|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *10/11/2022* | *9A: 25 /11/2022* | *9B: 22/11/2022* | *9C: 24 /11/2022* | *9D: 24 /11/2022* |

**Period 35**

**UNIT 5: WONDERS OF VIET NAM**

**LESSON 1: GETTING STARTED (A TRIP TO HUE CITY) (P.50)**

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

**1. Knowledge:** listen and read the conversation between Mi and Veronica for specific information about a trip to Hue City.

**- Vocabulary:** Words to describe wonders of Viet Nam.

**- Grammar:** Passive voice: Impersonal passive/ suggest + V-ing / clause with “should”

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Be proud of the wonders of Viet Nam.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

Students may get difficulty in finding other ways for the expressions in 1d P17

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP (IW/5’)**  Helping Ss know some wonders of Viet Nam  - Teacher shows the six pictures of places of interest in Viet Nam.  Look at the pictures and the task individually.  - Group work | **Matching (3a P51)**  1. b 2. c 3. e  4. a 5. f 6. d  **UNIT 5:**  **LESSON 1: GETTING STARTED**  **(A TRIP TO HUE CITY) (P.50)** |
| **II. BEFORE LISTEN AND READ**  Helping students listen and read for the conversation between Mi and Veronica for specific information about a trip to Hue City.  **1. Set the scene (IW/2’)**  - Teacher elicits the topic by asking Ss to look at the pictures and asks some questions:  + Have you ever visited a wonder of Vietnam?  + What is it ? Where is it?  + What is special about it?  **2. Vocabulary (IW, GW/5’)**  - Teacher use different techniques to teach vocabulary (situation, picture)  - Ss practice reading vocabulary chorally, individually.  ***\* Checking vocab: jumbled words***  - Teacher divides class into 2 groups and asks Ss to do jumbled words.  - Group work | **I. Vocabulary:**  - recommend: giới thiệu, khuyen.  - recommendation: sự giới thiệu, lời khuyên  - complex: khu liên hợp, quần thể  - rickshaw: xích lô, xe kéo |
| **III. WHILE** **LISTEN AND READ**  **TASK 1:**  ***a)*** ***Fill in the gap with no more than three words* (IW/5’)**  -Teacher asks Ss to fill in the gap with no more than three words.  - Listen and do the task individually.  - Teacher checks and writes the correct answers on the board.  ***b) Find the expressions* (IW, PW/5’)**  -Teacher asks Ss to refer to the conversation to find the phrases.   * Teacher asks Ss to practice saying the phrases (play the recording again as a model if necessary).   (*pay attention to intonation when asking for, making, or responding to recommendations*)  - Ss complete the exercise independently.  - Share and compare the answers with a classmates.  - The whole class.  - Teacher allows them to share their answers before playing the recording for them to check.  - Play the recording for Ss to repeat the phrases.  -T may remind Ss to pay attention to the intonation.  - Listen and repeat.  **TASK 2:**  **a) Write the responses below in to the correct column (IW/PW/5’)**  Have ss work independently .  Ss share their answers before checking.  - T shows the key, may remind ss to pay attention to the intonation.  **b) Matching (IW,PW/5’)**  - T asks Ss to work independently to do the matching.  - T allows them to share their answers before giving comments, and make any corrections.  - T may go around to provide help.  - Ss complete the exercise independently.  - Share and compare the answers with a classmates. | **II. Listen and read:**  ***1.a. Fill in the gap with no more than three words (1a P51)***  1. Hue City 2. Three  3. go by air 4. Beautiful  5. use rickshaws 6. The museums  ***1.b. Find the expressions (1b P51)***  **Asking for recommendations**  - And do you know any good places to stay in Hue City?  - What’s the best way to get around?  - So what are the things we shouldn’t miss-any good museums?  - So what else is worth seeing?  **Making recommendations**  going by train  - I’d recommend The Romance Hotel.  - It’s probably best to use rickshaws.  - Er no, don’t bother going to the museums.  - You should definitely see the Royal Citadel.  **Responding to recommendations**  - That sounds better.  - Hmm, that’s good to know  Yes, that’s what I’ve heard.  **2a. Write the responses below in to the correct column**  **2b. Matching (2b. P51)**  1. b 2. c  3. d 4. a |
| **IV. AFTER LISTEN AND READ**  **TASK 3**  **b) Now put them in the correct columns. (IW/3’)**  - Ss do the exercise individually and then compare their answer with a partner. Check the answers with the class.  **TASK 4: Ask and answer questions about some wonders of Viet Nam (PW/5’)**   * Model this Task with a more able student.   - T may go around to provide help.  (*Note that weaker Ss can stick very closely to the model by substituting the names of different wonders in the conversation. However, it’s good to encourage more able Ss to create their own versions of the conversation.)*  - Teacher asks Ss to practice in front of the class.(*remembering that this is a fluency stage and correction* *should be reserved for the end and kept to a minimum so as not to deter Ss from taking risks with the language*.*)*  - Pair work  - Ss make similar dialogue  - Some pairs present in front of the class. | **b. Now put them in the correct columns.**   |  |  | | --- | --- | | Natural wonders | Man- made wonders | | Ha Long Bay  Phong Nha Cave  Cuc Phuong National Park | Po Nagar Cham Towers  One Pillar Pagoda  Saigon Notre - Dame Cathedral |   **4. Ask and answer questions about some**  **wonders of Viet Nam (4 P51)**  A: I’m travelling around Viet Nam next week. Can you recommend a good place to visit?  B: Ha Long Bay. It’s one of the wonders you can’t miss.  B: ha Long Bay? Where is it?  A: it’s in Quang Ninh province.  A. Is it a natural wonder?  B: Yes, it is. |
| **V. WRAPPING UP (IW/3’)**  **FREE TALK**  - T encourages Ss to talk about one of the wonders of Viet Nam they know.  - Ss listen and comment. |  |
| **VI. HOME ASSIGNMENT(IW/2’)**  - Teacher asks 1 student to read aloud the request.  Write down. | * Do exercises B2, 3 P40 (workbook) |

**Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *10/11/2022* | *9A: 26 /11/2022* | *9B: 24 /11/2022* | *9C: 25 /11/2022* | *9D: 25 /11/2022* |

**Period 36**

**UNIT 5: WONDERS OF VIET NAM**

**LESSON 2: A CLOSER LOOK 1 (P.52)**

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

**1. Knowledge: -** Use the lexical items to describe wonders of Viet Nam

- Identify in which situations to stress short words (a, of, or, etc.) in

sentences and say these sentences correctly

**- Vocabulary:** Words to describe wonders of Viet Nam.

**- Grammar:** Passive voice: Impersonal passive/ suggest + V-ing / clause with “should”

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Be proud of the wonders of Viet Nam.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

Students may get difficulty in stress on short words in sentences.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP (IW/5’)**   * Helping Ss know some wonders of Viet Nam * Ask some questions about class situations.   - Show some pictures of wonders and have Ss to ask and answer about them  - Pair work: ask and answer | **Pictures**   1. Ha Long Bay 2. One Pillar pagoda 3. Cuc Phuong National Forest.   **UNIT 5:**  **LESSON 2: A CLOSER LOOK 1 (P.52)** |
| **II. VOCABULARY**   * Helping Students listen and read for the conversation between Mi and Veronica for specific information about a trip to Hue City.   **TASK 1: Write the words with the correct picture (IW/5’)**  Ask Ss to do the matching independently.  - Have them share their answers with one or more partners.  - Share and compare the answers with a classmates.  **TASK 2: Fill in each blank with a suitable adjective from the box (IW,PW/5’)**  - T may ask for translation of the nouns in the box to check their understanding. (*With a stronger class, ask Ss to find some real-life examples of the nouns in the box.)*  - T asks Ss work independently and then share their answers with one or more partners.  - Share and compare the answers with a classmates.  **TASK 3:**  **a) Match the nouns in A to the definitions in B (PW/5’)**  - Teacher asks Ss to work in pairs to match the nouns to the definitions.  - Teacher allows them to share their answers before checking with the whole class.  **b) Use the nouns in 3a to complete the sentences (IW/6’)**  - T may ask for translation of the nouns in the box to check their understanding. (With a stronger class, ask Ss to make some example sentences with these words.)  - Teacher asks Ss complete the sentences individually, using the phrases in 3a. then have some of them read out their answer before checking as a  - Individual work | **1: Write the words with the correct picture**  **Key:**  1. B 2. D 3. A  4. E 5. C 6. F  **2: Fill in each blank with a suitable adjective from the box.**  **Key:**  1. located/situated  2. Picturesque  3. Astounding  4. geological  5. Administrative  **3a: Match the nouns in A to the definitions in B**  **Key:**  1. b 2. d 3. a  4. e 5. c  **3b: Use the nouns in 3a to complete the sentences**  **Key:**  1. structure 2. Measures  3. Setting 4. Complex  5. Recognition |
| **III. PRONUNCIATION**  **TASK 4: Stress on short words in sentences**  **(IW/5’)**  - Play the recording and ask Ss to listen and repeat the sentences, paying attention to whether the words in red in each sentences are stressed or not.  - T may play the recording as many times as necessary.  - Listen and repeat the sentences  - Read through and explain the rule in the REMEMBER! box  **TASK 5: Read the mini-talk and underline the short words *(for, the, from, and, but, at, of, to)* you think use the strong form. Then listen and check. (IW,PW/ 7’)**  - Ask some Ss to give examples of the cases where the short words (a, of, the, etc.) are used in the strong form.  - T plays the recorder and asks Ss to listen and repeat.  - Individual work listen and repeat.  - Ask Ss to work in pairs to practice reading aloud the mini-talks and decide in which sentences the short words are stressed.  - Pair work   * Play the recording. Ss listen and underline the stressed words. T may pause after each sentence and ask them to repeat chorally. Correct their pronunciation if necessary.   - Ss listen and underline the stressed words.  - Correct their pronunciation if necessary.  - Ss practice the mini-talks in pairs. - Some pairs to practice the mini-talks in front of the class. | **4: Listen and repeat, paying attention to the words in red in each pair of sentence**  Example:  What are you playing at?  Mary is the person I’m looking for.   * When the short words are used for emphasis and contrast.   ***Example:***  This is the place to eat.  It’s not a solution, but the solution.   * When the short words are used for citation.   Example:  You shouldn’t put ‘and’ at the end of the sentence.  **5 + 6: Read the mini-talk and underline the short words *(for, the, from, and, but, at, of, to)* you think use the strong form. Then listen and check.** |
| **IV. WRAPPING UP (IW/5’)**  - Free talk  - Teacher encourage student to tell about one the heritages in Viet Nam they know. (eg: Ha Long Bay, Hue Citadel….) |  |
| **V. HOME ASSIGNMENT (2’)**  - T elicits Ss to do homework | * Write sentence with the new words. * Do Ex in workbook |

**Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *10/11/2022* | *9A: 29 /11/2022* | *9B: 28 /11/2022* | *9C: 29 /11/2022* | *9D: 29 /11/2022* |

**Period 37**

**UNIT 5: WONDERS OF VIET NAM**

**LESSON 3: A CLOSER LOOK 2 (P.54)**

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

**1. Knowledge:** use the impersonal passive and the verb suggest + V-ing/clause with should

**- Vocabulary:** Words to describe wonders of Viet Nam.

**- Grammar:** Passive voice: Impersonal passive/ suggest + V-ing / clause with “should”

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Be proud of the wonders of Viet Nam.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

Students may get difficulty in finding other ways for the expressions in 1d P17.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP (IW/3’)**  Helping Ss know revise some verbs in past participle.  - Ask Ss to write the past participle of some verbs  - Individual work | **Write the past participle of verbs:**   1. Think 2. Say 3. Report 4. Know 5. Believe 6. Claim   **UNIT 5:**  **LESSON 3: A CLOSER LOOK 2 (P.54)** |
| **II. GRAMMAR**   1. **The impersonal passive**  * *Helping Ss use the impersonal passive and the verb suggest + V-ing/clause with should* * The whole class.   **TASK 1:**  **a) Read part of the conversation. Pay attention to the underlined part. (IW/5’)**  Ask Ss to study part of the conversation from GETTING STARTED. Draw Ss’ attention to how to form the impersonal passive by analyzing the underlined part and the rule.   * Ask them to share their findings with a partner before checking with the whole class.   **b) When do you use the impersonal passive? Can you think of any rules. (IW/5’)**   * Uncover the box and allow Ss to analyze the rule and the examples in the box.   Ask some Ss to give some more examples to check understanding.  - Individual work  *We use the impersonal passive to express other people’s opinions. It can be used with reporting verbs, including say, think, believe, know, hope, expect, report, understand, claim, etc.*  - T asks Ss to complete the sentences independently.  - Share and compare the answers with a classmates.  **TASK 2: Complete the sentences using the correct passive form of verbs in brackets. The first one has been done for you.**  **(IW/7’)**  - Ss complete the sentences independently.  Ask them to share their answers with a partner. Ask some ss to say their answers aloud.  - Give comments and make any correction if necessary.   * T asks them to share their answers with a partner. * T asks some Ss to say their answers aloud. * T gives comments and make any correction if necessary.   **TASK 3: Here are some things we hear about Po Nagar Cham Towers. Write sentences about it using the impersonal passive. (IW/5’)**  -T asks Ss to write the sentences independently, then compare them with one or more partners.  -T asks some Ss to say their sentences aloud.  - T gives comments, and make any correct if need.  - Individual work  **II. SUGGEST + V-ING**  **TASK 4**  **a)** **Read parts of the conversation. Pay attention to the underlined part. (IW/5’)**  - T asks Ss to read part of the conversation from GETTING STARTED and to pay attention to the underlined part.  - Then T explains to Ss the structures used with the verb suggest and ask them to make some examples to illustrate.  - Individual work  - Share and compare the answers with a classmates.  - T asks Ss to study the rules in the box. Draw Ss’ attention to the use of the verb *suggest* by analyzing the examples in the box in 4b and the **REMEMBER**! Box.  - Then ask some able Ss to give some more examples  **b)** **When do we use suggest + V-ing / clause with *should*? Can you think of any rules? (IW/5’)**  - T asks Ss to do the grammar exercise individually. Remind them to refer to the box in **4b** and the **REMEMBER!** box and use a dictionary if necessary. Then have Ss compare their answers in pairs before checking with the whole class.  - T calls some Ss to give their answers.  -T corrects and gives the comments. | 1. **The impersonal passive**   **Task 1a/52: Read part of the conversation**  **Key**: It’s said that this complex of monuments is one of the wonders of Viet Nam.  **Task 1b/52: When do you use the impersonal passive?**  **Example:** We use the impersonal passive to express other people’s opinions. It can be used with reporting verbs ( *say, think, believe, know, hope, expect, report, understand...*   |  |  | | --- | --- | | **Active** | **Passive** | | People think he is a great teacher | It is though that he is a great teacher | | People say she works 16 hours a day | It is said that she works 16 hours a day | | They reported that two people had been injured in the accident | It was reported that two people had been injured in the accident. |   **Task 2/53: Complete the sentences**  2. It is believed that the best time to visit the complex of Hue Monuments in April.  3. It is reported that thousands of visitors come to enjoy breathtaking views of Ha Long Bay every year.  4. It is claimed that Phong Nha - Ke Bang can be compared to a huge geological museum.  5. It is understood that Binh Dai Fortress was designed to control movement on the Perfumed River.  6. It is expected the government will have measures to protect and preserve our man-made wonders.  **Task 3/54: Write sentences about it using the impersonal passive.**   1. It is claimed that Po Nagar Cham Towers were built in the 8th century by the Cham people in central Viet Nam. 2. It is said that the Cham people built Po Nagar Cham temple complex to honor Yang Ino Po Nagar, mother of the kingdom. 3. It is believed that the Po Nagar Cham Towers were built on the site of an earlier wooden temple, which was burned by the Javanese in A.D. 774. 4. It is understood that the Po Nagar Kalan is the main tower, which is one of the tallest Cham structures. 5. It is known that a sculpture of the goddess Aahishasuramardini may be 6. Found above the entrance to the main temple.   It is thought that in the 17th century, the Viet people took over the temple tower, calling it Thien Y.   1. **Suggest + V-ing/clause with should**   ***Task 4a:* Read parts of the conversation. Pay attention to the underlined part.**  Veronica: My father suggests we should go by air.  Mi: That’s too expensive! I suggest going by train.  After the verb *suggest*, we can use V-ing or a clause with should:  S + suggest + V-ing  S + suggest + (that) + S + (should) +bare infinitive  **REMEMBER!**  We can also use *suggest + V-ing/clause* with *should* to report someone’s ideas about what someone else should do, or what they should do themselves.  *Example:*   * *Her mother suggested going to see the doctor.* * *The professor suggested that the students should read a number of books before the exam.*   ***Task 5:***  2. I suggest the government should limit/limiting the number of visitors every day.  3. I suggest we should control/ controlling the deforestation.  4. I suggest we should put/putting these valuable things in high-security place.  5. I suggest we should raise/raising some money.  6. I suggest we should reduce/ reducing smoke and exhaust fumes |
| **WRAPPING UP ( speaking)**  **TASK 6**  **a) Tell your partners what they should do in the following situations (PW/5’)**  - First, T models this Task with a more able student.   * Then T asks Ss to work in pairs. T may go around to provide help. * Call some pairs to practice in front of the class.   **b) Report your partner’s ideas (PW/3’)**  - First, model this Task with a more able student. Then ask Ss to work in pairs. T may go around to provide help. Call some pairs to practice in front of the class.  - Ask Ss to work in pairs, reporting their previous partners’ ideas to the new ones. Then T may ask some Ss to report their previous partners’ ideas to the whole class.  - Ask some Ss to report their previous partner’s ideas to the whole class.  - Some pairs practice in front of the class. | **Task 6a/ 6b: Work in pairs.** Tell your partners what they should do in the following situations, using suggest+ ving/clause with should.  **Example:**  A: Oh no! My bicycle has been stolen. What should I do now?  B: I suggest calling the police/ I suggest you should call the police. |
| **HOME ASSIGNMENT (IW/2’)**  - T elicits Ss to do homework  - Write down. | * Do exercises in Work book |

**Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *10/11/2022* | *9A: 02 /11/2022* | *9B: 29 /11/2022* | *9C: 01 /12/2022* | *9D: 01 /12/2022* |

**Period 38**

**UNIT 5: WONDERS OF VIET NAM**

**LESSON 4: COMMUNICATION (P.55)**

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

**1. Knowledge:** describe one of the wonders of Viet Nam.

**- Vocabulary:** Words to describe wonders of Viet Nam.

**- Grammar:** Passive voice: Impersonal passive/ suggest + V-ing / clause with “should”

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Be proud of the wonders of Viet Nam.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

Students may get difficulty in writing some sentences that describe one of the wonders of VN.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Contents** |
| **I. WARM UP (GW/7’)**  Helping Ss know some wonders of Viet Nam  - T shows a picture of a wonder in VN,  Group work: Think of words relate to ha Long Bay.  - Go to the board and write ( one by one) | \* **Brainstorming:**  Quang Ninh  ***Example:*** position, kind of wonder, structure…  **UNIT 5:**  **LESSON 4: COMMUNICATION (P.55)** |
| **II. COMMUNICATION**  *Helping Ss know some extra vocabulary and*  **1.Vocabulary**  **(IW/7’)**  *-* Use different techniques to teach extra vocabulary.   * Ask Ss to read them in chorus, individually.   **- S**s practice reading vocabulary chorally, individually.  **TASK 1***:***Listen and decide if the statements are true or false (IW/7’)**  - Ask Ss to guess the statements are true or false (Ac1)   * Play the recording and ask Ss to decide whether the statements are true (T) or false (F).   - Listen and check the answers.  - Correct the F sentences.  - Have them correct the false statements where applicable.  - Play the recording again for Ss to check the answers.  **TASK 2:** **Listen and fill in the gaps with the numbers/ words you hear (IW/8’)**  - First, have Ss read the next part of the radio programme and guess what the missing word for each gap in the conversation is. Then play the recording.  - The first time, ask Ss to close their books and listen only.  Play the recording again and allow Ss to fill in the gaps as  - Listen and fill   * they listen   **TASK 3:** **Write six sentences that describe one of the wonders of VN you know.**  **(IW/7)**  **-** Helping ss describe one of the wonders of VN they know  - Ask Ss to write six sentences that describe one of the wonders of VN they know.  - Remind Ss not to let anyone know their sentences.  - Individual work | **Extra vocabulary**   * + - 1. Proper name:       2. Contestant (n):       3. Spectacular (adj):       4. Round (n):   **Task 1: Listen and decide if the statements are true or false.**  1. F 2. T  3. F 4. T  5. F  **Task 2: Listen and fill in the gaps with the numbers/ words you hear.**  1. Central 2. 200  3. Park 4. Discovered  5. Paradise  **Task 3: Write six sentences that describe one of the wonders of VN you know.** |
| **WRAPPING UP**  **TASK 4: Play a game “What’s what?” (GW/7’)**   * Helping Ss practice speaking about one of the wonder of VN they know by playing a game **“what’s what?”** * Ask Ss to work in groups of 4 to play a game “what’s what?” T goes around the groups to provide help.   - Divide class into two teams and play a game “what’s what?”  - Group work | **Task 4: Play a game “What’s what?”** |
| **HOME ASSIGNMENT ( 3’)**  - T elicits Ss to do homework  Write down. | * Write sentence with all the structures * Do exercises in Work book |

**Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *10/11/2022* | *9A: 03/12/2022* | *9B:01 /12/2022* | *9C: 02/12/2022* | *9D:02 /12/2022* |

**Period 39**

**UNIT 5: WONDERS OF VIET NAM**

**LESSON 5: SKILLS 1 (P.57)**

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

**1. Knowledge:** read for the specific information about Perfume Pagoda and talk about man-made wonders of VN and how to protect and preserve them.

**- Vocabulary:** Words to describe wonders of Viet Nam.

**- Grammar:** Passive voice: Impersonal passive/ suggest + V-ing / clause with “should”

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Be proud of the wonders of Viet Nam.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

Students may get difficulty in finding the information about the condition of the man-made wonders of VN nowadays.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **BOARD CONTENTs** |
| **I. WARM UP (GW/5’)**  Helping Ss brainstorm about the condition of man-made wonders of VN  **Discussion:**  - Ask Ss to answer the question “What condition are man-made wonders of Viet Nam in right now?”  The whole class.  - Call some Ss tell their ideas. | **Discussion:**  *What condition are man-made wonders of Viet Nam in right now?*  **UNIT 5:**  **LESSON 5: SKILLS 1 (P.57)** |
| **II. READING**  Helping Ss read for specific information about the Perfume Pagoda  **\* Set the scene: (IW/3’)**  - T shows some picts of Huong Pagoda and asks ss some questions about Huong Pagoda  - Ss observe pict and answer questions  **1. TASK 1 (IW/8’)**  - Ask Ss to scan the passage to find the words/phrases: *vast, pilgrims, theme, backdrops, and reign.*   * Help Ss work out the meanings of these words from the context. * Ask Ss to read aloud the NW.   - Ss practice reading vocabulary chorally, individually.  - Write down.  **TASK 2:** **Answer the questions (IW,PW/7’)**  - T may set a longer time limit for SS to read the text again and answer the questions.   * Ask Ss to note where they find the information that helps them to answer the questions.   - Individual work then ask Ss to compare their answers with a partner before discussing them as a class.  - T checks and gives comments. | **I. READING**  **1. Vocabulary:**  *- vast (adj) = extremely large in area, size, amount, etc.*  *- pilgrims (n) = a person who travels to a holy place for religious reasons*  *- theme (n) = the subject or main idea in a talk, piece of writing, or work of art*  *- backdrop (n)=the general scene in which an event takes place*  *- reign (n) = the period during which a king, queen, emperor, etc. rules*  **Task 2: Answer the questions.**  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 PerfumeTemple, also known as ChuaTrong (Inner Temple), is locatedin HuongTich 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. |
| **SPEAKING**  **TASK 3:** **Put things in order of seriousness. Give your reasons. (PW/7’)**  - First, ask ss to work in pairs, to put the things that have caused damage to the man- made wonders of the VN in order of seriousness.  - T may go around to provide help  After ss finish ask some pairs to report their choices and give the reasons for them.  **TASK 4:**  **a) Use the ideas in 3 to suggest ways to protect and preserve the man-made wonders of Viet Nam. (PW/7’)**  Ask ss to work in pairs and use the ideas in 3 to suggest ways to protect and preserve the man- made wonders of VN. T may go around to provide help | **II. SPEAKING**  **TASK 3:** **Put things in order of seriousness. Give your reasons.**  1- c ; 2- e ; 3- d ; 4 - b ; 5 - a**TASK 4**  **a) Use the ideas in 3 to suggest ways to protect and preserve the man-made wonders of Viet Nam.**  - Example:  We suggested limiting the number of tourists who can visit these important sites per day. |
| **WRAPPING UP**  **b) Report your best ideas to the class. (IW/6’)**  - T asks ss to represent their best ideas to the whole class . Give comments and make any correction if needed.  - Ss work individually | **b) Report**  A: It is reported that many of our man-made wonders have been damaged. What should we do to protect and preserve them?  B: I suggest that we should limit the number of tourists visiting them every day.  A: That's a good idea. I'd like to suggest raising money to restore and preserve them... |
| **HOME ASSIGNMENT (IW/2’)**  - T elicits Ss to do homework | * Do exercises in Work book |

**Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *10/11/2022* | *9A: 06 /11/2022* | *9B: 05 /12/2022* | *9C: 06 /12/2022* | *9D: 06 /12/2022* |

**Period 40 UNIT 5: WONDERS OF VIET NAM**

**LESSON 6: SKILLS 2 (P.57)**

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

**1. Knowledge:** listen for specific information about natural wonder of Viet Nam and write an article describing a wonder of VN.

**- Vocabulary:** Words to describe wonders of Viet Nam.

**- Grammar:** Passive voice: Impersonal passive/ suggest + V-ing / clause with “should”

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Be proud of the wonders of Viet Nam.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

Students may get difficulty in finding the information about the wonders of VN nowadays.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **TEACHER’S & STUDENT’S ACTIVITIES** | **BOARD CONTENT** |
| **I. WARM UP (5’)**   * Helping Ss brainstorm about the condition of man-made wonders of VN Ask Ss to play a game “What is what?” * Team by team gives the cue sentences, the other guess the wonders. | A game: What is what?  **UNIT 5: WONDERS OF VIET NAM**  **LESSON 6: SKILLS 2 (P.57)** |
| **II. LISTENING**   * Helping Ss listen for the specific information about natural wonder of VN   **\* Set the scene: (PW/2’)**   * T shows pict page 57 * Ss will describe the pictures in the book page 57.   - T elicts some information about HL BAy from ss  **\* Prediction (IW/3’)**  **-** Ss look at Task1 and try to predict T/F  **Task 1: Listen and decide if the statements are true or false. (IW/7’)**   * Ask Ss to read the instruction carefully and remind them to underline the key words in the statements. * Play the recording and ask Ss to decide whether the statements are true or false. * Then ask two or three SS to write their answers on the board. * Play the recording again for Ss to check the answers.   - Do as directed:  **Task 2: Listen and complete the data chart. (IW/5’)**  - Ss work in pairs to discuss the missing word for each gap from the information they have heard in T.   * T asks Ss to share their answers in pairs before playing the recording the final time to allow pairs to check their answers. If time is limited, T may play only the sentences that include the information Ss need for their answers. | **I. LISTENING**  **Task 1: Listen and decide if the statements are true or false.**  1. T 2. F  3. T 4.T  **Task 2: Listen and complete the data chart.**  1. Northeast 2. UNESCO  3. picturesque 4 zones  5. Caverns 6. astounding |
| **WRITING**  **Task 3: Make notes about a wonder of Viet Nam (IW/7’)**   * Helping ss write an article describing a wonder of VN Ask Ss to make notes about a wonder of Vietnam that they or their family members have visited in the given table. Remind them that they do not have to write full sentences and they can use abbreviations. * Then ask Ss to share their notes with their partners. T may ask some more able Ss to read out their notes to the whole class. * Have Ss study the guidelines on how to write a passage describing a place in the REMEMBER! box.   Set up the writing Task. Ss should use their notes in 3 and the notes in the REMEMBER! box to help them to structure their writing. T can also help them get started by writing the opening sentence on the board, based on the audio script: Individual work   * - Then share their notes with their partners   *It is said that [wonder] is a [adjective] place...*  **Task 4**  **a) Write a short article describing a wonder of VN.(IW/7’)**  Ask Ss to write the first draft. T may go around to comment or provide help. Then have Ss write their final version in class or at home. If they write in class, they can also do it in pairs or groups. T may display all or some of the work on the wall/noticeboard. Other Ss and T give comments. Individual work.   * Ss write their final version in class | **Task 3: Make notes about a wonder of Viet Nam**  **Task 4:**  **a) Write a short article describing a wonder of VN.**  *Sample*  *Hoi An ancient town is an amazing tourist attraction in the central region of Vietnam. It is located in Quang Nam province. In 1999, it is recognized by UNESCO as a world heritage site. Hoi An old town is the city of history.*  *Wandering around the town, seeing old houses and many beautiful structures is a memorable experience. The town reflects a fusion of indigenous and foreign cultures. The surviving wooden structures and street plan are original and intact and together present a traditional townscape of the 17th and 18th centuries. Tourists can enjoy the peace and fresh air there; it’s really relaxing.*  *Street food of Hoi An is diverse, affordable and tasty. Tourists can find many specialties of Quang Nam as well as snacks in the food vendors along the street. In terms of human, the local people are very friendly and helpful. They are willing to talk to tourists or show the direction for tourists if being asked.*  *The trip to Hoi An will be truly unforgettable, thanks to its long history and the locals’ hospitality.* |
| **WRAPPING UP**  **TASK 4**  **b) Swap articles with a partner and review each other's drafts. Make revisions and corrections if necessary. (PW/7’)**  - Ss swap their writing in pairs, read then correct mistake  - T collects on to correct in front of class |  |
| **HOME ASSIGNMENT (IW/2’)**   * T elicits Ss to do homework * Write down. | * Do exercises in Work book   Prepare: **Unit 5: Looking back and project** |

*Audio script:*

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.

For those 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.

**Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Preparing date:* | *Teaching date:* | | | |
| *10/11/2022* | *9A: 06 /12/2022* | *9B: 06 /12/2022* | *9C:08 /12/2022* | *9D: 08 /12/2022* |

**Period 41**

**UNIT 5: WONDERS OF VIET NAM**

**LESSON 7: LOOKING BACK & PROJECT (P57)**

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

**1. Knowledge:** canconsolidate all the things they learnt in the previous lessons.

**- Vocabulary:** Words to describe wonders of Viet Nam.

**- Grammar:** Passive voice: Impersonal passive/ suggest + V-ing / clause with “should”

**2. Skills:** Listening, speaking, reading and writing.

**3. Attitude:** - Ss have a positive attitude towards what they have learnt; understand and actively respond to relevant matters or situations.

- Be proud of the wonders of Viet Nam.

**4. Competencies:**

- Form and/or improve such competencies as collaboration, teamwork, communication, presentation, problem solving, assessment, etc.

**II. PREPARATIONS:**

**Teacher:** Projector, textbook, pictures, lesson plan.

**Students: Textbooks**, notebooks …

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

Students may get difficulty in finding the information about the wonders of VN nowadays.

**\* Proposed solutions:** Teacher should prepare the lesson carefully and give the Ss clear instructions

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **BOARD CONTENTs** |
| **II. VOCABULARY**   * Helping Ss review vocabulary, grammar and communication in U5For 1, 2, 3, and 4,   **TASK 2: Underline the correct word in each sentence (IW/3’)**  - Ss work independently then compare with a partner  - T confirms the answer  **TASK 3: Use the words from the box to complete the sentences. (IW/4’)**  - Ss work independently then compare with a partner  - T confirms the answer  **III. GRAMMAR**  **TASK 4: Rewrite the following sentences using the impersonnal passive. (IW/5’)**  -Ask Ss to rewrite the following sentences using the impersonal passive.  - Ss write the answers on the board.   * T asks another ss to give feed back and correct if needed   **TASK 5: Imagine four bad things that happened to you yesterday. Ask your partner what you should do in each situation. (IW,PW/5’)**   * Ask Ss to work individually to write down four bad things that happened to them yesterday.   Have Ss discuss with a partner what they should do in each situation.  - Ss discuss and compare with a partner.   * Remind them to use the verb *suggest* to tell their ideas about what their partners should do in each situation. * Model this Task with a more able student. * Ask Ss to work in pairs, one student using prompts in the box to make suggestions and another responding to them.   - Pair work | **I. Vocabulary**  **Task 2:Underline the correct word in each sentence**  1. fortress 2. limestone  3. cavern 4. tombs  **Task 3:Use the words from the box to complete the sentences**  1. complex 2. measures  3. recognition 4. setting  5. structure  **II. GRAMMAR**  **Task 4:Rewrite the following sentences using the impersonnal passive.**  1. It is expected that more than 100,000 people will attend the festivals at the Perfume Pagoda this year.  2. It has been reported that Thien Duong is the longest cave in Viet Nam.  3. It is believed that the Perfume Pagoda was built during the reign of LeThanh Tong in the 15th century.  4. It is said that Ha Long Bay is one of the most extraordinary natural wonders you will ever see.  5. It is hoped that many defensive measures will be taken to protect and preserve our man-made wonders.  **Task 5: Imagine four bad things that happened to you yesterday. Ask your partner what you should do in each siotuation.**  EX:  A: I failed in English rest. What should I do?  B: I suggest you should watch more TV in English. |
| **IV. COMMUNICATION**  **TASK 6: Make travel suggestions and respond to them. (PW/5’)**  (one student using prompts in the box to make suggestions and another responding to them).   * T may have Ss refer to how to make and respond to suggestions or recommendations in GETTING STARTED. Go around to provide help. Call on some pairs to practise in front of the class.   - Individual work  **TASK 7:** **Complete the conversation (PW/3’)**   * First, ask Ss to do the task individually to choose the sentences (A-F) to complete the conversation. Then ask them to check their answers with a partner.   - T confirms the correct answers.  - Ss to practise the conversation with their partner.  - Compare with a partner.  Practice the conversation with their partner  **\* FINISHED**! Finally, ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice | **III. Communication**  **Task 6: Make travel suggestions and respond to them.**  *Example:* A: It’s well worth going to the Perfume Pagoda. It’s very picturesque.  B: Yes, that’s what I’ve heard.  **Task 7: Complete the conversation**  1. E 2. D  3. F 4. А  5. C 6. В |
| **V. PROJECT**   * **Make posters to create a promotional brochure about a man-made wonder of VN (GW/4’)** * Helping ss present their promotional brochure about a man-made wonder of VN * Ask Ss to read the brochure about the Complex of Hue Monuments and point out what information should be included in a brochure about a place of interest.   **-** Read the brochure  - Ask each group to choose one of the wonders of Viet Nam they have visited and design a brochure about it. If time allows, T may let SS complete the project in class. Otherwise, Ss can complete the project as homework.  - The leader of each group presents in front of the class  - When Ss have finished their brochures, T asks them to display their leaflets on the wall/noticeboard. T may choose some of the brochures and ask Ss to give comments. Finally, ask the whole class to vote for the best. | **Make posters to create a promotional brochure about a man-made wonder of VN** |
| **HOMEWORK (IW/1’)**  **-** Elicits Ss to do their homework | - Do exercises in Work book |

**TEST 15’**

**I. Choose the word whose underlined part is pronounced differently from the** **others.**

1. a. limestone b.pilgrim c. rickshaw d.citadel
2. a. historic b.picturesque c. enter d.sentence

**II. Choose the word that has the main stress placed differently from the others.**

1. a. worthwhile b. igloo c. habit d. practice
2. a. structure b. commune c. cavern d. cement

**III. Choose the best answer a, b, c or d to complete the sentence.**

1. The children were acting the story of the birth of Jesus.
   1. a.out b. on c. down d. at
2. Stern insisted that she come downtown so that he could explain this to her .
   1. a.face b.direct c.indirect d. face to face
3. Youngsters love to eat from street for the cheap price.
   1. a.vans b.vendors c.trucks d. business
4. I wish I find the time to do more reading.
   1. a.may b.will c.could d. can
5. I’ve just found 20 dollars in my pocket! !
   1. a. How crazy b. That’s right c. Thanks a lot d. How cool
6. Make letter A, B, C or D to indicate the part that is incorrect

Alan didn’t use to liked children, but it’s differently now he has his own.

A B C D

**IV. Write the correct form or tense of the verbs in brackets.**

1. This used (be) the best restaurant in town.
2. If you (go) to bed earlier, you (not be) so tired.
3. I only wish you (be) all as happy as I am.
4. I have decided (study) more and improve my overall average.

**V. Complete the second sentence so that it has the same meaning as the first** **sentence.**

1. They often went to school by bike when they were young.

→They used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. It’s a pity I can’t cook as well as my mom.

→ I wish\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. People believe that many more people will die of skin cancer over the next ten years.

→ It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VI. Write sentences, using the clues given.**

1. They/ suggest/ teachers/ provide students/ knowledge on historical facts.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. it/ know/ that/ Bao Dai/ be/ last/ Emperor/ Vietnam

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. locate/ center/ Hanoi/, One Pillar Pagoda/ attract/ millions/ visitors/ every year

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feedback:**

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

...........................................................................................................................................................

XÁC NHẬN CỦA BGH

**Period 41 WRITTEN TEST N02**

**Time allowed: 45M**

**I. OBJECTIVES:** By the end of the lesson:

**1. Knowledge:** Ss can do self- assessment the language they have learnt include: pronunciation, vocabulary and grammar they have learnt from unit 4-5 by doing exercises.

**- Vocabulary:** related to topic related to life in the past and wonders in Viet Nam.

**- Grammar:** tenses of the verbs in active and passive….

**2. Skills**: listening, reading, writing

**3. Attitude:** Ss review the knowledge from Unit 4-5and do self- assessment

**4. Competencies:**

- Form and/or improve such competencies as: collaboration, teamwork, communication, presentation, problem-solving, assessment, etc.

**II. PREPARATION:**

**Teacher:** tests

**Students:**

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

**IV. PROCEDURE:**

**SECTION I. LISTENING**

***A. Decide whether the following statements are True (T) or False (F).(1,25p)***

B. ***Choose the best answer for the following questions. (1,25p)***

**SECTION TWO: PHONETICS *(1pt)***

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

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

**SECTION THREE - VOCABULARY AND GRAMMAR: (2 pts)**

***A. Choose the best option to complete each sentence (2pts)***

**SECTION FOUR: READING (2,5 pts)**

A. Identify whether the statements are true (T), or false (F). (1, 25 p)

***B. Read the passage and then choose the best answer (1,25 pts)***

**SECTION FIVE: WRITING (2 pts)**

***A. Rewrite the following sentences using the impersonal passive***

***B. Finish each of the following sentences with the word given and other words as necessary. (Do not change the form of the given word. (0,75pt)***

|  |  |  |
| --- | --- | --- |
| **Phan Dinh Giot secondary school**  **Full name: .....................................**  **Period: 41** | **ENGLISH WRITTEN TEST N02**  **GRADE 9**  **Time allowed: 45M** | **Mark** |

**PART 1: LISTENING*: A. Decide whether the following statements are True (T) or False (F).(1,25p)***

\_\_\_\_\_\_1. Nga wasn't at the meeting about the [*camping trip*](https://www.tienganh123.com/tieng-anh-lop-6-sach-moi-bai-5-ky-nang/18118-nghe-chu-de-di-cam-trai.html).

\_\_\_\_\_\_2. They are going on the 15th of May.

\_\_\_\_\_\_3. They have to pay by the 22nd of May.

\_\_\_\_\_\_4. The fee does not include the food.

\_\_\_\_\_\_5. The trip costs VND 82,000 in total.

B. ***Choose the best answer for the following questions. (1,25p)***

1. What must everyone take? A. sleeping bag B. plate and cup C. tent

2. Where is the campsite? A. In the mountains B. On a farm C. On the beach

3. What will they NOT do this year? A. Go walking B. Go climbing C. Go swimming

4. What time will the coach leave? A. 6:00 a.m. B. 6:15 a.m. C. 6:30 a.m.

5. What time do they have to meet at school? A. 6:00 a.m.B. 6:15 a.m. C. 6:30 a.m.

**PART 2 : PHONETICS: (1pt)**

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

1. A. surf**ace** B. neckl**ace** C. f**ace** D. pal**ace**

2. A. h**a**bit B. **Task** C. sn**a**ck D. illiter**a**te

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

3. A. sculpture B. relaxed C. occasion D. illiterate

4. A. surprising B. interesting C. amusing D. successful

**PART 3: VOCABULARY AND GRAMMAR: (2p)**

***A. Choose the best answer A, B, C or D to complete the sentences.***

1. They like playing tug – of – war and cat and mouse game ………. because playing these games with friends is ……..

A. almost - funny B. almost - fun C. most - fun D. most - funny

2. Traditional games …….. as an effective but simple educational method for centuries.

A. were used B. used to used C. had used D. have been used

3. Traditional games …….. an important role in children’s intellectual life.

A. play B. take C. bring D. make

4. Whenever ……….. Vietnamese village festivals, you will have a chance to watch a traditional game - human chess - which is the favorite to a great deal of Vietnamese people.

A. participate B. taking place C. taking part in D. taking part.

5. In the past, white, or violet Ao dai……. by Vietnamese female students as their uniforms.

A. wore B. used to wear C. was worn D. would be wear

6. The local government suggested ………. a road through the Nam Cat Tien National Park.

A. building B. should build C. to build D. being built

7. The Ho Dynasty Citadel has a palace ….. with marble roads that connect each palace.

A. setting B. fortress C. complex D. building

8. We wish LCD projectors ………… still expensive.

A. haven’t been B. are not C. were not D. hadn’t been

***B. Give the correct form of the word in CAPITALS to complete each of the following sentences (0.5p)***

1. Chua Keo (in Thai Binh province) is a \_\_\_\_\_ pagoda which was built about 400 years ago. **(WOOD)**

2. Cat Ba national Park is \_\_\_\_\_\_ on Cat Ba Island, south of Ha Long Bay. **(LOCATE)**

**PART 4: READING:**  **Ha Long Bay - one of the greatest natural wonders of the world.**

There is a saying that if you have not visited Ha Long Bay, you have not yet been to Viet Nam. On the other hand, we can say that if you have not visited Ha Long Bay, you have not yet seen the most beautiful place in the world. It takes us around 4 hours by bus to travel 180 km from Ha Noi towards the northeast to Ha Long Bay. Ha Long Bay has been twice recognized by UNESCO as a World Heritage Site in 1994 and in 2000, and also that Ha Long Bay is in the second place in the worldwide competition of the World’s Seven Natural Wonders. 1,969 limestone islands of various shapes, sizes, and in different green and amazing colours rise above the sea level in an area of more than 1,500 square kilometers that creates this world heritage site. Ha Long Bay still keeps its historical and cultural values. Ha Long Bay is as attractive and beautiful throughout the four seasons: spring, summer, autumn, and winter. Traveling on small sailboats among hundreds of limestone islands, one may visit the amazing Surprise Cave, the floating fishing village, and see how the locals live, which are top of the list of things to do here. On Titov Island, one may swim and relax on the beach or enjoy a kayaking programme to the nearby Luon Cave and much more. The experience of visiting Ha Long Bay is unforgettable, where you will see something that will stay in your mind and eyes for years. You will enjoy meeting Vietnamese people and tasting their delicious food. You will have fresh air all day and night, especially if you wake up early in the morning and watch the sun rise on the deck coming slowly through the islands. Be sure not to miss visiting Ha Long Bay in your lifetime.

Task 1. Identify whether the statements are true (T), or false (F). (1, 25 p)

\_\_\_\_1. Ha Long Bay is one of the most interesting tourist attractions in Viet Nam.

\_\_\_\_2. The islands are on the setting of many colours.

\_\_\_\_3. Tourists can enjoy fresh seafood that is raised in the bay.

\_\_\_\_4. You have to come back to the mainland to swim or relax on the beach, not in Ha Long Bay.

\_\_\_\_5. Ha Long Bay has been twice recognized by UNESCO twice.

***Task 2. Read the passage again and answer the questions. (1,25p)***

1. How long does it take to travel from Ha Noi to Ha Long Bay by bus?

🡪 ……………………………………………………………………………………..

1. When was Ha Long Bay recognized by UNESCO as a World Heritage Site?

🡪 ……………………………………………………………………………………..

1. What makes the islands in Ha Long Bay marvelous?

🡪 ……………………………………………………………………………………..

1. According to the passage, is there the best time to visit Ha Long Bay? Why or why not?

🡪 ……………………………………………………………………………………..

1. What are the things that you must do there?

🡪 ……………………………………………………………………………………..

**PART 5.WRITING: *A. Rewrite the following sentences using the impersonal passive (0,75pt)***

1. People say that Ha Long Bay consists of about two thousands of islands.

🡪 …………………………………………………………………………………..

2. They thought that the temple had been destroyed by a fire.

🡪 …………………………………………………………………………………..

3. The police have reported there is an accident on the road to Sa Pa.

🡪 …………………………………………………………………………………..

***B. Finish each of the following sentences with the word given and other words as necessary. (Do not change the form of the given word. (0,75pt)***

1. He had a lot of money, but now he doesn’t. **(USED)**

🡪 …………………………………………………………………………………..

2. The boys want to win the football match. **(WISH).**

🡪 …………………………………………………………………………………..

3. “How about going to Hue this summer holiday?” my mother said. **(SUGGEST)**

🡪 …………………………………………………………………………………..