

**TRƯỜNG ĐẠI HỌC TÂN TRÀO  
KHOA KHOA HỌC CƠ BẢN**

**ĐỀ CƯƠNG BÀI GIẢNG**

**HỌC PHẦN:** tiếng Anh 3  
**LỚP DẠY:** ĐH Mầm non A K4

**Họ và tên giảng viên:** **Đông Thị Xuân Dung**  
**Bộ môn:** Ngoại ngữ

*Năm học 2018 - 2019*

## UNIT 8: ROUTINES

9 periods

### A. Objectives

**1. Knowledge:** By the end of the unit, students will be able to understand the following language focus:

+ Grammar: The present simple *he/she/it*; Present simple questions *he/she/it*; Frequency adverbs, Prepositions of time and *How...?*.

+ Vocabulary: routines, job activities, some of wild animals

+ Reading: Routines at home and at work; Two *National Geographic* explorers; A job in tiger conversation; A conversation about Cynthia Liukus-Pierce; the sounds /s/ and /z/

+ Listening: A man in a photo to chose his activities; A Chinese woman's routines; Words have sounds /s/ and /es/.

+ Speaking: Role play some conversations about jobs and daily routines; talk about Ss' daily routines

+ Writing: an email

+ Pronunciation: /s/ and /es/ verbs; /s/ and /z/.

### 2. Skills

- Ss learn, write and use: The present simple *he/she/it*; Present simple questions *he/she/it*; Frequency adverbs, Prepositions of time and *How...?*.

- Ss study words associated with routines, job activities, some of wild animals

- Ss read Routines at home and at work; Two *National Geographic* explorers; A job in tiger conversation. Therefore, Ss have be trained skimming and scanning reading skills.

- Ss develop ask and answer techniques and they can both listen and take note their classmates information through the lesson.

- Ss can write an email to their friends.

- Ss pronoun /s/, /es/ verbs and /s/, /z/ sound correctly.

### 3. Attitude

- Ss have to understand the present simple with *he/she/it*; present questions with *he/she/it*. They also use these structure in their real life. Ss learn about a normal day of some people in particular jobs and love the nature and their works. Ss will behave better to the wildlife and wild animal also.

### B. Teaching materials

## 1. Teacher

- The main material: Helen Stephenson, Paul Dummett & John Hughes, *Life*, National Geographic Learning, RR Donnelley, 2016
- 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

Helen Stephenson, Paul Dummett & John Hughes, *Life*, National Geographic Learning, RR Donnelley, 2016

## C. Contents

### I. 8a

#### 1. Grammar (P95)

#### The Present Simple *he/she/it*

7. Teacher (T) writes on the board and ask Ss to take note.

#### Affirmative

He/She gets up at 7:30

#### Negative

He/She doesn't work.

(doesn't = does not)

Note:

Add -s

get up → gets up

Add -es to verbs that end in -ch, -ss, -o, and -sh

teach → teaches

wash → washes

go → goes

kiss → kisses

The verbs go, do and have are irregular.

go → goes, do → does, have → has

8. T asks Ss to complete the text about an astronomer with the correct form of the verbs.

### **Answers**

- |             |            |                  |
|-------------|------------|------------------|
| 1. works    | 5. goes    | 9. works         |
| 2. starts   | 6. goes    | 10. doesn't work |
| 3. has      | 7. gets up |                  |
| 4. finishes | 8. has     |                  |

### **Grammar preposition of time**

9. Ask Ss to look at the expressions. In feedback, elicit when we say *in*, *at*, and *on*.

- Ask Ss to underline examples in the text. Refer to page 166 for further information and practice.

### **Answers**

at night o'clock

at night

At midnight

at 1.30

in the morning

at two o'clock

at 8.45

on Monday

## Grammar notes:

We say *at* with time (*at 5, at midday/ midnight*) and in the expression *at night*.

We say *in the morning/ afternoon/ evening*.

We say *on with days (on Monday/ Tuesday)*.

## 2. Vocabulary routines (p94)

1 Ask Ss to look at the pictures. Ask: *What can you see?* Elicit ideas and vocabulary. Ask Ss to match pictures and sentences. Let them compare their answers in pairs.

### Answers

1. f          2. g          3. b          4. c          5. a          6. e          7. d

2 Play the recording. Ask Ss to listen and complete the information then ask them compare in class.

### Answers

2. six thirty                      4. café                      6. home  
3. seven o'clock                5. five forty-five                7. eleven thirty

## 3. Reading and listening (p94)

4 T asks Ss to look at the photos. Ask: *what can you see?* Elicit ideas and vocabulary from Ss. Asks the questions in the book and elicit answers

### Answers

It's in Shanghai. It's an exercise class.

5 T asks Ss to read the article quickly just to answer the questions.

6. Tell the Ss that four details in the recording are different.

Play the recording. Tell Ss to follow the article as they listen and underline different information.

#### **4. Pronunciation** -s and -es verbs

10a Play the recording. Ss listen and repeat.

#### **Audioscript [2.18]**

1. He works in Chile.
2. He starts work at nine o'clock.
3. He finishes work at 1.30.
4. He goes to bed at two o'clock.
5. He gets up at 8.45.

#### **\*Pronunciation notes**

*s* is pronounced /s/ when it follows an unvoiced consonant, (e.g. *works, start, gets*).

*s* is pronounced /z/ when it follows a voiced consonant, (e.g. *goes*).

*es* is pronounced /ɪz/, (e.g. *finishes*).

10b Play the recording again. Ss listen and underline the verb with an extra syllable.

#### **5. Speaking** *Talk about your daily routines*

Arrangement of the ideas: name, where you come from, activities in the morning, afternoon and evening.

Ask Ss to talk about their daily routines. Check the vocabulary and spelling or pronunciation for Ss.

#### **II. 8b A typical day**

## 1. Reading

1 T ask Ss to look at the photos. Ask: *What are the jobs?*(archaeologist and geologist).

Ask Ss to read the sentences and match them to archaeologist (A) or geologist (G), or both (B).

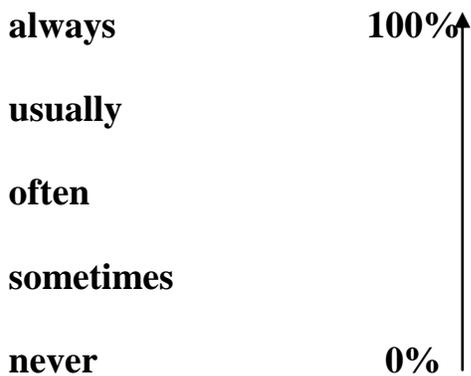
### Answers

1. A                      2. B                      3. G                      4. A

2 Ask Ss to discuss the question in pairs. Elicit suggestions from the class.

3 Ask Ss to discuss to read the article and check their ideas.

## 2. Grammar: *Frequency adverbs*



T gives Ss some example sentences

*I **always** have breakfast.*

*We **usually** get up early.*

*My friend **often** works late.*

*He **sometimes** travels in my job.*

*My friend **never** writes email.*

4 Read through the grammar box with the class. Ask Ss to underline the frequency adverbs in the article. Refer Ss to page 166 for further information and practice.

5 Ask Ss to rewrite the sentences.

### Answers

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.
6. Cynthia often writes reports.

### 3. Grammar present simple questions *he/she*

9 Read through the grammar box with the class.

#### Questions

#### Short answers

Does he/she teach?

Yes, he/she does.

No, he/she doesn't.

Questions with question words

**What does he/she do?**

**Where does he/she go in summer?**

10 Ask Ss to put the words in order to make questions. Let them compare their answer in pairs.

### Answers

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?

#### **4. Vocabulary job activities.**

12 Ask Ss to match a verb in A with words in B. Then underline 4 things that Cynthia does.

#### **Answers**

lectures, meetings, students, places

#### **8c Cats in crisis**

##### **1. Reading**

1 Ask Ss to look at the pictures. Ask: *What are they?*

Say the name and ask Ss to listen and repeat.

#### **Answers**

1 c                      2 a                      3 a                      4 b

2 Ask Ss to read through the sentences and check new words carefully.

Divide class into pairs to discuss whether they think the sentences are true or false.

3 Ask Ss to read the article on page 99 and check their answers.

#### **Answers**

1 T                      2 T                      3 F                      4 F                      5 T                      6 T

4 Ask Ss 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 report and has a meeting with colleagues.

4 He studies the tigers.

5 Ask Ss to answer the questions. Tell them to look back the article again to find the answers

## **Answer**

1 3500

2 170

3 He uses 180 automatic cameras.

4 eight

5 every month

## **2. Grammar *How...?***

6 Ask Ss to look at the grammar box and choose the correct option in the sentence. Refers Ss to the information and practice on page 166.

## **Answer**

We use *how* to ask for information.

7 Ask Ss to put the words in order.

## **Answers**

1 How many tigers are in the park? (about 60)

2 How many cameras are in the park? (180)

3 How often does Saksit have a meeting? (every month)

4 How can we help tigers conservation?

### **8d One moment, please**

#### **1. Pronunciation /s/ ans /z/**

5a Play the recording. Ss listen and say whether they hear /s/ or /z/.

#### **Answers**

/s/: yes, works, thanks

/z/: please, he's, Fridays

5b Play the recording. Ss listen and repeat.

6 Ask Ss to practise the phone conversations.

### **8e My new job**

#### **1. Writing *an email***

1 Ask Ss to look at the words first. Find out which words they know.

Ask Ss to read the email and complete with the words, working out the meaning of new words from the context. Let Ss compare the answers in pairs.

#### **Answers**

1 job	5 morning
2 work	6 tasks
3 office	7 phone calls
4 colleagues	

2 Ask Ss to read the email again and answer the question.

#### **Answer**

b

3c Ask Ss to read the email quickly. Ask: *Who is it from?* (Jim) *Who is it to?* ( a friend) *Where is Jim?* (at school)

### **Sample answers**

1 college

4 classmates

2 classes

5 meet

3 difficult

6 weekend

4 Ask Ss to write an email. Tell them to write about a real job or course that they actually do, using 2 emails on the page as models.

5 Check the spelling and other errors for Ss when they have finished.

### **D. Consolidation**

Repeat what Ss have learnt in the Unit 8.

Ask Ss to do homework in work book and see Unit 9 before going to class.

## UNIT 9: Travel

### 9 periods

#### A. Objectives

1. Knowledge: By the end of the unit, students will be able to understand the following language focus:

+ Grammar: *there is/are in affirmative, negative and question forms; imperative forms*

+ Vocabulary: *clothes; furniture; travels*

+ Reading: an article about things in your suitcase; an article about a Trans-Siberia trip

+ Listening: a conversation in which two people plan a trip

+ Speaking: topic ‘your favourite places’

+ Pronunciation: *there are*

2. Skills: listening, speaking, reading and writing.

#### 3. Attitude

- They have positive attitude towards the lessons by preparing the lesson before going to class; reading required materials; looking up new words. Students have some more experience about traveling, how to prepare a suitcase, clothes, traveling and the furniture in hotels.

- Students also can choose suitable places, accommodation, mean of transport or clothes for traveling

#### B. Teaching materials

##### 1. Teacher

- The main material: Helen Stephenson, Paul Dummett & John Hughes, *Life*, National Geographic Learning, RR Donnelley, 2016

- 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

Helen Stephenson, Paul Dummett & John Hughes, *Life*, National Geographic Learning, RR Donnelley, 2016

## C. Contents

### 9a Travel essential

#### 1. Vocabulary clothes

1 Ask Ss to look at the picture and the words. Play the recording. Ss listen and repeat.

2 Introduce this activity by revising colours with your students. Point to items of clothing around the class and ask: *What colour is it?*

Describe 1 or 2 Ss and ask the rest of the class who you are describing.

#### 2. Reading

4 Ask Ss to look at the photos. Ask: *What can you see?* Ask Ss to read the article quickly and underline the clothes.

5 Ask Ss to read the article again and find the answers. Let them compare their answers in pairs. Point out “without” is the opposite of “with”.

6 Ask Ss to discuss the question in pairs.

#### 3. Grammar *there is/are*

7 Look at the grammar box with the Ss. Ask Ss to work in pairs to find and underline the sentences in the article. Refer Ss to the information and practise on page 166.

\*We use *there are* when it is followed by singular or uncountable nouns. Note that we say *There are some shoes* but *there is a pair of shoes*.

8 Ask Ss to make sentences about the things in the bags. Do one as an example. Ss could work in pairs to do this exercise. Play the recording. Ss listen and check their answers.

#### 3. Pronunciation *there are*

9 Play the recording. Ss listen and repeat. Discuss the question in feedback.

#### 4. Speaking *Talk about your favourite places.*

**Sample:** I like traveling. I love Sapa the most. There are many beautiful places in Sapa. There is a cathedral in the centre of Sapa town. There is a night fair every Saturday .etc.

Ask Ss to think about their favourite places then speak to the class. Check the grammar, vocabulary and spelling.

### 9b Places to stay

#### 1. Listening

1 Ask Ss to look at the photos. Ask: *What can you see? How much does it cost to stay for a night?*

2 Give Ss a moment to read through the sentences first. Then play the recording. Ss listen and underline the words used. Let Ss compare their answers with a partner.

3 Play the recording again. Ss listen and decide if the sentences are true or false.

## **2. Grammar *there is/are negative and question forms***

4 Look at the grammar box with Ss. Ask Ss to say when we use *any*. (166)

5 Organize the class into pairs. Ask Ss to exchange the names of town. Use the prompts in the book for help.

6 Ask Ss to interview each other.

7 Ss write affirmative and negative sentences about their interview in exercise 6 .

## **3. Vocabulary *furniture***

8 Ask Ss to look at the photos and the words. Play the recording for Ss to listen and repeat. Ask Ss to work in pairs to match the words to the picture.

9 Organize the class into pairs to discuss the question. Elicit ideas in feedback.

10 Ask Ss to listen and tick the pieces of furniture that Sandra and Luke mention in their conversation.

11 Play the recording again for Ss to listen and choose the correct room.

## **9c Across a continent**

### **1. Reading**

1 Ask Ss to look at the map and the photos. Ask: *What can you see? Where are they?* Elicit the ideas. Ask Ss to discuss the question in pairs. Elicit ideas feedback.

2 Ask Ss to read the article quickly and find out if it mentions any of places or things to do that they talked about Exercise 1. Ask Ss to find the places on the map.

3 Ask Ss to read the article again and decide if the sentences are true or false.

4 Write on the board: *beach holiday, adventure holidays, trips across countries or continents, walking holidays*. Check that Ss understand the different types by miming them. Then put Ss in pairs to say which type of holidays they like and why.

## **2. Vocabulary *travel***

5 Ask Ss to match the verbs in A to the words in B. Then ask them to read the article to check their answers.

6 Ask Ss to complete the sentences with the missing verbs then compare the answers in pairs.

## **3. Grammar *imperative forms***

8 Ask Ss to look at the sentences in the grammar box. Discuss the question as a class. Refer Ss to p166.

## **9e A great place for a weekend**

### **1. Writing *travel advice***

1 Ask Ss to look at the picture first. Ask: *What can you see in the photos?*

Then ask Ss to read the advice and answer the questions.

2 Ask Ss to read again and underline Dani's tips. Compare the answers in pairs. Remind Ss to use imperative to give advice.

### **2. Writing skill *because***

3a Read the example as a class, then ask Ss to find other example in the text. Point out how *because* joins two clauses and give a reason.

3b Ask Ss to rewrite the sentences. Let them compare their answers in pairs before discussing as a class.

## **Unit 9 REVIEW**

### **1. Grammar**

1 Ask Ss to look at the photo and write questions with *is there/are there?*

2 Organize the class into pairs. Ss take turns to ask and answer the questions in Exercise 1.

3 Ss read the sentences and look at the photo. They change the false sentences so that they are true.

4 Students put the words in order.

## **2. Vocabulary**

5 Ss read the sentences and decide which options are not logical.

6 Ss match the two parts to make sentences about a hotel room.

7 Ss complete the sentences with six of the verbs.

## **D. Consolidation**

Repeat what Ss have learnt in the Unit 9.

Ask Ss to do homework in work book and see Unit 10 before going to class.

## Unit 10: History

### 9 periods

#### A. Objectives

1. Knowledge: By the end of the unit, students will be able to understand the following language focus:

+ Grammar: *was/were; was/were negative and question forms*

+ Vocabulary: *dates; describing people*

+ Reading: a quiz about 'firsts' in exploration; an article about the first people in the American continents.

+ Listening: a radio programme about heroes

+ Speaking: topic 'a favourite object in the past'

+ Writing: a blog

2. Skills: listening, speaking, reading and writing.

#### 3. Attitude

- They have positive attitude towards the lessons by preparing the lesson before going to class; reading required materials; looking up new words. Students use vocabulary to describe people. They also talk about dates

- Students consider anyone who help them grow up is their hero, not only a famous person.

#### B. Teaching materials

##### 1. Teacher

- The main material: Helen Stephenson, Paul Dummett & John Hughes, *Life*, National Geographic Learning, RR Donnelley, 2016

- 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

Helen Stephenson, Paul Dummett & John Hughes, *Life*, National Geographic Learning, RR Donnelley, 2016

#### C. Contents

##### 10a Explorers

##### Reading and listening

1 Ask Ss to look at the photo. Ask: *What can you see? Where are they?*

Then ask Ss to read the caption and check their answers.

2 Tell Ss they are going to read the quiz and complete the sentences with names of the famous explorers.

- *captain*

- *expedition*

- *North Pole, South Pole, round the world, space*

Let Ss check their answers in pair then listen and check.

3 Pre-teach: *was born, mountaineer, and king*

Ask Ss to read the text and match them with four people from the quiz then listen and check.

## **2. Grammar *was/were***

4 Look at the grammar box with the Ss and ask them to find the past forms of the verb *to be* in the texts in Exercise 3. (see more on p167)

## **3. Vocabulary *dates***

7 Ask Ss to look at the *Important dates in exploration* table and complete the dates with the information from the quiz. Check the answers in feedback.

8 Ask Ss to look at the table in Ex7 again. Listen and repeat the ordinal numbers.

9 Ask Ss to look at the dates and say them in pairs. Then play the recording for Ss to listen and check.

## **10b Heroes**

## **1. Reading and listening**

1 Ask Ss to look at the photos of the people and answer the questions: *Who are they? Where are they?*

2. Check the meaning of *hero* by telling Ss one or two of your heroes. Ask: *Who was your hero when you was young?*

Ask Ss to read the information about the radio programme and answer the questions.

3 Ss complete the sentences. Play the recording. Ss listen and check.

4 Play the recording again. Ss listen and choose the correct answer. Compare their answers in pairs.

5 Ask Ss to write the answers then compare in pairs.

## **2. Grammar *was/were negative and question forms***

6 Read through the grammar box with the class. Discuss the question and elicit the answers. (see more on p167).

## **3. Vocabulary *describing people***

10 Organize Ss into pairs to think of people to match to the words.

## **10c The first Americans**

### **1. Reading**

1 Organize the Ss into pairs. Ask them to read the sentences and discuss whether they are true or false.

2 Ss read the paragraph and check their answers.

3 Ask Ss to read the rest of the article and answer the questions. Compare the answer in pairs.

4 Discuss the questions as a class.

## **2. Vocabulary *time expressions***

5 Ask Ss to find and underline the words and expressions in the article. Discuss the questions with the class.

6 Ask Ss to complete the sentences. Compare the answers in pairs.

## **10e Childhood memories**

### **1. Writing *a blog***

1 Ask Ss to discuss the questions in pairs.

2 Ask Ss to look at the photo of Tyler. Ask: *Where is he from? How old is he?* Compare the answers in pairs.

3 Ss read the text again to find information and share it in pairs. Take whole class feedback.

### **2. Speaking *a favourite object in the past***

Ask Ss to think and talk about their favourite object in the past, using was/were.

Give any help and elicit vocabulary, grammar and spelling.

## **REVIEW UNIT 10**

### **Speaking: *a favourite object in the past***

Ask Ss to think and talk about their favourite object in the past, using was/were.

Give any help and elicit vocabulary, grammar and spelling.

**D. Consolidation**

Repeat what Ss have learnt in the Unit 10.

Ask Ss to do homework in work book and review all of the knowledge in this course.