in reported speech.</p> <p><i>Key:</i></p> <p>1 . She said she was really stressed out, and that she had had three sleepless nights thinking about her exam.</p> <p>2 . He said he couldn’t concentrate because it was too noisy in there.</p> <p>3 . She said she had been very upset at first but she was fine then.</p>

<p>- T asks Ss to work individually to complete this task. Ss share their answer with classmates T corrects</p>	<p>4 . He said he didn't think taking risks too often was a good idea. 5 . She said he would take a cooking class before he went to college. 6 . He said he really wished he could make informed decisions. 5 . Rewrite the underlined phrases in the following text, using question words + to- infinitives Key: 1 . Today, I'm going to tell you what to do in case of fire. 2 . Be sure you know where to find the nearest exit or stairway. 3 . You should know how to activate the fire alarm. 4 . You should know what number to call to report the fire and ask for help.</p>
<p align="center">Activity 4. Communication & Project Goal: Help Ss give them some advice & design the set up of a teen support group</p>	
<p>- T asks Ss to look at in 4, skills 1 and asks some questions <i>Who are the callers?</i> <i>Why are they calling the helpline? How do they feel?</i> Now Ss discuss this task in pairs to work out the advice they would give to the two callers. Encourage Ss to use the phrases they have learnt for giving advice. Call on five pairs to report the advice to the class. The class then vote for their favourite piece of advice.</p> <p>T asks Ss to work in small groups to design the set up of a teen support group. First, Ss choose an idea for the support group and find out more about that idea. For example, one group chooses the idea 'study skills group'.</p> <p>Ask them to think about:</p> <ul style="list-style-type: none"> • <i>Which study skills do you think are necessary in your class/school? How can</i> 	<p>6 . Work in pairs. Look at the notes of the two callers from 4, SKILLS 1 and give them some advice.</p> <p align="center">Teen support group</p> <p>Work in groups. Prepare some ideas for a teen support group in your school:</p> <ul style="list-style-type: none"> ● study skills group ● life skills group ● social skills group ● emotion control skills group ● career planning group
<p><i>you find out more about this information?</i></p> <ul style="list-style-type: none"> • <i>How can the students improve these skills? (for this information you</i> 	<p>Choose one idea and think about how to set up the support group, focussing on the following questions:</p> <ul style="list-style-type: none"> ● What is the name of the support group?

<p>can ask your teacher, or use books, magazines, or the Internet)</p> <ul style="list-style-type: none"> • What can a support group do to help them do that? <p>- Then Ss decide how to set up their support group. Ask them to consider:</p> <ul style="list-style-type: none"> • What is the name of the support group? • What are the support activities it provides? • How does the support reach students? • How is the group organised? <p>Who will do what? How can the teacher and the school help the operations of the group?</p> <p>- The class can then vote for the project that they think is most interesting, useful, and feasible. If possible, T may even help them realise some of these projects in their own class or school.</p>	<ul style="list-style-type: none"> • How is the group organised? • How does it help teens? <p>Present your group's ideas to the rest of the class. Get their feedback.</p>
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*** Homework**

- Complete the project.
- Prepare for the next lesson: Review 1.

Teaching date: 9A.....

9 B.....

Period 23: REVIEW 1: LANGUAGE

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

- Revise the language Ss have learnt and the skills they have practised in units 1-2-3.
- Practice making everyday English.

1 . Knowledge :

- Vocabulary: Review the vocabulary they have learnt in Unit 1,2,3.
- Grammar: Phrasal verbs, reported speech, question word + to infi.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3. Qualities: Ss study hard. **II. Teaching aids:**

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>T lets sing a song Ss listen and sing a song</p>	
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss review how to stress on the verb <i>be</i> and content words in sentences</p>	
<p>- T asks Ss what kinds of words are underlined. Elicit the rule from Ss (they are content words and are stressed because they contain all the important information being conveyed). Ss listen and repeat out loud trying to stress the same words.</p> <p>- Call on some Ss to read out the sentences again.</p> <p>- Correct their pronunciation as a class. Note: All the underlined words are stressed</p> <p>- T asks Ss to work in pairs first to mark the underlined words as W (weak) or S (strong).</p> <p>- Then T plays the recording for Ss to check.</p> <p>- Play the recording again and Ss repeat. Pause and correct their pronunciation.</p>	<p>1 . Listen and practise saying the sentences. Pay attention to the underlined words.</p> <p>2 . Look at the underlined words in the sentences and mark them as W (weak) or S (strong). Then listen to check and practise.</p> <p>1 . A: Is (W) Minh happy about winning the scholarship? B: Yes, he is (S). But his parents are (W) happier.</p> <p>2 . A: I can't (S) understand it! Aren't (S) you my son? B: I'm terribly sorry, dad. But it isn't (S) entirely my fault.</p> <p>3 . A: Pho Hien is (W) a very old town in North Viet Nam. B: Is it (S)? Where is it (W) located?</p> <p>4 . A: It's (W) raining. Are they (W) wearing raincoats? B: She (S) is, but he (S) isn't.</p>
<p align="center">Activity 3 . Practice</p> <p>Goal: Help Ss review words/phrases and some adjectives of feelings</p>	

<ul style="list-style-type: none"> - T asks Ss to do the task individually and then share their answers with a partner. - Check Ss' answers. - Let Ss read the passage, then do this exercise individually. T may ask some Ss to write their answers on the board. - T corrects as a class. 	<p>3 . Match the verbs in column A with the words/phrases in column B. <i>Key:</i></p> <ul style="list-style-type: none"> - reduce pollution - pull down an old building - empathise with someone - make a handicraft <p>4 . Fill each gap with a word from the box. Key:</p> <ul style="list-style-type: none"> 1 . giant 2 . tallest 3 . attractions 4 . Symbol 5 . fascinating 6 . excited 7 . affordable 8 . interest
<p align="center">Activity 4. Further practice</p> <p>Goal: Help Ss review some phrasal verb , reported speech, and question words to infinitives.</p>	
<ul style="list-style-type: none"> - T asks Ss to work individually and then compare their answers with a partner. Call on some Ss to write their answers on the board. Other Ss comment. T corrects as a class. - T asks Ss to do the task individually. Tell them to write the reported sentences in their notebooks. - Call on some Ss to read their sentences. - T checks. 	<p>5 . Complete each sentence with the correct form of a phrasal verb from the list. <i>Key:</i></p> <ul style="list-style-type: none"> 1 . set up 2 . deal with 3 . turned down 4 . look up 5 . give up 6 . put up with 7 . got over 8 . keep up with <p>6 . Rewrite the following questions in reported speech, using question words before to -infinitives. <i>Suggested answers:</i></p> <ul style="list-style-type: none"> 1 . Trang wondered what to wear to the fancy dress party. 2 . She couldn't decide whether to help Chau with the money her mum had given to her. 3 . Nick wondered where to get those
	<p>traditional handicrafts.</p> <ul style="list-style-type: none"> 4 . Phuc had no idea who to turn to for help with his homework. 5 . Hoa was not sure when to break the sad news to him
<p align="center">Activity 5. Production</p>	

Goal: Ss can talk about real situations using everyday English	
- Ask Ss to discuss in pairs and choose the suitable words/phrases to complete the talks. After checking their answers, have some pairs act out the mini-talks.	7 . Choose the suitable words/phrases to complete the mini-talks. <i>Key:</i> 1 . As far as I know 2 . what to do 3 . Cool 4 . No worries 5 . If I were in your shoes

*** Homework**

- Do the exercises in workbook.
- Review all knowledge in unit 1, 2, 3. - Prepare: The forty-five minute test.

Teaching date: 9A.....

9 B.....

Period 24: REVIEW 1: SKILLS**I. Objectives:** By the end of the lesson students will be able to:

- Practice 4 skills with the knowledge they have learnt in unit 1, 2, 3.

1 . Knowledge :

- Vocabulary: Review
- Grammar: Review

2. Competences : Linguistic competence, cooperative learning and communicative competence .**3 . Qualities:** Ss study hard.**II. Teaching aids:****1. Materials:** Text book, plan**2 . Equipment:** computer accessed to the Internet, projector, loudspeaker**III. Procedures:****1 . Checkup attendance****2 . Checkup the old lesson****3. New lesson**

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Goal: To attract Ss' attention to the lesson and to lead in the new lesson.	
*Chatting T asks some questions Ss answer the questions. - What should you say to others who have problems? - How do they feel after that? T introduces the lesson	
Activity 2. Reading	

Goal: Help Ss know how to read and answer the questions	
<ul style="list-style-type: none"> - Have Ss read the letters silently. T clarifies anything they do not understand. - Choose Ss to read the letters aloud sentence by sentence. - Correct their pronunciation. - Then Ss do the exercise in pairs. - T corrects as a class. 	<p>1 . Read the two letters:</p> <p>a. Underline the phrasal verbs in the letters and say what they mean.</p> <p>Key:</p> <ul style="list-style-type: none"> - found out: got information - face up to: deal with - go on with: continue - keep away from: avoid <p>b. Decide whether the statements are true (T) or false (F).</p> <p>Key:</p> <p>1 . F 2. T 3. T 4. T 5. F</p>
<p align="center">Activity 3. Speaking</p> <p>Goal: Help Ss talk about given topics</p>	
<ul style="list-style-type: none"> - Ss work individually first. Have them read all three situations and think of the one that interests them the most. Then they talk in groups. Give them a few minutes to prepare what they want to say. Encourage them to use the language they have learnt. - Go around and give assistance if need be. 	<p>2 . Talk in groups. Prepare a one-minute talk. Choose one of the following topics.</p>
<p align="center">Activity 4. Listening</p> <p>Goal: Help Ss know how to listen and answer the questions</p>	
<ul style="list-style-type: none"> - Play the recording once. Ss listen and write their answers. - Play the recording again for Ss to check. - Explain any difficult words if necessary. 	<p>3 a. Listen to the conversation and answer the questions.</p> <p>Key:</p> <p>1 . In a (little) town.</p> <p>2 . In a city.</p>
<ul style="list-style-type: none"> - Play the recording again once or twice, or as required. Ss write down the words/ phrases as they hear them. - T checks. 	<p>b. Listen again and complete the sentences.</p> <p>Key:</p> <p>1 . a stranger</p> <p>2 . at night</p> <p>3 . downtown</p> <p>4 . entertainment</p>
<p align="center">Activity 5 . Writing</p> <p>Goal: Help Ss know how to write a letter to your pen friend about your last visit to a craft village</p>	

<ul style="list-style-type: none"> - Before Ss write, brainstorm Ss' ideas about a craft village (or a place of interest they have been to if they haven't been to a craft village). Tell them to look at the cues given; note, they will need modifying slightly for a place of interest. Encourage them to use the words/phrases they have learnt in the units. - Give Ss time to do the writing task. Then have them swap their work with a partner to check before handing it in. - Collect their papers to check at home. 	<p>4 . Write a letter to your pen friend about your last visit to a craft village. You can refer to the following:</p>
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*** Homework**

- Review all knowledge in unit 1, 2, 3.
- Prepare: The forty-five minute test.

Teaching date: 9A.....

9 B.....

UNIT 4: LIFE IN THE PAST
Period 2 6: GETTING STARTED

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

- Use the lexical items related to the topic life in the past.
- Interact a conversation about life in the past and the differences between life in the past and now.

1 . Knowledge :

- Vocabulary: vocabulary related to life in the past.
- Grammar: Used to: review, Wishes for the present.

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Ss preserve the past and love their life.

II. Teaching aids:

- 1 . Materials:** Text book, plan, pictures
- 2 . Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

- 1 . Checkup attendance**
- 2 . Checkup the old lesson**
- 3 . New lesson**

Teacher 's and students ' activities	The main contents
<p style="text-align: center;">Activity 1. Warm up Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<ul style="list-style-type: none"> - Show some pictures in the past and introduce to Ss. - Ask them to give the comments. 	

<p align="center">Activity 2. Presentation.</p> <p align="center">Goal: Ss can understand the topic of conversation and structure: “used to and wish”</p>	
<p>T asks Ss to look at the title of the conversation and the picture. Ask them some questions:</p> <ul style="list-style-type: none"> • <i>What do you think the people in the conversation are talking about?</i> • <i>How do you understand the title ‘ Preserving the past ’ ?</i> <p>Ss answer the questions as a class. T plays the recording and has Ss follow along.</p>	<p>1 . Listen and read.</p>
<p>T retells the form and the use of ‘Used to’.</p> <p>Ss copy and give examples</p> <p>T introduces Wishes for the present.</p> <p>Ss copy and give examples</p> <p>T explains the words that Ss don’t understand.</p>	<p>* Grammar:</p> <ul style="list-style-type: none"> - Used to Eg: - Your grandfather used to make one for me. - Wishes for the present: - I wish there were movie teams like that now
<p align="center">Activity 3. Practice</p> <p align="center">Goal: Ss can understand a conversation about life in the past and and answer the questions</p>	

<p>T asks Ss to work independently. Then allow Ss to share answers. Ss work independently and share their answer with their friends. T checks their answers as a class.</p> <p>T ask them to do exercise b. Ss do exercise. T corrects the mistakes</p> <p>T has Ss work independently to find the most suitable response to each item. Then T asks them to practise with their partner. Ss work in pairs</p> <p>T checks as a class and explains the answers where necessary.</p>	<p>a. Read the conversation again and answer the questions. <i>Key:</i> 1 . Fathers make kites for sons. 2 . Once every two months. 3 . They used to come early, trying to get a place near the screen. 4 . Only wealthy households. 5 . Yes, he does. He said: “Sometimes I wish I could go back to that time.”</p> <p>b. Match the expressions from the conversation with their meanings. <i>Key:</i> 1 . c 2. a 3. d 4. b</p> <p>c. Choose suitable expressions from 1b to complete the short conversations. <i>Key:</i> 1 . Sure. 2 . I can’t imagine that. 3 . How cool! 4 . I wish I could go back to that time. 5 . How cool! 6 . I can’t imagine that.</p>
<p>T makes sure Ss understand the meaning of the words/phrases in the box. T asks them to give some examples to show that they understand the phrase ‘technological changes’. Ss then work independently to complete the sentences. Have them share their answers in pairs. T elicits the answers from the whole class.</p>	<p>2 . Use the words/phrases in the box to complete the sentences. <i>Key:</i> 1 . a 2. d 3. c 4. b 5. e 6. f</p>
<p align="center">Activity 4. Further practice Goal: Ss can talk about the past events</p>	

<p>T has Ss work in small groups to come up with as many past events and practices in their areas as possible.</p> <p>Time: 4 minutes</p> <p>T has them present the list they have made to the class.</p>	<p>3 . Make a list about some of the past events and practices in your area. Then present them to the class.</p> <p><i>Example:</i></p> <p>Women in Hue used to go swimming at the beach fully clothed, to wear palm leaf conical hats, to wear the traditional long dress whenever they went out, to stay at home as housewives, ...</p>
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*** Homework**

- Collect the pictures about life in the past.
- Prepare for the next lesson: A closer look 1.

Teaching date: 9A.....

9 B.....

UNIT 4: LIFE IN THE PAST
Period 27: A CLOSER LOOK 1

- I. Objectives:** By the end of the lesson students will be able to:
- Practise vocabulary related to the topic "life in the past".
 - Practise how to pronounce Stress on auxiliary verbs in sentences.

1 . Knowledge :

- Vocabulary: vocabulary related to life in the past.
- Pronunciation: Stress on auxiliary verbs in sentences.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Ss preserve the past and love their life.

II. Teaching aids:

- 1 . **Materials:** Text book, plan, pictures
- 2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

- 1 . **Checkup attendance**
- 2 . **Checkup the old lesson**
- 3 . **New lesson**

Teacher 's and students ' activities	The main contents
<p style="text-align: center;">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	

<p>T asks Ss to do the matching individually. Then allow them to share their answers with a partner. Ss work individually T checks as a class.</p> <p>T asks Ss to work individually. Choose the correct answer for each sentence first. They then read the sentence carefully to determine the form and the tense of the verb. T checks the answers as a class.</p> <p>T has Ss work individually. Then they can exchange their answers with a partner. Check as a class. Ss make new sentences using these words and phrases.</p> <p>T asks Ss to read the definitions before doing the task. T has Ss read each sentence and decide what part of speech is missing from the sentence. For example, sentence 1 needs a noun because this word stands after article 'a'. They then complete all the sentences. - Confirm the correct answers as a class.</p> <p>T plays the recording. Ss listen and underline the stressed auxiliaries. They then repeat the sentences with a focus on the stressed ones.</p>	<p>1 . Match a verb in A with a word/phrase in B. <i>Key:</i> 1 . f 2. g 3. b 4. a 5 . c 6. e 7. h 8. D</p> <p>2 . Complete the sentences. <i>Key:</i> 1 . kept a diary 2 . entertain themselves 3 . preserve our traditions 4 . Use your imagination 5 . acting out stories 6 . collect the post 7 . going bare-footed 8 . dance to drum music</p> <p>3 . Choose a word/phrase from the box to complete the sentences. <i>Key:</i> 1 . seniority 2 . illiterate 3 . street vendors 4 . strict rules 5 . Physical 6 . face to face</p> <p>4 . Complete the sentences with the right form of the words below. <i>Key:</i> 1 . habit 2 . behaviour 3 . tradition 4 . habit 5 . practice 6 . behaviour</p> <p>5 . Listen and underline the auxiliary verbs which are stressed. Then practise saying the sentences. Key: 3. <u>did</u> 4. <u>hasn't</u> . 5. <u>don't</u> 6. <u>do</u> .</p>
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<p>T has Ss work individually to stress the auxiliaries. Then play the recording. Ss listen, check, and say the sentences.</p> <p>Ss listen and</p> <p>T calls on some Ss to say the sentences individually.</p>	<p>6 . Underline an auxiliary if it is stressed. Then listen, check, and repeat the sentences.</p> <p><i>Key:</i></p> <p>1. <u>couldn't</u>.</p> <p>2. <u>have</u></p> <p>4. <u>aren't</u> / <u>can't</u> / <u>can</u></p> <p>5. <u>doesn't</u> - <u>Don't</u> <u>does</u></p>
<p align="center">Activity 4. Furt her practice</p> <p align="center">Goal: Ss can review some vocab ulary words they have learnt.</p>	
<p>+ Work in groups</p> <ul style="list-style-type: none"> - Divide the class into 2 teams - Make sentences with the words they have learnt. - Team with more right sentences will won <p>T corrects and gives feedback</p>	

*** Homework.**

- Practice vocabulary and pronunciation again.
- Guide ss how to do EX in WB.
- Prepare for the next lesson: A closer look 2

Teaching date: 9A.....

9 B.....

UNIT 4: LIFE IN THE PAST
Period 28: A CLOSER LOOK 2

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

- Use the lexical items related to the topic "life in the past".
- Review *Used/ didn't use + to infi* to talk about past practices, express wishes for the present.
- Practice doing exercises with *Used/ didn't use + to infi* and *wish*.

1 . Knowledge :

- Vocabulary: Review
- Grammar: Review *Used/ didn't use + to infi* to talk about past practices and wishes for the present.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Ss preserve the past and love their life.

II. Teaching aids:

1 . Materials: Text book, plan, pictures

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Goal: To attract Ss' attention to the lesson and to lead in the new lesson.	
T asks Ss: When do we use 'used to'? Ss answer T introduces the lesson	* We use "Used to" and "didn't use to" V to talk about an activity that repeatedly happened in the past.
Activity 2. Presentation Goal: Ss can review the structure: used to	
T has Ss work individually. Then ask them to exchange their answers. Correct	2 . Use <i>used to</i> or <i>didn't use to</i> with the verbs from the box to complete the sentences.

<p>them as a class.</p> <p>- T asks Ss to read the conversation in GETTING STARTED again and look for sentences containing <i>wish</i> . Ask them to underline the main verbs in the sentences and answer the questions. Elicit the rule for the main verbs in the <i>wish</i> sentences for the present. Then have them read the Look out! box. T may write the rule on the board.</p> <p>T gives the structure: Wishes for the present. Ss copy and give example</p>	<p>Key:</p> <ol style="list-style-type: none"> 1 . used to be 2 . didn't use to transport 3 . used to dye 4 . used to kill 5 . used to pull out 6 . didn't use to spend <p>3 . Read and underline the main verbs in the <i>wish</i> sentences. Then answer the questions.</p> <p>Key:</p> <ol style="list-style-type: none"> 1 . for the present 2 . the past simple and past continuous
<p align="center">Activity 3 . Practice</p> <p align="center">Goal: Ss can do exercise u sing wishes for the present.</p>	
<p>- T has Ss do this exercise individually. They may refer to the rule on the board.</p> <p>- T checks the answers as a class.</p> <p>- T has Ss look at the prompts first and decide whether the sentence is a wish for the present/future or for something happening right at that moment. They then choose the appropriate tense for each sentence.</p> <p>- T asks them to write out the sentences in full. Let Ss share their work with their partner. T checks as a class.</p>	<p>4 .Tick () if the sentence is correct. If the sentence is not correct, underline the mistake and correct it.</p> <p>Key:</p> <p>Correct: 1 and 4</p> <p>Incorrect:</p> <ol style="list-style-type: none"> 2 . will → would 3 . can → could 5 . don't → didn't 6 . is → was/were <p>5. Make up wishes from the prompts.</p> <p>Key:</p> <ol style="list-style-type: none"> 1 . I wish we could communicate with animals. 2 . I wish no child was/were suffering from hunger. 3 . I wish I was/were playing on the beach. 4 . I wish there was/were/would be no more family violence in the world. 5 . I wish I was/were going bushwalking with my friends.
	<ol style="list-style-type: none"> 6 . I wish there were four seasons in my area
<p align="center">Activity 4. Further practice</p> <p align="center">Goal: Ss can talk sentences by using “ Wishes for the present” about themselves</p>	

<p>T asks Ss make sentences by using “Wishes for the present” about themselves Ss practice</p> <p>*Groupwork:</p> <ul style="list-style-type: none"> - Divided the class into two teams - Team 1: to make some sentences with used to - Team 2: to make some sentences with Wish - Time: five minutes. - The group with the most correct sentences is the winner. 	<p>Eg: I wish I have a car</p>
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*** Homework.**

- Do exercise in the exercise’s book.
- Prepare for the next lesson: Communication.

Teaching date: 9A.....

9 B.....

UNIT 4: LIFE IN THE PAST
Period 29: COMMUNICATION

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

- to: - Know more about past practices.
- Make comments on or express opinions about facts in the past
- Describing past practices.

1. Knowledge :

- Vocabulary: Extra vocabulary about life in the psat.
- Structure: Review

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Ss preserve the past and love their life.

II. Teaching aids:

1 . **Materials:** Text book, plan, pictures

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1.W arm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>- Ask Ss to talk about what they know about past practices.</p>	
<p align="center">Activity 2. Pre sentation</p> <p>Goal: Ss can know some vocabulary words in the text</p>	
<p>T teaches some vocabulary words Ss copy and read</p> <p>T asks Ss to discuss and answer the questions in part 1a. Note: There are no wrong answers at this stage. Ss discuss the questions in pairs</p> <p>Ss read the stories individually as quickly as possible and checks the answer.</p>	<p>1 . Extra vocabulay Downtown Domed Remote Arctic Igloo</p> <p>Ex 1. Read and answer the answer</p> <p>* Answer</p> <p>1. ⇒ It collects stories about the past to help people understand more about life in that time.</p> <p>2. ⇒ I think the elderly sent in the stories to the competition.</p> <p>3. ⇒ The first story is about work of a postman in a remote area and the second one is about life and traditions in Baffin Island long time ago.</p>
<p align="center">Activity 3. Practice</p>	
<p>Goal: Ss can understand the stories and gain a deeper understanding of what life was like for people in the stories.</p>	

<ul style="list-style-type: none"> - T has Ss read the definitions and look for the words in each story. Ss do this in pairs - This task encourages Ss to use their critical thinking skills to find explanations for the questions. - Ss will consequently gain a deeper understanding of what life was like for these people. - Have Ss work in groups. Encourage them to use their imagination and background knowledge to explain some information from the stories. Ss then share their opinions with the class. - T acts as a facilitator. - Have Ss work in groups to match the responses with the stories. Ask them to underline the key words in the responses which help them do the matching. 	<p>Ex2. Read the stories and find the words which mean:</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> 1 . illiterate 2 . pass on 3 . treat (someone) 4 . block 5 . survive 6 . dogsled <p>Ex3. Discuss the questions.</p> <p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1 . It was difficult to reach the villagers on the mountain./There were no other means of transport available. 2 . There was no school in the villages./The nearest school might be too far away. 3 . There were no other materials available in that deserted land./There were no easy means to transport materials from other places to the island. 4 . It was impossible to build a big house with several rooms in the ice and snow./ People felt safer living in communal groups. <p>Ex4. Which responses relate to which story?</p> <p><i>Key:</i></p> <p><i>Story 1: 2 , 4</i></p> <p><i>Story 2: 1 , 3, 5</i></p>
<p align="center">Activity 4. Furt her practice</p> <p>Goal: Help Ss write and present a story for the Looking Back competition</p>	
<ul style="list-style-type: none"> - Ask Ss to work in small groups and work out a story of their own. Make sure Ss include the necessary information in the story as suggested in the task. - Each group then presents the story to the class. - The rest of the class can ask questions about the topic. 	<p>Ex 5. Work in groups. Work out a story for the Looking Back competition.</p>

*** Homework.**

- Learn new words/ workbook: C. Speaking
- Prepare for the next lesson: Skills 1.

Teaching date: 9A.....
9 B.....

UNIT 4: LIFE IN THE PAST

Period 30: SKILLS 1

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

- Read for specific information about children's pastimes in the past.
- Make comments on or express opinions about facts in the past.

1 . Knowledge :

- Vocabulary: Vocabulary about life in the past.
- Grammar: Review.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Ss preserve the past and love their life.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To review some activities to entertain themselves and to lead in the new lesson.</p>	
<p>T asks Ss to brainstorm how teens entertained themselves in the past compared to the present. Make notes of the activities in two lists and leave them on the board while the class reads the conversation in 2.</p>	<p>* Questions</p> <p>+ The way children entertain themselves in the past?</p> <ul style="list-style-type: none"> - playing football - riding bikes - flying kites - meeting and talking face to face ... <p>+ The way teenagers entertain themselves nowadays</p> <ul style="list-style-type: none"> - talking on the phone - playing video games - watching TV - listening to music
<p>T asks Ss to answer two questions in their book</p> <p>Ss answer the question</p> <p>T introduces the lesson</p>	<p>...</p> <p>Ex 1. Think.</p> <ul style="list-style-type: none"> - Past: Often play physical activities in the fresh air. - Now: Often play indoors activities, modern games
<p>Activity 2. Presentation</p> <p>Goal: Ss can know some vocabulary words in the text</p>	

<p>T teaches some new words Ss listen and copy T asks Ss read the new words Ss read</p>	<p>I. Vocabulary Physical activities Obesity Stay in shape Street vendors Household</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Ss can read information about children's pastimes in the past and answer the questions and know how to ask and answer about the pastime</p>	
<p>T has Ss read the conversation individually and answer the questions. Ss read T checks Ss' answers as a class. Ask Ss to show where the information for each answer appears.</p> <p>T asks Ss to go around to the class to ask and answer about their pastime. Ss go around to the class to ask and answer about their pastime. T observes and remarks.</p> <p>T asks Ss to read the habits which have been long practised by children in Viet Nam. Ss read</p>	<p>II. Reading</p> <p>Ex2. Answer the questions. Key: 1 . They used to play outdoors, in the fresh air. 2 . They met and talked face-to-face. 3 . It kept them healthy and in shape. 4 . At home. 5 . You had to use your own imagination. 6 . No, they didn't.</p> <p>III. Speaking Eg: T: What do you do in your pastime? S: I often watch TV. T: Do you like keeping a diary? S: Yes. I like keeping a diary. Because I can write my feelings and my private thoughts in it.</p> <p>Ex 4. Discuss habits of children in Viet Nam? Would you like to preserve them? Eg: 1 . hand -written homework</p>

<p>T asks Ss to discuss these the habits in groups (3 people) Ss discuss T asks Ss to take note their friends' answer. T should move around the groups and offer guidance.</p>	<p>T: What do you think about the hand - written homework? Ss: It can prevent students from copying the answer from internet but it is also inconvenient and time-consuming. Especially, students that have bad hand-writing can get bad mark just because teacher cannot understand what they wrote. Therefore, I don't want to preserve it.</p> <p>2. ⇒ I want to preserve it because it's also a good physical activity for children that helps them to be healthier and shape.</p> <p>4. ⇒ I don't want it to be preserved. Sometimes, children should be allowed to speak up, to give their opinions so that parents can understand their children more.</p>
<p style="text-align: center;">Activity 4. Fu ther practice Goal: Ss can talk activities they entertain themselves every day and give the reason w hy.</p>	
<p>T asks Ss to talk activities they entertain themselves every day and give the reason why. Ss talk T corrects T moves around the class. If something interesting is expressed, T may wish to bring the whole class together to discuss it.</p>	<p>Eg: Every afternoon I often play football with my friends. Because it helps me provide my healthy and stay in shape I often read newspaper in the library in my school.</p>

*** Homework.**

- Practice talking about life in the past.
 - Prepare for the next lesson: Skills 2
- Teaching date: 9A.....
9 B.....

UNIT 4: LIFE IN THE PAST
Period 31: SKILLS 2

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

- Listen for specific information about school life in the past.
- Write a description of how children in the past studied without technology.

1 . Knowledge :

- Vocabulary: Vocabulary about life in the past.
- Grammar: Review.

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Ss preserve the past and love their life.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>T asks Ss to look at the picture on p.47 and answer the qs. Ss answer the questions</p> <p>T introduces the new lesson.</p>	<p>*Chatting.</p> <ul style="list-style-type: none"> - What can you see in the picture? - What are they doing?
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss listen for specific information about school life in the past.</p>	
<ul style="list-style-type: none"> - T asks Ss to look at the old photo again and read the introduction to the listening and the questions. - T may even decide to do a prediction task by asking Ss to guess if each statement is true or false before listening. - T then plays the recording and Ss tick 	<p>I. Listening</p> <p>1 . Listen and decide if the statements are true (T), false (F), or not given (NG).</p> <p><i>Key:</i></p> <p>1 . F 2. T 3. T 4 . NG 5. F 6. T</p>
<p>(✓) the answers. T can play the recording at least twice.</p> <ul style="list-style-type: none"> - Elicit the answers from Ss. Ask them to explain their answers. - Confirm the answers as a class. - Have Ss read the questions first to determine which information they need to fill the blanks. - Ss then listen to the recording again and write their answers. - T checks the answers as a class. 	<p>2 . Listen again and fill the blanks with the correct information. Key:</p> <p>1 . 15 2 . bare-footed 3 . maths, history (in any order) 4 . strict rules 5 . extra classes</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Help Ss write a description of how children in the past studied without technology.</p>	

<p>- Ss may work in groups of three or four. Together they make a list of the facilities they are using for their studies. They then tick the ones they think were not available about twenty years ago. - T may have the groups write their lists on board. Leave the list there for 4.</p> <p>T asks Ss to work individually, referring to the framework while they are writing. If time allows, T can ask some Ss to share their writing with the class. Ss write. T observes and corrects.</p>	<p>II. Writing</p> <p>3 . Make a list of the facilities you are using for your studies nowadays. projector: máy chiếu</p> <ul style="list-style-type: none"> - computer: máy tính - USB - Library - Laptop/ Mobile <p>4 . Write a short description of how students in the past studied without that facility. <i>Sample writing:</i> It is most likely that students twenty years ago were not able to enjoy the Internet in their studies. That's why it took them a lot of time, energy, and even money, to do a project that we can now easily complete in one or two days. For example, when being asked to write an assignment about past habits, the students had to go to the library, look for books on the topic, read the books, and hand-write any information that they thought was</p>
	<p>useful for their assignment. They would also have to meet with some old people and talk to them about the past. At home, they had to hand-write their assignment, possibly with a lot of erasing and rewriting of the first draft. After finishing the draft, they had to write a clean copy on another piece of paper for submission.</p>
<p align="center">Activity 4. Further Practice Goal: Ss can talk about life in the past</p>	
<p>T asks Ss to talk about life in the past Ss talk T corrects</p>	<p>Eg: When I was young, I used to fly a kite.</p>

*** Homework.**

- Rewrite the other descriptions of how students in the past studied without that facility.
- Prepare for the next lesson: Looking back - Project.

Teaching date: 9A.....

9 B.....

UNIT 4: LIFE IN THE PAST**Period 32: LOOKING BACK -
PROJECT****I. Objectives:** By the end of the lesson students will be able to:

- Practice vocabulary and grammar points they have learnt in this unit.
- Practice making communication, project.

1 . Knowledge :

- Vocabulary: Vocabulary about life in the past.
- Grammar: Review *used to* and *wishes* for the present.

2. Competences : Linguistic competence, cooperative learning and communicative competence .**3 . Qualities:** Ss preserve the past and love their life.**II. Teaching aids:****1 . Materials:** Text book, plan**2 . Equipment:** computer accessed to the Internet, projector, loudspeaker**III. Procedures:****1 . Checkup attendance****2 . Checkup the old lesson****3 . New lesson**

Teacher 's and students ' activities	The main contents
Activity 1 . Warm up Goal: To warm up the class	
T asks Ss to talk about how students in the past studied without that facility Ss talk T corrects	Eg: When I was young, I used to fly a kite.
Activity 2. Presentation Goal: Help Ss review some words related to topic: Life in the past	
<ul style="list-style-type: none"> - Have Ss complete this exercise individually. - Check their answers as a class. - Ss work individually. They can then check with their partner. Confirm the correct answers. - Have Ss complete this exercise individually. - Check their answers as a class. 	I. Vocabulary 1 . Choose the best answer A, B, or C to complete the sentences. Key: 1 . B 2. A 3. C 4. A 5. B 2 a. Match the verbs in A with their definitions in B. Key: 1 . b 2. e 3. a 4. c 5. d b. Use the verbs in A in their correct forms to complete the sentences. Key: 1 . acting out 2 . die out 3 . preserve 4 . collecting 5 . entertains

<p align="center">Activity 3. Practice</p> <p align="center">Goal: Help Ss review the structure: Used to and wish</p>	
<p>- Ss complete this task independently. Discussion may sometimes be necessary to decide if a thing was/was not practised</p>	<p>II. Grammar</p> <p>3. Write true sentences about the practice of the following things in the past, using <i>used to</i> and <i>didn't use to</i>. <i>Suggested answers:</i></p> <p>1 . Men used to be the bread winner of the family.</p> <p>2 . Women didn't use to go to work.</p> <p>3 . People didn't use to travel on holiday.</p> <p>4 . Families didn't use to be nuclear. 5 . People used to make <i>banh chung</i> at Tet themselves.</p> <p>6 . Children used to play outdoor games.</p> <p>4 . Read these situations and write wishes you want to make for them. <i>Suggested answers:</i></p> <p>1 . I wish my village had access to clean piped water.</p> <p>2 . I wish there was/were a bridge over the river, so we did not have to cross the river by boat twice a day to school. 3 . I wish there was/were an organization for social activities for teenagers in my town.</p> <p>4 . I wish I was/were tall enough to play basketball.</p> <p>5 . I wish there were four seasons in my area./ I wish we had spring and autumn in my area.</p> <p>5 . Look at the picture and finish the boy's wishes. <i>Suggested answers:</i></p> <p>1 . I wish it would stop raining.</p> <p>2 . I wish the wind weren't blowing so hard.</p> <p>3 . I wish the sun were shining.</p> <p>4 . I wish I were sitting in a warm house.</p>
<p>in the past. Only then can they form the correct answers.</p> <p>- Check as a class.</p> <p>- Have Ss complete the exercise independently.</p> <p>- Have them share their wishes with the class.</p> <p>- Encourage Ss to use their imagination and work out wishes for the situation. - Have them share their answers with the class.</p>	
<p align="center">Activity 4. Further practice.</p> <p align="center">Goal: Help Ss rearrange the sentences to make a meaningful conversation and practise talking, then know how to do the project.</p>	
<p>- Ss work in pairs or small groups to complete the exercise.</p> <p>- Check as a class.</p> <p>- Then they can practise the conversation with their best</p>	<p>III. Communication</p> <p>6 . Rearrange the sentences to make a meaningful conversation. <i>Key:</i> Order: 1-4-5-2-9-7-8-6-3</p>

pronunciation and fluency. - Ask Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered.	IV. Project. Preserving the past
* Project. This project aims to encourage Ss to do more research about the past with a focus on traditions and habits which are dying out. Divide Ss into groups of four to five and instruct them on what they have to do. Encourage them to interview previous generations – either members of their family or neighbours. Tell them to - choose the pastime they most appreciate and would most like to preserve - explain their choice - work on a plan of how they can help to preserve it Have Ss present their posters in the next lesson. When all the groups have given their presentations, the whole class can vote for the best.	

*** Homework.**

- Complete the project.
- Prepare for the next lesson: Unit 5 – Getting started.

Teaching date: 9A.....

9 B.....

Period 33**CORRECTING THE TEST****I. Objective.**

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

1 . Knowledge.

- Find the mistakes for all the exercises which they have done in the 45' test and correct themselves. - Know the answer keys.
- Encourage students to study harder to get good mark for the next writing test.

2 . Skill: To develop 4 skills.**3 . Attitude:** Study seriously.**4. Competence development orientation:**

- Linguistic competence, and doing exercises.

II. Preparation .**1 . Teacher's:** Questions, answer keys.

2 . Students': Note books.

III. Procedure.

* Check 15 minutes

I. Complete the sentences using the words from the box

physical	technological changes	street vendor	traditions	events
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- 1 . Every country has its own customs and.....
- 2 . People in the past were slower in accepting than they are today.
- 3 . Traditionally, weddings and funerals are considered important village..... in Viet Nam.
- 4 . Eating from is a popular habit of people in big cities in Viet Nam.
- 5punishment was common at schools in the past.

II. What is not correct? Circle A, B, C or D

- 1 . When we are on holiday, we used to go to the beach every day .
A B C D
- 2 . We wish we can consult an expert on how to solve this problem.
A B C D
- 3 . I used to listen to music during I was riding my bicycle to school . A B C D
- 4 . He said that they will have to set off soon after midnight.
A B C D
- 5 . I wish my mum will talk about her childhood. A B C D

Code 2

I. Complete the sentences using the words from the box

illiterate	generation	seniority	a special occasion	loudspeaker
------------	------------	-----------	--------------------	-------------

1. A.....is used to make the sound much louder so that many people can hear it from a distance.
- 2 . There is always a big gap between..... The old sometimes find it difficult to understand the young.
- 3 . A wedding is....., not only for the bride and groom but also for other attendants as they can meet friends and relatives.
- 4 . Paying respect to people of is a tradition in Viet Nam.
- 5 . Quite a large number of ethnic people in the mountains are still.....
They can't read or write.

II. What is not correct? Circle A, B, C or D

1. When he lived in Japan, he didn't used to eat food with forks, but with chopsticks.
A B C D
- 2 . I wish I can learn more about other people's traditions.
A B C D
- 3 . I wish people in the world don't have conflicts and lived in peace. A B C D
- 4 . She said that she will go to Paris the following day.
A B C D
- 5 . I used to walk to school when I am a child.

A B C D

Code 3**I. Complete the sentences using the words from the box**

face to face	kept a diary	preserve	stay in shape	bare -footed
--------------	--------------	----------	---------------	--------------

1. In the past, most girlswhere they could write down their daily thoughts and feelings.
2. . We should work together toThey are lot of great value to us.
3. . Doing exercise helps us keep healthy and
4. . The children in my home village wentto school.
5. . I prefer talkingto talking on the phone.

II. What is not correct? Circle A, B, C or D

1. He thinks that English is not as difficult than Math.
A B C D
2. When I am young I used to walk to school.
A B C D
3. . She wishes she can have a longer summer vacation.
A B C D
4. . Did you used to listen to music when you were riding your bike to school?
A B C D
5. . He said that they will have to set off soon after midnight. A B
C D

Keys*Code 1****I. Complete the sentences using the words from the box**

1. traditions
2. technological changes
3. events
4. street vendor
5. physical

II. What is not correct? Circle A, B, C or D

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

Code 2**I. Complete the sentences using the words from the box**

1. loudspeaker
2. generation
3. a special occasion
4. seniority
5. illiterate

II. What is not correct? Circle A, B, C or D

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

Code 3**I. Complete the sentences using the words from the box**

1. kept a diary
2. preserve
3. stay in shape
4. bare -footed

5 . face to face

II. What is not correct? Circle A, B, C or D

1 . D

2 . B

3 . B

4 . A

5 . B

Teacher ' s and students ' activities	Content
<p align="center">A. Warm up</p> <p align="center">Goal: To warm up the class</p>	
<p>T asks Ss some questions</p> <p>Ss answer the questions</p>	<p>Eg:</p> <p>How do you feel today?</p> <p>Do you want to get good mark?</p> <p>Can you guess what is your point?</p> <p>.....</p>
<p align="center">B. Listening</p> <p align="center">Goal: Ss can understand more about listening skill</p>	
<p>*Notice ss some experiences when doing listening exercises:</p> <ul style="list-style-type: none"> - Read the qs before listening - Guess the meaning of the new words. Ss listen to the teacher. <p>* Retell the qs of the test.</p> <ul style="list-style-type: none"> - Ask Ss to listen and give the correct answer. - Ss listen and do exercise I. - Give key. 	<p>Keys</p> <p>code 1,2,3</p> <p>I. Listen and fill each of the gaps in the notes with no more than two words or a number.</p> <p>1 . Gibson</p> <p>2. 0404668886</p> <p>3 . Two/2</p> <p>4 . One/1</p> <p>II. Listen and fill each of the gaps with ONE word.</p> <p>1 . historic</p> <p>2 . fascinating</p> <p>3 . walking</p> <p>4 . community</p>
<p align="center">C. Vocabulary and Grammar</p> <p align="center">Goal: Ss can know how to do exercise about vocabulary and grammar</p>	
<ul style="list-style-type: none"> - Ask Ss to do exercises I, II, III again of code 1,2,3 - Ss do exercises I, II, III. - Call some ss to give the answers. - Ss perform before class /write on the board. - Call others to correct. 	<p>Code 1:</p> <p>I. Choose the best option ...</p> <p>1. A. carved 2. D . as</p> <p>3. A. so that 4 . B . Although</p> <p>5 . B. look through 6 . C. Up</p> <p>7 . D. relaxed 8 . A. expect<u>ed</u></p> <p>II. Complete the sentences....</p> <p>1 . live up</p>

<ul style="list-style-type: none"> - Give key. - Point out the mistakes about grammar, vocabulary. - Ss listen to the teacher and remember. - Repeat again all the main knowledge about vocabulary and grammar that ss don't understand well. - Ss listen to the teacher and write down. 	<p>2 . broke down 3 . keep up 4 . find out</p> <p>III. Match the skill to the example. 1 . a 2 . b 3 . c 4 . d</p> <p>Code 2: I. Choose the best option 1 . A. full 2. B. down 3. A. efficient 4. C. twice as much as 5. D. knit 6 . B. cast 7 . A. dwellers 8 . B. off</p> <p>II/ Complete the sentences 1 . will turn 2 . got 3 . give up 4 . go</p> <p>III. Match the skill to the example. 1 . a 2 . c 3 . b 4 . d Code 3: I. Choose the best option 1 . B. more crowded 2 . D. the most ancient towns 3 . A. pulled down 4 . B. carved 5 . B. much larger 6. A. turned off 7 . C. second most 8. D. urban</p> <p>II. Complete the sentences 1 . live 2 . broke 3 . keep 4 . find</p> <p>III. Match the skill to the example. 1 ...a 2...d..... 3...c... 4...b</p>
<p align="center">D. Reading</p> <p>Goal: Ss can know how to do re ading again and correct their mistakes</p>	
<p>*Notice ss some experiences when doing reading exercises:</p> <ul style="list-style-type: none"> - Read the qs before reading - Guess the meaning of the new words. <p>Ss listen to the teacher.</p>	<p>Code1, 2,3 I. Read and fill in the blanks..... 1 .conical 2. Culture 3 . From 4 . painted</p> <p>II. Read and write T or F 1 . F 2 . F 3 . F 4 . T</p>
<p align="center">E. Writing</p> <p>Goal: Help Ss know to rewrite sentences and write a passage</p>	
<p>T & Ss: Find out the reasons of making mistakes and the way to correcting. T notices ss to do the next</p>	<p>Code 1 I. Complete the second sentence so that it has similar meaning to the first sentence.</p>

test better and learn by heart all structures and vocabulary again.	<p>1. -> I think Ho Chi Minh City is more exciting than Da Nang.</p> <p>2. -> A good dictionary tells you how to pronounce the words.</p> <p>3. -> Tom asked Mark what time he had come the previous night/ the night before.</p> <p>4. -> I have no idea when to leave for the bus. Code 2</p> <p>I.</p> <p>1. -> He wondered how to tell this news to his parents</p> <p>2. -> Remember to turn off the lights on when you leave the classroom</p> <p>3. -> Hoa asked Hoang what time he got up</p> <p>4. -> They can't decide who to go first</p> <p>Code 3</p> <p>I.</p> <p>1. -> I think Ho Chi Minh City is smaller than Da Nang</p> <p>2. -> I don't know where to go</p> <p>3. -> Tom asked Mark what time he had gone to bed last night.</p> <p>4. -> She said she would go to Ho Chi Minh city the following day</p>
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***Homework.**

- Practice grammar from unit 1 to unit 3 again.
- Do all exercises in unit 1, 2, 3 in work book. -

Prepare: Unit 5 - Getting started.

Teaching date: 9A.....

9 B.....

UNIT 5: WONDERS OF VIET NAM

Period 34: GETTING STARTED

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

- Use the lexical items to describe wonders of Viet Nam.
- Interact a conversation about Hue city, one of the wonders of Viet Nam.

1. Knowledge :

- Vocabulary: vocabulary related to words to describe wonders of Viet Nam.
- Grammar: + Passive voice
+ Impersonal passive *suggest + V-ing / clause with should*

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3. Qualities: Ss have aware of protecting the wonders of Viet Nam.

II. Teaching aids:

1. **Materials:** Text book, plan

2. **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1. **Checkup attendance**

2. **Checkup the old lesson**

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Goal: To attract Ss' attention to the lesson and to lead in the new lesson.	
- Ask Ss to give name of some wonders of Viet Nam, and talk about the wonders they have visited or heard about from the news, on TV, or the radio, or from their friends.	*Chatting. - <i>Have you ever visited a wonder of Viet Nam?</i> - <i>'What is it?', 'Where is it?'</i> - <i>'What is special about it?'</i>
Activity 2. Presentation Goal: Help Ss to know to use the lexical items to describe wonders of Viet Nam.	
- T asks Ss to open their books and look at the picture	1 . Listen and read.
and the heading <i>A trip to Hue city</i> . Ask them some questions: - Ss answer the questions - T plays the recording. Ss listen and read along. T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension. - Present some new words - Present: Passive voice: Impersonal passive <i>suggest</i> + V- ing / clause with <i>should</i>	The questions may be: - <i>Where are Mi and Veronica?</i> - <i>What may they be talking about?</i> - <i>What is the bridge in the picture?</i> - <i>Where is it?</i> *Vocabulary: - recommend(v) - rickshaw(n) - bother(v) - complex (adj) - be worth (+V- ing) *Grammar: - It's said that they're quicker and cheaper than taxis. - I suggest going by train. - My father suggests we should go by air.
Activity 3. Practice Goal: Help Ss interact a conversation about Hue city, one of the wonders of Viet Nam and answer the questions.	

<p>First, have Ss work independently. Then allow them to share their answers before discussing as a class.</p> <p>- Tell Ss to refer to the conversation to find the expressions. Practise saying the expressions (play the recording again as a model if necessary). Pay attention to intonation when asking for, making, or responding to recommendations.</p>	<p>a. Read the conversation again and fill in each gap with no more than three words. <i>Key:</i></p> <p>1 . Hue City 2 . three 3 . go by air 4 . beautiful sights 5 . use rickshaws 6 . the museums</p> <p>b. Read the conversation again and find the expressions Veronica and Mi use to <i>ask for</i>, <i>make</i>, and <i>respond to</i> recommendations. <i>Key:</i></p> <table><tr><th>Asking for recommendations</th><th>Making recommendations</th><th>Responding to recommendations</th></tr><tr><td></td><td></td><td></td></tr></table>			Asking for recommendations	Making recommendations	Responding to recommendations			
Asking for recommendations	Making recommendations	Responding to recommendations							

<p>- T has Ss work independently. Then allow them to share their answers before playing the recording for them to check. - T plays the recording for Ss to repeat the phrases. T may remind Ss to pay attention to the intonation.</p>	<p>- And do you know any good places to stay in Hue City? - What's the best way to get around? - So what are the things we shouldn't miss – any good museums? - So what else is worth seeing?</p>	<p>- I suggest going by train. - I'd recommend The Romance Hotel. - It's probably best to use rickshaws. - Er no, don't bother going to the museums. - You should definitely see the Royal Citadel.</p>	<p>- That sounds better. - Hmm, that's good to know. - Yes, that's what I've heard.</p>
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2 a. Write the responses below into the correct columns.
Key:

Asking for recommendations	Making recommendations		Responding to Recommendations
	Recommending things	Not recommending things	

<p>- Ss work independently to do the matching.</p> <p>- Allow them to share their answers before giving comments, and make any corrections. Ask Ss to work in pairs, practising the exchanges.</p> <p>- T may go around to provide help.</p>	<table><tr><td><p>- What about places outside Hue City? - Have you got any other tips?</p></td><td><p>- It's well worth seeing.</p><p>- It's probably best to go by train.</p><p>- You really must go to Agra.</p></td><td><p>- Don't drink the water.</p><p>- I wouldn't eat anything that's sold in the street. - It isn't really worth seeing.</p></td><td><p>- Thanks, that's really useful.</p></td></tr></table>	<p>- What about places outside Hue City? - Have you got any other tips?</p>	<p>- It's well worth seeing.</p> <p>- It's probably best to go by train.</p> <p>- You really must go to Agra.</p>	<p>- Don't drink the water.</p> <p>- I wouldn't eat anything that's sold in the street. - It isn't really worth seeing.</p>	<p>- Thanks, that's really useful.</p>
<p>- What about places outside Hue City? - Have you got any other tips?</p>	<p>- It's well worth seeing.</p> <p>- It's probably best to go by train.</p> <p>- You really must go to Agra.</p>	<p>- Don't drink the water.</p> <p>- I wouldn't eat anything that's sold in the street. - It isn't really worth seeing.</p>	<p>- Thanks, that's really useful.</p>		
	<p>b. Match sentences (1-4) to sentences (a-d) to make exchanges. Then practise the exchanges with a partner.</p>				
<p>- First, have Ss work in pairs to match the names of the places of interest to the pictures.</p> <p>- Then check with the whole class.</p> <p>- T may ask Ss to say the names of these places of interest in Vietnamese and where they are situated. - Ss do the exercise individually and then compare their answers with a partner. - Check the answers with the whole class.</p>	<p><i>Key:</i> 1 . b 2. c 3. d 4. A</p> <p>3 a. Below are some places of interest in Viet Nam. Write them under the pictures.</p> <table><tr><th>Natural wonders</th><th>Man-made wonders</th></tr><tr><td>1 Ha Long Bay 1 Phong Nha Cave 1 Cuc Phuong National Park</td><td>1 Po Nagar Cham Towers 1 One Pillar Pagoda 1 Saigon Notre-Dame Cathedral</td></tr></table> <p><i>Key:</i> 1 . b 2. c 3. e 4 . a 5. f 6. d</p> <p>b. Now put them in the correct columns.</p>	Natural wonders	Man-made wonders	1 Ha Long Bay 1 Phong Nha Cave 1 Cuc Phuong National Park	1 Po Nagar Cham Towers 1 One Pillar Pagoda 1 Saigon Notre-Dame Cathedral
Natural wonders	Man-made wonders				
1 Ha Long Bay 1 Phong Nha Cave 1 Cuc Phuong National Park	1 Po Nagar Cham Towers 1 One Pillar Pagoda 1 Saigon Notre-Dame Cathedral				
<p align="center">Acti vity 4. Further practice</p> <p>Goal: Ss can ask and answer th e questions about some wonders of Viet Nam.</p>					

<p>T asks Ss to work in pairs . Ask and answer the questions about some wonders of Viet Nam.</p> <p>- T may go around to provide help. - Call on some pairs to practise in front of the class.</p>	<p>Eg: A: I had a wonderful trip this summer vacation. B: Where did you visit? A: Cuc Phuong National Park. B: Wow! Where is it? A: It is located in Ninh Binh province. B: What does it have? A: Cuc Phuong is home to many kinds of tree and flowers. There are also many animals there. I did learn many things about biology during the trip.</p>
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*** Homework.**

- Write down as many wonders of Viet Nam.
- Prepare: A closer look 1.

Teaching date: 9A.....

9 B.....

UNIT 5: WONDERS OF VIET NAM

Period 35: A CLOSER LOOK 1

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

- Practise vocabulary related to the topic " wonders of Viet Nam".
- Identify in which situations to stress short words (*a, of, or,* etc.) in sentences and say these sentences correctly.

1 . Knowledge :

- Vocabulary: vocabulary related to wonders of Viet Nam.
- Pronunciation: Stress on short words in sentences.

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Ss have aware of protecting the wonders of Viet Nam .

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

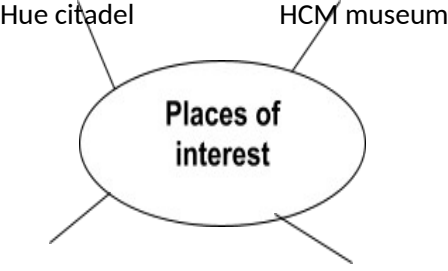
III. Procedures:

1 . **Checkup attendance**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p>Goal: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	

<p>- Asks Ss to list places of interest in Viet Nam.</p>	<p>*Network.</p> 
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss practise vocabulary o the topic " wonders of Viet Nam". related t</p>	
<p>- Ask Ss to do the exercise independently. Then have them share their answers with one or more partners. T may ask for translation of the nouns in the box to check their understanding. With a stronger class, ask Ss to find some real-life examples of the nouns in the box.</p>	<p>I. Vocabulary.</p> <p>1 . Write the words with the correct pictures.</p> <p>Key: 1 . B 2. D 3. A 4. E 5. C 6. F</p>

<p>- Ss work independently and then share their answers with one or more partners. - T may ask for translation of some adjectives to check their understanding.</p> <p>- Ss work in pairs to match the nouns to the definitions. Allow them to share their answers before checking with the whole class.</p> <p>- T may ask for translation of the nouns in the box to check their understanding. - Have Ss complete the sentences individually, using the phrases in 3a. Then have some of them read out their answers before checking as a class.</p>	<p>2 . Fill in each blank with a suitable adjective from the box.</p> <p>Key:</p> <p>1 . located/situated 2 . picturesque 3 . astounding 4 . geological 5 . administrative</p> <p>3 a. Match the nouns in A to the definitions in B.</p> <p>Key:</p> <p>1 . b 2. d 3. a 4. e 5. c</p> <p>b. Now use the nouns in 3a to complete the sentences.</p> <p>Key:</p> <p>1 . structure 2 . measures 3 . setting 4 . complex 5 . recognition</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Identify in which situations to stress short words (<i>a, of, or,</i> etc.) in sentences and say these sentences correctly</p>	

<ul style="list-style-type: none"> - Play the recording and ask Ss to listen and repeat the sentences, paying attention to whether the words in red in each sentence are stressed or not. T may play the recording as many times as necessary. - Read through and explain the rule in the REMEMBER! box and ask some Ss to give some examples of the cases where the short words (<i>a, of, the</i>, etc.) are used in the strong form. - First, ask Ss to work in pairs to practise reading aloud the mini-talks and decide in which sentences the short words are stressed. Then play the recording. Ss listen and underline the stressed words. T may pause after each sentence and ask 	<p>II. Pronunciation</p> <p>4 . Listen and repeat, paying attention to the words in red in each pair of sentences</p> <p>REMEMBER!</p> <p>5. Read the mini-talks and underline the short words (<i>for, the, from, and, but, at, of, to</i>) you think use the strong form. Then listen and check. Key</p>
<p>them to repeat chorally. Correct their pronunciation if necessary.</p> <ul style="list-style-type: none"> - Ss practise the mini-talks in pairs. T may go around to provide help. - Call on some pairs to practise the mini-talks in front of the class. - Correct their pronunciation if necessary. 	<p>1 . A: Where are you <u>from</u> ?</p> <p>2 . B:It's OK but you shouldn't use '<u>and</u>' at the beginning of the paragraph.</p> <p>3 . want <u>to</u> .</p> <p>4 . B: No, the letter is <u>to</u> him, not <u>from</u> him.</p> <p>6 . Work in pairs. Practise the mini-talks in 5.</p>
<p align="center">Activity 4. Fur ther practice</p> <p align="center">Goal: Ss can retell the ma in contents of the lesson</p>	
<p>T asks Ss to retell the main contents of the lesson</p> <p>Ss retell the main contents of the lesson</p>	<ul style="list-style-type: none"> - Vocabulary - Pronunciation

*** Homework.**

- Practice vocabulary and pronunciation again.
- Guide ss how to do EX in WB.
- Prepare: A closer look 2

T asks Ss to change some reporting verbs into past participle. (say, think, believe, know, hope, expect, report, understand, claim)

Teaching date: 9A.....

9 B.....

Period 36

UNIT 5: WONDERS OF VIET NAM

Lesson 3: A CLOSER LOOK 2

I. OBJECTIVES: By the end of the lesson, students will be able to use the impersonal passive and the verb suggest + V-ing / clause with should.

1 . Knowledge:

- a. Vocabulary: Review vocabulary related to the topic "wonders of Viet Nam".
- b. Grammar: The impersonal passive, *suggest + V-ing / clause* with *should*.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3. Qualities: Ss will be more responsible for preserving and more aware of protecting the wonders of Viet Nam.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	Contents
<p align="center">Activity 1. Warm up</p> <p>Aim: To review some reporting verbs and to lead in the new lesson.</p>	
<p>T asks Ss to change some reporting verbs into past participle.</p> <p>Ss go to the board and write</p> <p>T corrects and asks Ss to read words</p> <p>T introduces the lesson</p>	<p>* Reporting verbs → past participle</p> <ol style="list-style-type: none"> 1 . say → said 2 . think → 3 . believe → 4 . know → 5 . hope → 6 . expect → 7 . report → 8 . understand → 9 . claim →
<p align="center">Activity 2. Presentation</p> <p>Aim: Help Ss use the impersonal passive and use the verb <i>suggest + V-ing / clause</i> with <i>should</i></p>	

<p>T introduces the form the impersonal passive. And then gives some examples to illustrate. Ss listen, copy.</p> <p>T explains and analyse the rule and the examples in the box. - Then ask some Ss to give some more examples to check understanding.</p> <p>T explains to Ss the structures used with the verb <i>suggest</i> and ask them to make some examples to illustrate. Ss listen, copy and give examples</p>	<p>1 . The impersonal passive Form: <i>Active:</i> S + think/say/... S +V <i>Passive:</i> It + to be + past participle + that + S + V <i>Eg:</i> <i>Active:</i> People think he is a great teacher. <i>Passive:</i> It is thought that he is a great teacher.</p> <p>2 . Suggest (+) S + suggest + V- ing (+) S + suggest + S should + V Eg: I suggest going by bike I suggest we should go by bike</p>
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<p style="text-align: center;">Activity 3. Practice</p> <p>Aim: Ss can practice doing exercises with the impersonal passive , using the verb <i>suggest</i> + <i>V-ing</i> /clause with <i>should</i></p>	

T asks Ss to complete the sentences independently.
 Ss work individually
 T asks them to share their answers with a partner.
 Ss work in pair.
 T asks some Ss to write the answer .
 T gives comments and corrects.

T asks Ss to explain the exercise and write the sentences independently, then ask Ss to work in groups to do exercise.
 Ss work independently and work in groups to do exercise.

T gives comments, and makes any correction if needed.

T asks Ss to do exercise 5 in pairs.
 Ss work in pairs.

Ex2. Complete the sentences using the correct passive form of the verbs in brackets.

Key:

- 2 . It is believed...
 3 . It is reported ...
 4 . It is claimed that ...
 5 . It is understood that ... 6 . It is expected ...

Ex3. Write sentences about things we hear using the impersonal passive.

Key:

1. It is claimed that Po Nagar Cham Towers were built in the 8th century by the Cham people in central Viet Nam.
2. It is said that the Cham people built Po Nagar Cham temple complex to honour Yang Ino Po Nagar, mother of the kingdom.
3. It is believed that the Po Nagar Cham Towers were built on the site of an earlier wooden temple, which was burned by the Javanese in A.D. 774.
4. It is understood that the Po Nagar Kalan is the main tower, which is one of the tallest Cham structures.
5. It is known that a sculpture of the goddess Mahishasuramardini may be found above the entrance to the main temple.
6. It is thought that in the 17th century, the Viet people took over the temple tower, calling it Thien Y Thanh Mau Tower.

Ex5. Complete the sentences using *suggest + V- ing* /clause with *should* and the prompts in brackets.

Key:

- 2 . I suggest the government *should limit/ limiting* the number of visitors every day.

T may go around to provide help. Call some pairs to practise in front of the class.	3 . I suggest we <i>should control / controlling</i> the deforestation. 4 . I suggest we <i>should put / putting</i> these valuable things in high-security places. 5 . I suggest we <i>should raise / raising</i> some money. 6 . I suggest we <i>should reduce / reducing</i> smoke and exhaust fumes.
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Activity 4. Further practice

Aim: Ss can tell what should do in the real situations, using *suggest + V- ing /clause*

with *should*

<p>T gives a real situations and explains to Ss how to give suggestions, using <i>suggest + V- ing /clause with should</i> Ss listen and give examples</p> <p>T asks some Ss to report their previous partners' ideas to the whole class. Ss report T remarks and corrects</p> <p>T provides to Ss some real situations (using cards) and asks Ss to give suggestions, using <i>suggest + V- ing /clause with should</i> T asks Ss to go around the class and practise with their friends Ss go around the class and practise with their friends.</p>	<p>Ex 6. Write the sentences using <i>suggest + V- ing /clause with should</i> * Practice</p> <p>Eg: - Your bicycle has stolen. A: Oh no! My bike has been stolen. What should I do now? B: I suggest calling the police. (I suggest you should call the police)</p> <p>* Now report your partner's ideas to another partner Eg: I asked B what I should do when my bicycle had been stolen. He suggested calling the police</p> <p>* Give 5 situations in the book. * Give some real situations 1 . Your pen has been stolen 2 . Your telephone isn't working. 3 . You have broken the flower vase. 4 . You have forgotten to turn off the lights. 5 . You have forgotten to turn off the faucets.</p>
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3 . Guides for homework.

- Make 5 sentences using the impersonal passive and 5 sentences using *suggest + V- ing /clause with should* .
- Learn the structure by heart. - Prepare: Communication.
- + Find out names of wonders of Viet Nam
- + Look up the extra vocabulary.

Date of preparation	Date of teaching		Absentees
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		Class	
		9 A	
		9 B	

Period 37

UNIT 5: WONDERS OF VIET NAM

Lesson 4: COMMUNICATION

I. OBJECTIVES: By the end of the lesson, Ss will be able to use lexical items to describe wonders of Viet Nam.

1 . Knowledge:

- Vocabulary: proper name, contestant, spectacular, round (in a game)
- Grammar: The simple tense

2. Competences : Groupwork, independent working, pairwork, linguistic competence, cooperative learning and communicative competence.

3. Qualities: Ss will be more responsible for preserving and more aware of protecting the wonders of Viet Nam. **II. Teaching aids:**

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:**1 . Checkup attendance**

2. Checkup the old lesson: Write 5 sentences using the impersonal passive and 5 sentences using *suggest* + V- ing /clause with *should* .

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up	
Aim: To know names of wonders of Viet Nam and to lead in the new lesson.	
<p>T asks Ss to write down names of wonders of Viet Nam.</p> <p>Ss write down names of wonders of Viet Nam</p> <p>T corrects and remarks</p> <p>T introduces the lesson</p>	<p>*Network.</p> <p>Phong Nha cave Ha Long Bay</p> 
Activity 2. Presentation	
Aim: Ss can know some vocabulary words in the lesson	
	<p>1 . Extra vocabulary</p> <p>- Proper name</p>

<p>T helps Ss understand the meanings of the words in the Extra vocabulary box by using examples, definitions, or even translations.</p> <p>Ss copy and read</p>	<p>- Contestant</p> <p>- Spectacular</p> <p>- Round (in a game)</p>
Activity 3 . Practice	

<p>Aim: Ss can listen to a conversation describing wonders of Viet Nam and write 6 sentences about wonders of Viet Nam</p>	
<p>T asks Ss to read sentences and guess statements are true or false. Ss guess statements are true or false. T asks Ss to listen to the tape and decide whether the following statements are true or false . Ss listen and do exercise True or false T corrects and gives keys</p> <p>T has Ss read the next part of the radio programme and guess what the missing word for each gap in the conversation is. Ss read and guess. T plays the recording and asks Ss to close their books and listen only. Then play the recording again and allow Ss to fill in the gaps as they listen. Ss listen and complete the missing words. T asks Ss to share their answers in pairs before playing the recording the final time to allow pairs to check their answers.</p> <p>+ Groupwork:</p> <ul style="list-style-type: none"> - Divide the class into four groups. - Time: 5minutes - Write six sentences to describe (place, where, destinations, views, things to do there...) - T corrects 	<p>2 . Practice</p> <p>Ex1. Listen and decide whether the following statements are true (T) or false (F).</p> <p><i>Key:</i> 1 . F 2. T 3. F 4. T 5. F</p> <p>Ex2. Listen and fill in the gaps with the words/numbers you hear.</p> <p><i>Key:</i></p> <p>1 . central 2 . 200 (two hundred) 3 . park 4 . discovered 5 . Paradise</p> <p>Ex3. Write six sentences that describe one of the wonders of Viet Nam.</p> <p>Group 1: Phong Nha cave Group 2: Ha Long Bay Group 3: One Pillar Pogada Group 4: Cuc Phuong National Park</p>
<p>Activity 4. Further Practice Goal: Ss can guess wonders of Viet Nam</p>	

<p>T explains how to play: (the rules of the game):</p> <ul style="list-style-type: none"> - Describe one of the wonders of Viet Nam, either natural or man-made. This description won't include the proper names of any places. - Contestants have to work out what the wonder is. - Whoever gives the correct answer first is the winner. <p>Ss prepare a description and play games: ' What's What?'</p> <p>T goes around the groups to provide help.</p>	<p>4 . Play the game ' What's What ? '</p> <p>Example 1:</p> <p>A: It's a famous place in North mountainous province. It is a historical cultural heritage. It is the historic of Vietnamese revolution period of August revolution. Do you know which place is it?</p> <p>Ss: The Tan Trao banyan tree.</p> <p>A: Right.</p> <p>Example 2:</p> <p>A: It is located in Na Hang district. It is the third large one standing after SonLa and Hoa Binh. Do you know what is it?</p> <p>Ss: It is hydroelectric power.</p> <p>A: Right.</p>
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4 . Guides for homework.

- T asks Ss to describe place of interest of their hometown - Learn new words/ workbook: C. Speaking - Prepare next lesson: Skills 1.
- + Find out man-made wonder of Viet Nam
- + Read about Perfume Pagoda and answer the questions
- + Find ways to protect and preserve man-made wonders of Viet Nam

Date of preparation	Date of teaching	Class	Absentees
		9 A	
		9 B	

Period 38

UNIT 5: WONDERS OF VIET NAM

Lesson 5: Skills 1

I. OBJECTIVES:

By the end of the lesson students will be able to:

- Read for specific information about a man-made wonder of Viet Nam.
- Talk about man-made wonders of Viet Nam and how to protect and preserve them.

1 . Knowledge:

- Vocabulary: - vast, pilgrim, theme, backdrop, reign
- Grammar: The impersonal passive and suggest

2. Competences : Groupwork, independent working, pairwork, linguistic competence, cooperative learning and communicative competence.

3. Qualities: Ss will be more responsible for preserving and more aware of protecting the man - made wonders of Viet Nam.

II. Teaching aids:

1 . Materials: Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance**

2 . **Checkup the old lesson:** Describe a wonder of Viet Nam they know.

3 . **New lesson**

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Aim: To attract Ss' attention to the lesson and to lead in the new lesson.	
T asks Ss some questions. Ss answer the questions T introduces the new lesson.	* Chatting. - Do you know any man-made wonder of Viet Nam? - Can you tell me some man-made wonder of Viet Nam you know? - Have you ever visited Perfume Pagoda? - Can you retell some information about it?
Activity 2. Presentation Aim: Help Ss know some vocabulary words in reading	
+ Groupwork - Divide the class into two groups - Discuss the question: 'What conditions are the man-made wonders of Viet Nam in right now?' - Time: 3minutes - Remarks T asks Ss to scan the article to find the words: <i>vast, pilgrims, theme, backdrops, and reign</i> . T helps Ss work out the meanings of these words from the context. Ss read the vocabulary	1 . Reading Here are some ideas: + in good condition - safe - restored - protected against people and nature + in bad condition - unsafe - in ruins, falling down - unprotected against people and nature * Vocabulary - <i>vast (adj) = extremely large in area, size, amount, etc.</i> - <i>pilgrim (n) = a person who travels to a holy place for religious reasons</i> - <i>theme (n) = the subject or main idea in a talk, piece of writing, or work of art</i> - <i>backdrop (n) = the general scene in which an event takes place</i> - <i>reign (n) = the period during which a king, queen, emperor, etc. rules</i>
Activity 3. Practice Aim: Help Ss Read for specific information about a man-made wonder of Viet Nam and do exercises	

<p>T may set a longer time limit for Ss to read the text again and answer the questions.</p> <p>Ss read and answer the questions. T asks Ss to note where they find the information that helps them to answer the questions.</p> <p>Ss can compare their answers with a partner before discussing them as a class. T corrects the mistakes</p> <p>T asks Ss to work in pairs, to put the things that have caused damage to the</p>	<p>Ex 2. Read and answer the questions.</p> <p><i>Key:</i></p> <p>1 . It is located in Huong Son Commune, My Duc District, Ha Noi.</p> <p>2 . It includes Den Trinh (Presentation Shrine), Thien Tru (Heaven Kitchen) Pagoda, and the Perfume Temple.</p> <p>3 . The centre of this complex, the Perfume Temple, also known as Chua Trong (Inner Temple), is located in Huong Tich Cavern.</p> <p>4 . Its beauty has been used as a theme of many famous songs and a topic of lyric poetry.</p> <p>5 . Pilgrims from all over Viet Nam do.</p> <p>2 . Speaking</p> <p>Ex 3. Work in pairs. Put them in order of seriousness. Give your reasons.</p>
<p>man-made wonders of Viet Nam in order of seriousness. T may go around to provide help.</p> <p>Ss report their choices and give the reasons for them.</p> <p>T asks Ss to work in pairs, and use the ideas in 3 to suggest ways to protect and preserve the man-made wonders of Viet Nam.</p> <p>Ss practise in pairs</p> <p>T goes round to provide help.</p> <p>T has the representative of each pair in turn report their best ideas to the whole class.</p> <p>- Give comments and make any correction if necessary.</p>	<p>Keys b-a-c-d-e</p> <p>Ex4a. Give ways to protect and preserve the man-made wonders of Viet Nam.</p> <p>Eg:</p> <p>A: It is reported that many of our man-made wonders have been damaged. What should we do to protect and preseve them?</p> <p>B: I suggest that we shouldn't build factories and hotels around man- made wonders.</p> <p>A: I agree with you. I suggest that the local governments hve long-term measures to protect man-made wonders from servere weather conditions.</p> <p>b. Report your best ideas to the class.</p> <p><i>Example:</i></p> <p>We suggested that we shouldn't build factories and hotels around man- made wonders. And we suggest that the local governments have long-term measures to protect man-made wonders from servere weather conditions.</p>
<p>Activity 4. F urther practice</p>	

Aim: Talk ways to protect and preserve about man-made wonders of your home town	
T asks Ss to talk ways to protect and preserve about man-made wonders of your hometown Ss talk T corrects	<i>Example:</i> We suggested limiting the number of tourists who can visit these important sites per day.

4 . Guides for homework.

- Practice talking about ways to protect and preserve the man-made wonders of Viet Nam.
- Prepare next lesson: Skills 2
- Make note about a wonder of Viet Nam they visit
- + Name
- + Location
- + Reasons for choosing the place.
- + Main features of the place.
- + Comments and feelings about the place

Date of preparation	Date of teaching	Class	Absentees
		9 A	
		9 B	

Period 39:

**UNIT 5: WONDERS OF VIET NAM
SKILLS 2**

I. OBJECTIVES:

By the end of the lesson students will be able to:

- Listen for specific information about a natural wonder of Viet Nam.
- Write an article describing a wonder of Viet Nam.

1 . Knowledge:

- a. Vocabulary: about wonders of Viet Nam.
- b. Grammar: Review

2. Competences : independent working, pairwork, linguistic competence, cooperative learning and communicative competence.

3. Qualities: Ss will be more responsible for preserving and more aware of protecting the man - made wonders of Viet Nam. **II. Teaching aids:**

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson: Describe a wonder of Viet Nam they know.

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Aim: To attract Ss' attention to the lesson and to lead in the new lesson.	

T asks Ss some qs. Ss answer	*Chatting. - Have you visited Ha Long Bay? - Can you describe it? - Do you think it is a place of interest?
Activity 2. Presentation Aim: Help Ss know how to describe about wonder of Viet nam	
T guides Ss to listen and write about wonder of Viet Nam they have know (Read: Remember)	* How to describe about wonder of Viet nam 1 . Name: 2 . Location: 3 . Reasons for choosing the place: 4 . Main features of the place:
Ss listen to the teacher to know how to listen and write about wonder of Viet Nam they have know	5 . Comments and feelings about the place.
Activity 3. Practice. Aim: Help Ss listen for specific information about a natural wonder of Viet nam to do exercise and Ss can understand how to write an article describing a wonder of Viet Nam.	

<p>T asks Ss to read the instruction carefully and remind them to underline the key words in the statements.</p> <p>T plays the recording and asks Ss to decide whether the statements are true or false. Then ask two or three Ss to write their answers on the board.</p> <ul style="list-style-type: none"> - Play the recording again for Ss to check the answers. <p>T asks Ss to work in pairs to discuss the missing word for each gap from the information they have heard in 1. Play the recording again and allow Ss to fill in the gaps as they listen. Ask Ss to share their answers in pairs before playing the recording the final time to allow pairs to check their answers.</p> <p>T asks Ss to make notes about a wonder of Viet Nam that they or their family members have visited in the given table. Remind them that they do not have to write full sentences and they can use abbreviations.</p> <p>Then ask Ss to share their notes with their partners.</p> <ul style="list-style-type: none"> - T may ask some more able Ss to read out their notes to the whole class. T can also help them get started by writing the opening sentence on the board, based on the audio script: <i>It is said that [wonder] is a [adjective] place ...</i> - Ask Ss to write the first draft. T may go 	<p>I. Listening</p> <p>1 . Listen and decide whether the following statements are true (T) or false (F).</p> <p><i>Key:</i> 1 . T 2. F 3. T 4. T</p> <p>2 . Listen again and complete the data chart .</p> <p><i>Key:</i></p> <p>1 . northeast 2 . UNESCO 3 . picturesque 4 . zones 5 . caverns 6 . astounding</p> <p>II. Writing</p> <p>3 . Make notes about a wonder of Viet Nam you have read about.</p> <p>4 . Use your notes in 3 to write a short article describing a wonder of Viet Nam and Then present your final article to the class.</p>
<p>around to comment or provide help. Then have Ss write their final version in class or at home. If they write in class, they can also do it in pairs or groups. T may display all or some of the work on the wall/notice board.</p> <ul style="list-style-type: none"> - Other Ss and T give comments. - Ss edit and revise their writing for homework. 	
<p align="center">Activity 4. Fur ther Practice.</p> <p align="center">Aim: Ss can talk an article des cribing a wonder of Viet Nam.</p>	

T asks Ss to describe wonders of Viet Nam Ss talk T corrects the mistakes	
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*** Homework.**

- Revise the writing.
- Prepare for the next lesson: Looking back - Project.

Date of preparation	Date of teaching	Class	Absentees
		9 A	
		9 B	

Period 40:

**UNIT 5: WONDERS OF VIET NAM
LOOKING BACK - PROJECT**

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

- Practice vocabulary and grammar points they have learnt in this unit.
- Practice making communication, project.

1. Knowledge :

- Vocabulary: Vocabulary about wonders of Viet Nam.
- Grammar: + the impersonal passive ,
+ *suggest* + V-ing/a clause with *should* .

2. Competences : independent working, pairwork, linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Ss have aware of protecting the wonders of Viet Nam.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson: Describe a wonder of Viet Nam they know.

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1.W Goal: To warm	arm up up the class

<p>T lets Ss sing a song Ss sing a song</p>	
<p align="center">Activity 2. Vocabulary</p> <p>Goal: Help Ss review the vocabularies related to the topic: “wonders of Vietnam”</p>	
<ul style="list-style-type: none"> - Have Ss work independently. - Then they can check their answers with a partner before discussing the answers as a class. - However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment. - Ss work independently. - Then they can check their answers with a partner before discussing the answers as a class. - Ss work independently, and check their answers with a partner. - Give the answers as a class. 	<p>1 . Match adjectives (1-5) in column A to definitions (a-e) in column B. Key: 1 . b 2. d 3. a 4. e 5. c</p> <p>2 . Underline the correct word in each sentence. Key: 1 . fortress 2 . limestone 3 . cavern 4 . tombs</p> <p>3. Use the words from the box to complete the sentences. Key: 1. complex 2 . measures 3 . recognition 4 . setting 5 . structure</p>
<p align="center">Activity 3. Grammar</p> <p>Goal: Help Ss review the impersonal passive and use the verb <i>suggest</i></p>	

<ul style="list-style-type: none"> - First, ask Ss to do the task individually to choose the sentences (A-F) to complete the conversation. - Then ask them to check their answers with a partner. Confirm the correct answers. Ask Ss to practise the conversation with their partner. - Finally, ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice. 	7 . Choose A-F to complete the following conversation. Practise the conversation with your partner. <i>Key:</i> 1 . E 2. D 3. F 4. A 5. C 6. B
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Activity 5. Project
Goal: Ss know how to do the project

GUIDE STUDENT, ASK THEM TO DO AT HOME <ul style="list-style-type: none"> - Ask Ss to read the brochure about the Complex of Hue Monuments and point out what information should be included in a brochure about a place of interest. - Ask each group to choose one of the wonders of Viet Nam they have visited and design a brochure about it. - Let Ss complete the project as homework. - Check their brochures in the next lesson, T asks them to display their leaflets on the wall/notice board. T may choose some of the brochures and ask Ss to give comments. Finally, ask the whole class to vote for the best. 	1 . Read this promotional brochure about a man-made wonder of Viet Nam. 2 . Find a photo or draw a picture of a wonder of Viet Nam you have visited. Create a similar promotional brochure about it 3 . Organise an exhibition of posters you have made among your group or class members. Vote for the best.
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*** Homework**

- Complete the project.
- Prepare next lesson: Review for the forty-five minute test

Date of preparation	Date of teaching	Class	Absentees
		9 A	
		9 B	

Period 41: REVISION

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

- Review the knowledge they have learnt in unit 4 and unit 5.
- Practice doing exercises.

1 . Knowledge :

- Vocabulary: Vocabulary about wonders of Viet Nam.
- Grammar: Review: *Used to*
Wishes for the present
Impersonal passive

Suggest + V-ing / clause with should

2. Competences : independent working, pairwork, linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Ss will have aware of studying harder.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson: Describe a wonder of Vietnam they know.

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Aim: To warm up the class	
T lets Ss sing a song Ss sing a song	
Activity 2. Presentation Aim: Help Ss review some structures: used to,	
T asks Ss to retell the structure: used to Ss retell and give examples	1. Used to.

<p>T asks Ss to retell the structure: suggest Ss retell and give examples T gives marks for right answer.</p>	<p>4. <i>He is expected to arrive soon. (personal)</i> <i>Subject + passive + to-infinitive</i> 4 . Suggest + V-ing / clause with should. <i>Suggest</i> can be followed directly by a gerund <i>Suggest</i> can also be followed by that + subject + should + verb Eg: I suggested visiting your grandmother. He suggests that I should go to New York.</p>
<p style="text-align: center;">Activity 3. Practice Aim: Help Ss do exercise about wish, used to, the impersonal passive and use the verb <i>suggest</i></p>	
<p>T asks Ss to do exercise: used to. Ss do exercise T corrects and remarks</p> <p>T asks Ss to do exercise: wish. Ss do exercise T corrects and remarks</p> <p>T asks Ss to do exercise: impersonal passive. Ss do exercise T corrects and remarks</p>	<p>Exercise1: Write 3 sentences about what you used to do 2 years ago.</p> <p>Exercise2: Write wishes sentences. 1) I don't have a car. ==> 2) I can't play the piano. ==> 3) I'm at work. ==> 4) It's winter. ==> 5) I don't have time to read lots of books . ==> Key: 1 . I wish that I had a car. 2 . I wish that I could play the piano. 3 . I wish that I wasn't at work 4 . I wish that it wasn't winter. 5 . I wish that I had time to read lots of books Exercise3: Change these sentences into impersonal passive. 1 . They think that he earns a lot of money. → 2 . Visitors say that these museums have wonderful exhibits. → 3 . Everybody knows that this sculpture is the artist's greatest work. → 4 . The police assume that the arrested man has robbed the bank. →</p>

<p>T asks Ss to do exercise: suggest Ss do exercise T corrects and remarks</p>	<p>5 . Experts suppose that this jewellery belonged to Cleopatra. → Key: 1 . He is thought to earn a lot of money. It is thought that he earns a lot of money. 2 . These museums are said to have wonderful exhibits. It is said that these museums have wonderful exhibits. 3 . This sculpture is known to be the artist's greatest work. It is known that This sculpture is the artist's greatest work. 4 . The arrested man is assumed to have robbed the bank. It is assumed that the arrested man have robbed the bank. 5 . This jewellery is supposed to have belonged to Cleopatra It is supposed that this jewellery have belonged to Cleopatra. Exercise 4: Complete the sentences with the words given. 1 . I suggest (play) football in the schoolyard. 2. His father suggests that he (go) to Ha Long Bay this summer vacation. 3. Tom suggested that we (help)..... our mom make cakes. 4. When we went out yesterday, my mom suggested (bring)..... umbrella in case it rained. 5 . My sister suggests that I (clean) my room before my mother comes back. Key: 1 . playing 2 . should go 3 . should help 4 . bringing 5 . should clean</p>
<p align="center">Activity 4. Further Practice</p> <p>Aim: Help Ss do exercise more about wish, used to, the impersonal passive and use the verb <i>suggest</i></p>	
<p>T asks Ss to do exercise Ss do exercise T corrects and remark</p>	<p>Question 1. Write the second sentences, using the words in brackets. 1 . I'm ill. (wish) ==> 2 . I can't afford to go on holiday. (wish) ==></p>

<p>T asks Ss to do exercise Ss do exercise T corrects and remark</p>	<p>3. People know that drug addiction is dangerous. (It) ==> 4 . They believe that the lunch will be delicious. (It) ==> Question 2. Complete the sentences with the words given. 1 . My teacher suggests that all students (finish) ... all homework before class. 2 . Her boyfriend suggests (go) to the cinema to relax at the weekend .. Keys: Question 1. Write the second sentences, using the words in brackets. 1 . I wish that I wasn't ill. 2 . I wish that I could afford to go on holiday. 3 . It is known that drug addiction is dangerous. 4 . It is believed that the lunch will be delicious. Question 2. Complete the sentences with the words given. 1 . should finish 2 . going</p>
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***Homework.**

- Prepare for the 45' test.