

Unit 8: ROUTINES (9 periods)

A. Objectives:

- By the end of the lesson, Ss will be able to:

1. Knowledge:

- Grammar: - synthesize the forms and the uses of the present tenses; preposition of time, adverbs of frequency, present simple questions: How....
- Vocabulary: - Routines; job activities;
- Reading: read comprehension an article about typical day; an article about a job in tiger conversation.
- Listening and speaking: - practice speaking about their daily life, listen an interview with a man about his job; a description of a writer's daily routines.
- Pronunciation: - discriminate and practice pronouncing /s/, /z/, /iz/ endings.
- Writing Write an email

2. Skills:

- Grammar: - use the present tenses correctly
- Vocabulary: - remember words related to routines to talk about daily activities
- Reading: - give their opinions and the reasons for deciding true, false information
- Listening and speaking: - listening for specific information, inferring relationships, inferring meaning
- Pronunciation: - pronounce and discriminate correctly and exactly /s/, /z/, /iz/ endings, the IPA

3. Attitude:

- Grammar: - be active in learning the forms and the uses of the present tenses
- Vocabulary: - be active in learning new words
- Reading: - be confident in talking about daily activities.
- Listening and speaking: - be active to listen to and share about lives and work.
- Pronunciation: - be active in practice pronouncing /s/, /z/, /iz/ endings, the IPA.

B. Teaching materials

1. Teacher:

- The main material: [1] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*, Students' book; Cengage Learning.

[2] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*,

Workbook; Cengage Learning.

- References: Mai Lan Hương & Hà Thanh Uyên, *Giải thích ngữ pháp tiếng Anh*, NXB Đà Nẵng, 2012

- Jonathan Marks, *English Pronunciation in Use*, 2012

2. Students:

- The main material: [1] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*, Students' book; Cengage Learning.

[2] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*, Workbook; Cengage Learning.

3. Method of teaching

- Communicative Language Teaching

D. Procedure:

Stages	Activities of teacher and students	Contents
8a. Day and night	Warm up: Ask Ss to talk about what they do at these different times Introducing the theme: routines	What do you often do at: 6 o'clock in the morning? 7 o'clock <i>in</i> the morning? 1 o'clock in the afternoon? 4 o'clock in the afternoon? 7 o'clock in the evening? 9 o'clock in the evening? 11 o'clock in the evening?
Vocabulary routines	Vocabulary routines 1. Match the sentences (1-7) with pictures (a-h) Ask students to work in pairs or small groups to match the pictures and sentences. Let them compare their answers in pairs. - Play the recording. Ask students to listen and complete the information. Let them compare their answers in pairs before discussing as a class. - Organize the class into pairs. Ask students to write seven sentences and make two or	1 f 2 g 3 b 4 c 5 a 6 e 7 d 2 six thirty 3 seven o'clock 4 café 5 five forty-five 6 home 7 eleven thirty

	three of them false. Students take turns to read out their sentences. Their partner must guess which one is false	
Reading and listening	<p>1 Ask students to look at the photo. Ask: <i>What can you see?</i> Elicit ideas and vocabulary from the students. Ask the questions in the Student's Book and elicit answers.</p> <p>2 Ask students to read the article quickly just to answer the question. Look at the grammar box with the students. Ask students to work in pairs to find and underline the present simple sentences in the article in the Student's Book on page 94. Refer students to the information and practice on page 166.</p> <p>3 Ask students to look at the photo. Ask: <i>Where is he? What is his job?</i> Elicit and teach <i>astronomer</i>. Ask students to complete the text. Let them compare their answers in pairs before discussing as a class. Play the recording. Students listen and repeat.</p> <p>1 Ask students to look at the expressions. In feedback, elicit when we say <i>in, at</i> and <i>on</i>. Ask students to underline examples in the text. Refer to page 166 for further information and practice.</p>	<p>It's In Shanghai. It's an exercise class.</p> <p>Here, students are introduced to a wider range of regular verbs, using the third person {<i>he, she, it</i>} affirmative and negative form of the present simple. After <i>he, she</i> and <i>it</i>, we add <i>-s</i> (e.g. <i>starts</i>) or <i>-es</i> (e.g. <i>finishes</i>) to the verb. Note the irregular third person forms of <i>be</i> {<i>is</i>} and <i>have</i> {<i>has</i>}.</p> <p>Watch out for common errors such as <i>He start...</i> and <i>She doesn't starts ...</i> as students get to grips with these forms.</p> <p>We often use the present simple to talk about routines and habits.</p> <p><i>is, 's, gets up, doesn't have, goes, is, starts, finishes, has, starts, works, has, finishes, has, goes, doesn't</i></p>
Grammar present simple <i>he/ she/ It</i>		
Grammar prepositions of time		
Prorswmiciaaiioni -s and -es verbs		

<p>Speaking and writing</p>	<p>Speaking and writing</p> <p>1 Ask students to read through the sentences individually and check any new words. Then elicit how students can make a question for each sentence using <i>do you ...?</i> Ask students to stand up and walk round the class. Tell them to interview different people and find a different person for each question. Set a time limit of five minutes.</p> <p>2 When students have finished, ask them to sit down and prepare sentences to report their findings.</p>	<p>work, goes</p> <p>ANSWERS</p> <p>1 works 2 starts 3 has 4 finishes 5 goes 6 goes 7 gets up & has 9 works 10 doesn't work</p> <p>ANSWERS at nine o'clock at night At midnight at 1.30 in the morning at two o'clock at 8.45 on Monday</p> <p>Pronunciation notes</p> <p>s is pronounced /s/ when it follows an unvoiced consonant (e.g. <i>works, starts and gets</i>).</p> <p>s is pronounced /z/ when it follows a voiced consonant (e.g. <i>goes</i>).</p> <p>es is pronounced /iz/, (e.g. <i>finishes</i>).</p>
<p>8b A typical day</p>	<p>Lead-in</p> <p>Introducing the theme: jobs and routines</p> <p>Use the photos to pre-teach <i>archaeologist</i> and <i>geologist</i>. Then ask students in pairs to think of as many questions as they can to ask an archaeologist and a geologist about their jobs and daily routines</p>	<p>E.g. <i>Where do you work?</i> <i>What time do you get up?</i></p> <p>ANSWERS</p> <p>1 A 2 B 3 G 4 A</p>

	<p>After two minutes, ask two students to come to the front of the class. Tell one of them that they are an archaeologist. Tell the other that they are a geologist. The rest of the class asks questions. The students at the front improvise answers.</p>	
<p>Grammar frequency adverbs</p>	<ul style="list-style-type: none"> - Read through the grammar box with the class. Ask students to underline the frequency adverbs in the article. Refer students to page 166 for further information and practice. - Ask students to rewrite the sentences. - Ask Ss to compare the answers with a partner - Check the answers with the whole class. <p>In feedback, check difficult words from the text. A good way of doing this with a monolingual class is to get students to underline all the words they don't know, then make a guess from the context as to what the words might mean. Tell students to share their guesses with a partner before looking up the word in a dictionary.</p>	<p>Cynthia She often has meetings with other geologists. She usually gets up and has breakfast at six o'clock She never works late. ... she sometimes wakes up</p> <p>Julia ... she usually finds objects every day. She often has lunch at the site. In the evening, she always has coffee with her colleagues.</p> <ol style="list-style-type: none"> 1. Julia sometimes gets up early. 2. Julia always has lunch with her colleagues. 3. Cynthia always goes to Africa in summer. 4. Julia usually reads novels. 5. Cynthia never travels in winter. <p>Cynthia often writes reports.</p>
<p>Grammar He/She/ It</p>	<p>1 Read through the grammar box with the class. Ask</p>	<p>Grammar notes In the third person, the</p>

	<p>students to find and underline the question forms in Exercise 7. Refer students to page 166 for further information and practice.</p> <p>2 Students put the words in order to make questions. Let them compare their answers in pairs.</p> <p>3 Organise the class into pairs. Students take turns to ask and answer the questions, finding their answers in the article on page 96 of the Student's Book.</p>	<p>auxiliary verb <i>do</i> changes to <i>does</i> (pronounced /daz/). The main verb takes the infinitive form (go, work, etc.) not the third person form. Note the word order</p> <p>In questions: Question word + auxiliary verb + subject + verb</p> <p><i>What</i> <i>Watch out for form errors:</i> What she does? Does she give lectures?</p> <ol style="list-style-type: none"> 1 Where does Julia work? 2 Who does Cynthia meet? 3 Does Cynthia teach school children? 4 Does Julia like coffee? 5 Where does Julia have lunch? 6 What time does Cynthia get up?
<p>Vocabulary job activities</p>	<p>4 Ask students to match the verbs to the words that they go with, then underline what Cynthia does. Read through the example first to get them started. They will need to refer back to the article to find out what Cynthia does. Let them check their answers with a partner.</p> <p>5 Ask students to look at the jobs, and check that students know them all. Then ask students in pairs to write sentences using the verb and norm collocations in Exercise</p>	<p>ANSWERS</p> <p>gives lectures / talks has meetings / lunch talks to students / people / customers travels to different cities / countries / places works late / at home writes articles / books</p> <p>SAMPLE ANSWERS</p> <p>A journalist writes articles and works at home. A businesswoman has meetings and travels to</p>

	<p>12. Tell them to write at least one sentence for each job - fast finishers could do more.</p>	<p>different places. . A waiter talks to customers and works late. A nurse works late. A receptionist talks to people. A shop assistant talks to customers</p>
<p>8c Cats in crisis</p>	<p>Introducing the theme: cats Write <i>cats</i> on the board and then write <i>facts</i> and <i>opinions</i>. Ask students in pairs to think of three facts (e.g. <i>they eat meat; they like fish</i>) and three opinions (e.g. <i>they're beautiful</i>) about cats. Elicit ideas and find out which students are cat-lovers. leading 1 Ask students to look at the pictures. Ask: <i>What are they?</i> Find out if students know the names of the types of big cat. Say the names and ask students to listen and repeat. Ask students to match the types of cat to the places. ANSWERS 1c 2a 3a 4b 2 Ask students to read through the sentences and check new words carefully. You may need to pre-teach <i>wild</i> (they don't live with people), <i>sleep</i> (mime sleeping), and <i>hunt</i> (follow animals and kill them). Divide the class into pairs to discuss whether they think the</p>	<p>ANSWERS 1 T 2 T 3 F 4 F 5T 6 T 4 Ask students to read the article again and find the information. ANSWERS 1 They hunt. 2 He goes into the forest (and takes photos). 3 He writes reports and has a meeting with colleagues. 4 He studies the tigers. 5 Ask students to answer the questions. Tell them to look back at the article again to find answers. ANSWERS 1 3,500 2 170 3 He uses 180 automatic cameras. 4 eight</p>

	<p>sentences are true or false.</p> <p>3 Ask students to read the article on page 99 and check their answers. Let them check their answers in pairs before discussing as a class.</p>	
<p>Grammar How... ?</p>	<p>Grammar How... ?</p> <p>6 Ask students to look at the grammar box and choose the correct option in the sentence. Refer students to the information and practice on page 166.</p> <p>5 every month</p>	<p>We use <i>how</i> to ask for information.</p> <p>7 Ask students to put the words in order. Then organise the class into pairs to ask and answer the questions. The answers to the first three questions are in the article.</p> <p>ANSWERS</p> <p>1 How many tigers are in the park? (about 60)</p> <p>2 How many cameras are in the park? (180)</p> <p>3 How often does Saksit have a meeting? (every month)</p> <p>4 How can we help tiger conservation?</p>
<p>Pronunciation /s/ and /z/</p>	<p>Introduce the theory: Start by modeling the soft, unvoiced /s/ sound and the voiced /z/ sound. Tell students to cover their ears with their hands and repeat the sounds. The /z/ sound should vibrate much more in their heads. Play the recording. Students listen and say whether they hear /s/ or /z/.</p>	<p>Pronunciation /s/ and /z/</p> <p>ANSWERS</p> <p>/s/: yes, works, thanks</p> <p>/z/: please, he's, Fridays</p> <p>Pronunciation notes</p> <p>/s/ and /z/ are both produced in the same way. The tongue is pressed gently against the upper palate, thus allowing air through as the sound is made. The</p>

		<p>difference is that /z/ is voiced (the voice box vibrates as the sound is made) while /s/ is unvoiced. The sound /z/ is made after other voiced sounds (e.g., after vowel sounds or after voiced consonants such as /d/ or /g/). /s/ is made after other unvoiced sounds (such as /t/ or /l</). 5b . [2.22] Play the recording again. Students listen and repeat.</p>
<p>8e My new Job</p>	<p>Lead-in Introducing the theme: emails <i>Write emails on the board. Ask the following questions:</i> You could ask these questions in open class, or you could write them on the board and ask students to discuss them in pairs or groups. Writing an email 1 Ask students to look at the words first. Find out which words they know. Ask students to read the email and complete it with the words, working out the meaning of new words from the context. Let them compare their answers in pairs before discussing as a class.</p>	<p>How often do you write emails? Who do you often write to? With friends, what do you write about? In your job, what do you write about? ANSWERS 2 work 4 colleagues 1 job 5 morning 6 tasks 3 office 7 phone calls Writing an e-mail Short for electronic mail, e-mail or email is information stored on a computer that is exchanged between two users over <u>telecommunications</u>. More plainly, e-mail is a</p>

		<p>message that may contain <u>text</u>, <u>files</u>, <u>images</u>, or other <u>attachments</u> sent through a network to a specified individual or group of individuals. When writing an e-mail message, it should look something like the example window below. As you can see, several <u>fields</u> are required when sending an e-mail:</p> <ul style="list-style-type: none">• The To field is where you type the e-mail address of the person who is the recipient of your message.• The From field should contain your e-mail address.• If you are replying to a message, the To and From fields are automatically filled out; if it's a new message, you'll need to enter them manually.• The Subject should consist of a few words describing the e-mail's contents. The Subject lets the recipient see what the e-mail is about, without opening and reading the full e-mail. This field is optional.
--	--	--

<p>Practice</p>	<p>Ask Students to write sentences with the underlined words. Ask Students to rewrite sentences 3, 6 and 8 with the adverbs. Ask Students to complete the sentences with prepositions.</p>	<p>ANSWERS</p> <p>1 He has a new job. 2 He drives from New Mexico to Arizona. 3 He works Monday to Friday. 4 He starts work at 6 o'clock. 5 He doesn't have breakfast. 6 He eats a snack. 7 He has lunch in a snack bar. 8 He works late.</p> <p>1 ANSWERS 2 He usually works Monday to Friday. 6 He sometimes eats a snack. 8 He often works late.</p> <p>3 Students complete the sentences with prepositions 1 on 2 in 4 in</p>
<p>Consolidation</p>	<p>Teacher: Summarize the main points of the lesson Students: Listen to the teacher</p>	<p>- Note Ss the forms and the uses of the present tense</p>

E: ASSIGNMENT

- Ask Ss to learn by heart the form of the present tenses
- Ask Ss to do exercises in workbook.
- Ask Ss to study the materials related to the present tenses, look up new words.... to prepare for next unit: unit 9: Travel

UNIT 9: TRAVEL

Period: 07

A. Objectives

- By the end of the lesson, Ss will be able to:

1. Knowledge:

- Grammar: - synthesize the forms and the uses of there is/ there are in positive, negative and question forms; imperative forms
- Vocabulary: - clothes; furniture/travel; the use of take; hotel service.
- Reading: read comprehension an article about things in your suitcase/ an article about a trans-siberia trip.
- Listening and speaking: - listen to a conversation between four people talking about travels and a conversation in which two people plan a trip.
- Writing: write travel advice
- Pronunciation: - practices the /ə/ sound in there're; I'd like

2. Skills:

- Grammar: - use there is/ there are in positive, negative and question forms
- Vocabulary: - identify when the words are singular or plural
- Reading: - Guessing meaning in context; scan for specific information to do tasks
- Listening and speaking: - listening for specific information; practice speaking about things using there is/there are.
- Writing: - write travel advice using there is/ there are, linking word because.
- Pronunciation: - pronounce correctly and exactly vowels symbols in the IPA and the /ə/ sound in there're, I'd like.

3. Attitude:

- Grammar: - be positive in learning there is/ there are in positive, negative and question forms to describe something
- Vocabulary: - be active in learning singular or plural nouns:
- Reading: - be creative to travel places with smart suitcases
- Listening and speaking: - be confident in making sentences using there is/there are.
- Pronunciation: - be positive in practice pronouncing there're, I'd like.

B. Teaching materials

1. Teacher:

- The main material: [1] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*, Students' book; Cengage Learning.

[2] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*,

Workbook; Cengage Learning.

- References: Mai Lan Hương & Hà Thanh Uyên, *Giải thích ngữ pháp tiếng Anh*, NXB Đà Nẵng, 2012

- Jonathan Marks, *English Pronunciation in Use*, 2012

2. Students:

- The main material: [1] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*, Students' book; Cengage Learning.

[2] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*, Workbook; Cengage Learning.

3. Method of teaching

- Communicative Language Teaching

C. Method of teaching

- Communicative Language Teaching

D. Procedure:

Stages	Activities of teacher and students	Content
<p>9a. Vocabulary: Clothes</p>	<p><i>Ask students some questions about travel, e.g.</i> How do you come to school? How do you travel to work? Where do you go at the weekend, and how do you travel there? Where do you go on your holidays, and how do you get there?</p> <p>Stand in front of the class and ask: What am I wearing? Ask students to say or guess what the clothes you have on are called. Don't confirm or deny the words, just find out what students know. Ask two students (one male, one female) to stand up, and ask the class to say what they are wearing.</p> <p>End the activity by asking students in pairs to write down as many 'clothes' words as they can in two minutes. Find out who has</p>	<p>Vocabulary notes</p> <p>A pair of (meaning two) is used not only with shoes, boots, socks, etc. but also with items of clothing with two legs (trousers, shorts, jeans, etc.).</p> <p>A top is used as a general word, usually by women, to describe many things worn on the top half of the body, including T-shirts, shirts, and light jumpers.</p> <p>Jumper is a common general word for a warm top made from wool or a similar material. Flowever, pullover, jersey and sweater are also commonly used.</p> <p>Americans tend to say sweater, not jumper, and pants, not trousers.</p> <p>Note the strong stress: sandals, trousers</p> <p>Note the pronunciation of shoes /ju:z/, scarf /ska:f/</p>

	<p>the longest list.</p> <p>2. Bring in pictures of people from magazines and put them on the board or on the classroom walls. Ask students to describe what they are wearing</p> <p>3. Demonstrate the activity by telling students what you wear for work and at the weekend.</p> <p>and headline of the newspaper article and do the tasks.</p> <p>-Ask Ss to give the answers.</p>	<p>2 Ask students to look at the photos. Ask: <i>What can you see?</i> Elicit ideas from the students. Use the photos to preteach the words <i>bag</i> and <i>suitcase</i>. Ask students to read the article quickly and underline the clothes.</p> <p>ANSWERS</p> <p>In my sister's bag, there are three jackets, four or five jumpers, seven pairs of trousers and two dresses. In my husband's bag there's a pair of boots, a pair of shoes and a pair of sandals.</p> <p>3 Ask students to read the article again and find the answers. Let them compare their answers in pairs. Point out that <i>without</i> is the opposite of <i>with</i>.</p> <p>ANSWERS Kate: a laptop Sister: books Husband: maps</p>
<p>Grammar: There is/ There are</p>	<p>- Ask students to make sentences about the things in the bags. Do one as an example. Students could work in pairs to do this exercise. Play the recording. Students listen and check their answers.</p>	<p>We use <i>there is</i> and <i>there are</i> when we first refer to the existence or presence of someone or something: <i>There's a letter on your desk. Julia brought it from the mail room.</i> Not: It's a letter on your desk. <i>There are three Japanese students in my class.</i> <i>There is</i> and <i>there's</i> are both singular forms. We use <i>there's</i> more commonly in informal speaking: <i>There is a new cafe in the centre of</i></p>

		<p><i>town which sells Indonesian food. She's very determined and there's no chance she will change her mind.</i></p> <p><i>There are</i> is the plural form of <i>there is</i> and <i>there's</i>:</p> <p><i>There are two new buildings next to the school. They are both science buildings.</i></p> <p>In speaking and in some informal writing, we use <i>there's</i> even when it refers to more than one. This use could be considered incorrect in formal writing or in an examination:</p> <p><i>There's three other people who are still to come.</i></p> <p><i>There's lots of cars in the car park</i></p>
<p>Pronunciation</p>	<ul style="list-style-type: none"> - Ask students to make sentences about the things in the bags. Do one as an example. Students could work in pairs to do this exercise. Play the recording. Students listen and check their answers. - Play the recording. Students listen and repeat. Discuss the question in feedback. 	<p>There's a camera. There's a laptop. There are three scarves. There are two shirts. There's a pair of shoes. There's a skirt. There are some T-shirts. ANSWER Are is not stressed.</p>
<p>9b. Place to stay</p>	<p>Lead-in Introducing the theme: places to stay Bring in some advertisements that advertise hotels and / or youth hostels in your town. Pass them round the class and ask: What type of place is it? How much is it to stay? What is there in</p>	

	the place? Do you want to stay there? Why? Why not?	
9b Places to stay	<p>Listening</p> <p>1 Ask students to look at the photos. Ask: <i>What can you see?</i> Elicit a youth hostel and a hotel. Ask: <i>How much does it cost to stay for a night?</i> Elicit and check <i>cheap</i> and <i>expensive</i>. Ask students to say which people usually stay where.</p> <p>2. [2.28] Give students a moment to read through the sentences first. Then play the recording. Students listen and underline the words used. Let them compare their answers with a partner</p>	<p>Hotel: business travellers, families</p> <p>Youth hostel: students, young couples</p> <p>2. Key:</p> <p>1 airport</p> <p>2 near the airport</p> <p>3 a bus</p>
Grammar <i>there is / are</i> negative and question forms	<p>We use there isn't with singular or uncountable nouns. We use there aren't with plural nouns. We use any with plural nouns (and uncountable nouns) in questions and negative forms.</p>	<p>ANSWER</p> <p>We use any with plural nouns (and uncountable nouns) in questions and negative forms.</p>
Vocabulary Furniture	<p>8. Ask students to look at the photos and the words. Play the recording for students to listen and repeat. Organise the class into pairs to match the words to the pictures.</p>	<p>1 TV</p> <p>2 bath</p> <p>3 bed</p> <p>4 chair</p> <p>5 table</p> <p>6 lamp</p> <p>7 desk</p> <p>8 sofa</p> <p>9 wardrobe</p> <p>10 armchair</p> <p>11 shower</p> <p>12 fridge</p>
9c Across a	Write the following pairs of	

<p>continent</p>	<p>words on the board and ask students in pairs to say how they are different: a town / a city a country / a continent a road / a street a hotel i a hostel</p> <p>Reading</p> <p>1 Ask students to look at the map and the photos. Ask: <i>What can you see? Where are they?</i> Elicit ideas. Use the pictures to pre-teach <i>lorry, hitch-hike</i> and <i>trip</i></p> <p>2. Ask students to read the article quickly and find out if it mentions any of the places or things to do that they talked about in Exercise 1. In feedback, ask students to say which places are mentioned in the article. Ask them to find the places on the map.</p> <p>3. Students read the article again and decide if the sentences are true or false. Let students compare their answers in pairs before discussing as a class.</p> <p>Vocabulary travel</p> <p>2 Ask students to match the verbs in A to the words in B. Then ask them to read the article to check their answers.</p> <p>Vocabulary notes</p> <p>Point out some of the collocations involving prepositions, e.g. arrive in + a city; travel from + place; travel to + place</p> <p>6;Ask students to complete the</p>	<p>ANSWERS</p> <p>Places mentioned: Moscow, Novosibirsk, Kungur Ice Cave, Perm, Irkutsk, Ulan-Ude, Lake Baikal, Vladivostock</p> <p>ANSWERS</p> <p>1 T 2 F (trains leave Moscow almost every day) 3 F (You sleep and eat on the train.) 4 T 5 F (there are only four or five towns near it) 6 F (Drive your car...)</p> <p>ANSWERS</p> <p>travel from east to west leave Moscow book your tickets use a travel agent stay in hotels visit an ice cave take a bus drive your car arrive in Vladivostock fly home</p> <p>1 arrive 2 stay 5 take 6 fly 4 leaves</p>
------------------	--	--

	<p>sentences with the missing verbs. Let them compare their answers in pairs.</p> <p>Word focus <i>take</i></p> <p>3 a Ask students to look at the expressions and find the one in the text.</p> <p>ANSWER take a bus</p> <p>Grammar imperative forms</p> <p>Ask students to look at the sentences in the grammar box. Discuss the question as a class. Refer students to the information and practice on</p> <p>4 page 167.</p> <p>ANSWER</p> <p>They are verbs in the imperative form.</p> <p>Grammar notes</p> <p>The imperative in English is exactly the same form as the infinitive without to. The negative imperative is formed with don't + infinitive.</p>	<p>3 book</p> <p>Vocabulary notes</p> <p>Take has many meanings. Flere, it means travel on (take a bus), photograph {take a photo) and carry with you (take a suitcase)</p> <p>ANSWERS</p> <p>1 Travel</p> <p>2 Stay</p> <p>4 Go</p> <p>6 Drive</p> <p>3 Go</p> <p>5 Take</p> <p>ANSWERS</p> <p>1 Travel</p> <p>2 Stay</p> <p>4 Go</p> <p>6 Drive</p> <p>3 Go</p> <p>5 Take</p>
<p>9e. writing: A great place for a weekend</p>	<p>Introducing the theme: Lisbon</p> <p>Write <i>Lisbon</i> on the board and ask students to come up and write anything they know about the place on the board. Tell them to write facts and opinions, After students have written a number of sentences, read out any interesting ones, and ask any students who know the city to tell the class about it.</p> <p>Notes</p> <p>Lisbon /'lizban/ (or <i>Lisboa</i> in</p>	<p>e.g. <i>It's a city. It's in Portugal. It's beautiful. There is a castle.</i></p> <p>ANSWERS</p> <p>1 Lisbon</p> <p>2 By flights from main European cities, then by bus to the city centre.</p> <p>3 In the cafés and restaurants.</p> <p>4 You can eat Portuguese cakes.</p> <p>5 You can see beautiful buildings.</p> <p>6 You can go sightseeing and go to a Fado show.</p>

	<p>Portuguese) is the capital city of Portugal. It lies on the Tagus River on the Atlantic coast. Its most famous sites include the Belem Tower, the Jeronimos Monastery, and elegant squares. It is a major international port. Fado is a melancholy type of music that dates back to the early nineteenth century. It is Portugal's national music.</p> <p>Writing travel advice</p> <p>1 Ask students to look at the pictures first. Ask: <i>What can you see in the photos?</i> Then ask students to read the advice and answer the questions. Let them compare their answers in pairs before discussing as a class.</p> <p>2 Students read again and underline Dani's tips. Let them compare their answers in pairs before discussing as a class. In feedback, remind students that we use the imperative to give advice</p> <p>3b Ask students to rewrite the sentences. Let them compare their answers in pairs before discussing as a class.</p>	<p>ANSWERS</p> <p>Take a taxi because they aren't expensive.</p> <p>Travel around the city by tram - they're great!</p> <p>... try the delicious Portuguese cakes!</p> <p>... don't miss a Fado show</p> <p>Grammar note</p> <p>We use linking words to join ideas together when we're talking or writing. Sometimes we want to show that one thing happened because of another thing. We can use linking words like 'because' We can use this word at the beginning or in the middle of a sentence. It is used in front of a clause (a clause has at least a subject and a verb that agrees with the subject). It goes before the reason.</p> <p>The word <i>because</i> goes in the middle of a sentence and joins two clauses. It is used to give a reason why.</p>
<p>UNIT 9 Review</p>	<p>1 Ask students to look at the photo and write questions with <i>is there /are there?</i></p> <p>Speaking</p> <p>Divide the class into groups of four. Tell each group to prepare a list of things to do in the town, then make a short presentation to the class</p>	<p>ANSWERS</p> <p>2 Is there a passport?</p> <p>3 Are there books?</p> <p>6</p> <p>Are there tickets?</p> <p>T</p> <p>ANSWERS</p>

	<p>2 Organise the class into pairs. Students take turns to ask and answer the questions in Exercise 1. Students read the sentences and look at the photo. They change the false sentences so that they are true</p> <p>2 Organise the class into pairs. Students take turns to ask and answer the questions in Exercise 1.</p> <p>3 Students read the sentences and look at the photo. They change the false sentences so that they are true.</p> <p>Vocabulary</p> <p>1 Students read the sentences and decide which options are not logical.</p> <p>2 Students match the two parts to make sentences about a hotel room.</p>	<p>1 F (There is a map) 2 T T 4 F (There is one pen) 5 F (There is a pair of boots) T ANSWERS 1 Don't be late. 2 Wait a moment. 3 Don't travel at night. 4 Go in winter. 5 Try the local cafes. 6 Don't stay in this hotel.</p> <p>ANSWERS 1 a pair of sandals 2 a jacket 3 a scarf 4 a T-shirt 1b 2 c 3 e 4 f 5 d 6 a</p>
<p>Consolidation</p>	<p>Teacher: Summarize the main points of the lesson Students: Listen to the teacher</p>	

E: ASSIGNMENT

- Ask Ss to learn by heart the forms and the uses of there is/ there are in positive, negative and question forms; imperative forms
- Ask Ss to do exercises in workbook.
- Ask Ss to study the materials related to the verb to be in the past to prepare for next unit: unit 10: History

UNIT 10: HISTORY

Period: 09

A. Objectives

- By the end of the lesson, Ss will be able to:

1. Knowledge:

- Grammar: - synthesize the forms and the uses of was/were; imperative forms
- Vocabulary: - enlarge vocabulary related to dates; time expressions;
- Reading: read comprehension an article about the first people in the American continents
- Listening: - listen to a radio programme about heroes and information about an important moment in TV history.
- Speaking: say dates and events, describe a favorite object in the past.
- Writing: write blog using when
- Pronunciation: - practice was/were; weak forms and strong forms; sentence stress.

2. Skills:

- Grammar: - use was/were; in positive, negative and question forms; imperative forms to describe something.
- Vocabulary: - remember and use adjectives to describe people and vocabulary related to dates; time expressions.
- Reading: - guessing meaning in context; scan for specific information to do tasks
- Listening: - listening for specific information about heroes and information about an important moment in TV history.
- Speaking: say dates and events, describe a favorite object in the past.
- Writing: write a blog using when
- Pronunciation: - recognize and pronounce correctly and exactly was/were; weak forms and strong forms; sentence stress.

3. Attitude:

- Grammar: - be active in using was/were; in positive, negative and question forms; imperative forms to describe something.
- Vocabulary: - be active in describing people and saying dates with time expressions.
- Reading: having a good behavior with famous heroes and other people
- Listening: - listening for specific information about heroes and information about an important moment in TV history.
- Speaking: be creative in making sentences using dates and events, describing a favorite object in the past.
- Writing: fluent in writing a blog using when

Pronunciation: - be positive in practice pronouncing was/were; weak forms and strong forms; sentence stress.

B. Teaching materials

1. Teacher:

- The main material: [1] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*, Students' book; Cengage Learning.

[2] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*, Workbook; Cengage Learning.

- References: Mai Lan Hương & Hà Thanh Uyên, *Giải thích ngữ pháp tiếng Anh*, NXB Đà Nẵng, 2012

- Jonathan Marks, *English Pronunciation in Use*, 2012

2. Students:

- The main material: [1] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*, Students' book; Cengage Learning.

[2] Helen Stephenson; Paul Dummett; John Hughes (2016), *Life*, Workbook; Cengage Learning.

3. Method of teaching

- Communicative Language Teaching

C. Method of teaching

- Communicative Language Teaching

D. Procedure:

Stage	Teacher's and students' activities	Content
10a. Explorers	Write <i>explorers</i> on the board and explain or elicit the meaning (people who travel and study new lands). Write the students' ideas on the board..... Ask the students if they know any famous explorers from their country.	Introducing the theme Ask: <i>What can you explore?</i> Ss: e.g. <i>mountains, new countries, space</i> etc.
Reading and listening	1 Ask students to look at the photo and answer the questions. Then ask students to read the caption and check their answers. 2 [2.37] Tell students they are going to read the quiz and complete the sentences with the names of the	<i>What can you see? Where are they?</i> ANSWER The people are mountaineers, and this is the first American expedition on Mount Everest in 1963.

	<p>famous explorers. Before they do the task, focus on and pre-teach <i>captain</i> (a person who is the 'boss' or leader of a team or a ship), <i>expedition</i> (a journey to find new places), <i>North Pole</i>, <i>South Pole</i>, <i>round the world</i>, <i>space</i>.</p> <p>Let students check their answers in pairs before listening to the recording to check.</p> <p>3 . [2.38] Pre-teach <i>was born</i>, <i>mountaineer</i>, and <i>king</i>. Ask students to read the texts and match them with four people from the quiz. Get students to listen to the recording as they read the texts. Students do the task in pairs or in groups of three or four then check their answers. Get class feedback.</p> <p>Extra activity</p> <p>Tell the students to look at the text again for one minute and try to remember the information, then close their books. Write on the board: 1480, 1872, 1939, 1955, and ask the students to pronounce the years. Read out these sentences for the students to finish them with the year (answers are in brackets)</p>	<p>2.37. ANSWERS</p> <ol style="list-style-type: none"> 1 Ferdinand Magellan 2 Roald Amundsen 3 Yuri Gagarin, Valentina Tereshkova 4 Junko Tabei 5 Ann Bancroft <p>[2.38]</p> <p>ANSWERS</p> <ol style="list-style-type: none"> 1 Junko Tabei 2 Ferdinand Magellan 3 Ann Bancroft 4 Roald Amundsen <p><i>Junko Tabei, a Japanese mountaineer, was born in (1939). Ferdinand Magellan, an explorer was born in (1480). Ann Bancroft, an American explorer of the South Pole, was born in (1955). Roald Amundsen, a Norwegian explorer, was born in (1872).</i></p>									
<p>Grammar: was/were</p>	<p>Ask Ss to look at the screen and tell about the form and uses of was/were</p> <p>Ask them to find the past forms of the verb <i>to be</i> in the texts in exercise 3</p> <p>Notes:</p>	<p>Use <i>was/were</i> to talk about the past.</p> <table border="1" data-bbox="1102 1821 1441 1977"> <tr> <td>Present</td> <td>Past</td> </tr> <tr> <td>am/is</td> <td>was</td> </tr> <tr> <td>are</td> <td>were</td> </tr> </table> <p style="text-align: center;">Affirmative</p> <table border="1" data-bbox="1066 2029 1449 2078"> <tr> <td>I /</td> <td>was</td> <td>busy.</td> </tr> </table>	Present	Past	am/is	was	are	were	I /	was	busy.
Present	Past										
am/is	was										
are	were										
I /	was	busy.									

	<p><i>Was</i> and <i>were</i> are the past forms of <i>am / is</i> and <i>are</i> and are used to describe permanent and temporary states in the past: <i>He was an explorer/ She was born in 1955.</i></p> <p>The negative forms are <i>wasn't</i> and <i>weren't</i> (full form <i>was not</i> and <i>were not</i>).</p> <p>they ... ? I were we ... ?, and the short answers are Yes, he / she was. No, he I she wasn't. Yes, they were / No, they weren't.</p> <p>When we talk about when things happened, we don't use an article with a year: <i>in</i> (no article) 1679.</p>	<table border="1"> <tr> <td>He /</td> <td></td> <td></td> </tr> <tr> <td>She /</td> <td></td> <td></td> </tr> <tr> <td>It</td> <td></td> <td></td> </tr> <tr> <td>You /</td> <td>were</td> <td></td> </tr> <tr> <td>We /</td> <td></td> <td></td> </tr> <tr> <td>They</td> <td></td> <td></td> </tr> </table>	He /			She /			It			You /	were		We /			They		
He /																				
She /																				
It																				
You /	were																			
We /																				
They																				
<p>6.</p>	<p>6. Ask students to read and complete the paragraph using <i>was / were</i>.</p> <p>Ask Ss to do individually</p> <p>Let them compare their answers with a partner.</p> <p>Check the answers with the whole class.</p> <p>Note Ss the use of was/were</p> <p>Ask Ss to do some more exercise to make sure that they understand and can be able to use was/ were.</p> <p>Find the mistake, underline it and write the correct word.</p> <p>Ask Ss to do individually, then compare the answers with a partner</p> <p>Check the answers with the whole class.</p> <p>Speaking:</p> <p>Ask Ss to look at the picture and tell about yesterday using the cues.</p> <p>Yesterday I was on a</p>	<p>ANSWERS</p> <p>1 was 2 were</p> <p>3 was 5 were</p> <p>6 was 7 was</p> <p>& were 9 was</p> <p>10 were</p> <p>a. Was</p> <p>b. Was</p> <p>c. Was</p> <p>d. Were</p> <p>e. Was</p> <p>f. were</p> <p>Yesterday was Sunday. I was on a trip with my family. We were on the beach all day. My parents were happy because they were off from</p>																		

<p>Vocabulary: Dates</p>	<p>with my We on the all day. My parents.....because they were from It was a day, so we in the all morning. Yesterday day.</p> <p>Ask students to look at the <i>Important dates in exploration</i> table and complete the dates with the information from the quiz. Let students compare their answers in pairs. Check answers in feedback</p> <p>8. [2.40] Ask students to look at the table in Exercise 7 again. Explain that 1st is short for <i>first</i>, and 16th is short for <i>sixteenth</i>. These are ordinal numbers which we use to say dates. Play the recording. Ask students to listen and repeat the ordinal numbers. Play the recording again if necessary, pausing after problem numbers, and drill the pronunciation..</p> <p>9. [2.41] Ask students to look at the dates and say them in pairs. Then play the recording. Students listen and check their answers as a class. Students may meet other ways of saying and writing dates, tell ss the way to say the dates</p>	<p>work. It was a hot day, so we were in the sea all morning. Yesterday was a great day.</p> <p>ANSWERS 1st May 1986 16th May 1975</p> <p>Grammar notes Ordinal numbers in English are so called because they tell us the order of events. They are also used to say dates. <i>First, second, third</i> are ordinal numbers for numbers one, two, three. After that, the ordinal numbers are formed with number + <i>th</i>. Also, we say <i>twenty-first, twenty- second, twenty-third</i>, and NOT <i>twenty-oneth</i>, etc. We use <i>last</i> at the end of a sequence of things. It means the final one, and It's not an ordinal number. e.g. fourth , fifth /fif0/, sixth /, eighth /eit0/, twelfth /twelf0/ Pronunciation notes In ordinal numbers, <i>th</i> is pronounced like/6/ and is unvoiced. Ordinal numbers are often preceded by the article <i>the</i>. Vocabulary notes , for example, <i>the twenty-second of September</i> or <i>September the twenty-second</i>. In American English, numbers are both written and spoken differently. When writing, the</p>
------------------------------	--	---

		month goes first and then the day, e.g. 9 / 22 Is the 22nd of September. When speaking, the month usually goes first and <i>the</i> Is not used, e.g. <i>July seventeenth</i> .
Speaking	<p>11. Write a date which is well known and important in your country and ask students:</p> <p>Then ask students in pairs to name three important dates in their country. Get feedback from the class and write all the answers on the board.</p> <p>12 Write a date which is important to you on the board, e.g. Give students a couple of minutes to write down five dates from their past. Then ask students in pairs to tell their partner a date and explain why it was important, then to swap roles. Get feedback from the class.</p>	<p>2/9; 30/4</p> <p><i>Do you know this date? Is it important? Why?</i></p> <p>the date you were born, and say: <i>It's an important day to me. It's my birthday.</i></p>
10b Heroes	<p>Using words: revision of jobs vocabulary</p> <p>Write three questions on the board: and give students some time to ask and answer these questions in pairs. Get the feedback from the class and write all the answers on the board. Produce a 'top 5' list of popular professions in the class.</p>	<p>Lead-in</p> <p><i>What do you do? What does your father / mother do ? What does your best friend do?</i></p>
Reading and listening	<p>1 Ask students to look at the photos of the people and write the following questions on the board: <i>Who are they? Where are they?</i></p> <p>Point at the speech bubbles in Exercise 1 and role play the dialogue with one of the strong</p>	<p>ANSWERS</p> <p>1 at 19,30 on 13-18 March</p> <p>2 their heroes</p> <p>3 Aneta, Joe and Clare</p> <p>4 Michael Johnson, David Attenborough and Clare's teachers at college</p>

	<p>students. Organize students in pairs to ask and answer the questions. Students will find out more about the people when they listen to the recording.</p> <p>2 Check the meaning of <i>hero</i> by telling students one or two of your heroes, and by asking the class to answer the question: <i>Who ions your hero when you were young?</i></p> <p>Ask students to read the information about the radio programme and answer the questions. Let them compare their answers in pairs.</p> <p>3. [2.43] Students complete the sentences. Play the recording. Students listen and check.</p> <p>4^ [2.43] Play the recording again. Students listen and choose the correct answer. Let them compare their answers in pairs.</p>	<p>ANSWERS</p> <p>1 great</p> <p>2 eight</p> <p>3 animals</p> <p>4 first</p> <p>5 interesting</p> <p>6 friendly</p> <p>7 art</p> <p>0 funny</p> <p>ANSWERS</p> <p>1. Yes, he was</p> <p>2 .Yes, I was</p> <p>No, it wasn't</p> <p>4 No, I wasn't</p> <p>5 Yes, they were</p>
<p>Grammar <i>was</i> / <i>were</i> negative and question forms</p>	<p>6. Read through the grammar box with the class. Discuss the question and elicit answers. Refer students to page 167 for further information and practice.</p> <p>8.Elicit the first question as an example and write it on the board. Then divide the class into pairs to prepare the other questions. Note that with short answers, we just use the linking verb. Students may make the mistake of saying, for example. Yes, I was happy <i>or</i> Yes, I happy.</p> <p>8. ANSWERS</p>	<p>ANSWERS</p> <p>We make the negative form by adding the contracted form of <i>not</i> (<i>wasn't, weren't</i>)</p> <p>We make the question form by Inverting <i>was</i> or <i>were</i> and the subject (<i>Was he...? Were they...?</i>)</p> <p>Grammar notes</p> <p>The verb <i>be</i> is sometimes an auxiliary verb (<i>He was born in ...; He wasn't playing ...</i>) and sometimes a linking verb (<i>He was world champion; He wasn't on TV</i>). It's irregular and conjugates differently from other verbs in English. It's important to make sure students are confident when</p>

	<ol style="list-style-type: none"> 1 Was Michael Johnson on TV? 2 Was your hero David Attenborough? 3 Were your parents famous? 4 Were you happy at school? 5 Were your teachers friendly? 6 Were you good at sport? 	<p>manipulating these forms before moving on to <i>did</i> and <i>didn't</i> and regular past forms. Otherwise, they get confused about which forms to use.</p>
Speaking	<p>Vocabulary</p> <p>Organise students into pairs to think of people to match to the words. You could start them off with a couple of examples that they will know, feedback, elicit examples and reasons</p> <p>Lead in by asking students who their heroes were and why. Have a brief class discussion. Make sure everybody thinks of two heroes. At this stage, you could pre-teach words like <i>boss</i>, <i>neighbour</i>; <i>best friend</i>, etc., depending on who your students' heroes are. Ask students to prepare answers to the questions individually.</p> <p>5 Organise the class into groups of four or five.</p> <p>Students write the names of their two heroes on small pieces of paper. Then they are placed in a pile face down. So, in a group of four, there should be eight pieces of paper in a pile. Students take turns to turn over a paper and ask questions about the name on the card, using the questions in Exercise 11.</p>	<ol style="list-style-type: none"> 1. Who was he/she? 2. Was he a teacher/ a famous person? <p>Why was he your hero?</p>
10e Childhood	Lead-in Introducing the theme: blogs	A blog (short for 'web log') is a discussion site or information

<p>memories</p>	<p>Write the following on the top of a piece of A4 paper: <i>CLASS BLOG</i> Well, here I am in class. I love teaching! And it's time for a lesson about blogs. Mike (teacher) Hold up the piece of paper (use your name on it!) and tell students that it is a class blog. Tell students to pass it round the class during the lesson. Students must write blog entries whenever they wish. As the lesson progresses, encourage students to write things and keep passing it on. They can write any comment on the lesson, and must put their name. At the end of the lesson, put the blog on the wall. Students read their class blog. Ask students to look at the photo of Tyler. Ask: <i>Where is he from? How old is he?</i> Elicit ideas. Ask students to say what they want to find out about his life and his family. Students read the blog and answer the questions. Let them compare their answers in pairs Ask students to practise the conversations again, substituting words in the model conversations with phrases from Exercise 1. With weaker classes, ask them to write out new conversations first before practicing.</p>	<p>site on the web on which the blogger writes entries (called 'posts') which are displayed in reverse order. Blogs might be written by individuals in the form of a series of diary entries, or they might be multi-author blogs with entries written by a number of writers. Often, these are professionally edited. Blogs may be personal diaries, on a specific subject, or a discussion site on such things as sport or politics</p> <p>ANSWERS I'm sorry I'm late 1 The DJ's was late. 2 I was very busy. We weren't at home</p>
<p>Writing skill: When</p>	<p>Ask students to look back at the text and find the endings to the sentences. Let students compare answers in pairs.</p>	<p>Answers: When I was a child, my parents weren't rich When I was ten, my best friends</p>

	<p>Students in pairs find two other sentences</p> <p>Students rewrite the sentences. Let them compare answers in pairs.</p> <p>Ask Ss some questions:</p> <p><i>When were you born?</i></p> <p><i>Where were you born?</i></p> <p><i>Where was your family's house?</i></p> <p><i>What was your favourite toy?</i></p> <p><i>Who were your friends?</i></p> <p>Ask the questions round the class and elicit different answers. Then ask students to prepare notes in response to these questions individually.</p> <p>Ask students to write a short biography with their notes, following Tyler's blog as a model and including sentences with <i>when</i>.</p> <p>When they have finished, tell them to read the biography carefully to check.</p> <p>Students exchange texts with a partner. Tell them to read each other's blog and find a surprising thing. Tell students to ask each other questions about the information in their blogs.</p>	<p>were Jack and Nathan</p> <p>When he wasn't well, he wasn't happy.</p> <p>When we were on holiday, it was great.</p> <p>ANSWERS</p> <p>1 When my parents were young, they weren't rich.</p> <p>2 When my father was a student, he was poor.</p> <p>3 When I was a child, I was happy.</p> <p>4 When I was three years old, my sister was born.</p>
--	---	---

E: ASSIGNMENT

- Ask Ss to learn by heart the forms and the uses of was/were in positive, negative and question forms; imperative forms
- Ask Ss to do exercises in workbook.
- Ask Ss to revise all the lessons from unit 8- 10 to prepare for the coming text.

