**Period 61.**

**UNIT 4: HOLIDAYS**

**Lesson 4d: Everyday English (p. 79)**

**I. Objectives (learning outcomes):**

 By the end of this lesson, students will able to:

**1. Knowledge:**

- Learn object personal pronouns/possessive pronouns

- Learn intonation in exclamations

**2. Core competences and language skills:**

- Make suggestions

- Listen for specific information.

- Sustain communitive dialogue

**3. Personal qualities:**

- Be a good traveller.

- Be well-prepared for their travel

**II. Teaching aids:**

**1. Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**2. Students’ aids:** Student books, notebooks.

**III. Procedures:**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** making suggestions

**c. Expected outcomes:** Ss can brainstorm the topic of the lesson.

**d. Competences: c**ommunication, collaboration, analytical thinking skills

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Write on the board 3 sentences and ask them the questions.- Ask Ss to guess what teacher is doing. | - Look at the board and give the answer. | **What is the purpose of these sentences?****-** Let’s go to the canteen.- Why don’t we take a break?- How about singing a song?**Answer key**: To make suggestions. |

**B. New lesson: (35 minutes)**

**1. Activity 1: (10 minutes)**

**a. Objectives:** to transit the ideas and provide functional language

**b. Content:** a dialogue

**c. Expected outcomes:** Ss can practise speaking and listening naturally

**d. Competences: c**ommunication, collaboration, critical thinking skills and creativity

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Read out the phrases and give Ss time to use them to complete the dialogue.  | - Complete the task individually and then share with their partners. | **Task 1. Complete the dialogue. Use the sentences (A-E).** **Helen** Wow! I love it here in Moscow! The sights are amazing. **Maria** Yes, they are, but my hands are freezing. **Helen 1)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_**Maria** I haven’t got them with me. **Helen 2)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I’ve always got an extra pair in my bag. **Maria** Thanks! **Helen 3)** \_\_\_\_\_\_\_\_\_\_\_\_ **Maria** Umm … Helen? **Helen 4)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Maria** My head is cold, too. Have you got a hat in your bag? **Helen** No, I haven’t. … I know. **5)** \_\_\_\_\_\_\_\_\_. He’s always got one in his bag. **Maria** Good idea! Thanks! |
| - Play the recording. Ss listen and check their answers to Exercise 1.- Have Ss take roles and act out the dialogue. | - Listen and take notes- Practise speaking in front of the class | **Task 2: Listen and check. Take roles and read the dialogue aloud. (2.30)****Answer key**1. Why don’t you put on your gloves?2. Here, take mine.3. No problem.4. What’s wrong now?5. Let’s ask Nat for his |

**2. Activity 2: (15 minutes)**

**a. Objectives:** to present object personal pronouns/ possessive pronouns and let Ss practise intonation in exclamations.

**b. Content:** Object personal pronouns/Possessive pronouns and Intonation in exclamations

**c. Expected outcomes:** Ss can learn and practise object personal pronouns/ possessive pronouns and intonation in exclamations.

**d. Competences: c**ommunication, collaboration, critical thinking and speaking skill.

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Read out the Note! box.- Go through the table and read out the examples.- Ask Ss to read the sentences and choose the correct items.- Check Ss’ answers around the class. | - Listen and take notes- Complete the task individually and then share with their partners | **Object personal pronouns/Possessive pronouns****Note!**In English, there is no possessive pronoun for it.**Task 3: Read the table. Then choose the correct item.****Answer key**1 My/Mine coat is blue. Her/Hers is red.2 These aren’t their/theirs shoes. They are our/ours.3 Look at him/his. He/His is wearing my/me scarf.4 Your/Yours socks are green. Their/Theirs are orange.5 These aren’t her/hers jeans. They are my/mine.6 This isn’t me/my hat. It’s your/yours. |
| - Explain the task and play the recording.- Play the recording with pauses for Ss to repeat chorally and/or individually | ­ - Listen and compare the intonation.- Listen and repeat chorally and/or individually | **Intonation in exclamations****Listen and compare the intonation in the sets of sentences. Listen again and repeat.**• Sounds great. – Sounds great! • Good idea. – Good idea! • Thanks. – Thanks! |

**3. Activity 3: (12 minutes)**

**a. Objectives:** to help Ss apply the lesson in the real situation and sustain communitive dialogue

**b. Content:** making suggestions about what he/she should do

**c. Expected outcomes:** Ss can make suggestion to their friends who are going camping.

**d. Competences: c**ommunication, collaboration, critical thinking, presentation skills and creativity

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the activities- Ask Ss to work in pairs and make suggestions- Call some Ss to give their suggestions in front of the class. |  - Complete the task individually and then share with their partners- Present in front of the class. | **Work in pairs. Imagine your friend is going to go camping on Sunday. Make some suggestions about what he/she should do*****Suggested Answer Key*** - Let’s sleep well the night before. - Why don’t you go sightseeing?- How about playing some team building games? |

**5. Guide students to learn by themselves (3 minutes)**

 - Learn intonation in exclamations

- Learn object personal pronouns/possessive pronouns and intonation in exclamations

 - Do exercises in the workbook (page 41)

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**Period 62.**

**UNIT 4: HOLIDAYS**

**4E GRAMMAR 1 (p. 78)**

**I. Objectives (learning outcomes):**

By the end of this lesson, students will be able to:

**1. Knowledge:**

Learn about *be going to*

Learn adverbs of time going with *be going to*

**2. Core competence and language skills:**

Talk about future plans and predictions

Improve their communication skill, self-evaluation skills

Improve their analytical skill, note-taking skills

**3. Personal qualities:**

 Be well-organized

**II. Teaching aids:**

**Teacher’s aids:** student book, workbook and teacher’s book, class CDs, IWB software, PPT/ projector/interactive whiteboard/TV (if any).

**Students’ aids:** Student books, workbooks and notebooks.

**III. Procedures:**

**1. Activity 1: Warm-up: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** be going to.

**c. Expected Outcomes:** Ss can brainstorm the grammar point- be going to.

**d. Competence: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Write on the board words and ask Ss to arrange them into sentences. (book closed)- When Ss finish, ask them to share with their friends and try to find out the structure.- Check Ss’ answers | - Complete the task individually and then share with their partners- Take notes | **Arrange these words into meaningful sentences:**1. am / I / to / play / football / going / this weekend
2. Peter / visit / going/ his grandmother / tomorrow / to / is
3. next / They / Friday/ going / are / camping / go / to

**Answer key**1. I am going to play football this weekend.2. Peter is going to visit his grandmother tomorrow.3. They are going to go camping next Friday. |

**2. Activity 2: (15 minutes)**

**a. Objectives:** to present *be going to* and give Ss a chance to practise the grammar point.

**b. Content:** be going to

**c.Expected Outcomes:** Ss can express grammatical relationships in spoken utterances at the level of the sentence.

**d. Competence: c**ommunication, collaboration, critical thinking and analytical skills

**e. Organization:**

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| **T’s activities** | **Ss’ activities** | **Content** |
| - Read out the **Note!** box.- Ask Ss to read the ***Note!*** and explain that:- Explain that be going to + infinitive is a grammar structure we use to talk about future plans and intentions and when there is visible evidence that something will happen. + not + be going to + infinitive is the negative form.+ we form the interrogative with be + personal pronoun + going to + infinitive. - Ask Ss to read the table and the cartoon. Read out the examples. - Ask Ss to read the instruction and complete task 1 in pairs.- Check Ss’ answers around the class. | - Read and take notes- Complete the task individually and then share with their partners- Take notes | **Be going to****Note!**We use ***be going to*** for:- future plans and intentionse.g. We**’re going to** visit Lisbon next Monday. (We intend to)- predictions based on what we can see or knowe.g. There are black clouds in the sky. It**’s going to** rain. (evidence)Time adverbs & expressions with ***be going to***: *tomorrow, next/this Monday/ week/ month/summer,* etc. **Check understanding:** **Task 1: Read the table and the box. Complete the sentences. Use the affirmative or negative form of be going to and the verbs in the list.**• visit • listen • eat • chat • study • play • watch • go**Answer key****2** Alice is going to eat at an Indian restaurant. (✓)**3** Stan isn’t going to watch a film at the cinema. (✗)**4** Peter is going to listen to music. (✓)**5** Jim and Ann are going to chat with each other online. (✓)**6** Kim and her mum aren’t going to visit an art gallery. (✗)**7** Kate is going to go shopping with her friends. (✓)**8** The brothers are going to study for their exams. (✓) |

**3. Activity 3: (13 minutes)**

**a. Objectives:** to give Ss a chance to practise the grammar point by doing the exercise

**b. Content:** be going to (questions and short answer)

**c. Expected Outcomes:** Ss can understand the grammar point and use it correctly

**d. Competence: c**ommunication, collaboration, critical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task and read out the example.- Give Ss time to complete the task in pairs, monitor the activity.- Check Ss’ answers. | - Making questions and answers using the cues given.- Complete the task individually and then share with their partners- Take notes | **Task 2: Ask and answer using the ideas below.****1.** you/visit a museum this weekend?*A: Are you going to visit a museum this weekend?**B: Yes, I am/ No, I’m not***2.** your parents/go to the cinema/this Saturday evening? **3.** it/rain/tomorrow? **4.** you/play football/tomorrow? **5.** your teacher/have a picnic/next weekend?**Answer key***2. Are your parents going to go to the cinema this Saturday evening?Yes, they are./No, they aren’t.3. Is it going to rain tomorrow?Yes, it is./No, it isn’t.4. Are you going to play football tomorrow?Yes, I am./No, I’m not.5. Is your teacher going to have a picnic next weekend?Yes, he/she is./No, he/she isn’t.* |
| - Give hand-outs to Ss and ask to choose the correct answer to complete the sentences. - Give Ss time to read and choose the correct answers.- Check Ss’ answers | - Complete the task individually and then share with their partners-Take notes | **Choose the correct answer.**1. I \_\_\_\_\_\_\_ a good time tonight.A. is going to haveB. are going to haveC. am going to have2. Janet \_\_\_\_\_\_\_\_ me.A. is going to helpB. are going to helpC. am going to help3. \_\_\_\_\_ the car?A. is he going to driveB. am he going to driveC. are he going to drive4. We \_\_\_\_\_\_\_ at home tonight.A. are going to stayB. am going to stayC. is going to stay5. \_\_\_\_\_\_\_ tennis with Jenny?A. am you going to playB. is you going to playC. are you going to play**Answer key**1.C 2.A 3.A 4.A 5.C |

**4. Activity 4: (7 minutes)**

**a. Objectives:** to give Ss a chance to use the language in real life.

**b. Content:** plan for net Friday/ next summer

**c. Expected Outcomes:** Ss can use the grammar point in the real situation.

**d. Competence: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

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| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task and read out the example.- Give Ss time to complete the task and then ask various Ss to share their answers with the class. | - Complete the task individually and then share with their partners | **Task 3: What are/aren’t you/your friends going to do *this weekend*/ *next Friday morning*/ *next summer*? Tell the class.****Suggested answer***My best friend is going to visit me this weekend. My friends and I are going to go to school next Monday morning.I’m going to visit my cousin in Scotland next summer.* |

**5. Guide students to learn by themselves (5 minutes)**

- Structure: be going to

- Learn grammar rules of be going to.

- Do exercises in the workbook (page 42)

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**Period 63.**

**UNIT 4: HOLIDAYS**

**8E GRAMMAR 2 (p. 79)**

**I. Objectives (learning outcomes):**

By the end of this lesson, students will be able to:

**1. Knowledge:**

Learn about the structure with “will”

Review “be going to”

**2. Core competence and language skills:**

Talk about on-the-spot decisions and prediction

Enhance Ss’ creativity and imagination

Improve their analytical skills, note-taking skill, communication skills, self-evaluation skill

**3. Personal qualities:**

Be a good traveller

**II. Teaching aids:**

**Teacher’s aids:** student book and teacher’s book, class CDs, IWB software, projector/ PPT/ interactive whiteboard/TV (if any).

**Students’ aids:** Student books, notebooks.

**III. Procedures:**

**1. Activity 1: Warm-up: (5 minutes)**

**a. Objectives:** to introduce the new lesson and set the scene for Ss to acquire new language; to get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b. Content:** future simple

**c. Expected Outcomes:** Ss can brainstorm the grammar point: future simple

**d. Competence: c**ommunication, collaboration, analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Write on the board words and ask Ss to arrange them into sentences. (book closed)- Ask them to share with their friends and try to find out the structure- Check Ss’ answer | - Complete the task individually and then share with their partners- Take notes | **Arrange these words into meaningful sentences:**1. Linda / to / will/ early / school / go2. I / marry / they / next / will / think/ year3. They / answers /here / stay/ he/ them / will / until**Answer key**1. Linda will go to school early.2. I think they will marry next year.3. They will stay here until he answers them. |

**2. Activity 2: (15 minutes)**

**a. Objectives:** to present the grammar rules of future simple and let Ss practise doing exercise

**b. Content:** rules of future simple

**c. Expected Outcomes:** Ss can learn rules of future simple and practise doing exercise.

**d. Competence: c**ommunication, collaboration, critical thinking and analytical thinking skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Say then write on the board: Underline *will go* and ask Ss to repeat chorally and/or individually. - Point out that the short form is **’ll** (I’m tired, I’ll go to bed early tonight.)- Say then write on the board: I won’t go on holiday this summer. Underline won’t go and ask Ss to repeat chorally and/or individually. Elicit all the other persons from Ss around the class.- Read out the Note! box.- Ask Ss to read the table and then explain the task and read out the example.- Ss do the task. Check Ss’ answers around theclass. | - Take note and chorally and/or individually. - Take note and repeat chorally and/or individually. - Read the table and take notes- Complete the task individually and then share with their partners | **Will+ Vo***Eg. I will go on holiday this summer.* **+ *will*** is the same in all persons. ***+ will*** *+ infinitive* is the future Simple tense in the affirmative.- We use the future Simple to talk about what we think will happen in the future and make on-the-spot decisions.**+** won’t + infinitive is the future Simple tense in the negative. we form the interrogative of theSimple future with will + personal pronoun +infinitive.*Eg. Will you go on holiday this summer?* **Note!**We use will for:- on-the-spot decisionse.g. It’s hot. I’ll open the window.- predictions based on what we think, believe or imagine, often with the verbs think, believe, etc.e.g. I think it’ll be cold tomorrow.**Check understanding****Task 4: Read the table and the box. Use will/won’t and the words in brackets to complete the gaps.****Answer key****1** A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(your brother/come)** with us?B: No, he won’t. I think he will go **(go)** to the park.**2** A: Will you help **(you/help)** me make some pancakes?B: Yes, I will.**3** A: Do you think it will rain **(rain)** tomorrow?B: No, it won’t. I think it will be **(be)** very cold, though.**4** A: I think James won’t go **(not/go)** sightseeing.B: Really? What will he do **(he/do)** then? |

**3. Activity 3: (10 minutes)**

**a. Objectives:** to help Ss practise two grammar points: be going to and will

**b. Content:** be going to and will

**c. Expected Outcomes:** Ss can distinguish two grammar points: be going to and will

**d. Competence: c**ommunication, collaboration, critical thinking and comparing skills

**e. Organization:**

|  |  |  |
| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Explain the task and give Ss time to complete it.- Check Ss’ answers in open pairs. | - Complete the task individually and then share with their partners | **Task 5: Use** *will* **or** *be going to* **and the verbs in brackets to complete the gaps.****Answer key****2** A: It’s really cold in here!B: I will close **(close)** the window.**3** A: I can’t wait for the parade!B: I think it will be **(be)** great.**4** A: Is this cake for Ann?B: No, I am going to bake **(bake)** hers later.**5** A: I’m really hungry.B: I will make **(make)** you a sandwich.**6** A: Do you want to drink something?B: Yes, I’m thirsty. I think I will have **(have)** some orange  |
| - Explain the task and give Ss time to complete it.- Check Ss’ answers. | - Complete the task individually and then share with their partners | **Task 6: Complete the sentences.****Suggested answer****1** Tomorrow, I think the weather will be cloudy.**2** In the summer, I’m going to go to Italy.**3** In ten years time, I believe I will be a teacher.**4** This Monday evening, we are going to watch a DVD. |

**4. Activity 4: (10 minutes)**

**a. Objectives:** to help Ss use the grammar points in the imaginative situation.

**b. Content: holidays in the future**

**c. Expected Outcomes:** Ss can apply the grammar points in the future

**d. Competence: c**ommunication, collaboration, critical thinking, presentation skills and creativity

**e. Organization:**

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| --- | --- | --- |
| **T’s activities** | **Ss’ activities** | **Content** |
| - Ss work in closed pairs and prepare their answers.- Elicit answers from Ss. | - Complete the task individually and then share with their partners | **Work in pairs. What will holidays be in the future? You can think about these ideas:*** **The place**
* **Means of transport**
* **Equipment**
* **hotel**

*Ss’ answers* |

**5. Guide students to learn by themselves (5 minutes)**

+ Structure with “will”

+ Review “be going to”

+ Talk about holidays in the future

- Learn be going to and will.

- Do exercises in the workbook (page 42)

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