

Week: 15 Period: 39 Date of preparation: 11/12/2023	TEST CORRECTION
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I. Objective: By the end of the lesson, students will be able to :

1. Knowledge.

- Find the mistakes for all the exercises which they have done in the 45' test and correct themselves.
- Know the answer keys.
- Encourage students to study harder to get good mark for the next writing test.

2. Skill: To develop 4 skills.

3. Attitude: Study seriously.

4. Competence development orientation: Linguistic competence, and doing exercises.

II. Preparation.

1. Teacher's: Questions, answer keys.

2. Students': Note books.

III. Procedure.

Teacher's and students' activities	Content														
A. Warm up Goal: To warm up the class															
T asks Ss some questions Ss answer the questions	Eg: How do you feel today? Do you want to get good mark? Can you guess what is your point?														
B. Listening Goal: Ss can understand more about listening skill															
*Notice ss some experiences when doing listening exercises: - Read the qs before listening - Guess the meaning of the new words. Ss listen to the teacher. * Retell the qs of the test. - Ask Ss to listen and give the correct answer. - Ss listen and do exercise. - Give key. ANSWER KEYS Section 1. 1. went 2. walk 3. museums 4. shopping 5. swimming 6. came home Section 2. <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 5px;">1.B</td> <td style="padding: 2px 5px;">2.A</td> <td style="padding: 2px 5px;">3.C</td> <td style="padding: 2px 5px;">4.A</td> </tr> </table>	1.B	2.A	3.C	4.A	Section 1. Listen to the conversation, then complete the table with NO MORE THAN TWO words. (1.5 pts) <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 2px 5px;">Monday</td> <td style="padding: 2px 5px;">(1).....for a long (2)</td> </tr> <tr> <td style="padding: 2px 5px;">Tuesday</td> <td style="padding: 2px 5px;">Visited (3)</td> </tr> <tr> <td style="padding: 2px 5px;">Wednesday</td> <td style="padding: 2px 5px;">Went (4)</td> </tr> <tr> <td style="padding: 2px 5px;">Thursday</td> <td style="padding: 2px 5px;">Went (5)</td> </tr> <tr> <td style="padding: 2px 5px;">Saturday</td> <td style="padding: 2px 5px;">(6)</td> </tr> </table> Section 2. Listen to the conversation, then choose the correct answer by circling A, B, C or D that best completes each sentence. 1. Bus Tours depart every..... A. thirty minutes B. fifteen minutes C. fifty minutes D. ten minutes 2. Last Tour departs at..... A. 5.30 B. 4.30 C. 6.30 D. 6.00 3. Ticket prices for children..... A. £.15 B. £.10 C. £.5 D. £4 4. Tour Bus office's Address at..... A. Wrexham B. Drexham C. Vrexham D. Rome	Monday	(1).....for a long (2)	Tuesday	Visited (3)	Wednesday	Went (4)	Thursday	Went (5)	Saturday	(6)
1.B	2.A	3.C	4.A												
Monday	(1).....for a long (2)														
Tuesday	Visited (3)														
Wednesday	Went (4)														
Thursday	Went (5)														
Saturday	(6)														
C. Vocabulary and Grammar Goal: Ss can know how to do exercise about vocabulary and grammar															
- Ask Ss to do exercises again - Ss do exercises. - Call some ss to give the answers.	Section 1. Choose the best option by circling A, B, C, or D that best completes each sentence. (2.0pts) 1. Conical hat making in the village has been														

<p>- Ss perform before class /write on the board.</p> <p>- Call others to correct.</p> <p>- Give key.</p> <p>- Point out the mistakes about grammar, vocabulary.</p> <p>- Ss listen to the teacher and remember.</p> <p>- Repeat again all the main knowledge about vocabulary and grammar that ss don't understand well.</p> <p>- Ss listen to the teacher and write down.</p> <p>Key:</p> <p>Section 1.</p> <table border="1"> <tr> <td>1.B</td> <td>2.C</td> <td>3. A</td> <td>4. B</td> </tr> <tr> <td>5. C</td> <td>6.A</td> <td>7.D</td> <td>8.B</td> </tr> </table> <p>Section 2.</p> <p>1. interest 2. cultural</p>	1.B	2.C	3. A	4. B	5. C	6.A	7.D	8.B	<p>passed.....from generation to generation.</p> <p>A. on B. down C. up D. in</p> <p>2. The town council decided to pull the building, as it was unsafe.</p> <p>A. up B. over C. down D. in</p> <p>3. The amusement centre is so small that they cannot..... the demand of the local residents.</p> <p>A. keep up with B. face up to</p> <p>C. deal about D. set up</p> <p>4. Do you think that the various crafts remind peoplea specific region?</p> <p>A. about B. of C. for D. at</p> <p>5..youyour homework yet?</p> <p>A. Have/ finish B. Have/ finishes</p> <p>C. Have/ finished D. Have/ finishing</p> <p>6. He..... at his computer for six hours.</p> <p>A. has been B. have been</p> <p>C. has be D. have be</p> <p>7. When I was a child, I usedto the local park every sunday afternoon.</p> <p>A. go B. went C. going D. to go</p> <p>8. He English last week.</p> <p>A. speak B. spoke C. speaking D. to speak</p> <p>Section 2. Give the correct form of the words in brackets. (0,5pt)</p> <p>1. There are so many places of...in Ha Noi that I am not sure I can see them all. (interesting)</p> <p>2. Sydney, located in the state of New South Wales, Australia, is a city of national and.....diversity. (CULTURE)</p>
1.B	2.C	3. A	4. B						
5. C	6.A	7.D	8.B						

D. Reading					
Goal: Ss can know how to do reading again and correct their mistakes					
<p>*Notice ss some experiences when doing reading exercises:</p> <p>- Read the qs before reading</p> <p>- Guess the meaning of the new words.</p> <p>Ss listen to the teacher.</p> <p>Key</p> <p>Section 1.</p> <table border="1"> <tr> <td>1.B</td> <td>2. A</td> <td>3.C</td> <td>4.D</td> </tr> </table> <p>Section 2.</p> <p>1. Singapore is a small city-state in Southeast Asia.</p> <p>2. Because the attractions are quite close to each other.</p> <p>3. The outdoor food markets are fun and affordable.</p> <p>4. Yes, it is.</p> <p>5. It is multicultural - Chinese,</p>	1.B	2. A	3.C	4.D	<p>Section 1. Choose the correct answer A, B, C or D for each gap in the passage (1.0pt)</p> <p>Homelessness is a problem in many big cities in the world. It occurs when a part of the population does not have any (1) _____ place to call <i>home</i>. Hundreds of millions of people in the world spend at least some time of the year homeless. This is an issue that the authorities are trying to (2) _____. However, there are (3) _____ things that each person can do to help those people. One of the things that you can do to help the homeless is to volunteer your time. If you have a lot of free time, you might go on an extended trip to help set up homes or improve an impoverished area. Even with just a few hours a week, it is possible to make an impact in your own city. You can also sign up to help at a (4) _____ soup kitchen: most cities have a mission of some kind serving food to the homeless and offering temporary shelter</p> <p>1. A. common B. regular C. unusual D. fixed</p> <p>2. A. deal with B. get over C. look through D. find out</p>
1.B	2. A	3.C	4.D		

<p>Malay, Indian, European, and Vietnamese.</p>	<p>3. A. little B. less C. more D. fewer 4. A. urban B. central C. capital D. local Section 2. Read and answer the questions (1.5 pts). Singapore is a small city-state in Southeast Asia. It is a lovely place to visit. The attractions are quite close to each other, so travelling between them is convenient. The food here is varied - all kinds of Asian food. The outdoor food markets are fun and affordable. You order your food, and it is cooked right before you. Then you go and eat it at a table outside. It's a great way to meet people. But what I like most about Singapore is that it is multicultural - Chinese, Malay, Indian, European, and Vietnamese. For me, that's the best thing about Singapore. 1. Where is Singapore? 2. Why is travelling between attractions convenient? 3. How are the outdoor food markets? 4. Is it the best way to meet people when eating outside? 5. What is the best thing about Singapore?</p>
<p>E.Writing Goal: Help Ss know to rewrite sentences and write a passage</p>	
<p>T & Ss: Find out the reasons of making mistakes and the way to correcting. T notices ss to do the next test better and learn by heart all structures and vocabulary again. Key Section 1. 1. Lan said she was going to leave Da Nang City the next day/the following day. 2. Minh wondered what to wear at Nam's birthday party. 3. Although she was tired, she finished knitting the scarf for her dad. Section 2. - Correct organisation: 0.25 pt - Use suitable words: 0.25 pt - Language and grammar: 0,5 pt</p>	<p>Section I. Complete the second sentence so that it has the same meaning to the first one. (1.5pts) 1. Lan said, "I am going to leave Da Nang city tomorrow" Lan said..... 2. "What should I wear at Nam's birthday party?" Minh wondered..... 3. She was tired. She finished knitting the scarf for her dad. Although..... Section II. Write a paragraph (about 80 words) about an aspect of life skills. (1.0pt)</p>

***Homework.**

- Practice grammar from unit 1 to unit 3 again.
- Do all exercises in unit 1, 2, 3 in work book.
- Prepare: Unit 6- Getting started.

Week: 15 Period: 40 Date of preparation: 11/12/2023	UNIT 6: VIET NAM: THEN AND NOW Lesson 1: GETTING STARTED
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I. OBJECTIVES:

By the end of the lesson students will be able to:

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

1. Knowledge:

- a. Vocabulary: related to transport systems, family groups, and school life.
- b. Grammar: adj + *to*-infinitive

2. Skills: Integrated skills, focus on listening and reading.

3. Attitude: Ss have aware of protecting the traditions and promoting them in the future.

4. Competence development: Groupwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

II. TEACHING AIDS

1. Teacher: Textbooks, computer accessed to the Internet, loudspeaker

2. Students: Textbooks, extra-boards...

III. PROCEDURE

1. Checking: During the lesson

2. New lesson:

Teacher's and students' activities	The main contents
<p>1. Warm up Aim: To attract Ss' attention to the lesson and to lead in the new lesson.</p>	
<p>+ Groupwork</p> <ul style="list-style-type: none"> - Time: 3 minutes - Devide the class into two groups - Ask each group to write sentences about things in the past and at present - Each member in each group goes to the board to write sentences - T remarks and gives point 	<p>* Game.</p> <p>Group 1: things in the Past</p> <ul style="list-style-type: none"> - Students went bare-footed to school - Students kept a diary - Students walked to school ... <p>Group 2: things at present</p> <ul style="list-style-type: none"> - Students go to school by bus - Students play games, watch TV -...
<p>2. Presentation Aim: Help Ss read a conversation about school life in Viet Nam in the past</p>	
<p>T asks Ss to look at the picture and answer the question Ss answer the questions</p> <p>T introduces the dialouge and asks Ss to listen to the tape. T teaches new words by doing exercise a. Ss do exercise a. T explain the words that Ss don't understand.</p>	<p>1. Listen and read.</p> <p>Questions:</p> <ul style="list-style-type: none"> • <i>Who can you see in the picture?</i> • <i>Where do you think they are?</i> • <i>Is there anything in the small pictures on the wall related to past and present?</i> <p>* Vocabulary</p> <p>a. Put a word/phrase from the box under each picture.</p> <p>Key:</p> <p>1. Trench 2. tiled roof</p>

<p>Then ask some Ss to read the words/phrases aloud and correct their pronunciation if necessary. T has Ss work independently. Ss find the words with the given meaning in the conversation. Then have Ss share their answers with a partner before asking them to discuss as a class. - Explain the use of structure adj + to-infi.</p>	<p>3. facilities 4. photo exhibition 5. rubber sandals 6. thatched house b. Find a word in the conversation that means: <i>Key:</i> 1. anniversary 2. fascinating 3. missing 4. conditions 5. improved 6. proper * Structure: adj + to V <i>eg: It is fascination to see how the school used to look.</i></p>
<p>3. Practice</p> <p>Aim: Ss can understand a conversation about school life in Viet Nam in the past and do exercise. Use the lexical items related to changes in transport systems, family groups, and school life in Viet Nam in the past and at present</p>	
<p>T asks Ss to read sentences and decide whether the information is true (T) or false (F), or not given (NG). Ss do exercise and write the correct answers on the board and explain for their choices T remarks T asks Ss to answer the questions in pairs Ss answer in pairs T gives correct answers. T has Ss read the Remember! Box individually. Then go through the points as a class and see if any Ss can make sentences using these adjectives and adverbs. Afterwards, ask Ss to work individually on the gap-fill exercise. - Check the answers as a class.</p>	<p>c. Read and decide whether the information is true (T) or false (F), or not given (NG). <i>Key:</i> 1. F (It was founded in the 1960s.) 2. T 3. F (They wore rubber sandals and straw hats.) 4. NG 5. T d. Read again and answer the questions. <i>Key:</i> 1. The conversation takes place on the school's 60th anniversary. 2. Because it explains a lot about how the school was in the past. 3. There were trenches outside the classrooms. 4. The roof was made of tiles and some tiles were broken. The window frames were made of wood and some of them were missing. 5. They can learn that they are lucky to have such great learning facilities nowadays. 2. Complete each sentence. <i>Key:</i> 1. slight 2. dramatically 3. significantly 4. considerable 5. gradual</p>
<p>4. Further Practice</p> <p>Aim: Ss can interview your teacher about the features of your school when she/he started teaching here.</p>	
<p>T asks Ss to work in pairs about the features of your school. T gives examples</p>	<p>3. Interview your teacher about the features of your school when she/he started teaching here. Then use the information provided to talk about</p>

<p>Ss work in pairs T observes and corrects the mistakes. - Now have Ss work in small groups to talk about the changes to the school. Ask them to use the adjectives and adverbs in Remember! box. - T can tell Ss that they can talk about: + the school principal and school teachers + the school playground + the library + the computer room + the classroom</p>	<p>the changes to your school. Eg: S: Can you tell me about the features of your school when you started teaching here? T: Sure. I have taught here for 15 years. The school is small. There are more 40 teachers. There used to be 14 classrooms here. The dormitory is small and it had 14 rooms.</p>
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3. Guides for homework

- Practice talking about your school in the past and in the present.
- Prepare: A closer look 1.
- + List names of changes in transport systems that they know in Viet Nam.
- + Do exercise part Vocabulary

Week: 15 Period: 41 Date of preparation: 12/12/2023	UNIT 6: VIET NAM: THEN AND NOW A CLOSER LOOK 1
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I. OBJECTIVES:

By the end of the lesson students will be able to:

- Use the lexical items related to changes in transport systems, family groups, and school life in Viet Nam in the past and at present.
- Identify in which situations to stress all the words in sentences and say these sentences correctly.

1. Knowledge:

- a. Vocabulary: tram, flyover, elevated walkway, Sky train, underpass, Tunnel.
- b. Grammar: The past simple
- c. Pronunciation: Stress on all the words in sentences

2. Skills: Integrated skills

3. Attitude: Ss have aware of protecting the traditions and promoting them.

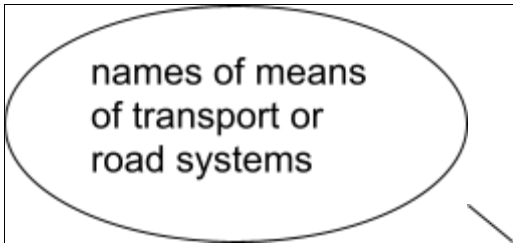
4. Competence development: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

II. TEACHING AIDS

1. Teacher: Textbooks, Computer accessed to the Internet, loudspeaker

2. Students: Textbooks, extra-boards...

III. PROCEDURE

Teacher's and students' activities	The main contents												
1. Warm up													
Aim: To attract Ss' attention to the lesson and to lead in the new lesson.													
<p>T asks Ss to list names of means of transport systems that they know in Viet Nam.</p> <p>Ss list names of means of transport systems that they know in Viet Nam.</p> <p>T introduces the lesson</p>	<p>*Network.</p> <p>Hai van tunnel</p> 												
2. Presentation													
Aim: Help Ss know the lexical items related to changes in transport systems, family groups, and school life in Viet Nam in the past and at present													
<p>T teaches vocabulary words by using picture.</p> <p>Ss copy and read</p> <p>T asks some questions:</p> <ul style="list-style-type: none"> - <i>Have you ever tried one of these means of transport or road systems?</i> - <i>How do you feel about using each of these means of transport or road systems?</i> <p>Ss answer the questions</p> <p>T introduces some other words</p> <p>Ss copy and read.</p>	<p>I. Vocabulary</p> <p>a. Transport systems</p> <table style="width: 100%; border: none;"> <tr> <td>1. tram</td> <td>2. flyover</td> </tr> <tr> <td>3. elevated walkway</td> <td>4. Sky train</td> </tr> <tr> <td>5. underpass</td> <td>6. Tunnel</td> </tr> </table> <p>b. other words</p> <table style="width: 100%; border: none;"> <tr> <td>1. extended family</td> <td>2. sympathetic</td> </tr> <tr> <td>3. obedient</td> <td>4. tolerant</td> </tr> <tr> <td>5. nuclear family</td> <td>6. Cooperative</td> </tr> </table>	1. tram	2. flyover	3. elevated walkway	4. Sky train	5. underpass	6. Tunnel	1. extended family	2. sympathetic	3. obedient	4. tolerant	5. nuclear family	6. Cooperative
1. tram	2. flyover												
3. elevated walkway	4. Sky train												
5. underpass	6. Tunnel												
1. extended family	2. sympathetic												
3. obedient	4. tolerant												
5. nuclear family	6. Cooperative												

3. Practice	
Aim: Ss can understand words and do exercise and Help Ss identify in which situations to stress all the words in sentences and say these sentences correctly	
<p>T has Ss work individually to fill in the blanks. Allow them to share answers with a partner before checking as a class. Ss work individually and share answers with a partner T corrects the mistakes</p> <p>T asks Ss to work in pairs to do the matching. Then check the answers as a class.</p> <p>T asks the class these questions and ask for a show of hands: - <i>Who lives in an extended family?</i> - <i>Who lives in a nuclear family?</i></p> <p>- Play the recording for Ss to check their answers. - Have the whole class repeat chorally after the recording or after T.</p> <p>T asks Ss to look at the pictures and do with some drama Ss work in groups T observes and corrects</p>	<p>2. Fill in each blank with a suitable word from 1. <i>Key:</i> 1. tunnel 2. elevated walkways 3. flyover 4. sky train 5. underpass 6. tram</p> <p>3. Match each word/phrase in the left column with the definition in the right one. 1. f 2. b 3. e 4. d 5. c 6. a</p> <p>4. Fill each gap with a word/phrase in 3. <i>Key:</i> 1. extended family 2. sympathetic 3. obedient 4. tolerant 5. nuclear family 6. Cooperative</p> <p>II. Pronunciation</p> <p>5. Write each sentence in the box next to its pattern. Then listen, check, and repeat. <i>Key:</i> 1. OO – I know!, That long?, Don't cry! 2. OoO – Go away! 3. OOo – Keep going! 4. OOO – Don't turn left!</p> <p>6. Make a sentence for each picture. Then practice reading all the sentences aloud. <i>Suggested answers:</i> 1. Be quiet! OOo Don't talk! OO 2. Don't turn right! OOO 3. Wake up! OO Get up! OO 4. Smile please! OO Say cheese! OO 5. Don't worry! OOo Don't cry! OO 6. Look out! OO Look ahead! OoO</p>
4. Further practice	
Aim: Ss can talk sentences to compare between past and now	
<p>T asks Ss to talk sentences to compare between past and now Ss practice T corrects</p>	<p><i>Eg:</i> In the past, students walked to school. And now students go to school by bike....</p>

3. Guides for homework

- Practice vocabulary and pronunciation again.
- Prepare: A closer look 2
 - + T guides the past perfect
 - + T guides the structure adj + *to*-infinitive and adj + *that*-clause
 - + T asks Ss to do exercises about these grammar.

Week: 15 Period: 42 Date of preparation: 15/12/2023	UNIT 6: VIET NAM: THEN AND NOW A CLOSER LOOK 2
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I. OBJECTIVES:

By the end of the lesson students will be able to:

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

1. Knowledge:

a. Vocabulary: related to transport systems, family groups, and school life.

b. Grammar: The past perfect, adj + *to*-infinitive and adj + *that*-clause

2. Skills: Sentence completion, making sentences, matching, rewriting

3. Attitude: Ss have aware of protecting the traditions and promoting them.

4. Competence development: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

II. TEACHING AIDS

1. Teacher: Textbooks, computer accessed to the Internet, projector

2. Students: Textbooks, extra-boards...

III. PROCEDURE

Teacher's and students' activities	The main contents
1. Warm up Aim: Help Ss review the past perfect and lead in the new lesson	
<ul style="list-style-type: none"> - Elicit from Ss when to use the past perfect tense. If necessary, remind Ss that the past perfect is used to describe an action before a stated time in the past or an action that happened before another action in the past. 	*Past perfect: review S + had + P.P
2. Presentation Aim: Help Ss use the past perfect correctly	
<ul style="list-style-type: none"> - T asks Ss to work individually to fill in the blanks. - Check the answers as a class. - Have Ss work in pairs. Together they write the questions and answers. Have some Ss write their sentences on the board. Each student may write one or two pairs of questions and answers to save time. Have other Ss give comments. Confirm the correct sentences. 	1. Fill in each blank with the past perfect form of the verb in brackets. <i>Key:</i> 1. had been 2. had played 3. had (you) used 4. had (only) seen 5. had had 6. had experienced 2. Ask and answer the following questions using the cues. <i>Key:</i> 1.-What family groups had Vietnamese people lived in before 1990? - They had lived in extended families. 2. -How had people in Viet Nam travelled before the first motorbike was imported? - They had travelled by bicycle. 3. -How had Vietnamese people lived before the open-door policy in 1986? - They had had a harder life.

	<p>4. -Where had your family spent holidays before 2005? -We had spent our holidays only in Viet Nam before then.</p> <p>5. -Who had ruled Viet Nam right before the Tran dynasty? -Ly Chieu Hoang had ruled the country before the Tran dynasty</p>
<p>3. Practice Aim: Help Ss use the structure adj + <i>to</i>-infinitive and adj + <i>that</i>-clause correctly</p>	
<p>- Have Ss work in pairs to do the matching exercise. Allow pairs to share answers with other pairs. - Then check their answers as a class.</p> <p>- Have Ss work in pairs to do the gap-fill exercise. Allow pairs to share answers with other pairs. Then check their answers as a class, noting all the possible options.</p> <p>- Have Ss work in groups of about four and give each group an A3-size sheet. Ask them to write the sentences leaving a large space between each one. Then tell Ss to stick the sheets on the wall. Each group moves around clockwise to read the other groups' answers and, if necessary, correct the sentences by writing any corrections on a sticky note against each sentence. - Check the answers as a class. Note that this kind of peer review is effective and can be used in many different teaching situations. - Ask Ss to work individually to finish the sentences. For some classes it may be better to have Ss choose just one or two sentences to focus on, rather than do them all. Allow them to share their ideas with a partner. - Then ask some Ss to read out their sentences. - Correct their sentences if necessary.</p>	<p>3. Match the first half of the sentence in A with the second half in B. <i>Key:</i> 1. F 2. A 3. B 4. E 5. D 6. C</p> <p>4. Fill in each blank with one adjective from the box. More than one adjective can be used. <i>Key:</i> 1. glad/pleased 2. sorry 3. relieved/sorry/pleased 4. sure/certain 5. surprised/astonished 6. relieved/pleased</p> <p>5. Create one sentence by combining each pair of sentences using <i>subject + be + adjective + that-clause</i>. 1. We were relieved that we had done well in the exam. 2. I am sorry that our parents had very poor school facilities. 3. Everyone was glad that the government had decided to invest more in education. 4. Everyone is aware that it will be much safer to have elevated walkways and underpass systems for pedestrians. 5. All of us are delighted that life in the countryside has improved considerably.</p> <p>6. Finish the following sentences using your own ideas. Then compare your ideas with a partner. <i>Suggested answers:</i> 1. to support the victims after the disaster 2. be able to build the country into a powerful one 3. Viet Nam has good potential for tourism 4. there would be less land for agriculture in Viet Nam 5. non-academic subjects are also significant 6. learn that some of his students could not get scholarships</p>

4. Further Practice	
Aim: Ss can talk sentences to use the structure adj + <i>to</i> -infinitive and adj + <i>that</i> -clause correctly	
T asks Ss to talk sentences to use the structure adj + <i>to</i> -infinitive and adj + <i>that</i> -clause Ss do it T corrects	

3. Guides for homework

- Review past perfect, adj + *to*-infinitive and adj + *that*-clause.
- Make sentences with the past perfect, adj + *to*-infinitive and adj + *that*-clause
- Prepare: Communication.
- + Find out the changes in their neighbourhood
- + Look for the meanings of the words in extra vocabulary
- + Read the posts and do exercises