The 6th period

Date : 29/9/2021

**Unit 2 : PERSONAL EXPERIENCES**

A. Reading

**I. Objectives:**

**1. Educational aim**:

- Students understand the sequence of events in a story.

**2. Knowledge:**

- General knowledge: Through this unit, students know how to wite about the sequence of events in a story.

- Language: Sentences and expression for describing the sequence of events in a story.

- New words: Words related to sequence of events in a story.

**3. Skills:**

- Guessing meaning in context.

- Passage comprehension.

**II. Method**: Intergrated, mainly communicative

**III. Teaching aids:** Tape and cassette player, pictures, English textbook 11, hand-outs.

**IV. Procedures:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **Warm-up:** (4 minutes)  - Ask students about their personal experiences?  **Before you read:** (7minutes)  - Ask students to put the pictures in the book in the correct order to make a story. (work in pairs)  - Ask some students to give their answers.  ( teacher doesn’t need to give feedback)  - key : d, b, f, e, a, c  - Let’s begin our lesson you’ll know the whole story.  - Ask students to listen to the tape  **While you read:** (20minutes)  - Ask students to read the whole story  - Explain some difficult words and structures  1. embarrass(v)  - embarrassed(adj)  - embarrassing(adj)  - embarrassment(n)  2. idol (n)  3. glance(n/v)  - glance at sb/sth  4. Be busy doing sth  Be busy with sth  EX: I’m sorry. I can’t go with you now. I am busy with my homework. I’m busy doing my homework.  5. note (n) banknote  EX  Do you want the money in the notes or coins?  - The Beatles were the pop idols of the 60s.  **Task 1 :** Fill each blank with one of the words in the box below.  - Firsly, ask students to study individually then in pairs  - Walks arround the class, offer ideas and comments when students need help  - Give suggesstions  **Task 2:**  - Work in pairs, read the small talks again and put the pictures of the events in the order they happen in the story.  - Ask students to work individually then work in pairs  - Walk round the class and comments when students need  **Task 3 :** Answer the questions in the book.  - Ask students to read all questions to understand the content  - Ask students to read the small talks again to answer the questions  - Ask students to work with a partner  - Walks arround the class to help students whenever they need  **Sggested answers:**  1. She wished to have a red hat-a floppy cotton hat ( like the one her star idol wore in her video clip)  2…...so that she could buy the hat ( for herself.)  3. She saw a wad of dollar notes ( exactly like the one that her father had given her).  4. Because she thought the boy had stolen her money / it was her money.  5. She bought the pretty hat of her dream.  After you read: (12minutes)  -Ask students to discuss the questions in group:  1. How did the girl in the story feel when she discovered that the money she had taken was not hers?  (embarrassed, sad, ashamed, unhappy, terrible, uncomfortable, anxious, …)  2. What did the girl have to do (when she discovered that the money she had taken was not hers )?  ( put a notice on T.V or at school, get on the same bus on the next day to look for him, do nothing, keep it a secret, tell her father everything and ask him for advice,.)  - Ask some students to represent their talk in front of class  Homework : (2 minutes)  - Ask students to review part reading and do exercises in the workbook and prepair part speaking | - Listen to the teacher.  - Answer the questions.  - Put the pictures in the book in the correct order to make a story. ( work in pairs)  - Give their answers  - Listen to the tape  - Read the story  - Listen, try to guess the meaning of the new words and take notes  - Do Task 1 in pairs  \_Take notes  Key:  1. glanced  2. makes a fuss  3. embarrassing  4. idols  5. sneaky  - Do task 2 in pairs  - Take notes  Key:  1.d 2.b 3.f  4.e 5. a 6.c  - Read the questions silently and answer them in groups  - Give the answers  - Take notes  - Discuss in groups  - Report before class  Listen to the teacher and write down homework to do at home. |

The 7th period

Date: 29/9/2021

**Unit 2 : PERSONAL EXPERIENCES**

**B. Speaking**

**I. Objectives:**

**1. Educational aim:** Students can talk about their personal experiences

**2. Knowledge**:

- General knowledge: Through this unit, students can talk about their personal experiences.

- Know how to talk again a problem happened.

- Language: Students use sentences, words, phrases and expressions for talking about their personal experiences.

**3. Skills:** Talking about past experiences and how they affected one’s life.

**II. Method:** Intergrated, mainly communicative

**III. Teaching aids**: Pictures, English textbook 11, chalks, board, hand-outs

IV. Procedures:

|  |  |
| --- | --- |
| Teacher’s activities | Student’s activities |
| **Warm-up:**  - Have you ever spoken English to you friends ( teachers, foreigners…) ?  - How did you feel when you spoke English to them?  **Pre-reading:** (8 minutes)  - Gives students some new words in Task 1  - Reads the new words  **Task 1:**  - Asks students to do Task 1 in pairs  - Gives feedback  **While-speaking:**  **Task 2:**  - Asks students to do task 2 in pairs  - Asks them to give answers  **Post-speaking:**  **Task 3:**  - Gives students useful structures  + Have you ever………….?  + How did it happen?  + When/ Where did it happen?  + How did the experience affect you? How did you feel?  - Asks students to do Task 3 in pairs  - Asks some pairs to perform their dialogues in front of the class.  - Corrects common mistakes and give remarks  **Homework:** (2 minutes)  - Asks students to write a paragraph to tell their own experience in the past  - Asks students to prepare Language focus. | - Answer freely  1. Confidence  2. Attitude  3. Native English speaker  4. Appreciate  - Explains the meanings  + Structure:  Present Perfect ( Past simple)  Have you ever………?  Key:  1. D 2. E 3. B  4.F 5. A 6. C  - Work in pairs  Key:  1. B 2. E 3. H 4. A  5. E 6. G 7. C 8. F  - Listen to the teacher  - Answer freely  - Work in pairs  Key:  1.  A. Have you ever feeled an exam?  - Yes, I have.  B. How did it happen?  - I didn’t study well enough for exam.  C. When did it happen?  - Last year.  D. How did you feel/ How did it affect you ?  - I felt disappointed/ sad/ depressed.  2.  A. Have you ever traveled to other parts of the country?  - Yes, I have.  B. When did you travel?  - In 2002.  C. How did it affect you?  - It make me love our country more./ I learned more about different places in our country.  3.  A. Have you ever talked to a famous pop star?  - Yes, I have.  B. Where did you meet him/ her ?  - At a party  C. How did it affect you?  - It was interesting to talk to famous pop stars.  - It changed my attitude to/ towards/ famous pop stars.  - Write down |

The 8th period

Date : 2/ 10/2021

**Unit 2: PERSONAL EXPERIENCES**

**E. Language Focus**

**I. Objectives:**

**1. Educational aim:** By the end of this lesson, students will be able to:

- distinguish the sounds / m /, / n /, / η /

- pronounce the words and sentences containing these sounds correctly

- distinguish the uses of different verb tenses: present simple for indicating the past,

- use these verb tenses to solve communicative tasks

**2. Knowledge:**

- General knowledge: Students learn 3 sounds

- New words: Words related to 3 sounds

**3. Skills:**

- Pronunciation: / m /- / n /- / η /

- Grammar: Tenses

**II. Method:** Intergrated, mainly communicative

**III. Teaching aids: textbooks, cassette tape**

**IV. Procedures:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Pronunciation** (5ms)  a) Pratise the sounds: /m/, /n/ / η / T introduces 3 sounds and sts repeat in chorus and in individually  -T corrects and give notes  \*Notes: -when “n” follows “m” in the same sylybal it is usually not pronounced Ex: column, autumn, solemn -“ng” or “ngue” at the end of the words are always pronounced / η / Ex: tongue, sing, walking -the letter “n” before “g” or :k” is pronounced / η /  Ex: kings, hungry, thank, think -Sts listen and  b) Pratise the sentences in the text book  -T asks sts to read aloud the sentences  **II. Grammar:** (20ms)  Present simple indicating past time: (Thì hiện tại diễn tả thời gian quá khứ)  **\* Form: S + V (+ s, es) +O**  **\* Usage:** -Thì HTđơn có thể được dùng để diễn tả thời gian ở quá khứ  + Ở lối văn kể chuyện (narrative) để cho sự kiện sống động hơn  Ex: The story is about a poor girl who lives with her single father in a cottage.  + Ở bài tóm tắt kịch/chuyện phim hay bình luận bóng đá  Ex: A man walks into the bar and asks for a glass of brandy.  Nam takes the ball, beats two players and centres into it the goal  \*Tường thuật những gì chúng ta đã nghe và đã đọc  Ex: The article explains why the number of students who passed the last exam decreases.  Exercises 1: Use the correct present tense form of the verbs in the brackets in the story bellow (In the text book on p30)  –T checks and corrects and gives feedback  \* Thì hiện tại này được gọi là hiện tại lịch  sử (historical present)  Sts read through the exercises and work in  groups and write the answer on bb    **HOMEWORK:**  - Redo exercises 1, in the notebook.  - Review unit 1 +2  - Prepare Tense revision: the past simple, past progressive and past perfect | Listen and repeat  take notes  Answer:  1. invites  2. sets  3. gets  4. waves  5. promises  6. carries  7. contains  8. has baked  9. is 1  0. is shining |

The 9th period

Date: 6/ 10/2021

**Unit 2: PERSONAL EXPERIENCES**

**E. Language Focus (cont)**

**I. Objectives:**

**1. Educational aim:** By the end of this lesson, students will be able to:

- distinguish the uses of different verb tenses: present simple for indicating the past, past simple, past continuous and past perfect

- use these verb tenses to solve communicative tasks

**2. Knowledge:**

- General knowledge: Students review some tenses

- New words: Words related to 3 tenses

**3. Skills:**

- Grammar: Tense revision: the past simple, past progressive and past perfect

**II. Method:** Intergrated, mainly communicative

**III. Teaching aids: textbooks, cassette tape**

**IV. Procedures:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **Warm up:**  **Choose the best answer among A, B, C, and D.**  1. She sometimes ………… to turn off the computer before she goes home.  A. forgot B. has forgot  C. is forgetting D. forgets.  2. They ………………good preparation before they ………………their final examination yesterday.  A. made / had taken B. had made / took  C. have made/ take D. will make/ take  3. It ……………… quite often in Britain during the winter.  A. is snowing B. snows  C. snowed D. was snowing  4. He ……………..for London one year ago.  A. left B. has left C. leavesD. had left  **Grammar:**  **Tense revision: the past simple, past progressive and past perfect**  T reviews the forms, meanings, and uses of Past  Simple, the past continuous and the past perfect to sts  **+The past simmple:**  **\*Form: S + V-ed/V2 +O**  **\*Usage:**  -diễn tả một hành động đã xảy ra trong quá khứ và chấm dứt ở quá khứ:  He painted the doors  -Sự kiện xảy ra trong quá khứ với thời gian được xác định, thương trong câu có các từ như: ago, last year, once, the other day (hôm nọ) once upon a time  (ngày xửa, ngày xưa) ….  \*This house was once used as a prison  -Sự kiện được lặp đi lặp lại trong quá khứ nhưng không còn ở hiện tại  The children often played in this park  USED TO+ V (bare –inf) và would có thể dùng trong trường hợp này  -Sự kiện xảy ra trong suốt một khoảng  thời gian trong quá khứ và đã chấm dứt  He worked in this company for two years  - Sau It’s time…….  It’s time he changed his working  **+Past continous**  **\*Form: S + WAS /WERE+ V-ING**  **\*Usage**: Thì quá khứ tiếp diễn dùng để diễn tả một hành động, sự kiện xảy ra ở một thời điểm đặc thù trong quá khứ  What was you doing at 2 p.m yesterday?  - Sự kiện đang diễn tiến thì bất chợt một hành động khác xảy ra ở quá khứ (hành động đang diễn ra thì dùng ở qktd, hành động nào ngắn hơn và mang tính tức thời thì ở qkđ)  Last night when I was doing exercises, my friend came  \*Hai hoặc nhiều sự xảy ra cùng một lúc  Last night, while I was listening the radio, my children were learning the lesson  N**otes**: Với các trạng từ “ALWAYS,  CONTINUALLY, FOREVER”, diễn tả sự kiên lặp đi lặp lại nhiều lần trong quá khứ tỏ ý không hài lòng  He was always coming to work late  T gets Ss to do Exercise 2 individually and  then find a partner to check their answers with.  **Exercises 2**: Complete the sentences by  putting the verb into the past simple or past  progressive:  -T checks and corrects and gives feedback  T reviews the form, meaning and use of the  past perfect and compares it with other past  tenses.  **+ the past perfect:**  **\*Form: S + HAD + PAST PARTICIPLE**  **\*Usage:** Diễn tả một hành động xảy ra trước một thời điểm nào đó trong quá khứ (before + khoảng thời gian trong qk)  Eg: These men had been factory workers before 1975  - Diễn tả một hành đéng xảy ra trước một hành động khác trong quá khứ (hai hành động này được liên kết nhau bởi các liên từ như: as soon as, before, after, when, hành động nào xảy ra trước, chia qkht, hành  động xảy ra sau chia qkđ)  - When he came, his girl friend had gone out so he couldn’t meet her  T gets Ss. to do Exercise 3 individually and  then find a partner to check their answers with.  T checks the answers with the whole class  and provides corrective feedback  **Exercies 3:**  Complete the sentences, putting the verbs in each sentence into the past simple or the past  perfect  **HOMEWORK:**  - Redo exercises 1, 2, 3 in the notebook.  - Review unit 1 +2  - Prepare unit 3. Part A | Sts give answers and explain them   1. D   **The answers:**  1. broke / was playing  2. wrote / was  3. was working / broke  4. started / were walking  5. told / were having  6. didn’t listen / was thinking  7. phoned / didn’t answer / were doing  8.didn’t wear / didn’t notice / was driving  1. had eaten / arrived  2. found / had taken  3. got / had closed  4. got / had left  5. got / had arrived  6. paid/ had phoned  7. went / said / had not arrived  8. had looked / asked / cost  Assigns homework |

The 10th period

Date: 6/ 10/2021

**Unit 3: A PARTY**

**A. Reading**

**I. Objectives:**

**1. Educational aim:** By the end of this lesson, students will be able to:

- develop such reading micro-skills as scanning for specific ideas, and identifying and correcting false statements

- use the information they have read to discuss celebrations in their culture

**2. Knowledge:**

- General knowledge: students know how to celebrate some celebrations

- New words: Words to celebrations and festivals

**3. Skills:** Reading for general or specific information

**II. Method:** Intergrated, mainly communicative

**III. Teaching aids:** Some photos of celebrations in the world

**IV. Procedures:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **Pre-reading:** (5 minutes)  - Asks students to look at the first picture in the book and ask them some questions:  • Are they having a part?  • What party is it?  -Asks students to look at the second picture and ask some questions:  • Are they friends?  • What are they celebrating?  • How old are the people in the picture?  • How do they feel?  • How long have they been married?  \* The lesson today gives us some information about birthday and wedding anniversaries in the US.  **While-reading:** (25 minutes)  - Asks students to listen to the tape  - Asks students to read the passage silently  - Explains some difficult words  **New words:**  1. celebrate (v)   celebration (n)  2. joke (v/n)  Ex: Don’t believe me. I’m only joking.  3. anniversary (n)  +silver anniversary / silver wedding / silver jubilee: 25th wedding anniversary.  + golden anniversary / golden wedding / golden jubilee: 50th wedding anniversary.  +diamond anniversary / diamond wedding / diamond jubilee: 60th wedding aniversary.  **Task 1:**  - Asks students to do Task 1 in pairs  - Gives feedback  **Task 2**  - Asks students to do task 2 in pairs  - Gives feedback  **Post-reading**: (13 minutes)  - Asks students to talk about their birthday party. (work in groups) (place, time, guest, foods, drinks, activities)  - Calls some students to give their answers  - Corrects mistakes and gives marks  **Homework (**2 minutes)  1. Do the tasks again in notebooks.  2. Prepare: Listening | - Look at the first picture and answer the questions  - Look at the second picture and answer the questions  -  Listen to the teacher  - Listen to the tape and correct pronunciation  - Pay attention to some new words  - Listen to the teacher and copy down  - Work in pairs  Key:  1&2 (Both) 3&6 (Birthday) 4&5 (Anniversary)  - Work in pairs  Key:  1. eighth(seventh)  2. brings(eats)  3. food(presents)  4. anniversaries(age)  5. months(year)  6. 5th (50th)  7. silver (golden)  - Work in groups to talk about their birthday party  - Give answers  - take notes |

The 11th period

Date: 9/ 10/2021

**Unit 3: A PARTY**

**C. Listening**

**I. Objectives:**

**1. Educational aim:** By the end of this lesson, students will be able to develop such listening micro-skills as intensive listening for specific information

**2. Knowledge:**

- General knowledge: Students know how to plan a birthday party

- New words: Words related to birthday party

**3. Skills:** - Deciding on True or False statements

- Comprehension questions

**II. Method**: Intergrated, mainly communicative

**III. Teaching aids**: Some pictures of birthday parties

**IV. Procedures**:

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **Warm-up**: (5 minutes)  - Asks students some questions:  - Do you often hold your birthday party?  • Where do you often hold your birthday party?  • When do you like to organize your birthday party, in the morning or in the evening?  **Pre-listening**: (8 minutes)  - Asks students to repeat the provided words  Listen and repeat:  1. gathering  2. restaurant  3. birthday cake  4. prizes  5. slices  6. icing  7. decorated  8. clapped  **While-listening:** (20 minutes)  - Asks students to read Task 1 silently  - Asks students to listen to the passage (twice)  **Task 1**  - Asks students to work in pairs to do the task  - Corrects mistakes and gives feedback  **Task 2**  - Asks students to read the questions in Task 2 silently.  - Asks them to listen to the passage again and do Task 2 in groups  - Asks some students to write the answers on the board.  - Gives feedback  **Post-listening**: (10 minutes)  -Asks students to talk about Mai’s birthday party.  (-Teacher can ask some questions, if necessary:  • Where did Mai hold the birthday party?  • How many people were invited to the part?  • What time did the party start and end?  • What did Mai’s mother serve the guests at the part?)  - Asks some students to retell Mai’s birthday party before class  - Corrects mistakes and give feedback  **Homework:** (2 minutes)  - Practise listening at home  - Write down Task 2  - Prepare Language focus | - Answer the questions freely  - Repeat words in chorus then individually  - Correct pronunciation themselves  - Listen to the passage and correct pronunciation  - Work in pairs  Key:  1. F (Mai’s birthday party was held at home in the afternoon.)  2. F (About twenty guests were at the birthday party).  3. F (The birthday cake was cut at about four thirty).  4. T (The birthday party lasted about three hours). (from three to six)  5. F (Only the writer stayed after the party to tidy up the mess.)  - Read task 2 silently  - Work in groups  Key:  1. She was 16 years old.  2. She didn’t like having the party at a restaurant because it is noisy and expensive.  3. She served them soft drinks and biscuits.  4. It was brought out at about four thirty.  5. It was beautifully decorated with pink and white icing  6. They clapped their hands eagerly and sang “Happy birthday”.  7. It finished at about six in the evening.  - Work in groups  - Listen to their friends and correct mistakes  - Write down |

The 12th period

Date : 13/ 10/2021

**Unit 3: A PARTY**

**E: Language Focus**

**I. Objectives:**

**1. Educational aim:** By the end of the lesson, students will be able to:

- distinguish the sounds /l/, /r/ and /h/

- pronounce the words and sentences containing these sounds correctly

- distinguish the uses of infinitive and gerund in active and passive voices

- use these structures to solve communicative tasks

**2. Knowledge:**

- General knowledge: Students learn to pronounce 3 sounds and grammar

**3. Skill**s: fluency in pronunciating 3 sounds and use of infinitive and gerund in passive

**II. Method:** Intergrated, mainly communicative

**III. Teaching aids**: textbook

**IV. Procedures**:

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **Warm-up:** (8’) Game “ BINGO”  - Hang on a poster with the following words:  house / holiday / library / lemonade / hospital / husband / ready / really / restaurant / like / lovely / lunch  - Ask Ss to look at the words on the poster, choose five words and write them down on a piece of paper.  - Read the words aloud for Ss to cross out.  - Ask Ss to say BINGO if they have crossed out all the five words they have choosen.  - Ask Ss to give some more words having the same initial sounds as the words on the posters.  **A. Pronunciation** (10’)  **Activity 1:** Listen and repeat  - Read aloud the words and have Ss listen.  - Read again and ask Ss to repeat.  - Call on some Ss to read and make correction if necessary.  **Activity 2**: Practice reading aloud these sentences.  - Ask Ss to work in pairs to practice reading the sentences  - Go around to give help if necessary.  - Call on some Ss to read aloud the sentences.  - Give comments.  **B. Grammar** (15’)  **1. Gerund: Danh động từ:**  A. Gerund as a noun (sub, obj, complement & appositive)  1. Làm chủ ngữ ® V(sing) ® (real subject & informal subject).  2. Làm tân ngữ  Object of verb: S + V + V- ing (gerund).  Object of preposition ®i sau preposition + V-ing.  3. Làm subject complement:  Ex: My hobby is swimming (gerund)  4. Làm appositive (ngữ đồng vị)  Ex: My hobby, swimming makes me healthy.  5. Đứng sau thành ngữ: it is no us, it is no good:  there is no use, there is no good: vô ích  can’t stand / bear / help: không thể chịu được  6. Sau hai tính từ: busy, worth  7. Theo sau một số động từ:  enjoy (thích, thưởng thức), finish (hoàn thành), postpone (trì hoãn), avoid  (tránh), keep (vẫn còn, tiếp tục), practise (thực hành), miss (bỏ lỡ), spend (tiêu  xài, trải qua), allow/permit (cho phép), advise (khuyên), recommend (đề nghị,  khuyên bảo), give up (từ bỏ), suggest (đề nghị), deny (từ chối), consider (xem  xét), quit (rời bỏ), dislike (không thích), can’t help (không thể không), risk (mạo  hiểm), mention (đề cập), mind (phiền), …  \* LƯU Ý: Sau giới từ (in, on, at, about, for, from, …) ta dùng V-ing.  **Exercise 1**  - Asks students to do exercise 1 in pairs  - Checks answers and gives feedback  **HOMEWORK ASSIGNMENT**: (2’)  - Practise pronouncing the sounds /l/, /r/ and /h/ in the words and in the sentences.  - Learn by heart grammar | Whole class  **Activity 1:** Listen and repeat  /l/ /r/ /h/  lunch pretty hit  lovely Europe house  lemonade parent holiday  jelly really hospital  glass restaurant husband  **Activity 2:** Practice reading aloud these sentences.  1. Hello, Mr. Allen. You’re early for lunch. It’s only eleven o’clock.  2. I’d like a plate of salad, a glass of lemonade, slice of melon and some jelly, please.  3. Laura is a really pretty librarian in the public library.  4. Her parents own a restaurant in a country in Central Europe.  5. Hello, Harry. Have you heard the news? There’s been a horrible accident. A helicopter has hit Hellen’s house.  6. Helen and her husband will have to spend their holiday in hospital.  - listen to T’s instruction and note down the form and the usage of gerund  - Work in pairs  Key:  1. to operate  2. having  3. getting  4. to tell  5. practicing  6. to see  7. receiving  8. getting |

The 13th period

Date: 13/ 10/2021

**Unit 3: A PARTY**

**E: Language Focus ( cont. )**

**I. Objectives:**

**1. Educational aim:** By the end of the lesson, students will be able to:

- distinguish the uses of infinitive and gerund in active and passive voices

- use these structures to solve communicative tasks

**2. Knowledge:**

- General knowledge: Students learn to pronounce 3 sounds and grammar

**3. Skills**: fluency in pronunciating 3 sounds and use of infinitive and gerund in passive

**II. Method**: Intergrated, mainly communicative

**III. Teaching aids**: textbook

**IV. Procedures:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **Warm up:**  **2. V + ing or to infinitive**  1. Recommend, begin, start, continue + To inf /V – ing  2. Forget, remember, regret: + to inf: … phải làm gì    + V – ing: … đã làm gì  3. Stop + to infinitive: ngừng việc đang làm để làm việc khác.  + V – ing: ngừng việc đang làm  4. Try + to infinitive: cố gắng  + V – ing: thử  5. Need, want, require + To inf: mang nghĩa chủ động  + V+ ing: mang nghĩa bị động (need: tobe + V (PP)  6. Would you mind + Vo- ing?  Would you mind if + S + past Subjunctive …?  7. Advise, allow, permit + obj + to inf  + V- ing  8. Prefer: + V-ing to V-ing: thích cái gì hơn cái gì  + to infinitive: thích cái gì đó  9. Feel like + V- ing: thích cái gì đó  **3. Passive infinitive (to be + V3/ed)**  Dùng với nghĩa bị động, sau các động từ trong mục 1.4, trang 2. Khi làm bài,  cần lưu ý nghĩa của câu là chủ động (V + to V) hay bị động (V + to be + V3/ed).  Ex: They want to be invited to the party. (Họ muốn được mời dự tiệc.)  SAI: They want to invite to the party. (Họ muốn mời đến dự tiệc.)  Câu này SAI vì người đọc không rõ họ muốn mời ai. Trong câu trên, họ được  mời (= ai đó mời họ), nghĩa đã rõ ràng.  **4. Passive gerund (being + V3/ed)**  Dùng với nghĩa bị động, sau các động từ trong mục 1.2, trang 6. Khi làm bài,  cần lưu ý nghĩa của câu là chủ động (V + V-ing) hay bị động (V+being+ V3/ed).  Ex: I disliked being taken to the zoo when I was a child.  (Khi còn nhỏ, tôi không thích được dẫn đi vườn bách thú.)  SAI: I disliked taking to the zoo when I was a child.  (Khi còn nhỏ, tôi không thích dẫn đi vườn bách thú.)  Câu này SAI vì người đọc không rõ tôi không thích dẫn ai. Trong câu trên,  tôi được dẫn (= ai đó dẫn tôi), nghĩa đã rõ ràng.  \* LƯU Ý: Sau giới từ (in, on, at, about, for, from, …), vẫn dùng “being”.  **Exercise 2:**  - ask Ss to work in pairs and do the exercise 2.  - go around the class and give help if needed.  - ask Ss to give the correct answers  **Exercise 3:**  - ask Ss to work in pairs and do the exercise 3.  - go around the class and give help if needed.  - ask Ss to give the correct answers.  **HOMEWORK ASSIGNMENT:** (2’)  - Learn by heart grammar  - Do exercises again  - Prepare next lesson, Unit 4. | - listen to T’s instruction and note down.  - work in pairs and do the exercise 2.  - give the answers in front of the class.  Expected answer  1 2 3 4 5  B A B B A  - work in pairs and do the exercise 3.  - give the answers in front of the class.  Expected answer  1 2 3 4 5  D C B B C |