

My father is a taxi driver.

Period 1

Test Sheet

Group work : Read and answer the questions

Charles's family

My name is Charles. My wife and I live in the suburbs. We drive to work, but we don't drive together. We have 2 cars. Our children go to school by bus. My parents live in the country. My father drives to work. My mother doesn't work because she is retired now. My sister has an apartment in the city. She lives alone. She walks to work. She doesn't have a car.

1. Where do Charles and his wife live?

2. Do they go to work together?

3. Where does Charles' s sister live?

4. Where do his parents live?

5. How does his sister go to work?

6. Where does his sister live?

My father is a taxi driver.

Period 1

Test Sheet

Group Work : Match these problem with the appropriate non – defining clauses. Then compare with a partner. Then discuss in your own group.

S Match these problems with the appropriate non-defining clauses. Then compare with a partner. Can you think of another clause to complete each sentence?

- | | |
|---|---|
| 1. AIDS kills thousands of people each year, <u> i </u> | a. which means that more powerful models need to be developed. |
| 2. Cities are running out of safe places to dispose of trash. | b. which means that new methods of recycling will have to be invented. |
| 3. It's very difficult to quit smoking. | c. which means engineers need to work harder to design safer workplaces. |
| 4. Air travel became more dangerous in the 1980s because of terrorism. | d. which is why express delivery services have become very popular. |
| 5. Children used to get sick after opening medicine bottles and taking pills. | e. which is why scientists developed the nicotine patch. |
| 6. There are thousands of accidents in the workplace each year. | f. which is why personal navigation systems were developed for rental cars. |
| 7. The postal service in many countries is not very efficient. | g. which is why childproof bottle caps were invented. |
| 8. People already find today's computers inadequate. | h. which is why windshield wipers were invented. |
| 9. It's easy to get lost when driving in a new city. | i. which is why scientists are working so hard to find a vaccine. |
| 10. It used to be that people couldn't drive in the rain. | j. which is why more sensitive types of metal detectors were invented. |

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Period 1

Post – Task (10 minutes)

Instructions : Discuss and identify from the task sheet , report what you have noticed or learned.

Language Focus : Analysis (5 minutes)

: Practice (5 minutes)

Note : You can write useful language items below

Reinforcement (5 minutes)

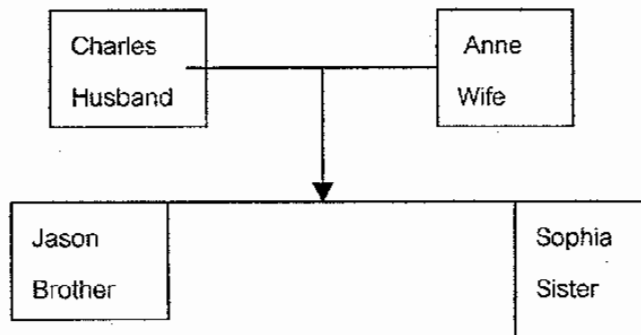
My father is a taxi driver.

Period 2

Pre – Task (5 minutes)

Useful words , phrases

Family tree	husband	wife
family relationships	children	male
female	son	daughter
grandmother	grandfather	son – in – law
grandparents	daughter- in – law	daughter - in – law
father	mother	grandson
granddaughter	parents	grandchildren
uncle	aunt	nephew
niece	cousin	riddle



Look at the family tree and complete the sentences.

- | | |
|----------------------------|--|
| a) Anne is Charles's _____ | b) Jason and Sophia are his _____ |
| c) Charles is Anne's _____ | d) Jason is Anne's _____ |
| e) Jason is Sophia's _____ | f) Charles and Anne are Sophia's _____ |

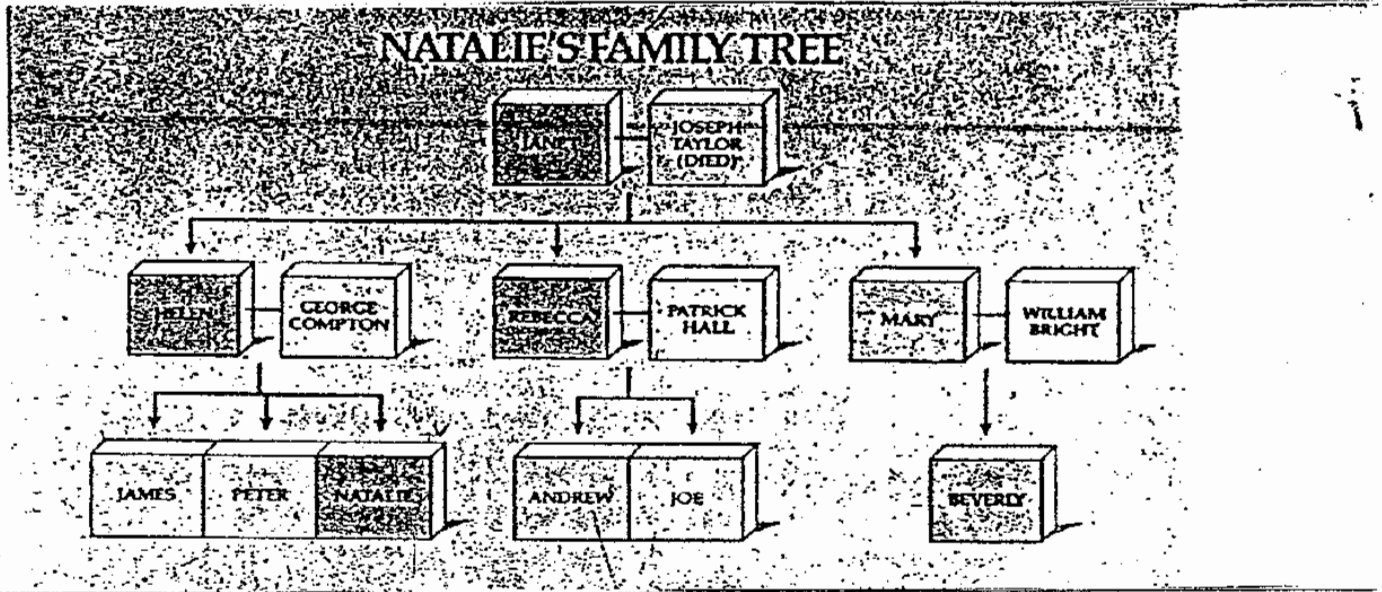
My father is a taxi diver.

Period 2

Task Sheet 3

(For the students who are number 1 – 8)

Instructions : Work in pair , look at Natalie's family tree and talk about her family and write a paragraph at least 5 - 6 sentences about this.



A: Who's Joseph Taylor?

B: He's Natalie's grandfather.

A: _____

A: _____

B: _____

B: _____

A: _____

A: _____

B: _____

B: _____

A: _____

A: _____

B: _____

B: _____

A: _____

A: _____

B: _____

B: _____

My father is a taxi driver.

Period 2

Task Sheet 4

(For the students who are number 1 – 8)

Instructions : Work in pair. Take turns talking about how family life has changed in last thirty years in Thailand . Ask the questions like these.

1. How big were families thirty years ago?

2. How about today?

3. What kind of jobs did men use to have?

4. What about women?

5. How did they use to travel to work?

6. What about relationships in the family?

7. How many people in your family?

8. Do you think life was better in the old days? Why or why not ?

My father is a taxi driver.

Period 2

Task Sheet 5

(For the students who are number 1 – 8)

Instructions : Read this paragraph and then divide into 4 groups ,try to solve this problem.

Your grandmother invited you to her home for breakfast and dinner and you forget both times . She invited you again for eight o'clock in the evening. You have just looked at your watch. It's nine o'clock. You have forgotten again. What can you do? Write a conversation between you and your grandmother.

Try to use a relative clause as an object in your conversation

Role Play : We need 2 volunteers to do the role play.

My father is a taxi driver.

Period 2

Task Sheet 6

(For the students who are number 1 – 8)

Instructions : Learn the names of your classmates by using my , your, his ,her



What 's your name?

My name is Jennifer.

What is his name?

His name is Michael.

What's = What is

What's her name ?

Her name is Nicole.

Make a circle . "The Name Game"

Example :

A: My name is Juan.

B: His name is Juan. I ' m Tata Young.

C: His name is Juan. Her name is Tata Young. I ' m Mos.

Then do the "Name Game" in your group. And present it to the whole class. Show them how to do it and let them join.

My father is a taxi driver.

Period 2

Post – Task (10 minutes)

Instructions : Discuss and identify from the task sheet , report that you have noticed or learned.

Language Focus : Analysis (5 minutes)

: Practice (5 minutes)

Note : You can write useful language : items here below

Reinforcement (5 minutes)

My father is a taxi driver.

Period 2

Test Sheet

Instructions : Draw your own family tree and write about your family and their occupation then compare with your partner. Is that your partner's family tree same or different ? Choose 1 person from each group to draw on the blackboard and explain it .

My Family Tree

Number	Name	Occupation	Relationship
1			Father
2			
3			
4			
5			
6			
7			
8			

Write a paragraph about your family

Lesson 33I want you to throw Andy.ObjectivesTerminal Objectives

1. Students should be able to talk in daily life about commanding someone to do something.

Enabling Objectives

1. Students should be able to listen and say the vocabulary for the parts of the body.
2. Students should be able to tell about the structure / grammar.
2. Students should be able to answer from pictures.

I want you to throw Andy.

Period 1

Pre – Task (5 minutes)

Useful words and phrases

Instructor

attack

pretend

punch

opposite

shoulder

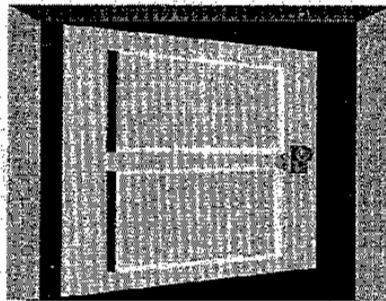
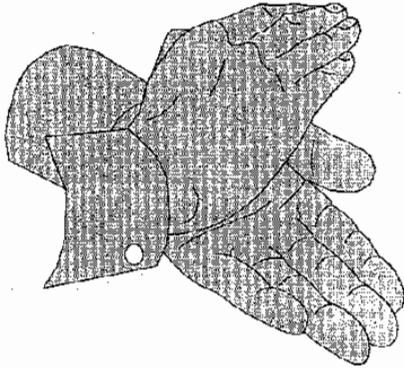
Judo

Karate

Far East

Structures

Want + object pronoun + infinite with to :



I want you to _____.

I want you to throw Andy.

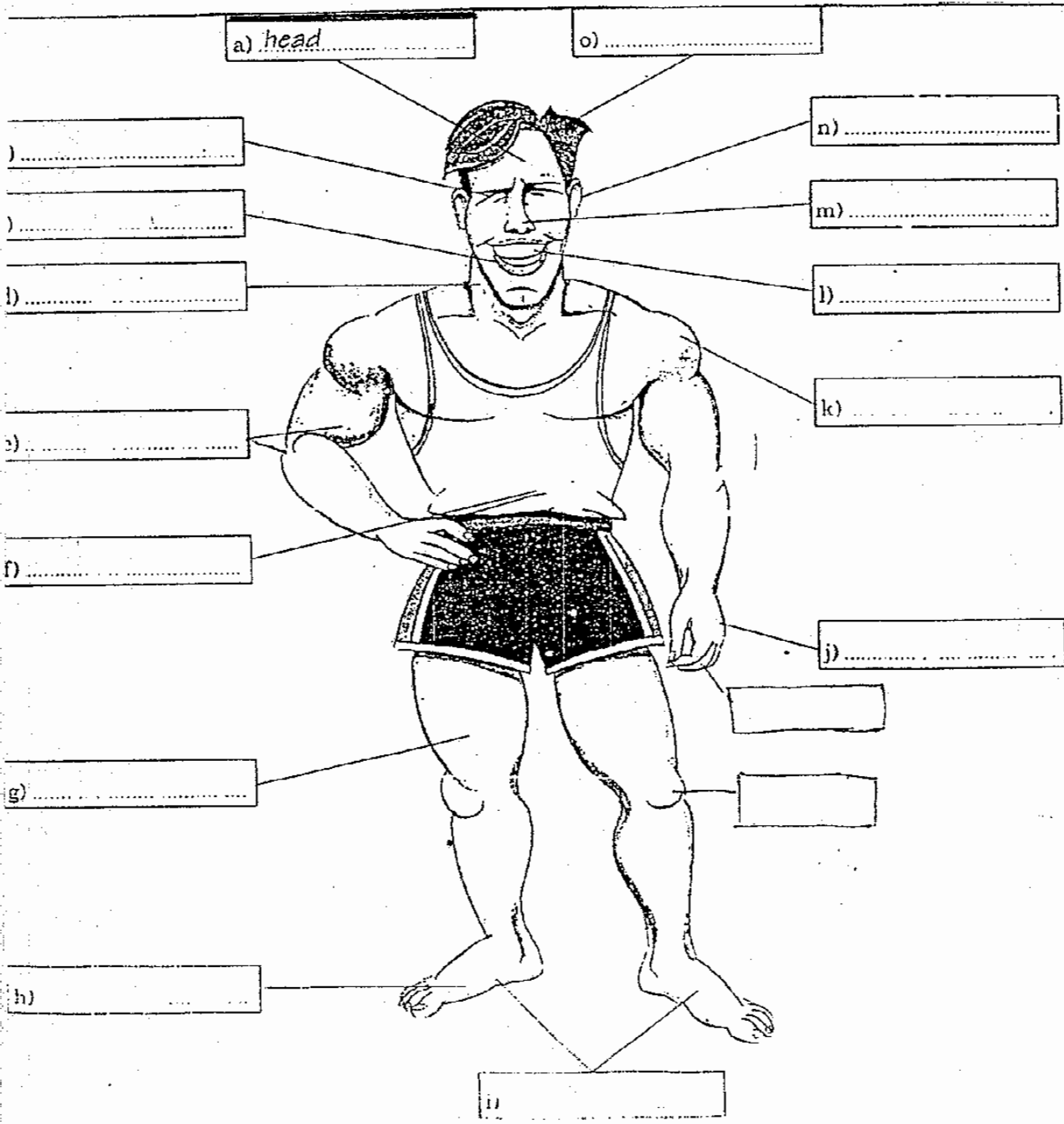
Period 1

Task Sheet 1

(For the students who are number 1 – 8)

Instructions : Each one has the cards for the parts of the body. Try to help to finish this task.

Label the parts of the body.



Cards.

Head

Hair

Ear

mouth

Teeth

Neck

shoulder

arm

Stomach

thigh

hand

finger

Knee

Foot

Feet

Nose

Game – Simon Says

Time : 5 – 10 minutes. Most Students will enjoy this game , which reviews parts of the body and practices basic action verbs. This game could also be adapted to other units with different types of action verbs such as sing , stand up , smile , cry etc...

Explain the rules of the games : Students stand up . You give a series of commands – one at a time , with most of them starting with the phrase “Simon says “, like this :

T : Simon says touch your toes.

The class must obey these commands. Sometimes, however, you give a command without “ Simon says” .

T : Touch your toes.

When the students hear a command without “ Simons says,” they shouldn't do anything. Tell Ss that if they do an action without hearing “Simon says” or if they do the wrong action, they're out and they have to sit down. The last -3 standing is the winner and gets to lead the next game.

I want you to throw Andy.

Period 1

Task Sheet 2

(For the students who are number 1 – 8)

Instructions : Read about Kate and Andy. They are learning judo with Ted, their instructor then do a role play for class.



Right ! now I want everybody to learn how to block a punch. Andy and Kate , to can you come over here. I want you to stand opposite each other, OK?

Andy , you're attacking. I want you to pretend to punch Kate. Kate , I want you raise your left arm to block Andy's right 's arm.



'Now , put your shoulder under his arm but keep that hold of the arm all the time. Now , this is the difficult part , Kate. I want you to throw Andy on to the floor as hard as you can !' .

'Good ! ,Get up , Andy. Let's try again . I want everybody to do this time.

Work in pair : one read and try to explain to your partner what you want him to do in the role play. Do a role play for the class.

I want you to throw Andy.

Period 1

Task Sheet 3

(For the students who are number 1-4)

HOW TO MAKE A NICE CUP OF TEA

Work in pairs. The words in the sentences below are in the wrong order. Put them in the right order. (The commas and full stops are in the correct places.) When you have done that, mark the sentences 1-7 so that they give you step-by-step instructions on how to make tea in Britain.

Pour the water away _____
 put in per person and one teaspoon the tea, and for the pot. one

Stir briskly, put _____
 several minutes. the lid for teapot on the let it brew and

Fill _____
 cold fill water. of a kettle

You will _____
 a cup of tea. now perfect have

Pour some of _____
 a teapot the water heat it into thoroughly to

Take the teapot _____
 and while to the kettle pour onto still it is boiling, the water the tea

Let the water _____
 go on boiling come for to the boil, do not but any length of time. let it

I want you to throw Andy.

Period 1

Task Sheet 4

(For the students who are number 5 - 8)

Fitness in the air

Many people get jet lag when they travel. Here are some exercises you can do in your seat on a long plane flight that will reduce jet lag. Match each exercise with the correct picture.

a) Turn your head to the left and touch your shoulder with your chin. Then repeat to the right.

b) Bend your back slightly, then drop your head back so that you can see the overhead compartment. Relax your jaw. Feel the stretch in your neck and chin.

c) Sit up straight and lift your left foot off the floor, raising your whole leg about an inch off the seat. Turn your foot to the right... and then to the left ten times. Repeat with the right foot.

d) Sit up straight with your shoulders slightly forward. Put your fingers together and raise your arms to chest level, keeping your elbows straight and your palms facing outward. Stretch and then relax.

e) Sit up straight. Hold the right armrest with your left hand and turn your body and head to the right. Release and then hold the left armrest with your right hand and turn to the left.



I want you to throw Andy.

Period 1

Test Sheet

Answer True or False

- _____ 1. Kate and Andy are at a Karate class.
- _____ 2. Andy is pretending to attack Kate.
- _____ 3. Kate is learning how to fall.
- _____ 4. Andy throws Kate on to the floor.

Look at Ted's instructions. Say and write what Ted wants Kate and Andy to do.

He wants everybody to learn how to block a punch.

- 1. He wants everybody to
- 2. He wants Andy and Kate to
- 3. He wants Andy to
- 4. He wants Kate to
- 5. Then he wants her to and

Post – Task (10 minutes)

Instructions : Discuss and identify from the task sheet , report that you have noticed or learned.

Language Focus : Analysis (5 minutes)

: Practice (5 minutes)

Note : You can write useful language : items here below

Reinforcement (5 minutes)

I want you to throw Andy.

Period 2

Pre - Task (5 minutes)



Write the sentences from the pictures

1. I want you to
2. I want you to
3. I want you to
4. I want you to

I want you to throw Andy.

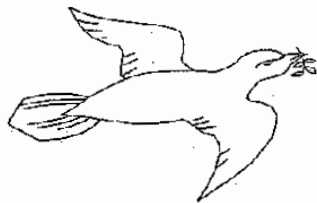
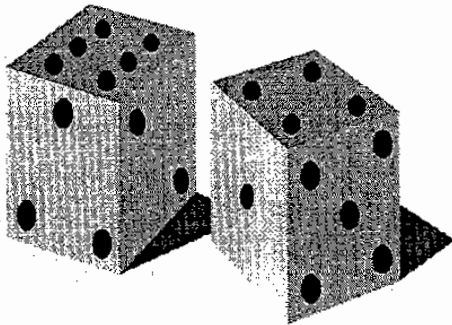
Period 2

Task Sheet 5

(For the students who are number 1 – 4)

Instructions : In pairs : Look at the picture carefully then ask your partner to draw it.

I want you to



Then divide the class into 2 teams in class and have 4 volunteers from each group. One has a picture and he shows it to the class. Then he tells someone to draw it. The whole class can tell the volunteer to draw by using "I want you to"

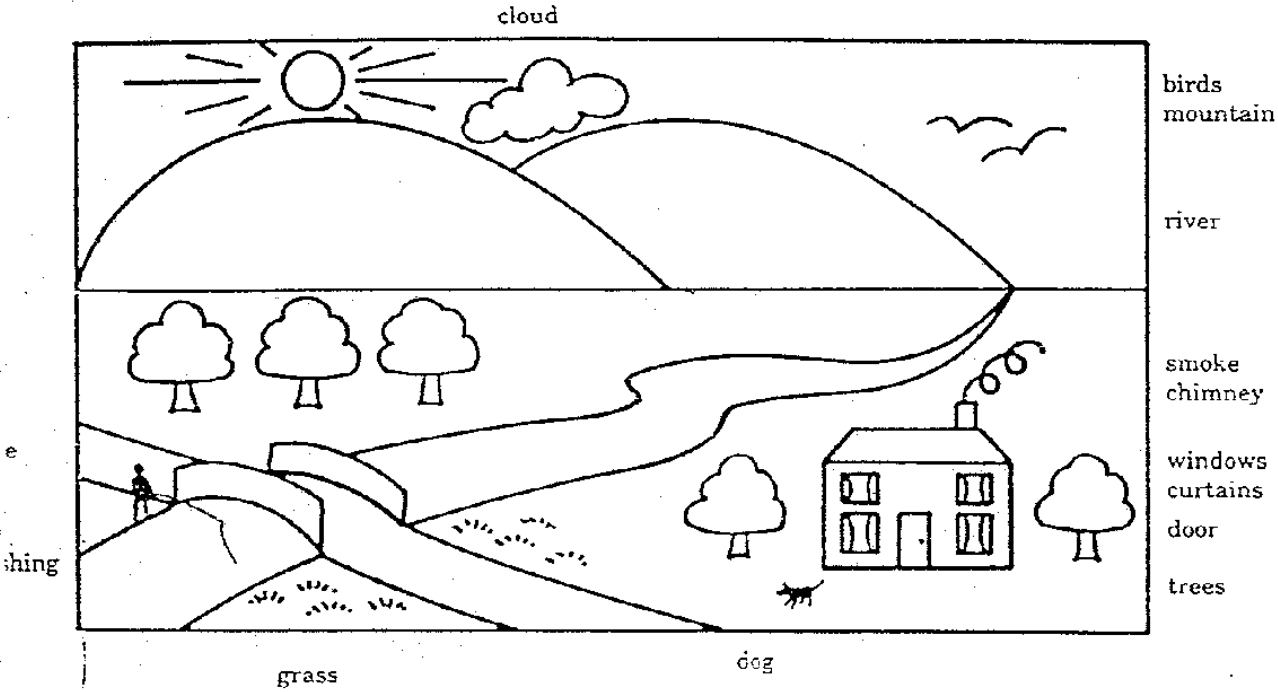
I want you to throw Andy.

Period 2

Task Sheet 6

(For the students who are number 5 – 8)

Your partner has an incomplete version of the following drawing.

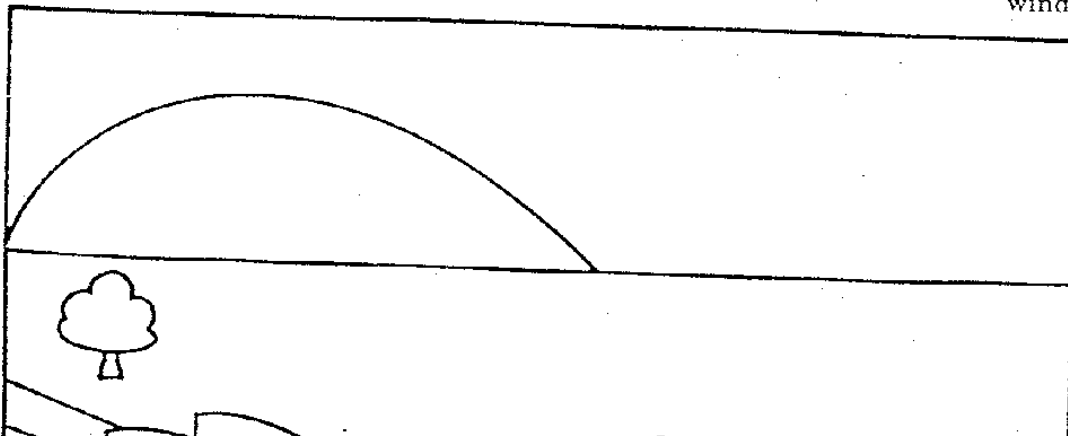


Your partner to complete it by telling him/her what to draw and where to draw it. You can look at your partner's paper but you must not touch or point to anything or let him/her see your drawing. (The labels around the drawing are only to help you. Your partner doesn't need to write these down.)

When you have finished, compare your drawings.

The following drawing is not complete. There are several things missing. Your partner has a completed version of the drawing and is going to tell you how to complete yours. You are allowed to ask him/her questions, but you mustn't look at his/her paper. Before you start, make sure you know what these words

- | | | | |
|----------|---------|----------|--------|
| cloud | door | mountain | smoke |
| curtains | fishing | river | tree |
| dog | grass | road | window |



I want you to throw Andy.

Period 2

Test sheet

In groups ask and say what the teacher wants you to do. Start to do. Start each question with "which"

A: Can you all go to Room 4 please.

B: Which room does he want us to go to ?

C: He wants us to go to Room 4.

1. Take your history book.

2. Look at page 36.

3. Read the second paragraph.

4. Could you answer question 1 , 3 and 4.

5. Use your green notebooks.

Lesson 34Many years ago.ObjectivesTerminal Objectives

1. Students should be able to read and describe the details.
2. Students should be able to talk in daily life using the structure in the lesson.

Enabling Objectives

1. Students should be able to tell the meaning of the vocabulary.
2. Students should be able to tell about the past simple with "ago", and using "so" for the conjunction.

Many years ago.

Period 1

Pre – Task (5 minutes)

Useful word , phrases

Kung fu

wrestling

fists

punch

scratch

talent

film director

championship

contract

mysterious

Structure

Past Simple Tense with “ ago”

He died three years ago.

Read this passage and write questions and answers.

Two years ago	Now
Rosie . My life seemed to be at an end two years ago. I lost my job. Then I lost weight, and looked terrible. Money became a problem. I was very sad. I need a break.	Now I actually look forward to getting up early in the morning and going to work. Of course, I dress up now, and my hair is shorter. I don't really mind through. At least my evenings are free.

Many years ago.

Period 1

Task Sheet 1

(For the students who are number 1 – 8)

Instructions : Each one has some parts of the story " Kung fu" and you are not allowed to let anyone else see your cards . Then read out what is on your cards.

Discuss and write down the story about "kung fu"

<p>Many hundreds of years ago the Chinese invented a special form of fighting called "Kung fu".</p>	<p>"Kung fu", a form of Chinese boxing, is very different from Western boxing.</p>
<p>The western boxer only uses his fists to fight. The Chinese boxer uses arms, elbows, fists, feet, teeth and nails! Chinese boxer fight to win.</p>	<p>There are no rules so they can kick, punch, scratch and even bite!</p>
<p>Kung fu, which most of us know only from films, became popular in the early 1970s mainly because of Bruce Lee.</p>	<p>Bruce Lee was a film star who made kung fu famous. He was born in America in 1940.</p>
<p>His father got a job in Hong Kong so the family moved there when Bruce was still young.</p>	<p>He studied martial arts when he was a teenager and soon showed great skill and talent.</p>
<p>Later, back in America, a Hollywood film director saw him at a karate championship.</p>	<p>The director liked Bruce so he offered him a contract.</p>
<p>Bruce Lee made his first big film, The Big Boss, in 1971 but the film which most of his fans liked best was Enter the Dragon in 1973.</p>	<p>The film made him an international star but it was also his last.</p>
<p>He died mysteriously in the same year at the age of thirty-three.</p>	

Many years ago.

Period 1

Task Sheet 2

(For the students who are number 1 – 8)

Instructions : In pairs , ask and answer these questions about Bruce Lee.

Use "ago" in you answers.

Example : A : When did he die?

 B: He died three years ago.

1. How many years ago was he born?

A:

B:

2. When did he make his first big film?

A:

B:

3. When did he make Enter the Dragon?

A:

B:

4. When did he die?

A:

B:

Many years ago

Period 1

Test Sheet

Write the questions for each of the answers below.

1. Many hundreds of years ago.

2. A form of Chinese boxing.

3. Only his fists.

4. No, there aren't so they can kick, punch, scratch and bite.

5. He was a famous kung fu star.

6. In 1940.

7. Because his father got a job in Hong Kong.

8. When he was a teenager.

9. In 1971.

10. At the age of thirty – three.

Many years ago

Period 1

Test Sheet**Past tense****A** Write the past tense of these regular verbs.

- | | | |
|-----------------------|----------------|----------------|
| 1. cook <u>cooked</u> | 4. love _____ | 7. visit _____ |
| 2. enjoy _____ | 5. study _____ | 8. wash _____ |
| 3. invite _____ | 6. try _____ | 9. watch _____ |

B Write the simple form of these irregular past tense verbs.

- | | |
|----------------------|----------------|
| 1. <u>buy</u> bought | 5. _____ slept |
| 2. _____ gave | 6. _____ spent |
| 3. _____ met | 7. _____ took |
| 4. _____ saw | 8. _____ went |

C Use two of the verbs above and write sentences about the past.We went to a rock concert last night.

2. _____
3. _____

**Use the cues to answer these questions.**

1. Where did you go this weekend?
I went to a party. (to a party)
2. Who did you meet at the party?
_____ (someone very interesting)
3. What time did you and Eva get home?
_____ (a little after 1:00)
4. How did you and Bob like the art exhibition?
_____ (a lot)
5. What did you buy?
_____ (the new Madonna CD)
6. Where did Jeff and Joyce go on vacation?
_____ (to the country)

Many years ago

Period 1

Test Sheet

What do you like to do alone? What do you like to do with other people?

Complete the chart with activities from the list.

Then add one more activity to each list.



Things you want to do alone	Things I want other people do for you

read the newspaper
go shopping
do housework
exercise
have a picnic
go to a sports event
cook dinner
take a vacation
watch TV
see a movie

Complete the questions in this conversation.

A: How did you spend your weekend?

B: I spent the weekend with Joe and Kathy.

A: What _____

B: Well, on Saturday, we went shopping.

A: And did _____ in the evening?

B: No, nothing special.

A: Where _____ on Sunday?

B: We went to the amusement park.

A: How _____

B: We had a great time. In fact, we stayed there all day.

A: Really? What time _____

B: We got home very late, around midnight.

Many years ago.

Period 1

Post – Task (10 minutes)

Instructions : Discuss and identify from the task sheet , report what you have noticed or learned.

Language Focus : Analysis (5 minutes)

: Practice (5 minutes)

Note : You can write useful language : items here below

Reinforcement (5 minutes)

Many years ago.

Period 2

Pre – Task (5 minutes)

Useful words . phrases

Offer offer someone a contract

Enjoy watching kung fu present school

Structure : Cause and effect

So : Cause → effect : His father died so he had to find a job.

Because : Effect → cause : He had to find a job because his father died.

I get all "A" for this semester because I study hard.

I study hard so get all "A" for this semester.

My boss promotes me because I work hard.

I work hard so my boss promotes me.

Many years ago.

Period 2

Task Sheet 3

(For the students who are number 1 - 4)

Read the answers and write the questions.
Use *how, what, when, where, who, or why.*

A: *How was your vacation?*

B: My vacation was great, thanks!

A:

B: I went to Canada.

A:

B: I went by plane.

A:

B: I stayed at a small hotel in Vancouver.

A:

B: The weather was good, but it rained for two days.

A:

B: I went to Vancouver because I have some friends there.

A:

B: I came home yesterday. It's nice to be home.



Complete the paragraph with the verbs in the box.

became	spoke	visited	were
graduated	taught	was	wrote



Helen Keller *was*..... born in 1880 in the United States.
Her father a captain in the army and her
parents quite rich. Helen Keller became blind
and deaf when she nineteen months old. A
woman called Annie Sullivan her teacher.
Annie Sullivan Helen Keller how to speak.
Helen Keller from Radcliffe College in 1904.
She a book called *The Story of My Life* in 1902.
During her life, she many countries and

Many years ago.

Period 2

Task Sheet 4

(For the students who are number 5 – 8)

Complete the conversation with *how, how old, what, when, where, who, or why.*

Where did you go to high school?

In California.

..... was your favorite sport in high school?

It was tennis.

..... was your favorite teacher in high school?

My math teacher, Mrs. Duran.

..... did you graduate from high school?

In 1985.

..... were you when you graduated?

I was eighteen years old.

..... did you study in college?

I studied engineering.

..... did you study engineering?

Because I was good at math.

..... were your professors in college?

They were excellent.

