

Lê Hoàng An (Chủ biên)  
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**THIẾT KẾ BÀI GIẢNG**  
**TIẾNG**  
**ANH**

**6**

**TẬP 2**

**NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM**



## LỜI NÓI ĐẦU

**Thiết kế Bài giảng Tiếng Anh 6 - tập 2** là cuốn sách trong bộ sách được biên soạn dành cho giáo viên dạy bộ sách giáo khoa Tiếng Anh, Trung học cơ sở theo chương trình mới của Bộ Giáo dục và Đào tạo. Nội dung cuốn sách gồm tập hợp các bài giảng mẫu được thiết kế theo nội dung các bài học trong sách giáo khoa Tiếng Anh 6 - 9.

Phương pháp và tiến trình dạy học được biên soạn trong các bài giảng mẫu nhằm phát huy tính tích cực và chủ động của học sinh và phù hợp với tâm lí lứa tuổi của học sinh trung học.

Đây là tài liệu rất hữu ích cho giáo viên trong việc cung cấp giáo án mẫu hoặc dựa vào đó, GV có thể tự thiết kế bài giảng của mình cho mỗi đơn vị kiến thức.

Cụ thể mỗi bài soạn gồm những nội dung cụ thể sau:

- Các hoạt động có nhiều phương án để GV lựa chọn cho phù hợp với trình độ của học sinh và điều kiện lớp học;
- Phân bố thời gian chi tiết các bước lên lớp giúp GV chủ động và linh hoạt trong tổ chức dạy học;
- Phần hướng dẫn cho giáo viên được biên soạn bằng tiếng Việt dễ hiểu. Đặc biệt, toàn bộ lời dẫn của giáo viên được viết cụ thể sinh động bằng tiếng Anh và được liên kết logic;
- Cuối mỗi bài dạy đều có phần trình bày bảng;
- Sách có kèm đĩa chứa phần mềm trò chơi và video clip minh hoạ phù hợp với nội dung bài giảng.

Bộ sách **Thiết kế Bài giảng Tiếng Anh 6 - 9** là công trình đúc kết sáng kiến kinh nghiệm giảng dạy nhiều năm qua của đội ngũ các giáo viên giỏi nhằm hỗ trợ hiệu quả trong quá trình dạy và học theo chương trình và sách giáo khoa mới.

Chúng tôi xin tiếp thu các ý kiến đóng góp của giáo viên và bạn đọc để những lần tái bản sau cuốn sách được hoàn thiện hơn.

*Các tác giả*

# Giáo án 1: Unit 7: Television

## LESSON1: GETTING STARTED

### What's on today?

#### I. Objectives:

By the end of the lesson, students can:

- Use the lexical items related to the topic 'Television'
- Ask and talk about favorite TV programmes

#### II. Procedures: Các bước tiến hành

##### Hoạt động 1: Warm-up (3 to 5 minutes)

##### Phương án 1: Chơi trò chơi 'Brainstorming'

###### Lược chơi:

- Cả lớp chia thành hai đội Cats and Dogs. GV cho chủ đề TV PROGRAMS lên bảng
- Mỗi đội cử một bạn lên viết tên một chương trình TV rồi chuyển phần cho bạn khác.
- Chơi trong vòng 1 phút. Đội nào viết đúng và nhiều hơn sẽ thắng cuộc

###### Lời dẫn:

- Now, the whole class, today is your very first day of second semester, you must be very eager. Would you like to play a game to warm us up?

- Yes, alright. All of you are very excited now. Let's play the game 'Brainstorming'.

- The class is divided into two teams Cats and Dogs.

- Each member of a team will write one name of TV programme in turn.

- I'll give you one minute.

- Who is correct and faster will be the winner. Are you ready?

###### Lời dẫn:

- Ok, boys and girls, time's up.

- It's time to see how many programmes you can write.

- Wow, I am so surprised to see that you have known so many programmes.

- In this lesson, you will have a chance to learn some more.

##### Phương án 2: Chơi trò 'Mutual Understanding'

###### Lược chơi:

• Cả lớp chia thành hai đội Cats and Dogs.

• Trên bảng hoặc trên màn hình xuất hiện 5 chương trình TV nổi tiếng.

• Hai đội cử hai đại diện lên đứng quay lưng lại màn hình.

• Những thành viên khác giải thích chương trình cho 2 đại diện đoán.

• Đội nào đoán đúng và nhiều hơn, đội đó thắng cuộc.

###### Lời dẫn:

- Now, the whole class, today is your very first day of second semester, you must be very eager. Would you like to play a game to warm us up?

- Yes, alright. All of you are very excited now. Let's play the game 'Mutual Understanding'

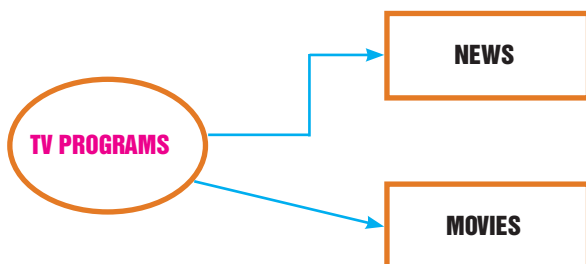
- The class is divided into two teams Cats and Dogs.

- I have 5 words of 5 famous TV programmes on the screen.

- One comes here to guess, the others explain.

- I give you 1 minute.

- Who is correct and faster will be the winner. Are you ready?



TV Programs can be: WHO WANTS TO BE A MIIIONAIRE?

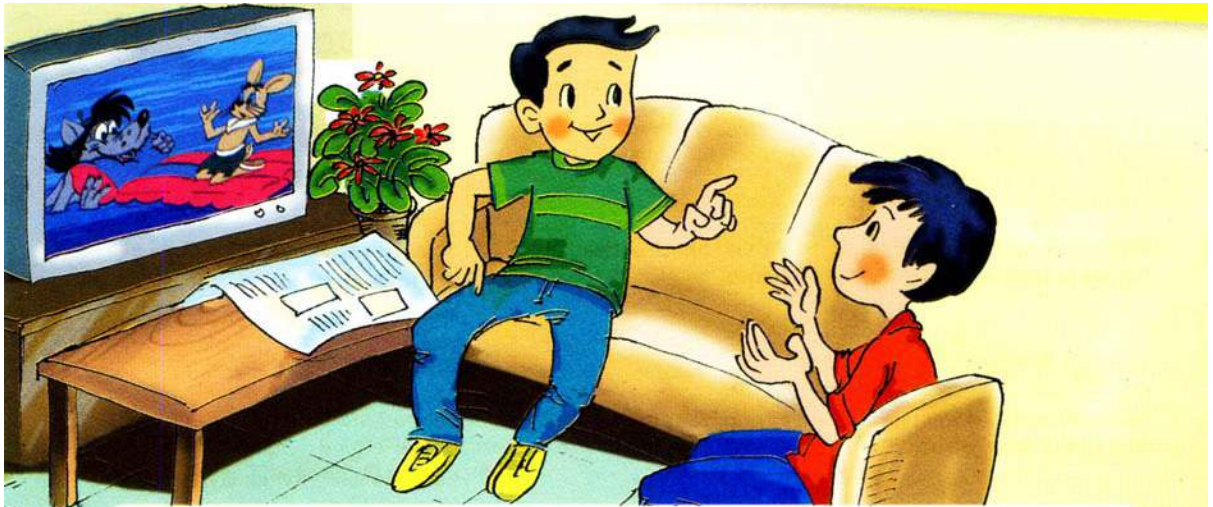
WHO GETS THE RIGHT PRIZE?

THANKS GOD YOU ARE HERE

LAUGH OUT LOUD

MASTER CHEF

## Hoạt động 2: Elicit the dialogue (10 minutes)



### 1 Listen and read.

**Phong:** What are you doing tonight, Hung?

**Hung:** I'm watching my favourite programme - *Laughing out Loud!*

**Phong:** What is it?

**Hung:** It's a show of funny clips.

**Phong:** What channel is it on?

**Hung:** VTV3 and after that I'll watch *Mr Bean*.

**Phong:** That's the funny man ...

**Hung:** Yes. Come and watch it with me.

**Phong:** Oh no .... I don't like *Mr Bean*. He's awful.

**Hung:** So, we can watch *Tom and Jerry*.

**Phong:** Oh, the cartoon? I like that!

**Hung:** Who doesn't? I like the intelligent little mouse, Jerry. He's so cool.

**Phong:** But Tom's funny, too. Stupid, but funny.

**Hung:** Yes. Can you give me the newspaper on the desk?

**Phong:** Sure. Do you want to check the TV schedule?

**Hung:** Yes. Look ....

### Lời dẫn:

- Everyone, look at this picture now. What are Hung and Phong doing?

- Correct, they are watching TV.

- So, what TV programmes they like or dislike? Now, let's listen and find out.

(Giáo viên bật đĩa cho học sinh nghe hội thoại hai lần, sau đó mời hai bạn lên dựng lại hội thoại.)

### Bài tập 1a.

#### Lời dẫn:

- So you have listened to the dialogue, let's see if you can understand it well by answering these questions.

- I would like you to do individually then you can discuss with your partner next to you.

#### Read the conversation again and answer the questions.

1. What is Hung's favourite TV programme?
2. What channel is *Laughing out Loud* on?
3. Are *Laughing out Loud* and *Mr Bean* on at the same time?
4. Why doesn't Phong like *Mr Bean*?
5. What does Phong say about Tom?

**Key:** 1. *Laughing out Loud*  
4. Because he is awful.

2. VTV3  
5. Tom is stupid, but funny.

3. No, they aren't.

## Bài tập 1b

Lời dẫn:

- Now, we have known what TV programmes Hung and Phong like and dislike. Also, we know the reasons why they mentioned quite a number of adjectives to describe some characters in each programs. Let's see if you can find out all those adjectives or not by doing exercise 1 b.

### b Find the adjectives describing each character in the conversation and write them here.

Mr Bean: \_\_\_\_\_

Tom: \_\_\_\_\_

Jerry: \_\_\_\_\_

**Key:** Mr Bean: funny, awful  
Tom: stupid, funny  
Jerry: intelligent

## Bài tập 1c

Lời dẫn:

- Our class has just figured out so many adjectives to describe three famous characters above. Are all adjectives we have learnt suitable to use in describing TV programmes or not? Let's check them with exercise 1c.

### c Which adjective(s) below can you use to describe a TV programme you have watched? What programme is it?

popular long educational  
boring funny good  
entertaining live

- c. T can supplement the list of adjectives with words drawn from Ss' experiences. This activity requires Ss to recall a programme they've watched and comment on it by using an adjective. They also have to be critical when they decide which adjectives can be used and which cannot.

**Note:** This is not a strict list. Some adjectives might get the answer YES/ NO, e.g. beautiful

**Possible answers:** Yes: popular, historical, serious, long, educational, boring, funny, good, entertaining, live  
No: beautiful, small

## Hoạt động 3: Put the correct words in the box – Bài tập 2 (5 minutes)

Lời dẫn:

- I am sure you have known quite well about the TV programmes that Hung and Phong like. What about you, are you a frequent TV viewer or not?

- If you are fond of watching TV, then you will easily be able to do exercise 2 correctly.

- I would like you to work in group of 4.

### 2 Put the correct word in the box under each picture.

game show national television  
local television comedy  
animal programme news programme



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**Key:** 1. national television  
4. comedy

2. news programme  
5. game show

3. local television  
6. animal programme

### Hoạt động 4: Use suitable words to complete the sentences

*Lời dẫn:*

- After showing that you are an expert on TV programmes, now you have chance to show more of your talent by doing a little bit more difficult one. In order to do this well, you need to understand the content of each programme that you have just named.

- I would like you to work in pairs.

### 3 Use suitable words to complete the sentences.

1. PTQ is not a \_\_\_\_\_ channel. It's local.
2. I like \_\_\_\_\_ programmes. They make me laugh.
3. The most popular TV \_\_\_\_\_ in Viet Nam are VTV1 and VTV3.
4. In a \_\_\_\_\_ you can see how people compete with each other.
5. \_\_\_\_\_ often use animals as the main characters.
6. A(n) \_\_\_\_\_ programme can always teach children something.

**Key:** 1. national  
4. competition

2. comedy  
5. Cartoons

3. channels  
6. educational

### Hoạt động 5: Work in groups of 6 (5 minutes)

*Lời dẫn:*

- No more doubts, you guys are now experts in Television.

- But now, it is time for you to express your own opinions about TV programs nowadays.

- I would like you to work in groups of 6.

- Each member writes down two things you like about television and two things you don't like about it.

Then talk to others in your group to see how many people share your ideas.

### Kết bài (2 minutes)

Please tell me what you have learnt today. Yes, through the lesson we can now know the names of some TV programmes, and whether they are good or not.

### Homework (2 minutes)

-Write about one TV programme that you like and one that you don't like.

### Trình bày bảng

Unit 7- Television

Lesson 1 – Getting started – What's on today?

### I. Brainstorming

### II. Listen and read

1. Put the correct words in the box.
2. Use suitable words to complete the sentences.
3. Work in group of 6.

### III. Homework

### 4 Work in groups.

Write down two things you like about television and two things you don't like about it. Talk to others in your group and see how many people share your ideas.

Likes: 1. \_\_\_\_\_

2. \_\_\_\_\_

Dislikes: 1. \_\_\_\_\_

2. \_\_\_\_\_



# Giáo án 2: Unit 7: Television

## LESSON 2: A CLOSER LOOK 1

### I. Objectives:

- Use the lexical items related to the topic 'Television'
- Pronounce correctly the sounds /θ/ and /ð/ in isolation and in context
- Talk about favorite TV programmes

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm-up (3 to 5 minutes)

#### Phương án 1: Chơi trò chơi 'Brainstorming'

##### Lượt chơi:

- GV viết TV PROGRAMMES lên bảng, lớp chia thành hai đội, các thành viên của các đội viết các tính từ miêu tả các chương trình TV lên bảng.

##### Lời dẫn:

- Today, you seem to be very happy. Let's work your brain to make you happier, is it ok?

- Last lesson, we learnt about how TV programmes are, let's brainstorm to.

##### Lời dẫn:

- Ok, boys and girls, time's up. It's time to show how rich your vocabulary is.

- Variety of programmes have different features, so a lot of adjectives can be used such as FUNNY ENTERTAINING, USEFUL, RELAXING, MODERN, SPORTY.....

#### Phương án 2: Small interviews

- GV hỏi HS về chương trình TV yêu thích của HS.

##### Lời dẫn:

- Last lesson, we learnt so many TV programmes, now I would like to ask you a few questions about them.

- Vy, what is your favourite TV programme?

- Can you tell me what it is about?

- Could you give me some adjectives to describe it?

#### Hoạt động 2: TEACHING NEW WORDS (10 minutes)

##### Lời dẫn:

- Everyone, you have shown me that your vocabulary is quite rich, but now, let's make it even richer by learning some more new words, alright?

1 Write the words/phrases in the box under the pictures.

MC	weatherman
viewer	newsreader
TV schedule	remote control



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....

GV có thể dùng chính những bức hình trong bài tập 1 để dạy từ mới.

#### New words:

1. MC(n) : visual
2. viewer (n) : visual /'vjʊ:.ə/
3. weatherman (n.phr.) : visual /'weð.ə.mæn/
4. remote control (n.phr.): visual /rɪ'məʊt kən'trəʊl/

New words checking: GV dùng bài tập 1 để check cho HS.

##### Lời dẫn:

- Let's check if you remember the meaning of those words or not by doing exercise 1 in your text book.

- Let's put the word under the correct picture.



## Bài tập 2

**2** Choose a word from the box for each description below.

volume button    MC    remote control  
weatherman    TV viewer    newsreader

- \_\_\_\_\_: A man on a television or radio programme who gives a weather forecast.
- \_\_\_\_\_: Someone who reads out the reports on a television or radio news programme.
- \_\_\_\_\_: We use it to change the channel from a distance.
- \_\_\_\_\_: A person who announces for a TV event.
- \_\_\_\_\_: It is a button on the TV to change the volume.
- \_\_\_\_\_: A person who watches TV.

GV cho HS gấp sách lại, cho lớp làm việc đôi, một bạn có từ, một bạn có lời giải thích.

*Lời dẫn:*

*So you have remembered the meanings of the words, now let's see if you can explain the words in English or not.*

*Work in pairs please, one will explain to the others to guess what the word is.*

*Which pair get all the words explained correctly will get good mark.*

*The other groups try to guess what word it is. The group with the most correct answers wins.*

**Key:**

- |               |                   |               |
|---------------|-------------------|---------------|
| 1. newsreader | 2. TV schedule    | 3. MC         |
| 4. viewer     | 5. remote control | 6. weatherman |

**2** This activity is a strong revision of the vocabulary learnt in both **Getting Started** and **Activity 1 of A Closer Look 1**. Ss learn to identify a word from its description.

**Key:**

- |               |                  |                   |
|---------------|------------------|-------------------|
| 1. weatherman | 2. newsreader    | 3. remote control |
| 4. MC         | 5. volume button | 6. TV viewer      |

**3** Ss can refer to **2** and the suggested structures in **3** to see how a word is defined. Help Ss by writing some prompts on the board so that Ss can imitate. E.g. 'In this programme, people...'; 'A person who...'. Some suggested answers:

- newsreader: a person who reads news
- weatherman: a man who gives a weather forecast
- comedian: a person whose job is to make people laugh by telling jokes and funny stories

## Bài tập 3

**3** Game

What is it?



Divide the class into 4 – 5 groups. Each group chooses two words from the list below and work out a description for each word. The groups take turns reading the descriptions aloud. The other groups try to guess what word it is. The group with the most correct answers wins.

Words	Suggested structure for description
newsreader, weatherman, comedian, TV screen, sports programme, animals programme, TV schedule	A person who _____ A programme which _____ It _____

*Lời dẫn:*

*Let's work in groups of 4. Each group chooses two words and work out a description for each word.*

*The groups take turns reading the descriptions aloud.*

**PRONUNCIATION of the sounds /θ / and / ð /**

GV cho HS xem clip về khẩu hình của hai âm sau đó cho HS luyện phát âm sao cho chính xác.

**5** Which words in **4** have /θ/ and which have /ð/? Listen again and write them in the correct column.

/θ/		/ð/	

**Pronunciation**

/θ/ and /ð/

**4** Listen and repeat the words.

there	Thanksgiving	anything
them	weatherman	both
theatre	earth	feather
neither	than	through

**6 Tongue Twister.**

Take turns reading the sentence quickly and correctly.



The thirty-three thieves are thinking of how to get through the security.

**Pronunciation**

**4** The /θ/ and /ð/ sounds are among the most difficult English sounds for Vietnamese Ss as we do not have them in our language. Ask Ss to listen very carefully to the words. First, let them focus on the /θ/ and /ð/ sounds and distinguish between them. Play the recording again and ask Ss to listen and repeat. Play the recording as many times as necessary.

**5** Ask Ss to write the words in the two appropriate boxes. Check if they do it correctly.

**Key:**

/θ / : theatre, Thanksgiving, earth, anything, both, through

/ð / : there, them, neither, weatherman, than, feather

**6** Don't take this task too seriously. Allow Ss to practise reading the tongue twister among themselves: slowly at first then faster and faster. T may also turn it into a competition to see who/ which group can read the tongue twister fast and correctly.

Nếu còn thời gian, GV có thể cho HS chơi thêm trò chơi *tongue twisters* cho HS luyện tập,

GV có thể chia thành các nhóm chơi cho việc học thêm sôi nổi.

1. I thought a thought. But the thought I thought wasn't the thought I thought.
2. Three thin thieves thought a thousand thoughts. Now if three thin thieves thought a thousand thoughts how many thoughts did each thief think?
3. The thirty-three thankful thieves thought that they thanked the other thirty-three thankful thieves throughout Thursday.
4. Father, mother, sister, brother - hand in hand with one another.
5. They threw three thick things.
6. Thirty thousand thoughtless boys thought they would make a thundering noise. So the thirty thousand thumbs thumbed on the thirty thousand drums.
7. Is this the thing? - Yes, this is the thing.

### **Homework (2 minutes)**

- Practise saying words that have sounds /θ/ and /ð/
- Practise tongue twister at home

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### **Trình bày bảng**

Unit 7 - Television

Lesson 2 – A closer look 1

#### **I. Brainstorming**

#### **II. New words**

#### **III. Practice**

1. Write the words
2. Choose the description
3. Play the game: What is it?

PRONUNCIATION

#### **IV. Homework**

# Giáo án 3: Unit 7: Television

## LESSON 3: A CLOSER LOOK 2

### I. Objectives:

By the end of the lesson, students can:

- Use the lexical terms related to the topic 'Television'
- Use conjunctions (and, but, because, so....) and questions words (who, when, where...)

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (3 to 5 minutes):

##### Phương án 1: Brainstorming

GV viết từ QUESTION WORDS lên bảng.

Lớp chia thành hai đội, brainstorm tất cả các từ để hỏi mà các em biết.

*Lời dẫn:*

- We have used questions words frequently in our daily conversations with friends.
- Let's remind them by brainstorming all the question words you have already known.

##### Phương án 2: Chơi trò Matching

*Luật chơi:*

- GV dán hai bộ cards, gồm Questions words và Their usage cho hai đội lên nối với nhau.
- Đội nào nối nhanh hơn đội đó thắng cuộc.

*Lời dẫn:*

- We have used questions words frequently in our daily conversations with friends.
- Let's remind them by matching all the question words you have already known with their usage.

Question word	It is used to ask about ...
When	the time
How	the manner
How many/often	the number/repetition
What	the thing
Where	the place
Who	the person
Why	the reason

### Hoạt động 2: Grammar Wh- questions (18 minutes)

*Lời dẫn:*

- We have just revised all the questions words together.
- Let's quickly underline all the question words in this exercise.

#### 1 Read the conversation and underline the question words.



**Key:**

What

Where

How long

#### Bài tập 2

GV cho HS làm cá nhân sau đó nghe và kiểm tra câu trả lời.

#### 2 Use one of the question words in the box to complete the conversations.

When

How often

What

Where

Who



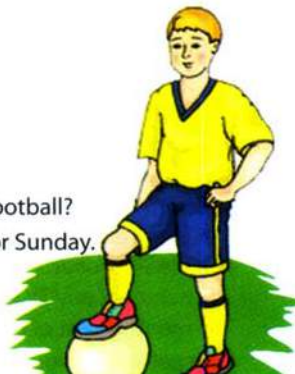
### Conversation 1

- A: \_\_\_\_\_ do you watch TV?  
B: Not very often. Two or three times a week.  
A: \_\_\_\_\_ do you watch?  
B: It depends. But I like game shows best.



### Conversation 2

- A: \_\_\_\_\_ do you like best in the *Weekend Meeting* shows?  
B: Xuan Bac. He's so funny.



### Conversation 3

- A: \_\_\_\_\_ do you play football?  
B: Usually on Saturday or Sunday.  
A: \_\_\_\_\_ do you play?  
B: In the yard.

#### Lời dẫn:

- Question words are very important in asking questions in our daily life.

- Now, please do more practice on question words so that you can be better in using them.

- First, let's work individually to fill one question word in each blank then listen and check if you are correct or not.

- Finally, I would like you to practise the dialogue with your partner.

#### Key:

1. How often, What
2. Who
3. When, Where

#### Audio script:



#### Conversation 1

- A. How often do you watch TV?  
B. Not very often. Two or three times a week.  
A. What do you watch?  
B. It depends. But I like game shows best.

#### Conversation 2

- A. Who do you like best in the *Weekend Meeting* shows?  
B. Xuan Bac. He's so funny.

#### Conversation 3

- A. When do you play football?  
B. Usually on Saturday or Sunday.  
A. Where do you play?  
B. In the yard.

## Bài tập 3

#### Lời dẫn:

You have one more chance to work with question words and get some more understanding about *The Wingless Penguin* by doing exercise 3 in pairs.

### 3 Complete the conversation about *The Wingless Penguin* with suitable question words.

- A: \_\_\_\_\_ is *The Wingless Penguin*?  
B: It's a cartoon series.  
A: \_\_\_\_\_ is it about?  
B: It's about the adventures of a child penguin who has no wings.  
A: Wow, it sounds interesting. \_\_\_\_\_ of them are there?  
B: There are ten of them already, and they are still making more.  
A: \_\_\_\_\_?  
B: Because children love the series. The penguin's so cute. He's clever and funny.  
A: \_\_\_\_\_ is it on?  
B: It's on at 8 o'clock Friday night, on the Disney channel.  
A: I'll watch it. Thank you.

**Key:**

**A:** What is *The Wingless Penguin*?

**B:** It's a cartoon series.

**A:** What is it about?

**B:** It's about the adventures of a child penguin who has no wings.

**A:** Wow, it sounds interesting. How many of them are there?

**B:** There are ten of them already, and they are still making more.

**A:** Why?

**B:** Because children love the series. The penguin's so cute. He's clever and funny.

**A:** What time/ When is it on?

**B:** It's on at 8 o'clock Friday night, on the Disney channel.

**A:** I'll watch it. Thank you.

**Bài tập 4**

*Lời dẫn:*

Besides question words, conjunctions are also very important as without them, the sentences will be very monotone.

So tell me what conjunctions are used for?

Yes, correct, conjunctions are used to connect words and ideas.

Please work individually to fill 1 correct conjunction in the blank.

**Conjunctions**

**Remember!**  
Conjunctions are used to connect words and ideas.  
E.g. Most children like cartoons **and** comedies.  
I enjoy sports, **so** I spend a lot of time outdoors.



**4 Use but, and, so, because, although to complete sentences.**

1. Both my sister \_\_\_\_\_ I dream of becoming a TV MC.
2. My sister's good at school \_\_\_\_\_ I am not.
3. \_\_\_\_\_ we tried our best, we didn't win the game.
4. Peter stayed at home \_\_\_\_\_ he was ill.
5. I am tired, \_\_\_\_\_ I will go to bed early.



**Key:**

**1.** and

**2.** but

**3.** Although

**4.** because

**5.** so

## Bài tập 5

Lời dẫn:

Sometimes, some of you misuse the conjunctions. In order not to make those mistakes again, let's do exercise 5 by matching the beginnings with the endings of the following sentences.

### 5 Match the beginnings with the endings.

BEGINNINGS	ENDINGS
1. Watching too much TV is not good	a. so I can be at the stadium in time.
2. I will get up early tomorrow	b. but he cannot draw.
3. Sometimes we read books	c. because it hurts your eyes.
4. My little brother can colour a picture	d. she stayed at home.
5. Although Ann preferred going out,	e. and sometimes we play sports.

**Key:**

1. Watching too much TV is not good because it hurts your eyes.
2. I will get up early tomorrow, so I can be at the stadium in time.
3. Sometimes we read books and sometimes we play sports.
4. My little brother can colour a picture but he cannot draw.
5. Although Ann preferred going out, she stayed at home.

Lời dẫn:

After doing 3 exercises together, you must be now very good at using question words and conjunctions as well, so let's make up questions about some TV programmes and I would like you to use conjunctions for your answers.

### 6 Work in groups.

How much do you know about television in Viet Nam?  
Ask your partner questions to find out the following information:

- The name of the national TV channel
- The time it broadcasts
- The names of any TV programmes for children
- The monthly cost of cable TV
- Your partner's favourite TV person

**Example:**

- What is the name of the national TV channel?



**Key:**

- What is the name of the national TV channel?
- How many hours does it broadcast? / How long is it on?
- (It depends on each student.)
- How much does cable TV cost per month?
- Who is your favourite TV person?

### **Homework (2 minutes)**

Write about your favorite TV programs using suitable conjunctions .

-----

### **Trình bày bảng**

Unit 7- Television

Lesson 3 – A closer look 2

#### **I. Matching**

#### **II. Grammar**

1. Wh- questions

2. Conjunctions

#### **III. Practice**

#### **IV. Homework**



# Giáo án 4: Unit 7: Television

## LESSON 4: COMMUNICATION

### I. Objectives:

By the end of the lesson, students can:

- Use the lexical items related to the topic 'Television'
- Ask and talk about a favorite TV programme
- Read a TV schedule and descriptions of famous children's programmes

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (3 to 5 minutes):

##### Phương án 1: Chơi trò KIM'S GAME

GV chia lớp thành hai đội, cho hình ảnh của những nhân vật nổi tiếng dành cho trẻ em bay qua màn hình, cho HS 1 phút để xem và ghi nhớ

Sau khi kết thúc, các thành viên của hai đội lên viết lại tên của các nhân vật đó, mỗi thành viên viết một tên.

Đội nào viết được nhiều hơn sau thời gian 1 phút, đội đó thắng cuộc.

##### Lời dẫn:

- We have been talking about television for the past week.
- I am sure TV and its children programmes play a very important part in our daily life, as they don't only entertain us but also teach us a lot of interesting things.
- Now, I will let you see some very popular characters both in Vietnam and in the world in one minute.
- After that, you will come to the board to write down their names, one by one.
- The team writes more and faster will be the winner.

##### IMAGES:



##### Phương án 2: Chơi trò BRAINSTORMING

##### Luật chơi:

. GV cho hai đội brainstorm tên của những nhân vật hoạt hình dành cho trẻ em.

- Now I would like you to brainstorm names of famous cartoon characters both in Vietnam and all over the world.

- The team writes more will be the winner.

##### Hoạt động 2: Extra Vocabulary ( 2 minutes)

1. entertain (v.): /en.tə'tein/ (explanation)

to keep a group of people interested or enjoying themselves

2. mini-series (n.phr.) /'si:ri:z/ : How do you call 'Harry Potter' or 'Sherlock homes' or 'How I met your mother'?

3. clumsy (a): /'klʌm.zi/ visual What do you think the man in the picture is?



4. cute (a) /kju:t/ visual What about this cat and this dog? What do they look like?



**New words checking:** Slap the board

### Hoạt động 3: Bài tập 1

GV cho HS làm việc đôi, đoán về sự thật của một số chương trình TV nổi tiếng.

#### Lời dẫn

- *There are some interesting facts about some TV programmes that I am sure you will be very amazed to get to know them.*
- *Now please work in pairs, make predictions about these facts first, then see how many facts you have guessed correctly.*

**1** Complete the facts below with the name of the correct country in the box.

Finland	the USA	Viet Nam
Japan	Iceland	Britain

#### Facts

1. *Pokemon* cartoons are made in \_\_\_\_\_.
2. *Weekend Meeting* comedies are famous shows in \_\_\_\_\_.
3. In \_\_\_\_\_, there is no TV on Thursdays.
4. The *Discovery* channel makes education fun for kids in \_\_\_\_\_.
5. They don't show *Donald Duck* in \_\_\_\_\_ because he doesn't wear trousers.
6. *Sherlock* is a mini-series about detective Sherlock Holmes in \_\_\_\_\_.

#### Key:

- |            |             |            |
|------------|-------------|------------|
| 1. Japan   | 2. Viet Nam | 3. Iceland |
| 4. the USA | 5. Finland  | 6. Britain |

### Hoạt động 4: Bài tập 2

GV cho HS làm nhóm 4, thảo luận về một số ý kiến liên quan đến TV, cho HS thoải mái đưa ra ý kiến của mình

GV gọi đại diện các nhóm lên trình bày ý kiến

#### Lời dẫn:

- *We have just known some interesting facts about TV programs*
- *Now, let's see how you think personally about TV. Give your opinions in groups of 4, discuss with your partners in group then tell us what you think*

### Hoạt động 5: Bài tập 3

GV cho HS đọc bài 3 cá nhân, sau đó thảo luận với nhóm 4 trong hoạt động trước đó xem có muốn thay đổi ý kiến của mình với hoạt động 4 không. Và đưa ra lí do tại sao.

#### Lời dẫn:

- *There are many interesting programmes that we see every day, today we have the chance to know about two famous programmes for children which are Let's learn and Hello Fatty.*
- *First, I would like you to work individually, then in your group, if you wanna change any of your previous answers, please discuss then tell us.*

**3a** Read about two famous TV programmes for children.



**Let's Learn.** It is a TV programme for small children which makes education fun. How? It has cute characters, fun songs, and special guests. It began many years ago, in 1969. People in over 80 countries can now watch it. It's not just for kids, parents and teenagers love the programme too.



**Hello Fatty!** It is a popular TV cartoon series for kids. It's about a clever fox from the forest called Fatty, and his clumsy human friend. Together they have many adventures. Millions of children around the world enjoy this cartoon. It can both entertain and educate a young audience.

### Hoạt động 6: Bài tập 3b

GV cho HS làm việc cá nhân, tick vào đúng chương trình phù hợp với mỗi sự thực về Let's Learn và Hello Fatty!

#### Lời dẫn:

- *We have just read about two famous programmes for children.*
- *Let's check if you master the content well or not by doing exercise 3b individually by ticking the correct programme on the following table.*

**b** Read the facts in the table and tick (✓) the correct programme(s).

Facts	Let's Learn	Hello Fatty!
1. This programme educates children.		
2. This programme appears in 80 countries.		
3. It's a TV cartoon series.		
4. Both parents and teenagers enjoy this programme.		
5. It's a story of adventures.		
6. This programme invites guests to appear.		

### Hoạt động 7 . Bài tập 4

Với HS lớp bình thường, có thể cho làm bài tập 4, với HS lớp khá hơn, ngoài bài tập này, GV có thể cho các em thảo luận chương trình TV mà nhóm mình yêu thích và viết trên giấy A1 hoặc A2 giải thích lí do tại sao và trình bày trước lớp.

*Lời dẫn:*

- Which programme do you prefer Hello Fatty or Let's Learn

- Please work in groups of 6 to choose and give your reasons why.

- Then discuss with your partners in the group to choose one favourite programme to present in front of the class.

### 4 Work in groups.

Read about the two programmes again. Tell your group which one you prefer and why.

### Homework (2 minutes)

- Write about your favourite TV program

-----

### Trình bày bảng

Unit 7- My new school

Lesson 4 – Communication

### I. Kim's Game

### II. New words

- Entertain
- Mini series
- Cute
- Clumsy

### III. Practice

### IV. Homework

# Giáo án 5: Unit 7: Television

## LESSON 5: SKILLS 1

### I. Objectives:

By the end of the lesson, students can:

- Use the lexical items related to the topic 'Television'
- Read for specific information about Television
- Talk about one's favorite TV program, the reasons for that

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up ( 3 to 5 minutes):

##### Phương án 1: Chơi trò Matching

GV đưa hai bộ card, một bộ là tên kênh truyền hình, bộ khác là nội dung mà kênh đó trình chiếu.

Chia lớp thành hai đội, cử đại diện lên nối nội dung với tên kênh.

Đội nào đúng và nhanh hơn, đội đó thắng cuộc.

##### Lời dẫn:

- We have played quite a few games together; do you want to play another new game now?

- The game is Matching the name of a favorite TV channel with what it shows.

<b>HBO</b>	Movies of all types
<b>DISCOVERY CHANNEL</b>	Documentaries offering insights into the inner workings of the world
<b>VTV3</b>	Entertaining programs
<b>VTV2</b>	Scientific and educational programs
<b>CNN</b>	News
<b>DISNEY CHANNEL</b>	Movies and programs for children
<b>CARTOON NETWORK</b>	Cartoons for children



##### Phương án 2: Kim's Game

##### Luật chơi:

- Lớp chia thành hai đội
- GV cho xuất hiện trên màn hình hình ảnh của những kênh truyền hình nổi tiếng ở Việt Nam và trên thế giới.
- Đội nào viết được nhiều kênh truyền hình hơn, đội đó thắng cuộc.

##### Lời dẫn:

- We have played quite a few games together; do you want to play another new game now?

- The game is Kim's Game. I have on the screen names of favourite TV channels both in Vietnam and in the world. The team remembers more and writes correctly those names on the board will be the winner.

#### Hoạt động 2: Comprehension Reading (20 minutes)

##### New words

1. compete (v): /kəm'pi:t/ (visual)



2. jungle (n): (visual) /'dʒʌŋ.gl/



3. instructor (n): /ɪnˈstrʌkt.ətər/ (explanation) the one who teaches and instructs you to do something you are not sure about.

4. skating rink (n.phr.) /ˈskeɪ.tɪŋ ɪŋk/ (visual)



5. comedy (n) /ˈkɒm.ə.di/ a (type of) film, play, or book that is intentionally funny either in its characters or its action:

## New words checking

### Matching

#### Reading the schedule and do bài tập 1 and 2

GV cho HS làm việc cá nhân, và trả lời các câu hỏi ở bài 2.

*Lời dẫn:*

- We have just played a game in which we know quite a few names of some TV programmes.
- Now, read the following schedule about some popular TV programs and their description and answer the questions.
- I would like you to work individually in 5 minutes.

### 1 Read the schedule for *Around the World!*

TIME	PROGRAMME	DESCRIPTION
8.00	<i>Animals: Life in the Water</i>	A documentary about the colourful living world in the Pacific
9.00	<i>Comedy: The Parrot Instructor</i>	Have lots of fun with the Parrot Instructor and his first working day at the skating rink
10.30	<i>Sports: Wheelbarrow Races</i>	Four houses at the Wicked School compete in the most exciting race. Who wins?
11.00	<i>Game show: Children are Always Right</i>	The game show this week will test your knowledge about the Amazon jungle.
12.15	<i>Science: Journey to Jupiter</i>	Discover strange facts about a planet in our system

### 2 Answer the following questions about the schedule.

1. What is the event in the *Sports* programme today?
2. What's the name of the comedy?
3. Can we watch a game show after 11 o'clock?
4. What is the content of the *Animals* programme?
5. Is Jupiter the name of a science programme?

#### Key:

1. *Wheelbarrow Races*
2. *The Parrot Instructor*
3. Yes, we can.
4. A documentary about the colourful living world in the Pacific
5. No, it isn't.

### Bài tập 3

GV cho HS làm việc đôi, tìm chương trình TV phù hợp với 5 bạn trong bài.

#### Lời dẫn

- You now understand the description of each programme very well.
- I have here 5 friends, each of them likes to watch different things, let's choose the appropriate programme for each of them.
- I would like you to work in pairs.

### 3 Read the information about the people below and choose the best programme for each.

PEOPLE	PROGRAMME
1. Phong likes discovering the universe.	
2. Bob likes programmes that make him laugh.	
3. Nga loves learning through games and shows.	
4. Minh likes watching sports events.	
5. Linh is interested in ocean fish.	

#### Key:

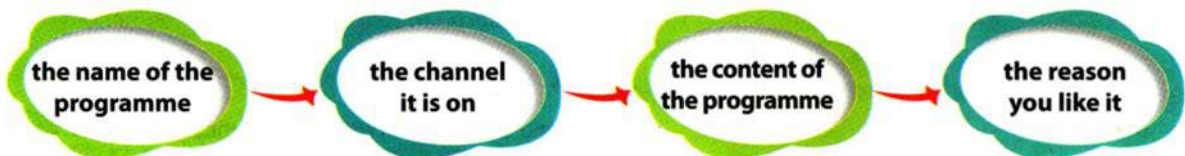
1. Phong: Science: Journey to Jupiter
2. Bob: Comedy: The Parrot Instructor
3. Nga: Game show: Children are Always Right
4. Minh: Sports: Wheelbarrow Races
5. Linh: Animals: Life in the water

### Hoạt động 3: Speaking (10 minutes)

#### Speaking

#### 4 Work in groups.

Tell your group about your favourite TV programme. Your talk should include the following information:



Bài tập này GV đã giao cho HS từ buổi trước, vì vậy HS có thể nhanh chóng giới thiệu với bạn mình về đề tài này.

Sau đó GV tick các poster về chương trình yêu thích quanh lớp học để HS có thể đi quanh quan sát và biết thêm nhiều chương trình TV.

#### Lời dẫn:

- Last lesson, you already wrote about your favorite TV programme.
- Now, it's time to show, together in groups of 6, tell your partners about it then tick all your posters around the class for your members to see.

## **Hoạt động 4: Homework Giao bài tập cho tiết Project**

### *Lời dẫn:*

- After 5 lessons, the role of TV is mentioned.
- In your viewpoint, how important is TV to you.
- Please check that information by answering the questions in the Project part.

### **Trình bày bảng**

Unit 7 - My new school

Lesson 5 – Skills 1

#### **I. Matching**

#### **II. Reading**

New words:

- compete
- jungle
- skating rink
- instructor
- comedy

#### **III. Speaking**

#### **IV. Homework: How important is TV to you**

# Giáo án 6: Unit 7: Television

## LESSON 6: SKILLS 2

### I. Objectives:

By the end of the lesson, students can:

- Use the lexical items related to the topic 'My new school'
- Listen to get specific information from a recommended TV schedule.
- Write a short guided passage about one's watching TV habits.

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (3 to 5 minutes):

##### Small interviews

GV hỏi từ 2 đến 3 HS về chương trình TV mà HS xem tối qua.

##### Lời dẫn:

Before starting the lesson, I would like some of you to tell me what you watched last night.

- *What did you watch last night?*

- *What was it about?*
- *What did you like about it?*
- *What didn't you like about it?*
- *Why did you like/dislike it?*

#### Hoạt động 2: Listening (10 minutes)

##### Bài tập 1

GV cho HS làm việc cá nhân, đọc về lịch trình chiếu.

Sau đó gọi một HS đọc to nội dung cho lớp cùng nghe.

Sửa lại các âm HS đọc chưa đúng (nếu có).

Lưu ý HS gạch chân key words cho bài nghe.

##### Lời dẫn:

*We are going to read a schedule of some programmes on TV.*

*First, I would like you to read it, underline the important key words, then listen to tick which channel it belongs to.*

- 1 Give Ss 2-3 minutes to read the schedule: T can even ask them to read aloud and check on their pronunciation. This would help them recognize the key words when they listen to the recording. Ask Ss to only focus on the information they need.

PROGRAMME	CHANNEL 1	CHANNEL 2	CHANNEL 3
Music: Green Green Summer	✓		
Cartoon: The Red Spotted Squirrel		✓	
Film: The Lonely Giraffe			✓
Home and Garden: How to Make a Dog House		✓	
Our Heritage: The Old Town of Inca			✓

##### Bài tập 2

HS làm việc cá nhân với bài tập này.

##### Lời dẫn:

- *You have already known which channel the previous programme belongs to.*
- *Now I would like you to listen again to tick T or F for the following statements.*



**2** Listen again and tick (✓) statements 1-5 with **T** for true and **F** for false.

- | Statements   | T                        | F                        |
|--|--------------------------|--------------------------|
| 1. The first programme starts at seven-thirty.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. There are two programmes starting at the same time.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <i>The Red Spotted Squirrel</i> lasts forty-five minutes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. <i>The Lonely Giraffe</i> finishes at ten o'clock.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. <i>The Old Town of Inca</i> is in India.                  | <input type="checkbox"/> | <input type="checkbox"/> |

**Key:**

1. F    2. T    3. F    4. T    5. F

### Hoạt động 3: Writing (25 minutes)

GV cho HS làm việc cá nhân với hoạt động viết này.

*Lời dẫn:*

- Besides the very good effects that we can have through watching TV, there are still bad sides that we can not deny. If you have good watching habits, you will learn a lot of useful knowledge from TV, otherwise they will harm you. So first, let's do this questionnaire to find out whether you are a good TV viewer or not.

- Then basing on the answers you have just chosen, please write a short description of your TV-watching habits.

### Writing

#### 3 What are your TV-watching habits?



Tick (✓) the right answer for you (you can tick more than one answer). Use your answers to write a short description of your TV-watching habits.

1. How many hours a day do you watch TV?	1 hour	2-3 hours	depends
2. How do you compare the time you spend watching TV to the time you spend on outdoor activities?	more	less	the same
3. Do you watch TV when you are ...?	eating	entertaining	reading
4. What kind of programme do you watch most?	educational	entertaining	sports
5. Do you leave your TV on when you are not watching it?	never	sometimes	often

#### Suggested structure:

I do not watch much TV/I enjoy watching TV (use your answers to the first three questions above to support your statement).

I like ... /I usually watch ... (your favourite programme)

I usually leave the TV on ... /turn off the TV ...

I think I have good/bad TV watching habits (your comment on your habits).

### Hoạt động 4: Homework

Rewrite your watching habits into your notebook.

#### Trình bày bảng

Unit 7 - My new school

Lesson 6 – Skills 2

#### I. Who is faster?

#### II. Listening

#### III. Writing

Write about your TV – watching habits

#### IV. Homework

# Giáo án 7: Unit 7: Television

## LESSON 7: LOOKING BACK - PROJECT

### I. Objectives:

By the end of the lesson, students can:

- Use the lexical items related to the topic 'Television'
- Pronounce correctly the sounds /ð/ and /θ/ in isolation and in context
- Use conjunctions (and, but, because) and question words (where, who, why..)
- Ask and talk about a favorite TV programme
- Read a TV schedule and descriptions of famous children's programmes for specific information
- Listen for specific information from a recommended TV schedule
- Write a short guided passage about one's TV watching habits

### II. Procedures: Các bước tiến hành

Đây là bài tổng hợp lại toàn bộ các từ vựng, ngữ pháp, kiến thức mà HS đã được học trong 6 lessons trước đó. Vì vậy GV khuyến khích HS làm việc cá nhân, để tự đánh giá xem mình đã lĩnh hội được toàn bộ kiến thức đã học hay chưa. Từ đó, cải thiện những gì HS còn chưa nắm vững.

GV yêu cầu HS không mở sách hoặc vở khi làm các bài tập trong tiết học này.

Do vậy toàn bộ phần Looking back, HS sẽ làm việc cá nhân trên lớp. Nếu gặp khó khăn, HS có thể hỏi bạn bên cạnh hoặc thầy, cô giáo.

### Hoạt động 1: Looking back (15 to 20 minutes)

#### Lời dẫn:

- We have nearly reached our destination guys, as this is our last lesson of this Unit. So I would like you to work individually almost all the time to do all the exercises in Looking back part.

- If you have any difficulties, don't hesitate to ask your teacher for help. However, before doing that, I would really want you to work your brain the hardest and try not to refer back to the 6 previous lessons. Is that ok?

- Now, time is yours. Let's finish all the exercises individually.

## LOOKING BACK

### Vocabulary

1 Put the words in the box in the correct columns. Add more words if you can.

newsreader	MC	game show
documentary	animals	weathergirl
writer	cartoon	romance
home and garden		

People	Programmes	Kinds of film

2 Use the words in the box to fill the text below.

comedies	educational
game shows	7 o'clock news
writers	national
relax	viewers



VTV1 is a \_\_\_\_\_ (1) television channel in Viet Nam. It attracts millions of \_\_\_\_\_ (2) because it offers many different interesting programmes. The \_\_\_\_\_ (3) tells people what is happening in Viet Nam and the rest of the world. \_\_\_\_\_ (4) bring a lot of laughter and help people \_\_\_\_\_ (5) after a hard working day. The most exciting programmes are \_\_\_\_\_ (6). They can be both entertaining and \_\_\_\_\_ (7).

Many people work hard every day to produce quality programmes for television. Some of them are programme designers, \_\_\_\_\_ (8) and reporters.

### Grammar

3 Use a question word to make a suitable question for each answer below.

1. - \_\_\_\_\_ days a week do you go to class?  
- I go to class five days a week.
2. - \_\_\_\_\_ did you watch on TV last night?  
- I watched *The Red Spotted Squirrel*.
3. - \_\_\_\_\_ do you like the *Animals* programme?  
- Because I love animals.

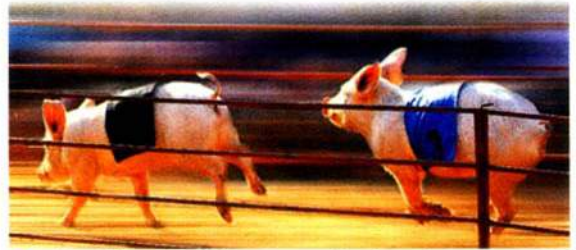
4. - \_\_\_\_\_ is your favourite television MC?  
- I like Minh Phong in *The Gift of Music*.
5. - \_\_\_\_\_ was *The Lonely Giraffe* made?  
- I don't know. But I first watched it on TV last year.

**4 Use the conjunction provided to connect the sentences.**

1. *Ocean Life* is on at 7.30. *Laughing out Loud* will follow, at 8.00. (**and**)  
→ \_\_\_\_\_
2. I have watched *The Seven Kitties* many times. I like the film so much. (**because**)  
→ \_\_\_\_\_
3. *BBC One* is a British channel. *VTV6* is a Vietnamese channel. (**but**)  
→ \_\_\_\_\_
4. *Along the Coast* is a famous TV series. I have never watched it. (**although**)  
→ \_\_\_\_\_
5. I have a lot of homework tonight. I can't watch *Eight Feet Below*. (**so**)  
→ \_\_\_\_\_

## Communication

**5 Rearrange the order of the sentences to have a complete conversation about a TV programme.**



- A. Hey Phong, did you watch the pig race on TV yesterday?  
B. It's a sport. Pigs race around a small track. It's really very funny.  
C. No. What is it?  
D. Really? I've never seen it. What country is it in?  
E. Well ... When is it on?  
F. Australia, America ... It's an attraction at many country fairs.  
G. Discovery channel.  
H. That sounds interesting. Which channel is it on?  
I. At 9 o'clock Saturday morning or 10 o'clock Sunday evening.  
J. Thank you. I'll watch it.

The correct order is: A \_\_\_\_\_

## Vocabulary

- 1** The aim of this task is for Ss to revise the taught vocabulary about different jobs in TV (column A), TV programmes (column B) and different kinds of film (column C).

Key:

People	Programmes	Kinds of film
newsreader	cartoon	documentary
weathergirl	game show	romance
writer	animals	
MC	home and garden	

- 2** This task is for the revision of the vocabulary in a contextualized situation. Ss have to be able to recognize the relationship of the target words and their content.

Key:

1. national      2. viewers      3. 7 o'clock news      4. Comedies  
5. relax      6. game shows      7. educational      8. writers

## Grammar

- 3** Ask Ss to look at the answers and decide which question word is to be used.

Key:

1. How many      2. What      3. Why      4. Who      5. When

**4** Let Ss do the task separately. Check their answers as a class.

**Key:**

1. *Ocean Life* is on at 7.30 and *Laughing out Loud* will follow, at 8.00.
2. I have watched *The Seven Kitties* many times because I like the film so much.
3. *BBC One* is a British channel but *VTV6* is Vietnamese channel.
4. Although *Along the Coast* is a famous TV series, I have never watched it.
5. I have a lot of homework tonight, so I can't watch *Eight Feet Below*.

**Communication**

**5** This task is a bit demanding as it requires both reading comprehension and the ability to recognize a logical order of a flow of ideas. Some Ss might put 'When can I watch it' before 'What channel is it on?'. This can be accepted as some will pay attention to the time first while others want to know if they have that channel at home.

**Key:** ACBDFHGEIK

**Hoạt động 2: Project (20 to 25 minutes)**

Phần Project này GV đã giao cho các nhóm làm việc từ bài Skills 1, vì vậy tiết này, từng HS sẽ nói cho lớp biết TV quan trọng với mình thế nào.

Các bạn có cùng một quan điểm có thể ngồi lại với nhau thành một nhóm và thảo luận thêm.

*Lời dẫn:*

*- In two sessions before, I gave you the assignment of answering questionnaire to see how TV is important to you, now please present it to your friends, find out who has the same viewpoint can group to have more discussion about it.*

**Hoạt động 3: Homework**

GV có thể giao thêm bài tập cho HS trong sách bài tập.

**Trình bày bảng**

Unit 7 - Television

Lesson 7- Looking back – Project

**I. Looking back**

- Vocabulary
- Grammar

**II. Project: How important is TV to you**

**III. Homework**

# Giáo án 1: Unit 8: Sports and Games

## LESSON 1: GETTING STARTED

### At the gym

#### I. Objectives:

By the end of the lesson, students can use the lexical items related to the topic 'Sports and Games' and use the combinations: *go, play, do + N/V-ing*.

#### II. Procedures:

##### Hoạt động 1: Warm up (5 minutes):

##### Chơi trò chơi 'Back to the Board'

- In Unit 7, we've already talked about TV and TV programmes. Now, I would like to know how much you know about programmes on TV.

- Let's try the game "Back to the Board": We have two teams, A and B. One member from each team comes to the board without looking at the screen, listening to the other members in the group giving introduction of/ explanation for different TV programmes. The one who guesses more correct words will be the winner. But one thing to remember, you mustn't repeat the words in that programme's name.

1. A comedy programme
  2. A game show
  3. The news
  4. The sports (news)
  5. An educational programme
  6. A weather forecast
- etc.

##### - Suggested explanation:

1. The programme which makes everyone laugh.
2. The programme which tests your knowledge about something.
3. The programme which talks about events in both Viet Nam and around the world.
4. The programme in which you can listen to comments on football matches or famous football players.

5. The programme which teaches children something.

6. The programme which predicts whether it is sunny or rainy tomorrow.

- *Well done! Many of you have very good explanation and you know about the TV programmes quite well.*

*By the way, do you usually watch the sports news? What sports do you do? Do you think you should take up a sport? Let's talk more about sports and games in lesson 2, alright?*

##### Hoạt động 2: Elicit the dialogue (15 minutes)

##### Exercise 1 (p. 16, 17)

- Let's have a look at this picture. Duong and Mai are talking to each other. Look at their uniform. Can you guess where they are now?



- *Yes, they are at the gym now. And what are they talking about? What do they do at the gym? Listen and read the dialogue between these two friends.*

## Listen and read.

- Duong:** Wow! This gym is great!
- Mai:** Yeah, I really like coming here. The equipment is modern and the people are friendly. What sports do you do, Duong?
- Duong:** Well, I can do a little karate, and I play table tennis. Last week I played with Duy and I won for the first time.
- Mai:** Congratulations! How often do you do karate?
- Duong:** Every Saturday.
- Mai:** You're very fit! I'm not good at many sports.
- Duong:** I have an idea. You can come to the karate club with me.
- Mai:** No, I can't do karate.
- Duong:** But you can learn! Will you come with me on Saturday?
- Mai:** Well .... OK.
- Duong:** Great! I'll meet you at the club at 10 a.m.
- Mai:** Sure. Where is it? How do I get there?
- Duong:** It's Superfit Club, on Pham Van Dong Road. Take Bus 16 and get off at Hoa Binh Park. It's 15 minutes from your house.
- Mai:** OK. See you then.

GV cho HS nghe hai lần bài hội thoại, gọi một hoặc hai cặp HS luyện tập lại bài hội thoại và sau đó cho HS làm bài tập 1a.

- You have listened to the dialogue between Mai and Duong. Now back to my question, 'What are they talking about?'

- Yes, they are talking about sports and sports activities. But what exactly do they talk about? Work in pairs to do Exercise 1a (p. 17) to ask and answer the questions about their talk at the gym.

### Answer the following questions.

1. What sports can Duong do?  
\_\_\_\_\_
2. Who is going to learn karate?  
\_\_\_\_\_
3. Why does Mai like going to the gym?  
\_\_\_\_\_
4. What happened last week?  
\_\_\_\_\_
5. Where are they going to meet on Saturday?  
\_\_\_\_\_

### Key:

1. Duong can play table tennis and do karate.
2. Mai is (going to learn karate).
3. Because the equipment (there) is modern and the people are friendly.
4. Duong played with Duy and won (for the first time).
5. At the karate club.

- You must understand the dialogue quite well now. There are some common expressions used in the dialogue. I wonder if you know all of these or not. (Exercise 1b (p.17))

### **b** Find these expressions in the conversation. Check what they mean.

- |           |                     |
|-----------|---------------------|
| 1. Wow!   | 2. Congratulations! |
| 3. Great! | 4. See you (then).  |

### Key:

1. *Wow*: used to express surprise
2. *Congratulations*: used to congratulate sb/ to tell sb that you are pleased about their success
3. *Great*: used to show admiration
4. *See you (then)*: used when you say goodbye

- I hope you can use these expressions in your daily life conversations.

### **c** Work in pairs. Make a dialogue with the expressions. Then practise them.

**Example:** A: Wow! You've got a new bike.

B: Yes. My mum bought it for me. She wants me to keep fit.

Can you make a similar conversation?

### Hoạt động 3: Revise vocabulary on sports and games (15 minutes)

#### Bài tập 2 (p. 17) - Bingo

- You already know that Duong does karate and he also plays table tennis. So what other sports do you know? Now list 5 sports you know, then listen to the CD player and cross them out if you have the same words. The first person crossing out all 5 words shouts 'Bingo' and wins the game. Are you ready? Start now!

**2 Listen and repeat these words and phrases.**

- |            |                 |               |
|------------|-----------------|---------------|
| 1. boxing  | 2. fishing      | 3. aerobics   |
| 4. chess   | 5. table tennis | 6. karate     |
| 7. cycling | 8. swimming     | 9. volleyball |
| 10. tennis | 11. skiing      | 12. running   |

- Are there any new words you don't know?
- Who can practise pronouncing all the words again?
- Are these sports and games played in Viet Nam? (We cannot go skiing because there isn't any snow in our country).

GV cho HS nghĩa từ nếu cần thiết, sau đó gọi vài HS đọc lại từ để kiểm tra và sửa lỗi phát âm cho các em.

**Bài tập 3 (p. 17) – Labelling**

- Now look at the pictures in Exercise 3, can you recognize these sports and games? Finish this exercise individually first, then pair-compare.

**3 Using the words in 2, name these sports and games.**



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**Key:**

- |             |                 |            |
|-------------|-----------------|------------|
| 1. cycling  | 2. table tennis | 3. running |
| 4. swimming | 5. chess        | 6. skiing  |

- Look at picture 2 now. Is table tennis a sport or a game?

- Well, sometimes it's a sport and sometimes it's a game. Do you know the difference between a sport and a game?

- A sport is an activity that you do for pleasure and that needs physical exercise while a game is an activity or a sport with rules in which people or teams compete against each other.

**Bài tập 4 (p. 17) – Matching**

- You've already listed some sports and games. Which verbs can go with these nouns to talk about sports activities? Let's do this matching exercise.

**4 Work in pairs. Put the words from 2 in the correct groups.**

*Example:* go swimming

play	do	go
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Key:**

play	do	go
chess	boxing	fishing
table tennis	aerobics	cycling
volleyball	karate	swimming
tennis		running
		skiing

**Bài tập 5 (p. 17) – Gap-filling**

- We've talked about some sports activities. Now let's see if these students, Duong, Duy, Michael, Phong and Khang do any sports or not.

**5 Put the correct form of the verbs play, do, go, watch and like in the blanks.**

- Duong can \_\_\_\_\_ karate.
- Duy is not reading now. He \_\_\_\_\_ a game of tennis on TV.
- Michael \_\_\_\_\_ swimming nearly every day.
- Phong doesn't play football. He \_\_\_\_\_ reading books.
- Khang \_\_\_\_\_ volleyball last Saturday evening.

**Hoạt động 4: Survey (6 minutes)**

**Bài tập 6 (p. 17) – Survey**

- What about you, yourself? Do you take up any sports or games or not? Work in pairs and then in group of 6 to find out how sporty you are. You can add more questions to find out which sports your friends do in their free time.

**6 Work in pairs. Ask your partner these questions to find out how sporty they are.**

1. Can you swim? A. Yes B. No
2. Do you play outdoors every day?  
A. Yes B. No
3. Do you get up early and do morning exercise?  
A. Yes B. No
4. What do you usually do at break time at school?  
A. Play in the schoolyard  
B. Sit in the classroom
5. What do you think of sports/games?  
A. Very good/useful B. A waste of time

If your answers to the questions are mostly "A", you are sporty. If they are mostly "B", do more sport and try to be more active.

GV gọi một số HS trình bày lại kết quả khảo sát của nhóm mình, ví dụ: In my group, only C is inactive but A, B, ... and ... are very sporty and active. A usually plays table tennis after school. B does aerobics every morning,...

Name	Sporty & Active	Inactive	Sports/ Game
A	√		Table tennis
B	√		Aerobics
C		√	
...	...	...	

**Kết bài (2 minutes)**

- You have done a lot of activities today. Now, can you remember what you have learnt today?

- Minh, please!

- Yes, you are right, through the lesson you can now improve your vocabulary on the topic "Sports and Games" and you can also tell about some of the sports activities.

- I think that's enough for today and here's your homework.

**Homework (2 minutes)**

1. Revise the vocabulary.
2. Do Exercise B1, p.10 – Workbook.
3. Prepare for the next lesson.

**Trình bày bảng**

Unit 8 – Sports and Games

Lesson 1 – Getting started – At the gym (p. 16, 17)

**I. Matching**

**II. Vocabulary: Sports activities**

**III. Homework**



# Giáo án 2: Unit 8: Sports and Games

## LESSON 2: A CLOSER LOOK 1

### I. Objectives:

By the end of the lesson, students extend the vocabulary related to the topic 'Sports and Games' and practise pronouncing the sounds /eə/ and /iə/ in isolation and in context.

### II. Procedures:

#### Hoạt động 1: Warm up (5 minutes):

Để dẫn dắt học sinh vào nội dung bài học, giáo viên có thể lựa chọn các phương án sau để cho học sinh hoạt động:

#### Phương án 1: Chơi trò chơi Miming

- We have already talked about some sports activities in the previous lesson. Can you remember all these activities?

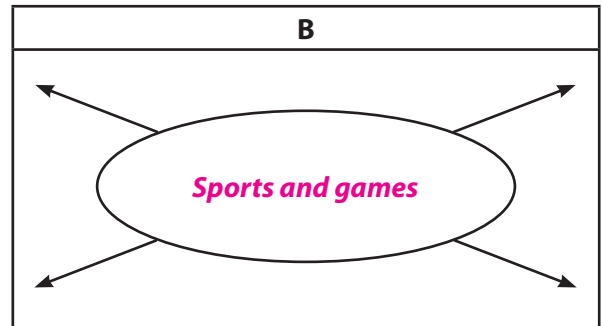
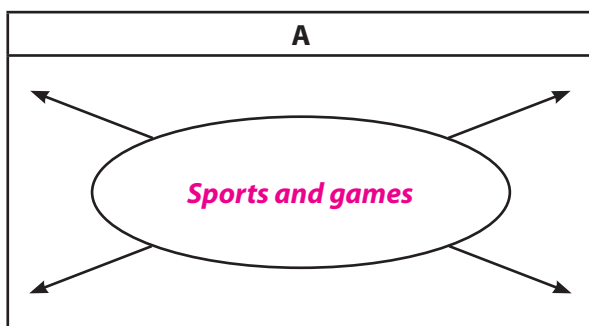
We have 2 teams: A and B. One member from each team goes to the board and looks at my pictures. You have to mime the activity in the pictures so that the members in your team can guess what you are doing. Who guesses correctly will get a point and the team getting more points will be the winner.

GV chuẩn bị các hình ảnh về các môn thể thao đã nhắc tới trong Lesson 1: boxing, fishing, aerobics, chess, table tennis, karate, cycling, swimming, volleyball, etc.

#### Phương án 2: Chơi trò chơi Brainstorming

- We have already talked about some sports activities in the previous lesson. Can you remember all these activities?

We have 2 teams: A and B. One member from each team, in turn, moves to the board and lists all the sports and games that you know.



- In 2 minutes, the team with more correct answers will be the winner. Now are you ready? Start!

- ... Well done! We'll continue to talk more about other sports and games in our lesson today.

#### Hoạt động 2: Vocabulary on sports and games (22 minutes)

- First of all, I'll give you some new words first:

1. a skateboard (Visual)
2. goggles (Visual)
3. a racket (Visual)
4. skis (Visual)



#### 1 Listen and repeat these words.

- |                 |              |
|-----------------|--------------|
| 1. a ball       | 5. goggles   |
| 2. sports shoes | 6. a racket  |
| 3. a boat       | 7. skis      |
| 4. a skateboard | 8. a bicycle |

- Checking technique: Labelling

#### 2 Now write the words under the pictures.



1. \_\_\_\_\_ 2. \_\_\_\_\_



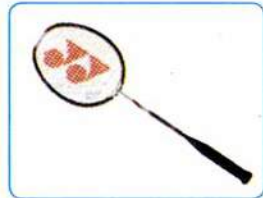
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

**Key:**

- 1. a bicycle      2. a ball      3. sports shoes
- 4. skis          5. a boat      6. a racquet
- 7. a skateboard   8. goggles

- Excellent! So when do we need these things? What sports are these things for?

**3 What sports are these things for? Match the things in column A with a sport/game in column B.**

<b>A</b>		<b>B</b>
1. bicycle	.....	a. running
2. ball		b. swimming
3. sports shoes	.....	c. cycling
4. skis		d. ball games
5. boat		e. skiing
6. skateboard		f. tennis
7. goggles		g. sailing
8. racket		h. skateboarding

**Hoạt động 3: Pronunciation of the sound /eə/ and /iə/ (16 minutes)**

GV cho HS xem clip về khẩu hình của hai âm, sau đó cho HS luyện tập phát âm sao cho chính xác bằng bài 4, 5 và 6:

(Đường link: <https://www.youtube.com/watch?v=LVj0oJu8acl> & <https://www.youtube.com/watch?v=M2CrPFycyug>)

**4 Listen and repeat. Pay attention to the sounds /eə/ and /iə/.**

- 1. /eə/: where there fair pair prepare
- 2. /iə/: here fear nearly idea volunteer

**5 Read the words and say them aloud. Which one has /eə/ or /iə/?**

- 1. A. air                      B. are                      C. I'm
- 2. A. physics                B. feather                C. aerobics
- 3. A. stay                    B. stair                    C. stadium
- 4. A. beer                    B. bird                    C. born.
- 5. A. show                    B. share                    C. shine
- 6. A. sphere                B. spring                C. swim

**6 Listen to the sentences and choose the right words.**

- 1. Fair/Fine play is important in sports.
- 2. Can you hold/hear me, mum?
- 3. I haven't got any idea/fear.
- 4. The stadium is near the square/statue.
- 5. Beckham nearly/really missed the ball.
- 6. The football fans cheered/chased loudly for their side.

**Homework (2 minutes)**

- 1. Learn the vocabulary by heart.
- 2. Do Exercise A1, 2 – B3, 4 (p. 10, 11, 12 – Workbook)
- 3. Prepare for the next lesson.

**Trình bày bảng**

Unit 8 – Sports and Games  
Lesson 2 – A closer look 1 (p. 18)

**I. Miming/ Brainstorming**

**II. Vocabulary**

- 1. a skateboard
- 2. goggles
- 3. a racket
- 4. skis

**III. Pronunciation: /eə/ and /iə/**

**IV. Homework**

# Giáo án 3: Unit 8: Sports and Games

## LESSON 3: A CLOSER LOOK 2

### I. Objectives:

By the end of the lesson, Ss will be able to use the past simple and imperatives to tell somebody to do something or to give a direct order.

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes):

##### Chơi trò "Pelmanism/ Cards"

- GV chia cả lớp thành hai đội A và B.
- GV có thể tạo phần mềm nếu dùng máy tính hoặc có thể chơi trên bảng bằng việc chuẩn bị hai bộ cards: Bộ 1 là các động từ dạng nguyên thể, bộ 2 là các động từ dạng quá khứ (có quy tắc và bất quy tắc).
- Trong 2 phút, các thành viên từ mỗi đội lần lượt lên bảng để ghép 2 cards với nhau. Đội nào ghép được nhiều card hơn sẽ thắng cuộc.

##### Lời dẫn:

- *You guys, can you see that I have 2 sets of cards? The yellow cards and the red cards.*
- *In only two minutes, each member from each team has to take turns to turn over one card and then tries to find a card that matches it. If the two cards match each other, you score two points. If the two cards are different, put them back in the same places face down. Then it is the next person's go. Of course, the team with more scores will win the game. Are you ready? Start now.*

<b>do</b>	<b>play</b>	<b>go</b>	<b>have</b>	<b>eat</b>	<b>sit</b>	<b>watch</b>	<b>teach</b>
<b>went</b>	<b>sat</b>	<b>taught</b>	<b>did</b>	<b>watched</b>	<b>had</b>	<b>played</b>	<b>ate</b>

- *Good job! Both team works very well and effectively. By the way, what are the words in yellow and red cards?*
- *Yes, they are verbs, but the yellow cards are infinitive verbs and the red cards are their past simple.*
- *When do we use the past simple and how to use it? Let's study more about this in our lesson today.*

#### Hoạt động 2: Revise the past simple (15 - 17 minutes)

##### a. Revise the use and form of the past simple

- *Well, I would like all of you to read the information from the Remember box, page 19.*
- *Tell me, when do we use the past simple?*
- *How do we form the past simple in positive sentences? in negative sentences? and in questions and short answers?*
- *What about regular and irregular verbs?*

We use the **past simple tense** to talk about a finished action in the past. We often say **when** it happened.

**Positive:**

I/you/we/they/he/she/it + **V-ed** (played)

**Negative:**

I/you/we/they/he/she/it + **did not/didn't + V**  
(did not/didn't play)

**Questions and short answers:**

Did + I/you/we/they/he/she/it + **V** (play)?

Yes, I/you/we/they/he/she/it + **did**.

No, I/you/we/they/he/she/it + **didn't**.

- We played some games last Sunday.
- My mother didn't go shopping yesterday.
- Did you join in the sports competition last week?  
No, we didn't.

**Watch out!**

Many English verbs have irregular past forms:

Examples:

**be:** I/he/she/it + **was**  
we/you/they + **were**

**have:** **had**

**win:** **won**

**eat:** **ate**

...



**b. Practise with the past simple**

- Now let's practise by doing Exercise 1 & 2, page 19 individually:

**1 Complete the sentences with did, was, or were.**

1. The 2012 Olympic Games \_\_\_\_ held in London.
2. - Who \_\_\_\_ the first man on the Moon?  
- Neil Armstrong.
3. - I \_\_\_\_ at the gym last Sunday, but I \_\_\_\_ not see you there.  
- No, I \_\_\_\_ at my aunt's house.
4. - \_\_\_\_ you climb Mount Fansipan when you \_\_\_\_ in Sapa?  
- Yes, I \_\_\_\_ . It \_\_\_\_ tiring, but very interesting.

**Key:**

1. were                    2. was                    3. was-did-was
4. Did-were-did-was

**2 Write the correct form of the verbs to complete the conversation.**

**Nick:** Hi there.  
**Sonny:** Hello, Nick. Did you have a nice weekend?  
**Nick:** Yeah, it (1. be) \_\_\_\_ OK. I (2. not do) \_\_\_\_ much. I just (3. sit) \_\_\_\_ at home and (4. watch) \_\_\_\_ TV. On Saturday afternoon, I (5. go) \_\_\_\_ fishing with my dad. How about you?  
**Sonny:** Oh, I (6. have) \_\_\_\_ a good weekend.  
**Nick:** Really? What (7. do) \_\_\_\_ you do?  
**Sonny:** I (8. visit) \_\_\_\_ the museum with my family. Then we (9. eat) \_\_\_\_ at my favourite restaurant.  
**Nick:** Did you watch football on Sunday?  
**Sonny:** Oh, yeah. The player (10. score) \_\_\_\_ a fantastic goal.

**Key:**

1. was                    2. didn't do                    3. sat
4. watched                    5. went                    6. had
7. did                    8. visited                    9. ate
10. scored

- Now let's make a survey to find out what the members in your group did last weekend, then I'll call some of you to report your survey.

**3 Work in groups. Ask and answer questions about last weekend.**

**Examples:**

- A:** Did you do any sport last weekend?  
**B:** Oh yes, and I was exhausted.  
**A:** Really? What did you do?

Name	Yesterday's activities
1. Minh	Stayed at home Did the homework Helped mum with cooking Played chess ....
2. ...	...
3. ...	...
4. ...	

**Hoạt động 3: (18 – 20 minutes)**

**a. Elicit the model sentences**

- Ok, class. I can see that you did a lot of activities during last weekend.

- Did you play computer games all day, boys?

- Well, spend less time on computer games. Don't play too much. You have to do many other activities as well.

GV viết hai câu lên bảng và giới thiệu cấu trúc mới

**Spend less time on computer games.**

**Don't play too much.**

- These are imperatives. Tell me, when do we use imperatives?

- Read the information from Remember box now.

You use **imperatives** to tell someone to do something, or to give a direct order.

It's chewing gum.

Chew it.

Don't swallow it.



**Remember!**

Positive: V

Negative: don't + V



**b. Practise with Imperatives: Bài tập 4&5 (p. 19, 20)**

- And now, look at these pictures and give suitable imperatives.

**4 Write sentences to tell your friends what to do or not to do.**



1. It's raining. \_\_\_\_\_ your umbrella.



2. Please \_\_\_\_\_.



3. It's late now. Please \_\_\_\_\_ up.



4. Exercising is good but \_\_\_\_\_ too hard.



5. It's cold. \_\_\_\_\_ on your coat.

**Key:**

1. Take your umbrella.
2. Please don't litter.
3. Please hurry up.
4. ...don't train too hard.
5. Put on your coat.

- Now imagine you and your friends are at the gym. Let's do exercise 5, p. 20.

**5 Tell your friends what to do and what not to do at the gym.**

- Examples:**
- Change your clothes.
  - Don't talk loudly.



Some possible sentences:

Pay your fee first.

Put on your trainers/ sports shoes.

Listen to the instructor carefully.

Don't litter.

Don't eat or drink at the gym.

**Homework (2 minutes)**

1. Do Exercise B1, 2, 5, 6, 7 (p. 10, 11, 12) – Workbook
2. Draw/ Prepare a famous sportsperson's photo which you like and admire. Find information

about him/ her and be ready to talk about him/ her in the next period (Lesson 4: Communication).

-----  
**Trình bày bảng**

Unit 8 – Sports and Games

Lesson 3 – A closer look 2

**I. Pelmanism/ Cards**

**II. Grammar:**

1. The past simple
2. Imperatives

**III. Homework**

# Giáo án 4: Unit 8: Sports and Games

## LESSON 4: COMMUNICATION

### I. Objectives:

By the end of the lesson, students can get further information about sports and games. Students can also talk about sports and games and about the sportspeople they like.

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 - 7 minutes):

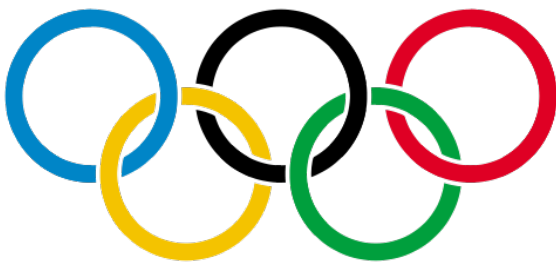
#### Chơi trò chơi: "Hidden picture"

- Hi, guys, I'm going to give you a special picture. What is there in the picture? Let's find out with this game - Finding the Hidden picture.

- We have two team as usual, A and B. Look at the board/ screen, there are six cards numbered from 1 to 6. - The member of each team takes turns to choose one number and completes the sentences with suggested cues. If the answer is correct, he/she'll get one piece of the picture.


- The team which finds the Hidden picture first will be the winner.

1	2	3
4	5	6



1	 <p>Complete the imperative: _____ in the street. It's dangerous.</p>
---	--

2	 <p>Complete the imperative: _____ when you run.</p>
---	--

3	 <p>Complete the sentence: Last Sunday Susan _____.</p>
---	---

4	 <p>Complete the question: - _____ TV last night? - Yes, she did.</p>
---	--

5	 <p>Complete the sentence: I _____ not _____ out last Sunday because it _____.</p>
---	--

6	 <p>Complete the imperative: _____ if you want to keep fit.</p>
---	---

**Key:**

1. Don't play football
2. Wear sports shoes
3. visited the zoo/ went to the zoo
4. Did she watch
5. did – go - rained
6. Do aerobics/ morning exercise

- Well, you've got the picture now. Do you know what are they called?

- They are (called) 5 interlocked rings - the primary symbol of the Olympic Games.

- Do you know what they represent for?

- These five rings represent for five major regions of the world (Africa, the America, Asia, Europe and Oceania). As you can see, every national flag in the world has at least one of the five colours (blue, yellow, black, green, and red).

- And do you know any other information about the Olympic Games?

- Let's find and discover more in our lesson today.

**Hoạt động 2: Extra Vocabulary (5 minutes)**

GV giới thiệu và dạy HS các từ sau:

(to) last (explanation)

marathon (n) (visual)

achievement (n) (explanation)

ring (n) (visual)

**Hoạt động 3: Practice (30 - 32 minutes)****Bài tập 1. Sports quiz (p. 21) (10 minutes)**

- Now work in pairs to do the quiz about Olympic Games.

**1 Sports quiz.**

**Work in pairs. Do the quiz.**

1. How many players are there in a football match?
2. How long does a football match last?
3. How often are the Olympic Games held?
4. Were there Olympic Games in 2011?
5. How long is a marathon?
6. Where were the first Olympic Games held?
7. Which sport happens in a ring?

**Key:**

1. There are usually 22 players (11 on each side).
2. It normally lasts 90 minutes (divided into two halves).
3. They are held every four years.
4. No, there weren't Olympic Games in 2011. (They were held in 2004, 2008, 2012...)
5. A marathon is 42.195 kilometres long (26 miles and 385 yards).
6. They were held in Olympia (in Ancient Greece) (in 776 BC).
7. Boxing does.

Với HS khá giỏi, GV có thể dùng trò chơi Lucky Numbers hoặc Magic Hat để kiểm tra câu trả lời của các em. Với HS đại trà, GV giúp các em giải đáp những thông tin các em chưa rõ về thể vận hội Olympic.

**Bài tập 2. Interview (p. 21) (10 minutes)**

*It's time for you to talk about you, yourself. Work in pairs to ask and answer each other about sports and games. Make as many questions as you can to share the ideas about it with your partner. Remember to take notes so that at the end of the interview, you can talk about your partner's sports activities.*

**2 In pairs, interview your partner using the following questions. Ask for more information.**

1. What sports/games do you play in your free time?
2. What sports/games do you do at school?
3. Which sports/games do you like watching on TV?
4. Do you think you are fit? Would you like to get fitter?
5. Is there any sport/game you'd like to learn to play well?
6. Can you name three famous sportspersons?

**Bài tập 3. Presentation (p. 21) (10 - 12 minutes)**

*Are you a big fan of any sportsmen or sportswomen? In the last previous, I already told you to draw or prepare a picture of one sportsman/ sportswoman as well as his/her information. It's time for your presentation.*



**3 Think of a sportsman/sportswoman you like. Draw a picture of him/her below. Talk about him/her with a partner. Use the following cues:**

- his/her name
- the sport he/she plays
- his/her past achievements
- why you like him/her?

Với HS đại trà, GV có thể cho HS một vài gợi ý, ví dụ:


Anh Vien - swimmer

Cong Vinh – football player

Novak Djokovic – tennis player

Lionel Messi – football player

*This is Anh Vien. She is a very famous and popular swimmer in Viet Nam. She is not only a professional athlete but also a professional official of the Vietnam People's Army. At the age of 19, she is the youngest captain in the army's history.*

*At the Singapore SEA Games, Vien won eight gold medals in the women's 200m backstroke, 200m breaststroke, 200m butterfly, 200m freestyle, 200m individual medley, 400m freestyle, 400m individual medley, and 800m freestyle events.*

*She also won a silver medal in the women's 100m freestyle event and a bronze in the women's 50m backstroke category.*

*Anh Vien is now the only 'billionaire' (in Vietnamese dong) in the swimming circle in Viet Nam, earning prizes worth on average VND500 million (US\$23,100) a year since 2013 but she lives a very simple life and she's also a good daughter at home. She gives most of her income to her parents, who live in her hometown, Can Tho. Her parents admitted that they now have a well-built house and state-of-the-art furniture and other facilities thanks to the money she has sent home.*

*I admire her a lot. She really sets a good example for young generation in Viet Nam.*

**Homework (2 minutes)**

1. Write a short passage about your favourite sportsman/ sportswoman.
2. Prepare for the next lesson.

**Trình bày bảng**

Unit 8 – Sports and Games

Lesson 4 – Communication

**I. Hidden picture: 5 interlocked rings - the primary symbol of the Olympic Games**

**II. Vocabulary:**

- (to) last
- marathon (n)
- achievement (n)
- ring (n) (visual)

**III. Sports quiz**

**IV. Interview**

**V. Presentation: Your favourite sportsman/ sportswoman**

**VI. Homework**

# Giáo án 5: Unit 8: Sports and Games

## LESSON 5: SKILLS 1

### I. Objectives:

By the end of the lesson, students can:

- + read for specific information about famous sportspeople
- + talk about sports or games they do in their spare time

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes):

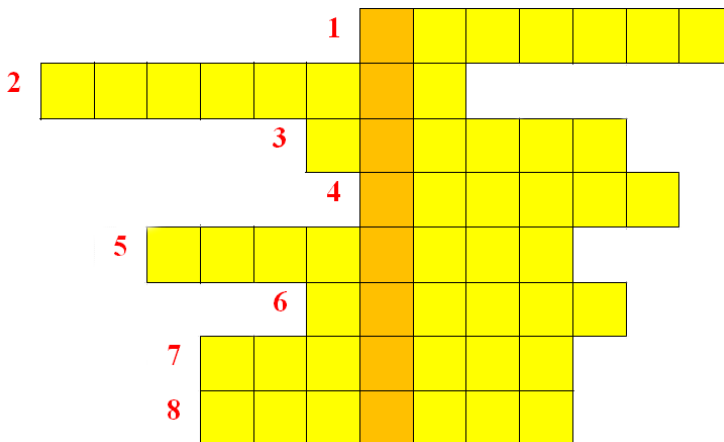
#### Phương án 1: Chơi trò chơi 'Crossword puzzle'

- I would like to begin our lesson today with a game first. First of all, I'm going to split/ divide class into two teams, Blue and Green. A member of each team takes turns to choose one number from the crossword and says out what sport or game it is. One correct answer gives you one point and the team getting more points will be the winner.

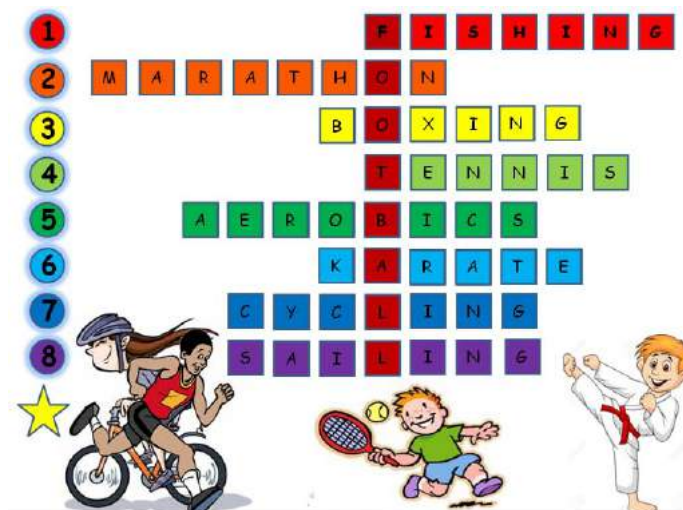
- Are you ready? Now Rock Paper Scissors to decide who will go first.

(HS mỗi đội lần lượt đoán từ, gv ghi số điểm 2 đội đạt được lên bảng.

GV chỉ cho HS ô chữ hàng dọc. HS đọc to ô chữ có chứa chủ đề bài học: FOOTBALL)



Key:



- Well, thank you for all your answers. Do you think football is a sport that interests people of all ages, both young and old, both men and women around the world?

And in our lesson today, we're going to read a passage about the King of Football, Pelé.

### Phương án 2: Chatting

GV cho HS xem ảnh một số cầu thủ bóng đá nổi tiếng trên thế giới và đưa ra câu hỏi về họ:

- Look at these pictures. Who are they? Do you know their names? Are they famous? What are they famous for?

- Yes, that's right. These are very famous football players around the world. And in our lesson today, we're going to read a passage about the King of Football, Pelé.

### Hoạt động 2: Reading skill (20 - 23 minutes)

#### 2.1 Pre-questions

- Before reading, I'd like you to have a very short discussion first. Remember don't open your book until I ask you to, class!

#### 1 Work in pairs. Discuss the questions.

1. Do you know Pelé, The King of Football?  
What is special about him?
2. Where does he come from?
3. What other things do you know about him?

GV có thể gọi vài HS và ghi ý trả lời của các em lên bảng, sau đó yêu cầu các em mở SGK và đọc đoạn văn về Pelé.

## 2.2 Skimming

### 2 Read the text quickly to check your ideas in 1.



Edson Arantes do Nascimento, better known as Pelé, is widely regarded as the best football player of all time. Pelé was born on October 21<sup>st</sup>, 1940 in the countryside of Brazil. Pelé's father was a professional football player and taught Pelé how to play at a very young age.

Pelé began his career at the age of 15 when he started playing for Santos Football Club. In 1958, at the age of 17, Pelé won his first World Cup. It was the first time the World Cup was shown on TV. People around the world watched Pelé play and cheered.

Pelé won three World Cups and scored 1,281 goals in his 22-year career. In 1999, he was voted Football Player of the Century. Pelé is a national hero in Brazil. During his career he became well-known around the world as 'The King of Football'.



- Do you have the answers to the pre-questions now? Let's check together.

#### Suggested answers:

1. He is (widely regarded as) the best football player of all time.
2. He comes from Brazil.
3. (Ss' answers)

## 2.3 Scanning

- Who can help me read the text aloud?

- The whole class, listen and read the text again carefully. In order to understand the details of the text, track the text with your fingers while reading and remember to underline or highlight the words you don't know or you cannot guess their meaning.

GV có thể giúp HS đoán từ qua ngữ cảnh trong câu hoặc đưa ra lời giải thích nếu cần thiết:

1. (to) regard sb/ sth as sb/ sth

2. professional (adj)
3. career (n)
4. (to) vote
5. (to) score

- And now, work in pairs to answer these questions.

**3 Read again and answer the questions.**

1. When was Pelé born?  
\_\_\_\_\_
2. Why do people call him 'The King of Football'?  
\_\_\_\_\_
3. When did he become Football Player of the Century?  
\_\_\_\_\_
4. How many goals did he score in total?  
\_\_\_\_\_
5. Is he regarded as the best football player of all time?  
\_\_\_\_\_

**Key:**

1. Pelé was born on 21<sup>st</sup> October 1940.
2. People called him 'The King of Football' because he is such a good football player.
3. He became Football Player of the Century in 1999.
4. He scored 1,281 goals in total.
5. Yes, he is.

**2.3 Summarizing (if there's enough time)**

**Phương án 1: Chatting/ Chain Game**

*You've already finished reading the text about Pelé. How much information you can remember about him? Who can share your ideas first? ...*

**Phương án 2: Interview**

*Work in pairs, one is a sports reporter and the other is a big fan of Pelé. Ask and answer the questions about Pelé as well as his career. You also share your comments on his achievements, too.*

**Hoạt động 3: Speaking (15 - 18 minutes)**

*- By the way, do you like playing football, boys? How often do you play it? What about you, girls? Do you do any kinds of sports?*

*I think there is a variety of sports and games for you to choose. Now talk about them, please.*

**4 How often do you go/do/play these sports/games? Tick (✓) the right column.**

Sports/Games	Always	Usually	Sometimes	Never
1. jogging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. badminton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. morning exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. skipping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. chess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. cycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. skateboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. skiing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5 Work in groups. What kind of sports/games do you do most often? Why?**

**6 Work in pairs. Ask and answer the following questions.**

1. Do you like football?
2. Do you play football or only watch it?
3. What other sports do you play?
  - Do you play them well?
  - When and how often do you play them?
4. Do you belong to any clubs?
5. If you don't play sport(s), what do you often do in your spare time?

**Report the results to the class.**

**Homework (2 minutes)**

1. Learn the vocabulary by heart.
2. Do Exercise C1, 2 – D1, 2 (p. 13, 14) – Workbook
3. Prepare for the next lesson: Skills 2

**Trình bày bảng**

Unit 8 – Sports and Games

Lesson 5 – Skills 1

**I. Crossword puzzles/ Chatting**

**II. Reading:** Pelé, The King of Football

**III. Speaking:** Sports and Games

**IV. Homework**

# Giáo án 6: Unit 8: Sports and Games

## LESSON 6: SKILLS 2

### I. Objectives:

By the end of the lesson, students can:

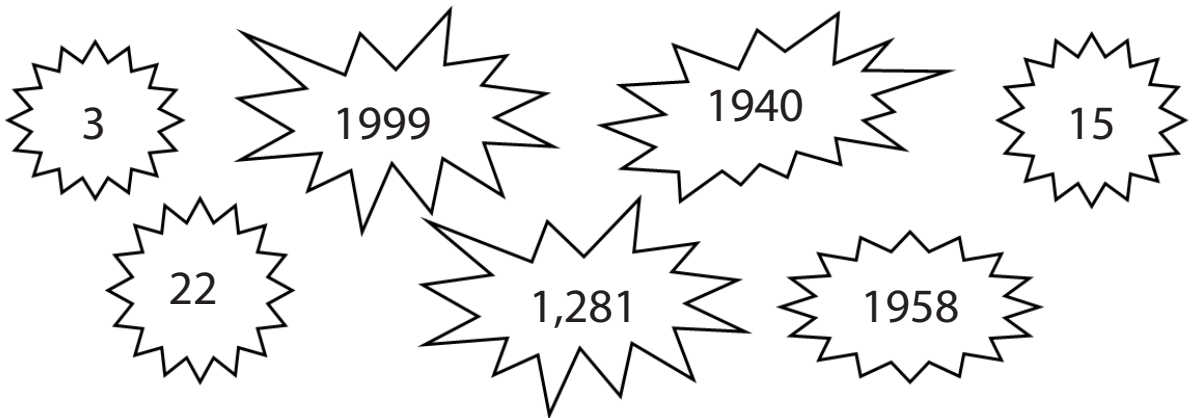
- + listen to get information about famous sportspeople
- + write a paragraph about the sport/ game they like

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes):

#### Phương án 1: Chơi trò chơi "Slap the Board"

- Hey, guys. Do you still remember information about Pelé and his achievements during his career?
- I'm going to split/ divide class into two teams, Blue and Green. Eight members from each team will come here and stand in two lines in front of the board.
- Listen to my questions about Pelé and try to slap the correct numbers as quickly as possible.
- Who is quicker and gets more correct answers will be the winner.
- Are you ready? Let's start now!



Questions	Answers
1. How many goals did he score in his career?	1. 1,281 goals.
2. When was he born?	2. In 1940.
3. How old was he when he started playing for Santos Football Club?	3. When he was 15.
4. When was he voted Football Player of the Century?	4. In 1999.
5. How many World Cups did he win?	5. 3
6. When did he win his first World Cup?	6. In 1958.
7. How long did his career last?	7. 22 years.

- Great! I'm so happy that many of you are very good at memorizing. By the way, what other sports and games are you interested in? Let's talk more about it in our lesson today.

## Phương án 2: Chơi trò chơi 'Wordsquare'

- GV phát phiếu học tập có ô chữ cho từng HS. HS làm bài cá nhân.
- GV gọi một số HS nộp bài chấm điểm và chữa cho cả lớp.

S	G	U	I	T	A	R	S
K	W	C	H	E	S	S	K
A	O	I	G	A	M	E	I
T	D	A	M	L	U	Z	I
I	U	G	K	M	S	W	N
N	J	O	G	G	I	N	G
G	C	Y	C	L	I	N	G
P	I	A	N	O	C	B	G

- Find as many words as you can from this wordsquare.

Possible answers:

- ↘ swimming
- ↓ skating, skiing
- ↑ cycling, jogging, guitar, piano, chess, game
- judo, yoga

- Great! I'm so happy that many of you are very good at vocabular. By the way, what other sports and games are you interested in? Let's talk more about it in our lesson today.

### Hoạt động 2: Listening skill (12 - 15 minutes)

- GV cho HS nghe 3 lần và làm các bài tập 1, 2, 3 trong SGK.

- Kết thúc mỗi bài nghe, GV gọi HS trình bày đáp án và chốt lại đáp án đúng. GV có thể cho HS nghe lại một số đoạn mà HS chưa rõ để chỉ ra đáp án đúng cho các em.



**1 Listen to the passages. Who are they about?**

- Suggested answers:

The passages are about Hai, Alice, Bill and Trung. They are talking about their hobbies.



**2 Listen to the passages again. Then write True (T) or False (F) for each sentence.**

- Hai plays chess every Saturday. \_\_\_\_\_
- 'Angry Birds' is Bill's favourite game. \_\_\_\_\_
- Alice doesn't like doing sports very much. \_\_\_\_\_
- Trung is very good at playing football. \_\_\_\_\_
- Bill's dream is to create a new game. \_\_\_\_\_



**3 Listen to the passages again. Fill in each blank to complete the sentences.**

- Hai practises at the \_\_\_\_\_ three times a week.
- Trung can \_\_\_\_\_ the guitar.
- Alice likes \_\_\_\_\_ ice skating.
- \_\_\_\_\_ is at Rosemarrick Lower Secondary School.
- Trung \_\_\_\_\_ swimming on hot days.

### Hoạt động 3: Writing skill (23 - 25 minutes)

- As you know, Hai, Alice, Bill and Trung have different hobbies. And each of you has your own hobbies or interests, of course. Now practise writing a paragraph of about 80-120 words about a sport/ game you like.

**Write about a sport/game you like. Use your own ideas and the following as cues.**

- Name of the sport/game.
  - Is it a team or an individual sport/game?
  - How long does it last?
  - How many players are there?
  - Does it need any equipment?
- First of all, you have to list your main ideas, for example:

Football:

- + very interesting and popular
- + team sport
- + a lot of practice
- + 45 minutes/ half - 2 halves/ match
- + 11 players/ team
- + ball, uniform, shoes
- ...

- Now base on the listed ideas and practise writing, please. Remember to pay attention to punctuation, structural elements. linking words, ...

- GV cho HS hoàn thành bài tập cá nhân. HS hoàn thành xong bài viết có thể trao đổi bài viết để tự học hỏi và sửa lỗi.
- GV gọi một số HS khá đọc bài mẫu và rút kinh nghiệm, chữa lỗi sai trước cả lớp. GV có thể cho điểm một số bài viết tốt.

### **Homework (2 minutes)**

1. Finish your writing in the notebook (if Ss don't have enough time in class).
2. Do Exercise E1, 2 (p. 15 – Workbook)
3. Revise the vocabulary to prepare for Looking back.

-----

### **Trình bày bảng**

Unit 8 – Sports and Games

Lesson 6 – Skills 2

**I. Slap the Board/ Wordsquare**

**II. Listening:** Different hobbies

**III. Writing :** A sport/ game you like

**IV. Homework**

# Giáo án 7: Unit 8: Sports and Games

## LESSON 7: LOOKING BACK - PROJECT

### I. Objectives:

By the end of the lesson, students can:

- use the lexical items related to the topic 'Sports and Games'
- use the past simple
- use imperatives to tell sb to do sth or to give a direct order

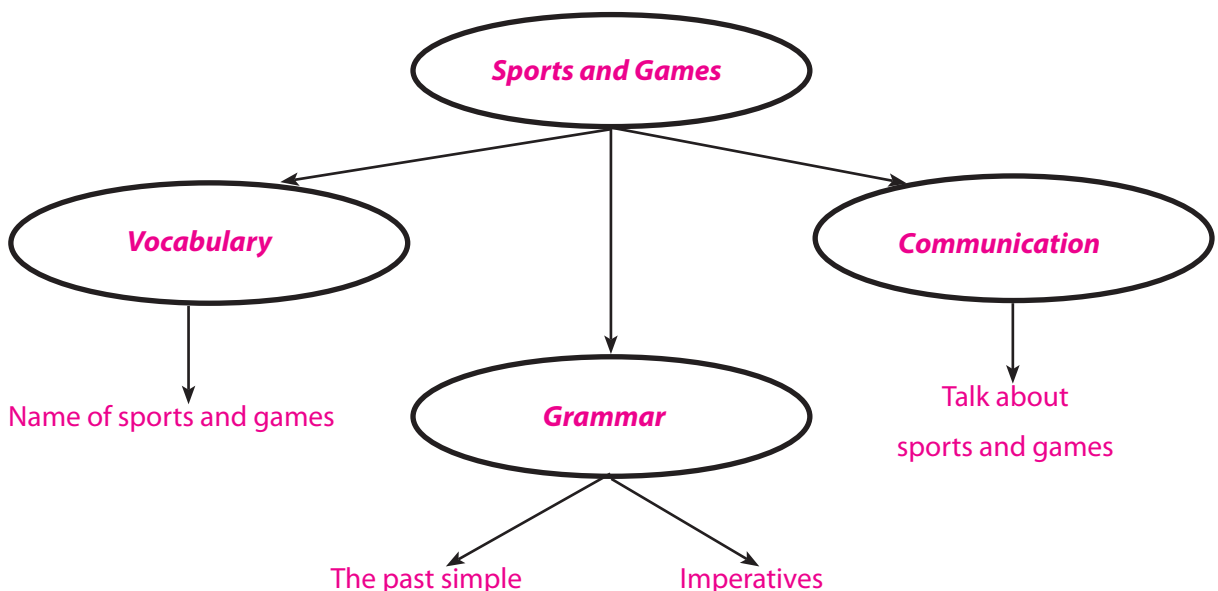
### II. Procedures: Các bước tiến hành

- GV khuyến khích HS làm việc cá nhân, hoàn thành các bài tập trong SGK ngay trên lớp để tự đánh giá xem mình đã lĩnh hội được toàn bộ kiến thức đã học hay chưa, từ đó, cải thiện những phần HS chưa nắm vững.
- GV yêu cầu HS không mở sách hoặc vở khi làm các bài tập trong tiết học này.

#### Hoạt động 1: Network/ Mind map (5 minutes)

- Before practise doing the exercise, I would like you to have a look back all the lessons you have already studied in this unit.

- Draw a mind map into your notebook, so that you can remember everything more clearly, dear!



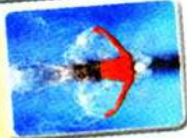
#### Hoạt động 2: Practice (15 to 20 minutes)

- Try to finish all the exercises in your book individually, then pair compare before I check in front of the class, right?

- Try as hard as you can to remember all the things presented in this unit and don't refer back to the 6 previous lessons. If you have any difficulties while doing your exercises, don't hesitate to ask me or your partner. All right?



# LOOKING BACK



## Vocabulary

**1 Find one odd word or phrase in each line.**

- |                  |                |                  |                     |
|------------------|----------------|------------------|---------------------|
| 1. A. volleyball | B. badminton   | C. bicycle       | D. tennis           |
| 2. A. playground | B. bat         | C. racket        | D. ball             |
| 3. A. running    | B. cycling     | C. swimming      | D. driving          |
| 4. A. cartoons   | B. sports news | C. winter sports | D. weather forecast |
| 5. A. sporty     | B. intelligent | C. fit           | D. healthy          |

**2 Read the four words in each line. Write the name of the game or sport the four words belong to.**

*Example:* pool, breaststroke, dive, float: swimming

- pedals, wheels, ride, race: \_\_\_\_\_
- ball, kick, goal, referee: \_\_\_\_\_
- ring, rope, gloves, hit: \_\_\_\_\_
- table, paddle, serve, ball: \_\_\_\_\_
- basket, points, ball, court: \_\_\_\_\_

## Grammar

**3 Put the verbs in brackets in the correct form.**

- The Olympic Games (be) \_\_\_\_\_ held once every four years.
- The first Olympic Games (take) \_\_\_\_\_ place in Greece in 776 BC.
- People (start) \_\_\_\_\_ to use computers about 50 years ago.
- What's that noise?  
- The children (play) \_\_\_\_\_ tug of war.
- What \_\_\_\_\_ you (do) \_\_\_\_\_ last weekend?  
- I (cycle) \_\_\_\_\_ round the lake with my friends.  
Then I (watch) \_\_\_\_\_ TV in the afternoon.

**4 What do you say in these situations?**

- Your friends are making a lot of noise.  
→ Please, stop \_\_\_\_\_.
- The boy is watching TV for too long.  
→ \_\_\_\_\_ to play with your friends.
- Some children are feeding the animals at the zoo.  
→ \_\_\_\_\_ the animals.
- The teacher wants the boys to stand in line.  
→ \_\_\_\_\_.
- Your mother tells you not to tease the dog.  
→ \_\_\_\_\_.

**5 Fill in each blank with a word to finish the passage.**

Sports and games play an important part in our lives. Everyone of us can (1) \_\_\_\_\_ a sport, or a game, or watch sports events on TV or at the stadium. When you listen to the radio early in the morning, you can always (2) \_\_\_\_\_ sports news. When you open a newspaper, you will always find information about some (3) \_\_\_\_\_, or an article about your favourite kind of sport. Television programmes about (4) \_\_\_\_\_ are also very popular, and you can watch something interesting nearly every day. Stories about (5) \_\_\_\_\_ men or women in the world of sport are often very interesting.

## Communication

**6 Match the questions in A with their correct answers in B.**

- |   |   |
|---|---|
| A | 1. How often do you do karate?                |
|   | 2. Where do you go fishing?                   |
|   | 3. Who did you play badminton with yesterday? |
|   | 4. Which sport or game do you like best?      |
|   | 5. Who won our school's table tennis contest? |
| B | a. I do it once a week.                       |
|   | b. I played with my sister.                   |
|   | c. I like chess best.                         |
|   | d. We did.                                    |
|   | e. We go fishing in the river near our house. |

**Key:**

**1. Vocabulary:**

1.1 Exercise 1 (p. 24)

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

1.2 Exercise 2 (p. 24)

1. cycling 2. football 3. boxing  
4. table tennis 5. basketball

**2. Grammar:**

2.1 Exercise 3 (p. 24)

1. are 2. took 3. started  
4. are playing 5. did you do - cycled - watched

2.2 Exercise 4 (p. 24)

1. Please stop making noise.  
2. Go out to play with your friends.  
3. Don't feed the animals.  
4. Stand in line, boys!  
5. Don't tease the dog.

2.2 Exercise 5 (p. 24)

1. play 2. hear 3. game(s) 4. sports 5. famous

**3. Communication:**

Exercise 6 (p. 24)

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

**4. Self-assessment:**

- I see that you're working very hard today. Now check how much you have gained from this unit, so that I can help you improve your English.

- Finish your self-assessment box and then tell me your result, please! Which part are you best at? Which one do you want to improve? ...

Finished! Now you can ...	✓	✓✓	✓✓✓
• talk about sports and games			
• talk about things that happened in the past			
• tell someone to do something or give an order			

**Hoạt động 3: Project (20 to 25 minutes)**

- We've talked much about sports. Now, read the rules of an traditional game:

**1 Read the passage about the game 'Blind man's bluff':**

What you need: A blindfold, an open space and 5 players or more.

**Rules**

- Stand in a circle, pick one person to be the seeker. That person is blindfolded (or closes his/her eyes) and stands in the middle.
- He/She has to try and touch the others. The other players should try to get as close as possible to the seeker without being caught.
- When the seeker catches another player, he/she tries to guess who it is by touching that player's face and hair. If the seeker doesn't guess on the first try, other players can give hints.
- When the seeker guesses the other's name, that person becomes the new seeker.

**2 Choose one of the following sports/games (or one of your own) and write about it.**

- Tug of war (rope pulling)
- Skipping
- Marbles

**Cues:**

Name of the game:

How many players:

Equipment: (ball/bat/stick ...)

Rules:

• GV cho HS làm việc theo nhóm trao đổi về cách chơi một số trò chơi phổ biến ở lứa tuổi các em, hoặc về những trò chơi mà các em có thể tự nghĩ ra; sau đó HS thể hiện ý tưởng của mình lên các tấm poster.

- HS đính các tấm poster của mình xung quanh tường lớp học và cùng chia sẻ ý tưởng với các nhóm khác.
- GV có thể cho điểm với những bài HS hoàn thành tốt.

**Homework (2 minutes)**

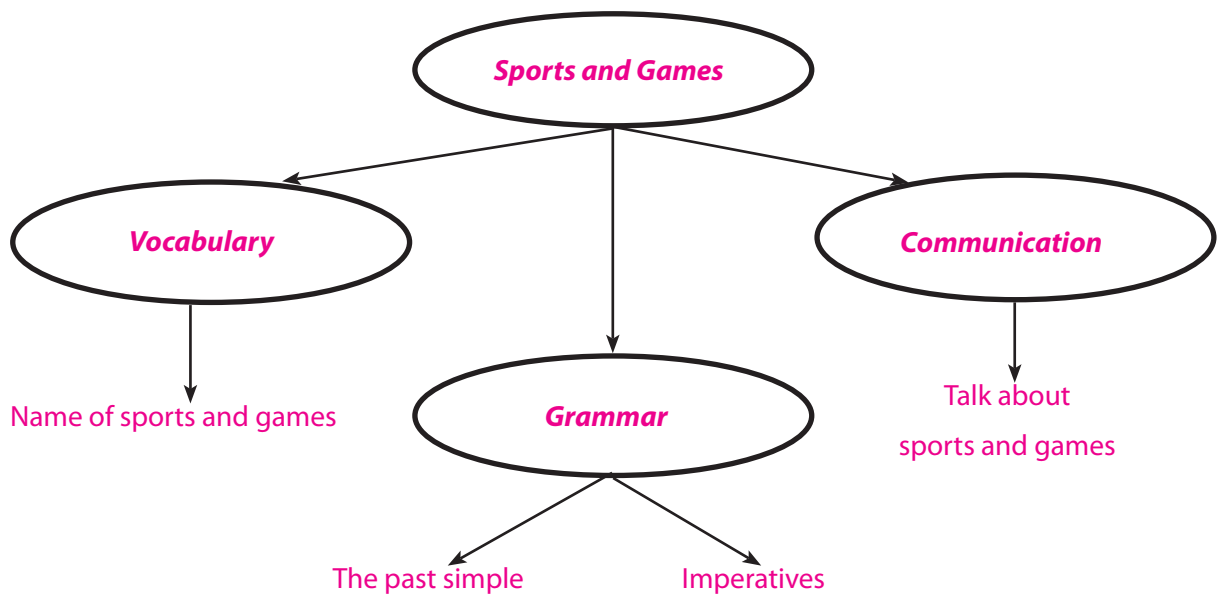
1. Share your project with the other groups. Study your friends' project.
2. Prepare for the next lesson.

**Trình bày bảng**

Unit 8 – Sports and Games

Lesson 7 – Looking back & Project

**I. Revision:** Network



**II. Practice**

**III. Project:** Rules of a sport/ game

# Giáo án 1: Unit 9: Cities of the world

## LESSON 1: GETTING STARTED

### What nice photos!

#### I. Objectives:

By the end of the lesson, students can:

- name some continents, countries, cities and landmarks in English such as: north and south America, Europe...
- understand the content of the dialogue between Mai and Tom and do exercises well.
- say sth about continents, countries, cities and landmarks.

#### II. Procedures: Các bước tiến hành

##### Hoạt động 1: Warm up (3 to 5 minutes):

##### Phương án 1: Chơi trò 'Small interview'

##### Luật chơi:

- GV hỏi một số câu hỏi liên quan đến chủ điểm

##### Lời dẫn:

Before we learn the new lesson, I would like to ask all of you some questions:

Have you ever been to Brazil?

Do you know about Rio de Janeiro capital?

Where is the Big Ben?

##### Phương án 2: Kim's game

GV cho HS xem hình ảnh trong vòng 1 phút và HS nhắc lại tên các địa danh trong hình.

##### Lời dẫn

I will give you some pictures; you will see them in one minute.

After that, you will recall the names of these pictures.

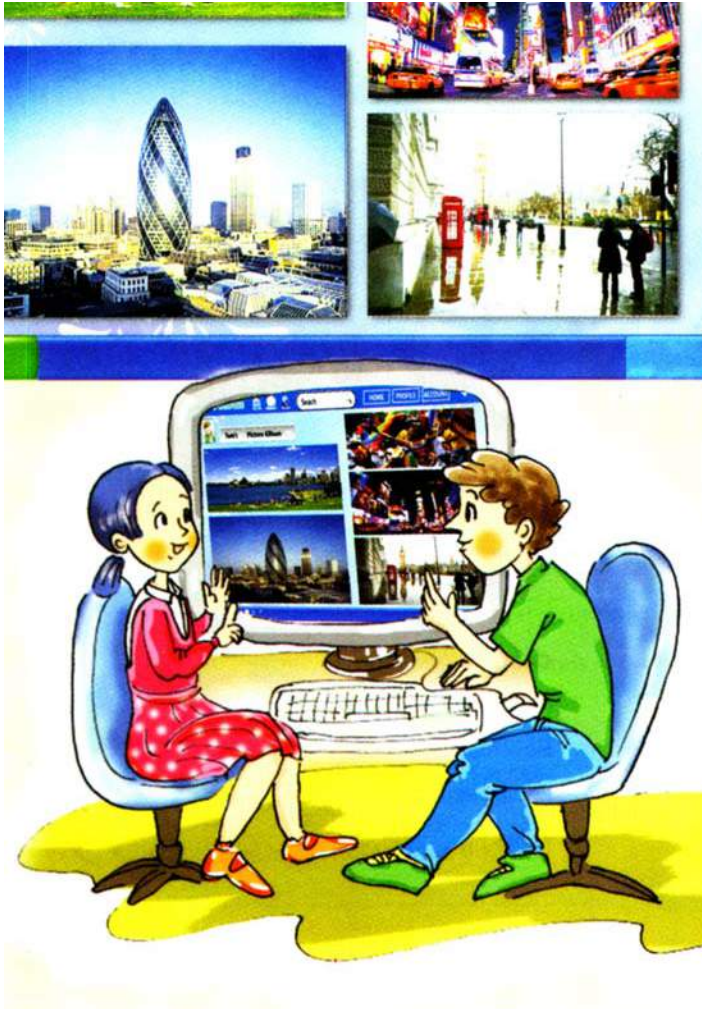
Who remembers more will be the winner.



## Hoạt động 2: Elicit the dialogue

### Lời dẫn

- T writes the unit title on the board. Ask Ss to name some famous cities they have known in the world and say where they are.
- Ask Ss to look at the picture and answer the questions:
- What are Mai and Tom doing? What are they looking at? Do you know which cities are in the picture? Where are they?
- Ask Ss to listen to the conversation once and check.



### 1 Listen and read.

**Mai:** What nice photos! Have you been to all these places?

**Tom:** Yes, I've been to most of them. This is Rio de Janeiro. It's an exciting city, but sometimes it's very hot.

**Mai:** Is the weather there hotter than in Sydney?

**Tom:** Oh yes! Sydney isn't so hot. I've been to the beaches there many times with my family. They're the cleanest and the most beautiful in the world!

**Mai:** Is this London? What bad weather!

**Tom:** Yes, we've been there twice. Can you see Big Ben? There are also modern buildings, like this egg-shaped building ...

**Mai:** And this must be Times Square in New York.

**Tom:** Yes! I've never been there. This photo is from my brother. It looks great, doesn't it?

## Hoạt động 3. Practice

### New words



Seven continents



Egg-shaped building  
- England

- egg- shaped building (n.phr.) /eg-ʃeɪpt/ /'bɪl.dɪŋ/ visual
- continent (n) /'kɒ:n.tɪn.ənt/ visual
- place of interest//pleɪs əv 'ɪn.trəst/ (n.phr.) situation: How do you call the places that attract many tourists?

**New words checking:** Rub out and remember

GV cho HS nghe đoạn hội thoại.

*Lời dẫn:*

- Write the title on the board and –
- As you can see on the board “What nice photos!”. Can anyone here tell me what is this sentence used for?
- Correct, it is an exclamation to express that they like the photos, that the photos are really beautiful.
- Play the recording. Ss listen and repeat.

**Bài tập 2**

GV cho HS làm việc đôi, tick T và F cho các câu trả lời.

*Lời dẫn:*

- We have listened once to the dialogue between Tom and Mai.
- Let’s see if you understand the content or not by doing exercise 2.
- I would like you to work in pairs.

**2 Read the conversation again. Then tick (✓) True (T) or False (F).**

- |                                       |                          |                          |   |                          |                          |
|---------------------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|
|                                       | <b>T</b>                 | <b>F</b>                 |   | <b>T</b>                 | <b>F</b>                 |
| 1. Tom and Mai are reading a book.    | <input type="checkbox"/> | <input type="checkbox"/> | 4. All the buildings in London are old.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tom has been to all four cities.   | <input type="checkbox"/> | <input type="checkbox"/> | 5. Tom has taken many photos of Times Square. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Tom has been to Sydney many times. | <input type="checkbox"/> | <input type="checkbox"/> |   |                          |                          |

**Key:**

- |   |  |
|---|--|
| 1. F (They are looking at photos on the computer.)                    | 2. F (Tom has been to most of the cities.)           |
| 3. T  | 4. F (There are modern buildings in London as well.) |
| 5. F (Tom has never been to New York. The photo is from his brother.) |  |

**Bài tập 3**

GV cho HS hoạt động nhóm 4, thảo luận tên các lục địa.

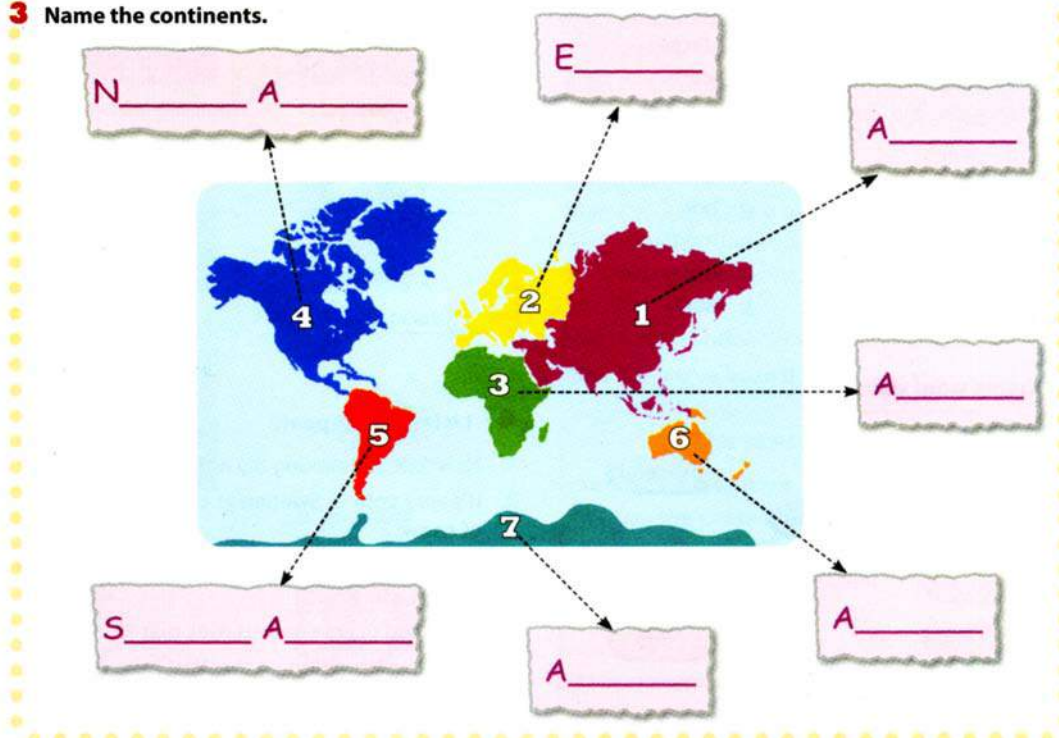
Sau đó GV cho HS match với nghĩa tiếng Việt của các lục địa đó.

*Lời dẫn:*

- You have known quite a few names of cities around the world.
- So which continent do those cities belong to?
- Let’s find out the answer by knowing the names of the continents first.
- I would like you to work in group of 4 to do exercise 1.
- Ok now, let’s check if you know the names of these continents in Vietnamese or not by matching activity.

## Continents, countries, and cities

### 3 Name the continents.



**Key:** 1. Asia      2. Europe      3. Africa      4. North America  
5. South America      6. Australia      7. Antarctica

Châu Á	Antartica	Nam Mỹ	South Africa
Châu Âu	Asia	Châu Úc	North America
Châu Phi	Europe	Châu Đại Dương	Australia
Bắc Mỹ	Africa		

### Bài tập 4

Trước khi cho HS làm bài tập 4, GV cho HS tiến hành hai hoạt động:

Hoạt động 1: GV đưa ra các địa danh: Asia, Hue, Hanoi, Viet Nam, Thong Nhat Palace, Ha Long Bay...

Và đưa ra các tên gọi continent/ country/ the capital/ the city/ the place of interest

Yêu cầu HS cho biết địa danh nào có tên gọi nào.

**Hoạt động 2: GV cho HS làm việc nhóm 4 với nước Anh:**

**Hoạt động 3: Làm bài tập số 4**

*Lời dẫn:*

• Now I will give you some cues : Asia, Hue, Hanoi, Viet Nam, Thong Nhat palace, Ha Long Bay...

### 4 Match the words in the blue box to the names of the places in the yellow box.

a. continent  
b. country  
c. city  
d. capital  
e. place of interest

1. Ha Noi  
2. Nha Trang  
3. Asia  
4. Sweden  
5. Ben Thanh Market  
6. the Louvre  
7. Amsterdam  
8. Africa  
9. the USA  
10. Liverpool

- Please tell me which is the continent/ country/ the capital/ the city/ the place of interest.
- Then work in group of four to give examples for Britain.
- Finally please do the matching individually then practise saying the words and locate the place on the map.

**Key:**

a. Asia, Africa

b. Sweden, the USA

c. Ha Noi, Nha Trang, Amsterdam, Liverpool

d. Ha Noi, Amsterdam

e. Ben Thanh Market, the Louvre

**Bài tập 5**

**5 Game: Around the world**

In groups of four, choose a country and ask your friends the questions below (and any others you can think of)

- ☞ Which continent is it in?
- ☞ What is its capital?
- ☞ What are its major cities?
- ☞ What is it famous for?

The person who has the most correct answers is the winner.



Hoạt động này có thể tiến hành cách khác như sau:

GV làm mẫu trước, chọn một đất nước, HS sẽ đặt năm câu hỏi để tìm ra đất nước đó.

Sau đó GV cho lớp chơi nhóm 5.

Thành viên nào tìm ra được nhiều đất nước hơn thành viên đó thắng cuộc.

*Lời dẫn:*

- First, I will model the game with the whole class. I think of a country" (for example Viet Nam).
- You will make 5 questions in order to find out that country.
- The person who can find out the country is the winner.
- Then play the game in group of five. And record the correct answers from each group member to find the winner.

**Trình bày bảng**

Unit 9 - Cities of the world

Lesson 1 – Getting started – What nice photos!

**I. Kim's game**

**II. Listen and Read**

1. New words
2. Practice

**III. Homework**



# Giáo án 2: Unit 9: Cities of the world

## LESSON 2: A CLOSER LOOK 1

### I. Objectives:

By the end of the lesson, students can:

- pronounce correctly the sounds /əu/ and /ai/ in isolation and in context
- use the lexical items related to the topic "Cities Of The World"

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (3 to 5 minutes):

##### Phương án 1: Chatting

GV hỏi HS một số câu hỏi liên quan đến đoạn hội thoại giữa Mai và Tom.

##### Lời dẫn:

- Today, we will learn in detail how people describe the cities in the world.
- Which cities did Mai and Tom talk about at the beginning of the unit?
- How did Tom describe the three cities?
- What did he talk about?
- Which adjectives did he use?

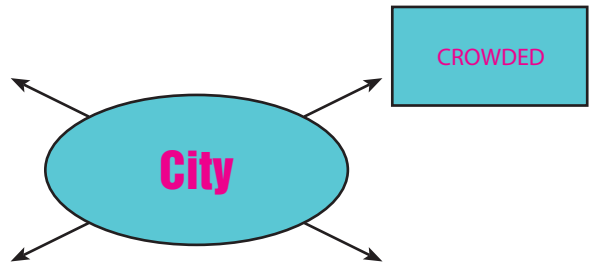
##### → Suggested answers:

- Rio de Janeiro, Sydney and New York.
- Rio de Janeiro is exciting, it's very hot.
- Sydney isn't so hot, the beaches in Sydney are clean and beautiful. London has bad weather, there are also modern buildings.
- The weather, the beaches and the buildings.
- Exciting, hot, clean, beautiful, bad and modern.

##### Phương án 2: Brainstorming

##### Lời dẫn:

Our topic in this Unit is Cities of the world. So let's brainstorm all the adjectives that we can use to describe the cities.



#### Hoạt động 2: Vocabulary (10 minutes)

##### Activity 1:

##### Vocabulary

- 1 Match the words in A with their opposites in B. Some words may have more than one opposite.

A	B
1. old	a. safe
2. dangerous	b. dirty
3. quiet	c. wet
4. dry	d. polluted
5. clean	e. new
6. historic	f. exciting
7. boring	g. hot
8. cheap	h. modern
9. cold	i. expensive
	j. noisy

- T explains how to do this task. Then ask Ss individually to match the words they know first.
- Get feedback and correct – Practise reading these adjectives.
- Ask Ss to use these adjectives to describe the four cities in listen and read.

##### Lời dẫn:

Each person can have his/her own way to think about how cities are. Let's study the following adjectives to see that people can have different viewpoints about the cities.

Please do exercise 1 individually to match the adjective with its opposite.

Remember some words may have more than one opposite.

## Vocabulary

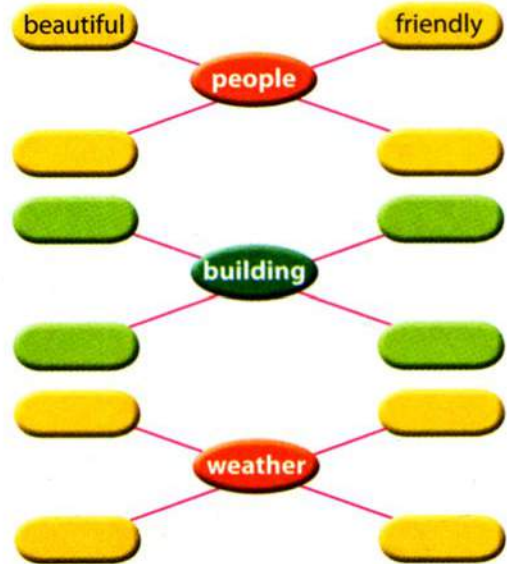
1 Ss may already know some of the adjectives in the activity so first ask them to match the words they know. Allow Ss to work together. Point out that some adjectives in the left column can have more than one opposites in the right column. Give feedback. Have Ss practise reading the adjectives. If there is time, encourage them to use these words to describe the four cities that Mai and Tom talked about.

**Key:** old – new      dangerous – safe      quiet – noisy      dry – wet  
clean – dirty      historic – modern      boring – exciting      cheap – expensive      cold – hot

### Activity 2:

#### 2 Create word webs.

Example:



- Ask Ss to work in group of four. They can use the words in 1 to create the webs.
- Explain the meanings to them if necessary.
- Get feedback and correct.

*Lời dẫn:*

We have just learnt adjectives to describe cities in general, how about things in specific, such as food, people, building and weather. Let's create word webs to find out as many adjectives as you can about those features.

2 Have Ss work in groups. Tell them they can use the words in 1. Encourage Ss to add other adjectives. Give feedback. Point out that some adjectives cannot go with particular nouns (e.g. we cannot say 'long/short city' or 'rainy people').

**Key:**  
**city:** beautiful, peaceful, exciting, modern, big, polluted, safe, etc.  
**food:** delicious, awful, good, tasty, etc.  
**people:** nice, friendly, unfriendly, open, noisy, interesting, etc.  
**building:** old, modern, tall, new, etc.  
**weather:** bad, rainy, hot, cold, wet, etc.

## PRONUNCIATION /əu/ and /ai/

*Lời dẫn:*

Pronunciation is crucial in speaking, today, two sounds that we need to distinguish are /əu/ and /ai/  
 First, I would like you to watch this clip to find out how to pronounce these two sounds.

### Activity 4:

- 3** Listen and write the words you hear in the appropriate column. Then, read the words aloud.

/əʊ/	/aɪ/
cold	sky
_____	_____
_____	_____
_____	_____
_____	_____

- Let Ss practise the sounds /əʊ/, /aɪ/ together. Model the two sounds with *cold* and *sky*.
- Ask Ss to observe how the sounds are formed and give more examples.
- Ask Ss to listen and put the words in the correct column while they listen.
- Ss compare their answers in pairs before T checks their answers with the whole class.

#### Lời dẫn:

Now, after you watch the clip, please look at way I pronounce the two words COLD and SKY

Can you tell me more examples of the words that have these sounds? OK well done, now let's do exercise 3 individually.

### Pronunciation

- 3** Practise the /əʊ/ and /aɪ/ sounds together. Model the two sounds with *cold* and *sky*. Let Ss see how the sounds are formed. Ask Ss to give words that have these two sounds. Play the recording and ask Ss to listen and fill in the suitable column. Play the recording as many times as necessary. Give feedback and have Ss repeat the sounds as a class.

/əʊ/	/aɪ/
cold	sky
snow	exciting
old	high
clothes	fine
hold	flight

### Activity 5:

- 4** Listen and repeat.

1. New York is an **exciting** city with many **skyscrapers**.
2. It's very **cold** in Sweden in the winter with lots of **snow**.
3. I like looking at tall buildings at **night** with their colourful **lights**.
4. **Write** and tell me how to cook that **Thai** curry.
5. You can **go boating** on the West Lake. It's **nice**!
6. Oxford University is the **oldest** university in Britain.

- Have Ss practise reading the words in bold first.
- Play the recording and ask Ss to listen and repeat.
- Play the recording again if necessary.
- Play the recording. Let Ss repeat sentence by sentence. Help them recognize the two sounds in the sentences.

GRAMMAR: *Superlative of long adjectives*

### Activity 6:

#### Grammar

#### Superlatives of long adjectives

##### Long adjectives

- 2-syllable adjectives (not ending in -y)  
*Example: famous, peaceful*
- All adjectives of 3 or more syllables  
*Example: expensive, delicious*

##### Superlatives of long adjectives

famous → **the most** famous  
expensive → **the most** expensive

- Ask Ss to look at all the pictures quickly. Ask Ss to work individually to complete the fact sheet by choosing one of the pictures provided.
- Have them to compare the answer and discuss whether they agree with each other's answers.

**Lời dẫn:**

First, can you tell me what long adjectives are?

Yes, they are the adjectives with at least 2 syllables (not ending in Y).

Then to have superlatives, we add **THE MOST** in front of the adjective.

**Activity 7:**

- Have Ss read the article and check their answer in 5.

-Remind them how to form the superlatives of short adjective and now long adjectives and give more examples.

- Ask them to find the superlative of long adjectives in the text in 6.

**5 Complete the fact sheet by choosing one picture. Compare your fact sheet with a classmate. Do you agree with his/her answers?**

**COUNTRY : BRITAIN**

1. Biggest city: *London*

2. Oldest university:



a. University of Oxford



b. University of Cambridge

3. Most popular British writer:



a. Dickens



b. Shakespeare

4. Most popular food:



a. fish and chips



b. spaghetti

5. Most popular drink:



a. tea



b. coffee

6. Most common activity:



a. playing football



b. watching TV

**Lời dẫn:**

Now you know how to use superlatives of long adjectives.

Please choose the correct option of interesting facts about Britain in groups of 4.

**Grammar**

**Superlatives of long adjectives**

**5** Let Ss have a quick look at all the pictures. Ask Ss to work individually to complete the fact sheet, using one of the pictures provided. Have Ss work in pairs to compare the answers. Ask them to discuss whether they agree with each other's answers. If they do not agree with the answers, encourage them to give reasons. Do not give corrective feedback at this stage.

**Key:**

- 1. London
- 3. Shakespeare
- 5. tea

- 2. Oxford University
- 4. fish and chips
- 6. watching TV

**6 Read this article about Britain. Then, look at your fact sheet. Did you have correct answers?**

London is Britain's biggest city.

Oxford University is the oldest university in Britain. It was built in the 12<sup>th</sup> century.

The playwright William Shakespeare (1564-1616) is the most popular British writer in the world.

Britain's most popular food is fish and chips.

Tea is the most popular drink.

Britain's most common leisure activities are watching television and films and listening to the radio.

- 6 Set a time limit for this exercise. Ask Ss to look at their earlier answers (and think about their discussions) in Exercise 5 to check if they are similar to what the text says. Have Ss ask and answer questions about the facts using *the most + adjectives*. Encourage them to expand the fact sheet by adding information like: *The most famous woman in Britain, the most well-known novel/movie, the most famous footballer/actor/actress, the most popular sport*, etc.

Remind Ss of how to form the superlatives of short adjectives. Also ask them to remember how the comparatives of long adjectives are formed. Write the form of the superlatives of long adjectives on the board. Ask Ss to find the superlatives of long adjectives in the text in 6.

*Now, please read the facts to check your answers to see how many facts you have done correctly.*

*Then I want you to do the same with those facts in Viet Nam.*

### **Homework (2 minutes)**

- Practise saying words that have sounds /əu/ and /ai/
- Write facts about Vietnam using superlatives.

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### **Trình bày bảng**

Unit 9 - Cities of the world

Lesson 2 – A closer look 1

#### **I. Kim's game**

#### **II. New words**

#### **III. Practice**

PRONUNCIATION

#### **IV. Homework**

# Giáo án 3: Unit 9: Cities of the world

## LESSON 3: A CLOSER LOOK 2

### I. Objectives:

- By the end of this Unit, students can use the present perfect to talk about experiences
- Use the lexical terms related to the topic 'Cities of the world'

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up ( 3 to 5 minutes):

##### Phương án 1: Small interview

GV hỏi HS một số câu hỏi liên quan đến chủ đề du lịch các thành phố và gợi mở vào cấu trúc của thì Hiện tại hoàn thành.

##### Lời dẫn:

- We have recently talked a lot about the interesting facts in Viet Nam.

- Can you tell me which cities you have visited more than once?

##### Phương án 2: Chơi trò Pelmanism

##### Luật chơi:

- GV cho 12 số, 6 động từ nguyên thể và 6 động từ quá khứ.
- 2 đội lần lượt cử thành viên chọn hai số, nếu hai số đó là một cặp đi với nhau, đội đó được 1 điểm và được quyền lật một đôi kế tiếp.
- Đội nào lật được nhiều cặp hơn, đội đó thắng cuộc.

##### Lời dẫn:

- Let's play the game Pelmanism now.

- I have 12 numbers on the screen, 6 verbs of infinitive form and 6 of past form.

- Which team opening more pairs of those verbs is the winner.

#### Hoạt động 2: Grammar Conditional type 1 (18 minutes)

##### Activity 1

## Grammar

### The present perfect

- 1** Listen again to part of the conversation. Pay attention to the present perfect.

**Mai:** What nice photos! Have you been to all these places?

**Tom:** Yes, I've been to most of them. This is Rio de Janeiro. It's an exciting city, but sometimes it's very hot.

**Mai:** Is the weather there hotter than in Sydney?

**Tom:** Oh yes! Sydney isn't so hot. I've been to the beaches there many times with my family. They're the cleanest and the most beautiful in the world!

**Mai:** Is this London? What bad weather!

**Tom:** Yes, we've been there twice.

### The present perfect

has/have + past participle

We use the present perfect to describe our experiences.

*I have seen that movie ten times.*

*I have been to Sa Pa.*

*I have been to Sa Pa twice.*

*I have never been to Sa Pa.*

### Remember:

The exact time the action happened is not important.



### The present perfect

(+) I have been to Nha Trang twice.

(-) He hasn't been to Nha Trang./  
He has never been to Nha Trang.

(?) Have you ever been to Nha Trang?

We often use *ever* and *never* when we describe our experiences.



- Ask SS to underline all the verbs in the present perfect tense. Then gives more examples.

- Use the Grammar box to explain that the present perfect is used to show that one has had or has never had this experience.
- Notice the form, the past participle and the use of *ever* and *never*.

*Lời dẫn:*

*Tom said : I have been to Rio de Janeiro, I have been to the beaches.*

*It is his experience. And the time is not mentioned.*

*So please have a look at the Grammar box to understand more about the form and the use of the present perfect tense.*

## Activity 2

### 2 Put the verbs in brackets into the present perfect.

1. Tom (be) \_\_\_\_\_ to Rio de Janeiro, Sydney, and London.
2. The family (be) \_\_\_\_\_ to the beaches in Sydney many times.
3. Tom (visit) \_\_\_\_\_ London twice.
4. His brother (be) \_\_\_\_\_ to New York.
5. But he (be) \_\_\_\_\_ there.

- Ask Ss to work individually to put the verbs in brackets into the present perfect.
- T observes and helps if necessary then corrects Ss' mistakes.

*Lời dẫn:*

*Please now do more practice on the present perfect tense by doing ex2 and 3.*

### Key

1. has been      2. has been      3. has visited      4. has been      5. hasn't been

## Activity 3

### 3 Put the verbs in brackets in the correct form.

1. \_\_\_\_\_ you (see) \_\_\_\_\_ *High School Musical*?  
Oh yes, I love it. I (see) \_\_\_\_\_ it many times.
2. I often (go) \_\_\_\_\_ to bed very late.
3. I \_\_\_\_\_ never (be) \_\_\_\_\_ on TV.
4. They (clean) \_\_\_\_\_ the car every week.
5. Thu usually (take) \_\_\_\_\_ the bus to school.
6. My sister loves that restaurant and she (eat) \_\_\_\_\_ there hundreds of times.

- Remind Ss that the present perfect tense is used to describe one's experiences, and it's not important to state the exact time when they happened.
- Ask them to remember the present simple. (it describes a repeated action, a truth, goes with adverbs of frequency ...)
- Ask Ss to work individually to put the verbs in brackets into the present perfect or the simple present.
- Let them compare the answer with their friends.
- Then public correction.

*Lời dẫn:*

*Some students often have mistakes because they can not distinguish between present simple and present perfect.*

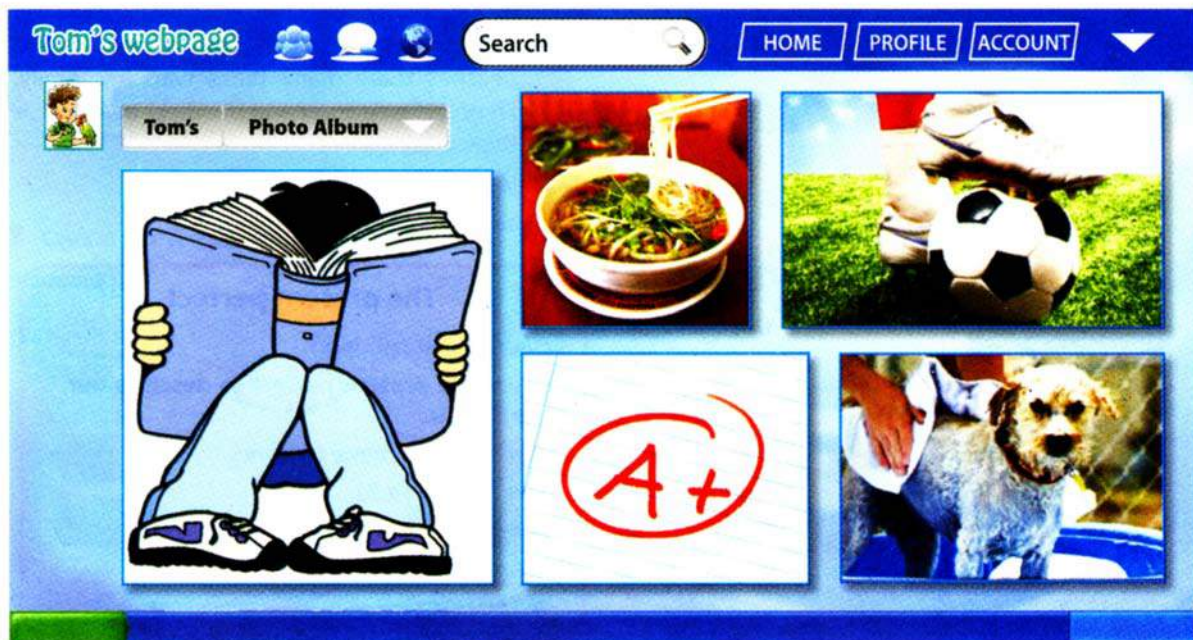
*Remind Ss that the present tense is to describe a repeated action, a truth and it often goes with adverbs of frequency ...*

*Please do ex3 to understand more about that.*

### Key

1. Have you seen... I have seen      2. go      3. have never been  
4. clean      5. takes      6. has eaten

**4** Look at Tom's webpage. Tell a partner what he has done this week.



- Elicit what there is in the photos: What can you see?

- read a book                      read
- eat pho / noodles              eaten
- play football                    played
- get A mark                        got
- wash his dog                      washed

- Ask them to give the past participles of these verbs.

- Have SS to write the full sentences then compare with their partners.

- Call some SS to talk about what Tom has done this week.

**Key**

- 1. He has read a book.
- 2. He has eaten 'pho'.
- 3. He has played football.
- 4. He has got an A+.
- 5. He has washed his dog.

**5 Class survey**

Go round the class asking the survey questions. Find out:

- One thing that everyone has done.
- One thing no one has done.

	Yes ✓	No x
1. Have you ever sung karaoke?		
2. Have you ever talked on the phone for one hour?		
3. Have you ever been on TV?		
4. Have you ever eaten ice cream in winter?		
5. Have you ever had a pet?		
6. Have you ever talked to a native speaker of English?		



- Let Ss listen and repeat the survey questions in the box- more explain some difficult information.
- Let Ss go around the class - take turns asking and answering the survey questions.
- Ask Ss to report their results.

Count the number of "yes" answer to each question and find out what the thing the most Ss have ever done and the thing that the least of them / or no one has done...

### **Homework (2 minutes)**

- Write five sentences about things Ss have done.
- Prepare communication.

-----

### **Trình bày bảng**

Unit 9 - Cities of the world

Lesson 3 – A closer look 2

#### **I. Matching**

#### **II. Grammar**

S + have/has + P2

#### **III. Practice**

#### **IV. Homework**

# Giáo án 4: Unit 9: Cities of the world

## LESSON 4: COMMUNICATION

### I. Objectives:

By the end of this Unit, students can guess the meaning of the words based on clues, including pictures and surrounding

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up ( 3 to 5 minutes):

Matching: GV có thể sử dụng bài tập 1 cho hoạt động warm up.

### Extra vocabulary

design	symbol	landmark
creature	UNESCO World Heritage	

**1** Match the words in the box with the landmarks. Which cities are they in? What do you know about them?

Sydney Opera House  
Big Ben  
Merlion  
Eiffel Tower  
Temple of Literature



a. ....



b. ....



c. ....



d. ....



e. ....

### Lời dẫn:

- Please close your books. Look at the picture on Big Ben and tell me what they are (They can say in Vietnamese).

- Then give them the English names of five landmarks and ask them to match with the correct pictures.

- Ask them if they know something about them: Which countries and which cities are they in? What type of building are they? What were they built for?

### 1-Vocabulary

1. Merlion: (visual)
2. Eiffel tower (visual) /tauər/
3. Temple of literature (visual) /'tem.pɪ/ /'litərɪtʃə/
4. Architect (explanation) /'ɑ:kɪ.tekt/ a person whose job is designing buildings
5. to design (explanation) /di'zain/
6. symbol (visual) /'sɪm.bəl/
7. landmark (examples) /'lænd.mɑ:k/
8. creature (explanation) /'kri:tʃər/
9. UNESCO World Heritage site (examples)

**New words checking:** What and where

### Key

- a. Merlion
- b. Big Ben
- c. Temple of Literature
- d. Sydney Opera House
- e. Eiffel Tower

**2** Read about the landmarks. Can you guess which landmark from 1 they are?

It is the most famous tower in England. The name is often used to describe the tower, the clock and the bell in the tower. The bell is the largest bell ever made in England.

1. ....

Danish architect Jorn Utzon designed the place, and Queen Elizabeth II opened it in 1973. It is a UNESCO World Heritage building.

2. \_\_\_\_\_

One of Hanoi's most well-known landmarks, this place was built in 1070. It is next to Quoc Tu Giam, Viet Nam's first university.

3. \_\_\_\_\_

Gustave Eiffel designed this tower in 1889. Now, almost 7 million visitors visit it a year. That makes it the most visited landmark in the world.

4. \_\_\_\_\_

A creature with the head of a lion and the body of a fish, it is the symbol of Singapore.

5. \_\_\_\_\_

- Explain some new words and structures.
- Ask Ss to name some of UNESCO World Heritage sites in Viet Nam.
- Ask Ss to read in silence about five landmarks.
- Ask them to do matching.
- Then get feedback and give the correct answers.

*Lời dẫn:*

*Can anybody here tell me any UNESCO World*

*Heritage sites in Viet Nam?*

*Yes, very good, now please read in silence about 5 landmarks then do matching individually.*

**Key:**

1. Big Ben
2. Sydney Opera House
3. Temple of Literature
4. Eiffel Tower
5. Merlion

**Activity 3:**

**3 Tick (✓) True (T) or False (F).**

- |  | <b>T</b>                 | <b>F</b>                 |
|--|--------------------------|--------------------------|
| 1. Big Ben is the biggest tower in England.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The Sydney Opera House was designed by a famous Australian architect. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Queen Elizabeth II came to Sydney in 1973.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The Eiffel Tower is the world's second most visited tourist place.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Temple of Literature was the first university in Viet Nam.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The Merlion has a fish's head and a lion's body.                      | <input type="checkbox"/> | <input type="checkbox"/> |

- Ask Ss to read in silent about five landmarks again to underline key words in each text and try to remember the main points of the text.
- Ask Ss to do True or False exercise individually, then compare the answers with their partners.
- Get feed back and ask them to support their answers.

**Key:**

1. F (The bell in the tower is the largest bell ever made in England.)
2. F (It was designed by a Danish architect.)
3. T
4. F (It is the most visited landmark in the world.)
5. F (Quoc Tu Giam is Viet Nam's first.)
6. F (It has a lion's head and a fish's body.)

#### Activity 4: Play a guessing game

**4 Think of a city, a country, or a landmark. Give clues. Your classmates guess.**

*Example:*

**A:** It's a city. It's very hot and crowded.

**B:** Is it Tokyo?

**A:** No, it's not. It's in South America. The people there love football.

**C:** Is it Rio de Janeiro?

**A:** Yes, it is!

*Lời dẫn:*

*Please think about a country/ a city/ a landmark. Then ask the rest of the class to make only 5 yes / no questions to find out what it is. The person who has the correct answer will win.*

After that, I would like you to present in front of the class.

#### IV. Homework( 2')

- Write five sentences to tell about one of their favorite cities/ countries or landmarks in the world.

- Prepare SKILLS 1

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#### Trình bày bảng

Unit 9 - Cities of the world

Lesson 4 – Communication

#### I. Matching

#### II. New words

#### III. Practice

#### IV. Homework

# Giáo án 5: Unit 9: Cities of the world

## LESSON 5: SKILLS 1

### I. Objectives:

By the end of the lesson, students can:

- read for specific and general information in texts, including postcards
- tell about a city that they have just visited

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up ( 3 to 5 minutes):

##### Small interview

GV hỏi các câu hỏi liên quan đến chủ đề.

*Lời dẫn:*

- We have talked a lot about cities of the world.
- Now, let me ask you some questions.
- What do you usually send to your family and friends when you are away on a holiday?
- Can you tell me the reasons why?

#### Hoạt động 2: Comprehension Reading (20 minutes)

##### Activity 1:

- Explain the features of postcards with Ss.
- Have Ss see the postcard and try to answer the questions.
- Tell Ss to work in pairs to discuss the answer.
- Give the meaning of the words, explanations and examples (Vietnamese equivalent).

*Lời dẫn:*

Can you tell me the features of a postcard?

Yes, correct a postcard often has two parts: one is the picture of the place where they are and the second one is the space for the writer to write to the receiver.

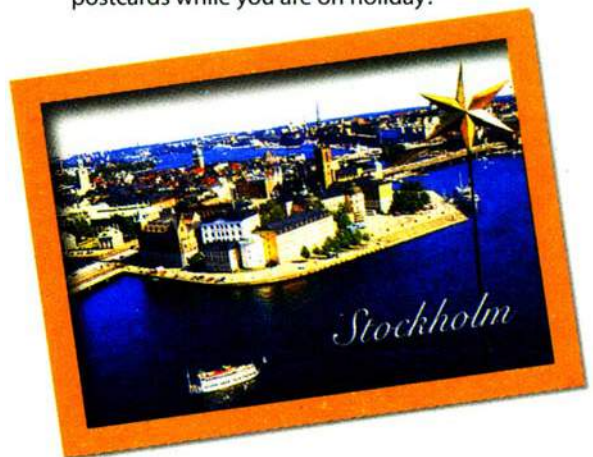
Now, I would like you to look at this postcard and answer the questions in pairs.

### Reading

#### Love from Sweden

##### 1 Look at the postcard.

1. What is the picture on the postcard of?
2. What do you think is written on this postcard?
3. What is the purpose of writing and sending postcards while you are on holiday?



##### Key:

1. The photo is of Stockholm, Sweden.
2. The sender writes about his/her stay in the city.
3. We send postcards to tell our family and/or friends that we are having a good time, but we still miss them and want to send some photos of the place where we are so that, although they cannot be with us there they can still see how beautiful it is.

##### Activity 2: Ss work individually

- Have Ss look at the questions first. Ask them to underline the key words in the questions.
- Have Ss read the postcard and find the suitable information to answer the questions (individually).
- Ask Ss to compare their answers before discussing them as a class. T also asks Ss to give evidence.

*Lời dẫn:*

Now please read this postcard more carefully to find the suitable information to answer the questions.

I would like you to work individually.

**2 Read the postcard and answer the questions.**

(1) September 6<sup>th</sup>

(2) Dear Grandpa and Grandma,

(3) Stockholm is fantastic!  
 (4) The weather has been perfect. It's sunny! The hotel and the food are ok. (5) We had "fika" in a café in the Old Town. The Royal Palace (pictured) is too beautiful for words! Swedish art & design is so amazing! Phuc loves it!  
 (6) Mum and Dad have rented bikes. Tomorrow we're cycling around to discover the city.

(7) Wish you were here!

(8) Love,  
 Hanh Mai



To: (9) Grandpa and Grandma  
 Hoan Kiem, Ha Noi  
 VIET NAM

1. What city is Mai in?
2. Who is with her?
3. What has the weather been like?
4. Where is Mai staying?
5. What has she done so far?
6. What do you think 'fika' means?
7. What will she do tomorrow?
8. How is Mai feeling? How do you know?

**3 Read the text again and match the headings with the numbers.**

- a. Address of the person/people who get the postcard
- b. Weather/hotel/food
- c. Opening
- d. What you have seen or done
- e. Closing
- f. A very popular sentence used for postcards, near the closing
- g. What you will do next
- h. An overall feeling about the place
- i. Date

**Key:**

1. Mai is in Stockholm.
2. She is there with her family (Mum, Dad, and her brother Phuc).
3. The weather has been perfect. It is sunny.
4. Mai is staying in a hotel.
5. She has visited the Royal Palace and had 'fika' in a café in the Old Town.
6. 'Fika' (a Swedish word) means a leisure break when one drinks tea/coffee and perhaps has some biscuits with friends and family. (Ss may not get it correct right away but do ask them to guess from the words *have a fika in a café*).
7. She will cycle to discover the city.
8. Mai is feeling happy. She used the words such as "fantastic", "perfect", "amazing", "too beautiful for words".

**Activity 3: Ss work individually**

- Ask Ss to reread the text again and match the heading with the numbers.
- Ss can compare answers before discussing them as a class. T also asks Ss to give evidence.

**Key:**

- |      |      |      |
|------|------|------|
| 1. i | 2. c | 3. h |
| 4. b | 5. d | 6. g |
| 7. f | 8. e | 9. a |

**SPEAKING**

**Activity 4:**

**Speaking**

**4 Choose a city. Imagine you have just arrived in that city and want to tell your friends about it. Make notes below.**

- When did you arrive?
- Who are you with?
- Where are you staying?
- What have you done?
- What are you doing tomorrow?
- How are you feeling?

**5 In pairs, use your notes to tell your partner about your city. Then, listen and write down notes about your partner's city in the space below.**

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- Explain the task. Ss can choose one of the cities they have learnt about in this unit or a city that they like in Viet Nam.

- Then allow Ss 3 minutes to answer the questions in the form of notes (short answers) in order to prepare for their speaking (they should explain why they like it.)

#### **Activity 5:**

- Ask ss to work in pair – one will use the notes to tell each other about the city he/she chooses (speak in full sentences now) – other Ss will listen and take notes.

- Get feedback – Let some Ss talk in front of the class.

#### **Hoạt động 4: Homework Giao bài tập cho tiết Project**

*Lời dẫn:*

- *After 5 lessons now, you must be an expert on cities around the world.*

- *Let's prepare for your project.*

#### **Trình bày bảng**

Unit 9 - Cities of the world

Lesson 5 – Skills 1

#### **I. Matching**

#### **II. Reading**

#### **III. Speaking**

#### **IV. Homework: Project**

# Giáo án 6: Unit 9: Cities of the world

## LESSON 6: SKILLS 2

### I. Objectives:

By the end of the lesson, students can:

- listen for specific details including facts and figures.
- write a holiday postcard.

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (3 to 5 minutes):

##### Name the capital city

GV chia lớp thành hai đội.

GV nói tên của một số đất nước, các thành viên của hai đội nói tên thủ đô của các nước đó.

Đội nào nói đúng và nhiều hơn, đội đó thắng cuộc.

*Lời dẫn:*

*We have been working on cities of the world for the past few weeks. So now, let's see how many capital cities you have known.*

*I name some countries; you tell me what the capital cities are.*

*USA, England, Scotland, France, Italy, Mexico, Spain, Japan, Korea, Russia, Cambodia, The Philippines ...*

## LISTENING

### Activity 1:

#### Listening

##### 1 Look at the pictures. What do you see?



- Have Ss look at the pictures and elicit these words from Ss: Royal Palace, Nobel Prize, Museum, Café, Restaurants, Shop, Island. Then ask them more about Nobel and Nobel prize.

- Tell Ss they will listen about the old town in Stockholm and how Nobel prize are awarded every year there.

*Lời dẫn:*

*Now everyone, please look at these pictures.*

*Can you tell me what they are?*

*Yes, correct, can anybody here give me some more information about Nobel and Nobel prize?*

*To help you get more understanding about this famous man and prize, let's do this following listening.*

### Activity 2:

#### 2 Listen and tick (✓) True (T) or False (F).

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. The Royal Palace is one of the largest palaces in Europe.         | <b>T</b>                 | <b>F</b>                 |
| 2. The biggest part of Stockholm is the Old Town.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Today, the Old Town doesn't have any cafés, restaurants or shops. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The Nobel Peace Prize is awarded in Stockholm.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Nobel Prize is presented by the Swedish Prime Minister.       | <input type="checkbox"/> | <input type="checkbox"/> |

- Now please read the sentences, underline the most important information and try to remember.

- Remember to listen for the main ideas you hear. Then try to tick true or false statements.

- Then listen to the passages carefully again and correct the false statements.

- Get feedback.

### Key

1. T

2. F (The oldest, not the biggest, part of Stockholm is the Old Town).

3. F (Today, the Old Town is a place with cafés, restaurants, shops and museums).



4. F (All Nobel prizes, except for the Nobel Peace Prize, are awarded in Stockholm).

5. F (It is presented by the Swedish King).

**Activity 3**

- Please listen to the passages carefully again. You must pay attention to the kind of information: years, amount of money, number of people, date... Then fill in the blank to complete the sentences.

- Share their answers with your partners.

- Listen again and check.

**3 Listen again to the talk and fill in the gaps.**

1. The city of Stockholm covers \_\_\_\_\_ islands.
2. It has \_\_\_\_\_ years of history.
3. There are about \_\_\_\_\_ people living in the Old Town today.
4. Nobel prizewinners receive their awards on \_\_\_\_\_.
5. The award consists of a Nobel diploma, a medal, and \_\_\_\_\_ Swedish crowns.

**Key:** 1. 14      2. 700      3. 3,000      4. 10<sup>th</sup> December      5. 10 million

**Audio script:**

Sweden's capital city is built on 14 islands and has a 700 year-old history. The oldest part of Stockholm is the Old Town. Here you can visit the Royal Palace, one of Europe's largest and most dynamic palaces. There are about 3,000 people living in the Old Town today and it's a place with cafés, restaurants, shops and museums, including the Nobel Museum. Stockholm is also the city where Nobel Prizes, except for the Nobel Peace Prize, are awarded each year. On the 10th December, the day when Alfred Nobel died, the Nobel Prize winners receive their awards from the Swedish King – a Nobel diploma, a medal, and 10 million Swedish crowns per prize.

**WRITING**

**Activity 4:**

**Writing**

*A holiday postcard*

**Study Skills**

**Think about the 5 Ws and 1 H and include the answers in your postcard:**

- Who?
- What?
- When?
- Where?
- Why?
- How?

**4 Rearrange the words to make sentences.**

1. Stockholm/fantastic/is/!
2. Da Lat/we're/in/!
3. a good time/we're/having/here/!
4. love/I/Disneyland/!
5. must/come/you/!
6. you/wish/I/were/here/!



**Learning tip**  
There's not much space on a postcard, so keep it short and sweet! Use exclamation marks.

- Ask Ss to look at the postcard in 2, page 28 in Student's Book.

- Ask Ss to play a game Lucky number.

1- W	2- LN	3- W
4- LN	5- W	6- LN
7- W	8- H	9- W

- They will make the questions in full and find the information from the postcard to answer.

E.g. Who is with her?

**Key:**

1. Stockholm is fantastic!

2. We're in Da Lat!
3. We're having a good time here!
4. I love Disneyland!
5. You must come!
6. I wish you were here!

**Activity 5: Write a holiday postcard**

**5** Write a postcard. Use the notes about the city you have chosen in Speaking 4, page 32.



- Now, everyone please pay attention to what you should write:

\* 1 Short sentences which contain the most information and express what they are feeling.

\* 2 Use contraction to make the sentences short and informal.

\* 3 Use Exclamation marks.

- Ask Ss to rearrange the exclamations and practise saying them (notice the emotion and intonation of the expressions).

- Ask Ss to use the notes they have made in SPEAKING 4 , PAGE 28 to write a postcard to each other ( included 5Ws and 1H).

- Have Ss swap and give their remarks.

- Correct the some postcards and give comments to the class.

Redo your writing at home.

**Trình bày bảng**

Unit 9 - Our greener world

Lesson 6 – Skills 2

**I. Who is faster?**

**II. Listening**

**III. Writing**

Write a holiday postcard

**IV. Homework**

# Giáo án 7: Unit 9: Cities of the world

## LESSON 7: LOOKING BACK - PROJECT

### I. Objectives:

By the end of this Unit, students can:

- pronounce correctly the sounds /əu/ and /ai/ in isolation and in context
- use the lexical items related to the topic "Cities Of The World"
- use the vocabulary and structures to describe cities and landmarks
- use the present perfect to talk about experiences
- guess the meaning of the words based on clues, including pictures and surrounding words
- read for specific and general information in texts, including postcards
- listen for specific details including facts and figures
- write a holiday postcard

### II. Procedures: Các bước tiến hành

Đây là bài tổng hợp lại toàn bộ các từ vựng, ngữ pháp, kiến thức mà HS đã được học trong 6 lessons trước đó. Vì vậy GV khuyến khích HS làm việc cá nhân, để tự đánh giá xem mình đã lĩnh hội được toàn bộ kiến thức đã học hay chưa. Từ đó, cải thiện những gì HS còn chưa nắm vững.

GV yêu cầu HS không mở sách hoặc vở khi làm các bài tập trong tiết học này.

Do vậy toàn bộ phần Looking back, HS sẽ làm việc cá nhân trên lớp. Nếu gặp khó khăn, HS có thể hỏi bạn bên cạnh hoặc thầy, cô giáo.

### Hoạt động 1: Looking back (15 to 20 minutes)

#### Lời dẫn:

- We have nearly reached our destination guys, as this is our last lesson of this Unit. So I would like you to work individually almost the time to do all the exercises in Looking back part.

- If you have any difficulties, don't hesitate to ask your teacher or your partner to help you. However, before doing that, I would really want you to try not to refer back to the 6 previous lessons. Is that ok?

- Now, time is yours. Let's finish all the exercises individually.

## Vocabulary

### 1 Choose the best two options.

1. The city is \_\_\_\_\_.  
a. exciting      b. amazing      c. long
2. The weather is \_\_\_\_\_.  
a. cold      b. quiet      c. sunny
3. The people are \_\_\_\_\_.  
a. friendly      b. polluted      c. nice
4. The buildings are \_\_\_\_\_.  
a. tall      b. beautiful      c. fast
5. The food is \_\_\_\_\_.  
a. noisy      b. delicious      c. good

## Grammar

### 2 Put the verbs in brackets into the present perfect.

**Nhung:** \_\_\_\_\_ you ever (1. eat) \_\_\_\_\_ a Philadelphia cheese steak?

**Nora:** Yes, I have.

**Nhung:** Really? \_\_\_\_\_ you (2. be) \_\_\_\_\_ to Philadelphia?

**Nora:** Yes, I (3. be) \_\_\_\_\_ there twice. I (4. be) \_\_\_\_\_ to many famous places in the city.

**Nhung:** \_\_\_\_\_ you (5. visit) \_\_\_\_\_ the Constitution Centre?

**Nora:** No, I haven't, but I (6. see) \_\_\_\_\_ the Liberty Bell. Look at this postcard.



**3** In pairs, complete this fact sheet about Viet Nam.

**COUNTRY : VIET NAM**

- **Biggest city:** Ho Chi Minh City
- **Oldest university:** \_\_\_\_\_
- **Most popular Vietnamese writer:** \_\_\_\_\_
- **Most popular food:** \_\_\_\_\_
- **Most popular drink:** \_\_\_\_\_
- **Most common activity:** \_\_\_\_\_

**4** Using the information from your fact sheet, write a short paragraph (7 - 8 sentences) about Viet Nam.

**Communication**

**5** Game: **Yes I have**

In pairs, ask a *Have you ever...* question. You may use the questions from the Class Survey in **A closer look 2**, page 30, to help you. Then ask three *wh-* questions

to get more information from your partner and guess if he/she is telling the truth or not.

A: Have you ever been on TV?

B: Yes.

A: When was that?

B: Last year.

A: Which programme were you in?

B: Erm ... the Evening News.

A: Why were you there?

B: I don't remember!

Finished! Now you can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>• use adjectives to talk about some famous cities and their landmarks</li> <li>• compare things using the superlative of long adjectives</li> <li>• use present perfect to describe an experience</li> <li>• write a postcard about travel experiences</li> </ul>			

**LOOKING BACK**

Encourage Ss not to refer back to the unit. Instead, they can use what they remember from the unit to help them answer the questions. This will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in **Looking Back** match the **Now you can...** self-assessment statements at the end. Ask Ss to use the result of each section of **Looking Back** to help them when filling in the self-assessment.

**Vocabulary**

**1** Write the five topics: city, weather, people, building, food on the board and elicit from Ss at least 3 adjectives to describe each topic. Ask Ss if they can use the adjective 'short' to describe a city, for example, and ask why not. Explain 'short' is used for distance or length, but not to describe a city. Give Ss sufficient time to do the exercise. When Ss have indentified the unsuitable adjectives, ask them to explain why adjective is inappropriate. Encourage conversation.

**Key:** 1. a, b      2. a, c      3. a, c      4. a, b      5. b, c

**Grammar**

**2** Ask Ss to complete the conversation individually. They can share answers with a partner, but they should record their original answers to guide their self-assessment.

**Key:**

1. Have you ever eaten	2. Have you been
3. have been	4. have been
5. Have you visited	6. have seen

- 3 Go through the questions with Ss. If they do not have any information about a particular question, stop and give at least 3 answer options for them to consider. After they have completed the fact sheet, have a whole class discussion about the answers. The aim of the task is to practise the superlative, so accept reasonable answers, as there could be several correct answers.

**Key:** (suggested)

- Biggest city: Ho Chi Minh City
- Oldest university: Quoc Tu Giam, Thang Long – Ha Noi (1076)
- Most popular Vietnamese writer: Nguyen Du, Nam Cao
- Most popular food: spring rolls (nem), noodles (pho)
- Most popular drink: tea, coffee
- Most common activity: watching TV, football

- 4 Tell Ss for a reference they can look at the text about Britain on page 25 in Student's Book.

### Communication

- 5 Try the first 'Have you ever...?' question on page 26 in Student's Book with two students as an example. Ask the class who they think told the truth, who did not, and why they think so. Then have Ss play the game in pairs. Ask them to add original 'Have you ever...?' questions if they wish. If time allows, ask some pairs to report what they have found out about their partner.

### Finished!

Ask Ss to use their results for the questions in **Looking Back** to guide them as they complete this self-assessment.

Identify any difficulties and weak areas and provide further practice.

### Hoạt động 2: Project (20 to 25 minutes)

Phần Project này GV đã giao cho các nhóm làm việc từ bài Skills 1, vì vậy tiết này, các cá nhân và nhóm sẽ trình bày các sản phẩm của mình.

- Mỗi nhóm chọn 5 thành phố.
- Giới thiệu 5 sự thật thú vị về thành phố đó.
- Các nhóm lần lượt trình bày, các bạn còn lại bình chọn nhóm nào có khả năng quảng bá du lịch tốt nhất.

#### Lời dẫn:

- *2 sessions before, I gave you the assignment of doing this project at home and it is your show time.*
- *Show me how you have done that.*
- *Try to attract as many tourists as possible.*

### Hoạt động 3: Homework

GV có thể giao thêm bài tập cho HS trong sách bài tập.

### Trình bày bảng

Unit 9 - Cities of the world

Lesson 7– Looking back – Project

#### I. Looking back

- Vocabulary
- Grammar

II. Project: 5 - day - journey around the world

#### III. Homework

# Giáo án 1: Unit 10: Our Houses in the Future

## LESSON 1: GETTING STARTED

### My future house

#### I. Objectives:

By the end of the lesson, students can use the lexical items related to the topic 'Our Houses in the Future'.

#### II. Procedures:

##### Hoạt động 1: Warm up (5 minutes):

Để dẫn dắt học sinh vào nội dung bài học, giáo viên có thể lựa chọn các phương án sau cho học sinh hoạt động:

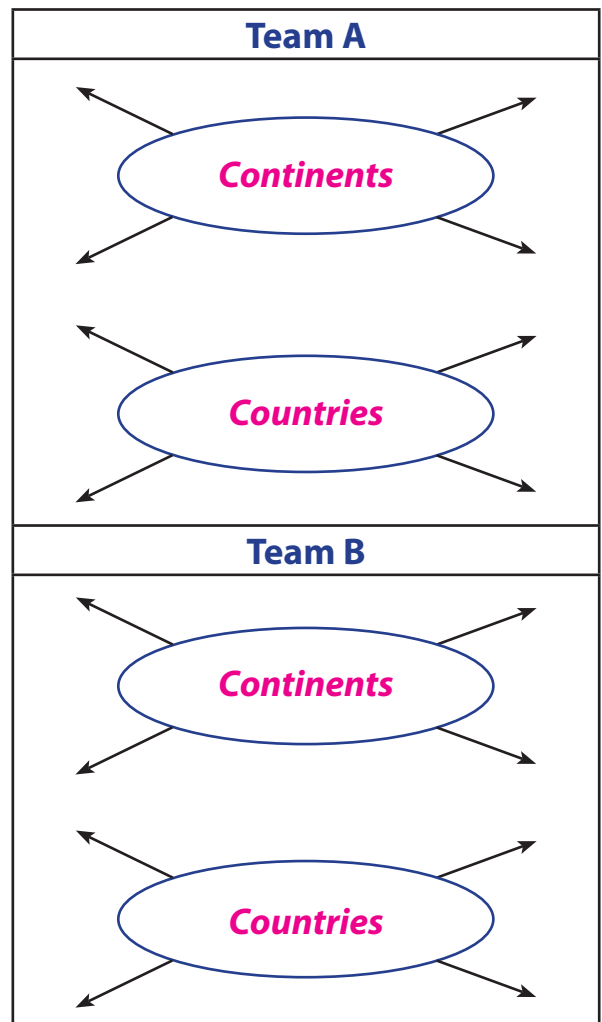
##### Phương án 1: Chơi trò chơi 'Kim's Game'

- In Unit 9, you have already learnt about continents and countries around the world. Is that right?
- I would like to check your memory with "Kim's Game".
- We have two teams: A and B.
- Watch this video clip and try to remember the name of as many continents and countries as possible. You mustn't take notes while watching this clip, of course. (Use your memory only).
- After that, two members of each team take turns to run to the board and write down the answers on the posters given. The team which has got more correct answers will be the winner.



#### Suggested answers:

1. Continents: *North America, South America, Europe, Africa, Asia, Australia*
2. Countries: *the USA, Canada, Columbia, Argentina, Brazil, Greece, Italy, Spain, Switzerland,*



*Thailand, Iran, India, Singapore, Australia.*

*- Brilliant! Good memory! Your answers are so good. And what can you see from this clip? (Different/ Beautiful houses around/ in the world).*

*- Well, would you like to live in beautiful and modern houses? What do you think our house will be like in the future? That's the topic of this unit, unit 10: "Our Houses in the Future". Let's start our lesson now.*

##### Phương án 2: Chơi trò chơi 'Shark attack/ Hangman'

FUTURE (6 letters)

*- Can you imagine our life in the future? What do you think our house will be like in the future? That's the topic of this unit, unit 10: "Our Houses in the Future". Let's start our lesson now.*

## Hoạt động 2: Elicit the dialogue (13 - 15 minutes)

- Nick and Phong are talking to each other. Look at the picture Phong is drawing.



+ *What is he drawing? (something like a UFO)*

(GV có thể giải thích nghĩa từ UFO bằng tiếng Anh hoặc tiếng Việt, tùy theo trình độ của HS).

+ *Where is that UFO? Is it in the sea or in the mountains? (in the mountains)*

+ *What is it surrounded by? (by many tall green trees)*

- *So why is Phong drawing a UFO? Listen to the conversation between Nick and Phong to find more about this.*

**Nick:** What are you doing, Phong?

**Phong:** I'm drawing my house.

**Nick:** Your house! That's a UFO.

**Phong:** It looks like a UFO but it's my house in the future.

**Nick:** Where will it be?

**Phong:** It'll be in the mountains, surrounded by many tall old trees.

**Nick:** What will it be like?

**Phong:** It'll be a large house. There will be twenty rooms in it.

**Nick:** Twenty rooms! Wow! Will it be nice?

**Phong:** Yes, and it will have solar energy.

**Nick:** Fantastic! Which room will you like best?

**Phong:** My bedroom, of course.

**Nick:** What appliances might you have?

**Phong:** I might have a wireless TV so I can watch TV programmes from space or a friendly robot to help me with my home.

**Nick:** Sounds great! And how much will ....

GV cho HS nghe hai lần bài hội thoại, gọi 1 hoặc 2 cặp HS luyện tập lại bài hội thoại và sau đó cho HS làm bài tập 1a, 1b.

- You have listened to the conversation between Nick and Phong. Now back to my question, 'What is Phong drawing?'

- Well, he's drawing his house, but it's his house in the future. What is it like? Complete the table in Exercise 1a, p. 39, Textbook, please.

**a Complete the table.**

Type of house:	
Location:	
Surroundings:	
Number of rooms:	
Appliances in the room:	

**Key:**

Type of house	UFO
Location	in the mountains
Surroundings	many tall old trees
Number of rooms	20
Appliances in the room	a wireless TV

- Now, read the conversation again and complete the sentences describing Phong's future house: Exercise 1b, p. 39, Textbook.

**b Read the conversation again. Complete the sentences.**

- Phong's house will be in the \_\_\_\_\_.
- His house will be surrounded by \_\_\_\_\_.
- There will be \_\_\_\_\_ rooms in his house.
- The house might have a \_\_\_\_\_ to watch TV programmes from space.

**Key:**

- Phong's house will be in *the mountains*.
- His house will be surrounded by *many tall old trees*.
- There will be *twenty* rooms in his house.
- The house might have *a wireless TV* to watch TV programmes from other planets.

(GV có thể hỏi HS và giải thích nghĩa từ 'a wireless TV').

**Hoạt động 3: Teach vocabulary on 'Types of houses' (15 - 17 minutes)**

- We all know that Phong wants to live in a UFO in the future. There are also some other types of house you may be interested in. Have you ever seen these houses? What are their names?

**New words:**

- houseboat (n) (visual)
- motorhome (n) (visual)
- skyscraper (n) (visual)

- Now you can test your new words with this matching exercise: Exercise 2, p. 39, Textbook.

**2 Match the words with the pictures. Then, ask your partner about them.**

1. UFO



2. houseboat



3. motorhome



4. skyscraper



5. palace





**Key:**

1- c    2- a    3- e    4- b    5- d

- Can you recognize the differences of these houses? How much do you know about them? Let's do Exercise 3, p. 39, Textbook.

**3 a** Work with a partner. What adjectives can you think of to describe the houses in 2?

**b** Ask and answer questions about the pictures.

*Example:*

A: Which house do you like best?

B: I like the palace.

A: Why?

B: It's big!

- You already talk about your favourite houses in the future. But where do you want your future house to be located? Finish Exercise 4, p. 39, Textbook.

**4** Read the phrases aloud. Tick (✓) the place where you want your future house to be located and write sentences.

- |   |   |
|---|---|
| <input type="checkbox"/> in the countryside | <input type="checkbox"/> on the ocean     |
| <input type="checkbox"/> in the city        | <input type="checkbox"/> on the Moon      |
| <input type="checkbox"/> in the mountains   | <input type="checkbox"/> under the ground |
| <input type="checkbox"/> in space           | <input type="checkbox"/> by the sea       |

*Example:*

My future house will be in the mountains.

**Hoạt động 4: Guessing Game (3 - 5 minutes)**

- Each of you now has an image of your future house in mind. Would you like to share it with your friends? And would you like to know about your friends' future houses? Let's play a Guessing Game.

**5 Game**

**OUTSIDE MY WINDOW**

In groups, describe to your classmates what you can see outside the window of your future house. Your group tries to guess where your house is located.

*Example:*

A: Outside my window I can see the beach and the water. I see children playing. Where's my house?

B: It's by the sea.

A: Correct!

**Kết bài (2 minutes)**

- You have done a lot of activities today. Now, can you remember what you have learnt today?

- **Minh**, please!

- Yes, you are right, through the lesson you can now know you can improve your vocabulary on the topic "Our Houses in the Future" and you can also list some types of houses in the future.

- I think that's enough for today and here's your homework.

**Homework (2 minutes)**

1. Revise the vocabulary.
2. Make a list some other types of houses that you know.
2. Prepare for the next lesson.

**Trình bày bảng**

Unit 10 – Our Houses in the Future

Lesson 1 – Getting started – At the gym (p. 38, 39)

**I. Kim's Game/ Shark Attack/ Hangman**

**II. Vocabulary:** Types of houses in the future

1. houseboat (n)
2. motorhome (n)
3. skyscraper (n)

**III. Homework**

# Giáo án 2: Unit 10: Our Houses in the Future

## LESSON 2: A CLOSER LOOK 1

### I. Objectives:

By the end of the lesson, students extend the vocabulary related to the topic 'Our Houses in the Future' and practise pronouncing the sounds /dr/ and /tr/ in isolation and in context.

### II. Procedures:

#### Hoạt động 1: Warm up (5 minutes):

Để dẫn dắt HS vào nội dung bài học, GV có thể lựa chọn các phương án sau để cho HS hoạt động:

#### Phương án 1: Chơi trò chơi "Lucky Numbers"

- Do you still remember what type of house Phong wants to live in the future?

- Well, he wants to live in a house which looks like a

UFO. From the previous lesson, you also know some other types of houses. Let's check your vocabulary with the game "Lucky Numbers".

- We have two teams: A and B. The member of each team, in turns, chooses the number in one of the boxes. + If that is a picture, you have to call out the suitable word. Of course, one correct answer gives you one point.

+ If you can get a lucky number, you can get one point without having to answer any questions.







+ If that is an unlucky number, you will lose your turn.

Are you ready to play the game now? Let's start.

<p>1. Lucky Number</p> 	<p>2. Unlucky Number:</p> 	<p>3. <i>a skyscraper</i></p> 
<p>4. <i>a palace/ castle</i></p> 	<p>5. <i>an apartment/ a building</i></p> 	<p>6. <i>a country/ farm house</i></p> 
<p>7. <i>a UFO</i></p> 	<p>8. <i>a houseboat/ floating house</i></p> 	<p>9. <i>a motorhouse</i></p> 

**Phương án 2: Chơi trò chơi 'Back to the Board'**

- Do you still remember what type of house Phong wants to live in the future?
- Well, he wants to live in a house which looks like a UFO. From the previous lesson, you also know some other types of houses. Let's check your vocabulary with the game "Back to the Board".
- We have two teams, A and B. One member from each team comes to the board without looking at the screen, listening to the other members in the group giving explanation for different types of houses. The team giving more correct words will be the winner.

<p>1. <i>a skyscraper</i></p> 	<p>2. <i>a palace/ castle</i></p> 	<p>3. <i>an apartment/ a building</i></p> 
<p>4. <i>a country/ farm house</i></p> 	<p>5. <i>a houseboat/ floating house</i></p> 	<p>6. <i>a motorhouse</i></p> 

**Hoạt động 2: Vocabulary on appliances (22 minutes)**

- Well, these are some types of houses people may live in the future. But what appliances should be put in these houses? I'm going to give you some vocabulary on this topic.

**New words:**

1. hi-tech robot (n) (visual)
2. automatic dishwasher (n) (explanation)
3. automatic washing machine (n) (explanation)

- And what appliances should be put in each room of the house? Can you classify them? Let's do Exercise 1, p. 40, Textbook:

**1** Listen and repeat the appliances in the box. Then put them in the appropriate columns. (You may use an appliance more than once).

- wireless TV
- modern fridge
- hi-tech robot
- automatic dishwasher
- automatic washing machine

living room	bedroom	kitchen	bathroom

Key:

Suggestion:

living room	bed room	kitchen	bathroom
wireless TV	wireless TV hi-tech robot	modern fridge automatic dishwasher	automatic washing machine

- Do you know what people use these appliances for? Let's do Exercise 2, p. 40, Textbook:

**2 Match the appliances in A with the things they can or might do in B.**

A

1. wireless TV
2. automatic dishwasher
3. modern fridge
4. automatic washing machine
5. hi-tech robot

B

- a. look after children
- b. cook meals
- c. help us watch TV programmes from space
- d. wash and dry dishes
- e. wash and dry clothes

Key:

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

- Now share your ideas with your partner. Let's do Exercise 3, p. 40, Textbook:

**3 Work in pairs. Using the information in 2, ask and answer questions about appliances in the house.**

Example:

A: What does a wireless TV do?

B: It helps us watch TV programmes from space.

Hoạt động 3: Pronunciation of the sound /dr/ and /tr/ (16 minutes)

GV cho HS xem clip về khẩu hình của 2 âm sau đó cho HS luyện tập phát âm sao cho chính xác bằng bài 4 & 5: <https://www.youtube.com/watch?v=H1g9RJY3Q14>.



**4 Listen to the chants. Write the words with the sounds /dr/ and /tr/ in the table.**

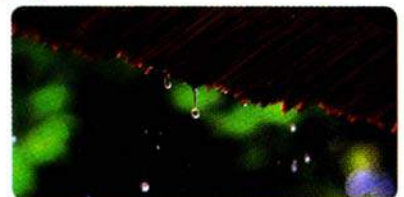
*Drops of water*

*Little drops of water*

*Drip, drip, drip*

*Dripping from the cottage roof*

*On a rainy day.*



*I'd like to live in the countryside*  
*I'd like to travel in a train*  
*Along the track,*  
*I'd like to drive a tractor*  
*Through the hay.*



/dr/	/tr/

**5** Say the words you have written in the table. Pay attention to the sounds /dr/ and /tr/. Can you add some more words?

**Key:**

Sound /dr/:

drive drops drip dripping

Sound /tr/:

countryside travel train tractor

**Homework (2 minutes)**

1. Learn the vocabulary by heart.
2. Do Exercise A1, 2 – B1, 2, 3 (p. 26, 27 – Workbook)
3. Prepare for the next lesson.

-----

**Trình bày bảng**

Unit 10 – Our Houses in the Future

Lesson 2 – A closer look 1 (p. 40)

**I. Lucky Numbers/ Back to the Board**

**II. Vocabulary:** Appliances in future houses

1. hi-tech robot (n)
2. automatic dishwasher (n)
3. automatic washing machine (n)

**III. Pronunciation: /dr/ and /tr/**

**IV. Homework**

# Giáo án 3: Unit 10: Our Houses in the Future

## LESSON 3: A CLOSER LOOK 2

### I. Objectives:

By the end of the lesson, Ss will be able to use "will + V" for future and "might + V" for future possibility.

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes):

##### Phương án 1: Chơi trò chơi "Chain Game"

- Before we start the lesson today, I'd like you to work in group of 8. Think about your activities in 2050. The first student begins with 'I will be older'.







- The next one repeats 'I will be older' and add your own sentence.

- Continue until the last student in your group repeats all the sentences and adds his/ her sentence.

##### Phương án 2: Chơi trò chơi "Future cards"

- You have already talked about your future houses. What about your future activities? I'd like to hear about them now.

- Well, our class is divided into two teams: A and B. The member of each team takes turns to move to the board to choose one card. Look at card and complete the sentence given. One correct answer gives you one point and the team with more correct answers will be the winner.

 Next summer holiday ...	 In the future ...	 Next Christmas ...
 In 2020 ...	 Tomorrow ...	 After the lesson ...

#### Hoạt động 2: Practice with Will for future (15 - 17 minutes)

##### a. Elicit the model sentences

- We have just played a very interesting game; can you tell me which tense do you use in those sentences?

- Correct, it is future simple tense. When do we use this tense?

- Excellent, when we talk about actions we think are likely to happen in the future.

- Let's study all the information in the Remember box (p. 41, Textbook).

##### Will for the future

We use **will + V** to talk about actions we think are likely to happen in the future.

##### Affirmative

**I/we/you/they/he/she/it + will + V**

I *will travel* to the Moon by super car in the future.

We *'ll live* in a comfortable apartment on the Moon.

('ll is the short form of *will*)

##### Negative

**I/we/you/they/he/she/it + will not + V**

We *won't live* in that cottage in the future.

(*won't* is the short form of *will not*)

##### Question form

**Will + I/we/you/they/he/she/it + V?**

*Will they live* on the Moon?

Yes, they *will*./ No, they *won't*.

+ We say 'He will travel to the Moon by super car' or 'He will to travel to the Moon by super car'? → Remember to use an infinitive without 'to' after 'will'.

+ We say 'Does he will travel ...?' or 'Will he travel ...?'

+ When do we use the future simple tense?

**b. Practice: Bài tập 1, 2, 3 (p. 41, 42)**

- Tom is in his class. He is asking his teacher, Professor Lin, some questions about hi-tech cars in the future. What will future cars be like? Let's do Exercise 1, p. 78, Textbook individually first, then pair-compare.

**1 Complete the conversation with will or won't.**

**Tom:** Professor Lin, may I ask a question? (1) \_\_\_\_\_ the car of the future run on electricity?

**Professor Lin:** No, it (2) \_\_\_\_\_. It (3) \_\_\_\_\_ probably use water.

**Tom:** Sounds great! In what other ways (4) \_\_\_\_\_ the car of the future be different?

**Professor Lin:** Instead of keys, we (5) \_\_\_\_\_ have special cards to start the engine. The cards (6) \_\_\_\_\_ open the doors. They (7) \_\_\_\_\_ control the temperature, but they (8) \_\_\_\_\_ drive the car.

**Tom:** So how much (9) \_\_\_\_\_ the car cost?

**Professor Lin:** I don't know, but it (10) \_\_\_\_\_ be cheap.

**Key:**

- |         |          |                   |
|---------|----------|-------------------|
| 1. Will | 2. won't | 3. will           |
| 4. will | 5. will  | 6. will           |
| 7. will | 8. won't | 9. will 10. won't |

- What about hi-tech robots? What will they do in the future? Let's do this matching exercise to find out future activities of future robots: Let's do Exercise 2, p. 78, Textbook individually first, then pair-compare.

**2 Match the verbs in A with the nouns in B.**

- A**
1. do
  2. clean
  3. cook
  4. wash
  5. water
  6. surf
  7. send and receive
  8. take care of

- B**
- a. meals
  - b. the flowers
  - c. children
  - d. housework
  - e. e-mails
  - f. the floors
  - g. clothes
  - h. the Internet

**Key:**

- |      |      |      |      |
|------|------|------|------|
| 1. d | 2. f | 3. a | 4. g |
| 5. b | 6. h | 7. e | 8. c |

- Now share your ideas with your partner.

**3 What will appliances do in the future? What won't they do? Using the phrases in 2, tell your partner about them.**

**Example:**

- Robots will cook meals.
- Robots won't take care of children.

**Hoạt động 3: (18 – 20 minutes)**

**a. Elicit the model sentences**

- By the way, do you think robots will do everything for us in the future?

- I'm not sure but I think robots might not do everything we want, because they are not human, they don't have feelings ...

- What verb do I use in this sentence? (might)

- Why do I use 'might' instead of 'will'?

- Let's read and study the Remember box (p. 42, Textbook)

**Might for future possibility**

We use **might + V** to talk about actions that are possible in the future (we are not sure if they will happen or not).

**Affirmative**

**I/we/you/they/he/she/it + might + V**  
We might have robots do our housework.

**Negative**

**I/we/you/they/he/she/it + might not + V**  
They might not travel in cars.

+ We say 'She might have robots do her homework' or 'She might to have robots do her homework'? → Remember to use an infinitive without 'to' after 'might'.

+ When do we use 'might'?

**b. Practice: Bài tập 4, 5 (p. 42)**

- What might we and the robots do in the future? Listen to the two poems and finish Exercise 4, p. 42, Textbook.

4 Listen and read the two poems. Then, decide whether the statements below are **T** (True) or **F** (False).



*In the future*

*We might go on holiday to the Moon.  
We might stay there for a long time.  
We might have a great time.  
We might come home soon.*

**Henry, aged 14**

*In the future*

*We might live with robots.  
They might clean our houses.  
They might wash our clothes.  
They might not talk to us.*

**Jenny, aged 13**



1. Jenny thinks we might live with robots. \_\_\_\_\_ **T** \_\_\_\_\_
2. Henry thinks we might travel to the Moon. \_\_\_\_\_
3. Jenny thinks robots might not clean our houses. \_\_\_\_\_
4. Henry thinks we will stay on the Moon for a short time. \_\_\_\_\_
5. Jenny thinks robots might help us do the housework. \_\_\_\_\_
6. Henry thinks we might not have a great time on the Moon. \_\_\_\_\_

**Key:**

2. T    3. F    4. F    5. T    6. F

- What about you, yourselves? Do you think you and your friends might do the same things in the future? Let's make a survey in a group of 4 or 6 and then talk about your friends' future ability.

**5 Work in groups. Think about what you might do or have in the future. Share your ideas with your classmates.**

*Example:*

I might have a smart phone to surf the Internet.

Members	Future ability
Minh	Have a smart phone to surf the Internet
An	...
...	...

**Homework (2 minutes)**

1. Do Exercise B4, 5, 6, 7 (p. 27, 28) – Workbook
2. Prepare for the Project: My future appliance

**Trình bày bảng**

Unit 10 – Our Houses in the Future

Lesson 3 – A closer look 2

**I. Chain Game/ Future Cards**

**II. Grammar:**

1. Will for the future
2. Might for future possibility

**III. Homework**



# Giáo án 4: Unit 10: Our Houses in the Future

## LESSON 4: COMMUNICATION

### I. Objectives:

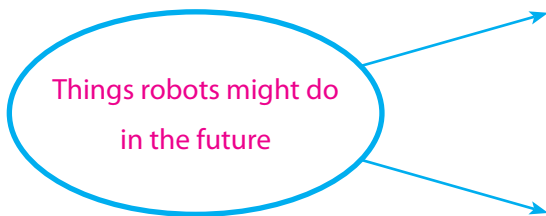
By the end of the lesson, students can talk about life in the future.

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes):

##### "Brainstorming"/"Network"

- In the future, people might live in modern houses with the help of hi-tech robots.
- Can you list what robots might do in the future?



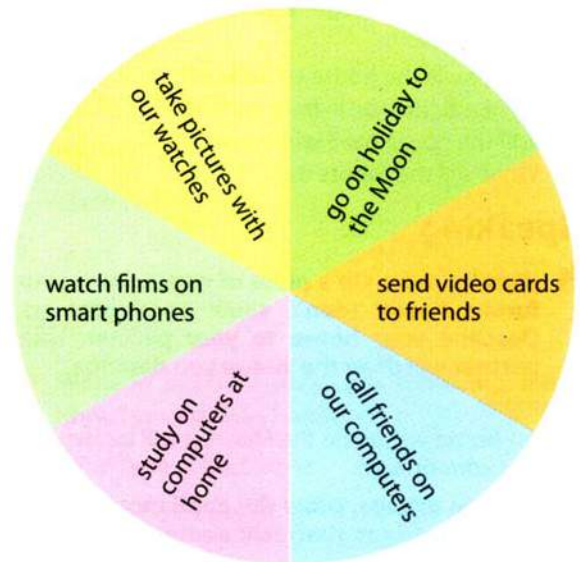
- **Suggested ideas:** do housework, clean the floors, cook meals, wash clothes, water the flowers, surf the Internet, send and receive e-mails, take care of children

#### Hoạt động 2: Game – Things we might do in the future (15-18 minutes):

- And what might we do in the future? Let's try this game in groups of six.
- I'm going to give each group six cards or pieces of paper:



- First, place six cards or pieces of paper face down. Take turns turning over each card or piece of paper and read the phrase on it. Then find the appropriate phrase on the circle below:



- Finally, make a sentence about the future using "won't" and "might" as in the example. Those who make a correct sentence will get one point and those who make an incorrect sentence will have one point subtracted.

#### Example:

In the future, we won't go on holiday to the beach but we might go on holiday to the Moon.

- Nếu thời gian cho phép, GV có thể chọn hai nhóm bất kì chơi trò chơi: "Spin the Wheel" để kiểm tra các câu có sử dụng 'won't' và 'might' của HS.
- Well, would you like to play "Spin the Wheel"? Which group wants to join?



- The member of each group take turns to spin the wheel. Each time, the arrow stops at one phrase on the wheel. Read aloud that phrase. Find the appropriate phrase from the cards given. Finally, make a sentence about the future using "won't" and "might". The group which makes more correct sentences will be the winner.

**Hoạt động 3: Class survey – Homes in future (15-18 minutes):**

- Now think of your house in the future.

**a** Read the questions below. Tick (✓) 'Yes' or 'No'.

	Yes	No
1. Will you live in a hi-tech house?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Will your house be in space?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Will you have a lot of trees and flowers around your house?	<input type="checkbox"/>	<input type="checkbox"/>
4. Will you have a fridge that can cook your meals?	<input type="checkbox"/>	<input type="checkbox"/>
5. Will you have a robot that can look after your children?	<input type="checkbox"/>	<input type="checkbox"/>
6. Will you have a car to fly into space?	<input type="checkbox"/>	<input type="checkbox"/>

- What about your partner? Does he/ she have the same answer with you?

**b** Work in pairs. Use the questions in **a** to interview your partner.

*Example:*

**You:** Hi, Nam. Will you live in a hi-tech house in the future?  
**Nam:** Yes, I will.  
**You:** Will your house be in space?  
**Nam:** Oh, no. It won't.  
**You:** So where will it be?  
**Nam:** I'm not sure. It might be by the sea.

- Well, I can see that many of you work so actively and effectively. That's great. Now, are you ready to share your partner's ideas with the whole class?

**c** Tell the class about your interview.

*Example:*

In the future, Nam will live in a hi-tech house. It won't be in space. It might be by the sea.



**Homework (2 minutes)**

1. Write-it-up: Write some sentences to tell about your and your partner's home in the future.
2. Prepare for the next lesson: My future appliance

**Trình bày bảng**

Unit 10 – Our Houses in the Future

Lesson 4 – Communication

**I. Brainstorming/ Network:**

Things robots might do in the future

**II. Game:**

Things we might do in the future

**III. Class survey:**

Homes in the future

**IV. Homework:**

# Giáo án 5: Unit 10: Our Houses in the Future

## LESSON 5: SKILLS 1

### I. Objectives:

By the end of the lesson, students can:

- + read for specific information about houses in the future and future appliances
- + talk about houses in the future (types, locations, surroundings, rooms, appliances)

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes):

##### Chơi trò chơi 'Memorising Game'

- To begin our lesson today, I would like you to join a game: "Memorising Game".

- Our class is divided into two teams: A and B.

- Look at this picture in 30 seconds, trying to remember as many details as possible. Then I will ask you five questions about it. Who answers correctly and faster is the winner.

Are you ready?



#### - Questions:

1. What type of house do you think it is?
2. Where do you think the house is?
3. What can you see on the roof of the house?
4. What can you see around the house?
5. What can you see in the house?

#### - Suggestions:

1. It's a villa.
2. On the ocean.

3. A helicopter.

4. Trees, a garden, a swimming pool, ...

5. Robots in the kitchen, a TV, a computer, a hi-fi stereo, ... in the living room.

#### Hoạt động 2: Reading skill (20 - 23 minutes)

##### 2.1 Scanning

- So what will some robots and that super smart TV exactly do to help the writer? Read the text again and do this matching exercise:

**2** Quickly read the text. Check your ideas from **1**.

**3 Read the text and match the phrases in A with the correct ones in B.**

My future house will be on the ocean. It will be surrounded by tall trees and blue sea. There will be a swimming pool in front and a large flower garden behind the house. There will be a helicopter on the roof so that I can fly to school.

My future house will have solar energy. There will be some robots in the house. They will help me do the housework, such as cleaning the floors, cooking meals, washing clothes, watering the flowers and feeding the dogs and cats.

I will have a super smart TV in my house. It will help me surf the Internet, send and receive my e-mails, and contact my friends on other planets. It will also help me order food from the supermarket.



- A**
1. The house will have robots to
  2. The house will have a super smart TV to

- B**
- a. clean the floors
  - b. contact my friends
  - c. wash clothes
  - d. order food from the supermarket
  - e. cook meals
  - f. send and receive my e-mails
  - g. surf the Internet
  - h. water the flowers

**Key:** 1. a, c, e, h, 2. b, d, f, g

- What about other special things about this house? Practise reading the text once more then work in pairs and take turns to ask and answer the questions about this house.

**4 Read the passage again and answer the questions.**

1. Where will the house be located?
2. What will there be in front and behind the house?
3. Will the house have wind energy?
4. What will the robots do?

**Key:**

1. On the ocean.
2. There will be a swimming pool in front and a large flower garden behind the house.

3. No.

4. They will do the housework (clean the floors, cook meals, wash clothes, water the flowers and feed the dogs and cats).

**2.2 Skimming**

- Well, you are going to read a text about this special house. Let's check your answer with the information from the text: Exercise 2, p. 44, Textbook.

- Are all your answers correct? Well done!

- Tell me, what appliances in the house will help the writer do some of his work? (some robots and a super smart TV)

**2 Quickly read the text. Check your ideas from 1.**

**Hoạt động 3: Speaking (15 - 18 minutes)**

**3.1 Describing your future house**

- You've already read about a future house. Now think of your future house.

**5 Work in pairs. On a piece of paper, draw your future house (don't show your partner). Describe your house to your partner. Your partner will draw the house you describe.**

**Example:**

My house will be on the Moon. It will be large and comfortable.

- I can see that some of your illustrations/pictures are so great. Which pair volunteers to stand in front of the class and to show your pictures and present about your future houses?

- Do you have any comments on your friend's illustrations/pictures? ...

**3.2 Talking about the appliances in your future bedroom.**

- Now, just think of all the appliances you would like to have in your future bedroom.

**6 Work in groups. Draw the appliances in your future bedroom then talk about them to the group.**

**Example:**

I will have a smart phone to talk to my friends on other planets.

- Who volunteers to talk about the appliances you will have in your future bedroom?

- Do you have any comments on your friend's pictures? ...

### **Homework (2 minutes)**

1. Practise reading the text again.
2. Do Exercise D 1, 2 (p. 29, 30) – Workbook
3. Prepare for the next lesson: My future appliance

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### **Trình bày bảng**

Unit 10 – Our Houses in the Future

Lesson 5 – Skills 1

### **I. Memorising game**

#### **II. Reading:**

A future house on the ocean

#### **III. Speaking:**

- 3.1 Describe your future house
- 3.2 Talk about the appliances in your future bedroom

#### **IV. Homework**

# Giáo án 6: Unit 10: Our Houses in the Future

## LESSON 6: SKILLS 2

### I. Objectives:

By the end of the lesson, students can:

- + listen to get information about dream houses
- + write about a dream house

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes):

#### Revision

- Hey, guys. Do you still remember the future house you already read about in Lesson 5?

- I would like to check your memory with this table. Those who have got good answers will get good marks.

Type of house	
Location	
Surroundings	
Appliances in the room	

#### Key:

Type of house	Villa
Location	On the ocean
Surroundings	Trees, a garden, a swimming pool, ...
Appliances in the room	Robots
Super smart TV	

- Thanks so much for your information. Well done.

- So what types of house are you going to listen in our lesson today? Open your book and start our lesson now.

#### Hoạt động 2: Listening skill (12 - 15 minutes)

- First, look at these pictures carefully and try to give the details of each house: types of house, location, surroundings



Picture 1



Picture 2



Picture 3

- GV cho HS nghe từng phần như yêu cầu BT1, 2 SGK. Kết thúc mỗi phần nghe, GV gọi HS trình bày đáp án và chốt lại đáp án đúng. GV có thể cho HS nghe lại một số đoạn mà HS chưa rõ để chỉ ra đáp án đúng cho các em.

**1 Listen to Nick and Linda talking about their dream houses. Which house would each prefer? Write their names under the correct pictures.**

#### Key:

Linda: Picture 3 (villa by the sea, with a swimming pool and a garden)

Nick: Picture 2 (apartment in the city)

**2** Listen to the conversation again. What is important to Nick? What is important to Linda? Tick (✓) the columns.

	Linda	Nick
1. park view		
2. city view		
3. sea view		
4. swimming pool		
5. garden		
6. cable TV		
7. quiet		

**Key:**

*Linda:*

3. sea view      4. swimming pool

5. garden      7. quiet

*Nick:*

1. park view      2. city view      6. cable TV

**Audio script:**

*Nick:* Can you tell me about your dream house, Linda?

*Linda:* Well, my dream home is a big villa near the coast with a great view of the sea. It has a swimming pool, and it has a garden too.

*Nick:* What kind of garden?

*Linda:* A flower garden, you know. And my dream house will be a quiet one. You see, no noise.

*Nick:* My dream house is completely different.

*Linda:* Really? What is it like?

*Nick:* It's an apartment in the city. And it has a super cable TV so I can watch films from other planets.

*Linda:* Oh, that sounds great!

*Nick:* And I don't need a yard or a garden. In front of the house I want it to have a nice park view, and at the back, I want it to have a great city view.

*Linda:* That sounds interesting too. But I think it'll be...

**Hoạt động 3: Writing skill (23 – 25 minutes)**

- From the listening, we all know that Linda and Nick have different dream houses. In fact, each of you has your own dream house. Now prepare all necessary information and ideas for your dream house, then practise writing a paragraph of about 80-120 words about it. Remember to use 'will' and 'might' to tell about future and future ability.

**3** Work in pairs. Discuss the following ideas about your dream house.

1. What type of house it is
2. Where it is located
3. What it looks like
4. What surrounds it
5. What appliances it has

**4** Now fill in the table about your dream house.

Type of house	_____
	_____
	_____
Location	_____
	_____
	_____
Number of rooms	_____
	_____
	_____
Surroundings	_____
	_____
	_____

**Things in the house and what they will/might do for you**

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**5 Use the information in 4 to write about your dream house.**

- GV cho HS thảo luận theo cặp BT 3 và cá nhân hoàn thành các BT 4&5.
- HS hoàn thành xong bài viết có thể trao đổi bài viết để tự học hỏi và sửa lỗi.
- GV gọi một số HS khá đọc bài mẫu và rút kinh nghiệm, chữa lỗi sai trước cả lớp. GV có thể cho điểm một số bài viết tốt.

**Homework (2 minutes)**

1. Finish your writing in the notebook (if you don't have enough time in class).
2. Do Exercise E1, 2 (p. 31 – Workbook)
3. Revise the vocabulary to prepare for Looking back.
4. Finish the Project: My future appliance

**Trình bày bảng**

Unit 10 – Our Houses in the Future

Lesson 6 – Skills 2

**I. Revision**

**II. Listening:**

Nick and Linda's dream houses

**III. Writing :**

Your dream house

**IV. Homework**



# Giáo án 7: Unit 10: Our Houses in the Future

## LESSON 7: LOOKING BACK - PROJECT

### I. Objectives:

By the end of the lesson, students can:

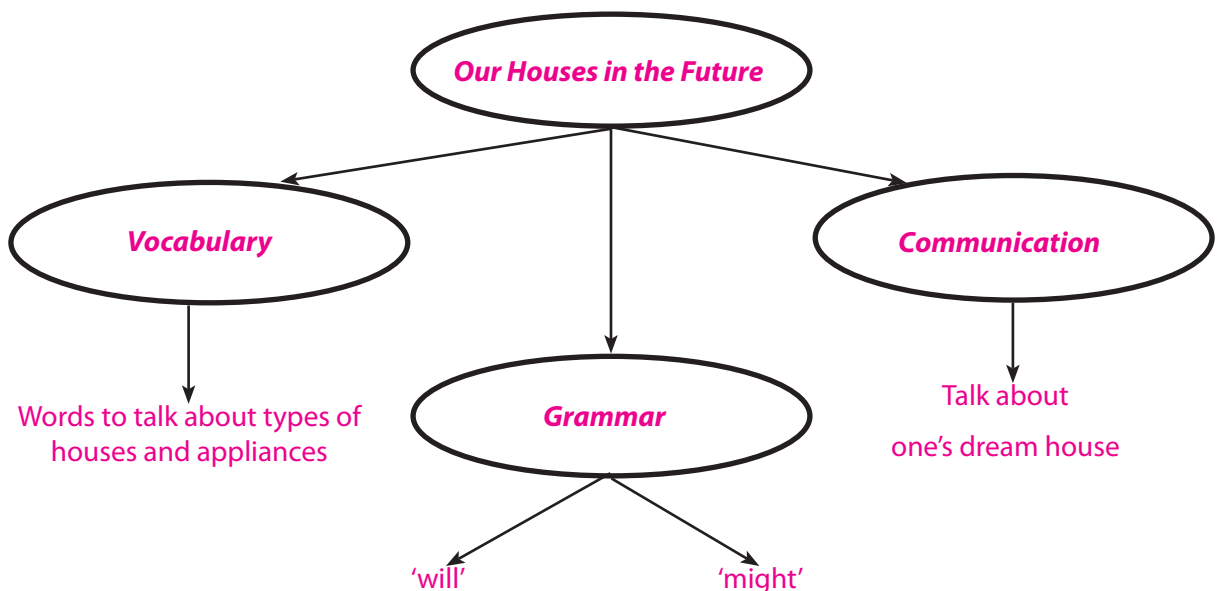
- use the lexical items related to the topic 'Our Houses in the Future'
- use 'will' for future and 'might' for future possibility
- talk about future houses and appliances

### II. Procedures: Các bước tiến hành

- GV khuyến khích HS làm việc cá nhân, hoàn thành các bài tập trong SGK ngay trên lớp để tự đánh giá xem mình đã lĩnh hội được toàn bộ kiến thức đã học hay chưa, từ đó, cải thiện những phần HS chưa nắm vững.
- GV yêu cầu HS không mở sách hoặc vở khi làm các bài tập trong tiết học này.

#### Hoạt động 1: Network/ Mind map (5 minutes)

- Before doing the exercise, I would like you to have a look back all the lessons you have already studied in this unit.
- Draw a mind map into your notebook, so that you can remember everything more clearly, dear!



#### Hoạt động 2: Practice (15 to 20 minutes)

- Try to finish all the exercises in your book individually, then pair compare before I check in front of the class, right?
- Try as hard as you can to remember all the things presented in this unit and don't refer back to the 6 previous lessons. If you have any difficulties while doing your exercises, don't hesitate to ask me or your partner. All right?

# LOOKING BACK

## Vocabulary

**1** Using the words in the box, write the correct word under each picture.

- |             |                           |
|-------------|---------------------------|
| robot       | hi-tech fridge            |
| smart clock | automatic dishwasher      |
| wireless TV | automatic washing machine |



a. ....

b. ....



c. ....

d. ....



e. ....

f. ....

**2** Think about what the appliances will do in the future.

1. robot	<i>clean our houses, wash our clothes</i>
2. automatic washing machine	_____
3. wireless TV	_____
4. super car	_____
5. smart clock	_____
6. automatic dishwasher	_____

## Grammar

**3** Complete the sentences with *will* or *won't*.

- It's Sunday tomorrow, so I \_\_\_\_\_ have to get up early.
- When I see Tom tomorrow, I \_\_\_\_\_ invite him to our party.
- You must meet Anna. I am sure you \_\_\_\_\_ like her.
- We \_\_\_\_\_ start our dinner until Jack arrives.
- I \_\_\_\_\_ phone you when I get home from school.
- Tony \_\_\_\_\_ pass his examination. He hasn't done any work for it.

**4** Complete the sentences with *might* or *might not*.

- I am still not sure where to go for my holiday. I \_\_\_\_\_ go to Da Lat.
- The weather is not very good. It \_\_\_\_\_ rain this afternoon.
- There \_\_\_\_\_ be a meeting on Friday because the teacher is ill.
- Ann \_\_\_\_\_ come to the party tonight because she is busy.
- Phong is thinking about what he will do on Sunday. He \_\_\_\_\_ go to a judo club or he \_\_\_\_\_ stay at home and study English.

## Communication

**5** Work in pairs. Using the information in **2**, ask and answer the questions.

*Example:*

- A: Will robots clean your house in the future?  
B: Yes, they will.
- A: Will super cars run on water in the future?  
B: No, they won't.

**Key:**

**1. Vocabulary:**

**1.1 Bài tập 1 (p. 46)**

- robot
- automatic dishwasher
- wireless TV
- automatic washing machine
- modern fridge
- smart clock

**1.2 Bài tập 2 (p. 46)**

1. robot	clean our houses, wash our clothes, cook meals, water the flowers
2. automatic washing machine	wash and dry our clothes
3. wireless TV	help us watch TV programmes from space
4. super car	use solar energy, drive safely and comfortably
5. smart clock	programme activities we do every day
6. automatic dishwasher	wash and dry our dishes

**2. Grammar: Bài tập 3&4 (p. 46)**

**3**      1. won't          2. will              3. will              4. won't          5. will              6. won't

**4**      1. might          2. might          3. might not      4. might not      5. might, might

**3. Communication: Bài tập 5 (p. 46) – Role play**

**4. Self-assessment:**

- I see that you're working very hard today. Now check how much you have gained from this unit, so I can help you improve your English.

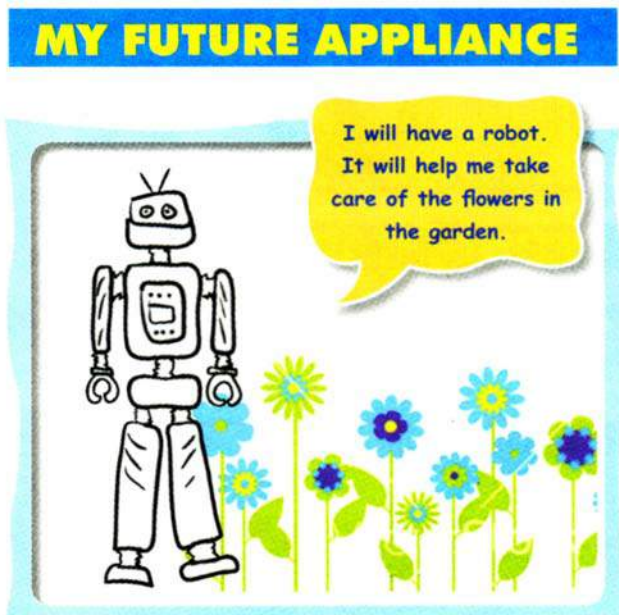
- Finish your self-assessment box and then tell me your result, please! Which part are you best at? Which one do you want to improve? ...

Finished! Now you can ...	✓	✓✓	✓✓✓
• use words for types of houses and appliances			
• use will to talk about the future and might about future possibility			
• talk about your dream house			

**Hoạt động 3: Project (20 to 25 minutes)**

- Now we spend some time talking about what appliance you would like to have in the future.

Think about an appliance you would like to have in the future. Make a poster for your future appliance. Write details about the appliance on the poster. Share your poster with the class.



- I think all of you have prepared carefully at home. Now it's time for you to share and present your ideas of one future appliance you are most interested in. Remember to use 'will' to talk about future and 'might' to talk about future possibility.

- Who volunteers to make a presentation first?

...



- GV có thể lấy một số hình ảnh minh họa và gọi một số HS trình bày về những việc làm mà robot trong tương lai có thể đảm nhiệm giúp con người.
- HS đính các tấm poster của mình xung quanh tường lớp học và cùng chia sẻ ý tưởng với các nhóm khác.
- GV có thể cho điểm với những bài HS hoàn thành tốt.

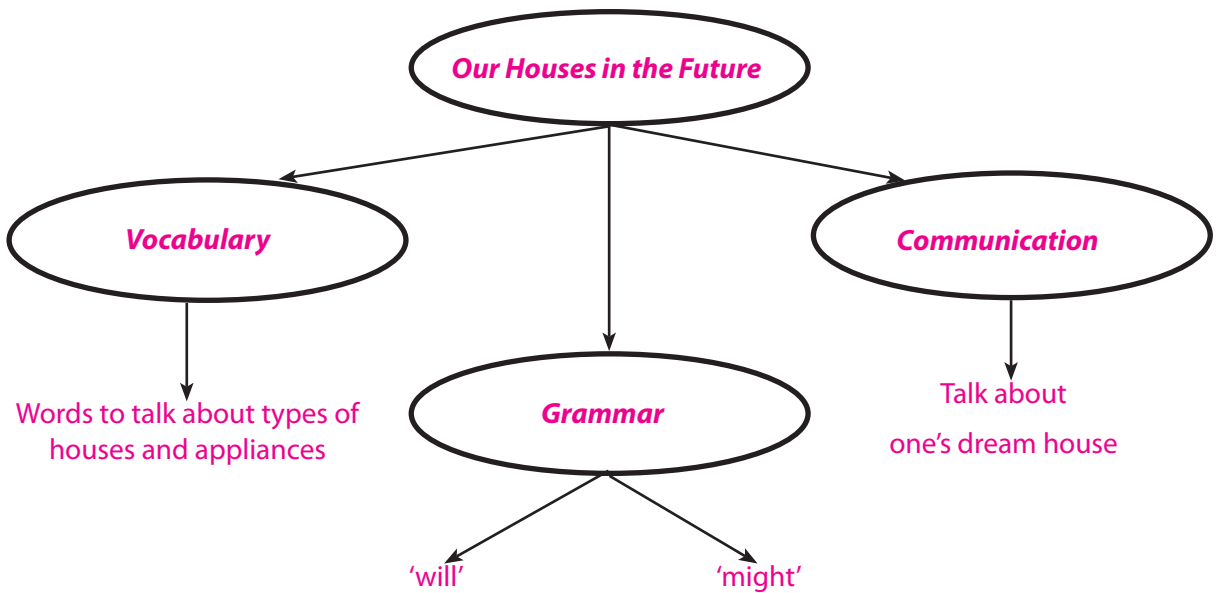
**Homework (2 minutes)**

1. Share your project with the other groups. Study your friends' project.
2. Prepare for the next lesson.

**Trình bày bảng**

Unit 10 – Our Houses in the Future  
Lesson 7 – Looking back & Project

**I. Revision: Network**



**II. Practice**

**III. Project:**

My future appliance

# Giáo án 1: Unit 11: Our greener world

## LESSON 1: GETTING STARTED

### Let's 'go green'

#### I. Objectives:

By the end of the lesson, students can:

- use the lexical items related to the topic 'Our greener world'
- use conditional type 1 to talk about environmental problems

#### II. Procedures: Các bước tiến hành

##### Hoạt động 1: Warm up (3 to 5 minutes):

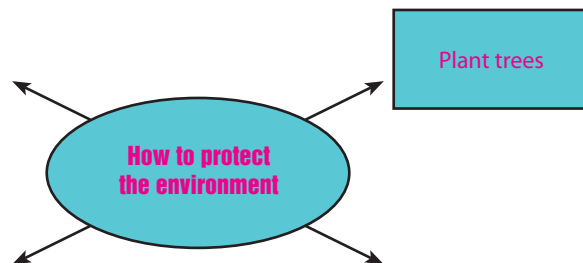
##### Phương án 1: Chơi trò chơi 'Brainstorming'

###### Lượt chơi:

- Cả lớp chia thành hai đội Cats and Dogs, GV viết 'How to protect the environment' lên bảng, các đội cử các thành viên lần lượt viết các việc làm giúp bảo vệ môi trường trong 2 phút.
- Đội nào viết nhanh hơn, đội đó thắng cuộc.

###### Lời dẫn:

- Now, today we are learning the hottest topic that the people all over the world care about, that is environment.
- I am sure we all here have done so many things to protect our surroundings.
- Let's brainstorm all the things we can do.



##### Phương án 2: Small interviews

GV hỏi HS những việc mà HS đã làm tốt hoặc chưa tốt cho việc bảo vệ môi trường.

###### Lời dẫn:

Tell me 5 things you do every day which are good for the environment and tell me what you do is not good for the environment.

## Hoạt động 2: Elicit the dialogue

### Lời dẫn:

- This is Nick and Vy.
- Tell me where they are.
- What do you think Vy is going to do?
- Look at the green bag that Nick is carrying.
- What is so special about it?
- Do you have one like that?
- Why do you use that?
- Now let's listen to the dialogue to see what they are going to do and the reasons why they use that special bag.



### Hoạt động 3. Practice

#### Bài tập 1

GV cho HS làm việc cá nhân.

#### Lời dẫn:

You have just listened to the dialogue between Vy and Nick, now let's do exercise 1a to get more understanding about it.

Read the conversation again to complete the following sentences.

Remember not to write more than 3 words in each blank

**Key:** 1. on a picnic                      2. reusable; natural                      3. the check-out  
4. a/ a reusable                      5. cycling

**a** Read the conversation again and complete the following sentences. Use no more than three words in each blank.

1. Nick is going \_\_\_\_\_ tomorrow.
2. The green shopping bag is \_\_\_\_\_. The materials of the bag are \_\_\_\_\_.
3. People can buy the bag at \_\_\_\_\_.
4. Mi wants to buy \_\_\_\_\_ bag for her mum.
5. Nick thinks that Mi's 'green' because she's \_\_\_\_\_.

#### Bài tập 1b

#### Lời dẫn

• Let's do one more activity to get the understanding about the reusable bag and the air pollution.

• Please match the first half of the sentence in column A with its second half in column B.

**b** Based on the ideas in the conversation, match the first half of the sentence in column A with its second half in column B.

A	B
1. The reusable bag is better	a. they will help the environment.
2. There will be less air pollution	b. than the plastic bag.
3. If people use reusable bags for shopping,	c. if more people cycle.

**Key:** 1. b                      2. c                      3. a

#### Bài tập 1c and 1d. GV cho HS làm việc đôi

#### Lời dẫn

• There are some expressions in the dialogue that I wanna you to understand more about them.

• So please work in pairs, finding these expressions in the dialogue, then basing on the context, fill in each blank with a suitable expression.

• After that, practise the dialogue with your partner.

**c** Find these expressions in the conversation. Check what they mean.

1. I see                      2. By the way                      3. Not at all

**d** Fill each blank with a suitable expression.

1. A: It works like this.  
B: Oh, \_\_\_\_\_.
2. A: Are you tired?  
B: \_\_\_\_\_.
3. A: What are you going to do this weekend?  
B: I'm going to a birthday party. \_\_\_\_\_, what do you think about this dress?

c. Ss read the conversation again to find the expressions. Ask Ss to guess the meaning of each expression. Explain the meaning if necessary.

- Key:**
1. I understand.
  2. used to introduce a new subject for consideration or to give further information
  3. used to say 'no' or 'not' strongly (can also be used to mean 'no problem!')

d. Ss work in pairs to put a suitable expression in each blank and then practise the conversations. Check Ss' answers by asking some pairs to act out the conversations.

- Key:**      1. I see    2. Not at all    3. By the way

## Bài tập 2

GV cho HS làm việc cá nhân.

Cho HS điền các vấn đề về môi trường dưới mỗi bức tranh, đồng thời hỏi HS nghĩa tiếng Việt của các vấn đề đó.

*Lời dẫn:*

*It is common knowledge that the environment is polluted nowadays, so what types of pollution we are suffering from? Below are 5 environmental problems that human has to face.*

*Work individually to match the name of each problem with the picture.*

GV dạy HS cách phát âm và hỏi HS nghĩa tiếng Việt dựa vào hình ảnh sau đó cho HS nghe băng và nhắc lại.

- deforestation (n): /diːˌfɒr.ɪˈsteɪ.ʃən/ sự tàn phá rừng

## Bài tập 4

GV cho HS nối các vấn đề ô nhiễm với hậu quả mà nó mang lại.

Giải thích từ mới.

*Lời dẫn:*

So what are the effects that those previous environmental brings about, let's find out by doing matching the causes in A with the effects in B.

- flood (n) /flʌd/: lũ lụt

- breathe (v) – breath (n): /briːð/ - /breθ/: thở, hơi thở

**2** There are a lot of environmental problems today. Write each problem in the box under the picture.

- air pollution      water pollution      deforestation  
noise pollution      soil pollution



1. ....



2. ....



3. ....



4. ....



5. ....

**4** Match the causes in column A with the effects in column B.

A	B
1. Air pollution	a. causes floods.
2. Water pollution	b. causes breathing problems.
3. Soil pollution	c. causes hearing problems.
4. Noise pollution	d. makes fish die.
5. Deforestation	e. makes plants die.

## Bài tập 5

GV cho HS làm việc nhóm 6.


Cùng nhau viết các hậu quả mà các vấn đề ô nhiễm môi trường gây ra.

Sau 5 phút, nhóm nào viết được nhiều hơn nhóm đó thắng cuộc.

Gọi các nhóm dán poster lên bảng và đại diện các nhóm lên trình bày trước lớp.

### Lời dẫn:

- Besides the effects that we have just known in exercise 4, there are still other effects that each type of pollution causes.
- Please now, in group of 6, choose 1 environmental problem that you care about, write down as many effects of the problem as possible.
- After 5 minutes, which group has more effects will be the winner.



**5 Game: Which group is the winner?**

1. Make groups of six.
2. As a class, choose one environmental problem in **2**.
3. In five minutes, write down as many effects of the problem as possible.
4. After five minutes, one member from each group runs quickly to the board and writes the effects.
5. The group with the most effects wins!

### Homework (2 minutes)

-Write the effects of one environmental problem in your notebook.

-----

### Trình bày bảng

Unit 11- Our greener world

Lesson 1 – Getting started – Let's 'go green'

#### I. Brainstorming

#### II. Listen and Read

1. Complete the sentences
2. Write environmental problem
3. Match the cause with the effect
4. Group work

#### III. Homework



# Giáo án 2: Unit 11: Our greener world

## LESSON 2: A CLOSER LOOK 1

### I. Objectives:

By the end of the lesson, students can:

- use the lexical items related to the topic 'television'
- pronounce correctly the sounds /æ/ and /ɑ:/ in isolation and in context
- talk about ways to go 'green'

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up ( 3 to 5 minutes):

##### Phương án 1: Listening to the 3R song

GV cho HS xem clip về bài hát 3R để giới thiệu với HS về 3R.

*Lời dẫn:*

- Today, we will learn in detail what we can do to save the environment.
- First, watch this 3R song then we will know what 3R is.
- We have just watched and listen to 3R song, in which they introduce what 3R is.
- So now, please tell me what 3R is.
- Yes, correct, they are REDUCE – REUSE – RECYCLE.




#### Hoạt động 2: TEACHING NEW WORDS (10 minutes)

*Lời dẫn:*

- Everyone, you have shown me that your vocabulary is quite rich, but now, let's make it even richer by learning some more new words through exercise 1.

### Vocabulary

**1** The three Rs stand for Reduce – Reuse – Recycle. Draw a line from a symbol in column A, to the matching word in column B, and meaning in column C.

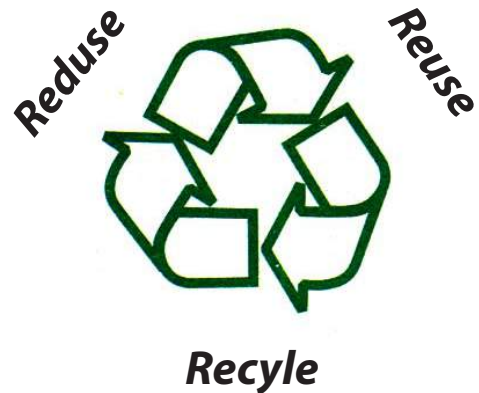
A	B	C
	Reduce	using something again
	Reuse	creating new products from used materials
	Recycle	using something less



GV cho HS làm việc cá nhân để nối từ mới với nghĩa của từ và biểu tượng của từ đó.

*Lời dẫn:*

Please work individually now to match Reduce – Reuse – Recycle with their symbol and their meaning.






**New words:**

1. reduce (v) /rɪ'dju:s/
2. reuse (v) /,ri:'ju:z/
3. recycle (v) /,ri:'saɪ.kl/

**New words checking:**

Teacher says Vietnamese meaning and Ss say the English word.

**Key:**

A	B	C
	Reduce	using something again
	Reuse	creating new products from used materials
	Recycle	using something less

**Bài tập 2**

*Lời dẫn:*

We don't have to wonder what 3Rs now are.

Now, let's see which things we can reduce, reuse and recycle by doing exercise 2.

Please work individually to write the name of the following things.

**2 Write a word in the box under each picture.**

rubbish	water	plastic bottle
clothes	bulb	paper
glass	can	
noise	plastic bags	



1. ....



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....



8. ....



9. ....



10. ....

GV dạy HS đọc các từ:

- rubbish /'rʌb.ɪʃ/
- bulb /bʌlb/
- plastic /'plæstɪk/

GV check bằng hoạt động matching.

*Lời dẫn:*

Now let's check whether you remember the meanings of those words or not by matching the names of the things with their pictures.

**Key:**

- |            |                   |
|------------|-------------------|
| 1. rubbish | 2. plastic bags   |
| 3. glass   | 4. plastic bottle |
| 5. can     | 6. noise          |
| 7. paper   | 8. bulb           |
| 9. water   | 10. clothes       |

**Bài tập 3**

GV cho HS làm việc đôi, lựa chọn các từ của bài tập 2 để đặt vào đúng 3 cột.

Hoặc để tăng không khí sôi nổi, có thể cho lớp chia thành hai đội chơi, dán các bức tranh đó vào đúng ba cột.

*Lời dẫn:*

We have sorted out items which we can consider the way we use for saving the environment. But in which exact way we should use them so that we can get the most benefits by putting these things in the correct column of reduce, reuse and recycle.

**3 Put the words from 2 into groups. One word can belong to more than one group.**

Reduce	Reuse	Recycle

Reduce	Reuse	Recycle
rubbish, plastic bag, noise, plastic bottle, paper, water	plastic bag, glass, plastic bottle, can, paper, bulb, water, clothes	rubbish, plastic bag, glass, plastic bottle, can, paper, bulb

**Bài tập 4**

Listen to the 3Rs song.

*Lời dẫn:*

From now on, we can be a green person by knowing exactly how to do 3Rs, please listen to the 3Rs song and then sing along.

*PRONUNCIATION OF /æ/ and /ɑ:/*

GV cho HS xem clip cách phát âm của 2 âm trên và hướng dẫn khẩu hình cho HS.

*Lời dẫn:*

There are 2 sounds in English which are /æ/ and /ɑ:/. They are often mispronounced by students, so today I will teach you how to pronounce these two sounds correctly.

But first, let's take a look at how a native speaker pronounces them.

**Bài tập 5**

After watching the clip, you now know how to pronounce them, let's practise together by listening and repeating the following words.

**Pronunciation**

*/ɑ:/ and /æ/*

**5** Listen and repeat. Pay attention to how the underlined part is pronounced.

fast had bag plastic glass  
apple dance answer activity afternoon

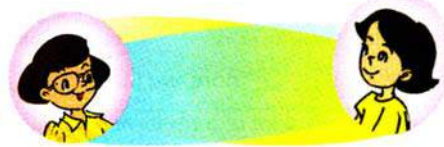
**6** Listen again and put the words in the correct column.

/ɑ:/	/æ/

**4** Listen to the 'Three Rs' song, and then sing along.

Reduce, reuse, recycle  
Recycle, recycle  
Reduce, reuse, recycle  
It's so so simple  
Just reduce the noise  
And reuse old bottles  
Recycle broken glass  
It's so so simple

**7** Read the conversation. Write /ɑ:/ or /æ/ below each underlined letter.



**Vy:** What do these three Rs stand for, Mi?  
**Mi:** They stand for reduce, reuse and recycle.  
**Vy:** Our class is organising a writing contest. We have to write about the environment.  
**Mi:** I see. Why don't you write about the three Rs?  
**Vy:** That's a good idea. I will ask my father for ideas.  
**Mi:** Yes. He works at the Green Company, so he'll give you a lot of information.

**8** Listen to the conversation and check your answers. Practise the conversation with a classmate.

## Bài tập 6

*The words above include both sounds, now I would like you to distinguish them by putting words in the correct column to see if you are sure about that or not.*

## Bài tập 7 - 8

GV cho HS làm việc đôi, đọc đoạn hội thoại, rồi viết 2 âm bên dưới các từ. Sau đó cho HS nghe lại để check và thực hành đoạn hội thoại lần nữa.

*We have just listened to how speakers pronounce these words, now you yourselves have to decide which sounds belong to which words. Let's work in pairs and identify yourselves before listening again and practise with your partners.*

## Homework (2 minutes)

- Practise saying words that have sounds /æ/ and /ɑ:/.
- Sing 3Rs song at home.

-----

## Trình bày bảng

Unit 11 - Our greener world

Lesson 2 – A closer look 1

### I. Kim's game

### II. New words

### III. Practice

PRONUNCIATION

### IV. Homework

# Giáo án 3: Unit 11: Our greener world

## LESSON 3: A CLOSER LOOK 2

### I. Objectives:

By the end of the lesson, students can:

- use the lexical terms related to the topic 'Our greener world'
- use conditional sentences - type 1 to talk about how to save the environment

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up ( 3 to 5 minutes):

##### Phương án 1: Small interview

GV hỏi HS một số câu hỏi liên quan đến chủ đề.

##### Lời dẫn:

- We have recently talked a lot about how to save the environment. However, I am still worried that maybe some of us here sometimes do some bad things to the environment.

- So after these lessons, can you tell me what you have done which is not good to the environment?

##### Phương án 2: Chơi trò Pelmanism

##### Luật chơi:

- GV cho 12 số, 6 động từ và 6 danh từ.
- Hai đội lần lượt cử thành viên chọn hai số, nếu hai số đó là một cặp động từ và danh từ đi với nhau, đội đó được 1 điểm và được quyền lật 1 đôi kế tiếp.
- Đội nào lật được nhiều cặp hơn, đội đó thắng cuộc.

##### Lời dẫn:

- Let's play the game Pelmanism.

- I have 12 numbers on the screen, 6 verbs and 6 nouns.

- Which team opening more pairs of verbs that goes with nouns is the winner.

##### Hoạt động 2: Grammar Conditional sentences - type 1 (18 minutes)

GV cho HS nghe lại đoạn hội thoại để elicit câu điều kiện loại 1.

## Grammar

### Conditional sentences - type 1

- 1** Listen again to part of the conversation from *Getting Started*. Pay attention to the conditional sentences - type 1.

**Nick:** Yes, I do. It's better than a plastic one because it's made of natural materials.  
If we all use this kind of bag, we'll help the environment.

**Mi:** I see. I'll buy a bag for my mum. Where can I buy it?

**Nick:** They sell a lot of these bags at the check-out.

**Mi:** Thanks. Are they expensive?

**Nick:** Not at all. By the way, you're also 'green'. You're cycling.

**Mi:** You're right. If more people cycle, there will be less air pollution. Right?



The conditional sentences - type 1 describes a thing which is possible and likely to happen in the present or the future.

If + subject + V (present simple),  
If-clause

subject + will/won't + V (base form)  
main clause

Example: If you use less paper, you will save a lot of trees.

### Watch out!

The main clause can come before or after the if-clause.



**Lời dẫn:**

- Now I would like you to listen to a part of the conversation between Nick and Mi again.
- Tell me, what does Mi say about people's cycling?
- Yes, correct. Mi says: 'If more people cycle, there will be less air pollution.'
- What type of statement is it?
- True, it is conditional type 1.

GV cho HS viết cấu trúc điều kiện loại 1 vào vở và check.

Meaning, Use, Pronunciation

**Bài tập 2**

GV cho HS làm cá nhân sau đó chữa với bạn bên cạnh và GV chữa sau cùng.

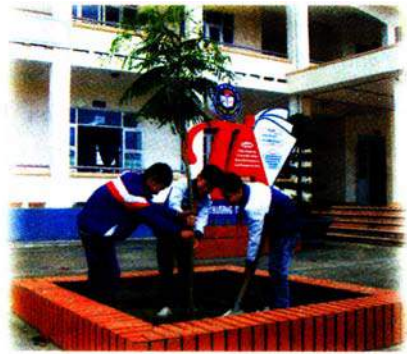
GV cũng có thể gọi 5 bạn lên viết từng câu lên bảng và chữa trước lớp.

**Lời dẫn:**

To help you learn more ways to save the environment, let's do exercise 2 individually then check with your partner.

**2 Write the correct form of each verb in brackets.**

1. If it (be) \_\_\_\_\_ sunny next week, we (plant) \_\_\_\_\_ the vegetables.
2. If we (recycle) \_\_\_\_\_ more, we (help) \_\_\_\_\_ our Earth.
3. We (save) \_\_\_\_\_ a lot of trees if we (not waste) \_\_\_\_\_ so much paper.
4. More people (have) \_\_\_\_\_ fresh water if we only (use) \_\_\_\_\_ the water we need.
5. If the river (not be) \_\_\_\_\_ dirty, there (be) \_\_\_\_\_ more fish.



**Key:**

- |                   |                          |                           |
|-------------------|--------------------------|---------------------------|
| 1. is; will plant | 2. recycle; will help    | 3. will save; don't waste |
| 4. will have; use | 5. isn't/is not; will be |                           |

**Bài tập 3**

GV cho HS làm cá nhân và check với bạn bên cạnh.

**Lời dẫn:**

To be an expert in saving the environment, let's do exercise 3 by matching an if clause with a main clause. I would like you to work individually in two minutes then you can swap your answers with the person sitting next to you.

**3 Match an if-clause in column A with a suitable main clause in column B.**

A	B
1. If people have a shower instead of a bath,	a. you'll remember the answer.
2. If she likes this 'green' shopping bag,	b. the air won't be so polluted.
3. If we plant more trees,	c. they will save a lot of water.
4. If you are patient,	d. what will you do?
5. If you see someone throw rubbish on the road,	e. I'll buy one for her.

**Key:**

1. c

2. e

3. b

4. a

5. d

Với HS lớp khá giỏi, GV có thể cho HS mệnh đề if, và HS sẽ đưa ra mệnh đề chính.

**Bài tập 4**

GV cho HS làm việc đôi một bạn đưa ra mệnh đề if, một bạn đưa ra mệnh đề chính.

GV khuyến khích HS có thể đưa ra 2, 3 mệnh đề chính khác nhau.

*Lời dẫn:*

Main clause and if clause must be connected correctly so now I will give you if clause and main clause to see if you can connect them right or not.

**Key:**

**4** If necessary, T can combine the first pair of sentences as an example. Have Ss do this exercise in pairs. Ask some Ss to write their sentences on the board. Ask for feedback from other Ss. Confirm the correct answers.

1. If we pollute the air, we will have breathing problems.
2. If people pollute the water, a lot of fish will die.
3. If we cut down trees in the forest, there will be more floods.
4. If the soil is polluted, plants will die.
5. If there is noise pollution, people and animals will have hearing problems.

**Bài tập 5**

GV cho HS làm việc nhóm 4 và viết vào poster mệnh đề chính.

GV cho HS treo lên bảng và để các nhóm khác nhận xét.

GV chữa lỗi (nếu có).

*Lời dẫn:*

*Now it's time we contribute in saving the environment by doing small things every day.*

*I would like you to work in group of 4, write as many main clauses as you can for the following if sentences.*

*Then I want the other groups to give comments on your friends' work.*

**Key:**

**5** Ss do this exercise individually, then compare their sentences with a classmate. Call on some Ss to write their sentences on the board. Ask other Ss for comments. Correct any mistakes. Here are the suggested sentences:

1. If you walk to school, you will help reduce air pollution.
2. If you use recycled paper, you will save trees.
3. If the Earth becomes hotter, the sea level will rise.
4. If parents teach their children about the three Rs, children will help the environment.
5. If you want to save a lot of electricity, you will have to turn off all the lights before going out.

**4** Combine each pair of sentences below to make a conditional sentence - type 1.

1. We pollute the air. We have breathing problems.
2. People pollute the water. A lot of fish die.
3. We cut down trees in the forest. There are more floods.
4. The soil is polluted. Plants die.
5. There is noise pollution. People and animals have hearing problems.

**5** Use your own ideas to complete the sentences below. Share your sentences with a classmate. Do you have the same sentences?

1. If you walk to school, \_\_\_\_\_  
\_\_\_\_\_.
2. If you use recycled paper, \_\_\_\_\_  
\_\_\_\_\_.
3. If the Earth becomes hotter, \_\_\_\_\_  
\_\_\_\_\_.
4. If parents teach their children about the three Rs, \_\_\_\_\_  
\_\_\_\_\_.
5. If you want to save a lot of electricity, \_\_\_\_\_  
\_\_\_\_\_.

## Bài tập 6

GV chia lớp ra thành 2 nhóm lớn A và B.

Nhóm A viết các câu if.

Nhóm B viết các câu mệnh đề chính.

GV thu lại và bốc ngẫu nhiên, nếu câu nào phù hợp thì GV cho điểm.

Nếu câu nào chưa hợp lí hoặc hài hước, GV có thể đọc lên cho lớp nghe.

### Lời dẫn:

*I will divide the class into two groups A and B.*

*Each person in group A writes an if sentence on a piece of paper.*

*Each person in group B writes a main sentence on a piece of paper.*

*Then I will collect all.*

*After that, I match one piece in A with one piece in B randomly.*

*Who has the pair which matches will get a good mark.*

### Homework (2 minutes)

Write 10 *if sentences* at home about saving the environment.

-----

### Trình bày bảng

Unit 11 - Television

Lesson 3 – A closer look 2

#### I. Matching

#### II. Grammar

IF + PRESENT SIMPLE, S + WILL + V inf

#### III. Practice

#### IV. Homework

## 6 Fun matching



Work in two big groups, A and B.

Group A secretly write five *if*-clauses on a sheet of paper.

Group B secretly write five main clauses on another sheet of paper.

Match the *if*-clauses with the main clauses.

Do they match? Are there any funny sentences?





# Giáo án 4: Unit 11: Our greener world

## LESSON 4: COMMUNICATION

### I. Objectives:

By the end of the lesson, students can communicate with others on 3R topic, therefore discover how "green" they are and get to know more ways to practise 3R.

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (3 to 5 minutes):

#### Memory game

\*Rule: The class is divided into two teams: Leaf & Flower. Two teams have 1 minute to watch a video clip on 3R and have to memorize all the things reduced, reused and recycled in the clips. The team writing more right words in 30 seconds is the winner.

T and Ss check the work and decide the winner.

#### Hoạt động 2: Revision

T shows more images of the things which are reduced, reused, recycled around us and revise on the first conditional sentence.



Period 62: unit10 Lesson 3 read

reuse



reuse



RECYCLE



Bags

recycle



### III. Survey (36')

1, Pre-teach vocab

- to do a survey: /'sɜːveɪ/ (visual + asking question)
- to wrap: /ræp/ (mime)
- to be in need: /niːd/ (visual+ asking question).

## I. Vocabulary

1



to do a survey  
làm một cuộc khảo sát

2



gói

3



to be in need  
cần, có nhu cầu

T gets Ss to read the vocab chorally and individually.

\* Vocab check: Gap filling.

### 2. Set the scene



## 3Rs Club

### SURVEY

### How 'Green' Are You?

Answer the questions by choosing A, B, or C.

- If you find a beautiful old glass, you will ...
  - throw it away because you don't need it
  - decorate it to make a flower vase
  - use it to keep pencils in
- If you have a sheet of paper how often will you write on both sides?
  - Sometimes.
  - Never.
  - Always.
- When you finish a can of cola, you will ...
  - throw it on the road
  - put it in the recycling bin
  - throw it in the nearest bin
- If you bring your lunch to school, you will ...
  - take food wrapped in a lot of packaging
  - put the food in a reusable box
  - wrap the food in a plastic bag
- If you have a lot of old clothes, how often will you give them to those in need?
  - Sometimes.
  - Never.
  - Always.
- If it is hot in your room, you will ...
  - open the fridge and stand in front of it
  - go outside and enjoy the breeze
  - turn on both the fan and the air conditioner
- When you go out of the bedroom, you will ...
  - turn off your computer and all the lights
  - turn off the lights
  - leave the computer and the lights on
- If you are invited to a birthday party one kilometre from your house, you will ...
  - walk there
  - ask your parent to drive you there
  - cycle there

Now compare your answers with those on page 57 and count the points.

T shows 8 questions of the survey and asks Ss some questions:

- What is the name of the club?
- What is the name of the survey?
- How many questions are there in this survey?
- How do you understand the word "green" here?

### 3. Answer the questions.

- T asks Ss to read 8 questions aloud.

Then T asks Ss to answer 8 questions themselves. (T models with one or two Ss for the others to be clear of what they are going to do.)


For example:

T: If you find a beautiful old glass, you will

St A: I choose A: throw it away because I don't need it.

St B: I choose.....

Then, T checks Ss' answers for some questions; shows the points to Ss and asks Ss to count their points.

 **3Rs Club**  
**SURVEY**  
**How 'Green' Are You?**  
Answer the questions by choosing A, B, or C.

- 1. If you find a beautiful old glass, you will ...**  
A. throw it away because you don't need it  
B. decorate it to make a flower vase  
C. use it to keep pencils in
- 2. If you have a sheet of paper how often will you write on both sides?**  
A. Sometimes.  
B. Never.  
C. Always.
- 3. When you finish a can of cola, you will ...**  
A. throw it on the road  
B. put it in the recycling bin  
C. throw it in the nearest bin
- 4. If you bring your lunch to school, you will ....**  
A. take food wrapped in a lot of packaging  
B. put the food in a reusable box  
C. wrap the food in a plastic bag
- 5. If you have a lot of old clothes, how often will you give them to those in need?**  
A. Sometimes.  
B. Never.  
C. Always.
- 6. If it is hot in your room, you will ...**  
A. open the fridge and stand in front of it  
B. go outside and enjoy the breeze  
C. turn on both the fan and the air conditioner
- 7. When you go out of the bedroom, you will ...**  
A. turn off your computer and all the lights  
B. turn off the lights  
C. leave the computer and the lights on
- 8. If you are invited to a birthday party one kilometre from your house, you will ...**  
A. walk there  
B. ask your parent to drive you there  
C. cycle there

*Now compare your answers with those on page 57 and count the points.*

**Key:**



The graphic features a yellow banner with a dashed orange border. At the top center is a green recycling symbol followed by the text "3Rs Club" in a large, bold, blue font. Below this, the word "SURVEY" is written in a smaller, bold, blue font. The banner is divided into three columns of text. The first column is headed "Answers:" and lists eight questions (Q1-Q8) with their respective point values for options A, B, and C. The second column lists point ranges and corresponding feedback messages: "14 - 16 points: You're 'green!'", "10 - 14 points: Try to be 'greener!'", and "1 - 5 points: You aren't 'green' at all!". The background of the banner has faint, repeating "3Rs Club" text.

**Answers:**

Q1: A (0) B (2) C (2)	Q5: A (1) B (0) C (2)	14 - 16 points: <b>You're 'green!'</b>
Q2: A (1) B (0) C (2)	Q6: A (0) B (2) C (0)	10 - 14 points: <b>Try to be 'greener!'</b>
Q3: A (0) B (2) C (1)	Q7: A (2) B (1) C (0)	1 - 5 points: <b>You aren't 'green' at all!</b>
Q4: A (0) B (2) C (0)	Q8: A (2) B (0) C (2)	

**4. Interview classmates**

\_ T asks Ss to find a classmate to interview and find out how many different answers they've got.

T asks Ss to go back to their seat; then calls some pairs to go to the board and interview each other, then compare their points.

**5. Add questions to the survey**

T divides class into three groups: green, light green and red (basing on the points they got).

T asks for Ss' comments.

T asks other Ss to vote for the best 2 questions.

**6. Practice 3R: Recycling Fair and bidding**

Classmates buy 3R products (in form of bidding). The gained money will be used to help the children in need.

**IV. Homework( 2')**

1. Copy 8 questions into your notebooks.
  2. Add more questions to the survey.
- Practise doing 3R yourselves.

-----

**Trình bày bảng**

Unit 11 - Our greener world  
Lesson 4 – Communication

**I. Kim's Game**

**II. New words**

- to be in need
- survey
- wrap

**III. Do the survey**

**IV. Display your own products**

**V. Homework**

# Giáo án 5: Unit 11: Our greener world

## LESSON 5: SKILLS 1

### I. Objectives:

By the end of the lesson, students can:

- use the lexical items related to the topic 'Our greener world'
- read for specific information tips to become a green person
- talk about how to become 'greener'

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up ( 3 to 5 minutes):

##### Phương án 1: Small interview

GV hỏi HS những việc mà HS cho là mình cần phải cải thiện để trở nên 'xanh' hơn.

##### Lời dẫn:

- We have talked a lot about how to become a green one.

- However, sometimes, I am afraid that some of us here haven't been green yet.

- So can you tell me which bad habit do you still have in not being a green person?

- Ok, then after this lesson, you will be completely green because I am gonna give you some tips on becoming a green one.

##### Phương án 2: Revise the old lesson

##### Luật chơi:

GV cho HS match các câu ở cột A với cột B.

Đội nào match nhanh hơn đội đó thắng cuộc.

##### Lời dẫn:

- Last lesson we learnt Conditional sentences-type 1.

- Now, let's check if you remember how to use Conditional sentences - type 1 by matching sentences in A with sentences in B.

- Who matches correctly and faster will be the winner.

**A**

1. If she doesn't eat less,
2. If the river isn't dirty,
3. What will you do
4. If the air is clean,
5. Other people will be angry
6. If the soil is polluted,

**B**

- a. People will have less breathing problems.
- b. She will be fat.
- c. If you make loud noise.
- d. There will be more fish.
- e. Plants will not grow well.
- f. If you see someone throwing rubbish on the road?

#### Hoạt động 2: Comprehension Reading (20 minutes)

Elicit the reading.

GV cho HS xem các bức tranh về thực tại của môi trường, hỏi HS về thực trạng đó.

Tiếp theo GV hỏi HS cách khắc phục tình trạng đó bằng việc đưa ra các hành động theo ý kiến riêng của HS.

*Lời dẫn:*

*First, I would like you to look at those pictures.*

*What are they about?*

*Correct, they are facts about our environmental pollution nowadays.*

*Now, I would like you to look at each picture and tell me how to solve the problem.*

*Yes, we shouldn't throw rubbish into the water (river, lake, sea...)*

*We must not cut down trees so that we don't have to suffer from floods.*

*We must not release chemicals into the air so that we can breathe fresher air.*



GV cho HS đọc các bí quyết để trở nên xanh hơn và cho HS định vị các từ trong bài.

Now I would like you to read and locate the following words in the reading.

**Reading**

**Read the 3Rs Club poster about tips to become 'green'.**



**If you follow the tips below, you will become 'greener'.**

1. Talk to teachers at school about putting recycling bins in every classroom.
2. Reuse your plastic bags.
3. Use refillable pens and pencils.
4. Use reuseable water bottles instead of plastic ones.
5. Give last year's clothes to charity instead of throwing them away.
6. Swap your clothes with your friends or cousins.
7. Grow your own vegetables.
8. Turn the tap off when you brush your teeth or wash the dishes.
9. Walk more.
10. Find creative ways to reuse old items before throwing them away.

**1 Find these words or phrases in the text and underline them.**



GV cho HS đọc lại các từ đó để HS phát âm chính xác.

- charity /'tʃær.ɪ.ti/
- recycling /,ri:'saɪ.kɪŋg/
- creative /kri'eɪ.tɪv/
- swap /swɑ:p/
- reusable /ri'ju:zə.bəl/

**Bài tập 2**

*Lời dẫn:*

*We have just located the words in the reading.*

*Now, let's read it again to find out their meaning by doing matching in exercise 2.*

*I would like you to do it in pairs.*

- Ask Ss to work in groups to do this exercise.
- Ask Ss to match the words with their meaning.
- T can explain some new words if necessary.
- T observes and helps Ss when necessary.

**Bài tập 3**

**3 Answer the questions.**

1. What will you try to put in every classroom?
2. What can you do with your old clothes?
3. What kind of pens and pencils should you use?
4. How can you save water?
5. If you bring water bottles to a picnic, what type of bottles should you bring?

GV cho HS làm việc nhóm 4 trả lời câu hỏi.

*Lời dẫn*

*To get to know more about how to become a green person, I would like you to work in groups of 4 to answer the questions in exercise 3.*

**Key:**

1. Recycling bins.
2. Give them to charity or swap them with your friends or cousins.
3. Refillable ones.
4. Turn the tap off when brushing your teeth or washing the dishes.
5. Reusable water bottles.

**Hoạt động 3: Speaking (10 minutes)**

**Speaking**

**4 Work in groups.**

Do you think you can follow the tips for 'going green'? Discuss with your group and put the tips in order from the easiest to the most difficult.



Let Ss practise speaking with their group and put the tips in order from the easiest to most difficult.

- T explains the aim of the exercise.
- Ask Ss to work in group to read the 3Rs again and put them in order from the easiest to most difficult.
- Ask Ss to compare the answer with other groups.
- Ask Ss to add more tips to the list.
- T gives some idea.

(clean your school/clean the street/talk to other people about the importance to the environment's protection/ recycling the old paper, glasses...)

*Lời dẫn:*

*It is not easy to become a green person.*

*However, we can do it step by step.*

*So I would like you to work in group of 6, put the tips in the order from easiest to the most difficult.*

*Then I want you to do it daily from the easiest one first.*

**5 The last tip tells you to find creative ways to reuse items before throwing them away. Can you think of any creative ways to reuse:**

- a. old envelopes?
- b. used water bottles?
- c. used books?



## Bài tập 5

Bài này GV thực hiện các bước sau:

Bước 1: Phân nhóm 6.

Nhóm A: old envelopes

Nhóm B: used water bottles

Nhóm C: used books

Các thành viên trong nhóm thảo luận cách tái sử dụng vật dụng của nhóm mình một cách hiệu quả nhất.

Bước 2: Đặt tên các thành viên theo số 123.

Bước 3: Các thành viên có cùng số thành lập nhóm mới, lúc này mỗi nhóm đều có đủ 3 vật dụng đã được thảo luận cách tái sử dụng hiệu quả.

Các thành viên trong nhóm giới thiệu lại cho các bạn cùng nghe.

Thư ký nhóm tổng hợp lại viết lên poster cho cả lớp cùng theo dõi và nhận xét.

### Lời dẫn

*The last tip is the one that I think you can apply right away.*

*First work in group of 6, group A discusses how to reuse an old envelope, B how to reuse water bottles, C how to reuse books.*

*Now, let me number you 1, 2, 3.*

*All the 1st regroup will tell your new partners what you have discussed.*

*You do the same with number 2 and 3.*

*Now discuss, write it on a poster and hang around our class.*

## Hoạt động 4: Homework Giao bài tập cho tiết Project

### Lời dẫn:

*-After 5 lessons, you must be a real environmentalist.*

*- Please show that by doing the project at home.*

## Trình bày bảng

Unit 11 - Our greener world

Lesson 5 – Skills 1

### I. Matching

### II. Reading

### III. Speaking

### IV. Homework: Do 3Rs at home



# Giáo án 6: Unit 11: Our greener world

## LESSON 6: SKILLS 2

### I. Objectives:

By the end of the lesson, students can:

- listen to get specific information about way to make the school a 'green' place
- write a paragraph about ways to make the school a 'green' place

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (3 to 5 minutes):

#### Phương án 1: Brainstorming

## SKILLS 2

### Listening



**3Rs Club**

**A NEW PRESIDENT WANTED**

★ Are you creative?

★ Do you want our school to be a 'green' place?

★ What will you do if you become the president?

★ Raise your voice and become our president!!!

Before starting this lesson, Tell Ss that the 3Rs Club is looking for a new president. Quickly elicit the necessary qualities of the club president from Ss and write them on the board. Have Ss read the advertisement for this position. Ask them what they will do if they become the club president.

*Lời dẫn:*

*3Rs club is looking for a new student.*

*Now I would like you to brainstorm the necessary qualities of the club president.*

*Each person writes one quality only.*

#### Phương án 2: Who is faster?

GV đặt các câu hỏi với ba gợi ý. HS trả lời trong vòng 30 giây.

HS trả lời đúng trong 10 giây đầu tiên, được 30 điểm, 20 giây sau được 20 điểm, và 30 giây cuối được 10 điểm.

*Lời dẫn:*

*Let's play a game to warm up our day.*

*I have a question here with 3 clues.*

*You answer in 30 seconds.*

Give the correct answer with the 1st clue in 10 seconds, you got 30 points.

Give the correct answer with the 2nd clue in 20 seconds, you got 20 points.

Give the correct answer with the 3rd clue in 30 seconds, you got 10 points.

### Suggested questions:

What is this?

Clue 1: If we reduce using this, we will save our money.

Clue 2: It is something that we can not live without.

Clue 3: We drink this when we are thirsty.

→ Answer: WATER

What is this?

Clue 1: It is a household appliance.

Clue 2: If we reduce using this, we will save our money.



Clue 3: It helps light our house.

→ Answer: BULB

## Hoạt động 2: Listening (10 minutes)

### Bài tập 1

**1** The 3Rs Club is looking for a new president. Listen to two students talking about what they will do if they become the president of the club. Put the words or a number in each blank to complete the table.

Name	 Mi	 Nam
Class	(1) _____	(5) _____
Idea 1	Put a (2) _____ bin in every classroom	Encourage students to use the (6) _____
Idea 2	Buy energy- (3) _____	Have a (7) _____ group
Idea 3	Have (4) _____ fairs	Organize (8) _____ fairs

### LISTENING

Ss read the rubric of the first activity. Have Ss guess the word/ number to fill in each blank and write their guesses on the board. Play the recording and ask Ss to listen to check their guesses. Ss work in pairs to compare their answers before T plays the recording the second time for pairs to check their answers.

Ask for Ss' answers and write them on the board next to their guesses.

#### Lời dẫn:

- We have just written down the qualities of a good president for the 3Rs club.
- Now, let's listen to Mi and Nick, they want to be voted to be the President.
- What are they going to do for the club?
- First, I would like you to predict their ideas then listen and check if you are correct or not.

- Key:**            1. 6A                                    2. recycling                                    3. saving lights                                    4. book  
                          5. 6E                                    6. bus                                    7. gardening                                    8. uniform



**Audio script:**

**Mi:** I'm Mi from class 6A. If I become the president of the 3Rs Club, firstly, I'll talk to my friends about putting a recycling bin in every classroom. Then we can reuse or sell the things we have in these bins. Secondly, if we get a lot of money from selling these things, we'll buy energy-saving lights for every class. Finally, I'll organize a few book fairs. There, students can swap their used books.

**Nam:** I'm Nam from class 6E. If I become the president of the Club, I'll encourage the students to go to school by bus. It'll be fun and save the environment. Next, I will set up a gardening group. We can grow flowers in our school garden. Finally, I'll organize some uniform fairs. There, students can swap their used uniforms with younger or older students.

**Activity 2:**

- Ask Ss to read the statements in exercise 2 and write T or F at the end of statement without listening to the recording. If they have any difficulty doing this, play the recording again.
- Have Ss compare their answers in pairs before giving T the answer. Write Ss' answer on the board.
- Play the recording one last time confirm the answers for both exercises 1 and 2.

**Key**

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

**WRITING**

**Activity 3:**

**Writing**

**3 Interview a classmate. Ask him/her what three things he/she will do are if he/she becomes the president of the 3Rs club. Take notes below.**

Name .....

Idea 1 .....

Idea 2 .....

Idea 3 .....

GV cho HS đọc Study skill. Sau đó giải thích cách dùng của liên từ chỉ sự kết nối theo chuỗi qua việc nhắc lại ý tưởng của Mi và Nick ở bài nghe.

Sau đó GV cho HS làm việc đôi, phỏng vấn về ba điều bạn mình sẽ làm khi trở thành chủ tịch câu lạc bộ.

Yêu cầu HS mở rộng ý tưởng bằng việc giải thích và đưa ra ví dụ.

*Lời dẫn:*

- *First, I would like you to read the study skills box.*
- *It is the use of connectors to show sequence.*
- *You can see Mi and Nick have used these connectors when showing their ideas.*
- *Then I want you to work in pairs and interview each other to find out the three things you will do if you become the club president. Remember to make notes about each other's ideas.*
- *Don't forget to expand your ideas by explaining the idea and or giving examples.*

**Activity 4:**

**4 Write about your classmate's ideas in 3. Do you think your classmate will be a good club president?**

1. His/her name and class
2. Idea 1 + explanation/examples
3. Idea 2 + explanation/examples
4. Idea 3 + explanation/examples
5. Will he/she be a good club president?

.....

.....

.....

.....

**Study Skill - Writing!**  
 Connectors are phrases or words used to link one idea to another. There are many kinds of connectors. *Firstly, secondly, next, then, finally, etc.,* are used to show a sequence.

- Ask Ss to work in groups and choose the three best ideas to write about. Give each group a large piece of paper to write their paragraph.

- Ask one or two groups to stick their products on the board. Other Ss and T give comments. Ss copy their group's into their notebooks and revise as homework.

### **Homework**

Redo your writing at home

### **Trình bày bảng**

Unit 11 - Our greener world

Lesson 6 – Skills 2

#### **I. Who is faster?**

#### **II. Listening**

#### **III. Writing**

Write about ideas when you become the 3Rs club president.

#### **IV. Homework**

# Giáo án 7: Unit 11: Our greener world

## LESSON 7: LOOKING BACK - PROJECT

### I. Objectives:

- Pronounce the sounds /a/ and /æ /correctly in isolation and in context
- Use the lexical items related to the topic 'our greener world'
- Use conditional sentences-type 1 correctly and appropriately
- Talk about way to 'go green'
- Read for specific information about tips on how to be 'green'
- Listen to get specific information about way to make the school a 'green' place
- Write a paragraph about ways to make the school a 'green' place

### II. Procedures: Các bước tiến hành

Đây là bài tổng hợp lại toàn bộ các từ vựng, ngữ pháp, kiến thức mà HS đã được học trong 6 bài trước đó. Vì vậy GV khuyến khích HS làm việc cá nhân, để tự đánh giá xem mình đã lĩnh hội được toàn bộ kiến thức đã học hay chưa. Từ đó, cải thiện những gì HS còn chưa nắm vững.

GV yêu cầu HS không mở sách hoặc vở khi làm các bài tập trong tiết học này.

Do vậy toàn bộ phần Looking back, HS sẽ làm việc cá nhân trên lớp. Nếu gặp khó khăn, HS có thể hỏi bạn bên cạnh hoặc thầy, cô giáo.

Hoạt động 1: Looking back (15 to 20 minutes)

#### Lời dẫn:

- We have nearly reached our destination guys, as this is our last lesson of this Unit. So I would like you to work individually almost the time to do all the exercises in Looking back part.

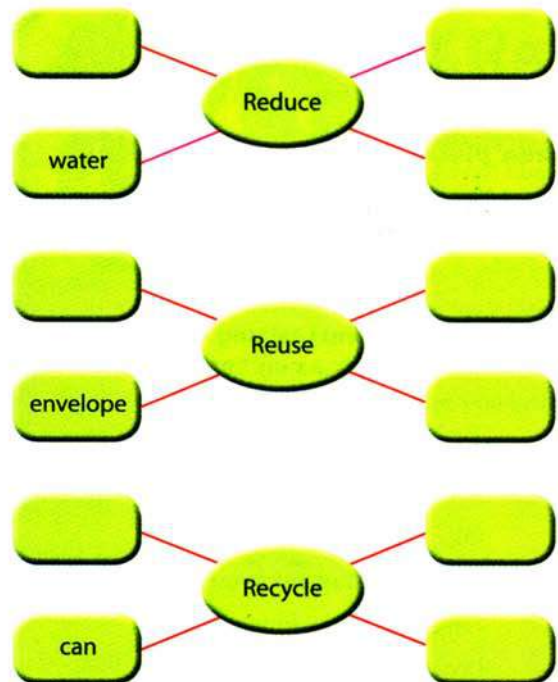
- If you have any difficulties, don't hesitate to ask your teacher to help you. However, before doing that, I would really want you to try not to refer back to the 6 previous lessons. Is that ok?

- Now, time is yours. Let's finish all the exercises individually.

## LOOKING BACK

### Vocabulary

1 Add more words to the word webs below.



2 In pairs, ask and answer questions about the 3Rs.

#### Example:

A: Can we reduce water use?

B: Yes, we can.

A: How?

B: Don't take a bath.

3 a. Complete the words or phrases.

1. d \_ \_ r \_ \_ a \_ \_ \_
2. a \_ \_ pollution
3. \_ \_ t \_ \_ pollution
4. n \_ \_ \_ e pollution
5. \_ o \_ \_ pollution

b. Match each word or phrase from a with an effect below to make a sentence.

- a. makes fish die
- b. makes animals' homes disappear
- c. causes sleeping problems
- d. causes lack of food
- e. makes the Earth warmer

## Grammar

### 4 Write the correct form of each verb in brackets.

- If the Earth (be) \_\_\_\_\_ warmer, the sea level (rise) \_\_\_\_\_.
- If the sea level (rise) \_\_\_\_\_, some countries (disappear) \_\_\_\_\_.
- If we (reduce) \_\_\_\_\_ soil pollution, we (have) \_\_\_\_\_ enough food to eat.
- If we (not have) \_\_\_\_\_ enough food, we (be) \_\_\_\_\_ hungry.
- If we (be) \_\_\_\_\_ hungry, we (be) \_\_\_\_\_ tired.

### 5 Combine each pair of sentences below to make a conditional sentence - type 1.

- Students recycle and use recycled materials. They save energy.
- We use the car all the time. We make the air dirty.
- You save electricity. You turn off your computer when you don't use it.
- People stop using so much energy. They want to save the environment.
- You see a used can in the road. What will you do?

## Communication

### 6 Work in groups. Interview three classmates and note down their answers. Share their answers with the class.

	What will you do if you have some used plastic bottles at home?	If you want to save electricity at home, what will you do?	If you want to reduce rubbish at home, what will you do?
Student A			
Student B			
Student C			

Finished! Now you can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>• use words related to the environment</li> <li>• name environmental problems and their effects</li> <li>• talk about possibilities, using conditional sentences - type 1</li> <li>• talk about ways to 'go green'</li> </ul>			

## Vocabulary

- Ss do this activity individually then compare their answers with a partner. Ask three Ss to go to the board, each writing a word web on the board. Elicit other words from Ss to add to the webs.



- Following the example in the book Ss work in pairs to ask and answer questions about the 3Rs. Call on some pairs to act out their dialogues. Comment on Ss' performance.
- Ss do this exercise individually then compare their answers with a partner. Check Ss' answers. If there is time, Ss should write out complete sentences in their notebooks.

### Key:

1. deforestation    2. air pollution    3. water pollution    4. noise pollution    5. soil pollution  
 1. b    2. e    3. a    4. c    5. d

T may ask some Ss to read out the whole sentences.

## Grammar

- Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers and write them on the board.

- Key:** 1. is; will rise    2. rises; will disappear    3. reduce; will have  
 4. don't have; will be    5. are; will be

5 Ss do this exercise individually then compare their answers with a partner. Some Ss write their answers on the board. Give feedback.

1. If students recycle and use recycled materials, they will save energy.
2. If we use the car all the time, we will make the air dirty.
3. You will save electricity if you turn off your computer when you don't use it.
4. People will stop using so much energy if they want to save the environment.
5. If you see a used can on the road, what will you do?

### Communication

6 Ss work in groups of four. One student interviews the other three group members and notes down their answers. Ask some Ss to report the results to the class.

### Finished!

Ask Ss to complete the self-assessment. Identify any difficulties/ weak areas and provide further practice.

## Hoạt động 2: Project (20 to 25 minutes)

### PROJECT

Look at the pictures. What can you see in each picture? What did people use to make the things in the pictures?

Now work in groups or in pairs to complete the project.

- Choose something used (a bottle, a can, a sheet of paper, etc.).
- Make something new from it and decorate it.
- Bring your product to class.
- 'Show and tell' your classmates about what you made.



Phần Project này GV đã giao cho các nhóm làm việc từ bài Skills 1, vì vậy tiết này, các cá nhân và nhóm sẽ trình bày các sản phẩm tái chế hoặc tái sử dụng của mình:

- Họ đã dùng vật liệu như thế nào để làm nó.

- Tác dụng của những vật dụng đó trong đời sống.

GV có thể tổ chức một buổi đấu giá các sản phẩm 3Rs và quyên góp tiền giúp trẻ em khó khăn bằng việc cho HS bán những sản phẩm đã làm.

#### *Lời dẫn:*

*- In two sessions before, I gave you the assignment of doing 3Rs at home and now it is time to show your products.*

*- We will have a 3Rs display.*

*- Show me how you have done it and tell me how you will use it in the future.*

*- After that, you will sell your products to your classmates and the money we get will donate to the poor children.*

*- You must be happy now as you can contribute something to help other people.*

### **Hoạt động 3: Homework**

GV có thể giao thêm bài tập cho HS trong sách bài tập.

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### **Trình bày bảng**

Unit 11 - Our greener world

Lesson 7 - Looking back - Project

#### **I. Looking back**

- Vocabulary

- Grammar

#### **II. Project: Display your 3Rs products**

#### **III. Homework**



# Giáo án 1: Unit 12: Robots

## LESSON1: GETTING STARTED

### Robots and their work

#### I. Objectives:

By the end of the lesson, students can

- + use the lexical items related to the topic 'Robots'
- + use 'can' to talk about ability in the present

#### II. Procedures:

##### Hoạt động 1: Warm up (5 minutes):

Để dẫn dắt học sinh vào nội dung bài học, giáo viên có thể lựa chọn các phương án sau để cho học sinh hoạt động:

##### Phương án 1: Chơi trò chơi 'Lucky Numbers'

- In Unit 11, you have already learnt about 'Our Greener World'. Do you think you are 'green' enough?
- Let's try this game, "Lucky Numbers". I would like to check how much you know about our environment and all the good things you can do for our environment.
- We have two teams as usual, A and B. The member of each team, in turns, chooses the number in one of the boxes and gives the answer to each question. Remember, one correct answer gives you one point. And if you can get a lucky number, you can get one point without having to answer any questions.
- Are you ready to play the game now? Let's start.

1	2	3	4	5	6	7	8
M	A	C	H	I	N	E	S

1. What does this symbol mean?	1. 'Recycle'.
2. Which kind of pollution makes plants die?	2. Soil pollution.
3. Which bags should people use for shopping?	3. Reusable bags.
4. Name at least 5 things you can reuse.	4. Plastic bag, glass, plastic bottle, can, paper, bulb, water, clothes, envelop, carton box, etc.
5. Name at least 5 things you can reduce.	5. Rubbish, plastic bag, noise, plastic bottle, paper, water, electricity, gas, etc.
6. What kind of pens and pencils should you use?	6. Refillable ones.
7. How can you save water?	7. Turn the tap off when brushing my teeth or washing the dishes.
8. Lucky Number	

- What word do we have on the screen now? (Machines)
- Yes, in this unit, we'll talk about very special machines which can move and do some of the work of a person. Can you guess what they are?
- Great. They're robots, and the topic of this unit is "Robots".

## Phương án 2: Chơi trò chơi 'Hangman/ Shark Attack'

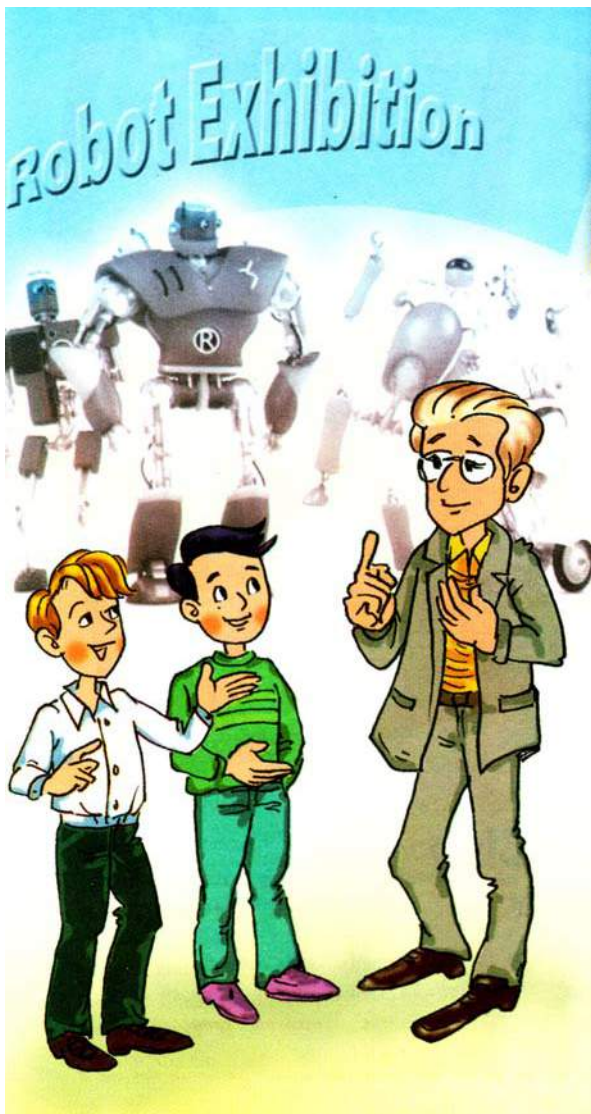
### EXHIBITION

- What does this word mean?
- Well, that's right. "Exhibition" is a collection of things that are shown to the public.

Have you ever been to an exhibition before?  
What do you usually see in an exhibition?

### Hoạt động 2: Elicit the dialogue (13 - 15 minutes)

- Look at the picture. Where are Nick and Phong?  
(They are at a robot exhibition.)
- What can you see from the exhibition? (A lot of robots)
- Who are they talking to? (A man)
- Can you guess his job? (A robot expert)



- So what are they talking about? Listen to the conversation between Nick and Phong to find more about this.

### 1 Listen and read.

- Nick:** Good morning Dr Alex, can you tell us something about robots, please?
- Dr Alex:** Yes, of course.
- Nick:** What do you think about the role of robots in the past?
- Dr Alex:** Well, in the past they had a minor role. They could only do very simple things.
- Phong:** What can they do now?
- Dr Alex:** Now they can do quite a lot. Home robots can do the housework. Doctor robots can help sick people.
- Phong:** Can they build a house?
- Dr Alex:** Yes, they can. Worker robots can even build big buildings.
- Nick:** Can they teach?
- Dr Alex:** Yes, teaching robots can teach in classes.
- Nick:** What do you think robots will be able to do in the future?
- Dr Alex:** Well, I think they will play a very important role. They will be able to do many things like humans.
- Phong:** Will they be able to talk to us?
- Dr Alex:** Sure they will. But they won't be able to do things like playing football or driving a car.

GV cho HS nghe 2 lần bài hội thoại, gọi một hoặc hai cặp HS luyện tập lại bài hội thoại và sau đó cho HS làm bài tập 1a, 1b.

### Read the conversation again. Answer the following questions.

1. What could robots do in the past?
2. Can robots teach?
3. What will robots be able to do in the future?
4. Will robots be able to play football or drive a car?

### Key:

1. They could only do very simple things.
2. Yes, they can.
3. They will be able to do many things like humans.
4. No, they won't.

- Well, you can see that robots can do many things. Dr Alex talks about 4 types of robots. What are they?

**b** Find the four types of robots in the conversation. Write them under the correct pictures below.



1. ....



2. ....



3. ....



4. ....

**Key:**

1. teaching robots      2. worker robots  
3. doctor robots      4. home robots

**Hoạt động 3: Teach vocabulary on everyday activities (12 minutes)**

- What does Dr Alex think robots will be able to do in the future?

- Yes, they will be able to do many things like humans. Now I'm going to give you some vocabulary on everyday activities that robots may help people.

**New words:**

1. (to) cut the hedge /hedʒ/ (visual)
2. (to) do the laundry /'lɔ:ndri/ (visual)
3. (to) make the bed (visual)

- Now you can test your new words with this matching exercise: Exercise 2, p. 59, Textbook.

**2** Match the activities with the pictures. Then listen, check and repeat the phrases.

- a. cut the hedge      c. do the laundry  
b. do the dishes      d. make the bed



1. ....



2. ....



3. ....



4. ....

**Key:**

1. c      2. d      3. a      4. b  
- And here is a game in order to check your new words again. Let's do Exercise 3, p. 59, Textbook.

**3 Game: Miming**

**Work in groups. A student mimes one of the activities in 2 and the others try to guess. Then swap.**

**Example:**

- A: What am I doing?  
B: You're doing the dishes.  
A: Yes, that's right./ No, try again.

**Hoạt động 4: Practise 'can'/'can't' (12 minutes)**

- These are some activities you can do at home to help your parents. What about home robots? What does Dr Alex tell about home robots?

- Yes, they can do the housework. (GV viết mẫu câu với 'can' lên bảng).

**Remember!**  
We use *can* to talk about ability in the present.

- + What does 'can' mean?
- + What is the negative form of 'can'? ('can't')
- + When do we use 'can'? (to talk about ability in the present)
- + Which verb is used with 'can' or 'can't'? (an infinitive without 'to')
- Now tell about your ability. Let's do Exercise 4, p. 59, Textbook.

**4** Look at the pictures. Tell your partner what you *can* or *can't* do now.



play football



climb a mountain



play the guitar



sing an English song

**Example:**

I can play football. ...

Can you think of more?

- And now move around the class to find out more about your classmates' abilities.

**5** **Class survey.**  
Go around the class asking these questions.  
**Find out:**

- The sports or games that all people can play
- The sports or games that some people cannot play
- The sports or games that no one can play

Survey questions	Yes	No
1. Can you play table tennis?		
2. Can you do karate?		
3. Can you play chess?		
4. Can you do judo?		
5. Can you play badminton?		
6. Can you play computer games?		

### Kết bài (2 minutes)

- You have done a lot of activities today. Can you remember what you have learnt today?

- Minh, please!

- Yes, you are right, through the lesson you can improve your vocabulary on the topic "Robots". You can name a number of everyday activities and you can also use 'can' to talk about ability in the present.

- I think that's enough for today and here's your homework.

### Homework (2 minutes)

1. Revise the vocabulary.
2. Make a list of activities you can do.
3. Prepare for the next lesson.

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### Trình bày bảng

Unit 12 – Robots

Lesson 1 – Getting started – Robots and their work (p. 58, 59)

#### I. Lucky Numbers/ Shark Attack/ Hangman

#### II. Vocabulary: Everyday activities

1. (to) cut the hedge
2. (to) do the laundry
3. (to) make the bed

#### III. Grammar: Modal verb 'can'/'can't'

Home robots **can do** the housework.

#### IV. Homework

# Giáo án 2: Unit 12: Robots

## LESSON 2: A CLOSER LOOK 1

### I. Objectives:

By the end of the lesson, students can:

- + use words to name everyday activities
- + use 'could' to express past ability
- + practise pronouncing sounds /ɔɪ/ and /aʊ/ in isolation and in context.

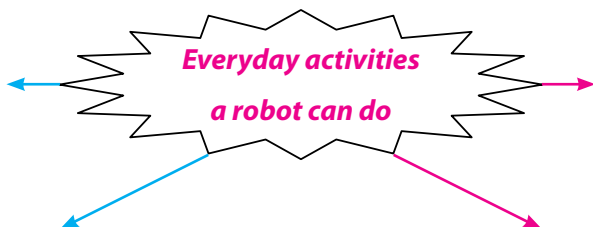
### II. Procedures:

#### Hoạt động 1: Warm up (5 minutes):

Để dẫn dắt học sinh vào nội dung bài học, giáo viên có thể lựa chọn các phương án sau để cho học sinh hoạt động:

#### Phương án 1: Chơi trò chơi "Board Race"

- Do you think robots can do everyday activities like humans?
- Now I divide our class into 2 teams, Blue and Red, and you're going to join the game "Board Race" together.
- When I say "Start", one member of each team tries to move as quickly as possible to the board and writes one activity you think a robot can do. After that, pass the chalk to another member in your team.
- In 2 minutes, the team with more correct answers will be the winner.



#### Phương án 2: Chơi trò chơi 'Chain Game'


- Before we start the lesson today, I'd like you to work in group of 8. Think about all everyday activities robots can do. The first student begins with 'Robots can walk.'
- The next one repeats 'Robots can walk' and adds your own sentence.
- Continue until the last student in your group repeats all the sentences and adds his/ her sentence.

## Hoạt động 2: Vocabulary on everyday activities (8 - 10 minutes)

- Well, do you know any other activities that a robot can do?
- I'm going to give you some more verbs and phrases. Are you ready?

### New words:

1. (to) recognise (explanation: to know who sb is and what sth is when you hear and see them, because you have seen or heard about them before)
  2. (to) lift (mime)
  3. (to) guard (synonym) = (to) protect
- So which words and phrases can go with these verbs to make meaningful phrases? Let's do Exercise 1, p. 60, Textbook:

 **1 Match the verbs in column A to the words/phrases in column B. Then listen, check and repeat the words/phrases.**

A	B
1. recognise	a. coffee
2. make	b. what someone says
3. understand	c. our faces
4. lift	d. the house
5. guard	e. heavy things

### Key:

1. c    2. a    3. b    4. e    5. d

- Can you add more words and phrases to make more meaningful phrases? Let's do Exercise 2, p. 60, Textbook:

### 2 Write another word/phrase for each verb.

Verb	Noun
guard	the factory
make	
understand	
lift	
recognise	

**- Suggested answers:**

- + guard the factory/ bank/ house/ palace
- + make coffee/ tea/ cocktail/ fruit juice
- + understand what someone says/ language/ emotions/ feelings
- + lift heavy things/ suitcases/ boxes/ patients (in hospitals)
- + recognize our faces/ objects/ emotions/ itself

**Hoạt động 3: Grammar – ‘could’ (15 minutes)**

- Well, do you think it will be so great if robots can make tea or coffee one day?
- What does Dr Alex say about robots in the past? (He says “They could only do very simple things.”)
- What modal verb is used in this sentence? (‘could’)
- Yes, let’s read the Grammar box, p. 60 in your book first.

GV dành thời gian khoảng 2 phút để HS đọc nội dung ghi nhớ trong SGK. GV giải thích thêm nếu cần thiết, sau đó đưa ra một số câu hỏi để chốt lại kiến thức trước khi cho HS làm bài luyện tập.

**Could**

**Affirmative**    I/you/he/she/it/we/they + **could** + base form  
*Example:* She *could* swim at the age of 7.

**Negative**        I/you/he/she/it/we/they + **could not/ couldn’t** + base form  
*Example:* He *couldn’t* read until he was 6.

**Interrogative**    **Could** + I/you/he/she/it/we/they + base form?  
*Example:* *Could* you ride a bike when you were in Year 5?

**Short answers:**  
**Yes, I/you/he/she/it/we/they + could.**  
**No, I/you/he/she/it/we/they + couldn’t.**

**We use *could* to talk about ability in the past.**

- + What does ‘could’ mean?
- + When do you use ‘could’?
- + Do I say, “She could swim” or “She could swims”?

...

- The sentences below are about past abilities. Can you put the words in the correct order to make meaningful sentences? Let’s do Exercise 3, p. 60 – Textbook.

**3 Put the words in the correct order.**

1. could/do sums/Mary/at the age of 7/.
2. read and write/you/Could/when you were 6/?
3. could/Robots/lift heavy things/some years ago/.
4. move easily/couldn’t/Robots/until recent years/.

**Key:**

1. Mary could do sums at the age of 7.
  2. Could you read and write when you were 6?
  3. Robots could lift heavy things some years ago.
  4. Robots couldn’t move easily until recent years.
- Ongaku is a famous robot in Japan. Look at the information from this box, asking and answering questions about what Ongaku could/ couldn’t do two years ago.

**4 Work in pairs. Read the information about the famous robot Ongaku. Ask and answer questions about what it *could/couldn’t* do two years ago.**

Skills of Ongaku two years ago	
lift heavy things	✓
make coffee	✗
recognise our faces	✗
guard the house	✗
understand what we say	✗

- Example:**  
**A:** Could Ongaku lift heavy things two years ago?  
**B:** Yes, it could.

- And what about you, yourself? Write about your abilities in the past. That’s Exercise 5, p. 60, Textbook.

**5 Write three things you could do and three things you couldn’t do when you were in primary school. Share your sentences with your partner.**

Hoạt động 4: Pronunciation of the sound /ɔɪ/ and /aʊ/ (14 minutes)

GV cho HS xem clip về khẩu hình của hai âm sau đó cho HS luyện tập phát âm sao cho chính xác bằng bài 6, 7 & 8:

**6** Listen and repeat. Pay attention to the sounds /ɔɪ/ and /aʊ/.

voice down around house boy  
toy noisy flower shout boil

Now, in pairs put the words in the correct column.

/ɔɪ/	/aʊ/

Key:

/ɔɪ/	/aʊ/
voice	down
boy	hose
toy	around
noisy	flower
boil	shout

**7** Listen to the sentences. Circle the word you hear.

- Did you put *oil/all* in the salad?
- I can see a *car/cow* over there.
- Ah/Ouch!* You've stepped on my toes.
- She took a *bar/bow* when she finished her song.



Key:

- Did you put oil in the salad?
- I can see a cow over there.
- Ouch! You've stepped on my toes.
- She took a bow when she finished her song.

**8** Listen and practise the chant. Notice the sounds /ɔɪ/ and /aʊ/.

### MY ROBOT TOY

I've got a robot toy, a robot toy  
He can jump up and down  
He's such a good boy, such a good boy  
He's the best toy in my house

I've got a robot toy, a robot toy  
He can speak clear and loud  
He's got a sweet voice, got a sweet voice  
He's the best toy in my house

### Homework (2 minutes)

- Learn the vocabulary by heart.
- Do Exercise A1, 2, 3 – B1 (p. 40 – Workbook)
- Prepare for the next lesson.

### Trình bày bảng

Unit 12 – Robots

Lesson 2 – A closer look 1 (p. 60, 61)

#### I. Board Race/ Chain Game

#### II. Vocabulary: Everyday activities

- (to) recognise
- (to) lift
- (to) guard = (to) protect

#### III. Grammar: could

Robots could only do very simple things.

#### IV. Pronunciation: /ɔɪ/ and /aʊ/

#### V. Homework

# Giáo án 3: Unit 12: Robots

## LESSON 3: A CLOSER LOOK 2

### I. Objectives:

By the end of the lesson, Ss will be able to use “could” and “will be able to” to express past and future ability.

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes):

##### Phương án 1: Chơi trò chơi “Bingo”

- Before we start the lesson today, I'd like you to play 'Bingo'.

+ Draw this table into your notebook.


+ Write the name of 9 activities which you think a robot can do into 9 squares of the box.

+ Listen to me and just call out “Bingo!” only if you have crossed off 3 squares in a row horizontally, vertically or diagonally.

+ The first student with a Bingo is the winner.

GV đọc các từ có trong phần từ vựng ở Lesson 1&2 và có thể bổ sung thêm một số từ khác: understand what someone says, sing a song, make coffee, run, make the bed, play the football, walk, guard the house, lift heavy things, dance, recognize our faces, do the laundry, do the dishes, speak English.

##### Phương án 2: Chơi trò chơi “Chain Game”

- Before we start the lesson today, I'd like you to work in group of 8. Think about the activities you could/ couldn't do when you were 5. The first student begins with 'When I was 5, I could ride a bicycle.'

- The next one repeats the previous sentence and then adds your own sentence.

- Continue until the last student in your group repeats all the sentences and adds his/ her sentence.

#### Hoạt động 2: Practice with 'will (not) be able

to' (15 - 18 minutes)

#### a. Elicit the model sentences

- Do you remember the conversation between Dr Alex and the two boys, Nick and Phong?

What does Dr Alex talk about robots in the future? (They will be able to do many things like humans.)

- Pay attention to the structure 'will be able to'. Do you know what it means and how to use it?

- Study the Remember box, p. 61, Textbook please.

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### Will be able to

We use **will be able to** to talk about ability in the future.

**Affirmative** I/you/he/she/it/we/they + **will be able to + base form**

*Example:* She **will be able to** ride a bike next year.

**Negative** I/you/he/she/it/we/they + **will not won't be able to + base form**

*Example:* He **won't be able to** read or write until he is 6.

**Interrogative** **Will + I/you/he/she/it/we/they + be able to + base form?**

*Example:* **Will robots be able to** talk to people in the future?

**Short answers:**

**Yes, I/you/he/she/it/we/they + will.**

**No, I/you/he/she/it/we/they + won't.**

+ When do we use it?

+ What does it mean?

+ How to use it?

+ ....



**b. Practice: Bài tập 1, 2, 3 (p. 61, 62)**

- The sentences below are about future robots' abilities. Can you put the words in the correct order to make meaningful sentences? Let's do Exercise 1, p. 61 – Textbook.

**1 Put the words in the correct order.**

1. will be able to/In 2030,/robots/do many things like humans/.
2. be able to/Will robots/talk to us then/?
3. won't be able to/Robots/play football/.
4. be able to/robots/Will/recognise our faces/?

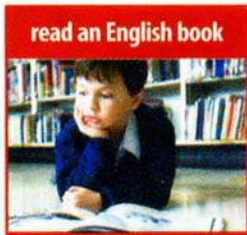
**Key:**

1. In 2030, robots will be able to do many things like humans.
2. Will robots be able to talk to us then?
3. Robots won't be able to play football.
4. Will robots be able to recognise our faces?

- And what about you, yourself? What do you think about your English in the future? Let's do Exercise 5, p. 61, Textbook.

**2 Will you be good at English when you are in Year 8?**

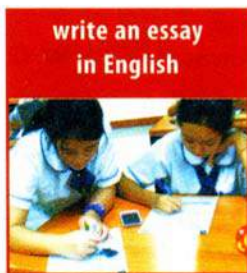
Look at the pictures and tick (✓) Yes or No. Then write what you think you *will* or *won't be able to do* when you are in Year 8.



Yes  No



Yes  No



Yes  No



Yes  No



Yes  No



Yes  No

**Example:**

I will/won't be able to read an English book when I am in Year 8.

- Now share your ideas with your partner.

**3 Work in pairs. Ask and answer the questions about the activities in 2. Tell the class about your partner.**

**Example:**

- A:** Will you be able to read an English book when you are in Year 8?  
**B:** Yes, I will. /No, I won't.

**Hoạt động 3: Practice with 'will (not) be able to/ can (not)/ could (not)' (18 – 20 minutes)**

- Now you have already studied the way to talk about past, present and future ability. Let's try Exercise 3&4, p. 62, Textbook. Do these exercises individually first, then pair-compare.

**4 Fill the gaps with can, can't, could, couldn't, will be able to or won't be able to.**

1. In the past, robots \_\_\_\_\_ teach in classes, but they can now.
2. Robots can't talk now. In 2030, they \_\_\_\_\_ talk to people.
3. Mr Van \_\_\_\_\_ run very fast when he was young. Now he \_\_\_\_\_.
4. In 2030, robots will be able to talk to us, but they \_\_\_\_\_ do more complicated things.
5. My little sister is very clever. She \_\_\_\_\_ already read some words.

**Key:**

1. couldn't
2. will be able to
3. could, can't
4. won't be able to
5. can

**5** Complete the sentences. Use *will be able to*, *can*, *could*, and the verbs from the box.

guard      make      recognise      do

- This robot \_\_\_\_\_ our faces when the scientists improve it.
- Home robots are more useful today – they \_\_\_\_\_ the bed.
- Even in the past, robots \_\_\_\_\_ the laundry.
- Now, robots \_\_\_\_\_ the house. When there's a problem, they send a message to our mobile.

**Key:**

- will be able to recognise      2. can make
- could do      4. can guard

- Look at the robot in this picture. What's its name?

- Right, it's Kitty. It's an intelligent robot. Work in pairs to talk about Kitty's past, present and future ability, using the information given in the box.

**6** Work in pairs. Look at the information from the table below and tell your partner what Kitty could do in the past, can do now and will be able to do in the future.

**Example:**

In the past, Kitty could lift heavy things. Now, it can lift heavy things. ...



Skills	Past	Now	Future
lift heavy things	✓	✓	✓
make coffee	x	✓	✓
guard our house	x	✓	✓
understand what we say	x	x	✓

**Homework (2 minutes)**

- Do Exercise B2 → 7 (p. 41, 42) – Workbook
- Prepare for the Project: My dream robot

**Trình bày bảng**

Unit 12 – Robots

Lesson 3 – A closer look 2

**I. Bingo/ Chain Game**

**II. Grammar:**

will (not) be able to + V

can (not) + V

could (not) + V

**III. Homework**

# Giáo án 4: Unit 12: Robots

## LESSON 4: COMMUNICATION

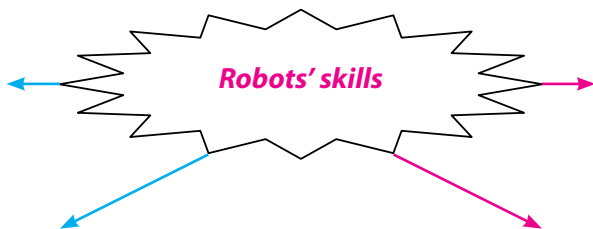
### I. Objectives:

By the end of the lesson, students can talk about robots' skills.

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes):

##### Chơi trò chơi 'Kim's Game'



- Shall we play a game before beginning our lesson today?

- OK. We have two teams: Blue and Red.

- Watch this video clip and try to remember all the robots' skills you can see. You mustn't take notes while watching this clip, of course. (Use your memory only).

- After that, in 2 minutes, the members of each team take turns to run to the board and write down the answers on the posters given. The team which has got more correct answers will be the winner.

- **Suggested answers:** walk, jump, go up, speak English, run, kick the ball, carry things, dance, play tennis, shake hands.

#### Hoạt động 2: Listening to three people talking about their robots (10 - 13 minutes):

- You are going to listen to three students around the world telling us about what skills they like their robots to have.

- These are some new words you should know before listening.

Extra vocabulary:

1. (to) comb /kəʊm/ (mime)
2. (to) bend over /bend 'əʊvə/ (mime)
3. (to) shout /ʃaʊt/ (mime)

- Before listening, look at these pictures. Can you guess what can their robots do?



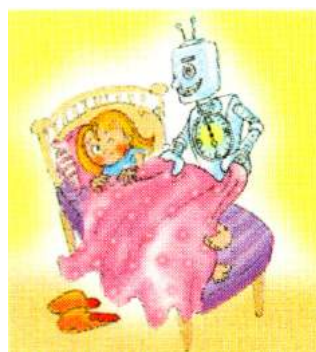
Tommy from Sydney, Australia



Linh Tran from Ha Noi, Viet Nam



Nubita from Tokyo, Japan



- Well, let's listen and check your answers right now.



**Firstly, Tommy from Sydney, Australia:** The robot I have can understand some (1)\_\_\_\_\_ I say. It can comb my hair and help me get dressed. However, it can't clean my (2)\_\_\_\_\_ because it can't bend over.



**Secondly, Linh Tran from Ha Noi, Viet Nam:** My (3)\_\_\_\_\_ robot was an alarm clock. It could wake me up every morning. It could shout "Wake up!". It could push me out of bed. It helped me get to (4)\_\_\_\_\_ on time.



**Finally, Nubita from Tokyo, Japan:** My future robot will be able to help me do the gardening. It will be able to (5)\_\_\_\_\_ the plants. It will be able to cut the hedge too.



### Audio script:

Welcome to 'Technology and You'. Today we ask our friends around the world to tell us about their robots.

**Firstly, Tommy from Sydney, Australia:** The robot I have now can understand some words I say. It can comb my hair and help me get dressed. However, it can't clean my shoes because it can't bend over!

**Secondly, Linh Tran from Ha Noi, Viet Nam:** My first robot was an alarm clock. It could wake me up every morning. It could shout "Wake up!". It could push me out of bed. It helped me to get to school on time.

**Finally, Nubita from Tokyo, Japan:** My future robot will be able to help me do the gardening. It will be able to water the plants. It will be able to cut the hedge too.

Tùy trình độ HS mà GV có thể cho các em nghe 1 lần, hay 2 lần và chốt lại đáp án đúng cho các em.

### Key:

1. words                      2. shoes                      3. first                      4. school                      5. water

### Hoạt động 3: Talking about robots' skills (24 - 26 minutes):

- And what about you, yourself? What skills do you want your robots to have? Work in group of 4 to find information about this.

**2 Interview three people about what skills they want their robots to have. Note their answers in the table below.**

Interviewee	What abilities does he/she want his/her robot to have?
1	
2	
3	

Now it's time for you to talk about your friends' robots. Who volunteers to present first?

- You have listened to many of your friends talking about the skills they want their robots to have. Do you have the same ideas?

Now think of a super robot which has all the good and perfect skills you want it to have. Let's play 'Chain game'.

The first student gives the first sentence, such as, 'My robot can understand some words I say'.

The next student repeats that sentence and adds one more idea.

Do the same with the next students.

The student who can remember the most ideas will be the winner and get mark 10 from me.

**Homework (2 minutes)**

Prepare for the project: My dream robot

**Trình bày bảng**

Unit 12 – Robots

Lesson 4 – Communication

**I. Kim's Game: Robots' skills**

**II. Extra vocabulary:**

1. (to) comb
2. (to) bend over
3. (to) shout

**III. Listening: Listen to 3 students talking about their robots' skills**

**IV. Speaking: Talk about robots' skills**

1. Interview
2. Chain Game

**IV. Homework:**

# Giáo án 5: Unit 12: Robots

## LESSON 5: SKILLS 1

### I. Objectives:

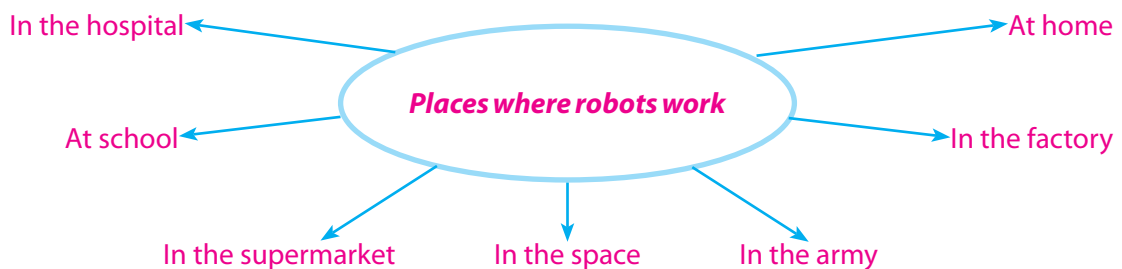
By the end of the lesson, students can:

- + read for specific information about types of robots and their abilities or skills
- + talk about different types of robots and what they will be able to do in the future

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes): Brainstorming/ Discussion

- We all know that different robots have different skills and abilities. So where can robots work? Can you give your ideas about this?



#### Hoạt động 2: Reading skill (20 - 23 minutes)

##### 2.1 Finding the meaning of the words from the context

- Well, robots can work in many different places and there are many types of robots. Now, you are going to read a news report on an international robot show in Ha Noi.

First, read the text, underline or highlight the following words/ phrases and find their meaning, please.

- 1 Find the following words/phrases in the text below. What do they mean?**

space robots      apart from      types  
space stations      planet

GV cho HS tìm và đoán các từ trên dựa vào ngữ cảnh của câu và đoạn văn. Tuy nhiên, với HS còn yếu về từ vựng, GV cần giải thích rõ nghĩa bằng tiếng Việt.

1. space robot /speɪs 'rəʊbɒt/ (n phrase)
2. space station /speɪs 'steɪʃn/ (n phrase)
3. planet /'plænit/ (n)
4. type /taɪp/ (n)

##### 2.2 Comprehension Questions

- In order to understand the text in details, read the text again and then work in pairs to answer the questions.

#### 2 Read the news report on the international robot show. Then, answer the questions.

Today there is an international robot show in Ha Noi. Many people are at the show. They can see many types of robots there.

Young people are interested in home robots. These robots can cook, make tea or coffee, clean the house, and do the laundry.

The children like to see teaching robots. These robots can help them study. Teaching robots can teach them English, literature, maths, and other subjects. They can help children improve their English pronunciation.

Other types of robots are also at the show. These robots can do many things. Worker robots can build our houses and buildings; doctor robots can help sick people; and space robots can build space stations on the Moon and other planets.

1. What show is on in Ha Noi now?
2. Who is interested in home robots?
3. Who likes to see teaching robots?
4. What other kinds of robots are there?

**Key:**

1. A robot show.
2. Young people are (interested in home robots).
3. The children like to see them.
4. There are worker robots, doctor robots, and space robots.

**2.3 Summary**

- There are many types of robots in this international robot show. Can you list the ability or skill of each robot?

**3 Read the text again and fill the table below.**

Types of robots	What they can do
Home robots	- can cook, ...
Teaching robots	
Worker robots	
Doctor robots	
Space robots	

**Key:**

Types of robots	What they can do
Home robots	cook, make tea or coffee, clean the house, and do the washing
Teaching robots	help children study; teach them English, literature, maths, and other subjects; help children improve their English pronunciation

Worker robots	build our houses, buildings
Doctor robots	help sick people
Space robots	build space stations on the Moon and other planets

**Hoạt động 3: Speaking (15 - 18 minutes)**

- What about your own opinions? What do you think each type of robot will be able to do in the future?

**4 Write what you think each type of robot will be able to do in the future.**

Types of robots	What they will be able to do in the future
Home robots	- They will be able to recognise our faces ....
Teaching robots	-
Worker robots	-
Doctor robots	-
Space robots	-

- Now share your ideas in groups of 4 or 6.

Với HS khá, giỏi, GV có thể cho HS luyện nói dưới hình thức 'Chain Game'. GV khuyến khích HS đưa thêm ý tưởng về những loại robot chưa được đề cập trong bài đọc.

**5 Work in groups. Take turns talking about types of robots and what they will be able to do in the future. Can you think of other types of robots?**

**Homework (2 minutes)**

1. Practise reading the text again.
2. Do Exercise C1, 2, 3 & D 1, 2, 3 (p. 42 → 45) – Workbook
3. Prepare for the project: My dream robot

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## **Trình bày bảng**

Unit 12 – Robots

Lesson 5 – Skills 1

### **I. Discussion**

### **II. Reading:**

*An international robot show in Ha Noi*

#### **2.1 Vocabulary**

1. space robot (n phrase)
2. space station (n phrase)
3. planet (n)
4. type (n)

#### **2.2 Comprehension Questions**

#### **2.3 Grid/ Summary**

### **III. Speaking:**

Types of robots and what they will be able to do in the future

### **IV. Homework**



# Giáo án 6: Unit 12: Robots

## LESSON 6: SKILLS 2

### I. Objectives:

By the end of the lesson, students can:

- + listen for specific information about different opinions of what robots will be able to do in the future
- + write opinions about the role of robots in the future

### II. Procedures: Các bước tiến hành

#### Hoạt động 1: Warm up (5 minutes):

##### Message Delivery

- Hey, guys. Would you like to have some fun before we start the lesson today?

- Yes, let's try this game "Message Delivery".

- I'll divide our class into two teams, A and B. Each team chooses 5 members standing in line in front of the board.

- I'm going to give the first member in each line a message. Read the message carefully and try to remember it in one minute. Take turns to whisper that message to the next member in line. Then the last member in each line moves to the board and writes down the messages again. Which team is faster and writes the correct answer will be the winner.

Message 1: Soon robots will be able to do all of our work and we will live more comfortably. (17 words)

Message 2: If robots do all of our work, we will have nothing to do and we will be lazier. (18 words)

#### Hoạt động 2: Listening skill (12 - 15 minutes)

- Well, look at the board and read these messages. Do you agree or disagree? Read other statements below:

#### 1 Do you agree or disagree with these statements?

Tick (✓) the boxes.

Agree Disagree

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. Soon robots will be able to do all of our work and we will live more comfortably. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Robots will be able to do dangerous work for us.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If robots do all of our work, we will have nothing to do.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Some people will use robots to do bad things.                                     | <input type="checkbox"/> | <input type="checkbox"/> |

- Share your ideas with your partner. How many of you have the same ideas? Do you have many other ideas?

- Now listen to the discussion of Phong, Vy, Mi and Duy. They are discussing what robots will be able to do in the future. Listen and find out which person says what.

- GV cho HS nghe từng phần như yêu cầu BT 2&3 SGK. Kết thúc mỗi phần nghe, GV gọi HS trình bày đáp án và chốt lại đáp án đúng. GV có thể cho HS nghe lại một số đoạn mà HS chưa rõ để chỉ ra đáp án đúng cho các em.

#### 2 Phong, Vy, Mi and Duy are working in a group. They are discussing what robots will be able to do in the future. Listen to their discussion and find out which person says what.

- We will live more comfortably in the near future.	1. Vy
- Robots will be able to do dangerous work for us.	2. _____
- If robots do all of our work, we will have nothing to do.	3. _____
- Robots will not be able to do all of our work.	4. _____
- Some people will use robots to do bad things.	5. _____

**Key:** 2. Duy                      3. Mi                      4. Phong                      5. Mi



**Audio script:**

**Phong:** Some people think in the near future robots will be able to do all of our work. What do you think about this, Vy?  
**Vy:** I agree. I think we will live comfortably then.  
**Phong:** What's your opinion, Duy?  
**Duy:** I agree with Vy. I think they will even be able to do dangerous work for us.  
**Phong:** What about you, Mi?  
**Mi:** I don't agree, Duy and Vy. I think if they do all of our work, we will have nothing to do.  
**Phong:** I agree with you, Mi. Robots won't be able to do all of our work.  
**Mi:** Yeah. I think we must be careful with robots because some people will use robots to do bad things.



**3 Listen again. Tick (✓) which statements are true or false.**

	True	False
1. Vy disagrees with the idea that in the near future robots will be able to do all of our work.	<input type="checkbox"/>	<input type="checkbox"/>
2. Duy agrees with the idea that we will live more comfortably in the near future.	<input type="checkbox"/>	<input type="checkbox"/>
3. Mi disagrees with Duy's and Vy's opinions.	<input type="checkbox"/>	<input type="checkbox"/>
4. Mi doesn't think we should be careful with robots.	<input type="checkbox"/>	<input type="checkbox"/>

**Key:**

1. F                      2. T                      3. T                      4. F

**Hoạt động 3: Writing skill (23 – 25 minutes)**

- From the listening, we all know that there are different opinions about both the good points and bad points of using robots.
- Now complete this paragraph to find out the reason why the writer doesn't agree with the idea that robots will be useful to us.

**4 Complete the paragraph with the phrases or sentences from the box.**

a. future robots will use too much power	b. Firstly, they will not be able to do complicated things like driving a car or using a computer
c. some people will use robots to do bad things	d. I do not think robots will be useful in our future

I do not agree with the idea that in the future robots will be useful to us. (1)\_\_\_\_\_. Secondly, if robots do all of our work, we will have nothing to do. Also, there will not be enough energy in the future because (2)\_\_\_\_\_. Finally, we must be careful because (3) \_\_\_\_\_. For these reasons, (4)\_\_\_\_\_.

**Key:**

- Who can read the passage again?
- Have a look at the form of the writing. Can you find out its organization?
- Form of expressing agreement and disagreement:

	Functions	Language
<b>1. Introduction/ Topic sentence</b>	lets the readers know the writer's point of view	I (dis)agree with the idea that...
<b>2. Series of argument</b>	- presents argument in a logical way - gives examples where possible	- Firstly, ..... - Secondly, ..... - Also, ..... - Finally, .....
<b>3. Conclusion</b>	sums up the argument	For these reasons, I (do not) think that ...

- Now apply this form of writing and the suggested ideas to finish your writing: Exercise 5, p. 65, Textbook.

**5 Write a paragraph to support the idea that robots will be very useful in the future. You can use some of these ideas or your own.**

- home robots will be able to do all of our housework
- teaching robots will be able to help children do their homework
- worker robots will be able to build houses in the air
- doctor robots will be able to help sick people
- space robots will be able to build space stations on many other planets
- robots will be able to do dangerous work for us

You can begin and end as follows:

I agree with the idea that in the future robots will be very useful to us. Firstly,

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

..... For these reasons, I think that robots will be useful in our future.

• HS có thể trao đổi bài viết sau khi đã hoàn thành để tự học hỏi và sửa lỗi.

• GV gọi một số HS khá đọc bài mẫu và rút kinh nghiệm, chữa lỗi sai trước cả lớp. GV có thể cho điểm một số bài viết tốt.

**Homework (2 minutes)**

1. Finish your writing in the notebook (if you don't have enough time in class).
2. Do Exercise E1, 2 (p. 46 – Workbook)
3. Revise the vocabulary to prepare for Looking back.
4. Finish the Project: My future appliance

**Trình bày bảng**

Unit 12 – Robots

Lesson 6 – Skills 2

**I. Revision**

**II. Listening:**

Discussion of what robots will be able to do in the future.

**III. Writing :**

Supporting the idea that robots will be very useful in the future.

**IV. Homework**

# Giáo án 7: Unit 12: Robots

## LESSON 7: LOOKING BACK - PROJECT

### I. Objectives:

By the end of the lesson, students can:

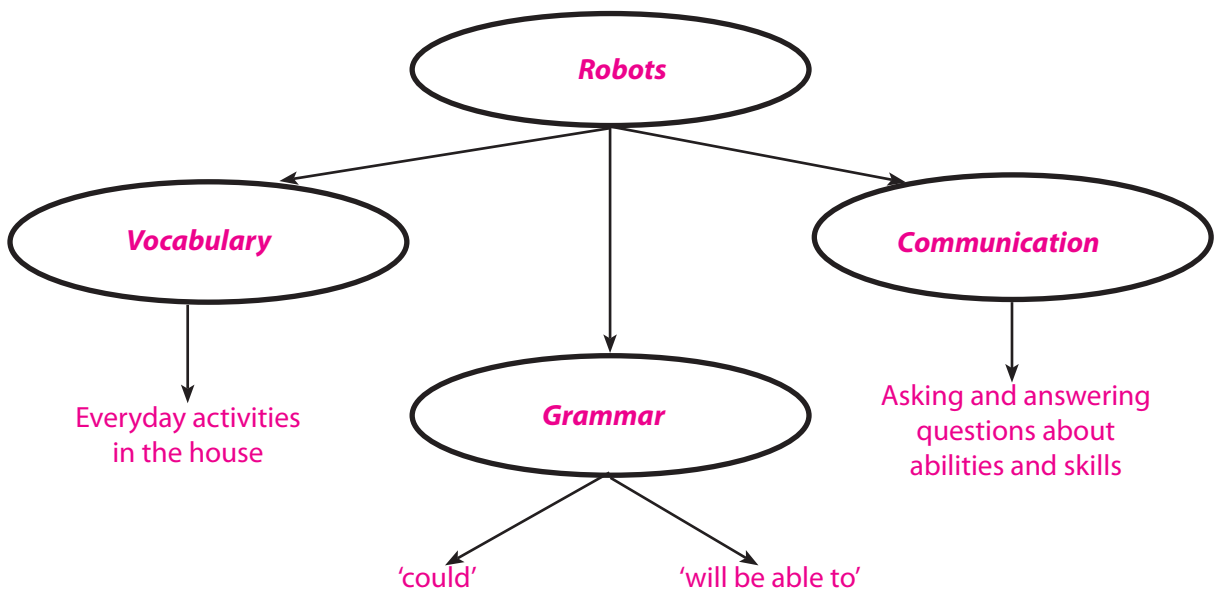
- use words and phrases for everyday activities in the house
- use 'could' for past ability and 'will be able to' for future ability
- give presentation about a dream robot

### II. Procedures: Các bước tiến hành

- GV khuyến khích HS làm việc cá nhân, hoàn thành các bài tập trong SGK ngay trên lớp để tự đánh giá xem mình đã lĩnh hội được toàn bộ kiến thức đã học hay chưa, từ đó, cải thiện những phần HS chưa nắm vững.
- GV yêu cầu HS không mở sách hoặc vở khi làm các bài tập trong tiết học này.

#### Hoạt động 1: Network/ Mind map (5 minutes)

- Before doing the exercise, I would like you to have a look back all the lessons you have already studied in this unit.
- Draw a mind map into your notebook, so that you can remember everything more clearly, dear!



#### Hoạt động 2: Practice (15 to 20 minutes)

- Try to finish all the exercises in your book individually, then pair compare before I check in front of the class, right?
- Try as hard as you can to remember all the things presented in this unit and don't refer back to the 6 previous lessons. If you have any difficulties while doing your exercises, don't hesitate to ask me or your partner. All right?

# LOOKING BACK

## Vocabulary

**1** Write the correct words to complete the phrase.



1. \_\_\_\_\_ the grass      2. \_\_\_\_\_ weights



3. make \_\_\_\_\_      4. do the \_\_\_\_\_      5. \_\_\_\_\_ the dishes

**2** Fill the gaps with the verbs from the box.

make      understand      guard      recognise

- Robots will be able to \_\_\_\_\_ our houses when we are away.
- My father never goes to the café because he can't \_\_\_\_\_ coffee at home.
- Do you \_\_\_\_\_ all that I've said?
- Will robots be able to \_\_\_\_\_ our faces?

## Grammar

**3** Read and complete the interview about home robots with **will be able to** or **won't be able to**.

**Interviewer:** Robots are already in factories. Will people have robots at home?

**Robot expert:** Yes, they will. I think they (1) \_\_\_\_\_ do all of our housework.

**Interviewer:** But they (2) \_\_\_\_\_ replace the personal computer. Is that right?

**Robot expert:** That's true, but one day they (3) \_\_\_\_\_ use computers.

**Interviewer:** Amazing! What other things (4) \_\_\_\_\_ home robots \_\_\_\_\_ do?

**Robot expert:** Well, they will be able to do the gardening but they (5) \_\_\_\_\_ play sports and games with you.

**4** Make questions with these words. What are the positive and negative answers to these questions?

- robots/Will/make coffee/be able to/in the future/
- ride a bike/Could he/in Year 6/when he was/?
- you/Can/do the dishes/?

**5** Write what you could do when you were ten, what you can do now, and what you will be able to do after you finish Year 6.

When you were ten years old	Now	After you finish Year 6
- I could swim.	- I can draw a picture.	- I will be able to play the guitar.

Then, ask and answer questions with your partner.

**Example:**

**A:** Could you swim when you were ten?

**B:** Yes, I could/No, I couldn't.

## Communication

**6** Match the questions with the correct answers.

- Can you ride a motorbike?
- What do you think about the new robot?
- Could he read when he was six?
- Will robots be able to do difficult things like riding a bike or driving a car?

a. No, he couldn't.

b. No, they won't.

c. Yes, I can.

d. In my opinion, it's too smart.

**Key:**

**1. Vocabulary:**

**1.1 Bài tập 1 (p. 66)**

1. cut                      2. lift                      3. tea  
4. laundry              5. do

**1.2 Bài tập 2 (p. 66)**

1. guard                      2. make  
3. understand              4. recognise

## 2. Grammar: Bài tập 3, 4 & 5 (p. 66)

- |          |                                  |                     |                    |
|----------|----------------------------------|---------------------|--------------------|
| <b>3</b> | 1. will be able to               | 2. won't be able to | 3. will be able to |
|          | 4. will (home robots) be able to | 5. won't be able to |                    |
- 4**
- Will robots be able to make coffee in the future?  
Yes, they will./ No, they won't.
  - Could he ride a bike when he was in Year 6?  
Yes, he could./ No, he couldn't.
  - Can you do the dishes?  
Yes, I can./ No, I can't.

## 3. Communication: Bài tập 6 (p. 66) – Matching

1 - c

2 - d

3 - a

4 - b

### 4. Self-assessment:

- I see that you're working very hard today. Now check how much you have gained from this unit, so that I can help you improve your English.

- Finish your self-assessment box and then tell me your result, please! Which part are you best at? Which one do you want to improve? ...

### Hoạt động 3: Project (20 to 25 minutes)

- Now we spend some time talking about your dream robot.

Finished! Now you can ...	✓	✓✓	✓✓✓
• use words and phrases for everyday activities in the house			
• express opinions about something			
• ask about someone's opinion.			
• express agreement and disagreement about something			

**1** Draw a robot of your own (or find a photo or a picture of a robot).

**2** Think about the questions below and write a description of your robot.

- What's its name?
- What does it look like?
- What can it do now?
- What will robots be able to do in the future?

- Who volunteers to make a presentation first?

...

• GV có thể lấy một số hình ảnh minh họa và gọi một số HS trình bày về những việc mà robot trong tương lai có thể đảm nhiệm giúp con người.

• HS đính các tấm poster của mình xung quanh tường lớp học và cùng chia sẻ ý tưởng với các nhóm khác.

• GV có thể cho điểm với những bài HS hoàn thành tốt.

**Homework (2 minutes)**

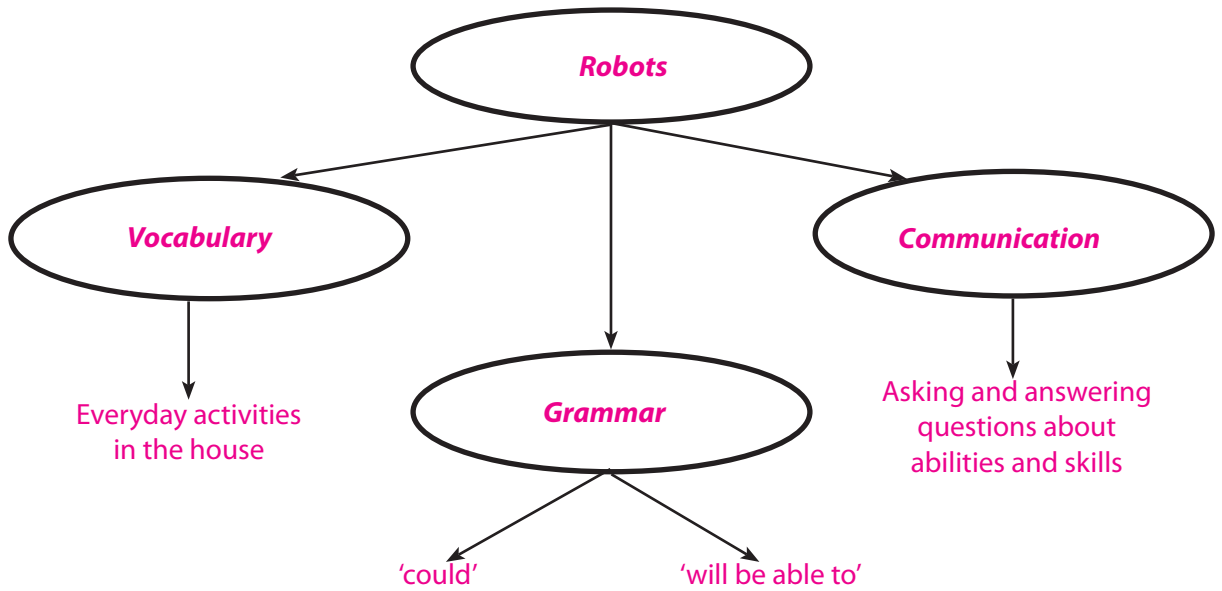
1. Share your project with the other groups. Study your friends' project.
2. Prepare for the semester test.

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**Trình bày bảng**

Unit 12 – Robots

Lesson 7 – Looking back & Project

**I. Revision: Network**



**II. Practice**

**III. Project: My dream robot**

Chịu trách nhiệm xuất bản:  
Chủ tịch Hội đồng Thành viên **MẠC VĂN THIỆT**  
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