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| *Preparing date:* | *Teaching date:* | | | |
| *27/11/2023* | *9A: 10/12/2023* | *9B: 08/12/2023* | *9C: 09/12/2023* | *9D: 09 /12/2023* |

**Period:** 42

**UNIT 6: VIET NAM: THEN AND NOW**

**Lesson 1: Getting started**

**I./. OBJECTIVE:** By the end of the lesson, ss will be able to:

- Listen and read the conversation of Duong, Phuc, Tom and Nhi about their school in the past for details

- Talk about the changes of their own school

**1. Knowledge;** - Vocabulary: words related to Viet Nam in the past and at present

- Grammar: simple past

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about Viet nam in the past and at present

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

- Ss are interested talking about Viet Nam in the past and at present.

**4. Competences**: - Co-oporation: work in pairs, groups, teams

- Self- study: work individually.

- Using language to talk about emotions and feelings

- Using language to talk about Viet Nam in the past and at present

**II./.PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

**III./. ANTICIPATE PROBLEM**:

Students may not know many new words because they study in the modern school.

Teacher should prepare the lesson carefully and give the Ss clear instructions.

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| **Teacher and Students' activities** | **Board display & Content** |
| **I. WARM UP (PW/5’):**  **1. Complete the table**  ? How do we form an adverd?  ? Write the correct adverbs in the second column  2. Chatting about school in the past through picture | Việt Nam những năm 1980 như thế nào? – Hình ảnh Việt Nam xưa & nay  **Complete the table**  - Normally, we add "ly" at the end of an adjective.   |  |  | | --- | --- | | **Adjectives** | **Adverbs** | | - dramatic  - considerable  - significant  - slight  - gradual | - dramatically  - considerably  - significantly  - slightly  - gradually |   **UNIT 6: VIET NAM: THEN AND NOW**  **Lesson 1: Getting started** |
| **II. LISSTEN AND READ**  **1. New words (IW/5’)**  - Teacher use different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  **2. Lead in:**  - Write the words ‘**Past and Present’** on the board.  ? Give another expression for the phrase.  ?*L*ook at the picture and the heading **Our school in the past**.  ? Who can you see in the picture?  ? Where do you think they are?  ? Is there anything in the small pictures on the wall related to past and present?  - Ss give their answers as a class. T can write their ideas on the board. Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue. | **II. Listen and read**  **1. New words**   |  |  |  | | --- | --- | --- | | - thatched house | (n): | nhà tranh mái lá | | - trench | (n): | hào giao thông | | - tiled roof | (n): | mái ngói | | - Facility | (n): | Trang thiet bi |   ‘**Past and Present’** = *Then and Now*  - We can see Duong, Phuc, Tom and Nhi.  - I think they are at a photo exhibition.  - Yes, there is. |
| ***3. Practice***  ***TASK 1***  ***1a. Labeling the pictures (PW/5’)***  ? Work in pairs to label the pictures with the words given.  - Allow pairs to share their answers before asking them to discuss as a class.  ? Read the words aloud.  ***1b. Find a word/phrase (IW/5’)***  ? Work independently to find the words/phrases with the given meaning in the conversation.  - mThen have Ss share their answers with a partner before asking them to discuss as a class.  ***1c. True or false (IW/5’)***  - T asks ss read the dialogue again to do this exercise.  - Ss then exchange their answers with a classmate.  - T asks for Ss’ answers as well as the explanation for their choices. Write the correct answers on the board.  ***1d. Answer the questions (IW,PW/6’)***  -T runs through all the questions.  -Ss do the exercise without reading the conversation again.  - Ss compare their answers with a classmate.  - Check your answers by reading the dialogue again.  - T calls on some Ss to give the answers. | ***2. PRACTICE***  ***1a. Labeling the pictures (1a P60)***  1. trench 2. Tiled roof  3. Facilities 4. photo exhibition  5. Rubber sandals 6. Thatched house  ***1b. Find a word/phrase (1b P60)***  1. anniversary 2. fascinating  3. missing 4. conditions  5. improved 6. proper  ***1c. True or false (1c P60)***  1. F (It was founded in the 1960s) 2. T  3. F (They wore rubber sandals and straw hats  4. NG 5. T  ***1d. Answer the questions (1d P60)***  1. The conversation takes place on the school’s  60th anniversary.  2. Because it explains a lot about how the  school was in the past.  3. There were trenches outside the classrooms.  4. The roof was made of tiles and some tiles  were broken. The window frames were made of  wood and some of them were missing.  5. They can learn that they are lucky to have such great learning facilities nowadays. |
| **III. FURTHER PRACTICE**  ***TASK 2. Complete the sentences (IW/5’)***  - T reads the **REMEMBER**! box individually. Then go through the points as a class and see if any Ss can make sentences using these adjectives and adverbs.  -Ss Work individually on the gap-fill exercise.  - Check the answers as a class.  ***TASK 3: Talk about the changes to your school (PW/5’)***  T asks ss to think about their own school’s history.  - Ss first, have pairs write a couple of questions about the school in the past that they would like to ask T. Then, as a whole class T can answer questions from Ss about the school when she/he started teaching.  - Ss work in small groups to talk about the changes to the school.  - Ask them to use the adjectives and adverbs in **REMEMBER**! box. | **II. Practice**  ***1. Complete the sentences (2 P61)***  1. slight  2. dramatically  3. significantly  4. considerable  5. gradual  ***2. Talk about the changes to your school (3 P61)***  Talk about:  - The school principal and school teachers  - The school playground  - The library  - The computer room  - The classroom |
| **IV. WRAPPING UP (IW/3’)**  - How do we use adjectives and adverbs? |  |
| **V. HOME ASSIGNMENT (2’)**  ? Learn by heart all information in **REMEMBER**! box.  ? Do exercises B1, 2 P 49 (workbook)  ? Prepare: **U6: A closer look 1.** |  |
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**Period:** 43

**UNIT 6: VIET NAM: THEN AND NOW**

**Lesson 2: A closer look 1**

**I./. OBJECTIVE:** By the end of the lesson, ss will be able to:

- Use the lexical items related to changes in transport systems, family groups, and school life in Viet Nam in the past and at present.

- Identify in which situations to stress all the words in sentences and say these sentences correctly

**1. Knowledge;** - Vocabulary: words related to Viet Nam in the past and at present

**2. Skills: -** Practicing skills

**3. Attitude: -** Positive about Vietnam in the past and at present

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

- Ss are interested talking about Viet Nam in the past and at present.

**4. Competences**: - Co-operation: work in pairs, groups, teams

- Self- study: work individually.

- Using language to talk about emotions and feelings

- Using language to talk about Viet Nam in the past and at present

**II./.PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

**III./. ANTICIPATE PROBLEM**:

Students may not know many new words because they study in the modern school.

Teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV./.PROCEDURE:**

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| **Teacher and students ‘ activities** | **Content and board díplay** |
| **1- WARM UP (IW/5'):**  - Free talk  - Check up old lesson:  Start the lesson by reviewing the previous lesson. Ask two pairs of Ss to come to the front to play a quick game. Ask them to write as many adjectives and describing degree and speed of change that they have learned (on the previous page) as possible. Set a time limit of two minutes. The pair with the most words wins. | 1. dramatical - dramatically  2. considerable - considerably  3. significant - significantly  4. slight - slightly  5. gradual - gradually  **Period:** 42  **UNIT 6: VIET NAM: THEN AND NOW**  **Lesson 2: A closer look 1** |
| **VOCABULARY (25')**  **TASK 1: put one word/phrase under each picture (PW/7’)**  - T asks Ss to turn to the book and work in pairs to label the pictures then asks them to briefly describe those pictures.  - Ss work inpairs to complete this exercise  - T call some pairs and asks Ss:  + Have you ever tried one of these means of transport or road systems?  + How do you feel about using each of these means of transport or road systems?  ***- Checking Vocab: Rub out and Remember.***  **TASK 2:** **Fill each blank with a suitable word from 1, making them plural where necessary.** **(PW/6’)**  - Have Ss a couple of minutes to work in pairs to do the matching. Then check the answers as a class.  **TASK 3:** **Match the word/ phrase in the left column with the meaning in the right one (PW/6’)**  - Give Ss a couple of minutes to work in pairs to do the matching. Then check the answers as a class.  Ask the class the questions and ask for a show of hands:   * Who lives in an extended family? * Who lives in a nuclear family?   Now ask individual Ss  **TASK 4:** **Fill each gap with a word/ phrase in 3**.**(IW/6’)**  - Have Ss work individually to complete the sentences.  - Have them compare their answers in pairs. Afterwards, check Ss’ answers as a class. | **I. VOCABULARY**  ***Exercise 1: Put one word/phrase under each picture***.  1. tram(n): xe điện, tàu điện  2. flyover (n): cầu vượt  3. elevated walkway: lối dành cho người bộ  4. skytrain (n): tàu điện trên cao  5. underpass(n): đường hầm.  6. tunnel(n): đường hầm  **Ex 2:** **Fill each blank with a suitable word from 1**  Key:  1. tunnel 2. elevated walkways 3. flyover  4. skytrain 5. underpass 6.tram  **Ex 3:**  **Key:**  1. f 2. b 3. e 4. d 5. c 6. a  **Ex 4**  **Key:**  1. extended family 2. Sympathetic 3. Obedient  4. tolerant 5. Nuclear family 6. Cooperative |
| **3. Pronunciation (10')**  **Stress on all the words in sentences**  Have Ss silently read the information and the examples in the box. Ask some Ss to summarise the rule and read out the examples in the box or to give their own examples.  Typically, a sentence has one word or syllable that is stressed more strongly than the rest of the stressed syllables on the content words. However, in some sentences used to show urgency or surprise, all the words are important. Therefore, we put stress on one syllable of each word. Sentences with all the words stressed may have the patterns below:  **00 Watch out ! 0o0 Hurry up!**  **00o Say sorry! 000 Don’t come back!**  **5**Ss write the sentences next to the patterns individually, then compare their answers in pairs. Ask some Ss to give the answers and quickly write them on the board. Play the recording for Ss to check their answers. Have the whole class repeat chorally after the recording or after the T.  **6** This section can be done with some drama, so encourage Ss to exaggerate a little and have fun. They can also add hand gestures and facial expressions to increase the dramatic element. Have Ss work in pairs to describe the pictures quickly and to fill the bubbles with the utterances as in the example. Then ask some pairs to read out their utterances with the correct stress. Confirm the correct answers. Lastly, have the class read all the sentences chorally.  ***It time allows, have Ss work in groups and think of some other surprising or urgent situations. They then decide what to say in those situations. Have them demonstrate the situations and utterances with the whole class.*** | - Do as requested  **Key:**  1. 00 - I know!, That long?, Don’t cry!  2. 0o0 - Go away!  3. 00o - Keep going!  4. 000 - Don’t turn left!  **Audio script:**  1. I know!, That long?, Don’t cry!  2. Go away!  3. Keep going!  4. Don’t turn left!  **Suggested answers:**  1. Be quiet! 00o Don’t talk! 00  2. Don’t turn right!  3. Wake up! 00  4. Smile please! 00 Say cheese! 00  5. Don’t worry! 00o Don’t cry! 00  6. Look out! 00 Look ahead! 0o0 |
| **4. Further practice:**  - Retell the whole lesson | - Answer teacher's questions.  - Say out the words |
| **WRAPPING UP:**  ? Do Ex in workbook  ? Prepare: **Unit 6: Closer Look 2** | - Take note |

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**Period:** 44

**UNIT 6: VIET NAM: THEN AND NOW**

**Lesson 3: A closer look 2**

**I./. OBJECTIVE:** By the end of the lesson, students will be able to :

* Use the past perfect correctly
* Use the structure adj+ to-infinitive and adj + that-clause correctly

**1. Knowledge;**

- Grammar:impersonal passive and the verb suggest + V-ing/clause with should

- Vocabulary:words related to Viet Nam in the past and at present

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about Viet nam in the past and at present

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

- Ss are interested talking about Viet Nam in the past and at present.

- Ss are interested in using the past perfect, the structure adj+ to-infinitive and adj + that-cls

**4. Competences**: - Co-operation: work in pairs, groups, teams

- Self- study: work individually.

- Using language to talk about emotions and feelings

- Using language to talk about Viet Nam in the past and at present

**II./.PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

**III./. ANTICIPATE PROBLEM:** Students may not know many new words and have difficulty in stress.

- Proposed solutions: teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV./.PROCEDURE:**

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| **Teacher and students ‘ activities** | **Contents** |
| **I. WARM UP : (IW/5)**  - Check up old lesson  When we use the Past perfect? | *The Past perfect is used to describe an action before a stated time in the past or an action that happened before another action in the past.*  **Form: S + had + PP**  **UNIT 6:**  **Lesson 3: A closer look 2** |
| **II. GRAMMAR**  **1. Past perfect: review**  - Elicit from Ss when to use the past perfect tense. **TASK 1: Fill in each blank with the past perfect form of the verbs. (IW/5)**  - Ask Ss to work individually to fill in the blanks.  - Let Ss check with partner.  - Call some Ss to give their answers.  - T checks and confirms  **TASK 2: Ask and answer the following questions using the cues. (PW/5)**  - Have Ss work in pairs. Together they write the questions and answers.  - Have some Ss write their sentences and answers. Have some Ss write their sentences on the board.  - Each student may write one or two pairs of questions and answers to save time.  - Have other Ss give comments.  - T confirms the correct sentences. | **I. Past perfect: review**  **EX 1:Fill in each blank with the ....**  **Key:**  1. had been 2. had played  3. had (you) used 4. had (only) seen  5. had had 6. had experienced  -work in pairs  **EX 2: Ask and answer**  **Key**:  1. - What family groups had Vietnamese people lived in before 1990?  - They had lived in extended families.  2. - How had people in Viet Nam travelled before the first motorbike was imported?  - They had travelled by bicycle.  3. - How had Vietnamese people lived before the open-door policy in 1986?  - They had had a harder life.  4. - Where had your family spent holidays before 2005?  - We had spent our holidays only in Viet Nam before then.  5. - Who had ruled Viet Nam right before the Tran dynasty?  - Ly Chieu Hoang had ruled the country before the Tran dynasty. |
| **2. Adjective + to-infinitive/ Adjective + that clause**  **Read this part of the conversation from GETTING STARTED. Pay attention to the underlined part.**  **(PW/5)**  - Have Ss read the structures and examples in the grammar box carefully.  - T helps SS the meaning of the adjectives if necessary.  - Ask some more able Ss to retell the rules and give examples.  - T corrects their sentences if necessary.  **1**. **It + be + adjective + to - infinitive** is used to emphasize information by bringing it to the front of the clause. We can add for/of + noun/pronoun.  **2**. **Subject + be + adjective + to - infinitive** is used to express emotions, confidence, or worries…Adjective can be happy, glad, pleased, relieved, sorry, certain, sure, confident, convinced, afraid, annoyed, astonished, aware, conscious.  **3. Subject + be + adjective + that - clause** is used to express emotions )glad, pleased, relieved, sorry), confidence, or worries (certain, sure, confident, afraid, annoyed, astonished, aware, conscious).  **TASK 3:** ***Match the first half of the sentences in A with the second half in B* (PW/5)**  - Have Ss work in pairs to do the matching exercise.  - Allow pairs to share answers with other pairs. Then check their answers as a class.  **TASK 4: *Fill in each blank with one adjective from the box. More than one adjective can be used.***  **(PW/5)**  ***-*** Have Ss work in pairs to do the gap-fill exercise.  - Allow pairs to share answers with other pairs.  - Then check their answers as a class, noting all the possible options.  **TASK 5: Create one sentence by combining each pair of sentences (GW/5)**  ***-*** Have Ss work in groups of about four and give each group and A3-size sheet. Ask them to write the sentences leaving a large space between each one. Then tell Ss to stick the sheets on the wall.  - Each group moves around clockwise to read the other group’s answers and, if necessary, correct the sentences by writing any corrections on a sticky note against each sentence.  - Check the answers as a class. Note that this kind of peer review is effective and can be used in many different teaching situations.  **TASK 6:** ***Finish the following sentences* (IW/5)**  ***-*** Ask Ss to work individually to finish the sentences. (For some classes it may be better to have Ss choose just one or two sentences to focus on, rather than do them all).  - Allow them to share their ideas with a partner.  - Then ask some Ss to read out their sentences.  - Correct their answers if necessary. | **II. Adjective + to-infinitive/ Adjective + that clause**  1. E.g  Phuc: Wow, that long ago? The school looks… and the walls were made of mud and straw and, look - trenches!  Duong: I think that was during the war so it was necessary to have the trenches right there.  **2. Form**  **\* It + be + adjective + to - infinitive**  **Example:**  It is necessary (for you) to know about your country’s history.  **\* Subject + be + adjective + to - infinitive**  **Example:**  I was happy to hear from you.  **\* Subject + be + adjective + that - clause**  **Example:**  I was glad that you gained the scholarship.  **Exercise 3: *Match the first half of the sentences in A with the second half in B***  **Key:**  1. F 2. A 3. B 4. E 5. D 6. C  **Exercise 4: *Fill in each blank with one adjective from the box. More than one adjective can be used.***  **Key:**  1. glad/pleased 2. sorry 3. relieved/sorry/pleased  4. sure/certain 5. surprised/astonished 6. relieved/pleased  **-** work in groups  **Exercise 5: *Create one sentence by combining each pair of sentences using subject + be + adjective + that - clause***  **Key:**   1. We were relieved that we had done well in the exam. 2. I am sorry that our parents had very poor school facilities. 3. Everyone was glad that the government had decided to invest more in education. 4. Everyone is aware that it will be much safer to have elevated walkways and underpass systems for pedestrians. 5. All of us are delighted that life in the countryside had improved considerably   **Exercise 6:**  ***Finish the following sentences using your own ideas. Then compare your ideas with a partner***  1. To support the victims after the disaster.  2. Be able to build the country into a powerful one.  3. Viet Nam has good potential for tourism.  4. There would be less land for agriculture in Viet Nam.  5. Non-academic subjects are also significant.  6. Learn that some of this students could not get scholarships. |
| **III. WRAPPING UP (IW/3’)**  ? Retell reported speech, question words before to -infinitive  - Answer teacher's questions. |  |
| **HOME ASSIGNMENT(PW/2)**  ? Do exercises in Work book | - Take note |

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**Period:** 45

**UNIT 6: VIET NAM: THEN AND NOW**

**Lesson 4: Communication**

**I./. OBJECTIVE:** By the end of the lesson, Ss will be able to talk about some changes in Viet

**1. Knowledge;**

- Grammar: impersonal passive and the verb suggest + V-ing/clause with should

- Vocabulary: words related to Viet Nam in the past and at present

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about Vietnam in the past and at present

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

- Ss are interested talking about Viet Nam in the past and at present.

- Ss are interested in using the past perfect, the structure adj+ to-infinitive and adj + that-clause

**4. Competences**: - Co-operation: work in pairs, groups, teams

- Self- study: work individually.

- Using language to talk about emotions and feelings

- Using language to talk about Viet Nam in the past and at present

**II./.PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

**III./. ANTICIPATE PROBLEM:** Students may not know many new words and structure.

- Proposed solutions: teacher should prepare the lesson carefully and give the Ss clear instructions.

**IV./.PROCEDURE:**

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| **Teacher and students ‘ activities** | **Contents** |
| **I. WARM UP (GW/5’)**  Before Ss open their books, ask them to work in groups to discuss a change in their neighborhood that they have heard of or read about.  - NETWORK:  ? What are the changes in Viet Nam?  - Houses  ….. | Make a list about changes in Viet Nam in groups.  - Possible answer:  Houses  Traffic: means of transport/ roads..  School  Family groups  Entertainment  Facility  **UNIT 6:**  **Lesson 4: Communication** |
| **II. COMMUNICATION**  **1: Lead in**  - You are going to read posts on Viet Travel. Forum from some foreigners who visited Viet Nam a long time ago.  **2. Extra vocabulary:(IW/6’)**  Help Ss understand the meanings of the words in the Extra Vocabulary box by using examples, definitions, or even translations.  **-**Have Ss skim-read the posts individually. Remember the main ideas to compare in pairs.  -read again for detail.  **TASK 1: Read the posts on Viet Nam Travel Forum (VTF) from people who visited Viet Nam a long time ago. (IW/6’)**  *- Ideas of Kate from Russia*  *- Ideas of Charles from France*  *- Ideas of Peter from the USA*  **TASK 2: *Read the posts on Viet Travel Forum (VTF) and retell them to your friends.(GW/8’)***  **-** Have Ss skim - read the posts individually.  ? What are the posts about?  - Ask Ss to work in pairs to compare how many ideas from the posts they can remember.  - Then ask Ss to read the posts the second time more slowly for detail.  **TASK 3: *Use the suggestions in the table to write about the recent changes in Viet Nam that you have heard of or read about. Remember to use adjectives or adverbs to modify the changes* (GW/10’)**  - Have Ss work in groups. Ask them to focus on a couple of the suggestions in the table to discuss and write down a few posts on a big sheet of paper.  - They can pretend to be a foreign visitors and use the posts in 1 as a model.  - Set a time limit of ten minutes. They should also decide which changes are the most beneficial. | **I. VOCABULARY**  **1. Su**ffer (v): chịu đựng  **2. Mush**room (v): mọc lên như nấm  3. Il**li**teracy (n): mù chữ  4. Ex**por**ter (n): nhà xuất khẩu  5. M**a**nual labor (n): lao động thủ công  **Exercise 1: Read the posts on Viet Nam Travel Forum**  *1. Charles is from France. He said that the first time he had been to Viet Nam was in 1965. He said that many people were/had been illiterate then but he was astonished that after nearly 30 years there was no more illiteracy although the population had nearly tripled. He was also surprised to learn that the country was one of the largest rive exporting countries.*  *2. Peter is from America. He said that he had gone to Ha Noi in 1997 when Viet Nam had been part of ASEAN for two years He was shocked/astonished to see that so much had changed over the last 18 years - flyovers and high - rise buildings* were *mushrooming.*  **Exercise 3: *write about the recent changes in Viet Nam***  - I went to Viet Nam in 1996, most Vietnamese people used to live in extended families. They thought that children should live with their parents. They could take care anf help each others. There has been slightly changes in everyone’s mind. Nowaday, young people like living in a nuclear family. They like being freedom. Their hobbies, lifstyles, habits... are different  Last year, My father went back to Ho Chi Minh city after 20 years and to his surprise, there were more services. There were also many opportunities for university (inside and outside the country), which were another surprise for him.  My parents used to tell us about life in the past. They often worked on the field and grew rice, but there was not enough food. Ater 20 years, there have been dramatically changes, Vietnam has become on of the world’s exporters of rice, coffee, cashew nut, fruit.  4- I’ve read a article on Youth paper in 2000 about transportation. The road system was simple back then. Most people rode bicycles and there were few motorbikes on the road. The city has changed dramatically. Fly-overs, elevated walkways, and high-rise buildings are mushrooming. I can only see a few bikes in the street.  My aunt went to Viet Nam in 1996. There were mostly manual labor and agricultural productions. 12 years later, when she came back, the country had dramatically changed, there were more technology and equipment and more industrial production too. |
| **WRAPPING UP**  **TASK 4: Present your group’s to other groups (IW/GW/8’)**  - When the time is up, ask the groups to stick their papers on the wall.  - Each group reports their best post to the class, saying which changes have been the most beneficial for the country.  - Vote for the best posts. | **EX 4: Present your group’s to other groups** |
| **HOME ASSIGNMENT (2’)**  1. Review this lesson  2. Do exercises ……. (Workbook). |  |

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**Period:** 46

**UNIT 6: VIET NAM: THEN AND NOW**

**Lesson 5: Skills 1**

**I./. OBJECTIVE:** - By the end of the lesson, ss will be able to:Read for general and specific information about the tram system in Ha Noi then and now

**1. Knowledge;**

- Grammar: impersonal passive and the verb suggest + V-ing/clause with should

- Vocabulary: words related to Viet Nam in the past and at present

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about Vietnam in the past and at present

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

- Ss are interested talking about Viet Nam in the past and at present.

- Ss are interested in using the past perfect, the structure adj+ to-infinitive and adj + that-clause

**4. Competences**: - Co-operation: work in pairs, groups, teams

- Self- study: work individually.

- Using language to talk about emotions and feelings

- Using language to talk about Viet Nam in the past and at present

**II./.PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

**III./. ANTICIPATE PROBLEM:** Students may have difficulties in giving opinions

- Proposed solutions: teacher should prepare the lesson carefully and encourage Ss to give confidently their ideas.

**IV./.PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and students ‘ activities** | **Contents** |
| **I. WARM UP (GW/ 5’)**  **- Check old knowledge:**  - T divides class into 2 teams and asks Ss to give ideas supporting for topic.  - After 2 minutes, T asks Ss to write ideas on the board in turns and leader of each group will present in front of class.  - If the group has many right ideas, the group will be winner. | + transport  + pollution  + work labor…. |
| **II. READING**  **1. Pre questions (PW/6’)**  Ask Ss to look at the two pictures and discuss the questions.  1. What are the things in the pictures?  2. When and where can you see them?  3. How different are they?  - Elicit the answers from Ss. Give Ss two minutes to skim the article and compare their answers with the information in the article.  \* Vocabulary  - Teacher use different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  **TASK 2: *Now read the article from a travel magazine then answer the questions that follow.***  **(GW/7’)**  - T divides class into 2 groups to play game “lucky numbers”.  - T explains the game’s rule and set time.  - Ask Ss to read article in 3 minutes and after that play the game.  - T checks and confirms the winner.  **TASK 3: Decide if the following statements are true (T) or false(F) (IW/5’)**  - T asks Ss to work individually. Remind them to pay attention to key words in each statement.  - Allow Ss to share answers before checking as a class.  - Asks Ss to explain why some statements are false. | **Suggested answers:**   * The first picture shows an old tram. The second picture shows a modern train. * The tram would have been seen in a town or city. These trains can be seen nowadays in big, modern cities.   - They are different in many ways:  + The first had fewer compartments (two or three) than the second (four).  + The first runs much more slowly.  +The first is not air-conditioned while the second is.  + The first runs along tracks on the ground at street level, while the second runs on elevated tracks.  + The first was powered by overhead electricity wires, while the second runs on electromagnetics.  **I. READING**  **1. New words:**  **-** boom: bùng nổ  - compartment: toa xe  - clanging: tiếng leng keng  - elevated walkway: lối dành cho người đi bộ  - trench: hào giao thông  **Ex 2:Now read the article from a travel magazine then answer the questions that follow.**  **Game: Lucky number.**  **Suggested answer:**  1. It is located in Huong Son Commune, My Duc District, Ha Noi.  2. It includes Den Trinh (Presentation Shrine), Thien Tru (Heaven’s kitchen) pagoda, and the Perfume Temple.  3. The centre of this complex, the Perfume Temple, also known as Chua Trong (Inner Temple), is located in Huong Tich Cavern.  4. Its beauty has been used as the theme of many famous songs and a topic of lyric poetry.  5. Pilgrims from all over Viet Nam do.  **Ex 3: Decide if the following statements are true (T) or false(F)**  Key:  1. F 2. T 3. F  4. T 5. F |
| **SPEAKING**  **TASK 4: *List different types of traditional and modern transport systems in Viet Nam (GW/7’)***  - T divides the class into 2 groups. Members of each group take turns to come to the board to add the list of different types of transport systems in Viet Nam.  - Set time limit of a few minute.  - The group with more words/phrases wins.  **TASK 5: *Discuss the changes in transport in your neighborhood. (PW/7’)***  - Ask Ss to work in pairs to do discussion.  - T tells Ss that they can use the information in activity 4 and the examples in activity 5 in student book.  - Ask some pairs to present their ideas to the whole class. | **Activity 4: *List different types of traditional and modern transport systems in Viet Nam***  **\* Suggested answers:**   |  |  | | --- | --- | | **Past** | **Present** | | **Road types:**  Path, earthen road, trench, brick road, tunnel, alley, tram system.  **Vehicles:**  Bicycle, rickshaw, coach, train, tram…. | **Road types:**  Underpass, flyover,  sky train system, skywalk system, cable car, tunnel, alley  **Vehicles**:  Motorbike, bicycle, coach, car, train,  tram, plane |   **Ex 5: *Discuss the changes in transport in your neighborhood***  - Is there anything that you prefer about the traditional /modern transport systems where you live?  **Suggested answer:**  - I prefer the modern train than the old tram in my city because it’s much faster and it has air conditioner so that my trip is more comfortable.  Now in city, there are more buses than in the past. I like that because they help to reduce pollution and the fees are quite cheap. |
| **III. WRAPPING UP**  **- Tell the changes of your transportation in your place where you live (IW/6’)**  - T asks ss to tell about the changes that they see in their village.... |  |
| **HOME ASSIGNMENT (2’)**  1. Review this lesson  2. Do exercises ……. (Workbook) |  |

*FEED BACK:*

*…………………………………………………….…………………………………………………………………………………………………………………………….…………………………………………………………………………………………………………………………….…………………………………………………………………………………………………………..…………………………………………………..*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *27/11/2023* | *9A: 23/12/2023* | *9B: 20/12/2023* | *9C: 22/12/2023* | *9D: 22/12/2023* |

**Period:** 47

**UNIT 6: VIET NAM: THEN AND NOW**

**Lesson 6: Skills 2**

**I./. OBJECTIVE:** By the end of the lesson, students will be able to:

- listen for general and specific c information about life in an extended family.

- write about some qualities a person needs to get along in an extended

**1. Knowledge;**

- Grammar: impersonal passive and the verb suggest + V-ing/clause with should

- Vocabulary: words related to Viet Nam in the past and at present

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about Vietnam in the past and at present

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

- Ss are interested talking about Viet Nam in the past and at present.

- Ss are interested in using the past perfect, the structure adj+ to-infinitive and adj + that-clause

**4. Competences**: - Co-operation: work in pairs, groups, teams

- Self- study: work individually.

- Using language to talk about emotions and feelings

- Using language to talk about Viet Nam in the past and at present

**II./.PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

**III./. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students may have difficulties in organizing the ideas to write a paragraph.

- Proposed solutions: teacher should prepare the lesson carefully and encourage Ss to give confidently their ideas.

**IV./.PROCEDURE:**

|  |  |
| --- | --- |
| ***Teacher and students’ activities*** | ***Contents*** |
| **I. WARM UP (IW/5’)**  Ask Ss to say if they are living in small families with their parents and siblings only or in big families with grandparents and other relatives. Ask them if they find any difficulties living in their family group or if they want to have anything changed. | **UNIT 6: VIET NAM: THEN AND NOW**  **Lesson 6: Skills 2** |
| **II. LISTENING**  **Task 1: *Describe what you see in each picture. What are the similarities or differences between them (PW/5’)***  - Ask Ss to work in pairs to describe the pictures and answer the question.  - Ask a pair to share their ideas with the class.  **Task 2: Gap-fill *(PW/7’)***  - Tell Ss that they are going to listen to a talk between Nick and Mrs Ha, Duong’s mother, about her family in the past.  - Ask them to read the information in the table carefully and try to predict the answers. *Tell them to decide the part of speech of the words they will need to fill in the blanks, then listen carefully to find the words from the recording.*  - Play the recording twice.  - Have two Ss write their answers on the board. Confirm the correct answers.  **Task 3: *Listen again and decide if the following statements are ( T )(F) (IW/7’)***  - Have Ss work individually to underline the key words in the statements.  - Ask Ss to do the exercise without listening to the recording.  - Write their answers on the board without  confirming the correct answers.  - Play the recording again for Ss to check, pause at the sentences that include the information Ss need for their answers. | **I. LISTENING**  **Task 1: Describe what you can see**  **U6-L6-1-ac84a9aaf5ff82a80479dacb16faa705**  Similarities: - family - having meals  Difference:- generation  **Task 2: *Nick is talking to Mrs. Ha, Duong’s mother about her family in the past. Listen to the conversation and fill in the blank.***  Key:  1. extended family 2. three generations  3. shared 4. their day  5. their work 6. things happening  7. to be tolerant 8. talk  9. listen 10. Compromise  **Task 3: True or False**  Key:  1. T 2. T 3. F 4. F 5. T 6. T |
| **III. WRITING**  **Task 4: *Work in group. Discuss three of the following qualities would be necessary for people living in extended family. (GW/5’)***  - First check that everybody understands the meaning of all the adjectives in the box.  - Set a time limit for pairs to brainstorm ideas and do the discussion.  - Move around and help Ss if necessary.  - Ask Ss to refer back to the listening in 2 and 3, and the example for useful language and ideas.  - Ask some pairs to present their ideas to the whole class. Confirm that they should give examples to support their main points.  **Task 5: write about 3 most important qualities you think person need to be able to get along with..... (IW/7’)**  - Ss should work individually to get their ideas down on paper and check the accuracy of what they have written.  - Give Ss about 10 minutes to write and edit their work. | **Task 4:**  *Qualities a person needs to get along in an extended family*  **U6-L6-4-2-c1daf0307212e4eff2527d7481b13c37**  ***Suggested answer***  **Qualities:**  +hard working, helpful  + patient, obedient  + sympathetic, ready to share  + being a good listener  + tolerant  + cooperative  + caring  + easy-going |
| **IV. WRAPPING UP**  **PRESENTATION (IW/7’)**  - Ss pass their work to someone who wasn’t in their pair for them to do peer review and add their comments and corrections.  - Write some samples on the board:  - Positive comments  Give feedback on a few Ss’ work | ***\* Suggested:***  Strong families have a sense of loyalty and devotion toward family members. The family sticks together. They stand by each other during times of troubles. They stand up for each other when attacked by someone outside the family. … |
| **HOME ASSIGNMENT (2’)**  - Do task 5  - Look back the unit |  |

*FEED BACK*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *27/11/2023* | *9A: 24/12/2023* | *9B: 22/12/2023* | *9C: 23/12/2023* | *9D: 23/12/2023* |

**Period:** 48

**UNIT 6: VIET NAM: THEN AND NOW**

**Lesson 7: Looking back and project**

**I./. OBJECTIVE:** By the end of the lesson, students will be able to :

* + Use the past perfect correctly
  + Use the structure adj+ to-infinitive and adj + that-clause correctly

**1. Knowledge;**

- Grammar: impersonal passive and the verb suggest + V-ing/clause with should

- Vocabulary: words related to Viet Nam in the past and at present

**2. Skills:** Practicing skills

**3. Attitude: -** Positive about Vietnam in the past and at present

- Students know how to learn English in right way.

- Ss are interested in doing exercises.

- Ss are interested talking about Viet Nam in the past and at present.

- Ss are interested in using the past perfect, the structure adj+ to-infinitive and adj + that-clause

**4. Competences**: - Co-operation: work in pairs, groups, teams

- Self- study: work individually.

- Using language to talk about emotions and feelings

- Using language totalk about Viet Nam in the past and at present

**II./.PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

**III./. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students are not confident to present and promote their activities before the class.

**-** Proposed solutions: teacher should prepare the lesson carefully and encourage Ss to give confidently their ideas.

**IV./.PROCEDURE:**

|  |  |
| --- | --- |
| ***Teacher and Ss’ activities*** | ***Contents*** |
| I. WARM UP  **GAME; (GW/5’)**  Helping Ss to revise some words about people’s qualities in the extended family as well as warming up the class and leading in the new lesson.  - T divides class into 2 teams and read out each word. Each member of 2 groups will write on the board. If the team is the fastest and give many corrects.  - T checks and confirm | + Hard working  + tolerant  + sympathetic  + easy-going  + obedient  + cooperative  + caring  + patient  **UNIT 6: VIET NAM: THEN AND NOW**  **Lesson 7: Looking back and project** |
| **I. VOCABULARY**  **TASK 1: Word web (IW/5’)**  - Have Ss work individually to list all the words on a piece of paper. Set a time limit of three minutes. Then have them combine to work in groups.  - Ask them to note down as many words they have just listed as possible on a larger piece of paper. Set a new time limit. When the time is up, groups stick their pieces of paper on the board.  - The group with the highest number of words/phrases wins.  **TASK 2:** ***Fill each blank with one word/ phrase***  ***(IW/5’)***  - Ask Ss to work individually, compare their answers with a partner, write their answers on the board.  - Confirm the correct answers.  **Task 3: *Read the passage and fill in each balnk suitable word from the box.(PW/5’)***  - Have Ss work in pairs. Tell them that they should pay attention to the cues in the passage for their answers.  - Elicit the answers from Ss. | |  |  | | --- | --- | | Then | now | | earthen road, path, trench, brick road, tunnel, alley, tram system | underpass, fl yover, skytrain system, skywalk system, cable car, tunnel, alley |   **Task 2:** Fill in each blank  Key:  1. extended 2. nuclear  3. facilities 4. Rubber sandals  5. trenches  **Task 3: Fill in each gap**  Key:  1. extended 2. nuclear  3. disobedient  4. sympathetic/understanding  5. understanding/sympathetic  6. tolerant 7. caring 8. share |
| **III. GRAMMAR**  **Task 4: *Complete the sentneces with appropriate(IW/5’)***  - Ask Ss to work individually first, check their answers with a partner before having them discuss as a class.  **Task 5: *Correct the italised where necessary* (IW/5’)**  Ask Ss to work individually first, check their answers with a partner before having them discuss as a class. | **II. Grammar**  **Task 4: Complete the sentences**  Key:  1. necessary/important  2. certain/sure/hopeful  3. certain/sure/confi dent  4. sorry/sure  5. sorry  6. convinced/certain/sure  **Task 5**: ***Read and correc***t  Key: 1, 3, 5, 6, 7, : no change 2. take ⭢could take 4. let ⭢to let 6. be ⭢was |
| **COMMUNICATION**  ***Role-play interview a travel agent* (PW/7’)**  - Ask Ss to role - play in pairs. They can then switch partners and roles and role-play again.  - Ask for volunteer pairs to perform in front of the class, praise their efforts at fluency and ability to communicate rather than the accuracy of their language | ***Activity 6:***  ***Role-play interview a travel agent about Vietnamese people’s holiday trends before and after 2000. Use the cues in the table for your interview. You may use the example to get you started*** |
| **IV. PROJECT (IW/5’)**  - T exlpains how to complete this task  - Ss do this task at home |  |
| **WRAPPING UP (IW/2)**  Sum up |  |
| **HOME ASSIGNMENT(IW/2)**  - Looking back 4 – 6  - Feedback on Project 5,6 |  |

*FEED BACK*

*…………………………………………………….……………………………………………………*

*…………………………………………………….……………………………………………………*

*…………………………………………………….……………………………………………………*

**REVISION FOR THE FIRST SEMESTER (3)**

**I./. OBJECTIVE:** This unit reviews the language and skills Ss have learnt in Units 1- 6 Help Ss to recall the language and encourage them to contribute as much as possible.

**1. Knowledge;** - Grammar: related to unit 4-6

- Vocabulary: related to unit 4-6

**2. Skills:** Practicing skills

**3. Attitude:** - Ss are interested in practicing skills

- Ss are interested in doing exercises

**4. Competences**: - Co-operation: work in pairs, groups, teams

- Self- study: work individually.

**II./.PREPARATION:**

**1. Teacher:** book, planning, picture, laptop, projector

**2. Students:** books, notebooks

**III./. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students are not confident to present and promote their activities before the class.

**- T**eacher should prepare the lesson carefully and encourage Ss to give confidently their ideas.

**SAMPLE TEST**

**PART I: LISTENING(2pts)**

***A. Listen and fill in the blank with a word you hear (1,0 pt)***

Moc Chau has recently (1)………. a popular tourist attraction that draws travellers throughout the year. People are attracted to this (2) …… town to admire its endless hills. The picturesque scenery here is unlike anything else in Viet Nam. Many places remain untouched by people. Apart from its fabulous scenery, Moc Chau is also famous (3)………. its local dishes, which are new to outsiders. People usually try them out of curiosity and end up falling in love with their amazing taste. Another attraction of this small town is its honest and friendly people. Visiting small villages in Moc Chau, tourists are welcomed into the locals’ homes and treated with (4)……… corn wine. The warm and open hospitality of the people here has made it a delightful experience for domestic as well as international visitors. Located only 187 kilometres from Ha Noi, Moc Chau can easily be reached by both private and (5)…….. transport.

***B. Listen to the tape and decide T/F (1,0pt)***

1. Tra is interested in Literature and Maths --------
2. Nam is fascinated by traditional handicraft -----
3. Nam friend's relatives live there and they own a workshop. -----
4. The trees in Ha Noi Botanical Garden come from different countries -----
5. Hoa doesn't love nature and quietness . -------

**PART II: PHONETICS: (0,8pts)**

***A. Choose the word which has underlined part is pronounced differently from others:***

1. a. satisfied b. matched c. thatched d. depressed

2. a. consequence b. generous c. demand d. report

***B. Choose the word that has different stress from others.***

1. a. mushroom b. demand c. sandal d. tunnel

2. a. underpass b. exhibit c. compartment d. extended

**PART III: VOCABULARY AND GRAMMAR: (1.2pts)**

***A-Choose the best answer A, B, C or D to complete the sentences. (1,2pts)***

1. The children were acting the story of the birth of Jesus.

a. out b. at c. on d.in

2. You will find it getting around Thien Y Thanh Mau Tower by rickshaws.

a. convenience b. convenient c. conveniently d. inconvenience

3. The Imperial Citadel of Thang Long is a …… that consists of royal palaces and monuments.

a. complex b. structure c. setting d. measure

4. The tram’s clanging sounds have gone deep into the of Hanoians.

a. minds and souls b. hearts and minds

c. hearts and bodies d. bodies and spirits

5. I wish that he me about his living conditions.

a. will tell b. can tell c. could tell d. tell

6. ***Father***: This is a present for you , son. ***Son***: .

a. How cool! B. Sure c. How cool! Thanks d. Good idea

**PART IV: READING (2pts):**

***A. Read the passage and answer the questions. (1pt)***

In the early 17th century, most of the southern region of Vietnam was nearly uninhabited and in the position of Ho Chi Minh City, there was a small village formed with a few residents. However, thanks to its advantage in location, the town grew both economically and politically. By the 19thcentury, this had become a cultural hub of the South as well as an important trading center of the country.

You might not know that there was a time Saigon was referred to as the Pearl of the Far East. Sadly, having been through various occurrences and two disastrous wars has stunted the city’s development. Only after the political instabilities had settled, Saigon recovered miraculously and maintained its leading position in terms of both the economics and culture. Officially named as Ho Chi Minh City, Saigon today has 22 districts in total and attracts hundreds of thousands of tourists annually.

1.When was nearly most of the southern region of Vietnam uninhabited?

2.What happened with Saigon in the 19th century?

3. Was there a small village formed with many residents?

4. How many districts in total are there in Ho Chi Minh City today?

5. Does it attract hundreds of thousands of tourists annually ?

**B. Fill in each gap with a word from the box.(1pt)**

|  |
| --- |
| **first constructed university for local divided** |

The Temple of Literature was (1)………. in 1070 under Ly Thanh Tong’s dynasty to honor Confucius at first and celebrate the doctorates and high rank scholars of Vietnam. In 1076, King Ly Nhan Tong continued the work and built Quoc Tu Giam as the (2)…….. university of Vietnam.

The temple is divided into five court yards, each with its own significance and history. The first courtyard stretches from the main gate to Dai Trung gate. The second stands out with Khue Van Cac pavilion. The third courtyard is where doctors’ names were engraved on stealer above tortoise backs. There are a total of 82 stealer, with names and origins of 1307 doctors, corresponding to 82 examination courses from 1442 to 1779. The fourth courtyard is dedicated for Confucius and his 72 honored students, as well as Chu Van An - a famous teacher known (3)………. his devotion to teaching. This is also where (4) ……….authorities choose to honor outstanding students in Hanoi nowadays, like those with top entrance results to university or top graduation outcomes. The last and also furthest courtyard is Thai Hoc house, which used to be Quoc Tu Giam - the first (5)………of Vietnam.

**PART V.WRITING (2 pts):**

***A. Rewrite sentences without changing meaning with the words in brackets. (1pt)***

1. They consider Sara is one of the best students in her school. (IT)

2. It’s pity she doesn’t share memories of her trip with me. (WISH)

3. Emily has to work part-time on Saturday, so she can’t accompany her best friend to the contest. (IF)

4. Shall we surf the net for the location of Ninh Binh Province? (SUGGEST)

5. Would you mind taking care of my bike while I’m away for a while? (AFTER)

***B. Make sentences with the word given (1pt)***

1. It/ be/ essential / keep/ calm/ emergency.

2. They/ never/ read/ such/ interesting novel / this/ before

3. Mrs Hoa / spend/ most/ time/ surf/ net/ information/ the next summer holiday

4. He/ suggested /visit/ Moc Chau/learn / Thai / H’mong people.

5. She/ wondered/ whether/ tell/ her mother/ what/ she/ think.

**ANSWER KEYS**

**Task 1** Tapescript:

Moc Chau has recently ***become*** a popular tourist attraction that draws travellers throughout the year. People are attracted to this ***lovely*** town to admire its endless hills. The picturesque scenery here is unlike anything else in Viet Nam. Many places remain untouched by people. Apart from its fabulous scenery, Moc Chau is also famous **for** its local dishes, which are new to outsiders. People usually try them out of curiosity and end up falling in love with their amazing taste. Another attraction of this small town is its honest and friendly people. Visiting small villages in Moc Chau, tourists are welcomed into the locals’ homes and treated with ***homemade*** corn wine. The warm and open hospitality of the people here has made it a delightful experience for domestic as well as international visitors. Located only 187 kilometres from Ha Noi, Moc Chau can easily be reached by both private and ***public*** transport.

**Task 2:Tra**: I love history, so my place of interest is Viet Nam National Museum of History. There's an extensive collection of artifacts tracing Viet Nam's history. They're arranged chronologically from primitive life to modern times. It's also near Hoan Kiem Lake and the Old Quater, so you can spend time looking around and exploring Vietnamese culture.

**Nam**: I'm fascinated by traditional handicraft. At weekends, I usually go to Bat Trang, a pottery village not far from Ha Noi centre. My friend's relatives live there and they own a workshop. Every time I go there, they teach me how to make things such as pots, vases, or bowls. I'm learning to paint on ceramics now.

**Hoa**: Ha Noi Botanical Garden is the place I like. There are lots of trees from different countries, a lake, and a small hill. I usually climb up the hill and read books at the top because there's a large lawn. After that, I go down and feed the pigeons. Sometimes I just sit on the bench, watching people dancing or playing sports. It's a nice place for those who love nature and quietness.

**PART I: LISTENING (2pts):**

**A. 0,2 x 5 = 1,0pt:**1. become 2. lovely 3. for 4. homemade 5. public

**B. 0,2 x 5 = 1,0 pt:**1. F 2. T 3.T 4.T 5.F

**PART II: PHONETICS: (0,8pt)**

**A- 0,2 x 2= 0,4pts:** 1a, 2d

**B- 0,2 x2=0,4pts:** 1b,2a

**PART III -VOCABULARY AND GRAMMAR:**

***A. 0,2 x6= 1,2 pts: 1***a ***2***b ***3***a ***4***b ***5***c ***6***c

**PART IV: READING (2pts)**

***A. 0,2 x 5= 1pt***

1. In the early 17th century

2. This had become a cultural hub of the South as well as an important trading center of the country.

3. No, there wasn't.

4. It has 22 districts/22.

5. Yes, it does

***B. 0,2 x 5= 1pt***

**1.** constructed **2.** First **3.** For **4.** Local **5.** university

**PART V: WRITING (2 pts)**

***A. 0,2 x 5= 1pt***

1. It is considered (that) Sara is one of the best students in her school.

2. I wish she shared memories of her trip with me.

3. If Emily didn’t have to work part-time on Saturday, she could accompany her best friend to the contest.

4. I suggest surfing the net for the location of Ninh Binh Province.

5. Would you mind looking after my bike while I’m away for a while?

***B. 0,2 x 5= 1pt***

1. It is essential to keep calm in an emergency.

2. They have never read such an interesting novel like this before.

3. Mrs Hoa spends most of her time surfing the net for information about the next summer holiday.

4. He suggested visiting Moc Chau to learn about Thai and H’mong people.

5. She wondered whether to tell her mother what she was thinking.

**D. SPEAKING ( 2,0pts)**

- Students take part in the speaking contest

- Students speak according to one of the topics they've learnt in the first term

**Period 54**

**REVISION FOR THE FIRST SEMEMSTER (4)**

**SPEAKING TEST**

**I./. OBJECTIVE:** This unit reviews the language and skills Ss have learnt in Units 1- 6 Help Ss to recall the language and encourage them to contribute as much as possible.

**1. Knowledge;** - Grammar: related to unit 4-6

- Vocabulary: related to unit 4-6

**2. Skills:** Practicing skills

**3. Attitude:** - Ss are interested in practicing skills

- Ss are interested in doing exercises

**4. Competences**: - Co-oporation: work in pairs, groups, teams

- Self- study: work individually.

**II./.PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students are not confident to present and promote their activities before the class.

**- T**eacher should prepare the lesson carefully and encourage Ss to give confidently their ideas.

**Speaking topic**

- Teacher gives out some topic then guides ss how to deal this problem

- Ss work in group to discuss what they should talk about

- T moves around and helps

**Topic 1: Life in the past: What do you think about teenagers’ pastime?**

What do you think about these habits which has been long practiced by children in Vietnam?

Would you like to preserve them? Why?/ Why not?

***Suggestion***

1. In the past, teenagers preferred physical activities and used to play with handmade toys; there were not high technology devices like computer, video game or smartphone for entertainment.

Nowadays, teenagers have more choices for entertainment than in the past; they enjoy many kinds of sport or spending time watching television, listening to music, playing online games or using social network.

- hand-written homework: It can prevent students from copying the answer from the internet but it is also inconvenient and time-consuming. Especially, students that have bad hand-writing can get bad marks just because teachers cannot understand what they wrote. Therefore, I don’t want to preserve it.

2. playing traditional games like hide and seek, elastic-band jumping, skipping, and catch the chickens

- I want to preserve it because it’s also a good physical activity for children that helps them to be healthier and develop better.

3. obeying your parents/teachers without talking back

- I don’t want it to be preserved. Sometimes, children should be allowed to speak up and give their opinions so that parents can understand their children more.

**Topic 2:** **Wonders of Viet Nam**1. Tell some wonders of Viet Nam you studied or you know

1. Which place do you like best? Why?

(Ha Long Bay. It is known that Ha Long Bay was recognized as a World Heritage Site by UNESCO in 1994. It magical place. It is situated in Quang Ninh province. It’s one of the most extraordinary natural wonder. People who are interested in history should visit Van Don , Island, Poem Island and Bach Dang river

2. Now I want to visit Hue City. Could you give me some tips?

I’m afraid I will lost my way, what should I do?

***Suggestion***

It is said that Ha Long Bay is a magical place, attracting more tourists than ever since UNESCO's recognition of this beautiful spot. It is situated in the northeast region of Viet Nam. With its rich history and picturesque setting, Ha Long Bay is the perfect destination for any tourist.

Ha Long Bay is one of the most extraordinary natural wonders you will ever see. Viewed from any angle, Ha Long Bay looks like a work of art. It has 1,969 islands concentrated in two main zones: the southeast (belonging to Bai Tu Long Bay), and the southwest (belonging to Ha Long Bay). At the centre of the islands, there are wonderful caverns, such as Thien Cung, Dau Go, Sung Sot, and Tam Cung.

Forthose interested in history, a visit to Van Don Island, Poem Mountain, and the Bach Dang River is a must.

It is now known that Ha Long was one of the places where humans first existed.

Don't miss out on a visit to Ha Long Bay. With its long history and astounding natural beauty, it is truly unforgettable.

**Topic 3: Vietnam now and then**

- Discuss the changes in transportation in your neighbourhood. Is there anything that you prefer about the traditional trnsportation systerms where you live

***Suggestion***

The road system was simple back then. Most people rode bicycles and there were few motorbikes on the road. In addition, the tram system was a very popular means of transport in the city at that time.

The city has changed dramatically. Fly-overs, elevated walkways, and high-rise buildings are mushrooming. In addition, there has been a sharp increase in the number of vehicles there. Most of them are motorbikes and cars. The tram system has completely disappeared, and I can only see a few bikes in the street.

Unsurprisingly, the roads are much busier than in the past and traffic jams often occur, particularly at rush hour. To solve this problem, two skytrain systems have been built in the city.