BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

TIẾNG ANH 9

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

HOÀNG VĂN VÂN (Tổng Chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)
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GLOBAL SUCCESS

TIẾNG ANH 9

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 9 GLOBAL SUCCESS is the final 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 9 GLOBAL SUCCESS** consist of a Student's Book, a Teacher's Book, and a Workbook.

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.
- 4 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, audio scripts of the exercises in the Student's Book and Workbook as well as strategies to do different kinds of exercises 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
- a list of irregular verbs

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 two-/three-/four-syllable words, rhythm, sentence stress, as well as intonation in statements used as questions are also dealt with in the other 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 section gives students the skills to communicate effectively in various everyday situations. This part contains a lot of fixed expressions and functions, such as seeking help and responding, offering help and responding, 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 a writing tip or a guideline to help students write effectively. Upon successful completion of the writing activity, students produce a complete piece of writing. Ideally the teacher, class or groups of students mark the complete writing texts.

SECTION 7: LOOKING BACK & PROJECT

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

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

Project helps students improve their ability to work independently and in 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 9 Global Success**.

The reading activities in **Tiếng Anh 9 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 students 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 9 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 intonation 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 intonation 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 9 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 9 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, 7, and 8.

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.

Notes:

- **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.**

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 1 LOCAL COMMUNITY

Objectives:

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

- use the words related to the topic *Local community*;
- pronounce the vowel sounds /æ/, /ɑ:/, and /e/ correctly in words and sentences;
- use question words before *to*-infinitives and some phrasal verbs;
- seek help and respond;
- guess the meaning of unknown words in context;
- read for specific information about special products in some areas;
- give a short presentation about a speciality;
- listen for specific information about a community helper;
- write a paragraph about a community helper.


Unit 1 LOCAL COMMUNITY

THIS UNIT INCLUDES:

Vocabulary
- Community helpers
- Traditional handicrafts

Pronunciation
Vowel revision: /æ/, /ɑ:/, and /e/

Grammar
- Question words before to- infinitives
- Phrasal verbs (1)

Skills
- Reading about special products in some areas
- Giving a short presentation about a speciality
- Listening about a community helper
- Writing a paragraph about a community helper

Everyday English
Seeking help and responding

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 some Ss about their neighbourhood:
  + *Where do you live?*
  + *What are your neighbours like?*
  + *What do you like about your neighbourhood?*
- Summarise Ss' answers and ask them what another name for a neighbourhood is.
- Elicit the phrase *local community*. Tell Ss that a local community includes all the people living in a particular area or is the place where people live. Write the unit title on the board *Local Community*.
- Share with Ss the objectives of the lesson 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.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

I REALLY LOVE WHERE I LIVE NOW.

ACTIVITY 1


GETTING STARTED

I really love where I live now.

1 Listen and read.

Ann: Hi, Mi. Long time no see. How're you doing?

Mi: I'm fine, thanks. By the way, we moved to a new house in a suburb last month.

Ann: Oh, that's why I haven't seen you in the Reading Club very often.

Mi: Yes. We're still busy moving in, you know.

Ann: How's your new neighbourhood?

Mi: It's much bigger than our old one. The streets are wider, and there are fewer people.

Ann: What about the facilities?

Mi: It has all the things we need: shopping malls, parks, and hospitals. And there's a craft village near our house.

Ann: Great! How're your new neighbours?

Mi: They're nice. Last Sunday when I was looking for the way to the bus station, a lady came and showed me the way. I think we will get on with them.

Ann: That reminds me of the time our family moved to Viet Nam. We didn't know where to buy stuff for our house, and the new neighbours in the community gave us useful advice. I guess you like your new place.

Mi: Sure. I really love where I live now.

Tiếng Anh 9

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 do you see in each picture?*
  2. *What would life in the place in the pictures be like?*
- Elicit answers from Ss.
- Introduce the two characters: Mi and Ann. Explain that they are friends, and they meet each other after a long time.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words 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 in the text that they think are related to the topic *Local community*. Quickly write the words on one part of the board. Comment on Ss' answers.

Audio script – Track 1:

Ann: Hi, Mi. Long time no see. How're you doing?

Mi: I'm fine, thanks. By the way, we moved to a new house in a suburb last month.

Ann: Oh, that's why I haven't seen you in the Reading Club very often.

Mi: Yes. We're still busy moving in, you know.

Ann: How's your new neighbourhood?

Mi: It's much bigger than our old one. The streets are wider, and there are fewer people.

Ann: What about the facilities?

Mi: It has all the things we need: shopping malls, parks, and hospitals. And there's a craft village near our house.

Ann: Great! How're your new neighbours?

Mi: They're nice. Last Sunday when I was looking for the way to the bus station, a lady came and showed me the way. I think we will get on with them.

Ann: That reminds me of the time our family moved to Viet Nam. We didn't know where to buy stuff for our house, and the new neighbours in the community gave us useful advice. I guess you like your new place.

Mi: Sure. I really love where I live now.

...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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.
- Now have them read the conversation again to check their answers.
- Allow them to share answers with a partner before discussing the answers 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. last month **2.** fewer people **3.** craft village
4. neighbours **5.** useful advice

2 **Read the conversation again. Fill in each blank with no more than TWO words from the conversation.**

1. Mi's family moved to a new house in a suburb _____.
2. Her new neighbourhood is bigger with wider streets and _____.
3. There is a _____ near Mi's house.
4. Mi thinks she will get on with her new _____.
5. People in Ann's community gave her family _____ on where to buy stuff.

ACTIVITY 3

Aim: To help Ss guess the meaning of some vocabulary items in the conversation.

- Ask Ss to read the words and phrases in the first column and locate them in the conversation.
- Ask them to read around each word or phrase to guess its meaning. For example, Ss can guess the meaning of *suburb* by reading the sentence where the word appears in line 4 of the conversation. Model the skill with this word.
- Have Ss work individually to match the words and phrases with their definitions.
- Have them compare their answers with a partner.
- Invite some Ss to share their answers.
- Confirm the correct answers.
- Have Ss practise saying the words and phrases.

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

3 **Match each word or phrase with its definition.**

1. suburb	a. the people living in a particular area
2. facilities	b. to make somebody remember or think about somebody or something
3. community	c. to have a good relationship with somebody
4. get on with	d. an area outside the centre of a city
5. remind somebody of	e. the buildings, equipment, and services provided for a particular purpose

ACTIVITY 4

Aim: To help Ss practise using the vocabulary learnt in 3.

- Have Ss work in pairs and fill in each blank with a word or phrase from **3**.
- Ask for Ss' answers and confirm the correct ones.
- For a more able class, have Ss work in groups. Each group makes sentences with the words / phrases. Then they read aloud these sentences.

Key:

1. suburb **2.** get on with **3.** facilities
4. remind ... of **5.** community

4 **Complete each sentence with a word or phrase from 3.**

1. They don't live in the city centre but in a _____ of Ha Noi.
2. I love our new neighbourhood because we _____ the people here.
3. There are enough sports _____ for people of all ages in our local park.
4. Souvenirs _____ people _____ a place, an occasion, or a holiday.
5. The local _____ encourages us to protect the environment and keep our neighbourhood clean.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To introduce to Ss some places of interest in a community.

- Set a time limit of 3 – 5 minutes for Ss to take the quiz in pairs.
- Invite some pairs to share their answers with the class. Confirm the correct answers.
- Ask Ss to work in groups and brainstorm all the places of interest in a community that they know. After 3 minutes, they are invited to share their answers with the whole class. The group with the most correct answers wins.

5 QUIZ **What is the place?**

Do the following quiz.

1. People watch sports such as football there.
2. People go there for health check-ups.
3. Parents take their children there so that they can have fun.
4. Children learn to read and write there.
5. Visitors see objects from the past there.

What are some other places in a neighbourhood you know?

Key:

1. stadium **2.** hospital **3.** playground **4.** school **5.** museum

EXTRA ACTIVITY

Have Ss work in their groups again to write 3 – 5 sentences about the places of interest they have brainstormed in **5**. Divide the class into two large groups. A student from the first group reads aloud a sentence for a student from the second group to answer. The group with more correct answers wins.

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 they remember from the lesson.
- If there is a projector in the classroom, then T should show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights in the conversation the sentences with question words before *to*-infinitives (*We didn't know where to buy stuff for our house.*) and the phrasal verbs (*get on, remind … of*) together with the words with the sounds /æ/, /ɑ:/, and /e/. Tell Ss that they will learn these language points in the upcoming lessons.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books to the last page of *Unit 1*, the **Project** section, look at the pictures and say what the topic of the project is (*What to change in our community*).
- Explain the project requirements: In groups, Ss will interview some Ss from their class or from other classes about the changes they want to make in their community, using the questions provided. They then analyse the answers from their friends and report the findings to their class. They can use a poster or PowerPoint slides to present their findings. In this case, their slides or posters should include a mixture of text and tables, graphs, or pictures so that T and other classmates can easily follow and understand their findings.
- Show them how to collect and analyse the answers. Here are the steps T can follow:

  Step 1. Have Ss answer the questions about their community:

  1. Where do you live?

  2. What is good about your community?

  3. What is not good about your community?

  4. What changes do you want to make to improve your community?

  Invite about three Ss to answer the questions. Draw a table on the board to record their answers. This way T is teaching them how to record the answers in a survey. The table should look like this (similar to the one on page 17 in Student's book):

Student	Question 1	Question 2	Question 3	Question 4
1. Lan				
2. Mai				
3. Nam				

Then model how to report the findings to the questions. Say, *I have just asked three students about their community. Here are the findings. Two students live in or near the city centre. One student lives far from the centre …*

Step 2. Ask Ss to look at the four questions in the book. Check if they understand the questions. Instruct them to create a table to record their classmates' answers. Tell groups that each group member can ask two classmates or two students from other classes, so each group can ask about 10 students, using the table they have created.

Student	Question 1	Question 2	Question 3	Question 4
1.				
2.				
3.				

Step 3. When they finish asking, they can organise the information they get in the table below:

Questions	Findings
1.	7 classmates: near the city centre 3 classmates: in a suburb
2.	
3.	
4.	

Step 4. Groups of Ss prepare short reports about the findings. Have them read the questions on page 17 and follow these guiding questions to prepare the report.

They can write the report or prepare it orally. Each group member can write or prepare a part of the report. T can also ask Ss to make a poster or PowerPoint slides to present their findings.

- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. *community*, *facilities*, *community services*, and solving any other problems that may arise with their projects.

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 a picture with some community helpers. Ask Ss who they see in the picture and what the common name for these people is.

  Suggested answer: *There is a doctor, a police officer, a teacher, a firefighter, and a cleaner. They are called community helpers.*

- Lead into this lesson which focuses on community helpers, words related to the topic of local community and revision of the vowel sounds /æ/, /ɑ:/, and /e/.

- 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 teach some vocabulary about community helpers and their responsibilities.



A CLOSER LOOK 1

Vocabulary

1 **Match the community helpers with their responsibilities.**

1. police officer	a. puts in, checks, and repairs electrical wires and equipment
2. garbage collector	b. puts out fires and saves people from dangerous fires
3. electrician	c. protects people and property, makes people obey the law, prevents and solves crimes
4. firefighter	d. delivers goods to people's houses or workplaces
5. delivery person	e. takes people's rubbish away

What other community helpers can you add?

- Of the five words in this task, Ss may know the two words "police officer" and "firefighter", so T may focus on presenting the other three words.

- To present each word, follow the steps:
  + Show the picture and elicit the word.
  + Read aloud the word several times and ask Ss to repeat.
  + Invite some Ss to read the word aloud.
  + Write the word on the board and highlight its phonological features (e.g. show the location of the main stress).

- After presenting all the words, ask Ss what each community helper does. Encourage them to give answers.

- Have Ss read the words / phrases in the first column and match them with the responsibilities in the second column. Remind them to pay attention to the keywords in each statement (a – e).

- Have Ss work in pairs to compare their answers before giving T the answers.

- Check and confirm the correct answers. Then ask Ss to share what other community helpers they know of and their responsibilities.

- Take this opportunity to quickly explain the meaning of some words / phrases like *put in, put out, obey the laws, solve crimes, ...*

- For a more able class, have Ss make complete sentences to describe the responsibilities of the community helpers.

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

Some other community helpers: postman, doctor, nurse, vet, tailor, chef, barber, ...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 2

Aim: To teach some vocabulary related to the topic of local community.

- Show each picture on a slide or ask Ss to look at each picture and say what they see.
- Elicit the words / phrases from Ss.
- Have Ss write the word / phrase under each picture 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 words and phrases 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 sentences with the words / phrases. Invite some groups to share their sentences. Other groups listen and comment. The fastest group with the most correct sentences wins.

Key: **1.** tourist attraction **2.** pottery **3.** artisan
4. speciality **5.** handicraft



2 **Write a word or phrase in the box under the correct picture.**

artisan handicraft pottery
speciality tourist attraction

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

10 Tiếng Anh 9

ACTIVITY 3

Aim: To give Ss further practice with the vocabulary items they have learnt.

- Ask Ss to quickly read the words / phrases and the given sentences.
- Have them do the exercise individually and then compare their answers with another student.
- Check the answers as a class and confirm the correct ones.

Key: **1.** artisans **2.** electrician **3.** speciality
4. garbage collector **5.** handicrafts

3 **Fill in each blank with a word or phrase from the box.**

artisans electrician handicrafts
speciality garbage collector

1. Skilled local _____ made these beautiful flower vases.
2. The electrical wires in our neighbourhood broke down yesterday, so we had to call a(n) _____.
3. *Bun cha*, *pho*, and *hu tieu* are examples of famous Vietnamese _____.
4. The _____ in our street usually comes at 6 p.m. to take the rubbish away.
5. Tourists to Hoi An usually buy traditional _____ such as lanterns as souvenirs.

Pronunciation

Vowel revision: /æ/, /ɑ:/, and /e/

ACTIVITY 4

Aims:

- **To help Ss revise the vowel sounds /æ/, /ɑ:/, and /e/;**
- **To help Ss practise pronouncing these sounds in words.**

- Ask Ss to say out loud some words they know that contain these vowels.

Pronunciation

Vowel revision: /æ/, /ɑ:/, and /e/

4 **Listen and number the words you hear. Then listen again and repeat.** 2

_____ pack _____ park
_____ kettle _____ cattle
_____ marry _____ merry
_____ chart _____ chat

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- Have some Ss read out the given words first. Then play the recording once or twice for them to listen and number the words they hear. Play the recording again for Ss to check their answers and repeat the words.
- Check the answers with the class and confirm the correct ones.
- Ask Ss to work in pairs to practise saying the words and say which of the three vowels each word contains. Invite some Ss to share their answers. Confirm the correct answers.

Key + Audio script – Track 2:

1. chart **2.** merry **3.** pack **4.** cattle
5. park **6.** chat **7.** kettle **8.** marry

1. chart (/ɑ:/) **2.** merry (/e/) **3.** pack (/æ/) **4.** cattle (/æ/)
5. park (/ɑ:/) **6.** chat (/æ/) **7.** kettle (/e/) **8.** marry (/æ/)

ACTIVITY 5

Aims:

- **To help Ss identify the vowel sounds /æ/, /ɑ:/, and /e/ in words;**
- **To help Ss pronounce the vowel sounds /æ/, /ɑ:/, and /e/ 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 the /æ/ sound, circle the bold words with the /ɑ:/ sound, and tick the bold words with the /e/ sound.
- 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 /æ/, circle the bold words with /ɑ:/, and tick the bold words with /e/.** 3

1. Thanks to **garbage** collectors, our streets are clean.
2. My **grandmother** is a well-known **artist**.
3. **That** bakery makes the best **bread** in our neighbourhood.
4. Do you know where to buy **bamboo beds**?
5. We sometimes go to the **park** to **relax**.

Key:

/æ/: Thanks, grandmother, that, bamboo, relax
/ɑ:/: garbage, artist, park
/e/: bread, beds

Audio script – Track 3:

1. Thanks to garbage collectors, our streets are clean.
2. My grandmother is a well-known artist.
3. That bakery makes the best bread in our neighbourhood.
4. Do you know where to buy bamboo beds?
5. We sometimes go to the park to relax.

EXTRA ACTIVITY

Have Ss work in pairs. Ask them to write a word which has the sound /æ/, /ɑ:/, or /e/ to complete each of the following minimal pairs:

1. bag _____ **2.** hat _____ **3.** land _____ **4.** gas _____
5. bark _____ **6.** harm _____ **7.** park _____ **8.** cat _____

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Suggested answers:

1. beg	**2.** heart	**3.** lend	**4.** guess
5. back	**6.** ham	**7.** pack	**8.** cart

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

Question words before *to*-infinitives

WARM-UP

Aims:

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

- Ask Ss the question: *What do you do when you don't know how to get to a place in your neighbourhood?* Write the question on the board.
- Invite some Ss to answer the question. Quickly write some of their answers on the board.
- Draw Ss' attention to the question on the board. Underline *don't know how to get to*.
- Tell them that today they are going to learn some question words before *to*-infinitives and some phrasal verbs.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

QUESTION WORDS BEFORE *TO*-INFINITIVES

- Have Ss read the two examples in the **Remember!** box and pay attention to the bold words.
- Then tell them to read the information in the box.
- Check their understanding by asking these questions:
  - + *What question words can we use before* to-*infinitives?*
  - + *What does this grammatical structure express?*
  - + *What are the verbs we can use?*
- Ask Ss to give some more examples. Comment on their examples.


A CLOSER LOOK 2

Grammar

Question words before *to*-infinitives

Remember!

- We use a question word such as *who, what, where, when,* or *how* before a *to*-infinitive to express an indirect question about what we should do.
- We often use a verb such as *ask, wonder, (not) decide, (not) tell,* or *(not) know* before the question word + *to*-infinitive.

Example:

We don't know **what** to do to help the community.

She asked **how** to get to the nearest shopping mall.

ACTIVITY 1

Aim: To help Ss practise question words before *to*-infinitives.

- Ask Ss to read the first sentence and think of the question word to fill in the gap. Invite Ss to give their answers. Confirm the correct one.


1 **Fill in each blank with a suitable question word.**

1. I don't know _____ to deal with this problem.
2. My sister wondered _____ to buy the best cakes.
3. Could you tell me _____ to do to get on well with my new neighbours?
4. They asked _____ to take out the rubbish, at 5 or 6 p.m.
5. He can't decide _____ to give his books to.

- Have Ss do the exercise individually and then check their answers with a classmate.
- Invite some Ss to share their answers. Confirm the correct answers.

Key: **1.** how **2.** where **3.** what **4.** when **5.** who

ACTIVITY 2

Aim: To give Ss further practice with question words before *to*-infinitives.

- Model the way to do the exercise with the first sentence. Explain to Ss that they only need to replace the subject *I* and the modal verb *can* with *to*.

  1. I don't know how I can get to the swimming pool.

  → I don't know how to get to the swimming pool.

- Have Ss do this exercise individually and then compare their answers with a partner.
- Ask some Ss to write their answers on the board. Ask other Ss to comment on their answers. Confirm the correct ones.

Key:

1. I don't know how to get to the swimming pool.

2. They are wondering where to buy traditional handicrafts.

3. She asked what to give to her new neighbour at his house-warming party.

4. I can't decide who to ask for advice.

5. Could you tell me when to pay the water bill?

2 **Rewrite the sentences using question words + *to*-infinitives.**

1. I don't know how I can get to the swimming pool.
2. They are wondering where they can buy traditional handicrafts.
3. She asked what she should give to her new neighbour at his house-warming party.
4. I can't decide who I should ask for advice.
5. Could you tell me when I have to pay the water bill?

Phrasal verbs (1)

- Write these sentences, which are taken from the conversation in **Getting Started**, on the board:

  I think we will get on with them.

  That reminds me of the time our family moved to Viet Nam.

- Ask them about the meaning of each phrasal verb (they learnt the meaning of these verbs in the **Getting Started** lesson). Tell them that these are examples of phrasal verbs.
- Have Ss read the information in the **Remember!** box. Ask them to call out any phrasal verbs they know and write them on the board. Have Ss explain the meaning of these verbs.

Phrasal verbs (1)

Remember!

- A phrasal verb consists of a verb and one or two particles, such as *up, down, back, on, round, ...*
- A phrasal verb usually has a special meaning.

Example:

go out = leave your house to go to a social event

pass down = give or teach something to your children

cut down on = reduce the amount or number of something

run out of = have no more of

ACTIVITY 3

Aim: To help Ss practise phrasal verbs.

- Have Ss do this exercise individually and then compare the answers with another classmate. Remind Ss that they can guess the meaning of each phrasal verb based on the meaning of the main verb.
- Check the answers with the whole class. Confirm the correct ones.

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

3 **Match each phrasal verb with its meaning.**

1. look around	a. to be responsible for somebody / something
2. come back	b. to walk around a place to see what is there
3. hand down	c. to get information about somebody or something
4. find out	d. to return to a place
5. take care of	e. to give something to somebody younger than you

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ACTIVITY 4

Aim: To give Ss further practice with phrasal verbs.

- Have Ss work in pairs to do the exercise. Remind them to use the correct form of a phrasal verb in **3**.
- Invite some pairs to share their answers. Confirm the correct answers.

Key: **1.** came back **2.** hand down **3.** find out
4. takes care of **5.** looking around

4 **Complete each sentence using the correct form of a phrasal verb in 3.**

1. We _____ from our home town last Saturday.
2. The artisans in my village usually _____ their skills to their eldest children.
3. If you want to _____ about our community, you can go to the local museum.
4. When we aren't at home, our neighbour _____ our cats.
5. Whenever I go to a new place, I spend time _____.

ACTIVITY 5

Aim: To give Ss further practice with phrasal verbs in a freer way.

- For this game, have Ss walk around the room and try to find classmates who answer *Yes* to each question on their game card. Explain to them that some of the questions have a phrasal verb in it. The winner is the student who fills in their game card first.
- Set a time limit of about 5 – 7 minutes. After this time, if Ss are stuck, the winner is the student with the most names on his / her game card.

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

Ask as many friends as you can the following questions. Then write their names in the table if they say "yes".

	Name
1. Do your parents often come back late at night?	
2. Do you get on with all your classmates?	
3. Do you take care of your younger brother or sister?	
4. Do you want to cut down on fast food?	
5. Do you enjoy going out at weekends?	

EXTRA ACTIVITY

If there is some time left, have Ss do the following exercise:

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

1. It's so smoky in here. I'm just _____ for some fresh air.

A. passing down **B.** going out **C.** coming back **D.** finding out

2. I came back to my home town to _____ more about my grandparents.

A. hand down **B.** look around **C.** find out **D.** go out

3. My brother is overweight. He's _____ fatty foods.

A. finding out **B.** taking care of **C.** running out of **D.** cutting down on

4. I liked the village immediately because it _____ me _____ my home village.

A. reminded ... of **B.** came ... back **C.** went ... out **D.** found ... out

5. How are you _____ with your classmates?

A. taking care **B.** getting on **C.** running out **D.** looking around

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

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 community helpers that Ss learnt in the previous lessons. Ask Ss how each community helper helps them (e.g. The doctor helps us cure our illnesses.).
- Introduce the objectives of the lesson: learning how to seek help and respond and learning about some students' favourite places of interest.

Everyday English

Seeking help and responding

ACTIVITIES 1 + 2

Aims:

- **To introduce ways of seeking help and responding;**
- **To help Ss practise seeking help and responding.**

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 seek help and respond.
- Write the structures used to ask for help on the board:
  + *Do you mind + V-ing?*
  + *Could you show me ...?*
- Instruct them how to respond appropriately.
- Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class.
- For a more able class, introduce some other ways to ask for help in English:
  + *Could you help me ...?*
  + *Could you give me a hand with ...?*
  + *Would you ..., please?*


COMMUNICATION

Everyday English

Seeking help and responding

1 Listen and read the conversations. Pay attention to the highlighted parts.

① *Mai:* Do you mind carrying this suitcase for me?

Tom: Not at all.

② *Ann:* Could you show me how to open this gate, please?

Mr Nam: Sure.

Audio script – Track 4:

1. *Mai:* Do you mind carrying this suitcase for me?

Tom: Not at all.

2. *Ann:* Could you show me how to open this gate, please?

Mr Nam: Sure.

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2

- Ask Ss to work in pairs to make similar conversations, using the language they have learnt.
- For a less able class, model the first situation with a good student.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.
- For more able classes, encourage Ss to use different ways to ask for help and respond.



2 **Work in pairs. Ask for help and respond in the following situations.**

1. You want your friend to lend you her pen.
2. You want your neighbour to tell you the name of the new garbage collector.
3. You want to ask your neighbour where to buy the best fruits and vegetables.

Suggested answers:

1. Do you mind lending me your pen? – Not at all. Here you are.

2. Could you tell me the name of the new garbage collector? – Sure. His name's Nam.

3. Could you tell me where to buy the best fruits and vegetables in our area? – Sure. There's a shop in Le Lai Street.

Transition from *Everyday English* to *Places of interest*

- Ask Ss how they can ask their friend to show them where a place of interest is (e.g. the most beautiful park in town). Invite Ss to share their answers.
- Ask Ss what places of interest they know. Ss may mention: park, cinema, café, … Tell Ss they are going to read what two students share about their favourite places of interest.

Places of interest

ACTIVITY 3

Aim: To introduce some famous places of interest.

- Ask Ss to look at each picture and say if they know anything about the place. Elicit answers and confirm the correct ones. If time allows, ask them in what city each place of interest is located and if they know any other places of interest in that city.
- Elicit answers from Ss. Provide Ss with some places of interest in each city.



Places of interest

3 **Do you know the place in each picture?**

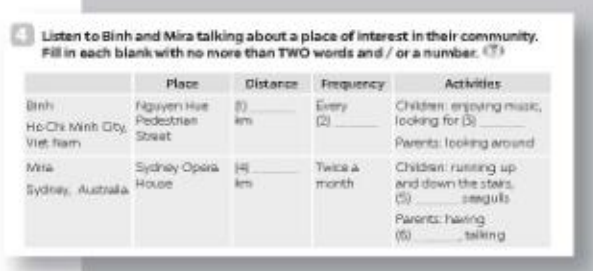
a

b

Suggested answer:

Picture a: Nguyen Hue Pedestrian Street (Phố đi bộ Nguyễn Huệ) is in Ho Chi Minh City. Other places of interest in the city: Central Post Office (Bưu điện trung tâm), Notre-Dame Cathedral (Nhà thờ Đức Bà), Independence Palace (Dinh Độc Lập), War Remnants Museum (Bảo tàng chứng tích chiến tranh), Ben Thanh Market (Chợ Bến Thành), etc.

Picture b: Sydney Opera House is in Sydney, Australia. Some other places of interest in the city: Sydney Harbour Bridge, Taronga Zoo, Sydney Tower Eye, Darling Harbour, Sydney Aquarium, Royal Botanic Garden, etc.


4 Listen to Binh and Mira talking about a place of interest in their community. Fill in each blank with no more than TWO words and / or a number.

	Place	Distance	Frequency	Activities
Binh Ho Chi Minh City, Viet Nam	Nguyen Hue Pedestrian Street	(1) _____ km	Every (2) _____	Children: enjoying music, looking for (3) _____ Parents: looking around
Mira Sydney, Australia	Sydney Opera House	(4) _____ km	Twice a month	Children: running up and down the stairs, (5) _____ seagulls Parents: having (6) _____ talking

ACTIVITY 4

Aim: To provide Ss with information about the two places of interest and the activities to do there.

- Tell Ss that they are going to listen to a student from Ho Chi Minh City and the other from Sydney talking about a place of interest in their community and what they do there.
- Have them look at the table of information and ask them to read it through quickly.
- Play the recording for Ss to listen and fill in each blank with no more than two words and / or a number.
- Ask Ss to work in pairs to compare their answers.
- Invite some pairs to share their answers. Confirm the correct ones.

Key:

1. one / 1 **2.** weekend **3.** favourite books

4. five / 5 **5.** feeding **6.** a drink

Audio script – Track 5:

Binh, from Ho Chi Minh City, Viet Nam

My favourite place of interest is Nguyen Hue Pedestrian Street. It's in the centre of the city and only a kilometre from our house, so we walk there every weekend. It's used for pedestrians only and is very popular especially at weekends and during Tet. My sister and I enjoy the music that street bands play and look for our favourite books while our parents look around.

Mira, from Sydney, Australia

Of all the attractions in Sydney, I love the Opera House the most. It's one of the most famous performing arts centres in the world. Our family goes there twice a month because it's about 5 kilometres from our house. My brother and I are fond of running up and down the stairs and feeding the seagulls. Our parents love having a drink and talking to each other.

ACTIVITY 5

Aim: To provide Ss with a chance to ask and answer about their favourite places of interest in their community.


5 Work in pairs. Ask and answer about your favourite places of interest. Use the questions below.

- What is your favourite place of interest?
- How far is it from your house?
- How often do you go to that place?
- What do you do there?

Then tell the class about your partner's favourite place of interest.

Example: Lan's favourite place of interest is Tao Dan Park. It's only one kilometre from her house ...

- Before having Ss do the activity, ask them the following questions:
  + *What is Mira's favourite place of interest?*
  + *How far is it from her house?*
  + *How often does she go to that place?*
  + *What does she do there?*
- Have Ss work in pairs to ask and answer the four questions in the book. Have Ss in each pair note down their partners' answers.
- Ask some Ss to report their partner's answers to the class.
- Comment on Ss' answers.

Suggested answer:

Lan's favourite place of interest is Tao Dan Park. It's only one kilometre from her house, so she goes there every weekend with her mother and sister. There they walk, do some exercises, and enjoy the fresh air. Sometimes they also cycle around the park.

EXTRA ACTIVITY

- Have Ss work in groups. Ask them to discuss the following situation:

  You have an Australian friend. Her family is going to our city / town / village. What place will you suggest her family should visit? Why?

- Give groups 5 – 7 minutes to discuss and then present their 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:

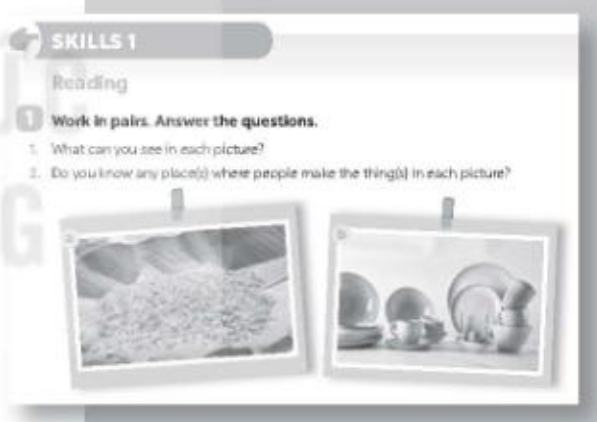
- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Ask Ss if they know of any traditional craft villages. Ask them to share any information they know about the village (location, special products, ...).
- Lead to the new lesson: Reading and Speaking about traditional villages and a speciality in their community or an area they know.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

Reading

ACTIVITY 1

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


SKILLS 1

Reading

1 Work in pairs. Answer the questions.

1. What can you see in each picture?
2. Do you know any place(s) where people make the thing(s) in each picture?

- Have Ss look at the pictures in the book or show the pictures on a slide. Ask Ss to answer the questions in the book:

  1. What can you see in each picture?

  2. Do you know any place(s) where people make the thing(s) in each picture?

- Tell Ss that they are going to read a text about two traditional villages, one in Viet Nam (Vong Village) and the other in England (Denby).

Key:

Picture a: *com* (young sticky rice) – Vong Village, Ha Noi (another place which makes *com*: Tu Le Commune in Yen Bai Province)

Picture b: pottery – Denby, England (In Viet Nam, there are some pottery villages like Bat Trang and Phu Lang.)

Notes:

com Lang Vong = cốm Làng Vòng

Bat Trang = Bát Tràng; Phu Lang = Phù Lãng; Tu Le = Tú Lệ; Yen Bai = Yên Bái

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 to read around the highlighted words in the text to roughly understand the meaning of each word, and then match each word with its definition.
- Have Ss check their answers in pairs.
- Invite some Ss to share their answers. Confirm the correct answers.

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



2 Read the brochure introducing different places with special products. Match each highlighted word with its definition.

Vong, a small village in Ha Noi, is famous for a speciality: cash cows sticky rice flakes). To make cash, artisans follow a series of steps. They preserve the techniques by passing them down to their sons. In the past, people made cash by hand, but now they use machines for some steps to shorten the process. They wrap the final product in two layers of leaves to preserve its fragrance before selling it to consumers. Cash Lang Vongis well known in Viet Nam as a specialty of Ha Noi citizens.

Denby is a village in the county of Derbyshire, England. It is the home of the famous Denby Pottery, which is made from the finest local clay. Going around the village, we can see artisans hand-craft pottery collections. They still use some of the original techniques passed down through generations. In Denby products, we can see their beauty and function which make them world-famous. Today Denby is also a tourist attraction. Visitors can make pottery in workshops or find out about the history of pottery in the museum.

1. preserve	a. existing since the beginning
2. shorten	b. to keep something as it is
3. fragrance	c. to make something shorter
4. original	d. a special purpose of a thing
5. function	e. a pleasant smell

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. If necessary, briefly tell them the steps: Read each sentence, underline the keywords in each sentence, locate the keywords in the text, and decide which place the information belongs to. 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.

3 **Read the brochure again. Decide which place each detail below belongs to.**

In which place ...?	Vong	Denby
1. people make the speciality from local material		
2. people make the product from plants		
3. people make the product with some traditional techniques		
4. the product is famous worldwide		
5. the product symbolises a season		

Key: Vong: 2, 3, 5 Denby: 1, 3, 4

Transition from *Reading* to *Speaking*

Have Ss choose one of the two products and answer these five questions:

1. What speciality is it?

2. What do people make it from?

3. Do people make it in the traditional way?

4. What can people do with it?

5. Is it well-known in your country only or in the world?

This short activity is a transition to the Speaking part and serves as an example for **4**.

Speaking

ACTIVITY 4

Aim: To help Ss prepare ideas to talk about a speciality in their neighbourhood, home town, or the area they know.

- Tell Ss that they are going to work in pairs to answer the questions in the book. Model the answers to the questions yourself, if needed.



Speaking

4 **Work in pairs. Ask and answer about a speciality in your neighbourhood, your home town, or the area you know. Use the questions below.**

1. What speciality is it?
2. What do people make it from?
3. Do people make it in the traditional way?
4. What can people do with it?
5. Is it well known in only your country or around the world?

- Have Ss work in pairs to ask and answer the questions in the book. Ask them to note down their answers.
- Move around to observe and offer help if needed.
- Spare Ss some time to prepare for a short talk about the speciality they have chosen, using their answers to the questions.

ACTIVITY 5

Aim: To give Ss a chance to talk about a speciality.

- Have Ss work in groups and give a short talk about the speciality they have discussed.
- Ask them to read the example first.
- Invite some Ss to give their presentation to the class.
- Ask other groups to listen and give comments.
- Comment on Ss' answers.

5 **Work in groups. Give a short presentation about the speciality you discussed in 4.**

Example:

I live in Tay Ho Village, 12 kilometres from Hue City. My village is famous for its conical hats. We make conical hats from *goi* leaves ...

Suggested answer:

I live in Tay Ho Village, 12 kilometres from Hue City. My village is famous for its conical hats. We make conical hats from *goi* leaves. We still follow 15 traditional steps to make a hat. A conical hat protects us from the sun and the rain as well as makes us more graceful. What is special about our conical hats is that each of them carries a poem. Tay Ho conical hats are not only famous in Hue but all over Viet Nam.

Notes:

Tay Ho = Tây Hồ; goi = gồi

EXTRA ACTIVITY

Ask Ss to work in pairs to take the quiz about famous products in different places in Viet Nam. They have to match the products with the places.

Famous products	Places
1. pottery	**A.** Ha Tinh Province
2. green bean cakes	**B.** Hoi An Ancient Town
3. *cu do* candy	**C.** Bat Trang Pottery Village, Ha Noi
4. lanterns	**D.** Non Nuoc Stone Sculpture Village, Da Nang
5. stone sculpture	**E.** Hai Duong Province

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

Notes:

cu do = *cu đơ* Non Nuoc = Non Nước

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.**

- Have Ss say aloud the names of community helpers they know and have learnt. Ask them who their favourite community helper is and why. Encourage Ss to share their answers.
- Lead into the new lesson: Listening and Writing about favourite community helpers.
- Introduce the objectives of the lesson. Write the objectives in the 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:

  1. Who can you see in the pictures?

  2. What are they doing?

- Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense.

> ***Suggested answer:*** We can see garbage collectors. They are taking the garbage away.

- Choose to teach some keywords that appear in the listening text if necessary *(reflective stripes, garbage cart, sorting, ...)*.


SKILLS 2

Listening

1 **Work in pairs. Discuss the questions.**

1. Who can you see in the pictures?
2. What are they doing?

a

b

2 **Listen and fill in each blank with no more than TWO words.** 6

1. The name of the writing contest is "My Favourite _____".
2. Mr Vinh is a _____.
3. He is tall and _____.
4. He is hard-working, responsible, and _____.

ACTIVITY 2

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

- Tell Ss that they are going to listen to a radio broadcast about a community helper.
- Have Ss read the questions first and underline the keywords. Have them identify the kind of information needed for each blank (e.g. blank 1: noun / name of the contest; blank 2: noun / his job, ...).
- Play the recording and ask Ss to listen and fill in each blank with no more than two words. 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.** Community Helper **2.** garbage collector **3.** slim **4.** friendly

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ACTIVITY 3

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

- Tell Ss that they are going to listen to the broadcast again and decide if each statement is true or false.
- Have Ss read the statements and underline the keywords. Have Ss guess whether each statement is true or false based on their previous listening. Invite some Ss to share their answers. Write their answers on the board.
- Play the recording and ask Ss to listen again and check their answers. Ss work in pairs to compare their answers with each other and with the answers on the board.

3 **Listen again and tick (✓) T (True) or F (False).** (7)

	T	F
1. Mr Vinh wears an orange uniform.		
2. He arrives at Mi's neighbourhood at 9 p.m. every day.		
3. He instructs people to put rubbish in two types of bins.		
4. He shares information about his work and the importance of sorting rubbish.		

- Play the recording once more for pairs to check their answers to both **2** and **3**.
- Refer to Ss' answers to **2**. Confirm and tick the correct answers. Ask for Ss' answers to **3**. Write them on the board next to their guesses. Confirm the correct answers.

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

Audio script – Tracks 6 + 7:

This is An Binh Commune Radio Station. In today's special programme, we will share with you a piece of writing which won first prize in our writing contest called "My Favourite Community Helper". This was written by Mi, a grade 9 student.

There are many great community helpers in our neighbourhood but my favourite one is Mr Vinh, the garbage collector. Mr Vinh is a tall and slim man. He usually wears a green uniform with reflective stripes. He is hard-working and responsible. Every day he goes to our neighbourhood at 6 p.m. with a garbage cart. He instructs everyone to put garbage in the correct bin: recyclable and non-recyclable, and then goes to the next neighbourhood. At about 9 p.m. he comes back and empties all the bins carefully. Mr Vinh is also friendly. He usually keeps a smile on his face. He talks with the people in our community cheerfully about his work and the importance of sorting rubbish. We all love him.

Transition from *Listening* to *Writing*

Have Ss answer these five questions about Mr Vinh:

1. What is his job?

2. What does he look like?

3. What is he like?

4. What does he do for the community?

5. How does Mi feel about him?

This activity is a natural transition to **4** and serves as a model for Ss' answers in **4**.

Writing

ACTIVITY 4

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

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

Writing

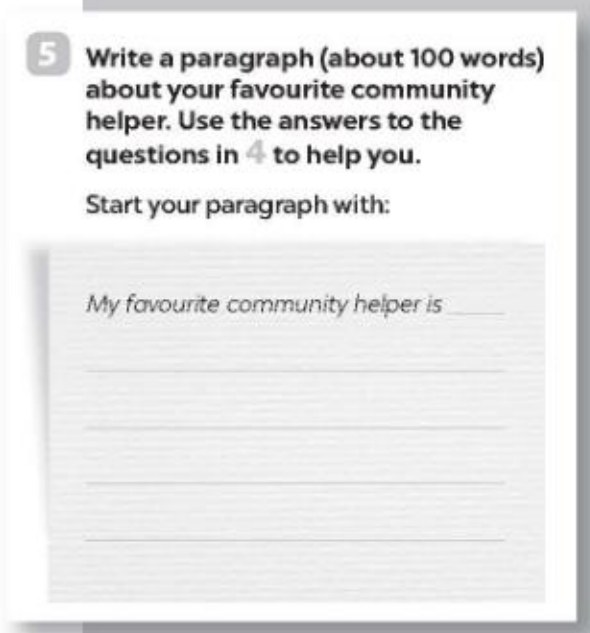
4 **Work in pairs. Choose a community helper you like and answer the following questions.**

- What is his / her job?
- What does he / she look like?
- What is he / she like?
- What does he / she do for the community?
- How do you feel about him / her?

ACTIVITY 5

Aim: To help Ss practise writing a paragraph (about 100 words) about their favourite community helper.

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



5 **Write a paragraph (about 100 words) about your favourite community helper. Use the answers to the questions in 4 to help you.**

Start your paragraph with:

My favourite community helper is _____

Suggested answer:

My favourite community helper is Mr Nam. He is a delivery person in my neighbourhood. He is a friendly person. Whenever he delivers something to us, he smiles happily. He sometimes asks me about my study. In addition, he is hard-working and responsible. He delivers goods to my family and other families in the neighbourhood despite the weather. Sometimes he has to return twice to deliver us a parcel because we are not at home. I really appreciate his manner. In general, Mr Nam is a very dedicated community helper who makes our life easy and comfortable.

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

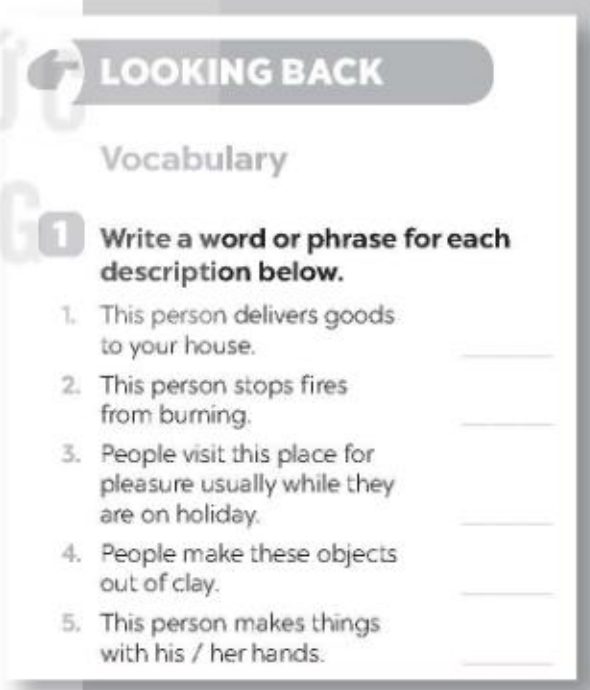
Tell Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.

Vocabulary

ACTIVITY 1

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.



LOOKING BACK

Vocabulary

1 **Write a word or phrase for each description below.**

1. This person delivers goods to your house. _____
2. This person stops fires from burning. _____
3. People visit this place for pleasure usually while they are on holiday. _____
4. People make these objects out of clay. _____
5. This person makes things with his / her hands. _____

Key:

1. delivery person **2.** firefighter **3.** tourist attraction
4. pottery **5.** artisan

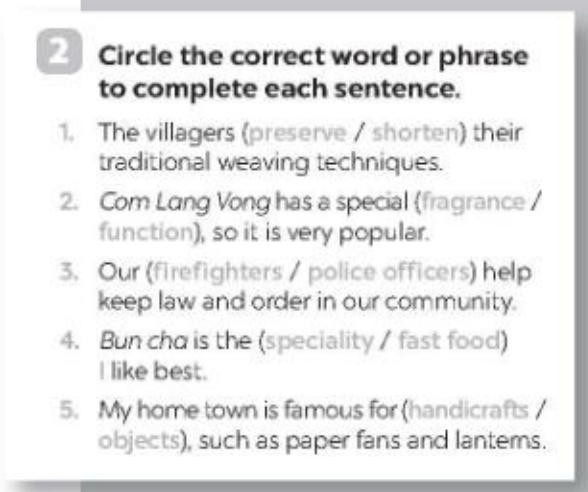
ACTIVITY 2

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

- Have Ss do this exercise individually.
- Ask them to share their answers with a classmate.
- Invite some Ss to share their answers. Confirm the correct ones.

Key:

1. preserve **2.** fragrance **3.** police officers
4. speciality **5.** handicrafts



2 **Circle the correct word or phrase to complete each sentence.**

1. The villagers (preserve / shorten) their traditional weaving techniques.
2. *Com Lang Vong* has a special (fragrance / function), so it is very popular.
3. Our (firefighters / police officers) help keep law and order in our community.
4. *Bun cha* is the (speciality / fast food) I like best.
5. My home town is famous for (handicrafts / objects), such as paper fans and lanterns.

Grammar

ACTIVITY 3

Aim: To help Ss revise question words before *to*-infinitives.

- Ask Ss about the verbs and the question words that can be used in this kind of structure.
- 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.

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



Grammar

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

1. You should decide _____ to move to the new house.
   A. while B. when
   C. where D. who
2. Do you know _____ to sort rubbish?
   A. who B. which
   C. how D. what
3. She didn't tell me _____ to meet, in the library or in the lab.
   A. how B. when
   C. what D. where
4. Could you tell me _____ to do in this situation?
   A. what B. when
   C. where D. who
5. I wonder _____ to ask for advice, my teacher or my parents.
   A. where B. when
   C. who D. what

ACTIVITY 4

Aim: To help Ss revise the phrasal verbs they have learnt.

- Tell Ss that they are going to rewrite the given sentences using the phrasal verbs given in brackets.
- Model with the first sentence. Underline the verb "reduce" and write down the new sentence, using "cut down on" instead of "reduce". Remind Ss that they may need to change the form of the verb given. Ask them to read the example on the board carefully.
- Have Ss do this exercise individually then compare their sentences with a partner's.
- Invite some Ss to write their sentences on the board. Give feedback.

Key:

1. In some villages, people cut down on the number of steps to make the handicraft.
2. My grandparents handed down the skills to my parents.
3. In their community, the eldest child usually takes care of his or her parents.
4. Before we go to a new place, we always find out about it.
5. They get on with all neighbours.

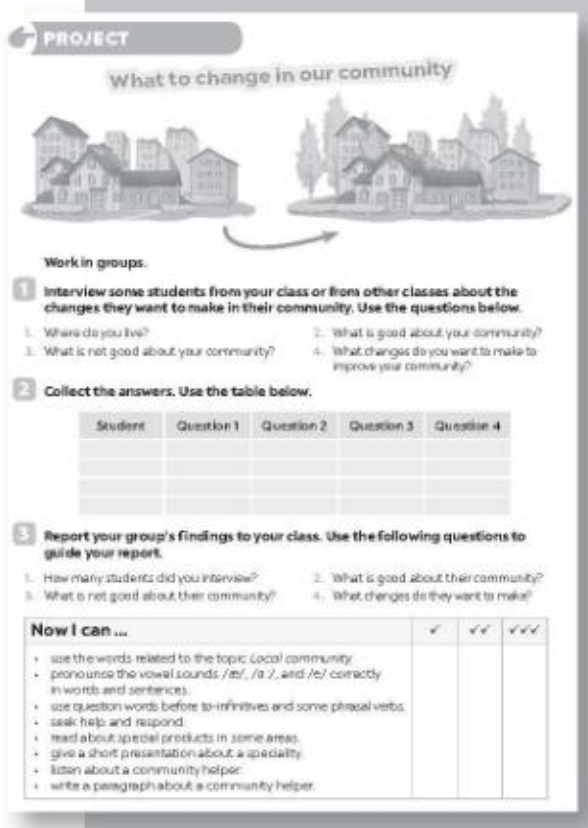


4 **Rewrite each sentence so that it contains the phrasal verb in brackets. You may have to change the form of the verb.**

1. In some villages, people reduce the number of steps to make the handicraft. (cut down on)
2. My grandparents gave the skills to my parents. (hand down)
3. In their community, the eldest child is usually responsible for his or her parents. (take care of)
4. Before we go to a new place, we always get information about it. (find out)
5. They have a good relationship with all neighbours. (get on with)

PROJECT

Aim: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.


PROJECT

What to change in our community

Work in groups.

1 Interview some students from your class or from other classes about the changes they want to make in their community. Use the questions below.

1. Where do you live?
2. What is good about your community?
3. What is not good about your community?
4. What changes do you want to make to improve your community?

2 Collect the answers. Use the table below.

Student	Question 1	Question 2	Question 3	Question 4

3 Report your group's findings to your class. Use the following questions to guide your report.

1. How many students did you interview?
2. What is good about their community?
3. What is not good about their community?
4. What changes do they want to make?

Now I can ...	✓	✓✓	✓✓✓
• use the words related to the topic *Local community* • pronounce the vowel sounds /æ/, /ɑ :/, and /e/ correctly in words and sentences. • use question words before to-infinitives and some phrasal verbs. • ask help and respond. • read about special products in some areas. • give a short presentation about a speciality. • listen about a community helper. • write a paragraph about a community helper.			

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of the survey results.
- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.

FEEDBACK FORM FOR SURVEYS

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I interacted with the audience.		
4. I used some photos / pictures / slides to illustrate my findings / survey results.		
CONTENT: Our presentation includes the following information:		
1. the number of interviewees		
2. good things about their community		
3. not very good things about their community		
4. the changes they want to make		

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2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenters greeted the audience.		
2. The presenters spoke clearly and naturally.		
3. The presenters cooperated when delivering their talk.		
4. The presenters interacted with the audience.		
5. The presenters used some photos / pictures / slides to illustrate their findings / survey results.		
6. The presenters concluded their talk appropriately.		
CONTENT: The presentation includes the following information:		
1. the number of interviewees		
2. good things about their community		
3. not very good things about their community		
4. the changes they want to make		

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 CITY LIFE

Objectives:

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

- use the words related to city life;
- pronounce the diphthong sounds /aʊ/, /əʊ/, and /eə/ correctly in words and sentences;
- recognise and use double comparatives and some phrasal verbs;
- offer help and respond;
- read for general and specific information in an announcement about a competition to find solutions to city problems;
- talk about city problems and their solutions;
- listen for specific information in an interview about life in some cities;
- write a paragraph about what they like or dislike about city life.


Unit 2 CITY LIFE

THIS UNIT INCLUDES:

Vocabulary
City life

Pronunciation
Diphthong revision: /aʊ/, /əʊ/, and /eə/

Grammar
- Double comparatives
- Phrasal verbs (2)

Skills
- Reading an announcement about a competition to find solutions to city problems
- Talking about city problems and their solutions
- Listening to an interview about life in some cities
- Writing a paragraph about what you like or dislike about city life

Everyday English
Offering help and responding

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 name some big cities in Viet Nam and in the world. Ask some of them to tell the class what they know about those cities (population, traffic, tourist attractions, etc.). Ask them if they want to live there. Write their ideas on the board.
- If Ss are living in a town or city, ask them to describe it (population, traffic, tourist attractions, etc.). Ask them if they like or dislike living there.
- Otherwise, T can:
  + Show pictures of famous cities in Viet Nam and in the world very quickly.
  + Hide the pictures and ask Ss to name the cities. Show all pictures again to check. Ask Ss if they have been to any of these listed cities and if they want to live there.
- Tell Ss that this unit is about city life, and they will learn about both the pros and cons of living in a city. Write the unit title on the board. Ask Ss to open their books and start the lesson.
- Share with Ss the objectives of the lesson by displaying them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objective off when the class finishes with them.

GETTING STARTED

HOW IS YOUR CITY?

ACTIVITY 1


GETTING STARTED

How is your city?

1 Listen and read. 8

Trang: Hi, Ben. Sorry I couldn't get online earlier. I got stuck in a traffic jam and came home late.

Ben: No problem, Trang. Did you go by bus?

Trang: No. My dad picked me up. I rarely use the bus. It's slow and packed with people.

Ben: I mostly get around by underground. It's more reliable than the bus.

Trang: That's great.

Ben: But traffic congestion is terrible in London. You know, the more crowded the city gets, the more congested the streets are.

Trang: Yeah ... and the more polluted they may become. There's a construction site in my neighbourhood. It's dusty, so people easily get itchy eyes.

Ben: It must be noisy, too. The noise probably makes people feel stressed sometimes.

Trang: That's right. But new buildings make the city look modern and attractive. Do you remember the grand building downtown?

Ben: Of course. How's it now? When I left Viet Nam, they nearly finished it.

Trang: Well, it's now a shopping mall. Teens like it because it's modern and fun.

Ben: Do you often go there?

Trang: Sometimes. I watch movies there with my sister. I want to go there more often, but it's a bit pricey.

Ben: It's expensive here in London, too ...

18 Tiếng Anh 9

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 18 – 19 and answer the questions below:

  1. What do you see in each picture?

  2. Are the things in the pictures common in your home town?

- Elicit the answers from Ss. Possible answers for Question **1** are *traffic jam / traffic congestion, a construction site / some construction workers, the cinema.*
- Ask Ss to read the first part of the exchange in the introductory conversation. Elicit from Ss that Trang and Ben are living in different cities, and Ben is in London.
- Tell Ss that they will listen to and read the conversation. Play the recording twice for Ss to listen and read along. The second time, have Ss underline the words that are related to the topic of the unit.
- Invite some pairs of Ss to read the conversation aloud.
- Have Ss say the words in the text that they think are related to the topic *City Life*.
- Quickly write the words on one part of the board. Comment on Ss' answers.

Audio script – Track 8:

Trang: Hi, Ben. Sorry I couldn't get online earlier. I got stuck in a traffic jam and came home late.

Ben: No problem, Trang. Did you go by bus?

Trang: No. My dad picked me up. I rarely use the bus. It's slow and packed with people.

Ben: I mostly get around by underground. It's more reliable than the bus.

Trang: That's great.

Ben: But traffic congestion is terrible in London. You know, the more crowded the city gets, the more congested the streets are.

Trang: Yeah ... and the more polluted they may become. There's a construction site in my neighbourhood. It's dusty, so people easily get itchy eyes.

Ben: It must be noisy, too. The noise probably makes people feel stressed sometimes.

Trang: That's right. But new buildings make the city look modern and attractive. Do you remember the grand building downtown?

Ben: Of course. How's it now? When I left Viet Nam, they nearly finished it.

Trang: Well, it's now a shopping mall. Teens like it because it's modern and fun.

Ben: Do you often go there?

Trang: Sometimes. I watch movies there with my sister. I want to go there more often, but it's a bit pricey.

Ben: It's expensive here in London, too ...

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Ask Ss to read the statements and choose either True or False for what they remember after their listening and reading.
- Elicit the answers from Ss. Write their answers on the board.
- Tell them to read the conversation again to check their answers.
- Confirm the correct answers.

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

2 **Read the conversation again and decide if the following statements are true (T) or false (F).**

	T	F
1. The bus in Trang's city is slow and crowded.		
2. The underground system in Ben's city is unreliable.		
3. There is a dusty and noisy construction site near Trang's house.		
4. Trang thinks new buildings make the city look ugly.		
5. Both Trang and Ben find shopping malls expensive.		

ACTIVITY 3

Aim: To introduce some vocabulary items related to the topic.

- Ask Ss to look at the pictures and guess the words and phrases that describe them.
- Have Ss work individually to match words and the phrases with the appropriate 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 some Ss practise saying the words and phrases again.
- For a stronger class, have Ss work in groups. Each group makes sentences with the words / phrases. Then they read aloud these sentences. Give comments.

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

3 **Match the words / phrases with their pictures.**







1. congested road
2. construction site
3. the underground
4. itchy eyes
5. entertainment centre

ACTIVITY 4

Aim: To remind Ss of some more words / phrases related to the topic.

- Go over the choices for each question and make sure Ss understand them.
- Ask Ss to complete the task with a partner.
- Check answers as a class. Confirm the correct answers and explain (or ask Ss to explain) them.

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

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

1. I like getting around by _____. I hate the smell of car exhaust.
   A. underground B. private car
   C. taxi D. bus
2. Road dust may badly affect our _____.
   A. stomach B. back
   C. eyes D. leg
3. There's a _____ in my neighbourhood. It's noisy and dusty.
   A. building B. construction site
   C. hospital D. lake
4. The road is narrow, so _____ often occurs at rush hour.
   A. traffic light B. traffic flow
   C. traffic congestion D. traffic safety
5. Many teens fancy spending their weekends in an entertainment _____.
   A. industry B. value
   C. business D. centre

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ACTIVITY 5

Aim: To help Ss identify some common differences between living in a city and in a village.

- Set a time limit of 3 – 4 minutes for Ss to do this activity individually.
- Have Ss compare their choices with their friends. They can ask each other to guess which type of life suits them more, city life or village life.
- Tell Ss that in general, Options A in all sentences describe common things in a city while Options B are more often related to life in a village.
- Take a show of hands to see which option is more popular.
- Draw a table with *City life* in one column and *Village life* in the other column. Ask Ss to add more ideas to each column.
- For a stronger class, ask Ss to work in groups and talk about the differences between living in the city and living in the countryside. They may make comparison about accommodation, means of transport, facilities, neighbourhood, and outdoor activities.

Key:

- *Mostly A: City life suits you more.*
- *Mostly B: Village life suits you more.*

5 QUIZ A lifestyle survey: City life or village life?

Complete the quiz. Then compare your choices with your friends' and the teacher's explanation. Which suits you more, life in the city or in a village?

1. What kind of house do you want to live in?
   A. A small and modern apartment.
   B. A house with a garden.
2. How do you like to get around?
   A. By public transport.
   B. By motorbike or bicycle.
3. Where do you frequently enjoy visiting?
   A. Shops, restaurants, cinemas, and art galleries.
   B. Local farmers' markets.
4. How do you describe your favourite neighbourhood?
   A. Crowded and busy.
   B. Quiet and green.
5. How do you like to spend time outdoors?
   A. Going for a walk or running in the park.
   B. Doing gardening or visiting next-door neighbours.

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, then show the conversation and highlight some words / phrases related to the topic. Highlight the words that contain the diphthong sounds /aʊ/, /əʊ/, and /eə/ such as *slow, around, there* and tell Ss to say them out loud. Alternatively, T can open the interactive version of ***Unit 2* - Getting Started** on *hoclieu.vn* and have these key language items highlighted on the screen.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books to the last page of *Unit 2*, the **Project** section, look at the pictures and say what the topic of the project is (*A city in the future*).
- Explain the project requirements: In groups, Ss will have to discuss with each other about the features of a city they want to live in in the future, using the ideas given in the table. They then agree upon a kind of product to demonstrate their answer. The suggested product is a poster presentation, but

Ss are free to make any other products, e.g. a model, a short movie, or a PowerPoint presentation to present their plan. Their poster should include pictures, drawings and / or photos to illustrate the features of the future city. The poster should be well-organised so that readers see key points on it.

- Guide them to use the table in the book to organise their plan. Encourage them to provide as much detailed information as possible. For example: *Population: 9 million people (a crowded city / a cosmopolitan)*. Tell them to include the following information:

– Name of the future city
– The population of the future city
– The types of house people will live in
– The means of transportation that people will use
– The kinds of school and number of schools in the city
– The kinds and / or places of entertainment in the city

- If they find it difficult to come up with ideas for the plan, show them some photos or videos from science fiction films about future cities.
- Put Ss into groups and have them choose their group leader. Have them discuss and decide on their product. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. *crowded, skyscrapers, tree house, well-organised public transport, computer games*, etc., and solving any other problems that may arise with their projects.

A CLOSER LOOK 1

WARM-UP

Aims:

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

- Jumble the letters in some words about the city that Ss learnt in **Getting Started** (e.g. *congested road, underground, noisy, dirty, itchy, entertainment centre*, etc.).
- Have Ss compete in teams to unscramble them. Lead into the lesson.
- Share with Ss the objectives of the lesson by displaying 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.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Vocabulary

ACTIVITY 1

Aim: To present some words and phrases about the city.

- Prepare some pictures (or show on slides some pictures) of the following things: a crowded city centre area (*downtown*), a lot of buildings (*concrete jungle*), a sky train, a metro, some public facilities like a park, playground, bike path (*public amenities*).
- Have Ss look at each picture and name what they see. Then, confirm or tell them the words / phrases for each picture.
- Read aloud each word and phrase several times for Ss to repeat. Then write the words and phrases on the board and mark the location of the main stress.
- Have Ss read aloud the words and phrases. Correct their pronunciation when needed.
- Tell Ss to work in pairs and match the words / phrases with their explanations.
- Check and confirm the correct answers.
- Have the whole class read aloud the words and phrases again.

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



A CLOSER LOOK 1

Vocabulary

1 **Match the words / phrases with their explanations.**

1. downtown	a. an underground train system
2. concrete jungle	b. a city or part of a city with many buildings next to each other
3. sky train	c. the centre of a city, especially its main business area
4. metro	d. things in a neighbourhood that make life more comfortable such as parks and shopping centres
5. public amenities	e. a type of train that runs on a railway high above the ground

EXTRA ACTIVITY

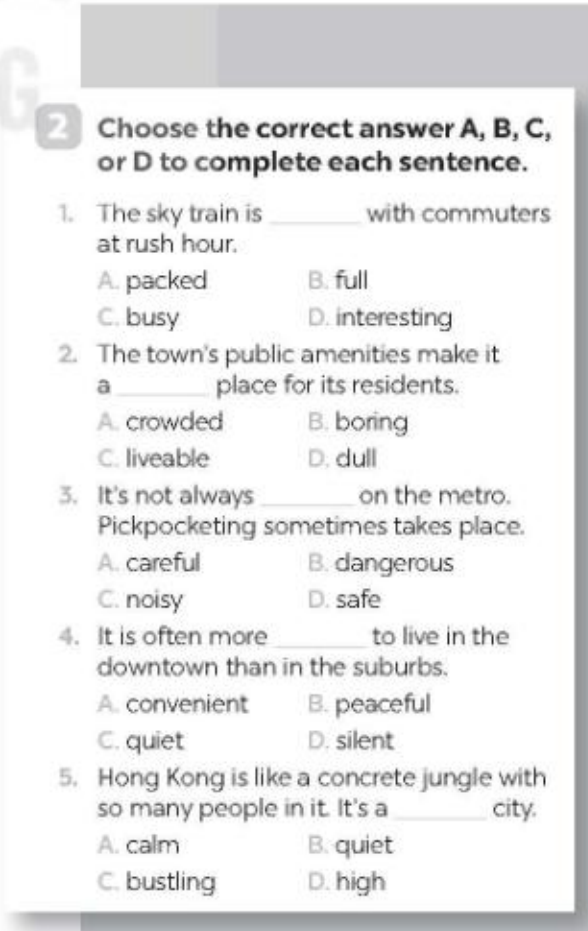
Put Ss in teams of four. Each team stands in a line. As soon as they hear a word / phrase, they need to run quickly to the board and write that word / phrase on the board. The team with the most number of correct answers will be the winner.

ACTIVITY 2

Aim: To help Ss practise some adjectives that describe city life.

- Go over the four adjectives under each sentence. Elicit their meanings.
- Tell Ss to do this exercise individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct option.
- Have them compare their answers with a partner.
- Invite some Ss to give the answers and confirm the correct ones. Explain the options that might be challenging to Ss.

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



2 **Choose the correct answer A, B, C, or D to complete each sentence.**

1. The sky train is _____ with commuters at rush hour.
   A. packed B. full
   C. busy D. interesting
2. The town's public amenities make it a _____ place for its residents.
   A. crowded B. boring
   C. liveable D. dull
3. It's not always _____ on the metro. Pickpocketing sometimes takes place.
   A. careful B. dangerous
   C. noisy D. safe
4. It is often more _____ to live in the downtown than in the suburbs.
   A. convenient B. peaceful
   C. quiet D. silent
5. Hong Kong is like a concrete jungle with so many people in it. It's a _____ city.
   A. calm B. quiet
   C. bustling D. high

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 3

Aim: To help Ss use the words and phrases learnt in 1 and 2 in context.

- Ask Ss to say the meaning of the words and phrases in the box.
- Tell them to work in pairs and choose the appropriate words and phrases to complete the texts.
- Invite two Ss to write their answers on the board.
- Confirm the correct answers. Ask Ss to explain their choices. For example, Blank **1** should be *metro* because the sentence mentions *public transport*, and *metro*, like *buses*, is a type of public transport.

Key:

1. metro	**2.** public amenities	**3.** liveable
4. downtown	**5.** concrete jungles	**6.** safe

- Ask Ss who they agree with, John or Jenny, and explain why.

  Example answer:

  + *I agree with John. I think that life in the city is great. There are many good public amenities. The public transport system is convenient, too.*
  + *I agree with Jenny. City life is terrible. Cities are often too crowded. They don't have much green space. They are not liveable.*

- With a stronger class, ask Ss to choose one or two words / phrases and make sentences with them.

3 **Complete the texts, using the words and phrases from the box.**

metro	safe
liveable	concrete jungles
downtown	public amenities

John: City life is great! People can travel by public transport, like buses and the (1) _____. There are good schools and hospitals, and other (2) _____ such as parks, cinemas, and sports facilities. They make cities (3) _____ places for people.

Jenny: City life is terrible! The (4) _____ area is too crowded. Public transport is always packed with people. Some cities are like (5) _____ with so many buildings. Some cities are not (6) _____ because of high crime rates.

Pronunciation

Diphthong revision: /aʊ/, /əʊ/, and /eə/

ACTIVITY 4

Aim: To help Ss revise the words with diphthong sounds /aʊ/, /əʊ/, and /eə/.

- Draw a table with three columns: /aʊ/, /əʊ/, /eə/ on the board.
- Have Ss read the given words in the textbook in silence. Write down the first word in the list with the sound /aʊ/, /əʊ/, and /eə/ in the appropriate column.
- Tell Ss to do the same with the other words. Then play the recording for them to listen and check.
- Have Ss read aloud the words by column. Correct pronunciation mistakes if any.

Pronunciation

Diphthong revision: /aʊ/, /əʊ/, and /eə/

4 **Put the words in the correct column. Then listen and check.** 9

crowded	locate	square
outdoor	repair	airport
council	coastal	overseas

/aʊ/	/əʊ/	/eə/

– Have the class say the words again in chorus, and then invite some Ss to say them individually.
– Invite some Ss to say some words they know that have diphthong sounds /aʊ/, /əʊ/, and /eə/.

Key + Audio script – Track 9:

/aʊ/	/əʊ/	/eə/
cr**ow**ded	l**o**cate	sq**uare**
outdoor	**o**verseas	rep**air**
c**ou**ncil	c**oa**stal	**air**port

ACTIVITY 5

Aim: To help Ss identify words with diphthong sounds /aʊ/, /əʊ/, and /eə/ in sentences and say them correctly.


5 Read the sentences. Circle the words with /aʊ/, underline those with /əʊ/, and put a tick (✓) next to those with /eə/. Then listen, check, and practise the sentences. 10

1. They go shopping downtown.
2. The chairman comes from a coastal city.
3. Buses in the old days were not as crowded as they are now.
4. She gets around the city easily thanks to the apps on her phone.
5. I hope we will arrive at the city square in time for the fashion show.

– Write the sentences on the board or show them on a projector screen.
– Tell Ss that they need to circle the words with /aʊ/, underline those with /əʊ/, and put a tick next to those with /eə/. Do Sentence **1** with the whole class as an example.
– Set a time limit for Ss to do this exercise individually. Then, they compare their answers in pairs.
– Play the recording for Ss to check. Show them the correct answers.
– Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds.

Key:

/aʊ/: downtown, crowded, now, around

/əʊ/: go, coastal, old, phone, hope, show

/eə/: chairman, square

Audio script – Track 10:

1. They go shopping downtown.
2. The chairman comes from a coastal city.
3. Buses in the old days were not as crowded as they are now.
4. She gets around the city easily thanks to the apps on her phone.
5. I hope we will arrive at the city square in time for the fashion show.

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.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 2

Grammar

Double comparatives

WARM-UP

Aims:

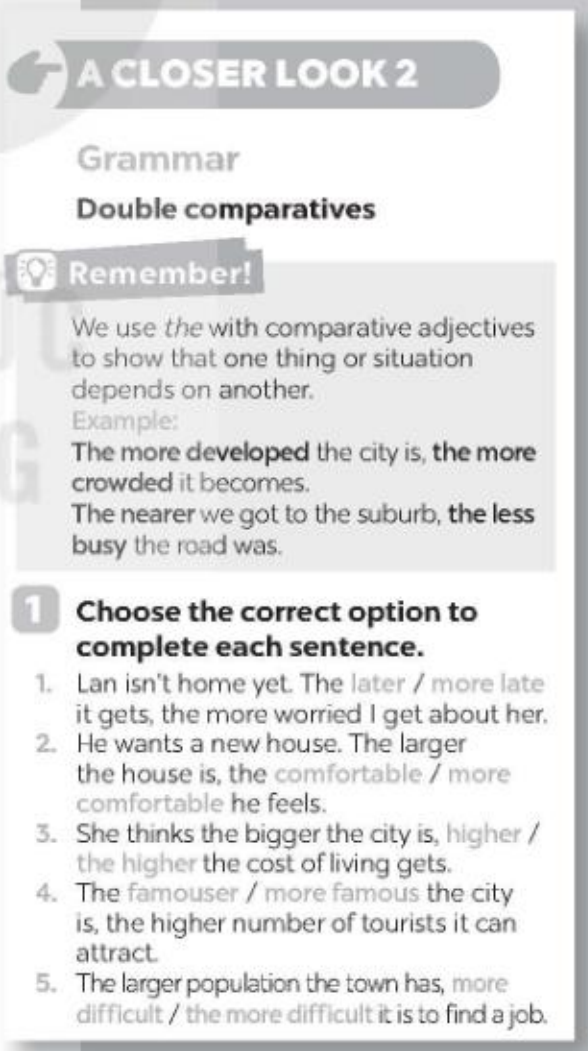
- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Show Ss a picture of two bowls of spicy noodles. The second bowl of noodles has more chillies than the first one.
- Ask Ss which bowl of noodles they prefer.
- Put a tick below the first bowl and two ticks below the second bowl and tell them that the number of ticks shows T's preference. Elicit from Ss a sentence with comparative structure (*I like the second bowl more than the first bowl.*).
- Tell Ss that today they are learning another structure of comparison of adjectives.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

ACTIVITY 1

Aim: To present the new structure of double comparatives.

- Show another picture of a bowl of spicy noodles which has even more chillies than the second bowl. Put three ticks below this picture.
- Write the sentence "The hotter the noodles are, the more delicious they get." Underline "the hotter" and "the more delicious". Check if they understand the sentence.
- Tell Ss that they can use "the" with comparative adjectives to emphasise that one thing depends on another.
- Draw their attention to the form: *The + comparative adjective 1 + clause 1, the + comparative adjective 2 + clause 2*. Remind them that there must be "the" before the comparative form of adjective.
- Go through the **Remember!** box with Ss. Use the given examples to reinforce the grammar point.
- Ask Ss to look at **1**. Do the first sentence with the class as an example.



A CLOSER LOOK 2

Grammar

Double comparatives

Remember!

We use *the* with comparative adjectives to show that one thing or situation depends on another.
Example:
The more developed the city is, **the more crowded** it becomes.
The nearer we got to the suburb, **the less busy** the road was.

1 Choose the correct option to complete each sentence.

1. Lan isn't home yet. The later / more late it gets, the more worried I get about her.
2. He wants a new house. The larger the house is, the comfortable / more comfortable he feels.
3. She thinks the bigger the city is, higher / the higher the cost of living gets.
4. The famouser / more famous the city is, the higher number of tourists it can attract.
5. The larger population the town has, more difficult / the more difficult it is to find a job.

- Tell Ss to complete **1** individually, then check their answers with a partner.
- Invite some Ss to share their answers. Confirm the correct answers. Explain or elicit explanations from Ss.

Key:

1. later **2.** more comfortable **3.** the higher
4. more famous **5.** the more difficult

ACTIVITY 2

Aim: To help Ss use the grammar point correctly with attention to form and meaning.

- Tell Ss to find a mistake in each sentence and correct it. Tell them to read the sentence carefully and pay attention to the meaning of each sentence.
- Ask Ss to do this exercise in pairs.
- Invite one or two Ss to write the mistakes and their corrections on the board.
- Check answers. Ask Ss to explain the meaning of each sentence after correcting the mistake.
- Reinforce the structure once more by reminding Ss of common mistakes: missing "the", incorrect use of comparatives, wrong order of subject and verb in the clause, etc.

2 **Find a mistake in the underlined parts in each sentence below and correct it.**

1. I love the spicy food (A) in this city. The hottest (B) the food is, (C) the more (D) I like it.
2. I got stuck (A) in a traffic jam yesterday. The more congested (B) the road was, the tired (C) I became. (D)
3. The modern (A) the library is, (B) the more (C) attractive it is (D) to teenagers.
4. The streets are (A) getting dirtier. (B) The more crowded (C) this city is, more polluted (D) it becomes.
5. The denser (A) the buildings are, the more ugly (B) the city becomes. It'll soon look (C) like a concrete jungle. (D)

Key:

1. B (The hottest → The hotter) **2.** C (tired → more tired) **3.** A (modern → more modern)
4. D (more polluted → the more polluted) **5.** B (more ugly → uglier)

Phrasal verbs (2)

ACTIVITY 3

Aim: To present five phrasal verbs.

- Ask Ss to recall the phrasal verbs in *Unit 1*. Tell them that they will learn five more phrasal verbs in this lesson.
- Ask Ss to do **3** individually. Tell them that they can guess if they are not sure.
- Check the answers as a class. Write the correct matches on the board.

Phrasal verbs (2)

3 **Match a phrasal verb in column A with a suitable word / phrase in column B.**

A	B
1. get around	a. noise pollution
2. carry out	b. friends
3. come down with	c. a project
4. hang out with	d. the city
5. cut down on	e. the flu

- Elicit the meaning of each phrasal verb (*get around = move from place to place / go to a lot of different places, carry out = conduct, come down with = catch (a disease), hang out with = spend a lot of time with sb, cut down on = reduce*).
- Check Ss' comprehension by asking them some questions, tell them to translate the phrases into Vietnamese, or play *Slap the board* game.

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

ACTIVITY 4

Aim: To help Ss practise using phrasal verbs learnt in 3 in sentences.

- Tell Ss that they will work in pairs and complete **4**.
- Set a time limit for them. Then call on one or two Ss to write the answers on the board.
- Check the answers. Elicit explanations from Ss.

Key:

1. coming down with **2.** cut down on **3.** get around
4. hang out with **5.** carrying out

4 **Complete each sentence with a phrasal verb in 3. You can change the form of the verb when necessary.**

1. I'm _____ a cold. I have a runny nose and a sore throat.
2. We all need to _____ using our cars and ride our bikes more to reduce air pollution.
3. When I was in town, I chose to _____ by bus.
4. Where do teenagers in your neighbourhood often _____ each other?
5. The authority is _____ a plan to solve traffic congestion in the downtown area.

EXTRA ACTIVITY

Have Ss play a quick game such as *Find someone who …* Ask them to copy the following table into their notebooks. Then, tell them to ask their classmates to find at least one person who says "Yes" to each statement. The person who finishes their table first and says "Bingo!" wins.

Find someone who …	Name	More information
1. likes getting around by public transport.		
2. carried out a project last week.		
3. came down with a flu or a cold last year.		
4. often hangs out with friends in their free time.		
5. wants to cut down on the amount of water they use daily.		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To give Ss speaking practice with double comparatives.

- Go through the three sentences in **5** to make sure Ss understand them.
- Ask Ss to work in pairs. Each person chooses a sentence and says whether it is true or not for him / her. Encourage them to provide an example, a reason and / or an explanation for their viewpoint.
- Invite some Ss to share their opinions in front of the class. Others listen and give feedback.

5 **Work in pairs. Tell each other whether you agree or disagree with the following ideas.**

1. The busier the city is, the more unhappy its people are.
2. The older the city becomes, the less attractive it is to immigrants.
3. Your home town should cut down on noise pollution.

Suggested answer:

	Agree	Disagree
1. The busier the city is, the more unhappy its people are.	Busy cities: high cost of living, congested roads, long travelling time, etc.	Busy cities: lots of entertainment facilities, parks, playgrounds, etc.
2. The older the city becomes, the less attractive it is to immigrants.	Old cities: not many entertainment facilities, lack of public amenities, inconvenient public transportation	Old cities: lots of cultural places, historical value, quiet and safe
3. Your home town should cut down on noise pollution.	My home town: lots of trucks and heavy lorries running on roads, construction sites everywhere, people playing music very loudly at night	My home town: a small and peaceful town, people mostly riding bikes, no big events happening in the town → no noise pollution

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 pictures of means of transport (bicycle, tram, sky train, car, bus). Ask Ss what means of transport they know, and what might be common means of transport in cities.
- Tell Ss that in this lesson, they will read and talk about transport in the city. Introduce the objectives of the lesson (Ss will learn how to offer help and respond, and how to talk about their favourite means of transport.). Write the objectives in the left corner of the board.

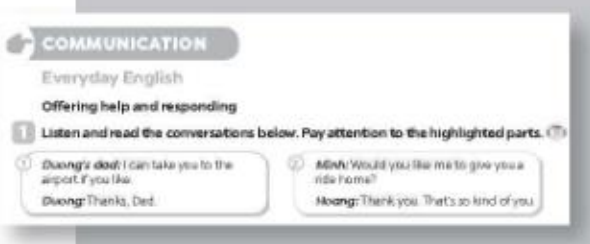
Everyday English

Offering help and responding

ACTIVITIES 1 + 2

Aims:

- **To introduce ways of offering help and responding;**
- **To help Ss practise offering help and responding.**


COMMUNICATION

Everyday English

Offering help and responding

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

1 *Duong's dad:* I can take you to the airport if you like.

Duong: Thanks, Dad.

2 *Minh:* Would you like me to give you a ride home?

Hoang: Thank you. That's so kind of you.

1

- Tell Ss a situation: "Duong's best friend is going to Singapore to study there. Duong's dad knows that Duong wants to go to the airport to see him off. What will Duong's dad do?"

- Encourage Ss to make some guesses. Possible guesses might be *Duong's dad will take him to the airport; Duong's dad will catch a taxi for him to the airport,* etc.
- Write on the board: "I can take you to the airport if you like." Tell Ss that Duong's dad says this sentence to offer to help him.
- Play the recording for Ss to listen and read the conversations between Duong and his dad, and between Minh and Hoang. Ask Ss to pay attention to the highlighted language. Tell them that these are two common ways to offer help.
- Ask Ss what Duong and Hoang say to accept the offers.
- Have Ss read aloud the conversations as a class first, then practise them in pairs. Call on some pairs to act out the conversations in front of the class.

Audio script – Track 11:

1. *Duong's dad:* I can take you to the airport if you like.
Duong: Thanks, Dad.

2. *Minh:* Would you like me to give you a ride home?
Hoang: Thank you. That's so kind of you.

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.


2 Work in pairs. Make similar conversations with the following situations.
1. Your friend doesn't know how to use the library smart card. You offer to show him / her.
2. A teacher wants to talk to Ms Hoa, but she is not there. You offer to write a note for Ms Hoa.

Suggested answers:

1. *You:* I can show you how to use the library smart card if you like.
Friend: Thanks. That's so kind of you.

2. *You:* Would you like me to write a note for Ms Hoa for you?
Friend: Thank you. That's so kind of you.

Transition from *Everyday English* to *Transport in the city*

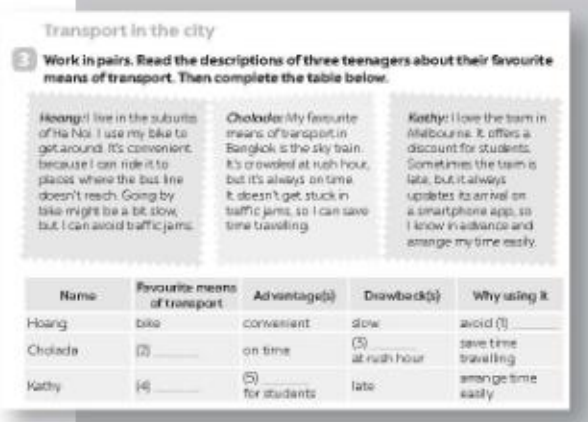
- Choose two strong Ss (A & B) in the class. Tell them to imagine B is new to the city and he / she doesn't know how to use the public transport system. Tell A to offer help to B and B to respond to A's offer. Possible offers may include *showing how to get to the train station, to buy a bus ticket,* or *to use the sky train system*.
- Tell Ss they are going to read the opinions of some students about their favourite means of transport in the city.

Transport in the city

ACTIVITY 3

Aims:

- **To provide Ss with information about three means of transport in the city;**
- **To give Ss an example of a structure for their talk.**


Transport in the city
3 Work in pairs. Read the descriptions of three teenagers about their favourite means of transport. Then complete the table below.

Hoang: I live in the suburbs of Ha Noi. I use my bike to get around. It's convenient because I can ride it to places where the bus line doesn't reach. Going by bike might be a bit slow, but I can avoid traffic jams.

Cholada: My favourite means of transport in Bangkok is the sky train. It's crowded at rush hour, but it's always on time. It doesn't get stuck in traffic jams, so I can save time travelling.

Kathy: I love the tram in Melbourne. It offers a discount for students. Sometimes the tram is late, but it always updates its arrival on a smartphone app, so I know in advance and arrange my time easily.

Name	Favourite means of transport	Advantage(s)	Drawback(s)	Why using it
Hoang	bike	convenient	slow	avoid (3) ____
Cholada	(2) ____	on time	(3) ____ at rush hour	save time travelling
Kathy	(4) ____	(5) ____ for students	late	arrange time easily

- Use the pictures in **Warm-up**. Ask Ss to scan the text and point out which means of transport are mentioned (bike, sky train, tram).
- Have Ss work in pairs. Assign one description for each pair to read and complete the gaps in the table.
- Invite some pairs to share their answers. Confirm the correct answers.
- Put three pairs who read different descriptions together. In their group, they describe the transport that they have read about.

Key: **1.** traffic jams **2.** sky train **3.** crowded **4.** tram **5.** discount

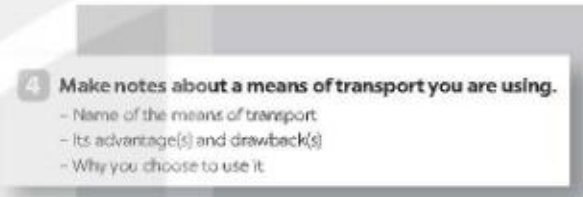
Cultural notes for teachers:

The Bangkok Mass Transit System, commonly known as BTS Skytrain, started to operate in 1999. It covers a length of more than 70 kilometres in the city and serves about 108 million passenger trips each year.

Trams are a major form of public transport in Melbourne, Australia. They started to operate in 1885. As of May 2017, the tram system covers a length of 250 kilometres. They serve more than 206 million passenger trips each year.

ACTIVITY 4

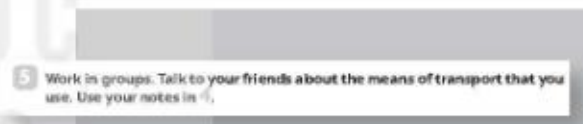
Aim: To help Ss plan their talk about their familiar means of transport.



- Tell Ss to make notes about the means of transport they are using, following the given outline. They can look at the table in **3** for an example.
- Monitor and provide support when needed.
- When they finish their outline, tell them to talk to a friend using the notes they have prepared.

ACTIVITY 5

Aim: To provide Ss with a chance to talk about their familiar means of transport.



- Form new groups of four Ss. In their groups, Ss take turns to talk, using their notes in **4**.
- Monitor and provide support when needed.
- Comment on Ss' talks.

Suggested answer:

I go to school by bus every day. It is convenient because there are bus stops near my house and my school. The bus is clean and on time. It is very crowded at rush hour, but it has air conditioning, so it is cool. That's why I choose to use it.

EXTRA ACTIVITY

- Ask Ss which of the three means of transportation in the reading text they have used or would like to use. Give them a little time to think of how they felt when they used them and / or why they would like to use them.

- Have Ss share their thoughts with a partner.
- Put Ss in groups of three or four. Have them share their thoughts with other group members. Encourage them to ask questions for further details and answer.

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.**

- Make a mind map with "City Problems" in the centre. Ask Ss to list some problems of living in the city. Write their ideas in the mind map and keep it there throughout the lesson.
- Tell Ss that they are going to read and speak about some problems of city life and their solutions.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

Reading

ACTIVITY 1

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


SKILLS 1

Reading

1 Work in pairs. Match the words / phrases with their pictures.

1. food waste
2. learning space
3. leftovers
4. cafeteria

- Have Ss work in pairs and match the given words / phrases with the pictures.
- Check the answers as a class.
- Tell Ss to find these words and phrases in the reading text and highlight them.

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

ACTIVITY 2

Aim: To help Ss develop the skill of reading for gist.


2 Read part of an announcement about the Teenovator competition. Match the topics in the competition with their winners. There is one extra topic.

List of topics:

A. The street-safe city
B. The teen-friendly city
C. The food-smart city
D. The waste-free city

Teenovator is an annual competition by the City Teen Council. We ask teens to find problems in the city and suggest solutions. Here are this year's winners.

1. _____ Central School

They see that the more developed a city is, the more food people throw away. They suggest carrying out a project which turns food waste into energy. Students would sort their leftovers at school canteens. A nearby farm would come to take the food waste and process it into biogas.

2. _____ Bookworm Team

This team feels that many public amenities, particularly the city library, are not teen-friendly. They suggest a list of changes so that the library can attract more teens. Some of them include designing lively learning spaces for teens and having teen's favourite desserts in the cafeteria.

3. _____ Helena Wilson

Helena realises that there are too many vehicles around school gates. This is unsafe for children who walk to school. She suggests that the city authorities not allow cars at school gates at drop-off and pick-up times. In addition, they should not let motorbikes park on the pavement near school gates.

- Tell Ss that they are going to read part of an announcement about the winners of the Teenovator competition. Ask them to skim the announcement and name the winners (*Central School, Bookworm Team, Helena Wilson*).
- Ask Ss to skim the text again and underline the city problem that each winner has found (*Central School – the amount of food people throw away, Bookworm Team – city library is not teen-friendly, Helena Wilson – too many vehicles around school gates*).

- Ask Ss if these problems are solved, how the city will be like (*less food waste, teen-friendly library, safety in front of school gates*).
- Tell Ss that they will now match a topic in the competition with the winner. Let Ss do the exercise individually.
- Check answers as a class.

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

ACTIVITY 3

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

- Have Ss review how to do this multiple-choice 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 a student to write their answers on the board. Confirm the correct answers. Explain or have Ss explain the answers.

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

3 **Read the announcement again. Choose the correct answer.**

1. How often does the City Teen Council organise the Teenovator competition?
   A. Once a year.
   B. Twice a year.
   C. Every two years.
   D. Every three years.
2. Who would partner with Central School in Topic 1?
   A. The city council.
   B. The university's canteen.
   C. A biogas factory.
   D. A nearby farm.
3. What does the word "**them**" in Topic 2 refer to?
   A. Teen users.
   B. Changes.
   C. Learning spaces.
   D. Libraries.
4. Which topic has an individual winner?
   A. Topic 1.
   B. Topic 2.
   C. Topic 3.
   D. All topics.
5. Which of the following is INCORRECT about Helena Wilson?
   A. She suggests banning bikes at school gates.
   B. She wants the city authorities to take action.
   C. She thinks cars moving near school gates can cause accidents to children.
   D. Her concern is road safety around school for children.

Transition from *Reading* to *Speaking*

To connect the reading and the speaking parts, expand the mind map in the Warm-up. Ask Ss to add more ideas about city problems and solutions from the reading text to the mind map.

Suggested information to add to the mind map:

- Problem 1: food waste
  Solution: a farm comes and takes leftovers at school canteens. They process them into biogas.
- Problem 2: not teen-friendly city library
  Solution: design lively learning spaces, add teen's favourite desserts to the cafeteria's menu
- Problem 3: too many vehicles around school gates
  Solution: not allow cars at school gates at special hours, no motorbike parking on the pavement near school gates

Speaking

ACTIVITY 4

Aim: To help Ss prepare ideas to talk about city problems and solutions.


Speaking

4 **Make a list of city problems and some solutions to them.**

Example:

Problems	Solutions
- Dirty streets	- Tell people to throw rubbish away properly
- Lack of green spaces	- Plant more trees

- Ask Ss to work in pairs and add as many details of the city problems and their solutions in the mind map as possible. Alternatively, Ss can use problems given in the textbook and think of solutions to them.
- Ask pairs to share their answers with the class.

ACTIVITY 5

Aims:

- **To help Ss practise talking about city problems and solutions;**
- **To help Ss practise speaking in front of other people (public speaking).**


5 **Work in pairs. Talk to your friends about the city problems and suggest solutions to them. You can use the ideas in 4.**

Now report your discussion to the class.

You can use the structures below:

There are several problems in our city. First, ... Second, ... To solve these problems, the city can ... Another solution is ... By doing so, the city can be a more liveable place.

- Elicit from Ss some useful structures for starting a talk and introducing problems and solutions (*In this talk, I'll talk about some problems and their solutions. / There are several problems ... / To solve the problems, we should ...*).
- Have Ss work in pairs. Tell them that they will talk to each other about city problems and solutions. They could use their notes when talking.
- Remind them that they can use the given template in the book in their talk.
- Set a time limit for pair work. Go around, monitor, and support when necessary.
- Invite some Ss to share their discussion to the class.
- Ask other pairs to listen and give comments. Comment on Ss' answers.

Suggested answer:

We think that there are several problems in our city. First, some streets are dirty. Many people put rubbish on the pavement or near the walls. Second, the city looks like a concrete jungle. It lacks green space and the air is not fresh. To solve these problems, the city authority should instruct people to throw away rubbish properly. Another solution is to plant more trees even on the roofs of high buildings. By doing so, the city can be a more liveable place.

EXTRA ACTIVITY

- Have Ss work in five groups and assign one of the following roles to each group: the local authority, the school board, the local television channel, the local newspaper, and the student association.
- Choose two city problems, e.g. food waste and crowded traffic in front of school gates. Have groups think of solutions to these problems from the perspectives of their assigned roles.
- After a certain amount of time, organise a meeting among representatives of the groups. Have them present their solutions to the whole class and come up with an action plan to solve the problems.

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.**

- Show photos or a video of a modern and beautiful city. Ask Ss if they like the city and why.
- Lead to the new lesson: Listening and Writing lesson about advantages and disadvantages of city life.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

Listening

ACTIVITY 1

Aim: To prepare Ss for the listening text.

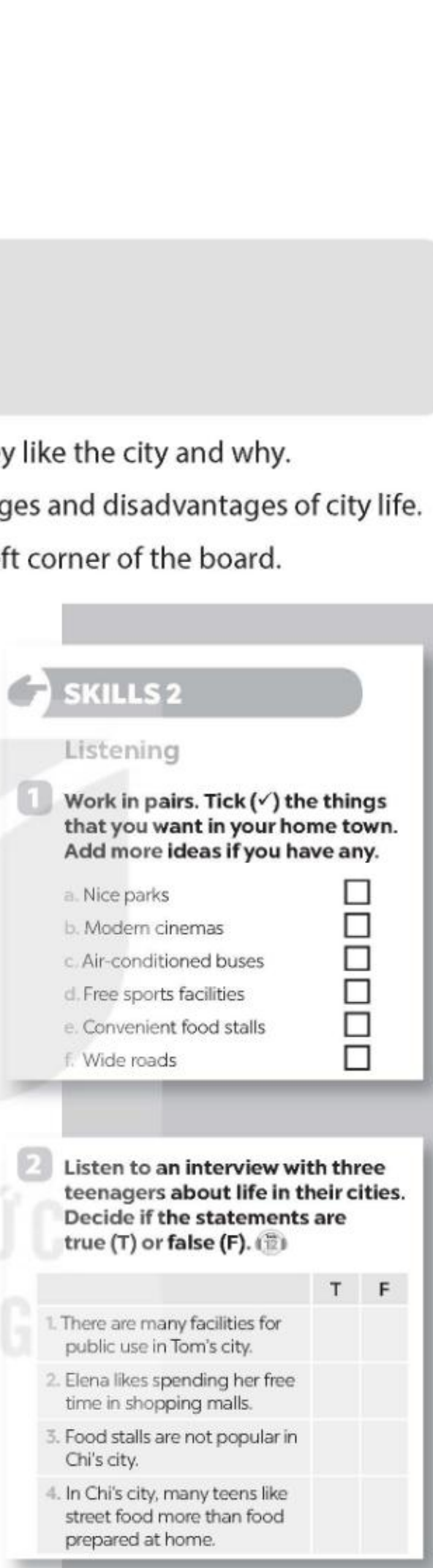
- Tell Ss to look at the given phrases and ask them to tick the things they want in their home town.
- Invite answers from Ss.
- Tell Ss that these phrases will appear in the listening, so they should pay attention to them.

ACTIVITY 2

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

- Tell Ss that they are going to listen to three teenagers talking about what they like and dislike about their cities.
- Have Ss look at the statements. Elicit from them the keywords in each statement. Remind them that they need to listen attentively.
- Play the recording and ask Ss to listen and decide if the information is true or false according to the recording.
- 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.** T **2.** F **3.** F **4.** T



SKILLS 2

Listening

1 **Work in pairs. Tick (✓) the things that you want in your home town. Add more ideas if you have any.**

a. Nice parks ☐
b. Modern cinemas ☐
c. Air-conditioned buses ☐
d. Free sports facilities ☐
e. Convenient food stalls ☐
f. Wide roads ☐

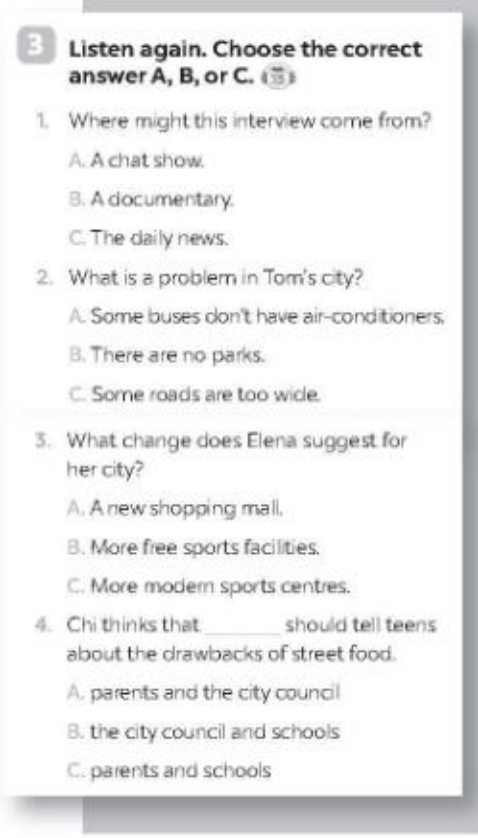
2 **Listen to an interview with three teenagers about life in their cities. Decide if the statements are true (T) or false (F).** 12

	T	F
1. There are many facilities for public use in Tom's city.		
2. Elena likes spending her free time in shopping malls.		
3. Food stalls are not popular in Chi's city.		
4. In Chi's city, many teens like street food more than food prepared at home.		

ACTIVITY 3

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

- Tell Ss that they are going to listen to the speakers again and choose the correct answer.
- Have Ss read the questions and underline the keywords in each question. Elicit from Ss that Question 1 helps practise listening for gist.
- Play the recording and ask Ss to listen again and choose the correct answer. Then Ss work in pairs to compare their answers.
- Check the answers with the whole class. Ask Ss to explain their choices. Confirm the correct answers.



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

1. Where might this interview come from?
   A. A chat show.
   B. A documentary.
   C. The daily news.
2. What is a problem in Tom's city?
   A. Some buses don't have air-conditioners.
   B. There are no parks.
   C. Some roads are too wide.
3. What change does Elena suggest for her city?
   A. A new shopping mall.
   B. More free sports facilities.
   C. More modern sports centres.
4. Chi thinks that _____ should tell teens about the drawbacks of street food.
   A. parents and the city council
   B. the city council and schools
   C. parents and schools

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

Audio script – Tracks 12 +13:

Narrator: In today's show, we ask three teens how they feel about living in their cities and how to make it a more liveable place. Hi, Tom. Do you want to start first?

Tom: Hi everyone. I love my city. It has good parks, libraries, and cinemas. However, traffic is getting worse, and the buses are quite old and uncomfortable. I think they should widen the roads and have more air-conditioned buses.

Narrator: Thanks, Tom. How about you, Elena?

Elena: Well, I'm not happy with my city. The only place teens can find entertainment is a shopping mall but it's very costly, so I don't like it. I want more free sports facilities so that we can do physical activities.

Narrator: Nice idea, Elena. And what about your city, Chi?

Chi: It's really convenient living in my city. There are food stalls at almost all street corners. Many teens like street food and are too lazy to cook on their own. I think schools and parents should warn them about the hygiene risks of street food. Parents should also teach their children how to cook.

Transition from *Listening* to *Writing*

Ask Ss to work in pairs and recall information about Tom, Elena, and Chi. Note down the answers to the questions.

- *What does each person like about life in their city?*
- *What does each person dislike about life in their city?*

Suggested answer:

	What does each person like about life in their city?	What does each person dislike about life in their city?
Tom	It has good parks, libraries, and cinemas.	The traffic is getting worse. The buses are quite old and uncomfortable.
Elena	There is a shopping mall.	The shopping mall is very costly. It lacks free sports facilities.
Chi	It's really convenient. There are food stalls at almost all street corners.	Many teens like street food and are too lazy to cook on their own.

This activity is a natural transition to **4** and serves as a model for Ss' answers in **4**.

Writing

ACTIVITY 4

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

- Have Ss work in pairs to put the phrases in the correct column.
- Have some Ss present their answers or write their answers on the board. Confirm the correct answers.

Key:

What I like about city life	What I dislike about city life
easy shopping	too much noise
good health service	air pollution
beautiful buildings	high crime rate
green space	heavy traffic


Writing

4 **Work in pairs. Put the phrases from the box in the correct column.**

too much noise
good health service
high crime rate
beautiful buildings
easy shopping
air pollution
heavy traffic
green space

What I like about city life	What I dislike about city life

ACTIVITY 5

Aim: To help Ss practise writing a paragraph about what they like or dislike about living in a city.

- Tell Ss to look at the outline in **5**. Tell them that they should follow this structure when writing the paragraph.
- Ask Ss to write their paragraph individually based on the table in **4**. Remind them that they do not need to use all the suggested ideas, and that they can add their own ideas.
- When Ss have finished, if time permits, check one writing in class. Otherwise, collect some writings to correct at home.


5 **Write a paragraph (about 100 words) about what you like OR dislike about living in a city. You can use the ideas in 4 or your own ideas.**

You can use the following outline:

I love / dislike city life. First, _____

_____

Second, _____

_____

_____

Third, _____

_____

In conclusion, _____

_____.

Suggested answer:

I love city life. First, it is very convenient to live in the city. The public transport system reaches almost all areas of the city, so it is easy for me to get around. In addition, there are many shops that sell all kinds of goods, so I can buy almost everything I need. Second, the city often has many good schools and hospitals. Therefore, people here can enjoy quality education and healthcare. Finally, city life is exciting. There are many entertainment places for me and my friends. For example, we can hang out at shopping malls, watch movies at the cinema, and visit beautiful parks downtown. In conclusion, I find the city a really liveable place.

EXTRA ACTIVITY

- Prepare a handout of the sample writing but remove supporting sentences. The handout may contain information like this "I love city life. First, it is very convenient to live in the city. _____. _____. Second, the city often has many good schools and hospitals. _____. Finally, city life is exciting. _____. _____. In conclusion, I find the city a really liveable place."

- Put Ss in groups of four or five. Tell them that they are going to complete a paragraph by adding supporting sentences to it. When the teacher says "Move", they have to stop writing even if they are in the middle of a sentence. Then they give their paper to the person next to them and this person will continue writing where they stopped.
- After a certain time, collect Ss' work and give feedback to some of them with the whole class. Alternatively, Ss can swap their work and do peer feedback before whole-class feedback.

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 a partner.
- Ask for Ss' answers or ask one student to write his / her answer on the board.
- Confirm the correct answers.

Key:
1. suburbs **2.** metro **3.** concrete jungle
4. lively **5.** bustling

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 complete the blanks with the 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 like or dislike Mia's town.

Key: **1.** peaceful **2.** safe **3.** congestion
4. itchy **5.** liveable



LOOKING BACK

Vocabulary

1 **Choose the correct answer to complete each sentence below.**

1. It takes Jane 30 minutes to travel from her house in the suburbs / downtown to her office in the city centre.
2. Minh prefers the metro / sky train. He finds it more comfortable to go underground than above the ground.
3. The city centre is now packed with high buildings. It looks like an ugly public amenity / concrete jungle.
4. He loves the nightlife of his city. He thinks that it is lively / noisy.
5. Ho Chi Minh City is a slow / bustling city. It is always full of activities.

2 **Fill in each gap with a word from the box to complete the passage.**

congestion	peaceful	safe
liveable	itchy	

Mia lives in a small town. In the past, there were not many people living in the town, so it was rather quiet and (1) _____. Nowadays, it is totally different. The more crowded the town is, the less (2) _____ it becomes. Crime rates are increasing quickly. Moreover, many car drivers don't obey traffic rules, so they indirectly cause traffic (3) _____. Construction sites are everywhere in the town. The dust and dirt from these sites have caused many problems for people's health, for example (4) _____ eyes, runny noses, and acne. All these things make Mia feel that her town is not as (5) _____ as before.

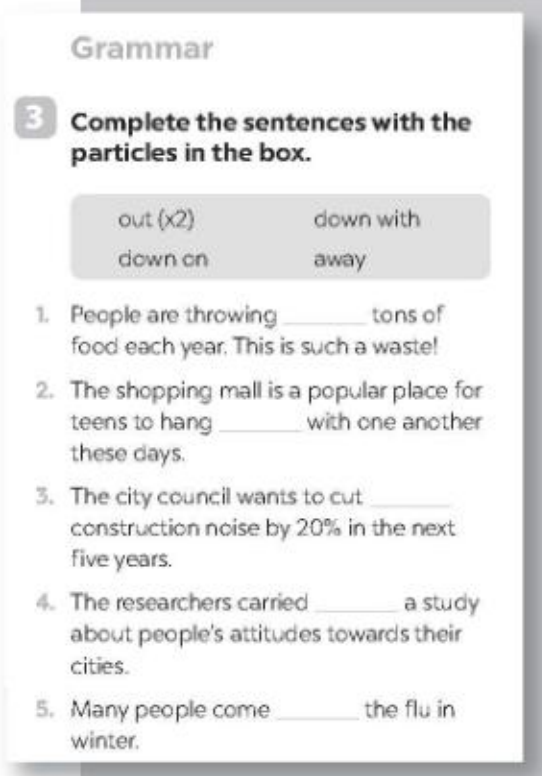
Grammar

ACTIVITY 3

Aim: To help Ss revise some phrasal verbs at the sentence level.

- Ask Ss to list phrasal verbs 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.** away **2.** out **3.** down on
4. out **5.** down with



Grammar

3 **Complete the sentences with the particles in the box.**

out (x2)	down with
down on	away

1. People are throwing _____ tons of food each year. This is such a waste!
2. The shopping mall is a popular place for teens to hang _____ with one another these days.
3. The city council wants to cut _____ construction noise by 20% in the next five years.
4. The researchers carried _____ a study about people's attitudes towards their cities.
5. Many people come _____ the flu in winter.

ACTIVITY 4

Aim: To help Ss revise double comparatives and phrasal verbs.

- Recall the structure of double comparatives Ss learnt in this Unit.
- Tell them that they need to identify a grammar mistake in each sentence and correct it.
- Have Ss do this exercise individually then compare their answers with a partner.
- Invite some Ss to share their answers. Confirm the answer keys.



4 **Find a grammar mistake in each sentence and correct it.**

1. The dirtier the air gets, more difficult it is for people to breathe.
2. My brother likes to get up the city by bike, but I prefer using public transport.
3. Nearer the school is, the more convenient it is for the students.
4. She came up with a cold after walking in the heavy rain.
5. The more slow the Internet is, the angrier the users get.

Key:

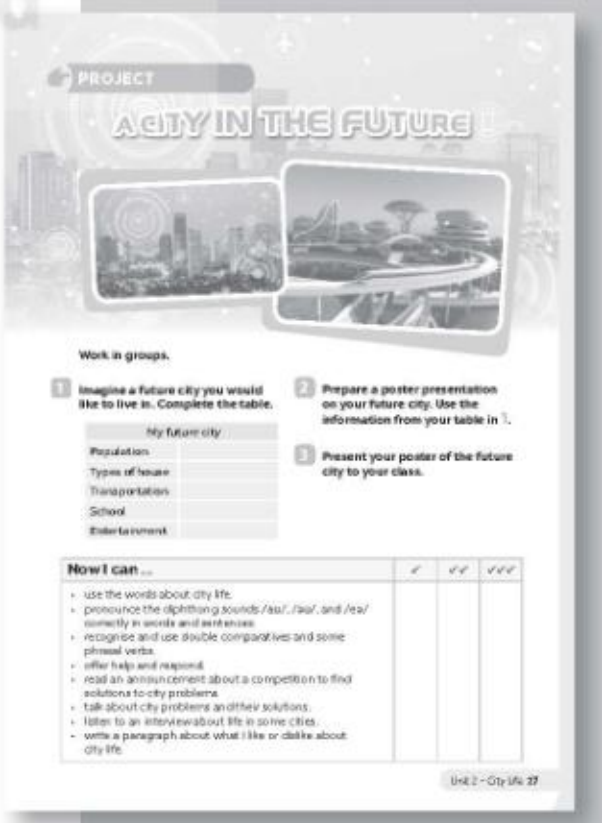
1. more difficult → the more difficult **2.** get up → get around **3.** Nearer → The nearer
4. came up with → came down with **5.** more slow → slower

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT

Aim: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation of the future city.
- Have Ss work in their groups. Give them a few minutes to prepare for their presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any.



PROJECT

A CITY IN THE FUTURE

Work in groups.

1 Imagine a future city you would like to live in. Complete the table.

My future city	
Population	
Types of house	
Transportation	
School	
Entertainment	

2 Prepare a poster presentation on your future city. Use the information from your table in 1.

3 Present your poster of the future city to your class.

Now I can ...	✓	✓✓	✓✓✓
• use the words about city life.			
• pronounce the diphthong sounds /əʊ/, /aɪə/, and /eə/ correctly in words and sentences.			
• recognise and use double comparatives and some phrasal verbs.			
• offer help and respond.			
• read an announcement about a competition to find solutions to city problems.			
• talk about city problems and their solutions.			
• listen to an interview about life in some cities.			
• write a paragraph about what I like or dislike about city life.			

Unit 2 - City Life 37

- The presenters should complete their self-assessment checklists after completing their presentation. If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite the assigned groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.

FEEDBACK FORM FOR POSTER PRESENTATIONS

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I cooperated with my group members when delivering the talk.		
4. I interacted with the audience.		
5. I concluded my part of the talk appropriately.		
DESIGN OF THE POSTER		
1. Our poster was clearly organised.		
2. Our photos and drawings were suitable.		
CONTENT: Our presentation includes the following information:		
– name of a future city		
– the population of the future city		
– the types of house people will live in		
– the means of transportation that people will use		
– the kinds of school and number of schools in the city		
– the kinds and / or places of entertainment in the city		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenters greeted the audience.		
2. The presenters spoke clearly and naturally.		
3. The presenters cooperated when delivering their talk.		
4. The presenters interacted with the audience.		
5. The presenters concluded their talk appropriately.		
DESIGN OF THE POSTER		
1. Their poster was clearly organised.		
2. Their photos and drawings were suitable.		
CONTENT: The presentation includes the following information:		
– name of a future city		
– the population of the future city		
– the types of house people will live in		
– the means of transportation that people will use		
– the kinds of school and number of schools in the city		
– the kinds and / or places of entertainment in the city		

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 3 HEALTHY LIVING FOR TEENS

Objectives:

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

- use the words related to students' life and schoolwork;
- correctly pronounce the sounds /h/ and /r/ in words and sentences;
- use modal verbs in first conditional sentences;
- ask for repetition and respond;
- read for specific information about how someone could have a well-balanced life when he / she was at school;
- talk about how to have a well-balanced life as a secondary student;
- listen for specific information about how some students manage their time;
- write a paragraph about how to manage our time effectively.


Unit 3 HEALTHY LIVING FOR TEENS

THIS UNIT INCLUDES:

Vocabulary
Students' life and schoolwork

Pronunciation
Sounds /h/ and /r/

Grammar
Modal verbs in First conditional sentences

Skills
- Reading about how someone could have a well-balanced life when he / she was at school
- Talking about how to have a well-balanced life as a secondary student
- Listening to some students' opinions about how to manage their time
- Writing a paragraph about how we can manage our time effectively

Everyday English
Asking for repetition and responding

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 2*. For example, T provides some words with scrambled letters related to city life and calls on some Ss to unscramble the letters to form correct words.
- Lead into the new unit. Write the unit title *Healthy Living for Teens* on the board. Ask Ss to guess what they are going to learn about in this unit. Then brainstorm words and phrases related to what school counsellors do in secondary schools (e.g. *listen to students, provide emotional support, help students cope with stress, offer guidance and advice, assist with academic planning, help students develop problem-solving skills, provide resources for students in need, support mental health and well-being, promote healthy relationships*, etc.) For strong classes, encourage Ss to talk about what their school counsellor does to help them.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

ADVICE FROM A SCHOOL COUNSELLOR

ACTIVITY 1


GETTING STARTED

Advice from a School Counsellor

1 Listen and read.

School Counsellor: Good morning, class. Welcome to our "Tips for Good Physical and Mental Health". In this session, feel free to ask any questions.

Nick: How can we maintain good physical health?

School Counsellor: You should get enough sleep, eat a healthy diet, and do physical exercise regularly.

Mai: My parents say students of our age need to sleep at least eight hours a day. Is that right?

School Counsellor: Yes, it is.

Phong: But we often find it difficult to get a good night's sleep, especially before exams. Could you offer us any advice?

School Counsellor: I understand that exams bring about lots of stress. You can reduce this stress by studying long before the exam, not waiting until the night before it.

Phong: Thank you. Do you have any tips about looking after our mental health?

School Counsellor: If you want to have good mental health, you should have a well-balanced life. I mean you should balance your study and life.

Nick: But how can we balance them?

School Counsellor: Well, you have to manage your time by planning your schedule and giving priority to your work. And you should keep a balance between study and play.

24 Tiếng Anh 9

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 answer some questions, e.g. *Who are in the conversation? What are they talking about?* Encourage Ss to give answers, but do not confirm whether their answers are right. Ask them to talk a bit about what a secondary student should do to maintain good physical and mental health.
- 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 a school counsellor, Nick, Mai, and Phong. They are talking about how to maintain good physical and mental health.*

Audio script – Track 14:

School Counsellor: Good morning, class. Welcome to our "Tips for Good Physical and Mental Health". In this session, feel free to ask any questions.

Nick: How can we maintain good physical health?

School Counsellor: You should get enough sleep, eat a healthy diet, and do physical exercise regularly.

Mai: My parents say students of our age need to sleep at least eight hours a day. Is that right?

School Counsellor: Yes, it is.

Phong: But we often find it difficult to get a good night's sleep, especially before exams. Could you offer us any advice?

School Counsellor: I understand that exams bring about lots of stress. You can reduce this stress by studying long before the exam, not waiting until the night before it.

Phong: Thank you. Do you have any tips about looking after our mental health?

School Counsellor: If you want to have good mental health, you should have a well-balanced life. I mean you should balance your study and life.

Nick: But how can we balance them?

School Counsellor: Well, you have to manage your time by planning your schedule and giving priority to your work. And you should keep a balance between study and play.

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Have Ss read the conversation in detail to choose either True or False. 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 and deciding 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 giving the answers to T. Ask them to give evidence when they answer. Confirm the correct answers.

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

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

	T	F
1. The counsellor is giving advice on how to maintain good physical and mental health.		
2. According to Mai's parents, students shouldn't sleep more than eight hours a day.		
3. Many students find it easy to get a good night's sleep before exams.		
4. Nick doesn't know how to have a well-balanced life.		
5. The school counsellor advises the students to balance their study and play time.		

ACTIVITY 3

Aim: To help Ss understand some vocabulary items in the conversation;

- First, have Ss quickly match the words in the left column with their meanings in the right column individually.
- Then, ask them to share their answers with one or more partners. T can ask for translation of some of the words in the box to check Ss' understanding.
- Confirm the correct answers.
- With a stronger class, ask Ss to make some example sentences with the words they have learnt. If there is enough time, T can ask some Ss to write their sentences on the board. Comment on Ss' sentences.

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

3 **Match the words with their definitions.**

1. physical	a. a person whose job is to help and support people with problems
2. mental	b. connected with a person's body rather than their mind
3. well-balanced	c. something that you think is more important than other things and should be dealt with first
4. priority	d. connected with the state of health of the mind
5. counsellor	e. having the right amounts of all the different parts that make up something

ACTIVITY 4

Aim: To help Ss practise using the vocabulary they have learnt in 3 in a specific context.

- Ask Ss to do the exercise individually and then check the answers with the whole class.

4 **Complete the sentences with the words in the box.**

physical counsellor well-balanced priority mental

1. You should make a list of all the jobs you have to do and give _____ to them.
2. Maintaining a _____ life often means making time for the things you have to do, as well as the things you want to do in a suitable way.
3. The police asked them to describe his _____ appearance.
4. You need to maintain your physical and _____ health.
5. The _____ is willing to listen to the students to help them solve their problems.

- When checking, ask Ss to refer to **3** to make the meanings of the words clearer to them.
- For a more able class, have Ss work in groups. Each group makes sentences with the words. Then they read aloud these sentences.

Key: **1.** priority **2.** well-balanced **3.** physical
4. mental **5.** counsellor

ACTIVITY 5

Aim: To provide Ss with practice in asking and answering about how healthy they are and giving each other advice on how to improve their health.


5 **Work in pairs. Interview each other about how healthy you are. Give each other advice.**

Example:

A: How healthy are you?

B: I'm tired.

A: You should take a break and do some physical exercise.

- Model this activity with a strong student. For less able classes, remind Ss that they should only use the words and phrases in the conversation to give each other advice on how to improve their health.
- Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to demonstrate in front of the class.

EXTRA ACTIVITY: Vocabulary Pictionary

- Start by reviewing the words Ss have learnt. Write the words on the whiteboard or a large sheet of paper.
- Divide the class into two teams A and B. T explains the rules of the game:
  + One student from Team A comes to the front and chooses a vocabulary word from the list (without showing it to his / her team). He / She has 30 seconds to draw a simple representation of the word on the whiteboard, similar to the game of Pictionary.
  + Team A members have 30 seconds to guess the word based on the drawing. If they guess correctly, they earn a point.
- Continue taking turns between teams, with each student choosing a word, drawing, and guessing. T may set a time limit for each round (e.g. 1 - 2 minutes per round) to keep the game fast-paced. Keep score on the board to track which team is winning. After several rounds, tally up the points and declare the winning team.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a projector in the classroom, then show the conversation and highlight the keywords related to the topic. It would be helpful to also highlight in the conversation the modal verbs in first conditional sentences and the words with the sounds /h/ and /r/ and tell Ss that they will learn these language points in the upcoming lessons.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books to the last page of Unit 3, the **Project** section, look at the picture and say what the topic of the project is (*How good are your classmates at time management?*).
- Explain the project requirements: In groups, Ss will have to interview some Ss from their class about how they manage their time, using the questions provided in the table in **1**. Next, they use the result in **2** to count the points for each student they have interviewed. They then identify which Ss are excellent, good, poor, or very poor at time management based on the number of points, and report the findings to their class. They can use a poster or PowerPoint slides to present their findings. In this case, their slides or posters should include a mixture of text and tables, graphs, or pictures so that T and other classmates can easily follow and understand their findings.
- Guide them through the way to collect and count the points for each student. Follow these steps:

Step 1. Ask Ss to look at the five questions in the book. Check if they understand the questions. Instruct them to create a table to record their classmates' answers. Tell groups that each member of the group can ask two classmates, so each group can ask about 10 Ss, using the table which looks like this:

Student	Question 1	Question 2	Question 3	Question 4	Question 5	Total points
1.						
2.						
3.						
...						

Step 2. When they finish asking, they can organise the information they get in the table below:

Student	Question 1	Question 2	Question 3	Question 4	Question 5	Total points
1.	Yes	Yes	No	Yes	No	3 (good)
2.	Yes	Yes	Yes	Yes	Yes	5 (excellent)
3.	Yes	No	Yes	No	No	2 (poor)
...						

Instruct Ss to use the results given on page 37 to count the points to determine how good Ss are at time management.

Step 3. Groups of Ss prepare a short report about the findings. They can write the report or prepare it orally. Each group member can write or prepare a part of the report. T can also ask Ss to make a poster or PowerPoint slides to present their findings.

- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need and solving any other problems that may arise with their projects.

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 form groups of 6 – 8 Ss and sit in circles or in their seats.
- T chooses a word related to students' life and schoolwork and says it aloud. The student nearest the T's right must say a word that is associated with the original word.
- The student next to him / her must do the same and so on, until everyone in the circle or group has done it. To keep the game moving, T should set a time limit of 10 - 15 seconds for each student to come up with a word.
- Once everyone has had a chance, choose a new word and start again.

Example:

Teacher: homework

Student 1: study

Student 2: assignments

Student 3: teacher

Student 4: classroom

Student 5: tests

...

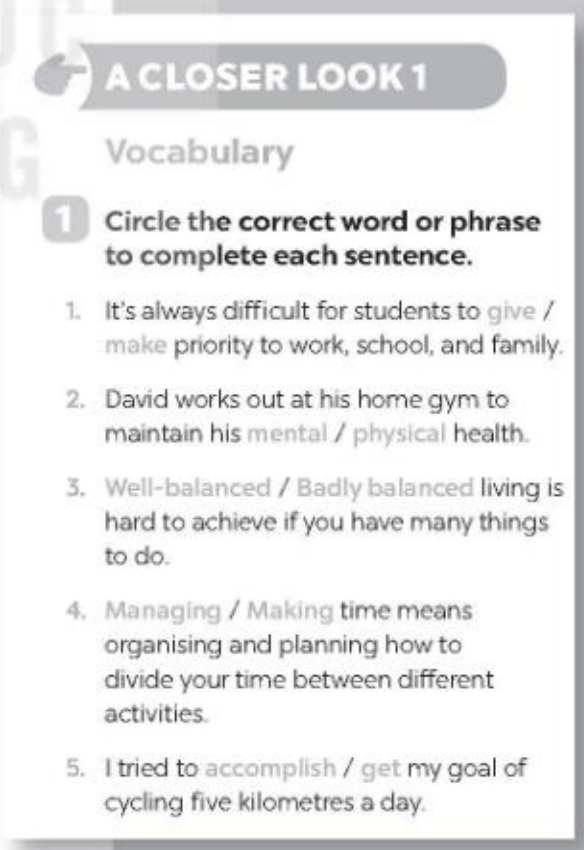
Vocabulary

ACTIVITY 1

Aim: To revise some words related to students' life and schoolwork that Ss have learnt in Getting Started.

- Have Ss read each sentence and circle the correct words to complete the sentences.
- Let Ss work in pairs to compare their answers before sharing their answers.
- Check and confirm the correct answers.

Key: **1.** give **2.** physical **3.** Well-balanced
4. Managing **5.** accomplish



A CLOSER LOOK 1

Vocabulary

1 Circle the correct word or phrase to complete each sentence.

1. It's always difficult for students to give / make priority to work, school, and family.
2. David works out at his home gym to maintain his mental / physical health.
3. Well-balanced / Badly balanced living is hard to achieve if you have many things to do.
4. Managing / Making time means organising and planning how to divide your time between different activities.
5. I tried to accomplish / get my goal of cycling five kilometres a day.

ACTIVITY 2

Aim: To teach Ss new words and phrases related to their life and schoolwork.

- Have Ss quickly match the words and phrases in the left column with their definitions in the right column individually.
- Then ask Ss to check their answers with their partners. Ask for translation of some of the words and phrases on the list to check their understanding. Confirm the correct answers as a class.
- With a stronger class, ask Ss to make some examples with the words and phrases. If there is enough time, T can ask some Ss to write their sentences on the board. Give comments.

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

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

1. delay	a. the planned day and time that something is required to be completed
2. due date	b. believing that good things will happen
3. optimistic	c. too anxious and tired to be able to relax
4. stressed out	d. things that stop you from paying attention to what you are doing
5. distractions	e. not to do something until a later time

ACTIVITY 3

Aim: To help Ss use words and phrases related to their life and schoolwork 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.
- Confirm the correct answers.

Key: **1.** due date **2.** stressed out **3.** delay **4.** optimistic **5.** distractions

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

1. I want to know the _____ for my history assignment.
2. I'm trying to go to bed earlier because I'm feeling _____ at the moment.
3. He intended to _____ telling her the news, waiting for the right moment.
4. I'm _____ about the result of the exam I took last week.
5. I prefer to study in the school library because there are too many _____ at home.

Pronunciation

/h/ and /r/

ACTIVITY 4

Aims:

- **To help Ss identify how to pronounce the sounds /h/ and /r/;**
- **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.
- Invite some Ss to say some words they know that include the two sounds.

Pronunciation

/h/ and /r/

4 **Listen and repeat the words. Pay attention to the sounds /h/ and /r/.** 15

/h/	/r/
healthy	regularly
happiness	really
habit	ready
ahead	worrying
perhaps	several

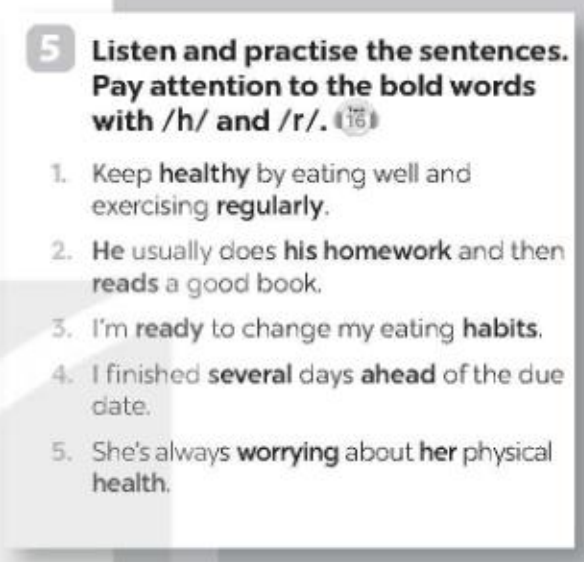
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Audio script – Track 15:

/h/	/r/
healthy	**r**egularly
happiness	**r**eally
habit	**r**eady
a**h**ead	wo**rr**ying
per**h**aps	seve**r**al

ACTIVITY 5

Aim: To help Ss pronounce the sounds /h/ and /r/ correctly in sentences.


5 **Listen and practise the sentences. Pay attention to the bold words with /h/ and /r/.** Track 16

1. Keep **healthy** by eating well and exercising **regularly**.
2. **He** usually does **his homework** and then **reads** a good book.
3. I'm **ready** to change my eating **habits**.
4. I finished **several** days **ahead** of the due date.
5. She's always **worrying** about **her** physical **health**.

- 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.
- 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.

Audio script – Track 16:

1. Keep **healthy** by eating well and exercising **regularly**.
2. He usually does **his homework** and then **reads** a good book.
3. I'm **ready** to change my eating **habits**.
4. I finished **several** days **ahead** of the due date.
5. She's always **worrying** about **her** physical **health**.

EXTRA ACTIVITY

- Divide the class into two teams, Team H and Team R. Prepare a list of words containing /h/ and /r/ sounds. T can use words like *happy, rabbit, house, rocket*, etc. Ensure that there are an equal number of words for each sound.
- Call on one student from Team H and one student from Team R to the front of the class.
- T reads a word from the list aloud. The two Ss race to identify whether the word contains the /h/ or /r/ sound. They should raise their hands or use a buzzer to signal their answer. The student who correctly identifies the sound first scores a point for their team.
- Continue calling other Ss from each team to the front to participate in the challenge, using different words each time. Keep track of the points on the board, with Team H and Team R competing against each other. After several rounds, tally up the points and declare the winning team.

WRAP-UP

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

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A CLOSER LOOK 2

Grammar

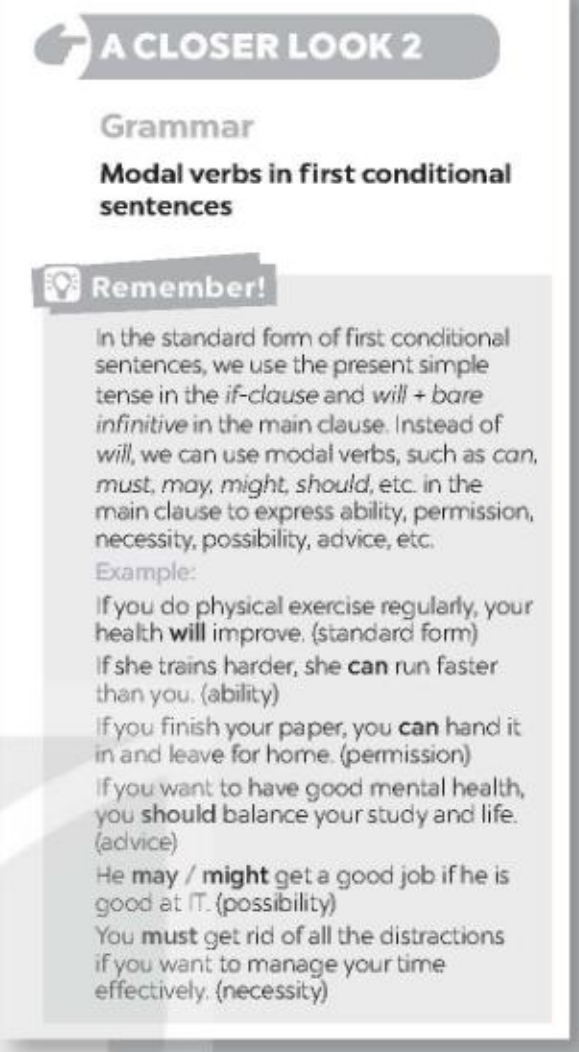
Modal verbs in first conditional sentences

WARM-UP

Aims:

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

- Write some first conditional sentences on the board, such as "If I have time tonight, I will go to the cinema." and "If she studies hard, she will pass the exam."
- Explain that we can use modal verbs such as *can, must, may, might, should,* etc. instead of *will* in the main clause of first conditional sentences to express ability, permission, necessity, possibilities, advice, etc. Ask Ss to read the examples that illustrate the uses of some of modal verbs in first conditional sentences in the **Remember!** box.
- Then ask Ss to work in pairs or small groups and brainstorm as many different modal verbs as they can that could be used instead of *will* in the sentences written on the board.
- Bring the class back together and ask each group to share their list of modal verbs.
- If there is enough time, T may ask Ss to work in pairs again and write a short dialogue where they use at least three different modal verbs in first conditional sentences. For example, "If I have time tonight, I should go to the cinema. If I don't, I might watch a movie at home."


A CLOSER LOOK 2

Grammar

Modal verbs in first conditional sentences

Remember!

In the standard form of first conditional sentences, we use the present simple tense in the *if-clause* and *will + bare infinitive* in the main clause. Instead of *will*, we can use modal verbs, such as *can, must, may, might, should*, etc. in the main clause to express ability, permission, necessity, possibility, advice, etc.

Example:

If you do physical exercise regularly, your health **will** improve. (standard form)

If she trains harder, she **can** run faster than you. (ability)

If you finish your paper, you **can** hand it in and leave for home. (permission)

If you want to have good mental health, you **should** balance your study and life. (advice)

He **may** / **might** get a good job if he is good at IT. (possibility)

You **must** get rid of all the distractions if you want to manage your time effectively. (necessity)

ACTIVITY 1

Aim: To revise the forms of verbs which are used in the *if*-clause and the main clause of first conditional sentences.

- 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.** doesn't want **2.** feel **3.** sleep **4.** completes **5.** be


1 Write the correct form of each verb in brackets.

1. If Mai (not want) _____ to gain weight, she shouldn't eat much fast food.
2. If you stay up too late tonight, you might (feel) _____ tired tomorrow morning.
3. You should (sleep) _____ eight hours a night if you want to be awake and fully alert.
4. If Tom (complete) _____ his assignment on Friday, he can go out with his friends at the weekend.
5. You must (be) _____ careful if you don't want to get burnt.

ACTIVITY 2

Aim: To help Ss distinguish the uses of modal verbs in first conditional sentences.

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

Key: **1.** can **2.** might **3.** must **4.** shouldn't **5.** should

2 **Circle the correct modal verbs to complete the following sentences.**

1. She can / should go home early if she finishes her work.
2. If you train hard, you might / shouldn't win the first prize.
3. If they don't want to be punished, they must / may follow the rules.
4. If students have an upcoming exam, they shouldn't / can't wait to study until the day before it.
5. If you're having a bad day, you should / may do your best to get through it.

ACTIVITY 3

Aim: To give Ss further practice with modal verbs in first conditional sentences.

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

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

3 **Match the first half of the sentence in A with the second half in B.**

A	B
1. If you spend too much time on the computer,	a. you can make your favourite food at home.
2. If you put too much sugar in your coffee,	b. you should use a calendar to plan your work ahead.
3. If you want to manage your time effectively,	c. you may put on more weight.
4. If you want to have perfect white teeth,	d. you might get shoulder pains.
5. If you take a cooking class,	e. you must brush your teeth regularly.

ACTIVITIES 4 + 5

Aim: To give Ss further practice with modal verbs in first conditional sentences in real-life situations.

- Have Ss read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to write the sentences / clauses individually and then compare their answers with a partner.
- Ask some Ss to write their answers on the board. Other Ss and T comment.
- Check the answers with the whole class. Confirm the correct answers.

4 **What will you say in each situation below? Use first conditional sentences with modal verbs.**

1. Your friend wants to lose weight. You advise him / her to eat less high fat food and do more exercise.
2. Your friend invites you out for an ice cream, but it's possible that you will have a sore throat.
3. Your roommate often stays up late at night. You think it is necessary to get enough sleep every night; otherwise, his health will suffer.
4. Your little brother wants to go for a swim. You agree but ask him to finish all his homework first.
5. You're able to make a delicious pizza when you have all the needed ingredients.

Suggested answers:

Activity 4

1. If you want to lose weight, you should eat less high fat food and do more exercise.

2. If I have an ice cream, I may have a sore throat.

3. If you want to have good health, you must get enough sleep every night.

4. You can go for a swim if you finish all your homework.

5. If I have all the needed ingredients, I can make a delicious pizza.

Activity 5

1. If you spend too much time playing computer games, you might miss out on other important activities like exercising, socialising, and studying.

2. If you want to get a good night's sleep, you should avoid drinking caffeine or alcohol before bed and try to establish a regular sleep schedule.

3. If you don't feel well, you should consult a doctor or a medical professional to get a proper diagnosis and treatment.

5 **Complete the sentences with your own ideas using the modal verbs you have learnt.**

1. If you spend too much time playing computer games, _____ _____.
2. If you want to get a good night's sleep, _____ _____.
3. If you don't feel well, _____ _____.

EXTRA ACTIVITY

- Prepare a list of different verbs (e.g. *travel, study, eat, watch*, etc.) and a list of modal verbs (*can, may, might, must, should*, etc.) on separate pieces of paper or on index cards. Place these cards face down on the table.
- Divide the class into pairs or small groups. Each group / pair takes turns to select one verb card and one modal verb card from their respective piles. These cards will form the basis of their first conditional sentence.
- Once the cards are chosen, each group / pair constructs a first conditional sentence using the selected verb and modal verb to describe a real-life situation. For example, if they draw *travel* and *can*, they might create a sentence like "*If we have enough money, we can travel to Europe next summer.*" Encourage creativity and make sure that the sentences are grammatically correct and sound logical.
- After each group / pair has created their sentences, have Ss share them with the class. To add a competitive element, the class votes on which group's / pair's sentence they find the most creative or interesting.

WRAP-UP

- Summarise the main points of the lesson.
- Ask Ss to make first conditional sentences about themselves, using modal verbs instead of *will*.

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 first conditional sentences about themselves, using modal verbs instead of *will*.
- Introduce the objectives of the lesson: learning how to ask for repetition and respond, and finding out about tips for being happy on school days.

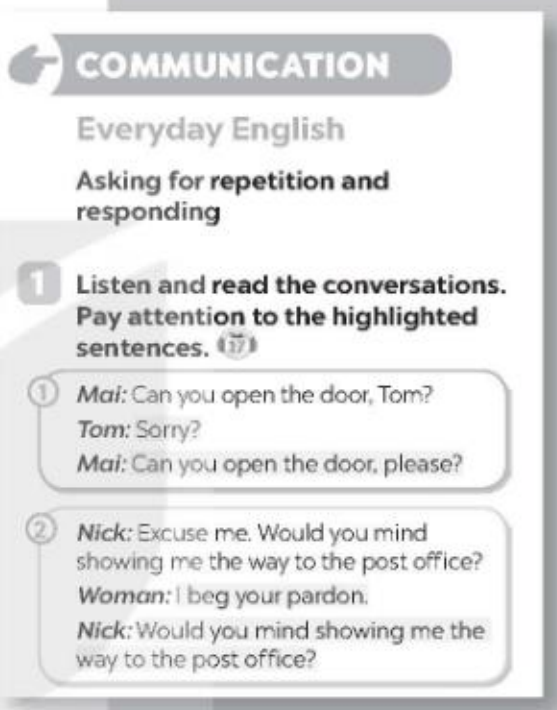
Everyday English

Asking for repetition and responding

ACTIVITY 1

Aim: To introduce ways of asking for repetition and responding.

- Play the recording for Ss to listen and read the two conversations between Tom and Mai, Nick and the woman 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 conversations in front of the class.



COMMUNICATION

Everyday English

Asking for **repetition and responding**

1 **Listen and read the conversations. Pay attention to the highlighted sentences.** 17

① *Mai:* Can you open the door, Tom?
Tom: Sorry?
Mai: Can you open the door, please?

② *Nick:* Excuse me. Would you mind showing me the way to the post office?
Woman: I beg your pardon.
Nick: Would you mind showing me the way to the post office?

Audio script – Track 17:

1. *Mai:* Can you open the door, Tom?
Tom: Sorry?
Mai: Can you open the door, please?

2. *Nick:* Excuse me. Would you mind showing me the way to the post office?
Woman: I beg your pardon.
Nick: Would you mind showing me the way to the post office?

ACTIVITY 2

Aim: To help Ss practise asking for repetition and responding.

- Ask Ss to work in pairs to make similar conversations for the given situations.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.
- For more able classes, encourage Ss to use different ways to ask for repetition and respond.



2 **Work in pairs. Make similar conversations for the following situations.**

1. You ask your friend to pass the book, but he / she can't hear what you say.
2. A stranger asks you the way to the nearest bus station, but you can't hear what he / she says.

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Suggested answers:

1. *A:* Can you pass me the book?

B: Sorry?

A: Can you pass me the book, please?

2. *A:* Excuse me. Could you tell me the way to the nearest bus station, please?

B: I beg your pardon.

A: Could you tell me the way to the nearest bus station, please?

Transition from *Everyday English* to *Tips for being happy on school days*

Game: Emotion Word Match

- Write down a list of emotion words, e.g. *happy, excited, worried, calm, curious, tired,* etc. on the board. Then give each student a small piece of paper or an index card and ask them to choose an emotion word from the list without showing it to anyone.
- Have Ss write a short sentence or two about a school-related experience that made them feel that particular emotion. For example, if they choose *excited*, they can write about a field trip or a special event at school.
- Collect the pieces of paper and mix them up. Read each sentence out loud one by one without revealing the emotion word and have Ss try to guess which emotion word matches each sentence.

Tips for being happy on school days

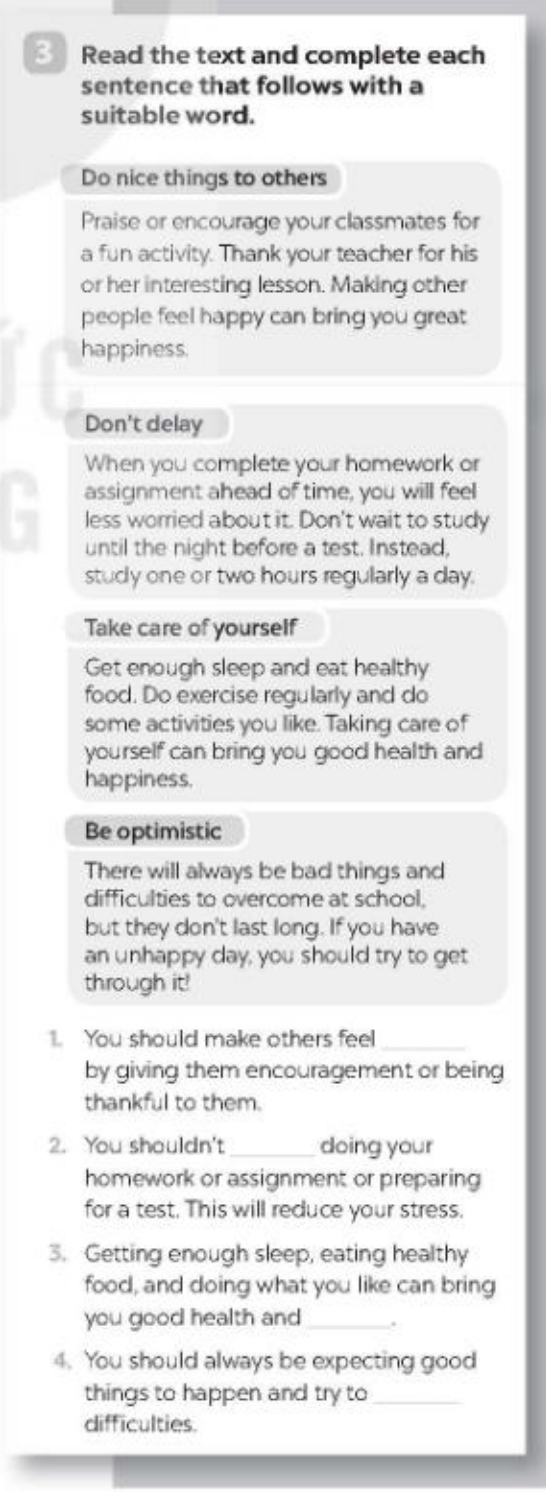
ACTIVITY 3

Aims:

- **To help Ss learn about tips to make students feel happy on school days;**
- **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 sentence following the text and then read the text to scan for the necessary information to help them find the suitable word to complete the sentence.
- Give Ss time to do the task. After that, get them to swap answers in pairs. Go around and offer help, if necessary.
- Check the answers as a class. Confirm the correct answers.

Key: **1.** happy **2.** delay
3. happiness **4.** overcome



3 **Read the text and complete each sentence that follows with a suitable word.**

Do nice things to others

Praise or encourage your classmates for a fun activity. Thank your teacher for his or her interesting lesson. Making other people feel happy can bring you great happiness.

Don't delay

When you complete your homework or assignment ahead of time, you will feel less worried about it. Don't wait to study until the night before a test. Instead, study one or two hours regularly a day.

Take care of yourself

Get enough sleep and eat healthy food. Do exercise regularly and do some activities you like. Taking care of yourself can bring you good health and happiness.

Be optimistic

There will always be bad things and difficulties to overcome at school, but they don't last long. If you have an unhappy day, you should try to get through it!

1. You should make others feel _____ by giving them encouragement or being thankful to them.
2. You shouldn't _____ doing your homework or assignment or preparing for a test. This will reduce your stress.
3. Getting enough sleep, eating healthy food, and doing what you like can bring you good health and _____.
4. You should always be expecting good things to happen and try to _____ difficulties.

ACTIVITY 4

Aim: To help Ss prepare their tips for the three given situations.

- Have Ss read the three situations carefully. If necessary, T may explain each situation to Ss.
- Have Ss work in groups, choosing one situation and preparing tips for it. Set a time limit of about five to seven minutes.
- T may go round to observe. T should encourage Ss to prepare as many tips as possible.

4 **Work in groups. Write tips for one of the following situations.**

1. A friend of yours cannot get a good night's sleep.
2. A friend of yours does not feel very well.
3. A friend of yours cannot remember the words he / she learnt.

ACTIVITY 5

Aim: To provide Ss with practice in presenting tips that they have prepared in 4.

5 **Present your tips to the class.**

- Call on a student from each group to give a presentation of the tips his / her group have prepared in **4**. Other groups listen and make comments.
- The class may vote for the best presentation, and T gives them marks. If the class size is small and time allows, all the groups can give their presentation.

Suggested answers:

1. You should try to go to bed and wake up at the same time every day, even at weekends.

2. You should pay attention to your symptoms. If they become severe, you should see a doctor.

3. You should try using the words you've learnt in sentences or conversations.

EXTRA ACTIVITY: Happiness Action Plan

- Explain to Ss that they will create a personal "Happiness Action Plan" based on the tips in the reading text in **3**.
- Ask each student to take out a sheet of paper and instruct them to divide their paper into four sections, each representing one of the key happiness tips mentioned in the reading text in **3**. In each section, Ss should write down specific actions or strategies they can take to apply the tip in their daily school life. For example:
  - + Do nice things to others: *I will smile and say hello to classmates I pass every day at school.*
  - + Don't delay: *I will create a to-do list and prioritise my tasks.*
  - + Take care of yourself: *I will practise deep breathing exercises. or I will participate in at least 30 minutes of physical activity every day.*
  - + Be optimistic: *My study day may start off really stressful, but I believe it can only get better.*
- Encourage Ss to be as specific and realistic as possible when writing their action plans. After Ss have completed their "Happiness Action Plans", ask them to share one or two of their strategies 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.**

- Ask Ss to take out a piece of paper and a pen or pencil. Instruct them to draw a circle and divide it into four equal parts, like a pizza. Ask them to label each section of the circle with a different category, such as "work / school", "family / friends", "hobbies / interests" and "self-care".
- Ask Ss to brainstorm activities that fit into each category and write them in the corresponding section of the circle. Then ask Ss to share their circles with a partner or small group and discuss what they notice about their own balance of activities.
- Have Ss reflect on their own circles and think about how they can make adjustments to achieve a more well-balanced life.

Reading

ACTIVITY 1

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

- Ask Ss to work in pairs discussing how a well-balanced life is important to a student.
- Ask some Ss to say their answers in front of the class. T may ask some other questions about what they should do to keep a well-balanced life.

Suggested answer:

A well-balanced life helps students do better in school, stay healthy, learn important life skills, make friends, pursue their interests, avoid feeling overwhelmed, and get ready for the future.

ACTIVITY 2

Aim: To improve Ss' knowledge of vocabulary related to students' life and schoolwork.

- Ask Ss to work individually to read the text 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 box. Remind them to use the context to help them.
- Check the answers as a class.

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



SKILLS 1

Reading

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

How is a well-balanced life important for students?

2 **The following text is about how a successful teen celebrity kept a well-balanced life when he was at school. Read the text and match each highlighted word with its meaning.**

When I was at school, I had to learn how to have a well-balanced life in order to reduce stress and anxiety. Below are some of the typical things I did.

Firstly, I managed my time properly. I started to plan my schedule, made a weekly work list and gave priority to some of my work. This helped me concentrate my efforts on my most important tasks.

In addition, I communicated with my family, friends, and teachers about my busy schedule and problems, so they would offer me additional support.

I also took breaks appropriately because they helped me keep away from stress and anxiety, and gave my brain a rest and improved my mood.

Finally, I looked after my physical health. I got at least eight hours of sleep a day. I played football with my classmates twice a week and went for a walk with my grandparents early every morning. Besides, I also tried to follow a healthy diet. I ate a lot of fruit and vegetables. I ate little fattening foods and avoided junk foods like chips, cookies, pizza, etc.

1. anxiety	a. more than the amount you expected or agreed to
2. additional	b. likely to make you fat
3. appropriately	c. the state of feeling nervous or worried that something bad is going to happen
4. fattening	d. in a way that is suitable or right for a particular situation

ACTIVITY 3

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

- Have Ss read the text. 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 parts of the text that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.
- Tell them to compare their answers in pairs before giving the answers to T. Ask them to give evidence when giving the answers. Check the answers as a class.

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

1. Why did the teen celebrity have to learn how to have a well-balanced life when he was a student?
2. What did he do to manage his time properly?
3. Why did he communicate with his family, friends, and teachers about his schedule and problems?
4. Why did he take breaks?
5. How did he follow a healthy diet?

Suggested answers:

1. Because he wanted to reduce stress and anxiety.

2. He planned his schedule, made a weekly work list, and gave priority to some of his work, which helped him concentrate his efforts on his most important tasks.

3. Because they would offer him additional support.

4. Because they helped him keep away from stress and anxiety, and gave his brain a rest and improved his mood.

5. He ate a lot of fruit and vegetables. He ate little fattening foods and avoided junk foods like chips, cookies, pizza, etc.

Transition from *Reading* to *Speaking*

- Draw a large circle on the board, dividing it into sections like a pie chart. Label each section with a different aspect of a student's life, such as Academics, Hobbies, Social Life, Health, Family, and Rest.
- Allow Ss 4 – 5 minutes to brainstorm activities or responsibilities that fall under each category. Encourage them to think about what they currently do in these areas.

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Speaking

ACTIVITY 4

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

- Ask Ss to work in pairs. Ask them to read the questions first and think about the answers. This is an opportunity for Ss to revise what they have learnt so far in *Unit 3*.
- Allow Ss 4 – 5 minutes to exchange their ideas. Ask them to take notes of their answers. Pairs can exchange their answers when they have finished.
- Call on some pairs to report their answers to the class. Each pair may answer just one question to allow time for more pairs.
- Check the answers and add more information if necessary. If time allows, call on 1 – 2 pairs to present the answers to all four questions.

Speaking

4 **Work in pairs. Ask and answer the following questions about how to have a well-balanced life. Make notes of your partner's answers.**

1. How can we manage our time properly?
2. How can we spend time with our friends, teachers, and parents?
3. How can we avoid stress and anxiety?
4. How can we take care of our physical health?

ACTIVITY 5

Aim: To provide an opportunity for Ss to practise talking about their partner's ideas about how to have a well-balanced life.

5 **Work in groups. Take turns to talk about your partner's ideas about how to have a well-balanced life.**

Example:

I talked with ... about how he / she manages a well-balanced life. First, ...

- Ask a strong student to model this activity in front of the class. Then have Ss work in groups, taking turns to talk about their partner's ideas about how to have a well-balanced life. 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 while they are speaking in order to correct their errors. Tell them to correct only common 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 comments from other Ss.

Suggested answer:

I talked with An about how she manages a well-balanced life. First, she manages her time properly by creating a to-do list and giving priority to her tasks based on their importance and deadlines. Second, she plans regular times to connect with friends through study groups or social outings. She also communicates with her teachers by asking questions and seeking help when needed. Next, she practises mindfulness techniques such as deep breathing, meditation, or yoga to manage stress and maintain a clear mind. Finally, she engages in regular physical activities that she enjoys like jogging, dancing, swimming, etc. to help boost her energy.

EXTRA ACTIVITY: Balanced Life Letter

- Explain to Ss that they are to write a letter to themselves, imagining they are giving advice to their future selves on how to maintain a balanced life during their school years.
- Encourage Ss to reflect on the reading text in **2**. Ask them to consider the following questions as they write their letter:
  - + What strategies or habits mentioned in the reading text in **2** do they find most valuable or relatable?
  - + How do they plan to apply these strategies to maintain a balanced life during their school years?
  - + What challenges might they encounter, and how can they overcome them?
  - + What goals or aspirations do they have for their school life, and how can a balanced approach help them achieve these goals?
- Encourage Ss to be thoughtful and detailed in their responses. After Ss have completed their letters, ask them to share some excerpts or insights from their letters with the class.
- As a closing activity, ask Ss to fold and seal their letters in envelopes or keep them in a safe place. Explain that they can revisit these letters in the future to see how their perspectives and goals evolve.

WRAP-UP

Have Ss summarise what they have learnt in the lesson. If there is time, have them draw a mind map to summarise the main points of the lesson.

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SKILLS 2

WARM-UP

Aims:

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

- Ask Ss to take out a piece of paper and a pen. Ask them to make a list of the top three activities that take up most of their time each day.
- Ask Ss to estimate how much time they spend on each activity per day and write it next to the activity. After a few minutes, have them share their lists with a partner or small group and discuss what they notice about their use of time.
- Ask Ss to reflect on their own lists and think about how they can make adjustments to manage their time more effectively. Encourage them to share their ideas with the class.

Listening

ACTIVITY 1

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

- Ask Ss to work in pairs to discuss the question about how they make time for study and other activities.
- 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

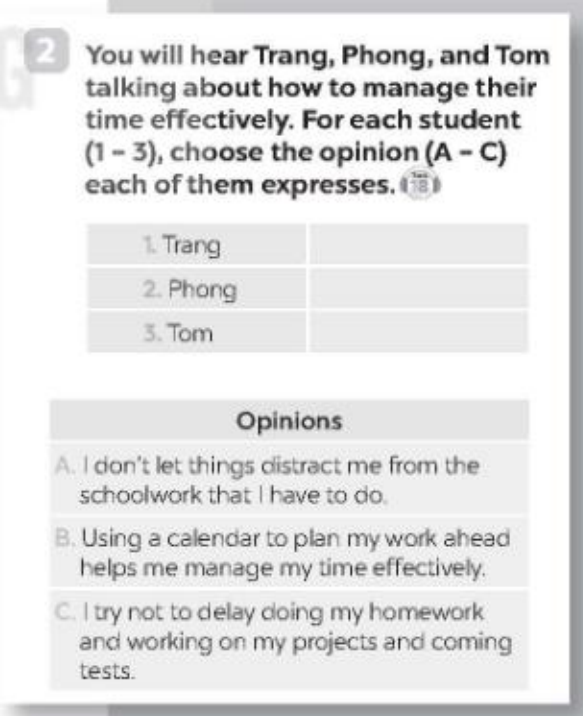
1 **Work in pairs. Discuss the following question.**

How do you make time for study and other activities?

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 helps them have some idea of what they are going to listen to and the information they need for answering the question.
- 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 Ss are having difficulties.



2 **You will hear Trang, Phong, and Tom talking about how to manage their time effectively. For each student (1 – 3), choose the opinion (A – C) each of them expresses.** 18

1. Trang	
2. Phong	
3. Tom	

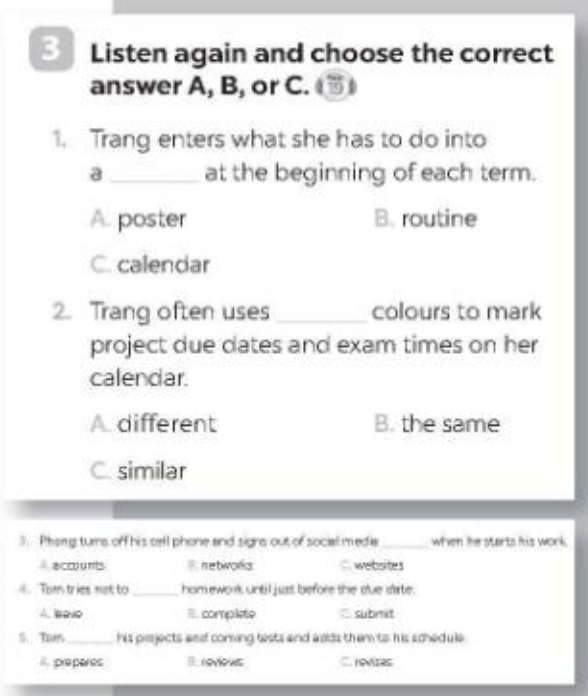
Opinions
A. I don't let things distract me from the schoolwork that I have to do.
B. Using a calendar to plan my work ahead helps me manage my time effectively.
C. I try not to delay doing my homework and working on my projects and coming tests.

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

ACTIVITY 3

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

- Have Ss read the incomplete sentences and determine what information they need for filling the blanks.
- 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 **Listen again and choose the correct answer A, B, or C.**

1. Trang enters what she has to do into a _____ at the beginning of each term.
   A. poster B. routine C. calendar
2. Trang often uses _____ colours to mark project due dates and exam times on her calendar.
   A. different B. the same C. similar

3. Phong turns off his cell phone and signs out of social media _____ when he starts his work.
   A. accounts B. networks C. websites
4. Tom tries not to _____ homework until just before the due date.
   A. leave B. complete C. submit
5. Tom _____ his projects and coming tests and adds them to his schedule.
   A. prepares B. reviews C. revises

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

Audio script – Tracks 18 + 19:

Trang: I use a calendar to plan my work ahead. At the beginning of each term, I take a broad view of what I have to do by entering the due dates and test dates into a calendar. I often do these with different colours, for example, red for deadlines, green for exams ...

Phong: I try to minimise distractions. Besides cell phones, social media, and friends, there are a lot of activities that can take my attention away from my schoolwork. When it's time to start my work, I turn off my cell phone and sign out of social media accounts.

Tom: I never leave homework until the day before it's due. I review my projects and coming tests and add them to my schedule. I arrange to start working on them well before they're due, so I'm not stressed out to meet the due dates.

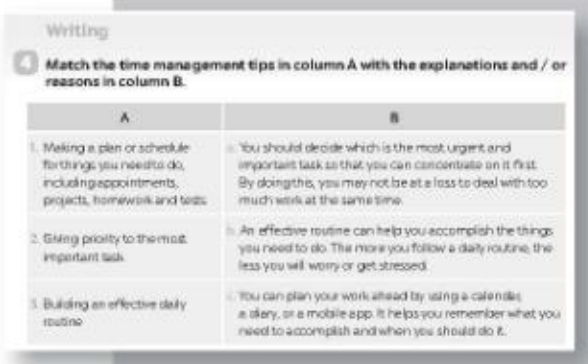
Transition from *Listening* to *Writing*

- Have Ss take a few minutes to reflect individually on their current time management habits. Ask them to think about their daily routines, how they give priority to their tasks, and any challenges they face in managing their time.
- Divide the class into small groups of 3 – 4 Ss each. In these groups, ask Ss to share their reflections and discuss any common challenges they have identified. Encourage them to exchange ideas and strategies for overcoming these challenges.
- Bring the class back together and facilitate a brainstorming session. Ask each group to share one or two effective time management strategies they have discussed. List these strategies on the board so that all Ss can see them.

Writing

ACTIVITY 4

Aim: To help Ss prepare ideas for their writing.



Writing

4 **Match the time management tips in column A with the explanations and / or reasons in column B.**

A	B
1. Making a plan or schedule for things you need to do, including appointments, projects, homework and tests	a. You should decide which is the most urgent and important task so that you can concentrate on it first. By doing this, you may not be at a loss to deal with too much work at the same time.
2. Giving priority to the most important task	b. An effective routine can help you accomplish the things you need to do. The more you follow a daily routine, the less you will worry or get stressed.
3. Building an effective daily routine	c. You can plan your work ahead by using a calendar, a diary, or a mobile app. It helps you remember what you need to accomplish and when you should do it.

- Ask Ss to discuss and match the time management tips with the explanations and / or reasons.
- Have Ss share their answers in pairs.
- Invite some pairs to answer and confirm the correct ones.

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

ACTIVITY 5

Aim: To help Ss practise writing a paragraph about how to manage their time effectively, using the tips in 4 or their own ideas.


5 Write a paragraph (about 100 words) about how to manage your time effectively. Use the tips in 4 or your own ideas.

There are many things we should do to manage our time effectively. Firstly, _____

- Set up the writing activity: T reminds Ss that the most important thing is always to plan what they are going to write about. Ss can use the ideas in **4**. Ask Ss to brainstorm the ideas and needed language for the writing. T may ask Ss to refer back to the reading for useful language and ideas and write some useful expressions and language on the board.
- Ask Ss to write the first draft individually. T may display all or some of the Ss' writings 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 many things we should do to manage our time effectively. Firstly, we should set specific goals and prioritise them according to their importance level. This will help us keep focused on our most important tasks and avoid wasting time on tasks that do not contribute to our goals. Secondly, creating a schedule or to-do list can help us manage our time efficiently by breaking down our day into manageable chunks. We should also be realistic about how long each task will take and build in extra time for unexpected interruptions or delays. Thirdly, it is essential to eliminate distractions and time-wasting activities, such as social media or unnecessary meetings, which can reduce our productivity. By following these tips, we can effectively manage our time and achieve success in all aspects of our life.

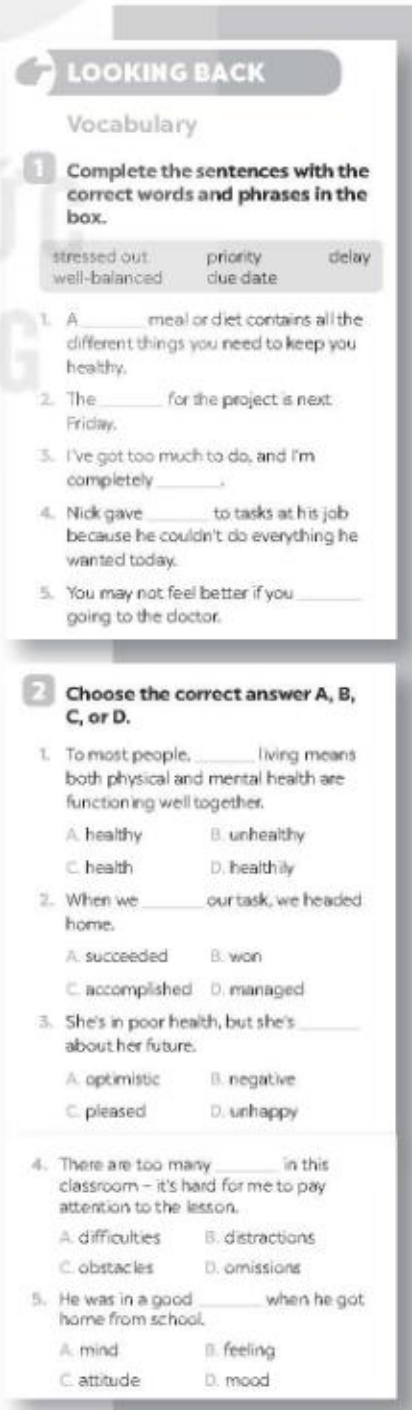
LOOKING BACK

Encourage Ss not to refer 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.


LOOKING BACK

Vocabulary

1 Complete the sentences with the correct words and phrases in the box.

stressed out | priority | delay | well-balanced | due date

1. A _____ meal or diet contains all the different things you need to keep you healthy.
2. The _____ for the project is next Friday.
3. I've got too much to do, and I'm completely _____.
4. Nick gave _____ to tasks at his job because he couldn't do everything he wanted today.
5. You may not feel better if you _____ going to the doctor.

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

1. To most people, _____ living means both physical and mental health are functioning well together.
   A. healthy B. unhealthy C. health D. healthily
2. When we _____ our task, we headed home.
   A. succeeded B. won C. accomplished D. managed
3. She's in poor health, but she's _____ about her future.
   A. optimistic B. negative C. pleased D. unhappy
4. There are too many _____ in this classroom – it's hard for me to pay attention to the lesson.
   A. difficulties B. distractions C. obstacles D. omissions
5. He was in a good _____ when he got home from school.
   A. mind B. feeling C. attitude D. mood

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. Check and confirm the correct answers.

Key:

Activity 1:

1. well-balanced **2.** due date **3.** stressed out
4. priority **5.** delay

Activity 2:

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

Grammar

ACTIVITIES 3 + 4

Aim: To help Ss revise the forms and uses of modal verbs in first conditional sentences.

– Ask Ss to do the exercises individually first. Then they can check their answers with a partner before discussing the answers as a class. Confirm the correct answers.

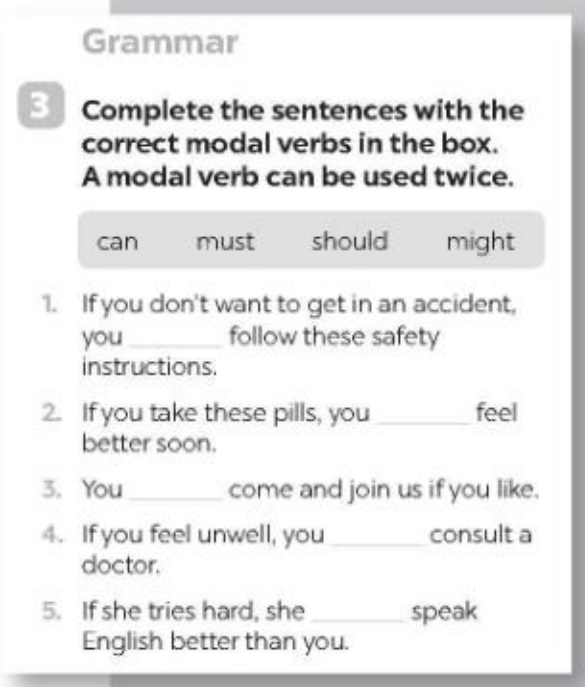
Key:

Activity 3:

1. must **2.** might **3.** can **4.** should **5.** can

Activity 4:

1. shouldn't **2.** might **3.** can **4.** must **5.** can



Grammar

3 **Complete the sentences with the correct modal verbs in the box. A modal verb can be used twice.**

can must should might

1. If you don't want to get in an accident, you _____ follow these safety instructions.
2. If you take these pills, you _____ feel better soon.
3. You _____ come and join us if you like.
4. If you feel unwell, you _____ consult a doctor.
5. If she tries hard, she _____ speak English better than you.

4 **Circle the most suitable modal verbs to complete the sentences.**

1. He shouldn't / may not / cannot stay up late tonight if he wants to feel awake and alert tomorrow morning.
2. Nick should / can't / might be very excited if we invite him to our home.
3. Mai can / must / should be good at time management if she takes a training course at school.
4. If you want to save on your electricity bills, you must / can / might turn off all the electrical equipment before going out.
5. If you help me tidy our flat this morning, you must / can / can't go out this afternoon.

PROJECT

Aim: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.

– As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of survey results.

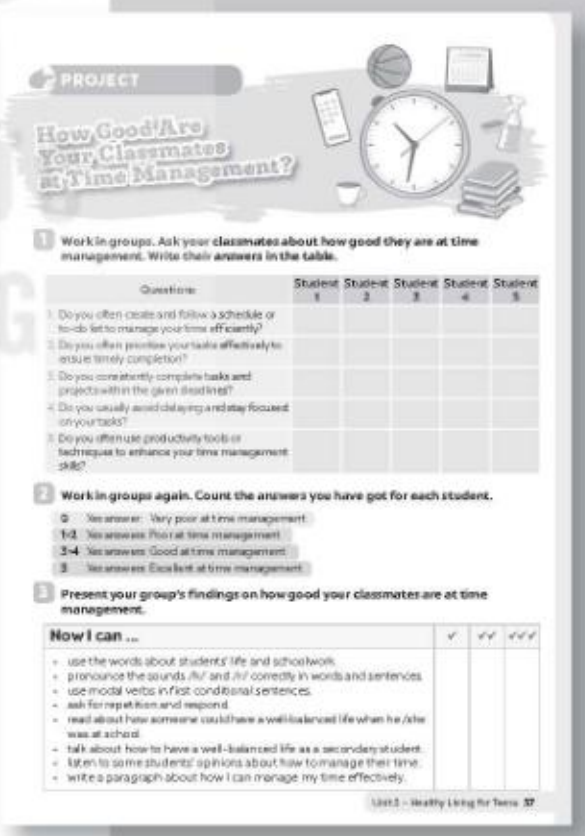
– Have Ss work in their groups. Give them a few minutes to prepare for the presentation.

– Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentations.

– If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.

– Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.

– Give praise and feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.



PROJECT

How Good Are Your Classmates at Time Management?

1 **Work in groups. Ask your classmates about how good they are at time management. Write their answers in the table.**

Questions	Student 1	Student 2	Student 3	Student 4	Student 5
1. Do you often create and follow a schedule or to-do list to manage your time efficiently?					
2. Do you often prioritise your tasks effectively to ensure timely completion?					
3. Do you consistently complete tasks and projects within the given deadlines?					
4. Do you usually avoid delaying and stay focused on your tasks?					
5. Do you often use productivity tools or techniques to enhance your time management skills?					

2 **Work in groups again. Count the answers you have got for each student.**

0 Yes answer: Very poor at time management
1-2 Yes answers: Poor at time management
3-4 Yes answers: Good at time management
5 Yes answers: Excellent at time management

3 **Present your group's findings on how good your classmates are at time management.**

How I can ...	✓	✓✓	✓✓✓
• use the words about students' life and schoolwork. • pronounce the sounds /h/ and /r/ correctly in words and sentences. • use modal verbs in first conditional sentences. • ask for repetition and respond. • read about how someone could have a well-balanced life when he/she was at school. • talk about how to have a well-balanced life as a secondary student. • listen to some students' opinions about how to manage their time. • write a paragraph about how I can manage my time effectively.			

Unit 3 – Healthy Living for Teens 37

FEEDBACK FORM FOR SURVEYS

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I cooperated with my group members when delivering the talk.		
4. I interacted with the audience.		
5. I used some photos / pictures / slides to illustrate my findings / survey results.		
6. I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information:		
1. the number of interviewees		
2. – the number of Ss who are excellent at time management – how these Ss are excellent at time management		
3. – the number of Ss who are good at time management – how these Ss are good at time management		
4. – the number of Ss who are (very) poor at time management – how these Ss are (very) poor at time management		

2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenters greeted the audience.		
2. The presenters spoke clearly and naturally.		
3. The presenters cooperated when delivering their talk.		
4. The presenters interacted with the audience.		
5. The presenters used some photos / pictures / slides to illustrate their findings / survey results.		
6. The presenters concluded their talk appropriately.		

VỚI CUỘC SỐNG

CONTENT: The presentation includes the following information:		
1. the number of interviewees		
2. – the number of Ss who are excellent at time management – how these Ss are excellent at time management		
3. – the number of Ss who are good at time management – how these Ss are good at time management		
4. – the number of Ss who are (very) poor at time management – how these Ss are (very) poor at time management		

Suggested answer:

Our group has interviewed 10 classmates about how good they are at time management. Only one of them is excellent at time management. He creates and follows a schedule or to-do list to manage his time efficiently. He prioritises his tasks effectively to ensure timely completion. He consistently completes tasks and projects within the given deadlines. He usually avoids delaying and stays focused on his tasks. He often uses productivity tools or techniques to enhance his time management skills. Five of the classmates we have interviewed are good at time management. They create and follow a schedule or to-do list to manage their time efficiently. They also prioritise their tasks effectively to ensure timely completion. They consistently complete tasks and projects within the given deadlines. They usually avoid delaying and stay focused on their tasks. However, they never use productivity tools or techniques to enhance their time management skills. Four of the classmates we have interviewed are poor at time management. They always try to complete tasks and projects within the given deadlines. However, they never create and follow a schedule or to-do list to manage their time efficiently. They don't prioritise their tasks effectively to ensure timely completion. They rarely try to avoid delaying or stay focused on their tasks. And they never use productivity tools or techniques to enhance their time management skills.

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NOW I CAN ...

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

REVIEW 1

Objectives:

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

Introduction

- Ask Ss what they have learnt so far in terms of language and skills.
- Summarise their answers at the end and add some more information if necessary.

LANGUAGE

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

Pronunciation

ACTIVITY 1

Aim: To help Ss review the vowel sounds /æ/, /ɑ:/, and /e/, diphthongs /aʊ/, /əʊ/, /eə/, and consonant sounds /h/ and /r/.

- Have Ss do this exercise individually then share their answers with a partner before giving T the answers.
- Ask them to explain their answers by reading aloud the words to identify the word which has a different sound.
- Confirm the correct answers.

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



REVIEW 1 (UNITS 1 - 2 - 3)

LANGUAGE

Pronunciation

1 **Choose the word in which the underlined part is pronounced differently.**

1. A. below B. down
   C. town D. nowadays
2. A. ahead B. handicraft
   C. honour D. hospital
3. A. meat B. read
   C. heater D. wear
4. A. head B. bread
   C. leave D. instead
5. A. carry B. garbage
   C. paragraph D. attraction

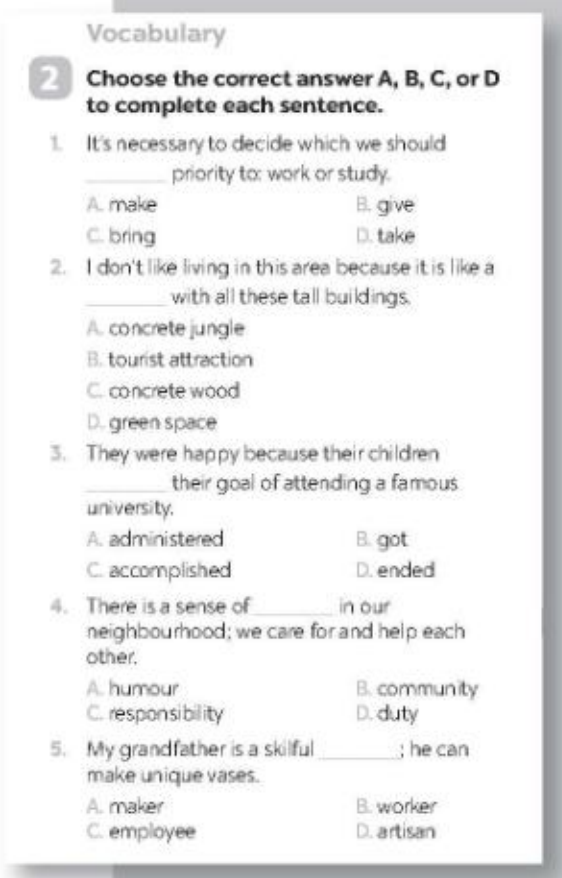
Vocabulary

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.** D



Vocabulary

2 **Choose the correct answer A, B, C, or D to complete each sentence.**

1. It's necessary to decide which we should _____ priority to: work or study.
   A. make B. give
   C. bring D. take
2. I don't like living in this area because it is like a _____ with all these tall buildings.
   A. concrete jungle
   B. tourist attraction
   C. concrete wood
   D. green space
3. They were happy because their children _____ their goal of attending a famous university.
   A. administered B. got
   C. accomplished D. ended
4. There is a sense of _____ in our neighbourhood; we care for and help each other.
   A. humour B. community
   C. responsibility D. duty
5. My grandfather is a skilful _____; he can make unique vases.
   A. maker B. worker
   C. employee D. artisan

ACTIVITY 3

Aim: To help Ss review the form of the words they learnt in previous units.

- Ask Ss what kind of word can be filled in each blank (i.e. noun, verb, etc.).
- Elicit their answers.
- Have Ss do this exercise individually.
- Call on two Ss to write their answers on the board.
- Confirm the correct answers.

Key: **1.** speciality **2.** electrician **3.** distract **4.** construction **5.** liveable

3 **Fill in each blank with the suitable form of the word given.**

1. *Bun hen* is a local _____ of this area, so you must try it. (special)
2. My brother is working as an _____; he repairs electrical equipment very well. (electric)
3. She tried to _____ my attention from the interesting film on TV. (distraction)
4. There is a _____ site near our house, so it's quite noisy. (construct)
5. My neighbourhood is not the best place, but it's _____. (live)

Grammar

ACTIVITY 4

Aim: To help Ss review the grammatical points they learnt in the previous units (phrasal verbs, double comparatives, and modal verbs in first conditional sentences).

- Have Ss do this exercise on their own first.
- Have Ss compare their answers with a classmate.
- Invite Ss to share their answers. Ask them to explain their answers.
- Confirm the correct answers.
- Review the grammatical points Ss are not very good at based on their answers.

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

Grammar

4 **Choose the correct answer A, B, C, or D to complete each sentence.**

1. My sister and I are trying to _____ sweet food and soft drinks.
   A. carry out B. cut down on
   C. hand down D. come down with
2. When we visit a city, we usually _____ its downtown.
   A. look after B. find out
   C. look around D. pass down
3. The _____ he gets, the _____ he becomes.
   A. more old; more experienced
   B. older; experienced
   C. more older; more experienced
   D. older; more experienced
4. The _____ my neighbourhood gets, the _____ I feel.
   A. bigger; less secure
   B. bigger; fewer secure
   C. more big; less secure
   D. more bigger; less secure
5. If you finish reading a book, you _____ put it back on the shelf. It's necessary.
   A. will B. should
   C. may D. can

ACTIVITY 5

Aim: To help Ss review the grammatical points they learnt in the previous units (question words before *to*-infinitives, modal verbs in first conditional sentences).

- Ask Ss to do this exercise 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 structure if needed.

Key: **1.** wants **2.** to ask **3.** continues **4.** to buy **5.** don't use

5 **Write the correct form of each verb in brackets.**

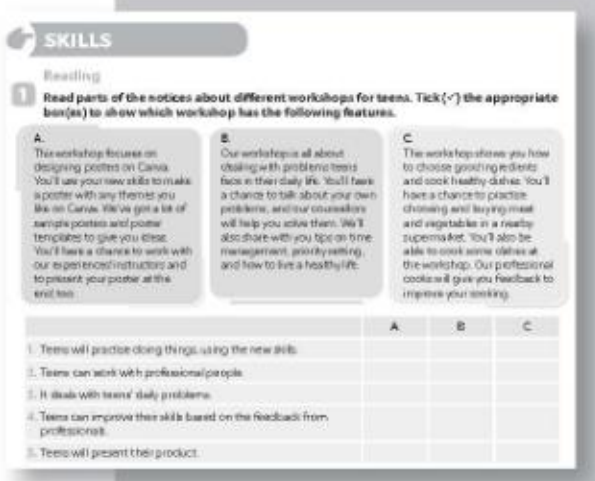
1. If Lan (want) _____ to focus on her homework, she should turn off the TV.
2. I don't know who (ask) _____ for advice about my future career.
3. If he (continue) _____ making noise, he must leave immediately.
4. They are wondering what (buy) _____ for their grandmother on her birthday.
5. We can make the air in the city cleaner if we (not use) _____ our cars as much.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS

Reading

ACTIVITY 1


SKILLS

Reading

1 Read parts of the notices about different workshops for teens. Tick (✓) the appropriate box(es) to show which workshop has the following features.

A. This workshop focuses on designing posters on Canva. You'll use your new skills to make a poster with any themes you like on Canva. We've got a lot of sample posters and poster templates to give you ideas. You'll have a chance to work with our experienced instructors and to present your poster at the end too.

B. Our workshop is all about dealing with problems teens face in their daily life. You'll have a chance to talk about your own problems, and our counsellors will help you solve them. We'll also share with you tips on time management, priority setting, and how to live a healthy life.

C. The workshop shows you how to choose good ingredients and cook healthy dishes. You'll have a chance to practise choosing and buying meat and vegetables in a nearby supermarket. You'll also be able to cook some dishes at the workshop. Our professional cooks will give you feedback to improve your cooking.

	A	B	C
1. Teens will practise doing things, using the new skills.			
2. Teens can work with professional people.			
3. It deals with teens' daily problems.			
4. Teens can improve their skills based on the feedback from professionals.			
5. Teens will present their product.			

Aim: To help Ss practise reading for specific information.

- Have Ss read the short texts quickly and tick the appropriate boxes.
- Then ask Ss to compare their answers with a partner before giving T the answers.
- Have Ss explain their answers. Confirm the correct answers.

Key:

	A	B	C
1. Teens will practise doing things, using the new skills.	✓		✓
2. Teens can work with professional people.	✓	✓	✓
3. It deals with teens' daily problems.		✓	
4. Teens can improve their skills based on the feedback from professionals.			✓
5. Teens will present their product.	✓		

Speaking

ACTIVITY 2

Aim: To help Ss practise asking and answering about the kind of workshop they would like to have at their school and report back.

- Ask Ss if there are any workshops they have attended in and outside school.
- Have Ss work in groups to ask and answer about the kind of workshop they would like to have at their school. Remind them to take notes of their answers.
- Ask groups to report their answers to the class.
- Have Ss vote for the best ideas.

Speaking

2 **Work in groups. Discuss with your partners to decide what kind of workshop you would like to have at your school. Use the following questions as cues. Take notes of your answers and report them to the class.**

1. What kind of workshop would you like to have at your school? Why?
2. What can students do at the workshop?
3. What can they learn from the workshop?
4. Who do you think should be invited to lead the workshop?

Suggested answer:

We would like to have a DIY workshop at our school because we want to know how to make new things from used items such as plastic bottles or old clothes. At the workshop, we can practise making useful things from these items. By doing this, we can learn about the green lifestyle and ways to save our environment. We think we should invite Ms Mai Huong, our form teacher, to lead the workshop because she knows many creative ways to reuse old things.

Listening

ACTIVITY 3

Aim: To help Ss practise listening for specific information.

- Have Ss read the incomplete sentences.
- Play the recording the first time. Ask Ss to listen and complete the sentences.
- Ask for their answers and write them on the board.
- Play the recording a second time for Ss to check their answers. Check Ss' answers.
- Play the recording the last time if necessary, stopping at places where Ss got the wrong answers.



Listening

3 **Listen to Demi, a student from the Netherlands, talking about her life in the city and in the countryside. Fill in each blank with no more than TWO words.** (track 20)

1. Demi used to live in London for _____ with her parents.
2. At weekends, they usually visited attractions and _____.
3. Now Demi lives in one of the _____ villages in the world.
4. In the village, people only _____, walk, or cycle.
5. Her favourite place of interest is the _____.

Key: **1.** three years **2.** famous parks **3.** most beautiful **4.** sail around **5.** museum

Audio script – Track 20:

Hello, I'm Demi, a student from the Netherlands. I used to live with my parents in London for three years before we moved back to Giethoorn Village in the Netherlands. Our life in London was quite interesting. There are many attractions such as the London Eye, Buckingham Palace, etc., so at weekends we could visit them. We also went to famous parks like Hyde Park to enjoy the nature. However, in this city, we experienced traffic jams and air pollution.

Then we moved back to our Giethoorn Village. At first, I was a little bit sad but now I really love the life here. We live in one of the most beautiful villages in the world. Our village is special because we can only sail around, walk, or cycle. The place I like best is the museum because there I can learn how people lived more than 100 years ago. I also love the fresh air and the people here.

Writing

ACTIVITY 4

Aim: To help Ss write a paragraph about three things that make them proud of their community.

- Ask Ss to discuss and answer the questions in pairs.
- Then have them write their paragraph individually.
- Ask one or two Ss to write their paragraph on the board.
- Other Ss and T comment on the paragraph on the board.
- Then T collects some writings to give feedback at home.



Writing

4 **Write a paragraph (about 100 words) about three things that make you proud of your community. You may use the following questions as cues.**

1. What are the three things that make you proud of your community?
2. Why does each of them make you feel proud?

I feel proud of three things in my community. Firstly, _____

Suggested answer:

I feel proud of three things in my community. Firstly, it is spacious. There are not many people living in my community, and the streets and roads are wide. Therefore, I do not feel confined here. Secondly, my community has enough facilities for its people. Near my house there are two small parks with sports facilities for people of all ages. Also, there are good schools, hospitals, and supermarkets nearby. Thirdly, the people here are very friendly and helpful. Neighbours greet each other whenever they meet. They are also willing to help each other in difficult situations. In short, I am proud of and love living in my community.

Unit 4 REMEMBERING THE PAST

Objectives:

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

- use the words related to the topic *Remembering the past*;
- pronounce the sounds /m/ and /l/ correctly in words and sentences;
- use the past continuous and *wish* + past simple;
- know how to thank and respond;
- read for specific information about how English people keep their cuisine alive;
- talk about a typical traditional Vietnamese dish;
- listen for general and specific information about old school days;
- write a paragraph about old school days.


Unit 4 REMEMBERING THE PAST

THIS UNIT INCLUDES:

Vocabulary
- Life in the past
- Preserving values of the past

Pronunciation
Sounds /m/ and /l/

Grammar
- Past continuous
- Wish + past simple

Skills
- Reading about how English people keep their cuisine alive
- Talking about a typical traditional Vietnamese dish
- Listening about old school days
- Writing a paragraph about old school days

Everyday English
Thanking and responding

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 content covered in Unit 3. T may ask these questions:

  Do you care about healthy living?

  What do you often do to keep fit?
- Ask Ss such questions as:

  What do your parents / grandparents do to keep fit / to keep themselves healthy?

  What do you know about your grandparents' lifestyle (their clothes / cooking / eating habits, etc.*)?*

  Then tell Ss that they are going to learn about the topic *Remembering the past* in this unit. Show Ss some photos related to historic events or lifestyles in the past (traditional costumes, folk dance, customs, etc.), and write *Remembering the past* on the board or tell a story related to the past / our history.
- Ask Ss to open their books to page 40. Draw their attention to the THIS UNIT INCLUDES box and introduce what they are going to learn in this unit.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

AT AN ENGLISH LESSON

ACTIVITY 1


GETTING STARTED

At an English lesson

1 Listen and read.

Teacher: Now let's look at what you've done on your projects. Group one first, please.

Mi: OK. This is Angkor Wat in Cambodia. It's a temple complex, the largest religious monument in the world.

Teacher: Fantastic! When did people build it?

Mi: They built it in the 12th century. It's a World Heritage Site. Millions of visitors go there every year.

Teacher: Thank you. I wish I could go there one day too. And now group two, please.

Nam: Our project is about Dinh Bang Communal House in Bac Ninh Province – a national historic site. People were building it for 36 years, and it's about 300 years old!

Teacher: Great! It's quite magnificent! Now group three, please.

Lan: Well, this is Windsor Castle in England. It was built about a thousand years ago. It's been the home for about 40 English kings and queens.

Teacher: Yeah. It's the oldest and largest occupied castle in the world.

Mi & Nam: Amazing! So we need to preserve our heritage for future generations.

Teacher: Right. Thanks to preservation efforts, we know a lot about our history and life in the past..

Aims:

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

- T may begin by asking Ss questions:
  What do you see in the pictures?
  What do you know about them?
- Set the context for the listening and reading: Ask Ss to look at the title of the conversation and the pictures. Ask them some questions like: *What do you think they are discussing?*
- Then ask Ss to look at the title / the pictures and guess what the conversation between the teacher and students might be about.
- Play the recording once or twice for Ss to listen and read along. Then have some pairs of Ss read the conversation aloud.
- Ask Ss what they are talking about. Now confirm the correct answer. (*They are talking about historic buildings / our history / the past …*)
- Have Ss say the words in the text that they think are related to the unit's topic. Have them pronounce the words containing the sounds /m/ and /l/. Quickly write the words on the board (*Cambodia, complex, monuments, build, communal, …*).

Audio script – Track 21:

Teacher: Now let's look at what you've done on your projects. Group one first, please.

Mi: OK. This is Angkor Wat in Cambodia. It's a temple complex, the largest religious monument in the world.

Teacher: Fantastic! When did people build it?

Mi: They built it in the 12th century. It's a World Heritage Site. Millions of visitors go there every year.

Teacher: Thank you. I wish I could go there one day too. And now group two, please.

Nam: Our project is about Dinh Bang Communal House in Bac Ninh Province - a national historic site. People were building it for 36 years, and it's about 300 years old!

Teacher: Great! It's quite magnificent! Now group three, please.

Lan: Well, this is Windsor Castle in England. It was built about a thousand years ago. It's been the home for about 40 English kings and queens.

Teacher: Yeah. It's the oldest and largest occupied castle in the world.

Mi & Nam: Amazing! So we need to preserve our heritage for future generations.

Teacher: Right. Thanks to preservation efforts, we know a lot about our history and life in the past.

Notes:

- Angkor Wat (Đền Ăng-co Vát): a complex of temples in Siem Riep, Cambodia
- Dinh Bang Communal House (Đình làng Đình Bảng): located in Dinh Bang Village, Tu Son City, Bac Ninh Province, one of the largest and finest village communal temples in Viet Nam
- Windsor Castle (Lâu đài Windsor): built in the 11th century, in Windsor, Berkshire, England, the oldest and largest occupied castle in the world

ACTIVITY 2

Aim: To help Ss understand some details of the conversation.

- Have Ss read the questions without reading the conversation again and try to guess the answers. Explain that they focus on some ideas of the conversation.
- Have Ss read the conversation again and answer the questions. Check their answers and explain if necessary.

Key:
1. About 900 years old / Nearly a thousand years old.
2. It's quite magnificent.
3. In England.
4. Preservation efforts.

2 Read the conversation again and answer the questions.

1. How old is Angkor Wat?
2. What is Dinh Bang Communal House like?
3. Where is Windsor Castle?
4. What helps us know about our history and life in the past?

ACTIVITY 3

Aim: To acquaint Ss with the new vocabulary and some collocations in the unit.

- Ask Ss to read the sentences and find the words and a phrase from the box to fill in the gaps. Ss may read the conversation again and find the words / phrase in it. Go around and offer help, if needed.
- Allow Ss to share answers before discussing as a class. Write the correct answers on the board. If there's time, call on some Ss to read the sentences.

Key: **1.** heritage **2.** well preserved **3.** magnificent **4.** Thanks to **5.** occupied

3 Complete each sentence with a word or a phrase from the box.

occupied magnificent thanks to heritage well preserved

1. The best way to preserve our cultural _____ is to share it with others.
2. Vietnamese people take great pride in their culture which has been _____ for thousands of years.
3. The foreign tourists gave a _____ performance of the Vietnamese folk songs and dances.
4. _____ your kind contribution, we were able to save the ancient monument.
5. Many beautiful old castles are no longer _____.

ACTIVITY 4

Aim: To help Ss revise and develop the vocabulary related to the topic *Remembering the past*.

Have Ss work in pairs. Invite them to look at the pictures and complete the sentences with the word related to each picture. Then ask some Ss to read the sentences aloud. Check and correct their pronunciation.

Key: **1.** fish and chips **2.** communal **3.** monument **4.** castle **5.** temples

4 Look at the pictures and complete the sentences.



1. This is a standard serving of _____ with a slice of lemon.
2. The _____ house has a significant meaning in the Bahnar community.
3. In the square, there is a _____ dedicated to the people killed in the war.
4. They have decided to rebuild the _____ which was damaged in the disaster.
5. In Nam Dinh Ward, Ninh Binh Province, there is a complex of three _____ where people worship the Tran Dynasty's Kings and royal family members.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To help Ss get to know about / remember past events.

- Have Ss work in groups. Ask them to answer all the questions.
- Set a time limit (3 – 4 minutes) for Ss to discuss and finish the task.
- T may need to explain to Ss if they don't know the answers.

Key:

1. King Ly Thai To (Ly Cong Uan).

2. In 1492.

3. In 1776.

4. In 1911.

5. World War I started / broke out.

6. King Bao Dai (1913 – 1997).

Notes:

King Ly Thai To: Vua Lý Thái Tổ

Ly Cong Uan: Lý Công Uẩn

King Bao Dai: Vua Bảo Đại

5 GAME Remembering past events

Work in two groups. Give short answers to the following questions. The group with more correct answers wins.

1. Who decided to move our capital from Hoa Lu to Dai La (Thang Long) in 1010?
2. When did Columbus discover the Americas?
3. When was the United States founded?
4. When did Nguyen Ai Quoc first go abroad?
5. What happened in world history in 1914?
6. Who was the last king of Viet Nam?

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words / phrases and the grammar points they remember from the lesson. Tell Ss that they will learn these language points in the following lessons.

PROJECT PREPARATION

The project is at the end of the unit, but it is recommended that T assigns tasks, and instructs Ss to start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books to the last page of the unit, the **Project** section, look at the pictures and say what the topic of the project is (*Life in your neighbourhood 40 years ago*).
- Explain the project requirements: In groups, Ss will have to design a poster of life in their neighbourhood about 40 years ago, and then give an oral presentation about their posters in the last lesson of the unit. Explain that poster presentations are a way to communicate ideas, research and understand a topic in a visual way. Their posters should be clear and engaging, with a mixture of text and pictures and / or tables / graphs. Ss will display their posters around the classroom in advance. One representative from each group will stand next to the poster. The rest will walk round, study the posters, and talk to group representatives if they want to learn more about life in their neighbourhood in the past. Then the class will sit down and vote for the best poster.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- T may suggest some steps for Ss to follow:
  1. Collecting information (asking their grandparents and / or old people, searching the Internet, reading books / magazines, brainstorming ideas, etc.)
  2. Organising ideas and visuals, and designing the posters
  3. Practising explaining their posters and answering questions about the posters
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, e.g. cooking, eating habits, home life, transport, etc. and solving any other problems that may arise with their projects.

A CLOSER LOOK 1

WARM-UP

Aims:

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

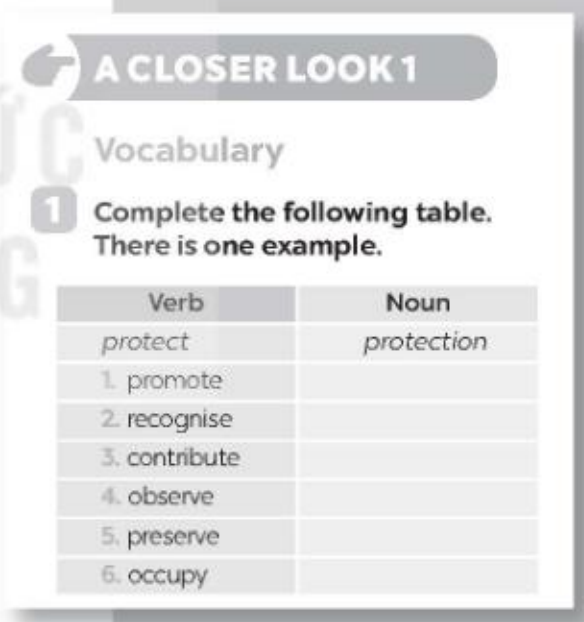
- Bring to class some posters / pictures or show on the screen some images related to the history of Viet Nam or other countries. Encourage Ss to name these things.
- Lead into this lesson, which focuses on the new words / phrases and the sounds /m/ and /l/.
- Share with Ss the lesson objectives and have them open their books and start the lesson.

Vocabulary

ACTIVITY 1

Aim: To provide Ss with some noun derivatives from verbs.

- Have Ss work in pairs. Tell them to look at the verbs given in the left column and give their equivalent nouns.
- Check their answers as a class.
- Have Ss read the verbs and nouns aloud. Correct their pronunciation if necessary.


A CLOSER LOOK 1

Vocabulary

1 **Complete the following table. There is one example.**

Verb	Noun
protect	*protection*
1. promote	
2. recognise	
3. contribute	
4. observe	
5. preserve	
6. occupy	

Key: **1.** promotion **2.** recognition **3.** contribution
4. observation **5.** preservation **6.** occupation

EXTRA ACTIVITY

- Put Ss in groups. Each group finds three verbs in **Getting Started**, and then gives their equivalent nouns.
- Representatives from each group give their groups' answers.
- Check their answers as a class.

Suggested answer:
build → building need → need thank → thanks
wish → wish know → knowledge ...

ACTIVITY 2

Aim: To give Ss practice in how to use words in 1 and their proper forms in context.

- Have Ss work in pairs. Tell them to look back at the words in **1**.
- Have them read the sentences carefully and look for clues to find the right words to complete the sentences. The word to fill each blank may be a noun or a verb in its correct tense.
- Have some Ss write the words on the board. Confirm the correct answers.
- T may call on some Ss to read the sentences.

Key: **1.** observe **2.** contribution **3.** preservation **4.** promotion **5.** recognised

2 **Complete the following sentences, using the correct forms of the words from 1.**

1. People in these mountainous areas still _____ their local customs and traditions.
2. The invention of the seat belt made a good _____ to road safety.
3. We believe that _____ of these old structures will benefit the community in many ways.
4. The aim of the culture festival is the _____ of friendship and tourism.
5. In 2006, Duong Lam became the first village that was _____ as a national historic and cultural relic.

ACTIVITY 3

Aim: To give Ss more practice in how to use words related to *Remembering the past* in sentences.

- Have Ss read the sentences and choose the correct word from the box to fill in each blank in the sentences.
- Tell them to read the sentences carefully and look for clues to choose the correct words.
- T goes around and gives assistance if necessary and checks their answers.

Key: **1.** structures **2.** takeaway **3.** generations **4.** magnificent **5.** heritage

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

magnificent	takeaway	heritage
generations	structures	

1. Stonehenge, England, one of the oldest stone _____ in the world, is about 5,000 years old.
2. If you are busy, you can get a _____ from one of these restaurants.
3. It's our duty to keep our customs and traditions alive for future _____.
4. Windsor Castle is about a thousand years old but it's absolutely _____.
5. We need a lot of effort to safeguard and preserve our _____.

Pronunciation

/m/ and /l/

ACTIVITY 4

Aim: To teach Ss how to pronounce the sounds /m/ and /l/ and practise pronouncing these sounds in words correctly.

- First T gives examples of the sounds /m/ and /l/.
- Play the recording and ask Ss to listen to these words and repeat. Correct their pronunciation. Play the recording as many times as necessary.
- Explain two types of sound /l/ in the **Remember!** box and invite Ss to give some examples.

Pronunciation

/m/ and /l/

4 **Listen and repeat the words. Pay attention to the sounds /m/ and /l/.** 22

/m/	/l/
monument	landscape
magnificent	celebrate
programme	value
custom	culture
grandma	national

Remember!

There are two types of sound /l/: light /l/ and dark /l/.

- **Light /l/** comes before a vowel sound: light, holiday, ...
- **Dark /l/** appears after a vowel sound or at the end of a word: milk, castle, ...

Audio script – Track 22:

/m/	/l/
monument	**l**andscape
magnificent	ce**l**ebrate
progra**m**me	va**l**ue
custo**m**	cu**l**ture
grand**m**a	nationa**l**

ACTIVITY 5

Aim: To help Ss pronounce the sounds /m/ and /l/ correctly in context.

- Have Ss read the sentences and look carefully at the underlined words.
- Then play the recording for Ss to listen.
- Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.



5 **Listen and repeat the sentences. Pay attention to the underlined words.** 23

1. The collection includes objects of the Middle Ages.
2. You should be careful when shopping in this mall.
3. This monument is small but magnificent.
4. They maintain these windmills as working museums.
5. David fell off his bike and hurt his ankle.

Audio script – Track 23:

1. The collection includes objects of the Middle Ages.
2. You should be careful when shopping in this mall.
3. This monument is small but magnificent.
4. They maintain these windmills as working museums.
5. David fell off his bike and hurt his ankle.

EXTRA ACTIVITY

Ask each student to give at least one word having the sound /l/ and one word having the sound /m/, preferably words in this unit (e.g. *remember, life, let, look, temple, complex, largest, Cambodia, …*).

Notes:

- Duong Lam (làng Đường Lâm): an ancient village in Son Tay (Sơn Tây) Town, Ha Noi
- Stonehenge /ˈstəʊnˈhendʒ/: a famous prehistoric monument in southern England, a World Heritage Site
- the Middle Ages: the period in European history from the collapse of Roman Empire in the 5th century to the period of the Renaissance (i.e. 14th – 17th century)

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.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

A CLOSER LOOK 2

Grammar

The past continuous

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 past continuous they have learned in *Tiếng Anh 8 (Unit 9)*. Have some of them revise this tense and give some examples.
- Introduce the objective of the lesson: the past continuous tense.
- Write the objective on the top-left corner of the board.

ACTIVITY 1

Aim: To help Ss revise the form and use of the past continuous.

- Have Ss read the sentences first.
- Give Ss some time to work by themselves and write down the answers. T observes and helps when and where necessary.
- Ask some Ss to read their sentences. T may call on some Ss to write their answers on the board. T corrects Ss' mistakes.

Key: **1.** was visiting **2.** was sleeping **3.** was going
4. was looking **5.** Were you watching

- T asks Ss to study the **Remember!** box, and tells them another use of the past continuous to show that something continued for some time in the past. Give one or two examples before moving onto **2**.

ACTIVITY 2

Aims:

- **To help Ss revise and further study the past continuous;**
- **To help Ss use the past continuous in sentences.**

- Have Ss work individually for a few minutes. Tell them to pay attention to the context of each sentence, and then choose the correct verb from the box to use.
- Check their answers as a class.
- Have some Ss read out the sentences. T corrects their pronunciation and intonation only when necessary.



A CLOSER LOOK 2

Grammar

The past continuous

1 **Put the verbs in brackets in the past continuous.**

1. My dad first met my mum when he (visit) _____ Hoi An Ancient Town.
2. Tom had a nightmare while he (sleep) _____ in the camp by the old castle.
3. David hurt his foot while he (go) _____ down the steps of the pagoda.
4. My brother was just sitting while I (look) _____ around the weaving workshop.
5. _____ you (watch) _____ TV at 9 p.m. last night? There was a very good programme on Duong Lam Ancient Village preservation.

Remember!

- We use the past continuous to describe an action that was happening at a particular time in the past, or a past action that was happening when another action interrupted it.
- We also use the past continuous to emphasise how long an action took and how much time somebody spent doing it. We usually use adverb phrases that explain the length of time such as:

all morning / week / year
for hours / days / weeks / months / years

Example:

We **were cooking** all morning because we had our friends coming for lunch.

2 **Complete the sentences, using the past continuous forms of the given verbs.**

live	make	preserve
work	build	

1. People _____ the monument for years because it had great value.
2. When I finished school, my family _____ in the countryside.
3. People _____ the Taj Mahal – a World Heritage Site while Shah Jahan was emperor.
4. "_____ you still _____ on the coffee farm when the war broke out, Grandpa?"
5. I _____ a presentation when the microphone stopped working.

***Wish* + past simple**

Remember!

We use *wish* + past form verb when we want something now or in the future to be different.

Subject + wish + subject + past simple

Example:

I wish I had enough money to travel around the world.

I wish (that) my mother didn't have to work so hard.

Key: **1.** were preserving **2.** was / were living **3.** were building
4. Were you still working **5.** was making

Notes:

Taj Mahal: a mausoleum located in Agra, India, built from 1631 to 1648 by Emperor Mughal Shah Jahan - a World Heritage Site

Wish + past simple

Focus Ss' attention on the **Remember!** box. Explain to them the meaning and use of the structure *wish* + clause (past simple). Tell them to study the two examples.

ACTIVITY 3

Aim: To help Ss use *wish* + past simple in sentences.

- Draw Ss' attention to the sentence structure: *wish* + clause (past simple).
- Have Ss look at the sentences and write down their answers.
- Ask Ss to exchange their answers in pairs. Check their answers and explain if necessary.

Key: **1.** got **2.** had **3.** had
4. could spend **5.** could go

3 **Put the verbs in brackets in the correct forms.**

1. The children wish they (get) _____ more presents every Christmas.
2. I wish I (have) _____ enough money to visit London and Windsor Castle.
3. Do you wish we (have) _____ a swimming pool in our school?
4. We wish we (can spend) _____ our summer holiday at the seaside.
5. I wish I (can go) _____ back to my grandparents' time.

ACTIVITY 4

Aim: To give Ss more practice in using *wish* + clause in the context of a passage.

- Have Ss do the exercise individually. Tell them to read the passage carefully and study the example, then write down their answers.
- Have Ss exchange their answers with a partner.
- Call on some Ss to read the sentences aloud. Other Ss comment. Confirm the correct answers as a class.

Suggested answers:

1. Jenny wishes (that) she didn't have to share the room with her sister.
2. She wishes (that) she didn't have to clean the room every day.
3. She wishes (that) her sister Jane didn't lie in bed reading or playing computer games.
4. She wishes (that) her sister Jane didn't put dirty clothes on her bed.
5. She wishes (that) she had her own room.

4 **Read the passage and write down five things that Jenny might wish for. Look at the example.**

My sister Jane is very untidy. She and I share the same room, but I have to clean it every day. Whenever she's at home, she lies in bed reading or playing computer games. She often puts her dirty clothes on my bed. I'd like to have my own room, but it's impossible now. I hope she can change her way one day.

Jenny, 14

Example:

Jenny wishes (that) her sister Jane was tidy.

ACTIVITY 5

Aim: To help Ss apply *wish* + past simple in a real situation by making sentences about themselves.



5 **Work in pairs. Tell your partner three wishes.**

You can refer to the following:

- Your everyday life
- Your study at school
- Your family (family members, relationship, ...)
- Your friends

...

Example:

I wish I had a dishwasher to do the washing-up for me every day.

- Give them some time to work in pairs and exchange their wishes.
- T goes round giving help when and where necessary.

Suggested answer:

1. I wish I had less homework every day.

2. I wish I had my own room.

3. I wish my best friend and I could go around the world together.

EXTRA ACTIVITY

- Put Ss into groups of 5 – 6. Ask them to talk about what their family members wish.

  Example:

  My mum wishes (that) she had a new dishwasher.

  My little sister often wishes (that) she was a princess.

  ...
- Call on some Ss to say out loud their sentences. Correct their mistakes if necessary.

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. Encourage them to talk about how their families keep their traditions alive.
- Introduce the objectives of the lesson: learning how to express thanks, respond to thanks, and practising talking about our traditions and how we keep them alive.

Everyday English

Thanking and responding

ACTIVITIES 1 + 2

Aims:

- **To provide Ss with the two ways of thanking and responding;**
- **To help Ss practise thanking and responding.**

1

- Play the recording and have Ss listen and read the conversations at the same time. Tell them to pay attention to the highlighted parts. Elicit the two ways of thanking and responding.
- Ask them to act out the conversations in pairs. Check their pronunciation.

Audio script – Track 24:

1. *Kate:* Thank you very much for showing us around Angkor Wat.

Guide: You're welcome.

2. *Alice:* Thanks a lot for telling us about life in the countryside.

Mi: No problem.



COMMUNICATION

Everyday English

Thanking and responding

1 **Listen and read the conversations. Pay attention to the highlighted parts.** 24

① ***Kate:*** Thank you very much for showing us around Angkor Wat.

Guide: You're welcome.

② ***Alice:*** Thanks a lot for telling us about life in the countryside.

Mi: No problem.

2 **Work in pairs. Make similar conversations to express thanks and respond in the following situations.**

1. You thank the village head for showing you around the craft workshop.
2. You thank your friend for lending you an interesting book.

2

- Ask Ss to read the instructions.
- Have Ss work in pairs, one expresses thanks, and the other responds. Then they swap roles.

Suggested answers:

1. *You:* Thank you very much for showing me / us around the craft workshop.

Village head: You're welcome.

2. *You:* Thanks a lot for lending me an interesting book.

Your friend: No problem.

Transition from *Everyday English* to *How our families keep traditions alive*

- Ask Ss to tell one way that their families show thanks / gratitude to their ancestors.
- Brainstorm with Ss the names of festivals / anniversaries / holidays / traditional foods of Viet Nam or of their area. Lead to the topic-based communication part.

How our families keep traditions alive

ACTIVITY 3

Aims:

- **To give Ss some practice in reading for specific information;**
- **To provide Ss with some information about ways of keeping traditions alive.**

- Tell Ss that they are going to read a passage about our traditions and ways of keeping them alive.
- Set a time limit for Ss to read the passage. Make sure they understand the main idea and the details, and offer explanations if needed.
- Ss work in pairs and do the task.
- Check their answers as a class.



How our families keep traditions alive

3 **Read the passage and complete the table.**

Most of Vietnamese families have customs and traditions that they have observed for many generations. Firstly, they worship their ancestors, and they celebrate their death anniversaries every year. That's the way they show their gratitude to their ancestors and teach their young children about traditions. Secondly, they take part in many national and regional festivals, for example the Mid-Autumn Festival and the New Harvest Festival. Thirdly, they celebrate many holidays during the year such as Tet and National Day. In this way, they keep their traditions alive and pass them down to the next generation.

Anniversaries	Festivals	Holidays
1. _____ anniversaries	2. _____ Festival 3. _____ Festival	4. _____ 5. _____

Key:

Anniversaries	Festivals	Holidays
1. death anniversaries	**2.** Mid-Autumn Festival **3.** New Harvest Festival	**4.** Tet **5.** National Day

ACTIVITY 4

Aim: To help Ss practise asking and answering questions about how their family observes customs and traditions.

- Have Ss work in pairs. Tell them to study the examples. Tell them that they can refer back to the passage in **3** for their answers.
- T goes round the class to monitor.
- Correct Ss' mistakes only when it is really necessary.

4 **Work in pairs. Ask and answer about how your family observes customs and traditions.**

You can refer to 3 above.

Example:

A: What festival(s) does your family celebrate every year?

B: We celebrate Hung Kings' Temple Festival.

ACTIVITY 5

Aim: To give Ss more practice in talking about what their families do to preserve their family traditions.

- Tell Ss to study the cues given first.
- Then Ss work in groups, taking turns to choose one of the things in **4** and talk about what their families do to preserve their family traditions, for example celebrating family members' birthdays.
- Encourage them to talk, and do not stop them when they make minor mistakes. Correct their pronunciation only when it prevents communication.

5 **Work in groups. Give a short talk about one of the things in 4 that you and your family do to preserve traditions, for example celebrating family members' birthdays.**

You can begin your talk like this:

We celebrate each family member's birthday every year. When someone's birthday is coming, all of us happily prepare for it. ...

Suggested answer:

We celebrate each family member's birthday every year. When someone's birthday is coming, all of us happily prepare for it. We buy presents for him / her, and we have a small party among our family members. We also help him / her do his / her housework. We do everything to make him / her happy on that day.

WRAP-UP

Ask Ss to summarise what they have learnt and practised in this period.

SKILLS 1

WARM-UP

Aims:

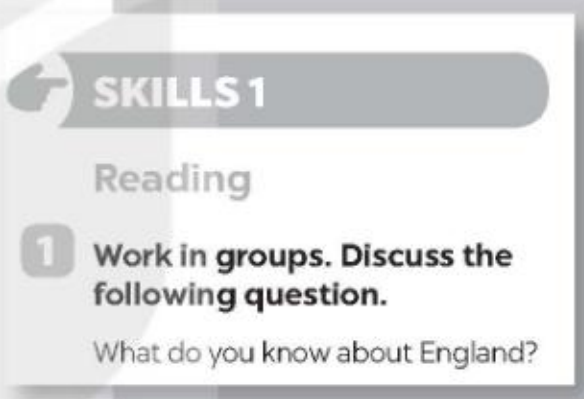
- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Ask some Ss what they know about interesting / strange lifestyles / ways of cooking in the UK.
- Elicit answers from Ss.
- Bring the map of the UK (the United Kingdom of Great Britain and Northern Ireland) and show England to Ss. Ask them what they know about the UK and England.
- Lead into the new lesson: Reading about a traditional dish of England and speaking about traditional Vietnamese dishes.
- Introduce the objectives of the lesson. Write the objectives on the top-left corner of the board.

Reading

ACTIVITY 1

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


SKILLS 1

Reading

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

What do you know about England?

- Have Ss work in groups. Encourage them to say what they know about England, English people, and their cuisine.
  + England: one of the 4 parts of the UK (England, Scotland, Wales, Northern Ireland)
  + Capital: London
  + Population: over 56 million (2021)
  + Area: 130,279 km^2
  + Official language: English
  + National dishes: fish and chips, Sunday roast, full English breakfast, ...
  + ...
- 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.

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 underlined words *deep-rooted (adj), appeared (v), basic (adj), associated (adj).*
- Tell them to use the contexts in which these words appear to predict their meaning, and then do the matching.


2 **Read the text and write the underlined words in the box.**

England's traditions have been around for hundreds, even thousands of years. English cuisine is among the deep-rooted traditions that English people are proud to keep alive.

Typical English cuisine has developed over many centuries, and people say that fish and chips is the most English dish of all. It is believed that fish and chips appeared in England in the 19th century. The earliest fish and chip shop opened in London during the 1860s. Since then people have considered fish and chips to be England's national dish, and it is now a common takeaway in the United Kingdom.

The basic ingredients of the dish are fried fish served with chips. People in different places may add peas, vinegar, lemon, or ketchup. Fish and chips is served hot as the main dish in England. Although there is oil and carbohydrates in fish and chips, it is healthier than other takeaway dishes.

Now there are fish and chip shops in many countries, and it is becoming more and more popular in other countries too. Preserving and promoting fish and chips is the way English people keep themselves associated with the past.

Meaning / Explanation	Word
1. linked or connected	
2. difficult to change or destroy	
3. started to be seen	
4. necessary and important	

– Check the answers as a class. Confirm Ss' correct answers. For less able Ss, ask them to give the Vietnamese equivalents of the words.

Key:

Meaning / Explanation	Word
1. linked or connected	associated
2. difficult to change or destroy	deep-rooted
3. started to be seen	appeared
4. necessary and important	basic

ACTIVITY 3

Aim: To help Ss develop their reading skill for details (scanning).

– Ask Ss to do the task individually. Tell them to read the text two or three times, then read each question, pause to identify where it appears in the text, read that part carefully and decide whether 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.

– Call on some Ss to read the sentences aloud before the class. Check their pronunciation and intonation.

– Check the answers as a class.

– T may ask more questions to see if they understand the passage fully.

Key: **1.** T **2.** T **3.** F **4.** F **5.** F **6.** T

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

	T	F
1. English people take great pride in their traditions.		
2. Fish and chips has been around for hundreds of years.		
3. The earliest fish and chip shop opened in London in 1860.		
4. Peas, vinegar, lemon, or ketchup are necessary for fish and chips.		
5. Fish and chips is not healthy as it has a lot of oil.		
6. Fish and chips is sold in many countries now.		

Transition from *Reading* to *Speaking*

Have Ss work in pairs to ask and answer the following questions:

1. Do Vietnamese people feel proud of their traditions and customs?

2. Is Vietnamese cuisine famous? Do foreigners like it?

3. What are some popular Vietnamese dishes?

Speaking

ACTIVITY 4

Aims:

– **To remind Ss of a typical Vietnamese dish;**

– **To help Ss revise the vocabulary related to traditional dishes.**

– Have Ss work in pairs to do the matching.

– T goes round to monitor and gives help when necessary.

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

Speaking

4 **Work in pairs. Match 1 - 5 in column A with a - e in column B.**

A	B
1. name of the dish	a. glutinous rice, green beans, pork
2. history	b. at Tet, on the Hung Kings' anniversary
3. basic ingredients	c. *banh chung*
4. on what occasion it's eaten	d. traditional dish
5. type of dish	e. originated in 6th Hung King's time

ACTIVITY 5

Aims:

- **To help Ss get to know and revise the names of some traditional Vietnamese dishes in English;**
- **To help Ss practise talking about a traditional Vietnamese dish.**

- Have Ss work in groups and do the matching first.
- Allow some time for Ss to think about one traditional dish and prepare to talk about it.
- Give help when they have difficulty expressing their ideas.
- Call on some Ss to report to the class. T and other Ss listen and comment.

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

Suggested answer:

Well… One of Vietnamese dishes that I like is fried rice (*cơm rang*). It's a kind of popular street food. We can make and eat it every day, but I'd like to have it at the weekend. The main ingredients of this dish are cooked rice, meat, or sausage and colourful vegetables chopped up into small pieces and mixed together. Then we fry the ingredients slowly with cooking oil and one or two eggs. When you fry the rice, you must stir it constantly with a wooden spoon.



EXTRA ACTIVITY

For a more able class, ask Ss to summarise the reading text in 50 – 70 words. T may give some clues:

- English cuisine …
- Fish and chips …
- The earliest fish and chip shop …
- Basic ingredients …
- People sell it in many countries now.

Suggested answer:

English cuisine is one of the traditions that English people are proud to keep alive. A traditional English cuisine, fish and chips, has developed for many centuries. The earliest fish and chip shop opened in London during the 1860s. The basic ingredients of the dish are fried fish served with chips. People sell fish and chips in many countries now.

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.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

SKILLS 2

WARM-UP

Aims:

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

- Ask Ss what they know about schools and school days in the past. Elicit answers from them. Tell them to recall what they remember from books, films, or other sources.
- Lead into the new lesson: Listening and Writing about old school days.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Listening

ACTIVITY 1

Aim: To activate Ss' vocabulary of life in the past.

Ss work in groups. Give them 2 – 3 minutes to think and do the matching.

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

ACTIVITY 2

Aim: To help Ss practise listening for specific information.

- Tell Ss that they are going to listen to a conversation about school days in the past.
- Play the recording. Tell Ss to listen carefully and pay attention to keywords – words that help them understand the ideas of the recording.
- Ss tick the correct answers as they listen. Check their answers.

Key: 1, 2, 4

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 and options first.
- Play the recording once or twice. Ask Ss to listen carefully and choose the correct answers.
- Play the recording once more for Ss to check their answers.



SKILLS 2

Listening

1 **Match each phrase with the right picture.**

1. walking barefoot
2. talking face to face
3. playing a traditional game

a

b

c

2 **Listen to the talk between Thanh and his grandma and tick (✓) the things you hear.** 25

1. Three-month summer holiday ☐
2. Lessons in the morning only ☐
3. A lot of extra lessons ☐
4. Walking barefoot ☐
5. Chatting on mobile phones ☐

3 **Listen again and choose the correct answers.** 26

1. The conversation is generally about Thanh's _____.
   A. school days
   B. grandma's school days
   C. grandma's life in the past
2. Thanh's grandma didn't have a lot of _____.
   A. homework
   B. lessons
   C. subjects
3. Thanh's grandma _____ went to school on foot.
   A. always
   B. sometimes
   C. never
4. Students in the past played _____ during break time.
   A. computer games
   B. games on mobile phones
   C. traditional games

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

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

Audio script – Tracks 25 + 26:

Thanh: Grandma, you say that you had three months for summer holiday when you were a pupil?

Grandma: Right. And we did lots of things during the summer.

Thanh: Wow, I wish we had a three-month summer holiday! Did you stay at school all day during the school year?

Grandma: No, we had lessons in the morning only.

Thanh: Did you have a lot of homework?

Grandma: Not a lot. And we never had extra lessons.

Thanh: Really? Did you study the same subjects as we do now?

Grandma Yes and no. We didn't have music and arts, or computer science.

Thanh: How did you go to school then?

Grandma: Well, we walked all the time. And we didn't have shoes or sandals. We were walking barefoot.

Thanh: Poor you! But what did you do during break time? Did you chat with your friends or …?

Grandma: Yes, but … face to face. And we played traditional games such as hide-and-seek, tug of war, skipping, etc. There were no mobile phones or iPads then.

Thanh: Well, those were the days …

Transition from *Listening* to *Writing*

- Wrap up the Listening section by asking Ss the following questions:
  1. Is it right that Thanh's grandma had three months for summer holiday?
  2. Did she have extra lessons then?
  3. How did she go to school then?
- Check Ss' answers. Tell Ss that they are going to refer to these things to prepare for the writing section.

Writing

ACTIVITY 4

Aims:

- **To help Ss practise asking and answering about school days in the past;**
- **To help them prepare for the writing task in 5.**

- Have Ss work in pairs. Tell them to use the cues given to ask and answer about school days in the past.
- Tell them that they can refer to the listening text for their answers.



Writing

4 **Work in pairs. Ask and answer about school days in the past.**

Your talk may include the following:

- school time (When ...)
- school subjects (What ...)
- leisure time activities (What ...)
- summer holiday (How long ...)
- means of transport to school (How ...)

You can refer to the listening text for your answers.

ACTIVITY 5

Aim: To help Ss write a paragraph about school days in the past.

- Tell Ss to use the ideas in **4** for their writing.
- Set a time limit for Ss to write the paragraph. Tell them to use the past tense, and pay attention to grammar, use of words, spelling, and punctuation.
- T may collect some Ss' papers and mark them, and later comment to the class.
- If there is not enough time for Ss to do their task in class, have them do it as homework.



5 **Write a paragraph (100 – 120 words) about school days in the past.**

You can begin your writing with:

In the past, students had lessons in the morning only.

Suggested answer:

In the past, students had lessons in the morning only. In the afternoon, they stayed home and did other things to help their parents. At school, they learned subjects such as maths, language, history, physics, etc. but they did not have music and arts or computer sciences. They did not have extra lessons. In their free time they played traditional games such as hide-and-seek, tug of war, skipping, and so on. Every day they went to school on foot. My grandmother told me that they walked barefoot all the time, as they did not have shoes or sandals. They were lucky in that they had a long summer holiday – about three months!

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.

EXTRA ACTIVITY

- To help Ss improve their listening and writing skills (and spelling and other things as well), T may give them dictation practice.
- Prepare a recording of about 30 – 50 words (3 – 4 sentences), or use the recording in the listening above.
- Play the recording, pausing after each sentence (or clause for longer sentences), and have Ss write down what they hear. In weaker classes, provide some prompts from longer sentences on the board.

LOOKING BACK

As in other units, this is the review section, so Ss can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed, and which areas need further practice.

Vocabulary

ACTIVITY 1

Aim: To help Ss revise the words and collocations they have learnt in the unit.

- Ask Ss to do this task individually by choosing the correct answer to each of the questions. T corrects their mistakes.
- T goes round, monitors the class, and gives support if necessary.

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



LOOKING BACK

Vocabulary

1 **Choose the correct answer A, B, C, or D.**

1. In keeping with _____, we cook five-colour sticky rice on the first day of a lunar month.
   A. tradition B. habit
   C. ritual D. practice
2. Sam is very interested in history, and he remembers a lot of historical _____ and dates.
   A. traditions B. events
   C. anniversaries D. practices
3. The fire of London in 1666 destroyed thousands of old _____ and damaged a large part of London's centre.
   A. organisations B. structures
   C. associations D. connections
4. This practice was more common in _____ times than it is now.
   A. beginning B. antique
   C. historic D. ancient
5. This complex of buildings was _____ by foreign troops during the war.
   A. received B. busy
   C. occupied D. filled

ACTIVITY 2

Aim: To help Ss revise and use the vocabulary they have learnt in sentences.

Have Ss study the sentences first. Tell them to pay attention to the gaps with given letters. Tell Ss to write the answers in their notebooks. Ask some of them to read the whole sentences aloud. T corrects their mistakes and pronunciation if necessary.

Key: **1.** worshipping **2.** deep-rooted **3.** heritage
4. generation **5.** ingredients

2 **Finish the sentence by completing each blank with a word. The first letter of each word is given.**

1. The custom of w_____ ancestors is a beautiful and rich tradition in Vietnamese culture.
2. The custom of sending a greeting card has become a d_____ tradition in many western countries.
3. A country's cultural h_____ is a valuable resource.
4. Festivals, which are handed down from one g_____ to the next, are an important way to promote tourism.
5. Besides the key i_____, another secret to achieving the perfect fish and chips is the temperature of the oil.

Grammar

ACTIVITY 3

Aim: To help Ss revise the past continuous.

- T may have Ss review the adverb phrases and the past continuous before they do the task.
- Have Ss work independently or in pairs to do the task.
- Ss then write their answers in their notebooks.
- T makes corrections and calls on some Ss to read the sentences aloud.

Key: **1.** was shining **2.** were building
3. were not / weren't studying; were chatting
4. Were they still waiting **5.** was thinking

Grammar

3 **Put the verb in brackets in the past continuous to complete each sentence.**

1. Luckily, the sun (shine) _____ brightly when we reached the campsite.
2. They (build) _____ Ho Chi Minh Mausoleum from 1973 to 1975.
3. When their mum came home, they (not study) _____; they (chat) _____ noisily.
4. _____ they still (wait) _____ when the tour guide arrived?
5. I (think) _____ of my grandmother for years after she died.

ACTIVITY 4

Aim: To help Ss revise *wish* + clause, and know how to rewrite sentences, using this structure.

- Allow Ss some time to do the task individually and rewrite 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 as a class.

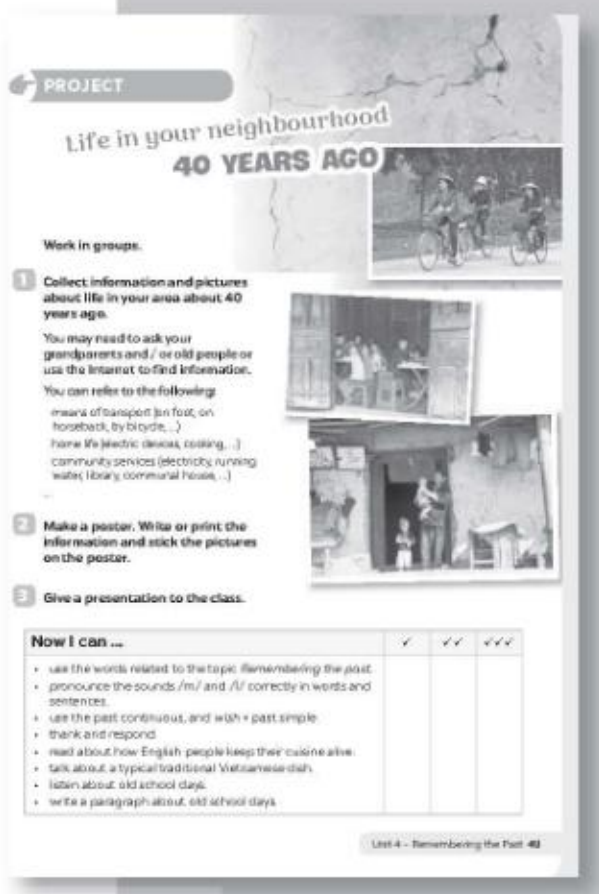
Key:
1. She wishes (that) she had an iPhone.
2. I wish I had a three-month summer holiday as my grandma did.
3. I wish (that) my parents let me make my own decisions.
4. Mike wishes (that) he could play musical instruments.
5. I wish (that) my dad was / were not very busy, and (that) he had more time with me.

4 **Rewrite the following sentences, using *wish*.**

1. She doesn't have an iPhone. She'd like to have one.
→ _____
2. I'm sorry that I don't have a three-month summer holiday as my grandma did.
→ _____
3. I want my parents to let me make my own decisions, but they don't.
→ _____
4. Mike wants to play musical instruments, but he can't.
→ _____
5. My dad is very busy. I want him to have more time with me.
→ _____

PROJECT

Aim: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.


PROJECT

Life in your neighbourhood

40 YEARS AGO

Work in groups.

1 Collect information and pictures about life in your area about 40 years ago.

You may need to ask your grandparents and / or old people or use the Internet to find information.

You can refer to the following:

- means of transport (on foot, on horseback, by bicycle, ...)
- home life (electric devices, cooking, ...)
- community services (electricity, running water, library, communal house, ...)
- ...

2 Make a poster. Write or print the information and stick the pictures on the poster.

3 Give a presentation to the class.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to the topic: Remembering the past			
• pronounce the sounds /m/ and /l/ correctly in words and sentences			
• use the past continuous, and wish + past simple			
• thank and respond			
• read about how English people keep their cuisine alive			
• talk about a typical traditional Vietnamese dish			
• listen about old school days			
• write a paragraph about old school days			

Unit 4 - Remembering the Past 40

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of the poster about life in their neighbourhood 40 years ago.
- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation. If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.

FEEDBACK FORM FOR POSTER PRESENTATIONS

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I interacted with the audience.		
4. I concluded my part of the talk appropriately.		
DESIGN OF THE POSTER		
1. Our poster was clearly organised.		
2. The content and photos were suitable.		
CONTENT: Our poster includes the following information:		
1. pictures of our neighbourhood		
2. information about our neighbourhood about 40 years ago		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenters greeted the audience.		
2. The presenters spoke clearly and naturally.		
3. The presenters interacted with the audience.		
4. The presenters concluded their talk appropriately.		
DESIGN OF THE POSTER		
1. Their poster was clearly organised.		
2. Their content and photos were suitable.		
CONTENT: Their poster includes the following information:		
1. pictures of their neighbourhood		
2. information about their neighbourhood about 40 years ago		

NOW I CAN ...

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

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 5 OUR EXPERIENCES

Objectives:

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

- use the words related to experiences and adjectives describing experiences;
- pronounce the sounds /j/ and /w/ correctly in words and sentences;
- use the present perfect correctly;
- apologise and respond;
- read for general and specific information about different summer course experiences;
- talk about a friend's experiences of a course;
- listen for general and specific information about bad experiences at school;
- write a paragraph about the most pleasant / unpleasant experience at school.


Unit 5 OUR EXPERIENCES

THIS UNIT INCLUDES:

Vocabulary
- Experiences
- Adjectives describing experiences

Pronunciation
Sounds /j/ and /w/

Grammar
Present perfect

Skills:
- Reading about different summer course experiences
- Talking about a friend's experience of a course
- Listening about bad experiences at school
- Writing a paragraph about your most pleasant / unpleasant experience at school

Everyday English
Apologising and responding

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To review the previous unit;**
- **To lead into the new unit.**
- Review the previous unit before Ss open their books: Organise a short vocabulary game to revise the words Ss learnt. For example, T can show pictures of different activities people did in the past or activities related to the past. Ss write down words / phrases that name or describe the activities in the pictures (*people visiting Windsor Castle, working on a project about Dinh Bang Communal House, children walking barefoot, children learning history, people performing arts, celebrating traditional festivals*). Remind Ss to use as many words / phrases they have learnt as possible. T can also provide a list of verbs and ask Ss to write the nouns for the verbs. Ss take turns to read out the verbs and the nouns that go with the verbs.
- Lead into the new unit. Tell them that if they talk about things they did in the past, they are actually talking about their experiences. Write the unit title *Our Experiences* on the board.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

EXPERIENCES IN DA LAT

ACTIVITY 1


GETTING STARTED

Experiences in Da Lat

1 Listen and read.

Tom: Hi, Mi. I've been back from Da Lat. I have some local specialities for you.

Mi: Thanks, Tom. I guess you and your family had a great time there.

Tom: Yeah. We visited Langbiang Mountain and Cu Lan Village. We saw a gong show in the evening.

Mi: What did you do on Langbiang Mountain?

Tom: We rode a jeep to the top. It was a thrilling ride up there. Then we took an eco-tour of Langbiang Mountain. They said that the area is rich in flora and fauna with more than 150 plant and animal species.

Mi: Sounds amazing! What did you do then?

Tom: We took pictures of the magnificent scenery. It was really enjoyable!

Mi: Then did you explore Cu Lan Village?

Tom: Yes. We had a brilliant tour around the village. We also rode horses and a jeep along a stream.

Mi: That must have been exciting, Tom.

Tom: It definitely was. In the evening, we saw an interesting gong show. We danced and sang with the locals. And we tried grilled pork. It was a really memorable evening. I'll show you some pictures I took there.

Mi: Cool!

50 Tiếng Anh 9

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, the conversation and the pictures, and answer some questions, e.g. *What can you see in the four pictures? What do you think Mi and Tom are 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:

  Picture 1 is Cu Lan Village. In the picture, there are some stilt houses, and someone is riding a horse.

  In picture 2, the teenagers are riding a jeep.

  In picture 3, people are performing gong dance.

  In picture 4, people are exploring an area.

  Mi and Tom are talking about Tom's experiences in Da Lat.
- Have Ss read out loud the word *experiences* and some words and phrases that are difficult or new to them such as *thrilling, eco-tour, magnificent scenery, brilliant, memorable, …*

Audio script – Track 27:

Tom: Hi, Mi. I've been back from Da Lat. I have some local specialities for you.

Mi: Thanks, Tom. I guess you and your family had a great time there.

Tom: Yeah. We visited Langbiang Mountain and Cu Lan Village. We saw a gong show in the evening.

Mi: What did you do on Langbiang Mountain?

Tom: We rode a jeep to the top. It was a thrilling ride up there. Then we took an eco-tour of Langbiang Mountain. They said that the area is rich in flora and fauna with more than 150 plant and animal species.

Mi: Sounds amazing! What did you do then?

Tom: We took pictures of the magnificent scenery. It was really enjoyable!

Mi: Then did you explore Cu Lan Village?

Tom: Yes. We had a brilliant tour around the village. We also rode horses and a jeep along a stream.

Mi: That must have been exciting, Tom.

Tom: It definitely was. In the evening, we saw an interesting gong show. We danced and sang with the locals. And we tried grilled pork. It was a really memorable evening. I'll show you some pictures I took there.

Mi: Cool!

Notes:

Da Lat = Đà Lạt

Cu Lan = Cù Lần

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.

  For example:

  1. *Mi and Tom had a great time in Da Lat.*
  2. *Tom had an eco-tour of Langbiang Mountain.*
  3. *There are more than 150 plant and animal species on Langbiang Mountain.*
  4. *Tom didn't like his experiences in Cu Lan Village.*
  5. *Tom danced and sang with the local people at a gong show.*
- Then have pairs work together for one or two minutes to check if the statements are true or false.
- Have Ss read out the statements and say if they are true or false. Make sure they pronounce the words correctly.
- Check the answers as a class.

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. Mi and Tom had a great time in Da Lat.		
2. Tom had an eco-tour of Langbiang Mountain.		
3. There are more than 150 plant and animal species on Langbiang Mountain.		
4. Tom didn't like his experiences in Cu Lan Village.		
5. Tom danced and sang with the local people at a gong show.		

ACTIVITY 3

Aim: To help Ss learn phrases related to different experiences.

- Ask Ss to read the phrases aloud. Make sure they pronounce them correctly.
- Ask Ss to work in pairs to label the pictures with the appropriate phrases.
- Check the answers as a class.

Key: **1.** riding a jeep **2.** seeing a gong show
3. taking photos **4.** dancing with local people
5. taking an eco-tour **6.** exploring a site

3 **Write activities under the pictures.**

taking photos — dancing with local people
exploring a site — taking an eco-tour
riding a jeep — seeing a gong show


1. _____


2. _____

3. _____

4. _____

5. _____

6. _____

ACTIVITY 4

Aim: To help Ss use the correct adjectives to match the activities.

- Ask Ss to work independently to match each activity (1 – 5) with the correct adjectives (a – e). Allow Ss to refer to the conversation to do the task.
- Check the answers as a class.
- Ask several Ss to read aloud the activities and the adjectives. Correct Ss' pronunciation if needed.

4 **Read the conversation again and match the activities with the adjectives.**

1. riding a jeep	a. enjoyable
2. seeing a gong show	b. thrilling
3. taking an eco-tour	c. amazing
4. exploring a site	d. interesting
5. taking pictures	e. brilliant

– T may also make a sample sentence, using the first activity and corresponding adjective, then ask Ss to do the same with others.

Example: *Riding a jeep is thrilling.*

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

ACTIVITY 5

Aims:

- **To help Ss have more interactions and use phrases related to experiences;**
- **To create a fun atmosphere in the class.**

– Ask Ss to carry out a survey by asking other Ss questions.

– Encourage Ss to ask at least three other Ss and tick the *Yes* or *No* column.

– Ask some Ss to report the results of their survey. T can also give them an example of how they can start, e.g. *I did a survey with three partners. Two of them like climbing a mountain, all three like taking eco-tours, nobody likes exploring the seabed, …*

5 **Work in groups. Carry out a survey. Then report your group's findings to the class.**

Do you like ...?

	Yes	No
1. climbing a mountain		
2. taking an eco-tour		
3. exploring the seabed		
4. taking photos from a mountain top		
5. seeing a tribal dance show		

WRAP-UP

Refer to the unit title again then together with Ss, orally list the things that Tom did in Da Lat, list the adjectives that Tom used to describe his activities / experiences in Da Lat.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

– Ask Ss to open their books to the last page of Unit 5, the **Project** section, look at the name of the project, the pictures and say what the topic of the project is (*Your most memorable experience*).

– Explain the project requirements: Ss work individually to think of an experience they had. Remind Ss to use the guiding questions to prepare:

+ *What is the experience? (a trip, an activity at school, an incident in the past, …)*
+ *When did it happen? (the specific time / year, when you were in grade …, …)*
+ *What did you do then? (past activities: use verbs in the past)*
+ *How did you feel? (use adjectives: pleasant, unpleasant, thrilled, worried, annoyed, …)*
+ *Why is it your most memorable experience? (give two reasons)*

– Tell Ss that they can use a poster or PowerPoint slides to present their experiences. In this case, their slides or posters should include a mixture of texts and pictures or photos of activities / experiences to illustrate.

– Help Ss set a deadline for each task and support them throughout the process.

– In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any vocabulary and grammar related to the project (nouns and phrases to name and describe the experiences, adjectives to describe the Ss' feelings about their experiences or functional language they need to do the project), and solving any other problems that may arise with their projects.

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.
- Stick strips of paper with words and phrases including *exploring a site, riding a jeep, taking pictures, taking an eco-tour, seeing a gong show, joining a performance* on the board and give two teams strips of paper with the adjectives including *brilliant, enjoyable, thrilling, amazing, interesting, memorable*.
- Ask teams to lay the adjectives next to the correct phrases to describe experiences.
- The team with the most correct answers wins.
- Ask Ss to open their books to page 52.

Vocabulary

ACTIVITY 1

Aim: To introduce new phrases that are related to experiences.

- Have Ss read aloud the phrases in the box.
- Ask Ss to work in pairs to look at the pictures and describe the pictures. Ss may guess the meanings of the phrases based on the meaning of individual words. For example, they may see a campus and students in picture 1, so they can write *touring a campus* next to the picture. Have them do the same with other phrases. For the phrase *learning by rote*, T can explain what *learning by rote* means "learning in order to repeat things from memory, not to understand them". Then Ss can work out the picture that they can match with the phrase.
- Have pairs write the correct phrases next to the pictures.
- Explain the meaning of the new phrases if needed. T can also use the mother tongue to explain the meanings of the new phrases.
- Invite Ss to take turns to read out their answers. Correct their pronunciation if needed.
- Check the answers as a class.


A CLOSER LOOK 1

Vocabulary

1 Write an activity next to each picture.

learning by rote | putting up tents
touring a campus | going snorkelling
giving a performance

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

eco-tour eco-tour

Key:

1. touring a campus **2.** going snorkelling **3.** learning by rote
4. putting up tents **5.** giving a performance

ACTIVITY 2

Aim: To allow Ss to learn new adjectives that are used to talk about experiences.

- Ask Ss to read aloud the adjectives in the box. Explain the adjectives by giving them some examples. Alternatively, explain the adjectives with synonyms or Vietnamese. For example, *I saw the most amazing film yesterday! Exhilarating means very exciting and great fun.*
- Ask Ss to work in pairs to choose the correct adjectives to complete each sentence.
- Check the answers as a class. Have some Ss read aloud the sentences. Correct Ss' pronunciation if necessary.
- T can also ask Ss to add more adjectives they know to fill in the blanks. This way, T can broaden Ss' vocabulary.

2 **Complete each sentence with an adjective in the box.**

amazing exhilarating unpleasant
helpless embarrassing

1. He felt _____ when he couldn't protect himself from bullying.
2. The parachute jump was a(n) _____ experience for the boy. He was so excited.
3. It was so _____ to view the mountain range from the distance.
4. I had a(n) _____ experience when I took her bag by mistake.
5. Tom had a(n) _____ experience putting up a tent in the rain.

Key: **1.** helpless **2.** exhilarating **3.** amazing **4.** embarrassing **5.** unpleasant

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 to each sentence.
- Then ask Ss to swap their answers with 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.** A **2.** B **3.** C **4.** C **5.** D

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

1. His mind _____ when I asked him how to do the homework.
   A. went blank B. went empty
   C. became exhausted D. put up
2. Students could see the university's facilities when they _____.
   A. took an excursion
   B. toured the campus
   C. gave a performance
   D. took an eco-tour
3. Snorkelling in the coral reef is a(n) _____.
   A. touching moment
   B. happy time
   C. exciting experience
   D. embarrassing moment
4. Nam and his friends felt _____ when they couldn't put up a tent by themselves.
   A. pleasant B. embarrassing
   C. embarrassed D. pleased
5. I didn't understand the lesson. I learnt it _____.
   A. on purpose B. by chance
   C. with memory D. by rote

EXTRA ACTIVITY

Have two teams play a game. Each team makes a sentence with one of the five phrases *touring a campus, going snorkelling, learning by rote, putting up tents,* and *giving a performance* and they have to use an adjective to describe the activity they have just mentioned. The team that has the most correct answers wins.

Example:

Team A: Touring a campus is useful for new students. (or Most students feel excited about touring the campus of the college / university they are going to enter.)

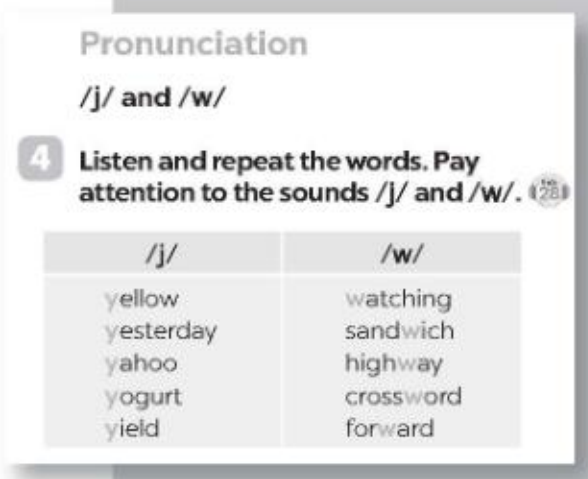
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Pronunciation

/j/ and /w/

ACTIVITY 4

Aim: To help Ss identify the sounds /j/ and /w/ and practise them in words.



Pronunciation

/j/ and /w/

4 Listen and repeat the words. Pay attention to the sounds /j/ and /w/. 28

/j/	/w/
yellow	watching
yesterday	sandwich
yahoo	highway
yogurt	crossword
yield	forward

- Have Ss listen to the recording once first. Ask them to pay attention to the sounds /j/ and /w/.
- 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 possible.
- Then ask some Ss to read out the words. Correct their pronunciation if needed.

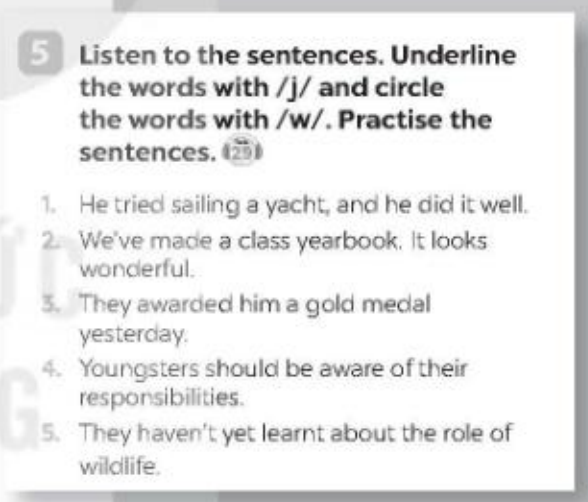
Audio script – Track 28:

/j/	/w/
yellow	**w**atching
yesterday	sand**w**ich
yahoo	high**w**ay
yogurt	cross**w**ord
yield	for**w**ard

ACTIVITY 5

Aims:

- **To help Ss be aware of the pronunciation of the words with sounds /j/ and /w/;**
- **To help Ss practise saying sentences with words with sounds /j/ and /w/.**



5 Listen to the sentences. Underline the words with /j/ and circle the words with /w/. Practise the sentences. 29

1. He tried sailing a yacht, and he did it well.
2. We've made a class yearbook. It looks wonderful.
3. They awarded him a gold medal yesterday.
4. Youngsters should be aware of their responsibilities.
5. They haven't yet learnt about the role of wildlife.

- Play the recording for Ss to listen and repeat each sentence after the recording.
- Ask Ss to underline the words with sound /j/ and circle the words with sound /w/.
- Invite some Ss to share their answers. Confirm the correct ones.
- Call on some Ss to read the sentences. Play the recording multiple times if necessary.

Key + Audio script – Track 29:

1. He tried sailing a yacht, and he did it well.
2. We've made a class yearbook. It looks wonderful.
3. They awarded him a gold medal yesterday.
4. Youngsters should be aware of their responsibilities.
5. They haven't yet learnt about the role of wildlife.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Ask them to list some adjectives and phrases describing experiences that Ss have learnt in the lesson.

A CLOSER LOOK 2

Grammar

The present perfect

WARM-UP

Aims:

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

- Have Ss play a game in two teams.
- Give each team slips of paper with adjectives (*helpless, exhilarating, amazing, embarrassing,* and *unpleasant*).
- Have one student read out the sentences / situations and members of both teams stick the corresponding adjectives on the board.
- The situations can be:

  1. I went snorkelling. The scenery under the seabed was fantastic. It was _____.

  2. I tried to help my friend with his flat tyre but I couldn't. I felt _____.

  3. We went camping in the mountains, but it rained. The experience was _____.

  4. We went parachuting. It was a bit scary but _____.

  5. I took my classmate's book by mistake but I didn't realise it until I went home. It was so _____.

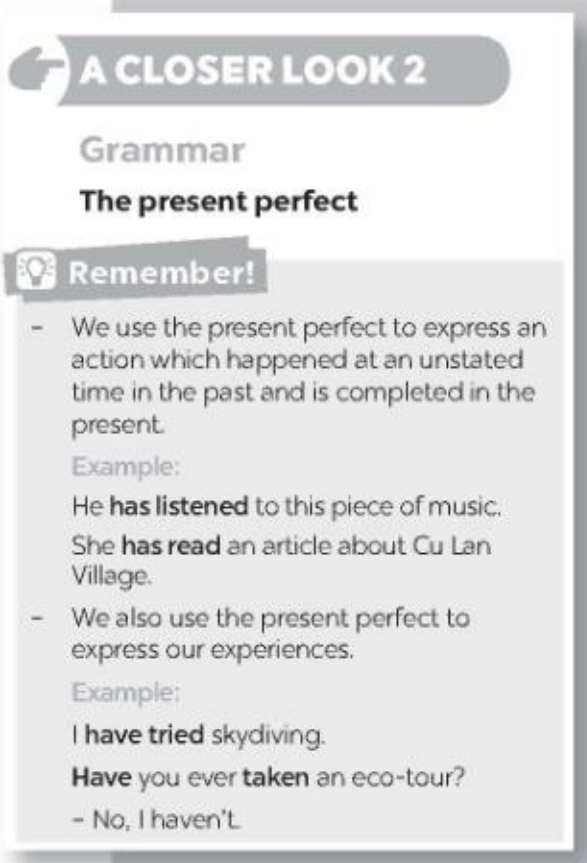
Suggested answers:

1. amazing **2.** helpless **3.** unpleasant **4.** exhilarating **5.** embarrassing

- The team with the most correct answers wins.
- Ask Ss to look at **A CLOSER LOOK 2** on page 53.
- Tell them that today they are going to learn the present perfect.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

THE PRESENT PERFECT

- Have Ss individually read the **Remember!** box about the present perfect tense.
- Ask Ss when they should use the present perfect.
- Ask some Ss to give an example for each of the uses.
- Write the examples on the board. Comment on their examples. Remind Ss of the verb forms in the present perfect.



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ACTIVITY 1

Aim: To revise the past form and teach the past participle form of some verbs.

- Ask Ss to work individually to look at the table and write the correct forms of the verbs.
- Have some Ss write the verbs in different forms on the board.
- Check the answers as a class.
- Ask several Ss to read aloud the verb forms. Correct their pronunciation if necessary.

1 **Write the correct forms of the verbs in the table.**

Verbs	Past simple	Past participle
work	*worked*	*worked*
join		
play		
be		
go		
do		

Key:

Verbs	Past simple	Past participle
work	*worked*	*worked*
join	joined	joined
play	played	played
be	was / were	been
go	went	gone
do	did	done

ACTIVITY 2

Aim: To help Ss use the correct verb forms in the present perfect.

- Remind Ss that they should put the verb in past participle form.
- Have Ss work in pairs to finish the sentences with the correct verb forms.
- Ask some Ss to write their sentences on the board.
- Check Ss' answers. Correct any mistakes and re-explain the rule if necessary.

2 **Complete the sentences with the correct forms of the verbs in the present perfect.**

1. We (join) _____ that project.
2. I (play) _____ a computer game at his house once.
3. She _____ never (work) _____ in such an unpleasant workplace.
4. He _____ never (be) _____ a class monitor.
5. They (go) _____ birdwatching several times.

Key:

1. have joined **2.** have played **3.** has never worked **4.** has never been **5.** have gone

ACTIVITY 3

Aim: To give Ss further practice with the present perfect in various situations.

- Have Ss work individually to underline the words / phrases denoting which verb tense to use.
- Ask Ss to work individually to choose the correct verb form. Remind them of the words / phrases they have just underlined in each of the sentences.

3 **Choose the correct answer A, B, C, or D to complete each sentence.**

1. We _____ in our school's sports competition once.
   A. participate B. have participated
   C. has participated D. are participating
2. Nam _____ any photos of his village for two years.
   A. has not taken B. have not taken
   C. does not take D. is taking
3. They _____ detective stories several times.
   A. were reading B. read
   C. has read D. have read
4. I _____ never _____ that film before.
   A. did; watched B. has; watched
   C. have; watched D. was; watching
5. She _____ her cousin since she left school.
   A. haven't met B. doesn't meet
   C. hasn't met D. didn't meet

- Ask some Ss to read out their answers. Correct pronunciation if necessary.
- Check the answers as a class.

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

ACTIVITY 4

Aim: To help Ss practise using present perfect tense to write sentences about Mai's experiences.

- Have Ss work individually for five minutes to write full sentences. Then ask them to work in pairs to swap and check their answers.
- Ask some Ss to write their sentences on the board.
- Check the answers as a class.
- Have the class read out the sentences. Correct pronunciation if necessary.

Key:

1. Mai hasn't climbed a mountain.
2. Mai has seen an elephant.
3. Mai hasn't joined a tribal dance.
4. Mai hasn't taken a photo of a forest.
5. Mai has gone on an eco-tour.

4 **Write sentences about Mai's experiences, using the information in the table.**

Experiences	Mai
0. visit a village of an ethnic group	×
1. climb a mountain	×
2. see an elephant	✓
3. join a tribal dance	×
4. take a photo of a forest	×
5. go on an eco-tour	✓

Example: Mai hasn't visited a village of an ethnic group.

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

EXTRA ACTIVITY

For a more able class, T can give Ss an exercise in which Ss have to complete the sentences with the correct forms of the verbs. The sentences can include the sentences with verbs in the past simple and verbs in the present perfect. Provide additional explanations if necessary.

Circle the correct option A, B, C, or D.

1. Last year, we _____ camping in a mountainous area. We _____ a lot of pictures of the area.
A. had gone; took B. went; had taken
C. went; took D. went; has taken

2. They _____ a new tent recently because they _____ the old one to me last month.
A. bought; gave B. have bought; have given
C. bought; have given D. have bought; gave

3. She _____ to the UK once and during her time there she _____ a lot of English.
A. went; picked up B. went; has picked up
C. has been; picked up D. has been; has picked up

4. We _____ the assignment. We _____ a month to gather the data for it.
A. finished; spent B. have finished; spent
C. finished; have spent D. have finished; have spent

5. Yesterday I _____ my classmate's book by mistake, so I _____ to say sorry to her.
A. took; had B. took; have had
C. have taken; have had D. have taken; had

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

ACTIVITY 5

Aims:

- **To enable Ss to practise asking each other about their experiences;**
- **To create a lively atmosphere of playing and learning.**


5 **Work in pairs. Ask and answer questions about your experiences using the present perfect.**

Example:

A: Have you visited a village of an ethnic group?

B: Yes, I have. / No, I haven't.

- Ask Ss to work in pairs to ask and answer questions about experiences using the present perfect.
- Remind them that they can start with *Have you …?*
- Ask some pairs to demonstrate in front of the class.
- Correct any grammar and pronunciation mistakes if necessary.

WRAP-UP

Ask Ss to summarise what they have learnt in the lesson. Have them say out loud when to use the present perfect. T can also ask them about the changes in the verb form required for the present perfect tense.

COMMUNICATION

WARM-UP

Aims:

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

- Group the class into two teams.
- Team A says a verb, and Team B uses that verb to say a sentence about his / her experience. If a team cannot make a sentence as required, it loses a turn.
- The team with the most correct answers wins.
- T declares the winner, congratulates them, then leads to the new lesson.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Everyday English

Apologising and responding

ACTIVITIES 1 + 2

Aims:

- **To introduce two ways to apologise and respond;**
- **To help Ss practise apologising and responding.**


COMMUNICATION

Everyday English

Apologising and responding

1 **Listen and read the conversations. Pay attention to the highlighted parts.** 1.50

① ***Mai:*** Can I come in? I'm really sorry. I'm late. There was a lot of traffic.

Teacher: That's okay, Mai.

② ***Mother:*** Have you done the washing yet?

Son: Oops, my mistake, Mum. I thought I could do it later.

Mother: Oh, that's right. But please do it now.

1

- Play the recording for Ss to listen and read two conversations. Ask Ss to pay attention to the highlighted parts. Emphasise the ways to apologise and respond.

- Tell Ss that *I'm really sorry.* and *Oops, my mistake, Mum.* are different ways to apologise in different contexts, but the first is a bit more formal.
- Tell Ss that *That's okay.* and *That's right.* are two ways to respond to apologies.

Audio script – Track 30:

1. *Mai:* Can I come in? I'm really sorry. I'm late. There was a lot of traffic.
Teacher: That's okay, Mai.

2. *Mother:* Have you done the washing yet?
Son: Oops, my mistake, Mum. I thought I could do it later.
Mother: Oh, that's right. But please do it now.

2

- Ask Ss to work in pairs to make similar conversations, using the language they have learnt.
- For a less able class, model the first situation with a good student.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.
- For a more able class, encourage Ss to use different ways to apologise and respond.


2 **Work in pairs. Make similar conversations with the following situations.**

1. You submit your project after the deadline.
2. You came home later than you promised your mum you would.

Suggested answers:

1. *Mi:* I'm really sorry. I finished the project a bit later than your deadline.
Teacher: That's okay, Mi.

2. *You:* My mistake, Mum / I'm sorry, Mum. I've been home but a bit late.
Mum: That's okay. / That's right.

EXTRA ACTIVITY

For a more able class, encourage Ss to use different ways to apologise and respond. T can also encourage Ss to give further explanation.

Apologising	Responding to apologies
– Formal	– Formal
• I apologise for the late submission / confusion.	• I appreciate your apology.
• I'd like to apologise for how I reacted / behaved.	• I accept your apology.
– Informal	• I forgive you.
• Sorry about that!	– Informal
• My bad! / It was my bad.	• That's OK / It's all right.
• Oh my goodness! I'm so sorry.	• No problem / No worries.

Transition from *Everyday English* to *Experiences of your class camping day*

- Have Ss work in pairs. One is a student who is late for the camping trip. The other is the teacher. Have pairs practise apologising and responding.

  Student: I'm really sorry. I'm late. I forgot some things for our tent at home, so I had to go back for them.

  Teacher: That's okay, Mi.
- Tell the class that they will have a chance to talk about their experiences of their trip last year.
- Ask them to quickly read the experiences that Mai, Tom, and Minh share before they do the activities.

Experiences of your class camping day

ACTIVITY 3

Aims:

- **To provide language input about how to describe their past experiences during camping day;**
- **To help Ss practise reading to match who does what.**

- Ask some Ss to read the posts aloud.
- Have Ss work in pairs to match names with the experiences three friends have. Remind Ss to underline keywords / information that help(s) them do the matching while reading.
- Check the answers as a class.
- If time allows, ask some Ss to retell information from the posts or role-play the three friends to tell the class about their experiences.
- Remind Ss to answer the questions about where it happened, when it happened, what happened, how they felt when they role-play.

Key: Mai - b, e Tom - a, f Minh - c, d



Experiences of your class camping day

3 **Read the posts by three friends about their camping activities and match their names with the experiences.**

Mai: It was actually a terrible day for me. I slipped and hurt my ankle, so I had to stay inside my tent. I couldn't join any team building games at all. I have never experienced such helplessness.

Tom: I haven't had many exciting experiences like that before. We got to a beautiful site in Ninh Binh. We put up the tents and did unforgettable team building activities. We also hired bikes and cycled around the area. It was so relaxing.

Minh: I had a brilliant experience by the sea with my class last year. We joined team building activities in the morning. In the afternoon, an instructor taught some of us snorkelling. It was exhilarating. It was also wonderful to see a coral reef and many types of colourful fishes swimming around. It's the best experience I've ever had.

Mai	a. exciting experiences in an area b. a terrible experience at the campsite
Tom	c. a brilliant experience by the sea d. an exhilarating experience of snorkelling
Minh	e. an experience of watching team building activities f. a relaxing bike riding experience

ACTIVITY 4

Aim: To help Ss practise asking and answering questions about the experiences of the three students.

- Have Ss work in pairs to ask and answer questions about the experiences of the three students. Ask them to use the given questions.
- Invite some pairs to role-play asking and answering questions about the experiences of the three students in front of the class.

4 **Work in pairs. Ask and answer questions about the experiences of Mai, Tom, and Minh. You can use the questions below.**

- Where did he / she go?
- What did he / she do?
- How was his / her experience?
- Has he / she ever had that experience before?

Suggested answer:

A: Where did Mai go?
B: She went on a camping trip with her class.
A: What happened to her?
B: She slipped and hurt her ankle.
A: What did she do then?
B: She stayed inside the camp. She couldn't join the team building activities.
A: How did she feel?
B: She felt helpless. It was a terrible day for her.

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ACTIVITY 5

Aim: To help Ss practise asking and answering questions about their experiences in groups.

5 **Work in groups. Take turns to ask and answer about one another's experiences of a trip he / she has had. Use similar questions to those in 4.**

Example:

A: Where did you go?
B: I went to ...
C: What did you do?
B: I climbed ...

- Have Ss work in groups to take turns to ask and answer about one another's experiences of a trip he / she has taken.
- Tell them that they can use similar questions as suggested in **4** and ideas from the posts and the notes in **3**.
- Invite some groups to practise in front of the class. Give feedback on Ss' performances.

Suggested answer:

A: B, where did you go?
B: We went on a camping trip in Ninh Binh.
C: When was that?
B: Last year.
A: What happened then? / What did you do then?
B: We put up tents and joined in team building activities.
C: How did you feel?
B: It was an amazing experience for me. I have never felt so excited like that.

WRAP-UP

Ask Ss what they have learnt in the lesson. Ask them to list two ways to apologise and two ways to respond. Ask Ss to list orally the experiences of various class members and various adjectives they can use to describe the experiences.

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SKILLS 1

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To help Ss revise expressions for describing their experiences.**

- Put Ss in groups of four or five.
- Ask each group member to take turns to say a sentence about their past experience.
  For example:
  I had an unpleasant experience at a sports competition at school.
- Any member who can't say a sentence loses a turn.
- The group that has the most correct or appropriate answers wins.
- T states who the winner is.

Reading

ACTIVITY 1

Aim: To introduce Ss to some types of experiences.

- Ask Ss some questions: *Have you ever gone camping? Have you ever travelled to a new place without your parents? Have you ever attended an army course / joined any performances?*
- Ask Ss how they feel about the experiences or what the experiences are like.
- Lead to the reading. Tell Ss that they will read about Duong and Akiko's experiences. Tell Ss about the objectives of the lesson or write the objectives in the left corner of the board.

ACTIVITY 2

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

- Ask Ss to work individually to read the questions first and underline the keywords in the questions.
- Have Ss read the two passages to circle the correct option.
- Ask some Ss to read their answer to each of the questions.
- Ask them to give clues to the answers.
- Check the answers as a class.

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

ACTIVITY 3

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

- Have Ss work individually to underline the keywords in each of the statements.
- Ask Ss to reread the passages to tick the right columns.
- Remind them to read each passage in turn and underline the evidence for the answers.
- Have Ss work in pairs to swap answers or to check answers together.



SKILLS 1

Reading

1 **Tick (✓) the experiences you have had.**

- Joining a performance ☐
- Attending an army course ☐
- Travelling to a new place without parents ☐

2 **Read the texts and choose the correct answer A, B, C, or D.**

Duong

I had a hard 10-day course in an army camp in Son Tay last summer. Everything was different from my life at home. We had to wake up at 5 a.m. and attended classes which were like training courses for soldiers. In the evening, we read books or worked in teams. The team leaders walked us through many exciting activities. We also joined a performance that had the **theme**: environment protection. We could only call our parents once a day.

We also had touching moments when we received letters from our parents. I have never attended such a strict but exciting course like this.

Akiko

I have been on an unforgettable summer course in America. I stayed in Thornwood campus on the outskirts of New York City for three weeks. We had an enjoyable campus tour, attended English classes, and joined team activities. We all tried to communicate in English. In the evening, we played board games and billiards. The most special experience was my visit to the top of Rockefeller Centre. From there, I could view the whole city below.

That was the first time I travelled without my parents, so I felt like I grew up a lot after the trip.

1. Duong and Akiko talked about _____.
   A. their English summer courses
   B. experiences at summer courses
   C. activities in summer
   D. their army training
2. What didn't Duong do during his course?
   A. Get up early.
   B. Work as a leader.
   C. Receive letters from home.
   D. Work in teams.
3. The word "**theme**" means _____.
   A. performance
   B. environment
   C. activity
   D. topic
4. The experience at Rockefeller Centre was _____ for Akiko.
   A. unforgettable
   B. enjoyable
   C. special
   D. touching
5. The word "**That**" refers to _____.
   A. travelling to America
   B. touring the Thornwood campus
   C. visiting Rockefeller Centre
   D. viewing the city below

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- Ask some Ss to read out loud the statements and say Duong or Akiko. Ask them to show the parts in the reading where they find the answers.
- Check the answers as a class.

Key: **1.** Akiko **2.** Duong **3.** Duong **4.** Akiko **5.** Duong

3 **Read the texts again and tick (✓) Duong or Akiko.**

Experiences	Duong	Akiko
1. attending an English course		
2. attending an army-like course		
3. joining a performance		
4. touring a campus		
5. receiving letters from home		

EXTRA ACTIVITY

- Have Ss work in pairs to orally summarise Duong's or Akiko's course. Tell them to do it by answering the following questions:
  - + *What course did he / she attend?*
  - + *When and where was it?*
  - + *What did he / she do?*
  - + *Did he / she do anything special?*
  - + *How did he / she feel about that course?*
- Call on some Ss to retell about either of the courses in front of the class. Give feedback on pronunciation and main contents.

Transition from *Reading* to *Speaking*

- Ask Ss some questions:
  - + *Have you ever attended an army course?* or *Have you ever attended a course in a foreign country?*
  - + *How did you feel?*
- Tell them that they will practise asking and answering questions about a course they attended. To know how to ask and answer appropriately they can go on to **4**.

Speaking

ACTIVITY 4

Aims:

- **To have Ss practise asking and answering questions for information about their summer courses or any course they have attended;**
- **To prepare Ss for 5.**

- Have Ss work in pairs to match the questions with the answers.
- Go around to observe if Ss need any help.
- Ask some Ss to share their answers. Confirm the correct answers.
- Ask some pairs to demonstrate in front of the class.
- Correct the pronunciation and intonation if necessary.

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

Speaking

4 **Match the questions in A with the answers in B. Share your answers with a classmate.**

A	B
1. What course did you attend?	a. It was in June.
2. When was that?	b. I felt that I grew up a lot after that course.
3. What did you do?	c. I attended a course on soft skills with a group of young trainers.
4. What do you remember most about it?	d. We worked in groups on different projects. We also learned to solve problems. We had various experiences.
5. How did you feel?	e. I remember being so embarrassed at first. But the trainers and my peers were great and they helped me a lot.

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- For a more able class, have Ss work in pairs to practise asking and answering questions about a summer course they had. Encourage Ss to extend their answers especially when it comes to describing things that happened to them and to use more adjectives to talk about their feelings.
- Tell them they can use the given questions and they can add more questions if possible.
- Assist Ss to answer questions and to extend information.
- Ask some pairs to role-play.
- Ask the class for feedback on their questions, answers, and pronunciation.

ACTIVITY 5

Aims:

- **To have Ss practise talking about one's experiences;**
- **To give Ss an opportunity to practise reporting their partner's experiences;**
- **To improve Ss' confidence in speaking in front of the class.**

5 **Work in pairs. Ask and answer about a course you have experienced. Use the questions in 4 as cues. Then report your partner's answers to the class.**

Example:

Minh attended a memorable summer course last year. It was a presentation skills course. He learnt ...

- Have Ss work in pairs to ask and answer questions about their partners' summer course or any course they have attended.
- Invite one representative from each pair to report the experiences of the other.
- Tell them that they can use the notes they made beforehand.
- Give feedback on their reports in terms of language, verb forms, and pronunciation.

Suggested answer:

Minh attended a memorable summer course last year. It was a presentation skills course. He learnt how to organise a talk and how to use visual aids. He also practised using gestures and having eye contact with the audience. He felt that the course was memorable.

WRAP-UP

Ask Ss to summarise what they have learnt in the lesson. Emphasise that when Ss talk about whether they have done something or not, they should use the present perfect, but when they mention a specific thing they did on one specific occasion, they should use the past simple.

SKILLS 2

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To help Ss revise the phrases related to experiences and to lead into the new lesson.**

- Put Ss in two groups. Give each group a set of phrases on slips of paper about the experiences of Duong and Akiko. Write on the board: Duong and Akiko. Each group has to choose the correct slips about Duong's experiences and the correct ones about Akiko's experiences and stick them under the correct heading on the board.
- T stops the game when time is up.

- T asks each group to read out their answers.
- The group that has more correct or appropriate answers wins.
- T declares the winner.
- Teacher can say "Like Duong or Akiko, each of you may have pleasant or unpleasant experiences about courses while at school. In the next part, you are going to do listening about the specific pleasant or unpleasant experiences."

Listening

ACTIVITY 1

Aim: To help Ss brainstorm ideas for listening.

- Ask Ss to work in pairs to look at the pictures and the experiences listed and circle the bad experiences. Ask Ss to add as many experiences they had as possible.
- T can also ask Ss to list things they may experience at school (for example, *being bullied, being punished, not revising lessons, not finishing homework, going on a camping trip, joining team building activities, winning a competition*, ...).
- Tell Ss that they are going to listen to a conversation between Minh and his dad.

Suggested answer:

- failing an exam
- being bullied
- lacking confidence



ACTIVITY 2

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

- Tell Ss that they are going to listen to a conversation between Minh and his dad. Ask Ss to work individually to read the sentences and underline the keywords.
- Play the recording once for Ss to tick T (True) or F (False).
- Check Ss' answers and play the recording again for them to better understand the conversation between Minh and his dad. Stop or rewind the recording where necessary.

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



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ACTIVITY 3


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

1. Dad and Minh are talking about _____.
   A. dad's experiences
   B. Minh's experiences
   C. experiences of Minh and his dad
2. Dad's classmates often _____ him.
   A. bullied
   B. helped
   C. argued with
3. Minh's dad _____ the bullies.
   A. ran away from
   B. shouted at
   C. fought
4. Minh got a low mark because he _____.
   A. reviewed the lesson
   B. learnt the lesson by rote
   C. learnt the lesson by heart

Aim: To improve Ss' skills of listening for general and specific information.

- Ask Ss to work in pairs to read the questions and underline the keywords in the questions and the options.
- Play the recording once. Give them two minutes to circle the correct options. Play the recording again and check their answers as a class.

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

Audio script – Tracks 31 + 32:

Minh: Dad, what was your worst experience at school?

Dad: A classmate bullied me.

Minh: Really? What happened, Dad?

Dad: A big boy in my class was always taking my things. I could never get anything back. Once he and his friends waited for me outside the school and snatched my backpack. They got all my money.

Minh: What did you do then?

Dad: I was so angry that I fought back.

Minh: Wow. What happened next?

Dad: He was totally surprised. But then he returned my money and went away … What about you?

Minh: Well, it was just last week. My biology teacher checked our understanding of the previous lesson. My mind suddenly went blank. I stood there and couldn't say anything. I felt so embarrassed!

Dad: So what happened then?

Minh: I got a zero.

Dad: Sorry about that.

Minh: It was such a terrible experience.

Dad: Didn't you revise the lesson?

Minh: I did. But I actually learnt it by rote without really understanding the lesson.

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EXTRA ACTIVITY

Have Ss listen to the recording again and tick the appropriate column: D (for Dad) and M (for Minh) and O (for others) next to the experiences.

Experiences	D	M	O
1. bullying classmates			
2. being bullied by classmates			
3. fighting against bullies			
4. taking money from classmates			
5. not reviewing previous lessons			
6. learning by heart			
7. learning by rote			
8. understanding the lesson			

Key:

Experiences	D	M	O
1. bullying classmates			✓
2. being bullied by classmates	✓		
3. fighting against bullies	✓		
4. taking money from classmates			✓
5. not reviewing previous lessons		✓	
6. learning by heart			✓
7. learning by rote		✓	
8. understanding the lesson			✓

Transition from *Listening* to *Writing*

Have Ss answer the questions:

- *What were experiences of Minh's dad at school?*
- *What were Minh's experiences at school?*
- *Are the experiences pleasant or not?*

Tell Ss that in the next part, they will write about the most pleasant / unpleasant experience they have had at school and they can use the information they gained from the listening for the writing.

Writing

ACTIVITY 4

Aims:

- **To provide Ss with vocabulary and ideas about pleasant and unpleasant experiences;**
- **To prepare Ss for the writing in 5.**



Writing

4 **Work in pairs. Put the phrases from the box in the correct column.**

a. taking wrong things
b. doing community service
c. not revising lessons
d. winning a competition
e. arguing with a friend
f. coming to school late

Pleasant experience	Unpleasant experience

- Ask Ss to work in pairs to put the phrases from the box in the correct column.
- Ask some Ss to read out loud the ideas for each column.
- Correct their pronunciation where necessary.

Key:

Pleasant experience	Unpleasant experience
b, d	a, c, e, f

ACTIVITY 5

Aim: To help Ss practise writing a paragraph (100 – 120 words) about the most pleasant OR unpleasant experience they have had at school.



5 **Write a paragraph (100 – 120 words) about the most pleasant OR unpleasant experience you have had at school.**

Start as follows:

I still remember the most pleasant / unpleasant experience I have had at school.
It was _____

- Ask Ss to refer back to the ideas in the two columns in **4**.

- Ask Ss to work individually to write for 15 minutes. Tell them to use the information in **4**, ideas from the listening, or any other ideas they may think of.
- Tell Ss to think of the answers to the following questions:
  + *What experience is that?*
  + *When was that?*
  + *Where did that happen?*
  + *What happened?*
  + *What did you do?*
  + *How did you feel about that?*
- Remind Ss to use the past tense to describe experiences.
- Ask one student to read out his / her paragraph.
- If time allows, T can also ask Ss to work in groups to write on an A1 / A0 size piece of paper, then T organises a gallery walk. Ss walk round and offer feedback on peers' writing.
- Give feedback on Ss' writing in terms of ideas, grammar, and connectors.

Suggested answer:

I had a very pleasant experience at my school when I did community service last year. I joined the school English club, and worked as a tutor of English. I tutored some primary school students for a semester. At first, they couldn't speak or write a full simple sentence. I asked them to revise every unit of their textbook. I told them to make a list of words for each topic, then write short passages. Then I asked them to retell things they wrote. After some months, their English became better and they were much more confident in English lessons. I was very happy as I did something useful.

WRAP-UP

Ask Ss to list what they have learnt in the lesson. Ask them to list the good and bad experiences they had at school.

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 revise the adjectives used to describe experiences.

- Have Ss work in pairs to write the appropriate adjectives from the box to each of the experiences.
- Check answers as a class.
- Have some Ss read aloud the answers and correct their pronunciation if necessary.

Key: Answers will vary.


LOOKING BACK

Vocabulary

1 **Use the adjectives in the box to describe the experiences. Add any other adjectives you can think of.**

brilliant	exhilarating	exciting
special	embarrassing	amazing
thrilling	unpleasant	memorable
helpless		

1. riding a jeep up to the mountain top
2. touring an area with mountains and villages
3. being bullied
4. joining team building activities
5. not revising previous lessons before the exams

ACTIVITY 2

Aim: To help Ss revise the vocabulary about experiences.

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

Key: **1.** learnt it by rote **2.** went blank
3. exploring a site **4.** an eco-tour
5. team building activities

2 **Complete the sentences with the phrases in the box.**

went blank — exploring a site
an eco-tour — learnt it by rote
team building activities

1. I couldn't answer her questions because I just _____.
2. My mind suddenly _____ when she asked me about our plan.
3. The most memorable part of our picnic was _____ by the mountain.
4. We are now more aware of environment protection after we took _____.
5. After we joined _____, we all got closer to each other.

Grammar

ACTIVITY 3

Aim: To help Ss revise the present perfect tense.

- Have Ss work individually to complete the sentence with the correct form of the given verb.
- 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.

Key: **1.** have invited **2.** Have ... finished
3. have never been **4.** has seen
5. has not / hasn't cooked

Grammar

3 **Complete the sentences with the correct present perfect forms of the verbs in brackets.**

1. I (invite) _____ some of my friends to my birthday party.
2. _____ the students (finish) _____ all their assignments yet?
3. Their children (never be) _____ out of their village before.
4. He won't go to the cinema tonight. He (see) _____ that film already.
5. She (not cook) _____ for herself before, so she is not sure about what to do first.

ACTIVITY 4

Aim: To help Ss revise the present perfect to complete a letter.

- Ask Ss to work individually to complete the letter as requested in the Student's Book.
- Ask one or two Ss to go to the board and write their answers.
- Check the answers that some Ss have written on the board.
- Have all Ss correct their own answers.

Key: **1.** have been **2.** have done
3. have visited **4.** have watched
5. have (also) had **6.** have (also) made

4 **Put the verbs in brackets in the present perfect to complete the letter.**

Dear Nick,

How are you? Are you having a good time in Ha Noi? We're having a great time here in London. We (1. be) _____ here for four days and we (2. do) _____ many interesting things. We (3. visit) _____ the Tower of London and (4. watch) _____ the traditional Changing of the Guard. It was so wonderful to see it and I took a lot of pictures too. We also (5. have) _____ a ride on the famous London Eye. We were excited to view the whole city. We haven't checked out the Windsor Castle yet. We also (6. make) _____ a plan to visit Windsor Castle and Stonehenge, so we're going there tomorrow. We can't wait to explore the Windsor Castle and the prehistoric monument - Stonehenge.

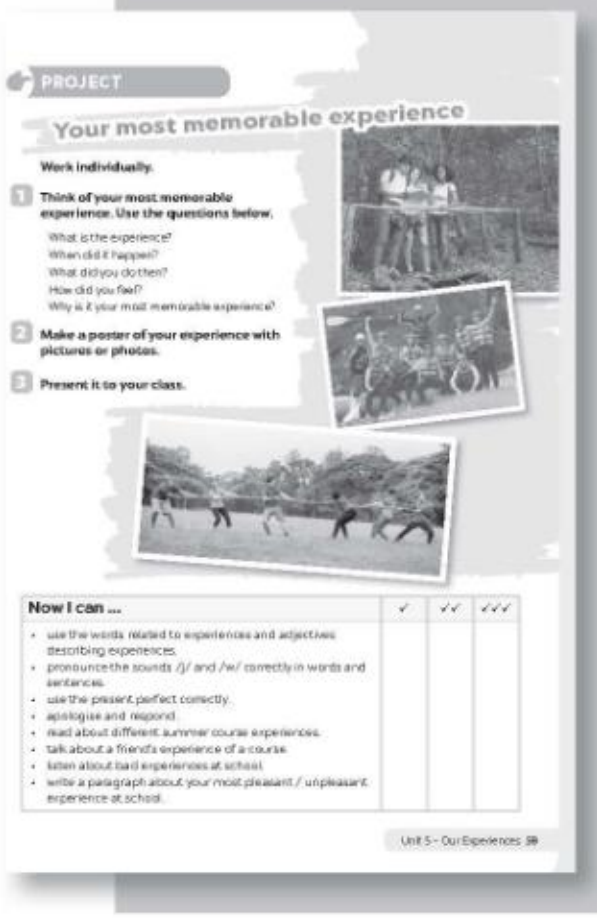
See you next week.

Akiko

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT

Aim: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.


PROJECT

Your most memorable experience

Work individually.

1 Think of your most memorable experience. Use the questions below.

What is the experience?
When did it happen?
What did you do then?
How did you feel?
Why is it your most memorable experience?

2 Make a poster of your experience with pictures or photos.

3 Present it to your class.

Now I can ...	✓	✓✓	✓✓✓
• use the words related to experiences and adjectives describing experiences.			
• pronounce the sounds /j/ and /w/ correctly in words and sentences.			
• use the present perfect correctly.			
• apologise and respond.			
• read about different summer course experiences.			
• talk about a friend's experience of a course.			
• listen about bad experiences at school.			
• write a paragraph about your most pleasant / unpleasant experience at school.			

Unit 5 - Our Experiences 59

- As Ss have been assigned the project at the beginning of the unit and have prepared for it throughout the unit, the focus of this lesson should be on the final product, which is a final oral presentation of Ss' most memorable experience.
- Have Ss work individually to answer all the suggested questions in the Student's Book.
- Ask them to give pictures and photos of their own to illustrate their experiences.
- Ask Ss to work in small groups to practise giving their poster presentations.
- Tell Ss to pin / tape / glue the pictures / photos on a large piece of paper and take turns to present their own experiences to the class.

FEEDBACK FORM FOR POSTER PRESENTATIONS

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I interacted with the audience.		
4. I concluded my talk appropriately.		
DESIGN OF THE POSTER		
1. My poster was clearly organised.		
2. The content and photos were suitable.		
CONTENT: My presentation includes the following information:		
1. the specific experience		
2. the time it happened		
3. things I did then		
4. my feelings		
5. why it is my most memorable experience		

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2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenter greeted the audience.		
2. The presenter spoke clearly and naturally.		
3. The presenter interacted with the audience.		
4. The presenter concluded his / her talk appropriately.		
DESIGN OF THE POSTER		
1. His / Her poster was clearly organised.		
2. The content and photos were suitable.		
CONTENT: His / Her presentation includes the following information:		
1. the specific experience		
2. the time it happened		
3. things he / she did then		
4. his / her feelings		
5. why it is his / her most memorable experience		

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 6 VIETNAMESE LIFESTYLE: THEN AND NOW

Objectives:

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

- use the words related to changes in lifestyle;
- pronounce the sounds /fl/ and /fr/ correctly in words and sentences;
- use *to*-infinitive and *V-ing* after a verb correctly;
- make promises;
- read for specific information about learning styles in the past and at present;
- talk about changes in one's learning style;
- listen for specific information about changes in family life;
- write an email about changes in one's family.


Unit 6 VIETNAMESE LIFESTYLE: THEN AND NOW

THIS UNIT INCLUDES:

Vocabulary
Changes in lifestyle

Pronunciation
Sounds /fl/ and /fr/

Grammar
- Verbs + to-infinitive
- Verbs + V-ing

Skills
- Reading about learning styles in the past and at present
- Talking about changes in your learning style
- Listening about changes in family life
- Writing an email about changes in your family

Everyday English
Making promises

WARM-UP & INTRODUCTION

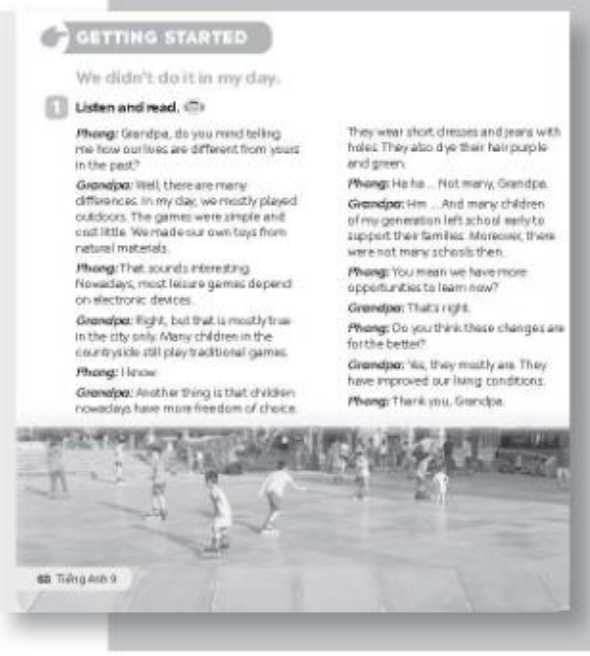
Aims:

- **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 5: Our Experiences*. For example, write the word *experiences* on the board and Ss come up with any words and phrases about the kind of experiences and the adjectives describing experiences. For example, a learning experience, a frightening experience.
- Lead into the new unit.
  + Ask Ss questions like *How is shopping now different from that about 10 years ago? What is trendy for young people now? …*
  + Elicit from Ss the meaning of the word *lifestyle*.
  + Write the unit title *Vietnamese Lifestyle: Then and Now* on the board. Then ask Ss if life in the past (for example, twenty, thirty years ago) and the present are the same or different. Ask Ss what aspect of life they think has changed (transportation, fashion, entertainment, shopping, travelling, learning …).
  + Share with Ss the objectives of the lesson.
  + Have Ss open their books and start the lesson.
- It is a good idea to write the objectives of the lesson in a corner of the board and leave them there or put on a slide to show Ss.

GETTING STARTED

WE DIDN'T DO IT IN MY DAY.

ACTIVITY 1


GETTING STARTED

We didn't do it in my day.

1 Listen and read.

Phong: Grandpa, do you mind telling me how our lives are different from yours in the past?

Grandpa: Well, there are many differences. In my day, we mostly played outdoors. The games were simple and cost little. We made our own toys from natural materials.

Phong: That sounds interesting. Nowadays, most leisure games depend on electronic devices.

Grandpa: Right, but that is mostly true in the city only. Many children in the countryside still play traditional games.

Phong: I know.

Grandpa: Another thing is that children nowadays have more freedom of choice. They wear short dresses and jeans with holes. They also dye their hair purple and green.

Phong: Ha ha ... Not many, Grandpa.

Grandpa: Hm ... And many children of my generation left school early to support their families. Moreover, there were not many schools then.

Phong: You mean we have more opportunities to learn now?

Grandpa: That's right.

Phong: Do you think these changes are for the better?

Grandpa: Yes, they mostly are. They have improved our living conditions.

Phong: Thank you, Grandpa.

60 Tiếng Anh 9

Aims:

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

- Have Ss look at the pictures on pages 60 – 61 and answer some questions like:
  + *What do you think the children / teens in each picture are doing?*
  + *Do you think the activity in each picture is popular in the past or present?*
- Introduce the two characters in the conversation. Ask Ss what the relation between them is, and what they think the characters are talking about.
- Elicit answers from Ss.
- Play the recording for Ss to listen and read along. Have Ss underline the words that are related to the topic while they are reading and listening.
- Invite some pairs of Ss to read the conversation aloud.
- Have Ss say the words / phrases that they have underlined in the conversation. Quickly write the words / phrases on the board.
- Refer to the questions previously asked. Confirm the answers where necessary, for example the pictures are of children's entertainment (and communication as in the last picture); and Phong and his grandpa are talking about the differences in some things between the past and the present.

Audio script – Track 33:

Phong: Grandpa, do you mind telling me how our lives are different from yours in the past?

Grandpa: Well, there are many differences. In my day, we mostly played outdoors. The games were simple and cost little. We made our own toys from natural materials.

Phong: That sounds interesting. Nowadays, most leisure games depend on electronic devices.

Grandpa: Right, but that is mostly true in the city only. Many children in the countryside still play traditional games.

Phong: I know.

Grandpa: Another thing is that children nowadays have more freedom of choice. They wear short dresses and jeans with holes. They also dye their hair purple and green.

Phong: Ha ha ... Not many, Grandpa.

Grandpa: Hm ... And many children of my generation left school early to support their families. Moreover, there were not many schools then.

Phong: You mean we have more opportunities to learn now?

Grandpa: That's right.

Phong: Do you think these changes are for the better?

Grandpa: Yes, they mostly are. They have improved our living conditions.

Phong: Thank you, Grandpa.

Notes: English names for the games in the pictures:

– kéo mo cau: areca spathe sleighing

– ô ăn quan: village square / mandarin square

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Have Ss work individually.
- Ask Ss to read each question and decide on the correct answer to fill in the blank without reading the conversation again. If any of them cannot do it, let them refer to the conversation for the answers.
- Elicit the answers from Ss. Quickly write their answers on the board.
- Discuss each answer as a class. Explain why an answer is / is not correct.
- Confirm the correct answers as a class.

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

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

1. Phong and his grandpa are talking about some differences between _____.
   A. children in the city and the countryside
   B. the living standards in the past and now
   C. life in the past and now
   D. past and present entertainment
2. Phong's grandpa mentions _____ differences.
   A. two B. three
   C. four D. five
3. Phong's grandpa sees most of the changes as _____.
   A. positive B. negative
   C. unnecessary D. necessary

ACTIVITY 3

Aim: To draw Ss' attention to some expressions from the conversation used to describe life.

- Ask Ss to do the task individually or in pairs.
- Ask Ss to look at the expressions in the box first. Refer to the conversation and locate where each expression appears. Then decide if it is talking about the past or the present.
- Ask Ss to write their answers in the correct columns: the past or the present.
- Invite some Ss to share their answers.
- Check the answers as a class.

Key: The past: b, e
The present: a, c, d

3 **Write the expressions from the conversation in the correct column.**

a. depend on electronic devices
b. leave school early
c. dye their hair
d. have more opportunities to learn
e. make toys from natural materials

The past	The present

ACTIVITY 4

Aim: To help Ss practise some words they have learnt from the conversation in new contexts.

- Ask Ss to work independently or in pairs.
- Ask Ss to read the words in the box. Allow them to refer to the conversation and locate where each word appears to confirm the meaning of the word. (Note: all these words have appeared in previous lessons).
- Ask Ss to read the sentences carefully and complete them with the words from the box.
- Invite some Ss to share their answers.

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

opportunity freedom dyed
generation materials

1. A few teenagers in my village have _____ their hair brown.
2. Young people's lifestyle today is different from that of the previous _____.
3. Nowadays, nearly all young people have a(n) _____ to go to school.
4. He wants to live green, so he uses products made from natural _____.
5. My parents give me _____ to pursue my own interests.

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- Check the answers as a class.
- Call on some Ss to read the words in the box aloud. Correct their pronunciation if needed.

Key: **1.** dyed **2.** generation **3.** opportunity **4.** materials **5.** freedom

ACTIVITY 5

Aim: To give Ss a fun opportunity to learn some features of life in Viet Nam 40 years ago.

- Ask Ss to work in pairs or small groups.
- Set time (3 – 4 minutes) for Ss to do the quiz.
- Invite some Ss to share their answers.
- Check the answers as a class. Explain why each statement is correct or not by providing some information related to it.
- If time allows, ask Ss to tell the class a fact they know about life in Viet Nam in the past.

5 **QUIZ** **Work in pairs. Decide if the statements below are true or false about life in Viet Nam 40 years ago. Share your answers with the class.**

40 years ago, _____

1. school children didn't wear uniforms.
2. no Vietnamese student could go and study abroad.
3. most people wrote letters instead of writing emails or texting messages.
4. bicycles were the main means of transportation.
5. people lit firecrackers at Tet and weddings.

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

Notes:

1. Many schools in Viet Nam had school uniforms since the 1950s.

2. Students in Viet Nam could go and study abroad as far back as the 1940s.

5. According to Decision No. 406-TTg dated 8 August 1994, there was a complete ban on the production, trade, and lighting of firecrackers in Viet Nam.

WRAP-UP

- Ask one or more 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 they remember from the lesson.
- If there is an overhead projector in the classroom, show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights the sentences with the verbs + *to*-infinitive, verbs + *V-ing*, and the words containing the sounds /fl/ and /fr/. Tell Ss that they will learn these language points in the upcoming lessons.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books to the last page of Unit 6, the **Project** section. Ask Ss to look at the topic of the project and say what the product of the project is (a poster introducing a family member).
- Explain the project requirements: this is an individual project. Each student will interview a member of their family about his / her life when he / she was the student's age, using the questions suggestions. Then each student will make a poster to present their findings. The poster should include a mixture of text and pictures so that T and other classmates can easily follow and get to know clearly about that member.

- Guide Ss on how to conduct the interview and collect data. Here are the steps T should follow:

  Step 1. Have Ss ask the interviewee the questions about his / her life in the past. They may ask questions about different aspects of life or focusing on one aspect. Remind Ss that they can ask the questions as suggested in the project or create their own questions. For example (with focus on one aspect):

- What school did you go to?
- Did you have to wear a uniform?
- What was learning like then?
- How do you describe the relationship between teachers and students then?
- How did you spend time after school?

  T may invite one student to interview the teacher as a model. This way T can teach Ss how to conduct the interview and record the answers in a survey.

  Step 2. Instruct Ss to create a table to record their family member's answers. The table may look like this:

Family member	Questions	Answers
	What school did you go to?	
	Did you have to wear a uniform?	
	What was learning like then?	
	How do you describe the relationship between teachers and students then?	
	How did you spend time after school?	

Step 3. Instruct Ss how to make the poster.

For the text: Ss choose only the key information to present in their poster. It must be in short form. The findings should be grouped and presented according to the order of the questions asked.

For the pictures: Ss may use pictures of individual family members or part of a group. Regardless, they must illustrate the information in the poster.

Step 4. Model how to report the findings to the class. Ss may open their presentation with *I have interviewed my _____ about his / her life in the past when he / she was my age. Here are the findings.*

In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need and solving any other problems that may arise with their projects.

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 Vietnamese life, both in the past and present. Have Ss name the activities. Ask Ss if they could provide some information about them.
- Tell Ss that this lesson focuses on vocabulary about lifestyle in the past and present, and the sounds /fl/ and /fr/.
- 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 teach Ss some verbs used to describe life.

- Ss have encountered these five verbs / phrasal verbs in previous lessons. However, they may have difficulty with *take notes*, *pursue*, and *replace*, so T may focus on these verbs / phrasal verbs.
- Present each verb / phrasal verb. For *take notes* and *replace*, T can show the meaning visually, for example, for *take notes*, ask two Ss to answer a simple question. Take notes of their answers and demonstrate the notes on the board. For *replace*, draw a line on the board, using a book instead of a ruler. For *pursue*, T may say a simple familiar synonym *follow*.
- Ask Ss to read all five verbs / phrasal verbs aloud. Correct them if needed.
- Ask Ss to match the verbs / phrasal verbs in the left-hand column (numbered 1 – 5) with their meanings in the right-hand one.
- Invite some Ss to share their answers. Check the answers as a class.
- If necessary, ask Ss for the Vietnamese equivalents of these verbs.

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

A CLOSER LOOK 1

Vocabulary

1 **Match the verbs or phrasal verbs with their meanings.**

A	B
1. take notes	a. learn something carefully so that you can remember it exactly
2. depend on	b. take the position of something / somebody
3. memorise	c. write down some key information when listening to a talk
4. pursue	d. rely on something / somebody
5. replace	e. try to achieve something over a period of time

ACTIVITY 2

Aim: To teach Ss some adjectives to describe life.

- Of the five adjectives in this task, Ss have encountered *personal*, *various*, and *extended* in the previous lessons. T may then focus on *democratic* and *family-oriented*.
- Present each of these two adjectives. Give Ss two different situations or two pictures (1. Mother and child discussing what to do at the weekend, and 2. Husband cooks with wife and children). Ask Ss to choose the correct adjective to describe each.
- Ask Ss to read all the five adjectives aloud. Correct them if needed.
- Ask Ss to complete the sentences with the correct adjectives.
- Invite some Ss to share their answers.
- Check the answers as a class.
- If necessary, ask Ss for the Vietnamese equivalents of these adjectives.

Key: **1.** extended **2.** democratic **3.** various **4.** personal **5.** family-oriented

2 **Work in pairs. Discuss and fill each blank with an adjective from the box.**

democratic personal
various extended
family-oriented

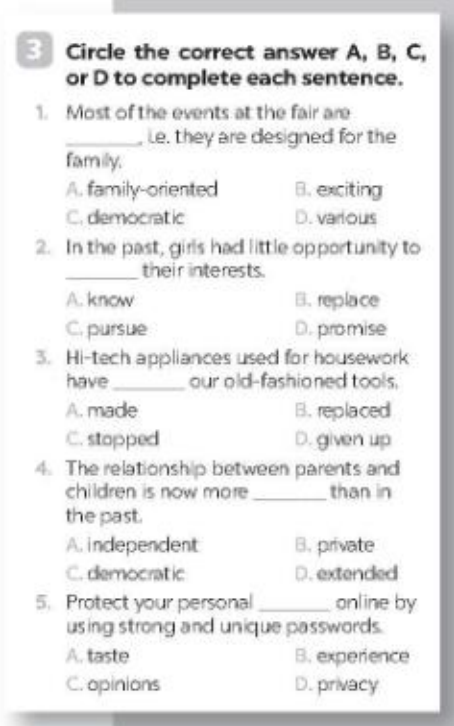
1. Four generations live in my house: my great grandparents, my grandparents, my parents, and me.
   It's a(n) _____ family.
2. In our group, everybody has equal rights to speak and work.
   We have a(n) _____ relationship.
3. Children in the past played a lot of traditional outdoor games such as hide-and-seek, tug of war, and marbles.
   There were _____ outdoor games for children.
4. I don't make public my telephone number, home address, or birthday.
   They are my _____ information.
5. He values his family and spends a lot of time with them.
   He's a(n) _____ person.

ACTIVITY 3

Aim: To give Ss further practice with the vocabulary they have learnt in 1 and 2.

- Ask Ss to work individually.
- Ask Ss to read each sentence and the four options carefully, then choose the correct answer to complete the sentence.
- Invite some Ss to share their answers.
- Check Ss' answers as a class.

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



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

1. Most of the events at the fair are _____, i.e. they are designed for the family.
   A. family-oriented B. exciting
   C. democratic D. various
2. In the past, girls had little opportunity to _____ their interests.
   A. know B. replace
   C. pursue D. promise
3. Hi-tech appliances used for housework have _____ our old-fashioned tools.
   A. made B. replaced
   C. stopped D. given up
4. The relationship between parents and children is now more _____ than in the past.
   A. independent B. private
   C. democratic D. extended
5. Protect your personal _____ online by using strong and unique passwords.
   A. taste B. experience
   C. opinions D. privacy

EXTRA ACTIVITY

Use the words in brackets in their correct forms to complete the sentences.

1. How could you _____ so much information after listening to the news just once? (memory)

2. I highly appreciate the _____ teacher-student relationship in our class. We feel free to discuss almost anything with our teachers. (democracy)

3. I prefer to live in an _____ family where I can live with my grandparents, too. (extend)

4. My parents let me _____ my passion for acting even though they do not like it. (pursuing)

5. Emails have _____ letters for decades. (replacement)

Key: **1.** memorise **2.** democratic **3.** extended **4.** pursue **5.** replaced

Pronunciation

/fl/ and /fr/

ACTIVITY 4

Aim: To help Ss identify and pronounce the sounds /fl/ and /fr/ correctly in words.



Pronunciation

/fl/ and /fr/

4 **Listen and tick (✓) the words you hear. Then listen again and repeat.** 34

1.	☐ a. fruit	☐ b. flute
2.	☐ a. frame	☐ b. flame
3.	☐ a. free	☐ b. flea
4.	☐ a. fright	☐ b. flight
5.	☐ a. fresh	☐ b. flesh
6.	☐ a. frog	☐ b. flog

- Have Ss work individually.
- Have Ss read out each pair of words first.
- Play the recording once or twice for Ss to listen and tick the words they hear.
- Check and confirm the correct answers.
- Have Ss listen again and repeat the correct words as a class, in groups, and individually.

Key: **1.** a **2.** b **3.** a **4.** b **5.** a **6.** a

Audio script – Track 34:

1. fruit **2.** flame **3.** free
4. flight **5.** fresh **6.** frog

ACTIVITY 5

Aim: To help Ss pronounce the words containing /fl/ and /fr/ correctly in sentences.

- Have Ss work individually.
- Have Ss read the sentences quietly by themselves first, paying attention to the underlined words containing /fl/ and /fr/.
- Play the recording for Ss to listen and repeat, sentence by sentence.
- Invite some Ss to read the sentences individually. Correct them if needed.

Audio script – Track 35:

1. The photos of their fight for freedom are on the second floor.
2. Who suffers most from generation conflicts?
3. The man is reflecting on his frightening trip.
4. How does the past influence your friends?
5. When I was small, I caught the flu frequently.

5 **Listen and repeat the sentences. Pay attention to the underlined words.** 35

1. The photos of their fight for freedom are on the second floor.
2. Who suffers most from generation conflicts?
3. The man is reflecting on his frightening trip.
4. How does the past influence your friends?
5. When I was small, I caught the flu frequently.

WRAP-UP

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

A CLOSER LOOK 2

Grammar

Verbs + *to*-infinitive

Verbs + *V-ing*

WARM-UP

Aims:

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

- Provide some revision on the use of *V-ing* after certain verbs like *enjoy, fancy, dislike*, and *to*-infinitive after certain verbs like *want* and *learn* that Ss have learned in Grades 6, 7, and 8. T may write two examples on the board, and underline the verb phrases, such as:

  I enjoy working in the garden with my grandma.

  My father wants to find a better job in advertising.

- Leave the examples on the board as a reminder to Ss.
- 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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ACTIVITY 1

Aim: To help Ss focus on the use of *to*-infinitive and *V-ing* after certain verbs.

- Ask Ss to do the activity individually or in pairs.
- Have Ss read the phrases and decide how to use the verbs in brackets, *to*-infinitive or *V-ing*. Guide Ss to do this activity without reading the whole phrases, just focusing on the main verbs which determine the form of the following verb (whether it is *to*-infinitive or *V-ing*).
- Invite some Ss to read aloud their answers.
- Check the answers as a class.
- Have Ss read the **Remember!** box. Explain if needed.

Key:

1. riding **2.** to use **3.** not touching
4. to make **5.** playing **6.** to learn

Notes:

T may choose to have Ss read the **Remember!** box right after the T's revision in the **Warm-up**, then do **1** OR do **1**, then read the **Remember!** box.

A CLOSER LOOK 2

Grammar

Verbs + *to*-infinitive

Verbs + *V-ing*

1 **Write the correct form of the verbs in brackets.**

1. fancy (ride) _____ a buffalo
2. learn (use) _____ traditional farming tools
3. mind (not touch) _____ the displays
4. decide (make) _____ a kite
5. avoid (play) _____ on the streets
6. promise (learn) _____ more about the history of our village

Remember!

- The verb after **want**, **promise**, **decide**, **agree**, **learn**, **plan** has the *to*-infinitive form.

  Example:

  We **decided to do** some research on Thai traditional dancing.
- The verb after **enjoy**, **fancy**, **finish**, **mind**, **avoid**, **suggest** has the *-ing* form.

  Example:

  I **suggested visiting** the Viet Nam Museum of Ethnology.

ACTIVITY 2

Aim: To give Ss some practice focusing on the forms of the verbs following certain verbs they have learnt in 1 and the Remember! box.

- Have Ss do this activity individually or in pairs.
- Remind Ss to focus on the main verb in each sentence and decide the correct form of the verb following it.
- Invite some Ss to share their answers by reading the sentences aloud.
- Confirm the correct answers as a class.

Notes: T may ask Ss to circle or underline the main verbs which decide the forms of the verbs after them. This is to help them remember which verb goes with *to*-infinitive and which with *V-ing*.

2 **Underline the correct verb form for each sentence.**

1. I really fancy to wear / wearing this traditional cone hat at our Fashion Show.
2. My brother has decided to enter / entering the Back to Our Past Competition.
3. Do you mind to replay / replaying that folk music? It's lovely.
4. My uncle always avoids to tell / telling stories about his past.
5. They plan to do / doing research about life in Hue in the 19th century.

Key: **1.** wearing **2.** to enter **3.** replaying **4.** telling **5.** to do

ACTIVITY 3

Aim: To give Ss further practice with *to*-infinitive and *V-ing*.

- Ask Ss to do the activity individually or in pairs.
- Instruct Ss that they have to do two tasks to complete this activity, so:

1. Ask Ss to read each sentence carefully and choose the appropriate verb (in meaning) from the box for the sentence.

3 **Complete each sentence with the correct form of a verb from the box.**

make	learn	give
work	teach	

1. We want _____ how to make toys from natural materials.
2. Yesterday, we finished _____ on the poster for our Good Old Days project.
3. I have promised _____ my grandfather how to find news online.
4. My grandmother suggested _____ a traditional long dress for the wedding.
5. Our group agreed _____ a presentation about school uniforms in the 20th century.

2. Ask Ss to decide on the form of the chosen verb, *to*-infinitive or *V-ing*.

- Invite some Ss to share their answers by reading them aloud.
- Check the answers as a class. Explain if needed.

Key: **1.** to learn **2.** working **3.** to teach **4.** making **5.** to give

ACTIVITY 4

Aim: To allow Ss higher-level practice with *to*-infinitive and *V-ing*.

- Have Ss do this activity individually.
- Ask Ss to read each sentence carefully and decide which option (A, B, C, or D) is incorrect.
- Invite some Ss to share their answers.
- Confirm the correct answers as a class. Explain why this or that option is incorrect and correct it.

Key: **1.** D (to have → having) **2.** A (adding → to add)
3. B (learning → to learn) **4.** B (researching → to research)
5. C (to talk → talking)

4 Choose the incorrect underlined word or phrase in each sentence.

1. Just a few years ago, I would never
   A B C
   fancy to have a smart TV in my home.
   D
2. Tom promised adding some information
   A B
   about the past to his presentation.
   C D
3. I've decided learning how ethnic minority
   A B
   people use natural materials to dye cloth.
   C D
4. My children plan researching and make
   A B
   our family tree for the past hundred years.
   C D
5. Do you mind not to talk about the past
   A B C
   in such a negative way?
   D

ACTIVITY 5

Aim: To provide Ss with real-life practice with *to*-infinitive and *V-ing*.

- Have Ss work in pairs.
- Ask Ss to take turns to complete the sentences in the way they like.
- T walks around and offers help if needed.
- Invite some Ss to share their answers. Ask the whole class to follow and correct if they make a mistake.

5 Work in pairs. Take turns to complete the sentences.

1. For my future career, I want _____.
2. Do you mind not _____?
3. We all agreed _____.
4. I have never fancied _____.
5. For our two-day holiday, I suggest _____.

Suggested answers:

1. For my future career, I want to work in fashion design.
2. Do you mind not making noise while studying?
3. We all agreed to visit the nursing home in our neighbourhood.
4. I have never fancied travelling alone abroad.
5. For our two-day holiday, I suggest going camping at Thay Pagoda (Chùa Thầy).

EXTRA ACTIVITY

Prepare a short talk about your future, based on the cues provided below. Then share it with your class.

- your future (what you want / hope / plan to do / to become)
- three things that you enjoy doing / you want to learn that you think could help you fulfil your future plan

Suggested answer:

I have always been interested in fashion. I usually watch the fashion shows and competitions on TV. I have even designed some clothes for myself like dresses, tops, and pants. I chose my own clothes when I went out with my parents and friends. I am particularly keen on the matching of colours. I love bright colours. Now, I'm taking an online course on drawing and reading about new trends in fashion. I hope that one day I will become a famous fashion designer.

WRAP-UP

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

COMMUNICATION

WARM-UP

Aims:

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

- Show Ss some pictures about life, focusing on the topics which come up later in the lesson. Ask Ss what they are about and whether they are about life in the past or the present.
- Introduce the objectives of the lesson: learning how to make promises and how to talk about changes in lifestyle.
- 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.

Everyday English

Making promises

ACTIVITIES 1 + 2

Aims:

- **To teach Ss how to make promises;**
- **To help Ss practise making promises.**

1

- Play the recording for Ss to listen and read along the conversations where Mike and Mi make promises. Ask Ss to pay attention to the highlighted parts.
- Elicit the structures for making promises. Write them on the board:

  I will …

  I promise to / not to …
- Have Ss practise the conversations in pairs. Then draw Ss' attention to the responses. Tell them that they can respond to a promise with:

  Thank you.

  I (highly) appreciate it.

  Great!


COMMUNICATION

Everyday English

Making promises

1 Listen and read the conversations. Pay attention to the highlighted parts.

① ***Mike:*** I will share with you the links about the ancient village of Duong Lam.
Phong: Thank you.

② ***Mi:*** I promise not to bring my dog to the picnic.
Ann: Great! I appreciate it.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Audio script – Track 36:

1. *Mike:* I will share with you the links about the ancient village of Duong Lam.

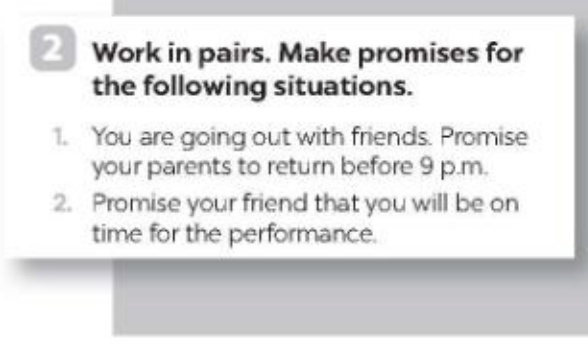
Phong: Thank you.

2. *Mi:* I promise not to bring my dog to the picnic.

Ann: Great! I appreciate it.

2

- Ask Ss to work in pairs to make similar conversations.
- Ask some pairs to perform in front of the class. Comment on their performance.



2 **Work in pairs. Make promises for the following situations.**

1. You are going out with friends. Promise your parents to return before 9 p.m.
2. Promise your friend that you will be on time for the performance.

Suggested answers:

1. I will return / I promise to return before 9 p.m.

2. I will be / I promise to be on time for the performance.

EXTRA ACTIVITY

Share with the class some promises you usually make in life.

Example: *I'll finish all my homework before I go out, Mum.*

I promise not to let you down.

Transition from *Everyday English* to *Changes around you*

- Ask Ss to share a list of changes they see around them (e.g. learning style, Tet practice, parents-children relationship, travelling …). Invite Ss to share their answers.
- Ask Ss what change they themselves have experienced and how they feel about the change.
- Tell Ss they are going to read what people talk about changes.

Changes around you

ACTIVITY 3

Aim: To help Ss understand about changes around them.

- Tell Ss that they are going to read about people talking about changes.
- Have Ss read quickly (skim) three people's talks and do the matching. To make sure that Ss do this task properly, limit the time to one minute.
- Invite some Ss to share their answers. Tell them to show some keywords that help them do the task quickly.
- Confirm the correct answers as a class.

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

Notes:

Tokyo: the capital of Japan

New Delhi: the capital of India

Cairo: the capital of Egypt



Changes around you

3 **Read the passages about changes. Then match the people with the topics they are talking about.**

1. **Aki from Tokyo**

Children used to go to temple schools. Monks, samurai, doctors, and people of other professions served as teachers. Nowadays, children study in modern schools with teachers who get professional training in the subjects they teach.

2. **Sanjay from New Delhi**

Once, it was easy to say which country a person was from because people wore their own traditional costumes. Now, trends, comfort, and style are more important. More people are wearing western clothes like jeans and T-shirts instead.

3. **Asim from Cairo**

In the past, people used animals such as horses and camels for travelling. Now, airplanes, ships, and trains have replaced them. Transportation has become faster and easier.

People	Topics
1. Aki	a. Transportation
2. Sanjay	b. Education
3. Asim	c. Clothes

ACTIVITY 4

Aim: To help Ss reflect on the three talks in 3 and express their opinion.

4 **Work in groups. Read the passages in 3 again and discuss:**

- what aspects of life in the past you want to experience.
- what change you think is for the better, and why.

- Have Ss work in groups.
- Have Ss read two suggested ideas first for the talk: 1) focus on aspects of life in the past and choose the one they would like to experience, and 2) choose the change which they think is for the better and explain why. Ss may say that no change is for the better. It's alright. Ask them to justify their answers.
- Invite 2 – 3 groups to share their answers. Make comments.

Suggested answer:

A: I want to learn in a temple school. To have monks, samurai, doctors ... as teachers is a very interesting experience.

B: I have the same wish.

C: But those people are not real teachers and maybe they do not know how to teach.

B: But their knowledge and skills are real, authentic.

C: I prefer modern schools. I want to learn with teachers who have professional training. I think the change is for the better.

ACTIVITY 5

Aim: To provide Ss with an opportunity to talk about changes in their real life.

5 **Work in pairs. Read the list below. Tell your partners which of them has remained the same and which has changed over the past five years. Take notes of your partner's answers and report them to the class.**

- Your style of clothes
- Your eating habits
- Your hobbies
- Your favourite actor / singer / book / movie

- This task allows Ss to apply what they have learnt so far in this unit (ideas, vocabulary, grammar) and the structures of the talks in **3** to talk about real changes they have observed happening around them.
- Have Ss work in pairs.
- Allow Ss some time to talk and take notes of their partner's ideas. Go round and give support if needed.
- Invite some Ss to report on the notes that they have taken of their partner's changes.

Suggested answer:

There have been some changes in Lan's lifestyle. The first change is in her style of clothes and hair. She wears more casual clothes like baggy trousers and loose pullovers. She has grown her hair. Her hobbies have changed too. She does not read Japanese comic books any more. She reads romantic stories and novels. However, her eating habits remain the same. She likes grilled meat. She likes ice cream too.

WRAP-UP

Have Ss summarise what they have learned 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 the different learning styles at different times and Speaking about your own learning style.
- Ask Ss to name some learning facilities they know and if each is available in their learning context.
- 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 activate Ss' knowledge about different learning styles.

- Have Ss work in groups.
- Have Ss read the phrases about different learning styles and discuss if each is describing the past or present learning. Ask Ss to justify their answers if possible.
- Invite some groups to share their opinions with the class.

Notes:

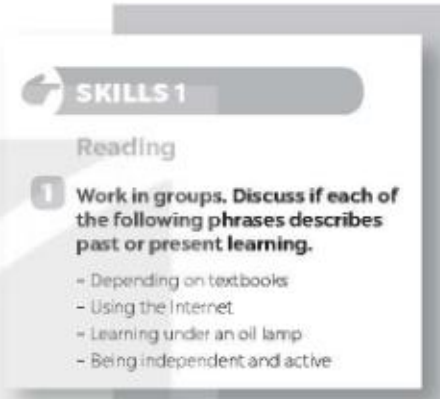
Whether Ss decide if a learning style belongs to the past or the present depends a lot on where they come from. In many places in Viet Nam and in the world, *Depending on textbooks* and *Learning under an oil lamp* are still the dominant learning styles now. So, T should be open to Ss' answers.

ACTIVITY 2

Aim: To help Ss develop their reading skill for specific information (scanning) through multiple-choice questions.

- Have Ss work individually.
- Ask Ss to read the text first. Then ask them to read each question and choose the correct answer.
- Invite 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.** A **2.** C **3.** B **4.** A **5.** D


SKILLS 1

Reading

1 Work in groups. Discuss if each of the following phrases describes past or present learning.

- Depending on textbooks
- Using the Internet
- Learning under an oil lamp
- Being independent and active


2 Two people of different generations are talking about their learning styles. Read the passages and choose the correct answer A, B, C, or D.

Mr Nam, grandfather, a 70-year-old farmer

I was one of the few children in my village who was still at school at the age of 15. Every day, I got up early and walked to school. Learning then depended mostly on our teachers and textbooks. We had no library or lab. The nearest bookshop was six kilometres away. I learned simply by taking notes during class, memorising them, and doing the homework. Life then was simple. We rarely travelled outside our village, so we didn't know much about the world around us.

Mai, granddaughter, a 15-year-old student

Learning today is very different from my grandfather's time. It is easier and more convenient. Besides learning from teachers and textbooks, we use the Internet. It provides us with various online sources such as documents, clips, and programmes. Google helps us find the answers to almost any questions we have. The Internet also allows us to pursue our own interests. Learning has become more independent. Although most children in my village have fewer private learning facilities than the students in the city, we are still luckier than my grandfather's generation. We have TVs to watch at home and a library and computers at school.

1. In Mr Nam's time, _____.
   A. teachers played an important role
   B. there were no bookshops
   C. students did experiments in labs
   D. all children stayed on at school until they were 15
2. Few people travelled outside their village, so _____.
   A. life in the village was simple
   B. his school didn't have any learning facilities
   C. the villagers didn't know much about the world around
   D. none of the villagers knew about city life
3. Learning now _____.
   A. does not require textbooks
   B. uses some online programmes
   C. depends only on the Internet
   D. does not require students to take notes
4. The word "**it**" refers to _____.
   A. learning today
   B. my grandfather's time
   C. learning facilities
   D. the Internet
5. The word "**we**" refers to _____.
   A. learning facilities
   B. students at my grandfather's generation
   C. students in the city
   D. children in the village

ACTIVITY 3



Aim: To help Ss further develop their reading skill for specific information (scanning) through a blank-filling task.

- Have Ss work individually or in pairs.
- Ask Ss to read each sentence carefully, then refer to the passage to look for the answers.
- Have Ss compare their answers in pairs. Ask them to discuss if there are differences in their answers.
- Invite 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.** textbooks **2.** memorising **3.** various

4. documents, clips, programmes (any one of these) **5.** pursue

Transition from *Reading* to *Speaking*

- Tell Ss that they are going to do the same thing as in the reading: talking about changes in their learning style. In this task, they will talk about their own experience, combining both the past and the present.
- Ask Ss to refer to the reading for any vocabulary, ideas, or structures they may need for their speaking.

Speaking

ACTIVITY 4



Aim: To provide Ss with an opportunity to talk about changes in their learning styles.

- Have Ss work in groups.
- Tell Ss that they can choose to talk about anything related to their learning, not just the ideas suggested in the task.
- Ask Ss to discuss and take notes of their answers. T goes round and offers support if needed.

ACTIVITY 5

Aim: To provide Ss with an opportunity to share changes in their learning styles.



- Have each group choose a presenter.
- Have some groups present the changes that their groups have talked about.
- Ask other Ss to listen and comment or ask questions if they have any. Comment on their presentation.

Suggested answer:

Five years ago, we were at primary school. We had only three or four teachers teaching us all our subjects. We depended on the teachers to tell us everything we needed to do: taking notes in our notebooks, doing homework, and preparing for exams. We rarely did anything that the teacher did not request. Now, we have different teachers for different subjects. We have also become more independent and active in our learning. We use the Internet to learn about our interests. And it costs very little to do this.

EXTRA ACTIVITY

Interview two of your classmates and fill in the table below in notes. Then report your findings to the class.

Questions	Student 1	Student 2
1. What are your three favourite sources for learning?		
2. What do you prefer: learning by yourself or learning in groups?		
3. Do you attend extra classes after school?		

WRAP-UP

Have Ss summarise what they have learned 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 family life and Writing about the changes in your family over a period of five years.
- Ask Ss to list some aspects which they think are related to family life.
- 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 prepare Ss for the listening text.

- Have Ss work in pairs.
- Ask Ss to look at the picture and read the aspects listed under it and tick the one(s) they think the listening text will mention.
- Invite some Ss to share their answers.


SKILLS 2

Listening

1 You are going to listen to a talk about family life. Work in pairs. Choose the aspect(s) that you think will be mentioned in the talk.

a. Family types
b. Parents' working places
c. Family holidays
d. Birthday parties
e. Parents-children relations

Notes:

All five aspects in the list might appear in the talk about family life. The purposes of this task are (1) to introduce some topics that a person can mention when talking about their family and (2) to direct the focus of the listening. After the listening, T can ask Ss to refer back and see if their answers are correct.

ACTIVITY 2

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

- Have Ss read the facts (1 – 5) carefully so that they can get some ideas of the listening text.
- Play the recording and tell Ss to listen for the facts 1 – 5 and decide if each fact refers to the past or the present.
- 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. Pause at places where Ss have difficulties and show them how to find the answers.

Key:

The past: 1, 3

The present: 2, 4, 5

2 **Listen to the talk and tick (✓) the correct column.** (37)

Facts	The past	The present
1. Popularity of extended families		
2. More holidays away from home		
3. More time spent doing things together		
4. More sources to learn from		
5. More democratic parent-children relationships		

ACTIVITY 3

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

- Tell Ss to read the sentences in **3** to determine what information is missing.
- Tell Ss that they are going to listen again to the text but with a focus on picking up the missing information.
- Play the recording. 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 places where Ss are having difficulties.

3 **Listen again and fill each blank with a word or a number.** (38)

1. The speaker mentions _____ types of families.
2. In an extended family, there is / are _____ generation(s) living together.
3. The speaker describes Vietnamese people as _____.
4. Children in the past usually came to their _____ to share their experiences.
5. Today's children want their parents to respect their independence and _____.

Key: **1.** two (nuclear and extended) **2.** three **3.** family-oriented

4. elders **5.** privacy

Audio script – Tracks 37 + 38:

Family life has changed a lot over the past 50 years.

Firstly, nuclear families have replaced extended ones. In the past, there were usually three generations living together in a household. Now, there are often two generations only: parents and children.

Secondly, Vietnamese people are traditionally family-oriented. Holidays in the past mostly meant gathering, cooking, and eating. Now, more families go out, visit places, play, and eat. Overall, holidays have become more relaxing and less tiring.

Lastly, families in the past spent more time talking and doing things together. Children came to their elders to share their experiences and look for answers to their questions. Today's children have more opportunities to learn from other sources. They do not depend all on their elders. While they listen to their parents, they want their parents to listen to them, too. The relation between parents and children is more democratic. Parents have learned to respect their children's independence and privacy.

Transition from *Listening* to *Writing*

- Tell Ss that in the upcoming writing tasks, they are going to write about the same thing as in the listening: changes in their family over the past five years.
- Ask Ss to refer to the listening (Activities 1-2-3) for any vocabulary, ideas, or structures they may need for their writing.

Writing

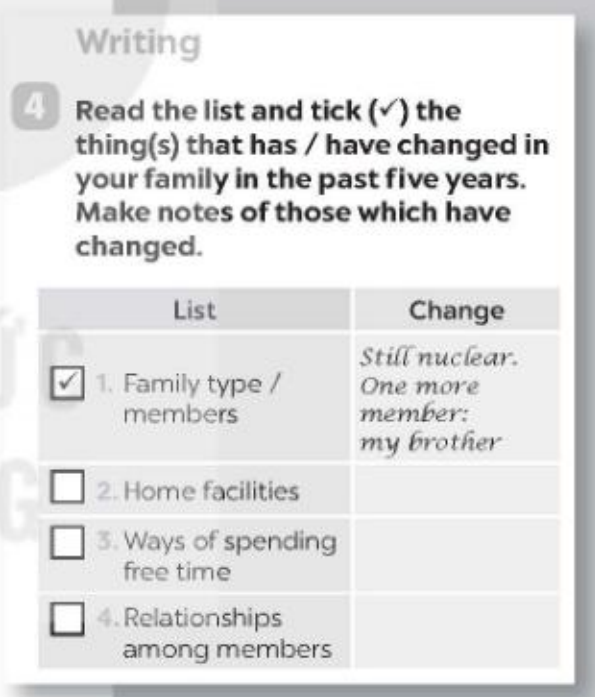
ACTIVITY 4

Aim: To help Ss reflect on the listening and brainstorm ideas about changes in their family.

- Have Ss work individually.
- Ask Ss to read the list and tick the one(s) which has / have changed in their family. A time range of five years is given to enable Ss to talk about changes they have really witnessed.
- Allow Ss some time to note down the changes. Move around to offer help if needed.

Notes:

Not every family has witnessed all the changes. Ss may tick 2, 3, or even 1. The most important thing is how they talk about the change(s).



Writing

4 **Read the list and tick (✓) the thing(s) that has / have changed in your family in the past five years. Make notes of those which have changed.**

List	Change
☑ 1. Family type / members	*Still nuclear. One more member: my brother*
☐ 2. Home facilities	
☐ 3. Ways of spending free time	
☐ 4. Relationships among members	

ACTIVITY 5

Aim: To help Ss write an email to share with friends about the changes in their family.

- Ask Ss to read the notes in **4**.
- Allow them some time to arrange the ideas and write out the email. Go round and offer help if needed.



5 **Write an email (100 - 120 words) to your penfriend about the changes in your family. Use the ideas in 4.**

Start and end the email as follows:

New Message

From: Cc Bcc

To:

Subject: Changes in my family

Hello _____,

It's nice to hear from you again. Let me tell you about the changes _____

All the best,

- Invite some Ss to read aloud their emails to the class. Comment on them.
- Collect some writings to correct at home. Otherwise, ask Ss to revise and rewrite their emails at home based on the T's comments of their friends' writings. Have them bring their new texts to the next lesson. Collect some for marking.

Suggested answer:

From: hoa@fastmail.com

To: tom@quickmail.com

Subject: Changes in my family

Hello Tom,

It's nice to hear from you again. Let me tell you about the changes in my family over the past five years. It's still a nuclear family with two generations. But our living conditions are much better. Two years ago, my father found another job and he earns more money now. We now have an air conditioner and a washing machine. Sometimes we can eat out or go on holiday. My father also spends more time with my brother and me. He teaches us how to do the chores that adult men should be able to do. We act more like friends. My parents respect our independence and privacy.

All the best,

Hoa

EXTRA ACTIVITY

Write your opinion about the role of children nowadays in the family based on the following suggestions:

1. The number of children in a household

2. The amount of housework they share with their parents

3. The amount of time they spend on family activities

4. How obedient they are and how independent they are from their parents

5. If they are obliged to take care of their parents when their parents get old

Suggested answer:

Nowadays families tend to have fewer children than they did in the past: just one or two per family. Therefore, parents have more time to take care of their children, resulting in their children doing less housework and having fewer responsibilities in the family. Most parents encourage their children to spend more time on their studies, so they may have less time with families. The Internet also distracts children from engaging in family activities. Children have become more independent. However, when their parents get old, most children are willing to take care of them.

WRAP-UP

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

LOOKING BACK

Encourage Ss not to refer 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 each sentence carefully, then refer to the four options and choose the correct answer.
- Allow Ss to compare their answers with their partners.
- Invite some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if needed.

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

ACTIVITY 2

Aim: To help Ss use the correct form of a word in each sentence.

- Have Ss do this activity individually.
- Ask Ss to read each sentence carefully and decide what form of the word provided (a verb, a noun, an adjective …) is needed to complete the sentence.
- Allow Ss some time to do the task. Go round and offer help if needed.
- Ask Ss to compare their answers with their partners.
- Confirm the correct answers as a class. Explain if needed.

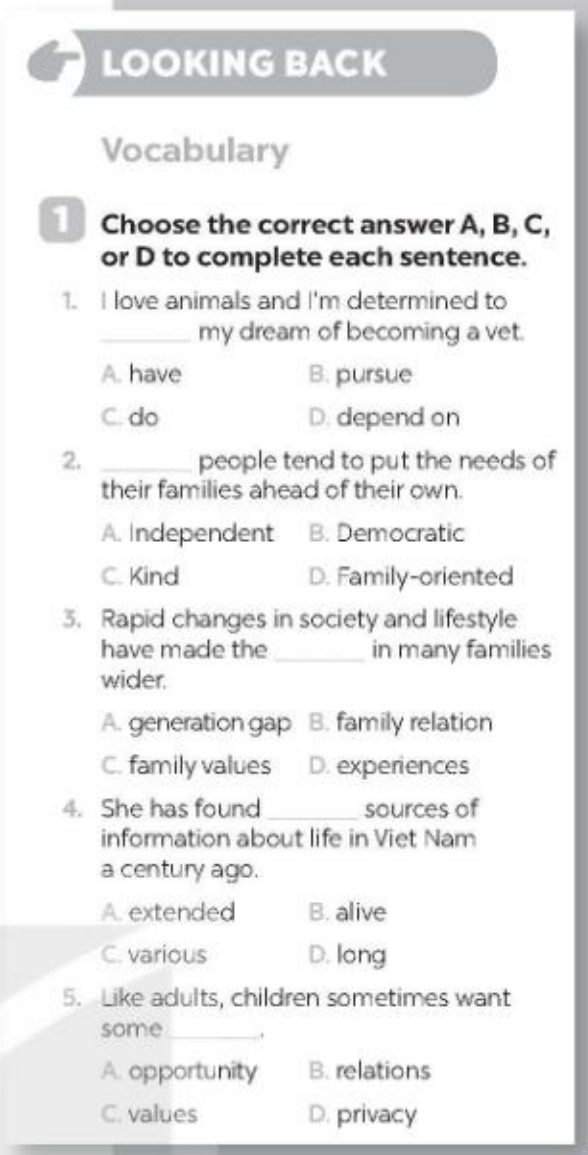
Key: **1.** private **2.** memorise **3.** independent
4. freedom **5.** democratic

Grammar

ACTIVITY 3

Aim: To help Ss revise the *to*-infinitive and *V-ing* after certain verbs.

- Have Ss do this activity individually.
- Ask Ss to read the sentences carefully and decide which form of verb is correct (*to*-infinitive or *V-ing*).



LOOKING BACK

Vocabulary

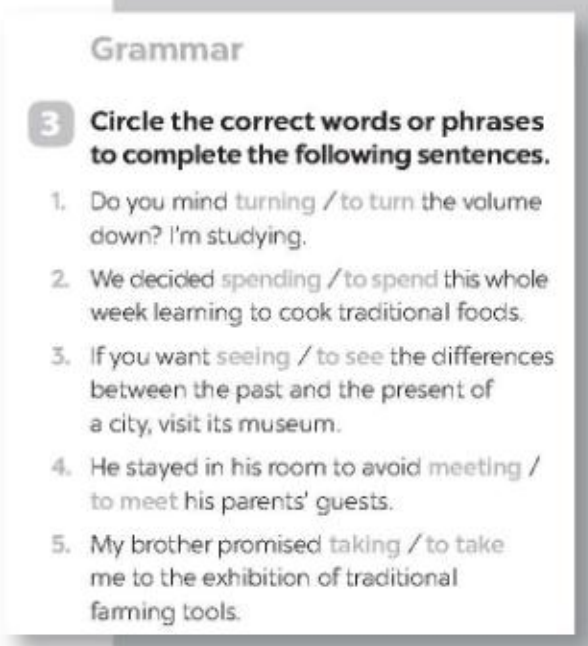
1 **Choose the correct answer A, B, C, or D to complete each sentence.**

1. I love animals and I'm determined to _____ my dream of becoming a vet.
   A. have B. pursue
   C. do D. depend on
2. _____ people tend to put the needs of their families ahead of their own.
   A. Independent B. Democratic
   C. Kind D. Family-oriented
3. Rapid changes in society and lifestyle have made the _____ in many families wider.
   A. generation gap B. family relation
   C. family values D. experiences
4. She has found _____ sources of information about life in Viet Nam a century ago.
   A. extended B. alive
   C. various D. long
5. Like adults, children sometimes want some _____.
   A. opportunity B. relations
   C. values D. privacy



2 **Complete the sentences with the correct forms of the words in brackets.**

1. My parents taught me not to listen to other people's _____ conversations. (privacy)
2. It's amazing that the boy can _____ all the information in such a short time. (memory)
3. Living away from home to attend college has made me more _____. (independence)
4. In a modern society, we learn to value a person's _____. (free)
5. In a _____ classroom, every student has the right to speak as well as the responsibility to listen to others. (democracy)



Grammar

3 **Circle the correct words or phrases to complete the following sentences.**

1. Do you mind turning / to turn the volume down? I'm studying.
2. We decided spending / to spend this whole week learning to cook traditional foods.
3. If you want seeing / to see the differences between the past and the present of a city, visit its museum.
4. He stayed in his room to avoid meeting / to meet his parents' guests.
5. My brother promised taking / to take me to the exhibition of traditional farming tools.

- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if needed.

Key: **1.** turning **2.** to spend **3.** to see **4.** meeting **5.** to take

ACTIVITY 4

Aim: To provide Ss with a writing task to revise the grammar points they have learnt in the lesson.


4 **Make complete sentences from the clues. Make any changes and add more words if necessary.**

1. we / plan / visit / historical places / Cao Bang.
→ _____
2. we / hope / have / bus station / near / village / soon.
→ _____
3. even / grandmother / enjoy / use / Facebook / communicate / her friends.
→ _____
4. last year / I / learn / make cakes / watch / cooking videos / Internet.
→ _____
5. this morning / I / suggest / do a survey / northern women's traditional costumes.
→ _____

- Have Ss do this activity individually.
- Ask Ss to read each group of clues carefully and decide how to construct the sentence (verb tense, extra words …).
- Invite some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if needed.

Key:

1. We plan / are planning to visit some historical places in Cao Bang.
2. We hope to have a bus station near our village soon.
3. Even my grandmother enjoys using Facebook to communicate with her friends.
4. Last year, I learned to make cakes by watching cooking videos on the Internet.
5. This morning, I suggested doing a survey on northern women's traditional costumes.

PROJECT

Aim: To provide Ss with an opportunity to develop their interview skills, to get to know more about their families, and to practise giving an oral presentation.


PROJECT

I KNOW MY _____ WELL!

Work individually.

1 **Interview one of your family members about his / her life when he / she was your age now. Take notes of his / her answers. You may focus on:**
- what school he / she went to
- what learning was like then
- how he / she spent his / her free time
- what relations among family members were like then

2 **Make a poster, including his / her photo and the information you have noted.**

3 **Present your poster to the class.**

Now I can ...	✓	✓✓	✓✓✓
• use the words about changes in lifestyle. • pronounce the sounds /f/ and /h/ correctly in words and sentences. • recognise and use verbs + to-infinitive / V-ing. • make promises. • read about learning styles in the past and at present. • talk about changes in my learning style. • listen about changes in family life. • write an email about changes in my family.			

Unit 6 - Vietnamese Lifestyle: Then and Now 89

- Since Ss have had time to prepare for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster that introduces a family member.
- Have Ss work individually. Give them a few minutes to prepare for their presentation.
- Give Ss checklists for self and peer assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists in the same way after completing their presentation.
- Invite two or three Ss to present their posters. Encourage the rest of the class to ask questions at the end. Give feedback after each presentation. T can also give marks as part of Ss' continuous assessment.

FEEDBACK FORM FOR POSTER PRESENTATIONS

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I interacted with the audience.		
4. I concluded the talk appropriately.		
DESIGN OF THE POSTER		
1. My poster was clearly organised.		
2. The content and photos were suitable.		
CONTENT: My poster includes the following information:		
1. pictures of a family member		
2. information about the member (relation, age, job, hobbies, and personal characteristics)		

2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenter greeted the audience.		
2. The presenter spoke clearly and naturally.		
3. The presenter interacted with the audience.		
4. The presenter concluded his / her talk appropriately.		
DESIGN OF THE POSTER		
1. His / Her poster was clearly organised.		
2. His / Her content and photos were suitable.		
CONTENT: His / Her poster includes the following information:		
1. pictures of a family member		
2. information about the member (relation, age, job, hobbies, and personal characteristics)		

NOW I CAN ...

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

REVIEW 2

Objectives:

By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in *Units 4 – 6*.

Introduction

- Ask Ss what they have learnt in terms of language and skills in *Units 4 – 6*.
- 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.
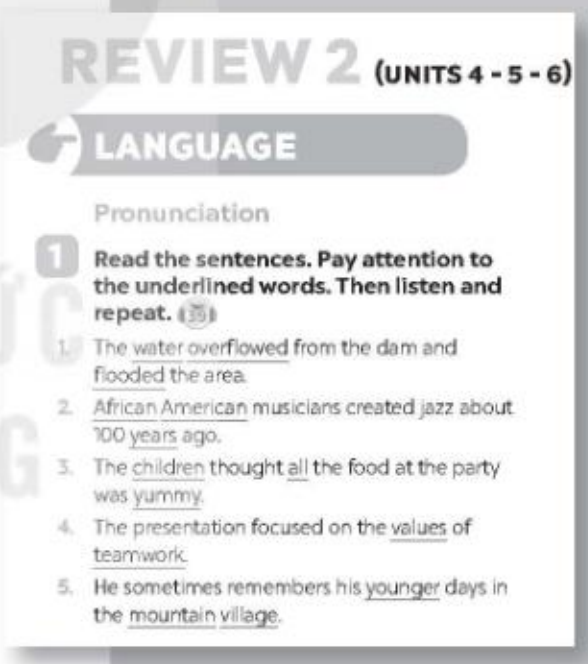
LANGUAGE

Teacher 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 sounds learnt in *Units 4 – 6*.


REVIEW 2 (UNITS 4 - 5 - 6)

LANGUAGE

Pronunciation

1 **Read the sentences. Pay attention to the underlined words. Then listen and repeat.** (39)

1. The water overflowed from the dam and flooded the area.
2. African American musicians created jazz about 100 years ago.
3. The children thought all the food at the party was yummy.
4. The presentation focused on the values of teamwork.
5. He sometimes remembers his younger days in the mountain village.

- 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 them if needed.
- Then allow Ss 1 – 2 minutes to read the sentences.
- Play the recording for Ss to listen and repeat. Ask them to pay attention to the underlined words.
- Call on some Ss to read the sentences aloud.

Audio script – Track 39:

1. The water overflowed from the dam and flooded the area.
2. African American musicians created jazz about 100 years ago.
3. The children thought all the food at the party was yummy.
4. The presentation focused on the values of teamwork.
5. He sometimes remembers his younger days in the mountain village.

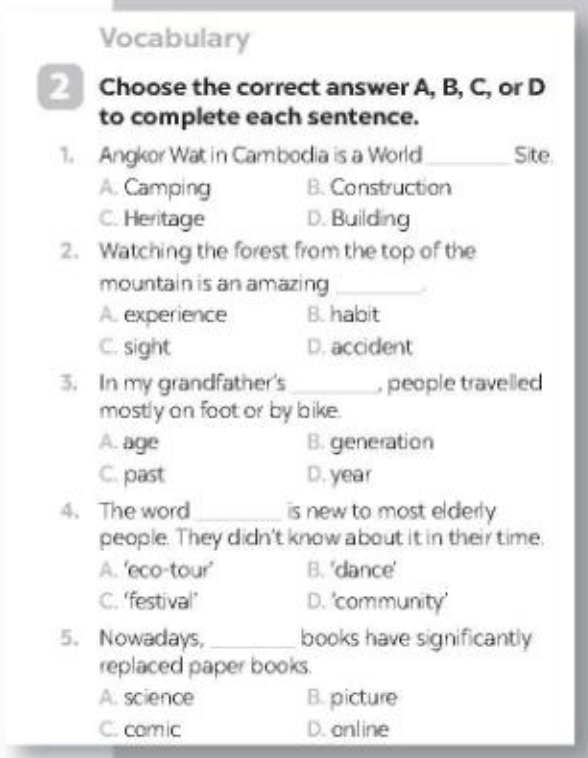
Vocabulary

ACTIVITY 2

Aim: To help Ss revise the vocabulary items they have learnt in *Units 4 – 6*.

- Have Ss do this exercise individually or in pairs.
- Ask Ss to read each sentence carefully and look for clues which can help them decide on the correct option. For example, in Sentence 1, all the words can combine with 'Site'. However, when you see the words 'World' and 'Site' in capital letters, only the word 'Heritage' can fit in.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers. Explain the answers if needed.

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



Vocabulary

2 **Choose the correct answer A, B, C, or D to complete each sentence.**

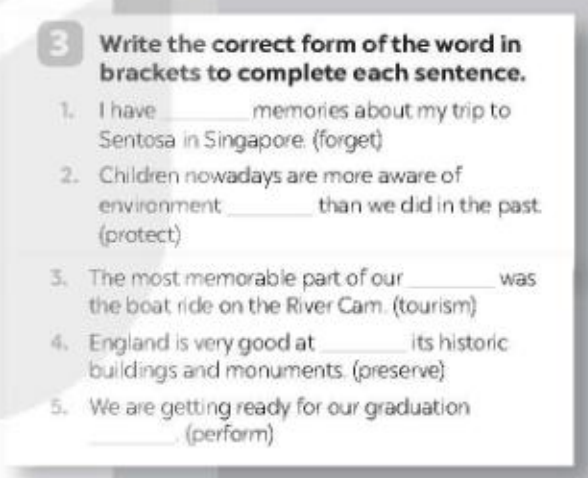
1. Angkor Wat in Cambodia is a World _____ Site.
   A. Camping B. Construction
   C. Heritage D. Building
2. Watching the forest from the top of the mountain is an amazing _____.
   A. experience B. habit
   C. sight D. accident
3. In my grandfather's _____, people travelled mostly on foot or by bike.
   A. age B. generation
   C. past D. year
4. The word _____ is new to most elderly people. They didn't know about it in their time.
   A. 'eco-tour' B. 'dance'
   C. 'festival' D. 'community'
5. Nowadays, _____ books have significantly replaced paper books.
   A. science B. picture
   C. comic D. online

ACTIVITY 3

Aim: To help Ss learn how to use the correct form of a word in different contexts.

- Have Ss do this exercise individually or in pairs.
- Ask Ss to read each sentence first and look for clues which help them decide what form of a word is needed to complete the sentence. For example, in Sentence 1, we need an adjective to modify 'memories'. In this case, the visit is past and the speaker still remembers, so it must be 'unforgettable'.
- Call on some Ss to share their answers.
- Confirm the correct answers as a class. Explain if needed.

Key: **1.** unforgettable **2.** protection **3.** tour **4.** preserving **5.** performance



3 **Write the correct form of the word in brackets to complete each sentence.**

1. I have _____ memories about my trip to Sentosa in Singapore. (forget)
2. Children nowadays are more aware of environment _____ than we did in the past. (protect)
3. The most memorable part of our _____ was the boat ride on the River Cam. (tourism)
4. England is very good at _____ its historic buildings and monuments. (preserve)
5. We are getting ready for our graduation _____. (perform)

Grammar

ACTIVITY 4

Aim: To help Ss revise the grammar points they have learnt in *Units 4 – 6*.

- Have Ss do the task individually or in pairs.
- Ask Ss to read each sentence carefully and look for clues to decide which answer (A, B, C, or D) best completes the sentence. For example, in Sentence 1, the *-ing* form of 'not showing' guides that we need a verb which goes with *-ing* form. B is the only correct answer.



Grammar

4 **Choose the correct answer A, B, C, or D to complete each sentence.**

1. Do you _____ not showing this photo in your presentation?
   A. wish B. mind
   C. decide D. think
2. We _____ we had more time to research changes in our village.
   A. fancy B. decide
   C. wish D. like
3. – How is your ceramic course?
   – Fantastic. I _____ how to make simple items.
   A. have learnt B. was learning
   C. learnt D. learn
4. I went to the Exhibit Hall while my friend Mark _____ to the museum attendant.
   A. talked B. was talking
   C. has talked D. talks
5. I wish I _____ visit Angkor Wat in Cambodia.
   A. can B. should
   C. will D. could

- 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.** B **5.** D

ACTIVITY 5

Aim: To provide Ss with more practice on the use of verbs in certain structures.

- Have Ss work individually or in pairs.
- Ask Ss to read the sentences carefully and underline the clues that decide which form of a verb is needed.
- Call on some Ss to share their answers with the class. Ask them to explain their answers.
- Confirm the correct answers as a class. Explain if needed. T may then call on some Ss to read aloud the correct sentences.

Key: **1.** were walking **2.** had **3.** Have you ever made
4. to choose **5.** searching

5 **Use the correct forms of the verbs in brackets to complete the sentences.**

1. We (walk) _____ down the hill when we saw the castle. It was so beautiful in the sunset.
2. I wish I (have) _____ more time to spend at the Viet Nam National Village for Ethnic Culture and Tourism.
3. _____ you (ever / make) _____ a handicraft item?
4. We all decided (choose) _____ the *Return to the Past* class.
5. Do you mind (search) _____ for more information about Japanese cartoons?

SKILLS

Reading

ACTIVITY 1

Aim: To help Ss practise reading for specific information through multiple-choice questions.

- Ask Ss to do the exercise individually.
- Ask Ss to have a quick glance at the reading and answer some questions:
  What is the reading about?
  How many types of market are mentioned?
- Ask Ss to read the passage, then the questions and choose the correct answers. Alternatively, Ss read each question and refer to the reading and look for the answer. The latter way is quicker when you are doing a test.
- Call on some Ss to share their answers with the class. Ask them to explain where they find the answers.
- Confirm the correct answers as a class. Explain if needed.

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

SKILLS

Reading

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

Not long ago, open-air markets played an important part in the lives of the Vietnamese. Wherever there was open space, the local people could start their own market. There, you could find almost everything from local home-made and home-grown products to those that the sellers bought wholesale from somewhere and resold them for a profit. Since the locals went there nearly every day, they knew one another, and the sellers even remembered the customers' preferences.

Then supermarkets came and soon became popular. There are many reasons to explain their popularity. First, they offer a cool and large shopping site. Shoppers can spend hours in them without worrying about heat or rain. Second, they provide shoppers with a wide range of goods, from foods and kitchenware to cosmetics and pet care products. People do not have to move from shop to shop to collect all the things they need. Nowadays, many supermarkets even offer home-delivery service and online shopping, which makes shopping even easier.

1. In the past, the local people could start an open-air market when _____.
   A. they paid the rent
   B. they found a spacious spot
   C. they had products to sell
   D. they didn't want to shop elsewhere
2. The relationship between the sellers and the market-goers at an open-air market was _____.
   A. healthy B. distant
   C. formal D. close
3. The writer mentions two _____ the supermarket.
   A. of his experiences with
   B. types of goods in
   C. benefits of
   D. types of shoppers in
4. The supermarket also offers _____.
   A. pet food B. pets
   C. pet shops D. pet vets
5. Which statement is true according to the information in this passage?
   A. Now you can find open-air markets in the countryside only.
   B. Every supermarket offers home-delivery service.
   C. It's more convenient to shop in a supermarket than in an open-air market.
   D. Supermarkets offer everything we need.

Speaking

ACTIVITY 2

Aim: To provide Ss with an opportunity to talk about familiar things around them.


Speaking

2 **Work in groups. Choose ONE of the things below and discuss it, using the cues. Then present it to your class.**

1. conical hat 2. smart TV 3. open wood fire

- Does the thing in the picture represent the past, present, or both?
- Has it changed over time? If it has, how is it different?
- What do you think about the change?

- Have Ss work in pairs or groups.
- Ask Ss to look at the pictures first and decide on the thing they will talk about.
- Allow Ss some time to discuss to get information. Tell them that they can base on the suggestions given or create their own content.
- Call on some pairs or groups to share their answers.
- Listen and comment.

Suggested answer:

Our group will talk about the conical hat. It's a symbol of Vietnamese women. They wear it to protect them from sunlight and rain whenever they go out, whether on foot or by bike. It was used in the past, is still in use at present, and will continue to exist in the future. The change is not in the hat itself. It's still the same in shape, colour, and materials. The change is in the use. Since conical hats are not easy to carry around, especially when more and more women travel by bikes and motorbikes, they are now not as popular as they used to. More girls and women change to cloth hats as they are more convenient to carry. However, you can still find conical hats in every corner of Viet Nam.

Listening

ACTIVITY 3

Aim: To give Ss practice in listening for specific information about children's entertainment in the past.


Listening

3 **Listen to a talk about entertainment for Vietnamese children in the past and complete each sentence with ONE word.** 40

1. Games in the past required little _____.
2. We floated paper boats on imagined 'rivers' formed from _____.
3. Thanks to making our own toys, we became _____.
4. We played most games in _____ outdoors.
5. Team games helped develop _____ bonds among us.

- Have Ss work individually.
- 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 answer the questions.
- Play the recording and let Ss complete their answers. If Ss cannot complete the task after the first time, play the recording again and allow them some time to fill all the blanks.
- Call on some Ss to share their answers.
- Check the answers as a class. If needed, play the recording again and pause when an answer is presented.

Key: **1.** equipment **2.** rainwater **3.** creative **4.** groups **5.** strong

Audio script – Track 40:

Entertainment for us children in the past was very different from now. In my time, playing was cheap or cost nothing. We just chose a place suitable for our games: a smaller space for games like tug of war or hide-and-seek, and a bigger space for football and kite flying. Most of those games required little equipment. We also floated paper boats on imagined 'rivers' formed from rainwater, or played cooking with anything we found in and around our house. We collected natural materials like sticks and leaves or used things like paper and bottles to make toys and play games. This helped us become creative. Another amazing thing is we mostly played in groups outdoors. Therefore, we got to know one another well and developed strong bonds among us. We had more stories to share when we met again years later.

Writing

ACTIVITY 4

Aim: To help Ss practise writing correct sentences from provided clues.

- Have Ss work individually.
- Ask Ss to read the clues of each group and get its meaning. Then ask them to decide how to construct a complete meaningful sentence from the clues.
- Allow Ss some time to complete the task.
- Call on some Ss to read aloud their sentences. Give comments.
- Provide correct sentences. Explain if needed.


Writing

4 **Make complete sentences from the clues. Make any changes and add more words if necessary.**

1. I / wish / I can / attend / traditional festivals / minority people / Viet Nam.
→ _____
2. When we / arrive / fair, / rice-cooking competition / taking place.
→ _____
3. He promise / help me / PowerPoint presentation / but he / not.
→ _____
4. We / never see / sight / as beautiful as / mountain at sunset.
→ _____
5. he / fancy / become / fashion designer / when / he / child?
→ _____

Key:

1. I wish I could attend some traditional festivals of minority people in Viet Nam.

2. When we arrived at the fair, the rice-cooking competition was taking place.

3. He promised to help me with my PowerPoint presentation but he didn't.

4. We have never seen a sight as beautiful as the mountain at sunset.

5. Did he fancy becoming a fashion designer when he was a child?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 7 NATURAL WONDERS OF THE WORLD

Objectives:

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

- use the words related to the topic *Natural wonders of the world*;
- pronounce the sounds /sl/ and /sn/ correctly in words and sentences;
- use the reported *Yes / No* questions;
- ask for permission and respond;
- read for specific information about the Dolomites - a travel destination;
- talk about the Great Barrier Reef;
- listen for specific information about the Amazon Rainforest;
- write a paragraph about a natural wonder / landscape in their area.


Unit 7 NATURAL WONDERS OF THE WORLD

THIS UNIT INCLUDES:

Vocabulary
Natural wonders

Pronunciation
Sounds: /sl/ and /sn/

Grammar
Reported speech (Yes / No questions)

Skills
- Reading about a travel destination
- Talking about a natural wonder
- Listening about a natural wonder
- Writing a paragraph about a natural wonder / landscape in an area

Everyday English
Asking for permission and responding

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 talking about beauty spots around us. Ask Ss to identify / talk about the most beautiful places in their own community. (*Where are they? Are they natural or man-made?* ...)
- Introduce the topic *Natural Wonders of the World*. Show Ss some photos of famous natural wonders, such as Ha Long Bay, Sahara Desert, Great Barrier Reef, etc.
- 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

MEETING ON THE CORRIDOR

ACTIVITY 1


GETTING STARTED

Meeting on the corridor

1 Listen and read.

Lan: Hi, Tom. I hear that you've won second prize in the Natural Wonders Contest. Congratulations!

Tom: Thanks, Lan. I like exploring the wonders of nature. I'm crazy about them.

Lan: What did you talk about in the contest?

Tom: I talked about some natural wonders like Mount Everest, the Great Barrier Reef, and the Dead Sea.

Lan: Wonderful! I'm interested in them too.

Tom: Well, you know our planet has so many beautiful landscapes, from snow-covered peaks to charming rivers, lakes, and other natural places that we can't help admiring. So that's what I talked about.

Lan: Oh yeah ... And what else did you mention?

Tom: Well, I mentioned the risk of us, humans, destroying natural wonders, and I suggested ways to preserve them and support sustainable development.

Lan: Sounds interesting. Do you want to visit any of these places?

Tom: The host also asked me if I wanted to visit those places, and I answered that I wanted to see two of them: the Grand Canyon and Ha Long Bay.

Lan: I'd love to visit them too.

Aims:

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

- To begin with, ask Ss some questions: *Have you ever been to Ha Long Bay? Do you know that it is a famous natural wonder? Have you heard of / read about other wonders: Mount Everest, the Dead Sea?*, etc.
- Set the context for the listening and reading by asking Ss to look at the picture.
- Then ask Ss to look at the title and guess what the conversation between Lan and Tom is about.
- Play the recording for Ss to listen and read along. Then have some Ss read the conversation aloud.
- Ask Ss some questions about the conversation.
- Confirm the correct answer. (*They are talking about famous natural wonders.*)
- Have Ss say the words in the text that they think are related to the topic of the unit. Have them pronounce the words containing the sounds /sl/ and /sn/.

Audio script – Track 41:

Lan: Hi, Tom. I hear that you've won second prize in the Natural Wonders Contest. Congratulations!

Tom: Thanks, Lan. I like exploring the wonders of nature. I'm crazy about them.

Lan: What did you talk about in the contest?

Tom: I talked about some natural wonders like Mount Everest, the Great Barrier Reef, and the Dead Sea.

Lan: Wonderful! I'm interested in them too.

Tom: Well, you know our planet has so many beautiful landscapes, from snow-covered peaks to charming rivers, lakes, and other natural places that we can't help admiring. So that's what I talked about.

Lan: Oh yeah … And what else did you mention?

Tom: Well, I mentioned the risk of us, humans, destroying natural wonders, and I suggested ways to preserve them and support sustainable development.

Lan: Sounds interesting. Do you want to visit any of these places?

Tom: The host also asked me if I wanted to visit those places, and I answered that I wanted to see two of them: the Grand Canyon and Ha Long Bay.

Lan: I'd love to visit them too.

ACTIVITY 2

Aim: To help Ss understand the text.

- Have Ss work individually. Tell them to read the statements and decide whether they are true (T) or false (F) without reading the conversation again.
- If Ss find the task difficult, ask them to read the conversation again and find the information in it.
- Check their answers and explain if necessary.

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

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

	T	F
1. Tom took part in the Natural Wonders Contest.		
2. Lan is not keen on natural wonders.		
3. Tom suggested ways to preserve natural wonders.		
4. Tom asked the host if he wanted to go to Ha Long Bay.		

ACTIVITY 3

Aim: To help Ss learn the new vocabulary of the unit.

- Ask Ss to read the sentences and find the words from the box to fill in the gaps.
- Have Ss share answers before discussing it as a class. Have some Ss write the correct answers on the board. If there's time, call on some Ss to read the sentences.

Key: **1.** landscape **2.** couldn't help **3.** explore **4.** support **5.** development

3 **Complete each sentence with a word or a phrase from the box.**

explore | couldn't help | landscape | support | development

1. A _____ is everything you can see in a large area of land, especially in the countryside.
2. It was risky for him to climb the peak, but we _____ admiring his courage.
3. The best way to _____ the Trang An Landscape Complex is by boat.
4. Environmentalists strongly _____ measures to save these heritage trees.
5. Sustainable _____ goals will guide us to create a more sustainable future for all.

ACTIVITY 4

Aim: To help Ss revise and learn the vocabulary related to the topic of the unit.

- Have Ss work independently. Ask them to read the sentences, paying attention to the words given in brackets and their collocations.
- Tell Ss that most of these words appear in the conversation, so they can look back and find the words.
- Have Ss share answers before discussing it as a class.
- For more able Ss, have them make up sentences with these words.

Key: **1.** crazy **2.** landscape **3.** explore **4.** suggest **5.** contributes

4 **Underline the correct answer to complete each sentence.**

1. Charles is crazy / interested about football. He follows all the World Cup matches.
2. When you go to Mui Ne, you can see the unique location / landscape of a desert.
3. The children were very eager to explore / possess the surrounding countryside.
4. Can you suggest / discover ways of boosting our local tourism?
5. Tourism develops / contributes millions of dollars to our country's economy.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To help Ss learn about some famous natural wonders of the world.

5 GAME **Natural Wonders Knowledge**

Work in groups. List some natural wonders and say where they are located. The group that has the most correct answers wins.

Example:

The Amazon Rainforest – in Brazil / in South America

- Ss work in groups of three or four. Explain to them what they are going to do.
- Give Ss some time (3 – 4 minutes) to do the task.
- T may call on some groups to write their answers on the board. The group that has the most correct answers wins.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words / phrases and the grammar points they remember from the lesson. Tell Ss that they will learn these language points in the upcoming lessons.

Notes:

Mount Everest: the highest mountain in the world (8,849m), located on the border between China and Nepal

PROJECT PREPARATION

The project is at the end of the unit, but it is recommended that T assigns tasks, and instructs Ss to start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their book to the last page of the unit, the **Project** section, look at the pictures and say what the topic of the project is (*Natural wonders of the world*).
- Explain the project requirements: In groups, Ss will have to design a poster of a natural wonder of the world, and then give an oral presentation of their posters in the last lesson of the unit. Explain that poster presentations are a way to communicate ideas, research, or understand a topic in a visual way. Their posters should be clear and engaging, with a mixture of text and pictures or tables / graphs. Ss will display their posters around the classroom in advance. One representative from each group will stand next to the poster. The rest will walk round the classroom, study the posters, and talk to group representatives if they want to learn more about the natural wonders. Then the class will sit down and vote for the best poster.
- Put Ss into groups and have them choose their group leader. Then ask the group leaders to assign tasks to each group member, making sure that all group members contribute to the project work.
- T may suggest some steps for Ss to follow:

  Step 1. Collecting information and pictures (searching the Internet, reading books / magazines, brainstorming ideas, etc. about a natural wonder: its location, its special features / attractions, threats to its existence, and ways / plans to preserve it)

  Step 2. Organising ideas and visuals, and designing the posters

  Step 3. Practising explaining their posters and answering questions about the content
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

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 of famous landscapes in Viet Nam and in the world.
- Lead into this lesson which focuses on the new words / phrases and the sounds /sl/ and /sn/.
- Share with Ss the lesson objectives and have them open their books and start the lesson.

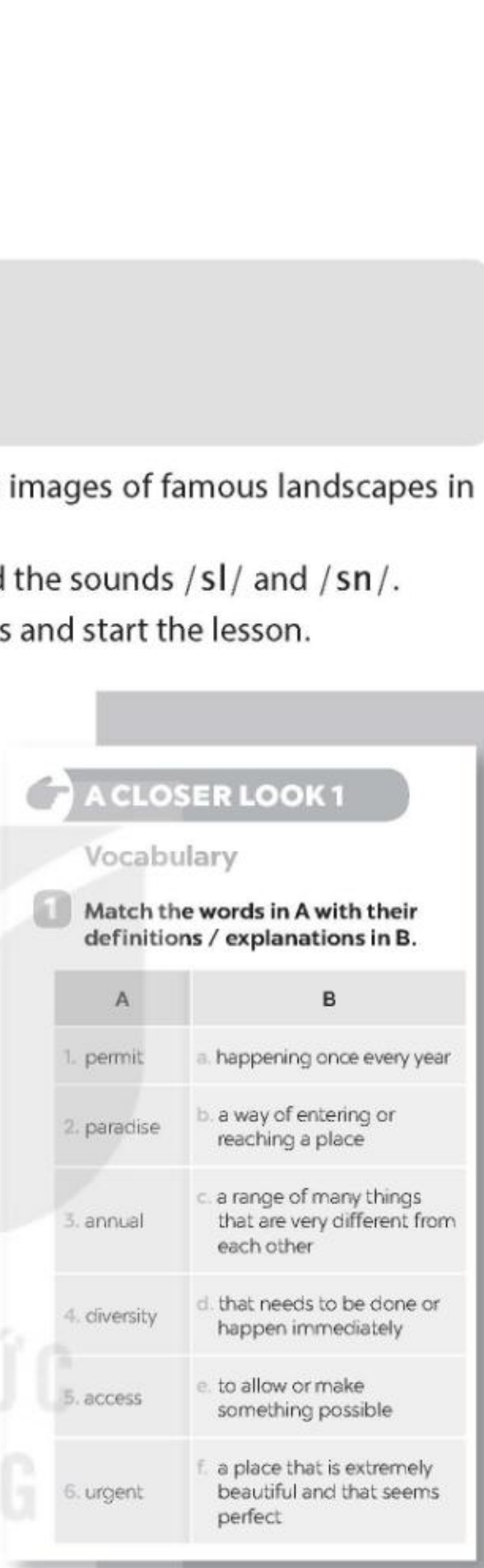
Vocabulary

ACTIVITY 1

Aim: To help Ss know the definitions / explanations of some new words related to the topic of the unit.

- Tell Ss to read the words given in column A, then study their definitions / explanations in column B.
- Have Ss work in pairs to do the matching. Check their answers as a class.
- Have Ss read the words aloud. Correct their pronunciation if necessary.

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



A CLOSER LOOK 1

Vocabulary

1 **Match the words in A with their definitions / explanations in B.**

A	B
1. permit	a. happening once every year
2. paradise	b. a way of entering or reaching a place
3. annual	c. a range of many things that are very different from each other
4. diversity	d. that needs to be done or happen immediately
5. access	e. to allow or make something possible
6. urgent	f. a place that is extremely beautiful and that seems perfect

ACTIVITY 2

Aim: To provide Ss with some noun derivatives from verbs.

- Have Ss work in pairs. Tell them to look at the verbs given in the left column and write their equivalent nouns in the right column.
- Check their answers as a class.
- Have Ss read the verbs and nouns aloud. Correct their pronunciation if necessary.

Key:

Verb	Noun
discover	*discovery*
1. locate	location
2. hesitate	hesitation
3. explore	exploration
4. possess	possession
5. admire	admiration



2 **Complete the following table. There is one example.**

Verb	Noun
discover	*discovery*
1. locate	
2. hesitate	
3. explore	
4. possess	
5. admire	

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 3

Aim: To give Ss practice in how to use some words related to the topic of the unit in context.

- Have Ss read the words in the box.
- Have them read the sentences carefully and look for clues so that they can choose the correct words to complete the sentences.
- Have one student write the words on the board. Confirm the correct answers.
- Call on some Ss to read the sentences.

Key: **1.** diversity **2.** urgent **3.** Located
4. hesitation **5.** permit

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

located hesitation permit
urgent diversity

1. The government encourages people to protect the _____ of their communities.
2. There is a(n) _____ need to preserve biological diversity of our national parks.
3. _____ between Israel and Jordan, the Dead Sea is the lowest place on Earth.
4. When I asked her to go to Lan Ha Bay with me, she agreed without _____.
5. They do not _____ visitors to take photographs of the palace.

EXTRA ACTIVITY

Ask Ss to close their books, and tell them to recall at least one word they have learnt in this unit (in **Getting Started** and **A Closer Look 1**), then make a sentence with it. Other Ss listen and give comments. T corrects their sentences as a class.

Pronunciation

/sl/ and /sn/

ACTIVITY 4

Aim: To teach Ss how to pronounce the sounds /sl/ and /sn/ and practise pronouncing these sounds in words correctly.

- First, give examples of the sounds /sl/ and /sn/ in words.
- Then let Ss practise the sounds /sl/ and /sn/ 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.

Pronunciation
/sl/ and /sn/

4 **Listen and repeat the words. Pay attention to the sounds /sl/ and /sn/.** 42

/sl/	/sn/
sleepy	snack
slice	snowy
slippery	sneeze
slogan	sneaker
slope	snake

Audio script – Track 42:

/sl/	/sn/
sleepy	**sn**ack
slice	**sn**owy
slippery	**sn**eeze
slogan	**sn**eaker
slope	**sn**ake

ACTIVITY 5

Aim: To help Ss pronounce the sounds /sl/ and /sn/ correctly in sentences.

- Play the recording for Ss to listen.
- Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.
- If there is time, ask Ss to give the words they know that contain these two sounds.

Audio script – Track 43:

1. There are many snowstorms on Mount Everest.
2. He went down the slope, wearing a pair of sneakers.
3. She sneezed when I gave her a slice of pizza.
4. The way down the hill was slippery as it was covered in snow.
5. After eating a snack, she felt very sleepy.

5 **Listen and repeat the sentences. Pay attention to the underlined words.** 43

1. There are many snowstorms on Mount Everest.
2. He went down the slope, wearing a pair of sneakers.
3. She sneezed when I gave her a slice of pizza.
4. The way down the hill was slippery as it was covered in snow.
5. After eating a snack, she felt very sleepy.

EXTRA ACTIVITY

Ask each student to give at least one word having the sound /sl/ and one word having the sound /sn/ (e.g. *slide, slip, slow, sleeve, dogsled, mudslide, snake, snail, snorkel, snowball*, etc.).

WRAP-UP

- Ask the class what words, phrases and sounds they have learnt.
- Tell them the grammar points that they will learn in the next lesson.

A CLOSER LOOK 2

Grammar

Reported speech (*Yes* / *No* questions)

WARM-UP

Aims:

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

- Ask Ss to recall the rules of changing statements and *Wh*-questions into reported speech.
- Tell them that they are going to learn how to change *Yes / No* questions into reported speech.
- Introduce the objectives of the lesson. Write the objectives on the top-left of the board.

A CLOSER LOOK 2

Grammar

Reported speech (*Yes / No* questions)

Remember!

In reporting *Yes / No* questions, we often use the verb *ask* or *want to know*; we use the word order of statements.

In reporting *Yes / No* questions, we normally use *if / whether + clause*.

Example:

Anna: "Do you plan to climb any mountains this summer, Joe?"

→ Anna **asked** Joe **if / whether** he planned to climb any mountains that summer.

REPORTED SPEECH: *YES / NO* QUESTIONS

Ss have already learnt reported speech for statements and *Wh*-questions. In this unit, we introduce reported speech for *Yes / No* questions.

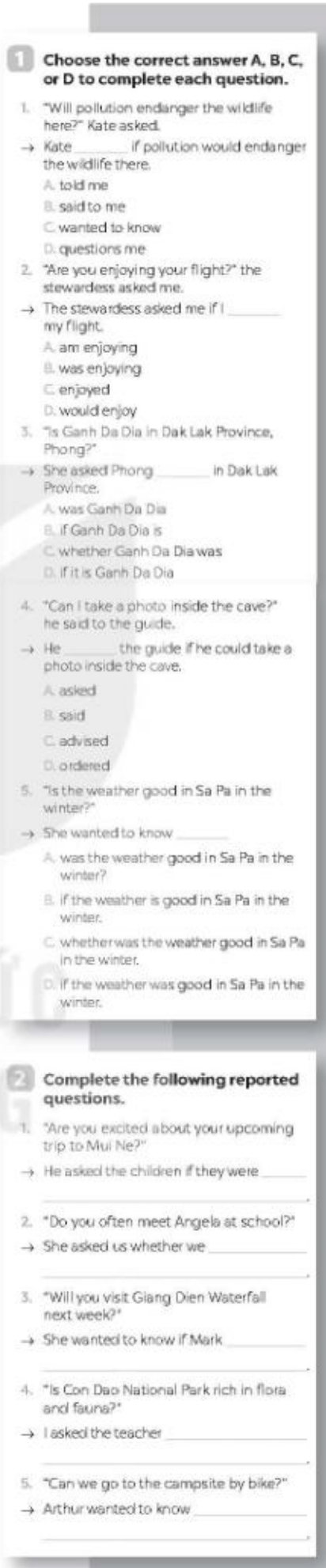
- Quickly review the rules when we change statements and *Wh*-questions into reported speech.
- Have Ss study the **Remember!** box for a few minutes.
- Explain the rules when we change *Yes / No* questions into reported speech.

ACTIVITY 1

Aim: To help Ss remember the rules of changing *Yes / No* questions into reported speech.

- Have Ss work independently.
- Give Ss some time to read the sentences and choose the correct answers.
- Tell them to refer back to the **Remember!** box if necessary.
- Then T checks Ss' answers as a class.

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



1 **Choose the correct answer A, B, C, or D to complete each question.**

1. "Will pollution endanger the wildlife here?" Kate asked.
→ Kate _____ if pollution would endanger the wildlife there.
A. told me
B. said to me
C. wanted to know
D. questions me

2. "Are you enjoying your flight?" the stewardess asked me.
→ The stewardess asked me if I _____ my flight.
A. am enjoying
B. was enjoying
C. enjoyed
D. would enjoy

3. "Is Ganh Da Dia in Dak Lak Province, Phong?"
→ She asked Phong _____ in Dak Lak Province.
A. was Ganh Da Dia
B. if Ganh Da Dia is
C. whether Ganh Da Dia was
D. if it is Ganh Da Dia

4. "Can I take a photo inside the cave?" he said to the guide.
→ He _____ the guide if he could take a photo inside the cave.
A. asked
B. said
C. advised
D. ordered

5. "Is the weather good in Sa Pa in the winter?"
→ She wanted to know _____
A. was the weather good in Sa Pa in the winter?
B. if the weather is good in Sa Pa in the winter.
C. whether was the weather good in Sa Pa in the winter.
D. if the weather was good in Sa Pa in the winter.

2 **Complete the following reported questions.**

1. "Are you excited about your upcoming trip to Mui Ne?"
→ He asked the children if they were _____.

2. "Do you often meet Angela at school?"
→ She asked us whether we _____.

3. "Will you visit Giang Dien Waterfall next week?"
→ She wanted to know if Mark _____.

4. "Is Con Dao National Park rich in flora and fauna?"
→ I asked the teacher _____.

5. "Can we go to the campsite by bike?"
→ Arthur wanted to know _____.

ACTIVITY 2

Aim: To help Ss apply the rules they have learnt to change *Yes / No* questions into reported speech.

- Allow Ss some time to do the task individually.
- Tell them to read each sentence and apply the rules of changing *Yes / No* questions into reported speech, then complete the sentences.
- Ask them to compare their answers in pairs before checking as a class.

Key:

1. He asked the children if they were excited about their upcoming trip to Mui Ne.

2. She asked us whether we often met Angela at school.

3. She wanted to know if Mark would visit Giang Dien Waterfall the following week.

4. I asked the teacher if / whether Con Dao National Park was rich in flora and fauna.

5. Arthur wanted to know if / whether they could go to the campsite by bike.

Notes:

– Mui Ne: Mũi Né (Lâm Đồng)
– Giang Dien Waterfall: Thác Giang Điền (Đồng Nai)
– Con Dao National Park: Rừng Quốc gia Côn Đảo (TP. Hồ Chí Minh)
– Phu Quoc Island: Đảo Phú Quốc (An Giang)
– Mount Fansipan: Đỉnh Phan Xi Păng (Lào Cai)

ACTIVITY 3

Aim: To help Ss apply the rules to rewrite *Yes / No* questions in reported speech.

- Have Ss work individually for some time 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. I asked my dad if / whether he was still working from home.

2. Mark asked Anne if / whether she had to pack her suitcase.

3. Lan asked Tom if / whether he was interested in visiting Phu Quoc Island.

4. Kay asked her mum if / whether they could afford to go to Niagara Falls.

5. I asked / wanted to know if / whether they would visit Sa Pa and climb Mount Fansipan that summer.

3 **Rewrite the sentences in reported questions.**

1. "Are you still working from home?" I asked my dad.
→ _____
2. "Do you have to pack your suitcase, Anne?" said Mark.
→ _____
3. Lan: "Are you interested in visiting Phu Quoc Island, Tom?"
→ _____
4. "Can we afford to go to Niagara Falls, Mum?" said Kay.
→ _____
5. "Will they visit Sa Pa and climb Mount Fansipan this summer?"
→ _____

ACTIVITY 4

Aims:

- **To help Ss identify *Yes / No* questions in context;**
- **To give Ss more practice in rewriting *Yes / No* questions in reported speech.**

- Have Ss work in pairs.
- Have them read the passage carefully. Tell them to discuss and decide on the *Yes / No* questions in the passage, then rewrite them in reported speech.
- Call on some Ss to read the sentences aloud. Other Ss comment. Confirm the correct answers.

4 **Read the passage and underline the *Yes / No* questions. Then write them in reported questions.**

A tour guide is taking a group of tourists to visit Tonle Sap Lake in Cambodia. The guide said to them: "Is it your first time here?" Some said *yes* and some said *no*. Olivia asked the guide: "Do the people here live on fishing?" He said most of them did. Then Mark said: "Do their children go to school on land?" "Yes, they do," said the guide. ...

→ The guide asked them _____.

Suggested answers:

A tour guide is taking a group of tourists to visit Tonle Sap Lake in Cambodia. The guide said to them: 1. "Is it your first time here?" Some said *yes*, and some said *no*. Olivia asked the guide: 2. "Do the people here live on fishing?" He said most of them did. Then Mark said: 3. "Do their children go to school on land?" "Yes, they do," said the guide. ...

1. The guide asked them / wanted to know if / whether it was their first time there.

2. Olivia asked the guide / wanted to know if / whether the people there lived on fishing.

3. Mark asked the guide / wanted to know if / whether their children went to school on land.

ACTIVITY 5

Aim: To give Ss fun practice in how to make *Yes / No* questions and how to change them into reported speech.

- Divide the class into two groups, A and B.
- Tell Ss to study the example.
- Group A gives three *Yes / No* questions, and Group B changes them into reported questions.
- The two groups swap roles, and the game continues.

5 **Work in two groups. Group A gives three direct *Yes / No* questions. Group B turns them into reported questions. Then they swap roles. The group with more correct answers is the winner.**

Example:

Group A: "Is the Atacama Desert in Chile?"

Group B: She asked if the Atacama Desert was in Chile.

- Give them some time to work independently and prepare their performance.
- Encourage them to ask questions on the topic of the unit (natural wonders / beauty spots).

Notes:

- Chile /ˈtʃɪli/: a country in South America
- Atacama /ætəˈkɑːmə/: a desert in north Chile
- Niagara Falls/naɪˈægrə fɔːlz/: a group of three waterfalls on the border between Canada and the United States
- Tonle Sap Lake /ˈtɒnlɪ ˈsæp ˈleɪk/: a lake in the northwest of Cambodia, the largest freshwater lake in Southeast Asia

EXTRA ACTIVITY

Reported questions into direct questions

- For a stronger class, T may give them some practice in making reported questions and then changing them into direct questions.
- Put Ss into pairs. One student makes a reported *Yes / No* question, and the other turns it into a direct question. Then have them swap roles. The questions should be about the beauty spots / natural landscapes in their area.

  Example:

  A: She asked me if / whether I lived near the sea.

  B: Do you live near the sea?

  ...
- T gives comment and correction if necessary.

WRAP-UP

Ask Ss to summarise the grammar point they have learnt in this lesson. T may assign some homework to Ss.

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.**

- Ask some Ss to make *Yes / No* questions, and other Ss change them into reported speech.
- Introduce the objectives of the lesson: learning how to ask for and respond to permission, and talk about natural wonders and tourism.

Everyday English

Asking for permission and responding

ACTIVITIES 1 + 2

Aim: To provide Ss with the two ways of asking for permission and responding.

1

- Play the recording and have Ss listen and read the conversations at the same time. Tell them to pay attention to the highlighted parts. Elicit the two ways of asking for permission and responding.
- Ask them to act out the conversations in pairs. Go around and offer help if necessary. Check their pronunciation.

Audio script – Track 44:

1. *Anne:* Can I watch a horror film, Mum?
Anne's Mum: No, dear, you can't. It's late now.

2. *Tourist:* May we come in and have a look around the temple?
Guard: Sure. But be careful. It's very dark inside.

2

- Ask Ss to study the instructions.
- Have Ss work in pairs, one asks for permission, and the other responds. Then have them swap roles.
- Go round to observe and give assistance when necessary.
- Comment on Ss' performance.

Suggested answers:

1. *You:* Can I borrow / Can you lend me a book on the Galápagos Islands?
Your friend: Sure. But please look after it carefully.

2. *You:* May I submit my project after the deadline, Miss?
Your teacher: I'm afraid you can't.

COMMUNICATION

Everyday English

Asking for permission and responding

1 **Listen and read the conversations. Pay attention to the highlighted parts.** 44

1. ***Anne:*** Can I watch a horror film, Mum?
   Anne's Mum: No, dear, you can't. It's late now.
2. ***Tourist:*** May we come in and have a look around the temple?
   Guard: Sure. But be careful. It's very dark inside.

2 **Work in pairs. Make similar conversations to ask for permission and respond in the following situations.**

1. You ask your friend for permission to borrow a book on the Galápagos Islands.
2. You ask your teacher for permission to submit your project after the deadline.

Transition from *Everyday English* to *Natural wonders and tourism*

- Ask Ss to name some natural wonders / tourist attractions of Viet Nam (Ha Long Bay, Cuc Phuong National Park, Dong Van Plateau, Ban Gioc Waterfall, Son Doong Cave, Cu Lao Cham Island, Con Dao Island, etc.).
- Ask Ss how they can ask for permission and respond when they want to enter one of these tourist attractions.
- Lead to the topic-based communication part.

Notes:

– Cuc Phuong National Park: Rừng Quốc gia Cúc Phương (Ninh Bình)
– Dong Van Plateau: Cao nguyên Đồng Văn (Hà Giang)
– Ban Gioc Waterfall: Thác Bản Giốc (Cao Bằng)
– Son Doong Cave: Hang Sơn Đoòng (Quảng Bình)
– Cu Lao Cham Island: Cù Lao Chàm (Quảng Nam)

Natural wonders and tourism

ACTIVITY 3

Aim: To help Ss learn about some natural wonders around the world.

- Tell Ss to look at the pictures.
- T may ask some questions: *What is it in each picture? Where is it? What is special about it?*

Natural wonders and tourism

3 **Write each natural wonder under the correct picture.**

- Ha Long Bay
- Jeju Island
- Grand Canyon
- The Sahara Desert



1. _____ 2. _____
3. _____ 4. _____

- Then have Ss work in pairs and do the task.
- Check their answers as a class.

Key: **1.** Grand Canyon **2.** Jeju Island **3.** Ha Long Bay **4.** The Sahara Desert

ACTIVITY 4

Aims:

- **To provide Ss with some famous natural wonders of the world;**
- **To give Ss reading practice for general information.**

- Ask Ss to read the passages for a few minutes. Make sure they understand the main ideas and offer explanations if needed.
- Have Ss work in groups and do the task.
- Go round the class to monitor.
- Correct Ss' mistakes only when it is really necessary.

Key:
Mai: Jeju Island
Phong: Sahara Desert
Mark: Grand Canyon

4 **Mai, Phong, and Mark are talking about the natural wonders they have visited. Read and decide which wonder in 3 each of them is talking about.**



Mai

It's an island located off the coast of South Korea. It was formed by the eruption of an underwater volcano about 2 million years ago. It ranks among the world's seven natural wonders. Every year, it receives millions of tourists.

1. _____



Phong

Visiting this place is a wonderful experience for adventurers like me. It's the largest desert on Earth, covering over 9 million square kilometres. You can see red sand and beautiful sand dunes everywhere. You can also see plant life and even nomadic men with their camels.

2. _____



Mark

It's a UNESCO World Heritage Site and one of the greatest tourist attractions of the USA! It's 446 kilometres long, up to 29 kilometres wide, and over 1,800 metres deep. Some people say that it's the most magnificent landscape on Earth.

3. _____

ACTIVITY 5

Aims:

- **To give Ss more practice in talking about some famous natural wonders of the world;**
- **To give them practice in giving reasons.**

- Ss works in groups.
- Give Ss a minute to refer back to the places in **3** and **4**.
- Have them discuss and decide on the place they want to visit.
- Ask them to explain the reasons why they want to visit it.
- Encourage them to say what they would like to do there.
- T goes round giving help when necessary.
- Have some groups report their decision to the class.

Suggested answers:

A: Which of these places would you like to visit?

B: I think we should go to Jeju Island because it's a very interesting place.

C: Yes, it was created by a series of volcanic activities. It has a natural World Heritage Site, and it contains the tallest mountain in Korea.

D: I agree. We can climb the mountain, go surfing and scuba diving, visit local markets, and enjoy Korean foods …

E: Yeah. I like Korean foods, so yummy …

Report to class:

Hello everyone. My group has decided to go to Jeju Island because it's a very interesting place. It was …

5 **Work in groups.**

Discuss and decide which place in 3 and 4 your group wants to visit. Explain the reasons why you want to visit it. Plan the things you want to do there.

Report your decision to the class.

Notes: T may give Ss some facts about these places.

Ha Long Bay:

- Location: Quang Ninh Province
- World Natural Heritage Site (1994)
- Main features: About 2,000 islands and islets, beautiful caves, blue water, etc.
- Visitors' activities: exploring floating villages, cruising the bay, kayaking, enjoying delicious seafood, etc.

Jeju Island

- Location: Korea
- Created by a series of volcanic activities
- Contains a natural World Heritage Site: the Jeju Volcanic Island and Lava Tubes
- Contains Mount Hallasan, the tallest mountain in Korea

The Sahara Desert

- Location: Africa
- Largest desert on Earth (9 million km^2)
- Sand dunes of different colours
- Natural oases – diversified flora

Grand Canyon

- Location: Arizona, USA
- 446 km long, 29 km wide
- Carved by the Colorado River
- A national park in the USA

EXTRA ACTIVITY

Role-play: Have Ss work in pairs. One is a tour guide and the other is a tourist. Ask and answer about one of the four places. At the end, the tourist should decide whether to go to the place or not.

WRAP-UP

Ask Ss to summarise what they have learnt and practised in this lesson. Give comments.

SKILLS 1

WARM-UP

Aims:

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

- Ask Ss what beauty spots / landscapes / natural wonders in the world and in Viet Nam they have been to or know of. Elicit answers from Ss.
- Ask them if they have ever heard of or read about the Dolomites and the Great Barrier Reef.
- Lead into the new lesson: Reading about a World Heritage Site – the Dolomites, and Speaking about the Great Barrier Reef.
- Introduce the objectives of the lesson. Write them in the top-left corner of the board.

Reading

ACTIVITY 1

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

- Tell Ss to look at the picture first.
- Have them work in groups. Tell them to imagine what activities visitors can do when they go there. Encourage them to talk as much as possible.

Suggested answers:

1. Beautiful nature: snow-covered mountains, forests, green grass, nice houses at the foot of the mountain, etc.
2. Cycling, walking, climbing mountains, skiing, trekking, taking photos, camping, 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 the words in the left column appear.
- Tell them to use the context in which these words appear to choose the right meanings / explanations.
- Check the answers as a class. Confirm Ss' correct answers.

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

ACTIVITY 3

Aim: To help Ss develop their reading skills 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 to choose the correct answer.
- Ask Ss to exchange their answers with a partner.
- Check the answers as a class.
- Call on some Ss to read the sentences aloud. Check their pronunciation and intonation.
- Explain the new words and clarify any issues. Ask some questions to see if they understand the passage fully. Example: *Where are the Dolomites? When did the Dolomites become a UNESCO World Heritage Site?* etc.

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

EXTRA ACTIVITY

Put Ss into pairs. Tell them to look at the text, then one asks two comprehension questions about the text, and the other answers. Then ask them to swap roles. After some time, invite some pairs to say out loud their questions and answers before the class.


SKILLS 1

Reading

1 **Work in groups. Look at the picture and answer the questions.**

1. What do you see in the picture?
2. What activities do you think visitors can do there?

2 **Read the text and match the highlighted words with their meanings or explanations.**

The Dolomites – Paradise at Your Feet

If you haven't decided on where to travel this holiday, consider the Dolomites!

The Dolomites are a mountain range in Italy. It was recognised as a UNESCO World Heritage Site in 2009. The Dolomites are part of the Alps, stretching from the Adige River to the Piave River valley. This mountain range has a total area of about 141,900 hectares. It has 18 peaks over 3,000 metres high. It is easy to get access to most parts of the Dolomites.

The Dolomites are a majestic site. They are widely regarded as being among the most attractive mountain landscapes in the world. There are steep rocky cliffs, sharp peaks, narrow and deep valleys, and white snow on the mountain top. Their natural scenery attracts tourists.

The Dolomites are a popular place for winter skiing, mountain climbing, hiking, and cycling any time of the year. An annual bicycle race covering seven mountain passes on the Dolomites occurs in the first week of July.

So do not hesitate to book a tour to the Dolomites to see and do these things for yourself!

Note: *Dolomites /'dɒləmaɪts/*

Words	Meaning / Explanation
1. consider	a. impressive, magnificent
2. peaks	b. happens
3. majestic	c. to think about something carefully
4. occurs	d. pointed tops, mountains

3 **Read the text again and choose the correct answer to each question.**

1. According to the text, the Dolomites are a _____.
   A. river
   B. work of art
   C. mountain range
   D. valley
2. The word "hesitate" in the last sentence of the text is closest in meaning to _____.
   A. be unhappy
   B. be indecisive
3. Which of the following is NOT true, according to the text?
   A. The Dolomites are in Italy.
   B. You can get access to the Dolomites easily.
   C. The Dolomites are a World Heritage Site.
   D. You can cycle in the Dolomites only in July.
4. This text is probably taken from _____.
   A. a travel brochure
   B. a science journal

Transition from *Reading* to *Speaking*

Wrap up the **Reading** section by asking Ss what to include when they talk about a natural wonder. Here are some points:

- Name of the natural wonder
- Its location
- Its special features / interesting things
- What you can do there

Tell Ss that they are going to talk about the Great Barrier Reef. Ask them to refer to the reading for any vocabulary, ideas, or structures they may need for their speaking.

Speaking

ACTIVITY 4

Aims:

- **To provide Ss with some facts about the Great Barrier Reef;**
- **To give Ss practice in asking and answering about the Great Barrier Reef.**


Speaking

4 **Work in pairs. Ask and answer about the Great Barrier Reef, using the facts below. Then prepare a short talk about it.**

- World Heritage Site (1981)
- Location: the Coral Sea, Australia
- Total area: about 334,400 km^2
- Over 400 different types of corals
- Tourists' activities: coral watching, sailing, scuba diving

- Give Ss some time to study the facts about the Great Barrier Reef.
- Have Ss work in pairs: one asks questions, and the other answers, then ask them to swap roles.
- 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.

Suggested answer:

A: When did the Great Barrier Reef become a World Heritage Site?

B: In 1981.

A: Where is it located?

B: In the Coral Sea, Australia.

...

ACTIVITY 5

Aims:

- **To give Ss practice in talking about the Great Barrier Reef, using the information in 4;**
- **To help Ss improve their speaking skills.**


5 **Work in groups. Introduce the Great Barrier Reef to the class.**

- Have Ss work in groups. Ask them to use the answers in **4** and the vocabulary learnt in the unit to talk about the Great Barrier Reef.
- Give help when they have difficulty expressing their ideas.
- Call on some Ss to talk before the class. T and other Ss listen and comment.

Suggested answer:

The Great Barrier Reef is a World Heritage Site. It was recognised by UNESCO in 1981. It's located in the Coral Sea, Australia. The total area of this reef is about 334,400 km^2. There are over 400 different types of corals living in the site. When you come here, you can take part in a lot of activities: coral watching, sailing, scuba diving, and so on. The Great Barrier Reef is the world's biggest single living structure. But this natural wonder is now in danger, and it needs much effort to protect it from damage.

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 Ss what they know about rainforests.
- Lead into the new lesson: Listening about Amazon Rainforest, and Writing about a natural wonder in their area.
- Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.

Listening

ACTIVITY 1

Aim: To help Ss get to know some new words about the topic of the listening text.

- Tell Ss to look at the pictures and the words given.
- Have Ss work in groups to do the task.
- Correct Ss' answers as a class.

Key: **1.** fauna **2.** rainforest **3.** flora

ACTIVITY 2

Aim: To help Ss practise listening for specific information.

- Tell Ss that they are going to listen to a passage about the Amazon Rainforest.
- Play the recording. Tell Ss to listen carefully and tick the things they hear.
- Check their answers as a class.

Key:

- Green lung of the world ✓
- Causing climate change
- Threats to biodiversity ✓
- Planting trees ✓
- Exploring ecosystems
- Protecting wildlife ✓



SKILLS 2

Listening

1 **Write a word from the box under the correct picture.**

a. rainforest b. flora c. fauna

1. _____

2. _____

3. _____

2 **Listen to the passage and tick (✓) the things you hear.** 45

- Green lung of the world ☐
- Causing climate change ☐
- Threats to biodiversity ☐
- Planting trees ☐
- Exploring ecosystems ☐
- Protecting wildlife ☐

ACTIVITY 3

Aim: To help Ss practise listening for specific information.

- Have Ss read the questions carefully.
- Play the recording once or twice. Ask Ss to listen carefully and choose the correct answers.
- Play the recording again for them to check their answers. Pause where needed and correct their mistakes.



3 **Listen again and choose the correct answers.**

1. The Amazon Rainforest is rich in _____.
   A. rivers and forests B. flora and fauna
   C. climate change
2. The threats to biodiversity are deforestation, fires, and extinction of rare animal _____.
   A. flora B. fauna
   C. species
3. Which activity can governments and communities do to restore damaged ecosystems?
   A. Punishing loggers. B. Establishing parks.
   C. Putting out fires.
4. Governments are encouraging people to live in a way that doesn't hurt the _____.
   A. environment B. animals
   C. marine life

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

Audio script – Tracks 45 + 46:

The Amazon Rainforest is a magnificent area. It is the largest tropical forest on earth. The Amazon possesses more than half of our world's tropical forest areas. It is very rich in flora and fauna.

The Amazon Rainforest is home to the most biological diversity, serving as the green lung of the world. It contributes to the production of one-fifth of the oxygen in our atmosphere. The Amazon also helps to slow climate change. For these reasons, the Amazon ranks among seven natural wonders of the world. It has so many things which are especially important for our earth and our future.

Today the biodiversity of this region is threatened. These threats include illegal logging, deforestation, fires, and rare animal species extinction. Protecting wild species and the wild places where they live is so urgent for us. Governments and the communities living in the area are doing a lot to restore damaged ecosystems. They plant trees and establish parks to protect rainforests and wildlife. They also encourage people to live in a way that doesn't hurt the environment.

Transition from *Listening* to *Writing*

- Tell Ss that in the following writing task, they are going to write about a natural wonder in their area.
- Ask Ss to refer to the **Listening** section for any vocabulary, ideas, or structures they may need for their writing.
- Remind Ss of the steps of the writing process: outline, draft, and check.

Writing

ACTIVITY 4

Aims:

- **To give Ss practice in asking and answering about a natural wonder in their area;**
- **To prepare them for the writing task in 5.**



Writing

4 **Work in pairs. Brainstorm ideas about a natural wonder / beautiful landscape in your area. Ask and answer about it, using the following prompts.**

- Name of the natural wonder / beautiful landscape
- Location
- Natural features
- Activities
- Ways to protect it

- Tell Ss to think of a natural wonder / beauty spot / landscape in their area.
- Have Ss work in pairs. One asks questions and one answers, based on the following cues:

Name of the natural wonder:	*What is it / is its name?*
Location:	*Where is it located?*
Natural features:	*What are its natural features?*
Activities:	*What (activities) can visitors do there?*
Ways to protect it:	*What are the ways to protect it?*

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ACTIVITY 5

Aim: To help Ss write a paragraph about the natural wonder / beautiful landscape they have talked about in 4.

- Have Ss work independently.
- Set a time limit for Ss to do the writing. Tell them to refer to **4** for more information to help them.
- Monitor Ss' work and give assistance when necessary.
- Collect some Ss' papers and mark them, and later share comments with the class.
- If there is not enough time for Ss to do their task in class, have them do it as homework.



5 **Write a paragraph (100 - 120 words) about the natural wonder / beautiful landscape you have talked about in 4.**

You can start your paragraph as follows:

There is a beautiful _____ near my home.

Suggested answer:

There is a beautiful river near my home. It is called Dong Son River. It is not very large, but it is nice and peaceful. On the right bank of the river near my village, there are rice fields and patches of green grass. There are also bushes and a lot of wildflowers. At weekends, a lot of people gather here for entertainment. Young people go camping and have a picnic. Old people may spend their time fishing or playing chess. Many people swim in the river or row a boat on it. This place is becoming more and more popular, so it is more and more crowded. I think the authorities need to do something to protect this natural beauty.

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 upon.

LOOKING BACK

As usual, this is the review section, so tell Ss not to refer back to the previous pages. Instead, they can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed and which areas need further practice.

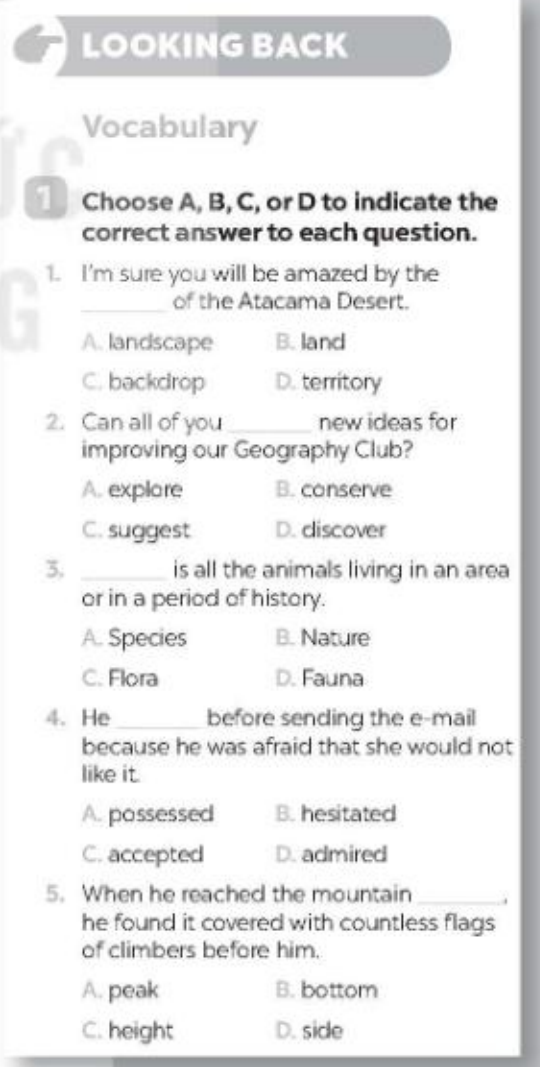
Vocabulary

ACTIVITY 1

Aim: To help Ss revise the words / phrases they have learnt in the unit.

- Have Ss do this task individually to choose the correct answer to each question. Then correct their mistakes if necessary.
- Go round and monitor the class, giving support if necessary.

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



LOOKING BACK

Vocabulary

1 **Choose A, B, C, or D to indicate the correct answer to each question.**

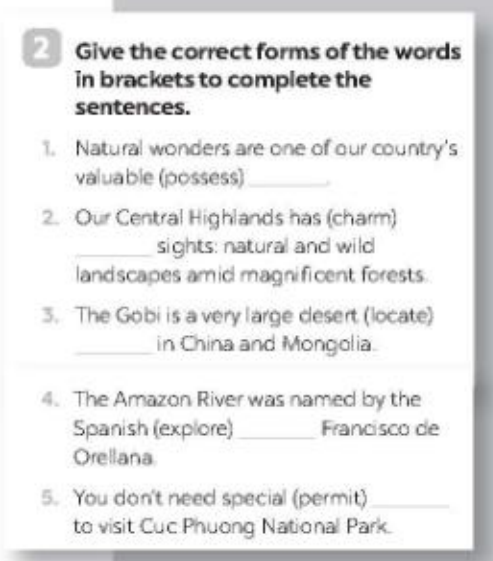
1. I'm sure you will be amazed by the _____ of the Atacama Desert.
   A. landscape B. land
   C. backdrop D. territory
2. Can all of you _____ new ideas for improving our Geography Club?
   A. explore B. conserve
   C. suggest D. discover
3. _____ is all the animals living in an area or in a period of history.
   A. Species B. Nature
   C. Flora D. Fauna
4. He _____ before sending the e-mail because he was afraid that she would not like it.
   A. possessed B. hesitated
   C. accepted D. admired
5. When he reached the mountain _____, he found it covered with countless flags of climbers before him.
   A. peak B. bottom
   C. height D. side

ACTIVITY 2

Aim: To help Ss revise and use the derivatives from the words they have learnt in sentences.

- Ask Ss to read the sentences. Tell them to pay attention to the words given in brackets, and what derivatives they need to fill in the gaps.
- Have Ss write the answers in their notebooks. Ask some of them to write the words on the board. Then correct the mistakes if necessary.

Key: **1.** possessions **2.** charming **3.** located **4.** explorer **5.** permission



2 **Give the correct forms of the words in brackets to complete the sentences.**

1. Natural wonders are one of our country's valuable (possess) _____.
2. Our Central Highlands has (charm) _____ sights: natural and wild landscapes amid magnificent forests.
3. The Gobi is a very large desert (locate) _____ in China and Mongolia.
4. The Amazon River was named by the Spanish (explore) _____ Francisco de Orellana.
5. You don't need special (permit) _____ to visit Cuc Phuong National Park.

Grammar

ACTIVITY 3

Aim: To help Ss revise reported *Yes / No* questions.

- Allow Ss some time to do the task individually.
- Then ask them to compare their answers in pairs.
- Call on some Ss to write their answers on the board, other Ss give comments.

Key: **1.** if I knew **2.** he was living **3.** wanted to know **4.** asked **5.** whether he wanted



Grammar

3 **Underline the correct answers to complete the sentences.**

1. Minh asked me did I know / if I knew much about the Amazon Rainforest.
2. I asked Frankie if he was living / he is living near the Grand Canyon.
3. Trang said / wanted to know whether Tom wanted to visit Mount Fansipan.
4. My mum told / asked me whether I was studying or playing then.
5. The teacher asked Liam whether he wanted / did he want to visit Son Doong Cave.

4 **Rewrite the sentences in reported questions.**

1. "Do you know about the Shilin Stone Forest in China?" she asked me.
→ _____
2. "Do you enjoy having virtual tours of these natural wonders?" Mi said to Nam.
→ _____
3. "Are you interested in the natural wonders of your country?" David asked me.
→ _____
4. "Can you manage to meet the deadline for the project?" I said to Linh.
→ _____
5. "Will you visit some natural wonders overseas this summer?" she said.
→ _____

ACTIVITY 4

Aim: To give Ss more practice in rewriting *Yes / No* questions in reported speech.

- T may have Ss review the rules of rewriting *Yes / No* questions in reported speech.
- Have Ss work independently or in pairs to rewrite the sentences.
- Have Ss write their answers in their notebooks.
- Give corrections and explanations if necessary.

Key:

1. She asked me / wanted to know if / whether I knew about the Shilin Stone Forest in China.

2. Mi asked Nam / wanted to know if / whether he enjoyed having virtual tours of those natural wonders.

3. David asked me / wanted to know if / whether I was interested in the natural wonders of my country.

4. I asked Linh / wanted to know if / whether she could manage to meet the deadline for the project.

5. She asked me / wanted to know if / whether I would visit some natural wonders overseas that summer.

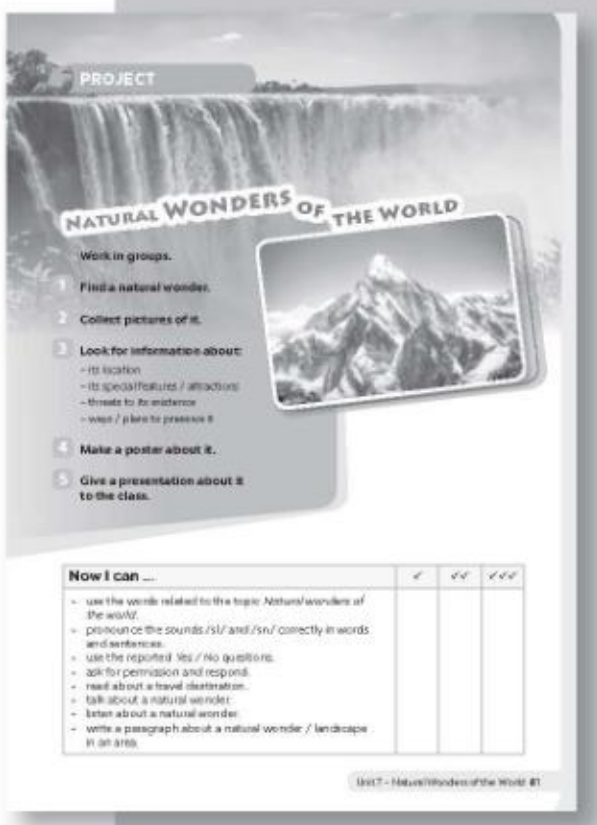
Notes:

- The Gobi (Desert) /ˈgoʊbi/: a large, cold desert and grassland region in northern China and southern Mongolia, the sixth largest desert in the world (1,295,000 km^2)
- Mongolia /mɒŋˈgəʊliə/: a country in East Asia, bordered by Russia to the north and China to the south
- Shilin Stone Forest: a set of limestone formations about 500 km^2 located in Shilin, Yunnan Province, China

PROJECT

Aims:

- **To give Ss practice in finding information about a natural wonder of the world;**
- **To improve their speaking and presentation skills.**



- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation about a natural wonder of the world.
- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.

FEEDBACK FORM FOR PRESENTATION

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I interacted with the audience.		
4. I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information:		
1. pictures of a natural wonder		
2. information about a natural wonder		

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2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenter greeted the audience.		
2. The presenter spoke clearly and naturally.		
3. The presenter interacted with the audience.		
4. The presenter concluded their talk appropriately.		
CONTENT: The presentation includes the following information:		
1. pictures of a natural wonder		
2. information about a natural wonder		

NOW I CAN ...

- Finally ask Ss to complete the self-assessment table.
- Identify any difficulties and weak areas and provide further practice if need be.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 8 TOURISM

Objectives:

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

- use the words and phrases related to tourism;
- use stress in words ending in *–ic* and *–ious* correctly;
- recognise and use relative pronouns correctly;
- express obligations;
- read for specific information about different types of tours;
- talk about their travel experience;
- listen for general and specific information about a tour announcement;
- write a paragraph introducing a tour.


Unit 8 TOURISM

THIS UNIT INCLUDES:

Vocabulary
Tourism

Pronunciation
Stress in words ending in -ic and -ious

Grammar
Relative pronouns

Skills
- Reading about different types of tours
- Talking about your travel experience
- Listening about a tour announcement
- Writing a paragraph introducing a tour

Everyday English
Expressing obligation

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, Natural Wonders of the World. For example, show Ss some pictures of the wonders that Ss learnt in Unit 7. Ask Ss what wonder each picture represents and what they know about it.
- Lead into the new unit.
  + Ask Ss questions like *Have you ever been on a tour? Who planned the tour? What place would you like to visit?* etc.
  + Elicit from Ss the meaning of the word *tourism*.
  + Write the unit title *Tourism* on the board. Then ask Ss to provide different aspects and vocabulary items related to tourism.
  + Share with Ss the objectives of the lesson.
  + Have Ss open their books and start the lesson.

  It is a good idea to write the objectives of the lesson in a corner of the board and leave them there or put on a slide to show Ss.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

YOU'VE GOT A NICE TAN.

ACTIVITY 1


GETTING STARTED

You've got a nice tan.

1 Listen and read.

Tom: Hi, An.

An: Hi, Tom. You've got a nice tan.

Tom: Well, I've just got back from Bali.

An: Bali? Where is it?

Tom: It's in Indonesia. My family flew there for a holiday, and we spent most of the time on the beach. That's how I got this tan.

An: Awesome. Tell me more about Bali.

Tom: Sure. It's an ideal destination for holidaymakers, especially those who love the sea.

An: It must be beautiful!

Tom: Very. It's well-known for its natural beauty, sunny beaches, and terraced fields.

An: Is it expensive to travel there?

Tom: Not really. My father was able to buy cheap air tickets and rent a cheap accommodation. He usually uses travel apps for our domestic and international holidays.

An: Where did you stay?

Tom: We stayed in a three-star hotel which is just a ten-minute walk from the sea. Have you been somewhere for holiday?

An: Yeah. Last year my family travelled to Da Nang. We ate different types of local food, and they all were so delicious. My brother said it was a perfect destination for food tourists.

Tom: Yes, I love food tourism, too. There are also other types of tourism like shopping tourism or sports tourism.

An: I didn't know that. Well, I'll try one of those someday.

82 Tiếng Anh 9

Aims:

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

- Have Ss look at the pictures on pages 82 - 83 and answer some questions like:
  + *What do you see in the pictures? Can you recognise any places in them?*
  + *How are the pictures related to the topic?*
- Introduce the two characters in the conversation. Ask Ss what the relation between them is, and what they think the characters are talking about.
- Elicit answers from Ss.
- Play the recording for Ss to listen and read along. Have Ss underline the words and phrases that are related to the topic while they are listening and reading.
- Invite some pairs of Ss to read the conversation aloud.
- Have Ss say the words and phrases that they have underlined in the conversation. Quickly write the words and phrases on the board.
- Refer to the questions previously asked. Confirm the answers where relevant, e.g. the pictures are of popular places (pagoda, beach, the Dragon Bridge) and foods (*banh beo*) for tourists; and An and Tom are talking about the places they have visited.

Audio script – Track 47:

Tom: Hi, An.

An: Hi, Tom. You've got a nice tan.

Tom: Well, I've just got back from Bali.

An: Bali? Where is it?

Tom: It's in Indonesia. My family flew there for a holiday, and we spent most of the time on the beach. That's how I got this tan.

An: Awesome. Tell me more about Bali.

Tom: Sure. It's an ideal destination for holidaymakers, especially those who love the sea.

An: It must be beautiful!

Tom: Very. It's well-known for its natural beauty, sunny beaches, and terraced fields.

An: Is it expensive to travel there?

Tom: Not really. My father was able to buy cheap air tickets and rent a cheap accommodation. He usually uses travel apps for our domestic and international holidays.

An: Where did you stay?

Tom: We stayed in a three-star hotel which is just a ten-minute walk from the sea. Have you been somewhere for holiday?

An: Yeah. Last year my family travelled to Da Nang. We ate different types of local food, and they all were so delicious. My brother said it was a perfect destination for food tourists.

Tom: Yes, I love food tourism, too. There are also other types of tourism like shopping tourism or sports tourism.

An: I didn't know that. Well, I'll try one of those someday.

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Have Ss work individually.
- Ask Ss to read each statement and decide if it is true (T) or false (F) according to the information from the conversation. If there are any statements that Ss cannot answer, let them refer to the conversation.
- Ask Ss to share their answers. Ask them to explain where they find the answers. Quickly write their answers on the board.
- Discuss each answer as a class. Explain why an answer is true / false.
- Confirm the correct answers as a class.

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

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

	T	F
1. Tom and An are talking about their holidays.		
2. Bali is especially interesting for mountain lovers.		
3. People can use online apps for booking tickets and accommodation.		
4. An did not enjoy some of Da Nang's local food.		
5. Tom mentions some types of tourism.		

ACTIVITY 3

Aim: To help Ss focus on some keywords related to tourism.

- Ask Ss to do the task individually or in pairs.
- Ask Ss to look at the words in column A first, then column B. Allow them one minute to match the words.
- Let them refer to the conversation if needed while doing the task or to check their answers.
- Invite some Ss to share their answers.
- Check the answers as a class. Explain if needed.

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

3 **Match a word in A with a word in B as in the conversation.**

A	B
1. ideal	a. holiday
2. natural	b. food
3. domestic	c. destination
4. shopping	d. beauty
5. local	e. tourism

ACTIVITY 4

Aim: To give Ss further practice with some keywords related to tourism.

- Ask Ss to work individually or in pairs.
- Ask Ss to read the words and phrases in the box first (four words and phrases from the conversation and one word – safari – Ss have learnt in the previous lessons). Check if they understand the meanings before allowing Ss to do the task.
- Ask Ss to read the sentences carefully and complete them with the words and phrases from the box.
- Invite some Ss to share their answers.
- Check the answers as a class.

Key: **1.** safari **2.** domestic **3.** online apps **4.** Sports tourism **5.** destination

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

sports tourism | destination | safari | online apps | domestic

1. If you go on _____, you can see wild animals in their natural habitat.
2. Noi Bai Airport has two terminals: one for international flights and one for _____ flights.
3. You should learn how to use _____ for booking transportation and accommodation.
4. _____ is travelling to watch a sports event.
5. Japan is a must-go _____ for me.

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ACTIVITY 5

Aim: To give Ss an opportunity to find out how much they know about tourism in Viet Nam.

- Ask Ss to work in pairs or in groups.
- Set time (3 – 4 minutes) for Ss to take the quiz.
- Invite some Ss to share their answers.
- Check the answers as a class.
- Provide some information to explain the answers. If time allows, ask Ss to tell the class any facts they know about the places.

Key: **1.** Hue **2.** Can Tho **3.** Da Lat
4. Cao Bang **5.** Quang Ninh



5 QUIZ How much do you know about tourism in Viet Nam?

Work in pairs. Discuss and write the names of the places next to the sentences.

1. This ancient city in central Viet Nam used to be the capital of our country. _____
2. This city in the South is famous for its floating market. _____
3. This central highland city usually holds a Flower Festival in December. _____
4. This northern province has a famous waterfall. _____
5. This province possesses a World Heritage Site, Ha Long Bay. _____

WRAP-UP

- Ask one or more 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 or phrases they remember from the lesson.
- If there is an overhead projector in the classroom, show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights the sentences with relative pronouns and the words ending in *-ic* and *-ious*. Tell Ss that they will learn these language points in the upcoming lessons.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books to the last page of Unit 8, the **Project** section. Ask Ss to look at the topic of the project and say what the product of the project is (*Making a plan for a two-day trip*).
- Explain the project requirements. Each group will choose a place for a two-day visit. They can then work out a plan for the visit (how to travel, where to stay, what to do and see). Then each group will present their plan to the class. The plan should include a mixture of text / table and pictures so that T and other classmates can easily follow and clearly understand the trip.
- Guide Ss throughout the plan. Here are the steps T can follow:

  Step 1. Have Ss form groups of four or five. Ask them to discuss and decide on the criteria of priorities for the place they would like to visit. They may consider:

  + the distance (from home to the place).
  + the cost (travel, accommodation, entrance fee, etc.).
  + activities and attractions that place offers.

  Only after agreeing on the criteria should Ss discuss and choose a place for their visit. T may call on one group of Ss and discuss the priorities. This way T can teach Ss how to conduct a discussion.

Step 2. Instruct Ss to create a form to take notes of their discussion. The form may look like this:

Time: two days

Date: _____

Place of visit: _____

Estimated costs: _____

Detailed plan:

Time	Activity	Notes
7.00	Leave for _____	

Step 3. Instruct Ss how to make the plan for presentation.

For the text: Ss revise all the notes in their note form and keep only the key information to present. It must be in short form. The information should be grouped and presented in a logical way.

For visual aids: Ss may get pictures or video clips of the place from the Internet. They must illustrate the main features of the place.

Step 4. Model how to present the plan to the class. Ss may open their presentation with *We would like to present the plan for our two-day trip to* _____.

In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need and solving any other problems that may arise with their projects.

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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 tourist places (Mui Dien Lighthouse in Phu Yen, Viet Nam and the Forbidden City in Beijing, China) and people related to tourism (tour guides, tour agents). Have Ss name the places and the jobs. Ask Ss if they could provide some information about them.

  Notes:

  Mui Dien Lighthouse: Hải đăng Mũi Điện

- Tell Ss that this lesson focuses on stress in words ending in *–ic* and *–ious*.
- 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 teach Ss some words and phrases related to tourism.

- Ss have encountered three of these five words and phrases in previous lessons. *Self-guided tour* and *package holiday* may be new to them. T may focus on these words.
- Ask Ss to read the words and phrases in the left-hand column first, then the explanations in the right-hand column. Then do the matching individually or in pairs.
- Invite some Ss to share their answers.
- Check the answers as a class.
- Ask Ss to read the words and phrases aloud. Correct them if needed.
- Ask Ss for the Vietnamese equivalents of these words and phrases if needed.

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



A CLOSER LOOK 1

Vocabulary

1 **Match the words and phrases with the explanations.**

1. package holiday	a. a plan of a journey, including the route and the places that you visit
2. self-guided tour	b. accommodation provided in the home of a family in exchange for payment
3. trip itinerary	c. a trip where a traveller does everything on his / her own
4. homestay	d. a web platform which shows directions to a destination
5. Google Maps	e. a vacation where a travel agent organises everything for you

ACTIVITY 2

Aim: To teach Ss some other words and phrases related to tourism.

- Of the five phrases in this task, Ss have encountered three in the previous lessons, except *ruinous site* and *fixed itinerary*. T should spend more time looking at these two phrases.
- Ask Ss to read the phrases in the box first. Make sure they understand their meanings. For the two new phrases, ask Ss to separate the two words in each phrase and refer to its meaning. In this way, Ss can guess the meaning of the phrase.
- Ask Ss to read each sentence and decide what phrase in the box the pronoun '**it**' refers to. Allow them some time to do the task.
- Invite some Ss to share their answers.
- Check the answers as a class.
- Ask Ss to read the phrases aloud. Correct them if needed.
- Ask Ss for the Vietnamese equivalents of these phrases if needed.



2 **Write a phrase from the box next to the sentence to replace 'it'.**

ruinous site | entrance ticket | smooth trip | fixed itinerary | travel agency

1. If you want to go into a place to see what is inside, you have to buy **it**. _____
2. The Colosseum in Rome is not in its original condition. You can see only parts of **it**. _____
3. **It** takes care of everything for travellers. _____
4. I don't like **it** because I cannot change anything: the time, the destination, ... _____
5. We had no trouble at all during **it**. Everything was OK. _____

Key: **1.** entrance ticket **2.** ruinous site **3.** travel agency **4.** fixed itinerary **5.** smooth trip

ACTIVITY 3

Aim: To give further practice with the vocabulary they have learnt in 1 and 2.

- Ask Ss to work individually.
- Ask Ss to read the words in the box and the sentences. Then have them choose the correct words to complete the sentences.
- Invite some Ss to share their answers.
- Check Ss' answers as a class.

Key: **1.** self-guided **2.** itinerary **3.** entrance **4.** package **5.** apps

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

entrance apps package self-guided itinerary

1. We'd like to go on a(n) _____ tour which will be interesting and be within our budget.
2. Lan sent us the _____ of her trip to Sa Pa for reference.
3. During the tour, we have to buy the _____ tickets for the Glass Museum and the Art Gallery.
4. If you take a(n) _____ holiday, you have to follow a fixed itinerary.
5. If you want to get information about domestic tourist destinations, download these _____.

EXTRA ACTIVITY

Choose the correct answer A, B, or C to complete each sentence.

1. The bus dropped us at the square and gave us two hours to do a _____ tour of the ancient town.
A. disastrous B. self-guided C. sport

2. We've booked a(n) _____ for our holiday because we want to learn more about the life of the locals.
A. homestay B. expensive hotel C. resort

3. Sorry, I don't know any _____ since we have always planned our trips on our own.
A. travel agencies B. tours C. places of attraction

4. My son usually uses _____ apps to buy tickets and book accommodation.
A. educational B. social media C. travel

5. The agency sent us a detailed _____, so we know the activities and their times for each day of our trip.
A. description B. itinerary C. timetable

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

Pronunciation

Stress in words ending in *-ic* and *-ious*

Write two words on the board, one with the *-ic* and the other with the *-ious* ending. Read the words aloud with stress clearly pronounced on the correct syllables. Ask Ss to read the **Remember!** box.

ACTIVITY 4

Aim: To help Ss pronounce correctly words ending in *-ic* and *-ious*.

- Have Ss work individually.
- Have Ss stress the words first, applying the rules in the **Remember!** box.

Pronunciation

Stress in words ending in *-ic* and *-ious*

Remember!

Words containing the *-ic* or *-ious* suffixes are stressed on the syllable previous to *-ic* and *-ious*.

Example: fan'tastic, 'anxious

4 **Listen and repeat the words. Pay attention to the word stress.** 48

-ic	-ious
basic	curious
public	serious
classic	delicious
domestic	hilarious
historic	religious

- Play the recording once or twice for Ss to listen and check if they have stressed the words correctly.
- Have Ss listen again and repeat the words as a class, in groups, and individually.

Audio script – Track 48:

-ic	-ious
basic	curious
public	serious
classic	delicious
domestic	hilarious
historic	religious

ACTIVITY 5

Aims:

- **To help Ss identify the stress in words ending in *–ic* and *–ious*;**
- **To help Ss practise pronouncing these words with correct stress.**



5 **Mark the stress in the underlined words. Then listen and repeat the sentences.** 49

1. The visitors are curious about the history of the old public building.
2. They have an ambitious goal which is to go on a cruise across the Pacific.
3. We watched some classic movies while we were here on our previous holiday.
4. We stayed at a luxurious hotel near a terrific beach.
5. The village has a romantic landscape with various flower beds.

- Have Ss work individually.
- Have Ss read the sentences and stress the underlined words.
- Invite some Ss to share their answers. Confirm the correct ones.
- Ask Ss to read the sentences, paying attention to the stressed words.
- Play the recording for Ss to listen and repeat each sentence.
- Call on some Ss to read the sentences individually. Correct them if needed.

Key:

1. 'curious, 'public **2.** am'bitious, Pa'cific **3.** 'classic, 'previous

4. lu'xurious, te'rrific **5.** ro'mantic, 'various

Audio script – Track 49:

1. The visitors are 'curious about the history of the old 'public building.

2. They have an am'bitious goal which is to go on a cruise across the Pa'cific.

3. We watched some 'classic movies while we were here on our 'previous holiday.

4. We stayed at a lu'xurious hotel near a te'rrific beach.

5. The village has a ro'mantic landscape with 'various flower beds.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Draw Ss' attention to the vocabulary and the stress in words ending in *–ic* and *–ious* by quickly writing them on the board.

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A CLOSER LOOK 2

Grammar

Relative pronouns: *which*, *who*, and *whose*

WARM-UP

Aims:

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

- Remind Ss of the relative pronouns which Ss have already encountered in previous lessons like *who*, *whose*, and *which*. Write two or three sentences containing these pronouns on the board with the pronouns underlined. Ask Ss if they know what each pronoun refers to. Translate the sentences if needed.

  Example:

  That's the book <u>which</u> I recommended to you yesterday.

  Let's find some classmates <u>who</u> will be your partners in the project.

- Leave the examples on the board as a reminder to Ss.
- 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.

ACTIVITY 1

Aim: To help Ss focus on the use of relative pronouns *who* and *which*.

- Allow Ss two minutes to read the **Remember!** box.
- Ask Ss to do the activity individually or in pairs.
- Have Ss read the sentences and decide what noun or noun phrase *which* or *who* in each sentence refers to.
- Call on some Ss to share their answers with the class.
- Check the answers as a class. Explain if needed.

Key: **1.** People **2.** brochure **3.** video **4.** tour guide **5.** city

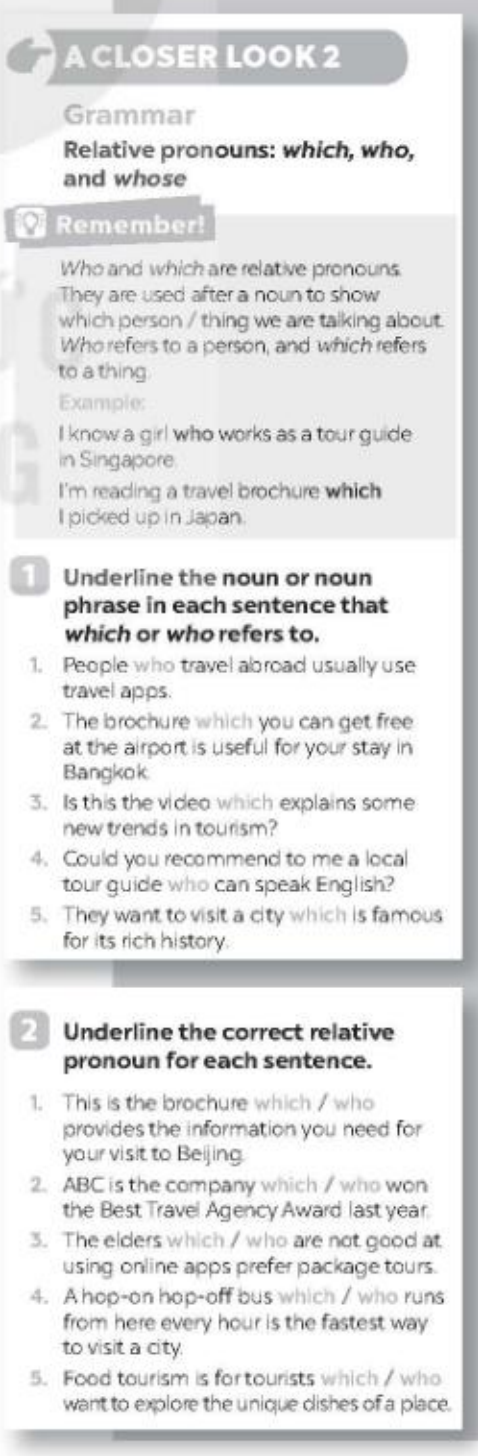
Notes:

T may choose to have Ss read the **Remember!** box right after the T's revision in the **Warm-up**, then do **1** or do **1**, then read the **Remember!** box.

ACTIVITY 2

Aim: To give Ss further practice in the use of *which* and *who*.

- Have Ss do this activity individually or in pairs.



A CLOSER LOOK 2

Grammar

Relative pronouns: *which, who,* and *whose*

Remember!

Who and *which* are relative pronouns. They are used after a noun to show which person / thing we are talking about. *Who* refers to a person, and *which* refers to a thing.

Example:

I know a girl **who** works as a tour guide in Singapore.

I'm reading a travel brochure **which** I picked up in Japan.

1 **Underline the noun or noun phrase in each sentence that *which* or *who* refers to.**

1. People who travel abroad usually use travel apps.
2. The brochure which you can get free at the airport is useful for your stay in Bangkok.
3. Is this the video which explains some new trends in tourism?
4. Could you recommend to me a local tour guide who can speak English?
5. They want to visit a city which is famous for its rich history.

2 **Underline the correct relative pronoun for each sentence.**

1. This is the brochure which / who provides the information you need for your visit to Beijing.
2. ABC is the company which / who won the Best Travel Agency Award last year.
3. The elders which / who are not good at using online apps prefer package tours.
4. A hop-on hop-off bus which / who runs from here every hour is the fastest way to visit a city.
5. Food tourism is for tourists which / who want to explore the unique dishes of a place.

- Guide Ss to look at the noun or noun phrase just before *which* and *who*. If it is a thing, use *which*. If it is a person, use *who*.
- Call on some Ss to share their answers by reading the sentences aloud.
- Confirm the correct answers as a class.

Notes:

T may ask Ss to circle the noun or noun phrase which helps them decide the use of *which* or *who*. This is to help them to focus on the relation between the noun / noun phrase and the relative pronoun.

Key: **1.** which **2.** which **3.** who **4.** which **5.** who

ACTIVITY 3

Aim: To introduce Ss to the relative pronoun *whose*.

- Write this example on the board:

  The writer is my aunt. You are reading her best-selling book.

  → *The writer whose best-selling book you are reading is my aunt.*

  Explain to Ss: *whose* replaces *the writer's*.
- Ask Ss to read the **Remember!** box. Ask them to decide what pronoun *whose* in each example refers to (answers: *the man's* and *the city's*). Highlight to Ss: *whose* stands for both things and people, and it comes before the noun it possesses.
- Ask Ss to do the activity (preferably) in pairs.
- Have Ss read each sentence carefully and decide if *who* or *whose* is needed. Encourage discussion.
- Call on some Ss to share their answers.
- Check the answers as a class. Explain if needed.

Key: **1.** who **2.** whose **3.** who **4.** whose **5.** whose

Remember!

Whose is a relative pronoun. It is used to show possession by people and things.

Example:

The man **whose** book you are reading is my friend.

We visited a city **whose** houses are painted in different bright colours.

3 **Complete each sentence with *who* or *whose*.**

1. Mr Minh, _____ will guide us on our Cu Chi Tunnel tour, is on his way.
2. This is the writer _____ book *Travel on $50 a Day* is my favourite travel guide.
3. My son, _____ is a huge fan of Taylor Swift, is on a music tour to see her in concert.
4. Tuyen Quang, _____ beauty and history are appealing, is a must-go in my tour list.
5. While travelling, my father often spends time talking with the locals _____ stories, he says, are interesting about the land we are visiting.

ACTIVITY 4

Aim: To provide Ss with more demanding practice with the use of *which, who,* and *whose*.

- Have Ss do this activity individually or in pairs.
- Tip: ask Ss to underline the last noun / noun phrase in the first clauses and decide if it is a thing or a person. If it is a thing, refer to the clauses in B with *which* or *whose*. If it is a person, refer to the clauses in B with *who* or *whose*.
- Allow Ss some time to exchange their answers or discuss to find the answers.
- Call on some Ss to share their answers.
- Confirm the correct answers as a class. Explain if needed.

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

4 **Match a clause in A with a clause in B to make a complete sentence.**

A	B
1. Don't forget to visit the National Air and Space Museum	a. whose products are on display at the Handicraft Show.
2. Yesterday I phoned Pierre,	b. who knows a lot about the history of this area?
3. There, I could see the ruinous hall	c. which appeared in the film "Jane Eyre".
4. Could you recommend a local tour guide	d. whose breathtaking collection is a must-to-see.
5. We were lucky to meet some artisans	e. who is arranging accommodation for our stay in Paris.

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ACTIVITY 5

Aim: To provide Ss with real-life partially-open-ended practice with *which*, *who*, and *whose*.



5 **Work in pairs. Discuss and finish the sentences.**

1. Son Doong is now a world-famous destination for travellers who _____.
2. I'm personally against tours which _____.
3. We shared a holiday home with two Germans whose _____.
4. I bought a city map which _____.
5. Most travellers prefer working with tour guides who _____.

- Have Ss work in pairs.
- Ask Ss to read the beginnings carefully and take turns to complete the sentences in the way they want.
- T walks around and offers help if needed.
- Call on some pairs to share their answers. Correct them if needed.

Suggested answers:

1. Son Doong is now a world-famous destination for travellers who look for adventures / who love exploring caves.

2. I'm personally against tours which use animals for entertainment.

3. We shared a holiday home with two Germans whose English was easy to understand.

4. I bought a city map which has attractions clearly marked and directions how to get there.

5. Most travellers prefer working with tour guides who are friendly and helpful.

EXTRA ACTIVITY

Circle the extra word in each sentence.

1. The girl who she wore a pink dress at the party is my cousin.

2. The book which I lent you it is my brother's.

3. The song which I was listening to it when you came in is my favourite.

4. This is the photo of the heroes whose their actions we admired so much.

5. Students whose test scores they were higher than eight will go to class A.

Key: **1.** she **2.** it **3.** it **4.** their **5.** they

WRAP-UP

Ask Ss to summarise what they have learnt in 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 express obligation and how to talk about one's own travel.
- 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.

Everyday English

Expressing obligation

ACTIVITIES 1 + 2

Aim: To teach Ss how to express obligation, and provide Ss with some practice.

1

- Play the recording for Ss to listen and read along where the mother and Nick express obligation and Lan and the stranger respond. Ask Ss to pay attention to the highlighted parts.
- Elicit the structures expressing obligation. Write them on the board:

  You must …

  It's necessary that you / we …
- Instruct Ss how to respond appropriately.

  Yes, I will.

  I got it.

  I'm sorry.
- Have Ss practise the conversations in pairs.

Audio script – Track 50:

1. *Mother:* Lan, you must hurry up or we'll miss the train.

Lan: Yes, Mum. I'm coming.

2. *Nick:* Is it necessary for us to wait in the queue?

Stranger: I'm sorry, it is.

2

- Ask Ss to work in pairs to express obligation in certain situations.
- Comment on their performance.


COMMUNICATION

Everyday English

Expressing obligation

1 **Listen and read the conversations. Pay attention to the highlighted parts.** 50

1 ***Mother:*** Lan, you must hurry up or we'll miss the train.

Lan: Yes, Mum. I'm coming.

2 ***Nick:*** Is it necessary for us to wait in the queue?

Stranger: I'm sorry, it is.

2 **Work in pairs. Express obligation in the following situations.**

1. You ask your younger brother to make a list of the things he will pack for his holiday so that he does not forget anything.
2. The teacher asks the class to strictly follow the factory regulations while visiting.

Suggested answers:

1. *A:* It's necessary that you make a list of the things you will pack for your holiday.

B: Yes, I've done it already.

2. *A:* You must strictly follow the factory regulations while visiting.

B: Got it. I won't break the regulations.

To express obligation, you can use

- *You must ...*
- *It's necessary that you ...*

To respond, you can use

- *I got it.*
- *Yes, I will.*
- *I'm sorry.*

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EXTRA ACTIVITY

Work in pairs. Take turns to say obligations and respond in the following situations.

1. Tell your brother to turn off the TV when he finishes watching the cartoon.

2. Tell your friends that you all must finish the project by Tuesday.

3. Tell your friend Mark not to be late again for class.

4. Tell your sister to put the toys back on the shelf.

Suggested answers:

1. – You must turn off the TV when you finish watching the cartoon.
– Yes, I will.

2. – It's necessary that we finish the project by Tuesday.
– We got it. Don't worry.

3. – Mark, you must not be late again for class.
– I'm sorry. I won't be late again.

4. – You must put the toys back on the shelf after playing with them.
– Yes, bro. I won't forget.

Transition from *Everyday English* to *My travel*

– Ask Ss to think about places they have travelled to (an ancient town, a handicraft village, a new city, etc.). Invite Ss to share their answers.
– Ask Ss what information they include when they talk about these places (time, transport, activities, feelings, etc.).
– Tell Ss they are going to read what people talk about their travels.

My travel

ACTIVITY 3

Aim: To introduce Ss how to talk about their travels and to summarise the information in a table.

– Ask Ss to work individually or in pairs.
– Ask Ss questions so that they can have an overall idea of what they are going to read.
How many people are talking about their travels?
Who are they?
– Have Ss read quickly three people's talks and complete the table.
– Call on some Ss to share their answers.
– Confirm the correct answers as a class.


My travel

3 **Read what people say about their travels. Then complete the table.**

Nam: Last year, my family travelled to Khanh Hoa for a leisure holiday. We rented a homestay by the sea. We swam in the sea and ate the local seafood.

Agi: Next month, my class is going on a trip to Budapest. A travel agency takes care of everything for us. We'll stay in a three-star hotel. We'll visit some cultural places and take a cruise on the Danube River.

Haruto: It was the low season, so my brother and I were able to afford a seven-day holiday in Beijing, China. We stayed in a loft room of a guest house. We spent every day visiting historical places. We wanted to learn about China's history.

People	Accommodation	Activities
Nam		
Agi		
Haruto		

Key:

People	Accommodation	Activities
Nam	homestay	– swimming – eating the local food
Agi	three-star hotel	– visiting some cultural places – taking a cruise on the Danube River
Haruto	loft room	– visiting historical places

ACTIVITY 4

Aim: To give Ss an opportunity to talk about their travels.

- Allow Ss some time to recall a holiday they would like to share and arrange their ideas.
- Tell Ss that they may refer to the three talks in **3**, paying attention to the information related to their travels and how to organise the talk. Encourage Ss to think further of the things which might not appear in the three talks.
- Then ask Ss to form groups and start sharing their holiday experience.
- Go round and offer help if needed.
- Let Ss talk without stopping them to correct mistakes. Do it later if needed.



4 **Work in groups. Share with your partners an unforgettable holiday you've taken. In your talk, you can mention:**

- holiday destination
- travel transportation
- accommodation
- activities

Suggested answer:

Last month, my class visited the Pottery Museum in the popular handicraft village of Bat Trang, Ha Noi.

We left for Bat Trang at 8 o'clock. Entrance fee to the museum was normally 50,000 VND for a person. Since we were students and travelled in a large group, we got a discount of 20%. This pottery museum has displays of many generations' work, which retells the history of the village. There we also learnt about the different materials and techniques used in pottery-making.

I highly appreciated the opportunity to learn about a traditional handicraft village of my country.

WRAP-UP

Have Ss summarise 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 different types of tours, and Speaking about your partner's travel experience.
- Ask Ss to name some types of tours they know and give some information about them if they can. Ask Ss what types of tours they have been on, and if those tours were positive experiences.
- 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.



SKILLS 1

Reading

1 **Write the words under their correct pictures.**

a. destination b. traveller
c. itinerary

1. _____

2. _____

Dates: 15-19 February
Destination: Singapore
Day 1: Hop-on hop-off tour
Day 2: Universal Studios
Day 3: Sentosa

3. _____

Reading

ACTIVITY 1

Aim: To draw Ss' focus on some keywords in the reading passage.

- Have Ss work individually.
- Call on some Ss to share their answers with the class.
- Check the answers as a class.

Key: **1.** traveller **2.** destination **3.** itinerary

ACTIVITY 2

Aim: To help Ss learn to guess the meaning of the words in context.

- Have Ss work individually.
- T may ask Ss to look quickly at the passage and decide how many types of tours the passage mentions and what they are. Write the two types on the board in columns (*Package tour* and *Self-guided tour*).
- Allow Ss some time to read the whole text first. Then ask them to focus on each word / phrase in column A and look for the sentence which contains the word / phrase. (Sometimes Ss may have to read the sentence before or after it as well). Remind them that they can get the meaning of a word / phrase as it is used in the passage through a particular context.
- Call on some Ss to share their answers.
- Confirm the correct answers as a class. Explain if needed.

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

2 **Read the passage and match the words and phrases in A with the definitions in B.**

The two most popular types of tours now are package and self-guided tours.

When you buy a package tour, a travel agency takes care of almost everything for you. You will get a notice about the places of your visit, the detailed itinerary, and the cost. They will protect you if something goes wrong during the trip. This type of holiday saves time and reduces stress for travellers. It offers a convenient option for people who are elderly, who do not want to spend much time searching on their own, or who are not confident about using online apps. One disadvantage of this type is you have to follow a fixed itinerary.

Nowadays, more young people choose self-guided tours which require them to do everything on their own. They have to look for a destination, work out an itinerary, and estimate the cost. They then hunt for tickets and accommodation, usually homestay. This type of holiday may require people more time and effort, but it is cheaper and more flexible than a package holiday. It gives travellers more freedom to decide where to go and how much time and money to spend at a place. However, to have a smooth trip and avoid trouble, these travellers should be good at using apps.

A	B
1. cost	a. happening or continuing without any problems
2. fixed	b. money spent on something
3. hunt for	c. not changing
4. smooth	d. look for

ACTIVITY 3

Aim: To help Ss develop their reading skill for specific information (scanning) through answering open questions.

- Have Ss work individually or in pairs.
- Ask Ss to read the questions carefully and decide what information they are asking for. Ask them to refer to the passage and look for the answer. Encourage them to answer briefly.
- Have Ss swap their answers with a partner 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 found the information for their answers.
- Confirm the correct answers as a class.

Suggested answers:

1. Time.

2. Travellers have to follow a fixed itinerary.

3. They have to do everything on their own.

4. They are cheap and flexible.

5. Using online apps.

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

1. What can a package tour save you?
2. What disadvantage of a package tour does the passage mention?
3. What do travellers have to do on a self-guided tour?
4. What is an advantage of self-guided tours?
5. What skill should you have if you go on a self-guided tour?

Transition from *Reading* to *Speaking*

- Tell Ss that they are going to apply the information and knowledge they get from the reading to talk about their partner's travel. In this task, they will have an opportunity to talk about their partner's travel experience.
- Ask Ss to refer to the reading for any vocabulary, ideas, or structures they may need for their speaking.

Speaking

ACTIVITY 4

Aim: To provide Ss with an opportunity to practise interviewing (asking and answering questions) about a tour.

- Have Ss work in pairs.
- Ask Ss to read the clues for the questions and think of any other aspects of a recent tour they want to ask about.
- Ask Ss to start interviewing each other. Ask them to take notes of their partner's answers. Go around and offer support if needed.


Speaking

4 **Work in pairs. Take turns to interview your partner about his / her recent tour. Take notes of your partner's answers.**

You can ask about:

1. where he / she went
2. which tour he / she took: package or self-guided
3. how he / she travelled
4. where he / she stayed
5. what he / she did / saw

Suggested answer:

Tom: Where did you go last summer, Mai?

Mai: I went to Hue with my parents.

Tom: Did you go on a tour?

Mai: Yes, we took a four-day package tour.

Tom: How did you travel?

Mai: We flew to Hue and travelled around by mini bus.

Tom: Where did you stay?

Mai: We stayed in a hotel by the Huong River.

Tom: Did you see and do much?

Mai: A lot. We visited Thien Mu Pagoda, The Imperial Citadel, The Tomb of Tu Duc. We took a cruise on the Huong River and ate special kinds of Hue cakes.

ACTIVITY 5

Aim: To provide Ss with an open opportunity to present the findings of an interview in 4.

- Have Ss work individually. Allow Ss some time to arrange the notes they have taken during the interview.
- Call on some Ss to share with the class what they have found out about their partner's travel experience. They can also share their comments about the experience.
- Comment on the presentations.


5 **Share with the class your partner's travel experience. You can then share what you think about it.**

Example:

Last summer, Mai went to Da Lat. She took a package tour ...

Suggested answer:

Last summer, Mai's family went to Hue. Since her parents did not have much time to organise a tour by themselves, they booked a four-day package tour. The travel agency arranged everything for them: the air tickets, accommodation, meals, the places to visit, and transportation. The tour was trouble-free as Mai's father said. They had to follow a fixed schedule, but they felt fine with it. The tour guide was friendly and helpful. Coming home, everybody was satisfied with the service the agency offered.

EXTRA ACTIVITY

Read some notices at holiday attractions and match them with the explanations. There is one extra answer.

1.



2.



3.



4.



a. It's necessary that you keep this place clean.

b. It shows the way to different places.

c. There is a restaurant nearby.

d. Collect all the containers and put them here.

e. You cannot visit this place since some work is being done to make it better.

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

WRAP-UP

Have Ss summarise what they have learnt in the lesson.

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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 the schedule of a visit to the famous Brontes' village, and Writing about a schedule of a half day tour in Hue.
- Ask Ss what information they think the schedule of a visit offers.
- 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

Before the SKILLS 2 lesson,T may ask Ss to do small research about the Bronte sisters.

ACTIVITY 1

Aim: To help Ss get some information / ideas about the Brontes.

- Have Ss work in pairs.
- Ask Ss to read the statements and discuss if they are true.
- Call on some pairs to share their answers.


SKILLS 2

Listening

1 **Work in pairs. Discuss if these statements are true.**

1. The Brontes is a family of world-famous writers.
2. Together, the three sisters wrote *Jane Eyre*.
3. You can read some of their novels in Vietnamese.

Key:

1. True

3. True

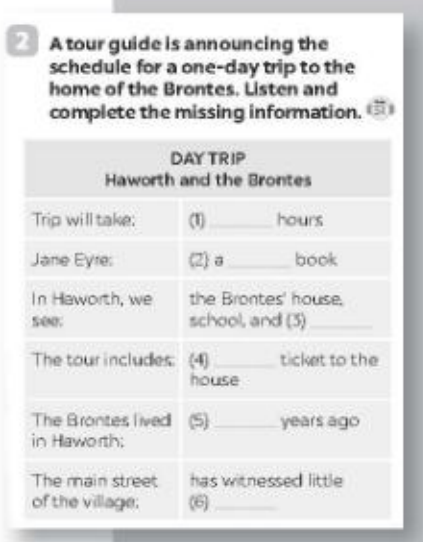
Notes:

The Bronte sisters refer to the three sisters from The Brontes in England. They are famous writers: Charlotte Bronte (1816 – 1855), Emily Bronte (1818 – 1848), and Anne Bronte (1820 – 1849). Their novels *Jane Eyre, Wuthering Heights,* and *The Tenant of Wildfell Hall* are worldwide recognised as masterpieces of English literature. These books have been turned into movies. They were first translated into Vietnamese in the 1960s and are still being republished today.

ACTIVITY 2

Aim: To help Ss develop their skill of listening for specific information through a filling-in-the-blank task.

- Have Ss work individually. Have Ss read the table carefully first so that they can have some ideas of what information they need to fill in the blanks.
- Play the recording for Ss to listen and do **2**.


2 **A tour guide is announcing the schedule for a one-day trip to the home of the Brontes. Listen and complete the missing information.**

DAY TRIP Haworth and the Brontes	
Trip will take:	(1) _____ hours
Jane Eyre:	(2) a _____ book
In Haworth, we see:	the Brontes' house, school, and (3) _____
The tour includes:	(4) _____ ticket to the house
The Brontes lived in Haworth:	(5) _____ years ago
The main street of the village:	has witnessed little (6) _____

- Invite some Ss to share their answers with the class.
- Confirm the correct answers as a class.
- Play the recording again if needed. Pause at places where Ss have difficulties and show them how to find the answers.

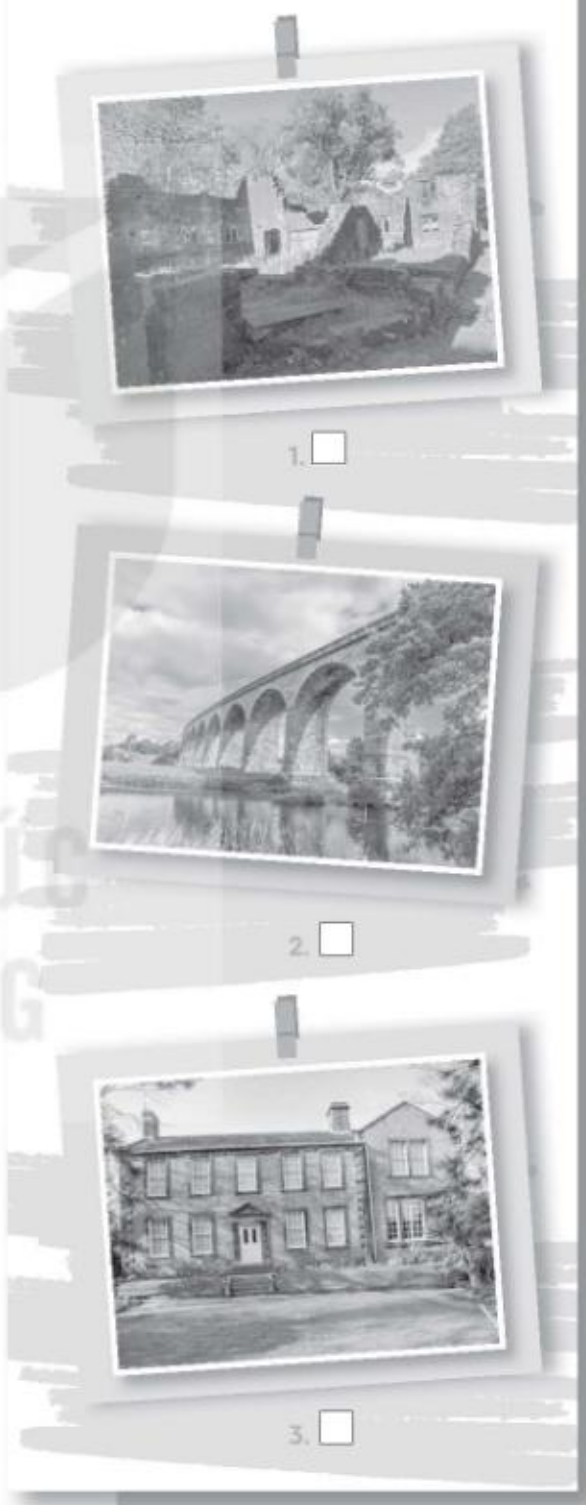
Key: **1.** 9 / nine **2.** world-famous **3.** graveyard **4.** entrance **5.** 150 **6.** change

ACTIVITY 3

Aim: To help Ss relate the information from the listening to pictures.

- Have Ss do the task individually.
- Have Ss look at the pictures first and see what they illustrate.
- Play the recording again for Ss to listen and do the activity.
- Invite some Ss to share their answers with the class.
- Confirm the correct answers as a class.
- Play the recording again if needed. Pause at places where Ss have difficulties and show them how to find the answers.

3 **Look at the pictures, listen again and tick (✓) the two which illustrate the ideas of the listening passage.** 52



Key: 1 and 3

Explanation: the listening mentions 'ruinous cottage' (the building in Jane Eyre book) and 'two-storey house' (The Brontes' original home). It doesn't mention any bridge.

Audio script – Tracks 51 + 52:

Hello everyone. Welcome to the Brontes tour. My name's Gillian and I'll be accompanying you on our nine-hour tour.

We'll drive through the beautiful Yorkshire countryside with its vast green hills and fields. We'll stop at the villages of Clapham and Wycoller. There you can see the original school and ruinous cottage, which appear in Charlotte's world-famous book, Jane Eyre. We'll then drive on to Haworth, the home of the Brontes. We'll visit their two-storey house and the school they set up for the children in the village. The entrance ticket to the house is included in the tour, so you don't have to pay extra. We will also visit the graveyard where the members of the Brontes rest in peace. After that we have an hour for lunch. There are cafés and restaurants nearby. Our tour continues at one thirty. We'll wander down the main high street where the Brontes walked 150 years ago. It has hardly changed since then. You'll see many places that the members of the Bronte sisters used to visit. Next, …

Notes:

- Some proper names appearing in the listening are:
  Clapham /ˌklæpəm/
  Wycoller /wai'kɒlə(r)/
  Haworth /'haʊəθ/
  Bronte /'brɒnteɪ/
- T may write these names on the board and guide Ss how to pronounce them to make it easier for Ss to follow the listening.

Transition from *Listening* to *Writing*

- Tell Ss that in the upcoming writing tasks, they are going to write the same thing as in the listening: schedule of a visit.
- Ask Ss to refer to the listening (Activities 1, 2, 3) for any vocabulary, ideas, or structures they may need for their writing.

Writing

ACTIVITY 4

Aim: To help Ss reflect on the listening and focus on the main points of an itinerary.

- Have Ss work in pairs. Ask Ss to read the list and tick the thing(s) that the tour guide mentions in the tour schedule.
- Invite some Ss to share their answers with the class.
- Check the correct answers as a class.

Key: 1, 3, 4



Writing

4 **Work in pairs. Discuss and tick (✓) the thing(s) that the tour guide in the listening passage mentions in her announcement at the beginning of the tour.**

1. The length of the tour ☐
2. The cost of the tour ☐
3. The place(s) they visit ☐
4. Some brief details about each place ☐

ACTIVITY 5

Aim: To help Ss write an introduction to a tour from given clues.

- Have Ss work individually. Allow them to discuss in pairs if needed.
- Ask Ss to read the clues about the tour in Hue.
- Allow them some time to arrange the ideas and write the paragraph. Go around and offer help if needed.
- Call on some Ss to read aloud their passage to the class. Comment on them.

Suggested answer:

Hi, my name is Nam and I'm going to be with you on a five-hour tour of Hue City. Our first visit is Thien Mu Pagoda. It's the oldest pagoda in central and south Viet Nam and was built in 1602. Then we drive on to the Citadel, where we can see the palace ruins, learn about the history of the Nguyen Dynasty, and visit the altars of the Kings. The last visit is to Dong Ba Market. It's the biggest market in the city, where you'll see local products and chat with the locals. You can have lunch in or around the market before the tour ends.



5 **Write a paragraph (100 - 120 words) introducing this half day tour in Hue. Use the clues below.**

1. Length of the tour: 5 hours
2. Transportation: mini bus
3. The place(s):
   - Thien Mu Pagoda: oldest pagoda in central and south Viet Nam, built in 1602.
   - The Citadel: see the palace ruins, learn about the history of the Nguyen Dynasty, and visit the altars of the Kings.
   - Dong Ba Market + lunch (at tourists' own expense): biggest market in the city. Get to know about the local products and chat with the locals.

You can start with:

This is the itinerary for a five-hour tour. ...

EXTRA ACTIVITY

Make complete sentences from the clues given to write a complete text.

1. One day / I / visit / Mount Fuji, / which / Japan's / most iconic natural wonder.

2. It / famous / place / scenic beauty / historic site.

3. It / rise / 3,776 metres tall / reflects beautifully / five lakes / around / it.

4. Ancient samurai / use / base / mountain / remote training area.

5. Today, / Mount Fuji / international destination / tourism / mountain climbers.

Key:

1. One day, I will visit Mount Fuji, which is Japan's most iconic natural wonder.

2. It is a famous place for its scenic beauty and historic site.

3. It rises 3,776 metres tall and reflects beautifully on the five lakes around it.

4. Ancient samurai used the base of the mountain as a remote training area.

5. Today, Mount Fuji is an international destination for tourism and mountain climbers.

WRAP-UP

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

LOOKING BACK

Encourage Ss not to refer 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 items they have learnt in the unit.

- Have Ss do this activity individually.
- Ask Ss to read each sentence carefully, then refer to the four options and choose the correct answer.
- Allow Ss to compare their answers with their partners.
- 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.** C **4.** D **5.** A

ACTIVITY 2

Aim: To give Ss further practice in using the vocabulary items in new context.

- Have Ss do this activity individually.
- Ask Ss to read each sentence carefully and decide what word is needed to complete the sentence. Note that the first letter has already been provided. Alternatively, encourage Ss to look for the word without looking at the suggested initial letter. Then they can look at the letter and see if they have found the correct answer.



LOOKING BACK

Vocabulary

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

1. If you are travelling abroad for the first time, it's better to look for a good travel _____ to arrange everything for you.
   A. budget B. agency
   C. tourism D. homestay
2. Many _____ buildings have become UNESCO World Heritage Sites.
   A. modern B. domestic
   C. ruinous D. international
3. Young people are usually good at _____ for cheap transportation and accommodation.
   A. buying B. booking
   C. hunting D. applying
4. Nowadays, people can travel on their own to new places by using _____.
   A. tours B. earphones
   C. entrance tickets D. Google Maps
5. _____ is for people who love trying different local dishes.
   A. Food tourism B. Domestic tourism
   C. Ecotourism D. Shopping tourism

2 **Fill in each blank with a suitable word or phrase. The first letter has been given.**

1. Would you like to go on an international or a d_____ tour?
2. - Can I make a small change to this itinerary?
   - I'm afraid not. It's f_____.
3. Thanks to her skills with a _____, she was able to buy cheap tickets to Quy Nhon.
4. They are not experienced enough to go on a s_____ tour. They need an adult to go with them.
5. - What did you enjoy most on your tour to Sa Pa?
   - The n_____ beauty of the mountains and valleys.

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- Ask Ss to compare their answers with their partners.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if needed.

Key: **1.** domestic **2.** fixed **3.** apps **4.** self-guided **5.** natural

Grammar

ACTIVITY 3

Aim: To help Ss correctly use relative pronouns *which*, *who*, or *whose* in sentences.

- Have Ss do this activity individually.
- Ask Ss to read the sentences carefully and decide which relative pronoun is correct for each sentence.
- Tip: ask Ss to look at the word before the blank to see if it is a person (*who*) or a thing (*which*); then look at the word after it to see if it is a verb (*who* and *which*) or a noun (*whose*).
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if needed.

Key: **1.** which **2.** who **3.** which **4.** whose **5.** whose



Grammar

3 **Use a relative pronoun *which*, *who*, or *whose* to complete each sentence.**

1. Excuse me, could you show me a souvenir shop _____ sells small-size paintings of this city?
2. We can ask my uncle _____ has a lot of experience in organising tours.
3. A visa is a stamp or mark in your passport _____ allows you to enter or leave a foreign country.
4. I'm lost. The hotel I'm staying in is a white multi-storey one _____ name is Islander Hotel.
5. The police officer is talking to the tourist _____ passport is missing.

ACTIVITY 4

Aim: To provide Ss with a more demanding task, using relative pronouns to combine two sentences into one.

- Have Ss work individually or in pairs.
- Ask Ss to read each pair of sentences carefully and decide what relative pronoun is needed to combine them, and how to form the new sentence (what to keep, what to omit).
- Allow Ss some time to write the sentences. Go round and offer help if needed.
- Call on some Ss to read their answers to the class.
- Confirm the correct answers as a class. Explain if needed.



4 **Combine each pair of sentences, using a suitable relative pronoun *which*, *who*, or *whose*.**

1. My family spent four days in India. Its culture is unique.
2. Organising self-guided tours helps develop personal skills. They are important for everybody.
3. Russel stayed in a hotel in Bui Vien Street. It is one of the best streets for foreign tourists.
4. After the Muay Thai Show, my sons talked to the artists. They admired their performance so much.
5. We participated in a lot of activities with the local people. They were friendly and helpful.

Key:

1. My family spent four days in India, whose culture is unique.

2. Organising self-guided tours helps develop personal skills which are important for everybody.

3. Russel stayed in a hotel in Bui Vien Street, which is one of the best streets for foreign tourists.

4. After the Muay Thai Show, my sons talked to the artists whose performance they admired so much.

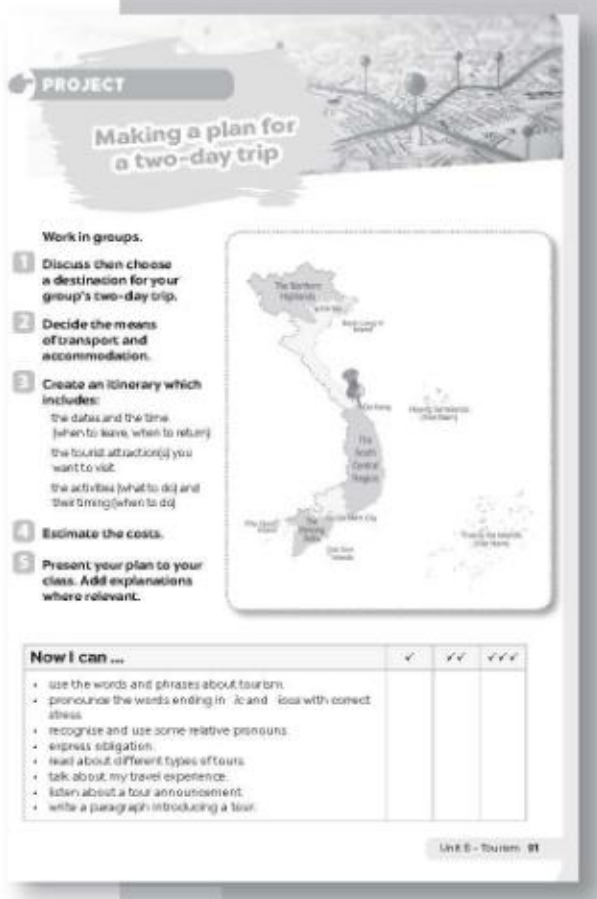
5. We participated in a lot of activities with the local people, who were friendly and helpful.

PROJECT

Aim: To give Ss an opportunity to plan their own trip.

Since Ss have had time to prepare for the project throughout the unit, the focus of this lesson should be on the final product, which is a plan for a two-day trip.

- Have Ss work in groups. Give them a few minutes to prepare for their presentations.
- Give Ss checklists for self and peer assessment. Explain that they will have to check appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists in the same way after completing their presentations.
- Invite two or three groups to present their plans. Encourage the rest of the class to ask questions at the end.
- Give feedback after each presentation. T can also give marks as part of Ss' continuous assessment.


PROJECT

Making a plan for a two-day trip

Work in groups.

1. Discuss then choose a destination for your group's two-day trip.
2. Decide the means of transport and accommodation.
3. Create an itinerary which includes:
   - the dates and the time (when to leave, when to return)
   - the tourist attraction(s) you want to visit
   - the activities (what to do) and their timing (when to do)
4. Estimate the costs.
5. Present your plan to your class. Add explanations where relevant.

Now I can ...	✓	✓✓	✓✓✓
• use the words and phrases about tourism. • pronounce the words ending in -ic and -ious with correct stress. • recognise and use some relative pronouns. • express obligation. • read about different types of tours. • talk about my travel experience. • listen about a tour announcement. • write a paragraph introducing a tour.			

Unit 8 - Tourism 01

FEEDBACK FORM FOR TRIP PLAN PRESENTATION

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. We greeted the audience.		
2. We spoke clearly and naturally.		
3. We interacted with the audience.		
4. We concluded the talk appropriately.		
DESIGN OF THE PLAN		
1. Our plan was clearly organised.		
2. The content and photos were suitable.		
CONTENT: Our plan includes the following information:		
1. the picture(s) to illustrate the place of the visit		
2. the information about the trip (the date, transport, accommodation, places to visit, activities to do, cost, things to bring, etc.)		

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2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenters greeted the audience.		
2. The presenters spoke clearly and naturally.		
3. The presenters interacted with the audience.		
4. The presenters concluded the talk appropriately.		
DESIGN OF THE PLAN		
1. Their plan was clearly organised.		
2. The content and photos were suitable.		
CONTENT: Their plan includes the following information:		
1. the picture(s) to illustrate the place of the visit		
2. the information about the trip (the date, transport, accommodation, places to visit, activities to do, cost, things to bring, etc.)		

NOW I CAN ...

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

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Unit 9 WORLD ENGLISHES

Objectives:

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

- use the words related to the topic *World Englishes*;
- pronounce the words ending in *-ion* and *-ity* with correct stress;
- use defining relative clauses;
- say good luck and respond;
- read for general and specific information about the three circles of English;
- talk about borrowed words;
- listen for specific information about ways to improve one's English vocabulary;
- write a paragraph about ways to improve an area of English learning.


Unit 9 WORLD ENGLISHES

THIS UNIT INCLUDES:

Vocabulary
- Aspects of languages
- English language learning

Pronunciation
Stress in words ending in -ion and -ity

Grammar
Defining relative clauses

Skills
- Reading about the three circles of English
- Talking about borrowed words
- Listening about ways to improve one's English vocabulary
- Writing a paragraph about ways to improve an area of English learning

Everyday English
Saying good luck and responding

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 some Ss about the English language and their experiences of it:
  + *How long have you learnt English?*
  + *In your opinion, how many types of English are there?*
  + *Do you know any differences between American English and British English?*
- Introduce the concept *World Englishes*. Tell Ss that this concept refers to the differences in the English language that emerge as it is used in various contexts across the world. Write the unit title on the board *World Englishes*.
- 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

WHAT DO YOU MEAN?

ACTIVITY 1



Aims:

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

- Ask Ss to look at the picture on pages 92 and 93 and answer the questions below:

  1. Who do you see in the picture?

  2. What does the picture show? What does it mean?

- Elicit answers from Ss.
- Introduce the context of the conversation: *This is an English lesson, and the teacher introduces to Ss a foreign student, Jack.*
- Play the recording twice for Ss to listen and read along. Have Ss underline the words 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 in the text that they think are related to the topic *World Englishes*. Quickly write the words on one part of the board. Comment on Ss' answers.

Audio script – Track 53:

Teacher: Hi class. I'd like to introduce an exchange student who comes from New York. Welcome Jack!

Students: Hello, Jack. Nice to meet you.

Jack: Nice to meet you all. This is my first time in Viet Nam.

Teacher: Now you can ask Jack any questions you would like to ask.

Phong: Do American students wear school uniforms every day, Jack?

Jack: No, most American students don't wear school uniforms. Most students at my school wear pants and T-shirts.

Phong: What do you mean by 'pants', Jack?

Jack: Ah, I mean trousers. In American English, 'pants' mean 'trousers'.

Phong: I see.

Teacher: Yeah, there are some differences in vocabulary between American English and British English. Are there any more questions?

Mi: Yes. I want to know about the students in your school. Are all of you American? And do all of you speak English?

Jack: Good question. Most of us are American, but some are immigrants from other countries like Viet Nam, India, and Mexico. Their first language is not English, but they all speak English at school.

Mi: That's interesting!

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.
- Then have them read the conversation again to check their answers.
- Allow them to share their answers with a partner before discussing as a class.
- Ask Ss to make any needed changes to their answers, referring to the answers that have been written on the board before.
- Confirm the correct answers.

2 **Read the conversation again. Fill in each blank with no more than TWO words from the conversation.**

1. Jack is an exchange student from _____.
2. This is the _____ Jack has visited Viet Nam.
3. Most students at Jack's school wear _____ and T-shirts.
4. American English and British English have _____ in vocabulary.
5. Not all students in Jack's school are _____, but they all speak English.

Key: **1.** New York **2.** first time **3.** pants **4.** some differences **5.** American

ACTIVITY 3

Aim: To help Ss guess the meaning of some vocabulary items in the conversation.

- Ask Ss to read the words and phrases in the first column and locate them in the conversation.
- Ask them to read around each word or phrase to guess its meaning. For example, Ss can guess the meaning of "exchange student" by focusing on the clause "who comes from New York" and the sentence "This is my first time in Viet Nam". Model the skill with this word.
- Have Ss work individually to match the words and phrases with their definitions.
- Have them compare their answers with a partner.
- Invite some Ss to share their answers. Confirm the correct answers.
- Have Ss practise saying the words and phrases.

3 **Match the words and phrases with their definitions.**

1. exchange student	a. all the words in a language
2. mean	b. a student who attends a school in a foreign country for a period of time
3. vocabulary	c. people who have come to live permanently in a different country
4. immigrants	d. the language someone learns to speak from birth
5. first language	e. to express or represent something

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

ACTIVITY 4

Aim: To help Ss practise using the vocabulary learnt in 3.

- Have Ss work in pairs and fill in each blank with a word or phrase from **3**.
- Ask for Ss' answers and confirm the correct ones.

4 **Fill in each blank with a word or phrase from 3.**

1. – What does your name _____, Mi?
   – It's the name of a bird.
2. English _____ is increasing because it borrows words from other languages.
3. In Australia, there are a lot of _____ who have come from other countries.
4. His _____ is Vietnamese, but he can speak English and French fluently.
5. This year our school has a(n) _____ from Britain. She will study with us for one month.

– For a more able class, have Ss work in groups. Each group makes sentences with the words / phrases. Then have them read aloud these sentences.

Key: **1.** mean **2.** vocabulary **3.** immigrants **4.** first language **5.** exchange student

ACTIVITY 5

Aim: To introduce some differences between British English and American English.

– Tell Ss that there are some differences between British English and American English, and this exercise focuses on differences in vocabulary. Ask Ss to do the quiz individually.

– Have the quickest student give his / her answers. Other Ss comment.

– Confirm the correct answers.

– Ask Ss to work in groups and share with each other similar pairs of words. After three minutes, the group with the most answers wins, and they share their answers with the whole class.

5 QUIZ **Match the words in British English with those in American English so that they mean the same. Who is the quickest?**

British English	American English
flat	sweater
holiday	apartment
jumper	soccer
chips	vacation
football	French fries

Do you know any other pairs of words?

Key: flat – apartment holiday – vacation jumper – sweater
chips – French fries football – soccer

Notes: Some similar pairs of words

British English	American English
anticlockwise	counter
appetiser	starter
aubergine	eggplant
biscuit	cookie
boot	trunk
candyfloss	cotton candy
car park	parking lot
chemist	drugstore
chips	French fries
courgette	zucchini
French fries	chips
dressing gown	robe
dummy	pacifier
dustbin	garbage can
flannel	washcloth
flat	apartment
football	soccer
fringe	bangs
grill	broil
holiday	vacation
jumper	sweater

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lift	elevator
mobile phone	cell phone
number plate	license plate
off-licence	liquor store
pavement	sidewalk
petrol	gas, gasoline
postbox	mailbox
postcode	zip code
public school	private school
pushchair	stroller
shopping trolley	shopping cart
skipping rope	jump rope
sledge	sled
state school	public school

EXTRA ACTIVITY

Prepare a list of words that have British and American English versions (e.g. lift / elevator). Give the definition of a word and ask Ss to name the word, in both British and American English.

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 they remember from the lesson.
- If there is a projector, then T should show the conversation and highlight the keywords related to the topic. It would be helpful if T also highlights in the conversation the sentences that contain defining relative clauses together with the words ending in *–ion* and *–ity*. Tell Ss that they will learn these language points in the upcoming lessons.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books to the last page of Unit 9, the **Project** section, look at the pictures and say what the topic of the project is (*English around the world*).
- Explain the project requirements: In groups, Ss will have to choose a country where people use English as a second or an official language. They then collect information about the country's number of English speakers, other languages its people speak, and the roles of English in that country. Finally, Ss make a poster about this country and give a presentation about it. Their poster should include a mixture of text and pictures so that T and other classmates can easily follow their presentation.
- Model with a country of T's choice such as Singapore.

Number of English speakers	About 4 million
Other official languages	Malay, Mandarin and Tamil
Roles of English	– Official language – 48.3% of the population speak English at home (as of 2020) – Working language for government and business – Medium of instruction for all schools – Playing an increasingly important role in society

- Put Ss into groups and have them choose their group leader. Then ask the group leaders to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need and solving any other problems that may arise with their projects.

A CLOSER LOOK 1

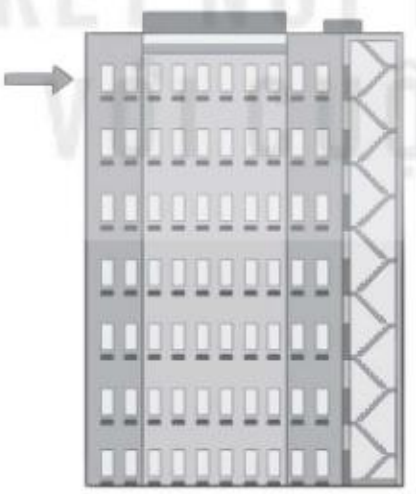
WARM-UP

Aims:

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

- Show pictures of words that are different in British English and American English. Ask if Ss can say them in British and American English.









Suggested answers:

British English	American English
chips	French fries
flat	apartment
biscuit	cookie
dustbin	garbage can
car park	parking lot



- Introduce this lesson which focuses on words related to languages and language learning, and stress in words ending in *-ion* and *-ity*.
- 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 teach some vocabulary items related to languages.

- T may want to present the four words and a phrase in Column A first.
- To present each word / phrase, follow the steps:
  + Show a picture / situation and elicit the word / phrase.
  + Read aloud the word / phrase several times and ask Ss to repeat.
  + Invite some Ss to read the word / phrase aloud.
  + Write the word / phrase on the board and highlight the phonological features (e.g. show the location of the main stress).
- After presenting all the words and phrase, ask Ss to read the words and phrase in Column A and match them with the meaning in Column B. This helps check if Ss understand the words / phrase just presented.
- Have Ss work in pairs to compare their answers before giving T the answers.
- Check and confirm the correct answers.
- For a more able class, have Ss make complete sentences with the words / phrase in Column A.

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

A CLOSER LOOK 1

Vocabulary

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

A	B
1. variety	a. a language which has legal status in a country
2. bilingual	b. a different type of something
3. fluent	c. (of circles) having the same centre
4. concentric	d. able to speak two languages equally well
5. official language	e. able to speak, read, or write a language, especially a foreign language, easily and well

ACTIVITY 2

Aim: To teach some verb phrases related to languages and language learning.

- Have Ss match a verb in Column A with a suitable phrase in Column B individually.
- Let them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones.
- Present the meaning of the verb phrases so that Ss can better understand them.
  + translate from Vietnamese into English: express the meaning of speech or writing which is in Vietnamese in English

2 **Match a verb in A with a phrase in B to make a meaningful expression.**

A	B
1. translate	a. over the grammatical points
2. copy	b. up a new language
3. pick	c. up new words in an English-English dictionary
4. look	d. from Vietnamese into English
5. go	e. words into a notebook

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+ copy words into a notebook: write words exactly as they are written somewhere else in a notebook
+ pick up a new language: learn a new language by chance
+ look up new words in an English-English dictionary: check the meaning of new words in an English-English dictionary
+ go over the grammatical points: study the grammatical points carefully

– For a more able class, ask Ss to make sentences with the verb phrases. Invite Ss to share their sentences. This activity can be carried out as a competitive game. Ask Ss to work in groups and make sentences with the phrases. The fastest group with the most correct sentences wins. Other groups listen and comment.

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

ACTIVITY 3

Aim: To give further practice with the vocabulary items they have learnt.

– Ask Ss to read the given sentences to understand the general meaning of each.
– Have them do the exercise individually and then compare their answers with another student.
– Check the answers as a class and confirm the correct ones.

Key: **1.** official **2.** fluent **3.** look **4.** translated **5.** go



3 **Choose the correct word to complete each sentence.**

1. English is a(n) official / first language in Singapore besides Malay, Mandarin, and Tamil.
2. Although he was born in Britain, he is fluent / bilingual in Vietnamese.
3. After you pick / look up a word in the dictionary, remember to make an example with it.
4. How many books have you picked / translated from English into Vietnamese?
5. Remember to go / copy over the words you have learnt in class.

Pronunciation

Stress in words ending in *-ion* and *-ity*

ACTIVITY 4

Aims:

– **To help Ss identify the stress in words ending in *-ion* and *-ity*;**
– **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 and repeat the words they hear. Play the recording as many times as necessary.
– Explain to Ss that these words have the stress on the syllable right before the *-ion* or *-ity*. For example, the word *relation* has the stress on the second syllable, and the word *charity* has the stress on the first syllable.
– Ask Ss to work in pairs to stress the words and practise saying the words with correct stress.
– Invite some Ss to say the words aloud. Comment on their pronunciation.



Pronunciation

Stress in words ending in *-ion* and *-ity*

Remember!

Words ending in *-ion* and *-ity* have stress on the syllable immediately before them.

4 **Listen and repeat the words. Pay attention to the word stress.** 154

-ion	-ity
relation	charity
decision	quality
position	clarity
education	ability
operation	obesity

Audio script – Track 54:

relat**ion**	char**ity**
decis**ion**	qual**ity**
posit**ion**	clar**ity**
educat**ion**	abil**ity**
operat**ion**	obes**ity**

ACTIVITY 5

Aim: To help Ss stress the words ending in *–ion* and *–ity* 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.
- 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.

5 **Listen and repeat the sentences. Mark the stress in the underlined words.** (55)

1. They had a discussion about the quality of the courses at their language centre.
2. Pay attention to her ability to express herself in English.
3. I have an intention of organising an English class for the community.
4. Let's do a revision activity before the exam.
5. What is the function of the word 'identity' in this sentence?

Key:

1. dis'cussion; 'quality

2. a'ttention; a'bility

3. in'tention; co'mmunity

4. re'vision; ac'tivity

5. 'function; i'dentity

Audio script – Track 55:

1. They had a dis'cussion about the 'quality of the courses at their language centre.

2. Pay a'ttention to her a'bility to express herself in English.

3. I have an in'tention of organising an English class for the co'mmunity.

4. Let's do a re'vision ac'tivity before the exam.

5. What is the 'function of the word 'i'dentity' in this sentence?

EXTRA ACTIVITY

Have Ss work in groups. Ask groups to write as many words ending in *–ion* and *–ity* as possible in three minutes. Invite the group with the most words to write their words on the board. Have other Ss from other groups go to the board and put stress on the correct syllable in each word written.

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Notes: Some words ending in *-ion* and *-ity*

-ion		-ity	
act**ion**	adapt**ion**	quant**ity**	dens**ity**
reg**ion**	donat**ion**	grav**ity**	longev**ity**
stat**ion**	relaxat**ion**	real**ity**	major**ity**
emot**ion**	admirat**ion**	pur**ity**	equal**ity**
ambit**ion**	informat**ion**	un**ity**	facil**ity**

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

Defining relative clauses

WARM-UP

Aims:

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

- Write the relative pronouns *who, which, whose* on the board and ask Ss the use of each as they learnt these pronouns in the previous unit.
- Write part of this sentence on the board and ask Ss to complete it:

  English is the language which _____.
- Invite some Ss to share their answers. Quickly write some of their answers on the board. Confirm the correct ones.
- Underline the *which*-clause. Tell them that this clause is called a defining relative clause.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

DEFINING RELATIVE CLAUSES

- Have Ss read the two examples in the first **Remember!** box and pay attention to the bold words. Then tell them to read the information in the box.
- Check their understanding by asking some questions:
  + *What is a relative clause?*
  + *What does it usually start with?*
  + *Why is a defining relative clause important?*
- Ask Ss to give some more examples. Comment on their examples.
- Draw Ss' attention to the second **Remember!** box. Write the two examples on the board and underline the parts of speech in each sentence:

1. The man who is talking to the girl is bilingual in English and French. → must use 'who'
   S V
2. The man who you met this morning is bilingual in English and French. → can omit 'who'
   O S V

- Tell Ss that when the relative pronoun is the object of the relative clause we can omit it and when it is the subject, we can't.
- Share with Ss a tip to identify when the relative pronoun is the subject or object: when there is a noun or pronoun between the relative pronoun and verb, the relative pronoun is the object.
- Refer back to the two examples in the first **Remember!** box and ask Ss if the relative pronoun in each example is the subject or object (1st example: subject; 2nd example: object)

ACTIVITY 1

Aim: To help Ss practise with defining relative clauses.

- Have Ss do the exercise individually and then check their answers with a classmate.
- Invite some Ss to share their answers. Confirm the correct answers.
- For a more able class, ask Ss to decide if the relative pronoun in questions 1, 2, and 3 is the subject or object.

Key: **1.** B (subject) **2.** A (subject) **3.** B (subject)
4. C **5.** D

ACTIVITY 2

Aim: To help Ss practise identifying if the relative pronoun is the subject or object.

- Model the way to do the exercise with the first sentence. Explain to Ss that first they need to identify the part of speech of the relative pronoun, and then decide to omit it or not.

  1. The new vocabulary items which we learnt yesterday are difficult to remember.

  → which: object → omit
- Have Ss do this exercise individually and then compare their answers with a partner.
- Ask some Ss to share their answers. Confirm the correct ones.

Key:

1. which we learnt yesterday (O → omit)
2. which are in this book (S)
3. who translated this novel into Vietnamese (S)
4. who love languages (S)
5. who we admire (O → omit)



A CLOSER LOOK 2

Grammar

Defining relative clauses

Remember!

A relative clause tells us more about people and things. It usually starts with a relative pronoun.

Defining relative clauses give us essential information. Without this information, people are not clear which person(s) or thing(s) we are talking about.

Example:

- The teacher **who taught me my first words in English** is Mr Vinh.
- He gave me the dictionary **which you suggested**.

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

1. English is the language _____ is known as a global language.
   A. who B. which
   C. whose D. what
2. People _____ speak English well can find jobs in international companies more easily.
   A. who B. which
   C. whose D. why
3. People from countries _____ do not share a common language use English to work together effectively.
   A. who B. which
   C. whose D. where
4. The woman _____ son won the English speaking contest felt very proud.
   A. who B. which
   C. whose D. when
5. I met a man _____ first language is Arabic at the conference.
   A. who B. which
   C. what D. whose

Remember!

The relative pronoun *who* or *which* can be the subject or the object of the relative clause. We must use it when it is the subject of the relative clause. We can omit it if it is the object.

Example:

- The man who is talking to the girl is
  S
  bilingual in English and French.
  →must use *who*
- The man who you met this morning is
  O
  bilingual in English and French.
  →can omit *who*

2 **Underline the relative clause in each sentence. Decide if the relative pronoun is the subject (S) or object (O) of the relative clause and if we can or cannot omit it.**

1. The new vocabulary items which we learnt yesterday are difficult to remember.
2. I don't like the grammar exercises which are in this book.
3. The man who translated this novel into Vietnamese must be proficient in English.
4. The students who love languages can join our Reading Club.
5. The teacher who we admire can speak three languages.

ACTIVITY 3

Aim: To help Ss practise further with defining relative clauses.

- Model with the first sentence if necessary. Write it on the board and underline the mistake, and then correct it. (*My sister doesn't like films <u>have</u> unhappy endings. → which have*)
- Have Ss do this exercise individually and then compare the answers with another classmate.
- Check the answers with the whole class. Confirm the correct ones.

3 **Are these sentences right or wrong? Correct them if necessary.**

1. My sister doesn't like films have unhappy endings.
2. What is the name of the man who is the director of the language centre?
3. One of the four official languages people use in Singapore is English.
4. I like the English lesson which Ms Oanh taught yesterday.
5. Students who grades are high can compete in this contest.

Key: **1.** have → which have **2.** Correct **3.** Correct
4. Correct **5.** who → whose

ACTIVITY 4

Aim: To help Ss get further practice with defining relative clauses.

- Model the first question. Underline the main noun in the first sentence and the word that refers to it in the second sentence. Ask Ss what relative pronoun can replace the noun in the first sentence.

  I met a <u>woman</u>. <u>Her</u> husband is a famous linguist. → whose → I met a woman whose husband is a famous linguist.
- Have Ss work in pairs to do the exercise.
- Invite some Ss to write their answers on the board. Give feedback and confirm the correct answers.

4 **Combine the two sentences into one, using a relative pronoun.**

1. I met a woman. Her husband is a famous linguist.
2. My friend's father gave us the tickets. He owns a travel agency.
3. The grammar exercise was very complicated. Nobody could do it.
4. I study English in a language school. It is in the centre of the city.
5. The student completed the quiz the fastest. The teacher praised him.

Key:

1. I met a woman whose husband is a famous linguist.

2. My friend's father who owns a travel agency gave us the tickets.

3. The grammar exercise (which) nobody could do was very complicated.

4. I study English in a language school which is in the centre of the city.

5. The teacher praised the student who completed the quiz the fastest. / The student (who) the teacher praised completed the quiz the fastest.

ACTIVITY 5

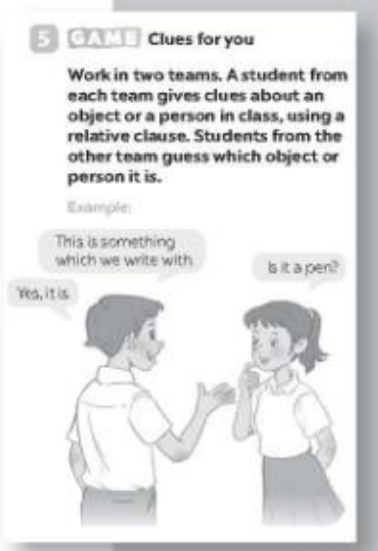
Aim: To help Ss get further practice with defining relative clauses in a freer way.

- Have Ss work in two teams. A student from each team gives clues about an object or a person in class, using relative clauses. Ss from the other team guess which object or person it is.
- Ask Ss to read the example carefully.

5 GAME **Clues for you**

Work in two teams. A student from each team gives clues about an object or a person in class, using a relative clause. Students from the other team guess which object or person it is.

Example:



– Set a time limit of about 5-7 minutes. The person who gives clues can only give three clues at most. For each correct guess after the third clue, the guessing team can get one point. The team with more points is the winner.

EXTRA ACTIVITY: Relative clauses challenge

– Have Ss work in groups. Give each group some words related to places, animals, things, etc. and ask them to write definitions of the words. Ask groups to read out their definitions and vote for the best one(s). Tell them they can't vote for their own definition.

– Model with a word.

E.g. bilingual (n)

→ Definition: A bilingual is a person who can speak two languages equally well.

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 this picture to Ss or make the gesture yourself. Ask Ss what this gesture means. Elicit the answers from Ss. Share with them that this gesture means 'good luck'.

– Introduce the objectives of the lesson: learning how to say good luck and respond and learning some interesting facts about English.

Everyday English

Saying good luck and responding

ACTIVITIES 1 + 2

Aims:

– **To introduce ways of saying good luck and responding;**

– **To help Ss practise saying good luck and responding.**

1

– Ask Ss when they say good luck. Elicit the answers. Share with them that we wish somebody luck before they do something important.


COMMUNICATION

Everyday English

Saying good luck and responding

1 **Listen and read the conversations. Pay attention to the highlighted parts.** (56)

① ***Tom:*** Good luck with your English exam.

Mi: Thanks. I'll try my best.

② ***Phong:*** I've heard that you're moving to the US. I wish you all the best of luck.

Neighbour: Thank you so much.

- 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 say good luck and respond.
- Write the structures used to say good luck and respond on the board:

  Good luck with + noun / noun phrase.

  I wish you + all the best of luck.

  Thanks / Thank you …
- Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class.
- For a more able class, introduce some other ways to say good luck in English:
  + *Best of luck with your ...*
  + *Fingers crossed.*
  + *Break a leg.*

Audio script – Track 56:

1. *Tom:* Good luck with your English exam.

Mi: Thanks. I'll try my best.

2. *Phong:* I've heard that you're moving to the US. I wish you all the best of luck.

Neighbour: Thank you so much.

2

- Ask Ss to work in pairs to make similar conversations, using the language they have learnt.
- For a less able class, model the first situation with a good student.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.
- For a more able class, encourage Ss to use different ways to say good luck and respond.

2 **Work in pairs. Practise saying good luck and responding in the following situations.**

1. Your friend is giving a presentation in English this week.
2. Your cousin is taking the university entrance exam next week.
3. Your English teacher is going to the UK for further study.

Suggested answers:

1. *A:* I've heard that you're giving a presentation in English this week. Good luck!

B: Thanks. I'll try my best.

2. *A:* Good luck with your university entrance exam.

B: Thank you. I'll try my best.

3. *A:* I've heard that you're going to the UK for further study. I wish you all the best of luck.

B: Thank you very much. / Thank you.

Transition from *Everyday English* to *Interesting facts about English*

Ask Ss if they know any interesting facts about English. Encourage them to share their answers. Lead to the second part of the lesson which is about interesting facts about English.

Interesting facts about English

ACTIVITY 3

Aims:

- **To introduce some interesting facts about English;**
- **To help Ss express their opinions about these facts.**

- Ask Ss to look at each fact carefully. Check to make sure they understand the facts.
- Have Ss work in pairs to order them from the most interesting to the least interesting.
- Remind them to explain their order.
- Elicit answers from Ss. Encourage Ss to share their reactions.
- Ask Ss if they know any fun facts about English. Share with Ss some other facts if there is time.

Notes for teachers: Some interesting facts about English:

1. The most common vowel in English is "e", then "a".

2. The most common consonant in English is "r", then "t".

3. Every syllable in English must have a vowel (sound). Not all syllables have consonants.

4. More English words begin with the letter "s" than with any other letter.

5. The word "alphabet" comes from the first two letters of the Greek alphabet: alpha and beta.

Interesting facts about English

3 **Work in pairs. Read the interesting facts below about English. Order them from the most interesting to the least interesting.**

1. The most common letter in English is 'e'.
2. Only two English words in current use end in '-gry'. They are 'angry' and 'hungry'.
3. The word 'uncopyrightable' is the longest English word in normal use which contains no letter more than once.
4. The longest English word without a true vowel (*a, e, i, o,* or *u*) is 'rhythms'.
5. 'Queueing' and 'cooeeing' are the two words with five consecutive vowels (five vowels in a row).

ACTIVITIES 4 + 5

Aim: To provide Ss with some information about English and other languages.

- Have Ss work in groups to work out the answers to the questions in this quiz.
- Invite some groups to share their answers. Confirm the correct ones. The group with the most correct answers wins.

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

4 QUIZ **Work in groups. Work out the answers to the questions in the quiz.**

1. Which of these languages has the highest number of native speakers?
   A. English. B. Chinese. C. Spanish.
2. Which language do people use the most at international events?
   A. English. B. Chinese. C. Spanish.
3. Americans call it "truck". What do the British call it?
   A. Car. B. Bus. C. Lorry.
4. The British call it "chemist's". What do Americans call it?
   A. Shop. B. Drugstore. C. Store.
5. Which is the longest word in English which has only one vowel?
   A. Length. B. Strengths. C. Depth.

5 **Share your group's answers with the class. Which group has the most correct answers?**

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EXTRA ACTIVITY

Have Ss do another quiz to learn more about other languages.

1. The four languages most spoken in the world are Chinese, _____, English and Hindi.

A. Spanish B. French C. German D. Arab

2. Apart from Wales, Welsh is also spoken in _____.

A. Scotland B. Argentina C. Ireland D. Sweden

3. Which European language gave us the words 'cookie', 'nitwit', and 'sleigh'?

A. Norwegian B. Dutch C. Czech D. German

4. Which language has the most native speakers in Europe?

A. French B. German C. Russian D. English

5. What are the official languages of Canada?

A. French and English B. German and French

C. English and German D. English and Dutch

Key:

1. A

2. B (In 1865, the Welsh immigrants settled in Patagonia and maintained their language – Patagonian Welsh.)

3. B

4. C

5. A

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

SKILLS 1

WARM-UP

Aims:

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

- Ask Ss these two questions:
  + *Do you know any countries in the world that use English?*
  + *What countries set the standards of English?*
- Encourage Ss to share their answers. Share with Ss your answers.
- Lead to the new lesson: Reading and Speaking about the three circles of English and borrowed words.
- Introduce the objectives of the lesson. Write the objectives in the 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 diagram in their books and say what they can see. Share with them that it shows three concentric circles of English. This model was proposed by Kachru, a Professor of Linguistics.
- Ask Ss to work in pairs to put the names of the countries where English is spoken in the correct circle.
- Have some Ss share their answers. Write their answers on the board. Ask them to read the text quickly to check their answers. Confirm the correct ones.
- Tell Ss that they are going to read a text about the three circles of English.
- Pre-teach some words and phrases such as *means of communication, propose, Inner Circle, Outer Circle,* and *Expanding Circle.*

Key: **1.** Inner Circle: New Zealand, The UK
2. Outer Circle: Singapore, Malaysia
3. Expanding Circle: Russia, Viet Nam


SKILLS 1

Reading

1 **Look at the diagram. Put the names of the countries where English is spoken in the correct circle.**

Viet Nam | Singapore | Russia
New Zealand | Malaysia | The UK

Expanding Circle
3. _____
Outer Circle
2. _____
Inner Circle
1. _____

ACTIVITY 2

Aim: To help Ss develop the skill of reading for general and specific information and guessing the meaning of new words in context.

- Tell Ss what they are going to do. Have them do the exercise individually and then check their answers in pairs.
- Invite some Ss to share and explain their answers. Confirm the correct answers.

Key: **1.** B **2.** D **3.** D


Now read the text quickly to check your answers.

2 **Read the text and choose the correct answer A, B, C, or D.**

Braj Kachru was a Professor of Linguistics who invented the term 'World Englishes'. The term refers to the fact that English has become a global means of communication with a lot of varieties.

In 1985, Kachru proposed a **model** of the different uses of English around the world. There are three concentric circles in the model.

The first of these circles is the Inner Circle, which consists of the traditional English-speaking countries, such as the UK, the USA, Australia, New Zealand, and Canada. In these regions, English is the first language, and their speakers provide the standards of English.

The next circle is the Outer Circle where English is not the first language but the second or official language. The countries in this circle include India, Singapore, the Philippines, Pakistan, Malaysia, etc. The speakers of these places follow the standards which the countries in the Inner Circle provide.

The last circle is the Expanding Circle. People in **this circle** speak English as a foreign language. Some of the countries in the Expanding Circle are Brazil, Japan, Russia, and Viet Nam. Speakers of English in these places follow the rules which the people in the Inner Circle have established.

1. What is the text mainly about?
A. Professor Braj Kachru B. The three circles of World Englishes
C. Native speakers of English D. The development of English
2. The word "**model**" in paragraph 2 means _____.
A. an excellent person B. an example to copy
C. a small copy of something D. a description of a system
3. The phrase "**this circle**" in paragraph 5 refers to the _____.
A. model B. Inner Circle
C. Outer Circle D. Expanding Circle

3 **Read the text again and fill in each blank in the summary with no more than TWO words.**

Kachru's Model

Inner Circle	– English is the (1) _____ – Countries: the UK, the USA, Australia, etc. – Speakers provide the standards.
Outer Circle	– English is the second or (2) _____ language. – Countries: India, Singapore, the Philippines, etc. – Speakers (3) _____ the standards.
Expanding Circle	– English is a (4) _____ – Countries: Brazil, Russia, Viet Nam, etc. – Speakers follow the (5) _____ established.

ACTIVITY 3

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

- Ask Ss to read the text again and fill in each blank in the summary with no more than two words from the text.
- Have Ss share how to do this exercise. If necessary, briefly tell them the steps: read each sentence, underline the keywords in each sentence, locate the keywords in the text and decide which words are needed to fill in each blank. 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. Confirm the correct answers.

Key: **1.** first language **2.** official **3.** follow **4.** foreign language **5.** rules

Transition from *Reading* to *Speaking*

- Ask Ss to briefly summarise the text based on the table of information.
- Tell Ss that in its development, English has borrowed many words from other languages. Ask if they know any Vietnamese words that have been used in English. Invite Ss to answer. Share with them the two words that are in some English-English dictionaries: *pho* and *banh mi.*
- Lead to the speaking part which is about borrowed words in English.

Speaking

ACTIVITY 4


Speaking

1 Work in pairs. Read the following words. What do all the words have in common?

banh mi, sushi, robot, piano, kung fu

Aim: To introduce the concept of borrowed words and some words that English has borrowed from other languages.

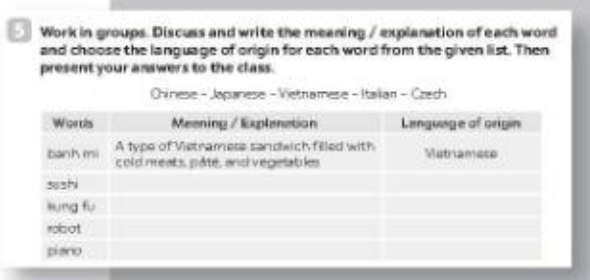
- Tell Ss that they are going to work in pairs to answer the question in the book.
- Invite some pairs to share their answers. Then give the correct answers.
- Ask if they know any other words of this type. Share with them some common borrowed words.

Key: They are the words which English borrowed from other languages.

Notes for teachers: List of common borrowed words

Rank	Language	
1	Latin	agriculture, language, justice, science, forum, circus, religion, city, master, paper
2	French	art, dance, jewel, painting, ballet, government, salon, beef, salmon
3	Greek	phobia, academy, siren, democracy, atlas, biology, comedy, tragedy, history, data
4	German	kindergarten, poodle, noodle
5	Italian	opera, soprano, piano, broccoli, spaghetti, viola, pizza, cappuccino, latte
6	Spanish	canyon, tornado, tortilla, guitar, alligator, burrito
7	Dutch	buoy, cruise, dock, freight, yacht, landscape, sketch, cookie
8	Japanese	karaoke, samurai, kimono, sushi, tsunami, judo, soy
9	Arabic	alcohol, algebra, zero, giraffe, sultan, caravan, mosque
10	Hindi	bandanna, bungalow, jungle, pajamas, shampoo
11	Irish	boycott, brogues, clock, dig (slang), hooligan
12	Chinese	dim sum, tea, tai chi, kung fu
13	Turkish	coffee, kiosk, ottoman
14	Norwegian	gun, slaughter, hell, husband, skill, bug, reindeer, dirt
15	African origins	banana, bongo, banjo, cola, jazz, chimpanzee, gumbo, jumbo, zebra, zombie

ACTIVITY 5


5 Work in groups. Discuss and write the meaning / explanation of each word and choose the language of origin for each word from the given list. Then present your answers to the class.

Chinese - Japanese - Vietnamese - Italian - Czech

Words	Meaning / Explanation	Language of origin
banh mi	A type of Vietnamese sandwich filled with cold meats, pâté, and vegetables	Vietnamese
sushi		
kung fu		
robot		
piano		

Aim: To give Ss a chance to explore the origin of borrowed words.

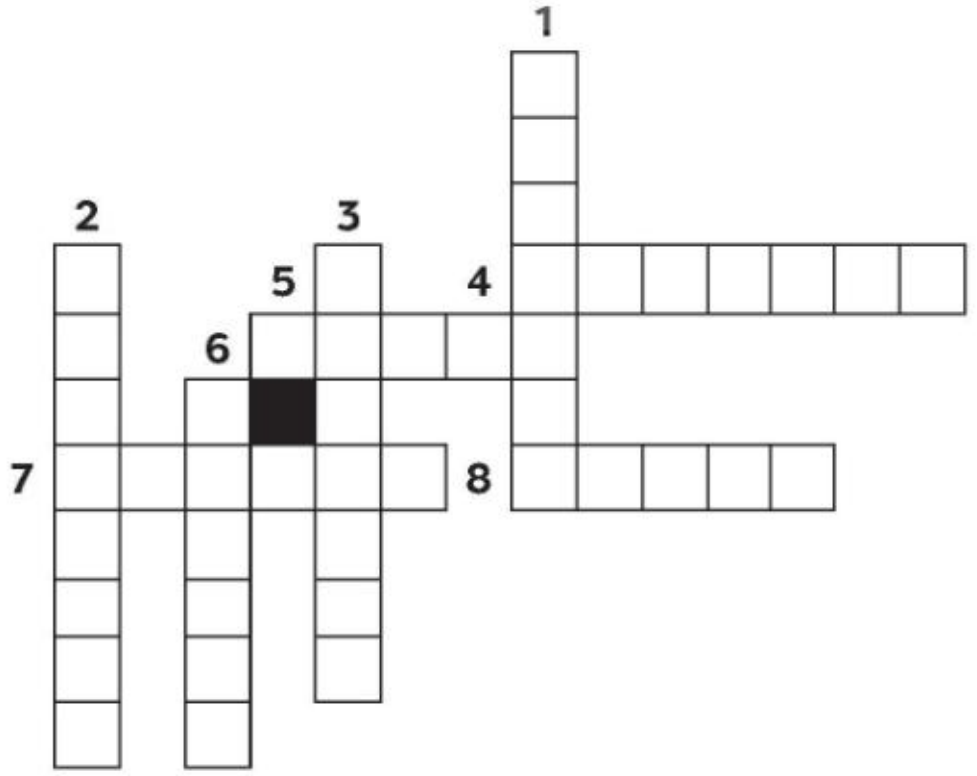
- Have Ss work in groups to discuss and write the meaning / explanation of each word and choose the language of origin for each word from the given list.
- Ask them to read the example first and then complete the table.
- Move around to observe and provide help.
- Invite some Ss to present their answers to the class. Ask other groups to listen and give comments.
- Comment on Ss' answers.

Suggested answers:

Words	Meaning / Explanation	Language of origin
banh mi	A type of Vietnamese sandwich filled with cold meats, pâté and vegetables	Vietnamese
sushi	a Japanese dish of small cakes of cold cooked rice, with vinegar added and served with raw fish, etc. on top	Japanese
kung fu	a Chinese system of fighting using your hands and feet and not using weapons	Chinese
robot	a machine which can perform a complicated series of tasks by itself	Czech
piano	a large musical instrument played by pressing the black and white keys on the keyboard	Italian

EXTRA ACTIVITY

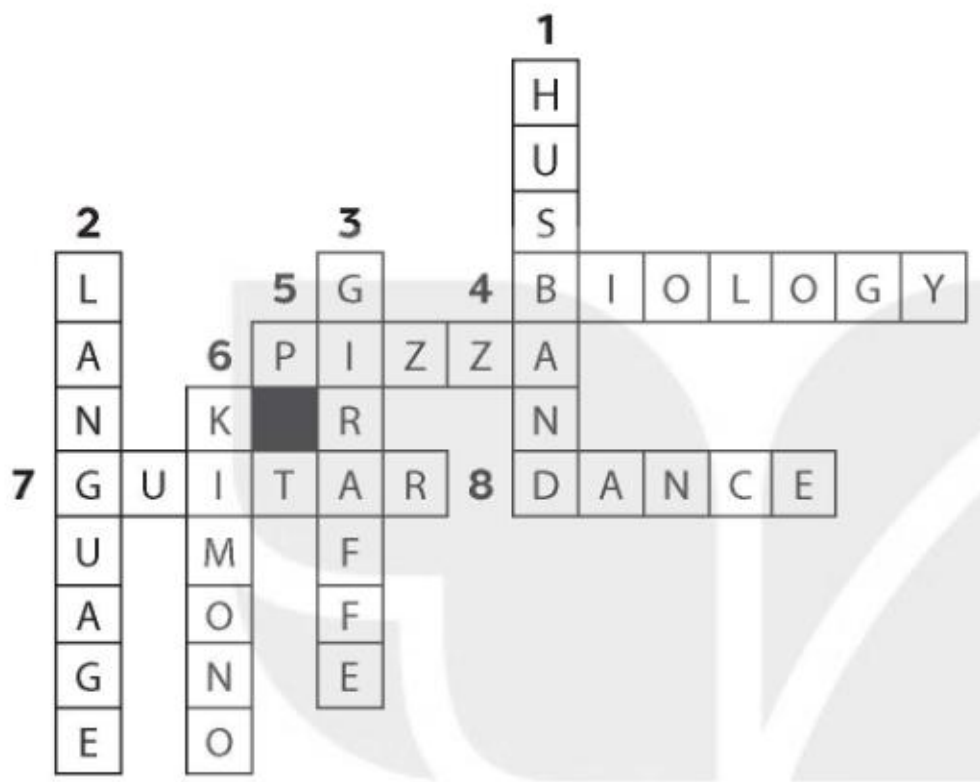
Have Ss do this crossword puzzle in groups. The first group with the most correct answers wins. All the words in the crossword are borrowed ones.



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Across	Down
4. the scientific study of the life and structure of plants and animals **5.** an Italian dish consisting of a flat round bread base with cheese, tomatoes, vegetables, meat, etc. on top **7.** a musical instrument that usually has six strings and that you play with your fingers **8.** a series of movements and steps that are usually performed to music	**1.** the man that somebody is married to **2.** the system of communication in speech and writing that is used by people of a particular country or area **3.** a tall African animal with a very long neck, long legs, and dark marks on its coat **6.** a traditional Japanese piece of clothing like a long loose dress with wide sleeves

Key:



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.**

- Have Ss answer the following questions:
  + *How long have you learnt English?*
  + *What are some difficulties you have faced when learning English?*
- Encourage Ss to share their answers.
- Lead to the new lesson: Listening and Writing about ways to improve their learning of English.
- Introduce the objectives of the lesson. Write the objectives in the 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:

  1. What are the girls in the pictures doing?

  2. How can these activities help them learn English?

- Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense.
- T may choose to teach or revise some vocabulary items such as *look up, copy into, pick up,* etc.

Suggested answers:

+ Picture a: A girl is looking up words in a dictionary. She can understand the meaning and use of the words together with some expressions with the words, etc. This helps her learn vocabulary better.
+ Picture b: A girl is writing new words in a notebook. This helps her remember the words better.

ACTIVITY 2

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

- Tell Ss that they are going to listen to Trang talking about the things she has done to improve her English vocabulary, and then they decide if each statement is true (T) or false (F).
- Have Ss read the statements and underline the keywords. Play the recording and ask Ss to listen and do the task.
- Have 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.** F **2.** F **3.** T **4.** T

ACTIVITY 3

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

- Tell Ss that they are going to listen again and fill in each blank with no more than two words from the listening text.



SKILLS 2

Listening

1 **Work in pairs. Look at the pictures and answer the questions.**

1. What is the person in each picture doing?
2. How can these activities help them learn English?

a

b

2 **Listen to Trang talking. Decide if the statements are true (T) or false (F).** 57

	T	F
1. Trang has studied English for seven years.		
2. She talks about how she has learnt English vocabulary and grammar.		
3. She has learnt new words from reading English books.		
4. She is confident about her English vocabulary now.		

3 **Listen again and fill in each blank with no more than TWO words.** 58

Tips to improve English vocabulary learning

Reading English books
- Guessing the (1) _____

Using a good dictionary
- Checking the meaning and (2) _____

Using a vocabulary notebook
- (3) _____ all new words into a notebook

(4) _____ **in English**
- Trying to use the words learnt and (5) _____ more new words

- Without playing the recording again, have Ss read the questions and guess the words / phrases to fill in the blanks based on their previous listening. Invite some Ss to share their answers. Write their answers on the board.
- Play the recording and ask Ss to listen again and check their answers. Have Ss work in pairs to compare their answers with each other and with the answers on the board.
- Play the recording once more for pairs to check their answers to both **2** and **3**.
- Ask for Ss' answers to **2**. Confirm and tick the correct answers. Ask for Ss' answers to **3**. Write them on the board next to their guesses. Confirm the correct answers.

Key: **1.** meaning **2.** pronunciation **3.** Copying **4.** Speaking **5.** picking up

Audio script - Track 57:

I've learnt English for six years and I usually find it challenging to learn its vocabulary. Here are some tips I've tried to improve my vocabulary learning.

Firstly, I spend time reading different kinds of English books, from short stories to novels. When I see a new word, I try to guess its meaning from the sentence. Secondly, I use a good dictionary. My mum bought me an English-English dictionary three years ago. Whenever I cannot find the meaning of a new word, I look it up, check its meaning and pronunciation in the dictionary. The dictionary also helps me understand better when to use the word. Thirdly, I've made my own vocabulary notebook. I have the habit of copying all new words into a notebook. This way I can know how many words I've learnt and can revise the words easily. Finally, I take every opportunity to speak with people in English. I try to use the words I've learnt and pick up more new words from these conversations.

I've done these things regularly and now I'm quite confident about my English vocabulary.

Transition from *Listening* to *Writing*

Have Ss answer these two questions about Trang:

1. *What is the thing Trang finds most challenging when learning English?*
2. *What has she done to improve it?*

This activity is a natural transition to **4** and serves as a model for Ss' answers in **4**.

Writing

ACTIVITY 4

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

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

ACTIVITY 5

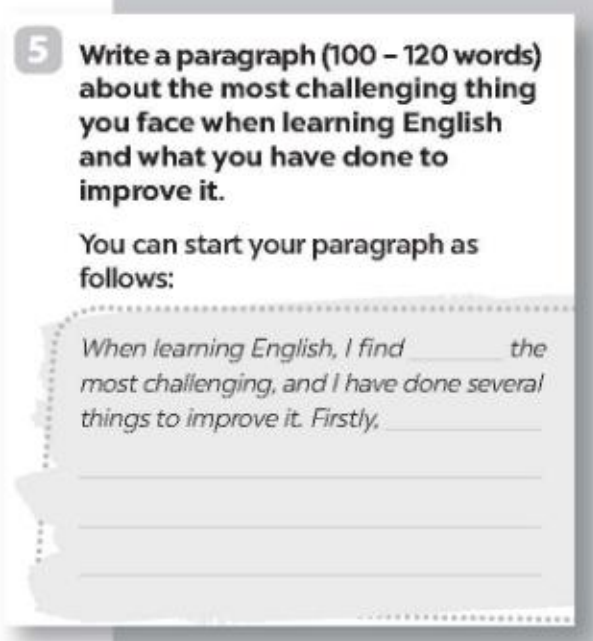
Aim: To help Ss practise writing a paragraph (100 – 120 words) about the most challenging thing they face when learning English and what they have done to improve it.

- Have Ss write their paragraphs individually based on their answers in **4**. Ask one student to write his or her paragraph on the board. Other Ss and T comment on the writing on the board.


Writing

4 **Work in pairs. Discuss the questions below.**

1. What is the thing you find most challenging when learning English?
2. What have you done to improve it?


5 **Write a paragraph (100 – 120 words) about the most challenging thing you face when learning English and what you have done to improve it.**

You can start your paragraph as follows:

When learning English, I find _____ the most challenging, and I have done several things to improve it. Firstly, _____

– Then T collects some writings to correct at home. Otherwise, ask Ss to revise and rewrite at home based on the T's comments on their friend's writing. Have them bring their new writing to class in the next lesson. Collect some for marking.

Suggested answer:

When learning English, I find grammar the most challenging, and I have done several things to improve it. Firstly, I have a good grammar book. I do the exercises in the book, and whenever I have a grammatical question, I quickly refer to it. The book makes me more confident in writing and speaking. Secondly, I read English books. When I read, I come across different grammar patterns. This helps me learn and remember grammar naturally. Last but not least, I learn grammar from teachers and friends. Sometimes I meet a difficult grammatical point and cannot understand it even after I consult with my grammar book, so I ask my friends or teachers for help. These are the three things I have done to improve my English grammar.

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

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 partner's.

– Ask for Ss' answers or ask one student to write his / her answers on the board.

– Confirm the correct answers.

Key: **1.** mean **2.** concentric **3.** bilingual **4.** fluent **5.** immigrants

ACTIVITY 2

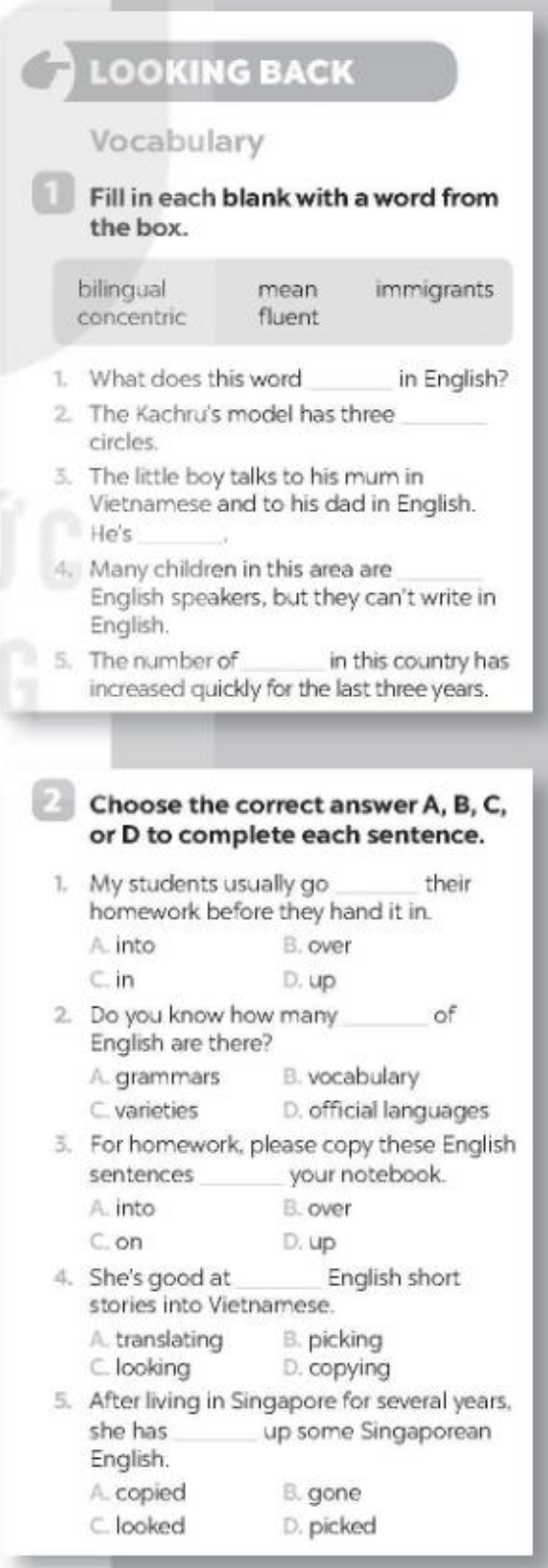
Aim: To help Ss revise the vocabulary items they have learnt in the unit.

– Have Ss do this exercise individually.

– Ask them to share their answers with a classmate.

– Invite some Ss to share their answers. Confirm the correct ones.

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



LOOKING BACK

Vocabulary

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

bilingual	mean	immigrants
concentric	fluent	

1. What does this word _____ in English?
2. The Kachru's model has three _____ circles.
3. The little boy talks to his mum in Vietnamese and to his dad in English. He's _____.
4. Many children in this area are _____ English speakers, but they can't write in English.
5. The number of _____ in this country has increased quickly for the last three years.

2 **Choose the correct answer A, B, C, or D to complete each sentence.**

1. My students usually go _____ their homework before they hand it in.
   A. into B. over
   C. in D. up
2. Do you know how many _____ of English are there?
   A. grammars B. vocabulary
   C. varieties D. official languages
3. For homework, please copy these English sentences _____ your notebook.
   A. into B. over
   C. on D. up
4. She's good at _____ English short stories into Vietnamese.
   A. translating B. picking
   C. looking D. copying
5. After living in Singapore for several years, she has _____ up some Singaporean English.
   A. copied B. gone
   C. looked D. picked

Grammar

ACTIVITY 3

Aim: To help Ss revise the use of relative pronouns.

- Ask Ss when to omit a relative pronoun in a relative clause. Revise this grammatical point if necessary because it is quite challenging.
- Have Ss do this exercise individually, and then compare their answers with a partner. Call on some Ss to give the answers. Confirm the correct answers.

Key: **2.** which **5.** who

ACTIVITY 4

Aim: To help Ss revise defining relative clauses.

- Tell Ss that they are going to combine pairs of sentences to make relative sentences.
- Model the first question if needed. Underline the main noun in the first sentence and the word that refers to it in the second sentence. Ask Ss what relative pronoun can replace the noun in the first sentence. Explain to Ss that in this sentence 'which' can be omitted because it is an object in the relative clause.

  1. The English-English dictionary is on the table. My dad gave it to me last year.

  → The English-English dictionary (which) my dad gave to me last year is on the table.
- Have Ss do this exercise individually then compare their sentences with a partner.
- Invite some Ss to write their sentences on the board. Give feedback.

Key:

1. The English-English dictionary (which) my dad gave to me last year is on the table.

2. She used some words which are from French in her speech.

3. He has learnt English on a website (which) I recommended to him two years ago.

4. English is one of the languages which have a lot of speakers.

5. My sister is learning English at a language centre which has the best teachers in our town.

Grammar

3 **Read each sentence and circle the relative pronoun which can be omitted.**

1. These are the words which are the same in both British English and American English.
2. English is the language which people use the most in the world.
3. The boy who is giving a presentation in English on the stage is my student.
4. Spanish is the language which has the second largest number of native speakers.
5. The exchange student who we invited to join our club comes from the Philippines, so his English is so good.

4 **Combine the two sentences, using a relative pronoun. Start the new sentence with the given phrase.**

1. The English-English dictionary is on the table. My dad gave it to me last year.

→ The English-English dictionary _____.

2. She used some words in her speech. These words are from French.

→ She used some _____.

3. He has learnt English on a website. I recommended the website to him two years ago.

→ He has learnt _____.

4. Some languages have a lot of speakers. English is one of them.

→ English is one of _____.

5. My sister is learning English at a language centre. It has the best teachers in our town.

→ My sister is learning _____.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT

Aim: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.



- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation about an English-speaking country.
- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.

FEEDBACK FORM

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I cooperated with my group members when delivering the talk.		
4. I interacted with the audience.		
5. I used some photos / pictures to illustrate my points.		
6. I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information about the country.		
1. the number of English speakers in the country		
2. any other languages its people speak		
3. the roles of English in the country		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenters greeted the audience.		
2. The presenters spoke clearly and naturally.		
3. The presenters cooperated when delivering their talk.		
4. The presenters interacted with the audience.		
5. The presenters used some photos / pictures to illustrate their points.		
6. The presenters concluded their talk appropriately.		
CONTENT: The presentation includes the following information about the country.		
1. the number of English speakers in the country		
2. any other languages its people speak		
3. the roles of English in the country		

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 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 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 T checks their answers. Provide further practice if necessary. Otherwise, conduct each activity separately.

Pronunciation

ACTIVITY 1

Aim: To help Ss review the stress patterns in *Units 8, 9* and how to pronounce these words with correct stress.


REVIEW 3 (UNITS 7 - 8 - 9)

LANGUAGE

Pronunciation

1 **Listen and repeat the sentences. Mark the stress in the underlined words.** 59

1. This snack is nutritious and easy to prepare.
2. He is a bit slow, but he's ambitious.
3. Seafood is a local speciality, but I'm allergic to it.
4. The electronic dictionary includes some animations.
5. The celebration continued with a fantastic activity.

- Ask Ss to read the sentences first. Correct their pronunciation if needed.
- Allow Ss some time to do the exercise.
- Play the recording for Ss to listen and mark the stressed syllable in each underlined word.
- 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.
- Have Ss review the common rules for stress patterns of words containing *-ic, -ious, -ion* and *-ity* suffixes.

Key:

1. nu'tritious **2.** am'bitious **3.** speci'ality, a'llergic

4. elec'tronic, ani'mations **5.** cele'bration, fan'tastic, ac'tivity

Audio script – Track 59:

1. This snack is nu'tritious and easy to prepare.

2. He is a bit slow, but he's am'bitious.

3. Seafood is a local speci'ality, but I'm a'llergic to it.

4. The elec'tronic dictionary includes some ani'mations.

5. The cele'bration continued with a fan'tastic ac'tivity.

Vocabulary

ACTIVITY 2

Aim: To help Ss revise the use of some keywords and phrases in sentences.

- Have Ss do the task individually or in pairs.
- Ask Ss to read each sentence and decide which answer (A, B, C, or D) 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.** D **2.** A **3.** B **4.** C **5.** A



Vocabulary

2 **Choose the correct answer A, B, C, or D to complete each sentence.**

1. Mount Everest, which is _____ on the border between China and Nepal, attracts climbers of all ages.
   A. founded B. placed
   C. positioned D. located
2. The view of my village and the paddy fields from the mountain top was _____.
   A. magnificent B. conservative
   C. interested D. beneficial
3. Our _____ includes a visit to Stonehenge – a famous tourist attraction.
   A. calendar B. itinerary
   C. voyage D. touring
4. When you _____ a word in the dictionary, remember to learn its pronunciation.
   A. pick up B. try on
   C. look up D. get to
5. The landscape there is amazing, but boat is the only way to _____ it.
   A. get access to B. enter
   C. admit D. open

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 uses and meanings.
- Ask Ss to read each sentence and decide which word or phrase from the box best fits each blank.
- Check the answers as a class. Highlight the keyword(s) in each sentence which help(s) Ss do the task.

Key: **1.** promotes **2.** native speaker **3.** package tour
4. varieties **5.** flora and fauna



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

package tour	promotes
flora and fauna	varieties
native speaker	

1. One advantage of tourism is that it _____ international understanding and cooperation.
2. A _____ is a person who speaks a language as their first language.
3. A _____ is a holiday that is organised by a company at a fixed price and that includes everything.
4. There are many different _____ of English around the world.
5. The Amazon Rainforest has very rich _____, but services and facilities there are limited.

Grammar

ACTIVITY 4

Aim: To help Ss revise how to change *Yes / No* questions into reported speech.

- Quickly review the rules of changing *Yes / No* questions into reported speech (using *if / whether,* changing tenses, time, places, etc.).
- Have Ss do this exercise individually.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class.



Grammar

4 **Rewrite the sentences in reported questions.**

1. "Is the plane arriving soon?" they asked Jane.
   → _____
2. The teacher asked: "Can you write a report after your visit to the Dolomites?"
   → _____
3. "Does the tour guide have your telephone number?" she asked me.
   → _____
4. I asked Kate: "Will anybody meet you at the airport tomorrow?"
   → _____
5. "Are you sure about the quality of these English courses?" I asked them.
   → _____

Key:

1. They asked Jane / wanted to know if / whether the plane was arriving soon.

2. The teacher asked me / wanted to know if / whether I could write a report after my visit to the Dolomites.

3. She asked me / wanted to know if / whether the tour guide had my telephone number.

4. I asked Kate / wanted to know if / whether anybody would meet her at the airport the next / following day.

5. I asked them / wanted to know if / whether they were sure about the quality of those English courses.

ACTIVITY 5

Aim: To provide Ss with more practice with relative pronouns and relative clauses.

- Help Ss revise the use of the relative pronouns *who, which*, and *whose* in relative clauses.
- Have Ss work individually or in pairs.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers. Explain if necessary. T may then call on some Ss to read aloud the correct combinations.

Key:

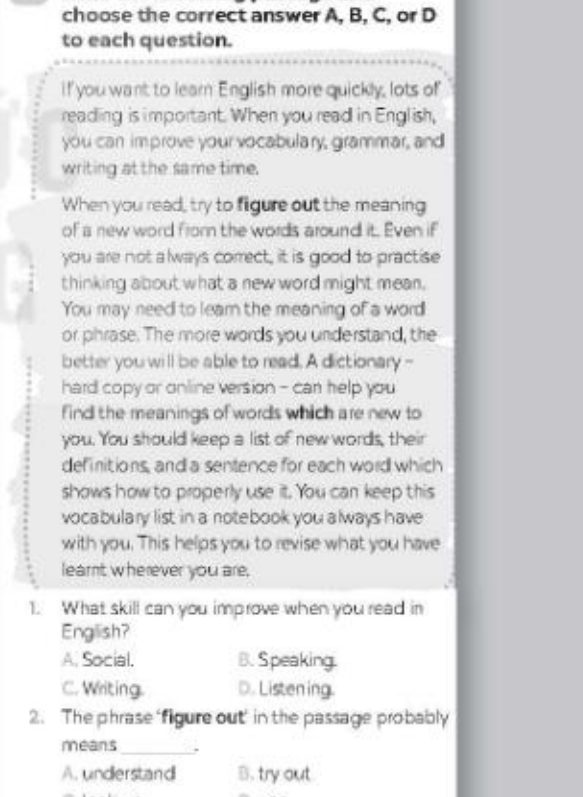
1. The path was made by trekkers who cross the mountains each summer.

2. I know an English restaurant which serves excellent fish and chips.

3. The local people who we met last week were very friendly and helpful.

4. Ms Linda teaches a class of students whose native language is not English.

5. The English dictionary which I can't afford to buy is very useful.



5 **Join each pair of sentences, using a relative pronoun.**

1. The path was made by trekkers. They cross the mountains each summer.

2. I know an English restaurant. The restaurant serves excellent fish and chips.

3. The local people were very friendly and helpful. We met them last week.

4. Ms Linda teaches a class of students. Their native language is not English.

5. The English dictionary is very useful. I can't afford to buy it.

SKILLS

Reading

ACTIVITY 1

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

- Ask Ss to do the task individually first. Tell them to read the passage two or three times, then read each question.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class.
- Explain the new words and clarify anything difficult. T may ask more questions to see if they understand the text fully.

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

SKILLS

Reading

1 **Read the following passage and choose the correct answer A, B, C, or D to each question.**

If you want to learn English more quickly, lots of reading is important. When you read in English, you can improve your vocabulary, grammar, and writing at the same time.

When you read, try to **figure out** the meaning of a new word from the words around it. Even if you are not always correct, it is good to practise thinking about what a new word might mean. You may need to learn the meaning of a word or phrase. The more words you understand, the better you will be able to read. A dictionary – hard copy or online version – can help you find the meanings of words **which** are new to you. You should keep a list of new words, their definitions, and a sentence for each word which shows how to properly use it. You can keep this vocabulary list in a notebook you always have with you. This helps you to revise what you have learnt wherever you are.

1. What skill can you improve when you read in English?
   A. Social. B. Speaking.
   C. Writing. D. Listening.
2. The phrase '**figure out**' in the passage probably means _____.
   A. understand B. try out
   C. look up D. use
3. You can guess the meaning of a new word from the _____.
   A. phrase B. context
   C. grammar D. notebook
4. The word '**which**' in the passage refers to _____.
   A. dictionary B. copy
   C. meanings D. words
5. The writer's advice for English readers is to _____.
   A. buy a dictionary
   B. find new words
   C. show how to use words
   D. keep a vocabulary list

Speaking

ACTIVITY 2

Aim: To help Ss revise and talk about the world's natural wonders.

- Have Ss work in pairs.
- Ask Ss to read the list, discuss and rank the natural wonders from 1 – most interesting to 5 – least interesting, based on how interesting the places are for them.
- Allow Ss some time to talk. Give help when necessary.
- Call on some pairs to talk in front of the class. T and other Ss listen and comment.



Speaking

2 **Work in pairs. Look at the list of the natural wonders below. Rank them from 1 (most interesting) to 5 (least interesting), based on how interesting the places are for you.**

- The Amazon Rainforest
- The Sahara Desert
- The Galápagos Islands
- Ha Long Bay
- Mount Everest

What place would you like to visit most, and why?

Suggested answers:

My own rank:

1. Mount Everest **2.** Ha Long Bay **3.** The Amazon Rainforest

4. The Galápagos Island **5.** The Sahara Desert

I wish I could climb Mount Everest (Mt. Everest) as I find it the most interesting natural wonder. It's the highest mountain in the world – 8,849 metres high. It's located in the Himalaya Mountain Range, on the border between China and Nepal. It's very difficult to climb Mt. Everest as it's so high and the climate there is so severe. Climbing it is really a big challenge for humans, but many people succeed in reaching the top of the mountain every year. And I'd like to challenge myself one day.

Listening

ACTIVITY 3

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

- Have Ss read the sentences first to get an overall idea of what they are going to listen and to decide what information they need to fill in each blank.
- Play the recording and allow Ss some time to complete their answers.
- Check the answers as a class. If needed, play the recording again and pause when an answer comes.



Listening

3 **Listen to the passage and fill in each blank with no more than TWO words.** 60

What Travellers Can Do to Help Protect the Galápagos Islands

1. There are _____ for travellers to the Galápagos Islands.
2. Travellers can't bring any food or live _____ to the islands.
3. Travellers mustn't litter on the islands or _____ into the ocean.
4. Visitors shouldn't buy souvenirs made from animals or _____ from the islands.
5. Visitors can help _____ this natural wonder of the world.

Key: **1.** some tips **2.** material **3.** throw rubbish

4. plants **5.** preserve

Audio script – Track 60:

The Galápagos Islands – a World Heritage Site – are located in the Pacific Ocean about 1,000 km from the Ecuadorian coast. These islands are special because the wildlife and ecosystems there are unique. Therefore, it is important to conserve the Galápagos Islands. Below are some tips for travellers to follow to reduce their impact on the islands.

– Do not take away any plants or animals, wood or shells from the islands.
– Do not bring any food or live material to the islands or from one island to the other.
– Stay within the permitted areas and only visit the islands with a naturalist guide.
– Do not litter on the islands or throw rubbish into the ocean.
– Do not buy souvenirs made from animals or plants from the islands.

By doing these, visitors can help protect the unique species of the islands and help preserve this natural wonder of the world.

Writing

ACTIVITY 4

Aim: To provide Ss with practice in writing correct sentences from words and phrases given.


Writing

4 **Make sentences using the words and phrases given.**

1. village / nearly inaccessible / by cars / rainy days / .
2. what countries / people / speak English / first language / ?
3. should learn / speak English / fluently / a native speaker / .
4. We / stay / hotel / which / my friend / recommend / us / .
5. Many / foreign tourist / like Viet Nam / because / accommodation and food / affordable / .

– Ask Ss to read all the words and phrases to have a general idea about the content of each sentence they are going to write.
– Ask Ss to determine what is most suitable tense for each verb.
– 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.

Key:

1. The village is nearly inaccessible by cars on rainy days.

2. In what countries do people speak English as a first language?

3. You should learn to speak English fluently with a native speaker.

4. We will / are going to stay at the hotel which my friend has recommended to us. / We stayed at the hotel which my friend recommended to us.

5. Many foreign tourists like Viet Nam because the accommodation and food are affordable.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 10 PLANET EARTH

Objectives:

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

- use the words and phrases related to planet Earth, habitats, and flora and fauna;
- say sentences with correct rhythm;
- use non-defining relative clauses;
- persuade someone to do something and respond;
- read for general and specific information about flora and fauna;
- talk about threats to flora and fauna and how to protect them;
- listen for general and specific information about the effects of living things on the environment;
- write a summary.



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 and phrases. For example, put the class into two groups. Give both groups two sets of planet names. Draw a picture of the Solar System without the planet names. Set a time limit and ask the two groups to stick the names of planets and their position around the Sun. When time is up, stop the game and check the answers. The team with the most correct answers wins.
- Lead into the new unit. Ask Ss where Earth is in the Solar System and what they know about it.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

IN A SCIENCE CLUB

ACTIVITY 1


GETTING STARTED

In a science club

1 Listen and read.

President: Hi, welcome to our science club. Our topic today is planet Earth. Our guest is Mr An, an earth scientist.

Mr An: Hi everybody. Pleased to meet you. I'm looking forward to answering your questions about our planet.

Lan: Mr An, where's Earth in the Solar System?

Mr An: There are eight planets in the Solar System, and Earth is the third from the Sun, after Mercury and Venus. It's also the fifth largest in our system.

Nick: Is it also called the Blue Planet?

Mr An: Right. From the outerspace it looks blue because water covers more than 70 per cent of it.

Lan: Is it the only planet that has liquid water?

Mr An: Exactly. Without it, there wouldn't be living things, like humans, or the flora and fauna of your habitat.

Nick: How about the role of air, light, and heat? How do they affect Earth?

Mr An: Well, water bodies and landforms, which are main areas on Earth, together with air, light, and heat, provide essential habitats for plants and animals.

Nick: It's fascinating to observe and study these habitats.

Mr An: Yes. However, they are being destroyed by pollution. We should all help out to preserve them. ...

Aims:

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

Set the context: Have Ss look at the heading ***In a science club***, the conversation and the pictures, and answer some questions, e.g. *What can you see in the pictures? What do you think Mr An, Nick and Lan are talking about?* Encourage Ss to answer, but do not confirm whether their answers are right or not.

- 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:

  We can see the giraffes, a glass globe, plants and sea / ocean.

  They are talking about Earth, its another name, its living things and non-living things.

Audio script – Track 61:

President: Hi, welcome to our science club. Our topic today is planet Earth. Our guest is Mr An, an earth scientist.

Mr An: Hi everybody. Pleased to meet you. I'm looking forward to answering your questions about our planet.

Lan: Mr An, where's Earth in the Solar System?

Mr An: There are eight planets in the Solar System, and Earth is the third from the Sun, after Mercury and Venus. It's also the fifth largest in our system.

Nick: Is it also called the Blue Planet?

Mr An: Right. From the outer space it looks blue because water covers more than 70 per cent of it.

Lan: Is it the only planet that has liquid water?

Mr An: Exactly. Without it, there wouldn't be living things, like humans, or the flora and fauna of your habitat.

Nick: How about the role of air, light, and heat? How do they affect Earth?

Mr An: Well, water bodies and landforms, which are main areas on Earth, together with air, light, and heat, provide essential habitats for plants and animals.

Nick: It's fascinating to observe and study these habitats.

Mr An: Yes. However, they are being destroyed by pollution. We should all help out to preserve them. ...

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Ask Ss to work in pairs to read the conversation.
- Ask them to underline the keywords and phrases in the statements.

For example:

1. The students are asking about the Solar System.
2. Another name for Earth is the Blue Planet.
3. Water covers four fifth of Earth.
4. Water bodies and landforms are essential habitats for plants and animals.
5. Mr An thinks pollution is threatening the habitats of plants and animals.

- Then have pairs work together for one or two minutes to check if the statements are true or false.
- Have Ss read out the statements and say if they 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

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

	T	F
1. The students are asking about the Solar System.		
2. Another name for Earth is the Blue Planet.		
3. Water covers four fifths of Earth.		
4. Water bodies and landforms are essential habitats for plants and animals.		
5. Mr An thinks pollution is threatening the habitats of plants and animals.		

ACTIVITY 3

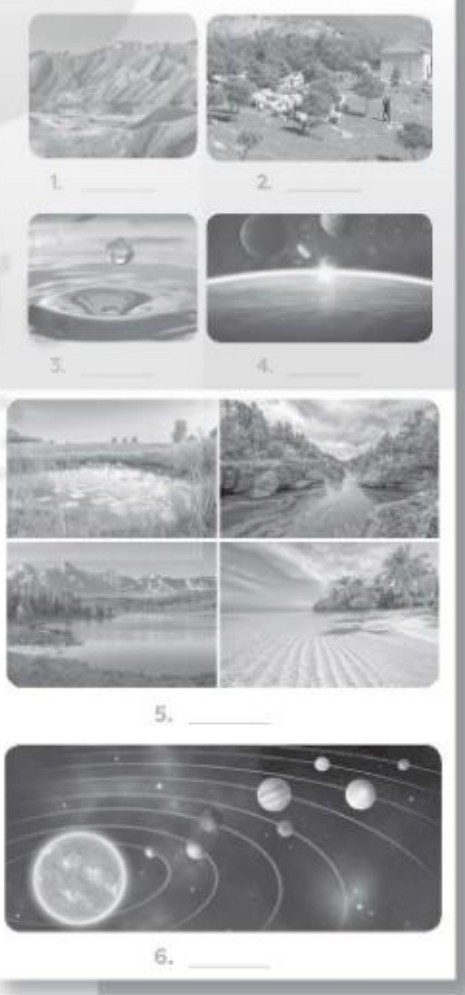
Aim: To help Ss learn words / phrases related to different things on Earth.

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

Key: **1.** landforms **2.** flora and fauna **3.** liquid water
4. outer space **5.** water bodies **6.** Solar System

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

liquid water | landforms
flora and fauna | water bodies
Solar System | outer space



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 / 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 each sentence with a word or phrase from 3.**

1. _____ refer to the plants and animals of a particular place.
2. Oceans, seas, rivers, and lakes are different types of _____ on Earth.
3. There are eight planets in the _____.
4. The Soviet Union launched Sputnik 1 into _____ in 1957.
5. Some examples of _____ include mountains, grassland, and deserts.

Key: **1.** Flora and fauna **2.** water bodies **3.** Solar System
4. outer space **5.** landforms

ACTIVITY 5

Aims:

- **To help Ss learn more about Earth;**
- **To create a fun atmosphere in the class.**

- Ask Ss to work in groups to answer the questions.
- Encourage Ss to find as many answers as possible.
- Ask some Ss to provide the answers they have thought of / worked out.

5 **QUIZ** **Work in groups. Answer the following questions.**

1. How many continents are there on Earth?
2. How many oceans are there on Earth?
3. How many moons orbit Earth?
4. Which gas is essential for life on Earth?
5. Which planet has conditions similar to those on Earth?

Suggested answer:

1. 7 (Asia, Africa, North America, South America, Europe, Australia, and Antarctica)
2. 5 (Arctic, Atlantic, Indian, Pacific, and Southern Oceans)
3. 1
4. 1. Oxygen (O_2): medical use
2. Nitrogen (N_2): fire suppression, provides an inert atmosphere
3. Helium (He): balloons, medical equipment
4. Argon (Ar): welding, provides an inert atmosphere for materials
5. Carbon dioxide (CO_2): carbonated soft drinks, …
5. Mars

WRAP-UP

Refer to the unit title again then together with Ss, orally list the issues that Mr An and the students discuss in their science club.

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books to the last page of Unit 10, the Project section, look at the name of the project, the picture and say what the topic of the project is (*Our flora and fauna*).
- Explain the project requirements: Ss work in groups to think about their area and the flora and fauna of it. Otherwise, they can choose an area they know. Remind Ss to use these guiding questions to prepare:
  + *What area with special plants and animals do they like to talk about?*
  + *What animals and plants does the area have?*
  + *Are the plants special in any way? (for wood, for medicine, for the fresh air, or for the beauty of the area.…?)*
  + *Are the animals special in any way? (Are they rare? Do they need protection? Are they hunted for food / fur / ivory, … or killed to produce medicine?)*
  + *What do you think local people should do to protect them? (stop cutting trees, stop hunting animals, building nature reserves, etc.)*

- Tell Ss that they can use a poster or PowerPoint slides to present the flora and fauna they choose to talk about. In this case, their slides or posters should include a mixture of texts and pictures or photos of plants and animals of the area they choose to illustrate.
- It is advisable for them to choose their group leader. Ask the group leaders to make a timeline for the group, and help report the progress of the group to T as well as assign tasks to the group members if needed during their preparation period. Ask group members to work together to brainstorm the topic and support each other while they are preparing for the project.
- In the next lessons, spend a few minutes checking Ss' progress, helping them with any vocabulary and grammar related to the project (nouns and phrases to name plants and animals, their benefits or importance, the problems the plants and animals are facing, measures to protect them). Or help them with functional language they need to discuss, to ask and answer to do the project, and solving any other problems that may arise with their projects.

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 Ss pictures of things and strips of paper with the words / phrases: *Solar System, outer space, landforms, water bodies, flora and fauna, liquid water.*
- Ask the groups to stick the words / phrases next to the correct pictures.
- The group with most correct answers wins.
- Ask Ss to open their books to page 106.

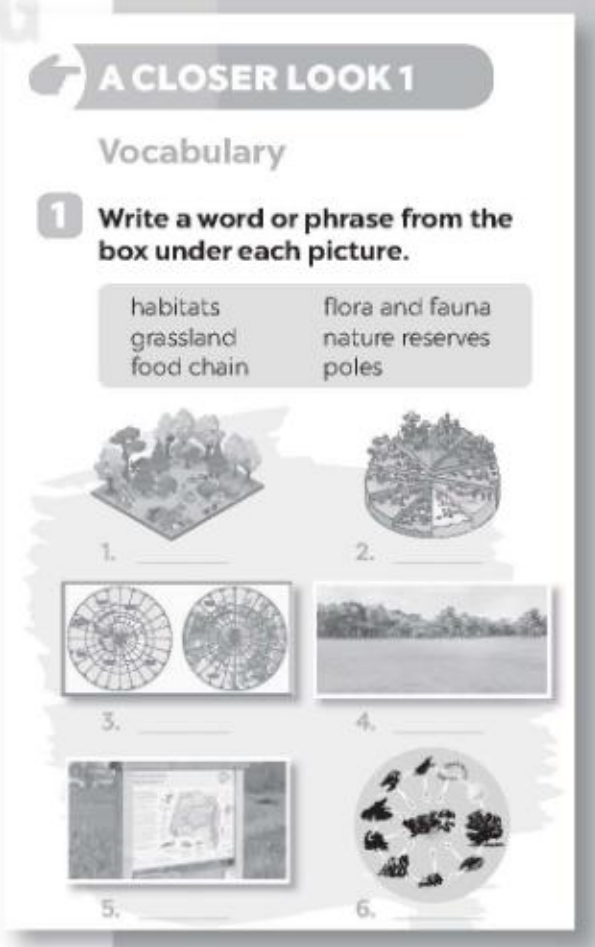
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Vocabulary

ACTIVITY 1

Aim: To introduce new words and phrases that are related to Earth.

- 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.
- Ss may choose to write *habitats* under Picture 1. Remind them that the word *habitats* is in plural, so it is not the right answer in 1 here. For the word *poles*, T may remind them that we have the North Pole and South Pole, thus Ss can guess the meaning of the word and match this word with the correct picture. Ss may also have difficulty with *food chain* and *nature reserves*. T can explain difficult words for Ss to guess the meaning of phrases:


A CLOSER LOOK 1

Vocabulary

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

habitats | flora and fauna
grassland | nature reserves
food chain | poles

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

+ *a chain means* "a series of many things that connect together".
+ *reserve* is a place to protect rare plants and animals.

– T can also use Vietnamese to explain the meanings of the new words.
– Have pairs write the correct words and phrases under the pictures.
– Invite Ss to take turns to read out their answers. Correct their pronunciation if needed.
– Check the answers as a class.

Key: **1.** flora and fauna **2.** habitats **3.** poles
4. grassland **5.** nature reserves **6.** food chain

ACTIVITY 2

Aim: To help Ss to use words and phrases in 1 in context.

– Ask Ss to work individually to complete the sentences.
– Ask some Ss to read aloud their sentences.
– Check the answers as a class.
– Correct Ss' pronunciation if necessary.

Key: **1.** food chain **2.** grassland **3.** nature reserves
4. poles **5.** habitats

ACTIVITY 3

Aim: To help Ss to use more words and phrases related to Earth, Earth's problems, and Earth's protection in context.

– Ask Ss to work in pairs to choose the correct answer for each sentence.
– T can also ask some Ss to read out their answers or write them on the board.
– Check the answers as a class. Then have Ss read the sentences aloud as a class.
– Correct Ss' pronunciation if necessary.

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

2 **Complete each sentence with a word or phrase from 1.**

1. In a _____, some animals eat other animals and become food for a third group of animals.
2. A _____ is often wide and its plants are mostly grass and flowers.
3. Areas of land to protect animals and plants are called _____.
4. The North and South _____ are both extremely cold and icy.
5. Natural _____ for pandas are bamboo forests.

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

1. When humans use a natural habitat for farming and housing, they cause _____.
   A. climate change B. global warming
   C. habitat loss D. ecological balance
2. When Earth's average temperature increases, we face _____.
   A. ecological balance B. global warming
   C. pollution D. protection
3. Each of us can lend a hand to _____ the natural environment.
   A. hunt B. change
   C. preserve D. pollute
4. We can keep a(n) _____ by stopping hunting and cutting down trees.
   A. ecological balance B. habitat loss
   C. climate change D. nature reserve
5. One way to _____ Mother Earth is by planting more trees.
   A. keep B. harm
   C. provide D. protect

EXTRA ACTIVITY

T can have Ss play a word game. Ss work in two groups. Show pictures with initial letter(s) of the word / phrase describing the thing(s) in them. Call on groups to read out the words and phrases. The group with more correct answers wins.



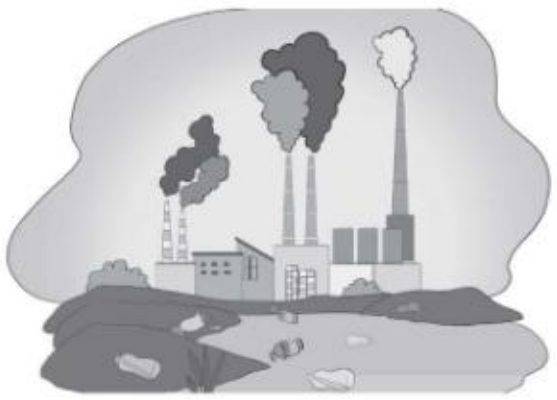
1. h_____ l_____



2. n_____ r_____



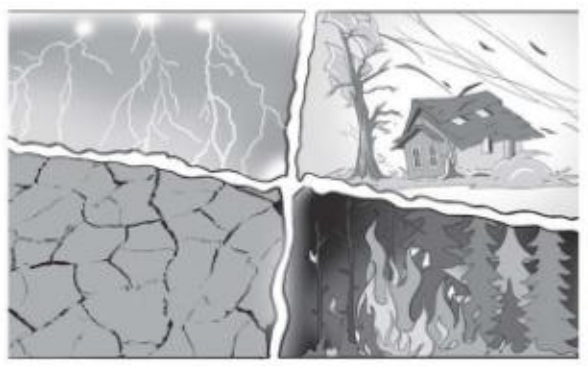
3. e_____ b_____



4. p_____ed



5. g_____ w_____



6. c_____ c_____

Key: **1.** habitat loss **2.** nature reserve **3.** ecological balance
4. polluted **5.** global warming **6.** climate change

Pronunciation

Rhythm in sentences

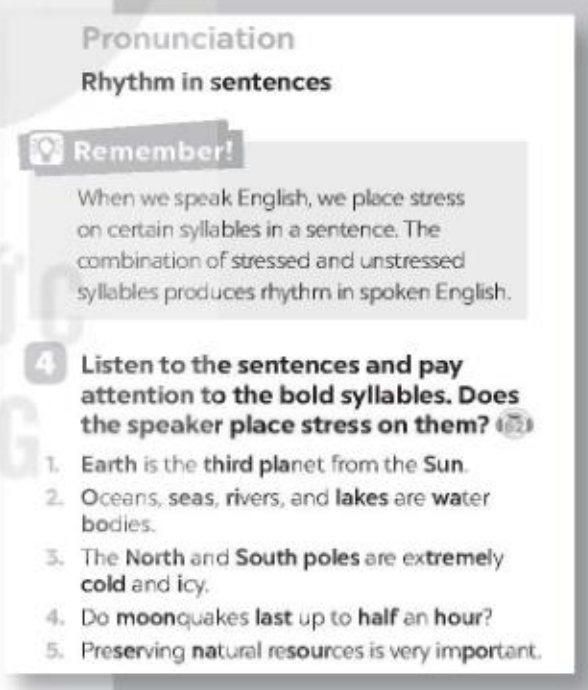
ACTIVITY 4

Aim: To help Ss be aware of the stressed words in a sentence;

- Have Ss read the **Remember!** box first. Remind them of the sentence stress in Unit 11 of Tieng Anh 7 and Tieng Anh 8.
- Ask Ss to listen to the recording once.
- Then play the recording again and have Ss repeat after each sentence as a class, then as individuals. Ask them to pay attention to the stressed words.
- Play the recording as many times as necessary. Then ask Ss to read out the sentences. Correct Ss' pronunciation if needed.

Audio script – Track 62:

1. Earth is the **third pla**net from the **Sun**.
2. Oceans, **seas**, **ri**vers, and **lakes** are **wa**ter **bo**dies.
3. The **North** and **South poles** are ex**treme**ly **cold** and **i**cy.
4. Do **moon**quakes **last** up to **half** an **hour**?
5. Pre**ser**ving **na**tural re**sour**ces is very im**por**tant.



Pronunciation

Rhythm in sentences

Remember!

When we speak English, we place stress on certain syllables in a sentence. The combination of stressed and unstressed syllables produces rhythm in spoken English.

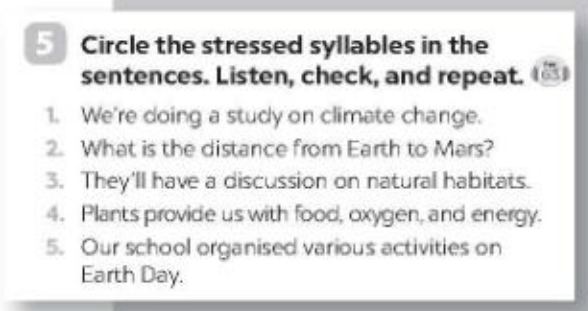
4 **Listen to the sentences and pay attention to the bold syllables. Does the speaker place stress on them?**

1. **Earth** is the **third pla**net from the **Sun**.
2. Oceans, **seas**, **ri**vers, and **lakes** are **wa**ter bodies.
3. The **North** and **South poles** are ex**treme**ly **cold** and icy.
4. Do **moon**quakes **last** up to **half** an **hour**?
5. Pre**ser**ving **na**tural re**sour**ces is very im**por**tant.

ACTIVITY 5

Aims:

- **To help Ss be aware of the stressed syllables in words in sentences;**
- **To help Ss recognise the stressed syllables that help create rhythm in sentences.**



5 **Circle the stressed syllables in the sentences. Listen, check, and repeat.**

1. We're doing a study on climate change.
2. What is the distance from Earth to Mars?
3. They'll have a discussion on natural habitats.
4. Plants provide us with food, oxygen, and energy.
5. Our school organised various activities on Earth Day.

- Have Ss read the sentences and circle the stressed syllables in the sentences. Ask them to share their answers with their partners. Play the recording for Ss to check. Show them the correct answers.
- Play the recording again for Ss to listen and repeat each sentence after the recording. Correct Ss' pronunciation if necessary.
- Call on some Ss to read the sentences. Play the recording again if necessary.

Key + Audio script – Track 63:

1. We're **do**ing a **stu**dy on **cli**mate **change**.
2. What is the **dis**tance from **Earth** to **Mars**?
3. They'll **have** a di**scu**ssion on **na**tural **ha**bitats.
4. Plants pro**vide** us with **food**, **ox**ygen, and **e**nergy.
5. Our **school or**ganised **va**rious ac**ti**vities on **Earth Day**.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Ask them to list some other learnt words / phrases related to Earth.

A CLOSER LOOK 2

Grammar

Non-defining relative clauses

WARM-UP

Aims:

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

- Divide the class into two big groups.
- Show the questions on the board.
- The questions can be multiple choice questions, and the two groups just say A, B, C, or D.

Example of quiz:

1. The man _____ taught us science last year was Mr Nam.

A. when *B. what* *C. which* *D. who*

2. We are playing a game _____ was designed by our teacher.

A. who *B. where* *C. which* *D. how*

3. The woman _____ we visited last summer is my former English teacher.

A. that *B. who* *C. when* *D. which*

4. We are learning about the planet _____ has green trees and living things.

A. where *B. who* *C. which* *D. whose*

5. I go to the school _____ my mother went to when she was young.

A. where *B. how* *C. who* *D. which*

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

– The group with most correct answers wins.

– Declare the winner and lead into the new lesson.

– Ask Ss to look at **A CLOSER LOOK 2** on page 107.

– Tell them that today they are going to learn non-defining relative clauses.

– Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

NON-DEFINING RELATIVE CLAUSES

– Ask Ss to work individually to read the **Remember!** box.

– Write examples of a sentence with a non-defining relative clause and one with a defining relative clause on the board.

– Ask some Ss to underline the relative clauses in the two examples. Ask them to point out the differences between pairs of relative clauses.

– Explain the differences in (1) use of the comma (2) the position of the clause, (3) use / function of each type of relative clause, and (4) whether they can be omitted or not, (5) whether the relative pronouns can be omitted or replaced with *that*.

ACTIVITY 1

Aim: To help Ss have some idea of what a non-defining relative clause is.

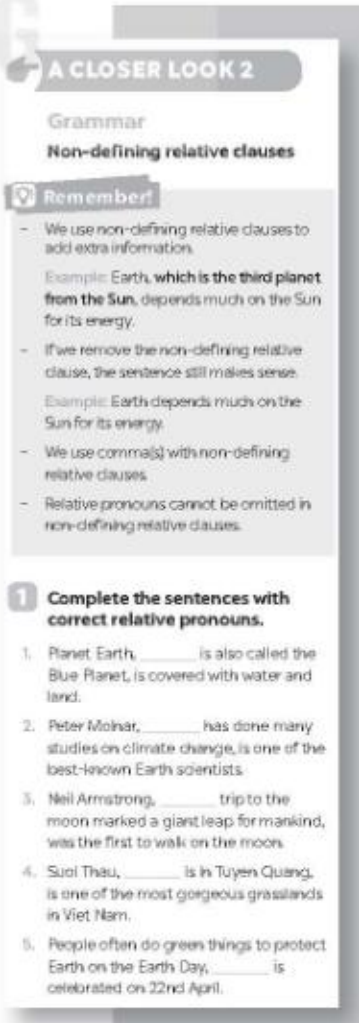
– Have Ss do the exercise individually.

– Check the answers as a class.

– T can also ask if these pronouns can be replaced with *that* or *not*.

– Ask several Ss to read aloud the full sentences. Correct their pronunciation if necessary.

Key: **1.** which **2.** who **3.** whose
4. which **5.** which



A CLOSER LOOK 2

Grammar

Non-defining relative clauses

Remember!

- We use non-defining relative clauses to add extra information.

  Example: Earth, **which is the third planet from the Sun**, depends much on the Sun for its energy.

- If we remove the non-defining relative clause, the sentence still makes sense.

  Example: Earth depends much on the Sun for its energy.

- We use comma(s) with non-defining relative clauses.

- Relative pronouns cannot be omitted in non-defining relative clauses.

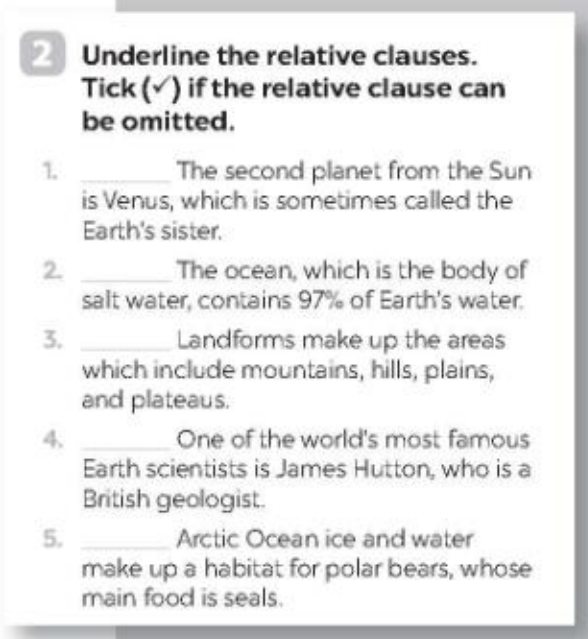
1 **Complete the sentences with correct relative pronouns.**

1. Planet Earth, _____ is also called the Blue Planet, is covered with water and land.
2. Peter Molnar, _____ has done many studies on climate change, is one of the best-known Earth scientists.
3. Neil Armstrong, _____ trip to the moon marked a giant leap for mankind, was the first to walk on the moon.
4. Suoi Thau, _____ is in Tuyen Quang, is one of the most gorgeous grasslands in Viet Nam.
5. People often do green things to protect Earth on the Earth Day, _____ is celebrated on 22nd April.

ACTIVITY 2

Aims:

- **To help Ss learn to recognise non-defining relative clauses in sentences;**
- **To help Ss become aware that non-defining relative clauses can be omitted from sentences.**



2 **Underline the relative clauses. Tick (✓) if the relative clause can be omitted.**

1. _____ The second planet from the Sun is Venus, which is sometimes called the Earth's sister.
2. _____ The ocean, which is the body of salt water, contains 97% of Earth's water.
3. _____ Landforms make up the areas which include mountains, hills, plains, and plateaus.
4. _____ One of the world's most famous Earth scientists is James Hutton, who is a British geologist.
5. _____ Arctic Ocean ice and water make up a habitat for polar bears, whose main food is seals.

- Remind Ss that a non-defining relative clause can be omitted from a sentence. They are used to give extra information about the noun in front of it.
- Have Ss work in pairs to underline the relative clauses and tick if the relative clauses can be omitted.
- Write sentences 2 and 3 on the board and ask one student to go to the board and do the task.
- Check the student's answers. Correct any mistakes and re-explain the rule if necessary.
- Check the other sentences as a class.
- Have Ss read out loud sentences and correct pronunciation if necessary.

Key:

1. ✓ The second planet from the Sun is Venus, which is sometimes called the Earth's sister.
2. ✓ The ocean, which is the body of salt water, contains 97% of Earth's water.
3. Landforms make up the areas which include mountains, hills, plains, and plateaus.
4. ✓ One of the world's most famous Earth scientists is James Hutton, who is a British geologist.
5. ✓ Arctic Ocean ice and water make up a habitat for polar bears, whose main food is seals.

ACTIVITY 3

Aim: To help Ss be aware of the position, the meaning of non-defining relative clauses, and the appropriate relative pronouns.



3 **Complete each sentence (1 – 5) with a non-defining relative clause (A – E).**

A. which is a Germanic word
B. which is also called the Red Planet
C. whose radius is nearly 4 million miles
D. who explained ecological balance to us
E. which has a large collection of animals, birds and reptiles, and unique plants

1. Mars, _____, is very much similar to Earth.
2. Earth, _____, is the fifth largest planet in our solar system.
3. The name of our planet, _____, simply means "the ground".
4. Cat Ba National Park, _____, is one of the most famous tropical rainforests in Viet Nam.
5. We were interested in the talk by Mr An, _____.

- Have Ss work individually to complete the sentences using non-defining relative clauses.
- Remind them of which relative pronouns (*which, who,* or *whose*) are used for which kinds of nouns that come before them.
- Also remind them of the meaning of the full sentence after they have completed them.
- Ask some Ss to read out their completed sentences. Correct their pronunciation if necessary.
- Check the answers as a class.

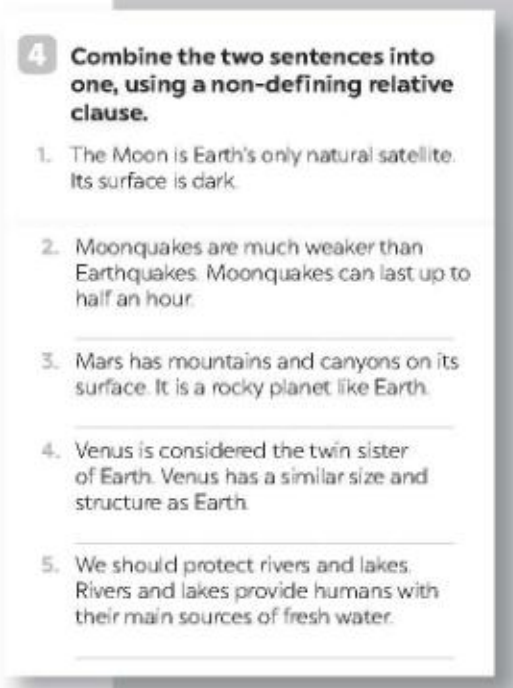
Key: **1.** B **2.** C **3.** A **4.** E **5.** D

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 4

Aim: To help Ss practise combining two sentences into one, using a non-defining relative clause.

- Have Ss work individually for five minutes to write their combined sentences.
- Remind Ss of the position of the non-defining relative clause in a sentence. Then ask them to work in pairs to swap their answers.
- Ask some Ss to write their combined sentences on the board.
- Check the answers as a class.
- Have the class read aloud their sentences. Correct their pronunciation if necessary.



4 **Combine the two sentences into one, using a non-defining relative clause.**

1. The Moon is Earth's only natural satellite. Its surface is dark.
2. Moonquakes are much weaker than Earthquakes. Moonquakes can last up to half an hour.
3. Mars has mountains and canyons on its surface. It is a rocky planet like Earth.
4. Venus is considered the twin sister of Earth. Venus has a similar size and structure as Earth.
5. We should protect rivers and lakes. Rivers and lakes provide humans with their main sources of fresh water.

Key:

1. The Moon, whose surface is dark, is Earth's only natural satellite.
2. Moonquakes, which can last up to half an hour, are much weaker than Earthquakes.
3. Mars, which is a rocky planet like Earth, has mountains and canyons on its surface.
4. Venus, which has a similar size and structure as Earth, is considered the twin sister of Earth.
5. We should protect rivers and lakes, which provide humans with their main sources of fresh water.

EXTRA ACTIVITY

T can also ask Ss to do an extra activity below.

Each of the following sentences has ONE mistake. Find the mistakes in these sentences and correct them.

1. Earth Day is the day where people celebrate the wonder of Earth.
2. Polar habitats, what include the North and South poles, are extremely cold.
3. The Pacific Ocean, that is the largest and deepest one on Earth, is being polluted.
4. Planet Earth, where has a solid and active surface, has various habitat types.
5. Climate change has caused changes in the colour of the Oceans, what is very worrying.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Key:

1. where → when **2.** what → which **3.** that → which
4. where → which **5.** what → which

ACTIVITY 5

Aims:

- **To enable Ss to practise using non-defining relative clauses;**
- **To create an atmosphere of playing and learning.**

- Divide the class into groups.
- Instruct groups to say aloud one of the places (*the Nile, Pacific Ocean, Viet Nam, the Sahara, Mount Fansipan*) and the other group members explain or give more information about the places.



5 **Work in two groups. Take turns to say aloud one of the places in the table. The other group explains or gives more information about it. The team that has the most correct sentences wins.**

Place	Feature	Feature
The Nile	longest river	flows into the Mediterranean Sea
Pacific Ocean	covers 30% of planet surface	largest ocean
Viet Nam	has the shape of letter S	has a long coastline
The Sahara	largest desert	has almost no rainfall
Mount Fansipan	highest peak in Viet Nam	also called the 'Roof of Indochina'

Example:

The Nile

The Nile, which is the longest river, flows into the Mediterranean Sea.

- Give them two minutes to prepare. Tell them that they can write down their group's sentences.
- Invite one group to say one name from the list, then the other reads out or says their sentence using a non-defining relative clause.
- Remind them that the group that makes the correct sentence with a non-defining relative clause has the right to read out the next name on the list for the other group to make a sentence with a non-defining relative clause.
- Correct any grammar and pronunciation mistakes if necessary.
- The group with the most correct sentences wins.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Have them say out loud what they should remember about non-defining relative clauses.

COMMUNICATION

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To help Ss revise non-defining relative clauses.**

- Have Ss play a game.
- Have one student stick slips of paper (with a sentence on each slip) on the board.
- The remaining Ss work in two different groups. Ss from each group take turns to add an appropriate non-defining relative clause to each sentence on the board. The group that makes a wrong sentence loses their turn. The group that has the most sentences with correct embedded non-defining relative clauses wins.
- T declares the winner, then leads to the new lesson.
- Introduce the objectives of the lesson: learning how to persuade someone to do something and respond and learning about Earth's habitats.

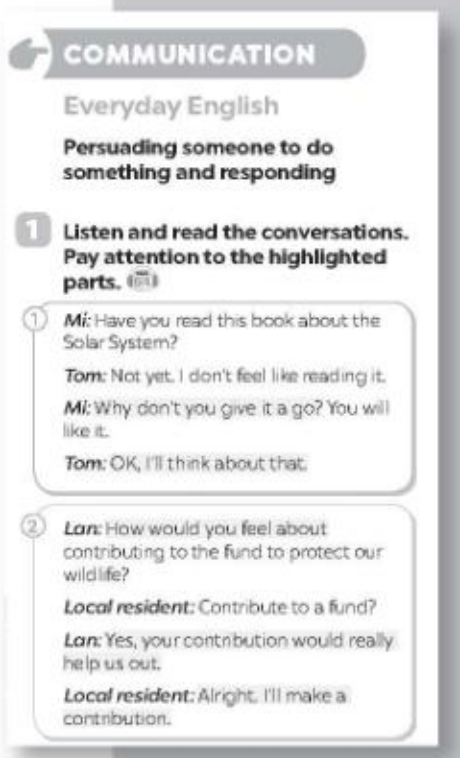
Everyday English

Persuading someone to do something and responding

ACTIVITIES 1 + 2

Aims:

- **To introduce ways to persuade someone to do something and respond;**
- **To help Ss practise persuading someone to do something and responding.**


COMMUNICATION

Everyday English

Persuading someone to do something and responding

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

① *Mi:* Have you read this book about the Solar System?

Tom: Not yet. I don't feel like reading it.

Mi: Why don't you give it a go? You will like it.

Tom: OK, I'll think about that.

② *Lan:* How would you feel about contributing to the fund to protect our wildlife?

Local resident: Contribute to a fund?

Lan: Yes, your contribution would really help us out.

Local resident: Alright. I'll make a contribution.

1

- Play the recording for Ss to listen to and read the conversations. Ask Ss to pay attention to the highlighted parts. Emphasise the ways to persuade someone to do something and respond to persuasion.
- Tell Ss *Why don't you give it a go? How would you feel about contributing …? Your contribution would really help us out* are different ways to persuade someone in different contexts.
- Tell them that *Why don't you give it a go?* is used to persuade someone to do something in general, and the response can be general by saying *OK, I'll think about that*. When the persuasion is more specific with a specific verb like *contributing* in *How would you feel about contributing…?*, the response can be more specific with verb *contribute* like in *Alright. I'll make a contribution.*
- Have Ss practise the conversations.

2

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

2 **Work in pairs. Make similar conversations with the following situations.**

1. You persuade your friend to watch a movie about planet Earth.
2. You persuade local people to contribute to a fund to build a nature reserve.

Audio script – Track 64:

Mi: Have you read this book about the Solar System?
Tom: Not yet. I don't feel like reading it.
Mi: Why don't you give it a go? You will like it.
Tom: OK, I'll think about that.

Lan: How would you feel about contributing to the fund to protect our wildlife?
Local resident: Contribute to a fund?
Lan: Yes, your contribution would really help us out.
Local resident: Alright. I'll make a contribution.

Suggested answers:

1.

A: Have you watched "Blue Planet" yet?
B: Not yet. I don't like watching it much.
A: Why don't you give it a go? You will like it.
B: OK, I'll think about that.

2.

A: How would you feel about contributing to the fund to build a nature reserve?
B: Contribute to a fund?
A: Yes, your contribution would really help us out.
B: Alright. I'll make a contribution.

Transition from *Everyday English* to *Earth's habitats*

- Give Ss a situation as follows: You persuade your partner to read about the Earth's habitats. Ask Ss to make a short dialogue between Mi and Tom to practice persuading people.

Suggested answers:

Mi: Have you read this book about the Earth's habitats?

Tom: Not yet. I don't feel like reading it.

Mi: Why don't you give it a go? You will like it.

Tom: OK, I'll think about that.

– Tell the class that they will have a chance to read about some of the Earth's habitats.

Earth's habitats

ACTIVITY 3

Aims:

- **To help Ss learn more about Earth's habitats;**
- **To help Ss practise finding main ideas.**



Earth's habitats

3 **Read the short descriptions of various habitats and match them with their features.**

Polar habitats include the North Pole and the South Pole. These habitats are covered in ice and extremely cold and dry. Animals here include small fish, polar bears, penguins, leopard seals, etc.

Forest habitats include tropical forests, temperate forests, and boreal forests. They are considered the Earth's lungs because they produce oxygen. They also provide homes to bats, owls, deer, squirrels, foxes, lizards, etc.

Ocean habitats include the Pacific, Atlantic, Indian, Southern, and Arctic Oceans. They produce more than 50 per cent of Earth's oxygen and help adjust the climate. They provide living places for plants like sea grasses, microscopic algae, and fish, etc.

Grasslands include tropical and temperate ones. The main plants are grasses. They are crucial for grazing livestock. Grassland animals include giraffes, zebras, lions, elephants, etc.

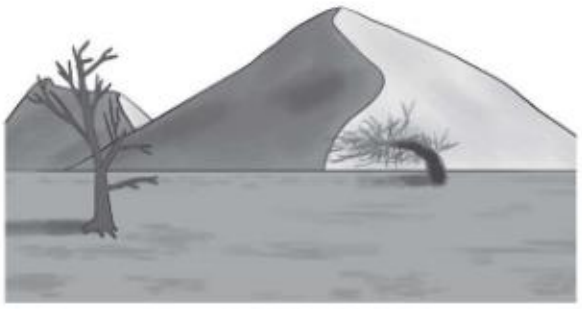
1. Polar regions	a. two main types and are crucial for livestock grazing
2. Forests	b. largest, produce oxygen and adjust the climate
3. Oceans	c. extremely cold, dry, covered in snow and ice
4. Grasslands	d. the lungs of Earth, home to many species

- Have Ss work in pairs to read the texts to match the main idea of each text with the name of the habitat. Ask some pairs to read out their answers.
- Check the answers as a class.
- If time allows, ask some Ss to retell information from the texts or to role-play the four friends telling the class about habitats.

Key: **1.** Polar regions – c **2.** Forests – d
3. Oceans – b **4.** Grasslands – a

EXTRA ACTIVITY

For more able Ss, T can show two pictures of two other types of habitats (deserts and freshwater habitats), then ask Ss to name them. Then provide them with some major facts (as in **3**) about the habitats T chooses to add. Have Ss ask and answer questions about these additional habitats, the types of flora and fauna, the special features, and roles of them.



SAHARA

- largest in the world
- located in northern Africa
- few plants and animals
- little rainfall (<25 cm per year)
- very hot and dry
- average temperature: 36° C, highest in summer: 56° C



BAIKAL

- largest, oldest and deepest freshwater
- located in Russia
- home to approximately 1,700 to 1,800 plant and animal species
- holds 20% of world freshwater
- cold (–21° C in winter and 11° C in summer)

ACTIVITY 4

Aim: To help Ss practise talking about habitats and comparing them.

4 **Work in pairs. Choose two habitats and compare them.**

You can refer to the following:

- their specific types / examples
- their importance
- plants / animals living there
- other special features

- Have Ss work in pairs to choose two habitats to describe, and then compare them with each other.
- Ask them to think of suggested features:
  + their specific types / examples
  + their importance
  + plants / animals living there
  + other special features
- Tell them that they can make notes about similarities and differences of the two types they have chosen.
- Invite some Ss to tell about a habitat they have chosen. Correct any grammar or pronunciation mistakes if necessary.

ACTIVITY 5

Aims:

- **To help Ss practise reporting the habitats they have chosen to discuss and compare them;**
- **To help Ss develop confidence when speaking in front of the class.**

5 **Report the results of your comparison to the class.**

Example:

While oceans are water bodies, forests are landform habitats. Both oceans and forests provide oxygen to Earth.

- Have some representatives of some pairs report the comparison of the two habitats they have chosen.
- Tell them to read their notes or talk to the class using ideas from the text in **3** and the suggested features in **4**.
- Invite feedback from their partners. Give more feedback on Ss' reports.

Suggested answer:

- Both Polar regions are found at the top and bottom of Earth while grasslands are found in the middle part of the world.
- While the temperatures in Polar regions are extremely low / While Polar regions are extremely cold all year round, grasslands have hot summers and cold winters.
- Both grasslands and forests have rainfall, various soil types and can catch fire.
- Rainforests have high density of plants with different heights while grasslands rarely have trees. They only have bushes which are usually short.

WRAP-UP

- Ask Ss what they have learnt in the lesson.
- Ask them to list one way to persuade and respond.
- Ask Ss to list orally the types of habitats they know and some features of each habitat.

SKILLS 1

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To help Ss revise the various habitats and their features.**

- Put Ss in two groups of four or five. One group shouts out the name of a habitat and the other group should say a sentence about the feature of that habitat. A habitat name can be reused, but the features mentioned later must be different from the one(s) previously mentioned. The group that provides a correct feature gets one point and the right to shout another habitat name or they lose their turn if they cannot mention any features.
- Stop the game when time is up.
- The group that has the most correct answers wins.
- Declare the winner.

Reading

ACTIVITY 1

Aim: To introduce Ss to some roles of plants and animals.

- Have the class work in pairs to discuss which one(s) shows the role(s) of plants and animals.
- Ask Ss to give a simple explanation / example if possible.

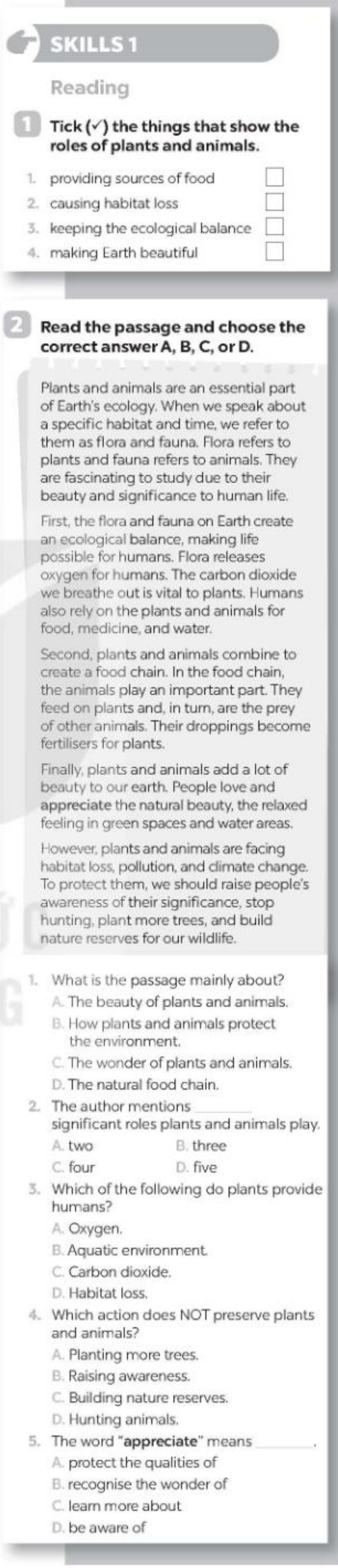
Key: 1, 3 and 4

ACTIVITY 2

Aims:

- **To introduce Ss to some new roles of plants and animals;**
- **To improve Ss' skill of reading for main ideas and details.**

- Ask Ss to work individually to read the questions and underline the keywords in each one, then read the passage to choose the correct answer. Remind them to underline the evidence for each option they choose.
- Tell them that the first question is about the main idea of the passage and can be answered after they have read and answered questions 2-5.



SKILLS 1

Reading

1 **Tick (✓) the things that show the roles of plants and animals.**

1. providing sources of food ☐
2. causing habitat loss ☐
3. keeping the ecological balance ☐
4. making Earth beautiful ☐

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

Plants and animals are an essential part of Earth's ecology. When we speak about a specific habitat and time, we refer to them as flora and fauna. Flora refers to plants and fauna refers to animals. They are fascinating to study due to their beauty and significance to human life.

First, the flora and fauna on Earth create an ecological balance, making life possible for humans. Flora releases oxygen for humans. The carbon dioxide we breathe out is vital to plants. Humans also rely on the plants and animals for food, medicine, and water.

Second, plants and animals combine to create a food chain. In the food chain, the animals play an important part. They feed on plants and, in turn, are the prey of other animals. Their droppings become fertilisers for plants.

Finally, plants and animals add a lot of beauty to our earth. People love and appreciate the natural beauty, the relaxed feeling in green spaces and water areas.

However, plants and animals are facing habitat loss, pollution, and climate change. To protect them, we should raise people's awareness of their significance, stop hunting, plant more trees, and build nature reserves for our wildlife.

1. What is the passage mainly about?
   A. The beauty of plants and animals.
   B. How plants and animals protect the environment.
   C. The wonder of plants and animals.
   D. The natural food chain.
2. The author mentions _____ significant roles plants and animals play.
   A. two B. three
   C. four D. five
3. Which of the following do plants provide humans?
   A. Oxygen.
   B. Aquatic environment.
   C. Carbon dioxide.
   D. Habitat loss.
4. Which action does NOT preserve plants and animals?
   A. Planting more trees.
   B. Raising awareness.
   C. Building nature reserves.
   D. Hunting animals.
5. The word "**appreciate**" means _____.
   A. protect the qualities of
   B. recognise the wonder of
   C. learn more about
   D. be aware of

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- Have Ss work in pairs to swap answers or check them together.
- Ask some Ss to read out loud the answers.
- Check the answers as a class.

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

EXTRA ACTIVITY

T can provide an extra activity for Ss to understand more about the vocabulary and the main ideas of the reading text by asking them to answer these questions.

1. What is the word 'fascinating' in paragraph 1 closest in meaning to?

A. charming B. interesting C. ideal

2. What is the word 'significance' in paragraph 1 closest in meaning to?

A. consequence B. threat C. importance

3. What is the word 'release' in paragraph 2 closest in meaning to?

A. let out B. set free C. throw

4. What does the word 'their' in paragraph 3 refer to?

A. of the flora and fauna B. of plants C. of animals

5. What do you think the paragraph after the last one would be about?

A. Problems wildlife face.

B. Measures to protect wildlife.

C. Importance of wildlife.

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

ACTIVITY 3

Aims:

- **To improve Ss' skill of reading for details;**
- **To familiarise Ss with reading diagrams.**

- Have Ss work in pairs to read the diagram first. Ask them to follow the diagram by looking at *animals (hunters)* in the diagram to work out what will come before and after the words.
- Ask them to re-read the passage, search for needed information and underline the keywords / the evidence for the answers.
- Ask some pairs to give the answers. Ask them to show the parts in the reading where they find the answers.
- Check the answers as a class.

Key:

1. plants **2.** animals (prey) **3.** droppings



Transition from *Reading* to *Speaking*

– Tell Ss that the habitats are under threats and thus we have to take action soon.

– Tell them to read the passage in **2** again and find two threats to plants and animals, and two solutions.

After they have finished the activity, tell them that in **4** in SPEAKING, they will discuss the threats to plants and animals and what people should do to protect them.

Speaking

ACTIVITY 4

Aims:

– **To have Ss practise asking and answering questions for information about the threats to plants and animals and possible human actions to deal with the situations;**

– **To prepare Ss for 5.**


Speaking

4 **Work in pairs. Discuss the threats to plants and animals and how we can protect them. You can use the ideas from the reading or your own ideas.**

Threats	Actions
– habitat loss	– building nature reserves
...	...

– Have Ss work in pairs to fill in the table.

– Remind Students A and B to ask and answer questions while filling in the table like in the example below:

  + *What do you think is the first / second / third most significant threat to the plants and animals?*
  + *I think the first / second / third threat is …*
  + *What do you think humans should do to deal with the situation?*
  + *The first thing humans can / should do is …*

– Assist Ss to make full questions and answers. Remind them to use ideas from the reading if they want; and they can make notes.

– Call on some pairs to demonstrate the questions and answers and then fill in the table on the board.

– Ask the class to give feedback on the ideas, questions, answers and pronunciation.

Suggested answers:

Threats	Actions
– *habitat loss*	– *building nature reserves*
– deforestation	– stopping hunting
– pollution	– stopping cutting down forests
– climate change	– planting more trees
– global warming	– raising people's awareness

ACTIVITY 5

Aim: To have Ss practise reporting the threats and actions to deal with the threats.


5 **Report the results of your discussion to the class.**

Example:

There are many threats to plants and animals. First, they face habitat loss. ...

We can do several things to preserve their habitat. We should ...

– Have Ss work in groups to practise reporting. Remind Ss to use the sample in their books to report the threats and solutions. Tell them that they can use the notes they made in **4**.

- Invite two representatives of each group to report their group's answers, with one reporting the threats and the other reporting suggested actions.
- Give feedback on their reports in terms of language, ideas, and pronunciation.

Suggested answer:

- There are many threats to the flora and fauna. First, they face habitat loss. For example, when a river is polluted, the water habitat cannot be suitable for water species. Many other animals and plants suffer from deforestation because people cut down trees and clear the forests. Global warming is another threat to a large number of animals because when the temperature is too extreme, many animals may die out.
- We can do several things to preserve their habitats. We should build nature reserves to preserve endangered animals and plants. People should also stop hunting and cutting down forests. If possible, they should start planting more trees. Above all, governments should create policies to raise people's awareness of the protection of natural habitats.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Ask them to list the roles of plants and animals, the threats of the habitats, and the actions we should take.

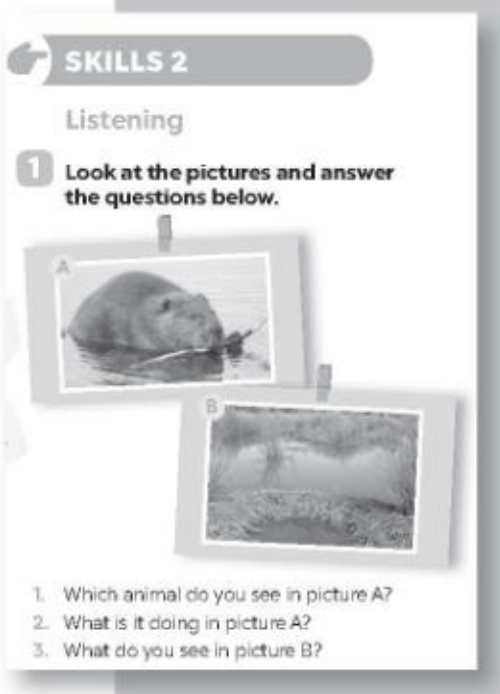
SKILLS 2

WARM-UP

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To help Ss revise the roles of plants and animals.**

- Have Ss play a game. Divide them into two groups. Give each group a set of phrases on slips of paper about the roles of plants and animals such as: *keeping ecological balance, releasing oxygen for humans, providing food for humans, beautifying the Earth, droppings of animals becoming fertilisers for plants.*
- Each group has to correctly stick the slips about the roles of plants and the ones about the roles of animals on the correct column (Plants / Animals) on the board. Tell them if one is suitable for both columns, they can stick it on both the two columns.
- T stops the game when time is up.
- T asks each group to read out their answers.
- The group that has the most correct answers wins.
- T declares the winner.


SKILLS 2

Listening

1 Look at the pictures and answer the questions below.

A

B

1. Which animal do you see in picture A?
2. What is it doing in picture A?
3. What do you see in picture B?

Listening

ACTIVITY 1

Aim: To help Ss brainstorm some ideas for listening.

- Ask Ss to work in pairs to describe the two pictures and answer the three questions.

– Tell Ss that they are going to listen to a conversation between Mr An and Mi.

Suggested answers:

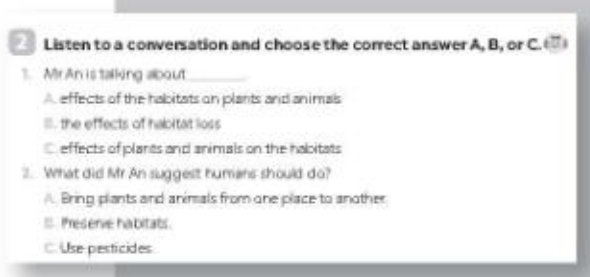
– *A beaver.*

– *It is gathering dead plants and tree branches.*

– *A small / large pond which is divided into two by dead plants and branches.*

ACTIVITY 2

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


2 Listen to a conversation and choose the correct answer A, B, or C.

1. Mr An is talking about _____
A. effects of the habitats on plants and animals
B. the effects of habitat loss
C. effects of plants and animals on the habitats
2. What did Mr An suggest humans should do?
A. Bring plants and animals from one place to another.
B. Preserve habitats.
C. Use pesticides.

– Ask Ss to work in pairs to read the questions and underline the keywords.

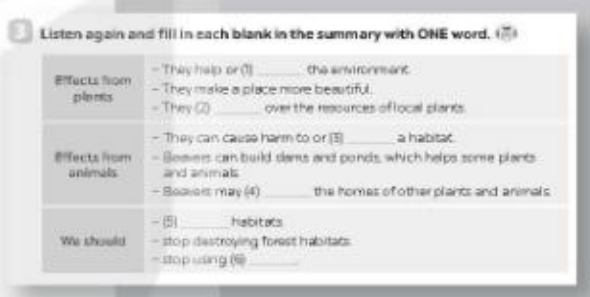
– Play the recording once for Ss to choose A, B, or C.

– Check Ss' answers and play the recording again for them to better understand the conversation between Mr An and Mi. Stop or rewind the recording where necessary.

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

ACTIVITY 3

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


3 Listen again and fill in each blank in the summary with ONE word.

Effects from plants	– They help or (1) _____ the environment. – They make a place more beautiful. – They (2) _____ over the resources of local plants.
Effects from animals	– They can cause harm to or (3) _____ a habitat. – Beavers can build dams and ponds, which helps some plants and animals. – Beavers may (4) _____ the homes of other plants and animals.
We should	– (5) _____ habitats. – stop destroying forest habitats. – stop using (6) _____

– Have Ss work individually to read the table and guess the possible words to fill in each blank.

– Remind them to think about the part of speech of that word (noun, verb, adjective, adverb, or number). Remind them of the possible plural and singular forms of nouns.

– Play the recording once for Ss to fill in the blanks. Remind Ss that they should write only ONE word for each blank.

– Ask Ss to work in pairs to swap answers.

– Check Ss' answers and play the recording again for them to better understand the conversation. Stop or rewind the recording where necessary.

Key: **1.** harm **2.** take **3.** improve
4. flood **5.** Preserve **6.** pesticides

Audio script – Tracks 65 + 66:

Mr An: As you see, habitats affect their flora and fauna, but the flora and fauna also affect their habitats.

Mi: Can you be more specific, Mr An?

Mr An: Well, plants can help or harm their environment. For example, when someone brings a plant to a new place, the plant can make the area more beautiful.

Mi: Yes, it can.

Mr An: But that plant can also grow so fast that it takes over the resources of local plants. And these local plants may die out.

Mi: How about animals? Do they affect the environment too?

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Mr An: That's a good question. Similarly, animals can cause harm to or improve a habitat. Beavers, for example, build dams and ponds and this helps plants and animals which need water.

Mi: How do beavers harm the environment?

Mr An: These dams may flood the homes of other plants and animals.

Mi: Ah, yes. So what should we do, Mr An?

Mr An: We should preserve habitats by not bringing plants and animals from different places. We shouldn't cut down forests because that destroys the habitats of many species, or use pesticides which pollute the environment. …

EXTRA ACTIVITY

Have Ss work in pairs to ask and answer questions about one of the aspects in **3**:

1. the effects of plants on the environment

2. the effects of animals on the environment

3. the possible threats to the environment

4. the possible activities to deal with the threats to the environment

For example:

A: What are the effects of plants on the environment?

B: Plants can beautify a place.

A: Exactly. Is there any other way they can affect a habitat?

B: They can take over the resources of local plants.

A: What do you mean?

B: They grow very fast and use the soil and space of surrounding plants.

Transition from *Listening* to *Writing*

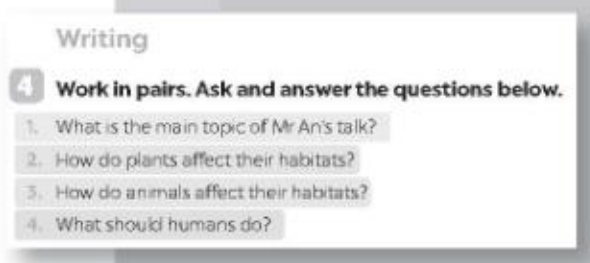
- Tell Ss that in the next part, they will write a summary of the listening.
- -Ask Ss to look at the summary in **3** to orally list the effects of plants and animals on the habitats. Help them with any new vocabulary they need.
- Tell them to move to **4**.

Writing

ACTIVITY 4

Aims:

- **To provide Ss with an opportunity to recall information from the listening;**
- **To prepare Ss for the opinion writing in 5.**


Writing

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

1. What is the main topic of Mr An's talk?
2. How do plants affect their habitats?
3. How do animals affect their habitats?
4. What should humans do?

- Ask Ss to work in pairs to ask and answer the given questions.
- Ask Ss to get ideas from the listening by looking back at the questions 1, 2 in **2** and the table in **3**.
- Ask some pairs of Ss to demonstrate the questions and answers.
- Correct their pronunciation where necessary.

Suggested answers:

1. Mr An and Mi are talking / Mr An's talk is about the effects of plants and animals on their habitats.
2. Plants can help or harm the environment. Plants can make places more beautiful, but they can harm the environment by taking over the natural resources of the local plants.
3. Animals can harm or improve the environment. An example is beavers. Beavers can build dams and ponds, which helps some plants and animals. But they can cause floods to the homes of other plants and animals.
4. Humans should preserve habitats, stop destroying the habitats of many species, and stop using pesticides.

ACTIVITY 5

Aim: To improve Ss' writing skills.

- T shows the ideas T and Ss have answered in **4** on the board.
- Ask Ss to work individually to write a summary of the listening for 15 minutes. Tell them to use the information in **4**. Remind Ss to start with the beginning given in the box.
- T asks one student to read out his / her summary.
- If time allows, T can also ask Ss to work in groups to write a summary on an A1 / A0 size piece of paper, then T organises a gallery walk. Ss walk round and offer feedback on their classmates' writing.
- Give feedback on Ss' writing in terms of ideas, grammar, and connectors.

5 **Write a summary (100 – 120 words) of the main points of the conversation. Use the information in 3 and answers in 4.**

You can start the summary as follows:

Mr An talked about the effects of plants and animals on their habitats and the things people should do. Firstly, plants help _____

Suggested answer:

Mr An talked about the effects of plants and animals on their habitats and the things people should do. Firstly, plants help or harm the environment. Plants can make places more beautiful, but they can harm the environment by taking over the natural resources of local plants. He also said that animals can harm or improve the environment as well. He gave an example of beavers. Beavers can build dams and ponds, which helps some plants and animals. But they can cause flood to the homes of other plants and animals. He concluded that humans should preserve habitats, stop destroying the habitats of many species, and stop using pesticides.

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 revise the vocabulary learnt in the unit.

- Have Ss work individually to write down the words and phrases in the columns. Have Ss read out their words and phrases.
- Check answers as a class.
- Correct Ss' pronunciation if necessary.

Suggested answer:

Types of habitats	Things in a habitat
poles	flora and fauna
grassland	plants and animals
water bodies	humans
landforms	air, light, heat, water, etc.
forests	
oceans	
seas, rivers, lakes, ponds, etc.	

ACTIVITY 2

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

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

Key:

1. Climate change **2.** food chain **3.** ecological balance
4. nature reserves **5.** habitat loss

Grammar

ACTIVITY 3

Aim: To help Ss revise non-defining relative clauses.

- Have Ss work individually to match the sentences (1 – 5) with non-defining relative clauses (A – E). Remind them to pay attention to the nouns before the commas (,) if the noun refers to persons, possessions, something or somebody. Then choose the appropriate clauses.
- Then ask Ss to work in pairs to swap and check their answers.
- Check answers as a class.
- Ask some Ss to read out the sentences. Correct their pronunciation if necessary.

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

LOOKING BACK

Vocabulary

1 **Fill in the table with words and phrases about habitats.**

Types of habitats	Things in a habitat
poles	flora and fauna

2 **Complete the passage, using the words and phrases in the box.**

nature reserves habitat loss
ecological balance food chain
climate change

Earth's habitats are various and many are threatened. Each habitat includes living things, non-living things, and the surrounding environment. The relations of all living things and their environment in a habitat make up the habitat's ecology. (1) _____ or changes in population of plants and animals can cause changes to the natural (2) _____ and the ecology. That means to maintain a(n) (3) _____, we shouldn't cause changes to the climate and the plants and animals of any habitat. In many countries, people have built (4) _____ to keep endangered plants and animals safe. People should also avoid activities that may cause pollution and (5) _____.



Grammar

3 **Complete each sentence (1 – 5) with a non-defining relative clause (A – E).**

A. who is considered the God of Thunder
B. which are large and extremely dry areas
C. whose work in geology is considered very important
D. which is the oldest national park in Viet Nam
E. which attract many tourists worldwide

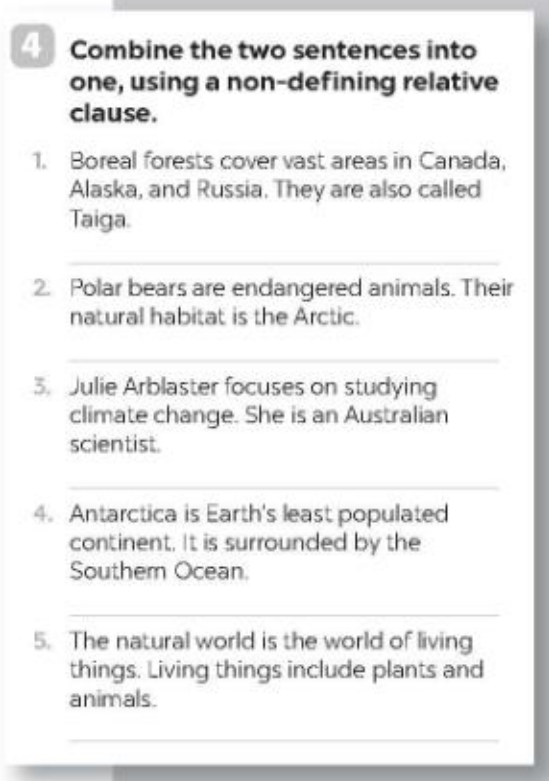
1. The Alps are a well-known mountain range, _____.
2. Deserts on Earth, _____, hardly get any rain.
3. People used to believe that Thor, _____, causes storms and lightning.
4. We spent time trekking, bird-watching, and kayaking in Cuc Phuong, _____.
5. James Hutton, _____, was one of the first scientists to study geology.

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ACTIVITY 4

Aim: To help Ss combine sentences from pairs of sentences.

- Ask Ss to work individually to combine the pairs of sentences as requested in their book.
- Then ask the class to work in pairs. Tell them to swap their writings and check their partner's answers.
- Ask some Ss to go to the board and write their sentences with non-defining relative clauses.
- Check the sentences on the board that some Ss have written.
- Have all Ss correct their partner's answers.
- Ask some Ss to read out their sentences. Correct Ss' language and pronunciation if necessary.



4 **Combine the two sentences into one, using a non-defining relative clause.**

1. Boreal forests cover vast areas in Canada, Alaska, and Russia. They are also called Taiga.
2. Polar bears are endangered animals. Their natural habitat is the Arctic.
3. Julie Arblaster focuses on studying climate change. She is an Australian scientist.
4. Antarctica is Earth's least populated continent. It is surrounded by the Southern Ocean.
5. The natural world is the world of living things. Living things include plants and animals.

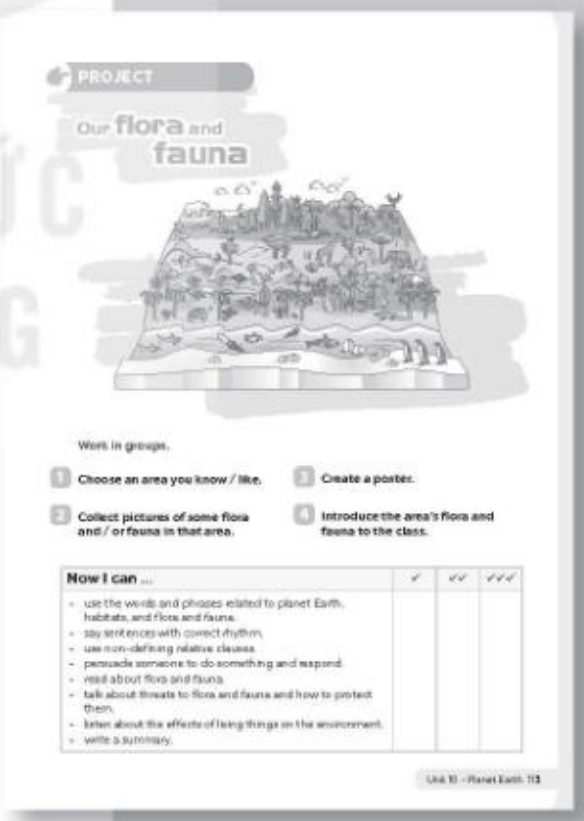
Key:

1. Boreal forests, which are also called Taiga, cover vast areas in Canada, Alaska, and Russia.
2. Polar bears, whose natural habitat is the Arctic, are endangered animals.
3. Julie Arblaster, who is an Australian scientist, focuses on studying climate change.
4. Antarctica, which is surrounded by the Southern Ocean, is Earth's least populated continent.
5. The natural world is the world of living things, which include plants and animals.

PROJECT

Aims:

- **To help Ss brainstorm ideas about the flora and fauna of their neighbourhood or of a place they like;**
- **To help Ss be more creative and observant;**
- **To improve Ss' teamwork and public speaking skills.**



PROJECT

Our flora and fauna

Work in groups.

1. Choose an area you know / like.
2. Collect pictures of some flora and / or fauna in that area.
3. Create a poster.
4. Introduce the area's flora and fauna to the class.

Now I can ...	✓	✓✓	✓✓✓
- use the words and phrases related to planet Earth, habitats, and flora and fauna. - say sentences with correct rhythm. - use non-defining relative clauses. - persuade someone to do something and respond. - read about flora and fauna. - talk about threats to flora and fauna and how to protect them. - listen about the effects of living things on the environment. - write a summary.			

Unit 10 - Planet Earth 113

- As Ss have been assigned the project at the beginning of the unit and have prepared it throughout the unit, the focus of this lesson should be on the final product, which is a final oral presentation of the flora and fauna that Ss have chosen to talk about.
- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any.
- The presenters should complete their self-assessment checklists after completing their presentation.

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FEEDBACK FORM FOR POSTER PRESENTATIONS

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I cooperated with my group members when delivering the talk.		
4. I interacted with the audience.		
5. I concluded my part of the talk appropriately.		
DESIGN OF THE POSTER		
1. Our poster was clearly organised.		
2. Our photos and drawings were suitable.		
CONTENT: Our presentation includes the following information:		
1. the area we know / like		
2. the flora		
3. the fauna		
4. any special things about the flora and fauna we present		

2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenters greeted the audience.		
2. The presenters spoke clearly and naturally.		
3. The presenters cooperated when delivering their talk.		
4. The presenters interacted with the audience.		
5. The presenters concluded their talk appropriately.		
DESIGN OF THE POSTER		
1. Their poster was clearly organised.		
2. Their photos and drawings were suitable.		
CONTENT: The presentation includes the following information:		
1. the area they know / like		
2. the flora		
3. the fauna		
4. any special things about the flora and fauna they present		

NOW I CAN ...

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

Unit 11 ELECTRONIC DEVICES

Objectives:

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

- use the words and phrases about electronic devices;
- stress on all words in sentences correctly;
- use the verb *suggest / advise / recommend* + V-*ing* / a clause with *should*;
- check someone's understanding and respond;
- guess the meaning of words in context;
- read for specific information about electronic devices;
- talk about an electronic device which is important to them;
- listen for specific information about the current and future uses of one's favourite electronic device;
- write a passage about the current and future capabilities of one's favourite electronic device.



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 provide some scrambled words related to the flora and fauna, and then call on some Ss to unscramble the words to form correct words.
- Lead into the new unit. Write the unit title *Electronic devices* on the board. Ask Ss to guess what they are going to learn about in this unit. Then T uses the photos of electronic devices in the book to help Ss brainstorm words and phrases about electronic devices (e.g. *tablet, smartwatch, smartphone, portable music player, robotic vacuum cleaner*, etc.). For strong classes, encourage Ss to talk about what these electronic devices can do.

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GETTING STARTED

IN AN ELECTRONIC SHOP

ACTIVITY 1


GETTING STARTED

In an electronic shop

1 Listen and read.

Shop assistant: Good morning! What can I do for you?

Customer: Good morning! I'd like to buy a computer for my son.

Shop assistant: We have desktops, laptops, and tablets. Which one are you interested in?

Customer: I want to buy one for my son that is portable and can be used for studying and entertainment.

Shop assistant: Ah, in this case I suggest you should buy a tablet. Look at this grey tablet. It can work as effectively as a laptop. But it's the size of a book. And it's much lighter than a laptop because it's smaller. It also has a lightweight aluminium case.

Customer: Sounds good.

Shop assistant: It also has two cameras to take photos, shoot videos, and scan documents. It has a touchscreen, so you can do everything with your fingers.

Customer: Is it easy to type on?

Shop assistant: Yes, it is. There is a virtual keyboard. If you don't want to use it, you can use the wireless hardware keyboard.

Customer: Can I write and draw on it?

Shop assistant: You can use its pencil to take notes, draw pictures or diagrams, and make 3D designs.

TM Tiếng Anh 9

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 answer some questions, e.g. *Who are in the conversation? What are they talking about?* Encourage Ss to give answers, but do not confirm whether their answers are right or not. Ask them to talk a bit about what they would like to buy in an electronic shop.
- 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: *A shop assistant and a customer. They are talking about some electronic devices.*

Audio script – Track 67:

Shop assistant: Good morning! What can I do for you?

Customer: Good morning! I'd like to buy a computer for my son.

Shop assistant: We have desktops, laptops, and tablets. Which one are you interested in?

Customer: I want to buy one for my son that is portable and can be used for studying and entertainment.

Shop assistant: Ah, in this case I suggest you should buy a tablet. Look at this grey tablet. It can work as effectively as a laptop. But it's the size of a book. And it's much lighter than a laptop because it's smaller. It also has a lightweight aluminium case.

Customer: Sounds good.

Shop assistant: It also has two cameras to take photos, shoot videos, and scan documents. It has a touchscreen, so you can do everything with your fingers.

Customer: Is it easy to type on?

Shop assistant: Yes, it is. There is a virtual keyboard. If you don't want to use it, you can use the wireless hardware keyboard.

Customer: Can I write and draw on it?

Shop assistant: You can use its pencil to take notes, draw pictures or diagrams, and make 3D designs.

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Have Ss read the conversation in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies, if necessary (e.g. reading the questions, underlining the keywords in the questions, locating the keywords in the conversation, and then reading that part and answering the questions). Tell them to underline parts of the conversation that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.

2 Read the conversation again and answer the following questions.

1. What does the customer want to buy?
2. What kind of electronic device does the shop assistant suggest the customer should buy?
3. What is the tablet's case made of?
4. What is the tablet's pencil used for?

- Tell them to compare their answers in pairs before sharing them with the class. Ask Ss to give evidence when they answer.
- Check the answers as a class.

Key:

1. The customer wants to buy a computer for her / his son.

2. The shop assistant suggests the customer (should) buy a tablet.

3. It is made of aluminium.

4. It is used for taking notes, drawing pictures or diagrams, and making 3D designs.

ACTIVITY 3

Aim: To help Ss understand some definitions of the words in the text.

- First, have Ss quickly match the words in the left column with their corresponding meanings in the right column individually.
- Then, ask them to share their answers with one or more partners. T can ask for translation of some 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 they have learnt.

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

3 **Match the following words with their definitions.**

1. aluminium	a. a screen of a laptop or a tablet that enables the user to interact directly with what is displayed
2. portable	b. made to appear to exist by the use of computer software, rather than in the real world
3. touchscreen	c. not needing wires to make a connection or to communicate
4. wireless	d. a light, silver-grey metal
5. virtual	e. easy to carry or to move

ACTIVITY 4

Aim: To help Ss use the words they have learnt in 3 in specific contexts.

- 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.** virtual **2.** portable **3.** wireless **4.** aluminium **5.** touchscreen

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

1. The website allows you to take a _____ tour of the art gallery.
2. You can carry your _____ laptop with you from class to class because it's small and light.
3. Nowadays we often use _____ keyboards because they are portable.
4. We often use _____ to make vehicles like aircraft or cars because of its strength and lightweight.
5. Most smartphones today have a _____ which allows us to navigate, type, and interact with apps and games easily.

ACTIVITY 5

Aim: To provide Ss with practice with describing electronic devices.

- Demonstrate the game with a strong student.
- Ask Ss to play the game in pairs. In weaker classes, work together with Ss first: describing one or two electronic devices

5 GAME **Work in pairs. Think of an electronic device and describe it to your partner. Can your partner guess what you are describing?**

Example:

A: It's a small, flat computer. We can control it by touching its screen or by using a special pen.

B: Is that a portable music player?

A: No. Try again.

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and eliciting from Ss their guesses about what is being described. Then when they know exactly what to do, ask them to work in pairs. T may go around to observe and offer help if necessary.

- Invite some pairs to perform in front of the class. This activity can be organised as a competition game. The class is divided into teams A and B. Team A describes an electronic device and Team B guesses what the electronic device is. If their guess is correct, they get one point. Then change roles. The group with the most points wins.

EXTRA ACTIVITY

Tech device charades

- Explain to Ss that they will play a game of charades to practise the words they have learnt.
- Write down the names of electronic devices onto separate slips of paper or index cards. Fold the slips to conceal the words and place them in a container.
- Divide the class into two teams A and B. Team A selects a representative who will act out the word without speaking. They randomly choose one slip from the container. Set a timer for only one minute for the acting. The representative from team A begins acting out the word on his / her slip, trying to convey the device without using any verbal communication. Encourage his / her team members to use gestures, body language, and creative acting to convey the devices accurately. His / Her team members have to guess the word. If team A guesses correctly within the time limit, they earn a point. If not, the opposing team (team B) has a chance to get the point by correctly guessing the word.
- Repeat the process, with team B choosing a representative to act out the next word. Continue alternating between teams. Keep scores on the board or a separate sheet of paper, and let Ss know which words have been guessed correctly. After several rounds, tally up the points to determine the winning team.

WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a projector in the classroom, then show the conversation and highlight the keywords related to the topic. It would be helpful to also highlight in the conversation the verb *suggest* + clause with *should* and tell Ss that they will learn these language points in the upcoming lessons.

VỚI CUỘC SỐNG

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books to the last page of Unit 11, the **Project** section, look at the pictures, and say what the topic of the project is (*A competition for designing leaflets on electronic devices*).
- Explain the project requirements: In groups, Ss will choose an electronic device and design a leaflet to promote it. Their leaflet must include the name of the electronic device, its appearance, main parts, key features, benefits, etc. and pictures or photos to illustrate the electronic device. They then present their leaflet to other groups. When all groups have presented their leaflets, Ss have to work together again to vote for the best one.
- Guide them through the way to get information (search the Internet, read newspapers, go to the library, etc).
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.

- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with any topic-related or functional language they need, and solving any other problems that may arise with their projects.

A CLOSER LOOK 1

WARM-UP

Aims:

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

- Divide the class into small groups of three or four. Each group writes the names of different electronic devices on separate pieces of paper and puts them on a table.
- One student from each group comes and picks up a piece of paper. He / She then says the name of the electronic device out loud, and the other group members take turns to say a word or phrase associated with that device. For example, if the device is "smartphone", the other Ss might say *texting, Internet, apps, camera,* etc.
- The student who selected the device can choose a new person to come and pick up another piece of paper. Continue playing until all the pieces of paper have been selected or until the class has warmed up enough for the vocabulary lesson to begin.

Vocabulary

ACTIVITY 1

Aim: To teach Ss new words and phrases about electronic devices.

- Have Ss quickly match the words and phrases with the pictures individually.
- Then ask Ss to check their answers with their partners. Ask for translation of some of the words and phrases on the list 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.** d **2.** c **3.** a **4.** e **5.** b **6.** f


A CLOSER LOOK 1

Vocabulary

1 Match the electronic devices with the correct pictures.

a b c

1. robotic vacuum cleaner
2. e-reader
3. smartwatch
4. portable music player
5. 3D printer
6. camcorder

d e f

ACTIVITY 2

Aim: To teach Ss new material words in specific context.

- Have Ss quickly complete the sentences with the material words from the box individually.
- Then ask Ss to check their answers with their partners. Ask for translation of all of the material words 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 example sentences with the words they have learnt.

Key: **1.** copper **2.** plastic **3.** steel
4. rubber **5.** cardboard

2 **Complete the sentences with the material words from the box.**

rubber cardboard steel
plastic copper

1. We often use _____, which is a soft reddish-brown metal, to make electric wire, pipes, and coins.
2. Today, _____ is often used to make cases of electric devices because it doesn't conduct electricity and it is light, and easily be shaped into many different forms.
3. We often use _____ in the construction industry because it is a strong and hard metal.
4. We use _____, which comes from rubber trees, for making tyres, boots, etc.
5. The kids need a piece of _____ to easily cut shapes and make toys.

What do you call these materials in Vietnamese?

ACTIVITY 3

Aim: To help Ss use some of the words and phrases they have learnt in 1 and 2 in specific contexts.

- Ask Ss to do the exercise individually and then check with the whole class.
- When checking, refer to **1** and **2** to make the meanings of the words and phrases clearer to them.

Key: **1.** rubber **2.** steel **3.** 3D printers
4. cardboard **5.** camcorders

3 **Circle the correct words or phrases to complete the following sentences.**

1. The most common use for rubber / iron is for producing tyres for cars, motorbikes, bicycles, etc.
2. The most popular material for the construction of buildings and bridges is plastic / steel because it is strong enough to support heavy loads.
3. Today 3D printers / photocopiers allow us to create three-dimensional objects, e.g. medical implants, clothes, cars, etc.
4. We use copper / cardboard to make food packaging such as cereal and pasta boxes, as it is food-safe and not harmful to the environment.
5. They use camcorders / portable music players for live-streaming video content such as concerts, live events, and webinars.

Pronunciation

Stress on all words in sentences

ACTIVITY 4

Aims:

- **To help Ss identify how to say sentences with all words having stress correctly;**
- **To help Ss practise saying sentences with all words having stress.**

Pronunciation

Stress on all words in sentences

4 **Listen and repeat the sentences. Pay attention to the stress pattern of each sentence.** 68

1. Don't talk!
2. Don't worry!
3. Keep silent!
4. Look out!

- Have some Ss read out the sentences first. Then play the recording for them to listen and repeat the sentences they hear. Ask them to pay close attention to the stress patterns of each sentence. Explain to Ss that we put stress on one syllable of each word in some sentences which show urgency or surprise because all the words are important in these sentences. Play the recording as many times as necessary.

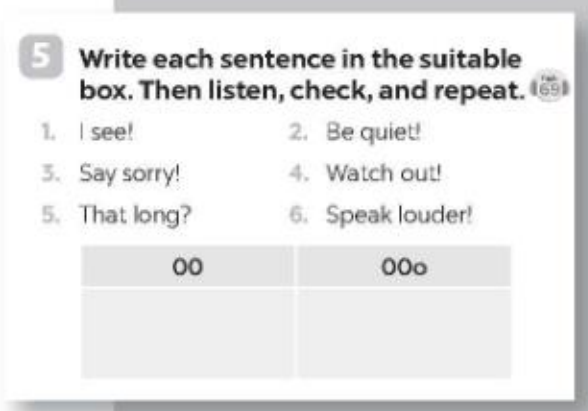
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Audio script – Track 68:

1. Don't talk! **2.** Don't worry! **3.** Keep silent! **4.** Look out!

ACTIVITY 5

Aim: To help Ss practise stressing on all words in sentences correctly.


5 Write each sentence in the suitable box. Then listen, check, and repeat. 69

1. I see!
2. Be quiet!
3. Say sorry!
4. Watch out!
5. That long?
6. Speak louder!

00	00o

- Have Ss quickly read the sentences and write them in the suitable box according to the stress pattern. Ask them to share their answers with their partners. Now play the recording for Ss to check their answers.
- Invite some Ss to share their answers as a class. 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.

Key:

00: 1, 4 ,5 **00o:** 2, 3, 6

Audio script – Track 69:

1. I see! **2.** Be quiet! **3.** Say sorry!
4. Watch out! **5.** That long? **5.** Speak louder!

EXTRA ACTIVITY

- Divide the class into two teams, team A and team B. Prepare a list of sentences with all words stressed following the stress patterns **00** and **00o**, e.g. *Keep calm!, Keep silent!*, etc. Ensure that there are an equal number of sentences for each stress pattern.
- Call on one student from team A and one student from team B to the front of the class.
- T reads a sentence from the list aloud. The two Ss race to identify whether the sentence follows the stress pattern **00** or **00o**. They should raise their hands or use a buzzer to signal their answer. The student who correctly identifies the stress pattern scores a point for their team.
- Continue calling on Ss from each team to the front to participate in the challenge, using different sentences each time. Keep track of the points on the board as the teams compete. After several rounds, tally up the points and declare the winning team.

WRAP-UP

- Ask Ss to summarise what they have learnt in the lesson.
- Ask Ss to make some example sentences with all words having stress.

A CLOSER LOOK 2

Grammar

suggest / advise / recommend + V-*ing* or a clause with *should*

WARM-UP

Aims:

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

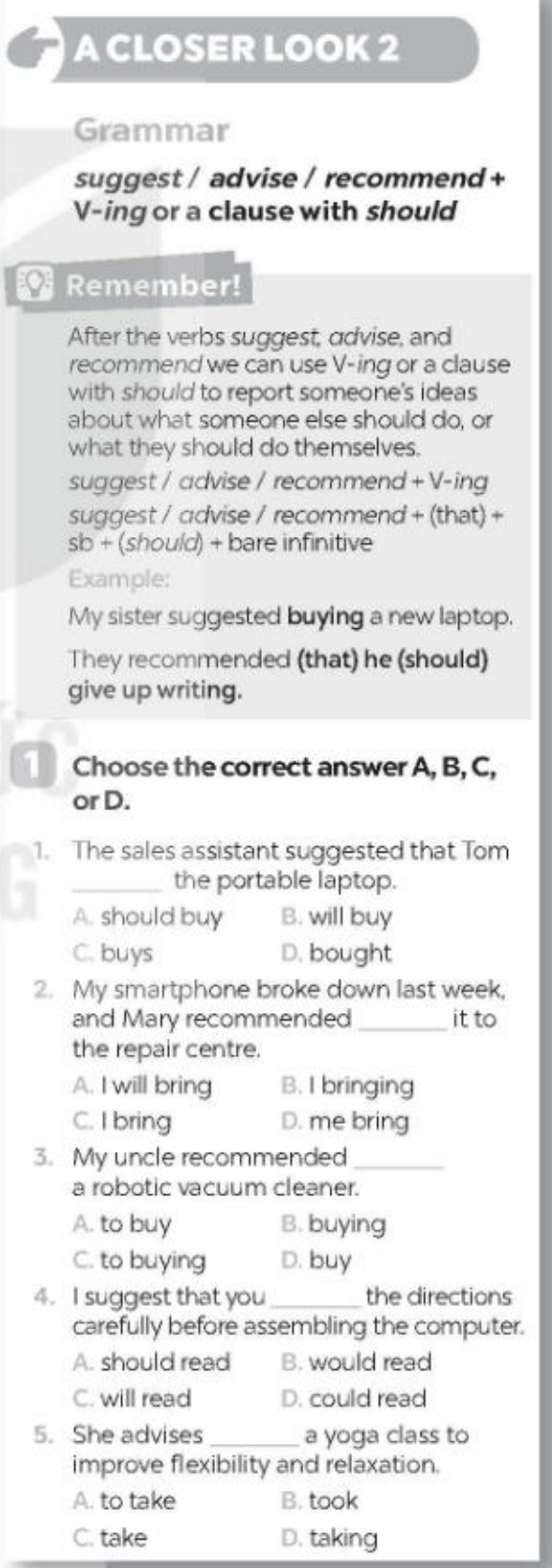
- Divide the class into pairs. Ask them to think of a problem or situation they are currently facing in their lives. For example, one student might be having trouble sleeping at night, while another might be struggling to manage his / her time effectively.
- Each student should then take turns giving advice to his / her partner using *should*. For example, *You should try drinking some warm milk before bed.* or *You should make a schedule to help you manage your time more effectively*.
- Call on some Ss to say the advice they have given to their partners again in front of the class. After each student has given advice to their partner(s), T reports their advice using *suggest / advise / recommend* + V-*ing* or a clause with *should*. For example, *A suggested making a schedule to help B manage his / her time more effectively,* or *A advised that B (should) try drinking some warm milk before bed*. Write some of these sentences on the board.
- Explain that after the verbs *suggest, advise*, and *recommend* we can use V-*ing* or a clause with *should* to report someone's ideas about what someone else should do, or what they should do themselves. Ask Ss to read the examples that illustrate the uses of *suggest, advise*, and *recommend* in the **Remember!** box.
- If there is enough time, ask Ss to make some examples with *suggest / advise / recommend* + V-*ing* or a clause with *should*.

ACTIVITY 1

Aim: To help Ss remember the structures with *suggest / advise / recommend* + V-*ing* or a clause with *should*.

- 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.** A **2.** C **3.** B **4.** A **5.** D



A CLOSER LOOK 2

Grammar

suggest / advise / recommend + V-*ing* or a clause with *should*

Remember!

After the verbs *suggest, advise*, and *recommend* we can use V-*ing* or a clause with *should* to report someone's ideas about what someone else should do, or what they should do themselves.

suggest / advise / recommend + V-*ing*

suggest / advise / recommend + (that) + sb + (*should*) + bare infinitive

Example:

My sister suggested **buying** a new laptop.

They recommended **(that) he (should) give up writing.**

1 Choose the correct answer A, B, C, or D.

1. The sales assistant suggested that Tom _____ the portable laptop.
   A. should buy B. will buy
   C. buys D. bought
2. My smartphone broke down last week, and Mary recommended _____ it to the repair centre.
   A. I will bring B. I bringing
   C. I bring D. me bring
3. My uncle recommended _____ a robotic vacuum cleaner.
   A. to buy B. buying
   C. to buying D. buy
4. I suggest that you _____ the directions carefully before assembling the computer.
   A. should read B. would read
   C. will read D. could read
5. She advises _____ a yoga class to improve flexibility and relaxation.
   A. to take B. took
   C. take D. taking

ACTIVITIES 2 + 3

Aim: To help Ss distinguish *suggest / advise / recommend* + V-*ing* with *suggest / advise / recommend* + a clause with *should*.

- 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. collecting **2.** (should) exchange **3.** (should) access
4. not using **5.** (should) have

ACTIVITY 3:

1. B (don't waste -> not waste / should not waste)
2. A (to try -> trying)
3. B (studies -> study / should study)
4. B (must -> should)
5. C (eat -> eating)

ACTIVITY 4

Aim: To give Ss further practice with *suggest / advise / recommend* + V-*ing* or a clause with *should* in specific contexts.

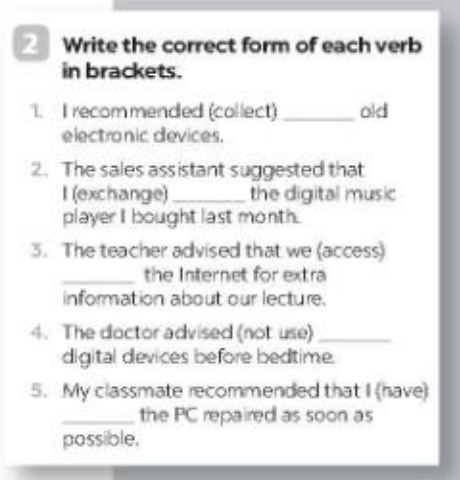
- Have Ss read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to write the correct form of the verbs in brackets individually and then compare their answers with a partner.
- Ask some Ss to write their answers on the board.
- Check the answers with the whole class. Confirm the correct answers.

Key: **1.** using **2.** reduce **3.** using
4. limit **5.** eating

ACTIVITY 5

Aim: To give Ss further practice with *suggest / advise / recommend* + V-*ing* or a clause with *should* in real-life situations.

- Demonstrate the activity with a more able student. In weaker classes, work together with Ss first: asking about what they should do for each situation and eliciting the answers. Remind



2 **Write the correct form of each verb in brackets.**

1. I recommended (collect) _____ old electronic devices.
2. The sales assistant suggested that I (exchange) _____ the digital music player I bought last month.
3. The teacher advised that we (access) _____ the Internet for extra information about our lecture.
4. The doctor advised (not use) _____ digital devices before bedtime.
5. My classmate recommended that I (have) _____ the PC repaired as soon as possible.



3 **Find a mistake in the underlined parts in each sentence below and correct it.**

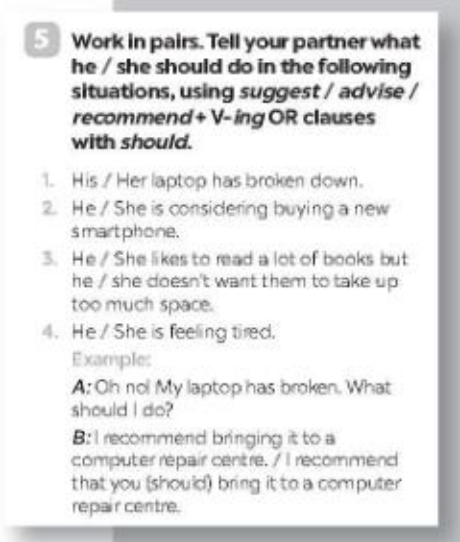
1. The teacher (A) suggested that we don't waste (B) time playing (C) video games. (D)
2. I advise to try (A) a new workout routine (B) to keep (C) things interesting. (D)
3. Her parents recommend that (A) she studies (B) harder so that (C) she can get into (D) a good university.
4. The sales (A) assistant suggested that I must (B) choose a tablet with (C) a brighter colour. (D)
5. If you like (A) (B) chicken, I recommend eat (C) at the restaurant opposite (D) our office.



4 **Fill in each blank with the correct form of the verb in brackets. Then practise the exchanges with your partner.**

Example:
A: What should we do to keep our house clean?
B: I suggest (buy) buying a robotic vacuum cleaner.

1. *A:* What should we do to create three dimensional objects?
   B: I recommend (use) _____ a 3D printer.
2. *A:* What should we do to prevent global warming?
   B: I suggest we should (reduce) _____ exhaust fumes.
3. *A:* What should we do if we want to communicate with others on the move?
   B: I advise (use) _____ a smartphone.
4. *A:* What should we do to protect and preserve our national parks?
   B: I advise that we should (limit) _____ the number of visitors every day.
5. *A:* What should we do to improve our health?
   B: I recommend (eat) _____ more fruits and vegetables.



5 **Work in pairs. Tell your partner what he / she should do in the following situations, using *suggest / advise / recommend* + V-*ing* OR clauses with *should*.**

1. His / Her laptop has broken down.
2. He / She is considering buying a new smartphone.
3. He / She likes to read a lot of books but he / she doesn't want them to take up too much space.
4. He / She is feeling tired.

Example:
A: Oh no! My laptop has broken. What should I do?
B: I recommend bringing it to a computer repair centre. / I recommend that you (should) bring it to a computer repair centre.

Ss that they have to use *suggest / advise / recommend* + V-*ing* or a clause with *should*. Then when they know exactly what to do, ask them to work in pairs. T may go around to observe and offer help if necessary.

– Invite some pairs to perform in front of the class. Invite comments on their performance from other Ss.

Suggested answers:

2. *A:* I'm considering buying a new smartphone to study material on the Internet.

B: I suggest buying a smartphone with a large screen. / I suggest that you (should) buy a smartphone with a large screen.

3. *A:* I like to read a lot of books but I don't want them to take up too much space.

B: I advise buying an e-reader. / I advise that you (should) buy an e-reader.

4. *A:* Oh, I'm feeling tired now.

B: I recommend getting a drink. / I recommend that you (should) get a drink.

EXTRA ACTIVITY

– Prepare a set of scenario cards, each containing a different situation where advice is needed. For example:

  + Scenario 1: Your friend is stressed about upcoming exams. Give him / her advice on how to manage his / her stress.

  + Scenario 2: Your co-worker is planning a vacation. Recommend a destination and activities he / she should do.

  ...

– Divide the class into groups and distribute the scenario cards. Each group should have a different scenario. In their groups, Ss will take turns to play the roles of the person seeking advice and the advisor. The advisor should use *suggest, advise*, or *recommend* with either a gerund (V-*ing*) or a clause with *should* to provide advice.

– Set a timer for 3 minutes for each role-play scenario. Encourage Ss to engage in natural and meaningful conversations while giving advice. After each round of role-play, T may lead a brief discussion with the class. Ask each group to share the advice they gave and discuss whether they used the grammar correctly. Provide feedback and correct any errors.

– If time allows, T may rotate the scenario cards among the groups and repeat the role-play activity with different scenarios to allow Ss practise in various contexts.

– To make it competitive and engaging, T may turn it into a friendly competition by awarding points for correct usage, creativity, and effective advice.

WRAP-UP

– Summarise the main points of the lesson.

– Ask Ss to make some example sentences with *suggest / advise / recommend* + V-*ing* or a clause with *should*.

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 with *suggest / advise / recommend* + V-*ing* or a clause with *should*.
- Introduce the objectives of the lesson: learning how to check understanding and respond and learning about electronic devices in modern classrooms.

Everyday English

Checking understanding and responding

ACTIVITY 1

Aim: To introduce ways of checking understanding and responding.

- Play the recording for Ss to listen and read the two conversations. Ask Ss to pay attention to the highlighted sentences.
- Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class.

Audio script – Track 70:

1. *Sister:* I can't do my English homework. Can you help me?

Brother: You just read it carefully and find the key words from the questions. Got it?

Sister: OK, I got what you mean.

2. *Manager:* First, enter the Event Title and then enter the Event Description.

Next, select the Location and Room. Do you follow me?

Employee: I'm sorry. I don't quite follow you. Could you say that again, please?

ACTIVITY 2

Aim: To help Ss practise checking understanding and responding.

- Ask Ss to work in pairs to make similar conversations with the given situations.
- For a less able class, model the first situation with a more able student.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.



COMMUNICATION

Everyday English

Checking **understanding and responding**

1 **Listen and read the conversations. Pay attention to the highlighted sentences.** 70

① ***Sister:*** I can't do my English homework. Can you help me?

Brother: You just read it carefully and find the key words from the questions. Got it?

Sister: OK, I got what you mean.

② ***Manager:*** First, enter the Event Title and then enter the Event Description. Next, select the Location and Room. Do you follow me?

Employee: I'm sorry. I don't quite follow you. Could you say that again, please?

2 **Work in pairs. Make similar conversations for the following situations.**

1. Your friend asks you to explain the rules of a game. You explain the rules to him / her and check if he / she understands what you are saying. He / She answers that he / she understands it.
2. A stranger asks you the way to the nearest hospital. You tell him / her the way and check if he / she could follow you. He / She answers that he / she doesn't quite follow you and asks you to repeat it.

Suggested answers:

1.

A: I don't know how to play *hide-and-seek*. Can you explain the rules to me?

B: One player closes his or her eyes for a brief period (often counting to 100) while the other players hide. The seeker then opens his / her eyes and tries to find the hiders; the first one found is the next seeker. Got it?

A: OK, I got what you mean.

2.

A: Excuse me! Could you tell me the way to the nearest hospital, please?

B: First, go ahead and then turn right at the second set of traffic lights. Cross the railway tracks and go straight about 300 metres, then turn left. It's on your right. Do you follow me?

A: I'm sorry. I don't quite follow you. Could you say that again, please?

Transition from *Everyday English* to *Electronic devices in modern classrooms*

- Divide the class into small groups of 3-4 Ss each. Give each group a few minutes to discuss the following questions:
  + *Do you use electronic devices like smartphones, tablets, or laptops?*
  + *How often do you use them for studying?*
  + *In what ways have electronic devices changed the way we learn?*
- Invite each group to share their answers with the whole class. Facilitate a brief discussion where each group presents their points and opinions.

ELECTRONIC DEVICES IN MODERN CLASSROOMS

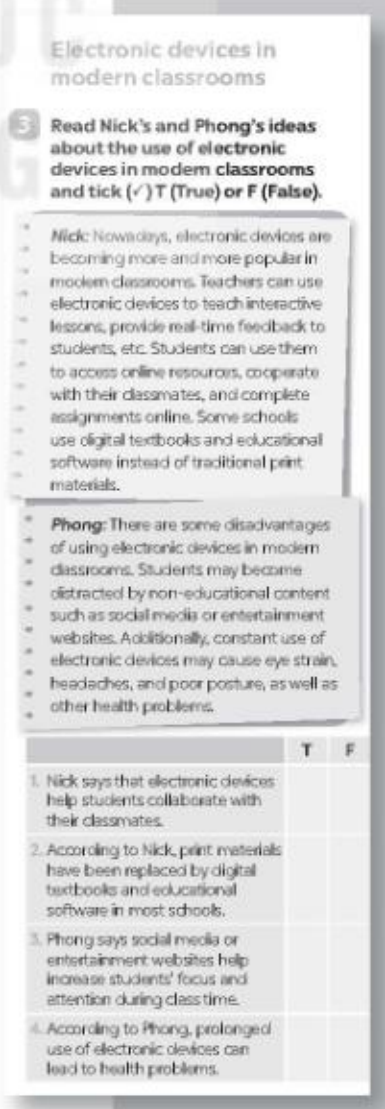
ACTIVITY 3

Aims:

- **To help Ss learn about the use of electronic devices in modern classrooms;**
- **To help Ss further develop their reading skill for specific information (scanning).**

- Ask them how to do this kind of activity. Explain the strategies, if necessary (e.g. reading the statements, underlining the keywords in the statements, locating the keywords in the texts, and then reading that part to decide if each statement is true or false). Tell them to underline parts of the texts that help them to find the answers. Set a time limit to ensure Ss read the texts quickly for information.
- Tell them to compare their answers in pairs before giving the answers to T. Ask them to give evidence when they share the answers.
- Check the answers as a class.

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



Electronic devices in modern classrooms

5 **Read Nick's and Phong's ideas about the use of electronic devices in modern classrooms and tick (✓) T (True) or F (False).**

Nick: Nowadays, electronic devices are becoming more and more popular in modern classrooms. Teachers can use electronic devices to teach interactive lessons, provide real-time feedback to students, etc. Students can use them to access online resources, cooperate with their classmates, and complete assignments online. Some schools use digital textbooks and educational software instead of traditional print materials.

Phong: There are some disadvantages of using electronic devices in modern classrooms. Students may become distracted by non-educational content such as social media or entertainment websites. Additionally, constant use of electronic devices may cause eye strain, headaches, and poor posture, as well as other health problems.

	T	F
1. Nick says that electronic devices help students collaborate with their classmates.		
2. According to Nick, print materials have been replaced by digital textbooks and educational software in most schools.		
3. Phong says social media or entertainment websites help increase students' focus and attention during class time.		
4. According to Phong, prolonged use of electronic devices can lead to health problems.		

ACTIVITY 4

Aim: To help Ss identify the advantages and disadvantages of using electronic devices in modern classrooms.

- Have Ss read the sentences carefully. If necessary, T may explain each sentence to Ss.
- Have Ss work in pairs and discuss each sentence to put it in the suitable column (Advantages or Disadvantages). Set a time limit of about five to seven minutes.
- Ask some Ss to write their answers on the board. Check the answers with the whole class.

Key: Advantages: 1, 3, 6 Disadvantages: 2, 4, 5

4 **Work in pairs. Put the advantages and disadvantages of using electronic devices in modern classrooms (1 – 6) in the suitable column.**

1. Using electronic devices in classrooms can help students stay engaged and motivated.
2. Relying too much on electronic devices for information can lead to a decrease in critical thinking, problem-solving, and creativity skills.
3. Using electronic devices in classrooms can help students develop technology skills and better prepare them for future careers.
4. Electronic devices can be expensive, and schools may need to invest more to purchase and maintain them for students.
5. Electronic devices can be used by students to cheat on tests and assignments.
6. Electronic devices can help students store, organise, and access their notes and assignments.

Advantages	Disadvantages

ACTIVITY 5

Aim: To provide practice with giving Ss' opinion about the use of electronic devices in modern classrooms.

- Have Ss work in groups, taking turns to give their opinions about the use of electronic devices in modern classrooms. Remind Ss that they can use the ideas in **4** to justify their opinions.
- Call on a student from each group to give a presentation of their opinions about the use of electronic devices in modern classrooms. Other groups listen and comment.
- The class may vote for the best presentation. If the class size is small and time allows, all the groups can give the presentation.

5 **Work in groups. Take turns to give your opinions about the use of electronic devices in modern classrooms.**

You can begin as follows:

I think / don't think that the use of electronic devices in modern classrooms is convenient / good /... First, ...

Suggested answer:

I think that the use of electronic devices in modern classrooms is convenient. First, using electronic devices in classrooms can help students stay engaged and motivated. Second, electronic devices can help students store, organise, and access their notes and assignments. Moreover, using electronic devices in classrooms can help students develop technology skills and better prepare them for future careers. Overall, the convenience they bring to the educational environment is remarkable, transforming the way we learn and interact within the classroom.

EXTRA ACTIVITY

Designing your dream classroom of the future

- Divide Ss into small groups of 3-4 members each. Instruct each group to design their dream classroom of the future on a whiteboard or flip chart paper. Encourage them to be creative and think outside the box. They should include the following elements in their design:
  - + The layout of the classroom;
  - + The placement of electronic devices (e.g. interactive whiteboards, tablets, laptops, virtual reality headsets, etc.);
  - + How Ss and T interact with these devices;
  - + Any innovative features or technologies.

- When all groups finish their design, give each group 1-2 minutes to present their dream classroom design to the class. Encourage them to explain their choices and how they believe it would enhance the learning experience.
- After each presentation, T may facilitate a brief discussion by asking questions such as:
  + *What do you like about this group's classroom design?*
  + *Were there any unique ideas that stood out to you?*
  + *How do these designs reflect the benefits of using electronic devices in classrooms?*
- As an extension, T may assign homework where Ss write a short essay or create a digital presentation about their personal vision for the classroom of the future, focusing on the role of electronic devices.

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.**

- Begin the lesson by briefly explaining to Ss that leaflets are informative materials designed to promote or provide information about a product, service, event, or topic. T may emphasise that in today's digital age, leaflets are commonly used with electronic devices such as smartphones, tablets, and computers.
- T writes the word *Leaflets* in the centre of the board. Ask Ss to brainstorm words or phrases that come to mind when they think about leaflets on electronic devices. Prompt them with questions like: *What types of leaflets have you encountered on electronic devices? Where have you seen digital leaflets before? What information or features do digital leaflets typically have*?, etc.
- Encourage Ss to share their ideas aloud while T writes them on the board, creating a mind map or word cloud around the central word.

Reading

ACTIVITY 1

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

- Ask Ss to work in pairs to discuss what electronic device they use most often and what they use it for.
- Ask some Ss to say their answers in front of the class. T may ask some other questions about what feature they like most about the electronic device they use.

Suggested answer:

As a student, I use my laptop most often. I use it for doing my homework, watching videos, and doing research.

SKILLS 1

Reading

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

What electronic device do you use most often? What do you use it for?

ACTIVITY 2

Aims:

- **To improve Ss' knowledge of vocabulary related to electric devices;**
- **To improve Ss' reading for specific information.**

- Ask Ss to work individually to read the leaflets 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 box. Remind them to use the context to help them.
- Check the answers as a class.

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

ACTIVITY 3

Aim: To improve Ss' reading for specific information.

- Have Ss read the text in detail to decide if the statements are true or false. Ask them how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the statements, underlining the keywords, locating the keywords in the text, and then reading that part and deciding if each statement is true or false). Tell them to underline parts of the leaflets that help them to find the answers. Set a strict time limit to ensure Ss read the leaflets quickly for information.
- Tell them to compare their answers in pairs before giving the answers to T. Ask them to give evidence when sharing the answers.
- Check the answers as a class.

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

Transition from *Reading* to *Speaking*

- Write different categories of electronic devices on the board, such as *Communication Devices, Entertainment Devices, Productivity Tools,* and *Smart Home Devices.*
- Divide the class into small groups. Instruct them to brainstorm and list as many electronic devices as they can under each category. Encourage them to think beyond common devices.
- Bring the class back together and have each group share their lists for each category. Write the vocabulary on the board as they share. This collaborative effort allows Ss to learn from each other.

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



You can do a lot of things with this small smartphone! This light, stylish phone has a special self-portrait feature that helps you send great photos of yourself right away. Its camcorder will record important moments, so you can share them with friends. Besides standard text messaging and phone calls, it can keep you connected through emails, video calls, and social networking apps.



This portable music player can carry your music collection everywhere you go and supply your favourite hits at your fingertips. Listen to up to 24 hours of high-quality music wherever you are – on the bus, in the car, or at the gym. The portable music player allows you to store up to 5,000 songs and even play games.



This smart window shade doesn't only help you control how much light comes into your house, but it also saves money by preventing heat or cold from entering our house. It's an excellent option for those that have trouble controlling the temperature of their houses. It can also give additional privacy to apartments by blocking out light as well as unwanted views.

Words	Meanings
1. stylish	a. a piece of material fixed onto a roller that we can pull down to cover a window
2. self-portrait	b. fashionable; elegant and attractive
3. window shade	c. the state of being not watched or disturbed by other people
4. privacy	d. a picture or photograph that you make of yourself

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

	T	F
1. The smartphone allows you to connect with everybody through emails, video calls, and social networking apps.		
2. You can send the photographs of yourself immediately with the smartphone.		
3. The portable music player doesn't allow you to play games on it.		
4. You cannot control how much light comes into your house with the smart window shade.		
5. The smart window shade allows you to control the temperature of your house.		

Speaking

ACTIVITY 4

Aims:

- **To help Ss prepare ideas for the next activity;**
- **To provide an opportunity for Ss to practise asking and answering about the electronic devices that are important to them.**


Speaking

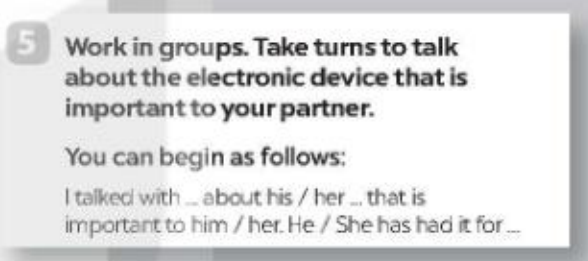
4 **Work in pairs. Ask and answer the following questions about an electronic device which is important to you. Make notes of your partner's answers.**

1. What electronic device is important to you?
2. How long have you had it?
3. What does it look like?
4. When do you use it?
5. Why is it important to you?

- Ask Ss to work in pairs. Ask them to read the questions first and think about the answers. This is an opportunity for Ss to revise what they have learnt in **3**.
- Allow Ss 4-5 minutes to ask and answer about the electronic devices that are important to them. Ask them to make notes of their partners' answers.
- While Ss are practising their dialogues, T circulates and monitors. T notes some common errors and discusses them with the whole class. Select some strong pairs to act out their dialogues in front of the class. Then give feedback: comment on strengths and correct a few errors in the target language.

ACTIVITY 5

Aim: To provide an opportunity for Ss to practise talking about the electronic devices that are important to their partners.


5 **Work in groups. Take turns to talk about the electronic device that is important to your partner.**

You can begin as follows:

I talked with ... about his / her ... that is important to him / her. He / She has had it for ...

- T asks a more able student to model this activity in front of the class. Then have Ss work in groups taking turns to talk about the electronic device that is important to their partner. Remind Ss to use the answers they have made notes of 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 correct only common 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.

Suggested answer:

I talked with Hung about the smartphone that is important to him. He's had his smartphone for almost three years now. It's a sleek black smartphone with a vibrant touchscreen display. The back has a glossy finish, and it's not too big, making it easy to hold. Hung uses his smartphone during the day for various purposes. It's his alarm clock in the morning, his communication tool to stay connected with his family and friends, a quick way to check emails and notifications, and even a source of entertainment during his free time. This smartphone is important to him for several reasons. It's not just a communication device; it's like a mini personal assistant. It helps him stay organised with his schedules, assignments, and reminders. It's also his primary provider of information and a quick way to search for anything he needs to know.

EXTRA ACTIVITY

- Prepare a list of discussion prompts related to modern electronic devices. Prompts could include:
  - + *Is a smartphone or a laptop more essential in today's world?*
  - + *What are the pros and cons of smartwatches?*
  - + *Are e-readers or physical books better for reading?*

+ *What is the impact of social media on society?*
+ *Which gaming console do you think is the best and why?*

– Divide the class into two or more teams, depending on the class size. Each team will take turns to discuss a prompt. Set a timer for 2 minutes for each team: one team discusses the prompts, expressing their opinions and providing reasons for their choices while the other teams listen attentively. After 2 minutes, switch to the next team, who responds and provides counterarguments or additional points.
– After all the teams have discussed the prompts, T may provide feedback on the quality of the arguments presented. Encourage constructive feedback that highlights strong points and suggests areas for improvement.

WRAP-UP

Have Ss summarise what they have learnt in the lesson. 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.**

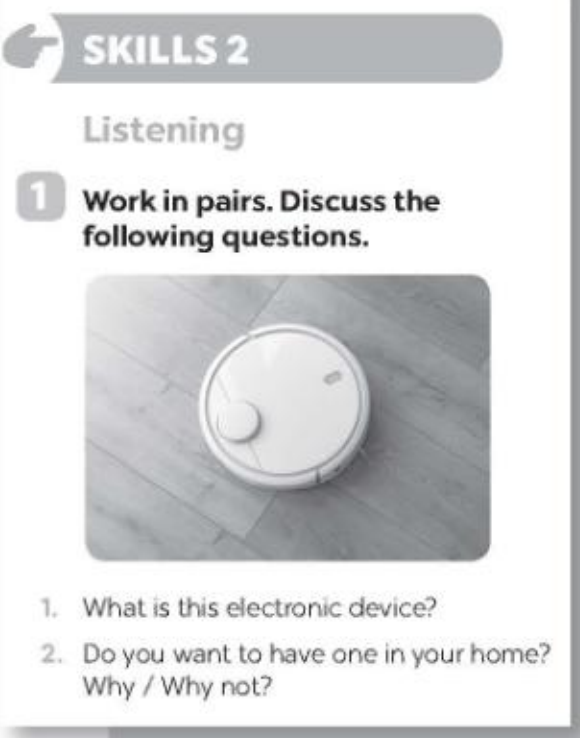
– Begin the lesson by asking Ss to share the name of their favourite device and one feature they particularly like about it.
– Divide the board into two columns labelled *Now* and *Future*. Ask Ss to brainstorm and share aloud the current capabilities of their favourite electronic device, focusing on what they can do at present. Write down their responses in the *Now* column.
– Ask Ss to imagine how their favourite device might evolve in the coming years and what additional functionalities they could have. Encourage creative thinking and speculative ideas. Write down their predictions in the *Future* column.

Listening

ACTIVITY 1

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

– Ss work in pairs and look at the photo then discuss questions about what the electronic device in the photo is and whether they want to have one in their home. Ask them to give reasons for their answers.
– Ask some Ss to share their answers in front of the class. If necessary, T may ask them some other questions about what capabilities they think a robotic vacuum cleaner will have in the future.


SKILLS 2

Listening

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

1. What is this electronic device?
2. Do you want to have one in your home? Why / Why not?

ACTIVITY 2

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

- Have Ss read the statements in this activity quickly and underline the keywords. This helps them have some ideas of what they are going to listen to and the information they need for doing the exercise.
- Play the recording twice for Ss to do the activity. For a more able class, 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 Ss are having difficulties.

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

2 **You will hear Trang talking about her favourite electronic device. Listen and choose the correct answer A, B, or C.** 71

1. In Trang's opinion, cleaning the floor _____.
   A. is an easy and interesting task
   B. is boring and takes a lot of time
   C. can only be done by housekeepers
2. Trang's current robotic vacuum cleaner can clean _____.
   A. almost every dust, spot, and dirty mark in her house
   B. only dust, spots, and dirty marks that we can see
   C. dust, spots, and dirty marks under human control
3. If you drop crumbs to the floor, robotic vacuum cleaners of the future will come by and _____.
   A. wipe all of them with a rubber
   B. suck them all up
   C. remind you to clean them
4. In the future, laser technology will enable robot vacuum cleaners to _____.
   A. get to any floor or room in our houses
   B. climb stairs and open doors or drawers
   C. see everything on the ground

ACTIVITY 3

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

- Have Ss read the sentences in this activity quickly and underline the keywords and determine what part of speech of the words is needed to fill in the blanks. Remind them that they need only one word for each blank.
- Play the recording once or twice more for Ss to do the activity. 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 **Listen again and fill in each blank with ONE word that you hear.** 72

1. Trang can control her current robotic vacuum cleaner with an app on her _____.
2. Trang's current robotic vacuum cleaner is easy to store and _____.
3. Robotic vacuum cleaners of the future will be able to recognise patterns and then take _____.
4. Trang thinks robotic vacuum cleaners will be more _____ to us in the future.

Key: **1.** smartphone **2.** carry **3.** action **4.** helpful

Audio script – Tracks 71 + 72:

My favourite electronic device is a robotic vacuum cleaner which helps me to clean the floors, a laborious and boring task. First, it can automatically clean almost all dust, spots, and dirty marks in my house. Second, I can control it by using an app on my smartphone when I'm away from home. Finally, it's easy to store and carry my robotic vacuum cleaner because it's smaller than a normal vacuum cleaner.

I think there'll be a lot of things that a robotic vacuum cleaner can do in the future. First, it'll be able to recognise patterns and then take action. It'll go to a place where you have eaten and suck up all the crumbs there. Second, it'll be able to climb stairs and even open doors or drawers. So it'll be able to get to any floor or room in our houses. Finally, laser technology will make it recognise anything on the ground like dust or dirt. With these improvements, I think robotic vacuum cleaners will be more helpful to us in the future.

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Transition from *Listening* to *Writing*

- Divide the class into small groups. Ask them what they imagine a robotic vacuum cleaner can do in the future besides what was mentioned by Trang.
- Bring the class back together and have each group share what they imagine a robotic vacuum cleaner can do in the future.

Writing

ACTIVITY 4

Aim: To help Ss prepare ideas for their writing.

- Ask Ss to read the questions first and think about the answers individually. This is an opportunity for Ss to revise what they have learnt in Listening section.
- Allow Ss 4 – 5 minutes to make notes of their answers to the three questions in **4** about their favourite electronic device. Then ask them to share the answers they have made notes of with their partners.

Writing

4 **Think of one of your favourite electronic devices. Make notes of your answers to the following questions.**

- What is your favourite electronic device?
- What can it do for you now?
- What will it be able to do for you in the future?

ACTIVITY 5

Aim: To help Ss practise writing a paragraph (100-120 words) about what their favourite electronic device can do now and what it will be able to do in the future.

- 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 in **4** or their own. Ask Ss to brainstorm the ideas and needed language for the writing. T may ask Ss to refer back to the reading and listening 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' writings 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.

5 **Write a paragraph (100 – 120 words) about what your favourite electronic device can do now and what it will be able to do in the future. Use the ideas in 4 or of your own.**

My favourite electronic device is _____

Suggested answer:

My favourite electronic device is a smartwatch. Currently, it helps me stay connected and track my fitness. It also allows me to receive notifications, answer calls, and play music right from my wrist. With its built-in fitness tracking features, it monitors my steps, heart rate, and sleep patterns, helping me maintain a healthy lifestyle. In the future, I think my smartwatch will become even more advanced. It will likely incorporate advanced health monitoring technologies, providing real-time analysis of vital signs and even detecting early signs of potential health issues. Additionally, it will be able to seamlessly integrate with other smart devices, allowing me to control home automation, make secure payments, and navigate augmented realities. As technology continues to evolve, smartwatches like mine hold the potential to become one of our indispensable companions.

LOOKING BACK

Encourage Ss not to refer 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 them 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.

Key:

ACTIVITY 1:

2. smartwatch **3.** robotic vacuum cleaner **4.** 3D printer

5. portable music player **6.** camcorder

ACTIVITY 2:

1. copper **2.** e-reader **3.** smartwatch

4. plastic **5.** 3D printer

Grammar

ACTIVITIES 3 + 4

Aim: To help Ss revise the structures and uses of *suggest / advise / recommend* + V-*ing* or a clause with *should*.

- Ask Ss to do the activity 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. B **2.** A **3.** B **4.** A **5.** D

ACTIVITY 4:

1. (should) reduce **2.** closing **3.** (should) look

3. choosing **4.** travelling



LOOKING BACK

Vocabulary

1 **Write the name of an electronic device under each picture.**

1. e-reader
2. _____
3. _____
4. _____
5. _____
6. _____

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

3D printer copper plastic
e-reader smartwatch

1. We often use _____ to make power lines and electrical wires because it is a good conductor of electricity.
2. I can adjust the text size and font to suit my reading preferences on my _____.
3. My _____ can track my physical activity, heart rate, and sleep patterns, so it can help me monitor my overall health and fitness.
4. We often use _____ to make toys for children because it's durable, lightweight, and easy to mold into different shapes.
5. If I need a replacement part for a machine or device, I can use my _____ to create a new one that is a perfect fit.

Grammar

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

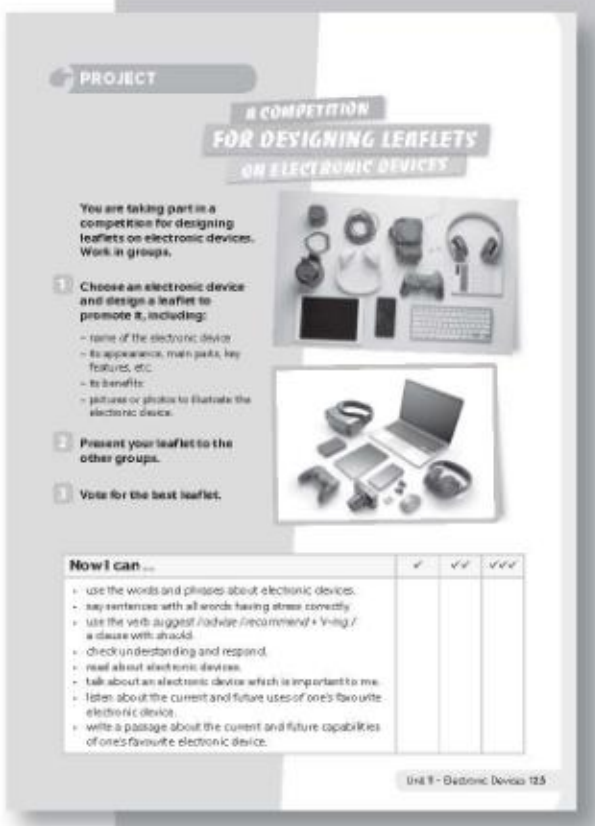
1. My teacher advised that I _____ harder to pass the exam.
   A. studies B. study
   C. studying D. to study
2. The professor suggested he _____ the research before March.
   A. submit B. submitting
   C. submits D. would submit
3. Her leader suggested _____ on time.
   A. be B. being
   C. is D. to be
4. Linh recommended that Nam _____ a new e-reader.
   A. should buy B. bought
   C. buying D. will buy
5. The coaches advised that we _____ a Facebook group.
   A. creating B. created
   C. to create D. create

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

1. I recommend that you (reduce) _____ your screentime.
2. It's so cold outside. We suggest (close) _____ the window.
3. My teacher advised that I (look) _____ for a part-time job to earn more money.
4. Henry has recommended (choose) _____ a better smartwatch for your dad.
5. The government advised (travel) _____ by bus to reduce environmental pollution.

PROJECT

Aim: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving an oral presentation.


PROJECT

A COMPETITION FOR DESIGNING LEAFLETS ON ELECTRONIC DEVICES

You are taking part in a competition for designing leaflets on electronic devices. Work in groups.

1 Choose an electronic device and design a leaflet to promote it, including:
- name of the electronic device
- its appearance, main parts, key features, etc.
- its benefits
- pictures or photos to illustrate the electronic device.

2 Present your leaflet to the other groups.

3 Vote for the best leaflet.

Now I can ...	✓	✓✓	✓✓✓
• use the words and phrases about electronic devices.			
• say sentences with all words having stress correctly.			
• use the verb *suggest /advise /recommend* + V-ing / a clause with *should*.			
• check understanding and respond.			
• read about electronic devices.			
• talk about an electronic device which is important to me.			
• listen about the current and future uses of one's favourite electronic device.			
• write a passage about the current and future capabilities of one's favourite electronic device.			

Unit 9 - Electronic Devices 125

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation of a leaflet to promote an electronic device.
- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite all groups to display their leaflets and give their presentations of them. Encourage the rest of the class to ask questions at the end.
- Give praise and give feedback after each presentation. When all groups have presented their leaflets, ask the whole class to vote for the best leaflet. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.

FEEDBACK FORM FOR SURVEYS

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I cooperated with my group members when delivering the talk.		
4. I interacted with the audience.		
5. I used some photos / pictures / slides to illustrate my leaflets.		
6. I concluded my part of the talk appropriately		
CONTENT: Our presentation includes the following information:		
1. the name of the electronic device		
2. the appearance, main parts, key features of the electronic device		
3. the benefits of the electronic device		
4. pictures or photos to illustrate the electronic device		

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2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenters greeted the audience.		
2. The presenters spoke clearly and naturally.		
3. The presenters cooperated when delivering their talk.		
4. The presenters interacted with the audience.		
5. The presenters used some photos / pictures / slides to illustrate their leaflets.		
6. The presenters concluded their talk appropriately.		
CONTENT: The presentation includes the following information:		
1. the name of the electronic device		
2. the appearance, main parts, key features of the electronic device		
3. the benefits of the electronic device		
4. pictures or photos to illustrate the electronic device		

NOW I CAN ...

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

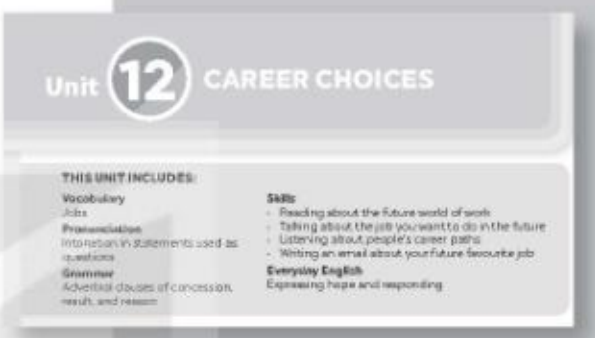
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VỚI CUỘC SỐNG

Unit 12 CAREER CHOICES

Objectives:

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

- use the words and phrases related to jobs;
- say statements used as questions with correct intonation;
- use adverbial clauses of concession, result, and reason;
- express hope and respond;
- read for general and specific information about the future world of work;
- talk about the job they want to do in the future;
- listen for specific information about people's career paths;
- write an email about their future favourite job.


Unit 12 CAREER CHOICES

THIS UNIT INCLUDES:

Vocabulary
Jobs

Pronunciation
Intonation in statements used as questions

Grammar
Adverbial clauses of concession, result, and reason

Skills
- Reading about the future world of work
- Talking about the job you want to do in the future
- Listening about people's career paths
- Writing an email about your future favourite job

Everyday English
Expressing hope and responding

WARM-UP & INTRODUCTION

Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**
- Show Ss pictures of some common jobs (teacher, banker, police, hairdresser, IT engineer, ticket seller, etc.). Tell them to name these jobs.
- Ask Ss which job(s) they think will still be popular in the future. Also ask them if any jobs on this list appeal to them.
- Tell them that they are now ninth graders, and it's time they started thinking about their future career. Write on the board: *enter an upper secondary school; go to a vocational college; go to work*. Ask Ss which path they would choose.
- Introduce the new unit *Career Choices*. Write the unit title on the board. Ask Ss to open their books on page 124 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, leave them there and tick the objectives off when the class finishes with them.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

GETTING STARTED

WHAT WILL YOU DO IN THE FUTURE?

ACTIVITY 1


GETTING STARTED

What will you do in the future?

1 Listen and read. (T)

Mi: Did you attend the career orientation session yesterday?

Nick: No, I didn't. I had to complete my project. How was it?

Mi: It was really informative. There were three guest speakers from vocational colleges. They introduced their job training courses for lower secondary leavers.

Nick: My teacher told us that if we didn't like academic subjects, we should apply for courses which would prepare us for a job such as mechanic, hairdresser, or garment worker. That way, we could start working and earn a living earlier.

Mi: My cousin did that. He learnt bartending after finishing grade 9. Now he's a skilful bartender and makes lots of money.

Nick: And you? What will you be in five years from now?

Mi: Well, I'll be studying at a teachers' college because I want to be a teacher. How about you?

Nick: I'll be a fashion designer.

Mi: You really want to be a fashion designer?

Nick: Yeah. My art teacher says I have such a good sense of style that I should get formal training in fashion design after high school.

Mi: Hope you'll achieve your dream.

Nick: Thanks. I think we should know our passions and abilities to make a good career choice.

CAREER CHOICE

124 Tiếng Anh 9

Aims:

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

- Point to the pictures on pages 124-125. Tell Ss that the girl and the boy are thinking about their career.
- Ask Ss who can provide these students with advice (*parents, teachers at their school, brothers / sisters, friends, consultants, teachers at vocational schools*, etc.).
- Introduce the two characters: Mi and Nick. Ask Ss to scan the conversation quickly to find out what they did yesterday (*Mi attended a career orientation session, and Nick did his project*).
- Ask Ss if they have attended any career orientation sessions at their school or elsewhere and what happened.
- Tell Ss that Mi and Nick will talk about different choices grade 9 students have for their future.
- 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.
- If time permits, initiate a quick discussion with Ss on what is important to them when choosing a career, their passion, abilities, or any other practical considerations.

Audio script – Track 73:

Mi: Did you attend the career orientation session yesterday?

Nick: No, I didn't. I had to complete my project. How was it?

Mi: It was really informative. There were three guest speakers from vocational colleges. They introduced their job training courses for lower secondary leavers.

Nick: My teacher told us that if we didn't like academic subjects, we should apply for courses which would prepare us for a job such as mechanic, hairdresser, or garment worker. That way, we could start working and earn a living earlier.

Mi: My cousin did that. He learnt bartending after finishing grade 9. Now he's a skilful bartender and makes lots of money.

Nick: And you? What will you be in five years from now?

Mi: Well, I'll be studying at a teachers' college because I want to be a teacher. How about you?

Nick: I'll be a fashion designer.

Mi: You really want to be a fashion designer?

Nick: Yeah. My art teacher says I have such a good sense of style that I should get formal training in fashion design after high school.

Mi: Hope you'll achieve your dream.

Nick: Thanks. I think we should know our passions and abilities to make a good career choice.

ACTIVITY 2

Aim: To help Ss understand the conversation.

- Ask Ss to read the questions and answer them from what they remember after their listening and reading.
- Elicit the answers from Ss. Write their answers on the board.
- Have them read the conversation again to check their answers.
- Confirm the correct answers.

Key:

1. Vocational colleges.
2. Students who don't like academic subjects.
3. Learnt bartending.
4. A good sense of style.
5. Our passions and abilities.

2 **Read the conversation again and answer the following questions.**

1. Where did the guest speakers come from?
2. According to Nick's teacher, who should apply for vocational courses?
3. What did Mi's cousin do after finishing grade 9?
4. What quality does a fashion designer need to have?
5. What do we need to know to make a good career choice?

ACTIVITY 3

Aim: To introduce some common jobs.

- Ask Ss to name the jobs they can see in each picture (a-e). With a less able class, allow them to name the jobs in Vietnamese and then tell them the names in English.
- Have Ss work individually to match the jobs (1-5) with the appropriate pictures.
- Have them compare their answers with a partner.
- Check the answers as a class. Confirm the correct answers.
- Have Ss say the jobs aloud. Correct their pronunciation if needed.

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

3 **Match the words and phrases in the conversation with their pictures.**




1. bartender
2. fashion designer
3. garment worker
4. hairdresser
5. mechanic





ACTIVITY 4

Aim: To introduce some words and phrases related to the topic *Career choices*.

- Tell Ss to work in pairs and complete **4**. Set a time limit for them.
- Ask some pairs to share their answers and provide explanations. Check and confirm the answers.
- Tell Ss to find the following phrases in the conversation: *academic subjects, earn a living, formal training*, and *career orientation*. Check their comprehension to make sure they understand these phrases.
- For more able classes, have Ss work in groups to make sentences with these phrases.

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

4 **Choose the correct answer A, B, C, or D to complete each sentence.**

1. Subjects like maths, physics, English, and literature are called _____ subjects.
   A. theoretical B. art
   C. academic D. physical
2. She earns a _____ by selling home-made foods.
   A. life B. salary
   C. money D. living
3. He went to college to get _____ training in business management.
   A. life-long B. informal
   C. formal D. online
4. Finding a _____ job in big cities is rather difficult.
   A. teacher B. teaching
   C. taught D. teach
5. Career _____ programmes are useful because they help students make good decisions about their future jobs.
   A. orientation B. pressure
   C. tradition D. income

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5

Aim: To get Ss to guess the jobs based on given features.

- Have Ss work in two big groups A and B.
- Ask each group to send a person to the board.
- Show the picture or the name of a job but don't let the two Ss at the front of the class see the pictures. Tell the group that they will explain the job to their team member and he / she will guess the job, e.g. *Group members: This person works in a garage. He repairs cars and motorbikes. Student: A mechanic.*
- The student who first guesses the correct job earns a point for his / her group.
- Have Ss play as many rounds of the game as you can manage. Finally, count the points and announce the winner. Have the class read aloud the jobs.



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, then show the conversation and highlight the keywords related to the topic. Also highlight Mi's sentence *You really want to be a fashion designer?* and tell Ss this is a statement question, and they will learn to say it with the correct intonation in the upcoming lessons. Alternatively, T can open Unit 12 – Getting started on hoclieu.vn and have these key language items highlighted on the screen.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

PROJECT PREPARATION

Although the project is at the end of the unit, Ss can start preparing for it in the first lesson. The aim of this activity is to inform Ss about the final product of the project and how they can prepare for it.

- Ask Ss to open their books to the last page of Unit 12, the **Project** section, look at the pictures and say what the topic of the project is (*Your future jobs*).
- Explain the project requirements: In groups, Ss choose two jobs that their members would like to do in the future. They compare the jobs. Then, they prepare a poster presentation to explain the similarities and differences between the two jobs. Their poster should include pictures, drawings and / or photos to illustrate the features of the jobs. The poster should be well-organised so that readers see key points on it.
- Guide them to use the given criteria to compare the features of the two jobs. Tell them that they should provide as much detailed information as possible. For example, they can explain why a specific personal quality is needed to do the job. Tell them to include the following information:
  + *What are the jobs?*
  + *What types of training does each job require?*

+ *What skills and personal qualities are needed to do the jobs well?*
+ *Will these jobs be popular in the future? (and if possible, which may be more popular?)*

- If they find it difficult to come up with ideas for future jobs, show them some photos or videos about them.
- Put Ss into groups and have them choose their group leader. Have them discuss and decide on their product. Then ask them to assign tasks to each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task and support them throughout the process.
- In each of the next lessons, spend a few minutes checking Ss' progress, helping them with topic-related vocabulary, e.g. *types of training (formal / informal / on-the-job training, university / vocational training); skills (teaching, operating, cooking, designing, coding, programming, painting, etc.; hand-eye coordination, communication, problem-solving, time management, etc.); personal qualities (hard-working, creative, patient*, etc.) and / or functional language they need, e.g. language for comparing and contrasting (*both … and …; … but …; However, …*). Also, help them to solve any other problems that may arise with their projects.

A CLOSER LOOK 1

WARM-UP

Aims:

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

- Choose 5 jobs that Ss have learnt (e.g. mechanic, bartender, teacher, engineer, hairdresser). T can use the jobs in Activity **3** – Getting started lesson. Jumble the letters in the words and have Ss quickly unscramble them. Lead into the lesson. Tell Ss that this lesson is about vocabulary and pronunciation, and Ss will learn more words to describe jobs.
- 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.

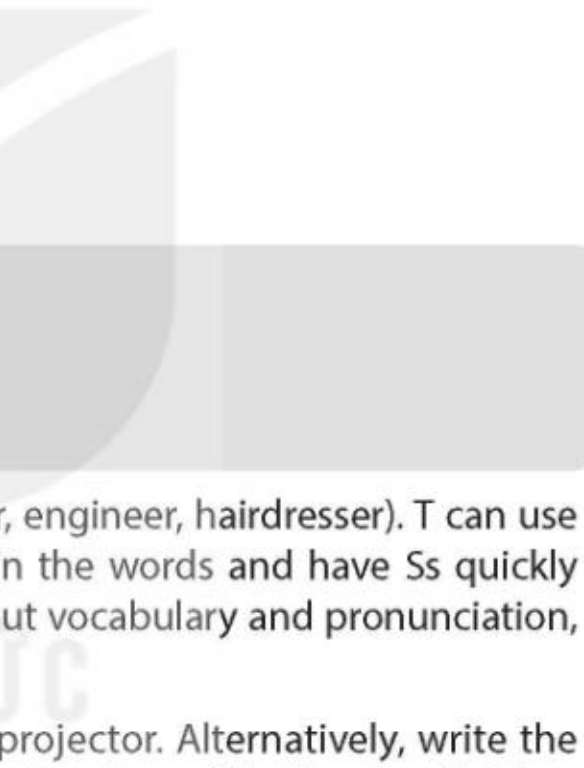
Vocabulary

ACTIVITY 1

Aim: To present some new words about jobs.

- Ask Ss which job(s) in column A they know. Encourage them to describe what the job involves. Alternatively, ask Ss to use actions to demonstrate these jobs.
- Tell Ss to work individually, read the descriptions in column B and match them with the jobs in column A.
- Check answers as a class.
- Have the whole class read aloud the jobs. Correct their pronunciation, especially word stress if needed.
- With a stronger class, ask Ss if they like / dislike each job and why.

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



A CLOSER LOOK 1

Vocabulary

1 **Match the jobs in A with their descriptions in B to make complete sentences.**

A	B
1. A tailor	a. receives and pays out money in a shop, bank, restaurant, etc.
2. A surgeon	b. performs a particular task in the process of making a product in a factory.
3. An assembly worker	c. designs and develops computer software.
4. A cashier	d. performs medical operations.
5. A software engineer	e. makes clothes.

EXTRA ACTIVITY

Write six jobs on the board. Put Ss in teams and let each team choose four members to join the game. The members of each team stand in a line. Each team takes turns to describe a job without mentioning its name. Members of the teams run quickly to the board and slap the correct job. Award one point for the team that does it first correctly, and award another point for them if they pronounce the word correctly. The team that scores the most points will be the winner.

ACTIVITY 2

Aim: To introduce more words on the topic *Career choices*.

- Go over the options in each sentence. Check Ss' understanding and / or give meanings of the words.
- Have Ss do this activity individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct option.
- Let them share their answers in pairs.
- Invite some Ss to give the answers. Confirm and explain the options that might challenge Ss.
- With a more able class, ask Ss to make true sentences about themselves with some of these words / phrases.

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

2 **Choose the correct answer A, B, C, or D to complete each sentence.**

1. My brother is applying for a _____ as a customer manager in a supermarket.
   A. job B. duty
   C. career D. work
2. Mr Hoang was a police officer. He had a successful _____ in the police force.
   A. work B. job
   C. career D. task
3. A cashier has to do _____ tasks, such as receiving money and printing receipts.
   A. effective B. creative
   C. decisive D. repetitive
4. A tailor can have a _____ job if he / she is creative and knowledgeable about fabric.
   A. boring B. basic
   C. well-paid D. difficult
5. A surgeon's job is _____. He / She works long hours and occasionally deals with life-and-death situations.
   A. easy B. demanding
   C. rewarding D. stress-free

ACTIVITY 3

Aim: To help Ss use the words learnt in 1 and 2 at the text level.

- Go over the words in the box and check Ss' understanding.
- Have Ss read the text in pairs and choose the appropriate words and phrases to complete the gaps. If there is not enough time, assign pairs to work on either Mr Lam's or Ms Nga's part.
- Invite one or two Ss to write their answers on the board. Then, confirm the correct answers.
- Draw Ss' attention to adjectives that describe jobs and tell them to add more to the list (*repetitive, well-paid, demanding, stressful, challenging, rewarding,* etc.).
- With a stronger class, ask Ss which job they prefer and why. E.g.
  + *I prefer the job of a software engineer. It is a difficult but well-paid job. Moreover, I like working with computers, so I think I can do the job well.*
  + *I prefer the job of an assembly worker. I only need a short time to train for the job, so I can start making a living soon.*

3 **Complete the texts, using the words from the box.**

demanding repetitive
software engineer well-paid
assembly worker

Mr Lam: I'm a(n) (1) _____. I design and develop programmes for computers. My job is (2) _____. I work long hours on the computer, especially when deadlines approach. However, it's a (3) _____ job, so I'm happy with it.

Ms Nga: I'm a(n) (4) _____. I'm in charge of sticking labels on the products. Besides basic skills, I must be able to stand for a long time and do (5) _____ tasks at a reasonable speed.

Key:
1. software engineer **2.** demanding **3.** well-paid **4.** assembly worker **5.** repetitive

Pronunciation

Intonation in statements used as questions

ACTIVITY 4

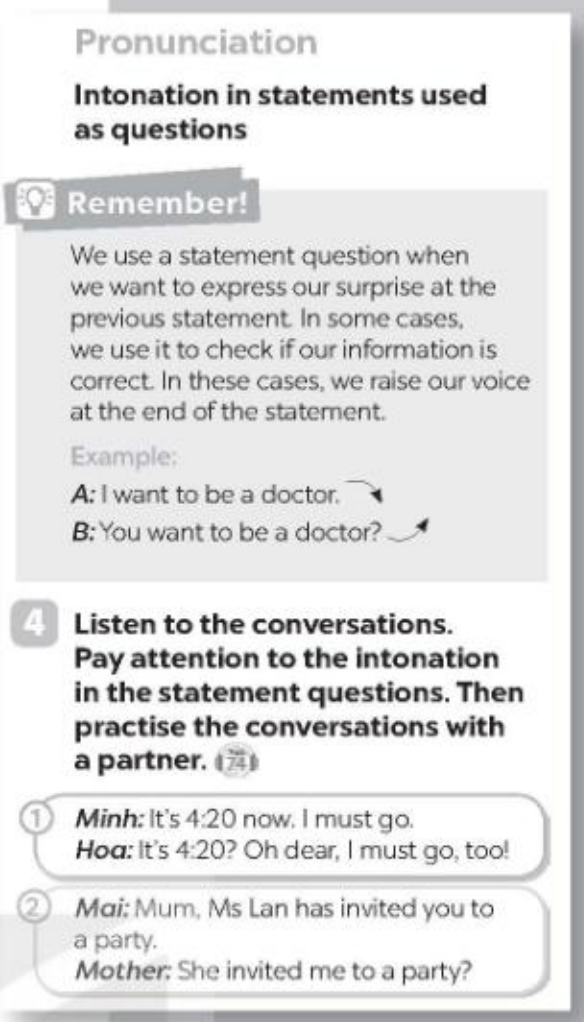
Aim: To help Ss identify intonation in statements used as questions.

- Point to the example in the **Remember!** box. Tell Ss that these are both statements but the second statement with a question mark serves as a question.
- Model reading the example conversation with the correct intonation. Ask Ss to identify when the intonation falls (in statements) and when it rises (in statement questions).
- Have Ss read aloud the example conversation with T. Then ask them to look at the **Remember!** box for the use and the intonation of statement questions.
- Tell Ss to listen to the conversations in **4** and pay attention to the intonation in the statement questions. Play the recording for them to listen.
- Have Ss read aloud the conversations in chorus, then in groups / pairs. Then invite some Ss to say them. Correct their pronunciation if needed.
- With a more able class, or if time permits, have Ss listen and mark the intonation of the sentences before practising reading aloud the conversations.

Audio script – Track 74:

1. *Minh:* It's 4:20 now. I must go.
Hoa: It's 4:20? Oh dear, I must go, too!

2. *Mai:* Mum, Ms Lan has invited you to a party.
Mother: She invited me to a party?



Pronunciation

Intonation in statements used as questions

Remember!

We use a statement question when we want to express our surprise at the previous statement. In some cases, we use it to check if our information is correct. In these cases, we raise our voice at the end of the statement.

Example:

A: I want to be a doctor.
B: You want to be a doctor?

4 **Listen to the conversations. Pay attention to the intonation in the statement questions. Then practise the conversations with a partner.** 74

1. ***Minh:*** It's 4:20 now. I must go.
   Hoa: It's 4:20? Oh dear, I must go, too!
2. ***Mai:*** Mum, Ms Lan has invited you to a party.
   Mother: She invited me to a party?

ACTIVITY 5

Aim: To help Ss build statement questions and say them with the correct intonation.

- Tell Ss to work in pairs and complete the conversations with appropriate statement questions. Accept all answers that are appropriate.
- Have Ss perform the conversations in pairs.
- Go around and monitor. Correct pronunciation mistakes when needed.
- Invite some pairs to perform their conversations in front of the class. T and other Ss listen and provide comments, especially whether they pronounce the statement questions correctly or not.



5 **Complete each conversation with a statement question. Then practise the conversations with a partner. Pay attention to the intonation of each sentence.**

1. ***Nick:*** Minh is very happy with the vocational test.
   Trang: _____? He told me something different.
2. ***Elena:*** I want to become a surgeon.
   Tom: _____? Do you have skilful hands?

Suggested answers:

1. Minh is very happy with the vocational test?

2. You want to become a surgeon?

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.
- If time permits, put Ss into pairs and have them write short conversations, using statement questions and words / phrases from the vocabulary session. Invite some pairs to role-play their conversations in front of class.

A CLOSER LOOK 2

Grammar

Adverbial clauses of concession, result, and reason

WARM-UP

Aims:

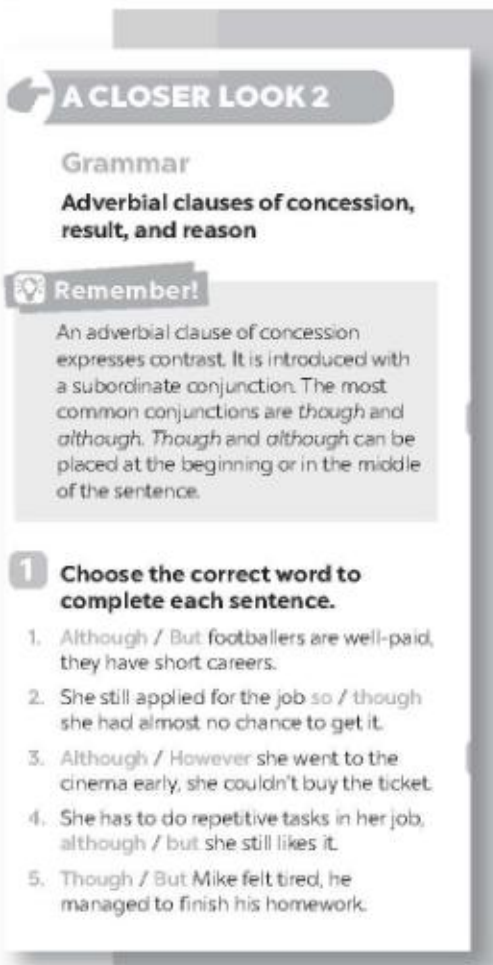
- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new lesson.**

- Write a sentence on the board: _____ *the sun was shining, it was very cold.* Ask Ss to complete the sentence with one of the following words: *Although, Because, So.*
- Elicit from Ss that when using *although*, we want to express a contrast between two clauses.
- Tell Ss that this lesson helps them review *although* and learn two more types of adverbial clauses.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

ACTIVITY 1

Aim: To help Ss review the adverbial clause of concession.

- Go through the **Remember!** box on the adverbial clause of concession. Remind them that they have learnt to use *Although / Though* in Grade 8.
- Elicit from Ss the form: *Though / Although + clause, main clause*. Give one or two examples if needed. Also, remind them that the adverbial clause can stand after the main clause.
- Tell Ss to do the activity in pairs. Then, they check their answers with another pair.
- Invite some Ss to read their choices. Confirm the correct answers.
- Ask Ss to explain their choices and provide explanations when needed. Point out the differences between *although / though* and *but, however*.


A CLOSER LOOK 2

Grammar

Adverbial clauses of concession, result, and reason

Remember!

An adverbial clause of concession expresses contrast. It is introduced with a subordinate conjunction. The most common conjunctions are *though* and *although*. *Though* and *although* can be placed at the beginning or in the middle of the sentence.

1 **Choose the correct word to complete each sentence.**

1. Although / But footballers are well-paid, they have short careers.
2. She still applied for the job so / though she had almost no chance to get it.
3. Although / However she went to the cinema early, she couldn't buy the ticket.
4. She has to do repetitive tasks in her job, although / but she still likes it.
5. Though / But Mike felt tired, he managed to finish his homework.

Key:

1. Although **2.** though **3.** Although **4.** but **5.** Though

ACTIVITY 2

Aim: To introduce the adverbial clause of result.

- Write examples of adverbial clause of result in the **Remember!** box on the board. Explain the meaning of the sentences to Ss (E.g. Write on the board: *The box was so heavy that the worker couldn't lift it up.* Explain to Ss that the sentence means *The box was very heavy, so the worker couldn't lift it up.*).
- Underline *so heavy that* and tell Ss that this structure shows results. Give one or two more examples to illustrate. Elicit from Ss the form: *so + adj + that…* and write it on the board. Keep it there throughout the lesson.
- Similarly, underline *such a skilful tailor that* and tell Ss that this structure also shows results. Give one or two more examples to illustrate. Elicit from Ss the form: *such + a / an adj + noun + that.* Also remind them if the noun is plural, don't add *a / an*.
- Have Ss read the explanation in the **Remember!** box, and then encourage them to give their own examples.
- Tell Ss to do **2** individually and then compare their answers with a partner.
- Ask some Ss to share their answers. Confirm the correct answers.
- Ask them to explain their answers and reinforce the forms.
- If time permits, give them some more sentences with adverbial clauses of result to recognise the use of *so* and *such*.

Remember!

- An adverbial clause of result shows the result of an action or event. It is often introduced with *so / such ... that ...* We use *so + adj + that* and *such (+ a / an) + adj + noun + that.*

  Example:

  The box was **so** heavy **that** the worker couldn't lift it up.

  She is **such** a skilful tailor **that** all the ladies in the neighbourhood like the clothes she makes.
- An adverbial clause of reason explains the reason why an action is done or an event happens. It is often introduced with *because* and *since*. *Since* is often placed at the beginning of a sentence. *Because* can be placed at the beginning or in the middle of the sentence.

  Example:

  James wants to become a tour guide **because** he loves travelling. / **Because** he loves travelling, James wants to become a tour guide.

  Since she was late, she couldn't join the career orientation session.

2 **Complete the sentences with *so* or *such*.**

1. The factory was _____ far from his home that he couldn't go there to work.
2. Katie was _____ a lazy worker that no manager wanted to hire her.
3. They are _____ creative designers that everyone admires them.
4. Can you speak louder? Your voice is _____ soft that I can't hear you.
5. He is _____ a handsome man that many people think he could be an actor.

Key:

1. so **2.** such **3.** such **4.** so **5.** such

ACTIVITY 3

Aim: To introduce the adverbial clause of reason.

- Go through a similar process when introducing the adverbial clause of reason with *because* and *since*. Get Ss to notice that *since* is often placed at the beginning of a sentence, but it is not a must.
- Tell Ss to do **3** individually and then compare their answers with a partner.
- Ask some Ss to read aloud their new sentences. Confirm the correct answers.

3 **Join the sentences, using the given words in brackets.**

1. Jenny didn't attend the job fair. She was ill. (because)
2. Henry is excellent at maths. Everyone thinks he will become a mathematician. (since)
3. Mai practised speaking English a lot. She wanted to get a high score on the speaking test. (because)
4. Ms Nga is away this week. We'll put off the next class meeting. (since)
5. I couldn't go to the office on time. There was a traffic jam. (because)

Key:

1. Jenny didn't attend the job fair because she was ill. / Because she was ill, Jenny didn't attend the job fair.

2. Since Henry is excellent at maths, everyone thinks he will become a mathematician. / Everyone thinks Henry will become a mathematician since he is excellent at maths.

3. Mai practised speaking English a lot because she wanted to get a high score on the speaking test. / Because she wanted to get a high score on the speaking test, Mai practised speaking English a lot.

4. Since Ms Nga is away this week, we'll put off the next class meeting. / We'll put off the next class meeting since Ms Nga is away this week.

5. I couldn't go to the office on time because there was a traffic jam. / Because there was a traffic jam, I couldn't go to the office on time.

ACTIVITY 4

Aim: To have Ss practise writing sentences with correct adverbial clauses of concession, result, and reason.



4 **Rewrite each sentence. Use the given word in brackets.**

1. I forgot to bring money, so I couldn't buy the career guidebook. (because)
→ I couldn't _____.

2. My navigation skill is very bad. I could never work as a taxi driver. (so)
→ I'm _____.

3. Sally couldn't use the computer. There was a power cut. (since)
→ Since _____.

4. She had a university degree, but she couldn't find a good job. (although)
→ Although _____.

5. The florist was very skilful. Her flower shop attracted many customers. (such)
→ She was _____.

- Have Ss work in pairs and complete **4**.
- Invite some Ss to write the new sentences on the board.
- Check the answers with the whole class. Provide corrections and explanations.
- Reinforce the form, meaning, and usage of these clauses.
- With a stronger class, have each student write two sentences with either *although / though, because / since,* or *so / such*. Let Ss exchange their sentences with a classmate and do peer-check for each other.

Key:

1. I couldn't buy the career guidebook because I forgot to bring money.

2. I'm so bad at navigation that I could never work as a taxi driver.

3. Since there was a power cut, Sally couldn't use the computer.

4. Although she had a university degree, she couldn't find a good job.

5. She was such a skilful florist that her flower shop attracted many customers.

ACTIVITY 5

Aim: To have Ss produce sentences with correct adverbial clauses of concession, result, and reason.



5 **Complete the sentences with your own ideas. Then exchange them with a partner.**

1. Although my sister is a fashion designer, _____.
2. I want to become a pilot because _____.
3. My father has such a hard job that _____.
4. Since most vocational courses take a short time to finish, _____.
5. The garment worker felt so bored that _____.

- Have Ss complete the sentences with their own ideas. Then put them into pairs so that they can read aloud the sentences to each other.
- If time is limited, put Ss into pairs and assign each person three sentences to write, and then have them exchange their sentences with each other.
- Let Ss go around the class and share their sentences with at least three classmates. They need to note down at least three sentences from their classmates.
- Ask some Ss to read aloud their classmates' sentences. T and other Ss listen and provide feedback.

Suggested answers:

1. Although my sister is a fashion designer, she often wears very simple clothes.

2. I want to become a pilot because I like travelling.

3. My father has such a hard job that he always feels exhausted when coming home.

4. Since most vocational courses take a short time to finish, students can start working soon.

5. The garment worker felt so bored that she started to find another job.

EXTRA ACTIVITY

- Divide the class into two big groups, A and B. Each person in group A writes an adverbial clause (e.g. *Although she wants to become a doctor*) and each person in group B writes a clause (e.g. *I like travelling*.) on their own piece of paper. They can't let others see what they are writing.
- Ask a student from each group to help T collect the pieces of paper in their group and put them into a box.
- Have a student take out a paper from box A and a paper from box B, and read aloud the sentence made from the two clauses.
- Compliment the writers if the clauses make a good match in meaning. Take the opportunity to elicit feedback and provide grammar corrections for the clauses when needed.

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.
- Point to the forms of the three adverbial clauses on the board. Ask Ss some comprehension questions to review the form, meaning and use of these adverbial clauses.

COMMUNICATION

WARM-UP

Aims:

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

- Ask some Ss about the job they want to do in the future. When Ss answer, say to them *I hope you will …*
- Tell Ss that in this lesson, they will learn to express hope and respond to it, and they will talk about their future jobs, too.
- Lead into the lesson. Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Everyday English

Expressing hope and responding

ACTIVITIES 1 + 2

Aims:

- **To introduce ways of expressing hope and responding;**
- **To help Ss practise expressing hope and responding.**

1

- Tell Ss to open their books to page 124. Point to the exchange between Mi and Nick.

  Nick: Yeah. My art teacher says I have such a good sense of style that I should get formal training in fashion design after high school.

  *Mi: **Hope** you'll achieve your dream.*

- Tell them that this is one way to express hope.
- Tell Ss to look at the conversations between Minh and Duong, and the student and the staff on page 128. Elicit from them other ways to express hope and how to respond to the expression.
- Play the recording for Ss to listen and read the conversations. Ask Ss to pay attention to the highlighted parts.
- Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class.

Audio script – Track 75:

1. *Minh:* I've filled in the registration form. Hopefully, I'll be a member of the science club.
Duong: I hope so, too.

2. *Student:* Here's my teacher's reference letter. I hope I'll get the job.
Staff: Thank you. Good luck.

2

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

Suggested answers:

1. *A:* I've just taken part in a design competition. Hopefully, I'll get a good result.
B: I hope so, too.

2. *Teacher:* Here's the invitation to the teacher-parent conference. I hope your parents will come.
Student: Thank you. I hope they will, too.

COMMUNICATION

Everyday English

Expressing hope and responding

1 **Listen and read the conversations below. Pay attention to the highlighted parts.** 75

1. ***Minh:*** I've filled in the registration form. Hopefully, I'll be a member of the science club.
   Duong: I hope so, too.
2. ***Student:*** Here's my teacher's reference letter. I hope I'll get the job.
   Staff: Thank you. Good luck.

2 **Work in pairs. Make similar conversations with the following situations.**

1. A friend has just taken part in a design competition. She is looking forward to the result.
2. A teacher is asking a student to give a teacher-parent conference invitation to his / her parents. She hopes that the parents will come.

Transition from *Everyday English* to *What's your future Job?*

- Write the name of a common job in the centre of a mind map (e.g. *teacher*).
- Ask Ss to list some personal qualities of the person who does that job, the skills and the type of training that person needs. For example, the qualities of a teacher may be patient, persuasive; the necessary skills of a good teacher are teaching and explaining concepts, persuading others, managing time, etc.; and the type of training they need may be formal training at a teacher's college or university. Write their ideas on the mind map.
- Tell Ss that in the next part, they will read Khang and An's descriptions of a job they want to do.

WHAT'S YOUR FUTURE JOB?

ACTIVITY 3

Aims:

- **To provide Ss with descriptions of some jobs;**
- **To give Ss an example of the structure for their talk.**



What's your future job?

3 **Work in pairs. Read about the jobs that Khang and An want to do. Then complete the summary table.**

Khang: I've always dreamt of this job. I'll enter a medical university. This seems to be a suitable job for me because I have good hand-eye coordination. Besides, I'm calm and decisive, so I can lead a surgical team.

An: I hope I can do this job as soon as possible. I've got hands-on training on how to use the scanner and calculator. I can do this job well because I have good basic maths skills. I'm patient and helpful to customers even when the store is busy.

	Training	Skills	Personal qualities
Khang	(1) _____ degree	hand-eye coordination	(2) _____ and decisive
An	(3) _____ training	using some equipment having basic (4) _____	patient and (5) _____

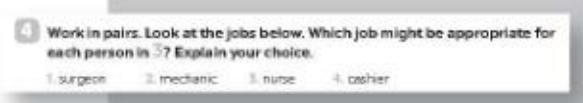
- Tell Ss that now they will read Khang and An's descriptions of their favourite future job. Challenge Ss to read in one minute, then close their books and try to recall as much information as possible. Write what they say on the board.
- Tell them to open the books and read the descriptions again and check if they remember the details correctly.
- Ask Ss to circle the words / phrases about the skills, the kind of training, and the personal qualities in the texts.
- Have Ss work in pairs, read the texts and fill in the table that follows.
- Invite some pairs to give their answers. Confirm the correct answers.

Key:

1. medical **2.** calm **3.** hands-on **4.** maths skills **5.** helpful

ACTIVITY 4

Aim: To have Ss explain why they match the person to the job in 3.



4 **Work in pairs. Look at the jobs below. Which job might be appropriate for each person in 3? Explain your choice.**

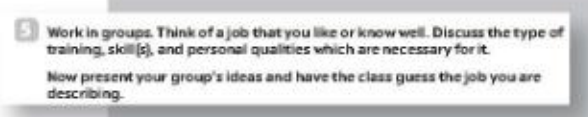
1. surgeon 2. mechanic 3. nurse 4. cashier

- Tell Ss to work in pairs. Have them look at four jobs and decide which one might be appropriate for each person in **3**.
- Ask them to explain their choice to their partner. For example, they may say: *I think Khang wants to be a surgeon because he says that he'll study at a medical university. He also says he'll lead a surgical team. A nurse will not lead this team; I think An'll be a cashier because she says that she'll use a scanner and calculator, which are common at supermarkets and stores. She also says she has basic maths skills, and she is patient with customers. A mechanic will not need to use a scanner or calculator.*
- Monitor and comment on each pair's explanation.
- Invite a pair to give their choices and explanations in front of the class.

Key: Khang – surgeon An – cashier

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 5


Work in groups. Think of a job that you like or know well. Discuss the type of training, skill(s), and personal qualities which are necessary for it.

Now present your group's ideas and have the class guess the job you are describing.

Aim: To provide Ss with a chance to describe a job they like or know well.

- Remind Ss that to describe a job, they can mention three aspects: *the type of training, skill(s),* and *personal qualities necessary to do the job.* Elicit or provide them with some more words for each aspect if needed.
- Have Ss work individually. Tell them to make notes of a job that they like or know well. They need to note the type of training, skill(s), and personal qualities which are necessary to do the job. If time is limited or the class is not a strong one, give each student one of the jobs in **GETTING STARTED** and **A CLOSER LOOK 1**, and have them make notes about that job.
- Divide Ss into groups of four or five. Ss use their notes to describe the jobs to other members and let them guess.
- Ask some Ss to give their talk in front of the class and the class guesses the job they are describing.
- Comment on Ss' talks.

Suggested answer:

This job requires informal training. You can take a short course to learn the basic skills. In order to do the job well, you need to have skilful hands and a creative mind. You need to know the characteristics and meaning of different flowers. You should be patient and helpful to the customers.

The job: florist.

EXTRA ACTIVITY

- Write some common jobs on the board and ask Ss to choose one to write on a piece of paper.
- Put Ss in groups. Tell them to swap their pieces of paper among the group members. They are not allowed to see the job on the paper.
- Tell Ss to show their papers to the other members and ask *Yes / No* questions about the job. *E.g. Do I need to have skilful hands and a creative mind? Do I work with patients?*
- Based on their friends' answers, they guess the job they are holding.

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 *nail artist, ticket seller,* and *online teacher* on the board.
- Ask Ss which of these jobs have existed for a long time, and which one(s) has recently become popular. Encourage them to talk about what makes the job popular to guess why the job perhaps comes popular (e.g. nail artists, because people care more about their beauty / there are nicer nail polishes at

lower prices; online teacher, because computer technology develops very fast, etc.). Challenge them to list other new jobs that have recently been created (*software engineer, Internet security engineer, smartphone technician*, etc.).

- Tell Ss that they are going to read and talk about how the world of work is changing.
- Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

Reading

ACTIVITY 1

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

- Have Ss quickly answer the questions. Then check the answers as a class.
- Ask Ss to guess why jobs like nail artists and online teachers are becoming increasingly popular.
- Alternatively, write *a school teacher* and *an online teacher* on the board. Ask Ss to compare these jobs in terms of the skills that each teacher needs (*e.g. computer skills, IT skills such as using video conference apps, and tools to create games online, teaching skills such as how to keep Ss' attention during lessons*, etc.).
- Tell them that there are many changes that are happening in the world of work and they will read about some in the article.

Key:
1. c. ticket seller **2.** a. nail artist **3.** b. online teacher

ACTIVITY 2

Aim: To help Ss develop the skill of reading for main ideas.

a.

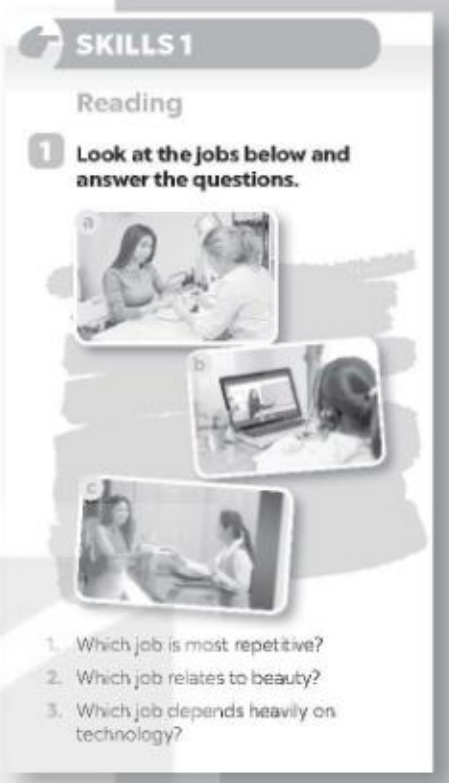
- Have Ss look at the paragraphs 1 – 3 in the article.
- Tell Ss to read sentences A-C and underline the key information (skills needed for the jobs; preferred type of training; kinds of job).
- Ask Ss to find vocabulary and / or ideas that may relate to each key information in the reading text. For example, the information *kinds of job* can be illustrated in the reading text by a list of different jobs.
- Ask Ss to complete the matching part in **a**.
- Check the answers as a class. Encourage explanation from Ss.

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

b.

- Ask Ss to read the first and the final paragraphs.
- Tell them to decide the best title for the article based on what they have read and the sentences that they have matched in part **a**.

Key: A



SKILLS 1

Reading

1 **Look at the jobs below and answer the questions.**

a

b

c

1. Which job is most repetitive?
2. Which job relates to beauty?
3. Which job depends heavily on technology?

2 **Read the article and do the tasks that follow.**

When you turn 15, you should start thinking seriously about your career. However, making career choices can be challenging, especially in this changing world.

1 Assembly workers and ticket sellers, whose jobs are repetitive, are being replaced by machines. However, technology has also created new jobs, such as software engineers and online teachers. Besides, beauty jobs like nail artists and hairdressers are becoming popular because people want to take better care of themselves.

2 Computer skills have become a must for many jobs. For example, doctors need to keep digital medical records of their patients. People also collaborate with each other so often that teamwork and communication skills are now increasingly important.

3 Many teenagers are willing to take vocational courses instead of going to university. Training can be both face-to-face and online. Opportunities to learn new skills are open to everyone provided that they have inquiring minds.

In the future, there may be even more changes in the world of work. It's a good idea for you to work well in teams, keep on learning and have good computer skills. By doing so, you can move confidently on your career path.

a. **Which number (1 – 3) does each sentence (A – C) below fit in? Tick (✓) the correct number for each sentence.**

	1	2	3
A. The skills needed for the jobs are changing, too.			
B. The preferred type of training is also changing.			
C. The kinds of jobs people are doing are changing.			

b. **Which of the following is the best title for the article?**

A. The changing world of work
B. How to choose your career path
C. Making good job decisions

ACTIVITY 3

Aim: To help Ss develop the skill of reading for details.

- Ask Ss what type of reading activity they are doing and what skill is needed.
- Elicit / Briefly tell them the steps: reading the statements, underlining the keywords in the statements, locating the keywords in the paragraphs, and then reading that part to decide if each statement is true or false.
- Ask Ss to repeat the steps if necessary.
- Ask Ss to do the activity individually and then check their answers in pairs.
- Invite some Ss to share their answers and have them explain their answers. Confirm the correct answers.

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

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

	T	F
1. Teenagers should consider their career paths as soon as they reach 18.		
2. A nail artist is an example of a job created by technology.		
3. In many jobs, people need to be able to use computers well.		
4. People can get job training in more ways than they could in the past.		
5. There will be fewer changes in the world of work in the future.		

Transition from *Reading* to *Speaking*

- To connect the reading and the speaking parts, draw a table and ask Ss to fill in the table with information from the reading text.

List of jobs	Skills	Types of training
...	...	...

Suggested answer:

List of jobs	Skills	Types of training
assembly worker, ticket seller, software engineer, online teacher, nail artist, hairdresser	computer skills, teamwork skills, communication skills	vocational training, university degree, online training, face-to-face training

Speaking

ACTIVITY 4

Aim: To give Ss controlled speaking practice about the job they want to do in the future.

- Ask Ss to work in pairs and complete the conversation.
- Check answers as a class. Have one or two pairs read aloud the conversation.
- Analyse the organization of the model conversation by eliciting a mind map from Ss with the following points: *the name of job, reasons to do it, skills needed, job expectations*.

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

Speaking

4 **Complete the conversation with the sentences from the box. Then practise it with a partner.**

A. You're creative and fashionable. You're good at persuading other people, too.
B. What skills do you need for the job?
C. What job do you think you'll do in the future?
D. Why do you like this job?

Ben: (1) _____

Hoa: I want to be a hairdresser.

Ben: Interesting! (2) _____

Hoa: Well, I'm keen on creating new hairstyles. I can also earn a good living because it's a well-paid job.

Ben: (3) _____

Hoa: Though there are many skills, I think hair cutting and colouring are the most important.

Ben: You'll do that job well. (4) _____

Hoa: Thanks. I hope I'll be such a successful hairdresser that I'll have my own hair salon some day.

ACTIVITY 5

Aim: To give Ss free speaking practice about the job they want to do in the future.

5 **Work in pairs. Make similar conversations about the job you want to do in the future. Then report your conversation to the class.**

You may use the following template for your report:

My partner is ... She wants to be a ... because ... She'll need to learn many skills, such as ... She'll do the job well since ... She hopes that one day, she'll ...

- Set a time limit for Ss to brainstorm ideas about their future job. They need to note down the name of job, reasons to do it, skills needed, and job expectations.
- Put Ss in pairs. Tell them to make a conversation similar to the conversation in **4**. If necessary, T can get two more able Ss to model an example conversation.
- Remind Ss to note down their friend's answer.
- Invite some Ss to report their friends' answers to the class. Tell them to use the given template in **5** when talking.
- Ask other Ss to listen and give comments. Comment on Ss' answers.

Suggested answer:

My partner is Hoa. She wants to be a police officer because she wants to keep our city safe. She'll need to learn about the law and some skills, such as martial arts, negotiation and communication skills. She'll do the job well since she is brave and calm. She hopes that one day, she'll be an excellent police officer.

EXTRA ACTIVITY

- Make a copy of this worksheet for each student. Alternatively, have Ss copy the worksheet content into their notebook.

Student's profile	
Name	
Age	
Personality	
Special ability (if there is)	
Dream job (if any)	

- Prepare a list of common jobs, including the jobs that Ss have learnt in this unit.
- Have Ss work in groups. Give each group of Ss a copy of the list or show them on the screen / the board. They take turns to act as a student who is seeking career advice while the others play the role of student career counsellors.
- In their group, *the counsellors* and *the student* ask and answer about the student's profile and discuss the appropriate job for him / her. The counsellor also suggests the type of training, knowledge, and skills the student needs.

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

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 jobs. Ask other Ss to guess the jobs.
- Lead into the new lesson. Introduce the objectives of the lesson. Write the objectives in the left corner of the board.

Listening

ACTIVITY 1

Aim: To prepare Ss for the listening text.

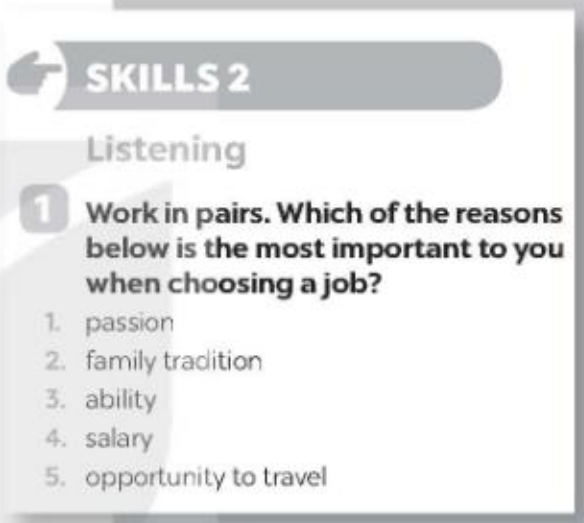
- Have Ss work in pairs. They look at the list of reasons and choose the one most important to them when choosing a job.
- Encourage pairs to explain why they choose that reason.
- Pre-teach some words / phrases if necessary, using pictures (e.g. *agriculture engineering, cooking certificate*) or explanation (e.g. *farming methods*).

ACTIVITY 2

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

- Tell Ss that they are going to listen to two people, Minh and Ann, talking about their jobs.
- Ask Ss to underline the keywords in each statement. Ask Ss to rephrase some of the keywords, e.g. *a family member* as in the question can be rephrased as *a parent, brother, sister,* etc. in the talk.
- Play the recording for Ss to listen and decide if each statement is true (T) or false (F).
- Ask one or two Ss to answer. Confirm the correct answers.
- Play part of the recording again when needed.

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



SKILLS 2

Listening

1 **Work in pairs. Which of the reasons below is the most important to you when choosing a job?**

1. passion
2. family tradition
3. ability
4. salary
5. opportunity to travel

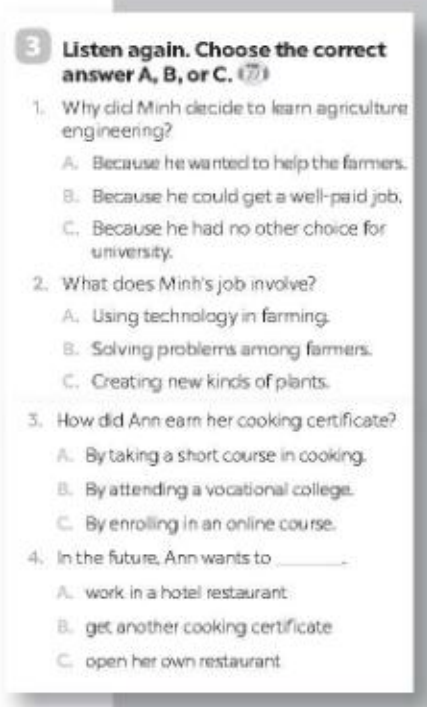
2 **Listen to two people talking about their career paths and tick (✓) T (True) or F (False).** 76

	T	F
1. Minh's parents were farmers.		
2. Minh is now working for an agricultural company.		
3. Ann first learnt cooking from a family member.		
4. Ann is now a chef in a famous restaurant.		

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

ACTIVITY 3

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



3 **Listen again. Choose the correct answer A, B, or C.** 77

1. Why did Minh decide to learn agriculture engineering?
   A. Because he wanted to help the farmers.
   B. Because he could get a well-paid job.
   C. Because he had no other choice for university.
2. What does Minh's job involve?
   A. Using technology in farming.
   B. Solving problems among farmers.
   C. Creating new kinds of plants.
3. How did Ann earn her cooking certificate?
   A. By taking a short course in cooking.
   B. By attending a vocational college.
   C. By enrolling in an online course.
4. In the future, Ann wants to _____.
   A. work in a hotel restaurant
   B. get another cooking certificate
   C. open her own restaurant

- Tell Ss that they are going to listen to the talks again and choose the correct answer.
- Have Ss read the questions and underline the keywords in each question and options.
- Play the recording and ask Ss to listen again and choose the correct answer. Then Ss work in pairs to compare their answers with each other.
- Check the answers to Activity **3** with the whole class. Ask Ss to explain their choices. Confirm the correct answers.

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

Audio script – Tracks 76 + 77:

[Man]: Hi, I'm Minh. My parents were farmers in a remote village. Though they worked very hard in the fields, they were still poor. I wanted to find ways for farmers like my parents to earn a better living. So I decided to study agriculture engineering at university. Now I'm working for the local agriculture department in my home town. I help farmers grow better crops by using farming technology. I also persuade them to try new farming methods. Though it's a demanding job, I'm glad I'm doing well at it.

[Woman]: Hi, I'm Ann. When I was a child, my grandmother, who was a chef, taught me how to cook. I liked cooking so much that I attended a vocational college where I earned a cooking certificate. Now I'm a chef in a restaurant in a small hotel. I make tasty and healthy food which my customers love very much. Though it's a well-paid job, I want to develop my career further. I'm learning more about food and new cooking skills. Hopefully, in the next five years, I'll have my own restaurant.

Transition from *Listening* to *Writing*

To connect the listening and the writing parts, ask Ss to answer the questions below with information of Minh and Ann that they can remember from the listening:

- *What is his / her job?*
- *What training did they have?*
- *What does his / her job involve?*
- *What skills does the job need?*
- *How is the job?*

Suggested answer:

	Minh	Ann
– What is his / her job?	– agricultural engineer	– chef
– What training did they have?	– university	– vocational college
– What does his / her job involve?	– help farmers grow better crops by using farming technology	– make tasty and healthy food
– What skills does the job need?	– persuading skills	– cooking skills
– How is the job?	– demanding	– well-paid

Writing

ACTIVITY 4

Aim: To have Ss brainstorm ideas and make an outline for their email.

- Have Ss work in pairs to ask and answer the given questions. They can refer to the reading text in **COMMUNICATION** lesson, and / or the listening talks in **2** – Listening, Skills 2 for ideas.
- Have some Ss present their outlines. Give them comments.
- If needed, provide them the vocabulary items to answer each question.

ACTIVITY 5

Aim: To provide Ss with guided practice in writing an email (100 – 120 words) to their friend telling him / her about their future favourite job.

- Review the template of an email given the textbook.
- Tell Ss to use their notes in **4** to write their email individually.
- When Ss have finished, if time permits, check one writing with the whole class or let them exchange their writings for peer feedback. Otherwise, collect some writings to correct at home.



Writing

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

1. What is your favourite job?
2. What does this job involve?
3. What skills does this job need?
4. What personal qualities do you need to have for this job?

5 **Write an email (100 – 120 words) to your friend telling him / her about your future favourite job. You can use the ideas from 4.**

Start and end the email as follows:

Dear _____,

It's nice to hear from you again. Let me tell you about _____

Write to me soon.

Cheers,

Suggested answer:

Dear Tom,

It's nice to hear from you again. Let me tell you about the job I want to do in the future.

When I was a child, I decided that I would be a teacher like my mother. Now I'm sure that teaching English is the best future job for me. As a teacher, I will prepare interesting lessons, explain difficult concepts to my students, mark their exams, and help them to make progress in English. I will need excellent knowledge of English and be good at reading, listening, speaking, and writing in English. I also need teaching skills and time management skills. I think this is the job for me because I'm confident, creative, and persuasive.

How about your future job?

Write to me soon.

Cheers,

EXTRA ACTIVITY

- When monitoring students doing **5**, quickly take notes of the information of some Ss, including their names, their dream jobs, and why they think such jobs are good matches for them.
- Before checking Ss' writing with the whole class, show the dream jobs you have collected and have Ss guess whose dream jobs they are. Encourage Ss to provide reasons / explanations for their guesses.
- Confirm the answers and make the needed connections.

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 activity so that they can use that information to complete the self-assessment table at the end of the unit.

Vocabulary

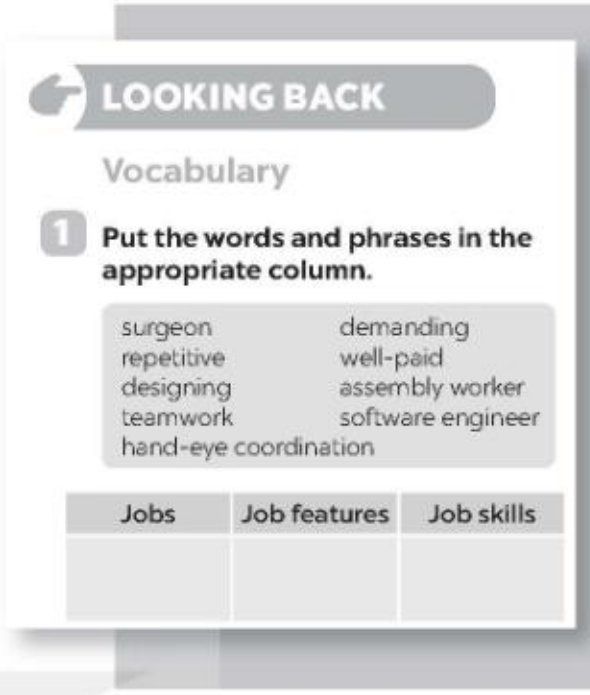
ACTIVITY 1

Aim: To help Ss revise the vocabulary 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. Encourage them to add more words / phrases related to jobs to the table.

Key:

Jobs	Job features	Job skills
surgeon assembly worker software engineer	demanding repetitive well-paid	designing teamwork hand-eye coordination



LOOKING BACK

Vocabulary

1 **Put the words and phrases in the appropriate column.**

surgeon, demanding, repetitive, well-paid, designing, assembly worker, teamwork, software engineer, hand-eye coordination

Jobs	Job features	Job skills

ACTIVITY 2

Aim: To help Ss use the vocabulary items they have learnt in the unit in a text.

- Have Ss read the passage and complete the blanks with the 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.

Key: **1.** sewing **2.** job **3.** creative **4.** rewarding **5.** career



2 **Complete the text, using words / phrases from the box.**

job, creative, career, rewarding, sewing

My mum first learnt (1) _____ skills from my grandmother. She got her (2) _____ as a tailor when she was 16. Now she owns a small tailor shop in the village. She is (3) _____ and hardworking. She has such an excellent sense of style that many ladies love the clothes she makes. Though sometimes she has to work late at night, she finds her job (4) _____ because she can satisfy her customers. I think my mum has had a successful (5) _____ in tailoring.

Grammar

ACTIVITY 3

Aim: To have Ss write sentences with correct use of adverbial clauses of concession, result, and reason.

- Review the form, meaning, and use of adverbial clauses of concession, result, and reason.
- Have Ss do this activity individually. Then, invite some Ss to write their sentences on the board. Confirm the correct answers.



Grammar

3 **Combine each pair of sentences into one, using the given word in brackets.**

1. The salary was low. She accepted the job. (though)
→ She _____.
2. My sister is too shy. She can't be an MC. (such)
→ My sister is _____.
3. Life in the city was too demanding, so he came back to his village. (because)
→ He came _____.
4. Her backache was too painful. She had to stop working in the factory. (so)
→ Her backache _____.
5. Clara didn't like academic subjects. Her mum insisted that she go to university. (although)
→ Clara's mum _____.

Key:

1. She accepted the job though the salary was low.

2. My sister is such a shy girl that she can't be an MC.

3. He came back to his village because life in the city was too demanding.

4. Her backache was so painful that she had to stop working in the factory.

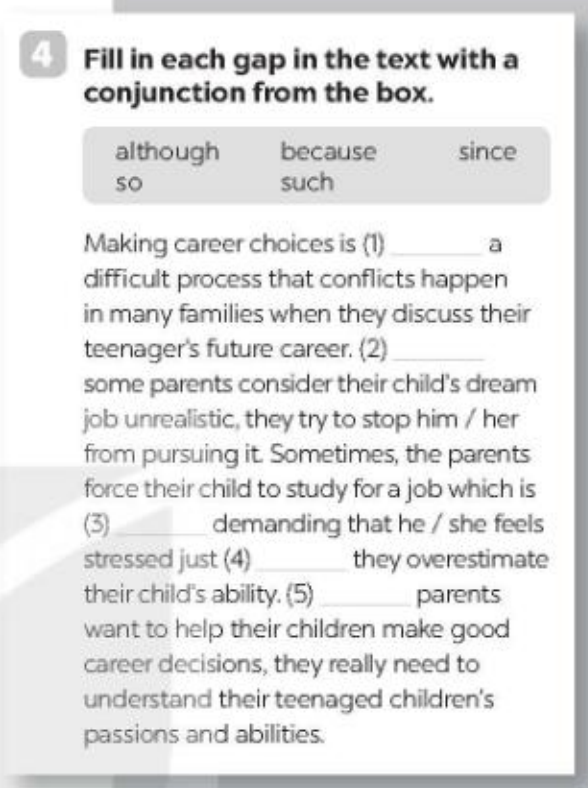
5. Clara's mum insisted that she go to university although she didn't like academic subjects.

ACTIVITY 4

Aim: To have Ss revise adverbial clauses of concession, result, and reason in a text.

- Have Ss read the text and complete the blanks with given words and then compare their answers with a friend.
- Invite some Ss to read their answers aloud. Confirm the answer keys as a class.

Key: **1.** such **2.** Since **3.** so
4. because **5.** Although



4 **Fill in each gap in the text with a conjunction from the box.**

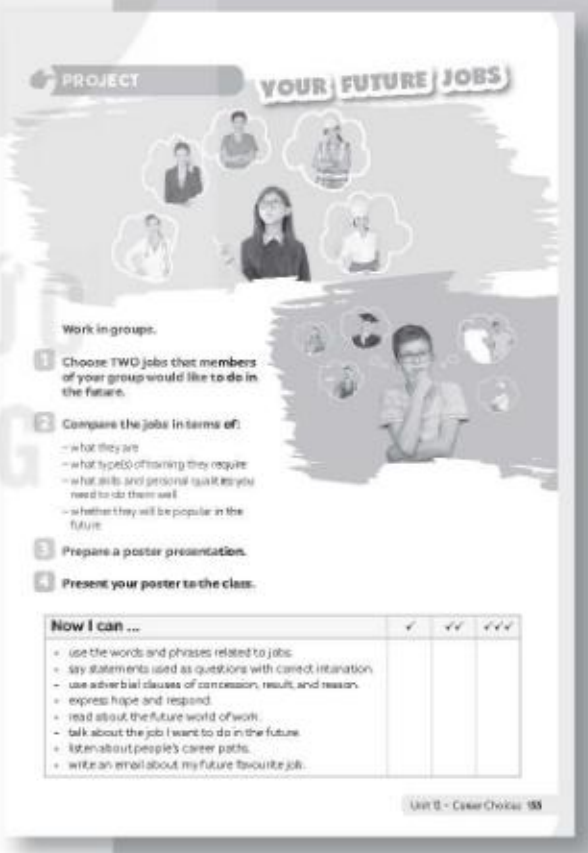
although	because	since
so	such	

Making career choices is (1) _____ a difficult process that conflicts happen in many families when they discuss their teenager's future career. (2) _____ some parents consider their child's dream job unrealistic, they try to stop him / her from pursuing it. Sometimes, the parents force their child to study for a job which is (3) _____ demanding that he / she feels stressed just (4) _____ they overestimate their child's ability. (5) _____ parents want to help their children make good career decisions, they really need to understand their teenaged children's passions and abilities.

PROJECT

Aim: To provide an opportunity for Ss to develop their research and collaboration skills and to practise giving a poster presentation.

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a poster presentation.
- Have Ss work in their groups. Give them a few minutes to prepare for the presentation.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklists after completing their presentation.



- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite the assigned groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. T can summarise the feedback given by other Ss and add any other comments. T can also give Ss marks for their presentation as part of their continuous assessment.

FEEDBACK FORM FOR POSTER PRESENTATIONS

1. Self-assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. I greeted the audience.		
2. I spoke clearly and naturally.		
3. I cooperated with my group members when delivering the talk.		
4. I interacted with the audience.		
5. I concluded my part of the talk appropriately.		
DESIGN OF THE POSTER		
1. Our poster was clearly organised.		
2. Our photos and drawings were suitable.		
CONTENT: Our presentation includes the following information:		
1. What the jobs are		
2. What type(s) of training the jobs require		
3. What skills and personal qualities are needed to do the jobs well		
4. Whether the jobs will be popular in the future (and / or which job will be more popular in the future)		

2. Peer assessment

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
1. The presenters greeted the audience.		
2. The presenters spoke clearly and naturally.		
3. The presenters cooperated when delivering their talk.		
4. The presenters interacted with the audience.		
5. The presenters concluded their talk appropriately.		
DESIGN OF THE POSTER		
1. Their poster was clearly organised.		
2. Their photos and drawings were suitable.		
CONTENT: The presentation includes the following information:		
1. What the jobs are		
2. What type(s) of training the jobs require		
3. What skills and personal qualities are needed to do the jobs well		
4. Whether the jobs will be popular in the future (and / or which job will be more popular in the future)		

NOW I CAN ...

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

REVIEW 4

Objectives:

By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in *Units 10 – 12*.

Introduction

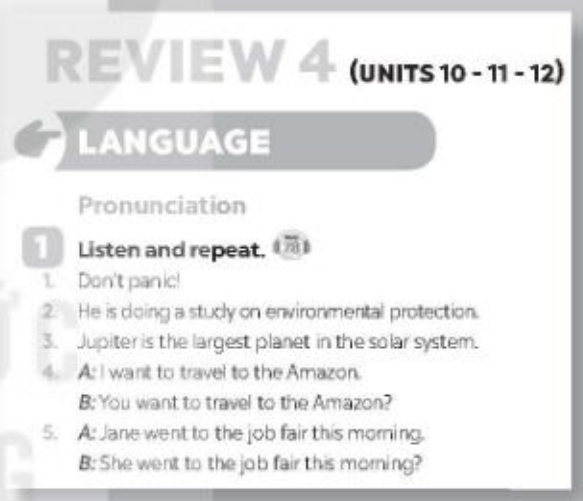
- Ask Ss to name what they have learnt in terms of topic, language and skills in *Units 10 – 12*.
- Write their answers in a corner of the board. Leave them there and tick the objective off when the class finishes with them.

Otherwise, T can:

- Prepare some pictures of the words appearing in *Units 10 – 12*.
- Have Ss play Kim's game: Quickly show the pictures to Ss, cover them up and get Ss to call out the words.
- Tell Ss that in Review 4, they will review the vocabulary, grammar, pronunciation, and four skills that they have learnt in *Units 10 – 12*. Ask Ss to open their books and start the lesson.

LANGUAGE

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


REVIEW 4 (UNITS 10 - 11 - 12)

LANGUAGE

Pronunciation

1 Listen and repeat. 78

1. Don't panic!
2. He is doing a study on environmental protection.
3. Jupiter is the largest planet in the solar system.
4. A: I want to travel to the Amazon.
   B: You want to travel to the Amazon?
5. A: Jane went to the job fair this morning.
   B: She went to the job fair this morning?

Pronunciation

ACTIVITY 1

Aim: To help Ss revise rhythm in sentences, stress on all words in sentences, and the intonation in statement questions.

1

- Ask Ss to read aloud the sentences.
- Tell Ss that they are going to listen to the recording. Ask them to pay attention to the stress pattern in sentence 1, rhythm in sentences 2 and 3, and the intonation in sentences 4 and 5.
- Play the recording again and ask Ss to repeat in chorus and then in pairs.

Audio script – Track 78:

1. Don't panic!

2. He is doing a study on environmental protection.

3. Jupiter is the largest planet in the solar system.

4. *A:* I want to travel to the Amazon.

B: You want to travel to the Amazon?

5. *A:* Jane went to the job fair this morning.

B: She went to the job fair this morning?

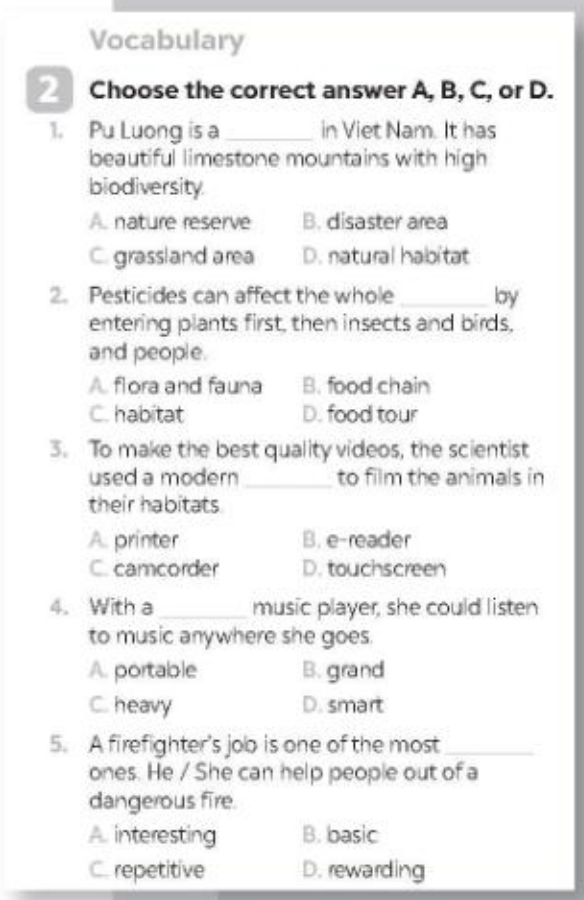
Vocabulary

ACTIVITY 2

Aim: To help Ss revise vocabulary in sentences.

- Ask Ss to do the exercise individually.
- Elicit the answers from Ss. Ask them about the clues that help them decide the answers.
- Check answers as a whole class. Confirm the correct answers.

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



Vocabulary

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

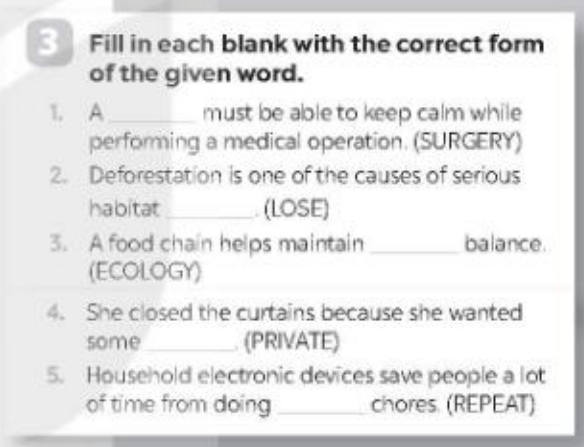
1. Pu Luong is a _____ in Viet Nam. It has beautiful limestone mountains with high biodiversity.
   A. nature reserve B. disaster area
   C. grassland area D. natural habitat
2. Pesticides can affect the whole _____ by entering plants first, then insects and birds, and people.
   A. flora and fauna B. food chain
   C. habitat D. food tour
3. To make the best quality videos, the scientist used a modern _____ to film the animals in their habitats.
   A. printer B. e-reader
   C. camcorder D. touchscreen
4. With a _____ music player, she could listen to music anywhere she goes.
   A. portable B. grand
   C. heavy D. smart
5. A firefighter's job is one of the most _____ ones. He / She can help people out of a dangerous fire.
   A. interesting B. basic
   C. repetitive D. rewarding

ACTIVITY 3

Aim: To help Ss revise forms of words and practise with word formation.

- Have Ss identify the part of speech of the word to fill in each blank.
- Tell Ss to do the exercise individually, then exchange their answers with a peer.
- Invite two Ss to go to the board and write their answers.
- Confirm the correct answers. Point out any spelling issues.

Key: **1.** surgeon **2.** loss **3.** ecological
4. privacy **5.** repetitive



3 **Fill in each blank with the correct form of the given word.**

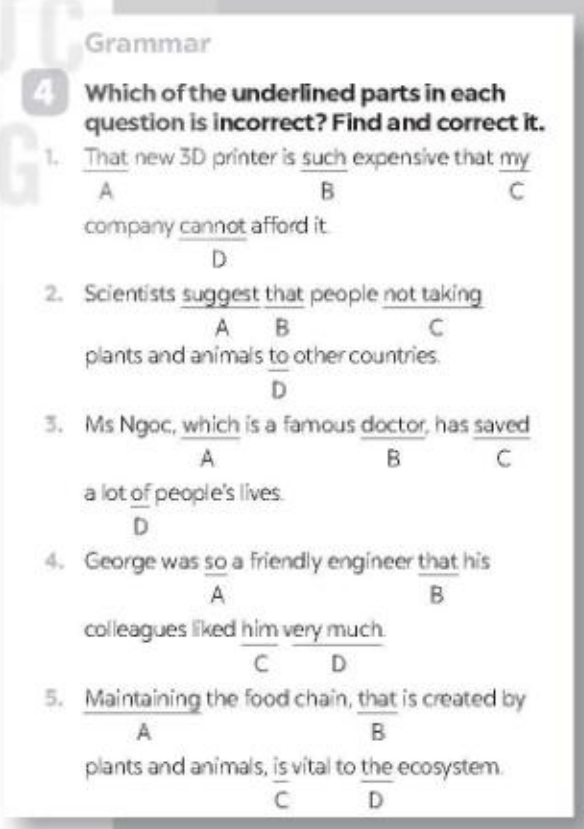
1. A _____ must be able to keep calm while performing a medical operation. (SURGERY)
2. Deforestation is one of the causes of serious habitat _____. (LOSE)
3. A food chain helps maintain _____ balance. (ECOLOGY)
4. She closed the curtains because she wanted some _____. (PRIVATE)
5. Household electronic devices save people a lot of time from doing _____ chores. (REPEAT)

Gammar

ACTIVITY 4

Aim: To help Ss identify the wrong use of relative clauses, some reporting verbs, and some types of adverbial clauses and correct them.

- Elicit from Ss the grammar structures that they have learnt in *Units 10 – 12*. Write the structures on the board.
- Tell Ss to read sentence 1 carefully, paying attention to the underlined words.
- Ask the whole class to identify the mistake in sentence 1 and suggest how to correct it. Confirm their answer.
- Tell Ss that they will do the same for the other sentences. Set a time limit for them to do the task individually.
- Check answers as a whole class. Explain or ask a student to explain the answers.



Grammar

4 **Which of the underlined parts in each question is incorrect? Find and correct it.**

1. That new 3D printer is such expensive that my company cannot afford it.
   A B C D
2. Scientists suggest that people not taking plants and animals to other countries.
   A B C D
3. Ms Ngoc, which is a famous doctor, has saved a lot of people's lives.
   A B C D
4. George was so a friendly engineer that his colleagues liked him very much.
   A B C D
5. Maintaining the food chain, that is created by plants and animals, is vital to the ecosystem.
   A B C D

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Key: **1.** B (such → so) **2.** C (not taking → shouldn't take / not take)
3. A (which → who) **4.** A (so → such) **5.** B (that → which)

ACTIVITY 5

Aim: To help Ss apply the language focus in *Units 10 – 12* to write correct sentences.

- Go over the grammar structures that have been written on the board in the previous activity with Ss.
- Ask Ss to work in pairs. Set a time limit (3-5 minutes) for Ss to complete the exercise.
- Invite two Ss to write their sentences on the board.
- Check the sentences with the whole class. Confirm the correct answers.
- For a stronger class, have Ss do a board race to write the sentences on the board. Then, check and compliment them on their correct sentences.



5 **Rewrite each sentence. Use the given word in brackets.**

1. "You should buy this music player," her cousin said. (suggested)
→ Her cousin _____.
2. I don't have good eye-hand coordination. I can't be a good surgeon. (because)
→ I can't _____.
3. Ms Hoa couldn't present her interactive lessons. The smartboard was out of order. (since)
→ Since _____.
4. The Taronga Zoo is located in Sydney. It is home to over 4,000 animals. (which)
→ The Taronga Zoo, _____.
5. The boy was very lazy. He ordered his home robot to do homework for him. (so)
→ The boy was _____.

Key:

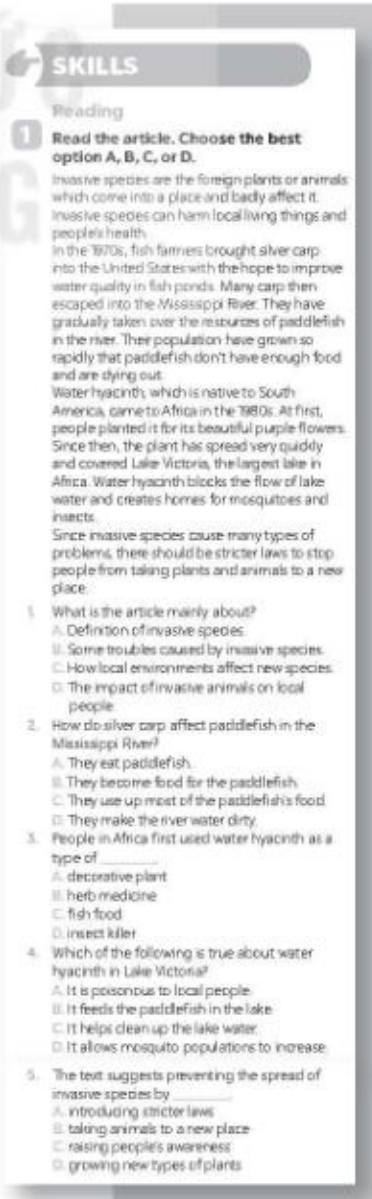
1. Her cousin suggested (that) she (should) buy that music player. / Her cousin suggested buying that music player.
2. I can't be a good surgeon because I don't have good eye-hand coordination.
3. Since the smartboard was out of order, Ms Hoa couldn't present her interactive lessons.
4. The Taronga Zoo, which is located in Sydney, is home to over 4,000 animals.
5. The boy was so lazy that he ordered his home robot to do homework for him.

SKILLS
Reading

ACTIVITY 1

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

- Show a picture of water hyacinth (or paste the picture on PowerPoint slide and show to Ss). Ask them if they know the name of this flower in Vietnamese and in English. With a stronger class, show Ss some pictures of invasive species (golden apple snail, red ear slider turtle, silver carp, and water hyacinth) and encourage them to guess why these species are harmful.
- Tell Ss that the reading will be about invasive species. Ask Ss to find the definition of invasive species in the article. Explain the definition to them in Vietnamese if needed.
- Ask Ss to read paragraph 1 and predict the main content of the article based on what they have read. Then, tell them to skim paragraphs 2 and 3 and underline the species being mentioned many times in each paragraph (silver carp and water hyacinth). Elicit the main idea of the article.



SKILLS

Reading

1 **Read the article. Choose the best option A, B, C, or D.**

Invasive species are the foreign plants or animals which come into a place and badly affect it. Invasive species can harm local living things and people's health.

In the 1970s, fish farmers brought silver carp into the United States with the hope to improve water quality in fish ponds. Many carp then escaped into the Mississippi River. They have gradually taken over the resources of paddlefish in the river. Their population have grown so rapidly that paddlefish don't have enough food and are dying out.

Water hyacinth, which is native to South America, came to Africa in the 1880s. At first, people planted it for its beautiful purple flowers. Since then, the plant has spread very quickly and covered Lake Victoria, the largest lake in Africa. Water hyacinth blocks the flow of lake water and creates homes for mosquitoes and insects.

Since invasive species cause many types of problems, there should be stricter laws to stop people from taking plants and animals to a new place.

1. What is the article mainly about?
A. Definition of invasive species
B. Some troubles caused by invasive species
C. How local environments affect new species
D. The impact of invasive animals on local people
2. How do silver carp affect paddlefish in the Mississippi River?
A. They eat paddlefish.
B. They become food for the paddlefish.
C. They use up most of the paddlefish's food.
D. They make the river water dirty.
3. People in Africa first used water hyacinth as a type of _____.
A. decorative plant
B. herb medicine
C. fish food
D. insect killer
4. Which of the following is true about water hyacinth in Lake Victoria?
A. It is poisonous to local people.
B. It feeds the paddlefish in the lake.
C. It helps clean up the lake water.
D. It allows mosquito populations to increase.
5. The text suggests preventing the spread of invasive species by _____.
A. introducing stricter laws
B. taking animals to a new place
C. raising people's awareness
D. growing new types of plants

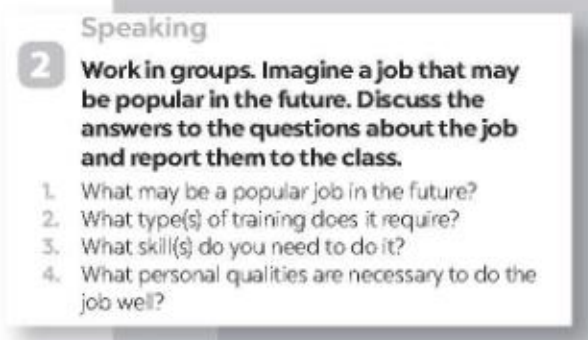
- Have Ss read questions 1 to 5 and underline the keywords in each question. Based on the keywords, ask them in which paragraph they can find the answer to each question (Question 1: whole article; question 2: paragraph 2; questions 3 & 4: paragraph 3; question 5: paragraph 4).
- Tell Ss to do the reading task individually. Set a time limit for them to complete the task. Then tell them to work in pairs to compare their answers.
- Check and confirm the correct answers with the whole class. Elicit from Ss the clue(s) that help(s) them complete the task.

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

Speaking

ACTIVITY 2

Aim: To help Ss practise talking about a popular job in the future.


Speaking

2 **Work in groups. Imagine a job that may be popular in the future. Discuss the answers to the questions about the job and report them to the class.**

1. What may be a popular job in the future?
2. What type(s) of training does it require?
3. What skill(s) do you need to do it?
4. What personal qualities are necessary to do the job well?

- Have Ss name some jobs they know. Write them on the board.
- Pick one of these jobs and draw a mind map with it. Elicit from Ss details about the job to fill in the mind map (types of training, skills needed, personal qualities needed).
- Ask Ss to work in groups. They choose a job that they think will be popular in the future and prepare a short talk about it, using the guiding questions in the textbook. With a less strong class, allow them to use the mind map on the board when talking.
- Invite one or two groups to speak in front the class. Listen and provide comments. Ask other groups to comment, too.

Suggested answer:

We think that computer software engineer will be a popular job in the future. It is because people are using computers for many daily tasks, such as office work, entertainment, and shopping, and they need updated applications and software to do these tasks effectively. The job of a computer software engineer requires college or university training. To do the job well, you need many skills, for example computer programming and coding skills, and problem-solving skills. In addition, you should be patient, hardworking and careful.

Listening

ACTIVITY 3

Aim: To help Ss practise listening for specific information.


Listening

3 **Listen to a conversation between Trang and Tom. Fill in each blank with no more than TWO words.**

1. Trang is reading about newly invented _____.
2. Trang wants to have a _____.
3. Trang wants the View-me window to show the _____ all day.
4. Tom says that with the blue hat, Trang doesn't need to carry along a _____.
5. Trang doesn't like the blue hat because it's not _____.

- Tell Ss that they are listening to a conversation.
- Ask Ss to read sentences 1-5 and guess what the conversation is about. Confirm the answer.
- Have Ss underline the keywords in each sentence and make predictions about the words that fit each blank. Remind them that they can fill in each blank with no more than two words.
- Play the recording twice for Ss to listen and complete the task.
- Invite a student to write their answers on the board. Check and confirm the correct answers. Play the recording again where needed.

Key: **1.** electronic devices **2.** pet robot **3.** ocean view **4.** music player **5.** elegant

Audio script – Track 79:

Tom: Hey, what are you reading about?

Trang: An article about newly invented electronic devices.

Tom: Electronic devices? I didn't know you liked this topic.

Trang: Yes, I do. Look, this pet robot looks so cute.

Tom: A pet robot? What can it do?

Trang: It can cheer people up like a live pet. It can also dance and play games with you. I wish I could have one.

Tom: Sounds fun. Oh, I like this View-me window. The article says you can order the window to display any scene in the world.

Trang: Yeah… when I get one, I'll ask it to show an ocean view all day.

Tom: How about this blue hat, Trang? I think it would suit you.

Trang: Do you mean the hat with the light? No way, Tom!

Tom: That's it. The article says it can play music, so you won't need to bring along your music player.

Trang: Hmm, it's for you, Tom. I want a more elegant hat.

Writing

ACTIVITY 4

Aim: To help Ss practise writing an email based on given information.

- Tell Ss that they are going to write an email to a friend and tell him / her about an organisation called Save the Oceans. Point to the given information and ask them to read through it.
- Put Ss into groups of three. In their groups, they write an email of about 100 – 120 words, using the given information. They don't have to include all information.
- When they finish, call a group to read aloud their email. Give comments. Alternatively, give one or two groups a big-sized sheet of paper and tell them to write their email on it. When they finish, stick the paper on the board and provide feedback to the group's writing.



Writing

4 **Write an email (100 – 120 words) to your friend telling him / her about an organisation which protects the ocean. You can use the ideas below.**

- Name of the organisation: **Save the Oceans**
- Importance of **ocean habitats:** produce half of the earth's oxygen; adjust the climate; create homes for plants and animals
- **Current situation:** habitat loss due to overfishing and pollution
- **What the organisation does:** promotes smart fishing; encourages people to use fewer plastic bags; organises campaigns to clean up the beach and the sea

Start and end the email as follows:

Dear _____,
It's nice to hear from you again. I've read an article about _____. Let me tell you about it.

_____

_____

_____

Write to me soon.
Cheers,

Suggested answer:

Dear Peter,

It's nice to hear from you again. I've read an article about Save the Oceans. Let me tell you about it.

The ocean habitats are very important because they produce half of the earth's oxygen and create homes for plants and animals. However, there is serious habitat loss due to overfishing and pollution. Save the Oceans is helping oceans in many ways. It promotes smart fishing. It also encourages people to use fewer plastic bags. Besides, it organises campaigns to clean up the beach and the sea.

I admire the actions of Save the Oceans. Hope that I can join them in the future.

Do you know other organisations which help the oceans?

Write to me soon.

Cheers,

APPENDIX

Question type	Strategies
Pronunciation (MCQs): Identifying the word whose underlined part differs from the other three in pronunciation	**1.** Try pronouncing all words and pay attention to the underlined sounds. **2.** Pronounce words in pairs. If any two words share the same underlined sounds, neither of them can be the correct answer. If they don't, one of them is the correct answer. **3.** Some letter combinations may have different pronunciation in different words so don't be misled by the spelling, e.g. *br<u>ea</u>d* vs. *b<u>ea</u>r*. **4.** Pay attention to any grammatical endings such as *-ed* for the past tense or *-s* for plural nouns, which are pronounced differently depending on the last sound.
Pronunciation (MCQs): Identifying the word whose main stress placement differs from the other three in pronunciation	**1.** Try pronouncing all words and mark the stress of each word. **2.** Pronounce words in pairs. If any two words share the same stress pattern, neither of them can be the correct answer. If they don't, one of them is the correct answer. **3.** Be aware that all four options have the same number of syllables and you should try to count them.
Vocabulary (MCQs): Identifying the word(s) CLOSEST in meaning to the underlined word(s)	**1.** Read the whole sentence, focusing on the underlined word. **2.** Try to work out how the underlined word is formed, i.e. if it has any suffixes or prefixes, or if it is a compound word. **3.** If you don't know the underlined word, try to work out its meaning from context, i.e. the **4.** Replace the underlined word with each of the answer choices. Words that change the meaning of the sentence cannot be the correct answer.
Vocabulary (MCQs): Identifying the word(s) OPPOSITE in meaning to the underlined word(s)	**1.** Read the whole sentence, focusing on the underlined word. **2.** Try to work out how the underlined word is formed, i.e. if it has any suffixes or prefixes, or if it is a compound word. **3.** If you don't know the underlined word, try to work out its meaning from context, i.e. the words and phrases surrounding it. **4.** Replace the underlined word with each of the answer choices. The word that makes the sentence opposite in meaning is the correct answer.

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Grammar (MCQs): Identifying the error	**1.** Read the whole sentence, focusing on the underlined words/ phrases. **2.** Look at both the underlined parts and words around them. **3.** Try to identify the grammar points that are tested in the sentence. **4.** If you're not sure about an answer choice, skip it and focus on the other ones to see if you can find the error or not.
Grammar (MCQs): Choosing the best answer to complete each sentence	**1.** Read the whole sentence and the answer choices **2.** Try to identify the grammar points that are tested in the sentence. **3.** Eliminate any choices that are grammatically incorrect. The correct answer should be grammatically correct and form a meaningful sentence.
Gap-fills (MCQs): Choosing the best answers to complete the text	**1.** Read each sentence with the gap. Try to understand the meaning. **2.** Look through the answer choices. Pay attention to the grammar of the sentence. For example, think if the gap requires a verb or noun, and in what form - plural or singular. Eliminate any grammatical incorrect choices. **3.** Pay attention to the pronouns and logical connectors in the text, and choose words that maintain the right relationships. **4.** Choose the answer choice that makes a meaningful sentence.
Reading comprehension MCQs (for main ideas)	**1.** Read the questions and answer choices. **2.** Read through the whole text/section and try to get an overview of it. Pay attention to the first or the last sentence of each paragraph, which is usually the topic sentence. **3.** Do not focus too much on unfamiliar words. Try to guess the meaning of these words from context. **4.** The correct answer should best summarise the main ideas of the whole text/section. Watch out for distractors, especially choices that are 'irrelevant' (i.e. not mentioned in the text/section), 'incorrect' (i.e. not true according to the text/section), 'too narrow' (i.e. only representing part of the text/section) or 'too general' (i.e. not specific to that section only).
Reading comprehension MCQs (for specific information)	**1.** Read the questions and answer choices, and underline the keywords. **2.** Read the text and locate the keywords, as well as paraphrases of these keywords. **3.** Select the answer choice that matches the information in the text. **4.** Do not simply match words or phrases with those in the text. Sometimes incorrect choices contain the same words as the text.

Reading comprehension MCQs (negative facts)	**1.** Read the questions and answer choices, and underline the keywords. **2.** Read the text and locate the keywords, as well as paraphrases of these key words. **3.** Eliminate the answer choices containing the ideas/information mentioned in the text. The answer is the option which gives wrong/different information or information not stated in the text.
Reading comprehension MCQs (for inferences)	**1.** Read the questions and answer choices, and underline the keywords. **2.** Read the parts that contain the relevant information. Note that the keywords in the answer choices may be paraphrased in the text. **3.** Check whether the information in each answer choice can be inferred from these parts, i.e. it is not stated directly in the text, but is true based on the information given. Eliminate the answer choices that contain the irrelevant information.
Reading comprehension MCQs (for referents)	**1.** Read the question and locate the part that contains the referent, e.g. *it, they, him* in the text. **2.** Try to work out the meaning of the whole sentence and look for any contextual clues around the referent. **3.** Try to identify the correct answer by replacing the referent with each of the answer choices. Pay attention to the nouns in the sentence and check whether they are singular/plural.
Reading comprehension MCQs (for vocabulary)	**1.** Locate the word or phrase in the text. **2.** Carefully study the context (i.e. the words/phrases that come before and after the item, as well as neighbouring sentences). **3.** Try to replace the word/phrase with each answer choice to see which one fits the sentence without changing its meaning.
Sentence transformation (MCQ): Identifying the sentence that is closest in meaning to a given sentence	**1.** Read the original sentence and try to understand its meaning. **2.** Read the answer choices and try to work out what grammar point the question could be testing, e.g. conditionals, cause-effect, the passive, indirect speech. **3.** Eliminate the grammatically incorrect answer options. **4.** Choose the sentence that doesn't change the meaning of the original sentence.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Sentence combination (MCQ): Identifying the sentence that best combines a pair of given sentences	**1.** Read the two sentences and study the relationship between these sentences, e.g. addition, contrast, subordination. **2.** Read the answer choices and eliminate the grammatically incorrect ones. **3.** Choose the sentence that best represents the relationship between the two sentences and does not change the meaning of the original sentences.
Word formation Filling in the blank with the suitable form of the given word	**1.** Read each sentence and try to understand its meaning. **2.** Decide whether the word to be filled in is a noun, a verb, an adjective or an adverb, and whether it is in the negative, singular or plural form. **3.** Look at the provided word. Think of the different words that can be formed from it. Pay attention to the prefixes, suffixes and internal changes that can be added. **4.** Choose the word which correctly fills in the gap in terms of both grammar and meaning.
Sentence transformation Completing the second sentence, using provided phrases	**1.** Read the original sentence and try to understand its meaning. **2.** Read the provided phrases and try to work out what grammar point it could be testing, e.g. conditionals, cause-effect, the passive, indirect speech. **3.** Complete the sentence so that it doesn't change the meaning of the original sentence.
Sentence building Reordering the words and phrases to make a complete sentence	**1.** Read the given phrases and try to understand the meaning of the sentence. **2.** Identify the subject, verb, and other elements of the sentence. **3.** Put these elements in the right order to make a sentence. **4.** Read the sentence again to make sure that the sentence makes sense.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

TIẾNG ANH 9
SÁCH BÀI TẬP, KEY

Unit 1

A Pronunciation

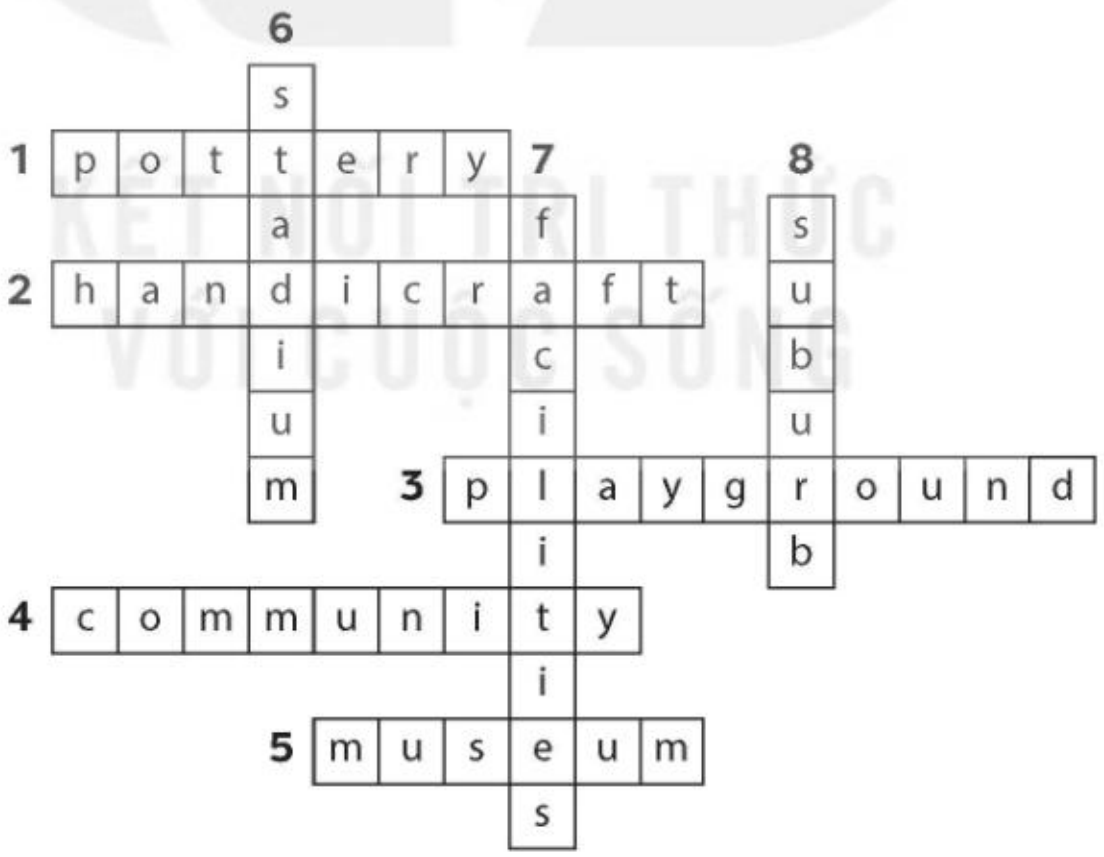
1

/æ/	/ɑ:/	/e/
hand	artist	helper
attraction	craft	electrician
wrap	garbage	especially
back	heart	step
programme	tomato	check-up

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

B Vocabulary & Grammar

1



2 **1.** firefighter **2.** Police officers **3.** delivery person
4. electrician **5.** Garbage collectors **6.** artisans

3 **1.** C **2.** D **3.** B **4.** C **5.** A **6.** D

4 **1.** D **2.** A **3.** B **4.** C **5.** B **6.** C

5 **1.** A **2.** A **3.** D **4.** B **5.** A **6.** C

6

1. In my village, the old artisans pass the techniques to make beautiful baskets down to the younger ones / pass down the techniques to make beautiful baskets to the younger ones.
2. When we aren't at home, our neighbours take care of our cats.
3. Her elder sister handed most of her clothes down to Mai / handed down most of her clothes to Mai.
4. She and her classmates get on with each other. / She gets on with her classmates.
5. His hair and face remind me of his father.

C Speaking

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

2 **1.** C **2.** A **3.** G **4.** D **5.** B **6.** F **7.** E

3 **Suggested answer:**

I live in Hung Yen and my area is famous for *banh cuon*. It's famous because it's a special kind of *banh cuon*. There is some minced meat inside and people serve it cold, not hot like other kinds. The people in my village still use traditional techniques to make it. Today a lot of households sell it online or open small shops to sell it.

D Reading

1 **1.** A **2.** D **3.** C **4.** B **5.** C **6.** B **7.** A **8.** B

2 **1.** deliver **2.** uniform **3.** Before **4.** remember
5. told **6.** leave **7.** giving **8.** shares

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

b **1.** T **2.** F **3.** T **4.** T **5.** F

c **1.** Because it combines manual skills and natural resources.
2. Sardinian women.
3. The technique, the area of production, and the kind of material used.
4. Because nowadays it is increasingly rare to find good quality baskets.
5. They hope to preserve it / the craft of basket weaving in the future.

E Writing

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

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

3 **Suggested answer:**

From: trang@quickmail.com

To: mark@fastmail.us

Subject: My lovely community

I'm happy to have received your email. I'm going to tell you about the things I like in my community.

The first thing I like about it is the people. They're kind and friendly. They're willing to help one another when it's necessary. When we moved here three years ago, our next-door neighbours came to our house and said hello. They also told us where to buy things for our house. Another thing I like about my community is that it's very convenient. It's close to many facilities such as shopping malls, schools, and cinemas. When we need a service, we can get it immediately.

That's all for now, Mark. Tell me about your community.

Cheers,

Trang

Unit 2

A Pronunciation

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

2 **1.** underground **2.** airport **3.** discount
4. coach **5.** square **6.** coat

/aʊ/	/əʊ/	/eə/
underground, discount	coach, coat	airport, square

B Vocabulary & Grammar

1 **1.** D **2.** B **3.** A **4.** C **5.** D **6.** B **7.** A **8.** C

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

3 **1.** liveable **2.** concrete jungle **3.** construction sites
4. polluted **5.** public amenities **6.** security

4 **1.** busier **2.** colder **3.** lighter; safer
4. more crowded **5.** less friendly **6.** The closer; the more difficult
7. the more expensive; the better **8.** The further / farther; the less convenient

5 **1.** A (Safer → The safer) **2.** D (get along → get around)
3. C (attractive → more attractive) **4.** B (out → on)
5. B (cut on → cut down on) **6.** C (denser → the denser)
7. B (in → out) **8.** A (up with → down with)

C Speaking

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

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

3 **Suggested answer:**

George: I wish I could live in your home town. It's such a healthy place to live.

Nhung: I like the fresh air here. There are some green parks, and the seafood here is great! How about your home town?

George: Well, I live in a big city. The best thing there is that the public transport system is convenient. I can get around the city by bus and metro.

Nhung: Sounds great.

George: But it's a bit pricey, and it lacks green spaces. We also need more outdoor sports facilities.

Nhung: Hey, I can take you to the community sports court in my town. It's quite near here.

George: Thanks. I'd love to. That's so kind of you.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

D Reading

1 **1.** D **2.** B **3.** A **4.** C **5.** C **6.** B **7.** A **8.** D

2 **1.** B **2.** C **3.** A **4.** B **5.** A **6.** C

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

b **1.** twenty years **2.** higher **3.** noise and air
4. sleep; breathing (any order) **5.** house prices **6.** overcome

E Writing

1 **Suggested answers:**

1. The boy came down with food poisoning after eating street food.
2. The bigger the mall is, the easier it is for people to get lost in it.
3. They decided to hang out at the cinema instead of a coffee shop.
4. The restaurant was a bit pricey, so it was not popular among / with teenagers.
5. Travelling on a dusty road every day causes me to have itchy eyes and a runny nose.

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

3 **Suggested answer:**

Wonderland is a city near the mountain. In the past, it used to be a small and poor town. There were no high buildings at all. The streets were narrow and empty most of the time. Not many people lived there. Nowadays, Wonderland is a modern city with many high buildings. There are huge entertainment centres, many good department stores, and a big modern library downtown. The public transport system is excellent with clean buses and convenient sky trains. People in Wonderland think that it is a liveable place. Teenagers and young adults enjoy an exciting life here. Meanwhile, adults and the elderly like it because the cost of living is reasonable.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 3

A Pronunciation

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

2 **1.** bakery **2.** lighthouse **3.** orange
4. seahorse **5.** helicopter **6.** dictionary

B Vocabulary & Grammar

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

2 **1.** stressed out **2.** due date **3.** well-balanced
4. distraction **5.** priority **6.** optimistic

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

4 **1.** wants **2.** are not / aren't **3.** take **4.** gets **5.** have

5 **1.** can **2.** May **3.** should **4.** must **5.** Can

6 **Suggested answers:**

1. If you want to have a good heart, you must reduce the amount of salt in your diet.

2. If you promise to be careful, you can drive my car.

3. May I go home if I finish my work?

4. If you train hard, you might win first prize.

5. If we save enough money, we might visit you in New York next year.

C Speaking

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

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

3 **Suggested answers:**

1. The benefits of effective time management include boosting productivity, reducing stress, enhancing work-life balance, improving decision-making, opening up opportunities, and fostering professional growth.

2. I can use techniques like the Eisenhower Matrix, ABCDE Method, time blocking, and priority lists to tackle important and urgent tasks first.

3. I can create a quiet workspace, using the Pomodoro Technique, turning off notifications, practising single-tasking, and setting clear goals.

4. I can use task management apps, calendar apps, time tracking software, note-taking apps, and project management software to organise tasks and schedules efficiently.

5. I can regularly review my performance, evaluate priorities against goals, adapt to unexpected changes, learn from past mistakes, and seek feedback to refine time management skills and enhance productivity.

D Reading

1 **1.** B **2.** D **3.** A **4.** B **5.** C
6. B **7.** D **8.** C **9.** B **10.** A

2 **1.** A **2.** B **3.** D **4.** C **5.** B **6.** A

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

E Writing

1 **Suggested answers:**

1. If you want to maintain a well-balanced life, you must give priority to your work.

2. If we want to balance life and study, it is important for us to manage our time effectively.

3. If you have worked on an assignment for several months, you should take a week off when you have finished it.

4. If teenagers are satisfied with their lives and relationships, they may be usually happier.

5. If you do not make sufficient time for your schoolwork, you may fall behind in your classes.

2 Suggested answers:

1. Because a balanced life helps us feel happier, less stressed, and healthier by giving time to work, family, hobbies, and rest.
2. I can set clear boundaries, schedule study or work time, and plan family time to ensure I have time for both.
3. I can allocate specific time for family and friends, communicate my goals, and find ways to include them in my journey.
4. I can practise relaxation, exercise, deep breathing, and time management to reduce stress and maintain balance.

3 Suggested answer:

We must know how to achieve a well-balanced life because it is necessary for our overall well-being and happiness. Firstly, to give priority to work while maintaining a balance between life and study, you should prioritise tasks and set realistic goals. You should also learn to say no to unnecessary commitments and tasks. In addition, communication and time management are important to maintain relationships with your family and friends. You should schedule time for socialising and keeping in touch with your family and friends even when you are busy. Finally, you should practise relaxation techniques such as meditation, physical exercises, etc. to manage stress and anxiety. By following these practices, you can maintain a well-balanced life that supports your overall health and happiness.

TEST YOURSELF 1

(40 x 0.25 = 10.0 pts)

1. D: Stress is on the second syllable, the other three words have stress on the first syllable.
2. A: Stress is on the second syllable, the other three words have stress on the third syllable.
3. B: The underlined is pronounced /ɪ/, in other words it is pronounced /e/.
4. A: The underlined is pronounced /ʌ/, in other words it is pronounced /aʊ/.
5. C: We use the modal verb "can" in the main clause of a first conditional sentence to express a possibility, that is, to say that something is possible or might happen.
6. C: We normally use the double comparative structure to express cause and effect:

The comparative + subject + verb, the comparative + subject + verb.

7. A: A "construction site" is an area or piece of land where construction work is taking place.
8. D: The phrasal verb "carry out" which is used in the sentence means "do and complete a task".
9. C: The adjective "bustling" is used to describe a very busy place with full of people moving about in a busy way.
10. B: "public amenities" are the facilities that are provided to the citizens by the government.

11. C: An "electrician" is someone whose job is to connect or repair electrical wires or equipment; the word "wiring" means "the system of wires that is used for supplying electricity to a building or machine".

12. C: The verb "accomplish" which means "succeed in doing or completing something" collocates with the noun "objective" which means "something that you are trying to achieve".

13. B: The phrase "to extend a deadline" means "give someone more time in which to do something".

14. A: The phrase "sports facilities" means "places and things for doing sports".

15. B: The adjective "positive" which means "feeling confident and sure that something good will happen" is closest in meaning to the adjective "optimistic" which means "expecting good things to happen or something to be successful".

16. D: The adjective "bodily" which means "connected with the human body" is closest in meaning to the adjective "physical" which means "connected with a person's body rather than their mind".

17. A: The adjective "private" which means "belonging to or for the use of a particular person or group; not for public use" is opposite in meaning to the adjective "public" which means "provided, especially by the government, for the use of people in general".

18. D: The verb "maximise" which means "increase something as much as possible" is opposite in meaning to "minimise" which means "reduce something to the lowest possible level".

19. B: "Thank you. You are so kind." is used as a polite reply when somebody offers to help you.

20. C: "Sure, I'd be glad to help." is used as a reply when somebody asks you for help and you want to say that you are willing to help him / her.

21. C: In the first paragraph, the author says "However, the most unique bridge is **Tower Bridge**, which **was designed to blend in with** the nearby Tower of London."

22. C: In the second paragraph, the author says "London is a **thriving commercial** and cultural centre **with many significant financial organisations** such as the Bank of England and the London Stock Exchange. **They are located in the area called the City**."

23. D: In the second paragraph, the author says "Due to the **high cost of housing** near the city centre, many people working in London **prefer to live in the suburbs and commute to work by train or bus**."

24. C: The word "**it**" in the second sentence of paragraph 3 refers to the noun "London" in the first sentence of paragraph 3.

25. B: From the first and second sentences of paragraph 2, we see that the Bank of England and the London Stock Exchange are in the area called the City, not in the West End.

26. A: The adjective "liveable" which means "good enough or nice to live in" is the word that best fits blank 26.

27. C: The preposition "with" which means "including" is the word that best fits blank 27.

28. D: The phrase "community spirit" means "friendliness and understanding between local people". Therefore, "spirit" is the word that best fits blank 28.

29. B: The verb "celebrate" which means "express admiration and approval for something or someone" is the word that best fits blank 29.

30. A: The noun "retreat" is often used as a singular countable noun, especially with an adjective before it. In the paragraph, the phrase "peaceful retreat" is mentioned for the first time; therefore, we use the indefinite article "a" before it.

31. C (the more noisy → the noisier): The comparative form of "noisy" is "noisier", not "more noisy".

32. C (she constructed → to construct): The correct structure is: to teach somebody how to do something.

33. C: We use "unless" to say that something will happen or be true (*I cannot run a marathon*) **if** something else **does not happen** or **is not true** (*if I don't train very hard*).

34. B: The phrasal verb "to pass down something" or "to pass something down" means "to give or teach something to your children or people younger than you, who will then give or teach it to those who live after them, and so on".

35. A: We use "or" or "or else" to say what bad thing will definitely happen or might happen (*you may catch a cold*) if something else does not happen (*if you don't wear your coat*).

36. D: The phrasal verb "to remind somebody of something / somebody else" means "to make something that happened in the past or somebody remember somebody else that they know".

37. A: We normally use the double comparative structure to express cause and effect:

The comparative + subject + verb, the comparative + subject + verb.

Therefore, sentence A is the only correct answer; other options are wrong grammatically or not logical in meaning.

38. D: The phrasal verb "to cut down (on something)" means "to reduce the size, amount, or number of something"; we use the structure: "to advise somebody to do something". Therefore, sentence D is the only correct answer; other options are wrong grammatically or not logical in meaning.

39. C: The phrase "in case of something" is normally used to describe what you should do in a particular situation, especially on official notices. Therefore, sentence C is the only correct answer; other options are wrong grammatically or not logical in meaning.

40. C: We normally use "may" in the main clause of first conditional sentences to express possibilities; the phrase "good at something / at doing something" means "able to do something well". Therefore, sentence C is the only correct answer; other options are wrong grammatically or not logical in meaning.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 4

A Pronunciation

1 **1.** If we don't preserve our culture, the later generations will forget it.

2. England's rich customs and traditions are famous worldwide.

3. In the past, most people lived in villages and small towns.

4. They enjoyed a comfortable lifestyle when they moved to the country.

5. We learned a lot about the local customs and traditions.

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

B Vocabulary & Grammar

1 **1.** complex **2.** worshipping **3.** structure
4. wish **5.** recognised **6.** heritage

2 **1.** contribution **2.** Basically **3.** historical
4. appearance **5.** recognisable **6.** observable

3 **1.** B **2.** B **3.** D **4.** C **5.** A **6.** C

4 **1.** I wish I had more / much time to chat with my friends every day.
2. I wish my friends didn't argue / stopped arguing all the time.
3. My dad wishes he had enough money to travel to Sydney.
4. My sister wishes the weather was / were warm all the year round.
5. We wish we didn't have to do lots of homework at weekends.

5 **1.** was holding **2.** was wearing **3.** (was) dancing
4. forgot **5.** was carrying **6.** was

6 **1.** B **2.** C **3.** A **4.** A **5.** B **6.** C

C Speaking

1 **Suggested answers:**

1. *You:* Thank you very much for telling us about the history of the temple.
Temple keeper: You're welcome.
2. *You:* Thank you for telling me a story from your childhood.
Your uncle: No problem.

D Reading

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

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

3 **1.** located **2.** pagodas **3.** was **4.** when **5.** pillar

E Writing

1 **Possible answers:**

2. My father was watching a film on TV.
3. My elder sister was writing in her diary.
4. My brother was playing computer games.
5. My little sister and I were not watching the / a film on TV.
6. We were talking about our field trip on the next weekend.

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

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 **Suggested answer:**

Keeping our traditions and customs alive is very important for us, and people in my neighbourhood have several ways to do this. Firstly, we hold the festivals of our country and the area such as the Mid-Autumn Festival and the New Harvest Festival. Secondly, we worship our ancestors, and we celebrate their death anniversaries every year. This helps express our respect and gratitude to them. Thirdly, we keep cooking and enjoying traditional food, especially on special occasions like the Lunar New Year. Moreover, we regularly teach children about the importance of observing traditions and customs. By doing these things we keep our rich culture alive and pass it down to the next generation.

Unit 5

A Pronunciation

1

/j/	/w/
yacht youngster yawn Yorktown yogurt	westwards warm wage software waxwork

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

B Vocabulary & Grammar

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

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

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

4

Verbs	Past simple	Past participle
tour	toured	toured
participate	participated	participated
put	put	put
meet	met	met
go	went	gone
take	took	taken

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

6 **2.** Tom has been a leader of his school club.

3. Tom has participated in charity activities.

4. Tom hasn't / has never failed an exam.

5. Tom hasn't / has never broken a promise.

6. Tom hasn't / has never donated blood.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

C Speaking

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

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

3 **Suggested answer:**

b.

A: What was your most memorable experience?

B: My most memorable experience was a camping.

A: When was it?

B: It was last year.

A: Who was you with?

B: I was with my classmates and our head teacher.

A: What do you like most about that?

B: I like most the night at the camping site.

A: What did you do then?

B: We stayed up late, lit the campfire, sang, and danced around it.

A: Sounds exciting!

B: Yes. We also grilled sweet potatoes.

A: Wow! How did you feel about it?

B: It was such a great time. We all felt very happy about the night and the experiences.

D Reading

1 **1.** A **2.** D **3.** B **4.** A **5.** B **6.** C **7.** A **8.** B

2 **1.** B **2.** D **3.** B **4.** B **5.** C **6.** A

3 **1.** C **2.** D **3.** B **4.** C **5.** D **6.** A

E Writing

1 **1.** Teenagers have various experiences at home and school.

2. They may have trips with their family or friends to new places.

3. They have chances to explore new places with their own eyes.

4. At school, they experience new activities and have hands-on experiences.

5. Teens can learn many skills from such experiences.

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

3 **Suggested answer:**

My most pleasant experience was a time with my friends one morning. We had only two lessons, so we decided to see a film after school. We called our parents for permission before going. The cinema was about three kilometres from our school. Phong and Vinh chose to cycle because it was more convenient for them. Nam and I decided to catch a bus. Wonderfully, the bus was air-conditioned and there were no other passengers because it was about 11 a.m. We felt that the bus was just for the two of us. The bus fare was inexpensive, and we even got to the cinema before Phong and Vinh did. The film was also thrilling, so we all felt that we had a great morning together.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 6

A Pronunciation

1

/fl/	/fr/
conflict	freeway
reflect	different
influence	refresh

B Vocabulary & Grammar

1 **1.** electronic devices **2.** generation gap **3.** extended family
4. traditional game **5.** natural materials

2 **1.** depended **2.** pursue **3.** replaced
4. take notes **5.** memorise

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

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

5 **1.** to ride **2.** to take **3.** not playing
4. to organise **5.** travelling

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

C Speaking

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

2 Key and explanation:

1. T (Decision 135/CP: from 1981, school education changed from 10 to 12 years.)

2. T (It's called 'váy đụp', a black, wide, above ankle skirt. It goes with one piece top (áo yếm) and collarless blouses. These were popular costumes for northern countryside women until the 1960s of the 20th century.)

3. F (Many people, especially those in the countryside, still make *banh chung* at home, by themselves.)

4. T (Firecrackers have been banned since January 1, 1995.)

5. F (In Viet Nam, dogs used to be raised for guarding homes and for food.)

6. F (Travelling by plane is now popular (more flight routes, more flights, cheaper fare), so more people can do it than in the past.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

3 **Suggested answer:**

	In the past	At present
Popular means of transportation	bicycle, motorbike, bus, train	more by motorbike, bus, plane
Duration	much longer (e.g. three days by train from Ha Noi to Ho Chi Minh City)	much shorter (e.g. 1.5 days by train from Ha Noi to Ho Chi Minh City)
Tickets	always at the ticket booth	at the ticket booth / travel agency, and more online
Finding ways	paper maps, asking local people	more using GPS

D Reading

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

Notes:

ao dai: áo dài, a Vietnamese traditional long dress

ao tu than: áo tứ thân, a four-part long dress, a traditional Vietnamese dress commonly worn in the Northern part of Viet Nam

2 **1.** A **2.** C **3.** B **4.** D **5.** B **6.** A

E Writing

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

2 **1.** C (day → daily) **2.** D (fewer → less) **3.** C (becomes → has become)
4. A (mime → my) **5.** B (equally → equal)

3 **Suggested answer:**

About three years ago, I was a shy boy. It was hard for me to express what I thought, so I could not communicate well with my friends and teachers in class. I became reserved and avoided taking part in group activities. I wanted to change it. Last year, I did an online course on public speaking. It taught me how to arrange ideas and express myself. It connected me with others on the course. Gradually, I became more confident. Now I join in my friends' talks and take part in class debates. I am happy now and feel thankful for the change.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

TEST YOURSELF 2

(40 x 0.25 = 10.0 pts)

1. C: Stress is on the second syllable, the other three words have stress on the first syllable.

2. A: Stress is on the third syllable, the other three words have stress on the second syllable.

3. B: The underlined is pronounced /h/, in other words it is pronounced /w/.

4. D: The underlined is voiceless, in other words it is pronounced /l/.

5. D: The present perfect tense is used with "not yet" to show an action which was not completed in the past and has a result in the present.

6. C: "Traditionally" is an adverb used to add more information about manner to the sentence.

7. B: "could" (past form of "can") is used in the clause after the verb "wish".

8. A: "generation gap" is a phrase used to show a difference of opinions and outlooks between one generation and another.

9. A: "heritage" means "traditions, languages, or buildings, … that were created in the past and still have historical importance (a rich heritage of …)".

10. D: The past simple is used in the clause after the verb "wish".

11. B: It is + adj (for sb) to V.

12. B: The past continuous is used with "all day" to emphasise how long an action took and how much time somebody spent doing it.

13. C: "Do / Would you mind + V-ing".

14. C: The phrasal verb "to pass sth down (to sb)" means "to hand sth down" (= to give or teach sth to younger people, who will then give or teach it to those who live after them).

15. B: "protect sb / sth" is closest in meaning to "defend sb / sth".

16. C: "practice" in this sentence means "habit / custom".

17. D: The opposite of "great love" is "disgust" (= "strong dislike").

18. A: "close" means "near" and it is opposite in meaning to "far away".

19. B: "That's alright." (= "That's all right.") is used as a reply when somebody says they are sorry.

20. D: "I appreciate it" is used as a reply when someone makes a promise.

21. C: From what is written in the second paragraph (…forgotten because we do not have any written account of them), we see that the correct answer is C.

22. B: "account" in this context means "report".

23. D: "… we know little about the people who lived just 200 years ago in central Africa, because they had no writing system."

24. A: The word "they" in this sentence refers to the noun coming before it (people who cannot write).

25. A: Throughout the passage we can infer that the correct answer is A.

26. C: use + sth (It is wrong to say "walk / go / apply our legs").

27. A: move objects (It is not logical to say "move machines / vehicles / boxes").

28. B: From the context of the sentence, we can see that B is the correct answer (developed wheels).

29. C: From the meaning of the sentence, "without" is the only correct answer.

30. D: From the meaning of the sentence, "modern" is the only correct answer.

31. C (→ had): The past simple must be used in the clause after the verb "wish".

32. A (→ to leave): To be determined + to V.

33. A: Sentence A is correct and it means the same as the original sentence.

34. D: "like + to V / V-ing" nearly means "enjoy + V-ing".

35. C: "should do sth" means giving advice.

36. D: The past continuous is used to show an action that was happening when another action interrupted it.

37. A: Option A is the only correct answer: it uses all the words and phrases given in the right order, it is right grammatically, and it is meaningful (other options are wrong grammatically or not logical in meaning).

38. D: Sentence D is the only correct answer. Other options are wrong grammatically or not logical in meaning.

39. C: Sentence C is the only correct answer. Other options are wrong grammatically or not logical in meaning.

40. B: Sentence B is the only correct answer. Other options are wrong grammatically or not logical in meaning.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 7

A Pronunciation

1 **1.** The girl ate the snack slowly.

2. Alice slipped while she was making a snowman.

3. What's the difference between a snail and a slug?

4. The white snake is not recognisable on the snow.

5. Don't slam the door. Everyone's sleeping.

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

B Vocabulary & Grammar

1 **1.** couldn't help **2.** majestic **3.** admiration **4.** explore **5.** development

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

3 **1.** possess **2.** discovered **3.** exploration
4. development **5.** admire **6.** paradise

4 **1.** C **2.** D **3.** A **4.** A **5.** B **6.** C

5 **1.** if I knew **2.** wanted to know **3.** wondered
4. that day **5.** could **6.** there were

6 **1.** She asked me if / whether I liked to go to Con Dao by ship.

2. My mum asked me if / whether I was participating in Clean-up Day the next week / the following week.

3. Laura asked the guide if / whether she could take a photo inside the pagoda.

4. Tom asked me if / whether there was anybody going with me into the cave.

5. They asked me / us if / whether I / we would take those measures to improve the situation.

C Speaking

1 **Suggested answers:**

1. *You:* Can I come home late after the party tonight?
Mum: Sure! But try to come back before 11.
You: Thanks, Mum.

2. *You:* May I dive on my own to see the coral reef?
Tour guide: I'm afraid you can't. It's not safe.

2 **Suggested answer:**

You: What natural wonder(s) have you visited recently, Mi?

Mi: Last summer, I came to see Ban Gioc Waterfall.

You: Wow! Where is it located?

Mi: It's located in Cao Bang Province, on the border between Viet Nam and China.

You: Can you tell me some of its special features?

Mi: Well, it's one of Viet Nam's most impressive natural sights. It's 30 metres high and 300 metres wide, making it the widest waterfall in our country.

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

D Reading

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

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

3 **1.** of / about **2.** located / situated **3.** flora
4. has **5.** visitor / tourist

E Writing

1 **1.** "Are you sure about these results?" the teacher asked me.

2. "Can I do the shopping when I am there?" I asked the guide.

3. "Is Kevin touring Siem Reap and Tonlé Sap Lake?" Lewis asked.

4. "Will Sue leave for Brazil next month?" I asked.

5. "Does the tour guide speak Spanish?" she said to / asked me.

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

3 **Suggested answer:**

Mount Kilimanjaro is the highest mountain in Africa - 5,895 metres above sea level. It is located in Kilimanjaro Region of Tanzania, just about 205 miles from the equator. Mount Kilimanjaro is a result of volcanic activity. It was first climbed in 1889 (by a German geologist Hans Meyer, an Austrian climber Ludwig Purtscheller and a local guide Yohani Kinyala Lauwo). In 1973 the mountain and its surrounding forests became Kilimanjaro National Park. The park was recognised as a UNESCO World Heritage Site in 1987. Kilimanjaro is now very popular with both experienced hikers and first-time adventurers. Every year, thousands of young and old climbers and hikers try to reach its summit.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 8

A Pronunciation

1

Words ending in *-ic*	Words ending in *-ious*
ar'tistic	am'bitious
ter'rific	'previous
rea'listic	'spacious
sym'bolic	vic'torious
vol'canic	mys'terious

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

B Vocabulary & Grammar

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

2 **1.** homestay **2.** online app **3.** package holiday
4. international destination **5.** fixed itinerary

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

4 **1.** tour **2.** cultural **3.** package **4.** beauty **5.** entrance

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

6 **1.** whose → who **2.** who → which **3.** which → whose
4. who → which **5.** who → whose

C Speaking

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

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

3 **Suggested answer:**

Plan of a two-day tour

Number of people: four

Place: Hai Phong

Transportation: train

Accommodation: homestay

Activities:

- Sightseeing of the city (rent 2 motorbikes): railway station, Tam Bac Lake, Iron Market
- Eating famous street food
- Visiting Do Son Beach / Going swimming

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

D Reading

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

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

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

E Writing

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

2 **Suggested answers:**

1. I like best

2. showed us around the city centre

3. she bought in Venice

4. son is a tour guide

5. is located in Australia

3 **Suggested answer:**

Ninh Thuan is a province in south-central Viet Nam. It has recently become a popular destination for tourists. Its attractions are diverse and numerous. Sea lovers can swim or sunbathe at the sunny white sand beaches or boat in Vinh Hy Bay. Those who enjoy nature can visit Nam Cuong sand hill, which is especially beautiful at dawn or sunset, or Nui Chua National Park. Ninh Thuan is also popular for the unique culture of its Cham minority ethnic group. You can enjoy their dance, sculpture, pottery, and weaving, and attend one of their many festivals during the year. Ninh Thuan offers visitors a wide range of homestays and hotels. There are so many choices that it is up to you.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 9

A Pronunciation

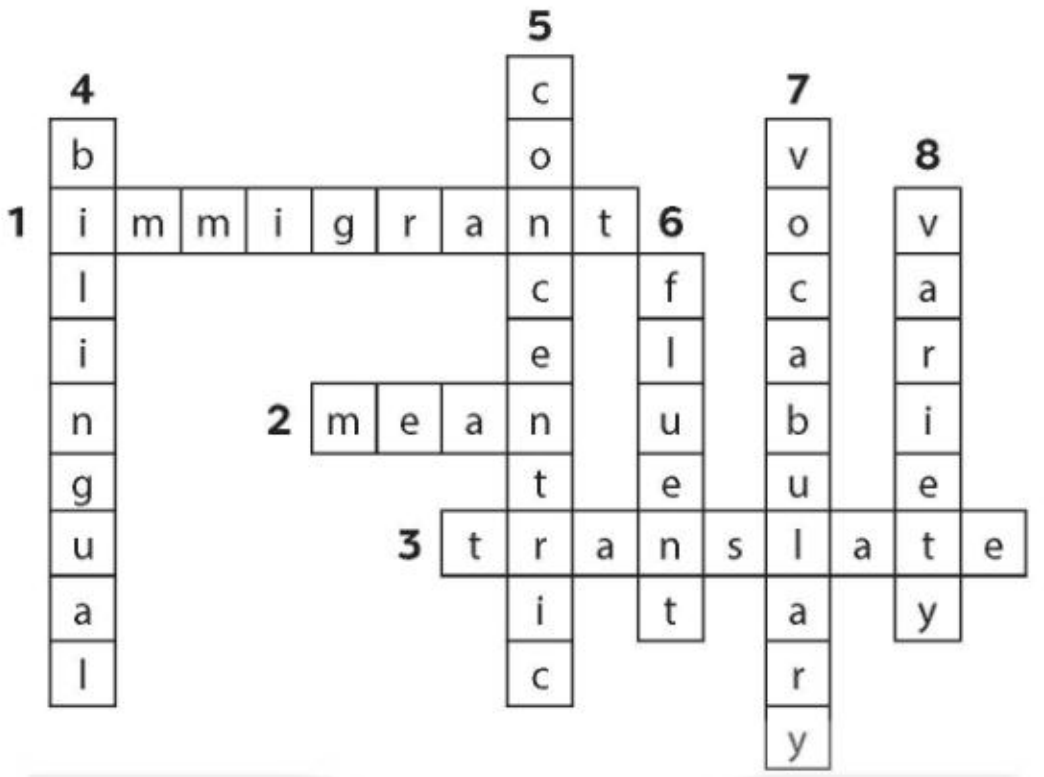
1

oOo	ooOo	Ooo	oOoo
vacation donation opinion	animation combination interaction	gravity purity unity	security equality activity

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

B Vocabulary & Grammar

1



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

3
1. exchange student **2.** official languages **3.** fluent
4. varieties **5.** first language **6.** concentric

4 **1.** A **2.** C **3.** B **4.** D **5.** B **6.** A

5
1. D (are → which are) **2.** B (which → who) **3.** B (whose → who)
4. A (which → whose) **5.** A (who → whose) **6.** C (whose → which / Ø)

6
2. She spoke to the man who is fluent in English and French.

3. He is the translator whose translated novels I like the most.

4. I don't understand the presentation (which) the scientist is giving.

5. My close friend who can speak excellent English advises me to copy new words into a vocabulary notebook.

6. My daughter, who has a strong love for English, dreams of becoming an English teacher.

C Speaking

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

2 **1.** C **2.** A **3.** F **4.** D **5.** B **6.** E

3 **Suggested answer:**

A: I really admire your English. How much time do you spend learning English?

B: I spend about one hour each day, but on Sunday, I spend more than two hours learning the subject.

A: Which language skills are you good at?

B: I'm better at listening and speaking. And I'm trying to improve my writing skill.

A: I'm not very good at listening. Can you share with me some tips for bettering my listening skill?

B: I usually watch TV programmes in English and listen to podcasts on YouTube.

A: Thank you very much. I'll look for suitable programmes.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

D Reading

1 **1.** A **2.** D **3.** C **4.** B **5.** C **6.** B **7.** D **8.** A

2

1. differ	**2.** varieties	**3.** petrol	**4.** while
5. spelling	**6.** like	**7.** ending	**8.** these

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

b **1.** When she was 5 years old.

2. Fun and engaging.

3. Bilingual school.

4. 10 lessons.

5. Maths, science and IT.

6. No, she didn't.

E Writing

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

2 **Suggested answers:**

1. Singapore is a multilingual country, and many people speak three or four languages.

2. Most children become bilingual from an early age and learn more languages as they grow up.

3. The presence of different languages has affected the English of Singapore.

4. Singlish is the kind of English which is used informally in this country.

5. Singaporean children tend to speak Singlish before speaking / they speak standard English.

3 **Suggested answer:**

Dear Nhi,

I'm happy to have received your email. I'm going to share with you why I learn English.

I learn the language firstly because I like the cultures of English-speaking countries. I'm curious about their interesting customs and traditions such as their traditional festivals and table manners. If I'm good at English, I can read or watch programmes to learn more about these. Another reason why I love the language is that I want to broaden my knowledge of different fields. As you know, English is the language of science, computers, tourism, etc. Therefore, using it well will help me learn more about different things in the world.

That's all for now, Nhi. What about you? Why do you learn English?

Cheers,

Trang

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

TEST YOURSELF 3

(40 x 0.25 = 10 points)

1. D: The underlined is pronounced /eɪ/; in the other words it is pronounced /æ/.

2. B: The underlined is pronounced /s/; in the other words it is pronounced /z/.

3. C: Stress is on the second syllable, the other three words have stress on the first syllable.

4. A: Stress is on the first syllable, the other three words have stress on the second syllable.

5. C: It is indirect speech. The reporting verb is in the past simple, so it is necessary to change the verb tense ("know" → "knew") and the pronoun ("you" → "I"). The direct question is "Do you know any natural wonders in America?".

6. B: It is indirect speech. The reporting verb is in the past simple, so it is necessary to change the verb ("is going" → "was going"), the pronoun ("you" → "she"), and the adverb of time ("this weekend" → "that weekend"). The direct question is "Are you going on a tour of Hue this weekend?".

7. A: The noun before the blank is a thing, and the relative pronoun is the subject of the relative clause, so the correct answer is "which".

8. B: The noun before the blank is a person, and the relative pronoun is the subject of the relative clause, so the correct answer is "who".

9. C: The noun before the blank is a person. After the blank is a noun phrase, and the meaning of the sentence indicates possession. Therefore, the correct answer is "whose".

10. D: "Google Maps" is an app that helps us get directions.

11. C: The phrasal verb "pick up" means "learn a language by practising it rather than being taught it".

12. A: "landscape" means "everything you can see in a large area of land, especially in the country".

13. C: It's a way to show that one speaker gives his permission for the other speaker to do something.

14. D: It's a way to respond to an obligation.

15. B: The sign means people mustn't litter in this place (the circle, a person littering, and a line across the sign).

16. C: The notice says "Just a few tickets left.", which means they have sold most of the tickets.

17. F: In the first paragraph, the author says "I started travelling with them when I was just four months old."

18. F: In the second paragraph, the author says "We normally don't stay in resorts."

19. T: In the third paragraph, the author says "I will never forget the moment seagulls took some snacks from my hands when we were sitting outside the Sydney Opera House."

20. T: In the last paragraph, the author says "I believe that when we travel together, we can strengthen our bonds ..."

21. C: Reading throughout the passage we can infer that the correct answer is C. Particularly, the author shares about the time she started travelling, the place where her family stayed, the things they did, etc.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

22. D: The word "them" in this sentence refers to the noun in the previous sentence "the people in those areas".

23. B: "one of the ..." is the signal of the superlative.

24. A: "on" goes with "coastline".

25. D: "major" is an adjective, so we need a noun after it.

26. C: The relative pronoun "which" makes clear the noun phrases before it "some beautiful beaches and lush forests". These noun phrases refer to "things".

27. A: The clause after the blank is a reason, so "because" is the only correct answer.

28. D: The meaning and grammatical feature of the sentence show that "visit" is the only correct answer.

29. fluent (The word should be an adjective to go with "is" before it.)

30. varieties (The word should be a noun in its plural form to go with "how many".)

31. discover (The word should be a verb to go with "did" in a question.)

32. exploration (The word should be a noun referring to a thing to go with "the" before and "of" after it.)

33. package (The word should go with "holidays" to make a fixed expression "package holidays".)

34. fixed (The word should be an adjective to go with the noun "itinerary" after it.)

35. More young people choose self-guided tours which require them to do everything on their own. (The sentence uses all the groups of words given in the right order; it is right grammatically, and it is meaningful.)

36. In the Inner Circle of English, people speak English as their first language. (The sentence uses all the groups of words given in the right order; it is right grammatically, and it is meaningful.)

37. if / whether I knew who the author of that dictionary was (We have to change a *Yes / No* question from direct to indirect speech. To do this, we use the verb "ask" and the word order of a statement; we add "if / whether", make necessary changes ("do you know" → "I knew"; "is" → "was"; "this" → "that") and omit the question mark.)

38. if / whether he was visiting the National Museum that Sunday (We have to change a *Yes/No* question from direct to indirect speech. To do this, we use the verb "ask" and the word order of a statement; we add "if / whether", make necessary changes ("are you visiting" → "he was visiting"; "this" → "that") and omit the question mark.)

39. tour guide (who) I spoke to yesterday (We have to make a sentence using a relative clause. The pronoun "him" in the second clause refers to "the tour guide" in the first clause, so we use the relative pronoun "who" instead of "him" in the new sentence, or you can write the answer without "who" because it is the object in the relative clause.)

40. whose son plays football very well taught us English last year (We have to make a sentence using a relative clause. The possessive adjective "her" in the second clause refers to "the teacher" in the first clause, so we use the relative pronoun "whose" instead of "her" in the new sentence.)

Unit 10

A Pronunciation

2

1. Our **Earth** is **fac**ing many **prob**lems.

2. The **rain**forest is a **com**plex **e**cosystem.

3. **Hu**man ac**ti**vities can **cause da**mage to **na**ture.

4. We should **stop hunt**ing **a**nimals and **plant** more **trees**.

5. We **need** to **raise peo**ple's a**ware**ness of environ**men**tal pro**tec**tion.

How many stressed syllables are there in each sentence?

1. 3 **2.** 3 **3.** 5 **4.** 5 **5.** 6

B Vocabulary & Grammar

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

2 **1.** habitats **2.** solar system **3.** Landforms
4. Pole **5.** Nature reserves

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

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

5 **1.** B (what is → which is) **2.** C (who → which) **3.** B (where → which)
4. A (which → who) **5.** C (which → where)

6 **1.** The Pacific Ocean is the largest body of water, which covers most of Earth.

2. Glaciers, which are large bodies of moving ice, form in very cold places.

3. Most living things on Earth need light, which is a kind of energy.

4. The water that falls to Earth is called precipitation, which can be snow, rain, or hail.

5. We can protect plants and animals by building nature reserves, which are safe places.

C Speaking

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

2 **Suggested answers:**

You persuade your partner to join a fund-raising project.

A: Have you participated in that fund-raising project?

B: Not yet. I'm a bit busy this time.

A: Why don't you give it a go? You will find it interesting.

B: OK, I'll think about that.

You persuade your partner to sing in a school charity performance.

A: How would you feel about singing in the coming school charity performance?

B: Singing in the school charity performance?

A: Yes, your contribution would really help us out.

B: Alright, I'll think about that / I'll make a contribution.

You persuade your busy teacher to join a small party with your class.

A: How would you feel about joining a small party with us next Saturday?

B: Joining a party with you next Saturday?

A: Yes, your presence would really make us happy.

B: Alright, I'll join you / I'll think about that.

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

b Suggested answers:

- A second threat to plants and animals is pollution. To deal with this, we should stop throwing rubbish into the environment. We should also stop emitting toxic gases into the air by not driving cars and riding motorbikes.
- A risk facing plants and animals is climate change / global warming. We can deal with this problem by stopping the cutting down of trees and by planting more trees. If we stop cutting down trees and plant more new trees, we can decrease the amount of carbon dioxide and balance the air.
- Hunting animals can cause ecological imbalance. This will further harm plants and animals. One way to deal with this is to build more nature reserves. Another way to stop people from hunting animals is to punish illegal hunters.
- When people cut down trees, they can also cause threat to plants and animals. To deal with this, we can punish people who cut down trees illegally. We can also encourage people to plant more trees.

D Reading

1 **1.** C **2.** A **3.** C **4.** B **5.** B **6.** D

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

b 1. T **2.** T **3.** F **4.** F **5.** T

3 **a** C

b 1. equator **2.** a thousand **3.** products and medicines

4. North America, Europe, and Northeastern Asia

5. oak and maple trees and animals like foxes, lions, eagles, and black bears

6. four **7.** change **8.** Canada, Russia, and northern Japan

9. evergreen trees and various animals **10.** two

E Writing

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

2 **Suggested answers:**

1. which provides light and heat to Earth's living things

2. which covers 70% of Earth's surface

3. which has substances / nutrition for plants to grow

4. which also includes nonliving things

5. which is a dwarf planet

3 **Suggested answer:**

There are three main types of forests, including tropical forests, temperate forests, and boreal forests.

Tropical forests or rainforests are located around the equator. They are home to various types of insects, birds, butterflies and a thousand of plant species. They help regulate climate and provide us with products and medicines.

Temperate forests can be found in North America, Europe, and Northeastern Asia. They are home to oak and maple trees and animals like foxes, lions, eagles, and black bears. The leaves of trees here fall during the winter.

Boreal forests are also called taiga, and can be found in Canada, Russia, and northern Japan. They are home to evergreen trees and animals like wolves, foxes, and hares.

Unit 11

A Pronunciation

1 **00:** 1, 3, 4, 6

00o: 2, 5, 7, 8

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

B Vocabulary & Grammar

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

2 **1.** portable music player **2.** 3D printer **3.** smart window shade
4. smartwatch **5.** camcorder **6.** robotic vacuum cleaner

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

4 **1.** B (to meet → meeting) **2.** C (is → be)
3. B (buy → buying) **4.** C (cutting → to cut)
5. A (suggested the committee → suggested to the committee)

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

6 **Suggested answers:**

1. reducing the amount of salt in your food / that you (should) reduce the amount of salt in your food

2. you (should) join a high performance football academy

3. you (should) bring it to a computer repair centre

4. buying a robotic vacuum cleaner / you (should) buy a robotic vacuum cleaner

5. using a smartphone / you (should) use a smartphone

C Speaking

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

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

3 Suggested answers:

- My favourite electronic device is a smartwatch.
- It has a square-shaped digital display. It comes with a metal strap. It has physical buttons and a touchscreen interface for interaction.
- It can do a lot of things for me. It can receive and display notifications from my smartphone, such as calls, text messages, emails, and app alerts. It offers fitness and health tracking features, including heart rate monitoring, step counting, sleep tracking, and exercise tracking. It supports various apps, including weather, calendar, music control, navigation, and more.
- In the future, smartwatches will be able to detect a wider range of health conditions and continuously monitor vital signs. They will be able to incorporate AR features, providing useful information and visual enhancements directly on our wrist. They will be able to control and interact with other smart devices in our home and surroundings.

D Reading

1 **1.** B **2.** D **3.** A **4.** B **5.** C **6.** B **7.** D **8.** C

2 **1.** A **2.** C **3.** A **4.** B **5.** A **6.** D

3 **1.** T **2.** F **3.** F **4.** T **5.** F **6.** T

E Writing

1 **1.** The sales assistant recommended (that) I should exchange the mobile phone I bought last week.

2. My uncle suggested reading the directions carefully before assembling the computer.

3. My parents advised (that) we should not use any digital devices before bedtime.

4. Future computers will have artificial intelligence features which make it easier for users to interact with computers.

5. This new phone can keep you connected through emails, video calls, and social networking apps.

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

3 **a Suggested answers:**

1. It is my smartwatch.

2. The features I like the most are its abilities to monitor my heart rate, physical activities, and sleep habits because these features keep me aware of my fitness levels and offer insightful information about my daily routine, which helps me maintain a healthier lifestyle.

3. It can seamlessly integrate into my daily routine by providing quick access to essential information, helping me stay on top of my health and fitness goals, and simplifying various tasks and interactions. Besides, it offers a valuable extension of my smartphone and a convenient way to access information and services on the go.

4. Yes, I would recommend this device to others because it offers them a convenient way to stay connected while monitoring their fitness and health.

b Suggested answer:

One electronic device that I find very useful in my daily life is my smartwatch. It is incredibly useful thanks to its small size and wearable design. I appreciate its features that let me monitor my heart rate, physical activities, and sleep habits. These features keep me aware of my fitness levels and offer insightful information about my daily routine, which helps me maintain a healthier lifestyle. I also like how easy it is to get notifications, text messages, and phone calls right on my wrist without

having to take out my phone. Whether I'm at work or working out at the gym, my smartwatch fits right into my lifestyle. Overall, I highly recommend this gadget to anybody looking for a convenient way to stay connected while monitoring their fitness and health.

Unit 12

A Pronunciation

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

2 You should raise your voice at the end of statement questions, in the second line of each conversation.

B Vocabulary & Grammar

1 **1.** C **2.** A **3.** B **4.** B **5.** D **6.** A **7.** C **8.** D

2 **a 1.** D **2.** C **3.** A
b 4. B **5.** D

3 **1.** chef **2.** tour guide **3.** software engineer
4. cashier **5.** waiter **6.** mechanic

4 **1.** C **2.** B **3.** D **4.** A **5.** D **6.** A **7.** C **8.** C

5 **1.** He was such a decisive doctor that he was able to save the patient with his quick decision.

2. Although airline pilots are well-paid, their job is stressful. / Although their job is stressful, airline pilots are well-paid.

3. The traffic was so chaotic that the traffic police had a hard time controlling the vehicle flow.

4. He is such an easy-going manager that he fails to get his workers to follow the rules.

5. Ann will be an excellent fashion designer because she has a good sense of style.

6. Since her computer operates on the company's local network, she couldn't check her personal emails.

7. She came to the interview so late that the manager refused to talk with her.

8. Though James was a good cook, his food stall was not popular with customers.

6 **1.** so → because (line 2)
2. such → so (line 3)
3. Although → Since / Because (line 4)
4. whose → who (line 7)
5. Since → Though / Although (line 9)
6. though → because (line 10)
7. so → such (line 12)
8. Though → Therefore / Hence / Thus (line 13)

C Speaking

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

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

3 Suggested answer:

Mai: Have you interviewed our classmates about the jobs they want to do in the future?

Peter: Yes. I talked to Emma, Phuong and Matt yesterday. Their ideas were interesting.

Mai: What job does Emma want to do?

Peter: She wants to be a tour guide. She hopes she can go around Asia.

Mai: Great! Emma's good at remembering details, and she's humorous and helpful. She'll do the job well.

Peter: And Phuong wants to be a fashion designer. She'll work in Italy.

Mai: Well, she has a good sense of style and she's creative. I hope one day, I can wear clothes of her brand. How about Matt? Does he still want to be a poet?

Peter: No, he changed his mind. He wants to be an actor in Hollywood!

Mai: He'll be good at that.

Peter: Does Matt have good performance skills?

Mai: Yes, he does. He has excellent performance skills. He was the leader of the school's acting club when he was in grades 6 and 7.

Peter: Oh, I didn't know that.

D Reading

1 **1.** A **2.** B **3.** B **4.** D **5.** A **6.** C **7.** B **8.** D

2 **1.** C **2.** B **3.** B **4.** D **5.** A **6.** A

3 **a** **1.** B **2.** C **3.** B **4.** A, C **5.** B **6.** A

b

1. better paid **2.** skills **3.** bartenders, chefs **4.** hygiene

5. population growth **6.** librarians, museum workers

E Writing

1 **1.** She was so dishonest that no one wanted to be her friend.

2. Minh couldn't enter the conference hall because / since he forgot his student card.

3. She submitted the application form though / although she knew she wouldn't pass the interview.

4. The school gave us such helpful career advice that we felt grateful for it.

5. Since he hasn't finished high school, he can't take the pilot training course.

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

3 Suggested answer:

My dream is to become an agricultural engineer. My daily tasks will require me to be with farmers on their farms. I will install automated equipment, so farm work becomes easier and more productive. I will help farmers with technology which both improves their crops and protects the environment. In order to do this job, I will need a university degree in agriculture. I will also need a good knowledge of farming technology. By having good communication skills, I can talk to farmers and make them trust me. I want to do this job because it gives me opportunities to contribute to my home town. Although it is a demanding job, I will try my best to do it well.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

TEST YOURSELF 4

(50 x 0.2 = 10.0 pts)

1. C: The underlined is pronounced /ʌ/; in other words it is pronounced /ju/.

2. A: The underlined is pronounced /aɪ/; in other words it is pronounced /ɪ/.

3. B: The underlined is pronounced /æ/; in other words it is pronounced /eɪ/.

4. D: The underlined is pronounced /ð/; in other words it is pronounced /θ/.

5. C: Stress is on the second syllable, the other three words have stress on the first syllable.

6. A: Stress is on the second syllable, the other three words have stress on the third syllable.

7. A: The mother wants to check if her son has understood what she has just said, so she should say: Got it?, meaning "Do you understand?".

8. C: Mai expresses her hope, and her teacher responds by saying "I hope so, too".

9. C: challenging = demanding; the word which is opposite in meaning is "easy".

10. B: lightweight = light; the word which is opposite in meaning is "heavy".

11. A (→ building): suggest + V-ing ⇒ option A needs correction.

12. B (→ which): Option B should be "which" to refer to Earth. It cannot be "what".

13. A (→ turn off): to advise that somebody do something ⇒ A is wrong.

14. A (→ Although): based on the meaning of the sentence; A should be "although", instead of "since".

15. D: Paragraph 2 in the text is about the advantages of digital technology, but the third is about the problems of digital technology.

16. A: the preceding sentence mentions "teenagers", thus "they" refers to **teenagers**.

17. C: In paragraph 2, the sentence "**They** have more opportunities to learn, get access to information…" means one benefit of technology is teenagers can get information.

18. A: "at risk" means "in danger".

19. B: The idea can be found in the last sentence of paragraph 3 "In fact, cyber-bullying on the Internet has become more serious than bullying at school."

20. C: The relative pronoun that refers to "Earth" should be "which". It cannot be "that" because it is in a non-defining relative clause.

21. B: recommend + that somebody (should) do something

22. C: suggest + that somebody (should) do something

23. B: advise somebody to do / not to do something

24. D: The sentence is a relative one, "which" refers to "a job".

25. A: The two clauses have opposite meanings, and need a connector that shows concession to connect them. Therefore, we should use "although".

"Because" and "As" are used to give reasons, so they are not appropriate here.

Despite + Noun / Noun phrase.

26. D: The second clause explains the reason for the first clause, thus "since" is the right choice. In this case, "since" means "because".

27. C: The pronoun refers to "mum's job", so it should be "whose".

28. B: The two clauses contrast with each other, and the syntax is "; …," between the two clauses, so the correct answer should be "however".

29. D: "who" refers to Mai and Ann. It cannot be "that" because this is the subject in a non-defining relative clause.

30. C: The structure is *such + Adj + Noun + that + clause …*

31. C: The structure is *so + Noun + that + clause …*

32. A: The sentence needs a connector that shows a purpose.

33. C: A non-defining relative clause should stand behind Steve Jobs, and should be placed between two commas.

34. A: The two sentences show opposing facts, so the new sentence needs a connector that shows concession. Therefore, "although" should be used.

35. C: This sentence needs a connector that shows concession, thus "although" should be used and should be placed in front of the clause that refers to a thing which happens despite an opposing fact.

36. B: "which my best friend comes from" is used to give more information about Nha Trang, so it should be placed after "Nha Trang".

37. B: The answer is a reported speech, and the direct speech is a suggestion, thus the reporting verb should be "suggest".

38. D: Clause 1 is a cause, and clause 2 is a result. So when we swap the place of two clauses, we need the connector "as" to show a reason.

39. C: A is wrong because clause 2 lacks a subject.

B is wrong because "too rich" is not different from "very rich".

D is a run on sentence, not grammatically correct.

40. D: The original sentence has an adverbial clause of concession, so the new sentence also needs a connector showing concession. The connector cannot be "because" (showing a reason), "so" (showing a result), or "or" (showing one choice of two).

41. B: "gorgeous" means "wonderful" which is a synonym for "spectacular" (large and very wonderful / beautiful).

42. A: "portable" means "can be carried around", the word "lightweight" can be a clue for the answer.

43. B: Choosing a career is not a work, not a duty or an exercise, but a task for students to do.

44. A: "study + subjects", the verb doesn't go with "objects/ schools/ areas".

45. C: The sentence says "they have no ability to enter the academic world. These students can choose ….". The answer cannot be "academic" again. The option is a pre-modifier for education, so it cannot be "training" or "job".

46. A: refers to people who finish high schools, so they are school leavers

47. C: meaning that students get real experience by themselves

48. B: It should be an adjective to stand before a noun.

49. C: This refers to what chances they have for a job, so the answer is "opportunities".

50. D: After vocational training, students get certificates. After university, students get degrees; after high school, students get diplomas. "Qualification" is an umbrella term referring to all certificates, diplomas and degrees someone has.

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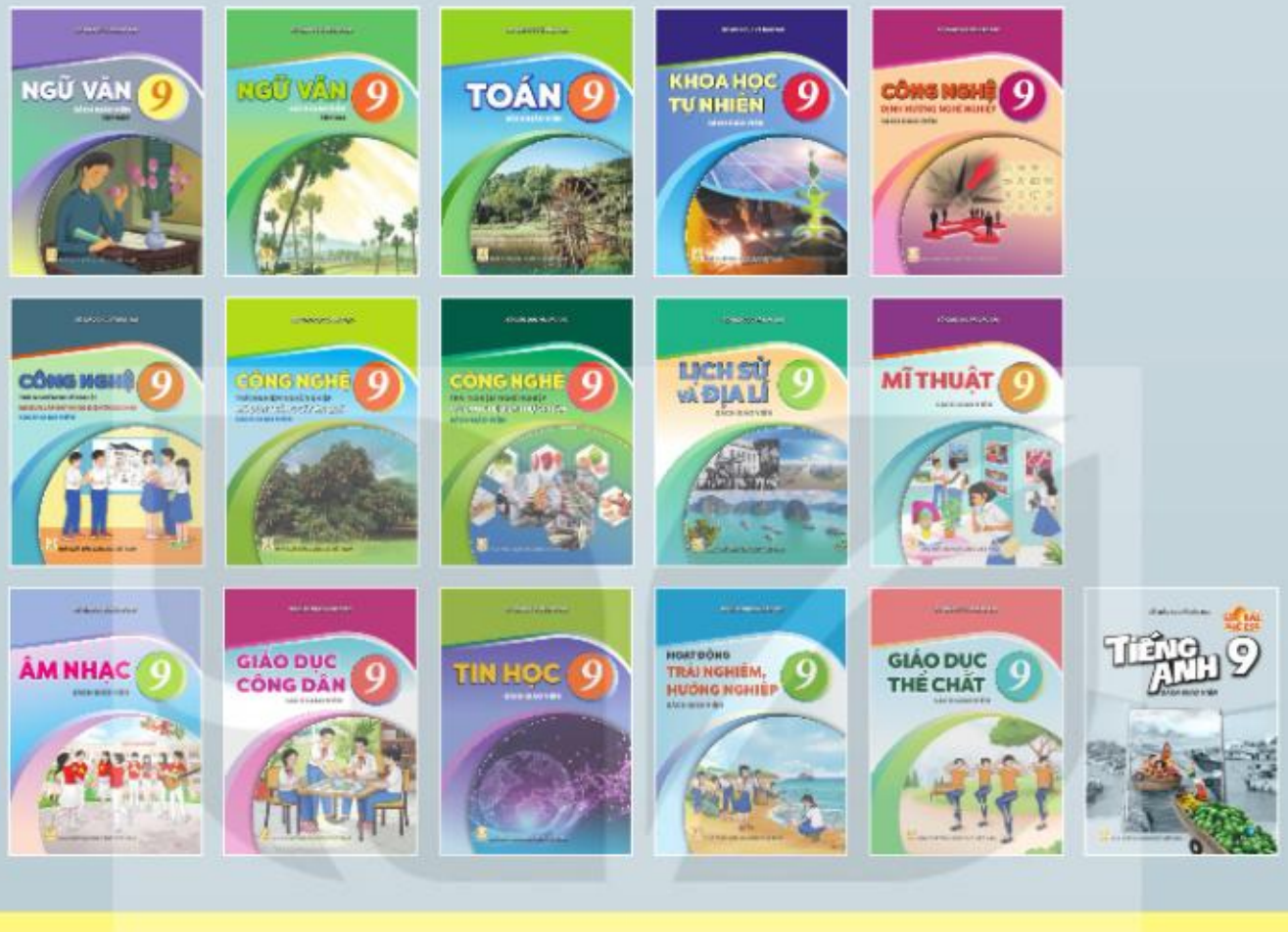
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