

Unit 2: CULTURAL DIVERSITY
A: READING

A. OBJECTIVES:

By the end of the lesson, students will:

- Understand some more about the senses and personal experiences directly related to the sense.

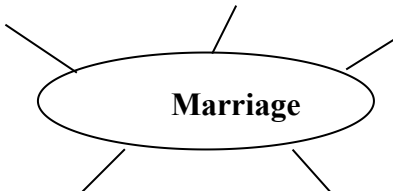
- Improve their reading skills.

B. TEACHING AIDS:

- Textbook, pictures, cassette, tape, handouts and real objects.

C. PROCEDURE:

Method: mainly communicative.

Teacher's activities	Students' activities
<p>I. Warm up: Network Competition game – network. - Prepare a hand out with a network of the word 'a Marriage' and ask Ss the Question. - What things make a marriage happy?</p>  <p>- Divide the class into 8 groups and give each group a hand out. - Ask Ss to complete the network. - The winner will be the group completing the network in the shortest period of time. - Ask students to look at the pictures and work in pairs to ask and answer the questions.</p> <p>- What can you see in the pictures? - What are the differences between them? - Call students to answer before the class. - Feedback. - Lead to the lesson.</p> <p>II. Before you read: * Pair works: - Ask Ss to work in pairs and discuss the question + Which of the following factors is the most</p>	<p>- Group work.</p> <p>Expected words:</p> <p>- romantic love - understanding - sharing - partnership of equals</p> <p>- Pair works. - Answers.</p>

<p>important for a happy life? Why?</p> <ul style="list-style-type: none"> - Love a nice house/flat. - Money, a good job. - Parents' approval good health. - Ask Ss to talk before the class and give the reason why. The other can asks Questions. <p>*Vocabulary:</p> <ul style="list-style-type: none"> - Give some main words to present using vocabulary technique to teach. 1. Phycical attractiveness 2. Confiding. 3. Partnership of equals 4. Trust built on love 5. Diversity (n) 6. Diversify (v) 7. Diverse (adj) 8. Approval (n) 9. Marriage (n) - Read aloud and ask Ss to repeat - Correct mistakes <p>III. While you read:</p> <ul style="list-style-type: none"> - Ask Ss to read the text silently to do the tasks. Focus on the phrases physical attractiveness; confiding; partnership of equals and trust built on love.... - Open the tape. T can ask 1 or 2 good student to read the text aloud. <p>*Task 1 Explain the meaning of the word/phrases:</p> <ul style="list-style-type: none"> - Ask Ss to read the sentences silently to understand what to do. - If Ss have any problems, T might be able to help them by giving the instruction. - Give handouts Matching <table border="0"> <tr> <td>1. Precede</td> <td>a. happen or exist before</td> </tr> <tr> <td>2. Determine</td> <td>b. tell some – one about something</td> </tr> <tr> <td></td> <td>very Private or secret</td> </tr> <tr> <td>3. Confide</td> <td>c. having a duty to do something.</td> </tr> <tr> <td>4. Sacrific</td> <td>d. find out</td> </tr> <tr> <td>5. Obliged</td> <td>e. willingly stop having something you</td> </tr> </table> <p>wan</p> <ul style="list-style-type: none"> - Go around for help - Call on Ss to read aloud what they do. 	1. Precede	a. happen or exist before	2. Determine	b. tell some – one about something		very Private or secret	3. Confide	c. having a duty to do something.	4. Sacrific	d. find out	5. Obliged	e. willingly stop having something you	<ul style="list-style-type: none"> - Free answers - Pair work/group work - Read the passage silently - Individual work/group work and pair work <p>Answers</p> <p>1 – a; 2 – d; 3- b; 4 – e; 5- c</p>
1. Precede	a. happen or exist before												
2. Determine	b. tell some – one about something												
	very Private or secret												
3. Confide	c. having a duty to do something.												
4. Sacrific	d. find out												
5. Obliged	e. willingly stop having something you												

<ul style="list-style-type: none"> - Give feedback and correct answers. - Get Ss to read the sentences in task loud what they do the other can translate them into Vietnamese pairs by pairs. <p>* Task 2 Answer the following questions:</p> <ul style="list-style-type: none"> - Get Ss to read the whole text silently to answers the question. - Ask them to work in pairs or groups ask and answer the questions. - Call on some Ss to answer in front of the class. - Give feedback <p>IV. After you read:</p> <ul style="list-style-type: none"> - Divide class into small groups of 6 or 8 and ask them to discuss the question: What are the differences between a traditional Vietnamese family? * Number of children. * The house they like to have. * The head of the family. * Who works? * Who takes care of the housework and children? * The income.... - Go around to help Ss if they have any problem. - Ask to talk before the class some pairs groups. <p>V. Homework:</p> <ul style="list-style-type: none"> - Ask Ss to learn the new words by heart, read and translate the text, do the tasks again. - Prepare the section B (The Speaking part of Unit two). 	<ul style="list-style-type: none"> - Pair work/group work and whole class. <p>- Answers</p> <ol style="list-style-type: none"> 1. They are Physical attractiveness; Confiding; Partnership of equals; trust built on love. 2. The young Americans are much concerned than the young Indians and the Chinese with physical attractiveness When choosing a wife or a husband. 3. The Indian students agree that a woman has to sacrifice more in a marriage than a man. 4. The American wife trusts her husband to do the right thing because he loves her not because he has to do. 5. The main finding of the survey is that young Asians are not as romantic as their American counterparts <p>- Pairs work</p> <ul style="list-style-type: none"> * Number of children: more * The house they like to have : big * The head of the family: fathers <ul style="list-style-type: none"> - Learn the new words by heart, read and translate the text, do the tasks again. - Prepare the section B
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Unit 2: CULTURAL DIVERSITY

B: SPEAKING

A. OBJECTIVES:

By the end of the lesson, students will:


- Understand more about differences among cultures.
- Discuss information that relates to the differences between Vietnamese and American cultures.
- To improve the students' speaking skills.

B. TEACHING AIDS:

- Textbook, pictures, cassette, tape, handouts and real objects.

C. PROCEDURE:

Method: mainly communicative

Teacher's activities	Students' activities
<p>I. <u>Warm up:</u></p> <p>- Give two tables and ask Ss to work in groups of three or four to complete the table.</p> <p>Give a picture.</p>  <p>- Ask Ss to look at the picture and answer questions.</p> <ol style="list-style-type: none"> 1. What are they doing? 2. Can you guess where they are? 3. In Viet Nam, do people often kiss in public? Why or Why not? 4. What about in America? <p>- Lead to the new lesson. Today we will learn about</p>	<p>- Do the task.</p>

the differences between Vietnamese and American cultures.

II. Pre - speaking:

Task 1

- Ask Ss to open the book on page 22.
- Ask Ss to read the sentences in the box in Task 1 on page 22.
- Can explain some special expressions if necessary.
- Read aloud and instructs Ss how to use these expressions.
- Some special expressions.

I think/feel/believe.....	I don't agree.....
In my opinion	It's not true.....
For me.....	That's
true/wrong/....	

- Ask Ss to express their point of view on the following ideas, using the words or expressions in the box.

- In Vietnam, there are three or even more generation may live in a nhome.
- A happy marriage should be based on love.
- In some Asian countries, love is supposed to follow marriage not precede it.
- In some countries, a man and a woman may hold hands and kiss each other in public.

- T can make a sample conversation with a student

Sample

T: I think a happy marriage should be based on love.

S: I quite agree with you. Life will be terrible if there is not true love between a husband and a wife.

T: But in some Asian countries love is supposed to follow marriage, not precede it.

S: For me, I don't think it's true (What will happen if there is no true love even after marriage). How can two people who don't love each other live happily in the same house?

- Go round the class and helps Ss if necessary.
- Can divide the class into the suitable groups.

III. While-speaking:

Task 2

- Ask Ss to look at task 2 on page 23 and tells them

1. They are kissing.
2. In the public/In the street.
3. No, they don't. It's impolite.
4. It is very common.

- Ss open the book and look at the sentences in the box on page 22.

- Ss listen to the teacher and write down the new expression in their notebooks.

- Ss read after the teacher

- Students choose some of these ideas and then use the expressions in the box to express their points of view.

- Ss work in pairs.

to read the typical features of the American culture in pairs, and then discuss and find out the corresponding features of the Vietnamese culture.

- Help Ss with the new words and the pronunciation.
- Give Ss some expressions to help them practice the conversation easily.
- *Some expressions*
- *Do you know that.....?*
- *It is said that.....*
- *It is said that in the newspaper/on TV/radio that.*
- Ask Ss to work in pairs to do the task
- Call on some pairs to give their ideas
- Correct and give feedback

IV. Post speaking:

Task 3: Talk about the similarities and differences between Vietnamese and American in cultures

- Explain how to do the task 3
- Ask Ss to read the answer of task 2 again before doing the task 3
- Ask Ss to work in groups of four.
- Call on some pairs to give their ideas
- Correct and give feedback

V. Home work:

- Ask Ss to work the tasks again
- Ask Ss to write a short passage about the differences and similarities in celebrating a wedding ceremony in Vietnam and American.

- Ss read task 2

- Ss write down some expressions in their notebooks.

Answers

- Three or sometime four generations live under one roof
- Elders live with children and are taken care of by their sons
- Asking about age, marriage and income is acceptable.
- A Vietnamese greets the head of the family or an older person first, then the younger ones
- Groceries are bought everyday
- Tet (Lunar New Year) is the most important
- Children often sleep with their parents

Take note

There are differences and similarities between Vietnamese and American cultures. In America, there are two generations live in the same house. In Vietnam, two, three or even four generations live under on roof. It's tradiotional for children to live near and take care of their parents so old people in Vietnam don't live in nursing home as Americans do. Americans don't want to be asked about age, marriage and income while it is acceptable in Vietnam.....

- Prepare part C	<ul style="list-style-type: none">- Write a short passage about the differences and similarities in celebrating a wedding ceremony in Vietnam and American.- Prepare part C
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Unit 2: CULTURAL DIVERSITY
C: LISTENING

A. OBJECTIVES:

By the end of the lesson, students will:

- Listen and understand the conversation about the wedding ceremony in Vietnam.
- Listen and fill the missing information in the gaps.
- Listen and answer the questions about the wedding ceremony in Vietnam.
- Know some more new words about wedding ceremony.

B. TEACHING AIDS:

- Textbook, pictures, cassette, tape, handouts and real objects.

C. PROCEDURE:

Method: mainly communicative

Teacher's activities	Students' activities
<p>I. Warm-up: Cross words</p> <p>- Give the cross words on the additional board.</p> <p>- Read aloud each clue, get students say aloud the answers.</p> <p>*Cross word:</p> <div style="text-align: center;"> </div> <p>*Clues:</p> <p>1. The woman that a man is married to</p>	<ul style="list-style-type: none"> • Class work - Each student with a correct answer will be given a present. <p>Suggested answers:</p> <div style="text-align: center;"> </div>

<p>2. Every marriages should be based on this</p> <p>3. What do we call a woman on her wedding day?</p> <p>4. The man that a woman is married to</p> <p>5. People often choose this season to hold wedding ceremonies.</p> <p>6. To show that you are married, what do you often wear?</p> <p>7. What do we call a man on his wedding day?</p> <p>- Check and correct.</p> <p>- Ask Ss to guess the topic of the lesson today</p> <p>- Lead to the new lesson</p> <p>II. Before you listen</p> <p>- Ask Ss to open the book.</p> <p>- Ask Ss to look at the pictures on page 24 and discuss what is happening in each one.</p> <p>- Give some guide questions:</p> <ol style="list-style-type: none"> 1. What do you see in the pictures? 2. Who are they? 3. What are they doing? <p>- Check correct answers</p> <p>- Ask students to discuss the two questions:</p> <ol style="list-style-type: none"> 1. Have you ever attended a wedding ceremony? 2. What do the bride and the groom usually do at the wedding ceremony? <p>- Introduce the new lesson: You will hear two people talking about a wedding ceremony in Vietnam. Listen and do some listening tasks.</p> <p>* Vocabulary: Listen and Repeat</p> <p>- Teach some new words first and then play</p>	<p>- Ss look at the pictures on page 24, work in groups and then discuss what is happening in each one.</p> <p>- Ss answer the teacher's questions</p> <ol style="list-style-type: none"> 1. <i>I see a wedding ceremony</i> 2. <i>A bride and a groom</i> 3. <i>They are bringing a lot of gifts</i> <p><i>Answers</i></p> <ol style="list-style-type: none"> 1. <i>Yes, I have</i> 2. <i>They usually</i> <p>- Ss write down the new words in the notebook.</p> <p>- Ss repeat</p> <p>- Read</p> <p>- Listen</p> <p>- Compare</p> <p>- Listen and check</p> <p>- Expected answer:</p>
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<p>the tape for students to listen and repeat.</p> <p><i>Altar: bàn thờ</i> <i>Master of Ceremony:</i> <i>Banquet:</i> <i>Groom: chú rể</i> <i>Bride: cô dâu</i> <i>Ancestor: ông bà tổ tiên</i> <i>Tray: khay</i> <i>Schedule: lịch</i> <i>Blessing: cầu chúc</i></p> <p>III. While you listen</p> <p>1. Task 1</p> <ul style="list-style-type: none"> - Explain Task 1 to the Ss. <i>You will hear two people talking about a wedding ceremony in Vietnam. Listen to the tape and fill in the blanks the missing information.</i> - Get Ss to read carefully five sentences before listening the tape to do the task. - Play the tapes twice - (T can play the tape one more time if students have difficulty.) - Ask Ss to work individually, then compare their answers with the other student. - Call on some Ss to give their answers, correct and give feedback. <p>2. Task 2: Answering</p> <ul style="list-style-type: none"> - Ask Ss to read carefully the five questions first, then let them try to answer before listening again to do the task. - Play the tape twice, one for doing the task, one for giving feedbacks. - Call on some Ss to give their answers, correct and give feedback. <p>IV. After you listen:</p> <ul style="list-style-type: none"> - Explain the task and ask Ss to work in 	<ol style="list-style-type: none"> 1. groom's parents 2. red paper 3. altar 4. at the wedding banquet 5. wedding cards/money <p>- Ss read the questions in Task 2 carefully, listen to the tape for three times and answer the question</p> <ol style="list-style-type: none"> 1. The most important thing the groom's family has to do on the wedding day is to go to the bride's house bringing gifts wrapped in red paper. 2. They would pray, asking their ancestors' permission to get married. 3. After they pray and ask their ancestors' permission to get married. 4. The wedding banquet is usually held at the groom's and bride's home or at a hotel or a restaurant. 5. They stop by each table to thank their guests <p>- Ss read the question carefully and then discuss in groups</p> <p>- Answers</p> <p><i>The wedding is very important to the bride and the groom as well as the two families. The wedding day is carefully chosen by the groom's parents because they think that it will affect the future life of the new couple. Both families have to talk with each other to decide the place, the number of the guests and how to hold the banquet. Not only the bride and the groom but nearly all members in the two families have to be sure in their best clothes on that day. The altars of the both families are cleaned and well decorated. Then comes the cars and the flowers. They have to be ordered in advance so that everything will be available on that day. Everybody is very busy but they all look forward to that important day.</i></p> <p>- Write a short paragraph to introduce about the</p>
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<p>groups to discuss the question: <i>What do families often do to prepare for a wedding ceremony?</i></p> <ul style="list-style-type: none"> - Suggestions - The importance of wedding ceremony to Vietnamese people <ul style="list-style-type: none"> - The preparation for the wedding - What groom and bride do on their wedding day - Banquet (place, food, drink....) guests (gifts, blessing,) - Call on some groups to present their answers <p>V. Homework:</p> <ul style="list-style-type: none"> - Ask Ss to write a short paragraph to introduces about the wedding ceremonies in Vietnam. 	<p>wedding ceremonies in Vietnam.</p> <ul style="list-style-type: none"> - Prepare the new lesson.
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Unit 2: CULTURAL DIVERSITY

D: WRITING

A. **OBJECTIVES:**

By the end of the lesson, students will:


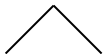


- Write a description about a symbol of the Vietnamese Culture: The Conical Leaf Hat

B. **TEACHING AIDS:**

- Textbook, pictures, cassette, tape, handouts and real objects

C. **PROCEDURE:**

Method: mainly communicative

Teacher's activities	Students' activities
<p>I. Warm – up:</p> <p>- Paint some pictures on the board :</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>P1</p> </div> <div style="text-align: center;">  <p>P2</p> </div> <div style="text-align: center;">  <p>P3</p> </div> <div style="text-align: center;">  <p>P4</p> </div> </div> <p>- Ask Ss to look at the pictures and ask: What's this?</p> <p>- Ask Ss some questions</p> <ol style="list-style-type: none"> 1. Where in Vietnam do people often wear leaf hat? 2. Who wear it? 3. What form is it? <p>- Lead to the new lesson → Describing the conical leaf hat.</p> <p>II. Pre-writing:</p> <p>- Give Ss some new words:</p> <ul style="list-style-type: none"> + Leaf (n) : lá cây + Rim (n): vành + Ribs (n) : gân (lá cây) + Strap (n) : dây(đá , lụa , vải) <p>- Read once time and then ask Ss to repeat again</p> <p>- Ask Ss to copy it down into their notebooks</p> <p>1. TASK 1</p> <p>- Can ask Ss to close the book and answer some questions</p> <ol style="list-style-type: none"> 1. Have you ever worn a conical leaf hat? 	<p>- Look at the board</p> <p>- Look at the pictures and answer:</p> <p>P1: A line/a slope</p> <p>P2: A conical form</p> <p>P3: A triangle</p> <p>P4: A leaf hat</p> <p>Expected answers:</p> <ol style="list-style-type: none"> 1. Vietnam, Hue city 2. Girls, women 3. Conical form <p>- Listen and repeat again</p> <p>- Copy</p> <p>- Ss listen to the teacher's questions and give the answers.</p>

<p>2. Have you ever seen a conical leaf hat?</p> <p>3. If yes, what does it look like?</p> <p>- Now T asks Ss to open the book on page 25, look at Task 1</p> <p>- Explain Task 1: You are going to write about the conical leaf hat or “nón lá”, a symbol of Vietnamese culture. Look at the picture below, write Vietnamese equivalents for the English words</p> <p>- Suggest useful expressions</p> <p>Useful expression <i>To be made from: được làm bằng</i></p> <p>- Give some suggested questions</p> <ol style="list-style-type: none"> 1. What is a symbol of Vietnamese girls and women? 2. What is considered as a part of the spirit of Vietnamese nation? 3. What is it made from? 4. What does it look like? 5. What is the diameter? 6. How high is it? 6. How many ribs are shaped into a conical form? 7. What is it used for? <p>III. <u>While-writing:</u></p> <p>Following questions:</p>	<p>- Ss look at the picture on page 25, work in pairs and finish Task 1</p> <p>- <i>The answer</i></p> <ol style="list-style-type: none"> 1. leaf 2. ribs 3. rim 4. strap <p>- Ss answer the question</p> <ol style="list-style-type: none"> 1. <i>The conical leaf hat is a symbol of Vietnamese girls and women.</i> 2. <i>It is also considered as a part of the spirit of Vietnamese nation.</i> 3. <i>It's made from a special kind of bamboo and young soft palm leaves.</i> 4. <i>It has a conical form.</i> 5. <i>The diameter is about 45 or 50 centimeters and it is about 25 or 30 centimeters high.</i> 6. <i>Either 16 or 18 ribs are shaped into a conical form which is then covered with palm leaves. The leaves are sewn into rims.</i> <i>Finally the hat is trimmed and painted with a coat of attar oil.</i> 7. <i>The conical leaf hat is used to protect people from the sun and the rain.</i> <p>- <i>Wearing this conical leaf hat in summer sunny days, girls look more charming.</i></p> <p>- <i>The hat also helps to protect their complexion and give them a cool feeling in such hot weather.</i></p> <ol style="list-style-type: none"> 1. Three 2. Introduction – main body – conclusion 3. Materials – shape and size – process <p>Sample writing :</p> <p>- The conical leaf hat is one of the typical features of the Vietnamese culture because it can not be found anywhere else in the world. The leaf hat is not only a</p>
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1. How many parts are there in your writing?
 2. What are they?
 3. What do you include in the main body?
- Ask Ss to write a passage of about 150 words about the conical leaf hat of Vietnam, using the out line and information below.
- Ask Ss to work individually
- Go around the class to help Ss if necessary
- After that, ask Ss to exchange their writing

symbol of Vietnamese girls and women but not also become a part of the spirit of the Vietnamese nation.

- The conical leaf hat is made from a special kind of bamboo and young and soft palm leaves. Either 16 or 18 ribs are shaped into a conical form which is about 45 or 50 centimeters in diameter and about 25 or 30 centimeters high. The conical form is then covered with palm leaves which are sewn into all ribs. Finally, the hat is trimmed and painted with a coat of attar oil.

- The conical leaf hat is used like an umbrella to protect people from the sun and the rain. Beneath the broad rims of the leaf hat, the girls and women look more pretty and attractive. Unfortunately they are now only used by pedestrians or those who ride bicycles.

- Write task page 19 in the student's workbook.

- Prepare the new lesson

IV. Post – Writing:

- Feedback to students' writing
- Collect some of Ss' works to give feedback
- Should draw Ss' attentions to the organization of description and the language use, especially the verb tenses.

V. HOMEWORK

- Ask Ss to write task page 19 in the student's workbook.

Unit 2: CULTURAL DIVERSITY**E: LANGUAGE FOCUS****A. OBJECTIVES:**

By the end of the lesson, students will:

- Pronounce correctly the – ed endings sound of verb in the simple past tense.
- Review the usage of tenses.

B. TEACHING AIDS:

- Textbook, pictures, cassette, tape, handouts and real objects

C. PROCEDURE:

Method: mainly communicative

Teacher's activities	Students' activities
<p>I. <u>Warm up:</u> Hang a chart with 12 verbs (both regular verb and irregular verb) with the form: infinitive without "To".</p> <p><u>For example</u></p> <p><i>see, need, go, laugh, teach, eat, miss, paint, close, run, play, help</i></p> <ul style="list-style-type: none"> - Divide class into 4 groups. - Read loudly 12 verbs 2 times. - Ask Ss to rewrite all verbs which they hear. - Call leader of each group to go to BB and write down. - Check and choose the winner. - Call some students read all verbs when adding "ed" at the end of each verb. - Ask Ss to give comment and note how to read "ed". - Lead-in new lesson. 	<ul style="list-style-type: none"> - Look at - Listen - Rewrite - Answer - Listen - Ss change these verbs into past simple <p><i>saw, needed, went, laughed, taught, ate, missed, painted, closed, ran, played, helped</i></p>

II. Pronunciation:**Activity 1:**

- Give Ss the rules of pronouncing the verbs ending in -ed.

There are three ways.

1. ed → /d/ after voiced consonants and vowels.

2. ed → /t/ after [**k** , **p** , **s** , **t** , **f**)

3. ed → /id/ after /t, d/

- Ask Ss to look at the verbs on the board and then write them into the right column.

- Read aloud and ask Ss to repeat.

- Ask Ss to open the book and look at the words on page 27.

- Ask Ss to practice.

Activity 2:

- Ask Ss to practise reading sentences in textbook in pairs and then arrange the verbs into 3 kinds: /t/-/d/-/id/.

- Check and give feedback.

- Play the tape (or read) and ask Ss repeat. (note sentence stress.

III. Grammar: Tense revision

- Ask to look back the examples above and review the tense.

- I have learned English for 7 years.

- I visited my friends.

- Check and give feedback.

- Ss write down the rules in the notebook.

Suggestion

/t/	/d/	/id/
<i>laughed</i>	<i>closed</i>	<i>needed</i>
<i>missed</i>	<i>played</i>	<i>painted</i>
<i>helped</i>		

- Ss repeat

- Read

- Arrange

- work in pairs

- Remind.

<p>Exercise1: Use the correct form of the verbs...</p> <ul style="list-style-type: none"> - Ask Ss to work individually carefully and then work in pairs. - Explains how to use tense if necessary. - Call some Ss to answer and ask class to give comment. - Give feedback. - Call some pairs read the conversation. <p>Exercise 2: Multiple choices</p> <ul style="list-style-type: none"> - Ask Ss to read exercise carefully. - Explain the meaning of the difficult words. - Explain how to use tense if necessary. - Ask Ss work in pairs. - Call on some Ss answer and ask class to give comment. - Give feedback. <p>Exercise 3: Complete the letter with the correct form of the verbs in brackets</p> <ul style="list-style-type: none"> - Guide students how to do. - Do the first as an example. - Ask students to do the exercise. - Call Ss to do on board. - Correct <p>IV. Homework:</p> <ul style="list-style-type: none"> - Review tenses. <p>-/?/Give handouts:</p>	<p>(groupwork)</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Have you seen ; saw ; am going to see. 2. drank ; haven't drunk ; drank. 3. has written ; Did she write ; wrote. 4. have been cooking ; cooked ; cooked. <ul style="list-style-type: none"> - Practise the conversation. <p>Answers :</p> <table> <tr> <td>1. C</td><td>5. C</td></tr> <tr> <td>2. A</td><td>6. A</td></tr> <tr> <td>3. C</td><td>7. C</td></tr> <tr> <td>4. A</td><td>8. A</td></tr> </table> <p>Answer:</p> <ol style="list-style-type: none"> 1. moved 2. moved 3. have asked 4. have not stopped 5. study 6. will fail 	1. C	5. C	2. A	6. A	3. C	7. C	4. A	8. A
1. C	5. C								
2. A	6. A								
3. C	7. C								
4. A	8. A								

<p>EX 1: Choose the best answer:</p> <p>1. The wedding party at the Rex Hotel. A. is B. is being C. will be D. are</p> <p>2. By the end of next year GorgeEnglish for 2 years. A. will have learned B. will learn C. has learned D. would learn</p> <p>3. We English this time last week. A. learned B. were learning C. have learned D. had learned</p> <p>4. The child before the doctor arrived. A. died B. had died C. has died D. was dying</p> <p>EX 2 : Rewrite this sentences.</p> <p>1. He has been teaching for 20 years. (He started...)</p> <p>2. How long have you studied English? (When)</p> <p>3. They finished their work, then they drank in the pub. (After...)</p> <p>- Prepare Unit 3</p>	<p>7. could talk</p> <p>-> A</p> <p>-> A</p> <p>-> B</p> <p>-> B</p> <p>-> He started teaching 20 years ago.</p> <p>-> When did you start to study English?</p> <p>-> After they had finished their work, they drank in the pub.</p>
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