

Unit 1

Speaking - Getting to Know You

| | |
|---|--|
| What is your (first / middle / last) name? | My (first / middle / last) name is |
| How do you spell your (first / middle / last) name? | It is |
| What do people call you? | |
| How do I call you? | Please call me |
| What should I call you? | You can call me |
| What is your nickname? | |
| Where are you from? | I am from |
| Where were you born? | I was born in |
| Where do you live? | I live in (name of area?) I live on Jl. I live at (complete address) |
| What time do you usually go to school? | I usually go to school at |
| Who do you live with? | I live with |
| How old are you? | I amyears old |
| What zodiac were you born under? | I was born under the zodiac of |
| What is your hobby? | My hobby is |
| What are your hobbies? | My hobbies are |
| What is your telephone number? | It is |
| What is your e-mail address? | It is |

Listening – Getting to Know You

1. Introducing yourself

| | |
|--------------------------|--|
| Where are these people? | |
| Do they know each other? | |
| What's the man's name? | |
| Where is he from? | |
| What's the woman's name? | |
| Where is she from? | |

2. This exercise practices listening for specific information about people

| First name | Last name | Where from? | Studying? |
|------------|-----------|-------------|------------------|
| Joe | | US | |
| | Vera | | Engineering |
| Min Ho | | | Seoul University |

Objectives:

1. Students will practice reading comprehension by exploring a short text.
2. Students will learn vocabulary and phrases related to introductions.

Reading – Getting to Know You

Title: "*Meeting New Friends*"

My name is Hana, and I'm 18 years old. I live in Bandung, a busy city in Indonesia. I have two siblings: a younger brother named Arif and an older sister named Rina. We live in a small house with our parents and our pet dog, Milo.

I am a university student, and I study computer science. I love learning about technology and how it works. When I'm not studying, I enjoy playing video games and taking photos of nature. Photography is my favorite hobby, especially when I can capture beautiful sunsets or interesting animals.

On weekends, I usually spend time with my friends. We like to explore new cafes and try different types of food. I also enjoy meeting people from different cultures. Someday, I hope to travel abroad and learn about new places and traditions.

Comprehension Questions

1. Where does Hana live?
2. How many siblings does Hana have? What are their names?
3. What does Hana study at university?
4. What is Hana's favorite hobby? Why does she enjoy it?
5. What does Hana like to do with her friends on weekends?

Vocabulary Practice

1. Matching: Match the words from the text to their meanings.

| Word | Meaning |
|-----------|---------------------------------|
| Sibling | A brother or sister |
| Hobby | An activity you enjoy doing |
| Explore | To go to new places |
| Capture | To take a picture of something |
| Tradition | A custom or belief in a culture |

2. Fill in the Blanks: Use the words in the box to complete the sentences:

- *siblings, explore, photography, culture, study*

1. Hana has two ____: Arif and Rina.
2. On weekends, Hana likes to ____ new cafes with her friends.
3. Hana's favorite hobby is ____ because she enjoys taking pictures of nature.
4. She enjoys meeting people from different ____.
5. Hana is a university student, and she ____ computer science.

Follow-Up Activity: Discussion

After reading, discuss these questions in pairs or groups:

1. What do you think about Hana's hobbies? Are they similar to yours?
2. If you could ask Hana one question, what would it be?
3. What do you enjoy doing on weekends?

Optional Homework:

- Write a paragraph introducing yourself. Include:
 - Your name and age
 - Where you live
 - Your favorite hobbies
 - Something unique about you

Objectives:

1. Students will learn how to write a personal introduction.
2. Students will develop their ability to structure sentences and paragraphs about themselves.

Writing – Getting to Know You

Part 1: Vocabulary and Sentence Practice

Before starting the writing task, review useful vocabulary and sentence structures for introductions.

Useful Vocabulary:

Name; Age; Hometown; Family; Hobby; Interest; Dream and Favorite

Example Sentences:

1. My name is ____, and I am ____ years old.
2. I come from ____, which is located in ____.
3. My hobbies are ____ and ____.
4. I have ____ siblings. Their names are ____.
5. In the future, I want to ____.

Part 2: Guided Writing Activity

Provide a template to help students structure their introduction.

Task: Write a paragraph introducing yourself. Use the questions below to guide your writing.

1. What is your name, and how old are you?
2. Where are you from? What is your hometown like?
3. What do you enjoy doing in your free time?
4. What is one interesting fact about you?
5. What are your dreams or goals for the future?

Example:

Hi! My name is Ali, and I'm 16 years old. I come from Surabaya, a lively city in Indonesia. In my free time, I enjoy playing football and reading mystery books. I also love drawing, and I sometimes create my own comic stories. One interesting fact about me is that I can play the guitar. In the future, I hope to become a teacher and travel to other countries to learn about different cultures.

Part 3: Creative Writing Activity

Task: Write a letter to an imaginary friend. Include:

1. A short introduction about yourself.
2. A description of your hobbies or favorite activities.
3. Two or three questions for your friend to answer.

Example:

Dear Friend,

My name is Lisa, and I'm 15 years old. I live in a small town near the mountains. I love hiking and taking photos of nature. I also enjoy listening to music and watching movies with my friends. My favorite food is sushi!

What about you? Where do you live, and what do you like to do? Do you have any pets? I'm looking forward to learning more about you!

Best wishes,

Lisa

Part 4: Peer Review and Sharing

1. Peer Review:

- Students exchange their writing with a partner.
 - Partners check for:
 - Clear structure
-

- Grammar and vocabulary
- Interesting details
- Provide constructive feedback.

2. Class Sharing:

- Ask a few students to read their introductions or letters aloud.
- Classmates can ask questions to learn more about their peers.

Part 5: Reflection

Homework Assignment:

Write a journal entry about what you learned from your classmates. Include:

1. Two things that surprised you.
2. Something interesting you have in common with another student.

Unit 2

Speaking - Family

Objectives:

1. Students will learn how to describe their family members and relationships.
 2. Students will practice asking and answering questions about family.
 3. Students will engage in pair and group discussions to improve fluency.
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Speaking Activity Materials

Part 1: Warm-Up (5-10 minutes)

1. Discussion Questions:

- Who is in your family?
- Do you have a big or small family?
- Who do you spend the most time with in your family?

2. Vocabulary Review: Write key family-related terms on the board:

- Immediate family: mother, father, siblings (brother, sister)
 - Extended family: grandparents, cousins, aunts, uncles
 - Other terms: single parent, stepfamily, twins, only child
-

Part 2: Pair Activity - Family Description (15 minutes)

Task: In pairs, students describe their family to a partner. Provide sentence starters to guide them:

- *There are ____ people in my family.*
- *I live with my ____ and ____.*
- *My [brother/sister] is ____ years old.*
- *My favorite memory with my family is ____.*

Example:

"There are five people in my family. I live with my parents and my two younger brothers. My father is a teacher, and my mother is a nurse. My brothers are 10 and 12 years old. My favorite memory with my family is when we went to the beach together last year."

Part 3: Group Activity - Interview Your Classmates (20 minutes)

Task:

Students move around the room and ask their classmates questions about their families. Provide a list of questions to guide them:

- How many people are in your family?
-

- Do you have any siblings? How old are they?
- What do your parents do?
- Who is the funniest person in your family?
- Do you have a big family gathering? When?

Activity Variation: "Find Someone Who..."

- Create a bingo-style chart with prompts like:
 - Has a twin
 - Has more than 3 siblings
 - Lives with their grandparents
 - Has a pet in their family
 - Often eats dinner together as a family
- Students find classmates who match each prompt and write their names.

Part 4: Role-Play Activity - Family Situations (15 minutes)

Task: In pairs or small groups, students act out scenarios involving family. Provide role-play cards with situations like:

- 1. Introducing Your Family:**
 - You meet a new friend. Introduce your family to them.
- 2. Family Trip Planning:**
 - You and your family are planning a weekend trip. Discuss where to go and what to do.
- 3. Family Celebration:**
 - You are organizing a birthday party for a family member. Discuss who to invite and what to prepare.

Example Role-Play Dialogue:

A: Hi! Nice to meet you. Let me tell you about my family.

B: Sure! Who is in your family?

A: I have three siblings: two older sisters and one younger brother. My parents are teachers.

Part 5: Reflection and Feedback (10 minutes)

- 1. Class Discussion:**
 - What did you learn about your classmates' families?
 - Was it easy or hard to describe your family? Why?
- 2. Feedback:**
 - Provide constructive feedback on pronunciation, fluency, and sentence structure.

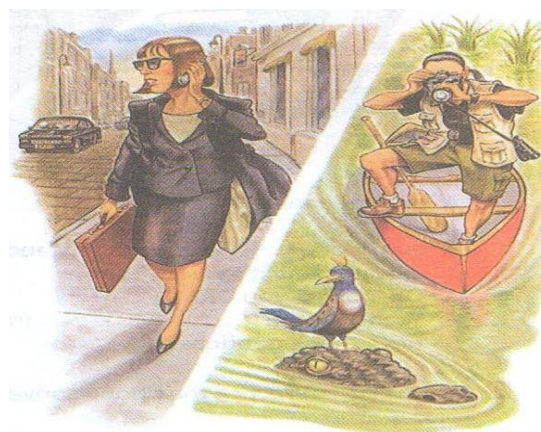
Listening - Family

Conversation

Asking about families

A. Listen and Practice

- Rita : Tell me about your brother and sister, Sue.
 Sue : Well, my sister works for the
 Rita : Oh, What does do?
 Sue : I'm not sure. She's working on a very project right now.
 Rita : Wow! And what about your?
 Sue : He's a wildlife photographer.
 Rita : What an interesting family! Can I meet?
 Sue : Oh, No. My sister's away. She's not working in the United States this month.
 Rita : And your brother?
 Sue : He's traveling in the



B. Listen to the rest of conversation. Where do Rita's parents live? What do they do?

- Rita's parents (They) live in
 Her mother is a
 Her father is a

Reading - Family

Objectives:

1. Students will practice reading comprehension by exploring a text about a family.
2. Students will learn family-related vocabulary and expressions.
3. Students will discuss and share insights about their own families based on the reading.

Reading Activity Materials

Part 1: Reading Passage

****Title:** *"The Ahmed Family"*

Level: Beginner/Intermediate

The Ahmed family is a big, happy family living in Jakarta. There are six members in the family: Mr. and Mrs. Ahmed, their three children, and their grandmother.

Mr. Ahmed works as a doctor at the city hospital, while Mrs. Ahmed is a teacher at a local school. They both work hard but always find time for their children. The eldest child, Rania, is 16 years old. She loves drawing and wants to become an artist. The middle child, Amir, is 12 years old and enjoys playing football with his friends. The youngest, Sara, is only 6 years old. She is very curious and asks many questions about everything!

Every Sunday, the Ahmed family spends time together. They often go to the park for a picnic or stay home and watch movies. The grandmother loves telling stories about her childhood, and the children enjoy listening to her. For the Ahmed family, spending time together is the most important thing.

Part 2: Comprehension Questions

1. How many people are in the Ahmed family?
2. What is Mr. Ahmed's job?
3. What does Rania want to be in the future?
4. What does the Ahmed family do every Sunday?
5. Why do the children enjoy spending time with their grandmother?

Part 3: Vocabulary Practice

1. Match the Words with Their Meanings:

| Word | Meaning |
|--------------|--|
| Eldest | The oldest child in a family |
| Curious | Wanting to learn or know more about something |
| Picnic | A meal eaten outdoors, usually in a park or garden |
| Childhood | The time when someone is a child |
| Storytelling | The activity of telling or writing stories |

2. Fill in the Blanks:

Use the words in the box to complete the sentences: *eldest, curious, storytelling, picnic, childhood*

1. Rania is the _____ child in the Ahmed family.
2. Sara is very _____ and asks many questions.
3. The family loves having a _____ in the park on Sundays.
4. The grandmother enjoys _____ and shares stories from her past.
5. The grandmother's _____ was full of interesting adventures.

Part 4: Discussion Questions

1. How is the Ahmed family similar to or different from your family?
 2. Do you have a family tradition like the Ahmed family's Sunday gatherings?
 3. Who in your family tells the best stories? What do they talk about?
-

Optional Activity: Family Tree

Task:

Draw a family tree for the Ahmed family. Include all six members and write a short description for each.

Homework: Write About Your Family

Task: Write a paragraph about your family. Include:

- How many members are in your family
- What each member does (job, hobbies, or interests)
- A favorite activity you do together

Writing - Family

Objectives:

1. Students will learn to write a structured paragraph about their family.
 2. Students will expand their vocabulary and improve sentence formation.
 3. Students will reflect on and share personal experiences related to their family.
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Writing Activity Materials

Part 1: Vocabulary and Sentence Practice

Vocabulary Words:

- Immediate family: father, mother, brother, sister
- Extended family: grandparents, cousins, uncle, aunt
- Activities: play games, cook, travel, celebrate
- Descriptions: caring, funny, hardworking, supportive

Sentence Starters:

- *There are ____ people in my family.*
 - *My [mother/father] is a ____.*
 - *My favorite family activity is ____.*
 - *One special thing about my family is ____.*
-

Part 2: Guided Writing Task

Task: Write a paragraph introducing your family. Use the questions below to help structure your writing.

1. **Introduction:**

- How many people are in your family?
- Who are they (e.g., parents, siblings, grandparents)?

2. **Description of Family Members:**

- What do they do? (Jobs, hobbies, roles)
- What are their personalities like?

3. **Family Activities:**

- What do you enjoy doing together as a family?

4. **Special Memories or Traditions:**

- What is a favorite memory or a tradition you have as a family?
-

Example Paragraph:

There are five people in my family: my father, mother, two brothers, and me. My father is a chef, and he loves cooking delicious meals for us. My mother is a teacher, and she is very caring and hardworking. My elder brother, Sam, is 18 years old and enjoys playing football. My younger brother, Ali, is only 8 years old, and he is very funny. As a family, we enjoy having picnics in the park on weekends. One of my favorite memories is when we traveled to Bali and spent time on the beach together. My family is very important to me because they are always supportive.

Part 3: Creative Writing Activity

Task: Write a letter to a new friend about your family. Include:

- A description of each family member.
- What you like the most about your family.
- Questions about their family.

Example Letter:

Dear Friend,

My name is Aisyah, and I'd like to tell you about my family. There are four people in my family: my parents, my younger sister, and me. My father works as a driver, and he loves telling us funny stories from his day. My mother is a nurse, and she is very kind and caring. My sister, Lila, is 10 years old, and she loves to paint. We often play board games together after dinner. What about you? How many people are in your family? What do you like to do with them? I look forward to hearing from you!

Best wishes,
Aisyah

Part 4: Peer Review and Sharing

Task:

1. Exchange your paragraph or letter with a partner.
 2. Review for:
 - Grammar and spelling
 - Clear structure
 - Interesting details
 3. Provide positive feedback and suggestions for improvement.
-

Part 5: Extension Activity

Optional Homework:

Write a short story or essay titled “*A Day with My Family.*” Describe a special day you spent with your family, what you did, and why it was memorable.

Unit 3

Speaking - Daily Activity

| | |
|--|---|
| What time do you get up every morning? | I get up at |
| What time do you take subuh pray? | I take a pray at |
| What time do you take a bath in the morning / in the afternoon? | I take a bath at |
| What time do you get dressed? | I get dressed at |
| What time do you usually have beakfast / brunch / lunch / dinner / supper? | I have breakfast / brunch / lunch / dinner / supper at ... |
| What do you usually have for breakfast/brunch/lunch/dinner/supper? | I usually have for breakfast / brunch / lunch / dinner / supper |
| What time do you usually go to school? | I usually go to school at |
| How do you usually go to school? | I usually go to school by (on foot) |
| Do you usually take a nap? | Yes, I do. No, I don't |
| What time do you usually take a nap? | I usually take a nap at |
| Do you usually stay up late? | Yes, I do. No, I don't |
| What day do you usually stay up late? | I usually stay up late on |
| What day do you usually get up late? | I usually get up late on |
| What day is your busiest day? | It is |
| What time do you usually go to bed? | I usually go to bed at |

Useful Expressions

Expressions below are sort of short questions but they need long responses

- What do you usually do on Mondays?
- What do you usually do on weekdays / weekends?
- How do you usually spend your day / weekdays / weekends?

Common Ground

Answer these questions about yourself. Then interview three classmates. Write their names and the times they do each thing.

| What time do you...? | Me.... | | | |
|----------------------|--------|-------|-------|-------|
| get up on weekdays | | | | |
| get up on weekends | | | | |
| have breakfast | | | | |
| leave for school | | | | |
| go home from school | | | | |
| get home | | | | |

| | | | | |
|-----------------------|--|--|--|--|
| have lunch | | | | |
| have dinner | | | | |
| go to bed on weekdays | | | | |
| go to bed on weekends | | | | |

Whose schedule is similar to yours? Tell others.

| Useful Expressions |
|--|
| Iroel and I have similar schedules. We both... at... |
| We ... at different times. |
| My schedule is different from... |

Listening – Daily Activity

A. What time does each person get up and go to bed? Listen and write the times.

| Names | Goes to bed | Gets up |
|--------|-------------|---------|
| Sandra | | |
| John | | |
| Sam | | |
| Grace | | |
| Mia | | |
| James | | |

B. Listen to the conversation. Write the missing words.

A : You look tired, Jake.

B : Yeah, I'm always tired. I have to get up at _____ every day

A : _____? Why so early?

B : Not _____, _____. Anyway, I go running before work, and then I have to catch a _____ train to the city.

A : Oh, I see. So do you go to bed early?

B : No, I'm a night owl. Last night I was up until _____

A : That's not enough sleep, Jake! Maybe you should get a new job.

Reading - Daily Activity

Objectives:

1. Students will practice reading comprehension by exploring a text about daily activities.
2. Students will learn and use vocabulary related to daily routines.
3. Students will reflect on and discuss their own daily activities.

Reading – Daily Activity

Part 1: Reading Passage

Title: *"A Day in the Life of Maria"*

Level: Beginner/Intermediate

Maria is a high school student who lives in a small town. Her day begins at 6:00 a.m. when she wakes up and gets ready for school. She takes a quick shower, eats breakfast, and leaves for school at 7:00 a.m.

Maria usually walks to school because it is close to her house.

At school, Maria studies many subjects, including math, science, and English. Her favorite subject is history because she loves learning about the past. During lunch break, she eats with her friends and talks about their plans for the weekend.

After school, Maria returns home at 3:00 p.m. She spends some time doing her homework and then helps her mother prepare dinner. Maria's family eats dinner together every evening at 7:00 p.m. After dinner, she likes to relax by reading a book or watching a TV show. Maria usually goes to bed at 10:00 p.m., feeling happy and ready for another day.

Part 2: Comprehension Questions

1. What time does Maria wake up in the morning?
2. How does Maria go to school?
3. What is Maria's favorite subject at school? Why does she like it?
4. What does Maria do after dinner?
5. At what time does Maria go to bed?

Part 3: Vocabulary Practice

1. Match the Words with Their Meanings:

| Word | Meaning |
|---------|-----------------------------|
| Routine | Activities you do regularly |

| Word | Meaning |
|----------|-----------------------------|
| Homework | Schoolwork done at home |
| Relax | To rest and feel calm |
| Subject | A topic you study in school |
| Prepare | To make something ready |

2. Fill in the Blanks:

Use the words in the box to complete the sentences: *routine, homework, relax, subject, prepare*

1. My favorite _____ at school is English because I like reading stories.
2. I always do my _____ before watching TV.
3. After a busy day, I like to _____ by listening to music.
4. Cooking dinner is part of my evening _____.
5. Every morning, I _____ my bag and get ready for school.

Part 4: Discussion Questions

1. How is Maria's daily routine similar to or different from yours?
2. What is your favorite time of the day? Why?
3. Do you like studying in the morning or evening? Why?

Part 5: Extension Activity

Task:

Create a timeline of Maria's daily routine. Write down the main activities she does and the time for each activity.

Example:

- 6:00 a.m.: Wakes up
- 7:00 a.m.: Leaves for school
- 3:00 p.m.: Returns home

Optional Homework: Write About Your Daily Routine

Task: Write a paragraph about your daily routine. Include:

- What time you wake up and go to bed
- Activities you do in the morning, afternoon, and evening
- Your favorite part of the day and why

Writing - Daily Activity

Objectives:

1. Students will learn to describe their daily routines in written form.
2. Students will practice structuring paragraphs using time-related vocabulary.
3. Students will reflect on and compare their daily activities with those of others.

Writing – Daily Activity

Part 1: Vocabulary and Sentence Practice

Vocabulary Words:

- Time expressions: *in the morning, in the afternoon, in the evening, at night, at 6:00 a.m., after school*
- Action verbs: *wake up, brush teeth, have breakfast, go to school, study, return home, relax, exercise, do homework*
- Sequencers: *first, next, then, after that, finally*

Example Sentences:

- I wake up at 6:00 a.m. every day.
- After school, I play football with my friends.
- Finally, I go to bed at 9:30 p.m.

Part 2: Guided Writing Task

Task: Write a paragraph about your daily routine. Use the questions below to guide your writing.

1. Introduction:

What time do you wake up? What do you do first in the morning?

2. Morning Activities:

What do you usually do before school? How do you get to school?

3. Afternoon Activities:

What time do you finish school? What do you do after school?

4. Evening Activities:

What do you do at night? What time do you go to bed?

Example Paragraph:

My daily routine starts at 6:00 a.m. I wake up, brush my teeth, and take a shower. After that, I have breakfast with my family. I leave for school at 7:00 a.m. and usually walk because my school is nearby.

I finish school at 3:00 p.m. and return home. After school, I do my homework and help my mother in the kitchen. In the evening, I have dinner with my family. Then, I relax by reading a book or watching TV. Finally, I go to bed at 10:00 p.m.

Part 3: Creative Writing Activity

Task: Write about a weekend day or a special day in your life. Include:

- How it is different from your regular daily routine.
- Activities you enjoy doing on that day.

Example Prompt:

"Describe a Saturday or Sunday in your life. What do you do in the morning, afternoon, and evening? How is it different from your school day?"

Part 4: Peer Review and Discussion

1. Exchange paragraphs with a partner.
 2. Provide feedback on:
 - Grammar and spelling.
 - Clear organization (Does the paragraph follow a sequence?).
 - Use of time expressions and vocabulary.
-

Extension Activity: Create a Daily Schedule

Task: Design a daily schedule for yourself or an imaginary character. Include times and activities.

Example Schedule:

- 6:00 a.m.: Wake up
 - 7:00 a.m.: Go to school
 - 3:30 p.m.: Play football
 - 7:00 p.m.: Dinner
-

Optional Homework: Write a Letter

Task: Write a letter to a pen pal describing your daily activities. Include:

- When you wake up and go to bed.
 - Your favorite and least favorite part of the day.
 - Questions about their daily routine.
-

Unit 4

Speaking - Dream Job

Objectives:

1. Students will practice answering WH-questions related to their dream jobs.
 2. Students will improve their speaking fluency and use relevant vocabulary.
 3. Students will share and discuss their aspirations with classmates.
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Speaking Activity Materials

Part 1: WH-Question Review

What are WH-Questions?

WH-questions are questions that start with *what*, *who*, *where*, *when*, *why*, and *how*. They are used to ask for specific information.

Examples of WH-Questions about Jobs:

- What is your dream job?
 - Why do you want to do that job?
 - Who inspires you to choose that job?
 - Where would you like to work?
 - How will you achieve your dream job?
 - When did you decide this was your dream job?
-

Part 2: Vocabulary Brainstorming

Task: Brainstorm and discuss vocabulary related to jobs.

Examples:

- Professions: doctor, teacher, engineer, artist, scientist, pilot, entrepreneur.
 - Skills: communication, problem-solving, creativity, teamwork, leadership.
 - Workplace: office, hospital, school, company, studio.
-

Part 3: Pair Activity - WH-Question Interview

Task:

1. Pair up with a classmate.
2. Take turns asking and answering WH-questions about your dream job.
3. Use the example questions below or create your own.

Example Dialogue:

- **A:** What is your dream job?
- **B:** My dream job is to be a doctor.
- **A:** Why do you want to be a doctor?
- **B:** Because I want to help people stay healthy.
- **A:** Where would you like to work?
- **B:** I'd like to work in a big hospital in my city.

Part 4: Group Discussion - Sharing Aspirations

Task:

1. Each student shares what they learned about their partner's dream job with the class.
2. Use complete sentences and WH-questions to present your partner's answers.

Example Presentation:

"Maria's dream job is to be a teacher. She wants to be a teacher because she loves helping children learn. She would like to work at a school in her hometown. She decided to become a teacher when she was in high school because her English teacher inspired her."

Part 5: Role-Playing Activity

Task: Imagine you have achieved your dream job.

- One student plays the role of a journalist, and the other is the professional.
- The journalist asks WH-questions about their career.

Example Dialogue:

- **Journalist:** What is your job?
- **Professional:** I am a pilot.
- **Journalist:** Where do you fly?
- **Professional:** I fly international routes to Europe and Asia.
- **Journalist:** How did you become a pilot?
- **Professional:** I studied aviation at a flight academy for three years.

Homework: Dream Job Story

Task: Write a short paragraph describing your dream job. Include answers to WH-questions:

- What is your dream job?
- Why do you want it?
- Where would you like to work?

- Who inspires you?
- How will you achieve it?

Listening – Dream Job

A. What jobs are the people talking about? Listen and Circle the correct answer.

- | | | | |
|-------------------|--------------------|-------------------|-----------------------|
| 1. A Sales person | An officer | 4. A Chef | A Nurse |
| 2. A Waiter | An Actress | 5. A Nurse | A Businessman |
| 3. A Teacher | A Flight Attendant | 6. A Receptionist | A Construction Worker |

B. Match the people on the left with the information on the right.

- | | | |
|------------|-------|--------------------------------|
| 1. Ryan | | a. is a teacher |
| 2. Bridget | | b. just graduated from college |
| 3. Jake | | c. trying to find a new job |
| 4. Marie | | d. works in a bookstore |
| 5. Suzanne | | e. works in a bank |
| 6. Rose | | f. works in a restaurant |
| 7. Patrick | | g. is a receptionist |
| 8. Alison | | h. is a lawyer |

Reading - Dream Job

Objectives:

1. Students will read a passage about dream jobs and practice comprehension skills.
2. Students will expand their vocabulary related to different professions and aspirations.
3. Students will reflect on their own dream job and compare it to the ideas presented in the reading.

Reading Activity Materials

Part 1: Reading Passage

****Title:** *"What is Your Dream Job?"*

Level: Beginner/Intermediate

Many people dream of having exciting careers that match their skills, interests, and values. Some people want to become doctors because they enjoy helping others and making a difference in people's lives. Others dream of being artists or musicians because they have a passion for creativity and expression. For some people, their dream job is to work with animals. They may want to become veterinarians, zookeepers, or marine biologists. These jobs allow them to care for animals and study their behavior in different environments.

Many young people dream of becoming successful business owners. They want to run their own companies and make important decisions. To achieve this, they often study business management, marketing, and entrepreneurship.

Some people dream of traveling the world as pilots or flight attendants. These jobs allow them to visit different countries, meet new people, and experience different cultures.

No matter what the dream job is, it's important to set goals, work hard, and never give up. Everyone can achieve their dream job if they have the passion, determination, and education to do it.

Part 2: Comprehension Questions

1. What are some common dream jobs mentioned in the passage?
 2. Why do some people want to become doctors?
 3. What kind of jobs do people who love working with animals usually dream of?
 4. What do people who want to own businesses often study?
 5. What is the benefit of working as a pilot or flight attendant?
 6. What advice does the passage give about achieving a dream job?
-

Part 3: Vocabulary Practice

Task: Match the word with the correct definition.

| Word | Definition |
|---------------|---|
| Dream job | A career that you hope to have in the future |
| Passion | A strong interest or feeling about something |
| Entrepreneur | Someone who starts their own business |
| Veterinarian | A doctor who takes care of animals |
| Determination | The ability to continue trying even when things are difficult |
| Marketing | The activity of promoting and selling products or services |

Task: Fill in the blanks with the correct vocabulary words from the list above.

1. Maria has always had a _____ for painting.
2. If you want to become an _____, you need to learn how to manage a business.
3. Dr. Smith is a _____ who works at a local animal clinic.
4. His _____ helped him open his own restaurant after many challenges.
5. Their company's _____ strategy focuses on social media advertising.

6. A _____ is often something you feel passionate about and want to do for the rest of your life.

Part 4: Discussion Questions

1. What is your dream job, and why is it important to you?
2. What skills or education do you need to achieve your dream job?
3. Do you think everyone can achieve their dream job? Why or why not?
4. How can people stay motivated when pursuing their dream job?
5. Are there any jobs mentioned in the passage that you would like to try? Why?

Part 5: Extension Activity

Task:

Write a short essay (5-6 sentences) about your dream job. Use the following prompts:

- What is your dream job?
- Why do you want to have that job?
- What skills do you need to develop?
- How do you plan to achieve it?

Writing - Dream Job

Objectives:

1. Students will practice writing a paragraph or essay about their dream job.
2. Students will use proper writing structure (introduction, body, and conclusion).
3. Students will expand their vocabulary related to careers and personal goals.

Writing Activity Materials

Part 1: Vocabulary and Sentence Structures

Vocabulary Words Related to Jobs:

| | |
|-----------------|------------------|
| Dream Job | Career |
| Skills | Passion |
| Ambition | Education |
| Experience | Responsibilities |
| Work Experience | Opportunities |

Sentence Starters:

- My dream job is to be a _____ because _____.
- I would like to work as a _____ because I have a passion for _____.
- In order to achieve my dream job, I need to _____.
- The responsibilities of this job include _____.
- I am excited about this job because _____.

Part 2: Writing Prompts

Task: Write a paragraph or essay about your dream job. Answer the questions below in your writing:

1. **What is your dream job?**
 - Describe the job in detail.
 - What does this job involve?
2. **Why do you want this job?**
 - What inspired you to choose this job?
 - What do you enjoy about this field or career?
3. **What skills or qualifications do you need for this job?**
 - What education, experience, or personal skills are important for this job?
 - How will you acquire them?
4. **What is the work environment like for this job?**
 - Where do you imagine working?
 - What kind of atmosphere would you like to have in your workplace?
5. **What are the benefits and challenges of this job?**
 - What is exciting about this job?
 - What challenges might you face, and how will you overcome them?

Example Paragraph:

My dream job is to become a doctor. I have always been passionate about helping others and solving problems. As a doctor, I would be responsible for diagnosing and treating illnesses, as well as providing care and support to patients. To achieve this goal, I need to study medicine at a university and gain experience by working in hospitals. I also need to develop strong communication skills to interact with patients and their families. The work environment would be in a hospital or clinic, where I could work with other healthcare professionals. While being a doctor can be challenging, especially when dealing with serious cases, it would be rewarding to make a positive impact on people's lives.

Part 3: Writing Structure

Task: Organize your writing into three parts:

1. **Introduction:**

- Briefly introduce your dream job. Mention why it is important to you.

2. **Body:**

- Explain why you want this job, what skills you need, and the work environment.

3. **Conclusion:**

- Summarize your aspirations and talk about the future steps you will take to achieve your dream job.
-

Part 4: Peer Review

Task:

1. Exchange your writing with a classmate.
 2. Provide feedback on:
 - Clarity of ideas
 - Grammar and spelling
 - Organization of the paragraph or essay
 3. Offer suggestions for improving the content or structure.
-

Part 5: Extension Activity

Task:

Write a letter to a mentor or someone you admire in your dream job. In the letter, you can ask questions about their career and advice for pursuing your dream job.

Example Questions for the Letter:

- What inspired you to become a [dream job]?
 - What challenges did you face in your career, and how did you overcome them?
 - What advice do you have for someone who wants to follow in your footsteps?
-

Optional Homework: Research Your Dream Job

Task:

Research your dream job and write a short report (200-300 words) that includes:

- The qualifications needed.
 - The typical work environment.
 - Career prospects and growth in that field.
-

Unit 5

Speaking - Likes and Dislikes

Objectives:

1. Students will practice using WH-questions to talk about their likes and dislikes.
 2. Students will improve their speaking fluency by discussing personal preferences.
 3. Students will learn to respond to questions about hobbies, activities, food, and more.
-

Speaking Activity Materials

Part 1: WH-Questions Review

What are WH-Questions?

WH-questions are used to ask for specific information. Here are the common WH-questions related to likes and dislikes:

- **What:** What do you like to do in your free time?
 - **Why:** Why do you like that activity?
 - **Who:** Who do you like spending time with?
 - **Where:** Where do you usually go when you want to relax?
 - **When:** When do you usually eat your favorite food?
 - **How:** How do you feel when you do your favorite hobby?
-

Part 2: Vocabulary Practice

Task: Review and practice common vocabulary related to likes and dislikes.

- Hobbies: reading, swimming, playing sports, watching movies, drawing, cooking
- Food: pizza, ice cream, sushi, burgers, fruits, vegetables
- Activities: hiking, dancing, traveling, shopping, listening to music

Sentence Structures to Use:

- I like _____ because _____.
 - I don't like _____ because _____.
 - My favorite _____ is _____.
 - I love _____, but I hate _____.
-

Part 3: Pair Activity - Interview with WH-Questions

Task:

1. Pair up with a classmate.
 2. Take turns asking and answering WH-questions about likes and dislikes using the prompts below.
-

3. Use full sentences when responding.

Example Dialogue:

- **A:** What do you like to do in your free time?
- **B:** I like to read books because it helps me relax.
- **A:** Why do you like reading books?
- **B:** I enjoy reading because it takes me to different worlds and gives me new ideas.
- **A:** Where do you usually read?
- **B:** I usually read in my bedroom or at the park.

Part 4: Group Discussion

Task:

1. Share your answers with the group.
2. Ask each other additional WH-questions to continue the conversation.
3. Use new vocabulary and sentence structures to express your likes and dislikes.

Example Discussion:

- **A:** Who do you like spending time with?
- **B:** I like spending time with my family because we enjoy doing activities together.
- **A:** What kind of activities do you do together?
- **B:** We like cooking together and watching movies on the weekends.

Part 5: Role-Play

Task: Imagine you are meeting a new friend. Use WH-questions to get to know each other better by talking about likes and dislikes. Take turns asking and answering the questions below.

Example Questions:

- What's your favorite food, and why do you like it?
- How do you spend your weekends?
- When did you start liking [activity]?
- Who introduced you to [hobby or interest]?
- Where do you usually go to hang out with friends?

Example Role-Play Dialogue:

- **A:** What's your favorite food?
- **B:** My favorite food is pizza because it's so delicious and I can add any toppings I want.
- **A:** When do you usually eat pizza?
- **B:** I usually eat pizza on Friday nights as a treat.

- **A:** Who do you usually eat it with?
- **B:** I eat it with my friends when we hang out.

Part 6: Peer Review and Feedback

Task:

1. Pair up with a classmate and listen to their answers during the role-play or interview.
2. Provide constructive feedback on:
 - Clarity and fluency of answers
 - Use of WH-questions
 - Correct grammar and vocabulary

Optional Homework: My Likes and Dislikes

Task: Write a short paragraph (6-8 sentences) about your likes and dislikes.

Include answers to the following questions:

- What do you like to do in your free time?
- Why do you like it?
- What food do you dislike, and why?
- Who do you enjoy spending time with?

Listening – Likes and Dislikes

Conversation

Who's your favorite singer?

A. Listen and Practice

Tom : Do you like, Liz?

Liz : No, I don't like it very much. Do you?

Tom : Yeah, I do. I am a fan of Eminem.

Liz : I think I know him. Does he the piano?

Tom : Piano? No, he doesn't. He's a

Liz : Oh, I guess I don't know much about

Tom : So, what kind of music do you like?

Liz : I really like pop music.

Tom : Who's your favorite singer?

Liz : Celine Dion. I love her voice. Do you like her?

Tom : No, I don't. I don't like pop music very much.

B. Listen to the rest of conversation. Who is Liz favorite group? Does Tom like that group? Why or Why not?

Liz favorite group is

Tom because

C. Listen to four people on a TV game show *Who's my date?* Three men want to invite Linda on a date. What kind of things do they like? What kind of things does Linda like? Who's the best date for Linda?

| | Music | Movies | TV programs |
|--------------|-------|--------|-------------|
| Bill | | | |
| John | | | |
| Tony | | | |
| Linda | | | |

Reading - Likes and Dislikes

Objectives:

1. Students will read a passage about likes and dislikes.
2. Students will practice answering comprehension questions based on the passage.
3. Students will expand their vocabulary related to preferences, hobbies, and food.

Reading Activity Materials

Part 1: Reading Passage

Title: *"My Likes and Dislikes"*

Level: Beginner/Intermediate

Everyone has their own likes and dislikes. Some people love sports, while others prefer quiet hobbies like reading or painting. I have always enjoyed playing basketball because it keeps me active and helps me make new friends. I play every weekend with my friends at the local gym.

However, I don't like running. I find it boring and tiring. I prefer sports where I can be with other people, talking and laughing.

When it comes to food, I love pizza. My favorite type of pizza is margherita, with cheese, tomato, and basil. It's simple but delicious. I also enjoy eating ice cream, especially chocolate and vanilla flavors.

On the other hand, I dislike vegetables, especially broccoli. I don't like the taste or texture. Although I know vegetables are healthy, I can't enjoy them.

In my free time, I like to watch movies, especially comedies and action films. They help me relax after a long week. I also love traveling and exploring new places. I hope to visit many countries in the future.

Part 2: Comprehension Questions

1. What sports does the author enjoy playing?
2. Why doesn't the author like running?
3. What is the author's favorite type of pizza?
4. Which food does the author dislike, and why?
5. What types of movies does the author like to watch?
6. What does the author hope to do in the future?

Part 3: Vocabulary Practice

Task: Match the word with the correct definition.

| Word | Definition |
|----------|---|
| Like | To enjoy something or have a positive feeling about it. |
| Dislike | To not enjoy something or have a negative feeling about it. |
| Favorite | The thing you like the most. |
| Tiring | Something that makes you feel very tired. |
| Relax | To rest and feel calm. |
| Explore | To travel and learn about new places. |

Task: Fill in the blanks with the correct vocabulary words from the list above.

1. I really _____ playing football because it makes me happy.
2. She _____ broccoli because it doesn't taste good to her.
3. My _____ hobby is reading books about history.
4. Hiking up the mountain was very _____, but I felt great afterward.
5. After a busy day, I like to _____ and watch a movie.
6. I want to _____ new countries once I finish school.

Part 4: Discussion Questions

1. What are some things you like to do in your free time?
2. What type of food do you dislike, and why?
3. What is your favorite food or drink, and why?

4. Do you have any hobbies that you enjoy but others might not?
 5. How do you relax after a busy day or week?
-

Part 5: Extension Activity

Task:

Write a short paragraph (5-6 sentences) about your likes and dislikes.

- What activities or hobbies do you enjoy?
 - What food or drinks do you love or dislike?
 - Do you have any favorite pastimes that help you relax?
-

Optional Homework: My Favorite Things

Task:

Write about your favorite things, including:

- Your favorite hobby, food, and activity.
- Why you enjoy them and when you like to do them.

Writing - Likes and Dislikes

Objectives:

1. Students will practice writing a paragraph about their likes and dislikes.
 2. Students will use clear sentence structure and transition words.
 3. Students will expand their vocabulary related to hobbies, food, and activities.
-

Writing Activity Materials

Part 1: Vocabulary Review

Vocabulary Related to Likes and Dislikes:

- **Hobbies:** reading, cooking, swimming, hiking, dancing, traveling, listening to music, painting
- **Food:** pizza, pasta, sushi, salad, chocolate, ice cream, fruits, vegetables, burgers
- **Activities:** playing sports, watching TV, shopping, studying, working out, relaxing, hanging out with friends

Words for Expressing Likes:

I like ...

I love ...

My favorite is ...

I enjoy ...

I am fond of

I am passionate about

Words for Expressing Dislikes:

I don't like ...

I hate ...

I dislike

I am not a fan of ...

I cannot stand ...

I am not fond of ...

Part 2: Writing Prompt

Task:

Write a paragraph about your likes and dislikes. Be sure to include the following:

1. **Introduction:** Briefly introduce the topic of your likes and dislikes.
2. **Body:**
 - Discuss 2 or 3 things you like (e.g., hobbies, food, activities).
 - Discuss 2 or 3 things you dislike.
 - Explain why you like or dislike these things.
3. **Conclusion:** Summarize your preferences.

Guidelines:

- Use at least 5 sentences.
- Use appropriate transition words (e.g., "First," "In addition," "However," "On the other hand").
- Use descriptive language to explain why you like or dislike certain things.

Part 3: Example Paragraph

Topic: My Likes and Dislikes

I have many things I like, but I also have some things I don't enjoy. First of all, I love reading books, especially novels and biographies. I find reading relaxing and it helps me learn new things. In addition, I really enjoy traveling. I like visiting new places because it allows me to explore different cultures and try new foods. On the other hand, I dislike playing video games. I find them boring and a waste of time. I also don't like eating spicy food because it's too hot for me. However, I love sweet treats like chocolate and ice cream. In conclusion, while I have a few dislikes, I am passionate about my hobbies and enjoy exploring new experiences.

Part 4: Writing Structure

Task: Organize your writing into three main parts:

1. **Introduction:** Introduce the topic of your likes and dislikes.
2. **Body:** Discuss a few things you like and dislike, giving reasons.
3. **Conclusion:** Summarize your preferences.

Transition words to use:

| | |
|-------------------|----------------------|
| To begin with ... | First, second, third |
| In addition, ... | On the other hand, |
| However, | In conclusion |

Part 5: Peer Review**Task:**

1. Exchange your writing with a classmate.
2. Provide feedback on:
 - The clarity of ideas
 - The use of transition words
 - The structure of the paragraph (introduction, body, and conclusion)
 - Grammar and spelling

Peer Review Questions:

- Does the paragraph have a clear introduction and conclusion?
 - Are the reasons for liking or disliking things explained clearly?
 - Are the ideas organized logically?
-

Part 6: Extension Activity**Task:**

Write a short letter (5-6 sentences) to a friend, telling them about your likes and dislikes. You can mention:

- A hobby or activity you love and why.
 - A type of food you dislike and why.
 - A fun plan for the weekend or a new thing you want to try.
-

Optional Homework: My Ideal Weekend**Task:**

Write a short essay about how you would spend your ideal weekend. Include:

- Things you would like to do (hobbies, activities, etc.).
- People you would like to spend time with.
- Places you would like to visit.

Unit 6

Speaking - Vacation

Objectives:

1. Students will practice asking and answering WH-questions related to vacations.
2. Students will improve their fluency in speaking and using appropriate vocabulary to discuss travel experiences.
3. Students will engage in conversation by sharing personal vacation experiences and preferences.

Speaking Activity Materials

Part 1: WH-Questions Review

WH-Questions for Vacation:

- **What:** What is your favorite vacation destination?
- **Where:** Where do you usually go for vacations?
- **When:** When do you prefer to go on vacation?
- **Why:** Why do you like visiting that place?
- **Who:** Who do you usually travel with?
- **How:** How do you usually travel (by plane, car, etc.)?

Part 2: Vocabulary Practice

Task: Review vocabulary related to vacations.

- **Types of vacations:** beach holiday, city tour, adventure trip, cultural trip, cruise
- **Travel modes:** plane, car, bus, train, boat
- **Activities:** swimming, sightseeing, hiking, shopping, relaxing, visiting museums, trying new foods
- **Destinations:** mountains, beach, city, countryside, island, theme park, historical sites

Sentence Structures to Use:

- I usually go on vacation to _____.
- My favorite vacation spot is _____ because _____.
- I like to travel by _____ because _____.
- I went to _____ last year and _____.
- I usually travel with _____.

Part 3: Pair Activity - Interview with WH-Questions

Task:

1. Pair up with a classmate.
2. Take turns asking and answering WH-questions about vacations using the prompts below.
3. Use full sentences when responding.

Example Dialogue:

- **A:** Where do you usually go for vacations?
- **B:** I usually go to the beach because I love the sun and the sea.
- **A:** When do you prefer to go on vacation?
- **B:** I prefer to go in the summer because the weather is perfect for swimming and relaxing.
- **A:** How do you usually travel?
- **B:** I usually travel by plane because it's faster, especially for long distances.
- **A:** Who do you usually travel with?
- **B:** I usually travel with my family, but sometimes I go with friends.

Part 4: Group Discussion

Task:

1. Share your answers with the group.
2. Ask each other additional WH-questions to continue the conversation.
3. Use new vocabulary and sentence structures to describe your vacation experiences and preferences.

Example Discussion:

- **A:** What is your favorite vacation destination?
- **B:** My favorite destination is Paris because I love the culture and food.
- **A:** Why do you like Paris?
- **B:** I love Paris because it has so many beautiful places to visit, like the Eiffel Tower and the Louvre Museum.
- **A:** How do you usually get to Paris?
- **B:** I usually fly there, as it's the quickest way to reach the city.

Part 5: Role-Play

Task: Imagine you are a travel agent helping a customer plan their next vacation. Use WH-questions to gather information about their preferences.

Example Role-Play Dialogue:

- **A (Travel Agent):** Where would you like to go for your vacation?
- **B (Customer):** I'm thinking of going to the mountains.
- **A:** What kind of activities do you enjoy on vacation?
- **B:** I like hiking and relaxing in nature.
- **A:** When are you planning to go?
- **B:** I'm planning to go in the fall.
- **A:** How would you like to travel there?
- **B:** I'd prefer to drive.
- **A:** Who will you be traveling with?
- **B:** I'll be traveling with my friends.

Part 6: Peer Review and Feedback

Task:

1. Pair up with a classmate and listen to their answers during the interview or role-play.
2. Provide feedback on:
 - The clarity and fluency of answers
 - Use of WH-questions
 - Correct grammar and vocabulary

Optional Homework: My Ideal Vacation

Task:

Write a short paragraph (6-8 sentences) describing your ideal vacation. Include:

- Where you would go
- What activities you would do
- Who you would travel with
- How you would get there
- When you would go and why you chose that time

Listening - Vacation

Conversation

How was your vacation?

A. Listen and Practice

Celia : Hi, Don. How was your (1)_____?

Don : It was excellent! I went to (2)_____ with my cousin. We had a great time.

Celia : Lucky you! How long (3)_____ you there?

Don : About a (4)_____ .

Celia : Fantastic! Was the (5)_____ ok?

Don : Not really. It was (6)_____ most of the time. But we went surfing every day. The (7)_____ were amazing.

Celia : So, what was the best thing about the trip?

Don : Well, something incredible happened. You (8)_____ believe it!

B. Listen to the rest of the conversation. What happened?

What did you do last night?

A. Listen to John and Laura describe what they did last night. Check the correct information about each person.

| Who ... ? | John | Laura |
|-------------------|------|-------|
| went to a party | | |
| had a good meal | | |
| watched a video | | |
| met an old friend | | |
| got home late | | |

B. Listen again. Who had a good time? Who didn't have a good time? Why / why not?

Reading - Vacation

Objectives:

1. Students will read a passage about vacation experiences and preferences.
2. Students will improve their vocabulary related to travel and holidays.
3. Students will answer comprehension questions to demonstrate understanding of the passage.

Reading Activity Materials

Part 1: Reading Passage

****Title:** *"My Perfect Vacation"*

Level: Intermediate

Vacation is a time for relaxation, adventure, and new experiences.

Last summer, I had the perfect vacation with my family. We went to Bali, an island in Indonesia known for its beautiful beaches, temples, and cultural attractions. The weather was warm and sunny, perfect for a

beach holiday. We stayed in a cozy hotel near the beach, and every morning, we woke up early to watch the sunrise and take a swim in the ocean.

During the day, we visited some famous temples, like Tanah Lot and Uluwatu. I was amazed by the architecture and the peaceful atmosphere. In the evenings, we enjoyed delicious local food, such as nasi goreng (fried rice) and satay (grilled meat skewers). I also had the chance to try some fresh tropical fruits, like mango and pineapple, which were sweet and juicy.

One of the best parts of the trip was exploring the rice terraces in Ubud. The view was breathtaking! We took a guided tour and learned about the traditional farming methods used by the locals. My family and I also enjoyed shopping at the local markets, where we bought handmade crafts and souvenirs.

Overall, my vacation in Bali was an unforgettable experience. It was the perfect combination of relaxation, adventure, and cultural exploration. I can't wait to go back someday!

Part 2: Comprehension Questions

1. Where did the author go on vacation last summer?
2. What activities did the author do during the vacation?
3. What food did the author try in Bali?
4. What did the author find amazing about the temples in Bali?
5. What was one of the best parts of the trip, according to the author?
6. How did the author feel about the vacation in the end?

Part 3: Vocabulary Practice

Task 1: Match the words to their definitions.

| Word | Definition |
|--------------|---|
| Vacation | A period of time spent away from work or school for rest or travel. |
| Relaxation | The state of being free from tension or anxiety. |
| Adventure | An exciting or unusual experience or activity. |
| Tropical | Relating to the tropics, usually hot and humid. |
| Breathtaking | Extremely beautiful or impressive. |
| Souvenir | A thing that is kept as a reminder of a place or event. |

Task 2: Fill in the blanks with the correct vocabulary word from the list above.

1. We bought many _____ to remember our trip to Bali.
2. The _____ in Bali was perfect for swimming and relaxing.

3. I had an amazing _____ when I went hiking in the mountains.
 4. The sunset at the beach was _____.
 5. The island has a _____ climate, with warm temperatures year-round.
 6. After a long day of sightseeing, we spent the evening in _____.
-

Part 4: Discussion Questions

1. Where would you like to go on vacation? Why?
 2. What activities do you usually do during your vacations?
 3. What is your favorite type of food to try when you travel?
 4. Do you enjoy exploring historical or cultural sites during your vacations? Why or why not?
 5. What makes a vacation unforgettable for you?
 6. How do you usually feel after returning from a vacation?
-

Part 5: Extension Activity

Task:

Write a short paragraph (5-6 sentences) describing your dream vacation.

- Where would you go and why?
- What activities would you do there?
- Who would you go with?
- What would make it a memorable trip?

Writing - Vacation

Objectives:

1. Students will practice writing a descriptive paragraph about their vacation preferences or experiences.
 2. Students will learn to organize their writing with a clear introduction, body, and conclusion.
 3. Students will use specific vocabulary related to travel and holidays.
-

Writing Activity Materials

Part 1: Vocabulary and Sentence Structures

Vacation-related vocabulary:

- **Types of vacations:** adventure trip, beach holiday, city tour, cultural trip, nature retreat, cruise, road trip
 - **Activities:** hiking, swimming, sightseeing, shopping, relaxing, visiting museums, trying new foods
-

- **Destinations:** beach, mountains, city, countryside, island, historical sites, theme park, national park
- **Travel modes:** car, plane, bus, train, boat

Useful sentence structures:

- I would love to go on a _____ because _____.
- My favorite vacation destination is _____ because _____.
- I enjoy _____ when I am on vacation because _____.
- I prefer traveling by _____ because _____.
- Last year, I went to _____, and it was amazing because _____.

Part 2: Writing Prompt

Task:

Write a paragraph (5-6 sentences) about your favorite vacation destination or the type of vacation you would love to have. In your paragraph, make sure to include:

1. **Introduction:** Briefly introduce your topic (your favorite vacation destination or ideal vacation).
2. **Body:** Describe your destination or vacation type, explaining why you like it and what you would do there. Mention any activities you would enjoy and what makes it special to you.
3. **Conclusion:** Summarize your vacation preference or experience and explain why it would be unforgettable.

Guidelines:

- Be clear and descriptive about your vacation choice.
- Use at least 3 activities or reasons to explain your preference.
- Use transition words such as "First," "In addition," "Finally," "For example," to organize your ideas.

Part 3: Example Paragraph

Title: My Dream Beach Vacation

My dream vacation is a relaxing trip to a beautiful tropical beach. I would love to visit the Maldives because it has stunning white sand beaches and crystal-clear water. During my vacation, I would spend my days swimming in the ocean, enjoying the warm sunshine, and snorkeling to explore the underwater world. In the evenings, I would enjoy delicious seafood while watching the sunset over the horizon. I think this would be the perfect place to relax and unwind, away from the busy city life. In conclusion, a beach vacation in the Maldives would be unforgettable because of its natural beauty and peaceful atmosphere.

Part 4: Writing Structure

Task: Organize your writing into three main parts:

1. **Introduction** – Introduce your favorite vacation destination or type of vacation.
 2. **Body** – Describe the place or activities and explain why you enjoy them.
 3. **Conclusion** – Summarize your reasons and explain why it would be a perfect vacation.
-

Part 5: Peer Review

Task:

1. After writing your paragraph, exchange it with a classmate.
 2. Read their paragraph and provide feedback on:
 - Whether the paragraph is clearly organized (introduction, body, conclusion).
 - Whether the reasons for liking the vacation destination or activities are well explained.
 - Whether the writing uses a variety of sentence structures and vocabulary.
 3. Offer suggestions for improvement (e.g., more detail, better transitions, or new vocabulary).
-

Part 6: Extension Activity

Task:

Write a letter to a friend describing your favorite vacation spot. In the letter, include:

- Where you would go and why you chose this destination.
- What activities you would do there and who you would like to go with.
- Your favorite memories from past vacations (if any).
- Encourage your friend to visit this place or try similar activities.

Unit 7

Speaking - Shopping

Objectives:

1. Students will practice asking and answering WH-questions related to shopping.
2. Students will improve their fluency in speaking about shopping experiences and preferences.
3. Students will use appropriate vocabulary to describe their shopping habits and discuss different types of shopping (online, in stores, etc.).

Speaking Activity Materials

Part 1: WH-Questions for Shopping

WH-Questions to use during the activity:

- **What:** What do you usually buy when you go shopping?
- **Where:** Where do you usually go shopping (malls, markets, online, etc.)?
- **When:** When do you usually go shopping (weekends, holidays, special events)?
- **Why:** Why do you prefer shopping at [store] or online?
- **Who:** Who do you usually go shopping with?
- **How:** How do you usually pay for your purchases (cash, credit card, online payment)?

Part 2: Vocabulary Practice

Shopping-related vocabulary:

- **Types of shops:** supermarket, department store, shopping mall, online store, boutique, market
- **Items:** clothes, shoes, groceries, electronics, books, accessories, gifts
- **Payment methods:** cash, credit card, debit card, mobile payment, PayPal
- **Shopping activities:** browsing, buying, returning, trying on, comparing prices, window shopping
- **Descriptive adjectives:** expensive, cheap, stylish, comfortable, trendy, practical, high-quality

Part 3: Pair Activity - Interview with WH-Questions

Task:

1. Pair up with a classmate.
2. Take turns asking and answering the WH-questions about shopping.
3. Use full sentences when responding and try to give detailed answers.

Example Dialogue:

- **A:** What do you usually buy when you go shopping?
- **B:** I usually buy clothes and accessories, especially in the winter.

- **A:** Where do you prefer to shop?
- **B:** I usually shop online because it's more convenient, but I sometimes go to the mall for clothes.
- **A:** When do you usually go shopping?
- **B:** I go shopping on weekends when I have free time.
- **A:** Why do you prefer shopping online?
- **B:** I like it because I can compare prices easily and find good deals.
- **A:** How do you usually pay for your purchases?
- **B:** I usually pay with my credit card because it's quick and secure.

Part 4: Group Discussion

Task:

1. Share your answers with the group.
2. Ask each other additional WH-questions to continue the conversation.
3. Use new vocabulary and sentence structures to describe your shopping experiences and preferences.

Discussion Questions:

- What type of shopping do you enjoy the most—clothes shopping, grocery shopping, or shopping for gadgets? Why?
- Where is the best place to shop in your city, and why?
- When was the last time you bought something you didn't need?
- Why do some people prefer shopping online over going to physical stores?
- How do you feel about big sales like Black Friday or end-of-season discounts?

Part 5: Role-Play - Shopping Experience

Task:

1. Pair up with a classmate and role-play a shopping experience. One person will be the customer, and the other will be the store employee.
2. Use WH-questions to ask about products, prices, and store policies.

Example Role-Play Dialogue:

- **A (Customer):** Hi, can you help me find a jacket?
- **B (Store Employee):** Sure! What type of jacket are you looking for?
- **A:** I'm looking for something warm but also stylish.
- **B:** We have some great winter jackets over here. When do you usually wear jackets like these?
- **A:** I wear them mostly during the winter and when it gets chilly in the evenings.

- **B:** This one is very popular. It's on sale for \$50. Would you like to try it on?
- **A:** Yes, I'll try it on. How do I pay for it if I decide to buy it?
- **B:** You can pay by cash or card at the counter.

Part 6: Peer Review and Feedback

Task:

1. Pair up with another classmate and listen to their answers during the interview or role-play.
2. Provide feedback on:
 - The clarity and fluency of their responses
 - Correct use of WH-questions
 - Use of vocabulary and grammar
3. Offer suggestions for improvement (e.g., more detail, better transitions, or new vocabulary).

Part 7: Extension Activity - Shopping Survey

Task:

Create a short survey with 5 WH-questions about shopping habits (e.g., "What is your favorite item to shop for?" or "Where do you usually buy clothes?").

- Ask your classmates to complete the survey and then summarize the results in a short paragraph.

Listening - Shopping

A. Listen to Tim and Sandra shopping. Complete the chart!

| Item | Price | Do they buy it? | reason |
|------|-------|-----------------|--------|
| | | | |
| | | | |
| | | | |
| | | | |

B. Listen and Practice.

Steve : Look at those _____, Maria. They're perfect for you.

Maria : These red _____. I'm not sure.

Steve : No, the yellow _____.

Maria : Oh, these? Hmm.. Yellow isn't really a good color for me.

Steve : Well, that _____ isn't bad.

- Maria : Which _____?
- Steve : That blue _____ right there. How much is it?
- Maria : It's \$42. That's _____.
- Steve : hey, let me get it for you. It's your birthday present. Happy birthday!

C. Listen to the rest of the conversation. What else do they buy? Who pays for it?

Reading - Shopping

Objectives:

1. Students will read a passage about shopping habits and preferences.
2. Students will improve their vocabulary related to shopping and shopping experiences.
3. Students will answer comprehension questions and engage in discussions related to the passage.

Reading Activity Materials

Part 1: Reading Passage

Title: *Shopping in the Modern World*

Level: Intermediate

Shopping has changed dramatically over the years.

In the past, people had to visit physical stores to buy things. They would go to the local market, department stores, or shopping malls to buy groceries, clothes, or household items. People often spent hours walking through stores, looking for the best deals or the latest fashion trends.

Today, shopping has become much more convenient thanks to the internet. Online shopping has exploded in popularity, allowing people to buy almost anything from the comfort of their homes. Websites like Amazon, eBay, and other online retailers offer a wide range of products, from books and electronics to clothing and food. One of the major benefits of shopping online is the ability to compare prices and read reviews from other customers before making a purchase.

Another trend in modern shopping is the rise of mobile shopping. Many people now shop using their smartphones, either through apps or mobile websites. With just a few clicks, you can purchase products, track your orders, and even receive notifications about discounts or sales.

Despite the popularity of online and mobile shopping, traditional shopping in stores is still important for many people. Some enjoy the experience of browsing, trying on clothes, or seeing products in person before making a purchase. For example, it's difficult to buy shoes or clothes online without trying them on first.

Shopping has also become an activity that people do for fun. Many people enjoy going to malls or shopping districts not just to buy things, but to relax, socialize, and enjoy the atmosphere. In fact, shopping centers have become more than just places to buy products—they are entertainment hubs, with restaurants, cinemas, and even amusement parks in some locations.

Part 2: Comprehension Questions

1. How has shopping changed over the years?
2. What are the advantages of online shopping mentioned in the passage?
3. How has mobile shopping become popular in recent years?
4. Why do some people still prefer shopping in physical stores?
5. What additional features do modern shopping centers offer?
6. What types of products are commonly sold online?
7. What is one reason why shopping in stores can be more enjoyable than online shopping?

Part 3: Vocabulary Practice

Task 1: Match the words with their definitions.

| Word | Definition |
|----------------|--|
| Convenience | The state of being easy and comfortable to do. |
| Retailer | A business or person that sells goods to consumers. |
| Comparison | The act of looking at two or more things to see how they are similar or different. |
| Browse | To look through or glance at something casually. |
| Entertainment | Activities designed to amuse or engage people. |
| Discount | A reduction in the price of something. |
| Amusement Park | A large outdoor area with games, rides, and attractions for entertainment. |

Task 2: Fill in the blanks using the words from the list above.

1. The _____ at the shopping mall includes a movie theater and an ice cream shop.
2. Many shoppers like to _____ through different stores to find the best deals.
3. Online stores often offer _____ during holiday seasons.
4. Some people find it difficult to buy clothes online because they can't _____ them first.
5. I prefer shopping at stores that offer good customer service and a lot of _____.
6. The _____ of shopping online is that you don't have to leave your house to buy anything.
7. Before making a purchase, it's important to do a price _____ to get the best value.

Part 4: Discussion Questions

1. Do you prefer shopping online or in physical stores? Why?
 2. What kind of products do you usually buy online?
 3. How do you feel about the popularity of mobile shopping? Do you use it often?
 4. What are the advantages of shopping in a store instead of online?
 5. Have you ever made a purchase based on reviews from other customers?
 6. How do shopping malls or centers in your city compare to the ones described in the passage?
 7. What is the most enjoyable part of shopping for you?
-

Part 5: Extension Activity

Task:

Write a short essay (5-7 sentences) on the following topic:

"How has online shopping changed the way we shop?"

- Discuss how online shopping has made shopping more convenient or challenging.
- Compare online shopping with traditional shopping in stores.
- What do you think the future of shopping will look like?

Writing - Shopping

Objectives:

1. Students will practice writing descriptive paragraphs about their shopping preferences or experiences.
 2. Students will use new vocabulary related to shopping and shopping experiences.
 3. Students will develop their writing skills by organizing their ideas clearly and cohesively.
-

Writing Activity Materials

Part 1: Vocabulary and Useful Phrases

Shopping-related vocabulary:

- **Types of stores:** department store, supermarket, shopping mall, boutique, market, online store
 - **Items:** clothing, shoes, accessories, groceries, electronics, books, cosmetics
 - **Adjectives to describe shopping:** expensive, affordable, trendy, stylish, practical, comfortable, high-quality, luxurious
 - **Payment methods:** credit card, debit card, cash, online payment
 - **Shopping actions:** browsing, buying, comparing prices, returning, trying on, shopping spree
-

Useful phrases for writing:

- I enjoy shopping at _____ because _____.
- One of my favorite items to buy is _____ because _____.
- I prefer to shop at _____ because they offer _____.
- When I go shopping, I usually buy _____ for _____.
- I find shopping online to be _____ because _____.
- The best part about shopping is _____ because _____.

Part 2: Writing Prompt

Task:

Write a paragraph (5-7 sentences) about your shopping habits or a memorable shopping experience. In your paragraph, include:

1. **Introduction:** Briefly introduce your shopping habits or a shopping experience you had.
2. **Body:** Describe where and what you usually shop for, why you enjoy it, or the experience you had.
3. **Conclusion:** Explain why shopping is important to you or why it was a special experience.

Guidelines:

- Use descriptive language to explain your shopping experience or habits.
- Include specific details (e.g., where you shop, what you buy, who you shop with).
- Use at least 3 pieces of vocabulary from the list provided above.

Part 3: Example Paragraph

Title: *My Favorite Shopping Experience*

Last year, I had an unforgettable shopping experience during my trip to New York City. I went to one of the largest shopping malls in the city and spent the whole day browsing through different stores. The best part of the day was when I found the perfect leather jacket at a boutique store. It was expensive, but it was made of high-quality material and fit perfectly. I spent quite a bit of time comparing prices at different stores, but I was happy to invest in this jacket because it was both stylish and practical. This experience made me realize that shopping isn't just about buying things; it's about enjoying the process and finding something that makes you happy.

Part 4: Writing Structure

Task: Organize your paragraph into three main sections:

1. **Introduction** – Introduce your topic (shopping habits or experience).
2. **Body** – Describe the details of your shopping habits or experience.

3. **Conclusion** – Explain why shopping is enjoyable or why the experience was memorable.
-

Part 5: Peer Review and Feedback

Task:

1. After writing your paragraph, exchange it with a classmate.
 2. Read their paragraph and provide feedback on:
 - Clarity and fluency of their writing.
 - Use of specific vocabulary related to shopping.
 - Structure of their paragraph (introduction, body, and conclusion).
 3. Offer suggestions for improvement (e.g., more descriptive details, clearer organization, or different vocabulary).
-

Part 6: Extension Activity - Shopping Comparison Essay

Task:

Write a short essay (8-10 sentences) comparing **online shopping** and **shopping in physical stores**.

Discuss the advantages and disadvantages of both methods, and express which one you prefer and why.

Guidelines:

- Mention specific points like convenience, prices, variety of products, and customer service.
- Use linking words such as "however," "on the other hand," "in addition," and "for example."

Unit 8

Speaking - Future Plans

Objectives:

1. Students will practice asking and answering WH-questions related to future plans and aspirations.
 2. Students will improve their ability to express their future goals using appropriate vocabulary.
 3. Students will enhance their fluency by engaging in conversations about their personal future.
-

Speaking Activity Materials

Part 1: WH-Questions for Future Plans

WH-Questions to use during the activity:

- **What:** What are your plans for the next year?
 - **Where:** Where do you see yourself in five years?
 - **When:** When do you plan to start working on your future goals?
 - **Why:** Why is it important to have clear future plans?
 - **Who:** Who would you like to work with in the future?
 - **How:** How do you plan to achieve your goals?
-

Part 2: Vocabulary for Future Plans

- **Plans:** goals, ambitions, aspirations, dreams, projects
 - **Actions:** achieve, pursue, improve, develop, explore
 - **Time-related words:** next year, in five years, by 2030, soon, eventually, in the future
 - **Job-related terms:** career, profession, job, work, position, occupation
 - **Personal goals:** study, travel, learn, get fit, save money, start a family
-

Part 3: Pair Activity - Interview with WH-Questions

Task:

1. Pair up with a classmate.
2. Take turns asking and answering the WH-questions about your future plans.
3. Use full sentences when responding and provide detailed answers.

Example Dialogue:

- **A:** What are your plans for the next year?
 - **B:** I plan to finish my studies and start an internship in a marketing company.
 - **A:** Where do you see yourself in five years?
 - **B:** In five years, I hope to be working as a marketing manager at a large company.
-

- **A:** When do you plan to start working on your future goals?
- **B:** I'm going to start preparing for my career by applying for internships next summer.
- **A:** Why is it important to have clear future plans?
- **B:** Having clear future plans helps me stay focused and motivated.
- **A:** Who would you like to work with in the future?
- **B:** I would love to work with a creative team in a dynamic company.
- **A:** How do you plan to achieve your goals?
- **B:** I plan to work hard, take courses related to my field, and network with professionals.

Part 4: Group Discussion

Task:

1. Share your answers with the group.
2. Ask each other additional WH-questions to continue the conversation.
3. Try to use new vocabulary related to future plans and goals.

Discussion Questions:

- What is one of your biggest goals for the future?
- Where would you like to live in the future?
- When do you think you'll be ready to start your dream job?
- Why do you think it's important to have a vision for the future?
- How can planning for the future help reduce stress?
- Who inspires you in terms of future success?
- What are some challenges you think you might face in reaching your future goals?

Part 5: Role-Play - Career Planning

Task:

1. Pair up with a classmate and role-play a conversation between a career advisor and a student discussing future plans.
2. The career advisor should ask WH-questions to understand the student's goals, while the student should respond with their plans and aspirations.

Example Role-Play:

- **A (Career Advisor):** So, what are your goals for the next few years?
- **B (Student):** I want to become a doctor, so I'm planning to apply for medical school next year.
- **A:** That's a great goal! When do you plan to start preparing for the entrance exams?
- **B:** I will start studying for the exams this summer and take prep courses.

- **A:** Why do you want to become a doctor?
- **B:** I've always wanted to help people, and I'm passionate about medicine.
- **A:** Who are you going to ask for recommendations?
- **B:** I plan to ask my professors and some doctors I've worked with during internships.
- **A:** How do you plan to balance your studies with personal life?
- **B:** I'll create a schedule to manage my time well and make sure I take breaks.

Part 6: Peer Review and Feedback

Task:

1. After the interview or role-play, pair up with another classmate and provide feedback on:
 - How clear and detailed their responses were.
 - Whether they used the WH-questions correctly.
 - Their pronunciation and fluency.
2. Offer suggestions for improvement (e.g., more details, clearer answers, or using more advanced vocabulary).

Part 7: Extension Activity - Future Plans Presentation

Task:

Prepare a short presentation (3-5 minutes) about your future plans. You should include:

- What your goals are.
- Where you see yourself in 5-10 years.
- How you plan to achieve your goals.
- Any challenges you might face along the way.
- Who you might work with or be inspired by.

Listening – Future Plans

A. Memory lane

Linda and Scott are looking through a photo album. Listen to their conversation. How have they changed? Write down three changes.

| Changes |
|---------|
| |
| |
| |

B. Planning Your Future

a. Listen and Practice

- Alex : So, What are you going to do after graduation, Susan?
 Susan : Well, I've saved some money, and I think I'd really like to travel.
 Alex : Lucky you. That sounds exciting!
 Susan : Yeah. Then I plan to get a job and my own apartment.
 Alex : Oh, You are not going to live at home?
 Susan : No, I don't want to live with my parents – not after I start to work.
 Alex : I know what you mean.
 Susan : What about you, Alex? Any plans yet?
 Alex : I'm going to get a job and live at home. I'm broke, and I want to pay off my student loan.

b. Listen to the rest of conversation. What kind of jobs does Alex want? Where would Susan like to travel?

Reading - Future Plans

Objectives:

1. Students will read a passage about future plans and aspirations.
2. Students will improve their reading comprehension through detailed questions and discussions.
3. Students will reflect on their own future plans and share them with classmates.

Reading Activity Materials

Part 1: Reading Passage

Title: *Planning for the Future*

Level: Intermediate

Everyone has dreams for the future. Some people dream of traveling the world, while others dream of becoming doctors, teachers, or artists. No matter the dream, planning is key to making these goals a reality.

When thinking about the future, it's important to set clear goals. For example, if you want to become a doctor, you need to plan for medical school, internships, and years of study. It's also important to think about the kind of doctor you want to be: a surgeon, a pediatrician, or a general practitioner. Planning your future isn't just about choosing a career. It's also about deciding how you want to live, where you want to go, and who you want to become.

Some people's plans focus on personal development. For instance, many people dream of becoming fluent in a second language or learning to play an instrument. These are great goals, but they also require careful planning and time management.

Other people have more short-term plans, such as finding a job, moving to a new city, or starting a family. Short-term goals can often lead to bigger long-term goals, and they should be given just as much attention.

The key to success is perseverance. No matter what your future plans are, you will face challenges along the way. But with determination and a solid plan, you can overcome obstacles and reach your dreams.

Part 2: Comprehension Questions

1. What are some examples of future plans mentioned in the passage?
2. According to the passage, what is important when thinking about the future?
3. What does the passage say about short-term and long-term plans?
4. Why is perseverance important in achieving future plans?
5. How can personal development goals, like learning a second language, be achieved?
6. What does the passage suggest about choosing a career?
7. What challenges might people face when working toward their future plans?

Part 3: Vocabulary Practice

Task 1: Match the words with their definitions.

| Word | Definition |
|----------------------|---|
| Dream | An idea or goal that someone hopes to achieve. |
| Perseverance | Continued effort and determination despite difficulties. |
| Internship | A period of practical work experience, often for students. |
| Determination | The quality of being determined to achieve something. |
| Personal development | The process of improving oneself through activities that develop talents and potential. |
| Goal | An aim or desired result that a person works towards. |
| Obstacles | Challenges or barriers that prevent progress. |

Task 2: Fill in the blanks with the correct words from the list above.

1. His _____ to finish his studies kept him going even when things got difficult.
2. I want to improve my skills and focus on my _____ in the next few years.
3. After graduation, I'm planning to apply for an _____ at a company in my field.
4. Everyone faces _____ when trying to achieve their dreams, but it's important not to give up.
5. One of my main _____ for the future is to become a successful engineer.

6. To achieve your dreams, you need to have strong _____ and not give up easily.
 7. It is important to set realistic _____ to help you stay on track.
-

Part 4: Discussion Questions

1. What is one of your biggest dreams or goals for the future?
 2. How do you plan to achieve your dreams?
 3. Do you think it's important to set both short-term and long-term goals? Why?
 4. What challenges do you think people face when working toward their future plans?
 5. How do you stay motivated when working toward a long-term goal?
 6. What skills or abilities do you want to develop in the future?
 7. Do you think planning your future is important? Why or why not?
-

Part 5: Extension Activity - Writing about Future Plans

Task:

Write a short essay (6-8 sentences) about your future plans. In your essay, include:

- What your main goal for the future is.
- How you plan to achieve this goal.
- What challenges you might face and how you will overcome them.
- Why this goal is important to you.

Writing - Future Plans

Objectives:

1. Students will develop their ability to express their future goals in written form.
 2. Students will practice writing coherent paragraphs, including details and explanations.
 3. Students will use appropriate vocabulary to describe future plans and aspirations.
-

Writing Activity Materials

Part 1: Vocabulary for Future Plans

Before starting the writing task, introduce the following vocabulary related to future goals:

- **Goals:** ambitions, dreams, objectives, aspirations, plans, targets
 - **Actions:** achieve, pursue, work toward, plan, set, accomplish, aim for
 - **Time-related words:** next year, in five years, by 2030, in the future, shortly, eventually
 - **Job-related terms:** career, profession, position, occupation, role, workplace
 - **Personal goals:** improve, learn, explore, grow, succeed, develop, change, experience
-

Part 2: Writing Prompt

Task:

Write a paragraph (6-8 sentences) about your future plans. In your paragraph, be sure to include:

1. **Introduction:** A brief overview of your general future plans or aspirations.
2. **Body:** Explain what specific goals you have for your future (e.g., career, personal development, travel).
3. **Conclusion:** Discuss how you plan to achieve your goals and why they are important to you.

Guidelines:

- Use specific details to explain your goals.
- Mention time frames (e.g., next year, in five years).
- Focus on how you plan to accomplish your goals and what steps you will take.

Part 3: Example Paragraph

Title: *My Future Plans*

In the next few years, I have several goals that I am eager to accomplish. First, I plan to finish my studies and graduate from university with a degree in computer science. After that, I want to pursue a career in software development and work for a technology company. In five years, I hope to be a senior developer and contribute to exciting projects that make a difference. I also plan to travel to different countries to experience new cultures and improve my language skills. To achieve these goals, I will continue working hard in school, gaining practical experience through internships, and setting realistic milestones to track my progress. My future plans are important to me because I believe they will help me grow both personally and professionally.

Part 4: Writing Structure

Help students organize their paragraph into three main parts:

1. **Introduction** – Provide an overview of the goals or plans.
2. **Body** – Explain the details of each goal, including what actions will be taken and when.
3. **Conclusion** – State why these goals are important and how you will achieve them.

Part 5: Peer Review and Feedback

Task:

1. After writing your paragraph, exchange it with a classmate.
2. Provide feedback on:
 - How clear and specific the future goals are.

- The structure and flow of the writing.
 - Whether they used time frames and vocabulary appropriately.
3. Offer suggestions for improvement (e.g., add more details, clarify plans, use varied vocabulary).
-

Part 6: Extension Activity - Future Plans Essay

Task:

Write a longer essay (10-12 sentences) about your future plans. In your essay, include:

- A description of your long-term goals (e.g., career, personal development, hobbies).
- The steps you will take to achieve these goals (e.g., education, practice, networking).
- Challenges you might face and how you plan to overcome them.
- Why these plans are important to you and how they align with your values.

Guidelines:

- Use linking words like "first," "next," "then," "in addition," "finally."
- Provide a clear structure with an introduction, body, and conclusion.
- Be sure to use time-related words and action verbs to make your plans sound specific.

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