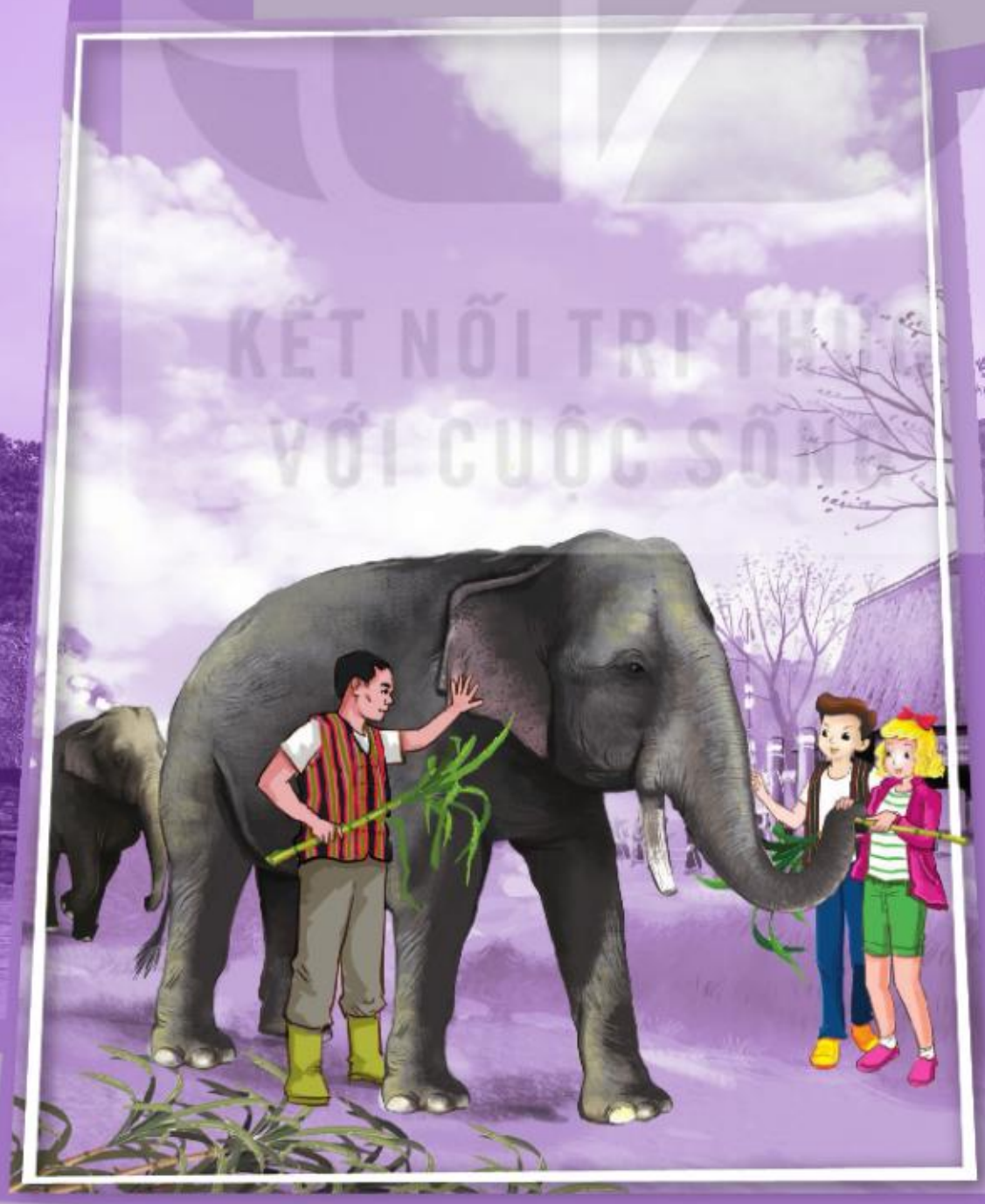
BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

TIẾNG ANH 8

SÁCH GIÁO VIÊN



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

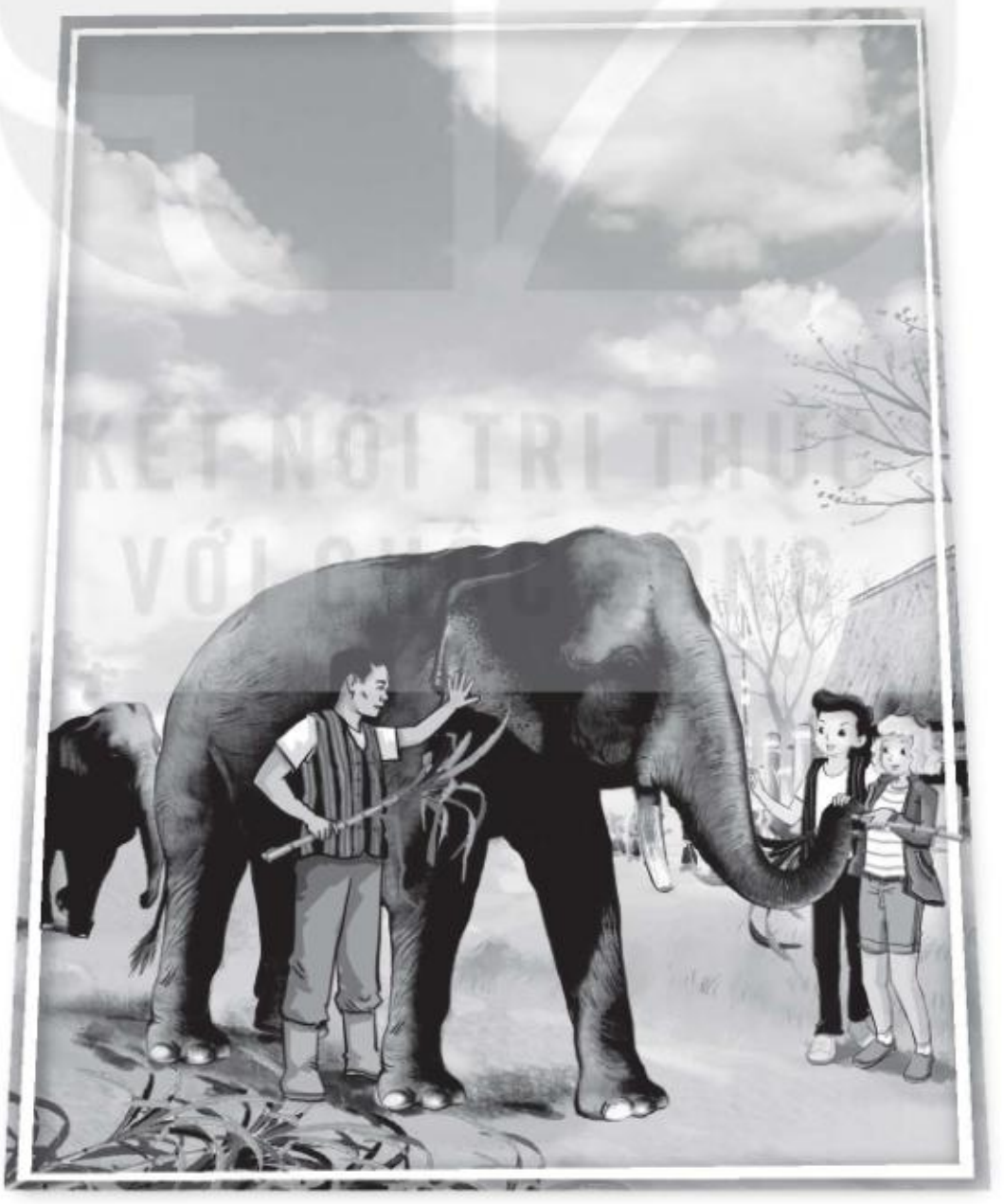
HOÀNG VĂN VÂN (Tổng Chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)
NGUYỄN THỊ CHI – LÊ KIM DUNG – NGUYỄN THUỴ PHƯƠNG LAN
PHAN CHÍ NGHĨA – TRẦN THỊ HIẾU THUỶ

GLOBAL SUCCESS

TIẾNG ANH 8

SÁCH GIÁO VIÊN

(Tái bản lần thứ nhất)



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

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KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

INTRODUCTION

TIẾNG ANH 8 GLOBAL SUCCESS is the third 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 8 GLOBAL SUCCESS** consist of a Student's Book, a Teacher's Book, a Workbook, and an audio 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 review units, 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 and the Workbook are also given in the Teacher's Book.

THE WORKBOOK

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

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

THE AUDIO CD

The audio 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 an engaging 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 in 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 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*** cover three pages that mainly focus on language. They 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 patterns of words ending in *-al, -ous, -ese,* and *-ee*; together with sentence stress and intonation for making lists are also dealt with in the last units of the book. The section also has 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 the conversation 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 rules or explanations to help students avoid common errors.

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. In some units, knowledge of other subjects is also provided in this section.

Everyday English in this section gives students the skills to communicate effectively in various everyday situations. This part contains a lot of fixed expressions and functions, such as inviting and accepting invitations, giving and responding to compliments, making requests, etc.

SECTION 5: SKILLS 1

Skills 1 and ***Skills 2*** 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 more 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 developing 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 usually an activity that helps students generate ideas for their writing. 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 teams, giving them practice using language related to the unit topic. Teachers can use this as an extracurricular 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 8 Global Success**.

The reading activities in **Tiếng Anh 8 Global Success** aim to help students develop sub-skills such as skimming for gist and scanning for details. Before exploring the texts in detail, teachers should encourage students to guess what the text is about, what new words will appear in the text, etc. Some reading strategies taught to student in this section include focusing on familiar words, guessing unfamiliar words in context, etc.

2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 8 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 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to situations 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 situation related to the topic of the unit. They also boost students' confidence in their 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 in 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 emails, notices, instructions, or descriptions) as well as practising sentence patterns and the spelling of familiar vocabulary. Teaching writing can be divided into three stages: *before writing, while writing*, and *after writing*.

- *Before writing*: helps students understand what 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. At this stage, comments are also given by the teacher and peers.

5. TEACHING PRONUNCIATION

The Pronunciation part in **Tiếng Anh 8 Global Success** consists of phonetics (sounds in isolation and in context), word stress, sentence stress, and intonation. 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 (flash cards, pictures, etc.)
- Miming
- Letter / sound focus and repetition
- Line by line repetition and clapping
- Focus on syllables
- Marking, comparing, and practising
- Pair / group practice and 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 words; by explaining their meanings, using definitions, pictures, flash cards, and translation if necessary; and finally, by getting students to use the words with a range of spoken or written activities.

7. TEACHING GRAMMAR

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

Grade 8 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, and stories they learnt in grades 6 and 7. 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 opportunities 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 students' opportunities for 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 LEISURE TIME

Objectives:

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

- use the words related to leisure activities and expressions about likes and dislikes;
- pronounce the sounds /ʊ/ and /u:/ correctly in words and sentences;
- use verbs of liking / disliking followed by gerunds and / or *to*-infinitives to talk about likes and dislikes;
- invite and accept invitations;
- read for general and specific information about leisure activities with family;
- talk about leisure activities with family;
- listen for specific information about leisure activities with friends;
- write an email about leisure activities with friends.



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 phrase *leisure activities*. Tell Ss that *free time* can be called *leisure time*. Write the unit title on the board *Leisure Time*. Let Ss open their books and start the lesson.
- Otherwise, T can:
  - show a picture with a lot of leisure activities for 15 seconds (see below).
  - hide the picture and ask Ss to name the activities they see in the picture.
  - lead into the new lesson by saying: *We do these activities in our free time or leisure time*. Write the unit title on the board *Leisure Time*.
  - share with Ss the objectives of the lesson and let them open their books and start the lesson. It is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG



GETTING STARTED

I'M KEEN ON DOING DIY (DO-IT-YOURSELF).

ACTIVITY 1


GETTING STARTED

I'm keen on doing DIY (do-it-yourself).

1 Listen and read.

Tom: Hi, Trang. Surprised to see you. What brings you here?

Trang: Oh, hello Tom. I'm looking for a knitting kit.

Tom: A knitting kit? I didn't know you like knitting.

Trang: Actually, I'm keen on many DIY activities. In my leisure time, I love knitting, building dollhouses, and making paper flowers.

Tom: I see. So, you like spending time on your own.

Trang: Yeah. What do you do in your free time?

Tom: I'm a bit different. I usually hang out with my friends. We go to the cinema, go cycling, or play sport in the park.

Trang: You love spending free time with other people, don't you?

Tom: That's right. By the way, would you like to go to the cinema with me and Mark this Sunday? There's a new comedy at New World Cinema.

Trang: Yes, I'd love to. Can I ask Mai to join us?

Tom: Sure. Let's meet outside the cinema at 9 a.m.

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.**

- Ask Ss to look at the pictures on pages 8 – 9 and answer the questions below:
  1. *What are they talking about?*
  2. *What activities can you see in the pictures?*
- Elicit answers from Ss.
- Introduce the two characters: Tom and Trang. Explain that they are friends, and they meet each other by chance in a shopping mall.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words and phrases that are related to the unit topic while they are listening and reading.
- Invite some pairs of Ss to read the conversation aloud.
- Have Ss say the words and phrases in the text that they think are related to the topic *Leisure time*. Quickly write the words and phrases on one part of the board. Comment on Ss' answers.

Audio script – Track 1:

Tom: Hi, Trang. Surprised to see you. What brings you here?

Trang: Oh, hello Tom. I'm looking for a knitting kit.

Tom: A knitting kit? I didn't know you like knitting.

Trang: Actually, I'm keen on many DIY activities. In my leisure time, I love knitting, building dollhouses, and making paper flowers.

Tom: I see. So, you like spending time on your own.

Trang: Yeah. What do you do in your free time?

Tom: I'm a bit different. I usually hang out with my friends. We go to the cinema, go cycling, or play sport in the park.

Trang: You love spending free time with other people, don't you?

Tom: That's right. By the way, would you like to go to the cinema with me and Mark this Sunday? There's a new comedy at New World Cinema.

Trang: Yes, I'd love to. Can I ask Mai to join us?

Tom: Sure. Let's meet outside the cinema at 9 a.m.

ACTIVITY 2

Aim: To help Ss understand the conversation.



2 **Read the conversation again and complete the sentences.**

1. Trang is looking for a _____.
2. She likes doing DIY in her _____.
3. Tom loves spending his free time with _____.
4. Tom and his friends usually _____ together.
5. Tom, Mark, Trang, and Mai are going to see a comedy this _____.

- First, ask Ss to read the sentences and fill in the blanks without reading the conversation again.
- Elicit the answers from Ss. Quickly write these answers on the board.
- Now have them read the conversation again to check their answers.
- Allow them to share answers with a partner before discussing as a class.
- Ask Ss for their answers again, referring to the answers that have been written on the board before.
- Confirm the correct answers.

Key:

1. knitting kit **2.** leisure time **3.** other people
4. hang out **5.** Sunday

ACTIVITY 3

Aim: To introduce some vocabulary items related to leisure activities.



3 **Work in pairs. Write the activities from the box under the correct pictures.**

doing DIY — cooking
doing puzzles — playing sport
surfing the net — messaging friends

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

- Ask Ss to name the activities shown in the pictures.
- Have Ss work in pairs to write the word and phrases in the box under the pictures. Have them compare their answers with a partner.
- Invite some Ss to go to the board and write their answers.
- Confirm the correct answers.
- Have Ss practise saying the word and phrases again.

Key:

1. messaging friends **2.** cooking **3.** playing sport
4. doing puzzles **5.** doing DIY **6.** surfing the net

EXTRA ACTIVITY

- Put Ss into pairs.
- Ss read off the activities in the word box in **3** and say two sentences about one of the activities that they do. One sentence needs to be true and the other false.
  Example: 1. *I enjoy cooking.* 2. *I hate cooking.*
- The partner guesses which sentence is true.
- Ss switch roles and continue with a few more activities.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 4

Aim: To help Ss revise the leisure activities they have learnt in 3.


4 **Work in pairs. Read the phrases, and guess which activities in 3 are described.**

1. improve memory, a mental exercise
2. save money, increase creativity
3. improve physical health, make friends
4. keep in touch, be relaxed
5. learn something about IT, computer skills

- Have Ss work in pairs and read the key phrases given, then guess the leisure activities.
- Ask for Ss' answers and confirm the correct ones.
- For a more able class, have Ss work in groups. Each group writes down some keywords and phrases about one or two leisure activities they do or know. Then they read aloud these words / phrases for the class to guess the activities.

Key:

1. doing puzzles **2.** doing DIY **3.** playing sport
4. messaging friends **5.** surfing the net

ACTIVITY 5

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


5 **Work in groups. Ask one another the question below. Then report your friends' answers to the class.**

If you have some free time this weekend, what will you do?

- Set time (3 – 5 minutes) for Ss to do this activity.
- Have Ss work in groups to ask one another the question in the book. Invite some Ss to share the answers of their groups with the class.
- For a more able class, ask Ss to work in their groups again and brainstorm all the leisure activities they know. After three minutes, the group with the most correct answers wins, and they are invited to share their answers with the whole class.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.
- Ask Ss to say aloud some words and phrases they remember from the lesson.
- If there is a projector in the classroom, show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights in the conversation the expressions about likes and dislikes, verbs of liking / disliking + gerunds, verbs of liking / disliking + *to*-infinitives, and the words with the sounds /ʊ/ and /uː/. Tell Ss that they will learn these language points in the upcoming lessons.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

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 leisure activities Ss learnt in the previous lesson. Have some say the activities aloud.
- Lead into this lesson which focuses on expressions about likes and dislikes, and the sounds /ʊ/ and /u:/.
- Share with Ss the lesson objectives and have them open their books and start the lesson. It is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss.

Vocabulary

ACTIVITY 1

Aim: To present some expressions about likes and dislikes.


A CLOSER LOOK 1

Vocabulary

1 Match a word / phrase in column A with a word in column B to make expressions about likes.

A	B
1. be fond	a. about
2. be keen	b. in
3. be interested	c. on
4. be crazy	d. into
5. be	e. of

Remember!

When we want to change the above expressions so that they are about dislikes, we add "not" after the verb "be".

Example:

She is keen on cooking.

→ She is not keen on cooking.

- Have Ss read the words / phrases in columns A and B and match them to make expressions about likes. Remind them that a word / phrase in column A can only go with one preposition in column B.
- Have Ss work in pairs to compare their answers before giving T the answers.
- Check and confirm the correct answers.

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

- T can ask them to change the expressions they have got so that the expressions can be about dislikes.
- Elicit answers from Ss. Confirm that when we want to change the expressions into those about dislikes, we can put *not* after the forms of the verb *be*. Give them the example: *is keen on*, which is changed into *is not keen on*. Invite some Ss to do the same with other expressions.
- Ask Ss about the form of the verbs placed after these expressions. Tell them that the verbs need to be in *-ing* form. Give them one example: *I'm fond of making paper flowers.*
- Demonstrate the negative form: *He is not fond of making paper flowers.*

LANGUAGE NOTE

- **To be keen on** means to be very interested, eager, or wanting (to do) something very much. *I'm quite keen on football.*
- **To be fond of** means to like someone / something or doing something very much. *I'm fond of strawberries. I'm fond of going to parties.*
- **To be crazy about** is stronger than *keen / fond*.

ACTIVITY 2

Aim: To help Ss practise the expressions about likes and dislikes.

- Have Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences and fill in the blanks with the words in the box.
- Let them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones.
- Ask Ss to make sentences with some of the expressions they have learnt. Invite Ss to share their sentences. This activity can be carried out as a competitive game. Ask Ss to work in groups and make as many sentences as possible with the expressions about likes and dislikes. The group with the most correct sentences wins and will be asked to say their sentences aloud.

2 **Fill in each blank with a correct word from the box.**

into fond keen interested about

1. I'm _____ of taking photos. In my free time, I usually go out and take photos of people and things.
2. Mai is _____ in history. She often goes to museums to see new exhibits and learn about the past.
3. My sister is _____ on cooking. She wants to become a chef in the future.
4. My brother spends lots of time surfing the net, but I'm not _____ it.
5. I'm not crazy _____ doing DIY. I'm never able to finish any DIY projects I start.

Key: **1.** fond **2.** interested **3.** keen **4.** into **5.** about

ACTIVITY 3

Aim: To give Ss further practice with expressions about likes and dislikes.

- Ask Ss to look at the example to make sure they understand what to do.
- Have them complete the sentences about themselves, using the given word and phrases.
- Invite Ss to share their sentences orally or in the written form.
- The activity can be done another way: After Ss complete the sentences, ask them to work with a classmate to share their answers. Then invite some Ss to share their sentences with the class.

3 **Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas.**

cooking	playing sport
doing DIY	doing puzzles
surfing the net	messaging friends

Example: I'm interested in doing DIY.

1. I'm crazy about _____.
2. I'm keen on _____.
3. I'm fond of _____.
4. I'm not interested in _____.
5. I'm not into _____.

Pronunciation

/ʊ/ and /u:/

ACTIVITY 4

Aims:

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

Pronunciation

/ʊ/ and /u:/

4 **Listen and repeat the words. Pay attention to the sounds /ʊ/ and /u:/. Then put the words into the correct column.** 2

cook	group	push	June
school	would	woman	move

/ʊ/	/u:/

- Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Play the recording as many times as necessary.

- Explain to Ss that these words have the sounds /ʊ/ and /u:/. Tell them the difference between the two sounds if needed. Tell Ss that /ʊ/ is a short vowel sound while /u:/ is a long vowel sound.
- Ask Ss to work in pairs to practise saying the words and put the words into the correct column.
- Check the answers with the class and confirm the correct ones.
- Invite some Ss to say some other words they know that include the two sounds.

Audio script – Track 2:

cook group push June school would woman move

Key:

/ʊ/	/u:/
cook, push, would, woman	group, June, school, move

ACTIVITY 5

Aim: To help Ss pronounce the sounds /ʊ/ and /u:/ correctly in sentences.


5 **Listen and practise the sentences. Underline the bold words with /ʊ/ and circle the bold words with /u:/.** 3

1. She likes reading **books** and swimming in the **pool**.
2. When it is **cool**, we like to play **football**.
3. She **drew** and made **puddings** in her free time.
4. My mum loves pumpkin **soup** and coffee with a little **sugar**.
5. My brother is fond of watching the **cartoon** about a clever **wolf**.

- 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 bold words with /ʊ/, and circle the bold words with /u:/.
- 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.

Key + Audio script – Track 3:

1. She likes reading **books** and swimming in the **pool**.

2. When it is **cool** we like to play **football**.

3. She **drew** and made **puddings** in her free time.

4. My mum loves pumpkin **soup** and coffee with a little **sugar**.

5. My brother is fond of watching the **cartoon** about a clever **wolf**.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

A CLOSER LOOK 2

Grammar

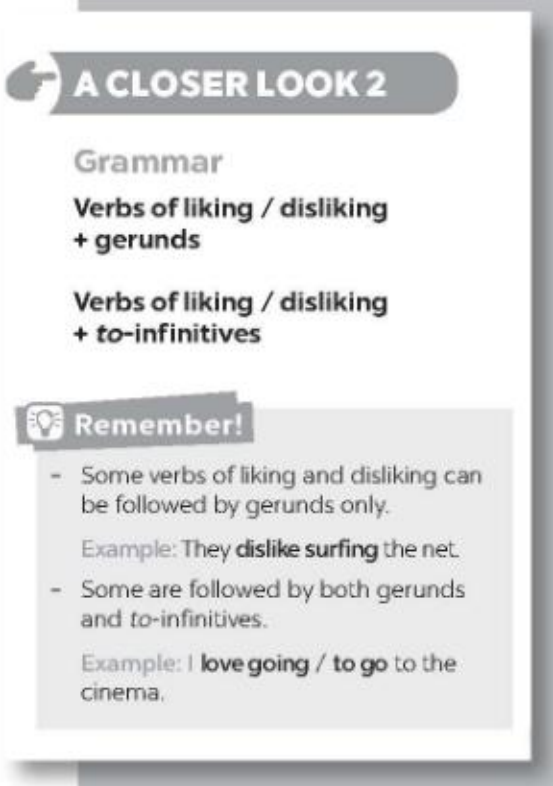
Verbs of liking / disliking + gerunds

Verbs of liking / disliking + *to*-infinitives

WARM-UP

Aims:

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


A CLOSER LOOK 2

Grammar

Verbs of liking / disliking + gerunds

Verbs of liking / disliking + *to*-infinitives

Remember!

- Some verbs of liking and disliking can be followed by gerunds only.

  Example: They **dislike surfing** the net.
- Some are followed by both gerunds and *to*-infinitives.

  Example: I **love going** / **to go** to the cinema.

- Ask Ss some questions: *What do you like doing in your free time? What does your mum like doing in her free time?* …
- Invite some Ss to answer the questions. Quickly write some of their answers on the board. Underline the *-ing* form of verbs in Ss' answers.
- Ask them if they remember the *-ing* form of verbs after some verbs such as *like* or *hate* they learnt in *Tiếng Anh 7*. Tell them that today they are going to learn some more verbs to describe likes and dislikes. Lead into the lesson.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

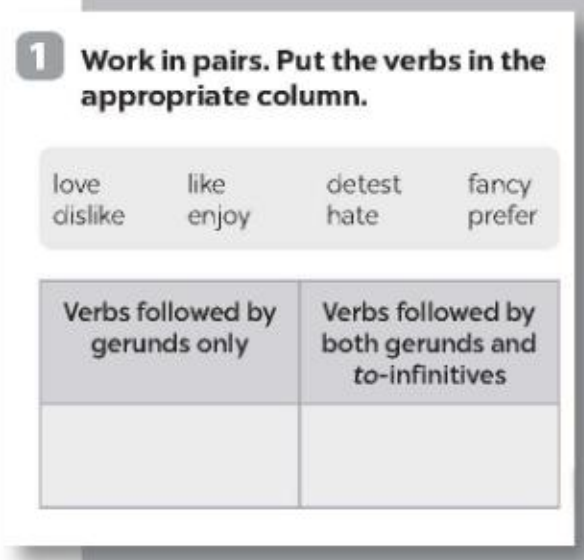
PRESENTATION OF GERUNDS AND TO-INFINITIVES

- Remind Ss of the concept of the gerund that they learnt in Grade 7. Ask them how gerunds are formed and how they function grammatically.
- Write on the board: *I didn't know you like knitting.* and *I love to watch TV on Saturdays.*
- Explain that in English if we want to follow a verb with another action, we must use a gerund or an infinitive. There are certain verbs that can only be followed by one or the other, and these verbs must be memorised. Go through the **Remember!** box with Ss. Tell Ss that verbs of liking / disliking are often followed by gerunds and *to*-infinitives, and verbs such as *love, like, hate,* and *prefer* may go with gerunds or *to*-infinitives with almost no change in meaning.
- Have Ss read the examples in the **Remember!** box, and then encourage them to give their own examples.

ACTIVITY 1

Aim: To help Ss identify the verbs that go with only gerunds and those that go with both gerunds and *to*-infinitives.

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


1 Work in pairs. Put the verbs in the appropriate column.

love like detest fancy
dislike enjoy hate prefer

Verbs followed by gerunds only	Verbs followed by both gerunds and *to*-infinitives

Key:

Verbs followed by gerunds only	Verbs followed by both gerunds and *to*-infinitives
detest, fancy, dislike, enjoy	love, like, hate, prefer

ACTIVITY 2

Aim: To help Ss practise the correct form of verbs after verbs of liking / disliking.

- Have Ss do this exercise individually and then compare their answers with a partner.
- Ask some Ss to share their answers. Confirm the correct answers.

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



2 **Choose the correct answer A, B, or C.**

1. I love _____, so in my leisure time, I go to some villages near Ha Noi to relax and enjoy the outdoors.
   A. travelling B. travelled C. a travel
2. Tom enjoys _____ puzzles, especially Sudoku.
   A. doing B. do C. to do
3. When do you like _____ TV?
   A. watched B. watch C. to watch
4. Do you fancy _____ to the cinema this weekend?
   A. go B. going C. to go
5. I detest _____, I think it's cruel to harm animals.
   A. hunting B. to hunt C. hunt

ACTIVITY 3

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

- Ask Ss what they see in each picture. For a less able class, T may want to write some key language on the board (e.g. *play computer games / surf the net*).
- Have Ss do this exercise individually and then compare their answers with another classmate.
- Invite some Ss to write their answers on the board.
- Check the answers with the whole class. Confirm the correct answers. Accept different sentences provided that they are correct.

Suggested answers:

1. Mark likes surfing / to surf the net.
2. The girls enjoy knitting.
3. My cousin dislikes cooking.
4. My father hates going / to go shopping.
5. Tom and his sister prefer doing / to do puzzles.



3 **Look at the pictures and complete the sentences, using the verbs in brackets in their suitable form.**

1. Mark _____ (like)
2. The girls _____ (enjoy)
3. My cousin _____ (dislike)
4. My father _____ (hate)
5. Tom and his sister _____ (prefer)

EXTRA ACTIVITY

Materials: One A4 sheet of paper for every three Ss

- Put Ss into groups of three.
- One student makes a statement using a verb of liking + gerund. If one of the other Ss agrees, they repeat the statement.
- Then one group member writes "One of us …" plus the sentence, or "Two of us …" plus the sentence, or "All of us …" plus the sentence depending upon how many Ss agreed with the statement.

- The turn goes to another partner who also makes a statement using the same pattern.
- After every student has had a turn, repeat the process with verbs of liking + *to*-infinitives.

ACTIVITY 4

Aim: To help Ss produce sentences with verbs of liking / disliking.

- Have Ss work individually to write the sentences about themselves.
- Invite some Ss to write their answers on the board.
- Comment on their answers. Accept different answers provided that they are logical and correct.



4 **Complete the sentences about yourself.**

All about me!	
☺	☹
I like _____.	I dislike _____.
I prefer _____.	I hate _____.
I love _____.	I detest _____.

ACTIVITY 5

Aim: To help Ss ask and answer about leisure activities, using verbs of liking / disliking.

- Divide Ss into groups. Assign group leaders to manage the game.
- Explain the rules of the game:
  - One student mimes a leisure activity he / she likes or dislikes. Other Ss guess what the activity is by asking *Yes / No* questions using the verbs they have learnt.
  - For each correct guess, each student gets one point. The group leader records the points of his / her group members.
- Have Ss read the example in the book. Model the way to play the game with one student if needed.
- Let groups play the game for about 3 – 5 minutes.
- Invite some groups to perform the game in front of the whole class. Comment on their performance.



5 **GAME** **Likes and dislikes mimes**

Work in groups. One mimes a leisure activity he / she likes or dislikes. The others guess the activity by asking *Yes / No* questions using the verbs they have learnt.

Example:

A: Do you like surfing the net?

B: No, I don't.

C: Do you love messaging your friends?

B: Yes, I do.

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 have learnt.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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 invite and accept invitations and learning about teens' leisure activities around the world.

Everyday English

Inviting and accepting invitations

ACTIVITIES 1 + 2

Aims:

- **To introduce ways of inviting and accepting invitations;**
- **To help Ss practise inviting and accepting invitations.**

1

- Play the recording for Ss to listen and read the conversations at the same time. Ask Ss to pay attention to the highlighted parts. Tell them that these are two ways to invite someone and two ways to accept invitations.
- Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class.
- Have Ss act the role-plays again, but this time Trang starts with "Do you …" and Tom starts with "Would you like …"

Audio script – Track 4:

Trang: Would you like to go to the cooking club with me this Sunday?

Ann: I'd love to. Thanks.

Tom: Do you fancy going for a walk?

Mark: That's great. Thanks.



COMMUNICATION

Everyday English

Inviting and accepting invitations

1 Listen and read the dialogues below. Pay attention to the highlighted parts.

① *Trang:* Would you like to go to the cooking club with me this Sunday?
Ann: I'd love to. Thanks.

② *Tom:* Do you fancy going for a walk?
Mark: That's great. Thanks.

2 Work in pairs. Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1.

- You invite your friend to play badminton.
- You invite your friend to make paper flowers with you.
- You invite your friend to try your home-made pizza.

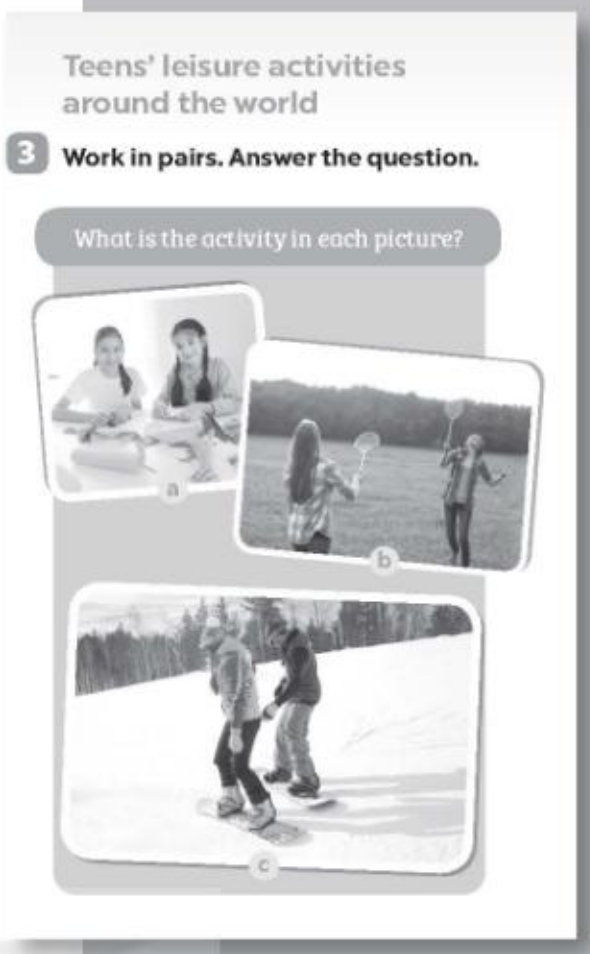
2

- Ask Ss to work in pairs to make similar conversations, using the language they have learnt.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.

Teens' leisure activities around the world

ACTIVITY 3

Aim: To introduce some more leisure activities appearing in the texts that follow.


Teens' leisure activities around the world

3 Work in pairs. Answer the question.

What is the activity in each picture?

- Ask Ss to look at each picture and say what leisure activity it shows. If time allows, ask them what things are needed for each activity.
- Elicit answers from Ss. Confirm the correct answers.

Key:

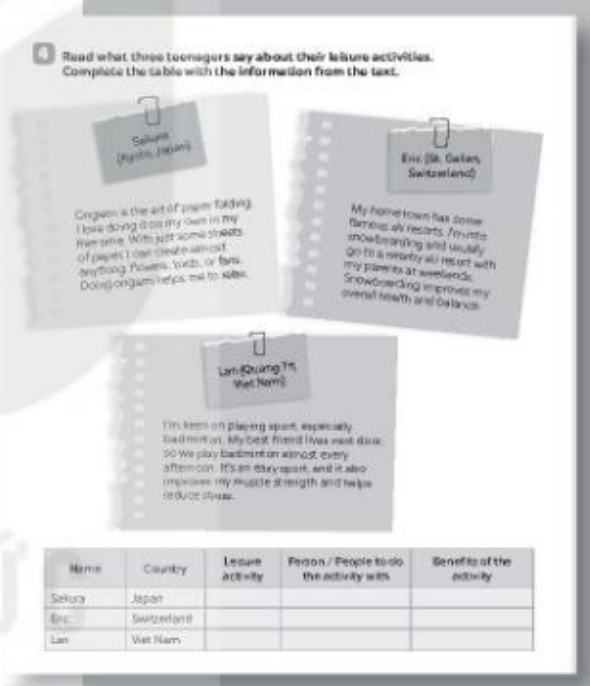
Picture a: doing origami

Picture b: playing badminton

Picture c: snowboarding

ACTIVITY 4

Aim: To provide Ss with information about different leisure activities that teens in different countries enjoy doing.


Read what three teenagers say about their leisure activities. Complete the table with the information from the text.

Sakura (Kyoto, Japan)

Origami is the art of paper folding. I love doing it on my own in my free time. With just some sheets of paper, I can create almost anything. Flowers, birds, or fans. Doing origami helps me to relax.

Eric (St. Gallen, Switzerland)

My home town has some famous ski resorts. I'm into snowboarding and usually go to a nearby ski resort with my parents at weekends. Snowboarding improves my overall health and balance.

Lan (Quang Tri, Viet Nam)

I'm keen on playing sport, especially badminton. My best friend lives next door. So we play badminton almost every afternoon. It's an easy sport, and it also improves my muscle strength and helps reduce stress.

Name	Country	Leisure activity	Person / People to do the activity with	Benefits of the activity
Sakura	Japan			
Eric	Switzerland			
Lan	Viet Nam			

- Tell Ss that they are going to read about different leisure activities that teens in different countries enjoy doing.
- Have them look at the table of information and ask them to read the three short texts and complete the table.
- Ask Ss to work in pairs to do this activity. They can draw this table on a sheet of paper. After pairs finish their work, ask them to share their table with the whole class.
- Comment on their answers. Confirm the correct answers.
- If time allows, have some pairs give a short talk about each teen and his / her leisure activity.

Key:

Name	Country	Leisure activity	Person / People to do the activity with	Benefits of the activity
Sakura	Japan	Doing origami	No one	helps her to relax
Eric	Switzerland	Snowboarding	Parents	improves his overall health and balance
Lan	Viet Nam	Playing badminton	Best friend	– improves her muscle strength – reduces stress

EXTRA ACTIVITY

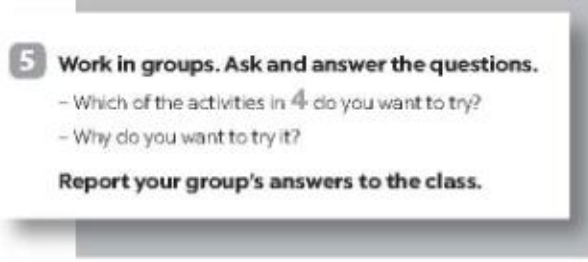
Materials: One sheet of A4 paper for every five Ss

- Put Ss into groups of five. Delegate one student to be the group's secretary.
- Ask the group secretary to make a chart similar to the one at the bottom of **4**. Put in five rows under the top heading and write the names of the Ss in the left column.

- Each student tells their favourite leisure activity and the people they do the activity with as well as the benefits of the activity.
- When the chart is complete, each group member talks a little bit about their leisure activity giving more details about the people involved in the activity as well as the benefits.
- Do a class feedback session to find out the most popular leisure activity as well as the most uncommon one.

ACTIVITY 5

Aim: To provide Ss with a chance to share their opinions about the leisure activities in 4.


5 Work in groups. Ask and answer the questions.
- Which of the activities in 4 do you want to try?
- Why do you want to try it?

Report your group's answers to the class.

- Have Ss work in groups to ask and answer the two questions in the book. Have Ss in each group note down their friends' answers.
- Ask some Ss to report their group's answers to the class.

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 have learnt.

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 leisure activities they usually do and who in the family they do the activities with.
- Ask them about the good things of doing these activities with family members. Elicit answers from Ss. Lead into the new lesson: Reading and Speaking about leisure activities that can be done with family members.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Reading

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 on a slide. Ask Ss what activity is shown in each picture. If time allows, ask Ss to describe the pictures (who they can see and what the people are doing).


SKILLS 1

Reading

1 Look at the pictures. What activities can you see?

– Tell Ss that they are going to read a text about leisure activities that Trang does with her family members.

Key:

Picture a: riding bikes / cycling

Picture b: making a dress

Picture c: cooking

ACTIVITY 2

Aim: To help Ss develop the skill of finding the main idea and guessing the meaning of new words in context.

– Tell Ss what they are going to do.

– 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.** C **2.** B

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 questions, underline the keywords in each question, locate the keywords in the text, and find the information to answer the questions.

– Ask Ss to repeat the steps if necessary.

– 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 some Ss to tell the class about Trang's leisure activities.

Key:

1. She goes for a bike ride, takes photos, cooks, and does DIY projects.

2. Her brother does.

3. She loves doing DIY projects with her mum the most.

4. Her mum teaches her to make her own dresses and doll clothes.

5. She won the first prize in a costume contest at her school.

2 **Read about Trang's leisure activities. Choose the correct answer.**

Some teenagers enjoy spending free time with their friends. Others prefer doing leisure activities with their family members. I love spending time with my family because it's a great way to **connect** with them.

At the weekend, we usually go for a bike ride. We cycle to some nearby villages to enjoy the fresh air. We take photos and look at them later. My big brother and I are also into cooking. My brother looks for easy recipes. After that, we prepare the ingredients and cook. Sometimes the food is good, but sometimes it isn't; nevertheless, we love whatever we cook. The leisure activity I like the most is doing DIY projects with my mum. She teaches me to make my own dresses and doll clothes. On special occasions, we make special dresses together. Once I won the first prize in a costume contest at my school.

1. The text is about Trang's leisure activities _____.

   A. in the past B. with her friends

   C. with her family

2. The word "**connect**" is closest in meaning to _____.

   A. join with something

   B. better understand someone

   C. speak to someone by phone

3 **Read the text again and answer the questions.**

1. What does Trang do with her family members at the weekend?
2. Who looks for recipes when Trang and her brother cook?
3. Which leisure activity does she love the most?
4. What does Trang's mum teach her to do?
5. What did she win?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

EXTRA ACTIVITY

Materials: One A4 sheet of paper per student

- Put Ss into groups of three.
- Ss reread the text and write two statements about the information in the text. One statement should be true and the other false.
- Each group member passes their paper to another group member who reads the two statements and decides which one is true and which one is false.
- The papers are given to a third group member who reads the statements and says if they agree or disagree with the previous group members' decision and find the clues in the text to support their idea.

Speaking

ACTIVITY 4

Aim: To help Ss prepare ideas to talk about the leisure activities they do with their family members.

- Tell Ss that they are going to work in groups to answer the questions in the book. Model the answers to the questions yourself.
- Have Ss work in groups of four to ask and answer the three questions in the book. Ask them to draw a similar table on a sheet of paper to record their group members' answers.
- Ask Ss to practise reporting the group members' answers within the group.
- Move around to observe and offer help if needed.



Speaking

4 **Work in groups. Take turns to ask and answer the questions.**

1. What leisure activities do you usually do with your family?
2. Which one do you like the most? Why?
3. How do you feel when you spend time with your family members?

Record your friends' answers in the table below.

Friend's name	Question 1	Question 2	Question 3

5 **Report your group members' answers to the class. What activities are the most common?**

ACTIVITY 5

Aim: To give Ss a chance to report their group members' answers about leisure activities they do with their family members.

- Invite some Ss to share their group's answers to the class.
- Ask other groups to listen and give comments.
- Comment on Ss' 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 have learnt.

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 leisure activity. Ask other Ss to guess the activity.
- Lead into the new lesson: Listening and Writing about leisure activities that are done with friends.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Listening

ACTIVITY 1

Aim: To prepare Ss for the listening text.

- Have Ss answer the questions in the book.
- Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense.

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 the leisure activities Mark does.
- Have Ss read the questions first and underline the keywords.
- Play the recording and ask Ss to listen and choose the correct answers. Ss work in pairs to compare their answers.
- Ask for Ss' answers and write them on the board without confirming whether they are right or wrong.

Key: **1.** A **2.** C

ACTIVITY 3

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

- Tell Ss that they are going to listen to the interview again and complete the table of information.
- Have Ss read the table. Have Ss guess the word or phrase to fill in each blank and write their guesses on the board.



SKILLS 2

Listening

1 **Answer the questions.**

1. In your opinion, what activities can we do with our friends in our leisure time?
2. Why should we spend time with our friends?

2 **Listen to an interview with Mark about his leisure activities. Choose the correct answer.** 5

1. When does Mark usually have free time?
   A. At weekends.
   B. On Sundays.
   C. On Saturdays.
2. Who does he spend his free time with?
   A. His neighbours and friends.
   B. His family and relatives.
   C. His family and friends.

3 **Listen to the interview again. Fill in each blank in the table with no more than TWO words.** 6

Activities	Reasons
- Inviting friends to his house - Cooking and watching a (1) _____	- Fun and better than going to the (2) _____
- Going to the (3) _____ to play volleyball or skateboard	- Stay in (4) _____
- Going for a (5) _____ around our city	- See different (6) _____

- Play the recording and ask Ss to listen again and complete the table. Ss work in pairs to compare their answers with each other and with the words / phrases on the board.
- Play the recording once more for pairs to check their answers to both activities **2** and **3**.
- Confirm and tick the correct answers to Activity **2** written on the board. Ask for Ss' answers to **3**. Write them on the board next to their guesses. Confirm the correct answers.

Key:

1. video **2.** cinema **3.** park
4. shape **5.** bike ride **6.** places

Audio script – Tracks 5 + 6:

Interviewer: When do you usually have free time?

Mark: I usually have free time at the weekend.

Interviewer: So how do you spend it?

Mark: I spend time to connect with my family on Saturdays. We do puzzles, play board games, or go camping.

Interviewer: What about Sundays?

Mark: I usually spend Sundays with my friends. I have a group of friends and we do lots of things together.

Interviewer: For example?

Mark: Sometimes I invite them to my house. We cook our favourite food and watch a video. It's fun and better than going to the cinema.

Interviewer: Do you do outdoor activities together?

Mark: Yes, we love spending time outdoors. We go to the park to play volleyball or skateboard. It helps us stay in shape. Sometimes we go for a bike ride around our city. This gives us a chance to see different places in our city.

Interviewer: Thanks for letting us interview you.

EXTRA ACTIVITY

Materials: One sheet of A4 paper per student

- Play the recording of one line then stop. Ss work individually to listen and write down any two words they hear and leave a space between the two words. Explain the two words should not go together but there should be a few words between them.
- Repeat the process with the remaining lines stopping after each one.
- Ss then share their papers and work together to try to fill in some of the missing words that can be used to fill in the blanks.
- Play the recording once again, stopping after each line for Ss to check and correct their work.

Writing

ACTIVITY 4

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

- Have Ss work in pairs to answer the questions in the book.
- Have some Ss present their answers or write their answers on the board.
- Comment on their answers.



Writing

4 **Work in pairs. Ask and answer the questions.**

1. When do you usually have free time?
2. What do you usually do with your friends in your free time?
3. Why do you do these activities?

ACTIVITY 5

Aim: To help Ss practise writing an email to a penfriend to tell him / her about the leisure activities they do with their friends.

- Have Ss write their emails individually based on their answers in **4**.
- Ask one student to write his or her email on the board. Other Ss and T comment on the email on the board.
- Then T collects some of the texts to correct at home. Otherwise, ask Ss to revise and rewrite at home based on the T's comments on their friend's text. Have them bring their new texts to class in the next lesson. Collect some for marking.



5 **Write an email (80 - 100 words) to a penfriend to tell him / her about what you usually do with your friends in your free time. Use your answers in 4.**

Start and end the email as follows:

New Message

From: Go Bee

To:

Subject: My free time

Hi _____,

It's nice to hear from you again.

Let me tell you about _____

Bye for now,

Suggested answer:

Hi Ann,

It's nice to hear from you again. Let me tell you about the things I usually do with my friends in my free time.

I usually have free time at weekends, and I often spend Sunday mornings with my friends. I have three close friends, and they live near my house. We usually play badminton together for about one hour in the playground. After that, we cycle around the neighbourhood. It's a lot of fun.

What about you? What do you usually do with your friends in your free time?

Tell me in your next email.

Bye for now,

Mi

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 have learnt.

LOOKING BACK

Tell 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.

Vocabulary

ACTIVITY 1


LOOKING BACK

Vocabulary

1 **Complete the sentences with appropriate leisure activities.**

1. Mai loves _____ online for about 30 minutes a day. She thinks puzzles are good for the brain.
2. My favourite leisure activity is _____. I can make many things myself, such as paper flowers and bracelets.
3. _____ is a popular way for teens to spend their free time. Many of them send messages to each other every day.
4. My brother is fond of _____ with his friends. On Sundays, he usually plays football, goes swimming, or plays badminton with them.
5. Tom spends one hour on the Internet almost every day. He is keen on _____.

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. doing puzzles **2.** doing DIY **3.** Messaging friends
4. playing sport **5.** surfing the net

ACTIVITY 2


2 **Write complete sentences from the given cues.**

1. my cousin / crazy about / play / computer / games.
2. they / interested / play / badminton / after school?
3. I / not fond / make models / because / I / not patient.
4. – why / you / not into / cook? – because / often / burn myself.
5. my friends / keen / do judo / and / they / go / judo club / every Sunday.

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

- Have Ss write complete sentences using the cues given. Remind them to add necessary words and make changes to the cues if needed.
- Ask them to share their answers with a classmate.
- Invite some Ss to write their sentences on the board. T and other Ss comment.

Key:

1. My cousin is crazy about playing computer games.
2. Are they interested in playing badminton after school?
3. I'm not fond of making models because I'm not patient.
4. – Why are you not into cooking? – Because I often burn myself.
5. My friends are keen on doing judo, and they go to the judo club every Sunday.

Grammar

ACTIVITY 3


Grammar

3 **Fill in each blank with the correct form(s) of the verb in brackets.**

1. Does Tom enjoy (cycle) _____ in the park with his friends?
2. Some teenagers don't like (read) _____ comic books.
3. Mai detests (play) _____ sport because it's tiring.
4. Trang and Ann love (chat) _____ with each other in their free time.
5. What do Nam and Mark prefer (do) _____ at the weekend?

Aim: To help Ss revise the form of the verbs after verbs of liking / disliking.

- Ask Ss to explain the form of the verbs after verbs of liking / disliking 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. cycling **2.** reading / to read **3.** playing
4. chatting / to chat **5.** to do / doing

ACTIVITY 4

Aim: To help Ss revise the form of the verbs after verbs of liking / disliking.

- Tell Ss that they are going to complete a passage about Ann's likes and dislikes, using the pictures and the language given. Remind them to add some words if necessary. Ask them to read the example carefully.
- Have Ss do this exercise individually then compare their sentences with a partner.
- Invite some Ss to read their answers aloud. Give feedback.

Key:

2. reading / to read books
3. messaging / to message her friends
4. making / to make paper flowers
5. knitting / to knit
6. playing badminton



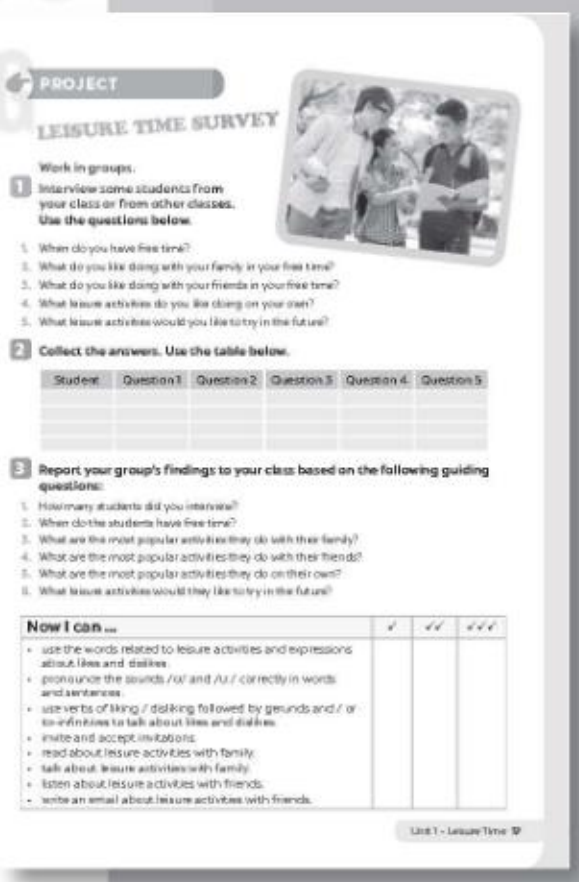
4 **Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary.**

Ann is my best friend. She usually has free time at the weekend. She enjoys (1. ride) riding a horse at the riding club. Sometimes, she likes (2. read) _____ or (3. message) _____. She also loves (4. make) _____ and (5. knit) _____. However, there is one thing she doesn't like doing in her free time. She dislikes (6. play) _____.

PROJECT

Aim: To have Ss practise doing a survey on leisure time.

- Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project.
- Instruct Ss how to carry out this project. Model the way to ask questions and record the answers in the table with one student.
- 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 report to the class.



PROJECT

LEISURE TIME SURVEY

Work in groups.

1 Interview some students from your class or from other classes. Use the questions below.

1. When do you have free time?
2. What do you like doing with your family in your free time?
3. What do you like doing with your friends in your free time?
4. What leisure activities do you like doing on your own?
5. What leisure activities would you like to try in the future?

2 Collect the answers. Use the table below.

Student	Question 1	Question 2	Question 3	Question 4	Question 5

3 Report your group's findings to your class based on the following guiding questions:

1. How many students did you interview?
2. When do the students have free time?
3. What are the most popular activities they do with their family?
4. What are the most popular activities they do with their friends?
5. What are the most popular activities they do on their own?
6. What leisure activities would they like to try in the future?

Now I can ...	✓	✓✓	✓✓✓
• use the words related to leisure activities and expressions about likes and dislikes.			
• pronounce the sounds /ɑ/ and /ʌ/ correctly in words and sentences.			
• use verbs of liking / disliking followed by gerunds and / or to-infinitives to talk about likes and dislikes.			
• invite and accept invitations.			
• read about leisure activities with family.			
• talk about leisure activities with family.			
• listen about leisure activities with friends.			
• write an email about leisure activities with friends.			

Unit 1 - Leisure Time 27

NOW I CAN ...

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

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 2 LIFE IN THE COUNTRYSIDE

Objectives:

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

- use the words related to life in the countryside;
- pronounce the sounds /ə/ and /ɪ/ correctly in words and sentences;
- use comparative forms of adverbs;
- give and respond to compliments;
- read for specific information about different aspects of a Vietnamese village;
- talk about the village or town where someone lives;
- listen for specific information about someone's opinion about life in the countryside;
- write a paragraph about what someone likes or dislikes about life in the countryside.



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 call on some Ss to act out some leisure activities and the class guesses. Then ask Ss to decide which leisure activities are common in the countryside and why.
- Lead into the new unit. Write the unit title *Life in the Countryside* on the board. Ask Ss to guess what they are going to learn about in this unit. Then ask Ss to brainstorm words and phrases describing activities that often take place in the countryside. For strong classes, encourage Ss to compare the countryside and the city.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

LAST SUMMER HOLIDAY

ACTIVITY 1


GETTING STARTED

Last summer holiday

1 Listen and read.

Nick: You look great with a tan, Mai!

Mai: Thank you. I've just come back from a very enjoyable summer holiday.

Nick: Really? Where did you stay?

Mai: I stayed at my uncle's house in a small village in Bac Ninh Province.

Nick: What did you do there?

Mai: A lot of things. It was harvest time. The villagers were harvesting rice with a combine harvester. I helped them load the rice onto a truck. Then we unloaded the rice and dried it.

Nick: Sounds great!

Mai: And sometimes I went with the village children to herd the buffaloes and cows. I made friends with them on my first day.

Nick: Were they friendly?

Mai: Yes, they were. They took me to the paddy fields to fly kites. And in the evening, we played traditional games like bamboo dancing and dragon-snake.

Nick: Oh, I envy you!

Mai: Things move more slowly there than in our city, but people seem to have a healthier life.

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. *Where are the people in the picture? Who are they? What are they doing? What are the vehicles in the picture?* Encourage Ss to give answers, but do not confirm whether their answers are right. Ask them to talk a bit about the activities people in the countryside do.
- 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 in a paddy field. They are farmers. They are harvesting rice. They are a combine harvester and a truck.*

Audio script – Track 7:

Nick: You look great with a tan, Mai!

Mai: Thank you. I've just come back from a very enjoyable summer holiday.

Nick: Really? Where did you stay?

Mai: I stayed at my uncle's house in a small village in Bac Ninh Province.

Nick: What did you do there?

Mai: A lot of things. It was harvest time. The villagers were harvesting rice with a combine harvester. I helped them load the rice onto a truck. Then we unloaded the rice and dried it.

Nick: Sounds great!

Mai: And sometimes I went with the village children to herd the buffaloes and cows. I made friends with them on my first day.

Nick: Were they friendly?

Mai: Yes, they were. They took me to the paddy fields to fly kites. And in the evening, we played traditional games like bamboo dancing and dragon-snake.

Nick: Oh, I envy you!

Mai: Things move more slowly there than in our city, but people seem to have a healthier life.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Have Ss read the conversation in detail to choose the correct answer to each question. 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 keywords in the questions and options, locating the keywords in the text, and then reading that part and choosing the correct option). Tell them to underline parts of the conversation that help them with the answers. Set a strict time limit to ensure Ss quickly read the text for information.
- Tell Ss to compare their answers in pairs before they share them with the class. Ask them to give evidence to support their answers.
- Confirm the correct answers.

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

2 **Read the conversation again and choose the correct answer to each question.**

1. How does Mai feel about her summer holiday?
   A. She likes it.
   B. She doesn't like it.
   C. She thinks it was fine.
2. Where did she stay during her summer holiday?
   A. At her friend's house.
   B. At her uncle's house.
   C. At her grandparents' house.
3. During harvest time, people harvest rice by _____.
   A. themselves B. using a truck
   C. using a combine harvester
4. Mai thinks people in the countryside lead _____.
   A. a healthy life B. an exciting life
   C. an interesting life

ACTIVITY 3

Aim: To help Ss use words and phrases related to farm work in the countryside.

- 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 words and phrases in the box to check their understanding.
- If there is enough time, T can ask some Ss to write their answers on the board.
- Check the answers as a class.
- With a stronger class, ask Ss to make some example sentences with the words and phrases they have learnt.

Key: **1.** load **2.** combine harvester
3. herd **4.** paddy field
5. harvest time

3 **Complete the sentences with the words and phrases from the box.**

paddy field	herd	load
harvest time	combine harvester	

1. It took them an hour to _____ all the goods onto the truck.
2. Nowadays, people in my village use a _____ to harvest their rice and separate the grains from the rest of the plant.
3. Today it is my turn to _____ the cows.

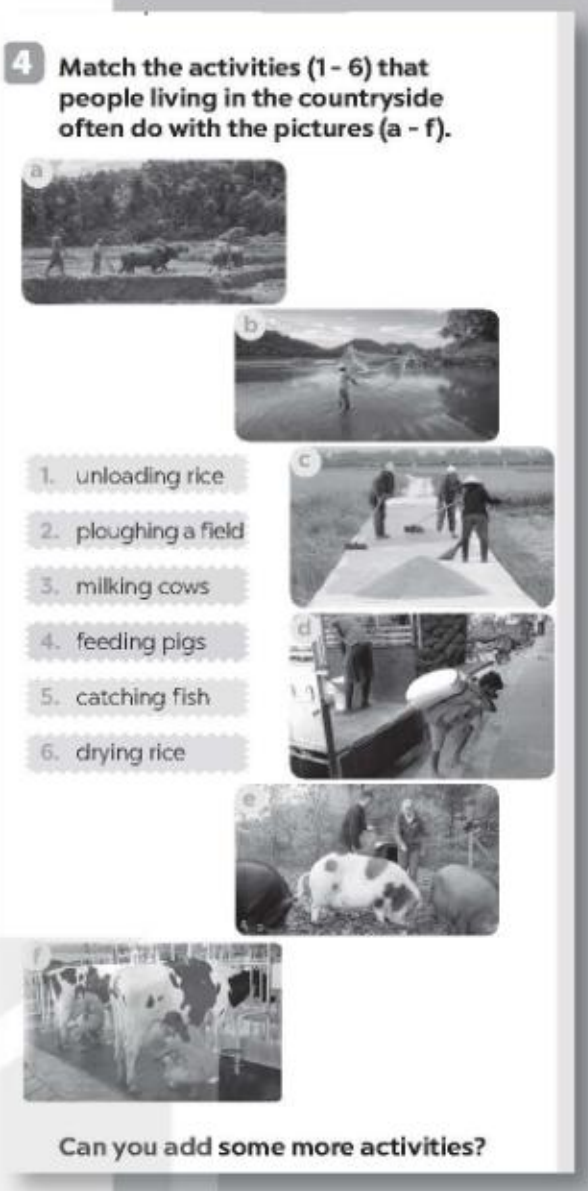


4. A place in which people grow rice is called a _____.
5. A busy time when people cut and gather their crops is called _____.

ACTIVITY 4

Aim: To introduce some vocabulary items related to activities that rural people often do.

- Have Ss look at the pictures and brainstorm what people are doing in the pictures.
- Have Ss work individually to match the phrases in the box with the 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.
- Ask other 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 phrases again.
- With a stronger class, ask Ss to add some more activities.



Key: **1.** d **2.** a **3.** f **4.** e **5.** b **6.** c

EXTRA ACTIVITY

Materials: One A4 sheet of paper for every four Ss

- Put Ss in groups of four.
- Ss think about all the different tasks associated with living in the countryside and / or working on a farm and write them down in Vietnamese.
- Ss tick off the phrases from **4** and use their dictionaries or go online to find the English equivalent of the remaining phrases.
- Go over some of the phrases as a class to help expand Ss' vocabulary.

ACTIVITY 5

Aim: To provide Ss with practice in asking and answering about activities that rural people often do.



- Model this activity with a strong student. Remind Ss that they should only use the phrases and the pictures in **4** to ask and answer about activities that rural people often do.
- Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to practise in front of the class. Comment on their performance.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words and phrases they remember from the lesson.
- If there is a projector in the classroom, show the conversation and highlight the keywords related to the topic. It would be helpful to also highlight in the conversation the comparative forms of adverbs and the words with the sounds /ə/ and /ɪ/. Tell 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.**

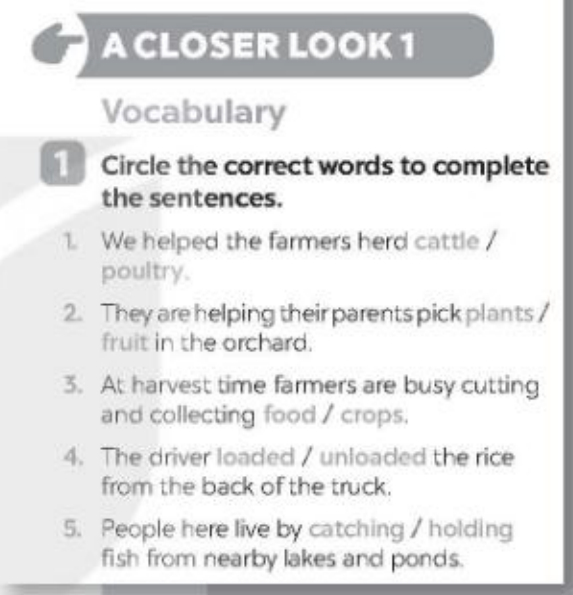
Show some pictures of the activities in the countryside that Ss learnt in the previous lesson. Have some Ss say the activities. Lead into this lesson which focuses on action verbs, adjectives for describing people and scenes in the countryside, and the sounds /ə/ and /ɪ/.

Vocabulary

ACTIVITY 1

Aim: To present some nouns and action verbs to describe activities which rural people often do.

- Have Ss read each sentence and choose the suitable noun that goes with the action verb before it or choose the suitable action verb that goes with the noun after it.
- Let Ss work in pairs to compare their answers before sharing their answers with the class.
- Check and confirm the correct answers. With a strong class, have Ss add one or more nouns that can go with the action verb in each sentence.


A CLOSER LOOK 1

Vocabulary

1 Circle the correct words to complete the sentences.

1. We helped the farmers herd cattle / poultry.
2. They are helping their parents pick plants / fruit in the orchard.
3. At harvest time farmers are busy cutting and collecting food / crops.
4. The driver loaded / unloaded the rice from the back of the truck.
5. People here live by catching / holding fish from nearby lakes and ponds.

Key: **1.** cattle **2.** fruit **3.** crops **4.** unloaded **5.** catching

EXTRA ACTIVITY

Materials: One A4 sheet of paper for each student

- Ss work individually to take each of the red words in **1** and use it to make a sentence.
- Ss then find a partner and compare sentences and discuss the differences of the red words in the sentences in **1**.
- Run a feedback session and get Ss to discuss the differences in meaning between the red words in **1**.

Cattle refers to cows and water buffaloes.

Poultry refers to birds we raise, like chickens and ducks.

Fruits are parts of some plants. Fruits have seeds in them.

Plants have leaves, stems, and roots. Some plants produce fruits and some other vegetables.

Crops are plants grown by farmers and used as food.

Anything we eat is a type of **food**. Crops are one type of food. Other types of food include fish, meat, milk, etc.

To **load** means to put a large quantity of something in a vehicle or container.

To **catch** means to grab something that is moving in the air or water.

To **hold** means to keep something in your hand for a certain period of time.

ACTIVITY 2

Aim: To teach Ss new adjectives for describing people and scenes in the countryside.

- Have Ss quickly match the adjectives in the left column with their meanings in the right column individually.
- Then ask Ss to check their answers with their partners. Ask Ss for translation of some of the adjectives on the list to check their understanding.
- If there is enough time, T can ask some Ss to write their answers on the board.
- Confirm the correct answers.
- With a stronger class, ask Ss to make some examples with the adjectives they have learnt.

2 **Match the following adjectives with their definitions.**

1. vast	a. pretty, especially in a way that looks old-fashioned
2. hospitable	b. having something near or around
3. well-trained	c. extremely large in area, size, amount, etc.
4. surrounded	d. pleased to welcome guests; generous and friendly to visitors
5. picturesque	e. having received good or thorough training

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

ACTIVITY 3

Aim: To help Ss use adjectives for describing people and scenes in the countryside in specific contexts.

- Ask Ss to do the exercise individually and then check with the whole class.
- When checking, ask Ss to refer to **2** to make the meanings of the adjectives clearer to them.

3 **Complete the sentences with the words from 2.**

1. The local people are kind and _____ to visitors.
2. Our factory needs a lot of _____ workers.
3. While travelling up the mountain, people always stop and take photos of the _____ scenery.
4. The Sahara is a _____ desert that covers parts of eleven countries in northern Africa.
5. The lake is _____ by a lot of trees.

Key: **1.** hospitable **2.** well-trained **3.** picturesque **4.** vast **5.** surrounded

Pronunciation

/ə/ and /ɪ/

ACTIVITY 4

Aims:

- **To help Ss identify how to pronounce the sounds /ə/ and /ɪ/;**
- **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.

Pronunciation

/ə/ and /ɪ/

4 **Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.** 8

/ə/	/ɪ/
activity	pick
hospitable	village
garden	harvest
picturesque	busy
collect	cottage

- Explain to Ss the difference between the two sounds if needed:
  - /ɪ/ is a "front vowel", meaning the front part of the tongue is raised while articulating this vowel. It's also a "close vowel". A close vowel is one where the jaws come close to each other.
  - /ə/ on the other hand is a "mid vowel"; it means that the jaws aren't closer to each other. It's also a "central vowel". A central vowel means the central part of the tongue is raised while articulating this vowel. It's often unrounded.
- Invite some Ss to say some words they know that include the two sounds.

Audio script – Track 8:

/ə/	/ɪ/
activity	pick
hospitable	village
garden	harvest
picturesque	busy
collect	cottage

ACTIVITY 5

Aim: To help Ss pronounce the sounds /ə/ and /ɪ/ 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 bold words and underline the bold words with /ə/ and circle the bold words with /ɪ/.
- 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 and practise the sentences. Underline the bold words with /ə/ and circle the bold words with /ɪ/.** 9

1. There is a lot of **water in** the bottle.
2. The **farmers** here are **hard-working**.
3. They are **picking** fruits in the **orchard**.
4. People in my **village** usually **gather** at weekends.
5. Please buy some **milk** and **pasta** at the supermarket.

Key + Audio script – Track 9:

1. There is a lot of **water** **in** the bottle.
2. The **farmers** here are **hard-working**.
3. They are **picking** fruits in the **orchard**.
4. People in my **village** usually **gather** at weekends.
5. Please buy some **milk** and **pasta** at the supermarket.

WRAP-UP

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

A CLOSER LOOK 2

Grammar

Comparative adverbs

WARM-UP

Aims:

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

- Choose two Ss and ask them to stand up. Ask them, *How long does it take you to run 100 metres?* After the two Ss have given their answers, T asks the class: *A can run 100 metres in … seconds, and B can run 100 metres in … seconds, so who runs more slowly?* After Ss say which student runs more slowly in either Vietnamese or English, T introduces the subject of the lesson: comparative adverbs and asks for the equivalent in Vietnamese (*Cấp so sánh hơn của trạng từ*).
- Focus Ss' attention on comparative forms by saying: *The buses run every 15 minutes. The trains run every 30 minutes. So, the buses run more often than the trains.* Explain that like comparative adjectives, comparative adverbs are constructed in several different ways in English, and that some of those ways are presented in the **Remember!** box.
- Briefly explain to them that they can make comparative forms for most adverbs (often with two or more syllables) by adding the word *more*. Explain that they can make comparative forms by adding the ending *-er* for adverbs that have the same forms as adjectives like *fast, hard, soon,* etc. Remind Ss to learn by heart the irregular adverbs like *well, badly,* etc.

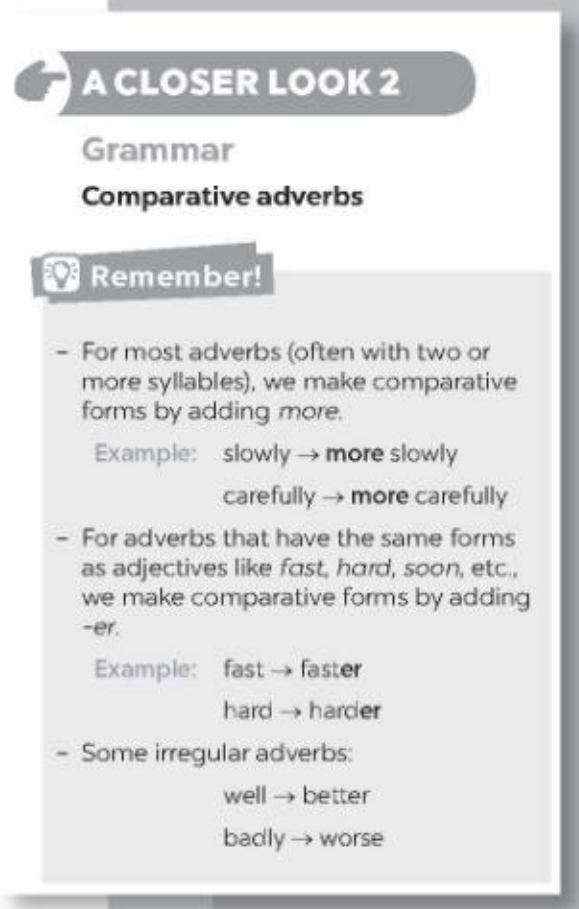
ACTIVITY 1

Aim: To teach Ss the comparative forms of some adverbs that Ss normally use in everyday conversations.

- 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:

Adverbs	Comparative forms
long	*longer*
high	higher
late	later
quickly	more quickly
frequently	more frequently
early	earlier
much	more
little	less


A CLOSER LOOK 2

Grammar

Comparative adverbs

Remember!

- For most adverbs (often with two or more syllables), we make comparative forms by adding *more*.
  Example: slowly → **more** slowly
  carefully → **more** carefully
- For adverbs that have the same forms as adjectives like *fast, hard, soon,* etc., we make comparative forms by adding *-er*.
  Example: fast → fast**er**
  hard → hard**er**
- Some irregular adverbs:
  well → better
  badly → worse


1 Write the comparative forms of the adverbs in the table below.

Adverbs	Comparative forms
long	*longer*
high	
late	
quickly	
frequently	
early	
much	
little	

ACTIVITIES 2 + 3

Aim: To help Ss practise using the correct comparative forms of adverbs in sentences.

- Have Ss do these exercises 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 how to make the comparative form of the adverb given in each sentence. Confirm the correct answers.

Key:

Activity 2:

1. more beautifully **2.** more clearly **3.** faster
4. harder **5.** more heavily

Activity 3:

1. more carefully **2.** faster **3.** more quietly
4. more soundly **5.** earlier

2 **Complete the sentences with the comparative forms of the adverbs in brackets.**

1. Mai dances (beautifully) _____ than Hoa does.
2. Please write (clearly) _____. I can't read it.
3. Life in the city seems to move (fast) _____ than that in the countryside.
4. If you want to get better marks, you must work much (hard) _____.
5. Today it's raining (heavily) _____ than it was yesterday.

3 **Complete the sentences with suitable comparative forms of the adverbs from the box.**

early	soundly	fast
carefully	quietly	

1. After his accident last month, he is driving _____ now.
2. A horse can run _____ than a buffalo.
3. You're too loud. Can you speak a bit _____?
4. After working hard all day on the farm, we slept _____ than ever before.
5. The farmers started harvesting their crops _____ than expected.

EXTRA ACTIVITY

- The class works together to create a poster showing the different irregular adverbs in English. The poster should include the base form of the adverb as well as the comparative form.
- Display the poster in the classroom and spend a few minutes at the end of a few class meetings to go over the words and elicit example sentences from Ss.

ACTIVITY 4

Aim: To give Ss further practice with comparative adverbs in situations.

- Have Ss read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to complete the sentences 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. Confirm the correct answers.

Key:

1. The red car can run faster than the black car (can).
2. Nick can jump higher than Tom (can).
3. Mai did better on the exam than Hoa (did).
4. The workers arrived earlier than my dad expected.
5. The buses run more frequently than the trains (do).

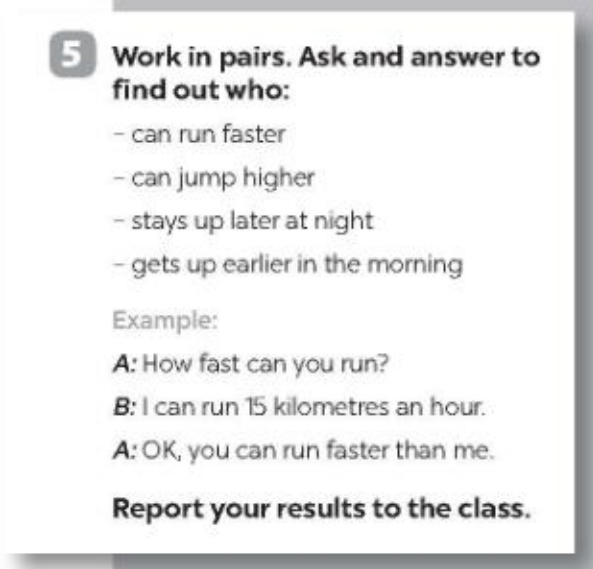
4 **Read the situations and complete the sentences using the comparative forms of the adverbs in brackets.**

1. The red car can run 200 km/h while the black car can run 160 km/h.
   The red car can run _____. (fast)
2. Nick can jump 1.5 m high while Tom can jump only 1.3 m.
   Nick can jump _____. (high)
3. Mai and Hoa both did well on the exam. Hoa got 80% of the answers correct and Mai got 90%.
   Mai did _____. (well)
4. My dad expected the workers to arrive at 7 a.m., but they arrived at 6:30 a.m.
   The workers arrived _____. (early)
5. The buses run every 15 minutes. The trains run every 30 minutes.
   The buses run _____. (frequently)

ACTIVITY 5

Aim: To help Ss practise using comparative adverbs to make comparisons.

- 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, have Ss discuss what questions they should use to ask their partners in each situation.
- Have Ss work in pairs, asking and answering to make comparisons. Set time (4 – 5 minutes) for Ss to do this activity. T may go round to help weaker Ss.
- Call on some Ss to report the results to the class. Correct any grammar and pronunciation mistakes if necessary.



5 **Work in pairs. Ask and answer to find out who:**

- can run faster
- can jump higher
- stays up later at night
- gets up earlier in the morning

Example:

A: How fast can you run?

B: I can run 15 kilometres an hour.

A: OK, you can run faster than me.

Report your results to the class.

WRAP-UP

- Summarise the main points of the lesson.
- Ask Ss to make sentences about themselves, using comparative adverbs.

COMMUNICATION

WARM-UP

Aims:

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

- Ask some Ss to make comparisons about themselves, using comparative adverbs.
- Introduce the objectives of the lesson: learning how to give and respond to compliments and learning about two beautiful villages in Viet Nam and the Netherlands.

Everyday English

Giving and responding to compliments

ACTIVITY 1

Aim: To introduce ways of giving and responding to compliments.

- Play the recording for Ss to listen and read the two conversations between Tom and Mai, Nick and Hoa at the same time. Ask Ss to pay attention to the highlighted sentences.
- Have Ss practise the conversations in pairs. Call on some pairs to practise the dialogues in front of the class.



COMMUNICATION

Everyday English

Giving and responding to compliments

1 **Listen and read the conversations. Pay attention to the highlighted sentences.** 10

① ***Tom:*** What a beautiful kite you have, Mai!

Mai: Thank you, Tom. My dad made it for me last weekend.

② ***Nick:*** You really have a nice dress, Hoa.

Hoa: I'm glad you like it, Nick. I think its colour really suits me.

Audio script – Track 10:

Tom: What a beautiful kite you have, Mai!

Mai: Thank you, Tom. My dad made it for me last weekend.

Nick: You really have a nice dress, Hoa.

Hoa: I'm glad you like it, Nick. I think its colour really suits me.

ACTIVITY 2

Aim: To help Ss practise giving and responding to compliments.

- Ask Ss to work in pairs to make similar conversations with the given cues.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.



2 **Work in pairs. Make similar conversations to practise giving and responding to compliments, using the cues below.**

- a shirt
- a bicycle
- a school bag

Adverts for beautiful villages

ACTIVITY 3

Aims:

- **To help Ss learn about two traditional villages in Viet Nam and the Netherlands;**
- **To help Ss develop their reading skill for specific information (scanning).**

- Have Ss read the instructions to understand what they are going to do. Remind them that they have to read each statement in the table and then read the two adverts to scan for the necessary information to help them tick the correct boxes.
- Give Ss time to read the two adverts and tick the boxes in the table. After that, Ss swap answers in pairs. Go around and offer help, if necessary.
- Check the answers as a class.

Key:

Statements	Duong Lam	Hollum
1. It's an ancient village.	✓	✓
2. We can visit an ancient pagoda, traditional houses, and temples in this village.	✓	
3. We can get there by plane or ferry.		✓
4. We can go there by car, bus, or bike.	✓	
5. It has a lighthouse.		✓



Adverts for beautiful villages

3 **Read the adverts for the two beautiful villages. Tick (✓) the boxes to show which village the statements describe. Sometimes both boxes need to be ticked.**

Duong Lam Village

Duong Lam, one of the most ancient villages in Ha Noi, is situated in Son Tay. Visitors can get there from the centre of Ha Noi by car, bus or even by bicycle. It is famous for its ancient pagoda, traditional houses, and temples. Besides these, visitors can observe the locals making specialities, such as *keo doi, che lam*, etc. and then try them.

Hollum Village

Hollum is one of the ancient villages on the island of Ameland, the Netherlands. Many visitors come to the village because of its historical and cultural values. It is full of fascinating sights, such as traditional houses, a museum, a church, a lighthouse, etc. Besides sightseeing, visitors can also take part in sports like kite-flying, surfing, etc. Visitors can reach the village by air or ferry.

Statements	Duong Lam	Hollum
1. It's an ancient village.		
2. We can visit an ancient pagoda, traditional houses, and temples in this village.		
3. We can get there by plane or ferry.		
4. We can go there by car, bus, or bike.		
5. It has a lighthouse.		

ACTIVITY 4

Aim: To provide Ss with practice in talking about the similarities and differences between two places.



- Introduce some words or phrases that are often used to talk about the similarities and differences, such as: *both, also, too, like, as, unlike, but, however*, etc., and give examples to illustrate.
- Have Ss work in groups, taking turns to talk about the similarities and differences between the two villages. T may go round to observe. T should encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members in order to correct their errors while they are speaking. Tell them to only correct errors after their group members have finished speaking.
- Call on some Ss to share their ideas in front of the class. After each student finishes talking, invite comments from other Ss on his or her clarity, language, and fluency.

ACTIVITY 5

Aim: To provide Ss with practice in asking and answering about the places Ss would like to visit.



- Have Ss work in pairs, asking and answering questions about the villages they would like to visit. 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 make comments.

EXTRA ACTIVITY

- Put Ss into groups of 3 – 5.
- Together they think of a village that they are familiar with and explain why they would like to visit the village on their holiday. Before they start, have them list a couple of things that they would like to do as well as a few details about it.
- Have a few groups come to the class and talk about their chosen village.

WRAP-UP

Have Ss say what they have learnt in the lesson.

SKILLS 1

WARM-UP

Aims:

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

- Ask each student to write down three statements about life in the countryside, with two being true and one being false.

- Put Ss into pairs. Ask them to exchange the statements with their partners. Each student has to identify which statement of his / her partner's is false.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Reading

ACTIVITY 1

Aims:

- **To help Ss understand and activate their knowledge of the topic;**
- **To help Ss remember some adjectives that are often used to describe scenes and scenery in the countryside.**



SKILLS 1

Reading

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

1. What can you see in it?
2. Which of the following adjectives describe the picture?

peaceful vast crowded
picturesque noisy

1

- Ask Ss to work in pairs discussing what they can see in the picture.
- Ask some Ss to say their answers in front of the class. T may ask other questions to elicit other things in the picture.

Suggested answer:

paddy fields, cattle (buffaloes), farmers, a combine harvester, a lake / pond, trees, houses, a dirt road, horizon, etc.

2

- Ask Ss to work in pairs again discussing which adjectives in the box can be used to describe the picture.
- Ask some Ss to say their answers in front of the class.

Key: peaceful, vast, picturesque

ACTIVITY 2

Aims:

- **To improve Ss' knowledge of vocabulary related to life in a village in Viet Nam;**
- **To improve Ss' skill of reading for specific information.**

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

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

2 **Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings.**

I feel fortunate that I am living in a peaceful village in southern Viet Nam. The scenery here is beautiful and picturesque with vast fields stretching long distances. The houses are surrounded by green trees. There are lakes, ponds, and canals here and there. The air is fresh and cool.

Life here seems to move more slowly than in cities. The people work very hard. They grow vegetables, cultivate rice, and raise cattle. At harvest time, they use combine harvesters to harvest their crops. Many families live by growing fruit trees in the orchards. Others live by fishing in lakes, ponds, and canals.

Life in the village is very comfortable for children. They play traditional games. Sometimes they help their parents pick fruit and herd cattle.

People in my village know each other well. They are friendly and hospitable. They often meet each other in the evening, eating fruit, playing chess, singing folk songs, and chatting about everyday activities.

1. stretching	a. small passages used for carrying water to fields, crops, etc.
2. canals	b. places where people grow fruit trees
3. cultivate	c. covering a large area of land
4. orchards	d. to grow plants or crops

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ACTIVITY 3

Aim: To improve Ss' skill of reading for specific information.

- Ask some Ss to read out loud the sentences in the table.
- Have Ss work individually for a few 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 passage where they found the answers.
- With a stronger class, ask Ss to correct the false sentences.
- Check the answers as a class.

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

3 **Read the text again and tick (✓) T (True) or F (False) for each sentence.**

	T	F
1. Life in the author's village is very peaceful.		
2. The people in the village work very hard.		
3. Villagers live only by catching fish in lakes, ponds, and canals.		
4. The children are always busy helping their parents.		
5. The villagers get along well.		

EXTRA ACTIVITY

- Put Ss into pairs.
- The pairs work together to summarise the text in **2** in a summary of 45 to 50 words.
- Each pair works with another pair to exchange their text.

Teaching note: The act of shortening and lengthening texts requires Ss to use words and phrases they normally wouldn't. It also gets them to focus on the grammar and express ideas with grammar points they normally don't use.

Speaking

ACTIVITY 4

Aim: To help Ss prepare ideas for the next activity.

Tell each student to make notes. Set a time limit for Ss to do it. Ask Ss to think about a village or town where they live or which they know (its name, location, scenery, special features) and the people living there (how they live, what they often do, how they get along with each other). Have them note down quickly these ideas.

Speaking

4 **Make notes about the village or town where you live or which you know.**

Name	
Location	
Scenery	
How people live	
Activities adults or children often do	
The relationships among the people	
Special features	

ACTIVITY 5

Aim: To provide an opportunity for Ss to practise talking about a village or town where they live or which they know.

5 **Work in groups. Take turns to talk about the village or town where you live or which you know. Use the information in 4.**

Example:

I live in Duong Lam. It's an old village outside Ha Noi. It has ...

- T asks a strong student to model this activity in front of the class. Then have Ss work in groups, taking turns to talk about the village or town where they live or which they know about. Remind Ss to use the ideas they have prepared in **4**. T may go round to observe. Encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members in order to correct their errors while they are speaking. Tell them to only correct errors after their group members have finished speaking.
- If there is enough time, call on some Ss to talk before the whole class, then invite some positive comments from other Ss.

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.

SKILLS 2

WARM-UP

Aims:

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

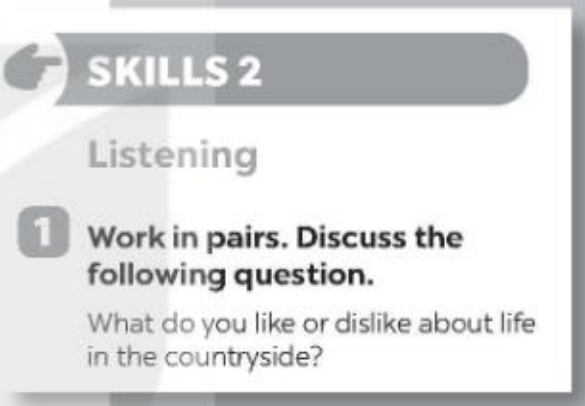
- Invite some Ss to go to the board. Have them mime some activities that rural people often do. Ask other Ss to guess what the activities are.
- Lead into the new lesson: Listening and Writing lesson about opinions on life in the countryside.
- Introduce the objectives of the lesson.

Listening

ACTIVITY 1

Aim: To help Ss understand and activate their knowledge of the topic.

- Ask Ss to work in pairs discussing the question about what they like or dislike about life in the countryside.
- Ask some Ss to share their answers in front of the class. If necessary, T may ask them some other questions about the reasons for their answers.


SKILLS 2

Listening

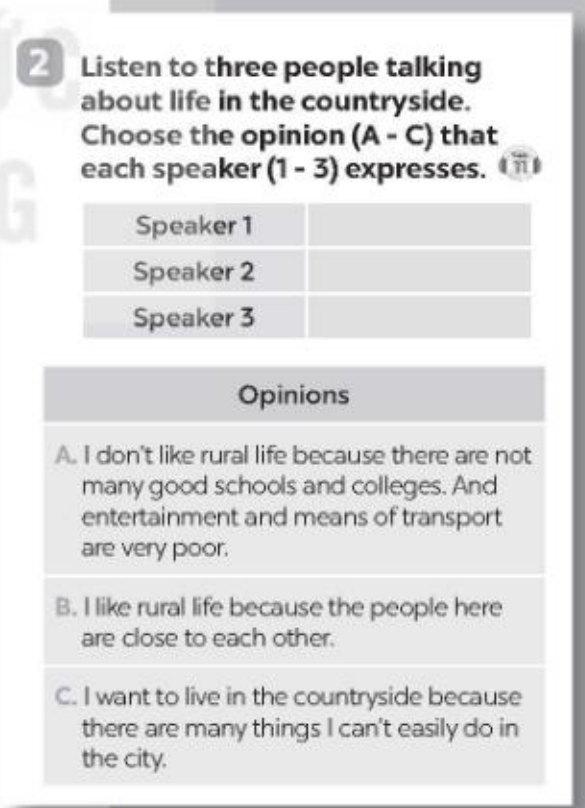
1 **Work in pairs. Discuss the following question.**

What do you like or dislike about life in the countryside?

ACTIVITY 2

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

- Have Ss read the opinions quickly and underline the keywords. This gives them some idea of what they are going to listen to 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 share their answers and confirm the correct ones.
- Play the recording again if needed, stopping at the places where Ss are having difficulties.


2 **Listen to three people talking about life in the countryside. Choose the opinion (A - C) that each speaker (1 - 3) expresses.** 01

Speaker 1	
Speaker 2	
Speaker 3	

Opinions
A. I don't like rural life because there are not many good schools and colleges. And entertainment and means of transport are very poor.
B. I like rural life because the people here are close to each other.
C. I want to live in the countryside because there are many things I can't easily do in the city.

Key: **Speaker 1:** B **Speaker 2:** A **Speaker 3:** C

ACTIVITY 3

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

- Have Ss read the questions and the options and determine what information they need for answering the questions.
- Play the recording once or twice more 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 share their answers and confirm the correct ones.
- Play the recording again if needed, stopping at the places where Ss are having difficulties.



3 **Listen again and choose the correct answer A, B, or C.** 12

1. According to speaker 1, there is a great sense of _____ in his village.
   A. security B. duty
   C. community
2. Speaker 1 says that people in his village are very _____.
   A. supportive B. unsociable
   C. well-trained
3. In speaker 2's opinion, _____ is a big problem in the countryside.
   A. the cost of living B. safety
   C. transportation
4. Speaker 2 says that they should _____ in the countryside.
   A. improve the lives of people
   B. prevent crime
   C. protect nature
5. According to speaker 3, life in the countryside is peaceful and _____.
   A. slow B. simple C. safe

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

Audio script – Tracks 11 + 12:

Speaker 1:

I chose to live in a village because the relationships between people here are very good. There is a great sense of community here. The people welcome neighbours to their homes. They are always willing to help each other. They share almost everything with one another.

Speaker 2:

There are many things I don't like about life in the countryside. There aren't many good schools or colleges. It's boring here because there aren't many places for entertainment like theatres, cinemas, etc. Transportation is another big problem. There are few means of public transport. And in general, there are many things that we should do to improve the life of villagers.

Speaker 3:

I love to live in the countryside. It is spacious. We can do many, many things that are hard to do in the city. We can go swimming, play football, fly kites, and do other interesting things. Life is also peaceful and simple here.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

EXTRA ACTIVITY

- Ss listen to the passages again and decide which experience they would prefer to have (Speaker 1, 2, or 3).
- Put Ss in pairs for them to discuss and explain their answers.

Writing

ACTIVITY 4

Aim: To help Ss prepare ideas for their writing.

- Ask Ss to discuss and write what they like or dislike about life in the countryside and reasons for them. Remind them that they can both write full sentences and make notes, and they can even use abbreviations.
- Then ask Ss to share their notes with their partners. Read out the writing notes from some more able Ss to the whole class.



Writing

4 **Work in groups. Discuss and write what you like or dislike about life in the countryside.**

LIKE	DISLIKE
- low cost of living - many cheap things ...	- not many entertainment places, such as theatres, cinemas, etc. - poor means of transport ...

ACTIVITY 5

Aim: To help Ss practise writing a paragraph about what they like or dislike about life in the countryside.


5 Write a paragraph (80 - 100 words) about what you like OR dislike about life in the countryside.

There are some things I like / dislike about life in the countryside.

- 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 the ideas and needed language 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. T may display all or some of Ss' writing on the wall / bulletin 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.

Suggested answer:

There are some things I like about life in the countryside. One of the main attractions is its peacefulness. This helps people living there feel comfortable and relaxed. Additionally, I enjoy its natural beauty. The countryside often offers picturesque views of rolling hills, rolling meadows, and vast green fields. This can be a great source of inspiration. Finally, I appreciate the strong sense of community in rural areas. Rural people are very tight-knit and always willing to help their neighbours. Overall, these are just some of the many things I enjoy about rural life.

WRAP-UP

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

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

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

- For activities **1** and **2**, 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.
- Confirm the correct answers.

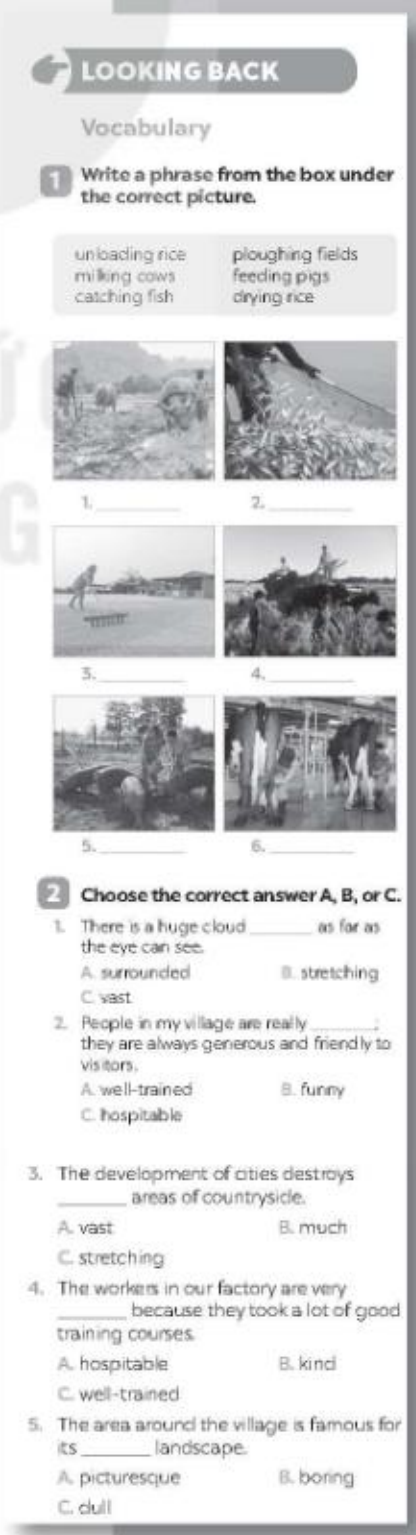
Key:

Activity 1:

1. ploughing fields **2.** catching fish
3. drying rice **4.** unloading rice
5. feeding pigs **6.** milking cows

Activity 2:

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


LOOKING BACK

Vocabulary

1 Write a phrase from the box under the correct picture.

unloading rice / ploughing fields
milking cows / feeding pigs
catching fish / drying rice

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

2 Choose the correct answer A, B, or C.

1. There is a huge cloud _____ as far as the eye can see.
A. surrounded B. stretching C. vast
2. People in my village are really _____; they are always generous and friendly to visitors.
A. well-trained B. funny C. hospitable
3. The development of cities destroys _____ areas of countryside.
A. vast B. much C. stretching
4. The workers in our factory are very _____ because they took a lot of good training courses.
A. hospitable B. kind C. well-trained
5. The area around the village is famous for its _____ landscape.
A. picturesque B. boring C. dull

Grammar

ACTIVITIES 3 + 4

Aim: To help Ss revise the forms and uses of comparative adverbs.

- Ask Ss to do the exercises 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** … section.

Key:

Activity 3:

1. earlier **2.** more fluently **3.** more easily

4. more heavily **5.** harder; better

Activity 4:

1. as → than

2. quicklier → more quickly

3. more hardly → harder

4. the earlier → earlier

5. more highly → higher



Grammar

3 **Complete the sentences with the comparative forms of the adverbs in brackets.**

1. Every morning Nick gets up ten minutes (early) _____ than his sister.
2. I speak French (fluently) _____ now than I did last year.
3. You'll find your way around the village (easily) _____ if you have a good map.
4. It rained (heavily) _____ today than it did yesterday.
5. If you work (hard) _____, you will do (well) _____ in your exam.

4 **Underline the mistakes in the sentences and correct them.**

1. I run faster as my brother does.
2. People in the city seem to react quicklier to changes than those in the country.
3. We need to work more hardly, especially at exam time.
4. You must finish harvesting the rice the earlier this year than you did last year.
5. As they climbed more highly up the mountain, the air became cooler.

PROJECT

Aim: To help Ss do a project about their favourite village.

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 a presentation.

ACTIVITIES 1 + 2

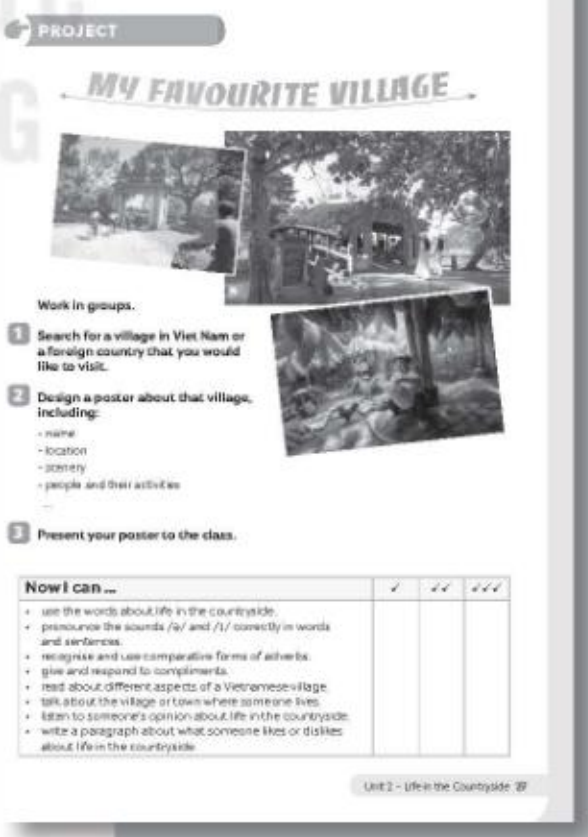
Ask Ss to work in groups to choose a village (in Viet Nam or a foreign country) that they will make a poster of and decide what information they should include and what pictures or photos they should use to illustrate it.

ACTIVITY 3

Ask Ss to display all the posters on the wall or bulletin board and ask each group to present their poster to the whole class.

NOW I CAN ...

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



PROJECT

MY FAVOURITE VILLAGE

Work in groups.

1. Search for a village in Viet Nam or a foreign country that you would like to visit.
2. Design a poster about that village, including:
   - name
   - location
   - scenery
   - people and their activities
   ...
3. Present your poster to the class.

Now I can ...	✓	✓✓	✓✓✓
• use the words about life in the countryside. • pronounce the sounds /ə/ and /ɪ/ correctly in words and sentences. • recognise and use comparative forms of adverbs. • give and respond to compliments. • read about different aspects of a Vietnamese village. • talk about the village or town where someone lives. • listen to someone's opinion about life in the countryside. • write a paragraph about what someone likes or dislikes about life in the countryside.			

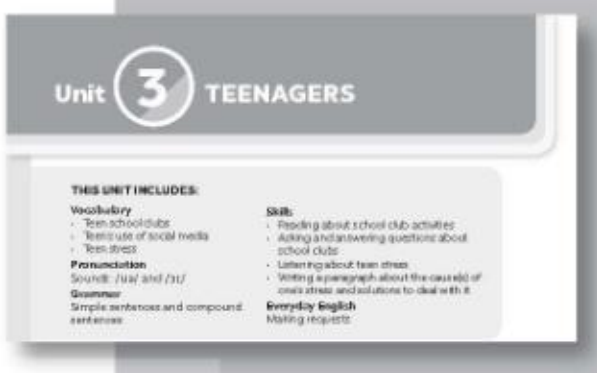
Unit 2 - Life in the Countryside 39

Unit 3 TEENAGERS

Objectives:

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

- use the words related to teen school clubs, teens' use of social media, and teen stress;
- pronounce the sounds /ʊə/ and /ɔɪ/ correctly in words and sentences;
- use simple sentences and compound sentences;
- make requests;
- read for general and specific information about school club activities;
- ask and answer questions about school clubs;
- listen for general and specific information about teen stress;
- write a paragraph about the cause(s) of one's stress and solutions to deal with it.



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 people doing various activities in the countryside. Ss write down words and phrases that name or describe the activities in the pictures. Remind Ss to use as many words and phrases they have learnt in *Unit 2* as possible. T can also provide a list of adverbs and ask Ss to write as many sentences comparing activities that people in big cities do with those by people in the countryside. Ss take turns to read out their sentences, using the words and phrases they learnt in *Unit 2*.
- Lead into the new unit. Write the unit title *Teenagers* on the board. Ask Ss to guess what they are going to learn about in this unit. Then ask Ss to give any words or phrases they know related to teenagers' likes / dislikes, problems and / or their school activities.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

IT'S GREAT TO SEE YOU AGAIN!

ACTIVITY 1


GETTING STARTED

It's great to see you again!

1 Listen and read.

Teacher: It's great to see you again, class! What's going on?

Minh: We've decided to use Facebook for our class forum, and we joined some school club activities. We're also preparing for the midterm tests. It's really stressful.

Teacher: I'm sorry to hear that. I know exams may give you a lot of stress. But stay calm and work hard. What other pressure do you have?

Minh: Well, we also have pressure from our parents and friends.

Teacher: Do you? Let's discuss these problems in your new Facebook group. By the way, why did you choose Facebook?

Ann: Because it's user-friendly.

Teacher: Good! How about club activities? Do you find them enjoyable?

Ann: Yes. This year there are some new clubs like arts and crafts, and music. The club leaders will provide us with a variety of activities to suit different interests. And there will also be competitions as usual.

Teacher: Awesome! I hope you all can join the clubs you like.

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. *Who are the people? 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 teacher and students. They are in a class meeting. They are discussing their class forum, club activities to participate in, and their problems.*
- To help Ss understand the main idea of the conversation, ask Ss to answer the question: *What are the teacher and students discussing?*

Audio script – Track 13:

Teacher: It's great to see you again, class! What's going on?

Minh: We've decided to use Facebook for our class forum, and we joined some school club activities. We're also preparing for the midterm tests. It's really stressful.

Teacher: I'm sorry to hear that. I know exams may give you a lot of stress. But stay calm and work hard. What other pressure do you have?

Minh: Well, we also have pressure from our parents and friends.

Teacher: Do you? Let's discuss these problems in your new Facebook group. By the way, why did you choose Facebook?

Ann: Because it's user-friendly.

Teacher: Good! How about club activities? Do you find them enjoyable?

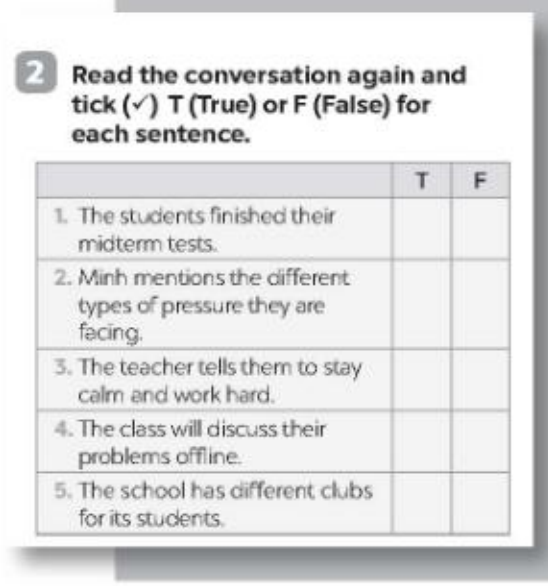
Ann: Yes. This year there are some new clubs like arts and crafts, and music. The club leaders will provide us with a variety of activities to suit different interests. And there will also be competitions as usual.

Teacher: Awesome! I hope you all can join the clubs you like.

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Ask Ss to work in pairs to read the conversation again.
- Ask them to underline the keywords and phrases in the statements. Then have pairs work together for one or two minutes to do the task.


2 Read the conversation again and tick (✓) T (True) or F (False) for each sentence.

	T	F
1. The students finished their midterm tests.		
2. Minh mentions the different types of pressure they are facing.		
3. The teacher tells them to stay calm and work hard.		
4. The class will discuss their problems offline.		
5. The school has different clubs for its students.		

– Have Ss read out the statements and say if the statements are true or false.
– Check the answers as a class.

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

ACTIVITY 3

Aim: To help Ss learn words and phrases related to the topic *Teenagers*.

– Ask Ss to work in pairs to match the pictures with the words and phrases.
– Ask Ss to say the words and phrases aloud. Make sure they pronounce the words and phrases correctly.
– Check the answers as a class.

Key: **1.** language club **2.** pressure
3. arts and crafts club **4.** forum
5. sports club **6.** chess club



3 **Write a word or phrase from the box under the correct picture.**

chess club
language club
arts and crafts club
forum
sports club
pressure

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

ACTIVITY 4

Aim: To help Ss use the vocabulary in 3 in the right context.

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

Key: **1.** arts and crafts club
2. forum
3. language club
4. pressure
5. sports club

4 **Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase.**

1. Minh is a member of our _____. The greeting cards he makes are really creative.
2. Students can discuss their problems in their class _____.
3. We share the essays and stories that we write in English in our _____.
4. She is not feeling very well this weekend because of all the _____ from her schoolwork.
5. The coach of our _____ tells us to drink plenty of water during our practice sessions.

ACTIVITY 5

Aims:

– **To help Ss practise asking and answering questions for more information about their peers, and reporting information they have gathered;**
– **To create a fun atmosphere in the class.**

5 **Work in pairs. Ask and answer the questions below. Report your friend's answers to the class.**

1. What types of social media do you use?
2. What kinds of pressure do you have?
3. What clubs do you participate in?
4. Why do you choose to participate in that club?

- Ask Ss to work in pairs to ask and answer questions.
- Encourage Ss to provide their partners with as much information as possible, using vocabulary they have learnt when they answer the questions.
- Ask some Ss to report information about their partners. T and other Ss listen and comment.

WRAP-UP

- Refer to the unit title again, then together with Ss, orally list the issues that the teacher and students discuss in their class meeting.
- Ask Ss to add any other issues relevant to teenagers which are not mentioned in the conversation.
- Ask Ss to name several school clubs, types of pressure, and social media.

A CLOSER LOOK 1

WARM-UP

Aims:

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

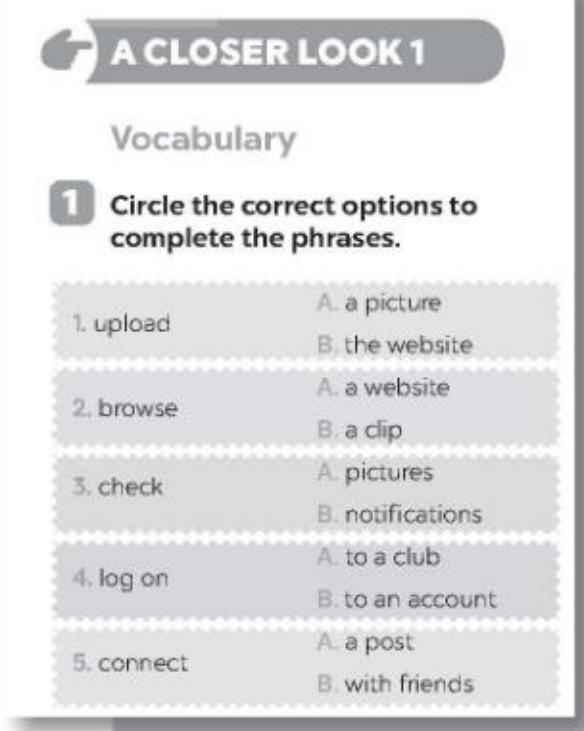
- Give Ss a few minutes to play a game. Have Ss play in two groups.
- Give the groups a list of verbs including *upload, check, browse, log on, connect* and ask them to write words / phrases that go with these verbs.
- The group with the most correct answers wins.
- Ask Ss to open their books to page 30 (**A CLOSER LOOK 1**).

Vocabulary

ACTIVITY 1

Aim: To introduce some verbs and verb phrases that are often used when talking about using social media.

- Have Ss read aloud the verbs and the words / phrases given.
- Ask Ss to work in pairs to circle the correct options to complete the phrases.
- Explain the meaning of the new verbs / words / phrases by using pictures or synonyms or even their mother tongue, for example *to upload sth = to send sth to another computer, to browse (through) sth = to look at things / check over sth*, or use a picture to show the meanings of *notifications* and *to log on to an account.*


A CLOSER LOOK 1

Vocabulary

1 **Circle the correct options to complete the phrases.**

1. upload	A. a picture B. the website
2. browse	A. a website B. a clip
3. check	A. pictures B. notifications
4. log on	A. to a club B. to an account
5. connect	A. a post B. with friends

- 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 other phrases. This way, T can broaden Ss' vocabulary if they are ready.

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

ACTIVITY 2

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

- Ask Ss to work individually to complete each of the sentences with a suitable verb from **1**.
- Check the answers as a class.
- Have some Ss read aloud the complete sentences. Correct Ss' pronunciation if necessary.

Key: **1.** browsed **2.** uploaded **3.** connects **4.** checked **5.** logs on

2 **Use the correct forms of the verbs in 1 to complete the sentences.**

1. I _____ the school website and found pictures of school activities.
2. Our teacher _____ a video of our last meeting in our forum for everyone to see.
3. She _____ with some old friends at the English club.
4. Tom _____ the notifications and saw some new posts.
5. Mi often _____ to her Instagram account to chat with her friends.

ACTIVITY 3

Aim: To help Ss revise some learnt vocabulary and learn new vocabulary.

- Ask Ss to work individually to choose the correct answer for each sentence.
- Then ask Ss to swap their answers with their partners. Finally, check the answers as a class.
- T can also ask some Ss to read out their answers. Then have Ss read the sentences aloud as a class. Correct Ss' pronunciation if necessary.

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

3 **Choose the correct answer A, B, or C.**

1. Our class has a(n) _____, and we often post questions there to discuss.
   A. office B. forum C. club
2. We try to meet our parents' _____, but it is hard.
   A. dreams B. interests C. expectations
3. He is a big _____ and scares his weaker classmates.
   A. bully B. forum C. pressure
4. She was chatting with her friends, so she couldn't _____ on the lesson.
   A. concentrate B. coach C. advise
5. We have _____ from our exams, peers, and parents. This makes us feel very stressed.
   A. interests B. pressure C. friends

Pronunciation

/ʊə/ and /ɔɪ/

ACTIVITY 4

Aims:

- **To help Ss identify how to pronounce the sounds /ʊə/ and /ɔɪ/;**
- **To help Ss practise pronouncing the sounds in words.**

Pronunciation

/ʊə/ and /ɔɪ/

4 **Listen and repeat the words. Pay attention to the sounds /ʊə/ and /ɔɪ/. Then put the words into the correct column.**

boy tourist toy ensure
avoid choice sure tournament

/ʊə/	/ɔɪ/

- 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.
- Have Ss complete the task. Check answers as a class.

Audio script – Track 14:

boy tourist toy ensure avoid choice sure tournament

Key:

/ʊə/	/ɔɪ/
tourist, ensure, sure, tournament	boy, toy, avoid, choice

ACTIVITY 5

Aim: To help Ss practise pronouncing the sounds /ʊə/ and /ɔɪ/ in sentences.

- Have some Ss read the sentences first.
- Play the recording for Ss to listen then repeat each sentence after the recording. Play the recording as many times as necessary.
- Ask them to underline the words with the sound /ʊə/ and circle the words with the sound /ɔɪ/.
- Check the answers as a class. Call on some Ss to read the sentences individually.

5 **Listen and practise the sentences. Underline the words with /ʊə/ and circle the words with /ɔɪ/.** 15

1. She is a noisy and curious girl.
2. They joined a full-day city tour.
3. I found it enjoyable to watch the tournament.
4. She'll record our voices during the interview.
5. He is not acting very mature and is starting to annoy me.

Key + Audio script – Track 15:

1. She is a noisy and curious girl.
2. They joined a full-day city tour.
3. I found it enjoyable to watch the tournament.
4. She'll record our voices during the interview.
5. He is not acting very mature and is starting to annoy me.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Ask them to list some verb phrases learnt in the lesson.
- Ask them to list some other learnt words / phrases related to teenagers' activities or pressure, paying attention to their pronunciation.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 2

WARM-UP

Aims:

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

- Give Ss a few minutes to play a game to revise the simple sentences.
- Have Ss work in two teams. Give them slips of paper with simple sentences and compound sentences.
- Instruct them how to play:
  - Pick out all the simple sentences and stick them on the board,
  - Then underline the subjects and circle the verbs of those simple sentences.
- Ask each team to read out loud the sentences they have selected. Correct their pronunciation if necessary.
- The team with the most correct sentences wins.
- Ask Ss to look at **A CLOSER LOOK 2** on page 31.

Grammar

Simple sentences and compound sentences

ACTIVITY 1

Aim: To review Ss' knowledge of the simple sentences.

- Ask Ss to work individually to tick the simple sentences.
- Ask Ss to take turns to give their answers.
- Check the answers as a class.
- Then ask some Ss to underline the subjects and circle the verbs of simple sentences.
- Ask several Ss to read aloud the simple sentences. Correct their pronunciation if necessary.

Key:

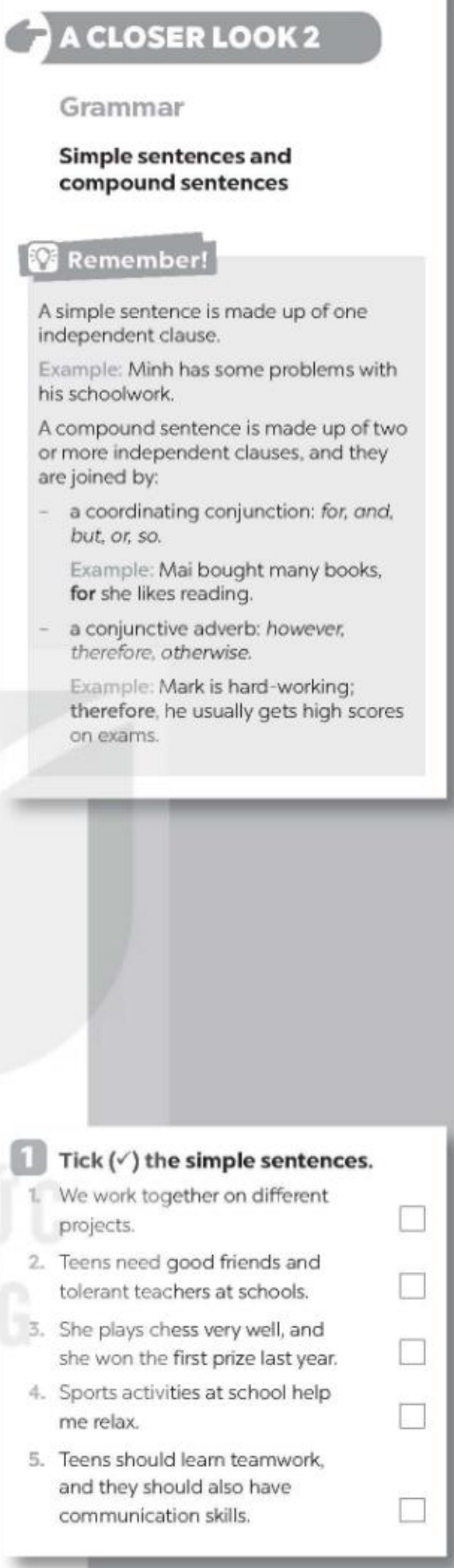
1. We work together on different projects. ☑

2. Teens need good friends and tolerant teachers at schools. ☑

3. She plays chess very well, and she won the first prize last year. ☐

4. Sports activities at school help me relax. ☑

5. Teens should learn teamwork, and they should also have communication skills. ☐


A CLOSER LOOK 2

Grammar

Simple sentences and compound sentences

Remember!

A simple sentence is made up of one independent clause.

Example: Minh has some problems with his schoolwork.

A compound sentence is made up of two or more independent clauses, and they are joined by:

- a coordinating conjunction: *for, and, but, or, so.*

  Example: Mai bought many books, **for** she likes reading.

- a conjunctive adverb: *however, therefore, otherwise.*

  Example: Mark is hard-working; **therefore**, he usually gets high scores on exams.

1 **Tick (✓) the simple sentences.**

1. We work together on different projects. ☐
2. Teens need good friends and tolerant teachers at schools. ☐
3. She plays chess very well, and she won the first prize last year. ☐
4. Sports activities at school help me relax. ☐
5. Teens should learn teamwork, and they should also have communication skills. ☐

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To raise Ss' awareness of simple sentences and compound sentences.

- Have Ss work individually to write S for simple sentences and C for compound sentences next to the sentences.
- Ask some Ss to read out the sentences and say S or C.
- Correct their pronunciation if necessary.
- Check the answers as a class.

Key: **1.** S **2.** S **3.** C **4.** S **5.** C

2 **Write S for simple sentences and C for compound sentences.**

_____ 1. Teenagers are often very active and talkative.

_____ 2. He often chats with his friends on Facebook Messenger.

_____ 3. She is a smart student, and she is an active member of our club.

_____ 4. My friends and I joined a sports competition last year.

_____ 5. He is a club member, but he never participates in any of the activities.

PRESENTATION OF COMPOUND SENTENCES

- Refer to sentences 3 and 5 in **2** and ask Ss to underline the subjects and circle the verbs. Ask them to check how many subjects and verbs there are in each of the sentences.

  3. She is a smart student, and she is an active member of our club.

  5. He is a club member, but he never participates in any of the activities.
- Both sentences 3 and 5 have two subjects and two verbs.
- Tell them to read the **Remember!** box in pairs before giving further explanation.
- Then ask Ss to underline the two independent clauses in sentences 3 and 5, circle the words in between the two independent clauses. Tell them that there are words other than *and* and *but* we use to connect two independent clauses in compound sentences.
- Ask Ss to read aloud as a class the words *for, and, but, or, so, however, therefore, otherwise.*
- Explain the meanings of these words if necessary. Tell Ss that they can also call these words *connectors*.
- Remind Ss to use a semicolon (;) before *however, therefore,* and *otherwise*, and the other connectors are followed by a comma (,).

ACTIVITY 3

Aim: To help Ss distinguish between words that connect independent clauses in compound sentences.

- Have Ss work individually to choose the correct answer A, B, or C.
- Remind them of the meanings of the connectors and the punctuation (the comma and semicolon) for the connectors.
- Ask some Ss to read out the complete sentences. Correct their pronunciation if necessary.
- Check the answers as a class.

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

3 **Choose the correct answer A, B, or C.**

1. Parents should give teens some freedom, _____ they should also set limits.
   A. for B. so
   C. but
2. We don't cheat on exams, _____ it is a wrong thing to do.
   A. or B. for
   C. and
3. Lan wants to join the school music club; _____, she can't sing or play any instruments.
   A. however B. otherwise
   C. therefore
4. Schoolwork causes teens a lot of pressure, _____ they also feel pressure from their parents.
   A. and B. but
   C. or
5. She wanted to prepare for the exam; _____, she turned off her mobile phone.
   A. however B. otherwise
   C. therefore

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 4

Aim: To help Ss write complete compound sentences, using the coordinating conjunctions or conjunctive adverbs.

- Have Ss work individually for five minutes to write complete compound sentences using the words from the box. Remind them to use commas and semicolons when necessary. Then ask them to work in pairs and swap answers.
- Check the answers as a class.
- Have the class read out the sentences. Correct their pronunciation if necessary.

4 **Combine the two sentences to make compound sentences, using the words from the box.**

or	therefore	so
but	otherwise	

1. Phong has to study harder. He may fail the exam.
2. She is very sensitive. Don't comment on her new hairstyle.
3. Mi wants to have more friends. She doesn't connect well with others.
4. Students can work in groups. Students can work in pairs.
5. My friend likes showing off her new things. She often posts pictures on social media.

Key:

1. Phong has to study harder; otherwise, he may fail the exam.
2. She is very sensitive, so don't comment on her new hairstyle. /
She is very sensitive; therefore, don't comment on her new hairstyle.
3. Mi wants to have more friends, but she doesn't connect well with others.
4. Students can work in groups, or they can work in pairs.
5. My friend likes showing off her new things; therefore, she often posts pictures on social media. /
My friend likes showing off her new things, so she often posts pictures on social media.

ACTIVITY 5

Aim: To enable Ss to make compound sentences correctly.

- Divide the class into groups.
- Instruct Ss how to play the game: Ask Ss to work in groups. Give each group the strip of paper with words on it (the words given to Ss can be *for, and, but, or, so, however, therefore, otherwise*). Have groups work for two minutes to write compound sentences using the words given. T may instruct Ss to write their compound sentences on A1-size paper.
- Invite groups to read out their compound sentences or to stick the A1-size paper with compound sentences they have written on the board.
- Correct any grammar and pronunciation mistakes if necessary.
- The group with the most correct sentences is the winner.

5 **GAME** **Which group has the most sentences?**

Work in **groups. Each group makes** as many **compound sentences as possible. The group with the most correct sentences is the winner.**

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have them say out loud the connectors (coordinating conjunctions and conjunctive adverbs) they learnt in the lesson.
- Have them talk about the meanings of the connectors and how to use commas and semicolons with connectors.

COMMUNICATION

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To help Ss revise compound sentences.**

- Let Ss play a game in two groups. Give each group 10 slips of paper with 10 independent clauses. Ideally, the clauses are about teenagers, and 5 of the 10 slips have a connector which can be *for, and, but, so, or, however, therefore, otherwise* on them.
- Have two groups make compound sentences from the 10 independent clauses and connectors given.
- Ss from each group take turns to read out loud their sentences.
- T asks: *Can you check their sentences?*
- Then T and the class check the compound sentences of the two groups. The group that has the most correct compound sentences wins. T declares the winner(s).
- T refers to his / her request: *Can you check their sentences?* to lead into the new lesson about making a request.

Everyday English

Making requests

ACTIVITIES 1 + 2

Aims:

- **To introduce two ways to make requests;**
- **To help Ss practise making requests.**


COMMUNICATION

Everyday English

Making requests

1 Listen and read the dialogues below. Pay attention to the highlighted sentences.

① *Student:* Can you tell me more about the music club, please?
School club leader: Certainly. It meets on Mondays and Thursdays.

② *Student:* Could you show me the way to the college, please?
Teacher: Certainly. Go past this block, then turn left. It's on your right-hand side there.

2 Work in pairs. Make similar conversations, using the cues below.
- Ask to borrow a book from your classmate.
- Request some advice on how to do your science project.

1

- Play the recording for Ss to listen and read the conversations. Ask Ss to pay attention to the highlighted sentences. Emphasise the ways to make requests:
  - *Can you tell me more about the music club, please?*
  - *Could you show me the way to the college, please?*
- Tell Ss that *Can you* and *Could you* are similar in meaning, and only different in the degree of formality. *Could you* is more formal than *Can you.*
- Have Ss practise the conversations in pairs.

Audio script – Track 16:

Student: Can you tell me more about the music club, please?
School club leader: Certainly. It meets on Mondays and Thursdays.

Student: Could you show me the way to the college, please?
Teacher: Certainly. Go past this block, then turn left. It's on your right-hand side there.

2

- Ask Ss to work in pairs to make similar conversations. Tell them to use the contexts given and the sample requests. Give feedback on their conversations.

Social media popular among teens

ACTIVITY 3

Aims:

- **To provide Ss with language input about the different social media that are popular among teens, how often and what they use these media for;**
- **To help Ss practise reading for specific information.**

- Ask some Ss to read the posts aloud.
- Have Ss work in pairs to read the posts and match the names of the four teenagers with their activities (1 - 5). Ask some pairs to read out their answers. Correct their pronunciation.
- Check the answers as a class.
- If time allows, ask some Ss to retell information from the posts.

Key: Ann: 2	Tom: 4,5	Trang: 1	Nam: 3



Social media popular among teens

3 **Read some posts on a forum about different social media and match the names of the posters with their activities.**

Ann: I think YouTube is the most popular social media site. I log on to it daily. I upload videos and watch other people's videos.

Tom: I use Facebook to connect with friends, post pictures, and share others' posts. I use it daily. It's user-friendly.

Trang: I love Instagram. It's really fun, and easy to browse. People like my photos, so I feel happy. That's why I often check my notifications.

Nam: I have a Facebook page. I don't often update it, but I often use Messenger to discuss schoolwork with my classmates.

Ann	1. checks notifications regularly
Tom	2. watches videos on YouTube
Trang	3. uses Facebook Messenger to discuss schoolwork
Nam	4. thinks Facebook is user-friendly
	5. connects with friends on Facebook

ACTIVITY 4

Aim: To help Ss practise asking and answering questions about what social media the teens often use, how often, and why they use these media.

- Have Ss work in pairs to ask and answer questions about which social media each of the four teenagers uses, what for, and how often they use the media.
- Ask them to follow the example in the Student's Book.
- 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 questions about what social media the teens in 3 use, why, and how often they use them.**

Example:

Tom: What social media does Ann use?

Nam: She uses YouTube.

Tom: What does she use it for?

Nam: She uploads her videos and watches other people's videos.

Tom: How often does she use it?

Nam: Every day.

ACTIVITY 5

Aims:

- **To help Ss practise asking and answering questions about what social media they often use, how often, and why they use these media;**
- **To help Ss practise reporting.**

5 **Work in groups. Discuss the following questions:**

1. What social media do you use?
2. How often do you use it?
3. What do you use the social media for?

Report your group's results to the class.

- Have Ss work in groups to discuss the answers to the three questions about social media.
- Tell them that they can give more than one reason to explain their choice.
- Ask them to use the information from the posts in **3** as cues.
- Invite group representatives to report their group's answers. Give feedback on their reports.

WRAP-UP

Ask Ss what they have learnt in the lesson.

SKILLS 1

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To help Ss revise the reasons teens use social media.**

- Let Ss play a game in groups of four or five. Each group chooses a type of social media and thinks about what teens are using the social media for. The groups have one minute to discuss.
- T throws a ball and the group that receives the ball starts first. Members of the group that has the turn take turns to say one reason why teens use the social media. The reason must be different from all reasons mentioned before. If a member cannot give a reason, the group loses their turn to the other.
- Stop the game when time is up.
- The group that has the most correct or appropriate reasons wins. T declares the winner(s).
- T can lead into the Reading by saying: *Apart from social media, teens also join different clubs. Today we will look at various school clubs teens may join and the reasons why they join clubs.*

Reading

ACTIVITY 1

Aims:

- **To remind Ss of some activities and school clubs teens often take part in;**
- **To help Ss practise describing pictures.**

- Have the class work in pairs to describe the pictures and say what club the teenagers in the pictures are taking part in.

Key: **a.** chess club, arts and crafts club

- Ask Ss to discuss which of their school clubs they want to join.

ACTIVITY 2

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

- Ask Ss to work individually to read the conversation and decide if the statements below the conversation are true or false. Ask them to tick T (True) or F (False).
- Ask Ss to underline the evidence in the conversation to support each statement.
- Have Ss work in pairs to swap answers or to check answers together.
- Ask some Ss to read out loud the statements and say true or false. Ask them to show the parts in the reading where they found the answers.
- Check the answers as a class.

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



SKILLS 1

Reading

1 Work in pairs.

a Look at each picture and say what club it is.

b Which of your school clubs do you want to join?

2 Read the conversation and tick (✓) T (True) or F (False) for each sentence.

Mai: Tom, so which club do you want to join?

Tom: I'm interested in two clubs: badminton and chess.

Mai: I like badminton, too. It's relaxing.

Tom: Yes, I play it to keep fit. So let's join that club together.

Mai: OK. It's on Tuesdays and Fridays from 5.00 p.m. to 6.30 p.m. It starts 30 minutes after school, so we have enough time to get some snacks beforehand. I know you like chess. Will you join the chess club?

Tom: Well, I started playing it five years ago. My mum first sent me to a chess club because she wanted me to be more focused. Now I find that I can concentrate better. Do you like chess? Let's join the chess club too.

Mai: Actually, this year there is a new arts and crafts club, and I want to join it. I hear that the members will work together in small community service projects. Members can do art projects and also improve their practical skills and teamwork skills too.

Tom: Awesome, Mai. Who will coach that club?

Mai: Ms Hoa, the art teacher. She will help us connect with the community.

	T	F
1. The school has badminton, chess, and arts and crafts clubs.		
2. The badminton club activities are after school.		
3. Tom started playing chess when he was five.		
4. Members of the arts and crafts club do community activities.		

ACTIVITY 3

Aim: To improve Ss' skill of reading for general and specific information.

- Have Ss work individually for seven minutes and circle the correct answers. Remind them to underline the keywords in the questions and the evidence for the answers in the conversation.
- Ask Ss to take turns to give the answers. Ask them to show the parts in the reading where they found the answers.
- Check the answers as a class.

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

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

1. Tom and Mai are discussing _____.
   A. their leisure time activities
   B. their school club activities
   C. their likes and dislikes
2. Tom started playing chess because _____.
   A. he loved it
   B. he wanted to stay focused
   C. his mum wanted him to play
3. Playing chess helps Tom _____.
   A. connect with other members
   B. concentrate better
   C. do community service
4. The word "**it**" refers to _____.
   A. chess club
   B. arts and crafts club
   C. community service
5. Mai will participate in the arts and crafts club to _____.
   A. help the school
   B. coach her friends
   C. do art projects

Speaking

ACTIVITY 4

Aims:

- **To help Ss practise asking and answering questions about school clubs;**
- **To give Ss an opportunity to practise telling what benefits they can gain from joining different school clubs;**
- **To prepare Ss for 5.**

- Have Ss work in pairs to ask and answer questions about the guitar club and painting club.
- Assist Ss to make questions when necessary.
- Ask them to practise giving some benefits / reasons. Encourage them to think of other possible benefits / reasons.
- Ask some pairs to role-play their conversations.
- Ask the class to give feedback on their questions and answers, and pronunciation.

Suggested questions:

- What time does the club meet?
- Where does it meet?
- How can I contact the club? / What is the contact number of the club?
- Who will coach the club?
- What benefits do you get when you join the club? / Why do you want to join this club?

Speaking

4 **Work in pairs. Make conversations using the given information.**

GUITAR CLUB

Time: Mondays, 5:00 p.m. – 6:30 p.m.
Venue: Music room, 2nd floor
Contact number: 0084 623486
Coach: Mr Quang, a professional guitarist
Benefits: Enjoy music and make new friends

PAINTING CLUB

Time: Saturdays, 9:00 a.m. – 10:30 a.m.
Venue: School Hall, 1st floor
Contact number: 0084 135798
Coach: Ms Hoa, a school art teacher
Benefits: Do art and relax

Example:

A: What time does the guitar club meet?
B: It meets on Mondays, from 5:00 p.m. to 6:30 p.m.
A: Where does it meet?
B: It meets in the music room, on the second floor.
...

ACTIVITY 5

Aims:

- **To help Ss practise asking and answering questions about a club at their school;**
- **To give Ss an opportunity to practise telling what benefits they can gain from joining a school club;**
- **To improve Ss' confidence in speaking in front of the class.**


5 **Work in groups. Ask and answer questions about a club at your school. Report the answers to your class.**

Example:

The music club at my school meets on Tuesdays, from 5:00 p.m. to 6:30 p.m. It meets in the music room, on the third floor ...

- Have Ss work in groups to ask and answer questions about a school club they would like to participate in.
- Ask them to give as many benefits and / or reasons why they want to take part in the club. Tell them to explain the reasons based on their likes, dislikes, abilities, or personalities.
- 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.

WRAP-UP

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

SKILLS 2

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To help Ss revise the benefits of teens joining school clubs.**

- Put Ss into two groups. Give each group a set of phrases on slips of paper which are about the benefits and the possible problems teens have when they join school clubs.
- The two groups have to choose the right slips about the benefits to stick on the board.
- Stop the game when time is up and ask each group to read out their answers.
- The group that has the most correct or appropriate answers wins. T declares the winner(s).

Listening

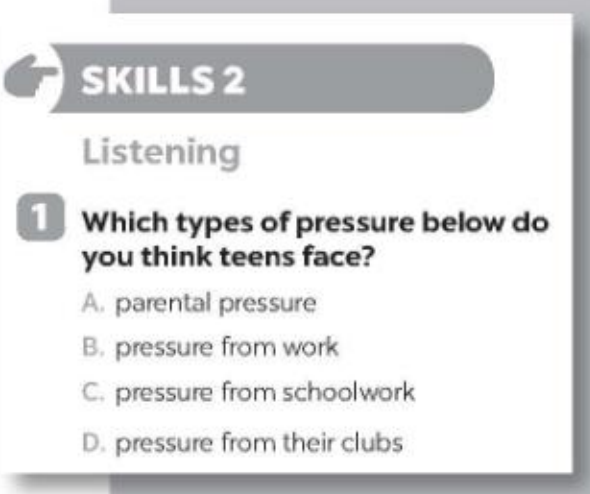
ACTIVITY 1

Aim: To help Ss focus on some keywords and phrases for listening.

- Ask Ss to work in pairs to circle the types of pressure teens face. Ask Ss to add as many pressure types as they know.
- Tell Ss that they are going to listen to a conversation between some students about the pressure and causes of stress that teens face.

Suggested answer: A, C, D

Ss can also name other types of pressure like peer pressure, exam pressure, pressure to get into gifted schools, pressure to get higher marks, etc.


SKILLS 2

Listening

1 **Which types of pressure below do you think teens face?**

A. parental pressure

B. pressure from work

C. pressure from schoolwork

D. pressure from their clubs

ACTIVITY 2

Aim: To improve Ss' skill of listening for general information.

- Ask Ss to work individually to read through Questions 1 and 2. Ask them to underline keywords in the questions, for example, "How many ..." or "What ... discussing".
- Play the recording once for Ss to circle the answers.
- Check Ss' answers and play the recording again for them to better understand the conversation between Minh, Ann, and Mi. Stop or rewind the recording where necessary.

Key: **1.** C **2.** B

2 **Listen to a conversation and choose the correct answer to each question.** 17

1. How many students are talking?
   A. One.
   B. Two.
   C. Three.
2. What are they discussing?
   A. Their class forum.
   B. Their stress.
   C. Their community activities.

ACTIVITY 3

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

- Ask Ss to work in pairs to read the table 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 blank (e.g. adjective, verb, or noun). Remind them of the possible plural and singular forms of nouns.
- Play the recording once. Give them two minutes to fill in the blanks. Remind Ss that they should write only ONE word for each blank.
- Play the recording again for Ss to check their answers.
- Check answers as a class.

3 **Listen to the conversation again and fill in each blank with ONE word.** 18

Problems	Solutions
Minh has pressure from his (1) _____.	Minh should tell his parents about his interests and (2) _____.
Ann is unhappy about her (3) _____.	Ann should feel (4) _____ about her body.
Mi doesn't get on with her (5) _____.	She should (6) _____ to her mum.

Key: **1.** parents **2.** abilities **3.** body / weight
4. good **5.** sister **6.** talk

Audio script – Tracks 17 + 18:

Mi: Ms Hoa said we can discuss the stress we have in our lives on the class forum. So, what stress do you have?

Minh: I'm tired of trying to meet my parents' expectations. They want me to study well and be good at many things, so they send me to many classes like maths, English, piano, and karate.

Ann: Why don't you tell them your interests and abilities, Minh? I talked to my parents about this, so they no longer send me to classes I don't like. Now I just focus on my health and try to lose some weight.

Mi: You look fit, Ann. You should feel good about your body.

Ann: Are you kidding, Mi? I still need to lose a few more kilos. How about you, Mi?

Mi: Actually, I don't get on with my sister. She is jealous of anything I have and always starts arguments. So I had to talk to my mum ...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Writing

ACTIVITY 4

Aims:

- **To provide Ss with vocabulary and ideas about the causes of teen stress and solutions;**
- **To prepare Ss for the writing activity.**

- Ask Ss to work in pairs to read the suggested ideas in the table and match causes of teen stress with solutions. Remind them that they can match more than one solution to a cause.
- Ask Ss to add any more causes and solutions they can think of.
- Ask some Ss to read out loud each cause and solutions. Tell them that they can add any more solutions they can think of.
- Correct their pronunciation where necessary.

Suggested answer:

1. B **2.** D **3.** C **4.** A, B, D

Writing

4 **Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem.**

Causes of teen stress	Possible solutions
1. peer pressure	A. avoiding bullies wherever possible
2. too much schoolwork	B. staying calm and relaxed
3. spending too much time on social media	C. turning off smartphones
4. bullying	D. talking to teachers

ACTIVITY 5

Aim: To improve Ss' writing skills.

- Ask Ss to work individually to write for 15 minutes. Tell them to use the information in **4** and any other ideas they may think of.
- T asks one student to read out his / her paragraph.
- If time allows, Ss work in groups and copy their writing on an A1 / A0 size piece of paper, then T organises a gallery walk. Ss walk round and offer feedback on their peers' writing.

Suggested answer:

I often feel stressed because of schoolwork, and here are the ways I deal with my stress. First, I often talk to my parents about how I feel and what I expect my parents to help. Second, I stopped staying up late to play games or chat with peers. I turn off my computer and smartphone at 10 p.m. Third, I also tell my parents that I am making efforts, but there are subjects that I don't really like so I can't get very high marks as they expect. I also stop going to extra classes and increase self-study.

5 **Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions.**

I often feel stressed because of _____

_____

and here are the ways I deal with my stress. _____

_____

_____

_____

_____

_____

_____

_____

WRAP-UP

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

LOOKING BACK

Tell 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.

Vocabulary

ACTIVITY 1

Aim: To help Ss review the vocabulary learnt.

- Have Ss work individually to complete the webs with words and phrases. Check answers as a class.
- Have Ss read out the words and phrases from the webs.
- Correct Ss' pronunciation if necessary.

Suggested answer:

- activities on social media: browsing websites, uploading pictures, checking notifications, connecting with friends, commenting on posts, sharing posts
- causes of teen stress: pressure from parents, pressure from schoolwork, bullies, bullying, spending too much time on social media

ACTIVITY 2

Aim: To help Ss review the vocabulary learnt.

- Have Ss work individually to fill in each blank with the correct form of the word from the box. Check answers as a class.
- Ask some Ss to read aloud the passage. Correct Ss' pronunciation if necessary.

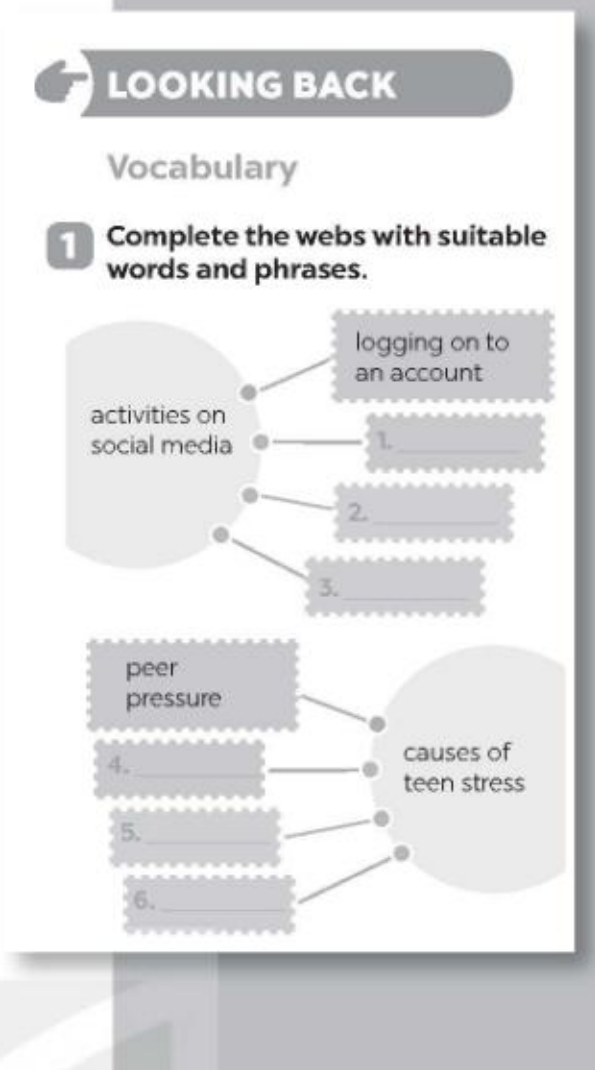
Key: **1.** participates **2.** clubs **3.** connects
4. skills **5.** upload **6.** bullies / bullying

Grammar

ACTIVITY 3

Aim: To help Ss review compound sentences.

- Have Ss work individually to connect the two simple sentences to create a compound sentence using the words in bold. Remind them of the meanings and the use of the connectors.
- Then ask Ss to work in pairs to swap and check their answers.
- Check answers as a class.
- Ask one student to read out the sentences. Correct his / her pronunciation if necessary.



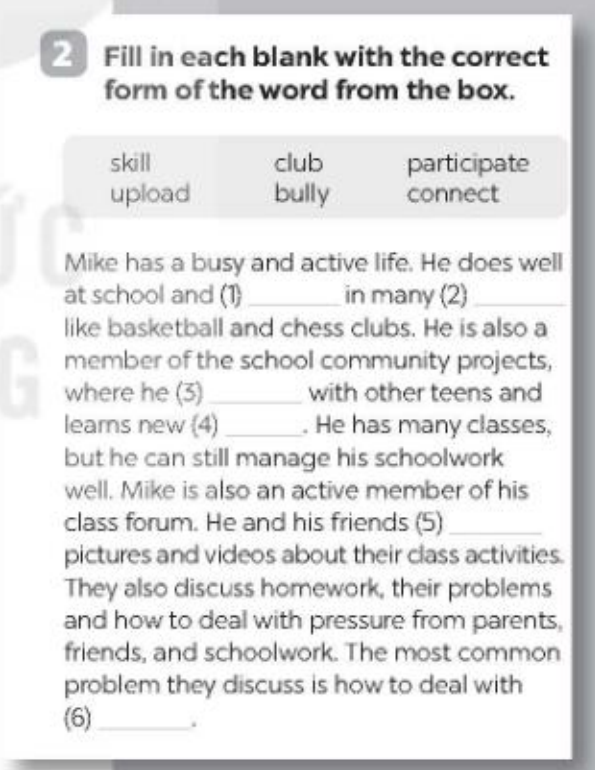
LOOKING BACK

Vocabulary

1 **Complete the webs with suitable words and phrases.**

activities on social media
- logging on to an account
- 1. _____
- 2. _____
- 3. _____

causes of teen stress
- peer pressure
- 4. _____
- 5. _____
- 6. _____



2 **Fill in each blank with the correct form of the word from the box.**

skill	club	participate
upload	bully	connect

Mike has a busy and active life. He does well at school and (1) _____ in many (2) _____ like basketball and chess clubs. He is also a member of the school community projects, where he (3) _____ with other teens and learns new (4) _____. He has many classes, but he can still manage his schoolwork well. Mike is also an active member of his class forum. He and his friends (5) _____ pictures and videos about their class activities. They also discuss homework, their problems and how to deal with pressure from parents, friends, and schoolwork. The most common problem they discuss is how to deal with (6) _____.



Grammar

3 **Use the conjunctions provided to connect the sentences.**

1. Mai is the head of the music club. She knows the members very well. **SO**

2. Lan wanted to go to the party. She couldn't choose a suitable dress. **BUT**

Key:

1. Mai is the head of the music club, so she knows the members very well.

2. Lan wanted to go to the party, but she couldn't choose a suitable dress.

3. Tom felt stressed; however, he tried to finish his homework.

4. He isn't a member of the chess club; therefore, he won't join the chess competition.

5. We will have a short holiday; otherwise, we will feel very stressed.

3. Tom felt stressed. He tried to finish his homework. **HOWEVER**

4. He isn't a member of the chess club. He won't join the chess competition. **THEREFORE**

5. We will have a short holiday. We will feel very stressed. **OTHERWISE**

ACTIVITY 4

Aim: To help Ss create a compound sentence by writing an independent clause to complete the given sentence.

- Ask Ss to work individually to complete the sentences as requested.
- Ask one or two Ss to go to the board and write their full sentences.
- Then ask the class to work in pairs. Tell them to swap their sentences and check their partner's answers.
- Check the sentences on the board.
- Have Ss correct their partner's answers.
- Ask some Ss to read out their sentences. Correct Ss' language and pronunciation if necessary.

4 **Complete the sentences below. Then compare your sentences with your partners'.**

1. Teens need to have good health, so _____.
2. His parents have high expectations of him, but _____.
3. Teenagers should develop social skills; otherwise _____.
4. We sometimes feel lonely and sad; therefore, _____.
5. He does very well at school; however, _____.

Suggested answer:

1. Teens need to have good health, so they should do some sport(s).

2. His parents have high expectations of him, but they don't care about his abilities.

3. Teenagers should develop social skills; otherwise, they may not be able to communicate with peers and other people.

4. We sometimes feel lonely and sad; therefore, we need our families and friends.

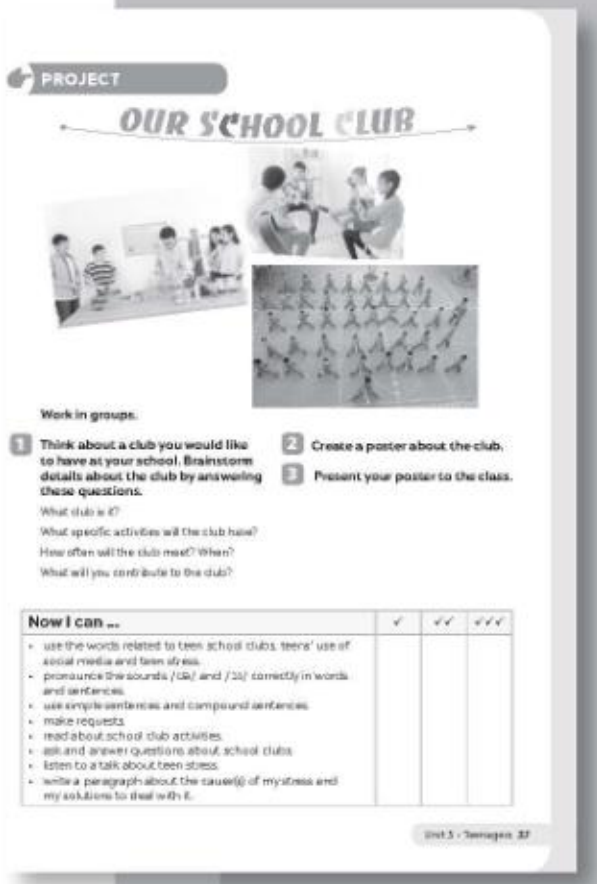
5. He does very well at school; however, he doesn't have teamwork or communication skills.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT

Aims:

- **To help Ss brainstorm ideas about a club they would like to have at their school;**
- **To raise Ss' awareness of the need to participate in a school club;**
- **To improve Ss' teamwork and public speaking skills.**


PROJECT

OUR SCHOOL CLUB

Work in groups.

1 Think about a club you would like to have at your school. Brainstorm details about the club by answering these questions.
What club is it?
What specific activities will the club have?
How often will the club meet? When?
What will you contribute to the club?

2 Create a poster about the club.

3 Present your poster to the class.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to teen school clubs, teens' use of social media and teen stress. • pronounce the sounds /ɑʊ/ and /ɪə/ correctly in words and sentences. • use simple sentences and compound sentences. • make requests. • read about school club activities. • ask and answer questions about school clubs. • listen to a talk about teen stress. • write a paragraph about the cause(s) of my stress and my solutions to deal with it.			

Unit 3 - Teenagers 37

- Have Ss work in groups to discuss a club they would like to have at their school. Ask them to answer the suggested questions when brainstorming ideas: name of the club, club activities, club meeting times, and contributions they can make to the club.
- Tell Ss that they can draw pictures or take photos to illustrate the club. Ask groups of Ss to pin / tape / glue the pictures / photos and write the ideas they brainstormed on a large piece of paper and present it 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 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 and difficult points before starting with the review.

LANGUAGE

T may use this language review section as a self-test. Ss do the exercises in 30 minutes then check their answers. Provide further practice if necessary. Otherwise, conduct each activity separately.

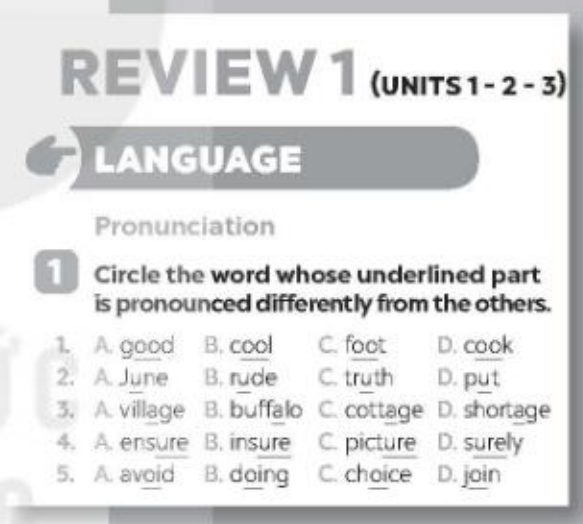
Pronunciation

ACTIVITY 1

Aim: To help Ss review pairs of sounds /ʊ/ and /uː/, /ə/ and /ɪ/, and /ʊə/ and /ɔɪ/ in *Units 1 – 3*.

- Write some words containing the sounds taught in *Units 1 – 3* on the board.
- Underline the letter(s) containing the sounds.
- Ask Ss to read the words on the board aloud. Correct their pronunciation if needed.
- Allow Ss some time to do the exercise.
- Call on some Ss to share their answers.
- Confirm the correct answers as a class.

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



REVIEW 1 (UNITS 1 - 2 - 3)

LANGUAGE

Pronunciation

1 Circle the word whose underlined part is pronounced differently from the others.

1.	A. good	B. cool	C. foot	D. cook
2.	A. June	B. rude	C. truth	D. put
3.	A. village	B. buffalo	C. cottage	D. shortage
4.	A. ensure	B. insure	C. picture	D. surely
5.	A. avoid	B. doing	C. choice	D. join

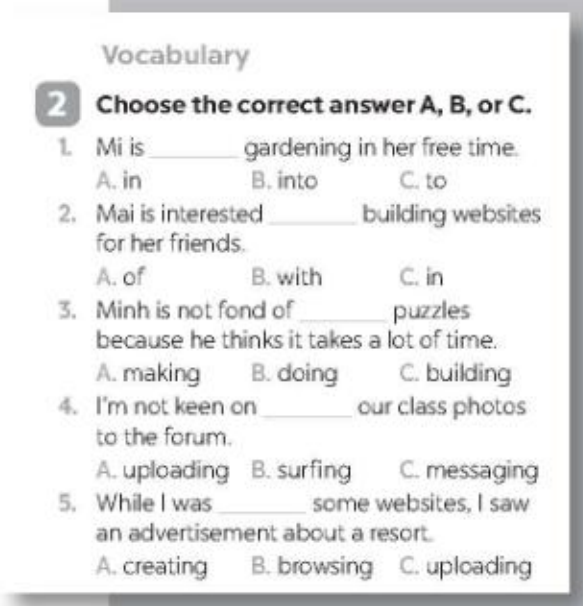
Vocabulary

ACTIVITY 2

Aim: To help Ss review new vocabulary learnt in *Units 1 – 3*.

- Have Ss work individually.
- Then ask some Ss to read out their answers.
- Confirm the correct answers.
- Correct Ss' pronunciation if necessary.

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



Vocabulary

2 Choose the correct answer A, B, or C.

1. Mi is _____ gardening in her free time.
   A. in B. into C. to
2. Mai is interested _____ building websites for her friends.
   A. of B. with C. in
3. Minh is not fond of _____ puzzles because he thinks it takes a lot of time.
   A. making B. doing C. building
4. I'm not keen on _____ our class photos to the forum.
   A. uploading B. surfing C. messaging
5. While I was _____ some websites, I saw an advertisement about a resort.
   A. creating B. browsing C. uploading

ACTIVITY 3

Aim: To provide Ss with more practice with uses of some keywords.

- Have Ss do this exercise individually or in pairs.
- Have Ss read the words in the box first and see if they remember their meanings.
- Ask Ss to read each sentence and decide which word from the box best fits in.
- Check the answers as a class. Ask Ss to show the keyword(s) in each sentence which help(s) them do the task.

Key: **1.** hospitable **2.** pressure **3.** focus **4.** trained **5.** bully

3 **Complete the sentences with the words from the box.**

bully trained hospitable pressure focus

1. People in my village are very _____ to all visitors.
2. Parents in our village don't put much _____ on their children to do well at school.
3. In my school, we can _____ on study and play, and do not have to worry about bullies.
4. The best _____ player in our chess club will not be able to join the competition.
5. If a boy uses his strength to frighten weaker peers, he is a _____.

Grammar

ACTIVITY 4

Aim: To help Ss revise the use of verbs of liking / disliking + gerunds and comparative adverbs.

- Have Ss do the task individually or in pairs.
- Ask Ss to read each sentence and decide which answer (A, B, or C) best completes the sentence.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if necessary.

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

Grammar

4 **Choose the correct answer A, B, or C.**

1. Mai dislikes _____ her pictures to Facebook. She prefers not to show them to others.
   A. to upload B. uploading C. upload
2. We enjoy _____ photos of different types of scenery, so we took a camera with us.
   A. taking B. to take C. take
3. She did the puzzles _____ than I did, so I won the competition.
   A. slowly B. slower C. more slowly
4. Tom worked _____ than Mi; therefore, he got better results in the exams.
   A. hardly B. harder C. more hard
5. Now they all chat with each other _____ than before because they have smartphones.
   A. more frequently B. frequent C. frequently

ACTIVITY 5

Aim: To provide Ss with more practice on the use of connectors that connect independent clauses to make compound sentences: *so, but, and, otherwise, therefore*.

- Help Ss revise the use of connectors that connect independent clauses to make compound sentences: *so, but, and, otherwise, therefore* by writing one sentence with *so* (or *but, and*) and one sentence with *therefore* (or *otherwise*).
- Remind them of the use of these connectors and the punctuation that goes with them. For example, all these connectors stand at the beginning of the second clause: *so, but, and* stand behind a comma; *otherwise* and *therefore* stand between a semicolon and a comma.

5 **Underline the correct bold word in each sentence.**

1. Minh is interested in painting, so / but yesterday he decided to join the arts and crafts club.
2. Life in the city seems to be more comfortable, otherwise / but I prefer life in the countryside.
3. She tries to focus more on her studies; therefore / otherwise, she won't pass her exams.
4. During harvest time, farmers have to get up earlier, and / so they have to work harder.
5. Parents now have higher expectations of their children; therefore / so, children are under more pressure than before.

- Have Ss work individually or in pairs.
- Ask Ss to read each sentence and underline the clues that show the appropriate connector to use before Ss do the exercise.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if necessary. T may then call on some Ss to read aloud the correct sentences.

Key: **1.** so **2.** but **3.** otherwise **4.** and **5.** therefore

SKILLS

Reading

ACTIVITY 1

Aim: To provide Ss with practice in reading for main ideas and specific information.

- Familiarise Ss with a new genre by asking them to look quickly at the text and the first paragraph, then answer questions *What do you think is the purpose of the text?, How many subheadings are there?, What do you think the subheadings are about?*
- Ask Ss to do the exercise individually. Guide them to read the information in the text.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if needed.

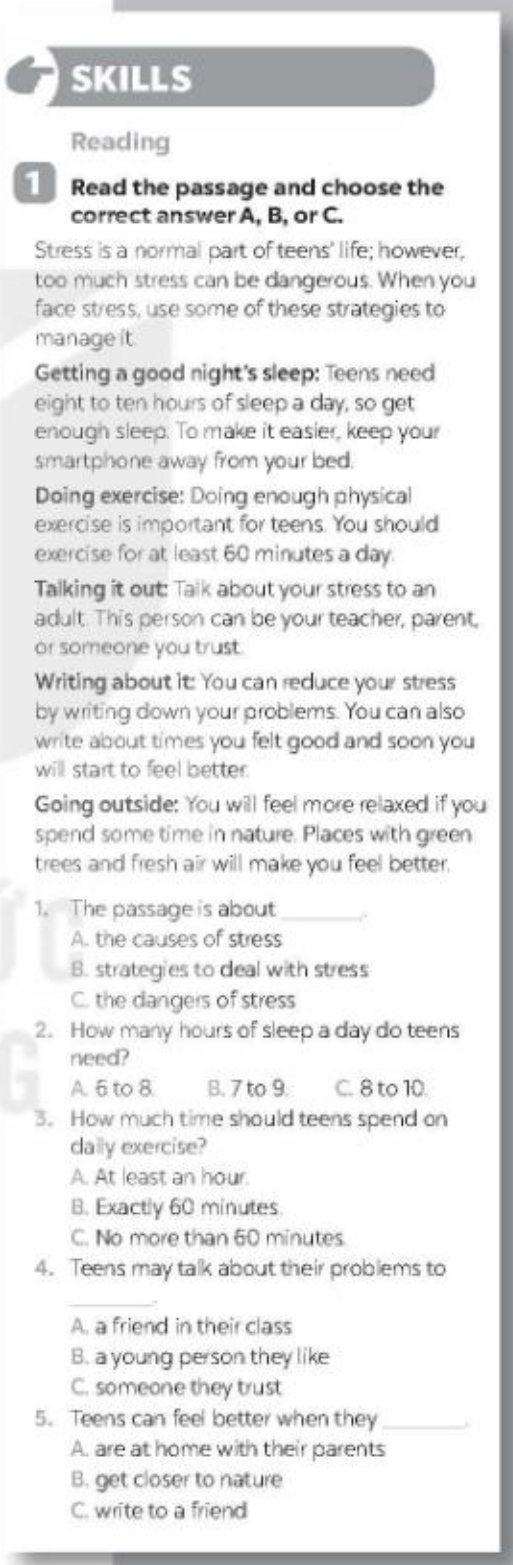
Key: **1.** B **2.** C **3.** A **4.** C **5.** B

Speaking

ACTIVITY 2

Aim: To provide Ss with an opportunity to talk about the reasons people like / dislike living in the countryside and advantages and disadvantages of living in the city.

- Have Ss work in pairs.
- Ask Ss to make notes for the three questions. Ask them to look at *Unit 2* (if necessary) for vocabulary about life in the countryside and city, and advantages and disadvantages of living there.
- Allow Ss some time to interview each other and take notes of their partners' answers.
- Call on some pairs to report their answers to the class. Each pair answers one question to allow opportunities for other pairs.
- Listen and comment, especially on the explanations.



SKILLS

Reading

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

Stress is a normal part of teens' life; however, too much stress can be dangerous. When you face stress, use some of these strategies to manage it.

Getting a good night's sleep: Teens need eight to ten hours of sleep a day, so get enough sleep. To make it easier, keep your smartphone away from your bed.

Doing exercise: Doing enough physical exercise is important for teens. You should exercise for at least 60 minutes a day.

Talking it out: Talk about your stress to an adult. This person can be your teacher, parent, or someone you trust.

Writing about it: You can reduce your stress by writing down your problems. You can also write about times you felt good and soon you will start to feel better.

Going outside: You will feel more relaxed if you spend some time in nature. Places with green trees and fresh air will make you feel better.

1. The passage is about _____.
   A. the causes of stress
   B. strategies to deal with stress
   C. the dangers of stress
2. How many hours of sleep a day do teens need?
   A. 6 to 8. B. 7 to 9. C. 8 to 10.
3. How much time should teens spend on daily exercise?
   A. At least an hour.
   B. Exactly 60 minutes.
   C. No more than 60 minutes.
4. Teens may talk about their problems to _____.
   A. a friend in their class
   B. a young person they like
   C. someone they trust
5. Teens can feel better when they _____.
   A. are at home with their parents
   B. get closer to nature
   C. write to a friend

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.**

Questions	Answers
1. What are some reasons why people like living in the countryside?	
2. What are some reasons why people dislike living in the countryside?	
3. What are some advantages or disadvantages of living in the city?	

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Listening

ACTIVITY 3

Aim: To provide Ss with more practice in listening for specific information.



Listening

3 **Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with ONE word.** 19

In the city	In the countryside
- There are many (1) _____ for entertainment. - It is more (2) _____ to get around. - There are many means of (3) _____ transport.	- It is peaceful and (4) _____. - Things are simple and lovely. - People are kind and (5) _____.

- Have Ss read the instructions and the table first to get an overall idea of what they are going to listen to and to guess what information they need to fill in each blank. Ask them to think of the part of speech first (adjectives, verbs, or nouns) and predict the possible words.
- Play the recording and allow Ss some time afterwards to complete their answers.
- Check the answers as a class. If needed, play the recording again and pause when an answer comes.

Key: **1.** places **2.** convenient **3.** public **4.** spacious **5.** hospitable

Audio script – Track 19:

Mai: How's life in the city, Tom?

Tom: It's quite convenient. There are places for entertainment like cinemas, theatres, and amusement parks. There are also good schools and universities.

Mai: Sounds great! I guess it is very convenient to get around in big cities.

Tom: Right. There are various means of public transport like buses, trams, and undergrounds.

Mai: So, I don't think you would like living here in the countryside!

Tom: Why not? It's peaceful and spacious. I love nature, green fields, and orchards. I also like riding a bike to school like the children here do.

Mai: Yes, things here are simple and lovely. The people in my village are kind and hospitable.

Tom: Yes, I have noticed that, Mai.

Writing

ACTIVITY 4

Aim: To provide Ss with practice in writing a paragraph about leisure activities that a member of their family does.



Writing

4 **Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You may use the following questions as cues.**

1. What does he / she like doing in his / her free time?
2. Who does he / she like doing these with?
3. Why does he / she like doing these?

In his / her free time, my _____ likes

- Have Ss work individually. Ask Ss to read and answer the questions 1 – 3.
- Allow Ss some time to write.
- Ask them to write about 7 to 8 sentences.
- Ask some Ss to read aloud their writing and give feedback on vocabulary, grammar structures showing likes and dislikes, and connectors.

Suggested answer:

In his free time, my father likes watching television, especially watching sports programmes. He rarely misses any football match or tennis match. He often asks me to watch tennis and football with him. He likes watching sports on television because he really likes sports, and he also likes following his favourite sports players. He also feels relaxed when lying on the sofa watching television. Moreover, he also watches other television programmes to update himself.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 4 ETHNIC GROUPS OF VIET NAM

Objectives:

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

- use the words related to the lifestyle of ethnic groups;
- pronounce the sounds /k/ and /g/ correctly in words and sentences;
- recognise and use *Yes / No* questions and *Wh*-questions, and countable and uncountable nouns;
- give opinions;
- read for specific information about stilt houses;
- talk about the type of home they live in;
- listen for specific information about the life of minority children;
- write a paragraph about the things they do to help their family.


Unit 4 ETHNIC GROUPS OF VIET NAM

THIS UNIT INCLUDES:

Vocabulary
The lifestyle of ethnic groups

Pronunciation
Sounds /k/ and /g/

Grammar
- *Yes / No* and *Wh*-questions
- Countable and uncountable nouns

Skills
- Reading about stilt houses
- Talking about the type of home you live in
- Listening about the life of minority children
- Writing a paragraph about the things you do to help your family

Everyday English
Giving opinions

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. Organise a short vocabulary game to revise the words Ss learnt in *Unit 3*. For example, ask Ss to say some good things about the life of teenagers and some problems they face, or name an activity (e.g. earn money) and Ss say if it is something teenagers do. There is no right or wrong answer. Encourage Ss to talk.
- Lead into the new unit. Write the unit title *Ethnic Groups of Viet Nam* on the board. Write the names of some ethnic groups on board (e.g. Kinh, Nung), and ask Ss to add more. Ask them to share any information they know about ethnic groups.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

I'M FROM THE TAY ETHNIC GROUP.

ACTIVITY 1



Aims:

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

- Set the context: Have Ss look at the title and the picture, and answer some questions, e.g. *What do you think Lai and Tom are talking about?, Do you know anything about the Tay ethnic group?* Encourage Ss to answer.
- 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 and ask Ss if they would like to change / add anything to their previous answers.
- Confirm the correct answers. *(They are talking about the ethnic group of Viet Nam.)*

Audio script – Track 20:

Tom: Hi, I'm Tom. You look new here.

Lai: I am. I'm Lai from Tuyen Quang.

Tom: Oh, I've heard about beautiful Tuyen Quang. Do you live in the mountains?

Lai: Yes, I do. I'm from the Tay ethnic group. We are the second largest ethnic group in Viet Nam, only after the Kinh.

Tom: Oh … I once saw a bamboo house on high posts in a travel brochure. Do you live in a home like that?

Lai: Yes, we call it a "stilt house". Our house overlooks terraced fields.

Tom: Awesome. What is life in your village like?

Lai: It's peaceful. There are 16 houses in my village. We live very close to nature.

Tom: I love it. Can you tell me something about your culture?

Lai: Certainly. We have our own culture. You can see it in our folk dances, musical instruments like the *dan tinh*, and our special five-colour sticky rice.

Tom: It sounds interesting. I hope to visit Tuyen Quang one day.

Note:

Tuyen Quang: Tuyên Quang

the Tay ethnic group: dân tộc Tày

the Kinh: dân tộc Kinh

dan tinh: đàn tính

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Encourage Ss to answer the questions without referring to the conversation.
- Confirm the correct answers.

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

ACTIVITY 3

Aim: To help Ss learn some vocabulary from the conversation visually (using the pictures) to ensure they know the correct meanings of the words.

- Ask Ss to read the word and phrases (and find where they appear in the conversation if necessary) and look at the pictures. Ask them to match the pictures with the word and phrases.
- Ask Ss to say the word and phrases aloud. Make sure they pronounce them correctly.
- Check the answers as a class.

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

ACTIVITY 4

Aim: To develop Ss' vocabulary related to the topic in the sentences.

- Ask Ss to work independently to fill in each blank with a word or phrase from the box.
- Check the answers as a class.

Key: **1.** folk dance **2.** overlooks
3. musical instrument **4.** traditional
5. ethnic groups
Note: *mua sap*: múa sạp

ACTIVITY 5

Aim: To allow Ss to locate where some large ethnic groups in Viet Nam live.

- Allow Ss one minute to discuss and label the map with the names of the ethnic groups from the box.
- Call on some groups to say aloud their answers.
- Confirm the correct answers.

Key: **1.** Hmong **2.** Nung **3.** Ede
4. Bahnar **5.** Khmer **6.** Cham

2 **Read the conversation again and circle the correct answers.**

1. What are Tom and Lai talking about?
   A. Minority groups in Viet Nam.
   B. Tuyen Quang.
   C. Life of the Tay people.
2. A "stilt house" _____.
   A. is a multi-storey home
   B. is on high posts
   C. always faces a field
3. Lai mentions _____ of the Tay people.
   A. folk dances
   B. popular festivals
   C. costumes

3 **Match the pictures with the word and phrases from the conversation.**



1. stilt house
2. terraced fields
3. bamboo
4. five-colour sticky rice

4 **Complete the sentences with the words and phrases from the box.**

overlooks	traditional
folk dance	ethnic groups
musical instrument	

1. I love *mua sap*, a popular _____ of the Thai people.
2. Their beautiful stilt house _____ a large rice field.
3. *A:* What is the name of a popular Tay's _____?
   B: It's *dan tinh*.
4. Every ethnic group has their own _____ culture.
5. Of the 54 _____ in Viet Nam, the Kinh is the largest.

5 **GAME** **Where are they?**
Work in groups. Discuss and label the map with the names of the ethnic groups from the box. The first team to get all the correct answers wins.

Hmong	Ede	Khmer
Bahnar	Nung	Cham



Note:

Hmong: dân tộc H'mong

Nung: dân tộc Nùng

Ede: dân tộc Ê-đê

Bahnar: dân tộc Ba na

Khmer: dân tộc Khơ me

Cham: dân tộc Chăm

WRAP-UP

- Write the names of ethnic groups again on board. Ask Ss to say aloud some words and phrases from the lesson that they can remember.
- If there is an overhead projector in the classroom, show the conversation and highlight the keywords related to the topic.

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 people, costumes, and landscapes (for example: wooden statue at the grave yard, terraced fields, bamboo flute, *Rong* house…), and ask if Ss know them.
- Lead into this lesson which focuses on words and phrases about the life of ethnic minority groups in Viet Nam and sounds /k/ and /g/.
- Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.

Vocabulary

ACTIVITY 1

Aim: To introduce visually some nouns / noun phrases related to the life of ethnic people.

- Ask Ss to look at each picture and say the word or phrase describing it if they know.
- Have Ss read the words and phrases, and do the matching. Ss can start matching the phrases they can easily recognise like *terraced fields*, Rong *house, bamboo flute, wooden statue*. The two remaining words on the list (*gong* and *weaving*) are different as one is an activity (*weaving*) and the other is an object (*gong*).
- Check the answers as a class.



A CLOSER LOOK 1

Vocabulary

1 Write a word or phrase from the box under each picture.

Rong house	bamboo flute
gong	terraced fields
weaving	wooden statue

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

- Have Ss read the words and phrases aloud. Correct their pronunciation if needed.
- T may ask Ss for the Vietnamese equivalents of these words and phrases.

Key: **1.** wooden statue **2.** *Rong* house **3.** weaving
4. bamboo flute **5.** gong **6.** terraced fields

Note: *Rong* house: nhà Rông

ACTIVITY 2

Aim: To help Ss understand more clearly the meaning of some words and phrases.

- Ask Ss to read the words and phrases provided in the first column and meanings in the second column. Guide Ss if needed: two words *(gong, gardening)* have appeared in the previous tasks and lessons. Two are similar *(house – room, group – group)*. Ss can then easily find the remaining items.
- Ask Ss to work individually.
- Check the answers as a class.

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

2 **Match the words and phrases with their meanings.**

1. minority group	a. the animals we keep on a farm like cows and sheep
2. livestock	b. a large room for community activities
3. gardening	c. a group smaller in size than other groups in the same country
4. gong	d. a traditional musical instrument
5. communal house	e. work like growing, watering, weeding, and harvesting

ACTIVITY 3

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

- Ss should have no difficulty completing the sentences since the words and phrases in the box have been taught in the previous activities.
- Ask Ss to work individually.
- Check the answers as a class.

Key: **1.** unique features **2.** weave
3. raise **4.** communal house
5. minority group **6.** livestock

3 **Complete the sentences with the words and phrases from the box.**

communal house — raise
unique features — weave
minority group — livestock

1. It's interesting to learn about the _____ of an ethnic group's traditional culture.
2. Most mountain girls know how to _____ clothing.
3. The Cham in Khanh Hoa _____ sheep and cows.
4. A _____ is for community meetings and events.
5. There are fewer Nung than Kinh, so they are an ethnic _____.
6. Children in both the lowlands and highlands help raise their family's _____.

Pronunciation

/k/ and /g/

ACTIVITY 4

Aim: To help Ss identify the sounds /k/ and /g/ and practise them in words.

Pronunciation

/k/ and /g/

4 **Listen and repeat the words. Pay attention to the sounds /k/ and /g/.** 21

/k/	/g/
cultural	gong
communal	garden
musical	gathering
folk	tiger
overlook	pig

- Have some Ss read aloud the words first. Correct any mistakes.
- Play the recording and ask Ss to repeat the words as a class, in groups, and individually. Play the recording as many times as necessary.

Audio script – Track 21:

/k/	/g/
cultural	**g**ong
communal	**g**arden
musi**c**al	**g**athering
fol**k**	ti**g**er
overloo**k**	pi**g**

ACTIVITY 5

Aim: To help Ss pronounce the words containing the sounds /k/ and /g/ correctly in sentences.

- Have Ss read the sentences, paying attention to the underlined words with the sounds /k/ and /g/.
- Play the recording and ask Ss to repeat each sentence. Correct them if needed.
- Call on some Ss to read the sentences individually.

Audio script – Track 22:

1. The kitchen is for family gatherings.
2. Tigers and monkeys live in the forest.
3. I love five-colour sticky rice.
4. Yesterday, we harvested cucumbers from our garden.
5. Most girls know how to cook.

5 **Listen and repeat the sentences. Pay attention to the underlined words.** 22

1. The kitchen is for family gatherings.
2. Tigers and monkeys live in the forest.
3. I love five-colour sticky rice.
4. Yesterday, we harvested cucumbers from our garden.
5. Most girls know how to cook.

WRAP-UP

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

A CLOSER LOOK 2

WARM-UP

Aims:

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

- For *Yes / No* and *Wh*-questions: Since Ss are already familiar with these types of question, just call on some of them and ask them to answer the T's questions. Vary the questions and pay attention to the rising / falling tone at the end of the questions.

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- For countable and uncountable nouns: Draw two columns on the board and write countable nouns in one and uncountable nouns in the other. Then ask some Ss to come to the board and write some words in each. Correct if needed.
- Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.

Grammar

Yes / No and *Wh*-questions

ACTIVITY 1

Aim: To help Ss revise the form of *Yes / No* questions.

- Provide less advanced Ss with a simple revision on how to form *Yes / No* questions by guiding them how to change a sentence into a *Yes / No* question. Vary the tense of the verbs.

Example:

We are studying Unit 4.

→ *Are we studying* Unit 4?

Many of my students attended the school's art exhibition.

→ *Did many of your students attend the school's art exhibition?*

- Ask Ss to do the exercise individually or in pairs. Ask them to compare their answers with their partners. Ss discuss any differences between their answers.
- Check Ss' answers as a class.
- Call on some Ss to read the questions. Remind them to pay attention to the rising tone of the questions.

Key:

1. Do women play an important role in a Jrai family?

2. Is *mua sap* a popular folk dance of the Thai people?

3. Did you have boarding schools for minority students in 1950?

4. Did you attend the *Ban* Flower Festival in Dien Bien last year?

5. Will you watch a documentary about the Khmer?

Note:

Jrai: dân tộc Gia Rai

the *Ban* Flower Festival: Lễ Hội Hoa Ban

ACTIVITY 2

Aim: To help Ss revise the use of *Wh*- question words.

- Have Ss do this exercise individually.
- Ask them to read the sentences carefully and decide which question word correctly fits in.



A CLOSER LOOK 2

Grammar

***Yes / No* and *Wh*-questions**

1 **Change the sentences into *Yes / No* questions.**

Example:

The farmers are harvesting their crops in the fields.

→ Are the farmers harvesting their crops in the fields?

1. Women play an important role in a Jrai family.
→ _____?
2. *Mua sap* is a popular folk dance of the Thai people.
→ _____?
3. We didn't have boarding schools for minority students in 1950.
→ _____?
4. I attended the *Ban* Flower Festival in Dien Bien last year.
→ _____?
5. We will watch a documentary about the Khmer.
→ _____?



2 **Choose the correct question word for each question below.**

1. *A:* _____ do you like best about Sa Pa?
B: I like its local markets best.
A. Why B. What
2. *A:* _____ can we find the most beautiful terraced fields?
B: In Mu Cang Chai.
A. When B. Where
3. *A:* _____ is the *Ban* Flower Festival?
B: It's in spring.
A. When B. Why
4. *A:* _____ tall is an average stilt house?
B: About 5 - 6 metres tall.
A. How B. What
5. *A:* _____ festival is more important for the Kinh: the Mid-Autumn or the Lunar New Year?
B: The Lunar New Year.
A. What B. Which

- Call on some Ss to give and explain their answers.
- Confirm the correct answers.

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

EXTRA ACTIVITY

- Brainstorm with the class everything they know about the different ethnic groups of Viet Nam and record on the left side of the board, using a mind map or the key terms mentioned. Make sure some of the vocabulary taught in this unit is on the board.
- On the right side of the board, write:

  1. *Do*
  2. *Are*
  3. *Is*
  4. *When*
  5. *What*
  6. *Where*
  7. *Why*
  8. *How*

- Put Ss into groups of three and each group will get one piece of A4 paper and appoint a group secretary.
- The group secretary writes 1 through 8 in a vertical column on a piece of paper and then writes the first word of the question.
- Run a competition where every group writes one question beginning with the question words and some of the information about ethnic groups on the board.
- The first team to complete their 8 questions correctly wins.

Countable and uncountable nouns

ACTIVITY 3

Aim: To help Ss identify countable and uncountable nouns.

- Conduct a short revision of countable and uncountable nouns (what they are and how to identify them). Give some examples like *water, house, air, street…* and ask Ss which one(s) they can count one, two, three… and which one(s) they cannot. Then refer to the use of quantifiers that a countable or an uncountable noun can go with through examples, e.g. *This is a gong.* ('a' shows the noun 'gong' after it is countable) and *I just need a little paste.* ('a little' shows that the noun 'paste' after it is uncountable).
- Allow Ss to work in pairs or individually.
- Call on 2 - 3 Ss to read their answers and explain their choices.
- Confirm the correct answers as a class.

Key: **1.** C **2.** U **3.** C **4.** C **5.** U **6.** C

3 **Write C (countable) or U (uncountable) for the underlined words.**

Some minority (1) groups are farmers. They do not have much (2) land and they use simple farming techniques. After finding an (3) area for a garden, the men cut the (4) trees down and burn them. The (5) ash they collect helps enrich the soil. They then grow a few (6) crops like rice and corn.

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

ACTIVITY 4

Aim: To help Ss revise how to use quantifiers with countable or uncountable nouns.

- Have Ss do this exercise individually or in pairs.
- Guide Ss to read each sentence and decide if the noun after the quantifier is countable or uncountable, and if the sentence is affirmative, negative or interrogative. After that Ss decide which quantifier should be used in each sentence.
- Call on 2-3 Ss to read out their answers and explain their choice.
- Confirm the correct answers.

Key: **1.** a **2.** many **3.** a few
4. a little **5.** much

4 **Fill in each blank with *a, much, many, a little,* or *a few.***

1. My uncle has _____ coffee plantation in Quang Ngai.
2. How _____ ethnic groups live on the Hoang Lien Son mountain range?
3. There are only _____ waterwheels left in my village.
4. You should add _____ more water to your noodles. It's a bit dry.
5. How _____ information about the Van Kieu have you collected?

ACTIVITY 5

Aim: To provide Ss with open practice with countable and uncountable nouns.

- Have Ss work in groups and choose one topic.
- Allow Ss a certain amount of time to discuss and come up with the six words as required.
- Take notes of the time each group takes to finish their task.
- Call on the three quickest groups to read aloud their answers and the class decides whether they contain three countable and three uncountable nouns. The quickest group with 6 correct answers wins.

5 GAME **Word games**

Work in groups. Think of six nouns related to each of the topics below, in which three nouns are countable and three nouns are uncountable. The group that comes up with the correct six words first wins.

- Leisure time
- Living in the mountains

WRAP-UP

Summarise the main points of the lesson.

COMMUNICATION

WARM-UP

Aims:

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

- Introduce the objectives of the lesson: Learning how to give opinions and learning how to talk about the life of different minority groups.
- Show some pictures illustrating the life of some popular minority groups and ask Ss if they know what each picture is about and what they think about it. Include one or two of the Jrai.
- Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.

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Everyday English

Giving opinions

ACTIVITIES 1 + 2

Aims:

- **To introduce some ways to give opinions;**
- **To allow Ss some practice in giving opinions.**

1

- Ask Ss to listen and read along the conversation. Ask Ss to pay attention to the highlighted parts.
- Elicit the structures for giving opinions. Have Ss practise the conversation in pairs.

Audio script – Track 23:

Tom: What do you think about life in the mountains?

Trang: I think it's very interesting. People in the mountains live close to nature.

Tom: What about you, Mai? What do you think?

Mai: To my way of thinking, there are better services in the city.

2

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

Lifestyle of the ethnic minority groups

ACTIVITY 3

Aim: To provide Ss with more knowledge about the lifestyle of ethnic minority groups through a quiz.

- Have Ss work individually or in pairs.
- Allow Ss some time to read the sentences and choose the correct answers.
- Call on some Ss to read their answers aloud.
- Confirm the correct answers as a class.

Key: **1.** C **2.** B **3.** B
4. A **5.** C **6.** C

Note: Of the three pictures for question 6, A is the Katu's costume and B is the Khmer's.



COMMUNICATION

Everyday English

Giving opinions

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

Tom: What do you think about life in the mountains?

Trang: I think it's very interesting. People in the mountains live close to nature.

Tom: What about you, Mai? What do you think?

Mai: To my way of thinking, there are better services in the city.

2 **Work in pairs. Make a similar conversation to ask and give opinions about these topics.**

1. Playing traditional games
2. Living close to nature

Lifestyle of the ethnic minority groups

3 **QUIZ How much do you know about ethnic groups in Viet Nam?**

1. There are _____ ethnic groups in Viet Nam.
   A. 63 B. 45 C. 54
2. Ethnic minority groups form about _____ of the total population of Viet Nam.
   A. 7% B. 13% C. 25%
3. They mainly live _____.
   A. in the lowlands
   B. in the mountains
   C. in the Mekong Delta
4. The Jrai decorate houses for the dead with a lot of _____.
   A. wood statues B. flowers
   C. colourful pictures
5. The Khmer mostly earn their living from weaving and _____.
   A. farming B. hunting
   C. fishing
6. Picture _____ shows a Thai woman's costume.

ACTIVITY 4

Aim: To give Ss some practice in asking and answering about some information in the notes of the Jrai.

- Have Ss work in pairs.
- Ask Ss to read the information carefully and decide on the question they want to ask and the answer they would give.
- Ask Ss to swap roles of asking and answering.
- Call on 2-3 pairs to share their questions and answers.
- Correct them if needed.

4 **Work in pairs. Read the information below about the Jrai. Take turns to ask and answer about the information.**

THE JRAI

Population: 513,930 (2019), the largest minority group in the South Central Region
Living place: mainly in Gia Lai
Houses: stilt houses
Economy: growing crops, weaving, planting industrial trees (coffee, cacao, rubber, ...), raising buffaloes and elephants
Traditional culture:
- Rich folk dances, songs, games, and musical instruments
- Dominant role in the family: women

ACTIVITY 5

Aim: To invite Ss to give their own opinions about some information related to the lifestyle of the Jrai.

- Ask Ss to work in groups.
- Allow Ss some time to refer to the notes in **4** and choose the feature(s) they are interested in.
- Encourage Ss to give their opinions on certain feature(s) of the Jrai people, using the suggested structures.
- Call on some groups to share their opinions with the class.

5 **Work in groups. Share with your group the information about the Jrai people you find interesting.**

You may start sharing your opinion with:
- I like ... because ...
- I think that ...

WRAP-UP

Have Ss say what they have learnt in the lesson.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS 1

WARM-UP

Aims:

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

- Introduce the objectives of the lesson: Reading about stilt houses and talking about the type of home Ss live in.
- Ask Ss what type of home they live in and whether they like it. Ask them to give the reasons why / why not.
- Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.

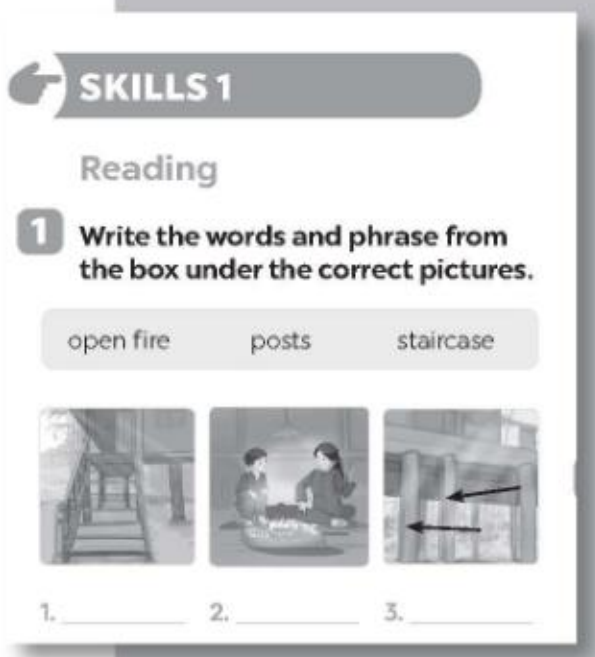
Reading

ACTIVITY 1

Aim: To introduce Ss to some keywords related to the topic of stilt houses that they are going to read.

- Ask Ss to look at each picture first and ask if they know the word or phrase describing the thing shown in it.
- Ask Ss to do the matching.
- Call on some Ss to share their answers.
- Confirm the correct answers as a class.

Key: **1.** staircase **2.** open fire **3.** posts



SKILLS 1

Reading

1 **Write the words and phrase from the box under the correct pictures.**

open fire | posts | staircase

1. _____ 2. _____ 3. _____

ACTIVITY 2

Aim: To help Ss develop their reading skill for specific information (scanning) through true / false questions.

- Have Ss read through the passage.
- Ask them to read each statement in the table, locate it in the passage, and decide if it is true (T) or false (F).
- Ask Ss to double-check their answers with their partners.
- Call on some Ss to share their answers. Ask them where they find information for their answers.
- Confirm the answers as a class. Explain if needed.

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



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

Stilt houses

Stilt houses are popular among different ethnic minority groups, from the Thai in the Northern Highlands to the Khmer in the Mekong Delta. The houses come in different sizes and styles, and show the traditional culture of their owners.

Stilt houses are made from natural materials like wood, bamboo, and leaves. They stand on strong posts, about two or three metres above the ground. This allows them to keep people safe from wild animals. People climb a seven- or nine-step staircase to enter the house. The most important place in the house is the kitchen. It has an open fire in the middle of the house. It is the place for family gatherings and receiving guests.

The stilt houses of the Tay and Nung usually overlook a field. The stilt houses of the Thai, however, face mountains or a forest. The Bahnar and Ede have a communal house (called a *Rong* house) as the heart of their village. These communal houses are the largest and tallest ones in the village.

	T	F
1. Only a few minority groups live in stilt houses.		
2. All stilt houses look alike.		
3. Family gatherings take place by the open fire in the middle of the house.		
4. The *Rong* house serves as the centre of an Ede village.		

ACTIVITY 3

Aim: To help Ss further develop their reading skill through a vocabulary exercise.

- Allow Ss to work individually or in pairs.
- Ask Ss to read each incomplete sentence, locate it in the passage, and choose the correct word from the passage to complete the sentence.
- Have Ss compare their answers with a partner.
- Call on some Ss to share their answers. Ask them where they find information for their answers.
- Confirm the correct answers as a class.

Key: **1.** traditional **2.** field
3. forest – mountains **4.** *Rong*

3 **Read the passage again and fill in each blank with ONE word.**

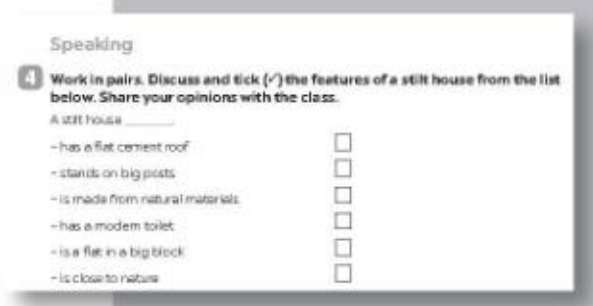
1. A stilt house shows the _____ culture of the owner.
2. The Tay's and Nung's stilt houses overlook a _____.
3. The Thai's stilt houses overlook a _____ or _____.
4. The largest and tallest house in an Ede village is the _____ house.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Speaking

ACTIVITY 4

Aim: To help Ss share their opinions about a stilt house, using the given features from the list, ideas and vocabulary they have learned in the reading.


Speaking

4 Work in pairs. Discuss and tick (✓) the features of a stilt house from the list below. Share your opinions with the class.

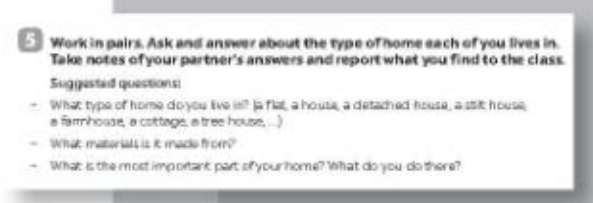
A stilt house _____

- has a flat cement roof ☐
- stands on big posts ☐
- is made from natural materials ☐
- has a modern toilet ☐
- is a flat in a big block ☐
- is close to nature ☐

- Ask Ss to work in pairs, discussing the features provided and deciding if they describe stilt houses or not. Encourage them to give further information to support their answers.
- Call on some Ss to share their answers with the class.

ACTIVITY 5

Aim: To provide Ss with an opportunity to describe the house they live in.


5 Work in pairs. Ask and answer about the type of home each of you lives in. Take notes of your partner's answers and report what you find to the class.

Suggested questions:

- What type of home do you live in? (a flat, a house, a detached house, a stilt house, a farmhouse, a cottage, a tree house, ...)
- What materials is it made from?
- What is the most important part of your home? What do you do there?

- Ask Ss to read the questions provided so that they know what to include in their description.
- Have Ss work in pairs, taking turns to ask and answer about their houses. Ask them to take notes of their partner's answers.
- Go around and listen. Give help if needed.
- Call on some pairs to share their answers with the class.

WRAP-UP

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

SKILLS 2

WARM-UP

Aims:

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

- Introduce the objectives of the lesson: Listening about the life of minority children and writing a paragraph about the things Ss do to help their family.
- Ask Ss what they know about the life of minority children and if they do the same things. Ask Ss what they usually do in the house to help their family.
- Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Listening

ACTIVITY 1

Aim: To help Ss focus on some keywords related to the topic of the listening text.

- Ask Ss to read the phrases and match them with the correct pictures.
- Call on some Ss to share their answers and read the phrases aloud.
- Confirm their answers as a class.

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



SKILLS 2

Listening

1 **Match the phrases with the correct pictures.**

1. catching fish
2. weaving clothing
3. growing crops

a

b

c

ACTIVITY 2

Aims:

- **To prepare Ss for the topic of the listening and to help Ss focus on some phrases describing activities;**
- **To help Ss develop the skill of listening for specific information.**

- Have Ss read quickly the phrases. This helps them get some idea of what information they need to do the exercise.
- Play the recording. Ask Ss to listen and tick the phrases.
- Have Ss share their answers with a partner.
- Invite some Ss to share their answers with the class.
- Confirm the correct answers as a class.

Key: 1 – 2 – 3 – 5 – 6



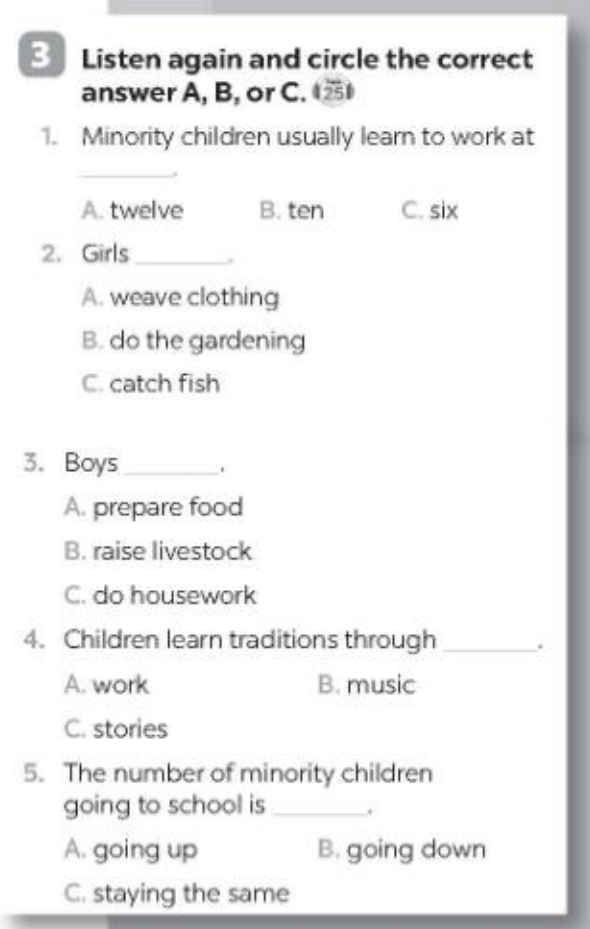
2 **Listen and tick (✓) the activities that minority children do to help their families.** 24

1. look after the house ☐
2. weave clothing ☐
3. prepare food ☐
4. build houses ☐
5. grow crops ☐
6. raise livestock ☐

ACTIVITY 3

Aim: To help Ss further develop their skill of listening for specific information through multiple-choice questions.

- Have Ss read the questions so that they know what information they should focus on to find the answers. Encourage more advanced Ss to do the exercise without listening to the recording again.
- Replay the recording for Ss to do the exercise.
- Have Ss share their answers in pairs.



3 **Listen again and circle the correct answer A, B, or C.** 25

1. Minority children usually learn to work at _____.
   A. twelve B. ten C. six
2. Girls _____.
   A. weave clothing
   B. do the gardening
   C. catch fish
3. Boys _____.
   A. prepare food
   B. raise livestock
   C. do housework
4. Children learn traditions through _____.
   A. work B. music
   C. stories
5. The number of minority children going to school is _____.
   A. going up B. going down
   C. staying the same

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Invite some pairs to give their answers and confirm the correct ones as a class.
- Play the recording again if needed, stopping at the place where Ss have difficulties.

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

Audio script – Tracks 24 + 25:

Ethnic minority children might live a life different from that of most Kinh children. They spend some of their time helping their parents inside and outside the house. They learn to work from an early age, usually at six. Girls help look after the house, care for smaller children, weave clothing, and prepare food. Boys learn to do what their fathers do. They grow crops, raise the family's livestock, and catch fish.

In the evening, the family often gathers round the open fire. Children listen to stories or legends of heroes from their grandparents. They also listen to adults talk about their work. This is how the elders pass on traditions and knowledge to their children.

Nowadays, more and more minority children are going to school. There, they meet children from other ethnic groups. They play new games and learn new things.

Writing

ACTIVITY 4

Aim: To help Ss learn the vocabulary about helping their families.

- Tell Ss to work individually.
- Ask them to note five things they do to help their family.
- Move around to offer help if needed.
- Invite some Ss to share their answers with the class.


Writing

4 **Note five things you do to help your family.**

Example:

- cook meals

- _____
- _____
- _____
- _____
- _____

ACTIVITY 5

Aim: To help Ss practise writing a paragraph about the things they do to help their family.

- Ask Ss to look at the notes they have made in **4**.
- Ask Ss to use the notes to write the paragraph.
- Go round and offer help if needed, especially with connectors.
- Call on some Ss to read aloud their writing. Correct if they make any mistakes.


5 **Write a paragraph (80 - 100 words) about the things you do to help your family. Use the ideas in 4.**

Suggested answer:

I learnt to share housework with other members of the family when I was seven or eight. I always start the day by tidying up my bed. Then I prepare breakfast for me and my brother. I usually help prepare dinner or do the washing afterwards. At the weekend, I usually spend an hour cleaning and tidying up my room and collecting dirty clothes of the whole family for washing. I sometimes do other work like planting vegetables or flowers on the top open floor of our house with my mother, repairing our bikes with my father, or repainting the gate. I think doing housework together connects our family's members.

LOOKING BACK

Encourage Ss not to refer 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.

Vocabulary

ACTIVITY 1

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

- Let Ss do this activity individually.
- Call on some Ss to share their answers.
- Confirm the correct answers as a class.

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



LOOKING BACK

Vocabulary

1 **Match the words and phrases with the pictures.**

1. weaving
2. folk dance
3. open fire
4. fishing
5. minority group

ACTIVITY 2

Aim: To help Ss revise more vocabulary items they have learnt in the unit in a different context.

- Have Ss read the word and phrases in the box and see if they still remember their meanings.
- Ask them to read each sentence and choose the correct answer from the box to complete it.
- Have Ss double-check their answers with a partner.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class.

Key: **1.** musical instruments **2.** sticky rice
3. communal house **4.** folk songs
5. staircase

Note: *t'rung:* đàn t'rưng



2 **Complete the sentences with the word and phrases from the box.**

folk songs — communal house
staircase — musical instruments
sticky rice

1. Minority groups have their own _____ like the *dan tinh*, gong, *t'rung*.
2. The Kinh use _____ to make *banh chung* and *banh tet*.
3. For most minority groups like the Bahnar and Ede, the _____, usually known as *Rong* house, is the heart of the village.
4. My grandmother taught me to sing many _____.
5. The _____ of a Muong's stilt house has an odd number of steps: 5, 7, or 9.

Grammar

ACTIVITY 3

Aim: To help Ss revise *Yes / No* questions and *Wh*-questions.

- Have Ss do the exercise individually.
- Ask them to compare their answers with a partner.
- Confirm the correct answers as a class.



Grammar

3 **Write questions from the clues.**

1. you / attend / the Khmer's Moon Worship Festival / last year / ?
2. How many / ethnic minority groups / Viet Nam / ?
3. Where / the Hmong / live / ?
4. What / you / do / the Ede's Harvest Festival / last October / ?
5. How old / minority children / when / they / start helping / the family / ?

Key:

1. Did you attend the Khmer's Moon Worship Festival last year?

2. How many ethnic minority groups are there in Viet Nam?

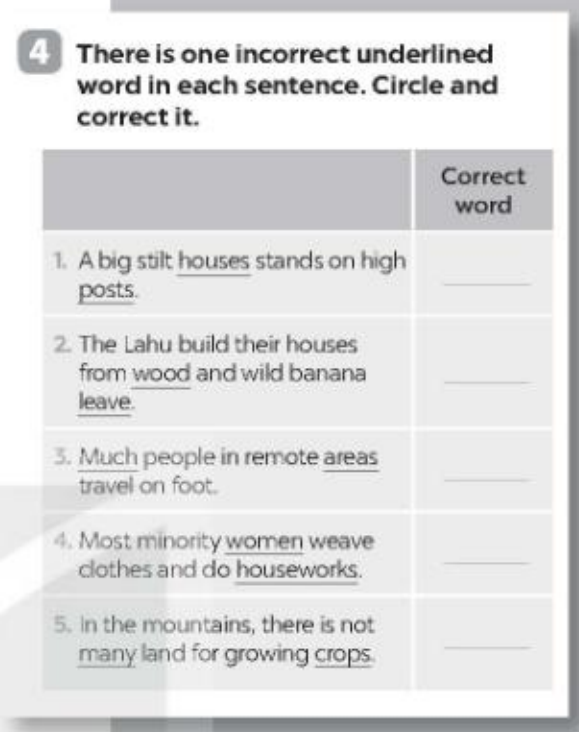
3. Where do the Hmong live?

4. What did you do at the Ede's Harvest Festival last October?

5. How old are the minority children when they start helping the family?

ACTIVITY 4

Aim: To help Ss revise the use of countable and uncountable nouns.



4 **There is one incorrect underlined word in each sentence. Circle and correct it.**

	Correct word
1. A big stilt houses stands on high posts.	
2. The Lahu build their houses from wood and wild banana leave.	
3. Much people in remote areas travel on foot.	
4. Most minority women weave clothes and do houseworks.	
5. In the mountains, there is not many land for growing crops.	

- Ask Ss to read each sentence and decide which underlined word is incorrect.
- Have Ss do this exercise individually.
- Call on 2 – 3 Ss to give their answers. Ask them to explain their answers.
- Confirm the correct answers as a class. Explain if needed.

Key:

1. houses → house

2. leave → leaves

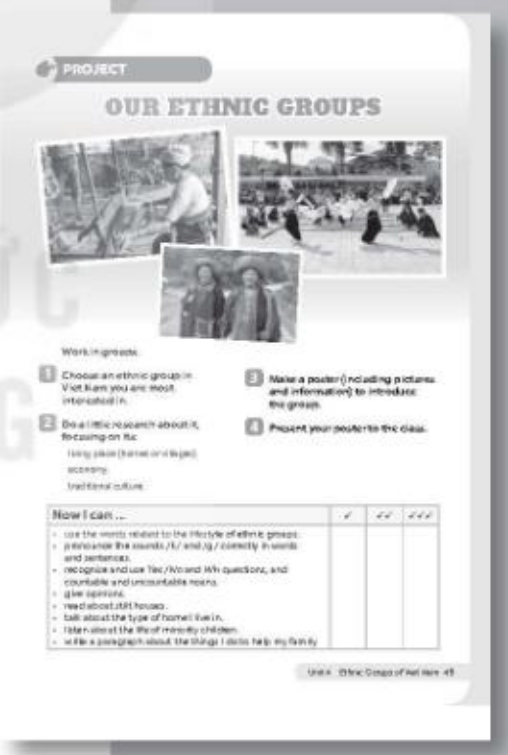
3. Much → Many

4. houseworks → housework

5. many → much

PROJECT

Aim: To provide Ss with an opportunity to research more deeply into an ethnic group they are interested in.



PROJECT

OUR ETHNIC GROUPS

- Ask Ss to work in groups and choose an ethnic group they would like to research more about.
- Remind Ss that the suggestions provided in **2** can help them focus on the information they need for the project. However, encourage them to include some information they think is new or unique about that group.
- Ask Ss to find or draw pictures for the poster. Then add the information they have found in the notes. They can refer to the notes about the Jrai in **COMMUNICATION** as a sample.
- Ask Ss to bring the poster to the class and present it.
- 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 and weak areas and provide further practice.

Unit 5 OUR CUSTOMS AND TRADITIONS

Objectives:

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

- use the words and expressions related to customs and traditions;
- pronounce the sounds /n/ and /ŋ/ correctly in words and sentences;
- recognise and use the zero article;
- give advice;
- read for general and specific information about a local festival;
- talk about a normal family event that they take part in;
- listen for specific information about a festival;
- write an email to give advice on taking part in a festival.


Unit 5 OUR CUSTOMS AND TRADITIONS

THIS UNIT INCLUDES:

Vocabulary
Customs and traditions

Pronunciation
Sounds: /n/ and /ŋ/

Grammar
Zero article

Skills
- Reading about a local festival
- Talking about a normal family event that you take part in
- Listening about a festival
- Writing an email to give advice on taking part in a festival

Everyday English
Giving advice

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, ask Ss to list some activities they often do just before and during Tet.
- Draw a mind map on the board to summarise Ss' ideas. Run a quick poll by a show of hands to find the most common activities.
- Point to the most common activities and say "These activities are what we often do at Tet. They are our Tet customs and traditions.".
- Write the unit title on the board *Our Customs and Traditions*. Have Ss open their books and start the lesson.

Optional teaching idea: Kim's game

- Show a number of pictures about things / activities related to Tet for 15 seconds.
- Challenge Ss to name as many things / activities they can remember from the pictures as possible.
- Check their answers and lead into the new lesson by saying: *These things and activities are common at Tet. They are our Tet customs and traditions.* Write the unit title on the board *Our Customs and Traditions*. Check if Ss understand the meaning of customs and traditions. Give further examples if needed.
- Share with Ss the objectives of the lesson by showing them on a projector. Alternatively, T can write the objectives in a corner of the board and leave them there and tick the objectives off when the class finishes with them.
- Ask Ss to open their books and start the lesson.

GETTING STARTED

TET IS COMING!

ACTIVITY 1


GETTING STARTED

Tet is coming!

1 Listen and read.

Elena: Wow, this girl looks so cute.

Trang: Yeah ... She's my cousin. She's at Sa Dec Flower Village. Tet is coming soon, so many people visit flower villages to take pictures with the blooming flowers.

Elena: Oh, I'm fond of admiring the flowers. Does your family visit places like this too?

Trang: Yes, we do. We usually visit Nhat Tan Village to buy kumquat trees and peach blossoms.

Elena: I see flowers and ornamental trees everywhere these days. What are they for?

Trang: We, Vietnamese, use plants and flowers for decorations and for offerings. They are an important part of our Tet tradition.

Elena: And what's that tall tree in the photo?

Trang: Well, it's actually a bamboo pole. People place it in the yard of the communal house. They hang decorative items like small bells and lanterns on it. They want to chase away bad luck and pray for a lucky new year.

Elena: Interesting! I didn't know that.

52 Tiếng Anh 6

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.**

- Ask Ss to look at the picture on pages 50 - 51 and answer the questions below:

  1. *What can you see in the picture?*

  2. *Can you guess the places that the picture shows?*

- Elicit answers from Ss.
- Introduce the two characters: Elena and Trang. Explain that they are at Trang's house and they are talking about Tet.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words and phrases 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 / phrases in the conversation that they think are related to the topic *Customs and Traditions*. Quickly write them on one part of the board. Comment on Ss' answers.
- ***Suggested words / phrases:*** flower villages, kumquat trees, peach blossoms, ornamental trees, offerings, bamboo pole, decorative items, chase away bad luck, pray for a lucky new year.

Audio script – Track 26:

Elena: Wow, this girl looks so cute.

Trang: Yeah … She's my cousin. She's at Sa Dec Flower Village. Tet is coming soon, so many people visit flower villages to take pictures with the blooming flowers.

Elena: Oh, I'm fond of admiring the flowers. Does your family visit places like this too?

Trang: Yes, we do. We usually visit Nhat Tan Village to buy kumquat trees and peach blossoms.

Elena: I see flowers and ornamental trees everywhere these days. What are they for?

Trang: We, Vietnamese, use plants and flowers for decorations and for offerings. They are an important part of our Tet tradition.

Elena: And what's that tall tree in the photo?

Trang: Well, it's actually a bamboo pole. People place it in the yard of the communal house. They hang decorative items like small bells and lanterns on it. They want to chase away bad luck and pray for a lucky new year.

Elena: Interesting! I didn't know that.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Ask Ss to read the sentences and guess whether they are true or false without reading the conversation again.
- Elicit the answers from Ss. Quickly write these answers on the board.
- Have Ss read the conversation again to check their answers.
- Allow Ss to share answers with a partner before checking them as a class.
- Ask Ss for their answers again, comparing them to the answers that have been written on the board before.
- Confirm the correct answers.

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

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

	T	F
1. Elena and Trang are at Sa Dec Flower Village.		
2. Many people visit flower villages to take photos.		
3. Trang's family usually buys kumquat trees and peach blossoms at Nhat Tan Village.		
4. Flowers are not part of any Vietnamese traditions.		
5. People decorate bamboo poles with small bells and lanterns for New Years.		

ACTIVITY 3

Aim: To introduce some vocabulary items related to customs and traditions.

- Ask Ss to name the things they see in the pictures.
- Have Ss work individually to match the phrases with the correct pictures. Let them compare their answers with a partner.
- Check the answers with the whole class. Confirm the correct answers.
- Have some Ss practise saying the phrases again.

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

3 **Match the phrases with the correct pictures.**



EXTRA ACTIVITY

- Put Ss into pairs.
- Ss take turns to find the phrases in **3** in the conversation. Then, they tell each other what they have learned about the phrases from the text.
- For example, *ornamental tree - Nhat Tan Village has many ornamental trees.*
- Call on some pairs to share their ideas.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 4

Aim: To introduce some verbs of common use in the topic *Customs and Traditions*.

- Have Ss look at the verbs in the box. Check if they know these verbs.
- Have Ss read the sentences and complete each sentence with a verb from the box.
- Ask for Ss' answers and confirm the correct ones.
- Have some Ss read aloud the completed sentences.
- For more able classes, challenge them to think of other words that can go with the given verbs.

Key: **1.** place **2.** admire **3.** chase **4.** pray

4 **Complete the sentences with the verbs from the box.**

admire chase pray place

1. The British decorate their Christmas trees and _____ presents under them.
2. Tom likes to _____ the view from the hill.
3. In many cultures, knocking on wood is a way to _____ away bad spirits.
4. Many Asians go to Buddhist temples to _____ for good luck.

ACTIVITY 5

Aims:

- **To help Ss broaden their knowledge about New Year customs and traditions from other countries;**
- **To motivate Ss.**

- Have Ss work in pairs and compete with each other.
- Set time (3 minutes) for pairs to do this activity. The first pair to finish calls out "Bingo!"
- Check answers with the whole class. Compliment those with all correct answers.
- For a more able class, ask each pair to write two questions about New Year customs and traditions of two countries they know. Collect the questions and read aloud some of them. Ss compete to answer the questions. The one with the most correct answers wins the game.

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

5 **QUIZ** **New Years around the world**

People around the world celebrate New Years differently. Choose the country with each tradition below.

1. Visiting pagodas
   A. The US B. Viet Nam
2. Throwing water at each other
   A. Thailand B. Japan
3. Ringing a bell 108 times
   A. Japan B. Viet Nam
4. Giving and receiving lucky money
   A. The US B. Viet Nam
5. Watching a ball drop at midnight in Times Square
   A. Thailand B. The US

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been 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 and highlight the key words / phrases related to the topic. Also highlight some words with the sounds /n/ and /ŋ/ and tell 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.**

- Scramble the letters of some keywords from **GETTING STARTED**. Make sure to include the words "custom" and "tradition".
- Have Ss compete to order the letters correctly. Lead into this lesson which focuses on phrases and expressions related to customs and traditions and the sounds /n/ and /ŋ/.
- Share with Ss the objectives of the lesson by showing them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objectives off when the class finishes with them.
- Ask Ss to open their books and start the lesson.

Vocabulary

ACTIVITY 1

Aim: To present some phrases related to customs and traditions.

- Have Ss look at the pictures and name the things, events, and people seen in the pictures.
- Have Ss read the phrases in the box and match them with the appropriate pictures.
- Let Ss work in pairs to compare their answers before offering the answers.
- Check and confirm the correct answers as a class. Elicit from Ss the clue(s) that help(s) them to complete the matching task (expected answer: words like *wedding, food, whale, family, festival* are familiar to them and can be easily linked to the corresponding pictures).
- Have the whole class read aloud the phrases.


A CLOSER LOOK 1

Vocabulary

1 Write a phrase from the box under each picture.

wedding ceremony | food offerings | martial arts | whale worship | family reunion | festival goers

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Key: **1.** family reunion **2.** wedding ceremony **3.** food offerings
4. whale worship **5.** martial arts **6.** festival goers

EXTRA ACTIVITY

- Divide the class into four teams.
- Have Ss close their books.
- Read the first word in one of the phrases in **1**. When Ss know the next word in the phrase, they raise their hand.

- Choose the first student who raises his / her hand to give the answer. If his / her answer is correct, award his / her team one point.
- Continue with the remaining phrases. The team with the most points wins.
- Play another round but this time provide the phrase and the teams work together to create a sentence using the phrase. The first team to create a correct sentence using the phrase wins two points.

ACTIVITY 2

Aim: To help Ss practise using the words related to customs and traditions in context.

- Have Ss do this exercise individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct options.
- Have them share their answers in pairs.
- Invite some Ss to give their answers and confirm the correct ones. Explain the options that challenge Ss.
- With a more able class, challenge Ss to list new phrases. For example, write "family _____", "_____ ceremony", "worshipping _____" on the board, and have Ss think of appropriate words to fill in the blanks.

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

Note: 1. *hold a family reunion* but *have a family meal*

2 **Complete each sentence with the correct option A, B, or C.**

1. We have a tradition of holding a family _____ on the first day of Tet.
   A. reunion B. work
   C. meal
2. It's a tradition for shops to have a lion dance performance at their opening _____.
   A. worship B. celebration
   C. ceremony
3. The tradition of _____ whales is popular in Vietnamese coastal villages.
   A. admiring B. worshipping
   C. praying
4. She broke with family tradition by not practising _____.
   A. acrobat B. martial arts
   C. offering
5. Traditionally, the Vietnamese prepare _____ to worship their ancestors during Tet.
   A. offerings B. decoration
   C. worshipping

ACTIVITY 3

Aim: To give Ss further practice with expressions about customs and traditions.

- Go over the words in the box with Ss. Make sure Ss understand them before moving on. For example, draw Ss' attention to "break with tradition" and have them guess its meaning. Also, tell them that the verb "practise" can go with "customs" or "traditions".
- Have Ss read the sentences in pairs and choose the appropriate words to complete the sentences.
- Invite Ss to share their sentences orally or in the writing. Confirm the correct answers as a class.
- Have Ss choose one or two expressions and make sentences with them.

Key: **1.** break **2.** Traditionally
3. practise **4.** keep
5. custom

3 **Complete the sentences with the words from the box.**

custom	practise
keep	break
traditionally	

1. This year, we will _____ with tradition and go on holiday instead of staying at home during Tet.
2. _____, children in the US go from house to house to ask for sweets on Halloween.
3. Holding a party to wish our grandparents longevity is one of the customs we _____ at Tet.
4. Organising a folk song club is one way for us to _____ our traditions alive.
5. It's becoming a _____ for young people to celebrate New Years in addition to Tet.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Pronunciation

/n/ and /ŋ/


Pronunciation

/n/ and /ŋ/

4 Listen and repeat the words. Pay attention to the sounds /n/ and /ŋ/. Track 27

/n/	/ŋ/
thin	thing
land	thank
ceremony	single
longevity	language
tradition	offering

ACTIVITY 4

Aims:

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

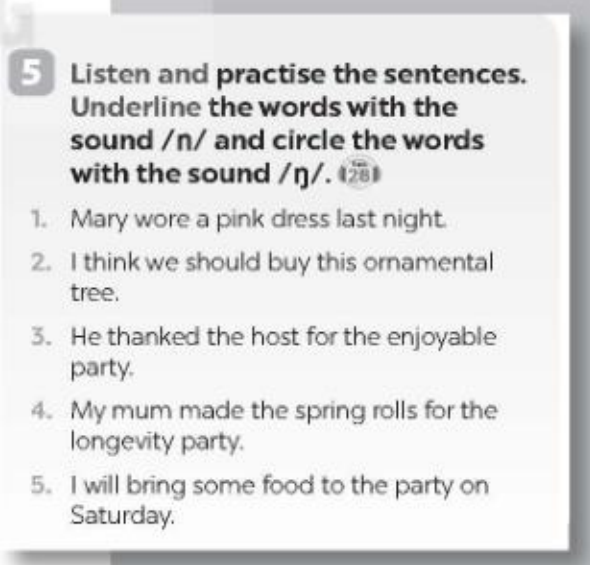
- Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. Play the recording as many times as necessary.
- Explain to Ss that these words have the sounds /n/ and /ŋ/. Tell them how to make the two sounds and have them practise saying the sounds several times.
- Go over the list of the words again with Ss. Draw their attention to the words like *longevity*, *thank*, and *language*.
- Ask Ss to work in pairs to practise saying the words.
- Invite some Ss to say some words they know that include either of the two sounds.

Audio script – Track 27:

/n/	/ŋ/
thi**n**	thi**ng**
la**n**d	tha**n**k
ceremo**n**y	si**n**gle
lo**ng**evity	la**ng**uage
tradito**n**	offeri**ng**

ACTIVITY 5

Aim: To help Ss pronounce the sounds /n/ and /ŋ/ correctly in sentences.


5 Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/. Track 28

1. Mary wore a pink dress last night.
2. I think we should buy this ornamental tree.
3. He thanked the host for the enjoyable party.
4. My mum made the spring rolls for the longevity party.
5. I will bring some food to the party on Saturday.

- Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to underline the words with the sound /n/ and circle the words with the sound /ŋ/.
- 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.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Key + Audio script – Track 28:

1. Mary wore a pink dress last night.

2. I think we should buy this ornamental tree.

3. He thanked the host for the enjoyable party.

4. My mum made the spring rolls for the longevity party.

5. I will bring some food to the party on Saturday.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been covered.

A CLOSER LOOK 2


A CLOSER LOOK 2

Grammar

Zero article

Remember!

Articles in English include *a / an, the,* and the *zero article.*

Sometimes, we use nouns without *a / an* or *the.* We call this the *zero article.*

We use the *zero article*

- with uncountable or abstract nouns.

Example: Sugar is not good for your teeth.

- when making general statements.

Example: Students should work hard.

- when describing general forms of transport.

Example: We went there by boat.

Grammar

Zero article

WARM-UP

Aims:

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

- Show the pictures of the phrases learnt in **A CLOSER LOOK 1**.
- Have Ss call out the phrases as soon as they see the pictures.
- Write two sentences on the board: *We held a family reunion last week* and *My mum prepares food offerings at Tet*. Underline the article "a" in sentence 1. Ask Ss if they find "a" in sentence 2.
- Ask them what part of speech "a" is. Ask them if they remember other articles. Tell them that today they are going to revise "a, an, the" and learn about "zero article". Lead into the lesson.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

REVIEW OF *A, AN, THE*

- Write two sentences on the board:

  1. *She is an engineer.*

  2. *We held a family reunion last week. The party was enjoyable.*

- Elicit from Ss the use of *a, an, the* and when to use them.

INTRODUCTION OF ZERO ARTICLE

- Explain that in some cases, we can use noun without *a / an* or *the*. We call this the *zero article*.
- Go through the **Remember!** box with Ss. Draw their attention to the example sentence for each case. Have them identify the uncountable noun, the general statement, and the general form of transport in each example sentence.
- Encourage Ss to give their own examples.

ACTIVITY 1

Aim: To help Ss identify the use of articles at the sentence level.

- Have Ss do this exercise individually and then compare their answers with a partner.
- Ask some Ss to share their answers and have them explain their choices. Confirm the correct answers.

Key: **1.** an **2.** a **3.** Ø **4.** Ø **5.** the

1 **Choose the correct option in each sentence below.**

1. It takes more than a / an hour to drive to Can Tho.
2. It's a / Ø tradition for children to wake up early on Christmas Day.
3. The Ok Om Bok Festival takes place in the / Ø October.
4. We went to Can Tho by an / Ø air.
5. ***A:*** Where's a / the book?
   B: I thought you left it next to the TV.

ACTIVITY 2

Aim: To help Ss recognise the correct use of articles.

- Show a picture of the Kitchen Gods Worshipping Ceremony. Encourage Ss to say aloud what they know about the ceremony (when it is, what happens, etc.).
- Tell Ss that they are going to read sentences about this ceremony. Tell them that one of the underlined words in each sentence is not used correctly.
- Demonstrate the activity with the first sentence (find the mistake and correct it).
- Have Ss do this exercise individually and then compare their answers with another classmate.
- Invite some Ss to write their answers on the board.
- Check the answers with the whole class. Have some Ss explain their answers. Confirm the correct answers.

Key: **1.** A (The → Ø) **2.** C (a → the) **3.** B (the → Ø)
4. C (a → Ø) **5.** A (The → Ø)

2 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. The (A) worshipping Kitchen Gods is a (B) long-time tradition of the (C) Vietnamese.
2. People organise the (A) worshipping ceremony at noon (B) so that a (C) Kitchen Gods can leave for Heaven at 12 o'clock.
3. Most (A) families in the (B) Viet Nam prepare offerings (C) for the Kitchen Gods.
4. The (A) offerings include a (B) set of flowers and fruits, a (C) paper clothes, and three carps.
5. The (A) Vietnamese people believe that the (B) Kitchen Gods go to Heaven on carps. (C)

ACTIVITY 3

Aim: To give Ss further practice with articles at sentence level.

- Have Ss do this exercise individually and then compare their answers with a partner.
- Ask some Ss to share their answers and have them explain their choice. Confirm the correct answers.

Key: **1.** Ø **2.** a **3.** Ø **4.** the **5.** an

3 **Complete the sentences with *a, an, the,* or *Ø (zero article)*.**

1. It is a custom in my family to have _____ breakfast at home on Sundays.
2. When visiting a family home in some countries, you should bring _____ small gift with you.
3. Our village festival is held on the 10th of _____ January.
4. Ancient Egyptians worshipped _____ Sun.
5. Many people think that hard work is _____ important Vietnamese value.

ACTIVITY 4

Aim: To give Ss further practice with articles at text level.

- Write on the board (or show pictures on the slide) the following activities: *playing cards, watching TV, singing karaoke*.
- Ask Ss if their family often does these activities together. Tell them that we call activities that a family often does together *family time traditions*.
- Tell Ss that the text is about the benefits of family time traditions, and they have to read and complete the blanks with *the* or Ø (zero article).

4 **Complete the text with *the* or Ø (*zero article*).**

A recent study in (1) _____ UK shows that family time traditions are good for (2) _____ teens. These traditions include family members playing card games, watching their favourite TV programmes, or performing (3) _____ karaoke shows at weekends with one another. These activities often lead to lots of laughter and (4) _____ fun conversations. By taking part in such activities, teens strengthen (5) _____ bonds with their family.

- Have Ss work individually to complete the text.
- Invite some Ss to write their answers on the board. Have Ss explain their answers.
- Confirm the answers.
- For a stronger class, ask them to talk about the benefits of family time traditions.

Key: **1.** the **2.** Ø **3.** Ø **4.** Ø **5.** the

EXTRA ACTIVITY

- Call out either *a, an, the,* or *zero article* and a word or phrase from the vocabulary section of this unit.
- Ss work individually to create a sentence using the given article and word / phrase.
- Give Ss one minute to write their sentences.
- Then have Ss find a partner. In pairs, tell them to share their sentences with each other and make corrections where necessary.
- Repeat with another article and word / phrase from the vocabulary section.
- Do this with all of the articles and the zero article.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To help Ss use articles correctly.

- Have Ss work in groups of four or five.
- Give each group a list of five sentences. Tell them that there is one mistake in each sentence, and they have to find and correct it.
- Have Ss work in their groups, find and correct the mistakes. They say "Bingo!" as soon as their group finishes.
- Confirm the correct answers. The first group to come up with all the correct answers wins.
- For stronger classes, let groups write two sentences with article mistakes. Collect the sentences and pick out some sentences randomly for the whole class to find and correct the mistakes.

5 **GAME** **Bingo!**

Work in groups.

1. Read the sentences that the teacher gives you.
2. Identify the mistake with article(s) in each sentence.
3. Correct the mistakes.
4. Say *Bingo!* as soon as your group finishes.
5. The first group to come up with all the correct answers wins.

List of sentences:

1. *I usually meet my cousin at the weekends.*

2. *My uncle moved to United States three years ago.*

3. *Our teachers assigned us a homework for our history and science classes.*

4. *I turn off the light and go to the bed at 11 p.m.*

5. *Mark often wears red sweater to match his red hair.*

Key:

1. I usually meet my cousin at the weekends. (the → Ø)

2. My uncle moved to United States three years ago. (United States → the United States)

3. Our teachers assigned us a homework for our history and science classes. (a → Ø)

4. I turn off the light and go to the bed at 11 p.m. (the → Ø)

5. Mark often wears red sweater to match his red hair. (red sweater → a red sweater)

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 have learnt.

COMMUNICATION

WARM-UP

Aims:

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

- Show a picture of a child having dinner with his / her family. Ask Ss what the child is doing and whether he/she is behaving well at the table.
- Tell Ss that "table manners" means the polite ways of behaving when eating. These behaviours differ from one culture to another.
- Ask Ss to give some examples of table manners that they know. Lead into the lesson.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Everyday English

Giving advice

ACTIVITIES 1 + 2

Aims:

- **To introduce ways of giving advice;**
- **To help Ss practise giving advice.**

1

– Play the recording for Ss to listen and read the conversation between Tom and Mai. Ask Ss to pay attention to the highlighted language. Elicit from Ss that the first two highlighted phrases are ways to advise what one should do, and the last highlighted word is for saying what one should NOT do.

– Have Ss practise the conversation in pairs. Call on some pairs to practise the conversation in front of the class.

Audio script – Track 29:

Tom: My parents are taking me to their friend's house for dinner. Could you tell me a bit about Vietnamese table manners?

Mai: Well, perhaps you should wait for the host to start eating.

Tom: I will.

Mai: It's a good idea to hand bowls with both hands.

Tom: Sure. I'll remember that one.

Mai: And don't hit the bowl with your chopsticks. This may bring bad luck to the host family.

2

– Ask Ss to work in pairs to make similar conversations with the given situations, using the expressions they have learnt.

– Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.

The Japanese lion dance and Vietnamese unicorn dance

ACTIVITY 3

Aim: To provide Ss with information about lion dance in Japan.

– Write "Lion Dance" on the board or show a picture of a lion dance. Tell Ss that this is called the lion dance and it is popular in many Asian countries. Elicit from Ss the occasion(s) when they may see a lion dance performance.

– Tell Ss that they are going to read about lion dances in Japan.

– Have them look at the table of information and think of the type of information they need for each blank.

– Ask Ss to work in pairs to do this activity. After pairs finish their work, ask them to share their table with the whole class.

– Comment on their answers.

– If time allows, have some pairs use the information in the table to talk about the Japanese lion dance without looking again at the text.

Everyday English

Giving advice

1 **Listen and read the conversation below. Pay attention to the highlighted parts.** 29

Tom: My parents are taking me to their friend's house for dinner. Could you tell me a bit about Vietnamese table manners?

Mai: Well, perhaps you should wait for the host to start eating.

Tom: I will.

Mai: It's a good idea to hand bowls with both hands.

Tom: Sure. I'll remember that one.

Mai: And don't hit the bowl with your chopsticks. This may bring bad luck to the host family.

2 **Work in pairs. Make similar conversations with the following situations.**

1. Student A is travelling to Sa Pa in winter. He / She doesn't know what to wear. Student B gives advice.
2. Student A is going to a birthday party. He / She doesn't know what kind of gift to bring. Student B gives advice.

The Japanese lion dance and Vietnamese unicorn dance

3 **Read the text about the lion dance in Japan and complete the table with the information from the text.**

The lion dance is called *shishi-mai* in Japanese. People perform it during New Year celebrations. *Shishi-mai* groups also perform at other important occasions such as business openings and weddings.

Most forms of *shishi-mai* have one or more people performing the dance. The performers are excellent at acrobatics. One person controls the lion's head and the other moves the lion's body. The lion dances to the sounds of flutes and drums. The drummers and flute players often follow the lion around, but they do not dance with it.

The Japanese perform *shishi-mai* to chase away bad spirits and to bring good luck.

Japanese lion dance	
Japanese name	(1) _____
Occasions	– (2) _____ – other important occasions
Number of performers	one or more
Skills	(3) _____
Dance partner	no dance partner
Musical instruments	(4) _____ and drums
Purposes	– to chase away (5) _____ – to bring good luck

Key: **1.** *shishi-mai* **2.** New Year celebrations **3.** acrobatics
4. flutes **5.** bad spirits

ACTIVITY 4

Aim: To help Ss compare the Vietnamese unicorn dance with the Japanese lion dance.

- Show two pictures, one of the Vietnamese unicorn dance and one of the Japanese lion dance next to each other.
- Have Ss look at the pictures and point out some similarities and differences between the two pictures. Encourage them to use the structures "Both…. and …." and "…. but….".
- Tell Ss to look at Mai's notes on the Vietnamese unicorn dance. Ask them if there is any information they don't know.
- Have Ss work in groups to compare the Vietnamese unicorn dance with the Japanese lion dance, using the tables in **3** and **4**. Tell the groups that they need to write at least 5 sentences using 5 pieces of information from the tables.
- Ask some Ss to report their group's answers to the class.

4 **Work in groups. Read Mai's notes on the Vietnamese unicorn dance. Compare the Vietnamese unicorn dance with the Japanese lion dance.**

Vietnamese unicorn dance	
Vietnamese name	*mua lan*
Occasions	– Mid-Autumn and New Year Festivals – business openings and weddings
Number of performers	one or more
Skills	martial arts and acrobatics
Dance partner	*ong Dia*
Musical instrument	drum
Purpose	to wish for luck and success

Example:
The Vietnamese unicorn dance and the Japanese lion dance are both popular on New Year Festivals.

Culture note: There are many forms of lion and unicorn dances in Asian cultures in general and in Viet Nam in particular. The form varies by the local culture, the ethnic group, and even the festival that the dance is performed.

EXTRA ACTIVITY

- Put Ss into groups of four and ask them to think of a Vietnamese festival or holiday that foreigners are probably unfamiliar with.
- Ss work together to create a dialogue between a Vietnamese student and a foreign student talking about the festival or holiday. In the dialogue, the Vietnamese student offers 2-3 pieces of advice using the highlighted phrases from **1**.
- Ask a few groups to share their dialogues with the class.

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 have learnt.

SKILLS 1

WARM-UP

Aims:

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

- Write some festivals on the board *(Mid-Autumn Festival, Huong Pagoda Festival, Tea Festival, Village Festival,* etc.*)*. Ask Ss if they have ever taken part in any of these festivals. Alternatively, if there is a popular local festival in their home town, encourage Ss to name it.
- Ask Ss to describe one of the festivals above (when and where it is, what activities there are, what their families or they often do at that time). Record the ideas on part of the board.
- Lead into the new lesson: Reading and Speaking lesson about a festival day and a family event.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

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 two questions in the book:
  1. *What are the men doing?*
  2. *When do you think this event occurs?*
- Tell Ss that they are going to read a text about a festival in a village.

Suggested answers:

1. They are rowing a boat. They are cooking rice on an open fire.

2. This event may occur in a festival in northern Viet Nam.

ACTIVITY 2

Aim: To help Ss develop skill of reading for main idea (skimming), specific information (scanning), and guessing word meaning in context.

- Ask Ss to read the first paragraph and find the time that the festival happens (*the third day of Tet*).
- Tell Ss to read the first sentence of the second and the third paragraph. Ask Ss what each paragraph is going to be about (*2nd paragraph: what they do in the morning; 3rd paragraph: what they do at noon*). Tell them to do the same with the last paragraph (*last paragraph: why the festival is important*).
- Now ask Ss to look at Question 1 and choose the correct option.
- Tell them that Questions 2 and 4 ask about specific information. Question 3 asks them to guess the meaning of the phrase in context.
- Elicit from Ss the steps: read the questions, underline the keywords in each question, locate the keywords in the text, and find the information to answer the question.
- Ask Ss to locate the paragraphs with the information for each question. Then have Ss do the exercise individually and check their answers in pairs.
- Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.

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



SKILLS 1

Reading

1 **Work in pairs. Look at the picture and answer the following questions.**

1. What are the men doing?
2. When do you think this event occurs?

2 **Read the text. Choose the correct answer A, B, or C.**

A Village Festival Day

I live in a small village in northern Viet Nam. Every year, people in my village look forward to the third day of Tet. It is one of our most important festival days.

In the morning, we gather along the riverside to watch some competitions. First, there is a special boat race. Some team members cook rice on the boat while others row the boat as fast as they can. The fastest team with well-cooked rice wins the race. Then, the referee **releases a duck** into the middle of the river. Contestants jump into the river to catch it. The atmosphere becomes loud with the sound of drums and cheers of festival goers.

At noon, there is a village party at the communal house for the elders. Each family also holds a home party. We cook traditional dishes like sticky rice and steamed chicken. Sometimes, we include food that children love, such as *bun cha* or even pizzas!

The village festival helps us maintain our traditions, connect with other people, and strengthen our family bonds.

1. What is the text mainly about?
   A. A local tradition.
   B. A family tradition.
   C. A cooking contest.
2. To win the boat race, a team must _____.
   A. row the boat more quickly than the other teams
   B. row the boat the fastest and properly cook the rice
   C. cook rice properly and catch the duck
3. The phrase "**releases a duck**" in the text means _____.
   A. gives it freedom
   B. catches it
   C. takes it home
4. Why is the festival important?
   A. Because it is exciting.
   B. Because people win valuable prizes.
   C. Because it keeps some village traditions alive.

EXTRA ACTIVITY

- Put Ss into pairs. Have the pairs read the text to underline what they think are the five most important words or phrases from the text.
- Ask a few pairs to volunteer their answers. Accept any logical answers. If they provide any illogical answers or words / phrases that are not central to the main idea of the text, then point it out.
- Have the pairs join with another pair to form a group of four Ss. Together they decide which 10 terms in the text are most important.
- When Ss finish, tell Ss to close their books and only look at the 10 terms to write a three-sentence summary of the entire text. Encourage them to use as many of the 10 terms as possible.

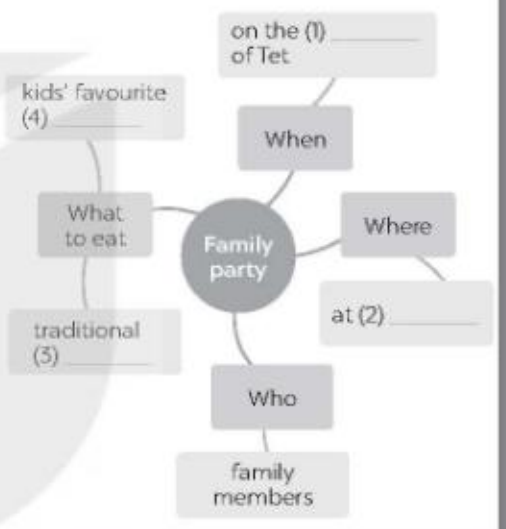
ACTIVITY 3

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

- Ask Ss to look at the mind map and identify the paragraph with the information for each question in the mind map.
- Then have Ss do the exercise in pairs. Remind them to underline or circle the words in the text for each answer.
- Invite some pairs to share their answers. Have them explain their answers. Confirm the correct answers.
- Tell them that when they describe a family event, they should mention categories of information like in the mind map.

Key: **1.** third day **2.** home **3.** dishes **4.** food

3 **Read the text again. Complete the mind map about a family party.**



Speaking

ACTIVITY 4

Aim: To help Ss predict the content of a dialogue about a family event.

- Draw a mind map on the board with "a family event" in the middle and "where, who, what" as the categories.
- Tell Ss to look at the questions in the box and match the questions with the appropriate categories.
- Tell Ss to read the dialogue and complete the dialogue with the given questions.
- Call on some Ss to share their answers.
- Confirm the correct answers. Have Ss practise reading aloud the dialogue in pairs.

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

Speaking

4 **Work in pairs. Put the questions (A - E) in the correct blanks (1 - 5) to make a complete dialogue. Then role-play it.**

A. And what do you do at parties?
B. Lan, what family event do you often take part in?
C. Do you like these parties?
D. Where do you hold these parties?
E. Who joins you at these parties?

Nick: (1) _____

Lan: Well, I join birthday parties of all my family members.

Nick: (2) _____

Lan: In a Vietnamese restaurant. But sometimes we break with tradition by going to a Western one.

Nick: (3) _____

Lan: Everyone in my family.

Nick: (4) _____

Lan: Well, the birthday person opens the gifts. And everyone has some good food.

Nick: (5) _____

Lan: Yes, I always look forward to them. They are a great time for family bonding.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To help Ss practise talking about a family event.

- Ask Ss to think of a family event and make notes about it in the form of a mind map.
- Tell them to look at the mind map on the board and revise the questions that can be used.
- Have Ss work in pairs. They take turns to ask and answer about the family event.
- Have some pairs act out the dialogue in front of the class.
- Comment on their performance.



5 **Make notes about a normal family event that you take part in. Use the questions below as cues.**

- What is the event?
- Where and when does it happen?
- Who joins with you?
- What do you often do at that event?
- Do you like it or not? Why or why not?

Now work in pairs. Make a dialogue asking and answering about the event. You can use your notes.

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 ones they have learnt.

SKILLS 2

WARM-UP

Aims:

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

- Show a set of pictures and have Ss call out the names of the festivals. Arrange the festivals from the most popular to least popular ones, but show the picture of Ok Om Bok Festival last.
- Lead into the new lesson: Listening and Writing lesson about a traditional festival.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Listening

ACTIVITY 1

Aim: To prepare Ss for the listening text.

- Have Ss look at the pictures and answer the questions in the book.
- Elicit answers from Ss. This is an open activity, so accept all answers provided that they make sense.



SKILLS 2

Listening

1 **Work in pairs. Look at the photos and answer the following questions.**

1. What can you see in the photos?
2. In which part of Viet Nam might the festival occur?

ACTIVITY 2

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

- Tell Ss that they are going to listen to part of the programme called "Charming Viet Nam". In the programme, an MC is introducing the Ok Om Bok Festival, a festival of the Khmer people.
- Have Ss read the sentences first and guess the type of information and the part of speech for each blank. Encourage Ss to make detailed guesses. Write their guesses on the board.

2 **Listen to part of the programme "Charming Viet Nam". Fill in each blank with no more than TWO words.** 30

Ok Om Bok Festival	
Purposes	- to thank the Moon God - to mark the (1) _____ of the Khmer year
Time	mid-October (lunar calendar)
Offerings	(2) _____ and fruits
Activities	- singing and dancing - games and traditional (3) _____ - Ngo Boat (4) _____

- Play the recording and ask Ss to listen and complete each blank with no more than TWO words. Tell Ss to work in pairs to compare their answers.
- Have some Ss go to the board and write their answers. Confirm the correct answers. Have Ss listen again when needed.

Key: **1.** end **2.** young rice **3.** fashion shows **4.** Race

ACTIVITY 3

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

- Ask Ss to look at the sentences and guess whether they are true or false. Write their guesses on the board.
- Tell Ss that they are going to listen to part of the programme again and check their guesses.
- Play the recording and ask Ss to listen again and complete the task.
- Ask for Ss' answers. Confirm and tick the correct answers. Play the recording again when needed.

3 **Listen again and tick (✓) T (True) or F (False).** 31

	T	F
1. Ok Om Bok is the Moon Worshipping Festival.		
2. On the night of the festival, the elders talk about their wishes.		
3. There are lantern contests at the festival.		
4. Tourists should wear informal clothes when attending the worshipping ceremony.		

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

Audio script – Tracks 30 + 31:

The Ok Om Bok Festival

… Let's go to the Mekong Delta and join the Ok Om Bok Festival of the Khmer people. It is also called the Moon Worshipping Festival. Traditionally, the Khmers use the festival to thank the Moon God for giving them a good harvest. It also marks the end of the year of the Khmer calendar.

Ok Om Bok occurs in mid-October according to the lunar calendar. When the moon is at its highest position, the monks and the elders offer young rice and fruits to the Moon God. Then, they take some young rice to feed children and ask them about their wishes. People sing and dance in the moonlight. Visitors can participate in games, watch traditional fashion shows and see flying lantern contests. The next day, villagers organise the Ngo Boat Race. This is a boat race that attracts many tourists.

Here is some advice to tourists at the Ok Om Bok Festival. They should not wear shorts or sleeveless shirts when attending the religious ceremony. And don't litter the temple grounds.

And now, let's … *[voice faded]*

EXTRA ACTIVITY

- Put Ss into pairs.
- Have Ss close their books. Play the recording again and this time tell Ss to write five statements about the passage; three of the statements should be true and two of them should be false.
- The true statements should not be directly copied from the passage but rather they should be expressed in the students' own words.
- Ss find another pair to join. They exchanged statements. Each pair tries to find the true statements and identify the false statements.

Writing

ACTIVITY 4

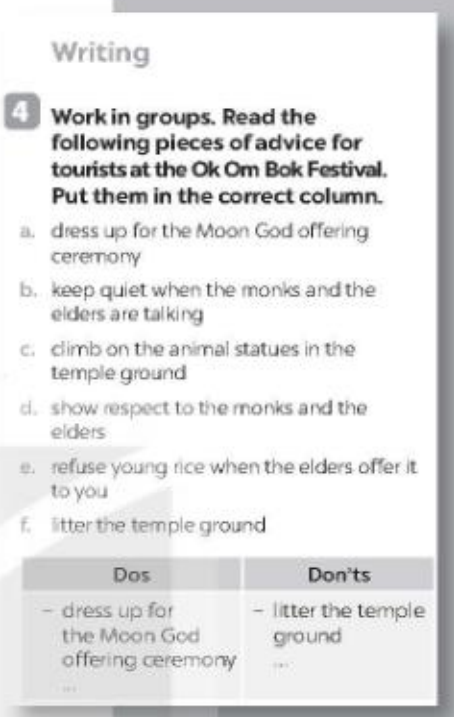
Aim: To brainstorm ideas and make an outline for Ss' writing.

- Go over the pieces of advice with Ss. Make sure they understand each piece of advice before moving on.
- Have Ss work in groups to put the pieces of advice in the correct column. Comment on their answers.

Key:

Dos: a, b, d

Don'ts: c, e, f



Writing

4 **Work in groups. Read the following pieces of advice for tourists at the Ok Om Bok Festival. Put them in the correct column.**

a. dress up for the Moon God offering ceremony
b. keep quiet when the monks and the elders are talking
c. climb on the animal statues in the temple ground
d. show respect to the monks and the elders
e. refuse young rice when the elders offer it to you
f. litter the temple ground

Dos	Don'ts
– dress up for the Moon God offering ceremony ...	– litter the temple ground ...

ACTIVITY 5

Aim: To help Ss practise writing an email to give advice on taking part in a traditional festival.

- Remind Ss about the structure of an email.
- Have Ss write their email individually based on their answers in **4**. Tell them that they don't need to use all the ideas in **4**.
- Ask one student to write his or her email on the board. Other Ss and T comment on the email on the board.
- Then collect some writings to correct at home.



5 **Tom sent you an email. Read part of his email below.**

"... Guess what! My dad is taking me with him to Can Tho City. We will be there during the Ok Om Bok Festival. What are some dos and don'ts at this festival? ..."

Write an email (80 - 100 words) to advise Tom about participating in the Ok Om Bok Festival.

New Message

To: handsometom@mymail.com Cc Bcc

Subject: Re: Ok Om Bok Festival

Dear Tom,

Cheers,

Suggested answer:

Dear Tom,

Glad to hear you are coming to Can Tho City. You can't miss the Ok Om Bok Festival. Here are a few things for you to remember when joining the festival.

First, you should wear polite clothes when attending the Moon God offering ceremony. Always show respect to monks and elderly people. Remember to keep quiet when the monks and the elders are talking.

Besides, there are many animal statues in the temple ground. Don't climb on them. The young rice represents the hope for luck in the new year. Don't refuse when the elders give you some.

Send me an email if you need more information.

Warm regards,

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 have learnt.

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.

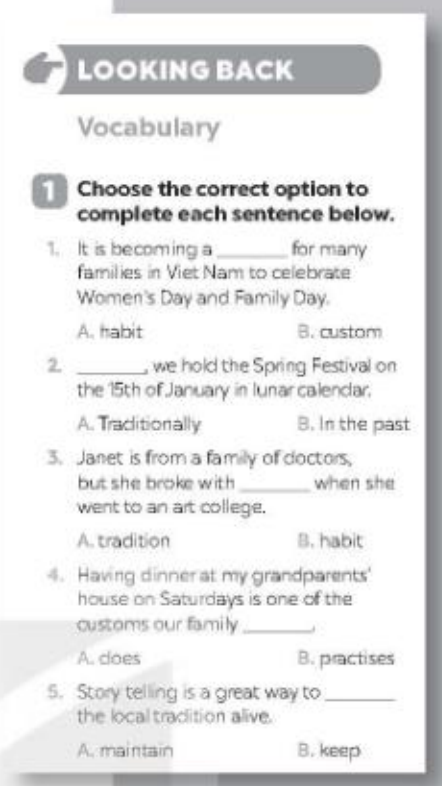
Vocabulary

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.** B **2.** A **3.** A **4.** B **5.** B



LOOKING BACK

Vocabulary

1 Choose the correct option to complete each sentence below.

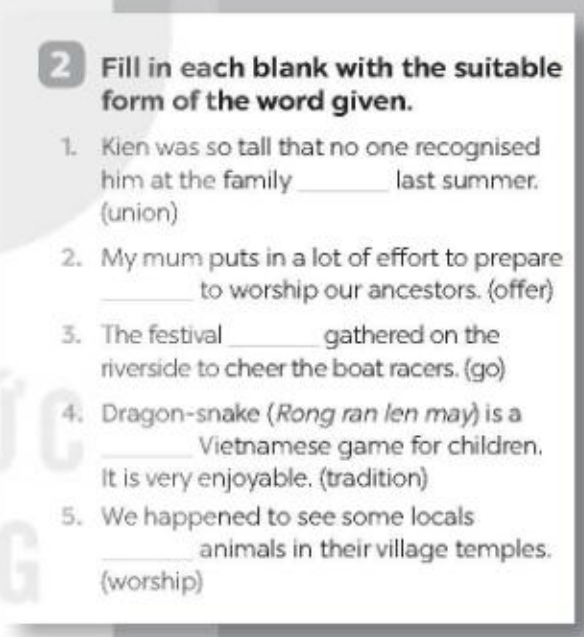
1. It is becoming a _____ for many families in Viet Nam to celebrate Women's Day and Family Day.
   A. habit B. custom
2. _____, we hold the Spring Festival on the 15th of January in lunar calendar.
   A. Traditionally B. In the past
3. Janet is from a family of doctors, but she broke with _____ when she went to an art college.
   A. tradition B. habit
4. Having dinner at my grandparents' house on Saturdays is one of the customs our family _____.
   A. does B. practises
5. Story telling is a great way to _____ the local tradition alive.
   A. maintain B. keep

ACTIVITY 2

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

- Have Ss read the sentences and identify the part of speech needed in each blank.
- Have Ss do this exercise in pairs or individually. Tell them to pay attention to spelling of the words, too.
- Invite some Ss to write their answers on the board. T and other Ss comment. Confirm the correct answers.

Key: **1.** reunion **2.** offerings **3.** goers
4. traditional **5.** worshipping



2 Fill in each blank with the suitable form of the word given.

1. Kien was so tall that no one recognised him at the family _____ last summer. (union)
2. My mum puts in a lot of effort to prepare _____ to worship our ancestors. (offer)
3. The festival _____ gathered on the riverside to cheer the boat racers. (go)
4. Dragon-snake (*Rong ran len may*) is a _____ Vietnamese game for children. It is very enjoyable. (tradition)
5. We happened to see some locals _____ animals in their village temples. (worship)

Grammar

ACTIVITY 3

Aim: To help Ss revise the use of articles at sentence level.

- Have Ss recall the use of *a, an, the* and *zero article* 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.** Ø **2.** an **3.** The **4.** a **5.** Ø



Grammar

3 Complete the sentences with *a, an, the,* or Ø *(zero article).*

1. These days, many teenagers write _____ emails instead of letters.
2. My dad bought _____ ornamental kumquat tree for Tet.
3. I don't like that restaurant. _____ food there isn't very good.
4. Don't wear _____ hat when you go into a temple or a pagoda.
5. It's becoming a custom for us to stay out very late on _____ New Year's Eve.

ACTIVITY 4

Aim: To help Ss revise the use of articles at text level.

- Tell Ss that they are going to complete a text about how to make children aware of customs and traditions. Tell them that they need to read the text carefully and fill in each blank with an appropriate article.
- Have Ss do this exercise individually then compare their answers with a partner.
- Invite some Ss to read their answers aloud. Give feedback.

Key: **1.** Ø **2.** a **3.** Ø **4.** the **5.** an

4 **Complete the text with *a, an, the,* or *Ø (zero article)*.**

Here are two easy ways to raise children's awareness of (1) _____ customs and traditions. First, it is (2) _____ good idea for parents to teach children to cook. By doing this, children can learn and preserve their family recipes. Second, parents can take children to (3) _____ local festivals. This helps them discover (4) _____ culture of their community and develop (5) _____ understanding of local traditions.

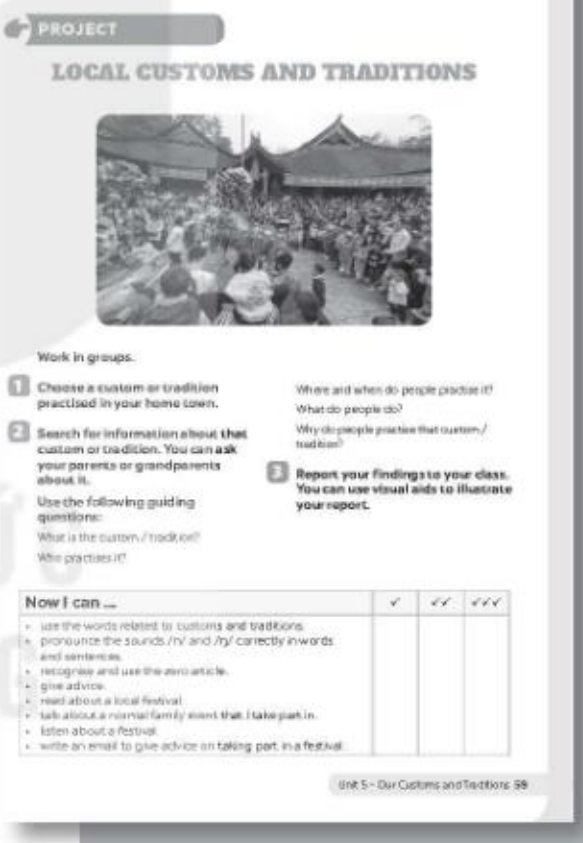


PROJECT

Aims:

- **To give Ss an opportunity to practise finding information about a local custom or tradition;**
- **To help Ss improve their creativity and teamwork;**
- **To improve their speaking and presentation skills.**

- Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project.
- Instruct Ss how to carry out this project. Model the way to ask questions and record the answers in the table with one student.
- In their groups, Ss use the guiding questions to brainstorm and structure their discussion. They prepare a presentation to deliver their idea to the class.
- *Note:* 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 report to the class.



PROJECT

LOCAL CUSTOMS AND TRADITIONS

Work in groups.

1 Choose a custom or tradition practised in your home town.

2 Search for information about that custom or tradition. You can ask your parents or grandparents about it.

Use the following guiding questions:

What is the custom / tradition?

Who practises it?

Where and when do people practise it?

What do people do?

Why do people practise that custom / tradition?

3 Report your findings to your class. You can use visual aids to illustrate your report.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to customs and traditions.			
• pronounce the sounds /n/ and /ŋ/ correctly in words and sentences.			
• recognise and use the zero article.			
• give advice.			
• read about a local festival.			
• talk about a normal family event that I take part in.			
• listen about a festival.			
• write an email to give advice on taking part in a festival.			

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NOW I CAN ...

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

Unit 6 LIFESTYLES

Objectives:

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

- use the words related to the topic *Lifestyles*;
- pronounce the sounds /br/ and /pr/ correctly in words and sentences;
- use the future simple and the first conditional;
- express certainty;
- read for specific information about an interesting lifestyle and ways to maintain a traditional lifestyle;
- talk about maintaining traditional lifestyles;
- listen for general and specific information about the impact of modern technology on lifestyles;
- write a paragraph about the advantages or disadvantages of online learning.



WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead Ss into the new unit.**
- Begin the lesson by reviewing the contents covered in *Unit 5* (e.g. what they like / don't like about our customs and traditions, what should be maintained, etc.).
- Introduce the topic *Lifestyles*. Show Ss some photos related to lifestyles (traditional costumes, folk dance, strange lifestyles,...), and write the word *Lifestyles* on the board, or tell a story related to lifestyles.
- Ask Ss to open their books to page 60. Draw their attention to the THIS UNIT INCLUDES box and introduce what they are going to learn in this unit.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

LIFESTYLE DIFFERENCES

ACTIVITY 1


GETTING STARTED

Lifestyle differences

1 **Listen and read.**

Nam: Hello, Tom. How're things?

Tom: Oh good. I like it here. The lifestyle is interesting and different from that in my country.

Nam: Really?

Tom: Sure. Students here call their teachers by their title "teacher", not by their names.

Nam: Right. How do you greet your teachers?

Tom: We usually say "Hello" or "Good morning" then Mr, Mrs, or Miss and their surnames, for example "Good morning, Mr Smith."

Nam: Are there other differences?

Tom: People buy and sell a lot of street food here. In my country, people usually buy food in a store or a restaurant.

Nam: Yeah. Buying street food is a common practice in my city.

Tom: And I've noticed that many people have breakfast on the street too! In my country, we typically have a light breakfast at home.

Nam: I see. But here many adults are in the habit of having breakfast outside of their homes. If they're not in a hurry, they'll even have a leisurely coffee there.

Tom: That's fascinating!

Aims:

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

- Begin by asking Ss questions:
  How do you greet your teachers every day?
  Do you call your teachers by their title "teacher"?
- Set the context for the listening and reading: Ask Ss to look at the title of the conversation and the pictures. Ask them a question like: *What do you think they are talking about?*
- Then ask Ss to look at the title / the pictures and guess what the conversation between Nam and Tom might be about.
- Play the recording once or twice for Ss to listen and read along silently or aloud.
- Have some pairs of Ss read the conversation aloud.
- Ask Ss what Nam and Tom are talking about. Now confirm the correct answer. *(They are talking about lifestyles and lifestyle differences.)*
- Have Ss say the words and phrases in the text that they think are related to the topic of the unit. Have them pronounce the words and phrases containing the sounds /br/ and /pr/. Quickly write the words on the board (*breakfast, practice*).

Audio script – Track 32:

Nam: Hello, Tom. How're things?

Tom: Oh good. I like it here. The lifestyle is interesting and different from that in my country.

Nam: Really?

Tom: Sure. Students here call their teachers by their title "teacher", not by their names.

Nam: Right. How do you greet your teachers?

Tom: We usually say "Hello" or "Good morning" then Mr, Mrs, or Miss and their surnames, for example "Good morning, Mr Smith."

Nam: Are there other differences?

Tom: People buy and sell a lot of street food here. In my country, people usually buy food in a store or a restaurant.

Nam: Yeah. Buying street food is a common practice in my city.

Tom: And I've noticed that many people have breakfast on the street too! In my country, we typically have a light breakfast at home.

Nam: I see. But here many adults are in the habit of having breakfast outside of their homes. If they're not in a hurry, they'll even have a leisurely coffee there.

Tom: That's fascinating!

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss understand some details of the conversation.

Have Ss read the conversation again and complete the table individually. Check their answers and explain if necessary.

Key: **1.** surnames **2.** on the street **3.** store / restaurant

2 **Read the conversation again and complete the table.**

In Nam's country	In Tom's country
– Students greet teachers by their title. – People eat breakfast (2) _____. – People buy and sell food on the roadside.	– Students refer to their teachers as Mr, Mrs, or Miss and their teachers' (1) _____. – People eat breakfast at home. – People often buy food in a (3) _____.

ACTIVITY 3

Aims:

- **To help Ss further understand the context;**
- **To help Ss become acquainted with the new vocabulary and some collocations in the unit.**

– Have Ss read the sentences and find the words and phrase in the box to fill in the gaps. If Ss find it difficult, 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 the answers as a class. Write the correct answers on the board. If there's time, call on some Ss to read the sentences.

Key: **1.** lifestyle **2.** greet **3.** serve
4. practice **5.** in the habit of

3 **Complete each sentence with a word or phrase from the box.**

greet practice lifestyle
serve in the habit of

1. A balanced diet and exercise are important for a healthy _____.
2. Handshaking, bowing, and hugging are some of the ways in which people _____ one another.
3. Waiters and waitresses _____ food in restaurants.
4. Going out for breakfast has become a common _____ in this city.
5. My mum is _____ keeping everything in the kitchen bright and clean.

ACTIVITY 4

Aim: To help Ss revise and develop the vocabulary related to the topic *Lifestyles*.

– Have Ss work in pairs and write the words / phrases from the box under the right pictures.

– Call on some Ss to share their answers with the class.

– Confirm the correct answers.

– Have some Ss read each word / phrase correctly. Correct their pronunciation if necessary.

Key: **1.** street food **2.** food in restaurants
3. pizza **4.** online learning
5. greeting

4 **Label each picture with a word or phrase from the box.**

greeting online learning pizza
street food food in restaurants



1. _____ 2. _____ 3. _____



4. _____ 5. _____

– For more able Ss, have them make up sentences or ask and answer questions using these words / phrases from the box:

E.g.

A: Do you sometimes have street food?

B: Yes, I do.

A: Do you like pizza?

B: No, I don't.

ACTIVITY 5

Aim: To help Ss get to know about greetings around the world.

- Have Ss work individually. Tell them to give their answers to all the questions.
- Set a time limit (2 - 3 minutes) for Ss to finish the task.
- Call on some Ss to share the answers.
- T may need to explain to Ss if they do not know the answers.

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



5 QUIZ **Greetings around the world**

Take the quiz.

1. Which is probably the most common way of greeting around the world?
   A. Shaking hands.
   B. Sticking out one's tongue.
2. In the USA, people greet each other by _____.
   A. shaking heads
   B. saying "Hello"
3. Thais greet their elders by saying "sawadee" and _____.
   A. saying their surname
   B. slightly bowing to them
4. The Maori of New Zealand greet each other by _____.
   A. kissing each other's cheek
   B. pressing their noses together
5. How do people in Japan normally greet each other?
   A. They bow to each other.
   B. They hug each other.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words and 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

WARM-UP

Aims:

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

- Bring to class some posters / pictures or show on the screen some images related to different lifestyles in Viet Nam or other countries.
- Encourage Ss to name these things (and talk about them).
- Lead into this lesson which focuses on the new words / phrases, and the sounds /br/ and /pr/.
- Share with Ss the lesson objectives and have them open their books and start the lesson.

Vocabulary

ACTIVITY 1

Aim: To revise / teach some words and collocations related to the different aspects of lifestyles.

- Tell Ss to look at the pictures and name them if possible.
- Have Ss work in pairs. Tell them to match the words and phrases on the left with the pictures on the right. Then check their answers as a class.
- Have Ss read the words and phrases aloud. Correct their pronunciation if necessary.

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



A CLOSER LOOK 1

Vocabulary

1 **Match the words and phrases with the pictures.**

1. dogsled
2. making crafts
3. native art
4. weaving
5. tribal dance

EXTRA ACTIVITY

- Put Ss into pairs and have them work together to describe what they see in the pictures in **1**.
- Give them some time to think about it and refer to their dictionaries if needed.
- Ss try to describe each picture in at least one or two sentences. *Example: 1. dogsled. A dogsled is a form of transport. It is used in places that are very cold and have lots of snow. The dogs are very strong and can work well together in cold climates. While this is not a fast form of transport, it is a very traditional and reliable one in areas which are covered with snow and don't have roads.*

ACTIVITY 2

Aim: To give Ss practice on how to use words and phrases related to the topic *Lifestyles* in context.

- Have Ss read the sentences and fill in the blanks with the words and phrases from the box.
- Have them read the sentences carefully and look for clues so that they can choose the correct words and phrases to complete the sentences.
- Have one student write the words and phrases on the board. Confirm the correct answers.
- T may call some Ss to read the sentences aloud.

Key: **1.** weaving **2.** tribal dances **3.** native art
4. making crafts **5.** dogsled

ACTIVITY 3

Aim: To give Ss more practice on how to use words related to the topic *Lifestyles* in sentences.

- Have Ss read the sentences and choose the correct options to complete the sentences.
- Tell them to read the sentences carefully and look for clues so that they can choose the correct words.
- Go around and give assistance if necessary and check their answers.
- Confirm the correct answers as a class.

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

Pronunciation

/br/ and /pr/

ACTIVITY 4

Aim: To teach Ss how to pronounce the sounds /br/ and /pr/ and practise pronouncing these sounds in words correctly.

- First, give examples of the sounds /br/ and /pr/.
- Then let Ss practise the sounds /br/ and /pr/ together.

2 **Complete the sentences with the words and phrases from the box.**

tribal dances | weaving | dogsled | making crafts | native art

1. The traditional craft of the villagers is _____ bamboo baskets.
2. We all joined in the _____ when we attended the local festival.
3. The gallery in the city centre has an excellent collection of _____.
4. Hoa is very keen on _____. She loves to knit gloves after school.
5. The _____ is still used as a means of transport in Alaska today.

3 **Choose the correct answer A, B, or C to complete each sentence.**

1. The tribal women know how to _____ these threads into beautiful clothes.
   A. weave B. make C. cut
2. She comes from Korea, so her _____ language is Korean.
   A. modern B. native C. practical
3. Sticking out one's tongue was a way of greeting in _____ Tibetan culture.
   A. traditional B. leisurely C. simple
4. How do people _____ New Years in your country, Jack?
   A. practise B. keep C. celebrate
5. We like that restaurant: it _____ very delicious food.
   A. practises B. serves C. buys

Pronunciation

/br/ and /pr/

4 **Listen and repeat the words. Pay attention to the sounds /br/ and /pr/.** 33

/br/	/pr/
bridge	present
broccoli	practise
breakfast	precious
algebra	programme
celebrate	express

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– 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 33:

/br/	/pr/
bridge	**pr**esent
broccoli	**pr**actise
breakfast	**pr**ecious
alge**br**a	**pr**ogramme
cele**br**ate	ex**pr**ess

ACTIVITY 5

Aims:

- **To help Ss pronounce the sounds /br/ and /pr/ correctly in context;**
- **To help Ss differentiate the sounds /br/ and /pr/.**

5 **Listen and practise the sentences. Underline the words with the sound /br/ and circle the words with the sound /pr/.** 34

1. My brother says online learning improves our IT skills.
2. Santa Claus brings a lot of presents to children.
3. She briefly introduced the new programme.
4. He spent a lot of time preparing for his algebra test.
5. My mum prays at the temple before breakfast on Sundays.

– Have Ss quickly read the sentences and underline the words having the sounds /br/, and circle the words having the sound /pr/. 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.

– Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the words with the sounds /br/ and /pr/.

– If there is time, ask Ss to call out the words they know having these two sounds.

Key + Audio script – Track 34:

1. My brother says online learning improves our IT skills.

2. Santa Claus brings a lot of presents to children.

3. She briefly introduced the new programme.

4. He spent a lot of time preparing for his algebra test.

5. My mum prays at the temple before breakfast on Sundays.

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

The future simple

WARM-UP

Aims:

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

- Ask Ss if they remember the future simple they have learnt in *Tiếng Anh 6* and *Tiếng Anh 7*. Have some of them revise this tense and give some examples.
- Introduce the objectives of the lesson: The future simple for describing future possibilities or conditions.
- Write the objectives on the top of the board.

ACTIVITY 1

Aim: To help Ss revise the future simple to complete the given dialogues.

- Have Ss study the example first.
- Give Ss some time to work by themselves and write down the answers. Observe and help when and where necessary.
- Ask some Ss to read their sentences. Call on some Ss to write their answers on the board. Confirm the correct answers.
- Explain to Ss another use of the future simple (to describe future possibilities or conditions), and give one or two examples before moving onto **2**.

Key: **1.** will tell

2. will attend – won't join

3. won't have – will do

ACTIVITY 2

Aims:

- **To help Ss revise and further study the future simple;**
- **To help Ss use the future simple to build sentences.**

- Have Ss work individually for about 5 minutes. Tell them to put the words in the correct order to build meaningful sentences. Tell them to pay attention to the form of the future simple.
- Check their answers as a class.
- Have some Ss read out the sentences. Correct their pronunciation and intonation only when necessary.



A CLOSER LOOK 2

Grammar

The future simple

1 **Use the verbs from the box with *will* or *won't* to complete these dialogues.**

~~take~~	have	tell
join	attend	do

Example:

A: What are you doing this weekend?

B: I don't know yet. I think my dad _____ us to the Ethnology Museum.

→ will take

Remember!

We use the future simple to describe future possibilities or conditions.

Example:

We have to leave now, or we **will miss** the train.

If I fail the test, I **will have to** take the course again.

1. ***Alice:*** Are you taking exams next week, Phong?
   Phong: I'm not sure. The teacher _____ us tomorrow.
2. ***Linh:*** Where are you going on the holiday, Chris?
   Chris: We're planning to visit Ta Ho Village. We _____ the local festival, but we _____ the tribal dance as it is late in the evening.
3. ***Dad:*** Are you having online lessons tomorrow?
   Daughter: No. We _____ lessons, but we _____ experiments in the lab.

2 **Arrange these words and phrases in the correct order to form meaningful sentences.**

1. We / first-term exams / our / will take / very soon /.
2. Alaska / they / in an igloo / stay / when / visit / Will they /?
3. She / the tribal groups / to help them / will work with / revive their culture /.
4. online learning / in / I won't choose / the second semester /.
5. I'll come / to / I go / to London / if / this summer / see you /.

Key:

1. We will take our first-term exams very soon.

2. Will they stay in an igloo when they visit Alaska?

3. She will work with the tribal groups to help them revive their culture.

4. I won't choose online learning in the second semester.

5. I'll come to see you if I go to London this summer.

First conditional

Ss have already learnt the first conditional, so T may review this grammar point with them before doing **3**.

ACTIVITY 3

Aim: To help Ss review the form and use of the first conditional.

- Draw Ss' attention to the form and use of the first conditional: main clause (future simple) and *if*-clause (present simple).
- Have Ss look at the sentences and write down their answers.
- Ask Ss to exchange their answers in pairs. Check their answers as a class and explain if necessary.

Key: **1.** eat **2.** goes **3.** will have
4. don't do **5.** Will she be

First conditional

3 **Give the correct tense of the verbs in brackets, using the first conditional.**

1. If you (eat) _____ an apple every day, you will stay healthy.
2. Will Dan wear a kilt if he (go) _____ to Scotland?
3. He (have) _____ sore eyes if he spends too much time on the computer.
4. If you (not do) _____ anything bad, you won't get into trouble.
5. _____ she (be) _____ able to eat the soup if I put some chillies in it?

Remember!

We can also use *unless* in conditional sentences. *Unless* means "if ... not" or "except if ...".

Example: You will fail the test **unless** you study harder.

EXTRA ACTIVITY

- Have Ss work together to create four sentences beginning with *If* ... They only write the *if*-clause of the sentence and leave the second half of the sentence blank. Example: *If it rains,* _____ .
- Tell Ss to share their four sentences with a partner who completes the second half of the sentence.
- Encourage Ss to use their imagination and create silly sentence endings.
- Have Ss read off a few of their completed sentences for the class and take a class vote on which sentence they think is the silliest.

Introduce to Ss the conjunction *unless* in the **Remember!** box and give them some more examples before moving onto **4**.

ACTIVITY 4

Aims:

- **To help Ss revise *if* and practise the use of *unless*;**
- **To help Ss distinguish *if* and *unless* in conditional sentences.**

- Have Ss do the exercise individually and then exchange their answers with a partner.
- Call on some Ss to read the sentences aloud. Have other Ss comment. Confirm the correct answers.

4 **Fill in each blank with IF or UNLESS.**

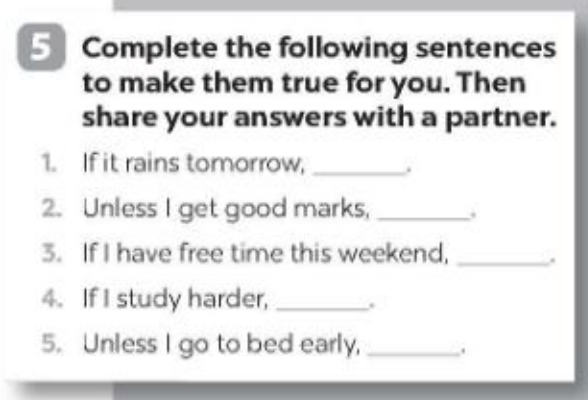
1. _____ we eat lunch now, we won't arrive at the cinema on time.
2. The teacher will be furious _____ you don't do the homework.
3. I won't eat kimchi when I go to Korea _____ I have to.
4. _____ you turn on the light, you will be able to see better.
5. You won't be able to find the house _____ you use your GPS. There's no one around.

Key: **1.** Unless **2.** if **3.** unless
4. If **5.** unless

ACTIVITY 5

Aim: To help Ss apply the uses of the first conditional with *if* and *unless* in real contexts by completing sentences about themselves with *if*-clauses given.

- Give them some time to work independently and write down their sentences.
- Then let them work in pairs to exchange their sentences.
- Go round giving help when and where necessary.
- Some Ss may write their answers on the board. Make corrections if necessary.



5 **Complete the following sentences to make them true for you. Then share your answers with a partner.**

1. If it rains tomorrow, _____.
2. Unless I get good marks, _____.
3. If I have free time this weekend, _____.
4. If I study harder, _____.
5. Unless I go to bed early, _____.

WRAP-UP

Ask Ss to summarise the grammar points they have learnt in this lesson. Ask some Ss to recall some vocabulary and collocations too.

COMMUNICATION

WARM-UP

Aims:

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

- Ask some Ss to make sentences about themselves, using the future simple. Encourage them to talk about their lifestyles and their tastes in food and cooking.
- Introduce the objectives of the lesson: Learning how to express certainty, and about food and eating habits of different countries around the world, and asking and answering about eating habits in their areas.

Everyday English

Expressing certainty

ACTIVITIES 1 + 2

Aims:

- **To provide Ss with the two ways of expressing certainty;**
- **To help Ss practise expressing in certainty.**

1

- Play the recording and have Ss listen and read the conversations at the same time. Tell them to pay attention to the highlighted sentences. Elicit the two ways of expressing certainty.



COMMUNICATION

Everyday English

Expressing certainty

1 **Listen and read the conversations. Pay attention to the highlighted sentences.** 35

1. ***Nam:*** Can I come over to your house on Sunday?
   Tom: Sure. You're welcome.
2. ***Alice:*** Vietnamese cooking uses a lot of vegetables and herbs.
   Mai: Yes, certainly.

– Ask them to act out the conversations in pairs. Go around and offer help if necessary.
– Call on some pairs to perform the conversation in front of the class. Check their pronunciation.

Audio script – Track 35:

Nam: Can I come over to your house on Sunday?

Tom: Sure. You're welcome.

Alice: Vietnamese cooking uses a lot of vegetables and herbs.

Mai: Yes, certainly.

2

– Ask Ss to read the instructions.
– Have Ss work in pairs to make similar conversations, one asks questions, and the other answers. Then ask them to swap roles.

Suggested answers:

1. *A:* Can you help me with my maths homework?
B: Yes, certainly. / Sure.

2. *A:* Vietnamese love seafood.
B: Yes, certainly. / Sure.

Cuisines around the world

Brainstorm with Ss the names of specialities and / or eating habits of different countries around the world.

ACTIVITY 3

Aim: To help Ss learn about the cuisines of different countries around the world.

– Have Ss work in pairs and do the task.
– Give explanations if necessary.
– Check their answers as a class.

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

ACTIVITY 4

Aims:

– **To give Ss more reading practice for specific information;**
– **To provide Ss with practice in talking about their opinions and giving reasons.**

– Have Ss read the passages for a few minutes. Make sure they understand the main ideas, and explain if needed.

2 **Work in pairs. Make similar conversations to express certainty in the following situations.**

1. You ask your friend to help you with your maths homework.
2. You say that Vietnamese love seafood.

Cuisines around the world

3 QUIZ **How much do you know about the cuisines of different countries?**

Do the quiz to find out.

1. Which country is famous for pasta and pizza?
A. Thailand. B. Italy. C. Brazil.
2. Which country is famous for kimchi?
A. Korea. B. Portugal. C. Australia.
3. England is well-known for _____.
A. dim sum B. spaghetti C. fish and chips
4. Sushi comes from _____.
A. Japan B. Korea C. Taiwan
5. In which country do you think kangaroo steak is common?
A. China. B. Australia. C. The USA.

4 **Work in groups. Read the two passages and discuss the questions below.**

Italy

Italy is famous for pizza. Pizza is a dish with a flat round bread base with cheese, meat, and vegetables on top. The country is also known for its spaghetti and pasta. Italy is also famous for its many types of cheese (over 400 types). There is one that allows flies to lay eggs on it, and it has a unique taste.

India

Curry is a common dish in India. It is a dish of meat and vegetables cooked in a sauce and served with rice or bread. In fact, India has a vast range of cuisines. People in some areas of India favour vegetarian food. But chicken, lamb, or goat are common in other areas. Generally, Indians avoid beef.

Do you prefer Italian or Indian food? Why / Why not?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Tell Ss to work in groups. Each group gives their preference (Italian or Indian food), and gives reasons.
- T goes round the class to monitor.
- Correct Ss' mistakes only when it is really necessary.

ACTIVITY 5

Aim: To give Ss more practice in talking about the typical food in their areas.

- Give Ss a few minutes to study the example first.
- Have Ss work in groups, taking turns to ask and answer.
- Encourage them to say what they know and what they think. Their opinions may differ.

Suggestions:

- staple food: rice, corn, bread, ...
- favourite food: pork, chicken, beef, fish, seafood, ...
- foods eaten on special occasions: *banh chung*, moon cakes, sticky rice, ...

5 **Work in groups. Talk about the typical food in your area. Discuss the following:**

- staple food
- favourite food
- foods eaten on special occasions

Example:

A: What is the staple food in your area?

B: It's rice.

C: Yes. We have rice with most of our meals.

...

WRAP-UP

Ask Ss to summarise what they have learnt in this lesson. Ask them to recall the common, strange, and delicious types of food in their areas or in different countries.

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 they know about interesting / strange lifestyles / ways of life around the world. Elicit answers from Ss.
- Bring the map of Alaska and show it to Ss. Ask them what it is / what state of the USA it is.
- Lead into the new lesson: Reading about Alaska and Speaking about how people in Ss' areas maintain their traditional lifestyle.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Reading

ACTIVITY 1

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

- Tell Ss to study the picture first.
- Have them work in groups and discuss what they know about Alaska.
  + Alaska: a state of the US (49th)
  + Location: northwest of North America
  + Population: over 700,000
  + Climate: oceanic climate, very cold
  + Native people: Alaskan natives
  + Languages: English 86.3%, Alaska native language
- Encourage Ss to talk as much as possible. It is not important whether they give the right answers or not; it is important that they speak in English.
- Then have them read the text and check their answers.

ACTIVITY 2

Aims:

- **To help Ss develop the skill of predicting the meaning of new words using context;**
- **To help Ss learn new vocabulary in the reading text.**

- Have Ss read the text quickly and find the words *maintain (v), styles (plural noun), experience (v),* and *mushers (plural noun).* Tell them to use the context in which these words appear to predict their meaning, and then do the matching.
- Check the answers as a class. Confirm Ss' correct answers. For less able Ss, ask them to give the Vietnamese equivalent of the words.

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

ACTIVITY 3

Aim: To help Ss develop the skill of reading 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.
- Explain the new words and clarify anything difficult. T may ask more questions to see if they understand the text fully.
- Call on some Ss to read the answers aloud before the class. Check their pronunciation and intonation.
- Check the answers as a class.

SKILLS 1

Reading

1 **Work in groups. Look at the picture, and discuss what you know about Alaska (its location, climate, native people, culture, ...).**



Read the text and check your answers.

If you go to the American state of Alaska, you might find the traditional lifestyle there interesting. Although Alaska is quite large, with nearly 1.7 million square kilometres, it has a small population of about 730,000.

The native peoples in Alaska still maintain many of their traditions. They keep their old ways of making arts and crafts alive. Various native groups have their own special styles of carving or weaving as well as their unique tribal dances and drumming. Therefore, visitors to Alaska may experience some of their culture in their villages. They may see performances of traditional music and native art in galleries and museums.

Alaska is also known for its unusual method of transport – the dogsled. Today, dog sledding (= mushing) is more of a sport than a true means of transport. The best-known race is the Iditarod Trail Sled Dog Race, a 1,510 km race from Anchorage to Nome. Mushers from all over the world come to Anchorage each March to compete for cash and prizes.

2 **Match the highlighted words in the text with their meanings.**

1. maintain	a. particular ways of doing something
2. styles	b. people who drive dogsleds
3. experience	c. to do or feel something
4. mushers	d. to keep, make something continue

3 **Read the text again and answer the questions.**

1. What is the population of Alaska?
2. Who have special styles of carving or weaving?
3. Where can we find the culture of the native peoples in Alaska?
4. How long is the Iditarod Trail Sled Dog Race?
5. Is the Iditarod Trail Sled Dog Race an international competition?

Key:

1. It is about 730,000 / 730 thousand.

2. Various native groups have their own special styles of carving or weaving.

3. We can find it in their villages.

4. It is 1,510 km (long).

5. Yes, it is.

Note:

- Alaska /əˈlæskə/
- Iditarod /ɪˈdɪtərɔd/
- Anchorage /ˈæŋkərɪdʒ/
- Nome /nəʊm/

EXTRA ACTIVITY

Put Ss into pairs and have them talk about what they would like to visit in Alaska and provide reasons to explain their answers. Encourage them to use details from the text as well as anything else they know about Alaska to make their explanations clearer.

Speaking

ACTIVITY 4

Aims:

- **To provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit;**
- **To give Ss practice in asking and answering about what people in some places do to maintain their traditional lifestyle.**

- Give Ss time to study the example, pictures, and phrases given.
- Then have Ss work in pairs.
- Go round to monitor and give help when necessary.
- Call on some pairs to perform the task in front of the class. T and other Ss listen and comment.

ACTIVITY 5

Aims:

- **To help Ss practise asking and answering about how people in their area maintain their traditional lifestyle;**
- **To help Ss improve their speaking skill.**

- Allow some time for Ss to think about how people in their area maintain their traditional lifestyle.
- Have Ss work in pairs (or groups of 4-5).



Speaking

4 **Work in pairs. Look at the pictures and use the cues to talk about what people in some places do to maintain their traditional lifestyle.**

1. Chau An Village:
   - performing traditional dances
   - holding festivals

2. Dam Ri Village:
   - cooking and selling traditional food
   - making crafts

3. Son Ca Village:
   - weaving clothing
   - singing folk songs

Example:

A: What do people in Chau An Village do to maintain their traditional lifestyle?

B: They perform traditional dances. They also ...

5 **Work in pairs. Ask and answer about how people in your area maintain their traditional lifestyle. You can use the ideas in 4 and the reading text in 1.**

- Ask them to use the ideas in **4** and the vocabulary learnt in the unit.
- Give help when they have difficulty expressing their ideas.
- Call on some pairs to talk in front of the class. T and other Ss listen and comment.

WRAP-UP

Ask Ss to sum up what they have learnt and practised in this lesson. Ask Ss to recall whatever they can remember.

SKILLS 2

WARM-UP

Aims:

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

- Ask some Ss what modern equipment they use every day, and whether they have online lessons.
- Lead into the new lesson: Listening about modern technology and online learning, and Writing about the advantages or disadvantages of online learning.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.


SKILLS 2

Listening

1 **Work in groups. Which of the following do you think is more influenced by modern technology? Tick (✓) your choice(s).**

- ways of communicating ☐
- traditional food and drink ☐
- ways of learning ☐

Listening

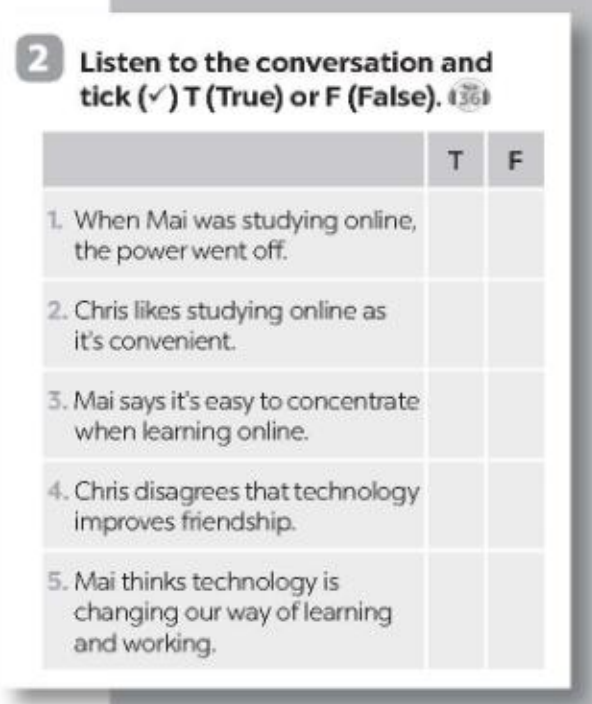
ACTIVITY 1

Aim: To activate Ss' knowledge and experience of modern technology, including ways of learning.

- Have Ss work in groups. Give them 2 – 3 minutes to think and tick the correct answer(s).
- Have them share their answers with the class. Ask them to explain the reasons for their choice. T and other Ss listen and give comments.

Suggested answer:

- ways of communicating ☑
- traditional food and drink ☐
- ways of learning ☑


2 **Listen to the conversation and tick (✓) T (True) or F (False).** 36

	T	F
1. When Mai was studying online, the power went off.		
2. Chris likes studying online as it's convenient.		
3. Mai says it's easy to concentrate when learning online.		
4. Chris disagrees that technology improves friendship.		
5. Mai thinks technology is changing our way of learning and working.		

ACTIVITY 2

Aim: To help Ss practise listening for specific information.

- Tell Ss that they are going to listen to a conversation about modern technology and online learning.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

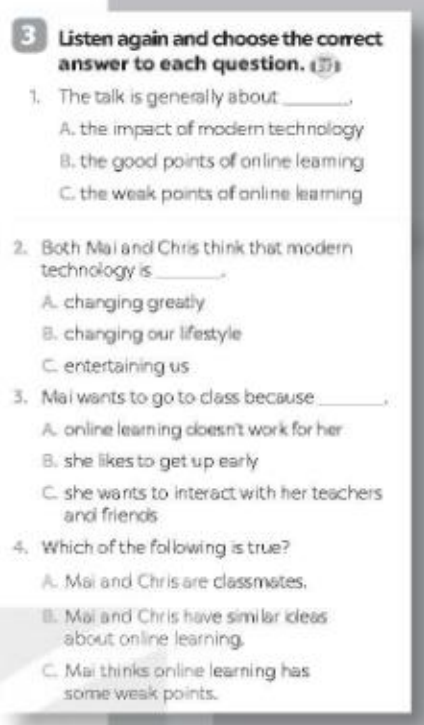
– Play the recording. Tell Ss to listen carefully and pay attention to keywords that help them understand the ideas of the recording.
– Have Ss write their answers as they listen. Check their answers as a class.

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

ACTIVITY 3

Aim: To help Ss practise listening for general and specific information (to choose the correct answers while listening to the recording).

– Have Ss read through the sentences first and determine what information they need to focus on while listening.
– Play the recording once or twice. Ask Ss to listen carefully and circle the correct answers.
– Play the recording once more for Ss to check their answers.
– Call on some Ss to give the answers and confirm the correct ones.



3 **Listen again and choose the correct answer to each question.** 37

1. The talk is generally about _____.
   A. the impact of modern technology
   B. the good points of online learning
   C. the weak points of online learning
2. Both Mai and Chris think that modern technology is _____.
   A. changing greatly
   B. changing our lifestyle
   C. entertaining us
3. Mai wants to go to class because _____.
   A. online learning doesn't work for her
   B. she likes to get up early
   C. she wants to interact with her teachers and friends
4. Which of the following is true?
   A. Mai and Chris are classmates.
   B. Mai and Chris have similar ideas about online learning.
   C. Mai thinks online learning has some weak points.

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

Audio script – Tracks 36 + 37:

(Mai is having a video call with her penfriend in Singapore – Chris)

Chris: Hi, Mai. How's everything?

Mai: Not bad. We still have lessons online every day. But this morning, when we were studying, the power went off suddenly.

Chris: Really? Modern technology sometimes causes us problems.

Mai: Yeah … By the way, do you like studying online?

Chris: Well, yes. It's convenient and comfortable. You don't have to get up early and get dressed for class.

Mai: But it's difficult to concentrate. And I still want to go to class. I want real interaction with my teachers and friends.

Chris: Yeah … and learning online all day long causes us headaches and sore eyes.

Mai: Sure. And do you think that modern technology is greatly changing our lifestyle?

Chris: Yes, technology changes the ways we communicate with others.

Mai: And it improves our friendship because it's easy to keep in touch with people living far away.

Chris: Certainly.

Mai: Technology is also changing how we live and work …

EXTRA ACTIVITY

– Have Ss listen to the recording again and this time take notes.
– Pair off Ss so they can compare their notes.
– Ask the class if they have any questions or are there any parts in the passage that they are uncertain about.

Writing

ACTIVITY 4

Aim: To help Ss identify the advantages / strong points and the disadvantages / weak points of online learning to prepare for the writing task in 5.

- T may begin by asking Ss what they think of online learning, whether they like it or not, and give reasons why or why not.
- Have Ss work in pairs. Tell them to read all the ideas given, think about them and put them in the correct column.
- Check the answers as a class.

Suggested answers:

Advantages	Disadvantages
- convenient	- difficult to concentrate
- comfortable	- no real interaction
- more freedom	- harmful to our eyes
- independent	- expensive equipment

Writing

4 **Look at the list below. Put the ideas about online learning in the correct column.**

- convenient
- comfortable
- difficult to concentrate
- more freedom
- no real interaction
- independent
- harmful to our eyes
- expensive equipment

Advantages	Disadvantages

ACTIVITY 5

Aim: To help Ss write a paragraph about the advantages OR disadvantages of online learning.

5 **Write a paragraph (80 – 100 words) about the advantages OR disadvantages of online learning. You can refer to the listening and the ideas in 4.**

- Tell Ss to write a paragraph about the advantages or disadvantages of online learning. Ask them to refer to the listening and the ideas in **4**.
- Set a time limit for Ss to write the 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 of Ss' papers and mark them, and later make comments on their writing in the class.
- If there is not enough time for Ss to complete the task in class, have them do it as homework.

Suggested answer:

Online learning is becoming more and more popular, but it has several disadvantages. Firstly, it is very difficult for students to concentrate as they lack face-to-face interaction with their teachers and friends. Secondly, looking at the screen constantly is harmful to students' eyes, and it causes tiredness, so it is not easy for students to work for too long. Thirdly, working online needs expensive equipment, such as a computer or laptop as well as Internet connection. For these reasons, I prefer going to school and having offline lessons, so that I can meet my teachers and friends every day.

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, so tell Ss not to refer back to the previous pages. Instead, they can use what they have learnt from 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 words / phrases they have learnt in the unit.

- Have Ss do this task individually to match each word or phrase with its meaning.
- Go round, monitor the class, and give support if necessary.
- Check their answers as a class.

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



LOOKING BACK

Vocabulary

1 **Match each word or phrase with its meaning.**

1. lifestyle	a. making things with one's hands, using skills
2. common practice	b. a vehicle pulled by dogs (usually over snow)
3. street food	c. the way in which individuals or groups of people live and work
4. making crafts	d. the usual way of doing something
5. dogsled	e. ready-to-eat food or drink sold in a street or other public places

ACTIVITY 2

Aim: To help Ss revise and use the vocabulary they have learnt in context.

- Ask Ss to read the words and phrases in the box first.
- Have them study the sentences. Tell them to pay attention to the gaps, and what words / phrases they need to fill them in.
- Tell Ss to write the answers in their notebooks. Ask some of them to write their answers on the board. Correct mistakes if necessary.

Key: **1.** in the habit of **2.** greeted **3.** lifestyle **4.** online lessons **5.** maintain



2 **Complete each sentence with a word or phrase from the box.**

maintain lifestyle | in the habit of online lessons | greeted

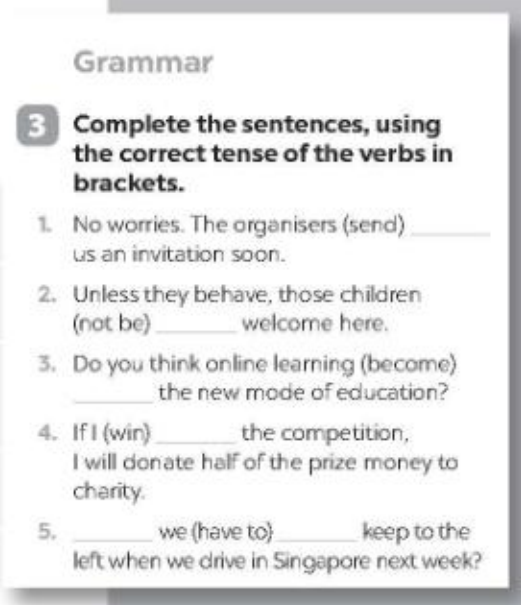
1. My younger sister is _____ listening to music while studying.
2. The native people there _____ us warmly when we arrived.
3. Many people are trying to adopt a healthy _____ these days.
4. I believe that _____ are not as interesting as offline lessons.
5. It is difficult for some villages to _____ their traditional lifestyle.

Grammar

ACTIVITY 3

Aim: To help Ss revise the forms and uses of the future simple, and the first conditional in sentences.

- T may have Ss review the form and uses of the future simple before they do the task.
- Have Ss work independently or in pairs.



Grammar

3 **Complete the sentences, using the correct tense of the verbs in brackets.**

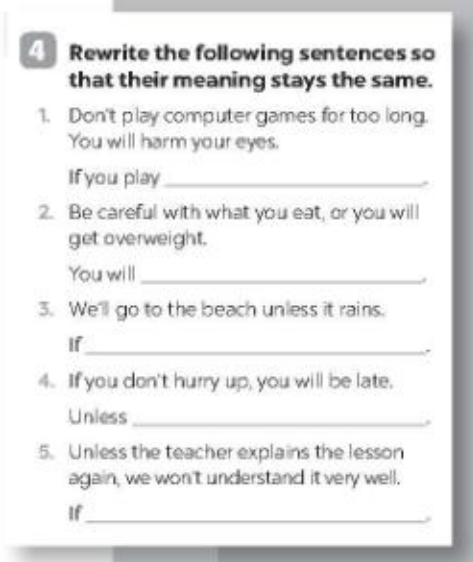
1. No worries. The organisers (send) _____ us an invitation soon.
2. Unless they behave, those children (not be) _____ welcome here.
3. Do you think online learning (become) _____ the new mode of education?
4. If I (win) _____ the competition, I will donate half of the prize money to charity.
5. _____ we (have to) _____ keep to the left when we drive in Singapore next week?

- Have Ss write their answers in their notebooks.
- T makes corrections and calls on some Ss to read the sentences aloud.

Key: **1.** will send **2.** won't be **3.** will become
4. win **5.** Will we have to

ACTIVITY 4

Aim: To help Ss revise the future simple and the first conditional by rewriting sentences, using these grammar points.



4 **Rewrite the following sentences so that their meaning stays the same.**

1. Don't play computer games for too long. You will harm your eyes.
   If you play _____.
2. Be careful with what you eat, or you will get overweight.
   You will _____.
3. We'll go to the beach unless it rains.
   If _____.
4. If you don't hurry up, you will be late.
   Unless _____.
5. Unless the teacher explains the lesson again, we won't understand it very well.
   If _____.

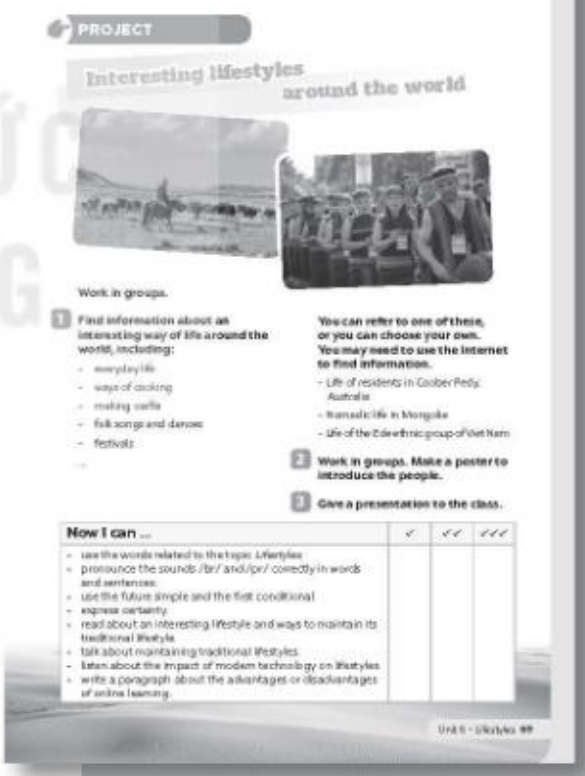
- Allow Ss some time to do the task individually and write the sentences in their notebooks.
- Then ask Ss to compare their answers in pairs.
- T may call on some Ss to write their answers on the board, other Ss give comments, and T checks them as a class.

Key:
1. If you play computer games for too long, you will harm your eyes.
2. You will get overweight unless you are careful with what you eat.
3. If it doesn't rain, we'll go to the beach. / If it rains, we won't go to the beach.
4. Unless you hurry up, you will be late.
5. If the teacher doesn't explain the lesson again, we won't understand it very well.

PROJECT

Aims:

- **To give Ss an opportunity to practise finding information about an interesting way of life around the world;**
- **To help Ss improve their creativity and teamwork;**
- **To improve their speaking and presentation skills.**



PROJECT

Interesting lifestyles around the world

Work in groups.

1 Find information about an interesting way of life around the world, including:
- everyday life
- ways of cooking
- making crafts
- folk songs and dances
- festivals
...

You can refer to one of these, or you can choose your own. You may need to use the Internet to find information.
- Life of residents in Coober Pedy, Australia
- Nomadic life in Mongolia
- Life of the Ede ethnic group of Viet Nam

2 Work in groups. Make a poster to introduce the people.

3 Give a presentation to the class.

Now I can ...	✓	✓✓	✓✓✓
- use the words related to the topic Lifestyles			
- pronounce the sounds /br/ and /pr/ correctly in words and sentences			
- use the future simple and the first conditional			
- express certainty			
- read about an interesting lifestyle and ways to maintain its traditional lifestyle			
- talk about maintaining traditional lifestyles			
- listen about the impact of modern technology on lifestyles			
- write a paragraph about the advantages or disadvantages of online learning			

Unit 6 - Lifestyles 99

ACTIVITY 1

- Tell Ss that they can read books or search the web to find the information they want.
- Explain that their information should include:
  - everyday life
  - ways of cooking
  - making crafts
  - folk songs and dances
  - festivals
- Tell Ss that they can refer to the suggestions given or choose their own.

ACTIVITY 2

Have Ss work in groups and make a poster to introduce the people they have information about. Tell them to make it as interesting and eye-catching as they can, using pictures, images, figures, etc.

ACTIVITY 3

- Call on some groups to show their posters and make presentations. Tell other groups to give their comments. Have the class vote for the best poster.
- It is better for T to assign the project in earlier lessons. Make sure to guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to give their presentations.

NOW I CAN ...

- Finally, ask Ss to complete the self-assessment table.
- Identify any difficulties and weak areas and provide further practice if needed.

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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.
- Summarise their answers in notes in the top-left corner of the board. Briefly revise some important and difficult points before starting with the review.

LANGUAGE

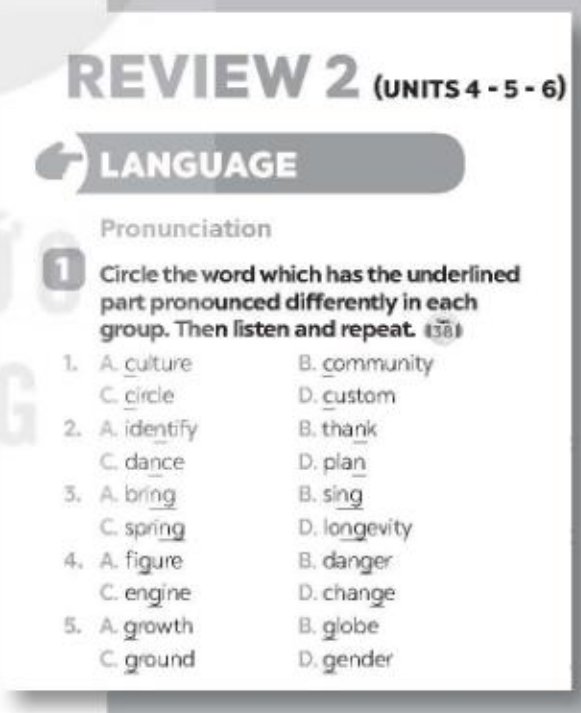
T may use this language review section as a self-test. Ss do the exercises in 30 minutes then check their answers. Provide further practice if necessary. Otherwise, conduct each activity separately.

Pronunciation

ACTIVITY 1

Aim: To help Ss review the different sounds in *Units 4 – 6*.

- Write some words containing the sounds taught in *Units 4 – 6* on the board. Underline the letter(s) containing the sounds.
- Ask Ss to read the words on the board aloud. Correct their pronunciation if needed.
- Allow Ss some time to do the exercise.
- Play the recording for Ss to listen and check their answers.
- Call on some Ss to share their answers.
- Confirm the correct answers as a class.
- Play the recording again for Ss to listen and repeat in chorus and then do it individually.



REVIEW 2 (UNITS 4 - 5 - 6)

LANGUAGE

Pronunciation

1 Circle the word which has the underlined part pronounced differently in each group. Then listen and repeat. 38

1.	A. culture	B. community
	C. circle	D. custom
2.	A. identify	B. thank
	C. dance	D. plan
3.	A. bring	B. sing
	C. spring	D. longevity
4.	A. figure	B. danger
	C. engine	D. change
5.	A. growth	B. globe
	C. ground	D. gender

Key + Audio script – Track 38:

1. C **2.** B **3.** D **4.** A **5.** D

1.	A. culture	B. community	C. circle	D. custom
2.	A. identify	B. thank	C. dance	D. plan
3.	A. bring	B. sing	C. spring	D. longevity
4.	A. figure	B. danger	C. engine	D. change
5.	A. growth	B. globe	C. ground	D. gender

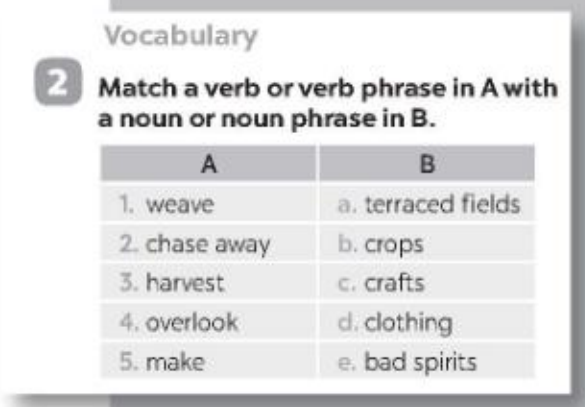
Vocabulary

ACTIVITY 2

Aim: To help Ss revise the combination of verbs and nouns.

- Have Ss do this exercise individually.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers. T may then call on some Ss to read aloud the correct combinations.

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



Vocabulary

2 **Match a verb or verb phrase in A with a noun or noun phrase in B.**

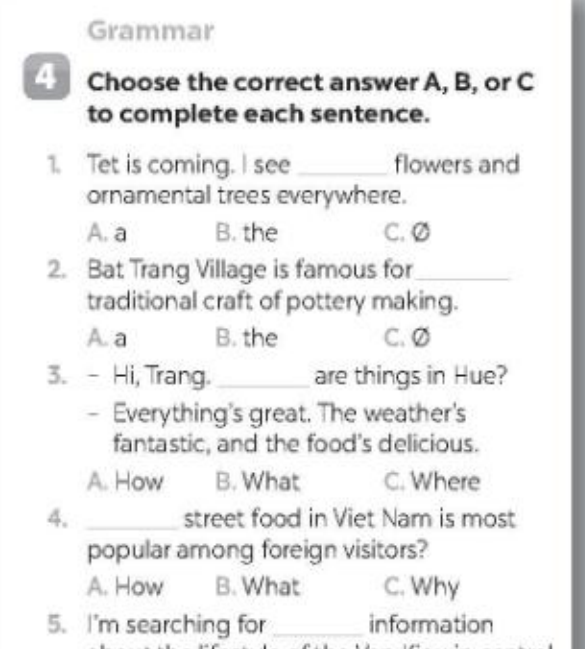
A	B
1. weave	a. terraced fields
2. chase away	b. crops
3. harvest	c. crafts
4. overlook	d. clothing
5. make	e. bad spirits

ACTIVITY 3

Aim: To provide Ss with more practice in the use of some keywords and phrases in new contexts.

- Have Ss do this exercise individually or in pairs.
- Ask Ss to read the words in the box first and see if they remember their meanings.
- Ask Ss to read each sentence and decide which word or phrase from the box best fits in.
- Check the answers as a class. Highlight the keyword(s) in each sentence which help(s) Ss do the task.

Key: **1.** decorative items **2.** festivals **3.** lifestyle
4. habit **5.** minority group



3 **Complete the sentences with the words and phrases from the box.**

habit lifestyle minority group
festivals decorative items

1. Ethnic minority girls wear a lot of beautiful _____ on special occasions.
2. I love attending local _____ in my area because they are unique.
3. It was a big change in _____ when my family moved from the city to the countryside.
4. I'd prefer you not to make a _____ of going to bed late.
5. The Bahnar is a large ethnic _____ in the South Central Region.

Grammar

ACTIVITY 4

Aim: To help Ss revise the use of articles, types of questions and countable, uncountable nouns.

- Have Ss do the task individually or in pairs.
- Ask Ss to read each sentence and decide which answer (A, B, or C) best completes the sentence.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if necessary.

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

Grammar

4 **Choose the correct answer A, B, or C to complete each sentence.**

1. Tet is coming. I see _____ flowers and ornamental trees everywhere.
   A. a B. the C. Ø
2. Bat Trang Village is famous for _____ traditional craft of pottery making.
   A. a B. the C. Ø
3. – Hi, Trang. _____ are things in Hue?
   – Everything's great. The weather's fantastic, and the food's delicious.
   A. How B. What C. Where
4. _____ street food in Viet Nam is most popular among foreign visitors?
   A. How B. What C. Why
5. I'm searching for _____ information about the lifestyle of the Van Kieu in central Viet Nam.
   A. some B. many C. an

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ACTIVITY 5

Aim: To provide Ss with more practice on the use of the future simple *will*.

- Help Ss revise the use of *will* for the future simple by writing two sentences on the board, in which *will* is used in the situations Ss have learnt. For example, *I'll do the painting tomorrow.* and *If you agree, we will research about Mount Everest.*
- Have Ss work individually or in pairs.
- Ask Ss to read the sentences and underline the clues that require the use of the future simple.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if necessary. Call on some Ss to read aloud the completed sentences.

Key: **1.** will build **2.** will celebrate **3.** will never forget
4. am **5.** will never know

5 **Use the correct forms of the verbs in brackets to complete the sentences.**

1. Next year we (build) _____ a house overlooking the lake.
2. Spring is coming, so we (celebrate) _____ the *Ban* Flower Festival soon.
3. If you have a chance to travel on a dogsled, you (never forget) _____ it.
4. If I (be) _____ free to choose a topic, I will give a presentation on Alaska.
5. Unless you try, you (never know) _____ if you can play football.



SKILLS
Reading
ACTIVITY 1

Aim: To provide Ss with practice in reading an event schedule for specific information.

- Familiarise Ss with a new genre, event schedule, by asking them to look quickly at the text and answer *What's the name of the event? When is it? Where is it? What events are there at the fair?* The answer to the last question will help guide Ss where to look for the information to answer the questions in the exercise.
- Ask Ss to do the exercise individually. Guide them to read the information in the table about each person first, then decide the most suitable event for them.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if needed.

Key: **1.** Childhood Fun **2.** A Pottery Village
3. Performances **4.** Ethnic Markets
5. Photo Exhibition

SKILLS

Reading

1 **Read the schedule of the Spring Fair and select the event that each person wants to attend. Write the event names in the table.**

SPRING FAIR (16 – 25 January)

Location: Viet Nam National Village for Ethnic Culture and Tourism

The fair offers opportunities for tourists to learn about the life of ethnic people in Viet Nam.

Ethnic Markets

16 - 25 January

Exhibition of specialities of many ethnic groups featuring vegetables, flowers, crafts, and more.

Photo Exhibition

16 - 25 January

Photos showing the daily activities of ethnic people in their villages.

Performances

17 and 24 January

More than 20 performances demonstrating various traditional songs and dances.

Childhood Fun

17 - 18 and 24 - 25 January

A great day out for the family. Children can have fun taking part in traditional folk games and make handicrafts with the help of local artisans.

A Pottery Village

17 - 18 and 24 - 25 January

An introduction to pottery making by artisans from Bau Truc Pottery Village.

People	Events
1. Ann wants to take her children out to play folk games.	
2. Tom wants to learn about making pottery.	
3. Alice wants to see ethnic dance performances.	
4. Mai wants to learn more about farm products.	
5. Mark wants to see a collection of ethnic people's daily activities.	

Speaking

ACTIVITY 2

Aim: To provide Ss with an opportunity to talk about why they think people are moving to the city.


Speaking

2 **Work in pairs. Read the list below and tick (✓) the main reason(s) for people moving from the countryside to the city. Explain your choice.**

1. To look for well-paid jobs ☐
2. To look for better services ☐
3. To enjoy crowded and noisy areas ☐
4. To have better educational opportunities ☐
5. To experience different types of food and entertainment ☐

- Have Ss work in pairs.
- Ask Ss to read the list, discuss and tick the reason(s) they all agree with.
- Allow Ss some time to talk, and maybe take notes of their explanations.
- Call on some pairs to report their answers to the class. Each pair answers just one question to allow time for other pairs.
- Listen and comment, especially on the explanations.

Listening

ACTIVITY 3

Aim: To provide Ss with more practice in listening for specific information.


Listening

3 **Listen to Phong talking about life in the countryside and complete each sentence with ONE word.** (track 39)

1. Phong always spends his summer _____ with his grandparents.
2. He likes the _____ games the children play.
3. The villagers sell their home-grown _____.
4. They buy food and other _____ things.
5. At the market, the villagers _____ and talk.

- Have Ss read the sentences first to get an overall idea of what they are going to listen to and to decide what information they need to fill in each blank.
- Play the recording and allow Ss some time afterwards to complete their answers.
- Check the answers as a class. If needed, play the recording again and pause when an answer comes.

Key: **1.** vacation **2.** traditional **3.** products
4. necessary **5.** meet

Audio script – Track 39:

My grandparents live in the countryside. Every year, I spend my whole summer vacation with them.

There are many things I like about life there like the open space, the friendly villagers and the traditional games children play. There is one thing which is very different from city life. That is the village open-air market where the villagers sell their home-made or home-grown products.

Not many people in the village have a fridge, so they go to the market every day to buy food and other necessary things. They all come from the same village, so almost everybody knows each other. The market is not just a place for buying and selling. It is also a place for the villagers to meet and talk. The market brings the people in the village closer.

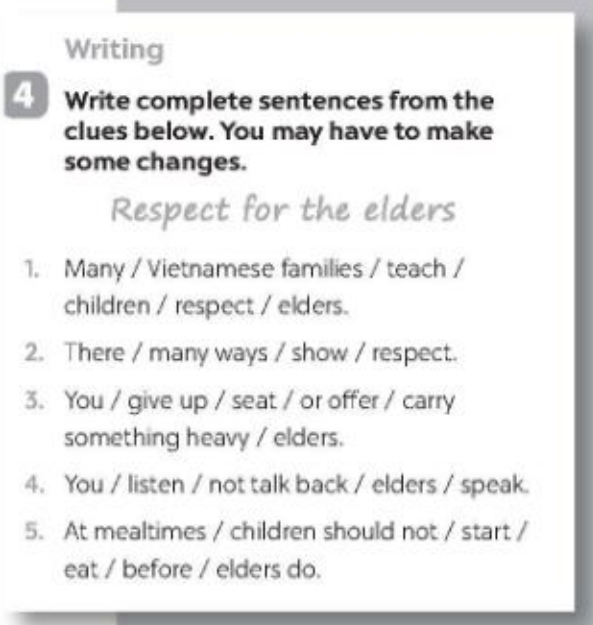
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Writing

ACTIVITY 4

Aim: To provide Ss with practice in writing correct sentences from clues.

- Ask Ss to read all the clues to have a general idea about the content of the writing.
- Ask Ss to determine what is most suitable tense for each group of clues.
- Have Ss work individually. Allow Ss some time to write the sentences.
- Call on some Ss to read aloud their sentences. Give comments.
- Provide correct sentences. Explain if needed.



Writing

4 **Write complete sentences from the clues below. You may have to make some changes.**

Respect for the elders

1. Many / Vietnamese families / teach / children / respect / elders.
2. There / many ways / show / respect.
3. You / give up / seat / or offer / carry something heavy / elders.
4. You / listen / not talk back / elders / speak.
5. At mealtimes / children should not / start / eat / before / elders do.

Key:

1. Many Vietnamese families often teach their children to respect the elders.
2. There are many ways to show respect.
3. You can give up a seat or offer to carry something heavy for the elders.
4. You should listen and don't talk back when the elders speak.
5. At mealtimes, children should not start eating before the elders do.

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VỚI CUỘC SỐNG

Unit 7 ENVIRONMENTAL PROTECTION

Objectives:

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

- use the words related to the topic *Environmental protection*;
- pronounce the sounds /bl/ and /kl/ correctly in words and sentences;
- use complex sentences with adverb clauses of time;
- ask for clarification;
- read for general and specific information about Con Dao National Park;
- talk about Vu Quang National Park;
- listen for general and specific information about water pollution;
- write a notice.



WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead Ss into the new unit.**
- As it is the first lesson of the 2nd semester, begin by reviewing contents covered in the first semester (e.g. teenage problems, customs and traditions, lifestyles, etc.).
- Lead Ss into the new unit. Introduce the topic *Environmental Protection*. Show Ss some photos related to the environmental problems or tell a story related to the environment in an area.
- 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.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

AT THE GO GREEN CLUB

ACTIVITY 1


GETTING STARTED

At the Go Green Club

1 Listen and read.

Club leader: Hello. Welcome back. Today we're discussing environmental problems and environmental protection. What are our serious environmental problems now?

Nam: Pollution and habitat loss, I think.

Ann: I agree. The air and water quality are getting worse and worse.

Club leader: Any others?

Ann: Yes, I can think of some like global warming, endangered species loss, ...

Nam: So what should we do to help protect our environment?

Club leader: We can reduce our carbon footprint even in our homes.

Ann: What do you mean by 'carbon footprint'?

Club leader: It's the amount of carbon dioxide we release into the environment.

Ann: I see. So we can do things like turning off devices when we're not using them.

Club leader: Right ... And there is much more we can do, like practising the 3Rs.

Nam: We can plant more trees in our neighbourhood too.

Ann: And try to avoid using single-use products, like plastic bags, and stop littering.

Club leader: Yeah. And we can volunteer at some local environment programmes to save endangered species.

Aims:

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

- To begin, ask Ss some questions:
  - *Is there a Go Green Club at your school? If yes, are you a member?*
  - *What's the most serious environmental problem in your neighbourhood / area?*
  - *What do you do to help protect the environment in your area?*
- Set the context for the listening and reading by asking Ss to look at the title of the conversation and the pictures. Ask them some questions like: *What do you think they are talking about?*
- Then ask Ss to look at the pictures and guess what the conversation between the club leader, Nam, and Ann might be about.
- Play the recording for Ss to listen and read along. Then have some Ss read the conversation aloud.
- Ask Ss what the club leader, Nam, and Ann are talking about. Now confirm the correct answer. (*They are talking about the environment, environmental problems*, etc.)
- Have Ss say the words and phrases in the text that they think are related to the topic of the unit. Have them pronounce the words containing the sounds /bl/ and /kl/.

Audio script – Track 40:

Club leader: Hello. Welcome back. Today we're discussing environmental problems and environmental protection. What are our serious environmental problems now?

Nam: Pollution and habitat loss, I think.

Ann: I agree. The air and water quality are getting worse and worse.

Club leader: Any others?

Ann: Yes, I can think of some like global warming, endangered species loss, …

Nam: So what should we do to help protect our environment?

Club leader: We can reduce our carbon footprint even in our homes.

Ann: What do you mean by 'carbon footprint'?

Club leader: It's the amount of carbon dioxide we release into the environment.

Ann: I see. So we can do things like turning off devices when we're not using them.

Club leader: Right … And there is much more we can do, like practising the 3Rs.

Nam: We can plant more trees in our neighbourhood too.

Ann: And try to avoid using single-use products, like plastic bags, and stop littering.

Club leader: Yeah. And we can volunteer at some local environment programmes to save endangered species.

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EXTRA ACTIVITY

- Have Ss close their books.
- List these environmental problems on the board.
    - *air and water quality*
    - *endangered species loss*
    - *global warming*
    - *habitat loss*
    - *pollution*
- Play the recording of the conversation in **1** for Ss to listen to and have them work together to list these problems in order they hear them.
- Have Ss open their books and read the conversation to check their answers.

Key:
1. pollution **2.** habitat loss **3.** air and water quality
4. global warming **5.** endangered species loss

ACTIVITY 2

Aims:

- **To help Ss understand the text;**
- **To introduce some new vocabulary of the unit.**

- Have Ss individually read the conversation again and match the two halves in the two columns. If Ss find it difficult to do the task, ask them to read the conversation again and find the information in it.
- Check their answers and explain if necessary.

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

2 **Read the conversation again and match the two halves in the two columns.**

To protect the environment, we should:	
1. reduce	a. using single-use products
2. turn off	b. littering
3. plant	c. our carbon footprint
4. avoid	d. devices when we're not using them
5. stop	e. more trees in our neighbourhood

ACTIVITY 3

Aim: To help Ss revise the new vocabulary of the unit.

- Ask Ss to read the sentences and find the words and phrase from the box to fill in the gaps.
- Have Ss share answers before discussing it as a class. Write the correct answers on the board. If there is time, call on some Ss to read the sentences.

Key: **1.** Pollution **2.** reduce **3.** single-use
4. Carbon footprint **5.** environment programme

3 **Complete each sentence with one word or phrase from the box.**

reduce single-use
pollution carbon footprint
environment programme

1. _____ is a serious problem everywhere.
2. We should avoid dumping waste into lakes and rivers to _____ water pollution.
3. We shouldn't throw away _____ products but recycle them.
4. _____ is the amount of carbon dioxide we release into the environment.
5. We hope a lot more people join our _____.

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ACTIVITY 4

Aim: To help Ss learn and revise the vocabulary about environmental problems and protection.

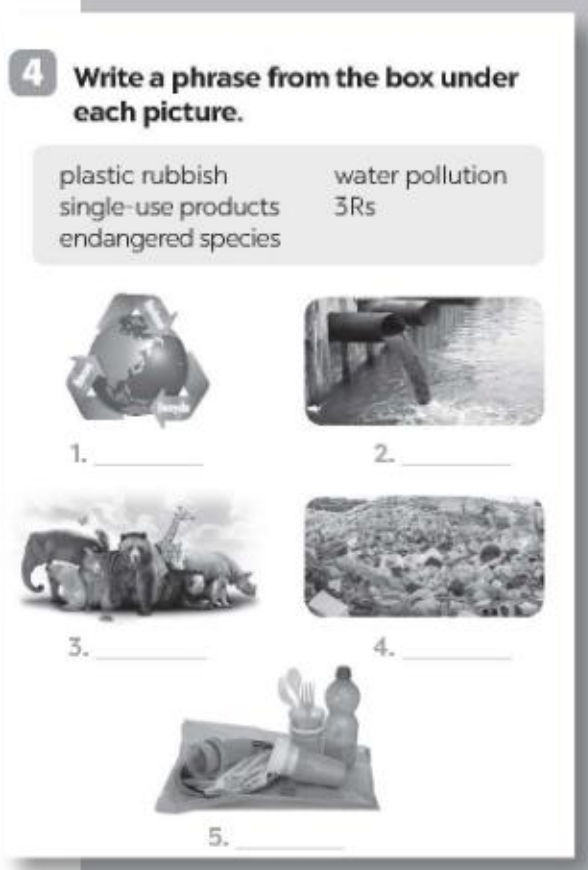
- Have Ss work in pairs. Ask them to look at the pictures carefully and study the phrases. Then have Ss write suitable phrases under the right pictures.
- Invite some Ss to go to the board and write their answers. Confirm the correct answers.
- Have Ss read each phrase in chorus. Check and correct their pronunciation.
- For more able Ss, let them make sentences with these phrases.

Example:

We should practise the 3Rs whenever we can.

Water pollution is a serious problem in industrial areas.

Key: **1.** 3Rs **2.** water pollution
3. endangered species **4.** plastic rubbish
5. single-use products



4 **Write a phrase from the box under each picture.**

plastic rubbish | water pollution
single-use products | 3Rs
endangered species

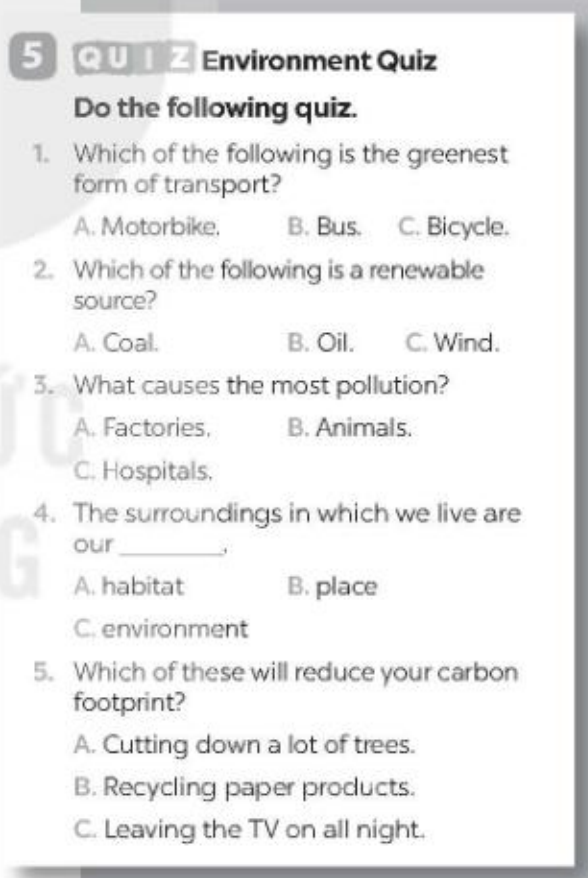
1. _____ 2. _____
3. _____ 4. _____
5. _____

ACTIVITY 5

Aim: To help Ss check their knowledge of some environmental problems and protection.

- Have Ss work individually or in pairs.
- Give Ss some time (2 – 3 minutes) to do the task. Tell them to answer all the questions.
- Explain to Ss if they do not know the answers.

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



5 **QUIZ** **Environment Quiz**

Do the following quiz.

1. Which of the following is the greenest form of transport?
   A. Motorbike. B. Bus. C. Bicycle.
2. Which of the following is a renewable source?
   A. Coal. B. Oil. C. Wind.
3. What causes the most pollution?
   A. Factories. B. Animals.
   C. Hospitals.
4. The surroundings in which we live are our _____.
   A. habitat B. place
   C. environment
5. Which of these will reduce your carbon footprint?
   A. Cutting down a lot of trees.
   B. Recycling paper products.
   C. Leaving the TV on all night.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words and phrases and the grammar points they remember from the lesson. Tell 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 environmental problems and environmental protection Ss learnt in the previous lesson. Have some Ss say the related words / phrases aloud.

- Bring to class some posters / pictures or show on the screen some images related to serious environmental problems in Viet Nam and / or in the world.
- Lead into this lesson which focuses on the new words / phrases and the sounds /bl/ and /kl/.
- Share with Ss the lesson objectives, have them open their books, and start the lesson.

Vocabulary

ACTIVITY 1

Aim: To revise / teach some vocabulary and collocations related to the environment and environmental protection.

- Tell Ss to look at the pictures.
- Have Ss work in pairs. Tell them to describe the actions in the pictures, then label the pictures using the phrases given.
- Check their answers as a class.
- Have Ss read the phrases aloud. Correct their pronunciation if necessary.
- Tell Ss to tick the actions that help protect the environment.

Key:

1. picking up rubbish ✓
2. protecting endangered species ✓
3. cutting down trees
4. saving water ✓
5. building a campfire



A CLOSER LOOK 1

Vocabulary

1 **Label each picture with a phrase from the list.**

a. building a campfire
b. cutting down trees
c. picking up rubbish
d. protecting endangered species
e. saving water

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

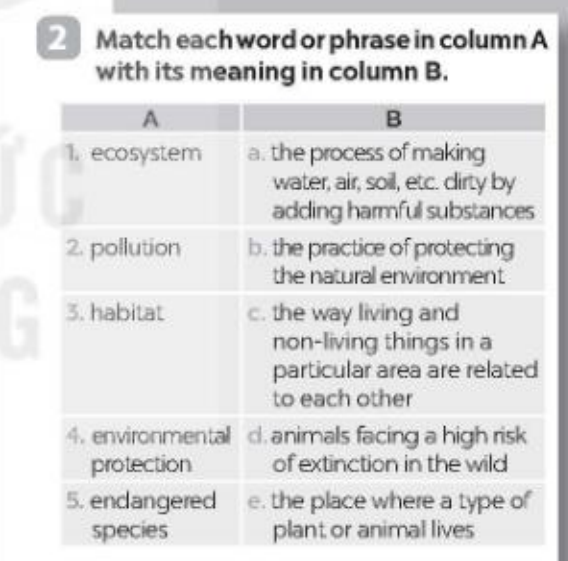
Tick (✓) the actions above that protect the environment.

ACTIVITY 2

Aim: To teach Ss the meaning of some new words and phrases related to the topic of the unit.

- Have Ss read the words and phrases in column A and their meanings in column B carefully.
- Tell them to work in pairs or small groups and match each word or phrase with its meaning.
- Go around and give assistance if necessary and check their answers. Confirm the correct answers.

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



2 **Match each word or phrase in column A with its meaning in column B.**

A	B
1. ecosystem	a. the process of making water, air, soil, etc. dirty by adding harmful substances
2. pollution	b. the practice of protecting the natural environment
3. habitat	c. the way living and non-living things in a particular area are related to each other
4. environmental protection	d. animals facing a high risk of extinction in the wild
5. endangered species	e. the place where a type of plant or animal lives

ACTIVITY 3

Aim: To give Ss practice on how to use words and phrases related to the topic in context.

- Have Ss read the words and phrases in the box.
- Ss read the sentences carefully and look for clues so that they can choose the correct words / phrases to complete the sentences.



3 **Complete each sentence with a word or phrase from the box.**

habitat | cutting down trees
ecosystem | endangered species
carbon dioxide

1. People in my neighbourhood are doing a lot to save _____.
2. Con Dao National Park provides a rich _____ for marine life.
3. Forests help release oxygen and absorb _____; they also provide homes for many species.
4. _____ is a serious environmental concern as it harms natural habitats.
5. An _____ may be a whole forest, or a small pond, and it can be of any size.

- Have one student write the answers on the board. Confirm the correct answers.
- Call on some Ss to read the sentences.

Key: **1.** endangered species **2.** habitat **3.** carbon dioxide
4. Cutting down trees **5.** ecosystem

EXTRA ACTIVITY

- Say some words / phrases for Ss to write down.
- Have Ss work in pairs to take turns to explain to each other what the words / phrases mean and try to use them in a sentence if possible.
- Elicit from the class some good definitions and examples, then go on to the next word / phrase.

Pronunciation

/bl/ and /kl/

ACTIVITY 4

Aim: To teach Ss how to pronounce the sounds /bl/ and /kl/ and practise pronouncing these sounds in words correctly.

- First, give examples of the sounds /bl/ and /kl/.
- Then have Ss practise the sounds /bl/ and /kl/ 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 41:

/bl/	/kl/
block	**cl**ean
blast	**cl**own
blanket	**cl**ub
black	**cl**ass
pro**bl**em	**cl**ear

Pronunciation

/bl/ and /kl/

4 **Listen and repeat the words. Pay attention to the sounds /bl/ and /kl/.** 41

/bl/	/kl/
block	clean
blast	clown
blanket	club
black	class
problem	clear

ACTIVITY 5

Aims:

- **To help Ss pronounce the sounds /bl/ and /kl/ correctly in context;**
- **To help Ss differentiate the sounds /bl/ and /kl/.**

- Play the recording. Let Ss listen and repeat sentence by sentence.
- Have Ss read the sentences again and underline the words having the sound /bl/ and circle the words having the sound /kl/.
- Then play the recording again for Ss to listen and check their answers.

5 **Listen and practise the sentences. Underline the words with /bl/ and circle the words with /kl/.** 42

1. Look! There are black clouds all over!
2. A truck blocked the way to the club.
3. The students painted the classroom blue.
4. The wind blew the clock down.
5. We cleaned up the environment after the blast.

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- Have them work in pairs to compare their answers. Check Ss' answers.
- If there is time, ask Ss to give the words they know that have one of these two sounds.

Key + Audio script – Track 42:

1. Look! There are black clouds all over!
2. A truck blocked the way to the club.
3. The students painted the classroom blue.
4. The wind blew the clock down.
5. We cleaned up the environment after the blast.

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

Complex sentences with adverb clauses of time

WARM-UP

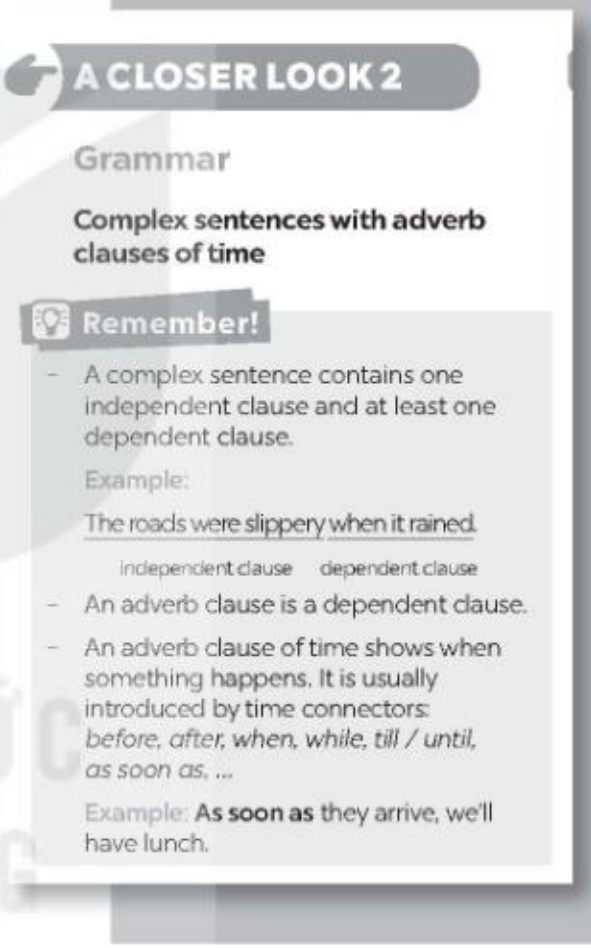
Aims:

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

- Ask Ss some questions, e.g. *What do you often do when you have free time? What will you do as soon as you get home today?*, etc.
- Invite some Ss to answer the questions. Quickly write some of their answers on the board. Underline the adverb clause of time in each sentence.
- Ask them if they remember the adverb clauses of time they have got to know so far. Tell them that today they are going to learn them in complex sentences.
- Introduce the objectives of the lesson. Write the objectives on the top of the board.

Ss have already learned some kinds of complex sentences in *Tiếng Anh 6* and *Tiếng Anh 7*. In this unit, we introduce complex sentences with adverb clauses of time.

- Have Ss study the **Remember!** box for a few minutes.
- Explain to Ss the form of a complex sentence: it contains one independent clause and at least one dependent clause. Then give them one or two examples.
- Introduce a complex sentence with an adverb clause of time: it contains one independent clause (main clause) and an adverb clause of time.
- Tell Ss that an adverb clause of time shows when something happens. Introduce to them the time connectors taught in this unit: *before, after, when, while, till / until, as soon as,* etc.


A CLOSER LOOK 2

Grammar

Complex sentences with adverb clauses of time

Remember!

- A complex sentence contains one independent clause and at least one dependent clause.

Example:

The roads were slippery when it rained.

independent clause dependent clause

- An adverb clause is a dependent clause.
- An adverb clause of time shows when something happens. It is usually introduced by time connectors: *before, after, when, while, till / until, as soon as, ...*

Example: **As soon as** they arrive, we'll have lunch.

ACTIVITY 1

Aim: To help Ss identify the form of complex sentences with adverb clauses of time.

- Have Ss study the example first to understand what they have to do. Share with them how to do this exercise if necessary.
- Give Ss some time to read the sentences and write down the answers. T observes and helps when and where necessary.
- Ask Ss to read their sentences and give their answers. Confirm the correct answers.

Key: **1.** I.C **2.** D.C **3.** I.C **4.** D.C **5.** D.C

1 **Read the sentences and write I.C if the underlined clause is an independent clause or D.C if it is a dependent clause.**

Example:

You must be careful when you cross the street. — D.C

1. I'll wait for you here until you get back. ____
2. Make sure you lock the door when you go out. ____
3. You must get a permit before you build a campfire at a national park. ____
4. Don't use too much water while you are having a shower. ____
5. As soon as my friends come, we will pick up rubbish on the beach. ____

ACTIVITY 2

Aim: To teach Ss the use of the time connectors (*before, after, when, while, till / until, as soon as, ...*) in complex sentences.

- Tell Ss the meaning and use of the time connectors.
- 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.

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

2 **Choose A, B, or C to complete each sentence.**

1. I was not at home _____ he came to see me yesterday.
   A. when B. until C. as soon as
2. We called the forest guard unit _____ we saw the bush fire.
   A. as soon as B. while C. until
3. I went straight to the gym _____ I left home.
   A. while B. before C. after
4. You can stay with us _____ you find a suitable place to stay.
   A. as soon as B. before C. until
5. We cleaned up everything at the campsite _____ we left.
   A. until B. before C. while

ACTIVITY 3

Aims:

- **To help Ss review the form and use of complex sentences with adverb clauses of time;**
- **To help them know how to match the main clause and adverb clause of time to make complex sentences.**

- Have Ss work individually for about five minutes to do the task.
- Ask Ss to exchange their answers in pairs.
- Have Ss read out their answers, sentence by sentence.
- Check their answers and explain if necessary.

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

3 **Match the clauses in the two columns to form complex sentences.**

1. We will clean up the beach	a. until he made a successful light bulb.
2. Don't forget to turn off the lights	b. as soon as it stops raining.
3. You have to show your ticket	c. while I'm cooking the soup?
4. Can you help me lay the table	d. before you go out.
5. Thomas Edison kept trying	e. when you get on the train.

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EXTRA ACTIVITY

- Put Ss into groups of three. Dictate to them the following dependent clauses and Ss write down what they hear. Say "blank" where the blank goes.

  A. _____ when you get home.

  B. _____ until I finish.

  C. _____ before you have lunch.

  D. _____ while you are driving.

  E. _____ as soon as you call me.

- In their groups, Ss work together to create a complete sentence by adding an independent clause.
- Ask each group to write one of their sentences on the board, then go over the sentences, making corrections if necessary.

ACTIVITY 4

Aim: To help Ss learn how to combine main clauses and adverb clauses of time to make complex sentences.

- Tell Ss to study the two simple sentences in each pair and the conjunction given, then decide which sentence should be the main clause and which one should be the adverb clause of time in the complex sentence.
- 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. I will call you as soon as I arrive at the station.
(As soon as I arrive at the station, I will call you.)

2. Many Vietnamese women wear conical hats when they work in the field.

3. My father taught me how to use the computer before he bought one for me.
(Before my father bought me a computer, he taught me how to use it.)

4. Nick is reading a novel while Jack is reading a cartoon. (While Nick is reading a novel, Jack is reading a cartoon.)

5. After the tornado hit, there were only a few houses left standing.
(There were only a few houses left standing after the tornado hit.)

4 **Combine each pair of sentences, using the conjunction in brackets.**

1. I arrive at the station. I will call you right after. (as soon as)
2. Many Vietnamese women wear conical hats. They work in the field. (when)
3. My father taught me how to use the computer. Then he bought one for me. (before)
4. Nick is reading a novel. Jack is reading a cartoon. (while)
5. The tornado hit. There were only a few houses left standing. (after)

ACTIVITY 5

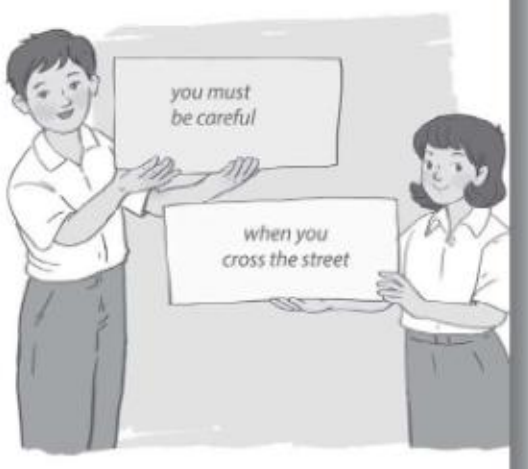
Aim: To give Ss fun practice on how to make complex sentences with adverb clauses of time.

- Divide the class into two groups, A and B.

5 **GAME** **Matching game**

Work in two groups, A and B. Group A write main clauses. Group B write adverb clauses of time.

Do they match? Are there any funny sentences?



- Ss in Group A write main clauses, and Ss from Group B write adverb clauses of time.
- Give them some time to work independently and write down their answers.
- Tell Ss to make sentences by matching their clauses from the two groups. Some clauses may make funny sentences.

WRAP-UP

Ask Ss to summarise the grammar point they have learnt in this lesson. Ask some Ss to give examples.

COMMUNICATION

WARM-UP

Aims:

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

- Ask some Ss to make sentences about themselves, using the adverb clauses of time. Encourage them to talk about environmental protection.
- Introduce the objectives of the lesson: learning how to ask for clarification, learning about Earth Day, and talking about the activities people do on Earth Day and how they protect the environment.

Everyday English

Asking for clarification

ACTIVITIES 1 + 2

Aims:

- **To provide Ss with the two ways of asking for clarification;**
- **To help Ss practise asking for clarification.**


COMMUNICATION

Everyday English

Asking for clarification

1 Listen and read the dialogue. Pay attention to the highlighted sentences.

Mi: Hey, Linda. What does 'endangered species' mean?

Linda: Endangered species are animals in the wild that face a high risk of extinction.

Mi: And what do you mean by 'in the wild'?

Linda: That means animals that live in their natural habitats, not in zoos.

Mi: Oh, I get it now. Thanks, Linda.

2 Work in pairs. Make similar conversations to ask for and give clarification for the following.

- single-use products
- global warming

1

- Play the recording and have Ss listen to and read the dialogue at the same time. Tell them to pay attention to the highlighted questions. Elicit the two ways of asking for clarification.
- Ask them to act out the dialogue in pairs. Go around and offer help if necessary. Call on some pairs to perform the dialogue in front of the class. Check their pronunciation.

Audio script – Track 43:

Mi: Hey, Linda. What does 'endangered species' mean?

Linda: Endangered species are animals in the wild that face a high risk of extinction.

Mi: And what do you mean by 'in the wild'?

Linda: That means animals that live in their natural habitats, not in zoos.

Mi: Oh, I get it now. Thanks, Linda.

2

- Ask Ss to study the instructions.
- Have Ss work in pairs to make similar conversations, one asks questions, and the other gives the answers. Then ask them to swap roles.

Suggested answer:

A: What does 'single-use products' mean? / What do you mean by 'single-use products'?

B: 'Single-use products' are products made to be used once only.

A: And what does 'global warming' mean / what do you mean by 'global warming'?

B: It is the increase in the atmosphere's temperatures caused by the rise of gases, especially carbon dioxide.

A: Oh, thank you.

EXTRA ACTIVITY

- Call on a student and read the sentence *What does … mean?* while the student records it on the board. The rest of the class can help the student.
- Ask another student to come to the front of the class and repeat with this: *And what do you mean by …?*
- Work together with the class to construct a conversation incorporating the two phrases. Elicit from Ss the ideas and language to put in the conversation and record it on the board.
- Go over it a few times with Ss repeating after you, then put Ss into groups of four to create their own conversation, using the two original phrases.

Earth Day

Ask Ss what they know about Earth Day, when and how it began, and how it is celebrated around the world.

ACTIVITY 3

Aims:

- **To help Ss learn about Earth Day around the world;**
- **To help Ss develop the skill of reading for specific information.**

- Have Ss read the passage for a few minutes. Make sure they understand the main ideas and offer explanations if needed.
- T may ask some comprehension questions:
  - *When is Earth Day?*
  - *How many countries celebrate Earth Day?*
  - *Why is Earth Day celebrated?*
- Then have Ss work in pairs and do the task. Explain if necessary.
- Check their answers as a class.

Key: 1, 3, 4



Earth Day

3 **Read the passage and tick (✓) the correct answers.**

Every year on 22nd April, more than 190 countries celebrate Earth Day to protect the planet. The first Earth Day started in 1970 in America. Today more than 1 billion people participate in Earth Day activities each year, making it one of the largest movements. By taking part in activities like picking up litter and planting trees, you can help protect nature and the environment. You can also do things like buying green products and practising reduce, reuse and recycle. We can celebrate Earth Day and protect the earth at the same time. Moreover, we should continue doing things to save the earth every day of the year.

What activities do people do on Earth Day?

1. picking up litter ☐
2. protecting endangered species ☐
3. planting trees ☐
4. buying green products ☐
5. helping neighbours ☐

ACTIVITY 4

Aim: To provide Ss with practice of matching the activities people do on Earth Day with the results of these activities.

- Have Ss work in groups and do the matching.
- Go round the class to monitor.
- Call on some Ss to share their answers. Comment and confirm the correct answers.

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

4 **Match the activities people do on Earth Day with their results.**

1. planting trees	a. making our environment clean, reducing pollution
2. buying green products	b. reducing global warming, protecting animal habitats
3. picking up litter	c. saving electricity to save natural resources
4. turning off the lights	d. improving our health, reducing pollution

ACTIVITY 5

Aim: To give Ss more practice in asking and answering about what they do on Earth Day.

- Give Ss a few minutes to study the example first.
- Then have Ss work in pairs, taking turns to ask and answer.
- T goes round giving help when and where necessary.
- Encourage them to say what they do (and like to do).
- Call on some pairs to act out in front of the class.

Extension: If time remains, have Ss talk about what people in their areas have done to protect the environment.

5 **Work in pairs. Ask and answer about the things you and your friends do on Earth Day.**

Example:

A: What do you do on Earth Day?

B: We pick up litter and clean the streets. And you?

A: ...



WRAP-UP

Ask Ss to summarise what they have learnt and practised in this lesson. Ask Ss to recall the things they have done to protect the environment.

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 they know about national parks in the world and in Viet Nam, how many there are in Viet Nam, their names, etc. Elicit answers from Ss.
- Lead into the new lesson: Reading and Speaking about national parks in Viet Nam.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

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Reading

ACTIVITY 1

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

- Tell Ss to look at the picture first and say what they see. Elicit answers from Ss. Accept all reasonable answers.
- Have them work in groups and give the names of the endangered species they know.
- Encourage Ss to name as many as possible.

Suggested answer:

– a turtle in the ocean

– tigers, saolas, blue whales, sea lions, dugongs, giant pandas, etc.

ACTIVITY 2

Aim: To help Ss learn new vocabulary in context of the reading text.

- Have Ss read the text quickly and find the places where these words / phrases appear.
- Tell them to use the context in which these words appear to choose the right words / phrases.
- Check the answers as a class. Confirm the correct answers.

Key: **1.** national parks **2.** ecosystem
3. endangered **4.** environment

ACTIVITY 3

Aim: To help Ss develop the skill of reading for main idea and for details.

- 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 choose the correct answer.
- Ask Ss to exchange their answers with their partners.
- Explain the new words and clarify anything difficult.
- Call on some Ss to read the passage aloud. Check their pronunciation and intonation.
- Check the answers as a class.

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

SKILLS 1

Reading

1 **Work in groups. Look at the picture and say what you see. Then list the names of some endangered species you know.**



2 **Read the text and choose the words or phrases to make the following statements correct.**

Today, there are national parks all over the world, and the number is rising all the time. A national park is a special area for the protection of the environment and wildlife.

In Viet Nam, there are now 34 national parks. Con Dao National Park is one of them. It became a national park in 1993. The park is in Con Dao. It contains 16 small islands covering 20,000 hectares. The ecosystem here is very diverse with thousands of species, including marine animals. Many species of corals as well as sea turtles, dolphins, and endangered dugongs live here as well. The park is also home to a lot of valuable kinds of woods and medicinal plants. Three ancient trees in the park were named "Vietnamese Heritage Trees".

Con Dao National Park, like other national parks, plays a key role in saving endangered species as well as protecting the environment and natural resources. It also helps raise the awareness of local residents about the importance of nature.

1. There are 34 national parks / nations' parks in Viet Nam now.
2. The conservation / ecosystem in Con Dao is very diverse.
3. The dugong is a(n) dangerous / endangered animal.
4. National parks play a key role in saving the environment / small islands.

3 **Read the text again and choose the correct option A, B, or C.**

1. What is the best title for the passage?
   A. National Parks in Viet Nam
   B. Con Dao National Park
   C. The Protection of Wildlife
2. National parks are areas for _____.
   A. the protection of the environment
   B. the management of marine life
   C. the sale of animal products
3. What is the area of Con Dao National Park?
   A. 34 hectares.
   B. 16 hectares.
   C. 20,000 hectares.
4. Con Dao National Park has many kinds of _____.
   A. valuable plants
   B. ancient trees
   C. natural values
5. Which of the following is NOT true, according to the passage?
   A. There are more and more national parks in the world.
   B. Con Dao National Park is rich in animal species.
   C. Con Dao National Park's mission is to help other national parks.

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Speaking

ACTIVITY 4

Aims:

- **To provide Ss with an opportunity to revise and use vocabulary related to environmental protection;**
- **To give Ss practice in asking and answering about a national park.**

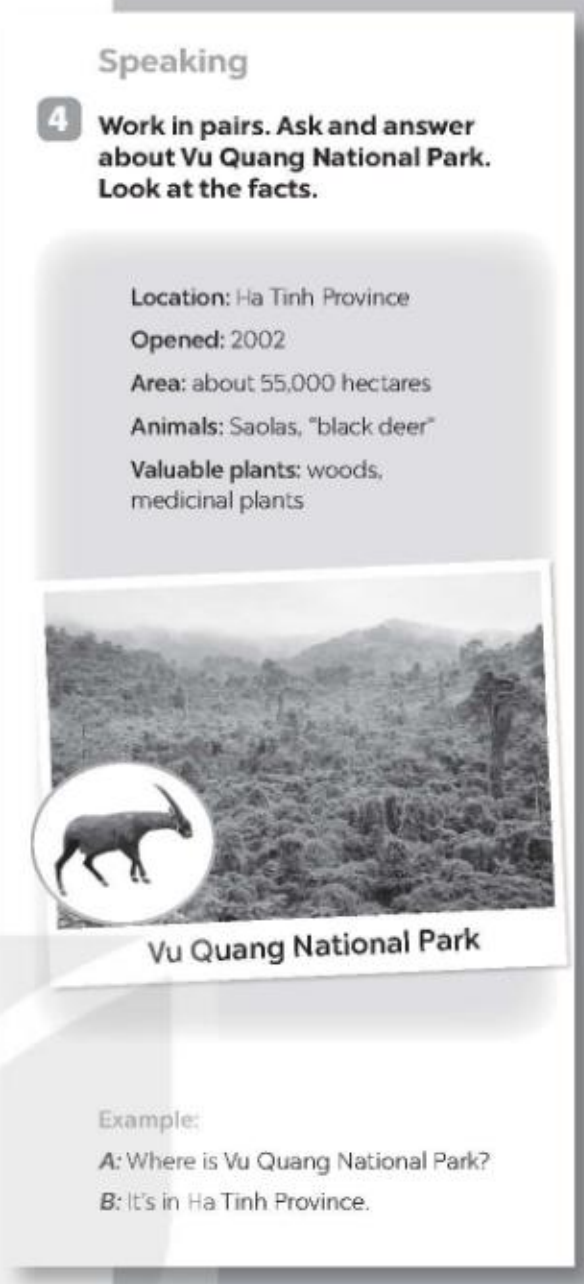
- Give Ss some time to study the facts about Vu Quang National Park. Then have them read the example to understand what they have to do. Explain again if needed.
- Have Ss work in pairs and do the task.
- Go round to monitor and give help when necessary.
- Call on some pairs to perform the task in front of the class. T and other Ss listen and comment.
- Encourage Ss to share additional information they know about Vu Quang National Park.

ACTIVITY 5

Aims:

- **To help Ss practise talking about a national park, using the information in 4;**
- **To help Ss improve their speaking skill.**

- Allow some time for Ss to think about how to give a speech, using the information they have.
- Have Ss work in groups of five or six. Ask them to use the answers in **4** and the vocabulary learnt in the unit to talk about Vu Quang National Park.
- Give help when they have difficulty expressing their ideas.
- Call on some Ss to talk in front of the class. T and other Ss listen and comment.


Speaking

4 **Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts.**

Location: Ha Tinh Province
Opened: 2002
Area: about 55,000 hectares
Animals: Saolas, "black deer"
Valuable plants: woods, medicinal plants

Vu Quang National Park

Example:
A: Where is Vu Quang National Park?
B: It's in Ha Tinh Province.

5 **Work in groups. Talk about Vu Quang National Park, using the answers in 4.**
You can begin your talk with:
Vu Quang National Park is in ...

EXTRA ACTIVITY

Tell Ss that they are going to do a role-play where they call their parents and try to persuade them to take them to Vu Quang National Park. In their telephone conversation, they should give reasons why their family should visit the national park as well as details about the park.

WRAP-UP

Ask Ss to sum up what they have learnt and practised in this lesson. Ask Ss to recall some things they can remember.

SKILLS 2

WARM-UP

Aims:

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

- Ask some Ss what activities they often do to contribute to environmental protection and to prevent pollution. Elicit answers from Ss.
- Lead into the new lesson: Listening about water pollution and Writing a notice.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

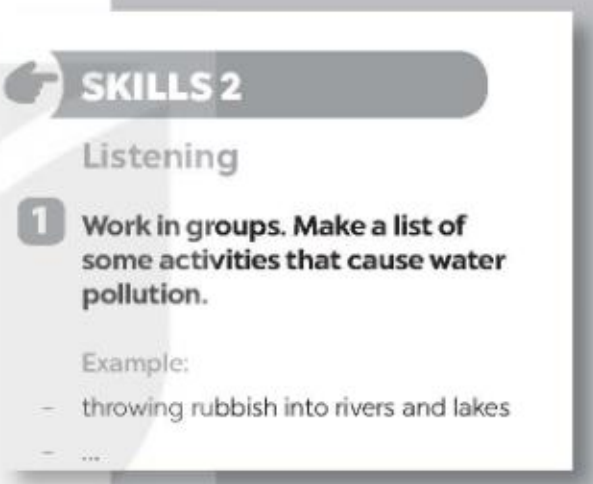
Listening

ACTIVITY 1

Aim: To activate what Ss know about the causes of water pollution.

- Ss work in groups. Every student names at least one activity that causes water pollution.
- Encourage Ss to give as many causes of water pollution as possible. Whether their sentences are true or not is not very important as long as they feel free to speak English.

Suggested answer:
– throwing rubbish into rivers and lakes
– pouring domestic wastes into rivers, lakes, or seas
– pouring industrial wastes into rivers, lakes, or seas
– using chemicals and pesticides in soil
– spilling fuel


SKILLS 2

Listening

1 **Work in groups. Make a list of some activities that cause water pollution.**

Example:
- throwing rubbish into rivers and lakes
- ...

ACTIVITY 2

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

- Tell Ss that they are going to listen to a talk about water pollution.
- Play the recording. Tell Ss to listen carefully and pay attention to keywords that help them understand the ideas of the recording.
- Have Ss choose the correct answers. Check their answers as a class.

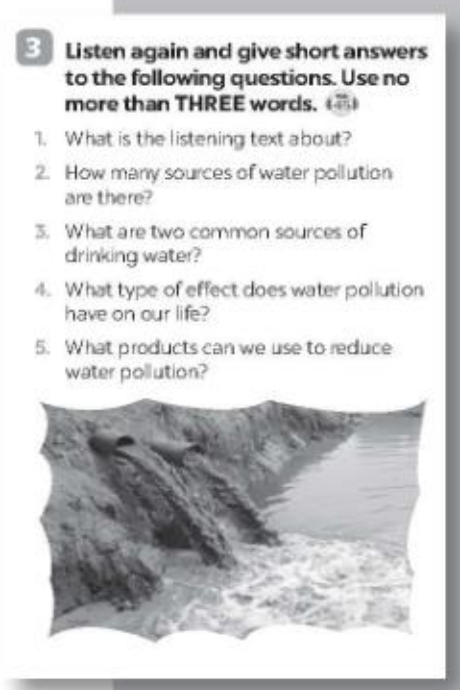
Key: **1.** drinking **2.** factories
3. harmful **4.** shouldn't


2 **Listen to a talk and choose the correct word to complete each sentence.** 44

1. Polluted water is unsafe for drinking / cooking and for other uses.
2. Sometimes toxic substances flow into rivers from factories / hospitals.
3. Water pollution has a dangerous / harmful effect on our life.
4. We couldn't / shouldn't throw litter into rivers and lakes.

ACTIVITY 3

Aim: To help Ss further develop the skill of listening for general and specific information (to write down short answers while listening to the recording).


3 **Listen again and give short answers to the following questions. Use no more than THREE words.**

1. What is the listening text about?
2. How many sources of water pollution are there?
3. What are two common sources of drinking water?
4. What type of effect does water pollution have on our life?
5. What products can we use to reduce water pollution?

- Have Ss read the questions carefully and determine what information they need for answering the questions.
- Play the recording once or twice. Ask Ss to listen carefully and answer the questions, using no more than three words.
- Have Ss share their answers in pairs.
- Play the recording once more for Ss to check their answers. Call on some Ss to give the answers and confirm the correct ones.

Key: **1.** Water pollution **2.** Two **3.** Rivers and lakes
4. A harmful effect **5.** Green products

Audio script – Tracks 44 + 45:

All living things need water, but water pollution has become a serious problem. Polluted water is unsafe for drinking and for other uses.

Water pollution happens when wastes and toxic substances make the water unsafe. There are two sources of water pollution: man-made and natural. Man-made substances pollute water when they flow into the water from factories and homes. Natural pollution occurs when rainwater with toxic chemicals flows into rivers or lakes. These rivers and lakes are a source of drinking water for humans.

Water pollution has a harmful effect on our lives. But there are ways we can reduce water pollution. The first thing we can do is to treat water from factories and households. We should also stop littering, especially dumping waste into rivers and lakes. Finally, we can reduce water pollution by using green products and avoiding single-use products, like plastic bags.

EXTRA ACTIVITY

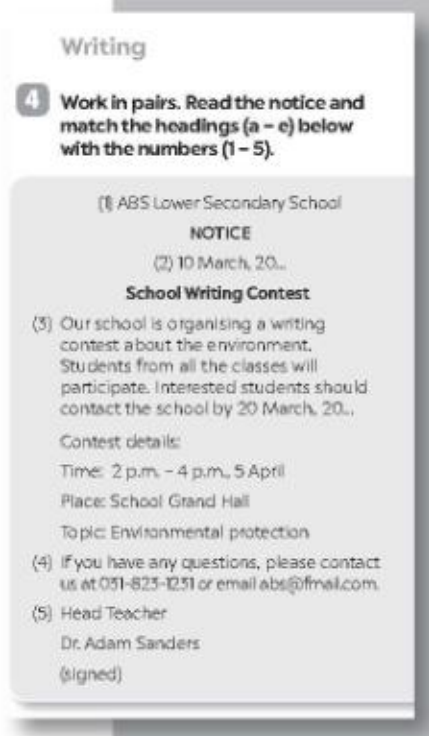
- Put Ss into groups of three and ask them to first listen to the talk once more then summarise it in three sentences.
- Each group exchanges summaries with another group and discusses which words or details can be emitted from their summaries as well as any major ideas that were neglected.
- Lead a class discussion about what contents should be included in the summary.

Writing

ACTIVITY 4

Aims:

- **To familiarise Ss with the form and purpose of a notice that they are going to write;**
- **To prepare Ss for the writing task in 5.**


Writing

4 **Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5).**

(1) ABS Lower Secondary School

NOTICE

(2) 10 March, 20...

School Writing Contest

(3) Our school is organising a writing contest about the environment. Students from all the classes will participate. Interested students should contact the school by 20 March, 20...

Contest details:

Time: 2 p.m. – 4 p.m., 5 April

Place: School Grand Hall

Topic: Environmental protection

(4) If you have any questions, please contact us at 051-823-1251 or email abs@fmail.com.

(5) Head Teacher

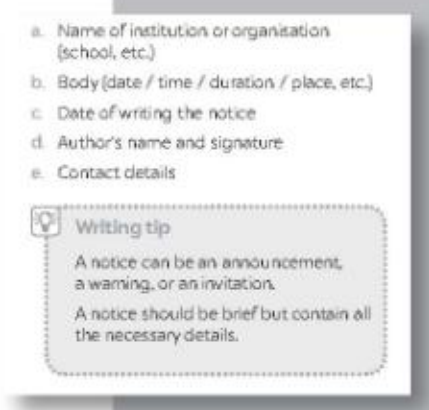
Dr. Adam Sanders

(signed)

- First, explain to Ss that a notice can be an announcement, a warning, or an invitation.

- Have Ss work in pairs. Tell them to read all the details in the notice, think about them, and match the headings (a – e) with the numbers (1 – 5). Remind them of the order of these details in a notice.
- Check the answers as a class.

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


a. Name of institution or organisation (school, etc.)
b. Body (date / time / duration / place, etc.)
c. Date of writing the notice
d. Author's name and signature
e. Contact details

Writing tip

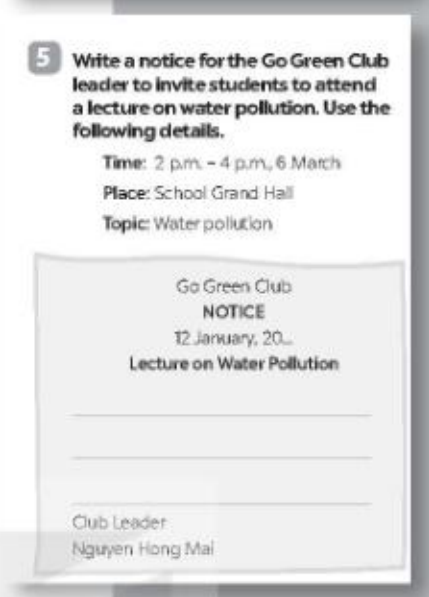
A notice can be an announcement, a warning, or an invitation.

A notice should be brief but contain all the necessary details.

ACTIVITY 5

Aim: To help Ss practise writing a notice.

- Tell Ss to study the details given.
- Set a time limit for Ss to write the notice. Tell them to refer to the sample notice in **4**. Monitor Ss' work and give assistance when necessary.
- Collect some Ss' writing, mark them, and later comment on their writing in 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 notice for the Go Green Club leader to invite students to attend a lecture on water pollution. Use the following details.**

Time: 2 p.m. – 4 p.m., 6 March
Place: School Grand Hall
Topic: Water pollution

Go Green Club
NOTICE
12 January, 20...
Lecture on Water Pollution

Club Leader
Nguyen Hong Mai

Suggested answer:

Go-Green Club

NOTICE

12 January, 2023

Lecture on Water Pollution

All students of our school are invited to attend a lecture on water pollution next week. Interested students should contact the club by 17 February, 2023.

Details:

Time: 2 p.m. – 4 p.m., 6 March

Place: School Grand Hall

Topic: Water pollution

If you have any questions, please contact us at 012-3476-789 or email gogreen@fmail.com.

Club Leader

Nguyen Hong Mai

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 usual, this is the review section, so tell Ss not to refer back to the previous pages. Instead, they should use what they have learnt from the unit to help them answer the questions. Ss need to see how far they have progressed and in which areas they need further practice.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Vocabulary

ACTIVITY 1

Aim: To help Ss revise the words / phrases they have learnt in the unit.

- Have Ss do this task individually to choose the correct answer for each question.
- Go round and monitor the class, giving support if necessary.
- Ask some Ss to share their answers. Confirm the correct answers.

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

ACTIVITY 2

Aim: To help Ss revise and use the vocabulary they have learnt in context.

- Ask Ss to read the words and phrases in the box first.
- Ask Ss to read the sentences. Tell them to pay attention to the gaps and elicit what words / phrases they need to fill in them.
- Tell Ss to write the answers in their notebooks. Ask some of them to write their answers on the board. Correct the mistakes if necessary.

Key: **1.** littering **2.** carbon footprint
3. picking up rubbish **4.** habitats
5. endangered species

Grammar

ACTIVITY 3

Aims:

- **To help Ss revise complex sentences with adverb clauses of time;**
- **To help Ss practise writing about themselves, using complex sentences with adverb clauses of time.**

- Allow Ss some time to do the task individually and write sentences in their notebooks.
- Then ask Ss to compare their answers in pairs.
- Call on some Ss to write their answers on the board, have other Ss give comments, and correct mistakes only when really necessary.



LOOKING BACK

Vocabulary

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

1. The panda's natural _____ is the bamboo forest.
   A. habitat B. ecosystem C. area
2. This forest provides a habitat for hundreds of _____ of plants and animals.
   A. styles B. classes C. species
3. _____ the environment must be the job of everyone in the community.
   A. Caring B. Protecting C. Keeping
4. We should _____ the consumption of single-use products like plastic bottles and bags.
   A. reduce B. encourage C. raise
5. _____ trees and burning forests destroy a lot of wildlife habitats.
   A. Watering B. Cleaning up C. Cutting down

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

carbon footprint littering
picking up rubbish habitats
endangered species

1. Do you know that _____ can cause pollution?
2. One effective way to reduce your _____ is to walk or cycle whenever you can.
3. By planting trees and _____, we can improve our environment.
4. Humans are harming the _____ of bees throughout the world.
5. Animals such as saolas and dugongs are _____.

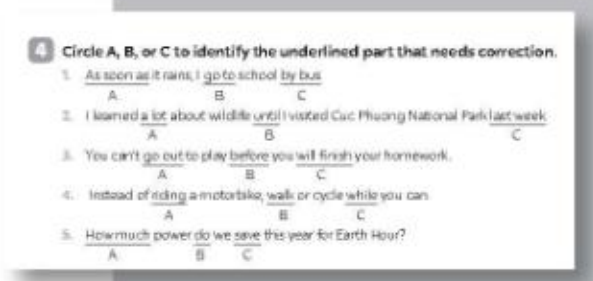
Grammar

3 **Complete the following sentences using a clause. Use your own ideas.**

1. We should wait here until _____.
2. As soon as I arrived, _____.
3. Remember to lock the door before _____.
4. There were not many animals on the mountain after _____.
5. When we finished our picnic, _____.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 4


4 Circle A, B, or C to identify the underlined part that needs correction.

1. As soon as it rains, I go to school by bus. (A / B / C)
2. I learned a lot about wildlife until I visited Cuc Phuong National Park last week. (A / B / C)
3. You can't go out to play before you will finish your homework. (A / B / C)
4. Instead of riding a motorbike, walk or cycle while you can. (A / B / C)
5. How much power do we save this year for Earth Hour? (A / B / C)

Aim: To help Ss revise the form and uses of complex sentences with adverb clauses of time.

- T may have Ss review the form and uses of complex sentences with adverb clauses of time before they do the task.
- Have Ss work independently or in pairs to do the exercise.
- Call on some Ss to share their answers. Give corrections and explanations.

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

PROJECT


PROJECT

A serious pollution problem in my area

Work in groups.

1. Choose a serious pollution problem in your area (noise pollution, air pollution, water pollution, ...). Suggest solutions to the problem.
2. Make a poster. Write your solutions on the poster. Use pictures to illustrate / decorate your poster.
3. Present your poster to the class.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to environmental protection.			
• pronounce the sounds /bl/ and /fl/ correctly in words and sentences.			
• use complex sentences with adverb clauses of time.			
• ask for clarification.			
• read about Con Dao National Park.			
• talk about Vu Quang National Park.			
• listen about water pollution.			
• write a notice.			

Aims:

- **To give Ss an opportunity to practise finding solutions to a serious environmental problem in their area;**
- **To improve their speaking and presentation skills.**

ACTIVITY 1

Make sure Ss understand what to do. Ask Ss to work in groups and decide on the most serious pollution problem in their area (noise pollution, air pollution, water pollution, etc). Then think of as many solutions to the problem as possible.

ACTIVITY 2

Have Ss work in groups and make a poster to introduce the solutions they have suggested. Encourage them to use a mind map to make their poster easier to understand. Tell them they can use pictures, images, etc.

ACTIVITY 3

Call on some groups to show their posters and make a presentation. Other groups give their comments. The class votes for the best poster.

If it is better to assign the project in earlier lessons, then make sure to guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to give their presentation.

NOW I CAN ...

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

Unit 8 SHOPPING

Objectives:

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

- use the words related to shopping;
- pronounce the sounds /sp/ and /st/ correctly in words and sentences;
- recognise and use adverbs of frequency and the present simple for future events;
- make complaints;
- read for specific information about the reasons people go to shopping centres;
- talk about a shopping place;
- listen to a talk for general and specific information about online shopping;
- write a paragraph about the advantages and disadvantages of a type of shopping.



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. Organise a short vocabulary game to revise the words Ss learnt in *Unit 7, Environmental Protection*. For example, write *Problems* and *Solutions* on the board and have Ss say any words and phrases related to these topics. Make a spiderweb around the two keywords. Use the words and phrases provided by Ss to fill in the spiderweb.
- Lead into the new unit. Write the unit title *Shopping* on the board. Ask Ss to guess what they are going to learn in this unit and to say words and phrases they know related to *Shopping*.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

MY FAVOURITE SHOPPING PLACE

ACTIVITY 1


GETTING STARTED

My favourite shopping place

1 Listen and read.

Mai: How was your trip to Bac Ha, Alice?

Alice: It's awesome. I like Bac Ha Fair most. It's an open-air market in Lao Cai.

Mai: What do you like about it?

Alice: Many things. The people at the market were wearing really colourful costumes.

Mai: Yeah ... They came from different minority groups.

Alice: I think so, and most of the products sold at the market were home-grown and home-made. I love it.

Mai: Do you have similar markets in New Zealand?

Alice: Yes, we do. Back in my city, Auckland, we have a farmers' market every Saturday where farmers sell their products. My mother loves shopping there, and she rarely misses one.

Mai: I prefer shopping at the supermarket. I can find almost everything I need there, and I don't have to bargain. All the items have fixed prices on their price tags.

Alice: Right. It's more convenient.

Mai: Yeah ... Oh, I've got to go. My art lesson starts at one o'clock, and I want to go to a convenience store on the way. See you later.

Alice: See you.

Aims:

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

- Set the context: Ss look at the conversation and the pictures and answer some questions, e.g. *What do you think Mai and Alice are talking about? What are the pictures of? What are the people in the pictures doing?* Encourage Ss to answer, but do not confirm their answers.
- Play the recording 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 answer: *Mai and Alice are talking about different types of markets. The pictures are of Bac Ha Open-Air Market. The people in the picture are buying and selling things.*

Audio script – Track 46:

Mai: How was your trip to Bac Ha, Alice?

Alice: It's awesome. I like Bac Ha Fair most. It's an open-air market in Lao Cai.

Mai: What do you like about it?

Alice: Many things. The people at the market were wearing really colourful costumes.

Mai: Yeah … They came from different minority groups.

Alice: I think so, and most of the products sold at the market were home-grown and home-made. I love it.

Mai: Do you have similar markets in New Zealand?

Alice: Yes, we do. Back in my city, Auckland, we have a farmers' market every Saturday where farmers sell their products. My mother loves shopping there, and she rarely misses one.

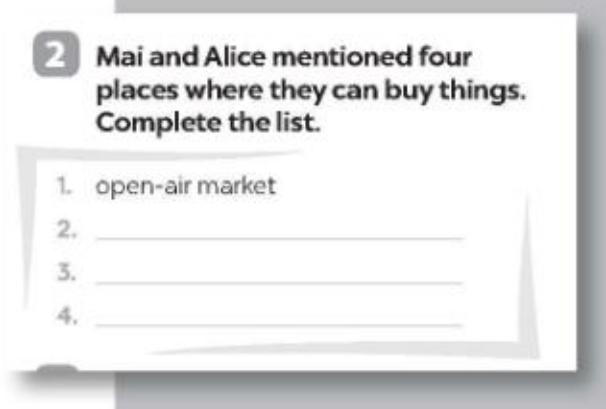
Mai: I prefer shopping at the supermarket. I can find almost everything I need there, and I don't have to bargain. All the items have fixed prices on their price tags.

Alice: Right. It's more convenient.

Mai: Yeah … Oh, I've got to go. My art lesson starts at one o'clock, and I want to go to a convenience store on the way. See you later.

Alice: See you.

ACTIVITY 2


2 Mai and Alice mentioned four places where they can buy things. Complete the list.

1. open-air market
2. _____
3. _____
4. _____

Aim: To draw Ss' attention to the names of some places for shopping and see how much they can remember.

- Encourage Ss to do the task without reading the conversation again. If they cannot, let them refer to the conversation for the answers.
- Call on some Ss to share their answers.

– Confirm the correct answers as a class.

Key: **2.** farmers' market **3.** supermarket
4. convenience store (in any order)

ACTIVITY 3

Aim: To help Ss focus on some features of different markets.

– Ask Ss to look at the two types of markets first and see if they can remember any information about them from the conversation. Encourage them to tell you.
– Ask Ss to do the task individually or in pairs.
– Check the answers as a class.

Key: **1.** a, c **2.** b, d, e



3 **Match the types of markets with the features.**

Types of markets	Features
1. open-air market	a. It's outdoor.
2. supermarket	b. Goods are displayed on shelves.
	c. Shoppers can bargain.
	d. All items have fixed prices.
	e. The weather does not affect shopping.

EXTRA ACTIVITY

– Draw a Venn diagram on the board and explain to Ss how to complete it. Put Ss in pairs and have them label, one circles open-air market and the other circles supermarket.
– Using their own ideas as well as ideas from the conversation, Ss put the features of each type of market in the correct place in the Venn diagram.
– Using the information in the Venn diagram helps Ss make comparative sentences that show how the two markets are either similar or different.
– Ask a few pairs of Ss to come to the front of the class to demonstrate.

ACTIVITY 4

Aim: To help Ss develop a better understanding of the new vocabulary from the conversation.

– Call on some Ss to read the words and phrases in the box aloud. Correct their pronunciation if needed.
– Ask Ss to work independently to fill each blank with a word or phrase from the box.
– Check the answers as a class.

Key: **1.** bargain **2.** convenience store
3. home-grown **4.** price tag
5. home-made



4 **Complete the sentences with the words and phrases from the box.**

home-grown bargain
home-made price tag
convenience store

1. – What is '_____'?
   – It's when buyers talk to the sellers to get a lower price.
2. A _____ is a small shop and is usually open 24/7.
3. This salad is made of _____ vegetables.
4. How much is this T-shirt? I cannot see the _____.
5. Try our _____ bread, Mai. My mother made it this morning.

5 **GAME** **Listing**

Work in groups. Quickly write down the names of some speciality shops. The group with the most correct answers wins.

Example: clothes shop, florist's, ...

ACTIVITY 5

Aim: To introduce various types of speciality shops.

– To lead in, write the phrases 'music shop' and 'sports shop' on the board. Ask Ss what they can buy from each shop. Then write the phrase 'speciality shops' above the two shops.
– Allow Ss some time to write down the names of speciality shops as many as possible.

– Call on some Ss to read aloud their list. Praise Ss with the most correct answers.

Suggested answer: clothes shop, florist's, bakery, butcher's, bookshop, greengrocer's, stationer's, dairy, candy shop, café, music shop, computer shop, barber's, hairdresser's, gift shop, pet shop, shoe shop, etc.

WRAP-UP

– Ask Ss to name some shops they have learnt in the lesson.
– If there is an overhead projector in the classroom, show the conversation, highlight the keywords related to the topic.

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 shopping places and people related to shopping that Ss learnt in the previous lessons. Have some Ss name the people or the shopping place.
– Lead into this lesson which focuses on expressions about shopping and sounds /sp/ and /st/.
– Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.

Vocabulary

ACTIVITY 1

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

– Ask Ss to read the words and phrases, then look at the pictures and do the matching.
– Check the answers as a class.
– Have Ss then read the words and phrases aloud. Correct their pronunciation if needed.
– If necessary, ask Ss for the Vietnamese equivalents of these words and phrases.

Key: **1.** price tag **2.** shopaholic **3.** on sale
4. browsing **5.** Internet access


A CLOSER LOOK 1

Vocabulary

1 Write the words and phrases under the correct pictures.

shopaholic | browsing
price tag | on sale
Internet access

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

2 Match the shopping places with their characteristics.

1. a speciality shop	a. It offers lower prices on all products.
2. a discount shop	b. It uses the Internet to sell goods and services.
3. a supermarket	c. It is often outdoor and offers a wide range of goods. Buyers can bargain.
4. an online shop	d. It is a large indoor shopping place with fixed prices for all the items offered.
5. an open-air market	e. It offers one or two specific kinds of goods.

ACTIVITY 2

Aim: To introduce more types of shops and their characteristics.

– Ask Ss to read the names of different places for shopping and see if they know any of their characteristics.
– Allow Ss some time to do the matching.

- Call on some Ss to give their answers.
- Check the answers as a class.

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

EXTRA ACTIVITY

- Lead a class discussion about the benefits of each type of shopping place in **2**. Conduct a quick poll to find out which place Ss prefer to shop.
- Ask Ss which of the places their mother prefers to shop.

ACTIVITY 3

Aim: To provide Ss with an opportunity to use some vocabulary in sentences.

- Ask Ss to read the words and phrases provided.
- Ask Ss to work individually to do the exercise.
- Call on some Ss to say their answers.
- Check Ss' answers as a class.

Key: **1.** speciality shops **2.** browsing
3. bargain **4.** range of products
5. shopaholic

3 **Complete the sentences with the words and phrases from the box.**

shopaholic | bargain
speciality shops | browsing
range of products

1. There are many _____ in a shopping centre.
2. I spent the whole morning just _____ online for clothes, but I didn't buy anything.
3. Alice doesn't know how to _____, so she paid too much for her T-shirt.
4. Both online and offline supermarkets offer a wide _____.
5. She's a _____. She spends too much time and money shopping.

Pronunciation

/sp/ and /st/

ACTIVITY 4

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

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

Audio script – Track 47:

/sp/	/st/
spend	**st**all
speciality	**st**aff
space	out**st**and
re**sp**ect	hone**st**
cla**sp**	wa**st**e

Pronunciation

/sp/ and /st/

4 **Listen and repeat the words. Pay attention to the sounds /sp/ and /st/.** 47

/sp/	/st/
spend	stall
speciality	staff
space	outstand
respect	honest
clasp	waste

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To help Ss pronounce the words containing the sounds /sp/ and /st/ correctly in sentences.

- Have Ss read the sentences, paying attention to the underlined words with the sounds /sp/ and /st/.
- Play the recording for Ss to listen to and repeat each sentence. Correct their pronunciation if needed.
- Call on some Ss to read the sentences individually.

Audio script – Track 48:

1. There is a three-storey sports centre in my neighbourhood.
2. The assistant at her shop always gives us special attention.
3. The shop owner treats his customers with a lot of respect.
4. The food at that restaurant is too spicy for me.
5. Tom spent half of his savings in that music store.

5 Listen and repeat the sentences. Pay attention to the underlined words. 48

1. There is a three-storey sports centre in my neighbourhood.
2. The assistant at her shop always gives us special attention.
3. The shop owner treats his customers with a lot of respect.
4. The food at that restaurant is too spicy for me.
5. Tom spent half of his savings in that music store.

WRAP-UP

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

A CLOSER LOOK 2

Grammar

Adverbs of frequency

WARM UP

Aims:

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

- Ss are already familiar with the adverbs of frequency. Remind Ss of them by writing *always, usually, often, sometimes, rarely, never* on the board. Underneath them write the days of the week (Mon to Sun) in a column. Then start giving Ss some examples of your daily activities. For example, "I brush my teeth every morning" and tick every day (from Monday to Sunday) in the column. Ask Ss what adverb they would use to describe your activities. For this example, Ss will come up with 'always'. Keep giving one or two other examples and do the same.
- For the present simple tense to show future activities: write two examples using the present simple tense on the board *I often help my parents with garden work.* and *I have an interview at 9 a.m. tomorrow.* Underline the verbs in both sentences and ask about the time of the activity. The first one is about a repeated activity and the second is about an activity in the future.
- Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.

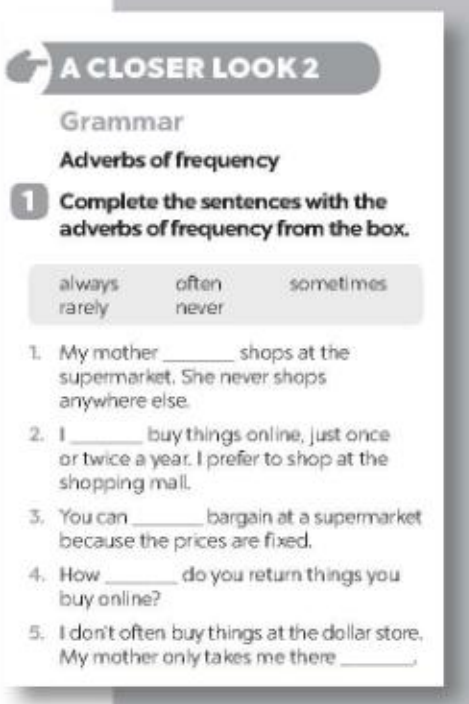
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 1

Aim: To help Ss revise and use some adverbs of frequency.

- Ask Ss to do the activity individually.
- Have Ss read each sentence and decide which adverb in the box best describes the frequency of each action.
- Call on some Ss to read aloud their answers.
- Check the answers as a class. Explain if needed.

Key: **1.** always **2.** rarely **3.** never
4. often **5.** sometimes



A CLOSER LOOK 2

Grammar

Adverbs of frequency

1 **Complete the sentences with the adverbs of frequency from the box.**

always often sometimes
rarely never

1. My mother _____ shops at the supermarket. She never shops anywhere else.
2. I _____ buy things online, just once or twice a year. I prefer to shop at the shopping mall.
3. You can _____ bargain at a supermarket because the prices are fixed.
4. How _____ do you return things you buy online?
5. I don't often buy things at the dollar store. My mother only takes me there _____.

- Here is a table which can help Ss decide which adverb of frequency to use in different situations.

Adverbs of frequency		
100%	always	She always spends her vacation with her grandparents.
90%	usually	They usually buy discount goods.
80%	normally	I normally go to the gym.
70%	often	They often go out for dinner.
40% - 50%	sometimes	I sometimes go shopping with my husband.
20% - 30%	occasionally	I occasionally eat junk food.
5% - 10%	rarely	I rarely shop online.
0%	never	I never go to the cinema. I don't like it.

Present simple for future events

ACTIVITY 2

Aim: To introduce the use of the present simple for future actions.

- Ask them to read the schedule and underline the verb in each sentence.
- Allow them some time to answer the questions individually.
- Call on some Ss to give their answers.
- Confirm the correct answers as a class.
- Have Ss read the **Remember!** box. Explain if needed.



Present simple for future events

2 Read the schedule of the field trip for the grade 8 students tomorrow and underline the verbs in the sentences. Then answer the questions.

Field trip to the Double Dragon Chocolate Factory 26 February	
9:00	The bus leaves.
10:00	Students arrive at the factory.
10:10	Students watch a documentary introducing the factory.
10:30	The tour of the factory starts.
12:00	Students return to school to write the trip reports.

1. What tense are the verbs in the sentences?
2. Are the sentences about habits or future activities?

Remember!

We use the present simple with a future meaning to talk about timetables or schedules.

Example:

I have to go now. My art lesson **starts** at one o'clock.

The train **leaves** at 4:30, so we still have a lot of time.

Key:

Field trip to the Double Dragon Chocolate Factory 26 February	
9:00	The bus leaves.
10:00	Students arrive at the factory.
10:10	Students watch a documentary introducing the factory.
10:30	The tour of the factory starts.
12:00	Students return to school to write the trip reports.

1. The present simple.

2. Future activities. *(Refer to the word "tomorrow" in the task instructions.)*

EXTRA ACTIVITY

- Write these on the board:
  - starts / will start
  - ends / will end
  - arrives / will arrive
- Ask Ss to choose one pair of verbs and write a sentence for each verb.
- Provide this example: (leaves / will leave) *The bus leaves here at 6:00 p.m. The children will leave the school early today and go home.*
- Elicit from the class some of their sentences and have them explain why they have chosen either present simple or future simple for each sentence.

ACTIVITY 3

Aim: To give Ss further practice to understand the difference in the use of the present simple and future simple when talking about future activities.

- Write *scheduled future activity* and *unplanned future activity* on the board. Say the sentences *The bus leaves at 11:00, and we have plenty of time.* and *Don't move. I'll answer the phone.* Ask Ss which sentence is a scheduled future activity and which one is an unplanned future activity. Then write them underneath their correct categories.
- Ask Ss to work individually or in pairs.
- Call on 2 - 3 Ss to read aloud their answers.
- Confirm the correct answers as a class. Explain if needed.

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

3 **Write A next to a sentence if it refers to a timetable, schedule, or plan, and B if it is an unplanned future action.**

1. We'll go to Costco to return this suitcase. ____
2. Look! We have a whole afternoon for shopping on the second day of our tour. ____
3. The summer sales end next Sunday. ____
4. Listen to the announcement. The train doesn't leave till 12:00. Let's get something to drink. ____
5. I'm too busy today, so we'll go shopping on Tuesday. ____

ACTIVITY 4

Aim: To give Ss more open practice with the present simple and future simple.

- Have Ss do this activity individually.
- Ask Ss to read each sentence carefully and decide which option best completes the sentence.
- Call on some Ss to read out their answers.
- Confirm the correct answers as a class.

Key: **1.** opens **2.** will make **3.** won't buy
4. is **5.** Does

4 **Choose the correct option to complete each sentence.**

1. The supermarket in my neighbourhood opens / will open longer hours than the one in yours.
2. Don't worry. I make / will make a shopping list, and you just give it to the shop owner.
3. We don't buy / won't buy a birthday cake this year. We can bake one at home instead.
4. The bus schedule says that there is / will be a bus to Aeon at 10:05.
5. Look at the advertisement. Does / Will the big sale start next Friday?

ACTIVITY 5

Aim: To provide Ss with real-life practice with a schedule.

- Have Ss work in pairs.
- Ask Ss to read the example so that they know what they have to do.
- Allow Ss some time to read the schedule, and ask and answer about the time of different events.
- Call on some pairs to say their questions and answers. Ask the rest of the class to follow and correct any mistakes they make.

5 **Work in pairs. Ask and answer to check planned events for the community fair next month.**

Community Fair
1 April

Date	Events
1 March	Preparing for the fair
3 March	Calling for volunteers
1 April	- 8:30: Opening - 11:00: Holding food competition
2 April	Cleaning up by volunteers

Example:

A: When do we start preparing for the fair?

B: We start on the first of March.

WRAP-UP

Summarise the main points of the lesson.

COMMUNICATION

WARM-UP

Aims:

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

- Introduce the objectives of the lesson: learning how to make complaints and how to talk about a favourite shopping place.
- Show some pairs of pictures of the items you ordered online: a beautiful one from the advertisement and one of the real items you get which is not as you expected.
- Ask Ss to show the difference and guide them how to make a complaint.
- Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

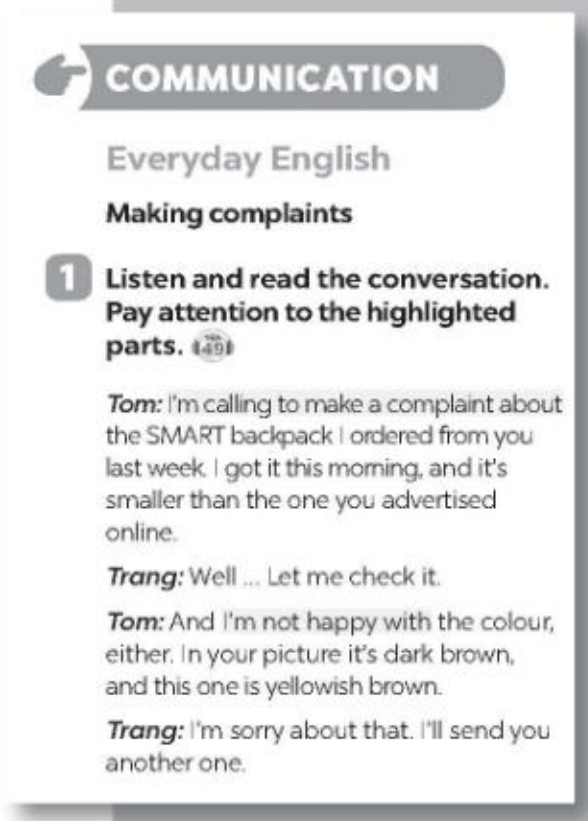
Everyday English

Making complaints

ACTIVITIES 1 + 2

Aims:

- **To guide Ss how to make a complaint;**
- **To allow Ss some practice in making complaints.**


COMMUNICATION

Everyday English

Making complaints

1 **Listen and read the conversation. Pay attention to the highlighted parts.** 49

Tom: I'm calling to make a complaint about the SMART backpack I ordered from you last week. I got it this morning, and it's smaller than the one you advertised online.

Trang: Well ... Let me check it.

Tom: And I'm not happy with the colour, either. In your picture it's dark brown, and this one is yellowish brown.

Trang: I'm sorry about that. I'll send you another one.

1

- Play the recording for Ss to listen to and read the conversation where Tom makes complaints about the SMART backpack he bought the previous week. Ask Ss to pay attention to the highlighted parts.
- Elicit the structures for making complaints. Have Ss practise the conversation in pairs.

Audio script – Track 49:

Tom: I'm calling to make a complaint about the SMART backpack I ordered from you last week. I got it this morning and it's smaller than the one you advertised online.

Trang: Well … Let me check it.

Tom: And I'm not happy with the colour, either. In your picture it's dark brown and this one is yellowish brown.

Trang: I'm sorry about that. I'll send you another one.

EXTRA ACTIVITY

- Work with the class and choose a product that all of Ss are familiar with, such as a mobile phone or a pencil. Together with the class brainstorm as many possible problems that you can think of that could be associated with the product if you had bought it online.
- Write these possible problems on the board and have Ss practise making complaints using the highlighted expressions in **1**.

2

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


2 **Work in pairs. In turn, make complaints about the situations below.**

1. The cans of fish you bought at the shop expired five days ago.
2. An assistant at the shop was not very helpful.

To make a complaint, you can use:

- I'm writing / calling to make a complaint about ...
- I'm not happy with ...

My favourite shopping place

ACTIVITY 3

Aim: To provide Ss with some samples to help them talk about their favourite shopping places.

My favourite shopping place

3 Listen to three people talking about their favourite shopping places and tick (✓) the place they mention. 50

People	Open-air market	Discount shop	Convenience store
1. Mai			
2. Nam			
3. Alice			

- Have Ss read the instructions and the table so that they know what they have to do while listening to the recording.
- Play the recording and ask Ss to listen and tick the correct answers.
- Call on some Ss to read their answers.
- Confirm the correct answers as a class.

Key:

People	Open-air market	Discount shop	Convenience store
1. Mai	✓		
2. Nam			✓
3. Alice		✓	

Audio script – Track 50:

Mai:

I often go to the open-air market in my village. Most of the products there are home-grown or home-made. The market goers know one another and they chat happily while selling and buying.

Nam:

When I need something, I go to a convenience store. They are easy to find because they are all over the place. The prices may be a bit higher than in supermarkets but they can save you time.

Alice:

I love shopping at discount shops. There is a wide range of goods there, and everything is cheaper than at other places. Yesterday I bought a Christmas dress for half the price of one in a speciality shop.

ACTIVITY 4

Aim: To give Ss an opportunity to reflect on what the people in 3 like about the places they shop.

4 Work in pairs. Take turns to ask and answer what each person in 3 likes about their shopping place.

1. Mai
2. Nam
3. Alice

Example:

A: What does Nam like about shopping at a convenience store?

B: It saves him time.

- Have Ss work in pairs.
- Have Ss take turns to ask and answer about what each person in **3** likes about the place where they shop.
- Call on 2 - 3 pairs to perform the task in front of the class. Make comments.

Suggested answers:

1.

A: What does Mai like about shopping at an open-air market?

B: The products are home-grown and home-made. And the market goers know one another, so they can chat happily while selling and buying.

2.

A: What does Nam like about shopping at a convenience store?

B: They are convenient because they are everywhere. It saves him time.

3.

A: What does Alice like about shopping at a discount shop?

B: There is a wide range of goods there. Everything is cheaper than at other places.

ACTIVITY 5

Aim: To provide Ss with an opportunity to talk about what they like about their favourite places to shop.

- This task allows Ss to apply what they have learnt so far in this unit (ideas, vocabulary, grammar) to talk about their favourite places to shop.
- Have Ss work in groups.
- Allow Ss some time to talk in their groups. Go round and give support if needed.
- Ask some Ss to share their ideas with the class.


5 **Work in groups. Share your favourite shopping place with your group.**

You can include:

- the name of the place.
- the reason(s) why you like it.

WRAP-UP

Have Ss say what they have learnt in the lesson.

SKILLS 1

WARM-UP

Aims:

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

- Introduce the objectives of the lesson: Reading about the reasons why people go to shopping centres and Speaking about a shopping place.
- Ask Ss where they often do their shopping and why.
- Ask Ss if they have ever been to a shopping centre. If they have, ask them what they like about it.
- Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.

Reading

ACTIVITY 1

Aim: To help Ss reflect on the reason(s) why they go shopping.

- Have Ss work individually.
- Ask Ss to read the words and phrases and tick the one(s) correct for them.
- Call on some Ss to share their answers with the class.


SKILLS 1

Reading

1 **Read the list below and tick (✓) the most common reason(s) why you go shopping.**

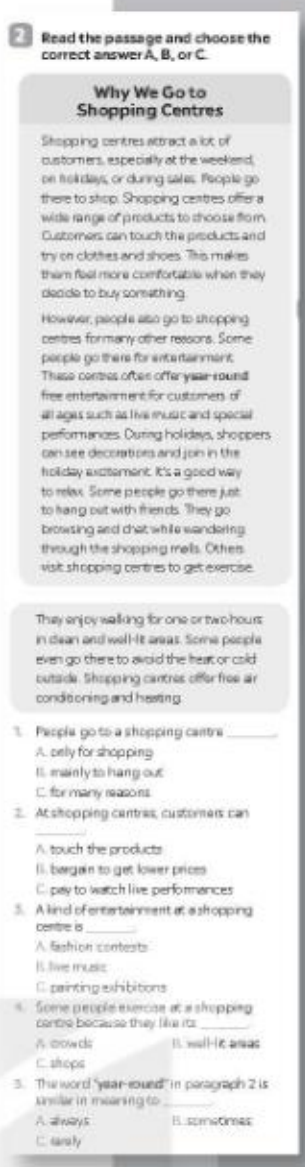
- hanging out with friends ☐
- reducing stress ☐
- buying goods ☐
- exercising ☐
- browsing ☐

ACTIVITY 2

Aim: To help Ss develop their reading skill for specific information (scanning) through multiple-choice questions.

- Have Ss read the text in detail first. Then ask them to read each question and choose the correct answer for it.
- Call on some Ss to share their answers. Ask them where they find the information for their answers.
- Confirm the correct answers as a class. Explain if needed.

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



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

Why We Go to Shopping Centres

Shopping centres attract a lot of customers, especially at the weekend, on holidays, or during sales. People go there to shop. Shopping centres offer a wide range of products to choose from. Customers can touch the products and try on clothes and shoes. This makes them feel more comfortable when they decide to buy something.

However, people also go to shopping centres for many other reasons. Some people go there for entertainment. These centres often offer year-round free entertainment for customers of all ages such as live music and special performances. During holidays, shoppers can see decorations and join in the holiday excitement. It's a good way to relax. Some people go there just to hang out with friends. They go browsing and chat while wandering through the shopping malls. Others visit shopping centres to get exercise. They enjoy walking for one or two hours in clean and well-lit areas. Some people even go there to avoid the heat or cold outside. Shopping centres offer free air conditioning and heating.

1. People go to a shopping centre _____.
   A. only for shopping
   B. mainly to hang out
   C. for many reasons
2. At shopping centres, customers can _____.
   A. touch the products
   B. bargain to get lower prices
   C. pay to watch live performances
3. A kind of entertainment at a shopping centre is _____.
   A. fashion contests
   B. live music
   C. painting exhibitions
4. Some people exercise at a shopping centre because they like its _____.
   A. crowds
   B. well-lit areas
   C. shops
5. The word "year-round" in paragraph 2 is similar in meaning to _____.
   A. always
   B. sometimes
   C. rarely

ACTIVITY 3

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

- Ask Ss to read each sentence carefully, then refer to the text to look for the answer. Have them complete the task.
- Have Ss compare their answers in pairs and discuss if there are any differences in their answers.
- Call on some Ss to share their answers with the class. Ask them where they find the information for their answers.
- Confirm the correct answers as a class.

Key: **1.** sales **2.** try **3.** entertainment **4.** decorations **5.** free



3 Fill in each blank with ONE word from the passage.

Shopping centres

1. attract a lot of customers during _____.
2. allow customers to _____ on clothes and shoes.
3. offer free _____ for customers of all ages.
4. are full of _____ during holidays.
5. offer _____ air conditioning and heating.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

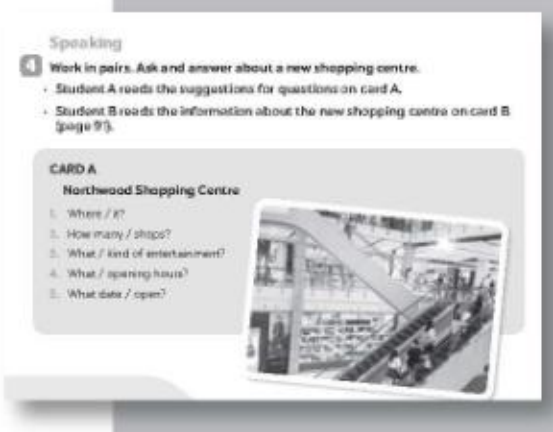
Speaking

ACTIVITY 4

Aims:

- **To provide Ss with an opportunity to talk about a new shopping centre;**
- **To help Ss prepare ideas for the main speaking activity.**

- Ask Ss to work in pairs, each having their card (A or B). Make sure that they know how to work with the cards.
- Allow them some time to prepare the questions and to read the information for the answers. Then ask them to start asking and answering about the new shopping centre. Go around and monitor. Give help if needed.
- Call on some Ss to share their conversation with the class. Comment on their conversation.



Speaking

4 Work in pairs. Ask and answer about a new shopping centre.

- Student A reads the suggestions for questions on card A.
- Student B reads the information about the new shopping centre on card B (page 97).

CARD A

Northwood Shopping Centre

1. Where / it?
2. How many / shops?
3. What / kind of entertainment?
4. What / opening hours?
5. What date / open?

Suggested answers:

1. Where is the new shopping centre?

2. How many shops are there / does it have?

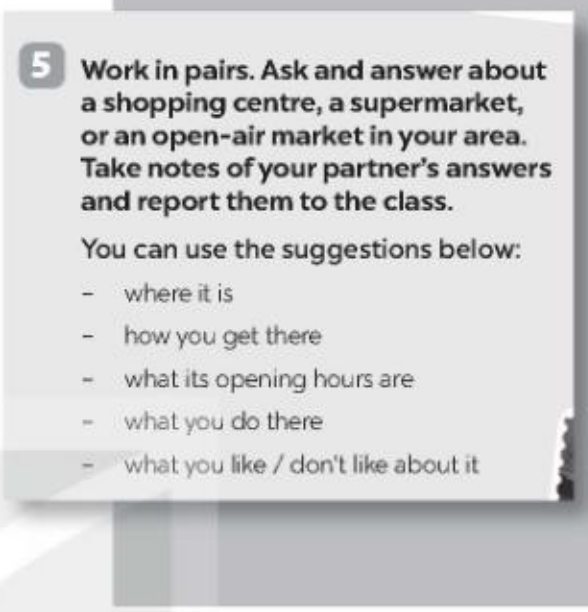
3. What kind of entertainment does it offer / have / can we find there?

4. What are its opening hours?

5. What date does the shopping centre open?

ACTIVITY 5

Aim: To provide an open opportunity for Ss to talk about a shopping place in their own areas.



- Have Ss work in pairs.
- Ask Ss to reflect on the conversation in **4** and read the suggestions for **5**.
- Allow Ss some time to carry out their conversation. Remind them to take notes of their partner's answers.
- Go round and offer help if needed.
- Call on some Ss to report to the class what they find out about their partner's shopping place. Comment on their presentation.

EXTRA ACTIVITY

- Explain to the class that they have read about different types of shopping centres and why people go to shopping centres. Keeping this information in mind, Ss are to work together in groups of three to design an ideal shopping centre for their neighbourhood.
- Explain that this ideal shopping centre should be different from existing shopping centres in their city and have different types of features.
- Encourage them to be creative.
- Ask a few groups to share some of their ideas with the class.

WRAP-UP

Have Ss summarise what they have learnt in the lesson.

SKILLS 2

WARM-UP

Aims:

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

- Introduce the objectives of the lesson: Listening to a talk about online shopping and Writing a paragraph about the advantages and disadvantages of a type of shopping.
- Ask Ss what they know about online shopping and if they have any experience with it. Ask if they like / don't like the experience and why.

– Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss.

Listening

ACTIVITY 1

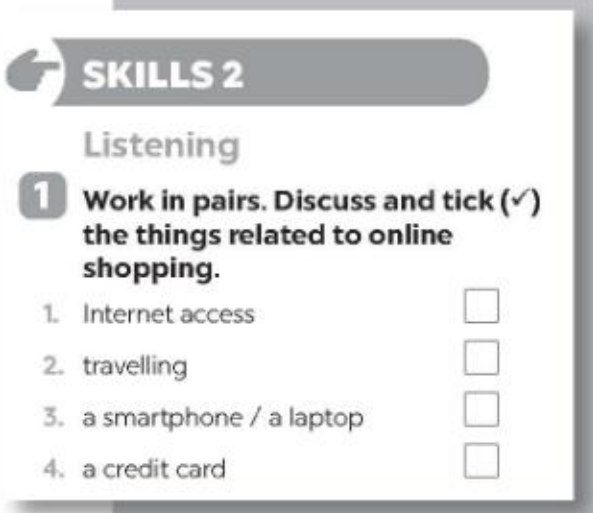
Aim: To help Ss focus on the topic and prepare for the listening text.

– Have Ss work in pairs.

– Ask Ss to read the word and phrases and tick things related to online shopping.

– Call on some Ss to share their answers.

Key: 1, 3, 4



SKILLS 2

Listening

1 **Work in pairs. Discuss and tick (✓) the things related to online shopping.**

1. Internet access ☐
2. travelling ☐
3. a smartphone / a laptop ☐
4. a credit card ☐

ACTIVITY 2

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

– Have Ss read the sentences carefully and decide what information they need to fill in each blank.

– Play the recording for Ss to listen and do the task.

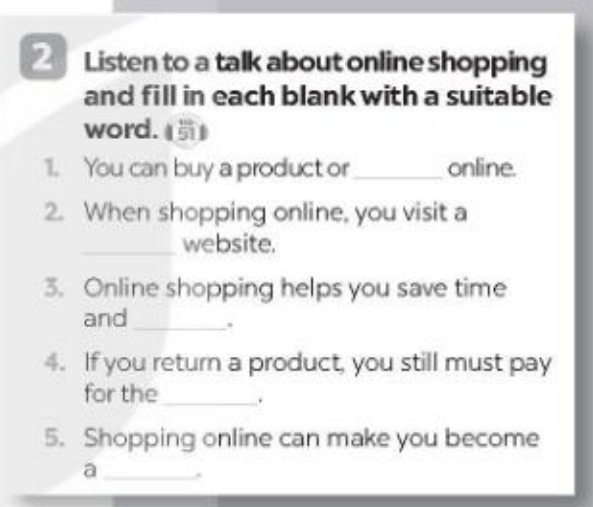
– Have Ss share their answers in pairs.

– Invite some Ss to share their answers with the class.

– Confirm the correct answers as a class.

– Play the recording again if needed, stopping at the places where Ss have difficulties.

Key: **1.** service **2.** seller's **3.** money
4. shipping **5.** shopaholic



2 **Listen to a talk about online shopping and fill in each blank with a suitable word.** (51)

1. You can buy a product or _____ online.
2. When shopping online, you visit a _____ website.
3. Online shopping helps you save time and _____.
4. If you return a product, you still must pay for the _____.
5. Shopping online can make you become a _____.

ACTIVITY 3

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

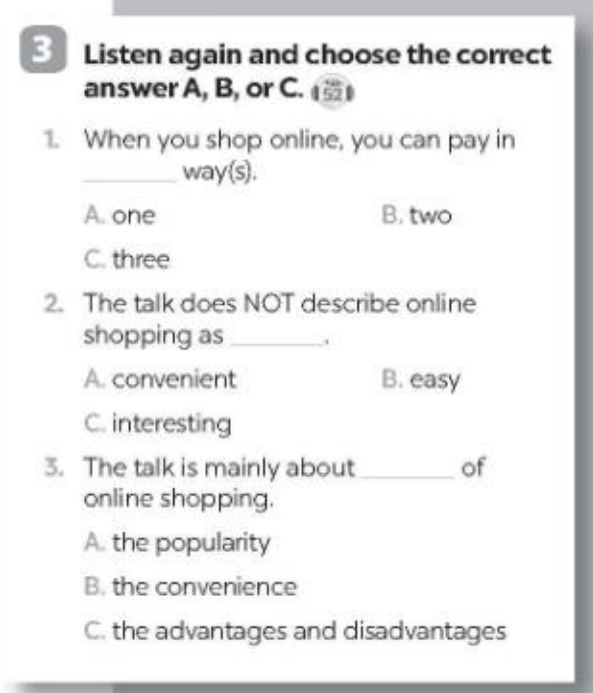
– Play the recording again if needed. Have Ss do the task individually.

– Invite some Ss to share their answers with the class.

– Confirm the correct answers as a class.

– Play the recording again if needed, stopping at the places where Ss have difficulties.

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



3 **Listen again and choose the correct answer A, B, or C.** (52)

1. When you shop online, you can pay in _____ way(s).
   A. one B. two
   C. three
2. The talk does NOT describe online shopping as _____.
   A. convenient B. easy
   C. interesting
3. The talk is mainly about _____ of online shopping.
   A. the popularity
   B. the convenience
   C. the advantages and disadvantages

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Audio script – Tracks 51 + 52:

Online shopping is buying a product or service over the Internet.

Online shopping is easy. You visit a seller's website, select the product you want to buy, and order it. You can pay online or when you get the product.

Online shopping is convenient. With Internet access, you can purchase anything, at any time, from anywhere. It could be a meal, a gift for a friend, or even an English course. You can save the trouble of travelling, time, and money.

However, shopping online has disadvantages, too. Firstly, the products you receive are sometimes not exactly what you expect. Secondly, when you are not happy with a product, you can return it, but you have to pay for the shipping. Thirdly, you can easily become a shopaholic because it is easy and there are many products to choose from. You may find it hard to stop yourself from over-shopping. You may even buy things you don't really need.

Writing

ACTIVITY 4


Writing

4 **Work in pairs. Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.**

1. Shopping online
2. Shopping at a supermarket
3. Shopping at an open-air market

Type of shopping: _____	
Advantages	Disadvantages

Aim: To help Ss focus on the advantages and disadvantages of different types of shopping.

- Have Ss work in pairs.
- Ask Ss to read the list and choose the one they would like to talk about.
- Allow Ss some time to discuss and take notes of the advantages and disadvantages of the type of shopping they have chosen. Remind them to use the structures and expressions. Move around to offer help if needed.
- Invite some Ss to share their answers with the class.

Suggested answers:

1. Shopping online

Advantages: easy, convenient, save the trouble of travelling, time, and money.

Disadvantages: the products you receive might not exactly be what you expect, you can return an item, but you have to pay for the shipping, and you can easily become a shopaholic.

2. Shopping at a supermarket

Advantages: easy, convenient, availability of many goods under one roof, a lot of promotions, don't have to bargain, safe from heat and rain, no need to travel to multiple shops.

Disadvantages: unnecessary shopping because of discounts and convenience.

3. Shopping at an open-air market

Advantages: you can bargain, sellers can share advice about the things you buy, you can taste what you buy (bread, fruits…), develop close relations between sellers and buyers.

Disadvantages: limited operating hours, the number of sellers depends on weather, not easy to return items, affected by the weather (hot, rainy, snowy…), often lacks parking lots.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To provide Ss with an opportunity to write a paragraph presenting the advantages and disadvantages of a type of shopping.

- Ask Ss to read the notes of their discussion in **4** and the suggestions given.
- Allow them some time to write the paragraph. Go round and offer help if needed.
- Call on some Ss to read aloud their texts to the class. Comment on their writing.



Suggested answer:

I often go shopping at the open-air market near my house. However, there are some things I do not like about it. Firstly, it is outdoor. On rainy or hot days, it is uncomfortable to shop. Secondly, the sellers usually ask for a higher price than the value of the goods, so you have to bargain. It is not easy if you do not know the actual price of an item. Another disadvantage is hygiene. Fresh products like vegetables are often not very clean.

EXTRA ACTIVITY

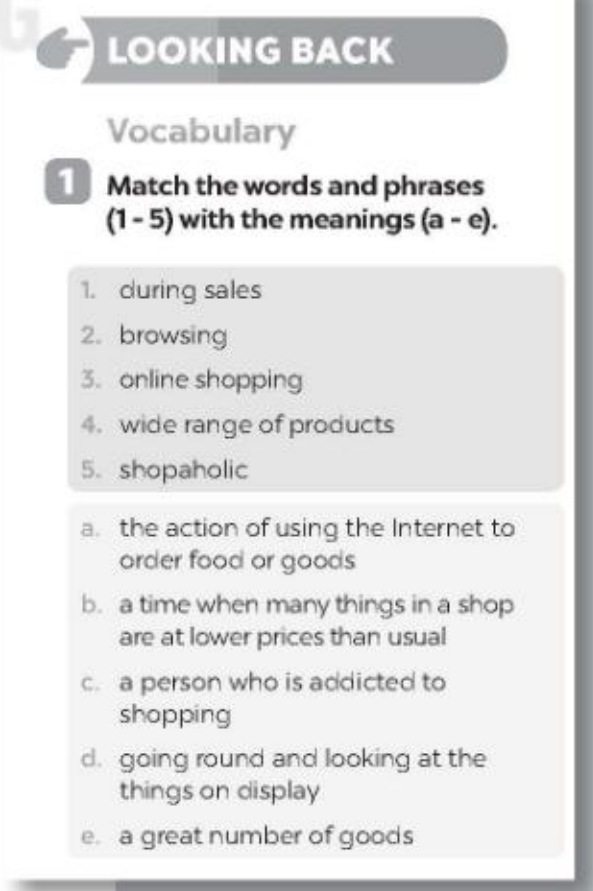
- As either a homework assignment or a class project Ss go online to find an online shop that they like.
- Encourage them to explore the site and note the different features that it has.
- Have Ss find a partner and talk about the site that they have explored.

WRAP-UP

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

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each activity 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 they have learnt in the unit.

- Have Ss do this activity individually.
- Ask Ss to read the words and phrases (1 - 5) and the meanings (a - e) and match them.
- Allow them to compare their answers with their partners.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers.

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

ACTIVITY 2

Aim: To help Ss use the vocabulary items in a new context.

- Have Ss do this activity individually.
- Ask Ss to read the sentences carefully, then refer to the words and phrases in the box to choose the correct answers.
- Allow Ss to compare their answers with their partners.
- Confirm the correct answers as a class.

Key: **1.** on sale **2.** bargain **3.** Internet access
4. home-grown **5.** offline

2 **Complete the sentences with the words and phrases from the box.**

Internet access	offline
home-grown	bargain
on sale	

1. Look! These sports shoes are _____. They are 30% off.
2. This item has a price tag, so you cannot _____.
3. Do you have _____ here? I want to check my email.
4. When you visit a farmers' market, you will find a lot of _____ fruit and vegetables.
5. My mother always shops _____. She never shops online.

Grammar

ACTIVITY 3

Aim: To help Ss revise the use of adverbs of frequency in a new context.

- Have Ss do this activity individually.
- Ask Ss to read the sentences and decide which adverb of frequency to use for each sentence.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class.

Key: **1.** always **2.** always / often / usually
3. never **4.** often / usually **5.** rarely

Grammar

3 **Complete each sentence with a suitable adverb of frequency.**

1. My sister _____ watches the Junior Master Chef programme. She never misses an episode.
2. My mum _____ shops at the supermarket. But I don't go there often.
3. My father _____ goes to a dollar store. He says there's nothing worth buying there.
4. We don't _____ go to the supermarket. It's far from our home.
5. These brands are _____ on sale, just once or twice a year.

ACTIVITY 4

Aim: To help Ss revise the use of the present simple with future actions.

- Ask Ss to read each sentence carefully and decide which tense to use.
- Call on some Ss to read their answers and explain their choices.
- Confirm the correct answers as a class. Explain if needed.

Key: **1.** leaves **2.** is **3.** can use
4. lasts **5.** don't have

4 **Use the correct tense and form of the verbs in brackets to complete the sentences.**

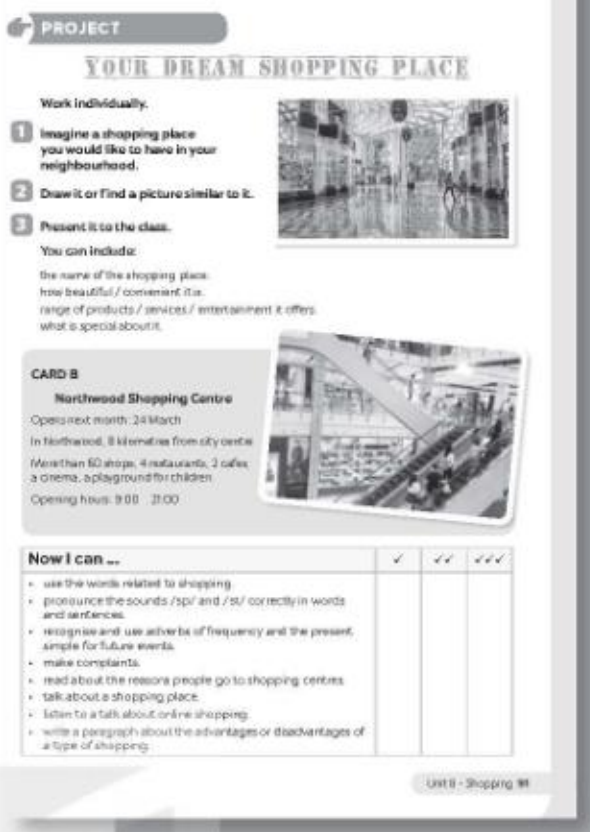
1. The shuttle bus (leave) _____ every 15 minutes to take customers to the parking lot.
2. – Mum, what time (be) _____ the show tonight?
   – Let me check.
3. We (can / use) _____ these vouchers for the next shopping.
4. The announcement says that the sale (last) _____ for just two hours, from 17:00 to 19:00 tomorrow.
5. We (not / have) _____ home economics next semester. We have music instead.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT

Aim: To encourage Ss to use their imagination to design a dream shopping place and develop their presentation skill.

- Have Ss work individually.
- Ask Ss to read the instructions and suggestions carefully.
- Encourage Ss to use their imagination to develop a dream shopping place that they would like to have in their neighbourhood.
- Ask Ss to find or draw a picture to illustrate their dream shopping place.
- Provide Ss with an opportunity to present their ideas 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 carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their dream shopping place.


PROJECT

YOUR DREAM SHOPPING PLACE

Work individually.

1 Imagine a shopping place you would like to have in your neighbourhood.

2 Draw it or find a picture similar to it.

3 Present it to the class.

You can include:

the name of the shopping place
how beautiful / convenient it is
range of products / services / entertainment it offers
what is special about it

CARD B

Northwood Shopping Centre

Opens next month: 24 March

In Northwood, 8 kilometres from city centre

More than 60 shops, 4 restaurants, 2 cafés, a cinema, a playground for children

Opening hours: 9:00 – 21:00

Now I can ...	✓	✓✓	✓✓✓
• use the words related to shopping.			
• pronounce the sounds /sp/ and /st/ correctly in words and sentences.			
• recognise and use adverbs of frequency and the present simple for future events.			
• make complaints.			
• read about the reasons people go to shopping centres.			
• talk about a shopping place.			
• listen to a talk about online shopping.			
• write a paragraph about the advantages or disadvantages of a type of shopping.			

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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 9 NATURAL DISASTERS

Objectives:

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

- use the words related to types of natural disasters and words describing natural disasters;
- pronounce the words ending in *-al* and *-ous* with correct stress;
- use the past continuous;
- give and respond to bad news;
- read for specific information about natural disasters;
- talk about a natural disaster;
- listen for specific information about things to do before, during, and after a natural disaster;
- write instructions about things to do before, during, and after a natural disaster.


Unit 9 NATURAL DISASTERS

THIS UNIT INCLUDES:

Vocabulary
- Types of natural disasters
- Words describing natural disasters

Pronunciation
Stress in words ending in -al and -ous

Grammar
Past continuous

Skills
- Reading about natural disasters
- Talking about a natural disaster
- Listening about things to do before, during, and after a natural disaster
- Writing instructions about things to do before, during, and after a natural disaster

Everyday English
Giving and responding to bad news

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, show pictures of common natural disasters in Viet Nam.
- Elicit the phrase *natural disasters*. Tell them that natural disasters are sudden and violent events in nature (such as an earthquake, a hurricane, or a flood) that kill or injure a lot of people and / or cause a lot of damage. Ask them what they know about natural disasters.
- Write the unit title on the board *Natural Disasters*.
- Share with Ss the objectives of the lesson (it is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss). Have Ss open their Student's Book and start the lesson.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

WE ARE ALL SAFE!

ACTIVITY 1


GETTING STARTED

We are all safe!

1 Listen and read.

Tom: You look pretty sad, Mi. What's the matter?

Mi: My uncle called us this morning. Our home town has been affected by a flood. It's the second time this year.

Tom: I'm sorry to hear that. How are things there now?

Mi: My uncle, his wife, and his children are all safe. They moved everything to the second floor of their house last night. Are there natural disasters in your home town in the US?

Tom: Yes, we sometimes have tornadoes.

Mi: Tornadoes? Sounds strange. What's a tornado?

Tom: It's a violent storm that moves in a circle with very strong winds. I still remember the tornado we had last year.

Mi: What happened?

Tom: One evening my parents and I were having dinner. Suddenly, we heard a very loud noise. When we looked out of the window, we saw a big funnel of wind moving towards us.

Mi: Did it cause any damage?

Tom: Yes, a lot. It damaged the roof of our house and pulled up some trees in our yard. Fortunately, no one was hurt.

92 Talking Arts 9

Aims:

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

- Ask Ss to look at the picture on pages 92 – 93 and answer the questions below:
  - *What can you see in the picture?*
  - *What natural disaster is it?*
- Elicit answers from Ss.
- Introduce the two characters: Tom and Mi. Explain that they are friends, and they are talking about natural disasters.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words or phrases that are related to the topic of the unit while they are listening and reading.
- Have Ss practise the conversation in pairs, then invite some pairs to read the conversation aloud.
- Have Ss say the words or phrases in the text that they think are related to the topic of the unit. Quickly write the words or phrases on one part of the board or show the conversation on a slide and highlight the words or phrases. Comment on Ss' answers.

Audio script – Track 53:

Tom: You look pretty sad, Mi. What's the matter?

Mi: My uncle called us this morning. Our home town has been affected by a flood. It's the second time this year.

Tom: I'm sorry to hear that. How are things there now?

Mi: My uncle, his wife, and his children are all safe. They moved everything to the second floor of their house last night. Are there natural disasters in your home town in the US?

Tom: Yes, we sometimes have tornadoes.

Mi: Tornadoes? Sounds strange. What's a tornado?

Tom: It's a violent storm that moves in a circle with very strong winds. I still remember the tornado we had last year.

Mi: What happened?

Tom: One evening my parents and I were having dinner. Suddenly, we heard a very loud noise. When we looked out of the window, we saw a big funnel of wind moving towards us.

Mi: Did it cause any damage?

Tom: Yes, a lot. It damaged the roof of our house and pulled up some trees in our yard. Fortunately, no one was hurt.

EXTRA ACTIVITY

- Put Ss into pairs.
- Have each pair work together to reread the conversation and underline what they think are the five most important sentences.
- Have the pairs write these five sentences on a sheet of A4 paper in the order that they appear in the conversation.
- Leave a quick discussion about some of the most important words and phrases from the conversation that represent the key ideas and write them on the board.
- Have Ss using their five sentences as well as words and phrases on the board work together to write a summary of the text in three sentences.
- Have pairs compare their summary.

ACTIVITY 2

Aim: To help Ss understand the conversation.

- First, ask Ss to read the sentences and fill in the blanks without reading the conversation again.
- Elicit the answers from Ss. Quickly write these answers on the board.
- Have them read the conversation again to check their answers.
- Allow them to share the answers with a partner before discussing as a class.
- Ask Ss for their answers again, referring to the answers that have been previously written on the board.
- Confirm the correct answers.



2 **Read the conversation again. Complete each sentence with no more than TWO words from it.**

1. There is a _____ in Mi's home town.
2. Her uncle's family had to move everything to the _____ last night.
3. A tornado is an example of a _____.
4. Tom's family _____ dinner when the tornado came.
5. The tornado damaged their roof and _____ up some trees in their yard.

Key: **1.** flood **2.** second floor **3.** natural disaster **4.** was having **5.** pulled

ACTIVITY 3

Aim: To introduce the names of some natural disasters.

- Ask Ss to look at the pictures and say if they can name the natural disaster shown in each picture.
- Have Ss work individually to write the natural disasters from the box under the pictures.
- Have them compare their answers with a partner.
- Invite some Ss to go to the board and write their answers.
- Play the recording for Ss to check their answers. Play the recording again for them to repeat.
- Have some Ss practise saying the natural disasters again.



3 **Write the natural disasters from the box under the pictures. Then listen, check, and repeat.** (54)

volcanic eruption, storm, earthquake, tornado, landslide, flood

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

Key + Audio script – Track 54:

1. flood **2.** tornado **3.** volcanic eruption **4.** storm **5.** landslide **6.** earthquake

ACTIVITY 4

Aim: To help Ss understand the meaning of the words and phrase indicating natural disasters in 3.

- Have Ss work in pairs, read the sentences, and choose the correct answers.
- Ask for Ss' answers and confirm the correct ones.
- For a more able class, have Ss work in pairs to do the activity and explain why the other word is not the correct answer.

Key: **1.** volcanic eruption **2.** earthquake
3. landslide **4.** storms
5. tornado

4 **Choose the correct option to complete each sentence.**

1. When there is a(n) earthquake / volcanic eruption, hot gases and liquid rock pour out from a mountain.
2. Oh, the house is shaking! I think we're having a(n) earthquake / flood.
3. We wanted to travel to Tuyen Quang, but there was a tornado / landslide. Some big rocks and mud came down the mountains.
4. Every year more than ten floods / storms with strong winds and rain cause damage in our country.
5. A tornado / storm looks like a huge funnel and causes a lot of damage. Its strong winds can reach 480 km per hour.

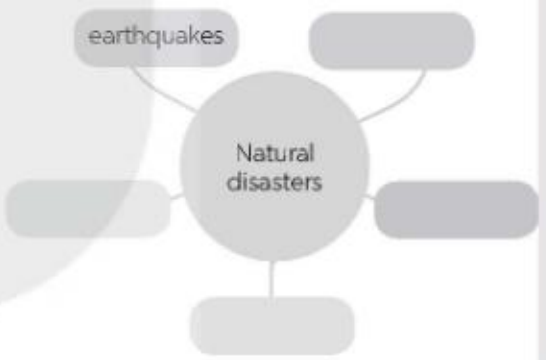
ACTIVITY 5

Aim: To help Ss revise the words and phrases indicating natural disasters.

- Set a time limit (3 - 5 minutes) for Ss to do this activity.
- Have Ss work in groups to complete the word web with all the words and phrases related to natural disasters they know. Tell Ss that they can include the words and phrases learnt in this lesson or other words and phrases. Invite some Ss to share their group's answers with the class.
- For a more able class, after Ss have finished the word web, ask them to make some sentences with the words and phrases they have written.

5 **Word web**

Work in groups. Complete the web with all of the words and phrases related to natural disasters you know.



WRAP-UP

- Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.
- Ask Ss to say aloud some words and phrases they remember from the lesson.
- If there is a projector in the classroom, show the the conversation in **1** and highlight the keywords related to the topic. It would be helpful to also highlight the past continuous and the words ending in *-al* and *-ous*. Tell 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 natural disasters Ss learnt in the previous lesson. Have some Ss say the disasters aloud. Lead into this lesson which focuses on words and phrases related to natural disasters and stress in words ending in *-al* and *-ous*.
- Share with Ss the objectives of the lesson (it is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show Ss) and have Ss open their books and start the lesson.

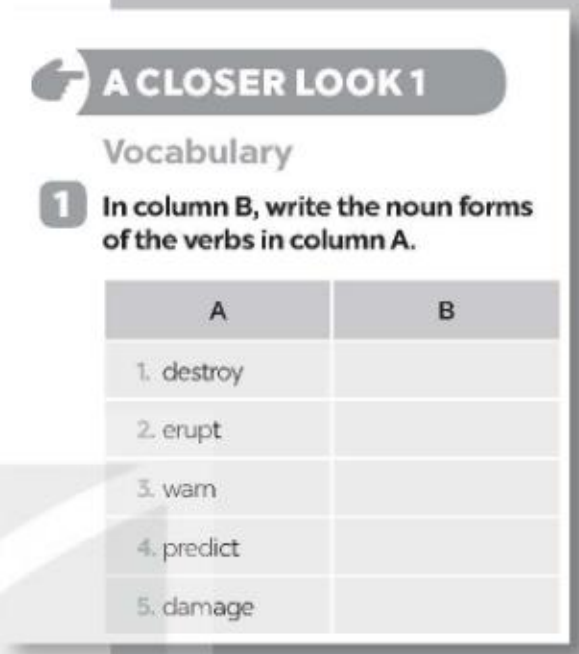
Vocabulary

ACTIVITY 1

Aim: To present some verbs and nouns related to natural disasters.

- Have Ss read the verbs in column A and try to give the noun forms of these verbs in column B.
- Let Ss work in pairs to compare their answers before giving T the answers.
- Have some Ss write their answers on the board. Check and confirm the correct answers.
- For a more able class, give Ss some sentences with a blank in each. Ask Ss to fill in each blank with a verb or noun learnt in this activity.

Key: **1.** destruction **2.** eruption **3.** warning
4. prediction **5.** damage

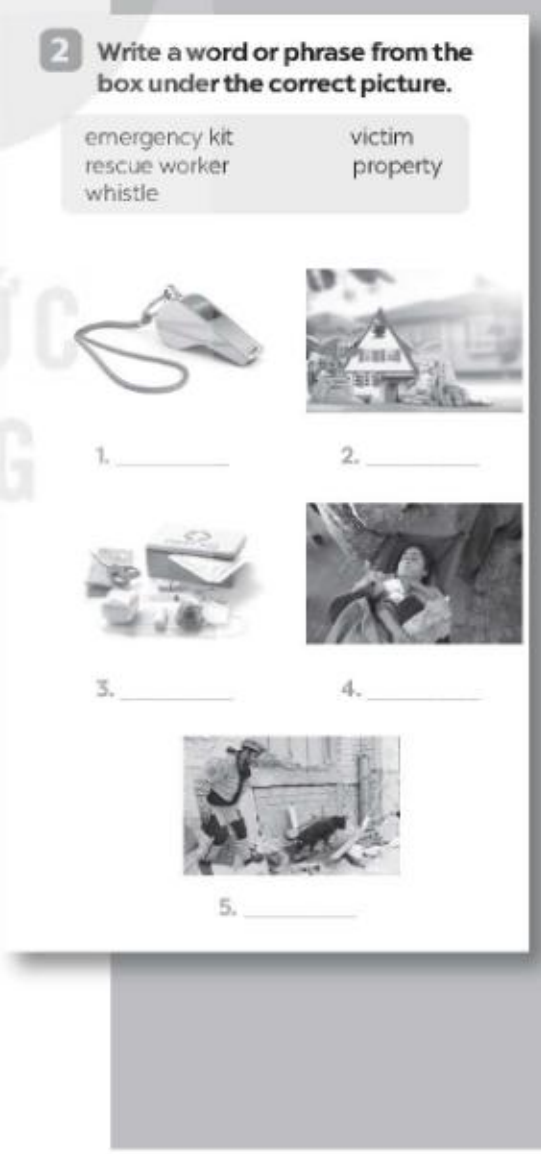


A CLOSER LOOK 1

Vocabulary

1 **In column B, write the noun forms of the verbs in column A.**

A	B
1. destroy	
2. erupt	
3. warn	
4. predict	
5. damage	



2 **Write a word or phrase from the box under the correct picture.**

emergency kit victim
rescue worker property
whistle

1. _____ 2. _____

3. _____ 4. _____

5. _____

ACTIVITY 2

Aim: To present some words and phrases related to natural disasters.

- Have Ss do this activity individually. Let them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones.
- Ask Ss to make sentences with some of the expressions they have learnt. Invite Ss to share their sentences. This activity can be carried out as a competitive game. Ask Ss to work in groups and make as many sentences as possible with the words and phrases. The group with the most sentences wins and will be asked to say their sentences aloud.

Key: **1.** whistle **2.** property **3.** emergency kit
4. victim **5.** rescue worker

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 3

Aim: To give Ss further practice with words and phrases related to natural disasters.

- Have Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences and fill in the blanks with the words and phrase in the box.
- Let them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones.

Key: **1.** damage **2.** warning **3.** emergency kit **4.** predict **5.** property

- After Ss have finished this activity, T can organise a short vocabulary game, such as *Slap the board*, for Ss to revise all the words and phrases they have learnt.

3 **Fill in each blank with a word or phrase from the box.**

warning predict property
damage emergency kit

1. Natural disasters can cause serious _____ to human life.
2. Local authorities gave a flood _____ yesterday, so today people are moving to safer places.
3. To prepare for a natural disaster, we should make a(n) _____.
4. It's hard to believe that we cannot _____ when earthquakes will happen.
5. They lost all of their _____ because of the volcanic eruption.

Pronunciation

Stress in words ending in *-al* and *-ous*

ACTIVITY 4

Aims:

- **To help Ss identify the stress in words ending in *-al* and *-ous*;**
- **To help Ss practise pronouncing these words with correct stress.**

- Have some Ss read out the words first. Then play the recording for them to listen to and repeat the words they hear. Play the recording as many times as necessary.
- Explain to Ss that these words have stress on the first syllable. Tell Ss that the endings *-al* and *-ous* do not change the stress pattern of the original words. For example, the word *music* has the stress on the first syllable, and when we add *-al* to it, the stress is still on the first syllable.
- Ask Ss to work in pairs to practise saying the words. Invite some Ss to say the words aloud.

Pronunciation

Stress in words ending in *-al* and *-ous*

4 **Listen and repeat the words. Pay attention to the word stress.** 55

musical dangerous humorous
national practical poisonous
personal marvellous

Audio script – Track 55:

musi**cal** danger**ous** humor**ous**
nation**al** practi**cal** poison**ous**
person**al** marvell**ous**

ACTIVITY 5

Aim: To help Ss stress the words ending in *-al* and *-ous* correctly and read the sentences including these words with correct stress.

- Have Ss quickly read the sentences. Play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined words and put stress on the correct syllable in each word.

5 **Listen and repeat the sentences. Mark the stress in the underlined words.** 56

1. The flood victims are collecting their personal property.
2. Avoid dangerous places, such as windows or bookcases, during an earthquake.
3. There are numerous tropical storms in this area every year.
4. Some natural disasters, such as landslides, usually happen in mountainous areas.
5. She gave us practical tips about treating poisonous wastes.

- 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.

Key + Audio script – Track 56:

1. The flood victims are collecting their 'personal property.

2. Avoid 'dangerous places, such as windows or bookcases, during an earthquake.

3. There are 'numerous 'tropical storms in this area every year.

4. Some 'natural disasters, such as landslides, usually happen in 'mountainous areas.

5. She gave us 'practical tips about treating 'poisonous wastes.

WRAP-UP

Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

A CLOSER LOOK 2

Grammar

The past continuous

WARM-UP

Aim: To lead into the new lesson.

- Say one sentence about yourself, using the past continuous, for example, *At 8 p.m. yesterday, I was watching TV. What were you doing at that time?*
- Invite some Ss to answer the question. Quickly write the sentence about yourself and some Ss' answers on the board. If Ss do not use the past continuous, still accept their answers.
- Underline the form of the past continuous in your sentence, then correct Ss' answers if they do not include the past continuous in their sentences.
- Tell them that today they are going to learn the past continuous. Lead into the lesson.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

PRESENTATION OF THE PAST CONTINUOUS

- Draw Ss' attention to the sentences on the board again. Ask Ss the question: *What is the form of the past continuous?*
- Invite some Ss to answer the question. Then write their answers on the board. Confirm the correct answer.

Form of the past continuous:

(+) S + was / were + V-ing

(-) S + was not (wasn't) / were not (weren't) + V-ing

(?) Was / Were + S + V-ing?



A CLOSER LOOK 2

Grammar

The past continuous

Remember!

We use the past continuous to describe:

- an action that was happening at a particular time in the past.

Example: I **was having** dinner at 6 p.m. yesterday.

Were you **having** dinner at 6 p.m. yesterday? – Yes, I was.

- a past action that was happening when another action interrupted it.

We use the past simple for the action that interrupted it.

Example: When / While we **were watching** TV, we felt the earthquake.

What **were** they **doing** when they felt the earthquake? – They **were watching** TV.

Notes:

- We can use *when* or *while* before the past continuous.
- We can only use *when* before the past simple.

– Have Ss read the **Remember!** box in the book to help them understand the uses of the past continuous. Explain each rule again if necessary. To explain the second use of the past continuous, draw this diagram:

When we were watching TV, we felt the earthquake.



Past continuous: were watching (the action that was happening)

Past simple: felt (the action that interrupted)

– Encourage Ss to give their own examples with this tense.

ACTIVITY 1

Aim: To help Ss practise the form of the past continuous.

– Ask Ss to do the exercise in pairs and then check their answers with another pair.

– Invite some Ss to share their answers. Confirm the correct answers.

Key: **1.** were helping **2.** was not snowing
3. was working **4.** were … doing; was watching
5. Were … crying

1 **Complete the sentences by putting the verbs in brackets into the past continuous.**

1. They (help) _____ the flood victims at 10 o'clock last night.
2. It (not snow) _____ when I left home this afternoon.
3. While she (work) _____ in the field, the tornado came.
4. – What _____ you (do) _____ at 9 o'clock yesterday morning?
   – I (watch) _____ the news about a volcanic eruption.
5. – _____ you (cry) _____ when I saw you two days ago?
   – No, I wasn't.

EXTRA ACTIVITY

– Introduce to the class the concept of a timeline. Then using the timeline, illustrate the concept of present simple and past simple.

– Have Ss work individually to create their own timeline and illustrate the concept of past continuous.

– Have Ss find a partner and explain their timelines.

– Have one student or two come to the front of the class and draw their timeline(s) on the board and give explanation(s).

ACTIVITY 2

Aim: To help Ss distinguish the past simple and the past continuous.

– Have Ss do this exercise individually and then compare their answers with a partner.

– Ask some Ss to share their answers. Confirm the correct answers.

Key: **1.** donated
2. were you doing; was sleeping
3. were camping; came
4. ran; moved
5. wasn't reading; was watching

2 **Circle the correct answer to complete each sentence.**

1. We donated / were donating money to help the earthquake victims last month.
2. – What did you do / were you doing when the volcano erupted?
   – I slept / was sleeping in my bed.
3. While they camped / were camping near the river, the flood was coming / came suddenly.
4. After Tom ran / was running out of his house, he moved / was moving quickly to a safer place.
5. I didn't read / wasn't reading a newspaper at 9 a.m. yesterday, but I watched / was watching the news about the tornado.

ACTIVITY 3

Aim: To give Ss further practice with the past continuous.

- Ask Ss who they can see in the picture and what they are doing. Describe the situation to Ss and ask them to describe the actions of the people in the picture, using the past continuous and the words and phrases given in the box.
- Have Ss do this exercise individually and then compare their answers with another classmate's.
- Invite some Ss to write their answers on the board.
- Check the answers with the whole class. Confirm the correct answers.

Key:

1. Lan's grandparents were watching TV.
2. Lan's / Her mother was reading a book.
3. Lan's / Her father was drinking tea.
4. Lan was talking on the phone.
5. Lan's / Her brother was drawing.

3 **Look at the picture and write what each person in Lan's family was doing when the earthquake happened. Use the given word and phrases from the box.**

watch TV	draw
read a book	drink tea
talk on the phone	



ACTIVITY 4

Aim: To help Ss ask and answer the questions using the past continuous.

- Have Ss read the example carefully. Explain what they have to do.
- Ask Ss to work in pairs to do this activity. Have them make the questions and then practise asking and answering.
- Invite some pairs to ask and answer the questions in front of the class.
- Comment on their answers. Accept different answers provided that they are correct and logical.

Key:

1. Were you having dinner at 7 o'clock yesterday evening?
2. Were you doing your homework at 8 o'clock yesterday evening?
3. Were you watching a film at 9 o'clock yesterday evening?

4 **Form questions using the past continuous. Then in pairs, ask and answer the questions.**

Example:

you / play / football / 5 o'clock yesterday afternoon?

- Were you playing football at 5 o'clock yesterday afternoon?
- Yes, I was. / No, I wasn't. I was doing my homework.

1. you / have dinner / 7 o'clock yesterday evening?
2. you / do / homework / 8 o'clock yesterday evening?
3. you / watch / film / 9 o'clock yesterday evening?

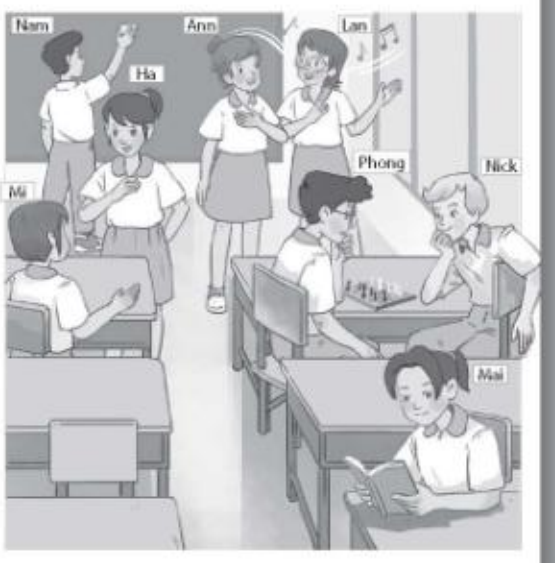
ACTIVITY 5

Aim: To help Ss practise the past continuous with a game.

- Divide Ss into groups. Assign a group leader to keep watch of the game.
- Explain the rules of the game: The picture shows a class at break time. Now work in groups. Look at the picture for one minute. Take turns to say a sentence that describes what each person in the picture is doing. You score one point for every correct sentence. The student with the highest score in each group wins.

5 **GAME** **Memory challenge**

Work in groups. Take turns to say a sentence that describes what each person in the picture was doing.



- Have groups play the game in about 3 - 5 minutes.
- Invite some groups to perform the game in front of the whole class. Comment on their performance.

Suggested answers:

Mai was reading.

Phong and Nick were playing chess.

Lan and Ann were singing.

Nam was cleaning the board.

Mi and Ha were talking.

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 have learnt.

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 natural disasters that Ss learnt in the previous lesson.
- Introduce the objectives of the lesson: learning how to give and respond to bad news.

Everyday English

Giving and responding to bad news

ACTIVITIES 1 + 2

Aims:

- **To introduce ways of giving and responding to bad news;**
- **To help Ss practise giving and responding to bad news.**

1

Play the recording for Ss to listen to and read the conversation between Mark and Phong. Ask Ss to pay attention to the highlighted sentences. Tell them that these are two ways to give and respond to bad news. Have Ss practise the conversation in pairs. Call on some pairs to practise the conversation in front of the class.

Audio script – Track 57:

Mark: Phong, why are you so sad?

Phong: My grandparents called this morning. A flood destroyed their house.

Mark: I'm sorry to hear that.

Phong: It also damaged all of their crops.

Mark: That's awful. I hope your grandparents are safe.



COMMUNICATION

Everyday English

Giving and responding to bad news

1 **Listen and read the dialogue below. Pay attention to the highlighted sentences.** 57

Mark: Phong, why are you so sad?

Phong: My grandparents called this morning. A flood destroyed their house.

Mark: I'm sorry to hear that.

Phong: It also damaged all of their crops.

Mark: That's awful. I hope your grandparents are safe.

EXTRA ACTIVITY

- Have Ss close their books.
- Write on the board the four highlighted statements in **1** in the mixed order.
- Put Ss into pairs and have them order the sentences correctly. Note that different answer possibilities are possible.
- Read them over and discuss the meaning of the sentences.
- Explain to the class that the four sentences can be grouped into two categories. Ask the class to try grouping the four sentences into two categories.
- Explain that "A flood destroyed their house." and "It's also damaged all of their crops" are sentences giving bad news. But the sentences "I'm sorry to hear that." and "That's awful." are used to respond to bad news.
- Ask Ss to think about how they respond to bad news in their own language and make any comparisons that are possible with similar expressions in English.

2

- Ask Ss to work in pairs to read the given situations and make similar conversations, using the language they have learnt.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.

Knowledge of natural disasters

ACTIVITY 3

Aim: To help Ss identify the natural disasters described in the short texts.

- Ask Ss to work in pairs to read the three short texts and decide what natural disaster each person is talking about. Have them prepare explanations for their answers.
- Elicit answers from Ss.
- Confirm the correct answers.

Key: Nam: landslide Ann: tornado Tom: earthquake

ACTIVITY 4

Aim: To check Ss' knowledge of different natural disasters with a questionnaire.

- Tell Ss that they are going to answer a questionnaire to see how much they know about natural disasters.
- Have Ss read though the questionnaire quickly and explain any new words.
- Ask Ss to answer the questions individually.

Key: **1.** A **2.** B **3.** C **4.** B **5.** C **6.** A


2 **Work in pairs. Practise giving and responding to bad news in the following situations.**

- You have a friend in a mountainous area. A landslide destroyed his family's garden yesterday. You share this news with your classmate.
- You hear that a big earthquake hit a city. You share this news with your classmate.

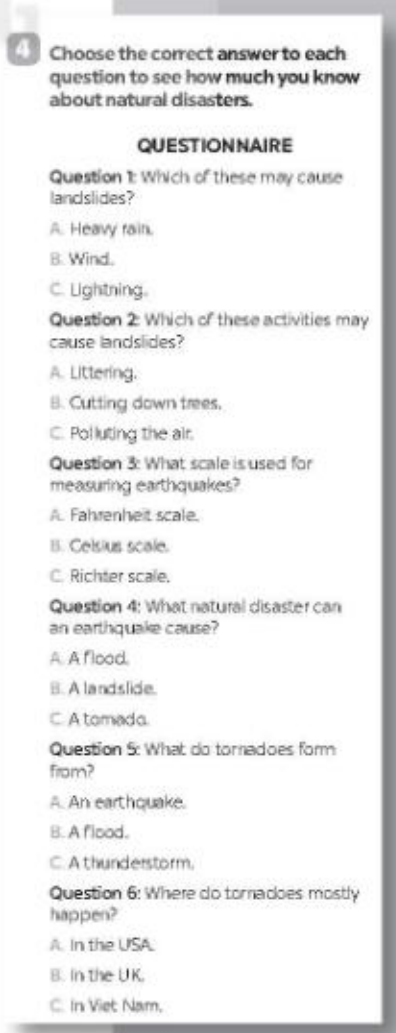

Knowledge of natural disasters

3 **Read the short passages below. Decide which natural disaster each person below is talking about.**

Nam: We were travelling on the road near a mountain. Suddenly, a lot of rocks and mud came down the mountain.

Ann: While I was working in the garden, I saw a big funnel of wind moving towards us very quickly.

Tom: Suddenly, everything in our living room began to shake. My sister and I quickly hid under the table.


4 **Choose the correct answer to each question to see how much you know about natural disasters.**

QUESTIONNAIRE

Question 1: Which of these may cause landslides?

A. Heavy rain.
B. Wind.
C. Lightning.

Question 2: Which of these activities may cause landslides?

A. Littering.
B. Cutting down trees.
C. Polluting the air.

Question 3: What scale is used for measuring earthquakes?

A. Fahrenheit scale.
B. Celsius scale.
C. Richter scale.

Question 4: What natural disaster can an earthquake cause?

A. A flood.
B. A landslide.
C. A tornado.

Question 5: What do tornadoes form from?

A. An earthquake.
B. A flood.
C. A thunderstorm.

Question 6: Where do tornadoes mostly happen?

A. In the USA.
B. In the UK.
C. In Viet Nam.

ACTIVITY 5

Aim: To provide Ss with a chance to communicate with each other and confirm their knowledge of natural disasters.

5 **Work in pairs. Compare your answers. Then check your answers with the key on page 101. How many points did each of you get?**

- Have Ss work in pairs to compare their answers. Ask them to note down the answers and then check them with the key on page 101, Student's Book. Have Ss calculate the points each of them earns.
- Ask some Ss to report their answers and points to the class.
- If time allows, ask Ss what they know about the disasters in the questionnaire.

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 have learnt.

SKILLS 1

WARM-UP

Aims:

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

- Ask Ss if they have experienced any natural disasters themselves or know of any natural disasters that are common in Viet Nam.
- Otherwise, have Ss work in groups to list all the words about natural disasters they have learnt. After two minutes, the group with the most words shares their answers with the class.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Reading

ACTIVITY 1

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

- Have Ss read the headlines and match them with the disasters. Elicit and confirm the correct answers.
- Tell Ss something about Tonga, which is a country in the south-western Pacific Ocean. It consists of about 170 islands.
- Tell Ss that they are going to read two news articles about two natural disasters. i.e. a volcanic eruption and an earthquake.

Key: **1.** B **2.** A

SKILLS 1

Reading

1 **Match the headlines (1 – 2) with the natural disasters (A – B).**

1. 30 seconds of a slight shaking in Ha Noi	A. volcanic eruption
2. A thick layer of ash covers Tonga	B. earthquake

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To help Ss develop the skill of guessing the meaning 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 1.
  - Locate each word in the text.
  - Read around the word to get the general meaning.
  - Read the meanings in column 2, find the suitable meaning to match with each word.
- Ask Ss to repeat the steps.
- 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.** d **2.** e **3.** a **4.** b **5.** c

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 questions, underline the keywords in each question, locate the keywords in the text, and find the information to answer the questions.
- Ask Ss to repeat the steps if necessary.
- 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.

Key:

1. In the South Pacific last Saturday.

2. A tsunami.

3. It destroyed hundreds of homes on some small islands, and more than twenty people on these islands are missing.

4. For about 30 seconds.

5. A strong earthquake in China.

2 **Read the two news articles. Match the highlighted words with their meanings.**



A volcano in the South Pacific erupted violently last Saturday. It hit Tonga, an island country in the area. The eruption sent a cloud of ash and gas into the air. People could see this cloud from 20 kilometres away. The eruption also caused a tsunami which flooded properties in Tonga's capital. Besides, it destroyed hundreds of homes on some small islands. More than twenty people on these islands are still missing. New Zealand sent two big ships to Tonga to help the victims yesterday.

Residents in tall buildings in Ha Noi were frightened when they felt a slight shaking for about 30 seconds last night. "I was watching TV when my building started trembling. Books, lights, and other things also moved". Ms Nguyen Ha, a resident in the Sunshine Building, shared. Many people living in the building ran out of their homes in fear. According to scientists, a strong earthquake in China caused this shaking. Luckily, there was no damage.

1. violently	a. not yet found
2. tsunami	b. slightly shaking
3. missing	c. the bad feeling you have when you are frightened
4. trembling	d. very strongly
5. fear	e. very large waves in the sea

3 **Read the articles again and answer the questions.**

1. Where and when did the eruption happen?
2. What did the eruption cause?
3. What were the other effects of the eruption?
4. How long did the buildings shake?
5. What caused the shaking?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

EXTRA ACTIVITY

- Have Ss summarise the first natural disaster by answering these questions:
  1. *What kind of natural disaster was it?*
  2. *When and where did it happen?*
  3. *What caused it?*
  4. *What were its effects?*
  5. *How did people help the victims?*
- This activity helps lead Ss to the speaking part.

Speaking

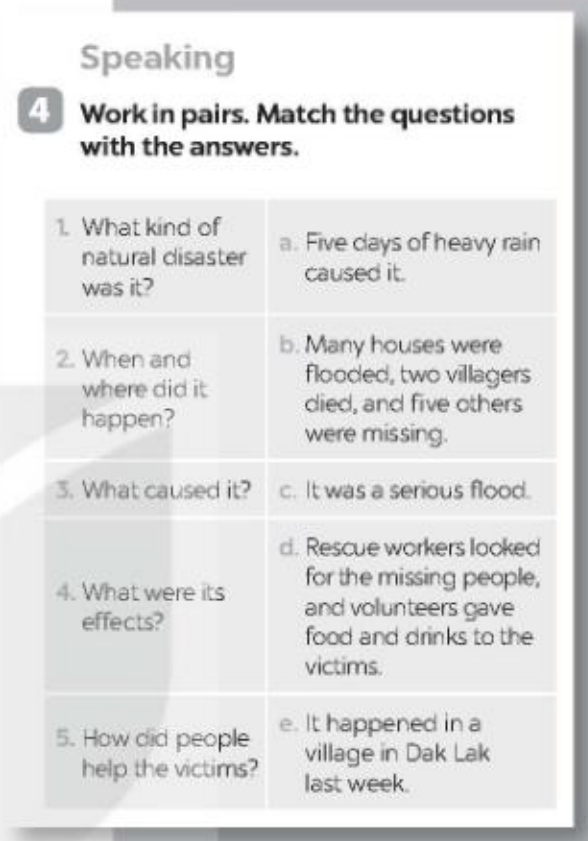
ACTIVITY 4

Aims:

- **To help Ss generate ideas for talking about a natural disaster;**
- **To help Ss practise asking and answering about a natural disaster.**

- Tell Ss that they are going to work in pairs to match the questions with the answers and then practise asking and answering the questions.
- Set a time limit of 3 - 5 minutes for Ss to do the exercise.
- Move around to observe and offer help if needed.
- Invite some Ss to share their answers and confirm the correct answers.
- Invite some pairs to practise in front of the class.

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



Speaking

4 **Work in pairs. Match the questions with the answers.**

1. What kind of natural disaster was it?	a. Five days of heavy rain caused it.
2. When and where did it happen?	b. Many houses were flooded, two villagers died, and five others were missing.
3. What caused it?	c. It was a serious flood.
4. What were its effects?	d. Rescue workers looked for the missing people, and volunteers gave food and drinks to the victims.
5. How did people help the victims?	e. It happened in a village in Dak Lak last week.

ACTIVITY 5

Aim: To give Ss a chance to share a short piece of news about a natural disaster.

- Ask Ss to work in groups to prepare a short piece of news about the natural disaster in **4**.
- Have Ss read the news in the reading part again to imitate the way it is written. Then ask them to read the example. Tell them that they only need to organise the answers to the questions in **4** in a logical order to create a piece of news.
- For a more able class, encourage Ss to think about a natural disaster they know and prepare a piece of news about it.
- Move around to give support if needed.
- Invite some groups to report the news to the class.
- Ask other groups to listen and give comments.
- Comment on Ss' answers.



5 **Work in groups. Prepare a short piece of news about the natural disaster in 4 or one you know of. Report the news to the class.**

Example:
Five days of heavy rain caused a serious flood in a village in Dak Lak. The flood happened last week. ...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

EXTRA ACTIVITY

- Lead a class discussion about which Ss think is worse, an earthquake or a volcanic eruption.
- Accept any logical explanations and try to get the class to agree upon one of the two types of natural disasters.

WRAP-UP

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

SKILLS 2

WARM-UP

Aims:

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

- Show the picture of a storm, ask Ss what people should do before, during, and after a storm. Elicit answers from Ss.
- Lead into the new lesson: Listening and Writing about what people should do before, during, and after a natural disaster.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Listening

ACTIVITY 1

Aim: To prepare Ss for the listening text.

- Have Ss answer the questions in the Student's Book.
- Elicit answers from Ss. This is an open activity, so accept all answers provided that they make sense.
- Introduce some new words from the listening text if necessary.

Suggested answer:

a torch, a mask, a lamp, a whistle, a bottle of water, some medicine, matches, a radio, some plasters, a candle, a multi-purpose knife, some batteries, a blanket


SKILLS 2

Listening

1 Work in pairs. **Look at the picture and answer the questions.**

1. What can you see in the picture?
2. When do we need these things?

ACTIVITY 2

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

- Tell Ss that they are going to listen to a broadcast in which instructions to prepare for a natural disaster are given.
- Have them read the activities (1 – 6) and try to guess which activities go into which column.


2 **Listen to a broadcast. Put the activities (1 – 6) in the correct column.**

1. Listen to instructions from local authorities
2. Prepare an emergency kit
3. Stay inside the house
4. Keep away from dangerous areas
5. Avoid windows and glass doors
6. Strengthen houses

Before a storm	During a storm	After a storm

- Invite some Ss to share their answers and write them on the board.
- Have Ss read the activities again and underline the keywords.
- Play the recording and ask Ss to listen and put the activities in the correct column. Ss work in pairs to compare their answers.
- Ask for Ss' answers and compare them with the ones on the board.
- Confirm whether they are right or wrong, playing the recording again if necessary.

Key:

Before a storm	During a storm	After a storm
2, 6	3, 5	1, 4

ACTIVITY 3

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


3 Listen again and tick (✓) T (True) or F (False) for each sentence.

	T	F
1. The broadcast is on TV.		
2. You should bring flowerpots and rubbish bins into the house.		
3. Right after the storm, you can leave your home.		
4. The local authority may warn you about dangerous places.		

- Tell Ss that they are going to listen to the broadcast again and decide if the statements are true or false.
- Without playing the recording again, have Ss read the statements and decide if they are true or false.
- Play the recording and ask Ss to listen again to check their answers. Ask Ss to work in pairs to compare their answers.
- Ask for Ss' answers. Confirm the correct ones.

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

Audio script – Tracks 58 + 59:

This is An Binh Commune Radio Station. The rainy season is coming, so today's special programme will tell you about what you should do before, during and after a storm.

Before a storm, each family should prepare an emergency kit with necessary things like plasters, basic medicine, a whistle, bottles of water, food, etc. Bring in outdoor things like flowerpots or rubbish bins because they can get blown away by strong winds. Strengthen your house if necessary.

During a storm, stay inside. Even when the rain and winds stop, wait because the storm may start up again. Stay away from windows and glass doors. They could break and hurt you. Gather in the safest room in the house.

After the storm, don't leave your house right away. Listen to important instructions from local authorities. They may warn you about which parts of your area are dangerous and should be avoided. Stay away from broken power lines.

Writing

ACTIVITY 4

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


Writing

4 Work in pairs. Discuss what you should do before, during, and after a flood. Write your ideas in the columns.

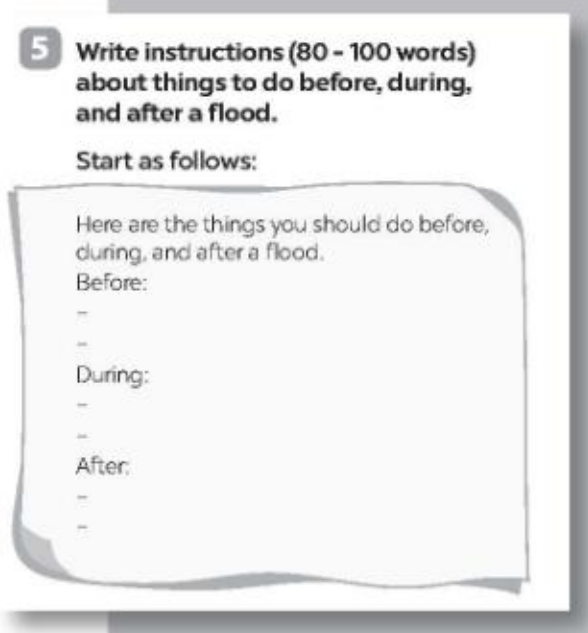
Before a flood	During a flood	After a flood
- Prepare an emergency kit. ...	- Stay inside a safe and high place. ...	- Avoid moving water. ...

- Have Ss work in pairs to discuss what they should do before, during, and after a flood and write their ideas in the columns.
- Have some Ss present their answers or write their answers on the board.
- Comment on their answers.

ACTIVITY 5

Aim: To help Ss practise writing instructions about things to do before, during, and after a flood.

- Have Ss write their instructions individually based on their answers in **4**.
- Ask one student to write his or her answer on the board. Other Ss and T comment on the writing.
- Collect some writing to correct at home. Otherwise, ask Ss to revise and rewrite at home based on the T's comments on their friends' writing. Have them bring their new text to class in the next lesson. Collect some for marking.


5 **Write instructions (80 - 100 words) about things to do before, during, and after a flood.**

Start as follows:

Here are the things you should do before, during, and after a flood.
Before:
–
–
During:
–
–
After:
–
–

Suggested answer:

Here are the things you should do before, during, and after a flood.

Before:

- Prepare an emergency kit with necessary things.
- Build barriers to stop floodwater from entering the house.
- Move to a higher place if necessary.

During:

- Listen to the radio or television for warnings and information.
- Be careful with flash flooding.

After:

- Avoid moving water.
- Stay away from damaged areas unless the local authority needs your help.
- Listen for local warnings of flash floods.

EXTRA ACTIVITY

- Ask Ss to recall any type of disaster regardless of how destructive that has occurred.
- Have them describe what they could have done before, during, and after the disaster.
- The disasters could include things like strong winds or heavy rains.

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 have learnt.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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.

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.** flood **2.** storm **3.** earthquake
4. volcanic eruption **5.** landslide

ACTIVITY 2

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

- Have Ss complete the sentences using the correct form of the words given.
- Ask them to share their answers with a classmate.
- Invite some Ss to write their answers on the board. Confirm the correct answers.

Key: **1.** destruction **2.** predictions **3.** victims
4. warned **5.** workers

Grammar

ACTIVITY 3

Aim: To help Ss revise the differences between the past simple and past continuous.

- 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.



LOOKING BACK

Vocabulary

1 **Write the name of a natural disaster in each blank.**

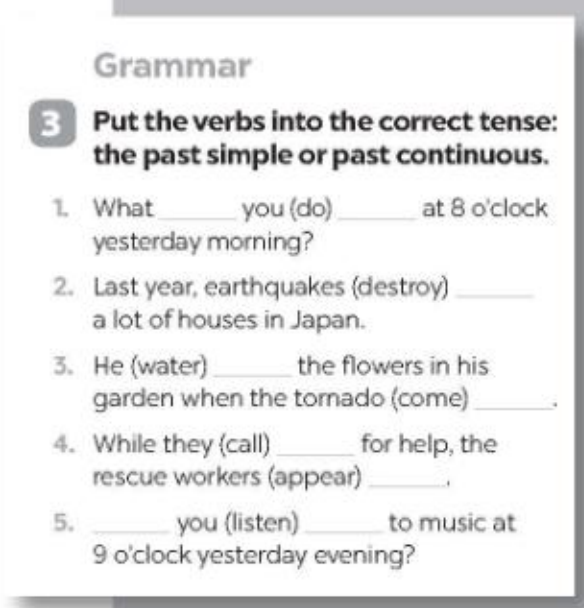
What natural disaster involves

1. a lot of water in an area? _____
2. heavy rain and strong winds? _____
3. the earth trembling? _____
4. ash and gas? _____
5. rocks and mud coming down hills or mountains? _____



2 **Fill in each blank with the correct form of the word in brackets.**

1. The tsunami brought _____ to cities and towns near the sea. (destroy)
2. The government has developed some systems to help make _____ about natural disasters. (predict)
3. We are donating money and food to help the _____ of the landslide. (victim)
4. The local authorities _____ the villagers about a landslide yesterday. (warning)
5. Rescue _____ are trying hard to save people in the flooded area. (work)



Grammar

3 **Put the verbs into the correct tense: the past simple or past continuous.**

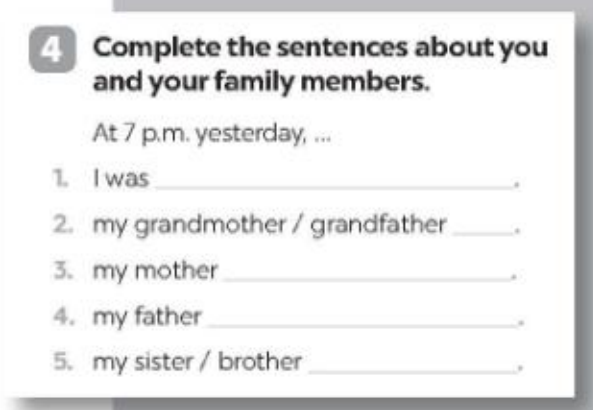
1. What _____ you (do) _____ at 8 o'clock yesterday morning?
2. Last year, earthquakes (destroy) _____ a lot of houses in Japan.
3. He (water) _____ the flowers in his garden when the tornado (come) _____.
4. While they (call) _____ for help, the rescue workers (appear) _____.
5. _____ you (listen) _____ to music at 9 o'clock yesterday evening?

Key:

1. were … doing
2. destroyed
3. was watering; came
4. were calling; appeared
5. Were … listening

ACTIVITY 4

Aim: To help Ss revise the past continuous by completing the sentences about them and their family members.


4 **Complete the sentences about you and your family members.**

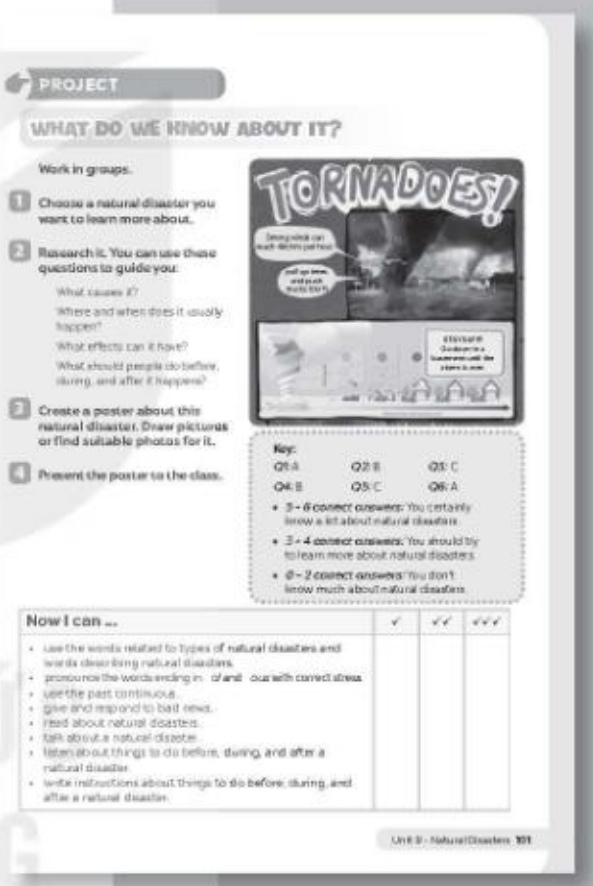
At 7 p.m. yesterday, ...

1. I was _____.
2. my grandmother / grandfather _____.
3. my mother _____.
4. my father _____.
5. my sister / brother _____.

- Have Ss do this exercise individually, then compare their sentences with a partner.
- Invite some Ss to write their sentences on the board. Comment on their answers.

PROJECT

Aim: To help Ss do a project on a natural disaster they want to learn more about.


PROJECT

WHAT DO WE KNOW ABOUT IT?

Work in groups.

1. Choose a natural disaster you want to learn more about.
2. Research it. You can use these questions to guide you:
   - What causes it?
   - Where and when does it usually happen?
   - What effects can it have?
   - What should people do before, during, and after it happens?
3. Create a poster about this natural disaster. Draw pictures or find suitable photos for it.
4. Present the poster to the class.

Key:
Q1: A Q2: B Q3: C
Q4: B Q5: C Q6: A

- *5 – 6 correct answers:* You certainly know a lot about natural disasters.
- *3 – 4 correct answers:* You should try to learn more about natural disasters.
- *0 – 2 correct answers:* You don't know much about natural disasters.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to types of natural disasters and words describing natural disasters. • pronounce the words ending in -ci and -cu with correct stress. • use the past continuous. • give and respond to bad news. • read about natural disasters. • talk about a natural disaster. • listen about things to do before, during, and after a natural disaster. • write instructions about things to do before, during, and after a natural disaster.			

Unit 9 - Natural Disasters 101

- Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project.
- Instruct Ss how to carry out this project. Ask them to try to search for information to answer the questions given and create a poster about the natural disaster they have chosen.
- 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.

NOW I CAN ...

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

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. Encourage Ss to recall and name as many words as possible.

LANGUAGE

T may use this language review section as a self-test. Ss do the exercises in 30 minutes then check their answers. Provide further practice if necessary. Otherwise, conduct each activity separately.

Pronunciation

ACTIVITY 1

Aim: To help Ss review the pronunciation of the sounds /bl/, /kl/, /sp/, /st/ learnt in *Units 7 – 8* and word stress ending in *-al* and *-ous* learnt in *Unit 9*.

1a

Play the recording. Have Ss listen to and repeat the sentences aloud in chorus, paying attention to the underlined words. Call on some Ss to read the sentences. Correct their pronunciation as a class.

Audio script - Track 60:

1. The sky today is clear and blue.
2. The speaker talked a lot about honesty.
3. The store on that corner sells local specialties.

1b

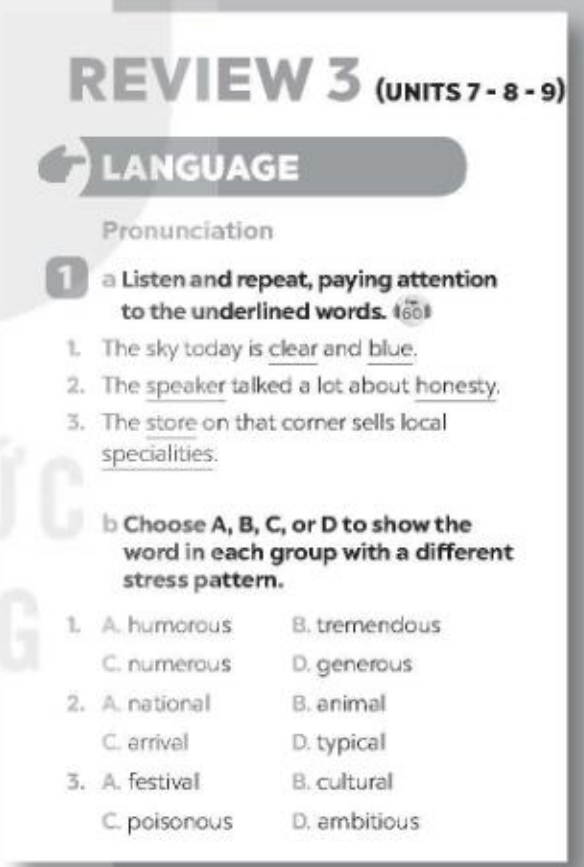
Have Ss work individually to choose the word in each line with a different stress pattern. T checks as a class.

Key: **1.** B **2.** C **3.** D

Vocabulary

ACTIVITY 2

Aim: To help Ss review using the words and phrase they have learnt in *Units 7 – 9*.



REVIEW 3 (UNITS 7 - 8 - 9)

LANGUAGE

Pronunciation

1 a Listen and repeat, paying attention to the underlined words. 60

1. The sky today is clear and blue.
2. The speaker talked a lot about honesty.
3. The store on that corner sells local specialities.

b Choose A, B, C, or D to show the word in each group with a different stress pattern.

1. A. humorous B. tremendous
   C. numerous D. generous
2. A. national B. animal
   C. arrival D. typical
3. A. festival B. cultural
   C. poisonous D. ambitious



Vocabulary

2 Complete the sentences with the words and phrase from the box.

customers bargain
single-use habitats
natural disasters

1. We should recycle various _____ products instead of throwing them away.
2. Shopping centres attract a lot of _____ during the sales season.
3. Population growth is causing destruction of wildlife _____ throughout the world.
4. Luckily, my home town rarely suffers from _____, such as floods or storms.
5. Generally, you can't _____ over prices of goods in supermarkets.

- Ask Ss to read the sentences and find the words / phrase to fill in the blanks. Have them read the sentences carefully and look for clues so that they can choose the right words / phrase to complete the sentences.
- Then have Ss share their answers with a partner. Check Ss' answers as a class.

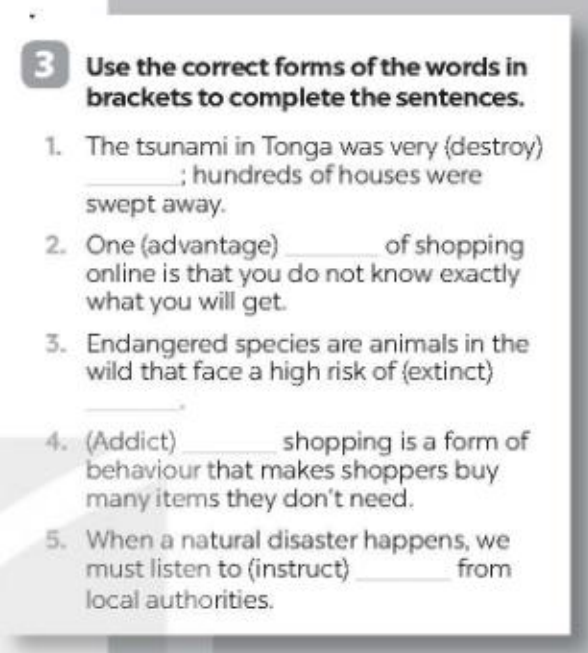
Key: **1.** single-use **2.** customers **3.** habitats
4. natural disasters **5.** bargain

ACTIVITY 3

Aim: To help Ss revise the form and use of some words they have learnt in *Units 7 – 9* in sentences.

- Have Ss do this exercise individually.
- Have Ss read the sentences for 2 - 3 minutes. Ask them what part of speech (noun, adjective, adverb, antonym with prefix, etc.) can be used to fill in each blank. Elicit their answers. Ask some Ss to write their answers on the board. Correct as a class.

Key: **1.** destructive **2.** disadvantage **3.** extinction
4. Addictive **5.** instructions



3 **Use the correct forms of the words in brackets to complete the sentences.**

1. The tsunami in Tonga was very (destroy) _____; hundreds of houses were swept away.
2. One (advantage) _____ of shopping online is that you do not know exactly what you will get.
3. Endangered species are animals in the wild that face a high risk of (extinct) _____.
4. (Addict) _____ shopping is a form of behaviour that makes shoppers buy many items they don't need.
5. When a natural disaster happens, we must listen to (instruct) _____ from local authorities.

Grammar

ACTIVITY 4

Aim: To help Ss revise the forms and uses of the tenses they have learnt in *Units 7 – 9* (the past continuous, past simple, present simple for future) in context.

- Have Ss do the task individually or in pairs. Tell them to study the meaning and context of each sentence carefully and use the correct tense of the verbs given.
- Check Ss' answers as a class.

Key: **1.** was cleaning **2.** has **3.** starts
4. Were … waiting **5.** was just falling; heard



Grammar

4 **Use the correct tense of the verbs in brackets to complete the sentences.**

1. While I (clean) _____ out my cupboards, I found these photos.
2. Sam is studying hard. He (have) _____ his exam this Friday.
3. This brochure says that the big sale (start) _____ next Friday.
4. _____ the flood victims still (wait) _____ when the rescuers came?
5. I just (fall) _____ asleep last night when I (hear) _____ a knock at the door.

ACTIVITY 5

Aim: To help Ss apply the use of the grammar points they have learnt in *Units 7 – 9* in real context by completing sentences about themselves.

- Give them some time to work independently and write down their sentences.
- Then have them work in pairs to exchange their sentences.
- Call on some Ss to write their answers on the board. Other Ss comment. T corrects as a class.



5 **Complete the sentences so that they are true for you.**

1. When I finished my lessons yesterday, _____.
2. Before I go to bed at night, _____.
3. I will wait until the teacher _____.
4. As soon as we have our summer holiday, _____.
5. I usually listen to music while _____.

SKILLS

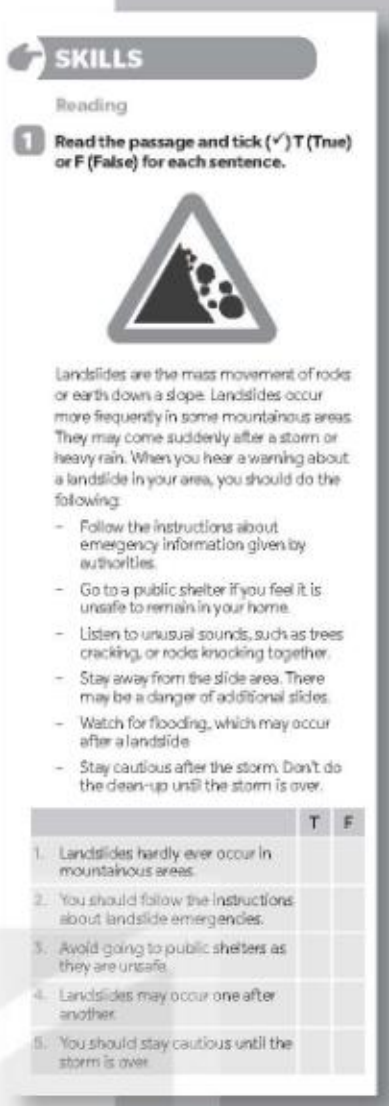
Reading

ACTIVITY 1

Aim: To develop Ss' skill of reading for specific information.

- Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each statement, identify where it appears in the text, and decide if it is true (T) or false (F).
- Ask Ss to work with a partner to discuss the answers.
- Explain the new words and clarify anything difficult. Ask more questions to see if they understand the passage fully.
- Call on some Ss to read the passage aloud before the class. Check their pronunciation and intonation.
- Check the answers as a class.

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



SKILLS

Reading

1 **Read the passage and tick (✓) T (True) or F (False) for each sentence.**

Landslides are the mass movement of rocks or earth down a slope. Landslides occur more frequently in some mountainous areas. They may come suddenly after a storm or heavy rain. When you hear a warning about a landslide in your area, you should do the following:

- Follow the instructions about emergency information given by authorities.
- Go to a public shelter if you feel it is unsafe to remain in your home.
- Listen to unusual sounds, such as trees cracking, or rocks knocking together.
- Stay away from the slide area. There may be a danger of additional slides.
- Watch for flooding, which may occur after a landslide.
- Stay cautious after the storm. Don't do the clean-up until the storm is over.

	T	F
1. Landslides hardly ever occur in mountainous areas.		
2. You should follow the instructions about landslide emergencies.		
3. Avoid going to public shelters as they are unsafe.		
4. Landslides may occur one after another.		
5. You should stay cautious until the storm is over.		

Speaking

ACTIVITY 2

Aims:

- **To provide Ss with an opportunity to revise the vocabulary they have learnt;**
- **To give Ss practice in asking and answering about disaster(s) that sometimes occur(s) in their areas.**

- First, ask Ss to think of disaster(s) that sometimes happen in their areas.
- Ss work in pairs, asking and answering questions about that / those disaster(s). T tells them to use *Wh-* questions.
- Then have Ss talk about the damage that the disaster(s) may cause.
- Go round to monitor and give help when necessary.
- Call on some pairs to perform the task in front of the class. T and other Ss listen and comment.



Speaking

2 **Work in pairs. Take turns to ask your classmate the following question.**

Do you face any of the following disasters where you live?

- volcanic eruptions
- earthquakes
- droughts
- floods
- storms
- landslides

Then talk about the damage that the disaster(s) may cause.

Listening

ACTIVITY 3

Aim: To help Ss practise listening for specific information.

- Tell Ss that they are going to listen to a passage about air pollution in big cities. Tell them that their task is to write no more than two words in each blank while listening.



Listening

3 **Listen to the passage and fill in each blank with no more than TWO words.** 61

1. The exhaust fumes from vehicles are the main cause of _____ in our cities.
2. Bad gases can be very _____ for children.
3. Transport is not the only reason why we have _____.
4. Less pollution today comes from _____ than in the past.
5. Bad gases are being released into the air from _____.

- Ask Ss to read the sentences carefully and predict what word(s) should be filled in each blank.
- Play the recording. Tell Ss to listen carefully and pay attention to keywords that help them understand the main ideas of the recording.
- Have Ss write their answers as they listen. Check their answers.

Key: **1.** pollution **2.** dangerous **3.** air pollution
4. coal **5.** other sources

Audio script – Track 61:

Air pollution in big cities comes from several sources. The fuels from vehicles are the main cause of pollution in our cities. The problem starts when vehicles give out bad gases, which create air pollution. These gases can be very dangerous for children. Although fuels are becoming cleaner, air quality is still affected as there are more and more cars and motorbikes on the road.

Transport is not the only reason why we have air pollution. Factories also release bad gases into the air, and it causes a lot of air pollution. Less pollution today comes from coal than in the past. However, air pollution remains a serious problem around the world, because bad gases are being released into the air from other sources, such as cooking, household wastes, and fires.

Writing

ACTIVITY 4

Aim: To help Ss practise writing a paragraph about where their family shops and giving reasons for their choice.


Writing

4 **Write a paragraph (80 – 100 words) about where your family shops and give reasons for your choice.**

You can refer to its convenience, prices, freshness of food, etc. You may begin with:

My family usually shops _____

- Before writing, brainstorm Ss' ideas about the reasons why they go shopping at a particular place: convenience, price, freshness of food, friendliness of sellers, etc. Also brainstorm words and phrases they may need for their writing.
- Give them time to do the writing task.
- Collect their papers to check at home. T may have them swap their writing with their partner to learn more experience.

Suggested answer:

My family usually shops at the open-air market in my neighbourhood. My mum goes shopping there once every two days. It is only about five minutes' walk from my home, so it is very convenient. There is a wide variety of goods, from groceries to vegetables, from clothes to kitchen utensils, etc. And their price is reasonable. Moreover, the food there is good and fresh as farmers bring their products to sell there every day. We are lucky to have a good shopping place nearby.

Unit 10 COMMUNICATION IN THE FUTURE

Objectives:

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

- use the words related to communication technology;
- pronounce words ending in *-ese* and *-ee* with correct stress;
- recognise and use prepositions of place and time and possessive pronouns;
- interrupt politely;
- read for general and specific information about a way of communicating in the future;
- talk about the advantages and disadvantages of a way of communicating;
- listen for general and specific information about a communication exhibition;
- write a paragraph to describe a way of modern communication.



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, ask if they have any relatives or friends that live far from them and how they keep in contact with them (*e.g. by writing letters / emails, making phone calls, sending text messages, chatting on apps like messenger, Viber, Zalo, etc.*). Summarise Ss' answers and tell them that nowadays people can keep in contact with each other more easily thanks to communication technologies. Ask Ss to guess whether it will be easier or more difficult to communicate in the future.

Write the unit title on the board *Communication in the Future*. Have Ss open their books and start the lesson.

Otherwise, T can:

- Show pictures of the logos of popular communication apps, such as Facebook messenger, Viber, Zalo, Zoom, etc. very quickly.
- Hide the pictures and ask Ss to name the apps they can remember from the pictures.
- Elicit from Ss the common functions of these apps (*They are all for people to communicate with each other without meeting face to face.*). Ask Ss if they are using any of these apps.
- Lead into the new lesson by saying: *Nowadays we can keep in contact with each other easily thanks to communication technologies. But what about in the future? Let's see how communication might change in the future*. Write the unit title on the board *Communication in the Future*. Ask Ss to open their books and start the lesson.
- Share with Ss the objectives of the lesson by showing them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objectives off when the class finishes with them.

GETTING STARTED

AT THE TECHNOLOGY CLUB

ACTIVITY 1


GETTING STARTED

At the technology club

1 Listen and read.

Trang: Mark, we're having a video conference with Tech Savvy next Thursday, but ...

Mark: Hold on. Is that the technology club at the Japanese school?

Trang: Exactly. But I'm a bit worried. I've never had a video conference call.

Mark: You're kidding! Who doesn't know how to make a video call? Alright, let's do a practice call now.

Trang: Hmm, what do I need to do first?

Mark: It's a piece of cake, Trang. Now, you sit in front of the computer. I'll connect with you via one of my tablets and ...

Trang: Sorry, but how can I adjust this webcam? It's focusing on my forehead.

Mark: Use this button to move it up or down, and this to zoom in or out.

Trang: Thanks. And can you see me clearly on your tablet?

Mark: Yes, of course. We have a high-speed Internet connection here.

Trang: I hope the conference goes smoothly.

Mark: I'm sure it will. We should hold more video conferences like this in the future.

Trang: That's exactly how I feel.

104 Tiếng Anh 8

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.**

- Ask Ss to look at the picture on pages 104 – 105 and answer the questions below:

  1. *What is the girl doing?*
  2. *Can you name the devices you see in the picture?*

- Elicit answers from Ss. Confirm that the girl is having a video conference.
- Introduce the two characters: Trang and Mark. Explain that they are members of the technology club and they are preparing for a video conference.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words and phrases 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 and phrases in the conversation that they think are related to the topic *Communication*.
- Quickly write them on one part of the board. Comment on Ss' answers.

Audio script – Track 62:

Trang: Mark, we're having a video conference wih Tech Savvy next Thursday, but ...

Mark: Hold on. Is that the technology club at the Japanese school?

Trang: Exactly. But I'm a bit worried. I've never had a video conference call.

Mark: You're kidding! Who doesn't know how to make a video call? Alright, let's do a practice call now.

Trang: Hmm, what do I need to do first?

Mark: It's a piece of cake, Trang. Now, you sit in front of the computer. I'll connect with you via one of my tablets and ...

Trang: Sorry, but how can I adjust this webcam? It's focusing on my forehead.

Mark: Use this button to move it up or down, and this to zoom in or out.

Trang: Thanks. And can you see me clearly on your tablet?

Mark: Yes, of course. We have a high-speed Internet connection here.

Trang: I hope the conference goes smoothly.

Mark: I'm sure it will. We should hold more video conferences like this in the future.

Trang: That's exactly how I feel.

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Ask Ss to read the questions and choose the correct answers from what they remember after their listening.
- Elicit the answers from Ss. Write their answers on the board.
- Now have them read the conversation again to check their answers.
- Ask Ss for their answers again, referring to the answers that have been written on the board before.
- Confirm the correct answers.

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

2 **Read the conversation again and circle the correct answer A, B, or C.**

1. What are Trang and Mark doing?
   A. Practising a video call.
   B. Making a call with Tech Savvy.
   C. Learning how to use a tablet.
2. What device does Trang need help with?
   A. The tablet. B. The computer.
   C. The webcam.
3. Mark says that they should _____ in the future.
   A. have more video conferences
   B. do more practice calls
   C. have a high-speed Internet connection

EXTRA ACTIVITY

- Tell Ss to work individually. Ask them to write down on a separate sheet of A4 paper all of the words and phrases associated with technology that they find in the conversation.
- Then put Ss into pairs to compare their answers.
- Encourage them to work together to discover the meaning of the terms using the context in the conversation.
- Go over the answers with the class and explain any details that they are unsure about.

Suggested terms: Tech Savvy, technology club, video conference, video call, computer, tablet, webcam, button, (high-speed) Internet connection

ACTIVITY 3

Aim: To introduce some vocabulary items related to communication technologies.

- Ask Ss to name items or activities they can see in each picture (a-e).
- Have Ss work individually to match the words and phrases with the appropriate pictures.
- Have them compare their answers with their partner.
- Invite some Ss to go to the board and write their answers.
- Confirm the correct answers.
- Have some Ss practise saying the words and phrases again.

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

3 **Match the words and phrases in the conversation with their pictures.**

1. tablet
2. webcam
3. zoom in
4. video conference
5. Internet connection

ACTIVITY 4

Aim: To introduce some words and phrases that are used in the conversation.

- Have Ss work in pairs and find the underlined words and phrases of **4** in the **GETTING STARTED** conversation, then guess the meaning of these words and phrases using the clues in the conversation.
- Have Ss complete the exercise individually.
- Have Ss share their answers with the class and confirm the correct ones.
- For a more able class, have Ss work in groups to make sentences with the underlined words and phrases.

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

4 **Circle the words / phrases which are CLOSEST in meaning to the underlined words / phrases.**

1. Our English exam was a piece of cake. I got full marks on it.
   A. easy B. difficult
2. You're kidding! I can't believe Ms Mai and you are sisters.
   A. serious B. joking
3. I can't read the text on the computer screen. Can you zoom in on it?
   A. make it bigger
   B. make it smaller
4. We need a high-speed Internet connection to make video calls.
   A. fast B. slow
5. That's exactly how I feel. It's true that video conferences are very convenient.
   A. I don't think so.
   B. You are absolutely right.

ACTIVITY 5

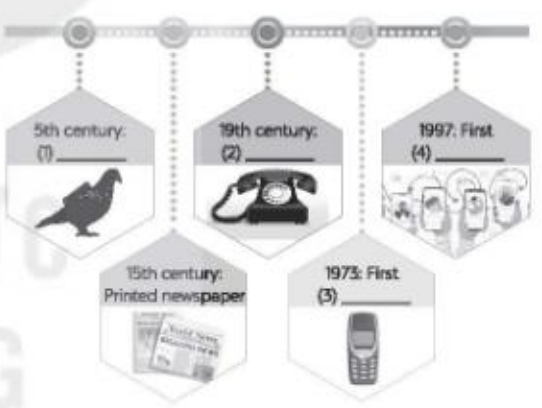
Aim: To help Ss widen their knowledge about the history of communication technology.

- Set a time limit (3 - 5 minutes) for Ss to do this activity in groups. Tell them that they can use the pictures in the diagram to help them.
- Have Ss read aloud the answers. Confirm the answers.
- For a more able class, Ss work in their groups again and prepare a short talk about the history of communication technology.

Key: **1.** carrier pigeon **2.** telephone
3. mobile phone **4.** social network

5 **QUIZ** **Work in groups. Complete the diagram of the history of communication technology with the words and phrases from the box.**

carrier pigeon telephone
mobile phone social network



WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.
- Ask Ss to say aloud some words and phrases they remember from the lesson.
- If there is a projector in the classroom, show the conversation and highlight the keywords / phrases related to the topic. Highlight the word "Japanese" and tell Ss that they will learn to say the words ending in "-ese" with correct stress in the upcoming lessons. Alternatively, T can open Unit 10 - **GETTING STARTED** on hoclieu.vn and have these key language items highlighted on screen.

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 communication technology Ss have learnt in the previous lesson (*webcam, tablet, mobile phone, social network, carrier pigeon, etc.*). Have some say the names of the devices aloud. Lead into the lesson.
- Otherwise, jumble the letters in each word about the communication technology they have learnt and have Ss quickly unscramble them. Lead into the lesson.
- Share with Ss the objectives of the lesson by showing them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objectives off as the class finishes with them.

Vocabulary

ACTIVITY 1

Aim: To present some words and phrases related to communication technology.

- Have Ss look at the pictures and name what they see in the pictures.
- Have Ss read the words and phrases in the box and match them with the appropriate pictures.
- Let Ss work in pairs to compare their answers before giving T the answers.
- Check and confirm the correct answers. Elicit from Ss the clue(s) that help(s) them to complete the matching task.
- Note: Some words are familiar to them such as *social network, smartphone, group call*. Spend more time explaining unfamiliar words like *holography* and *emojis*.
- Have the whole class read aloud the words and phrases.


A CLOSER LOOK 1

Vocabulary

1 Write the correct word or phrase from the box under each picture.

voice message	smartphone
social network	emojis
group call	holography

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Key: **1.** smartphone **2.** emojis **3.** voice mesage
4. holography **5.** social network **6.** group call

EXTRA ACTIVITY

Put Ss into pairs. Ask them to look at the pictures from **1** and try to come up with a definition of each of the terms in the vocabulary box of **1**.

- voice message: a message made by using a voice recording

- social network: a website or app which enables users to communicate with each other by posting information, comments, messages, images, etc.
- group call: a call with three or more participants
- smartphone: a mobile phone that can connect to the Internet, take photos, etc.
- emoji: an icon used on devices to show an emotion
- holography: the study and making of holograms (photos made with lasers that look three dimensional)

ACTIVITY 2

Aim: To help Ss practise using the words and phrases related to communication technology learnt in 1.

- Have Ss do this exercise individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct options.
- Let them share their answers in pairs.
- Invite some Ss to give the answers and confirm the correct ones. Explain the options that might be challenging to Ss.
- With a more able class, have Ss make true sentences about themselves with the learnt words and phrases.

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

2 **Choose the correct answer A, B, or C.**

1. Many people add _____ to their text messages to express their feelings.
   A. emojis B. words C. letters
2. I send _____ messages when I don't feel like typing.
   A. group B. text C. voice
3. Many teenagers like to meet on social _____ rather than face to face.
   A. television B. networks
   C. projects
4. In a _____, people in different places can join the conversation.
   A. voice message B. group call
   C. system of emojis
5. By using _____, you can attend a meeting with your 3D image instead of being there in person.
   A. holography B. voice messages
   C. social networks

ACTIVITY 3

Aim: To give Ss further practice with fixed phrases related to communication technology.

- Have Ss read the sentences in pairs and choose the appropriate words to complete the sentences.
- Invite Ss to share their sentences orally or in writing.
- Confirm the correct answers. Draw Ss' attention to the phrases "private messages", "language barrier", "in real time", "translation machine", "reply to messages instantly". Make sure they understand the meaning of these phrases.
- Have Ss choose one or two phrases and make sentences with them.

Key: **1.** private **2.** language **3.** real **4.** translation **5.** instantly

3 **Complete the sentences with the words from the box.**

translation real language instantly private

1. Do you often send _____ messages to your friends?
2. Can learning English help you overcome the _____ barrier when living abroad?
3. Telephone helps you communicate in _____ time.
4. Do you think translators will lose their jobs when _____ machines become popular?
5. Many people reply to messages _____, but others take a long time to respond.

Pronunciation

Stress in words ending in *-ese* and *-ee*

ACTIVITY 4

Aim: To help Ss identify how to pronounce words ending in *-ese* and *-ee* with correct stress.

- Have some Ss read out the words first. Then play the recording for them to listen to and repeat the words they hear. Play the recording as many times as necessary.
- Explain to Ss that these words end with *-ese* or *-ee*. Say the words again slowly and elicit from them the stress of these words.
- Ask Ss to look at the **Remember!** box. Confirm the rule for stressing these words.
- Have the class say the words again in chorus, then invite some Ss to say them individually.
- Invite some Ss to say other words they know that end with *-ese* or *-ee*.

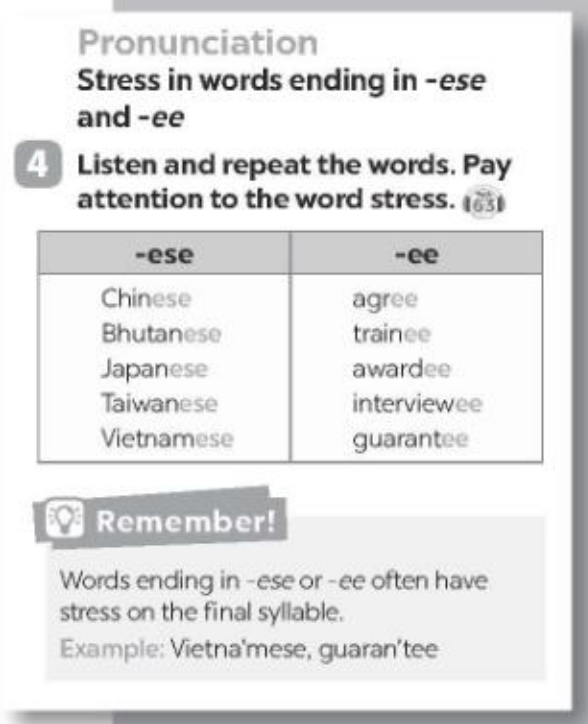
Audio script – Track 63:

-ese	-ee
Chin**ese**	agr**ee**
Bhutan**ese**	train**ee**
Japan**ese**	award**ee**
Portugu**ese**	interview**ee**
Vietnam**ese**	guarant**ee**

ACTIVITY 5

Aim: To help Ss identify and pronounce words ending in *-ese* and *-ee* with correct stress in sentences.

- Have Ss quickly read the sentences. Ask them to pay attention to the underlined words.
- Elicit from Ss the syllable that they should stress in each underlined word. Confirm the correct one.
- Have some Ss read aloud the sentences with correct stress.
- Play the recording 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.



Pronunciation

Stress in words ending in *-ese* and *-ee*

4 **Listen and repeat the words. Pay attention to the word stress.** 63

-ese	-ee
Chinese	agree
Bhutanese	trainee
Japanese	awardee
Taiwanese	interviewee
Vietnamese	guarantee

Remember!

Words ending in *-ese* or *-ee* often have stress on the final syllable.

Example: Vietna'mese, guaran'tee



5 **Mark the stress in the underlined words. Then listen and repeat the sentences.** 64

1. The interviewees said that they were Taiwanese.
2. Joe agrees with me that learning Chinese is difficult.
3. She obtained a bachelor's degree in Japanese.
4. The Taiwanese company gave each awardee a smartphone.
5. The Japanese teacher sent a video to the absentees on Monday.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Key + Audio script – Track 64:

1. The interview'ees said that they were Taiwa'nese.

2. Joe a'grees with me that learning Chi'nese is difficult.

3. She obtained a bachelor's de'gree in Japa'nese.

4. The Taiwa'nese company gave each awar'dee a smartphone.

5. The Japa'nese teacher sent a video to the absen'tees on Monday.

WRAP-UP

Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that they have learnt.

A CLOSER LOOK 2

Grammar

Prepositions of place and time

Prepositions of place

WARM-UP

Aims:

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

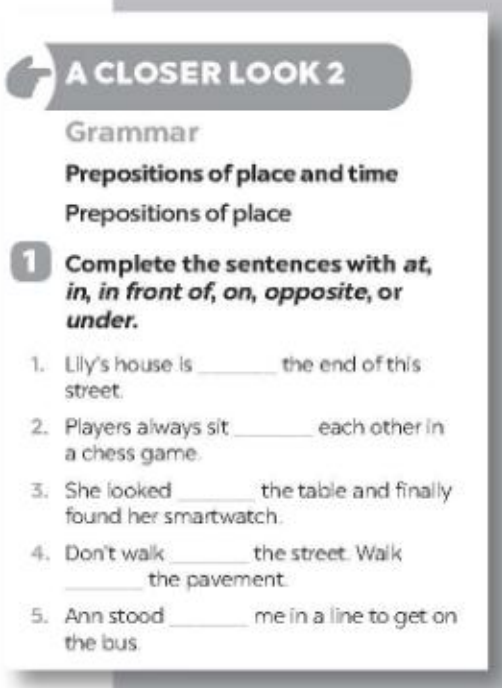
- Show Ss your mobile phone. Then put it on the table. Say: *Look. This is my mobile phone. Where is it?*
- Have Ss answer the question. Quickly move your phone to different places while asking *Where's it now?* to elicit Ss' answers with prepositions of place (*on, in, under, opposite,* etc.). Write one or two sentences of their answers on the board. Underline the prepositions in Ss' answers.
- Write a question on the board: *What will mobile phones be like in 2030?*. Elicit Ss' answers.
- Tell Ss that today they are learning more prepositions of place and time and possessive pronouns. Lead into the lesson.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

ACTIVITY 1

Aim: To help Ss review prepositions of place they learnt in Grades 6 and 7.

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

Key: **1.** at **2.** opposite **3.** under
4. in; on **5.** in front of



A CLOSER LOOK 2

Grammar

Prepositions of place and time

Prepositions of place

1 **Complete the sentences with *at, in, in front of, on, opposite,* or *under*.**

1. Lily's house is _____ the end of this street.
2. Players always sit _____ each other in a chess game.
3. She looked _____ the table and finally found her smartwatch.
4. Don't walk _____ the street. Walk _____ the pavement.
5. Ann stood _____ me in a line to get on the bus.

Prepositions of time: in, for, by

- Remind Ss of some common phrases with prepositions of time: at, in, on.
- Write the sentence "Robots will replace human shop assistants **in** ten years." on the board. Point to "will" and "in ten years" and elicit from Ss that this sentence talks about the future.
- Explain that "in + a length of time" can express future meaning. Give Ss one or two more examples.
- Go through a similar process to explain "for + a length of time" and "by + a specific time". Use the examples in the **Remember!** box.
- Go through the **Remember!** box with Ss. Quickly check if Ss remember the rules for the prepositions ***in***, ***for***, and ***by***.
- Have Ss read the examples in the **Remember!** box and then encourage them to give their own examples.

Prepositions of time: *in, for, by*

Remember!

- "in + a length of time" can express future meaning.
  Example: Robots will replace human shop assistants **in** ten years.
- "for + a length of time" says how long something goes on for.
  Example: It rained **for** three hours yesterday.
- "by + a specific time" means "not later than that time".
  Example: We'll be there **by** 6 p.m.

ACTIVITY 2

Aim: To help Ss practise using prepositions of time (*at, on, in, for, by*).

- Have Ss do this exercise individually and then compare their answers with a partner.
- Ask some Ss to share their answers. Confirm the correct answers.

Key: **1.** by **2.** in **3.** for **4.** on **5.** in

2 Circle the correct preposition in each sentence.

1. Let's get ready by / on / for 10 a.m. We are meeting Dr Saito at 10:15.
2. The first camera phone appeared on / at / in May 1999 in Japan.
3. We will be away on / for / by two weeks.
4. In the UK, supermarkets always close early in / by / on Sundays.
5. I think language barriers will disappear in / for / by 30 years.

EXTRA ACTIVITY

- Write on the board: *in, for,* and *by*.
- Tell Ss to refer to the **Remember!** box and use each preposition in a sentence that they make up. Encourage them to use at least one new vocabulary word from the unit in each sentence.
- Go around the classroom and collect a few good examples to share with the class.

ACTIVITY 3

Aim: To give Ss further practice with prepositions of place and time.

- Ask each student to make one prediction about what a smartphone may look like and what it can do in 2035. Write some of their predictions on the board.
- Have Ss do the exercise individually and then compare the answers with another classmate.
- Invite some Ss to write their answers on the board.
- Check the answers with the whole class. Confirm the correct answers.

3 Complete the text with the prepositions from the box. Use each preposition only ONCE.

in on at for by

I think smartphones will change a lot (1) _____ the near future. They will be much thinner. (2) _____ 2035, we might be able to roll a phone like a sheet of paper. They will become much smarter, too. They will be able to charge their battery automatically when we are (3) _____ home. They might check the latest news (4) _____ the Internet. We won't have to wait (5) _____ a long time for these super smartphones.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

– Draw Ss' attention to the predictions on the board. Ask them to compare these with the predictions in the book. With a more able class, ask them to describe their predictions in more detail.

Key: **1.** in **2.** By **3.** at **4.** on **5.** for

ACTIVITY 4

Aim: To help Ss produce sentences with prepositions of time and place.

– Have Ss work in pairs and say whether they agree or disagree with the given ideas. They can take notes if they wish to. With a less able class, T can ask further questions to help them (*e.g. What are some bad points of using smartphones too much? In the future, will people meet each other face to face like now? etc.*).

– Invite some pairs to stand up and give their opinions.

– Comment on their answers.

4 **Work in pairs. Tell each other whether you agree or disagree with the following ideas.**

1. We should not use our smartphones for more than a few hours every day.
2. By 2050, the way people communicate with each other will be different from now.

Possessive pronouns

ACTIVITY 5

Aim: To help Ss use a structure with possessive pronouns correctly.

– Write the example sentences in the **Remember!** box on the board. Underline "one of my friends" and "a friend of mine".

– Draw Ss' attention to "mine" and "my" and explain the two structures.

– Have Ss work individually to complete this exercise. Invite some early-finishers to the board to write their answers.

– Check their answers with the class and confirm the correct ones.

Key:

1. Jack is a cousin of hers.

2. Is this a tablet of his?

3. Can I borrow one of your pencils?

4. You look like Nick and Peter. Are you a relative of theirs?

5. Last year, two classmates of ours won scholarships to the US.

Possessive pronouns

Remember!

We can use possessive pronouns after *of*.

Example: Mi is one of my friends.

→ Mi is a friend of **mine**.

5 **Complete the second sentence so that it has the same meaning as the first sentence.**

1. Jack is one of her cousins.
   Jack is a _____.
2. Is this one of his tablets?
   Is this a _____?
3. Can I borrow a pencil of yours?
   Can I borrow _____?
4. You look like Nick and Peter. Are you one of their relatives?
   You look like Nick and Peter. Are you _____?
5. Last year, two of our classmates won scholarships to the US.
   Last year, _____ won scholarships to the US.

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 have learnt.

– Ask each student to prepare a small piece of paper. Divide the class into three big groups. Then ask Ss in group 1 to write a pronoun, a noun, or a proper name on their piece of paper, Ss in group 2 to write a verb, Ss in group 3 to write a time phrase with *at, on, in, for,* and *by.*

– Collect the pieces of paper from each group and put them in different boxes. Invite some Ss to the board to pick randomly one piece of paper from each box and read aloud the sentence.

COMMUNICATION

WARM-UP

Aims:

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

- Write on the board: *I will _____ in 10 years*. Have Ss complete the sentence with their own ideas. Encourage them to provide more detail by adding one more sentence.
- Invite some Ss to share their sentences. Listen attentively and try interrupting one of them by saying "Hold on. Can you repeat that, please?".
- Have a student repeat the information. Thank him / her.
- Write: *Hold on. Can you repeat that, please?* on the board. Explain to Ss that this structure is for interrupting the other speaker politely.
- Lead into the lesson. Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Everyday English

Interrupting politely

ACTIVITIES 1 + 2

Aims:

- **To introduce ways of interrupting politely;**
- **To help Ss practise ways of interrupting politely.**

1

- Play the recording for Ss to listen and read the conversations between Mark and Trang, and between Nick and Lan. Ask Ss to pay attention to the highlighted parts. Tell them that these are two ways to interrupt the other speaker politely.
- Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class.



COMMUNICATION

Everyday English

Interrupting politely

1 Listen and read the conversations below. Pay attention to the highlighted parts.

① *Mark:* Now, about the video conference ... Everyone must be here at 9:30 a.m., and ...
Trang: Sorry for interrupting, but I think we should meet at 9:00 a.m. We need to test the devices.

② *Nick:* This webcam is easy to handle. You click these buttons to move it up or down and these to ...
Lan: Hold on. Can you repeat that, please?

Audio script – Track 65:

Mark: Now, about the video conference … Everyone must be here at 9:30 a.m., and …

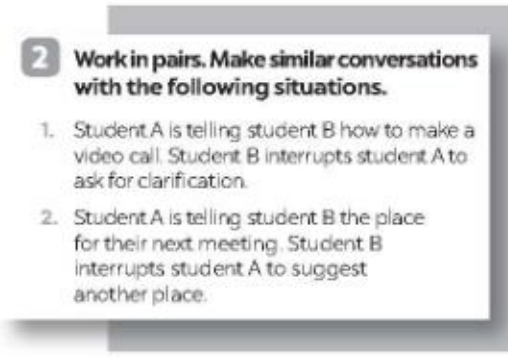
Trang: Sorry for interrupting, but I think we should meet at 9:00 a.m. We need to test the devices.

Nick: This webcam is easy to handle. You click these buttons to move it up or down and these to …

Lan: Hold on. Can you repeat that, please?

2

- Ask Ss to work in pairs to make similar conversations with given situations, using the language they have learnt.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.



2 Work in pairs. Make similar conversations with the following situations.

1. Student A is telling student B how to make a video call. Student B interrupts student A to ask for clarification.
2. Student A is telling student B the place for their next meeting. Student B interrupts student A to suggest another place.

EXTRA ACTIVITY

- Explain that Ss will do a role-play. In the role-play, two Ss (Student A and Student B) are talking about something they are planning to do in the near future (e.g. *go to a mall, see a movie together, share a meal, go camping*) while Student C is continually interrupting, trying to join the conversation by asking questions, making suggestions, and making corrections.
- Have Ss switch roles and do it two more times so that each student gets to play the role of Student C.

The future of language

ACTIVITY 3

Aims:

- **To provide Ss with information about a popular means of communication;**
- **To give Ss an example of the structure for their talk.**

- Draw or show pictures of some emojis on the board. Have Ss call out the word "emoji". Ask them if they use emojis a lot when chatting.
- Have Ss work in pairs, read Mark's prediction about emojis, and answer the questions that follow.
- Invite some pairs to share their answers. Confirm the correct answers. Accept all answers that are logical and reasonable.
- Ask Ss if they think one day they will receive an email or a message that contains only emojis and how they might feel about it.

The future of language

3 **Read Mark's prediction about a popular means of communication in the near future. Then answer the questions that follow.**

Mark: In 20 years, people of all ages will be using emojis even more than now. Emojis help people communicate their emotions effectively regardless of the language they speak. For example, a smiley face expresses the same meaning everywhere. An emoji can replace words to a certain extent. One day, we might receive an email that contains only emojis!

1. What means of communication is Mark talking about?
2. When will emojis become more commonly used?
3. Who will be using them?
4. How will they help in communication?
5. Why will they become more popular?

Suggested answer:

1. Emojis. **2.** In 20 years. **3.** People of all ages.

4. They help people communicate their emotions effectively regardless of the language they speak.

5. Because an emoji can replace words to a certain extent. / Because they are convenient and effective, etc.

ACTIVITY 4

Aim: To help Ss use given information to make a conversation with their partner.

- Draw Ss' attention to the questions in **3**. Tell Ss that they can use similar questions in their conversation.
- Have Ss work in pairs. They take turns to ask and answer the questions about one of the given means of communication. They can use the questions in **3** and the information given in **4**.
- Monitor and comment on each pair's conversation.
- If time allows, have some pairs perform their conversation in front of class.

4 **Work in pairs. Choose one means of communication below. Ask and answer questions about it.**

1. **Automatic translation function**
   - When: in 10 years
   - Who: social network users
   - How: translate comments and private messages in all languages
   - Why: remove language barriers
2. **Chatbot**
   - When: in 10 years
   - Who: sellers of online shops
   - How: instantly reply to customers in all languages
   - Why: help sell more products to customers from other countries

ACTIVITY 5

Aim: To provide Ss with a chance to use information in 4 to make a talk.

5 Report your pair's conversation to the class by making a similar talk to Mark's prediction in 3.

- Have Ss continue to work in their pairs. Tell them to read Mark's prediction in **3** again, and then take turns to practise their talk with each other.
- Ask some Ss to give their talk in front of the class.
- Comment on Ss' talks.

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 have learnt.

SKILLS 1

WARM-UP

Aims:

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

- Write *emoji*, *automatic translation*, and *chatbot* on the board. Ask Ss which means of communication they like the best and why.
- Tell Ss that they are going to read and speak about different ways of communication in this lesson.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

ACTIVITY 1

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

- Have Ss work in pairs and list as many ways of communication as they can.
- Invite some Ss to share their lists. Write their ideas on a corner of the board and keep them there until the end of the lesson.

Suggested answer: meeting face-to-face, sending letters, sending emails, texting, chatting online, sending voice messages, making phone calls, making group calls, having video calls, etc.

SKILLS 1

Reading

1 **Work in pairs. List as many ways of communication as you can.**

Example: meeting face to face, sending letters, chatting online, etc.

ACTIVITY 2

Aim: To help Ss develop the skill of reading for details.

- Draw Ss' attention to the word "telepathy". Tell them that this is a way of communication. Challenge Ss to quickly find the word "telepathy" in the conversation and guess its meaning. Confirm the correct answer.

- Ask Ss who are in the interview (*the MC, Minh,* and *Tom*). Tell them that in this exercise, they need to find out what Tom is saying and what Minh is saying, so they should focus on Tom's and Minh's lines in the conversation.
- Briefly tell Ss the steps to complete the exercise: Read the statements, underline the keywords in each statement, locate the keywords in the text, find the information, and decide if Minh or Tom is saying that information.
- 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.** Minh **2.** Tom **3.** Minh **4.** Minh **5.** Tom

ACTIVITY 3

Aim: To help Ss develop the skill of reading for main ideas and 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 questions, underline the keywords in each question, locate the keywords in the text, and find the information to answer the question.
- Ask Ss to repeat the steps if necessary.
- 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.
- In order to connect the reading and the speaking parts, draw a table and ask Ss to fill in the table about the advantages and disadvantages of telepathy.

Advantages	Disadvantages
.....	.....

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

Suggested answer:

Telepathy	
Advantages	**Disadvantages**
– Everyone will be able to use it. – It is convenient.	– Bad people can take advantage of it to control others. – People may become too lazy to talk to each other.

2 **Read an interview with two students, Minh and Tom. Then tick (✓) the speaker of each sentence.**

TELEPATHY

MC: Hi everyone. Today, I'll ask some members of the Technology Club to predict how people will communicate in the future. Let's meet Minh and Tom.

Minh & Tom: Hi everyone.

MC: Minh and Tom, how do you and your friends keep in contact?

Minh: Well, we mostly text each other. We also send voice messages.

Tom: I often see my friends in person, but sometimes we call via the Internet.

MC: Do you think these ways of communication will still be popular in 50 years?

Tom: Not really. We'll use more advanced ways, like telepathy. We'll pass our thoughts to another person without talking and ...

MC: Hold on. I think only a very few people may have this ability.

Minh: Yes, but in the future, everyone will be able to use telepathy. We'll wear a tiny device to catch our thoughts and send them to other people.

MC: Cool. But will there be any problems with telepathy?

Tom: Hmm, telepathy devices can "read" one's mind, so bad people might take advantage of it to control someone else.

MC: Besides that, some people will be too lazy to even talk anymore.

Who says that ...?	Minh	Tom
1. he sends voice messages to friends		
2. he calls his friends by using the Internet		
3. everyone will be able to use telepathy in the future		
4. people need a small device to send their thoughts to others		
5. bad people can make use of telepathy to harm others		

3 **Read the interview again. Choose the correct answer A, B, or C.**

1. What is the interview mainly about?
   A. One way of future communication.
   B. Voice chats and online calls.
   C. Problems of telepathy.
2. Which way of communication below is NOT mentioned in the interview?
   A. Meeting face to face.
   B. Writing an email.
   C. Telepathy.
3. According to Tom, telepathy means _____.
   A. making phone calls via the Internet
   B. talking on tiny devices
   C. communicating by thoughts
4. The MC says that _____.
   A. telepathy is perfect
   B. not all people can do telepathy
   C. she disagrees with Minh's opinion
5. What does the MC think may be a problem with telepathy?
   A. People won't want to meet each other.
   B. Telepathy devices can be expensive.
   C. Some people won't want to talk anymore.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

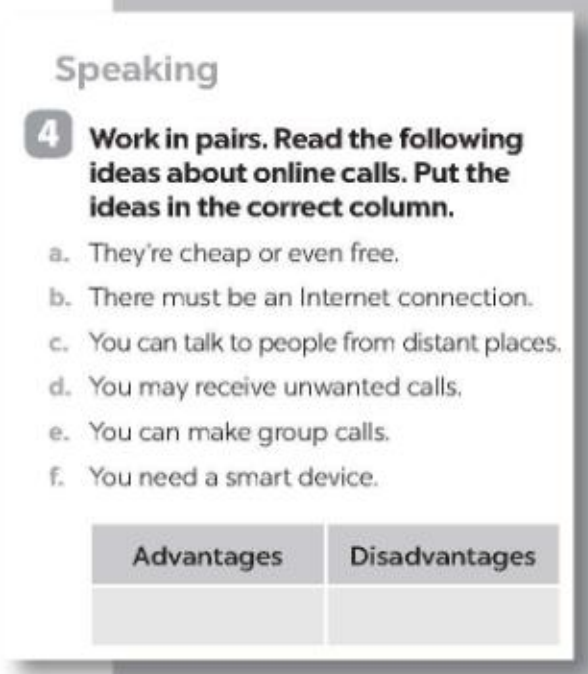
Speaking

ACTIVITY 4

Aim: To help Ss prepare ideas to talk about the advantages and disadvantages of online calls.

- Ask Ss to work in pairs and complete the table about the advantages and disadvantages of online calls.
- Have Ss share their answers. Confirm the correct answers.

Key: Advantages: a, c, e Disadvantages: b, d, f



Speaking

4 **Work in pairs. Read the following ideas about online calls. Put the ideas in the correct column.**

a. They're cheap or even free.
b. There must be an Internet connection.
c. You can talk to people from distant places.
d. You may receive unwanted calls.
e. You can make group calls.
f. You need a smart device.

Advantages	Disadvantages

5 **Work in groups. Choose a way of communication and discuss its advantages and disadvantages. Then report your answers to the class.**

You can start your discussion as follows:

I think there are both advantages and disadvantages of online calls. ...

ACTIVITY 5

Aims:

- **To help Ss practise talking about the advantages and disadvantages of a way of communication;**
- **To give Ss a chance to report their group discussion to the class.**

- Elicit from Ss some useful structures to start a talk and to introduce the advantages and disadvantages. For example:
  - To start a talk about advantages and disadvantages:
    + *I think there are both advantages and disadvantages of …*
  - To introduce the advantages:
    + *In terms of the advantages, / good points, …*
    + *… can be beneficial in many ways. First, …*
  - To introduce the disadvantages:
    + *However, … has some drawbacks. For example, …*
- Encourage Ss to try using the structures to make sentences about online calls.
- Have Ss work in groups. Tell them that they will choose from the list of ways of communication in **1** and discuss its advantages and disadvantages. They should make a table like the one in **4** first and then talk.

  (Ways of communication: meeting face-to-face, sending letters, sending emails, texting, chatting online, sending voice messages, making phone calls, making group calls, having video calls, etc.)
- Set a time limit for group work. Go around, monitor, and support when necessary.
- Invite some Ss to share their group discussion to the class.
- Ask other groups to listen and give comments. Comment on Ss' answers.

EXTRA ACTIVITY

- Put Ss into groups of four. Ask them to brainstorm as many different types of communication technology as possible.
- Each group will be divided into two pairs. One pair chooses one type of communication technology and provides an advantage of using it, the other pair names a disadvantage. Then the first pair names another advantage and so on. Ss continue this way until one pair can no longer think of an advantage or a disadvantage to use.
- Play another round with the role switch, naming a different type of communication technology.

WARM-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 have learnt.

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 way of communication. Ask other Ss to guess what way it is.
- Lead into the new lesson: Listening and Writing lesson about communication.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Listening

ACTIVITY 1

Aim: To prepare Ss for the listening text.

- Have Ss look at the pictures and complete the words.
- Invite answers from Ss. Confirm the correct answers.
- Have some Ss read aloud the answers again. Tell them that these words will appear in the listening, so they should pay attention to them.


SKILLS 2

Listening

1 Look at the pictures. Complete the word / phrase for each picture.

1. c_____ pigeon

2. s_____

3. t_____ machine

4. h_____

Key: **1.** carrier pigeon **2.** smartwatch **3.** translation machine **4.** holography

ACTIVITY 2

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


2 Listen to an announcement about an exhibition. Complete each gap in the agenda with ONE word or a number. 4.7

EXHIBITION AGENDA

Event	Where to go	When to meet
opening ceremony	Main Hall	by (1) _____ a.m.
History	(2) _____ floor	9:15 a.m.
(3) _____ Time	Tech Room	(4) _____ a.m.
animated film	(5) _____ Room	11:30 a.m.

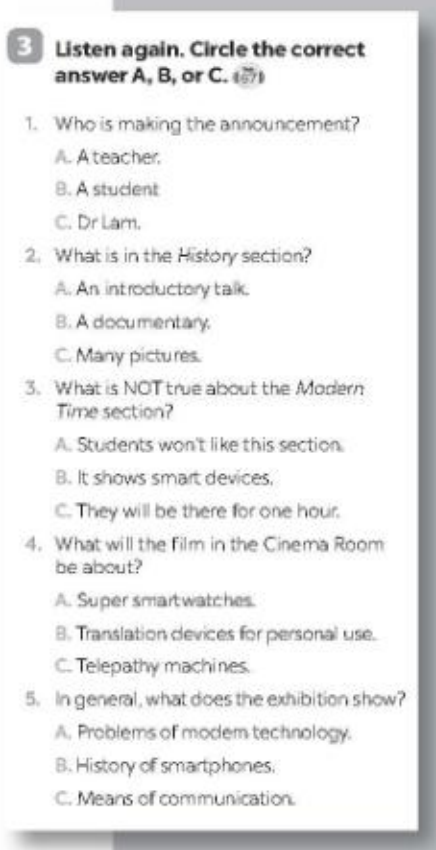
- Tell Ss that they are going to listen to an announcement about an exhibition.
- Have Ss look at the agenda. Elicit from them the type of information they need to fill in each blank.
- Play the recording and ask Ss to listen and complete each gap with one word or a number.
- Ask one or two Ss to go to the board and write their answers. Have other Ss work in pairs to compare their answers.
- Confirm the correct answers. Play part of the recording again when needed.

Key: **1.** 8:20 **2.** First **3.** Modern **4.** 10:15 **5.** Cinema

ACTIVITY 3

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

- Tell Ss that they are going to listen to the announcement again and choose the correct answers.
- Have Ss read the questions and underline the keywords in each question.
- Play the recording and ask Ss to listen again and choose the correct answers. Then ask Ss to work in pairs to compare their answers with each other.
- Check the answers with the whole class. Ask Ss to explain their choices. Confirm the correct answers.



3 **Listen again. Circle the correct answer A, B, or C.** 67

1. Who is making the announcement?
   A. A teacher.
   B. A student
   C. Dr Lam.
2. What is in the *History* section?
   A. An introductory talk.
   B. A documentary.
   C. Many pictures.
3. What is NOT true about the *Modern Time* section?
   A. Students won't like this section.
   B. It shows smart devices.
   C. They will be there for one hour.
4. What will the film in the Cinema Room be about?
   A. Super smartwatches.
   B. Translation devices for personal use.
   C. Telepathy machines.
5. In general, what does the exhibition show?
   A. Problems of modern technology.
   B. History of smartphones.
   C. Means of communication.

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

Audio script – Tracks 66 + 67:

Hi students! Here's our plan for the exhibition tomorrow morning.

First, the opening ceremony is at the Main Hall. We'll listen to Dr Lam introduce the exhibition. The ceremony starts at 8:30 a.m., so remember to meet me at the Main Hall by 8:20.

Next, we'll visit the "History" section. It's on the first floor. You'll see pictures of different ways people communicated in the past, such as smoke signals and carrier pigeons. We'll be there from 9:15 to 10:00.

Then, we'll move to the "Modern Time" section. It's in the Tech Room. You will see devices with Internet connections, like smartphones and smartwatches. I'm sure you'll like it very much but we can only spend an hour there, from 10:15 to 11:15.

Finally, we'll watch an animated film in the Cinema Room. The film is about communication devices in the future, like personal translation machines and holography. We must be at the Cinema Room by 11:30 a.m.

Now … *[voice faded]*

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

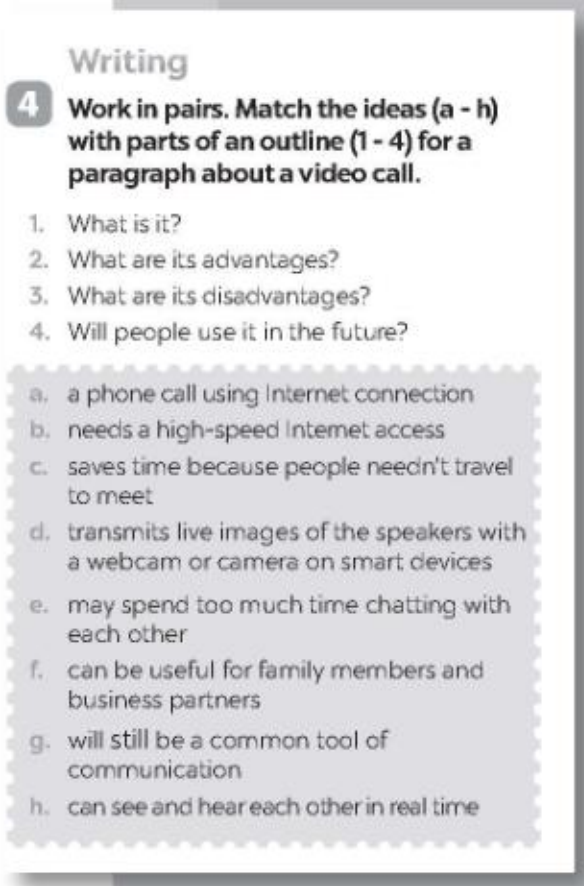
Writing

ACTIVITY 4

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

- Have Ss work in pairs to match the ideas with their appropriate parts of an outline for a paragraph.
- Have some Ss share their answers or write their answers on the board. Confirm the correct answers.

Key:
1 – a, d
2 – c, f, h
3 – b, e
4 – g



Writing

4 **Work in pairs. Match the ideas (a - h) with parts of an outline (1 - 4) for a paragraph about a video call.**

1. What is it?
2. What are its advantages?
3. What are its disadvantages?
4. Will people use it in the future?

a. a phone call using Internet connection
b. needs a high-speed Internet access
c. saves time because people needn't travel to meet
d. transmits live images of the speakers with a webcam or camera on smart devices
e. may spend too much time chatting with each other
f. can be useful for family members and business partners
g. will still be a common tool of communication
h. can see and hear each other in real time

EXTRA ACTIVITY

Conduct a class poll to find out which type of communication technology Ss most commonly use and their reasons.

ACTIVITY 5

Aim: To help Ss practise writing a paragraph to describe a way of modern communication.

5 **Write a paragraph (80 – 100 words) to describe a way of modern communication. You can use the ideas in 4 or your own ideas.**

- Review the outline in **4** with Ss. Tell them that their paragraph should start by introducing the name of the way of communication, then describe one or two advantages and disadvantages of it, and conclude by making a prediction about its future.
- Ask Ss to write their paragraph individually based on the outline in **4**. Remind them that they do not need to use all suggested ideas, and that they can add ideas of their own.
- Collect some writing to correct at home.
- For a more able class, Ss can choose to write about other ways of modern communication.

Suggested answer:

Making a video call is a modern way of communication. A video call is a phone call via the Internet. It transmits live images of the speakers with a webcam or camera on smart devices. Video calls are time-saving because people do not need to travel to meet and still see and hear each other in real time. They help both family members and business partners keep contact with each other regardless of geographic distances. However, video calls require high-speed Internet access, so not all the time people can make one. I believe that when the Internet becomes better in the future, video calls will be an even more common tool of communication.

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 have learnt.

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.

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 answers on the board.
- Confirm the correct answers.

LOOKING BACK

Vocabulary

1 **Circle the correct option to complete each sentence below.**

1. My classmates connect with each other on a(n) social network / emoji called Friends-connect.
2. Holography / Telepathy helps people communicate by thoughts.
3. Sending voice messages / text messages is convenient because you don't have to type.
4. In the future, everyone can carry a human translator / translation machine with them whenever they go abroad.
5. If you have a high-speed Internet connection, making a group call / meeting face to face is a piece of cake.

Key: **1.** social network **2.** Telepathy **3.** voice messages
4. translation machine **5.** making a group call

ACTIVITY 2

Aim: To help Ss revise the vocabulary items they have learnt in the unit and use them in a text.

- Have Ss read the passage and fill in the blanks with given words.
- Ask them to share their answers with a classmate.
- Invite some Ss to write the answers on the board. Confirm the correct answers.
- Ask Ss if they want to have a social robot and why (not).

Key: **1.** text **2.** social **3.** real
4. language **5.** instantly

2 **Fill in each gap with a word from the box to complete the passage.**

text	instantly	language
real	social	

In 30 years, social robots will become popular. This kind of robot is special because it can perform many human tasks. For example, it can send a (1) _____ message to its owner to remind them of dinner time. Some social robots may even have (2) _____ network accounts and interact with other users in (3) _____ time. For these robots, (4) _____ barriers are not a problem, so they can (5) _____ reply to comments or messages in any language. It might be frightening because we won't know whether we are chatting with a human or a robot online!

Grammar

ACTIVITY 3

Aim: To help Ss revise the use of prepositions of place and time.

- Ask Ss to list some phrases with prepositions of place and time 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.** on **2.** in **3.** for
4. opposite **5.** by
Sentences with prepositions of time: 2, 3, 5

Grammar

3 **Complete the sentences with the prepositions from the box. Tick (✓) the sentences which have prepositions of time.**

in	on	for	by	opposite

1. I talk to my mum _____ the phone every weekend. ☐
2. Maria texted me that she would be home _____ 10 minutes. ☐
3. Phong waited _____ an hour. Then he called Ann and said that he had to leave. ☐
4. Where's Ms Lan? – She's in the _____ room. She's having a video conference. ☐
5. Telepathy might be the most popular way to communicate _____ 2050. ☐

ACTIVITY 4

Aim: To help Ss revise prepositions of place and time and possessive pronouns.

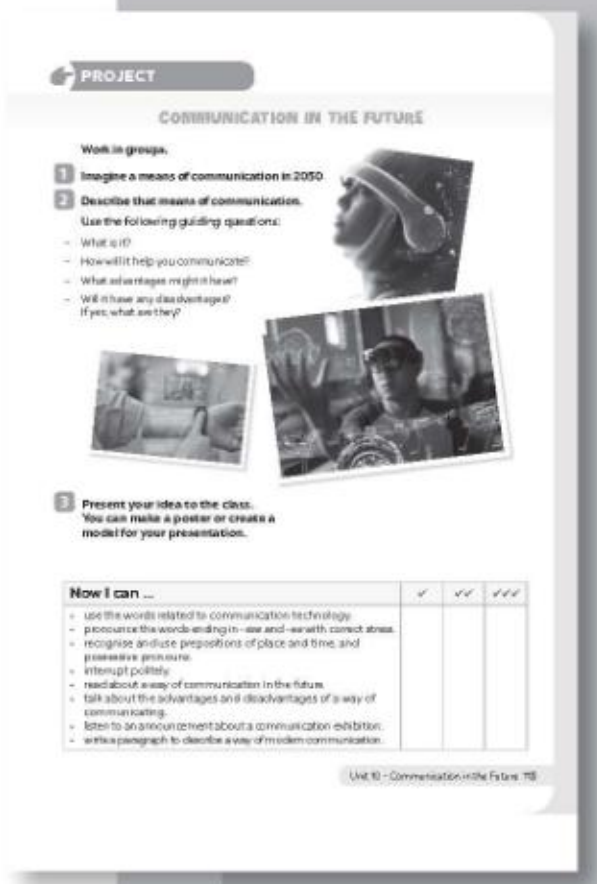
- Tell them that they need to identify the incorrect part in each sentence and correct it.
- Have Ss do this exercise individually then compare their answers with a partner.
- Invite some Ss to read their answers aloud. Confirm the correct answers.

Key: **1.** B (my → mine) **2.** A (at → on)
3. A (ours → our) **4.** C (on → in)
5. C (in → by / on)

4 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. A friend of my cannot connect her phone (A / B) to the Internet. (C)
2. Trang and Linda will be at television this (A / B) evening to talk about future communication. (C)
3. Three of ours cousins are studying in (A / B / C) the same class.
4. I'm putting aside some money because (A / B) I want to buy a new car on two years. (C)
5. Please send the homework to your teacher (A) via email in Thursday. (B / C)

PROJECT


PROJECT

COMMUNICATION IN THE FUTURE

Work in groups.

1 Imagine a means of communication in 2050.

2 Describe that means of communication.
Use the following guiding questions:
- What is it?
- How will it help you communicate?
- What advantages might it have?
- Will it have any disadvantages?
If yes, what are they?

3 Present your idea to the class.
You can make a poster or create a model for your presentation.

Now I can ...	✓	✓✓	✓✓✓
- use the words related to communication technology. - pronounce the words ending in -ise and -ize with correct stress. - recognise and use prepositions of place and time, and possessive pronouns. - interrupt politely. - read about a way of communication in the future. - talk about the advantages and disadvantages of a way of communicating. - listen to an announcement about a communication exhibition. - write a paragraph to describe a way of modern communication.			

Unit 10 - Communication in the Future 118

Aims:

- **To give Ss an opportunity to think about and discuss a future means of communication;**
- **To help Ss improve their creativity and teamwork;**
- **To improve their speaking and presentation skills.**

- Ask Ss to read the instructions. Make sure they understand what to do. Assign Ss to work in groups to do the project.
- Instruct Ss how to carry out this project. Remind them to use the guiding questions to brainstorm and structure their discussion.
- Have Ss prepare a poster or create a model to illustrate their idea.
- Have Ss present their ideas to the class, using the poster or the model they have created.

Note: 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 ideas to the class.

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 11 SCIENCE AND TECHNOLOGY

Objectives:

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

- use the words related to science and technology in the future;
- say sentences with correct stress;
- use reported speech for statements;
- give and respond to good news;
- read advertisements for specific information about new technologies;
- talk about a technology or an invention;
- listen for specific information about a robot teacher;
- write an opinion paragraph about whether robots will replace teachers at school.


Unit 11 SCIENCE AND TECHNOLOGY

THIS UNIT INCLUDES:

Vocabulary
Science and technology in the future

Pronunciation
Sentence stress

Grammar
Reported speech (statements)

Skills
- Reading advertisements about new technologies
- Talking about a technology or an invention
- Listening about a robot teacher
- Writing an opinion paragraph about whether robots will replace teachers at school

Everyday English
Giving and responding to good news

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 10*. For example, T can show pictures of different types of communication. Ss write down words / phrases that name or describe the activities in the pictures. Then ask Ss to make their sentences, using as many words / phrases they have learnt in *Unit 10* as possible. Have them take turns to read out their sentences, using words and phrases they learnt in *Unit 10*.
- Lead into the new unit. Write the unit title *Science and Technology* on the board. Ask Ss to guess what they are going to learn about in this unit. Then ask Ss to give any words or phrases they know related to science and technology.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

GREAT NEWS FOR STUDENTS

ACTIVITY 1

Aims:

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


GETTING STARTED

Great news for students

1 **Listen and read.**

Minh: Ann, do you like yesterday's lesson? I really enjoy learning online.

Ann: I prefer having face-to-face classes. I like to interact with my classmates during the lessons.

Minh: I think online classes are convenient during bad weather or epidemics. Also, students can still interact when they are in breakout rooms.

Ann: But the Internet connection doesn't always work well enough for us to learn online. And my eyes get tired when I work in front of the computer screen for a long time.

Minh: I know what you mean. But there's some great news for us. 3D contact lenses will soon be available. With them, our eyes won't get tired when looking at a computer screen all day long.

Ann: Wow, that's brilliant!

Minh: Another helpful invention is robot teachers. They will teach us when our human teachers are not available or get ill. My uncle said the robots would be able to mark our work and give us feedback too.

Ann: Fantastic! I can't wait.

- Set the context: Have Ss look at the conversation and the picture, and answer some questions, e.g. *Who are the girl and the boy? Where do you think they are? What might they be talking about? What do you see in the bubble?* 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 Minh and Ann.

  They are at school.

  They are discussing their online class / robot teacher.
- Have Ss say the words and phrases in the text that they think are related to the topic *Science and Technology*. Quickly write the words and phrases on one part of the board. Comment on Ss' answers.

Audio script – Track 68:

Minh: Ann, do you like yesterday's lesson? I really enjoy learning online.

Ann: I prefer having face-to-face classes. I like to interact with my classmates during the lessons.

Minh: I think online classes are convenient during bad weather or epidemics. Also, students can still interact when they are in breakout rooms.

Ann: But the Internet connection doesn't always work well enough for us to learn online. And my eyes get tired when I work in front of the computer screen for a long time.

Minh: I know what you mean. But there's some great news for us. 3D contact lenses will soon be available. With them, our eyes won't get tired when looking at a computer screen all day long.

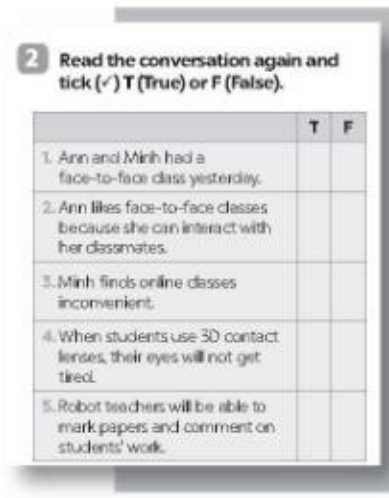
Ann: Wow, that's brilliant!

Minh: Another helpful invention is robot teachers. They will teach us when our human teachers are not available or get ill. My uncle said the robots would be able to mark our work and give us feedback too.

Ann: Fantastic! I can't wait.

ACTIVITY 2

Aim: To help Ss understand the conversation.


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

	T	F
1. Ann and Minh had a face-to-face class yesterday.		
2. Ann likes face-to-face classes because she can interact with her classmates.		
3. Minh finds online classes inconvenient.		
4. When students use 3D contact lenses, their eyes will not get tired.		
5. Robot teachers will be able to mark papers and comment on students' work.		

- Ask Ss to work in pairs to read the conversation.
- Ask them to underline the keywords and phrases in the statements. Then have pairs work for one or two minutes to check if the statements are true or false.

- Have Ss read out the statements and say if the statements are true or false.
- Make sure they pronounce the words correctly.
- Check the answers as a class.

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

EXTRA ACTIVITY:

- Write this on the board and have Ss copy it.
  - Minh: _____ yesterday's _____
  - Ann: _____ face-to-face _____
  - Minh: _____ during bad _____
  - Ann: _____ doesn't always _____
- Play the first four exchanges of the recording again and Ss fill in the blanks by writing the word that comes just before and just after the written word(s).
- Put Ss in pairs and have them compare answers.
- Play the recording again for Ss to check their answers and add one more word before the first one they wrote and one more after the last one they wrote.

ACTIVITY 3

Aim: To help Ss learn phrases related to the topic *Science and Technology*.

- Ask Ss to say the phrases aloud. Make sure they pronounce the phrases correctly.
- Ask Ss to work in pairs to label the pictures with the appropriate phrases.
- Check the answers as a class.

Key: **1.** computer screen **2.** 3D contact lenses
3. online class **4.** robot teacher
5. breakout rooms **6.** Internet connection



3 **Label each picture with a phrase from the box.**

3D contact lenses	computer screen
robot teacher	breakout rooms
online class	Internet connection

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

ACTIVITY 4

Aim: To help Ss use the vocabulary in 3 in the right context.

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

4 **Complete the sentences, using the phrases in 3.**

1. I can't see the documents on this computer very clearly. I need a larger _____.
2. During our lessons, our teacher puts us into _____ for group discussions.
3. A _____ in Korea teaches English to primary students.
4. We had a(n) _____ yesterday with a teacher in the US.
5. Can I wear _____ and watch a movie too?

Key: **1.** computer screen **2.** breakout rooms **3.** robot teacher
4. online class **5.** 3D contact lenses

ACTIVITY 5

Aims:

- **To help Ss learn more about past inventions;**
- **To create a fun atmosphere in the class.**

- Ask Ss to work in pairs to read the information in the Quiz and to make guesses.
- Encourage Ss to guess as many things as possible.
- Ask some Ss to report the things they have thought of.
- Confirm the correct answers.

Key:
1. the first computer
2. the telephone
3. penicillin
4. the World Wide Web (WWW)
5. robot ASIMO (Advanced Step in Innovative Mobility)

5 QUIZ **Do you know what things were invented in these years? Work in pairs and find out.**

1. 1822: Charles Babbage invented it. Students use it to type essays and to learn online.
2. 1876: Alexander Graham Bell invented it. We use it to communicate with our friends and families.
3. 1928: Sir Alexander Fleming discovered it. It was the world's first antibiotic.
4. 1989: Tim Berners-Lee invented it. It links information sources so everyone can access them.
5. 2000: Honda developed it. It can run, jump, and work as a bartender.

WRAP-UP

- Refer to the unit title again, then together with Ss, orally list the issues that Minh and Ann discuss.
- Ask Ss to name some new technologies they have learnt.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 1

WARM-UP

Aims:

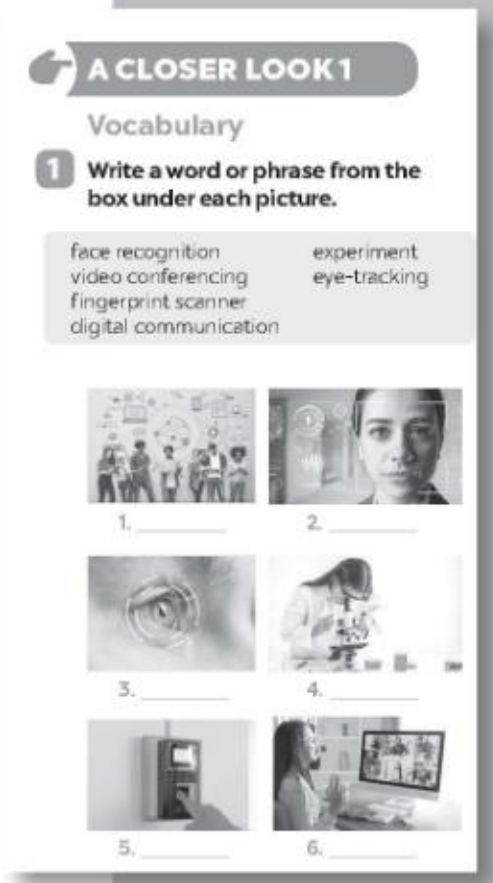
- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Have Ss play in two groups.
- Give Ss pictures of the vocabulary items and strips of paper with phrases including *computer screen, breakout rooms, robot teacher, online class, 3D contact lenses, Internet connection*.
- Ask groups to stick the phrases to the right pictures.
- The group with the most correct answers wins.
- Ask Ss to open their Student books to page 116.

Vocabulary

ACTIVITY 1

Aim: To introduce new words and phrases that are related to new technologies.


A CLOSER LOOK 1

Vocabulary

1 **Write a word or phrase from the box under each picture.**

face recognition
video conferencing
fingerprint scanner
digital communication
experiment
eye-tracking

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

- Have Ss read aloud the words and phrases in the box.
- Ask Ss to work in pairs to look at the pictures and describe them.
- Have pairs write the correct words and phrases under the pictures.
- Explain the meaning of the new words and phrases in Vietnamese if needed.
- Invite Ss to take turns to read out their answers. Correct their pronunciation if needed.
- Check the answers as a class.

Key: **1.** digital communication **2.** face recognition **3.** eye-tracking
4. experiment **5.** fingerprint scanner **5.** video conferencing

EXTRA ACTIVITY

- Write the sentence on the board: *We use face recognition to / when we want to* _____.
- Work with the class and elicit how to complete the sentence.
- Put Ss into pairs and have them write new sentences replacing the phrase "face recognition" with the other phrases in the vocabulary box in **1**.

ACTIVITY 2

Aim: To allow Ss to learn new verb phrases that are used to talk about inventing, discovering, creating, and developing.


2 **Choose the option that best completes each phrase.**

1. invent — A. a device / B. a new area
2. discover — A. a chemical element / B. a technology
3. create — A. the weather / B. a medicine
4. develop — A. a planet / B. a technology

- Ask Ss to read aloud the given verbs and nouns.
- Explain the verbs and if possible, give some examples. Also explain the verbs in Vietnamese if Ss have difficulty understanding.
- For example:
  - *to create something = to bring into existence out of nothing.*
    E.g. She created a new robot.
  - *to invent = to design a new process or mechanism.*
    E.g. He invented a new electric cooker.
  - *to develop = to grow gradually or become bigger, stronger, etc.*
    E.g. They developed a relationship / a method to work better / a computer programme.
  - *to discover = to find somebody / something that was hidden or that you did not expect to find.*
    E.g. Galileo discovered that Jupiter had moons.
- Ask Ss to work in pairs to choose the correct options to complete the phrases.

- Check the answers as a class.
- Have some Ss read aloud the phrases. Correct Ss' pronunciation if necessary.
- Also ask Ss to add more words / phrases to the verbs to make up other phrases. This way, T can broaden Ss' vocabulary if they are ready.

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

ACTIVITY 3

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

- Ask Ss to work individually to choose the correct answer for each sentence.
- Have Ss swap their answers with partners.
- Ask some Ss to read out their answers. Confirm the correct answers. Then have some Ss read the completed sentences aloud as a class. Correct Ss' pronunciation if necessary.

Key: **1.** discovered **2.** invented
3. created **4.** experiments
5. fingerprint scanner

3 **Complete the sentences with the words and phrase from the box.**

invented	created
experiments	discovered
fingerprint scanner	

1. Marie Curie and Pierre Curie _____ radium and polonium.
2. Thomas Edison _____ the light bulb in 1880.
3. Sarah Gilbert is the creator of a vaccine. She _____ it in 2020.
4. Scientists have carried out many _____ to find a cure for cancer.
5. Scan your finger on this _____ to check attendance, please.

Pronunciation

Sentence stress

ACTIVITY 4

Aims:

- **To help Ss be aware of which words in a sentence should be stressed and which should not be;**
- **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 word as a class, then as individuals. Play the recording as many times as needed.
- Then ask Ss to read out the sentences. Correct their pronunciation and stress if needed.
- Introduce the rules in the **Remember!** box.
- Remind Ss of the words that receive stress in a sentence which they learnt in *Unit 11, Tiếng Anh 7*.

Pronunciation

Sentence stress

Remember!

Sentences have stressed and unstressed words. We usually stress nouns, main verbs, adjectives, adverbs and negative auxiliaries, and question words. We normally stress the words *Yes* and *No* as well as auxiliary verbs in short answers.

Example:

How important is **science** to **students**?
Will you **use** your **computer** to **learn**?
Did he **buy** a **new smartphone** **yesterday**?
– **No**, he **didn't**.

4 **Listen and repeat the sentences. Pay attention to the bold syllables.** 69

1. I **don't have** a computer.
2. Do you **call** her every **day**? – **No**, I **don't**.
3. They are **not** familiar with that **new** computer.
4. ***A:*** Did you **lend** her your **laptop**?
   B: **Yes**, I **did**.
5. **Who** do you **work** with on **Sundays**?

Audio script – Track 69:

1. I **don't have** a computer.

2. Do you **call** her every **day**? – **No,** I **don't**.

3. They are **not** fa**mil**iar with that **new** com**pu**ter.

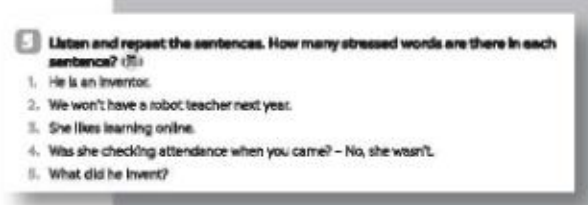
4. A: Did you **lend** her your **lap**top? B: **Yes,** I **did**.

5. Who do you **work** with on **Sun**days?

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.**


3 Listen and repeat the sentences. How many stressed words are there in each sentence?

1. He is an inventor.
2. We won't have a robot teacher next year.
3. She likes learning online.
4. Was she checking attendance when you came? – No, she wasn't.
5. What did he invent?

- 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 stressed words in each sentence. Check if Ss have counted enough stressed words in each of the sentences.
- Call on some Ss to read the sentences. Play the recording multiple times again if necessary.

Key + Audio script – Track 70:

1. He is an in**ven**tor. → 1 stressed word

2. We **won't have** a **ro**bot **tea**cher **next year**. → 6 stressed words

3. She **likes lear**ning on**line**. → 3 stressed words

4. Was she **check**ing at**ten**dance when you **came**? – **No**, she **wasn't**. → 5 stressed words

5. What did he in**vent**? → 2 stressed words

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Ask them to list some verb phrases learnt in the lesson.
- Ask them to list some other learnt words and phrases related to modern technologies.

A CLOSER LOOK 2

WARM-UP

Aims:

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

- Write on the board:

Minh: How do you feel, John?

John: I am tired.

Later that day

Linh: How was John today?

Minh: He said he was tired.

- Ask Ss to compare the underlined parts and discuss the differences as a class.
- Ask Ss to look at **A CLOSER LOOK 2** on page 117.

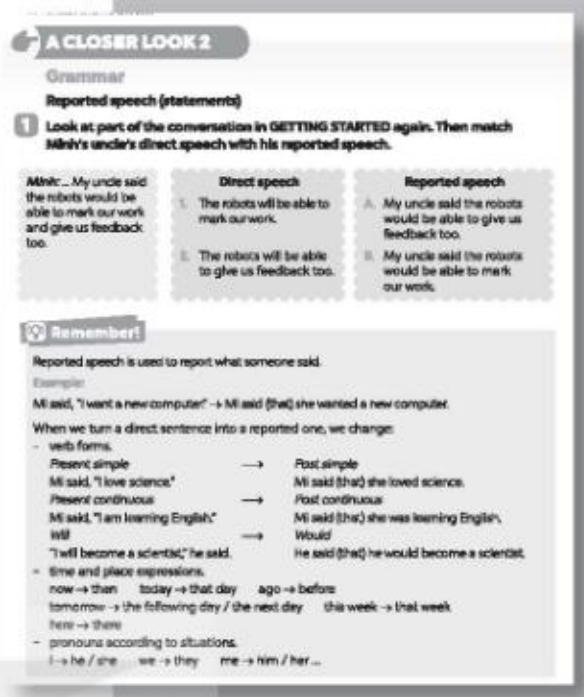
Grammar

Reported speech (statements)

ACTIVITY 1

Aims:

- **To help Ss understand direct speech and reported speech (statements);**
- **To help Ss realise some differences between direct speech and reported speech (statements).**



A CLOSER LOOK 2

Grammar

Reported speech (statements)

1 Look at part of the conversation in GETTING STARTED again. Then match Minh's uncle's direct speech with his reported speech.

Minh: ... My uncle said the robots would be able to mark our work and give us feedback too.

Direct speech	Reported speech
1. The robots will be able to mark our work.	A. My uncle said the robots would be able to give us feedback too.
2. The robots will be able to give us feedback too.	B. My uncle said the robots would be able to mark our work.

Remember!

Reported speech is used to report what someone said.

Example:

Mi said, "I want a new computer" → Mi said (that) she wanted a new computer.

When we turn a direct sentence into a reported one, we change:

- verb forms.

Present simple	→	*Past simple*
Mi said, "I love science."		Mi said (that) she loved science.
Present continuous	→	*Past continuous*
Mi said, "I am learning English."		Mi said (that) she was learning English.
Will	→	*Would*
"I will become a scientist," he said.		He said (that) he would become a scientist.

- time and place expressions.

now → then today → that day ago → before

tomorrow → the following day / the next day this week → that week

here → there

- pronouns according to situations.

I → he / she we → they me → him / her ...

- Ask Ss to work individually to look at part of the conversation in **GETTING STARTED** and the **Remember!** box.
- Ask Ss to underline the sentences in **GETTING STARTED** that are similar to those from the **Remember!** box.
- Have Ss work in pairs to look at *Direct speech* and *Reported speech* boxes then match the items.
- Check the answers as a class.
- Ask some Ss to underline the differences in the pairs of sentences they have just matched.
- Emphasise *will* in direct speech is turned into *would* in reported speech.
- Ask several Ss to read aloud full sentences. Correct their pronunciation if necessary.

Key: **1.** B **2.** A

TEACHING POINT

- Have Ss work individually to read the **Remember!** box.
- Write examples of direct speech and reported speech on the board.
- Ask some Ss to point out the differences between pairs of sentences (direct speech and reported speech sentences).
- Remark on the differences in (1) verb forms, (2) time expressions, (3) place expressions, and (4) pronouns.

ACTIVITY 2

Aim: To help Ss be aware of how to change verb forms when they report information.



2 Complete the second sentences using the correct verb forms.

1. "I am a member of the IT club."
   Minh said that he _____ a member of the IT club.
2. "Mai will take an online course to improve her speaking."
   Nam said Mai _____ an online course to improve her speaking.
3. "I am talking to Phong on the phone."
   Tom said he _____ to Phong on the phone.
4. "They are going to send me an email."
   He said they _____ to send him an email.
5. "I don't have an iPod to listen to music."
   She said that she _____ an iPod to listen to music.

- Remind Ss that they should put the verb one tense back when they report something [backshifting].
- Have Ss work in pairs to complete the sentences with the correct verb forms.
- Ask some Ss to write their answers on the board.
- Check Ss' answers. Correct any mistakes and re-explain the rule if necessary.
- Have Ss read out loud sentences again and correct their pronunciation if necessary.

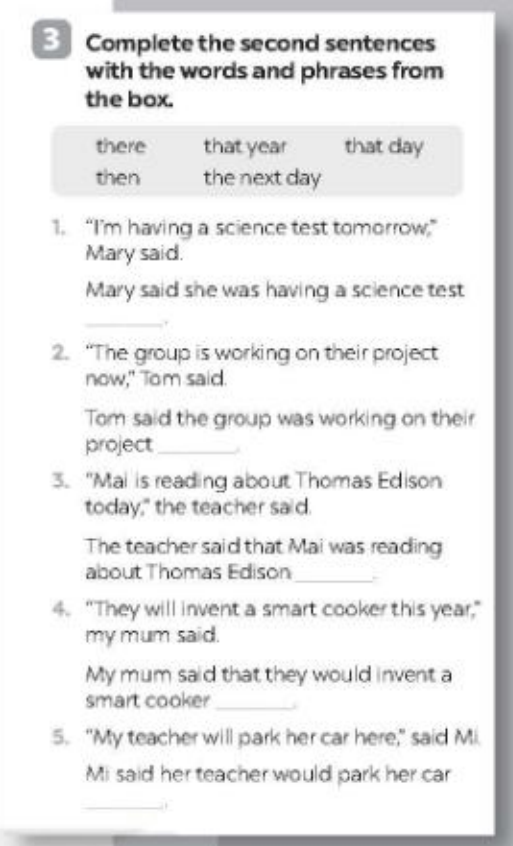
Key: **1.** was **2.** would take **3.** was talking
4. were going **5.** didn't have

ACTIVITY 3

Aim: To help Ss be aware of the changes in time and place expressions when they report information.

- Have Ss work individually to underline the expressions denoting time and place in the direct sentences.
- Ask Ss to choose the correct word / phrase from the box to fill in each of the reported sentences. Remind them of the expressions they have just underlined in each of the direct speech sentences.
- Ask some Ss to read out loud the direct and reported speech sentences. Correct their pronunciation if necessary.
- Check the answers as a class.

Key: **1.** the next day **2.** then **3.** that day
4. that year **5.** there



3 **Complete the second sentences with the words and phrases from the box.**

there | that year | that day
then | the next day

1. "I'm having a science test tomorrow," Mary said.
   Mary said she was having a science test _____.
2. "The group is working on their project now," Tom said.
   Tom said the group was working on their project _____.
3. "Mai is reading about Thomas Edison today," the teacher said.
   The teacher said that Mai was reading about Thomas Edison _____.
4. "They will invent a smart cooker this year," my mum said.
   My mum said that they would invent a smart cooker _____.
5. "My teacher will park her car here," said Mi.
   Mi said her teacher would park her car _____.

ACTIVITY 4

Aim: To help Ss practise changing direct sentences into reported sentences.

- Have Ss work individually for five minutes to complete the reported sentences. Then ask them to work in pairs to swap their answers.
- Ask some Ss to write their reported sentences on the board.
- Check the answers as a class.
- Have the class read out loud the sentences. Correct their pronunciation if necessary.



4 **Complete the second sentence in each pair so that it means the same as the first one.**

1. "We will live much longer in the future," said the scientist.
   The scientist said that _____.
2. "Our school is going to have a new laboratory here," said our teacher.
   Our teacher said that _____.
3. "They are developing technology to monitor students better," my dad said.
   My dad said that _____.
4. "There are no classes tomorrow because our teacher is ill," Tom said.
   Tom said that _____.
5. "We want some students to join the science club next semester," the teacher said.
   The teacher said that _____.

Key:
1. The scientist said that we would live much longer in the future.
2. Our teacher said that our school was going to have a new laboratory there.
3. My dad said that they were developing technology to monitor students better.
4. Tom said that there were no classes the next day because their teacher was ill.
5. The teacher said that they wanted some students to join the science club the next semester.

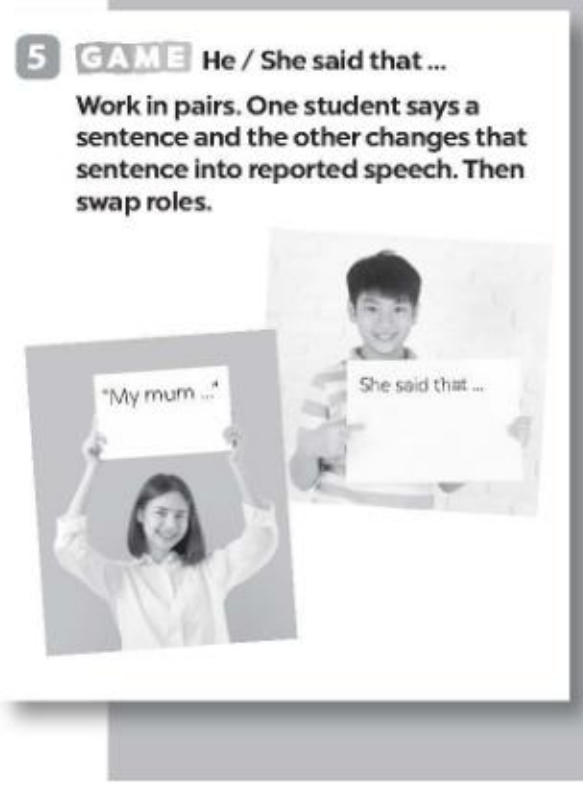
EXTRA ACTIVITY

- As a quick review, elicit from Ss what types of changes are made in reported speech. Make sure they include: 1) changing the verb forms, 2) changing time expressions, and 3) changing place expressions as well as 4) changing the pronouns according to the situation.
- Ss consider all four of these types of changes and work in pairs to create a sentence in reported speech that includes at least three types of changes.
- Ss then give their sentences to another pair that writes the direct speech version of it.

ACTIVITY 5

Aims:

- **To enable Ss to practise reporting speech;**
- **To create a lively atmosphere for learning.**



- Divide the class into groups.
- Instruct Ss how to play the game in groups.
- Put Ss in groups of three or four. Give groups two minutes to prepare. Tell them that groups can write down their group's sentences.
- Invite one group to read out or say aloud a direct speech sentence and the other to repeat the sentence in reported speech, starting with *She / He said ...*
- Remind them that the group that has the correct reported speech sentence has the right to read out their direct speech sentence for the other to turn into a reported one.
- Correct any grammar and pronunciation mistakes if necessary.
- The group with the most correct reported sentences wins.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have them say out loud the changes they need to make when they report a statement (verb forms, expressions of time and place, and pronouns).

COMMUNICATION

WARM-UP

Aims:

- **To create an active atmosphere for the class before the lesson;**
- **To help Ss revise reported speech.**

- Let Ss play a game.
- Have one student stick slips of paper (with a direct speech sentence on each of the slips) to the board. Other Ss work in two different groups. Ss from each group take turn to report the sentence each time a slip of paper is stuck to the board. The group that has a wrong reported speech sentence loses their turn. The group that has the most correct reported speech sentences wins.
- T declares the winner(s) and says congratulations to the winner, then leads to the new lesson.

Everyday English

Giving and responding to good news

ACTIVITIES 1 + 2

Aims:

- **To introduce one way to give good news and two ways to respond to good news;**
- **To help Ss practise giving and responding to good news.**

1

– Play the recording for Ss to listen and read the conversation between Nick and Mi. Ask Ss to pay attention to the highlighted sentences. Emphasise the ways to give and respond to good news:

  • *Great news for us.*

  • *Great!*

  • *Congratulations!*

– Tell Ss that *Great!* and *Congratulations!* are different ways to respond to good news in different contexts. Tell them that if good news is general and good for everyone, we can say *Great!*; if the news is good for the speaker only, the responder may say *Congratulations!*

– Have Ss practise the conversation in pairs.

Audio script – Track 71:

Nick: Great news for us. We'll have school clouds so we won't have to carry lots of books to school.

Mi: Great!

Nick: And I won first prize in the essay contest and got an iPad so I can read books from the school clouds.

Mi: Congratulations!

2

Ask Ss to work in pairs to make similar conversations. Tell them to use the contexts given and the sample expressions. Give feedback on their conversations.

COMMUNICATION

Everyday English

Giving and responding to good news

1 **Listen and read the conversation. Pay attention to the highlighted sentences.** 71

Nick: Great news for us. We'll have school clouds so we won't have to carry lots of books to school.

Mi: Great!

Nick: And I won first prize in the essay contest and got an iPad so I can read books from the school clouds.

Mi: Congratulations!

2 **Work in pairs. Give news and respond to the news in the following situations.**

1. You tell your classmate about the new vending machine at your school.
2. You tell your classmate about a new laptop that your dad gave you on your birthday.

EXTRA ACTIVITY

– Ss work in groups of three to make short conversations that include the phrases: *That's great news!, Great!,* and *Congratulations!*

– Their conversations should be between two people and be between four and six sentences long.

– Ask Ss if they think of any other expressions to show giving and responding to good news.

– Some possible examples are: *That's wonderful!; I'm happy to hear that. Wonderful!; Well done!*

Online learning

ACTIVITY 3

Aims:

– **To help Ss learn the language to describe the benefits and problems of online learning;**

– **To help Ss practise reading for specific information.**

– Have Ss work in pairs to read the posts to get information from the posts and to fill in the table. Then ask some pairs to read out their answers. Correct their pronunciation if necessary.

– Check the answers as a class.

Online learning

3 **Work in pairs. Read the posts from some students about online learning and complete the table.**

Mi: Our teacher uses Zoom to teach. But some students don't have computers or smartphones. Others complain about the poor connection. I also feel more stressed when learning online.

Tom: Our teacher uses Google Meet for video conferencing. It's quite convenient, and we don't have to get up early. Still, I prefer to study face to face. I want to see my classmates.

Phong: We use Microsoft Teams. I don't like online learning. My eyes get tired. I can't concentrate well. But online learning helps us become more independent.

Nick: We use Zoom to discuss and share ideas. We interact in breakout rooms. It also helps us avoid traffic jams. But I'm not happy about the Internet connection at times.

– If time allows, ask some Ss to retell information from the posts or to role-play the four friends to tell class about the platform their teacher uses for their classes.

Key:

Benefits	Problems
1. It's convenient. 2. Students don't have to get up early. 3. It helps students become more independent. 4. It helps students avoid traffic jams.	1. Some students don't have computers or smartphones. 2. The Internet connection is poor. 3. It makes some students feel more stressed when learning online. 4. Students can't meet their classmates. 5. Some students get tired eyes and can't concentrate well.

Benefits	Problems
1. It's convenient. 2. _____ 3. _____ 4. _____	1. Some students don't have computers or smartphones. 2. _____ 3. _____ 4. _____ 5. _____

ACTIVITY 4

Aim: To help Ss practise talking about the benefits and problems of the learning platform.

4 **Work in groups. Talk about a platform you use for your online classes or one you know about. What are the benefits and problems of using it?**

– Have Ss work in groups to talk about the benefits and problems of their online learning platform.

– Ask them to think of the platform they use and use the table in **3** to make notes. Tell them to use sentences in **3**.

– Invite some Ss to tell about their online learning platforms. Correct any grammar or pronunciation mistakes if necessary.

ACTIVITY 5

Aims:

– **To help Ss practise reporting the platform his / her friends use for online learning, the benefits and problems of that online learning platform;**

– **To help Ss practise reported speech.**

5 **Report the answers of one of your group members to the class.**

Example:

Lan said that her extra class used Microsoft Teams. She said that she and her classmates found it difficult to use. However, it is convenient to have online classes on Microsoft Teams when the weather is bad.

– Have Ss work in groups to discuss their online learning platforms.
– Tell them that they can make notes about what their friends like and dislike about the platform their classes / teachers use.
– Ask them to use ideas from the posts and the table in **3**.
– Invite group representatives to report one of their group member's answers. Give feedback on Ss' reports.

WRAP-UP

– Ask Ss what they have learnt in the lesson.
– Ask them to list one way to give good news and two ways to respond to good news.
– Ask Ss to list orally the benefits and problems of online learning.

SKILLS 1

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson.**
- **To help Ss revise the benefits and problems of online learning.**

- Let Ss play a game in two groups of four or five, Group A and Group B. Give each group a set of ten phrases on slips of paper with five about the benefits of online learning and five about the possible problems of online learning. Group A has to choose the right slips about the benefits to stick to the board. Group B has to choose the right slips about the problems to stick to the board.
- Stop the game when time is up.
- Ask each group to read out their answers. The group that has the most correct or appropriate answers wins. T declares the winner(s).

Reading

ACTIVITY 1

Aims:

- **To introduce Ss to some new technologies;**
- **To help Ss practise describing pictures.**


SKILLS 1

Reading

1 Work in pairs. Name the technological applications in the pictures. Can they be used in schools?

1. _____ 2. _____

3. _____

- Have the class work in pairs to describe the pictures and say what technological applications the pictures are about. Check the answers as a class.
- Ask Ss to discuss if these technologies can be used at schools.

Key: **1.** eye-tracking **2.** fingerprint scanner **3.** face recognition

ACTIVITY 2

Aims:

- **To introduce Ss to some new technologies that are applied at schools;**
- **To improve Ss' skill of reading advertisements for details.**

- Ask Ss to look at the two headings **Biometrics** and **Nanolearning** and the pictures in **1** to guess what they are.
- Explain the meanings of the two words. Explain these words in Vietnamese because these may be unfamiliar technologies to Ss.

  • **Biometrics** /ˌbaɪəʊˈmetrɪks/: A science that use measurements of human features (eyes, fingerprint, …) to identify people.

  • **Nanolearning** = Nano + learning. Nano means very very small = one billionth. Nanolearning means learning small portions.

2 **Read the texts and tick (✓) B (Biometrics) or N (Nanolearning).**

Biometrics

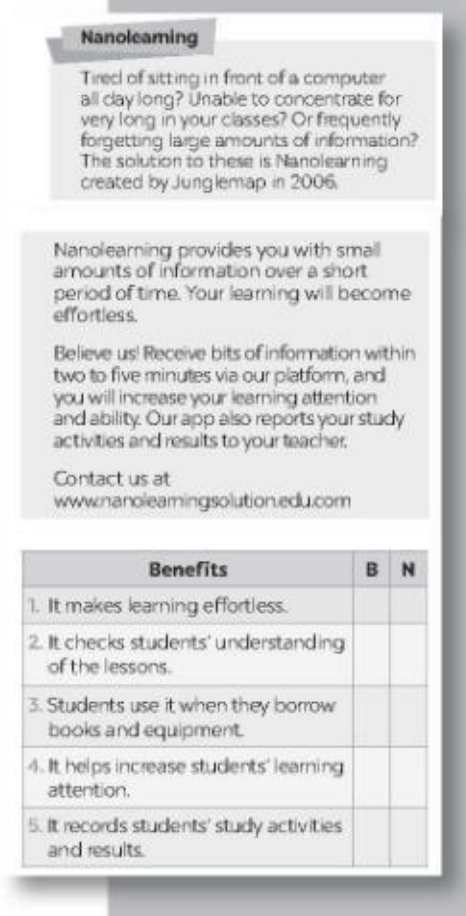
No more worries about truancy and cheating! Just introduce biometric applications at your school. With fingerprint scanners or facial or voice recognition technologies, schools will be able to check students' attendance. Teachers will no longer need to call students' names to find out who is absent. This will make more time for activities!

Schools can also use these biometric applications for students who borrow books and equipment. Even more amazing, teachers can even use the eye-tracking applications to check students' understanding of a lesson and to motivate students to learn.

For more information, visit www.biometricappsolution.com

- Ask Ss to work individually to read the texts and to decide if the statements are about biometrics or nanolearning. Ask them to tick B (Biometrics) or N (Nanolearning).
- Ask Ss to underline the keywords in each of the statements, then search for the information in the two texts.
- Have Ss work in pairs to swap answers or to check answers together.
- Ask some Ss to read out loud the statements and say B or N. Ask them to show the parts in the reading where they find the answers.
- Check the answers as a class.

Key: **1.** N **2.** B **3.** B **4.** N **5.** N



Nanolearning

Tired of sitting in front of a computer all day long? Unable to concentrate for very long in your classes? Or frequently forgetting large amounts of information? The solution to these is Nanolearning created by Junglemap in 2006.

Nanolearning provides you with small amounts of information over a short period of time. Your learning will become effortless.

Believe us! Receive bits of information within two to five minutes via our platform, and you will increase your learning attention and ability. Our app also reports your study activities and results to your teacher.

Contact us at www.nanolearningsolution.edu.com

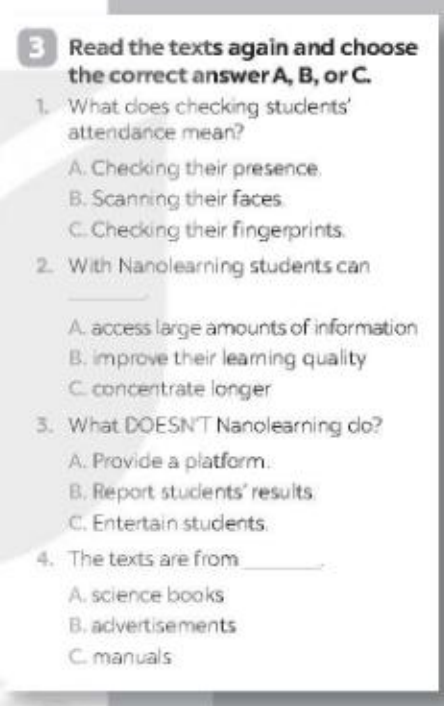
Benefits	B	N
1. It makes learning effortless.		
2. It checks students' understanding of the lessons.		
3. Students use it when they borrow books and equipment.		
4. It helps increase students' learning attention.		
5. It records students' study activities and results.		

ACTIVITY 3

Aim: To improve Ss' skill of reading for general and specific information.

- Have Ss work individually for five minutes and choose the correct answers. Remind them to underline the keywords in the questions and the evidence for the answers in the texts.
- Ask Ss to take turns to give the answers. Ask them to show the parts in the reading texts where they find the answers.
- Check the answers as a class.
- T can also ask one or two Ss to say which technology they prefer and why or ask them to orally summarise each of the texts.

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



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

1. What does checking students' attendance mean?
   A. Checking their presence.
   B. Scanning their faces.
   C. Checking their fingerprints.
2. With Nanolearning students can _____.
   A. access large amounts of information
   B. improve their learning quality
   C. concentrate longer
3. What DOESN'T Nanolearning do?
   A. Provide a platform.
   B. Report students' results.
   C. Entertain students.
4. The texts are from _____.
   A. science books
   B. advertisements
   C. manuals

EXTRA ACTIVITY

- Put Ss into pairs and have them reread the texts in **2** again.
- Each pair is to come up with four statements about the texts.
- Two of the statements will be true and two will be false. They are to be in mixed order.
- Ss then give these sentences to another pair who tries to figure out which ones are true and which ones are false.

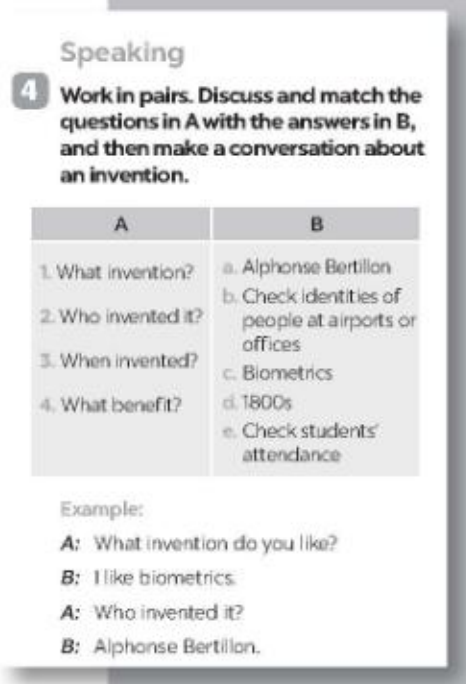
Speaking

ACTIVITY 4

Aims:

- **To have Ss practise asking and answering questions about an invention;**
- **To prepare Ss for 5.**

- Have Ss work in pairs to match the questions in A with the answers in B.
- Have them practise asking and answering questions about biometrics in the example.



Speaking

4 **Work in pairs. Discuss and match the questions in A with the answers in B, and then make a conversation about an invention.**

A	B
1. What invention?	a. Alphonse Bertillon
2. Who invented it?	b. Check identities of people at airports or offices
3. When invented?	c. Biometrics
4. What benefit?	d. 1800s
	e. Check students' attendance

Example:

A: What invention do you like?

B: I like biometrics.

A: Who invented it?

B: Alphonse Bertillon.

- Assist Ss to make full questions when necessary.
- Ask them to ask and answer questions about an invention they like or know.
- Ask some pairs to role-play it.
- Ask the class to offer feedback on their questions, answers, and pronunciation.
- Prepare cue cards about different inventions and ask Ss to practise asking and answering questions about those inventions.

Suggested answer:

A: What invention do you like?

B: I like biometrics.

A: Who invented it?

B: Alphonse Bertillon.

A: When did he invent it?

B: In 1880s.

A: What can we use it for?

B: It can help us check students' attendance. We can also use it to check identities of people at airports or offices.

ACTIVITY 5

Aims:

- **To have Ss practise asking and answering questions about an invention or a technology;**
- **To give Ss an opportunity to practise explaining how the invention or technology can help us;**
- **To improve Ss' confidence in speaking in front of the class.**

5 **Work in groups. Ask and answer questions about a technology or an invention. Use the example in 4 as a cue. Then report your answers to the class.**

Example:

Mi likes biometrics. Alphonse Bertillon invented it in 1800s. It is a very important technology. We use it to ...

- Have Ss work in groups to ask and answer questions about an invention or a technology.
- Ask them to explain what they can use that technology or invention for.
- Invite one representative of each group to report their group's answers to the class.
- Give feedback on their reports in terms of language, reported verb forms, and pronunciation.

WRAP-UP

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

SKILLS 2

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson.**
- **To help Ss revise the use of Biometrics and Nanolearning.**

- Let Ss play a game in two groups. Give each group a set of phrases on slips of paper about the use of Biometrics and Nanolearning. Each group has to choose the right slips about Biometrics and the right ones about Nanoleaning and stick to the right columns on the board.

- Stop the game when time is up.
- Ask each group to read out their answers. The group that has the most correct or appropriate answers wins. T declares the winner(s).

Listening

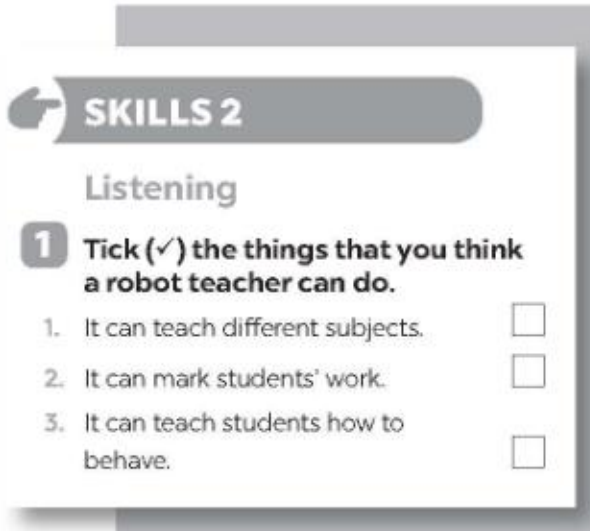
ACTIVITY 1

Aim: To help Ss brainstorm ideas for listening.

- Ask Ss to work in pairs to tick the things that a robot teacher can do. Ask Ss to add more things a robot teacher can do.
- Also ask Ss to list things robots in general can do (for example: do boring housework, hard work in factories, deliver letters at workplaces, etc.).

Suggested answer:

- 1, 2
- A robot teacher can dance, sing, and play with students, …


SKILLS 2

Listening

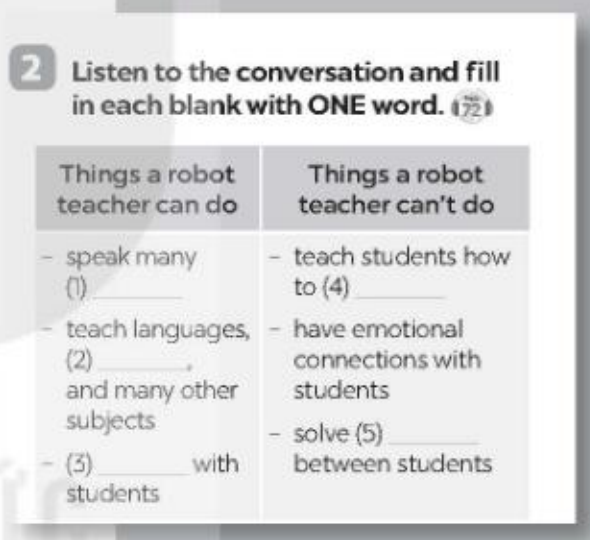
1 **Tick (✓) the things that you think a robot teacher can do.**

1. It can teach different subjects. ☐
2. It can mark students' work. ☐
3. It can teach students how to behave. ☐

ACTIVITY 2

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

- Tell Ss that they are going to listen to a conversation about a robot teacher and fill in each of the blanks with ONE word.
- Ask Ss to work individually to read the table and guess the possible words to fill in each of the blanks.
- Remind them to think of the part of speech of that word (noun, verb, adjective, adverb, or number) and forms of nouns (singular, plural).
- Play the recording once for Ss to fill in the blanks. Remind Ss that they should write only ONE word for each blank.
- Check Ss' answers and play the recording again for them to better understand the conversation between Tom and Lan. Stop or rewind the recording where necessary.


2 **Listen to the conversation and fill in each blank with ONE word.** 72

Things a robot teacher can do	Things a robot teacher can't do
– speak many (1) _____ – teach languages, (2) _____, and many other subjects – (3) _____ with students	– teach students how to (4) _____ – have emotional connections with students – solve (5) _____ between students

Key: **1.** languages **2.** maths **3.** interact **4.** behave **5.** problems

ACTIVITY 3

Aim: To improve Ss' listening comprehension.

- Ask Ss to work in pairs to read the statements and underline the keywords in the statements.
- Play the recording once. Give them two minutes to decide if the sentences are T (True) or F (False).
- Play the recording again for Ss to check their answers.
- Check answers as a class.


3 **Listen again and tick (✓) T (True) or F (False).** 73

	T	F
1. Elias can do a Gangnam style dance.		
2. Students can practise English with the robot in real time.		
3. The robot feels tired when it repeats words.		
4. The robot asks questions that are too difficult for students to answer.		
5. Robots can teach students how to behave correctly.		

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

Audio script – Tracks 72 + 73:

Tom: I heard that in Finland, a robot called Elias can speak 23 languages. This robot teaches many subjects like languages and maths to school students.

Lan: Wow! Can it interact with students?

Tom: Yes. Students can practise English with Elias in real time. Elias can even do a Gangnam style dance for the students.

Lan: Sounds exciting. I think children would enjoy studying in a class with Elias.

Tom: Exactly! This robot is patient and doesn't feel tired repeating words. It can also ask questions that are suitable for the students' level.

Lan: So students can answer questions which are not too difficult, and they won't feel embarrassed when they make mistakes, right?

Tom: Definitely. I think one day robot teachers will replace human teachers.

Lan: I don't think so. They can't teach students how to behave.

Tom: Hmm … That's true. Also robots don't have emotional connections with students like humans do.

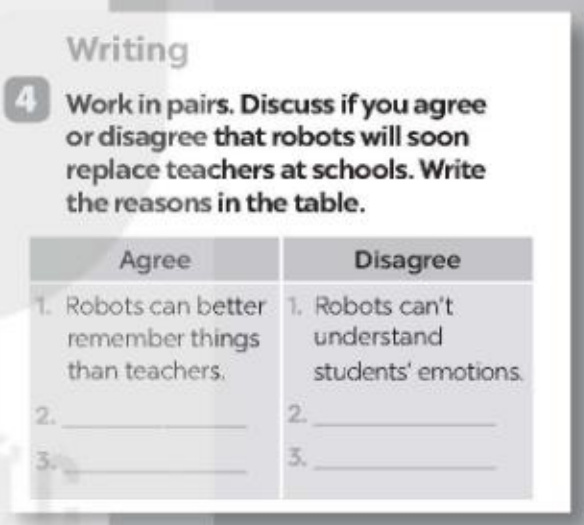
Lan: One more thing is that robots can't solve problems between students …

Writing

ACTIVITY 4

Aims:

- **To provide Ss with vocabulary and ideas about whether a robot teacher will replace human teachers at schools;**
- **To prepare Ss for the opinion writing in 5.**


Writing

4 **Work in pairs. Discuss if you agree or disagree that robots will soon replace teachers at schools. Write the reasons in the table.**

Agree	Disagree
1. Robots can better remember things than teachers.	1. Robots can't understand students' emotions.
2. _____	2. _____
3. _____	3. _____

- Ask Ss to work in pairs to brainstorm ideas and fill in the blanks.
- Ask Ss to get ideas from the listening and add any more ideas they have.
- Ask some Ss to read out loud ideas for each column.
- Correct their pronunciation where necessary.

Suggested answer:

Agree	Disagree
1. Robots can better remember things than teachers. 2. Robots can talk for a longer time and not feel tired. 3. Robots can store more data and information and tell it to students. 4. Robots can interact well with students. 5. Robots don't make students embarrassed if they give wrong answers.	1. Robots can't understand students' emotions. 2. Robots can't teach students how to behave well. 3. Robots can't help solve problems between students. 4. Robots can't motivate students. 5. Robots don't have emotional connections with students.

ACTIVITY 5

Aim: To help Ss practise writing a paragraph to express their opinions.


5 Now write a paragraph (80 – 100 words) to express your opinion. Use the notes in 4.
Start your paragraph as shown below.
I agree / disagree that robots will soon replace teachers at school. First, they _____

- Record the ideas Ss have brainstormed in **4** on the board.
- Ask Ss to work individually to write for 15 minutes. Tell them to use the information in **4** and any other ideas they may think of. Remind Ss to choose only three ideas for their paragraph.
- Then ask one student to read out his / her paragraph.
- If time allows, also ask Ss to work in groups to write on an A1 / A0 size piece of paper, then organise a gallery walk. Ss walk round and offer feedback on peers' writing in terms of ideas, grammar, and connectors.

Suggested answer:

I disagree that robots will soon replace teachers at school. First, although robots can store much information to provide to students, they cannot teach students how to behave in the right ways in different situations. Second, a robot can only teach what is programmed, but cannot help students deal with problems, especially troubles among students' relationships. Third, a robot can speak, walk, do simple actions, but they cannot interact with students in the way human teachers do. Robots do not have emotions and feelings, so I believe they cannot help students to deal with problems related to feelings and emotions.

EXTRA ACTIVITY

- In groups of four, Ss discuss what they think it would be like if their teacher was a robot.
- Encourage them to come up with 4 - 6 ideas, then share their ideas with the rest of the class.

WRAP-UP

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

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.


LOOKING BACK
Vocabulary
1 Circle the option that goes with each verb.
1. create — A. an application / B. attendance
2. invent — A. a painting / B. a telephone
3. develop — A. an art / B. a technology
4. discover — A. a planet / B. a technology

Vocabulary

ACTIVITY 1

Aim: To help Ss review the phrases they have learnt in the unit.

- Have Ss work individually to circle the option that can combine with each verb.
- Have Ss read out their phrases. Correct Ss' pronunciation if necessary.
- Check answers as a class.

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

ACTIVITY 2

Aim: To help Ss review the vocabulary about new technologies that they have learnt in the unit.

- Have Ss work individually to fill in each blank with the correct form of the words / phrases from the box. Check answers as a class.
- Ask some Ss to read aloud the sentences. Correct Ss' pronunciation if necessary.

Key: **1.** robot teachers **2.** application
3. face recognition **4.** eye-tracking
5. check attendance

2 **Fill in each gap with a word or phrase from the box. You may have to change the form of the word or phrase.**

eye-tracking	application
check attendance	robot teacher
face recognition	

1. They will develop more _____ to support human teachers at schools.
2. Siri, the voice recognition technology, is a(n) _____ of biometric technology.
3. Please look at this _____ screen. It will check if you are a club member.
4. Teachers can ask students to wear _____ glasses and check if they understand a lesson.
5. Schools can _____ quickly and effectively using fingerprint scanners.

Grammar

ACTIVITY 3

Aim: To help Ss review reported speech.

- Have Ss work individually to circle a mistake in each sentence. Remind them that only the underlined words have mistakes.
- Then ask Ss to work in pairs to swap and check their answers.
- Check answers as a class.
- Ask one student to read out his / her sentences. Correct his / her pronunciation if necessary.

Key:
1. B (discovers → discovered)
2. A (is → was)
3. B (will make → would make)
4. B (can → could)
5. C (next year → the next / following year)

Grammar

3 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. He said that (A) Isaac Newton discovers (B) gravity when an apple fell on (C) him.
2. Our teacher said that (A) the World Wide Web is (A) a free space (B) for people to share (C) knowledge.
3. The man said that (A) Nanolearning will make (B) students' learning more entertaining. (C)
4. Mike said that (A) he can (B) design a robot in (C) the future.
5. The headmaster said that (A) his school would use (B) voice recognition next year. (C)

ACTIVITY 4

Aim: To help Ss rewrite the sentences, using the words in BOLD.

- Ask Ss to work individually to rewrite the sentences as requested in the book.
- Ask one or two Ss 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 written on the board.
- Have all Ss correct their partner's answers.
- Ask some Ss to read out their sentences. Correct Ss' language and pronunciation if necessary.

4 **Rewrite the following sentences, using the words in BOLD.**

1. "We can't connect to the Internet to work online here," said Tom. **THERE**
2. "Science is becoming a more important subject in schools now," Mr Thompson said. **THEN**
3. "The school will use a machine to check students' attendance next year," said the headmaster. **WOULD**
4. "We are having a science competition this week," said the monitor to the class. **THAT**
5. "We don't like robot teachers at all," said the students. **DIDN'T**

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

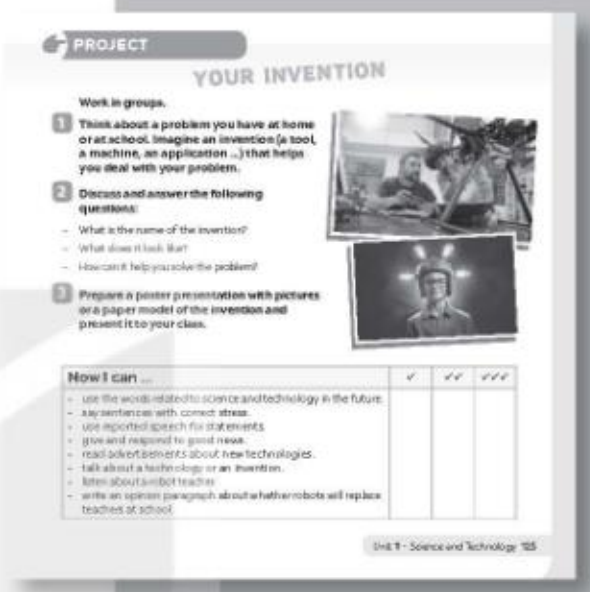
Key:

1. Tom said (that) they couldn't connect to the Internet to work online there.
2. Mr Thompson said (that) science was becoming a more important subject in schools then.
3. The headmaster said (that) the school would use a machine to check students' attendance the following year.
4. The monitor said to the class (that) they were having a science competition that week.
5. The students said (that) they didn't like robot teachers at all.

WRAP-UP

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

PROJECT


PROJECT

YOUR INVENTION

Work in groups.

1 Think about a problem you have at home or at school. Imagine an invention (a tool, a machine, an application ...) that helps you deal with your problem.

2 Discuss and answer the following questions:
- What is the name of the invention?
- What does it look like?
- How can it help you solve the problem?

3 Prepare a poster presentation with pictures or a paper model of the invention and present it to your class.

Now I can ...	✓	✓✓	✓✓✓
- use the words related to science and technology in the future.			
- say sentences with correct stress.			
- use reported speech for statements.			
- give and respond to good news.			
- read advertisements about new technologies.			
- talk about a technology or an invention.			
- listen about a robot teacher.			
- write an opinion paragraph about whether robots will replace teaches at school.			

Unit 9 - Science and Technology 105

Aims:

- **To help Ss brainstorm ideas about problems they have at home or at school;**
- **To raise Ss' awareness of their ability to be creative to deal with the problems;**
- **To improve Ss' teamwork and public speaking skills.**

- Have Ss work in groups to discuss a problem they have at home or at school. Ask them to think of an invention that can help them deal with their problems.
- Ask them to answer the suggested questions by brainstorming ideas: name of the invention, what the invention looks like, how it can help solve the problem.
- Tell Ss that they can draw pictures, create models, or take photos to illustrate their invention. Ask groups of Ss to pin / tape / glue the pictures / photos / models, write how it can help them deal with the problem on a large piece of paper, and present it to the class.
- If time is limited, assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide Ss carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their poster to the class.

NOW I CAN ...

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

Unit 12 LIFE ON OTHER PLANETS

Objectives:

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

- use the words related to the topic *Life on other planets*;
- use intonation for making lists correctly;
- use reported speech to report questions;
- express uncertainty;
- read for specific information about the possibility of life on other planets;
- talk about the conditions needed for planets to support human life;
- listen for specific information about an imaginary planet and its creatures;
- write a paragraph to describe imaginary creatures living on another planet.


Unit 12 LIFE ON OTHER PLANETS

THIS UNIT INCLUDES:

Vocabulary
Outer space

Pronunciation
Intonation for making lists

Grammar
Reported speech (questions)

Skills
- Reading about the possibility of life on other planets
- Talking about the conditions needed for planets to support human life
- Listening about an imaginary planet and its creatures
- Writing a paragraph to describe imaginary creatures living on another planet

Everyday English
Expressing uncertainty

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 game to revise *Unit 11*. For example, T can write *Science and Technology* on the board and divide the class into four teams and ask them to write on the board the list of future technology they expect to see in the future. Set a time limit and stop the game when the time is up. The team with the most items wins.
- Lead into the new unit. Ask Ss where and how fast they think we can travel with those new technologies. Ask them if we could travel to other planets with the new technologies that they have listed. Say: *Today, we're going to learn about other planets, or more specifically, life on other planets*. Write the unit title *Life on Other Planets* on the board. Ask Ss to guess what they are going to learn about in this unit. Then brainstorm words and phrases related to life on other planets.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

A THRILLING SCIENCE FICTION NOVEL

EXTRA ACTIVITY

- Put Ss into groups of four to five and have them recall as much information as they can remember about our solar system.
- Encourage them to mention what they know about the sun, planets, moon, and stars. Ask them to include how the planets are different.
- Lead a class discussion. Groups make a contribution to the discussion. Record their ideas on the board.


GETTING STARTED

A thrilling science fiction novel

1 Listen and read. 74

Mai: What book are you reading, Nick?

Nick: A journey back to Soduka. I'm on the last page.

Mai: That's a science fiction book, isn't it? What's it about?

Nick: Yes, it is. It's about four creatures Titu, Kaku, Hub, and Barb. They're travelling back to Soduka, a planet like Earth. Along the way they have to land on Earth because their spaceship breaks down. They meet Tommy and become friends with him.

Mai: What happens next?

Nick: Tommy helps the four creatures repair their spaceship, so they can travel back to their home planet. But their commander forces them to return to Earth to destroy it. Tommy and the four creatures try to oppose the commander.

Mai: Sounds thrilling!

Nick: Tommy and the four creatures manage to stop the commander from destroying Earth.

Mai: So it has a happy ending! What do you think about the possibility of aliens attacking Earth?

Nick: I'm not sure about it. But I'm starting to think about it. I sometimes ask myself what we would do if aliens took over our planet.

124 Tiếng Anh 11

ACTIVITY 1

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 conversation, the picture and answer some of these questions, e.g. *What are Nick and Mai talking about? Who do you think the men in black are? Where do you think the men in black are from? Where do you think the boy standing between the four men is from? What do you think the object above the men is?* Encourage Ss to give answers, but do not confirm whether their answers are right or wrong. Ask them to talk a bit about what life on other planets might be like.
- 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 answer: *They are talking about aliens / creatures from another planet. They are aliens / creatures from another planet. He is from Earth. It is a spaceship / flying saucer / UFO.*

Audio script – Track 74:

Mai: What book are you reading, Nick?

Nick: *A journey back to Soduka*. I'm on the last page.

Mai: That's a science fiction book, isn't it? What's it about?

Nick: Yes, it is. It's about four creatures Titu, Kaku, Hub, and Barb. They're travelling back to Soduka, a planet like Earth. Along the way they have to land on Earth because their spaceship breaks down. They meet Tommy and become friends with him.

Mai: What happens next?

Nick: Tommy helps the four creatures repair their spaceship, so they can travel back to their home planet. But their commander forces them to return to Earth to destroy it. Tommy and the four creatures try to oppose the commander.

Mai: Sounds thrilling!

Nick: Tommy and the four creatures manage to stop the commander from destroying Earth.

Mai: So it has a happy ending! What do you think about the possibility of aliens attacking Earth?

Nick: I'm not sure about it. But I'm starting to think about it. I sometimes ask myself what we would do if aliens took over our planet.

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Have Ss read the conversation in detail to do the exercise. Ask them how to do this kind of exercise. Explain the strategies, if necessary (e.g. reading the statements, underlining the keywords in the statements, locating the keywords in the conversation, and then reading that part to decide if each statement is true or false). 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 share the answers with the class. Ask them to give evidence when they share their answers.

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

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

	T	F
1. Soduka is a planet that is very different from Earth.		
2. Titu, Kaku, Hub, and Barb have to land on Earth because their spaceship breaks down.		
3. Tommy helps the four creatures make a new spaceship so that they can return to Soduka.		
4. The four creatures travel to Earth again to visit Tommy.		
5. The novel makes Nick and Mai think about the possibility that Earth might be attacked by aliens.		

ACTIVITY 3

Aim: To help Ss use the words related to outer space.

- Have Ss quickly match the words in the left column with their definitions in the right column individually.
- Then ask Ss to check their answers with their partners. Check the answers as a class. Ask for translation of some of the words in the list to check their understanding.
- With a stronger class, ask Ss to make some examples with the words they have learnt. If there is enough time, ask some Ss to write their answers on the board.

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

3 **Match the words (1 - 5) with their definitions (a - e).**

1. oppose	a. real or imaginary living things
2. creatures	b. living things from another world or planet
3. commander	c. to fight against
4. aliens	d. the fact that something might exist or happen, but is not certain to
5. possibility	e. an officer in charge of a particular group of soldiers

ACTIVITY 4

Aim: To help Ss use the words that they have learnt in 3 in specific context.

- Ask Ss to do the exercise individually and then check with the whole class.
- When checking, ask Ss to refer to **3** to make the meanings of the words clearer to them.

Key: **1.** possibility **2.** aliens **3.** creatures **4.** commander **5.** oppose

4 **Complete the sentences with the words in 3.**

1. There is a _____ that we might visit Mars in the near future.
2. The main character in the film is a boy who makes friends with some _____ from a planet.
3. Dogs are more social _____ than cats.
4. These soldiers were punished because they didn't obey their _____.
5. Some people _____ sending spaceships to explore other planets.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To provide Ss with practice in giving their opinions about the possibility of life on other planets.

- Have Ss work in groups, discussing whether they believe that there is life on other planets or not. Remind Ss to explain the reasons for their belief. Go round to observe.
- Call on Ss from every group to give their groups' opinions about the possibility of life on other planets and explain the reasons for their opinions. Encourage Ss to say as many sentences as possible. Do not intervene while they are speaking in order to correct their errors or give comments. After each student finishes his or her presentation, invite comments on his or her clarity, language, fluency from other Ss. Correct some common errors if needed.

5 **Work in groups. Discuss the following questions. Then report your group's answers to the class.**

Do you believe that there is life on other planets? Why / Why not?



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, show the conversation and highlight the keywords related to the topic. Also highlight the reported question in the conversation "*I sometimes ask myself what we would do if aliens took over our planet.*" and the sentence with rise-fall intonation for making a list "*It's about four creatures Titu, Kaku, Hub, and Barb*". Tell 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.**

- Ask Ss to play the game *What and Where*: Draw a word web with five circles on the board. Elicit the five words they have learnt in the previous lesson from the class and write them in the circles (one word per circle). When all the five words are written, give Ss one minute to remember the position of each word. Ask Ss to say the words out loud. Rub out every word as Ss say each of them out loud, leaving only the circles. Ask Ss to work in two groups, taking turns to fill in the circles with the words which were rubbed out. The group that has most correct answers wins.
- Ask Ss to say the names of the eight planets that go around the sun in Vietnamese. Remind Ss that they learnt these planets from a lesson of Natural Science when they were in Grade 6.

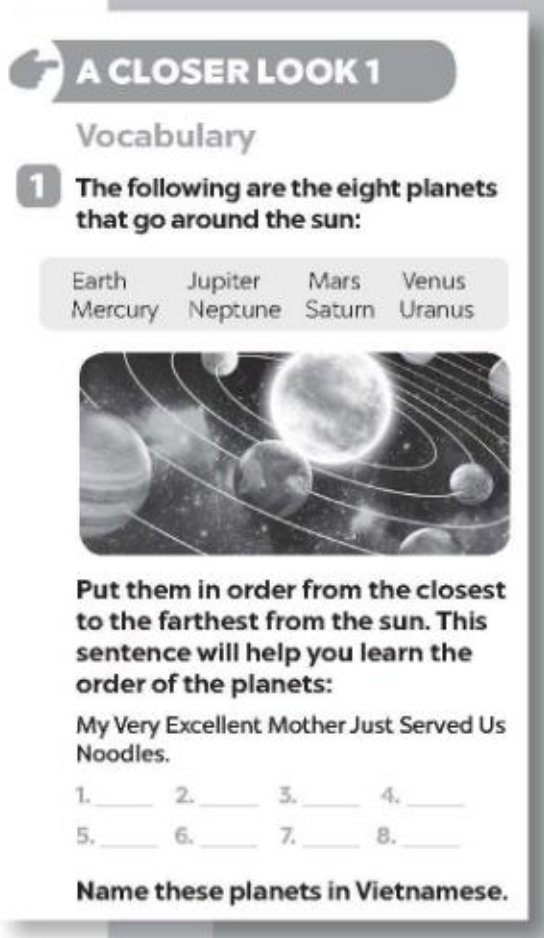
Vocabulary

ACTIVITY 1

Aim: To teach English names of the eight planets that go around the sun.

- Read out the name of each planet and ask Ss to repeat it in chorus. Then call on some Ss to read out the names of the planets. Correct their pronunciation mistakes if needed.
- Have Ss work individually to put the eight planets in order from the closest to the farthest from the sun. If Ss cannot remember the order, they can use the sentence "My Very Excellent Mother Just Served Us Noodles" because the first letter of each word in it is the first letter of the name of each planet.
- Let Ss work in pairs to compare their answers before they share their answers to the class. Check and confirm the correct answers. Call on some Ss to say the names of the eight planets in Vietnamese.

Key: **1.** Mercury (Thuỷ tinh) **2.** Venus (Kim tinh)
3. Earth (Trái đất) **4.** Mars (Hoả tinh)
5. Jupiter (Mộc tinh) **6.** Saturn (Thổ tinh)
7. Uranus (Thiên Vương tinh) **8.** Neptune (Hải Vương tinh).



A CLOSER LOOK 1

Vocabulary

1 **The following are the eight planets that go around the sun:**

Earth Jupiter Mars Venus
Mercury Neptune Saturn Uranus

Put them in order from the closest to the farthest from the sun. This sentence will help you learn the order of the planets:

My Very Excellent Mother Just Served Us Noodles.

1. ____ 2. ____ 3. ____ 4. ____
5. ____ 6. ____ 7. ____ 8. ____

Name these planets in Vietnamese.

ACTIVITY 2

Aim: To teach Ss new vocabulary related to outer space.

- Have Ss individually match the words given with the pictures in the right column.
- Then ask Ss to check their answers with their partners. Check the answers as a class. If needed, provide a translation of some of the words given to check their understanding.
- With a stronger class, ask Ss to make some examples with the words they have learnt. If there is enough time, ask some Ss to write their answers on the board.

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



2 **Match the words (1 - 5) with the pictures (a - e).**

1. telescope
2. UFO
3. rocket
4. galaxy
5. crater

EXTRA ACTIVITY

- Have Ss work in pairs and choose two vocabulary items from **2**.
- Then ask them to construct one or two sentences to show how those two items are either similar or different.
- Share with them this example: *A telescope and a UFO are different because a telescope is an instrument, but a UFO is a vehicle for transportation.*

ACTIVITY 3

Aim: To help Ss use the words related to outer space that they have learnt in 2 in specific context.

- Ask Ss to do the exercise individually and then check with the whole class.
- When checking, ask Ss to refer to **2** to make the meanings of the words clearer to them.

Key: **1.** craters **2.** rocket **3.** telescope **4.** Venus **5.** galaxy

3 **Complete the following sentences with the words from the box.**

Venus telescope craters rocket galaxy

1. There are many _____ on the surface of the moon.
2. We use a _____, which is in the shape of a big tube, for travelling or carrying things into space.
3. We need to use a _____ to clearly see the surface of the moon.
4. The planet which is the second closest to the sun is _____.
5. The Milky Way is the _____ that includes our solar system.

Pronunciation

Intonation for making lists

ACTIVITY 4

Aims:

- **To teach Ss the use of intonation to make lists of people or things;**
- **To help Ss practise using intonation for making lists.**

- Explain to Ss how to make a list by playing part of the conversation in **GETTING STARTED** that includes a sentence in which a list is made: *"It's about four creatures Titu, Kaku, Hub, and Barb"*. Ask Ss to pay attention to the intonation of the sentence. Ask them to give comments.
- Have Ss read through the instructions and the examples in the **Remember!** box. Answer any questions and ensure that Ss understand the instructions. Call on some Ss to read out the examples. Comment and correct their pronunciation.
- Ask Ss to read through the five sentences first. Then play the recording for them to listen to and repeat the sentences. Ask them to pay close attention to the tones of the underlined words in each sentence. Play the recording as many times as necessary. Call on some Ss to read out the sentences. Invite comments from other Ss and correct any mistakes if available.

Pronunciation

Intonation for making lists

Remember!

When we make a list, our voice slightly rises on the previous item(s) and falls on the last item.

Example:

The inner planets are the four planets closest to the sun:

Mercury ↗, **Venus** ↗, **Earth** ↗, and **Mars** ↘

We've got **bananas** ↗, **apples** ↗, **pears** ↗, and **oranges** ↘

4 **Listen and repeat the sentences. Pay attention to the tones of the underlined words in each sentence.** 75

1. I'd like some eggs, some milk, some cheese, and some bread, please.
2. My father can speak four languages: English, French, Russian, and Spanish.
3. My favourite sports are football, tennis, basketball, and volleyball.
4. My kitten is cute, smart, playful, and noisy.
5. The outer planets, which are made up mostly of gas, include Jupiter, Saturn, Uranus, and Neptune.

Audio script – Track 75:

1. I'd like some eggs ↗, some milk ↗, some cheese ↗, and some bread ↘, please.

2. My father can speak four languages: English ↗, French ↗, Russian ↗, and Spanish ↘.

3. My favourite sports are football ↗, tennis ↗, basketball ↗, and volleyball ↘.

4. My kitten is cute ↗, smart ↗, playful ↗, and noisy ↘.

5. The outer planets, which are made up mostly of gas, include Jupiter ↗, Saturn ↗, Uranus ↗, and Neptune ↘.

ACTIVITY 5

Aims:

- **To give Ss practice in identifying tones in sentences that include lists of people or things;**
- **To give Ss practice in using intonation for making lists.**

- Have Ss quickly read the four conversations. Then play the recording for Ss to listen and draw appropriate arrows to indicate the rising and falling intonations of the underlined words in each response of the conversations.
- Invite some Ss to share their answers. Confirm the correct ones. Call on some pairs to read the conversations out loud. Comment and correct any mistakes.
- For a stronger class, Ss work in pairs to draw the arrows first. Then play the recording for them to check their answers.

5 **Listen to the conversations. Do you think the voice goes up or down on the underlined words in each second sentence? Draw a suitable arrow (↗ or ↘) on each underlined word.** 76

1. ***A:*** Good evening! What can I get you, sir?
   B: I'd like some pork, some chicken, some tofu, and some vegetables.
2. ***A:*** What did you buy at the clothing store yesterday?
   B: I bought a T-shirt, a jumper, a tie, and a cap.
3. ***A:*** What music do you like?
   B: I like pop, blues, country, and jazz.
4. ***A:*** What do you think we should bring with us to Mars?
   B: I think we should bring food, water, clothes, and a tent.

Key + Audio script – Track 76:

1.

A: Good evening! What can I get you, sir?

B: I'd like some pork ↗, some chicken ↗, some tofu ↗, and some vegetables ↘.

2.

A: What did you buy at the clothing store yesterday?

B: I bought a T-shirt ↗, a jumper ↗, a tie ↗, and a cap ↘.

3.

A: What music do you like?

B: I like pop ↗, blues ↗, country ↗, and jazz ↘.

4.

A: What do you think we should bring with us to Mars?

B: I think we should bring food ↗, water ↗, clothes ↗, and a tent ↘.

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 ones they can do.

A CLOSER LOOK 2

Grammar

Reported speech (questions)

WARM-UP

Aims:

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

- Ask a student, "How often do you exercise in the morning?" and write the question on the board. Then ask the whole class, "What did I just ask …?" Elicit the answers from Ss. Say and write the sentence "I asked … how often he did exercise in the morning." Explain to Ss that the first sentence is a direct question and the second is the equivalent reported question.
- Ask Ss to look carefully at the two questions on the board. Underline the words *How often, do, you* in the first question and *asked, how often, he, did* in the second question. Ask them to compare the two questions in terms of the question word, verb tense, word order, and punctuation. Then ask them what verb is used as a reporting verb in the reported question. Elicit the answers from Ss and comment or correct if necessary.
- Draw Ss' attention to the instructions and example in the **Remember!** box. Ask them to read the box carefully. Answer any questions and ensure that Ss understand the instructions.


A CLOSER LOOK 2

Grammar

Reported speech (questions)

Remember!

We normally use *ask*, *wonder*, and *want to know* when we report questions. In reported questions, we use the same word order as in statements but omit the question mark.

Example:

She asked me, "What are you doing now?"

→ She **asked** me what I **was doing then**.

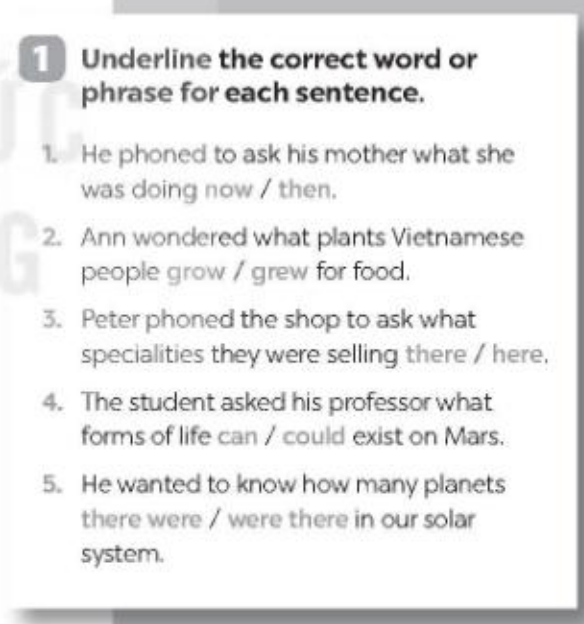
Remember that pronouns, possessive adjectives, verb tenses, place expressions, and time expressions change in reported questions just as in reported statements.

ACTIVITY 1

Aim: To help Ss use the appropriate adverbs, verb tenses, word order in reported questions.

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

Key: **1.** then **2.** grew **3.** there
4. could **5.** there were


1 **Underline the correct word or phrase for each sentence.**

1. He phoned to ask his mother what she was doing now / then.
2. Ann wondered what plants Vietnamese people grow / grew for food.
3. Peter phoned the shop to ask what specialities they were selling there / here.
4. The student asked his professor what forms of life can / could exist on Mars.
5. He wanted to know how many planets there were / were there in our solar system.

ACTIVITIES 2 + 3

Aim: To help Ss to make reported questions with given words, phrases, or direct questions.

- 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. Confirm the correct answers.

Key:

Activity 2:

1. My little brother asked me how many moons Venus had.
2. She wanted to know which planet was the closest to the sun.
3. The journalist asked the scientists what they were using telescopes in space for.
4. The scientists wanted to know when humans would be able to travel to Mars.
5. He asked the professor what the conditions for a planet to have life on it were.

Activity 3:

1. Mary asked the scientist who would be the first to step on Mars.
2. I asked my father how fast a UFO could travel.
3. The student asked his friend how many craters the moon had.
4. The pupils asked the teacher where they could find information about the solar system.
5. I asked my teacher what the weather on Mars was like.

EXTRA ACTIVITY

- Write these on the board:
  a) _____ *I* _____.
  b) _____ *doing* _____.
  c) _____ *asked* _____.
  d) _____ *then.*
- Put Ss into groups of three and ask them to make a different reported question for a-d. Encourage them to make silly questions.
- Ss write their four reported questions on an A4 sheet of paper and then when finished display them around the class.
- Ss wander around the room reading the different reported questions and note which one they think is the silliest.
- Lead a quick discussion with the class about which question they found to be the silliest.

ACTIVITY 4

Aim: To help Ss practise reported speech (both statements and questions) in situations.

- First, ask Ss to read the instruction. Use the example to make it clear to Ss what they are supposed to do. Then have Ss read the conversation carefully. If necessary, explain how to use the reporting verbs *say*, *tell,* and *ask*. Ask Ss to write the sentences individually and then compare their answers with a partner.

2 **Put the words and phrases in the correct order to make reported questions.**

1. how many moons / My little brother / asked me / had / Venus / .
2. which / She / planet / the closest / wanted to know / was / to the sun / .
3. asked the scientists / The journalist / what / for / were using / telescopes / in space / they / .
4. wanted to know / when / The scientists / travel to Mars / would be able to / humans / .
5. He / what / were / asked the professor / to have life / for a planet / the conditions / on it / .

3 **Change the following questions into reported questions.**

1. "Who will be the first to step on Mars?" Mary asked the scientist.
2. "How fast can a UFO travel?" I asked my father.
3. The student asked his friend, "How many craters does the moon have?"
4. The pupils asked the teacher, "Where can we find information about the solar system?"
5. "What is the weather on Mars like?" I asked my teacher.

4 **Report the conversation between An and Mai.**

An: What are you reading, Mai?
Mai: I'm reading *Aliens*, and I'm almost done.
An: What kind of book is it?
Mai: It's science fiction.
An: What's it about?
Mai: It's about three aliens who try to take over Earth.

Example:
An asked Mai what she was reading.
Mai told An that she was reading ...

- Ask some Ss to write their answers on the board.
- Check the answers with the whole class. Confirm the correct answers.

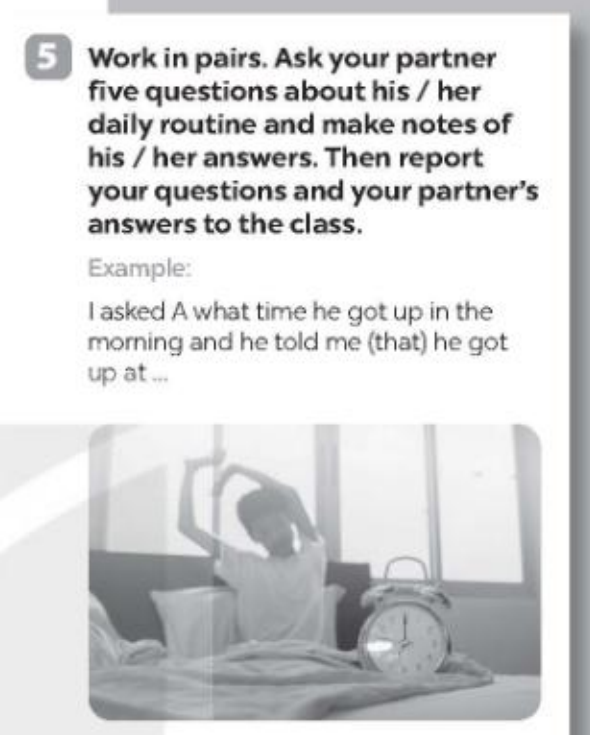
Suggested answer:

An asked Mai what she was reading. Mai told An that she was reading *Aliens*, and she was almost done. Next, An asked Mai what kind of book it was. Mai said to An that it was science fiction. And An asked Mai what it was about. Mai told An that it was about three aliens who tried to take over Earth.

ACTIVITY 5

Aim: To give Ss further practice with reported speech (both statements and questions) in real situations.

- 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, model the activity with a more able student.
- Have Ss work in pairs, asking and answering about their daily routine. Remind Ss to make notes of their partners' answers. Set time (4 - 5 minutes) for Ss to do this activity. Go round to help weaker Ss.
- Call on some Ss to report their questions and their partners' routine to the class. Correct any grammar and pronunciation mistakes if necessary.


5 **Work in pairs. Ask your partner five questions about his / her daily routine and make notes of his / her answers. Then report your questions and your partner's answers to the class.**

Example:

I asked A what time he got up in the morning and he told me (that) he got up at ...

WRAP-UP

- Summarise the main points of the lesson.
- Ask Ss to make sentences about themselves, using reported speech.

COMMUNICATION

WARM-UP

Aims:

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

- Ask some Ss to remember what someone has asked them and report his or her questions to the class.
- Introduce the objective of the lesson: learning how to express uncertainty.

Everyday English

Expressing uncertainty

ACTIVITY 1

Aim: To introduce ways of expressing uncertainty in everyday conversations.

- Play the recording for Ss to listen and read the two conversations at the same time. Ask Ss to pay attention to the questions and answers.
- Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class.

Audio script – Track 77:

1.

Nick: Do you think Mars may support life?

Mark: I'm not sure about it. Scientists are trying to find life there.

2.

Mary: Do you think Ann will win tomorrow?

Tommy: I doubt it. She injured her arm in a match last week.



COMMUNICATION

Everyday English

Expressing uncertainty

1 **Listen and read the conversations. Pay attention to the highlighted sentences.** 77

① ***Nick:*** Do you think Mars may support life?
Mark: I'm not sure about it. Scientists are trying to find life there.

② ***Mary:*** Do you think Ann will win tomorrow?
Tommy: I doubt it. She injured her arm in a match last week.

ACTIVITY 2

Aim: To help Ss practise expressing uncertainty.

- Ask Ss to work in pairs to make similar conversations with the 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.**

1. You are not sure about the possibility of water on Mars.
2. You doubt that one of your friends will get a good mark on the English test.
3. You are not sure if the weather will be fine tomorrow.

EXTRA ACTIVITY

- Put Ss into pairs. One student asks a *Yes / No* question about something in the future and the other student expresses uncertainty and gives a reason.
- Ss switch roles.
- Ss find a new partner and repeat the process.

Three planets in the solar system

ACTIVITY 3

Aims:

- **To help Ss learn about three planets in the solar system;**
- **To help Ss further develop their reading skill for specific information (scanning).**

- Have Ss read the instruction to understand what they are going to do. Remind them that they have to read the questions and underline the keywords first and then read the texts to scan for the necessary information to help them answer the questions.



Three planets in the solar system

3 **Read the information below and answer the questions that follow.**

Mercury
- smallest and closest to the sun with no moon
- very hot in the daytime but very cold at night
- no atmosphere → no wind or weather on it

Jupiter
- largest planet with about more than 90 moons
- stormiest planet
- third brightest object in the night sky

Venus
- hottest planet with no moon
- nearly as big as Earth
- often very bright in the early morning → people call it the morning star

1. What planets have no moon?
2. What planet is similar in size to Earth?
3. What planet is the smallest and closest to the sun?
4. What planet is called the morning star?
5. What is the largest and stormiest planet?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Set a time limit for Ss to read the texts and answer the questions. After that, get them to swap answers in pairs. Go around and offer help, if necessary.
- Check the answers as a class.

Key: **1.** (They are) Mercury and Venus. **2.** (It is) Venus.
3. (It is) Mercury. **4.** (It is) Venus. **5.** (It is) Jupiter.

ACTIVITY 4

Aim: To help Ss learn about the appearances of three planets in the solar system.

- Have Ss work in pairs. They discuss how to match the three planets in **3** with the pictures given. Reminds Ss to use the information given in **3** or their own knowledge.
- Let Ss work in pairs to compare their answers before they share the answers with the class. Check and confirm the correct answers.

Key: **1.** Venus **2.** Mercury **3.** Jupiter

4 **Work in pairs. Discuss and match the three planets in 3 with the pictures (1 - 3) below.**



1. _____



2. _____



3. _____

ACTIVITY 5

Aim: To help Ss practise giving a presentation about one of the three planets in 3.

- Have Ss work in groups, taking turns to talk about one of the three planets in **3**. Go round to observe. Encourage Ss to say as many sentences as possible. Ask Ss not to stop their group members while they are speaking in order to correct their errors.
- Call on some Ss to give the presentation about one of the three planets in front of the whole class. After each student finishes his or her presentation, invite comments on his or her clarity, language, and fluency from other Ss.

5 **Work in groups. Take turns to talk about one of the three planets in 3.**

Example:

I would like to tell you about Mercury.
It is the smallest planet ...

WRAP-UP

Have Ss say what they have learnt in the lesson.

SKILLS 1

WARM-UP

Aims:

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

- Write the phrase "Life on Other Planets" on the board and ask Ss to write as many words and phrases that are related to life on other planets as they can.

- Ask Ss to share their words and phrases with their partners to find out who can write more and which ones they have in common.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Reading

ACTIVITY 1

Aim: To help Ss understand and activate their knowledge of the topic.

- Ask Ss to work in pairs, discussing what they know about other planets, whether they would like to live on another planet or not and why.
- Ask some Ss to give their answers in front of the class. Ask some other questions about what science fiction movies they have seen lately.

ACTIVITY 2

Aims:

- **To develop Ss' reading skill of guessing the meaning of new vocabulary using context;**
- **To help Ss understand new vocabulary in the reading text;**
- **To improve Ss' reading skill for specific information.**

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

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

ACTIVITY 3

Aim: To improve Ss' reading 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 keywords in the questions, locating the keywords in the text, and then reading that part and answering the questions).
- Tell them to underline the parts of the passage that help them with the answers. Set a strict time limit to ensure Ss read the text quickly.
- Tell them to compare their answers in pairs before they share answers with the class. Ask them to give evidence when giving the answers.

SKILLS 1

Reading

1 **Work in pairs. Discuss the following questions.**

1. What do you know about other planets?
2. Would you like to live on another planet? Why / Why not?

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

Nowadays humans are still wondering what planets in outer space might support life.

Scientists say planets need to meet three main conditions to support life. Firstly, they must have liquid water, so their temperature must not be too high or too low. Secondly, the planets need to have the correct amount of air so that they can hold an atmosphere around. Finally, their size is also important. If a planet is too small, its gravity is not strong enough to hold an enough amount of air. If it is too big, its gravity will be so strong that it will hold too much air.

Scientists are using space telescopes to find habitable planets. According to them, Mars is one of the most promising planets for life in our solar system. It is a planet like Earth. Its days last for 24.5 hours and its seasons are similar to Earth's. Although scientists have not found actual water on Mars, there seems to be traces of it on the planet's surface. However, the climate on Mars is unsuitable for human life because it is too cold and Mars lacks oxygen to support human life.

1. liquid	a. suitable for people to live in
2. gravity	b. marks, objects, or signs that show that somebody or something existed
3. habitable	c. in the form of a substance that flows freely and is not a solid or a gas
4. promising	d. the force that causes something to fall to the ground
5. traces	e. showing signs of being good or successful

3 **Read the text again and answer the following questions.**

1. What are humans still wondering nowadays?
2. Why does a habitable planet need to have the correct amount of air?
3. What happens if a planet is too small?
4. How long does a day on Mars last?
5. Why can we not live on Mars?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Key:

1. Humans are still wondering what planets in outer space might support life.

2. It needs to have the correct amount of air to hold an atmosphere around it.

3. Its gravity is not strong enough to hold an enough amount of air.

4. A day on Mars lasts for 24.5 hours.

5. Because it is too cold and lacks oxygen to support human life.

Speaking

ACTIVITY 4

Aim: To help Ss prepare ideas for the next activity.

- First, have Ss work individually, ticking the boxes to show what conditions they think a planet needs to support human life. Then ask them to share their answers with their partners. Have Ss count how many shared answers they have in common with their partners.
- Ask Ss to add other conditions that they think a planet needs to support life. T may have Ss work in groups to discuss and make a list of other conditions that they think a planet needs to support life. Then call on some Ss to read out their answers. T gives comments or invites comments from other Ss.
- With a weaker class, elicit the answers from Ss. Provide Ss with the following suggested ideas:
  - *The planet must experience at least two seasons.*
  - *The planet's temperature must be suitable for humans to live on it.*
  - *There must be enough sources of energy on the planet.*
  - *The planet must be a comfortable distance away from a star.*
  - *The planet must rotate on its axis and revolve.*
  - *The planet must hold an atmosphere.*
  - *The stars around the planet must be stable.*
  - *The planet must have carbon that is found in all living things.*

Speaking

4 **Work in pairs. Tick (✓) the boxes to show what conditions a planet needs to support human life.**

1. There must be enough liquid water on the planet. ☐
2. The planet must have craters on its surface. ☐
3. The planet must hold an atmosphere. ☐
4. The planet must have at least two moons. ☐
5. The planet must have enough oxygen in the air. ☐

Can you add other conditions for a habitable planet?

ACTIVITY 5

Aim: To provide an opportunity for Ss to practise presenting the conditions they think a planet needs to support human life.

- T asks a strong student to model this activity in front of the class. Ss work in groups taking turns to talk about what conditions they think a planet needs to support human life. Remind Ss to use the ideas they have prepared in **4**. Go round to observe. T should encourage Ss to say as many sentences as possible. Ask Ss not to stop their group members while they are speaking.
- If there is enough time, call on some Ss to talk in front of the whole class, then invite some positive comments from other Ss.

5 **Work in groups. Take turns to talk about the conditions you think are required for a planet to support human life. Use the information in 4 and your own ideas.**

Example: There are some conditions planets must have to support human life on them. First, the most important condition is that ...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

EXTRA ACTIVITY

Put Ss into groups of three. After class, have them choose a planet and find five facts about it to report to their classmates the next class meeting.

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.

SKILLS 2

Listening

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 describe one of the eight planets without saying the name of the planet. Ask other Ss to guess what the planet is.
- Lead into the new lesson: Listening and Writing lesson about an imaginary planet and imaginary creatures living on it.
- Introduce the objectives of the lesson.

ACTIVITY 1

Aim: To help Ss understand and activate their knowledge of the topic.

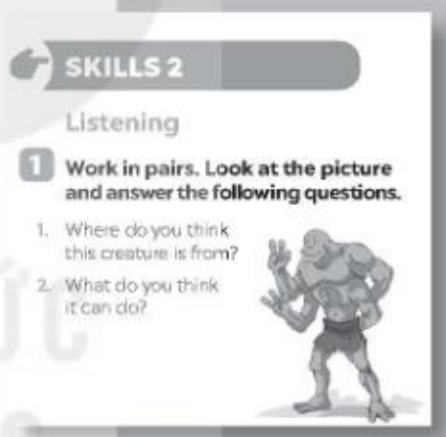
- Ask Ss to work in pairs, discussing the questions about the creature in the picture.
- Ask some Ss to say their answers in front of the class. If necessary, ask them some other questions about what planet in the solar system we could live on.

ACTIVITY 2

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

- Have Ss read the questions in this activity quickly and underline the keywords. This gives them some idea of what they are going to listen to 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: **1.** A **2.** C **3.** A **4.** A **5.** B



SKILLS 2

Listening

1 **Work in pairs. Look at the picture and answer the following questions.**

1. Where do you think this creature is from?
2. What do you think it can do?

2 **You will hear a student talking about an imaginary planet that supports life. Listen and choose the correct answer A, B, or C.** 78

1. Planet Hope is located _____.
   A. in the Milky Way Galaxy
   B. in the Andromeda Galaxy
   C. close to the Milky Way Galaxy
2. Planet Hope is _____.
   A. as big as Earth
   B. half the size of Earth
   C. three times the size of Earth
3. The climate on Planet Hope is _____.
   A. very hot all year around
   B. very cold all year around
   C. hot in the day but very cold at night
4. Hopeans have thick skin to protect them from _____.
   A. the heat
   B. the cold
   C. alien attacks
5. Hopeans drink _____.
   A. liquid water from the sea
   B. petrol from under the ground
   C. almost nothing

ACTIVITY 3

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

- Have Ss read the information and determine the part of speech of the word they are to use to fill in each blank and the needed information to listen for. Remind them that they need only one word or number for each blank.
- Play the recording once or twice more 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 the places where Ss are having difficulties.

3 **Read the following information about Hopeans. Listen again and fill in each blank with ONE word or number that you hear.** (T 79)

Name	Hopeans
Living place	Planet Hope in the Milky Way Galaxy
Appearance	- have a big head, (1) _____ eyes, two legs, and (2) _____ arms - have thick skin to protect them from the heat
Behaviour	- friendly and (3) _____ - only (4) _____ to people who try to attack them
Lifestyle	- eat special (5) _____ and drink petrol from under the ground - travel by (6) _____ at very high speeds

Key: **1.** 4 (four) **2.** 4 (four) **3.** hospitable
4. dangerous **5.** plants **6.** rockets

Audio script – Tracks 78 + 79:

Good morning, everyone. Today I'd like to tell you about life on a planet called Planet Hope.

Planet Hope is in the Milky Way Galaxy. It is three times bigger than Earth. It has three suns and four moons, so the weather is hot all year round, and its surface is quite dry. Planet Hope has only one season.

The creatures living there are Hopeans, and they don't look like us. They have a big head, four eyes, two legs, and four arms. They have thick skin to protect them from the heat. They are very friendly and hospitable. They are only dangerous to people who try to attack them.

Hopeans grow special plants for food. They don't drink liquid water; they drink a type of petrol from under the ground. Hopeans use rockets to travel at very high speeds.

That is my description of Planet Hope and the creatures living on it. I hope you enjoyed it and thank you for listening.

VỚI CUỘC SỐNG

Writing

ACTIVITY 4

Aim: To help Ss prepare ideas for their writing.

- Ask Ss to discuss and make notes about imaginary aliens living on another planet. Remind them that they can both write full sentences and make notes, and they can even use abbreviations.
- Then ask Ss to share their writing with their partners. T may read out writing from some more able Ss to the whole class.

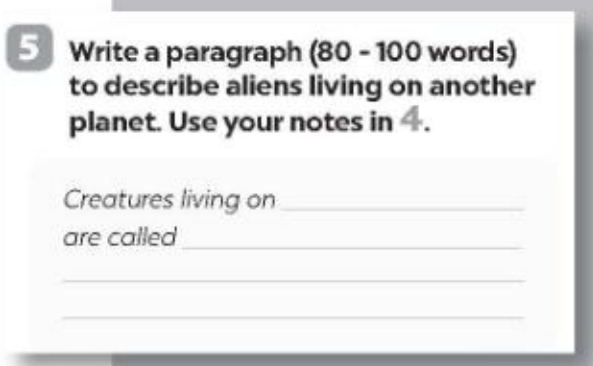
Writing

4 **Work in pairs. Use your imagination to make notes in the table below about what aliens living on another planet would be like.**

Name	
Living place	
Appearance	
Behaviour	
Lifestyle	

ACTIVITY 5

Aim: To help Ss practise writing a paragraph describing aliens living on another planet.


5 Write a paragraph (80 - 100 words) to describe aliens living on another planet. Use your notes in 4.

Creatures living on _____

are called _____

_____

_____

- 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 the ideas and language needed for writing. Ask Ss to refer back to the reading for useful expressions and ideas and write them on the board.
- Ask Ss to write the first draft individually. Then have them write their final version. 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, ask Ss to write the final version at home.

Suggested answer:

Creatures living on Zagy planet are called Zagians. These aliens have unique appearance with green, scaly skin, a long tail, and three eyes. They live in a vast network of caves deep underground. They are very friendly and hospitable. But they become very dangerous when they feel threatened. Zagians grow insects for their food. They do not drink liquid water; they drink special liquid from underground streams and lakes. Zagians build a system of tunnels to help them travel quickly through their underground world using skateboards. The discovery of these aliens could help us expand our understanding of the universe.

EXTRA ACTIVITY

- Put Ss into groups of five. Each group member reads the text of the other group members.
- Then each group decides which planet they think the aliens living on are the strangest.

LOOKING BACK

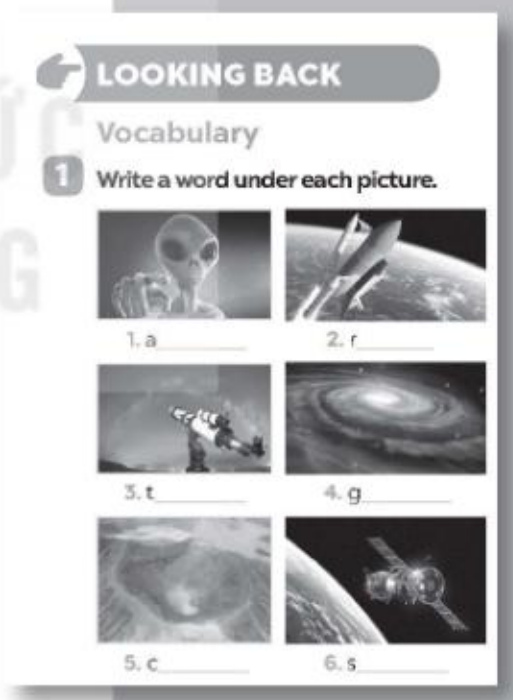
Encourage Ss not to refer back to the unit. Ask them to record their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

Vocabulary

ACTIVITIES 1 + 2

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

Have Ss do Activities **1** – **2** individually, then have them compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class.


LOOKING BACK

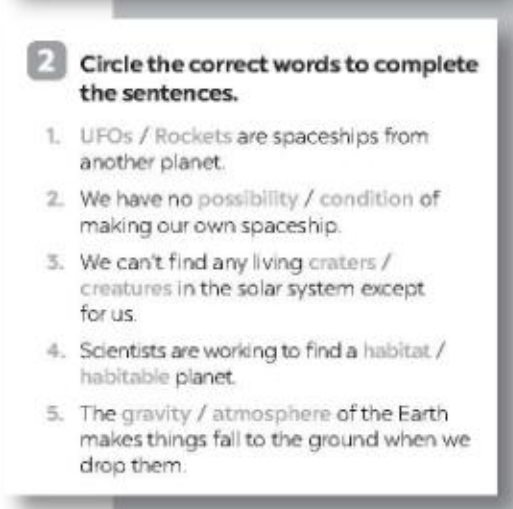
Vocabulary

1 Write a word under each picture.

1. a_____ 2. r_____

3. t_____ 4. g_____

5. c_____ 6. s_____


2 Circle the correct words to complete the sentences.

1. UFOs / Rockets are spaceships from another planet.
2. We have no possibility / condition of making our own spaceship.
3. We can't find any living craters / creatures in the solar system except for us.
4. Scientists are working to find a habitat / habitable planet.
5. The gravity / atmosphere of the Earth makes things fall to the ground when we drop them.

Key:

Activity 1:

1. alien **2.** rocket **3.** telescope
4. galaxy **5.** crater **6.** satellite

Activity 2:

1. UFOs **2.** possibility **3.** creatures
4. habitable **5.** gravity

Grammar

ACTIVITIES 3 + 4

Aim: To help Ss revise how to write reported questions.

- Ask Ss to do the exercise individually first. Then they can check their answers with a partner before T discusses 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:

Activity 3:

1. Mary wanted to know what that novel was about.

2. I asked Nick who his favourite actor was.

3. Mai asked me what time the next train left.

4. The students wondered how the scientists observed the other planets.

5. Mai wondered why humans couldn't live on Mars.

Activity 4:

1. C (are → were)
2. A (wondered → asked)
3. B (who → how / why)
4. B (eat → ate)
5. C (are there → there are)



Grammar

3 **Rewrite each sentence so that it is closest in meaning to the original one.**

1. "What is this novel about?" said Mary.
   Mary wanted to know _____.
2. "Who's your favourite actor, Nick?" I said.
   I asked Nick _____.
3. "What time does the next train leave?" Mai said to me.
   Mai asked me _____.
4. "How do the scientists observe the other planets?" the students asked.
   The students wondered _____.
5. Mai wondered, "Why can't humans live on Mars?"
   Mai wondered _____.

4 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. The teacher asked the (A) pupils what (B) they are (C) doing then.
2. My father wondered (A) me what I was (B) going to do the following (C) weekend.
3. My brother wanted (A) to know who (B) the scientists were exploring (C) planets.
4. I asked my teacher what food (A) spacemen eat (B) when they were travelling in a (C) spacecraft.
5. Scientists are still (A) wondering how many (B) planets are there (C) in our galaxy.

PROJECT

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 organize their posters into a presentation.

Aim: To help Ss do a project about their favourite planet.

ACTIVITY 1

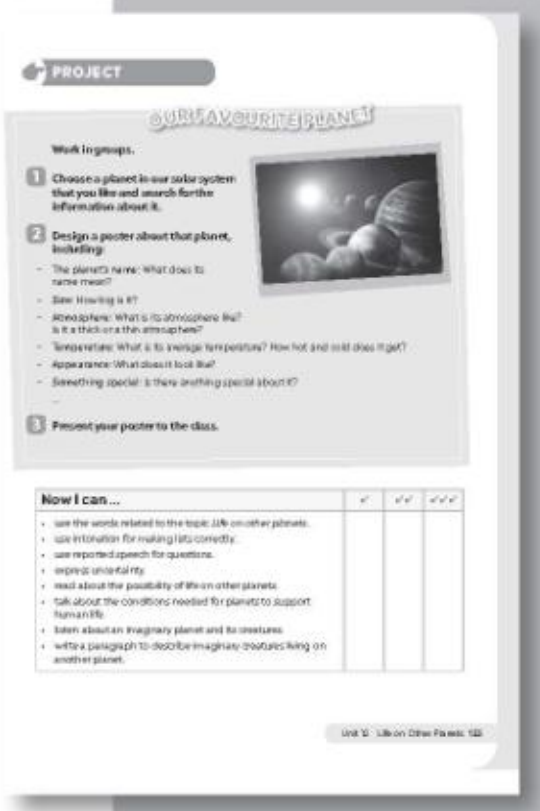
Ask Ss to work in groups to discuss what planet they will make a poster about and decide what information they should write and what images they should use to illustrate it.

ACTIVITY 2

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. 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.



PROJECT

OUR FAVOURITE PLANET

Work in groups.

1. Choose a planet in our solar system that you like and search for the information about it.
2. Design a poster about that planet, including:
   - The planet's name: What does its name mean?
   - Size: How big is it?
   - Atmosphere: What is its atmosphere like? Is it a thick or a thin atmosphere?
   - Temperature: What is its average temperature? How hot and cold does it get?
   - Appearance: What does it look like?
   - Something special: Is there anything special about it?
   - ...
3. Present your poster to the class.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to the topic: Life on other planets			
• use intonation for making (dis) comedy			
• use reported speech for questions			
• express uncertainty			
• read about the possibility of life on other planets			
• talk about the conditions needed for planets to support human life			
• listen about an imaginary planet and its creatures			
• write a paragraph to describe imaginary creatures living on another planet			

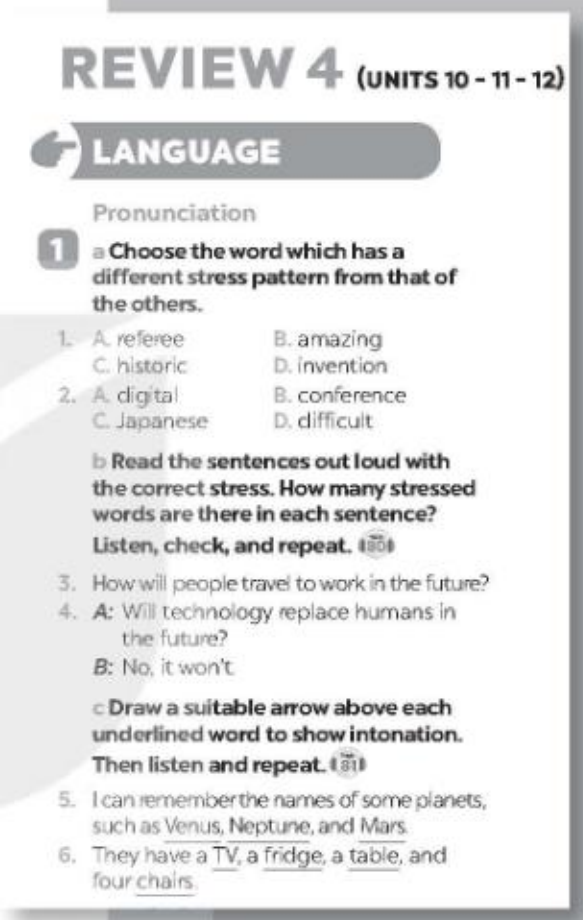
REVIEW 4

Objectives:

By the end of this review, Ss will have revised the language they have learnt and the skills they have practised from *Units 10 – 12*.

Introduction

- Ask Ss what they have learnt so far in terms of language and skills.
- Summarise their answers at the end and add additional information if necessary.



REVIEW 4 (UNITS 10 - 11 - 12)

LANGUAGE

Pronunciation

1 a Choose the word which has a different stress pattern from that of the others.

1. A. referee B. amazing
   C. historic D. invention
2. A. digital B. conference
   C. Japanese D. difficult

b Read the sentences out loud with the correct stress. How many stressed words are there in each sentence? Listen, check, and repeat.

3. How will people travel to work in the future?
4. A: Will technology replace humans in the future?
   B: No, it won't.

c Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat.

5. I can remember the names of some planets, such as Venus, Neptune, and Mars.
6. They have a TV, a fridge, a table, and four chairs.

LANGUAGE

T may use this language review section 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 knowledge of stress in words ending in *-ese* and *-ee*, sentence stress, and intonation for making lists.

1a

Have Ss do this exercise individually, then share their answers with a partner before sharing their answers with the class. Confirm the correct answers. Have some Ss read out the words.

Key: **1.** A **2.** C

b

Elicit the rules for using stress in sentences. Have Ss do this exercise individually, then share their answers with their partners before sharing their answers with the class. Confirm the correct answers. Invite some Ss to read the sentences aloud with the correct stress.

Key + Audio script – Track 80:

3. How will **peo**ple **tra**vel to **work** in the **fu**ture? → 5 stressed words

4. *A:* Will tech**no**logy re**place hu**mans in the **fu**ture? → 4 stressed words

B: **No**, it **won't**. → 2 stressed words

c

Elicit the rules of intonation in sentences showing a list. Ss do this exercise individually then share their answers with their partners before sharing them with the class. Confirm the correct answers. Invite some Ss to read the sentences aloud with correct intonation.

Key + Audio script – Track 81:

5. I can remember the names of some planets, such as Venus ↗, Neptune ↗, and Mars ↘.

6. They have a TV ↗, a fridge ↗, a table ↗, and four chairs ↘.

Vocabulary

ACTIVITY 2

Aim: To help Ss review the words and phrases learnt in the previous units.

Have Ss do this exercise individually and then share their answers with their partners. Check and confirm the correct answers.

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

ACTIVITY 3

Aim: To help Ss review the form of the words given.

Ask Ss what kind of word (i.e., noun, verb, etc.) can be used to fill in the blanks. Elicit their answers. Ss do this exercise individually. Call on two Ss to write their answers on the board. Confirm the correct answers.

Key: **1.** possibility **2.** recognition
3. communication **4.** connection
5. translation

Grammar

ACTIVITY 4

Aim: To help Ss review the prepositions of place and time and possessive pronouns.

Have Ss do this exercise on their own first. Ss then 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.

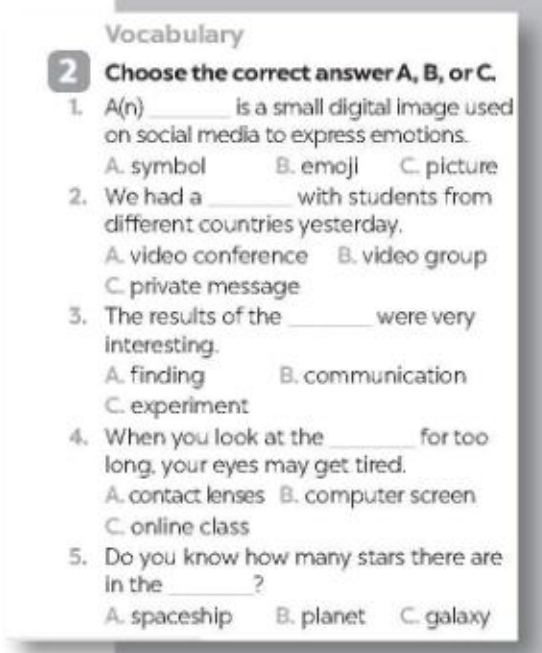
Key: **1.** B (on → for) **2.** C (by → in)
3. C (your → yours) **4.** B (in → of)
5. B (for → by / at)

ACTIVITY 5

Aim: To help Ss review reported speech.

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.

Key:
1. My friend asked me what planet I wanted to visit.
2. She told me (that) she was reading a book about future ways of communication then.
3. Lan asked Nam how teachers would check attendance in the future.
4. Our club president said (that) we were having a video conference with other clubs the next / following week.
5. I asked my mum when there would be a full moon.



Vocabulary

2 **Choose the correct answer A, B, or C.**

1. A(n) _____ is a small digital image used on social media to express emotions.
   A. symbol B. emoji C. picture
2. We had a _____ with students from different countries yesterday.
   A. video conference B. video group C. private message
3. The results of the _____ were very interesting.
   A. finding B. communication C. experiment
4. When you look at the _____ for too long, your eyes may get tired.
   A. contact lenses B. computer screen C. online class
5. Do you know how many stars there are in the _____?
   A. spaceship B. planet C. galaxy

3 **Fill in each blank with the suitable form of the word given.**

1. Scientists are interested in the _____ of life on Mars. (possible)
2. We can use face _____ to identify people. (recognise)
3. When we communicate using technology, it is called digital _____. (communicate)
4. The Internet _____ is slow here, so we can't get in the chat room. (connect)
5. Do you think this _____ machine will be cheaper in the future? (translate)

Grammar

4 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. The scientists (A) did an experiment on (B) three hours (C) yesterday.
2. Do you think (A) robot teachers will (B) replace human teachers by (C) 20 years?
3. These contact lenses are (A) mine; (B) they aren't your (C).
4. This is Ann, a friend (A) in (B) mine from (C) the UK.
5. You should be (A) at school for (B) 7:00 a.m., so hurry up (C).

5 **Change these sentences into reported speech.**

1. "What planet do you want to visit?" my friend asked me.
2. "I'm now reading a book about future ways of communication," she told me.
3. "How will teachers check attendance in the future?" Lan asked Nam.
4. "We are having a video conference with other clubs next week," our club president said.
5. I asked my mum, "When will there be a full moon?"

SKILLS

Reading

ACTIVITY 1

Aim: To help Ss practise reading for specific information.

Have Ss read the notices quickly and tick the appropriate boxes. Then have Ss compare their answers with a partner before giving T the answers. Confirm the correct answers.

Key:

	A	B	C
1. This notice mentions the age of the participants.	✓		
2. Participants give a presentation.		✓	
3. Participants discuss ways of communication in the future.			✓
4. Participants meet once a week.	✓		
5. Interested people call for more details.	✓		✓

Speaking

ACTIVITY 2

Aim: To help Ss practise asking and answering about a device or an app they use for studying.

Have Ss work in pairs to ask and answer about a device or an app they use for studying. Ask them to report their partner's answers to the class.

Listening

ACTIVITY 3

Aim: To help Ss practise listening for specific information.

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 the second time for Ss to check their answers. Check Ss' answers. Play the recording the last time if necessary, stopping at different places where Ss get the wrong answers.

Key: **1.** moons **2.** rocky surfaces **3.** objects **4.** huge **5.** rings



SKILLS

Reading

1 **Read the notices. Tick (✓) the appropriate box(es).**

A. New club members wanted

We need members for the new science club. Must be between 12 - 14 years old. Must be creative and want to learn new things. Club members meet once a week on Sundays in the town library. If you are interested or want more details, send an email to: science@fastmail.com or call 091234567

B. School speaking contest

Our school is organising an English-speaking contest about the planets in our solar system. Interested students create posters about a planet of their choosing and present them to the teachers.

Please contact your English teacher for more details no later than 25 April or send an email to: speaking@fastmail.com

C. A talk about future means of communication

Are you interested in future means of communication? Do you want to learn about it from experts? Come and join our talk.

Time: 2 p.m., 8 April

Place: School library

Phone 094738224 for more information.

	A	B	C
1. This notice mentions the age of the participants.			
2. Participants give a presentation.			
3. Participants discuss ways of communication in the future.			
4. Participants meet once a week.			
5. Interested people call for more details.			

Speaking

2 **Work in pairs. Ask and answer about a device or an app you use for studying. Report your partner's answers to the class.**

1. What kind of device / app is it?
2. How often do you use it?
3. What are the benefits of using it?
4. Are there any problems using it?

Listening

3 **Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.** 02



1. Many of the planets in our solar system have _____.
2. The four inner planets are quite small and have _____.
3. The asteroid belt has millions of rocky _____.
4. The outer planets are _____ and mostly made up of gas.
5. These outer planets all have thick layers of clouds and _____ around them.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Audio script – Track 82:

The Sun is a star which has eight planets that move around it. Many of these planets have moons. The Sun, the eight planets, their moons, and other objects make up our solar system.

Based on their distances from the Sun, the eight planets are divided into inner and outer planets. The four inner planets are fairly small and have rocky surfaces. They are Mercury, Venus, Earth, and Mars.

Beyond Mars is the asteroid belt with millions of rocky objects. On the far side of the asteroid belt are the outer planets. They include Jupiter, Saturn, Uranus, and Neptune. These four planets are huge and are mostly made up of gas. They all have thick layers of clouds and rings around them.

Writing

ACTIVITY 4

Aim: To help Ss write a paragraph about their favourite means of communication.

Ask Ss to discuss and answer the questions in pairs. Then have them write their paragraphs individually. Ask two Ss to write their paragraphs on the board. Other Ss and T comment on the paragraphs on the board. Then T collects some writing to give feedback at home.


Writing

4 **Write a paragraph (80 – 100 words) about your favourite means of communication. You may use the following questions as cues.**

1. What is your favourite means of communication?
2. How often do you use it?
3. What are the benefits of using it?
4. Do you think you will use it in the future?

My favourite means of communication is

Suggested answer:

My favourite means of communication is the mobile phone. I use it every day to talk with almost anyone, from my family members to friends. It is a very convenient way of communicating with people because it is small and portable. In addition, I can send them messages and even make video calls. If my phone is connected to the Internet, it will be much better. The reason is that I can send and receive emails through it or access various websites to update news and information. In the future, I will continue using my mobile phone to communicate.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

TIẾNG ANH 8
SÁCH BÀI TẬP, KEYS

Unit 1

A Pronunciation

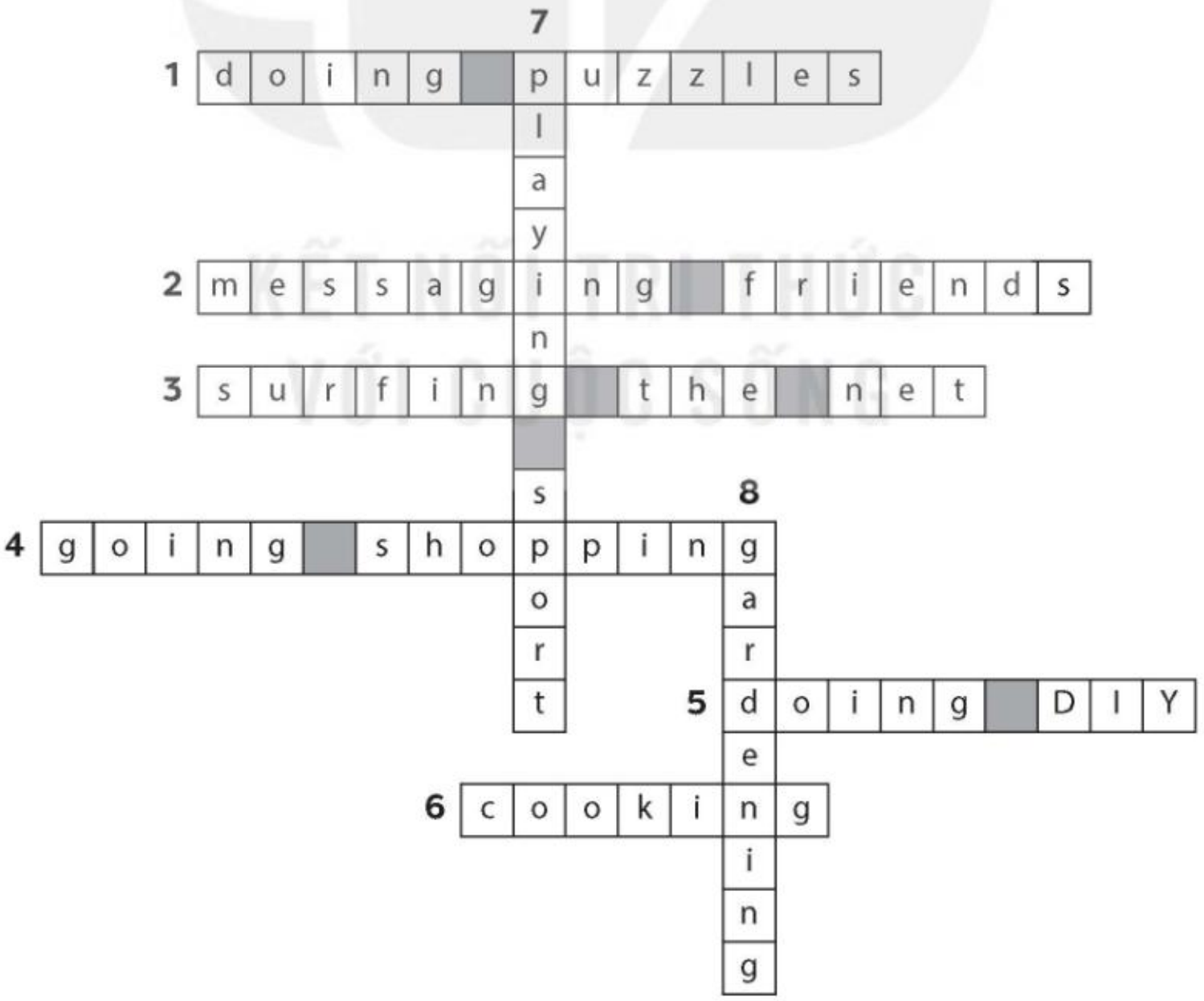
1 **1.** book **2.** tofu **3.** soup **4.** wolf
5. cook **6.** glue **7.** noodles **8.** sugar

/ʊ/	/u:/
book, wolf, cook, sugar	tofu, soup, glue, noodles

2 **1.** C **2.** B **3.** A **4.** D **5.** A

B Vocabulary & Grammar

1



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

3 **1.** crazy **2.** on **3.** doing **4.** cooking **5.** fond **6.** surfs

4 **1.** C **2.** A / C **3.** A / D **4.** A / D **5.** B **6.** B

5 **1.** She enjoys playing the piano.
2. They like talking / to talk / chatting / to chat to each other.
3. He hates to water / watering (the) flowers.
4. They love making / to make models.
5. He detests cooking.
6. They dislike dancing.

C Speaking

1 **1.** C **2.** B **3.** A **4.** D **5.** B

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

D Reading

1 **1.** tell **2.** best **3.** neighbourhood **4.** become
5. elderly **6.** books **7.** doing **8.** What

2 **1.** A **2.** C **3.** B **4.** A **5.** C **6.** D

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

E Writing

1 **1.** C **2.** A **3.** D **4.** B **5.** D

3 **Suggested answer:**

My best friend's name is Lan. In her leisure time, she likes doing many things, but playing badminton is the activity she loves the most. She plays it almost every day with me or her sister after school. She enjoys playing badminton for these reasons. Firstly, she is an active girl, so she naturally likes sport. Secondly, badminton makes her stay fit and have fun at the same time. When she plays it, she can exercise and enjoy herself.

Unit 2

A Pronunciation

1 **1.** A **2.** A **3.** C **4.** D **5.** B

2 **1.** cottage **2.** dragon **3.** market
4. orchard **5.** harvest **6.** carrot

/ɪ/	/ə/
cottage, market, harvest	dragon, orchard, carrot

B Vocabulary & Grammar

1 **1.** C **2.** D **3.** A **4.** A **5.** B

2 **1.** picking **2.** (to) collect **3.** ride **4.** catching **5.** herd

3 **1.** B **2.** C **3.** A **4.** D **5.** D

4 **1.** more heavily **2.** harder **3.** more quickly **4.** more happily **5.** earlier

5 **1.** faster **2.** more carefully **3.** harder
4. earlier **5.** more fluently

C Speaking

1 **1.** A **2.** B **3.** A **4.** A **5.** D

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

D Reading

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

2 **1.** A **2.** B **3.** C **4.** B **5.** D

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

E Writing

1

1. His car can run faster than my car / mine (can).

2. The workers in my factory work more carelessly than those in your factory / yours (do).

3. The people in my town live more happily than those in her city (do).

4. My mother can cook better than me / I (can).

5. Living in the city is more convenient than living in the countryside (is).

3 **Suggested answer:**

I live in Tan Yen, a rural village in Nghe An. Its scenery is picturesque with rolling hills and vast green fields stretching as far as the eye can see. The villagers there are friendly and welcoming. They are also very honest and helpful. Most of them make their living by farming and raising livestock. Tan Yen has a traditional communal house, and here the villagers gather for festivals, celebrations, and other events. The most interesting part of Tan Yen is the Ghost Festival on 15th July (according to the lunar calendar) when villagers reunite with their relatives. The beauty of nature and the warmth of community make Tan Yen a wonderful place to live in.

Unit 3

A Pronunciation

1

/ʊə/	/ɔɪ/
assure, usually, visual, tourism, intellectual, coward	destroy, lifebuoy, cowboy, soil, appoint

2 **1.** C **2.** A **3.** B **4.** C **5.** D

B Vocabulary & Grammar

1 **1.** B **2.** D **3.** B **4.** C

2 **1.** expectations **2.** pressure **3.** coaches **4.** bully **5.** concentrate

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

4 **1.** because **2.** therefore **3.** so **4.** but **5.** otherwise

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

C Speaking

1 **1.** B **2.** A **3.** C **4.** A / B **5.** A / B

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

D Reading

1 **1.** A **2.** D **3.** B **4.** A **5.** B **6.** C

2 **1.** F **2.** T **3.** T **4.** T **5.** T **6.** F **7.** T **8.** F

3 **1.** A **2.** A **3.** B **4.** C **5.** B **6.** D **7.** B

E Writing

1 **1.** Teenagers should play (some) sport(s) to keep fit.

2. Teens may feel stressed when their classmates do better than them at / in school.

3. Some teens participate in school clubs to make new friends.

4. Some teens feel pressure because they want to fit in a group.

5. The main causes of teen stress include peer pressure, schoolwork pressure, and pressure from parents.

2 **1.** C **2.** B **3.** D **4.** B **5.** A

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 **Suggested answer:**

My classmate looks tired recently because she is suffering from stress. She should do several things to deal with this situation. First, she should turn off her computer and smartphone because these things cause her headaches and makes her tired. Second, she should go to bed early to get enough sleep. If she lacks sleep, she will fall ill quickly. Third, she should talk with her friends and teachers about her problems and receive some good advice. Or at least she will feel relieved. Another thing she should do is to do more exercise to live a healthy life. Last, if a classmate annoys her, she can avoid talking to that person. She should also talk to her teachers or her parents about this annoying classmate.

TEST YOURSELF 1

1 (5 x 0.2 = 1.0 pt)

1. B **2.** C **3.** D **4.** C **5.** C

2 (5 x 0.2 = 1.0 pt)

1. B **2.** D **3.** D **4.** A **5.** C

3 (5 x 0.2 = 1.0 pt)

1. unloading **2.** surrounded **3.** pressure **4.** connection **5.** dislike

4 (5 x 0.4 = 2.0 pts)

1. C (so → but) **2.** C (however → otherwise)

3. B (careful → carefully) **4.** C (to catch → catching)

5. A (use → using / to use)

5 (5 x 0.2 = 1.0 pt)

1. harder **2.** frequently **3.** therefore **4.** doing **5.** longer

6 (5 x 0.2 = 1.0 pt)

1. A **2.** C **3.** B **4.** D **5.** B

7 (10 x 0.2 = 2.0 pts)

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

b **6.** in common **7.** (better) understand **8.** skills

9. confident **10.** much better

8 (5 x 0.2 = 1.0 pt)

1. Nam is not good at dancing; however, he is a member of the dancing club.

2. Lan is fond of messaging her friends because it is more convenient than calling.

3. Feeding pigs and milking cows are her daily activities.

4. Today farmers in my village usually use combine harvesters to harvest their crops.

5. Teenagers' stress may come from schoolwork, family, or friends.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 4

A Pronunciation

1 **1.** A **2.** D **3.** B **4.** C **5.** B

B Vocabulary & Grammar

1 **1.** pagoda **2.** silver jewellery **3.** lion dance
4. loom **5.** costume **6.** waterwheel

2 **1.** clothing **2.** staircase **3.** crops
4. folk songs **5.** guests **6.** open fire

3 **1.** peaceful **2.** waterwheel **3.** jewellery
4. loom **5.** handicrafts

4 **1.** B **2.** A **3.** D **4.** A **5.** C

5 **Suggested answers:**

1. How many Katu people are there?

2. Where do they live?

3. What are the Katu like?

4. What are their traditional dances?

5. When do they hold the rice spirit feast?

6 **1.** A **2.** B **3.** D **4.** A **5.** C

C Speaking

1 **1.** A **2.** D **3.** A **4.** B **5.** C

2 **Suggested answers:**

1. In Dien Bien.

2. Son La (biggest population: 482,485, making up 54.8%), Nghe An, Thanh Hoa, Lai Chau, Dien Bien, Lam Dong, and Dak Lak (with population getting smaller).

3. Mainly on foot or by bicycle.

4. No, they don't. They speak different languages.

5. Yes, it is. (flutes, mouth organs, bamboo harps, bronze drums, and gong).

6. There are six provinces in the South Central Region: Da Nang City, Quang Ngai, Gia Lai, Daklak, Khanh Hoa, and Lam Dong.

7. The Khmer.

8. *Nem con / Con* throwing. Minority groups in the Northern Highlands play it. (Thai, Tay, Dao, Nung…)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 **Suggested questions:**

Population: What's the population of the Thai?

Living place: Where do they mainly live?

Houses: What kind of houses do they live in?

Women costumes: What do Thai women usually wear?

Economy: What do they do for a living?

Characteristics: What are the Thai like?

Traditional culture: What are some traditional culture characteristics of the Thai?

D Reading

1 **1.** B **2.** A **3.** D **4.** B **5.** C **6.** A **7.** C **8.** D

2 **1.** hard **2.** land **3.** breathing
4. pollution **5.** air **6.** peaceful

3 **a** **1.** highland
2. foot / horseback
3. (any of) Tay, Nung, Dao
4. plants **5.** food **6.** lover

b **1.** Every Sunday. / On Sundays.
2. Colourful traditional costumes.
3. Yes, I / we can.
4. After they finish their market activities.

E Writing

1 **1.** D **2.** A **3.** C **4.** A **5.** B

2 **Suggested answer:**

There are about one million Hoa people in Viet Nam. They live all over the country, from the cities to the countryside. They make their living by planting wet rice, making handicrafts, and trading. The Hoa have very good cooking skills. They like fried and spicy food and healthy drinks like ginseng and daisy tea.

The Hoa's traditional cultural activities are mainly theatrical performances, lion dances, and comedies. They perform these with flutes and stringed instruments.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 5

A Pronunciation

1 **1.** D **2.** A **3.** B **4.** C **5.** B

B Vocabulary & Grammar

1 **1.** an ornamental tree **2.** a blooming flower **3.** a communal house
4. a bamboo pole **5.** bad spirits **6.** food offerings
7. martial arts **8.** festival goers

2 **1.** A **2.** C **3.** C **4.** A **5.** C **6.** B **7.** B **8.** A

3 **1.** traditions **2.** practise **3.** custom
4. traditionally **5.** maintain **6.** break

4 **1.** the **2.** Ø **3.** an **4.** Ø **5.** a

5 Line 3: a → the Line 4: a → the Line 5: a → Ø Line 6: ✓
Line 7: the → Ø Line 8: ✓ Line 9: a → the; an → a

C Speaking

1 **1.** A **2.** B **3.** A **4.** A **5.** B

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

D Reading

1 **1.** C **2.** A **3.** A **4.** B **5.** B **6.** C **7.** B **8.** A

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

3 **a** **1.** F **2.** F **3.** T **4.** T **5.** F
b **1.** C **2.** B **3.** A **4.** C **5.** A

E Writing

1 **1.** We travelled to Hue by train.
2. We went to the village temple on foot.
3. Ottawa is the capital of Canada.
4. The Vietnamese value hard work and honesty.
5. My dad doesn't / does not drink / never drinks coffee.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 **Suggested answer:**

The Boxing Day occurs on 26th December. In the UK, it is a public holiday, so people don't have to work or study. Traditionally, on this day, all shops were closed. People shared their Christmas boxes with the poor. At present, British people maintain the tradition of giving small gifts to others on Boxing Day. They also spend the day watching sports and eating Christmas leftovers. Many shops break with tradition by opening on Boxing Day, so people may go shopping at stores.

Unit 6

A Pronunciation

1 **1.** He promised to mend the broken chair soon.

2. She printed these beautiful cards with images from Brazil.

3. Please do your best to prevent the children from breaking anything.

4. The brakes on my bike are not working properly.

5. Brian is practising the piano.

2 **1.** D **2.** A **3.** C **4.** C **5.** B

B Vocabulary & Grammar

1 **1.** D (not a connector)

2. C (not a verb)

3. B (not a noun)

4. A (not an adjective)

5. A (not an adjective)

2 **1.** cultural differences **2.** behaviour **3.** practise

4. healthy lifestyle **5.** lifestyle habits **6.** interactive

3 **1.** work / study **2.** greet **3.** in a hurry / late **4.** will

5. unless **6.** throwing tomatoes

4 **1.** will arrive / arrives **2.** to reach **3.** will go **4.** will play **5.** rains

6. will assemble **7.** will sit **8.** will get on **9.** will have

5 **Suggested answers:**

1. C: He won't go to the fancy-dress party *unless* his mother allows him to go.

2. E: Will you take part in the race *if* your bike is repaired?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3. A: I won't be able to visit you tomorrow *unless* my sister lends me her bicycle.

4. B: The project won't be finished by next week *unless* we spend all evening working on it.

5. D: The students won't perform the play *if* they don't like it.

6 **1.** B **2.** A **3.** C **4.** C **5.** A

6. D **7.** C **8.** D **9.** D **10.** B

C Speaking

1 **1.** A **2.** A **3.** B **4.** D **5.** C

2 **Suggested answers:**

1. – How is life in that mountainous village?

– (It's) very peaceful.

2. – Do you prefer life in a big city (to country life)?

– No. I like country life better.

3. – What will you do if there's no Internet connection tomorrow?

– I'll read books and / or play outdoors.

4. – What do you (often / usually) do to have a healthy lifestyle?

– I exercise, play sports, have a balanced diet, and get enough sleep.

D Reading

1 **1.** B **2.** D **3.** B **4.** A **5.** C

2 **1.** For a year.

2. No, she didn't.

3. She felt it was rude.

4. His friend's family.

5. He started crying (and broke down).

3 **1.** for **2.** exercise **3.** eating **4.** take **5.** fresh

E Writing

1 **1.** C (spending → spend) **2.** A (what → how) **3.** A (Unless → If)

4. B (ensure → ensuring) **5.** C (in the right → on the right)

2 **1.** If you cook dinner, I'll do the dishes.

2. We will stay at a hotel underground if we travel to Coober Pedy, Australia.

3. He won't / can't get a good job unless he improves his IT skills.

4. If you visit our town, we will take you to a famous local restaurant.

5. Unless you exercise regularly, you won't be able to lose weight.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 **Suggested answer:**

Street food has become more and more popular in cities and towns, and it has several advantages. Firstly, it is very convenient: you can find it everywhere, and you can have it anytime of the day, from early morning till late at night. Secondly, its prices are reasonable, and so most people, especially students, can afford it. Thirdly, it is usually delicious, and it easily suits everyone's taste. In short, there are many good things about street food, so many people have it almost everyday.

TEST YOURSELF 2

1 (5 x 0.2 = 1.0 pt)

1. C **2.** A **3.** B **4.** A **5.** D

2 (5 x 0.2 = 1.0 pt)

1. an **2.** Ø **3.** a **4.** Ø **5.** the

3 **a** (5 x 0.2 = 1.0 pt)

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

b (5 x 0.2 = 1.0 pt)

1. ceremony **2.** costume **3.** speciality

4. custom **5.** folk dance

4 (5 x 0.2 = 1.0 pt)

1. will you buy **2.** collapses **3.** won't miss

4. rains **5.** Will you go

5 (5 x 0.2 = 1.0 pt)

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

6 (5 x 0.2 = 1.0 pt)

1. B **2.** C **3.** D **4.** A **5.** C

7 (5 x 0.2 = 1.0 pt)

1. A **2.** C **3.** D **4.** B **5.** B

8 (5 x 0.4 = 2.0 pts)

1. Doctors warn them to adopt a healthier lifestyle as they are overweight.

2. I think there are some similarities between a custom and a tradition.

3. Why do people in the South Central Region organise the Elephant Racing Festival?

4. Americans decorate their homes to make them look scary at Halloween.

5. My family has a custom of cooking sticky rice on the first day of each lunar month.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 7

A Pronunciation

1 **1.** The clock on the wall is blue.

2. He climbed the tree and got a lot of blackberries.

3. Don't blame me for your broken ankle.

4. He posts messages, photos, and video clips on his blog.

5. The blonde girl went to buy pickles.

2 **1.** C **2.** D **3.** A **4.** B **5.** C

B Vocabulary & Grammar

1 **1.** acid rain **2.** domestic waste **3.** greenhouse effect
4. loud noise **5.** global warming **6.** forest fire

2 **1.** harmful **2.** organisation **3.** environmentally
4. importance **5.** destruction **6.** unbelievable

3 **1.** national **2.** light **3.** planting
4. control **5.** released **6.** technological

4 **1.** We were planting trees while our friends were collecting rubbish.
(Our friends were collecting rubbish while we were planting trees.)

2. The choir practised for half an hour before they went on stage / before going on stage. (Before they went on stage / Before going on stage, the choir practised for half an hour.)

3. After I read my favourite book / After reading my favourite book, I went to bed. (I went to bed after I read my favourite book / after reading my favourite book.)

4. When the bell rang, everyone raced out of the classroom.
(Everyone raced out of the classroom when the bell rang.)

5. Don't go away until you finish / have finished cleaning up the place.

6. Whenever my sister makes a mess, my mum makes her weed the garden.
(My mum makes my sister weed the garden whenever she makes a mess.)

5 **Suggested answers:**

1. After I finish putting these things away, *I'll give you a hand*.

2. Wherever you go, *you can always find good people*.

3. While I was watering the flowers, *my sister was cooking dinner*.

4. We had a hard time finding the way to our hotel when *we were in Bangkok*.

5. Before you leave your room, *you should turn off the light(s)*.

6. We were impressed by the beautiful buildings when *we visited Saint Petersburg*.

6 **1.** B **2.** B **3.** C **4.** A **5.** C

6. D **7.** A **8.** A **9.** D **10.** B

C Speaking

1 **Suggested answer:**

A: What does 'soil pollution' mean? / What do you mean by 'soil pollution'?

B: 'Soil pollution' is the presence of toxic chemicals in soil.

A: And what does 'climate change' mean? / what do you mean by 'climate change'?

B: It is long-term changes in temperatures and weather patterns.

A: Oh, thank you.

D Reading

1 **1.** C **2.** B **3.** A **4.** C **5.** D

2 **1.** B **2.** C **3.** A **4.** A **5.** D

3 **1.** into **2.** extinct **3.** environment **4.** trees **5.** destroying

E Writing

1 **1.** … before mum gets home.

2. … while he is driving.

3. … we saved a lot of power.

4. … as soon as the boys left the campsite.

5. … until they install a new generator.

6. …, follow the three R's to conserve natural resources.

2 **1.** A **2.** B **3.** D **4.** D **5.** C

3 **Suggested answer:**

Cuc Phuong National Park is located in Ninh Binh Province. It became a national park in 1962. Its area is about 222 sq. km. It was Viet Nam's first national park and it is now still the largest. This park has a rich diversity of plants and animals. Many species in the Viet Nam Red Book of Endangered Species are found here. The park has the Endangered Primate Rescue Centre and Turtle Conservation Centre, which help to save a lot of species from extinction.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 8

A Pronunciation

1

/sp/	/st/
display	assistant
special	system
sport	cost
speaker	customer
crisp	honest

B Vocabulary & Grammar

1 **1.** B **2.** C **3.** A **4.** D **5.** B

2 **1.** Internet access **2.** bargain **3.** browse
4. complaint **5.** customer **6.** shopaholic

3 **1.** B **2.** D **3.** C **4.** A **5.** C

4 **1.** seller **2.** shipping **3.** attraction **4.** decorations **5.** products

5 **1.** never **2.** always **3.** rarely **4.** sometimes **5.** often

6 **1.** A **2.** D **3.** C **4.** B **5.** A

C Speaking

1 **1.** B **2.** D **3.** A **4.** B **5.** C

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

D Reading

1 **1.** A **2.** C **3.** B **4.** D **5.** A **6.** C

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

3 **1.** Throughout cities in many countries.

2. From the public.

3. No, it isn't.

4. To raise money for charities.

5. Homeless people, people with disabilities, and the disadvantaged.

E Writing

1 **1.** C **2.** B **3.** A **4.** D **5.** A

2 Suggested answer:

Co-op Food is a food retailer chain. It was founded in 1844. Its original purposes were to treat the local people with respect and to provide affordable food for everybody. Nowadays, Co-op Food has about 4,500 stores all over the country. They provide a wide range of food, from fresh or frozen to dried and canned food. Co-op Food is well-known as the oldest and most trusted retailer in the UK.

Unit 9

A Pronunciation

1 **1.** C **2.** D **3.** A **4.** B **5.** C

B Vocabulary & Grammar

1

				2													
1	T	O	R	N	A	D	O						3				
				A									E		4		
				T									A		F		
				U									R		L		
5	V	O	L	C	A	N	I	C		E	R	U	P	T	I	O	N
				L									H		O		
													Q		D		
6	L	A	N	D	S	L	I	D	E				U				
				I									A				
7	S	T	O	R	M								K				
	A												E				
	S																
	T																
	E																
	R																

2 **1.** D **2.** B **3.** C **4.** D **5.** A

3 **1.** emergency kit **2.** property **3.** victims **4.** warning **5.** erupted

4 **1.** were having **2.** Were … talking **3.** was watering
4. wasn't doing; was playing **5.** were watching

5 **1.** happened; were doing

2. Were … talking

3. was cooking; came

4. gathered; broke

5. were … doing; arrived

6 **1.** C (was seeing → saw) **2.** A (wasn't → didn't) **3.** A (While → When)

4. A (listened → was listening) **5.** B (was → were)

C Speaking

1 **1.** C **2.** B **3.** A **4.** D **5.** B

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

D Reading

1 **1.** control **2.** causes **3.** loss **4.** answer

5. difficult **6.** before **7.** earthquakes **8.** happen

2 **1.** A **2.** C **3.** B **4.** A **5.** A **6.** D **7.** B **8.** D

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

b Ann: 4, 5; **Nick:** 2, 3; **Hung:** 1, 6

E Writing

1 **1.** C **2.** A **3.** D **4.** B **5.** D

2 **1.** Mark was doing a crossword puzzle.

2. Mai and Lan were singing a pop song.

3. Phong was cleaning the board.

4. Nick and Nam were reading a comic book together.

5. Mi was drawing something in her notebook.

3 **Suggested answer:**

A storm is a natural disaster that often happens in Viet Nam. It happens every year, and the storm season lasts from June to November. Before a storm, people usually strengthen their homes and bring in outdoor things like flowerpots or rubbish bins. They also prepare some food and drinks in case they cannot go out. After the storm, people usually do not leave their homes right away. They listen to important instructions from local authorities to know which parts of their area are dangerous and should be avoided. They also stay away from broken power lines.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

TEST YOURSELF 3

1 (5 x 0.2 = 1.0 pt)

1. D **2.** A **3.** C **4.** C **5.** B

2 (5 x 0.2 = 1.0 pt)

1. A **2.** C **3.** D **4.** B **5.** B

3 (5 x 0.4 = 2.0 pts)

1. important **2.** products **3.** disasters **4.** traditional **5.** awareness

4 (5 x 0.2 = 1.0 pt)

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

5 (5 x 0.2 = 1.0 pt)

1. C **2.** A **3.** B **4.** B **5.** D

6 (5 x 0.2 = 1.0 pt)

1. were doing **2.** continued **3.** will start **4.** is **5.** decide

7 **a** (5 x 0.2 = 1.0 pt)

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

b (4 x 0.25 = 1.0 pt)

1. lungs **2.** carbon dioxide **3.** habitats **4.** planting

8 (5 x 0.2 = 1.0 pt)

1. As soon as they heard the cracking sound, they ran out of the house.

(They ran out of the house as soon as they heard the cracking sound.)

2. We stayed in the shelter till the storm ended.

3. You should make a shopping list before you go shopping / before going shopping.

(Before you go shopping / Before going shopping, you should make a shoping list.)

4. After the flood waters drained, we returned home.

(We returned home after the flood waters drained.)

5. While we were surfing / While surfing the Internet, we saw calls for joining programmes to save endangered species.

(We saw calls for joining programmes to save endangered species while we were surfing / while surfing the Internet.)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 10

A Pronunciation

1 **1.** D **2.** B **3.** D **4.** C **5.** A

B Vocabulary & Grammar

1 **1.** A **2.** B **3.** A **4.** A
5. D **6.** C **7.** B **8.** C

2 **1.** D **2.** A **3.** B **4.** A **5.** D

3 **1.** person **2.** social networking sites **3.** hours
4. face to face **5.** convenient **6.** instant messages

4 **1.** in **2.** on **3.** at **4.** for
5. By **6.** next to **7.** in **8.** opposite

5 **1.** B **2.** C **3.** B **4.** A
5. A **6.** C **7.** B **8.** B

C Speaking

1 **1.** B **2.** B **3.** A **4.** B **5.** A

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

D Reading

1 **1.** B **2.** A **3.** B **4.** C **5.** B **6.** A **7.** A **8.** C

2 **1.** A video conference **2.** A video conference **3.** A translation machine
4. A video conference **5.** both **6.** A translation machine

3 **a. 1.** B **2.** A **3.** C **4.** A **5.** C
b. 1. change their shapes **2.** holographic **3.** read
4. mood **5.** human friends

E Writing

1 **1.** We talked on the phone for more than an hour yesterday.
2. In the near future, mobile phones will run on solar energy.
3. Telepathy devices will become popular in 30 years.
4. If we use our phones too much, we will become dependent on them.
5. Many teenagers prefer chatting on the Internet to meeting their friends in person.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 **Suggested answer:**

A lot of people communicate by emails these days. An email is a letter that people send to each other via the Internet. There are many advantages of using an email. First, it is time-saving. An email can reach the recipients within seconds, so people can exchange information very quickly. In addition, it is efficient. An email can carry a lot of information because the sender can attach pictures, sounds, and videos to it. However, email users sometimes feel irritated when they receive spam and emails that carry viruses. Anyway, sending emails is very convenient, so it will continue being a popular way of communication in the future.

Unit 11

A Pronunciation

2 **1.** 3 **2.** 5 **3.** 4 **4.** 3 **5.** 5

1. Who dis**co**vered A**me**rica?

2. Robot **A**SIMO **won't work any**more.

3. Scientists will **ne**ver **stop** re**sear**ching.

4. Can you **talk** about **re**cent in**ven**tions?

5. Are you de**vel**oping a **new ro**bot? – **Yes**, we **are**.

B Vocabulary & Grammar

1 **1.** B **2.** A **3.** A **4.** B

2 **1.** experiments **2.** platform **3.** face recognition
4. attendance **5.** Video conferencing

3 **1.** A **2.** B **3.** C **4.** D **5.** A

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

5 **1.** C **2.** B **3.** D **4.** C **5.** A

C Speaking

1 **1.** B **2.** A **3.** C **4.** D **5.** A

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

D Reading

1 **1.** science **2.** role **3.** children / they **4.** give **5.** skills **6.** future **7.** in

2 **1.** F **2.** T **3.** F **4.** F **5.** T **6.** T **7.** F

3 **1.** B **2.** C **3.** A **4.** C **5.** D **6.** A **7.** B

E Writing

1 **1.** Charles Babbage, an English polymath, designed three computers.

2. He never constructed a computer because he did not have enough money.

3. In 1822, Babbage started working on the first computer and it was called the *Difference Engine*.

4. From 1847 to 1849, Babbage created the second computer.

5. In 1991, the British Science Museum constructed the computer from Babbage's plans.

6. It took 6 years to build this new computer, and it worked.

2 **1.** C **2.** B **3.** D **4.** C **5.** B

3 **Suggested answer:**

People can face some problems if they own a home robot. First, robots are expensive, so not every family can afford to have one. Second, people can become lazy because the robot does things for them. In addition, robots can't do all things as well as humans can do. For example, robots can do the cooking but they cannot taste a dish to check if it is good enough. Furthermore, robots cannot do everything. They can only do things that they are programmed. So you should think carefully before buying a robot.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 12

A Pronunciation

1 **1.** I enjoy boxing ↗, swimming ↗, hiking ↗, and cycling ↘.

2. We've got apples ↗, pears ↗, bananas ↗, and oranges ↘.

3. The sweater comes in blue ↗, white ↗, pink ↗, and black ↘.

4. I like football ↗, tennis ↗, basketball ↗, and volleyball ↘.

5. I bought a T–shirt ↗, a skirt ↗, and a handbag ↘.

2 **1.** *A:* On what day do you have English lessons?

B: We have English lessons on Mondays ↗, Wednesdays ↗, Thursdays ↗, and Fridays ↘.

2. *A:* What can I get you, sir?

B: We'd like some beef ↗, some potatoes ↗, some spaghetti ↗, and an omelette ↘.

3. *A:* What did you buy at the corner shop yesterday?

B: I bought a T-shirt ↗, a jumper ↗, a dress ↗, and a hat ↘.

4. *A:* What sports do you like?

B: I like football ↗, tennis ↗, fishing ↗, and jogging ↘.

5. *A:* What fruits do you have today?

B: We've got apples ↗, pears ↗, bananas ↗, and oranges ↘.

B Vocabulary & Grammar

1 **1.** crater **2.** galaxy **3.** telescope **4.** rocket **5.** liquid **6.** aliens

2 **1.** aliens **2.** galaxy **3.** crater **4.** telescope **5.** rocket **6.** Liquid

3 **1.** A **2.** C **3.** A **4.** D **5.** B

4 **1.** there were **2.** I was **3.** were exploring **4.** that day **5.** would

5 **1.** Hai asked Hoa how often she visited her grandparents.

2. She asked me what a UFO looked like.

3. The student asked his teacher why the climate on Mars was unsuitable for human life.

4. I wondered which was longer, a day on Venus or a day on Earth.

5. My son asked me why people called Mars the Red Planet.

6 **2.** Which hotel are you staying at now?

3. What is in your suitcase?

4. Whose car is that / this?

5. Who are you going to meet tonight?

6. When are you going to leave for Paris?

C Speaking

1 **1.** A **2.** B **3.** B **4.** D **5.** B

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

D Reading

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

6. B **7.** A **8.** C **9.** B **10.** A

2 **1.** A **2.** A **3.** D **4.** B **5.** D

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

E Writing

1 **1.** The professor asked his students what the essential conditions for human life were.

2. Tom asked the scientist what they used to catch signals from aliens.

3. I asked the teacher why people / we couldn't move to Mars immediately.

4. The headmaster wanted to know who was on duty that day.

5. Mary asked me what the word *UFO* stood for.

3 **Suggested answer:**

Saturn is named after the Roman god of agriculture and wealth, and its name means "the watcher." Saturn is the second largest planet in our solar system, about 116,460 km in diameter. It has a very thin atmosphere composed mainly of hydrogen and helium. The average temperature on Saturn is -139°C, and temperatures can drop to as low as -220°C. The most outstanding feature of the planet is its beautiful rings. They are made up of billions of particles of ice and rock. Saturn also has 83 moons, including Titan, the second largest moon in our solar system.

TEST YOURSELF 4

1 (5 x 0.2 = 1.0 pt)

1. D **2.** C **3.** D **4.** B **5.** C

2 (8 x 0.125 = 1.0 pt)

1. A **2.** A **3.** C **4.** B **5.** D **6.** C **7.** B **8.** A

3 (5 x 0.2 = 1.0 pt)

1. holography **2.** galaxies **3.** video conference

4. eye-tracking **5.** habitable

4 (5 x 0.2 = 1.0 pt)

1. D (on → in)

2. A (said → said to / told)

3. B (what → why)

4. B (us → ours)

5. D (tomorrow → the next day / the following day)

5 (5 x 0.2 = 1.0 pt)

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

6 (8 x 0.125 = 1.0 pt)

1. A **2.** D **3.** B **4.** C **5.** B **6.** A **7.** D **8.** A

7 (5 x 0.4 = 2.0 pts)

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

8 (5 x 0.4 = 2.0 pts)

1. Jack is video conferencing / having a video conference with his colleagues in Asia at the moment.

2. He said that he was doing well in science at school then.

3. Nick asked the professor why humans couldn't live on Mars.

4. Robots will replace humans in 30 years' time.

5. Many students asked me what the differences between Mars and Earth were.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Nhà xuất bản Giáo dục Việt Nam xin trân trọng cảm ơn các tác giả có tác phẩm, tư liệu được sử dụng, trích dẫn trong cuốn sách này.

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Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Tập đoàn xuất bản Giáo dục Pearson và các biên tập viên Christopher B. Allen, David Kaye.

Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam và Tập đoàn xuất bản Giáo dục Pearson, 2023.

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Mã số: ...

In ..... bản, (QĐ .....) khổ 20 x 28 cm.
Đơn vị in:.....
Cơ sở in:.....
Số ĐKXB: .../CXBIPH/.../GD
Số QĐXB: ..... ngày ... tháng ... năm .....
In xong và nộp lưu chiểu quý ..... năm .....
Mã số ISBN: ...



HUÂN CHƯƠNG HỒ CHÍ MINH



KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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