BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

TIẾNG ANH 7

SÁCH GIÁO VIÊN



KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

HOÀNG VĂN VÂN (Tổng Chủ biên) – NGUYỄN THỊ CHI (Chủ biên)
LÊ KIM DUNG – NGUYỄN THUỴ PHƯƠNG LAN – PHAN CHÍ NGHĨA
LƯƠNG QUỲNH TRANG – NGUYỄN QUỐC TUẤN

GLOBAL SUCCESS

TIẾNG ANH 7

SÁCH GIÁO VIÊN

(Tái bản lần thứ nhất, có chỉnh lí, bổ sung)



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

INTRODUCTION

TIẾNG ANH 7 – GLOBAL SUCCESS is the second of the four-level English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical and theme-based syllabus approved by the Ministry of Education and Training in December 2018, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading, and writing).

THE COMPONENTS OF THE TEXTBOOK

The components of **TIẾNG ANH 7 – GLOBAL SUCCESS** consist of a Student's Book, a Teacher's Book, a Workbook and a CD.

THE STUDENT'S BOOK

The Student's Book contains:

- Book map: outlining the contents of each unit.
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons.
- four Reviews, each providing revision and further practice of the previous three units, to be dealt with in two periods.
- Glossary: giving meanings and phonetic transcriptions of the new words in each unit.

THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching every part of each unit. The answer keys and audio scripts of the exercises in the Student's Book are also given in the Teacher's Book.

THE WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers:

- further practice of the language and skills taught in class
- four additional tests for self-assessment

THE CD

The CD includes the audio of all listening exercises and dialogues.

THE COMPONENTS OF EACH UNIT

There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each. These 12 richly illustrated, cross-curricular and theme-based units offer students engaging lessons and a joyful learning experience. At the beginning of each unit, there are explicit learning objectives that clearly state the main language points and skills to be taught in the unit.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SECTION 1: GETTING STARTED

This section covers two pages of each unit, and it is designed for one 45-minute period in class. It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learnt and practised through the skills and activities of the unit.

SECTION 2: A CLOSER LOOK 1

A Closer Look 1 and ***2*** are each designed to be taught in one 45-minute period.

A Closer Look 1 presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two sounds, which appear frequently in the unit, are given and practised in isolation and in context. Stress pattern of two-syllable words, three-syllable words, and rising and falling intonation for questions are also dealt with in the last units of the book. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

SECTION 3: A CLOSER LOOK 2

This section deals with the main grammar point(s) of the unit. The new language point(s) taught in this section is / are already introduced in **Getting Started**. The exercises are well illustrated to help students remember and use the grammar items effectively. The **Remember!** boxes appear wherever necessary to give the rules or explanations and help students avoid common errors.

A Closer Look 1 and ***2*** cover three pages and mainly give language focus and some practice of reading and listening.

SECTION 4: COMMUNICATION

This section is designed to help students use functional language in real life contexts and consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives and provides cultural information about Viet Nam and other countries.

Everyday English in this section gives students the skills to communicate effectively in various everyday situations. This part contains a lot of fixed expressions to provide students with giving and responding to language functions such as talking about likes and dislikes, asking for and giving advice, expressing compliments, asking for and saying the price, etc.

SECTION 5: SKILLS 1

Skills 1 and ***Skills 2***, each covers one page, and are each designed to be taught in one 45-minute period. ***Skills 1*** comprises reading (a receptive skill) and speaking (a productive skill).

Reading

This section aims to develop students' reading ability. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activities achievable. The reading is always interesting and relevant to students, and links with the topic of the unit. Important new vocabulary is introduced in the text and practised in follow-up activities. The reading also provides input for the speaking activities that follow.

Speaking

This section aims to provide further practice to support students in their spoken English. The activities use the given suggestions, introduced items in the **Reading** section in combination with the previously learnt language in new contexts.

SECTION 6: SKILLS 2

Skills 2 is composed of listening (a receptive skill) and writing (a productive skill).

Listening

The listening activities follow the oral practice in the **Speaking** section. They provide students with an opportunity to listen to the language that they have practised orally, and train them to listen for general and specific information.

Writing

This section focuses on developing students' writing skills. It normally involves one of the text types required for students' skill development. There is a writing tip or a guideline to help students write effectively. Upon successful completion of the writing activity, students produce a complete piece of writing. Ideally the teacher, class or groups of students mark the complete writing texts.

SECTION 7: LOOKING BACK & PROJECT

This section covers two pages and should be dealt with in one period.

Looking Back recycles the language from the previous sections and links it with the unit topic. Its activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Teachers can use this section to evaluate their students' performance and provide further practice if necessary.

Project helps students improve their ability to work independently and in a team. It extends their imagination in a field related to the unit topic. Teachers can use this as an extra-curricular activity (for group work) or as homework for students to do individually.

REFERENCE ON SKILLS AND LANGUAGE TEACHING

1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 7 – Global Success**.

- The reading activities in **Tiếng Anh 7 – Global Success** aim to help students develop sub-skills such as reading for gist and scanning for details.
- In developing reading skills, students are taught to read aloud. This provides an implicit opportunity for them to practise their pronunciation and intonation.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focusing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, teachers should encourage students to guess what the text is about, what new words will appear in the text, etc.

2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 7 – Global Success**: spoken interaction and spoken production. The former refers to the ability to ask and answer questions and handle exchanges with others. The latter refers to students' ability to produce language appropriately and correctly.

Speaking activities should include:

- *Pronunciation:* helps students practise the stress, rhythm, and intonation patterns of English in a natural way. It is crucial to provide students with lots of models and to build up their confidence with examples of correct pronunciation.
- *Repetition:* helps students memorise vocabulary and 'chunk' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as

a part of communicative interactions in class. One strategy is to provide lots of opportunities for students to practise in a non-threatening environment through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greeting and saying goodbye) at the beginning and the end of the lessons. Asking for permission, using common classroom expressions such as *I don't understand. Could you say it again, please? May I ask you a question?* or answering a question, *I don't know. I think / guess,* and *Perhaps*, etc. are important language tasks for students to practise daily.

- *Pair work / group work* and *class presentations:* help students talk freely in a language situation related to the topic of the unit. They also make students feel secure and boost their confidence in speaking.

Error correction should be done cautiously by teachers. When students are talking, teachers should not stop them to correct mistakes. Mistakes should be analysed and only common errors should be highlighted afterwards and corrected collectively.

3. TEACHING LISTENING

Through listening, students become familiar with the sounds, rhythms, and intonations of English. When listening to English, students are actively engaged in constructing meaning and making sense of what they hear – using their knowledge and the clues provided by the context. It is very important to teach students to be aware of the purpose, content, and intonations of the listening text.

Before listening, teachers should motivate and engage students in the listening activity; encourage them to predict the listening content; and introduce to them the new vocabulary which occurs in the listening text.

The listening activity aims to help students understand spoken English and develop sub-listening skills such as listening for gist and listening for details.

4. TEACHING WRITING

The writing activity aims to develop students' basic writing skills in English. Its emphasis is on providing writing techniques for a particular genre (such as websites, emails, postcards, descriptions) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing, while writing*, and *after writing*.

- *Before writing*: helps students understand why they are going to write and provides them with the language input to express their ideas in English.
- *While writing*: helps students work independently under the teacher's guidance and supervision.
- *After writing*: helps students consolidate their writing skills through a follow-up activity such as completing a final draft, copying the draft into students' notebooks or on a clean sheet of paper. Students focus on neatness, spelling, punctuation, use of words, sentence structures, and organisation of the writing.

5. TEACHING PRONUNCIATION

Teaching pronunciation consists of teaching phonetics (sounds in isolation and in context), rhymes, and chants. With the knowledge of phonics learnt in previous years, students are able to improve their speaking and reading skills because they can identify the spelling and pronunciation patterns of listening texts and decode them quickly. Teachers focus students' attention on letters and their sounds in words, and model the new sounds a few times for students to repeat.

In teaching pronunciation, it is advisable that the teacher should engage students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Letter / sound focus and repetition
- Line by line repetition and clapping

- Focus on syllables
- Marking, comparing, and practising
- Pair / group practice, performance

6. TEACHING VOCABULARY

Teaching vocabulary helps students understand, memorise, and use words appropriately in specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students meet the same words embedded in different contexts and activities repeatedly.

The aim of teaching vocabulary is to help students recognise, practise, and memorise the new words. These can be done by using visual aids; by allowing students to listen and repeat the words; by explaining their meanings, using definitions, pictures, flashcards, and translation if necessary; and finally, by getting students to practise using the words with a range of spoken or written activities which can be done individually or in pairs.

7. TEACHING GRAMMAR

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts.

Grade 7 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, reading texts, chants, rhymes, stories, and songs they learnt in grade 6.

One way to enable students' language awareness is drawing their attention to specific language patterns or features of grammatical forms and, if necessary, comparing or contrasting these with corresponding patterns and forms in Vietnamese. The appropriate techniques to be used are:

- Focusing students' attention on the new grammatical patterns in the texts.
- Providing models for students to practise the new grammatical items in spoken and written activities, using the cued pictures or prompts in their books.
- Reinforcing the new grammatical items with a variety of spoken and written activities.

8. PAIR WORK / GROUP WORK

Using pair work and group work, teachers can give students the opportunity to practise what they have been exposed to meaningfully, increase students' talking time, and encourage their independence.

The following are some suggestions about how to set up pair work and group work:

- Be sure to fully explain the procedure before splitting the class up.
- Ask students to tell teachers what they have to do before they do it to check their understanding.
- Set a clear time limit.
- Provide and promote students' interaction in order to help them succeed.
- Encourage students to develop an awareness of their own language abilities and learning needs.
- Control who works with whom so students aren't always being dominated or dominating others.

Remember that the teacher has to find different ways to minimise the problems likely to occur during pair work or group work such as noise, mistakes and discipline problems, including switching to Vietnamese.

Note:

- **All of the procedures written in this book are only suggestions. Teachers may adapt these or design their own to suit their students and real teaching contexts.**
- **Teachers should advise students not to write in their textbooks.**

Unit 1 HOBBIES

Objectives:

By the end of this unit, students will be able to:

- use the words related to hobbies and verbs of liking and disliking to talk about different hobbies;
- pronounce the sounds /ə/ and /ɜ: / correctly;
- use the present simple tense;
- talk about likes and dislikes;
- read for specific information about a hobby;
- talk about the benefits of hobbies;
- listen for specific information about one's hobby;
- write a paragraph about one's hobby.



WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Before Ss open their books, T asks Ss what they like doing for pleasure in their free time. Summarise Ss' answers and ask them what these activities are called. Elicit the word 'hobbies'. Write the unit title on the board *Hobbies*. Let Ss open their books and start the lesson.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

MY FAVOURITE HOBBY

ACTIVITY 1

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.**


GETTING STARTED

My favourite hobby

1 Listen and read. (T)

Ann: Your house is very nice, Trang.

Trang: Thanks! Let's go upstairs. I'll show you my room.

Ann: I love your dollhouse. It's amazing. Did you make it yourself?

Trang: Yes. I like building dollhouses very much.

Ann: Really? Is it hard to build one?

Trang: Not really. All you need is some cardboard and glue. Then just use a bit of creativity. What do you do in your free time?

Ann: I like horse riding.

Trang: That's rather unusual. Not many people do that.

Ann: Actually, it's more common than you think. There are some horse riding clubs in Ha Noi now. I go to the Riders' Club every Sunday.

Trang: I'd love to go to your club this Sunday. I want to learn how to ride.

Ann: Sure. My lesson starts at 8 a.m.

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- Ask Ss to look at the pictures on pages 8 – 9 and answer the questions below:

  1. Can you guess who they are?

  2. What can you see in the pictures?

  3. What hobby do they have?

- T introduces the two characters: Trang and Ann. Explain they are friends. Quickly write Ss' answers to Questions 2 – 3 on the board.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
- Invite some pairs of Ss to read the conversation aloud.
- Now refer to the answers to Questions 2 – 3 on the board. Confirm the correct answers (Question 2: *a girl with a dollhouse, a dollhouse, and a girl riding a horse.* Question 3: *Trang's hobby is building dollhouses, and Ann's hobby is horse riding.)*
- Have Ss say the words in the text that they think are related to the topic *Hobbies*. Quickly write the words on one part of the board. Comment on Ss' answers.

Audio script – Track 2:

Ann: Your house is very nice, Trang.

Trang: Thanks! Let's go upstairs. I'll show you my room.

Ann: I love your dollhouse. It's amazing. Did you make it yourself?

Trang: Yes. I like building dollhouses very much.

Ann: Really? Is it hard to build one?

Trang: Not really. All you need is some cardboard and glue. Then just use a bit of creativity. What do you do in your free time?

Ann: I like horse riding.

Trang: That's rather unusual. Not many people do that.

Ann: Actually, it's more common than you think. There are some horse riding clubs in Ha Noi now. I go to the Riders' Club every Sunday.

Trang: I'd love to go to your club this Sunday. I want to learn how to ride.

Ann: Sure. My lesson starts at 8 a.m.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss understand the conversation.

- First, ask Ss to read the sentences and decide if they are true or false without reading the conversation again. Allow them to share their answers with a partner before discussing as a class. Ss may read the conversation again to confirm their answers before giving T the answers.
- Elicit the answers from Ss. Have them correct the false sentences.
- Write the correct answers on the board.

Key:

1. F (She made it herself.) **2.** T **3.** T

4. T **5.** F (Her lesson starts at 8 a.m.)

2 **Read the conversation again and write T (True) or F (False).**

1. Trang needs help with building dollhouses. _____
2. Trang uses glue and cardboard to build her dollhouse. _____
3. To build a dollhouse, you need to use your creativity. _____
4. Ann goes to a horse riding club every Sunday. _____
5. Ann's lesson starts at 8 p.m. _____

ACTIVITY 3

Aim: To introduce some vocabulary items related to hobbies.

- Ask Ss to name the pictures.
- Have Ss work individually to write the words and phrases from the box under the correct pictures. Have them compare their answers with a partner. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers.
- Have Ss listen to the recording, check their answers and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers.
- Have some Ss practise saying the words and phrases again.

Key + Audio script – Track 3:

1. making models **2.** riding a horse

3. collecting coins **4.** gardening

5. building dollhouses **6.** collecting teddy bears

3 **Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat.** 3

building dollhouses | riding a horse | collecting teddy bears | collecting coins | making models | gardening




1. _____ 2. _____




3. _____ 4. _____




5. _____ 6. _____

ACTIVITY 4

Aim: To help Ss categorise hobbies.

- Have Ss work in pairs and complete the table.
- Write their answers on the board. Have Ss add more words / phrases to the table.

4 **Work in pairs. Write the hobbies from 3 in the suitable columns.**

doing things	making things	collecting things

Add some other hobbies to each column.

Suggested answers:

doing things: riding a horse, gardening (others: travelling, skiing, doing yoga, etc.)

making things: building dollhouses, making models (others: painting, making pottery, etc.)

collecting things: collecting teddy bears, collecting coins (others: collecting toys, collecting books, etc.)

ACTIVITY 5

Aim: To help Ss practise using the vocabulary items related to hobbies.

- Set time (3 - 5 minutes) for Ss to do this activity.
- Then have Ss ask their classmates which hobbies they like to complete the table, using the question 'Do you like…?' The student who completes the table first wins. He / She reads aloud the names they have.



5 GAME **Find someone who ...**

Work in groups. Ask your classmates which hobbies they like. Use the question 'Do you like ...?'.

Write the students' names in the table below. Which hobby is the most popular?

Find someone who likes ...

riding a horse	_____
building dollhouses	_____
collecting teddy bears	_____
collecting coins	_____
gardening	_____
making models	_____

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a projector in the classroom, then T should show the conversation and highlight the key words related to the topic. It would be helpful if T also highlights in the conversation the present simple tense and the words with the sounds /ə/ and /ɜ:/, and tells Ss that they will learn these language points in the upcoming lessons.

A CLOSER LOOK 1

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

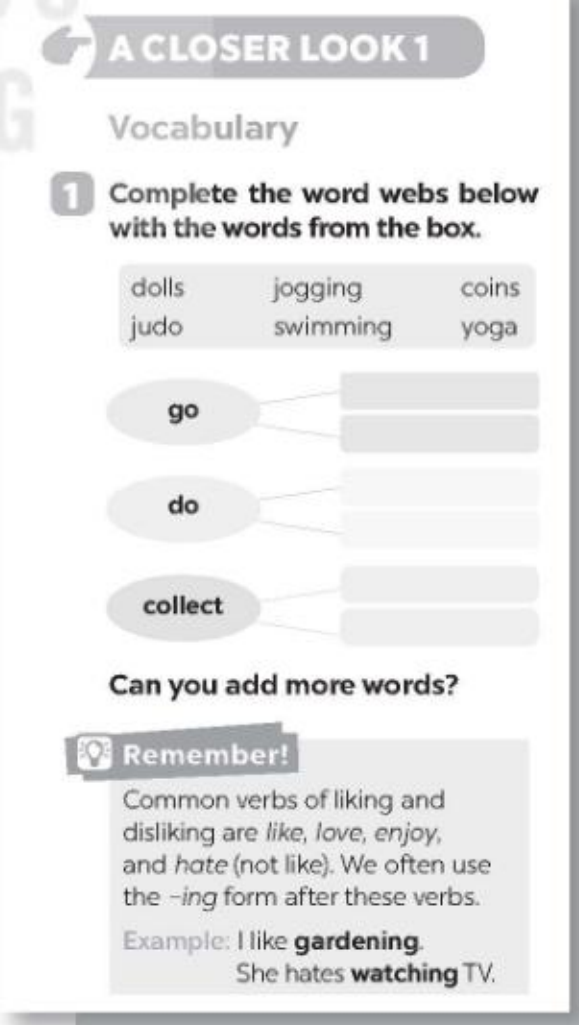
- Show some pictures of the hobbies Ss learnt in the previous lesson. Have some say the hobbies.
- Lead to this lesson which focuses on action verbs, verbs of liking and disliking, and the sounds /ə/ and /ɜ:/.
- Introduce and write the lesson objectives on the board.

Vocabulary

ACTIVITY 1

Aim: To present some action verbs that go with nouns to describe hobbies.

- Have Ss read the action verbs and match them with the suitable words. Remind them that a verb can go with more than one word.



A CLOSER LOOK 1

Vocabulary

1 **Complete the word webs below with the words from the box.**

dolls	jogging	coins
judo	swimming	yoga

go

do

collect

Can you add more words?

Remember!

Common verbs of liking and disliking are *like*, *love*, *enjoy*, and *hate* (not like). We often use the *-ing* form after these verbs.

Example: I like **gardening**.
She hates **watching** TV.

- Have Ss work in pairs to compare their answers before they give T the answers.
- Check and confirm the correct answers. Then have Ss add more words that can go with these action verbs.
- Have Ss read the **Remember!** box. Ask them to make some examples with the verbs of liking and disliking.

Key:

go: jogging, swimming (others: go camping, go fishing, go cycling, etc.)

do: judo, yoga (others: do karate, do exercise, do sit-ups, etc.)

collect: dolls, coins (others: collect books, collect watches, collect pencils, etc.)

ACTIVITY 2

Aim: To help Ss practise the verbs of liking / disliking and action verbs.

- Have Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences.
- Let them share their answers in pairs. Invite some Ss to give the answers.
- Write the correct answers on the board.

Key:

1. collecting **2.** going **3.** playing

4. making **5.** doing

2 **Complete the sentences, using the *–ing* form of the verbs from the box.**

go play collect do make

1. My dad has a big bookshelf because he loves _____ old books.
2. My sister likes _____ camping at the weekend.
3. My best friend hates _____ computer games.
4. Does your brother like _____ models?
5. My mum enjoys _____ yoga every day to keep fit.

3 **Look at the pictures and say the sentences. Use suitable verbs of liking or disliking and the *–ing* form.**



Example: They like making models.



ACTIVITY 3

Aim: To give further practice with verbs of liking / disliking.

- Have Ss look at the pictures in this exercise and say what the person / people is / are doing in each picture. Ask them what the face icon in each picture means. (A sad face means 'don't like' and a happy face means 'do like'.) Ask Ss to look at the example to make sure they understand what to do.
- Ask Ss to work in pairs to make sentences.
- Invite Ss to share their answers. Confirm the correct answers.
- This activity can also be organised as a competitive game. Have pairs write down the sentences. The pair that finishes first with the most correct answers wins.
- If there is time, invite some Ss to make sentences about what they like or dislike doing.

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Key:

1. He hates / doesn't like doing judo.

2. They like / love / enjoy playing football.

3. They love / like / enjoy gardening.

4. They enjoy / like / love collecting stamps.

5. She hates / doesn't like riding a horse / horse riding.

Pronunciation

/ə/ and /ɜ:/

ACTIVITY 4

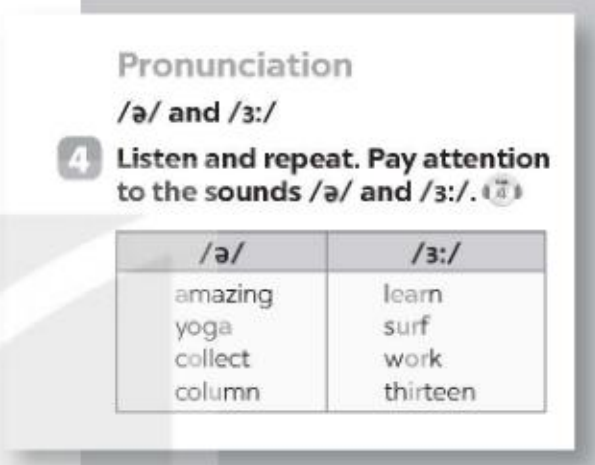
Aims:

- **To help Ss identify how to pronounce the sounds /ə/ and /ɜ:/;**
- **To help Ss practise pronouncing these sounds in words.**

- Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary.
- Explain to Ss the difference between the two sounds if needed. Tell Ss that /ə/ is the schwa sound while /ɜ:/ sounds like it has a soft /r/ in it.
- Invite some Ss to say some words they know that include the two sounds.

Audio script – Track 4:

/ə/	/ɜ:/
amazing	l**ear**n
yog**a**	s**ur**f
c**o**llect	w**or**k
col**u**mn	th**ir**teen


Pronunciation

/ə/ and /ɜ:/

4 Listen and repeat. Pay attention to the sounds /ə/ and /ɜ:/.

/ə/	/ɜ:/
amazing	learn
yoga	surf
collect	work
column	thirteen

ACTIVITY 5

Aim: To help Ss pronounce the sounds /ə/ and /ɜ:/ correctly in sentences.

- Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sounds.
- Invite some Ss to share their answers. Confirm the correct ones.
- Play the recording again for Ss to repeat the sentences.
- Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds.


5 Listen to the sentences and pay attention to the underlined parts. Tick (✓) the appropriate sounds. Practise the sentences.

	/ə/	/ɜ:/
1. My hobby is collecting dolls.		
2. I go jogging every Thursday.		
3. My cousin likes getting up early.		
4. My best friend has thirty pens.		
5. Nam enjoys playing the violin.		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Key:

	/ə/	/ɜ:/
1. My hobby is c<u>o</u>llecting dolls.	✓	
2. I go jogging every Th<u>ur</u>sday.		✓
3. My cousin likes getting up <u>ear</u>ly.		✓
4. My best friend has th<u>ir</u>ty pens.		✓
5. Nam enjoys playing the vi<u>o</u>lin.	✓	

Audio script – Track 5:

1. My hobby is c<u>o</u>llecting dolls.

2. I go jogging every Th<u>ur</u>sday.

3. My cousin likes getting up <u>ear</u>ly.

4. My best friend has th<u>ir</u>ty pens.

5. Nam enjoys playing the vi<u>o</u>lin.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

A CLOSER LOOK 2

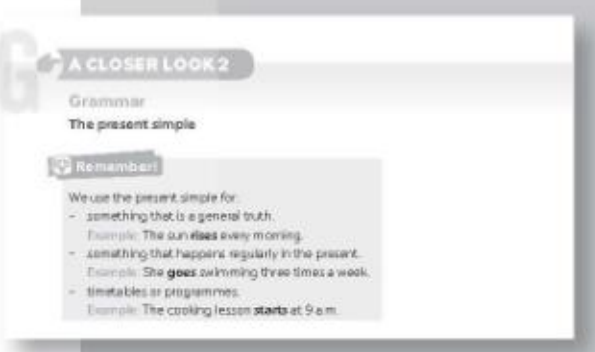
Grammar

The present simple

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**



- Ask Ss some questions: *What time do you get up? What time do you go to school? What time do you go back home?*
- Invite some Ss to answer the questions.
- Ask them if they know the verb tense used in the questions and in their answers (they already learnt this tense in grade 6). Confirm that the present simple tense is used in both the questions and answers. Lead to the lesson.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

REVISION OF THE PRESENT SIMPLE TENSE

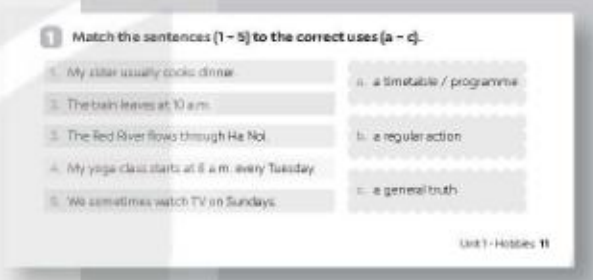
- Revise the form of the present simple because Ss learnt this grammar point in grade 6.
- Ask if Ss still remember the form of the present simple.
- Invite some Ss to describe the form. Write their answers on the board. Confirm the correct answer.

  FORM:

  (+) S + V / V-s / V-es *(-) S + don't / doesn't + V-inf* *(?) Do / Does + S + V-inf*
- Show each of the examples in the **Remember!** box on the slide or have Ss read the examples in the book. Highlight the present simple form. Explain each use.
- Have Ss read the **Remember!** box in the book again to help them understand better the uses of the present simple.
- Ask Ss what signal words help them identify the verb tense. Elicit answers from Ss. (Signal words are: adverbs of frequency and verbs such as *start*, etc.)

ACTIVITY 1

Aim: To help Ss identify and remember the uses of the present simple.


1 Match the sentences (1 – 5) to the correct uses (a – c).

1. My sister usually cooks dinner.
2. The train leaves at 10 a.m.
3. The Red River flows through Ha Noi.
4. My yoga class starts at 6 a.m. every Tuesday.
5. We sometimes watch TV on Sundays.

a. a timetable / programme
b. a regular action
c. a general truth

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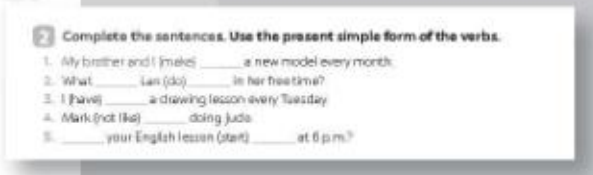
- Ask Ss to do the exercise individually and then check their answers in pairs.
- Invite some Ss to share their answers. Confirm the correct answers.

Key:

1. b **2.** a **3.** c **4.** a **5.** b

ACTIVITY 2

Aim: To help Ss practise the correct form of the present simple.


2 Complete the sentences. Use the present simple form of the verbs.

1. My brother and I (make) _____ a new model every month.
2. What _____ Lan (do) _____ in her free time?
3. I (have) _____ a drawing lesson every Tuesday.
4. Mark (not like) _____ doing judo.
5. _____ your English lesson (start) _____ at 6 p.m.?

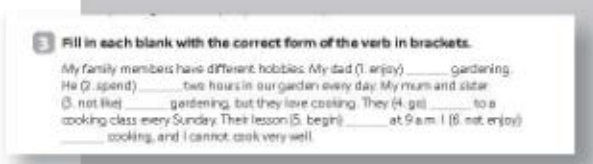
- Have Ss do this exercise individually and then compare their answers with a partner.
- Ask some Ss to write their answers on the board.
- Check the answers with the whole class. Ask Ss to explain the use of the tense in each sentence. Confirm the correct answers.

Key:

1. make **2.** does … do **3.** have **4.** doesn't like **5.** Does … start

ACTIVITY 3

Aim: To give further practice with the present simple.


3 Fill in each blank with the correct form of the verb in brackets.

My family members have different hobbies. My dad (1. enjoy) _____ gardening. He (2. spend) _____ two hours in our garden every day. My mum and sister (3. not like) _____ gardening, but they love cooking. They (4. go) _____ to a cooking class every Sunday. Their lesson (5. begin) _____ at 9 a.m. I (6. not enjoy) _____ cooking, and I cannot cook very well.

- Have Ss do this exercise in pairs and then compare the answers with another pair.

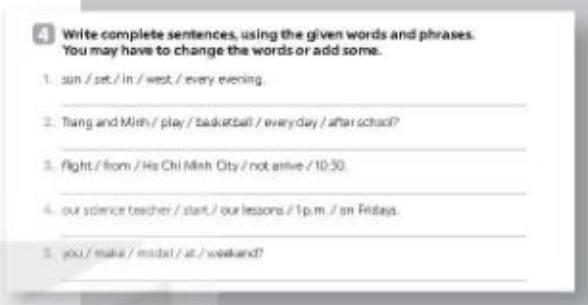
– Ask some Ss to write their answers on the board.
– Check the answers with the whole class. Ask Ss to explain the use of the tense in each sentence. Confirm the correct answers.

Key:

1. enjoys **2.** spends **3.** don't like / do not like
4. go **5.** begins **6.** don't enjoy / do not enjoy

ACTIVITY 4

Aim: To give further practice with the present simple.


4 Write complete sentences, using the given words and phrases. You may have to change the words or add some.
1. sun / set / in / west / every evening.
2. Trang and Minh / play / basketball / every day / after school?
3. flight / from / Ho Chi Minh City / not arrive / 10:30.
4. our science teacher / start / our lessons / 1 p.m. / on Fridays.
5. you / make / model / at / weekend?

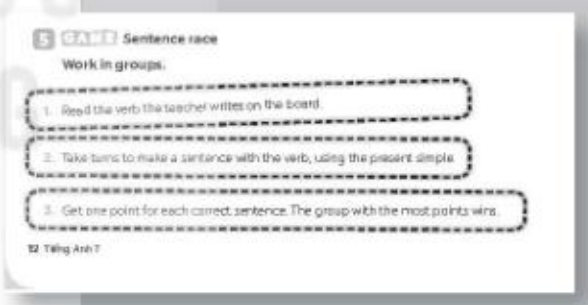
– Have Ss work in groups to write the sentences. Give each group a large-size sheet of paper to write.
– Have groups cross-check.
– Stick some sheets on the board. Comment and confirm the correct answers.

Key:

1. The sun sets in the west every evening.
2. Do Trang and Minh play basketball every day after school?
3. The flight from Ho Chi Minh City doesn't arrive at 10:30.
4. Our science teacher starts our lessons at 1 p.m. on Fridays.
5. Do you make models at the weekend / at weekends?

ACTIVITY 5

Aim: To help Ss make sentences with the present simple.


5 GAME Sentence race
Work in groups.
1. Read the verb the teacher writes on the board.
2. Take turns to make a sentence with the verb, using the present simple.
3. Get one point for each correct sentence. The group with the most points wins.
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– Divide Ss into groups. Assign a group leader.
– Write a verb on the board and have Ss make a sentence with the verb, using the present simple form.
– The group leader records his / her group's points.
– Invite group leaders to read aloud the sentences.
– Comment and announce the winners.

Note: For stronger students, have groups write as many sentences with the present simple as possible. Then ask groups to crosscheck. Ask groups to share their sentences with the class. Check and comment.

WRAP-UP

– Ask Ss to summarise what they have learnt in the lesson.
– Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

COMMUNICATION

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Show some pictures of the hobbies that Ss learnt in the previous lessons. Ask some Ss to make sentences about themselves, using the verbs of liking / disliking.
- Introduce the objectives of the lesson: learning how to talk about likes / dislikes and about their hobbies.

Everyday English

Talking about likes and dislikes

ACTIVITIES 1 + 2

Aims:

- **To introduce ways of talking about likes and dislikes in English;**
- **To help Ss practise talking about likes and dislikes.**


COMMUNICATION

Everyday English

Talking about likes and dislikes

1 Listen and read the dialogue below. Pay attention to the questions and answers.

Mi: Do you like reading books?

Ann: Yes, very much, especially books about science.

Mi: What about painting? Do you like it?

Ann: No, I don't. I'm not interested in art.

2 Work in pairs. Ask and answer questions about what you like and don't like doing.

1

- Play the recording for Ss to listen to and read the dialogue between Mi and Ann at the same time. Ask Ss to pay attention to the questions and answers. Have Ss practise the dialogue in pairs. Call on some pairs to perform the dialogue in front of the class.
- Tell Ss that they can use other verbs they learnt in **A CLOSER LOOK 1** to talk about likes and dislikes. Give some examples with these verbs. Model asking and answering with a student.

Example:

Teacher: Do you love running?

Student: Yes, very much. I usually run in the park at weekends.

Audio script – Track 6:

Mi: Do you like reading books?

Ann: Yes, very much, especially books about science.

Mi: What about painting? Do you like it?

Ann: No, I don't. I'm not that interested in art.

2

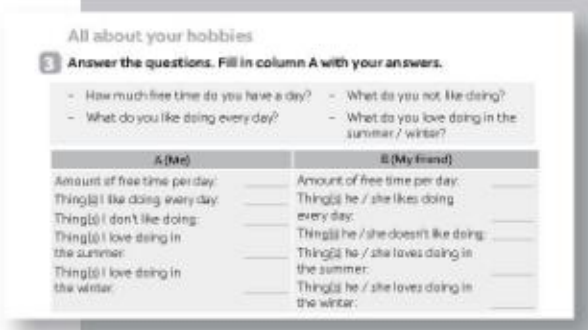
- Ask Ss to work in pairs to make similar dialogues, using different verbs to show likes and dislikes.
- Move around to observe and provide help. Call on some pairs to perform in front of the class. Comment on their performance.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

All about your hobbies

ACTIVITY 3

Aim: To provide practice with answering about Ss' hobbies.


All about your hobbies

3 Answer the questions. Fill in column A with your answers.

- How much free time do you have a day?
- What do you like doing every day?
- What do you not like doing?
- What do you love doing in the summer / winter?

A (Me)		B (My friend)	
Amount of free time per day:		Amount of free time per day:	
Thing(s) I like doing every day:		Thing(s) he / she likes doing every day:	
Thing(s) I don't like doing:		Thing(s) he / she doesn't like doing:	
Thing(s) I love doing in the summer:		Thing(s) he / she loves doing in the summer:	
Thing(s) I love doing in the winter:		Thing(s) he / she loves doing in the winter:	

- Ask Ss to read and answer the questions. Have them note down their answers in column A of the table. Remind them to use the correct form of the verbs.
- Invite some Ss to share their answers.

ACTIVITY 4

Aim: To provide practice with asking and answering about hobbies.

4 Now interview your friend, using the questions in 3. Write his / her answers in column B.

- Have Ss work in pairs to ask and answer the questions in **3**.
- Ask them to note down their partner's answers in column B of the table in **3**.

ACTIVITY 5

Aim: To provide practice with comparing answers and giving a presentation about hobbies.


5 Compare your answers with your friend's. Then present them to the class.

Example:

I have one hour of free time a day, but my friend Lan has only about 30 minutes. I like listening to music every day, and Lan likes it too. I don't like exercising, but Lan does.

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- Ask Ss to read the example to understand how to report the answers. Have them underline the words that can be used to make comparisons in the example (*but, too*).
- Introduce some other ways to express comparison, such as: *both* (we both have one hour of free time every day); *more* (I have more free time than her); etc.
- Ask Ss to work in pairs again to compare the answers and prepare a short presentation.
- Invite some Ss to present their work. Comment on their answers.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

SKILLS 1

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

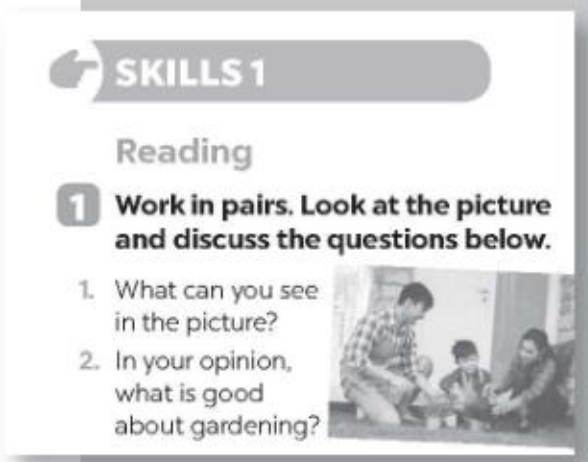
- Ask some Ss what their hobbies are and who in the family they share their hobbies with.
- Ask them about the good things of sharing a hobby with a family member. Elicit answers from Ss. Lead to the new lesson: Reading and Speaking lesson about hobbies and their benefits.
- Introduce the objectives of the lesson.

Reading

ACTIVITY 1

Aim: To activate Ss' knowledge of the topic of the reading text.

- Have Ss look at the picture in the book or show the picture in the book on a slide. Ask Ss who they see in the picture and what they are doing.
- Have Ss work in pairs to discuss the two questions.
- Invite some Ss to share their answers. Tell Ss that they are going to read a text about gardening.



SKILLS 1

Reading

1 Work in pairs. Look at the picture and discuss the questions below.

1. What can you see in the picture?
2. In your opinion, what is good about gardening?

ACTIVITY 2

Aim: To help Ss develop the skill of guessing the meanings of new words in context.

- Tell Ss what they are going to do.
- Ask Ss how to do the exercise. Elicit answers from Ss.
- If needed, tell them to follow these steps:
  - Read the words in column A.
  - Locate each word in the text.
  - Read around the word to get the general meaning.
  - Read the definitions in column B, find the suitable meaning to match each word.
- Ask Ss to repeat the steps (they can speak in Vietnamese).
- Ask Ss to do the exercise individually and then check their answers in pairs.
- Invite some Ss to share their answers. Confirm the correct answers.



2 Read the text about gardening. Match each word in column A with its definition in column B.

People divide hobbies into four big groups: doing things, making things, collecting things, and learning things. Gardening belongs to the most popular group – doing things.

Gardening is one of the oldest outdoor activities. It has something for everyone, even for children. Gardening teaches children about flowers, fruits, and vegetables. They can also learn about insects and bugs. When gardening, children learn to be patient and take on responsibility. They learn to wait for the plants to grow to maturity. And if they don't water their plants, their plants will die. This teaches them valuable lessons about responsibility.

Gardening is also good because everyone in the family can join in and do something together. My mum and I love gardening. We usually spend an hour a day in our garden. It really makes us happy, and we love spending time together.

A	B
1. outdoor	a. a very developed form
2. patient	b. happening outside
3. responsibility	c. the duty of taking care of something
4. maturity	d. very helpful
5. valuable	e. able to wait for a long time

Key:

1. b **2.** e **3.** c **4.** a **5.** d

ACTIVITY 3

Aim: To help Ss develop the skill of reading for specific information (scanning).

- Ask Ss what they are going to do.
- Have Ss share how to do this exercise.
- Briefly tell them the steps: read the sentences, underline the key words in the sentences, locate the key words in the text and find the words to complete the sentences.



3 Read the text again. Complete each sentence with no more than THREE words.

1. Gardening belongs to the group of _____.
2. Gardening teaches children about flowers, fruits, vegetables, _____.
3. Gardening makes children become _____ and responsible.
4. It is an activity that everyone in the family can _____.
5. The author and her mother usually garden for _____ a day.

- Ask Ss to repeat the steps (they can speak in Vietnamese).
- Ask Ss to do the exercise individually and then check their answers in pairs.
- Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.
- Ask Ss to tell the class the benefits of gardening as mentioned in the text.

Key:

1. doing things **2.** insects and bugs **3.** patient

4. join in **5.** an hour

Speaking

ACTIVITY 4

Aim: To help Ss identify the benefits of some hobbies and talk about their benefits.

- Introduce some structures to talk about the benefits of hobbies:
  - to develop sth
  - to make sb + adj
  - to reduce sth
  - to help sb / sth do sth
- Give some examples.
- Have Ss work in pairs to match the hobby with its benefit(s). Check as the whole class.
- Ask Ss to name other benefits of these hobbies. Invite some Ss to share their answers.


Speaking

4 **Work in pairs. Match each hobby with its benefit(s). One hobby may have more than one benefit.**

1. collecting stamps	a. develops your creativity
2. riding a horse	b. makes you strong
3. making models	c. reduces stress
	d. helps you be more patient
	e. helps your hands and eyes work well together

Key:

1. c, d **2.** b, c **3.** a, c, d, e

ACTIVITY 5

Aim: To give practice with asking and answering about the benefits of hobbies.

- Have Ss work in groups to ask and answer the two questions.
- Model the answers to the two questions if needed.
- Invite some Ss to share their partners' answers to the questions.
- Invite other Ss to comment on the answers.
- Comment on Ss' answers.

5 **Work in groups. Ask one another the following questions. Then present your partners' answers to the class.**

1. What is your favourite hobby?
2. What are its benefits?

Example:

My friend Mi's favourite hobby is collecting stamps. It helps her be more patient.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

SKILLS 2

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Invite some Ss to go to the board. Have them mime a hobby. Ask other Ss to guess what the hobby is.
- Lead to the new lesson: Listening and Writing lesson about hobbies.
- Introduce the objectives of the lesson.

Listening

ACTIVITY 1

Aim: To prepare Ss for the listening text.

- Have Ss look at the picture and answer the questions.
- Ask Ss if they know anything about this hobby and if they think it is useful. This is an open activity, so accept all answers provided that they make sense. Ss can use the information they remember from **GETTING STARTED** to answer the questions.


SKILLS 2

Listening

1 Look at the picture. What hobby is it? Do you think it is a good hobby? Why or why not?

ACTIVITY 2

Aim: To help Ss develop the skill of listening for specific information.

- Tell Ss that they are going to listen to an interview about Trang's hobby.
- Have Ss read the mind map. Have Ss guess the word or number to fill in each blank and write their guesses on the board.
- Play the recording and ask Ss to listen and complete the mind map. Ss work in pairs to compare their answers with each other and with the words and numbers on the board.
- Play the recording a second time for pairs to check their answers.
- Ask for Ss' answers and write them on the board next to their guesses.


2 Listen to an interview about Trang's hobby. Fill in each blank in the mind map with ONE word or number. (7)

1. Her hobby is: building _____
2. She started her hobby: _____ years ago
3. She shares her hobby with: her _____
4. To do her hobby Trang needs:
   a) cardboard and glue to build the _____ and furniture
   b) _____ to make some dolls
5. Benefits: She becomes more patient and _____

Trang's hobby

Key:

1. dollhouses **2.** three / 3 **3.** cousin

4. a) house b) cloth **5.** creative

Audio script – Track 7:

Lan: Today we'll talk about hobbies. I know that your hobby is building dollhouses. It's quite unusual, isn't it?

Trang: Not really. A lot of girls like it.

Lan: When did you start doing this?

Trang: Three years ago. I read an article about building dollhouses. I loved the idea right away.

Lan: Do any of your friends or relatives build dollhouses too?

Trang: Yes, my cousin Mi loves building them too.

Lan: Is it hard to build a dollhouse?

Trang: No, it isn't. I use cardboard and glue to build the house and make the furniture. Then I make the dolls from cloth. Finally, I decorate the house.

Lan: What are the benefits of the hobby?

Trang: Well, I'm more patient and creative now.

Writing

In this writing part, Ss are asked to write a paragraph about their own hobby. Tell Ss they will use the mind map as a way to organise their ideas.

ACTIVITY 3

Aim: To brainstorm ideas and make an outline for Ss' writing.

Have Ss work individually to complete the mind map. If time allows, have some Ss present their answers or write their answers on the board.

ACTIVITY 4

Aim: To help Ss practise writing a paragraph about their hobby.

- Have Ss write their paragraphs individually based on the information in their mind map.
- Ask one student to write his or her paragraph on the board. Other Ss and T comment on the paragraph on the board.
- Collect some writing to correct at home.

Alternative activity:

- Use the mind map to write a paragraph in the class as a model.
- Go over some of its features that Ss can use in their paragraphs.


Writing

Writing tip
You can use a mind map to organise ideas for your writing.

3 What is your hobby? Fill in the blanks below.

My hobby

1. My hobby: _____
2. Started: _____ ago
3. I share my hobby with: _____
4. To do my hobby I need: _____
5. Benefits: _____


4 Now write a paragraph of about 70 words about your hobby. Use the notes in 3. Start your paragraph as shown below.

My hobby is _____

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- In pairs, Ss take turns to think of a hobby for their partner to guess.
- They ask up to 10 *Yes / No* questions and their partners can only answer with a 'yes' or 'no'.



LOOKING BACK

Vocabulary

1 **Complete the sentences with appropriate hobbies.**

1. I have a lot of coins from different countries. My hobby is _____.
2. She loves judo and goes to the judo club every weekend. Her hobby is _____.
3. He loves making models of small cars and planes. His hobby is _____.
4. My sister spends one hour in the garden every day. Her hobby is _____.
5. Minh is a good footballer. He plays football with his friends every day. His hobby is _____.

Vocabulary

ACTIVITY 1

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

- Have Ss do this activity individually then compare their answers with their partners.
- Ask for Ss' answers or ask one student to write his / her answer on the board.
- Confirm the correct answers.

Key:

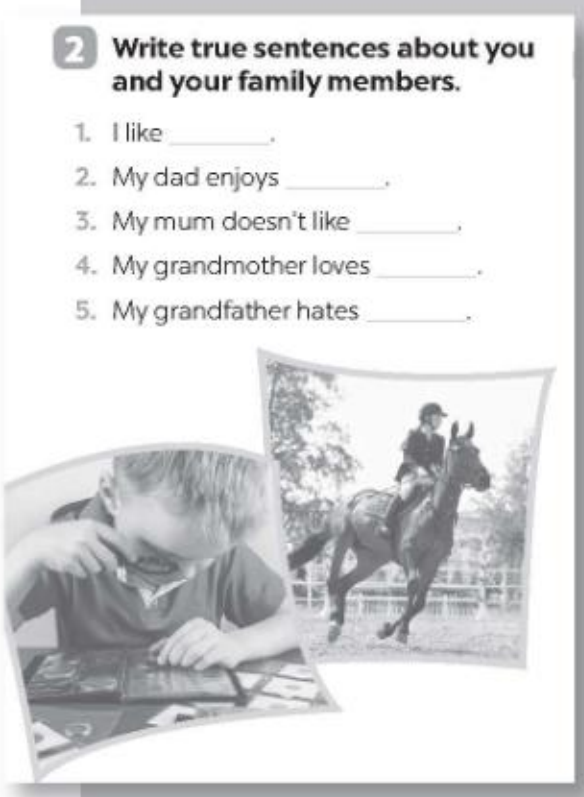
1. collecting coins **2.** doing judo **3.** making models

4. gardening **5.** playing football

ACTIVITY 2

Aim: To help Ss revise the vocabulary items they have learnt in the unit and create true sentences.

- Have Ss write true sentences about them and their family members.
- Ask them to share their answers with a classmate.
- Invite some Ss to write their sentences on the board. T and other Ss comment.



2 **Write true sentences about you and your family members.**

1. I like _____.
2. My dad enjoys _____.
3. My mum doesn't like _____.
4. My grandmother loves _____.
5. My grandfather hates _____.

Grammar

ACTIVITY 3

Aim: To help Ss revise the present simple.

- Ask Ss about the uses of the present simple that they have learnt in the unit.
- Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers and write them on the board.

Key:

1. loves **2.** has **3.** enjoys **4.** don't like

5. is **6.** is **7.** go **8.** begins

3 **Use the present simple form of each verb to complete the passage.**

Each of my best friends has his or her own hobby. Mi (1. love) _____ drawing. She can spend hours drawing pictures every day. Mark (2. have) _____ a different hobby. He (3. enjoy) _____ playing sport. I (4. not like) _____ playing sport. I like reading books because I can learn many things from them. However, there (5. be) _____ one hobby we share. It (6. be) _____ cooking. We all (7. go) _____ to the same cooking class. Our class (8. begin) _____ at 9 a.m. on Sundays.

ACTIVITY 4

Aim: To help Ss revise the present simple in questions and negative sentences.

- Have Ss do this exercise individually then compare their sentences with a partner.
- Invite some Ss to read their answers aloud. Give feedback.

Key:

1. Does this river run through your home town?

This river doesn't / does not run through my home town.

2. Does your drawing class start at 8 a.m. every Sunday?

My drawing class doesn't / does not start at 8 a.m. every Sunday.

3. Do they enjoy collecting stamps?

They don't / do not enjoy collecting stamps.

4. Do you do judo every Tuesday?

I don't / do not do judo every Tuesday.

5. Does your brother love making model cars?

My brother doesn't / does not love making model cars.

4 **Change the following sentences into questions and negative ones.**

1. This river runs through my home town.
_____?
_____.
2. My drawing class starts at 8 a.m. every Sunday.
_____?
_____.
3. They enjoy collecting stamps.
_____?
_____.
4. I do judo every Tuesday.
_____?
_____.
5. My brother loves making model cars.
_____?
_____.

PROJECT

Aim: To help Ss develop the skill of working in groups to do a project.

- Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project. Ss may draw their own pictures to decorate their poster or find suitable photos for it. Remember to have the 'show and tell' session and vote for the best poster.
- If time is limited, assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their poster to the class.


PROJECT

HOBBY POSTER

Work in groups.

1. Brainstorm some interesting and easy-to-do hobbies.
2. Choose a popular one among teens and discuss its benefits.
3. Create a poster about this hobby. Find suitable photos for it or draw your own pictures.
4. Present the hobby to the class. Try to persuade your classmates to take it up.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to hobbies and verbs of liking / disliking to talk about different hobbies. • pronounce the sounds /ə/ and /ɜ:/ correctly. • use the present simple tense. • talk about likes and dislikes. • read about a hobby. • talk about the benefits of hobbies. • listen about one's hobby. • write a paragraph about my hobby.			

Unit 1 - Hobbies 17

NOW I CAN ...

- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 2 HEALTHY LIVING

Objectives:

By the end of this unit, students will be able to:

- use the words about healthy activities and health problems;
- pronounce the sounds /f/ and /v/ correctly;
- recognise and write simple sentences;
- ask for and give health tips;
- read for general and specific information about acne;
- talk about how to deal with some health problems;
- listen for specific information about some advice about healthy habits;
- write a paragraph of some advice to avoid viruses.


Unit 2 HEALTHY LIVING

THIS UNIT INCLUDES:

Vocabulary
- Healthy activities
- Health problems

Pronunciation
Sounds /f/ and /v/

Grammar
Simple sentences

Skills
- Reading about acne
- Talking about how to deal with some health problems
- Listening to some advice about healthy habits
- Writing a paragraph of some advice to avoid viruses

Everyday English
Asking for and giving health tips

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

- Review the previous unit before Ss open their books.
- Organise a short vocabulary game to revise the words Ss learnt in *Unit 1*. For example, T can show pictures of different hobbies and Ss say the words, or T says a verb (e.g. *build*) and Ss say the nouns going with it (e.g. *a dollhouse,* etc.).
- Lead to the new unit. Write the unit title *Healthy Living* on the board. Ask Ss to guess what they are going to learn about in this unit. Then write *healthy activities* and *health problems* and ask Ss to give any words or phrases they know related to them.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

LET'S GO OUT!

ACTIVITY 1


GETTING STARTED

Let's go out!

1 Listen and read. 🔊

Mi: This is a nice picture, Mark.

Mark: That's my dad and I boating at Yen So Park.

Mi: I also see a lot of people exercising there.

Mark: Yes, it's a popular place for people in my neighbourhood.

Mi: Outdoor activities are good for our health. My family often goes cycling in the countryside. It's quiet, and there's a lot of fresh air.

Mark: It sounds interesting.

Mi: Yes, it's lots of fun. We also bring fruit, water, and a lunch box with us.

Mark: I'd love to join you next time.

Mi: Sure. Bring along a hat and suncream.

Mark: Why suncream?

Mi: It's really hot and sunny at noon, so you might get sunburn.

Mark: I see.

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**

- Set the context: Have Ss look at the conversation and the picture and answer some questions, e.g. *What might Mi and Mark be talking about? Where are the people in the picture? What are they doing? Are they healthy activities?* Encourage Ss to answer, but do not confirm their answers.
- Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.
- Refer to the questions previously asked. Confirm the correct answers: Mi and Mark are talking about the picture. They are at Yen So Park. They are boating, exercising, fishing, and walking. The activities are healthy. Mi and Mark also mention some things (hat, suncream) they need to avoid a health problem (sunburn).

Audio script – Track 8:

Mi: This is a nice picture, Mark.

Mark: That's my dad and I boating at Yen So Park.

Mi: I also see a lot of people exercising there.

Mark: Yes, it's a popular place for people in my neighbourhood.

Mi: Outdoor activities are good for our health. My family often goes cycling in the countryside. It's quiet, and there's a lot of fresh air.

Mark: It sounds interesting.

Mi: Yes, it's lots of fun. We also bring fruit, water, and a lunch box with us.

Mark: I'd love to join you next time.

Mi: Sure. Bring along a hat and suncream.

Mark: Why suncream?

Mi: It's really hot and sunny at noon, so you might get sunburn.

Mark: I see.

ACTIVITY 2

Aim: To help Ss understand the main idea of the conversation.


2 What are Mark and Mi talking about?

A. Health problems.

B. Healthy activities.

C. Sports and games.

- Ask Ss to answer without reading the conversation again.
- Ask them to explain why they did not choose the other two options. Then confirm the correct answer.

Key: B

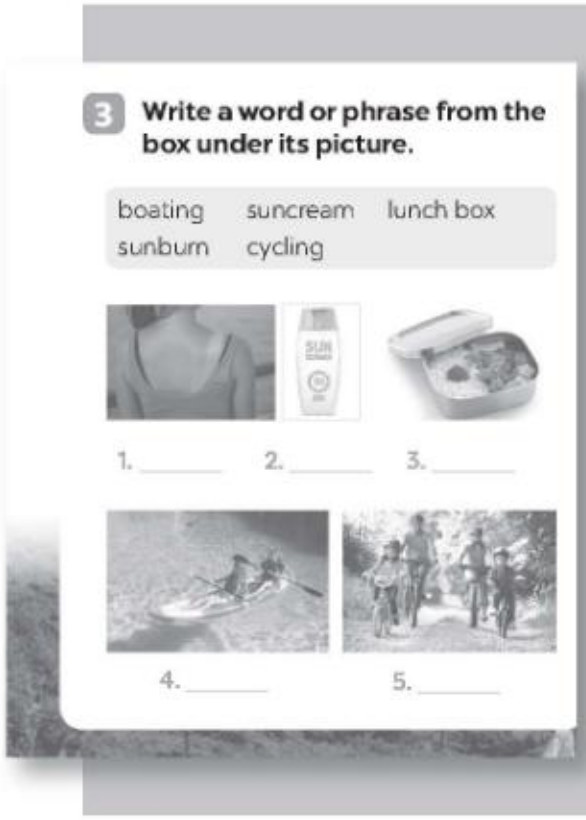
ACTIVITY 3

Aim: To help Ss learn some vocabulary from the conversation visually (in pictures) to ensure their understanding of the text.

- Ask Ss to read the words / phrase (and find where they appear in the text if necessary) and look at the pictures. Ask them to write the correct words / phrase under the pictures. Then ask Ss to say the words / phrase aloud. Make sure they pronounce the words / phrase correctly.
- Check the answers as a class.

Key:

1. sunburn **2.** suncream **3.** lunch box
4. boating **5.** cycling



ACTIVITY 4

Aim: To help Ss develop the vocabulary about the topic.

- Ask Ss to work independently to fill in each blank with a word from the conversation. Allow Ss to refer to the conversation if needed.
- If needed, tell them where to find the words.
- Check the answers as a class.

Key:

1. boating **2.** park **3.** countryside
4. suncream **5.** health

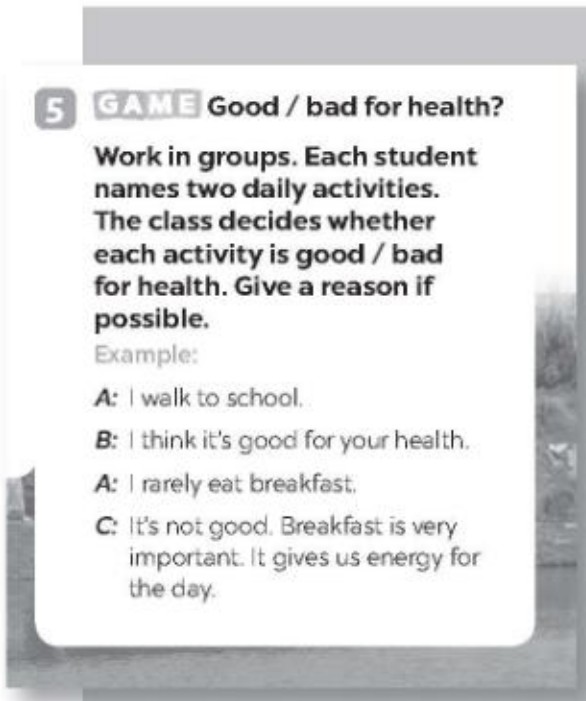


ACTIVITY 5

Aims:

- **To help Ss identify and talk about their daily activities;**
- **To help Ss decide whether their daily activities are good or bad for their health.**

- Allow Ss one minute to think about their daily activities and write them down.
- Call on Ss in turn to say aloud one activity. Other Ss decide whether it is good or bad for their health.
- If T thinks an answer is not correct, T allows the class to discuss it before confirming the answer.



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

WRAP-UP

- Write *healthy activities, health problems* on the board. Ask Ss to say aloud some words / phrases they remember from the lesson related to each category. Quickly write these words / phrases under the categories. Ask if Ss can add some more under each category.
- If there is a projector in the classroom, show the conversation and highlight the key words related to the topic.

A CLOSER LOOK 1

Vocabulary

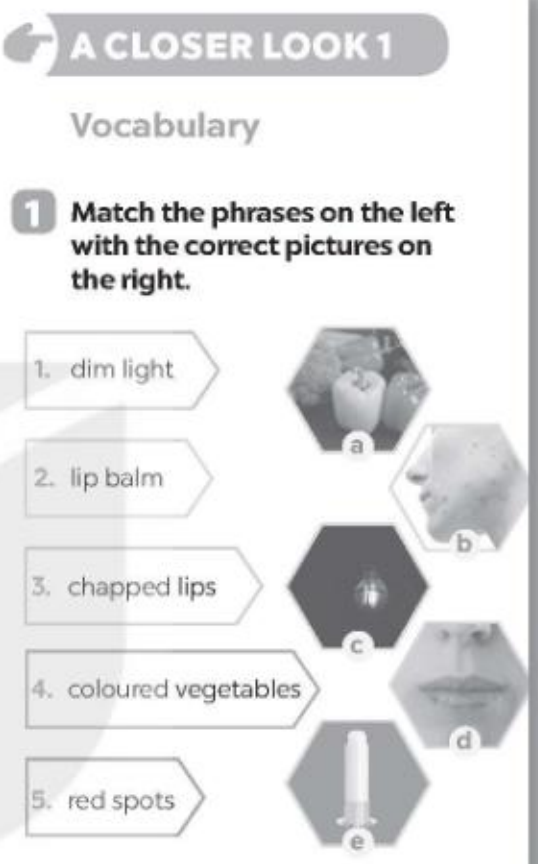
ACTIVITY 1

Aim: To introduce visually some nouns related to the topic.

- Have Ss read the phrases and do the matching. If it is difficult, ask Ss to match the phrases they can easily recognise first: *coloured vegetables*, *chapped lips*, *dim light*. Two left phrases in the list (*lip balm* and *red spots*) are different as one is singular and the other plural. In this way Ss can complete the task.
- Have Ss read the phrases aloud. Correct their pronunciation if needed.
- Check the answers as a class.
- T may ask Ss for the Vietnamese equivalents of these phrases.

Key:

1. c **2.** e **3.** d **4.** a **5.** b


A CLOSER LOOK 1

Vocabulary

1 Match the phrases on the left with the correct pictures on the right.

1. dim light
2. lip balm
3. chapped lips
4. coloured vegetables
5. red spots

ACTIVITY 2

Aim: To help Ss use the words / phrases in specific contexts.

- Ask Ss to read the words and phrases provided. Remind Ss of their meanings if needed.
- Ask Ss to work individually. Then ask them to explain their answers.
- Check Ss' answers as a class.

Key:

1. coloured vegetables **2.** Soft drinks **3.** fit

4. skin condition **5.** sunburn


2 Complete the sentences with the correct words and phrases below.

skin condition	soft drinks	
coloured vegetables	sunburn	fit

1. – Please name some _____.
   – Carrots and tomatoes.
2. _____ are not good for your health.
3. My parents go cycling every Sunday. It keeps them _____.
4. The weather may affect our _____.
5. – How do we get _____?
   – When we spend a long time in the sun without a hat or suncream.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 3

Aim: To help Ss talk about their daily activities and decide if each activity is healthy or unhealthy.

- Ss should have no difficulty comprehending the meanings of the sentences since there is only one new word (*tofu*). Ask Ss to work in pairs. Allow them time to discuss and complete the task.
- Check the answers as a class.
- Ask Ss to add more activities. Say them aloud and the whole class decides if they are healthy or unhealthy.

Suggested answers:

Healthy: 1, 3, 4

Unhealthy: 2, 5

3 **Work in pairs. Discuss and tick (✓) each activity in the table as H (Healthy) or U (Unhealthy).**

	H	U
1. washing your hands often		
2. reading in dim light		
3. eating tofu and coloured vegetables		
4. brushing your teeth twice a day		
5. touching your face with dirty hands		

Pronunciation

/f/ and /v/

ACTIVITY 4

Aim: To help Ss identify the sounds /f/ and /v/, and practise them in words.

- Have some Ss read out the words first.
- Then play the recording for them to listen and repeat the words as a class, a group, and individually.
- Play the recording as many times as necessary.

Audio script – Track 9:

acti**v**ity	**v**itamin	a**v**oid	**f**ood
acti**v**e	break**f**ast	a**ff**ect	**f**it

Pronunciation

/f/ and /v/

4 **Listen and repeat. Pay attention to the sounds /f/ and /v/.** 9

activity	active
vitamin	breakfast
avoid	affect
food	fit

ACTIVITY 5

Aim: To help Ss pronounce the sounds /f/ and /v/ correctly in sentences.

- Have Ss read the sentences. Tell them to pay attention to the underlined words with the sounds /f/ and /v/.
- Play the recording for Ss to listen and repeat each sentence. Correct their pronunciation if needed. Call on some Ss to read the sentences individually.

5 **Listen and repeat, paying attention to the underlined words.** 10

1. Coloured vegetables are good food.
2. My favourite outdoor activity is cycling.
3. We need vitamin A for our eyes.
4. Being active helps keep you fit.
5. Jack never eats fish.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Audio script – Track 10:

1. Coloured vegetables are good food.

2. My favourite outdoor activity is cycling.

3. We need vitamin A for our eyes.

4. Being active helps keep you fit.

5. Jack never eats fish.

WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.

A CLOSER LOOK 2

Grammar

Simple sentences

- Have Ss read the **Remember!** box about simple sentences.
- Explain to them by writing the first example on the board. Underline the two main parts (*I read.*). Write the next example under it. Underline the three parts (*I read science books.*). Do the same with the last example (*I read science books every weekend.*). Tell Ss that a simple sentence has only one subject and one verb. Ask them to determine the subject (S), the verb (V), the object (O), and the adverb (A) of the sentences. Write the letters under the underlined parts like this.

I read.

S V

I read science books.

S V O

I read science books every weekend.

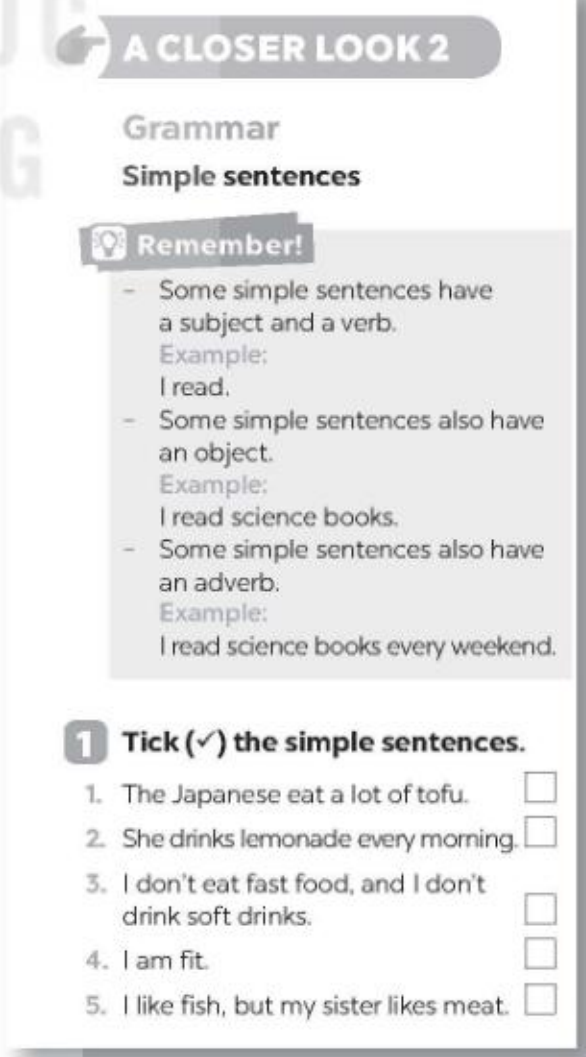
S V O A

ACTIVITY 1

Aim: To help Ss identify simple sentences.

- Ask Ss to do the exercise individually and then compare their answers with a classmate.
- Call on some Ss to explain their choice.
- Ask Ss to explain why sentences 3 and 5 are not simple sentences. Write sentences 3 and 5 on the board. Underline the two subjects and predicates. Circle the words 'and' and 'but'.
- Confirm the correct answers as a class.

Key: Simple sentences: 1, 2, 4



A CLOSER LOOK 2

Grammar

Simple sentences

Remember!

- Some simple sentences have a subject and a verb.
  Example:
  I read.
- Some simple sentences also have an object.
  Example:
  I read science books.
- Some simple sentences also have an adverb.
  Example:
  I read science books every weekend.

1 **Tick (✓) the simple sentences.**

1. The Japanese eat a lot of tofu. ☐
2. She drinks lemonade every morning. ☐
3. I don't eat fast food, and I don't drink soft drinks. ☐
4. I am fit. ☐
5. I like fish, but my sister likes meat. ☐

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ACTIVITY 2

Aim: To help Ss identify the two main parts in a simple sentence.

- Have Ss do this exercise individually.
- Ask them to read each sentence carefully and look for the subject and the verb of each sentence.
- Call on some Ss to give and explain their answers. Confirm the correct answers.

2 Underline and write S for the subject and V for the verb in each simple sentence below.

1. Vegetarians eat a lot of vegetables and fruit.
2. Acne causes black and white pimples on the face.
3. On Saturdays, my brother often spends two hours exercising at the sports centre.
4. My mother didn't buy my favourite cheesecake.
5. We are not cleaning up our community library.

Key:

1. Vegetarians eat a lot of vegetables and fruit.
S V

2. Acne causes black and white pimples on the face.
S V

3. On Saturdays, my brother often spends two hours exercising at the sports centre.
S V

4. My mother didn't buy my favourite cheesecake.
S V

5. We are not cleaning up our community library.
S V

ACTIVITY 3

Aims:

- **To help Ss identify different parts of a simple sentence;**
- **To give Ss practice in forming a simple sentence.**

- Allow Ss to work in pairs or individually.
- Call on 2 - 3 Ss to read aloud the complete sentences. Confirm the correct answers.

3 Rearrange the words and phrases to make simple sentences.

1. soft drinks / never / my sister / drinks /.
2. affects / acne / 80% of young people /.
3. has / he / for breakfast / bread and eggs /.
4. don't eat / we / much fast food /.
5. a lot of vitamins / fruit and vegetables / have /.

Key:

1. My sister never drinks soft drinks.

2. Acne affects 80% of young people.

3. He has bread and eggs for breakfast.

4. We don't eat much fast food.

5. Fruit and vegetables have a lot of vitamins.

ACTIVITY 4

Aim: To give Ss further practice in writing out simple sentences from the prompts given.

- Have Ss look at the prompts of each sentence and decide the two main parts of the sentence.
- Have Ss do this exercise individually before they share their answers with a partner.
- Ask some Ss to read out their answers. Confirm the correct answers.

Key:

1. Tofu is healthy.

2. Many Vietnamese drink green tea.

3. She does not use suncream.

4. My father does not exercise every morning.

5. Most children have chapped lips and skin in winter.

4 Write complete sentences from the prompts. You may have to change the words or add some.

1. tofu / be / healthy.
2. many Vietnamese / drink / green tea.
3. she / not / use / suncream.
4. father / not / exercise / every morning.
5. most children / have / chapped lips and skin / winter.

ACTIVITY 5

Aim: To allow Ss more advanced practice in forming a simple sentence from two separate ones.

- Have Ss work in pairs.
- Guide them to read the two separate sentences, discuss and determine the two main parts for the new sentence.
- Then allow them some time to write the sentences.
- Check the answers as a class.

Key:

1. We avoid sweetened food and soft drinks.

2. My dad and I love outdoor activities.

3. You should wear a hat and suncream.

4. My mother read and downloaded the health tips.

5 Work in pairs. Discuss and write a simple sentence from the two given sentences.

Example:

Many people are running.
Many people are exercising.

→ Many people are running and exercising.

1. We avoid sweetened food. We avoid soft drinks.

→ We avoid _____.

2. My dad loves outdoor activities. I love outdoor activities.

→ My _____ love outdoor activities.

3. You should wear a hat. You should wear suncream.

→ You should wear _____.

4. My mother read the health tips. My mother downloaded the health tips.

→ My mother _____.

WRAP-UP

- Summarise the main points of the lesson.
- Call on some Ss to make simple sentences if time allows.

COMMUNICATION

Everyday English

Giving tips for health problems

Tell Ss that they are going to learn how to give tips for health problems.

ACTIVITIES 1 + 2

Aims:

- **To introduce two ways to give tips for health problems;**
- **To allow Ss some practice in giving tips for health problems.**

1

- Play the recording for Ss to listen to and read the conversation about a health problem.
- Tell them to pay attention to the highlighted parts. Elicit the structures giving tips. Have Ss practise the conversation in pairs.

Audio script – Track 11:

A: My eyes are tired.

B: You can use eye drops.

A: Yes.

B: And you shouldn't read in dim light.

A: Thank you.

2

- Ask Ss to work in pairs to make similar conversations, using the structures for giving tips.
- Comment on their performance.

To give advice, you can use

- You should / shouldn't …
- You can …



COMMUNICATION

Everyday English

Giving tips for health problems

1 **Listen and read the conversation. Pay attention to the highlighted parts.**

My eyes are tired.

You can use eye drops.

Yes.

And you shouldn't read in dim light.

Thank you.

2 **Make similar conversations for the health problems below.**

1. I'm tired.
2. I have acne.
3. My hands are chapped.

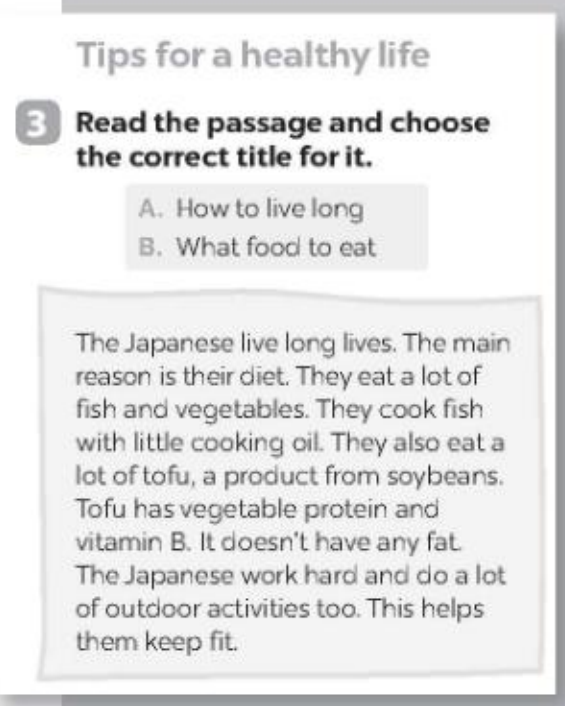
Tips for a healthy life

ACTIVITY 3

Aims:

- **To provide Ss with more knowledge about healthy living;**
- **To help them practise the skill of reading for the main idea.**

- Have Ss read the text and choose the correct answer of the main idea for the text.



Tips for a healthy life

3 **Read the passage and choose the correct title for it.**

A. How to live long
B. What food to eat

The Japanese live long lives. The main reason is their diet. They eat a lot of fish and vegetables. They cook fish with little cooking oil. They also eat a lot of tofu, a product from soybeans. Tofu has vegetable protein and vitamin B. It doesn't have any fat. The Japanese work hard and do a lot of outdoor activities too. This helps them keep fit.

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- Ask Ss to explain their answers.
- Confirm the correct answer.

Key: A

4 **Work in pairs. Discuss and make a list of the tips which help the Japanese live long lives. Present it to the class.**

ACTIVITY 4

Aim: To help Ss identify the main points in a reading and talk about them.

- Have Ss work in pairs.
- Ask Ss to discuss and take notes of the tips in the passage, which help the Japanese live long lives.
- Then call on 2 - 3 pairs to share their lists.

Suggested answer:

The Japanese live long lives. The main reason is their diet. (1) They eat a lot of fish and vegetables. (2) They cook fish with little cooking oil. (3) They also eat a lot of tofu, a product from soybeans. Tofu has vegetable protein and vitamin B. It doesn't have any fat. (4) The Japanese work hard and do a lot of outdoor activities too. This helps them keep fit.

5 **Work in groups. Discuss and make a list of tips that the Vietnamese can do to live longer. Present it to the class. Does the class agree with you?**

ACTIVITY 5

Aim: To help Ss practise giving health tips in their own context.

This is a task which allows Ss to apply what they have learnt so far in this unit (ideas, vocabulary, and grammar) to find tips for a long life for Vietnamese people.

- Ask Ss to form groups of 4 - 5. Allow them some time to discuss and come up with some tips that the Vietnamese can do to live longer.
- Ask them to take notes of the group's ideas. Then share them with the class.

WRAP-UP

Have Ss say what they have learnt in the lesson.

SKILLS 1

Reading

ACTIVITY 1

Aims:

- **To introduce words related to skin conditions to Ss;**
- **To help Ss have a general idea of what they are going to read.**

- Ask Ss to look at the pictures first and ask if they know the skin condition shown in each picture. This does not cause difficulty since these problems are popular for teenagers.

SKILLS 1

Reading

1 **Work in pairs. Discuss and write each word or phrase under the correct picture. Which skin condition is the most common among teenagers?**

sunburn chapped skin acne



1. _____



2. _____



3. _____

– Then ask them to read the words / phrase and do the matching.
– Ask Ss to share their answers. Confirm the correct answers.

Key: **1.** chapped skin **2.** acne **3.** sunburn

ACTIVITY 2

Aims:

– **To help Ss develop their reading skill for specific information (scanning);**
– **To help them focus on the problem of acne.**

– Have Ss read the text in detail to do the exercise.
– Elicit answers from Ss. If needed, tell them to follow these steps:
  • Read the beginnings in A. They all start with 'acne' plus the verbs (*is, affects, causes*).
  • Locate the part of the text where they find the information. They all appear right in the first paragraph. Read that part and do the matching.
– Tell Ss to compare their answers in pairs before giving the answers to T.

Key: **1.** b **2.** d **3.** a **4.** c

2 Read the passage and match the beginnings in A with the endings in B.

Acne is a skin condition. It causes small, red spots on the face and the back. It affects 70-80% of young people between 12 and 30. More girls have acne than boys. It's not a serious disease but young people want to avoid it.

Here are some tips for taking care of skin with acne.

- Go to bed early and get enough sleep.
- Eat more fruit and vegetables, and less fast food.
- Wash your face with special soap for acne, but no more than twice a day.
- Don't touch or pop spots, especially when your hands are dirty.
- If it gets serious, see a doctor.

A	B
1. Acne is	a. young people the most.
2. Acne causes	b. a skin condition.
3. Acne affects	c. a serious disease.
4. Acne is not	d. small, red spots.

ACTIVITY 3

Aim: To help Ss further develop their reading skill for specific information (scanning).

– Ask Ss to read each question, locate where the information appears in the text, read that part carefully and circle the correct answer.
– Have Ss compare their answers in pairs.
– Check and confirm the correct answers.
– Ask them to explain their answers.

Key: **1.** A **2.** C **3.** B **4.** B **5.** A

3 Read the passage again and choose the correct answer A, B, or C.

1. The first paragraph is mainly about _____.
   A. what acne is
   B. how to avoid acne
   C. why people have acne
2. Which statement is NOT correct about acne?
   A. Acne is a skin condition.
   B. Acne may get serious.
   C. Acne affects more boys than girls.
3. What age group does acne affect the most?
   A. 12 - 20. B. 12 - 30. C. 70 - 80.
4. How should you wash your face?
   A. 3 - 4 times a day.
   B. With soap for acne.
   C. With cold water.
5. What does the word "**it**" in the last sentence refer to?
   A. acne B. disease C. spot

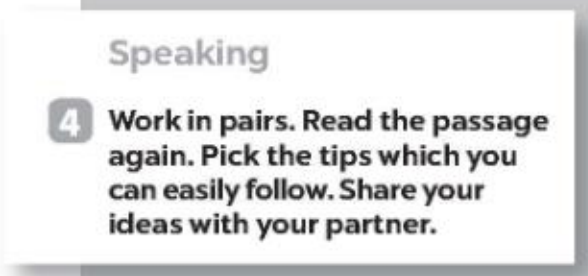
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Speaking

ACTIVITY 4

Aim: To help Ss talk about how they apply the tips in the reading to themselves.

- Ask Ss to work in pairs. Tell them to focus on the tips for acne in the text in **2**.
- Allow them some time to talk about which tip they can easily follow.
- Go around and listen. Give help if needed.
- Then call on some Ss to share their answers with the class.
- If there is a tip they cannot follow, ask them to explain why not.
- This activity helps prepare Ss for **5**.



Speaking

4 **Work in pairs. Read the passage again. Pick the tips which you can easily follow. Share your ideas with your partner.**

ACTIVITY 5

Aim: To provide Ss an opportunity to practise giving tips for health problems.

- These health problems are common and Ss are expected to have some ideas about how to deal with them. Have Ss work in groups.
- Ask them to take turns to give tips for each health problem.
- Go around and listen. Give help if needed.
- Then call on some groups to share their answers with the class.

Suggested tips:

1. Use some lip balm.
Use coconut oil.

2. Eat less fast food, beef, and ice cream.
Eat more fruit and vegetables.

3. Get enough sleep, 7 - 8 hours a day.
Don't go to bed too late.

4. Keep warm and stay in bed.
Drink plenty of water and eat light food.

5. Avoid washing your hair every day.
Take vitamins.



5 **Work in groups. Read about the health problems below. Discuss and make notes of some tips you can give each person. Then share your ideas with the class.**

1. I have chapped lips.
→ _____
→ _____

2. I'm putting on weight.
→ _____
→ _____

3. I often feel sleepy during the day.
→ _____
→ _____

4. I have the flu.
→ _____
→ _____

5. My hair is dry.
→ _____
→ _____

24 Tiếng Anh 7

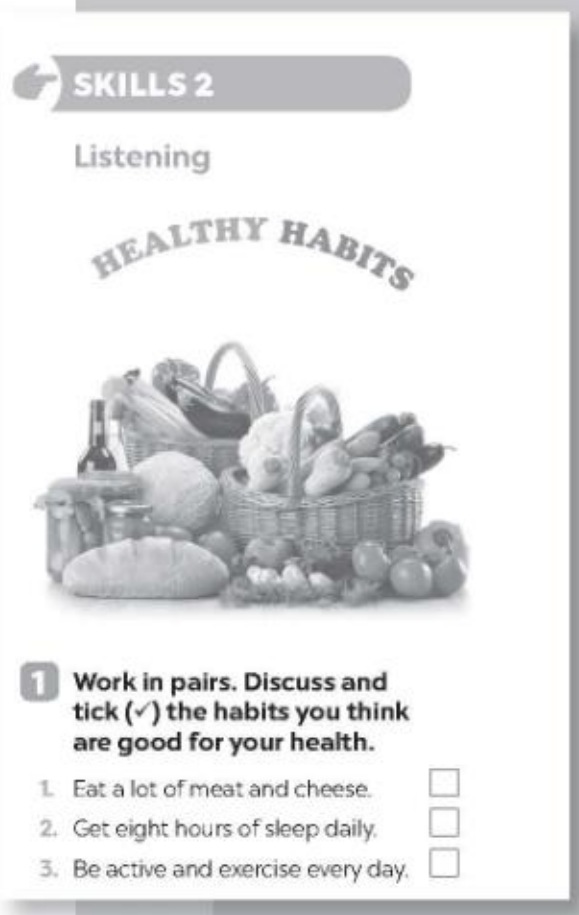
WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two skills.

SKILLS 2

Listening

- Before starting this lesson, ask Ss about the content of the previous lesson (tips for health problems).
- Ask Ss to name some healthy habits.


SKILLS 2

Listening

HEALTHY HABITS

1 **Work in pairs. Discuss and tick (✓) the habits you think are good for your health.**

1. Eat a lot of meat and cheese. ☐
2. Get eight hours of sleep daily. ☐
3. Be active and exercise every day. ☐

ACTIVITY 1

Aim: To help Ss brainstorm the topic and prepare for the listening text.

- Ask Ss to work in pairs.
- Ask them to read the sentences and discuss if they are good or bad for their health.
- Call on some Ss to share their answers.

Suggested answers: Good for health: 2, 3

ACTIVITY 2

Aim: To help Ss develop their skill of listening for specific information.


2 **Listen and tick (✓) the habits mentioned.**

1. ☐ eating
2. ☐ travelling
3. ☐ exercising
4. ☐ sleeping
5. ☐ cooking
6. ☐ cleaning

- Have Ss read the categories of habits. This helps them have some ideas of what they are going to listen and the information they need for answering the questions.
- Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain their answers.
- Have Ss share their answers in pairs.
- Invite some pairs to answer and confirm the correct ones.
- Play the recording again if needed, stopping at places where students are having difficulties.

Key: Categories mentioned: 1, 3, 4, 6

ACTIVITY 3


3 **Listen again and answer the questions with no more than THREE words.**

1. What do healthy habits help you avoid?
2. What do fruit and vegetables provide you with?
3. How many hours do you need to sleep a day?
4. How should you keep your room?

Aim: To help Ss further develop their skill of listening for specific information.

- Have Ss read the questions and determine what information they need for answering the questions. Remind them that the questions ask for short answers with no more than three words.
- Play the recording once or twice more for Ss to do the exercise.
- Have Ss share their answers in pairs.

- Invite some pairs to answer and confirm the correct ones.
- Play the recording again if needed, stopping at the places where students are having difficulties.

Key:

1. disease **2.** vitamins **3.** 8 / eight hours / hrs **4.** tidy and clean

Audio script – Tracks 12 + 13:

Healthy habits help us keep fit and avoid disease. Here is some advice.

Eat more fruit and vegetables, especially coloured ones like carrots and tomatoes. They provide a lot of vitamins.

Eat meat, eggs, and cheese, but not too much. You may put on weight.

Drink enough water, but not soft drinks.

Be active and exercise every day. Do outdoor activities like cycling, swimming, or playing sports. They keep you fit.

Go to bed early and get about 8 hours of sleep daily, so you will not feel tired.

Keep your room tidy and clean. Open windows to let in fresh air and sunshine on fine days.

Writing

ACTIVITY 4

Aim: To help Ss make simple notes of what they have listened to.



- Tell Ss to work in groups.
- Ask them to discuss and make notes of the tips they can remember from the listening. Encourage Ss to write in full sentences, e.g. *Don't eat too much meat and cheese*.
- Move around and offer help if needed.
- Invite some Ss to share their answers.

ACTIVITY 5

Aim: To help Ss practise writing a passage to give advice on how to avoid viruses.



- T can write the words *flu, COVID 19,* etc. on the board as examples of diseases caused by viruses. This helps them have an idea about the kind of disease they are seeking advice on.
- Ask Ss to look at the pictures and read the advice. Check their understanding. Then allow them some time to write out the passage. Encourage Ss to add some more tips.
- Go round and offer help if needed.
- Call on some Ss to read aloud their writing. Check them as a class.

Sample answer:

We can do a lot of things to avoid viruses. First, always keep your surroundings clean. Sweep your house, clean your furniture, and change your pillow covers and bedsheets often. Remember to take a bath daily. Wash your hands with soap regularly. Drink a lot of water and eat more fruit and vegetables. Exercise three times a day for at least 15 minutes each time. When you go out, wear a mask and avoid crowds.

LOOKING BACK

Vocabulary

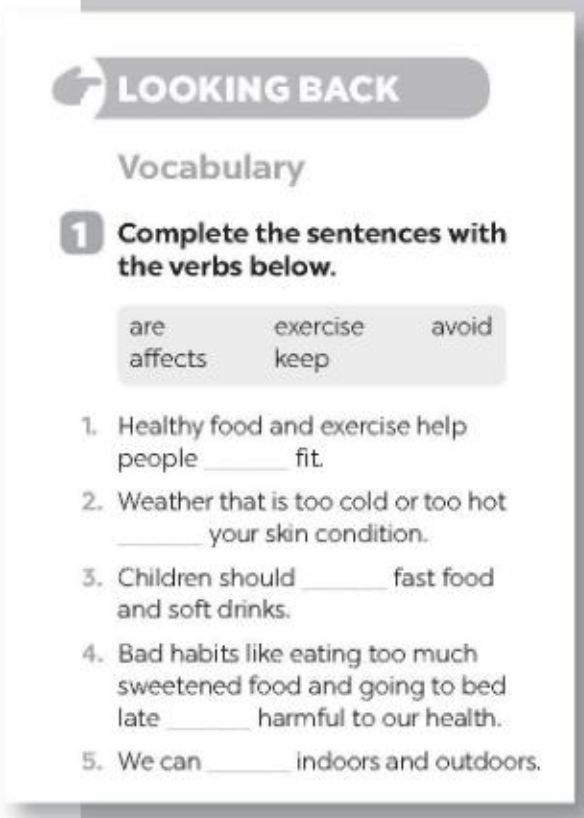
ACTIVITY 1

Aim: To help Ss revise the vocabulary items (verbs) they have learnt in the unit.

- Have Ss read the verbs in the box and see if they still remember their meanings.
- Let Ss do this activity individually, then compare their answers with their partners.
- Ask for Ss' answers. Confirm the correct ones.

Key:

1. keep **2.** affects **3.** avoid **4.** are **5.** exercise



LOOKING BACK

Vocabulary

1 **Complete the sentences with the verbs below.**

are exercise avoid
affects keep

1. Healthy food and exercise help people _____ fit.
2. Weather that is too cold or too hot _____ your skin condition.
3. Children should _____ fast food and soft drinks.
4. Bad habits like eating too much sweetened food and going to bed late _____ harmful to our health.
5. We can _____ indoors and outdoors.

ACTIVITY 2

Aim: To help Ss revise the vocabulary items (adjectives) they have learnt in the unit.

- Have Ss read the adjectives in the box and see if they still remember their meanings.
- Ask them to read each definition and write the word next to it.
- Let Ss do this activity individually, then compare their answers with their partners.
- Ask for Ss' answers. Confirm the correct ones.

Key:

1. active **2.** healthy **3.** tidy **4.** fit **5.** dirty



2 **Write the words below next to their definitions.**

tidy active fit dirty healthy

1. always busy doing things, especially physical activities _____
2. good for your health _____
3. everything in order _____
4. in good shape _____
5. not clean _____

Grammar

ACTIVITY 3

Aim: To help Ss revise simple sentences.

- Remind Ss of simple sentences first by writing two sentences (one simple and one compound) on the board and ask them which one is the simple sentence. Allow them 1 - 2 minutes to read the **Remember!** box in **A CLOSER LOOK 2** if needed.
- Have Ss do the exercise individually, and then exchange their answers with a classmate.
- Confirm the correct answers.

Key: Simple sentences: 2, 3, 5



Grammar

3 **Tick (✓) the simple sentences.**

1. Asians eat a lot of rice, but Europeans don't. ☐
2. Most children love fast food and soft drinks. ☐
3. There is a lot of fresh air in the countryside. ☐
4. Eat less sweetened food, and you won't put on weight. ☐
5. Hard-working people often stay fit. ☐

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ACTIVITY 4

Aim: To help Ss revise simple sentences.

- Ask Ss to read each original sentence and decide how to write a simple sentence from it by identifying the main parts of the new sentence.
- Have Ss do this exercise individually.
- T may call on 1 - 2 Ss to write the sentences on the board. Then check Ss' answers. Explain if needed.

Key:

1. Both you and your brother are active.

2. Your room looks dark and untidy.

3. The Japanese work hard and exercise regularly.

4. My mother eats a lot of fruit and vegetables.



4 **Change the following sentences into simple ones.**

1. You are active, and your brother is active too.

→ Both you and _____.

2. Your room looks dark, and it looks untidy too.

→ Your room _____.

3. The Japanese work hard, and they exercise regularly.

→ The Japanese _____.

4. My mother eats a lot of fruit, and she eats a lot of vegetables too.

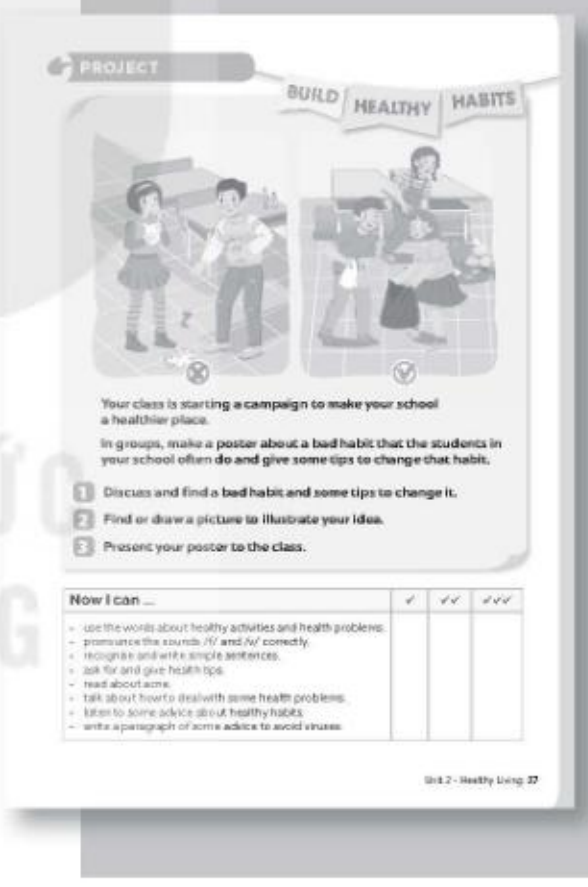
→ My mother eats _____.

PROJECT

Aims:

- **To help Ss identify a bad habit for healthy living in their school;**
- **To give Ss more practice in giving tips to change the bad habit.**

- Ss work in groups.
- Have Ss discuss and list some of bad habits Ss do to their school environment.
- Have them choose one, then work out some tips to reduce or get rid of it.
- Ask them to find or draw a picture to illustrate the bad habit and write the tips on a large piece of paper.
- Ask each group to present it to the class.
- If time is limited, T can assign the project in earlier lessons such as in **GETTING STARTED**. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their poster.



PROJECT

BUILD HEALTHY HABITS

Your class is starting a campaign to make your school a healthier place.

In groups, make a poster about a bad habit that the students in your school often do and give some tips to change that habit.

1. Discuss and find a bad habit and some tips to change it.
2. Find or draw a picture to illustrate your idea.
3. Present your poster to the class.

Now I can ...	✓	✓✓	✓✓✓
- use the words about healthy activities and health problems - pronounce the sounds /f/ and /v/ correctly - recognise and write simple sentences - ask for and give health tips - read about acne - talk about how to deal with some health problems - listen to some advice about healthy habits - write a paragraph of some advice to avoid viruses			

Unit 2 - Healthy Living 37

NOW I CAN ...

- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

Unit 3 COMMUNITY SERVICE

Objectives:

By the end of this unit, students will be able to:

- use the words related to community activities;
- pronounce the sounds /t/, /d/ and /ɪd/ correctly;
- use the past simple to talk about past activities;
- give compliments;
- read for specific information about community activities at a school;
- talk about the reasons why students join different community activities;
- listen for specific information about some community activities and their benefits;
- write an email about community activities one did last summer.


Unit 3 COMMUNITY SERVICE

THIS UNIT INCLUDES:

Vocabulary
Community activities

Pronunciation
Sounds /t/, /d/, and /ɪd/

Grammar
Past simple

Skills
- Reading about community activities at a school
- Talking about the reasons why students join different community activities
- Listening for a talk about some community activities and their benefits
- Writing an email about community activities one did last summer

Everyday English
Giving compliments

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To review the previous unit;**
- **To lead into the new unit.**

- Review the previous unit before Ss open their books: Organise a short vocabulary game to revise the words and phrases Ss learnt in *Unit 2*. For example, T can show pictures of different healthy activities; or T provides a table with two columns (one is healthy habits and the other is unhealthy habits with examples for each). Ss take turns to write into the two columns the appropriate words and phrases they learnt in *Unit 2*.
- Lead to the new unit. Write the unit title *Community Service* on the board. Ask Ss to guess what they are going to learn about in this unit. Then write *community activities* and ask Ss to give any words or phrases they know related to these activities.

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GETTING STARTED

SOUNDS LIKE GREAT WORK!

ACTIVITY 1


GETTING STARTED

Sounds like great work!

1 Listen and read.

Minh: Hi, Tom. Are you back in Ha Noi?

Tom: Yes. I came back yesterday. Can we meet up this Sunday morning? I bought you a board game.

Minh: Sure, I can't wait! But our Green School Club will have some community activities on that morning.

Tom: What activities does your club do?

Minh: Well, we pick up litter around our school and plant vegetables in our school garden.

Tom: School gardening? That's fantastic!

Minh: Yes. We donate the vegetables to a nursing home. Does your school have any activities like these?

Tom: Yes. We donate books to homeless children. We also have English classes. Last summer, we taught English to 30 kids in the area.

Minh: Sounds like great work!

Tom: Thanks.

Minh: ... So, let's meet in the afternoon then.

28 Tiếng Anh 7

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**

- Set the context: Have Ss look at the conversation and the picture, and answer some questions, e.g. *What are the boys doing? What can you see in the bubbles? What might they be talking about?* Encourage Ss to answer, but do not confirm whether their answers are right.
- Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.
- Refer to the questions previously asked. Confirm the correct answers: *They are Tom and Minh. They are talking on the phone. In the bubbles, Tom is giving books to children. Minh is doing gardening and giving food to old people.*
- To help Ss understand the main idea of the conversation, ask Ss to answer the question: *What are Tom and Minh talking about?* (They are talking about community activities in their school.)

Audio script – Track 14:

Minh: Hi, Tom. Are you back in Ha Noi?

Tom: Yes. I came back yesterday. Can we meet up this Sunday morning? I bought you a board game.

Minh: Sure, I can't wait! But our Green School Club will have some community activities on that morning.

Tom: What activities does your club do?

Minh: Well, we pick up litter around our school and plant vegetables in our school garden.

Tom: School gardening? That's fantastic!

Minh: Yes. We donate the vegetables to a nursing home. Does your school have any activities like these?

Tom: Yes. We donate books to homeless children. We also have English classes. Last summer, we taught English to 30 kids in the area.

Minh: Sounds like great work!

Tom: Thanks.

Minh: ... So, let's meet in the afternoon then.

ACTIVITY 2

Aim: To help Ss read for specific information about Minh and Tom's community activities.

- Ask Ss to underline the words and phrases about community activities in the conversation. For example, Ss can underline the phrase *pick up litter*.

2 Read the conversation again and tick (✓) the appropriate box.

Community activity	Minh's club	Tom's club
1. picking up litter		
2. planting vegetables		
3. donating books		
4. donating vegetables		
5. teaching English		

- Then ask them to work in pairs to read the conversation.
- Have pairs tick the appropriate boxes. Ask pairs to say the answers aloud, e.g. *Minh's club picks up litter; Tom's club donates books*, etc.
- Make sure they pronounce the words / phrases correctly.
- Check the answers as a class.

Key:

Community activity	Minh's club	Tom's club
1. picking up litter	✓	
2. planting vegetables	✓	
3. donating books		✓
4. donating vegetables	✓	
5. teaching English		✓

ACTIVITY 3

Aims:

- **To help Ss use phrases related to community activities;**
- **To help Ss further understand the text.**

- Ask Ss to work individually to complete the phrases under the pictures with the given verbs.
- Ask Ss to say the phrases aloud. Make sure they pronounce the words and phrases correctly.
- Check the answers as a class.

Key:

1. pick up **2.** help **3.** recycle
4. donate **5.** clean

3 **Complete the phrases under the pictures with the verbs below.**

pick up clean donate
recycle help



1. _____ litter



2. _____ homeless children



3. _____ plastic bottles



4. _____ clothes



5. _____ the playground

ACTIVITY 4

Aim: To help Ss use the vocabulary related to community activities in the right context.

- Ask Ss to work independently to complete each sentence with a word or phrase from the box. Allow Ss to refer to the pictures and phrases in **3**.
- Check the answers as a class.
- Ask several Ss to read aloud the full sentences. Correct Ss' pronunciation if needed.

Key:

1. homeless children **2.** litter **3.** old people
4. taught **5.** planted

4 **Complete the sentences with the correct words or phrases below.**

old people homeless children
planted litter taught

1. We collected clothes and gave them to _____.
2. Those students picked up all the _____ on the street.
3. We helped _____ in the nursing home last Sunday.
4. The club members _____ maths to primary students during school holidays.
5. We _____ a lot of trees in the park last summer.

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ACTIVITY 5

Aims:

- **To help Ss review and reuse the learnt vocabulary;**
- **To create a fun atmosphere in the class.**

- Ask Ss to play in teams of five or six players.
- Instruct Ss to play the Vocabulary Ping-pong game: Ask Ss to think of the topic *Community Service*. One student from team A shouts out a word related to the topic. Then one student from team B makes a sentence with that word. Then switch roles. The team that cannot give a word or make a correct sentence loses and the other team gets a point.
- Point out the example in the Student's Book:

  Team *A:* Litter

  Team *B:* We often pick up litter in the park. Trees

  Team *A:* We plant trees in our school every year. Book
- Stop the game when time is up. The team that makes the most correct sentences wins.



5 GAME Vocabulary Ping-pong

Work in two teams. Team A provides a cue word. Team B makes up a sentence with it. Then switch roles.

Example:

Team A: Litter

Team B: We often pick up litter in the park. Trees

Team A: We plant trees in our school every year. Book

...

WRAP-UP

- Refer to the unit title again then together with Ss, orally list the community activities Ss do at school.
- Ask Ss to say several words or phrases about community activities that they remember from the lesson.

A CLOSER LOOK 1

WARM-UP

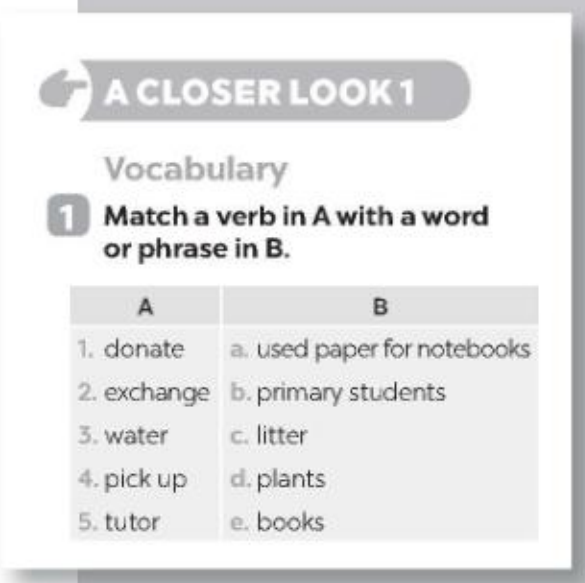
- Give Ss a few minutes to play a game. Have Ss play in two groups. Give the groups a list of verbs including *pick up, donate, recycle, help,* and *plant*, and a set of seven (or more) pictures illustrating *trees, vegetables, small children, old people, books, bottles,* and *litter*.
- Ask Ss to match the pictures with the correct verbs. The team with the most correct answers wins.
- Ask Ss to open their books to page 30.

Vocabulary

ACTIVITY 1

Aim: To introduce some verbs and verb phrases that are often used to describe community activities.

- Have Ss read aloud the verbs in A and words / phrases in B.
- Ask Ss to work in pairs to match the verbs in A with words / phrases in B. The only new word is *tutor,* and it can also be inferred when all other options have been matched.



A CLOSER LOOK 1

Vocabulary

1 **Match a verb in A with a word or phrase in B.**

A	B
1. donate	a. used paper for notebooks
2. exchange	b. primary students
3. water	c. litter
4. pick up	d. plants
5. tutor	e. books

- Tell Ss that *to tutor* means *to teach*.
- Invite Ss to take turns to read out their answers. Correct their pronunciation if needed.
- Check the answers as a class.
- T can also ask Ss to add more words / phrases to the verbs to make up other activities they can do. This way, T can broaden Ss' vocabulary if they are ready.

Key: **1.** e **2.** a **3.** d **4.** c **5.** b

ACTIVITY 2

Aim: To allow Ss to use the learnt words / phrases in context.

- Ask Ss to work individually to complete each of the sentences with a suitable word / phrase from the box. All of these words and phrase have been learnt in **1**.
- Check the answers as a class.
- Have some Ss read aloud the complete sentences.
- Correct Ss' pronunciation if necessary.

Key:

1. litter **2.** used paper for notebooks **3.** water

4. donate **5.** tutor

2 **Complete each of the sentences with a suitable word or phrase from the box.**

tutor	litter	water
donate	used paper for notebooks	

1. We pick up _____ at the local park every Sunday.
2. Children in our village exchange _____ every school year.
3. Tom and his friends _____ the plants in their neighbourhood every weekend.
4. We _____ old textbooks to children in rural areas.
5. Minh and his friends often _____ small children in their village.

ACTIVITY 3

Aim: To have Ss practise producing full sentences using the learnt phrases.

- Ask the whole class to read aloud the six phrases. Correct their pronunciation if necessary.
- Ask Ss to work in pairs to describe the pictures, using the given phrases. Ask some Ss to re-describe the pictures to the class.
- Then ask them to work individually to write full sentences, using the given phrases. Then they share their answers with a partner.
- Check the answers as a class.
- T can also ask some Ss to write their answers on the board, then check the answers as a class.

Key:

1. She's reading books to the elderly.

2. They're giving gifts to old people.

3. They're exchanging used paper for notebooks.

4. They're donating clothes to poor children.

5. She's planting trees in the park.

3 **Use the phrases from the box to write full sentences under the correct pictures.**

- watering vegetables in the school garden
- giving gifts to old people
- exchanging used paper for notebooks
- planting trees in the park
- reading books to the elderly
- donating clothes to poor children

Example: Lan is watering vegetables in the school garden.

1. _____

2. _____

3. _____

4. _____

5. _____

Pronunciation

/t/, /d/, and /ɪd/

ACTIVITY 4


Pronunciation

/t/, /d/, and /ɪd/

4 Listen and repeat. Pay attention to the sounds /t/, /d/, and /ɪd/.

/t/	/d/	/ɪd/
cooked	watered	collected
passed	cleaned	donated
helped	volunteered	provided

Aims:

- **To help Ss identify how to pronounce the sounds /t/, /d/, and /ɪd/;**
- **To help Ss practise pronouncing the sounds in words.**

- Have Ss listen to the recording once first. Then ask Ss to read out the words.
- Play the recording for them to listen again and repeat each word as a class, then as individuals. Play the recording as many times as possible.

Audio script – Track 15:

/t/	/d/	/ɪd/
cooked	watered	collected
passed	cleaned	donated
helped	volunteered	provided

ACTIVITY 5


5 Listen to the sentences and pay attention to the underlined parts. Tick (✓) the appropriate sounds. Practise the sentences.

	/t/	/d/	/ɪd/
1. Our club cooked soup for old patients.			
2. Students watered the trees in the school.			
3. We provided food for homeless children last Tet holiday.			
4. Our school donated clothes to poor people.			
5. Teenagers volunteered to clean streets.			

Aim: To help Ss practise pronouncing the sounds /t/, /d/, and /ɪd/ in sentences.

- Have some Ss read the sentences first. Ask them to pay attention to the underlined parts.
- Play the recording for Ss to listen then have them tick the appropriate sounds.
- Invite some Ss to share their answers. Confirm the correct ones.
- Play the recording again and ask Ss to repeat each sentence after the recording. Correct Ss if necessary. Call on some Ss to read the sentences individually.

Key + Audio script – Track 16:

	/t/	/d/	/ɪd/
1. Our club cook<u>ed</u> soup for old patients.	✓		
2. Students water<u>ed</u> the trees in the school.		✓	
3. We provid<u>ed</u> food for homeless children last Tet holiday.			✓
4. Our school donat<u>ed</u> clothes to poor people.			✓
5. Teenagers volunteer<u>ed</u> to clean streets.		✓	

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Ask them to list some phrases about community activities they learnt in the lesson.
- Ask them to list some verbs in the past simple, paying attention to their pronunciation.

A CLOSER LOOK 2

WARM-UP

- Give Ss a few minutes to revise the sounds /t/, /d/, and /ɪd/.
- Ask several Ss to take turns to stand up and say aloud one activity they did last summer. They may say what they actually did or they may use the activities they learnt in the previous lessons.
- Check that they pronounce correctly the sounds /t/, /d/, and /ɪd/.
- Ask Ss to look at **A CLOSER LOOK 2** on page 31.

Grammar

The past simple

- Focus Ss' attention on the **Remember!** box. Explain the uses of the past simple. Remind Ss of the specific time expressions they may use to talk about past actions.
- T may also ask Ss to make a list of time expressions that are used to talk about past actions such as *yesterday, last week, last month, two months ago, in 2000*, ... Then ask Ss questions:
  - What did you watch yesterday?
  - What did you do last weekend?
  - Who did you meet two days ago?
  - ...

ACTIVITY 1

Aim: To review Ss' knowledge of the past simple tense.

- Ask Ss to work individually to circle the correct answers.
- Ask Ss to take turns to give their answers.
- Check the answers as a class.
- Ask several Ss to read aloud full sentences with the correct answers. Correct their pronunciation if necessary.

Key: **1.** B **2.** C **3.** B **4.** A **5.** C

ACTIVITY 2

Aim: To raise Ss' awareness of the past simple tense and the past form of some verbs.

- Have Ss work individually to complete the sentences with the past simple form of the given verbs.
- Ask some Ss to read out their sentences. Correct grammar and pronunciation mistakes if necessary.
- Check the answers as a class.

Key:

1. took **2.** Did ... join **3.** helped

4. sent **5.** volunteered



A CLOSER LOOK 2

Grammar

The past simple

1 **Circle the correct answer A, B, or C to complete each sentence.**

1. *Green School* _____ vegetables for an orphanage last spring.
   A. is growing B. grew C. grows
2. Children _____ plastic bottles for recycling a month ago.
   A. are collecting B. collect C. collected
3. We _____ English to children in a primary school last summer.
   A. are teaching B. taught C. teach
4. Our school club _____ gloves for old people in nursing homes last winter.
   A. made B. is making C. make
5. We _____ bottles to help the environment last month.
   A. are reusing B. reuse C. reused

Remember!

We use the past simple to talk about completed actions in the past.

We often use specific time expressions, such as *yesterday, last month, three weeks ago*, or *in 1999* with the past simple.

2 **Complete the sentences with the past simple form of the given verbs.**

1. *Care for Animals* (take) _____ care of thousands of homeless dogs and cats last year.
2. _____ teenagers (join) _____ *Lending Hand* in 2015?
3. We (help) _____ the elderly in a village last summer.
4. Last year, we (send) _____ textbooks to help children in a rural village.
5. Tom (volunteer) _____ to teach English in our village last winter.

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ACTIVITY 3

Aim: To help Ss distinguish between the present simple, present continuous, and past simple in specific context.

- Ask the whole class to read aloud the verbs in the box. Then have Ss work individually to complete the sentences with the correct forms of the verbs from the box.
- Ask some Ss to read out the complete sentences. Correct grammar and pronunciation mistakes if necessary.
- Check the answers as a class.

Key:

1. cook **2.** Did ... plant **3.** are picking up

4. recycled **5.** read

3 **Complete the sentences with the correct forms of the verbs from the box.**

plant read cook
recycle pick up

1. The club members _____ food for patients every Sunday.
2. _____ you _____ those trees in the playground last month?
3. Nick and his friends _____ rubbish on the beach now.
4. Tom _____ the plastic bottles, and now he has some nice vases.
5. We often _____ books to old people in a nursing home.

ACTIVITY 4

Aim: To help Ss write full sentences using the correct form of the verbs.

- Have Ss work individually to write complete sentences from the prompts. Then ask them to work in pairs to swap their answers.
- Check the answers as a class.
- Have the class read out the sentences. Correct grammar and pronunciation mistakes if necessary.

Key:

1. Last year, our club donated books to children in rural areas.
2. Did children send you thank-you cards a week ago?
3. I taught two children in grade 2 last summer.
4. Last spring, we helped the elderly in a nursing home.
5. How did you help the people in flooded areas last year?

4 **Write complete sentences from the prompts.**

1. Last year / our club / donate / books / children in rural areas.
2. children / send / you thank-you cards / a week ago?
3. I / teach / two children in grade 2 / last summer.
4. Last spring / we / help / the elderly / nursing home.
5. How / you / help / people / in flooded areas / last year?

ACTIVITY 5

Aims:

- **To enable Ss to ask and answer questions related to past activities;**
- **To help Ss be aware of some community activities that Ss in other countries do.**

- Introduce the Red Cross projects and activities in 2016 and 2020.
- Have Ss work in pairs to practise asking and answering questions based on the fact sheet. Tell Ss to follow the example. Remind them to use the past simple when they ask and answer questions about the past activities.
- Invite some pairs to make short conversations as an example. Correct any grammar and pronunciation mistakes if necessary.

5 **Work in pairs. Tom is from the Red Cross. Look at the fact sheet and ask Tom about his projects in 2016 and 2020.**

Projects / Year	Activities
Help Lonely People / 2016	- help 200 lonely people - answer calls from lonely people - visit museums with them
Support Ill People / 2020	- help ill people at their home - read books to ill people

Example:

Tom: I'm from the Red Cross. I worked on the *Help Lonely People* project in 2016.

Lan: What did you do?

Tom: We helped 200 lonely people ...

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have them say out loud the past form of the verbs they learnt in the lesson.

Extension:

Alphabet game

- Put Ss in groups of three or four.
- Ss take turns to use the past simple in a sentence. The first letter of the verbs must follow the sequence of the alphabet. If Ss can't think of one, they are out of the game. The next student continues with the next letter.

Example: *A:* He asked me my name.

B: I bought a hat.

C: I came here last month.

COMMUNICATION

Everyday English

Giving compliments

- Ask Ss to look at the conversation in **GETTING STARTED** and check if they find any sentences that Minh and Tom use to compliment each other for doing something good deeds.
- When Ss have found the sentences: *That's fantastic!; Sounds like great work!*, tell them that they can use these to make compliments.
- Tell Ss that they are going to practise giving compliments. Ask Ss to look at **COMMUNICATION** on page 32.

ACTIVITIES 1 + 2

Aims:

- **To introduce two ways to give compliments;**
- **To help Ss practise giving compliments.**


COMMUNICATION

Everyday English

Giving compliments

1 **Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts.** 17

Lan: What did you do to help your community last summer, Mark?

Mark: We planted some trees in the schoolyard and picked up a lot of rubbish along the nearby roads.

Lan: Sounds like great work! We collected books and warm clothes for our friends in the mountainous areas.

Mark: Wonderful!

2 **Work in pairs. Make similar conversations.**

1. Mi helped lonely elderly people.
2. Tom and his friends cleaned and decorated parts of their neighbourhood.

- Play the recording for Ss to listen to and read the dialogue between Lan and Mark. Ask Ss to pay attention to the highlighted parts. Emphasise the use of the compliments. Have Ss practise the dialogue.
- Ask Ss to work in pairs to make similar dialogues, using the contexts given and the sample compliments. Give feedback on their dialogues.

Audio script – Track 17:

Lan: What did you do to help your community last summer, Mark?

Mark: We planted some trees in the schoolyard and picked up a lot of rubbish along the nearby roads.

Lan: Sounds like great work! We collected books and warm clothes for our friends in the mountainous areas.

Mark: Wonderful!

Changing our neighbourhood

ACTIVITY 3

Aims:

- **To help Ss learn more about some benefits of community activities;**
- **To help Ss practise reading for specific ideas.**

- Have Ss work in pairs to read the poster. Ask them questions like: *How many projects does Lending Hand offer? What activities can you do / join in Projects 1, 2, and 3?*
- Have pairs write the project number (1 - 3) next to its benefit (A - E). Ask some pairs to read out their answers. Correct if necessary.
- Check the answers as a class.

Key: **1.** B, E **2.** C, D **3.** A


Changing our neighbourhood

3 **Work in pairs. Read the poster about the volunteer activities for teenagers at *Lending Hand*. Write the project number (1 – 3) next to its benefit (A – E).**

WELCOME TO LENDING HAND

Here are some activities you can do when you join our projects:

1. Protect the environment:
- You can plant trees in your area.
- You can join clean-up activities.

2. Help street children:
- You can donate food and clothes.
- You can teach street children to read and write.

3. Help old people:
You can sing and dance with the elderly in a nursing home.

Benefits

_____ A. making the elderly less lonely
_____ B. making the neighbourhood greener
_____ C. helping feed children
_____ D. helping children have a better future
_____ E. making the neighbourhood cleaner

ACTIVITY 4

Aims:

- **To help Ss practise asking and answering questions about which activities they want to join and why;**
- **To help Ss practise giving reasons.**

- Have Ss work in pairs to ask and answer questions about which activities they want to join and why. Ask them to use the example in the Student's Book. Elicit any other benefits they can think of.
- Invite some pairs to role-play, asking and answering questions in front of the class. Correct any grammar or pronunciation mistakes if necessary.


4 **Work in pairs. Ask and answer which activities in 3 you want to join. Give reasons.**

Example:

Minh: Which activity do you want to join?

Lan: I want to join some clean-up activities.

Minh: Why do you want to join these activities?

Lan: Because they make the neighbourhood cleaner.

ACTIVITY 5

Aims:

- **To help Ss practise asking and answering questions about which activities they choose to join and the benefits of those activities;**
- **To help Ss practise giving reasons;**
- **To help Ss practise reporting.**

- Have Ss work in groups to discuss which activity each member of their group chooses and the benefits of each activity. Tell them that they can give more than one benefit to any activity or any benefits they can think of in addition to those they find in the Student's Book.
- Ask them to follow the example in the book.
- Invite group representatives to report their group's answers. Give feedback on their reports.


5 **Work in groups. Discuss which activity each member of your group chooses and the benefit(s) of the activity. Present your group's answers to the class.**

Example:

Mai wants to donate food to street children because this helps feed them. Lan wants to join clean-up activities because these activities make our neighbourhood cleaner ...

WRAP-UP

Ask Ss what they have learnt in the lesson.

SKILLS 1

Reading

ACTIVITY 1

Aims:

- **To remind Ss of some community activities;**
- **To help Ss brainstorm some more community activities.**

- Have the class read out loud the three activities in **1**.
- Ask Ss to work in pairs to circle the activities they would like to do at their school.
- Ask them to name some more activities they would like to do at their school if the class is more fluent.

ACTIVITY 2

Aims:

- **To improve Ss' knowledge of vocabulary related to community activities;**
- **To improve Ss' skill of reading for details.**

- Ask Ss to work individually to read the passage and find the highlighted words.
- Have Ss match the highlighted words with their meanings in the box. Remind them to use the context to help them.
- Check the answers as a class.

Key:

1. donate **2.** exchange **3.** monthly
4. proud **5.** tutor

ACTIVITY 3

Aim: To improve Ss' skill of reading for details.

- Have Ss look at the statements in this activity. Ask them how to do it. Give them some strategies to do the exercise.
- Have Ss work individually for some minutes and tick T (True) or F (False).
- Ask Ss to take turns to give the answers. Ask them to show the part in the reading where they find the answers.
- Check the answers as a class.

Key: **1.** T **2.** F **3.** T **4.** F **5.** T



SKILLS 1

Reading

1 **Work in pairs. Circle the activities you would like to do at your school.**

A. growing vegetables in the school garden
B. tutoring other students
C. collecting books for the school library

2 **Read the passage and match the highlighted words with their meanings.**

1. give 2. give and receive
3. every month 4. pleased
5. teach

Bright Future School has many community activities for students. The school believes that a good way for students to develop themselves is through community service. All students can join any of these different projects:

- *Tutoring:* Upper grade students tutor lower grade students.
- *Postcard-to-Help:* Students make and sell postcards to raise money for local children.
- *Visit-to-Read:* Students visit a nursing home monthly and read books to the elderly.
- *Garden-to-Give:* Students grow vegetables and donate them to local schools.
- *Paper-Plant-Exchange:* Students collect paper and exchange it for plants. They then look after the plants in their school garden.

Students learn that they can help people and the world around them when they do community service. They feel useful and proud because they do good things.

3 **Read the passage again and tick (✓) T (True) or F (False).**

	T	F
1. Community service allows students to develop themselves.		
2. Each student can join only one project.		
3. They tutor younger students.		
4. Local children receive postcards from the *Postcard-to-Help* project.		
5. Students receive plants when they give paper.		

Speaking

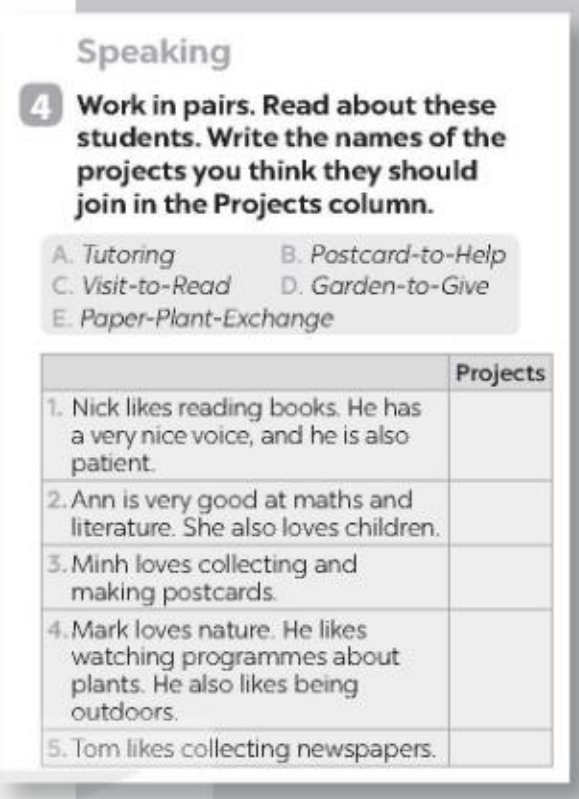
ACTIVITY 4

Aims:

- **To enable Ss to review and reuse the name of some community activities;**
- **To give Ss an opportunity to practise explaining their reasons.**

- Have Ss work in pairs to read the sentences in the table. Ask them to underline the key words in the sentences. Ask some Ss to stand up to answer the questions: *What did you learn about Nick / Ann / Minh / Mark / Tom?*
- Ask pairs to discuss and decide which student should join which project in the reading.
- Ask them to give some reasons for their choice based on the information about the students.
- Ask pairs to write the names of the projects in the **Projects** column.
- Check the answers as a class.

Key: **1.** C **2.** A **3.** B **4.** D **5.** E



Speaking

4 **Work in pairs. Read about these students. Write the names of the projects you think they should join in the Projects column.**

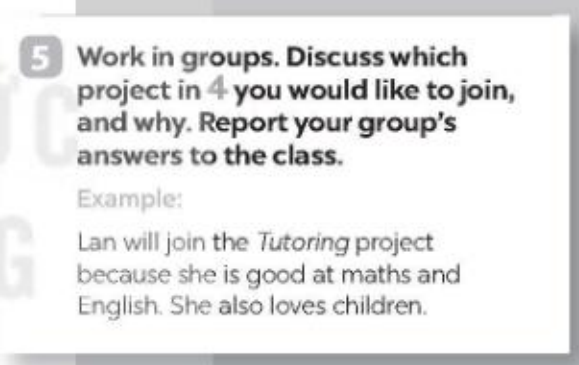
A. *Tutoring* B. *Postcard-to-Help*
C. *Visit-to-Read* D. *Garden-to-Give*
E. *Paper-Plant-Exchange*

	Projects
1. Nick likes reading books. He has a very nice voice, and he is also patient.	
2. Ann is very good at maths and literature. She also loves children.	
3. Minh loves collecting and making postcards.	
4. Mark loves nature. He likes watching programmes about plants. He also likes being outdoors.	
5. Tom likes collecting newspapers.	

ACTIVITY 5

Aim: To give Ss an opportunity to practise explaining reasons.

- Have Ss work in groups to discuss which project in **4** each of them would like to join. Ask them to give reasons. Tell them that they can give reasons based on their likes, dislikes, personalities, etc. as in **4**.
- Invite one representative of each group to report their group's answers to the class.
- Give feedback on their reports in terms of language, reasoning skills and pronunciation.



5 **Work in groups. Discuss which project in 4 you would like to join, and why. Report your group's answers to the class.**

Example:

Lan will join the *Tutoring* project because she is good at maths and English. She also loves children.

WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.

SKILLS 2

Listening

ACTIVITY 1

Aims:

- **To help Ss brainstorm key words / phrases for listening;**
- **To help Ss practise describing pictures, using vocabulary related to community activities.**

- Ask Ss to work in pairs to describe the pictures or discuss what the children are doing in the pictures. Elicit as many learnt vocabularies as possible.
- Ask one or two Ss to re-describe the pictures to the class.
- Tell Ss that they are going to listen to a talk between Tom and Linda about the community activities they did last summer.

Suggested answers:

a. reading books to the elderly

b. picking up litter

c. planting trees


SKILLS 2

Listening

1 **What community activities are the children doing in the pictures?**

a

b

c

ACTIVITY 2

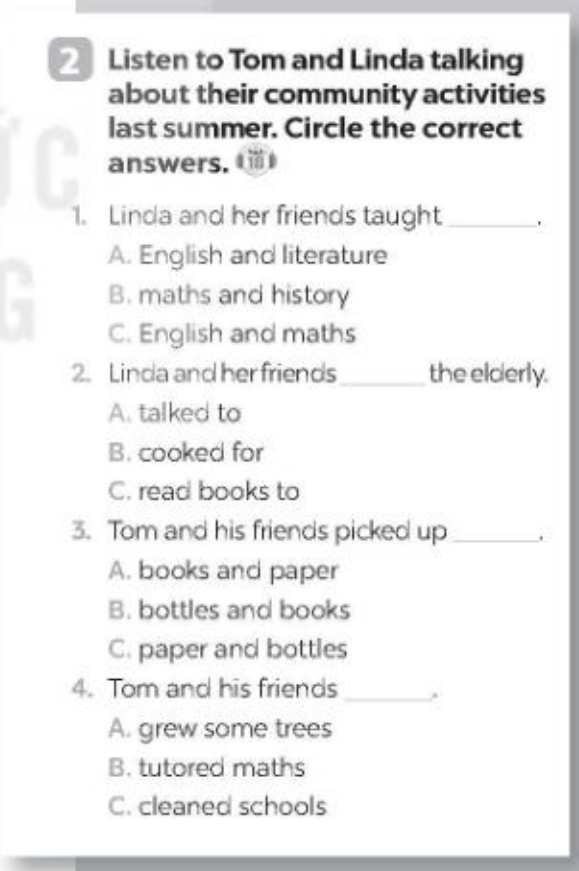
Aim: To improve Ss' skill of listening for details.

- Ask Ss to work individually to read through Questions 1 to 4 and underline the key words.
- For example, in Q1, Ss may underline the words *Linda, friends, taught*;

  Q2: Ss may underline *Linda, friends, elderly*;

  Q3: *Tom, friends, picked up*;

  Q4: *Tom, friends*.
- Play the recording once for Ss to listen and circle the correct answers.
- Ask Ss to work in pairs and compare the answers with each other.
- Play the recording a second time for pairs to check their answers.
- Ask for Ss' answers and play the recording again for them to better understand the conversation.


2 **Listen to Tom and Linda talking about their community activities last summer. Circle the correct answers.** 18

1. Linda and her friends taught _____.
   A. English and literature
   B. maths and history
   C. English and maths
2. Linda and her friends _____ the elderly.
   A. talked to
   B. cooked for
   C. read books to
3. Tom and his friends picked up _____.
   A. books and paper
   B. bottles and books
   C. paper and bottles
4. Tom and his friends _____.
   A. grew some trees
   B. tutored maths
   C. cleaned schools

Key: **1.** C **2.** B **3.** C **4.** A

ACTIVITY 3

Aim: To improve Ss' listening comprehension and note-taking skills.



3 **Listen again and fill in each blank with no more than TWO words.** 19

The benefits of volunteer activities	
For Linda and her friends	• having a lot of (1) _____ • feeling useful
For Tom and his friends	• having a (2) _____ • working and playing together • learning some (3) _____

- Ask Ss to work in pairs to read the table and to predict the words / phrases they will need to fill in each blank.
- Tell them to think about the part of speech of the words / phrases they will need to use for each blank (e.g. adjective, verb or noun). Remind them of the possible plural and singular forms of nouns.
- Play the recording once. Give them enough time to fill in the blanks. Remind Ss that they should write no more than TWO words for each blank.
- Play the recording again and check their answers as a class.

Key: **1.** fun **2.** good time **3.** skills

Audio script – Tracks 18 + 19:

Tom: So, what did your club do last year?
Linda: We tutored 3rd grade children and helped old people.
Tom: Fantastic! What did you tutor?
Linda: We taught English and maths.
Tom: Awesome! Was it difficult?
Linda: Yes. But we had a lot of fun.
Tom: I see! How did you help the elderly?
Linda: We cooked for them and did some cleaning, too.
Tom: Great! I'm sure they benefited from it.
Linda: Thanks! It made us feel useful. How about you?
Tom: We picked up paper and bottles in a nearby park. We also planted some trees.
Linda: Fabulous! Did you water them too?
Tom: Sure. We watered them very often the first few weeks and enjoyed watching them grow.
Linda: Glad to hear it, Tom.
Tom: Yes. It was a really good time. We worked and played together, and we learnt some skills, too.

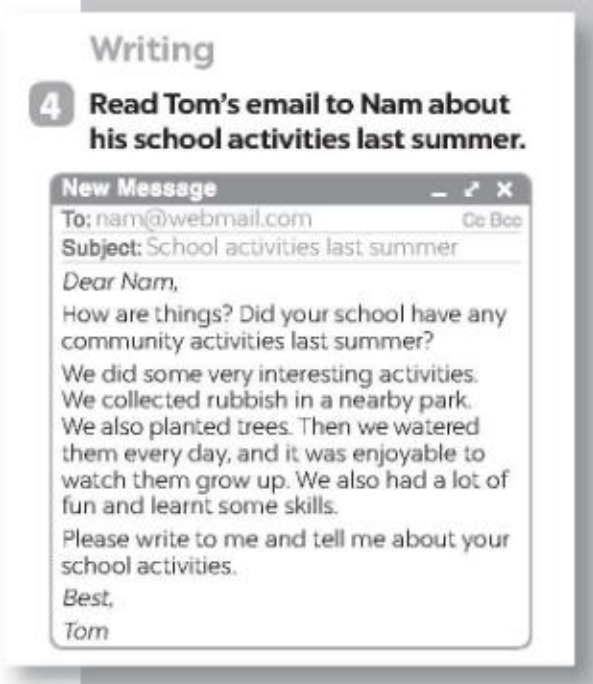
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Writing

ACTIVITY 4

Aims:

- **To provide Ss with a sample of an email;**
- **To improve Ss' reading skills;**
- **To prepare Ss for the writing activity.**



Writing

4 **Read Tom's email to Nam about his school activities last summer.**

New Message

To: nam@webmail.com Cc Bcc
Subject: School activities last summer

Dear Nam,

How are things? Did your school have any community activities last summer?

We did some very interesting activities. We collected rubbish in a nearby park. We also planted trees. Then we watered them every day, and it was enjoyable to watch them grow up. We also had a lot of fun and learnt some skills.

Please write to me and tell me about your school activities.

Best,

Tom

- Ask Ss to work individually to read the email.
- Ask Ss questions that elicit the format of an email: *Who is writing to whom? What is the subject of the email? How did Tom start his email? How did Tom end his email? What is the purpose of the first / second / third paragraph of the email?*
- Ask Ss to underline the main activities that Tom and his friends did. Then ask them to underline the words / phrases that show their feelings, and words / phrases that show the benefits of their activities.

ACTIVITY 5

Aim: To improve Ss' writing skills.

- Ask Ss to work in pairs to list the activities they did and how they felt about doing them. Or T can ask them to list the benefits that they got from their community activities last summer.
- Ask Ss to work individually to write the email.
- Ask one student to write his / her email on the board. Other Ss and T comment on the email on the board.
- If time allows, T can also ask Ss to work in pairs or groups to write on an A1 / A0 size piece of paper, then T organises a gallery walk. Ss walk round and offer feedback on peers' writing.

5 **You are Nam. Now write an email of about 70 words to Tom about your school activities last summer. Start your email as shown below.**

New Message

To: tom@webmail.com Cc Bcc

Subject: School activities last summer

Dear Tom,

Things are good. We also did some interesting activities last summer. _____

_____

_____

See you soon,

Nam

WRAP-UP

Ask Ss to list what they have learnt in the lesson.

LOOKING BACK

Vocabulary

ACTIVITY 1

Aims:

- **To help Ss revise the vocabulary learnt;**
- **To help Ss match the verbs with the appropriate nouns / noun phrases to make phrases about community activities.**

- Have Ss work individually to write words / phrases in the correct columns.
- Check answers as a class.

Key:

help	pick up	donate
homeless children the elderly	litter bottles	food books

LOOKING BACK

Vocabulary

1 **Complete the table with the words and phrases from the box.**

homeless children food litter
the elderly bottles books

help	pick up	donate

2 **Complete each sentence with one phrase from 1. Remember to use the correct form of the verbs.**

1. The club _____ to some poor farmers last week.
2. Yesterday, we _____ around our area and recycled them.
3. We _____ do the cleaning last summer.
4. Last month, our club _____ to the community library.
5. In our recent project, we _____ learn to read and write.

ACTIVITY 2

Aims:

- **To help Ss revise the vocabulary learnt in the unit;**
- **To help Ss use the correct phrases about community activities in the correct context.**

- Have Ss work individually to put the correct phrases in **1** into the correct blanks. Remind them to use the correct form of the verbs.
- Check answers as a class.

Key:

1. donated food **2.** picked up bottles
3. helped the elderly **4.** donated books
5. helped homeless children

ACTIVITY 3

Aim: To help Ss revise the past simple form of some verbs.

- Have Ss work individually to complete the passage using the correct form of the verbs in the box first. Then ask Ss to work in pairs to swap and check their answers.
- Check answers as a class.

Key:

1. had **2.** collected **3.** sold
4. donated **5.** went

Grammar

3 **Use the correct form of the verbs from the box to complete the passage.**

donate collect have sell go

Warm Clothes is a famous volunteer group in Viet Nam. Its members are both parents and their children. Last year, they (1) _____ many activities to help their community. The group (2) _____ clothes and sent them to poor people in rural areas. The parents taught their children to make things from bamboo and bottles. They then (3) _____ these to buy books, and (4) _____ them to village children. They also (5) _____ to the villages and tutored small kids there. They really brought love to those small villages.

ACTIVITY 4

Aim: To help Ss improve their writing about community activities.

- Ask Ss to work individually to write full sentences as requested in the Student's Book.
- Ask one or two students to go to the board and write their full sentences.
- Then ask the class to work in pairs. Tell them to swap their writing and check their partner's answers.
- Check the sentences that some Ss have written on the board.
- Have all Ss correct their partner's answers using the sentences on the board as a model.
- Ask some Ss to correct their answers on their notebooks.

4 **Write full sentences about the activities the students did to help their community last year.**

1. **Mi:** singing and dancing for the elderly at a nursing home
2. **Mark and his friends:** collecting books and setting up a community library
3. **Lan and Mai:** growing and donating vegetables to a primary school
4. **Minh and his friends:** giving food to young patients in a hospital
5. **Tom:** making and sending postcards to the elderly at Christmas

Key:

1. Mi sang and danced for the elderly at a nursing home.
2. Mark and his friends collected books and set up a community library.
3. Lan and Mai grew and donated vegetables to a primary school.
4. Minh and his friends gave food to young patients in a hospital.
5. Tom made and sent postcards to the elderly at Christmas.

WRAP-UP

Ask Ss to list what they have learnt in the lesson.

PROJECT

Aims:

- **To help Ss identify problems that their neighbourhood is facing and brainstorm possible solutions to deal with those problems;**
- **To raise Ss' awareness of the need to keep their neighbourhood green;**
- **To improve Ss' teamwork and public speaking skills.**


PROJECT

OUR GREEN NEIGHBOURHOOD

Problems

Solutions

Work in groups.

1 Think about some environmental problems in your neighbourhood.

2 Discuss and find the answers to the questions.

- What problems can you find?
- What do you want to do to solve the problems?
- How are you going to do them?

3 Present them to your class.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to community activities. • pronounce the sounds /ʃ/, /tʃ/, and /tɪ/ correctly. • use the past simple. • give compliments. • read about community activities at a school. • talk about the reasons why students join different community activities. • listen to a talk about some community activities and their benefits. • write an email about community activities I did last summer.			

- Have Ss work in groups to discuss some environmental problems their neighbourhood is facing and how they are going to solve the problems. Ask them to look at the pictures as clues to brainstorm their ideas. Ss can draw pictures or take photos to illustrate the problems and solutions. Ask groups of Ss to pin / tape / glue the pictures / photos on a large piece of paper and present them to the class.
- If time is limited, T can assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them in detail and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their poster.

NOW I CAN ...

- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

REVIEW 1

Objectives:

By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in *Units 1 - 3*.

Introduction

- Ask Ss what they have learnt in terms of language and skills.
- Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult ones before starting the review.

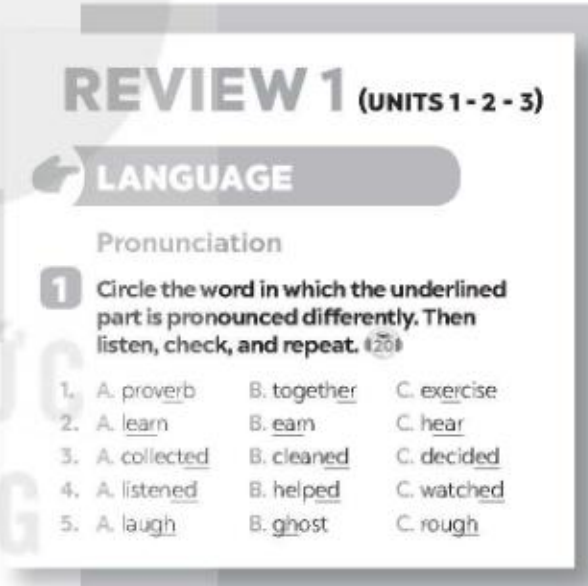
LANGUAGE

T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.

Pronunciation

ACTIVITY 1

Aim: To help Ss review the pronunciation of the sounds learnt in *Units 1 - 3*.


REVIEW 1 (UNITS 1 - 2 - 3)

LANGUAGE

Pronunciation

1 Circle the word in which the underlined part is pronounced differently. Then listen, check, and repeat. 20

1.	A. proverb	B. together	C. exercise
2.	A. learn	B. earn	C. hear
3.	A. collected	B. cleaned	C. decided
4.	A. listened	B. helped	C. watched
5.	A. laugh	B. ghost	C. rough

- Write the sounds /ə/ and /ɜ:/; /t/, /d/, and /ɪd/; /f/ and /v/ on the board. Write one word containing the sound below each of them. Ask Ss to read the words aloud.
- Ask Ss to do the task by reading aloud each group and circling the odd one out.
- Play the recording for Ss to listen and check their answers.
- Check Ss' answers as a class.
- Play the recording again for Ss to listen and repeat in chorus then individually.

Key: **1.** A **2.** C **3.** B **4.** A **5.** B

Audio script – Track 20:

1.	A. proverb	B. together	C. exercise
2.	A. learn	B. earn	C. hear
3.	A. collected	B. cleaned	C. decided
4.	A. listened	B. helped	C. watched
5.	A. laugh	B. ghost	C. rough

Vocabulary

ACTIVITY 2

Aim: To help Ss revise the phrases showing activities and identify if they benefit oneself or the community.



Vocabulary

2 **Put the phrases below in the correct columns.**

raising money for charity	collecting stamps
cleaning your room	doing judo
doing volunteer work	doing sport
helping street children	donating clothes

Activities you do for ...	
yourself	your community

- Have Ss do this exercise individually. Ask Ss to read the phrases carefully and make sure they remember their meanings.
- Ask Ss to categorise the activities as they do them for their own sake or for the benefit of the community.
- T checks the answers as a class.
- If time allows, T can ask Ss to add more activities to each category.

Key:

Activities you do for ...	
yourself	**your community**
cleaning your room	raising money for charity
collecting stamps	doing volunteer work
doing judo	helping street children
doing sport	donating clothes

ACTIVITY 3

Aim: To help Ss revise more words and phrases from *Units 1 - 3* and use them in context.



3 **Complete the sentences with the words and phrases below.**

hobby	coloured vegetables
chapped lips	mountainous areas
taking photos	community

1. Eating _____ and exercising can help you keep fit and stay healthy.
2. The *Donate a Book* event helps children in _____.
3. My brother spends a lot of time making models. That's his _____.
4. If you have _____, use lip balm.
5. There are many things you can do to help your _____.
6. I love _____ of the sunset.

- Have Ss do this exercise individually or in pairs.
- Ask Ss to read the words / phrases in the box and make sure they remember their meanings.
- Ask Ss to read each sentence and decide what word / phrase from the box can fit in.
- Check the answers as a class. Write the correct answers on the board.

Key:

1. coloured vegetables **2.** mountainous areas **3.** hobby

4. chapped lips **5.** community **6.** taking photos

Grammar

ACTIVITY 4

Aim: To help Ss revise the use of the present and past simple.

- Ask Ss to read the sentences first and underline the clues that help them decide if the verbs are used in the present or past simple.
- Ask Ss to do the task. Remind them to use the correct form of the verb as requested in each sentence.
- Check the answers as a class. Explain if necessary. T may then call on some Ss to read aloud the correct sentences.



Grammar

4 **Fill in the blanks with the correct tense of the verbs in brackets.**

1. He often (read) _____ books in dim light, so his eyes hurt.
2. _____ you (do) _____ the gardening at the weekend?
3. Ordinary people (need) _____ about 2,000 calories a day to stay healthy.
4. I (cannot) _____ ride a bicycle when I was 6.
5. Last summer Phong (not volunteer) _____ to teach maths to street children.
6. We (join) _____ the project *Plant a Tree* in 2019 to make our area green.

Key:

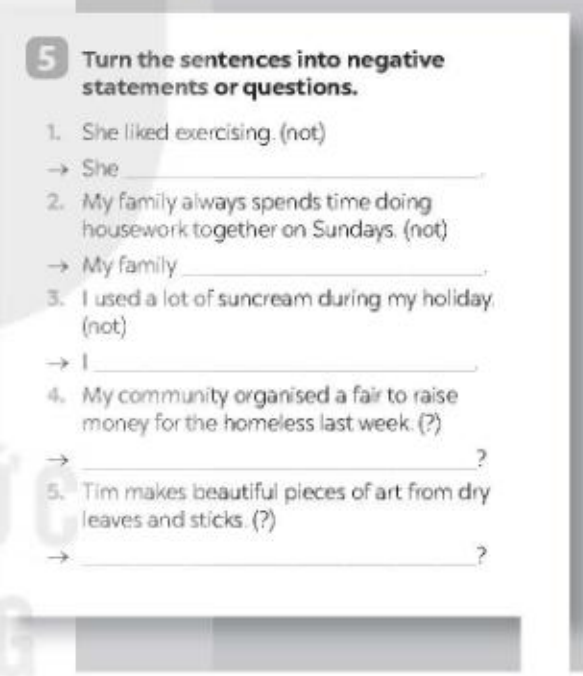
1. reads **2.** Do … do **3.** need

4. could not / couldn't **5.** did not / didn't volunteer **6.** joined

ACTIVITY 5

Aim: To help Ss practise the present simple and past simple of verbs.

- Ask Ss to read the sentences first and underline the verb in each sentence.
- Look at each verb and note if it is used in the present simple or past simple.
- Ask Ss to do the task. Tell them to pay attention to the request for each sentence (change it into a negative statement or a question).
- Check the answers as a class. Explain if necessary. T may call on some Ss to read aloud the correct sentences.



5 **Turn the sentences into negative statements or questions.**

1. She liked exercising. (not)
→ She _____.
2. My family always spends time doing housework together on Sundays. (not)
→ My family _____.
3. I used a lot of suncream during my holiday. (not)
→ I _____.
4. My community organised a fair to raise money for the homeless last week. (?)
→ _____?
5. Tim makes beautiful pieces of art from dry leaves and sticks. (?)
→ _____?

Key:

1. She didn't like exercising.

2. My family doesn't always spend time doing housework together on Sundays.

3. I didn't use a lot of suncream during my holiday.

4. Did your community organise a fair to raise money for the homeless last week?

5. Does Tim make beautiful pieces of art from dry leaves and sticks?

SKILLS

Reading

ACTIVITY 1

Aim: To help Ss practise reading for general and specific information.

- T may guide Ss by asking them to read the questions first and decide where to look for the information to answer the questions. For example: Question 2 has 'love'. It matches the heading 'Love others fully'. Explain that Ss should look for the answer in this paragraph.
- Ask Ss to read the text fully and choose the correct answers.
- Question 5 is asking for the general idea of the whole text. Have Ss do this in pairs.
- Check the answers as a class. Ask Ss where they find the answers. Explain the answers to Questions 5 (B and C answer only parts of the text. A covers the whole text) and 4 (based on the instructions in the text).

Key: **1.** B **2.** C **3.** C **4.** A **5.** A

Speaking

ACTIVITY 2

Aim: To help Ss revise and talk about things related to community service.

- Ask Ss to work in pairs.
- Ask Ss to read the questions first and think about the answers. This is an opportunity for Ss to revise what they have learnt in *Unit 3*. They may also apply the knowledge of *Units 1* and *2* to this activity.
- Allow Ss time to exchange their ideas. Ask them to take notes of their answers. Pairs can exchange their answers when they have finished.
- Call on some pairs to report their answers in front of the class. Each pair may answer just one question to allow room for more pairs.
- Check the answers and add more information if necessary.
- If time allows, call on 1 - 2 pairs to present the answers to all three questions.

Suggested answers:

1. Anybody.

2. Street children, old and sick people, abandoned / street animals, etc.

3. (It can be any tasks like) cooking / shopping for the old / the sick; collecting books / clothes for street children; opening classes to teach street children; adopting a dog / a cat; cleaning the neighbourhood / beach; painting walls at / decorating public places; reading to the people in hospitals / nursing homes ...



SKILLS

Reading

1 **Read the passage and choose the correct answer A, B, or C.**

Happiness is **the key** to a healthy life. Here are some things you can do to make you happy.

Love others fully

When you love somebody, express your love. Don't keep it to yourself. There are many ways to do it. For example, you can say "I love you" more often, do things together, and help them when they need you. You can make yourself and others happy by doing so.

Laugh more often

Laughter shows that you are happy, and it has the magic power of making others happy too. Laughter is like medicine. It helps people live longer.

Enjoy adventures

Visit a new place, do a new thing, or talk to a new person every week. You will get new knowledge and experience.

1. The phrase "**the key**" in the first line is closest in meaning to _____.
   A. the first factor
   B. the most important factor
   C. the new factor
2. To show your love to other people, you _____.
   A. give them money
   B. take care of yourself
   C. do things with them
3. The writer says "Laughter is like medicine" because _____.
   A. it makes others laugh too
   B. it helps you make friends
   C. it helps people live longer
4. You can get knowledge and experience by _____.
   A. visiting new places
   B. loving other people
   C. laughing more often
5. The best title for this passage is "_____".
   A. Live to be happy
   B. Laughter is the power of happiness
   C. Happiness is hard to find



Speaking

2 **Work in pairs. Interview each other, using the questions below. Take notes of the answers and then report the results to the class.**

How much do you know about community service?

Questions	Answers
1. Who can do community service?	
2. Who needs community help?	
3. What can you do to help them?	

Listening

ACTIVITY 3

Aim: To help Ss practise listening for specific information.

- Have Ss read the questions first to get an overall idea of what they are going to listen and decide what information they need to complete the sentences.
- Play the recording and allow Ss time to look for the answers.
- Check Ss' answers. Play the recording again and stop and answer each question if needed.



Listening

3 **Listen and complete each sentence with ONE word.** 21

1. While camping, we have a lot of time for _____.
2. When camping near the beach, we can build _____.
3. We can have dinner by an _____ fire.
4. At the campsite, there is no television or _____.
5. Name one thing we should bring along when camping: _____.

Key:

1. games **2.** sandcastles **3.** open **4.** computer

5. (Any of the following): food, water, sleeping bag, compass, insect cream

Audio script – Track 21:

Camping can be lots of fun. When we go camping, there is plenty of time for games with friends. If we camp near a beach, we can build sandcastles, go swimming, or play beach volleyball. In other places, we can do other activities like playing football, cycling, bush walking, listening to music or drawing. In the evening, we can have dinner by an open fire. It's a good time to enjoy the fresh air, tell stories and laugh with friends. While we go camping, there is no television or computer. But don't worry. You'll have a great time. Don't forget to bring important things, like food and water, a sleeping bag, a compass, and some insect cream.

Writing

ACTIVITY 4

Aim: To help Ss practise writing complete sentences from the prompts provided.



Writing

4 **Write complete sentences to make a passage describing community activities.**

1. we / join / community activities / once a month.
2. last month / we / plant / trees / park.
3. we / dig / holes / put / young trees / in.
4. then / we / water / them / two or three weeks.
5. now / trees / grow / very well.
6. they / make / park / greener / air / fresher.

- Ask Ss to read all the six sentences first to help them see the connection among them.
- Ask Ss to decide which tense should be used for each sentence, and which word(s) is / are missing from the sentence.
- Allow Ss 6 - 8 minutes to complete the sentences.
- T checks the answers as a class. Explain where it is needed.
- If time allows, call on 1 - 2 Ss to read the text out loud.

Key:

1. We join community activities once a month.

2. Last month we planted (some) trees in the park.

3. We dug some holes to put the young trees in.

4. Then we watered them for two or three weeks.

5. Now the trees are growing very well.

6. They will make the park greener and the air fresher.

Unit 4 MUSIC AND ARTS

Objectives:

By the end of this unit, students will be able to:

- use the words related to the topic *Music and Arts*;
- pronounce the sounds /ʃ/ and /ʒ/ correctly;
- use *like, different from, (not) as … as* to compare people and things;
- express preferences;
- read for specific information about a traditional art form;
- talk about a musical performance at their school;
- listen for specific information about street painting;
- write an informal letter of invitation.



WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Begin the lesson by reviewing the previous unit before Ss open their books. Organise a short vocabulary exercise or game for Ss to revise the words learnt in *Unit 3*, or ask them what community activities they did last week / month / summer, etc.

Then lead Ss to the new unit. T may begin by letting Ss listen to a piece of music. Ask them what kind of music it is (folk music, pop music, rock …). Then ask them to guess what they are going to learn about in this unit. After Ss give the answers, ask them to open their books to page 40. Draw their attention to the **THIS UNIT INCLUDES** box and introduce what they are going to learn in this unit.

T writes on the board: Music and Arts. Then T begins to ask Ss questions:

- *Do you often listen to music? When? How often?*
- *What kind of music do you like? Why?*
- *Do you paint or draw in your spare time?*

GETTING STARTED

A TALK AT THE SCHOOL GATE

ACTIVITY 1

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**


GETTING STARTED

A talk at the school gate

1 Listen and read.

Trang: Hi, Nick. What are you listening to?

Nick: I'm listening to music. I like classical music, and I often play the piano in my spare time.

Trang: Wow. I can't play any instruments.

Nick: And what about you? What's your hobby?

Trang: I like painting and taking photos.

Nick: Taking photos? I've never tried it. Is it fun?

Trang: Yeah, it is, but not as fun as painting.

Nick: Right. They seem quite different from each other. What do you normally paint?

Trang: Landscapes and animals, just for pleasure, you know. I sometimes share them with my friends.

Nick: Really? Um, maybe we should go to an art gallery next weekend?

Trang: Sounds good, but I'd prefer to go to the music festival at my school.

Nick: Well ... OK. That's fine.

40 Tiếng Anh 7

- Set the context for the listening and reading. Introduce Trang and Nick: they are friends.
- Have Ss look at the title and the pictures and guess what the conversation between Trang and Nick might be about. Have Ss answer some questions, e.g. *What might the conversation between Trang and Nick be about? What does Nick like doing in his spare time?*
- Encourage Ss to answer, but do not confirm whether their answers are right or wrong.
- Play the recording twice for Ss to listen and read along. (They may read silently or aloud.)
- Have some pairs of Ss read the conversation aloud.
- Ask Ss what exactly Trang and Nick are talking about. Now confirm the correct answer. (They are talking about music and arts, what they often do in their free time, and then they agree on what to do next weekend.)
- Have Ss say the words in the text that they think are related to the topic of the unit. Have them pronounce the words containing the sounds /ʃ/ and /ʒ/. Quickly write the words on the board.

Audio script – Track 22:

Trang: Hi, Nick. What are you listening to?

Nick: I'm listening to music. I like classical music, and I often play the piano in my spare time.

Trang: Wow. I can't play any instruments.

Nick: And what about you? What's your hobby?

Trang: I like painting and taking photos.

Nick: Taking photos? I've never tried it. Is it fun?

Trang: Yeah, it is, but not as fun as painting.

Nick: Right. They seem quite different from each other. What do you normally paint?

Trang: Landscapes and animals, just for pleasure, you know. I sometimes share them with my friends.

Nick: Really? Um, maybe we should go to an art gallery next weekend?

Trang: Sounds good, but I'd prefer to go to the music festival at my school.

Nick: Well ... OK. That's fine.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss understand the main idea of the text.

- First, ask Ss to give the answers without reading the conversation again.
- Then have Ss underline the words / phrases in the conversation that are related to the topic *Music and Arts* and check their answers. Confirm the correct answers.

Key: C

2 **What are Trang and Nick talking about?**

A. Playing the piano.
B. Drawing and painting.
C. Music and arts.

ACTIVITY 3

Aims:

- **To help Ss further understand the text;**
- **To acquaint Ss with the grammar points and new vocabulary of the unit.**

- Ask Ss to work independently to fill each blank with a word / phrase from the box.
- T may instruct them how to do the exercise: (1) read the sentences and identify the kind of information needed to fill the blanks, (2) locate the place to find the words / phrases to fill the blanks.
- Allow Ss to share answers before discussing as a class. Write the correct answers on the board. If there is time, call on some Ss to read the sentences.

Key:

1. art gallery **2.** photos **3.** different from
4. like **5.** musical instruments

3 **Complete each of the sentences with a suitable word or phrase from the box.**

photos like different from
art gallery musical instruments

1. Nick wants to go to a(n) _____ next weekend.
2. You can use your smartphone to take _____.
3. This photo is very bright. It is _____ that dark one.
4. Nick and Trang agree that taking photos is not _____ painting.
5. My friend David is very talented. He plays three _____.

ACTIVITY 4

Aim: To develop Ss' knowledge of the vocabulary about music and arts.

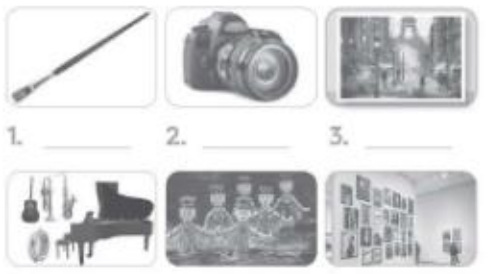
- Ask Ss to work in pairs or in groups to do the task. Tell them that some words / phrases appear in the text and some do not.
- Play the recording for Ss to check and repeat. Check and correct their pronunciation. Give them the meaning of the words / phrases if necessary.

Key + Audio script – Track 23:

1. paintbrush **2.** camera **3.** painting
4. musical instruments **5.** water puppet show **6.** art gallery

4 **Write the correct word or phrase under each picture. Then listen and repeat.** 23

camera water puppet show art gallery
painting musical instruments paintbrush



1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Notes:

- T may need to help Ss differentiate between a photo and a painting:

  a photo or *a photograph:* a picture that is made using a camera (or a smartphone)

  a painting: a picture that is made using paint

- Ss also need to differentiate between an art gallery and a museum:

  an art gallery: a building where paintings and other works of art are shown to the public

  a museum: a building in which objects of artistic, cultural, historical or scientific interest are kept and shown to the public

  Artworks at art galleries are often for sale while at museums they are not for sale.

ACTIVITY 5

Aim: To help Ss revise some vocabulary related to the field of music and arts and to evaluate how artistic they are.

- Have Ss work individually. Tell them to write down their answers to all the questions. Let them add up their points and report to their group how artistic they are.

  Example:

  A: I think I'm very artistic. I have 8 points out of 10.

  B: I'm not artistic at all. I've got only 2 points (out of 10).

  (If a student's answer is 8 – 10, he / she is very artistic. If his / her answer is 6, he / she is somewhat artistic. If his / her answer is 0 – 4, he / she is not artistic (at all).)

- T may call on some Ss to report to the whole class.

5 QUIZ How artistic are you? Take the quiz to find out.

1. Your hobby is _____.
   A. playing an instrument
   B. playing computer games
2. Do you like listening to music or playing sports?
   A. Listening to music.
   B. Playing sports.
3. Which of these do you prefer doing?
   A. Going to an art gallery.
   B. Going to a book fair.
4. You describe yourself as _____.
   A. creative B. hard-working
5. What do you want to be when you grow up?
   A. A musician. B. An engineer.

For each question, you get two points if your answer is A, zero if your answer is B. Add up your five answers and decide how artistic you are on a scale from 1 – 10.

Not very (0 – 4)
Somewhat (6)
Very (8 – 10)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

WRAP-UP

Ask one or two Ss to tell the class what they have learnt. Ask Ss to say aloud some words / phrases they remember from the lesson. If there is a projector in the classroom, show the conversation, highlight the key words related to the topic. It would be helpful if T also highlights in the conversation the words with the sounds /ʃ/ and /ʒ /, the structures with *like, (not) as … as, different from*. Tell Ss that they will learn these language points in the following lessons.

A CLOSER LOOK 1

Bring to class some posters / pictures, or show on the screen some images of musical instruments, places or things related to the topic *Music and Arts*, or some famous actors and actresses. Ask Ss to name them.

Brainstorming: Have Ss find all the words / phrases they know related to music and arts. Encourage them to say out as many words / phrases as possible.

Vocabulary

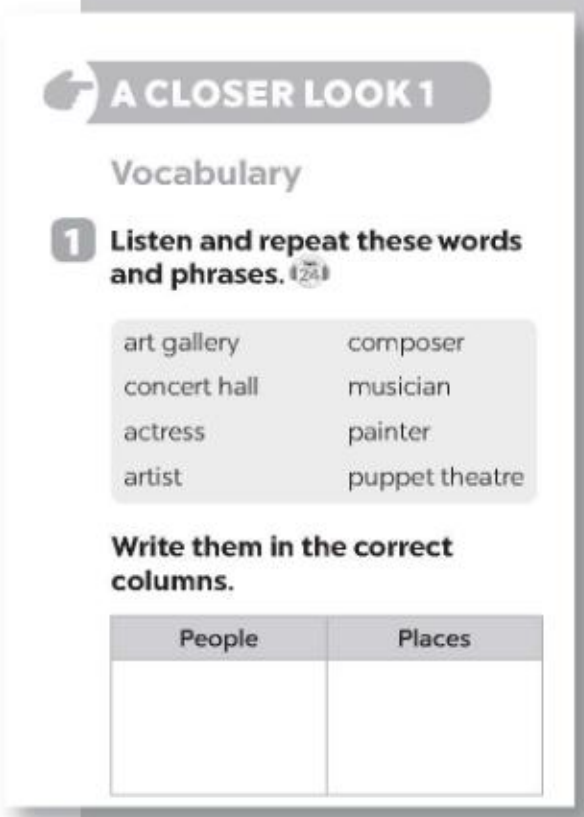
ACTIVITY 1

Aim: To revise / teach nouns indicating people and places related to the field of music and arts.

– Play the recording and let Ss listen. Play it again with pause for them to repeat each word / phrase. Correct their pronunciation. Explain the meaning of these words / phrases if necessary.

Audio script – Track 24:

art gallery	composer
concert hall	musician
actress	painter
artist	puppet theatre


A CLOSER LOOK 1

Vocabulary

1 Listen and repeat these words and phrases. 24

art gallery	composer
concert hall	musician
actress	painter
artist	puppet theatre

Write them in the correct columns.

People	Places

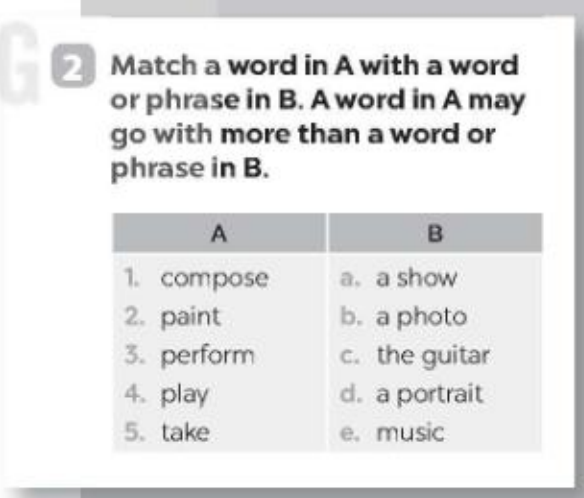
– Have Ss work in pairs and put these words / phrases in the correct columns.

Key:

People	Places
actress	art gallery
artist	concert hall
composer	puppet theatre
musician	
painter	

ACTIVITY 2

Aim: To teach Ss how to combine a verb and a noun to form a collocation about music and arts.


2 Match a word in A with a word or phrase in B. A word in A may go with more than a word or phrase in B.

A	B
1. compose	a. a show
2. paint	b. a photo
3. perform	c. the guitar
4. play	d. a portrait
5. take	e. music

– Explain to Ss that in English some verbs and nouns go together, and some don't.

– Have Ss work in pairs. Tell them to match the verbs in column A with nouns in column B to form collocations. Then check their answers as a class. Explain to them which noun goes with each verb.

– T may allow Ss some time to extend their vocabulary by adding more words to combine with each verb.

Example: *perform a play, magic ...*

Key:

1. e **2.** d **3.** a **4.** c / e **5.** b

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 3

Aim: To give Ss practice in how to use words / phrases related to music and arts in context.

- Have Ss read the sentences carefully and look for clues so that they can choose the correct words to complete the sentences.
- Have one student write the words on the board. Confirm the correct answers. T may call on some Ss to read the sentences.

Key:

1. drawing **2.** composer **3.** museum

4. concert **5.** photography

3 Underline the correct word or phrase to complete each sentence.

1. The little girl's drawing / photography of her kitten shows a lot of talent.
2. Van Cao was a great Vietnamese scientist / composer. He was also a painter and poet.
3. The Louvre in Paris is the world's largest museum / puppet theater.
4. The orchestra will perform its final portrait / concert of the season tomorrow.
5. Did you see the film *Amazon Jungle* on TV last night? The photography / drawing was excellent.

Pronunciation

/ʃ/ and /ʒ/

ACTIVITY 4

Aim: To teach Ss how to pronounce the sounds /ʃ/ and /ʒ/ and practise pronouncing these sounds in words correctly.

- Let Ss practise the sounds /ʃ/ and /ʒ/ together. Ask Ss to observe T's mouth when pronouncing the two sounds.
- Play the recording and ask Ss to listen to these words and repeat.
- Correct their pronunciation. Play the recording as many times as necessary.

Audio script – Track 25:

/ʃ/	/ʒ/
musician	television
show	visual
share	unusual
nation	decision

Pronunciation

/ʃ/ and /ʒ/

4 Listen and repeat. Pay attention to the sounds /ʃ/ and /ʒ/. 25

/ʃ/	/ʒ/
musician	television
show	visual
share	unusual
nation	decision

ACTIVITY 5

Aim: To help Ss pronounce the sounds /ʃ/ and /ʒ/ correctly in context.

- Have Ss quickly read the sentences and single-underline the words with the sound /ʃ/ and double-underline the words with the sound /ʒ/. Then play the recording for Ss to listen and check the words that they have underlined.
- Have them work in pairs to compare their answers. Check Ss' answers.
- Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.

5 Listen and repeat. Listen again and single-underline the words with the sound /ʃ/ and double-underline the words with the sound /ʒ/. 25

1. We finally came to a decision.
2. Did you watch the talent show on TV last night?
3. Let's share the pictures we took last week.
4. She often paints in her leisure time.
5. It was a pleasure to listen to the musicians performing yesterday.



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Key + Audio script – Track 26:

1. We finally came to a decision.

2. Did you watch the talent show on TV last night?

3. Let's share the pictures we took last week.

4. She often paints in her leisure time.

5. It was a pleasure to listen to the musicians performing yesterday.

Notes:

For more able Ss, T may refer to the following:

- Sound /ʃ/ can be represented
  by **sh** (**sh**e, wa**sh**, …)
  by **ch** (ma**ch**ine, …)
  by **t** (sta**t**ion, ini**t**ial, …)
  by **s** (**s**ugar, **s**ure, …)
  or by **c** (spe**c**ial, physi**c**ian, …)
- Sound /ʒ/ can be represented by **s** (televi**s**ion, u**s**ually, …)

WRAP-UP

Ask Ss to summarise what they have learnt in this lesson. Ask some Ss to recall some vocabulary and collocations.

A CLOSER LOOK 2

Grammar

Comparisons: *like, different from, (not) as ... as*

- Different types of comparisons and the vocabulary related to them were already studied in Tieng Anh 5 and Tieng Anh 6, so T may ask Ss to recall them and give examples.
- Focus Ss' attention on the **Remember!** box. Explain the uses of the three structures to them and give some examples. (Always remember that examples should be directed to the topic of the unit.)
- T may also bring to class some pictures of different musical instruments (or show on the screen) and ask Ss to make comparison.

ACTIVITY 1

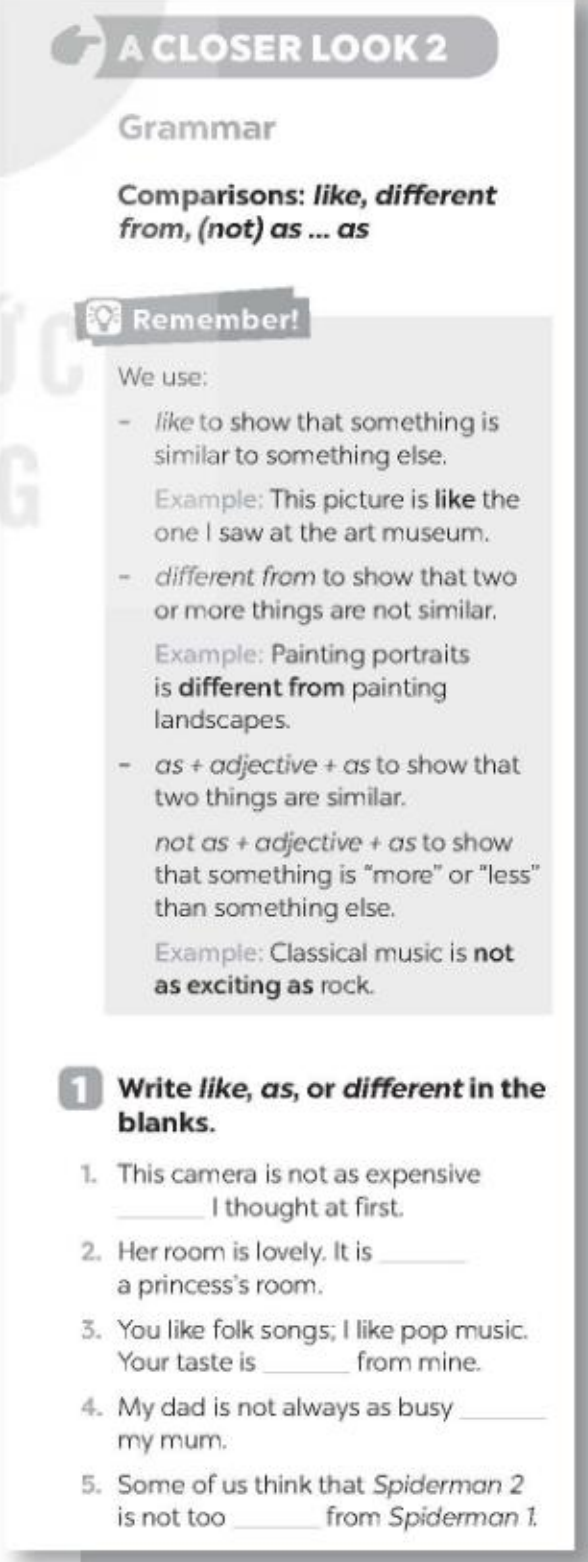
Aim: To help Ss identify the correct comparison, using *like, different from, (not) as ... as*.

Ask Ss to do the exercise individually and then compare their answers with a partner. Check the answers as a class. Confirm the correct answers.

Key:

1. as **2.** like **3.** different

4. as **5.** different



A CLOSER LOOK 2

Grammar

Comparisons: *like, different from, (not) as ... as*

Remember!

We use:

- *like* to show that something is similar to something else.
  Example: This picture is **like** the one I saw at the art museum.
- *different from* to show that two or more things are not similar.
  Example: Painting portraits is **different from** painting landscapes.
- *as + adjective + as* to show that two things are similar.
  not as + adjective + as to show that something is "more" or "less" than something else.
  Example: Classical music is **not as exciting as** rock.

1 **Write *like*, *as*, or *different* in the blanks.**

1. This camera is not as expensive _____ I thought at first.
2. Her room is lovely. It is _____ a princess's room.
3. You like folk songs; I like pop music. Your taste is _____ from mine.
4. My dad is not always as busy _____ my mum.
5. Some of us think that *Spiderman 2* is not too _____ from *Spiderman 1*.

ACTIVITY 2

Aim: To help Ss use the correct comparison, using *like, different from, (not) as ... as* in context.

- Tell Ss to do the task independently first. Tell them to write in their notebooks, then check their answers as a class.
- T may call on some Ss to call out their answers and / or write their answers on the board. Explain if necessary.

Key:

1. different from **2.** like **3.** as ... as

4. different from **5.** as ... as

Notes:

- *Hoàng Long & Phạm Tuyên:* famous composers from Viet Nam. They have composed a lot of good songs for children.
- *The Vatican Museum:* art museum in the Vatican City.
- *The Louvre Museum (or the Louvre):* the world's largest art museum in Paris, France.

ACTIVITY 3

Aim: To help Ss practise using *like, different from, (not) as ... as* in context.

- Have Ss work in pairs. Help them interpret the table first. Give them instruction how to do the task.

  (***Note:*** A museum is 'friendly' when its staff are friendly.)
- This is a speaking activity so encourage Ss to talk as much as possible.

  Example: *History* is not as modern as *Science*.
- While Ss do their task, T goes round to monitor the whole class.

ACTIVITY 4

Aim: To help Ss revise *like, different from, (not) as ... as* in sentence writing.

- Have Ss do the exercise individually and then exchange their answers with a classmate. Ask them to write down the sentences in their notebooks.
- Call on some Ss to write their answers on the board. Other Ss comment.
- Confirm the correct answers. Some Ss read the sentences aloud.

Key:

1. I think comedies are not as interesting as action films.

2. Our history homework is not as difficult as our maths homework.

3. This year's music contest is not like last year's.

4. The characters in the film are different from the ones in the play.

5. That picture is not as bright as this one.

2 Finish the second sentence in each pair, using *like, as ... as*, or *different from*.

1. Rock is very exciting. It is not like country music.

→ Rock is very _____ country music.

2. Composer Hoang Long wrote many good songs for children. Composer Pham Tuyen also wrote many good songs for children.

→ Composer Hoang Long, _____ Pham Tuyen, wrote many good songs for children.

3. The Vatican Museum has excellent works of art. The Louvre Museum has excellent works of art too.

→ The Vatican Museum's works of art are _____ excellent _____ the Louvre Museum's works of art.

4. A vacation on the beach is relaxing, while a vacation in a big city may not be.

→ A vacation on the beach is _____ a vacation in a big city.

5. City life is busy, but country life is peaceful.

→ City life is not _____ peaceful _____ country life.

3 Work in pairs. Compare the two museums: *History* and *Science*, using *like, as ... as*, or *different from*.

	History	Science
1. modern	**	***
2. friendly	***	***
3. interesting	***	**
4. expensive	**	**

Example:

1. *History* is not as modern as *Science*.

4 Rewrite the sentences, using the words given at the beginning.

Example:

A play is usually longer than a film.

→ A film is usually *not as long as a play*.

1. I think action films are more interesting than comedies.

→ I think comedies are not _____.

2. Our maths homework is more difficult than our history homework.

→ Our history homework is not _____.

3. This year's music contest is different from last year's.

→ This year's music contest is not _____.

4. The characters in the film are not the same as the ones in the play.

→ The characters in the film are _____.

5. This picture is brighter than that picture.

→ That picture is not _____.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To help Ss practise speaking, using comparison with *like, different from, (not) as ... as* through pictures.

- Have Ss work in groups. Tell them to look at the two pictures and compare them, using *like, (not) as ... as*, or *different from*. Elicit the similarities and differences between the two pictures and the things in them.

  Examples:

  - Picture A is not as big as picture B.
  - The cat in Picture A is different from the cat in picture B.
  - ...

- Encourage Ss to give as many sentences as possible. Don't stop Ss while they are speaking in order to correct their errors. Correct only common errors after Ss finish speaking.

  Extension:

  If time allows, T may ask some Ss to make comparisons between their classmates, or things in the classroom.

  Examples:

  - Trung is as tall as Nam.
  - Nam's backpack is quite different from Duy's.
  - ...

5 **Work in groups. Look at the two pictures below. Compare them, using *like, as ... as*, or *different from*.**

Example:

- Picture A is *not like / different from* picture B.
- Picture A is not *as big as* picture B.





WRAP-UP

Ask Ss to summarise the main points of the lesson.

COMMUNICATION

This section aims at helping Ss use everyday English phrases and expressions and develop their language skills, as well as learn about the Vietnamese culture and other cultures related to the topic of the unit.

Everyday English

Expressing preferences

This section deals with some ways of expressing preferences.

ACTIVITIES 1 + 2

Aims:

- **To introduce two ways of expressing preferences;**
- **To help Ss practise expressing their preferences.**

1

- Allow Ss to listen to and read the dialogue. Tell them to pay attention to the highlighted parts. Elicit from Ss structures used for expressing preferences:
  - *prefer sth*
  - *like sth better*
- Ask Ss to work in pairs and practise the dialogue.

COMMUNICATION

Everyday English

Expressing preferences

1 **Listen and read the dialogue, paying attention to the highlighted parts.** 27

Nick: Which do you prefer, pop or folk music?

Nam: I prefer folk music. It has a better beat.

Nick: And which do you like better, modern art or folk art?

Nam: I like modern art better.

Audio script – Track 27:

Nick: Which do you prefer, pop or folk music?

Nam: I prefer folk music. It has a better beat.

Nick: And which do you like better, modern art or folk art?

Nam: I like modern art better.

2

Have Ss work in pairs and make similar conversations. More able Ss can practise with other expressions. Call on some pairs to perform in front of the class. T and other Ss comment.

2 **Work in pairs. Ask and answer questions about your preferences for:**
– painting and taking photos
– singing and dancing

Music and arts in school

Ss begin by brainstorming the names of famous composers / actors / actresses / painters / music bands … they know. This can be done in groups. Each group then has to show the list they have written.

Music and arts in school

3 **QUIZ What do you know?**
Work in groups and choose the correct answer to each question.

1. Who is the composer of Viet Nam's national anthem "Tien Quan Ca"?
   A. Pham Tuyen. B. Van Cao.
   C. An Thuyen.
2. Where in Viet Nam did water puppetry originate?
   A. In the North.
   B. In the central region.
   C. In the South.
3. What is Bac Ninh famous for?
   A. *Quan Ho* singing.
   B. *Vi Dam* singing.
   C. *Cai Luong* opera.
4. Mozart is one of the world's greatest _____.
   A. singers B. composers
   C. poets

ACTIVITY 3

Aim: To help Ss recall or get to know some information about famous people in the field of music and arts, and some common forms of arts.

Ss work in groups and find answers to the questions. Then T gives the correct answers.

Extension: Ss ask and answer similar questions for more information about music and arts.

Key: **1.** B **2.** A **3.** A **4.** B

ACTIVITY 4

Aims:

- **To help Ss revise vocabulary related to the topic of music and arts;**
- **To introduce how Ss in other countries learn music and arts.**

- Have Ss work independently. Tell them to read through the paragraph, then find and underline the words related to the topic of music and arts.
- Call on some Ss to read aloud. Clarify anything difficult for them. Correct Ss' answers as a class.

4 **Read the following paragraph. Underline the words related to the topic of arts and music.**

Hi. My name is Susie. I'm from Australia. I'm in grade 7. My school teaches arts and music to all the students. Some forms of art such as painting or drama are optional: you can choose to learn them if you like. Music and dancing are compulsory: all of us must study them every week. The school even has a choir, and they perform every month. There are also different art clubs, and you can join any of them.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Key:

Hi. My name is Susie. I'm from Australia. I'm in grade 7. My school teaches arts and music to all the students. Some forms of art such as painting or drama are optional: you can choose to learn them if you like. Music and dancing are compulsory: all of us must study them every week. The school even has a choir, and they perform every month. There are also different art clubs, and you can join any of them.

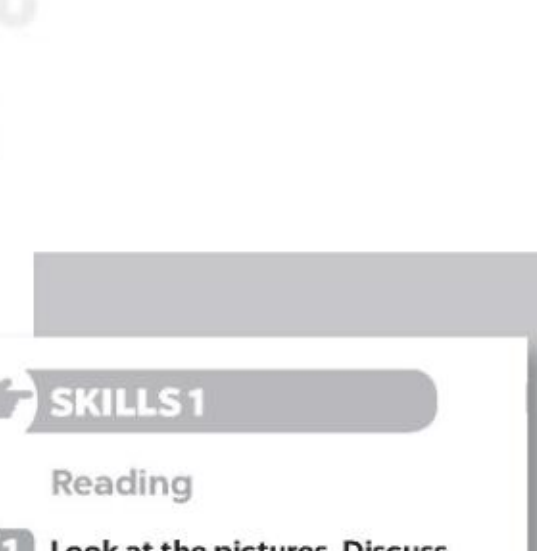
ACTIVITY 5

Aims:

- **To help Ss talk about how Ss in Viet Nam study music and arts;**
- **To help them compare their school with schools in other countries.**

- To help Ss prepare for this activity, ask Ss to underline all the activities they find in the passage in **4**, e.g. teaches arts and music to all the students. This may help Ss concentrate on the activities. Tell them to remember the key words that can help them talk about the topic.
- Form groups of 5 or 6 Ss. Allow them some time to talk. T goes round the class to monitor and give support if necessary.
- After some time, elicit ideas from the groups. Then one student from each group presents their ideas to the class. T comments on their clarity, language, fluency …

5 **Work in groups. Talk about how you learn music and arts. Compare Susie's school with your school. You can use *like*, *as ... as*, or *different from*.**



WRAP-UP

Have Ss say what they have learnt in the lesson.

SKILLS 1

Reading

ACTIVITY 1

Aim: To activate Ss' knowledge of the topic of the reading text (a traditional art form).

- T may begin by asking Ss to name the art forms they know (T may give some cues).
- Then tell them to work in pairs to discuss the questions in this activity. Encourage them to give their ideas (as many ideas as possible). It is not important whether they know or don't know about these traditional art forms, whether they like them or not, as long as they talk with each other.


SKILLS 1

Reading

1 **Look at the pictures. Discuss the questions below with a partner.**

What does each photo show?
Do you like it?

ACTIVITY 2

Aim: To help Ss read to find some words in context and their meanings.

- Tell Ss to read the four phrases given and the four highlighted words in the passage. Then ask them to read the passage. Set a strict time limit to ensure Ss read quickly for specific information.
- Tell Ss to look for some signs to help them find the right words, e.g. the words 'showed or presented' are verbs in the past simple tense, so the verb 'performed' must be the answer.
- Call on some Ss to say the words or write them on the board. T gives correction.

Key:

1. performed **2.** traditional **3.** fantastic **4.** festival

2 Read the email and match the highlighted words with their meanings.

1. showed or presented
2. following tradition
3. nice, interesting
4. event or celebration

New Message

To: sue@fastmail.com Cc Bcc

Subject: A water puppet show

Dear Sue,

How are things with you? I arrived in Viet Nam three days ago, and everything is perfect.

Yesterday I went to see a puppet show at a theatre in the centre of Ha Noi. The show was fantastic! The artists performed the show in a pool. They stood behind a screen. They used strings under the water to control the puppets and make them move on the water! The show was about rice farming and a festival in a village. People say that these shows are normally about everyday life in the countryside of Viet Nam. Water puppetry is a special traditional art form. People love it, and most tourists coming to Viet Nam love to see it.

I wish you were here with me.

See you next week.

Love,

Mary

ACTIVITY 3

Aims:

- **To help Ss read for specific information about a traditional art form;**
- **To give Ss some understanding of water puppetry – a traditional art form of north Viet Nam.**

3 Read the email again and answer the questions.

1. Who went to see a water puppet show yesterday?
2. Where did the artists perform the show?
3. Who controlled the puppets?
4. What are water puppet shows normally about?
5. Is water puppetry a traditional Vietnamese art form?

- Have Ss read the questions first to focus on the information they have to find in the passage.
- Give Ss some time to practise reading the passage. (Ss may listen to T reading aloud while they track the passage with their pencils.) Ask Ss to read in chorus the new and difficult words / phrases in the passage. Check with Ss the meanings of the new words / phrases. Explain to them if necessary.
- Allow Ss to read in chorus once. Then, call on some individuals to read aloud to the class. Check their pronunciation and intonation.
- Allow Ss enough time to read the passage individually. T may ask them to underline the structures or phrases related to the questions they are going to answer. Then find information in the passage to answer the questions. Confirm the correct answers as the class.

Key:

1. Mary did.

2. In a pool.

3. The artists did.

4. (They are) about everyday life in the countryside of Viet Nam.

5. Yes, it is.

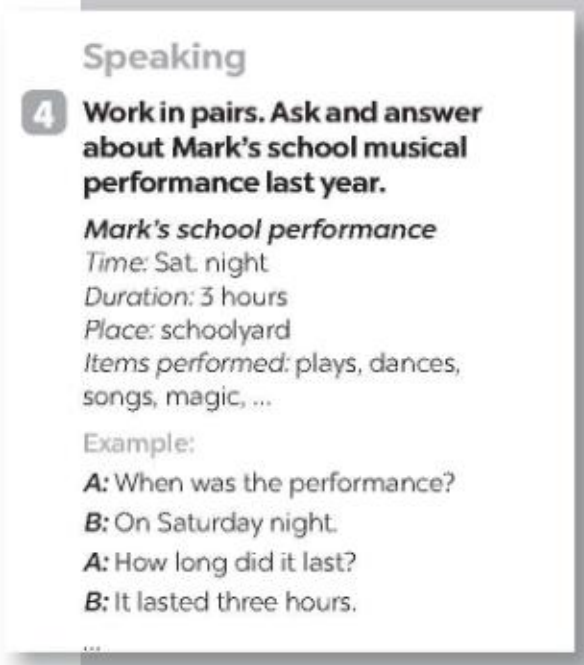
Extension: If there is still time, let Ss talk about other forms of traditional arts in Viet Nam (or in a particular region / world). Refer to famous traditional arts in some countries (e.g. Lam vong dance of Laos, Chinese Opera, ballet of France and Russia, ...).

Speaking

ACTIVITY 4

Aim: To help Ss ask and answer questions about a school musical performance.

- First have Ss read about Mark's school musical performance last year. Make sure they understand everything.
- Have them work in pairs, asking and answering questions about the performance. T goes around and corrects mistakes or gives help when necessary. Encourage Ss to ask more questions.
- Call on some pairs to perform the task in front of the class. T and other Ss listen and comment.



Speaking

4 **Work in pairs. Ask and answer about Mark's school musical performance last year.**

Mark's school performance
Time: Sat. night
Duration: 3 hours
Place: schoolyard
Items performed: plays, dances, songs, magic, ...

Example:

A: When was the performance?
B: On Saturday night.
A: How long did it last?
B: It lasted three hours.

...

ACTIVITY 5

Aim: To help Ss practise speaking about what they will do and how they will prepare for their school performance.

- Have Ss work in groups. Let them take turns to give their ideas about their plan for the performance and the items they'd like to contribute:

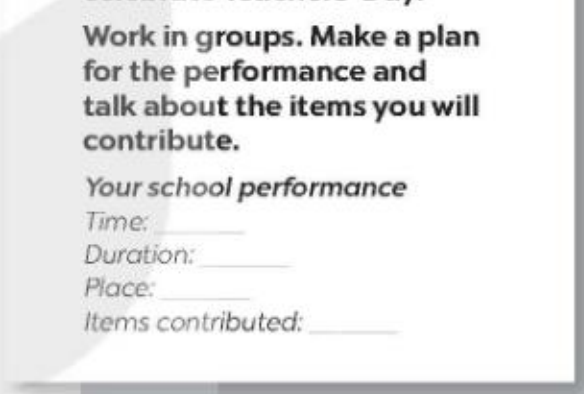
  Example:

  A: I think we will perform a play.

  B: A play takes a long time to prepare. I think we will sing in a choir.

  C: Quang can sing solo. He has a nice voice for singing.

  ...



5 **Your school is going to have a musical performance to celebrate Teachers' Day.**

Work in groups. Make a plan for the performance and talk about the items you will contribute.

Your school performance
Time: _____
Duration: _____
Place: _____
Items contributed: _____

- Then ask Ss to talk about the plan and items they have agreed on, and how they will prepare for them.
- While Ss are talking, T goes round the class and monitors. Remember not to stop them in order to correct their mistakes. When they are finished, T explains common errors.

Extension:

Famous musicians and artists:

- Put Ss in small groups.
- Each student tells their group about a famous musician or artist he / she admires. Then they tell their group members what they know about the musician or artist.
- Have Ss find more information about their chosen musician or artist on the Internet at home and take notes.
- During the next lesson, the groups reform and each group member shares more information about their chosen musician or artist.

Types of music:

- Put Ss in groups, and they discuss these kinds of music and the people who enjoy them.

  K-pop, boy band, classical, heavy metal, folk, jazz, country & western, Latin, hip hop

WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two skills.

SKILLS 2

Listening

ACTIVITY 1

Aim: To activate Ss' knowledge of the topic of the listening text.

– Have Ss work in pairs. Allow them to ask and answer about street painting.

Examples:

- Do you know about street painting?
- Where do artists paint their pictures?
- Do they have to pay to paint there?
- …

– Encourage Ss to talk as much as possible. What they know is not very important as long as they speak English.


SKILLS 2

Listening

1 **Discuss the question below with a partner.**

What do you know about street painting?

ACTIVITY 2

Aim: To help Ss practise listening for specific information (to find some words while listening to the recording).

– Tell Ss to read the five words given. Ask them to try to predict what words they will hear in the recording.

– Play the recording one or two times. Ask Ss to listen carefully and tick the words they hear in the recording.


2 **Listen to a man talking about street painting and tick (✓) the words you hear.** 28

1. artists ☐ 2. music ☐ 3. painting ☐
4. enjoy ☐ 5. museum ☐

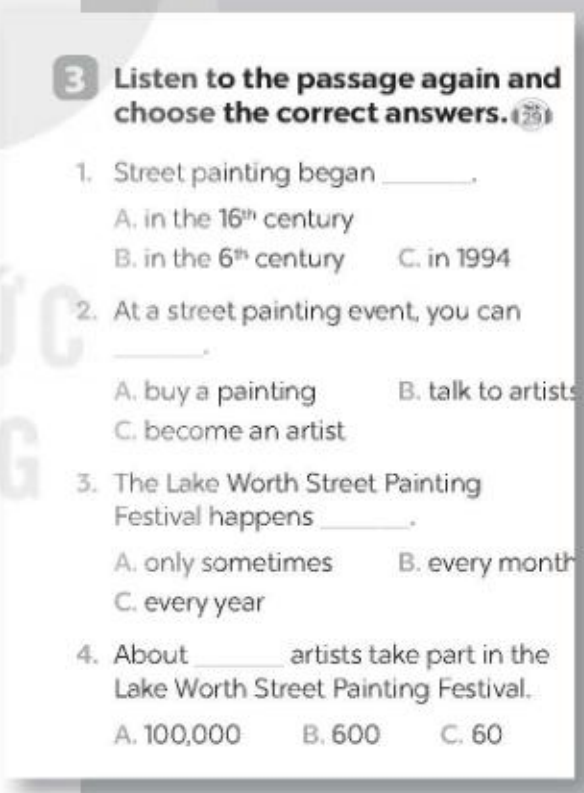
Key: **1.** artists **3.** painting **4.** enjoy

ACTIVITY 3

Aim: To develop Ss' skill of listening for specific information (scanning).

– Ask Ss to read the questions carefully. Play the recording again. Tell Ss that while they listen, they have to choose the correct answer to each question (circle or tick A, B, or C).

– Play the recording as many times as necessary. Confirm the correct answers as a class.


3 **Listen to the passage again and choose the correct answers.** 29

1. Street painting began _____.
   A. in the 16th century
   B. in the 6th century C. in 1994
2. At a street painting event, you can _____.
   A. buy a painting B. talk to artists
   C. become an artist
3. The Lake Worth Street Painting Festival happens _____.
   A. only sometimes B. every month
   C. every year
4. About _____ artists take part in the Lake Worth Street Painting Festival.
   A. 100,000 B. 600 C. 60

Key: **1.** A **2.** C **3.** C **4.** B

Audio script – Tracks 28 + 29:

Street painting – or street art – is an old type of art. In the 16th century artists began to draw on the pavement using chalk. Today, you can see street painting events everywhere. They attract many people who come to enjoy and take part in them. Many of them are free too. So join in and become an artist yourself!

One of the largest events in the United States is the Lake Worth Street Painting Festival. It began in 1994 and now occurs every February with the support of artists and volunteers. It is free for everyone. About 100,000 visitors come to enjoy it. About 600 artists work on the pavement to make the street a huge art gallery!

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Writing

Informal letter of invitation

T may begin by asking Ss what for and to whom they write an informal letter of invitation (to invite somebody to do something, and to somebody who has a close relationship with you).

ACTIVITY 4

Aim: To help Ss learn the purpose and format of an informal letter of invitation.

- Have Ss read the sample letter carefully and choose the correct answers. Then have them note down the language necessary for writing an informal letter of invitation. T writes it on the board.
- Tell Ss to pay attention to the box and learn the writing tip.

Key: **1.** A **2.** B

ACTIVITY 5

Aim: To help Ss write an informal letter of invitation.

- Have Ss read the cues and the writing tip in the box carefully, then practise writing the letter. Tell Ss to pay special attention to grammar, use of words, spelling, and punctuation.
- T may collect some Ss' papers and mark them, then comment in class.
- If there is not enough time for Ss to write their letter in class, have them do it as homework.

WRAP-UP

Ask Ss to say what skills they have developed in this lesson. Ask them about their progress and what they want to improve.

LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed, and which areas need further practice.

Vocabulary

ACTIVITY 1

Aim: To help Ss revise the collocations with some verbs used in the field of music and arts.

- Ask Ss to read the verbs first. Then allow them some time to write the correct words / phrases to go with these verbs.
- Check Ss' answers as a class.

Writing

4 **Read the following letter and choose the correct answers.**

28 Pham Van Dong Rd. Ha Noi
Nov 15, 20...

Hey Jack,
Let's go to see the water puppet show this Saturday night at 8 p.m. At the show, you can see how artists control the puppets on water. I'm sure you'll like it. It's at 57B Dinh Tien Hoang St., Hoan Kiem Ward. How about meeting at 7:45 outside the theatre? Let me know if you can make it. Looking forward to seeing you there.

Best,
Chau

1. This letter is from Chau to _____.
   A. a friend B. a teacher
   C. an old man
2. Chau writes this letter to _____.
   A. order Jack to perform a show
   B. invite Jack to see a show
   C. make a complaint

Writing tip
In an informal letter of invitation, you can use:
- Let's ...
- How about + V-ing?

5 **Write a letter to invite someone to a street painting festival, using the following cues.**

- *Event:* Street Painting Festival
- *Start time:* 9 o'clock, Sunday morning
- *Place:* Central Rd.
- *Activities:* meeting street artists, drawing pictures on the street
- *Time to meet:* 8:45

Nov 12, 20_____
Hi _____,
Let's _____

Looking forward to seeing you there.
Best,

_____

LOOKING BACK

Vocabulary

1 **Write a word or phrase in each blank to go with the given verb.**

Example:
play: *the piano, the violin, the cello*

1. draw: _____, _____, _____
2. perform: _____, _____, _____
3. write: _____, _____, _____
4. watch: _____, _____, _____

Suggested answers:

1. draw: a picture, a bird, a car

2. perform: a puppet show, a concert, a play

3. write: a book, a poem, a song

4. watch: TV, a film, a football match

ACTIVITY 2

Aims:

- **To help Ss review the words / phrases about music and arts used in the context of a passage;**
- **To give Ss some information of the Louvre Museum - the world's largest art museum.**

- Have Ss work independently. Tell them to revise the words / phrases given in the box. Then ask them to do the task. They can check their answers with a partner before discussing as a class. T makes corrections.
- Have some Ss read the whole passage aloud (maybe sentence by sentence). The rest of the class should track the text with their fingers as the other Ss read. T gives explanations if necessary.

Key:

1. art collections **2.** exhibition **3.** works of art
4. paintings **5.** visitors



2 **Fill in each blank with a word or phrase from the box to complete the passage.**

exhibition art collections
paintings works of art visitors

The Louvre Museum is the world's largest art museum. It is in Paris, France. It has one of the most impressive (1) _____ in history. The museum opened on 10 August 1793 with a(n) (2) _____ of 537 paintings. The Louvre Museum now contains more than 380,000 objects, and displays 35,000 (3) _____. It exhibits sculptures, objects of art, (4) _____, drawings, and other valuable works. It is the world's most visited museum. About 25,000 (5) _____ come to see it per day. Most of them are foreign tourists.

Grammar

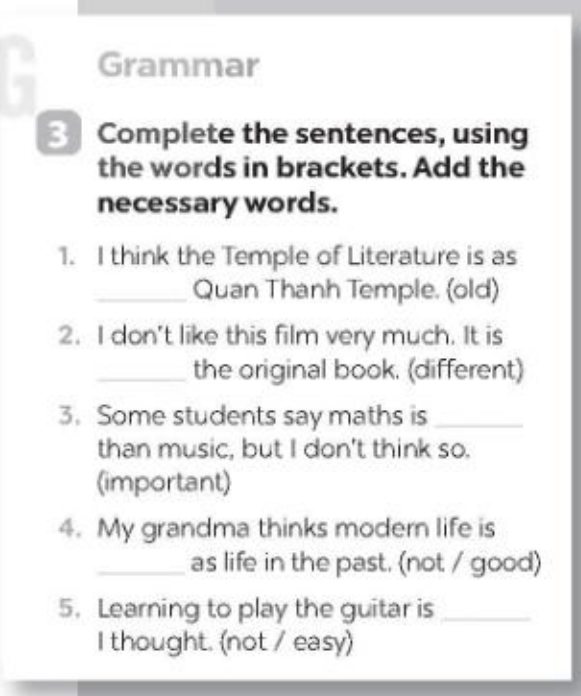
ACTIVITY 3

Aim: To help Ss revise the comparisons they have learnt in the context of sentences.

- Give Ss some time to work by themselves. Ask them to revise the use of the different ways of comparing they have learnt, then complete the task. Tell them to add the necessary words.
- Call on some Ss to read their sentences. Let other Ss comment. T confirms the correct sentences.

Key:

1. old as **2.** different from **3.** more important
4. not as good **5.** not as easy as



Grammar

3 **Complete the sentences, using the words in brackets. Add the necessary words.**

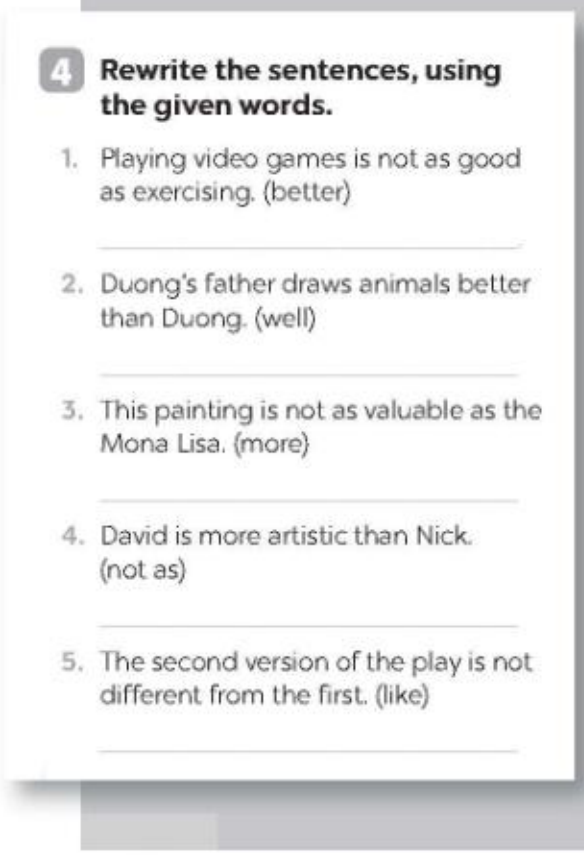
1. I think the Temple of Literature is as _____ Quan Thanh Temple. (old)
2. I don't like this film very much. It is _____ the original book. (different)
3. Some students say maths is _____ than music, but I don't think so. (important)
4. My grandma thinks modern life is _____ as life in the past. (not / good)
5. Learning to play the guitar is _____ I thought. (not / easy)

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ACTIVITY 4

Aim: To help Ss write sentences using the comparisons they have learnt.

- Have Ss read the instruction of the activity to understand what they are going to do.
- Ask Ss to write sentences in their notebooks, using the comparisons they have learnt, and the words provided.
- Get them to swap their answers in pairs. Go around and offer help, if necessary.
- If there is time, have some Ss write complete sentences on the board and / or read the sentences aloud. T and other Ss comment. Check the answers as a class.



4 **Rewrite the sentences, using the given words.**

1. Playing video games is not as good as exercising. (better)
2. Duong's father draws animals better than Duong. (well)
3. This painting is not as valuable as the Mona Lisa. (more)
4. David is more artistic than Nick. (not as)
5. The second version of the play is not different from the first. (like)

Key:

1. Exercising is better than playing video games.

2. Duong doesn't / can't draw animals as well as his father.

3. The Mona Lisa is more valuable than this painting.

4. Nick is not as artistic as David.

5. The second / first version of the play is like the first / second.

WRAP-UP

Ask Ss what they have learnt in *Unit 4*. Have them recall the important elements:

- words / phrases and combinations related to the topic *Music and Arts*;
- sounds /ʃ/ and /ʒ/;
- comparisons with *like, different from, (not) as … as*.

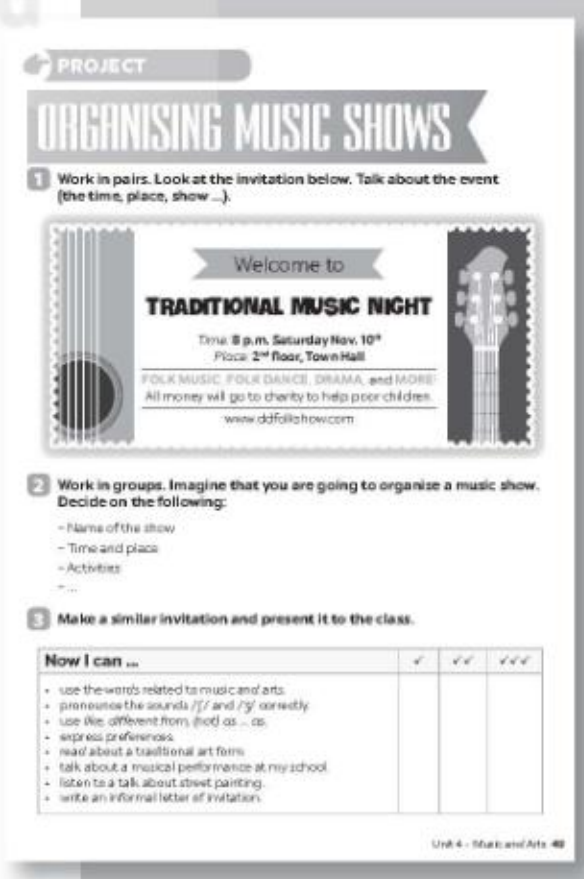
PROJECT

ACTIVITY 1

Aims:

- **To introduce an invitation to a music show (for charity);**
- **To give Ss more practice of talking about a music show.**

- Have Ss read the information in the invitation carefully (the time, place, show, purpose, etc.). Explain new words and anything difficult to Ss. Make sure they understand everything.
- Ss work in pairs. Have them ask and answer questions about the information in the invitation.



PROJECT

ORGANISING MUSIC SHOWS

1 **Work in pairs. Look at the invitation below. Talk about the event (the time, place, show ...).**

Welcome to

TRADITIONAL MUSIC NIGHT

Time: 8 p.m. Saturday Nov. 10th
Place: 2nd floor, Town Hall

FOLK MUSIC, FOLK DANCE, DRAMA, and MORE!
All money will go to charity to help poor children.

www.ddfolkshow.com

2 **Work in groups. Imagine that you are going to organize a music show. Decide on the following:**

- Name of the show
- Time and place
- Activities
- ...

3 **Make a similar invitation and present it to the class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to music and arts			
• pronounce the sounds /ʃ/ and /ʒ/ correctly			
• use like, different from, (not) as ... as			
• express preferences			
• read about a traditional art form			
• talk about a musical performance at my school			
• listen to a talk about street painting			
• write an informal letter of invitation			

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ACTIVITY 2

Aim: To help Ss practise preparing an invitation to a music show.

Ss work in groups. Ask them to brainstorm their ideas on the following:

- Name of the show
- Time and place
- Activities
- Purpose
- …

ACTIVITY 3

Aim: To help Ss practise making / presenting an invitation to a music show.

- Tell Ss to make an invitation with the correct format and content, based on what they have done in **2**. Tell them to make it as interesting and eye-catching as they can.
- T can assign the project in earlier lessons. Make sure T guides them carefully and checks their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their invitation.

NOW I CAN ...

- Finally ask Ss to complete the self-assessment.
- Identify any difficulties, weak areas, and provide further practice if necessary.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 5 FOOD AND DRINK

Objectives:

By the end of this unit, students will be able to:

- use the words related to the topic *Food and Drink*;
- pronounce the sounds /ɒ/ and /ɔ:/ correctly;
- use *some, a lot of*, and *lots of* to talk about quantity;
- ask and answer about prices;
- read for general and specific information about a typical traditional food;
- talk about a popular food or drink;
- listen for specific information about eating habits;
- write a paragraph describing eating habits.


Unit 5 FOOD AND DRINK

THIS UNIT INCLUDES:

Vocabulary
Food and drink

Pronunciation
Sounds: /ɒ/ and /ɔ:/

Grammar
some, a lot of, lots of

Skills
- Reading about a typical traditional food
- Talking about a popular food or drink
- Listening about eating habits
- Writing a paragraph describing eating habits

Everyday English
Asking and answering about prices

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

- Review the previous unit before Ss open their books. T may organise a short vocabulary game, e.g. *Pass the ball* or *Slap the board*, etc. to revise the words Ss have learnt in *Unit 4*.
- Lead to the new unit. Write the unit title *Food and Drink* on the board. Elicit any information Ss know about food and drink by asking what they know about different types of food and drink. After Ss answer, ask them to open their books to page 50. Draw their attention to the **THIS UNIT INCLUDES** box and introduce what they are going to learn in *Unit 5*.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

AT A VIETNAMESE RESTAURANT

ACTIVITY 1


GETTING STARTED

At a Vietnamese restaurant

1 Listen and read.

Waiter: Good evening. What can I get you today?

Mark's mum: We'd like rice with some pork cooked in fish sauce. Oh, could we also have an order of roast chicken and fried vegetables?

Mark: And I'd like some fried tofu and spring rolls too.

Waiter: OK. Would you like canh chua? It's a kind of Vietnamese soup. We often have it with rice.

Mark's dad: Let me see ... I think we'll try some canh chua.

Waiter: With shrimp or fish?

Mark's dad: With shrimp, please.

Waiter: Would you like anything to drink? We have a lot of drinks: juice, lemonade, green tea, mineral water, ...

Mark's mum: Mineral water for me, green tea for my husband, and juice for my children.

Waiter: What kind of juice would you like?

Mark's sister: Do you have winter melon juice?

Waiter: Let me see. Er, yes. How many cans would you like?

Mark's sister: One ... No, wait, two please. By the way, how much is a can of winter melon juice?

Mark: The menu says it's 10,000 dong.

Waiter: That's right. I'll be right back with your order.

30 Tiếng Anh 7

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**

- Set the context for the listening and reading. Have Ss look at the picture and answer some questions, e.g. *Where is Mark's family? What are they doing? Who are they talking to?* T can also ask Ss to share any recent experiences of eating at a restaurant: *Have you ever been to a restaurant? Where and when? What food and drink did you have there?* Encourage Ss to answer, but do not confirm whether their answers are right or wrong. Ask them to talk a bit about types of food and drink they know.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
- Invite some pairs of Ss to read the conversation aloud.

Audio script – Track 30:

Waiter: Good evening. What can I get you today?

Mark's mum: We'd like rice with some pork cooked in fish sauce. Oh, could we also have an order of roast chicken and fried vegetables?

Mark: And I'd like some fried tofu and spring rolls too.

Waiter: OK. Would you like *canh chua*? It's a kind of Vietnamese soup. We often have it with rice.

Mark's dad: Let me see … I think we'll try some *canh chua*.

Waiter: With shrimp or fish?

Mark's dad: With shrimp, please.

Waiter: Would you like anything to drink? We have a lot of drinks: juice, lemonade, green tea, mineral water, …

Mark's mum: Mineral water for me, green tea for my husband, and juice for my children.

Waiter: What kind of juice would you like?

Mark's sister: Do you have winter melon juice?

Waiter: Let me see. Er, yes. How many cans would you like?

Mark's sister: One ... No, wait, two please. By the way, how much is a can of winter melon juice?

Mark: The menu says it's 10,000 dong.

Waiter: That's right. I'll be right back with your order.

ACTIVITY 2

Aim: To help Ss understand the main idea of the text.

Ask Ss what exactly Mark's family is doing. Now confirm the correct answer. (They are ordering food for dinner.)

Key: A

2 **What is Mark's family doing?**

A. Ordering food for dinner.
B. Preparing for their dinner.
C. Talking about their favourite food.

ACTIVITY 3

Aim: To develop Ss' knowledge of the vocabulary for food and drink.

- Have Ss quickly write the words / phrases they think are about food and drink in the two columns *Food* and *Drink* individually without looking at the book. Then ask Ss to open their books and check their answers with their partners.
- Ask some Ss to read out their answers or write them on the board. With a weaker class, ask for translations of the words / phrases to make sure they understand them.

Food	Drink
rice, pork, fish sauce, roast chicken, fried vegetables, fried tofu, spring rolls, *canh chua* (soup), shrimp, fish	juice, lemonade, green tea, mineral water, winter melon juice

3 **Find the words and phrases about food and drink in the conversation and write them in the correct columns.**

Food	Drink
pork	*juice*

ACTIVITY 4

Aim: To help Ss deeply understand the text.

- Have Ss look at the statements in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the statements, underlining the key words, reading the text while paying attention to the key words, deciding if each sentence is true or false).
- Set a time limit for Ss to do the activity. When the time is up, have Ss share their answers in pairs. Invite some pairs to answer and confirm the correct ones. For strong classes, ask Ss to correct the false sentences.

Key: **1.** T **2.** F **3.** F **4.** T **5.** F

4 **Read the conversation again and tick (✓) T (True) or F (False).**

	T	F
1. Mark's family is at a Vietnamese restaurant.		
2. Mark wants fried tofu and beef for dinner.		
3. They don't order *canh chua*.		
4. Mark's mum wants mineral water.		
5. His mum doesn't allow her children to drink juice during dinner.		

ACTIVITY 5

Aim: To help Ss practise talking about their favourite food and drink.

- Ask each student to think of the questions he / she may use to ask about his / her partner's favourite food and drink.

5 **Work in pairs. Ask your partner about his or her favourite food and drink.**

Example:

A: What's your favourite food?
B: It's *pho bo* – beef noodle soup.
A: When do you usually have it?
B: In the morning.

– Demonstrate the activity to the class first. Ask a strong student to help you. Then ask Ss to work in pairs. T goes round to help weaker Ss. Call on some pairs to perform in front of the class.

WRAP-UP

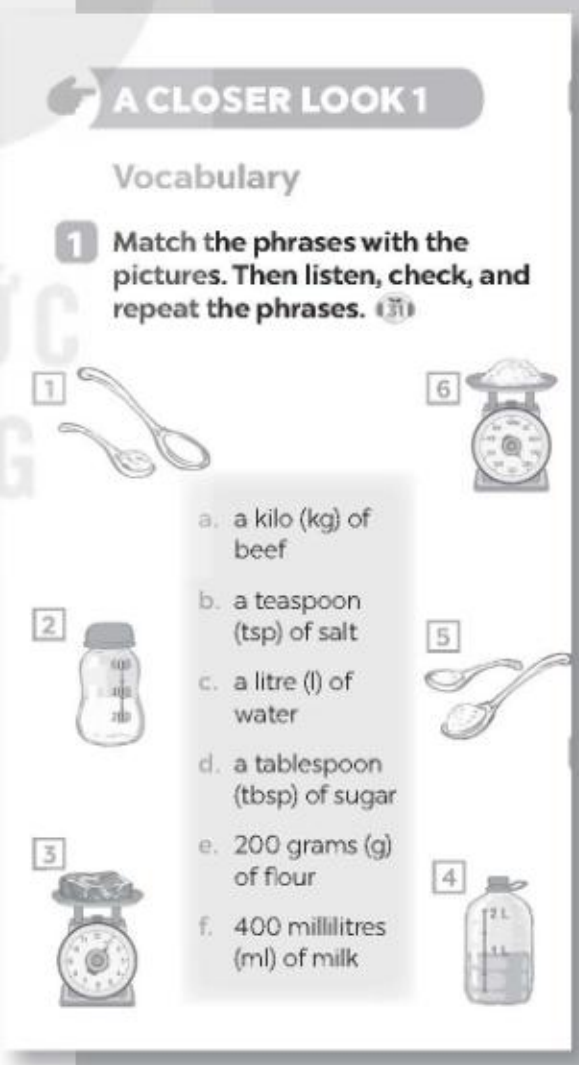
Ask one or two Ss to tell the class what they have learnt. Ask Ss to say aloud some words / phrases they remember from the lesson. If there is a projector in the classroom, show the conversation, highlight the key words related to the topic.

A CLOSER LOOK 1

WARM-UP

Game: Odd one out

– Put Ss in small groups.
– Explain that you are going to dictate three sets of four words / phrases, such as *pea, orange, potato, onion*.
– Ss listen and write the set. Then they choose the odd one out and circle it. Give Ss some time to choose an odd one out of each set. More than one answer is possible.
– Each group explains their choices, e.g. *A pea, because it's a green small seed that is cooked and eaten as vegetable. / An orange, because it is the only fruit which we can make a drink from.*
– T may create his / her own lists or choose any three from the list below:
  1. lemon, grapefruit, grape, lime
  2. fridge, cooker, microwave, toaster
  3. cows, chicken, sheep, fish
  4. bacon, eggs, tomatoes, toast
  5. rice, wheat, potatoes, pasta
  6. bread, cake, pie, pizza


A CLOSER LOOK 1

Vocabulary

1 Match the phrases with the pictures. Then listen, check, and repeat the phrases.

a. a kilo (kg) of beef
b. a teaspoon (tsp) of salt
c. a litre (l) of water
d. a tablespoon (tbsp) of sugar
e. 200 grams (g) of flour
f. 400 millilitres (ml) of milk

Vocabulary

ACTIVITY 1

Aim: To revise and teach the measurement words / phrases often used with food and drink.

– Have Ss quickly match the phrases with the pictures individually. Then ask Ss to check their answers with their partners.
– Play the recording for Ss to check their answers. Pause the recording after each phrase and ask them to repeat chorally and individually. Correct their pronunciation. With weaker classes, ask for translations to check understanding.

Key: **1.** b **2.** f **3.** a **4.** c **5.** d **6.** e

Audio script – Track 31:

1. a teaspoon (tsp) of salt
2. 400 millilitres (ml) of milk
3. a kilo (kg) of beef
4. a litre (l) of water
5. a tablespoon (tbsp) of sugar
6. 200 grams (g) of flour

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

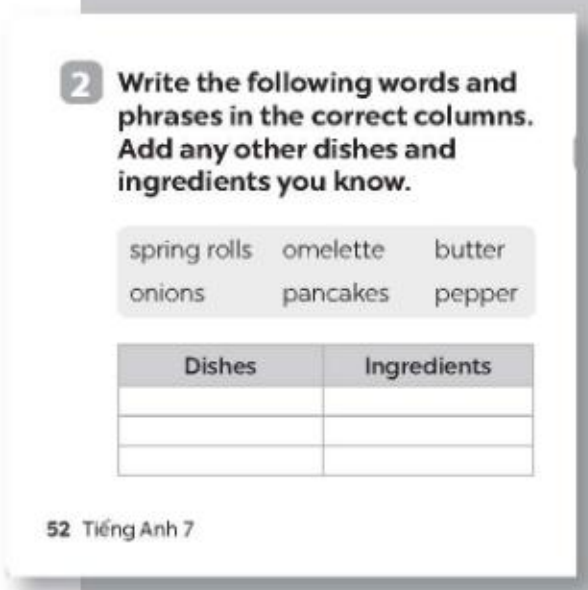
ACTIVITY 2

Aim: To teach Ss new words / phrases of dishes and ingredients.

- First, check Ss' understanding of the meanings of the words / phrases given in the box. With the nouns that Ss do not know, T may explain their meanings by using pictures, examples, or even translations.
- Then, have Ss sort the words into the correct columns. Ask Ss to check their answers and share the words / phrases for other dishes and ingredients they know with their partners before T checks their answers with the whole class.

Key:

Dishes	Ingredients
spring rolls	butter
omelette	onions
pancakes	pepper



2 **Write the following words and phrases in the correct columns. Add any other dishes and ingredients you know.**

spring rolls omelette butter
onions pancakes pepper

Dishes	Ingredients

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3 **Work in pairs. Ask and answer about the ingredients for Linh's apple pie, using the quantities in the recipe.**

LINH'S APPLE PIE

Ingredients:

apples - 12
salt - 1 tsp
sugar - 300 g
milk - 300 ml
water - 120 ml
flour - 500 g

Example:

A: How many apples do we need?
B: We need 12.

ACTIVITY 3

Aim: To help Ss practise asking and answering about the ingredients for a dish using measurement words and phrases they have learnt.

- Model this activity with a strong student. Remind Ss that they only use the information from the recipe to ask and answer about the quantities of ingredients for apple pie.
- Ask Ss to work in pairs. Then, call on some pairs to practise in front of the class.

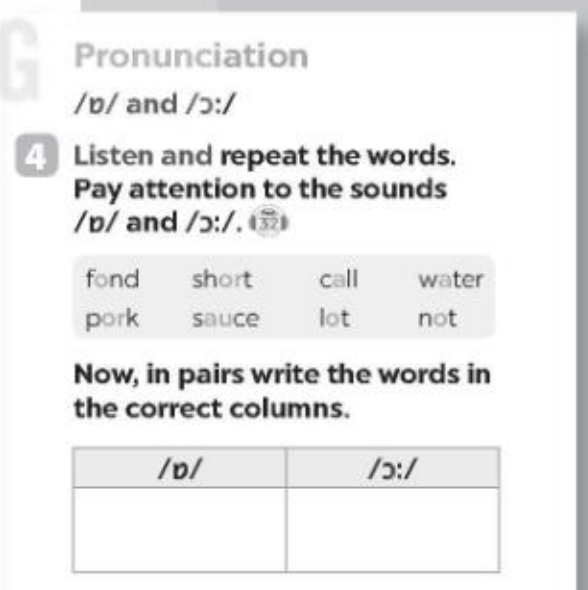
Pronunciation

/ɒ/ and /ɔ:/

ACTIVITY 4

Aim: To teach Ss how to pronounce the sounds /ɒ/ and /ɔ:/ and practise pronouncing these sounds correctly in words.

- Model the sounds /ɒ/ and /ɔ:/ first and let Ss see how the sounds are formed. Ask Ss to practise the sounds /ɒ/ and /ɔ:/ together.
- Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary. Ask Ss to put the words in the correct columns while they listen. Ss compare their answers in pairs before T checks their answers with the whole class.



Pronunciation

/ɒ/ and /ɔ:/

4 **Listen and repeat the words. Pay attention to the sounds /ɒ/ and /ɔ:/.** (32)

fond short call water
pork sauce lot not

Now, in pairs write the words in the correct columns.

/ɒ/	/ɔ:/

Key:

/ɒ/	fond, lot, not
/ɔ:/	short, call, water, pork, sauce

Audio script – Track 32:

f**o**nd sh**o**rt c**a**ll w**a**ter p**o**rk s**au**ce l**o**t n**o**t

ACTIVITY 5

Aim: To help Ss practise pronouncing the sounds /ɒ/ and /ɔ:/ correctly in context.

- Ask Ss to listen and repeat while T plays the recording. Then play the recording again and ask Ss to tick (✓) the sentences with the /ɒ/ sound.
- Have Ss listen again to check their answers. Provide further practice if needed.

Key: 1, 2, 4

Audio script – Track 33:

1. I hate hot dogs.
2. It's a very big pot.
3. Put the forks here.
4. This soup is very hot.
5. I like pork cooked with vegetables.

5 **Listen and repeat, paying attention to the underlined words. Tick (✓) the sentences with the /ɒ/ sound.** 33

1. I hate hot dogs. ☐
2. It's a very big pot. ☐
3. Put the forks here. ☐
4. This soup is very hot. ☐
5. I like pork cooked with vegetables. ☐

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Ask Ss to make sentences about quantities of ingredients for a dish using the words and phrases they have learnt in the lesson.

A CLOSER LOOK 2

Grammar

some, a lot of / lots of

- Ask some Ss to give some examples of countable nouns and uncountable nouns. Then ask them to tell the difference between countable nouns and uncountable nouns. Remind Ss that they should use a good dictionary to check if a noun is countable or uncountable.
- Have Ss look at the **Remember!** box about the use of *some, a lot of / lots of*. Draw Ss' attention to the use of *some, a lot of / lots of* by analysing the instructions and the examples in the **Remember!** box.
- Briefly explain to them that *some, a lot of / lots of* are all used with both countable nouns and uncountable nouns to talk about quantities. Explain that we use *some* with plural countable nouns or uncountable nouns to talk about a number or amount of something / somebody when the exact number or amount is not given; we use *lot of / lots of* with plural countable nouns or uncountable nouns to talk about a large number or amount of something / somebody.

ACTIVITY 1

Aim: To help Ss practise using *some* and *a lot of / lots of* in sentences and in context.

- Ask Ss to read the instruction. Tell Ss what they should do. (With a weaker class, do the first sentence as an example).

A CLOSER LOOK 2

Grammar

some, a lot of / lots of

Remember!

We use *some, a lot of, lots of* with both countable nouns and uncountable nouns to describe quantities.

Example:

- I need **some** apples for this recipe.
- There's **some** water in the bottle.
- There are **a lot of / lots of** people in the room.
- She likes coffee with **a lot of / lots of** sugar.

1 **Circle the correct words or phrases to complete the following sentences.**

1. Minh is very popular. He has some / a lot of friends.
2. Linh is very busy. She has some / lots of homework.
3. Put some / a lot of sugar in my tea. But not too much.
4. There are some / a lot of cars in our city. Too many. I don't like it.
5. There is some / lots of rice left. Not much but just enough for our breakfast.

– Ask Ss to do the exercise individually and then compare their answers with a classmate's. Check the answers as a class. Confirm the correct answers.

Key:

1. a lot of **2.** lots of **3.** some
4. a lot of **5.** some

ACTIVITY 2

Aim: To give Ss further practice in using *some* and *a lot of / lots of* in sentences and in context and help Ss revise the use of *any*.

– Ask Ss to read the instructions. Tell Ss what they should do.

– Ask Ss to do the exercise individually and then compare their answers with a classmate's. Check the answers as a class. Confirm the correct answers.

Key:

1. a lot / lots of **2.** any **3.** some
4. a lot / lots of **5.** a lot / lots of



2 **Look at the picture and complete each sentence. Write *some*, *any* or *a lot of / lots of* in the blanks.**

Example:

There is some orange juice in the glass.

1. There are _____ eggs in the carton.
2. There aren't _____ biscuits on the plate.
3. Susie went to the cinema with _____ friends.
4. I'd like a pizza with _____ cheese.
5. There is _____ sugar in the bowl.

Unit 5 - Food and Drink **53**

ACTIVITY 3

Aim: To help Ss revise the use of *How many* and *How much* to ask about quantities.

Have Ss do this exercise individually. Call on two Ss to write their answers on the board. Draw all Ss' attention to the board and check the answers together. Confirm the correct answers.

Key:

1. How much; Two litres **2.** How many; Two (books)
3. How many; Two (films) **4.** How many; Three (bananas)
5. How many; Five (spring rolls)



3 **Fill in each blank with *How many* or *How much*. Answer the questions, using the pictures.**

1. _____ water do you drink every day?
2. _____ books did you read last month?
3. _____ films did you watch last year?
4. _____ bananas do you eat every week?
5. _____ spring rolls did your mother cook last month?

ACTIVITY 4

Aim: To help Ss practise using *How many* and *How much* to ask and answer about quantities.

- First ask Ss to read the instructions. Use the example to make clear to Ss what they are supposed to do. (With a weaker class do the first sentence.)
- Then have Ss work in pairs: one asks the questions he / she has made from **3** and the other gives the answers. T may go round to help weaker Ss.

ACTIVITY 5

Aim: To give Ss further practice in using measurement words and phrases, words of dishes and ingredients, *How many* and *How much* in context.

- Model this activity with a strong student. Remind Ss to only use the information from the tables to ask and answer about the recipes.
- Ask Ss to work in pairs while T goes round to provide help. Then, call on some pairs to practise in front of the class.

WRAP-UP

- Summarise the main points of the lesson.
- Ask Ss to make questions and answers about quantities, using *some, a lot of / lots of, any, How much* and *How many*.

COMMUNICATION

WARM-UP

Game: Going out for a meal

- Put Ss in small groups.
- Ask Ss to imagine they are all going out for a meal.
- Have them agree on which kind of restaurant to go to.
- Ss write up their discussion and perform it as a role-play.
- Encourage them to give reasons for their choices in the discussion.

Everyday English

Asking and answering about prices

Tell Ss that they are going to learn how to ask and answer about prices. Ask Ss if they know any ways to ask and answer about prices.

4 **Work in pairs. Ask and answer, using the questions in 3.**

Example:

A: How much water do you drink every day?

B: Two litres.

5 **Work in groups. Take turns to ask and answer about the recipes.**

Pancakes *Ingredients:*	
eggs – 2 	sugar – 1 tbsp 
flour – 5 tbsp 	milk – 100 ml 
butter – 15 g	

An omelette *Ingredients:*	
eggs – 3 	water – 1 tbsp 
butter – 30 g	salt – 1 tsp 
pepper – 1 tsp 	

Example:

A: What do we need to make pancakes?

B: We need eggs, sugar, flour, milk, and butter.

A: How many eggs do we need?

B: Two.

...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 1

Aim: To introduce ways to ask and answer about prices in English.

- Play the recording for Ss to listen to and read the conversation between Mark and Mi. Ask Ss to pay attention to the questions and the answers.
- Elicit the structures to ask and answer about prices from Ss. Have Ss practise the conversation in pairs. Call on some pairs to practise the conversation in front of the class.

Audio script – Track 34:

Mark: How much is a bottle of mineral water?

Mi: It's 5,000 dong.

Mark: And how much are two kilos of apples?

Mi: They're 50,000 dong.

ACTIVITY 2

Aim: To help Ss practise asking and answering about prices.

- Ask Ss to work in pairs to make similar conversations, using the structures for asking and answering about prices.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.

Your favourite food and drink

ACTIVITY 3

Aims:

- **To teach Ss the questions they can ask to interview someone about their favourite food and drink;**
- **To help Ss revise the vocabulary related to the topic.**

- First, play the recording and ask Ss to listen only. Then play the recording again and allow Ss to write down the answers as they listen.
- Ask Ss to share their answers in pairs before playing the recording a final time for the pairs to check their answers.

Key:

1. Spring rolls.

2. Lemonade.

3. Apple pie and pancakes.

4. *Hu tieu* (in Ho Chi Minh City).

5. Omelettes, rice, and spring rolls.

COMMUNICATION

Everyday English

Asking and answering about prices

1 Listen and read the conversation. Pay attention to the questions and answers. 34

Mark: How much is a bottle of mineral water?

Mi: It's 5,000 dong.

Mark: And how much are two kilos of apples?

Mi: They're 50,000 dong.

2 Work in pairs. Take turns to ask and answer about the prices of the food and drink on the menu.

LY'S RESTAURANT
Breakfast Menu

Food	
bowl of beef noodle soup	30,000 dong
bowl of eel soup	35,000 dong
toast	20,000 dong
Drink	
glass of milk	9,000 dong
bottle of mineral water	8,000 dong
cup of green tea	5,000 dong

Example:

A: How much is a glass of milk?

B: It's 9,000 dong.

Your favourite food and drink

3 Listen to the conversation and answer the following questions. 35

1. What's Nam's favourite food?
2. What's his favourite drink?
3. What foreign food does he like?
4. What food does he want to try?
5. What food can he cook?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Audio script – Track 35:

Peter: Nam, can you help me with my school project? I need to interview some people about what they like to eat and drink.

Nam: Sure. What questions do you have?

Peter: What's your favourite food, Nam?

Nam: It's spring rolls.

Peter: What's your favourite drink?

Nam: I like lemonade.

Peter: Interesting. What foreign food do you like?

Nam: Mmm, I like apple pie and pancakes.

Peter: How about new food? Is there anything that you've never had, but would like to try?

Nam: Certainly. I'd love to try *hu tieu* in Ho Chi Minh City.

Peter: I'd like to give it a try too. What can you cook?

Nam: Let me think… I cook omelettes, rice, and spring rolls.

ACTIVITY 4

Aims:

- **To help Ss practise asking and answering about their friends' favourite food and drink;**
- **To help Ss get information to report on their friends' favourite food and drink;**
- **To help Ss practise reporting the results of their interviews.**

- Ask Ss to work in groups, asking different classmates about their friends' favourite food and drink. Remind them to write the names of the people they interview and note the answers in the table in **4**. When they have finished the interview, T may have Ss practise reporting the results of their interviews in pairs or in groups.
- Choose some Ss to report the results of their interviews in front of the whole class. After each student has finished his / her report, invite some comments from other Ss. Then comment and correct any common errors.

4 **Work in groups. Interview two of your friends about their favourite food and drink. Write their answers in the table below.**

Questions	Student 1	Student 2
1. What's your favourite food?		
2. What's your favourite drink?		
3. What food or drink do you want to try?		
4. What foreign food or drink do you like?		
5. What can you cook?		

Now report your results to the class.

Example: I interviewed A and B about their favourite food and drink. A's favourite food is ...

WRAP-UP

Have Ss say what they have learnt in the lesson.

SKILLS 1

WARM-UP

Game: Writing a shopping list

- Put Ss in small groups.
- Give each group an occasion for which they will design a meal. Assign each group a meal from this list:
  - a fancy meal for five people
  - a picnic in the park
  - a traditional Vietnamese breakfast
  - a meal for an athlete
  - a child's birthday party
- Each group agrees upon a shopping list of all the things they need for this meal.
- When finished, each group joins another group. One group reads its list for the other group to guess the occasion they are preparing for.

Reading

ACTIVITY 1

Aim: To help Ss understand and activate their knowledge of the topic.

- Ask Ss to work in pairs discussing questions about *pho*.
- Ask some Ss to say their answers in front of the class. T may ask some other questions about how to make *pho*.


SKILLS 1

Reading

1 **Work in pairs. Discuss the following questions.**

1. Is *pho* popular in your neighbourhood?
2. When can we have *pho*?
3. What are the main ingredients of *pho*?

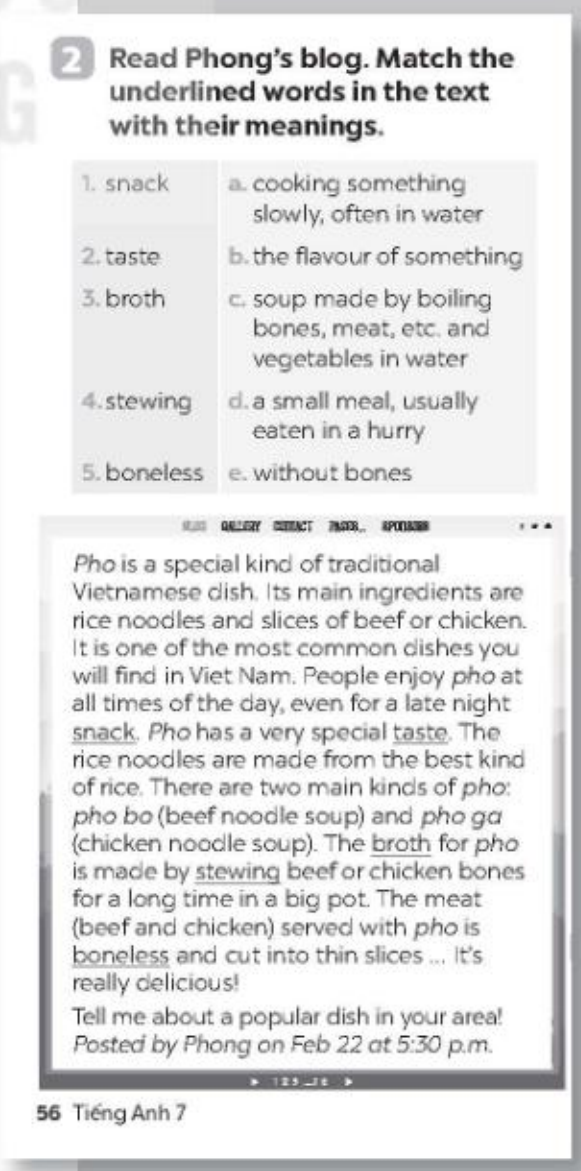
ACTIVITY 2

Aims:

- **To get Ss acquainted with the reading skill: Predicting the meaning of new vocabulary using context;**
- **To help Ss understand new vocabulary in the reading text.**

- Ask Ss to scan the passage to find the words *snack, taste, broth, stewing,* and *boneless* in the passage. T may help Ss use the context of the passage to work out the meanings of these words and match the words (1 - 5) with their meanings (a - e).
- Check the answers as a class. Confirm the correct answers. For weak classes, T may ask for translations to check understanding.

Key: **1.** d **2.** b **3.** c **4.** a **5.** e


2 **Read Phong's blog. Match the underlined words in the text with their meanings.**

1. snack	a. cooking something slowly, often in water
2. taste	b. the flavour of something
3. broth	c. soup made by boiling bones, meat, etc. and vegetables in water
4. stewing	d. a small meal, usually eaten in a hurry
5. boneless	e. without bones

Pho is a special kind of traditional Vietnamese dish. Its main ingredients are rice noodles and slices of beef or chicken. It is one of the most common dishes you will find in Viet Nam. People enjoy *pho* at all times of the day, even for a late night snack. *Pho* has a very special taste. The rice noodles are made from the best kind of rice. There are two main kinds of *pho*: *pho bo* (beef noodle soup) and *pho ga* (chicken noodle soup). The broth for *pho* is made by stewing beef or chicken bones for a long time in a big pot. The meat (beef and chicken) served with *pho* is boneless and cut into thin slices ... It's really delicious!

Tell me about a popular dish in your area!
Posted by Phong on Feb 22 at 5:30 p.m.

56 Tiếng Anh 7

ACTIVITY 3

Aim: To help Ss develop their reading skill for main ideas (skimming) and specific information (scanning).

- Have Ss read the text and choose the correct answers. Ask them how to do this kind of exercise. Explain the strategies, if necessary (e.g. reading the questions and the options (A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then reading the parts and answering the questions).
- Tell them to underline parts of the passage that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.
- Tell them to compare their answers in pairs before giving answers to T. Ask them to give evidence for their answers.

Key: **1.** A **2.** A **3.** C **4.** B **5.** A

3 **Read Phong's blog again and circle the correct answer A, B, or C.**

1. The text is mainly about _____.
   A. *pho*, a popular dish in Viet Nam
   B. popular dishes in Viet Nam
   C. different ways to cook *pho*
2. *Pho* is made mainly with _____.
   A. rice noodles and beef or chicken
   B. rice, pork, and vegetables
   C. fish, shrimp, and noodles
3. We enjoy *pho* _____.
   A. only for breakfast
   B. for lunch and dinner
   C. at any time of the day
4. To make noodles for *pho*, we use _____.
   A. a variety of sticky rice
   B. the best kind of rice
   C. eggs and rice flour
5. The broth for *pho* is made by _____.
   A. slowly cooking beef or chicken bones
   B. cooking beef or chicken with fish sauce
   C. boiling potatoes and chicken bones for a long time

Speaking

ACTIVITY 4

Aim: To help Ss prepare ideas for the main speaking activity.

Tell each student to make notes. Set a time limit for Ss to do it. Ask Ss to think about a popular food or drink in their area, its ingredients and how often and when people in their neighbourhood have it. Have them note down quickly these ideas.

Speaking

4 **Make notes about a popular food or drink in your area. Think about its main ingredients, how often and when you have it.**

Food or drink	Ingredients	How often and when

ACTIVITY 5

Aim: To provide an opportunity for Ss to practise talking about a popular food or drink in their area.

T asks a strong student to model this activity in front of the class. Then have Ss work in groups while T circulates and monitors. If there is enough time, call on some Ss to talk in front of the whole class, then invite some comments from other Ss.

5 **Work in groups of 3 or 4. Take turns to talk about a popular food or drink in your area.**

WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two skills. If there is time, have them draw a mind map to summarise the main points of the lesson.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS 2

WARM-UP

Game: Our eating habits

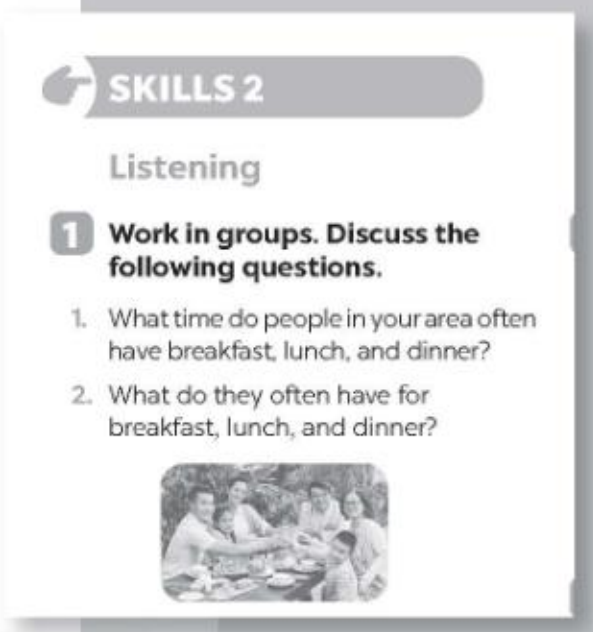
- Put Ss in small groups.
- Ss tell one another everything they ate and drank yesterday.
- As a group they decide who has the healthiest diet.

Listening

ACTIVITY 1

Aim: To help Ss understand and activate their knowledge of the topic.

Ask Ss to work in groups discussing questions about the eating habits of the people in their area. Then ask some Ss to say their answers in front of the class.


SKILLS 2

Listening

1 Work in groups. Discuss the following questions.

1. What time do people in your area often have breakfast, lunch, and dinner?
2. What do they often have for breakfast, lunch, and dinner?

ACTIVITY 2

Aims:

- **To help Ss understand what the monologue is about;**
- **To help Ss develop their skill of listening for specific information.**


2 Listen to Minh talking about the eating habits in his area. Circle the food and drink you hear. 36

eel soup	cakes	green tea
coffee	toast	

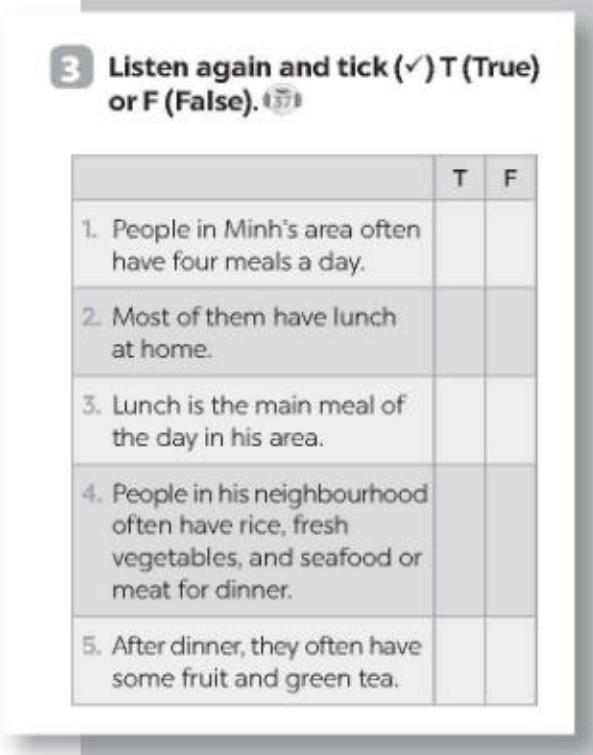
- First, ask Ss to guess which food and drink (in the box) will appear in the monologue.
- Play the recording and ask Ss to circle the words or phrases in the box they hear from the monologue. Then ask two or three Ss to write their answers on the board.
- Play the recording again for Ss to check the answers. If time is limited, T may only play the monologue once. T may pause at the sentences that include the words or phrases Ss need to circle.

Key: eel soup, green tea

ACTIVITY 3

Aim: To help Ss develop their skill of listening for specific information.

- Have Ss look at the statements in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the sentences, underlining the key words, listening to the recording paying attention to the key words, deciding if each sentence is true or false).
- Play the recording twice for Ss to do the exercise. For strong classes, ask Ss to take notes of the information to explain why a sentence is true or false.


3 Listen again and tick (✓) T (True) or F (False). 37

	T	F
1. People in Minh's area often have four meals a day.		
2. Most of them have lunch at home.		
3. Lunch is the main meal of the day in his area.		
4. People in his neighbourhood often have rice, fresh vegetables, and seafood or meat for dinner.		
5. After dinner, they often have some fruit and green tea.		

– Have Ss share their answers in pairs. Invite some pairs to answer and confirm the correct ones. Play the recording again if needed, stopping at the place where Ss find it difficult to understand. For strong classes, ask Ss to correct the false sentences.

Key: **1.** F **2.** T **3.** F **4.** T **5.** T

Audio script – Tracks 36 + 37:

People in my area often have three meals a day: breakfast, lunch and dinner. For breakfast, we usually have *pho* or eel soup with bread. Sometimes we have instant noodles or *xoi* (sticky rice). Lunch often starts at 11:30 a.m. Most of us have lunch at home. We often have rice, fish, meat, and vegetables. Dinner is the main meal of the day. It's also the time when family members gather at home, so it takes a bit longer than the other meals. It often starts at around 7:30 p.m. We usually have rice with a lot of fresh vegetables and seafood or meat. We normally talk about everyday activities during the meal. Then we have some fruit and green tea. I think the food in my area is fabulous. It's very healthy and delicious.

Writing

ACTIVITY 4

Aim: To help Ss prepare ideas for their writing.

– Ask Ss to make notes about the eating habits in their area. (*What time they have for breakfast, lunch and dinner? What food and drink they have then?*)

– Remind them that they do not have to write full sentences and they can use abbreviations.

– Then, ask Ss to share their notes with their partners. T may read out the notes from some strong Ss to the whole class.

Writing

4 **Make notes about the eating habits in your area.**

	Time	Food and drink
Breakfast		
Lunch		
Dinner		

ACTIVITY 5

Aim: To help Ss practise writing a paragraph about the eating habits in their area.

– Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the ideas they have prepared in **4**. Ask Ss to brainstorm ideas and language necessary for writing. T may ask Ss to refer back to the reading for useful language and ideas and write some useful expressions and language on the board.

– Ask Ss to write the first draft individually. Then have them write their final version. T may display all or some of Ss' writing on the wall / notice board.

– T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home.

5 **Write a paragraph of about 70 words about the eating habits in your area. Use the information in 4 to help you.**

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to record their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

WARM-UP

Game: Design a restaurant menu

- Put Ss in small groups.
- T gives each group a different type of restaurant from this list:
  - a Vietnamese restaurant
  - a pizza restaurant
  - a seafood restaurant
  - a vegetarian café
  - a fast food restaurant
- Groups create a menu including foods, drinks, and prices.

Vocabulary

ACTIVITY 1

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

Tell Ss to find as many words and phrases as possible to add to the columns individually. Then ask them to compare theirs with their partners' to find out who has more words and phrases and add any words they did not write to their table.

ACTIVITY 2

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

Have Ss do this activity individually then compare their answers with their partners'. Ask for Ss' answers or ask some Ss to read out their answers in front of the class.

Suggested answers:

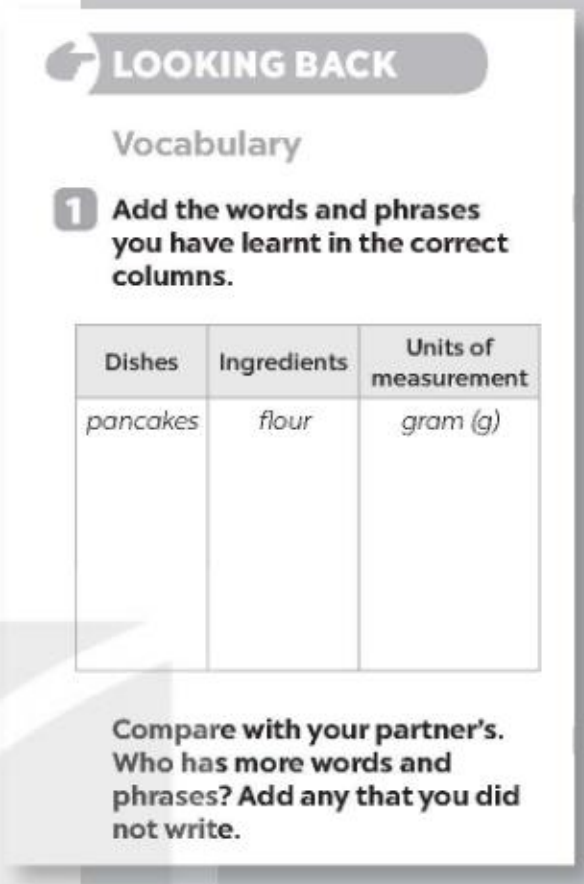
- We need 5 eggs.
- We need 2 tomatoes.
- We need 2 tablespoons of cold water.
- We need 40 grams of butter.
- We need 5 grams of onion.
- We need 1 teaspoon of salt.
- We need 1 teaspoon of pepper.

Grammar

ACTIVITY 3

Aim: To help Ss revise the use of *some, any, much* and *a lot of / lots of*.

Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as



LOOKING BACK

Vocabulary

1 **Add the words and phrases you have learnt in the correct columns.**

Dishes	Ingredients	Units of measurement
pancakes	*flour*	*gram (g)*

Compare with your partner's. Who has more words and phrases? Add any that you did not write.



2 **Read the recipe and write sentences as in the example.**

PETER'S OMELETTE

Ingredients:
eggs: 5
tomatoes: 2
cold water: 2 tbsp
butter: 40 g
onion: 5 g
salt: 1 tsp
pepper: 1 tsp

Example:

We need two tablespoons of cold water.



Grammar

3 **Complete the sentences. Write *some, any, much*, or *a lot of / lots of*.**

1. I have to go to the market now. There isn't _____ food for our dinner.
2. Would you like _____ sugar for your coffee?
3. There are _____ trees in our village, so the air here is very fresh.
4. I'm very busy, I have _____ things to do today.
5. We didn't have _____ beef left, so we had _____ fish for lunch.

a class. Remind Ss to record their original answers so they can use that information in their **Now I can ...** statement.

Key: **1.** any **2.** some **3.** a lot / lots of **4.** a lot / lots of **5.** any, some

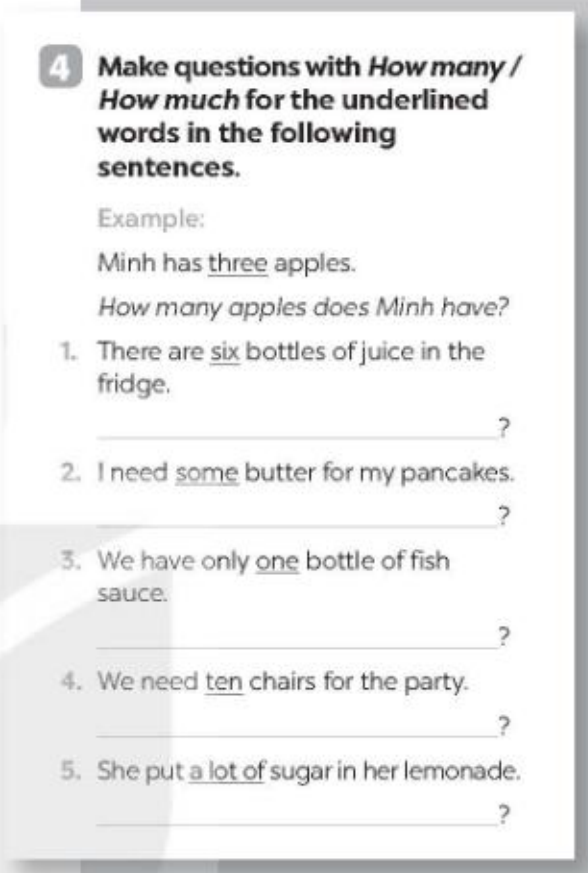
ACTIVITY 4

Aim: To help Ss revise the use of *How much* and *How many*.

Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class. Remind Ss to keep a record of their original answers so they can use that information in their **Now I can ...** statement.

Key:

1. How many bottles of juice are there in the fridge?
2. How much butter do you need for your pancakes?
3. How many bottles of fish sauce do you / we have?
4. How many chairs do you / we need (for the party)?
5. How much sugar did she put in her lemonade?



4 **Make questions with *How many* / *How much* for the underlined words in the following sentences.**

Example:

Minh has three apples.

How many apples does Minh have?

1. There are six bottles of juice in the fridge.
_____?
2. I need some butter for my pancakes.
_____?
3. We have only one bottle of fish sauce.
_____?
4. We need ten chairs for the party.
_____?
5. She put a lot of sugar in her lemonade.
_____?

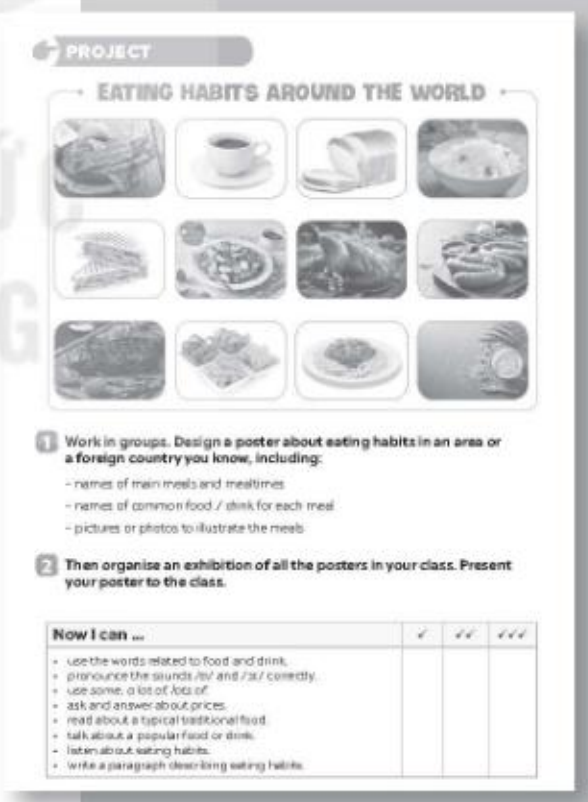
PROJECT

T should assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure to guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their posters to the class.

ACTIVITY 1

Aim: To help Ss make their posters about eating habits in an area or a foreign country they know.

Ask Ss to work in groups, discussing eating habits in an area or a foreign country they know and deciding what information they should write and what pictures or photos they should use to illustrate the meals.



PROJECT

EATING HABITS AROUND THE WORLD

1 **Work in groups. Design a poster about eating habits in an area or a foreign country you know, including:**

- names of main meals and mealtimes
- names of common food / drink for each meal
- pictures or photos to illustrate the meals

2 **Then organise an exhibition of all the posters in your class. Present your poster to the class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to food and drink.			
• pronounce the sounds /ɪ/ and /iː/ correctly.			
• use *some*, *a lot of*, *lots of*.			
• ask and answer about prices.			
• read about a typical traditional food.			
• talk about a popular food or drink.			
• listen about eating habits.			
• write a paragraph describing eating habits.			

ACTIVITY 2

Aim: To help Ss practise what they have learnt in *Unit 5* through presenting their posters about the eating habits to the class.

Display all or some of the posters on the wall or notice board and ask each group to present their poster to the whole class. When all groups have presented their posters, T may have the whole class vote on the best poster.

NOW I CAN ...

- Ask Ss to complete the self-assessment.
- Identify any difficulties, weak areas, and provide further practice.

Unit 6 A VISIT TO A SCHOOL

Objectives:

By the end of this unit, students will be able to:

- use the words related to the topic *A Visit to a School*;
- pronounce the sounds /tʃ/ and /dʒ/ correctly;
- use the prepositions of time and place;
- ask for details;
- read for specific information about a famous school;
- talk about one's school;
- listen for general and specific information about school activities;
- write a paragraph about an outdoor activity at one's school.


Unit 6 A VISIT TO A SCHOOL

THIS UNIT INCLUDES:

Vocabulary
Schools, school facilities, and school activities

Pronunciation
Sounds: /tʃ/ and /dʒ/

Grammar
Prepositions of time and place

Skills
- Reading about a famous school
- Talking about one's school
- Listening to an interview about school activities
- Writing a paragraph about an outdoor activity at one's school

Everyday English
Asking for details

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

- Have Ss play the game *Kim's game* or *Pelmanism* to revise the vocabulary items they have learnt in *Unit 5* before starting the new unit.
- Write the title of the unit *A Visit to a School* on the board. Have Ss say something about their school (e.g. where it is, the subjects they study, the outdoor activities they do, etc.). Ask them about what they hope to learn in *Unit 6*.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

A VISIT TO BINH MINH LOWER SECONDARY SCHOOL

ACTIVITY 1

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**


GETTING STARTED

A visit to Binh Minh Lower Secondary School

1 Listen and read.

Phong: What are you doing, Mi?

Mi: I'm preparing to visit Binh Minh Lower Secondary School.

Phong: Sounds great! I think that's one of the best schools in my neighbourhood. Who is going with you and when?

Mi: My teacher and my classmates. We're going in the afternoon.

Phong: I see. What will you do there?

Mi: Well, I think we'll visit the school library, the computer room, and the gym. We'll meet the students and share ideas for a project in our English class.

Phong: That's interesting. What else will you do there?

Mi: We'll meet the members of their *Go Green Club* and take photos of the school.

Phong: Fantastic! So don't forget to take your camera.

Mi: I almost forgot. Thanks for reminding me.

60 Tiếng Anh 7

- Have Ss look at the picture on page 60. Have them answer some questions, e.g. *Who are they? What is Mi doing? What are they talking about?* Focus on some main information about the conversation (e.g. *They are Phong and Mi. Mi is putting some clothes into her backpack. They are talking about a visit to Binh Minh Lower Secondary School.*).
- Play the recording for Ss to listen to the whole conversation once.
- Play the recording again, sentence by sentence, for them to listen and repeat. Have them listen to and repeat the conversation more than once, if necessary, until they feel confident.
- Have Ss read the conversation in pairs. Draw Ss' attention to the main points of the unit, e.g. words with the sounds /tʃ/ and /dʒ/ (teacher, gym, …), prepositions of time (in the afternoon) and place (in our English class). Go around and offer help, if necessary.
- Get some pairs to read the conversation in front of the class. Check their pronunciation, if necessary.

Audio script – Track 38:

Phong: What are you doing, Mi?

Mi: I'm preparing to visit Binh Minh Lower Secondary School.

Phong: Sounds great! I think that's one of the best schools in my neighbourhood. Who is going with you and when?

Mi: My teacher and my classmates. We're going in the afternoon.

Phong: I see. What will you do there?

Mi: Well, I think we'll visit the school library, the computer room, and the gym. We'll meet the students and share ideas for a project in our English class.

Phong: That's interesting. What else will you do there?

Mi: We'll meet the members of their *Go Green Club* and take photos of the school.

Phong: Fantastic! So don't forget to take your camera.

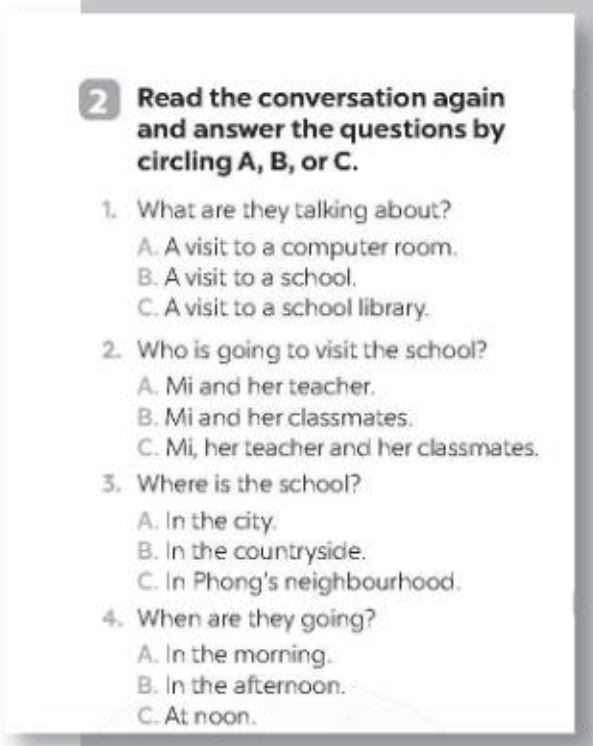
Mi: I almost forgot. Thanks for reminding me.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss understand the main ideas of the conversation.

- Have Ss read the questions in this activity. Draw Ss' attention to the types of the *Wh-questions* (e.g. Question 1: the topic of the conversation, Question 2: the student who is going to visit the school, Question 3: the place of the school and Question 4: the time of the visit). Explain that these questions focus on the main ideas of the conversation.
- Have Ss work in pairs, read the conversation again and circle the correct answers (A, B, or C).
- Work in pairs: one student in each pair asks the questions, the other gives the answers. Then have a few pairs ask and answer the questions in front of the class. The class comments.



2 **Read the conversation again and answer the questions by circling A, B, or C.**

1. What are they talking about?
   A. A visit to a computer room.
   B. A visit to a school.
   C. A visit to a school library.
2. Who is going to visit the school?
   A. Mi and her teacher.
   B. Mi and her classmates.
   C. Mi, her teacher and her classmates.
3. Where is the school?
   A. In the city.
   B. In the countryside.
   C. In Phong's neighbourhood.
4. When are they going?
   A. In the morning.
   B. In the afternoon.
   C. At noon.

Key: **1.** B **2.** C **3.** C **4.** B

ACTIVITY 3

Aim: To help Ss label the correct pictures with the words / phrases provided.

- Get Ss to look at the pictures and the words / phrases. Have them read aloud the words / phrases and briefly describe the pictures. Explain that Ss have to match the words / phrases for the school facilities with the correct pictures.
- Have Ss work individually. Ask them to share their answers in pairs before telling them to discuss the answers in groups of four. Go around and offer help, if necessary.
- Then call on some Ss to point to the pictures and say the words / phrases. Check their answers and explain, if necessary.



3 **Name these places, using the words and phrases from the box.**

computer room school library
school garden playground gym

1. _____ 2. _____ 3. _____

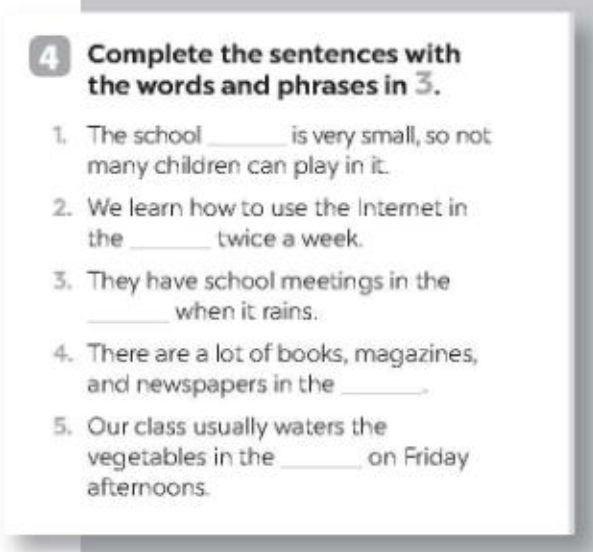
4. _____ 5. _____

Key: **1.** gym **2.** computer room **3.** school garden **4.** playground **5.** school library

ACTIVITY 4

Aim: To help Ss use the words / phrases in 3 to complete the sentences.

- Give time for Ss to read the sentences independently and find the words / phrases in **3** to fill in the gaps of the sentences. Ask them to share their answers in pairs before they discuss them in groups.
- Select one or two Ss to give the answers in front of the class. Praise them when they give the correct answers.



4 **Complete the sentences with the words and phrases in 3.**

1. The school _____ is very small, so not many children can play in it.
2. We learn how to use the Internet in the _____ twice a week.
3. They have school meetings in the _____ when it rains.
4. There are a lot of books, magazines, and newspapers in the _____.
5. Our class usually waters the vegetables in the _____ on Friday afternoons.

Key:
1. playground **2.** computer room **3.** gym
4. school library **5.** school garden

ACTIVITY 5

Aim: To help Ss practise asking and answering questions about Nick's timetable, using *when* and *where*.

- Have Ss look at the timetable, then ask and answer questions about times and places. Remind them that the question with *when* is used to ask about time and the prepositions of time, *at* and *on* are used in the answer; the question with *where* is used to ask about place and the preposition of place, *in*, is used in the answer. Check comprehension.
- Ask Ss to read the example and explain how the task is carried out: Ss work in pairs, one student reads the questions and the other reads the answers.
- Ask one pair of Ss to read aloud the example in front of the class as a model.
- Give Ss time to do the task in pairs. Then call on a few pairs to perform the task in front of the class. Check their answers and explain, if necessary.

5 **Work in pairs. Ask and answer questions about Nick's timetable, using *when* and *where*.**

Subject	Time	Place
Maths	8 a.m. Monday, Tuesday, Friday	Classroom (room 302)
Biology	9 a.m. Thursday	Science lab
Information Technology	2 p.m. Wednesday	Computer room
Physical Education	3 p.m. Monday, Thursday	School gym
History	3:30 p.m. Tuesday	School library

Example:

A: When does Nick have maths?

B: At 8 a.m. on Monday, Tuesday, and Friday.

A: And where does he have it?

B: In his classroom, room 302.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say some words / phrases including the prepositions of place and time they remember from the lesson.

A CLOSER LOOK 1

WARM-UP

- Give Ss a few minutes to play *Guessing game* or *Pass the secret* to revise the words / phrases related to school facilities, e.g. *school playground, computer room, gym, school library, school garden, …*
- Have Ss do **5** on page 61 again to ask and answer questions about when and where they learn some of the subjects at school.
- Ask Ss to open their books to page 62.

Vocabulary

ACTIVITY 1

Aim: To help Ss match the words in column A with appropriate ones in column B to make phrases related to school activities.

- Have Ss look at the words in the two columns. Check if Ss understand the meanings of all the words. If not, T may give definitions or the Vietnamese equivalents. Remind Ss that these phrases are key phrases they are going to learn in upcoming lessons.

A CLOSER LOOK 1

Vocabulary

1 **Match the words in columns A and B to form phrases. Then say them aloud.**

A	B
1. entrance	a. students
2. school	b. activities
3. outdoor	c. facilities
4. midterm	d. examination
5. gifted	e. test

- Get Ss to match the words in column A with the words in column B. Go around and offer help or explanations, if necessary.
- Ask Ss to share their answers in pairs. Then let some Ss read the phrases in front of the class. Have the class listen and comment.
- If there is enough time, select one student to write his / her answers on the board. Check the answers as a class.

Key: **1.** d **2.** c **3.** b **4.** e **5.** a

ACTIVITY 2

Aim: To help Ss complete the sentences with the phrases they have learnt in 1.

- Tell Ss to read five sentences and explain that they have to look at the gaps and find appropriate phrases in **1** to fill these gaps.
- Have Ss do the task individually by filling each gap with one phrase in **1**.
- Ask them to share their answers in pairs. Then call on some Ss to write their sentences on the board. Make corrections if necessary.
- Select one or two Ss to read the complete sentences in front of the class. Praise them when they read the sentences correctly.

2 Complete the sentences with the phrases in 1.

1. Binh Minh Lower Secondary School is for _____ in the city.
2. Our _____ usually covers the first three units.
3. Students in my school take part in many _____ during the school year.
4. Our school has a lot of modern _____.
5. In order to study at Quoc Hoc - Hue, you have to pass a(n) _____.

Key:

1. gifted students **2.** midterm test **3.** outdoor activities
4. school facilities **5.** entrance examination

ACTIVITY 3

Aim: To help Ss ask and answer questions about their school.

- Ask Ss to read the questions. Draw their attention to the key words or phrases in the questions (e.g. gifted students, first-term test, facilities, outdoor activities, …). Remind them that these words / phrases have been learnt in **1** and **2**. Ensure that they know what to do.
- Ask Ss to work in pairs: one student in each pair asks the questions, the other answers. Ask them to use the key words or phrases in their answers (e.g. The most gifted student in our school is Long.). Go around and offer help, if necessary.
- Then have some pairs ask and answer the questions in front of the class. Check pronunciation, if necessary. T and other Ss comment.

3 Work in pairs. Answer the questions about your school.

1. Can you name some gifted students in your school?
2. When does the first-term test take place?
3. Do you have to take an entrance examination to study at your school?
4. What kind of facilities does your school have?
5. What types of outdoor activities do you like to take part in?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Pronunciation

/tʃ/ and /dʒ/

ACTIVITY 4

Aim: To help Ss say the words with the sounds /tʃ/ and /dʒ/ correctly.

- Give Ss a few minutes to look at the words individually. Draw their attention to the words with the /tʃ/ sound on the left side of the table (e.g. cherry, lunch, etc.) and the words with the /dʒ/ sound on the right side of the table (e.g. jam, large, etc.).
- Play the recording several times, if necessary, for Ss to listen to and repeat the words individually or in chorus. Go around to offer help or correct pronunciation, if necessary.
- Play the recording again. This time, have them underline the letters that make the /dʒ/ sound (e.g. gym, large, project, intelligent, etc.).
- Have Ss practise saying the words in pairs or groups until they feel confident.
- Call on some Ss to say the words in front of the class. Check their pronunciation if necessary.

Key + Audio script – Track 39:

/tʃ/: cherry, cheaper, children, lunch, teacher

/dʒ/: jam, gym, juice, large, project, intelligent

Pronunciation

/tʃ/ and /dʒ/

4 **Listen and repeat the words. What letters can we use to make the /dʒ/ sound?** 39

/tʃ/	/dʒ/
cherry	jam
cheaper	gym
children	juice
lunch	large
teacher	project
	intelligent

ACTIVITY 5

Aim: To help Ss say the chant containing the words with the sounds /tʃ/ and /dʒ/.

- Play the recording, line by line, for Ss to listen and repeat. Draw their attention to the sounds /tʃ/ and /dʒ/.
- Have Ss practise saying the chant in pairs or groups. Go around to offer help or correct pronunciation, if necessary.
- Call on some Ss to say aloud the chant in front of the class. Check their pronunciation, if necessary.

Audio script – Track 40:

Orange juice, orange juice,
Who likes orange juice?
Children do, children do.
Children like orange juice.

Chicken chop, chicken chop,
Who likes chicken chop?
John does, John does.
John likes chicken chop.

5 **Listen and repeat the chant. Pay attention to the sounds /tʃ/ and /dʒ/.** 40



Orange juice, orange juice,
Who likes orange juice?
Children do, children do.
Children like orange juice.

Chicken chop, chicken chop,
Who likes chicken chop?
John does, John does.
John likes chicken chop.



WRAP-UP

Have Ss summarise what they have learnt in this period.

A CLOSER LOOK 2

WARM-UP

- Give Ss a few minutes to play *Pass the secret* or *Simon says* to revise the words with the sounds /tʃ/ and /dʒ/.
- Have Ss say the chant in **5** on page 62 aloud in front of the class.
- Ask Ss to open their books to page 63 (**A CLOSER LOOK 2**).

Grammar

Prepositions of time: *at, in, on*

- Have Ss read the phrases under the prepositions of time (*at, in, on*) in the table.
- Explain how the prepositions of time (*at, in, on*) are used.

At is used to show a point of time (e.g. *at six o'clock, at noon, at break time*).

In is used to show a period of time that is longer or shorter than a day (e.g. *in the morning, in December, in 2020*).

On is used to show a day or date (e.g. *on Monday, on January 18th, on Christmas Day*).

ACTIVITY 1

Aim: To help Ss use suitable prepositions of time to complete the sentences.


A CLOSER LOOK 2

Grammar

Prepositions of time: *at, in, on*

at	in	on
at six o'clock	in the morning / afternoon / evening	on Monday
at noon	in December	on January 18th
at break time	in 2020	on Christmas Day

1 Complete the sentences, using suitable prepositions of time.

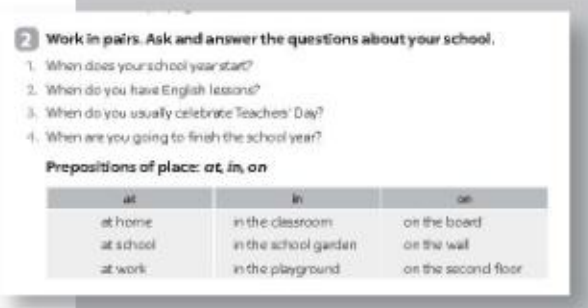
1. In England, schools usually start _____ 9 a.m. and finish _____ 4 p.m.
2. They built our school a long time ago, maybe _____ 1990.
3. We are going to visit Thang Long Lower Secondary School _____ January.
4. The school year usually begins _____ September 5th every year.
5. The children like playing badminton and football _____ their break time.

- Have Ss read the instruction to understand how to do the activity.
- Have Ss read the sentences and fill the blanks with *at, in, on*. Draw their attention to the time after each gap so that they can choose the appropriate preposition (e.g. *9 a.m.* and *4 p.m.* show a point of time, so they write *at* in each gap). Go around and offer help, if necessary.
- Ask Ss to exchange their answers in pairs or groups. Then call on some Ss to read their answers in front of the class. Check their answers and explain if necessary.
- If there is enough time, select one or two Ss to read aloud the complete sentences in front of the class. Praise them when they do the task well.

Key: **1.** at, at **2.** in **3.** in **4.** on **5.** at

ACTIVITY 2

Aim: To help Ss ask and answer questions about their school.


2 Work in pairs. Ask and answer the questions about your school.

1. When does your school year start?
2. When do you have English lessons?
3. When do you usually celebrate Teachers' Day?
4. When are you going to finish the school year?

Prepositions of place: *at, in, on*

at	in	on
at home	in the classroom	on the board
at school	in the school garden	on the wall
at work	in the playground	on the second floor

- Have Ss read the questions individually. Remind them that questions with *when* are used to ask about time and the prepositions of time (*in, on, at*) are used in the answers. Check comprehension.

- Have Ss work in pairs: one student in each pair asks the questions, the other answers. Go around and offer help, if necessary.
- Then call on some pairs to ask and answer the questions in front of the class. T confirms the correct answers and explains if necessary.

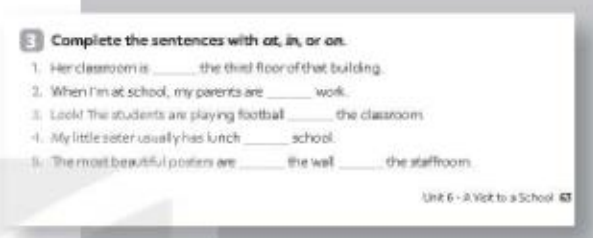
Prepositions of place: *at, in, on*

- Have Ss read the phrases under the prepositions of place (*at, in, on*) in the table.
- T explains how the prepositions of place (*at, in, on*) are used.

> *At* shows a certain point in space (e.g. *at home, at school, at work*).
> *In* means inside something / a place (e.g. *in the classroom, in the school garden, in the playground*).
> *On* means on the surface of something (e.g *on the board, on the wall, on the second floor*).

ACTIVITY 3

Aim: To help Ss complete the sentences with suitable prepositions of place.

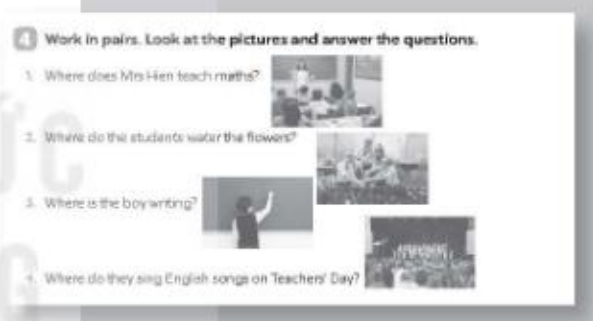

3 Complete the sentences with *at, in,* or *on*.
1. Her classroom is _____ the third floor of that building.
2. When I'm at school, my parents are _____ work.
3. Look! The students are playing football _____ the classroom.
4. My little sister usually has lunch _____ school.
5. The most beautiful posters are _____ the wall _____ the staffroom.
Unit 6 - A Visit to a School 63

- Have Ss read the instruction to understand how to do the activity.
- Give Ss time to do the task individually. Draw their attention to the type of word(s) after each gap so that they can choose the appropriate preposition (e.g. *the third floor* shows the surface, so they write *on* in the gap).
- Get them to swap answers in pairs or groups. Go around and offer help, if necessary.
- If there is time, have some Ss write the answers on the board. T and other Ss comment.

Key: **1.** on **2.** at **3.** in **4.** at **5.** on, in

ACTIVITY 4

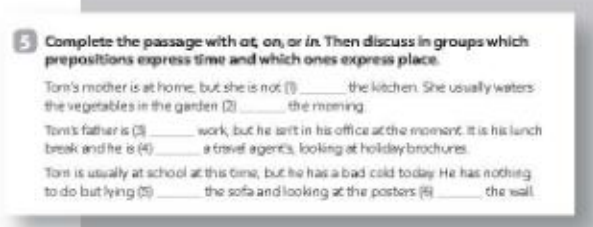
Aim: To help Ss answer the questions with the picture cues.


4 Work in pairs. Look at the pictures and answer the questions.
1. Where does Mrs Hien teach maths?
2. Where do the students water the flowers?
3. Where is the boy writing?
4. Where do they sing English songs on Teachers' Day?

- Have Ss read the instructions of the activity to understand what they are going to do.
- Remind them that questions with *where* are used to ask about places and prepositions of place (*at, on, in*) are used in the answers. Check comprehension.
- Have Ss work in pairs: one student in each pair asks the questions, the other looks at the pictures and answers, using prepositions of place. Go around and offer help, if necessary.
- Then call on some pairs to ask and answer the questions in front of the class. T confirms the correct answers and explains if necessary.
- If there is time, have some Ss write complete sentences on the board. T and other Ss comment. Check the answers as a class.

Suggested answers:
1. At a school / lower secondary school.
2. In the school garden.
3. On the board.
4. On the stage.

ACTIVITY 5


5 Complete the passage with *at*, *on*, or *in*. Then discuss in groups which prepositions express time and which ones express place.

Tom's mother is at home, but she is not (1) _____ the kitchen. She usually waters the vegetables in the garden (2) _____ the morning.

Tom's father is (3) _____ work, but he isn't in his office at the moment. It is his lunch break and he is (4) _____ a travel agent's, looking at holiday brochures.

Tom is usually at school at this time, but he has a bad cold today. He has nothing to do but lying (5) _____ the sofa and looking at the posters (6) _____ the wall.

Aim: To help Ss complete the passage with the prepositions of time and place (*at, on* or *in*).

- Have one or two Ss say how the prepositions of time and place are used. Then ask them to read the instructions of the activity to understand what they are going to do.
- Give Ss time to do the task individually. Ask them to underline the word(s) after each gap and decide which preposition (*in*, *on* or *at*) should be used (e.g. the word *kitchen* means inside a place, so *in* is used to fill in the gap).
- Have them discuss in groups and decide which prepositions express time and which ones express place. T goes round and corrects mistakes or gives help when necessary.
- Call on some Ss to share their answers in front of the class. If time allows, select one or two Ss to read the complete passage in front of the class. T and other Ss comment.

Key: **1.** in **2.** in **3.** at **4.** at **5.** on **6.** on

WRAP-UP

- Summarise the main points of the lesson.
- Ask Ss to make sentences about themselves, using the prepositions of time and place.

COMMUNICATION

WARM-UP

- Give Ss a few minutes to revise the previous lesson by asking them to make some sentences with prepositions of time and place.
- Have Ss read the passage in **5** on page 64 to find the prepositions of time and place.
- Ask Ss to open their books to page 64 (**COMMUNICATION**).

Everyday English

Asking for details

ACTIVITIES 1 + 2


COMMUNICATION

Everyday English

Asking for details

1 Listen and read the conversation. Pay attention to the highlighted sentence.

Mr: Are you doing anything this Sunday?
Tom: Not really.
Mr: Would you like to go with us to Binh Minh Lower Secondary School?
Tom: Sounds great! Can you tell me more?
Mr: We'll leave at 7 a.m. My friends David and Nick are coming too.

2 Work in pairs. Ask and answer questions about your visit to a famous school. Use "*Can you tell me more?*" or "*Can you tell me why?*", "*Can you tell me how?*".

64 TiếngAnh 7

Aims:

- **To provide Ss with the way of asking for details;**
- **To allow Ss some practice in asking for details.**

1

- Play the recording and have Ss listen to and read the conversation at the same time. Then ask Ss to read the conversation, sentence by sentence. Draw their attention to the highlighted sentence. Elicit the structure to ask for details (*Can you tell me more?*).
- Ask them to act out the conversation in pairs. Go around and offer help, if necessary. Check their pronunciation.

Audio script – Track 41:

Mi: Are you doing anything this Sunday?

Tom: Not really.

Mi: Would you like to go with us to Binh Minh Lower Secondary School?

Tom: Sounds great! Can you tell me more?

Mi: We'll leave at 7 a.m. My friends David and Nick are coming too.

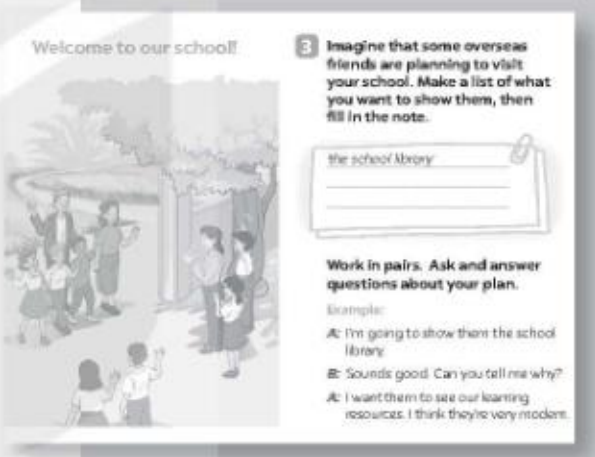
2

- Have Ss read the instructions to understand what they are going to do.
- Remind them that *Can you tell me more? Can you tell me how?* or *Can you tell me why?* are used to ask for details. Check comprehension.
- Have Ss work in pairs: one asks questions for details about a visit to a famous school and the other answers.

Welcome to our school!

ACTIVITY 3

Aim: To help Ss make a list of what they want to show overseas friends visiting their school.


Welcome to our school!

3 Imagine that some overseas friends are planning to visit your school. Make a list of what you want to show them, then fill in the note.

the school library

Work in pairs. Ask and answer questions about your plan.

Example:

A: I'm going to show them the school library.

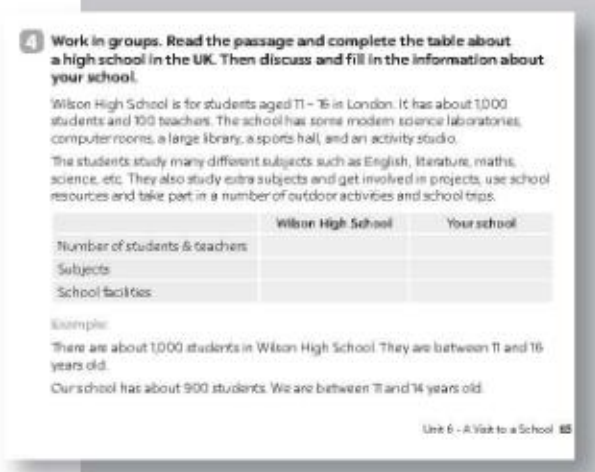
B: Sounds good. Can you tell me why?

A: I want them to see our learning resources. I think they're very modern.

- Have Ss read the instructions to understand what they are going to do.
- Give them time to fill in the note a list of what they want to show overseas friends.
- Ask some pairs to read the example to understand how to start and end the conversation. Check their pronunciation.
- Have Ss work in pairs: one student in each pair says what he / she is going to do and the other asks the reason why. The first student responds. Go around and offer help, if necessary.
- Call on a few pairs to act out the conversations in front of the class. T and other Ss comment.

ACTIVITY 4

Aim: To help Ss read a passage and complete a table about a high school in the UK and tell some information about their school.


4 Work in groups. Read the passage and complete the table about a high school in the UK. Then discuss and fill in the information about your school.

Wilson High School is for students aged 11 – 16 in London. It has about 1,000 students and 100 teachers. The school has some modern science laboratories, computer rooms, a large library, a sports hall, and an activity studio.

The students study many different subjects such as English, literature, maths, science, etc. They also study extra subjects and get involved in projects, use school resources and take part in a number of outdoor activities and school trips.

	Wilson High School	Your school
Number of students & teachers		
Subjects		
School facilities		

Example:

There are about 1,000 students in Wilson High School. They are between 11 and 16 years old.

Our school has about 900 students. We are between 11 and 14 years old.

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- Give Ss time to read the passage and fill in the column of *Wilson High School*. After that, get them to swap answers in pairs. Go around and offer help, if necessary.
- Have Ss read the example as a guide.
- Call on one or two Ss to tell about Wilson High School in front of the class. T and other Ss comment (e.g. There are about 1,000 students and 100 teachers in Wilson High School. The students study many different subjects, such as English, literature, maths, science, etc. The school has some modern science laboratories, computer rooms, a large library, a sports hall and an activity studio.)
- Have Ss work in groups. Give them time to discuss and fill the column of *Your school* with information about their school. Go around and offer support to those Ss who find it difficult to do the task.
- Call on a few groups to tell about their school, using the information in the table. T and other Ss comment (e.g. Our school has about 900 students. We are between 11 and 14 years old. We study many different subjects such as …).

Key:

	Wilson High School	**Your school**
Number of students & teachers	1,000 students and 100 teachers	Ss' answers
Subjects	English, literature, maths, science, etc.	
School facilities	modern science laboratories, computer rooms, a large library, a sports hall, and an activity studio	

WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.

SKILLS 1

WARM-UP

- Ask a few Ss to go to the board and tell the class about their school (e.g. full name, the number of students and teachers, the subjects they study and the activities they usually do at school). The class listens and comments.
- Have Ss open their books to page 66 (**SKILLS 1**).

Reading

ACTIVITY 1

Aim: To activate Ss' knowledge of the topic.

- Ask the class to look at the photos. Encourage them to focus on the details of the school in the photos (colour of the buildings, location, surroundings, …).
- Ask Ss to work in pairs, asking and answering the questions provided.
- Call on some pairs to role-play in front of the class. The class comments.


SKILLS 1

Reading

1 **Look at the pictures and answer the questions.**

1. What can you see in the pictures?
2. What do you know about them?

ACTIVITY 2

Aim: To help Ss read for specific information about Quoc Hoc – Hue, a famous school in Hue City.

- Have Ss read the questions to focus on the information they need to find in the passage.
- Set a time limit for Ss to read the passage individually. Help them understand the passage by giving the meanings of the difficult words, explanations, or the Vietnamese equivalents.
- Tell them to pay attention to the location of the school, some well-known students in the past and some school facilities. T may ask them to underline the key words in the text that help them answer the questions.
- Have Ss work in pairs: one student in each pair asks the questions and the other answers. Go around and offer help, if necessary.
- If there is enough time, ask one or two Ss to write the answers on the board and explain their answers. Confirm the correct answers as a class.
- Ask a few pairs to ask and answer the questions in front of the class. The class comments.

2 **Read the passage and answer the questions.**

Quoc Hoc – Hue is one of the oldest schools in Viet Nam. It is on the bank of the Huong River, in Hue. It was founded in 1896. It used to be a school for children from rich and royal families. Well-known people such as Ho Chi Minh, Vo Nguyen Giap, Xuan Dieu studied there.

Nowadays, the school is for gifted students. They are intelligent and study hard. They have to pass an entrance exam to enter the school. The school has over 50 classrooms with TVs, projectors, and computers. It also has a swimming pool, a library, two English labs, four computer rooms, and many other modern facilities. The school is one of the largest and most beautiful schools in Viet Nam.

1. Where is Quoc Hoc – Hue?
2. Who were some of the well-known students of the school?
3. What are the students like?
4. How many English labs does it have?

Key:

1. It's in Hue (on the bank of the Huong River).
2. They were Ho Chi Minh, Vo Nguyen Giap, Xuan Dieu.
3. They are intelligent and hard-working.
4. It has two English labs.

ACTIVITY 3

Aim: To help Ss read for specific information about the school.

- Ask Ss to look at the table to understand what information they have to find in the text (e.g. the name, location, the students, and the school facilities). Explain that they have to focus on the specific information when doing this task.
- Set a time limit for Ss to read the text again. Ask Ss to note or underline the information in the text that helps them complete the table.
- Have Ss compare the answers in groups before they report them to the class.
- Select one or two Ss to report the information in the table in front of the class. The class listens and comments.

3 **Read the passage again and complete the table. Then report it to the class.**

Name	*Quoc Hoc – Hue*
Location	
Students	
School facilities	

Example:

The name of the school is Quoc Hoc - Hue.

Key:

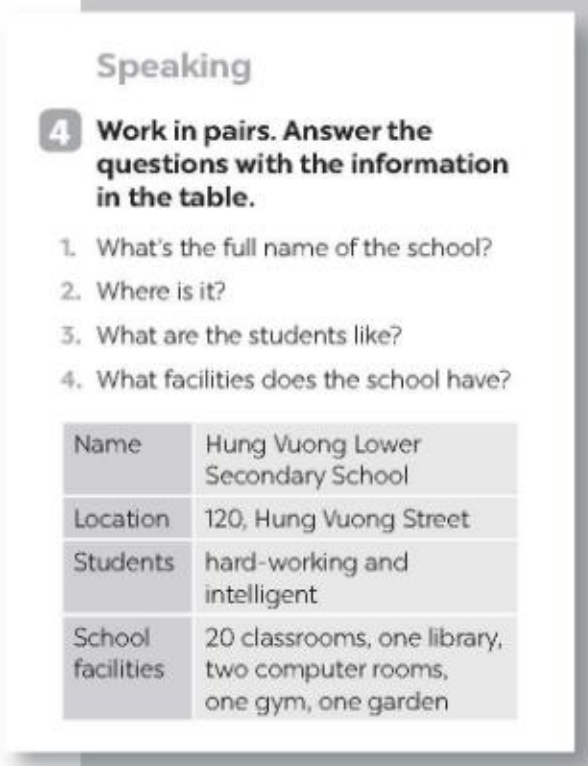
Name	Quoc Hoc - Hue
Location	on the bank of the Huong River, in Hue
Students	intelligent and hard-working
School facilities	over 50 classrooms (with TVs, projectors, computers), a swimming pool, a library, two English labs, four computer rooms, and many other modern facilities

Speaking

ACTIVITY 4

Aim: To help Ss ask and answer questions about a school.

- Have Ss read the instructions to identify how to do the task.
- Ask Ss to look at the table to understand what information they are going to discuss (e.g. the name, location, students, and school facilities).
- Have them work in pairs, asking and answering questions about the information in the table. T goes around and corrects mistakes or gives help when necessary.
- Call on some pairs to perform the task in front of the class. T and other Ss listen and comment.



Speaking

4 **Work in pairs. Answer the questions with the information in the table.**

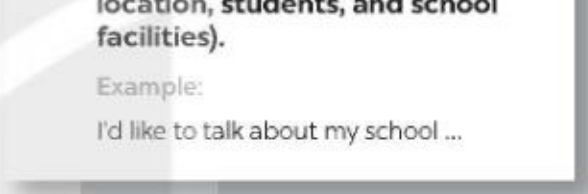
1. What's the full name of the school?
2. Where is it?
3. What are the students like?
4. What facilities does the school have?

Name	Hung Vuong Lower Secondary School
Location	120, Hung Vuong Street
Students	hard-working and intelligent
School facilities	20 classrooms, one library, two computer rooms, one gym, one garden

ACTIVITY 5

Aim: To help Ss talk about their school.

- Have Ss read the instructions to identify how to do the task.
- Have Ss work in groups. Ask them to tell their partners about their school. They can use the suggestions in **4** (full name, location, students and school facilities).
- Encourage some Ss to speak in front of the class. The class comments on their classmate's content, pronunciation, fluency, and the language (grammar, use of words, etc.). T can help the class give feedback.



5 **Work in groups. Tell about your school. You can use the suggestions in 4 (full name, location, students, and school facilities).**

Example:

I'd like to talk about my school ...

WRAP-UP

Have Ss summarise what they have learnt with the two skills.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS 2

WARM-UP

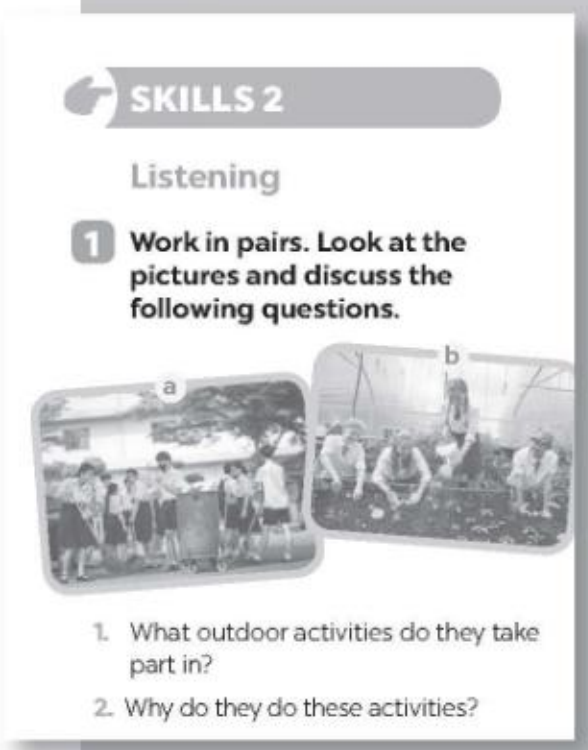
- Invite a few Ss to go to the board and tell the class about their school.
- Ask them to open their books to page 67 (**SKILLS 2**).

Listening

ACTIVITY 1

Aim: To help Ss have the ideas of some outdoor activities.

- Ask Ss to look at the pictures and name the outdoor activities in the pictures (e.g. cleaning the streets in Picture a and growing vegetables in the school garden in Picture b) and think of the reasons why they do these activities (e.g. to make the environment clean, to give vegetables to the school canteen).
- Have Ss ask and answer the questions in pairs. Then encourage some pairs to act out the dialogues in front of the class. T and other Ss listen and comment.



SKILLS 2

Listening

1 **Work in pairs. Look at the pictures and discuss the following questions.**

1. What outdoor activities do they take part in?
2. Why do they do these activities?

ACTIVITY 2

Aim: To help Ss listen for general and specific information about school outdoor activities.

- Ask Ss to read the instructions of the activity to identify how to do the task.
- Have Ss read the sentences and guess the option (A, B, or C) that can be used to complete the sentences.
- Play the recording once or twice, if necessary, for Ss to listen and circle the appropriate option to complete each sentence.
- Have Ss compare the answers in pairs or groups. Then call on some Ss to give the answers. Check the answers as a class and correct mistakes where necessary.

Key: **1.** C **2.** B **3.** A **4.** A

2 **Listen to an interview between a reporter and two students. Circle the appropriate option (A, B, or C) to complete each sentence.** 42

1. Trang and Phong are talking about _____.
   A. school subjects
   B. school timetables
   C. outdoor activities
2. They are members of _____ club(s).
   A. one B. two C. three
3. The *Go Green Club* cleans streets on _____.
   A. Saturday afternoons
   B. Saturday mornings
   C. Sunday afternoons
4. They grow _____ in the school garden.
   A. vegetables B. flowers C. trees

ACTIVITY 3

Aim: To help Ss listen for specific information about school outdoor activities.

- Ask Ss to read the questions and underline the key phrases (e.g. what they encourage their classmates to do, the reporter thinks about their activities, when and where they grow vegetables, …). Then have them listen to the recording again and answer the questions in pairs or groups.
- Have a few pairs ask and answer the questions in front of the class. Other pairs and T listen and comment.
- If there is enough time, select one or two Ss to tell the class about the main content of the conversation, using the answers to the questions in **3**.

3 **Listen to the interview again and answer the questions.** 43

1. What do Trang's club members encourage their classmates to do?
2. What does the reporter think about the activities of Trang's club members?
3. When and where do Phong's club members grow vegetables?

Key:

1. They encourage their classmates to recycle glass, cans, and paper.
2. The reporter thinks their activities protect the environment.
3. They grow vegetables in the school garden after school.

Audio script – Tracks 42 + 43:

Reporter: Hello, Trang and Phong. Can you tell me something about your school outdoor activities?

Trang: Well. School is great. We are busy with our subjects, but we really enjoy the opportunities we have for outdoor activities.

Reporter: Great. What types of outdoor activities do you take part in?

Trang: I'm a member of a club called *Go Green Club*. And we do lots of activities.

Reporter: What activities, for example?

Trang: Well, our members clean streets on Saturday afternoons. We also encourage our classmates to recycle glass, cans, and paper.

Reporter: Wonderful! I'm sure your activities help us protect our environment. What about you, Phong? What outdoor activities do you do?

Phong: Well. I'm a member of the *Green Garden Club*. We grow vegetables in the school garden after school. Our school canteen uses the vegetables for our lunches.

Reporter: Sounds interesting. And …

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Writing

ACTIVITY 4

Aim: To help Ss ask and answer questions about their school's outdoor activities.

- Ask Ss to read the questions individually. Draw their attention to three pieces of information (e.g. the outdoor activities they take part in, the outdoor activity they like the best, the reason why they like doing it, etc.).
- Ask Ss to work in pairs, asking and answering questions and taking notes. Call on one or two Ss to write the notes on the board. Others comment and write them in their notebooks.


Writing

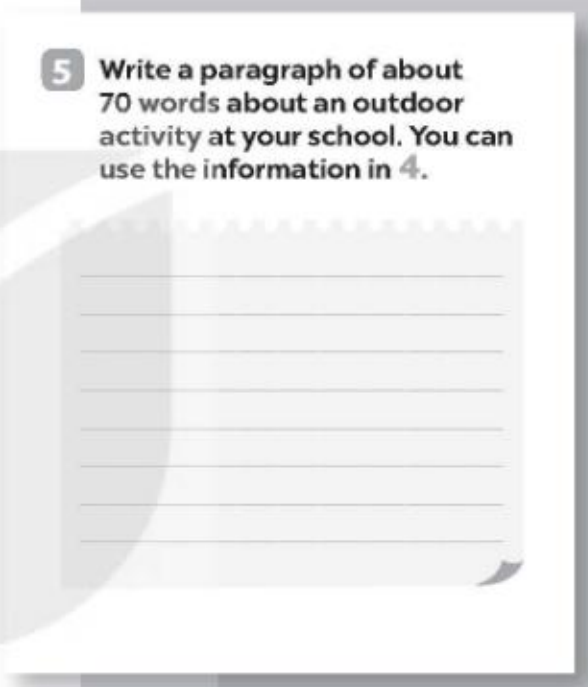
4 **Work in pairs. Ask and answer questions about your school's outdoor activities.**

1. What outdoor activities do you take part in at school?
2. Which outdoor activity do you like the best?
3. Why do you like doing it?

ACTIVITY 5

Aim: To help Ss write a paragraph of about 70 words about their school's outdoor activities.

- Allow Ss time to write a paragraph (about 70 words) about their school's outdoor activities, using the information in **4**.
- When they finish, ask some Ss to read the paragraph to the class.
- If time allows, call on one student to write his / her paragraph on the board. The class comments.


5 **Write a paragraph of about 70 words about an outdoor activity at your school. You can use the information in 4.**

Suggested paragraph:

We take part in a lot of outdoor activities at school. We usually clean the school playground on Saturday mornings. We also recycle glass, cans, and paper after school. These activities are useful because they keep our school clean.

Nick and I like growing and watering vegetables the best. We give the vegetables to our school canteen for our lunches.

WRAP-UP

Have Ss summarise what they have learnt about outdoor activities.

LOOKING BACK

WARM-UP

- Ask a few Ss to go to the board and tell the class about the outdoor activities at their school.
- Ask them to record their answers to each task so that they can use the information to complete the self-assessment table at the end of the unit.
- Have them open their books to page 68 (**LOOKING BACK**).

Vocabulary

ACTIVITY 1

Aim: To help Ss revise the words / phrases related to the topic.

- Tell Ss to read the definitions first. Then ask them to find the words / phrases in the unit that match these definitions.
- Give them time to do it individually. Then compare their answers with their partners'.
- Ask some Ss to read the words / phrases aloud. Then T checks their answers as a class.

Key:

1. well-known **2.** (school) facilities **3.** an entrance examination

4. gifted students **5.** outdoor activities

LOOKING BACK

Vocabulary

1 Find the words and phrases from this unit that match these definitions.

1. known by many people _____
2. buildings, services, equipment, etc. at a school _____
3. an exam taken to enter a school _____
4. intelligent and / or talented students _____
5. extra activities that students do at school _____

ACTIVITY 2

Aim: To help Ss use the words / phrases in 1 to complete the sentences.

- Have Ss work in pairs or groups, discussing what word / phrase can be used to complete each of the sentences.
- Call on some Ss to read aloud the complete sentences. T and other Ss listen and comment.

Key:

1. gifted students **2.** outdoor activities **3.** school facilities

4. an entrance examination **5.** well-known

2 Complete the sentences with the words and phrases in 1.

1. The school is free for _____ who pass some exams.
2. The students in the school find _____ useful and enjoyable.
3. Chu Van An Lower Secondary School is famous for its intelligent students and modern _____.
4. Students have to pass _____ to attend that school.
5. The most _____ teacher of Van Mieu – Quoc Tu Giam was Chu Van An.



Grammar

ACTIVITY 3

Aim: To help Ss revise the use of the prepositions of place and time in sentences.

- Have Ss read the instruction to know what they have to do.
- Draw their attention to the prepositions of time and place (*in, on, at*) that they have learnt in the unit.
- T may remind Ss of the uses of these prepositions if necessary.
- Ask Ss to complete the sentences individually. Then they can check their answers with their partners' before discussing them as a class.
- Call on a few Ss to read the complete sentences in front of the class. T and other Ss listen and comment.

Key: **1.** on **2.** in **3.** in **4.** on **5.** at

Grammar

3 Complete the sentences with appropriate prepositions of place or time.

1. The members of the club clean the school playground _____ Saturday mornings.
2. The students have to sit for the final exam _____ June.
3. Chu Van An Lower Secondary School is one of the most famous schools _____ Ha Noi.
4. The school canteen is _____ the second floor.
5. Which subjects do you like to study _____ school?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 4

Aim: To help Ss revise the use of the prepositions of place and time in a passage.

- Have Ss read the instruction to know what they have to do.
- Give them a time limit to do the task in pairs or groups. Go around and offer help if necessary.
- Have them swap their answers before checking as a class. Correct mistakes if necessary.
- Call on one or two Ss to read the complete passage in front of the class. T and other Ss listen and comment.

Key:

1. at **2.** in **3.** in

4. On **5.** in **6.** at

4 Read the passage and fill in the gaps with prepositions of time or place.

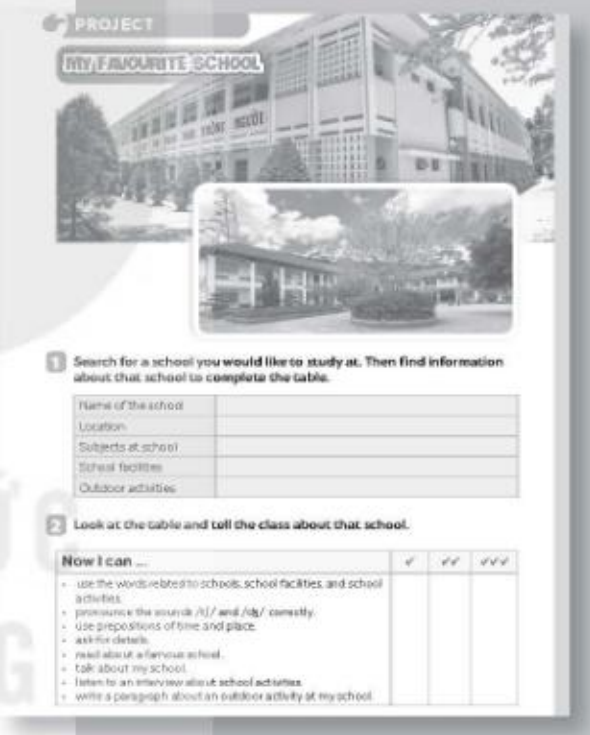
Tom is a student (1) _____ a private school in the suburbs of Manchester. He lives with his parents (2) _____ a small house near his school. He usually studies at school (3) _____ the mornings. (4) _____ Monday and Thursday afternoons, he joins different outdoor activities with his schoolmates. He sings (5) _____ the *Little Bees' Club* on Tuesdays and Fridays. He goes to the cinema with his friends (6) _____ the weekend. He finds his studies and outdoor activities enjoyable.

PROJECT

ACTIVITY 1

Aim: To help Ss revise what they have learnt in the unit.

- Have Ss read the instructions.
- Ask them to look at the table and discuss what pieces of information are needed to fill in the table. Draw their attention to:
  - + the (full) name of the school
  - + the location of the school
  - + the subjects at the school
  - + the school facilities
  - + the school outdoor activities
- Give them time to discuss and take notes in groups. Go around and offer help if necessary.


PROJECT

MY FAVOURITE SCHOOL

1 Search for a school you would like to study at. Then find information about that school to complete the table.

Name of the school	
Location	
Subjects at school	
School facilities	
Outdoor activities	

2 Look at the table and tell the class about that school.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to schools, school facilities, and school activities.			
• pronounce the sounds /tʃ/ and /dʒ/ correctly.			
• use prepositions of time and place.			
• ask for details.			
• read about a famous school.			
• talk about my school.			
• listen to an interview about school activities.			
• write a paragraph about an outdoor activity at my school.			

ACTIVITY 2

Aim: To help Ss practise talking about the school they would like to study at.

- Select some Ss to come to the front of the class. Have them look at the table in **1** and tell the class about the school they would like to study at. The class and T comment and praise them when they do the task well.
- If there is not enough time, T may ask Ss to do the project as homework and check it during the next period.

NOW I CAN ...

- Finally, ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

REVIEW 2

Objectives:

By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in *Units 4 - 6*.

Introduction

- Ask Ss what they have learnt in terms of language and skills. Draw their attention to the **THIS UNIT INCLUDES** box at the beginning of each unit.
- Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult items before starting the review.

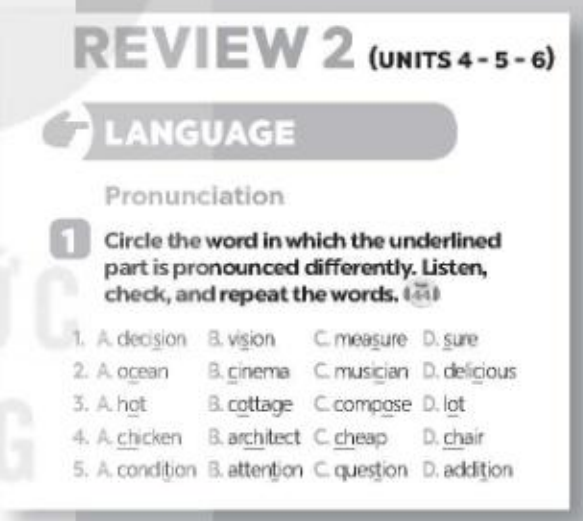
LANGUAGE

T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.

Pronunciation

ACTIVITY 1

Aim: To help Ss review the pronunciation of the sounds learnt in *Units 4 - 6*: /ʃ/ and /ʒ/, /ɒ/ and /ɔ:/, /tʃ/ and /dʒ/ correctly.


REVIEW 2 (UNITS 4 - 5 - 6)

LANGUAGE

Pronunciation

1 Circle the word in which the underlined part is pronounced differently. Listen, check, and repeat the words.

1.	A. decision	B. vision	C. measure	D. sure
2.	A. ocean	B. cinema	C. musician	D. delicious
3.	A. hot	B. cottage	C. compose	D. lot
4.	A. chicken	B. architect	C. cheap	D. chair
5.	A. condition	B. attention	C. question	D. addition

- Write the three pairs of sounds on the board. Say some words containing the sounds and ask Ss to identify the sounds.
- Ask Ss to read aloud the words in each group and decide by themselves which one is the odd one out.
- Play the recording for Ss to listen and check their answers.
- Check their answers as a class.
- Ss listen again and repeat in chorus and individually.
- Select a few Ss to say the words aloud. Have the class listen and comment.

Key: **1.** D **2.** B **3.** C **4.** B **5.** C

Audio script – Track 44:

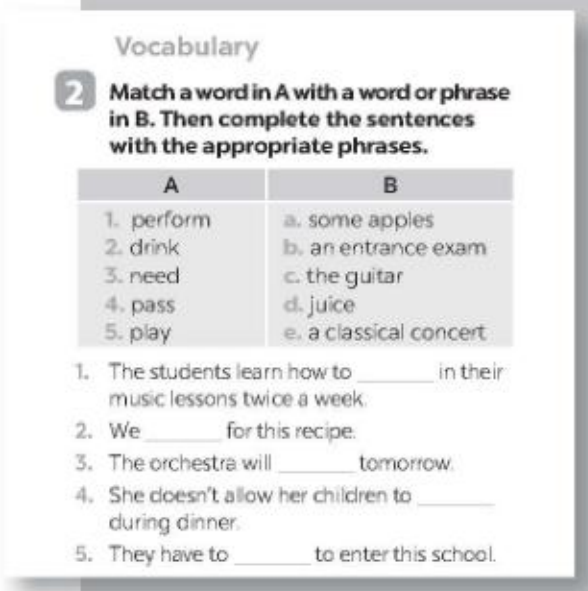
1.	A. decision	B. vision	C. measure	D. sure
2.	A. ocean	B. cinema	C. musician	D. delicious
3.	A. hot	B. cottage	C. compose	D. lot
4.	A. chicken	B. architect	C. cheap	D. chair
5.	A. condition	B. attention	C. question	D. addition

Vocabulary

ACTIVITY 2

Aims:

- **To help Ss review the phrases taught in *Units 4 - 6;***
- **To help Ss use these phrases in different contexts.**



Vocabulary

2 **Match a word in A with a word or phrase in B. Then complete the sentences with the appropriate phrases.**

A	B
1. perform	a. some apples
2. drink	b. an entrance exam
3. need	c. the guitar
4. pass	d. juice
5. play	e. a classical concert

1. The students learn how to _____ in their music lessons twice a week.
2. We _____ for this recipe.
3. The orchestra will _____ tomorrow.
4. She doesn't allow her children to _____ during dinner.
5. They have to _____ to enter this school.

- Ask Ss to read the verbs in A and match them with the nouns / noun phrases in B. Remind Ss that they have learnt these phrases in the previous three units. Check and make sure they remember their meanings.
- Give a time limit for Ss to complete the sentences independently.
- Allow Ss to swap their answers with a partner before checking the answers as a class.
- Invite a few Ss to read the complete sentences in front of the class. The class listens and comments.

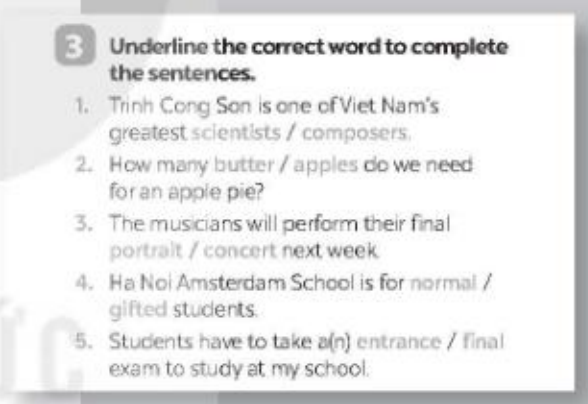
Key: **1.** e **2.** d **3.** a **4.** b **5.** c

1. play the guitar **2.** need some apples **3.** perform a classical concert

4. drink juice **5.** pass an entrance exam

ACTIVITY 3

Aim: To help Ss identify the words through different contexts.



3 **Underline the correct word to complete the sentences.**

1. Trinh Cong Son is one of Viet Nam's greatest scientists / composers.
2. How many butter / apples do we need for an apple pie?
3. The musicians will perform their final portrait / concert next week.
4. Ha Noi Amsterdam School is for normal / gifted students.
5. Students have to take a(n) entrance / final exam to study at my school.

- Ask Ss to do this exercise individually.
- Allow Ss to swap their answers with a partner before checking their answers as a class.
- T may ask Ss to explain the reason for their answers.
- Invite a few Ss to read the complete sentences in front of the class. The class listens and comments.

Key:

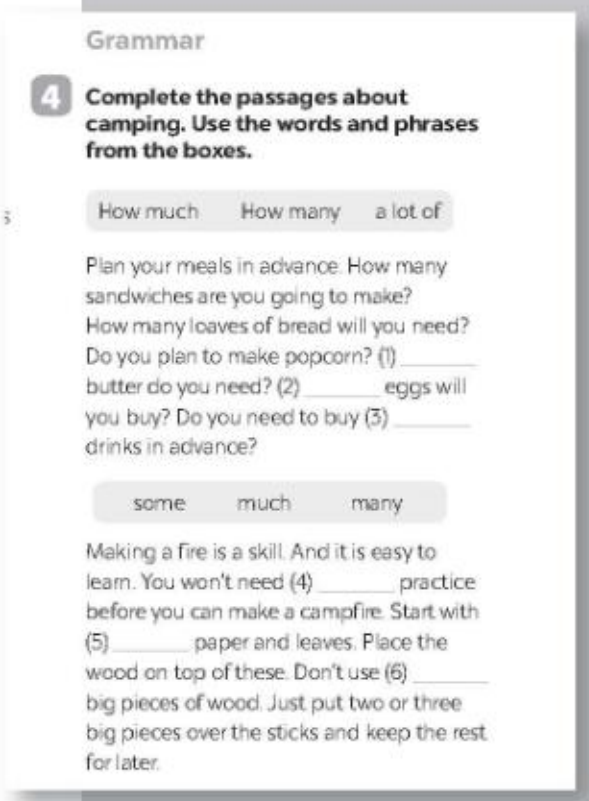
1. composers **2.** apples **3.** concert

4. gifted **5.** entrance

Grammar

ACTIVITY 4

Aim: To help Ss review grammar elements taught in *Unit 5: How much, How many, some, a lot of*.



Grammar

4 **Complete the passages about camping. Use the words and phrases from the boxes.**

How much How many a lot of

Plan your meals in advance. How many sandwiches are you going to make? How many loaves of bread will you need? Do you plan to make popcorn? (1) _____ butter do you need? (2) _____ eggs will you buy? Do you need to buy (3) _____ drinks in advance?

some much many

Making a fire is a skill. And it is easy to learn. You won't need (4) _____ practice before you can make a campfire. Start with (5) _____ paper and leaves. Place the wood on top of these. Don't use (6) _____ big pieces of wood. Just put two or three big pieces over the sticks and keep the rest for later.

- Have Ss do this exercise individually.
- Give them a time limit to do the exercise. Go around and offer help if necessary.

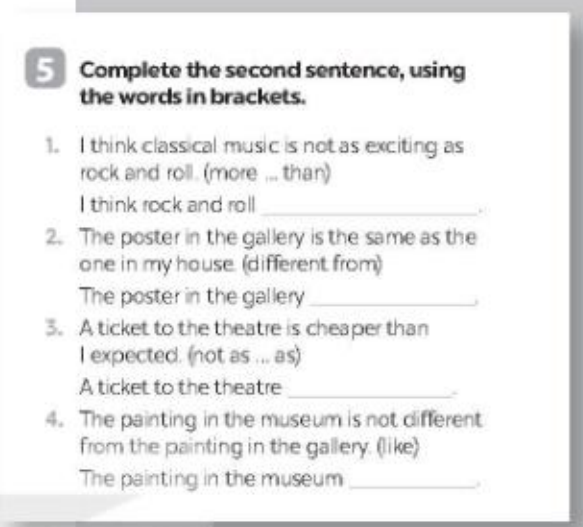
- Allow Ss to exchange their answers and discuss in pairs if there are any differences in their answers.
- Check Ss' answers as a class and explain if needed.
- If time allows, ask one or two Ss to read aloud the passages in front of the class. The class comments.

Key: **1.** How much **2.** How many **3.** a lot of **4.** much **5.** some **6.** many

ACTIVITY 5

Aim: To help Ss review the grammar elements taught in *Unit 4*: *like, different from, not as ... as.*

- Have a brief revision of *more ... than, different from, (not) as ... as, like*. Ask Ss to say how they are used. T may let Ss look at the **Grammar** section in *Unit 4*.
- Let Ss do this exercise independently.
- Check their answers as a class.
- If there is time, get one or two Ss to write their answers on the board and explain how to rewrite the sentences.



5 **Complete the second sentence, using the words in brackets.**

1. I think classical music is not as exciting as rock and roll. (more ... than)
   I think rock and roll _____.
2. The poster in the gallery is the same as the one in my house. (different from)
   The poster in the gallery _____.
3. A ticket to the theatre is cheaper than I expected. (not as ... as)
   A ticket to the theatre _____.
4. The painting in the museum is not different from the painting in the gallery. (like)
   The painting in the museum _____.

Key:

1. I think rock and roll is more exciting than classical music.

2. The poster in the gallery is not different from the one in my house.

3. A ticket to the theatre is not as expensive as I expected.

4. The painting in the museum is like the painting in the gallery.

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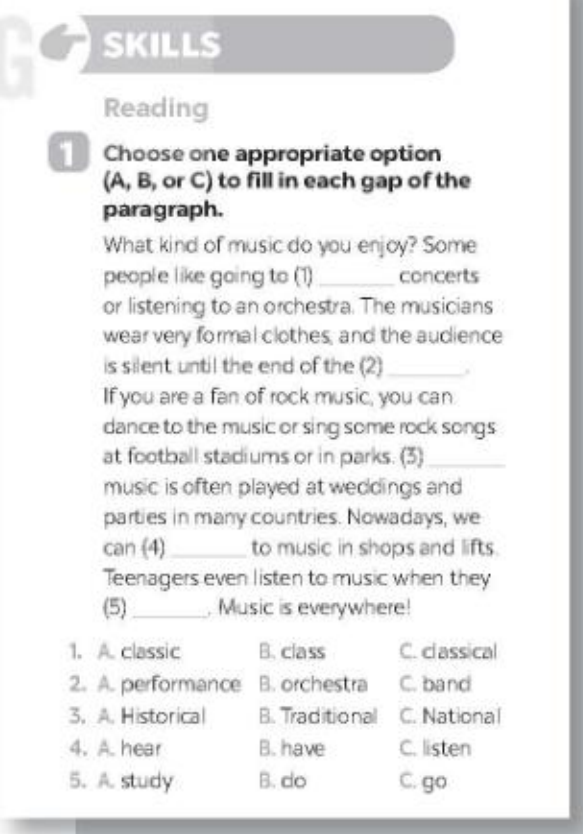
SKILLS

Reading

ACTIVITY 1

Aim: To help Ss practise reading for specific information.

- Have them read the paragraph carefully and decide the correct option (A, B, or C) to fill in each gap.
- Go through the options Ss have done. Guide them how to choose the correct options.
- Check their answers as a class.
- Invite a few Ss to read aloud the complete paragraph in front of the class. T may comment.



SKILLS

Reading

1 **Choose one appropriate option (A, B, or C) to fill in each gap of the paragraph.**

What kind of music do you enjoy? Some people like going to (1) _____ concerts or listening to an orchestra. The musicians wear very formal clothes, and the audience is silent until the end of the (2) _____. If you are a fan of rock music, you can dance to the music or sing some rock songs at football stadiums or in parks. (3) _____ music is often played at weddings and parties in many countries. Nowadays, we can (4) _____ to music in shops and lifts. Teenagers even listen to music when they (5) _____. Music is everywhere!

1.	A. classic	B. class	C. classical
2.	A. performance	B. orchestra	C. band
3.	A. Historical	B. Traditional	C. National
4.	A. hear	B. have	C. listen
5.	A. study	B. do	C. go

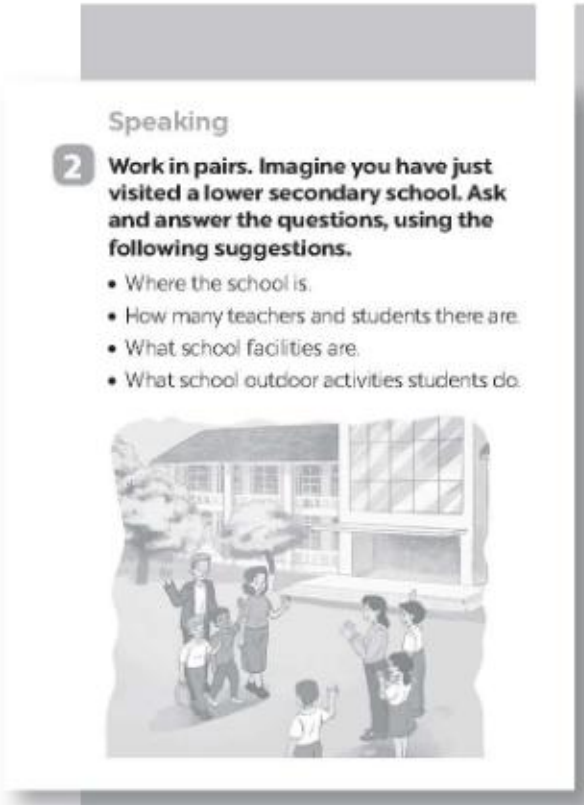
Key: **1.** C **2.** A **3.** B **4.** C **5.** A

Speaking

ACTIVITY 2

Aim: To help Ss practise asking and answering about a visit to a lower secondary school.

- Ask Ss to imagine that they have just visited a lower secondary school so that they can form their own ideas of where the school is, how many teachers and students there are, what school facilities are, what school outdoor activities students do.
- Let them read the questions to focus on the information they are going to answer.
- Have Ss then work in pairs, asking and answering the questions provided. Ask them to add more questions, such as what they think about the teachers and students and how they feel about the visit.
- Go around and support Ss if needed.
- Call on some Ss or pairs to present their ideas to the class.


Speaking

2 **Work in pairs. Imagine you have just visited a lower secondary school. Ask and answer the questions, using the following suggestions.**

- Where the school is.
- How many teachers and students there are.
- What school facilities are.
- What school outdoor activities students do.

Listening

ACTIVITY 3

Aim: To help Ss practise listening for specific information.

- Allow Ss some time to read the adjectives. Check if the adjectives are new or not. Check comprehension, if necessary.
- Play the recording once for Ss to listen and tick the adjectives they hear. Allow Ss to swap their answers. Play the recording again for Ss to check their answers.
- Invite one student to read the adjectives he / she has ticked. Check the answers as a class.


Listening

3 **Listen to a man talking about his meal at a restaurant and tick (✓) the adjectives you hear.** 45

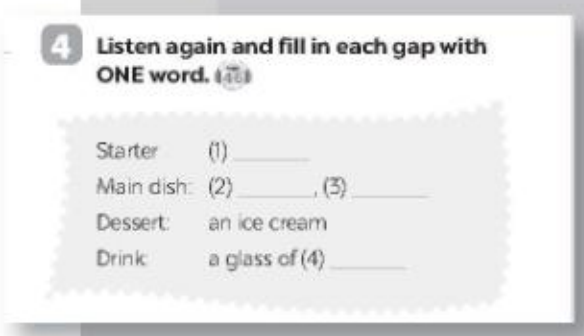
1. fresh ☐
2. tasty ☐
3. fine ☐
4. delicious ☐
5. expensive ☐

Key: 1, 2, 4

ACTIVITY 4

Aim: To help Ss practise listening for specific information.

- Have Ss read the note. Draw their attention to the meanings of the words: *starter, main dish, dessert, drink.*
- Play the recording once or twice for Ss to listen and complete the note. Allow Ss to swap their answers before checking as a class.
- If there is time, let a few Ss say what the man ordered at the restaurant.


4 **Listen again and fill in each gap with ONE word.** 46

Starter (1) _____
Main dish: (2) _____, (3) _____
Dessert: an ice cream
Drink: a glass of (4) _____

Key: **1.** salad **2.** fish **3.** vegetables **4.** juice

Audio script – Tracks 45 + 46:

Last weekend, I went to a restaurant near my sister's home. For a starter, I had a fresh salad. My main dish was fish. I really enjoyed the spices in it. The vegetables were good – very fresh and tasty. For dessert, I had an ice cream. It's usually delicious but this time it wasn't very sweet. So, I didn't eat much. Then I had a glass of juice. I think the meal was OK.

Writing

ACTIVITY 5

Aim: To help Ss write a paragraph (about 60 words) about a meal they had at a restaurant.



- Have Ss read the instruction to understand what they are going to do.
- Allow them some time to read the first sentence of the paragraph to think about the information they need to write.
- Allow them some time to do the task.
- Go around and check if they are doing the task correctly and offer help if needed.
- Call on one or two volunteers to read aloud their paragraphs. T and other Ss comment.
- Collect some writing to correct at home.

Suggested paragraph:

Last weekend, my parents and I had a meal at a small restaurant in the centre of town. For a starter, I had a salad. It was fresh. My main dish included rice, beef, and vegetables. The beef was tasty, and the vegetables were fresh. For dessert, I had a big ice cream. Then I drank a glass of orange juice with ice. The meal was great.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 7 TRAFFIC

Objectives:

By the end of this unit, students will be able to:

- use the words related to the topic *Traffic*;
- pronounce the sounds /aɪ/ and /eɪ/ correctly;
- use *it* to indicate distance;
- use *should / shouldn't*;
- ask and answer questions about means of transport;
- read for general and specific information about traffic rules;
- talk about obeying traffic rules;
- listen for general and specific information about traffic problems in a city;
- write a paragraph about traffic problems.


Unit 7 TRAFFIC

THIS UNIT INCLUDES:

Vocabulary
- Means of transport
- Road signs

Pronunciation
Sounds: /aɪ/ and /eɪ/

Grammar
- *it* indicating distance
- *Should / shouldn't*

Skills
- Reading about traffic rules
- Talking about obeying traffic rules
- Listening about traffic problems in Mumbai
- Writing a paragraph about traffic problems

Everyday English
Asking and answering questions about means of transport

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

- As it is the first lesson of the second semester, T may begin by reviewing contents covered in the first semester (e.g. what they enjoy / don't enjoy about studying English, what aspect of their English they want to improve, etc.).
- Lead to the new unit. T introduces the topic *Traffic*. Show Ss some photos related to traffic, and write the word *Traffic* on the board, or tell a story related to traffic.
- Ask Ss to open their books to page 72. Draw their attention to the **THIS UNIT INCLUDES** box and introduce what they are going to learn in this unit.

GETTING STARTED

MEETING IN THE SCHOOLYARD

ACTIVITY 1


GETTING STARTED

Meeting in the schoolyard

1 Listen and read. 47

Lan: Hi, Mark. How are you?

Mark: Good, thanks. And you? What did you do last Sunday?

Lan: I'm fine. Last Sunday afternoon, I cycled round the lake near my home.

Mark: That sounds really healthy. By the way, do you often cycle to school too?

Lan: Yes, but sometimes my mum takes me on her motorbike.

Mark: How far is it from your home to school?

Lan: It's about two kilometres.

Mark: How long does it take you to cycle there?

Lan: About 10 minutes. Sometimes, when there are traffic jams, it takes longer.

Mark: You should be careful, especially when you cross the road.

Lan: Right. The roads get really crowded.

Mark: Hey, how about going cycling round the lake this Sunday?

Lan: Great! Can you come to my house at 3 p.m.?

Mark: OK, Lan. See you then.

72 Tiếng Anh 7

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**

- T may begin to ask Ss questions: *How do you go to school every day? On foot? By bicycle? By bus? On your parents' motorbike? … Which means of transport is fastest? Which means is safest? Which means do you like (most)? (Why?) What do you see on the way to school every day? …*
- Set the context for the listening and reading: Ask Ss to look at the title of the conversation and the picture. Ask them some questions like: *What do you think they are talking about?*
- Then ask Ss to look at the title / the picture and guess what the conversation between Lan and Mark might be about.
- Play the recording twice for Ss to listen and read along (they may read silently or aloud).
- Have some pairs of Ss read the conversation aloud.
- Ask Ss what Lan and Mark are talking about. Now confirm the correct answer. (They are talking about the traffic, the means of transport, etc.)
- Have Ss say the words in the text that they think are related to the topic of the unit. Have them pronounce the words containing the sounds /aɪ/ and /eɪ/. Quickly write the words on the board.

Audio script – Track 47:

Lan: Hi, Mark. How are you?

Mark: Good, thanks. And you? What did you do last Sunday?

Lan: I'm fine. Last Sunday afternoon, I cycled round the lake near my home.

Mark: That sounds really healthy. By the way, do you often cycle to school too?

Lan: Yes, but sometimes my mum takes me on her motorbike.

Mark: How far is it from your home to school?

Lan: It's about two kilometres.

Mark: How long does it take you to cycle there?

Lan: About 10 minutes. Sometimes, when there are traffic jams, it takes longer.

Mark: You should be careful, especially when you cross the road.

Lan: Right. The roads get really crowded.

Mark: Hey, how about going cycling round the lake this Sunday?

Lan: Great! Can you come to my house at 3 p.m.?

Mark: OK, Lan. See you then.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss understand some details of the conversation.

- Have Ss read the questions and the options without reading the conversation. Explain that they focus on some details of the conversation.
- Have Ss read the conversation again and circle the correct answers (A, B, or C) individually. Check their answers and explain if necessary.

Key: **1.** A **2.** B **3.** C

2 **Read the conversation again and choose the correct answer.**

1. How does Lan often go to school?
   A. By bicycle. B. By motorbike.
   C. On foot.
2. It normally takes Lan _____ to get to school.
   A. two minutes B. ten minutes
   C. twenty minutes
3. Lan and Mark agree to go cycling _____.
   A. tomorrow B. every day
   C. at the weekend

ACTIVITY 3

Aims:

- **To help Ss further understand the text;**
- **To acquaint Ss with the grammar points and new vocabulary of the unit.**

- Ask Ss to read the sentences and find the words in the conversation to fill in the gaps. If Ss find it difficult to do the task, ask them to read the conversation again and find the information in it. Go around and offer help, if needed.
- Allow Ss to share answers before discussing as a class. Write the correct answers on the board. If there is time, call on some Ss to read the sentences.

Key:

1. cycled **2.** should **3.** jams **4.** How **5.** crowded

3 **Write one word from the conversation to complete each sentence.**

1. Last Sunday afternoon, Lan _____ round the lake near her home.
2. Mark says to Lan: "You _____ be careful, especially when you cross the road."
3. Traffic _____ are a problem in big cities.
4. – _____ does your mum go shopping?
   – She often walks.
5. This road is very _____ during the rush hours.

ACTIVITY 4

Aim: To help Ss revise and develop the vocabulary about means of transport.

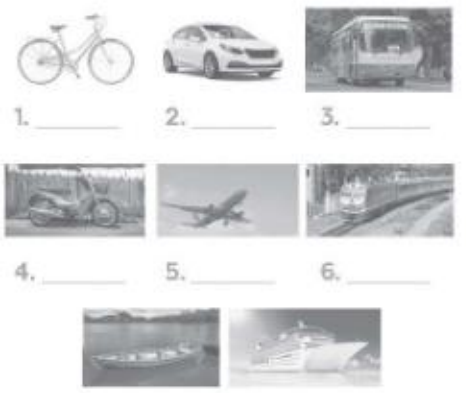
- Have Ss work in pairs and write the means of transport under the right pictures. Then T lets Ss read each word correctly. Check and correct their pronunciation.
- For more able Ss, let them ask and answer questions about how they use these means of transport:

Example: *A: Do you ride a bike to school?*
B: Yes, I do.
A: Do you ever travel by plane?
B: No, never. / Not yet.

Key:

1. bicycle / bike **2.** car **3.** bus **4.** motorbike
5. plane **6.** train **7.** boat **8.** ship

4 **Look at the pictures and write a word under each.**



1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____

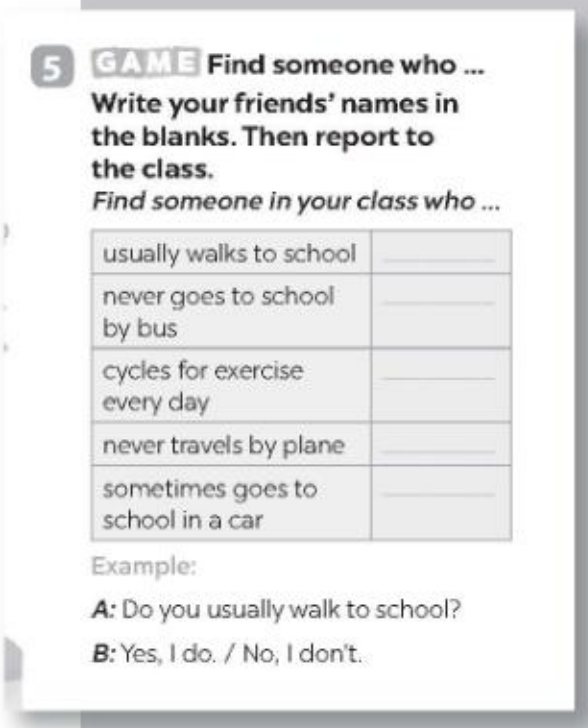
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ACTIVITY 5

Aim: To help Ss revise some vocabulary related to traffic and practise asking and answering questions about means of transport.

- Let Ss stand up and go round the class to ask everyone these questions: *Do you (usually) walk to school / go to school by bus …?*
- Ask Ss to take notes, and then have some of them report their results to the class.

  Example: *I've asked 8 students in class. Two of them walk to school every day. Three of them never go to school by bus. …*
- Make sure Ss speak English and remain quiet when their classmates are speaking.
- T may need to explain to Ss:
  - *traffic:* + the vehicles that are on a road at a particular time
    + the movement of people or goods from one place to another
  - *transport:* carrying people or goods from one place to another using vehicles
  - *means of transport:* type of vehicle used for transporting people or goods
  - *how:* used to ask about means of transport



5 GAME **Find someone who …**

Write your friends' names in the blanks. Then report to the class.

Find someone in your class who …

usually walks to school	.....
never goes to school by bus	.....
cycles for exercise every day	.....
never travels by plane	.....
sometimes goes to school in a car	.....

Example:

A: Do you usually walk to school?

B: Yes, I do. / No, I don't.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words / phrases and the grammar points they remember from the lesson. Tell Ss that they will learn these language points in the following lessons.

A CLOSER LOOK 1

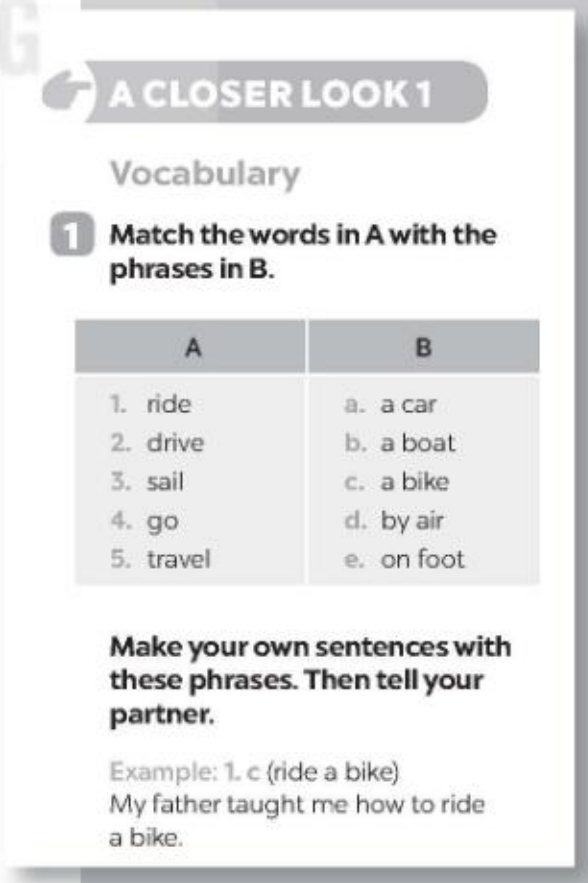
- Bring to class some posters / pictures, or show on the screen some images, of road signs.
- Brainstorm with Ss: Ss describe / name all the road signs they see every day on the way to school, or elsewhere, and all the words they know related to the topic of traffic. Encourage them to say as many as possible.

Vocabulary

ACTIVITY 1

Aim: To revise / teach some collocations of a verb and a phrase related to different means of transport.

- Have Ss work in pairs. Tell them to match the verbs in column A with the phrases in column B to form collocations. Then check their answers as a class. Explain to them which phrase goes with each verb.



A CLOSER LOOK 1

Vocabulary

1 **Match the words in A with the phrases in B.**

A	B
1. ride	a. a car
2. drive	b. a boat
3. sail	c. a bike
4. go	d. by air
5. travel	e. on foot

Make your own sentences with these phrases. Then tell your partner.

Example: 1. c (ride a bike)
My father taught me how to ride a bike.

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- T may allow Ss some time to extend their vocabulary by adding more words to each verb, e.g. *drive a bus, go by train …*
- Ss make their own sentences with these phrases. Then they exchange their sentences in pairs.

Key: **1.** c **2.** a **3.** b **4.** e **5.** d



ACTIVITY 2

Aim: To teach Ss the phrases indicating road signs.

- Ss work in pairs to talk about the meaning of these road signs, then write out their names.
- T may call on one or two Ss to write these on the board.
- T checks and gives the correct answers.

Key:

1. Traffic lights **2.** Hospital ahead **3.** No right turn
4. Cycle lane **5.** School ahead **6.** No cycling

Note:

There are usually three kinds of signs: informative, prohibitive, and warnings. They appear in different shapes and colours. T helps Ss differentiate these signs, and gives them more examples (using pictures or drawing on the board).

Some examples:



ACTIVITY 3

Aim: To give Ss practice in how to talk about road signs in real life.

- Have Ss say the names of different road signs again.
- Then have Ss work in pairs and talk about the traffic signs they see on the way to school (or elsewhere).
- T goes around and gives assistance if necessary and checks their answers.

3 **Work in pairs. Take turns to say which of the signs in 2 you see on the way to school.**

Example:

A: On the way to school, there are crossroads, so I see several traffic lights.

B: On my way to school, there is a hospital, so I see a 'hospital ahead' sign.

Pronunciation

/aɪ/ and /eɪ/

ACTIVITY 4

Aim: To teach Ss how to pronounce the sounds /aɪ/ and /eɪ/ and practise pronouncing these sounds in words correctly.

- First, T gives examples of the sounds /aɪ/ and /eɪ/. Ask Ss to observe the T's mouth when pronouncing the two sounds.
- Then let Ss practise the sounds /aɪ/ and /eɪ/ together.
- Play the recording and ask Ss to listen to these words and repeat. Correct their pronunciation. Play the recording as many times as necessary.

Audio script – Track 48:

/aɪ/: c**y**cle	fl**y**	f**i**ne	s**i**gn	motorb**i**ke
/eɪ/: s**ai**l	tr**ai**n	pl**a**ne	st**a**tion	p**a**vement

Pronunciation

/aɪ/ and /eɪ/

4 **Listen and repeat. Pay attention to the sounds /aɪ/ and /eɪ/.** 48

/aɪ/	/eɪ/
cycle	sail
fly	train
fine	plane
sign	station
motorbike	pavement

ACTIVITY 5

Aims:

- **To help Ss pronounce the sounds /aɪ/ and /eɪ/ correctly in context;**
- **To help Ss differentiate the sounds /aɪ/ and /eɪ/.**

- Have Ss quickly read the sentences and underline the words with the sound /aɪ/, and circle the words with the sound /eɪ/. Then play the recording for Ss to listen and check what they have done.
- Have them work in pairs to compare their answers. Check Ss' answers as a class.
- Play the recording again. Let Ss listen and repeat sentence by sentence. Tell them to pay attention to the words with the sounds /aɪ/ and /eɪ/.

5 **Underline the words with the sound /aɪ/ and circle the words with the sound /eɪ/. Then listen, check and repeat.** 49

1. The bus station is far from my house.
2. Remember to ride your bike carefully.
3. We must obey traffic rules for our safety.
4. You have to get there in time for the train.
5. Don't ride on the pavement.

Key + Audio script – Track 49:

1. The bus station is far from my house.

2. Remember to ride your bike carefully.

3. We must obey traffic rules for our safety.

4. You have to get there in time for the train.

5. Don't ride on the pavement.

– If there is time, ask Ss to give the words they know having the two sounds.

WRAP-UP

– Ask one or two Ss to tell the class what words, phrases, and sounds they have learnt.

– Tell them the grammar points that they will learn in the following lesson.

A CLOSER LOOK 2

Grammar

It indicating distance

– Ss have already learnt *it* as the formal subject to indicate time, weather, climate, … In this unit, *it* appears to indicate distance.

– T explains to Ss how to use *it* and gives some examples.

ACTIVITY 1

Aim: To help Ss use *It* to write correct sentences.

– Have Ss study the example first.

– Give Ss some time to work by themselves and write down the sentences. T observes and helps when and where necessary.

– Ask some Ss to read their sentences. T may call on some Ss to write their sentences on the board. T corrects Ss' mistakes.

Key:

1. It is about 700 metres from my flat to the Youth Club.

2. It is about 5 kilometres from my village to the nearest town.

3. It is only a short distance from my house to my school.

4. It is about 384,400 km from the Earth to the Moon.

5. It is not very far from Ha Noi centre to Noi Bai Airport.



A CLOSER LOOK 2

Grammar

It indicating distance

We can use *It* in the position of the subject to indicate distance.

Example:

It is about 300 metres from my house to the bus stop.

1 **Write sentences with *It*. Use these cues.**

Example:

500 metres / my house / nearest shop.

→ It is about 500 metres from my house to the nearest shop.

1. 700 metres / my flat / Youth Club.
2. 5 kilometres (km) / my village / nearest town.
3. only a short distance / my house / my school.
4. 384,400 km / the Earth / the Moon.
5. not very far / Ha Noi centre / Noi Bai Airport.

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ACTIVITY 2

Aims:

- **To help Ss revise the question *How far …?*;**
- **To help Ss use *It* to ask and answer questions about distances in their neighbourhood.**

- Ask Ss to look at the example. Revise the question *How far …?*
- Have Ss work in pairs. Have them ask and answer questions about distances in their neighbourhood, following the example.
- Encourage them to talk as much as possible. T corrects their answers, their pronunciation and intonation only when necessary.

2 **Work in pairs. Ask and answer questions about distances in your neighbourhood.**

Example:

A: How far is it from your home to the gym?

B: It's about 3 kilometres.

You can use these cues:

- your home – open market / supermarket
- your home – playground
- your home – hospital
- your home – train station
- ...

Should / shouldn't

Ss have already learnt *should / shouldn't* to give advice, so T may repeat this use to them before having them do **3**.

ACTIVITY 3

Aim: To help Ss review the first use of the modal verb *should / shouldn't*.

- First, draw Ss' attention to the rule that *should / shouldn't* (and the other modal verbs too) have the same form for all persons.
- Have Ss read the sentences and circle the correct answers.
- Ask Ss to exchange their answers in pairs. Check their answers and explain if necessary.

Key:

1. should **2.** should **3.** shouldn't

4. should **5.** shouldn't

- Explain to Ss the other uses of *should / shouldn't* in the **Remember!** box and give them some more examples before moving onto **4**.

Should / shouldn't

3 **Choose the correct option in brackets.**

1. That's an interesting book. You (should / shouldn't) read it.
2. You nearly fell off your bike! You really (should / shouldn't) be more careful.
3. We (should / shouldn't) go swimming right after eating.
4. I think that he (should / shouldn't) eat less. He's becoming overweight.
5. There are a lot of cars out today. He (should / shouldn't) drive so fast.

Remember!

We use **should** (negative: **shouldn't**):

- to give advice.

  Example: You **shouldn't** go out late at night.

- to say what is the correct or best thing to do.

  Example: We **should** go now, or we might get stuck in a traffic jam.

ACTIVITY 4

Aim: To help Ss practise the uses of the modal verb *should / shouldn't*.

- Have Ss do the exercise individually and then exchange their answers with a partner.
- Call on some Ss to read the sentences aloud. Other Ss comment. Confirm the correct answers.

Key:

1. shouldn't **2.** should **3.** shouldn't

4. should **5.** should **6.** shouldn't

4 **Complete each sentence, using *should / shouldn't*.**

1. We _____ ride our motorbikes very fast in the rain.
2. You _____ study instead of watching YouTube.
3. My little sister _____ play outside late at night.
4. You _____ help your mum wash the dishes after dinner.
5. You look tired. You _____ probably get some sleep.
6. The children _____ eat so much ice cream.

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ACTIVITY 5

Aim: To help Ss apply the uses of *should / shouldn't* in real context by making sentences using the pictures and the cues.

- Have Ss look at the pictures carefully. Provide the answer for the first item since it has a *when* phrase and Ss may not realise this.
- Give them some time to work independently and write down the answers.
- Then let them work in groups to check and say out the sentences.
- T goes round giving help when and where necessary.
- Some Ss may write their answers on the board. Other Ss comment and T makes corrections.

Key:

1. He shouldn't waste water when washing the dishes.
2. They should wear their helmets when riding bikes.
3. She should be more careful.
4. They shouldn't play football on the pavement.
5. They shouldn't ride their bikes dangerously.

Extension:

- Put Ss in small groups.
- Have them each choose a place, not tell the others, then make statements about it using *should / shouldn't* and the others guess the place.

5 **Look at the pictures. Make sentences, using *should / shouldn't* and the cues.**



1. waste water



2. wear their helmets



3. be more careful



4. play football on the pavement



5. ride their bikes dangerously

WRAP-UP

Ask Ss to summarise the grammar points they have learnt in this period. Ask some Ss to recall some vocabulary and collocations too.

COMMUNICATION

Everyday English

Asking and answering about means of transport

ACTIVITIES 1 + 2

Aims:

- **To provide Ss with the way of asking and answering about means of transport;**
- **To have Ss practise the conversations of asking and answering about means of transport.**

1

- Play the recording and have Ss listen to and read the conversation at the same time. Draw their attention to the questions and answers. Elicit the way of asking and answering about means of transport.

COMMUNICATION

Everyday English

Asking and answering about means of transport

1 **Listen and read the conversation, paying attention to the highlighted parts.** 1.50

Nick: How does your mum get to work?

Minh: She goes by motorbike. What about your mum?

Nick: She usually goes by bus. Sometimes she cycles.

– Ask them to act out the conversation in pairs. Go around and offer help if necessary. Check their pronunciation.

Audio script – Track 50:

Nick: How does your mum get to work?

Minh: She goes by motorbike. What about your mum?

Nick: She usually goes by bus. Sometimes she cycles.

2 Work in pairs. Take turns to ask and answer about the means of transport your family members use every day.

2

– Ask Ss to read the instructions.
– Have Ss work in pairs, one asks questions, and the other gives the answers. Then they swap roles.

Strange traffic rules!

– Introduce the rule of keeping to the left-hand side of the road to Ss.
– Brainstorm with Ss the names of countries where drivers keep to the left side of the road.

Strange traffic rules!

3 When you go on the road, which side do you keep, to the right or to the left?

Which countries below keep to the left? Tick (✓) the correct answers.

1. The United Kingdom	
2. The United States of America	
3. Australia	
4. Thailand	
5. China	

ACTIVITY 3

Aim: To provide Ss with some countries where the traffic rule is to keep to the left.

– Explain to Ss that in many countries in the world, the traffic rule is to keep to the left side of the road instead of to the right.
– Ss work in groups and give the names of the countries where the traffic rule is to keep to the left side of the road. Ask Ss to give their answers and correct them. T may give some more countries (Japan, Singapore, India, New Zealand, Malaysia, Indonesia, Bangladesh …).

ACTIVITY 4

Aims:

– **To give Ss some listening practice;**
– **To provide Ss with some understanding of the traffic rule of keeping to the left.**

4 Listen and check your answers in 3. Then listen again and complete the sentence with no more than THREE words. (51)

One explanation is that some countries use _____ as the UK.

– Play the recording. Ss listen carefully and check their answers to the table in **3**. Correct their answers.

Key:

1. The United Kingdom	✓
2. The United States of America	
3. Australia	✓
4. Thailand	✓
5. China	

- Play the recording again. Let Ss complete the sentence by themselves, then share their answers with a partner.
- T goes round the class to give support if necessary.
- Correct Ss' answers as a class.

Key:

One explanation is that some countries use the same system as the UK.

Audio script – Track 51:

The right side is the wrong side!

Do you know that there are many countries in the world where the traffic rule is to keep to the left? Some of these are the United Kingdom, Australia, Thailand, and so on. There are different explanations for this. One explanation is that some countries use the same system as the UK.

ACTIVITY 5

Aims:

- **To provide Ss with some strange driving rules in the world;**
- **To give Ss some practice in talking about traffic rules.**

- Ss work independently first by looking at the pictures and reading the strange driving rules.
- Then Ss work in groups, discussing the rules one by one, and giving their opinions. Their opinions may differ.
- T may ask the question: *Which one do you think is the strangest?*
- Then let Ss think and give the answers.
- Ask Ss to think about the traffic rules in Viet Nam and in other countries they know. Ask them the question: *Do you know any other strange traffic rules?* Encourage them to say out what they think are strange.

WRAP-UP

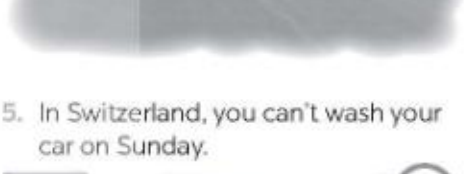
Ask Ss to summarise what they have learnt in this period. Ask some Ss to recall some strange rules.

5 Read the strange driving rules below.

1. In Alaska, you are not allowed to drive with a dog on the roof of your car.



2. In Moscow, police will fine you if you drive a dirty car.



3. A man has to wear a shirt or T-shirt while driving in Thailand.



4. In South Africa, you have to let animals go first.



5. In Switzerland, you can't wash your car on Sunday.

6. In Wisconsin, USA, you must always ride your bike with both hands on the handlebars.

Work in groups. Which one do you think is the strangest?

Do you know any other strange traffic rules?

SKILLS 1

Reading

ACTIVITY 1

Aim: To activate Ss' knowledge of the topic of the reading text (obeying traffic rules).

- Tell Ss to study the picture carefully.
- Have them work in pairs to discuss the question: *Why is it dangerous?* Encourage them to give their ideas (as many ideas as possible). It is not important whether they give the right answers or not; it is important that they speak in English.

Example:

The situation is very unsafe / dangerous.

It's dangerous to ride a bike so close to a car.

It's not safe / dangerous to walk into the crossroads. They should cross the street at the zebra crossing.

...

ACTIVITY 2

Aim: To help Ss develop their reading skill for general information (skimming).

- Have Ss read the text once. Set a strict time limit to ensure Ss read quickly for general information.
- Tell them to pay attention to the key words in the text, then choose the correct answer. Confirm Ss' answer.

Key: C

ACTIVITY 3

Aim: To help Ss develop their reading skill for details (scanning).

- Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each question, pause to identify where it appears in the text, read that part carefully and give the correct answer.
- Ask Ss to work with a partner to discuss the answers. Call on some pairs of Ss to ask and answer.
- Explain the new words and clarify anything difficult. T may ask questions to see if they understand the passage fully.
- Call on some Ss to read the passage before the class. Check their pronunciation and intonation.
- Check the answers as a class.



SKILLS 1

Reading

1 **Look at the picture. Can you see anything that is dangerous?**

2 **Read the following text and choose the correct answer.**

This text is about _____.

A. rules for pedestrians

B. traffic lights

C. traffic rules

These are some rules about road safety. It is important to obey these rules when you are a road user.

Pedestrians

1. Always look carefully when you cross the street.
2. Use the pavement or footpath.
3. Walk across the street at the zebra crossing.
4. Don't cross the road on a red light.

Cyclists

1. Always keep both hands on the handlebars.
2. Wear helmets, and always use the cycle lane.
3. Give a signal before you turn.
4. Don't carry more than one passenger.

Passengers

1. Fasten your seatbelt when you are in a car.
2. Wait for buses to fully stop before getting on or off.
3. Don't talk to the driver when he / she is driving.
4. Don't stick any body parts out of the window of a moving vehicle.

3 **Read the text again and answer the questions.**

1. Where should pedestrians cross the street?
2. Which lane should you use when riding a bike?
3. What should you do before you turn while riding a bike?
4. What must you do when you get on or off a bus?
5. What mustn't you do when you are in a moving vehicle?

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Key:

1. They should cross the street at the zebra crossing.

2. We should use the cycle lane.

3. We should give a signal.

4. We must wait for buses to fully stop before getting on or off.

5. We mustn't stick any body parts out of the window.

Extension:

Traffic rules

- Put Ss in small groups.
- Have Ss write some rules for traffic in their city under these three headings.

We should	We must	We shouldn't

- Have Ss list some rules for each heading.

Speaking

ACTIVITY 4

Aim: To give Ss practice in asking and answering about obeying traffic rules (what to avoid doing).


Speaking

4 **Work in groups. Ask and answer the following question.**

When you are a road user, what should you NOT do?

Make a list in groups. Compare your list with other groups'.

- Ss work in groups. They ask each other the question: *When you are a road user, what should you NOT do?*
- Ss brainstorm the dangers involved when using the road. T goes around to give help when necessary. Encourage Ss to talk as much as possible.
- Each group makes a list of the things they think people should not do when they use the road. After that, representatives from each group report to the class.

ACTIVITY 5

Aim: To help Ss practise speaking about different situations that occur on the road.


5 **Read the following sentences about these people. Then work in groups. Discuss who is being safe, and who isn't.**

1. Hoang is riding a bike, and he is wearing a helmet.
2. It is raining hard, but Mr Long is driving quickly.
3. The students are standing in a line to get on the school bus.
4. Mr Binh is taking his daughter to school on his motorbike. She is sitting in front of him.
5. Michelle is cycling to school and she is waving and shouting to her friends.

- Allow some time for Ss to read the situations individually. Then they work in groups to discuss who is using the road safely, and who is acting dangerously, and explain why.
- Call on some pairs to talk in front of the class: one reads a sentence, the other gives his / her opinion. T and other Ss listen and comment.

Sample answers:

1. safely

2. dangerously (because he is likely to have an accident)

3. safely

4. dangerously (it is difficult for him to see the road properly and to ride)

5. dangerously (she may have an accident if something happens unexpectedly)

WRAP-UP

Ask Ss to sum up what they have learnt and practised in this lesson. Ask some Ss to recall some traffic rules.

SKILLS 2

Listening

ACTIVITY 1

Aim: To activate Ss' knowledge of the topic of the listening text (traffic problems).

- Ss work in pairs. They study the picture and answer the two questions.
- Encourage Ss to talk as much as possible. Whether their sentences are true or not is not very important as long as they speak in English.

Example:

I can see a lot of vehicles on the road.

I can see a serious traffic jam.

I can see that some drivers don't obey traffic laws / rules.

I can see that it's very dangerous.

...

Listening

1 **What can you see in this picture? What is special about it?**



ACTIVITY 2

Aim: To help Ss practise listening for the main idea / general information.

- Play the recording once only. Tell Ss to listen carefully and not to pay attention to the details or numbers.
- Tell Ss to pay attention to key words – words that help them understand the main idea of the recording.
- Ss choose the correct answer. Check their answers as a class.

Key: C

2 **Listen to the recording and choose the correct answer A, B, or C.** 52

The talk is about _____.

A. traffic in big cities

B. the population increase in Mumbai

C. the traffic problems in Mumbai

ACTIVITY 3

Aim: To help Ss practise listening for specific information (to find and write down some words while listening to the recording).

- Tell Ss that they are going to listen to a passage about traffic problems in Mumbai, India.

3 **Listen again and write ONE word or number in each gap.** 53

1. Traffic _____ happen nearly every day in Mumbai.
2. One reason for the traffic _____ is the increase of the population.
3. Mumbai has nearly _____ million people.
4. The _____ in Mumbai are narrow.
5. Many road users do not _____ the traffic rules.

- Have Ss read through the sentences first. Ask them to guess the word / number to fill in each gap and write down their guesses.
- Play the recording once or twice. Ask Ss to listen carefully and write down the correct answers.
- Play the recording once more for Ss to check their answers.

Key:

1. jams **2.** problem / jams **3.** 20 / twenty

4. roads **5.** obey

Audio script – Tracks 52 + 53:

Big cities around the world have traffic problems. Mumbai in India is one of them. Mumbai is one of the most congested cities in the world. Traffic jams happen nearly every day, so drivers have to spend a lot of time on the road.

There are several reasons for traffic jams in this city. One reason is its increase in population. With nearly 20 million, Mumbai has too many people on the road. Another reason is that the roads in Mumbai are narrow, and many are not in good condition. Also, many road users do not obey the traffic rules. As a result, this problem is getting worse and worse.

Writing

T may begin by asking Ss what they think the traffic problems in big cities in Viet Nam are.

ACTIVITY 4

Aim: To help Ss identify the traffic problems in big cities in Viet Nam to prepare for the writing task in 5.

- Have Ss work by themselves. Tell them to read all the five problems, think about them and choose at least three to tick.
- Ask Ss to write the problems they have ticked in full sentences.
- Call on some Ss to write on the board. Others comment. T makes corrections.

Example: One of the problems in our big cities is that there are too many vehicles on the road.


Writing

4 **Tick (✓) the traffic problems in big cities in Viet Nam.**

- ☐ too many vehicles on the road
- ☐ narrow and bumpy roads
- ☐ some people not obeying traffic rules
- ☐ young children riding their bikes dangerously
- ☐ wild animals running across the road

Suggested answers:

- There are too many vehicles on the road.
- Many roads are narrow and bumpy.
- Some people / road users do not obey traffic rules.
- Many young children ride their bikes dangerously.
- Many wild animals run across the road.

ACTIVITY 5

Aim: To help Ss write a paragraph about the traffic problems in their town / city or a city they know.

- Tell Ss to read the sentences they have written in **4**.
- Have them study the outline.
- Ss practise writing a paragraph. Tell them to use proper connectors (*first / firstly, second / secondly*, etc.), and pay attention to grammar, use of words, spelling and punctuation.
- T may collect some Ss' writing and mark it, then comment to the class.
- If there is not enough time for Ss to do their task in class, have them do it as homework.

5 **Write a paragraph of about 70 words about the traffic problems in your town / city. Use the cues above, and the following outline:**

- Introduction
- Problem 1:
- Problem 2:
- ...
- Conclusion: reason or suggestion

WRAP-UP

Ask Ss to say what skills they have developed in this lesson. Ask them about their progress, and what they want to improve.

LOOKING BACK

As in the other units, this is the review section, so tell Ss not to refer back to the previous pages. Instead, they can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed, and which areas need further practice.

Vocabulary

ACTIVITY 1

Aim: To help Ss revise the phrases indicating road signs.

- Ss do this task individually to write the name below each sign. T corrects their mistakes and has them read the phrases correctly.
- Then have Ss work in pairs. Tell them to take turns to ask and answer about these signs, following the example.
- T goes round, monitors the class, and corrects their mistakes.

LOOKING BACK

Vocabulary

1 **Label each sign.**



1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Work in pairs. What does each sign tell us to do?

Example:

1. A "red light" sign means you have to stop.

Key:

1. red light **2.** School ahead **3.** Hospital ahead

4. Cycle lane **5.** No left turn **6.** No cycling

2. A 'School ahead' sign means (that) you must go slowly.

3. A 'Hospital ahead' sign tells you that there is a hospital ahead.

4. A 'Cycle lane' sign means (that) you can cycle there.

5. A 'No left turn' sign means (that) you can't turn left.

6. A 'No cycling' sign means (that) you can't cycle there.

ACTIVITY 2

Aim: To help Ss revise the vocabulary related to traffic.

- Ask Ss to read the sentences first. Tell them to pay attention to the gaps, and what words they need to fill in them.
- Tell Ss to write the answers in their notebooks. Ask some of them to write the words on the board. T corrects the mistakes if necessary.

Key:

1. user **2.** ride **3.** passenger

4. fly **5.** traffic

2 Fill in each gap with one word to complete the sentences.

1. A road _____ is anyone who uses a road, such as a pedestrian, cyclist or motorist.
2. Does your dad _____ his motorbike carefully?
3. A _____ is a person travelling in a car, bus, train, ... but not driving.
4. My cousin wants to become a pilot. He is learning to _____ planes.
5. We should be careful when the _____ light turns yellow.

Grammar

ACTIVITY 3

Aim: To help Ss revise the structure with *It* indicating distance and make sentences using cues.

- Have Ss work in pairs or in groups and discuss how to make sentences. Ss then write their answers in their notebooks.
- T gives corrections and calls on some Ss to read the sentences aloud.

Key:

1. It is over 100 km from my home town to Ho Chi Minh City.

2. It is about 25 km from here to my grandparents' house.

3. It is not very far from our school to the city museum.

4. How far is it from your house to the gym?

5. Is it a long distance from Ha Noi to Ban Gioc Waterfall?

Grammar

3 Write complete sentences, using these cues.

1. over 100 km / my home town / Ho Chi Minh City.
2. about 25 km / here / my grandparents' house.
3. not very far / our school / the city museum.
4. how far / your house / the gym?
5. it / a long distance / Ha Noi / Ban Gioc Waterfall?

ACTIVITY 4

Aim: To help Ss revise the uses of modal verb *should / shouldn't* in sentences.

- Allow Ss some time to do the task individually and choose the correct answer to each question.
- Ask Ss to compare their answers in pairs before checking as a class.
- T may review the uses of *can, could, might* to the class.

Key:

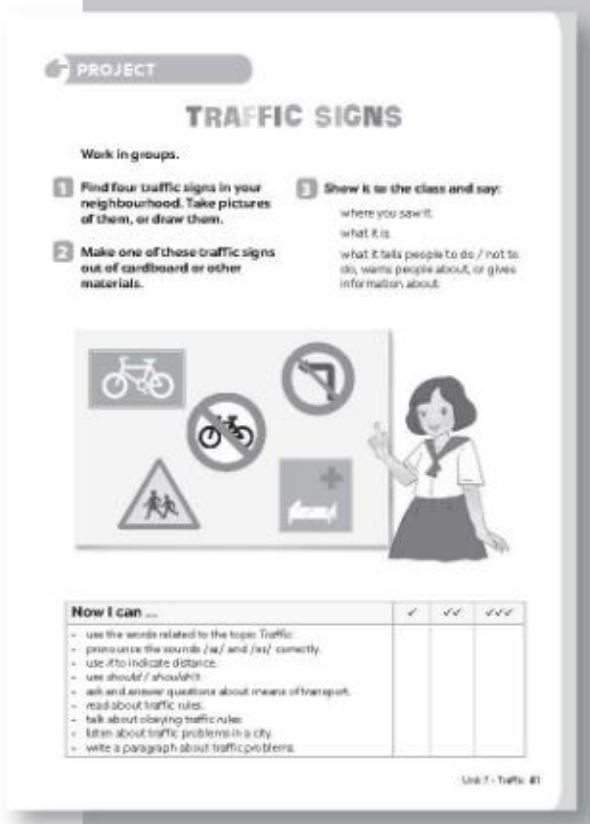
1. A **2.** B **3.** C **4.** A **5.** C **6.** B

4 Choose A, B, or C to complete the sentences.

1. You _____ put the rubbish in the waste bins over there.
   A. should B. would
   C. shouldn't
2. You _____ be over eighteen to ride a motorbike.
   A. would B. must
   C. could
3. Children _____ ride their bikes too fast.
   A. mightn't B. wouldn't
   C. shouldn't
4. I am a bit lost. _____ you help me, please?
   A. Could B. Should
   C. Might
5. You _____ eat so many cookies. Too much sugar is bad for you.
   A. couldn't B. wouldn't
   C. shouldn't
6. This is a big park. You _____ run or cycle here.
   A. should B. can
   C. could

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT


PROJECT

TRAFFIC SIGNS

Work in groups.

1 Find four traffic signs in your neighbourhood. Take pictures of them, or draw them.

2 Make one of these traffic signs out of cardboard or other materials.

3 Show it to the class and say:
- where you saw it.
- what it is.
- what it tells people to do / not to do, warns people about, or gives information about.

Now I can ...	✓	✓✓	✓✓✓
- use the words related to the topic Traffic - pronounce the sounds /ɑ/ and /əʊ/ correctly - use *it* to indicate distance - use *should* / *shouldn't* - ask and answer questions about means of transport - read about traffic rules - talk about obeying traffic rules - listen about traffic problems in a city - write a paragraph about traffic problems			

Unit 7 - Traffic 81

ACTIVITY 1

Aim: To help Ss recognise traffic signs in their neighbourhood, and practise taking pictures or drawing them.

First, make sure Ss understand what to do. Ask Ss to work in groups to do the project. Ss are to find four traffic signs in their neighbourhood and take pictures of them. Ss may draw their own pictures and decorate them.

ACTIVITY 2

Aim: To help Ss practise making traffic signs (out of cardboard or other materials).

Ask each of the groups to make one of these traffic signs out of cardboard or other materials.

ACTIVITY 3

Aim: To help Ss practise giving a presentation to the class.

Ask Ss to bring their traffic signs to class. Have them take turns to tell the class about the signs they have made.

Example:

A: Well, this is 'School ahead' sign. It warns people about children crossing the road…

If time is limited, assign the project in earlier lessons. Make sure you guide Ss carefully and check their progress after each lesson. In the last lesson, ask Ss to present their traffic signs to the class.

NOW I CAN ...

- Ask Ss to complete the self-assessment.
- Identify any difficulties, weak areas, and provide further practice.

Unit 8 FILMS

Objectives:

By the end of this unit, students will be able to:

- use the words related to the topic *Films*;
- pronounce the sounds /ɪə/ and /eə/ correctly;
- use *although / though* to express contrasting ideas between two pieces of information in the same sentence;
- use *however* to contrast ideas in two sentences;
- accept and decline suggestions;
- read for specific information about a film review;
- talk about a film;
- listen for specific information about a film;
- write a paragraph about one's favourite film.


Unit 8 FILMS

THIS UNIT INCLUDES:

Vocabulary
- Types of films
- Adjectives describing films

Pronunciation
Sounds: /ɪə/ and /eə/

Grammar
Connectors: although / though and however

Skills
- Reading about a film review
- Talking about a film
- Listening about a film
- Writing a paragraph about one's favourite film

Everyday English
Accepting and declining suggestions

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

- Review the previous unit before Ss open their books. T may organise a short vocabulary game e.g. *Pass the ball* or *Slap the board*... to revise the words Ss learnt in *Unit 7*.
- Lead to the new unit. Write the unit title *Films* on the board. Elicit any information Ss know about films by asking types of film they know, the latest film they have seen, their favourite films and film stars. After Ss answer, ask them to open their books to page 82. Draw their attention to the **THIS UNIT INCLUDES** box and introduce what they are going to learn in *Unit 8*.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

LET'S GO TO THE CINEMA TONIGHT!

ACTIVITY 1


GETTING STARTED

Let's go to the cinema tonight!

1 Listen and read.

Mark: Let's go to the cinema tonight!

Mi: Good idea! What shall we see?

Mark: A Nightmare is on at Sao Mai Cinema tonight.

Mi: Is it a fantasy?

Mark: No, it's a horror film.

Mi: That's too scary for me. Look! An Old Pier is on at Town Cinema. It's a documentary.

Mark: I don't really like documentaries. They're often boring. What about Our Holiday?

Mi: What kind of film is it?

Mark: It's a comedy.

Mi: And who stars in it?

Mark: Kate Harrison and Lily Collins.

Mi: Um, they're pretty good. What's it about?

Mark: It's about two women living in different countries and they decide to exchange houses.

Mi: What are the reviews like?

Mark: Well, although a few people say it's a bit silly, most say it's funny and interesting.

...

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**

- Set the context for the listening and reading. Have Ss look at the pictures and guess where they come from. T can also ask Ss to share any recent experiences of going to see a film: *Have you ever gone to see a film with your brothers / sisters? When and where? What film did you see then? How did it make you feel?* Encourage Ss to give T their answers.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
- Invite some pairs of Ss to read the conversation aloud.

Audio script – Track 54:

Mark: Let's go to the cinema tonight!

Mi: Good idea! What shall we see?

Mark: *A Nightmare* is on at Sao Mai Cinema tonight.

Mi: Is it a fantasy?

Mark: No, it's a horror film.

Mi: That's too scary for me. Look! *An Old Pier* is on at Town Cinema. It's a documentary.

Mark: I don't really like documentaries. They're often boring. What about *Our Holiday*?

Mi: What kind of film is it?

Mark: It's a comedy.

Mi: And who stars in it?

Mark: Kate Harrison and Lily Collins.

Mi: Um, they're pretty good. What's it about?

Mark: It's about two women living in different countries and they decide to exchange houses.

Mi: What are the reviews like?

Mark: Well, although a few people say it's a bit silly, most say it's funny and interesting.

...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss deeply understand the text.

- Have Ss read the conversation in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies, if necessary (e.g. reading the questions and the options (A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then reading that part and answering the questions). Tell them to underline parts of the conversation that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.
- Tell them to compare their answers in pairs before they give the answers to T. Ask them to give evidence when they give the answers.

Key: **1.** B **2.** A **3.** A **4.** C

2 **Read the conversation again and choose the correct answer to each question.**

1. What does Mark suggest doing tonight?
   A. Watching a TV show.
   B. Watching a film.
   C. Staying at home.
2. Why doesn't Mark want to see *An Old Pier*?
   A. He doesn't like that type of film.
   B. It's not on at a convenient time.
   C. He saw it last week.
3. The word "**reviews**" in the conversation mostly means _____.
   A. people's opinions about a film
   B. interesting scenes in a film
   C. what people don't like about a film
4. What do people think of *Our Holiday*?
   A. Everyone likes it.
   B. No one likes it.
   C. Most people like it.

ACTIVITY 3

Aim: To teach Ss new vocabulary related to types of film.

- Have each student read the sentences and underline the words or phrases of film types he / she thinks are defined in each of the sentences. Then ask Ss to compare their answers with their partners.
- Ask some Ss to read out their answers or write them on the board. With weaker classes, ask for translation of the words / phrases to make sure they understand.
- Check answers as a class.

Key:

1. comedy **2.** fantasy **3.** documentary
4. science fiction film **5.** horror film

3 **Choose the correct word or phrase to complete each of the following sentences.**

1. A film that tries to make the audience laugh is a (comedy / documentary).
2. A film that is based only on imagination, not on real facts, is a (comedy / fantasy).
3. A film that shows real life events or stories is a (documentary / horror film).
4. A film that is set in the future, often about science, is a (cartoon / science fiction film).
5. A film in which strange and frightening things happen is a (horror film / comedy).

ACTIVITY 4

Aim: To teach Ss new vocabulary for describing films.

- First, have Ss work independently.
- Then ask them to share their answers with one or more partners. T can ask for translation of some of the adjectives in the list to check their understanding.
- Check answers as a class.
- With stronger classes, T may wish to ask Ss to make sentences with the adjectives they have learnt. If there is enough time, T can ask some Ss to write their sentences on the board. Other Ss and T comment.

Key:

1. frightening **2.** funny **3.** moving
4. boring **5.** interesting

4 **Complete the following sentences with the words in the box.**

funny boring
frightening moving
interesting

1. Going to the hospital can be _____ for a child.
2. The film was so _____ that the audience couldn't stop laughing.
3. Many people cried when they saw the _____ scenes of the film.
4. The film last night was so _____ that we fell asleep.
5. This book is _____. I got a lot of useful information from it.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To help Ss practise talking about their feelings about a type of film.

- First, demonstrate the activity to the class. Ask a strong student to help you.
- Then ask Ss to work in pairs.
- T may go round to help weaker Ss. Call on some pairs to perform in front of the class. Comment on their performance.

5 **Work in pairs. Ask and answer about a type of film. Use some of the adjectives in 4.**

Example:

A: Do you like documentaries?
B: No, I don't.
A: Why not?
B: I think they're boring.

WRAP-UP

Wrap up the lesson by asking one or two Ss to tell the class what they have learnt. Ask Ss to say aloud some words / phrases they remember from the lesson. If there is a projector in the classroom, show the conversation, highlight the key words related to the topic.

A CLOSER LOOK 1

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To revise what Ss learnt in the previous lesson.**

Game: Guessing your partner's favourite film.

- Ask Ss to work in pairs.
- Explain that they are going to guess their partner's film by interviewing each other about it. Remind Ss to use the questions and words / phrases they learnt in **GETTING STARTED**.

Example:

A: What kind of film is it?
B: It's a fantasy.
A: Who stars in it?
B: Daniel Radcliffe.
A: What's it about?
B: It's about a young wizard called Harry Potter.
A: Is it *Harry Potter and the Sorcerer's Stone?*
B: Yes!

Vocabulary

ACTIVITY 1

Aim: To teach Ss new adjectives for describing films.

- Have Ss match the adjectives in the left column with their meanings in the right column individually.

A CLOSER LOOK 1

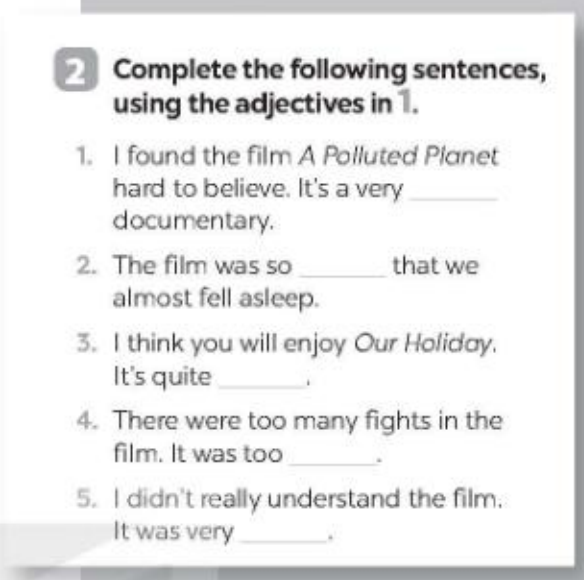
Vocabulary

1 **Match the following adjectives with their meanings.**

1. dull	a. difficult to understand, not clear
2. violent	b. not interesting or exciting
3. confusing	c. giving pleasure
4. shocking	d. containing lots of fighting and killing
5. enjoyable	e. very surprising and difficult to believe

- Then ask Ss to check their answers with their partners. T can ask for translation of some of the adjectives in the list to check their understanding.
- Check answers as a class.
- With stronger classes, T may wish to ask Ss to make sentences with the adjectives they have learnt. If there is enough time, T can ask some Ss to write their sentences on the board. Other Ss and T comment.

Key: **1.** b **2.** d **3.** a **4.** e **5.** c



2 **Complete the following sentences, using the adjectives in 1.**

1. I found the film *A Polluted Planet* hard to believe. It's a very _____ documentary.
2. The film was so _____ that we almost fell asleep.
3. I think you will enjoy *Our Holiday*. It's quite _____.
4. There were too many fights in the film. It was too _____.
5. I didn't really understand the film. It was very _____.

ACTIVITY 2

Aim: To develop Ss' knowledge of the adjectives for describing films in context.

- Ask Ss to do the exercise individually and then check with the whole class.
- When checking, ask Ss to refer to **1** to make the meanings of the adjectives clearer to them.

Key:

1. shocking **2.** dull **3.** enjoyable
4. violent **5.** confusing



3 **Work in pairs. Ask and answer questions about a film you saw recently.**

Example:

A: What film did you see recently?
B: *Skyfall.*
A: What do you think of it?
B: It's too violent.

ACTIVITY 3

Aim: To help Ss practise asking and answering about a film, using the adjectives they have learnt.

- Model this activity with a more able student. Then ask Ss to work in pairs.
- T may go round to help weaker Ss. Call on some pairs to perform in front of the class. Comment on their performance.

Pronunciation

/ɪə/ and /eə/

ACTIVITY 4

Aim: To teach Ss how to pronounce the sounds /ɪə/ and /eə/ and practise pronouncing these sounds correctly in single words.

- Model the sounds /ɪə/ and /eə/ first and let Ss see how the sounds are formed. Ask Ss to practise the /ɪə/ and /eə/ sounds together.
- Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary.



Pronunciation

/ɪə/ and /eə/

4 **Listen and repeat the words. Pay attention to the sounds /ɪə/ and /eə/.** 55

/ɪə/	/eə/
idea	nightmare
pier	their
really	share
fear	hair
ear	chair

– Call on some Ss to read out the words in the table in front of the class. Comment on their pronunciation of the sounds /ɪə/ and /eə/.

Audio script – Track 55:

/ɪə/	/eə/
id**ea**	nightm**are**
p**ier**	th**eir**
r**ea**lly	sh**are**
f**ea**r	h**air**
ear	ch**air**

ACTIVITY 5

Aim: To help Ss practise pronouncing the sounds /ɪə/ and /eə/ correctly in context.

– Play the recording and ask Ss to listen and repeat each sentence. Tell them to pay attention to the words with the sounds /ɪə/ and /eə/. Play the recording as many times as necessary.

5 **Listen and repeat, paying attention to the underlined words.** 56
Then practise the sentences.

1. Is there a cinema near here?
2. There's a chair under the stairs.
3. Put your earphones near here.
4. I don't care about your idea.
5. Our aeroplane is up there, in the air.

– Call on some Ss to read out the sentences in front of the class. Comment on each student's pronunciation of the sounds /ɪə/ and /eə/.

Audio script – Track 56:

1. Is there a cinema near here?
2. There's a chair under the stairs.
3. Put your earphones near here.
4. I don't care about your idea.
5. Our aeroplane is up there, in the air.

WRAP-UP

– Ask Ss to summarise what they have learnt in the lesson.

– Ask Ss to make sentences describing a film they saw lately, using the words and phrases they have learnt in the lesson.

A CLOSER LOOK 2

Grammar

Although / though* and *however

– Ask Ss to study the **Grammar** box. Draw Ss' attention to the meaning and use of *although / though* and *however* by analysing the explanation and examples in the **Grammar** box. Then ask strong Ss to give some more examples.

– For Activities **1**, **2** and **3**, tell Ss what they should do. Ask Ss to do the grammar exercises individually. Remind them to look back to the **Grammar** box and use a dictionary if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

ACTIVITY 1

Key:

1. Although / Though the questions were very difficult, he solved them easily.

He solved the questions easily although / though they were very difficult.

2. Although / Though he was a great actor, he never played a leading role in a film.

He never played a leading role in a film although / though he was a great actor.

3. Although / Though they spent a lot of money on the film, it wasn't a big success.

The film wasn't a big success although / though they spent a lot of money on it.

4. Although / Though the film was a comedy, I didn't find it funny at all.

I didn't find the film funny at all although / though it was a comedy.

5. Although / Though we played well, we couldn't win the match.

We couldn't win the match although / though we played well.

ACTIVITY 2

Key:

1. Though / Although **2.** However

3. although / though **4.** However

5. although / though

A CLOSER LOOK 2

Grammar

Although / though

We use *although / though* before a clause to connect two contrasting ideas in the same sentence.

Example:

Although / Though John Peters is an amateur actor, he gave a great performance in his latest film.

John Peters gave a great performance in his latest film **although / though** he is an amateur actor.

However

We use *however* to contrast ideas in two sentences. We normally use a comma after it.

Example:

John Peters is an amateur actor. **However**, he gave a great performance in his latest film.

1 **Combine the two sentences, using *although / though*.**

Example:

She watched the film twice.
She didn't understand the film.

→ Although / Though she watched the film twice, she didn't understand it.

→ She didn't understand the film although / though she watched it twice.

1. The questions were very difficult. He solved them easily.
2. He was a great actor. He never played a leading role in a film.
3. They spent a lot of money on the film. The film wasn't a big success.
4. The film was a comedy. I didn't find it funny at all.
5. We played well. We couldn't win the match.

2 **Complete the sentences, using *although / though* or *however*.**

1. _____ the acting in the film was good, I didn't like its story.
2. I felt really tired. _____, I went to see the film.
3. I really enjoyed the new film _____ most of my friends didn't like it.
4. He studied hard for the exam. _____, he failed it.
5. Mai speaks English very well _____ her native language is Vietnamese.

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ACTIVITY 3

The answers may vary.

Suggested answers:

1. … my friends said it was a very interesting film.

2. … he didn't go for a walk this morning as usual.

3. … they didn't go to see it.

4. … they didn't stop their outdoor activities.

5. … the acting was excellent.

3 **Use your own ideas to complete the following sentences. Then compare your sentences with a partner's.**

1. I don't really like the film though _____.
2. He felt very well. However, _____.
3. The film was a great success. However, _____.
4. Although it rained all day, _____.
5. The music in the film was terrible. However, _____.

ACTIVITY 4

Aim: To help Ss revise and distinguish the uses of *although / though* and *however* with those of the connectors *because, so*, and *but*.

- First, help Ss revise the uses of the connectors *because, so*, and *but*.
- Then ask Ss to do the exercise individually.
- Have Ss compare their answers in pairs before checking with the whole class.

Key: **1.** A **2.** C **3.** A **4.** C **5.** A

4 **Choose the correct answer A, B, or C to complete each sentence.**

1. Mary overslept this morning _____ she went to bed early last night.
   A. although B. because
   C. so
2. _____ the sun is shining, it isn't very warm.
   A. Because B. However
   C. Though
3. I don't like running, _____ I like swimming.
   A. but B. so
   C. however
4. _____ the film was exciting, Jim fell asleep in the cinema.
   A. However B. Because
   C. Although
5. The story of the film is silly. _____, many people still enjoyed it.
   A. However B. Though
   C. But

ACTIVITY 5

Aim: To give Ss further practice in using *although / though* in context.

- First, ask Ss to read the instructions. Use the example to make clear to Ss what they are supposed to do: Write a story beginning with the given clause. They have to use the second part of the previous sentence with *although / though* as the first part of the next sentence.
- Then have Ss work in groups. Set a time limit for Ss to finish their story.
- When time is up, ask a member from each group to read out their story for the whole class to check. The team with the longest story wins the game.

5 **GAME** **Chain story**

Work in groups. Develop a story using *although / though*.

Although it rained yesterday, ...

Example:

A: Although it rained yesterday, we went shopping.

B: Although / Though we went shopping, we didn't buy anything.

C: ...

WRAP-UP

- Summarise the main points of the lesson.
- Ask Ss to make sentences using *although / though* and *however*.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

COMMUNICATION

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To revise what Ss learnt in the previous lesson.**

Although / though* and *however

- Write these sentences on the board.

  An is small, but he's healthy.

  ***Although** / **Though** An is small, he's healthy.*

  *An is small. **However**, he's healthy.*

- Remind Ss of the use of *although / though* and *however*. Then, ask them to work in pairs, changing these sentences in the same way.

  1. *It's raining, but it's not cold.*

  2. *It's expensive, but it's useless.*

  3. *My grandmother is old, but she's active.*

- If there is enough time, T may ask Ss to think of five similar sentences that are true for themselves and tell the partner.

Everyday English

Accepting and declining suggestions

Tell Ss that they are going to learn how to accept and decline suggestions. Ask Ss if they know any expressions for accepting and declining suggestions.

ACTIVITY 1

Aim: To introduce the ways to accept and decline suggestions.

- Play the recording for Ss to listen to and read the two conversations at the same time. Ask Ss to pay attention to the highlighted sentences.
- Elicit the expressions for accepting and declining suggestions from Ss. Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class.

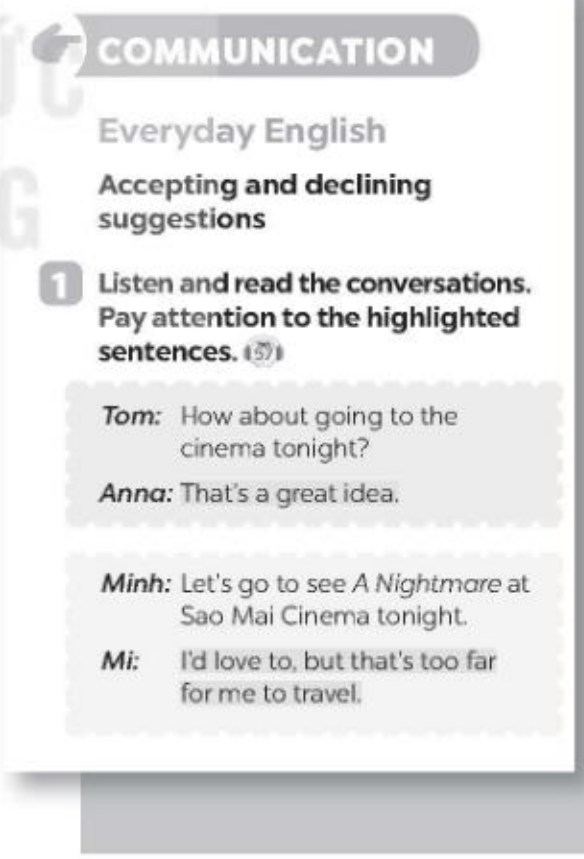
Audio script – Track 57:

Tom: How about going to the cinema tonight?

Anna: That's a great idea.

Minh: Let's go to see *A Nightmare* at Sao Mai Cinema tonight.

Mi: I'd love to, but that's too far for me to travel.


COMMUNICATION

Everyday English

Accepting and declining suggestions

1 Listen and read the conversations. Pay attention to the highlighted sentences. 57

Tom: How about going to the cinema tonight?

Anna: That's a great idea.

Minh: Let's go to see *A Nightmare* at Sao Mai Cinema tonight.

Mi: I'd love to, but that's too far for me to travel.

ACTIVITY 2

Aim: To help Ss practise accepting and declining suggestions.

- Ask Ss to work in pairs to make similar conversations, using the structures for accepting and declining suggestions in the three given situations.
- Move around to observe and provide help. Call on some pairs to perform in front of the class. Comment on their performance.

2 **Work in pairs. Make similar conversations with the following situations.**

- Student A suggests going to the cinema and student B accepts.
- Student A suggests going for a picnic but student B declines.
- Student A suggests playing badminton after school and student B accepts.

A survey about films

ACTIVITY 3

Aims:

- **To teach Ss the questions they can ask their classmates to do a survey about their favourite films;**
- **To help Ss revise vocabulary related to the topic.**

- First, play the recording and ask Ss to listen only. Then play the recording again and allow Ss to write down the answers as they listen.
- Ask Ss to share their answers in pairs, before playing the recording a final time to allow the pairs to check their answers.
- Confirm the correct answers.

Key:

1. best **2.** comedies **3.** favourite

4. stars **5.** funny

Audio script – Track 58:

Tom: Hi Lan. I'm doing a survey about films. Can I ask you some questions?

Lan: Sure. Go ahead.

Tom: What kind of films do you like best?

Lan: I love comedies.

Tom: What's the name of your favourite comedy?

Lan: It's *Dr Johnny*.

Tom: Who stars in it?

Lan: Bill Harris.

Tom: What do you think of it?

Lan: It's very funny.

Tom: Thank you.

A survey about films

3 **Listen to the conversation and fill in the blanks with the words you hear.** 58

Tom: Hi Lan. I'm doing a survey about films. Can I ask you some questions?

Lan: Sure. Go ahead.

Tom: What kind of films do you like (1) _____?

Lan: I love (2) _____.

Tom: What's the name of your (3) _____ comedy?

Lan: It's *Dr Johnny*.

Tom: Who (4) _____ in it?

Lan: Bill Harris.

Tom: What do you think of it?

Lan: It's very (5) _____.

Tom: Thank you.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 4

Aims:

- **To help Ss practise doing a survey about their classmates' favourite films;**
- **To help Ss get information for a report on their classmates' favourite films.**

- Ask Ss to work in groups and ask their group members about their favourite films. Remind them to write the names of the people they interview and note the answers in the table.
- Have Ss make notes of their survey results, using the suggestions in the Student's Book. When they have finished the survey, T may have Ss practise reporting the results of their surveys in pairs or in groups.

ACTIVITY 5

Aim: To help Ss practise reporting the results of their surveys.

Choose some Ss to report the results of their surveys in front of the whole class. After each student has finished his / her report, invite some comments from other Ss. Then comment and correct any common errors.

WRAP-UP

Have Ss say what they have learnt in the lesson.

SKILLS 1

Reading

ACTIVITY 1

Aim: To help Ss understand and activate their knowledge of the topic.

- Ask Ss to work in pairs and discuss questions about a type of film: fantasies.
- Ask some Ss to say their answers in front of the class. T may ask some other questions about what fantasies they have seen lately.

ACTIVITY 2

Aims:

- **To get Ss acquainted with a reading skill: Predicting the meaning of new vocabulary using context;**
- **To help Ss understand new vocabulary in the reading text.**

- Ask Ss to scan the passage to find where the words *series, wizard, must-see* and *gripping* are in the passage. T may help Ss use the

4 **Work in groups. Do a survey about your group members' favourite films.**

Member's name	Lan	
Name of the film	*Dr Johnny*	
Type of film	Comedy	
Main actor(s)/ actress(es)	Bill Harris	
Reviews	very funny	

5 **Report your results to the class.**

Example:

In our survey we interviewed three members: Lan, ... and ...
Lan likes comedies best.
Her favourite comedy is ...

SKILLS 1

Reading

1 **Work in pairs. Discuss the following questions.**

Do you like fantasies?
Why or why not?

2 **Read the film review of *Harry Potter and the Sorcerer's Stone* on Mark's blog. Match the words with their meanings.**

Mon, Apr 20th

Harry Potter and the Sorcerer's Stone is a fantasy. Its director is Chris Columbus. It is the first of the Harry Potter film **series**.
Daniel Radcliffe is one of the stars in the film.

The film tells the story of Harry Potter. He's a powerful **wizard**. He is a student at a school for wizards and learns about himself, his family, and the bad things happening around him.

The film received a lot of good reviews. People say it's a **must-see** for teens. I agree because the story is **gripping** and the acting is excellent. The music is also amazing.

Although *Harry Potter and the Sorcerer's Stone* is a little frightening at times, it is very interesting and full of action. Go and see it if you can.

Posted by Mark at 5.30 p.m.

Words	Meanings
1. series	a. something that is so good that you think others should see it
2. wizard	b. related films that tell stories about the same characters
3. must-see	c. very exciting or interesting
4. gripping	d. a man who has magical powers

context of the passage to work out the meanings of these words. Ask them to match the words (1 - 4) with their meanings (a - d) individually.

– Check the answers as a class. Confirm the correct answers. If it is a weak class, T may ask for translation to check their understanding.

Key: **1.** b **2.** d **3.** a **4.** c

ACTIVITY 3

Aim: To help Ss develop their reading skill for specific information (scanning).

– Have Ss read the text in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the key words in the questions, locating the key words in the text, and then reading that part and answering the questions). Tell them to underline parts of the passage that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.

– Tell them to compare their answers in pairs before they give the answers with evidence to T.

Key:

1. It is a fantasy.

2. He is one of the stars in the film.

3. It is about Harry Potter, a powerful wizard. 'He learns about himself, his family and the bad things happening around him.'

4. They say it is a must-see for teens.

3 **Read Mark's blog again and answer the questions.**

1. What kind of film is *Harry Potter and the Sorcerer's Stone*?
2. Who is Daniel Radcliffe?
3. What is the film about?
4. What do people say about the film?

Speaking

ACTIVITY 4

Aim: To provide an opportunity for Ss to practise asking and answering about a film, using the information in the table.

– First, ask Ss to read the information table about the film *Kungfu Boy*. T can help them with the new vocabulary.

– Then ask Ss to work in pairs, asking and answering questions about the film *Kungfu Boy*.

– T can go around to help Ss. After finishing, T calls on some pairs to practise in front of the class.

Speaking

4 **Look at the table. Work in pairs. Ask and answer questions about the film *Kungfu Boy*.**

Film's name	*Kungfu Boy*
Director	John Stevenson
Type of film	Comedy
Main actor / actress	Bruce Wane
Main content	About a very big boy who saves his town and becomes a hero
Reviews	Funny and interesting
Time	4.30 p.m. and 8.30 p.m. daily
Place	Ngoc Khanh Cinema

Example:

A: How about seeing a film this evening?

B: That's a great idea. What film shall we see?

A: *Kungfu Boy.*

B: What kind of film is it?

...

ACTIVITY 5

Aim: To provide an opportunity for Ss to practise talking about a film, using the information in the table.


5 **Work in groups. Take turns to talk about the film *Kungfu Boy*.**

Example:

Kungfu Boy is on at ... at ... p.m.
It's a(n) ... about ...

- T may ask a strong student to model this activity in front of the class. T may ask Ss to make notes of what they are going to say.
- Then have Ss work in groups while T circulates and monitors. If there is enough time, call on some Ss to talk before the whole class, then invite some positive comments from other Ss.

Extension:

Aim: To provide another opportunity for Ss to practise asking and answering about a film.

Game: Hot seating

- First, remind Ss of the words or phrases about films. T may refer to the words / phrases that they can use to talk about films in the previous lessons.
- Ask Ss to work in groups. Each group chooses one student to be in the hot seat, playing the role of a character in any of the films. The other members brainstorm the questions they would like to ask (e.g. *Can you describe the film in three words? Why should we watch the film? ...).* Then, they in turn interview the student in the hot seat.

WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two skills. If there is enough time, have Ss draw a mind map to summarise the main points of the lesson.

SKILLS 2

Listening

ACTIVITY 1

Aim: To help Ss understand and activate their knowledge of the topic.


SKILLS 2

Listening

1 **Work in pairs. Discuss the following question.**

What do you like / dislike about a comedy?

- Ask Ss to work in pairs and discuss the question about what they like or dislike about a comedy.
- Then ask some Ss to say their answers in front of the class.

ACTIVITY 2

Aims:

- **To help Ss have the ideas of what the conversation is about;**
- **To help Ss develop their skill of listening for specific information.**


2 **Mark and Hoa are talking about the film *Naughty Twins*. Listen to their conversation. Who stars in the film?** 59

- Play the recording and ask Ss to identify the names of the film stars they hear from the conversation. Then ask two or three Ss to write their answers on the board.

– Play the recording again for Ss to check the answers. If time is limited, T may only play the conversation once. T may pause at the sentences that include the names of the film stars.
– Confirm the correct answers.

Key: Linda Brown and Susan Smith

3 **Listen to the conversation again. Choose the best answer to each question below.** 60

1. *Naughty Twins* is a _____.
   A. comedy
   B. science fiction film
   C. horror film
2. The main characters are _____.
   A. old classmates
   B. twin brothers
   C. twin sisters
3. Where do the twins meet each other for the first time?
   A. At a summer camp.
   B. At a summer school.
   C. At a hospital.
4. People say *Naughty Twins* is a film that _____.
   A. young people should see
   B. young people shouldn't see
   C. is shocking

ACTIVITY 3

Aim: To help Ss develop their skill of listening for specific information.

– Have Ss look at the questions in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the questions, underlining the key words in the questions and the options (A, B, and C), listening to the text paying attention to the key words, deciding what options to choose).
– Play the recording twice for Ss to answer the questions. For stronger classes, ask Ss to take notes of the information to explain why they choose the answers.
– Have Ss share their answers in pairs. Invite some pairs to answer and confirm the correct ones. Play the recording again if needed, stopping at the places where Ss find difficult. For stronger classes, ask Ss to explain their answer choices.

Key: **1.** A **2.** C **3.** A **4.** A

Audio script – Tracks 59 + 60:

Hoa: Mark, what film did you see last week?

Mark: *Naughty Twins*. It's a comedy and its director is Nancy Simon.

Hoa: I like Simon's films. Who stars in it?

Mark: Linda Brown and Susan Smith.

Hoa: They're well-known actresses. What is it about?

Mark: It's about two naughty girls. Although they are twins, they don't grow up together after their parents' marriage ends.

Hoa: What happens next?

Mark: The twins meet each other for the first time at a summer camp. They make a plan to bring their parents back together. And then many funny things happen.

Hoa: Did it receive good reviews?

Mark: Yes, most people say it's a must-see for young people because it's funny and moving. The acting and music are excellent, too. …

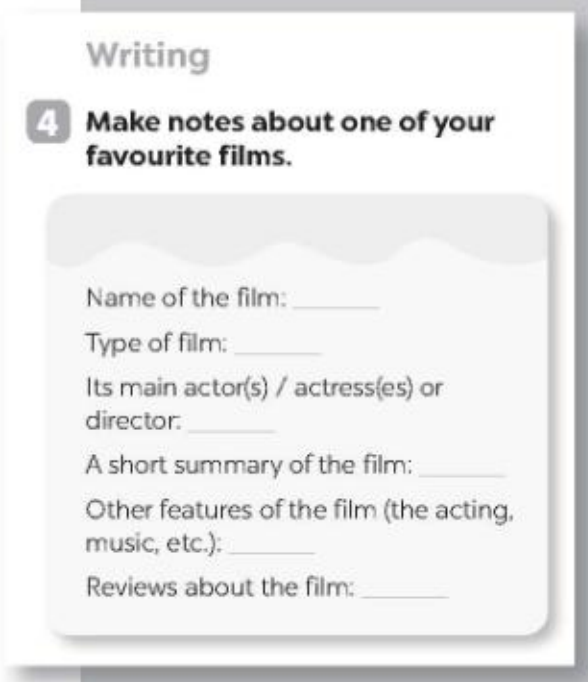
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Writing

ACTIVITY 4

Aim: To help Ss prepare ideas for their writing.

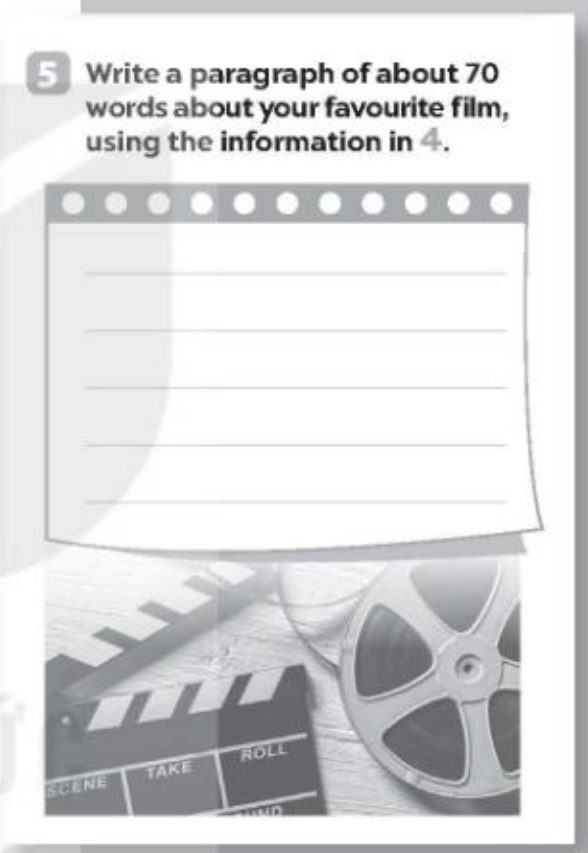
- Ask Ss to make notes about one of their favourite films. Remind them that they do not have to write full sentences and they can use abbreviations.
- Then ask Ss to share their notes with their partners. T may read out the notes from some more able Ss to the whole class.



ACTIVITY 5

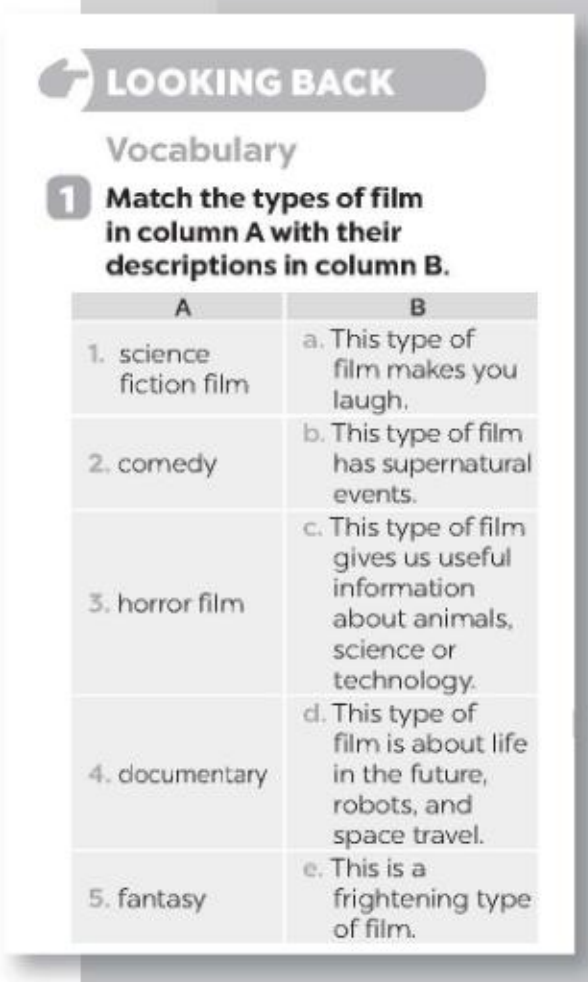
Aim: To help Ss practise writing a paragraph about their favourite films.

- Set up the writing activity: T reminds Ss to always think about what they are going to write. Ss can use the ideas they have prepared in **4**. T asks Ss to brainstorm the ideas and necessary language for the writing. T may ask Ss to refer back to the reading for useful language and ideas and write some useful expressions and language on the board.
- Ask Ss to write the first draft individually. Next ask Ss to work in pairs doing peer corrections. Then have them write their final version. T may display all or some of the Ss' writing on the wall / notice board. T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home.



LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to record their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.



Vocabulary

ACTIVITIES 1 + 2 + 3

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

For activities **1**, **2** and **3**, have Ss do these activities individually then compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class.

ACTIVITY 1

Key: **1.** d **2.** a **3.** e **4.** c **5.** b

ACTIVITY 2

The answers may vary.

Suggested answers:

- comedy: *You've Got Mail*
- documentary: *Pirates of Southeast Asia*
- fantasy: *Harry Potter and the Prisoner of Azkaban*
- horror film: *The Chainsaw Massacre at Halloween*
- science fiction film: *Planet of the Jellyfish*

2 **Give an example for every film type in the box.**

comedy documentary
fantasy horror film
science fiction film

Example: a comedy: *Mr Bean*

ACTIVITY 3

Key:

1. C **2.** B **3.** C
4. A **5.** B **6.** A

3 **Choose the correct answer A, B, or C to complete each sentence.**

1. The film was long and _____. Many people went home before it ended.
   A. funny B. shocking
   C. dull
2. The film is too _____ with a lot of fighting and killing scenes.
   A. funny B. violent
   C. interesting
3. A _____ story often makes us feel afraid.
   A. moving B. interesting
   C. frightening
4. The news was _____. I couldn't believe it.
   A. shocking B. funny
   C. confusing
5. _____ films often make us cry.
   A. Amusing B. Moving
   C. Funny
6. The road signs were _____ and we soon got lost.
   A. confusing B. shocking
   C. interesting

Grammar

ACTIVITY 4

Aim: To help Ss revise the use of *although / though* and *however*.

- Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.
- Remind Ss to keep a record of their original answers so that they can use that information in the **Now I can ...** statements.

Key: **1.** d **2.** e **3.** a **4.** b **5.** c

Grammar

4 **Match the sentences or sentence halves in columns A and B.**

A	B
1. Although he arrived late,	a. people still buy them.
2. The film received good reviews.	b. However, the number of people going to cinemas is increasing.
3. Though popcorn and other snacks in the cinema are very expensive,	c. I don't want to stay home tonight.
4. Cinema tickets are expensive.	d. he left the cinema early.
5. Although I don't really like to go to the cinema,	e. However, only a few people saw it.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT

T should assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to organise their posters into an exhibition.


PROJECT

YOUR FAVOURITE FILM

Work in groups.

1 Choose one of your favourite films and design a poster for it, including:

name of the film
type of film
its director and main actors / actresses
a short summary
your overall opinion about the film
the showtime and cinema
pictures or photos to illustrate the film

2 Organise them into an exhibition.

3 Vote for the best poster.

Now I can ...	✓	✓✓	✓✓✓
- use the words to describe types of films.			
- pronounce the sounds /ɪə/ and /eə/ correctly.			
- use connectors although / though and however.			
- accept and decline suggestions.			
- read about a film review.			
- talk about a film.			
- listen about a film.			
- write a paragraph about on es favourite film.			

Unit 8 - Films 89

ACTIVITY 1

Aim: To help Ss make their posters for the films they have chosen.

Ask Ss to work in groups, discussing what film they will design a poster for and decide what information they should write about it and what pictures or photos they should use to illustrate it.

ACTIVITY 2

Aim: To help Ss practise what they have learnt in *Unit 8* through organising a film poster exhibition.

Ask Ss to display all the posters on the wall or notice board and ask each group to present their poster to the whole class.

ACTIVITY 3

Aim: To help Ss practise what they have learnt in *Unit 8* through the whole class's vote for the best film.

First, invite the comments from some members of the other groups about the posters. Then have the whole class vote for the best poster.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

NOW I CAN ...

- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

Unit 9 FESTIVALS AROUND THE WORLD

Objectives:

By the end of this unit, students will be able to:

- use the words related to types of festivals and festival activities;
- pronounce two-syllable words with correct stress;
- use *Yes / No* questions;
- express disappointment;
- read for specific information about an unusual festival;
- talk about a festival that someone joined;
- listen for specific information about a festival;
- write an email to describe a festival.


Unit 9 FESTIVALS AROUND THE WORLD

THIS UNIT INCLUDES:

Vocabulary
- Types of festivals
- Festival activities

Pronunciation
Stress in two-syllable words

Grammar
Yes / No questions

Skills
- Reading about an unusual festival
- Talking about a festival that someone joined
- Listening about a festival
- Writing an email to describe a festival

Everyday English
Expressing disappointment

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

- Review the previous unit before Ss open their books by asking them to name all words they remember from the previous unit.
- Write the unit title on the board *Festivals around the World*. Ask Ss what *festival* means to them.
- Explain that a festival is a series of public events connected with a particular activity or idea.
- Ask them to call out the festivals they know, both in Viet Nam and in the world.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

A TULIP FESTIVAL

ACTIVITY 1


GETTING STARTED

A Tulip Festival

1 Listen and read.

Mark and Trang: Good afternoon, Ms Hoa.

Ms Hoa: Oh, hi. Come in.

Trang: Wow! This is a nice cozy room, Ms Hoa. I like the photos on the wall. I can see you among all those tulips. Where did you take the photos?

Ms Hoa: I took them at the Tulip Festival in Australia last September.

Mark: Really? I went to a tulip festival two years ago but it was in the Netherlands. It was the Dutch Tulip Festival.

Trang: What did you do at the festival, Ms Hoa?

Ms Hoa: I watched Dutch folk dances. The dancers wore traditional costumes. I also got a chance to try some delicious Dutch food and drinks. What about you, Mark?

Mark: I watched folk dances too, but there wasn't any food or drinks. I also saw beautiful tulip floats at a parade.

Trang: Do they hold the festival every year in Australia?

Ms Hoa: Yes, they do.

55 Tiếng Anh 7

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**

- Have Ss keep their books closed. Write *A Tulip Festival* on the board and ask Ss to guess the content of the lesson. After Ss guess, have them open their books and read the conversation quickly to check their ideas.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
- Invite some pairs of Ss to read the conversation aloud.
- Have Ss say the words in the text that they think are related to the topic of the unit. Quickly write the words on one part of the board. Comment on Ss' answers.

Audio script – Track 61:

Mark and Trang: Good afternoon, Ms Hoa.

Ms Hoa: Oh, hi. Come in.

Trang: Wow! This is a nice cozy room, Ms Hoa. I like the photos on the wall. I can see you among all those tulips. Where did you take the photos?

Ms Hoa: I took them at the Tulip Festival in Australia last September.

Mark: Really? I went to a tulip festival two years ago but it was in the Netherlands. It was the Dutch Tulip Festival.

Trang: What did you do at the festival, Ms Hoa?

Ms Hoa: I watched Dutch folk dances. The dancers wore traditional costumes. I also got a chance to try some delicious Dutch food and drinks. What about you, Mark?

Mark: I watched folk dances too, but there wasn't any food or drinks. I also saw beautiful tulip floats at a parade.

Trang: Do they hold the festival every year in Australia?

Ms Hoa: Yes, they do.

ACTIVITY 2


2 Read the conversation again. Who did the following activities? Tick (✓) the correct column. Sometimes you need to tick both.

	Ms Hoa	Mark
1. went to the Tulip Festival in Australia		
2. went to the Tulip Festival in the Netherlands		
3. tried Dutch food and drinks		
4. watched traditional Dutch dancing		
5. saw tulip floats		

Aim: To help Ss understand the text.

- First, ask Ss to read the activities and tick the correct column without reading the conversation again. Allow them to share answers with a partner before discussing as a class. Ss may read the conversation again to confirm their answers before giving T the answers.

- Elicit the answers from Ss.
- Write the correct answers on the board.

Key:

	Ms Hoa	Mark
1. went to the Tulip Festival in Australia	✓	
2. went to the Tulip Festival in the Netherlands		✓
3. tried Dutch food and drinks	✓	
4. watched traditional Dutch dancing	✓	✓
5. saw tulip floats		✓

ACTIVITY 3

Aim: To introduce some vocabulary items related to festivals.

- Ask Ss to look at the pictures and say what they can see.
- Have Ss work individually to write the words / phrases from the box under the correct pictures. Have them compare their answers with a partner. Ask for Ss' answers.
- Confirm the correct answers.
- Have some Ss practise saying the words / phrases.

Key:

1. parade **2.** costumes **3.** feast

4. float **5.** fireworks display **6.** folk dance



3 Write a word or phrase from the box under each picture.

costumes — fireworks display
feast — parade
float — folk dance

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____

ACTIVITY 4

Aim: To help Ss practise the words and phrases in 3.

- Have Ss work in pairs and do the exercise. Remind them to change the form of each word or phrase if needed.
- Invite some Ss to share their answers. Write their answers on the board and confirm the correct ones.

Key:

1. folk dances **2.** fireworks display **3.** feast

4. parades **5.** float / floats; costumes



4 Fill in each blank with a word or phrase from 3. You may have to change the form of the word or phrase.

1. The dancers performed _____ at the Tulip Festival.
2. On New Year's Eve, we went to Hoan Kiem Lake to watch the _____.
3. For Tet, we usually prepare a _____ with special food.
4. People hold flower _____ in several countries to welcome the new season.
5. The _____ carried the dancers in special _____.

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ACTIVITY 5

Aim: To check Ss' knowledge of some familiar festivals.

- Have Ss do the quiz in groups. The first group to come up with all correct answers wins. Invite the winning group to share their answers.
- Ask them if they know any other things about these activities.

Key: **1.** e **2.** a **3.** d **4.** c **5.** b



5 QUIZ **What festival is it?**

Match each description with a festival.

1. At this festival, people eat moon cakes.	a. La Tomatina
2. At this festival, people throw tomatoes.	b. Cheese rolling
3. People eat *banh chung* at this festival.	c. Christmas
4. People decorate pine trees and give each other gifts.	d. Tet
5. People chase after a wheel of cheese.	e. Mid-Autumn Festival

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a projector in the classroom, then T should show the conversation and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue *Yes / No* questions and two-syllable words and tells Ss that they will learn these language points in the following lessons.

A CLOSER LOOK 1

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

Put Ss in small groups. Have Ss discuss what they know about the festivals they learnt in the previous lesson (Christmas, Mid-Autumn Festival, Cheese rolling, La Tomatina, and Tet). Have some Ss share their answers. Lead to this lesson which focuses on types of festivals, festival activities and stress in two-syllable words. Quickly write the objectives of the lesson on one corner of the board and introduce them to Ss.



A CLOSER LOOK 1

Vocabulary

1 **Write under each picture a festival name from the box.**

Cannes Film Festival Christmas
Mid-Autumn Festival Halloween
Thanksgiving Easter

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Vocabulary

ACTIVITY 1

Aim: To present some types of festivals.

- Have Ss look at the pictures and ask them if they know the names of the festivals.

- Then have Ss read the names of the festivals and match them with the suitable pictures.
- Have Ss work in pairs to compare their answers before they give T the answers.
- Ask Ss to explain their answers. Check and confirm the correct answers.

Key:

1. Halloween **2.** Christmas **3.** Mid-Autumn Festival

4. Cannes Film Festival **5.** Easter **6.** Thanksgiving

Notes for teachers:

- Halloween: This festival is now celebrated in many countries around the world on October 31st. Its traditions came from 16th-century Ireland, Scotland and England. At Halloween, people carve faces into pumpkins to scare ghosts and other spirits. These carved pumpkins are called Jack-o'-lanterns because of a story about a man named Jack. He played a trick on the devil and then had to walk the earth for ever as punishment. On this day, children wear costumes of ghosts, princesses, heroes, etc. and join in Halloween parties. They also go around the neighbourhood, knock on people's doors, say 'trick or treat' to ask for sweets.
- Christmas: It is the biggest festival celebrated by Christians around the world. Celebrated on December 25th, this festival commemorates the birth of Jesus Christ. It is common for families to put up Christmas trees and decorate them beautifully. People send Christmas cards to friends, family, colleagues, classmates, and neighbours. Presents are usually given to close friends and family. Before Christmas, children write to Santa Claus to tell him about their good deeds for the year and what presents they would like to receive. They believe that he will enter their house via the chimney and give them presents.
- Easter: For Christians, Easter celebrates the resurrection of Jesus Christ. It is not on the same date each year. It happens on the first Sunday after the first full moon of spring. At Easter time, school children and students have about a two-week holiday. It is a spring festival of new life and rebirth, so there are many symbols of new life such as eggs, chicks and rabbits. Children usually paint eggs and join in an 'egg hunt'. Chocolate eggs are popular gifts for children. The Easter Bunny is another symbol of Easter.
- Cannes Film Festival: It is one of the most famous film festivals and is held annually in Cannes, France. It was first held in 1946. Cannes is a busy tourist city in France, but in May everything stops for the festival. People take the festival very seriously. Film directors, stars, and critics all come to the festival. A panel of judges watches the new films to award prizes for the best ones. The biggest prize is the Palme d'Or, which is given to the best film.

ACTIVITY 2

Aim: To present some festival activities.

- Tell Ss that people celebrate festivals with different food and activities.
- Have Ss do this activity individually. Ask Ss to look at the food and activities given in the box and decide which food / activity can go with each of the four festivals.
- Let them share their answers in pairs.
- Invite some Ss to give the answers. Write the correct answers on the board.

2 Complete the table below with the phrases from the box.

having a feast	chocolate eggs
turkey	carving pumpkins
moon cakes	candy apples
painting eggs	performing a lion dance

Festival	Food	Activity
Easter		
Halloween		
Mid-Autumn Festival		
Thanksgiving		

Key:

Festival	Food	Activity
Easter	chocolate eggs	painting eggs
Halloween	candy apples	carving pumpkins
Mid-Autumn Festival	moon cakes	performing a lion dance
Thanksgiving	turkey	having a feast

– If there is time, ask Ss to share any other activities related to these festivals.

ACTIVITY 3

Aim: To give Ss further practice with words / phrases related to festivals and festival activities.

– Ask Ss to work in pairs to complete the sentences with the given words or phrases.

– Invite Ss to share their answers. Confirm the correct answers.



3 **Fill in each blank with a word or phrase from the box.**

painting eggs | Christmas
Mid-Autumn Festival | candy apples
Cannes Film Festival | turkey

1. At _____, people give gifts to each other.
2. My children love _____ at Easter.
3. How many _____ do you need for the Halloween party?
4. At the _____, there are many interesting films.
5. Performing lion dances is one of the activities at the _____.
6. Bill's mum is cooking a _____ for Thanksgiving.

Key:

1. Christmas **2.** painting eggs **3.** candy apples

4. Cannes Film Festival **5.** Mid-Autumn Festival **6.** turkey

Pronunciation

Stress in two-syllable words

ACTIVITY 4

Aims:

– **To help Ss identify how to pronounce two-syllable words with correct stress;**

– **To help Ss practise pronouncing these words with correct stress.**



Pronunciation

Stress in two-syllable words

4 **Listen and repeat. Then underline the stressed syllable in each word.** 623

Nouns and Adjectives	Verbs
costume	enjoy
fireworks	decide
turkey	discuss
happy	prepare

– It is necessary to help Ss understand what a syllable is. Explain to them that a syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word. Give some examples of one-, two- and three-syllable words.

– Tell them that in this lesson, they just focus on two-syllable words and their common stress pattern. Have Ss name some more two-syllable words.

– Have some Ss read out the words in the table in the Student's Book first. Then play the recording for them to listen and repeat the words they hear.

– Play the recording again for them to underline the stressed syllable in each word.

– Invite Ss to share their answers. Write the correct answers on the board.

– Ask Ss if they recognise any rules related to stress in two-syllable words. Share with them the most common rules:

Type of word	General rule	Exceptions
most nouns and adjectives	stress on the first syllable *e.g. 'country*	*a'sleep* *a'broad* *ma'chine*
most verbs	stress on the second syllable *e.g. re'ceive*	*'copy* *'differ* *'happen* (two-syllable verbs ending in -er / -en)

– Invite some Ss to give examples of some two-syllable words and where the stress is in each word.

Key + Audio script – Track 62:

Nouns and Adjectives	Verbs
costume	enjoy
fireworks	decide
turkey	discuss
happy	prepare

ACTIVITY 5

Aim: To help Ss pronounce two-syllable words with correct stress in sentences.

– Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the bold words and underline the stressed syllables.

– Invite some Ss to share their answers. Confirm the correct ones.

– Play the recording again for Ss to repeat the sentences.

– Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation.

5 **Listen and repeat the sentences. Underline the stressed syllables in the bold words.** 65

1. We're going to **attend** an Easter **party** at Nick's house.
2. The **dancers** will **perform** traditional dances at the festival.
3. At **Christmas**, people usually buy **presents** for their family.
4. Did you go to the Da Lat **Flower** Festival with your **parents**?
5. My aunt is **clever** and **patient**.

Key + Audio script – Track 63:

1. We're going to **attend** an Easter **party** at Nick's house.
2. The **dancers** will **perform** traditional dances at the festival.
3. At **Christmas**, people usually buy **presents** for their family.
4. Did you go to the Da Lat **Flower** Festival with your **parents**?
5. My aunt is **clever** and **patient**.

WRAP-UP

– Ask Ss to summarise what they have learnt in the lesson.

– Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

A CLOSER LOOK 2

Grammar

Yes / No questions

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Ask Ss some questions: *Did you go to bed late yesterday? Did you get up early today? Are you tired now?* Write these on the board.
- Invite some Ss to answer the questions. Lead to the lesson.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

Review / Teach *Yes / No* questions.

- Ask Ss to share the definition of a *Yes / No* question. Point out the three questions T has just written on the board. Explain why they are *Yes / No* questions. Ask Ss to make their own examples. Write their examples on the board.
- Have Ss read the **Grammar** box in the book. Draw their attention to the examples on the board. Underline the first word in each question and ask them if this word is *be, do, have* or a modal verb.
- Draw Ss' attention to the examples in the box. Ask them if the first word in each question is *be, do, have* or a modal verb.
- Invite one student to repeat the definition of a *Yes / No* question. Ask them to read the special case in which *be* is a main verb.
- Have them do the activities in the book.

A CLOSER LOOK 2

Grammar

***Yes / No* questions**

- These questions need either a *Yes* or *No* answer.
- We form a *Yes / No* question with an auxiliary verb (*be, do* or *have*) or with a modal verb. We put the auxiliary verb or modal verb before the subject.

Example:

- **Are** you eating moon cakes?
  Yes, I am.
- **Did** they eat moon cakes at the festival last year?
  No, they didn't.
- **Can** he eat all these moon cakes?
  Yes, he can.

- We don't use an auxiliary verb when we use *be* as a main verb.

Example:

Is that your Christmas present?
Yes, it is.

ACTIVITY 1

Aim: To provide practice with *Yes / No* questions.

- Ask Ss to do the exercise individually and then check their answers in pairs.
- Invite some Ss to share their answers. Confirm the correct answers.

Key:

1. Do **2.** Did **3.** Are

4. Can **5.** Does

1 **Fill in each blank with a correct auxiliary verb or modal verb.**

1. _____ they hold the festival in Ha Noi every year?
2. _____ he visit Hoi An last year?
3. _____ they performing folk dances?
4. ***A:*** _____ you make *banh chung*?
   B: Yes, I can.
5. _____ your brother usually come back home at Tet?

ACTIVITY 2

Aim: To help Ss practise making *Yes / No* questions.

- Have Ss do this exercise individually and then compare the answers with a partner.
- Ask some Ss to write their answers on the board.
- Check the answers with the whole class. Confirm the correct answers.

Key:

1. Can your mother make a costume for you?

2. Will she bake a birthday cake for him?

3. Are the dragon dances interesting?

4. Does the Rio Carnival take place every year in Brazil?

5. Did they see a fireworks display on New Year's Eve?

ACTIVITY 3

Aim: To give further practice with *Yes / No* questions.

- Have Ss do this exercise in pairs and then compare their answers with another pair.
- Invite some pairs to read aloud their answers. Confirm the correct answers.

Key: **1.** c **2.** a **3.** e **4.** b **5.** d

ACTIVITY 4

Aim: To give further practice with *Yes / No* questions.

- Have Ss work in pairs to do this activity.
- Have pairs cross-check.
- Invite some pairs to read aloud their answers. Confirm the correct answers.

Key: **1.** b **2.** e **3.** a **4.** c **5.** d

2 Change the sentences into *Yes / No* questions.

1. My mother can make a costume for me.
2. She will bake a birthday cake for him.
3. The dragon dances are interesting.
4. The Rio Carnival takes place every year in Brazil.
5. They saw a fireworks display on New Year's Eve.

3 Match the questions in column A with their answers in column B.

A	B
1. Will you help me take a photo?	a. Yes, he is.
2. Is he painting Easter eggs?	b. No, I'm not.
3. Do they eat candy apples on Halloween?	c. Yes, I will.
4. Are you excited about your holiday?	d. No, she can't.
5. Can she perform Dutch folk dances?	e. Yes, they do.

4 Mark is talking to Trang about the Mid-Autumn Festival. Fill in the blanks with Trang's answers below.

a. Yes, we do. We watch lion dances, too.
b. No, we celebrate it in the middle of the eighth lunar month.
c. Yes, I do. It's one of my favourite festivals.
d. Yes. Just come over to my house on the night of the festival.
e. Yes, we do. We also have some autumn fruits.

Mark: Do you celebrate the Mid-Autumn Festival in December?

Trang: (1) _____.

Mark: Do you eat moon cakes at the festival?

Trang: (2) _____.

Mark: Do you make lanterns at the festival?

Trang: (3) _____.

Mark: Do you like the festival?

Trang: (4) _____.

Mark: Can I join the festival with you next month?

Trang: (5) _____.

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ACTIVITY 5

Aim: To help Ss practise producing *Yes* / *No* questions.

- Divide Ss into groups. Assign a group leader.
- One student thinks of a festival he / she likes. Other Ss ask *Yes* / *No* questions to find out what the festival is.
- The group leader keeps a record of the group's performance.
- Move around to observe, paying attention to Ss' *Yes* / *No* questions.
- Invite some group leaders to report what festival his / her group has talked about.
- Ask some groups to perform in front of the class.

5 GAME Festival mystery

Work in groups. One student thinks of a festival he / she likes. Other students ask *Yes* / *No* questions to find out what the festival is.

Example:

A: Do many countries celebrate the festival?
B: Yes, they do.
C: Do children like the festival?
B: Yes, they do.
A: Do they paint eggs?
B: Yes, they do.
C: Is it Easter?
B: Yes, it is.

Extension:

***Yes* / *No* Game**

Put Ss in pairs. Student A tries to get student B to say *Yes* or *No* by quickly asking eight questions. If student B says *Yes* or *No*, student A wins. If student A runs out of questions, student B wins. Then swap roles.

Example:

A: Do you jog?
B: Never!
A: Would you like to try?
B: I don't think I would like to.
A: Do you like to exercise?
B: No, I don't!
→ B loses because he / she said *No*.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

COMMUNICATION

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Show some pictures of a festival. Ask Ss to make *Yes* / *No* questions to get to know about the festival. Have them guess the festival.
- Introduce the objectives of the lesson: learning how to express disappointment and talking about symbols of festivals.

Everyday English

Expressing disappointment

ACTIVITIES 1 + 2

Aims:

- **To introduce ways of expressing disappointment in English;**
- **To help Ss practise expressing disappointment.**

1

- Play the recording for Ss to listen to and read the conversation between Mi, Mark and Trang at the same time.
- Ask Ss to pay attention to the highlighted sentences.
- Have Ss practise the conversation in groups of three. Call on some groups to practise the conversation in front of the class.
- For stronger classes, ask Ss if they know any other ways of expressing disappointment. Share some other expressions with Ss:
  - *That's too bad!*
  - *What a disaster!*
  - *That's so disappointing!*

Audio script – Track 64:

Mi: How was the music festival last Sunday?
Mark: It was disappointing!
Mi: Why?
Mark: The band was late.
Trang: And the singers weren't very good either. It was a big disappointment.

2

- Ask Ss to work in groups to make similar conversations in the given situations.
- Move around to observe and provide help.
- Call on some groups to perform in front of the class. Comment on their performance.

COMMUNICATION

Everyday English

Expressing disappointment

1 Listen and read the conversation. Pay attention to the highlighted sentences. 64

Mi: How was the music festival last Sunday?
Mark: It was disappointing!
Mi: Why?
Mark: The band was late.
Trang: And the singers weren't very good either. It was a big disappointment.

2 Work in groups. Make a similar conversation for each situation below.

1. Your friend went to a film festival for teenagers, but there were not many films he / she liked.
2. Your friend went to the market to buy decorations for the Mid-Autumn Festival. But there were not many decorations to choose from.

Festival symbols

ACTIVITY 3

Aims:

- **To help Ss understand the concept of festival symbols;**
- **To provide Ss with some Christmas symbols and their meanings.**

- Ask Ss what they think of when they talk about Christmas, i.e. Christmas symbols. Elicit answers from Ss.

Festival symbols

3 Listen to Mark talking about festival symbols. Fill in each blank with ONE word. 65

1. A symbol is an image we use or _____ of when celebrating a festival.
2. A symbol usually has a special _____.
3. The Christmas tree is the symbol of a long _____.
4. Santa Claus is the symbol of joy and _____.

- Have Ss read the sentences given. Ask them to predict what word to use to fill in each blank. Write their answers on the board.
- Play the recording for Ss to check their answers.
- Invite some Ss to share their answers. Confirm the correct answers.

Key: **1.** think **2.** meaning **3.** life **4.** happiness

Audio script – Track 65:

A lot of festivals have their own symbols. A festival symbol is an image we use or think of when we celebrate a festival. It usually has a special meaning. For example, when we talk about Christmas, we think of the Christmas tree. It's the symbol of a long life. We can also think of Santa Claus. He's the symbol of joy and happiness.

ACTIVITY 4

Aim: To help Ss understand the symbols of other festivals and their meanings.


4 Work in pairs. Match each festival with its symbol and meaning.

1. Mid-Autumn Festival	A. black cat	a. It is the symbol of a new life because it has a lot of babies.
2. Halloween	B. The Golden Palm	b. It is the symbol of the moon, prosperity and family reunion.
3. Easter	C. moon cake	c. It is the symbol of bad luck.
4. Cannes Film Festival	D. Easter Bunny	d. It is the symbol of the winner's prize.

- Introduce some new words if necessary (some new words may be: *prosperity* and *reunion*).
- Have Ss work in pairs to do this activity.
- Invite Ss to share their answers. Check with the whole class. Confirm the correct answers.

Key: **1.** C – b **2.** A – c **3.** D – a **4.** B – d

ACTIVITY 5

Aim: To help Ss practise talking about festival symbols and their meanings.


5 Work in groups. Choose a festival and talk about its symbol(s) and meaning.

Example: When we talk about Christmas, we think of the Christmas tree. It is the symbol of a long life.

- Ask Ss to read the example to understand how to do the activity. Have them work in groups. Each group member chooses a festival and talks about its symbols and meaning. Move around to observe and offer help if needed.
- Invite some Ss to present their festival. Comment on their answers. If there is some time left, have Ss think of a festival they know. Ask them to share with the class that festival's symbols and their meaning.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

SKILLS 1

Reading

WARM-UP

Aims:

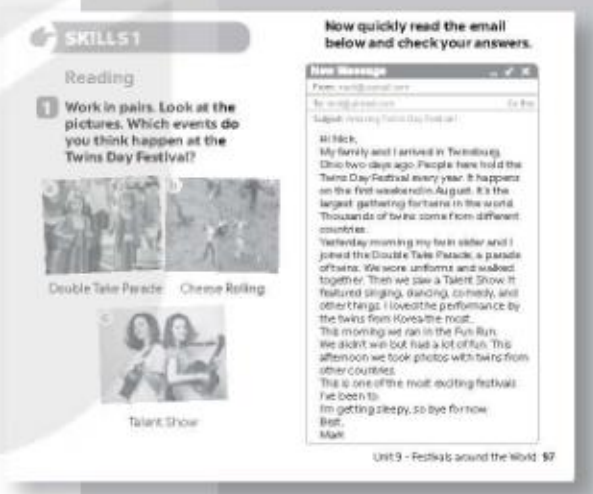
- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Organise a session of Kim's game. Show pictures of the festivals and their symbols. Have Ss look at the pictures for 15 seconds. Hide the pictures and have Ss say which festivals and their symbols they can remember.
- Lead to the new lesson: Reading and Speaking lesson about festivals.
- Introduce the objectives of the lesson. Quickly write them on the board.

ACTIVITY 1

Aim: To activate Ss' knowledge of the topic of the reading text.

- Have Ss look at the pictures in the book or show the pictures in the book on a slide. Ask Ss to work in pairs to discuss what / who they see in the pictures and answer the question. Elicit answers from Ss.
- Invite some Ss to share their answers. Tell Ss that they are going to read a text about the Twins Day Festival. Ask them to quickly read the email to check their answers.


SKILLS 1

Reading

1 Work in pairs. Look at the pictures. Which events do you think happen at the Twins Day Festival?

a Double Take Parade b Cheese Rolling c Talent Show

Now quickly read the email below and check your answers.

New Message

Hi Nick,
My family and I arrived in Twinsburg, Ohio two days ago. People here hold the Twins Day Festival every year. It happens on the first weekend in August. It's the largest gathering for twins in the world. Thousands of twins come from different countries.
Yesterday morning my twin sister and I joined the Double Take Parade, a parade of twins. We wore uniforms and walked together. Then we saw a Talent Show. It featured singing, dancing, comedy, and other things. I loved the performance by the twins from Korea the most.
This morning we ran in the Fun Run. We didn't win but had a lot of fun. This afternoon we took photos with twins from other countries.
This is one of the most exciting festivals I've been to.
Im getting sleepy, so bye for now.
Best,
Mark

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Key: a, c

ACTIVITY 2

Aim: To help Ss develop the skill of guessing the meanings of new words in context.

- Tell Ss what they are going to do.
- Ask Ss how to do the exercise. Elicit answers from Ss.
- If needed, tell them that to do the exercise they can follow these steps:
  - Read the words in the left column
  - Locate each word in the text
  - Read around the word to get the general meaning
  - Read the definitions in the right column, find the suitable meaning to match each word.
- Ask Ss to repeat the steps (they can speak in Vietnamese).
- Ask Ss to do the exercise individually and then check their answers in pairs.
- Invite some Ss to share their answers. Confirm the correct answers.

2 Match each word from the email in 1 with its meaning.

1. gathering	a. two children born to the same mother at the same time
2. featured	b. meeting
3. twins	c. the act of entertaining other people by singing, dancing, and playing music, etc.
4. performance	d. showed something as the most important part

Key: **1.** b **2.** d **3.** a **4.** c

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ACTIVITY 3

Aim: To help Ss develop the skill of reading for specific information (scanning).

- Ask Ss what they are going to do.
- Have Ss share how to do this exercise.
- Briefly tell them the steps: read the sentences, underline key words, locate the key words in the text and find the words to complete the sentences.
- Ask Ss to repeat the steps (they can speak in Vietnamese).
- Ask Ss to do the exercise individually and then check their answers in pairs.
- Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.

3 **Read the email again. Complete each sentence with no more than TWO words.**

1. People hold the festival in Twinsburg on the _____ every August.
2. There are twins from many _____.
3. In the Double Take Parade, twins in uniforms _____.
4. Mark enjoyed the _____ by the Korean twins the most.
5. Mark and his twin sister ran in the _____.
6. In his opinion, the festival was very _____.

Key: **1.** first weekend **2.** (different) countries **3.** walked together **4.** performance **5.** Fun Run **6.** exciting

- Ask some Ss to tell the class what they remember about the Twins Day Festival, using the cues:
  - Where
  - When
  - What activities

Speaking

ACTIVITY 4

Aim: To help Ss identify how to ask and answer about a festival they joined.

- Tell Ss they are going to ask and answer about a festival they joined and that this activity can serve as a model for them to follow in the writing task.
- Have Ss match the questions to the answers and then check in pairs. Check as the whole class.

Key: **1.** d **2.** b **3.** e **4.** c **5.** a

Speaking

4 **Match the questions and answers about a festival someone joined.**

1. What festival did you join?
2. Where and when did you join it?
3. Why do people celebrate it?
4. What did you do there?
5. Did you like the festival? Why or why not?

a. Yes, very much because there was a lot to do.
b. I joined the festival in Dak Lak last March.
c. I watched people play drums, sing traditional songs, and dance. I also played traditional games with the children there.
d. I joined the Hoi Mua Festival.
e. They celebrate it to thank the Rice God and pray for a better new crop.

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ACTIVITY 5

Aim: To give Ss practice in asking and answering about a festival Ss joined.

5 **Work in pairs. Ask and answer about a festival you and your friend joined, using the questions in 4 as cues. Tell the class about the festival your partner joined.**

- Have Ss work in pairs to ask and answer about a festival they joined. Move around to observe and offer help if needed.
- Invite some pairs to perform in front of the class.
- Comment on Ss' performance.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

SKILLS 2

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Invite some Ss to go to the board. Have them say the symbols of some festivals. Ask other Ss to guess what the festivals are.
- Lead to the new lesson: Listening and Writing lesson about a festival.
- Introduce the objectives of the lesson.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Listening

ACTIVITY 1

Aim: To prepare Ss for the listening text.

Have Ss look at the picture and answer the questions. Elicit answers from Ss. Write their answers on the board.



ACTIVITY 2

Aim: To help Ss check their answers to the questions in 1.

- Tell Ss that they are going to listen to Mark talking about how his family celebrates Thanksgiving.
- Play the recording for Ss to check their answers to the questions in 1.
- Invite some Ss to share if their answers are correct.

Key: **1.** A turkey **2.** Thanksgiving

ACTIVITY 3

Aim: To help Ss develop the skill of listening for specific information.

- Have Ss read through the statements. Have Ss guess the answers before they listen to the recording the second time and write their guesses on the board.
- Play the recording and ask Ss to listen and check their answers. Have Ss work in pairs to compare their answers with each other and with those on the board.
- Play the recording again for pairs to check their answers.
- Ask for Ss' answers and write them on the board next to their guesses. Confirm the correct answers.



3 **Listen again and decide if the statements are true (T) or false (F).** 67

	T	F
1. Only people from the USA celebrate Thanksgiving.		
2. People celebrate it on the third Thursday of November.		
3. Family members and friends usually gather to have a feast.		
4. In his family, only adults prepare the feast.		
5. Cornbread is one of the traditional dishes.		
6. After the feast, they play board games.		

Key: **1.** F **2.** F **3.** T **4.** F **5.** T **6.** T

Audio script – Tracks 66 + 67:

Hello everyone. I'm Mark. Today I'm going to talk about Thanksgiving, or Turkey Day. It's a national holiday. People from Canada and the USA celebrate it every year to be thankful for successful harvests. In the USA, we celebrate it on the fourth Thursday of November. We usually prepare a feast for family and friends. Both adults and children take part in the food preparation. Some of the traditional foods are turkey, sweet potatoes, and cornbread. After the meal, we play board games together. My family usually takes this opportunity to help others. My parents volunteer to cook and serve food to homeless people. My sister and I read books to old people in a nursing home near our house.

Writing

Ss write an email about a festival that their family usually celebrates. Tell Ss they will use the mind map to organise their ideas.

ACTIVITY 4

Aim: To brainstorm ideas and make an outline for Ss' writing.

Have Ss work individually to complete the mind map. If time allows, have some Ss present their answers or write them on the board.



Writing

4 **Think about a festival that your family usually celebrates. Fill in the blanks with your answers.**

What food does your family eat?

When do you celebrate it?

What festival is it?

What activities does your family do?

Do you like the festival? Why or why not?

5 **Now write an email of about 70 words to tell Mark about the festival. Use the notes in 4.**

New Message

From:

To: Cc Bcc

Subject:

Dear Mark,

How are you? I'm going to tell you about

I hope one day you can join the festival with us.

Cheers,

ACTIVITY 5

Aim: To help Ss practise writing emails about a festival.

- Have Ss write their emails individually based on the information in their mind maps.
- Ask one student to write his / her email on the board. Other Ss and T comment on the email on the board.
- Then T collects some writing to correct at home.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to record their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.

Vocabulary

ACTIVITY 1

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

- Have Ss do this activity individually then compare their answers with their partners.
- Ask for Ss' answers or ask one student to write his / her answer on the board. Confirm the correct answers.

Key:

1. fireworks **2.** Cannes Film Festival **3.** painting

4. candy apples **5.** Thanksgiving

ACTIVITY 2

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

- Have Ss do this activity individually then compare their answers with their partners.
- Check the answers as a class. Confirm the correct answers. If there is time left, have Ss say aloud all of the words they have learnt in the unit.

Key:

1. lion dances **2.** floats **3.** costumes

4. Bunny **5.** gathering

Grammar

ACTIVITY 3

Aim: To help Ss revise *Yes / No* questions.

- Ask Ss about the formation of *Yes / No* questions that they have learnt in the unit.
- Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give their answers. Confirm the correct answers and write them on the board.

Key: **1.** A **2.** B **3.** A **4.** B **5.** B



LOOKING BACK

Vocabulary

1 Circle the correct words or phrases in brackets.

1. There wasn't a (light / fireworks) display on New Year's Eve last year.
2. She was the best actress at the (Cannes Film Festival / music festival) last year.
3. At Easter, children enjoy (painting / buying) Easter eggs.
4. People prepare (moon cakes / candy apples) for Halloween.
5. For (Thanksgiving / Tet), people have a feast with turkey, cornbread, and sweet potatoes.

2 Complete each sentence by filling in the blank with a word or phrase in the box.

floats costumes
Bunny gathering
lion dances

1. The best part of the Mid-Autumn Festival is the performance of _____.
2. There are flower _____ in the Tulip Festival.
3. We like to wear traditional _____ at Tet.
4. One of the symbols of Easter is the Easter _____.
5. The Twins Day Festival is the largest _____ for twins in the world.

Grammar

3 Choose the correct question A or B.

1. A. Did you go to the Lim Festival yesterday?
   B. Are you go to the Lim Festival yesterday?
2. A. Are they always celebrate the festival in May?
   B. Do they always celebrate the festival in May?
3. A. Will you wear a costume for Halloween?
   B. Will do you wear a costume for Halloween?
4. A. Does he interest in joining the festival?
   B. Is he interested in joining the festival?
5. A. Do people listen to traditional songs at the Hoi Mua Festival last year?
   B. Did people listen to traditional songs at the Hoi Mua Festival last year?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 4

Aim: To help Ss revise *Yes / No* questions.

- Have Ss answer *Yes / No* questions about them and their family.
- Ask them to share their answers with a classmate.
- Invite some Ss to share their answers.



4 **Answer the following questions about yourself.**

1. Are you interested in festivals?
2. Do you eat *banh chung* at Tet?
3. Can you cook any traditional food?
4. Did you see a fireworks display last year?
5. Does your family gather together at Tet?

PROJECT

Aim: To help Ss develop the skill of working in groups to do a project about a new festival.

- Ask Ss to read the instructions in the book. Make sure they understand what to do.
- Ask Ss to work in groups to do the project. It is best to give each group a large-sized piece of paper so that they can make a poster for their festival. Ss may draw their own pictures or find suitable photos for the festival. Remember to have a 'show and tell' session and vote for the best poster.
- If time is limited, assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their poster to the class.



PROJECT

A NEW FESTIVAL

Work in groups.

1 **Think of a new festival that you would like to celebrate. Discuss the following points:**
- Name of the festival
- Time and place of the festival
- Festival activities

2 **Draw pictures of the new festival or cut out pictures from magazines.**

3 **Present your festival to the class.**

4 **Vote for the best festival.**

Now I can ...	✓	✓✓	✓✓✓
• use the words related to types of festivals and festival activities			
• pronounce two-syllable words with correct stress			
• use Yes/ No questions			
• express disappointment			
• read about an unusual festival			
• talk about a festival that I joined			
• listen about a festival			
• write an email to describe a festival			

Unit 9 - Festivals around the World 191

NOW I CAN ...

- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

REVIEW 3

Objectives:

By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in *Units 7 - 9*.

Introduction

Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add more information if necessary.

LANGUAGE

T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.

Pronunciation

ACTIVITY 1

Aim: To help Ss review the pronunciation of the sounds learnt in *Unit 7* (/aɪ/ and /eɪ/) and *Unit 8* (/ɪə/ and /eə/), and the pronunciation of two-syllable words learnt in *Unit 9*.

a. Ss do this exercise individually, then share their answers with a partner before giving T the answers. Confirm the correct answers. Have some Ss read out the words.

Key: **1.** A **2.** C **3.** A

b. Elicit the rules of putting stress in two-syllable words. Ss do this exercise individually then share their answers with their partners before giving T the answers. Confirm the correct answers. Invite some Ss to say the words with correct stress.

Key: **4.** C **5.** B

Vocabulary

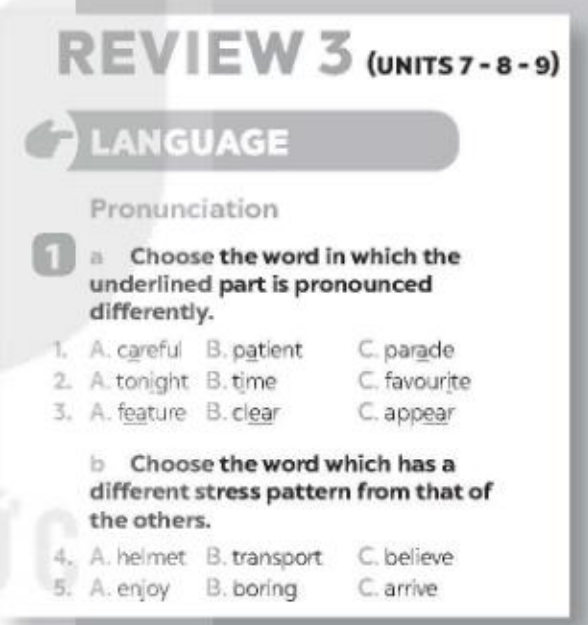
ACTIVITY 2

Aim: To help Ss review the meanings of road signs.

Have Ss do this exercise individually and then share their answers with their partners. Check and confirm the correct answers.

Key:

1. No left turn **2.** Walking only **3.** Turn right ahead **4.** Road work **5.** School ahead



REVIEW 3 (UNITS 7 - 8 - 9)

LANGUAGE

Pronunciation

1 a Choose the word in which the underlined part is pronounced differently.

1. A. careful B. patient C. parade
2. A. tonight B. time C. favourite
3. A. feature B. clear C. appear

b Choose the word which has a different stress pattern from that of the others.

4. A. helmet B. transport C. believe
5. A. enjoy B. boring C. arrive

Vocabulary

2 Write the phrases from the box under the road signs.

Walking only | Road work
School ahead | No left turn
Turn right ahead

1. _____ 2. _____ 3. _____

4. _____ 5. _____

ACTIVITY 3

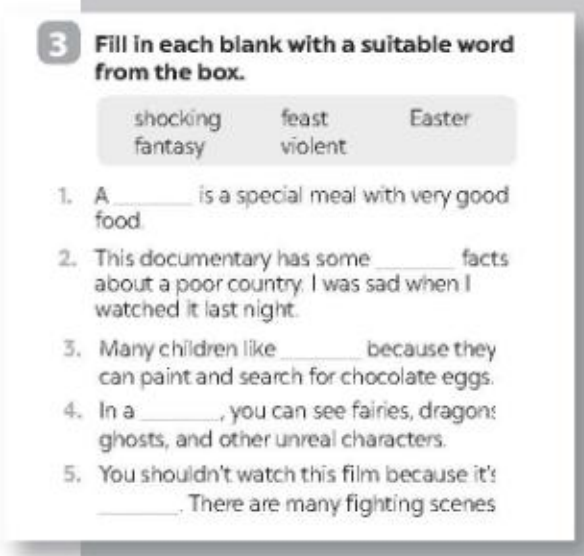
Aim: To help Ss review the words related to films and festivals.

Ask Ss what kind of word can fill in each blank (i.e. noun, verb, etc.). Elicit their answers. Ss do this exercise individually. Two Ss write their answers on the board. Confirm the correct answers.

Key:

1. feast **2.** shocking **3.** Easter

4. fantasy **5.** violent



3 **Fill in each blank with a suitable word from the box.**

shocking feast Easter
fantasy violent

1. A _____ is a special meal with very good food.
2. This documentary has some _____ facts about a poor country. I was sad when I watched it last night.
3. Many children like _____ because they can paint and search for chocolate eggs.
4. In a _____, you can see fairies, dragons, ghosts, and other unreal characters.
5. You shouldn't watch this film because it's _____. There are many fighting scenes.

Grammar

ACTIVITY 4

Aim: To help Ss review the grammatical points learnt in *Units 7-9*: connectors (*though* / *however*), *should* / *shouldn't*, and *Yes* / *No* questions.

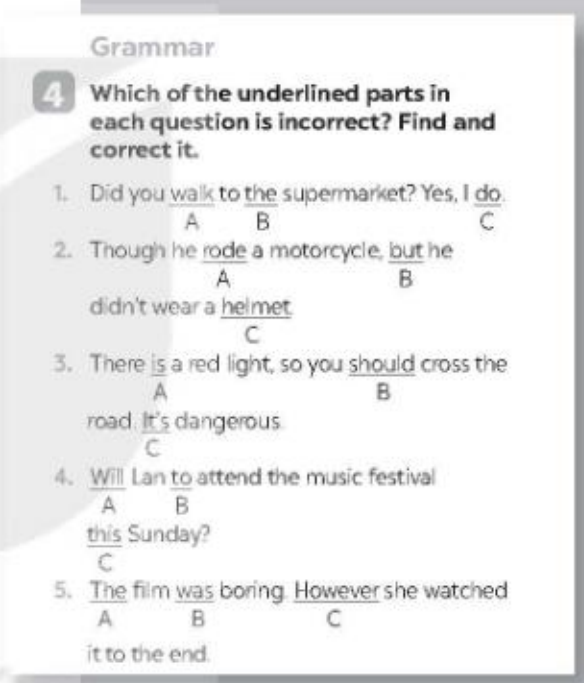
Have Ss do this exercise on their own first. Have Ss compare their answers with a classmate. Invite Ss to share their answers. Ask them to explain their answers and correct the mistakes. Confirm the correct answers.

Key:

1. C (do → did) **2.** B (but → Ø)

3. B (should → shouldn't) **4.** B (to → Ø)

5. C (However → However,)



Grammar

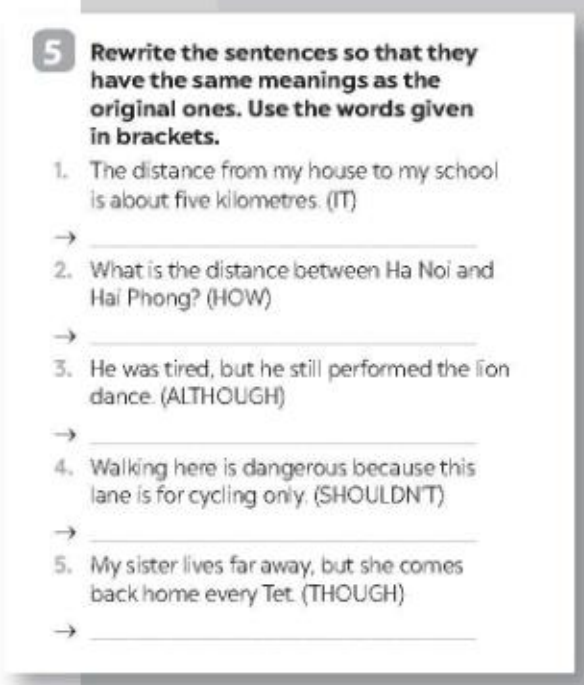
4 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. Did you walk (A) to the (B) supermarket? Yes, I do. (C)
2. Though he rode (A) a motorcycle, but (B) he didn't wear a helmet. (C)
3. There is (A) a red light, so you should (B) cross the road. It's (C) dangerous.
4. Will (A) Lan to (B) attend the music festival this (C) Sunday?
5. The (A) film was (B) boring. However (C) she watched it to the end.

ACTIVITY 5

Aim: To help Ss review the grammatical points learnt in *Units 7-9*: connectors (*although* / *though*), *should* / *shouldn't*, and *It* indicating distance.

Ss do this individually and compare their answers with a partner. Call on some Ss to go to the board to write their sentences. Other Ss comment. Confirm the correct sentences. Revise the structures if needed.



5 **Rewrite the sentences so that they have the same meanings as the original ones. Use the words given in brackets.**

1. The distance from my house to my school is about five kilometres. (IT)

→ _____

2. What is the distance between Ha Noi and Hai Phong? (HOW)

→ _____

3. He was tired, but he still performed the lion dance. (ALTHOUGH)

→ _____

4. Walking here is dangerous because this lane is for cycling only. (SHOULDN'T)

→ _____

5. My sister lives far away, but she comes back home every Tet. (THOUGH)

→ _____

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Key:

1. It's / It is about five kilometres from my house to my school.
2. How far is it from Ha Noi to Hai Phong?
3. Although he was tired, he still performed the lion dance. / He still performed the lion dance although he was tired.
4. We / You / They shouldn't walk here because this lane is for cycling only.
5. Though my sister lives far away, she comes back home every Tet. / My sister comes back home every Tet though she lives far away.

SKILLS

Reading

ACTIVITY 1

Aim: To help Ss practise the skill of reading for main ideas.

Have Ss read the passage quickly and match the headings with the paragraphs. Ss compare their answers with a partner before giving T the answers. Confirm the correct answers.

Key: **1.** B **2.** C **3.** A



SKILLS

Reading

1 **Read the passage. Match the headings in the box with the paragraphs.**

A. Food after the festival
B. General information about the festival
C. Activities at the festival

1. _____

La Tomatina is an unusual festival. It's a fun fight with tomatoes. People hold it in Buñol, Spain on the last Wednesday of every August.

2. _____

In the town square, there is a high pole with a ham on top of it. People climb the pole and get the ham. At 11 a.m., a jet of water shoots from the water cannons, and people start throwing tomatoes. People throw bags of tomatoes at the crowd. They then throw tomatoes at one another. After one hour, there is another jet of water, and people stop throwing. The whole square now is red with rivers of tomato juice.

3. _____

After the fight, many people go to restaurants to try paella. It is a traditional Spanish rice dish. It has rice, chicken, seafood, and herbs.

2 **Read the passage again and answer the questions.**

1. When and where do people hold La Tomatina?
2. What is on the top of the pole?
3. What signals the start and end of the festival?
4. How long is the fight?
5. What is paella?

ACTIVITY 2

Aim: To help Ss practise the skill of reading for specific information about a festival.

Ss do the exercise individually and check their answers with a partner before giving the answers to T. Two Ss go to the board and write their answers if time allows. Check Ss' answers.

Key:

1. People hold it in Buñol, Spain on the last Wednesday of every August.
2. There is a ham.
3. A jet of water from the water cannons.
4. It's one hour.
5. It's a traditional Spanish rice dish.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Speaking

ACTIVITY 3

Aim: To help Ss practise asking and answering about the topic of traffic.

Have Ss work in groups. One interviews the others. Tell Ss to write their group members' answers in their notebooks and report them to the class. Summarise Ss' ideas.



Speaking

3 **Work in groups. Interview your group members. Take notes of their answers and report to the class.**

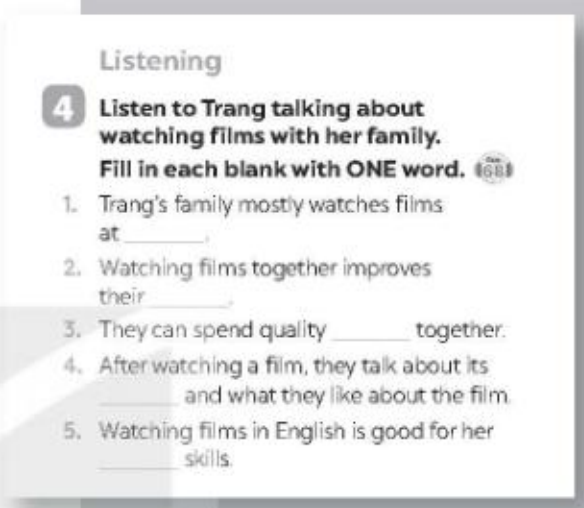
1. How far is it from your house to your school?
2. How do you go to school?
3. What is good about walking?
4. What is good about public transport?

Listening

ACTIVITY 4

Aim: To help Ss practise the skill of listening for specific information about watching films.

- Have Ss read the sentences. Play the recording for the first time.
- Ask Ss to listen and complete the sentences. Ask for their answers and write them on the board.
- Play the recording a second time for Ss to check their answers. Check Ss' answers. Play the recording again if necessary, stopping at different places where Ss got the wrong answers.



Listening

4 **Listen to Trang talking about watching films with her family. Fill in each blank with ONE word.** 68

1. Trang's family mostly watches films at _____.
2. Watching films together improves their _____.
3. They can spend quality _____ together.
4. After watching a film, they talk about its _____ and what they like about the film.
5. Watching films in English is good for her _____ skills.

Key: **1.** home **2.** relationship **3.** time **4.** lessons **5.** language

Audio script – Track 68:

My family usually watches films together at weekends. Sometimes we go to the cinema, but most of the time we watch films at home. It's a cheap entertainment activity because we don't have to buy tickets. It also improves our relationship because it brings us closer. My parents spend quality time with us, and we don't use our phones. Besides, after watching a film, we talk about its lessons and share what we like about it. This is a good way to learn about life and the world. Finally, watching films, especially those in English, helps us improve our language skills. So why don't you start watching films with your family? You can see the good things it brings.

Writing

ACTIVITY 5

Aim: To help Ss practise writing a paragraph about their favourite means of transport.

Ask Ss to discuss and answer the questions in pairs. Then have them write their paragraph individually. Ask one student to write the paragraph on the board. Other Ss and T comment on the paragraph on the board. Then T collects some writing to give feedback at home.



Writing

5 **Write a paragraph of about 70 words about your favourite means of transport. You may use the following questions as cues.**

1. What is your favourite means of transport?
2. Why is it your favourite means of transport?

My favourite means of transport is

Unit 10 ENERGY SOURCES

Objectives:

By the end of this unit, students will be able to:

- use the words related to types of energy sources;
- pronounce three-syllable words with correct stress;
- use the present continuous;
- ask for explanations;
- read for specific information about types of energy sources;
- talk about the advantages and disadvantages of different energy sources;
- listen for specific information about how to save energy at home;
- write a paragraph about how to save energy at home.


Unit 10 ENERGY SOURCES

THIS UNIT INCLUDES:

Vocabulary
Types of energy sources

Pronunciation
Stress in three-syllable words

Grammar
Present continuous

Skills
- Reading about types of energy sources
- Talking about the advantages and disadvantages of different energy sources
- Listening about how to save energy at home
- Writing a paragraph about how to save energy at home

Everyday English
Asking for explanations

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

- Have Ss play the game *Slap the board* or *Pass the secret* to revise the vocabulary items they have learnt in *Unit 9* before starting the new unit.
- Write the title of the unit *Energy Sources* on the board. Have Ss say something about types of energy they use at home (e.g. electricity, water, …) or sources of energy the country has (e.g. energy from coal, wind, …). Elicit what they expect to learn in *Unit 10*.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

TYPES OF ENERGY SOURCES

ACTIVITY 1


GETTING STARTED

Types of energy sources

1 Listen and read.

Lan: Hi, Dad.

Mr Tan: Lan, what are you doing? It's pretty late now.

Lan: I'm doing a project on energy sources. But I don't quite understand what energy is.

Mr Tan: Well, it's power that we use to provide us with light, heat or electricity.

Lan: Oh. Where does it come from?

Mr Tan: It comes from many different sources like coal, oil, natural gas, ... We call them non-renewable sources.

Lan: Can it come from the sun, wind or water too?

Mr Tan: Yes, it can. We call those types of energy renewable sources because we cannot run out of them. Renewable means we can easily replace them.

Lan: I get it now.

Mr Tan: You know, some types of energy are cheap and easy to use, but others are more expensive and harder to find ...

104 Tiếng Anh 7

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**

- Have Ss look at the pictures on pages 104 - 105. Ask them what these pictures are about (e.g. The first picture is about a plant that uses coal, ...).
- Play the recording for Ss to listen to the whole conversation once.
- Play the recording again, sentence by sentence, for them to listen and repeat. Have them listen and repeat the conversation more than once, if necessary, until they feel confident.
- Have Ss read the conversation in pairs. Draw Ss' attention to the main focus of the unit, e.g. the words related to the energy sources (*coal, oil, natural gas, the sun, wind, water, ...*) and the present continuous (*What are you doing? I'm doing a project on energy sources.*). Go around and offer help, if necessary.
- Get some pairs to read the conversation in front of the class. Go around to check their pronunciation, sentence stress and intonation, if necessary.

Audio script – Track 69:

Lan: Hi, Dad.

Mr Tan: Lan, what are you doing? It's pretty late now.

Lan: I'm doing a project on energy sources. But I don't quite understand what energy is.

Mr Tan: Well, it's power that we use to provide us with light, heat or electricity.

Lan: Oh. Where does it come from?

Mr Tan: It comes from many different sources like coal, oil, natural gas, ... We call them non-renewable sources.

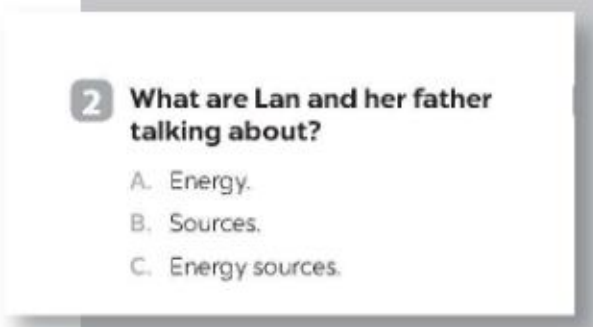
Lan: Can it come from the sun, wind or water too?

Mr Tan: Yes, it can. We call those types of energy renewable sources because we cannot run out of them. Renewable means we can easily replace them.

Lan: I get it now.

Mr Tan: You know, some types of energy are cheap and easy to use, but others are more expensive and harder to find ...

ACTIVITY 2


2 What are Lan and her father talking about?

A. Energy.

B. Sources.

C. Energy sources.

Aim: To help Ss understand the main idea of the conversation.

- Have Ss read the options given (A, B, C). Explain that they focus on the main idea of the conversation (e.g. *Energy, Sources* and *Energy sources*).
- Have Ss read the conversation again and circle the correct answer (A, B, or C) individually.
- Check their answers and explain, if necessary.

Key: C

ACTIVITY 3

Aim: To help Ss read for specific information about the conversation.

- Give Ss time to read the questions independently and find the information in the conversation to answer the questions.
- Have Ss work in pairs, let them ask and answer the questions.
- Select one or two pairs to ask and answer the questions in front of the class. Praise them when they give the correct answers.
- Select a few Ss to tell the main ideas of the conversation using the answers to the questions.

3 **Read the conversation again and answer the following questions.**

1. What is Lan doing?
2. What does energy mean?
3. Where does energy come from?
4. What are renewable sources?

Key:

1. She's doing a project on energy sources.

2. It's power that we use to provide us with light, heat or electricity.

3. It comes from many different sources such as coal, oil, natural gas, water, wind, and the sun.

4. They are energy that comes from the sun, wind and water.

ACTIVITY 4

Aim: To help Ss understand the meanings of the words / phrases in the box.

- Get Ss to look at the words and phrases in the box and guess their meanings. Explain that Ss have to match the words and phrases with the correct pictures.
- Give a time limit for Ss to do the task individually. Ask them to share their answers in pairs before they discuss in groups. Go around and offer help, if necessary.
- Then call on some Ss to point to the pictures and say the words. Check their answers and explain, if necessary.

Key: **1.** d **2.** a **3.** b **4.** c

4 **Match the words / phrases in the box with the correct pictures.**

1. oil
2. wind energy
3. coal
4. natural gas



ACTIVITY 5

Aim: To introduce some vocabulary items related to renewable and non-renewable sources.

- Ask Ss to read the sentences and find the words to fill in the gaps. If Ss find the task difficult, ask them to read the conversation again and find appropriate information in it. Go around and offer help, if needed.
- Ask them to share their answers in pairs before checking as a class. Go around and explain, if necessary.
- Call on a few pairs to read the complete sentences in front of the class. Praise them when they do the task well.

Key: **1.** power **2.** sun **3.** renewable **4.** run **5.** cheap

5 **Complete each of the sentences with the correct word from the conversation.**

1. Energy is _____ that we use to provide us with light, heat or electricity.
2. When energy comes from the _____, wind and water, we call it renewable energy.
3. When energy comes from wind, we call it _____ energy.
4. We cannot _____ out of renewable energy.
5. Some types of energy are _____ and easy to use.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say the words related to renewable and non-renewable sources they remember from the lesson.

A CLOSER LOOK 1

WARM-UP

- Give Ss a few minutes to play *Guessing game* or *Pass the secret* to revise the words relating to energy sources, e.g. *coal, oil, natural gas, water, wind, the sun, …*
- Ask Ss to open their books to page 106.

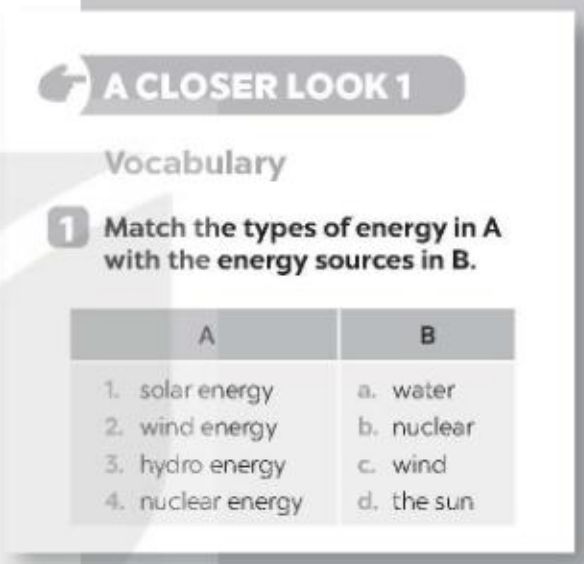
Vocabulary

ACTIVITY 1

Aim: To help Ss identify sources of energy by matching the phrases in A with the words in B.

- Have Ss look at the words and phrases in the two columns. Check if Ss understand the meanings of all the words and phrases. If not, T may give definitions or the Vietnamese equivalents. Remind Ss that they will learn these in the next lessons.
- Give Ss a time limit to match the phrases in column A with the words in column B. Go around and offer help or explanations, if necessary.
- Ask Ss to share their answers in pairs before they discuss in groups. Then let a few pairs read the words / phrases in front of the class. One student says the types of energy in column A and the other says their sources in column B. Have the class listen and comment.
- If there is enough time, select one student to write his / her answers on the board. Check the answers as a class.

Key: **1.** d **2.** c **3.** a **4.** b


A CLOSER LOOK 1

Vocabulary

1 Match the types of energy in A with the energy sources in B.

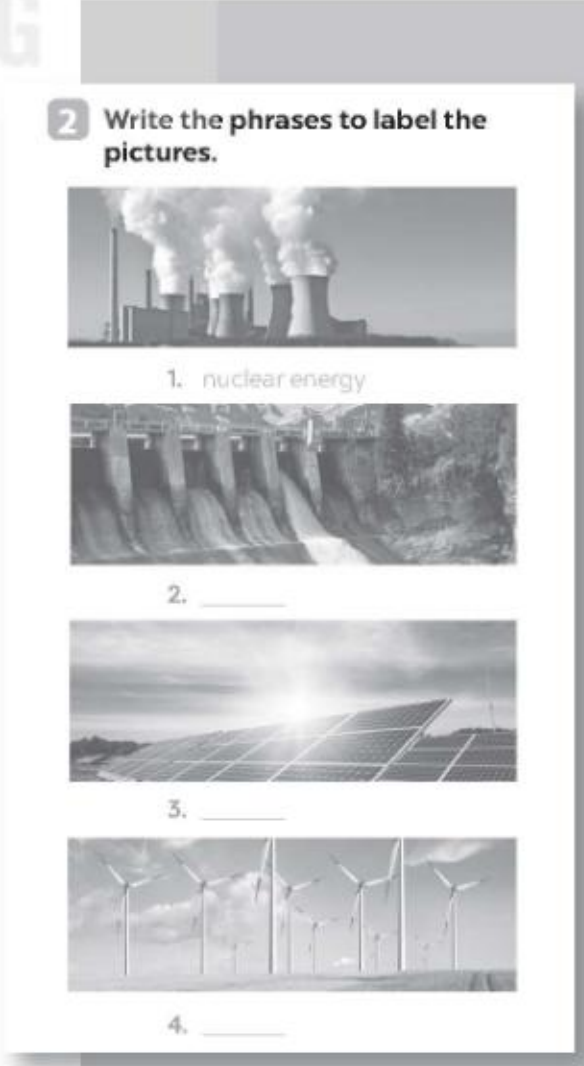
A	B
1. solar energy	a. water
2. wind energy	b. nuclear
3. hydro energy	c. wind
4. nuclear energy	d. the sun

ACTIVITY 2

Aim: To help Ss write the phrases to label the pictures.

- Tell Ss to look at the pictures and say what they are.
- Have them do the task individually by writing the types of energy under the pictures, using the phrases in **1**.
- Ask them to share their answers in pairs. Then call on some Ss to write the phrases on the board. Correct if necessary.
- Select one or two Ss to read out their answers in front of the class. Praise them when they do the task well.

Key: **2.** hydro energy **3.** solar energy **4.** wind energy


2 Write the phrases to label the pictures.

1. nuclear energy

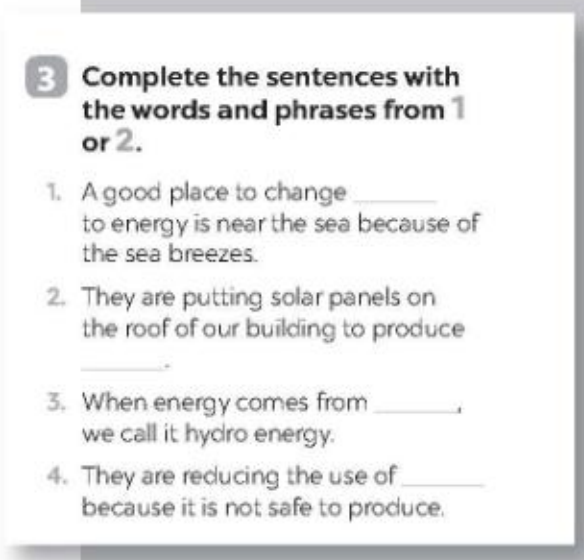
2. _____

3. _____

4. _____

ACTIVITY 3

Aim: To help Ss complete the sentences about types of energy and energy sources.



3 **Complete the sentences with the words and phrases from 1 or 2.**

1. A good place to change _____ to energy is near the sea because of the sea breezes.
2. They are putting solar panels on the roof of our building to produce _____.
3. When energy comes from _____, we call it hydro energy.
4. They are reducing the use of _____ because it is not safe to produce.

- Ask Ss to read the sentences. Draw their attention to the gaps they have to fill in and the key words or phrases in the sentences (e.g. *sea breezes, solar panels, hydro energy, not safe to produce,* …). Ensure that they know what to do.
- Give Ss time to do the task individually. Ask them to use the key words or phrases they have learnt in **1** and **2**. Go around and offer help, if necessary.
- Ask Ss to exchange their answers in pairs or groups. Then call on some Ss to call out their answers in front of the class. Check their answers. T explains if necessary.

Key: **1.** wind **2.** solar energy **3.** water **4.** nuclear energy

Pronunciation

Stress in three-syllable words

ACTIVITY 4

Aim: To help Ss practise pronouncing three-syllable words with the correct stress.



Pronunciation

Stress in three-syllable words

4 **Listen and repeat. Pay attention to the stressed syllables in the words.** 70

'energy	re'cycle
'dangerous	ex'pensive
'easily	po'lluting
'government	re'sources

- Give Ss a few minutes to look at the words individually. Explain that these words have three syllables. The words in the left-hand column are stressed on the first syllable and the words in the right-hand column, on the second syllable. Draw their attention to how the stress is marked.
- Play the recording several times, if necessary, for Ss to listen to and repeat the words in chorus. Go around to offer help, if necessary.
- Play the recording again for Ss to listen to and repeat the words individually. Go around to correct pronunciation, if necessary.
- Have Ss practise saying the words in pairs or groups until they feel confident.
- Call on some Ss to say the words in front of the class. Correct their pronunciation if necessary.

Audio script – Track 70:

'energy	re'cycle
'dangerous	ex'pensive
'easily	po'lluting
'government	re'sources

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ACTIVITY 5

Aim: To help Ss practise pronouncing three-syllable words with the correct stress in sentences.


5 **Listen and repeat, paying attention to the stressed syllables in the underlined words.** (71)

1. Nuclear 'energy is 'dangerous and ex'pensive.
2. We should ride a bike when 'travelling short 'distances.
3. The word "re'cycle" has three 'syllables.
4. Burning coal is po'lluting our environment.
5. Our 'government is looking for new sources of 'energy to replace gas.

- Give Ss a few minutes to read the sentences. Draw their attention to the underlined words with stress on the first or second syllable. Check comprehension.
- Play the recording, sentence by sentence, for Ss to listen and repeat. Draw their attention to the stress of three-syllable words.
- Have Ss practise saying the sentences in pairs or groups. Go around to offer help or correct pronunciation, if necessary.
- Call on some Ss to read aloud the sentences in front of the class. Correct their pronunciation if necessary.

Audio script – Track 71:

1. Nuclear 'energy is 'dangerous and ex'pensive.

2. We should ride a bike when 'travelling short 'distances.

3. The word "re'cycle" has three 'syllables.

4. Burning coal is po'lluting our environment.

5. Our 'government is looking for new sources of 'energy to replace gas.

WRAP-UP

Have Ss summarise what they have learnt in this lesson.

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A CLOSER LOOK 2

WARM-UP

- Give Ss a few minutes to play *Pass the secret* or *Bingo* to revise words related to types of energy and energy sources.
- Have Ss say the words and sentences in **4** and **5** in front of the class.
- Ask Ss to open their books to page 107 (**A CLOSER LOOK 2**).

Grammar

The present continuous

ACTIVITY 1

Aim: To help Ss revise the use of the present continuous.


A CLOSER LOOK 2

Grammar

The present continuous

1 **Work in pairs. Tell your partner what the people in the pictures are doing.**

Remember!

We use the present continuous to express:

- an action happening now or at the moment of speaking

Example:

The students **are doing** a project in the classroom now.

- an action around now but not necessarily at the moment of speaking

Example:

Scientists **are looking** for a new energy source to replace coal.

We can use the words or phrases: *now, right now, at the moment, today, nowadays, this week / month*, etc. with the present continuous.

- Have Ss look at the pictures and imagine what the people are doing. Draw their attention to the verb describing the activity in each of the pictures (e.g. Picture a: *teach*, Picture b: *play football*, Picture c: *cycle*, ...).
- Set a time limit for Ss to say what the people in the pictures are doing in pairs. Go around and offer help, if necessary.

- Ask Ss to exchange their answers in groups. Then call on some Ss to point to the pictures and say their answers in front of the class. Check their answers. T explains if necessary.
- Have Ss look at the **Remember!** box. First, explain how the present continuous is used (e.g. to express an action happening now or at the moment of speaking and an action around now but not necessarily at the moment of speaking). For each of the uses, let Ss read the examples attentively (e.g. *The students are doing a project in the classroom now. Scientists are looking for a new energy source to replace coal.*). Then draw their attention to the words or phrases that can be used with the present continuous: *now, right now, at the moment, today, nowadays, this week / month*, etc.

ACTIVITY 2

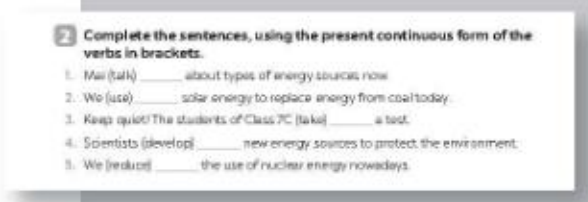
Aim: To help Ss use the present continuous form of the verbs in brackets to complete the sentences.

- Have Ss read the sentences individually. Draw their attention to the words or phrases in each sentence that can be used with the present continuous such as *now, today, nowadays, keep quiet*, etc. Check comprehension.
- Give Ss time to do the task individually. Before doing the task, T may ask Ss how to use the appropriate present continuous form of the verbs in brackets to complete the sentences.
- Get them to swap their answers in pairs or groups. Go around and offer help, if necessary.
- If there is time, have some Ss write the answers on the board. T and other Ss comment.

Key:

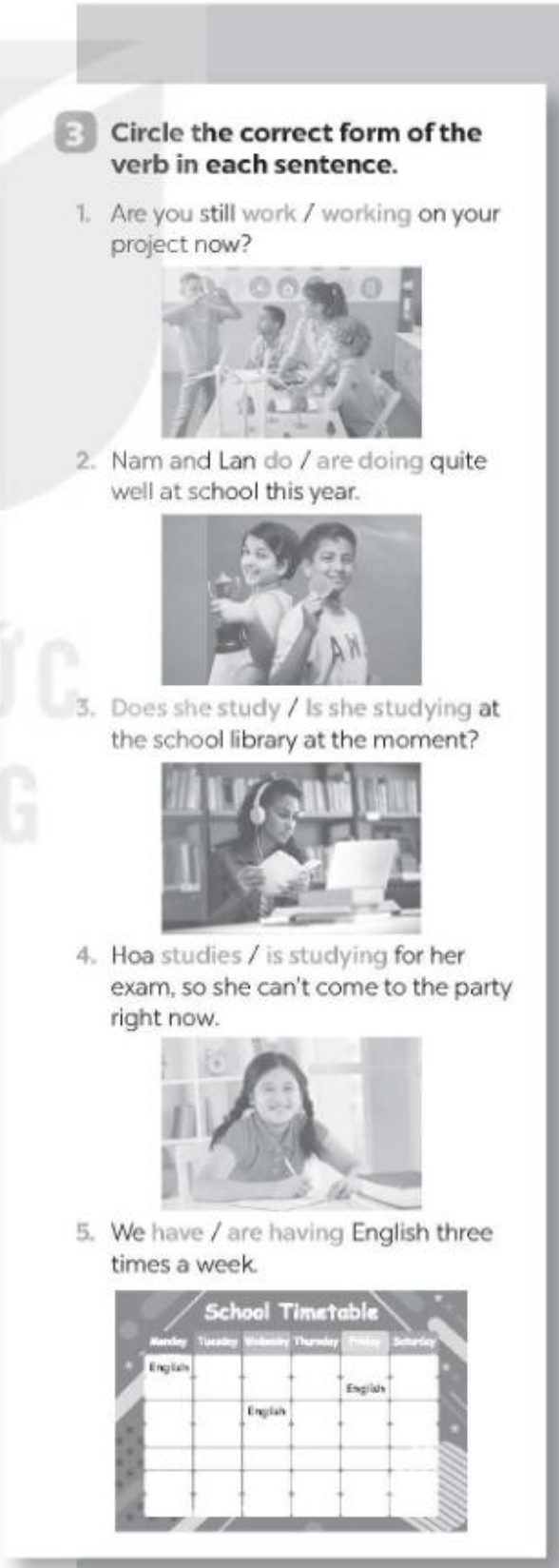
1. is talking **2.** are using **3.** are taking

4. are developing **5.** are reducing



2 Complete the sentences, using the present continuous form of the verbs in brackets.

1. Mai (talk) _____ about types of energy sources now.
2. We (use) _____ solar energy to replace energy from coal today.
3. Keep quiet! The students of Class 7C (take) _____ a test.
4. Scientists (develop) _____ new energy sources to protect the environment.
5. We (reduce) _____ the use of nuclear energy nowadays.



3 Circle the correct form of the verb in each sentence.

1. Are you still work / working on your project now?

2. Nam and Lan do / are doing quite well at school this year.

3. Does she study / Is she studying at the school library at the moment?

4. Hoa studies / is studying for her exam, so she can't come to the party right now.

5. We have / are having English three times a week.

ACTIVITY 3

Aim: To help Ss distinguish the use of the present continuous from the present simple.

- Have Ss read the instruction.
- Give Ss time to do the task individually. Draw their attention to the words or phrases that can be used with the present continuous (e.g. *now, this year, at the moment, right now*) and with the present simple (e.g. *three times a week*). Check comprehension.
- Get them to swap their answers in pairs or groups. Go around and offer help, if necessary.
- If there is time, have some Ss write the answers on the board. T and other Ss comment.

Key:

1. working **2.** are doing **3.** Is she studying

4. is studying **5.** have

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ACTIVITY 4

Aim: To help Ss write the sentences with the suggestions given, using the present continuous.

- Have Ss read the instruction.
- Remind them that the present continuous is used to describe actions happening at the moment of speaking or / and an action around now. Draw their attention to the words or phrases that can be used with the present continuous (e.g. *now, at the moment, this month, right now, nowadays*). Check comprehension.
- Give Ss time to do the task individually. Go around and offer help, if necessary.
- Get them to swap their answers in pairs or groups. Check the answers as a class.
- If there is time, have some Ss write the answers on the board. T and other Ss comment.

4 **Write sentences about what the people are doing or not doing, using the suggestions.**

1. The students / do the project / now.
2. Mrs Lien / teach us about solar energy / at the moment.
3. They / learn about energy / this month.
4. She / not swim / in the swimming pool / right now.
5. Nowadays, people in Iceland / not use energy from coal.

Key:

1. The students are doing the project now.

2. Mrs Lien is teaching us about solar energy at the moment.

3. They are learning about energy this month.

4. She is not swimming in the swimming pool right now.

5. Nowadays, people in Iceland are not using energy from coal.

ACTIVITY 5

Aim: To help Ss apply the uses of the present continuous in real context by asking and answering questions.

- Have Ss read the questions and think about the answers to the questions.
- Let Ss ask and answer the questions in pairs.
- Select one or two pairs to ask and answer the questions in front of the class. Praise their performance if they do the task well.

5 **Work in pairs. Ask and answer the following questions.**

1. What book are you reading now?
2. What sport are you playing these days?
3. What courses are you taking this term?
4. What are you doing to save energy?



WRAP-UP

- Summarise the uses of the present continuous.
- Ask Ss to make sentences about what they are doing now or around now.

Extension:

What's going on?

- T dictates the beginnings of some sentences. Ss write them down.
- Put Ss in pairs. Have them think of suitable endings using the present continuous, e.g. *Please turn the TV off; I'm trying to study.*

  Don't disturb me; I'm ....

Drink your tea; it's ...

Don't listen to him; he's ...

Leave the radio on; I'm ...

Quick! Pass the spanner; I'm ..

Look at that man; he's ...

I can't see you right now; I'm ...

Shhh! Listen. That man's ...

– Let a few of Ss say the sentences they have just done in front of the class. The class listens and comments.

COMMUNICATION

WARM-UP

– Give Ss a few minutes to revise the previous lesson by making some sentences with the present continuous.

– Have Ss ask and answer the questions in **5** again to reinforce the uses of the present continuous.

– Ask Ss to open their books to page 109 (**COMMUNICATION**).

Everyday English

Asking for explanations

ACTIVITIES 1 + 2

Aims:

– **To provide Ss with the way of asking for explanations;**

– **To allow Ss some practice in asking for explanations.**

1

– Play the recording and have Ss listen to and read the conversation at the same time. Then have them read the conversation, sentence by sentence. Draw their attention to the highlighted sentences. Elicit the questions to ask for explanations (*What does "solar energy" mean?, And what does "wind energy" mean?*) and the answers to these questions (*Well, it's energy that comes from the sun, It's another type of energy, and it comes from wind*).

– Ask them to act out the conversation in pairs. Go around and offer help, if necessary. Check their pronunciation.

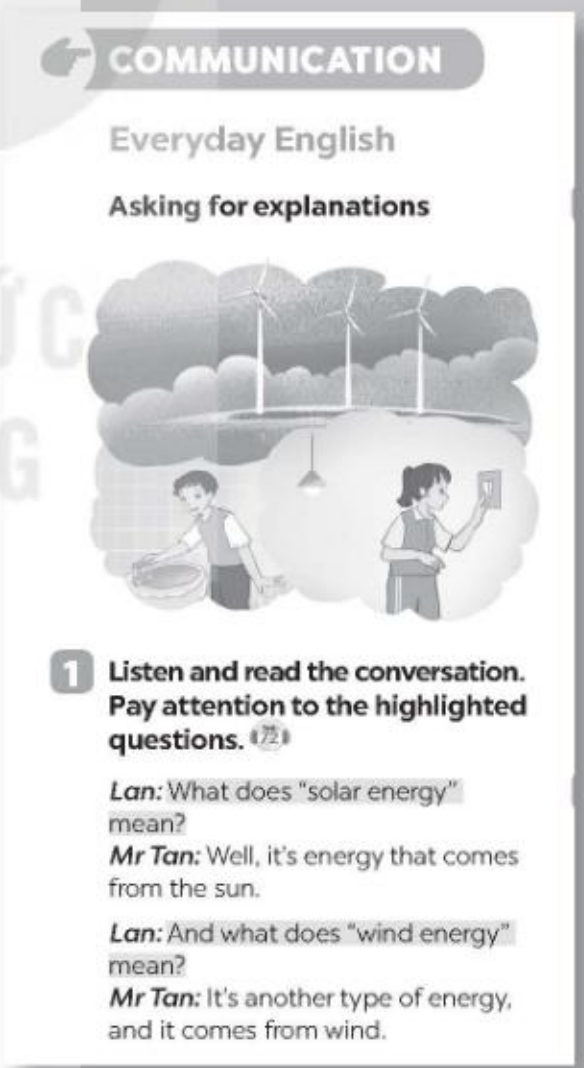
Audio script – Track 72:

Lan: What does "solar energy" mean?

Mr Tan: Well, it's energy that comes from the sun.

Lan: And what does "wind energy" mean?

Mr Tan: It's another type of energy, and it comes from wind.



COMMUNICATION

Everyday English

Asking for explanations

1 **Listen and read the conversation. Pay attention to the highlighted questions.** 72

Lan: What does "solar energy" mean?
Mr Tan: Well, it's energy that comes from the sun.

Lan: And what does "wind energy" mean?
Mr Tan: It's another type of energy, and it comes from wind.

2

- Have Ss read the instructions of the activity to understand what they are going to do.
- Remind them that *What does "solar energy" mean?, And what does "wind energy" mean?* are used to ask for explanations. Check comprehension.
- Have Ss work in pairs: one asks questions for explanations about types of energy such as hydro energy, energy from coal, … and the other gives the answers.

2 Work in pairs. Make similar conversations to ask for explanations of the phrases: ***hydro energy, energy from coal ...***



Saving energy

ACTIVITY 3

Aim: To help Ss express what they do to save energy.

- Have Ss read the instructions to understand what they are going to do. Teach new words (e.g. *public transport, low energy light bulbs, ...*). Check comprehension.
- Have Ss work in pairs: one student in each pair asks the questions and ticks the other's answers in the boxes.
- Select one or two pairs to ask and answer the questions in front of the class. Praise them when they do the task well.

Saving energy

3 Work in pairs. Ask your partner the following questions and tick (✓) his or her answers in the boxes.

		Yes	No
1.	Do you go to school on foot?	☐	☐
2.	Do you use public transport?	☐	☐
3.	Do you use low energy light bulbs at home?	☐	☐
4.	Do you use solar energy to warm water?	☐	☐
5.	Do you turn off the lights when going to bed?	☐	☐
6.	Do you turn off the TV when not watching it?	☐	☐

ACTIVITY 4

Aim: To help Ss say what their classmates do to save energy.

- Have Ss read the instructions. Then let them read the example to understand how to do the task.
- Have Ss work in groups. Ask them to look at the answers to the questions they have ticked in **3** and tell the groups how well their partners save energy. Remind Ss of the use of the present simple of the verbs (e.g. Mai *saves* a lot of energy. She often *goes* to school on foot and *uses* public transport. She always *turns* off the lights when going to bed.).
- Select a few group representatives to perform the task in front of the class. Praise them when they do the task well.

4 Work in groups. Tell the group how well your partner saves energy.

Example:

Mai saves a lot of energy. She often goes to school on foot and uses public transport. She always turns off the lights when going to bed.

ACTIVITY 5

Aim: To help Ss say how well they save energy.

- Have Ss read the instructions. Remind them that they have to answer the questions in **3** on their own and then tell the class how well they save energy.
- Give Ss time to answer the questions in **3** individually.
- Get them to share their answers in pairs or groups.
- Let them read the example to understand how to perform the task. Remind them that they have to use the present simple of the verbs.
- Call on a few Ss to perform the task in front of the class. Praise them when they do the task well.

5 Answer the questions in 3 on your own. Then tell the class how well you save energy.

Example:

I don't save much energy. I go to school on foot, but I don't turn off the TV when not watching it.

WRAP-UP

Have Ss tell what they have learnt (the way of asking for explanations and how well they and their classmates save energy).

SKILLS 1

WARM-UP

- Ask a few Ss to go to the board and tell the class how well they save energy.
- Have the class listen and make notes. Select one or two Ss to retell what their classmates have just said. The class listens and comments.
- Have Ss open their books to page 110 (**SKILLS 1**).

Reading

ACTIVITY 1

Aim: To help Ss understand the knowledge of the topic (types of energy sources).

- Ask the class to look at the pictures. Encourage them to focus on the main energy sources in Viet Nam.
- Ask Ss to work in pairs. Have them ask and answer the questions provided.
- Call on some pairs to role-play in front of the class. The class comments.

ACTIVITY 2

Aim: To help Ss read for specific information about a lecture on energy sources.

- Have Ss read the sentences and the options given (A, B or C) to focus on the information they have to find in the passage.
- Set a time limit for Ss to read the passage individually and do the task. Help them understand the passage by giving the meanings of the difficult words / phrases, or explanations, or the Vietnamese equivalents (e.g. *non-renewable sources, renewable sources, produce energy, limited, run out, expensive to produce, rely on, ...*). T may ask them to underline the structures or phrases relating to the questions they are going to answer.
- Get them to share their answers in pairs or groups before checking as a class. Go around and offer help, if necessary.
- If there is enough time, ask one or two Ss to write the answers on the board and explain their answers. Confirm the correct answers as a class.

Key: **1.** B **2.** A **3.** C **4.** A



SKILLS 1

Reading

1 **Work in pairs. Discuss the following questions.**

1. What are the main energy sources in Viet Nam?
2. What type(s) of energy sources will we use in the future?

2 **Mr Lam is giving a lecture on energy sources. Read the text and choose the best option (A, B, or C) to complete the sentences.**

Hello, class. Today I'd like to tell you about two energy sources. They are non-renewable sources and renewable sources.

Non-renewable sources are coal, oil and natural gas. We can use these sources to produce energy. They are cheap and easy to use. People use them a lot. But they are very limited and will run out soon.

Renewable sources come from the sun, wind or water. When energy comes from the sun, we call it solar energy. Wind energy comes from the wind, and hydro energy comes from water. Renewable sources are available, clean and safe to use. But they are expensive to produce.

In the future we will rely more on renewable energy sources. They are better for the environment and they will not run out.

1. Non-renewable sources are cheap and _____.
   A. available B. easy to use
   C. expensive
2. _____ come from the sun, wind or water.
   A. Renewable sources
   B. All energy sources
   C. Non-renewable sources
3. When energy comes from water, we call it _____.
   A. wind energy B. solar energy
   C. hydro energy
4. Renewable energy sources are better for _____.
   A. the environment B. our cars
   C. hydro energy

ACTIVITY 3

Aim: To help Ss read for specific information about the text.

- Ask Ss to read the instruction (read the text and find the answers to the questions). Explain that this task helps them focus on the main information of the text.
- Set a time limit for Ss to read the text and do the task individually. Ask Ss to note or underline where they find the information that helps them answer the questions.
- Ask Ss to work in pairs. Have them ask and answer the questions provided.
- Select one or two pairs to do the task in front of the class. The class listens and comments.

3 **Read the text again and answer the questions.**

1. How many energy sources are there? What are they?
2. What do non-renewable sources include?
3. What are the advantages of renewable energy?
4. What will we rely more on in the future?

Key:

1. There are two. They are non-renewable and renewable.

2. They include coal, oil and natural gas.

3. It's available, clean, and safe to use.

4. We will rely more on renewable energy sources in the future.

Speaking

ACTIVITY 4

Aim: To help Ss identify the advantages and disadvantages of different types of energy sources.

- Have Ss read the instructions to identify how the task is done.
- Have Ss work in groups. Ask them to read the words and phrases provided and discuss which ones are advantages and which are disadvantages.
- Have Ss put the words and phrases in the appropriate columns. T goes around and corrects mistakes or gives help when necessary.
- Call on some Ss to perform the task in front of the class. T and other Ss listen and comment.

Speaking

4 **Work in groups. Discuss and put the following words and phrases in the appropriate columns.**

run out, limited, easy to use, cheap, expensive, available, safe to use, good for the environment

Advantages	Disadvantages

Key:

Advantages: easy to use, cheap, available, safe to use, good for the environment

Disadvantages: run out, limited, expensive

ACTIVITY 5

Aim: To help Ss ask and answer questions about the advantages and disadvantages of different energy sources.

- Have Ss read the instructions to identify how to do the task. Remind them that they have to ask and answer questions about the advantages and disadvantages of different energy sources.

5 **Work in pairs. Ask and answer questions about the advantages and disadvantages of different energy sources.**

Example:

A: What are the advantages of hydro energy?
B: It's available, clean and safe to use.
A: What are its disadvantages?
B: It's expensive to produce.

- Have Ss work in pairs to read the example to understand how to make a dialogue. Then set a time limit for them to ask and answer the questions about advantages and disadvantages of different types of energy, such as hydro energy, nuclear energy, energy from coal, etc.
- Encourage some pairs to role-play in front of the class. The class comments on their performances.

WRAP-UP

Have Ss summarise what they have learnt with the two skills.

SKILLS 2

WARM-UP

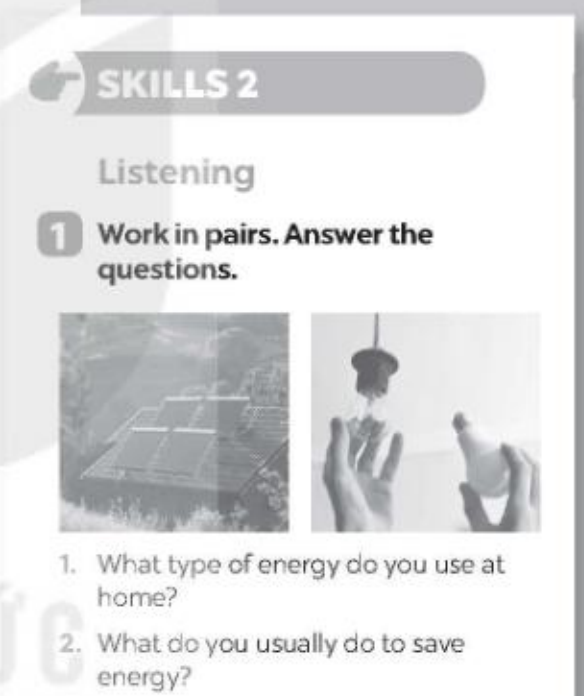
- Invite a few pairs to ask and answer questions about the advantages and disadvantages of different types of energy. T may let a few Ss go to the board and say the advantages and disadvantages of different energy sources.
- Ask them to open their books to page 111 (**SKILLS 2**).

Listening

ACTIVITY 1

Aim: To help Ss get ideas on how to save energy at home.

- Ask Ss to read the questions and think about the types of energy they use at home and how to save them.
- Ask Ss to ask and answer the questions in pairs. Then encourage some pairs to act out the dialogues in front of the class. T comments on their performances.


SKILLS 2

Listening

1 Work in pairs. Answer the questions.

1. What type of energy do you use at home?
2. What do you usually do to save energy?

2 Mr Lam is discussing with his students about how to save energy at home. Listen and circle the phrases you hear. 7.31

1. save energy
2. turn off the lights
3. save money
4. use low energy light bulbs
5. produce electricity
6. use solar panels

ACTIVITY 2

Aim: To help Ss listen for specific information about how to save energy at home.

- Ask Ss to read the instructions.
- Have Ss read the phrases provided and say which one(s) is / are new or difficult. Help them understand the phrases by giving explanations or the Vietnamese equivalents.
- Play the recording once or twice, if necessary, for Ss to listen and circle the phrases they hear.
- Have Ss compare their answers in pairs or groups. Then call on some Ss to read aloud the phrases. T checks their answers.

Key: save energy, turn off the lights, use low energy light bulbs, use solar panels

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ACTIVITY 3

Aim: To help Ss listen for specific information about how to save energy at home.

- Ask Ss to read aloud the phrases they have circled in **2**. Remind them that these phrases are key ideas they have to pay attention to while listening for specific information in **3**.
- Before playing the recording, have Ss read the five sentences and guess which sentences are true and which are false. Then have them listen to the recording (for a few times, if necessary) and tick the appropriate boxes.
- Ask Ss to share their answers in pairs or groups before checking as a class.
- If there is enough time, select one or two Ss to tell the class about the main content of the conversation, using the correct answers in **3**.

3 **Listen again and tick (✓) T (True) or F (False) for each sentence.** (73+74)

	T	F
1. Mr Lam says we use energy for cooking, heating and lighting.		
2. Linh always turns off the lights when going out.		
3. Linh turns off electrical appliances when not using them.		
4. Minh uses low energy light bulbs at his house.		
5. Minh uses solar energy to cook meals.		

Key: **1.** T **2.** F **3.** T **4.** T **5.** F

Audio script – Tracks 73 + 74:

Mr Lam: As you know we use energy for cooking, heating and lighting. But it's not cheap. So how can we save energy at home? Linh, what do you do to save electricity?

Linh: Well, I always turn off the lights before going to bed. I have some electrical appliances, such as a TV, a CD player, ... I turn them off when I don't use them. I think it helps us save electricity.

Mr Lam: You're right. What about you, Minh?

Minh: Well, we use low energy light bulbs at my house. We always turn them off when leaving the room. We use solar panels to warm water too. It's cheap and clean.

Mr Lam: Sounds interesting. And how about you, ...?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Writing

ACTIVITY 4

Aim: To help Ss identify some ways to save energy at home.

- Ask Ss to read the phrases relating to some ways to save energy at home. Draw their attention to the expressions *to warm water, when leaving the room, electrical appliances, when not using.* Check comprehension.
- Ask Ss to work in pairs to discuss and decide on the three important ways to save energy at home.
- Call on one or two Ss to tell the class or to write these ways on the board. Others comment and write them in their notebooks.

Writing

4 **Work in pairs. Read some ways to save energy at home. Choose three ways and write them in your notebook.**

- Use low energy light bulbs
- Use solar panels to warm water
- Turn off the lights when leaving the room
- Turn off electrical appliances when not using them

ACTIVITY 5

Aim: To help Ss write a paragraph of about 70 words about how to save energy at home.

- Ask Ss to read the instruction. Then let them read the example to understand how to start the writing.
- Allow Ss time to write a paragraph (about 70 words) about how to save energy at home, using at least three important ways they have discussed in **4**.
- When they finish, ask some Ss to read the paragraph to the class.
- If time allows, call on one student to write his / her paragraph on the board. The class comments.



5 **Write a paragraph of about 70 words about how you save energy at home.**

We use a lot of energy at home and it costs us a lot. To save energy, we should _____

_____

_____

Suggested answer:

We use a lot of energy at home and it costs us a lot. To save energy, we should use low energy light bulbs in all rooms. We need to turn off electrical appliances such as lights, TVs, CD players when we do not use them. We should also put solar panels on the roof of our houses to heat water.

WRAP-UP

Have Ss summarise some ways to save energy at home.

LOOKING BACK

WARM-UP

- Ask a few Ss to go to the board and tell the class what they should do to save energy at home.
- Ask them to record their answers to each task so that they can use their information to complete the self-assessment table at the end of the unit.
- Have them open their books to page 112 (**LOOKING BACK**).

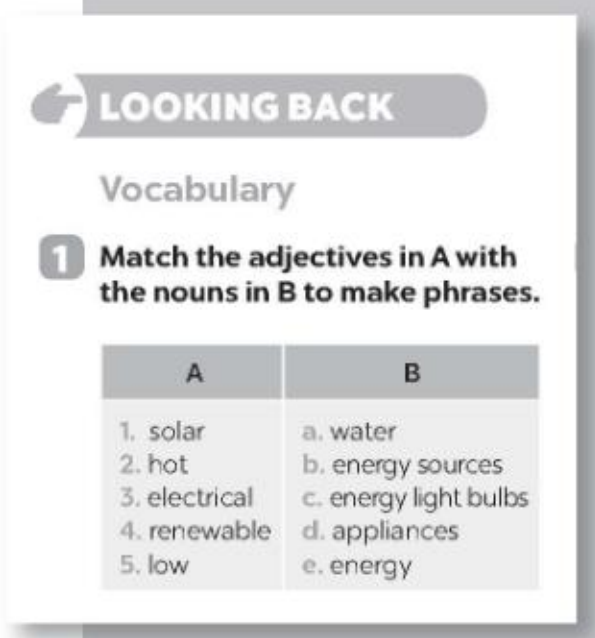
Vocabulary

ACTIVITY 1

Aim: To help Ss revise the words and phrases relating to energy sources.

- Give Ss time to do the task individually. Tell them to read the adjectives in the first column and match them with the nouns in the second column to make appropriate phrases.
- Ask Ss to compare their answers in pairs or groups before checking as a class.
- Have a few Ss read the phrases aloud in front of the class. Praise Ss when they do the task well.

Key: **1.** e **2.** a **3.** d **4.** b **5.** c



LOOKING BACK

Vocabulary

1 **Match the adjectives in A with the nouns in B to make phrases.**

A	B
1. solar	a. water
2. hot	b. energy sources
3. electrical	c. energy light bulbs
4. renewable	d. appliances
5. low	e. energy

ACTIVITY 2

Aim: To help Ss use the phrases in 1 to complete the sentences.

- Ask Ss to read the sentences individually. Draw their attention to the gaps they are going to fill in.
- Have Ss work in pairs or groups and discuss which phrase fits the gap of each sentence.
- Call on some Ss to read aloud the complete sentences. T and other Ss listen and comment.

Key:

1. low energy light bulbs **2.** electrical appliances

3. renewable energy sources **4.** solar energy

5. hot water

2 Complete the sentences, using the phrases in 1.

1. We should use _____ in our homes to save energy.
2. Do they always turn off the _____ before leaving the room?
3. We can protect the environment by using _____.
4. When energy comes from the sun, we call it _____.
5. She has _____ day and night because she has solar panels on the roof of her house.

Grammar

ACTIVITY 3

Aim: To help Ss revise the uses of the present simple and the present continuous in sentences.

- Have Ss read the instruction to know what they have to do. Draw their attention to the uses of the present continuous and present simple and which one can be used to complete the sentences.
- Ask Ss to complete the sentences individually. Then they can check their answers with a partner before T discusses them as a class.
- Call on a few Ss to read the complete sentences in front of the class. T and other Ss listen and comment.

Key: **1.** is raining **2.** start **3.** is walking **4.** does **5.** am writing

Grammar

3 Complete the sentences by using the correct form of the present continuous or present simple of the verbs in brackets.

1. Look! It (rain) _____ heavily.
2. Normally they (start) _____ school at eight o'clock in the morning.
3. He hasn't got a bike at the moment, so he (walk) _____ to school this week.
4. He always (do) _____ his homework in the evening.
5. I'm afraid I have no time to help just now. I (write) _____ an essay.

ACTIVITY 4

Aim: To help Ss revise the uses of the present simple and the present continuous in sentences.

- Have Ss read the instruction.
- Give them time to read the sentences, find and correct the mistakes in pairs or groups. Go around and offer help if necessary.
- Have them swap answers before checking as a class. Correct mistakes if necessary.
- Call on one or two Ss to read the correct sentences in front of the class. T and other Ss listen and comment.

4 Find ONE mistake in each sentence and correct it.

1. The students do the project in Unit 10 now.
2. At the moment, the teacher is explain how solar energy works.
3. Nowadays, people in Africa is not using energy from natural gas.
4. They are use wind energy instead of coal.
5. We look for a cheap, clean and effective source of energy now.

Key:

1. do → are doing **2.** explain → explaining

3. is → are **4.** use → using **5.** look → are looking

Extension:

What are you wearing?

T asks a student what he / she wears or is wearing, and then to repeat the question to another student.

Example:

T: Mai, are you wearing jeans?

Mai: No, I'm not. Are you wearing jeans, Minh?

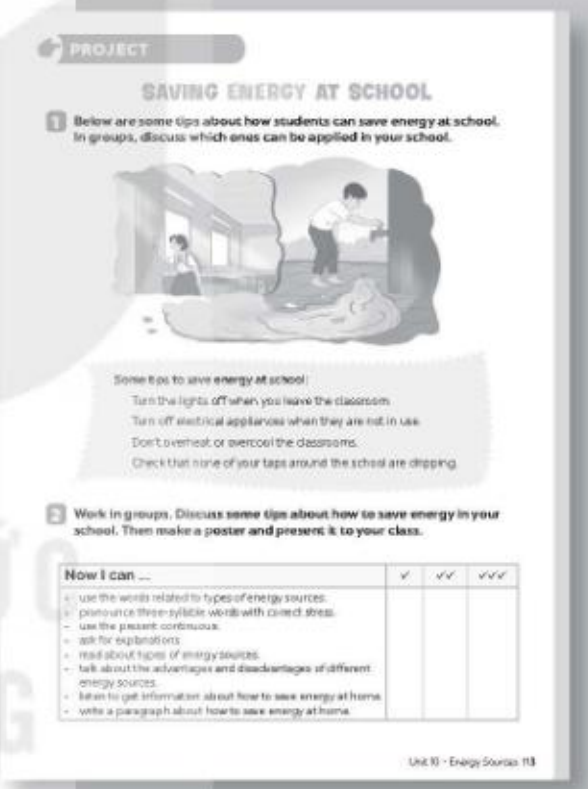
Minh: Yes, I am.

T: Thuy, do you wear a scarf?

Thuy: Yes, I do, during the winter. Do you wear a scarf, Xuan?

...

PROJECT


PROJECT

SAVING ENERGY AT SCHOOL

1 Below are some tips about how students can save energy at school. In groups, discuss which ones can be applied in your school.

Some tips to save energy at school:

Turn the lights off when you leave the classroom.

Turn off electrical appliances when they are not in use.

Don't overheat or overcool the classrooms.

Check that none of your taps around the school are dripping.

2 Work in groups. Discuss some tips about how to save energy in your school. Then make a poster and present it to your class.

Now I can ...	✓	✓✓	✓✓✓
- use the words related to types of energy sources.			
- pronounce three-syllable words with correct stress.			
- use the present continuous.			
- ask for explanations.			
- read about types of energy sources.			
- talk about the advantages and disadvantages of different energy sources.			
- listen to get information about how to save energy at home.			
- write a paragraph about how to save energy at home.			

Unit 10 · Energy Sources 113

ACTIVITY 1

Aim: To help Ss find the tips that can be applied to save energy in their school.

- Have Ss read the instructions.
- Ask them to read the tips about how Ss can save energy at school. Teach the words *overheat, overcool* and the phrase *the taps are dripping*. Check comprehension.
- Give them some time to work in groups to discuss if these tips can be applied in their school and take notes. Go around and offer help if necessary.

ACTIVITY 2

Aim: To help Ss make a poster about some tips to save energy in their school and present it to the class.

- Give Ss time to make posters about the tips that can be applied in their school. Ask them to use the notes in **1**.
- Select some groups to the front of the class to show their posters and tell the class about the tips to save energy at school. Other groups and T comment.
- If there is not enough time, T may ask Ss to do the project as homework and check it during the next lesson.

NOW I CAN ...

- Finally, ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

Unit 11 TRAVELLING IN THE FUTURE

Objectives:

By the end of this unit, students will be able to:

- use the words related to future means of transport;
- say sentences with correct stress;
- use the future simple to talk about future activities and make predictions;
- use possessive pronouns correctly;
- make predictions;
- read for general and specific information about cars;
- talk about why a means of transport will / won't be popular;
- listen for general and specific information about some future means of transport;
- write a paragraph about the advantages of a future means of transport.


Unit 11 TRAVELLING IN THE FUTURE

THIS UNIT INCLUDES:

Vocabulary
Future means of transport

Pronunciation
Sentence stress

Grammar
- Future simple
- Possessive pronouns

Skills
- Reading about cars
- Talking about why a means of transport will / won't be popular
- Listening to a talk about some future means of transport
- Writing a paragraph about the advantages of a future means of transport

Everyday English
Making predictions

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To review the previous unit;**
- **To lead into the new unit.**

- Review the previous unit before Ss open their books: Organise a short vocabulary game to revise the words Ss learnt in *Unit 10*. For example, T can show pictures of different energy sources; or T provides a table with two columns (renewable sources and non-renewable sources with examples for each). Ss take turns to write into the two columns the appropriate words and phrases they learnt in *Unit 10*.
- Lead to the new unit. Write the unit title *Travelling in the Future* on the board. Ask Ss to guess what they are going to learn about in this unit. Then write *Means of transport* and ask Ss to give any words / phrases they know related to this topic.

GETTING STARTED

I HOPE WE WILL HAVE A HYPERLOOP SOON!

ACTIVITY 1


GETTING STARTED

I hope we will have a hyperloop soon!

1 Listen and read.

Minh: Oh, another traffic jam.

Ann: How will we get to the campsite on time now?

Minh: I don't know. It's a pity that we don't have a hyperloop now!

Ann: What's a hyperloop?

Minh: It's a system of tubes. You can go from one place to another in just minutes.

Ann: Amazing! Even faster than a flying car!

Minh: Yes, and there are no traffic jams.

Ann: Will it pollute the environment?

Minh: No. There will be no fumes, and it's totally safe.

Ann: Like a teleporter?

Minh: A teleporter is also fast, safe and eco-friendly. But it's a different mode of travel.

Ann: So when we travel in hyperloops, we won't have to worry about bad weather, right?

Minh: Right.

Ann: Sounds great! I hope we'll have them soon.

TH Tiếng Anh 7

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**

- Set the context: Have Ss look at the conversation and the pictures and answer some questions, e.g. *What can you see in the pictures? What do you think are the names of the means of transport in the pictures? What can be disadvantages and problems of travelling by these means of transport?* Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.
- Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.
- Refer to the questions previously asked. Confirm the correct answers:
  - *They are future means of transport.*
  - *They are 'hyperloop' and 'flying car'.*
  - *Travelling by hyperloop can be comfortable and fast, but it may be very expensive.*
  - *Travelling by flying car can be fast, clean and amazing.*
- Have Ss say the words in the text that they think are related to the topic *Travelling in the Future*. Quickly write the words on one part of the board. Comment on Ss' answers.

Audio script – Track 75:

Minh: Oh, another traffic jam.

Ann: How will we get to the campsite on time now?

Minh: I don't know. It's a pity that we don't have a hyperloop now!

Ann: What's a hyperloop?

Minh: It's a system of tubes. You can go from one place to another in just minutes.

Ann: Amazing! Even faster than a flying car!

Minh: Yes, and there are no traffic jams.

Ann: Will it pollute the environment?

Minh: No. There will be no fumes, and it's totally safe.

Ann: Like a teleporter?

Minh: A teleporter is also fast, safe and eco-friendly. But it's a different mode of travel.

Ann: So when we travel in hyperloops, we won't have to worry about bad weather, right?

Minh: Right.

Ann: Sounds great! I hope we'll have them soon.

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ACTIVITY 2

Aim: To help Ss understand the main idea of the conversation.

- Ask Ss to answer the question without reading the conversation again.
- Ask Ss to explain their choice.
- Confirm the correct answer. Explain if necessary.

Key: B

2 **What are Ann and Minh talking about?**

A. Travelling by teleporter.
B. Future modes of travel.
C. Being in a traffic jam.

ACTIVITY 3

Aim: To help Ss read for specific information about Ann and Minh's conversation.

- Ask Ss to read the sentences and underline the key words in each sentence. Then ask them to read the conversation and find information related to these key words in the conversation and tick T (True) or F (False). For example, in sentence 1, Ss can underline the phrase *traffic jam*; in sentence 2, Ss can underline *going to school*; in sentence 3, Ss can underline *a lot, about hyperloops*; in sentence 4, Ss can underline *seems to know*; in sentence 5, Ss can underline *hope, hyperloops soon*.
- Have pairs work together on this.
- Ask some Ss to answer and point out where in the conversation they find the information for their answers.
- Check the answers as a class.

Key: **1.** T **2.** F **3.** F **4.** T **5.** T

3 **Read the conversation again and tick (✓) T (True) or F (False).**

	T	F
1. Ann and Minh are in a traffic jam now.		
2. Ann and Minh are going to school.		
3. Ann knows a lot about hyperloops.		
4. Minh seems to know about different modes of travel.		
5. They hope there will be hyperloops soon.		

ACTIVITY 4

Aims:

- **To help Ss recognise the words / phrases used to describe the means of transport;**
- **To help Ss further understand the text.**

- Ask Ss to work in pairs to read the conversation again and to underline the words / phrases that describe the means of transport: *hyperloop* and *teleporter*. For example, Ss can underline the words / phrases *a system of tubes, safe*, etc.
- Ask pairs to pick out words / phrases they have found to write down in the correct columns.

4 **Find the words and phrases that describe the means of transport in the conversation and write them in the correct columns.**

hyperloop	teleporter

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Ask some Ss to say the words / phrases aloud. Make sure they pronounce the words / phrases correctly.
- Check the answers as a class.

Key:

hyperloop	teleporter
a system of tubes faster than a flying car no traffic jams no fumes safe	fast safe eco-friendly

ACTIVITY 5

Aims:

- **To help Ss review vocabulary related to different means of transport;**
- **To give Ss a chance to develop creative thinking.**

- Instruct Ss to do the quiz. Allow Ss 1 - 2 minutes to discuss it in their groups and do the task. Ask them to write their answers on a piece of paper.
- Ask all the groups to show their answers at the same time. The one with the most correct answers wins.

5 QUIZ **What vehicle is this?**

Work in pairs. Discuss to find out the vehicles in these sentences.

1. It has two wheels and you pedal it.
2. It has four wheels. It runs on petrol or electricity, and can carry up to eight passengers.
3. It carries many passengers and runs on tracks.
4. It sails on the sea. It needs wind to sail.
5. It travels in space. It can even carry people to the moon.

What do you think these vehicles will be like in 50 years?

Key:

1. bicycle / bike **2.** car **3.** train

4. sailing boat **5.** rocket / spaceship

- Then have Ss work in pairs again to discuss what these vehicles will be like in 50 years. Ss can give any description about these future means of transport they can imagine.
- Ask some pairs to answer. Correct grammar or pronunciation mistakes if needed.

WRAP-UP

Refer to the Unit title again: *Travelling in the Future*, then have Ss list any words / phrases about future modes of travel that they know or have heard of. Tell them that they can think about the modes of travel they read about in the conversation or in the quiz in **5**.

A CLOSER LOOK 1

WARM-UP

Aims:

- **To help Ss review the previous lesson;**
- **To create a fun atmosphere in the class.**

- Give Ss a few minutes to play a game. Have Ss play in two teams.
- Give the teams some pictures of some modes of travel: hyperloop, flying car, train, and sentences that describe these modes of travel:

  1. *It has two wings.*
  2. *It is a system of tubes.*
  3. *It travels long distances in just minutes.*
  4. *It carries many passengers and runs on rails.*
  5. *It makes noise.*
  6. *It is eco-friendly.*
  7. *It is safe and it doesn't cause fume.*
  8. *The driver can turn to fly mode when roads are congested.*
- Ask Ss to write the sentence numbers under the correct pictures. Tell them that they can use some sentences more than once.
- The team who finishes first with most correct answers is the winner.

Key:

Picture of hyperloop: sentences 2, 3, 6, 7

Picture of flying car: sentences 1, 6, 7, 8

Picture of train: sentences 4, 5

- Ask Ss to open their books to page 116.

Vocabulary

ACTIVITY 1

Aim: To introduce some modes of future travel.

- Ask Ss to work in pairs to choose the words and phrases in the box to write under the correct pictures.
- Invite them to share their answers. Ask them why they think a word / phrase should go with a picture. For example, *Why do you put the phrase 'solar-powered ship' under Picture 1?*
- Elicit Ss' answers. For example, *In Picture 1, I can see a ship. It has solar panels*. This way, Ss try to describe pictures using vocabulary they have learnt in the previous units.


A CLOSER LOOK 1

Vocabulary

1 Write the words and phrases under the correct pictures. Then listen, check and repeat.

flying car bamboo-copter
hyperloop skyTran
solar-powered ship

1. _____ 2. _____

3. _____ 4. _____

5. _____

– Play the recording for Ss to check their answers. Pause the recording after each word / phrase and ask them to repeat chorally and individually. Correct their pronunciation. Confirm the correct answers as a class.

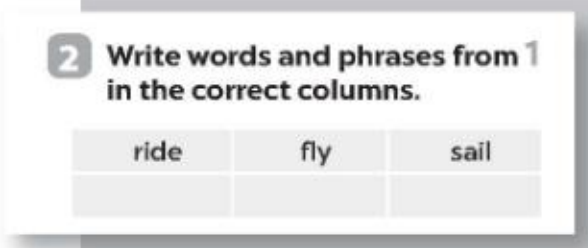
Key + Audio script – Track 76:

1. solar-powered ship **2.** flying car **3.** bamboo-copter

4. hyperloop **5.** skyTran

ACTIVITY 2

Aim: To help Ss learn to use the right verbs for the appropriate mode of travel.



2 Write words and phrases from 1 in the correct columns.

ride	fly	sail

– Ask Ss to work individually to write words and phrases in **1** in the correct columns.

– Check the answers as a class.

Key:

ride	fly	sail
skyTran	bamboo-copter	solar-powered ship
hyperloop	flying car	

– Get Ss to work in pairs to add more modes of travel to the columns.

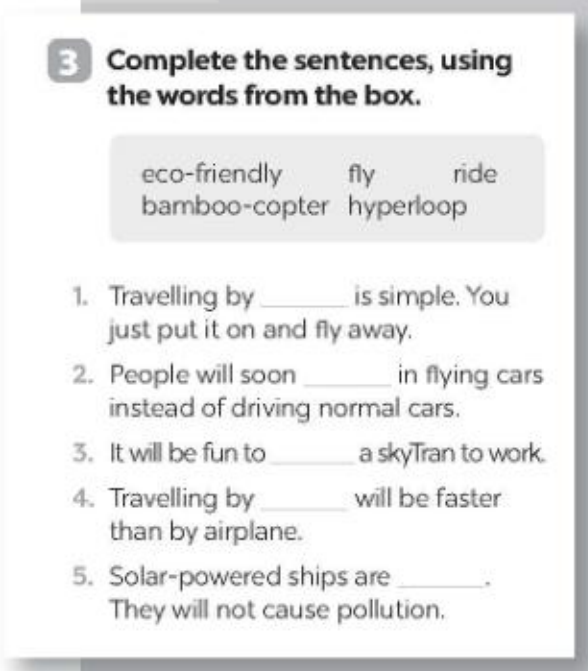
– See the example below:

ride	fly	sail
skyTran	bamboo-copter	solar-powered ship
hyperloop	flying car	boat
motorbike	plane	
bicycle	spaceship	
bus		
train		

– Ask some Ss to read aloud the words / phrases. Correct Ss' pronunciation if necessary. Confirm the correct answers.

ACTIVITY 3

Aim: To help Ss practise using the learnt words in the right context.



3 Complete the sentences, using the words from the box.

eco-friendly fly ride
bamboo-copter hyperloop

1. Travelling by _____ is simple. You just put it on and fly away.
2. People will soon _____ in flying cars instead of driving normal cars.
3. It will be fun to _____ a skyTran to work.
4. Travelling by _____ will be faster than by airplane.
5. Solar-powered ships are _____. They will not cause pollution.

– Ask the whole class to read aloud the words in the box. Correct their pronunciation if necessary.

– Ask Ss to work individually to complete the sentences using the words from the box.

– Check the answers as a class.

– Ask some Ss to read aloud the complete sentences. Correct their pronunciation if needed.

Key:

1. bamboo-copter **2.** fly **3.** ride

4. hyperloop **5.** eco-friendly

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Pronunciation

Sentence stress

ACTIVITY 4

Aims:

- **To help Ss be aware of which words in a sentence should be stressed, which are not;**
- **To help Ss say sentences with correct stress.**

- Have Ss listen to the recording once first. Ask them to pay attention to the stressed syllables.
- Play the recording again for them to listen and repeat each sentence as a class, then as individuals. Play the recording as many times as necessary.
- Then ask Ss to read out the sentences. Correct their pronunciation and stress if needed.
- Introduce the rules in the **Remember!** box.

Audio script – Track 77:

1. We'll **have driv**erless **cars**.
2. We'll **have driv**erless **cars** in the **fu**ture.
3. I **think driv**erless **cars** will **run fast**er.
4. I **don't think** we'll **have driv**erless **cars**.
5. I **think driv**erless **cars** will be **saf**er and **green**er.

ACTIVITY 5

Aims:

- **To help Ss be aware of the words they have to stress in a sentence;**
- **To help Ss practise saying sentences with correct stress.**

- Play the recording for Ss to listen and repeat each sentence after the recording. Correct their pronunciation, if necessary.
- Ask Ss to count the number of stresses in each sentence. Check if Ss have counted enough stresses in each of the sentences.
- Call on some Ss to read the sentences in front of the class.

Key: **1.** 3 **2.** 3 **3.** 4 **4.** 4 **5.** 5

Audio script – Track 78:

1. That is a **so**lar-**pow**ered **ship**.
2. They will **trav**el by **fly**ing **car**.
3. They **in**troduced a **new au**topilot **mod**el.
4. Will **bul**let **trains** pol**lute** the en**vi**ronment?
5. I **don't think** those **trains** will **be pop**ular here.

Pronunciation

Sentence stress

Remember!

In a sentence there are stressed words and unstressed words.

- We usually stress the words that are nouns, main verbs, adjectives, adverbs, and negative auxiliaries.

  Example:

  We **don't like travelling**.
- We don't usually stress the words that are prepositions, pronouns, articles, and auxiliary verbs.

  Example:

  I will **go** by **car**.

4 **Listen to the sentences and repeat. Pay attention to the bold syllables.** 77

1. We'll **have driv**erless **cars**.
2. We'll **have driv**erless **cars** in the **fu**ture.
3. I **think driv**erless **cars** will **run fast**er.
4. I **don't think** we'll **have driv**erless **cars**.
5. I **think driv**erless **cars** will be **saf**er and **green**er.

5 **Listen to the sentences and repeat. How many stresses are there in each sentence?** 78

1. That is a solar-powered ship.
2. They will travel by flying car.
3. They introduced a new autopilot model.
4. Will bullet trains pollute the environment?
5. I don't think those trains will be popular here.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Ask them to list some words / phrases about future modes of travel.
- Ask Ss to list some verbs that are used with different modes of travel.
- Ask Ss to read out some sentences with the correct stress.

A CLOSER LOOK 2

WARM-UP

- Give Ss a few minutes to play a game. Put Ss into two teams. Prepare around 10 to 15 cards each with a word (a verb, a noun or an adjective) and / or a phrase about future modes of travel and put them on a table. Have Ss stand around the table and try to memorise as many as possible. T then covers the table and asks Ss to return to their seats to write as many words / phrases they can remember as possible. After a few minutes, ask Ss to stop to check.
- T reads aloud or writes the words / phrases on the board and Ss self-check. Tell them they can get one point for one correct word / phrase.
- Ask Ss what mode of travel people will use in 20 years. Ss provide answers. Tell them that they will learn how to talk about future activities.
- Ask Ss to look at **A CLOSER LOOK 2** on page 117.

Grammar

The future simple

ACTIVITY 1

Aim: To help Ss use the right verb form to talk about future activities.

- Take one of Ss' sentences in Warm-up and write that sentence on the board. For example, *In 20 years, people will use flying cars to travel*.
- Tell Ss that they can use *will + V (infinitive)* to talk about future activities. Ask Ss a question: *Where will you spend your next summer holiday?* Ask some Ss to answer the question. Then ask Ss another question: *Where do you think people will go for their holidays in 2030?* Ask some Ss to answer the question in front of the class. Correct their pronunciation and grammar if needed. Present also the negative and question forms of *will*.
- Ask Ss to work individually to complete the sentences with *will* or *won't*.
- Ask some Ss to take turns to answer. Check the answers as a class.
- Ask several Ss to read aloud the complete sentences. Correct their pronunciation if necessary.

Key:

1. won't **2.** will **3.** will **4.** won't **5.** will



A CLOSER LOOK 2

Grammar

The future simple

Remember!

We use the future simple
- to talk about future activities.
  Example:
  We **will buy** an electric scooter soon.
  In the future we **won't drive** normal cars any more.
- to make predictions.
  Example:
  We **will** probably **use** electric cars because normal cars cause too much pollution.
  Will many children **go** to school by solowheel?

1 **Complete the sentences with *will* or *won't*.**

1. Petrol-powered cars are not eco-friendly, so they _____ be popular.
2. We _____ travel by teleporter soon because it is faster.
3. Rich people _____ choose to travel to other planets for their holidays.
4. People _____ take holidays in crowded places as in the past.
5. Bullet trains _____ soon become a popular means of transport in Viet Nam because they are green and safe.

ACTIVITY 2

Aim: To help Ss practise making full sentences about future activities using prompts.

- Have Ss work individually to rearrange the words and phrases to make sentences.
- Ask some Ss to go to the board to write their sentences. Check the answers as a class.
- Ask them to read out their sentences. Correct Ss' grammar and pronunciation mistakes if necessary.

Key:

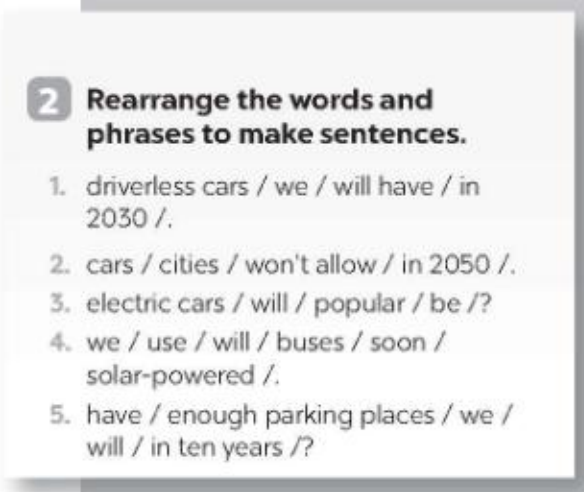
1. We will have driverless cars in 2030.

2. Cities won't allow cars in 2050.

3. Will electric cars be popular?

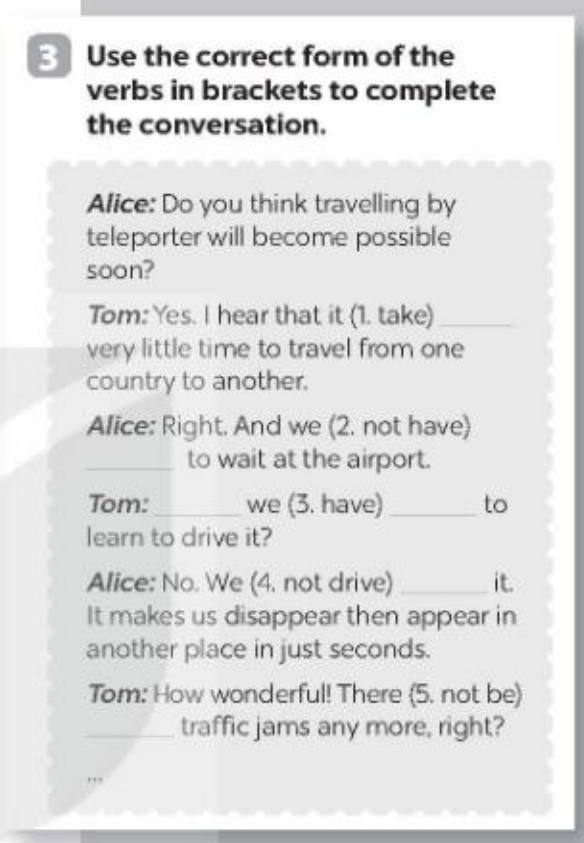
4. We will use solar-powered buses soon.

5. Will we have enough parking places in ten years?



2 **Rearrange the words and phrases to make sentences.**

1. driverless cars / we / will have / in 2030 /.
2. cars / cities / won't allow / in 2050 /.
3. electric cars / will / popular / be /?
4. we / use / will / buses / soon / solar-powered /.
5. have / enough parking places / we / will / in ten years /?



3 **Use the correct form of the verbs in brackets to complete the conversation.**

Alice: Do you think travelling by teleporter will become possible soon?

Tom: Yes. I hear that it (1. take) _____ very little time to travel from one country to another.

Alice: Right. And we (2. not have) _____ to wait at the airport.

Tom: _____ we (3. have) _____ to learn to drive it?

Alice: No. We (4. not drive) _____ it. It makes us disappear then appear in another place in just seconds.

Tom: How wonderful! There (5. not be) _____ traffic jams any more, right?

...

ACTIVITY 3

Aim: To help Ss use the correct form of the future simple to make predictions.

- Ask Ss to work in pairs to complete the conversation.
- Check the answers as a class.
- Ask some pairs to read out the complete conversation. Correct grammar and pronunciation mistakes if necessary.

Key:

1. will take **2.** won't have **3.** Will ... have

4. won't drive **5.** won't be

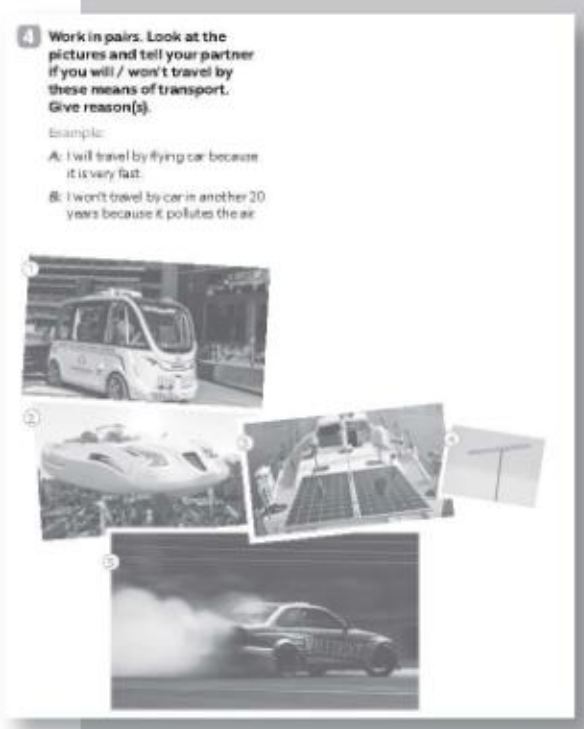
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ACTIVITY 4

Aims:

- **To help Ss practise talking about some future means of transport;**
- **To help Ss learn reasoning skills by giving reasons for their choice.**

- Have Ss work in pairs to describe the pictures. Then they can tell their partner what means of transport they will choose to use in the future. Tell them to think of any reasons why they will / won't use that means of transport.



4 **Work in pairs. Look at the pictures and tell your partner if you will / won't travel by these means of transport. Give reason(s).**

Example:

A: I will travel by flying car because it is very fast.

B: I won't travel by car in another 20 years because it pollutes the air.

Example:

In picture 1, I can see a / an (electric) bus / coach. I can see many people on this bus / coach. I think I will go to school by electric coach because it has no fumes, and it can carry many people at the same time.

In picture 2, I can see a flying car. It is flying over a city. I think I will travel by flying car. It will be fun to fly in one. I will be able to see the city below (or I can fly it when the roads are congested).

In picture 3, I can see a ship. It has solar panels. I will travel on a solar-powered ship to visit some islands. It will be comfortable / fun to travel by solar-powered ship.

In picture 4, I can see a bamboo-copter. I will fly a bamboo-copter to work. It will be fun / fast. (or I won't use a bamboo-copter to travel from one place to another. It will be dangerous. You might get hurt when it is windy …).

In picture 5, I can see a car with a lot of smoke behind it. I won't go by car in the future. It pollutes the environment.

– Ask some pairs to talk about their choices and reasons why they will / won't use those means of transport. Correct Ss' pronunciation and grammar mistakes when necessary.

Possessive pronouns

ACTIVITY 5

Aim: To review possessive pronouns.

– If Ss don't seem to remember much about possessive pronouns, then give them an example. T can take the example from Student's Book to write on the board and re-explain the use of possessive pronouns.

– T can use **Remember!** box below if needed.

Remember!

We use a possessive pronoun instead of a phrase:

Example: Ann rides her bike to school every day. I ride **mine**. (mine = my bike)

A possessive adjective comes before a noun.

Example: **Her** car is an electric car.

5 **Replace the underlined phrases with possessive pronouns.**

Example:

This is your bicycle. That bicycle is her bicycle. → hers

1. My motorbike runs on electricity. How about their motorbikes? _____
2. Your bicycle is blue and my bicycle is red. _____
3. My dream is to travel to the moon. His dream is different. _____
4. My bus was late. Your bus was on time. _____
5. His car is a flying car. Our car is an electric one. _____

– T can also show a table like the one below, with all personal pronouns (as in column 1); and one or two possessive adjectives and possessive pronouns in the other columns, then ask Ss to complete the table.

Personal pronouns	Possessive adjectives	Possessive pronouns
I	my	mine
you	your	yours
she	her	hers
he	his	his
it	its	its
we	our	ours
they	their	theirs

- Ask Ss to repeat after the T the personal pronouns, possessive adjectives and possessive pronouns.
- Have Ss work individually to replace the underlined phrases with the correct possessive pronouns.
- Ask some Ss to read aloud their own sentences. Correct Ss' answers as a class.

Key: **1.** theirs **2.** mine **3.** His **4.** Yours **5.** Ours

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have them say the correct possessive adjectives / pronouns each time T names one personal pronoun.

COMMUNICATION

Everyday English

Making predictions

ACTIVITY 1

Aims:

- **To introduce to Ss how to make predictions;**
- **To have Ss practise the conversation of making predictions.**

- Ask Ss to look at the conversation on page 119 and pay attention to the highlighted sentences. Play the recording once. Ask Ss to listen, then ask them to repeat after the recording.
- Tell Ss that they can make predictions about future, using: *It / We certainly will / won't* if they are sure about their predictions and *It / We probably will / won't* if they are not sure about their predictions.
- Ask some pairs of Ss to read aloud the conversation again. Correct their pronunciation and intonation if needed.

Audio script – Track 79:

Ann: Do you think we will travel by flying car in the future?

Tom: We certainly will.

Ann: Will it be able to fly across oceans?

Tom: It probably won't.


COMMUNICATION

Everyday English

Making predictions

1 **Listen and read the conversation. Pay attention to the highlighted sentences.** 79

Ann: Do you think we will travel by flying car in the future?

Tom: We certainly will.

Ann: Will it be able to fly across oceans?

Tom: It probably won't.

ACTIVITY 2

Aim: To help Ss practise making predictions.

- Ask Ss to work in pairs to make similar conversations about future travelling, using the given context. Remind them of the phrases to make predictions.
- Have Ss practise the conversations in some minutes.
- Ask some pairs to role-play. T and other Ss listen and comment.


2 **Work in pairs. Make similar conversations about future travelling.**

1. travelling long distances by hyperloop.
2. travelling to other planets for holidays.

Suggested conversations:

Situation 1:

A: Do you think we will travel long distances by hyperloop?

B: We certainly / probably will.

A: Will it allow us to travel to other planets?

B: It probably / certainly won't.

Situation 2:

A: Do you think people will travel to other planets for holidays?

B: They certainly / probably will.

A: Will holidays on other planets be expensive / interesting?

B: They certainly will (be).

How will children go to school?

ACTIVITY 3

Aim: To help Ss learn more about what information they should use when talking about a means of transport.

- Have Ss work in pairs to read the conversation and complete it with the questions and answers from the box. Ask them to read the conversation carefully and underline the question words or key words in the conversation. Ask them to do the same with the questions and answers in the box before they finish the task.

  For example, in the conversation, Ss may underline the phrases: *what means of transport* for (1), *Four* for (2), *Electricity* for (3), *sounds dangerous* for (4).

- Check the answers as a class.

- Ask some pairs to read aloud the conversation. Correct their pronunciation if needed.

Key: **1.** B **2.** A **3.** D **4.** C

How will children go to school?

3 **Complete the conversation between Mark and Lan with the questions and answers from the box.**

A. How many wheels will a walkcar have?

B. I think they will go by walkcar.

C. It is self-balancing.

D. What will it run on?

Mark: So what means of transport will students use to go to school?
Lan: (1) _____
Mark: Walkcar? (2) _____
Lan: Four.
Mark: How will it work?
Lan: You stand on it then turn on the switch and drive away.
Mark: (3) _____
Lan: Electricity.
Mark: Won't riders fall off it? It sounds dangerous.
Lan: No, they won't. (4) _____
Mark: I can't wait to get one.

ACTIVITY 4

Aims:

- **To help Ss practise asking and answering questions about which means of transport they would like to use to travel to school;**
- **To help Ss be aware of what information they should use when asking about a means of transport.**

- Have Ss work in pairs to ask and answer questions about which means of transport they would like to use to travel to school. Ask them to use the example in **3**. Elicit any other questions and answers they can ask and answer about a means of transport.

4 **Work in pairs. Choose one means of transport below and make a similar conversation as in 3.**

1. **Bamboo-copter**
- 2 wings
- Put it on and turn on the switch
- Self-balancing
- Electricity
- Fun and safe to use



2. **Solowheel**
- 1 wheel
- Stand on it and turn on the switch
- Small
- Electricity
- Fun and green to use



- Invite some pairs to role-play, asking and answering the questions in front of the class. Correct grammar or pronunciation mistakes if needed.
- For the conversation about bamboo-copter, for example, T may guide Ss to ask questions:

  1. *So what means of transport will students use to go to school?*

  2. *How many wings does it have?*

  3. *How will it work?*

  4. *What will it run on?*

  5. *Why would you like to go to school by bamboo-copter?*
- For Solowheel, T instructs Ss to ask similar questions.

ACTIVITY 5

Aims:

- **To help Ss practise talking about which means of transport they would like to use to travel to school;**
- **To help Ss practise giving reasons;**
- **To help Ss practise reporting.**

5 **Work in groups. Choose one means of transport that you would like to use to travel to school. Give reasons.**

Example:

I would like to use the walkcar because it runs on electricity. It is eco-friendly and convenient. It is also very fun to use.

- Have Ss work in groups of five to discuss which means of transport they would like to use to travel to school.
- T tells Ss that they can choose any means of transport. They can be imaginative.
- Suggest several means of transport for Ss to think of such as a bamboo-copter, a solowheel (as in **4**), or even a scooter or a bicycle.
- T can suggest reasons for them to use:
  - It is safe / fast / green / fun / economical / convenient.
  - It doesn't cause noise or pollution.
  - It doesn't cause fume.
  - It doesn't pollute the environment.
- Invite members from groups to talk about their choice and their friends' choices.
- Give feedback on their reports. Correct Ss' pronunciation if needed.

WRAP-UP

- Ask Ss what they have learnt in the lesson.
- Ask them to list questions they may use when they want to ask about a means of transport.
- Ask them to list several adjectives or phrases that they can use to give reasons for choosing a particular means of transport.

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SKILLS 1

Reading

ACTIVITY 1

Aim: To prepare Ss with some general ideas before they read.

- Ask Ss to work in pairs to look at the picture and write some words or phrases about the car and the driver in the picture. Ss may think of words to describe the car like *convenient, safe, comfortable, modern, automatic, automated, autopilot,* etc. and the words / phrases about the driver like *relaxing / isn't driving*, etc.
- T can also ask Ss: *What can you see in the picture?* and get Ss to answer orally.
- T can also have Ss brainstorm words / phrases about the car and the driver and call them out while T writes them on the board.
- Have the class read out loud the listed words / phrases.

ACTIVITY 2

Aim: To improve Ss' skills of reading for the general idea.

- Ask Ss to work individually to read the passage quickly and answer the question: *What is the main idea of the passage?*
- Have Ss read the passage before answering the question.
- Check the answer as a class.
- Explain that B and C are just facts / details.

Key: A

ACTIVITY 3

Aim: To improve Ss' skills of reading for details.

- Ask Ss to read the passage and complete the table / fact file about the company and its cars.
- Instruct Ss to look at the information on the left before filling in the gaps in the right column. Tell Ss that they should use no more than TWO words or a number.
- Tell Ss that they can underline key words that show them where to scan for details. For example:
  - for (1), Ss may look to the left column, *introduced in* may tell Ss that they can scan for a year;
  - for (2) and (3), Ss should think about words that follow *the*, and they could be superlatives;

SKILLS 1

Reading

1 **Work in pairs. Look at the picture and find the words or phrases to describe it.**



2 **Read the passage and answer the question.**

ROADRUNNER

Roadrunner is a car company that makes electric cars. The company introduced the first model in 2015 and they named it *Speed*. *Speed* soon became a success. *Speed* is safe, fast, comfortable, and not very expensive. It has four seats. The car can travel over 350 kilometres per hour. You only have to charge the battery every 700 kilometres. It even has a gaming screen inside.

The company will introduce a new model next year called *Safety*. This model will become the largest and safest electric car you can buy. It will be able to carry seven passengers. The new model will also be more economical.

Both models have an autopilot function, so they are driverless. Passengers can read, play games, or even sleep while they travel.

What is its main idea?

A. Roadrunner is a success.
B. Roadrunner is a car company.
C. Roadrunner's cars have an autopilot function.

3 **Read the passage again and complete the fact file with no more than TWO words or a number.**

Fact File	
Name of the company	Roadrunner
***Speed* was introduced in**	(1) _____
***Safety* will be the**	(2) _____ and (3) _____ electric car
Both models have	a gaming screen and an (4) _____
Both models run on	(5) _____
Passengers can	read, sleep, play games

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- for (4), Ss may think of a noun that follows *an*. Also the given phrase is *gaming screen* so the word they need to scan for is a noun about a car's function;
- for (5), Ss may think about the energy that the car uses: *electricity, petrol*, etc. or a type of road system like track, road, etc.

– Allow Ss to do the task individually before checking the answers as a class.

Key:

Fact File	
Name of the company	Roadrunner
Speed was introduced in	(1) 2015
Safety will be the	(2) safest / largest and (3) largest / safest electric car
Both models have	a gaming screen and an (4) autopilot function
Both models run on	(5) electricity
Passengers can	read, sleep, play games

Speaking

ACTIVITY 4

Aim: To enable Ss to ask and answer questions about a car company.

– Have Ss work in pairs to ask and answer the questions about Roadrunner and its cars, based on the fact file in **3**.

Suggested questions:

- When was *Speed* introduced? / When did they introduce *Speed*?
- What do you know about *Safety*? / What is special about *Safety*?
- What functions do these models have?
- What do these models run on?
- What can passengers do when they are travelling in the car?

– Have Ss practise asking and answering questions. Then ask some pairs to role-play in front of the class. Correct Ss' grammar and pronunciation mistakes if needed.

Speaking

4 **Work in pairs. Look at the fact file in 3 then ask and answer questions about it.**

Example:

A: What is the name of the company?

B: Roadrunner.

A: When did the company introduce its first model?

B: In 2015.

...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To help Ss practise reasoning skill.

5 **Work in groups. Discuss why Roadrunner's cars will or won't become popular in the near future. Report your reasons to the class.**

Example:

- We think Roadrunner's cars will become popular in the near future because they are fast ...
- We think Roadrunner's cars won't become popular in the near future because they might be dangerous / expensive ...

- Have Ss work in groups of four to discuss why Roadrunner's cars will / won't become popular in the near future.
- T can guide Ss with reasons why Roadrunner's cars will / won't become popular in the near future.
  - Roadrunner's cars will become popular in the near future because they are fast / safe / comfortable / modern.
  - Roadrunner's cars run on electricity, so they are eco-friendly / green / they do not pollute the environment.
  - Roadrunner's cars have an autopilot function, so they are very comfortable and modern.
- Invite one representative of each group to report the answers of their own group to the class.
- Offer feedback on their reports in terms of language, reasoning skills, or pronunciation.

WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.

Extension:

Describing Transport

- Put Ss in small groups.
- Ss brainstorm as many kinds of transport as they can, and think of a few phrases to describe them, such as bicycle – cheap, uncomfortable in bad weather, dangerous in heavy traffic, no pollution.

Ranking Transport

- Put Ss in small groups.
- Rank the types of transport according to a criterion of your choice e.g. speed, size, environmental friendliness, etc.
- Groups read out their list while other groups guess the criterion.

Different Forms of Transport

- Put Ss in small groups.
- Ss tell each other about any of the forms of transport they have used and any that they would like to experience.
- T tells Ss to consider these: tank, hot-air balloon, helicopter, yacht, bicycle, horse and carriage, Rolls-Royce, hang-glider, mule, double-decker bus, elephant, spaceship.

Better Transport

- Put Ss in small groups.
- Ss discuss the advantages and disadvantages of cycling and driving to work.
- Agree a list of five transport policies for a smoggy, congested, over-populated city.

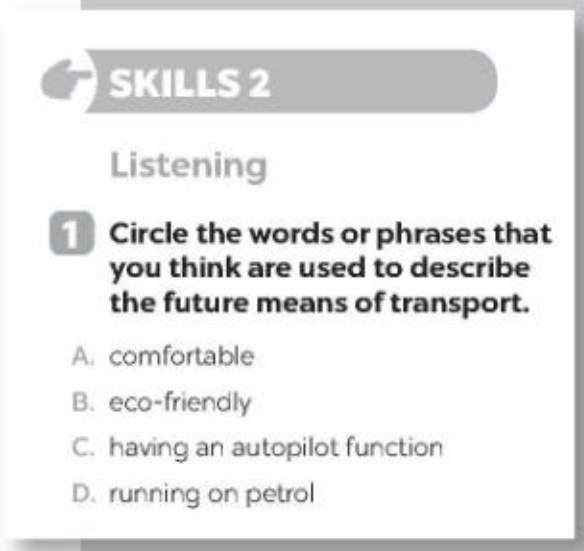
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SKILLS 2

Listening

ACTIVITY 1

Aim: To prepare Ss for the listening by focusing them on some words / phrases.


SKILLS 2

Listening

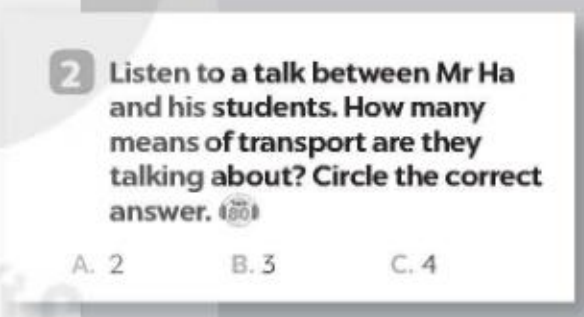
1 **Circle the words or phrases that you think are used to describe the future means of transport.**

A. comfortable
B. eco-friendly
C. having an autopilot function
D. running on petrol

- Ask Ss to read aloud the words / phrases given.
- Explain the words / phrases that Ss do not know or do not remember.
- Have Ss work in pairs to discuss and circle the words / phrases that they think can be used to describe the future means of transport.
- Ask Ss to add any words / phrases to describe the future means of transport they know.
- T may also elicit some other words / phrases like *safe, green, fast, convenient, driverless*, etc.
- T writes the words / phrases that Ss come up with on the board. Ask Ss to read aloud all the words / phrases.
- Tell Ss that they are going to listen to a talk between Mr Ha and his students about the future means of transport.

ACTIVITY 2

Aim: To improve Ss' skills of listening for general information.


2 **Listen to a talk between Mr Ha and his students. How many means of transport are they talking about? Circle the correct answer.** 80

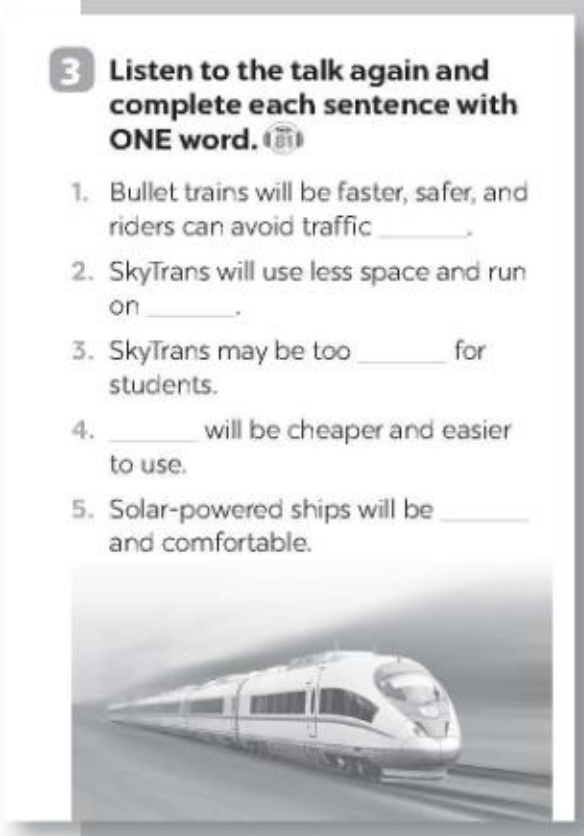
A. 2 B. 3 C. 4

- Play the recording once for Ss to listen and circle the correct answer.
- Check Ss' answers and play the recording again for them to better understand the conversation between Mr Ha and his students.

Key: C

ACTIVITY 3

Aim: To improve Ss' listening comprehension and note taking skills.


3 **Listen to the talk again and complete each sentence with ONE word.** 81

1. Bullet trains will be faster, safer, and riders can avoid traffic _____.
2. SkyTrans will use less space and run on _____.
3. SkyTrans may be too _____ for students.
4. _____ will be cheaper and easier to use.
5. Solar-powered ships will be _____ and comfortable.

- Ask Ss to work in pairs to read the sentences and to predict the word they will need to fill in each blank.
- Tell them to think about the part of speech of the word they will need to use for each of the blanks (an adjective, a verb or a noun, etc.). Remind them of the possible plural and singular forms when the word is a noun.
- Play the recording once. Give them enough time to fill in the blanks. Remind Ss that they should write only ONE word for each blank.

- Play the recording again and check the answers as a class.
- T can play the recording as many times as needed for Ss to listen and understand the conversation.

Key: **1.** accidents **2.** autopilot **3.** expensive **4.** Bamboo-copters **5.** eco-friendly

Audio script – Tracks 80 + 81:

Mr Ha: Now, let's turn to future means of transport. How do you think people will travel in 2050, Tom?

Tom: I think people will use bullet trains. Bullet trains will be faster and safer than cars and they can help avoid traffic accidents.

Lan: I think skyTrans will also be popular, too. They will not use up much space and will be safe because they run on autopilot.

Tom: But skyTrans may be too expensive for students to use. Bamboo-copters will be cheaper and easier for them to use. They will just put on their bamboo-copters and fly to school.

Mr Ha: Sounds interesting. How about travelling on sea?

Lan: I think people will use solar-powered ships to travel on sea. They will be eco-friendly and comfortable …

Writing

ACTIVITY 4

Aim: To prepare Ss for the writing activity.

- Ask Ss to work in pairs to choose a future means of transport in **3** and discuss its advantages by ticking the boxes.
- Ask Ss to add as many words / phrases as possible. T can elicit words / phrases like *economical, carrying many passengers, avoiding traffic jams, having an autopilot function, driverless,* etc.
- T may write the words / phrases on the board and ask Ss to read them out loud. T may also ask pairs to make sentences with the words / phrases. Correct their pronunciation where necessary.

Writing

4 **Work in pairs. Choose one future means of transport in 3 and tick (✓) the words and phrases that describe its advantages. Can you add more words and phrases?**

Advantages	Tick (✓)
green	
polluting the environment	
expensive	
safe	
comfortable	
convenient	
causing noise	
fast	

ACTIVITY 5

Aim: To help Ss practise writing a paragraph about the advantages of the means of transport.

- Ask Ss to work individually to write about the advantages of the means of transport they've chosen. Tell them that the passage has been started for them and they need to fill in the means of transport they've chosen and write about its advantages.
- When they've finished, T may ask one student to read out his / her writing and give feedback.
- If time allows, T can also ask Ss to work in pairs or groups to write on a piece of paper in A0 / A1 size then T organises a gallery walk. Ss walk round and give feedback on peers' writing.

5 **Now write a paragraph of about 70 words about the advantages of the means of transport you've chosen. Start your writing as shown below.**

I think people will like travelling by _____ in the future because it has many advantages. First, _____

WRAP-UP

Ask Ss to list what they have learnt in the lesson.

LOOKING BACK

Vocabulary

ACTIVITY 1

Aims:

- **To help Ss revise the learnt vocabulary;**
- **To help Ss use the right adjectives / phrases to describe the appropriate means of transport.**

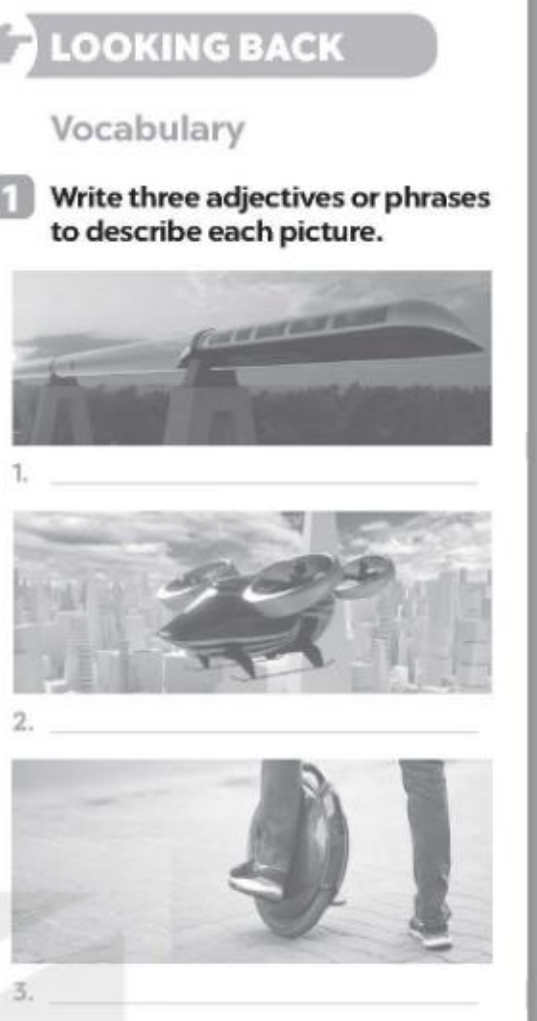
- Ask Ss to recall the adjectives and phrases they have learnt to describe means of transport.
- Have Ss work individually to write three adjectives or phrases under each picture to describe it.
- Check answers as a class.

Suggested answers:

1. fast, green, carrying many passengers

2. fast, convenient, having an autopilot function

3. green, convenient, running on electricity



ACTIVITY 2

Aims:

- **To help Ss revise the learnt vocabulary;**
- **To help Ss use the right words and phrases in the right context.**

- Have Ss work individually to put the right words / phrases into the correct blanks.
- Check the answers as a class.
- Ask some Ss to read aloud the sentences. Correct Ss' pronunciation if necessary.



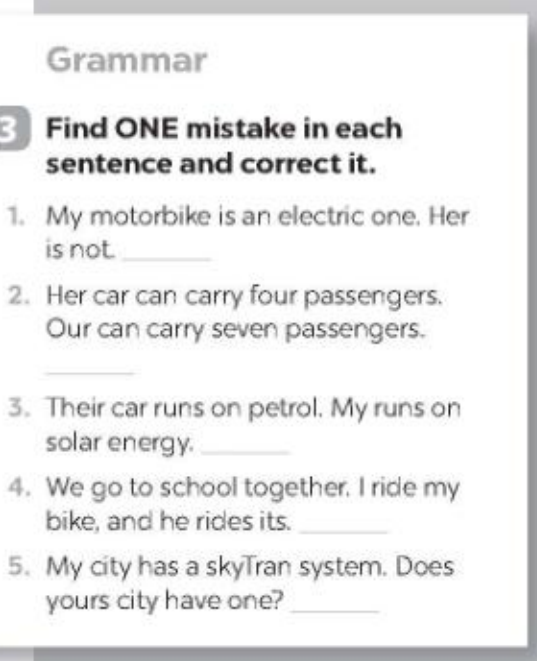
Key: **1.** eco-friendly **2.** runs on **3.** bamboo-copter **4.** driverless **5.** Bullet trains

Grammar

ACTIVITY 3

Aim: To help Ss revise the possessive pronouns.

- Have Ss work individually to find one mistake in each sentence and correct it.
- Check answers as a class.



– Ask some Ss to read out the correct sentences. Correct their pronunciation if necessary.

Key:

1. Her → Hers **2.** Our → Ours **3.** My → Mine

4. its → his **5.** yours → your

ACTIVITY 4

Aim: To help Ss revise the future simple.

– Ask Ss to work individually to put the verbs in brackets in the correct form.
– Have Ss compare their answers in pairs before checking as a class.
– Ask one or two Ss to read out the complete passage. Correct Ss' pronunciation if necessary.



4 **Read the passage and put the verbs in brackets in the correct future form. Use the negative form where necessary.**

In the future, we will travel much further than we do now. We will also visit new places for our holidays. Some scientists think we (1. travel) _____ to new planets. We (2. go) _____ there by spaceship, but we (3. need) _____ new special means of transport. These new means of transport (4. carry) _____ one or two passengers, but many. _____ our dream (5. come) _____ true soon? Let's wait and see.

Key:

1. will travel **2.** won't go **3.** will need

4. won't carry **5.** Will … come

PROJECT

Aims:

- **To help Ss revise vocabulary about various future means of transport and their advantages;**
- **To improve Ss' creativity, teamwork and public speaking skills.**



– Have Ss work in groups. Tell them to imagine a future means of transport they would like to see in the future.
– Tell them to look at the pictures or think about various future means of transport they have learnt and the suggested questions as clues to brainstorm their ideas. Tell Ss that they can draw pictures to illustrate their ideas.
– Ask groups of Ss to pin the pictures / photos on a large piece of paper and present them to the class.
– If time is limited, T can assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them in detail and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their poster.

NOW I CAN ...

– Ask Ss to complete the self-assessment table.
– Identify any difficulties, weak areas, and provide further practice.

Unit 12 ENGLISH-SPEAKING COUNTRIES

Objectives:

By the end of this unit, students will be able to:

- use the words about the people and places in English-speaking countries;
- ask questions with the correct rising and falling intonation;
- use articles correctly;
- express amazement;
- read for specific information about New Zealand;
- talk about Scotland;
- listen for specific information about a tour of a city;
- write a diary entry about a tour of a city.


Unit 12 ENGLISH-SPEAKING COUNTRIES

THIS UNIT INCLUDES:

Vocabulary
People and places in English-speaking countries

Pronunciation
Rising and falling intonation for questions

Grammar
Articles: a, an, the

Skills
- Reading about New Zealand
- Talking about Scotland
- Listening to a guide about a tour of a city
- Writing a diary entry about a tour of a city

Everyday English
Expressing amazement

WARM-UP & INTRODUCTION

Aims:

- **To warm up the class before the lesson;**
- **To lead into the new unit.**

- Organise a short vocabulary game to revise the words Ss learnt in *Unit 11*. For example, T can show pictures of different future means of transport and Ss name the means and say all the words, phrases, and sentences they remember related to them. For example, T shows the picture of a bamboo-copter and Ss respond with: *a bamboo-copter, no traffic jam, I use it to go to school, It carries one person, I just wear it and fly*, etc.
- Lead to the new unit.
- Write the unit title *English-speaking Countries* on the board.
- Brainstorm the topic by asking some questions like: *Can you name some English-speaking countries? Why do they have the name 'English-speaking countries'?*

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

A HOLIDAY IN AUSTRALIA

ACTIVITY 1


GETTING STARTED

A holiday in Australia

1 Listen and read.

Mark: How was your holiday in Australia, Phong?

Phong: It was fantastic! I got to use my English in real life: asking for directions, reading maps, talking to local people, ...

Mark: Oh ... Your English is much better.

Phong: Thanks.

Mark: Did you travel a lot?

Phong: Just around Melbourne, the city with four seasons in a day.

Mark: Wow ... I didn't know that. How was it?

Phong: It was great! We took a tour to Phillip Island.

Mark: What did you see?

Phong: We went penguin watching.

Mark: It sounds pretty exciting.

Phong: It was. Australia has amazing landscapes.

Mark: Yes, and Australians love outdoor activities.

Phong: Right. There were plenty of people enjoying the parks and beaches.

Mark: I'm glad that you had a wonderful time there.

Phong: Thanks, Mark.

Aims:

- **To set the context for the introductory conversation;**
- **To introduce the topic of the unit.**

- Have Ss look at the conversation and the picture and answer some questions, e.g. *Who are these boys? What are they talking about? What do you think they will mention in their conversation?* Encourage Ss to answer, but do not confirm whether their answers are right or wrong.
- Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.
- Refer to the questions previously asked. Confirm the correct answers: *They are Phong and Mark. They are talking about Phong's holiday in Australia. They mention Phong's use of English in real life, his travels, and Australia's people and landscapes.*

Audio script – Track 82:

Mark: How was your holiday in Australia, Phong?

Phong: It was fantastic! I got to use my English in real life: asking for directions, reading maps, talking to local people, ...

Mark: Oh ... Your English is much better.

Phong: Thanks.

Mark: Did you travel a lot?

Phong: Just around Melbourne, the city with four seasons in a day.

Mark: Wow ... I didn't know that. How was it?

Phong: It was great! We took a tour to Phillip Island.

Mark: What did you see?

Phong: We went penguin watching.

Mark: It sounds pretty exciting.

Phong: It was. Australia has amazing landscapes.

Mark: Yes, and Australians love outdoor activities.

Phong: Right. There were plenty of people enjoying the parks and beaches.

Mark: I'm glad that you had a wonderful time there.

Phong: Thanks, Mark.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss get the main idea of the conversation.

- Ask Ss to answer the question without reading the conversation again.
- Ask Ss to explain their choice.
- Confirm the correct answer. Explain if necessary.

Key: A

2 **What are Phong and Mark talking about?**

A. Phong's holiday in Australia.
B. English-speaking countries.
C. The tour to Phillip Island.

ACTIVITY 3

Aim: To draw Ss' attention to the key information of the text and see how much they can remember about the text.

- Have Ss work individually or in pairs.
- Ask Ss to read the sentences and encourage them to do the task without referring to the text. Ss may read the conversation again to confirm their answers before giving T the answers.
- Call on some Ss to give the answers. Ask them where they find the information.
- Check the answers as a class.

Key: 1, 4, 5

3 **Read again and tick (✓) the information you can find in the conversation.**

1. In Australia, Phong used English in real life. ☐
2. Phong visited some museums. ☐
3. Phillip Island is far from Melbourne. ☐
4. Australia is beautiful. ☐
5. Australians love outdoor activities. ☐

ACTIVITY 4

Aim: To introduce some key words related to the topic.

- Ask Ss to read the words and phrases in the box and work on their meanings. These words have appeared somewhere in the previous units (except the word *Australians*).
- Ask Ss to do the task. They can work independently or in pairs.
- Check the answers as a class.

Key:

1. landscape **2.** penguin watching **3.** island
4. sunset **5.** Australians

4 **Complete the sentences with the words and phrases from the box.**

island | sunset | landscape | Australians | penguin watching

1. This is a picture of the _____ in my village.
2. – Where did you go _____?
   – On the beach.
3. – Is Phu Quoc a(n) _____?
   – Yes, it is.
4. We had dinner on the beach after _____.
5. Most _____ like outdoor sports and games.

ACTIVITY 5

Aim: To introduce the names of five English-speaking countries and their capitals through a game.

- Write the countries and the capitals on the board (like in the book).
- Allow Ss 1 - 2 minutes to discuss it in their groups and do the task. Ask them to write their answers on a piece of paper.

5 GAME **What's its capital?**

Work in groups. Match the countries with their capitals. The first group to find all the correct answers wins.

1. The USA
2. Canada
3. The UK
4. Australia
5. New Zealand

Canberra
London
Ottawa
Washington D.C.
Wellington

- Ask all the groups to show their answers at the same time. The one with the most correct answers wins.
- Say the names of the countries, then the capitals aloud and ask Ss to repeat. Make sure they pronounce the names correctly.
- If time allows, ask Ss to close the books. Show the flags in turn. Ask Ss to name the country and its capital.

Key:

1. Washington D.C. /ˌwɒʃɪŋtən ˌdi: ˈsi:/ **2.** Ottawa /ˈɒtəwə/

3. London /ˈlʌndən/ **4.** Canberra /ˈkænbərə/

5. Wellington /ˈwelɪŋtən/

WRAP-UP

- Write *Australia* on the board. Ask Ss to say aloud any words or phrases they remember from the conversation about this country.
- Write *English-speaking countries* on the board. Ask Ss to name the countries.
- If there is an overhead projector in the classroom, show the conversation and highlight the key words related to the topic.

A CLOSER LOOK 1

Vocabulary

ACTIVITY 1

Aim: To introduce some key words (nouns) related to people and places through pictures.

- Ask Ss to read the words and phrases in the box and look at the pictures.
- Allow Ss 3 - 4 minutes to do the matching. Since some words (*tattoo* and *Scottish kilt*) may cause difficulty for Ss, T may help by asking Ss to match the words and phrases they know first (e.g. *island country, castle, kangaroo, coastline*). Clarify the meanings of the two remaining words by giving examples relating to the pictures. For example: *He is wearing a kilt*, and *He has a tattoo on his arm*. In this way Ss can complete the task.
- Check the answers as a class.
- Have Ss read the words and phrases aloud. Correct their pronunciation if needed.

Key:

1. kangaroo **2.** island country **3.** tattoo

4. Scottish kilt **5.** castle **6.** coastline


A CLOSER LOOK 1

Vocabulary

1 Write the words or phrases under the correct pictures.

island country	Scottish kilt
tattoo	castle
kangaroo	coastline

1. _____ 2. _____

3. _____ 4. _____

5. _____

6. _____

ACTIVITY 2

Aim: To introduce some key words (adjectives) to describe people and places in context.

- Ask Ss to read the words in the box first. Explain their meanings if needed. For example, native: something is native to a place = a place is the home of something; amazing = wonderful, beautiful; unique = rare, not many; local = belonging to a place; ancient = very, very old. Then ask for Vietnamese equivalents if needed.
- Allow Ss five minutes to do the task individually or in pairs.
- Alternatively, change the order of the first two steps.
- Call on some Ss for their answers. T may ask Ss to explain why they chose a certain word / phrase for each sentence.
- Check Ss' answers as a class.

2 **Use the words in the box to complete the sentences.**

native amazing
unique local ancient

1. From the top of the mountain, we had a(n) _____ view of the valley below.
2. Scotland is famous for its long history and _____ castles.
3. The long fences around the sheep farms in Australia are _____. You can't find them anywhere else in the world.
4. When you visit a new place, talk to the _____ people.
5. Kangaroos are _____ to Australia. It is their home.

Key: **1.** amazing **2.** ancient **3.** unique **4.** local **5.** native

ACTIVITY 3

Aim: To introduce some more nouns and phrases through explanations.

- Ask Ss to work in pairs to read the words and phrases first and see if they know any of them (e.g. *boat ride* and *capital*). Ss may have difficulty with *tower*. T may help by showing them a picture of a tower, such as Big Ben Tower in London and / or the Twin Towers in Kuala Lumpur, Malaysia.
- Allow Ss 4 - 5 minutes to discuss and complete the task.
- Check the answers as a class.

3 **Work in pairs. Discuss and write the word or phrase in the box next to its explanation.**

symbol boat ride
capital tower

1. a tall narrow building with a small top	
2. an object representing a place	
3. the most important city of a country	
4. a tour on a river	

Key: **1.** tower **2.** symbol **3.** capital **4.** boat ride

Pronunciation

Rising and falling intonation for questions

ACTIVITY 4

Aim: To help Ss recognise and practise the rising and falling intonation for questions.

- Write two short questions on the board: a *Yes / No* question and a *Wh*-question. Have some Ss say aloud the questions first, then ask other Ss to pay attention to the intonation at the end of the questions. Correct them if needed.

Pronunciation

Rising and falling intonation for questions

Remember!

We use rising intonation for *yes / no questions.*
We use falling intonation for *wh-questions.*

4 **Listen and repeat, paying attention to the intonation of the following questions.**

1. Can you speak English? ↗
2. Is Australia an island? ↗
3. Will you visit Washington next year? ↗
4. What is the capital of Scotland? ↘
5. How big is Canada? ↘

- Ask Ss to look at the questions with the rising and falling intonation already marked. Play the recording for Ss to listen once, then listen and repeat as a class, in groups, and finally as individuals. Play the recording as many times as necessary.
- Elicit the pattern from Ss: use rising intonation for *Yes / No* questions and falling intonation for *Wh*-questions.

Audio script – Track 83:

1. Can you speak English? ↗

2. Is Australia an island? ↗

3. Will you visit Washington next year? ↗

4. What is the capital of Scotland? ↘

5. How big is Canada? ↘

ACTIVITY 5

Aim: To provide Ss with more practice in the intonation of questions.

- Have Ss circle the correct intonation individually, based on what they have learnt in **4**.
- Play the recording for Ss to listen and repeat each question and check their answers. Correct them if needed. Call on some Ss to read the questions aloud.


5 **Circle the correct intonation. Then listen and repeat.** 84

1. Where is Canada? ↗ / ↘
2. Could you show me Singapore on this map? ↗ / ↘
3. How many states are there in the USA? ↗ / ↘
4. Is English an official language in Malaysia? ↗ / ↘
5. Do you know much about New Zealand? ↗ / ↘

Key + Audio script – Track 84:

1. Where is Canada? ↘

2. Could you show me Singapore on this map? ↗

3. How many states are there in the USA? ↘

4. Is English an official language in Malaysia? ↗

5. Do you know much about New Zealand? ↗

WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.

A CLOSER LOOK 2

Grammar

Articles

- Ss have already learnt some basic uses of articles in *Unit 11, Grade 6*. T may revise by writing up this sequence of sentences on the board and elicit the others by asking questions with *Where* (e.g. *Where's the page?*).

  There's a word on a page.

  The page is in a book.

  The book is on a table.

– Choose one sentence below and have Ss take turns to make a sequence in a similar way.

There's a cat in a tree.

There's a bee on a flower.

There's a fish in a pond.

ACTIVITY 1

Aim: To help Ss revise the uses of articles they have learnt in *Grade 6*.

– Ask Ss to do the exercise individually. They can then exchange answers with a classmate.

– Call on some Ss to answer and to explain their choice.

– Confirm the correct answers as a class.

Key: **1.** the **2.** an **3.** a **4.** a **5.** the

– Before moving to the next tasks, ask Ss to read the **Remember!** box introducing three other uses of articles.

ACTIVITY 2

Aim: To help Ss practise the uses of *the* as presented in the Remember! box.

– Have Ss do this exercise individually or in pairs. Ask them to read the sentences with attention to the noun / noun phrase and decide if each needs *the*.

– Check the answers as a class. Carefully explain each answer. Ss will have difficulty remembering which proper names go with *the* and which don't. Tell them not to worry. They will remember through more practice.

Key:

1. The – x **2.** x – the **3.** the – the

4. x – the **5.** the – the

ACTIVITY 3

Aim: To teach Ss the use of articles with nationalities.

– Allow Ss to work individually or in pairs.

– Allow Ss some time to read the table first, then do the exercise.

– Ask Ss to do the exercise.

– Call on 2 - 3 Ss to read aloud the words. Confirm the correct answers.

A CLOSER LOOK 2

Grammar

Articles

1 **Complete the sentences with *a / an* or *the*.**

1. Is Washington D.C. _____ capital of the USA?
2. Can you give me _____ example of an English-speaking country?
3. The London Eye is _____ great attraction in London.
4. Canada is _____ very cold country.
5. I love _____ New Zealand's countryside.

Remember!

We use *the*
- with superlatives.
  Example: **The largest** city in Australia is Sydney.
- with the names of some places.
  Example: My son is studying in **the USA**.
- if one of the words in the place name is a common noun (island, bridge, river, tower, ...).
  Example: **The Tower Bridge** in London is over one hundred years old.

2 **Put in *the* where necessary.**

1. _____ Statue of Liberty is in _____ New York.
2. _____ Scotland is a part of _____ UK.
3. New Zealand consists of _____ North Island and _____ South Island.
4. Disneyland in _____ California is one of _____ biggest entertainment centres in the world.
5. Bangkok is _____ most popular city for tourists in _____ Kingdom of Thailand.

3 **Put in *a / an* or *the*.**

Country	People (singular)	People (plural)
Canada	(1) _____ Canadian	Canadians
The USA	(2) _____ American	Americans
England	(3) _____ Englishman	(4) _____ English
New Zealand	(5) _____ New Zealander	New Zealanders

Note: The English, the Japanese, the French, but Americans, Australians, Canadians, Russians.

Key: **1.** a **2.** an **3.** an **4.** the **5.** a

ACTIVITY 4

Aim: To give Ss further practice in articles.

- Have Ss do this exercise individually.
- Ask Ss to exchange their answers with a partner and discuss if they do not agree on any answers.
- Call on some Ss to read out their answers. Confirm the correct answers. Explain if needed.

Key:

1. an **2.** The **3.** a

4. the **5.** an **6.** The

ACTIVITY 5

Aim: To provide Ss with more advanced practice in articles.

- Have Ss work individually or in pairs. Ask them to discuss and determine if each underlined article is correct. If not, ask them to correct it.
- Call on some Ss for their answers. Check the answers as a class.

Key: **1.** An **2.** the **3.** an **4.** ✓ **5.** ✓

WRAP-UP

Have Ss summarise the main points of the lesson.

COMMUNICATION

Everyday English

Expressing amazement

Tell Ss that they are going to learn how to express amazement.

ACTIVITIES 1 + 2

Aims:

- **To introduce to Ss two ways to express amazement;**
- **To provide Ss with some practice in expressing amazement.**

4 **Complete the sentences with *a / an*, or *the*.**

1. The man sitting next to her is _____ Englishman.
2. _____ River Thames runs through London.
3. Here is _____ map of the city of Edinburgh.
4. What is _____ most popular sport in Canada?
5. We want to visit _____ attraction in Sydney.
6. _____ Statue of Liberty was a present from France.

5 **Tick (✓) if the underlined articles are correct. If they aren't, write the correct ones in the space provided.**

1. "What do you call a person from England?" – "The Englishman." _____
2. Edinburgh is a capital city of Scotland. _____
3. Queenstown is a amazingly beautiful town. _____
4. Are ancient castles an attraction of Scotland? _____
5. Where can you see a red telephone box? _____

COMMUNICATION

Everyday English

Expressing amazement

1 **Listen and read the conversations, paying attention to the highlighted parts.** 05

Mark: Scottish men wear kilts, short skirts at their traditional festivals.

Lan: Wow ... I didn't know that!

Lan: In 2019, Walt Disney World in California attracted nearly 21 million visitors.

Tom: Amazing!

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

1

- Play the recording for Ss to listen to and read the conversations. Ask Ss to pay attention to the highlighted parts.
- Elicit the expressions of amazement.
- Have Ss practise the conversations in pairs.
- Highlight the expressions of amazement:

To express amazement, you can use:
– Wow ... I didn't know that!
– Amazing!

Audio script – Track 85:

Mark: Scottish men wear kilts, short skirts at their traditional festivals.

Lan: Wow ... I didn't know that!

Lan: In 2019, Walt Disney World in California attracted nearly 21 million visitors.

Tom: Amazing!

2

- Ask Ss to work in pairs to make similar conversations with the situations provided, using expressions of amazement.
- Comment on their performance.



2 **Work in pairs. Make similar conversations with the following situations, using expressions of amazement.**

1. New Zealand has the cleanest and safest air on the planet.
2. There are no snakes in New Zealand.
3. More than half of all the lakes in the world are in Canada.

Interesting facts about English-speaking countries

ACTIVITY 3

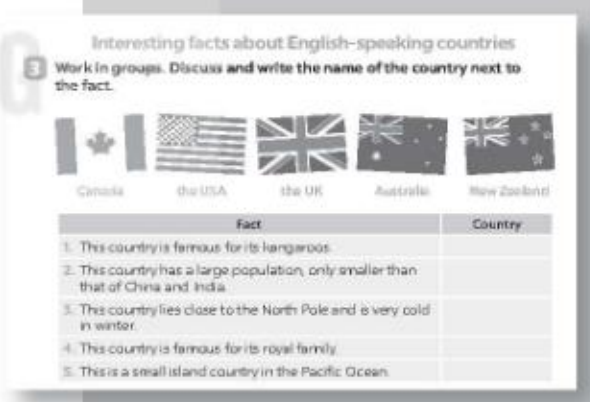
Aim: To help Ss learn some facts about English-speaking countries through a quiz.

- Have Ss work in groups to read the facts, discuss and do the matching. This is learning with fun, so don't pressure Ss.
- Confirm the correct answers as a class.

Key:

1. Australia **2.** the USA **3.** Canada

4. the UK **5.** New Zealand



Interesting facts about English-speaking countries

3 **Work in groups. Discuss and write the name of the country next to the fact.**

Canada | the USA | the UK | Australia | New Zealand

Fact	Country
1. This country is famous for its kangaroos.	
2. This country has a large population, only smaller than that of China and India.	
3. This country lies close to the North Pole and is very cold in winter.	
4. This country is famous for its royal family.	
5. This is a small island country in the Pacific Ocean.	

ACTIVITY 4

Aim: To provide Ss with more facts about English-speaking countries and encourage interaction through responding.

- Ask Ss to read the instructions, then the example to know what they have to do.



4 **Work in pairs. Read some facts about English-speaking countries and tick (✓) the column true for you. Then role-play by one person saying one statement aloud and the other responding to it.**

Example:

A: New York is the biggest city but not the capital of the USA.

B: I know this.

A: The state of Alaska in the USA has over 2,600 islands.

B: This is new to me.

	This is new to me.	I know this.
1. There are more sheep than people in New Zealand, around 6 sheep per person.		
2. The Statue of Liberty is in New York.		
3. Canada has the longest coastline in the world.		
4. About 90% of Australians live on the coast.		
5. Football is the most popular sport in England.		

- Let Ss read the facts and tick the column true for them. Then ask them to work in pairs and take turns to role-play with one saying a statement aloud and the other responding to it with his / her answer.
- Call on 2 - 3 pairs to role-play in front of the class.

ACTIVITY 5

Aim: To encourage Ss to share what they know about English-speaking countries with the class.


5 Work in groups. Share with your group some interesting facts you know about English-speaking countries. The group takes notes and presents its findings to the class.

- Ask Ss to work in groups. Allow them time to think about a fact they know and how to say it.
- Have Ss share the facts in the group. The group leader takes notes of the facts. Some Ss may repeat facts which have previously appeared in the unit. This is also a revision activity.
- Call on some groups to share the facts with the class.

WRAP-UP

Have Ss say what they have learnt in the lesson.

SKILLS 1

Reading

ACTIVITY 1

Aim: To lead in the text about New Zealand.

- Ask Ss to work in pairs to discuss and answer the questions.
- Ask some pairs to share their answers. Don't confirm the answers. Leave them till the end of the reading.

Key: **1.** A **2.** B


SKILLS 1

Reading

1 **Work in pairs. Discuss and choose the correct answer A, B, or C.**

1. New Zealand is near _____.
   A. Australia
   B. the USA
   C. the UK
2. New Zealand is famous for its _____.
   A. film industry
   B. beautiful nature
   C. modern cities

ACTIVITY 2

Aim: To help Ss develop their reading skill of guessing the meaning of a word by using its context.

- Have Ss read the text in detail, paying attention to the words in bold. Ask them to read the sentences where each word appears carefully. Ss should be able to deal with *rich, ancient,* and *historic,* and thus they can have the answer to *shining*.
- Call on some Ss to share their answers.
- Confirm the correct answers as a class.

Key: **1.** c **2.** d **3.** a **4.** b


2 **Read the passage and match the words in bold from the passage (1-4) with their meanings (a-d).**

NEW ZEALAND

New Zealand is an island country in the Pacific Ocean. It is one of the most interesting countries in the world.

Everywhere you go, you can see amazing natural landscapes: green mountains, **shining** beaches, high waterfalls, and **ancient** forests. You can visit the beautiful place where they filmed *The Lord of the Rings*, or **historic** Queenstown. This is also a great country for lovers of outdoor activities. You can always find something to do here: skiing, boating, bushwalking.

New Zealand is **rich** in culture. Most visitors to New Zealand love its unique Maori culture. The Maori are the native people of this country. They are famous for their unique tattoos and haka dance.

A visit to this beautiful country will be an experience you will never forget.

1. shining	a. important in history
2. ancient	b. having a lot
3. historic	c. bright and sunny
4. rich	d. very, very old

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ACTIVITY 3

Aim: To help Ss develop their reading skill for specific information (scanning).

- Ask Ss to do the task individually: read each question, locate where it appears in the text, read that part carefully and choose the correct answer.
- Have Ss exchange answers in pairs. Call on some Ss to share their answers. Ask them to show where they find the answers.
- Confirm the correct answers as a class.

Key: **1.** C **2.** B **3.** B **4.** A **5.** C

3 **Read the passage again and choose the correct answer A, B, or C.**

1. New Zealand is a _____ country.
   A. strange B. rich
   C. beautiful
2. A natural attraction of New Zealand is its _____.
   A. Maori culture
   B. shining beaches
   C. outdoor activities
3. New Zealanders love _____.
   A. haka dancing
   B. sports and games
   C. indoor activities
4. The haka dance is an example of _____.
   A. the Maori culture
   B. New Zealand's history
   C. outdoor activities
5. The writer mentioned _____ as one of New Zealand's attractions.
   A. traditional food
   B. hard-working people
   C. rich culture

Speaking

ACTIVITY 4

Aim: To give Ss an opportunity to express their own feelings about what they personally like about New Zealand.

- Allow Ss to work individually and list the two things they like about New Zealand. Ss may refer to the text if needed.
- Ask Ss to share their ideas with their partners. Remind them that they can use the suggested opening provided.
- Ask some Ss to share their answers in front of the class. Listen and give positive comments.

Speaking

4 **Work in pairs. Note two things you like about New Zealand. Share them with your partner.**

You can start with:
There are two things I like about New Zealand. They are ...

ACTIVITY 5

Aim: To provide an opportunity for Ss to practise introducing a country.

- Ask Ss to read the facts about Scotland first. Explain that the introduction consists of four parts (as shown in the box). Explain that they can refer to the reading to see how the ideas are used.
- Ask Ss to work in groups. Let them discuss, then form complete sentences from the information given.
- Go around and listen. Give help if needed.
- Call on some groups to share their answers with the class.

5 **Work in groups. Prepare a short introduction of Scotland and present it to the class.**

Some facts about **Scotland**
- Location: in the north of Great Britain
- Famous for: rich culture, beautiful nature, ancient castles
- To-do list:
  + see unique Scottish activities like drumming, dancing ...
  + visit: the Edinburgh Castle, the Royal Mile, Loch Ness ...
- People: friendly, creative

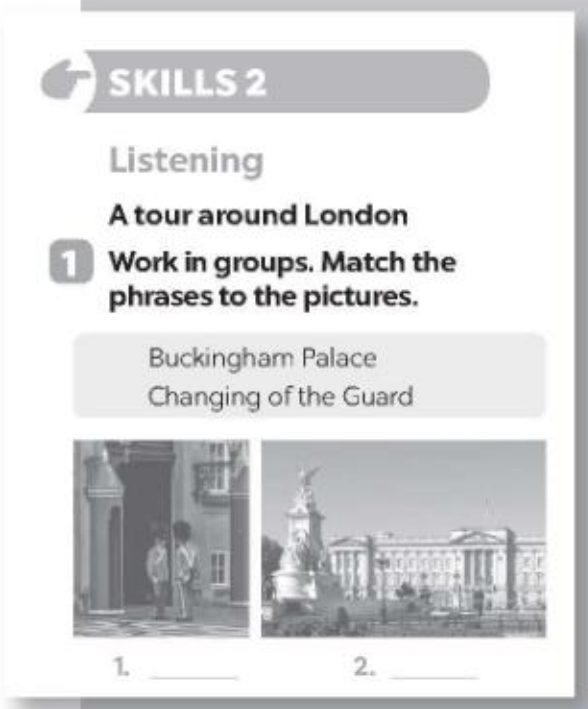
WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two skills.

SKILLS 2

Listening

Before starting this lesson, write *Buckingham Palace* on the board and ask if Ss know anything about it. Listen and write on the board any word / information which is related to the listening.


SKILLS 2

Listening

A tour around London

1 **Work in groups. Match the phrases to the pictures.**

Buckingham Palace
Changing of the Guard

1. _____ 2. _____

ACTIVITY 1

Aim: To prepare Ss for the listening by introducing two key phrases visually.

- Have Ss work in groups. Ask them to read the phrases and match them to the pictures.
- Check the answers as a class.

Key: **1.** Changing of the Guard **2.** Buckingham Palace

ACTIVITY 2

Aim: To help Ss develop their skill of listening for specific information, in this case: times.

- Help Ss revise the use of time and note taking skills in the listening by saying 3 - 4 different times for Ss to write down.
- Have Ss read the sentences quickly. This helps Ss get some ideas of what they are going to listen to as well as determine the information they need for filling the gaps.
- Play the recording twice for Ss to do the task.
- Have Ss exchange answers in pairs. Invite some pairs to read their answers and confirm the correct ones.
- Play the recording again if needed, stopping at the place where each answer appears.

2 **A tour guide is talking about the schedule for a day trip in London. Listen and fill in the times.** 66

Go to Buckingham Palace: 9:30 a.m.
Watch the Changing of the Guard: (1) _____
Lunch: (2) _____
The boat ride: (3) _____
Back to the hotel: (4) _____

Key: **1.** 11:30 a.m. **2.** 1:00 p.m. **3.** 3:15 p.m. **4.** 5:00 p.m.

ACTIVITY 3

Aim: To help Ss further develop their listening skill for specific information.

- Have Ss read the sentences and determine what information they need for completing them. Remind them that the questions ask for one-word answers.
- Play the recording twice for Ss to listen and complete the sentences.

3 **Listen again and complete each sentence with ONE word.** 67

1. The _____ and her family live in Buckingham Palace.
2. At the Palace, you can see the Queen's beautiful _____.
3. Another name for Big Ben is the _____ Tower.
4. After lunch, you can go around and take _____.
5. On the boat ride, you can see historic _____ along the river.

- Have Ss exchange answers in pairs. Invite some pairs to say their answers and confirm the correct ones.
- Play the recording again if needed, stopping at the place where each answer appears.

Key: **1.** Queen **2.** garden **3.** Clock **4.** photos **5.** attractions

Audio script – Tracks 86 + 87:

Welcome to our one-day tour of London. At 9:30 a.m., we'll go to Buckingham Palace. The Queen and her family live there. You can see the Queen's beautiful garden, and her collection of artworks. Remember to watch the Changing of the Guard at 11:30 a.m. We will then visit Big Ben. It is the Clock Tower on the River Thames. It is one of the most famous symbols of the United Kingdom. Lunch is at 1:00 p.m. You can then go around and take photos. We will return for a boat ride at 3:15 p.m. on the River Thames. You will see historic attractions along the river. We will return to our hotel at 5:00 p.m.

Writing

ACTIVITY 4

Aim: To help Ss summarise the content of the listening in notes.

- Ask Ss to work in pairs. Let them read the table and decide what information they need to complete the table.
- Explain that all the question frames in **2** and **3** can help them complete the table. Have them make up information for the blanks they cannot fill in. This may require T's guidance.
- Allow Ss 4 - 5 minutes to do the task.
- Invite some pairs to share their answers with the class.

Note: This is a good preparation for **5**.



Writing

4 **Work in pairs. Fill in the table with information about the London tour.**

Time	Place	Activity
9:30 a.m.	Buckingham Palace	– visiting the Queen's garden – ....

Suggested answers:

Time	Place	Activity
9:30 a.m.	Buckingham Palace	– visiting the Queen's garden – seeing the Queen's collection of artworks
11:30 a.m.	Buckingham Palace	watching the Changing of the Guard
1:00 p.m.	Around Big Ben	– having lunch – touring the place and taking photos
3:15 p.m.	The River Thames	taking a boat ride
5:00 p.m.		returning to the hotel

ACTIVITY 5

Aim: To teach Ss how to write a diary entry about a tour they have taken.

- Explain to Ss what a diary entry is: It is a description of what you do during a tour and how you feel about it.
- Tell Ss that they can refer to the table in **4** for information. They can write about everything or just choose the activities they like most.



5 **Imagine that you took the tour of London. Write a diary entry of about 70 words about your tour, based on the table in 4 or use your imagination.**

You can start with:

First, I went to _____

_____

_____

- Allow Ss 6 - 7 minutes to write the entry. Go around and offer help if needed.
- Call on some Ss to read aloud their entries. Give comments as a class.

Suggested answer:

The tour of London began at 9:30 a.m. First, we went to Buckingham Palace. We visited the Queen's garden and saw her collection of artworks. At 11:30 a.m, we watched the Changing of the Guard. We then went to Big Ben. We took a lot of photos there. At 3:15 p.m., we took a boat ride on the River Thames. We saw many historic attractions along the river. I enjoyed the tour very much.

LOOKING BACK

Vocabulary

ACTIVITY 1

Aim: To help Ss revise the vocabulary (nouns describing things and places) they have learnt in the unit.

- Ask Ss to work individually or in pairs. Have Ss read the sentences and see if they can find the equivalent words illustrated by the pictures.
- Allow Ss to exchange their answers in pairs. Then check as a class.

Key:

1. island **2.** castle **3.** boat ride

4. tattoos **5.** coastline

ACTIVITY 2

Aim: To help Ss revise more key vocabulary they have learnt in the unit.

- Have Ss do this task individually, then compare their answers with their partners.
- Call on some Ss for their answers. Confirm the correct ones. Explain if needed.

Key: **1.** A **2.** B **3.** B **4.** C **5.** A



LOOKING BACK

Vocabulary

1 **Look at the pictures and write the correct words or phrases to complete the sentences.**

1. Both Japan and New Zealand are _____ countries.
2. A great attraction of Scotland is the _____.
3. People can go sightseeing by taking a _____.
4. Most Maori men have _____ on their arms.
5. California is famous for its long sunny _____.

2 **Choose the best answer A, B, or C to complete each sentence.**

1. – What do you call the people from Canada?
   – _____.
   A. Canadians B. Canadian
   C. Canada people
2. Scotland, with its _____ landscapes, attracts millions of visitors every year.
   A. warm B. amazing
   C. local
3. – What is a _____ of London?
   – The red telephone box.
   A. capital B. symbol
   C. landscape
4. Niagara Falls is a great _____ on the border of the USA and Canada.
   A. forest B. river
   C. attraction
5. Aborigines are the _____ people of Australia.
   A. native B. historical
   C. foreign

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Grammar

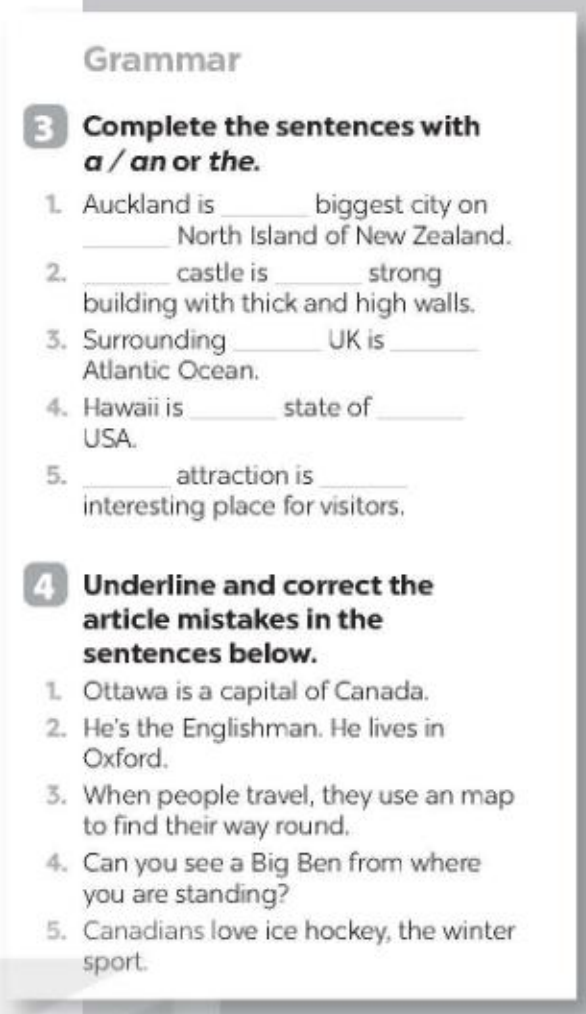
ACTIVITY 3

Aim: To help Ss revise the uses of articles.

- Have Ss do the exercise individually. Allow them to exchange their answers with a partner.
- Call on some Ss for their answers. Confirm the correct answers. Explain if needed.

Key:

1. the – the **2.** A – a **3.** the – the
4. a – the **5.** An – an



Grammar

3 **Complete the sentences with *a / an* or *the*.**

1. Auckland is _____ biggest city on _____ North Island of New Zealand.
2. _____ castle is _____ strong building with thick and high walls.
3. Surrounding _____ UK is _____ Atlantic Ocean.
4. Hawaii is _____ state of _____ USA.
5. _____ attraction is _____ interesting place for visitors.

4 **Underline and correct the article mistakes in the sentences below.**

1. Ottawa is a capital of Canada.
2. He's the Englishman. He lives in Oxford.
3. When people travel, they use an map to find their way round.
4. Can you see a Big Ben from where you are standing?
5. Canadians love ice hockey, the winter sport.

ACTIVITY 4

Aim: To help Ss recognise mistakes in the uses of the articles and correct them.

- Have Ss do this exercise individually or in pairs.
- Ask Ss to read each sentence carefully and discuss to find out which article is incorrect, then correct it.
- Call on some Ss for their answers. Check as a class. Explain if needed.

Key:

1. Ottawa is <u>a</u> capital of Canada. → the
2. He's <u>the</u> Englishman. He lives in Oxford. → an
3. When people travel, they use <u>an</u> map to find their way round. → a
4. Can you see <u>a</u> Big Ben from where you are standing? → Ø (no / zero article)
5. Canadians love ice hockey, <u>the</u> winter sport. → a

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT

Aim: To guide Ss how to find information for a poster introducing a place in an English-speaking country.

- Ask Ss to work in groups to:
  - discuss and pick one place they find interesting or a place that they want to know more about.
  - search for information, focusing on the suggested ideas and discuss how to present it on the poster.
  - design the poster and share it with the class.
- If time is limited, T can assign the project in earlier lessons such as in **GETTING STARTED**. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their poster.



NOW I CAN ...

- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

REVIEW 4

Objectives:

By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in *Units 10 - 12*.

Introduction

- Ask Ss what they have learnt in terms of language and skills.
- Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult points before starting with the review.

LANGUAGE

T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.

Pronunciation

ACTIVITY 1

Aim: To help Ss review the stress in three-syllable words.

- Write some three-syllable words on the board. Ask Ss to read the words aloud. Remind Ss of the rules.
- Ask Ss to read the underlined words in the sentences and mark the stressed syllables.
- Play the recording for Ss to listen and check their answers.
- Check Ss' answers as a class.
- Play the recording again for Ss to listen and repeat in chorus and then individually.



REVIEW 4 (UNITS 10 - 11 - 12)

LANGUAGE

Pronunciation

1 Mark (') the stressed syllables in the underlined words. Then listen, check and repeat.

1. Driverless trains will be popular.
2. Niagara Falls is Canada's most famous natural attraction.
3. We can save energy by recycling.
4. All plants and animals need energy.
5. He's reading *Guidance for Visitors to Scotland*.

Key + Audio script – Track 88:

1. 'Driverless trains will be 'popular.

2. Niagara Falls is Canada's most famous 'natural at'traction.

3. We can save 'energy by re'cycling.

4. All plants and 'animals need 'energy.

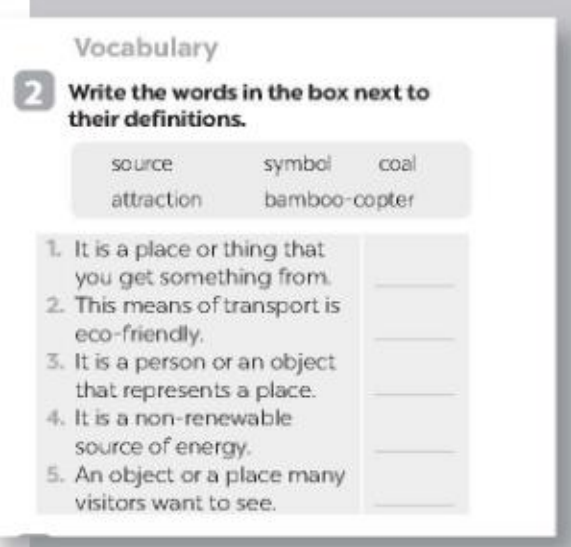
5. He's reading *Guidance for 'Visitors to Scotland*.

Vocabulary

ACTIVITY 2

Aim: To help Ss recognise the words through their definitions.

- Have Ss do this exercise individually. Ask Ss to read the words in the box first and see if they remember their meanings.
- Ask Ss to read the definitions and do the matching.



Vocabulary

2 Write the words in the box next to their definitions.

source	symbol	coal
attraction	bamboo-copter	

1. It is a place or thing that you get something from. ____
2. This means of transport is eco-friendly. ____
3. It is a person or an object that represents a place. ____
4. It is a non-renewable source of energy. ____
5. An object or a place many visitors want to see. ____

- Have Ss highlight the key words to help them with the matching.
- Confirm the correct answers.

Key: **1.** source **2.** bamboo-copter **3.** symbol **4.** coal **5.** attraction

ACTIVITY 3

Aim: To help Ss revise some key adjectives from *Units 10 - 12* and use them in context.



3 **Complete the sentences with the words below.**

national native renewable
electrical public natural

1. SkyTrans and driverless buses will be popular _____ means of transport.
2. Niagara Falls is a _____ wonder of both the USA and Canada.
3. The colours of the UK's _____ flag are red, white, and blue.
4. Solar energy and hydro energy are _____ sources.
5. Kangaroos are _____ to Australia.
6. We can save electricity by using fewer _____ appliances.

- Have Ss do this exercise individually or in pairs.
- Ask Ss to read the adjectives in the box and make sure they remember their meanings.
- Ask Ss to read each sentence and decide what adjective can fit in.
- Highlight the key words in each sentence to help Ss do the task.
- Confirm the correct answers.

Key: **1.** public **2.** natural **3.** national **4.** renewable **5.** native **6.** electrical

Grammar

ACTIVITY 4

Aim: To help Ss revise the use of the present continuous and the future simple.



Grammar

4 **Use the correct tense and form of each verb in brackets to complete the sentence.**

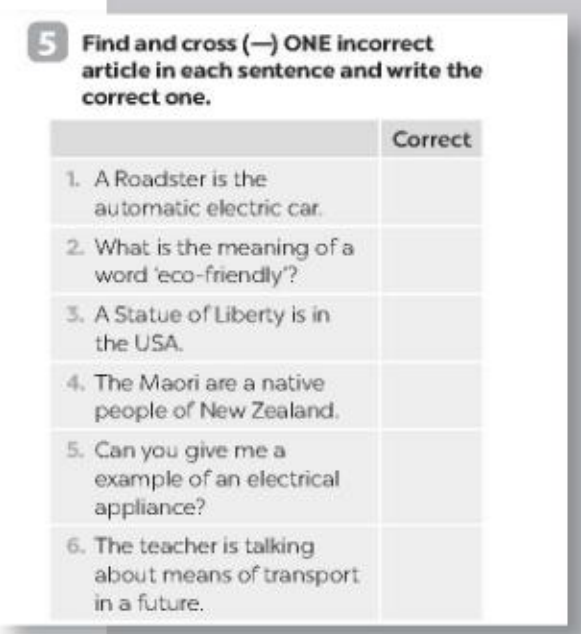
1. At present, our class (do) _____ a big project on how to save energy in our school.
2. My biggest dream is that I (visit) _____ Edinburgh one day.
3. At present, my city (build) _____ stations for skyTrans.
4. In the future, we (use) _____ more renewable energy in our daily life.
5. I hope that we (have) _____ flying cars for faster travel soon.

- Ask Ss to read the sentences first and underline the signals to help them decide if the verbs are used in the present continuous or future simple.
- Ask Ss to do the task individually. Remind Ss to use the correct forms of the verbs as well.
- Check as a class. Explain if necessary. T may then call on some Ss to read aloud the correct sentences.

Key: **1.** is doing **2.** will visit **3.** is building **4.** will use **5.** will have

ACTIVITY 5

Aim: To help Ss identify the wrong use of the articles and correct them.



5 **Find and cross (—) ONE incorrect article in each sentence and write the correct one.**

	Correct
1. A Roadster is the automatic electric car.	
2. What is the meaning of a word 'eco-friendly'?	
3. A Statue of Liberty is in the USA.	
4. The Maori are a native people of New Zealand.	
5. Can you give me a example of an electrical appliance?	
6. The teacher is talking about means of transport in a future.	

- Ask Ss to read the sentences first and underline all the articles in each sentence.
- Look at each article and the word it goes with and decide if it is used correctly.
- Check as a class. Explain if necessary. T may then call on some Ss to read aloud the correct sentences.

Key:

	Correct
1. A Roadster is ~~the~~ automatic electric car.	an
2. What is the meaning of ~~a~~ word 'eco-friendly'?	the
3. ~~A~~ Statue of Liberty is in the USA.	The
4. The Maori are ~~a~~ native people of New Zealand.	the
5. Can you give me ~~a~~ example of an electrical appliance?	an
6. The teacher is talking about means of transport in ~~a~~ future.	the

SKILLS

Reading

ACTIVITY 1

a

Aim: To develop Ss' knowledge of the vocabulary.

- Ask Ss to look at the pictures first, then read quickly through the passage and find the word / phrase for each picture.
- Check the answers as a class.

Key: **1.** float plane **2.** dogsled

b

Aim: To help Ss practise reading for specific information through multiple choice questions.

- Ask Ss to read the text fully to have a general idea of what is mentioned in the text.
- Ask Ss to read the questions and choose the correct answers.
- Check the answers as a class. Ask Ss where they find each answer. Explain if needed.

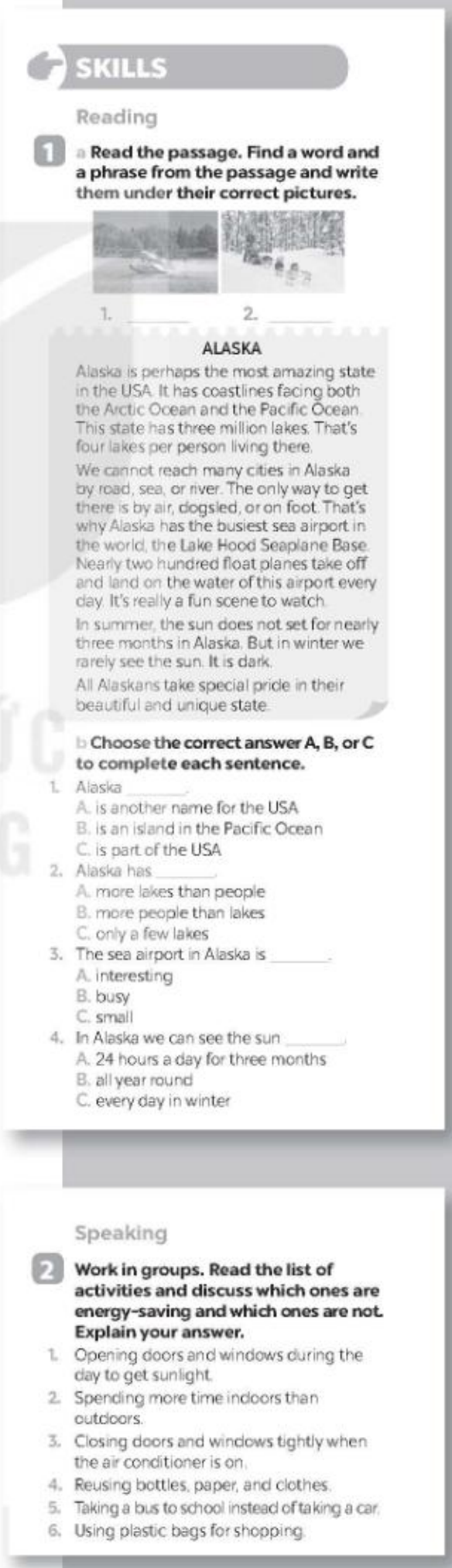
Key: **1.** C **2.** A **3.** B **4.** A

Speaking

ACTIVITY 2

Aim: To help Ss revise and talk about energy-saving activities.

- Ask Ss to work in groups.
- Ask Ss to read each sentence and decide if it saves energy. Discuss why it does or it does not. Ask Ss to take notes of their answers.
- Call on some groups to report their answers to the class. Each group may answer just one question to allow time for more groups.



SKILLS

Reading

1 a **Read the passage. Find a word and a phrase from the passage and write them under their correct pictures.**

1. _____ 2. _____

ALASKA

Alaska is perhaps the most amazing state in the USA. It has coastlines facing both the Arctic Ocean and the Pacific Ocean. This state has three million lakes. That's four lakes per person living there.

We cannot reach many cities in Alaska by road, sea, or river. The only way to get there is by air, dogsled, or on foot. That's why Alaska has the busiest sea airport in the world, the Lake Hood Seaplane Base. Nearly two hundred float planes take off and land on the water of this airport every day. It's really a fun scene to watch.

In summer, the sun does not set for nearly three months in Alaska. But in winter we rarely see the sun. It is dark.

All Alaskans take special pride in their beautiful and unique state.

b **Choose the correct answer A, B, or C to complete each sentence.**

1. Alaska _____.
   A. is another name for the USA
   B. is an island in the Pacific Ocean
   C. is part of the USA
2. Alaska has _____.
   A. more lakes than people
   B. more people than lakes
   C. only a few lakes
3. The sea airport in Alaska is _____.
   A. interesting
   B. busy
   C. small
4. In Alaska we can see the sun _____.
   A. 24 hours a day for three months
   B. all year round
   C. every day in winter

Speaking

2 **Work in groups. Read the list of activities and discuss which ones are energy-saving and which ones are not. Explain your answer.**

1. Opening doors and windows during the day to get sunlight.
2. Spending more time indoors than outdoors.
3. Closing doors and windows tightly when the air conditioner is on.
4. Reusing bottles, paper, and clothes.
5. Taking a bus to school instead of taking a car.
6. Using plastic bags for shopping.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Listen and comment, especially on the explanation.
- If time allows, call on 1 - 2 groups to present the answers to all three questions.

Suggested answers:

Energy-saving: 1, 3, 4, 5

Not energy-saving: 2 and 6


Listening

3 **Listen and complete each sentence with ONE word.**

1. At the meeting they introduce the _____ bike.
2. The product aims at school children and their _____.
3. Question 1 is about special _____ in the air.
4. Question 2 is about air _____ laws.
5. Question 3 is about how the flying bike finds a place to _____.

Listening

ACTIVITY 3

Aim: To help Ss practise listening for specific information.

- Have Ss read the sentences first to get an overall idea of what they are going to listen to and to decide on the needed information to fill in the blanks.
- Play the recording twice and allow Ss some time afterwards to complete their answers.
- Check the answers as a class. Play the recording again and stop after the answer to each question if needed.

Key: **1.** flying **2.** parents **3.** lanes **4.** traffic **5.** land

Audio script – Track 89:

Next month, we will hold a meeting to introduce our new product, the flying bike. Most of our customers will be school children and their parents. Here are some of the questions they may ask you.

1. There are special lanes for bicycles on land, how about in the air? If you don't have lanes for them, the bicycles will crash into each other.
2. Are there any air traffic laws? If there are, are they similar to those on land? How will the children learn them?
3. How can a flying bike find a place to land by itself? Will children have an electronic map? What will happen if the map does not work?

Can you add any more questions?

Writing

ACTIVITY 4

Aim: To help Ss practise writing a paragraph describing a future means of transport.

- Ask Ss to decide what means of transport they choose for their writing.
- Ask Ss to read the suggested information they can include in their description.
- Allow Ss 6 - 8 minutes to write their paragraphs.
- Call on some Ss to read their descriptions. Give comments.


Writing

4 Choose one of the future means of transport below. Write a paragraph of about 70 words about it.

1. bamboo-copter

2. balloon

3. driverless car

You can mention:

- its name
- its speed (fast / slow)
- its use of energy (little / much / none)
- the number of people it can carry
- its safety (safe / dangerous)

Suggested answer:

The bamboo-copter will be a popular means of transport in the future. It's not very fast, so it's safe to ride. It's cheap, and it doesn't use much energy. Most people can afford it. It's also convenient because you can go anywhere: in a busy city, to the sea, or to the mountains. The copter is small and can carry only one person, so it doesn't take up much space. I love it.

TIẾNG ANH 7 - SÁCH BÀI TẬP
AUDIO SCRIPTS

Unit 1

Track 1

Hello everyone. I would like to tell you about our new hobby club at school. At this club, students with the same hobby can work together and have fun. If you love reading, you can read books with your friends. If you enjoy art, you can draw and learn about art. Students who like sports can play badminton or do judo together. If you like collecting things, you can bring coins or stamps, and talk about them to club members with the same interest. This club will be a great place to relax and make new friends. The first meeting will be held on Friday, the 24th of February, at 4 p.m. in the school library. If you have any questions, please contact Ms Lan Nguyen. You can call her on 0941 5566 00.

Track 2

Phong: Ann, what do you like doing in your free time?

Ann: I really like horse riding. It's my favourite hobby.

Phong: That sounds exciting. I enjoy swimming a lot. I usually go swimming after school.

Ann: Yes, swimming is a great sport. It helps you stay healthy and relaxed.

Phong: Yes, it makes me active and strong. I feel good after swimming. How about horse riding?

Ann: Horse riding is also good for my body. It makes my legs stronger and improves my balance.

Phong: I think our hobbies are very good for our health.

Ann: I agree. Doing sports helps us feel strong, and full of energy every day.

Phong: I want to try riding a horse someday, Ann.

Ann: Great. How about coming to my club this Sunday?

Phong: Good idea!

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 2

Track 3

Susie: Last night, I watched a funny cartoon about how to treat acne.

Lan: A cartoon about treating acne?

Susie: That's right. The main character is Alphie, who is a cat with acne. Alphie goes to see a doctor, and the doctor says it's not serious and only needs simple treatment.

Lan: So why is the cartoon funny?

Susie: It's the way Alphie follows the doctor's advice. He doesn't understand the doctor's instructions and does the opposite.

Lan: What happens then?

Susie: The acne doesn't go away, and the skin on Alphie's chin and lips becomes very dry.

Lan: Poor Alphie! Does he go to see the doctor again?

Susie: Yes, but this time the doctor writes down all the things Alphie has to do every day.

Lan: Does it work this time?

Susie: Well, at first …

Track 4

The topic today is health issues related to Internet addiction.

At the age of 12 or 13, many children begin to develop an addiction to the Internet. There is no doubt that they can find interesting and useful things on the Internet. However, when children spend too much time online, they may also develop various health problems.

Many Internet addicts focus only on their online lives instead of their real lives. They rarely socialise with the people around them. This has a negative effect on their health. Some may suffer from mental health issues such as loneliness and depression.

Physically, Internet-addicted teenagers often don't do any physical exercise. They do not go outside much or take part in outdoor activities. Sitting for long periods and staring at screens can cause eye strain, headaches, and back pain. This is harmful to their overall well-being.

Internet addiction is a serious issue that we should be aware of and try to work with children so they develop healthy digital habits.

Unit 3

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Track 5

Lan: Hi, Nam. What are you doing this weekend?

Nam: Hi, Lan. I'm taking part in a volunteer activity at school.

Lan: Really? I don't think volunteering is for me. I'm very busy and I don't have much time.

Nam: I used to think like that, but volunteering doesn't actually take too much time, and it helps other people so it's very useful.

Lan: What do you usually do as a volunteer?

Nam: I teach English to primary school students and sometimes collect and donate books. It's fun, and I've learned to be more confident.

Lan: That sounds interesting. Does it help you in other ways?

Nam: Yes. Volunteering helps me make new friends and feel happier. I also feel proud when I can help people in need.

Lan: Maybe I should try volunteering to see if I enjoy it.

Nam: You can join my groups of volunteers this Saturday.

Lan: Good idea. I'll see you on Saturday.

Track 6

Hi. I want to share information about volunteer activities in my community during the summer holidays.

Every summer, we take part in different activities such as donating books to children in small villages and helping people in the neighbourhood. Some of us help younger pupils learn English, while others prepare meals for elderly people or read books to them.

We started volunteering four years ago, and each of us can choose to join in one or two activities. At the end of the school year, we discuss different volunteering opportunities in our neighbourhood and then ask students to sign up for the activities they are interested in.

Our teachers and parents are very supportive, and always offer us help and advice. I believe that doing volunteer work is enjoyable and valuable for us.

Unit 4

Track 7

Good morning, everyone. Today, I want to talk about Vietnamese folk music. It is an important part of Viet Nam's culture and history. Folk music reflects how people lived, worked, and expressed their feelings in the past.

There are many types of folk music in Viet Nam. For example, quan ho (*quan họ*) and cheo (*chèo*) come from the north, while different types of ho (*hò*) are popular in the south. Each region has its own style and sound. Traditional instruments such as the dan bau (*đàn bầu*) and dan tranh (*đàn tranh*) are often used to create gentle and emotional melodies.

Vietnamese folk songs usually talk about love, nature, family, and daily life. Through these songs, people can understand local traditions and values, and pass their culture on to younger generations.

Thank you so much for listening and for taking an interest in the beautiful sounds of Viet Nam!

Track 8

Nick: Hi! You're my favourite singer! I can't believe I'm talking to you!

Michael: Thank you! It's nice to meet you! What do you like about music?

Nick: I love how music can express feelings. I play the guitar and write my own songs!

Michael: Amazing! Writing songs is a fantastic way to share your thoughts. What inspires your music?

Nick: I get inspired by nature and my friends. I also enjoy drawing and painting. I think art and music are connected in a special way.

Michael: Absolutely! Both are forms of expression. Are you thinking about performing your own songs?

Nick: I'd like to one day. Do you have any advice for me?

Michael: Just keep practising and don't stop believing in your skills. Never stop learning and be passionate about your work.

Unit 5

Track 9

Hello everyone. Today I will show you how to make a quick and delicious omelette. To make this dish, you need these simple ingredients: three eggs, a pinch of salt, some pepper, cooking oil, and some chopped spring onions. Now, let's start. First, crack the eggs into a bowl. Add the salt and pepper, then beat them well with a fork. Next, put a tablespoon of oil into a frying pan and heat it up. Then, add the spring onions and fry them quickly until they are soft. Next, pour the egg mixture into the pan over the cooked onions. You should cook it for about two minutes until it is golden. Finally, fold the omelette in half, put it on a plate, and serve it with some herbs on top. Enjoy your meal!

Track 10

Shop assistant: Good morning. Can I help you?

Lan: Yes, I'd like some beef, please. I want to make beef noodle soup for my family.

Shop assistant: Sure. The beef is very fresh today. It is 250,000 dong for a kilo.

Lan: OK, please give me half a kilo.

Shop assistant: Here you are. Do you need anything else?

Lan: Is there any fresh milk?

Shop assistant: I'm sorry, we don't have any fresh milk left. But we have some nice apple juice.

Lan: Alright. Can I have two cartons of apple juice, please?

Shop assistant: OK. Half a kilo of beef is 125,000 dong, and two cartons of juice cost 55,000 dong. That's 180,000 dong in total.

Lan: Here you are. Thank you.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 6

Track 11

A: Hi, David. Can you tell me about your school?

B: Well, my school is Eton High School, which offers a special programme for students gifted in art.

A: When was it founded?

B: It was founded in 1984 when it only had 300 students. Now, it has over one thousand students.

A: What did you have to do to join the school?

B: Oh, I had to pass some very difficult exams in art.

A: I see. What subjects do you study?

B: We study academic subjects such as English, maths, physics and chemistry, in addition to taking an intensive art programme.

A: What are the requirements for graduation?

B: First, we must pass the exams in all academic subjects. Then, we also have to pass final exams in art and complete an art project.

A: Sounds like a great place to study! Thanks for sharing the information with me.

Track 12

Hello, everyone. I'd like to tell you about a famous school I visited last year. It is Westwood High School in London. It is over 270 years old. There are about nine hundred students. Students need to take a special exam to join the school. They enter the school when they are thirteen years old and stay there for six years. Students work very hard and get good grades, so most of them go to university after graduation.

The school has got ninety teachers. That is one teacher for ten students. All the teachers are highly qualified and enthusiastic about learning.

There are eighty classrooms, many science labs and IT rooms, three theatres, two swimming pools, a gym, and a library. Sport and outdoor activities are very important at the school. All students do sport every day and take part in outdoor activities three times a week.

Unit 7

Track 13

Emma: Hey, Jake! How do you usually get to school?

Jake: Hi, Emma! I ride my bike. It's not very far, and riding helps me stay fit. How about you?

Emma: I can walk to school by myself. When I was at primary school, my mum taught me to use the pavement and look both ways before crossing the street.

Jake: That's smart! I make sure to stop at every traffic light. It's important to follow the rules so that we stay safe.

Emma: Right! Last week, I saw someone run a red light. It frightened me! What if a car was coming?

Jake: Exactly! People should always pay attention. I wear my helmet when I ride, too. Safety first!

Emma: I agree. We should remind our classmates to follow the rules, too. It's better for everyone.

Jake: Sure! Let's organise a road safety talk at school.

Emma: Great idea, Jake!

Track 14

Hello, everyone! Today, I want to talk about our public transport system. Honestly, we're lucky to have such a network of buses, trains, and Metro lines. They make getting to school or work so much easier.

Take the bus system, for example - it's incredibly convenient because the routes cover almost every corner of the city. Then you have the trains and Metro lines, which are so important during rush hour. They're fast, efficient, and really help avoid annoying traffic jams.

But it's not just about speed. Choosing public transport is good for the environment because it reduces air pollution. Moreover, it's cheap! You can just buy a travel card, and students even get a discount.

So, next time you're going out, check the schedule and plan your route. Let's use our system wisely to save money and keep our city green.

Unit 8

Track 15

Mark: Hey Lan, are you free this Saturday? Shall we go to the cinema?

Lan: That sounds great, Mark. What's on?

Mark: Well, *The Zombie Attack* is showing at 7 p.m. It's a horror film.

Lan: Oh no, I can't stand horror films! They are too scary. They always give me nightmares after I watch them.

Mark: OK, no problem. How about *Galaxy War*? It's a sci-fi movie with lots of action scenes.

Lan: Hmm, I find sci-fi films a bit confusing. Is there anything lighter? Maybe a comedy?

Mark: Let me check... Ah, *Super Cat Returns* is playing. It's an animated film. I've watched its trailer and I think it's hilarious.

Lan: Perfect! I love cartoons. Even though I'm 13, I still enjoy them.

Mark: Me too. Let's book the tickets.

Track 16

If you like chocolate and music, you will love *Wonka*. It is a musical fantasy film released in 2023. It tells the story of the young Willy Wonka before he became the famous chocolate maker. The film stars Timothée Chalamet as the main character. Although the plot is simple, the visual effects are amazing. The film is full of magic, colourful candies, and catchy songs. Critics say that Chalamet's performance is excellent. However, some people think the villains are a bit silly. Overall, *Wonka* is a moving and funny film. It teaches us that 'every good thing in this world started with a dream'. It is a must-see for families and fans of musicals.

Unit 9

Track 17

Hello, everyone. Today I'm going to talk about a special festival of the Jewish people: Hanukkah. It's also known as the Festival of Lights. The festival lasts for eight days. People usually celebrate it in November or December. During Hanukkah, families light candles on a special lamp called a menorah. They light one candle every evening. People spend time together, sing songs, and play games. They also make special pancakes with potatoes, onions, eggs, flour, and oil. Jam doughnuts are also very

popular. People give their family and friends presents and money at Hanukkah. Adults give children chocolate coins. Sending Hanukkah cards is also a popular tradition during the festival. Hanukkah is a happy time when people remember an important story from the past and enjoy being with their family.

Track 18

Mi: Phong, are you excited about the Arts Festival at our school?

Phong: Yes, I am. Christmas is on Sunday and the festival is the day before.

Mi: That's right. It's just a day before Christmas. I heard that it will take place in the school playground.

Phong: Sounds good! What do you think we can do there?

Mi: Well, there'll be many activities. For example, we can draw pictures together.

Phong: That sounds interesting. I like drawing very much.

Mi: Some of our schoolmates will sing, dance, and perform on a stage.

Phong: Great! I hope I can watch the performances and listen to the bands.

Mi: Me too. I heard from my friend that his band will play some Christmas songs.

Phong: That's wonderful. Will there be any workshops?

Mi: Yes, there'll be. I plan to join a card-making workshop so I can learn to make my own Christmas cards.

Phong: I really like the idea. I'll also join the workshop so I can make cards for my family and friends.

Mi: Let's go together and enjoy the festival!

Unit 10

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Track 19

Mrs Lien: Good morning, Tan and Nga. What are you working on?

Tan: Good morning, Mrs Lien. We're doing a project on how to save energy at home.

Mrs Lien: That sounds interesting. So, what can we do to save electricity, Tan?

Tan: Well, many families use too much electricity. To save it, we should turn off the lights and electrical appliances when we don't use them. We shouldn't leave air conditioners on when no one is at home.

Mrs Lien: Good ideas. What about saving water, Nga?

Nga: I think we should use water carefully. For example, we shouldn't leave the tap running while brushing our teeth or washing the dishes. We can also take shorter showers to save water and electricity.

Mrs Lien: Excellent. Saving water also helps save energy. Is there anything else you would like to add?

Tan: I think we should check that no taps are dripping. We should also make sure we don't overuse heaters or air conditioners.

Mrs Lien: That's right. Small actions can make a big difference.

Tan and Nga: Thank you, Mrs Lien.

Track 20

Dear listeners,

Today I'd like to talk about some types of renewable energy.

Firstly, solar energy comes from sunlight. It is clean and plentiful. However, it does not work well on cloudy or rainy days.

Secondly, hydropower is generated from moving water in rivers or dams. It is abundant and convenient. However, building dams is expensive and may affect the environment.

Thirdly, wind energy is produced from the wind. It is safe and renewable. However, wind power production depends on the wind speed and direction, which means it is not constant.

We need energy for many daily activities such as heating, cooking, and using electrical appliances. Therefore, we should use energy wisely and economically to save money and protect the environment.

Unit 11

Track 21

Travel with SmartBus 2040!

Are you ready for a new way of travelling?

SmartBus 2040 is a new mode of public transport for our cities. This bus does not need a driver because it uses artificial intelligence. It can choose the best route and stop safely when there is heavy traffic.

SmartBus 2040 runs on clean electric energy, so it does not cause air pollution. It provides comfortable seating, free Wi-Fi, and phone charging stations conveniently placed near each seat. There are individual screens on the back of each seat to provide travel information and entertainment during the journey.

The bus is also very safe. It has cameras and smart sensors that help the AI predict road conditions and react faster than a human driver. Moreover, SmartBus 2040 is cheaper than taxis and helps cities reduce traffic jams.

Choose SmartBus 2040 – a smart, green, and comfortable way to travel!

Track 22

Anna: Hi Tom. Have you heard about the new transport system in our city?

Tom: No, I haven't. What is it like?

Anna: It's called Smart Sky Bus. It can fly above the roads, so people don't have to worry about traffic jams.

Tom: Wow! Does it use petrol?

Anna: No, it doesn't. It runs on electricity, so it's greener and better for the environment.

Tom: Is it safe for passengers?

Anna: Yes, it is. The bus has smart sensors and cameras. It can land safely on the ground if there is a problem.

Tom: That sounds great. Can people relax on the bus?

Anna: Of course. Passengers can enjoy comfortable seats, read books, or listen to music while travelling.

Tom: I hope I'll have a chance to use the Smart Sky Bus.

Unit 12

Track 23

Mai: Listen, Helen. I'm working on a project about Seattle, your city.

Helen: Oh, I didn't know...

Mai: Well, I found some amazing information about the city. Can I check with you as a local if it is true?

Helen: Sure, Mai.

Mai: Is there really a wall covered with used chewing gum in downtown Seattle?

Helen: Yes, there is. It's called The Gum Wall.

Mai: When did it start?

Helen: In the early 1990s. Some people bored of waiting to see a show at the Market Theater started sticking chewed gum onto the brick wall.

Mai: And then?

Helen: More visitors followed and the wall is now covered with, I guess, thousands of colourful pieces of chewed gum.

Mai: How amazing! I didn't believe it when I read about it.

Helen: Hah hah... You have to see it to believe it. It's now a must-see attraction for tourists.

Mai: I'm not surprised. Thank you, Helen.

Helen: You are welcome.

Track 24

The Albuquerque International Hot-Air Balloon Festival is a nine-day event in early October. It takes place in Albuquerque, a city in New Mexico, the USA. Every year, the festival attracts a great number of balloon makers. They bring about five hundred balloons to the festival. Many artists spend weeks or even months painting their balloons. Together with them are thousands of photographers, video makers, reporters, and visitors. The most exciting moment of the festival is when all the balloons in different shapes, sizes, and colours rise up high into the sky. The scene is really fantastic.

The Balloon Festival is one of Albuquerque's largest tourist attractions. It is an opportunity for local people to show their New Mexican culture and history. Nearly one million people attend the festival each year.

TIẾNG ANH 7 - SÁCH BÀI TẬP
ANSWER KEYS

Unit 1

A Vocabulary

1

F	V	A	Y	M	A	Q	L	B	M
L	F	O	O	T	B	A	L	L	O
O	Y	M	G	P	F	G	J	C	D
W	J	I	A	L	L	Y	P	D	E
E	W	N	T	G	A	M	E	S	L
R	S	W	I	M	M	I	N	G	S
S	L	A	F	W	Z	T	U	T	J
N	V	D	O	L	L	S	H	O	U
B	C	A	M	P	I	N	G	Y	D
U	Y	I	Q	H	I	M	K	S	O

2 ***Suggested answers:***

make	models, flowers, dolls, paper animals
do	judo, yoga, karate
collect	dolls, toys, models, books
go	swimming, camping, cycling
play	football, games, volleyball

3 1. cooking 2. doing exercise 3. building dollhouses
4. collecting stamps 5. singing

B Pronunciation

1 1. shirt 2. island 3. palace 4. Earth
5. compass 6. circle 7. desert 8. girl

/ə/	/ɜ:/
island, palace, compass, desert	shirt, Earth, circle, girl

2 1. C 2. B 3. A 4. B 5. D

C Grammar

1 1. C 2. B 3. C 4. A 5. B

2 1. loves 2. doesn't go 3. learns 4. gets
5. shares 6. enjoy 7. make 8. meet

D Reading

1 1. having 2. photo 3. like
4. usually 5. sending 6. your

2 1. A 2. C 3. B 4. A 5. C 6. B

3 **a** 1. b 2. d 3. a 4. e 5. c
b 1. F 2. T 3. NI 4. T 5. F

E Speaking

1 1. B 2. C 3. A 4. A 5. C

2 1. B 2. E 3. D 4. A 5. C

3 ***Suggested answer:***
A: What's your hobby?
B: I enjoy drawing.
A: How often do you draw?
B: I draw every day.
A: Do you go to a drawing class?
B: Yes. My drawing class is once a week, on Sunday mornings.
A: Is it difficult to draw?
B: No, it isn't. It's very easy for me.
A: Do you share your hobby with anyone?
B: Yes, I usually draw with my father. Do you like drawing?
A: No, I don't. I don't know how to draw.

F Listening

1 1. hobby 2. judo 3. stamps
4. 24th / twenty-fourth 5. 4 6. school library

2 1. T 2. F 3. T 4. F 5. F

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

G Writing

1 1. B 2. A 3. C 4. B 5. C

2 ***Suggested answers:***

2. I enjoy collecting coins because it helps me learn about other countries.
3. I love gardening because it makes me relaxed.
4. I don't like swimming because I'm afraid of water.
5. I enjoy making models because it improves my skills.

3 ***Suggested answer:***

My mum's hobby is cycling. She started the hobby five years ago. She shares this hobby with my dad, so in their free time they usually go cycling together. Cycling is not difficult or expensive. To go cycling, my mum only needs a bicycle, a pair of trainers, and a helmet. Cycling is a good hobby for my mum because it makes her strong and reduces her stress.

Unit 2

A Vocabulary

1 1. fit 2. tofu 3. weight 4. bins 5. harms 6. chapped lips

2 1. fast food 2. cycling 3. soft drinks 4. acne 5. house cleaning

3 ***Suggested answers:***

1. Coloured vegetables	pumpkin, carrot, tomato, cauliflower, cucumber …
2. Healthy activities	brushing your teeth, sleeping 7 – 8 hours a day, eating healthy food, doing sport …
3. Unhealthy activities	eating a lot of salty snacks, going to bed late, eating a lot of fast food, drinking soft drinks every day …
4. Health problems	flu, acne, chapped lips, sunburn, headaches …

B Pronunciation

1 1. C 2. B 3. B 4. A 5. D

C Grammar

1 1. d 2. e 3. a 4. b 5. c

2 1. She washes her face twice a day.
S V O ADV

2. Asian diets contain a lot of vegetables.
S V O

3. My sister uses a lot of suncream in summer.
   S V O ADV
4. He likes cycling in the park.
   S V O ADV
5. My mother cooks food with very little cooking oil.
   S V O ADV

3 1. We eat a lot of garlic to prevent the flu.
2. People in the countryside do not have much stress.
3. You can use eye drops for your tired eyes.
4. Green tea is a popular drink in my country.
5. Physical activities help keep you strong and active.

D Reading

1 1. heart 2. safe 3. physical 4. exercise 5. sleep 6. Handwash

2 1. B 2. A 3. C 4. A 5. B 6. A 7. C 8. C

3 1. A 2. A 3. B 4. C 5. B

E Speaking

1 + 2 ***Suggested answers:***

2. ☒ Breakfast is important for a day's work. Skipping it doesn't help you lose weight.
3. ☑ Exercising makes people fit and strong.
4. ☒ Eat until you feel 80% full or you will feel tired.
5. ☑ To keep clean.
6. ☑ A balanced diet provides us with enough vitamins and minerals.
7. ☒ You should do it once a week.
8. ☑ To keep you from catching flu or cold.

3 ***Suggested answers:***

- Sweep / Vacuum your house every day
- Dust furniture
- Wash the dishes as soon as you finish a meal
- Put things away after using them
- Empty your dustbins every day
- Close windows and doors when it is dusty outside
- Recycle items you don't use any more

F Listening

1 1. B 2. C 3. B 4. C 5. B

2 1. addiction 2. (various) health 3. effect
4. (physical) exercise 5. eye strain / headaches / back pain

G Writing

1 1. Please do eye exercises to keep your eyes from getting dry.

2. People in Iceland eat a lot of fresh fish.

3. Air pollution is really harmful to our health.

4. Going to bed and getting up early are good for your health.

5. Healthy food, love, and laughter bring a healthy life.

2 ***Suggested answers:***

1. To keep you fit. / To help you stay strong.

2. To reduce the risk of certain cancers. / To lower the risk of high cholesterol. / To provide vitamin A for your eyes.

3. To keep your eyes from getting tired or dry.

4. To prevent diseases. / To stop harmful insects like flies and mosquitoes. / To improve indoor air quality.

5. To reduce stress. / To make you and people around you happy.

3 ***Suggested answer:***

There are things I think I need to do every day to have a healthy life. First, I need to take a bath after getting up. It helps me have a fresh start. Second, I should never skip breakfast. I need to eat after a long night. During the day, I also need to spend some time exercising and cleaning my house. They are both good for my health. Finally, I need seven to eight hours of sleep a day. If not, I will feel tired and sleepy the next day.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 3

A Vocabulary

1 1. A 2. C 3. C 4. B 5. A

2 1. f 2. d 3. e 4. c 5. b 6. a

3 1. exchange used paper for notebooks 2. help old people
3. recycle used bottles 4. clean up dirty streets
5. donates food and clothes 6. plant trees

B Pronunciation

1 1. B 2. A 3. D 4. C 5. C

2 *Mark:* … So, what did you do last weekend?

Lan: I joined my friends in doing some volunteer activities at my school.

Mark: What did you do?

Lan: We planted new trees and watered the vegetables in the school garden.

Mark: That's great. When did you start doing these activities?

Lan: We started these activities three years ago. How about you? What did you do?

Mark: Me? I stayed at home. My brother and I listened to some music and watched some movies.

Lan: That sounds interesting!

Mark: Yes. That was on Saturday. On Sunday, we played board games and enjoyed some food that my mum cooked.

C Grammar

1 1. donate 2. started 3. tutor 4. give 5. became 6. write; gave

2 1. made 2. gave 3. choose 4. chose 5. saw
6. danced 7. sang 8. joined 9. were 10. plan

3 1. B 2. E 3. F 4. C 5. A 6. D

D Reading

1 1. C 2. B 3. C 4. A 5. B 6. C 7. B 8. A

2 **a** 1. c 2. b 3. e 4. d 5. a
b 1. T 2. T 3. F 4. T 5. F

3 1. C 2. A 3. B 4. C 5. C 6. B

E Speaking

1 ***Suggested answers:***

1. *An:* Do you take part in any community activities?
Mi: Yes, I cook for the elderly.
An: Wonderful! My friend and I often visit nursing homes to talk to the elderly too.
Mi: Sounds like great work!
2. *Mai:* Do you take part in any community activities?
Phong: Yes. My friends and I collect litter around our neighbourhood.
Mai: Wonderful! I also take part in clean-up activities sometimes.
Phong: Sounds like great work!
3. *Lan:* Do you take part in any community activities?
Minh: Yes, I'm part of a group of tutors. We tutor some street children.
Lan: Wonderful! I offer free tutoring too. But I tutor primary students at my school.
Minh: Sounds like great work!

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2 1. Minh 2. Lan 3. Nick 4. Mai

Suggested reasons:

1. *A:* What activities do you think Minh should do?
   B: I think Minh should join an environmental group to plant trees.
   A: Why do you think so?
   B: Because he loves nature, and knows a lot about different kinds of trees.
2. *A:* What activities do you think Lan should do?
   B: I think Lan should tutor primary school children.
   A: Why do you think so?
   B: She is good at English and science so she can teach these two subjects. She is patient and loves children so she can work well with primary school students.
3. *A:* What activities do you think Nick should do?
   B: I think Nick should do clean-up activities.
   A: Why do you think so?
   B: He is active, very tidy, and cares about the environment. He also likes to work with different people, so this activity is suitable for him. He can meet other people in this group.
4. *A:* What activities do you think Mai should do?
   B: I think Mai should join the group that takes care of animals.
   A: Why do you think so?
   B: She loves cats and dogs. She is also patient and caring so she will be good with animals.

3 1. C 2. A 3. D 4. B

F Listening

1 1. C 2. B 3. A 4. C 5. B

2 1. neighbourhood 2. elderly people 3. four years
4. sign up 5. supportive 6. valuable

G Writing

1 1. Minh finds volunteer activities interesting because he can meet new people.
2. We joined community activities to help the needy last summer.
3. We learnt teamwork skills when we joined some clean-up activities last summer.
4. If you love nature, you can join our *Green Neighbourhood* project.
5. I (will) join the recycling project because I want to help protect the environment. / I joined the recycling project because I wanted to help protect the environment.
6. You need to be patient and caring when you take care of pets.

2 1. I will join the animal care project if my school holds some volunteer activities.
2. You might raise funds for poor children.
3. She doesn't join any volunteer activities because (she says) she is busy.
4. My parents often go to villages to do charity work, and I go with them.
5. The number of volunteer organisations in the country is increasing.

3 ***Suggested answers:***

Dear Tom,

How are you doing? Did you do anything interesting last summer? I joined a school club and did some volunteer activities. I helped collect old books for children in rural areas. I also tutored some primary school students in English. Once a week, we visited a nursing home in the village and read books to the elderly people there. They were very happy to talk with us.

I felt very proud because I could help other people. These activities also helped me become more confident. I also learnt how to work in a team. I think volunteer work is very meaningful, and I want to join in these activities again next year.

Write to me soon and tell me about your summer holiday.

Best,

Mai

TEST YOURSELF 1

1 (5 x 0.2 = 1.0 pt)

1. B 2. C 3. D 4. A 5. C

2 (10 x 0.1 = 1.0 pt)

1. suncream; sunburn 2. lips; spots 3. dollhouses; models
4. donate; teach / tutor 5. plant; litter

3 (5 x 0.2 = 1.0 pt)

1. collecting 2. responsibility 3. Coloured 4. elderly 5. used

4 (5 x 0.2 = 1.0 pt)

1. C 2. D 3. B 4. C 5. A

5 (10 x 0.2 = 2.0 pts)

1. Does … love; doesn't 2. moves; revolves 3. get up; starts
4. did … do; went 5. listened; made

6 (5 x 0.2 = 1.0 pt)

1. hobby 2. started 3. for 4. makes 5. on

7 (5 x 0.2 = 1.0 pt)

In which project do volunteers …?	GC project	NH project
1. do activities on Sunday mornings		✓
2. water flowers	✓	
3. read books	✓	
4. help with school subjects		✓
5. talk with people	✓	

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

8 (10 x 0.2 = 2.0 pts)

1. Here are some tips to help you keep fit.
2. Exercise daily for at least an hour.
3. You can ride a bike, run, or go swimming.
4. Eat the right foods and drink enough water.
5. You should eat coloured vegetables and lean meat.
6. Avoid eating too much fast food and sugar.
7. Getting enough sleep at night is good for you.
8. Six to eight hours of sleep can help your body recharge.
9. Staying motivated is good for you as well.
10. This helps you be happy and positive.

Unit 4

A Vocabulary

1

W	A	G	A	L	L	E	R	Y	B
M	D	R	F	P	U	P	P	E	T
U	C	C	T	R	P	I	A	N	O
S	A	O	G	I	H	E	L	P	R
I	M	N	A	Q	S	T	Z	E	W
C	E	C	C	B	C	T	G	F	G
I	R	E	T	H	J	N	K	L	N
A	A	R	O	T	I	O	Y	Q	X
N	S	T	R	S	M	N	V	T	Z
I	N	S	T	R	U	M	E	N	T

2 1. art museum 2. rock music 3. folk music
4. prefer 5. musical instruments 6. artistic

3 1. d 2. a 3. b 4. e 5. c

4 1. cartoons 2. films 3. musicians / singers / stars
4. music 5. instruments

B Pronunciation

1 1. D 2. D 3. C 4. B 5. A

2 1. She likes to listen to country music in her leisure time.
2. There is a live show of rock on television now.
3. The children are watching *Treasure Island* in their room.
4. The new washing machine looks unusual.
5. It is a pleasure to go fishing at the weekend.

C Grammar

1

1. B	2. A	3. C	4. A
5. D	6. B	7. D	8. C

2 1. The painting he (has) created recently is very like the old one.
2. The performance she gave last night was not like her / the other performances.
3. Each of my three sisters is very different from the others.
4. I like music and art as much as other subjects at school.
5. Photography and painting can be as relaxing as listening to music.
6. Many / Some artists, like Van Gogh, use / used bold colours in their paintings to arouse strong emotions.

D Reading

1

1. musicians	2. compose	3. songs	4. popular	5. languages

2

1. C	2. B	3. D	4. B	5. A	6. D

3

1. A	2. B	3. A	4. C	5. B

E Speaking

2 ***Suggested answers:***
Leonardo da Vinci painted the *Mona Lisa*.
Ludwig van Beethoven composed the *Moonlight Sonata*.
William Shakespeare wrote *A Midsummer Night's Dream*.
BTS made the album *Map of the Soul*.
Alexandre Gustav Eiffel designed the Truong Tien Bridge (Hue – Viet Nam).

F Listening

1

1. culture	☑	2. types	☑
3. instruments	☑	4. folk songs	☑
5. present	☐	6. daily life	☑
7. artistic	☐	8. generations	☑

2

1. B	2. C	3. B	4. A

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

G Writing

1 1. Her picture is different from / not the same as mine.
2. Giang can't paint as well as Khanh.
3. I think living in the country is better than living in the city.
4. Her picture is different from / not like her brother's.
5. This year's performance is not as good as last year's.

2 ***Suggested answer:***

Newway Rd.

Dec. 1st 20…

Hey Olivia,

I've got some exciting news! There's a live show of BTS this Saturday night at The Opera House, and I really want you to come with me!

Let's meet at 7:45 p.m. so we can have some snacks before the show starts at 8 o'clock. It's going to be an amazing night full of great music and awesome vibes!

Let me know if you can make it. Can't wait!

Best,

Clara

3 ***Suggested answer:***

Michael Jackson was born on August 29, 1958, in Gary, Indiana, the US. In 1964, Michael joined the band *The Jackson Brothers*. He began his solo career in 1971. He was called 'the King of Pop', and during his career, he received a lot of awards, including 13 Grammy Awards and 26 American Music Awards. *Earth Song* is one of his most successful songs. He died on June 25, 2009 in Los Angeles, California, the US.

Unit 5

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A Vocabulary

1

				1	s	a	u	c	e
				2	c	a	k	e	
3	l	e	m	o	n	a	d	e	
	4	n	o	o	d	l	e	s	
				5	w	a	t	e	r
				6	f	i	s	h	
			7	r	i	c	e		
				8	c	h	e	e	s	e
			9	b	e	e	f		
		10	s	a	u	s	a	g	e

2 1. two kilos of beef
2. eight hundred millilitres of milk
3. a teaspoon of salt
4. twenty grams of sugar
5. two litres of water

3 1. e 2. f 3. d 4. b 5. c 6. a

B Pronunciation

1 1. D 2. C 3. D 4. A 5. B

2 1. omelette 2. pork 3. pot 4. fork 5. fox 6. sauce

/ɒ/	/ɔ:/
omelette pot fox	pork fork sauce

C Grammar

1 1. some
2. a lot of
3. some
4. some; any
5. lots of
6. some; any

2 1. How many
2. How many
3. How much
4. How much
5. how much

3 1. C 2. A 3. A 4. C 5. C 6. B 7. A 8. B

4 ***Suggested answers:***
1. There are only a few apples in the basket.
2. What is the price of a kilo of beef?
3. We don't have any bread left for breakfast.
4. Shall I pour you some tea?
5. There is too much salt in this soup.

D Reading

1 1. A 2. C 3. C 4. B 5. C

2 1. F 2. T 3. F 4. F 5. F 6. NG

3 1. It comes from Hue – the old capital city of Viet Nam.
2. Its main ingredients are rice vermicelli (a thin form of rice noodles called bun) and slices of beef.
3. We can find it nearly everywhere in Viet Nam.
4. People enjoy it for all kinds of meals during the day and even for a late-night snack.
5. They stew beef bones and beef shank with lemongrass, shrimp sauce, sugar and spicy chili oil.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

E Speaking

1 1. A 2. B 3. D

2 1. D 2. A 3. E 4. B 5. C

F Listening

1 1. three / 3 2. pepper 3. oil 4. fry 5. two / 2 6. herbs

2 1. B 2. B 3. B 4. A 5. A

G Writing

1 1. First, wash the eels and cut them into pieces.
2. Mix the eels with turmeric and a little salt.
3. Heat some oil in a pot and fry the onions.
4. Pour the water into the pot and boil for a minute.
5. Add the eel pieces to the pot and cook them until they are soft.
6. Finally, serve the hot soup with fresh herbs.

2 ***Suggested answers:***

1. It is *nem ran* (or spring rolls).
2. It comes from Viet Nam (and it is very popular in the North).
3. The main ingredients are ground pork, eggs, glass noodles, mushrooms, and rice paper.
4. We can find it in family kitchens, restaurants, or street food stalls.
5. People often eat it on special occasions like the Tet holiday or family gatherings.
6. It is crispy on the outside and savoury on the inside. It is really delicious.
7. People eat it with rice vermicelli (*bun*), fresh herbs, and a special dipping sauce (*nuoc cham*).
8. It is special because of the crispy skin and the balance of flavours in the dipping sauce (sweet, sour, salty, and spicy).

3 ***Suggested answer:***

Nem ran comes from Northern Viet Nam. Its main ingredients include ground pork, eggs, glass noodles, and mushrooms wrapped in rice paper. You can find it in restaurants everywhere. People usually enjoy it at family gatherings or the Tet holiday.

Fried in hot oil, the rolls become golden, crispy, and savoury. We often eat *nem ran* with rice vermicelli, fresh herbs, and a special dipping sauce. This special dish is popular because it represents the delicious taste of Vietnamese cuisine.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 6

A Vocabulary

1 1. computer rooms 2. lower secondary schools 3. school library
4. pass an entrance exam 5. gifted students 6. final examination

2 1. playground 2. maths 3. activities 4. exam
5. students 6. classroom 7. facilities 8. gym

B Pronunciation

1 1. children 2. chicken 3. teacher 4. which 5. Manchester
6. January 7. technology 8. intelligent 9. jelly 10. gym

2 *Mr Jones:* Hi, Jane.
Jane: Hello, Mr Jones. I'd like a chop for lunch, please.
Mr Jones: Which one would you like, the chicken chop or the pork chop?
Jane: Which one is better?
Mr Jones: I think the chicken chop is.
Jane: Well, I'd like the chicken chop then.
Mr Jones: Which would you like to drink, orange juice or apple juice?
Jane: A glass of orange juice, please.
Mr Jones: So, that's a chicken chop and a glass of orange juice.

C Grammar

1 1. on 2. in 3. at 4. in; on 5. at; at 6. at

2 1. at 2. on 3. on 4. at 5. in 6. on

3 1. on 2. on 3. in 4. at 5. on 6. on 7. at

4 1. Where is Quoc Hoc – Hue?
2. Where is her classroom?
3. Where do they grow the flowers?
4. When do they celebrate Teachers' Day?
5. When will your school year finish?
6. When did they build your school?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

D Reading

1 1. visit 2. activities 3. students
4. talking 5. learnt 6. experience

2 1. A 2. C 3. C 4. B 5. A

3 1. It is in the heart of London, next to the Houses of Parliament.

2. It has some modern facilities such as a new sports hall, a golf course, a science centre, a large theatre, and a music centre.

3. They are intelligent and hard-working.

4. They have to pass an entrance exam and an interview.

5. They take part in some outdoor activities such as playing golf, growing flowers or rowing on the Thames.

E Speaking

1 ***Suggested answers:***

1. *A:* Hello, Tan. Would you like to visit Nguyen Hue Lower Secondary School? It's a new school in the neighbourhood.

   B: Yes, I'd like to, Quan. Can you tell me more about the visit?

   A: We'll leave at 7 a.m. Some of my classmates and my teacher are coming, too. Their head teacher will give us a tour of the school.

   B: Sounds great! Thank you for inviting me.

2. *A:* Hello, Hoa. A couple of my friends and I would like to go to the park next Sunday. Would you like to come with us?

   B: Hello, Nam. Yes, I'd like to. Can you tell me more?

   A: We'll leave at 1 p.m. at the bus stop. It's only three stops to the park. Remember to bring an umbrella.

2 ***Suggested answer:***

A: What is the name of the school you and your classmates want to visit?

B: It's Hung Vuong Lower Secondary School.

A: When do you want to visit the school?

B: Next Saturday morning.

A: How can you get there?

B: We can cycle there.

A: Who do you want to meet?

B: We want to meet some of the students and teachers.

A: What school facilities do you want to see?

B: We want to see the library, the gym, and the school garden.

A: What outdoor activities do you plan to take part in?

B: We plan to help students water the plants in their garden.

Name of the school:	Hung Vuong Lower Secondary School
Time to visit:	next Saturday morning
Type of transport:	bike
People to meet:	students and teachers
School facilities:	the library, the gym, and the school garden
Outdoor activities:	watering the plants in the garden

3 ***Suggested answer:***

I'd like to talk about the school I want to visit. It's Hung Vuong Lower Secondary School. It's a small school in the centre of the city. It's near our school, so we can cycle there. We want to meet some of the students and teachers. I heard that their students have won many awards in different competitions. They have some of the best teachers who are enthusiastic about their subjects. We want to see the library, the gym, and the school garden. We plan to help students water the plants in their garden.

F Listening

1 1. C 2. A 3. C 4. B 5. C

2 1. 270 2. 900 / nine hundred 3. 6 / six
4. 90 / ninety 5. 80 / eighty 6. 3 / three times

G Writing

1 ***Suggested answers:***

1. My school is Van Phuc Lower Secondary School.
2. It's in the centre of Van Phuc Village.
3. There are five hundred students and fifty teachers in my school.
4. The students are hard-working and intelligent.
5. The school has fifteen classrooms, two computer rooms, one library, one gym, and one garden.
6. We study some subjects such as maths, literature, English, art, music, history and geography. My favourite subject is English.

2 ***Suggested answers:***

– We always water the plants in the school garden on Saturday mornings.

– We often do clean-up activities in the streets around our school on Sunday mornings.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 ***Suggested answer:***

The name of my school is Van Phuc Lower Secondary School. It's in the centre of Van Phuc Village. The school has fifteen classrooms, two computer rooms, one library, one gym, and one garden. There are five hundred students and fifty teachers in my school. The students are hard-working and intelligent. The teachers are caring and enthusiastic about learning. We study some subjects such as maths, literature, English, art, music, history and geography. On Saturday mornings, we usually water the plants in the school garden.

TEST YOURSELF 2

1 (5 x 0.2 = 1.0 pt)

1. D 2. C 3. B 4. B 5. A

2 (10 x 0.2 = 2.0 pts)

1. C 2. B 3. D 4. C 5. B 6. A 7. A 8. C 9. D 10. A

3 (5 x 0.2 = 1.0 pt)

1. of 2. at 3. in 4. at; on 5. in

4 (10 x 0.2 = 2.0 pts)

1. healthy 2. overweight 3. slim 4. advice 5. too much
6. change 7. a lot of 8. keep fit 9. shape 10. a little

5 (5 x 0.2 = 1.0 pt)

1. C (as that one → than that one / ø) 2. B (are you going → do you go)
3. C (in June 2nd → on June 2nd) 4. A (was → were)
5. C (low than → low as / high as)

6 (5 x 0.2 = 1.0 pt)

1. some 2. an 3. a lot of 4. some 5. any

7 (5 x 0.2 = 1.0 pt)

1. A 2. B 3. D 4. A 5. C

8 (5 x 0.2 = 1.0 pt)

1. No other art museum in the world is as large as the Louvre in Paris.
2. I asked: 'How much is a kilo of pork?' / I asked: 'How much does a kilo of pork cost?'
3. This film is different from the others: It is educational and informative.
4. Jane is interested in trying recipes from foreign countries.
5. Because it rained heavily, they didn't go camping yesterday.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 7

A Vocabulary

1 1. c 2. d 3. f 4. a 5. b 6. e

2 1. C 2. B 3. A 4. B 5. C

3 1. A 2. B 3. D 4. C 5. D 6. B

B Pronunciation

1 1. D 2. C 3. A 4. B 5. D

2 *A:* Excuse me. This train is late! I've been here since nine.

B: Which train, madam?

A: The nine-twenty train to Miami.

B: I don't think there's a nine-twenty train to Miami.

A: But I wrote in my notebook: Miami train – nine-twenty.

B: Oh, no. The Miami train leaves at eight-twenty.

A: Eight-twenty?

B: Yes. They changed the timetable* at the end of July. It's the fourth of August today.

A: Oh, dear! What time does the train go to Miami today?

B: Eight-twenty.

A: So the train isn't late! I'm late!

* ***Notes:*** timetable /'taɪmteɪbl/ contains both the sounds /aɪ/ and /eɪ/.

C Grammar

1 1. f 2. e 3. b 4. a 5. d 6. c

2 1. How do most of your classmates go to school?

2. How far is it from your home to the nearest town?

3. How far is it from Ho Chi Minh City to Can Tho City?

4. What should we do to avoid the morning traffic?

5. How far is it from the North Pole to the South Pole?

3 1. shouldn't ride 2. should call 3. should do

4. should ask 5. shouldn't drive 6. should finish

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

D Reading

1 1. C 2. D 3. A 4. B

2 1. B 2. A 3. C 4. C 5. B 6. B 7. A 8. D

3 1. move around 2. vehicles 3. to work
4. important 5. healthier 6. means of travel

E Speaking

2 1. F 2. T 3. T 4. T 5. F 6. F

3 1. The camel. Because you can't use other means of transport.
2. The boat. Because it can travel on water.
3. The motorbike. Because it is quick and convenient.

F Listening

1

1. riding	☑	2. look both ways	☑
3. walking	☐	4. follow the rules	☑
5. run a red light	☑	6. safety first	☑
7. remind	☑	8. crossroads	☐

2 1. network 2. routes 3. public transport 4. travel card 5. our system

G Writing

1 1. – How does your close friend go to school?
– She cycles.
2. Traffic jams are a problem in big cities in Viet Nam.
3. If you are not careful, you may / will fall off your bicycle.
4. Before every meal, we should wash our hands carefully.
5. It is about 300 km from Ho Chi Minh City to Phu Quoc Island.

2 1. There is a train leaving for Da Nang at 5 o'clock every morning.
2. Can you / we travel to Sa Pa by air?
3. Our teacher always drives carefully.
4. It is about 540 km from Ha Noi to Hue City.
5. Traffic rules should be strictly obeyed (by road users).

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 ***Suggested answer:***

This place has some serious traffic problems that make travelling quite difficult. Firstly, it is common to see cattle or dogs running along or across the road, which can surprise drivers. Secondly, children often play on the road right in the middle of traffic. Also, the streets are crowded because people sell and buy things on the road, leaving very little space for cars. Most seriously, many people do not obey traffic rules, which often leads to accidents. Because of these reasons, the area is very dangerous, so everyone should be careful when travelling there.

Unit 8

A Vocabulary

1 1. c 2. e 3. a 4. f 5. b 6. d

2 1. frightening 2. moving 3. violent
4. funny 5. boring 6. scary

3 1. B 2. A 3. A 4. C 5. A 6. B 7. A 8. C

B Pronunciation

1

/ɪə/	/eə/
near, here, fear, pier, clear, cheer	there, nightmare, share, square, care, fare, stair, chair, hair

C Grammar

1 1. However 2. Although / Though 3. Although / Though
4. However 5. Although / Though

2 1. Although / Though 2. However 3. Although / Though
4. However 5. Although / Though 6. Although / Though

3 1. Although the reviews were negative, many people watched the film. /
Many people watched the film although the reviews were negative.

2. The plot was simple; however, the message was powerful.

3. Although the film was quite long, I didn't feel bored. /
I didn't feel bored although the film was quite long.

4. The documentary was educational; however, it wasn't entertaining.

5. Though the ending was predictable, the film was still worth watching. /
The film was still worth watching though the ending was predictable.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

D Reading

1 1. It is a biographical film.
2. Eddie Redmayne and Felicity Jones star in the film.
3. It is about the life of the scientist Stephen Hawking.
4. It was adapted from the book *Travelling to Infinity: My Life with Stephen*.
5. They say it is a must-see.

2 c – a – d – b

3 1. T 2. NG 3. F 4. T 5. T 6. F

E Speaking

1 1. e 2. a 3. b 4. f 5. c 6. d

2 1. B 2. C 3. E 4. A 5. D

3 1. A 2. D 3. B

F Listening

1 1. B 2. B 3. A 4. B 5. C

2 1. fantasy 2. amazing 3. silly 4. moving 5. dream

G Writing

1 C

2 ***Suggested answers:***

a

Film title	Harry Potter series (8 films, 2001 – 2011)
Film type	Fantasy
Setting	Hogwarts School in England
Star(s)	Daniel Radcliffe, Emma Watson, Rupert Grint
Summary of the plot	A young boy discovers he is a wizard, goes to a magical school, and fights evil.
Other features	Amazing visual effects and great music
Recommendation	A must-see for families

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

b.

Dear Peter,

How are you? Today, I want to tell you about my favourite films, the Harry Potter series.

It is a series of eight fantasy films set in Hogwarts School in England. The film stars Daniel Radcliffe, Emma Watson, and Rupert Grint. It is about a young boy who discovers he is a wizard. He goes to a magical school, makes new friends, and fights an evil wizard. I really love this series because the visual effects are amazing and the music is great.

It is a must-see! You should watch the whole series when you have free time.

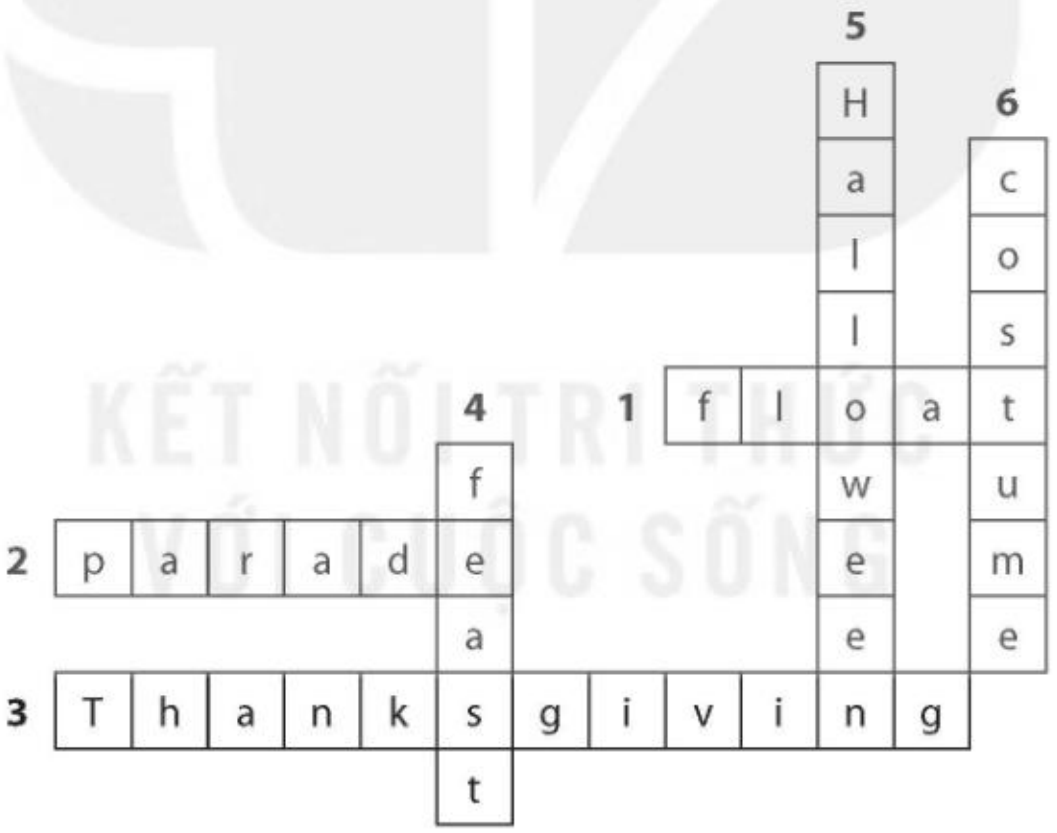
Write back soon,

Lan

Unit 9

A Vocabulary

1



2 1. f 2. a 3. e 4. b 5. d 6. c

3 1. B 2. A 3. C 4. A 5. C

B Pronunciation

1 1. D 2. C 3. A 4. B 5. A

2

Stress on 1st syllable	Stress on 2nd syllable
people	enjoy
gather	prepare
tidy	become
special	receive
sometimes	
fireworks	

C Grammar

1 1. A (Can → Could / Did) 2. B (went → go) 3. A (Do → Does)
4. B (asks → ask) 5. B (perform → performing)

2 1. Did their family go to Da Nang to enjoy the International Fireworks Festival last year?
2. Will they go to the music festival next week?
3. Can we / you design some posters to sell food at the Mid-Autumn Festival?
4. Does your mother usually cook special food at Tet?
5. Should people behave well on the first day of the new year?
6. Is he singing a song about the beauty of his country?

D Reading

1 1. C 2. B 3. B 4. A 5. C 6. A

2 1. C 2. B 3. B

3 **a.**

Which carnival...?	New Orleans	Rio de Janeiro
1. lasts for about 14 days	✓	
2. has people wearing special costumes	✓	✓
3. has samba competitions		✓
4. is the biggest in the world		✓

b. 1. Every year. / Annually. 2. No. 3. Small gifts.
4. About 5 days. 5. Millions of dollars.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

E Speaking

1 1. A 2. C 3. C 4. A 5. B

2 1. B 2. I 3. A 4. C 5. D 6. E 7. G 8. H 9. J 10. F

3 ***Suggested answer:***

Today I'm going to talk about the Monkey Buffet Festival. It's a special festival in Thailand. At this festival, people feed about 2,000 monkeys with fruit and vegetables. It takes place in a town north of Bangkok on the last Sunday of November every year. Tourists and local people take part in it. They prepare about 2,000 kilogrammes of fruit and vegetables, and put them on large tables. Then the monkeys come and enjoy eating them. It's a very interesting and unusual festival.

F Listening

1 1. F 2. F 3. F 4. T 5. T

2 1. B 2. C 3. C 4. A 5. B

G Writing

1 1. Easter is an important Christian festival and holiday.
2. People celebrate it around the world between 22nd March and 25th April.
3. People give chocolate eggs to their friends and family.
4. They also organise egg hunts for children.
5. People go to church and have a special family meal.
6. Each year shops sell millions of chocolate Easter bunnies.

2 1. B 2. D 3. C 4. E 5. A

3 ***Suggested answer:***

Dear Anna,

How are you? I'm going to tell you about the Mid-Autumn Festival in my town last month.

I celebrated it with my family in the town hall. People celebrate this festival by watching the full moon and spending time together. At the festival, I watched lion dances, carried a lantern, and ate mooncakes.

I really liked it because the atmosphere was lively and the food was delicious.

Please tell me about a festival you went to.

Best,

Minh

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

TEST YOURSELF 3

1 (5 x 0.2 = 1.0 pt)

1. A 2. C 3. D 4. C 5. D

2 (5 x 0.2 = 1.0 pt)

1. C 2. A 3. D 4. D 5. A

3 (10 x 0.2 = 2.0 pts)

1. A 2. B 3. C 4. B 5. A 6. C 7. A 8. C 9. B 10. C

4 (5 x 0.2 = 1.0 pt)

1. to go → go 2. However → Although / Though
3. held → hold 4. interested → interesting 5. travelling → to travel

5 (1.0 pt)

1. F 2. M 3. G 4. D 5. I 6. B 7. A
8. K 9. C 10. L 11. J 12. N 13. E 14. H

6 (5 x 0.2 = 1.0 pt)

1. A 2. B 3. C 4. B 5. C

7 (5 x 0.2 = 1.0 pt)

1. A 2. A 3. B 4. C 5. A

8 (5 x 0.4 = 2.0 pts)

1. It is about 50 km from Thanh Vinh Ward, Nghe An Province to Tran Phu Ward, Ha Tinh Province.
2. Although she is so young, she always gives an excellent performance. /
   She always gives an excellent performance although she is so young.
3. His performance as King Lear was a big disappointment.
4. How far is it from Ho Chi Minh City to Phu Quoc Island?
5. It takes me 30 minutes to get / travel to school by bicycle every morning.

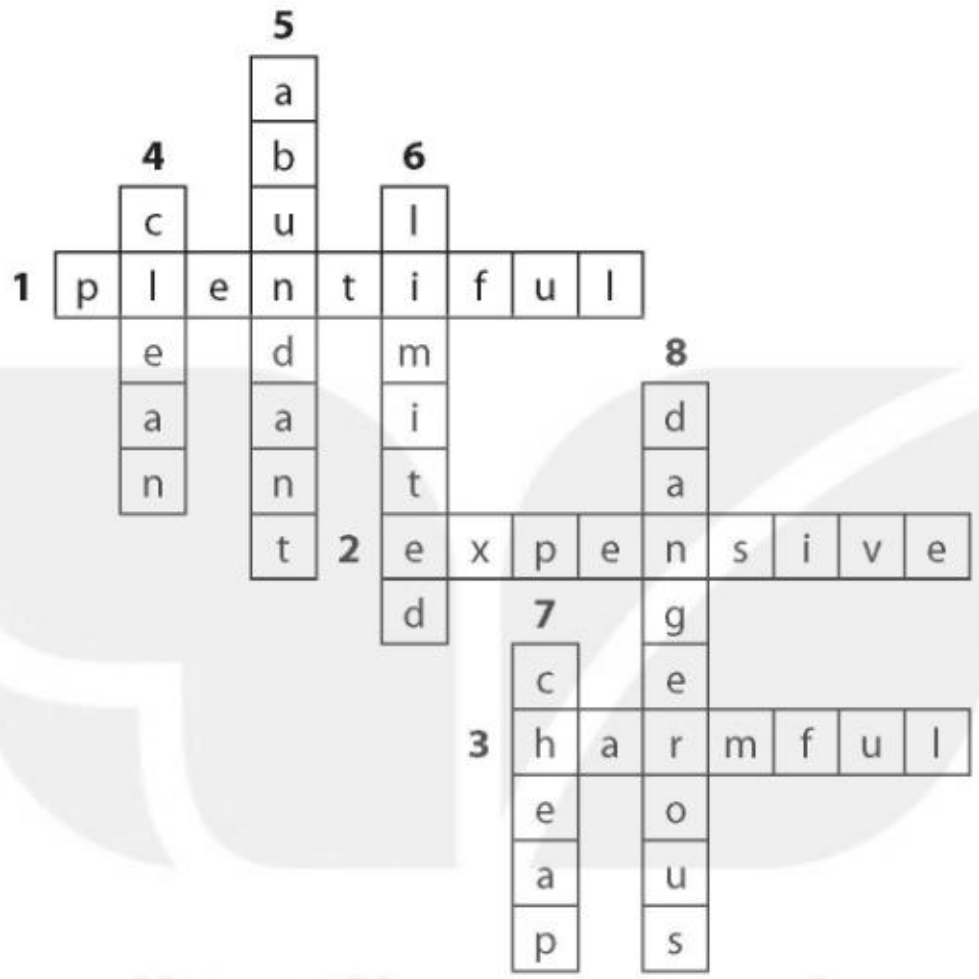
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 10

A Vocabulary

1 1. g 2. c 3. b 4. a 5. f 6. d

2



B Pronunciation

1 1. C 2. B 3. A 4. D 5. B

2 1. Solar 'energy is renewable and a'bundant.

2. The 'government is looking for ef'fective sources of 'energy to replace coal.

3. Using coal is pol'luting the environment.

4. There are three 'syllables in the word "exercise'.

5. I think nuclear power is not only ex'pensive but also 'dangerous to our environment.

6. They are re'ducing 'energy con'sumption as much as 'possible.

C Grammar

1 1. aren't doing; are watching
2. is reading; is doing
3. is getting; are putting
4. isn't having; is watering
5. is installing; are putting

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2 1. The teacher is giving a talk on renewable energy now.

2. The workers are building a huge hydro power station this year.

3. The students are not studying Unit 10 at the moment.

4. Nowadays, people in rural areas are using energy from the sun.

5. The government is increasing taxes on electricity to save energy.

6. We are reducing the use of nuclear energy nowadays.

3

1. works	2. works	3. goes	4. is travelling
5. is meeting	6. likes	7. is enjoying	8. feels

D Reading

1 1. A 2. A 3. C 4. B 5. B

2 1. d 2. a 3. e 4. c 5. b

3

	Problems	Solutions
Cars	The burning of petroleum produces carbon monoxide that causes global warming. CO thins the ozone layer.	Try walking, bicycling, or using public transportation.
Energy	The use of home energy costs a lot of money.	Don't use air conditioners too often. Replace regular light bulbs with low-energy light bulbs.
Water	Showers use a lot of water.	Buy a special 'low-flow' shower head. Take shorter showers.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

E Speaking

1 ***Suggested answers:***

1.

A: What does 'renewable energy' mean?

B: Well, it's energy that comes from sources that can naturally renew themselves, such as the sun, wind, or water.

A: Thank you.

2.

A: I'm learning about energy sources, but I don't understand the meaning of 'hydro energy'. What does it mean?

B: Well, it's renewable energy that uses moving water to generate electricity.

A: Thank you.

2 1. C 2. E 3. A 4. B 5. D

3 ***Suggested answers:***

1. *A:* What are the advantages of wind energy?

   B: It's clean, safe to use, and good for the environment.

   A: What are its disadvantages?

   B: It's expensive to produce.

2. *A:* What are the advantages of natural gas?

   B: It's cheap and easy to use.

   A: What are its disadvantages?

   B: It's limited and not good for the environment.

F Listening

1 1. C 2. C 3. A 4. B

2 **a.** 1. A 2. B 3. C 4. B

b. 5. renewable 6. expensive 7. wind 8. energy

G Writing

2 1. Governments should do many things to solve the problems of energy shortage and pollution.

2. They should encourage people to use public transportation.

3. They should increase the tax on petrol.

4. They should reduce the use of fossil fuels, such as coal, natural gas and oil.

5. They should use renewable energy sources like the sun, wind and water.

6. They should look for new renewable energy sources for our future and the future of the planet.

3 ***Suggested answer:***

What should governments do to solve the problems of the energy shortage and pollution? Governments should encourage people to use public transportation. They should increase the tax on petrol. On the one hand, they should reduce the use of fossil fuels such as coal, natural gas and oil. On the other hand, they should use renewable energy sources like the sun, wind and water. Governments should look for new renewable energy sources for our future and the future of the planet.

Unit 11

A Vocabulary

1

drive	car, bus, bullet train
fly	airplane, spaceship
ride	bus, bicycle, motorbike, bullet train
sail	boat, solar-powered ship

2 1. petrol-powered cars 2. high-speed train 3. Solar-powered ships
4. driverless car 5. Eco-friendly vehicles 6. self-balancing

3 1. developing 2. flying car 3. combination
4. ideas 5. autopilot function 6. public transport
7. bullet trains 8. convenient 9. hyperloop

B Pronunciation

2 1. 5 2. 5 3. 4 4. 6 5. 6

1. **Let** us **turn** to **fu**ture **means** of **trans**port.
2. **Peo**ple will **go** to **ru**ral **plac**es for **ho**lidays.
3. **School stu**dents will **opt** for **so**lowheels.
4. **Peo**ple can **sleep while trav**elling in a **driv**erless **car**.
5. We **won't have** to **wor**ry about **caus**ing pol**lu**tion to the en**vi**ronment.

C Grammar

1 1. This solowheel belongs to me. That one is hers.
2. My scooter is red. Hers is blue.
3. Our train leaves at 7 p.m.
4. Will your flight to Hong Kong be late? His is on time.
5. The new red car is theirs.

2 1. B 2. A 3. B 4. C 5. C

3 1. won't be 2. won't be 3. is getting
4. are looking 5. will become 6. will invent
7. will plant 8. will build 9. will be 10. won't take

D Reading

1 1. B 2. A 3. C 4. B 5. C 6. A

2 **a.** 1. F 2. T 3. T 4. F 5. T

b. 1. It will be powered by solar energy.

2. Its battery will be charged when / as it moves.

3. It can fly.

4. They can relax, read books or play games.

5. Because it is solar-powered.

3 **a.** 1. reduce 2. greener 3. passengers 4. glide 5. replace

b. 3

c. 1. C 2. B 3. B 4. A 5. C

E Speaking

1 ***Suggested answers:***

Electric buses:

I think electric buses will become more popular in the future. They will be able to carry 30 passengers and will still provide comfortable seats for everyone. It will be cheap to travel by electric buses. There also won't be any delays.

Bullet trains:

I think bullet trains will become a popular means of transport in the future because they can carry hundreds of passengers at the same time. They are fast and green. They are also always on time.

Resorts by the sea:

I think resorts by the sea will be popular because they are luxurious, and people can enjoy fresh air.

Or

I think resorts by the sea will not be popular because these areas are noisy. These resorts are luxurious, but are expensive to stay at.

Beaches in rural areas:

I think people will choose beaches in rural areas for their holidays in the future because these places are peaceful and people will get fresh air there.

Or

I think people will not choose beaches in rural areas for their holidays in the future because these places are far from the cities. Also not many people will stay there as they are expensive.

2 **a.** ***Suggested answers:***

1. A popular future means of transport for students is hoverboard.

2. It will run on normal roads.

3. It will run on / use electricity.

4. It will carry only one student.

5. It will be popular because it is safe, green and not expensive.

6. Students will like it because it is fun to ride.

b. *Suggested questions:*

2. What road will it run on?

3. What energy will it run on?

4. How many students will it carry?

5. Why will it be popular?

6. What can be the reason(s) why students will like it?

F Listening

1 1. public 2. artificial 3. electric energy 4. information 5. smart sensors

2 1. F 2. T 3. F 4. T 5. F

G Writing

1 1. In the future, cities will be more crowded and (the) traffic will get worse.

2. Traffic jams will happen every day and the air will get more polluted.

3. There will be many new means of transport to solve traffic problems and help the environment.

4. New means of public transport will be faster and more convenient.

5. People will think of spending holidays in new and faraway places.

2 1. You should travel by public transport because this will help protect the environment.

2. Electric buses are eco-friendly, so they will become popular in big cities soon.

3. If resorts by the sea are still very expensive, not many people will go there for their holidays next year.

4. Our city might have a skyTran system in the near future.

5. In a decade, people will have new green modes of travel, and they will spend their holidays in new places.

3 ***Suggested answer:***

In the future, I will go to school by a new means of transport. It will be a smart flying car. The flying car will run on clean energy. It will move quickly, so I won't be late for school. It will also move quietly so it will not cause noise pollution in the city. While travelling, I will be able to read books or listen to music. This mode of transport will be convenient, safe, and good for the environment.

Unit 12

A Vocabulary

1 1. land 2. visitor 3. wonder 4. landscape 5. person 6. city

2 1. amazing 2. entertainment 3. attractions 4. native 5. castles

3 1. kilt 2. mother tongue 3. island 4. attraction 5. coastline

B Pronunciation

1 1.  2.  3.  4.  5. 

C Grammar

1 1. the 2. The 3. a 4. an 5. the 6. a

2 1. A (An → The / Ø) 2. B (the → a) 3. A (A → Ø)
4. C (a → the) 5. B (an → a) 6. A (the → a)

3 1. Do you want to visit a Statue of Liberty while you are on New York?
(a → the; on → in)

2. Speaking English are one of the skills which help people travel in English-speaking country.
(are → in; country → countries)

3. Perth, the sun-kissed capital of the Western Australia, is well known for their beautiful endless beaches.
(the → Ø; their → its)

4. Singapore is one hour ahead of Viet Nam. Remember them when you plan your trip to country.
(them → this / it; country → this country)

D Reading

1 1. C 2. B 3. A 4. A

2 1. home 2. Earth 3. fast 4. children
5. the 6. They 7. welcome 8. show

3 1. benefits

2. 3. (any two) sing English songs, read English books, make friends from English-speaking countries (in any order)

4. official

5. 6. (any two) India, Singapore, Nepal, the Philippines, Pakistan (in any order)

E Speaking

1 ***Suggested answers:***

1. Wow… I can't believe it. / Wow… I didn't know that.
2. Wow… I can't believe it. / Wow… I didn't know that.
3. Wow... I didn't know that polar bears live so close to people. / Wow… I didn't know that.
4. Wow… I didn't know that. But why only there?
5. That's unbelievable!
6. Amazing!

2 ***Suggested answers:***

1. The USA.	2. Australia.	3. 5 million (2020).
4. 50.	5. Atlantic and Pacific.	6. Between the USA and Canada.
7. Edinburgh.	8. The red double-decker.	9. Great Britain.
10. New York.		

3

Lan: Hi Linda, how was your visit to the Hobbit Village?

Linda: It was fantastic! I had a very good time there.

Lan: Tell me what it was like.

Linda: I saw the real setting where they made the hobbit movies: old-style houses, the farms, the inn ...

Lan: Could you actually enter the houses?

Linda: No, we couldn't.

Lan: Did you do anything on the farm?

Linda: I took pictures of the green pastures. They were beautiful, especially at sunset. I also fed some baby lambs.

Lan: I'd love to feed them too. I'll visit the Hobbit Village one day.

F Listening

1 1. project 2. information 3. Gum Wall 4. early 1990s 5. attraction

2 1. B 2. B 3. A 4. A 5. C

G Writing

1 1. E 2. C 3. A 4. B 5. D

2

1. The Grand Canyon is a stunning natural wonder in the USA.
2. In Canada, both English and French are the mother tongues of about 80% of the population.
3. Australia is home to kangaroos and koalas.
4. The cities of Bath and Stratford Upon Avon are two famous tourist attractions in England.
5. New Zealand is a magical place with amazing natural beauty and friendly people.

3 ***Suggested answer:***

Canada is a big country in North America. The country has a population of over 35 million. Its capital city is Ottawa. Canada has many things to offer visitors: beautiful landscape, a rich culture, and many places of interest. You can visit Heritage Park, Historical Landmark Tour of Victorian Grand City, Museum of Illusions, Canadian Museum of History …

The weather in Canada is 25°C to 30°C in summer and it is very harsh in winter. The temperature sometimes drops to -40°C.

TEST YOURSELF 4

1 (5 x 0.2 = 1.0 pt)

1. D 2. B 3. D 4. A 5. C

2 (5 x 0.2 = 1.0 pt)

1. will have 2. attracts 3. is 4. will travel 5. are using

3 (10 x 0.2 = 2.0 pts)

1. A 2. A 3. C 4. A 5. C 6. C 7. B 8. B 9. C 10. B

4 (5 x 0.2 = 1.0 pt)

1. T 2. F 3. T 4. T 5. F

5 (5 x 0.2 = 1.0 pt)

2. f 3. e 4. d 5. a 6. b

6 (5 x 0.2 = 1.0 pt)

1. an ice cream 2. can move very fast 3. a plane
4. a runway to take off 5. avoid traffic jams

7 (5 x 0.2 = 1.0 pt)

1. I'm writing to a friend of mine.
2. We met a relative of yours.
3. Henry borrowed a bike of mine.
4. We had dinner with a neighbour of ours.
5. I went on holiday with two friends of theirs.

8 (2.0 pts)

Suggested answer:

I want to write about a flying car. It is a means of transport we will use in the future. It looks like a normal car with no wings. It can fly because it has a special engine that runs on solar energy. It does not need a runway to take off, either. It can run on roads and of course it can fly on air, too. If you have one, you will not have to worry about traffic jams. That is why it will be popular.

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