**THANG LONG UNIVERSITY**

**ENGLISH DIVISION**

**TEACHING SCHEDULE**

**UPPER-INTERMEDIATE 1 (Unit 1 – Unit 6)**

**Objectives**: At the end of the course, students will be able to:

* Master basic grammar-in-focus applied in each unit/ subject: tenses, base form with *to* or *-ing* form, modal verbs, comparatives and superlatives
* Have a wide range of topic-related vocabularies of free-time activities, food and entertaining, personal characteristics, cultural differences, travel, socializing, conversation topics
* Apply communication strategies learnt and discussed in each unit: making suggestions, agreeing and disagreeing, how to say “no” politely, socializing, building on ideas and giving advice. Enter unprepared into conversations on familiar topics, express personal opinions and exchange information on topics that are familiar.
* Listen for specific information, handle listening texts of various types: dialogues and monologues of familiar topics and brief conversations (lectures, speeches) on various contexts
* Deal with texts and news articles on familiar subjects
* Write common types of emails (or letters): informal emails to friends or relatives, formal emails or letters of request, complaint, etc. Write simple essays on familiar topics with different genres: narratives, description, stories, articles, etc.

**Coursebook:**

Dublicka, Iwonna & O’Keefe, Margaret. (2010). *Lifestyle – Intermediate*. Pearson Longman

**Suggested supplementary material:**

* Harrison, Louis (2010). *Lifestyle – Intermediate Workbook*. Pearson Longman
* Supplementary materials from other sources of related topics

**Week 1: Unit 1: Quality Time (p.4)**

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| **LESSON** | **COMPONENT** | **DESCRIPTOR** | **PAGES** | **NOTES** |
| X | Grammar:  + Tense Review  + Present Tense Question Forms | + Revise different tenses of past, present and future  + Identify the tenses used in reading and listening texts  + Speak and write about personal experiences using different tenses | p. 4-5  p. 6-7 |  |
| Y | Word Focus: *Free Time Activities* | + Read about popular free-time activities  + Study different uses of the *–ing* form  + Write an email to a friend or relative | p. 8-9 |  |
| Z | Communication Strategies:  Making Suggestions | + Read an email about a work project  + Listen for specific information  + Study ways of making suggestions and responding to suggestions. | p. 10-11 |  |

**Week 2: Unit 1: Quality Time**

**Unit 2: Globetrotters (p.14)**

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| **LESSON** | **COMPONENT** | **DESCRIPTOR** | **PAGES** | **NOTES** |
| X | Interaction: Life coaching | + Listen to interviews with a life coach and her clients, identify different ways of making suggestions  + Roleplay a discussion with a life coach  + Write an email making suggestions for improving life issues | p. 12-13 |  |
| Y | Grammar:  + *will* and *going to*  + Present Continuous for Future Plans | + Differentiate the uses of *will, going to* and present continuous to talk about future plans and arrangements  + Talk and write about future holiday or plans  + Discuss and compare experiences | p.14-15  p.16-17 |  |
| Z | Word Focus:  Compound Nouns | + Identify specific information in a reading text  + Learn different combinations of compound nouns  + Identify and practice making useful compound nouns | p. 18-19 |  |

**Week 3: Unit 2: Globetrotters**

**Unit 3: Be My Guest (p. 24)**

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| **LESSON** | **COMPONENT** | **DESCRIPTOR** | **PAGES** | **NOTES** |
| X | Communication Strategies:  Agreeing and Disagreeing | + Listen for attitude and opinion, agreement and disagreement  + Express opinions, agree and disagree and negotiate an outcome | p. 20-21 |  |
| Y | Interaction: Five Days in Dubai | + Listen for attitude, opinion and detail  + Express opinions, give reasons and explanations for opinions and plans | p. 22-23 |  |
| Z | Grammar:  + Base form with “to” or “ing” form  Word Focus:  + Food and Entertaining | + Listen to two people talking about a meal  + Read about dining etiquette in different countries  + Study expressions using the base form with “to” and the “ing” form  + Listen to people discussing and ordering food  + Work with vocabularies around the topic of food  + Describe and recommend food | p. 24-27 |  |

**Week 4: Unit 3: Be My Guest**

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| **LESSON** | **COMPONENT** | **DESCRIPTOR** | **PAGES** | **NOTES** |
| X | Grammar:  + Quantifiers | + Study the use of quantifiers in the context of food  + Talk about food, discuss what to say in situations concerned with food | p. 28-29 | **Mid-term Test Listening 1** |
| Y | Communication Strategies: Saying “No” | + Discuss how to say “no” in different situations  + Identify how to refuse politely, study refusal skills  + Listen to a telephone conversation to identify what was said  + Practise with different situation in which people say “no” | p.30-31 |  |
| Z | Interaction: The Visit | + Discuss giving and receiving gifts  + Play a board game focusing on appropriate things to say in different situations | p. 32-33 | **Mid-term Test Reading and Writing 1** |

**Week 5: Review 1-3**

**Unit 4: Learning Curve (p. 36)**

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| **LESSON** | **COMPONENT** | **DESCRIPTOR** | **PAGES** | **NOTES** |
| X | Review 1 – 3 | Revision 1 (Unit 1 -3) | p.34-35 |  |
| Y | Grammar:  + can, could, be able to  Word Focus:  + Personal Characteristics | + Read an article about ways of improving people’s mental abilities  + Study ways of expressing ability and practise  + Work with key adjectives describing personal characteristics  + Practise interviews techniques | p. 36-39 |  |
| Z | Grammar:  Comparatives and Superlatives | + Compare ways of learning different skills  + Listen to a man talking about his own and his son’s experiences of education  + Study comparative and superlative adjectives and adverbs  + Read and write about e-learning | p.40-41 |  |

**Week 6: Unit 4: Learning Curve**

**Unit 5: Getting on (p. 46)**

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| **LESSON** | **COMPONENT** | **DESCRIPTOR** | **PAGES** | **NOTES** |
| X | Communication Strategies: Building on Ideas | + Read an article about the skill of improvisation  + Identify different ways of accepting and rejecting ideas and generating ideas | p.42-43 |  |
| Y | Interaction: Training Solutions | + Listen to people talking about courses they have attended  + Read an advertisement giving course information  + Roleplay a negotiation about going on and paying for a training course | p. 44-45 |  |
| Z | Grammar:  + Present Perfect and Past Simple  + Used to | + Read and speak about famous talented people  + Study uses of past simple, present perfect tense  + Study uses of “for” and “since”  + Study ways of expressing present and past habits  + Talk about personal changes in life, using “used to” | p. 46-49 |  |

**Week 7: Unit 5: Getting on**

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| **LESSON** | **COMPONENT** | **DESCRIPTOR** | **PAGES** | **NOTES** |
| X | Word Focus: Conversation Topics | + Identify topics often involved in social conversation (small talk)  + Read and listen about someone explaining their favorite small talk topics  + Listen to four people starting social conversation  + Practise small talk with a partner | p. 50-51 | **Mid-term Test Listening 2** |
| Y | Communication Strategies: Socializing | + Discuss differences in social customs in different cultures  + Listen to people greeting and responding to each other  + Study ways of giving and responding to compliments | p. 52-53 |  |
| Z | Interaction: Choosing a Candidate | + Listen to people talking about social enterprise  + Read an advertisement offering an award for social enterprise  + Do a roleplay discussing finalists for the award and choosing a winner | p. 54-55 | **Mid-term Test Reading and Writing 2** |

**Week 8: Unit 6: Rule of Thumb (p. 56)**

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| **LESSON** | **COMPONENT** | **DESCRIPTOR** | **PAGES** | **NOTES** |
| X | Grammar:  + *can, have to, must, need to* and *should*  + Obligations in the past | + Study uses of modal verbs of obligations  + Study ways of expressing obligation in the past: *have to/ need to/ be allowed to*  + Talk about unwritten rules of behavior in different situations  + Discuss working life in the past | p.56-59 |  |
| Y | Word Focus: Writing Emails 1 | + Identify informality in writing  + Discuss formal and informal styles in different situations  + Rewrite an email in a more formal and informal style | p. 60-61 |  |
| Z | Communication Strategies: Giving Advice | + Listen to people giving and receiving advice  + Study ways of checking understanding, asking for opinions and suggestions, responding to advice  + Practise giving and receiving advice | p. 62-63 |  |

**Week 9: Unit 6: Rule of Thumb**

**Revision**

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| **LESSON** | **COMPONENT** | **DESCRIPTOR** | **PAGES** | **NOTES** |
| X | Interaction: Helping New People | + Read an article about starting a new job  + Listen to people talking about their first day at work  + Roleplay different situations to practise advising, explaining, suggesting, proposing, recommending and persuading | p. 64-65 |  |
| Y | Review 4 – 6 | Revision Unit 4 – Unit 6 | p. 66-67 |  |
| Z | Revision | Extra activities and exercises prepared by Teacher |  |  |