

LECTURE OUTLINE

Course: English 3

Teaching plan

Order	Content	Duration (period)	Week
	UNIT 8	9	4,5 weeks
1	Unit 8: Routines 8a. Day and night - Vocabulary: Routines. - Reading and listening: A writer in China. - Grammar: Present simple he/she/it; - Grammar: Prepositions of time. - Pronunciation: -s and -es verbs. - Speaking: Daily routines	3	1 & 2
2	8b. A typical day - Reading: Two National Geographic explorers. - Grammar: Frequency adverbs. - Grammar: Present simple questions he/she. - Vocabulary: Job activities.	2	2 & 3
3	8c. Cats in crisis - Reading: Cats in crisis. - Grammar: How...?	1	3
4	8d. One moment, please: Pronunciation: /s/ and /z/	1	4
5	8e. My new job: Writing an email	1	4
6	Review Unit 8. - Grammar: Present simple; Prepositions of time; Frequency adverbs; How...? - Vocabulary: Routines; Job activities.	1	5
	UNIT 9: TRAVEL	9	
7	9a. Travel essentials - Vocabulary: Clothes. - Reading: Things in your suitcase. - Grammar: There is/are. - Pronunciation: There are	2	5 & 6

	- Speaking: Favourite places		
8	9b. Places to stay - Listening: A trip to Cape Town - Grammar: There is/are negative and question forms. - Vocabulary: Furniture.	2	6 & 7
9	9c. Across a continent - Reading: A Trans-Siberian tri - Vocabulary: Travel - Grammar: Imperative forms.	2	7 & 8
	Tín chỉ 2		
10	9e. A great place for a weekend (1): Writing: Travel advise	2	8 & 9
11	Review - Grammar: There is/ There are; Imperative forms. - Vocabulary: Talk about clothes; Furniture; Travel; Hotel services.	1	9
	Unit 10: HISTORY	12	
13	10a. Explorers - Reading and listening: First in exploration. - Grammar: Was/were. - Vocabulary: Dates. - Speaking: Dates and events.	2	10
14	10b. Heroes - Reading and listening: Heroes - Grammar: Was/were negative and question forms - Vocabulary: Describing people - Speaking: People in your past.	3	11& 12
	10e. Childhood memories (1) - Writing: A blog - Speaking: A favorite object in the past	3	12& 13
	Unit 10: Review - Grammar: Was/were; Time expressions - Vocabulary: Dates; Describing people; Activities	1	14
	Revision	2	14 & 15

	Test	1	15
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Unit 8: ROUTINES
Part 1: 8a - Day and night
- GRAMMAR-

I. AIMS: Students will:

1. formulate the forms of the present simple tense;
2. be able to pronounce s/es ending correctly
3. talk about routine of a third singular person

II. PREPERATION

1. Teacher's preparation

Reference materials: [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.

[2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.

[3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. Student's preparation

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. CONTENT OF THE LESSON:

1.Vocabulary

get up (v)

have *breakfast/ lunch/ dinner* (v)

start work (v)

finish work (v)

go to bed (v)

work outside (v)

work inside (v)

in laboratory/ offices (pre)

with people/ children/ animals

artist (n)

engineer (n)

filmmaker (n)

routines (n, pl)

go to an exercise class (v)

at home (pre)

at midday (adv)

an observatory (n)

have a snack /snæk/(v)

2. Grammar: *Present simple*

Form:

We use the base form of the verb, and add -s for the third person singular (She, he, it)

+	S + V(s/es).
-	S + do not/ does not +V-inf. or: S +don't/ doesn't +V inf.
?	Do/ Does +S + Vinf ?

3. Spelling

Rule1: For most verbs we add -s to the base form to make the she, he, it (third person singular) form:

Examples

come → *comes* *order* → *orders* *travel* → *travels*

eat → *eats* *record* → *records* *walk* → *walks*

move → *moves*

Rule2: For other verbs, the spelling changes are:

When the verb ends in *-ch*, *-ss*, *-sh*, *-x* or *-zz*, we add *-es*.

watch *watches*

miss *misses*

wash *washes*

mix *mixes*

buzz *buzzes*

When the verb ends in a consonant + *-y* we change *y* to *i* and add *-es*. *hurry*
hurries

study *studies*

reply *replies*

But when the verb ends in a vowel + *-y* we just add *-s*. *pay* *pays*

enjoy *enjoys*

Have, *go*, *do* and *be* are irregular.

have *has*

go *goes*

do *does*

be *is*

When the verb ends in *-s* or *-z* we double the *-s* or *-z* and add *-es*, e.g. *quiz*, *quizzes*.
These verbs are not common.

Prepositions of time

T ask Ss to read the prepositional phrase in 9, underline similar expressions in the text and point out the rules

4. Pronunciation: s/es- ending

/z/ when it follows a voiced sound

/s/ when it follows an *unvoiced/ voiceless* consonant /p,t, k/ we pronounce the final -s /s/

/iz/ when it follow an sybiliant /s, z, ʃ, ʒ, tʃ, dʒ/

OR When the verbs end in *-ges, ses, sses* or *-shes*, we pronounce -es /iz/

IV. Discussion

- Spelling of the verbs in the third singular form in the Present Simple
- Pronunciation of s/es-ending
- Prepositional phrases of time with *at, on* and *in* (p 95)

V. Assignment

- Learn new words
- Write a short paragraph about a normal day

Unit 8: Routines
Part 2: 8b A typical day

I. AIMS: Students will be able to:

- 1 talk about the others' daily routine;
- 2 say how often a third person does a routine activities;
- 3 describe other's normal days;
- 4 ask and answers questions about a normal day.

II. PREPERATION

1. **Teacher's preparation**

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.
 - [3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. **Student's preparation**

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. METHODS, MEANS OF TEACHING

1. **Methods**: Integrated Language Teaching Approach
2. Means of teaching: Projector, reference materials

IV. CONTENT OF THE LESSON:

1. **Vocabulary**

- an archaeologist (n)
- a geologist (n)
- an archaeological site (n)
- give a lecture (v)
- talk to someone (v)
- have a meeting (v)
- have breakfast/ lunch/ dinner with someone
- travel to somewhere (Africa)
- wake up (v)
- get up (v)
- noisy (a)
- in the dry/ rainy season (adv)

study/ find an object (v)

write an *article/ a report* (v)

2. Grammar:

Yes/ No Qs	Do/ Does + S + Vinf. (+ O)?
Wh-Qs	Wh- + Do/ Does + S + Vinf. (+ O)?

2.1. Questions in Present Simple

2.2 Frequency adverbs

Examples:

- a) I never stay up late.
- b) *They don't usually have lunch.*
- c) *He is always here at this time.*

2.3 Job activities

IV. Discussion

1. The positions of frequency adverbs;
2. Wh-questions in the Present Simple;
3. List common job activities (p97- Exercise 12).

V. Assignment

- Learn new words;
- Write a short paragraph about other's normal days using frequency adverbs.

Unit 8 : ROUNTINES

Part 3: 8c *Cats in crisis*;

Part 48d: *One moment please*

I. AIMS: Students will be able to:

- 1 ask and answers Wh-questions about tiger
- 2 pronounce correctly s/es ending
- 3 Ask and answer with *how many/ often* question
- 4 know the use of every + singular noun

II. PREPERATION

1. *Teacher's preparation*

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.
 - [3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. *Student's preparation*

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. METHODS, MEANS OF TEACHING

1. **Methods**: Integrated Language Teaching Approach
2. Means of teaching: Projector, reference materials

IV. CONTENT OF THE LESSON:

1. **Vocabulary**:

- place (n)
- Asia (n)
- from to...; between and (pre)
- area (n)
- with (pre) - without (pre)
- move into an area (v)
- other + n:
- hunt (v)
- at night (pre)
- wild/ domestic* animals (n)
- in crisis (pre)
- local *people/ food/ language* (n)

a tiger conservation area (n)

a good place for + n/Ving

go to/ into the forrest (v)

automatic camera (n)

take a photo of *tigers/ girls/ beautiful lanscapes*

check the camera/ emails/

eight of +n: 8 trong số ...

write a reports about something (v)

have a meeting with somebody (v)

in crisis (pre) : *in an urgent, difficult, or dangerous situation*

2. Grammar

Question with '**How + adjective**' (*How many; How often*)

3. Pronunciation: /s/ and /z/

IV. Discussion

1. Collocations of the words in *Vocabulary*
2. Give examples with how-question (*How many; How often*)
3. Make sentence with every + n using the Present Simple tense

V. Assignment

- Learn new words;
- Write a short paragraph about other's normal days using frequency adverbs;
- Make two sentences with every + n.

Unit 8: TRAVEL

Part 5- 8e: Writing an email

I. Aims:

- 1 **Knowledge:** Students will know the form of an e-mail
- 2 **Skills:** Students will be able to write an e-mail to a friend about their new course/ job
- 3 **Attitude:** Student will raise awareness of choosing suitable item when travelling

II. Preparation

1. Teacher's preparation

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.
 - [3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. Student's preparation

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. Content

1. Vocabulary

classmate (n)

colleague (n)

boss (n)

from ...to ..= between ...and.. (pre)

have breakfast/ lunch/ dinner/ coffee with someone

characteristics: good/ great/ nice/ friendly

about (adv) approximately

arrive (v)

have a meeting on Saturday morning/ every Tuesday (v)

give someone a task/ one's task (for the day)

make a phone call (v)

start / finish (one's work) early/ late

Let's + V infinitive

How/ What about +Ving/ n?

except (n)

go out with (v) = hang out with (v)

do an essay (v)

2. Form of an e-mail letter;
3. Words with double letters

IV. Discussion

1. Collocations, Pronunciation of the words in *Vocabulary*
2. Which words with double letters?
3. Form and content of a letter to a friend about new course/ job

V. Assignment

- Learn new words;
- Write an e-mail to a friend about new new place.

Unit 8: TRAVEL

Part 6: Review

I. AIMS:

- 1 **Knowledge:** Students will know structure and word denoting routines
- 2 **Skills:** Students will be able to talk about routines
- 3 **Attitude:** Student will raise awareness of following suitable routine activities

II. PREPERATION

1. Teacher's preparation

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.
 - [3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. Student's preparation

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

IV. CONTENT OF THE LESSON

Revision of:

Grammar: adverbs of frequence in the Present Simple

Vocabulary: Rountine-activitiy verb phrases

get up (v)

have *breakfast/ lunch/ dinner* (v)

start work (v)
finish work (v)
go to bed (v)
talk to someone (v)
have a meeting (v)
have breakfast/ lunch/ dinner with someone
travel to somewhere (Africa)
wake up (v)

Speaking: Routine activities

V. Discussion

1. Positions of adverb of frequency
2. Find more routine activities
3. talk about normal activities
4. Do exercises :

Grammar: Exercises 1 and 2

Vocabulary: Exercise 5

Speaking: Exercises 9 and 10

V. Assignment

Do exercises in the Review (Unit 8- p104):

Grammar: Exercises 3 and 4

Vocabulary: Exercises 6 and 7

Unit 9: TRAVEL

Part 1: 9a. Travel essentials

I. AIMS: Students will be able to:

1. use the structure '*there is/ are*' to introduce a noun phrase ;
2. know about mornam clothing items;
3. talk about clothing item when travelling;
4. to pronounce correctly '*there is and there are*'.

II. PREPERATION

1. *Teacher's preparation*

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.
 - [3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. Student's preparation

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. CONTENT OF THE LESSON:

Vocabulary

- a coat (n)
- a dress (n)
- a pair of *sandals/ shoes/ trousers/ shorts/ jeans/ boots*
- a top (n)
- a jacket (n)
- a T-shirt (n)
- a scarf (n)
- a skirt (n)
- a hat (n)
- a jumper (n)
- suitcase (n)

IV. DISCUSSION:

- 1.Tell the class your daily costume.
2. What do you wear when travelling?
- 3.Pronunciation of there is, there are in fast speech

V. ASSIGNMENT

- Learn new words
- Write a short paragraph about clothing items when travelling (80-100 words)

Unit 9: TRAVEL

Part 19b. Places to stay

I. **Aims:** Students will:

1. know the negative and question forms of *there is/ are*;
2. be able to talk about common furniture items in a house using *there is/ are* ;
3. be able to discuss about furniture in a hotel room.
4. talk about the place where they live/ want go to

II. Preparation

1. *Teacher's preparation*

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.
 - [3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. *Student's preparation*

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. Content

1. Vocabulary:

- an airport (n)
- a nice beach (n)
- an expensive/ a good hotel (n)
- tourist attractions (n)
- cheap youth hostel (n)
- in/ near the city (pre)
- near/ in the centre (pre)
- a TV (n)
- a bath (n)
- a bed (n)
- a chair (n)
- a table (n)
- a lamp (n)
- a desk (n)
- a sofa (n)
- a wardrobe (n)

an armchair (n)

a shower (n)

a fridge (n)

2. Places in a town/ city
3. There is/ are (negative and question forms)
4. Furniture in a house.

IV. Discussion

1. Ask and answer about places in a town/ city using there is/ are;

Examples:

1. Are there any hotels near the airport?
 2. There aren't any cheap hotel near the airport.
 3. Is there a youth hostel near the airport?
2. List furniture items in your house/ room using there is/ are;

Examples: bed, desk, lamp,

3. A conversation about a hotel room (*tapescript 2.30 (p173)*)

V. Assignment

1. Learn new words regarding places in town and common furniture items;
2. Write a short description of your room using ;*There is* ' or ' *there are* ' (60-80 words).

Unit 9: TRAVEL

Part 9c. Across a continent

I. AIMS: Students will:

- 1 be able to know the lexical items for travelling;
- 2 be able to give a simple description of their travel by train.
- 3

II. PREPARATION

1. *Teacher's preparation*

Reference materials: [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.

[2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.

[3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. *Student's preparation*

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. CONTENT

Vocabulary

book	a ticket (online)
use	a travel agent
sleep	on a train
eat	on a train
learn	some new words
talk	to other passengers
enjoy	the view
go	sightseeing (in the big cities)
take	a bus or a train
drive	a / your car
hitch-hike	with Russia drivers (đi nhờ xe)
amazing	mountains (n)
beautiful	forest (n)
strange	desert (n)
famous	opera (n)
great	place (n)
sports activities	(n)

diving (n)
hiking (n)
house riding (n)
popular (a)
adventurous (a)

IV. DISCUSSION

1. Lexical items about travel;
2. Collocation, meaning of *take*;
3. Imperative forms;
4. Tips for travellers in your country using *imperative forms* (V or Don't + V) and reasons

V. ASSIGNMENT

1. Learn new words (pronunciation, meanings)
2. Write A short description of a favourite place for travelling giving tips for travellers (60-80 words)

Unit 9: TRAVEL

Part 5: Review

I. AIMS: Students will:

1. be able to talk about (1) common clothes when travelling and (2) furniture in a room;
2. be able to give advice for a good place for travel using Imperative mood;
3. be able to talk about a favourite for travel.

II. PREPERATION

1. *Teacher's preparation*

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.
 - [3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. *Student's preparation*

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. METHODS, MEANS OF TEACHING

1. **Methods:** Integrated Language Teaching Approach

2. Means of teaching: chalk, reference materials

IV. CONTENT OF THE LESSON:

1. Vocabulary:

- Clothes
- Furniture
- Travel

2. Grammar:

- There is/are (*Affirmative, Question and negative forms*)
- Imperatives

3. Speaking

A place for travelling (location and things to do and see)

4. Doing exercises (Review –p116)

- Grammar: Exercises 1 & 2
- Vocabulary: Exercises 5 & 6

V. ASSIGNMENT

Grammar: Exercises 3,4;

Vocabulary: Exercises 7;

Write a short description about your favourite place.

Unit 10: HISTORY

Part 10a: Explorers

I. AIMS:

- 1 Students will be know the form of past simple with the verb “be”
- 2 Students will be able to say dates, months and years and tell some past information using ‘was/ were’
- 3

II. PREPERATION

1. *Teacher’s preparation*

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student’s book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.

[3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*,
Oxford: Oxford University Press.

2. *Student's preparation*

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. METHODS, MEANS OF TEACHING

1. **Methods**: Integrated Language Teaching Approach

2. Means of teaching: chalk, reference materials

IV. CONTENT OF THE LESSON:

Vocabulary

in a (flim, television) studio

in a laboratory (pre)

a video recorder

a digital television/ camera

a MP3 player

a mobile phone

a captain (n)

explore (v)

exploration (n)

an expedition (n)

the people on the expedition (n)

North Pole (n)

South Pole (n)

successful (a)

round the world (adv)

IV. DISCUSSION

1. Collocation in *Vocabulary*

2. Grammar: The Simple Past of 'be': *was /were*

- *Form*

	Affirmative form :
+	S + was/were + C
	Interrogative form
	<i>Yes/No-Question:</i>
?	Was/Were+S+ C? – Yes, S + was/ were - No, S + wasn't /weren't

	Negative form
	<i>Wh-question:</i> (Wh-) +Was/Were+S+ C
-	S + wasn't /weren't+ C

- Use

- 1) Nationality and group identity
- 2) Jobs and professions
- 3) Age
- 4) Relationships

- Give examples

3. Date

- Ordinal numbers

1st first	11th eleventh	20th twentieth	31st thirty-first
2nd second	12th twelfth	21st twenty-first	32nd thirty-second
3rd third	13th thirteenth	22nd Twenty- second	33rd thirty-third
4th fourth	14th fourteenth	23rd twenty-third	34th thirty-fourth
5th fifth	15th fifteenth	24th twenty-fourth
6th sixth	16th sixteenth	25th twenty-fifth	40th fortieth
7th seventh	17th seventeenth	50th fiftieth
8th eighth	18th Eighteenth	30th thirtieth	60th sixtieth
9th ninth	19th nineteenth		70th seventieth
10th tenth	20th twentieth		80th eightieth
			90th ninetieth
			100th hundredth

- Months:

January	July
February	August
March	September
April	October
May:	November
June	December

V. ASSIGNMENT

1. Learn new words (pronunciation, meanings)
2. Write 5 important dates from your past.

Unit 10: HISTORY

Part 2: 10b Heroes

I. AIMS: Students will:

- 1 be able to pronounce *was/ were* correctly in Yes/ No questions
- 2 talk about a famous person

II. PREPERATION

1. *Teacher's preparation*

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.
 - [3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. *Student's preparation*

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. METHODS, MEANS OF TEACHING

1. *Methods*: Integrated Language Teaching Approach

2. Means of teaching: chalk, reference materials

IV. CONTENT OF THE LESSON:

1. **Vocabulary**

- on the radio (pre)
- on/ in the program (pre)
- hero (n, male)
- heroine (n, female)
- talk about something (v)
- talk to someone (v)
- say about st/sb (v)
- a sport man/ a sportwoman
- hear about something
- in someone's first job
- a (famous) television/ film star
- imfortant to someone
- at college/ universtity/ school
- fantastic (a)
- friendly (a)

funny (a)
great (a)
nice (a)
interesting (a)
good at sport at school (a)
happy (a)

2. Strong form of *was and were*;

3. Describing famous people.

IV. DISCUSSION

1. Collocation (*Vocabulary*)

2. Adjectives for description of a famous person

3. Strong form of was/were (*tapescript 2.44*)

V. ASSIGNMENTS

- Learn new words

- Write a short description of a hero from the past (*name, job, the reason why he/ she was famous*)

Unit 10: HISTORY

Part 4: 10e The first Americans

I. AIMS: Student will:

- 1 **Knowledge:** be able to form the *when- clause* with the verb 'be' referring to past time
- 2 **Skills:** to talk and write about childhood memories
- 3 **Attitude:** to talk about a favourite object

II. PREPERATION

1. Teacher's preparation

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.
 - [3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. Student's preparation

Read the reference material [1] on pages 106 and 107

III. METHODS, MEANS OF TEACHING

1. **Methods:** Integrated Language Teaching Approach
2. Means of teaching: chalk, reference materials

IV. CONTENT OF THE LESSON:

1. Vocabulary

blog (n) a web log: a website containing short articles called posts that are changed regularly.

helicopter (n)

a favourite toy (n)

an object (n)

a typical boy (n)

2. When- clause

3. Childhood memories

IV. DISCUSSION

1. Collocation

2. When clause with *was/were*

Examples:

- When I was a child, I was happy.
- When she was ten, she was able to read.

3. Childhood memories

- School, teachers
- Family
- Friends
- Childhood favourite object(s)

Guidelines:

- 1 What is it?
- 2 What colour is it?
- 3 What is it made out of?
- 7 Why was it your favourite object?

V. ASSIGNMENT

1. Learn new words
2. Write a short paragraph about your childhood memories (60-80 words)

Unit 10: HISTORY

Part 4: Review

I. AIMS: Students will:

1. know the form of the present simple tense;
2. write present simple verbs in third singular pronoun/ subjects;
3. be able to describe their daily routine.

II. PREPERATION

1. *Teacher's preparation*

- Reference materials:
- [1] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Student's book. China: RR Donnelley.2016.
 - [2] Helen Stepheson, Paul Dummett and John Hughes; *Life: Beginner*. Workbook. China: RR Donnelley.2016.
 - [3] Thomson, A.J &Martinet, A.V., *A Practical English Grammar*, Oxford: Oxford University Press.

2. *Student's preparation*

Look up dictionary for transcriptions and meanings of the words/ phrases in **Vocabulary**

III. CONTENT OF THE LESSON:

1. Grammar: the Past Simple with 'be' (was/ were)
2. Vocabulary: Prepositions of time (in, on, at)
Adjective for describing people (exciting, happy, ..)
3. Speaking: Childhood memories

IV. DISCUSSION

- Phrases with prepositions of time
- Talking about childhood memorries using *was/were*
- Talk about important dates

V. ASSIGNMENT

-Do exercises:

+Grammar: 3, 4 (Review, p128)

+ Vocabulary: 6,7 (Review, p128)