

UNIT 11: PRIORITIES

Periods: 7

A. Objectives

1. Knowledge

- + Grammar: Causative: have; make/let/get; Language focus: need + Ving
- + Vocabulary: Noun formation; vocabulary file: Synonyms
- + Reading: Di-Di's story
- + Listening and speaking: Dealing with problems; conversation pieces: Polite expressions
- + Pronunciation: -ea-; corrective stress

2. Skills

- Students study causative have; make, let, get.
- Students do a word building activity looking at how nouns are formed and put some of the vocabulary in context.
- Students listen to and practice ways of dealing with some everyday problems and situations.
- Students distinguish different ways of pronouncing –ea-

3. Attitude

- Students love the lesson and have a positive attitude to the lesson and the teacher.
- Ss can practise doing exercises about causative have; make, let, get.

B. Teaching materials

- The main material: Tom Hutchinson, *Life-lines Intermediate* (student's book and workbook)
- References: Mai Lan Hương & Hà Thanh Uyên, *Giải thích ngữ pháp tiếng Anh*, NXB Đà Nẵng, 2012

Jonathan Marks, *English Pronunciation in Use*, 2012

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PART 1: GRAMMAR: CAUSATIVE HAVE; MAKE/LET/ GET

The English verbs **let**, **make**, **have**, **get**, and **help** are called **causative verbs** because they cause something else to happen.

1. LET = permit something to happen

Examples:

- + I don't let my son play games.
- + My father lets my brother use the car.
- + My boss let me leave work an hour early yesterday.

Remember: The past tense of let is also let; there is no change!

Note: The verbs allow and permit are more formal ways to say "let." However, with allow and permit, we use to + verb:

- + I don't allow my son to play games
- + Our boss doesn't permit us to eat lunch at our desks.

2. MAKE = force or require someone to take an action

Grammatical structure: **MAKE + PERSON + VERB (base form)**

Examples:

- + The judge made the man apologize.
- + My parents made me practise the piano for 2 hours everyday.

Note: When using the verbs **force** and **require**, we must use **to + verb**.

- + My school **requires** the students **to wear** uniforms.

"Require" often implies that there is a rule.

- + The hijacker **forced** the pilots **to take** the plane in a different direction.

"Force" often implies violence, threats, or extremely strong pressure

3. HAVE = give someone else the responsibility to do something

Grammatical structure:

HAVE + PERSON + VERB (base form)

HAVE + THING + PAST PARTICIPLE OF VERB

Examples of grammatical structure #1:

- + The businessman had his secretary make copies of the report.

Examples of grammatical structure #2:

- + I had my room painted

4. GET = convince/encourage someone to do something

Grammatical structure: **GET + PERSON + TO + VERB**

Examples:

- + How can we get to arrive all the employees on time?
- + My husband hates housework; I can never get him to wash the dishes!

*** Practice**

1. Read the examples with the class and ask Ss to work on their own to write down the transformed sentences. Check the answers with the class.

Answers

1. He had the man stopped.
2. He had his suitcase emptied.
3. He had his passport checked.
4. He had his clothes searched.
5. He had him questioned.
6. He had his detailed sent to the police.
7. He had him followed.

2.a Ask Ss to look at nine signs illustrated. Go round the class asking students to say what service they can have done in each place.

Answers

1. You can have your hair cut here.
2. You can have your eyes tested here.
3. You can have your ears pierced here.
4. You can have your car washed here.
5. You can have your shoes repaired here.
6. You can have your suit/ clothes dry cleaned here.
7. You can have your photograph taken here.
8. You can have your films developed/printed here.
9. You can have a key cut while you wait here.

PART 2: VOCABULARY: NOUN FORMATION

A suffix is added on to a word to form a new, related word. Some of the common suffixes used to form nouns include: **-ness, -ment, -ity, -tion, -ion, -sion, -ance and -ence.**

These are some of the common suffixes that are used with adjectives or verbs to form their nouns.

-ment

This forms nouns related to action, process, cause or effect of an action etc.

Although *-ment* usually forms noun from verbs, occasionally adjectives can have this suffix, as in the last example below.

Arrange - arrangement

refresh - refreshment

employ - employment

replace - replacement

merry - merriment

–ness

This suffix is usually added to adjectives. However, it cannot be applied to every adjective. It usually indicates a state or quality.

Happy - happiness

sad - sadness

weak - weakness

-tion, -sion

This suffix is used to refer to an action or process of something or a condition or state of being.

explode – explosion

collide – collision

negate – negation

relate – relation

–ity

This suffix is used to form nouns from adjectives just as *–ness*. It also expresses a state or condition, a degree or measure of condition etc.

Possible - possibility

complex - complexity

major - majority

–ance, –ence

These suffixes form nouns from adjectives and occasionally from verbs. They mostly indicate quality or action. NB *–ancy* and *–ency* have a similar use

Silent - silence

absent - absence

important - importance

dependant - dependence

–ship and –hood

These indicate various relationships, statuses, ranks, states etc. They are most often used to form nouns from other nouns.

Relation - relationship

member - membership

friend - friendship

child - childhood

mother - motherhood

2. Ask Ss to copy the table and work with a partner to complete it. Check the answers with the whole class.

Answers:

Verb	Noun
Destroy	Destruction
Introduce	Introduction
Create	Creation
Survive	Survival
Produce	Production
Establish	Establishment
Protect	Protection
Examine	Examination
Imagine	Imagination
Decide	Decision
Suggest	Suggestion
Concentrate	Concentration
Compensate	Compensation
Support	Support
Injure	Injury
appear	Appearance

3. Ask Ss to work with the same partner as in activity 2 to complete the sentences. Check the answers with the whole class.

Answers

1. We need to make a decision about the next year's production targets, so I would like to suggest a meeting on Friday.
2. If we can't reach an agreement with the local people about the protection of these animals, they won't survive.
3. We must put an end to the destruction of the forests and create/ establish new national parks.
4. The woman got £ 100,000 compensation for the injury that she suffered in the crash.

PART 3: READING: DI-DI'S STORY

1. Ask Ss to look at the photograph and discuss the questions with a partner before joining in a general class discussion.
- 2.a Ask Ss to read the article and make notes on the people and places listed. Discuss their roles in the story with the class.
3. Ask Ss to work first individually to put the events in order, then to compare their answers with a partner. When the order has been agreed, each pair joins another to check their ideas. Finally, check the order with the whole class.

*** Vocabulary file: Synonyms**

Give students a limited time to find the synonyms in the text, working in pairs. At the end of the allotted time check the answers with the class.

Answers

Very unusual	Extraordinary
Something that a baby wears	A nappy
The toilet	The loo
Very surprised	Amazed
Death of a species	Extinction
The ones that are still there	Remaining
Very fast	Rapidly
To import illegally	To smuggle
Teenage	Adolescent
From the Netherlands	Dutch
To watch	To observe
Up till now	To date
To set free	To release

PART 4: LISTENING AND SPEAKING: DEALING WITH PROBLEMS

1.a Ask Ss to read through the list of problems and tell a partner about the ones they have experienced.

b. Divide the class into groups of three or four to discuss the eight situations.

2. 11.2 Play the CD for students to listen and tick which five situations they hear.

Answers

You've bought something and it's faulty.

You're in a restaurant. There's something wrong with the food.

You've left something at a hotel.

Your watch has stopped.

You've damaged your car.

3. Ask Ss to copy the table. Play the CD again for Ss to listen and complete the table.

*** Language focus: Need –ing**

Chúng ta có thể sử dụng dạng này khi chúng ta muốn nói về cái gì đó mà cần thiết cho ai thực hiện. Chúng ta không phải nói ai sẽ làm việc đó.

Ex: The car really dirty. It needs cleaning

Đây là cấu trúc bị động khi cấu trúc thông thường chủ từ + động từ + phó từ thay đổi thành **phó từ + need + động từ +ing**.

Chúng ta tạo cấu trúc này với: **phó từ + need hoặc needs + động từ +ing**

eg: The horse needs untacking .

Chúng ta tạo dạng phủ định với: **phó từ + don't /doesn't need + động từ +ing**

his eyes doesn't need testing.

PART 5: PRONUNCIATION –EA-; CORRECTIVE STRESS

1. The vowels –ea-

Write –ea- on the board and invite students to give examples of words containing these vowels.

a. Write the four columns on the board and ask students to copy them. Say each sound as you write it up and ask Ss to repeat it.

b. Ask Ss to complete the table using the words in the box.

c. Answers

Heard Early Earth Learn Search	Fear Appear Ear Dearest Gear Hear Year Rear	Dead Head Bread Read Weather Leather Heavy lead	Bean Bead Clean Weak Read Easy Please Speak Seat lead

2. Corrective stress

- a. 11.4 Play the CD for the class to listen and note the corrective stress.
- b. 11.5 Ask Ss to look through the five pairs of statements.
- c. 11.6 Play the CD for Ss to listen and check their answers.

D. Guide student's self-study

- Read material 1: p.88-p.93
- Read material 2: Causative have; make/let/ get
- Read material 3: Pronunciation –ea-
- Do exercises in workbook unit 11: p. 59-p.64

UNIT 12: NEWS

Periods: 8

A. Objectives

1. Knowledge

- + Grammar: Reported speech
- + Vocabulary: Phrasal verbs (2)
- + Reading: The soldier's tale
- + Listening and speaking: Here is the news.....
- + Pronunciation: Silent letters; word linking (3)

2. Skills

- Ss study the rules for the form and use of reported speech,
- Students listen to and answer questions on a news broadcast
- Students identify silent letters
- Students practise silent –t- and –d- in consonant clusters.

3. Attitude

- Students enjoy the lesson. Students have a positive attitude to the lesson and the teacher.

B. Teaching materials

- The main material: Tom Hutchinson, *Life-lines Intermediate* (student's book and workbook)
- References: Mai Lan Hương & Hà Thanh Uyên, *Giải thích ngữ pháp tiếng Anh*, NXB Đà Nẵng, 2012

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PART 1: GRAMMAR: REPORTED SPEECH

Reported Speech là câu tường thuật lại một lời nói của ai đó. Khi sử dụng reported speech người học cần chú ý những quy tắc sau:

a. nếu động từ tường thuật ở trong câu trực tiếp ở thì hiện tại đơn khi chuyển sang gián tiếp ta chỉ thay đổi đại từ mà không thay đổi thì của động từ.

Eg: Hoa says, "I want to go home".

- Hoa says she wants to go home.

-He says, "I am going to Hanoi next week".

He says he is going to HN next week

b. nếu động từ tường thuật ở trong câu trực tiếp ở thì quá khứ đơn khi chuyển sang gián tiếp ta phải tuân thủ theo các quy tắc sau:

1. Tenses: lùi thì

Direct Speech(Lời nói trực tiếp)	Reported Speech(lời nói gián tiếp)
Present simple: Hiện tại đơn (S + V _{s/es})	Past simple: Quá khứ đơn (S + V _{ed/v2})
Present progressive: Hiện tại tiếp diễn (S+ am/ is/ are + V _{ing})	Past progressive: Quá khứ tiếp diễn (S + was/were + V _{ing})
Past simple: Quá khứ đơn (S + V _{ed/pII})	Past perfect: Quá khứ hoàn thành (S + had + PII)
Past progressive: Quá khứ tiếp diễn (S + was/were + V _{ing})	Past perfect progressive QKHT tiếp diễn (S + had + been + V _{ing})
Present perfect: Hiện tại hoàn thành (S + have/has + PII)	Past perfect: Quá khứ hoàn thành (S + had + PII)
Present perfect progressive Hiện tại hoàn thành tiếp diễn (S + have/has + been + V _{ing})	Past perfect progressive Quá khứ hoàn thành tiếp diễn (S + had + been + V _{ing})

Will/shall → would/should;

must → had to.

2. Các trạng từ chỉ thời gian và nơi chốn cũng như đại từ chỉ định được thay đổi theo quy tắc sau:

Direct Speech	Indirect Speech (Reported)
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Direct Speech	Indirect Speech (Reported)
This	That
These	Those
Here	There
Now	Then
Today	That day
Yesterday	The day before
The day before yesterday	Two days before
Tomorrow	The next day/ the following day
The day after tomorrow	In two days' time
Next week	The following week
Next year	The following year
Last week	The previous week
Last year	The previous year
A year ago	A year before/ the previous year

Quy tắc thay đổi đại từ, tính từ

Direct Speech	Indirect Speech (Reported)
I	He/ she
You	He/ she/ they
We	They/ you
Me	Him/ her
Us	Them
My	His/ her/ your
Our	Their
Your	His/ her/ my

****Có 3 loại câu tường thuật cơ bản:**

1. Reported statements (tường thuật dạng câu kể)

S+say(s)/said+(that)+S+V

*say/say to+O → tells/tell+O

said to+O → told+O

Eg: He said to me "I haven't finished my work" → He told me he hadn't finished his work.

2. Reported questions: (Tường thuật dạng câu hỏi)

a. Yes/No questions:

S+asked/wanted to know/wondered+if/whether+S+V
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Eg. "Are you angry?" he asked → He asked if/whether I was angry.

(Chuyển câu hỏi ở câu trực tiếp sang dạng khẳng định rồi thực hiện thay đổi thì, trạng từ chỉ thời gian, nơi chốn, chủ ngữ, tân ngữ...)

b. Wh-questions:

S+asked(+O)/wanted to know/wondered+Wh-words+S+V.

*says/say to+O → asks/ask+O

said to+O → asked+O.

Eg. "What are you talking about?" said the teacher.

→ The teacher asked us what we were talking about.

3. Reported commands. (Trường thuật câu mệnh lệnh)

*Khẳng định: S+told+O+to-infinitive.

Eg. "Please wait for me here, Mary." Tom said → Tom told Mary to wait for him there.

*Phủ định: S+told+O+not to-infinitive.

Eg. "Don't talk in class", the teacher said to us. → The teacher told us not to talk in class.

*Reporting verbs:

-agree, decide, offer, promise, refuse...+to-infinitive

-advise, ask, encourage, invite, remind, tell, want, warn...+O+to infinitive

-admit (thừa nhận), deny (phủ nhận), stop, suggest...+ing form)

**Câu điều kiện ở lời nói gián tiếp:

1. Điều kiện có thật, có thể xảy ra: Chúng ta áp dụng quy tắc chung của lời nói gián tiếp.

Eg. He said, "If I have much money, I'll travel around the world."

→ He said (that) If he had much money, he would travel around the world.

2. Điều kiện không có thật/giả sử: Chúng ta giữ nguyên, không đổi.

Eg. "If I had two wings,I would fly everywhere",he said

→He said If he had two wings,he would fly everywhere.

Exercise 1:Rewrite following sentences so that the meaning stay the same.

1."If I were you,I wouldn't buy this car"

→He advised.....

2."Shall I carry your suitcase,Lan?"said Nam.

→Nam offered.....

3."Yes,all right,I'll share the food with you,Dave."

→Ann agreed.....

4."Sue,can you remember to buy some bread?"

→Paul reminded.....

5."Don't touch anything in this room",the man said to the children.

→The man.....

7."Are you going to Ho Chi Minh City next week?"Tom asked me.

→Tom asked.....

8."Have you finished your homework?"Mom asked.

→Mom asked

9.She said to me:"I can't do it by myself"

→She told me that.....

10."Does your brother live in London,Nam?"Lan asked.

→Lan wanted to know if.....

11."Don't repeat this mistake again."his father warned him.

→His father warned him.....

12."Give me a smile,"The photographer said to me.

→The.....

13. "Don't leave these book on the table" ,the librarian said to the students
→The librarian told the students.....

14. "Have you travelled abroad much?"he asked me.
→He.....

15. "Who has written this note?" the boss asked the secretary.
→The boss asked.....

16. "I have just received a postcard from my sister,"my friend said to me.
→My friend told me.....

17. "This story happened long ago"he said.
→He said.....

KEY:

- 1.He advised me not to buy that car.
- 2.Nam offered to carry Lan's suitcase.
- 3.Ann agreed to share the food with Dave.
- 4.Paul reminded Sue to buy some bread.
- 5.The man ordered the children not to touch anything in that room.
- 6.Mary said that she had to go home to make the dinner.
- 7.Tom asked me if/whether I was going to Ho Chi Minh City the next week/the following week.
- 8.Mom asked if I had finished my homework.
- 9.She told me that she couldn't do it by herself.
- 10.Lan wanted to know if Nam's brother lived in London.
- 11.His father warned him not to repeat that mistake again.
- 12.The photographer told me to give a smile.
13. The librarian told the student not to leave those books on the table.
- 14.He asked me if I had travelled abroad much.

15.The boss asked the secretary who had written that note.

16.My friend told me she had just received a postcard from his sister.

17.He said that story had happened long before

PART 2: VOCABULARY - PHRASAL VERBS (2)

Động từ kép là động từ được cấu tạo bởi một động từ (a verb) với một tiểu từ (a particle) hay một giới từ (a preposition) hay cả hai (tiểu từ + giới từ) : give up, turn on, look after, get along with...

Động từ kép được chia ra làm hai loại:

1. Động từ kép có thể phân cách (*separable phrasal verbs*) give up, turn on, try on, put on ...

a. Túc từ là danh từ : có thể đứng trước hoặc sau tiểu từ.

• **S – V + tiểu từ + túc từ**

Ex: You should turn off the lights before leaving home. Ex: He's trying on a jacket.

• **S – V + túc từ + tiểu từ**

Ex: He's trying a jacket on.

Ex: He gave smoking up

b. Túc từ là đại từ nhân xưng (personal pronoun) luôn luôn đứng giữa động từ và tiểu từ.

Ex: The light is on. Turn it off.

Ex: Here're the shoes. Try them on.

2. Động từ không thể phân cách (*unseparable phrasal verbs*): túc từ luôn luôn đứng sau giới từ.

Ex: You should *look after* your old parents.

Ex: He *looks forward to* his brother's letter

Một số động từ cụm thông dụng:

Account for: giải thích lí do

Amount to: lên đến

Add sth to sth : thêm cái gì vào cái gì

Agree with : đồng ý

Arrive at+ nơi chốn: đến (nơi nhỏ, không tên)

Arrive in + nơi chốn: đến (nơi lớn có tên riêng)

Ask for: xin, yêu cầu

Be on: chiếu phim

Bear out: xác nhận, xác thực

Blow out: dập tắt, thổi tắt (lửa)

Blow up: phá hủy (bằng bom, thuốc nổ)

Break down: hư, hỏng (máy); phá vỡ (cửa...)

Break in/ into: xông vào, đột nhập vào

Break out : bùng nổ; bùng phát

Break off: đột nhiên ngừng lại; kết thúc

Break up: kết thúc (khóa học, năm học ...)

Bring in: đưa ra, giới thiệu

abide by: tuân theo

approve of: tán thành

base on : dựa vào

believe in: tin tưởng

borrow sth from: mượn từ ai

bring back : mang trở lại

buy sth for S.O : mua cái gì cho ai

change sth into sth: đổi cái gì thành cái gì

call for: ghé qua (để đón hay lấy casigif)

call in (on): ghé thăm, ghé qua

call off; hủy bỏ

call on: thăm, viếng thăm

call up: gọi điện thoại

carry on; tiếp tục

carry out: tiến hành

close down: đóng cửa hẳn

come about: xảy ra

Bring up: nuôi nấng, dạy dỗ	come across: tình cờ gặp/ thấy ai/ cái gì
Burn down: : thiêu hủy, thiêu trụi	come off: thành công
Burst out : bật (khó, cười)	come along/ on: nhanh lên
Come over/ round: ghé nhà	count on/ upon: tin vào/ dựa vào
Come up: xảy ra, xuất hiện	cut down/ back (on): giảm bớt
Come up against: gặp phải, đương đầu	cut off: cắt đứt, ngừng cung cấp cái gì
Come up (to): đạt được, đáp ứng được	pick out; chọn, chọn ra; nhận ra
Check in: đăng kí	Pick up: đón ai; cho đi nhờ xe
Check out: làm thủ tục ra	Pull down: phá hủy, phá sập
Put in for: đòi hỏi, yêu sách, xin	pull out: lôi ra
Put on: mặc, mang, đội, mở, tăng cân	Check up: kiểm tra
Pay back: trả lại, hoàn lại	put into: đặt cái gì vào trong
Run across/ into: tình cờ gặp/ thấy ai/ cái gì	come out: lộ, lòi ra; biến mất
Run out of: hết, cạn kiệt	Put aside/ by: để dành, dành dụm
See off: tiễn ai	Put forward: đề nghị, gợi ý
See through: nhận ra; thấy rõ	Put up with; chịu đựng
Clear up: làm sạch, dọn sạch	Put off: hoãn lại
Compare with: so sánh với	put out; làm tắt, dập tắt
Complain about: than phiền về	queue up: xếp hàng
Cook meals for S.O: nấu bữa ăn cho ai	receive sth from S.O: nhận cái gì từ ai
Cut down: đốn xuống	return to: trở lại đâu
Depend on: phụ thuộc vào	send sth to S.O; gửi cái gì cho ai
Devide into: phân chia thành	send sth from somewhere: gửi cái gì từ đâu
Devote to: cống hiến cho	separate sth from: tách ra
Die out: mất hẳn, tuyệt chủng	speak to S.O: nói chuyện với ai
Die for: chết vì (ai)	do away with: bỏ, hủy bỏ, bãi bỏ
Die of: chết vì (bệnh)	set fire to: đốt, làm cháy
Drop in (on): ghé thăm, ghé qua (thời gian ngắn)	succeed in: thành công
End up: chấm dứt, kết thúc	be fed up with: chán, buồn phiền,
Fall down: rơi xuống	suck up; nịnh hót
Fill in: điền thông tin vào	suitable for: thích hợp cho
Find out: tìm ra	fix up: sắp xếp; thu xếp
Fly to somewhere: bay đến đâu	sum up: tóm lại, tóm tắt
Get out of: thoát khỏi, đi ra	take over: đảm nhận
Get up: thức dậy	take note of: ghi chú
Get by : xoay sở	take S.O to somewhere: dẫn ai đi đâu
Get off: xuống(xe..), rời đi; khởi hành	get down; làm chán nản, thất vọng
Get on with/ in: sống, làm việc ... hòa thuận; xoay sở, làm (1 việc, 1 tình huống...)	get on: lên (xe, tàu,...)
Get over: vượt qua, khắc phục	give out: phân phát
Go in for: tham gia (kì thi, cuộc thi)	grow up: lớn lên, trưởng thành
Give up: từ bỏ	talk about: nói về cái gì
Give way to: nhượng bộ	talk to/ with: nói với ai
Go ahead: thực hiện, xảy ra	talk to S.O about sth: nói với ai về cái gì
Go after: rượt đuổi theo	thanks for sth: cảm ơn ai về cái gì
Go along: tiến bộ, phát triển	thanks to sth/S.O: nhờ có cái gì/ ai
Go away; rời khỏi, ra đi, tan đi, biến mất (con đau)	think about/of: nghĩ về
Go back: trở lại, trở về	turn off #turn on: tắt # mở (máy)
Go by: (thời gian) trôi qua	turn up: đến; xuất hiện
Go down: giảm xuống (giá cả)	turn down: từ chối; bác bỏ, loại bỏ

Go for a swim/ walk: đi bơi/đi tản bộ	turn into: trở thành; biến thành;
Go off: nổ, reo vang	turn up# turn down: tăng/ giảm âm lượng
Go on: xảy ra, tiếp tục	wait for: đợi chờ
Go on a trip/ vacation: đi du lịch/ đi nghỉ	wake up: thức dậy
Go over: xem kỹ, kiểm tra lại	walk along: đi bộ dọc theo
Go up: gia tăng, đi lên	wash up: rửa chén, giặt
Go out; tắt bị dập tắt	work for S.O : làm việc cho ai
Hear about (of): nghe về	work with S.O: làm việc với ai
Hand in: nộp; đệ trình	hold on: đợi
Hold up: ngừng; hoãn lại	Work out: tính toán
Help someone with sth: giúp ai với	worry about; lo lắng về
Hundred of: hàng trăm	write for: viết cho tòa báo
Insist on: nhấn mạnh	write to S.O: viết cho ai
Interact with; ảnh hưởng; tác dụng	stay away from: tránh xa
Join in = take part in = participate in: tham gia vào	stay up late: thức khuya
Keep S.O awake: làm ai thức giấc	stay with S.O: ở với ai
keep pace up/ with : theo kịp	send out: gửi đi, phân phát
Fell pity for/ take (have) pity on: thương xót	go in: đi vào
Feel regret for: hối hận, ân hận	set off/out : khởi hành
Fell sympathy for: thông cảm	Sell off: bán giảm giá
Feel shame at: xấu hổ	Send for: mời đến, gọi đến, triệu tập
fall in love with S.O: yêu 1 người nào đó	set up: lập, thành lập
Keep S.O away: tránh xa ai	lose sight of: mất hút
Keen on: tiếp tục	leave out: bỏ qua, bỏ sót, bỏ quên
Keep up with: theo kịp, bắt kịp	let down: làm thất vọng
Laugh at: chọc ghẹo	lose track of: mất dấu
Learn by heart: học thuộc lòng	lose touch with: mất liên lạc với
Learn how to V: học làm cách gì	make allowance for: chiếu cố đến
Listen to: lắng nghe	make a fuss over/ about: làm âm i
Live apart: sống xa nhau	make fun of: chế nhạo
Live on: sống nhờ vào	make room for:dọn chỗ cho
Live with S.O: sống với ai	make use of: sử dụng
Look after: chăm sóc	pay attention to: chú ý tới
Look back (on): nhớ, nhớ lại	put an end to: kết thúc
Look down on: coi thường	put a stop to: chấm dứt
Look up to: coi trọng, kính trọng, ngưỡng mộ	take account of: lưu tâm đến
Look at: nhìn ngắm	take advantage of: lợi dụng
Look for: tìm kiếm	catch sight of: bắt gặp
Look up: tra từ điển	make out: hiểu, đọc, được; nghe, nhìn rõ
Look out: coi chừng!	make up: bịa đặt, sáng tác; trang điểm
Look forward to: trông chờ, trông mong	make up for: đền bù, bù
Look into: điều tra	Show affection for: có cảm tình
Look in: nhìn vào; ghé qua thăm, tạt vào	show around / round: đưa đi tham quan
Look on/upon : đứng xem, xem như, coi như	show off: phô trương, khoe khoan
Give place to: nhường chỗ	show up: đến, xuất hiện
Give birth to: sinh con	shut up: ngừng nói, làm cho ngừng nói
Take leave of: từ biệt	stand for: thay thế cho, tượng trưng, đại diện
Make a contribution to: góp phần	stand out: nổi bật
Try on: mặc thử (quần áo)	take after: giống nhau

Get victory over: chiến thắng
 Take interest in: quan tâm, thích thú
 Have faith in: tin tưởng
 Play an influence over: có ảnh hưởng
 Wear out: làm mòn, làm rách; làm kiệt sức
 Prepare for: chuẩn bị cho
 Carry out: thực hiện, thi hành
 Put away: dẹp đi, đem cất đi
 Turn round: ngoảnh lại
 Belong to: thuộc về
 Bring about: mang lại
 Go under: phá sản
 Hand in: nộp
 interfere with: cản trở
 Leave behind: để lại
 Let down: làm thất vọng
 Build up: tích lũy
 Cater for: phục vụ
 Deal with: xử lí

take off: cởi (quần, áo...), cất cánh
 take on: nhận, đảm nhận
 take up: chiếm (thời gian, sức lực...)
 talk over: thảo luận, bàn luận
 think over: suy nghĩ kĩ, cân nhắc
 throw away/ out: ném đi, vứt đi
 try out: kiểm tra
 lie down: nằm nghỉ
 hurry up: khẩn trương
 put out: dập tắt
 quarrel with: cãi lộn
 relate to: liên hệ đến
 rely on: tùy thuộc vào
 turn in: giao nộp
 write off: làm hỏng nát
 Provide with: cung cấp
 Make up: tạo thành
 Finish off: kết thúc

Phân biệt cụm động từ và động từ có giới từ đi kèm.

Cụm động từ	Cụm động từ giới từ
Tiểu từ trong một cụm động từ luôn luôn được nhận trọng âm.	Giới từ trong cụm động từ giới từ không được nhận trọng âm.
Động từ và tiểu từ có thể đứng tách rời, tiểu từ có thể được chuyển xuống sau tân ngữ. We called up the teacher. (gọi) We called the teacher up .	Động từ và giới từ phải luôn luôn đi liền nhau. We called on the teacher. (kêu gọi) We called the teacher on.
Không thể đặt một trạng từ vào giữa động từ và tiểu từ. We called up the teacher early . We called early up the teacher.	Có thể đặt một trạng từ vào giữa động từ và giới từ. We called early on the teacher.

Exercises:

1. Could you _____ a moment while I see if Peter is in his office?

A. Get on well B. get on **C. hold on (chờ)** D. stand on

2. Extension 286? I'll _____ .

- A. Put you through B. get you through C. come you through
D. break into you

Put you through (Nối điện thoại cho ai).

3. For me, the film didn't _____ all the enthusiastic publicity it received.

- A. Come up B. live up C. turn up to **D. live up to**

live up to : Xứng đáng với

4. Jack and Linda _____ last week. They just weren't happy together.

- A. Broke up (tan vỡ)** B. broke into C. finished off D. ended up

5. I'm _____ Tom's address. Do you know it?

- A. Looking on B. finding out **C. looking for** D. getting for

6. I can _____ with most things but I can't stand noisy children.

- A. Put aside B. put on **C. put up** D. put off

put up with sb/sth = to endure sb/sth : chịu đựng

7. If we don't do something now, the birds are going to _____ soon.

- A. Die of B. die with **C. die out (chết sạch)** D. die on

8. If you really want to lose weight, you need to _____ eating desserts.

- A. Give away **B. give up** C. put off D. take off

9. I had to _____ her request for a loan. Her credit was just not good enough

- A. Turn on B. turn off **C. turn down(từ chối)** D. turn into

10. I need to _____ from work and take a holiday.

- A. Go away **B. get away** C. relax on D. run on

Get away from sth: thoát khỏi

11. It _____ to be a beautiful night tonight!

- A. Turned into **B. turned out** C. turned on D. turned off

Turn out : hóa ra, thành ra

12. I want you to _____ every bad word you've said about my brother.

- A. Take back** B. say again C. take off D. give off

Take back one's words: rút lại lời nói

13. When I was turning out my cupboard I _____ this photograph of my uncle

- A. Came over B. came round **C. came across** D. came into

Come across sb/sth: tình cờ gặp

14. He _____ in German, but moved to the US at the age of 18.

- A. Brought to **B. grew up (lớn lên)** C. turned off D. went to

15. He _____ the club on recommendation from his friend Jack.

- A. Got in B. got on C. got by **D. got into**

Get into a club, team, school: gia nhập, nhập học

16. He _____ unleaded gas and left on his journey.

- A. Poured on **B. filled up with (đổ đầy)** C. filled up D. poured with

17. He spent the entire night thinking and in the end _____ a brilliant idea.

- A. Received with B. got up **C. came up with (đề xuất)** D. came out

18. We're not ready yet, we are going to have to _____ the meeting until next week.

A. Take off **B. put off (hoãn lại)** C. take on D. go off

19. Let's _____ the grammar one more time before the test.

A. Go through B. come over C. go on **D. go over**

Go over: xem lại, ôn lại

20. Look Jack, I've _____ your bad behavior long enough!

A. Put up B. put through **C. put up with** D. get on well

21. Make sure to _____ pick-pockets when you go to the market.

A. Watch out for B. come along C. take to D. look at

Look/ watch out for sth/sb : coi chừng

22. My sister _____ my cats while I was away on vacation.

A. Looked after B. looked for C. looked at D. looked on

23. Our flight was delayed, but we finally _____ shortly after midnight.

A. Took off (cất cánh) B. took on C. took up D. put off

24. Our school _____ for the summer holidays on the 10th of July.

A. Breaks up B. breaks down **C. breaks off** D. breaks in

breaks off: tạm ngừng hoạt động

25. She promised to _____ her cigarette smoking to five a day.

A. Cut down (cắt giảm) B. give up C. give away D. cut up

26. The bus only stops here to _____ passengers.

A. Get off **B. pick up (đón)** C. alight D. get on

27. The child was _____ by a lorry on the safety crossing in the main street.

A. Knocked out **B. knocked down** C. run out D. run across

Lưu ý: Knock sb down : xô ngã và knock sb out : hạ đo ván, làm bất tỉnh

28. The exact questions she had prepared perfect answers for _____ in the exam.

A. Came out B. came in C. came through **D. came up**

come up: được nêu lên, đưa ra

29. There is just too much work to be done. We'll have to _____ some new employees.

A. Get on **B. take on (Sb: tuyển dụng)** C. take off D. get off

30. We'd better stop soon. Otherwise, we'll _____ of gas.

A. Run out (of sth: hết cạn) B. go off C. get off D. get on

31. We _____ at six in the morning on our drive to the Grand Canyon.

A. Set off / out (khởi hành) B. take off C. go off D. run off

32. When I was staying in German last year, I _____ quite a lot of German.

A. Picked up (thu lượm) B. picked over C. picked out D.

picked on

PART 3: READING- THE SOLDIER'S TALE

1. Ask Ss to look at the pictures and ask a question : Where do you think this story take place? When did these things happen? Invite students to share any knowledge they have about the American Civil War.

2. Students read the text again and note their answers to the questions. Check the answers with the whole class.

Answers

1. The named people are John Clarke, William Ross, Ethel Ross, William Ross Junior, and Becky Ross.
2. John Clarke was fighting for the North.
3. He was only fifteen when he joined (but he pretended to be seventeen)
4. There was a diary and a photograph in the soldier's pocket.
5. The people in the photograph were the soldier's wife and two children.
6. John Clarke went to see Ethel Ross to give her the diary and ask her to forgive him for killing her husband.
7. Ethel Ross said she wouldn't forgive him.

*** Language focus: Indirect commands/ requests**

a. Ask Ss to look at the speech bubbles in the pictures on p.99. Work with the class to complete the sentences.

Answers:

1. *He told me to go to the next tent.*
2. *I told him not to move.*
3. *She asked me to come in.*
4. *I asked her to forgive me.*
5. *She told me not to come back.*

b. Write the gapped rules up on the board, and elicit the missing words from the class. Write these in a different colour if possible.

PART 4: LISTENING AND SPEAKING: HERE IS THE NEWS

1. Ask : What is the news today? Elicit topical news items from students, feeding in a new vocabulary as needed.

a. Ask Ss to make a list of the sort of things they would normally expect to hear on the news.

b. 12.3 Play the CD for Ss to listen and compare the items with the list on the board.

Answers

Government minister resigns.

Prime Minister attends World Conference.

Computer company to open new factory.

Slight fall in inflation.

Prisoner escapes.

US TV star to marry for second time.

Racing pigeon found 3,000 miles from home.

2. Play the CD again for students to match the names with the occupations. Check the answers with the class.

Person	Occupation
Mark Lloyd	The Transport Minister
Dr Sami Rambuka	The conference president
Judy Forster	The Managing Director of K. B Grant
Jack Tinker	The Chancellor of the Exchequer
Sally Walker	An opposition spokesperson
Colin Richardson	The governor of Dartmoor Prison
Frank Selwyn	A prisoner
Angie Fellows	A TV personality
Emilio Shaw	An actor
Eddie Forbes	A pigeon owner

PART 5: PRONUNCIATION: SILENT LETTERS; WORD LINKING (3)

1. Silent letters

Many words in English have silent letters. Silent letters are letters that you can't hear when you say the word, but that are there when you write the word.

12.4 Play the CD for Ss to listen, check and repeat the words they hear.

Knee listen bomb ghost wrist debt
Receipt unique walk climb when half
Psychology answer wrong double salmon
Building what calm school knife
Scientist chemistry know who

c. Ask Ss to work with a partner to work out spelling rules for silent letters and then report back to the rest of the class.

Answers

Kn-	/n/	-que	/k/
-st-	/s/	-lk	/k/
-mb	/m/	wh-	/w/
Gh-	/g/	ps-	/s/
Wr-	/r/	sch-	/sk/
-bt,-pt	/t/	sc-	/s/

2. Word linking (3)

- Play the CD for Ss to listen to the sentence and note the disappearance of the /t/ and /d/ sounds. Ask Ss to repeat the sentence together.
- Point out that the /t/ and /d/ sounds are lost when they occur between two other consonant sounds.
- 12.6 Play the CD for Ss listen to, check the answers

Answers

1. She phoned me yesterday.
2. I don't know.
3. I saw him the next day.
4. You don't sound very happy.
5. This tastes nice.
6. He resigned today.
7. I've found the money.

D. Guide students' self- study

- Read material 1: p.96-p.101
- Read material 2: Reported speech; Phrasal verbs
- Read material 3: Pronunciation: Silent letters
- Do exercises in workbook unit 12: p.65-p.69

UNIT 13: REGRETS

Periods: 7

A. Objectives

1. Knowledge

- + Grammar: Third conditional; should/ shouldn't have
- + Vocabulary: Colloquial expressions
- + Reading: The frogs
- + Listening and speaking: We had a nice time, but.....; conversation pieces: Talking about a holiday.
- + Pronunciation: -r-; expressing interest.

2. Skills

- Students study on the form and use of the third conditional and should/ shouldn't have.
- Ss listen to and answer questions on three conversations about holiday disasters, and make practice their own conversations
- Ss study the occasions when -r- is pronounced and when it is silent and hear and repeat example sentences.

3. Attitude

- Students interested in the lesson. they have strict attitude in class and respect their teacher.

B. Teaching materials

- The main material: Tom Hutchinson, *Life-lines Intermediate* (student's book and workbook)
- References: Mai Lan Hương & Hà Thanh Uyên, *Giải thích ngữ pháp tiếng Anh*, NXB Đà Nẵng, 2012

Jonathan Marks, *English Pronunciation in Use*, 2012

C. Contents

PART 1: GRAMMAR- Câu điều kiện loại III

Khái niệm về câu điều kiện loại 3:

- Câu điều kiện loại III là câu điều kiện không có thực trong quá khứ.
- Điều kiện không thể xảy ra trong quá khứ, chỉ mang tính ước muốn trong quá khứ, một giả thiết trái ngược với thực trạng ở quá khứ.

Cấu trúc câu điều kiện loại 3

If + S + had + P.P (quá khứ phân từ), S + would + have + P.P

- Trong câu điều kiện loại III, động từ của mệnh đề điều kiện chia ở quá khứ phân từ, còn động từ của mệnh đề chính chia ở điều kiện hoàn thành (perfect conditional).

Ví dụ:

- If it hadn't rained yesterday, we would have gone picnic
- If I had worked hard yesterday, I wouldn't have got bad mark

Put the verbs in brackets into the correct tenses.

1. If I had known that you were in hospital , I (visit) **would have visited** you.
2. If you (arrive) ten minutes earlier, you would have got a seat.
3. If you (speak)more slowly,he might have understood you.
4. If I had known that the baby was hungry, I (feed) him.
5. If she had had your address, she (write) to you.
6. If she (write)more carefully, she might not have made too many mistakes.
7. You would have seen my garden at its best if you (be)here last week.
8. I shouldn't have believed it if I (not see)..... it with my own eyes.
9. If he had asked you, you (accept)?.....
10. If I (know)that you were coming I'd have baked a cake.

PART II: READING- THE FROGS

- 1.a** Ask Ss to look at the photograph and discuss the questions with a partner.
- b. Ask Ss to read paragraph 1 to check their answers.

Answer: This is an Indian village.

2. Ask Ss to look quickly at the other seven paragraphs and work with a partner to put them in order.

Answers

1. *It was a village like thousands of others in India.*
2. *Then, on day, some visitors from the city arrived.*
3. *It seemed like money for nothing.*
4. *Agreement was reached, and the children were sent out.....*
5. *The change started gradually at first,.....*
6. *Then the people realized what was happening.*
7. *What was to be done?*

8. *Now, there is still no well, health centre, or school in the village.*
3. Ask Ss to read through the text again and note the answers to the questions. Check the answers with the whole class.

Answers

1. *The villagers were not unhappy as their ancestors had lived a simple life, in harmony with nature, for centuries.*
2. *They wanted the frogs to sell to Europe, as frogs' legs were in great demand there.*
3. *The government supported the scheme because it would bring money into the country.*
4. *The villagers agreed to the scheme because it was easy money, and would enable them to bring improved amenities to the village.*
5. *The villagers did not gain any benefits because without the frogs to eat them, the insects multiplied and did damage to the crops and the people's health. The villagers had to spend money on pesticides and medicine.*
6. *The plan did not bring any money to the country, because the pesticides and medicines had to be bought from abroad.*

PART III: VOCABULARY- COLLOQUIAL EXPRESSIONS

1. Ask Ss to ...work with a partner to match the expressions in column A with their meaning in column B. Check the answers and discuss the expressions with the class.

Answers

A	B
It costs an arm and a leg	It was expensive
I was stunned	I was shocked
They weren't much help	They didn't help very much.
Quite a bit	A lot
A bit dodgy	Not safe
You're telling me.	That's certainly true
I was not in too good a mood.	I wasn't very happy.
In front of the box.	Watching television.
Goodness me.	I'm surprised.
You blew it.	You failed

That's a bit round. You're joking! That's miles away. That's the way it goes. It's my round.	That's unfortunate. You aren't being serious. It's a long way from here. That's life. It's my turn to buy the drinks.
--	---

PART IV: LISTENING AND SPEAKING: WE HAD A NICE TIME, BUT.....

1. Explain that you are going to talk about the sort of problems that people have on holiday.
 - a. Read the examples with the class and invite them to supply other similar sentences.
 - b. Divide the class into groups of three or four to discuss problems they have had on holiday.
2. a Ask Ss to look at the photographs and suggest the sort of problems the holiday makers had.
 - c. Ask Ss to copy the table and work with a partner to complete it.
 - d. Play the Cd for Ss to listen and check their answers. Go through the table with the class.

Answers

	1	2	3
Problem Cause	Wallet stolen Left on dash-board	Broken arm Accident snow boarding	Missed fight out Stuck in traffic jam
Results	Lost a lot of money and credit card.	Heavy medical costs uninsured for snow boarding	12-hour wait for next fight.
Whose? Fault? Why	His own Shouldn't have left it on the dashboard	Insurance company's Should cover for snow boarding as well as skiing	John's Should have left earlier.

*** Conversation pieces: Talking about a holiday**

+ Asking about holidays:

- Did you have a good holiday?

- Have you been away?
- Was it good?
- Have you had a good time?

+ Indicating there was a problem

- Well, yes and no
- Well, it was until the last few days
- Well, we did when we finally got there.

+ Asking what happened

- How did that happen?
- Why? What happened?
- What do you mean?

+ Showing sympathy

- That's a bit rough
- Oh, no. Poor Tina
- Oh, dear

PART V: PRONUNCIATION: -R-; EXPRESSING INTEREST

1. The letter -r-

/r/ is the voiced consonant sound.

To make this sound, curl the tips of your tongue up

Don't touch the roof of your mouth with the tips of your tongue and make the lip round

It's pronounced /r/...../r/.

Let's see some examples to distinguish between /l/ and /r/:

Long /lɔ:ŋ/ - Wrong /rɔ:ŋ/

Light /laɪt/ - Write /raɪt/

Cloud /klaʊd/ - Crowd /kraʊd/

Read /ri:d/	Really /'ri:əli/
Store /stɔ:r/	Library /'laɪbreri/
Grass /græs/	Reporter /rɪ'pɔ:rtər/
Bright /braɪt/	American /ə'merɪkən/
French /frentʃ/	Photographer /fə'tɑ:grəfər/

Are you ready?

/ər ju: 'redi/

what are you reading?

/wʌt ər ju: 'ri:dɪŋ/

Travelling by ferry is very interesting.

/'trævəlɪŋ baɪ 'feri ɪz 'veri 'ɪntrəstɪŋ/

The room is very brilliant and luxurious.

/ðə ru:m ɪz 'veri 'brɪljənt n lʌg'zʊəriəs/

I'm really sorry for my wrong direction.

/aɪm 'ri:əli 'sɔ:ri fɔ:r maɪ rɔ:ŋ dɪ'rekʃn/

2. Expressing interest

a. 13.6: Play the CD for the class to listen to the responses and identify the correct meaning for each one. Check the answers with the class and practice the partners.

Play the sentences again for students to draw in the intonation curves.

We've bought a new house.

Have you?

We've bought a new house.

Have you?

b. 13.7 Play the Cds, stopping after each conversation for Ss to listen and decide whether the person is interested or not interested in each case.

D. Guide students' self- study

- Read material 1: p.112-p117
- Read material 2: Prepositions
- Read material 3: Rhymes
- Do exercises in workbook unit 13: p.70-74

UNIT 14: SUCCESS

Periods: 8

A. Objectives

1. Knowledge

- + Grammar: Revision: The present perfect tense; past simple; past continuous; past perfect; Third conditional; should/ shouldn't have
- + Vocabulary: Expressions with prepositions;
- + Reading: What's success?
- + Vocabulary file: Guessing from context
- + Listening and speaking: Responding
- + Pronunciation: Revision

2. Skills

- Ss revise the tenses and conditional forms learned from unit 11 to unit 13.
- Ss study prepositions, compound nouns, and phrasal verbs which appear in the following reading text.

3. Attitude

- Students enjoy the lesson. They can review the grammar of present perfect tense; past simple; past continuous; past perfect; Third conditional; should/ shouldn't have

B. Teaching materials

- The main material: Tom Hutchinson, *Life-lines Intermediate* (student's book and workbook)
- References: Mai Lan Hương & Hà Thanh Uyên, *Giải thích ngữ pháp tiếng Anh*, NXB Đà Nẵng, 2012
Jonathan Marks, *English Pronunciation in Use*, 2012

C. Contents

PART 1: GRAMMAR: REVISION

1.a Ask Ss to look at the photograph and ask them what do you think they were taken?

Answers: The photographs were taken in London and Africa.

Joanna gave up her job in London to travel.

b. Ask: What is the connection between the pictures?

c. Give Ss time to look quickly through the text to check their answers.

2. Read through the example with the class then ask Ss to write down their five sentences.

Possible answers:

She had had an active social life

She had had a boyfriend she was very fond of.

Her life had been very comfortable.

She had felt that life was passing her by.

She had had a serious illness.

3.a Ask Ss to work with a partner to change the direct speech to reported speech.

Answers

1. *They said that she was mad.*

2. *They told her it would be dangerous.*

3. *They asked her to change her mind.*

4. *They told her not to give up her job.*

5. *They told her that most people would be happy with her life.*

6. *They asked her why she wanted to do it.*

7. *They asked her if she was worried.*

8. *They asked her how long she would be away.*

9. *They told her not to go.*

PART 2: VOCABULARY:EXPRESSIONS WITH PREPOSITIONS

1.a Ask Ss to use prepositions to complete the sentences within a limited time.

Answers

1. Handy's father was the rector of a church in Ireland, but when Handy grew up he didn't go to the church.

2. We've got a house in the country.

3. I don't think much of that film we saw. I couldn't see the point of it.

4. Handy felt a little disappointed in/with his father.

5. At the news conference the politician said he would like to spend more time with his family. I read about it in the newspaper.

6. The film star was dressed in white. She was surrounded by hundreds of fans.

7. The people at the funeral had tears in their eyes.

8. We got stuck in a traffic jam and by the time we arrived the meeting had finished.

PART 3: READING: WHAT IS SUCCESS?

1. Divide the class into groups of three or four to discuss the questions and then report their ideas back to the rest of the class.
2. Ask Ss to read through the text again to find the answers to the questions. Check the answers with the class.

Answers

1. *Charles Handy is a professor of Business Studies at the London Business School, and an author.*
2. *His father had been rector of a parish church in Ireland for 40 years, as well as Archdeacon of the Diocese for the last 14 of those years.*
3. *Handy describes his father's funeral.*
4. *Handy was surprised to find that his father's death had moved so many people, as he had simply thought of him as a quite man who had had a quite life and a quiet end.*
5. *The event made him look at his own way of living and ask himself what the true meaning of success was.*

- **Vocabulary file: Guessing from the context**

Ask Ss to look at the words and work with a partner to work out what they mean. Invite Ss to share their ideas with the rest of the class.

Possible answers

1. *a humdrum life: an uneventful and rather boring life.*
2. *a backwater: a quite place, out of the mainstream.*
3. *She didn't think much of.....: She didn't have a very high opinion of...*
4. *gallivanting around: travelling around, enjoying himself.*
5. *On the edge of the big time: very close to fame and success*
6. *a diary crammed with engagements: a very busy working schedule.*
7. *unasked: without their services having been requested.*
8. *to threat our way: to find our way through with difficulty.*
9. *They had dropped everything.....: They had abandoned all other commitments.....*
10. *with tears in their eyes: visibly move/ weeping.*

PART 4: LISTENING AND SPEAKING: RESPONDING

1. Ask Ss to look at the pictures. Play the CD for Ss to listen and match the situations with the pictures.

Answers

1. picture c
2. picture b
3. picture a

2. Play the CD for Ss to listen and summarize the conversations

Answers

1. *The customer and mechanic are talking about replacing a car tyre. They agree that the mechanic will do it right away.*
2. *The hotel guest is booking a wake up call with the receptionist and enquiring about breakfast time. The guest finally asks for a wake up call at 6.45, as breakfast isn't served until 7.00*
3. *The patient has been suffering from headaches and is visiting the doctor. The doctor sends the patient to the optician's for an appointment.*

3.a Ask Ss to work in pairs to complete the sentences. Check the answers with the class.

Answers

- Do you fancy going to movie this evening?*
Well, I suppose we'd better be going.
By the way, I'll calling in on the Robinsons tomorrows.
Could I possibly speak to Mrs. Wilson, please?
I can't stand waiting in traffic jams.
Do you think you could give a hand with these bags?
Could you tell me where the post office is, please?
I wonder if you could help me?
Do you need it doing today?
Do you mind if I use your phone?

PART 5: PRONUNCIATION: REVISION

1. Rhythms

a. Ask Ss to work with a partner to look through the lists of words, saying them aloud, and mark the two that have a different sound.

b. Play the CD for Ss to listen, check and repeat the words they hear.

2. Stress and intonation

a. Ask Ss to work individually to mark the stressed syllables and draw the intonation curves.

b. Play the Cd for Ss to listen and check their ideas. Go through the conversations with the class, marking intonation patterns on the board.

1. A: Shall we have a drink?

B: Do you want tea or coffee?

2. A: There's a police car outside.

B: Is there?

3. A: Where's Sally?

B: She's gone to buy a car.

4. A: Is Peter 22 on Friday?

B: No, he's 23 on Friday.

D. Guide students' self- study

- Do exercises in workbook unit 14: p.75-79.
- Do grammar check 5 p.80 in material 1
- Practice stress intonation in material 3