THIẾT KẾ BÀI GIẢNG

TIẾNG ANH

NÂNG CAO – TẬP HAI

NHÀ XUẤT BẢN HÀ NỘI
Thiết kế bài giảng

TIẾNG ANH 10 - NĂNG CAO, TẬP HAI
CHU QUANG BÌNH

NHÀ XUẤT BẢN HÀ NỘI

Chỉ đạo nhiệm vụ xuất bản:
NGUYỄN KHẮC Ô ANH

Biên tập:
PHẠM QUỐC TUẤN

Vẽ bia:
TÀO THU HUYỀN

Trình bày:
THÁI SƠN – SƠN LÂM

Sửa bản in:
PHẠM QUỐC TUẤN
UNIT 9
UNDERSEA WORLD

PERIOD 1, 2 & 3
(Reading)

I. Aim
Reading a passage about dolphins

II. Objectives
By the end of the lesson, Ss will be able to:
- use certain words about types of sea creatures such as humpback whale, shark, lobster, star fish, ...
- talk about dolphins and other sea creatures by using a variety of related words and phrases including warm-blooded mammals, shipwreck, medical treatment, caution, natural habit, ...
- improve reading skill through True, False and Answering Questions exercises.

III. Materials
Textbook, whiteboard markers, ...
Large pictures about dolphins and other sea creatures if possible

IV. Anticipated problems
Ss may have difficulty in understanding some difficult words in the reading.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
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<td>10’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
</tbody>
</table>

Matching 1
Ask Ss to work in groups and match the words in A with their definitions in Vietnamese in B.
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. humpback whale</td>
<td>a. cua</td>
</tr>
<tr>
<td>2. dolphin</td>
<td>b. rùa biển</td>
</tr>
<tr>
<td>3. shark</td>
<td>c. sao biển</td>
</tr>
<tr>
<td>4. lobster</td>
<td>d. cá voi lúng gò</td>
</tr>
<tr>
<td>5. sea turtle</td>
<td>e. cá mập</td>
</tr>
<tr>
<td>6. sea horse</td>
<td>f. cá heo</td>
</tr>
<tr>
<td>7. crab</td>
<td>g. cá ngừ</td>
</tr>
<tr>
<td>8. star fish</td>
<td>h. tôm hùm</td>
</tr>
</tbody>
</table>

**Answers:**
1. *d*  
2. *f*  
3. *e*  
4. *h*  
5. *b*  
6. *g*  
7. *a*  
8. *c*

25’

**Matching 2**
Have Ss work in pairs and look at a) and match the pictures with the names of the sea creatures that Ss have learned in Matching 1.

*Note:* Ss may have never seen some of the creatures. Further explain when necessary.

See Supplements for more information.
Call on some Ss to give the answers in front of the class.

Feedback and give correct answers:
1. *g*  
2. *f*  
3. *c*  
4. *e*  
5. *h*  
6. *a*  
7. *d*  
8. *b*
<table>
<thead>
<tr>
<th><strong>Pair Discussion</strong></th>
<th></th>
</tr>
</thead>
</table>
| Keep Ss in pairs and ask them discuss the question: *Which of the above creatures are in danger and need to be protected now?*  
Ask Ss to give reasons for their answers.  
Provide necessary background if necessary.  
Give suggested answers: *Whales and sea turtles need to be protected.* |  |

<table>
<thead>
<tr>
<th><strong>PRE-READING</strong></th>
<th>Group work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead-in Q&amp;A</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Ask Ss to work in pairs or in groups and discuss the following questions about dolphins.  
*What do you know about dolphins?*  
*What can dolphins be used for?*  
*Are they dangerous?*  
*Have you ever seen a dolphin’s performance?*  
*Where did you see it?*  
... |  |
| Gather ideas from Ss and introduce the text. |  |
| **Vocabulary pre-teach** |  |
| warm-blooded mammals (n): *animals which have warm body temperature under any surrounding circumstances* (dòng vật có vụ máu nóng)  
Victims (n): *persons who are killed or injured by situations beyond their control* (nạn nhân)  
Shipwreck (n): *a ship or parts of it after being wrecked* (vụ đắm tàu)  
Stressful situation (n): *difficult, tiring condition or circumstance* (tình trạng căng thẳng)  
Medical treatment (n): *cure using medicine* (chữa bệnh)  
Caution (n): *carefulness* (sự cân trọng) |  |
### Checking technique

**Rub out and remember**

Write all the new words on the board in two columns: English and Vietnamese equivalents.

Rub out all the words in English column and ask Ss to look at the Vietnamese column to write down or read aloud the rubbed ones.

<table>
<thead>
<tr>
<th><strong>WHILE-READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set the scene</strong></td>
</tr>
</tbody>
</table>

*Dolphins are a specious kind of sea creature. They bring many benefits to our life. In today’s lesson, we will read about dolphins and their uses in our life.*

**Task 1 - True or false**

Have Ss read the text individually and decide whether the statements are true or false. Ask them to check (✓) the appropriate boxes and then correct the false statements.

Tell Ss to read the statements carefully and have a guess before doing the task.

Go round the class and provide help when necessary.

Ask Ss to compare their answers with a friend.

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

Feedback and give correct answers:

1. T

2. F *(Dolphins are fascinating animals because they help people in difficulty.)*

3. T

4. F *(Besides using medicine, patients playing with dolphins may get better.)*

5. F *(Frequent contact with people is not good for dolphins because they may lose their natural*
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>20’</td>
<td><strong>Task 2 - Answering Questions</strong>&lt;br&gt;Let Ss do the task in pairs: Read the text again and answer the questions in the book.&lt;br&gt;Have Ss discuss the answers while doing the task.&lt;br&gt;Call on some Ss to read the answers in front of the class.&lt;br&gt;Feedback and make necessary corrections.&lt;br&gt;Give correct answers:&lt;br&gt;1. <strong>They helped fishermen in fishing or rescued shipwreck victims.</strong>&lt;br&gt;2. <strong>Its purpose is to help people with health problems, improve their life quality and strengthen their spirit.</strong>&lt;br&gt;3. <strong>After the program, patients with Down’s syndrome feel more positive, learn new behaviors, and communicate better with other people.</strong>&lt;br&gt;4. <strong>Dolphins can get angry and become dangerous when they are disturbed.</strong>&lt;br&gt;5. <strong>Because if taken out of their natural habitat, dolphins may lose the habits of protecting themselves and may lose their fear of humans.</strong></td>
<td><strong>Pair work</strong></td>
</tr>
<tr>
<td>25’</td>
<td><strong>Task 3 - Finding the words</strong>&lt;br&gt;Ask Ss to read the text again more carefully and find the words and expressions with the meanings in the book.&lt;br&gt;&lt;br&gt;Note: Ss may find it difficult to find the words in the long text. T is advised to help Ss by giving them the location of the words / telling them the paragraphs in which the words appear.</td>
<td><strong>Pair work</strong></td>
</tr>
</tbody>
</table>
Call on some Ss to write their answers on the board.
Check the exercise in front of the class as a whole.
Give correct answers:
1. mammals
2. take the easy way out
3. disturb
4. contact (n)
5. bite the hand that feeds (them)
6. caution

**POST-READING**

**Group Discussion**

Have Ss work in groups and discuss the statement:
*Many people are against training dolphins to perform in the circus because it may injure these animals. Do you agree or disagree? Why?*

Go round the class and provide help when necessary.

Call on some Ss to explain their ideas in front of the class.

Feedback and give suggested answers:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>They entertain people.</td>
<td>They may get hurt or injured during the training or performance.</td>
</tr>
<tr>
<td>They attract a large number of tourists to recreational centers.</td>
<td>They lose natural ability of a sea creature such as giving birth.</td>
</tr>
<tr>
<td>They help to contribute to the wealth of the country</td>
<td>They look miserable when being kept in pools and forced to follow routines every day.</td>
</tr>
</tbody>
</table>
Supplements

Reading

Further reading about Humpback whales and sharks.

HUMPBACK WHALES

Male Humpbacks average 40 to 48 feet, with females ranging from 45 to 50 feet in length. They weigh anywhere from 25 to 40 tons. Their heads take up about one third of their body length and their most recognizable trait, their long flippers run from one quarter to one third the length of their bodies. They reach sexual maturity at age 6 to 8 years, with females giving birth every two to three years to calves weighing up to one ton and 10 to 15 feet long. Calves feed on mother’s milk for a year before being weaned.

Humpbacks are baleen whales, with 270-400 baleen plates with which to filter huge amounts of water for food. They eat krill and small fish such as herring, up to one and one half tons per day. Humpbacks participate in cooperative feeding in a method called "bubble netting" in which up to 22 whales surround a school of krill or fish and circling round them, create a net of bubbles which forces the small fish to gather in the center. Then a few whales lunge up the middle of the net with their mouths open wide, shoveling the gathered fish in and breaking the surface with their catch.

Humpback whales are dark colored on top, but underneath their huge tail flukes a pattern of white and black markings can be seen. This distinctive pattern is the whales' "fingerprints" in that no two whales' markings are the same. Because they lift their flukes before diving, photographs of these patterns are used for identification purposes.

Humpback whales are more solitary than many types, joining into groups mainly for feeding and breeding purposes. They travel individually or with one to three other individuals. Humpbacks are strongly migratory, Pacific Ocean whales travel from their summer feeding grounds in Alaska to the Hawaiian Islands, some 4200 kilometers away, swimming up to 150 km per day.
Although both males and female humpbacks are capable of song, the male is the main singer of the family. During mating season, males will sing complex, organized songs with distinct themes and melodies for up to 20 minutes and can be heard over 20 miles away. Each year the song pattern changes gradually with new songs every few years.

Humpback whales can be recognized by their typical breathing behavior pattern. Their blow is a single, straight column that rises like a fountain up to ten feet high. They will breathe every 20 to 30 seconds for two to three minutes then dive in their peculiar "humpback" fashion, staying under the water for periods of 3 to 28 minutes.

**SHARKS**

In some form, sharks have been round for about 400 million years.

Even before dinosaurs roamed the earth, sharks hunted through the oceans! They're such good survivors that they've had little need to evolve in the last 150 million years.

These ancient predators fascinate adults and children alike

Sharks have the most powerful jaws on the planet. Unlike most animals' jaws, both the sharks' upper and lower jaws move.

A shark bites with it's lower jaw first and then its upper. It tosses its head back and forth to tear loose a piece of meat which it swallows whole.

Each type of shark has a different shaped tooth depending on their diet (the shark in the photo is a great white -- you can tell he's a carnivore just by looking at those sharp, pointy teeth!).

A shark may grow and use over 20,000 teeth in its lifetime!

Sharks never run out of teeth. If one is lost, another spins forward from the rows and rows of backup teeth.

Normally, sharks eat alone. But sometimes one feeding shark attracts others. They swim up as quickly as possible and all begin to try to get a piece of the prey. They bite wildly at anything that gets in their way -- even each other.

The great white shark rarely partakes in feeding frenzies.
PERIOD 4
(Listening)

I. Aim
Listening to a song about whales

II. Objectives
By the end of the lesson, Ss will be able to:
– understand the implications and the tune in a song.
– improve listening skill to a song through Gap-filling exercise.

III. Materials
Textbook, whiteboard markers, cassette,…
Large pictures about whales if possible

IV. Anticipated problems
Ss may find it difficult to fill the gaps while listening to a song at the same time.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td><strong>Group Discussion</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Ss work in groups and discuss questions about whales:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What do you know about whales?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Where do they live?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What do they look like?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What danger do they have to face?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gather ideas from groups and introduce the listening.</td>
<td></td>
</tr>
</tbody>
</table>
### 10’ PRE-LISTENING

Ask Ss to look at the pictures of harpoons and a harpoon gun and say what the fishermen use them for.

Tell Ss to look at the shape of the harpoons to have the ideas for the answer.

Give the correct answer:
*Fishermen use harpoon guns to kill (catch) whales and other big fish.*

**Vocabulary pre-teach**
- moonlight (n): *the light of the moon* (ánh trăng)
- reef (n): *a mass of sand or rocks* (via đá ngầm)
- grunting (v): *making a soft sound* (câu nhâu)
- squeak (n): *a thin and sharp sound* (tiếng kêu the thé)
- shriek (n): *a sharp cry or scream* (tiếng hét inh tai)
- fate (n): *the power which is thought to determine one’s future, success or failure* (số phận)

**Checking technique**

**Sentence modeling**

Ask Ss to make sentences with the new words above. Call on several Ss to make sentences with the same word to make sure Ss understand the meaning of the words.

### 15’ WHILE-LISTENING

Ask Ss to read *The Song of the World’s Last Whale* through before listening to the tape.

Tell Ss to listen to the tape and complete the song by filling the blanks.

Play the tape several times when necessary.

Call on some Ss to write the words on the board.

Play the tape again and check the exercise in front of the class as a whole.

Pair work and Whole class

Individual work
Give correct answers:

1. spring  
2. recorder  
3. singing  
4. heart  
5. harpoons  
6. death  
7. feel  
8. save

Tapescript

THE SONG OF THE WORLD’S LAST WHALE

By Pete Seeger

1. I heard the song of the world’s last whale,
   As I rocked in the moonlight and reefed the sail.
   It’ll happen to you also without fail,
   If it happens to me – sang the world’s last whale.

2. It was down off Bermuda, early last (1) spring,
   Near an underwater mountain where the humpbacks sing.
   I lowered the microphone a quarter mile down,
   Switched on the (2) recorder and let the tape spin round.

3. I didn’t just hear grunting; I didn’t just hear squeaks.
   I didn’t just hear bellows; I didn’t just hear shrieks.
   It was the musical (3) singing and the passionate wail,
   That came from the (4) heart of the world’s last whale.

4. Down in the Antarctic, the (5) harpoons wait.
   But it’s up on the land, they decide my fate.
   In London Town, they’ll be telling the tale,
   If it’s life or (6) death for the world’s last whale.

5. So here’s a little test to see how you (7) feel.
Here's a little test for this Age Of The Automobile.
If we can **8** save our singers in the sea,
Perhaps there's a change to save you and me.
6. I heard the song of the world's last whale,
   As I rocked in the moonlight and reefed the sail.
   It'll happen to you also without fail,
   If it happens to me - sang the world's last whale.
   Sang the world's last whale. Sang the world's last whale.

<table>
<thead>
<tr>
<th>POST-LISTENING</th>
<th>GROUP DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP DISCUSSION</strong></td>
<td></td>
</tr>
<tr>
<td>Ask Ss to work in group and discuss the following questions:</td>
<td></td>
</tr>
<tr>
<td>1. Which sections of the song are assumed to be spoken by the song writer and which by the humpback whale?</td>
<td></td>
</tr>
<tr>
<td>2. Does this song have a happy or sad tune? Why do you think so?</td>
<td></td>
</tr>
<tr>
<td>Call on some Ss to explain their answers in front of the class.</td>
<td></td>
</tr>
<tr>
<td>Feedback and give suggested answers:</td>
<td></td>
</tr>
<tr>
<td>1. Spoken by the songwriter: sections 1, 2, 3, 5, 6</td>
<td></td>
</tr>
<tr>
<td>Spoken by the whale: section 4</td>
<td></td>
</tr>
<tr>
<td>2. This song is sad with its slow and sad tune. Its lyrics reveal the sufferings whales have to endure.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRAPPING</th>
<th>WHOLE CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize the main points.</td>
<td>Whole class</td>
</tr>
<tr>
<td>Assign homework.</td>
<td></td>
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</tbody>
</table>
Supplements

Reading

Further reading on whale songs.

Whale song is the sound made by whales to communicate. The word "song" is used in particular to describe the pattern of regular and predictable sounds made by some species of whales (notably the humpback) in a way that is reminiscent of human singing.

The mechanisms used to produce sound vary from one family of cetaceans to another. Marine mammals, such as whales, dolphins, and porpoises, are much more dependent on sound for communication and sensation than land mammals are, as other senses are of limited effectiveness in water. Sight is limited for marine mammals because of the way water absorbs light. Smell is also limited, as molecules diffuse more slowly in water than air, which makes smelling less effective. In addition, the speed of sound in water is roughly four times that in the atmosphere at sea level. Because sea-mammals are so dependent on hearing to communicate and feed, environmentalists are concerned that they are being harmed by the increased ambient noise in the world's oceans caused by ships and marine seismic surveys.

PERIOD 5
(Speaking)

I. Aim

Asking for and giving reasons or explanations

II. Objectives

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

- ask for and give reasons by using words such as why, why not, because, cause...

III. Materials

Textbook, whiteboard markers, …
IV. Anticipated problems

Ss may have difficulty in finding ideas for some situations in the lesson.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td><strong>WARM-UP</strong>&lt;br&gt;<strong>Why - Because</strong>&lt;br&gt;Divide the class into two teams.&lt;br&gt;Team 1 asks questions with <em>why</em> and the team 2 answers with <em>because</em>. The loser is the team which can't make a question or give an answer within 1 minute.&lt;br&gt;&lt;i&gt;Note:&lt;/i&gt; Questions and answers may be various. Accept all possible questions and answers if they make sense.</td>
<td>Team work</td>
</tr>
<tr>
<td>10’</td>
<td><strong>PRE-SPEAKING</strong>&lt;br&gt;<strong>Structures introduction</strong>&lt;br&gt;Have Ss look at the useful expressions and read the examples in the book&lt;br&gt;Explain the words to ask for reasons or explanations:&lt;br&gt;  <em>Why</em>...&lt;br&gt;  ...<em>Why</em>?&lt;br&gt;  <em>How come</em>...?&lt;br&gt;  ... <em>How come</em>?&lt;br&gt;And the words to give reasons or explanations:&lt;br&gt;  <em>Because</em>...&lt;br&gt;  <em>‘Cos / ‘Cause</em>&lt;br&gt;  <em>Because of</em>...&lt;br&gt;Give examples to illustrate the structures.&lt;br&gt;Further explain the structures.</td>
<td>Whole class</td>
</tr>
</tbody>
</table>
*Why* + inversion of subject – verb

*How come* (in spoken language) – no inversion of subject – verb

*Because/*'Cos or *'Cause + clause

('Cos or *'Cause = short form of *because* and is casually used only in spoken language)

*Because of* + noun phrase

**Adding reasons and explanations**

Instruct the task: *Look at some suggested activities below and decide if you want to do them or not. You can add to the list your own reasons /explanations for doing or not doing them.*

Have Ss do the task in pairs.

Call on some Ss to give their explanations in front of the class.

Feedback and give suggested ideas:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Why?</th>
<th>Why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>to eat seafood or fish</td>
<td>tasty, delicious</td>
<td>smelly</td>
</tr>
<tr>
<td>to fish with a fishing rod</td>
<td>happy when catching a fish</td>
<td>not want to hurt or kill fish</td>
</tr>
<tr>
<td>to keep goldfish as pets</td>
<td>very beautiful and clean</td>
<td>not as lively as a dog or a cat</td>
</tr>
<tr>
<td>to explore the bottom of the sea</td>
<td>practice swimming and diving</td>
<td>fear of water</td>
</tr>
<tr>
<td>to go to the circus to see dolphins’ performance</td>
<td>dolphins-intelligent and friendly</td>
<td>dangerous</td>
</tr>
<tr>
<td>7'</td>
<td><strong>WHILE-SPEAKING</strong></td>
<td>8'</td>
</tr>
<tr>
<td>----</td>
<td>-------------------</td>
<td>----</td>
</tr>
<tr>
<td><strong>Asking for and giving reasons and explanations 1</strong></td>
<td><strong>Asking for and giving reasons and explanations 2</strong></td>
<td></td>
</tr>
<tr>
<td>Ask Ss to work in pairs and talk about the above activities using the reasons and explanations they have discussed. Example: &lt;br&gt;<strong>A:</strong> I like eating seafood ‘cause it’s not fatty. How about you? &lt;br&gt;<strong>B:</strong> I don’t. &lt;br&gt;<strong>A:</strong> You don’t like seafood! Why not? &lt;br&gt;<strong>B:</strong> Because I’m allergic to it. &lt;br&gt;(To be allergic to smt: dị ứng với cái gì) Go round the class and provide help when necessary. Call on some pairs to practice in front of the class. Make necessary corrections. Suggested answers:</td>
<td>Have Ss work in groups and figure out what is happening in each picture in c).</td>
<td></td>
</tr>
<tr>
<td><strong>Pair work</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group work</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Give further background information about each picture.
(See Supplements for more information.)
Call on some Ss to describe the pictures in front of the class.
Feedback and give correct answers:
Picture 2: *The whales are blowing water up.*
Picture 3: *Workers are cleaning up the beach.*
Picture 4: *An environmentalist is burying sea turtle eggs in the sand.*
Picture 5: *A lot of fish died (are dying).*
Ask Ss to work in pairs and talk about the pictures by using the prompts in the book:
Example:
*A: A crab’s getting out of its old shell. Why?*
*B: ‘Cos the old one is too small for it.*
Provide help when necessary.
Call on some Ss to talk about the pictures in front of the class.
Check the exercise in front of the class as a whole.
Suggested answers:

2. *A The whales are blowing water up.*
   *B Why are they doing it?*
   *A ‘Cause they’re exhaling air through their blowholes.*
3. *C Workers are cleaning up the beach.*
   *D How come they are doing it?*
   *C Because an oil slick has made the beach dirty.*
4. *G An environmentalist is burying sea turtle eggs in the sand.*
   *H How come?*
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Group Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>‘Cause he wants to protect these eggs from being eaten by other animals.</td>
<td></td>
</tr>
<tr>
<td>5. E</td>
<td>A lot of fish died (are dying).</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Why did they die (are they dying)?</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Because of polluted sea water.</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td><strong>POST-SPEAKING</strong>&lt;br&gt;&lt;br&gt;&lt;strong&gt;Pair talk&lt;/strong&gt;&lt;br&gt;Ask Ss to work in pairs and take turns to ask for and give reasons or explanations for the situations in the book. Have Ss read the situations carefully and think of the reasons for the situations before working in pairs. Call on some pairs to practice the situations in front of the class. Make necessary comments and corrections. Give suggested answers:&lt;br&gt;2. <em>A Your neighbor broke his leg. How come?</em>&lt;br&gt;   <em>B Because he fell off a ladder while cleaning the windows.</em>&lt;br&gt;3. <em>C Why did your classmates fail the English test?</em>&lt;br&gt;   <em>D ‘Cause they didn’t learn the lessons well enough.</em>&lt;br&gt;4. <em>E You fell asleep in class yesterday. Why?</em>&lt;br&gt;   <em>F ‘Cos I watched a soccer game on TV until 2 a.m and I had only 3 hours’ sleep after that.</em>&lt;br&gt;5. <em>G You look rather unhappy today. Why?</em>&lt;br&gt;   <em>H I got only 5 in the English test.</em></td>
<td>Pair work</td>
</tr>
<tr>
<td>5’</td>
<td><strong>WRAPPING</strong>&lt;br&gt;Summarize the main points.&lt;br&gt;Assign homework.</td>
<td>Whole class</td>
</tr>
</tbody>
</table>
Supplements

*Reading*

Reading on the pictures.

**BLOWHOLES**

*A blowhole* is the hole at the top of a whale head through which the animal breathes air. It is homologous with the nostril of other mammals. As whales reach the water surface to breathe, they will forcefully expel air through the blowhole. The exhale is released into the comparably lower-pressure, colder atmosphere, and any water vapor condenses. This is often visible from far away as a white splash, which can also be partially caused by water resting on top of the blowhole.

**OIL SLICK**

*An oil slick or oil spill* is the unintentional release of oil (generally, petroleum) into the natural environment as a result of human activity. The term often refers to marine oil spills, where oil is released into the ocean or coastal waters. Oil can refer to many different materials, including crude oil, refined petroleum products or by-products, oily refuse, oil mixed in waste, or oily ballast.

**PERIOD 6 & 7**

*(Writing)*

I. **Aim**

Writing invitations

II. **Objectives**

By the end of the lesson, Ss will be able to:
- be updated with the format of the letter of invitation through arranging exercises.
- write a letter of invitation on certain topics.
III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may not be able to distinguish a formal letter from an informal letter.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Group Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to work in groups and discuss the following questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have you ever written an invitation letter in English?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On which occasion?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When did you write it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What difficulty did you have when writing the letter?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did you follow any formats?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>PRE-WRITING</td>
<td>Pair work</td>
</tr>
<tr>
<td></td>
<td>Table Completion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to work in pairs or groups: Read four invitations and complete the table with words and phrases from them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: In order to save class time, T may divide the class into 4 groups and each group reads one invitation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Go round the class and provide help if necessary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draw the table on the board and call on some Ss to complete the table on the board.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check the exercise in front of the class as a whole.</td>
<td></td>
</tr>
<tr>
<td>Reason for invitation</td>
<td>Letter 1</td>
<td>Letter 2</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>going to the movies</td>
<td>going to Tri Nguyen Aquarium</td>
<td>Ann and John are passing through</td>
</tr>
<tr>
<td>Statement of invitation + suggestion (time, date and place)</td>
<td>– How about going to the movies tonight?</td>
<td>– Do you feel like joining us?</td>
</tr>
<tr>
<td>– at the Diamond Plaza</td>
<td>– this Saturday</td>
<td></td>
</tr>
<tr>
<td>Request for reply</td>
<td>– Give me a call.</td>
<td>– Phone me to confirm.</td>
</tr>
</tbody>
</table>

**Letters Rearrangement**

Have Ss work in pairs and rearrange the sentences to complete two letters of invitation.

Call on some Ss to explain their answers in front of the class.

Feedback and give correct answers:
Letter 1

(2) Dear Laura,

(6) Sorry we’ve been out of touch so long.

(4) As the vacation is coming, it’d be nice to see you here with my family.

(7) Rosa and Carol will be here, too. So we all can go scuba diving together to explore the sea near my house.

(3) If you can come, just drop us a line to say when you’ll arrive.

(1) With love,

(5) Kerry

Letter 2

(3) Dear Mr. Lee,

(2) Thank you for your letter of January 20.

(5) In view of your interest in our school and students, we are extremely happy to welcome your visit.

(1) Two possible dates which we can offer are February 25 and March 15.

(4) Could you please let us know if one of these is suitable for you?

(7) Yours sincerely,

(6) Nguyen Thi Van

Keep Ss in pairs and decide which letter is formal and which one is informal.

Note: Ss may not fully understand the difference between formal and informal letters. Let Ss express their understanding naturally.

Call on some Ss to explain their answers in front of the class.

Require Ss to show the structures in the letters that indicate whether the letter is formal or informal.
Feedback and give suggested answers:

**Letter 1 is informal because it has:**
- *Short, incomplete sentences (Sorry we’ve been out of touch..., so we all can go...)*
- *Informal expressions, shortened forms* (*we’ve; it’d, you’ll, With love, just drop us a line)*

**Letter is formal because it has:**
- *Complete sentences, full forms*
- *Modal auxiliaries to show politeness (can, could)*
- *Formal expressions (Yours sincerely, Could you please, In view of...)*

Run over the points again to make sure Ss have a clear understanding of a letter of invitation.

<table>
<thead>
<tr>
<th>35’</th>
<th><strong>WHILE-WRITING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask Ss to work individually and choose one topic in the book to write a letter of invitation.</td>
<td></td>
</tr>
<tr>
<td>Make clear that if Ss choose topic 1, they are required to write a formal letter. If Ss choose topic 2 they are required to write an informal letter.</td>
<td></td>
</tr>
<tr>
<td>Explain the requirements of the two letters.</td>
<td></td>
</tr>
<tr>
<td>Have Ss exchange their writings and cross check.</td>
<td></td>
</tr>
<tr>
<td>Pick up some writing which contain typical mistakes and check them in front of the class.</td>
<td></td>
</tr>
<tr>
<td>Suggested writing:</td>
<td></td>
</tr>
<tr>
<td><strong>1. Formal invitation letter</strong></td>
<td></td>
</tr>
<tr>
<td>Dear Mr. Dean Brown,</td>
<td></td>
</tr>
<tr>
<td>We know that you are an enthusiastic wildlife protection activist who is famous for many moving speeches about endangered animals.</td>
<td></td>
</tr>
<tr>
<td>We should like to invite you, as Chair for the Green Peace Association, to talk to the students in our</td>
<td></td>
</tr>
</tbody>
</table>
school about how to protect endangered sea animals.
The date we have in mind is February 25. Please let us know if this is convenient for you.
Your sincerely,
Nguyen Van Tu
Secretary of the Youth League of Hung Vuong high School

2. Informal invitation letter
Dear Carol,
I stop by to let you know that my class has a very interesting plan. We’ll clean the beach near our school this Sunday morning.
Do you feel like joining us? I’m sure you’ll have more Vietnamese friends here.
Phone me to confirm. I’ll be home after 5 p.m.
Lan

<table>
<thead>
<tr>
<th>15’</th>
<th>POST-WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce some expressions for invitations and replies:</td>
<td></td>
</tr>
<tr>
<td><strong>Invitations:</strong></td>
<td></td>
</tr>
<tr>
<td><em>Would you like to...?</em></td>
<td></td>
</tr>
<tr>
<td><em>Do you want to...?</em></td>
<td></td>
</tr>
<tr>
<td><em>Can you?</em></td>
<td></td>
</tr>
<tr>
<td><em>Let’s...?</em></td>
<td></td>
</tr>
<tr>
<td><em>Why don’t we...?</em></td>
<td></td>
</tr>
<tr>
<td><em>Shall we...?</em></td>
<td></td>
</tr>
<tr>
<td><strong>Possible positive replies:</strong></td>
<td></td>
</tr>
<tr>
<td><em>I’d love to...</em></td>
<td></td>
</tr>
<tr>
<td><em>Sure, thanks...</em></td>
<td></td>
</tr>
</tbody>
</table>

Whole class and Pair work
Sounds good…
Yes, let’s.
All right.
I’d like that.
Absolutely!

Possible negative replies:
I’d love to, but…
I’m afraid I…
I’m afraid not.
I wish I could, but…
Thanks, but…

Have Ss work in pairs and practice giving and replying invitations by using the above structures.
Call on some pairs to practice in front of the class.
Make necessary comments and corrections.

Suggested answers:
A: Would you like to go to the movies with me tonight?
B: Yes, I’d love to.
...

Note: It’s up to Ss’ level, T may encourage Ss to have extended dialogues using the invitation structures.

<table>
<thead>
<tr>
<th>5’</th>
<th>WRAPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summarize the main points.</td>
</tr>
<tr>
<td></td>
<td>Assign homework.</td>
</tr>
<tr>
<td></td>
<td>Whole class</td>
</tr>
</tbody>
</table>

Supplements

Exercise

Fill in the blank with the most suitable words.

1. Like human, dolphins are ............ mammals.
2. Animals should be left to live in their ............ habitat.
3. People should treat dolphins with precaution because they are really......animals.
4. Whales exhale air through their..........

Answers:
1. warm-blooded
2. natural
3. wild
4. blowholes

PERIOD 8
(Language focus)

I. Aim
Using compound adjectives
Revision of relative clauses and passive voice

II. Objectives
By the end of the lesson, Ss will be able to:
– form compound adjectives and use them appropriately.
– understand the difference between the restrictive clauses and non-restrictive clauses and join two sentences using relative pronouns who, what and that.
– review passive voice and change active sentences into passive sentences.

III. Materials
Textbook, whiteboard markers,....

IV. Anticipated problems
Ss may not know how to form compound adjectives.
V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Wok arrangement</th>
</tr>
</thead>
</table>
| 5’   | **WARM-UP**  
**Noughts and Crosses**  
Draw a table containing 9 words in each cell.  
Divide class into two groups: Noughts (O) and Crosses (X).  
Ask Ss to choose the word in the cell and make a sentence with that word. A correct sentence with the given word will give one O or X. The group with 3 O or X vertically, horizontally, or even diagonally first will be the winner.  

<table>
<thead>
<tr>
<th>whale</th>
<th>warm-blooded</th>
<th>blowholes</th>
</tr>
</thead>
<tbody>
<tr>
<td>shark</td>
<td>wild</td>
<td>oil slick</td>
</tr>
<tr>
<td>crab</td>
<td>intelligent</td>
<td>shell</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5’   | **WORD STUDY**  
**PRESENTATION 1**  
Give definition of a compound adjective:  
*A compound adjective is made up of two different words, and sometimes three. The second part of the compound is often a present participle (V-ing) or a past participle (V-ed).*  
Explain the meaning of the compound adjectives by analyzing the example:  
*They are warm-blooded animals.*  
= *They are animals that have warm blood.*  
Ask Ss to give some more examples to make sure they understand the form and the meaning of compound adjectives. | Whole class |
### PRACTICE 1

Ask Ss to do the exercise independently: *Fill in the blanks with appropriate compound adjectives following the example in the book.*

Have Ss compare their answers with a friend.

Call on some Ss to write their answers on the board.

Check the exercise in front of the class as a whole.

Give correct answers:

1. (warm-blooded)
2. (hairless)
3. Bad-tempered
4. Blue-eyed
5. Long-necked
6. (heartless)
7. (cold-hearted)

### GRAMMAR

Introduction to restrictive clauses and non-restrictive clauses

**Restrictive clauses**

Restrictive clauses qualify a noun, and tell us exactly which person or thing is being referred to.

Examples:

*She likes people who are good fun to be with.*

(*She likes people on its own doesn’t mean very much; we need to know which people she likes.*)

*Students who always come to school late are not good.*

(*who always come to school late tells us exactly which students are not good. Without it, the speaker is saying that all students are good.*)

*A corkscrew is a thing you use to open a bottle of wine.*

(*A corkscrew is a thing doesn’t make sense on its own.*)
Non-restrictive clauses

Non-restrictive clauses add secondary information to a sentence, almost as an afterthought.

*My friend David, who is American, speaks Vietnamese very well.*

(*My friend David* is clearly defined. We don’t need to know which David is being discussed. The clause *who is American* gives us extra information about him.)

Students, *who always come to school late, are not good.*

(The clause *who always come to school late* suggests that all students are not good. It isn’t necessary to identify only those that deceive - they all do.)

*My favorite plane is Concorde which has been flying for over twenty years.*

(We all know which plane Concorde is. The following clause simply tells us something extra.)

### PRACTICE 2

10’

Ask Ss to do exercise a) and b) individually: *Joining the sentences with who, that or which using restrictive and non-restrictive clauses.*

Go round the class and provide help when necessary.

Gather some sentences which contain typical mistakes and correct them in front of the class.

Give correct answers:

a) **Relative Clauses (restrictive)**
   1. *Chinese people have a very special kind of soup that / which is made from shark’s fin.*
   2. *A lot of fish that / which live in the polluted sea die every day.*
   3. *We have a new teacher that / who (m) really like.*
4. Many people that/who eat puffer fish, a very poisonous species, get sick or die every year.
5. She'll tell you a story that/which will surprise you.

b) Relative clauses (non-restrictive)
1b. The Nile, which is in Egypt, is the home of a great variety of fish.
2e. Yesterday I visited Tri Nguyen Aquarium, which has various species of fish.
3d. The movie Harry Potter, which I’m longing to see, is coming soon.
4a. Then he was caught in the mouth of a white shark, which is one of the most dangerous sea creatures.
5c. The most beautiful park, which has a lot of big trees, is opposite my house.

<table>
<thead>
<tr>
<th>5’</th>
<th>PRESENTATION 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Revision of passive voice</td>
</tr>
<tr>
<td></td>
<td>Review the form of passive voice and the basic rules in changing active sentences into passive ones.</td>
</tr>
<tr>
<td></td>
<td>(See Chu Quang Binh - Thiết kế bài giảng Tiếng Anh 8, Tập 2, tr. 60.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5’</th>
<th>PRACTICE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have Ss do exercise c) in pairs: Put the sentences into the passive.</td>
</tr>
<tr>
<td></td>
<td>Call on some Ss to write their passive sentences on the board.</td>
</tr>
<tr>
<td></td>
<td>Ask for comments from other Ss in the class.</td>
</tr>
<tr>
<td></td>
<td>Give correct answers:</td>
</tr>
<tr>
<td></td>
<td>1. The garage is cleaned every day.</td>
</tr>
<tr>
<td></td>
<td>2. Hundreds of sea turtle eggs have been found and buried today.</td>
</tr>
</tbody>
</table>

Whole class

Pair work
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Why aren't dolphins classified as fish?</td>
</tr>
<tr>
<td>4.</td>
<td>Tons of shellfish were exported to Japan last year.</td>
</tr>
<tr>
<td>5.</td>
<td>Lots of junk mail is sent to our office every day, which really annoys us. OR: We are really annoyed that lots of junk mail is sent to our office every day.</td>
</tr>
<tr>
<td>6.</td>
<td>Are dolphins’ lives affected by contact with people?</td>
</tr>
</tbody>
</table>
Unit 10
CONSERVATION

PERIOD 1 & 2
(Reading)

I. Aim

Reading a passage about a National Park

II. Objectives

By the end of the lesson, Ss will be able to:
- use certain words about environment such as ecosystem, habitat, reptiles, amphibian, landscape,...
- discuss solutions to protect the environment.
- enhance reading skill through Heading and Matching exercises.

III. Materials

Textbook, whiteboard markers,...
Large pictures about some nature reserves in Viet Nam / Slogans on protecting the environment printed in large size.

IV. Anticipated problems

Ss may have difficulty in understanding some difficult words in the reading.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>WARM-UP</td>
<td>Pair work</td>
</tr>
<tr>
<td></td>
<td>Matching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to look at the pictures showing environmental damage and answer questions about the pictures:</td>
<td></td>
</tr>
</tbody>
</table>
What do you see in the pictures?
What problems are they?
Do you suggest any solutions to these problems?

... 

Have Ss work in pairs to match the solutions with the pictures. 

Explain necessary new words: 
Forest destruction: nấm phá rừng 
Wildlife extinction: sự tuyệt chủng các loài động vật hoang dã 
Wildlife poaching and trading: săn bắn và buôn bán động vật hoang dã 

Call on some Ss to explain their answers in front of the class. 

Feedback and give correct answers: 

<table>
<thead>
<tr>
<th>Damage</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Water pollution</td>
<td>3. Clear up beaches</td>
</tr>
<tr>
<td>b. Forest destruction</td>
<td>1. Control the cutting down of trees</td>
</tr>
<tr>
<td>c. Wildlife extinction</td>
<td>2. Ban wildlife poaching and trading</td>
</tr>
</tbody>
</table>

---

10’ 

**PRE-READING** 

**Vocabulary pre-teach**

mosaic (n): work composed of bits of stones or glass forming a pattern or picture (tranh khám trai) 
diversity (n): the state of being diverse (sự đa dạng) 
ecosystem (n): a group of organisms and their nonliving environment (hệ sinh thái) 
ecotourism (n): a form of tourism which combines environmental and social factors (du lịch sinh thái)

Whole class
Habitat (n): the region where species or individual usually lives or is found (môi trường sống)
Flora and fauna species (n): (translation) hệ động thực vật
Mammals: (translation) động vật có vú
Reptiles: (translation) loài bò sát
Amphibians: (translation) loài động vật lưỡng cư
Biosphere reserve: (translation) khu dự trữ sinh quyển

Checking technique
Slap the board
Write or put the words on the board.
Have two Ss or two teams of Ss to stand at an equal distance from the board.
Call out one of the words in English in loud voice, the two Ss must run forward and slap the word on the board. The one who slaps the correct word first will be the winner. If Ss play in teams, the scores will be added up and the winner is the team which has more scores.

<table>
<thead>
<tr>
<th>15’</th>
<th><strong>WHILE-READING</strong></th>
<th>Individual work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1 - Headings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask Ss to read the text independently and match the headings with the appropriate paragraphs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell Ss to read the text quickly to get main ideas of each paragraph.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have Ss compare their answers with a friend.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call on some Ss to explain their answers in front of the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make necessary comments and corrections.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give correct answers:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Time</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 1. Tour Discoveries - Paragraph C  
2. Benefits of the Park - Paragraph D  
3. Nam Cat Tien National Park as an Ecotourism Site - Paragraph A  
4. Significant Biological Diversity - paragraph B | 15' | Individual work |
| **Task 2 - Matching** | | |
| Have Ss read the text again more carefully and match the words or phrases in column A with their appropriate meanings in column B.  
Encourage Ss to get the meanings of the words in the context they appear.  
Call on some Ss to write their answers on the board.  
Check the exercise in front of the class as a whole.  
Further explain and give correct answers: | | |
| 1. c (ecotourism site: a natural area where people can visit and learn about it in a way that will not hurt the environment)  
2. e (diversity: a range of different things)  
3. a (exploit: use something fully and effectively)  
4. d (biosphere reserve: a piece of land in which animals and plants can live)  
5. b (conservation: the protection of animals, plants, forests etc..., to prevent them from being spoiled or destroyed) | | |
| **Task 3 - Answering Questions** | | Pair work |
| Ask Ss to work in pairs and answer the questions in the book.  
Tell Ss to underline the information in the text to support their answers.  
Call on some Ss to read the answers aloud in front of the class. | | |
<table>
<thead>
<tr>
<th><strong>Note:</strong> Encourage Ss to use their own words to answer the questions instead of taking the exact words from the text. Feedback and give correct answers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>Because of its nature beauty and economic development.</em></td>
</tr>
<tr>
<td>2. <em>Flora species and fauna species (mammals, reptiles, amphibians, birds, fish, and insects)</em></td>
</tr>
<tr>
<td>3. <em>To promote the economy and provide more funds for conservation.</em></td>
</tr>
<tr>
<td>4. <em>He implies that developing ecotourism in this national park will bring benefits to the economy and the conservation work.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>POST-READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Discussion</strong></td>
</tr>
<tr>
<td>Have Ss work in groups and discuss the benefits of developing ecotourism in the national parks. Go round the class and provide help when necessary. <em>Note:</em> Ss may use Vietnamese during the discussion. Ts are advised to give English equivalents later. Gather ideas from groups and provide necessary and relevant vocabulary. Benefits of ecotourism:</td>
</tr>
<tr>
<td>– <em>Provide more funds for conversation</em></td>
</tr>
<tr>
<td>– <em>Raise people’s awareness in conserving the environment</em></td>
</tr>
<tr>
<td>– <em>Create jobs for local people by providing necessary tourism service</em></td>
</tr>
<tr>
<td>– <em>Promote local and national economy</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WRAPPING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize the main points. Assign homework.</td>
</tr>
</tbody>
</table>
Supplements

Reading

Further reading about ecotourism.

Ecotourism, or ecological tourism, is a form of tourism which has both environmental and social connotations. It is defined both as a concept-tourism movement and as a tourism (specifically sustainable tourism) section.

Generally speaking, ecotourism focuses on local cultures, wilderness adventures, volunteering, personal growth and learning new ways to live on the planet. It is typically defined as travel to destinations where the flora, fauna, and cultural heritage are the primary attractions. Responsible ecotourism includes programs that minimize the adverse effects of traditional tourism on the natural environment, and enhance the cultural integrity of local people. Therefore, in addition to evaluating environmental and cultural factors, initiatives by hospitality providers to promote recycling, energy efficiency, water re-use, and the creation of economic opportunities for local communities are an integral part of ecotourism.

Many global environmental organizations and aid agencies favor ecotourism as a vehicle to sustainable development.

Ideally, true ecotourism should satisfy several criteria, such as

- conservation (and justification for conservation) of biological diversity and cultural diversity, through ecosystems protection
- promotion of sustainable use of biodiversity, by providing jobs to local populations
- sharing of socio-economic benefits with local communities and indigenous people by having their informed consent and participation in the management of ecotourism enterprises.
- increase of environmental & cultural knowledge
- minimization of tourism's own environmental impact
- affordability and lack of waste in the form of luxury
- local culture, flora and fauna being the main attractions
For many countries, ecotourism is not so much seen as a marginal activity intended to finance protection of the environment than as a major sector of national economy and as a means of attracting tourists. For example, in countries such as Costa Rica, Ecuador, Nepal, Kenya, Madagascar and Antarctica, ecotourism represents a significant portion of the gross domestic product (or in Antarctica's case, economic activity).

The concept of ecotourism is widely misunderstood and, in practice, is often simply used as a marketing tool to promote tourism that is related to nature. Critics claim that ecotourism as practiced and abused often consists of placing a hotel in a splendid landscape, to the detriment of the ecosystem. According to them, ecotourism must above all sensitize people with the beauty and the fragility of nature. They condemn some operators as "green-washing" their operations - that is, using the label of "ecotourism" and "green-friendly", while behaving in environmentally irresponsible ways.

Although academics argue about who can be classified as an ecotourist, and there is precious little statistical data, some estimate that more than five million ecotourists - the majority of the worldwide population - come from the United States, with other ecotourists coming from Europe, Canada and Australia.

Gnus and zebras in the Maasai Mara park reserve in Kenya.

Currently there are various moves to create national and international ecotourism certification programs, although the process is causing controversy. One example of ecotourism certificates has been put into place at Costa Rica, though the program has been dismissed as green-washing by others.

Another problem is that some of the destinations visited by ecotourists are extremely sensitive to environmental impact from human use (e.g. Antarctica, Amazonian rainforest, bird breeding colonies) and can be damaged even by careful travellers.
I. Aim

Listening to a class discussion about ecotourism

II. Objectives

By the end of the lesson, Ss will be able to:
- understand more deeply about the benefits of ecotourism.
- better their listening skill through Gap-filling exercise.

III. Materials

Textbook, whiteboard markers, cassette,…

IV. Anticipated problems

Ss may have difficulty in understanding some new words about ecotourism in the listening.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>WARM-UP</td>
<td>Team work</td>
</tr>
<tr>
<td></td>
<td>Jumbled Words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write the words whose letters are in a random order on the board. All the words are about environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Divide the class into two teams. Ss from two teams go to the board and write the correct words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The team which writes more correct words first will be the winner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. atbhtia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. noitavresnoc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. pedlanacs</td>
<td></td>
</tr>
</tbody>
</table>
### 4. nauaf
5. …

**Answers:**
1. habitat
2. conservation
3. landscape
4. fauna
5. …

---

### 5’

**PRE-LISTENING**

**Group Discussion**

Have Ss work in groups of four and make a list of some activities that cause harm to the natural environment. Encourage Ss to think of the activities that they know or sometimes do. Call on some Ss from groups to write the activities on the board.

Feedback and give suggested answers:
1. hunting rare animals
2. damaging young trees/bushes
3. building campfires
4. cutting trees
5. burning forest
6. …

---

### 15’

**WHILE-LISTENING**

**Set the scene**

*Miss Linh is holding a class discussion about ecotourism. You now listen to the tape and fill in the blanks with the most suitable words and phrases from the tape.*

Tell Ss to read the sentences carefully and have a guess of the missing words before listening to the tape.
Play the tape more than once if necessary. 
Have Ss discuss and compare their answers with a friend. 
Call on some Ss to explain their answers in front of the class. 
Feedback and give correct answers:

1. national park  
2. wildlife  
3. feed; tease  
4. lifestyles  
5. fauna and flora  
6. educational  
7. chopping; fish  
8. conservation / preservation 

Tapescript

Miss Linh: We’re going to take an ecotour to Cuc Phuong national Park at the end of this month. Let’s talk about the tour today. 

Student: Well, Miss. Is this trip different from the ones we took before? Why do we call it an ecotour? 

Miss Linh: Er.... It’s a little different. You know... on this trip, we’ll enjoy the beauty of nature and watch wildlife in their natural habitat. 

Student: Watching animals in their natural habitat! How interesting! Then we er....... can feed the animals, can’t we, miss? 

Miss Linh: No, you can’t feed them. Your unsuitable food may do harm to the animals. Students, you should know that in an ecotour, we should learn to be friendly with nature.
<table>
<thead>
<tr>
<th>Student:</th>
<th>What do you mean, miss?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss Linh:</td>
<td>Well .... I mean we shouldn’t tease animals or cause damage to trees or forests. And er........we should learn about the value of the environment to human beings. If we know how to preserve natural resources, we’ll be able to enjoy them for a long time.</td>
</tr>
<tr>
<td>Student:</td>
<td>What else can we learn from an ecotour, miss?</td>
</tr>
<tr>
<td>Miss Linh:</td>
<td>H’m....a lot of things....; for example, we can know about animals’ different lifestyles, people’s cultures, and ways of conserving species of fauna and flora, etc.</td>
</tr>
<tr>
<td>Student:</td>
<td>So ..........., ecotourism brings us a lot of benefits, doesn’t it?</td>
</tr>
<tr>
<td>Miss Linh:</td>
<td>Yes. That’s the purpose of ecotourism. It is aimed at educating tourists and local people so that they take an active part in the conservation of the natural environment. H’m ...... however, ecotourism may cause harm to nature as well.</td>
</tr>
<tr>
<td>Student:</td>
<td>Really? How so, miss?</td>
</tr>
<tr>
<td>Miss Linh:</td>
<td>Er....... you see, tourists often litter all over the place. They may chop young trees to build campfires. They even kill animals or fish for food. In short, if tourists are not properly educated, they may damage the natural habitat of wildlife.......</td>
</tr>
</tbody>
</table>

**POST-LISTENING**

**Group Discussion**

Ask Ss to work in groups and discuss the following questions:
1. Have you ever taken an ecotour?
2. Where did you go?
3. Can you tell me what we shouldn’t do as ecotourists? Give reasons for your answers.

Call on some Ss to explain their answers in front of the class.
Make necessary comments and corrections.
Gather ideas and have final thought on the topic.
Suggested ideas of what Ss shouldn’t do as ecotourists:
   - Don’t tease animals because they will get sick and cannot live long.
   - Don’t cause damage to forests because this will do harm to nature.
   - Don’t kill animals / catch fish for food because these animals will become extinct.
   - Don’t feed animals in conservation areas / nature reserves because this will do harm to these animals
   - ...

WRAPPING

5’
Summarize the main points.
Assign homework.

Supplements

Exercise

Use the following expressions to complete the text.

ENVIRONMENT PROBLEMS

natural habitat  in danger of extinction
long-term  natural resources
way of life  local people
destruction  future generations

Whole class
The (1)............of the rainforest is very worrying. Thousands of acres of forest are being cut down every year and the (2)............of many animals are being destroyed. As a result, many species are (3)............

This, in turn, threatens the traditional (4) ............of many of the (5)............who live in some of the most environmental issues, we need to think more (6)...............and realize that everything we do has implications for (7)................. If we want to hand on our world to our children and grandchildren, we simply can’t continue to misuse the world’s (8) .................as we are at the moment.

Answers:

1. destruction
2. natural habitat
3. in danger of extinction
4. way of life
5. local people
6. long term
7. future generations
8. natural resources

PERIOD 4
(SPEAKING)

I. Aim

Making suggestions about nature conservation

II. Objectives

By the end of the lesson, Ss will be able to make suggestions about nature conservation and use them appropriately.

III. Materials

Textbook, whiteboard markers,…
**IV. Anticipated problems**

Ss may not know how to use the useful suggestion expressions in making up questions and answers.

**V. Procedure**

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td><strong>WARM-UP</strong>&lt;br&gt;Briefly introduce the useful expressions to make suggestions:&lt;br&gt;It might be a good idea to...&lt;br&gt;I think you / we / they should...&lt;br&gt;It would be better if...&lt;br&gt;One thing you / we / they could do is...&lt;br&gt;Ask Ss to make sentences with the above expressions. Make sure Ss understand the use of the expressions.&lt;br&gt;Note: Ss’ sentences may vary from one to another. Accept all the sentences if they are grammatically correct.</td>
<td>Whole class</td>
</tr>
<tr>
<td>15’</td>
<td><strong>PRE-SPEAKING</strong>&lt;br&gt;Vocabulary pre-teach&lt;br&gt;Deforestation (n): the clearance of forest or the cutting down the trees (nắn phá rừng)&lt;br&gt;Forest fire (n): translation (cháy rừng)&lt;br&gt;Disposal products (n): products which can be disposed (sản phẩm có thể phân hủy)&lt;br&gt;Environment-friendly products (n): products which do no harm to the environment (sản phẩm thân thiện với môi trường)</td>
<td>Whole class</td>
</tr>
</tbody>
</table>
| Checking technique  
**Sentence modeling**  
Ask Ss to make sentences with the above words. Make sure they understand the meaning and know how to use them appropriately.  
**Making suggestions**  
Have Ss work in pairs and take turns using the expressions above to make up answers to the questions on page 130. Go round the class and provide help when necessary. Call on some pairs to act out the questions and answers in front of the class. Ask for comments from other Ss. Give suggested answers:  
2. *I think it is. We should conserve nature, i.e control the cutting down of trees and keep the river clean.*  
3. *Maybe because they don’t know the importance of conservation.*  
4. *Yes. I think we should reduce water pollution by not throwing trash into the rivers.*  
5. *We have. One thing we could do is keep rare animals in their natural habitats.*  

| 15’  
**WHILE-SPEAKING**  
Have Ss work in pairs: *Use the expressions above and prompts in the book to make up exchanges about environmental damage and their solutions.* Give examples before letting Ss do the task. Call on some pairs to act out the exchanges in front of the class. Make necessary comments and corrections. Put a special attention to Ss’ pronunciation and intonation.  

| Pair work |
Give suggested answers:

**Situation 1**

*Student 1:* Have you ever thought of reducing deforestation?

*Student 2:* I think we should control the cutting down of trees.

**Situation 2**

*Student 1:* Why don’t you reduce littering?

*Student 2:* It would be better if we used environment-friendly products.

**Situation 3**

*Student 1:* Don’t you think it might be a good idea to protect wildlife from extinction?

*Student 2:* Yes. One thing we could do is keep rare animals in their natural habitats.

**Situation 4**

*Student 1:* Have you ever thought of reducing forest fire?

*Student 2:* It might be a good idea to control the burning of forests.

---

**POST-SPEAKING**

**Dos and don’ts**

Keep Ss in pairs and make a list of *dos* and *don’ts* tourists should follow on a camping trip.

Example:

*A:* What should we do on a camping trip?

*B:* I think we should use environment-friendly products such as paper bags, organic fruit,...

Ask Ss to compare their list with another pairs and let them discuss in groups.

Give suggested answers:

---

Pair work
<table>
<thead>
<tr>
<th>Do’s</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>– use environment-friendly products / things</td>
<td></td>
</tr>
<tr>
<td>– learn to be friendly with nature</td>
<td></td>
</tr>
<tr>
<td>– learn about the value of the environment to human beings</td>
<td></td>
</tr>
<tr>
<td>– litter in national parks</td>
<td></td>
</tr>
<tr>
<td>– tease and feed animals</td>
<td></td>
</tr>
<tr>
<td>– kill fish</td>
<td></td>
</tr>
<tr>
<td>– chop young trees</td>
<td></td>
</tr>
<tr>
<td>– build campfires</td>
<td></td>
</tr>
</tbody>
</table>

### WRAPPING
Summarize the main points.
Assign homework.

### Whole class

### Supplements

**Exercise**

Match the word in A with the one in B to make complete words.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. forest</td>
<td>a. extinction</td>
</tr>
<tr>
<td>2. disposable</td>
<td>b. fire</td>
</tr>
<tr>
<td>3. natural</td>
<td>c. products</td>
</tr>
<tr>
<td>4. wildlife</td>
<td>d. habitat</td>
</tr>
</tbody>
</table>

### Answers:
1. b  
2. c  
3. d  
4. a
PERIOD 5 & 6
(Writing)

I. Aim

Writing a letter of acceptance or refusal

II. Objectives

By the end of the lesson, Ss will be able to write a letter of acceptance or refusal by using the right language and following the right format.

III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may not be familiar with letters of acceptance and refusal.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td><strong>WARM-UP</strong></td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td><strong>Group Discussion</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Ss work in groups and discuss the following questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Do you often accept or refuse invitations?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What words/ structures do use when accepting or refusing an invitation?</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Have you ever written a letter of acceptance or refusal? If yes, on which occasions?</em></td>
<td></td>
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<td></td>
<td>...</td>
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<tr>
<td></td>
<td>Gather ideas and lead in the Pre-writing.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>20’</td>
<td><strong>PRE-WRITING</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Format Recognition</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to look at the format in the book and make necessary introduction to the format of a letter of acceptance or refusal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Underlining Expressions</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to read the invitation in pairs and answer the questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <em>Who is the sender of the letter? Who are the receivers?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. <em>What will they do in a few days?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <em>How far is it from Van’s house to Cuc Phuong National Park?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. <em>...</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Answers:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <em>Van is the sender. Linh and Laura are receivers.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. <em>They’ll spend a few days on a camping trip in Cuc Phuong National Park.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. <em>It’s just two kilometers.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. <em>...</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell Ss to read and underline the language used to express acceptance and refusal in two reply letters.</td>
<td></td>
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<tr>
<td></td>
<td>Go round the class and provide help when necessary.</td>
<td></td>
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<tr>
<td></td>
<td>Call on some Ss to read the underlined sentences aloud in front of the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback and give correct answers:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Letter of acceptance</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>June 15, 20...</em></td>
<td></td>
</tr>
</tbody>
</table>
Thank you very much for your invitation. I’d be happy to come. It’ll be great fun going camping in this national park.
See you on July 15.
Yours,
Linh

Letter of refusal
July 25, 20...
Dear van,
Thank you for your invitation, but unfortunately I’m quite unable to come. I have to go back to my hometown to see my parents and attend my sister’s wedding.
I’m sorry but I can’t make it.
Yours,
Laura

40’

WHILE-WRITING

Set the scene
Suppose you are asked to join a volunteer work to conserve nature. Let’s write a letter of acceptance if you can or a letter of refusal if you can’t.
Ask Ss to use the language on page 133 and do the task independently.
Have Ss exchange their writing and cross check with a friend.
Gather some typical mistakes and write them on the board.
Ask for corrections from Ss in the class.
Suggested writing:
<table>
<thead>
<tr>
<th>Letter of Acceptance</th>
<th>Letter of Refusal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>June 5, 20</strong></td>
<td><strong>June 5, 20</strong></td>
</tr>
<tr>
<td>Dear Tam,</td>
<td><strong>Dear Ti,</strong></td>
</tr>
<tr>
<td>I’m very happy to</td>
<td>Thank you for</td>
</tr>
<tr>
<td>join his</td>
<td>your invitation. I</td>
</tr>
<tr>
<td>volunteer work. Your</td>
<td>’m terribly sorry</td>
</tr>
<tr>
<td>invitation is a</td>
<td>but I can’t make</td>
</tr>
<tr>
<td>lovely surprise</td>
<td>it because I’m</td>
</tr>
<tr>
<td>**See you next</td>
<td>busy preparing for</td>
</tr>
<tr>
<td>weekend.**</td>
<td>me final exam.</td>
</tr>
<tr>
<td><strong>Yours,</strong></td>
<td>Hope to join this</td>
</tr>
<tr>
<td>Nhan</td>
<td>volunteer work</td>
</tr>
<tr>
<td></td>
<td>next time.</td>
</tr>
<tr>
<td></td>
<td><strong>Yours,</strong></td>
</tr>
<tr>
<td></td>
<td>Lam</td>
</tr>
</tbody>
</table>

**POST-WRITING**

**Mistake Corrections**
Ask Ss to work in groups of three.
Give out a letter of refusal which contains five typical mistakes and ask Ss to correct them.
Encourage Ss to do the task as quickly as they can.
Call on some Ss to write the answers on the board.
Check the exercise in front of the class as a whole.

**Letter of refusal**

_Ha Noi, December 07, 2006_

_Dear Tung,_

_Thank you very much for your invite. Unfortunate I will not be able to come to your birthday party. I have to stay home and prepare for the end of term exam which will be holded the day after your birthday._

_I’m sorrow but I can’t make it._

_Yours,_

_Nam_
**Answer:**

*Ha Noi, December 07, 2006*

*Dear Tung,*

*Thank you very much for your invite. Unfortunate I will not be able to come to your birthday party. I has to stay home and prepare for the end of term exam which will be holded the day after your birthday. I’m sorrow but I can’t make it.*

*Yours,*

*Nam*

<table>
<thead>
<tr>
<th>Mistakes</th>
<th>Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>invite</em></td>
<td>→ <em>invitation</em></td>
</tr>
<tr>
<td>2. <em>Unfortunate</em></td>
<td>→ <em>Unfortunately</em></td>
</tr>
<tr>
<td>3. <em>has</em></td>
<td>→ <em>have</em></td>
</tr>
<tr>
<td>4. <em>holded</em></td>
<td>→ <em>held</em></td>
</tr>
<tr>
<td>5. <em>sorrow</em></td>
<td>→ <em>sorry</em></td>
</tr>
</tbody>
</table>

**WRAPPING**

Summarize the main points.

Assign homework.

**Whole class**

---

**Supplements**

**Exercise**

**Choose the correct responses for the following invitations.**

1.

A: Would you like to go to a movie on Sunday?

B:  
   a. Oh, I’m sorry. I can’t.
   b. Nothing special
   c. No. I wouldn’t.

2.

A: Do you want to visit the street fair with us tomorrow?

B:  
   a. Yes, I’m going to.
b. Can we go to the late show?
c. Sure, I’d love to.

3.
A: We’re having friends over for dinner tonight. Would you like to come?
B: a. How about this evening?
b. I’m working late tonight. I’m sorry.
c. Yes, it would.

4.
A: How about dinner at the Mexican restaurant tonight?
B: a. No, I’m not doing anything.
b. Sorry, I’m going away next week.
c. Great! But it’s my turn to pay.

Answers:
1. a
2. c
3. b
4. c

PERIOD 7
(Language Focus)

I. Aim

Revision of auxiliary verb *should*

Revision of Conditional sentence type 2 and introduction to Conditional sentence type 3

II. Objectives

By the end of the lesson, Ss will be able to distinguish Conditional sentence type 2 from Conditional sentence type 3 and use them appropriately.
III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may confuse the Conditional sentence type 2 with the Conditional sentence type 3.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td><strong>WARM-UP</strong></td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Revision of words about environment</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Ss work in groups and make a list of words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>about species of animals and ways to protect the environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collect the words from groups and feedback in front of the class as a whole.</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td><strong>WORD STUDY</strong></td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><strong>PRESENTATION 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Noun endings</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduce some common noun endings:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>–ment: development, entertainment,…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>–ess: darkness, laziness,…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>–ship: friendship, membership,…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>–ion: invitation, information, …</td>
<td></td>
</tr>
<tr>
<td></td>
<td>–…</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td><strong>PRACTICE 1</strong></td>
<td>Individual work</td>
</tr>
<tr>
<td></td>
<td>Have Ss do the exercise individually: <em>Complete the following sentences, using appropriate forms of the words in parentheses.</em></td>
<td></td>
</tr>
</tbody>
</table>
Make sure Ss understand clearly why all the words in the parentheses must be nouns.
Call on some Ss to write the answers on the board.
Check the exercise in front of the class as a whole.
Give correct answers:
1. conservation
2. destruction
3. prevention
4. protection
5. reduction

<table>
<thead>
<tr>
<th>5’</th>
<th>GRAMMAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION 2</td>
<td>Whole class</td>
</tr>
<tr>
<td>Form and use of modal auxiliary Should</td>
<td></td>
</tr>
<tr>
<td><strong>Form</strong></td>
<td></td>
</tr>
<tr>
<td>(+) $S + should + V$- infi $+ O$.</td>
<td></td>
</tr>
<tr>
<td>(-) $S + should not (shouldn’t) + V$- infi $+ V + O$.</td>
<td></td>
</tr>
<tr>
<td>(?) $Should + S + V$- infi $+ O$?</td>
<td></td>
</tr>
<tr>
<td>Yes, $S + should$.</td>
<td></td>
</tr>
<tr>
<td>No, $S + shouldn’t$.</td>
<td></td>
</tr>
<tr>
<td><strong>Use</strong></td>
<td></td>
</tr>
<tr>
<td>We use should to give advice or an opinion:</td>
<td></td>
</tr>
<tr>
<td>E.g:</td>
<td></td>
</tr>
<tr>
<td><em>We should recycle things such as bags, cans, and bottles.</em></td>
<td></td>
</tr>
<tr>
<td>Explain necessary words about environment:</td>
<td></td>
</tr>
<tr>
<td>Toxic chemical: <em>hoá chất độc hại</em></td>
<td></td>
</tr>
<tr>
<td>Discharge: <em>thải</em></td>
<td></td>
</tr>
<tr>
<td>Rhino: <em>con tê giác</em></td>
<td></td>
</tr>
<tr>
<td>Horn: <em>sừng</em></td>
<td></td>
</tr>
<tr>
<td>Global warming: <em>sự nóng lên của trái đất</em></td>
<td></td>
</tr>
<tr>
<td>Exhaust gas: <em>khí thải</em></td>
<td></td>
</tr>
</tbody>
</table>
**PRACTICE 2**

Ask Ss to work independently and do exercise a):

*Write answers to the questions with *should* and the prompts in parentheses.*

*Note:* All the sentences are about environment.

Have Ss compare their sentences with a friend.

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

Make necessary comments and corrections.

Give correct answers:

1. B: *I think we should treat toxic chemicals before discharging them into the river.*
2. B: *Well, we should not use rhino horns and their associated products.*
3. B: *I think we should control deforestation.*
4. B: *Well, we should reduce smoke and exhaust gas.*
5. B: *I think we should not build campfires in national parks.*
6. B: *Well, we should use less energy / gas.*
7. B: *I think we should control the use of gas.*

**PRESENTATION 3**

**Conditional sentence 2**

**Form**

\[ S_1 + \text{did, } S_2 + \text{would do.} \]

**Use**

*The second conditional sentences express unreal or improbable situations. We use past tense forms to show unreality and distance from the presence.*
<table>
<thead>
<tr>
<th>E.g:</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I were Prime Minister, I would spend more money on conserving the environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRACTICE 3</strong></td>
</tr>
<tr>
<td>Ask Ss to do the exercise individually: Write answers to the questions.</td>
</tr>
<tr>
<td>Check the exercise in front of the class. Gather answers from several students.</td>
</tr>
<tr>
<td><strong>Note:</strong> Ss’ answers may vary from one to another. Encourage Ss to think of “sensible” answers.</td>
</tr>
<tr>
<td>Give suggested answers:</td>
</tr>
<tr>
<td>1. They would suffer a shortage of energy and air pollution.</td>
</tr>
<tr>
<td>2. Local people would suffer from a shortage of fish for food soon.</td>
</tr>
<tr>
<td>3. People would suffer from sea pollution.</td>
</tr>
<tr>
<td>4. Polar bears would become extinct soon.</td>
</tr>
<tr>
<td>5. We would suffer from air pollution / a shortage of gas.</td>
</tr>
<tr>
<td>6. The Earth would be damaged / Humans would suffer from natural disasters.</td>
</tr>
<tr>
<td>7. Forests in national parks would be destroyed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENTATION 3</strong></td>
</tr>
<tr>
<td><strong>Form</strong></td>
</tr>
<tr>
<td>$S_1 + \text{ had done } +, S_2 + \text{ would have done.}$</td>
</tr>
<tr>
<td><strong>Use</strong></td>
</tr>
<tr>
<td>The third conditional sentences express a situation which is contrary to reality in the past. This unreality is shown by a tense shift from past to the past perfect.</td>
</tr>
<tr>
<td>E.g: If there had not been the establishment of</td>
</tr>
<tr>
<td><strong>Nam Cat Tien</strong>, most of the area's ecosystem would have been greatly damaged.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>5’</strong></td>
</tr>
<tr>
<td><strong>PRACTICE 3</strong></td>
</tr>
<tr>
<td>Ask Ss to do the exercise in pairs: <em>Complete the sentences, using appropriate forms of the verbs in the parentheses.</em></td>
</tr>
<tr>
<td>Make sure Ss understand the form of the verb in <em>if clause</em> and <em>main clause.</em></td>
</tr>
<tr>
<td>Call on some Ss to write the verbs on the board.</td>
</tr>
<tr>
<td>Check the exercise in front of the class as a whole.</td>
</tr>
<tr>
<td>Give correct answers:</td>
</tr>
</tbody>
</table>
| 1. ....... wouldn’t have suffered ..........
2. ....... would have been conserved
3. ....hadn’t discharged...
4. ......had reduced .........
5. .........had been thrown........
6. .......wouldn’t have endured....... 
7. .........had used ......
8. wouldn’t have been destroyed 
| **Note:** T may give additional exercises about conditional sentences on request. |
| **Pair work** |
Unit 11
NATIONAL PARKS

PERIOD 1 & 2
(Reading)

I. Aim

Reading a passage about two famous National Parks: Grand Canyon National Park in USA and Kakadu National Park in Australia.

II. Objectives

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

– be updated with background information about two famous National Parks in USA and in Australia.
– understand and interpret a graph illustrating the information in the text by analyzing graphs and answering questions.
– enhance reading skill through Table Completion and Gap-filling exercises.

III. Materials

Textbook, whiteboard markers, ...
Large pictures about some national parks in Viet Nam and in other countries
Copied graph hung on the board

IV. Anticipated problems

Ss may have difficulty in understanding graphs.
### V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>15’</td>
<td><strong>WARM-UP</strong>&lt;br&gt;<strong>Lead-in Questions</strong>&lt;br&gt;Ask Ss some questions about the national parks:&lt;br&gt;<em>What do you know about Cuc Phuong National Park, Bach Ma National Park, and Nam Cat Tien National Park?</em>&lt;br&gt;<em>Where are they?</em>&lt;br&gt;<em>What are they famous for?</em>&lt;br&gt;...&lt;br&gt;Gather ideas and lead in the Pre-reading.</td>
<td>Whole class</td>
</tr>
<tr>
<td>15’</td>
<td><strong>PRE-READING</strong>&lt;br&gt;<strong>Matching</strong>&lt;br&gt;Ask Ss to work in groups: <em>Look at the pictures of some national parks in Viet Nam and match each national park with the appropriate extract.</em>&lt;br&gt;Encourage Ss to discuss with members in the group about the parks.&lt;br&gt;Call on some Ss to explain their answers in front of the class.&lt;br&gt;Feedback and give correct answers:</td>
<td>Group work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cuc Phuong National Park</th>
<th>Extract B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bach Ma National Park</td>
<td>Extract A</td>
</tr>
<tr>
<td>Nam Cat Tien National Park</td>
<td>Extract C</td>
</tr>
</tbody>
</table>

See Supplements for further background information about the above national parks.
### Vocabulary pre-teach

- chopsticks (n): *slender sticks usually made of bamboo used to eat in some Asian countries* (đũa)
- endangered species (n): *animals which are threatened to be killed or extinct* (những loại động vật đang bị đe doạ)
- ox (n): *a male bull* (bò đực)
- annual rainfall (n): *the amount of rain measured yearly* (liều nước trung bình hàng năm)

### Checking technique

**Sentence modeling**

Ask Ss to make sentences with the new words above. Call on several Ss to make sentences with the same word to make sure Ss understand the meaning of the words.

### WHILE-READING

**Set the scene**

Grand Canyon and Kakadu are famous national parks in USA and Australia. In our today’s lesson, we will read about the facts of the two parks.

**Task 1 - Chart Completion**

Ask Ss to read the text and complete the chart summarizing the major facts about the two national parks.

Tell Ss to study the chart carefully before completing the chart.

Make sure Ss know the needed information.

Have Ss exchange the chart with a friend and check for one another.

Call on some Ss to go to the board and complete the chart.

Feedback and give correct answers:
<table>
<thead>
<tr>
<th>National Park</th>
<th>Year of Establishment</th>
<th>County</th>
<th>Area (sq. km)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Canyon</td>
<td>1919</td>
<td>The United States</td>
<td>4,931</td>
</tr>
<tr>
<td>Kakadu</td>
<td>1979</td>
<td>Australia</td>
<td>12,432</td>
</tr>
</tbody>
</table>

**Task 2 - Understanding Graph**

Have Ss work in pairs and look at the graph that provides more information about Grand Canyon National Park and Kakadu National Park.

Note that Ss are unfamiliar with this kind of exercise. Thus, provide help when necessary.

Explain necessary information in the graph regarding vertical, horizontal lines, color of the lines,…

Ask Ss to answer the questions with the information found from the graph.

Call on some Ss to explain their answers in front of the class by showing the information from the graph.

Make necessary corrections.

Give correct answers:

1. *100 species of reptiles*
2. *50 species of amphibians*
3. *The total number of species of birds, reptiles, and amphibians is 365*

**Task 3 - Gap-filling**

Tell Ss to look at the graph again and fill in the missing information about the comparison between the two national parks.

Give Ss some time to discuss the answers with a friend.

Check the exercise in front of the class as a whole.
Give correct answers.
1. *reptiles*
2. 35
3. *Grand canyon*

<table>
<thead>
<tr>
<th><strong>POST-READING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spidergram Completion</strong></td>
</tr>
<tr>
<td>Have Ss work in groups of four and complete the spidergram about the national parks in Viet Nam and some species of animals.</td>
</tr>
<tr>
<td>Encourage Ss to find as many national parks and animals as possible.</td>
</tr>
<tr>
<td>Check the activities in front of the class as a whole.</td>
</tr>
<tr>
<td>See Supplements for more National Parks in Viet Nam.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WRAPPING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize the main points.</td>
</tr>
<tr>
<td>Assign homework.</td>
</tr>
</tbody>
</table>

Group work

Whole class
Supplements

1. Further reading about National Parks.

A national park is a reserve of land, usually declared and owned by a national government, protected from most human development and pollution. A National Park also has a set of rules which the public must abide by, such as no littering. National parks are a protected area of IUCN category II. The largest national park in the world is the Northeast Greenland National Park, which was established in 1974. The number of areas managed by the National Park Service in the United States of America consists of 390 different sites, of which only 58 carry the designation of National Park.

National parks are usually located in places which have been largely undeveloped, and often feature areas with exceptional native animals, plants and ecosystems (particularly endangered examples of such), biodiversity, or unusual geological features. Occasionally, national parks are declared in developed areas with the goal of returning the area to resemble its original state as closely as possible.

In some countries, such as England and Wales, areas designated as a national park are not wilderness, nor owned by the government, and can include substantial settlements and land uses which are often integral parts of the landscape.

2. Some national parks in Viet Nam

1. Ba Vì National Park in Hà Tây Province
2. Cát Bà National Park in Hải Phòng City
3. Ba Bể National Park in Bắc Kạn Province
4. Pù Mat National Park in Nghệ An Province
5. Côn Đảo National Park in Kiên Giang Province
6. Giao Thủy National Park in Nam Định Province
7. U Minh Thượng National Park in Kiên Giang Province
8. U Minh Hạ National Park in Cà Mau Province
9. Mũi Cà Mau National Park in Cà Mau Province
10. Tam Đảo National Park in Vĩnh Phúc Province
12. Hoàng Liên National Park in Lào Cai Province
13. Tràm Chim National Park in Đồng Tháp Province
14. Bên En National Park in Thanh Hoá Province
PERIOD 3  
(Listening)

I. Aim

Listening to a conversation about a trip to Nam Cat Tien National Park

II. Objectives

By the end of the lesson, Ss will be able to:
- talk about activities they can do on a trip to a national park.
- improve listening skill by doing Checking and Answering Questions exercises.

III. Materials

Textbook, whiteboard markers, cassette,…

IV. Anticipated problems

Ss may not be sure of what activities are available on a trip to a national park.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td><strong>WARM-UP</strong></td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Matching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Ss work in groups and match the national parks with the countries or provinces in which they are located.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National parks</th>
<th>Countries /Provinces</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tam Dao</td>
<td>a. USA</td>
</tr>
<tr>
<td>2. Cat Ba</td>
<td>b. Vinh Phuc</td>
</tr>
<tr>
<td>3. Grand Cayon</td>
<td>c. Nghe An</td>
</tr>
<tr>
<td>4. Pu Mat</td>
<td>d. Australia</td>
</tr>
<tr>
<td>5. Kakadu</td>
<td>e. Hai Phong</td>
</tr>
<tr>
<td>6. ...</td>
<td>f. ...</td>
</tr>
<tr>
<td>Answers:</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>1. b</td>
<td>2. e</td>
</tr>
<tr>
<td>3. a</td>
<td>4. c</td>
</tr>
<tr>
<td>5. d</td>
<td></td>
</tr>
</tbody>
</table>

### PRE-LISTENING

**Pair Discussion**

*Have you ever been to a national park in Viet Nam?*

*If yes, what did you and tourists do there?*

*If no, guess what tourists can do there.*

Go round the class and provide help when necessary.

Gather ideas and lead in the listening.

### WHILE-LISTENING

**Set the scene**

*Van and Nam are at the cafeteria. They are talking about where to go during the weekend. Listen and check (✓) the boxes next to the correct information you hear from their conversation. You can check more than one box.*

**Task 1 - Checking the box.**

Have Ss study the box carefully and have good guesses of what tourist may do in Nam Cat Tien National Park before listening to the tape.

Play the tape more then once if necessary.

Call on some Ss to explain their answers in front of the class.

Feedback and give correct answers:

*In Nam Cat Tien National Park, tourists may*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. go short or long trekking round the forests.</td>
<td>✓</td>
</tr>
<tr>
<td>2. go camping.</td>
<td>✓</td>
</tr>
<tr>
<td>3. go fishing.</td>
<td></td>
</tr>
<tr>
<td>4. see various kinds of animals and plants.</td>
<td>✓</td>
</tr>
</tbody>
</table>
Task 2 - Answering Questions
Ask Ss to listen to the tape again and answer the questions in the book.
Encourage Ss to listen to the tape and write the exact information for the answers.
Have Ss compare the answers with a friend.
Check the exercise in front of the class as a whole.
Give correct answers.
   1. Côn Đảo
   2. Nam Cât Tiên National Park.
   3. Tourists should be guided on how to protect the natural environment there.

Tapescript
Nam: Hello! Is this seat vacant?
Van: Hi! Yes. Sit down, please. D’you want some drink?
Nam: Yes, Coke, please.
Van: Um. We are going to have a long weekend next week. Are you planning somewhere to go?
Nam: Well, I’m going to Con Dao because I’d like to go trekking in Con Dao National Park.
Van: That sounds great. I’d love to, but I’m afraid I cannot afford that at the moment. I’m interested in national parks, so I think this time I can only visit Nam Cat Tien National Park.
Nam: That’s a great idea. I’ve been there once and I think you’ll find many interesting things to see and do there.
Van: “Many interesting things.” What do you mean?
<table>
<thead>
<tr>
<th>Nam:</th>
<th>I mean you can see various kinds of animals and plants there. You can go short or long trekking around the forests and you can also go camping there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Van:</td>
<td>Really? That sounds interesting indeed! But I think if people go camping there for a long time, this will lead to serious problems in conserving the natural environment.</td>
</tr>
<tr>
<td>Nam:</td>
<td>You’re right. So I think tourists should be guided on how to protect the natural environment there.</td>
</tr>
<tr>
<td>Van:</td>
<td>I couldn’t agree more!</td>
</tr>
<tr>
<td>Nam:</td>
<td>By the way, I’ve got to back to my class now. Bye-bye. See you later</td>
</tr>
<tr>
<td>Van:</td>
<td>Bye. See you then.</td>
</tr>
</tbody>
</table>

### POST-LISTENING

**Environment Conserving Measures**

Have Ss work in groups and suggest some measures to conserve the environment of national parks.

Gather ideas from groups and write them on the board.

Give suggested answers:

- **Some measures to conserve the environment of national parks:**
  - Tourists should be guided on how to protect the natural environment.
  - Tourists should not chop young trees, kill fish, animals, build campfires.

### WRAPPING

Summarize the main points.
Assign homework.
Supplements

Exercise

Use the words to complete the sentences.

- toxic waste
- deforestation
- global warming
- pollution

1. The government is very worried about the ............of our rivers and lakes.
2. ....................from cars and other vehicles cause a great deal of damage to the environment.
3. The gradual rise in the earth’s temperature is known as ................
4. Tropical rainforests have always helped to keep the environment in balance but recent .......... has really bad effects on the environment.

Answers:

5. pollution
6. toxic waste
7. global warming
8. deforestation

PERIOD 4
(Speaking)

I. Aim

Asking for permission and giving reasons for refusal

II. Objectives

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

- use appropriate structures to ask for permission and give reasons for refusal.
- further improve background on how to preserve the natural environment.
III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may find it difficult to use expressions about conserving the environment in the conversation

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>WARM-UP</td>
<td>Pair work</td>
</tr>
</tbody>
</table>

**Categorizing**

Ask Ss to close the book.

Have Ss work in pairs and put the following expressions under appropriate headings: Asking for permission and Giving reasons

*Is it all right if...?*

*Well, you see...*

*I wonder if...*

*The reason is...*

*Anybody mind if...?*

*Well, the thing is...*

*It’s because...*

*It’s sort of complicated, but you see...*

*…and that’s why I’d like to...*

*Would it be all right if...?*

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

Give correct answers and further explain when necessary.
<table>
<thead>
<tr>
<th>Asking for permission</th>
<th>Giving reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it all right if...?</td>
<td>Well, you see...</td>
</tr>
<tr>
<td>I wonder if...</td>
<td>The reason is...</td>
</tr>
<tr>
<td>Anybody mind if...?</td>
<td>It’s because...</td>
</tr>
<tr>
<td>Would it be all right if...?</td>
<td>Well, the thing is...</td>
</tr>
<tr>
<td></td>
<td>It’s sort of complicated, but you see...</td>
</tr>
<tr>
<td></td>
<td>...and that’s why I’d like to...</td>
</tr>
</tbody>
</table>

Have Ss give examples to make sure they understand the use of the expressions.

---

**PRE-SPEAKING**

Ask Ss to work in pairs and fill in the missing information in the bubbles, using the suitable prompts provided.

Call on some pairs to practice the bubbles in front of the class.

Feedback and give suggested answers:

1.  b. *It’s sort of complicated, but you see, this practice will lead to wildlife extinction in the long run.*

2.  c. *Anybody mind if tourists throw garbage into the lakes?*

3.  a. *Well, the thing is, they will suffer from air pollution because smoke from these vehicles pollutes the air they breathe.*

Give Ss some time to have further practice. Pay attention to Ss’ pronunciation and intonation.

---

**WHILE-SPEAKING**

Have Ss work in pairs and instruct the task: *Use the suggested expressions you have learned and prompts*.

---

Pair work
<table>
<thead>
<tr>
<th>POST-SPEAKING</th>
</tr>
</thead>
</table>
| Have Ss work in pairs and ask them to take turns asking for permission and giving reasons for refusal on other issues related to environmental protection.
| Suggest the topics for activities: the environmental protection in the park, in the schoolyard, on the beach, in the cinema, etc... |
| Encourage Ss to talk about various public places in their neighborhood. |
| Call on some pairs to practice the activities in front of the class. |
| Make necessary comments and corrections. |
**Situation 1: In the Park**

S1: Anybody mind if people litter in the park?
S2: I’d rather they didn’t; the thing is, this will damage the environment and pollute the air we breathe.

**Situation 2: In the schoolyard**

S1: Would it be all right if we chopped young trees in our schoolyard?
S2: Well, you see, we will suffer from heat and that’s not good for our health.

<table>
<thead>
<tr>
<th>3’</th>
<th>WRAPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize the main points.</td>
<td></td>
</tr>
<tr>
<td>Assign homework.</td>
<td></td>
</tr>
</tbody>
</table>

**Supplements**

**Reading**

**Top ten easy to do**

*(Conserving our environment)*

1. switch off all unused lights.
2. only go on the computer once every two days for the maximum of an hour.
3. this is a good cut down of electricity.
4. recycle everything you can.
5. walk wherever you can.
6. plant a tree.
7. use energy saving light bulbs.
8. share bathwater or take a shower.
9. buy local food and grow your own.
10. eat less meat – preferably organic if you must.
PERIOD 5 & 6
(Writing)

I. Aim
Interpreting and describing graphs

II. Objectives
By the end of the lesson, Ss will be able to:
– understand the graphs and write a paragraph to interpret the information from the graph.
– be updated with the format and the language used in describing graphs

III. Materials
Textbook, whiteboard markers,…
Large graphs

IV. Anticipated problems
Ss may have never written a paragraph describing graphs.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td><strong>WARM-UP</strong></td>
<td>Pair work</td>
</tr>
</tbody>
</table>

What’s a graph?
Give definition of a graph by asking Ss to do gap-filling exercise: Have Ss work in pairs and use the words given to complete the definition of a graph.

horizontal line
two vertical

A drawing representing the relationship between (1)………. sets of data, one set represented on a (2) ………..scale or axis, the other on a (3) ………….. scale or axis. The relationship is plotted where the
<table>
<thead>
<tr>
<th>10’</th>
<th><strong>PRE-WRITING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary pre-teach</strong></td>
<td></td>
</tr>
<tr>
<td>disposable diapers: <em>soft papers that can be disposed</em> (tã lót trẻ con có thể phân hủy)</td>
<td></td>
</tr>
<tr>
<td>plastic bottles: <em>bottles that are made of plastic</em> (chai nhựa)</td>
<td></td>
</tr>
<tr>
<td>construction debris: <em>fragments or rubbish produced from construction sites</em> (mảnh vùn công trình xây dựng)</td>
<td></td>
</tr>
<tr>
<td>respondents: <em>persons who answer questions on certain surveys</em></td>
<td></td>
</tr>
<tr>
<td>reveal: <em>to show, to make visible</em> (bộc lở, thể hiện)</td>
<td></td>
</tr>
<tr>
<td>major: <em>main, important</em> (chính, quan trọng)</td>
<td></td>
</tr>
<tr>
<td><strong>Checking technique</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence modeling</strong></td>
<td></td>
</tr>
<tr>
<td>Ask Ss to make sentences with the new words above.</td>
<td></td>
</tr>
<tr>
<td>Call on several Ss to make sentences with the same word to make sure Ss understand the meaning of the words.</td>
<td></td>
</tr>
<tr>
<td><strong>Answering Questions</strong></td>
<td></td>
</tr>
<tr>
<td>Ask Ss to look at the graph and answer the following questions:</td>
<td></td>
</tr>
<tr>
<td>1. <em>What does the graph show?</em></td>
<td></td>
</tr>
<tr>
<td>2. <em>What can we see on the horizontal line?</em></td>
<td></td>
</tr>
<tr>
<td>10’</td>
<td>Individual work</td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| 3. **What can we see on the vertical line?**  
4. **How many percent of disposable diapers are reported?**  
5. **...**  

Make sure Ss understand the graph before fill in the missing information in the paragraph.  
Give correct answers:  
1. **The graph shows the percentage of particular items as major causes of garbage problems.**  
2. **The horizontal line shows the items as major causes of garbage problems.**  
3. **The vertical line shows the percentage of these items.**  
4. **Disposable diapers are reported by 41 percent.**  
5. **...**  

**Gap-filling**  
Ask Ss to read the paragraph and fill in the missing information.  
Have Ss discuss the answers with a friend.  
Call on some Ss to write the answers on the board.  
Feedback and give correct answers:  
1. *disposable diapers*  
2. *plastic bottles*  
3. *all paper forms*  
4. *construction debris* |

<table>
<thead>
<tr>
<th>35’</th>
<th>Individual work</th>
</tr>
</thead>
</table>
| **WHILE-WRITING**  
Ask Ss to look at the graph showing the number of gas blowouts that occurred in Australia in 1965 and answer the questions that follow.  
Tell Ss to look at the title and study the graph carefully to find the answers. |
| Call on some Ss to explain their answers in front of the class. Give correct answers: |
| 1. a. in 1956  
  b. In Australia  
  c. 6 gas blowouts occurred in total: 5 in Bass Strait and 1 in the Timor Sea |
| Have Ss work independently and write a short paragraph to interpret the graph based on the answers above. |
| Note: This is the first time Ss have written this kind of paragraph so they may find it difficult to write. Go round the class and provide help when necessary. |
| Ask Ss to compare their writing with a friend and cross check. |
| Pick up some writings which contain typical mistakes and correct the mistakes in front of the class as a whole. |
| Give suggested answers: |
| *In the graph, the number of gas blowouts that occurred in Australia in 1965 is shown.* |
| *According to the graph, there were 5 gas blowouts in Bass Strait and 1 in the Timor Sea.* |
| *In sum, there were 6 gas blowouts.* |

| **POST-WRITING** |
| **Graph Drawing** |
| Ask Ss to work in groups and predict the number of visitors to Cuc Phuong National Park and Nam Cat Tien National Park in 2010. Tell Ss to draw a graph to show their prediction of the number of visitors to these national parks. | Group work |
Encourage Ss to have smart predictions and then ask them to explain them in front of the class.
Call on some Ss from groups to draw the graph on the board and give explanations to their predictions.
Gather ideas and have final thoughts on the topic.
*Note:* Ts are suggested to assign the writing activities as homework and give feedback in the following period.

<table>
<thead>
<tr>
<th>5’</th>
<th>WRAPPING</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td>Summarize the main points.</td>
</tr>
<tr>
<td></td>
<td>Assign homework.</td>
</tr>
</tbody>
</table>

**Supplements**

**Reading**

Examples of bar graphs and pie charts.
PERIOD 7
(Language focus)

I. Aim

Use of *preserve* and *reserve*
Revision of reduced relative clauses and passive voice with different verb forms and with modals

II. Objectives

By the end of the lesson, Ss will be able to:
– distinguish *preserve* from *reserve* and use them appropriately.
– rewrite sentences by using reduced relative clauses and use passive voice with different verb forms and with modals.

III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may confuse the relative clauses with reduced clauses.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td><strong>Noughts and Crosses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draw a table containing 9 words in each cell.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Divide class into two groups: Noughts (O) and Crosses (X).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to choose the word in the cell and make a sentence with that word. A correct sentence with the given word will give one O or X. The group with 3 O or X vertically, horizontally, or even diagonally first will be the winner.</td>
<td></td>
</tr>
</tbody>
</table>

82
Note that all the words are about environment.

<table>
<thead>
<tr>
<th>birds</th>
<th>Cuc Phuong</th>
<th>wild animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>reptiles</td>
<td>Nam Cat Tien</td>
<td>forest fires</td>
</tr>
<tr>
<td>amphibians</td>
<td>Bach Ma</td>
<td>natural environment</td>
</tr>
</tbody>
</table>

**PRESENTATION 1**

**Preserve vs. Reserve**

Explain the meaning of *preserve* and *reserve* and make clear the noun forms of the two words.

Give Vietnamese equivalents if necessary.

Ask Ss to make sentences with these two words to make sure Ss see the difference between them.

**PRACTICE 1**

Ask Ss to work individually and complete the sentences by using the appropriate forms of the words in parentheses.

Tell Ss to read the sentences carefully before choosing the right word.

Note that the words should be changed to be grammatically correct.

Call on some Ss to explain their answers in front of the class.

1. preservation    
2. preserve
3. reserved      
4. reservation   
5. reservations

**PRESENTATION 2**

Give introduction to reduced clauses

*A reduced clause is a phrase not an adjective clause.
You may delete the relative pronoun and the “be” verb by using a reduced clause.*
1. they are followed by a prepositional phrase.
   A. *The man who is in the house is my father.*
   *The man in the house is my father.*
   B. *The books that are on the desk are mine.*
   *The books on the desk are mine.*

2. the main verb in the relative clause is an *-ing* clause.
   A. *The man who is swimming in the lake is my father.*
   *The man swimming in the lake is my father.*
   B. *The books that are lying on the floor are mine.*
   *The books lying on the floor are mine.*

3. the main verb in the relative clause is *-ed* clause.
   A. *The motorbikes which are made in Japan are generally the best.*
   *The motorbikes made in Japan are generally the best.*
   B Some of the people who are invited to the party can’t come.
   *Some of the people invited to the party can’t come.*

Give more examples to illustrate the grammar point.

---

**PRACTICE 2**

Ask Ss to do the exercise in pairs: Rewrite the underlined clause to create a reduced clause.

*Note:* It may be a difficult exercise for some pairs. Go round the class and provide help if necessary.

Call on some Ss to write their sentences on the board. Analyze and check the exercise in front of the class.

Give correct answers:

1. *The police are making great efforts to arrest those killing and purchasing wild animals.*

2. *People should change the inappropriate lifestyle causing destruction to natural reserves.*
3. There should be some measures to protect the humpback whale **considered** an endangered species.
4. Poachers still try to kill rhinos **kept** in protected areas because of big profit.
5. Wild animals **living** in their natural habitat will have a better and longer life than those **kept** in protected areas.

<table>
<thead>
<tr>
<th>PRESENTATION 3</th>
<th>Whole class</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’ Review the passive voice with different verb forms and with modals. Ask Ss to make passive sentences and make sure they give correct sentences because Ss may have been familiar with passive voice. Encourage Ss to make sentences about environmental protection.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRACTICE 3</th>
<th>Pair work</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’ Have Ss work in pairs and write the answers to the questions using the passive verbs as directed. Call on some Ss to explain their answers in front of the class. Make necessary corrections. Tell Ss to practice the questions and answers in pairs. Notice Ss of the intonation and pronunciation while practicing. Give correct answers:</td>
<td></td>
</tr>
<tr>
<td>1. must be banned 2. will be organized 3. were forced 4. are not allowed 5. is being destroyed 6. must have been</td>
<td></td>
</tr>
</tbody>
</table>
PERIOD 1 & 2
(Reading)

I. Aim
Reading a passage about music

II. Objectives
By the end of the lesson, Ss will be able to:
– use certain words about such styles of music as pop music, classical music, folk music, rock-'n'-roll, etc.

III. Materials
Textbook, whiteboard markers,...
Large pictures about famous singers, musicians

IV. Anticipated problems
Ss may have difficulty in understanding some difficult words in the reading.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td><strong>Group Discussion</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to work in groups and discuss types of music they like.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggested questions for discussion:</td>
<td></td>
</tr>
</tbody>
</table>
**Do you often listen to the music in your free time?**  
**What kind of music do you prefer?**  
**What type of music do you think is the most popular in Vietnam and in the world now?**  
**What singer/musician do you like the most? Give reasons.**  
Call on some Ss to express their ideas in front of the class.  

**Set the scene**  
*Music is an all-time type of entertainment. Music styles vary from time to time as there appear different tastes for music. Beside its role as a means of entertainment, music is also the common language for people around the world regardless of races, skin colors, peoples. It brings people from different walks of lives in the world together. Music plays an indispensable role in our life.*

| 5’ | **PRE-READING** | 10’ |  
|---|---|---|---|---|
| **Lead-in Q&A** | **Pair work** | **Group work** |  
| Ask Ss to work in pairs or in groups and discuss the following questions about Elvis Presley?  
*What do you know about Elvis Presley?*  
*What kind of music is he famous for?*  
*Do you ever listen to him singing?*  
... |  
| Gather ideas from Ss and introduce the text.  
**Matching**  
Have Ss listen to the music extracts and work in groups to match them with the appropriate styles.  
Play the tape more than once if necessary.  
Ask Ss to compare their answers with a friend. |
<table>
<thead>
<tr>
<th>10’</th>
<th>Call on some Ss to give their answers in front of the class. Feedback and give correct answers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. a 2. c 3. b 4. d</td>
</tr>
</tbody>
</table>

**Vocabulary pre-teach**

- **instrument (n):** *a tool or device used for a particular task, especially for delicate or scientific work* (nhạc cụ)
- **classical music (n):** *written in a Western musical tradition, usually using an established form and not played on electronic instruments* (nhạc cổ điển)
- **romantic (adj):** *beautiful in a way that makes you think of love or feel strong emotions* (lãng mạn)
- **appeal (n):** *a quality that makes sb/sth attractive or interesting* (sự hấp dẫn, lôi cuốn)
- **stimulation (n):** *the state of being interested and excited about sth* (sự kích thích)
- **symphony (n):** *a long complicated piece of music for a large orchestra, in three or four main parts* (bản giao hưởng)
- **G Minor (n):** *the fifth note in the scale of C Major* (cung xơn thứ)
- **pop music:** *a modern popular music of the sort that has been popular since the 1950s, usually with a strong rhythm and simple tunes* (nhạc pop)
- **emerge (v):** *to become known* (xuất hiện, xay ra)
- **beat (n):** *the main rhythm, or a unit of rhythm, in a piece of music* (níp)
- **tune (n):** *a series of musical notes that are sung or played in a particular order to form a piece of music* (giải điều)
<table>
<thead>
<tr>
<th>jazz (n): a type of music with strong rhythms, in which the players often make up the music as they are playing (nhạc jazz)</th>
</tr>
</thead>
<tbody>
<tr>
<td>root (n): the origin or basis of sth (nguồn gốc)</td>
</tr>
<tr>
<td>African – American (adj): the American people who descend from Africa (người Mỹ gốc Phi)</td>
</tr>
<tr>
<td>rock music (n): a type of loud modern music with a strong beat played on electronic guitars (nhạc rock)</td>
</tr>
<tr>
<td>solo (n): a piece of music, dance or entertainment performed by only one person (đöst ca, đọc tâu)</td>
</tr>
<tr>
<td>electric guitar (n): a type of guitar that needs electric to make sound (ghi ta điện)</td>
</tr>
<tr>
<td>folk music (n): music in the traditional style of a country or community (nhạc dân gian)</td>
</tr>
<tr>
<td>transmit (v): to allow heat, light, sound, etc. to pass through (truyền, phát)</td>
</tr>
<tr>
<td>version (n): a film/movie, play, piece of music, etc. that is slightly different from the original film, etc. which it is based (bản phỏng tác)</td>
</tr>
</tbody>
</table>

**Checking technique**

**What and where**

Put the words in different circles.

Have Ss repeat the words in chorus and then rub out word by word but leave the circle. Remember to let Ss repeat before and after rubbing out each word.

Go on until Ss can remember the words.

Get Ss to write the words again in the correct circles.

**WHILE-READING**

**Set the scene**

*Preference for music changes as time goes by. In today’s lesson, we will read about music of certain period of time in history.*
**Task 1 - Answering Questions**

Let Ss handle the task in pairs: Read the text again and answer the questions in the book.

Have Ss discuss the answers while doing the task.

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

Feedback and give correct answers:

1. *A learned and serious audience.*
2. *Classical music has beauty in itself, whereas romantic music arouses people’s emotions.*
3. *Because it consists of short songs with a strong beat and simple tunes, which are easy to remember.*
4. *Because it is transmitted orally. Some words may be omitted or added while the song is transmitted by words of mouth.*
5. *In the 1950s.*
6. *He is recognized as the "King of Rock-’n’-Roll."*
7. *It comes from rock-’n’-Roll.*

**Task 2 - Gap filling**

Have Ss read the text individually and complete the chart which introduces types of music.

Have Ss exchange their answers with a friend and check for each other.

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

Make necessary corrections.

Give correct answers:
<table>
<thead>
<tr>
<th>1. learned and serious</th>
<th>6. jazz and country</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. unknown</td>
<td>7. 1950s</td>
</tr>
<tr>
<td>3. Auld Lang Syne</td>
<td>8. Heartbreak Hotel</td>
</tr>
<tr>
<td>4. the early 1900s</td>
<td>9. rock-'n'-roll</td>
</tr>
<tr>
<td>5. easy to remember</td>
<td>10. The Rolling Stones</td>
</tr>
</tbody>
</table>

**POST-READING**

**Group Discussion**

Have Ss work in groups and discuss the statement:

*Music plays an indispensable part in human life. Do you agree? How important to our lives do you think music is? Discuss with your friends to find out the roles of music in society.*

Clarify the topic: *How important is music to our life?*

*Note:* It’s up to student to answer YES or NO. Encourage them to give relevant information and examples to support their opinion.

Go round the class and provide help when necessary.

Call on some Ss to explain their ideas in front of the class.

Gather ideas and give suggested answers:

**Music is important to our lives because:**

- it helps to relax after hard work.
- it helps to bring people together.
- it helps to heal the sorrow in one’s soul/heart.

**Music is not so important because:**

- music fans sometimes cause problems as expressing their liking for the music or their beloved singers/musicians over-excitedly.
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Summarize the main points</td>
</tr>
<tr>
<td></td>
<td>Assign homework</td>
</tr>
</tbody>
</table>

**Supplements**

**Reading comprehension**

Read a brief introduction about Micheal Jacson - the King of pop and answer questions that follow.

**Michael Jackson**

*Pop Musician*

Michael Jackson has been a singing superstar since he was 11 years old, when he had four consecutive #1 hits with his youthful band of brothers, The Jackson Five. He had several more hit singles performing on his own throughout most of the 1970s, and after 1982’s Thriller, an album that yielded seven top ten hits, Jackson was dubbed "The King of Pop." His next album, Bad, topped the charts in 1987 as Jackson became one of the early stars of MTV and an international hitmaker. Then his eccentric lifestyle began to overwhelm his recording career, and Jackson became a favorite of the gossip sheets. In 1994 he married Lisa Marie Presley, the daughter of Elvis (a.k.a. "The King"), but they divorced in 1996. Also notorious were Jackson's long series of cosmetic surgeries, rumors of exotic pets and superstar peccadilloes at Jackson's estate (which he dubbed "Neverland", a reference to the story of Peter Pan), followed by another brief marriage and multiple accusations of inappropriate conduct with children.

**Answer the following questions:**

1. How long has Michael Jackson been a singing superstar?
2. What album yielded seven top ten hits?
3. What was Jackson called after 1982’s Thriller?
4. Who did he got married to?
5. What were Jackson’s rumors?

**Suggested answers:**

1. *He has been a singing superstar since he was 11 years old.*
2. *1982’s Thriller did.*
3. *He was called “The King of Pop”.*
4. *He got married to Lisa Marie Presley (the daughter of Elvis).*
5. *Exotic pets, superstar peccadilloes at Jackson's estate (which he dubbed "Neverland", a reference to the story of Peter Pan), another brief marriage and multiple accusations of inappropriate conduct with children.*

**PERIOD 3 & 4**

**(Listening)**

I. **Aim**

Listening to the song Blowin’ in the Wind

II. **Objectives**

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

– understand the implications and the tune in a song.
– improve listening skill to a song through Gap-filling exercise.

III. **Materials**

Textbook, whiteboard markers, cassette,…

Three A0-sized papers printed with each portion of the song Blowin’ in the Wind like in the text book on page 152

IV. **Anticipated problems**

Ss may find it difficult to fill in the gaps while listening to a song.
V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td></td>
<td>Group work</td>
</tr>
</tbody>
</table>

**WARM-UP**

**Matching**

Tell Ss to work in groups and match the words in A naming title of songs with one in B naming singers/artist performing the songs or composers of the songs.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Happy New Year</td>
<td>a. Michael Jacson</td>
</tr>
<tr>
<td>2. Last Christmas</td>
<td>b. West life</td>
</tr>
<tr>
<td>3. Heal the world</td>
<td>c. Lionel Richie</td>
</tr>
<tr>
<td>4. My love</td>
<td>d. Backs Street Boys</td>
</tr>
<tr>
<td>5. As long as you love me</td>
<td>e. ABBA</td>
</tr>
<tr>
<td>6. Hello</td>
<td>f. Wham</td>
</tr>
</tbody>
</table>

**Answer:**

1. e
2. f
3. a
4. b
5. d
6. c

The group giving the right matches first will be the winner. The runner-ups will be asked, by the winner, to sing a song.

**PRE-LISTENING**

Ask Ss to look at the crossword and tell their idea arising from the crossword.

**Suggested idea:**

*The squares filled with yellow and blue make up the letter M which stands for “Music”.*
**Task 1 - Finding names**

Have Ss look at the crossword and circle as many song titles, names of artists – composers and/or singers – and music types as possible.

While Ss find names, T makes a table on the board as follows:

<table>
<thead>
<tr>
<th>Song Title</th>
<th>Artist’s Name</th>
<th>Music Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After Ss finish their findings, call on three Ss to write what they find in the three columns on the board. Ask other Ss to add more if there are.

**Suggested findings:**

- **Auld Lang Syne** (a.2-a.13) – Tên bài hát – dân ca (British)
- **Classical** (b.5-b.13) – Nhạc cổ điển
- **Clementine** (n.10-n.1) – Tên một bài dân ca – dân ca (American)
- **Heal the World** (o.12-o.0.1) – Tên bài hát của Micheal Jacson
- **Son** (n.11-n.13) – Tên nhạc sĩ Trần Công Sơn
- **Hello** (c.2-g.6) – Tên bài hát của Lionel Richie
- **Elvis** (i.6-m.2) – Tên Elvis Presley
- **Blowin’ in the Wind** (a.1-h.8-o.1) – Tên một bài hát của Bob Dylan
- **Rock** (b.3-e.6) – Một thể loại nhạc
- **Blues** (f.7-h.9-j.7) – Thể loại nhạc blues (của người Hoa Kỳ gốc châu Phi)
- **Pop** (k.6-m.4) – Thể loại nhạc pop
- **Folk** (b.4-e.7) – Thể loại nhạc dân ca
- **Country** (f.8-g.9-h.9-i.9-l.6) – Thể loại nhạc đồng quê
Order in the table

<table>
<thead>
<tr>
<th>Song Title</th>
<th>Artist’s Name</th>
<th>Music Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auld Long Syne</td>
<td>Elvis</td>
<td>Blues</td>
</tr>
<tr>
<td>Blowin’ in the wind</td>
<td>Son</td>
<td>Classical</td>
</tr>
<tr>
<td>Clementine</td>
<td></td>
<td>Country</td>
</tr>
<tr>
<td>Heal the World</td>
<td></td>
<td>Folk</td>
</tr>
<tr>
<td>Hello</td>
<td></td>
<td>Pop</td>
</tr>
</tbody>
</table>

Vocabulary pre-teach

strike (v): to attach sb / sth, especially suddenly (dánh, đập)
ban (v): to forbid sth officially (cấm)
blow (v): be moved by the wind (thổi)
dove (n): a bird of the pigeon family (chim bồ câu)
sail (v): to move quickly and smoothly in a particular direction (bay)
cannonball (n): a large metal or stone that is fired from a cannon (pháo đài bắc)
exist (v): to be real; to be present in a place or situation (tồn tại)
pretend (v): to behave in a particular way in order to make other people believe sth that is not true (giả vờ)
look up (v): to raise one’s eyes when looking down at sth (nhin lên)

Checking technique

Sentence modeling

Ask Ss to make sentences with the new words above. Call on several Ss to make sentences with the same word to make sure Ss understand the meaning of the words.
WHILE-LISTENING

Set the scene

Through the course of development, human beings have numerous songs. In each period, certain songs become famous and remembered others aren’t. Among songs remembered and sung the most are Happy New Year by ABBA, Heal the world by Micheal Jacson. In our lesson today, we will know one famous song by Bob Dylan, Blowin’ in the Wind. Listen to the song and fill in the blank with the suitable word in the box.

Tell Ss to listen to the tape and complete the song by filling the blanks. Call on three Ss to fill in the blanks in the song already printed on A0-sized papers.

Play the tape several times if necessary.

Ask other Ss in the class to comment on the work done by the three Ss on the board.

Play the tape again and check the exercise in front of the class as a whole.

Give correct answers:

1. seas 5. mountain 9. ears
2. strike 6. free 10. cry
3. banned 7. see 11. deaths
4. wind 8. sky 12. died

Tapescript

Blowin’ in the wind

1. How many roads must a man walk down
   Before they call him a man?
   How many (1) seas must a white dove sail
   Before she sleeps in the sand?
   How many times must the cannonballs (2) strike

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seas</td>
<td>mountain</td>
<td>ears</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strike</td>
<td>free</td>
<td>cry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>banned</td>
<td>see</td>
<td>deaths</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wind</td>
<td>sky</td>
<td>died</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Before they're forever (3) **banned**?

*Chorus:* The answer, my friend, is blowin' in the (4) **wind**.

*The answer is blowin’ in the wind*

2. **How many years** must a (5) **mountain** exist
   Before it is washed to the sea?
   **How many years** can some **people** exist
   Before they're allowed to be (6) **free**?
   **How many times** can a man turn his head
   And pretend that he doesn't (7) **see**.
   *(Back to chorus)*

3. **How many times** must a man look up
   Before he can see the (8) **sky**?
   **How many (9) ears** must one man have
   Before he can hear people (10) **cry**?
   **How many (11) deaths** will it take 'til he knows
   That too many people have (12) **died**?
   *(Back to chorus)*

<table>
<thead>
<tr>
<th>25’</th>
<th><strong>POST-LISTENING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Singing in groups</strong></td>
</tr>
<tr>
<td></td>
<td>Divide the class into groups of four and ask them to find the main content of the song.</td>
</tr>
<tr>
<td></td>
<td>Call representative of each group to get their ideas across to the other groups.</td>
</tr>
<tr>
<td></td>
<td>Feedback and give the main ideas of the songs: <em>Questions about wars and citizenship</em>.</td>
</tr>
<tr>
<td></td>
<td>Then T requires each group to sing any of the songs they have found out from the table.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5’</th>
<th><strong>WRAPPING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summarize the main points</td>
</tr>
<tr>
<td></td>
<td>Assign homework</td>
</tr>
</tbody>
</table>

| Group work |

| Whole class |
Supplement

*Listen and repeat*

Let Ss listen to a short song from the tape. Play the tape several times if necessary. And then play the tape again, and pause after each sentence. Ask Ss to sing the sentences.

PERIOD 5
(Speaking)

I. Aim

Expressing attitudes towards types of music

II. Objectives

By the end of the lesson, Ss will be able to:
– get their ideas across to other people by showing *like* or *dislike* for something

III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may have difficulty in expressing their like or dislike for sth…

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>7’</td>
<td>WARM-UP</td>
</tr>
<tr>
<td></td>
<td><strong>Jumbled Words</strong></td>
</tr>
<tr>
<td></td>
<td>Write the words whose letters are in a random order on the board. All the words are related to music.</td>
</tr>
<tr>
<td></td>
<td>Divide the class into groups of four. Ss from each group discuss to find out the correct words. The final</td>
</tr>
<tr>
<td></td>
<td>Group work</td>
</tr>
</tbody>
</table>

99
work of each group is written down on a paper and submitted to the T. T reads aloud the result of each group. The group which gets more correct words and submits earlier will be the winner.
1. klof  8. elhol
2. veils  9. lichd peseling
3. crytuno  10. lisaclacs
4. orck  11. orck-”-orll
5. eatlebs  12. sopecrom
6. opp  13. muntistem
7. dunso  14. zajz

**Answers:**
1. Folk  8. Hello
2. Elvis  9. Sleeping child
4. Rock  11. Rock-’n’-roll
5. Beatles  12. Composer
7. Sound  14. Jazz

**PRE-SPEAKING**

**Matching**
Remind Ss of content of the Reading Text and have Ss read the table. Ask Ss to match definition of types of music in the Description with their names in Music Types.
Ask Ss to read the match aloud in front of the class and make full sentence of the definition.
Comment and give correct matches and suggested full definition.
Answers:
1. b  4. c
2. a  5. f
3. d  6. e

Suggested definitions:
1. Pop music is modern and popular among young people, touches various things of life.
2. Rock music is known as a type of music with a very strong beat.
3. Rock-'n'-roll is defined as music with strong rhythm, slow, nostalgic, sad tunes.
4. Folk songs are composed in a traditional way in the country with melodious sounds.
5. Classical music is serious and traditional in style; not everyone can enjoy it.
6. Rap music comprises a strong beat to which words are spoken rather than sung; very exciting.

Structures introduction
Have Ss look at the useful expressions and read the examples in the book.
Explain the words to ask for reasons or explanations:

Ways of expressing positive attitudes:

<table>
<thead>
<tr>
<th>...</th>
<th>love</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td></td>
</tr>
<tr>
<td>pleased</td>
<td></td>
</tr>
<tr>
<td>excited</td>
<td></td>
</tr>
<tr>
<td>lovely</td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
</tr>
<tr>
<td>feel</td>
<td></td>
</tr>
<tr>
<td>really</td>
<td></td>
</tr>
<tr>
<td>find it</td>
<td>intriguing</td>
</tr>
<tr>
<td>moving</td>
<td>to...</td>
</tr>
</tbody>
</table>
### Ways of expressing neutral attitudes:

- OK
- all right
- not so
- interested in

Maybe

### Ways of expressing negative attitudes:

- don’t like
- dislike

S + be +
- annoying
- awful

S +
- be so
- tired of
- can’t bear

---

**WHILE-SPEAKING**

**Asking for and giving reasons and explanations 1**

Ask Ss to work in pairs using expressions of positive, neutral or negative attitudes to show their love or dislike for types of music.

Example:

**Daddy:** (tapping on the daughter’s shoulder) Hey, my little lady. Are you going to blow up this house?

**Daughter:**... (listening to some rap music) Come on, Daddy, it can’t be so bad.
Daddy: (turning down the volume) It’s too late now, dear. Won’t you ever feel tired of such noisy stuff?
Daughter: My Daddy, you dislike rap, don’t you? You can never learn to appreciate it then.
Daddy: How do you find rap so exciting?
Daughter: I feel energized listening to it. The rhythm is fantastic.
Daddy: But it’s speaking, not singing!
Daughter: Calm down, Daddy. Please try this one... There you go... How do you like it?
Daddy: Well, it’s too bad. Maybe this one is soft enough for me. I’ll learn to understand more about my princess.
Daughter: No one compares to you, Daddy! You’ll soon see why we all like it.

Go around the class and provide help when necessary.
Call on some pairs to practice in front of the class.
Make necessary corrections.

Suggested answers:
A: This is a new song. What do you think about it?
B: Well, I don’t like the lyrics.
C: But I like the tune of this song.
D: It’s not too bad, I think.
E: What song are you listening to? It sounds beautiful!
F: It’s from a new album by ..... You like it?
E: Yes, its tune is lovely.
POST-SPEAKING

Pair talk
Ask Ss to work in pairs and talk about their love for a singer/composer and tell what they find the most interesting thing about him/her is.
Call on some pairs to practice the situations in front of the class.
Make necessary comments and corrections.
Give suggested answers:
1. A: What do you think of the Beatles?
   B: Well, I don’t know. It’s OK for me.
2. C: How do you find Phu Quang in music?
   D: I find it really moving to listen to his music as well as the lyrics of his songs. He must be a sentimental musician.
3. E: Are you a fan of The Wall?
   F: No, I don’t. I’m so tired of their noisy performance.

WRAPPING
Summarize the main points
Assign homework

Supplements

Reading

Further reading about folk music.

Folk music, in the original sense of the term, is music by and for the common people.

Folk music arose, and best survives, in societies not yet affected by mass communication and the commercialization of culture. It normally was shared by the entire community (and its performance not strictly limited to a special class of expert performers), and was transmitted by word of mouth.
During the 20th and 21st centuries, folk music took on a second meaning: it describes a particular kind of popular music which is culturally descended from or otherwise influenced by traditional folk music. Like other popular music, this kind of folk music is most often performed by experts and is transmitted in organized performances and commercially distributed recordings. However, popular music has filled some of the roles and purposes of the folk music it has replaced.

Folk music is somewhat synonymous with traditional music. Both terms are used semi-interchangeably amongst the general population; however, some musical communities that actively play living folkloric music, have adopted the term traditional music as a means of distinguishing their music from the popular music called “folk music”, especially the post-1960s “singer-songwriter” genre.

PERIOD 6 & 7
(Writing)

I. Aim

Writing profiles

II. Objectives

By the end of the lesson, Ss will be able to:
– understand information written in type of snapshot.
– write a profile of somebody basing on a snapshot.

III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may not be able to write a profile in the right time order.
<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td><strong>WARM-UP</strong>&lt;br&gt;&lt;br&gt;Networks&lt;br&gt;Ask Ss to work in groups and make a list of information relating to the rock band The Beatles. The group which has more words in an allowed time will be the winner</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="The Beatles diagram" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggested answers:&lt;br&gt;&lt;br&gt;<em>John Lennon</em>&lt;br&gt;<em>March, 1957</em>&lt;br&gt;<em>The Black Jacks</em>&lt;br&gt;<em>Beatles</em>&lt;br&gt;<em>August 12, 1960</em>&lt;br&gt;<em>Beatles</em>&lt;br&gt;...</td>
<td></td>
</tr>
<tr>
<td>20’</td>
<td><strong>PRE-WRITING</strong>&lt;br&gt;&lt;br&gt;Profile writing&lt;br&gt;Divide the class into four groups A, B, C, D; two (A&amp;B) read the snapshot and two (C&amp;D) read the full biography of Bob Dylan. Ask Ss from the groups to tell the class what they know about Bob Dylan.</td>
<td>Group work</td>
</tr>
</tbody>
</table>
Ask Ss to comment on ideas of groups A&P and C&D and give suggested comment: The main ideas are of the same, which tell readers milestones in the life of Bob Dylan.

**Introduction of profile writing**

**Set the scene**

In the above two readings, the contents are all about the life time of a person; however, the sentences are arranged differently. The former is called a snapshot. And the latter is in paragraph form, which we are all accustomed to.

Introduce form of a brief profile:

A brief profile should have the following information:

- Who the person is/was
- When and where he/she was born
- What he/she is well-known/famous for
- What his/her important achievements are
  
  *(albums/songs/shows)*
- *(if not alive)* When he/she died

<table>
<thead>
<tr>
<th>35’</th>
<th><strong>WHILE-WRITING</strong></th>
<th>Individual work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make clear of the snapshot of Trinh Cong Son for Ss if necessary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to work individually writing a one-paragraph of Trinh Cong Son or some artists of their own.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Ss exchange their writings and cross check.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pick up some writing which contain typical mistakes and check them in front of the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggested writing:</td>
<td></td>
</tr>
</tbody>
</table>

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TRINH CONG SON
(1939–2001)

Trinh Cong Son was a composer and singer most known for his love songs and antiwar songs. He was thought to be “Viet Nam’s Bob Dylan”. He was born in Dac Lac and grew up in Hue from 1943. In 1959 he wrote his first song named Uot Mi; and this song soon became famous. In 1972 Trinh Cong Son won the Japanese Golden Disc with Ngu Di Con. His important achievement is a huge legacy of more than 500 songs: Noi Vong Tay Lon, Toi Se Di Tham, Mot Coi Di Ve, Chiec La Thu Phai, Hay Yeu Nhou Di. Many of his music fans find him unforgettable with his thoughtful statements: “There are merely love and condition in this life. Love is infinite, whereas condition is not. We should thus try our best to nourish love so that it could accordingly save condition on the cross of life” (Sống giữa đời này chỉ có Thần phần và tình yêu. Thần phần thì hữu hạn, tình yêu thì vô cùng. Chúng ta nên làm cách nào nuôi dưỡng tình yêu có thể cứu cuộc Thần phần trên cấy thấp giá Đời.)

POST-WRITING

Mini presentation
Divide class into small group. Organize a competition in which each group appoints a presenter and a judge member. The presenters will give a small talk about Trinh Cong Son and the judges will assess the presenters following the criteria:

<table>
<thead>
<tr>
<th></th>
<th>Content (4)</th>
<th>Accuracy (3)</th>
<th>Fluency (3)</th>
<th>Total (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Individual work and Whole class
Supplements

Writing

Write a brief profile of Mozart – the talented composer using the following snapshot of his life.

Wolfgang Amadeus Mozart
1756-1791

Born in Salzburg, Austria on Jan. 27, 1756; full name Johannes Chrysostomus Wolfgangus Gottlieb Mozart;
Age 3: started to play the keyboard
Age 5: started composing minuets
1763-1766 toured Europe with his father and sister played for Louis XV at Versailles and George III in London
1764 wrote his first three symphonies; also met Johann Christian Bach
By his teenage years, he mastered the piano, violin, and harpsichord
1768 completed first opera, La finta semplice (The Simple Pretense)
1772 appointed concertmaster in the orchestra of Archbishop of Salzburg.
1782 married Constanze Weber in Vienna's St. Stephen's Cathedral
1787 became composer of Imperial and Royal Chamber with an annual salary of 800fl.
1790 Mozart declined an opportunity to compose in London.
1791 composed dance music for the Vienna Court
Dec. 5, 1791, a few minutes before 1 a.m., Mozart died of rheumatic fever.
The Mozart family: Maria Anna, Mozart, painting of Anna Maria, and Leopold.

Suggested answer:
Mozart, whose full name was Johannes Chrysostomus Wolfgang Amadeus Mozart was born in Salzburg, Austria on January 27th, 1756. He started to play the keyboard at the age of three and started to compose minuets at five. He traveled around Europe with his father and sister from 1763 to 1766. During this time, they played for Louis XV at Versailles and George III in London. In 1764 he wrote his first three symphonies. Also in this time he met Johann Christian Bach. And by his teenage years, he mastered the piano, violin, and harpsichord. Mozart completed his first opera – La finta semplice (The simple Pretense) – in 1768 and was appointed concertmaster in the orchestra of Archbishop of Salzburg in 1772. He got married to Constanze Weber in 1782. Their wedding ceremony was done in Vienna’s St. Stephen Cathedral. After that he became the composer of Imperial and Royal Chamber with an annual salary of 800fl. In 1790, he refused to compose in London. And then Mozart composed dance music for the Vienna Court in 1791. Mozart died of rheumatic fever a few minutes before 1 a.m. December 5th, 1791.

PERIOD 8
(Language focus)

I. Aim
Using Prefix Non-
Revision of Information Questions

II. Objectives
By the end of the lesson, Ss will be able to:
- use prefix Non- to make negative meaning of the word.
- review Wh- questions to get information.
- use the structure It was not until ... that ...

III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may not know how to use Non- before words and the structure It was not until ... that ...

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Wok arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td><strong>WARM-UP</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The Yes/No Game</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Different Ss volunteer to be asked questions. They must avoid saying the words “YES” or “NO” for a given period of time e.g. 1-2 minutes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do you come from the USA? Are you sure you don’t?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do you like music? Is it necessary for our lives?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do you like English food? So you love English food. You think it’s the best in the world?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have you ever been to IICMC? So you haven’t been to Southern Vietnam?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Which is more important – health or money? You said “health”?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How many brothers and sisters do you have? Six?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are your hobbies? So you like listening to folk music?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can you play the piano? You can?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whole class</td>
<td></td>
</tr>
</tbody>
</table>
The answers can be done by using: *I do, I am, that’s true, that isn’t true, that’s not correct, exactly, precisely, that’s right, that’s correct, I think so, probably, possibly, usually.*

| 5’ | **WORD STUDY**  
**PRESENTATION 1**  
Prefix *Non-*  
Explicit the use of *Non* + adjective and *Non* + noun to form an adjective by analyzing the example:  
*Pop music, in contrast, usually refers to a nonclassical type of music emerging in the early 1900s.*  
*Nonclassical* = *not classical*  
We use prefix *Non* – in front of an adjective or noun to give the word negative meaning.  
Ask Ss to give some more examples to make sure they understand the form and the meaning of compound adjectives. | Whole class |
|---|---|---|
| 5’ | **PRACTICE 1**  
Ask Ss to do the exercise independently: *Fill in the blanks with the appropriate combination of Non – and the words following the example in the book.*  
Have Ss compare their answers with a friend.  
Call on some Ss to write their answers on the board.  
Check the exercise in front of the class as a whole.  
Give the correct answers:  
1. *nonsmoking*  
2. *nonnegotiable*  
3. *nonrefundable*  
4. *nonprofit*  
5. *nonalcoholic; nonfat*  
6. *nonrenewable*  
7. *nonviolent* | Individual work |
<table>
<thead>
<tr>
<th>5’</th>
<th>GRAMMAR</th>
<th>Whole class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRESENTATION 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to <em>Wh</em> – and <em>How</em> questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>These are questions for which the answer is more than</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>yes</em> or <em>no</em>; there must be some information in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>answer. The question words include: <em>who, what, when,</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>where, why</em> and <em>how.</em> The format of these questions is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as follows:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Who</em></td>
<td>(auxiliary)</td>
</tr>
<tr>
<td></td>
<td><em>What</em></td>
<td>+</td>
</tr>
<tr>
<td></td>
<td><em>When</em></td>
<td>+</td>
</tr>
<tr>
<td></td>
<td><em>Where</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Why</em></td>
<td>+</td>
</tr>
<tr>
<td></td>
<td><em>How</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examples:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Who is the writer of our national anthem?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What is your favorite music style?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>When was Blowin’ in the Wind released?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Where is the best place to go to a concert in this</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>town?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Why are those songs timeless?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>How much is a ticket to Dang Thai Son’s recital?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to make more examples</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10’</th>
<th>PRACTICE 2</th>
<th>Pair work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ask Ss to read the sentences and make questions for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the underlined word(s) as in the example:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Blowin’ in the Wind was released in 1962.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>When was Blowin’ in the Wind released?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Go round the class and provide help when necessary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Call on Ss to read their questions aloud in front of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>class.</td>
<td></td>
</tr>
</tbody>
</table>
Correct the sentence if necessary and give correct answers:

1. *Who was one of Viet Nam’s greatest composers that wrote many great patriotic songs such as Len Dang, Hon Tu Si, and Lanh Tu Ca?*

2. *When was Van Cao’s Tien Quan Ca adopted as the national anthem of the Democratic Republic of Viet Nam?*

3. *How many songs did Trinh Cong Son write in his lifetime?*

4. *Where is the keynote composer sitting?*

5. *Why do you love revolutionary songs?*

6. *What is the one thing that various music types have in common?*

7. *How did you all feel when your former homeroom teacher sang Con Duong Den Truong at your yearly class reunion?*

<table>
<thead>
<tr>
<th>PRESENTATION 3</th>
<th>Whole class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td><em>It was not until … that.</em></td>
</tr>
<tr>
<td>The structure is use to express the idea that sth starts to be used/known etc. in a specific time in the past.</td>
<td></td>
</tr>
<tr>
<td>The format is as follows:</td>
<td></td>
</tr>
<tr>
<td><em>It was not until</em> + a time in the past or an action happening in the past + <em>that + clause</em></td>
<td></td>
</tr>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>Rock began to develop from rock-‘n’- roll in the 1960s.</td>
<td></td>
</tr>
<tr>
<td><em>It was not until</em> the 1960s <em>that</em> rock began to develop from rock-‘n’- roll.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRACTICE 3</th>
<th>Pair work</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Have Ss do exercise b) in pairs: Rewrite the sentences using <em>It was not until … that … structure as in the above example.</em></em>*</td>
<td></td>
</tr>
</tbody>
</table>
Call on Ss in each pair to read their work in front of the class. Ss 1 reads the sentence in the text book and Ss 2 reads the rewritten sentence. Ask for comments from other Ss in the class. Give correct answers:

1. *In Papa, it was not until their mother had passed away that the children came to actually understand their father’s love for her.*

2. *It was not until Elvis Presley had left the army that his popularity really came to its height.*

3. *It was not until the 1930s that the electric guitar was developed for popular music.*

4. *It was not until their performance on the Ed Sullivan Show that the Beatles started to be internationally known.*

5. *It was not until the homecoming last year that he had a chance to visit his beloved Phan Boi Chau High School.*
CONSOLIDATION 3
Unit 9 - 12

Answers to consolidation 3

LISTENING COMPREHENSION

a)
1. A 2. B
3. A 4. D
5. A

b)
1. B 2. A
5. B

Tapescript
a)

The Amazon Rain Forest

The Amazon rain forest is in Brazil. It covers 5,000,000 square kilometers and contains one-third of the world’s trees.

The trees, however, are disappearing. By 1974, a quarter of the forest had been cut down. In the following year, 4% of the remaining trees went. What will happen if more of the Amazon forest is cut down?

Trees absorb the gas carbon dioxide from the air and give out oxygen into the air. The trees of the Amazon rain forest are chemically very active. They produce about 40% of the world’s oxygen.

b)

1
Woman: How did you like the concert last week?
Man: Oh, I left at the intermission.
Question: What does the man imply about the concert?

2
Man: When does the performance of your favorite singer start tonight?
Woman: At 7:30
Question: When will the performance start?
3
Woman: Is Mary a rock-‘n’-roll fan?
Man: I’m not sure, but she has rarely missed a concert since she was 17 years old.
Question: What do you know about Mary?

4
Man: Why don’t we go to Cuc Phuong Park this summer?
Woman: That sounds good, and we have to save some money from now on.
Question: What are they going to do this summer?

5
Man: Susan looked exhausted.
Woman: She must have been tired after visiting Nam Cat Tien Park.
Question: Why was Susan very tired?

VOCABULARY

a)
1. poisonous 2. poachers
3. habitats 4. caution; dangerous
5. endangered 6. good-humored
7. popularity 8. traditional
9. transmission 10. recital

b)
11. active 12. destruction
13. reservation 14. ecology
15. nonprofit

c)
16.D 17.A
18.B 19.A
20.B
GRAMMAR AND STRUCTURE

a
1. are not allowed 2. Did we export; were exported
3. released 4. living
5. should be done; should not dump

b
6. that / which 7. that/ which
8. who 9. that / which
10. who

c
11. B 12.A
15.D 16.A
17.D 18.C

READING

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

b
6. to promote 7. patriotism
8. to be fully aware of 9. impact
10. to soothe

New words:
Patriotism: lòng yêu nước
Brand name: nhân hiếu
National anthem: quốc ca
Mental disorder: rối loạn tinh thần
Visual impairment: kiểm thị

WRITING
My name is ---------; I was born on -------- in -------------
I started going to school in ----------- . I am in grade----------
My father is a (n) --------, and my mother is a (n)----------
UNIT 13
THEATER AND MOVIES

PERIOD 1, 2 & 3
(Reading)

I. Aim
Reading a passage about theater and movies

II. Objectives
By the end of the lesson, Ss will be able to:
– know some kinds of drama such as comedy, tragedy,....
– understand the text through Answering Questions and Multiple choice exercises.

III. Materials
Textbook, whiteboard markers,....

IV. Anticipated problems
Ss may have difficulty in understanding some difficult theater-related words in the reading.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>15’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to work in groups and make a list of types of arts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The group which has more words in an allowed time will be the winner.</td>
<td></td>
</tr>
</tbody>
</table>
Suggested answers:
- Music
- Movie
- Painting
......

PRE-READING

Table Completion
Have Ss work in pairs looking at the pictures and put them in the right column in the table below listing names of playwrights and actors/actress.
Call on some Ss to read their work in front of the class.
Comment and give correct answers:

<table>
<thead>
<tr>
<th>Playwrights</th>
<th>Actors / Actress</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Shakespeare</td>
<td>b. Charlie Chaplin</td>
</tr>
<tr>
<td>b. Charlie Chaplin</td>
<td>c. J. B. P. Moliere</td>
</tr>
<tr>
<td>c. J. B. P. Moliere</td>
<td>d. Audrey Hepburn</td>
</tr>
<tr>
<td>e. Bernard Shaw</td>
<td>f. Tom Hanks</td>
</tr>
</tbody>
</table>

Listing
Have Ss work in groups of four and list as many as good well-known works written by one of the playwrights above.
Ask leader of each group to uncover their findings.
Give suggested answers:
<table>
<thead>
<tr>
<th>Playwright</th>
<th>Works</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Shakespeare</em></td>
<td><em>Hamlet</em></td>
</tr>
<tr>
<td></td>
<td><em>King Lear</em></td>
</tr>
<tr>
<td></td>
<td><em>Romeo and Juliet</em></td>
</tr>
<tr>
<td><em>Charlie Chaplin</em></td>
<td><em>Modern Times</em></td>
</tr>
<tr>
<td></td>
<td><em>Limelight</em></td>
</tr>
<tr>
<td><em>J. B. P. Moliere</em></td>
<td><em>Le Bourgeois Gentilhomme</em></td>
</tr>
<tr>
<td></td>
<td><em>Tartuffe</em></td>
</tr>
<tr>
<td><em>Bernard Shaw</em></td>
<td><em>Pygmalion</em></td>
</tr>
</tbody>
</table>

**Vocabulary pre-teach**

- **playwright** (n): a person who writes plays for the theater, television or radio (nhaul soan kích)
- **storyteller** (n): a person who tells or writes stories (người kể chuyện)
- **dramatic** (adj): exciting and impressive (sâu sắc)
- **opposing** (adj): (of teams, armies, etc.) playing, fighting, working, etc. against each other (chống đối, phần đối)
- **outcome** (n): the result or effect of an action or event (hậu quả, kết quả; tác động)
- **execution** (n): the act of doing a piece of work, performing a duty, or putting a plan into action (sự thể hiện, biểu diễn)
- **artistic** (adj): showing a natural skill in or enjoyment of art (có tài năng tự nhiên trong ngành nghệ thuật nào đó)
- **brushwork** (n): the particular way in which an artist uses a brush to paint (phong cách vẽ riêng của một họa sĩ)
- **perception** (n): the ability to understand the true nature of sth; an idea, a belief or an image you have as a result of how you see or understand sth (sự am hiểu, sự nhận thức)
**spiritual (adj): connected with the human spirit, rather than the body or physical things** (thuộc tâm hồn/ linh hồn con người)

**comedy (n): a play or movie that is intended to be funny, usually with a happy ending** (hài kịch)

**tragedy (n): a serious play with a sad ending, especially one in which the main character dies** (bi kịch)

**drama (n): a play for the theater, television or radio** (kiệt)

**character (n): a person or an animal in a book, play or movie** (nạn vật)

**Checking technique**

**Rub out and remember**

Write all the new words on the board in two columns: English and Vietnamese equivalents.

Rub out all the words in English column and ask Ss to look at the Vietnamese column to write down or read aloud the rubbed ones.

<table>
<thead>
<tr>
<th>WHILE-READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set the scene</strong></td>
</tr>
<tr>
<td>Theater and movies, the seventh art, have become humankind’s spiritual food for centuries. For ages, theater and movies have fascinated hundreds of hearts. Many people working in the field of theater and movies have become well-known to the whole world. In today’s lessons, we will get to know more about this field of spiritual life.</td>
</tr>
</tbody>
</table>

**Task 1 - Answering Questions**

Ask Ss to read the text individually and answer the questions in the book.

Go round the class and provide help if necessary.

Call on some Ss to give their answers in front of the class.
the class. Ask for comments from other Ss in the class.

Explain and give correct answers:

1. *A. It offers an effective means of telling a story.*
   
2. *B. The audience finds pleasure in the skill of execution.*
   
3. *C. It offers an opportunity for us to gain fresh perceptions.*
   
4. *D. It can give us a spiritual experience.*

2. *Yes, they did.*

3. *He thought it is learning.*

4. *It gets us acquainted with people and cultures quite foreign to us.*

5. *They may be amazed at the painter’s brushwork, the musician’s control of a voice or instrument, the dancer’s use of space, and the director’s management of the creative aspects of the play.*

6. *Tragedy shows us to be better than we are, but comedy shows us to be worse.*

**Task 2 - Multiple choice**

Have Ss read the text again, have them work in pairs and choose the word from the four answers which has the closest meaning to the underlined word in the sentence.

*Note:* This kind of exercise requires Ss to have a good command of vocabulary, hence, Ts are advised to go round the class and provide explanation and help if necessary.

Ask Ss to give their answers in front of the class. Have other Ss correct their friend’s answers if there are.
Feedback and give correct answers:

Further explanation of new words:
resource (n): *something that can be used to achieve an aim, especially a book, equipment, etc. that provides information for teachers and students* (tài nguyên)
reference (n): *a note in a book that tells you where a piece of information comes from* (sử tham khảo)
make fun of: *to laugh at sb/sth or make other people laugh at them, usually in an unkind way* (dựa cợt, chế nhạo)
odd (adj): *strange or unusual* (kỳ cục, kỳ quặc)
personality (n): *the various aspects of a person’s character that combine to make them different from other people* (nhan cách, tính cách)
mankind (n): *all human beings thought about as one large group; the human race* (loài người, nhân loại)
symbol (n): *a person, an object, an event, etc. that represents a more general quality or situation* (biểu tượng, vật tượng trưng)
exaggerated (adj): *made to seem larger, better, worse or more important than it really is* (phô dai, cường điệu)

Note: This is optional activities upon Ss’ level and request.

**Task 3 - Gap filling**

Further explains the requirements of the exercise: The words in the bracket tell us the type of information required.
<table>
<thead>
<tr>
<th><strong>POST-READING</strong></th>
<th><strong>WRAPPING</strong></th>
<th><strong>Supplements</strong></th>
</tr>
</thead>
</table>
| 20’ Let Ss work in pair telling their partner about the best play they have seen recently. Suggested plays for discussion: *Dạ cổ hoài lang* *Lời vĩ (Thunderstorm)* *Những con thú thủy tinh (The Glass Menagerie)* Encourage Ss to play the role of the storyteller, tell the story/ play briefly to the whole class in an expressive way. | 5’ Summarize the main points Assign homework | **Exercise**

**Match the summaries of the three Shakespeare’s famous plays with their correct names.**

* A. *Hamlet*
  B. *King Lear*
  C. *Macbeth* | **Pair work** **Whole class** |
1. A nobleman meets three witches in a forest. They tell him that he will eventually become King of Scotland. He gets home and tell his wife about their prediction. She is such an ambitious woman that she encourages her husband to murder the present king, who is visiting their castle that night, so that the witches’ prediction can come true. The nobleman at first doesn’t want to, but finally he kills the king, in spite of feeling terribly guilty. When he eventually becomes king himself he enjoys the power, but has to commit more murders to keep his position. His wife, however, goes mad with guilty and dies. Soon after, a huge army comes to attack the king’s castle and he is killed.

2. A young prince sees the ghost of his dead father, the old king. The ghost tells him that he did not die a natural death, but was murdered by the prince’s mother and his uncle, who is now king. The prince promises to take revenge, but at first he is so indecisive that he can’t decide what to do. He gets so angry with himself that he contemplates suicide. When he eventually decides to take revenge, it all ends tragically. First, he kills his girlfriend’s father, who was spying on him. She then commits suicide. He manages to kill his uncle, but kills his mother accidentally at the same time. Finally, he himself is killed by his girlfriend’s brother.

3. A king decides to divide his kingdom between his three daughters, as he is now old and tired. But first, they must say how much they love him. The two older daughters, who don’t really love him at all, lie to their father. They tell him that he is wonderful, and that they have always adored him. He believes them and they are given a lot of land. The youngest daughter only says that she loves him as a daughter should love a father. The king is so furious that he gives her no land but discover, too late, that she was the only one who really loved him. His two other daughters and their husbands take over the whole kingdom and drive him out. The youngest daughter is killed and the king dies of a broken heart.

Answers:

1. c  2. a  3. b

126
PERIOD 4 & 5
(Listening)

I. Aim
Listening to a passage about American motion picture

II. Objectives
By the end of the lesson, Ss will be able to:
– get updated with the American motion picture industry.
– improve listening skill through True or False and Gap-filling exercises.

III. Materials
Textbook, whiteboard markers, cassette,…

IV. Anticipated problems
Ss may find it difficult to fill the gaps while listening to a song.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td><strong>WARM-UP</strong></td>
<td>Pair work</td>
</tr>
</tbody>
</table>

**Matching**
Tell Ss to work in groups and match the words in A listing years with one in B giving the spelling of the years.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 2007</td>
<td>1. Two thousand/ Twenty hundred</td>
</tr>
<tr>
<td>b. 1900</td>
<td>2. Nineteen forty four</td>
</tr>
<tr>
<td>c. 1903</td>
<td>3. The nineteen hundreds</td>
</tr>
<tr>
<td>d. 1944</td>
<td>4. Two thousand and seven</td>
</tr>
<tr>
<td>e. 1900s</td>
<td>5. Nineteen oh three</td>
</tr>
</tbody>
</table>
Answer:

1. f  2. d
3. e  4. a
5. c  6. b

The group giving the right matches first will be the winner.

PRE-LISTENING

Vocabulary pre-teach

motion picture (n): a movie that is made from the cinema (phim điện ảnh)

promising (adj): showing signs of being good of successful (dậy hứa hên, nhiều triển vọng)

vice versa (adv): used to say that the opposite of what you have just said is also true (ngược lại)

Civil War (n): a war between groups of people in the same country (nơi chiến)

release (v): to make sth available to the public (phát hành)

talking picture: movie with sound (phim có lồng tiếng)

charge (v): to ask an amount of money for good or service (trả tiền)

mark (v): to write or draw a symbol, line, etc on sth in order to give information about it (dánh dấu)

silent (adj): (of old movie) with picture but no sound (phim câm)

moviemaker (n): a person who is in charge of producing a movie (nhà sản xuất phim)

landmark (n): an event, a discovery, an invention, etc. that makes an important stage in sth (bước ngoặt)

process (n): a method of doing or making sth (quá trình, phương thức)

technicolor (n): the process of producing color movie, as used in cinema movies (nghệ thuật phim màu)
perfect (v): to make sth perfect or as good as you can (làm cho hoàn thiện)

Checking technique

Word form

Draw four-column table on the board: column 1, 2, 3 and 4 for nouns, verbs, adjectives and adverbs respectively.

And ask Ss to put the above word in the right column as in the following example:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>motion</td>
<td>release</td>
<td>promising</td>
<td>vice versa</td>
</tr>
<tr>
<td>picture</td>
<td>charge</td>
<td>silent</td>
<td></td>
</tr>
<tr>
<td>Civil War</td>
<td>mark</td>
<td>perfect</td>
<td></td>
</tr>
<tr>
<td>talking</td>
<td>perfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>picture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moviemaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>landmark</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>technicolor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Checking technique

Sentence modeling

Ask Ss to make sentences with the new words above. Call on several Ss to make sentences with the same word to make sure Ss understand the meaning of the words.

Talking about the motion pictures and movies

Have Ss discuss the two questions: “Do the theater and the motion picture have a more promising future?” And “Does the theater have a longer history than the motion picture or vice versa? How long do you think the history of the motion picture is?”
Encourage Ss to give supported ideas for their opinion.
Suggested answers:

1. *Since they appeared, theater and motion picture has been a companion for human. It helps them relax during their free time. It modern time, theater and motion picture are proved to be a popular means of entertainment because it helps to save time, especially for those who are busy. That’s why motion picture has become an industry and it is sure that the two will have a more bright future.*

2. *Theater was born earlier than motion picture. It can be proved by the fact that in the making of the work, plays require fewer types of modern equipment than motion picture. The history of motion picture has been more than one century.*

---

### WHILE-LISTENING

**Set the scene**
*Among developed motion picture industries in the world, the American flourishes the most. Now we will listen to the history of motion picture in the America.*

**Task 1 - Ticking in the box**
Let Ss read through the numbers and have good guesses before listening to the tape again.
Tell Ss to listen to the tape and check the time expressions mentioned.
Play the tape more than once if necessary.
Call on some Ss to read their answers aloud in front of the class.

Feedback and give the correct answers:

1. 1861 ✓ 5. 1927 ✓ 9. 1950
2. 1903 ✓ 6. 1933 ✓ 10. 1960 ✓
|---|---------|---------|-----------|---------|---------|-----------|

### 10’ Task 2 - Multiple choice

Have Ss choose the best answer before listening to the tape again.

Play the tape once again.

Ask Ss to fill in the blank in each sentence by choosing the appropriate answer A, B or C base on the listening.

Let Ss exchange their answers.

Call on some Ss to give their choices for the sentences.

Comment and give the correct answers.

1. A. The Great Train Robbery
2. B. The Birth of a Nation
3. C. The Jazz Singer
4. A. Becky Sharp

### 12’ Task 3 - True or False

Have Ss discuss the answers and have good guesses before listening to the tape one more time to make sure that they remember the information from the previous listening.

Play the tape again and ask Ss to check the appropriate boxes.

Call on some Ss to provide their answers in front of the class.

Comment and give the correct answers:


### 10’ Task 4 - Gap Filling

Let Ss guess the word to be filled in each blank before listening to the tape again.
Note: If necessary, T may tell Ss to fill in each gap with only one word.
Play the tape one more time and ask Ss to fill in the gaps with the correct words.
Ask some Ss to read the full sentences aloud in front of the class.
Comment and give the correct answers:

1. images 2. 1903 3. spoken
4. gifted 5. studios

Tapescript

American Motion Picture

By 1861, Coleman Sellers showed people Kinematoscope, the machine that sent images rapidly onto a screen.

In 1903, Edwin S. Porter produced the first major American movie, The Great Train Robbery.

By 1915, with The Birth of a Nation, a movie about the Civil War by D.W Griffith, motion picture really became an art form.

In 1926 the Warner Brothers studio introduced the process of recording musical and spoken passages on large discs and in 1927, The Jazz singer, its first talking picture, was released.

By 1933 the Technicolor process had been perfected as a three-color system, and as first used in the 1935 movie Becky Sharp.

During the 1960s and 1970s, American motion picture saw the rise of advanced techniques and a new generation of gifted moviemakers, Woody Allen and Steven Spielberg, just to name a few.

And over the last quarter of the 20th century till now, with Hollywood studios, the American industry has become the leading power in the world.
<table>
<thead>
<tr>
<th>POST-LISTENING</th>
<th>Whole class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5’</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Listing</strong></td>
<td></td>
</tr>
<tr>
<td>Tell Ss to make a list of movies that they love and one of the movies/ plays they have watched recently. Have Ss compare their work with each other.</td>
<td></td>
</tr>
<tr>
<td>Suggested movies:</td>
<td></td>
</tr>
<tr>
<td>1. <em>Lord of the Ring</em></td>
<td></td>
</tr>
<tr>
<td>2. <em>Spiderman</em></td>
<td></td>
</tr>
<tr>
<td>3. <em>Gone with the wind</em></td>
<td></td>
</tr>
<tr>
<td>4. <em>Home alone</em></td>
<td></td>
</tr>
<tr>
<td>5. <em>Tomb raider</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRAPPING</th>
<th>Whole class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3’</strong></td>
<td></td>
</tr>
<tr>
<td>Summarize the main points</td>
<td></td>
</tr>
<tr>
<td>Assign homework</td>
<td></td>
</tr>
</tbody>
</table>

**Supplements**

**Exercise**

Find the mistakes in the following sentences and correct them.

1. The American motion picture has been more than a hundred years ago.
2. Theatergoers will usually be concerning with the outcome of the play.
3. During the 1960s and 1970s, the American movie saw the raise of a new generation of gifted moviemakers.
4. I think cartoons are suited for children.
5. Great drama has great characters to explore great issues.

**Answer:**

1. *ago* → *long*
2. *concerning* → *concerned*
3. *raise* → *rise*
4. *suited* → *suitable*
5. *to explore* → *exploring*
PERIOD 6
(Speaking)

I. Aim
Expressing preferences

II. Objectives
By the end of the lesson, Ss will be able to express their preferences for different kinds of movies.

III. Materials
Textbook, whiteboard markers,…

IV. Anticipated problems
Ss may have difficulty using the right language in expressing preferences.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>WARM-UP</td>
<td>Team work</td>
</tr>
</tbody>
</table>

**Crossword**
Divide the class into two teams solving the crossword. T gives hints for each line. The team giving answering signal first will have the right to answer, if wrong, the other team will answer. For each right answer in across line, the team will get 5 marks, the one finding the correct answer for the down line will get 20 marks.

The team with higher mark will be the winner.

```
  1 
2
3

4
5
6
```
Hints:
1. ... may show us to be worse than we are.
2. ... plays an important role in plays and movies.
3. The sources of the ... 's appeal are many.
4. In Charlie Chaplin's time, all movies were ...
5. By 1903, with The Birth of a Nation, a movie about the .......by D.W. Griffith, motion picture really became an art form.
6. In drama, human's bodies may be broken but their ... wins.

Answers:
1. Music 2. Comedy
3. Civil war 4. Silent
5. Theater 6. Spirit

* The key word to the crossword is MOVIE

**PRE-SPEAKING**

**Structure Introduction**

Have Ss look at the useful expressions and read the examples in the book.

Explain the words used to express preferences:
- I think/ suppose it would be better for me/ us if ...
- I (would) prefer ...
- My favorite movie/ music is ...
- I like ... better than ...

Give examples for illustration:

1. I think it would be better for me if I can speak English fluently.
2. I would prefer comedy to tragedy.
3. My favorite movie is Titanic.
4. I like pop music better than rock.
**Vocabulary pre-teach**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>stretch (v)</td>
<td><em>to make sth longer, wider or looser</em> (mở rộng ra)</td>
</tr>
<tr>
<td>memorable (adj)</td>
<td><em>specially, good or unusual and therefore worth remembering or easy to remember</em> (đặc biệt, dễ nhớ)</td>
</tr>
<tr>
<td>moral (adj)</td>
<td><em>connected with principals of right and wrong behavior</em> (thương lý, đạo đức, phạm hạnh)</td>
</tr>
<tr>
<td>adult (n)</td>
<td><em>a fully grown person who is legally responsible for their actions</em> (người trưởng thành)</td>
</tr>
<tr>
<td>innocent (adj)</td>
<td><em>having little experience of world, especially of sexual matters, or of evil or unpleasant things</em> (ngây thơ)</td>
</tr>
<tr>
<td>thoughtful (adj)</td>
<td><em>showing signs of careful thought</em> (sau sáu)</td>
</tr>
<tr>
<td>thought-provoking (adj)</td>
<td><em>making people think seriously about a particular subject or issue</em> (mổ mở, làm cho nghĩ)</td>
</tr>
<tr>
<td>misleading (adj)</td>
<td><em>giving the wrong idea or impression and making you believe sth that is not true</em> (lừa dối, sai lầm)</td>
</tr>
<tr>
<td>thrilling (adj)</td>
<td><em>exciting and enjoyable</em> (hào hứng, vui vẻ)</td>
</tr>
<tr>
<td>simplistic (adj)</td>
<td><em>making a problem, situation, etc. seem less difficult or complicated than it really is</em> (làm giản dị, dễ dàng hơn)</td>
</tr>
</tbody>
</table>

**Checking technique**

**Categorizing**

Make a table with three columns, each for one kind of movie.

Ask Ss to guess which words are used to describe certain kinds of movies and then put them the suitable column.
<table>
<thead>
<tr>
<th>Cartoons</th>
<th>Love movies</th>
<th>Action movies</th>
</tr>
</thead>
<tbody>
<tr>
<td>stretch</td>
<td>thoughtful</td>
<td>thrilling</td>
</tr>
<tr>
<td>memorable</td>
<td>thought-provoking</td>
<td>simplistic</td>
</tr>
<tr>
<td>moral</td>
<td>misleading</td>
<td></td>
</tr>
<tr>
<td>innocent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WHILE-SPEAKING**

**Pair Work 1**

Have Ss work in pair asking and answering the following questions:

- Do you like watching movies? How often do you go to the movies?
- What type(s) of movies do you prefer to watch?

Suggested answers:

- Yes, I do. Twice a month. / Every week.
- I prefer to watch cartoons / action movies / love movies.

**Pair Work 2**

Let Ss make up dialogues expressing preferences as in the example; use the prompt in the box.

Example:

Alice: Why are you changing the channel?
Tom: I prefer to watch movies. Casablanca is coming soon.

Alice: So, you’re waiting for a love movie. Hm ... hm ...
Tom: So? What’s wrong with that? It is one of my favorite movies.

Alice: I don’t think it’s good for students like us to see love movies.
Tom: Why not?
Alice: Love movies are for adults. Sex scenes are not really good for young students like us.
Tom: Not all love movies have sex scenes, and not all those scenes are bad. Love movies are life after all. It would be better for us to select the right movies to watch than to avoid them all.

Call on some pairs to make dialogs in front of the class.

Comment and give suggested answers:

A: What types of movies do you prefer to watch?
B: I prefer to watch cartoons. How about you?

A: I like action movies better than cartoons because action movies are easy to understand. They also provide real entertainment: very thrilling, energizing. I think cartoons are suitable for children only and not interesting for high school students.

B: But I find cartoons interesting. I enjoy watching them because they help me imagine about the world and remember moral lessons.

<table>
<thead>
<tr>
<th>3’</th>
<th>WRAPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summarize the main points</td>
</tr>
<tr>
<td></td>
<td>Assign homework</td>
</tr>
</tbody>
</table>

Whole class

Supplements

Exercise

Fill in the gaps with the most suitable words.

1. I .......... it would be .......... for me if I study English.
2. He .......... action movies.

Answers:

1. suppose; better
2. (would) prefer
3. likes; better
4. favorite
5. prefer; to
I. Aim

Writing a summary paragraph about a movie base on given information

II. Objectives

By the end of the lesson, Ss will be able to:
− know the arrangement of a summary writing.
− write a short paragraph summarizing the content of a movie.

III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may not be able to know what kind of information is needed for the writing.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>15’</td>
<td>WARM-UP</td>
</tr>
</tbody>
</table>

**Noughts and Crosses**

T tabulates theater and movies related words. Divide the class into two teams. One team is “Noughts” (O) and the other is “Cross” (X). The two teams, in term, make sentence with the word given in each box. The sentence must be spoken once only and by one member of each team, if it’s correct, the team will get one “O” or “X”.

The team with three “O” or “X” in one line will be the winner.

<table>
<thead>
<tr>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team work</td>
</tr>
<tr>
<td>tragedy</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>comedy</td>
</tr>
<tr>
<td>cartoon</td>
</tr>
</tbody>
</table>

**Suggested sentences:**

- William Shakespeare was famous for comedy.
- A tragedy’s ending usually make viewers feel sad.
- Charlie Chaplin is well-known not only as an actor but also as a playwright.
- Action movies provide real entertainment: very thrilling and energizing.
- Cartoons usually remind watchers of moral lessons.
- Are you a frequent theatergoer?

**PRE-WRITING**

**Which movie do you love the most?**

Have Ss work in pair talking about the movie they love the most.

Call on some pairs to have conversation in front of the class.

Suggested conversation:

*A:* What movie do you like the most?
*B:* It’s Shanghai Knights.
*A:* How do you like it?
*B:* The first thing is that it is easy to understand. And the main character is very funny. Sure you know the actor in the role of the knight, he is Jackie Chan. Another reason is that it’s very energizing with simplistic lessons. And I think you should watch it once at least, and you will feel relaxed.

Pair work
**A:** Really? I suppose it would be better for me to watch funny movies, not action ones.

**Vocabulary pre-teach**

Oscars (n): *Academy Awards* (giải thưởng điện ảnh hàng năm ở Mỹ)

mentally (adj): *connected with or happening in the mind* (về mặt tinh thần)

IQ: *intelligent quotient* (hệ số thông minh)

moving (adj): *causing you to have deep feeling of sadness or sympathy* (cảm động, làm mủi lòng)

seemingly (adv): *in a way that appears to be true but may in fact not be* (về bề ngoài, có vẻ)

irreplaceable (adj): *too valuable or special to be replaced* (không thể thay thế được)

restate (v): *to say sth again or in a different way, especially so that it is more clearly or strongly expressed* (trình bày lại)

**Checking technique**

**Ordering vocabulary**

Write all the new words on the board. Make sentences which contain the words randomly.

Read the sentences aloud.

Ask Ss to write down the words they hear in order 1, 2, 3, …

<table>
<thead>
<tr>
<th>15’</th>
<th><strong>WHILE-WRITING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summarizing</strong></td>
<td>Whole class</td>
</tr>
<tr>
<td>Tell Ss to read the paragraph about the movie Forrest Gump and answer the question: <em>What kinds of information are shown in the paragraph?</em></td>
<td></td>
</tr>
<tr>
<td>Call on some Ss to give their ideas.</td>
<td></td>
</tr>
<tr>
<td>Suggested answers:</td>
<td></td>
</tr>
</tbody>
</table>
In the paragraph, we can find information about the movie Forrest Gump including the director, year of release, type of movie, the main character and the success of the movie.

**Introduction of Summary writing**

In writing a summary, we need to pay attention to the following kinds of information:

1. **Background information**: movie title, director, release date, movie type, award(s).
2. **Story summary**: who, what, where, when, how, why.
3. **Significance of the movie**: The most important event, the lesson you learned, ...

Note also, the majority of verbs is in the present simple tense. Others are in past participle form (reduced relative clause).

**Writing**

Have Ss read through the outline about the movie Rain Man and write a paragraph summarizing the movie.

Have Ss cross check their friend’s work and comment.

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

Feedback and give suggested writing:

*Rain Man*, directed by Barry Levinson, released in 1988, is a feature movie that won several Oscars including Best Picture, Best Actor, and Best Director. This movie tells about the relationship between two brothers. The younger brother Charlie does not really love or respect his older brother Raymond, played by Dustin Hoffman, who suffers from serious mental condition and is unable to...
communicate properly. Throughout their journey together, however, Raymond’s innocence and seemingly stupid behavior have gradually transformed his brother. Charlie eventually comes to realize that brotherhood is invaluable and Raymond, no matter how abnormal, is his irreplaceable sibling. *Rain Man* was widely loved (listed among *All-Time Top 50 American Movies Through 1995*) because it restated reasonably and movingly that the good is always there in human’s hearts.

10’

**POST-WRITING**

Have Ss work in groups, prepare an outline for one movie they have recently seen.

Simplify the task by asking Ss to answer the following questions:

*Which movie did you see?*

*Where and when did you see it? With whom?*

*What was the movie about?*

*Why did you like that movie?*

Call on some Ss to talk about the movie in front of the class.

Feedback and have further comments on the talk and the movie itself.

5’

**WRAPPING**

Summarize the main points

Assign homework

**Supplements**

**Exercise**

Make a snapshot for Charlie Chaplin from his biography.

*Charles Chaplin’s parents, Charles and Hannah Chaplin, were music hall entertainers. His first stage appearance, at age five, was singing a song in*
place of his mother who had become ill. At eight he toured in a musical, "The Eight Lancaster Lads". Nearly 11, he appeared in "Giddy Ostende" at London's Hippodrome. From age 17 to 24 he was with Fred Karna's English vaudeville troupe, which brought him to New York in 1910, aged 21. In November of 1913 he signed a contract with Mack Sennett at Keystone and left for Hollywood the next month. His first movie, Making a Living (1914), premiered in February of 1914. He made 35 films that year, moved to Essanay in 1915 and did 14 more, then jumped over to Mutual for 12 two-reelers in 1916 and 1917. In 1918 he joined First National (later absorbed by Warner Bros.) and in 1919 formed United Artists along with Douglas Fairbanks, Mary Pickford and D.W. Griffith. His first full-length film was The Kid (1921); his first for UA, which he produced and directed himself, was A Woman of Paris (1923). In 1929, at the first Oscar awards, he won a special award "for versatility and genius in writing, acting, directing and producing" The Circus (1928). In 1943 he was accused of fathering a child; the papers made much of the scandal, but it was proved in a court trial that he was not the father. The same year he entered his fourth marriage, to Oona Chaplin, daughter of playwright Eugene O'Neill. They had eight children. Tired of political and moralistic controversies and plagued with tax problems, he left the United States for Switzerland in 1952. He published his memoirs in 1964. In 1972 he returned to Hollywood to claim a special Oscar honoring his lifetime contributions to movies. He was named Knight Commander of the British Empire in 1975. He died in his sleep from old age.

PERIOD 9
(Language focus)

I. Aim

Using Adjectives of Attitudes
Revision of articles a, an, and the

II. Objectives

By the end of the lesson, Ss will be able to:
– use Adjectives to express their attitudes.
– understand more thoroughly the use of articles *a*, *an*, and *the* and use them correctly.

III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may not know how to form adjectives from verbs to express attitudes and the right use of articles.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Wok arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7’</td>
<td>WARM-UP</td>
<td>Team work</td>
</tr>
</tbody>
</table>

**Who am I?**

Divide the class into four teams, T reads a sentence about the person to be guessed. The team giving the answering signal first will have the right to answer. If they are wrong, other teams will give signal to answer. The one with the most correct answers will be the winner.

<table>
<thead>
<tr>
<th>Description</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I’m the director of Titanic.</td>
<td></td>
</tr>
<tr>
<td>2. I’m the main actor of Mission Impossible.</td>
<td></td>
</tr>
<tr>
<td>3. I wrote Hamlet.</td>
<td></td>
</tr>
<tr>
<td>4. I acted as a dull but sweet, simple and straightforward guy.</td>
<td></td>
</tr>
<tr>
<td>5. My bowler hat, bamboo cane and moustache make me a distinctive appearance.</td>
<td></td>
</tr>
<tr>
<td>6. ..........</td>
<td></td>
</tr>
</tbody>
</table>
**Answers:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m the director of Titanic.</td>
<td>Steven Spielberg</td>
</tr>
<tr>
<td>I’m the main actor of Mission Impossible..</td>
<td>Tom Cruise</td>
</tr>
<tr>
<td>I wrote Hamlet.</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>I acted as a dull but sweet, simple and straightforward guy.</td>
<td>Tom Hanks</td>
</tr>
<tr>
<td>My bowler hat, bamboo cane and moustache make me a distinctive appearance.</td>
<td>Charlie Chaplin</td>
</tr>
</tbody>
</table>

---

8’ **WORD STUDY**

**PRESENTATION 1**

**Adjectives of Attitudes**

Explicit the use of Adjectives of Attitudes by analyzing the example:

– The audience may be *amazed* at the painter’s brushwork, the musician’s control of a voice or instrument, the dancer’s use of space, etc.

– People of almost all ages are *enthusiastic* about seeing love movies.

We use Adjectives of attitude to express out thinking and feeling about sth.

These adjective can be used in the “be + adjective + preposition” form or before nouns.

---

10’ **PRACTICE 1**

Ask Ss to do the exercise independently: *Fill in the gaps with appropriate adjectives given in brackets, the first has been done for you as an example.*
Have Ss compare their answers with a friend.  
Call on some Ss to read the full sentences aloud in front of the class.  
Give correct answers:  
2. frightening  
3. excited  
4. annoyed  
5. dramatic  
6. wonderful  
7. breathtaking  
8. impressive  
9. original  
10. interesting – interested  
11. delightful  
12. appreciative; invaluable

<table>
<thead>
<tr>
<th>10’</th>
<th>GRAMMAR PRESENTATION 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articles</strong></td>
<td></td>
</tr>
<tr>
<td><em>Note:</em> This presentation can be carried out as an optional activity on Ss’ request and to Ss’ level.</td>
<td></td>
</tr>
<tr>
<td>1. <em>A</em> or <em>an</em> can precede only singular nouns; they mean <em>one</em>. They can be used in a general statement or to introduce a subject that has not been previously mentioned.</td>
<td></td>
</tr>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>– <em>A</em> baseball is round. (general-means all baseball)</td>
<td></td>
</tr>
<tr>
<td>– <em>I</em> saw <em>a</em> boy in the street. (We don’t know which boy)</td>
<td></td>
</tr>
<tr>
<td><em>A</em> is used before words that begin with a consonant sound. <em>An</em> is used before words begin with a vowel sound.</td>
<td></td>
</tr>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td></td>
</tr>
<tr>
<td><em>a book</em></td>
<td></td>
</tr>
<tr>
<td><em>an apple</em></td>
<td></td>
</tr>
</tbody>
</table>

2. *The* is used to indicate *sth* that we already know about or something that is common knowledge.

Example:

- *The boy in the corner is my friend.* (The speaker and the listener know which boy)
- *The earth is round.* (There is only one earth)

*With uncountable nouns, one uses the article the if speaking in specific terms, but uses no article if speaking in general.*

Example:

- *Sugar is sweet.* (general - all sugar)
- *The sugar on the table is from Cuba.* (specific - the sugar that is on the table)

*Normally, plural nouns, when they mean everything within a certain class, are not preceded by the.*

Example:

- *Oranges are green until they are ripened.* (all oranges)
- *Athletes should follow a well-balanced diet.* (all athletes)

*Normally, a proper noun is not preceded by an article unless there are several people or things with the same name and the speaker is specifying one of them.*

Example:

- *There are three Susan Parkers in the telephone directory.*
- *The Susan Parker that I know lives on First Avenue.*

*Normally, words such as breakfast, lunch, dinner, school, church, home, college, and work do not use any article unless to restrict the meaning.*
Example:
- *We ate breakfast at eight o’clock this morning.*
- *We went to school yesterday.*

* Don’t use *the*, or let say it, use zero article with:  
  - singular lakes  
  - mounts  
  - planets  
  - schools, colleges, universities when the phrase begin with a proper noun.  
  - cardinal numbers after nouns  
  - countries preceded by *New* or an adjective such as a direction  
  - country with only one word  
  - continents  
  - states  
  - sports  
  - abstract nouns  
  - general areas of subject matter  
  - holidays

<table>
<thead>
<tr>
<th>PRACTICE 2</th>
<th>Individual Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10’</strong></td>
<td></td>
</tr>
<tr>
<td>Have Ss do the exercise individually.</td>
<td></td>
</tr>
<tr>
<td>Tell Ss to exchange their answer with each other.</td>
<td></td>
</tr>
<tr>
<td>Call on some Ss to read the full sentences aloud in front of the class and give reasons for using the articles in the sentences.</td>
<td></td>
</tr>
<tr>
<td>Feedback and give the correct answers:</td>
<td></td>
</tr>
<tr>
<td>2. <em>the</em></td>
<td>3. <em>A</em></td>
</tr>
<tr>
<td>5. <em>the</em></td>
<td>6. <em>a</em></td>
</tr>
<tr>
<td>8. <em>the</em></td>
<td>9. <em>zero article</em></td>
</tr>
</tbody>
</table>
Unit 14
THE WORLD CUP

PERIOD 1 & 2
(Reading)

I. Aim
Reading a passage about the World Cup

II. Objectives
By the end of the lesson, Ss will be able to:
– talk about the history of the world cup and express their understanding about the World Cup by using their background knowledge and related words such as: FIFA, soccer tournament, fans, host,...
– better their reading skill through True, False and Answering questions exercises.

III. Materials
Textbook, whiteboard markers,...
Posters of famous football players in Viet Nam and round the world

IV. Anticipated problems
Ss may have a lack of background knowledge about the soccer tournament in Viet Nam.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Networks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Ss work in groups and make a list of words about soccer.</td>
<td></td>
</tr>
</tbody>
</table>
Gather ideas and provide necessary vocabulary about soccer:

*World Cup*
*Tournament*
*Goal keeper*
*Match*
*Stadium*
...

<table>
<thead>
<tr>
<th>20’</th>
<th><strong>PRE-READING</strong></th>
</tr>
</thead>
</table>
| Group Discussion 1 | Ask Ss to describe what they see in the picture and name the players.  
*Note:* Many Ss can name the player in the picture. It’s up to Ss’ level and interests, Ts are suggested to organize a group discussion about Pele (The player in the picture). Suggested questions about Pele:  
*What is his nationality?*  
*When was he born?*  
*Which national soccer did he play for?*  
*What is he considered?*  
*...*  
Gather ideas and give further information about Pele. (See Supplements for Pele’s biography) | Group work |
Have Ss work in groups to ask and answer the questions about soccer and the World Cup.

Encourage Ss to use their background knowledge during the discussion. Other questions about the topic are welcomed.

Call on some Ss to go to the board and give a short talk about the soccer and the World Cup.

Feedback and give correct answers:

1. Every four years
2. The Fédération Internatonale de Football Association
3. In 1930, in Uruguay.
4. Pele, the Brazilian forward.
5. The men’s World Cup 2002, the Women’s World Cup in 1991.
6. Yes.

Give further information about the World Cup before leading in the lesson.

(See Supplements for more information about the World Cup)

**Vocabulary pre-teach**

tournament (n): a series of competitive sports events or games for prizes or money awards (giải thi đấu thể thao)

elimination (n): the act of throwing off or expelling (loại bỏ)

trophy (n): anything taken from an opponent as a proof of victory (chiến lợi phẩm)

forward (n): the player who leads the attack and plays in forward line of his team (tiền đạo)

win fame (v): become famous, known to others (có danh tiếng)
popularity (n): the condition of having the confidence and favors of others (sự phộ biễn)
SARS (n): Severe Acute Respiratory Syndrome (Bệnh viêm đường hô hấp cấp)

Checking technique

**Rub out and remember**

Write all the new words on the board in two columns: English and Vietnamese equivalents.
Rub out all the words in English column and ask Ss to look at the Vietnamese column to write down or read aloud the rubbed ones.

<table>
<thead>
<tr>
<th>WHILE-READING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1 - True or False</strong></td>
</tr>
<tr>
<td>Ask Ss to read the text individually and decide whether the statements are true or false and correct the false statements.</td>
</tr>
<tr>
<td>Tell Ss to read the statements carefully and have good guesses before doing the task.</td>
</tr>
<tr>
<td>Have Ss compare and discuss their answers with a friend.</td>
</tr>
<tr>
<td>Call on some Ss to explain their answers in front of the class.</td>
</tr>
<tr>
<td>Make necessary comments and corrections.</td>
</tr>
<tr>
<td>Give correct answers:</td>
</tr>
<tr>
<td>1. F <em>(Only 13 teams participated in the first World Cup.)</em></td>
</tr>
<tr>
<td>2. F <em>(It was the third time that Brazil won the World Cup trophy in 1970)</em></td>
</tr>
<tr>
<td>3. T</td>
</tr>
<tr>
<td>4. T</td>
</tr>
<tr>
<td>5. T</td>
</tr>
</tbody>
</table>
### Task 2 - Answering Questions

Ask Ss to work in pairs: Read the text again and answer the following questions.

Have Ss underline or highlight the sentences in the text to support the answers.

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

Feedback and give correct answers:

1. *In 1904.*
2. *Because every four years an international soccer tournament is held and well known as the World Cup. More than a billion people around the world watch it on television.*
3. *Because Pele won fame for his amazing ball control and powerful shots.*
5. *Because severe acute respiratory syndrome (SARS) emerged as a serious health problem in China.*

### Task 3 - Sentence Completion

Have Ss read the sentences carefully and complete them with suitable words from the reading.

Tell Ss to pay attention to the part of speech of the word in the blank.

Call on some Ss to write the answers on the board.

Check the exercise in front of the class as a whole.

Give correct answers:

1. *popular*
2. *participate*
3. *final*
4. *trophy*
5. *qualify*
**POST-READING**

**Soccer tournaments in Viet Nam**

Have Ss work in groups and tell their partners about what they know about soccer tournaments in Viet Nam.

Give background information about V-league:

*V-league is the most important soccer tournament which is for the top soccer clubs in Viet Nam. It started to be organized professionally in 2000.*

**V-League Clubs in 2006**

1. Đà Nẵng FC
2. Mitsu Haier Hải Phòng
3. Hòa Phát
4. LG-ACB Hà Nội
5. Thép Miền Nam-Cảng Sài Gòn
6. GM M Nam Định
7. Khatoco Khánh Hòa
8. Hoàng Anh Gia Lai
9. Pisico Bình Định
10. Gạch Động Tâm Long An
11. Bình Dương
12. P. Sông Lam Nghệ An
13. Thép Pomina Tiền Giang

**List of V-League champions and runner-ups since 2003**

<table>
<thead>
<tr>
<th>Season</th>
<th>Champion</th>
<th>1st runner-up</th>
<th>2nd runner-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Gạch Động Tâm Long An</td>
<td>Bình Dương</td>
<td>Pisico Bình Định</td>
</tr>
<tr>
<td>2005</td>
<td>Gạch Động Tâm Long An</td>
<td>Đà Nẵng</td>
<td>Bình Dương</td>
</tr>
<tr>
<td>2004</td>
<td>Hoàng Anh Gia Lai</td>
<td>Nam Định</td>
<td>Gạch Động Tâm Long An</td>
</tr>
<tr>
<td>2003</td>
<td>Hoàng Anh Gia Lai</td>
<td>Gạch Động Tâm Long An</td>
<td>Nam Định</td>
</tr>
</tbody>
</table>
Supplements

BIOGRAPHY FOR PELE

Birth name: Edson Arantes do Nascimento
Date of Birth: October 23, 1940
Place of birth: Tres Coracos, Brazil
Nickname: The Black Pearl
Height: 5'8" (1.73 m)

Pele was born on October 23, 1940 in Brazil. He is a former Brazilian football player, and widely regarded to be the greatest of all time. In his native Brazil, Pelé is praised as a national hero for his accomplishments and contribution to the game. During his career, he became known as "The King of Football" or simply "The King Pelé". He was given the title Footballer of the Century by FIFA and Athlete of the Century by the International Olympic Committee.

Spotted from a young age, Pelé began playing for Santos Futebol Clube at just 15, his national team at 16, and won his first World Cup at 17. Despite numerous offers from European clubs, he stayed loyal to his club, remaining with them for two decades until his semi-retirement in 1975. Pelé played as an inside forward, striker, and what later became known as the playmaker position. Pelé's technique and natural athleticism have been universally praised; he was renowned for his unstoppable dribbling and visionary passing, as well as his pace, powerful shot, and an exceptional heading ability, but above all he was an exceptionally prolific goalscorer.

He is the all-time top scorer in the history of the Brazil national team and is the only footballer ever to win three World Cup titles as a player. His famous number 10 shirt has become traditional among creative attacking midfielders and forwards, and many of the sport's great players have since worn it.

Since his full retirement in 1977 Pele has been an ambassador for football and has also undertaken various acting roles and commercial ventures.
Fast facts about Pele

- is by most people recognized as the world's greatest footballer ever and was named "Footballer of the Century" in 2000. Known as "Perola Negra" (The black pearl).
- Played in 92 matches for Brazil and scored a remarkable 77 goals.
- He is the only player to have won three FIFA World Cup titles (1958, 1962, 1970).
- In his entire career, he officially scored 1,284 goals in 1,363 matched. He played one game as a goalkeeper.
- Had a video game named after him back in the 1980s called "Pele's Soccer".
- During his professional career, he won two Intercontinental Cups and two Liberatoradores Cups (both in 1962 and 1963) with Santos FC, his club from 1956 to 1974.
- His jersey number, 10, has since been worn by many of soccer's top stars such as Diego Armando Maradona, 'Zinedine Zidane' or Ronaldinho Gaucho.

THE FIFA WORLD CUP

The FIFA World Cup, sometimes called the Football World Cup or the Soccer World Cup, but usually referred to simply as the World Cup, is an international football (soccer) competition contested by the men's national football teams of the member nations of Fédération Internationale de Football Association (FIFA), the sport's global governing body. The championship has been awarded every four years since the first tournament in 1930, except in 1942 and 1946, due to World War II.

The tournament's final phase, often called the World Cup Finals, is the most widely-viewed sporting event in the world, with an estimated 1.1 billion people watching the 2002 tournament final. The current format of the Finals involves thirty-two national teams competing at venues within the host nation (or nations) over a period of about a month. To determine the participating teams, qualifying rounds take place over the three years preceding the Finals.
In the eighteen tournaments held, only seven nations have won the title. Brazil is the most successful World Cup team, having won the tournament five times. The current Cup holder, Italy, follows with four titles, while Germany holds three. The other former champions are Uruguay (who won the inaugural tournament) and Argentina with two titles each, and England and France with one title each.

The most recent World Cup Finals were held between June 9 and July 9, 2006 in Germany, where Italy was crowned champions after beating France in the final, winning the penalty shootout 5-3 after the match finished 1-1 after extra time. The next World Cup Finals will be held in 2010 in South Africa.

Since 1991, FIFA has also organized the FIFA Women’s World Cup every four years.

### HOST COUNTRIES AND FIFA WORLD CUP CHAMPIONS

<table>
<thead>
<tr>
<th>Order</th>
<th>Year</th>
<th>Country</th>
<th>Champion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1930</td>
<td>Uruguay</td>
<td>Uruguay</td>
</tr>
<tr>
<td>2</td>
<td>1934</td>
<td>Italy</td>
<td>Italy</td>
</tr>
<tr>
<td>3</td>
<td>1938</td>
<td>France</td>
<td>Italy</td>
</tr>
</tbody>
</table>

No World Cup in 1942 and 1946 due to the second World War

<table>
<thead>
<tr>
<th>Order</th>
<th>Year</th>
<th>Country</th>
<th>Champion</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1950</td>
<td>Brazil</td>
<td>Uruguay</td>
</tr>
<tr>
<td>5</td>
<td>1954</td>
<td>Switzerland</td>
<td>West Germany</td>
</tr>
<tr>
<td>6</td>
<td>1958</td>
<td>Sweden</td>
<td>Brazil</td>
</tr>
<tr>
<td>7</td>
<td>1962</td>
<td>Chile</td>
<td>Brazil</td>
</tr>
<tr>
<td>8</td>
<td>1966</td>
<td>England</td>
<td>England</td>
</tr>
<tr>
<td>9</td>
<td>1970</td>
<td>Mexico</td>
<td>Brazil</td>
</tr>
<tr>
<td>10</td>
<td>1974</td>
<td>West Germany</td>
<td>West Germany</td>
</tr>
<tr>
<td>11</td>
<td>1978</td>
<td>Argentina</td>
<td>Argentina</td>
</tr>
<tr>
<td>12</td>
<td>1982</td>
<td>Spain</td>
<td>Italy</td>
</tr>
<tr>
<td>13</td>
<td>1986</td>
<td>Mexico</td>
<td>Argentina</td>
</tr>
<tr>
<td>14</td>
<td>1990</td>
<td>Italy</td>
<td>West Germany</td>
</tr>
<tr>
<td>15</td>
<td>1994</td>
<td>USA</td>
<td>Brazil</td>
</tr>
<tr>
<td>16</td>
<td>1998</td>
<td>France</td>
<td>France</td>
</tr>
<tr>
<td>17</td>
<td>2002</td>
<td>Korea and Japan</td>
<td>Brazil</td>
</tr>
<tr>
<td>18</td>
<td>2006</td>
<td>Germany</td>
<td>Italy</td>
</tr>
</tbody>
</table>
I. Aim

Listening to the description and commentary of several sports

II. Objectives

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

- recognize the sports described in the listening by matching the recordings with the pictures.
- report on a sporting event they have recently watched or participated in.
- be updated with relevant words describing sports such as opponent, breaststroke grip, gaze, ...

III. Materials

Textbook, whiteboard markers, cassette...
Posters of different sports

IV. Anticipated problems

Ss may have difficulty in understanding some vocabulary used to describe the sports.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Recognizing pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Ss work in groups and tell what games people are playing in the pictures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Call on some Ss to give their answers in front of the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback and give correct answers:</td>
<td></td>
</tr>
</tbody>
</table>
1. soccer  
2. chess  
3. swimming  
4. horse racing  
5. tennis  
Ask Ss to work in groups and discuss the following questions about the above sports:  
Are they individual or team sports?  
Where can you play these sports?  
Are they interesting?  
Which sport do you like most?  
...

**PRE-LISTENING**

10’

**Vocabulary pre-teach**

goal mouth (n): the area directly in front of the goal, as in soccer or hockey (khu vực ngay trước khung thành)  
opponent (n): one who oppose another as in a battle or debate (đối thủ)  
out of one’s reach (a): uncontrollable, unreachable (không thể kiểm soát được)  
fence (n): a sport practicing sword play (môn đấu kiếm)  
breaststroke (n): swimming on breast by extending arms forward and sweeping them back (kiểu bơi ếch)  
freestyle (n): swimming which the participant is free to choose a style that suits his ability (kiểu bơi tự do)  
bishop (n): quân Hậu (cờ vua)  
knight (n): quân Trường (cờ vua)  
remove the shame (v): rữa nhục (nỗi hổ耻 trong bài)  
grip (v): hold fast or quickly with the hands or teeth (vô, chớp lấy)  
tightly (adv): in a firm way (vô, ôm chặt)  

Whole class
defeat (v): *overcome in any contest, beat opponent* (dành bài)

**Checking technique**

**Miming**

Divide the class into several groups.

Call on some Ss to demonstrate the sports they have learned by using body language.

The group which has more correct answers will be the winner.

<table>
<thead>
<tr>
<th>WHILE-LISTENING</th>
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<tbody>
<tr>
<td><strong>Listening 1</strong></td>
</tr>
<tr>
<td><strong>Task 1 - Matching</strong></td>
</tr>
<tr>
<td><strong>Set the scene</strong></td>
</tr>
<tr>
<td>You are going to listen to five reports of athletes at their games. You listen to the tape and match the recordings with the correct pictures.</td>
</tr>
<tr>
<td>Play the tape more than once if necessary.</td>
</tr>
<tr>
<td>Tell Ss to catch key words in each recording for the answers.</td>
</tr>
<tr>
<td>Call on some Ss to explain their answers in front of the class.</td>
</tr>
<tr>
<td>Feedback and give correct answers:</td>
</tr>
<tr>
<td>1. a (soccer)</td>
</tr>
<tr>
<td>2. e (tennis)</td>
</tr>
<tr>
<td>3. d (horse racing)</td>
</tr>
<tr>
<td>4. c (swimming)</td>
</tr>
<tr>
<td>5. b (chess)</td>
</tr>
<tr>
<td><strong>Sentence Completion</strong></td>
</tr>
<tr>
<td>Have Ss read the sentences carefully and have a guess of the missing words.</td>
</tr>
<tr>
<td>Let Ss listen to the tape again and complete the sentences with the words or phrases they hear.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual work</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
</tr>
<tr>
<td>15’</td>
</tr>
</tbody>
</table>
Notice Ss that they have to write more than one words in some blanks.
Tell Ss to compare and discuss the answers with a friend.
Ask some Ss to write the words on the board.
Check the exercise in front of the class as a whole.

Give correct answers:

1. the ball; runs toward it
2. hit the ball; the ball flying
3. the last; threw
4. breaststroke; freestyle
5. bishop; pressure

**Tapescript 1**

1. Yes, there’s the whistle. It’s a penalty. Baggio places the ball carefully in front of the goal mouth and walks slowly back. Then, he runs toward the ball and kicks.
2. What a fantastic return! Capriati hit the ball cross-court and all her opponent could do was to watch the ball flying about of her reach. It’s thirty all.
3. Mighty King of five lengths in front of Sporting Bingo as they are approaching the finishing post. The favorite, Disneyland, jumped badly at the last fence and almost threw the jockey.
4. It’s a clear win for Samuel. So, so far he has won both the men’s 100 meters breaststroke and 50 meters freestyle. It’s really a big day for Sammel at the Sunburst swimming pool.
5. Well, it’s incredible! Jack attacks consistently and with just a move of the bishop he puts the opponent’s castle and knight under pressure.
Listening 2

Have Ss listen to the commentary of a game between the Boston Celtics and the Los Angeles Lakers and answer the questions.

Note: It is the first time Ss have listened to a commentary so go round the class and provide help when necessary.

Play the tape more than once so that Ss can hear and answer the questions correctly.

Call on some Ss to answer the questions in front of the class.

Ask for Ss’ explanation to their answers.

Make necessary comments and corrections.

Give correct answers:

1. Basketball.
2. The Boston Celtics.
3. It’s now a tie.
4. The Boston Celtics.
5. The start of the second half.

Tapescript 2

Good evening, sports fans, and welcome to the second game of the national Basketball Association Tournament. The Boston Celtics and the Los Angeles Lakers have just finished the first half of the second game. The Celtics won the first game, and the score is tied now. The odds are in favor of another Celtic won the first game, and the score is tied now. The odds are in favor of another Celtic win, but the Lakers certainly can’t be counted out yet. They are daring and determined, and they would never be able to remove the
shame of their last loss if they lost one more game. However, if the Celtics do go on to win this game, they will come nearer to another championship. The teams have just returned to the court, the players are sweaty and the crowd is roaring. The fans are gripping their program tightly as they gaze at the clock and are anxious to see the start of the second half. Do the Lakers have the heart to see the Celtics, or will we be looking up to a new champion? There’s the signal, and the second half has started.

POST-LISTENING
15’ Reporting a sporting event
Ask Ss to work in groups and report on a sporting event they have recently watched or participated in. Encourage Ss to report on a football match, a basketball match or a volleyball match, etc. Tell Ss to use simple vocabulary and sentence structures in reporting. Provide Ss with necessary vocabulary. (See Supplements for more information.) Call on some representatives from groups to deliver the report in front of the class. Give suggested answers:

I would like to report the football match I saw last week between class 10A and 10B. It was a really exciting match because the players of both teams played very well. The stadium was full of spectators of the two classes.

In the first half, 10A players seemed stronger and possessed the ball most of the time. They scored the first goal in the twentieth minute. But only 5 minutes later, 10B’s striker, Nguyen Bao Hung, evened up the score.
with a very beautiful goal by heading the ball into the net.

In the second half, both teams tried hard but no more goals were scored until the last whistle blew. They drew 1-1. No team won the match but it was one of the most exciting football matches I have ever seen.

<table>
<thead>
<tr>
<th>WRAPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Whole class</td>
</tr>
</tbody>
</table>

**Supplements**

1. **Necessary vocabulary**
   - Opposing team: **đối phương**
   - Goal area: **khu vực khung thành**
   - Score goal: **ghi bàn**
   - Referee: **trọng tài**
   - Offside: **việt vị**
   - Goal line: **dấu biên ngang**
   - A fair match: **một trận đấu đẹp**

2. **A match report**

   Complete the match report below with the following expressions.

   - half-time
   - first half
   - stoppage time
   - extra time
   - kick-off
   - second half

   “This is an absolutely fantastic match. We’ve played ninety minutes and there are three minutes of (1)........... to play. The score is France 3 - Spain 3. if it stays like this, there will be (2)............and if that doesn’t produce a winner, it’ll go to penalties.

   Right from the (3).........both teams attacked and with so many chances created it was incredible that there was only one goal in the (4).......... That was scored by France – a brilliant shot by Thierry Henry. The Spanish coach
must have said something to his players at (5)………..because in the (6)…………….they were on fire. They scored three times in twenty minutes, two for Raul and one for Sergi. But France came back. Zidane made it 2-3 and then a fantastic goal by Pires leveled the scores again.”

**Answers:**

1. extra time  
2. stoppage time  
3. kick-off  
4. first half  
5. half time  
6. second half

**PERIOD 5**  
(Speaking)

**I. Aim**

Describing popular sports

**II. Objectives**

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

- describe some popular sports by using given prompts.
- use more words related to the sports such as midfielders, forward,…

**III. Materials**

Textbook, whiteboard markers,  
Posters of different sports

**IV. Anticipated problems**

Ss may not know how to play certain sports.

**V. Procedure**

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
</table>
| 8’   | **WARM-UP**  
Find someone who  
Prepare a two-column table with Yes/No questions and Name. | Whole class |

166
Let Ss go round the class and ask other Ss what sports they often do or what they think about the common sports. If the answer is YES, write his/her name in the table.
The winner is the first one who completes the Name column.

<table>
<thead>
<tr>
<th>Do you ...</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>often play basketball?</em></td>
<td></td>
</tr>
<tr>
<td><em>like watching football matches live on TV?</em></td>
<td></td>
</tr>
<tr>
<td><em>find playing chess interesting?</em></td>
<td></td>
</tr>
<tr>
<td><em>think it’s difficult to play tennis well?</em></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
</tr>
</tbody>
</table>

**PRE-SPEAKING**

7’ **Recognizing sports**

Have Ss work in groups and talk about the sports in the pictures.

*What games are people playing in the pictures?*

Call on some Ss to explain their answers in front of the class. Ask Ss to give clear reasons for their answers.

Give correct answers:

1. *basketball*
2. *soccer*
3. *hurdles*
4. *cycling*
5. *tennis*
6. *volleyball*
7. *table tennis*
<table>
<thead>
<tr>
<th>15’</th>
<th><strong>WHILE-SPEAKING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing sports</strong></td>
<td></td>
</tr>
<tr>
<td>Keep Ss in groups and describe how people play the games above.</td>
<td></td>
</tr>
<tr>
<td>Tell Ss to answer the questions in the book and use them as prompts to describe the sports.</td>
<td></td>
</tr>
<tr>
<td><em>Note:</em> Ss may have difficulty in describing some sports above. Go round the class and provide help when necessary.</td>
<td></td>
</tr>
<tr>
<td>Let Ss look at the prompts and the example on page 186 for reference.</td>
<td></td>
</tr>
<tr>
<td>Call on some Ss to describe the sport they like in front of the class following the outline.</td>
<td></td>
</tr>
<tr>
<td><strong>Sport</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How many players:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Equipment:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How long:</strong></td>
<td></td>
</tr>
<tr>
<td>Feedback and give suggested answers:</td>
<td></td>
</tr>
<tr>
<td><strong>Basketball</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How many players:</strong> 2 teams (5 players each team)</td>
<td></td>
</tr>
<tr>
<td><strong>Equipment:</strong> the ball, net, basket, basketball court</td>
<td></td>
</tr>
<tr>
<td><strong>How:</strong> Points are scored by passing the ball through the basket from above; the team with more points at the end of the game wins. A regular jump shot inside the arch is worth two points, beyond the arch is three points, and a free throw is one point. The ball can be advanced on the court by bouncing it or passing it between teammates.</td>
<td></td>
</tr>
<tr>
<td><strong>How long:</strong> 4 sets (each set 10 minutes)</td>
<td></td>
</tr>
<tr>
<td><strong>Volleyball</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How many players:</strong> Each team consists of six players, three located in front of the attack line and three behind.</td>
<td></td>
</tr>
<tr>
<td><strong>Equipment:</strong> net, volleyball court</td>
<td></td>
</tr>
<tr>
<td><strong>How:</strong> two teams separated by a high net use their hands, arms, or (rarely) other parts of their bodies to hit a ball back and forth over the net. Each team is allowed three hits to get the ball over the net to the other team. A point is scored if the ball hits the ground in the opponents’ court, if the opponents commit a fault, or if they fail to return the ball properly.</td>
<td></td>
</tr>
<tr>
<td><strong>How long:</strong> 5 sets</td>
<td></td>
</tr>
</tbody>
</table>

**Tennis**

| **How many players:** two players ("singles") or two teams of two players ("doubles"). |
| **Equipment:** court, net, racquet |
| **How:** Players use a stringed racquet to strike a hollow rubber ball covered with felt over a net into the opponent's court. |
| **How long:** 3 sets |

| **POST-SPEAKING** |
| 12’ Have Ss form new groups and talk about their favorite sports and their benefits. |
| Let Ss speak freely about their favorite sports. |
| Note that the benefits may vary from one sport to another. Encourage Ss to talk about the benefits basing on their own experiences. |
| Benefits of sports in general: |
| *Playing sports offers you more than just physical benefits. Sports typically help you academically and socially as well. The benefits are the same whether or not you actually excel at the sport. Although if you are really good they will probably want to continue playing when you are older. If you aren’t good enough to play competitively on a school team try signing up for a city* |

| **Group work** |
league or be encouraged to just go shoot some hoops with your friends or neighbor groups.

10 benefits of playing sports

1. Playing sports is fun. It gives you something to do and a group to belong to. You have a group of friends that has the same goals and interests.

2. Research has found if you play sports, you will be more likely to have a positive body image and higher self-esteem. You also are less likely to be overweight.

3. Physical activities are a good way to relieve stress and reduce depression.

4. Sports help you develop discipline. You learn to set goals and then work to achieve those goals. You learn that by working hard you can accomplish the things that you want to in your lives.

5. If you play sports, you will quickly learn that sometimes you win and sometimes you lose. You learn to be a good sport in both situations. It also helps you learn to deal with disappointment and so on.

6. Statistics show that if you are involved in sports while in high school, you are more likely to experience academic success and graduate from high school.

7. Sports help develop teamwork and leadership skills. You quickly learn that you have to work together as a team to win the game.

8. Motor skills, strategic thinking, and even math skills are learned by playing sports. You develop strategic thinking as you figure out that the best way to get round a player or score a goal. Math skills are used as you calculate scores and stats.

9. Regular exercise increases quality of life. Children who exercise are more likely to continue the practice into adulthood.
Supplements

*Exercise*

Sportsmen and women

Fill in the missing words in the table.

<table>
<thead>
<tr>
<th>The sport</th>
<th>The person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ............</td>
<td>boxer</td>
</tr>
<tr>
<td>2. swimming</td>
<td></td>
</tr>
<tr>
<td>3. skiing</td>
<td></td>
</tr>
<tr>
<td>4. ............</td>
<td>gymnast</td>
</tr>
<tr>
<td>5. athletics</td>
<td>..............</td>
</tr>
<tr>
<td>6. ............</td>
<td>racing diver</td>
</tr>
<tr>
<td>7. cycling</td>
<td>..............</td>
</tr>
<tr>
<td>8. ............</td>
<td>rower</td>
</tr>
<tr>
<td>9. ............</td>
<td>climber</td>
</tr>
<tr>
<td>10. weightlifting</td>
<td></td>
</tr>
</tbody>
</table>

Answers:

<table>
<thead>
<tr>
<th>The sport</th>
<th>The person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. boxing</td>
<td>boxer</td>
</tr>
<tr>
<td>2. swimming</td>
<td>swimmer</td>
</tr>
<tr>
<td>3. skiing</td>
<td>skier</td>
</tr>
<tr>
<td>4. gymnastics</td>
<td>gymnast</td>
</tr>
<tr>
<td>5. athletics</td>
<td>athlete</td>
</tr>
<tr>
<td>6. motor racing</td>
<td>racing diver</td>
</tr>
<tr>
<td>7. cycling</td>
<td>cyclist</td>
</tr>
<tr>
<td>8. rowing</td>
<td>rower</td>
</tr>
<tr>
<td>9. climbing</td>
<td>climber</td>
</tr>
<tr>
<td>10. weightlifting</td>
<td>weightlifter</td>
</tr>
</tbody>
</table>
PERIOD 6
(Writing)

I. Aim
Writing an announcement

II. Objectives
By the end of the lesson, Ss will be able to:
– understand information given in an announcement.
– write an announcement.

III. Materials
Textbook, whiteboard markers …

IV. Anticipated problems
Ss may not be able to select the information to write an effective announcement.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td><strong>WARM-UP</strong></td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td><strong>Networks</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to work in groups and make a list of things related to soccer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The group which has more words in an allowed time will be the winner.</td>
<td></td>
</tr>
</tbody>
</table>
Suggested answers:
1. Referee
2. Midfield player
3. Corner
4. Half-back
5. Penalty
6. Pass
7. Shoot
8. Yellow card
9. Red card
...

**PRE-WRITING**

7’ Wh-Questions

Ask Ss to work in pairs, ask and answer for information using Wh- questions.

Call on some pairs to ask and answer the questions aloud in front of the class.

Give the correct answers:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What occasion is celebrated?</td>
<td>2. The Youth League’s Foundation.</td>
</tr>
<tr>
<td>3. What’s the name of the sports event?</td>
<td>3. Friendly Volleyball Match.</td>
</tr>
<tr>
<td>5. When is this match held?</td>
<td>5. 4 p.m Saturday, March 07, 200</td>
</tr>
<tr>
<td>7. Who are invited?</td>
<td>7. All students are invited.</td>
</tr>
</tbody>
</table>
### WHILE-WRITING

- Have Ss work in groups of four, write an announcement of a sporting event or an activity in the school.
- Go round the class and provide help when necessary.
- Pick up certain writings, check and make necessary corrections.
- Give suggested answers:
  - **Announcer:** Vice Manager of the School Sports Club
  - **Event:** Establishment of a Ten-grade Soccer Team
  - **Eligible members:** Ten-grade boys with good health and a height of 170 centimeters or above

### SCHOOL SPORTS CLUB

*In order to create more opportunities for students to practice sports, the youth League Sports Club of Lam Son High School will set up a Ten-grade Soccer Team.*

All ten-grade boys who have good health with a height of 170 centimeters or above and who are keen on playing soccer are eligible for recruitment and training. *Enrollment will begin on March 3 and end on March 20.*

*Tran Van Vinh*

*Vice Manager of School Sports Club*

### POST-WRITING

- Have Ss exchange their writings.
- Remind Ss to reporting structures.
- Call on some Ss to report to the whole class their friends’ writings.

### WRAPPING

- Summarize the main points.
- Assign homework.
Supplements

Sample of an announcement.

English Speaking Club
End of month hot topic for discussion
Say YES and NO to Love while studying at high school
8 a.m, Sunday, 12.01.2007
Main Hall
***************
All students are welcomed

Nguyen Canh Tung
Manager of the Club

PERIOD 7
(Language focus)

I. Aim

Revision of words in soccer and To + Base form of verb expressing purposes; To + Base form of verb as modifier

II. Objectives

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

– use the words about soccer fluently.

– distinguish To + Base form of verb expressing purposes from To + Base form of verb as modifier and use them appropriately.
III. Materials

Textbook, whiteboard markers …

V. Anticipated problems

Ss may confuse the use of *To + Base form of verb expressing purposes* with *To + Base form of verb as modifier*

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td><strong>WARM-UP</strong></td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td><strong>Noughts and Crosses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draw a table containing 9 words in each cell.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Divide the class into two groups: Noughts (O) and Crosses (X).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask Ss to choose the word in the cell and make a sentence with that word. A correct sentence with the given word will give one O or X. The group with 3 O or X vertically, horizontally, or even diagonally first will be the winner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>volleyball</em></td>
<td><em>tennis</em></td>
</tr>
<tr>
<td></td>
<td><em>basketball</em></td>
<td><em>chess</em></td>
</tr>
<tr>
<td></td>
<td><em>football</em></td>
<td><em>swimming</em></td>
</tr>
<tr>
<td></td>
<td><em>Note: The sentences must be grammatically correct and make sense.</em></td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td><strong>PRESENTATION 1</strong></td>
<td>Whole class</td>
</tr>
<tr>
<td></td>
<td><em>Revision of all the words in soccer.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Win (v): <em>thắng</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beat (v): <em>thua</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score (n): <em>bàn thắng</em></td>
<td></td>
</tr>
</tbody>
</table>
| Goal line (n): **đường biên ngang**  
Penalty area (n): **khu vực phạt denn**  
Penalty spot (n): **diểm đà phạt**  
Goal (n): **khung thành**  
Center line: **đường giữa sân**  
Goal area (n): **khu vực khung thành**  
Touch line (n): **đường biên đục**  
Ask Ss to make sentences with the words above. Make sure Ss understand the meaning of the words. |

| **PRACTICE 2**  
5’  
Have Ss do exercise a): **Use the correct forms of the words given to fill in the blanks.**  
Call on some Ss to write the answers on the board.  
Check the exercise in front of the class as a whole.  
Feedback and give correct answers:  
1. beaten / defeated  
2. beaten  
3. won  
4. scored |

| Individual work |

| **PRACTICE 2**  
10’  
Have Ss work in groups and locate the position on the map of a soccer field by using the words and phrases in the box.  
Draw the map on the board and locate the positions in front of the class as a whole.  
Give further explanations when necessary.  
Give correct answers:  
1. touch line  
2. penalty spot  
3. goal line |

<p>| Group work |</p>
<table>
<thead>
<tr>
<th></th>
<th>4. goal area</th>
<th>5. goal</th>
<th>6. penalty area</th>
<th>7. center line</th>
</tr>
</thead>
</table>

### PRACTICE 3

10’ Explain the use of *To + Base form of verb expressing purposes* with *To + Base form of verb as modifier*

Make sure Ss understand the difference between the two uses.

Have Ss work independently and check the sentences in which the underlined parts express purposes.

Call on some Ss to explain their answers in front of the class.

Make necessary corrections.

Give correct answers:

1. *The original World Cup trophy was given permanently to Brazil to honor that country’s record third World Cup title.* ✓
2. *In 1986 Mexico became the first nation to host the World Cup twice.*
3. *People do regular exercise to keep fit.* ✓
4. *Is it the first team to qualify for the final?*
5. *Students are encouraged to take part in a team game to learn how to get along with others.* ✓
6. *Students should manage their time wisely to participate in a kind of sports.*
7. *Is there any interesting soccer game to watch on TV tonight?*
8. *The referee can add extra time at the end of each half to make up for injury time.* ✓
9. *A goalie guards the goal to prevent the other team from scoring.* ✓
10. *He used the top of his foot to give the ball a powerful kick.* ✓

Individual work
<table>
<thead>
<tr>
<th>PRACTICE 4</th>
<th>Individual work</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’ Tell Ss to do exercise b) individually: <em>Rewrite the sentences using to + base form of verb phrases as modifiers.</em> Have Ss exchange the writing and check for one another. Give correct answers:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <em>The goalkeeper is the only player to be allowed to touch the ball with his hands when the ball is in play.</em></td>
</tr>
<tr>
<td></td>
<td>2. <em>Which nation became the first one to win the World Cup trophy three times?</em></td>
</tr>
<tr>
<td></td>
<td>3. <em>It is an important rule to follow in this game.</em></td>
</tr>
<tr>
<td></td>
<td>4. <em>Was he the only player to sore in that game?</em></td>
</tr>
<tr>
<td></td>
<td>5. <em>Cooperation is a lesson to learn from team sports.</em></td>
</tr>
</tbody>
</table>
I. Aim
Reading a passage about the Pacific Rim

II. Objectives
By the end of the lesson, Ss will be able to:
- have some background information about some countries in the Pacific Rim such as Japan, The Commonwealth of Australia, The Republic of Singapore and Canada.
- improve reading skill through Table Completion exercise.

III. Materials
Textbook, whiteboard markers …
Large pictures about notable countries / national flags in the Pacific Rim.

IV. Anticipated problems
Ss may have difficulty in understanding some geographical terms in the reading.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Networks</td>
<td>Have Ss work in groups of four and complete the word network with the names of oceans and continents on earth. The group with the correct and fastest answers will be the</td>
</tr>
</tbody>
</table>
Suggested answers:
1. Oceans:
   - Pacific
   - Arctic
   - Atlantic
   - Indian
2. Continents:
   - Asia
   - Europe
   - America
   - Oceania
   - Africa

PRE-READING

**Group Discussion**
Ask Ss to work in groups of four identifying the names of the continents on which lie the Pacific Rim countries.
Call on some Ss to give their answers in front of the class.
Ask other Ss to comment on the answers.
Feedback and give the correct answers.
*Asia, Australia, North America, South America*
<table>
<thead>
<tr>
<th>10’</th>
<th><strong>Pair work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pair work</strong> Have Ss work in pair and write the names of the countries under the flags. Call on some Ss to read the names of the countries in front of the class. Feedback and provide the names:</td>
<td></td>
</tr>
<tr>
<td>1. <em>Australia</em> 2. <em>Canada</em> 3. <em>Japan</em> 4. <em>Singapore</em> T may also ask Ss to describe the national flags of the four countries. (Optional) Ss volunteer to describe the four flags. Comment and give suggested description.</td>
<td></td>
</tr>
<tr>
<td>— The Australian flag uses three prominent symbols, the Union Flag, the Commonwealth Star and the Southern Cross. — The Canadian flag uses the official color of Canada as red, from the Saint George’s Cross, and white, from the French royal emblem since King Charles VII. — The national flag of Japan is a base white flag with a large red disc (representing the rising sun) in the center. — The Flag of Singapore consists of two horizontal halves, red above white. The white crescent moon and five white stars from a circle. Keep Ss in pair and ask them to provide the names of the capital city of the above countries. Ask some Ss to give the answers. Comment and provide the names:</td>
<td></td>
</tr>
<tr>
<td>10′</td>
<td>Vocabulary pre-teach</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------</td>
</tr>
<tr>
<td>rim (n): the edge of sth that is circular (bờ, mép, khu vực ven, vành đai)</td>
<td></td>
</tr>
<tr>
<td>dynamism (n): energy and enthusiasm to make new things happen or to make things succeed (sự năng động, động lực)</td>
<td></td>
</tr>
<tr>
<td>technological (adj): connected with scientific knowledge used in practical way in industry (thuộc về khoa học)</td>
<td></td>
</tr>
<tr>
<td>productivity (n): the rate at which a worker, a company or a country produces goods, and the amount produced compared with how much time, work and money is needed to produce them (năng suất)</td>
<td></td>
</tr>
<tr>
<td>theorist (n): a person who develop ideas and principles about a particular subject in order to explain why things happen or exist (nhà lý luận)</td>
<td></td>
</tr>
<tr>
<td>refocus (v): to give attention, effort, etc. to one particular subject, situation or person rather then another again (tập trung lại vào một điều gì đó)</td>
<td></td>
</tr>
<tr>
<td>territorial (adj): connected with the land or sea that is owned by a particular country (thuộc về lãnh thổ)</td>
<td></td>
</tr>
<tr>
<td>industrialize (v): if a country or an area is industrialized or it industrializes, industries are developed there (công nghiệp hóa)</td>
<td></td>
</tr>
<tr>
<td>Commonwealth (n): an organization consisting of the United Kingdom and most of the countries that used to be part of the British Empire; used in the names of some groups of countries or states that have chosen to be politically linked with each other (khối thống vương chung bao gồm Vương quốc Anh, một số quốc gia độc lập và các quốc gia phụ thuộc)</td>
<td></td>
</tr>
<tr>
<td>descent (n): an action of coming or going down (sự xuống đỗc)</td>
<td></td>
</tr>
<tr>
<td>multiracial (adj): including/ involving several different</td>
<td></td>
</tr>
</tbody>
</table>
**WHILE-READING**

**Set the scene**

*As Viet Nam is in the process of integration into the world economy, it’s integral to get to know about countries worldwide, especially strong ones and those that have relations with our country. In our lesson today, we will get a general view of some powerful countries in the Pacific Rim.*

Have Ss look at the pictures in the text and tell which country it is.

*The first picture: Tokyo, Japan*

*The second picture: Sydney, Australia*

*The third picture: Singapore, Singapore*

*The fourth picture: Toronto, Canada*

15’

**Task 1 - Table Completion**

Have Ss work in groups of four, each reads one paragraph and complete information about each country in the table, and then collect all the information of each member to put...
in the table.
T draws the table on the board as Ss do the task.
Call on five Ss to write down the information in each column on the board.
Ask other Ss to comment.
Feedback and give correct answers:

<table>
<thead>
<tr>
<th>Country</th>
<th>Area (sq.km)</th>
<th>Capital city</th>
<th>Largest city</th>
<th>Population</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>7,682,300</td>
<td>Canberra</td>
<td>Sydney</td>
<td>19,357,594</td>
<td>English</td>
</tr>
<tr>
<td>Canada</td>
<td>9,970,610</td>
<td>Ottawa</td>
<td>Toronto</td>
<td>3,592,805</td>
<td>English, French</td>
</tr>
<tr>
<td>Japan</td>
<td>377,835</td>
<td>Tokyo</td>
<td>Tokyo</td>
<td>126,771,660</td>
<td>Japanese</td>
</tr>
<tr>
<td>Singapore</td>
<td>692.7</td>
<td>Singapore</td>
<td>Singapore</td>
<td>4,425,720</td>
<td>Malay, English, Chinese, Tamil</td>
</tr>
</tbody>
</table>

10’  **Task 2 - Finding synonyms**
Let Ss do the task in pairs: Scan the text again and find the words in the text that have the same meaning as the followings:

1. authorized
2. top
3. chief
4. inhabitants
5. shoreline

*Note:* if necessary, Ts are advised to tell Ss in which paragraph the words lie.
Call on some Ss to give the answers in front of the class.
Feedback and give correct answers.

1. official (paragraph 2)
2. leading (paragraph 2)
### Task 3 - Answering Questions
Let Ss read through the three questions. Then have them read the text again and answer questions 1-3. Go round the class and support Ss if necessary. Call on some Ss to read the answers in front of the class. Comment and give correct answers.

1. The United States and Germany are larger exporters than Japan. (paragraph 2)
2. According to the statistics provided, Canada is the largest of all. (9,970,610 sq.km). (paragraph 4)
3. Singapore is the country which has the smallest area. (paragraph 3)

### POST-READING
Divide the class into five groups; each collects information about the five centrally-administered cities in Vietnam: Hanoi, Ho Chi Minh City, Hai Phong, Da Nang, Can Tho to report to the whole class. Make necessary comments and corrections. Feedback and give suggested answers. See Supplements for more information about the above cities.

### WRAPPING
Summarize the main points
Assign homework
Supplements

Reading

1. Further reading about the Pacific Rim.

Pacific Rim is a political and economic term used to describe the countries on the edges of the Pacific Ocean as well as the various island nations within the region. There are many centers in the Pacific Rim, such as Shanghai, Hong Kong, Singapore, Seoul, Tokyo, Manila, Los Angeles, Sydney, Melbourne, Auckland, Santiago, San Francisco, Seattle, and Vancouver. Honolulu is the headquarters of various intergovernmental and non-governmental organizations of the Pacific Rim including the East-West Center, Institute of Asian Research and RIMPAC.

The region offers a great global diversity – with the economic dynamism of Hong Kong, Taiwan and Singapore, the mastery of technology in Japan, Korea and the western United States, the natural resources of Australia, Colombia, Canada, the Philippines, and the Russian Far East; the human resources of China and Indonesia; the agriculture productivity of Chile, New Zealand, the Philippines, and the United States among others.

2. Information about Vietnamese centrally governed cities

Hà Nội is the capital of Viet Nam with the estimated population of 3,058,000 (2004). The city is located on the right bank of the Red River.

Hà Nội consists of eight inner districts of Ba Đình, Cầu Giấy, Đống Đa, Hoàn Kiếm, Hai Bà Trưng, Hoàng Mai, Long Biên, Tây Hồ and Thanh Xuân, and five outer districts of Đông Anh, Gia Lâm, Từ Liêm, Thanh Trì and Sóc Sơn.

Places of interests: Hà Nội Opera House Temple of Literature, One Pillar Pagoda, Flag Tower of Hà Nội, The Old Quarter, Hoàn Kiếm Lake,...

Hanoi is also home to a number of museums, including the Vietnamese National History Museum, the National Museum of Ethnology, the National Museum of Fine Arts and the Revolution Museum.

Hồ Chí Minh city

Hồ Chí Minh city is the largest city in Viet Nam with the estimated population of 6,239,938 and is located near the Mekong River Delta.
The city consists of 19 inner districts of District 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Gò Vấp, Tân Bình, Phú Nhuận, Bình Thạnh, Thủ Đức, Bình Tân and Tân Phú and 5 outer districts of Cần Giờ, Củ Chi, Hóc Môn, Bình Chánh, Nhà bè, Cần Giờ.

**Places of interests:** Ben Thanh market, Dam Sen Cultural Park, Sai Gon Water Park, Cu Chi Tunnel, The City Botanic Garden,...

**Hải Phòng**

Hải Phòng is the third most populous city in Viet Nam with the estimated population of nearly 2,000,000. Hải Phòng is located in the delta of the Red River. It is approximately 100 kilometres from Hà Nội, the Vietnamese capital, and serves as the primary seaport for the northern region of the country.

It consists of 5 inner districts of Ngô Quyền, Hồng Bàng, Lê Chân, Kiến An, Hải An, 6 outer districts of Thuy Nguyên, Vĩnh Bảo, Tiên Lãng, Kiến Thụy, An Lão, An Dương, 2 islandish districts of Cát Hải and Bạch Long Vỹ and one beach town of Đồ Sơn.

**Places of interests:** Sắt Market, Đồ Sơn Beach, Cát Bà Biosphere Reserve,...

**Đà Nẵng**

Đà Nẵng is a major port city in the South Central Coast of Viet Nam, on the coast of the South China Sea. Its estimated population is nearly 1,000,000. On the North is Viet Nam's former capital Huế, on the West and South is Quảng Nam and on the East is South China Sea. The city is 764 km south of Hà Nội and 964km north of Hồ Chí Minh City.

The city consists of 6 inner districts of Hải Châu, Thanh Khê, Sơn Trà, Ngũ Hành Sơn, Liên Chiểu, Cẩm Lệ and two outer districts of Hòa Vang and Hoàng Sa.

**Places of interests:** Bà Nà Resort, The Museum of Chăm Sculpture, Hòn Bridge,...

**Cần Thơ**

Cần Thơ is a city in Viet Nam with an estimated population of 1,121,000. It is the biggest city in the Mekong Delta. The city is located on the south bank of Hậu Giang, the bigger branch of Mekong River. It is approximately 160 kilometres from Hồ Chí Minh City.
It borders the provinces of An Giang, Hậu Giang, Kiên Giang, Vĩnh Long, and Đồng Tháp.

Can Tho City is divided into 4 inner districts of Ninh Kiều, Bình Thủy, Cái Răng, Ô Môn and 4 outer districts of Phong Điền, Cớ Đờ, Vĩnh Thạnh, Thốt Nhất.

Places of interests: Cần Thơ Museum, Cái Răng Floating Market, Bình Thủy Ancient House, ...

**PERIOD 3**

(Listening)

I. Aim

Listening for gist

II. Objectives

By the end of the lesson, Ss will be able to:
- know more about some countries in the Pacific Rim.
- improve listening skill through True or False exercise.

III. Materials

Textbook, whiteboard markers, cassette,…

IV. Anticipated problems

Ss may find it difficult to fill the gaps and listening to a speech at the same time.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
</table>
| 8’   | WARML-UP  
Crossword  
Countries and Nationalities  
Divide the class into two teams solving the crossword about countries in the Pacific Rim. T gives hints for each | Team work |
line. The team giving answering signal first will have the right to answer, if wrong, the other team will answer. For each right answer in across line, the team will get 5 marks, the one finding the correct answer for the down line will get 20 marks.

The team with higher mark will be the winner.

**Hints:**

1. The flag of this country has a red disc at the center.
2. This country is called the “Melting pot”. (abbreviated)
3. The people of the world’s biggest country in population.
4. This country’s female traditional costume is “Ao dai”.
5. The nationality of the people living in the Philippines.
6. A long but narrow country in South America.
7. This country has two official languages – English and French.
8. Alexander Pushkin is a citizen of this country.
9. This country's national emblem is a merlion.
10. Angkor Wat – a world's heritage – is in this country.

**Answers:**
1. Japan
2. USA
3. Chinese
4. Vietnam
5. Filipino
6. Chile
7. Canada
8. Russia
9. Singapore
10. Cambodia

*The key words to the crossword is PACIFIC RIM*

---

| **PRE-LISTENING** |
| 7’ **Pair work** |

Have Ss work in pairs asking and answering questions about some countries and people in the Pacific Rim.
Ask some pair to present their ideas in front of the class.
Call on some other Ss to comment.
Feedback and give the correct answers:

1. **Counties nearest the North Pole:** Canada, the USA (Alaska), Russia, Iceland, Norway, Finland, Denmark, and Sweden.
2. **Americans are fond of hamburgers and pumpkin pie.**
3. **Singapore has a merlion in its national emblem.**

**Vocabulary pre-teach**
diamond-shaped (adj): have the shape like an island (có hình một hòn đảo)
shipping route (n): a fixed way along which ships travel (hải trình)
pumpkin pie: a kind of pie with a large round vegetable with thick orange skin (bánh bí ngô)
emblem (n): a design or picture that presents a country or an organization (vật tượng trưng)
ranch (n): a large farm, especially in North America or Australia, where cows, horses, sheep, etc. are bred (trang trại)

Checking technique
Slap the board
Write or put the words on the board.
Have two Ss or two teams of Ss to stand at an equal distance from the board.
Call out one of the words in English in loud voice, the two Ss must run forward and slap the word on the board. The one who slaps the correct word first will be the winner. If Ss play in teams, the score will be added up and the winner is the team which has more score.

WHILE-LISTENING

7’
Task 1 - Table Completion
Ask Ss to listen to the tape once only to write down the names of the countries that the speakers belong to. Remind Ss to listen for gist only.
Play the tape once.
Call on some Ss to give the answers in front of the class.
Feedback and play the tape again to check the correct answers:

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Singapore</td>
</tr>
<tr>
<td>B</td>
<td>Canada</td>
</tr>
<tr>
<td>C</td>
<td>The United States</td>
</tr>
</tbody>
</table>
Task 2 - True or false
Let Ss read through all the statements once and provide support if necessary.
Ask Ss to listen to the tape and check the appropriate boxes to identify whether the statements are true or false and correct the false statements.
Play the tape more than once if necessary.
Call on some Ss to give the answers in front of the class.
Feedback and play the tape again to check and give correct answers:

<table>
<thead>
<tr>
<th>Speaker A</th>
<th>1. F - The country is a diamond-shape island.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. F - The country is in Southeast Asia.</td>
</tr>
<tr>
<td></td>
<td>3. T</td>
</tr>
<tr>
<td>Speaker B</td>
<td>4. F - The country is the second biggest in the world.</td>
</tr>
<tr>
<td></td>
<td>5. T</td>
</tr>
<tr>
<td></td>
<td>6. T</td>
</tr>
<tr>
<td>Speaker C</td>
<td>7. T</td>
</tr>
<tr>
<td></td>
<td>8. F - Most people live on farms, ranches, and in small towns.</td>
</tr>
<tr>
<td></td>
<td>9. F - Two popular sports are football and baseball.</td>
</tr>
</tbody>
</table>

Tapescript

Speaker A: Hi, everyone. I'm glad to meet you all. This is my country on the word map. It is a diamond-shaped island with surrounding small islands in Southeast Asia, and on the busy shipping routes connecting Europe to China. The people are multiracial, therefore the official languages are English, Malay, Chinese, and Tamil...
**Speaker B:** Hi, I’m from the second biggest country in the world in North America but the population is only 31 million. The country is so big that there is a variety of climates. Most people live in the south because the north is too cold – near the North Pole.

**Speaker C:** I come from a 50-state country with a multiracial population of almost 300 million, coming from all parts of the world. We have big cosmopolitan cities, but a large number of our people live on farms, ranches, and in small towns. Our popular sports are baseball, and football, played in our particular way...

### POST-LISTENING

**True or false repetition drill**

Read aloud 5 to 7 sentences about Singapore, Canada and the USA.

Have Ss listen to the sentences and repeat if they are true and stay silent if they are false.

If Ss break the rule, they will be losers.

Suggested sentences:

1. *Singapore has 50 states.*
2. *Canada has the population of only 31 million people.*
3. ......

### WRAPPING

Summarize the main points

Assign homework

---

**Supplements**

**Cloze test**

Fill in the gaps with the most suitable words.

*Singapore (1).......... of 63 islands, including the main (2).......... itself. There are two connections (3).......... Singapore to the Malaysian state of*
Johor – a man-made causeway known (4)…………… the Johor-Singapore Causeway to the North, crossing the Tebrau Straits, and Tuas Second Link, a bridge in the western part of Singapore (5)…………… connects to Johor. Jurong Island, Pulau Tekong, Pulau Ubin and Sentosa are (6)…………… largest of Singapore’s many smaller islands. The highest point of Singapore is Bukit Timah Hill, with a height of 166 metres. (538ft).

New words:
man-made (adj): nhân tạo
causeway (n): đường dấp

Answers:
1. consists 2. island 3. from
4. as 5. that 6. the

PERIOD 4
(Speaking)

I. Aim
Asking for and giving information

II. Objectives
By the end of the lesson, Ss will be able to ask for and give information with numbers.

III. Materials
Textbook, whiteboard markers…
Map of the world / the Pacific Rim

IV. Anticipated problems
Ss may have difficulty in using the right words/expressions to ask for and give numbers.
V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td>Jumbled Words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write the words whose letters are in a random order on the board. All the words are related to music.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Divide the class into groups of four. Ss from each group discuss to find out the correct words. The final work of each group is written down on a paper and submitted to the T. T reads aloud the result of each group. The group which gets more correct words and submits earlier will be the winner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ficcpai</td>
<td>pacific</td>
</tr>
<tr>
<td></td>
<td>mir</td>
<td>rim</td>
</tr>
<tr>
<td></td>
<td>teinotonc</td>
<td>continent</td>
</tr>
<tr>
<td></td>
<td>stevydris</td>
<td>diversity</td>
</tr>
<tr>
<td></td>
<td>nimsyamd</td>
<td>dynamism</td>
</tr>
<tr>
<td></td>
<td>retroilrati</td>
<td>territorial</td>
</tr>
<tr>
<td></td>
<td>ilaizutserdins</td>
<td>industrialize</td>
</tr>
<tr>
<td></td>
<td>Irady</td>
<td>dairy</td>
</tr>
<tr>
<td></td>
<td>dootfsfuf</td>
<td>foodstuff</td>
</tr>
<tr>
<td></td>
<td>ricalultaim</td>
<td>multiracial</td>
</tr>
<tr>
<td></td>
<td>Picbeuc</td>
<td>republic</td>
</tr>
<tr>
<td></td>
<td>efrien</td>
<td>refine</td>
</tr>
<tr>
<td></td>
<td>PRE-SPEAKING</td>
<td>Whole class</td>
</tr>
<tr>
<td>5’</td>
<td>Have Ss look at the map of the Pacific Rim on the board and locate the cities - Mexico City, Tokyo, Sydney, and Toronto.</td>
<td></td>
</tr>
</tbody>
</table>
Call on Ss to identify the locations.
Ask other Ss to comment.
Feedback and give the correct locations.
Note: T may ask Ss whether they know in which continent these cities lie.

<table>
<thead>
<tr>
<th>WHILE-SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20’</strong></td>
</tr>
<tr>
<td><strong>Group Discussion</strong></td>
</tr>
<tr>
<td>Let Ss look at the table listing information about the four cities in the text book.</td>
</tr>
<tr>
<td>Have Ss work in groups of four, using the information in the table to prepare a talk about these cities as in the example.</td>
</tr>
<tr>
<td><em>Hi, everyone. I would like to give you some information about (name of the country) and particularly, the biggest city (/ one of the biggest cities) of the country (name of the city). Well, the city and its surrounding area were founded in (year) with a total area of (number). At present, the city’s population is about (number) ...Thank you for your attention.</em></td>
</tr>
<tr>
<td>Call on the presenter of each group to make a short speech about one of the four cities.</td>
</tr>
<tr>
<td>Comment the speech work and give suggested speeches.</td>
</tr>
<tr>
<td><em>Note: T gives various speeches to make the writing more diverse.</em></td>
</tr>
<tr>
<td><strong>Mexico City:</strong> <em>Good morning everybody. I would like to introduce to you some features about Mexico and especially, the capital city of this country Mexico City. Well, the city and its surrounding area were founded in 1325. The whole area makes up the total area of 1,547 sq.km. The city’s current population is round 9,815,795. Thank you for listening.</em></td>
</tr>
</tbody>
</table>
**Tokyo:** Hello, everyone. It’s my pleasure today to give you brief information about Japan and its largest city – Tokyo. The city, together with the surrounding land was discovered in the 12th century. All make a total area of 2,180 sq.km. Its population is estimated to be 7,966,195 people. Thank you for your listening.

**Sydney:** Good morning, everyone. Thank you for giving me a chance to be here and talk to you about Australia and Sydney the most bustling city of the country. Sydney and its surrounding area were founded in 1788 with a total area of 1,580 sq.km. Sydney’s present population is 3,738,500. Thank you for your attention.

**Toronto:** Hi, everybody. I hope you enjoy today’s lesson. And now I would like to tell you briefly about Canada and the biggest city of this country – Toronto. This city and the surrounding land were founded in 1793, making a total area of 5,868 sq.km. And Toronto is now populated with 4,263,757 people.

<table>
<thead>
<tr>
<th>POST-SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Discussion</strong></td>
</tr>
<tr>
<td>Have Ss work in groups and collect information relating to their city/ province/ town for next week’s presentation.</td>
</tr>
<tr>
<td>Give an outline for Ss.</td>
</tr>
<tr>
<td>Suggested outline:</td>
</tr>
<tr>
<td>- <strong>Name of city/ province/ town</strong></td>
</tr>
<tr>
<td>- <strong>Location</strong></td>
</tr>
<tr>
<td>- <strong>Year of foundation</strong></td>
</tr>
<tr>
<td>- <strong>Area</strong></td>
</tr>
<tr>
<td>- <strong>Population</strong></td>
</tr>
<tr>
<td>- <strong>Typical features (education, economic, security, etc.)</strong></td>
</tr>
</tbody>
</table>

Group work
**Note:** In order to help Ss find the information more easily, T should provide Ss with the sources such as Atlas books, Vietnam Geography, provincial websites, Wikipedia, or advise Ss to call 1080 for help, etc.

<table>
<thead>
<tr>
<th>WRAPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3’</td>
</tr>
<tr>
<td>Summarize the main points.</td>
</tr>
<tr>
<td>Assign homework.</td>
</tr>
<tr>
<td>Whole class</td>
</tr>
</tbody>
</table>

**Supplements**

**Group Discussion**

Have Ss work in groups and discuss the topic: *Living in a multiracial community.*

---

**PERIOD 5 & 6**

**(Writing)**

**I. Aim**

Writing a Postcard

**II. Objectives**

By the end of the lesson, Ss will be able to:
- understand the form of writing a postcard.
- write a postcard to family, friends, and relatives …

**III. Materials**

Textbook, whiteboard markers…

**IV. Anticipated problems**

Ss may not be able to choose what information to put into the postcard.
## V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>15’</td>
<td><strong>WARM-UP</strong>&lt;br&gt;&lt;br&gt;<strong>Presentation</strong>&lt;br&gt;Have Ss stay in groups and rehearse their presentation about their city/province/town that they prepared last week.&lt;br&gt;Go round the class and provide help if necessary.&lt;br&gt;Each group appoints one person to be a member of the assessment team for the presentations. The team will assess the presenters’ work in such criteria as: content, fluency, confidence, eye contact and body gesture. The maximum mark for each criteria is 5.&lt;br&gt;Call on presenter of each group to make their speech.&lt;br&gt;Feedback by the assessment team. The one given the highest mark will be the best presenter.</td>
<td>Group work</td>
</tr>
<tr>
<td>15’</td>
<td><strong>PRE-WRITING</strong>&lt;br&gt;&lt;br&gt;<strong>Set the scene</strong>&lt;br&gt;<em>Every year, we have many vocations. During those times, we often take pictures of memorable sights. And in order to let other people know how we enjoy the trip, we often write a postcard enclosed with picture we took. And now we will study the writing of a postcard.</em>&lt;br&gt;&lt;br&gt;<strong>Introduction of the form of a postcard</strong>&lt;br&gt;Ask Ss to work in pairs or in groups: Read the postcard Call on some Ss to divide the message into main parts. Feedback and introduce the arrangement of a postcard.&lt;br&gt;1. Salutation&lt;br&gt;2. Body&lt;br&gt;• Describe your feeling. (<em>We are having a good time …</em>)</td>
<td>Whole class</td>
</tr>
</tbody>
</table>
• Describe the weather. (The weather is warm/cool ...)
• Describe the place. (Our hotel is about 100 meters from the beach, and it is very comfortable, etc.)
• Describe something you have done. (Yesterday, we swam and sunbathed all day ...)
• Arrange for the future. (Tomorrow, we will be visiting a fishing village ...)

3. Closing
• With love, Hoa

4. Signature

Ordering ideas
Have Ss look at the model and the ideas individually and rearrange the ideas in the appropriate orders so that it fits the model given.

Have Ss exchange their answers.

Call on some Ss to give the answer in front of the class.

Comment and provide the correct answer.

<table>
<thead>
<tr>
<th>1. Salutation</th>
<th>b. Dear Mary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Body</td>
<td></td>
</tr>
<tr>
<td>• Your feeling</td>
<td>c. We are having a wonderful time here in Vietnam.</td>
</tr>
<tr>
<td>• The weather</td>
<td>f. The weather is wonderful.</td>
</tr>
<tr>
<td>• The place</td>
<td>d. Our hotel is very near the beach.</td>
</tr>
<tr>
<td>• Things you have done</td>
<td>e. Yesterday we took a boat trip to a small island and spent the day lying on the beach exploring the island.</td>
</tr>
<tr>
<td>• Future plans</td>
<td>g. We are visiting a coastal village and enjoying seafood today.</td>
</tr>
</tbody>
</table>

3. Closing
a. See you soon

4. Signature
h. John.
Reveal more remarks on writing a postcard if necessary as follows:

**A) Some words to describe places, weather, feeling:**

- The place is quiet/ peaceful/ terrific/ attractive/ noisy/ busy/ crowded/ unattractive.
- The weather is nice/ fine/ warm/ pleasant/ cool/ splendid/ lousy/ awful/ cold.
- We are having a wonderful time here/ a good time here/ an awful time here, etc.

**B) Before entering Closing, Ss may use the following structure:**

- I’m happy/ anxious/ delighted/ pleased to hear from you soon.

**C) Use the appropriate verb tenses. For example:**

- We are having a good time here. / We are enjoying our vacation at ...., etc.
- Yesterday, we went to .../ swam .../ took a trip .../ visited ...., etc.
- We are visiting/ are going to visit/ will be visiting ...., etc.

---

**WHILE-Writing**

**Writing a postcard**

Let Ss work individually writing a postcard to an American pen pal to tell him about your trip to one of the places you visited: Sapa, Can Tho, Hue, Ho Chi Minh City, Da Lat and Ha Noi.

Go round the class and provide help if necessary.

Call on some Ss to read their work in front of the class.

Feedback and give suggested writing.

_Dear Jane,_

_We are having a wonderful time here in Sa Pa. The weather is cool and pleasant. Our hotel is on a hill..._
with beautiful scenery. Two days ago, we visited an ethnic village and talked to some local residents. People here are hospitable and friendly. We are going shopping today to buy some local products.

Love,

Ann

### POST-WRITING
15’
Call on some Ss to read their post cards aloud in front of the class.
Place special focus on intonation and stress and Ss read. Make necessary comments and corrections.
Note: This can be organized through a competition to find the person who has the most beautiful voice in the class.

### WRAPPING
5’
Summarize the main points
Assign homework

### Supplements

**Writing**

**Writing a postcard.**

Imagine that you are on a vocation to Singapore; write a postcard to you friends, base on the following information:

- **Weather**: tropical, temperature 25°C
- **The place**: the accommodation is very comfortable, a five-star hotel
- **Places visited**: round the city, the merton emblem
- **Plan to visit**: Singapore Botanic Gardens
PERIOD 7
(Language focus)

I. Aim

Using words about nationalities and languages
Revision of Comparison

II. Objectives

By the end of the lesson, Ss will be able to:
– form words showing nationalities and language(s) of some countries.
– review comparison structures.

III. Materials

Textbook, whiteboard markers …

IV. Anticipated problems

Ss may not know how to form words expressing nationalities and languages.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Wok arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td></td>
<td>Group work</td>
</tr>
<tr>
<td></td>
<td><strong>WARM-UP</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Matching</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Ss work in groups, match the name of the capital cities with their countries.</td>
<td></td>
</tr>
<tr>
<td>1. Australia</td>
<td>a. Beijing</td>
<td></td>
</tr>
<tr>
<td>2. Canada</td>
<td>b. Tokyo</td>
<td></td>
</tr>
<tr>
<td>3. China</td>
<td>c. Washington D.C</td>
<td></td>
</tr>
<tr>
<td>4. Japan</td>
<td>d. Seoul</td>
<td></td>
</tr>
<tr>
<td>5. Viet Nam</td>
<td>e. Canberra</td>
<td></td>
</tr>
<tr>
<td>6. Russian</td>
<td>f. Ottawa</td>
<td></td>
</tr>
<tr>
<td>7. The USA</td>
<td>g. Manila</td>
<td></td>
</tr>
<tr>
<td>8. South Korea</td>
<td>h. Wellington</td>
<td></td>
</tr>
<tr>
<td>9. Philippines</td>
<td>i. Ha Noi</td>
<td></td>
</tr>
<tr>
<td>10. New Zealand</td>
<td>j. Moscow</td>
<td></td>
</tr>
</tbody>
</table>

**Answers:**

1. e 2. f 3. a 4. b 5. i 6. j 7. c 8. d 9. g 10. h

**WORD STUDY**

**PRESENTATION 1**

**Countries, Nationalities, and Languages**

Introduce ways of forming the nationalities and language(s) from the names of countries.

In order to form the nationalities and language(s) of countries, we add some prefixes as follows:

- -an
- -ian
- -ese
- -ish

*Note: Some cases change in an irregular way.*

**Example:**

<table>
<thead>
<tr>
<th>Country</th>
<th>People</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
<td>American</td>
<td>English</td>
</tr>
<tr>
<td>Italy</td>
<td>Italian</td>
<td>Italian</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
<td>Chinese</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Vietnamese</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>England</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Have Ss work in pairs, complete the table with the correct capital cities, nationalities, and language(s) of the countries.

**Whole class**

**Pair work**

205
Call on some Ss to write their answers on the board. Check the exercise in front of the class as a whole. Give correct answers:

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital City</th>
<th>People</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Canberra</td>
<td>Australian</td>
<td>English</td>
</tr>
<tr>
<td>Canada</td>
<td>Ottawa</td>
<td>Canadian</td>
<td>English, French</td>
</tr>
<tr>
<td>Chile</td>
<td>Santiago</td>
<td>Chilean</td>
<td>Spanish</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Jakarta</td>
<td>Indonesian</td>
<td>Indonesian</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Wellington</td>
<td>New Zealander</td>
<td>English</td>
</tr>
<tr>
<td>Peru</td>
<td>Lima</td>
<td>Peruvian</td>
<td>Spanish</td>
</tr>
<tr>
<td>The Philippines</td>
<td>Manila</td>
<td>Filipino</td>
<td>English, Tagalog</td>
</tr>
<tr>
<td>Singapore</td>
<td>Singapore</td>
<td>Singaporean</td>
<td>Malay, English, Chinese, Tamil</td>
</tr>
<tr>
<td>Thailand</td>
<td>Bangkok</td>
<td>Thai</td>
<td>Thai</td>
</tr>
<tr>
<td>The United States</td>
<td>Washington, D.C</td>
<td>American</td>
<td>English</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>Ha Noi</td>
<td>Vietnamese</td>
<td>Vietnamese</td>
</tr>
</tbody>
</table>

**PRACTICE 2**

Let Ss work individually and complete the sentences with the appropriate words from the table above. Call on some Ss to read the full sentences aloud in front of the class. Feedback and give correct answers.

1. Japanese, Japanese
2. Australia, English
3. Malaysian, Malay
4. Canada, French
5. The Philippines, Filipinos
6. Singapore
7. Thai
8. The United States, English
9. New Zealand, English

GRAMMAR

PRESENTATION 2

Review of comparison
Comparison indicates degrees of difference with adjectives and adverbs, and may be equal or unequal.

1. Equal comparisons
Form:
\[ S + V + \text{as} + \text{adj/adv} + \text{as} + \text{noun/pronoun} \]

Example:
He is not as tall as his father
OR
He is not so tall as his father.

2. Unequal comparisons
Form:
\[ S + V + \text{adjective} + \text{er} \]
\[ \text{adverb} + \text{er} \]
\[ \text{more} + \text{adj/adv} \]
\[ \text{less} + \text{adj/adv} \]
+ than + noun/pronoun

Example:
Today is hotter than yesterday.
He speaks Spanish more fluently than I.
This chair is less comfortable than the other.

2. **Superlatives**

**Form:**

\[ S + V + \text{the} + \text{most} + \text{adj} + N. \]
\[ S + V + \text{the} + \text{most} + \text{adv}. \]

**Example:**

*Hoa is the most intelligent student in my class.*

*Lan sings the most beautifully among the contestants.*

### PRACTICE 3

**5’**

Ask Ss to do exercise a): *Using the correct degree of comparison of adjectives to express a tourist’s opinions about the cities he has visited.*

Go round the class and provide help when necessary.

Gather some sentences which contain typical mistakes and correct them in front of the class if there is. Otherwise call on some Ss to give the answers.

Provide correct answers:

1. more interesting  
2. most  
3. as  
4. hottest

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

Comment on Ss’ work.

### PRACTICE 4

**5’**

Have Ss reread the information about the four cities Tokyo, Mexico City, Sydney and Toronto on page 194 of the text book and write sentences comparing their history, area, and population as the following examples:

*Tokyo*

– *Tokyo has a longer history than Mexico City because it was founded in the twelfth century*
while the latter was founded in 1325.

- Tokyo is larger than Mexico City because its area is 2,180 sq. km while the latter's is 1,547 sq. km.
- Tokyo is not so densely populated as Mexico City because its population is 7,966,195 while the latter's is 9,815,795.

**Mexico City**

- Mexico City has a shorter history than Tokyo because it was founded in 1325 while the latter was founded in the twelfth century.
- Mexico City is smaller than Tokyo because its area is 1,547 sq. km while the latter's is 2,180 sq. km.
- Mexico City is more densely populated than Tokyo because its population is 9,815,795 while the latter's is 7,966,195.

Go round the class and give support if necessary.
Ask Ss to crosscheck their work.
Unit 16
HISTORICAL PLACES

PERIOD 1 & 2
(Reading)

I. Aim
Reading a passage about historical sites

II. Objectives
By the end of the lesson, Ss will be able to:
- have some background information about one of the most culture-rich country.
- improve reading skill through exercises such as Titling, Finding synonyms, and Answering Questions.

III. Materials
Textbook, whiteboard markers …

IV. Anticipated problems
Ss may have difficulty in understanding some difficult words in the reading.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
</table>
| 10’  | **WARM-UP**
Matching
Have Ss look at the pictures in the book.
Ask Ss to work in pairs and match the pictures with the name of the countries they belong to. | Pair work |
Call on some Ss to give the answers in front of the class. Feedback and give correct answers.

1. d  2. b  3. a  4. c

### PRE-READING

**Vocabulary pre-teach**

- **base (n):** *the main place where you live or stay or where a business operates from* (căn cứ)
- **imperial (adj):** *connected with an empire* (thuộc hoàng đế, đế quốc)
- **emperor (n):** *the ruler of an empire* (hoàng đế)
- **Buddhist (n):** *connected with an Asian religion base on the teaching of Gautama Siddhartha (or Buddha)* (tin đạo Phật)
- **temple (n):** *a building used for the worship of a god or gods, especially in religious other than Christianity* (đền)
- **shrine (n):** *a place where people come to worship because it is connected with a holy person or event* (lăng mộ)
- **palace (n):** *the official home of a king, queen, president, etc.* (lâu đài, cung điện)
- **fabulous (adj):** *extremely good, very great* (thần thoại, khó tin, phong đài)
- **enthronement (n):** *(king, queen or important member of a Church) the act of sitting on a throne in a ceremony to mark the beginning of their rule* (sự tôn lên ngôi, đăng quang)
- **basin (n):** *an area of land round a large river with streams running down into it* (lườn vực, chổ chúng lòng chảo, bè, bồn)
- **retain (v):** *to keep sth, to continue to have sth* (giữ lại)
- **highlight (n):** *the best, most interesting or most exciting*
**part of sth** (chỗ nổi bật nhất, đẹp nhất)

**Checking technique**

**Rub out and remember**
Write all the new words on the board in two columns: English and Vietnamese equivalents.
Rub out all the words in English column and ask Ss to look at the Vietnamese column to write down or read aloud the rubbed ones.

**WHILE-READING**

**Set the scene**

*As the standard of living is raised, people tend to pay more attention to means of entertainment. And tourism has become one of the fastest growing industries for the above reason. We don’t just want to stay at home to enjoy life, but also want to travel to different places in the world to eye attractive sight-seeing. In our lesson today, we will learn about some famous historical places in the world.*

**Task 1 - Choosing the best title**
Have Ss read the text individually and work in pair to choose the best title for the text.
Call on some Ss to give the most appropriate title for the passage and give reasons for their choice.
Feed back and provide the correct answer.

*Ancient Capitals of Japan*

**Task 2 - Finding the words**
Ask Ss to work in pair, read the text again more carefully and find the words and expressions with the meanings in the book.

*Note:* Ss may find it difficult to find the words in the long text. Ts are advised to help Ss by giving them the location of the words / telling them the paragraphs in
which the words appear.
Call on some Ss to write their answers on the board.
Check the exercise in front of the class as a whole.
Give the correct answers.

1. fabulous  4. maintenance
2. establishment  5. properties
3. enthronement  6. flourish

**Task 3 - Answering Questions**
Have Ss read through the questions in the book to see if there is anything unclear about them.
Let Ss read the text again and answer the questions individually.
Ask Ss to exchange their answers.
Call on some Ss to read their answers aloud in front of the class.
Comment and make necessary corrections.
Give the correct answers:

1. Because it was the capital of Japan for over a thousand years.
2. Because its colorful festivals, many ceremonies related to important state events in the past are regularly held in Kyoto.
3. Yes, it has. The historical sites in Kyoto have been properly protected and preserved because the Japanese government recognizes the need to protect its invaluable properties.
4. 84 years.
5. Nara’s rich history and the atmosphere of an ancient Japan.

**POST-READING**

**Group Discussion**
Have Ss work in groups and discuss the topic:

*Talk about what you know about Hue, the former capital of Vietnam.*

Go round the class and provide help when necessary.

Ask group leaders or presenters to give talks about Hue.

Comment and give suggested passage:

**The Cultural Heritage of Hue**

Hue is one of the few ancient capital city of the world that maintains today a cultural heritage of national and international importance. On making Hue capital of Vietnam early in the 19th century, the Nguyen Dynasty (1802 – 1945) had constructed here a complete urban complex in which the Perfume River took a vital role.

Pagodas and houses with gardens are part of the specific architecture of this representative Oriental city.

All types of monuments of Hue are in sublime harmony with nature.

The ancient capital city also has a museum, known as the Hue Museum of Royal Fine Arts, which displays and preserve thousands of antiquities from the Nguyen times.

Both life and landscape here are poetical, bringing self-confidence and worrylessness to everybody. It is Hue that was valuated in 1981 by Mr. Amadou-Mahtar-M'Bow, the then Director General of UNESCO as “a masterpiece of urban poetry”.

<table>
<thead>
<tr>
<th>WRAPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
</tr>
<tr>
<td>Summarize the main points.</td>
</tr>
<tr>
<td>Assign homework.</td>
</tr>
</tbody>
</table>

Whole class
Supplements

Reading

Further reading about Vietnamese Historical Places.

My Son Sanctuary

Between the 4th and 13th centuries a unique culture which owed its spiritual origins to Indian Hinduism developed on the coast of contemporary Viet Nam. This is graphically illustrated by the remains of a series of impressive tower-temples located in a dramatic site that was the religious and political capital of the Champa Kingdom for most of its existence.

Ha Long Bay

Ha Long Bay, in the Gulf of Tonkin, includes some 1,600 islands and islets, forming a spectacular seascape of limestone pillars. Because of their precipitous nature, most of the islands are uninhabited and unaffected by a human presence. The site's outstanding scenic beauty is complemented by its great biological interest.

Phong Nha-Ke Bang National Park

The karst formation of Phong Nha-Ke Bang National Park has evolved since the Palaeozoic (some 400 million years ago) and so is the oldest major karst area in Asia. Subject to massive tectonic changes, the park’s karst landscape is extremely complex with many geomorphic features of considerable significance. The vast area, extending to the border of the Lao People’s Democratic Republic, contains spectacular formations including 65 km of caves and underground rivers.
Complex of Hue Monuments

Established as the capital of unified Viet Nam in 1802, Hue was not only the political but also the cultural and religious centre under the Nguyen dynasty until 1945. The Perfume River winds its way through the Capital City, the Imperial City, the Forbidden Purple City and the Inner City, giving this unique feudal capital a setting of great natural beauty.

Hoi An Ancient Town

Hoi An Ancient Town is an exceptionally well-preserved example of a South-East Asian trading port dating from the 15th to the 19th century. Its buildings and its street plan reflect the influences, both indigenous and foreign, that have combined to produce this unique heritage site.

PERIOD 3
(Listening)

I. Aim

Listening to an introduction of a tour guide about features of a historical site

II. Objectives

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

– have background information about certain aspect of a historical site.
– understand spoken language given by a tour guide.

III. Materials

Textbook, whiteboard markers, cassette,…

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IV. Anticipated problems

Ss may find it difficult to get the right information due to spoken language.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7’</td>
<td><strong>WARM-UP</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sentence Race</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Prepare a list of reviewed words about historical sites such as: <em>imperial, Buddhist, temple, etc.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Write each word on two small pieces of paper. That means writing the word twice, once on each paper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Organize the pieces like bundles, 2 bundles, 2 sets of identical words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Divide the class into 2 teams. Have them make creative team names.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Distribute each list of words to both teams. Every student on each team should have a paper. Both teams have the same words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. When T calls a word, 2 students should stand up, one from each team. The students must then run to the board and race to write a sentence using their words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The winner is the one with a correct and clearly written sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team work</td>
<td></td>
</tr>
<tr>
<td>5’</td>
<td><strong>PRE-LISTENING</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Matching</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Ss look at the pictures and work in pair to match the words / phrases with the corresponding pictures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T may also ask Ss what all these pictures are about.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pair work</td>
<td></td>
</tr>
</tbody>
</table>
Call on some Ss to give their answers. Feedback and give correct answers.

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

All the pictures are about the former capital city of Vietnam under the Nguyen Dynasty: Hue Citadel.

**Vocabulary pre-teach:**

mandarin (n): *a powerful official of high rank, especially in the civil service* (quản lý)

artisan (n): *a person who does skilled work, making things with their hands* (thợ thủ công)

handicraft (n): *activities such as sewing and weaving that use skill with your hands and artistic ability to make things* (nghề thủ công)

tomb (n): *a large grave, especially one built of stone above or below the ground* (lăng mộ)

court music: *music played for kings and queens* (nhạc cung đình)

tricycle (n): *a vehicle similar to a bicycle, but with one wheel at the front and two at the back* (xe đạp ba bánh)

horseback (n): *sitting on a horse* (cưỡi ngựa)

**Checking technique**

*Ordering vocabulary*

Write all the new words on the board. Make sentences which contain the words randomly.

Read the sentences aloud.

Ask Ss to write down the words they hear in order 1, 2, 3, …

<table>
<thead>
<tr>
<th>WHILE-LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1 - Choosing the appropriate answer</strong></td>
</tr>
<tr>
<td>Have Ss look through the questions and guess what the answers will be.</td>
</tr>
</tbody>
</table>
Go round the class and provide help when necessary.
Tell Ss to listen to the tape and complete the sentences by choosing the best answers according to information about transportation in Hue given by the tour guide.
Play the tape more than once if necessary.
Call on some Ss to read the full sentences aloud in front of the class.
Play the tape again and check the exercise for the whole class.
Give correct answers:
1. D
2. C
3. C
4. A
5. B

Task 2 - Answering Questions
Let Ss read the questions about some attraction features of Hue and make sure that the Ss understand all the questions.
Ask Ss to listen to the tape and get information to give short answers to the questions.
Play the tape several times when necessary.
Call on some Ss to write the answers on the board.
Check the answers and make necessary correction in front of the class as a whole.
Give the correct answers.
1. 143 years.
2. Yes, they are.
3. On the Perfume River.
4. Hue’s traditional dishes served in restaurants featuring court music.
5. Skillful handicraft works.
<table>
<thead>
<tr>
<th>Tapescript</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Transportation in Hue</strong></td>
</tr>
<tr>
<td>Ladies and gentlemen,</td>
</tr>
<tr>
<td>You're at Phu Bai Airport, er ..., about 14 kilometers south of the center of Hue. This bus will take you to your hotel right now. Late today, you'll travel by cyclo to the Royal Citadel and the Forbidden Purple City. You know, ... While you stay in Hue, besides visiting various tourist attractions by bus, you can arrange boat tours on the Perfume River ... with the cost of round five US dollars per person. And ... you may want to have some information about the flights and trains to Ha Noi and Ho Chi Minh City. Well, Hue is only 660-...Six hundred and sixty - kilometers from Ha Noi and 1,080 - ... one thousand and eighty – kilometers from Ho Chi Minh City. Viet Nam Airlines has daily flight connections between Ha Noi and Hue and between Hue and Ho Chi Minh City ... If you want to take a train, there are Thong Nhat Express Trains with daily stops in Hue ...</td>
</tr>
<tr>
<td><strong>2) Attraction features</strong></td>
</tr>
<tr>
<td>We're glad to have you here in Hue - Viet Nam's well-known ancient, ... very old capital. You'll see a variety of architectural works that reflect the life of the royal family and mandarins under the Nguyen Dynasty, which ... lasted 143 years. Then ... we'll take you to the banks of Perfume River to visit Thien Mu Pagoda ... a very old pagoda, built in 1601 ..., and then you'll see some royal tombs. Hope you'll enjoy the day. And er ... this evening, you can try some special traditional dishes of Hue while listening to court music. Tomorrow, you'll go to a local village to see some handicrafts made skilled artisans.</td>
</tr>
</tbody>
</table>
### Supplement

**Reading**

**Reading about Hue.**

_Huế_ is the former modern capital of _Viet Nam_. It is well known for its monuments and architecture. It is the capital city of _Thừa Thiên Huế_ province. Its population stands at about 340,000 people.

The city is located in central Vietnam on the banks of the _Sông Hương_ (Hương River), just a few miles west of the _South China Sea_. It is about 540 km south of the national capital of _Hà Nội_ and about 644 km north of _Hồ Chí Minh City_, the country's largest city.

On the north side of the river is the Citadel, the centre of the historic city. Most of Huế's important monuments, temples, and _pagodas_ are found in this area. The south side of the river is newer, and contains most of the city's business and residential areas.

_Huế_'s most outstanding attractions are the royal citadel, an imperial city and the emperor's tombs.

_Huế_'s complex of monuments is listed among the _UNESCO's_ World Heritage Sites.
PERIOD 4
(Speaking)

I. Aim
Asking for and giving explanations of an event

II. Objectives
By the end of the lesson, Ss will be able to explain how an event happens.

III. Materials
Textbook, whiteboard markers …

IV. Anticipated problems
Ss may have difficulty in using expression of explanations.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
</tbody>
</table>

**Matching**

Divide the class into groups of four. Ask Ss to match the name of historical and cultural sites with the countries they belong to.

<table>
<thead>
<tr>
<th>Places</th>
<th>Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Great wall</td>
<td>a. Cambodia</td>
</tr>
<tr>
<td>2. Pyramid</td>
<td>b. France</td>
</tr>
<tr>
<td>3. The Statue of Liberty</td>
<td>c. China</td>
</tr>
<tr>
<td>4. Angkor</td>
<td>d. Viet Nam</td>
</tr>
<tr>
<td>5. The Effein Tower</td>
<td>e. Egypt</td>
</tr>
<tr>
<td>6. Hoi An Ancient Town</td>
<td>f. The USA</td>
</tr>
</tbody>
</table>

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| Gather ideas and give correct answers: |  |
|---|---|---|
| 1. c | 2. e | 3. f |
| 4. a | 5. b | 6. d |

**PRE-SPEAKING**

10’ Have Ss work in groups of four answering the following questions about Hoi An Ancient Town:

1. *Where is it located?*

2. *Why does it attract many Vietnamese and international tourists?*

3. *Why is it called an ancient town?*

Call on some Ss to give answers.

Feedback and give the correct answers:

1. *It is in Central Viet Nam, in Quang Nam Province.*

2. *Because it still keeps many features of an old town, which is now a World Cultural Heritage Site.*

3. *Because it was built a very long time ago, round the 16th century.*

**Structure introduction**

In order to give explanation of an event, we use the following expressions:

- *It is famous because ...*
- *It is famous for ...*
- *It was one of the major ...*
- *It used to be ...*
- *Since it is ..., it has attracted ...*
- *It is well-preserved so that ...*

**Example:**

- *Hoi An Ancient Town is famous for its ancient architecture.*
- The Great Wall was one of the major achievements of the greatest emperor in the history of China.
- Court Music used to be enjoyed by the royal family.

Have Ss further practice the structures with more examples.
Call on some Ss to write their sentences on the board.
Check the sentences and make necessary corrections in front of the class as a whole.

<table>
<thead>
<tr>
<th>WHILE-SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1 - Talking about Hoi An Ancient Town</strong></td>
</tr>
<tr>
<td>Have Ss work in groups of four, talk about Hoi An Ancient Town basing on the facts and figures given, as in the following examples:</td>
</tr>
<tr>
<td><strong>A:</strong> Is Hoi An very close to Da Nang?</td>
</tr>
<tr>
<td><strong>B:</strong> Er ... about 30 km south of Da Nang.</td>
</tr>
<tr>
<td><strong>C:</strong> Why is it called an ancient town?</td>
</tr>
<tr>
<td><strong>B:</strong> Well, because ... it was built very long ago, um ... round the 16th century.</td>
</tr>
<tr>
<td><strong>D:</strong> ...</td>
</tr>
<tr>
<td>Go round the class and provide support when necessary.</td>
</tr>
<tr>
<td>Call on some Ss to talk about Hoi An in front of the class.</td>
</tr>
<tr>
<td>Ask other Ss to comment on the work done by the speakers.</td>
</tr>
<tr>
<td>Feedback and give suggestion for the talk.</td>
</tr>
<tr>
<td><strong>A:</strong> Where’s Hoi An Ancient Town located?</td>
</tr>
<tr>
<td><strong>B:</strong> It is in Central Viet Nam, about 30 km south of Da Nang.</td>
</tr>
<tr>
<td><strong>C:</strong> What made it an important part of Viet Nam?</td>
</tr>
<tr>
<td><strong>D:</strong> Well, it used to be Viet Nam’s major seaport.</td>
</tr>
</tbody>
</table>
A: Really? When was that?
B: In the 16th, 17th, and 18th centuries.
C: What makes it an attractive town now?
D: It has the features of an old seaport. The streets round the town are very narrow, and they are lined with low tiled-roof houses or moss-walled buildings.
B: And there are old pagodas and other places of worship bearing Japanese and Chinese cultures.

<table>
<thead>
<tr>
<th>POST-SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10’</strong></td>
</tr>
<tr>
<td><strong>Talking about historical/cultural events</strong></td>
</tr>
<tr>
<td>Ask Ss to work in pairs and talk about the historical or cultural event(s) that you know well.</td>
</tr>
<tr>
<td>Give an outline about events to help Ss build an effective talk.</td>
</tr>
<tr>
<td><em>Note:</em> Ss’ answers may vary due to their hometown’s history and culture. Encourage Ss to talk about the events that they know well or they took part in.</td>
</tr>
<tr>
<td>Suggested events:</td>
</tr>
<tr>
<td>1. Chu Dong Tu Festival</td>
</tr>
<tr>
<td>2. Giong Festival</td>
</tr>
<tr>
<td>3. Quan Ho singing Festival</td>
</tr>
<tr>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td><strong>Chu Dong Tu Festival</strong></td>
</tr>
<tr>
<td><em>The festival is held every year at the temple from February 10 to 13 on the lunar calendar. What underlies the festival is a legend associated with the development of new settlements, rural and urban, in Vietnam. It also marks spring merry-making in an area of the Red River Delta.</em></td>
</tr>
<tr>
<td><em>The festival starts with the &quot;Water Procession&quot;, which is preceded by a golden dragon, a big number of flags</em></td>
</tr>
</tbody>
</table>
and parasols and a palanquin carrying a profusely decorated stick and conical hat - the two magic articles bestowed on Chu Dong Tu by Lord Buddha. Then come the three palanquins containing the tablets of Chu Dong Tu, his wife, Tien Dung, and the Lord Buddha.

The ceremony is followed by a dance performance by a group of 13 to 14 year-old girls, wearing traditional colored dresses and turbans.

<table>
<thead>
<tr>
<th>WRAPPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
</tr>
<tr>
<td>Summary the main points</td>
</tr>
<tr>
<td>Assign homework</td>
</tr>
</tbody>
</table>

Supplements

**Exercise**

Fill in the gaps with one suitable word.

**Statue of Liberty History**

The Statue of Liberty National Monument officially celebrated her 100th birthday on October 28, 1986. The ...(1)... of France gave the Statue to the people of the United States over one hundred years ...(2)... in ...(3)... of the friendship established ...(4)... the American Revolution. Over the years, the Statue of Liberty has grown to include freedom and democracy as ...(5)... as this international friendship.

**Answers:**

1. people
2. ago
3. recognition
4. during
5. well

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PERIOD 5 & 6  
(Writing)

I. Aim

Describing information given in a table

II. Objectives

By the end of the lesson, Ss will be able to:
– understand information given in table.
– write a description.

III. Materials

Textbook, whiteboard markers …

IV. Anticipated problems

Ss may not be able to use the correct structures in writing a description.

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Work arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td><strong>WARM-UP</strong></td>
<td>Group work</td>
</tr>
</tbody>
</table>

**Jumbled Words**
Write the words whose letters are in a random order on the board. All the words are related to music.
Divide the class into groups of four and have them discuss to find out the correct words. The final work of each group is written down on a paper and submitted to the T. T reads aloud the result of each group. The group which gets more correct words and submits earlier will be the winner.
<table>
<thead>
<tr>
<th>loyar</th>
<th>Royal</th>
</tr>
</thead>
<tbody>
<tr>
<td>sitarna</td>
<td>artisan</td>
</tr>
<tr>
<td>colyc</td>
<td>cyclo</td>
</tr>
<tr>
<td>bomt</td>
<td>tomb</td>
</tr>
<tr>
<td>ceclyirt</td>
<td>tricycle</td>
</tr>
<tr>
<td>serhackbo</td>
<td>horseback</td>
</tr>
<tr>
<td>rutoc sunci</td>
<td>court music</td>
</tr>
</tbody>
</table>

**PRE-WRITING**

**Pair work**

Ask Ss to work in pairs, talk about their neighborhood or hometown as in the following example:

*I live in a small ... It's a ... community of about one thousand inhabitants ... People work hard here, and they ...*

Call some pairs to give a small talk in front of the class.

Comment and give suggested talk.

*I live in a small village about 40 km north of Da Nang. It's a small community of about one thousand inhabitants. Most of the people in my village are farmers who own small farms. They live on their farm produce. My parents own an orange orchard. There are tombs of my grandparents in the orchard.*

**WHILE-WRITING**

Have Ss look at the table with information about the two cities: Ha Noi and Ho Chi Minh City. Make clear of all the points for Ss so that they understand all the information.
Remind Ss of the structures and verb tenses to be used in the description.

1. **Name:** ... was named ...

2. **Foundation:** It was founded in ... by ...

3. **Population:** ... with a population of ... / the city (town) is populated with ... people.

4. **Features:** It is an important .../ It played an important role / It is (was) famous for ...

Ask Ss to work individually and choose one topic in the book to write a description of Hanoi or Ho Chi Minh City base on the information given in the table.

Go round the class and collect students’ typical writings.

Comment and make necessary corrections to the writing in front of the class as a whole.

Suggested writing:

1) **Ha Noi**

In 1010, Ha Noi was named Thang Long by King Ly Thai To – its founder. Thanks to its strategic location at the heart of the Red River Delta, Ha Noi has been developed greatly. Now it is into an important political, economic, and cultural center of Viet Nam with the population of about 4 million. The site of the Old Citadel in Ha Noi is an important historical vestige. Hanoi also witnessed the starting of the August Revolution. Visitors to Ha Noi are attracted to the Old Citadel, Ba Dinh Square, Tran Quoc Pagoda, West Lake, and many other places.

2) **Ho Chi Minh City**

Ho Chi Minh City’s original name was Saigon, which was founded in 1698 by Nguyen Huu Canh. Located on a large bend of the Saigon River, the city has advantages of not only road traffic but also waterway with Nha Rong Port. Though a newly-born city, Ho Chi Minh City’s buildings and people’s lifestyle reflect a variety of cultures namely
Vietnamese, Chinese and Western ones. With diverse cultures, Ho Chi Minh City is a real economic and cultural center of Vietnam, which can be called a cosmopolitan city. Among the city’s attraction places are Ben Thanh Market, Chinatown and Ho Chi Minh Museum.

**POST-WRITING**

Comparing Ha Noi and Ho Chi Minh city
Have Ss work in groups and compare the two cities: Ha Noi and Ho Chi Minh city.
Encourage Ss to have interesting and smart comparisons between the two cities.
Call on some Ss to give a small talk in front of the class.
Make necessary comments and corrections.

**WRAPPING**

Summarize the main points
Assign homework.

**Supplements**

**Exercise**

Give the correct form of the words in parentheses.

1. If *(experiment)* tests go well, we’ll place substantial orders.
2. We have no *(history)* evidence for it.
3. I like listening to *(music)* the most.
4. The *(origin)* painting is in Madrid.
5. He is going to work in the field of *(politic)*.

**Answers:**

1. experimental  |  2. historical  
2. music         |  3. original    
5. politics
PERIOD 7 & 8  
(Language Focus)

I. Aim

Using adjectives ending with -al and -ical
Revision of the use of Although and Even though, But and In spite of

II. Objectives

By the end of the lesson, Ss will be able to:
– form adjectives ending with –al and –ical and use them appropriately.
– understand and use structures with Although, Even though, But and In spite of.

III. Materials

Textbook, whiteboard markers,…

IV. Anticipated problems

Ss may not know which adjective ends with –al, which ends with –ical and get confused in using the structures: Although and Even though; But and In spite of

V. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Steps</th>
<th>Wok arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>WARM-UP</td>
<td>Group work</td>
</tr>
</tbody>
</table>

**Categorizing**
Give out names of places in Ha Noi and Ho Chi Minh City.
Ask Ss to work in groups to put them into the right column: Ha Noi and Ho Chi Minh City.
Examples of words:
WORD STUDY

PRESENTATION 1

Prefix -al and -ical of adjectives

-al is added to nouns to describe something connected/related to the things that the nouns express.

Example:
Environmental problems = problems relating to environment

-ical is usually added to nouns ending with y.

Example:
History (n) → Historical (adj)

PRACTICE 1

Have Ss work in groups, write the adjectives from the nouns in the box.
Let Ss volunteer to write their answers on the board.
Check and make necessary corrections.

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>royalty</td>
<td>royal</td>
</tr>
<tr>
<td>architecture</td>
<td>architectural</td>
</tr>
<tr>
<td>coast</td>
<td>coastal</td>
</tr>
<tr>
<td>history</td>
<td>historical</td>
</tr>
<tr>
<td>culture</td>
<td>cultural</td>
</tr>
<tr>
<td>center</td>
<td>central</td>
</tr>
</tbody>
</table>
Ask Ss to fill in the gaps in the dialog with the adjectives formed. Call on some Ss to read the full sentences aloud in front of the class. Feedback and give correct answers:

1. coastal  
2. royal  
3. cultural  
4. architectural  
5. historical

| 10’ | GRAMMAR  
PRESENTATION 2  
Use of “The” with geographical names  
Review the use of article The with geographical names. Have Ss look at the table showing the use of The and ask Ss to make more examples.  
(Refer to Language Focus of Unit 13) |
| Whole class |

| 10’ | PRACTICE 2  
Ask Ss to do exercise a) and: Fill in the gaps with The where necessary. Call on some Ss to give their answers. Feed back and give correct answers:  
1. the  2. the  3. zero  4. zero  5. the  6. the  7. zero  8. zero  9. zero  10. zero |
| Individual work |

| 10’ | PRACTICE 3  
Have Ss look at the words given in exercise b) and ask them to write complete sentences as in the example:  
We take / boat trip / along / the Red River / last week.  
→ We took a boat trip along the Red River last week. Call on some Ss to write their sentences on the board. Let other Ss crosscheck their answers. |
| Pair work |
Check the sentences on the board and make necessary corrections in front of the class as a whole.

Give correct answers:

1. **The** Nile flows through Egypt.
2. Washington, D. C. is the capital of **the** United States.
3. Ha Noi is the capital of **the** Socialist Republic of Viet Nam.
4. **The** Netherlands is in Europe.
5. **The** Alps every winter.
6. Jack goes skiing in **the** Alps every winter.
7. There were tidal waves on **the** south Coast of **the** Pacific Ocean last year.

<table>
<thead>
<tr>
<th>PRESENTATION 3</th>
<th>Whole class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15’</strong></td>
<td></td>
</tr>
<tr>
<td>Although / Even though / Though or But and In spite of</td>
<td></td>
</tr>
<tr>
<td>Introduction to use of Although / Even though or But and In spite of.</td>
<td></td>
</tr>
<tr>
<td><strong>1. Although / Even though / Though</strong></td>
<td></td>
</tr>
<tr>
<td>These are called subordinate conjunctions which are used to connect two clauses to indicate concession.</td>
<td></td>
</tr>
<tr>
<td>Although</td>
<td>+ S + V + ...</td>
</tr>
<tr>
<td>Though</td>
<td></td>
</tr>
<tr>
<td>Even though</td>
<td></td>
</tr>
<tr>
<td><strong>2. But / In spite of</strong></td>
<td></td>
</tr>
<tr>
<td>Both are used to indicate concession, however, But can connect two clauses whereas In spite of is placed before Noun / Noun phrase only.</td>
<td></td>
</tr>
<tr>
<td>Clause</td>
<td>+ but + clause</td>
</tr>
<tr>
<td>In spite of + Noun / Noun phrase</td>
<td>+ clause</td>
</tr>
</tbody>
</table>
Examples:

- *Although / Even though* the official name of the capital was *Heijo-kyo*, it was called the Capital of Nara because of its location.

- *The official name of the capital was Heijo-kyo, but* it was called the Capital of Nara because of its location.

- *In spite of* its official name – Heijo-kyo – it was called the Capital of Nara because of its location.

### PRACTICE 3

10’

Have Ss read the passage carefully and fill in the blanks with *although / even though, but or in spite of.*

Call on some Ss to give their answers.

Feedback and give the correct answers.

1. *although / even though*
2. *in spite of / despite*
3. *but*
4. *although / even though*

### PRACTICE 4

10’

Ask Ss to work individually and join each pair of sentences with the word(s) in parentheses.

Go round the class and provide help when necessary.

Call on some Ss to write their sentences on the board.

Ask other Ss to cross check their answers.

Check the sentences on the board in front of the class as a whole.

Give the correct answers:

1. *We took that package tour despite its high cost.*
2. *We couldn’t get tickets to the Old Citadel even*
3. Although many parts of the Old Citadel were destroyed, archeologists could find valuable relics.
4. In spite of feeling tired, we went on exploring Hoi An Ancient Town.
5. Even though the sign was right in front of him, he didn’t notice it.
6. Despite being old, the house looks very attractive.
7. In spite of the heavy traffic, we could get to the airports in time for our flight home.
CONSORTIATION 4
Unit 13 - 16

Answers to consolidation 4

LISTENING COMPREHENSION

a)

1. mountains; big cities
2. eleven
3. largest; the United States
4. The Big Apple

b)

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

Tapescript

a)

New York is a state of mountains, seashore, and big cities. Camping and fishing are popular in the scenic Finger Lakes region. Eleven lakes are shaped like outstretched fingers. In 1626, the Manhattan Indians sold the island of Manhattan to Dutch settlers for 24 dollars. Today Manhattan is part of New York City. New York City is a major port, a leading center of business and culture and the largest city in the United States. It was named “The Big Apple” by jazz musicians in the 1920s. Visitors can take a boat ride to Liberty Island to see the Statue of Liberty.

b)

1.

Man: What’s New York like?
Woman: It’s hot in the summer, cold in the winter, and crowded all year.

Question: What does the woman imply?

2.
Woman: Where does Doris come from? .
Man: She was born in Canada and grew up in the United States, but she’s a citizen of Australia.

Question: Which country does the man say is Doris’ present home?

3.
Man: Hue is an interesting place to visit, isn’t it?
Woman: Surely, this is the third time I’ve been here.

Question: How many times has the woman been in Hue?

4.
Man: Hue was chosen a World Cultural heritage Site.
Woman: That was a great event in 1993.

Question: When was Hue listed as a World Cultural Heritage Site?

5.
Man: When was Hai Ba Trung Temple built?
Woman: In 1142

Question: In what century was the temple built?

VOCABULARY

a)
1. appreciative 2. appeal
3. dramatic 4. spiritual
5. tournament 6. hosted
7. status 8. leading
9. origin 10. flourishing

b)
11. C 12. D
GRAMMAR AND STRUCTURE

a)
1. B  2. C
5. A  6. C
7. B

b)
8. exciting  12. surprising
9. excited  13. amazed
10. to host  14. to suit
11. pleased

c)
15. e…………so that he could further his education.
16. a…………although he had trained very hard
17. b………so that they can see the ancient town.
18. d……….so that they can learn to be cooperative.
19. f………..although it rained heavily.
20. c………..although they made great efforts to defend their goal.

READING

a)

Nho che ban the hien (co danh dau o trang 210 - SGV)

b)
1. discovery  5. popularity
2. readiness  6. participation; participation
3. impression; impressive  7. disabled
4. preserve

c)

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8. Sydney Opera House; Sydney Harbor Bridge; Sydney Harbor; the beaches; the limestone cave; the Royal National Park; Ku-ring-gai Chase National Park.


11. About 60% of the Australian population participates in at least one sport or physical activity; its athletes’ participation in the Sydney 2000 Olympic and Paralympic Games; a total of 149 medals gained in the Paralympics 2000.

**WRITING**

<table>
<thead>
<tr>
<th>Hoi An Ancient Town</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Location</strong></td>
</tr>
<tr>
<td>30 km south of Da Nang</td>
</tr>
<tr>
<td><strong>2. Historical and / or cultural features</strong></td>
</tr>
<tr>
<td>Seaport attracting foreign traders (16th, 17th, 18th centuries)</td>
</tr>
<tr>
<td><strong>3. Current status</strong></td>
</tr>
<tr>
<td>World Cultural Heritage Site</td>
</tr>
<tr>
<td><strong>4. Tourist attractions</strong></td>
</tr>
<tr>
<td>– Narrow streets</td>
</tr>
<tr>
<td>– Moss-walled buildings</td>
</tr>
<tr>
<td>– Old pagodas and other places of worship</td>
</tr>
<tr>
<td>– Low tiled-roof houses of Chinese and Japanese styles</td>
</tr>
<tr>
<td>– Features of ancient seaport</td>
</tr>
</tbody>
</table>

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Phụ lục 1

hướng dẫn các trò chơi và hoạt động thực hành trong giờ học

**1. Chain game**

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• Chia lớp thành các nhóm (số nhóm và số học sinh trong mỗi nhóm tùy vào giáo viên).
• Giáo viên nói một câu.
• Các nhóm lần lượt đặt các câu nói tiếp câu của giáo viên và của các nhóm khác.
• Nhóm nào đặt đúng nhiều câu hơn thì thắng cuộc.

VD:
+ Teacher: Today I go to bookstore to buy a book.
+ Group 1: Today I go to bookstore to buy a book and two pens.
+ Group 2: Today I go to bookstore to buy a book, two pens and a ruler.
+ Group 3: ....

2. Guessing game
• Học sinh viết một từ hoặc một câu vào một mảnh giấy sử dụng câu trúc câu đang luyện tập.
• Yêu cầu một học sinh lên dụng trước lớp. Các học sinh khác đặt câu hỏi đang
  Yes/No để đoán từ hoặc câu của bạn mình. Nếu lớp có học sinh đoán đúng thì
  học sinh trên bảng đọc to câu hoặc từ cho cả lớp nghe.
• Học sinh nào đoán đúng từ hoặc câu của bạn sẽ lên thay thế và tiếp tục trò chơi.
• Giáo viên cũng có thể tổ chức cho học sinh chốt theo nhóm.

3. Noughts and crosses
• Kẻ chữ “O” vào những ôгуơn trên bảng, mỗi ô có chữ một từ (hoặc một hình vẽ). VD:

<table>
<thead>
<tr>
<th>supermarket</th>
<th>souvenir shop</th>
<th>school</th>
</tr>
</thead>
<tbody>
<tr>
<td>post office</td>
<td>bookstore</td>
<td>movie theater</td>
</tr>
<tr>
<td>hotel</td>
<td>street</td>
<td>village</td>
</tr>
</tbody>
</table>

• Chia học sinh thành hai nhóm: một nhóm là “Noughts” (O) và một nhóm là
  “Crosses” (X).
• Hai nhóm lần lượt chọn từ trong các ô và đặt câu với từ đó. VD: There is a post
  office near my house.
• Nhóm nào đặt câu đúng sẽ được một “O” hay “X”.

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Nhóm nào có ba “O” hoặc “X” trên một hàng ngang, doc hoặc chéo sẽ thắng cuộc.

4. Hangman
- Giáo viên gọi ý số chữ của từ cần đoán bằng số gạch ngắn trên bảng.
- Yêu cầu học sinh đoán các chữ có trong từ.
- Nếu học sinh đoán sai, giáo viên gạch một gạch (theo thứ tự trong hình vẽ).
- Học sinh đoán sai tám lần thì thua cuộc, giáo viên giải đáp từ.

5. Lucky numbers
- Chia lớp thành các nhóm, tùy theo số lượng học sinh trong lớp.
- Giáo viên viết lên bảng một vài con số.
  VD:

```
  1  2  3  4
  5  6  7  8
```

- Trong các số đó có những số may mắn. VD: 2, 5, 3.
- Nếu chọn trùng số may mắn, học sinh được 2 điểm mà không phải làm gì.
- Mỗi số còn lại ứng với một câu hỏi hoặc một yêu cầu, nếu trả lời đúng hoặc làm đúng yêu cầu, học sinh sẽ được 2 điểm. Nếu một nhóm trả lời sai, các nhóm khác có quyền tiếp tục trả lời câu hỏi đó.
- Khi các số đã được chọn hết, nhóm nào có nhiều điểm hơn thì thắng cuộc.

6. Pelmanism
• Giáo viên chuẩn bị một số thẻ bằng bia, một mặt đánh máy, một mặt có nối dùng muốn học sinh luyện tập.
VD: Nội dung luyện tập là đồng tử thời hiện tại và thời quá khứ.

1 → eat
7 → ate

• Đàn các thẻ do lên bảng, úp mặt có nội dung luyện tập vào bảng.
• Chia lớp ra làm hai nhóm. Lần lượt yêu cầu mỗi nhóm chọn hai thẻ.
• Lật hai thẻ học sinh đã chọn, nếu khớp nhau (VD: eat - ate) thì được tính điểm.
   Nếu không khớp, lật úp lại như cũ và tiếp tục vòng chơi cho đến khi tất cả các thẻ được lật.
• Nhóm nào được nhiều điểm hơn thì thắng.

7. Jumbled words
• Giáo viên viết một số từ có các chữ bi xáo trên lên bảng.
• Yêu cầu học sinh sắp xếp lại các chữ thành từ có nghĩa.

8. Word square
• Giáo viên viết ở chữ lên bảng hoặc chuẩn bị sẵn trên bia.
• Nếu chữ điểm của các tự và số lượng từ cần tìm trong ở chữ.
• Chia lớp ra làm 2 nhóm. Mỗi nhóm cứ đại diện lên bảng khoanh tròn các từ tìm thấy (theo hàng ngang, doc, chéo).
• Nhóm nào tìm được nhiều từ hơn thì thắng.

9. Matching
• Giáo viên viết các từ một hoặc từ muốn ôn lại cho học sinh thành một cột. Viết ý nghĩa, từ tiếng Việt, hoặc về thành một cột khác không theo thứ tự của các tự ở cột khác.
• Yêu cầu học sinh nói các từ trong từng ống ở hai cột với nhau.

10. Simon says
• Giáo viên hô cho các câu menh lệnh. Học sinh chỉ làm theo menh lệnh của giáo viên nếu giáo viên bắt đầu bằng một câu: “Simon says”.
VD:
11. Rub out and remember

- Giáo viên viết các từ mỗi lên bảng, cho học sinh đọc vài lần để ghi nhớ.
- Xóa dần từng từ tiếng Anh và yêu cầu học sinh nhìn từ tiếng Việt để đọc lại các từ bị xóa.
- Khi các từ tiếng Anh đã bị xóa hết, yêu cầu học sinh lên viết lại.

12. Slap the board

- Giáo viên viết từ mỗi hoặc dán tranh lên bảng.
- Gọi hai nhóm lên bảng, mỗi nhóm từ bốn đến năm học sinh.
- Yêu cầu các nhóm dùng cách bảng một khoảng bảng nhau.
- Giáo viên hỗ trợ từ tiếng Việt nếu từ trên bảng bằng tiếng Anh và ngược lại (nếu dùng tranh về thì hỗ trợ từ tiếng Anh).
- Lần lượt từng học sinh ở hai nhóm chạy lên bảng, vỗ vào đầu được gọi.
- Học sinh thuộc nhóm nào làm đúng và nhanh hơn thì nhóm đó ghi điểm.
- Nhóm nào ghi được nhiều điểm hơn thì thắng.

13. Find someone who

- Giáo viên kẻ biểu bảng sau lên bảng. Học sinh kẻ vào vở.

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>swim</em></td>
<td>Tian</td>
</tr>
<tr>
<td><em>play the guitar</em></td>
<td></td>
</tr>
<tr>
<td><em>cook</em></td>
<td></td>
</tr>
<tr>
<td><em>speak French</em></td>
<td></td>
</tr>
<tr>
<td><em>use a computer</em></td>
<td></td>
</tr>
</tbody>
</table>

- Yêu cầu học sinh đặt câu hỏi Yes/No cho những từ ở cột doc. Ví dụ: Can you swim?
Làm mẫu với một học sinh. Hỏi một câu hỏi bất kỳ trong bảng. Nếu học sinh trả lời “Yes”, ghi tên của học sinh vào cột “Name”. Lưu ý học sinh rằng các em phải điền vào cột “Name” các tên khác nhau.

Yêu cầu học sinh đứng dậy đi quanh lớp và hỏi các bạn mình. Học sinh nào đi đến tên vào cột “Name” trước là người chiến thắng.

14. Kim’s game

- Chia lớp ra làm các nhóm.
- Cho học sinh xem xét đồ vật, tranh vẽ hoặc các từ trong một khoảng thời gian ngắn. Yêu cầu học sinh không được viết mà chỉ ghi nhớ.
- Cắt các đồ vật, tranh vẽ đi hoặc xóa tự.
- Gọi đại diện các nhóm lên bảng viết lại tên các đồ vật, tranh vẽ hoặc các từ vừa xem. Nhóm nào nhớ được nhiều nhất thì thắng.

15. Answers given

- Giáo viên viết một số câu lên bảng.
- Học sinh đọc bài khảo và đặt câu hỏi cho các câu trả lời đó.

16. ordering statements

- Giáo viên viết lên bảng một số câu nói về nội dung chính của bài đọc hoặc bài nghe nhưng không theo mạch của câu chuyện.
- Học sinh làm việc theo cặp hoặc nhóm để đoán thứ tự của các câu.
- Giáo viên viết lên bảng dự đoán của một số nhóm.
- Học sinh mới sách đọc bài khảo hoặc nghe bằng để kiểm tra lại dự đoán của mình.

17. ordering vocabulary

- Giáo viên viết một số từ lên bảng và yêu cầu học sinh viết vào đó.
- Giáo viên đọc một đoạn hoặc cho học sinh nghe bằng và yêu cầu đánh số thứ tự (1, 2, 3...) trước các từ nghe được.

18. picture drill.

- Giáo viên chuẩn bị một số tranh vẽ và yêu cầu học sinh đạt câu dựa theo nội dung tranh.
19. Networks

- Viết mang từ lên bảng. VD:

   ![Diagram](image)

   - Học sinh làm việc cá nhân hoặc theo nhóm, tìm những thông tin về chữ điểm đã cho, sau đó so sánh với bạn cùng cấp hoặc nhóm. Giảng viên tập hợp các thông tin phản hồi từ học sinh.

20. Survey

- Giảng viên đưa chữ điểm hoặc viết câu hỏi lên bảng.
- Học sinh làm việc theo cặp hoặc nhóm, hồi đáp và ghi các thông tin về bản mình.
- Sau khi học sinh phiên bản xong, giảng viên yêu cầu một số học sinh tương tự thuật lại các thông tin đã được.

21. Substitution drill

- Giảng viên cho học sinh lập lại câu có cấu trúc cần luyện tập.
- Giảng viên đọc từ học sinh cần thay thế. Học sinh đọc câu đã được thay thế.

22. True/False repetition drill


23. What and where

- Giảng viên về các vòng tròn lên bảng tương ứng với số lượng từ vừa dạy.
- Viết vào các vòng tròn.
- Cho học sinh đọc lại các từ đó.
- Lần lượt xoá các từ trong vòng tròn, chỉ vào vòng tròn trọng và yêu cầu học sinh đọc lại.
• Yêu cầu học sinh viết lại các từ vào đúng vị trí trong vòng tròn.

24. word cue drill

• Từ tương tự hoạt động “Picture Drill”, nhưng thay vì sử dụng tranh vẽ, giáo viên sử dụng các từ gợi ý để luyện tập cho học sinh.

25. true/false statements

• Giáo viên viết một số câu lên bảng trong đó có một số câu đúng và một số câu sai.
• Học sinh đọc bài khoa học nghệ bảng để xác định câu nào đúng, câu nào sai.

26. true/false prediction

• Giáo viên viết một số câu nói về ý chính của bài tập hoặc bài nghệ lên bảng, trong đó có một số câu đúng và số còn lại là câu sai.
• Học sinh làm việc theo nhóm hoặc cặp dự đoán các câu đúng và các câu sai.
• Giáo viên viết lên bảng dự đoán của học sinh.
• Học sinh đọc bài khoa học nghệ bảng để kiểm tra bài làm.

27. tongue twisters

• Giáo viên đọc hoặc mở bảng một đoạn bằng (chưa ít hoặc nhiều câu). Học sinh nghe chép vào vở và nhắc lại ý yêu cầu chính xác cả từ và ngữ điệu. Nhóm nào nhắc nhac lại chính xác hơn sẽ là đội chiến thắng.

28. Brainstorming

• Giáo viên yêu cầu học sinh luyện tập theo nhóm, liệt kê các ý có liên quan đến chủ đề đang thảo luận.
• Giáo viên tổng hợp ý lên bảng hoặc yêu cầu đại diện các nhóm trình bày.
• Nhóm nào có nhiều ý chính xác, phù hợp với chủ đề sẽ là nhóm chiến thắng.

29. Mapped Dialogue

• Giáo viên viết một vài từ gợi ý hoặc vẽ hình minh họa lên bảng.
• Giáo viên trình bày đoạn hội thoại dựa vào từ gợi ý hoặc hình vẽ đó.
• Rèn luyện bài hội thoại với cả lớp.
• Học sinh luyện tập theo cặp.

30. Rub out and Remember Dialogue
• Giáo viên viết đoạn hội thoại ngắn (không quá 6 dòng) lên bảng.
• Giáo viên đọc mẫu tương cấu. Học sinh lập lại theo giáo viên.
• Giáo viên xóa đi một số từ. Học sinh tiếp tục luyện tập bài hội thoại đồng thả chệ lợp.
• Cứ tiếp tục như vậy khi không còn từ nào trên bảng và học sinh đã ghi nhớ bài hội thoại.
• Học sinh viết lại đoạn hội thoại lên bảng và luyện tập.

31. Open Prediction
• Giáo viên thiết lập một tình huống giới thiệu chủ đề bài đọc hoặc bài nghe.
• Giáo viên yêu cầu học sinh đoán những thông tin sẽ đọc hoặc nghe.
• Giáo viên (hoặc học sinh) ghi dự đoán của mình lên bảng.
• Học sinh đọc bài khoa học hoặc nghe bằng để kiểm tra xem mình đoán đúng được bao nhiêu.

32. Transformation Writing
• Giáo viên phát cho học sinh hoặc viết lên bảng một đoạn văn ngắn hoặc một bức thư.
• Học sinh đọc đoạn văn và viết lại đoạn văn theo yêu cầu của giáo viên. Có thể biến đổi thông tin theo nhiều cách khác nhau:
  - Biến đổi ngữ pháp: thời (hiện tại sang quá khứ), ngôi (I sang he), câu gian tiếp sang trực tiếp...
  - Biến đổi sự kiện: Thời gian, không gian...
  - Biến đổi ý nghĩa: từ buồn sang vui...

33. Buzz
• Học sinh ngồi theo nhóm và đếm theo vòng tròn từ 1 đến 30.
• Khi đếm đến những số chia hết cho 3, thay vị đếm số đó, học sinh nói Buzz.
  VD:  HS1: 1
       HS2: 2
       HS3: Buzz...
• Nếu học sinh mắc lối đếm số thay nói Buzz hoặc đếm nhầm số thì trở chót phải bắt đầu lại.
• Nhóm nào đếm trôi chảy từ 1 đến 30 mà không mắc lối và hoàn thành trở chót sớm nhất là nhóm chiến thắng.
Phụ lục 2
các bài dịch mẫu
phần reading từ bài 9 đến bài 16

Bài 9: THẾ GIỚI TRONG LÒNG ĐẠI DƯƠNG

Cá heo

Cá heo sống ở dưới nước nhưng chúng không phải là cá – chúng là những động vật có vú, máu nóng như chúng ta. Đối với nhiều người, cá heo rất kỳ thú. Những câu chuyện về những con cá heo giúp đỡ con người được người ta kể lại. Ví dụ như những con cá heo ở ngoài khơi nước Úc hay châu Phi đã giúp các người dân trong nỗ lực đánh cá hay thịnh thọ hàng cứu các nạn nhân của các vụ đâm tàu ở biển.


Bất chấp những điều tốt đẹp mà cá heo mang đến cho con người, nhiều chuyên gia phản đối việc sử dụng cá heo để giải trí, chữa bệnh hoặc với bất kỳ mục đích nào khác. Họ nói rằng cả heo thực sự là động vật hoang dã nên cần được đối xử một cách thận trọng bởi vì sự tiếp xúc với con người làm thay đổi đôi cách cư xử của chúng. Thói quen bắn nắng giúp chúng tự về chống lại các mối nguy hiểm trong tiến hiện bị mất đi. Cá heo được xem là bạn bè của con
người nhưng chúng cũng có thể làm hại con người. Khi chúng ta cho chúng thức ăn, cá heo có thể quen thói nhăn hà. Chúng học cách xin thức ăn để sống, mất đi sự sợ hãi đối với con người và có thể làm những điều nguy hiểm. Trong khi đang bồi nuôi những con cá heo hoang dã, chúng ta quấy rầy những con vật này và có thể khiến chúng gân gũi và cần vào bàn tay để cho chúng ăn. Tóm lại, cho chúng có thể thiện hay không, cá heo cũng nên được để cho sống trong môi trường tự nhiên của chúng.

BÀI 10: BẢO TỒN THIÊN NHIÊN


B. Các chúng loài động vật trong vườn quốc gia này rất phong phú, đa dạng. Có tổng cộng 1.610 loài thực vật với 7 dạng môi trường sống khác nhau. Các dạng rừng và các loài địa hình khác nhau là nơi ở cho một quần thể động vật nhiều đối diện đảo: các chúng loài động vật có vú, bò sát, động vật lượng cực, chim, cá và còn rừng. Những vị khách du lịch sinh thái rất thích tham quan nơi này vì họ vừa thư giãn thực sự được đánh là một cảnh vật đẹp và góp phần bảo tồn môi trường thiên nhiên.

C. Là một địa điểm du lịch sinh thái, nó cũng cấp cho du khách thưởng cảnh trong khu bảo tồn sinh quyển. Du khách có thể lặn theo vệt dưới lòng đất hoang dã và xem chúng săn mồi vào ban đêm. Họ cũng có thể đi thăm đầm ốc Đồng Nai đến Bâu Sâu để ngắm các vươn đồng đây được chúng con cỏ.

Bài 11: CÁC VƯỜN QUỐC GIA

Vườn Quốc Gia Grand Canyon (Mỹ), được thành lập năm 1919, chiếm diện tích 4.931 kilômét vuông ở Tây Bắc Arizona. Rìa phía Bắc của hẻm núi này có lượng mưa trung bình hàng năm là 600mm trong khi ở rìa phía Nam chỉ có 400mm. Rìa núi phía Bắc có khí hậu lạnh hơn so với rìa phía Nam vì nó cao hơn rìa phía Nam 365m.

Vườn quốc gia Kakadu (ở miền Bắc nước Úc) có diện tích 12.432 kilômét vuông ở phía Bắc nước Úc. Vườn quốc gia này được thành lập vào năm 1979 để giữ gìn văn hóa của những người thổ dân và duy trì sự cân bằng sinh thái. Khí hậu nhiệt độ ẩm áp đa số đều kiểu nhiệt cho nhiều loại động thực vật phát triển.

Hiện nay có khoảng 300 thổ dân sống ở vườn quốc gia Kakadu. Một số được đào tạo để trở thành những người chăm sóc và quản lý vườn quốc gia này.

Bài 12: ÂM NHẠC

Âm nhạc đồng môt vai trò không thể thiếu trong đời sống con người và được hầu hết mọi người yêu thích là sự sắp xếp âm thanh và được chơi trên các nhạc cụ và/ hoặc được hát. Tuy nhiên, những người khác nhau sẽ yêu thích những thể loại âm nhạc khác nhau.


Ngược lại, nhạc pop, thể loại nhạc không expensive tinh chất cổ điển, xuất hiện vào đầu thế kỷ 1900. Nhạc pop trở nên phổ biến với đông đảo mọi người vì nó bao gồm những ca khúc ngắn có nhịp mạnh mẽ và giao điệu đơn giản, dễ nhớ. Các thế hệ những người yêu nhạc pop chắc sẽ không bao giờ quên những ca khúc ngược ng Hiro Papa của Paul Aika.

Rock-`n'-Roll, một thể loại nhạc phổ thông khác được phát triển từ nhạc jazz (cơ xuất xứ từ âm nhạc truyền thống của những người Mỹ gốc Phi) và nhạc đồng quê (nhạc dân gian ở miền quê phía Nam/ phía Tây nước Mỹ) maily đến thập niên 1950 mới xuất hiện. Elvis Presley (1935 - 1977), với đính cao là bài hát Heartbreak Hotel, được mọi người biết đến như là “Ông vua nhạc Rock-`n'-Roll”.

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Mãi cho đến thập niên 1960 thì nhạc rock mới được phát triển từ nhạc Rock-'n'-Roll. Bài hát Satisfactions của Rolling Stones là một ví dụ cho thể loại nhạc hiện đại có nhịp mạnh mẽ, dựa trên nền giọng hát đơn ca và chủ yếu là những cây ghi ta điệu.

Không giống như những thể loại nhạc khác, dân ca chủ yếu được truyền miệng và thường không biết ai là tác giả. Một bài dân ca thường có nhiều phiên bản khác nhau. Một ví dụ cho thể loại nhạc này là bài Auld Lang Syne, một bài hát mà từ xưa đến nay vẫn được mọi người hát vào thời khắc giao thừa ở Anh.

**オン tập 3: BÀI 9 – 12**

Âm nhạc trong cuộc sống của chúng ta

Âm nhạc đồng một vai trò quan trọng trong cuộc sống hàng ngày của chúng ta. Một ngày trở qua mà không có âm nhạc là một điều không thể xảy ra. Âm nhạc có rất nhiều chức năng trong xã hội của chúng ta: âm nhạc được sử dụng để giải trí, thư giãn, kích thích, thuyết phục, dạy dỗ, chữa bệnh, tạo diễn kịch, kích thích lòng yêu nước và nhận vạn …

Các nhà quảng cáo đã rất tận lực rao vặt âm nhạc trong việc đưa một sản phẩm nào đó vào tâm trí người tiêu dùng. Vì dự như cách hiểu quảng cáo nhất định làm người tiêu dùng nhớ đến một sản phẩm nào đó là quảng cáo không kém với một bài hát hay. Một khi người tiêu dùng đã thích bài hát thì họ sẽ nhớ đến nhận biết của sản phẩm âm nhạc và sẽ chọn sản phẩm đó khi dùng trước một giá đây hàng hóa với nhiều nhận biết khác nhau.

Âm nhạc cũng rất cần thiết trong các dịp đặc biệt. Thật là thú vị khi biết âm nhạc được sử dụng như thế nào trong các cuộc thi đầu thế thao ở Đại hội Olympic.

Giải trí là một vai trò hiện nhiên của âm nhạc, nhưng xa hơn nữa, âm nhạc tại các sự kiện như thể giúp tạo ra một bầu không khí náo nhiệt. Việc sử dụng các bài quốc ca là để kích thích lòng yêu nước, qua đó khuyến khích các vận động viên nỗ lực nhiều hơn nữa.

Âm nhạc cũng có thể được sử dụng như một phương tiện điều trị cho các bệnh nhân. Âm nhạc giúp làm dịu thân kinh của những người bị rối loạn tâm thần. Đối với những người bị khốn khổ, thời nhạc cũng là một cách giúp họ mở lòng mình với thể giới bên ngoài. Rõ ràng âm nhạc có tác động sâu sắc và mạnh mẽ đến cuộc sống của chúng ta.
Bài 13: KỊCH VÀ DIỄN ẢNH

Sức hấp dẫn của kịch

Nguyên nhân làm cho kịch hấp dẫn thì rất nhiều, nhưng chúng ta hãy để cấp đến bốn vấn đề sau.

Trước tiên, kịch tạo cho ta phương tiện kết chuyển đầy hiệu quả. Ngày từ thưở sơ khai, con người đã tự tập kunne động uế để nghe như những người kết chuyển kể về những hành động và chiến thắng tuyệt vời của các vị anh hùng. Tương tự như thế, trong nhà hát chúng ta thường thực được cuộc đối thoại đầy kịch tính giữa hai người phỏng vấn, những người trong câu chuyện và những ta quan tâm đến kết quả của sự việc.


Sức hấp dẫn thứ ba là kịch nghệ tạo cho chúng ta cơ hội tiếp thu được những hiểu biết mới tinh khởi. Aristotle – một nhà tư tưởng Hy Lạp – cho rằng niềm vui lơn nhất của nhân loại là học hỏi. Kịch là một phương tiện tuyệt vời giúp chúng ta vượt ra khỏi phạm vi nhỏ bé của cuộc sống hàng ngày. Kịch giúp chúng ta làm quen với những con người, những nền văn hóa hoàn toàn xa lạ đối với chúng ta. Vì vậy, kịch tạo cho ta cơ hối phi thường để có được những trải nghiệm sâu hơn, sắc bén hơn.

Cuối cùng, kịch cho ta giá trị tinh thần sâu sắc. Như Aristotle nói, hài kịch khiến chúng ta thấy mình xấu hổ thực tế nhưng bài kịch lại khiến chúng ta thấy mình tốt hơn. Những tác phẩm kịch vụ đại thường có những nhân vật vụ đại khắc pha ra những vấn đề về đái. Trong những tác phẩm này, con người được thử thách và mặc đủ thể xác họ bị hủy hoại nhưng tinh thần của họ luôn chiến thắng.

Bài 14: WORLD CUP

Bóng đá là môn thể thao phổ biến nhất trên thế giới. Cuộc thi đấu bóng đá nói tiếng nhất là World Cup, một giải đấu quốc tế được tổ chức bốn năm một
làn. Có giải vô địch danh cho nam và giải vô địch danh cho nữ. Có hơn một tỷ người trên thế giới xem World Cup trên tivi.

Liên đoàn bóng đá Thế giới (FIFA) được thành lập năm 1904. Vào năm 1930 vòng chung kết bóng đá đầu tiên được tổ chức ở Uruguay với chỉ 13 đội tham gia. Ngày nay các đội bóng từ 200 nước khác nhau tham gia vòng đấu loại trong khu vực của mình trước khi giành được vị trí của một trong 32 quốc gia tham gia vòng chung kết.

Chiec cúp vô địch thế giới đầu tiên đã được trao tặng vinh viễn cho Brazil để tôn vinh danh hiệu kỳ lục vô địch thế giới lần thứ ba tại World Cup Mexico năm 1970.

Nhiều người hâm mộ bóng đá coi Pelé, tiền đạo người Brazil là cầu thủ hay nhất mọi thời đại. Ông nổi tiếng với khả năng kiểm soát bóng đáng kinh ngạc và cú sút đầy uy lực. Vào năm 1986, Mexico trở thành quốc gia đầu tiên đăng cai tổ chức World Cup hai lần. Năm 2002 World Cup lần đầu tiên tổ chức ở châu Á, tại Hàn Quốc và Nhật Bản.

Giải vô địch bóng đá nữ thế giới được tổ chức lần đầu tiên ở Trung Quốc và kết thúc bằng nay giải này đã có được tiếng tăm ổn định. Trung Quốc được chọn là chủ nhà của World Cup bóng đá nữ năm 2003 nhưng do giải thể đấu này được chuyển sang Mỹ sau khi dịch SARS xuất hiện như là một vấn đề y tế nghiêm trọng ở Trung Quốc. Gần 100 quốc gia nỗ lực để giành quyền tham dự tại vòng chung kết 2003.

Bài 15: VÀNH ĐAI THÁI BÌNH DƯƠNG

Khu vực vành đai Thái Bình Dương tạo ra một sự đa dạng rất lớn – với động lực kinh tế của Hồng Kông, Đài Loan và Singapore; với sự phát triển kỹ thuật tiên tiến của Nhật Bản, Hàn Quốc và miền tây nước Mỹ; với tài nguyên thiên nhiên của Úc, Canada, Philipin và vùng Viễn Đông của nước Nga; với nguồn nhân lực của Trung Quốc, Indonesia và Việt Nam; và với sản lượng nông nghiệp của Chile, New Zealand (Tân Tảo Lan), Mèxicô, Philipin, Mỹ và với nhiều thứ khác nữa. Một số nhà lý luận cho rằng trung tâm của hoạt động kinh tế thế giới có thể sẽ tiếp tục lại ở vành đai Thái Bình Dương.

Nhật Bản, một quốc gia có trên 3.000 hòn đảo, trải dọc theo phía đông bờ Thái Bình Dương ở Châu Á, chiếm 377.835 kilômét vuông (kể cả 3.090 kilômét vuông lãnh hải). Thủ đô và là thành phố lớn nhất của Nhật là Tokyo. Dân số


Bài 16: CÁC DI TÍCH LỊCH SỬ

Sau khi được lập thủ đô của Nhật Bản vào năm 769, Kyoto đã trở thành thủ phủ của hoàng gia Nhật Bản và trải qua hơn một nghìn năm, thành phố này trở thành trung tâm văn hóa của Nhật.

Với 1.600 chùa thờ Phật, nhiều cung điện và hàng nghìn khu vườn huyền ảo, Kyoto được xếp vào hàng các thành phố giàu văn hóa nhất thế giới. Kyoto
còn nói tiếng với các lễ hội đầy màu sắc của mình. Hàng năm kỷ niệm lễ đăng quang của Hoàng đế và các quốc lễ hấp dẫn khác vẫn được tổ chức ở đây.

Từ khi thủ đô được chuyển về Tokyo vào năm 1868 thì Kyoto đã được chuyển đổi thành một thành phố hiện đại do ảnh hưởng của văn hóa phương Tây. Khi chính phủ Nhật Bản nhân ra sự cần thiết của việc bảo tồn các di sản văn hóa của đất nước mình thì các di tích lịch sử, văn hóa ở Kyoto và các vùng lân cận đã được quan tâm đúng mức và được trùng tu lại.

Trên thực tế, một hệ thống gồm 17 di tích lịch sử đã được đăng ký là Di sản thế giới vào năm 1993.


**On tập 4: BÀI 13 – 16**

**Thành phố Sydney, Úc**

Sydney, thủ phủ của bang New South Wales, nơi tiếng với Nhà hát Opera tráng lệ, Cầu Cảng Sydney và tát nhiên là cảng Cảng Sydney.

**Liệt sử**

Năm 1770, thuyền trưởng James Cook, do chính phủ Anh gửi tới đã là người đầu tiên khám phá ra miền đất mới – được đặt tên là New South Wales. Những người định cư đầu tiên chủ yếu là các nhà lập pháp của Anh, và tiếng Anh vẫn luôn là ngôn ngữ của Úc. Tuy nhiên, những người định cư đầu tiên này không để ý nhiều đến truyền thống; họ sẵn sàng tạo ra từ mới và sử dụng những từ cụ theo “cách của người Úc”. Giờ đây, Sydney là miền đất của dân số hỗn hợp, mọi người đến từ khắp nơi trên thế giới.
Các điểm thu hút du lịch


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