

7	home. - answer the questions.	together. - take note and listen to the teacher.	
II. Introduction (5')	- write the topics on the board - introduce the topics which will be taught. - point and read the topics and ask Ss to repeat.	- make a copy. - listen and take note. - listen and repeat after the teacher.	White board Marker Textbook
III. Procedure Activity 1: Present and past habit. (35') Page, 57.	- introduce the present and past habits to Ss. - write the lesson on board with example. - ask Ss to do the exercises on textbook; page, 57. - check the answers. - give feedback.	- listen and take note. - pay attention to do the exercises. - share and discuss the answers to the class. - take note into the notebook.	Textbook White board Marker

Present and past habits

Present or Past Continuous

We use the **Present or Past Continuous + always, constantly, forever** to talk about a habit which is repeated more than usual, which the speaker finds unexpected or annoying.

She's **constantly** telling Ben that he spends too much time on the computer.

She **was always going** into my room and taking things without asking.

will/would + infinitive

We use **will/would + infinitive** without *to* to talk about behaviour which is typical or characteristic of the person. They can describe both pleasant and annoying habits.

- She'll **turn up** at eleven and act as if nothing's wrong.
- We'd **watch** TV and eat takeaway pizza together.

used to + infinitive

We use used to + infinitive to talk about a past state or repeated past actions...

- I **used to feel** more like a father than an older brother.
- She **used to go** on peace marches and campaign to ban the bomb.

used to and would

Would is not used to talk about past states.

We can introduce new topics with used to and we do not need to specify a time.

- I **used** to eat a lot of chips and burgers, but now I eat healthy food. (NOT I'd eat ...)
- We use *would* when the topic has been established and we usually specify the time.

My dad used to work nights. He'd come home at six in the morning and we'd have breakfast together, then he used to take me to school.

Present or Past Simple

↪ The Present or Past Simple can be used for talking about habits and states.

- He **doesn't** speak much English.
- He **tells** her to be home by ten.
- She **was** fit and healthy because she **played** outside all day.
- She never **understood** the concept of privacy.

↪ Most texts describing habits contain a mixture of forms, for variety.

Cross out the verb forms which are NOT possible. In

some cases both are possible.

When my sister was a teenager there I'd be / used to be a lock on our house phone to stop her making calls on it. Now she has her own phone and her bills must be enormous: she's talking / 'll talk on it for hours. She 'd work / used to work as a hotel receptionist, and she 'd tell / used to tell us funny stories about the hotel guests. Then one afternoon she used to come / came home early because she had lost her job. Apparently, she was always chatting / she'd chat on the phone instead of doing her work.

Exercise 1: Present habit

✚ Match a sentence in A with a sentence in B.

A	B
1. _____ She's really generous.	a. He's always applying for new jobs.
2. _____ He's so disorganized.	b. She never thinks before she speaks.
3. _____ She's very fashionable.	c. He won't ever change his mind.
4. _____ He's so dishonest.	d. She's always buying me presents.
5. _____ She's so sensitive.	e. He's always telling lies.
6. _____ He's really stubborn.	f. She'll only wear designer clothes.
7. _____ She's so rude.	g. He never finishes anything he starts.
8. _____ They're so spoilt.	h. She'll start crying at the slightest thing.
9. _____ She's very energetic.	i. They get everything they ask for.
10. _____ He's very ambitious.	j. She jogs to work every day.

✚ Write more sentences like those in column B above. Use either the Present Simple, *always* + Present Continuous, or will.

1. She's very fussy about her food. She never eats anything you make for her.
2. He's really arrogant. _____
3. She adores ice-cream. _____
4. He hates all sport. _____
5. They're shopping mad. _____
6. He's a real computer nerd. _____
7. She's a telly addict! _____
8. He's really easy-going. _____
9. Their children are very rude. _____
10. He's very kind. _____

Exercise 2: Past habit

✚ Complete the sentences with the correct form of *used to*: positive, question, or negative.

1. There _____ be a beautiful old building where that car park is now.
2. _____ have a Saturday job when you were at school?
3. She _____ he so moody. It's only since she lost her job.
4. _____ play cricket when you were at school?
5. My grandfather never _____ get so out of breath when he climbed the stairs.

6. Julie _____ be as slim as she is now. She's been dieting.
7. Where _____ go out to eat when you lived in Madrid?
8. _____ smoke 60 cigarettes a day? How did you give up?

Activity 2: Vocabulary
Homonyms and
homophones
Page, 61. (20')

- ask Ss to open the textbook to page, 61.
- introduce the meaning of homonyms and homophones.
- explain and ask Ss to do the exercise.
- check the answers.
- give feedback.

- Ss open the textbook to page, 53.
- Ss pay attention to listen to the T's explanation.
- take note into the notebook.
- pay attention to the exercise.
- share the answer to the class.
- correct the mistakes.

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Exercises

Exercise1: Homonyms

Use the same word to complete each pair of sentences.

1. a. The sun **rose** brightly over the house this morning.
 b. He's very romantic. He always gives me a red **rose** when we go on a date.
2. a. Look out of the window, Josie-there's Daddy coming up the path! _____ to him!
 b. With each huge _____, the boat was thrown about more and more, and I began to feel really sick.
3. a. Look, I've no idea what you're arguing about. What _____ are you trying to make?
 b. He couldn't speak the language, so he just used to _____ at things in shops when he was buying food.
4. a. Everyone has the _____ to a fair trial.
 b. Well done! You got all the answers _____ in the test.
5. a. Gosh, you look smart! Is that a new _____ and tie you're wearing?
 b. Well, I think you should buy the pale green dress. The red one doesn't _____ you.
6. a. See the man with blue eyes and _____ hair?
 b. It's not _____! You gave him more than me!
7. a. Dave's OK, but he's not really my _____ of guy.
 b. You'll have to speak to him yourself. I can't _____ out all your problems for you.
8. a. Oh, look! Jamie Cullam's on at the Palladium. Can we get tickets? I'm a real _____ of this.

- b. It's boiling hot. Could we switch the _____ on and get some cool air in here?
9. a. She'll be arriving on the 2.30 _____. Let's go to the station and meet her.
- b. Oh, you're a champion swimmer, are you? How many hours a week do you have to _____?

Exercise 2: Homophones

Write the correct spelling of the words in phonetics.

1. a I'm /bɔ:d/ I can't think of anything to do.
b He jumped on his surf /bɔ:d/ and paddled out to the biggest waves.
a _____ b _____
2. a Stop it! You know you aren't /əlaʊd/ to do that!
b Jack, can you stand up and read your story /əlaʊd/ to the whole class, please.
a _____ b _____
3. a While we were in Alaska, we did some /weɪl/ watching. It was really exciting to see the huge creatures.
b When she saw her bag had been stolen, she let out a /weɪl/ and started crying.
a _____ b _____
4. a She was happy to get her bag back when the police /kɔ:t/ the thief.
b The thief was sentenced to three months in prison at /kɔ:t/ the next day.
a _____ b _____
5. a I need to arrange a /ləʊn/ with my bank manager to pay off my debts.
b The bad weather prevented us from climbing any further, but we could see one /ləʊn/ climber on the summit.
a _____ b _____
6. a We looked for a car /haɪə/ place in our holiday resort so that we could travel around a bit.
b Throw the ball /haɪə/ or you'll never get it in the basket.
a _____ b _____

Activity 3: Phrasal verbs.

Page, 62.

25'

- Teacher introduces 'what is the phrasal verbs?'

- write the main explanation on the board.

- invite Ss to do the exercise.

- check the answers.

- give feedback.

- pay attention to listen and take note into the notebook.

- pay attention to do the exercise.

- share the answers.

- take note and do the correction.

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Exercise 1: Phrasal verbs and nouns that go together.

Some phrasal verbs have a strong association with certain objects: set out on a journey; work out the solution to a problem. Match a verb with an object. There may be more than one answer, but there is one that is best.

1. <input type="checkbox"/> come up with 2. <input type="checkbox"/> break into 3. <input type="checkbox"/> break off 4. <input type="checkbox"/> tell off 5. <input type="checkbox"/> bring up 6. <input type="checkbox"/> count on 7. <input type="checkbox"/> deal with 8. <input type="checkbox"/> drop out of 9. <input type="checkbox"/> fit in with 10. <input type="checkbox"/> look up to 11. <input type="checkbox"/> point out 12. <input type="checkbox"/> take back	a. someone you respect b. a naughty child c. a problem, a complaint, a difficult customer d. the other people in the group e. a university course after one year f. a solution to a problem g. your best friend to help you h. children to be honest and hard-working i. a house, a flat, to steal something j. a fact that someone might not be aware of k. what I said – I didn't mean it l. a relationship, an engagement
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Activity 5: pronunciation (Weak and strong forms) Page, 63. 15'	- introduce the lesson of pronunciation. - explain clearly. - write example on the board. - pronounce each word and ask Ss to repeat. - ask Ss to work in pair to do the exercise. - check the answer.	- listen to the teacher carefully and take note. - listen and repeat after the teacher. - pay attention to do the exercise in pair. - share the answer.	White board Marker Textbook
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Lesson explanation

 **Weak and strong forms.**

Auxiliary verbs have weak and strong forms, depending on whether they are stressed or unstressed.

- Sometimes the weak form is a contraction.

he is = *he's*
she does not = *she doesn't*

I have not = I haven't

2. Sometimes the weak form is a change in the vowel sound. This is often a change to

	Weak	Strong
Was	/wəz/	/wɒz/
	<i>Was Tom there?</i>	<i>Yes, he was</i>
Were	/wə/	/wɜ:/
	<i>Were you there?</i>	<i>Yes, we were.</i>
Can	/kən/	/kæn/ (can't = (/kɑ:nt/))
	<i>Can you swim?</i>	<i>Can you swim?</i>
Been	/bi:n/	/bi:n/
	<i>I've been shopping.</i>	<i>Where have you been?</i>

Some prepositions also have weak and strong vowel sounds.

	Weak	Strong		Weak	Strong
to	/tə/	/tu:/	for	/fə/	/fɔ:/
of	/əv/	/ɒv/	from	/frəm/	/frɒm/
at	/ət/	/æ/			

Exercise: Circle all auxiliaries and prepositions with weak vowel sounds. Underline all those with strong vowels.

- I don't want to see him but I'm sure you want to.
- She isn't going to learn from this experience, but he is.
- I've heard that you're thinking of moving from London. Are you?
- They have dinner at seven, don't they?
- You'll be able to get a ticket for me, won't you?
- I've got no idea who this letter's from.
- Can't you remember who Bill used to work for?
- I've been waiting for you to come. Where were you?
- We'd been looking forward to coming for ages, then at the last minute we weren't able to.
- Won't you sit down for a couple of minutes?

<p>IV. Conclusion: (5') Summary the lessons have learned.</p>	<ul style="list-style-type: none"> - conclude and write some of the main points on board. - invite questions - answer questions 	<ul style="list-style-type: none"> - listen and take note - ask questions - take note 	<p>White board Marker</p>
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V. Giving homework: Reading (5')	<ul style="list-style-type: none"> - explain and ask Ss to do a reading exercise on page number 60 at home. - say good bye. 	<ul style="list-style-type: none"> - Ss take note the homework to do at home. - say good bye. 	
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