

Module/Unit	1 That's incredible!	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	1	Date	/ /	/ /	/ /	/ /	/ /
Page/s	70 - 71	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to talk about past time. * to report verbs. * to revise the past perfect tenses and their uses.</p> <p>Steps: Reading: Ask students the two questions and discuss. Students read the text quickly to choose the most appropriate title. Students do the activity. Check the answer. Students match the questions and the options. Check the answers. Students read the sentences and match the underlined words with the highlighted words. Check Students' answers. Ask Students the questions. Elicit answers and initiate a brief discussion. Vocabulary: Students do the activity. Check the answers. Students match the verbs to the meanings. Check the answers. Grammar: Students do the activity. Refer to the Grammar Reference. Practice: Students do the activity. Check the answers.</p> <p>Revision on previous lesson: * Are there any places in your country that are considered strange?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(67) Aims & drills: TM p(67 - 68) Work Book: SB p() Pair work: SB p(70 - 71)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* In pairs, students talk about the places that are considered strange in their country.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	1 That's incredible!	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	2	Date	/ /	/ /	/ /	/ /	/ /
Page/s	72 - 73	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to report statements. * to talk about strange events.</p> <p>Steps: listening & reading: Ask Students the questions and discuss. Students read the question in the rubric. Play the CD. Students answer the question. Check the answer. Students read the questions and then find the part of the text where they are answered. Check the answers. Students locate the words in the text and choose the correct meaning from the options. Check the answers. Ask students the questions. Elicit answers and initiate a brief discussion. Vocabulary: Students do the activity. Students match the phrasal verbs with the meanings. Check the answers. Grammar: Have Students do the activities. Refer Students to the Grammar Reference. Practice: Students do the activity. Check the answers.</p> <p>Revision on previous lesson: * Would you like to visit Rapa Nui?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(69) Aims & drills: TM p(69 - 70) Work Book: SB p() Pair work: SB p(72 - 73)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>TM = Teacher Manual. SB = Student's Book.</p> </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* In pairs, students rewrite the sentences using reported speech, then report to the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	1 That's incredible!	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	3	Date	/ /	/ /	/ /	/ /	/ /
Page/s	74 - 74	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to talk about landmarks. * to discuss pros and cons. * to express preference.</p> <p>Steps: Listening: Ask Students the questions and discuss. Play the CD Students listen and tick the buildings / landmarks he mentions. Check the answers. Play the CD again. Students read and decide if the statements are true or false. Check the answers. Speaking: In pairs, students read the advertisements, discuss the pros and cons of each place and decide which one to visit. Writing: Discuss the questions in class. Students read the text and answer the question in the rubric. Students read the description again and do the activity. Check the answers with the class. Students locate descriptive words in the text. Check the answers. Students read the outline. Writing Task: Read out and explain the TIP. Students refer to the article and the outline when writing their description.</p> <p>Revision on previous lesson: * Has anything strange ever happened to you?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(71) Aims & drills: TM p(71 - 72) Work Book: SB p() Pair work: SB p(74 - 75)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* Students read their descriptions in front of the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	1 That's incredible!	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	4	Date	/ /	/ /	/ /	/ /	/ /
Page/s	76 : 78	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to talk about crimes and criminals. * to report questions, commands and requests.</p> <p>Steps: Reading: Ask Students the two questions and discuss. Students read the question and the choices. Students read through the text quickly and do the activity. Students read the statements and underline where they found the answer in the text. Check the answers. Students match the words and their meanings. Check Students' answers. Ask Students the question and discuss. Elicit answers and initiate a brief discussion. Vocabulary: Students complete the table. Check the answers. Students read the sentences and do the activity. Check the answers. Students answer the question. Students do the activities. Check the answers. Students do the activities. Check the answers. Refer Students to the Grammar Reference. Practice: Students do the activity. Check the answers. English In Use: Students do the activity. Check the answers.</p> <p>Revision on previous lesson: * What places or landmarks attract visitors in your country?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(73) Aims & drills: TM p(73 : 75) Work Book: SB p() Pair work: SB p(76 : 78)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* In pairs, students read the text, choose the correct answers to fill in the gaps, and report to the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	1 That's incredible!	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	5	Date	/ /	/ /	/ /	/ /	/ /
Page/s	79 : 81	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to talk about strange events. * to ask about events. * to provide information.</p> <p>Steps: Listening: Play the CD. Students answer the question. Check the answer. Play the CD. Students do the activity. Check the answers. Speaking: In pairs, students go through the newspaper report, the vocabulary box and the questions box. Writing a Story: Discuss the question in class. Students read the text quickly and answer the question in the rubric. Students read the story again and answer questions. Check the answers. Students go through the table. Students read the story and choose the right time words/phrases. Check the answers. Writing Task: Students read the questions in the outline. Students complete the outline for their story. Read out and explain the TIP. Students write their story using the outline.</p> <p>Revision on previous lesson: * Have you ever read or heard about any strange crimes?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(76) Aims & drills: TM p(76 : 78) Work Book: SB p() Pair work: SB p(79 : 81)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio * Students read their stories in front of the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	1 That's incredible!	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	6	Date	/ /	/ /	/ /	/ /	/ /
Page/s	82 : 84	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to revise the structures, functions and vocabulary presented in Module 5.</p> <p>Steps: Vocabulary & Grammar: Ask students to read through the questions. In pairs, students answer the questions. Check the answers with the class. Listening: Ask students to read through the questions. Play the CD. Students choose the correct answers. Check the answers with the class. Self-Assessment: Students tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.</p> <p>Revision on previous lesson: * Have you ever had a dream that was so real that you thought it had actually happened?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(79) Aims & drills: TM p(79) Work Book: SB p() Pair work: SB p(82 : 84)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* Students share their self-assessment results with the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	2 On the move	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	1	Date	/ /	/ /	/ /	/ /	/ /
Page/s	86 - 87	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to talk about travelling. * to emphasis actions rather than agents. * to study passive voice.</p> <p>Steps: Reading: Ask students the two questions and discuss. Students read the text quickly to choose the most appropriate answer. Students fill in the gaps with the sentences A-F. Check the answers. Students match the words and the meanings. Check the answers. Ask Students the question. Elicit answers and initiate a brief discussion. Vocabulary: Students complete the sentences with the correct form of the words. Check the answers. Grammar: Students read the sentences and choose the correct answer for each question. Check answers. Students do the activity. Refer to the Grammar Reference. Practice: Students do the activity. Check the answers.</p> <p>Revision on previous lesson: * Do you like cycling?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(81) Aims & drills: TM p(81 - 82) Work Book: SB p() Pair work: SB p(86 - 87)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* In pairs, students read the text, circle the correct form of the verb and report to the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

qModule/Unit	2 On the move	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	2	Date	/ /	/ /	/ /	/ /	/ /
Page/s	88 - 89	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to carry out hotel transactions. * to express reason, concession and purpose. * to talk about hotel accommodation.</p> <p>Steps: Listening & Reading: Go through the vocabulary box. Ask Students the questions, elicit answers and initiate a brief discussion. Students do the activity. Students read through the questions and underline where they found the answer in the text. Check the answers. Students read the meanings and find words in the text that correspond to the meanings. Check the answers. In pairs, students act out the conversations. Vocabulary: Students look at the example. Read out and explain the <i>Note</i>. Students answer the question. Students do the activity. Check the answers. Grammar: Students answer the questions. Students underline the phrases. Refer Students to the Grammar Reference. Practice: Students do the activity. Check the answers.</p> <p>Revision on previous lesson: * Do you think you would enjoy a long-distance cycling tour?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(83) Aims & drills: TM p(83 - 84) Work Book: SB p() Pair work: SB p(88 - 89)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* In pairs, students read the text, circle the correct answer and report to the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	2 On the move	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	3	Date	/ /	/ /	/ /	/ /	/ /
Page/s	90 - 91	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to talk about air travel. * to discuss means of transport. * to express preference.</p> <p>Steps: Listening: Students go through the vocabulary boxes, ask the questions and discuss them. Play the CD. Students go choose the best answer for each question. Check the answers. Speaking: In groups, students look at the pictures and identify the different means of transport. Go through the vocabulary box and the expressions box. Students take turns to ask and answer the questions. Writing: Discuss the questions in class. Students read the paragraphs and answer the question in the rubric. Students do the activity. Check the answers. Writing Task: Read out and explain the TIP. Students refer to the two sample paragraphs when writing their paragraph.</p> <p>Revision on previous lesson: * Have you ever stayed in a hotel?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(85) Aims & drills: TM p(85 - 86) Work Book: SB p() Pair work: SB p(90 - 91)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* Students read their paragraphs in front of the class</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	2 On the move	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	4	Date	/ /	/ /	/ /	/ /	/ /
Page/s	92 : 94	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to discuss science fiction. * to emphasis actions rather than agents. * to form and use passive voice.</p> <p>Steps: Reading: Ask students the two questions and discuss. Students read the text quickly and do the activity. Students read the questions and underline where they found the answer in the text. Check the answers. Students match the words and their meanings. Check the answers. Ask Students the question. Elicit answers and initiate a brief discussion. Vocabulary: Students read the Note. Students do the activities. Check the answers. Students answer the question. Read out and explain the Note. Grammar: Students look at the extracts and answer the questions. Students go through the table and provide their own examples. Refer Students to the Grammar Reference. Practice: Students do the activity. Check the answers. English In Use: Students do the activity. Check the answers.</p> <p>Revision on previous lesson: * Have you ever been on a camping holiday?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(87) Aims & drills: TM p(87 : 89) Work Book: SB p() Pair work: SB p(92 : 94)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* In pairs, students complete the text with the correct form of the words in capital, then report to the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	2 On the move	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	5	Date	/ /	/ /	/ /	/ /	/ /
Page/s	95 : 97	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to discuss holiday destinations and types of holidays. * to transfer from spoken to visual information. * to express preference and opinion.</p> <p>Steps: Listening: Play the CD. Students listen to the conversations, the questions and choose the picture which best answers each question. Check the answers. Speaking In pairs, students look at the photos and speculate about the place and the situation. Students go through the words and expressions in the boxes. Students compare the photographs. Writing: Discuss the questions in class. Students do the activity. Students go through the questions and do the activity. Check the answers. Read out and explain the Note. Students do the activity. Check the answers. Students read the outline. Writing Task: Read out and explain the TIP. Students refer to the sample essay, the outline and the TIP when writing their essay.</p> <p>Revision on previous lesson: * What do you like/dislike about science fiction?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(90) Aims & drills: TM p(90 : 92) Work Book: SB p() Pair work: SB p(95 : 97)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* Students read their essays in front of the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	2 On the move	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	6	Date	/ /	/ /	/ /	/ /	/ /
Page/s	98 : 100	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to revise the structures, functions and vocabulary presented in Module 6.</p> <p>Steps: Vocabulary & Grammar: Ask students to read through the sentences. In pairs, students choose the correct answers. Check the answers with the class. Students read the text and fill in the blanks with the correct form of the words. Check answers. Listening: Ask students to read through the questions. Play the CD. Students choose the correct answers. Check the answers with the class. Self-Assessment: Students tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.</p> <p>Revision on previous lesson: * Are you happy where you live?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(93) Aims & drills: TM p(93) Work Book: SB p() Pair work: SB p(98 : 100)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* Students share their self-assessment results with the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	3 Up-to-date	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	1	Date	/ /	/ /	/ /	/ /	/ /
Page/s	102 - 103	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives:</p> <ul style="list-style-type: none"> * to talk about language learning. * to talk about language teaching methods. * to use infinitives and <i>-ing</i> forms. <p>Steps:</p> <p>Reading: Students read the text quickly and choose the most appropriate title for the text. Ask Students the question and discuss. Students do the activity. Students to read the statements and underline where they found the answer in the text. Check the answers. Students match the words and the meanings. Check the answers. Ask Students the questions. Elicit answers and initiate a brief discussion.</p> <p>Vocabulary: Students do the activities. Check the answers.</p> <p>Grammar: Students do the activity. Read out and explain the Note. Students do the activities. Check the answers. Refer Students to the Grammar Reference.</p> <p>Practice: Students do the activity. Check the answers.</p> <p>Revision on previous lesson:</p> <ul style="list-style-type: none"> * For what reasons would you consider moving to another place? 	<p>Warming up:-</p> <p>Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(95)</p> <p>Aims & drills: TM p(95 - 96)</p> <p>Work Book: SB p()</p> <p>Pair work: SB p(102 – 103)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> <p>TM = Teacher Manual. SB = Student's Book.</p> </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* In pairs, students complete the text with the correct form of the verb in brackets, then report to the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	3 Up-to-date	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	2	Date	/ /	/ /	/ /	/ /	/ /
Page/s	104 - 105	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to talk about appearance. * to express interest and surprise. * to use causative form.</p> <p>Steps: Listening & Reading: Ask students the question and discuss. Students go through the questions. Play the CD. Students do the activity. Students read the questions, do the activity and check the answers in class. Students read the words and choose the correct meaning. Check answers. Ask Students the questions. Elicit answers and initiate a brief discussion. Vocabulary: Students look at the words and the pictures and brainstorm other items they may know belonging in the same groups. Elicit answers. Grammar: Students do the activities. Read out and explain the Note and refer Students to the Grammar Reference. Practice: Students do the activity. Check the answers with the class.</p> <p>Revision on previous lesson: * Which of the language learning methods do you find the most interesting and effective?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(97) Aims & drills: TM p(97 - 98) Work Book: SB p() Pair work: SB p(104 - 105)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* Students complete the sentences using the causative form, then report to the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	3 Up-to-date	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	3	Date	/ /	/ /	/ /	/ /	/ /
Page/s	106 - 107	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to talk about aspects of modern life. * to express feelings and opinion.</p> <p>Steps: Listening: Ask students the two questions and discuss. Play the CD. Students do the activity. Check the answer with the class. Play the CD. Students complete the sentences. Check the answers. Ask Students the question. Elicit answers and initiate a brief discussion. Speaking: Students go through the words and expressions/phrases in the boxes. Students answer the questions in the rubric. Writing: Discuss the questions in class. Students read the letter quickly and answer the questions in the rubric. Students read the letter and do the activity. Check the answers. Students try to locate the formal expressions corresponding to the informal meanings listed below. Check the answers with the class. Writing Task: Read out and explain the TIP. Students read the rubric carefully. Students refer to the sample letter, the outline, the TIP and Appendix before writing their letter to the editor.</p> <p>Revision on previous lesson: * Do you think having a makeover can improve a person's life?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(99) Aims & drills: TM p(99 - 100) Work Book: SB p() Pair work: SB p(106 - 107)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* Students read their letters in front of the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	3 Up-to-date	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	4	Date	/ /	/ /	/ /	/ /	/ /
Page/s	108 : 110	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to talk about high-tech restaurants. * to express regret, certainty and possibility with reference to past events. * to use modal verbs + have + past participle.</p> <p>Steps: Reading: Ask Students the questions and discuss. Students read the text, the question and choose the correct option. Check the answers. Students read the sentences and put them in the correct place in the text. Check the answers. Students match the words and their meanings. Check the answers with the class. Ask Students the questions. Elicit answers and initiate a brief discussion. Vocabulary: Students read the sentences and guess the meaning of the expressions. Students complete the sentences. Check the answers. Students match the phrases in bold with their meaning. Check answers. Grammar: Students do the activities. Students to the Grammar Reference. Practice: Students do the activity. Check the answers. English in Use: Students do the activity. Check the answers.</p> <p>Revision on previous lesson: * How dependent are you on your computer in your everyday life?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(101) Aims & drills: TM p(101 : 103) Work Book: SB p() Pair work: SB p(108 : 110)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: fit-content;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* In pair, students complete the text with the words that best fit, then report to the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	3 Up-to-date	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	5	Date	/ /	/ /	/ /	/ /	/ /
Page/s	111 : 113	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to compare and making a decision. * to respond to an announcement. * to ask for information.</p> <p>Steps: Listening: Ask students the questions and discuss. Play the CD. Students read the sentences and write T for True or F for False. Check the answers. Speaking: In pairs, students go through the words and expressions / phrases in the boxes. Students discuss how useful each item is and which ones they would choose to take along on a trip. Writing: Discuss the question in class. Students read the announcement as well as the notes and answer the question in the rubric. Students read the letter and answer questions. Check answers. Students read the questions and do the activity. Check the answers. Students read through the rubric, announcement and the notes and underline the key words in the rubric and answer the question. Writing Task: Read out and explain the TIP. Students write a letter including all the notes.</p> <p>Revision on previous lesson: * Does high-tech dining spoil or improve one's dining experience?</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(104) Aims & drills: TM p(104 : 106) Work Book: SB p() Pair work: SB p(111 : 113)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* Students read their letters in front of the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....

Module/Unit	3 Up-to-date	Day	Sunday	Monday	Tuesday	Wednesday	Thursday
Lesson	6	Date	/ /	/ /	/ /	/ /	/ /
Page/s	114 : 116	Period					

Objectives & Steps	Requirements	Evaluation	Teaching Strategies
<p>Objectives: * to revise the structures, functions and vocabulary presented in Module 7.</p> <p>Steps: Vocabulary & Grammar: Ask students to read through the sentences. In pairs, students choose the correct answers. Check the answers with the class. Students read the text and fill in the blanks with the correct form of the words. Check answers. Listening: Ask students to read through the questions. Play the CD. Students choose the correct answers. Check the answers with the class. Self-Assessment: Students tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.</p> <p>Revision on previous lesson: * Do you like reading.</p>	<p>Warming up:- Draw S's attention to the lesson & ask What is it about (via pic.....).</p> <p>Vocabulary: TM p(107) Aims & drills: TM p(107) Work Book: SB p() Pair work: SB p(114 : 116)</p> <p>Thinking Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remembering <input type="checkbox"/> Understanding <input type="checkbox"/> Applying <input type="checkbox"/> Analyzing <input type="checkbox"/> Evaluating <input type="checkbox"/> Creating <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> TM = Teacher Manual. SB = Student's Book. </div>	<p>Homework</p> <p>WB. P. ()</p> <p>Portfolio</p> <p>* Students share their self-assessment results with the class.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> problem solving <input type="checkbox"/> simulation <input type="checkbox"/> role playing <input type="checkbox"/> brainstorming <input type="checkbox"/> cooperative learning <input type="checkbox"/> Self-learning <input type="checkbox"/> peer learning <input type="checkbox"/> games <input type="checkbox"/> others/.....