# LECTURE OUTLINE

**Course:** English 3  
**Teaching plan**

<table>
<thead>
<tr>
<th>Order</th>
<th>Content</th>
<th>Duration (period)</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 8</strong></td>
<td></td>
<td><strong>9</strong></td>
<td><strong>4,5 weeks</strong></td>
</tr>
</tbody>
</table>
| 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** |
<table>
<thead>
<tr>
<th></th>
<th>Speaking: Favourite places</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td><strong>9b. Places to stay</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Listening: A trip to Cape Town</td>
<td>2</td>
<td>6 &amp; 7</td>
</tr>
<tr>
<td></td>
<td>- Grammar: There is/are negative and question forms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Vocabulary: Furniture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><strong>9c. Across a continent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reading: A Trans-Siberian tri</td>
<td>2</td>
<td>7 &amp; 8</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary: Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Grammar: Imperative forms.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Tín chi 2

<table>
<thead>
<tr>
<th>10</th>
<th><strong>9e. A great place for a weekend (1): Writing: Travel advise</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>8 &amp; 9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11</th>
<th><strong>Review</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Grammar: There is/ There are; Imperative forms.</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary: Talk about clothes; Furniture; Travel; Hotel services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit 10: HISTORY

<table>
<thead>
<tr>
<th>13</th>
<th><strong>10a. Explorers</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Reading and listening: First in exploration.</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>- Grammar: Was/were.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Vocabulary: Dates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Speaking: Dates and events.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th><strong>10b. Heroes</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Reading and listening: Heroes</td>
<td>3</td>
<td>11 &amp; 12</td>
</tr>
<tr>
<td></td>
<td>- Grammar: Was/were negative and question forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Vocabulary: Describing people</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Speaking: People in your past.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 10e. Childhood memories (1)

|    | Writing: A blog | 3 | 12 & 13 |
|    | Speaking: A favorite object in the past |   |   |

### Unit 10: Review

|    | Grammar: Was/were; Time expressions | 1 | 14 |
|    | Vocabulary: Dates; Describing people; Activities |   |   |

### Revision

|    |   | 2 | 14 &15 |
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. PREPARATION

1. Teacher’s preparation

Reference materials:


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)

<table>
<thead>
<tr>
<th></th>
<th>S + V(s/es).</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>S + do not/ does not + V-inf.</td>
</tr>
<tr>
<td></td>
<td>or: S + don’t/ doesn’t + V-inf.</td>
</tr>
</tbody>
</table>

|   | Do/ Does + S + V-inf ? |

3. Spelling

Rule 1: 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

Rule 2: 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 follows a voiced sound /s, z, s/, tʃ, ʃ, ʒ/
   
   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
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:


2. Student’s preparation

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

III. METHODS, MEANS OF TEACHING

1. Methods: Integrated Language Teaching Approach


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:

<table>
<thead>
<tr>
<th>Yes/ No Qs</th>
<th>Do/ Does + S + Vinf. (+ O)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wh-Qs</td>
<td>Wh- + Do/ Does + S + Vinf. (+ O)?</td>
</tr>
</tbody>
</table>

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: ROUTINES

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. PREPARATION

1. Teacher’s preparation
   Reference materials:

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

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 forest (v)
automatic camera (n)
take a photo of tigers/ girls/ beautiful landscapes
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:


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 Sarturday 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 rountines
2. **Skills:** Students will be able to talk about rountines
3. **Attitude:** Student will raise awareness of following suitable routine activities

**II. PREPERATION**

1. **Teacher’s preparation**

Reference materials:


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 frequency in the Present Simple

*Vocabulary:* Routine-activity 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 morning clothing items;
   3. talk about clothing item when travelling;
   4. to pronounce correctly ‘there is and there are’.

II. PREPERATION

1. Teacher’s preparation
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 to go

II. Preparation

1. Teacher’s preparation
   Reference materials:

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:

2. Student’s preparation
   Look up dictionary for transcriptions and meanings of the words/ phrases in Vocabulary

III. CONTENT

Vocabulary

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

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


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:
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

IV. CONTENT OF THE LESSON:

Vocabulary

- in a (film, 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

<table>
<thead>
<tr>
<th>Affirmative form</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>S + was/were + C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative form</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No-Question:</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>Was/Were+S+C? – Yes, S + was/were</td>
</tr>
<tr>
<td></td>
<td>- No, S + wasn’t/weren’t</td>
</tr>
<tr>
<td>Negative form</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td><em>Wh-question:</em></td>
<td></td>
</tr>
<tr>
<td>(Wh-) + Was/Were+S+ C</td>
<td></td>
</tr>
<tr>
<td>- S + wasn’t / weren’t + C</td>
<td></td>
</tr>
</tbody>
</table>

- *Use*

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

- *Give examples*

3. Date

- Ordinal numbers

<table>
<thead>
<tr>
<th>1st</th>
<th>first</th>
<th>11th</th>
<th>eleventh</th>
<th>20th</th>
<th>twentieth</th>
<th>31st</th>
<th>thirty-first</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>second</td>
<td>12th</td>
<td>twelfth</td>
<td>21st</td>
<td>twenty-first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>third</td>
<td>13th</td>
<td>thirteenth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>fourth</td>
<td>14th</td>
<td>fourteenth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>fifth</td>
<td>15th</td>
<td>fifteenth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>sixth</td>
<td>16th</td>
<td>sixteenth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>seventh</td>
<td>17th</td>
<td>seventeenth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>eighth</td>
<td>18th</td>
<td>Eighteenth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>ninth</td>
<td>19th</td>
<td>nineteenth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>tenth</td>
<td>20th</td>
<td>twentieth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Months:

<table>
<thead>
<tr>
<th>January</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>August</td>
</tr>
<tr>
<td>March</td>
<td>September</td>
</tr>
<tr>
<td>April</td>
<td>October</td>
</tr>
<tr>
<td>May:</td>
<td>November</td>
</tr>
<tr>
<td>June</td>
<td>December</td>
</tr>
</tbody>
</table>

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. PREPARATION
1. Teacher’s preparation
Reference materials:

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

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 sportswoman
hear about something
in someone’s first job
a (famous) television/film star
important to someone
at college/ university/ 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* (*tape script 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. PREPARATION
1. **Teacher’s preparation**
   Reference materials:

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

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:
- What is it?
- What colour is it?
- What is it made out of?
- 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 to describe their daily routine.

II. PREPARATION

1. Teacher’s preparation
   Reference materials:

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 memories using was/were
   - Talk about important dates

V. ASSIGNMENT
   - Do exercises:
     + Grammar: 3, 4 (Review, p128)
     + Vocabulary: 6,7 (Review, p128)