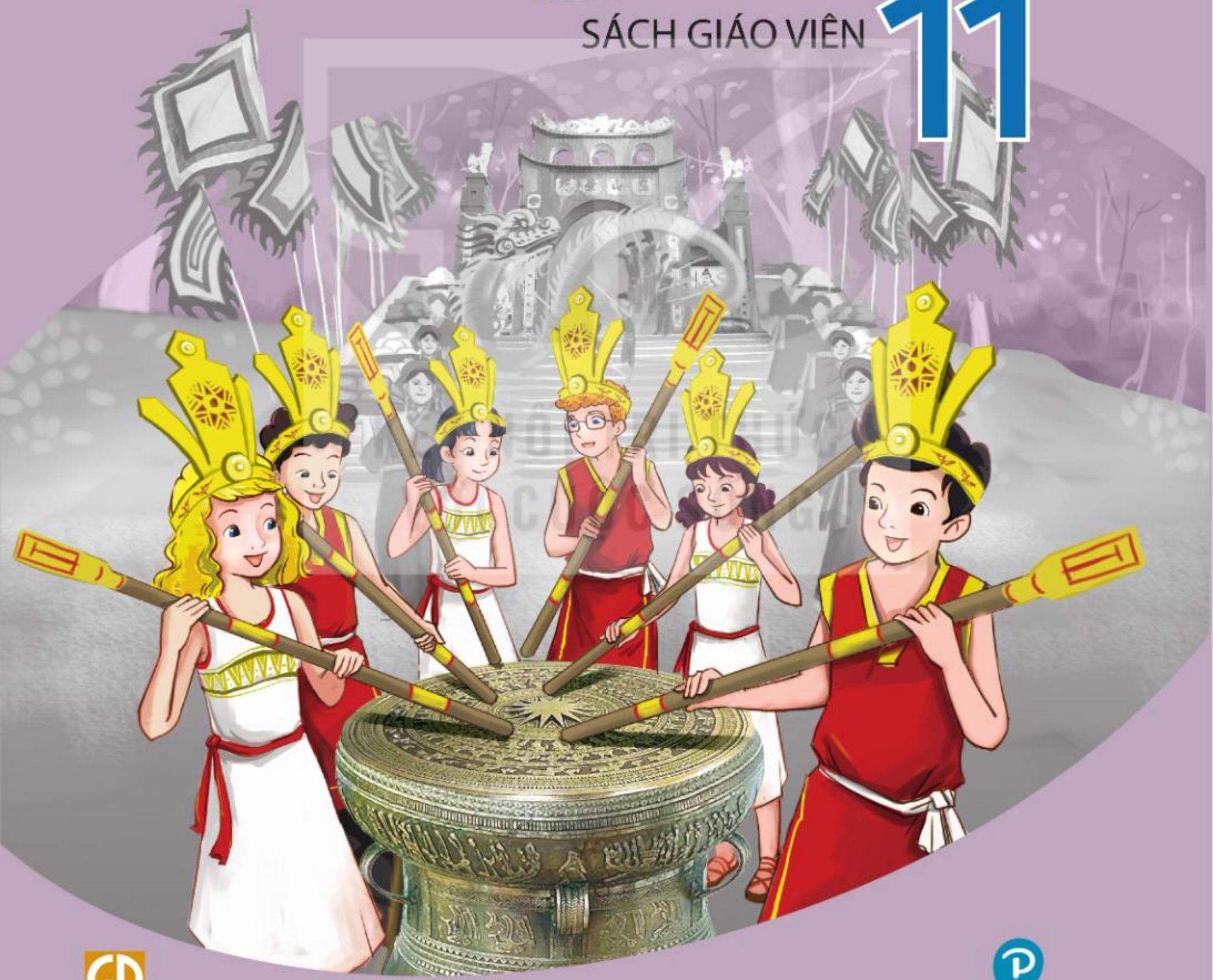
BỘ GIÁO DỤC VÀ ĐÀO TẠO

GLOBAL SUCCESS

# Tiếng Anh 11

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

HOÀNG VĂN VÂN (Tổng Chủ biên) – VŨ HẢI HÀ (Chủ biên)
CHU QUANG BÌNH – HOÀNG THỊ HỒNG HẢI
KIỀU THỊ THU HƯƠNG – NGUYỄN THỊ KIM PHƯỢNG

# Tiếng Anh 11

## SÁCH GIÁO VIÊN

*(Tái bản lần thứ nhất)*



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

Pearson

# CONTENTS


**INTRODUCTION** ..... 3

**UNIT 1:** A LONG AND HEALTHY LIFE ..... 6

**UNIT 2:** THE GENERATION GAP ..... 27

**UNIT 3:** CITIES OF THE FUTURE ..... 47

**REVIEW 1** ..... 67

**UNIT 4:** ASEAN AND VIET NAM ..... 73

**UNIT 5:** GLOBAL WARMING ..... 92

**REVIEW 2** ..... 112

**UNIT 6:** PRESERVING OUR HERITAGE ..... 118

**UNIT 7:** EDUCATION OPTIONS FOR SCHOOL-LEAVERS ..... 136

**UNIT 8:** BECOMING INDEPENDENT ..... 157

**REVIEW 3** ..... 176

**UNIT 9:** SOCIAL ISSUES ..... 182

**UNIT 10:** THE ECOSYSTEM ..... 201

**REVIEW 4** ..... 219

**TIẾNG ANH 11 - SÁCH BÀI TẬP, KEY** ..... 226


KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

# INTRODUCTION

**Tiếng Anh 11 Global Success** is the second level of a three-level English language course for Vietnamese students in upper secondary schools. It follows the systematic, cyclical, and theme-based curriculum issued by the Ministry of Education and Training accompanying Circular No 32/2018/TT-BGDĐT, on 26th December 2018. The aim of this series of textbooks is to develop students' language skills (listening, speaking, reading, and writing) as well as communicative competence so that on completion of upper secondary school, students will achieve level three of the Vietnamese Foreign Language Competence Framework (equivalent to level B1 in the Common European Framework of Reference for Languages).

## COMPONENTS OF TIẾNG ANH 11 GLOBAL SUCCESS

The course consists of a Student's Book, a Teacher's Book, a Workbook, and a CD.

### STUDENT'S BOOK

The Student's Book contains:

- a book map which provides information about the structure of the textbook and the sections of each unit;
- ten topic-based units, each comprising eight sections to be taught in eight 45-minute lessons;
- four review lessons, each providing revision and further practice of the language and skills learnt in preceding units, to be taught in three 45-minute lessons;
- glossary providing phonetic transcription of keywords related to the unit topics and their Vietnamese equivalents.

### TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching every part of each unit and suggestions for teaching techniques, which teachers can use depending on their teaching contexts. It also provides the answer keys to the activities, suggested answers for speaking and writing activities in the Student's Book and the Workbook, and the audio scripts for the listening tasks in the Student's Book.

### WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers further practice of the language and skills taught in class, and four additional tests for students' self-assessment.

### CD

The CD includes the audio for the listening activities.

## THE STRUCTURE OF EACH UNIT

The Student's Book consists of ten units. Each unit starts with an overview of the language and skills points, the communication and culture / CLIL topics, and the project, and includes eight sections providing input for eight 45-minute lessons. These theme-based units are designed to provide students with memorable lessons and enjoyable learning experience.

### SECTION 1: GETTING STARTED

**Getting Started** is the first section of the unit. It begins with a conversation which introduces the unit topic, some target vocabulary, and the grammar items. This is followed by a number of activities for checking students' comprehension and helping them identify and/or practise the vocabulary and grammatical structures presented in this section.

### SECTION 2: LANGUAGE

The **Language** section comprises three subsections: **Pronunciation**, **Vocabulary**, and **Grammar**. In the **Vocabulary** and **Grammar** subsections, some of the vocabulary and grammar points presented in **Getting Started** are now practised in more depth. In addition, some new ones are taught so that students can expand their vocabulary and grammar knowledge, and have more language items at their disposal later in the unit. In the **Pronunciation** subsection, students are given the opportunity to practise features of connected speech, rhythm and sentence stress, and intonation patterns, which are considered to be aspects of pronunciation difficult to master by learners.

When teaching these subsections, it is advisable that you focus students' attention on the three aspects of a new language point – form, meaning, and use. The three aspects of the grammar points are summarised in the **Remember!** boxes, where extra examples are also provided. In the **Vocabulary** subsection, a special emphasis is also given to collocations or words that are often used together, which students need to learn to sound more natural and idiomatic. In some **Pronunciation** subsections, there are also **Remember!** boxes, which provide useful explanations and more examples related to the pronunciation points.

### SECTION 3: READING

This section is designed to help students develop their reading skills. Reading for main ideas and for specific information is practised and reinforced throughout the textbook. The reading text also provides students with more language and ideas about the topic, which they can use later in the **Speaking** or **Writing** lessons.

Although the division between the stages is not explicit, the **Reading** section follows a three-stage teaching approach: pre-reading, while-reading, and post-reading. There are four or five activities in each **Reading** lesson.

The first one is always a pre-reading activity. It introduces the topic of the reading text, providing students with an opportunity to brainstorm ideas about the topic, and activate their prior knowledge about it. It also helps to get students involved in the **Reading** lesson.

The next two or three activities are the while-reading stage. The most useful reading skills of understanding word meanings from context, identifying main ideas, finding specific information, etc. are practised through

a variety of task types, such as deciding the best title for the text, multiple choice, true/false, comprehension questions, and gap-fills.

The last activity in the **Reading** section is the post-reading stage. It is usually a pair or group discussion activity, which asks students to express their own ideas or opinions, or share their own experiences in dealing with the issue presented in or related to the reading text. This helps students both gain a deeper understanding of the text and practise the language used there. This activity also provides opportunities for developing students' critical and creative thinking.

## SECTION 4: SPEAKING

The **Speaking** section follows the **Reading** one, so students can use the ideas and apply the language they have learnt in the speaking activities. There are four activities in this section. Although many of the vocabulary items and grammatical structures needed for the speaking tasks are presented and practised in Sections 1 and 2, the speaking activities are organised and sequenced in such a way that they are closely linked with the last activity in the **Reading** section so that the ideas and language in the reading text can be used for the speaking practice.

The activities become less and less controlled in the flow of the lesson. The language and ideas are built up through engaging activities, and examples are given when necessary so that in the last activity students are fully prepared for free production of the topic language. In all speaking activities, students are encouraged to apply their knowledge to the situation and share their own experiences when discussing the topic; therefore, the output is highly personalised. In most units, there is also a **Tips** box with different communication strategies to help students to start, develop, and maintain, as well as end their conversations and discussions on different topics more effectively and naturally. In the last two units, students review and use all the communication strategies from Units 1–8 by responding to a range of situations they are likely to encounter in real life.

## SECTION 5: LISTENING

Like **Reading**, the **Listening** section consists of four or five activities representing the three stages of the lesson: pre-listening, while-listening, and post-listening. In most units, the aim of the first activity is to pre-teach vocabulary and prepare students for the listening activities which follow. In other units, the first activity aims to draw students' attention to the topic of the lesson, making them interested in the content of the listening text. The pre-listening stage also gives students the chance to share with their peers what they already know about the topic.

The next two or three activities are the while-listening stage of the lesson and provide students with practice of listening for gist, main ideas and/or specific information, and making predictions. They also include tasks that help students learn new vocabulary or other meanings of previously encountered words and phrases in meaningful contexts. The most common task types are true/false, multiple choice, comprehension questions, choosing or sequencing ideas or topics, and gap-fills.

The last activity, which is also the post-listening stage, aims to provide more opportunities for students to demonstrate understanding of the listening text and help them connect what they have heard with their own ideas and experience. Like the post-reading activity, this activity also provides opportunities for developing students' critical and creative thinking.

## SECTION 6: WRITING

The first half of the Student's Book (Units 1–5) introduces five text types, namely short messages, essays, leaflets, proposals and articles. In each of these units, the first two activities are pre-writing activities: one that provides a model of the text type revolving around the unit topic and another one which encourages students to brainstorm and organise ideas about the writing topic. The order of the two pre-writing activities varies in the units, but the aims are the same. The model text activity is designed to focus students' attention on the structure of the text, the content of each part and the key features of the text type. The brainstorming activity is designed as a pair or group activity to help students develop content for their own texts. Some units also include a **Tips** box further explaining text type features and providing useful language. The final activity asks students to produce their own text of around 35–45 words in Unit 1 and around 120–150 words in Units 2–5, using the model and ideas they have discussed and brainstormed in the pre-writing stage.

In the second half of the book (Units 6–10), the five text types are revisited, and more time is allowed so that students can produce longer texts in class. As models are no longer needed, there is only one pre-writing activity aiming to help students brainstorm and organise their ideas about the writing topic. Then students write their own texts of around 150–180 words.

This approach to writing provides learners with useful guidance so that they feel more confident and are better equipped to deal with the challenges of the writing task.

## SECTION 7: COMMUNICATION AND CULTURE / CLIL

This section is divided into two subsections: **Everyday English** and **Culture / CLIL**.

The **Everyday English** subsection gives students the opportunity to practise common language functions used in daily life. Students are given a short model conversation to listen to and complete. This is followed by a pair-work activity, in which they make their own conversations based on real-life situations.

The **Culture / CLIL** subsection provides students with cultural knowledge about the ASEAN countries and English-speaking countries around the world. It also develops Content and Language Integrated Learning (CLIL), featuring engaging content from a range of different subject areas, such as history, geography, or science, related to the topics of the units. Through reading interesting texts, students get information about cultural

aspects of the unit topic and learn about how others live and learn. In the first activity, the recommended method is KWL (Know - Want - Learn) to help students construct their Culture/CLIL knowledge. To begin with, students start by sharing with everyone what they know about the topic. Then, they question what they want to know about the topic before they read. After reading, they reflect on what they have learned about the topic. In the second activity of this subsection, by comparing features of Vietnamese culture with those of other countries, students also broaden their knowledge about the world and develop a deeper understanding of their own culture.

**SECTION 8: LOOKING BACK & PROJECT**

This section consists of two subsections: **Looking Back** and **Project**.

The **Looking Back** subsection is designed for revision and consolidation of the unit language. It begins with a pronunciation activity which is aimed at checking students' ability to recognise and use the features of connected speech, rhythm and sentence stress, and intonation patterns they have learnt. The words and phrases in this activity are often taken from the reading, listening texts, or other parts of the unit. The vocabulary and grammar activities focus on the key vocabulary and grammar points learnt in the unit and aim at checking students' understanding of their meaning, form, and use in meaningful contexts.

The exercises in this section can be assigned as homework. Then, in class, teachers can only check students' answers and give explanations when necessary. This will save time for the Project part of the lesson.

In the **Project** subsection, students are asked to get involved in real-world tasks, such as carrying out surveys to collect information about family members or the local community, doing research on relevant topics, or designing posters to promote health or environmental issues. Since the tasks usually involve teamwork, students also develop collaborative skills and build team spirit. Much of the work can be done outside the classroom, at home, or during break time. The teacher can also set aside some class time for students to share the results of their project work. Conveying their ideas and information to an audience can also help students improve their presentation skills.

**NOTES ON TEACHING METHODOLOGY**

- The teaching of both the language skills and language elements involves a three-stage process. The pre-, while-, and post-stages are recommended for the **Reading** and **Listening** lessons. In the **Language** lessons, the process mirrors the presentation-practice-production (PPP) structure. The three-stage process is also applied in the **Speaking** and **Writing** lessons, in which the first and second stages are designed to provide the model and the language and/or ideas students will need to perform the speaking or writing task in the third stage. When applying the three-stage approach or the PPP method. Teachers should show understanding of the prior knowledge, beliefs, and expectations that students bring to class, and the need to develop self-awareness, self-reflection, critical thinking, and learning strategies.
- Students' talking time should be maximised, and interactions between students should be facilitated. Teachers can use different question types to elicit ideas from students and guide them in the process of practising the language.
- Vocabulary and grammatical items should be presented and practised in meaningful contexts. Focus should be on use as well as on form and meaning.
- The use of pairwork and groupwork should be used appropriately so that students have more opportunities to practise the language in class. However, input should be provided with clear instruction and demonstration before students are asked to work in pairs or groups.
- The use of groupwork should also be used to help develop students' team spirit and teamwork skills. Due attention should be paid to both cooperation and competition when students are asked to work in pairs or groups.
- Problems of mixed-ability classes should be dealt with by using multi-tiered tasks so that students are assigned tasks suitable for their levels. In this way, both the weaker and the stronger students are encouraged to contribute to the lesson.
- Although the **Project** is at the end of the unit, preparations for it should start right after the first lesson, when the topic and core language points have been introduced. At the end of the **Getting Started** lesson, teachers should inform students what the final product of the Project should be and how students can prepare for it. There are mainly three types of projects in this book: 1) research projects: students collect information to organise and present to the class; 2) surveys: students do a survey and report the results to the class; 3) posters or plans: students design a poster (Units 1, 3, 10) or prepare a plan (Units 8, 9), and present it to the class. However, the focus of project teaching is not only on the final product but also on the process of doing it. Based on the type of project in each unit, teachers can divide the preparation into phases so that they can monitor students' work and provide timely support. Students' project presentations should be assessed by themselves, their peers, and the teacher. Peer-assessment and self-assessment sheets should be given to students beforehand so that they can prepare for their presentations better.
- **Note:** It is required that students take notes in their notebooks, not in their textbooks.

Unit 1

# A LONG AND HEALTHY LIFE

**OBJECTIVES:**

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

- identify and pronounce strong and weak forms of auxiliary verbs;
- understand and use words and phrases related to health and fitness;
- use the past simple and the present perfect correctly;
- read for main ideas and specific information in an article about living a long and healthy life;
- give instructions for an exercise routine;
- listen for main ideas and specific information in a TV chat show about food and health;
- write a short message in response to an invitation;
- offer help and respond to offers;
- identify the main differences between bacteria and viruses;
- design a poster about a healthy habit and give a poster presentation about it.

## LESSON 1. GETTING STARTED

### WARM-UP & INTRODUCTION

**Aims:**

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- If this is the first class of the school year and you are your Ss' new teacher, introduce yourself. Then have Ss introduce themselves using some icebreaker activities, for example:
  - Birthday groups: Call out any month of the year and have Ss born in that month come up to the front of the classroom. Then continue with the other months.
  - True or false: Have each student write three statements about themselves – two true and one false. They take turns to read them while the rest of the class try guessing which one is false, e.g. *I have been to Da Nang. My favourite subject is English. I love playing sports.*
- Alternatively, do some warm-up activities related to the summer holidays or their learning goals, for example:
  - What you did during the summer holiday: Put Ss in groups of four or five. Ask Ss to write one thing they did during the summer holiday on a piece of paper. Then have Ss swap their pieces of paper randomly. Invite each student to read their sentences aloud and guess who wrote/did each thing.
  - I wish I could: Ask Ss to write on Post-it notes or small pieces of paper what they want or how they want to learn in their English classes, e.g. *I wish I could speak English more fluently*. Have Ss put their 'wishes' in a box. Pick some of them and read them aloud to the class. Tell Ss if their wishes are realistic and if they will come true, e.g. *You could definitely speak English more fluently if you keep practising speaking English with your friends.*
- To raise Ss' interest in the unit and activate their prior knowledge, put up a few images of healthy activities, e.g. exercising, eating fruits and vegetables, going to bed early, and have Ss guess the topic, i.e. healthy lifestyle or healthy habits. Elicit reasons why they think it is a healthy habit, e.g. *Exercising helps us to be strong and fit*.
  - Emphasise the importance of health and developing healthy habits at an early age. Introduce the topic of the unit (*A long and healthy life*).
  - Then ask Ss to open their books at page 8. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and CLIL topics, and the project.

## ACTIVITY 1

**Aim:** To introduce some vocabulary and the grammar points to be learnt in the unit.



I GETTING STARTED

*A healthy lifestyle*

1 **Listen and read.**

***Mark:*** Hi, Nam!

***Nam:*** Hi, Mark! Long time no see. How are you?

***Mark:*** I'm fine, thanks, but you look so fit and healthy! Have you started working out again?

***Nam:*** Yes, I have. I've also stopped eating fast food and given up bad habits, such as staying up late.

***Mark:*** I can't believe it! I thought you can't live without burgers and chips!

***Nam:*** I know. I ate a lot of fast food, but now I prefer fresh fruits and vegetables.

***Mark:*** So what happened?

***Nam:*** Well, it was my grandfather. I visited him during my last summer holiday and have learnt a lot of important life lessons from him.

***Mark:*** Really?

***Nam:*** Yes. He's a wonderful person. He has just had his 90th birthday, but he's still full of energy!

***Mark:*** Amazing! How does he stay so active?

***Nam:*** Well, he does exercise every morning, goes to bed early, and eats a lot of vegetables. We spent a lot of time together cooking, working in his garden, and walking in the parks. I've learnt from him that taking regular exercise and eating a balanced diet are the

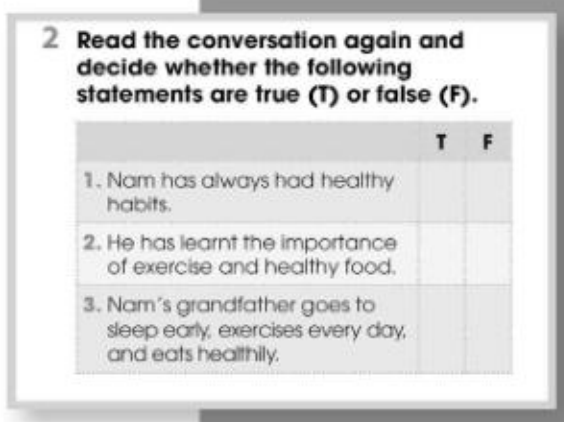
- Ask Ss to look at the picture, the heading, and the conversation, and ask questions, e.g. *What makes a healthy lifestyle?* (Eating healthily, exercising, etc.) *Who are the speakers?* (Nam and his friend Mark) *What do you think they are discussing?* (Healthy lifestyles).
- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to health and healthy lifestyles.
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time when you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, this time following the text and checking if their answers were correct.
- Call on two or three pairs of Ss to read the conversation aloud.

***Audio script – Track 1:***

*Mark:* Hi, Nam!
*Nam:* Hi, Mark! Long time no see. How are you?
*Mark:* I'm fine, thanks, but you look so fit and healthy! Have you started working out again?
*Nam:* Yes, I have. I've also stopped eating fast food and given up bad habits, such as staying up late.
*Mark:* I can't believe it! I thought you can't live without burgers and chips!
*Nam:* I know. I ate a lot of fast food, but now I prefer fresh fruits and vegetables.
*Mark:* So what happened?
*Nam:* Well, it was my grandfather. I visited him during my last summer holiday and have learnt a lot of important life lessons from him.
*Mark:* Really?
*Nam:* Yes. He's a wonderful person. He has just had his 90th birthday, but he's still full of energy!
*Mark:* Amazing! How does he stay so active?
*Nam:* Well, he does exercise every morning, goes to bed early, and eats a lot of vegetables. We spent a lot of time together cooking, working in his garden, and walking in the parks. I've learnt from him that taking regular exercise and eating a balanced diet are the key to a long and healthy life.

## ACTIVITY 2

**Aim:** To check Ss' comprehension of the conversation.



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

| | T | F |
|---|---|---|
| 1. Nam has always had healthy habits. | | |
| 2. He has learnt the importance of exercise and healthy food. | | |
| 3. Nam's grandfather goes to sleep early, exercises every day, and eats healthily. | | |

- Ask Ss to read the conversation again and decide whether each statement is true (T) or false (F). Ask them to identify and underline the keywords in the statements first. Then have them read the conversation again and locate the part that contains the information for each statement. Have them compare

the information in the conversation with each statement to work out if the statement is true or not, and why.

- Have Ss work in pairs to discuss and compare their answers.
- Check answers as a class. Encourage Ss to explain why the first statement is false and correct it.

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

**Extension:** Call out sentences from the conversation or other statements related to it, but make mistakes, e.g. *Nam eats a lot of burgers and chips these days*. Have Ss stand up when they hear a mistake and say *No.* Invite a student to correct the mistake. In stronger classes, vary the game by having Ss say the wrong statements.

## ACTIVITY 3

**Aim:** To introduce words and phrases related to healthy lifestyles.


3 **Fill in the blanks to make phrases from 1 with the following meanings.**

1. full of _____ — having the strength and enthusiasm we need for physical or mental activity
2. bad _____ — things we often do that are not good for our health
3. _____ exercise — physical or mental activity that we do frequently to stay healthy
4. _____ diet — the correct types and amounts of food that we need to stay healthy

- Have Ss look at the incomplete phrases and definitions. Explain that these are phrases related to healthy lifestyles and they are all in the conversation in **1**.
- Ask Ss to read the definitions and look for the missing words in the conversation.
- Check answers as a class.
- Have Ss further practise the target words. Put Ss into groups and ask them to come up with different collocations, e.g. 1. *energy – to lack energy, waste of energy, energy boost, positive energy, to be bursting with energy*; 2. *habit(s) – healthy/good/lifestyle habits, eating habits, to develop a habit of doing something, to make a habit of something, to change habits*; 3. *regular – regular meetings/visits, highly regular; exercise – physical exercise, get much exercise, lack of exercise*; 4. *balanced – balanced view, well-balanced report; diet – healthy diet, a diet of rice and vegetables, to change one's diet, diet rich in vitamins.* In stronger classes, have Ss explain the meaning of each new collocation or use it in a sentence.

***Key:*** 1. energy 2. habits 3. regular 4. balanced

**Extension:** In stronger classes, put Ss in pairs and have them choose other phrases from the conversation. Ss take turns to say one part of the word, e.g. *fast ...*, *life ...* or one word from the phrase, e.g. *bad ...*, *fresh ...* while their partners guess the other parts/words, e.g. *fast food, life lessons, bad habits, fresh fruits/vegetables*.

## ACTIVITY 4

**Aim:** To help Ss identify the past simple and the present perfect.


4 **Complete the text based on the conversation in 1. Use the correct forms of the verbs in brackets.**

In the past, Nam (1. eat) _____ fast food and often stayed up late. But he (2. start) _____ eating healthy food and (3. give) _____ up bad habits. He has changed his lifestyle since he (4. visit) _____ his grandfather, who (5. just, celebrate) _____ his 90th birthday.

- Tell Ss to read the summary. Focus attention on the verbs in brackets.
- Ask Ss to complete the sentences, using the correct verb form. In weaker classes, have Ss refer to the conversation in **1**.
- Check answers as a class.
- Elicit the verb tenses by asking questions about the items, e.g. *In the past, Nam ate a lot of fast food. What verb tense did you use here to show a past action?* (Past simple) *Nam has started eating healthy food. What verb tense did you use here?* (Present perfect).

***Key:*** 1. ate 2. has started 3. (has) given 4. visited 5. has just celebrated

## 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 at the last page of Unit 1, the **Project** section, look at the picture and say what the topic of the project is (*Healthy habits posters*).
- Explain the project requirements: In groups, Ss will have to design a poster about a healthy habit 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 understanding of a topic in a visual way. Their posters should be clear and engaging, with a mixture of text and tables, graphs, or pictures. 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 their healthy habit. Then the class will sit down and vote for the best poster.
- Suggest some steps Ss can follow: 1) Collect information (searching the Internet, reading magazines, brainstorming ideas, etc.); 2) Organise ideas and visuals, and design the posters; 3) Practise explaining their posters and answering questions about the content.
- 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. *healthy habits, healthy foods, health issues,* and solving any other problems that may arise with their projects.

# LESSON 2. LANGUAGE

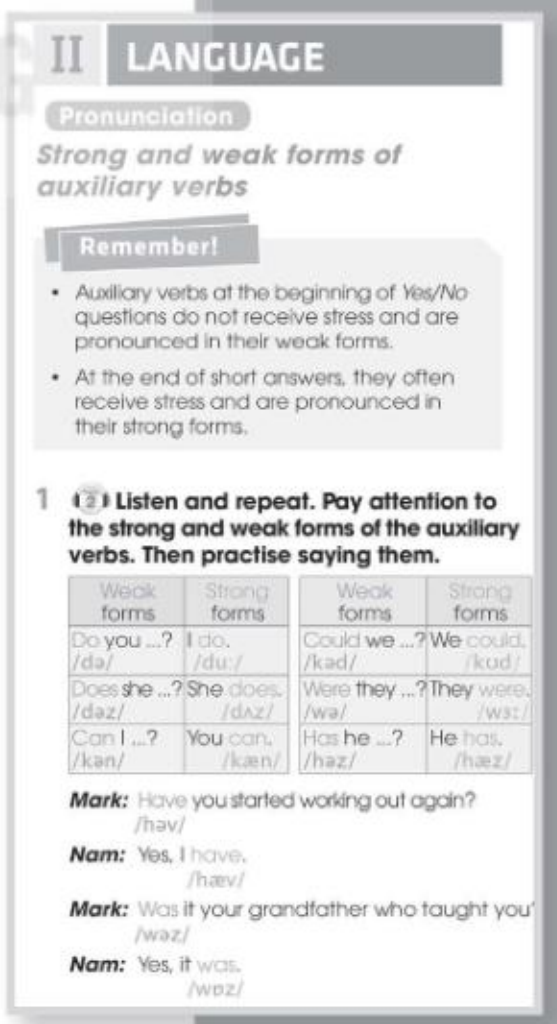
## PRONUNCIATION

### STRONG AND WEAK FORMS OF AUXILIARY VERBS

**ACTIVITY 1**

**Aim:** To help Ss recognise and practise strong and weak forms of auxiliary verbs.

- Ask Ss to read the notes in the **Remember!** box. Check understanding by asking individual Ss to briefly explain the strong and weak forms of auxiliary verbs.
- Ask Ss to listen to the recording. Have them pay attention to the strong forms (in red) and the weak forms (in blue) of the auxiliary verbs.
- Ask Ss to listen to the recording again, but this time, have them repeat the words in red and blue only.
- In weaker classes, check if Ss can read the phonetic transcriptions of the two forms.



II LANGUAGE

Pronunciation

*Strong and weak forms of auxiliary verbs*

**Remember!**

- Auxiliary verbs at the beginning of *Yes/No* questions do not receive stress and are pronounced in their weak forms.
- At the end of short answers, they often receive stress and are pronounced in their strong forms.

1 (2) **Listen and repeat. Pay attention to the strong and weak forms of the auxiliary verbs. Then practise saying them.**

| Weak forms | Strong forms | Weak forms | Strong forms |
|---|---|---|---|
| Do you ...? /də/ | I do. /duː/ | Could we ...? /kəd/ | We could. /kʊd/ |
| Does she ...? /dəz/ | She does. /dʌz/ | Were they ...? /wə/ | They were. /wɜː/ |
| Can I ...? /kən/ | You can. /kæn/ | Has he ...? /həz/ | He has. /hæz/ |

***Mark:*** Have you started working out again? /həv/

***Nam:*** Yes, I have. /hæv/

***Mark:*** Was it your grandfather who taught you? /wəz/

***Nam:*** Yes, it was. /wɒz/

***Audio script – Track 2:***

| Weak forms | Strong forms |
|---|---|
| Do you …?<br>/də/ | I do.<br>/du:/ |
| Does she …?<br>/dəz/ | She does.<br>/dʌz/ |
| Can I …?<br>/kən/ | You can.<br>/kæn/ |

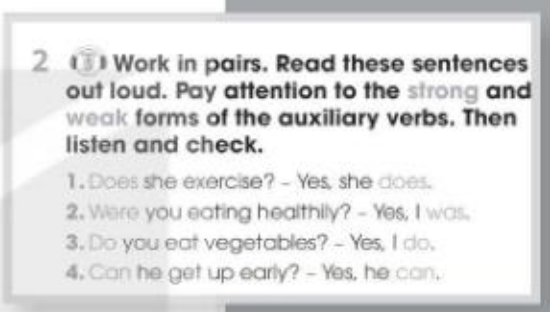
| Weak forms | Strong forms |
|---|---|
| Could we …?<br>/kəd/ | We could.<br>/kʊd/ |
| Were they …?<br>/wə/ | They were.<br>/wɜ:/ |
| Has he …?<br>/həz/ | He has.<br>/hæz/ |

*Mark:* Have you started working out again?
/həv/
*Nam:* Yes, I have.
/hæv/

*Mark:* Was it your grandfather who taught you?
/wəz/
*Nam:* Yes, it was.
/wɒz/

## ACTIVITY 2

**Aim:** To help Ss practise strong and weak forms of auxiliary verbs.


2 **Work in pairs. Read these sentences out loud. Pay attention to the strong and weak forms of the auxiliary verbs. Then listen and check.**
1. Does she exercise? – Yes, she does.
2. Were you eating healthily? – Yes, I was.
3. Do you eat vegetables? – Yes, I do.
4. Can he get up early? – Yes, he can.

- Ask Ss to read quickly through the questions and answers. Check understanding.
- Have Ss work in pairs to take turns to read each sentence aloud. Ask them to pay attention to the strong and weak forms.
- In weaker classes, ask Ss to read the red and blue words first before reading aloud the whole sentences/conversations.
- Use the conversation in **Getting Started** for further practice of strong and weak forms. First, put Ss in pairs and ask them to underline the auxiliary verbs in the text. Then play the recording and have them pay attention to them and mark the strong and weak forms. Invite some Ss to read the sentences and say how they have marked them, e.g. *Have you started working out again?* (weak) *Yes, I have.* (strong) *How does he stay so active?* (weak). Explain that auxiliary verbs in *Wh*-questions are usually pronounced in their weak forms.

***Key + Audio script – Track 3:***

1. Does she exercise? – Yes, she does.
/dəz/ /dʌz/
2. Were you eating healthily? – Yes, I was.
/wə/ /wɒz/
3. Do you eat vegetables? – Yes, I do.
/də/ /du:/
4. Can he get up early? – Yes, he can.
/kən/ /kæn/

**Extension:** In stronger classes, have pairs make new questions and answers using auxiliary verbs in the same sentence structures. Invite pairs to role-play their conversations in front of the class. Have the rest of the class say if they are using the strong and weak forms of auxiliary verbs correctly.

# VOCABULARY

## HEALTH AND FITNESS

## ACTIVITY 1

**Aim:** To introduce words/phrases related to health and fitness.

- Revise the words and phrases related to health and fitness Ss have learnt so far. In weaker classes, write the first letters and have Ss call out the whole word or phrase, e.g. *ex – exercise, en – energy, b d – balanced diet.*

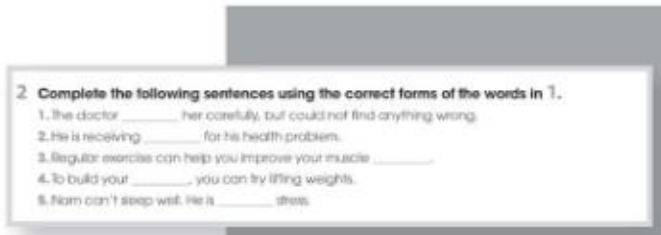

Vocabulary
*Health and fitness*
1 **Match each word (1–5) with its meaning (a–e).**
1 treatment (n)
2 strength (n)
3 muscles (n)
4 suffer (from) (v)
5 examine (v)
a pieces of flesh in our body that allow the movement of our arms, legs, etc.
b something that helps to cure an illness or injury
c the quality of being physically strong
d to have a health problem
e to look at someone's body carefully to find out if there is a health problem

- Tell Ss that they will learn more words/phrases related to health and fitness.
- Have Ss match each word with its meaning. Encourage Ss to look at the pictures and explain what they see. This way, they will develop a better understanding of the words.
- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.
- Check answers as a class.

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

## ACTIVITY 2

**Aim:** To help Ss practise the words in **1** in meaningful contexts.


2 **Complete the following sentences using the correct forms of the words in** 1.
1. The doctor _____ her carefully, but could not find anything wrong.
2. He is receiving _____ for his health problem.
3. Regular exercise can help you improve your muscle _____.
4. To build your _____, you can try lifting weights.
5. Nam can't sleep well. He is _____ stress.

- Tell Ss to read the sentences carefully and decide which word in **1** can be used to complete each of the sentences. Tell them to change the forms of the words if necessary.
- Check answers as a class. Have Ss call out the word they have used in each sentence first.
- Confirm the correct answers. Ask Ss to explain the meaning of each word using the definitions in **1**.
- Ask some Ss to read the complete sentences.

***Key:*** 1. examined 2. treatment 3. strength 4. muscles 5. suffering from

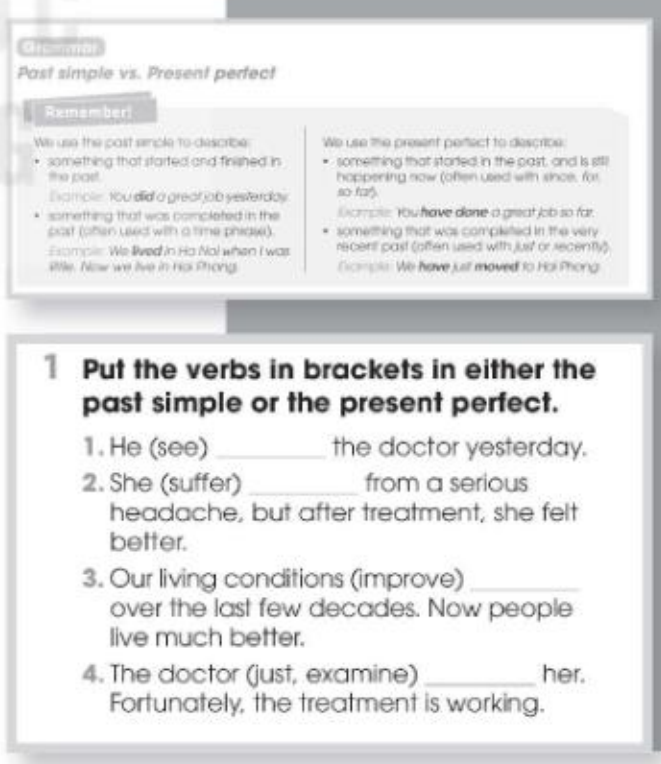
**Extension:** Write the five words on the board. Invite individual Ss to add other topic-related words they have learnt in **Getting Started**. Make sure there are about 15 words. Have Ss study them for half a minute, then turn away. Erase one word from the board. Have Ss turn back and identify which word is missing. In stronger classes, ask Ss to make sentences with the word. Continue until the board is empty.

# GRAMMAR

## PAST SIMPLE VS. PRESENT PERFECT

## ACTIVITY 1

**Aim:** To help Ss recognise the difference between the past simple and the present perfect.


Grammar
*Past simple vs. Present perfect*
**Remember!**
We use the past simple to describe:
- something that started and finished in the past.
  Example: You ***did*** *a great job yesterday.*
- something that was completed in the past (often used with a time phrase).
  Example: We ***lived*** *in Ha Noi when I was little. Now we live in Hai Phong.*

We use the present perfect to describe:
- something that started in the past, and is still happening now (often used with *since, for, so far*).
  Example: You ***have done*** *a great job so far.*
- something that was completed in the very recent past (often used with *just* or *recently*).
  Example: We ***have*** *just* ***moved*** *to Hai Phong.*

**1 Put the verbs in brackets in either the past simple or the present perfect.**
1. He (see) _____ the doctor yesterday.
2. She (suffer) _____ from a serious headache, but after treatment, she felt better.
3. Our living conditions (improve) _____ over the last few decades. Now people live much better.
4. The doctor (just, examine) _____ her. Fortunately, the treatment is working.

- Ask Ss to read the notes in the **Remember!** box to review the differences between the past simple and the present perfect. Give more explanation and examples if necessary.
- In weaker classes, review the verb forms. Write some prompts on the board and have Ss make sentences using one of the tenses, e.g. Mai / start / going to the gym / last year – *Mai started going to the gym last year.* Jim / just / start / going to the gym – *Jim has just started going to the gym.* You may also revise the negative and interrogative forms by having Ss make the opposite statement and ask questions about it, e.g. *Mai didn't start going to the gym last year. When did Mai start going to the gym? Did Mai start going to the gym? Jim hasn't started going to the gym (yet). Has Jim started going to the gym?*
- Ask Ss to put the verbs in brackets in the correct form. Tell them to pay attention to the meaning of each sentence and any grammatical clues (i.e. words that are often used with each tense, such as *ago, yesterday* with the past simple, and *yet, already, for, since* with the present perfect).
- Check answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. *1. We use the past*

*simple here because it is an action that started and finished in the past, and the grammatical clue here is 'yesterday'.*

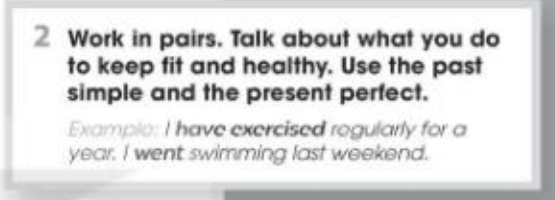
- Have Ss further practise the time expressions that go with each tense. Write down as many as you can on pieces of paper, e.g. *last week, yesterday, in 2020, two days ago, just, recently, so far, since 2020, for two weeks*. Face down the pieces of paper on the table. On the board, write the names of the two tenses in two columns. Have Ss take turns picking a piece of paper and sticking it in the correct column on the board. In stronger classes, call out the time expressions and have Ss write sentences with them in the correct column, e.g. so far – *I have read 20 pages from my book so far.*

***Key:*** 1. saw 2. suffered 3. have improved 4. has just examined

**Extension:** Ask Ss to add two to three more sentences to each item, using the past simple and/or the present perfect where appropriate, e.g. 1. *He saw the doctor yesterday. The doctor examined him carefully. He has felt better since then.*

### ACTIVITY 2

**Aim:** To help Ss practise the past simple and the present perfect in a speaking activity.


2 **Work in pairs. Talk about what you do to keep fit and healthy. Use the past simple and the present perfect.**

*Example: I **have exercised** regularly for a year. I **went** swimming last weekend.*

- Put Ss into pairs. Explain that they will talk about activities that they do to keep fit and healthy using the two verb tenses: the past simple and the present perfect.
- Ask Ss to read the example. Give further examples by talking about yourself or a family member, e.g. *I started doing yoga last week. My husband has done yoga for five years.*
- In weaker classes, elicit some activities in advance and write them on the board as prompts, e.g. *go walking, do kick-boxing, play tennis, cycle, dance.*
- Give pairs five minutes to talk about their activities. Invite some Ss to report their partner's activities to the class.

**Extension:** Have Ss brainstorm some interesting activities and write the best ones on the board as prompts, e.g. *play/swim with dolphins, climb a high mountain, make a sandcastle, cook a healthy meal for your family, run a marathon, play rugby*. Put Ss into groups and have them take turns asking the question *Have you ever (swum with dolphins)?* about each activity. If the student says *Yes, I have.*, group members continue to ask them specific questions using the past simple, e.g. *When did you (swim with dolphins)? Did you (touch the dolphins)? What did you (wear)?* The aim is to find out if the student is telling the truth.

## LESSON 3. READING

### HOW TO LIVE A LONG AND HEALTHY LIFE

### ACTIVITY 1. Pre-reading

**Aim:** To activate prior knowledge about the topic and get Ss involved in the lesson.


III READING

*How to live a long and healthy life*

1 **Work in pairs. Look at the photos and discuss the questions.**

*Which photos show healthy habits? Which ones show unhealthy habits? Why?*

- Ask Ss to work in pairs and look at the pictures. They should discuss whether each picture shows a healthy or unhealthy habit, and give reasons for their answers.
- Have some Ss share their answers with the whole class.
- Introduce the topic of the reading text.

***Suggested answer:***

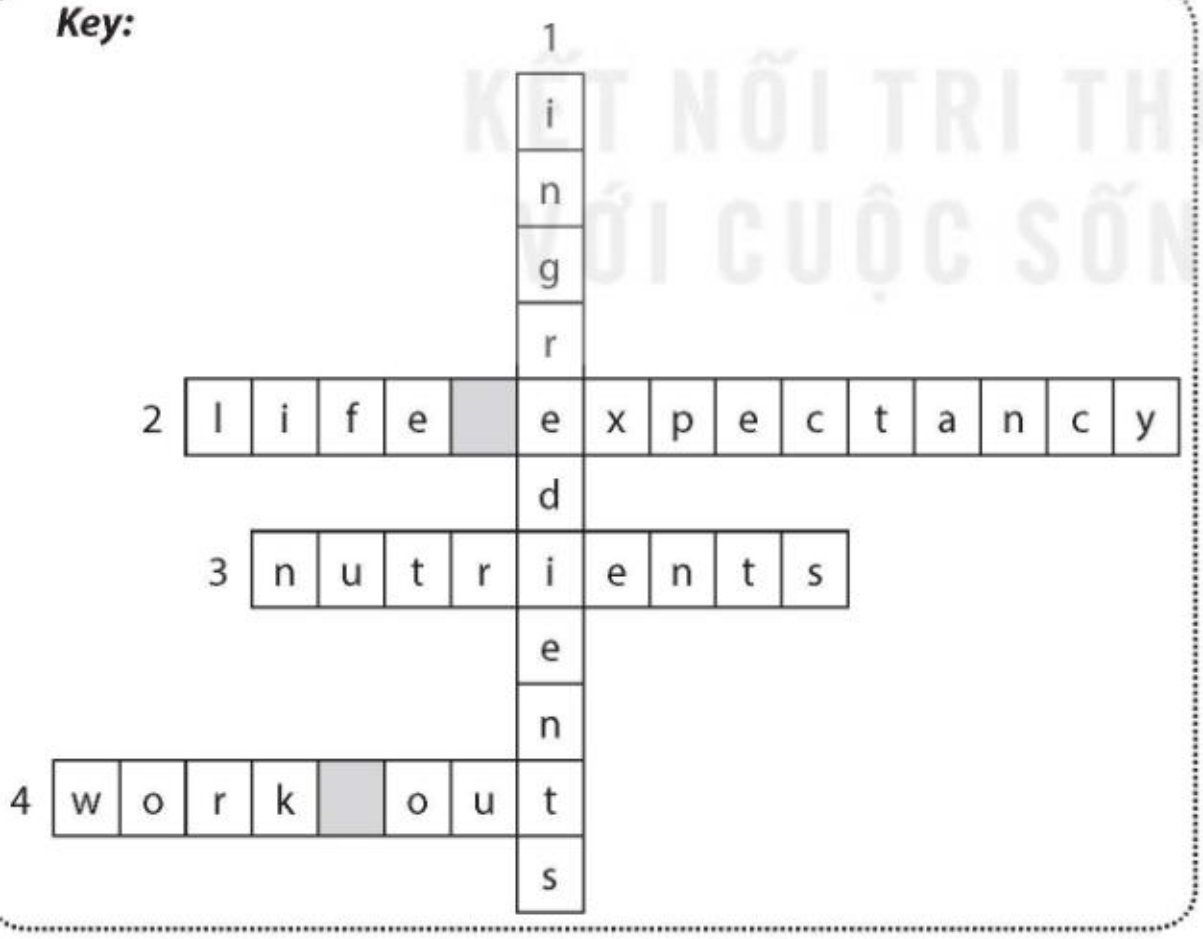
- Picture **a** shows a healthy habit because vegetables are good for our health. They help us to maintain a healthy weight and have a healthy heart and skin.
- Picture **b** shows an unhealthy habit because sleeping late or having your laptop on while sleeping has a bad effect on the quality of your sleep, which in turn may damage your health in the long run.
- Picture **c** shows a healthy habit because working out regularly helps you to keep fit, maintain a healthy weight, develop muscles, etc.
- Picture **d** shows an unhealthy habit because eating fast food or eating too much of it is not good for our heart and digestive system. It can lead to obesity/being overweight or heart diseases.

## ACTIVITY 2. While-reading

**Aim:** To help Ss practise guessing the meaning of words and phrases from context.

- Ask Ss to read the article.
- Ask Ss to work in pairs to solve the crossword using words and phrases from the text. Walk round the class and provide help if necessary. Point out the part of speech (noun, noun phrase, phrasal verb) as well as the part of the text where they can find the words and phrases.
- In weaker classes, give the first and/or last letter of each word and phrase to help them work out the answers faster.
- Check answers as a class. Have individual Ss write the words and phrases on the board. In weaker classes, check understanding of the words by asking Ss to make sentences with them.

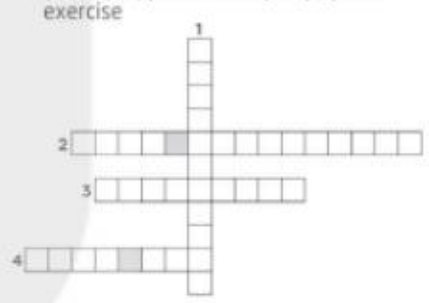
***Key:***




**2 Read the article. Solve the crossword with words and phrases from it.**

DOWN

1. (Section A, noun) the things from which something is made
2. (First paragraph before Section A, noun phrase) the number of years that a person is likely to live
3. (Section A, noun) things to keep a living thing alive and help it grow
4. (Section B, phrasal verb) do physical exercise




*Life expectancy has generally increased over the past few decades, and some people enjoy a longer and healthier life than others. One possible explanation is that they have healthy lifestyle habits. So how can you develop these habits?*

A. _____

Start by looking at food labels, paying attention to ingredients and nutrients, such as vitamins and minerals. Avoid having food with too much salt or sugar, such as fast food. Furthermore, add more fresh fruits and vegetables to your diet, and remember to eat a big breakfast and a small dinner.

B. _____

If you have not been very active, start exercising slowly, but regularly. To begin with, choose the type of exercise that is suitable for you. Then, start slowly, for example, by doing exercise for only 5 to 10 minutes a day. When your body is ready for more exercise, you can work out longer. Finally, exercise regularly to always keep your body fit and your mind happy.

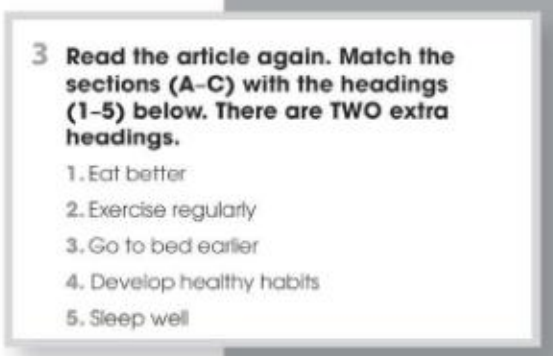
C. _____

A good night's sleep is very important. Before you go to bed, avoid having coffee or energy drinks. Exercise can help you have a better sleep, but avoid exercising right before bedtime. Never use your mobile phone or laptop in bed and turn off all your electronic devices at least 30 minutes before you go to bed. Their screens give off blue light that can prevent you from sleeping well. Finally, if you still can't fall asleep, do something repetitive or listen to some soft music to relax before trying to sleep again.

**Extension:** Choose some topic-related vocabulary items from the text and play the game *Hangman*. In weaker classes, write the lines for the letters of the chosen words on the board and play it as a class activity. Each time a student guesses wrongly, draw a part of a stick man being hanged. The aim is for the class to guess the word before you complete the drawing. In stronger classes, have Ss play the game in groups.

## ACTIVITY 3. While-reading

**Aim:** To help Ss practise reading for main ideas.


3 **Read the article again. Match the sections (A–C) with the headings (1–5) below. There are TWO extra headings.**

1. Eat better
2. Exercise regularly
3. Go to bed earlier
4. Develop healthy habits
5. Sleep well

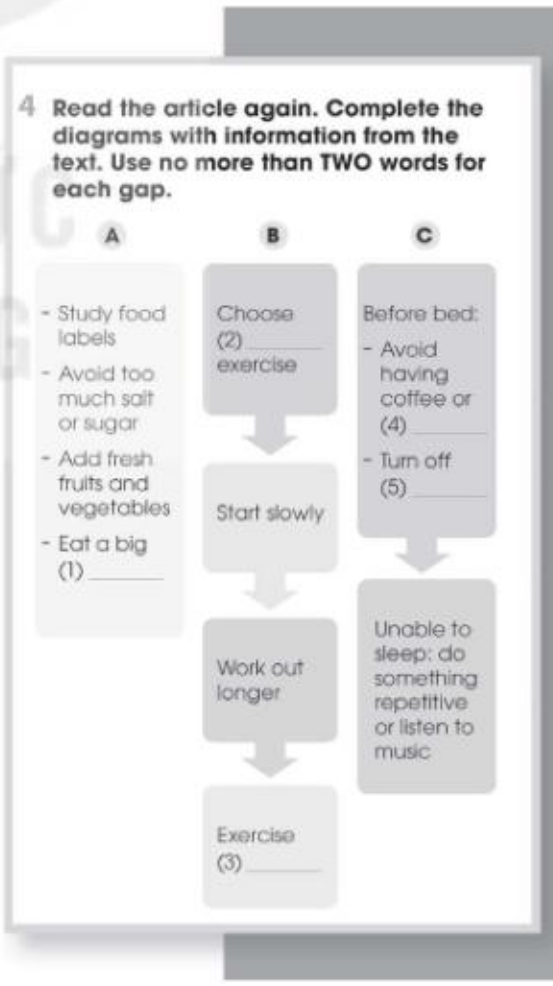
- Ask Ss to read the five headings and make sure they understand their meaning.
- Ask Ss to read the text quickly, then match each of the three paragraphs with a heading. Remind them that there are TWO extra headings they will not need.
- Remind them that incorrect headings for a section are often 'irrelevant' (i.e. not mentioned in the section), 'too narrow' (i.e. only representing part of the section) or 'too general' (i.e. not limited to that section).
- Check answers as a class.
- Ask Ss if they know what a topic sentence is and how it is related to the main idea of a text or paragraph, e.g. *It is the most important sentence. It is usually the first one in a paragraph. It gives an overview of the main idea.* Explain that although most paragraphs have a topic sentence, there might be cases when a paragraph may not need one. Put Ss in groups and have them go through paragraphs A to C, and try to identify the topic sentences, e.g. Paragraph C – *A good night's sleep is very important*. As for paragraphs A and B, ask Ss to write suitable topic sentences using the headings, e.g. Paragraph A – *It is very important to eat well/eat a healthy diet and get all the nutrients you need*. Paragraph B – *Regular exercise is essential for a healthy body and mind, and should become part of your lifestyle.*

***Key:*** A – 1 B – 2 C – 5

**Extension:** Have Ss explain why certain headings are not needed, e.g. *Heading 3 is not mentioned anywhere in the text, so it can't be the correct answer. Heading 4 is too general and should be the main idea of the whole text rather than a single paragraph.*

## ACTIVITY 4. While-reading

**Aim:** To help Ss practise reading for specific information.


4 **Read the article again. Complete the diagrams with information from the text. Use no more than TWO words for each gap.**

A
- Study food labels
- Avoid too much salt or sugar
- Add fresh fruits and vegetables
- Eat a big (1) _____

B
Choose (2) _____ exercise
↓
Start slowly
↓
Work out longer
↓
Exercise (3) _____

C
Before bed:
- Avoid having coffee or (4) _____
- Turn off (5) _____

↓
Unable to sleep: do something repetitive or listen to music

- Ask Ss to study the diagram. Make sure they understand that each branch is a summary of a main paragraph of the text, and follows a logical sequence. In weaker classes, give Ss an example, e.g. *Branch A shows what to do if we want to have a long and healthy life by eating better. The information is from paragraph A in the text. As we can see, the first thing to do is to look at food labels. Then we should avoid too much salt or sugar. Next ...*
- Draw Ss' attention to the gaps. Tell them that they are going to fill in each blank with no more than TWO words. These words should be taken from the text.
- Encourage Ss to guess the type of information they need for each gap, e.g. *For gap (1) we need a noun. There should be an adjective in gap (2).*
- Ask Ss to scan through each paragraph, locate the information for each gap, check if the answers have no more than TWO words and fit the gaps in terms of both meaning and the type of information they have guessed earlier.
- Check answers as a class.

***Key:*** 1. breakfast 2. suitable 3. regularly 4. energy drinks/exercising 5. electronic devices

**Extension:** Play a game. Make some statements based on the text and have Ss decide whether they are True, False, or Not given by doing some actions. If the statement is True according to the text, they should raise their right hand. They should raise their left hand for a false statement, and stand up if it is Not given (No information is provided). For example, *We should avoid food with too much fat.* (Not given/stand up) *We should work out hard from the start.* (False/left hand) *Blue light from electronic devices makes it hard to sleep.* (True/right hand).

### ACTIVITY 5. Post-reading

**Aim:** To help Ss use the language and ideas from the reading to reflect on their own lifestyle.


5 **Work in pairs. Discuss the following questions.**

*Do you find the advice in the article useful? Have you tried following any of the suggestions in 4?*

- Ask Ss to work in pairs. Have them discuss if they have found any useful advice in the text and if they have followed these suggestions themselves. Encourage them to explain why they find the advice useful and how they actually try or will try to incorporate these healthy habits into their daily routine.
- Invite some pairs to share their answers with the whole class.

***Suggested answer:***

I find the advice about healthy eating very useful. I usually avoid eating food with too much salt or sugar, and try to eat more fruit and vegetables. But I don't pay much attention to food labels. I think I'll try to read them from now on before I buy any food items.

The last piece of advice is most useful for me. I avoid having coffee or tea before bed, but I keep reading messages and posts on my phone in bed, and then find it hard to fall asleep. I think this is an unhealthy habit. I'll try to turn off my phone before I go to bed in the future.

**Extension:** Put Ss in groups and have them prepare a quiz based on the information and advice in the reading text, e.g. *Do you read food labels? Do you avoid food with too much salt or sugar? Do you eat fruits and vegetables every day?* Ss can also decide how many points to give for every positive response or if a negative response means deducting points. After groups create their quizzes, ask Ss to walk round the classroom and quiz Ss from other groups. Set a time limit. Then have individual Ss report their findings to the whole class.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## LESSON 4. SPEAKING

### GIVING INSTRUCTIONS FOR AN EXERCISE ROUTINE

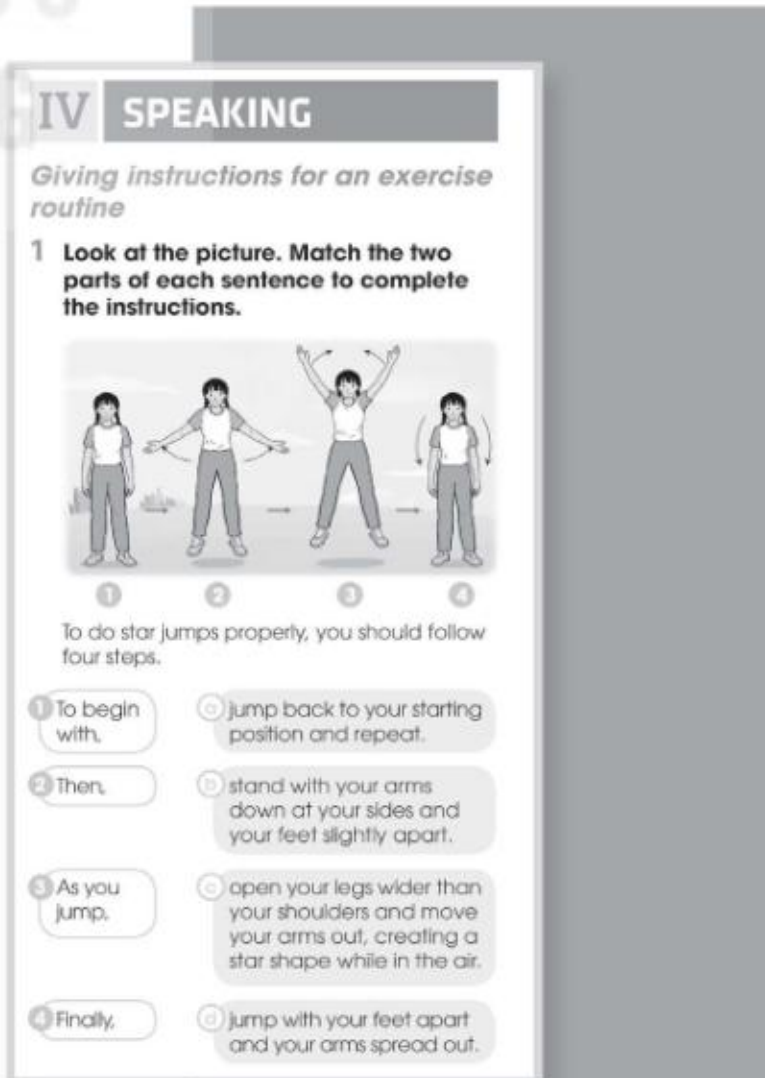
**Learning outcome:** By the end of the lesson, Ss will be able to give instructions for an exercise routine.

### ACTIVITY 1

**Aims:**

- To provide model instructions for an exercise;
- To introduce ways to give instructions.

- Ask Ss if they know what a star jump is or looks like, e.g. *an exercise in which you stand with your legs together and your arms at your sides and jump to a position with your legs apart and your arms spread out*. Do some star jumps for Ss to have a clearer idea.
- Ask Ss to match each beginning to the main part of each sentence to complete the instructions for doing star jumps.


IV SPEAKING

*Giving instructions for an exercise routine*

1 **Look at the picture. Match the two parts of each sentence to complete the instructions.**



① ② ③ ④

To do star jumps properly, you should follow four steps.

| | |
|---|---|
| ① To begin with, | c jump back to your starting position and repeat. |
| ② Then, | b stand with your arms down at your sides and your feet slightly apart. |
| ③ As you jump, | c open your legs wider than your shoulders and move your arms out, creating a star shape while in the air. |
| ④ Finally, | d jump with your feet apart and your arms spread out. |

- Check answers as a class.
- Tell Ss to read the explanations, examples, and useful phrases in the **Tips** box.
- Ask Ss to give examples from the activity for some of the tips. Ask them to underline the linking words or phrases.

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

## ACTIVITY 2

**Aim:** To help Ss practise linking words and phrases when giving instructions.

- Ask Ss to study the 'How to burn fat' diagram. Tell them that this is an exercise routine that helps people to reduce fat in the body.
- Make sure Ss understand the words in the diagram. If necessary, further explain them, e.g. *squats (an exercise in which you stand with your feet apart and raise and lower your bottom by bending and straightening your legs)*. Have Ss study the pictures or use body language to demonstrate each move.
- Ask Ss to use the words and phrases in the **Tips** box to complete the first part of the instructions.
- Check answers as a class.

***Suggested answer:***

1. First 2. Second/Next/Then
3. Next/Then

## ACTIVITY 3

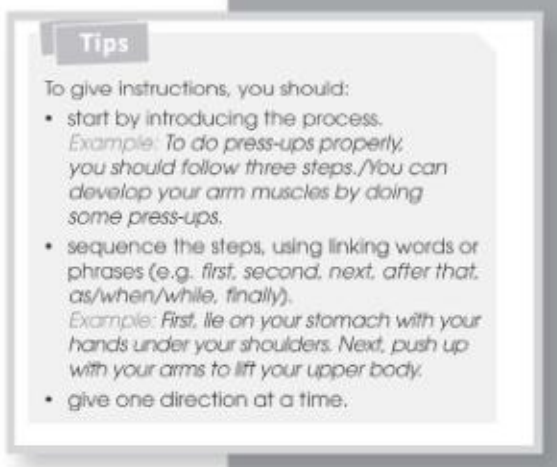
**Aim:** To give Ss an opportunity to practise giving instructions for an exercise routine in pairs.

- Ask Ss to work in pairs. They should give the full instructions for the 'How to burn fat' routine.
- Remind Ss to refer to the tips and expressions in the **Tips** box.
- For weaker classes, give them more examples and guidance by asking them to study the next picture in the sequence first (i.e. the third picture). Then ask them to make an instruction for this step of the exercise routine, using the proper linking words and phrases, e.g. *Then repeat on the opposite side for 10 seconds*. Correct any mistakes if necessary and encourage Ss to continue with other pictures.
- Walk round to provide help if necessary.

***Suggested answer:***

Then,/After that, repeat on the opposite side for 10 seconds. After another one-minute rest, do squats for 30 seconds. Next,/After that, rest for another minute. Finally, run on the spot for 20 seconds.

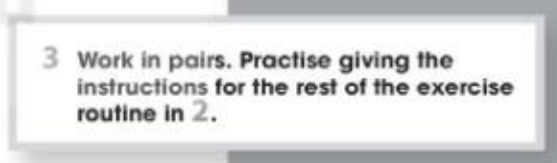
**Extension:** Have Ss play a guessing game in groups. Each student gives instructions for a type of exercise while the rest of the group try to guess it, e.g. *Stand with your legs together and your arms at your sides. Then jump to a position with your legs apart and your arms spread out.* (star jumps)


Tips

To give instructions, you should:

- start by introducing the process.
  *Example: To do press-ups properly, you should follow three steps./You can develop your arm muscles by doing some press-ups.*
- sequence the steps, using linking words or phrases (e.g. *first, second, next, after that, as/when/while, finally*).
  *Example: First, lie on your stomach with your hands under your shoulders. Next, push up with your arms to lift your upper body.*
- give one direction at a time.





3 Work in pairs. Practise giving the instructions for the rest of the exercise routine in 2.

In stronger classes, encourage Ss to come up with their own ideas for exercise, e.g. *Move along fast by taking quick steps. Make sure you lift each foot before the next one touches the ground.* (running)

**ACTIVITY 4**

**Aim:** To give Ss an opportunity to practise giving instructions for an exercise routine in groups.


4 Work in groups. Take turns demonstrating the exercise routine and giving instructions to the rest of your group so they can do the exercise with you.

- Ask Ss to work in groups. They should take turns demonstrating and giving instructions for the exercise routine while the rest of the group follow.
- If time allows, have some groups come to the front and give the instructions while the rest of the class perform the routine together.
- Praise groups for good effort, teamwork, and clear instructions.

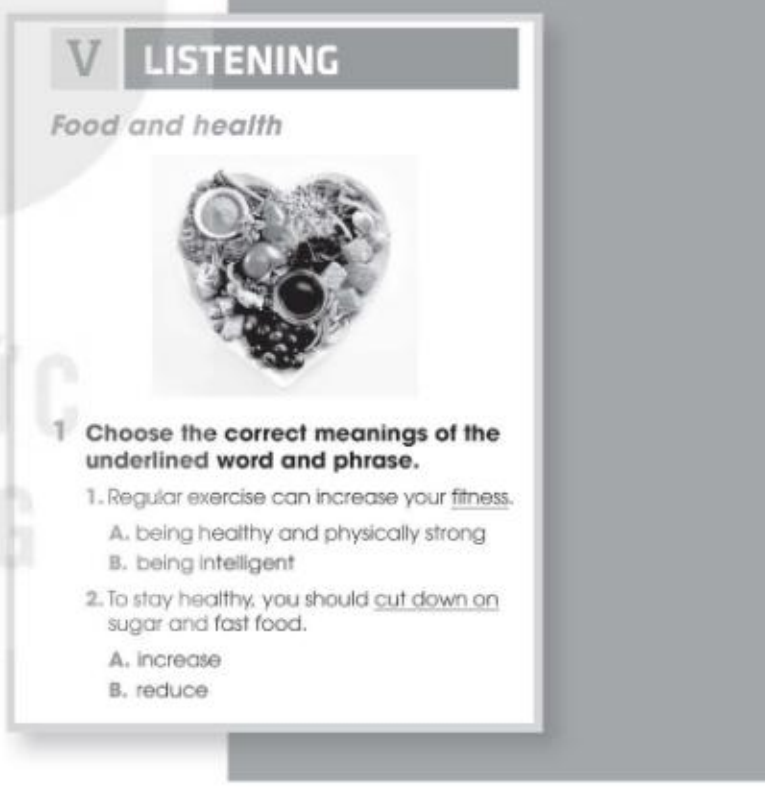
**Extension:** Ask Ss to work in pairs and come up with instructions for another exercise routine. Then invite some pairs to demonstrate their routine in front of the class and give instructions. Encourage the rest of the class to follow their instructions and do the exercises.

# LESSON 5. LISTENING

## FOOD AND HEALTH

**ACTIVITY 1. Pre-listening**

**Aim:** To introduce words and phrases to help Ss understand the listening, and get Ss involved in the lesson.


V LISTENING

*Food and health*



1 **Choose the correct meanings of the underlined word and phrase.**

1. Regular exercise can increase your fitness.
   A. being healthy and physically strong
   B. being intelligent
2. To stay healthy, you should cut down on sugar and fast food.
   A. increase
   B. reduce

- Write the phrase 'balanced diet' on the board. Help Ss to recall what a balanced diet is, i.e *A diet that contains different kinds of foods in appropriate amounts to give our body the nutrients it needs*. Ask Ss if they have a balanced diet.
- Ask Ss to do the activity by choosing the word or phrase with the closest meaning to the underlined ones.
- Check answers as a class. Make sure Ss understand their meaning.

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

**Extension:** Put Ss into groups and have each group make two sentences with the noun 'fitness' and two sentences with the phrasal verb 'cut down on'. Set a time limit of two minutes. The group with four correct sentences is the winner.

**ACTIVITY 2. While-listening**

**Aim:** To help Ss practise listening for the main idea.


2 Listen to a TV chat show about teen health. Choose the topic of the show.

A. Health products and fitness programmes for young people
B. Food for skincare and brain development
C. Healthy food for young people
D. Food that can replace exercise

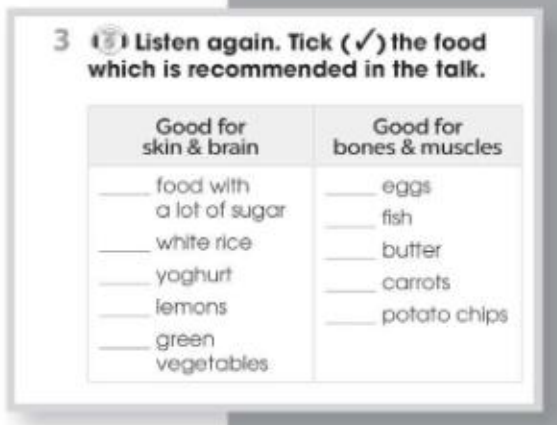
- Tell Ss that they are going to listen to a TV chat show.
- Have them read the four topics and check understanding. In weaker classes, pre-teach more difficult vocabulary, such as *health products, skincare,* and *brain development.*
- Play the recording and have Ss choose the topic of the talk.
- Remind them that incorrect choices are often 'irrelevant' (i.e. not mentioned in the talk), 'too narrow' (i.e. only representing part of the talk) or 'too general' (i.e. too broad or too vague).

- Check answers as a class. Explain why C is the correct answer (i.e. the talk is about different kinds of healthy foods for teenagers) and why the other answers are incorrect (i.e. A and D are not mentioned, and B is not the main idea of the whole talk).

***Key:*** C

## ACTIVITY 3. While-listening

**Aim:** To help Ss practise listening for specific information.


3 Listen again. Tick (✓) the food which is recommended in the talk.

| Good for skin & brain | Good for bones & muscles |
|---|---|
| ____ food with a lot of sugar | ____ eggs |
| ____ white rice | ____ fish |
| ____ yoghurt | ____ butter |
| ____ lemons | ____ carrots |
| ____ green vegetables | ____ potato chips |

- Put Ss in pairs. Have them read the list of foods in the table, and guess which ones are good for skin and brain, and which ones are good for bones and muscles.
- Play the recording. Ask Ss to put a tick (✓) next to the food which is mentioned and recommended in the talk. Emphasise that they should tick words that are not only mentioned in the talk, but also recommended by the speaker as being good.
- In weaker classes, pre-teach some of the expressions the speaker uses to recommend the foods, e.g. *great for healthy skin, improve brain health and memory.*
- Check answers as a class.

***Key:***

| Good for skin & brain | Good for bones & muscles |
|---|---|
| food with a lot of sugar | ✓ eggs |
| white rice | ✓ fish |
| ✓ yoghurt | ✓ butter |
| lemons | ✓ carrots |
| ✓ green vegetables | potato chips |

**Extension:** Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. *Who is Katherine Jones?* (A food expert) *What do many people think of when they want to improve their health?* (Expensive health products and fitness programmes).

## ACTIVITY 4. While-listening

**Aim:** To help Ss practise listening for specific information.


4 Listen again and complete the sentences. Use ONE word for each answer.
1. Teens should avoid food that contains a lot of _____.
2. Green vegetables can help teens _____ better.
3. Food such as eggs and fish can help teens become taller and _____.
4. Eating a healthy diet can't replace _____.

- Put Ss in pairs. Have them read the incomplete sentences and try to remember the words used in the chat show to complete them. Remind them to use only one word.
- Play the recording and ask Ss to check their answers. In weaker classes, pause the recording at the answers, and repeat or write the words.
- Check answers as a class by asking Ss to read the sentences.

***Key:*** 1. sugar 2. concentrate 3. stronger 4. exercise

***Audio script – Tracks 4 + 5 + 6:***

*TV host:* Good evening! This is Oliver and this is 'Teen Life', where we answer questions from young people. This week we have received a lot of health questions, so today we have Katherine Jones, a food expert, to talk about healthy eating for teenagers and how food can affect their health. Welcome and thank you for joining us, Katherine.

*Katherine Jones:* Good evening, and thank you for inviting me. Well, when people want to improve their health and fitness, they often think of expensive health products and fitness programmes.

But in fact, we can solve many of our health problems if we just eat healthily. For example, a lot of teenagers suffer from acne, pimples or other skin issues, and often look for expensive skincare products. This is not necessary because they can simply change their diets for better skin. Food with a lot of sugar is not very good for your skin, so you should cut down on sugary desserts and drinks. By contrast, brown rice, yoghurt, watermelons, and green vegetables are great for healthy skin. Moreover, green vegetables can improve brain health and memory, and help teens concentrate better. Teenagers are still growing, so they also need food for building strong bones and muscles. Research shows that eggs, fish, butter, carrots, and sweet potatoes can help make them taller and stronger. Although food can't replace exercise, eating a balanced diet, supplying all the nutrients you need, will definitely help improve your muscle strength.

*TV host:* I guess 'you are what you eat' after all. Thank you, Katherine.

**Extension:** Help Ss improve their listening, spelling, and writing skills by using the recording for dictation practice. 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.

## ACTIVITY 5. Post-listening

**Aim:** To help Ss use the language and ideas from the listening to make healthy meal plans.

5 Work in groups. Make a healthy meal plan for one day and explain why you have selected the foods.

- Put Ss in groups and have each group make a healthy meal plan for one day, including three main meals plus some morning and afternoon snacks. They should also think of the reasons why they would like to include certain foods in the plan.
- Remind Ss to refer to the foods they have ticked in the table in **3**. Encourage them to brainstorm other healthy ingredients and think about what meals they can prepare using them. In weaker classes, do the brainstorming with all Ss and write the best ideas on the board.
- Invite some groups to share their meal plans in front of the class. Have the class vote for the best one.

***Suggested answer:***

A healthy meal plan for one day:

Breakfast: Avocado egg toast and orange juice

Morning snack: 1 apple

Lunch: Tuna salad with green vegetables and 1 slice of wholemeal bread

Afternoon snack: 1 cup of yoghurt with blueberries

Dinner: Fish with brown rice and steamed broccoli, and some ice cream for dessert

I have selected these foods because they are healthy foods which are rich in vitamins and can provide a wide range of nutrients for my day.

**Extension:** In stronger classes, have Ss try to work out the number of calories of each dish in their meal plans, and what nutrients and vitamins it contains, e.g. protein, carbohydrates, vitamin C or D, calcium, etc. If Ss have access to the Internet, they can find useful information online. Alternatively, provide the information in advance, for example, what food sources vitamins and minerals come from: *Calcium comes from milk, yoghurt, soy milk, cheese, kale; Fibre comes from plant food including oatmeal, lentils, peas, beans, fruits, and vegetables.*

# LESSON 6. WRITING

## A SHORT MESSAGE

**Learning outcome:** By the end of the lesson, Ss will be able to write a short message in response to an invitation.

### ACTIVITY 1

**Aim:** To familiarise Ss with the structure and language of a short message.


VI WRITING

*A short message*

1 **Below is a short message. Put the parts in the correct order.**

A. Can you bring some fresh mangos from your garden? We'll need them for one of the recipes.
B. Hi Linda,
C. How about coming to my house this Sunday? We can try some recipes from the book.
D. Thanks for lending me your book about healthy cooking. It's great!
E. See you soon.
F. Mai

Tips

We write short messages in the form of emails, notes, postcards, etc. A short message usually has the following structure:
1. Greeting: Example: *Dear/Hi Mary*
2. Main body: (usually one line or paragraph for each of the points you want to make).
You can invite people to events, make suggestions, remind people about things, accept invitations, ask for information, etc. Remember to use clear and simple language, and short sentences.
3. Closing: Example: *See you soon, Write back soon*

- Have Ss read the parts of the short message and put them in the correct order. In weaker classes, read each part and check if Ss know the words.
- Check answers as a class by inviting individual Ss to write the letters in the correct sequence on the board.
- Ask Ss to read the **Tips** box. Use the text to illustrate each part, i.e. Greetings: B; Main body: D, C, A; Closing: E & F.

***Key:*** B – D – C – A – E – F

### ACTIVITY 2

**Aim:** To help Ss practise sentence structures frequently used in invitations, suggestions, and other short messages.


2 **Write a sentence to express each message below. Begin with the words given.**

1. You want to invite someone to your birthday party next week.
→ Why don't you come to my birthday party next week?
2. You want to suggest that someone should join the reading club with you.
→ How about _____?
3. You want to remind someone that he or she should return a book to the library.
→ Don't forget to _____
4. You want to accept an invitation to your friend's birthday party.
→ I'm pleased to _____
5. You want to ask if you have to dress formally for the party.
→ Do _____?

- Put Ss in pairs and have them read the sentences. Check if they know all the words.
- In weaker class, read the example and have Ss make more sentences using the same structure, e.g. *Why don't you bring some party food? Why don't you exercise more? Why don't we go to the cinema?* Ask Ss when we use this expression to elicit, e.g. *To make a suggestion.*

***Key:***

2. joining the reading club with me
3. return the book to the library
4. accept your invitation to your birthday party
5. I have to dress formally for the party

### ACTIVITY 3

**Aim:** To help Ss practise writing a short message in response to an invitation.


3 **Write a short message (35–45 words) to reply to the one in 1. Use the tips in 1 and the expressions in 2 to help you.**

In your message, you should:
- thank for and accept the invitation.
- ask what time you should go to Mai's place or suggest a time to meet.
- ask if you need to bring or buy anything else in advance.

- Tell Ss that they are going to write a short message of 35–45 words in response to the message in **1**.
- Have Ss read the text in **1** again and ask some comprehension questions, e.g. *What does Mai want Linda to do? What kind of book has Mai borrowed from Linda?*
- Ask Ss how they think Linda should reply, e.g. accept the invitation and ask more questions, or decline it because she is too busy at weekends. Then draw their attention to the three points and explain that Linda will accept it and they will write her response.
- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help when necessary.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary, and grammar. Encourage Ss to make revisions based on peer feedback before they produce a final draft. If time allows, have individual Ss read their messages in front of the class.
- Alternatively, collect Ss' writing tasks and give face-to-face feedback in private, or give them back with some written feedback.
- In stronger classes, have Ss role-play a phone conversation between Mai and Linda. Ask them to imagine that instead of writing back to Mai, Linda decides to give her a call. Put Ss in pairs and have them plan their conversations first. Then give them a few minutes to practise before inviting pairs to role-play them in front of the class.

***Suggested answer:***

Hi Mai,

Thanks for inviting me to your house.

What time shall I come to your place? It might be a good idea to do the cooking in the morning.

I'll bring some fresh mangoes from our garden. Do you want me to bring anything else?

See you soon,

Linda

**Extension:** In stronger classes, have Ss write another message in response to Mai's text, but this time they should decline the invitation on Sunday and suggest something else. This could be going to a restaurant to try healthy food, meeting the chef who wrote the cookbook, or joining a cooking club. Put Ss in groups to brainstorm as many ideas as they can. Praise for interesting ideas. Then have them write their messages in pairs or individually. Invite individual Ss to read them in front of the class.

# LESSON 7. COMMUNICATION AND CULTURE / CLIL

## EVERYDAY ENGLISH

### OFFERING HELP AND RESPONDING


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

*Offering help and responding*

1 Listen and complete the conversation with the expressions in the box. Then practise it in pairs.

A. Can I help you with that
B. Is there anything else I can do for you
C. Thank you very much
D. Thanks, but I think I'm fine

Trainer: Good morning. (1) _____?
Tam: Oh, please. I want to change the speed on this treadmill, but I don't know how.
Trainer: You can just press this button. Here, let me show you.
Tam: Oh, it's working. (2) _____
Trainer: (3) _____?
Tam: (4) _____ now.
Trainer: Great! Have a good workout.

### ACTIVITY 1

**Aims:**

- To provide a model conversation in which speakers offer help and respond to offers;
- To review expressions for offering help and responding to offers.

- Ask Ss if they have ever been to the gym or know how to use fitness equipment.
- Tell Ss that they are going to listen to a conversation between a teenager, Tam, and a trainer. While listening, they should complete the conversation with the expressions they hear. Remind them these expressions are also in the word box.
- Give them some time to skim through the conversation. Check understanding of words, such as *treadmill* or *workout*. Use the photo to illustrate these words if necessary.
- Play the recording once in stronger classes and twice in weaker classes.
- Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.
- Put Ss into pairs and have them practise the conversation.

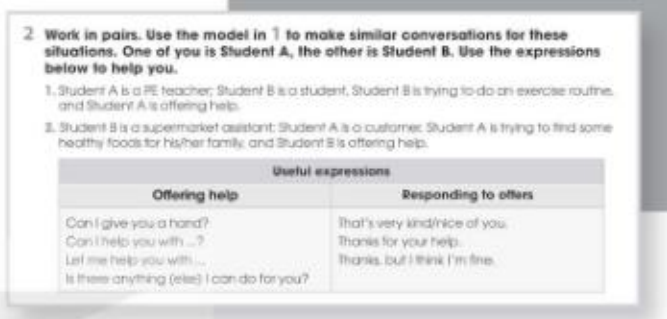
***Key:*** 1. A 2. C 3. B 4. D

***Audio script – Track 7:***

*Trainer:* Good morning. Can I help you with that?
*Tam:* Oh, please. I want to change the speed on this treadmill, but I don't know how.
*Trainer:* You can just press this button. Here, let me show you.
*Tam:* Oh, it's working. Thank you very much.
*Trainer:* Is there anything else I can do for you?
*Tam:* Thanks, but I think I'm fine now.
*Trainer:* Great! Have a good workout.

## ACTIVITY 2

**Aim:** To help Ss practise offering help and responding to offers.


2 **Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.**

1. Student A is a PE teacher; Student B is a student. Student B is trying to do an exercise routine, and Student A is offering help.
2. Student B is a supermarket assistant; Student A is a customer. Student A is trying to find some healthy foods for his/her family, and Student B is offering help.

| Useful expressions | |
|---|---|
| **Offering help** | **Responding to offers** |
| Can I give you a hand? | That's very kind/nice of you. |
| Can I help you with ...? | Thanks for your help. |
| Let me help you with ... | Thanks, but I think I'm fine. |
| Is there anything (else) I can do for you? | |

- Tell Ss that the expressions they used to fill in the gaps in **1** are used to offer help and respond to offers.
- Ask Ss to read the list of useful expressions and check understanding.
- Put Ss in pairs and explain the task: to role-play conversations similar to the one in **1**, but based on the two situations. Have Ss go through them and check understanding by asking questions, e.g. *Which role is Student A playing in Situation 1? What does Student B need help with?*
- Give Ss a few minutes to plan their conversations before they role-play them, e.g. who will be Student A and Student B in each situation, what exercise routine or healthy foods they will talk about. Encourage them to write down some prompts to refer to during the role-play.
- Walk round the class and provide help when necessary.
- If time allows, have Ss swap roles so that they have a chance to role-play both Student A and B in each situation.
- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation, and fluent delivery.

***Suggested answers:***

1.

*A:* Let me show you how to do squats properly.
*B:* Oh, please. I'm really struggling to do them.
*A:* No problem, let me show you. First, stand with your feet apart and your arms stretched in front of you. Then, bend your knees to lower yourself as far as possible. Next, return to the starting position. Let's do it again.
*B:* OK, like this?
*A:* Yes. Well done!
*B:* Thanks for your help.

2.

*B:* Can I help you with anything, Madam?
*A:* Yes, please. I'm looking for some fresh spinach, but I can't see any.
*B:* I'm so sorry. We've sold out of fresh spinach, but you can still buy our frozen spinach leaves.
*A:* No, I'd rather cook with fresh vegetables. How about pak choi?
*B:* Oh, yes. You can find plenty of pak choi over there. Let me show you.
*A:* That's very kind of you.
*B:* You're welcome.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

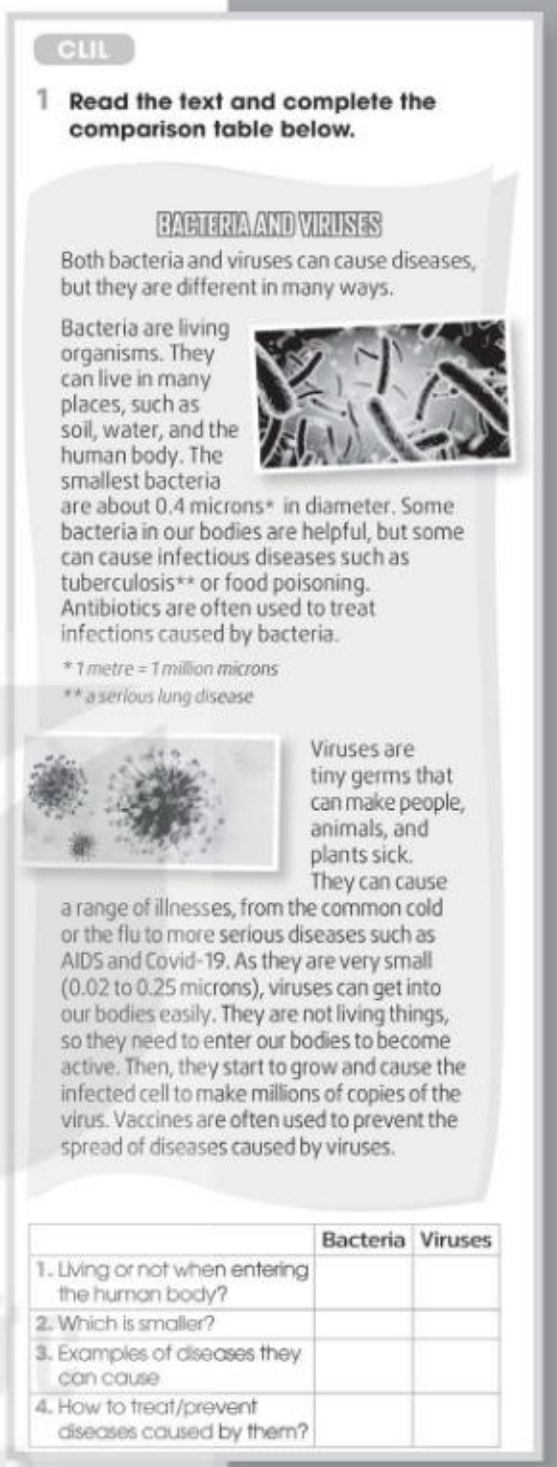
CLIL

## BIOLOGY - BACTERIA AND VIRUSES

### ACTIVITY 1

**Aim:** To help Ss learn about the difference between bacteria and viruses through CLIL (Biology) and learn some content vocabulary.

- Ask Ss some questions to find out what they already know about the topic, e.g. *Do you know what bacteria and viruses are? What is the similarity between bacteria and viruses? What is the difference?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *What are some diseases caused by viruses?* (common cold, flu, AIDS, and Covid-19) *What are some diseases caused by bacteria?* (tuberculosis and food poisoning) *What are some ways to treat or prevent diseases caused by them?* (Using medicines such as antibiotics or vaccines).
- Ask Ss to study the comparison table in **1**. Make sure they understand the questions in the first column. Encourage them to guess the answers.
- Tell Ss that they are going to read about viruses and bacteria. As they read, they should fill in the comparison table to show the differences between them.
- Explain or elicit any new or difficult words, e.g. *organism, infectious, food poisoning, antibiotics, germs, infect*. In stronger classes, encourage Ss to guess their meaning from context as they read the text.
- Have Ss read the text and complete the table individually.
- Check answers as a class.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.



CLIL

1 **Read the text and complete the comparison table below.**

BACTERIA AND VIRUSES

Both bacteria and viruses can cause diseases, but they are different in many ways.

Bacteria are living organisms. They can live in many places, such as soil, water, and the human body. The smallest bacteria are about 0.4 microns* in diameter. Some bacteria in our bodies are helpful, but some can cause infectious diseases such as tuberculosis** or food poisoning. Antibiotics are often used to treat infections caused by bacteria.

** 1 metre = 1 million microns*

*** a serious lung disease*

Viruses are tiny germs that can make people, animals, and plants sick. They can cause a range of illnesses, from the common cold or the flu to more serious diseases such as AIDS and Covid-19. As they are very small (0.02 to 0.25 microns), viruses can get into our bodies easily. They are not living things, so they need to enter our bodies to become active. Then, they start to grow and cause the infected cell to make millions of copies of the virus. Vaccines are often used to prevent the spread of diseases caused by viruses.

| | Bacteria | Viruses |
|---|---|---|
| 1. Living or not when entering the human body? | | |
| 2. Which is smaller? | | |
| 3. Examples of diseases they can cause | | |
| 4. How to treat/prevent diseases caused by them? | | |

***Suggested answer:***

| | Bacteria | Viruses |
|---|---|---|
| 1. Living or not when entering the human body? | Living | Not living |
| 2. Which is smaller? | ×/Bigger | ✓/Smaller |
| 3. Examples of diseases they can cause | Tuberculosis or food poisoning | Common cold, flu, AIDS, and Covid-19 |
| 4. How to treat/prevent diseases caused by them? | Antibiotics | Vaccines |

## ACTIVITY 2

**Aim:** To help Ss relate what they have learnt about bacteria and viruses to real-life situations.




- Read the two statements and check understanding.
- Tell Ss to read the text again before they decide how to respond to them.
- If time allows, have Ss discuss their answers in pairs.
- Ask some Ss to share their answers in front of the class. Ask other Ss if they agree or disagree, and give/add more reasons to explain their answers.

***Suggested answers:***

– To Anne: Covid-19 is caused by a new coronavirus. Antibiotics are useful for treating diseases caused by bacteria, not viruses. A better way to protect yourself from viruses in general and coronaviruses in particular is to get vaccinated.

– To Joe: Not all bacteria are bad or dangerous. Some bacteria are useful for our body and nature, for example, some can help us to digest food or absorb nutrients, some can help to decompose rubbish in nature. Therefore, we should not try to get rid of them all.

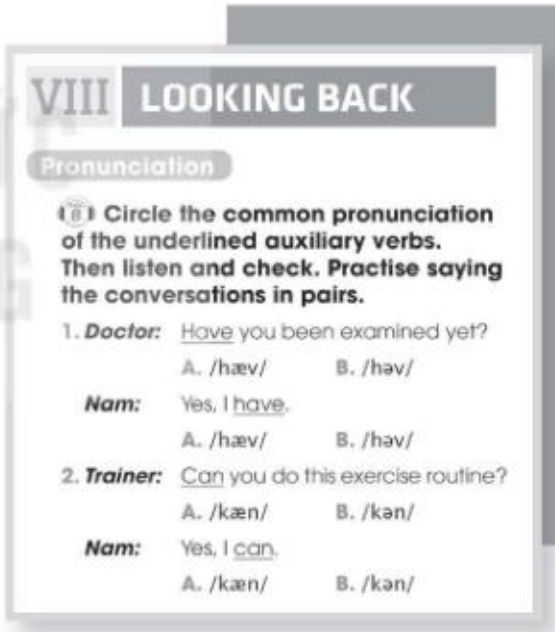
**Extension:** Ask Ss to share their knowledge about pandemics or diseases caused by viruses and/or bacteria. If possible, play videos about pandemics such as the Covid-19 pandemic or videos about diseases such as tuberculosis. Ask Ss comprehension questions to check understanding or have them summarise the main points.

# LESSON 8. LOOKING BACK AND PROJECT

## LOOKING BACK

### PRONUNCIATION

**Aim:** To help Ss review strong and weak forms of auxiliary verbs.




- Put Ss in pairs and have them read the conversations paying attention to the underlined auxiliary verbs.
- In weaker classes, check if Ss can read the phonetic transcriptions of the two forms.
- Ask Ss to circle the correct pronunciation of the auxiliary verbs.
- Check answers as a class by playing the recording.
- Ask Ss to role-play the conversations in pairs. Encourage them to use the correct forms of the auxiliary verbs.

***Key:*** 1. B; A 2. B; A

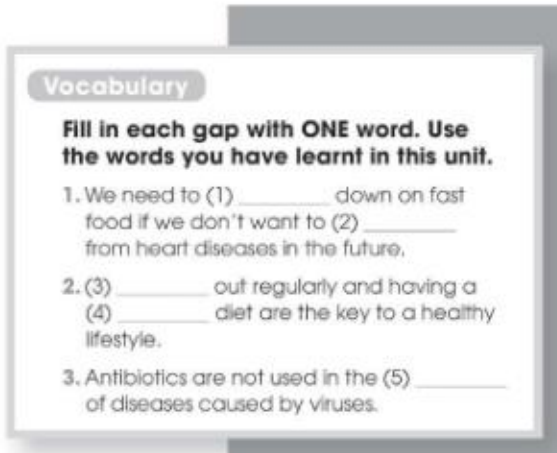
***Audio script – Track 8:***

1. *Doctor:* Have you been examined yet?
/həv/
*Nam:* Yes, I have.
/hæv/

2. *Trainer:* Can you do this exercise routine?
/kən/
*Nam:* Yes, I can.
/kæn/

## VOCABULARY

**Aim:** To help Ss revise words and phrases they have learnt in this unit.


Vocabulary

**Fill in each gap with ONE word. Use the words you have learnt in this unit.**

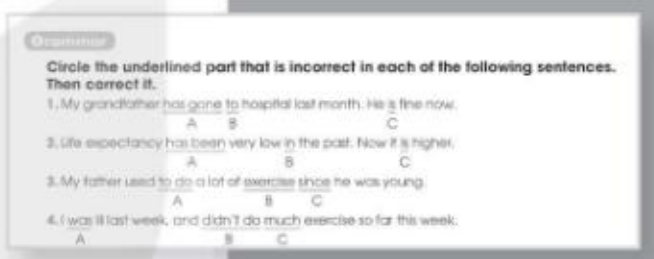
1. We need to (1) _____ down on fast food if we don't want to (2) _____ from heart diseases in the future.
2. (3) _____ out regularly and having a (4) _____ diet are the key to a healthy lifestyle.
3. Antibiotics are not used in the (5) _____ of diseases caused by viruses.

- Select some words and phrases from the unit to write on the board, one letter at a time (also known as slow reveal game, in which one letter of a word or phrase is given at a time from left to right until a student can guess the whole word or phrase). Have individual Ss call out their guesses.
- Focus attention on the sentences and have Ss skim through them. Check if they know all the words.
- Have Ss complete the activity.
- Check answers as a class.
- If time allows, ask them to find the texts where these words and phrases first appear in the unit and call out the section, e.g. *cut down on* first appears in the Listening section.

***Key:*** 1. cut 2. suffer 3. Working 4. balanced 5. treatment

## GRAMMAR

**Aim:** To help Ss review the past simple and the present perfect.


Grammar

**Circle the underlined part that is incorrect in each of the following sentences. Then correct it.**

1. My grandfather has gone to hospital last month. He is fine now.
   A B C
2. Life expectancy has been very low in the past. Now it is higher.
   A B C
3. My father used to do a lot of exercise since he was young.
   A B C
4. I was ill last week, and didn't do much exercise so far this week.
   A B C

- Explain to Ss that they are going to review the use of the past simple and the present perfect. In weaker classes, give Ss a few minutes to revise the grammar rules in the Language lesson before doing the activity.
- Check answers as a class by asking individual Ss to read the correct sentences and give reasons for their corrections, e.g. 1. *My grandfather has gone to hospital last month. He is fine now. The time phrase 'last month' indicates that the action was completed in the past.*

***Key:***

1. A (has gone → went) 2. A (has been → was)
3. C (since → when) 4. B (didn't do → haven't done)

## PROJECT

### HEALTHY HABITS POSTERS

**Aim:** To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster presentation.


PROJECT

HEALTHY HABITS POSTERS

Work in groups. Design a poster to help teens to develop a healthy habit (e.g. having a balanced diet, taking regular exercise, protecting themselves against certain diseases).

Present your poster to the class. Use these questions as cues for your presentation.

- What is the healthy habit?
- What are the benefits of this habit?
- How can we develop this habit?



- 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 get ready for their poster presentations. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk round the classroom and view other groups' posters.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklists.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- Have groups display their posters. Ask the group representatives to stand next to their posters while the rest of the class walk round, study the posters, and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions.
- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.
- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.

**Suggested checklist for peer assessment:**

| | **Tick where appropriate** | **Comments (in English or Vietnamese)** |
|---|---|---|
| ***DELIVERY*** | | |
| – The group representative(s) spoke clearly and naturally. | | |
| – The group representative(s) explained the poster well. | | |
| – The group representative(s) answered all questions. | | |
| ***POSTER CONTENT*** | | |
| – The poster is well organised. | | |
| – The poster covers the three questions as stated in the Student's Book. | | |
| – The poster is visually attractive and includes appropriate images. | | |
| – There are no spelling or grammar mistakes. | | |

**Suggested checklist for self-assessment:**

| | **Tick where appropriate** | **Comments (in English or Vietnamese)** |
|---|---|---|
| ***DELIVERY*** | | |
| – I spoke clearly and naturally. | | |
| – I explained the poster well. | | |
| – I answered all questions. | | |
| ***POSTER CONTENT*** | | |
| – The poster is well organised. | | |
| – The poster covers the three questions as stated in the Student's Book. | | |
| – The poster is visually attractive and includes appropriate images. | | |
| – There are no spelling or grammar mistakes. | | |

**NOW I CAN ...**

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



| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • identify and pronounce strong and weak forms of auxiliary verbs. | | | |
| • understand and use words and phrases related to health and fitness. | | | |
| • use the past simple and the present perfect correctly. | | | |
| • read for main ideas and specific information in an article about living a long and healthy life. | | | |
| • give instructions for an exercise routine. | | | |
| • listen for main ideas and specific information in a TV chat show about food and health. | | | |
| • write a short message. | | | |
| • offer help and respond to offers. | | | |
| • identify the main differences between bacteria and viruses. | | | |
| • design a poster about a healthy habit and give a poster presentation about it. | | | |

Unit
# 2 THE GENERATION GAP

**OBJECTIVES:**

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

- identify and pronounce contracted forms correctly in sentences;
- understand and use words and phrases related to generational differences;
- use modal verbs: *must*, *have to*, and *should*;
- read for main ideas and specific information in an article about different generations;
- talk about the different generations of a family; start a conversation and discussion;
- listen for specific information in a conversation about family conflicts;
- write an opinion essay about limiting teenagers' screen time;
- understand the generation gap in Asian American families;
- carry out a survey to find out generational differences in families and give a group presentation about them.

## LESSON 1. GETTING STARTED

### WARM-UP & INTRODUCTION

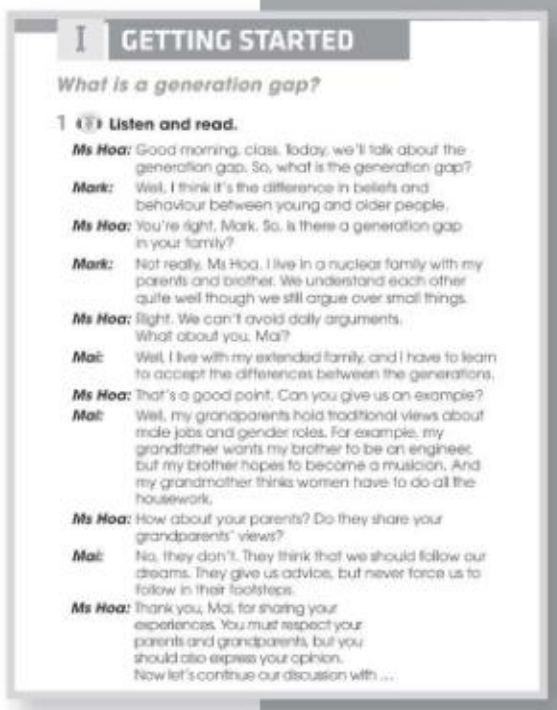
**Aims:**

- To create a friendly and lively atmosphere in the classroom;
- To lead into the unit.

- Divide the class into two teams and the board in two halves. Give a board pen to one of the Ss in each team. Call out the topic of the previous unit (*A long and healthy life*) and give them two minutes to write as many words connected to the topic as they can. Explain that each word must be written by a different student and only one student from each team is allowed to be standing in front of the board at any time. When finished, have teams check each other's spelling and count how many correct words each team has written.
- To lead into the unit topic, ask Ss questions such as *How many generations are there in your family? Do you and your parents like the same music/types of clothes/TV programmes? Do you ever argue about anything in your family? Do you do anything that your parents/grandparents don't like? Do you listen to your parents/grandparents all the time?*
- Then ask Ss to open their books at page 18. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture topics, and the project.

## ACTIVITY 1

**Aim:** To introduce some vocabulary and the grammar points to be learnt in the unit.



I GETTING STARTED

*What is a generation gap?*

1 Listen and read.

**Ms Hoa:** Good morning, class. Today, we'll talk about the generation gap. So, what is the generation gap?

**Mark:** Well, I think it's the difference in beliefs and behaviour between young and older people.

**Ms Hoa:** You're right, Mark. So, is there a generation gap in your family?

**Mark:** Not really, Ms Hoa. I live in a nuclear family with my parents and brother. We understand each other quite well though we still argue over small things.

**Ms Hoa:** Right. We can't avoid daily arguments. What about you, Mai?

**Mai:** Well, I live with my extended family, and I have to learn to accept the differences between the generations.

**Ms Hoa:** That's a good point. Can you give us an example?

**Mai:** Well, my grandparents hold traditional views about male jobs and gender roles. For example, my grandfather wants my brother to be an engineer, but my brother hopes to become a musician. And my grandmother thinks women have to do all the housework.

**Ms Hoa:** How about your parents? Do they share your grandparents' views?

**Mai:** No, they don't. They think that we should follow our dreams. They give us advice, but never force us to follow in their footsteps.

**Ms Hoa:** Thank you, Mai, for sharing your experiences. You must respect your parents and grandparents, but you should also express your opinion. Now let's continue our discussion with ...

- Focus Ss' attention on the unit title and section heading. Elicit first the meaning of 'generation' and 'gap', e.g. *What is a generation?* (all the people born at about the same time) *What is a gap?* (a difference that separates people or their opinions). Then try to elicit the meaning of 'generation gap'. Write some of the answers on the board, and tell Ss they will find out the definition in the conversation.
- Set the context for listening and reading the conversation. Have Ss look at the picture and ask questions about it, e.g. *Who are they?* (Ms Hoa, the class teacher, and her students, Mark and Mai), *Who is in their speech bubbles?* (Their families), *How big is each family?* (There are only four people in Mark's family. Mai's family photo also includes her grandparents.)
- Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to the topic of the generation gap.
- Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- Confirm the definition of 'generation gap' as provided in the conversation. Praise Ss who have given correct answers before reading it.
- Call on three Ss to read the conversation aloud.

***Audio script – Track 9:***

*Ms Hoa:* Good morning, class. Today, we'll talk about the generation gap. So, what is the generation gap?

*Mark :* Well, I think it's the difference in beliefs and behaviour between young and older people.

*Ms Hoa:* You're right, Mark. So, is there a generation gap in your family?

*Mark:* Not really, Ms Hoa. I live in a nuclear family with my parents and brother. We understand each other quite well though we still argue over small things.

*Ms Hoa:* Right. We can't avoid daily arguments. What about you, Mai?

*Mai:* Well, I live with my extended family, and I have to learn to accept the differences between the generations.

*Ms Hoa:* That's a good point. Can you give us an example?

*Mai:* Well, my grandparents hold traditional views about male jobs and gender roles. For example, my grandfather wants my brother to be an engineer, but my brother hopes to become a musician. And my grandmother thinks women have to do all the housework.

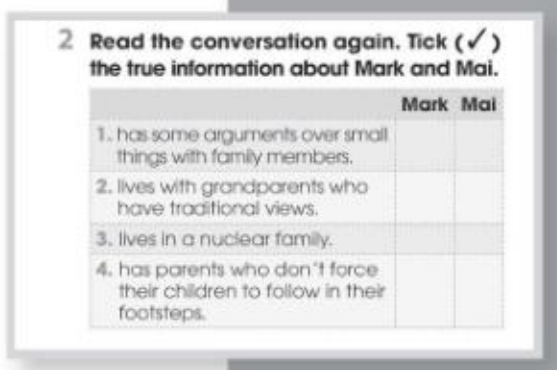
*Ms Hoa:* How about your parents? Do they share your grandparents' views?

*Mai:* No, they don't. They think that we should follow our dreams. They give us advice, but never force us to follow in their footsteps.

*Ms Hoa:* Thank you, Mai, for sharing your experiences. You must respect your parents and grandparents, but you should also express your opinion. Now let's continue our discussion with ...

## ACTIVITY 2

**Aim:** To check Ss' comprehension of the conversation.


2 **Read the conversation again. Tick (✓) the true information about Mark and Mai.**

| | Mark | Mai |
|---|---|---|
| 1. has some arguments over small things with family members. | | |
| 2. lives with grandparents who have traditional views. | | |
| 3. lives in a nuclear family. | | |
| 4. has parents who don't force their children to follow in their footsteps. | | |

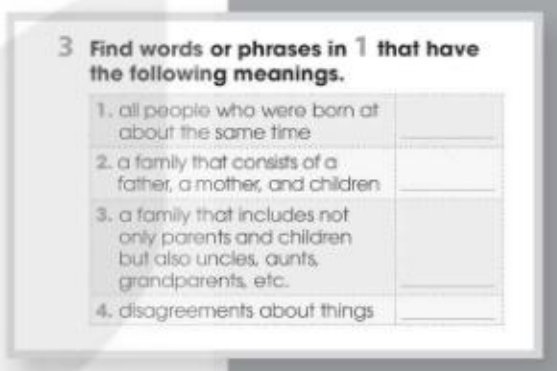
- Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the keywords in the statements, then read the conversation and locate the part of the conversation that has the corresponding information for Mark and Mai.
- Have Ss share their answers with the class.
- Confirm the correct answers.

***Key:*** 1-3. Mark 2-4. Mai

**Extension:** Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *Is there a generation gap in Mark's family? What does Mai have to learn? Why does Mai say that her grandparents hold traditional views? Do Mai's parents share her grandparents' views? What is Ms Hoa's advice?*

## ACTIVITY 3

**Aim:** To introduce words and phrases related to families.


3 **Find words or phrases in 1 that have the following meanings.**

| | |
|---|---|
| 1. all people who were born at about the same time | _____ |
| 2. a family that consists of a father, a mother, and children | _____ |
| 3. a family that includes not only parents and children but also uncles, aunts, grandparents, etc. | _____ |
| 4. disagreements about things | _____ |

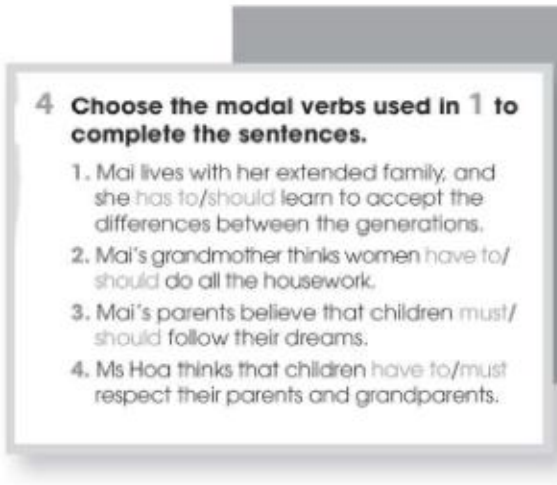
- Put Ss in groups and have them think of as many words related to families as they can, e.g. *mother, father, brother, sister, parents, son, daughter, grandparents, grandchildren, uncle, aunt, cousin, nephew, niece, relative, home, household, kin, marriage*. Ask groups to report back to the class. In stronger classes, have Ss explain the meaning of more difficult words and use them to make sentences.
- Ask Ss to read the definitions, then scan the conversation to find words or phrases matching the meanings. If Ss have thought of the four words and phrases in their groups, tell them to refer to their lists of brainstormed words. In weaker classes, you may consider writing them on the board together with some distractors.
- Have Ss compare their answers in pairs.
- Confirm the correct answers as a class.

***Key:*** 1. generation 2. (a) nuclear family
3. (an) extended family 4. arguments

**Extension:** Put Ss into groups and have each group write as many phrases as they can with the words *generation, family,* and *argument*, e.g. *older/younger/future generations, from generation to generation; family members, a family of four, the royal family; win/lose an argument, heated/violent argument.* Set a time limit of five minutes. When the time is up, put up their lists of phrases on the board. Ask Ss from different groups to read them aloud and count the correct ones. The winner is the group with most correct phrases.

## ACTIVITY 4

**Aim:** To help Ss identify modal verbs *must, have to,* and *should.*


4 **Choose the modal verbs used in 1 to complete the sentences.**

1. Mai lives with her extended family, and she has to/should learn to accept the differences between the generations.
2. Mai's grandmother thinks women have to/should do all the housework.
3. Mai's parents believe that children must/should follow their dreams.
4. Ms Hoa thinks that children have to/must respect their parents and grandparents.

- Have Ss read each sentence individually. Encourage them to try to complete it with an appropriate modal verb without referring to the conversation. Then ask them to find the answers in the conversation.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Check answers by first asking the class to call out the correct modal verb only, then by calling on individual Ss to read the complete sentences.
- Call out each modal verb form and elicit what Ss know about its use.
- Tell Ss that they will learn more about the grammar point in the next lesson.

***Key:*** 1. has to 2. have to 3. should 4. must

**Extension:** Put Ss in pairs and have them play a guessing game. Ss take turns making sentences about Mai or Mark using modal verbs while their partners try to guess the character, e.g. *This person must share a house with her grandparents.* (Mai) *This person doesn't have to live with extended family.* (Mark)

**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 Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 2, the **Project** section, look at the picture and say what the topic of the project is (*Generational differences among us*).
- Explain the project requirements: Ss will have to do a survey on generational differences among three generations and then give an oral presentation to report the results from their survey. Ss should interview three people from different generations and ask the questions in the table. In stronger classes, they can add more questions. Ss can choose different ways to present their findings, e.g. PPT presentation, poster presentation, video recording. Encourage Ss to use photos and/or illustrations to support their ideas.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks to each group member, e.g. doing the survey, combining the survey results, analysing the information, writing the summary, preparing the slides, and delivering the presentation, making sure that all group members contribute to the project.
- 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. *types of music, clothes, TV programmes, hobbies, activities*, and solving any other problems that may arise with their projects.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

# LESSON 2. LANGUAGE

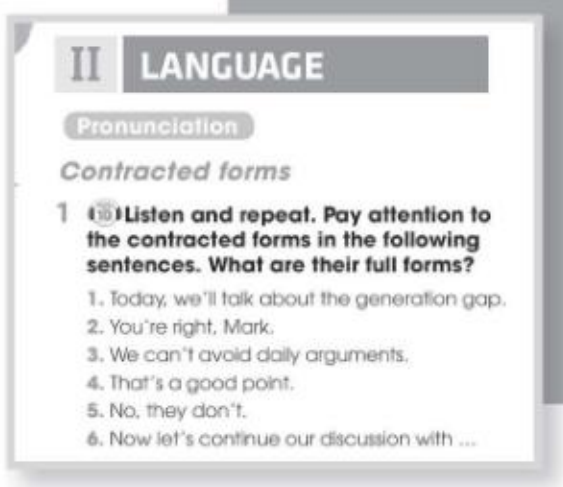
## PRONUNCIATION

### CONTRACTED FORMS

**ACTIVITY 1**

**Aim:** To help Ss recognise and practise contracted forms.

- Write some full and contracted forms on the board, e.g. *I am, I'm, he's, he is, they are, they're, was not, wasn't, could not, couldn't.* Ask what the difference between the pairs of forms is and elicit 'contracted forms' or 'contractions'.
- In stronger classes, call out a full form and have individual Ss come to the board to write the contraction.
- Remind Ss that we don't use contracted forms (except *n't*) at the end of a sentence. Ask Ss to give you some examples, e.g. *Don't you play tennis? No, I don't.*


II LANGUAGE

Pronunciation

*Contracted forms*

1 **Listen and repeat. Pay attention to the contracted forms in the following sentences. What are their full forms?**

1. Today, we'll talk about the generation gap.
2. You're right, Mark.
3. We can't avoid daily arguments.
4. That's a good point.
5. No, they don't.
6. Now let's continue our discussion with ...

- Have Ss focus on the sentences. Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the contracted forms. Have Ss circle them.
- Check answers as a class.
- Put Ss in pairs and have them take turns to read the sentences using the full forms. If necessary, play the recording again and have Ss compare the pronunciation of the full and contracted forms.

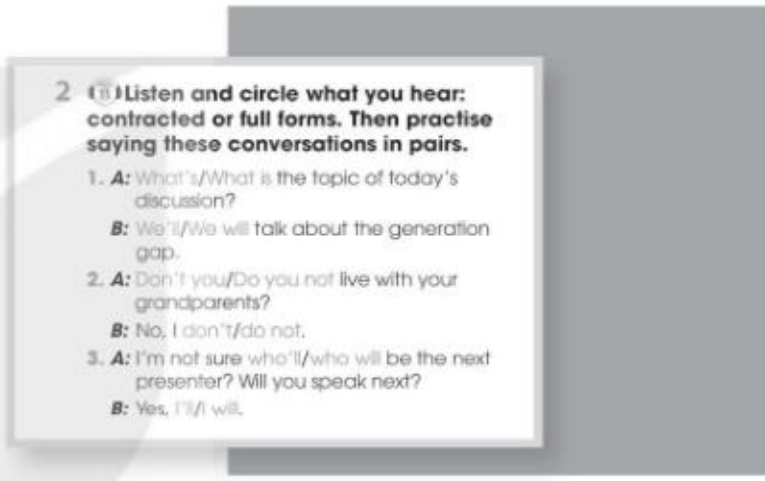
***Key:*** 1. we will 2. You are 3. cannot
4. That is 5. do not 6. let us

***Audio script – Track 10:***

1. Today, we'll talk about the generation gap.
2. You're right, Mark.
3. We can't avoid daily arguments.
4. That's a good point.
5. No, they don't.
6. Now let's continue our discussion with …

## ACTIVITY 2

**Aim:** To help Ss recognise contracted and full forms, and practise saying them.


2 (11) **Listen and circle what you hear: contracted or full forms. Then practise saying these conversations in pairs.**

1. ***A:*** What's/What is the topic of today's discussion?
   ***B:*** We'll/We will talk about the generation gap.
2. ***A:*** Don't you/Do you not live with your grandparents?
   ***B:*** No, I don't/do not.
3. ***A:*** I'm not sure who'll/who will be the next presenter? Will you speak next?
   ***B:*** Yes, I'll/I will.

- Ask Ss to read the conversations and check understanding.
- Play the recording twice, if necessary, pausing after each sentence and asking Ss to repeat as a class.
- Have Ss circle the forms they hear.
- Check answers as a class.
- Put Ss into pairs and have them practise saying the conversations. Walk round the class, praising good pronunciation and correcting any mistakes.

***Key:***

1. What's; We'll
2. Don't you; don't
3. who'll; I will

***Audio script – Track 11:***

1. *A:* What's the topic of today's discussion?
   *B:* We'll talk about the generation gap.
2. *A:* Don't you live with your grandparents?
   *B:* No, I don't.
3. *A:* I'm not sure who'll be the next presenter. Will you speak next?
   *B:* Yes, I will.

**Extension:** In stronger classes, write down some sentences or short conversations, using the full forms, on the board or pieces of paper. Put Ss in pairs and have them write the contracted forms, e.g.

*A: You should not make so much noise. (shouldn't)*

*B: I do not make any noise. I am as quiet as a mouse. (don't; I'm)*

Ask Ss to practise them in pairs. Then invite some pairs to read them in front of the class.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## VOCABULARY

### GENERATIONAL DIFFERENCES

### ACTIVITY 1

**Aim:** To introduce words and phrases related to generational differences.


Vocabulary

*Generational differences*

1 **Match the words to make phrases that mean the following.**

| | | |
|---|---|---|
| traditional | characteristics | special qualities that belong to a group of people or things |
| common | conflict | a disagreement between different generations |
| generational | values | beliefs about what is important in the culture of a particular society |
| cultural | view | a belief or an opinion that has existed for a long time without changing |

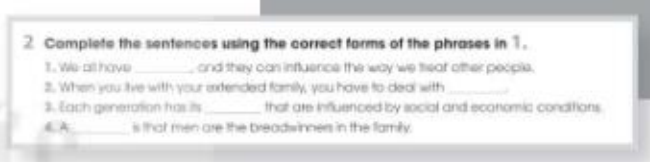
- Ask Ss to read the definitions of the phrases and check understanding.
- Tell them that the second word of each phrase is given next to the definition, and Ss need to find the first word to make the phrase matching the given definition.
- Have Ss compare their answers in pairs.
- Check answers as a class. Ask individual Ss to read the definitions while other Ss call out the correct phrases.

***Key:*** 1. traditional view 2. common characteristics
3. generational conflict 4. cultural values

**Extension:** Write the adjectives 'traditional', 'generational' and 'cultural' on the board and ask Ss, *How are they similar?* (They all end in the suffix *-al*). Explain that this suffix changes nouns into adjectives, e.g. *tradition → traditional; generation → generational; culture → cultural*, and means 'relating to or having the form or character of something'. Have Ss brainstorm more examples in pairs or groups, e.g. *nature → natural; emotion → emotional; globe → global; nation → national; person → personal*. In stronger classes, introduce also the suffix *-al* for changing verbs into nouns, e.g. *survive → survival; renew → renewal; arrive → arrival; approve → approval; refuse → refusal; propose → proposal*.

### ACTIVITY 2

**Aim:** To help Ss practise using the phrases in **1** in meaningful contexts.


2 **Complete the sentences using the correct forms of the phrases in 1.**

1. We all have _____, and they can influence the way we treat other people.
2. When you live with your extended family, you have to deal with _____.
3. Each generation has its _____ that are influenced by social and economic conditions.
4. A _____ is that men are the breadwinners in the family.

- Have Ss work in pairs. Tell them to read the sentences and decide which phrase in **1** can be used to complete each of the sentences. Encourage them to look for context clues to help them decide on the correct phrase.
- Check answers as a class. Have individual Ss call out the phrase they have used in each sentence.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen the phrase for each sentence, e.g. *In the second sentence, the phrases 'live with your extended family', and 'deal with' give us the hint about conflicts between generations.*
- Ask individual Ss to read the complete sentences.

***Key:*** 1. cultural values 2. generational conflicts
3. common characteristics 4. traditional view

**Extension:** In stronger classes, have Ss play a game individually or in pairs. Each student or pair writes a short meaningful text in which all four phrases have been used. Give a time limit of three minutes and have each student or pair read out their texts. The other Ss give each text a mark out of 10. Have Ss add up their marks. The winner is the student or pair with the highest score.

*Example:* Generational conflicts happen when there are disagreements among people of different generations because they don't share many common characteristics. In addition, older generations tend to have very traditional views about everything. For example, they may force their children or grandchildren to follow traditional cultural values and practices, which their children or grandchildren may find difficult to understand.

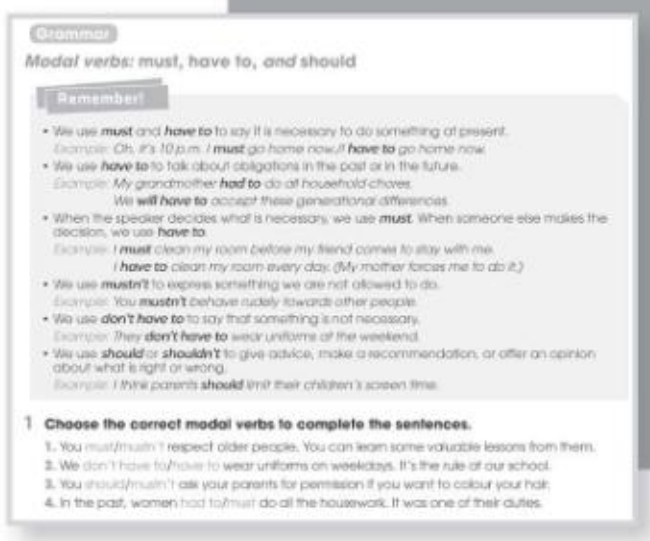
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## GRAMMAR

# MODAL VERBS: *MUST*, *HAVE TO*, AND *SHOULD*

### ACTIVITY 1

**Aim:** To help Ss recognise the use of the modal verbs *must, have to*, and *should*.


Grammar

*Modal verbs:* must, have to, *and* should

Remember!

- We use **must** and **have to** to say it is necessary to do something at present.
  Example: *Oh, it's 10 p.m. I* ***must*** *go home now!* ***have to*** *go home now.*
- We use **have to** to talk about obligations in the past or in the future.
  Example: *My grandmother* ***had to*** *do all household chores.*
  *We* ***will have to*** *accept these generational differences.*
- When the speaker decides what is necessary, we use **must**. When someone else makes the decision, we use **have to**.
  Example: *I* ***must*** *clean my room before my friend comes to stay with me.*
  *I* ***have to*** *clean my room every day. (My mother forces me to do it.)*
- We use **mustn't** to express something we are not allowed to do.
  Example: *You* ***mustn't*** *behave rudely towards other people.*
- We use **don't have to** to say that something is not necessary.
  Example: *They* ***don't have to*** *wear uniforms at the weekend.*
- We use **should** or **shouldn't** to give advice, make a recommendation, or offer an opinion about what is right or wrong.
  Example: *I think parents* ***should*** *limit their children's screen time.*

1 **Choose the correct modal verbs to complete the sentences.**

1. You must/mustn't respect older people. You can learn some valuable lessons from them.
2. We don't have to/have to wear uniforms on weekdays. It's the rule at our school.
3. You should/mustn't ask your parents for permission if you want to colour your hair.
4. In the past, women had to/must do all the housework. It was one of their duties.

- Ask Ss to look at the sentences in **4** in **Getting Started** and elicit the modal verbs used there, e.g. *must, have to,* and *should*.
- Ask Ss to look at the **Remember!** box and read the rules for using these modal verbs. Check understanding by asking, e.g. *Which modal verb is used to say it is necessary to do something at present?* (must and have to) *Which modal verb is used to express something we are not allowed to do?* (mustn't).
- In weaker classes, spend more time on the explanations and examples in the **Remember!** box. Read each usage and example, and have Ss come up with more sentences to illustrate that usage, e.g. *We use 'must' and 'have to' to say it is necessary to do something at present, for example, 'I must ask my parents for permission', 'My parents have to work long hours'.*
- Focus Ss' attention on the four sentences and check if they know all the words.
- Ask Ss to work in pairs or individually to complete the activity.
- Check answers as a class.

***Key:*** 1. must 2. have to 3. should 4. had to

**Extension:** Write some phrases expressing things that are required, necessary, or a good idea to do. Make sure that each one can be used with a modal verb. For example, *stop at the red light* (must), *show your passport to get on the plane* (have to), *rest when you have a cold* (should), *use your mobile phone during an exam* (mustn't).

Write the modal verbs on the board and have Ss put the phrases under one of them, and make sentences, e.g. *Drivers must stop at the red light. You have to show your passport to get on the plane. You should rest when you have a cold. You mustn't use your mobile phone during an exam.*

### ACTIVITY 2

**Aim:** To help Ss practise the modal verbs *must, have to,* and *should* in a speaking activity.


2 **Work in pairs. Are there any rules in your family or things that you or your parents think are necessary? Share them with your partner. Use *must, have to,* and *should*.**

Example:

**A:** *I* ***have to*** *be back home by 9 p.m.*

**B:** *Really? I* ***don't have to.*** *But my parents think I* ***shouldn't*** *stay out after 10 p.m.*

- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student.
- Have Ss first think of any family rules or things that their parents think are necessary and write them down as prompts.
- Put Ss in pairs and have them talk about themselves using modal verbs.
- Invite some Ss to report back to the class.

# LESSON 3. READING

## DIFFERENT GENERATIONS

### ACTIVITY 1. Pre-reading


III READING

*Different generations*

*Generation X*

*Generation Y*

1 Work in pairs. Look at the photos. Discuss what you know about the generation in each picture (e.g. age, characteristics, interests, life experiences).

**Aim:** To activate Ss' background knowledge about the topic and get Ss involved in the lesson.

- Ask Ss to look at the pictures. Have them work in pairs and discuss what they know about each generation.
- Even if Ss have not heard about the types of generations, encourage them to look at the people in the pictures and make some guesses about their age, characteristics, interests, and fashion choices.
- Invite some pairs to share their descriptions of the generations with the class.
- In stronger classes, introduce other generations. Ask Ss if they know what generations come before Gen X or after Gen Z. Elicit or explain the term 'baby boomers' – anyone born between 1946 and 1964. They are the generation born after World War Two when the birth rate increased substantially. Ask Ss if they know any baby boomers and how they would describe this generation. Explain that their habits and attitudes differ from other generations, e.g. *baby boomers prefer face-to-face or telephone communication and like watching TV while younger generations prefer text or social media.*

***Suggested answer:***

*Generation X:* born between 1965 and 1980; experienced lots of changes; usually described as being resourceful and independent; with high level of education; keen to maintain a work-life balance

*Generation Y:* born between the early 1980s and late 1990s; curious and ready to accept changes; welcome different points of views and ideas; technology has become part of their life

*Generation Z:* born between late 1990s and early 2010s; good at using technology; creative, good at multitasking

### ACTIVITY 2. While-reading

**Aim:** To help Ss practise guessing the meaning of words from context.


2 Read the article. Match the highlighted words with their meanings.

*Generation Z*

Over the past two centuries, different generations were born and given different names. Each generation comes with its characteristics, which are largely influenced by the historical, economic, and social conditions of the country they live in. However, in many countries the following three generations have common characteristics.

Generation X refers to the generation born between 1965 and 1980. When Gen Xers grew up, they experienced many social changes and developments in history. As a result, they are always ready for changes and prepared to work through changes. Gen Xers are also known as critical thinkers because they achieved higher levels of education than previous generations.

Generation Y, also known as Millennials, refers to those born between the early 1980s and late 1990s. They are curious and ready to accept changes. If there is a faster, better way of doing something, Millennials want to try it out. They also value teamwork. When working in a team, Millennials welcome different points of view and ideas from others.

Generation Z includes people born between the late 1990s and early 2010s, a time of great technological developments and changes. That is why Gen Zers are also called digital natives. They grew up online and never knew the world before digital and social media. They are very creative and able to experiment with platforms to suit their needs. Many Gen Zers are also interested in starting their own businesses and companies. They saw so many people lose their jobs, so they think it is safer to be your own boss than relying on someone else to hire you.

Soon a new generation, labelled Gen Alpha, will be on the scene. Let's wait and see if we will notice the generation gap.

1 experienced — a to try or test new ideas or methods
2 curious — b went through
3 digital natives — c to employ
4 experiment — d wanting to know about something
5 hire — e people born in the era of technology

- Review strategies for guessing word meaning from context. Explain that Ss first need to consider the immediate context, i.e. the other words in the sentence. If this is not sufficient, they need to look at the wider context, i.e. the sentences that come before and after the one where the word appears.
- Have Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. the first word 'experienced' in this context must be a verb in the past simple form. Among the given options, 'went through' is the best match for this word.
- Tell Ss to work in groups to discuss the clues and compare answers.
- Check answers as a class.

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

**Extension:** Choose other words from the text and write them on different pieces of paper. Give a word to each student, have them check its meaning in a dictionary and write a short definition on another piece of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table, and find the definition of their new word.

## ACTIVITY 3. While-reading

**Aim:** To help Ss practise reading for main ideas.


3 Read the article again and choose the best title.
A. The study of different generations
B. Generational differences in different societies
C. Characteristics of different generations

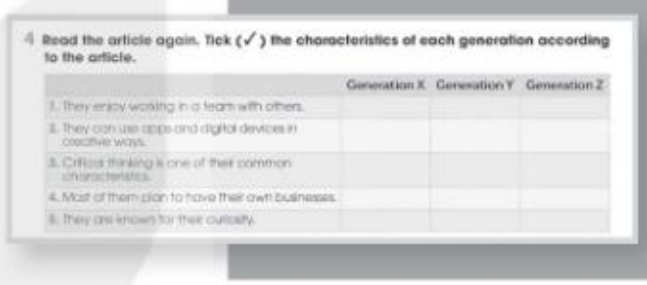
- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.
- Ask Ss to read the whole text once and choose the best title for the text. In weaker classes, read through the three options first and check understanding.
- Ask Ss to work in pairs to compare their answers.
- Check answers as a class. In stronger classes, ask Ss to explain why options A and B are not suitable titles, e.g. *Option A is not mentioned in the text. Option B is too broad and not closely related to the text.*

***Key:*** C

**Extension:** In stronger classes, have Ss practise summarising skills. Put them in groups and ask them to write a short, one-sentence summary of each of the body paragraphs of the text, i.e. paragraphs 2, 3, and 4. Alternatively, assign a paragraph to each group. Have groups read or write their summaries on the board, e.g. *Born between 1965 and 1980, Generation X experienced many changes, and are known as critical thinkers and high achievers.*

## ACTIVITY 4. While-reading

**Aim:** To help Ss practise reading for specific information.


4 Read the article again. Tick (✓) the characteristics of each generation according to the article.

| | Generation X | Generation Y | Generation Z |
|---|---|---|---|
| 1. They enjoy working in a team with others. | | | |
| 2. They can use apps and digital devices in creative ways. | | | |
| 3. Critical thinking is one of their common characteristics. | | | |
| 4. Most of them plan to have their own businesses. | | | |
| 5. They are known for their curiosity. | | | |

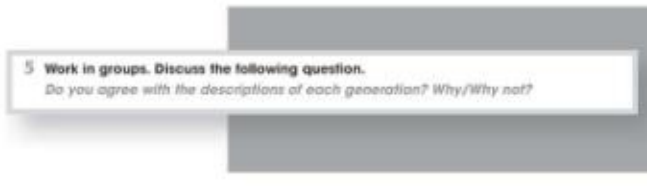
- Ask Ss to read the five statements and underline the key information in each of them.
- Check the keywords Ss have underlined, e.g. 1. *enjoy, working, team;* 2. *use apps and digital devices, creative;* 3. *critical thinking;* 4. *have their own businesses;* 5. *known for, curiosity*.
- Remind Ss that the statements may include paraphrased information, so they should look for synonyms or antonyms in the text, e.g. *enjoy working in a team = value teamwork.*
- Ask Ss to read through the text looking for the key information they underlined in the statements or words with the same or similar meaning.
- Have Ss work in pairs to compare answers.
- Check answers as a class by reading each statement and having the class call out the correct generation.

***Key:*** 1-5. Generation Y 2-4. Generation Z 3. Generation X

**Extension:** Put Ss into pairs. Have pairs write down two statements about each generation on pieces of paper. Make sure they are different from the statements in the activity. Ask some pairs to come to the board and read their statements. The first student to call out the correct generation wins a point. The winner is the student with most points.

## ACTIVITY 5. Post-reading

**Aim:** To help Ss use the language and ideas from the reading to express opinions and give reasons.


5 Work in groups. Discuss the following question.
*Do you agree with the descriptions of each generation? Why/Why not?*

- Ask Ss to read the text again and think about if they agree or disagree with the descriptions.
- Have Ss work in groups to discuss their opinions.

***Suggested answer:***

*A:* I agree that many Gen Xers are critical thinkers, but other generations also develop their critical thinking skills. So, for me, critical thinking is the skill that any generation can learn.

*B:* I absolutely agree that Gen Yers enjoy working in a team. My mother is a good example. She is a Gen Yer. She's always involved in team projects with her friends and colleagues.

*C:* I totally agree that Gen Zers are truly digital natives. They are so good at working with electronic devices.

# LESSON 4. SPEAKING

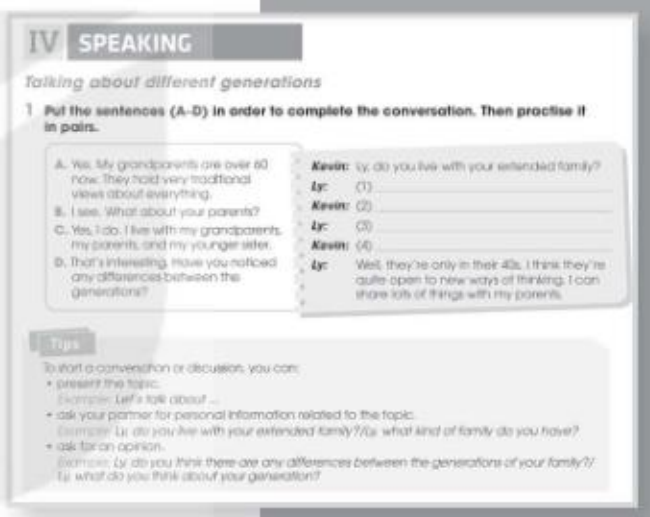
## TALKING ABOUT DIFFERENT GENERATIONS

**Learning outcome:** By the end of the lesson, Ss will be able to start a conversation or discussion, and talk about the different generations of a family.

### ACTIVITY 1

**Aims:**

- To introduce more ideas for the speaking tasks;
- To provide a model conversation in which speakers discuss generational differences among their family members and introduce ways to start a conversation or discussion.



IV SPEAKING

*Talking about different generations*

1 **Put the sentences (A–D) in order to complete the conversation. Then practise it in pairs.**

A. Yes. My grandparents are over 60 now. They hold very traditional views about everything.
B. I see. What about your parents?
C. Yes, I do. I live with my grandparents, my parents, and my younger sister.
D. That's interesting. Have you noticed any differences between the generations?

**Kevin:** Ly, do you live with your extended family?
**Ly:** (1) .....
**Kevin:** (2) .....
**Ly:** (3) .....
**Kevin:** (4) .....
**Ly:** Well, they're only in their 40s. I think they're quite open to new ways of thinking. I can share lots of things with my parents.

**Tips**

To start a conversation or discussion, you can:
• present the topic.
Example: *Let's talk about ...*
• ask your partner for personal information related to the topic.
Example: *Ly, do you live with your extended family?/Ly, what kind of family do you have?*
• ask for an opinion.
Example: *Ly, do you think there are any differences between the generations of your family?/ Ly, what do you think about your generation?*

- Ask Ss to read the jumbled speakers' lines and the beginning and end of the conversation. Check comprehension of any words and phrases that Ss may find difficult.
- Have Ss work in pairs to put the conversation in the correct order. Walk round the class and offer help.
- Check answers as a class.
- Ask Ss to study the **Tips** box. Focus their attention on the beginning of the conversation and ask which of the ways Kevin has used (*the second – ask your partner for personal information related to the topic*).
- In stronger classes, brainstorm more expressions for presenting the topic and asking for opinions. In weaker classes, provide them for Ss as prompts and write them on the board, e.g. Presenting the topic: *Today, we'll discuss/talk about … Our discussion today will focus on … Today's topic of our conversation/discussion is … Now, let's start with discussing/talking about …*; Asking for opinions: *What's your opinion about …? How do you feel about …? May I ask you …? Could you tell me …?*
- Ask Ss to practise the conversation in pairs.

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

### ACTIVITY 2

**Aim:** To give Ss an opportunity to personalise the model conversation and talk about the different generations of their families.



2 **Work in pairs. Talk about the different generations of your family. Use the model and tips in 1, and the ideas below to help you.**

***Suggested ideas:***
- be open to new ways of thinking
- have fixed ideas about the world
- want to make their own decisions
- hold traditional views about many issues
- not want big changes in life
- be good at using electronic devices

- Explain the task and remind Ss of the different ways to start a conversation.
- Ask Ss to read the list of suggested ideas individually. Check comprehension and explain any phrases Ss may find difficult to understand, e.g. *be open to new ways of thinking, have fixed ideas about the world.*
- Have Ss think about if any of these ideas relate to members of their families.

- Have Ss work in pairs. Walk round the class to offer help if necessary.
- Encourage them to swap roles so that each student has a chance to ask and answer questions about their family.
- Invite some pairs of Ss to role-play their conversation in front of the whole class. Praise for good effort, clear pronunciation, well-structured questions, and interesting answers.

***Suggested answer:***

*Ann:* Nam, do you think there are any differences between the generations of your family?

*Nam:* Yes, of course. I live with my extended family, so there are a lot of differences. For example, my grandparents are over seventy now. They have fixed ideas about the world especially how people should behave. They never change their opinions.

*Ann:* Yeah, I can understand. What about your parents?

*Nam:* Well, they are more open to new ways of thinking. But there's still a big gap between their generation and our generation. My parents don't want big changes in life.

**Extension:** Have Ss write their conversations on pieces of paper and cut up the speakers' lines. Ask pairs of Ss to swap the jumbled-up pieces of paper. Set a time limit of two minutes and have pairs put the lines in the correct order.

## ACTIVITY 3

**Aim:** To give Ss an opportunity to take part in a group discussion about generational differences, then report their discussion to the whole class.


3 Work in groups. Discuss the following question and then report to the whole class.
What are the most common generation gaps in your families?

- Ask Ss to form groups and have a group discussion about the most common generation gaps in their families.
- In weaker classes, provide a detailed plan for their discussion:
  - Group members take turns talking about differences/generation gaps in their families.
  - Groups decide on the most common generation gaps.
  - Groups list them with some examples/facts.
  - Groups prepare an outline of their report and decide how to present it.
- Have each group choose a group leader whose role is to keep the discussion going and ensure that everyone has a chance to speak. Remind group members that they need to listen without interrupting their classmates, wait for their turn to speak, take notes, and contribute ideas.
- Walk round to offer help, if necessary, and encourage quiet group members to get involved.
- Invite some groups to report the results of their discussion and answer any questions from the rest of the class.

***Suggested answers:***

**Discussion sample:**

*A:* OK, we need to discuss common generation gaps in our families. B, can you start? Tell us about your family and any differences between the generations.

*B:* Yes. I live in a nuclear family, and my parents are usually open to new things. However, my parents and I still disagree on using electronic devices for studying. For example, whenever I do my homework, they take my laptop and smartphone away because they think these devices distract me from my studies.

*C:* That's true in my family, too. Whenever I use my laptop or smartphone, my grandparents think that I play games or use social media. But, in fact, I mainly use them to do my school assignments or find information. What about you, A?

*A:* Well, my parents allow me to use my electronic devices, but they strictly control my screen time. So, we can say that the use of technology is the most common generation gap in our families.

**Report sample:**

In our group, the most common generation gap is the technology generation gap, i.e. the way technology or electronic devices are perceived or used by different generations. Our grandparents and parents often think that we use laptops and smartphones for playing games or posting content on social media. That's why they often control our screen time.

# LESSON 5. LISTENING

## FAMILY CONFLICTS

### ACTIVITY 1. Pre-listening

**Aim:** To activate prior knowledge about the topic and get Ss involved in the lesson.


V LISTENING

*Family conflicts*

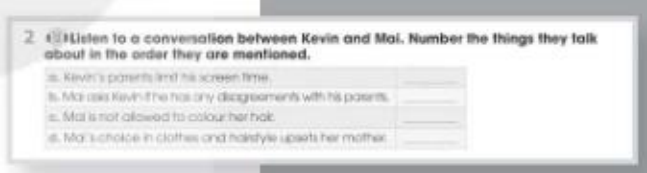
1 Complete the following table about you. Work in pairs and compare your answers.

| | Always | Sometimes | Never |
|---|---|---|---|
| 1. My parents complain about my clothes and hairstyle. | | | |
| 2. My parents let me colour my hair. | | | |
| 3. My parents limit the time I spend on electronic devices. | | | |
| 4. My parents take away my electronic devices after 9 p.m. | | | |
| 5. My parents control everything I do. | | | |

- Ask Ss to look at the picture and guess why the people are arguing. Encourage all kinds of answers, e.g. *The daughter is fed up with her mother telling her what to do all the time, and refuses to listen.*
- Ask Ss to read the statements in the table and tick the correct information about them.
- Have Ss work in pairs to compare their answers. Encourage them to ask each other questions and give more details about their answers.
- Invite some Ss to share their answers or their partners' answers with the class.

### ACTIVITY 2. While-listening

**Aim:** To help Ss practise listening for specific information.


2 Listen to a conversation between Kevin and Mai. Number the things they talk about in the order they are mentioned.

a. Kevin's parents limit his screen time. ____

b. Mai asks Kevin if he has any disagreements with his parents. ____

c. Mai is not allowed to colour her hair. ____

d. Mai's choice in clothes and hairstyle upsets her mother. ____

- Explain the format of this activity: Ss listen and number the things the speakers talk about in the order they are mentioned.
- Have Ss read through them carefully and check if they understand the vocabulary and the context by asking questions, such as *Who are the speakers? What do you think they will be talking about?*
- Remind Ss that the conversation may not contain the exact words as in the statements, so Ss should listen for synonyms or words with similar meaning, e.g. *screen time – the time I spend on my smartphone and laptop, disagreements – conflict*.
- In weaker classes, pre-teach some of the more difficult vocabulary items that Ss will hear in the conversation, e.g. *appearance, hairstyle, tight jeans, eyesight.*
- Play the recording and have Ss listen and number the four statements.
- Ask Ss to compare their answers in pairs or groups.
- Check answers by playing the recording again and pausing after the parts of the conversation containing the information.
- If time allows, ask some *Yes/No* questions about the conversation, e.g. *Does Mai look upset? Does Mai's father allow her to colour her hair? Do they have to wear uniform to school?*

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

### ACTIVITY 3. While-listening

**Aim:** To help Ss practise listening for specific information.


3 Listen to the conversation again and answer the following questions using no more than TWO words.

1. What does Mai's mother keep complaining about?
2. Where doesn't Mai's mother allow her to wear tight jeans?
3. What does Kevin mainly use his smartphone and laptop for?
4. According to Mai, what might Kevin's parents worry about?
5. What time do Kevin's parents take away his smartphone and laptop?

- Have Ss read through the questions carefully and check if they understand all the vocabulary.

- In stronger classes, ask Ss if they can answer the questions without listening to the conversation again.
- In weaker classes, have Ss think about the type of information they will need to answer each question, e.g. 1. *something about Mai;* 2. *the place where Mai is not allowed to wear tight jeans;* 3. *the main reason why Kevin uses his smartphone and laptop;* 4. *the thing(s) Kevin's parents worry about;* 5. *the time when Kevin's parents take his smartphone and laptop away.*
- Remind Ss of the word limit for each answer.
- Play the recording and ask Ss to listen and take notes.
- Have Ss compare their answers.
- Check answers as a class by writing them on the board.

***Key:*** 1. Mai's appearance /Her appearance. 2. At school. 3. (His) homework.
4. Kevin's eyesight/His eyesight. 5. 10 p.m.

***Audio script – Tracks 12 + 13:***

*Kevin:* You look upset, Mai. What's the matter?
*Mai:* Well, it's my mum. She keeps complaining about my appearance.
*Kevin:* Oh, I'm sorry to hear that.
*Mai:* Yeah, she doesn't like my choice in clothes and hairstyle.
*Kevin:* I see. So what's wrong with your clothes and hair?
*Mai:* Nothing wrong. But my mum doesn't allow me to wear tight jeans to school. I'm not allowed to colour my hair either. She said she never wore tight clothes or coloured her hair when she was at school.
*Kevin:* Well, I think she's right. We have to wear uniforms to school, remember? And school rules don't allow coloured hair.
*Mai:* Yeah, I know. But I just want to look different on special occasions.
*Kevin:* Then you should tell your mum about it. I think she'll understand.
*Mai:* Maybe you're right. What about you, Kevin? Do you come into conflict with your parents?
*Kevin:* Not really. But they try to limit the time I spend on my smartphone and laptop. They don't really understand that I mainly use them for my homework, not to play games or post on social media.
*Mai:* Perhaps they worry about your eyesight.
*Kevin:* Yes, maybe that's why they take away my phone and laptop at 10 p.m. Sometimes I don't even have time to complete my homework.
*Mai:* Why don't you try to write down your homework assignments on paper first, then you can type them quickly on your laptop?
*Kevin:* That's a good idea. I'll try to do that next time. (Faded)

**Extension:** Play the recording, pausing before the last word of long sentences and have Ss recall or guess it, e.g. play the sentence until the word 'appearance': *She keeps complaining about my …* Have Ss call out the last word. In stronger classes, ask Ss to write the words on the board.

## ACTIVITY 4. Post-listening

**Aim:** To give Ss an opportunity to use the language and ideas from the listening to express an opinion.


4 Work in groups. Discuss the following questions.
Do you agree with Mai's mother and Kevin's parents? Why/Why not?

- Ask Ss to list the things that Mai's mother and Kevin's parents complain about.
- Put Ss into groups. Ask each group to choose whether they want to discuss Mai's mother or Kevin's parents.
- Walk round the class and offer help if necessary. Make sure Ss take notes of their discussion and make a short summary.
- Invite Ss from some groups to share their opinions with the whole class. Encourage them to give reasons.

**Extension:** Have Ss talk about arguments or conflicts in their households. They can do that in the same groups or can form new groups. You can start the discussion by talking about your family, e.g. *In my family, we often fight over the TV remote control. I want to watch drama series while my father wants to watch sports programmes.* In weaker classes, brainstorm common family arguments and write them on the board as prompts, e.g. *Messy bedrooms; Leaving the lights on when no one is in the room; Leaving dirty shoes in the middle of the doorway; Leaving dirty plates and glasses in their bedroom; Slamming the doors; Eating the last biscuit or chocolate, and putting the empty box back in the cupboard; Playing music too loud; Not making their bed; Using other people's belongings without asking.*

***Suggested answer:***

In our group, we discussed the things that Mai is not allowed to do. We agree with her mother that she shouldn't colour her hair during school terms. But we think that she should be allowed to wear tight clothes to school as long as tight clothing has no negative effect on her health or is not against school rules. For example, tight leggings can be worn for PE lessons.

In our group, we discussed the things that Kevin is not allowed to do. We don't agree with his parents. We don't think it is fair to limit his screen time if he mainly uses his laptop for studying and homework. This may affect his schoolwork and his grades.

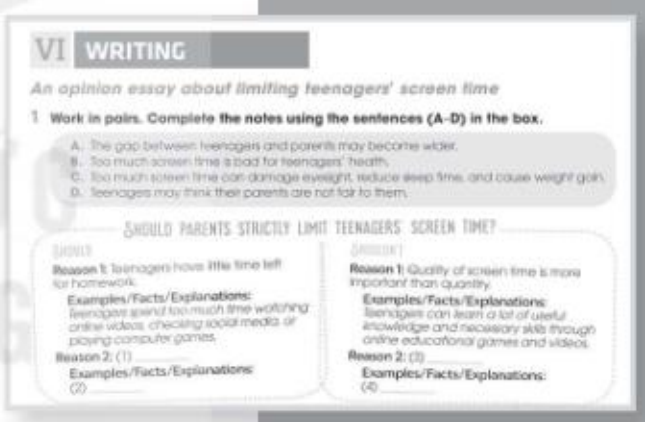
# LESSON 6. WRITING

## AN OPINION ESSAY ABOUT LIMITING TEENAGERS' SCREEN TIME

**Learning outcome:** By the end of the lesson, Ss will be able to write an opinion essay about limiting teenagers' screen time.

### ACTIVITY 1

**Aim:** To help Ss develop ideas for their writing.


VI WRITING

*An opinion essay about limiting teenagers' screen time*

1 Work in pairs. Complete the notes using the sentences (A–D) in the box.

A. The gap between teenagers and parents may become wider.
B. Too much screen time is bad for teenagers' health.
C. Too much screen time can damage eyesight, reduce sleep time, and cause weight gain.
D. Teenagers may think their parents are not fair to them.

SHOULD PARENTS STRICTLY LIMIT TEENAGERS' SCREEN TIME?

Reason 1: Teenagers have little time left for homework.
Examples/Facts/Explanations:
Teenagers spend too much time watching online videos, checking social media or playing computer games.
Reason 2: (1) _____
Examples/Facts/Explanations:
(2) _____

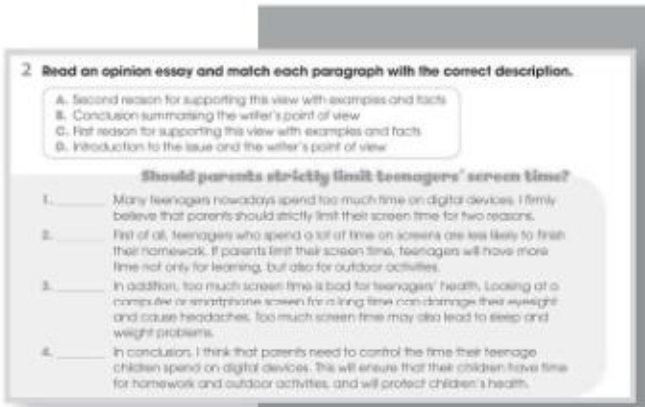
Reason 1: Quality of screen time is more important than quantity.
Examples/Facts/Explanations:
Teenagers can learn a lot of useful knowledge and necessary skills through online educational games and videos.
Reason 2: (3) _____
Examples/Facts/Explanations:
(4) _____

- Ask Ss to read the four sentences and the notes. Go through each reason with its supporting examples, facts, or explanations.
- Explain that two of the sentences in each box are reasons and the other two sentences are supporting examples or further explanations.
- Put Ss into pairs. Have them work together to complete the notes.
- Check answers as a class.
- Ask Ss what text type the notes can be used for, e.g. *an email, a letter, an article, or an opinion essay*. Elicit 'opinion essay' and check if Ss understand the purpose of writing this text type, i.e. *to say what you think of a topic and try to convince the reader of your view on the topic.*

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

### ACTIVITY 2

**Aim:** To familiarise Ss with the structure and language of an opinion essay.


2 Read an opinion essay and match each paragraph with the correct description.

A. Second reason for supporting this view with examples and facts
B. Conclusion summarising the writer's point of view
C. First reason for supporting this view with examples and facts
D. Introduction to the issue and the writer's point of view

**Should parents strictly limit teenagers' screen time?**

1. _____ Many teenagers nowadays spend too much time on digital devices. I firmly believe that parents should strictly limit their screen time for two reasons.
2. _____ First of all, teenagers who spend a lot of time on screens are less likely to finish their homework. If parents limit their screen time, teenagers will have more time not only for learning, but also for outdoor activities.
3. _____ In addition, too much screen time is bad for teenagers' health. Looking at a computer or smartphone screen for a long time can damage their eyesight and cause headaches. Too much screen time may also lead to sleep and weight problems.
4. _____ In conclusion, I think that parents need to control the time their teenage children spend on digital devices. This will ensure that their children have time for homework and outdoor activities, and will protect children's health.

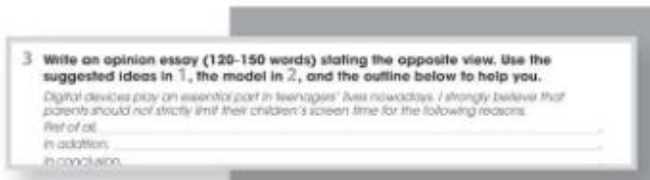
- Ask Ss to read the four descriptions and check understanding.
- In weaker classes, pre-teach some of the more difficult words and phrases, e.g. *firmly, strictly, less likely, sleep and weight problems, ensure.*

- Put Ss in pairs to read and discuss the structure of the model opinion essay. Then have them match each paragraph with a description. Check answers as a class.
- To check understanding of the structure and language of the opinion essay, ask questions, such as *How does the writer introduce the issue? What expression does she use to introduce her point of view? What linking words does she use to introduce each reason?*

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

## ACTIVITY 3

**Aim:** To help Ss practise writing an opinion essay.


3 **Write an opinion essay (120-150 words) stating the opposite view. Use the suggested ideas in 1, the model in 2, and the outline below to help you.**

*Digital devices play an essential part in teenagers' lives nowadays. I strongly believe that parents should not strictly limit their children's screen time for the following reasons.*

*First of all,*

*In addition,*

*In conclusion,*

- Ask Ss to read the introduction to the opinion essay they are going to complete. Elicit that this essay defends the opposite view. Remind Ss of the two reasons supporting this view in **1**.
- In stronger classes, encourage Ss to use their own ideas.
- Have Ss work individually to write their first draft.
- Put Ss in pairs and ask them to swap their draft essays for peer feedback. Encourage Ss to revise their essays and correct any mistakes in their final draft.
- Collect Ss' essays to mark and provide written feedback in the next lesson.

***Suggested answer:***

Digital devices play an essential part in teenagers' lives nowadays. I strongly believe that parents should not strictly limit their children's screen time for the following reasons.

First of all, I think that by limiting the use of technology, parents will also limit what teens can benefit from it. In fact, teenagers can learn a lot of useful knowledge and necessary skills through online educational games and videos.

In addition, when teenagers' screen time is strictly controlled by their parents, the gap between parents and children may become wider. Teenagers may think that their parents are very mean and not fair to them, and may refuse to talk to them.

In conclusion, I believe that it is not a good idea for parents to strictly limit their teenagers' screen time. Teens can benefit from screen activities that encourage learning, and parents can develop a better relationship with their children if they do not control the time spent on electronic devices.

**Extension:** In stronger classes, introduce another type of essay – the two-sided argumentative or discussion essay, in which a writer presents both points of view objectively before giving their own opinion. Have Ss work in groups and try to write an introductory paragraph for this type of essay, e.g. *Digital devices play an essential part in teenagers' lives nowadays. Some parents believe that they should strictly limit their teen children's screen time while others think that this will only harm their teenagers. This essay will discuss both these points of view and argue in favour of the latter/former.* Encourage Ss to write their two-sided argumentative essays at home.

# LESSON 7. COMMUNICATION AND CULTURE / CLIL

## EVERYDAY ENGLISH

### ASKING FOR AND GIVING PERMISSION

**ACTIVITY 1**

**Aims:**

- To provide a model conversation in which speakers ask for and give permission;
- To review expressions for asking for and giving permission.


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

*Asking for and giving permission*

1 **Listen and complete the conversation with the expressions in the box. Then practise it in pairs.**

A. Is it OK B. I'm afraid not C. Certainly D. can I

**Lan:** Mum, (1) _____ go to my friend's birthday party this Saturday evening?
**Lan's mother:** (2) _____. Whose birthday is it?
**Lan:** It's Mai's birthday, Mum. (3) _____ if I stay the night at her house after the party?
**Lan's mother:** Oh, (4) _____. You must come back home before 10 p.m. We're going to visit your grandparents early on Sunday morning.
**Lan:** OK, Mum. I'll be home before 10 p.m. then.

- Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. *Who are the speakers? What are they talking about?*
- Have Ss listen and complete the conversation with the expressions from the box.
- Check answers by asking two Ss to read out the conversation.
- Have Ss underline expressions used to ask for permission (*Can I …; Is it OK if I …*) and to give permission (*Certainly./I'm afraid not.*).
- Put Ss in pairs and have them practise the conversation.

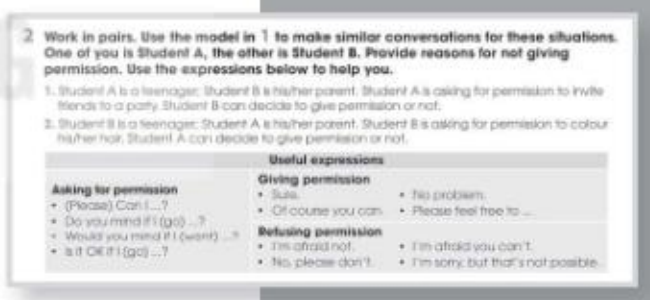
***Key:*** 1. D 2. C 3. A 4. B

***Audio script – Track 14:***

*Lan:* Mum, can I go to my friend's birthday party this Saturday evening?
*Lan's mother:* Certainly. Whose birthday is it?
*Lan:* It's Mai's birthday, Mum. Is it OK if I stay the night at her house after the party?
*Lan's mother:* Oh, I'm afraid not. You must come back home before 10 p.m. We're going to visit your grandparents early on Sunday morning.
*Lan:* OK, Mum. I'll be home before 10 p.m. then.

**ACTIVITY 2**

**Aim:** To help Ss practise asking for and giving permission.


2 **Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Provide reasons for not giving permission. Use the expressions below to help you.**

1. Student A is a teenager. Student B is his/her parent. Student A is asking for permission to invite friends to a party. Student B can decide to give permission or not.
2. Student B is a teenager. Student A is his/her parent. Student B is asking for permission to colour his/her hair. Student A can decide to give permission or not.

**Useful expressions**

**Asking for permission**
- (Please) Can I …?
- Do you mind if I (go) …?
- Would you mind if I (went) …?
- Is it OK if I (go) …?

**Giving permission**
- Sure.
- Of course you can.
- No problem.
- Please feel free to …

**Refusing permission**
- I'm afraid not.
- No, please don't.
- I'm afraid you can't.
- I'm sorry, but that's not possible.

- Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations and if they have been given permission.
- Have Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board.
- Go through the **Useful expressions** in the box and remind Ss to use them in their conversations.
- In stronger classes, encourage them to be more creative and use a variety of sentence structures.
- Have Ss spend a few minutes planning their conversations, e.g. decide how they are going to start each one, whether they are going to give permission, and what reasons they are going to give for not giving permission. Then have Ss practise their conversations.
- If time allows, have Ss swap roles so that they have a chance to role-play both Student A and B in each situation.
- Invite several pairs of Ss to role-play their conversations in front of the class.
- Praise for good effort, clear pronunciation, and fluent delivery.

***Suggested answers:***

1.

*A:* Mum, it'll be my birthday next week. Can I invite my friends to my birthday party?

*B:* Of course you can. I'll help you to prepare for the party.

2.

*B:* Dad, would you mind if I coloured my hair green?

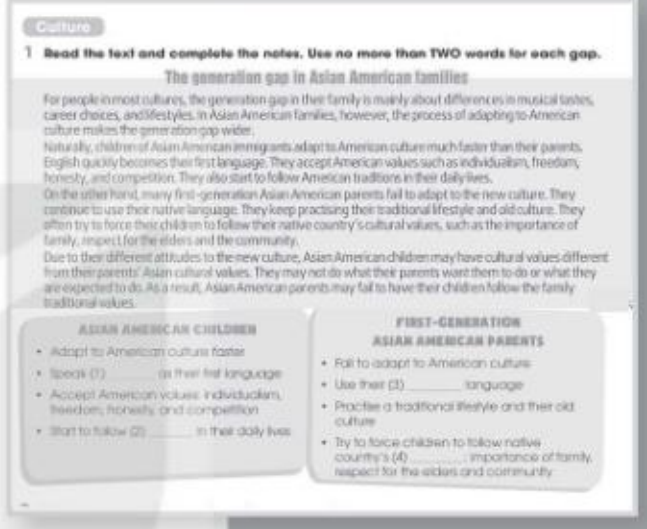
*A:* I'm sorry, but that's not possible. It's against the school rules.

## CULTURE

### THE GENERATION GAP IN ASIAN AMERICAN FAMILIES

**ACTIVITY 1**

**Aim:** To help Ss understand the generation gap in Asian American families.


Culture

1 Read the text and complete the notes. Use no more than TWO words for each gap.

The generation gap in Asian American families

For people in most cultures, the generation gap in their family is mainly about differences in musical tastes, career choices, and lifestyles. In Asian American families, however, the process of adapting to American culture makes the generation gap wider.

Naturally, children of Asian American immigrants adapt to American culture much faster than their parents. English quickly becomes their first language. They accept American values such as individualism, freedom, honesty, and competition. They also start to follow American traditions in their daily lives.

On the other hand, many first-generation Asian American parents fail to adapt to the new culture. They continue to use their native language. They keep practising their traditional lifestyle and old culture. They often try to force their children to follow their native country's cultural values, such as the importance of family, respect for the elders and the community.

Due to their different attitudes to the new culture, Asian American children may have cultural values different from their parents' Asian cultural values. They may not do what their parents want them to do or what they are expected to do. As a result, Asian American parents may fail to have their children follow the family traditional values.

| ASIAN AMERICAN CHILDREN | FIRST-GENERATION ASIAN AMERICAN PARENTS |
|---|---|
| • Adapt to American culture faster<br>• Speak (1) _____ as their first language<br>• Accept American values: individualism, freedom, honesty, and competition<br>• Start to follow (2) _____ in their daily lives | • Fail to adapt to American culture<br>• Use their (3) _____ language<br>• Practise a traditional lifestyle and their old culture<br>• Try to force children to follow native country's (4) _____ importance of family, respect for the elders and community |

- Ask Ss some questions to find out what they already know about Asian American families, e.g. *Who are Asian Americans?* (People in the USA who trace their roots in countries in Asia.) *What ethnic groups do they come from? Do you think Asian American families are different from American families? What is the difference?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *What causes the generation gap in these families? What are the parents in these families like? What are the teenagers in these families like?*
- Put Ss into pairs. Ask them to read the text about the generation gap in Asian American families and complete the comparison notes. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class by calling on pairs to write the missing words on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

***Key:*** 1. English 2. American traditions 3. native 4. cultural values

**ACTIVITY 2**

**Aim:** To help Ss relate what they have learnt in the reading text to their own culture.


2 Work in groups. Discuss the following questions.

*Do you think your family would experience the same generation gap if you moved to a Western country? Why/Why not?*

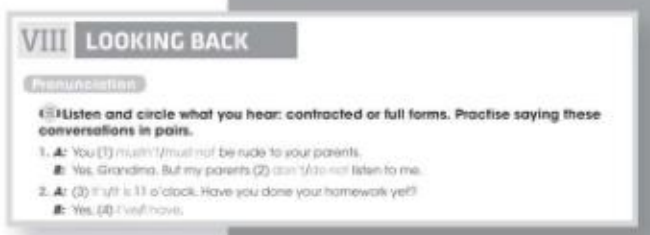
- Have Ss look back at the text and refer to the notes they completed in **1** about the conflicts in Asian American families.
- Ask Ss to work in groups and answer the questions. Walk round and help Ss if necessary.
- Invite individual Ss to talk about their own families.

***Suggested answer:***

I think if my family moved to a Western country, we would experience the same generation gap. This is mainly because my parents are still very traditional. They strictly stick to their traditional values and want us to follow in their footsteps.

# LESSON 8. LOOKING BACK AND PROJECT

## LOOKING BACK


VIII LOOKING BACK

Pronunciation

1 Listen and circle what you hear: contracted or full forms. Practise saying these conversations in pairs.

1. A: You (1) mustn't/must not be rude to your parents.
B: Yes, Grandma. But my parents (2) don't/do not listen to me.
2. A: (3) It's/It is 11 o'clock. Have you done your homework yet?
B: Yes, (4) I've/I have.

### PRONUNCIATION

**Aim:** To help Ss revise contracted forms.

- Ask Ss to listen and identify the contracted and full forms in each sentence.
- Have Ss practise reading the conversations out loud in pairs, paying close attention to the contracted forms.
- Ask several pairs of Ss to role-play the conversations in front of the class. Correct wrong pronunciation of contractions if necessary. Praise for good pronunciation and fluent delivery.

***Key:*** 1. mustn't 2. don't 3. It's 4. I have

***Audio script – Track 15:***

1.

*A:* You mustn't be rude to your parents.

*B:* Yes, Grandma. But my parents don't listen to me.

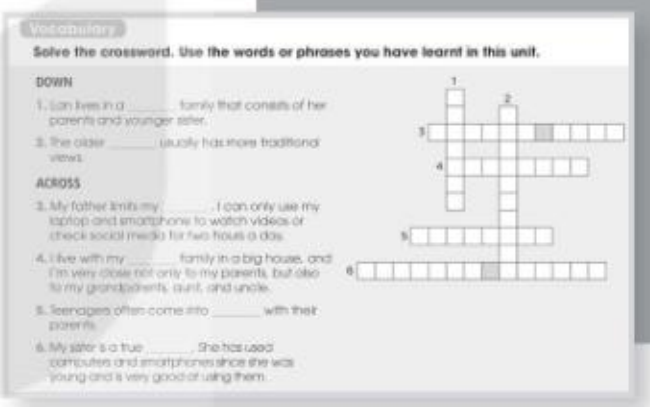
2.

*A:* It's 11 o'clock. Have you done your homework yet?

*B:* Yes, I have.

### VOCABULARY

**Aim:** To help Ss review words and phrases that they have learnt in this unit.


Vocabulary

Solve the crossword. Use the words or phrases you have learnt in this unit.

DOWN

1. Lan lives in a _____ family that consists of her parents and younger sister.
2. The older _____ usually has more traditional views.

ACROSS

3. My father limits my _____. I can only use my laptop and smartphone to watch videos or check social media for two hours a day.
4. I live with my _____ family in a big house, and I'm very close not only to my parents, but also to my grandparents, aunt, and uncle.
5. Teenagers often come into _____ with their parents.
6. My sister's a true _____. She has used computers and smartphones since she was young and is very good at using them.

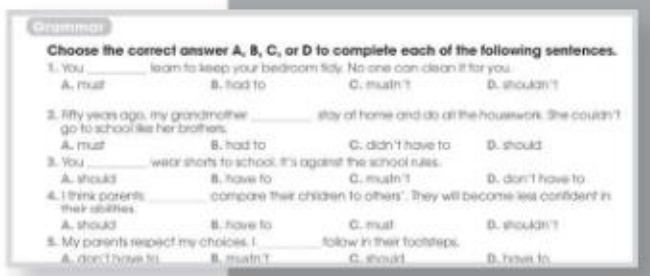
- Have Ss look at the instruction, the crossword, and the clues that will help them to identify the words.
- Ask Ss to read each sentence and focus their attention on the gap in it.
- Tell Ss to study the context carefully and decide on the word or phrase to fill in the gap. In weaker classes, brainstorm vocabulary items encountered in the unit and write them on the board for Ss' reference.
- Ask Ss to fill in the words/phrases in the crossword individually.
- Have Ss check their answers in pairs/groups.
- Check answers as a class by asking individual Ss to read the sentences.

***Key:***

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 1 | | 2 | | | | | | |
| | | | | n | | g | | | | | | |
| | 3 | s | c | r | e | e | n | | t | i | m | e |
| | | | | l | | n | | | | | | |
| | 4 | e | x | t | e | n | d | e | d | | | |
| | | | | a | | r | | | | | | |
| | | | | r | | a | | | | | | |
| | | | | | | t | | | | | | |
| | 5 | c | o | n | f | l | i | c | t | | | |
| | | | | | | o | | | | | | |
| 6 | d | i | g | i | t | a | l | | n | a | t | i | v | e |

## GRAMMAR

**Aim:** To help Ss review the use of modal verbs *must, have to,* and *should*.


Grammar

**Choose the correct answer A, B, C, or D to complete each of the following sentences.**

1. You _____ learn to keep your bedroom tidy. No one can clean it for you.
   A. must B. had to C. mustn't D. shouldn't
2. Fifty years ago, my grandmother _____ stay at home and do all the housework. She couldn't go to school like her brothers.
   A. must B. had to C. didn't have to D. should
3. You _____ wear shorts to school. It's against the school rules.
   A. should B. have to C. mustn't D. don't have to
4. I think parents _____ compare their children to others'. They will become less confident in their abilities.
   A. should B. have to C. must D. shouldn't
5. My parents respect my choices. I _____ follow in their footsteps.
   A. don't have to B. mustn't C. should D. have to

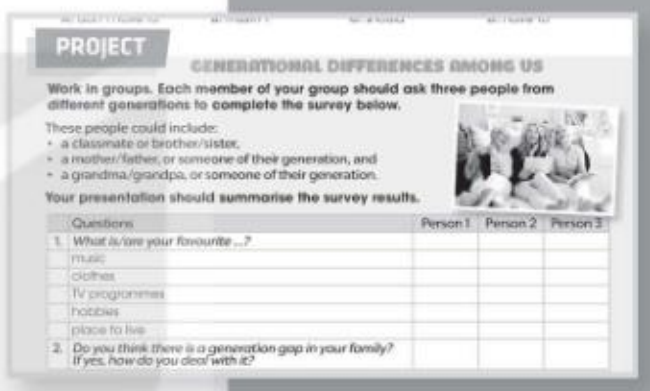
- Ask Ss to read each sentence and choose the correct modal verb to complete it.
- Remind Ss to study the context carefully and decide which option is the correct one.
- Have Ss check their answers in pairs/groups.
- Check answers by asking individual Ss to read the sentences.

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

## PROJECT

### GENERATIONAL DIFFERENCES AMONG US

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


PROJECT

GENERATIONAL DIFFERENCES AMONG US

**Work in groups. Each member of your group should ask three people from different generations to complete the survey below.**

These people could include:
- a classmate or brother/sister,
- a mother/father, or someone of their generation, and
- a grandma/grandpa, or someone of their generation.

**Your presentation should summarise the survey results.**

| | Questions | Person 1 | Person 2 | Person 3 |
|---|---|---|---|---|
| 1. | *What is/are your favourite ...?* | | | |
| | music | | | |
| | clothes | | | |
| | TV programmes | | | |
| | hobbies | | | |
| | place to live | | | |
| 2. | *Do you think there is a generation gap in your family? If yes, how do you deal with it?* | | | |

- 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 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. You can also give Ss marks for their presentation as part of their continuous assessment.

**Suggested checklist for peer assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – The presenters greeted the audience. | | |
| – The presenters spoke clearly and naturally. | | |
| – The presenters cooperated when delivering their talk. | | |
| – The presenters had interactions with the audience. | | |
| – The presenters used some photos/pictures to illustrate their ideas/survey results. | | |
| – The presenters concluded their talk appropriately. | | |

| | | |
|---|---|---|
| ***CONTENT:*** *The presentation includes the following information about generational differences.* | | |
| – favourite music | | |
| – favourite clothes | | |
| – favourite TV programmes | | |
| – favourite hobbies | | |
| – favourite place to live | | |
| – whether there is a generation gap; if yes, how people deal with it | | |

**Suggested checklist for self-assessment:**

| | **Tick where appropriate** | **Comments (in English or Vietnamese)** |
|---|---|---|
| ***DELIVERY*** | | |
| – I greeted the audience. | | |
| – I spoke clearly and naturally. | | |
| – I cooperated with my group members when delivering the talk. | | |
| – I had interactions with the audience. | | |
| – I used some photos/pictures to illustrate my ideas/survey results. | | |
| – I concluded my part of the talk appropriately. | | |
| ***CONTENT:*** *Our presentation includes the following information about generational differences.* | | |
| – favourite music | | |
| – favourite clothes | | |
| – favourite TV programmes | | |
| – favourite hobbies | | |
| – favourite place to live | | |
| – whether there is a generation gap; if yes, how people deal with it | | |

**NOW I CAN ...**

Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas to provide further practice later.




KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 3

# CITIES OF THE FUTURE

**OBJECTIVES:**

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

- link final consonants to initial vowels in sentences;
- understand and use words and phrases related to cities and smart living;
- use stative verbs in the continuous form, and linking verbs;
- read for specific information in an article about the characteristics of future cities;
- discuss cities of the future and keep a conversation going by asking *Wh*-questions;
- listen for main ideas and specific information in an interview about the disadvantages of living in a smart city;
- write an article about the advantages and disadvantages of living in a smart city;
- express certainty and uncertainty;
- recognise features of smart cities around the world;
- design a poster about the ideal city of the future and give a poster presentation about it.

## LESSON 1. GETTING STARTED

### WARM-UP & INTRODUCTION

**Aims:**

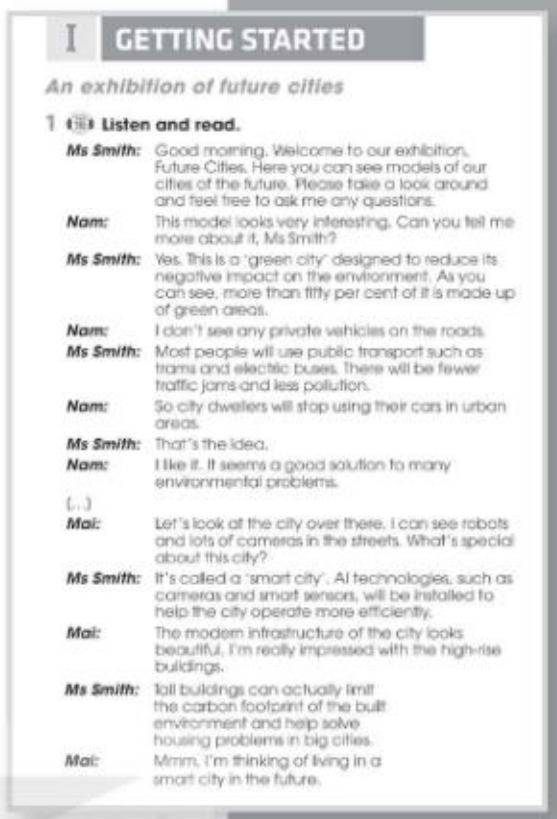
- To create a friendly and lively atmosphere in the classroom;
- To lead into the unit.

- Review the previous unit and revise some of the target words and phrases Ss have learnt by having them play the game: *Hot potato*. Bring a ball to class. Have Ss stand in a circle or two rows facing each other, and set a time limit for the game. Throw the ball to one student and have him/her call out one target word or phrase from Unit 2. He/She then throws the ball to another student, who has to say another target word or phrase. The ball is a 'hot potato' so Ss can't hold it for too long. The game continues until the time is up or all Ss have had a chance to say a word or phrase.
- Lead into the unit topic. Write the unit title *Cities of the Future* on the board. Ask Ss to guess what they are going to learn about in this unit. Accept all reasonable answers.
- Then ask Ss to open their books at page 28. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture topics, and the project.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## ACTIVITY 1

**Aim:** To introduce some vocabulary and grammar points to be learnt in the unit.



I GETTING STARTED

*An exhibition of future cities*

1 Listen and read.

**Ms Smith:** Good morning. Welcome to our exhibition, Future Cities. Here you can see models of our cities of the future. Please take a look around and feel free to ask me any questions.

**Nam:** This model looks very interesting. Can you tell me more about it, Ms Smith?

**Ms Smith:** Yes. This is a 'green city' designed to reduce its negative impact on the environment. As you can see, more than fifty per cent of it is made up of green areas.

**Nam:** I don't see any private vehicles on the roads.

**Ms Smith:** Most people will use public transport such as trams and electric buses. There will be fewer traffic jams and less pollution.

**Nam:** So city dwellers will stop using their cars in urban areas.

**Ms Smith:** That's the idea.

**Nam:** I like it. It seems a good solution to many environmental problems.

(...)

**Mai:** Let's look at the city over there. I can see robots and lots of cameras in the streets. What's special about this city?

**Ms Smith:** It's called a 'smart city'. AI technologies, such as cameras and smart sensors, will be installed to help the city operate more efficiently.

**Mai:** The modern infrastructure of the city looks beautiful. I'm really impressed with the high-rise buildings.

**Ms Smith:** Tall buildings can actually limit the carbon footprint of the built environment and help solve housing problems in big cities.

**Mai:** Mmm, I'm thinking of living in a smart city in the future.

- Put Ss into groups. Draw a mind map on the board and write *Cities of the future* in the middle. Have groups brainstorm as many aspects of the topic as possible, e.g. *types of future cities, where they will be built, how they will look like*. Give Ss a time limit for the brainstorming.
- Ask some groups to call out their ideas and write them into the mind map on the board. Praise groups for good effort.
- Have Ss look at the picture and elicit the context of the conversation, e.g. *A woman is showing models of cities to students/teenagers*.
- Ask who the three speakers are (*Ms Smith, Nam, and Mai*) and what they will be talking about (*cities of the future*).
- Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to cities, technology, and architecture while they are listening and reading.
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
- Call on three Ss to read the conversation aloud.

***Audio script – Track 16:***

*Ms Smith:* Good morning. Welcome to our exhibition, Future Cities. Here you can see models of our cities of the future. Please take a look around and feel free to ask me any questions.

*Nam:* This model looks very interesting. Can you tell me more about it, Ms Smith?

*Ms Smith:* Yes. This is a 'green city' designed to reduce its negative impact on the environment. As you can see, more than fifty per cent of it is made up of green areas.

*Nam:* I don't see any private vehicles on the roads.

*Ms Smith:* Most people will use public transport such as trams and electric buses. There will be fewer traffic jams and less pollution.

*Nam:* So city dwellers will stop using their cars in urban areas.

*Ms Smith:* That's the idea.

*Nam:* I like it. It seems a good solution to many environmental problems.

[...]

*Mai* Let's look at the city over there. I can see robots and lots of cameras in the streets. What's special about this city?

*Ms Smith:* It's called a 'smart city'. AI technologies, such as cameras and smart sensors, will be installed to help the city operate more efficiently.

*Mai* The modern infrastructure of the city looks beautiful. I'm really impressed with the high-rise buildings.

*Ms Smith:* Tall buildings can actually limit the carbon footprint of the built environment and help solve housing problems in big cities.

*Mai:* Mmm, I'm thinking of living in a smart city in the future.

## ACTIVITY 2

**Aim:** To check Ss' comprehension of the conversation.


2 **Read the conversation again and complete the notes. Use no more than TWO words for each blank.**

| Future cities | |
|---|---|
| **Green city** | **Smart city** |
| - More than 50% of it is made up of (1) _____.<br>- Using public transport will help reduce (2) _____ and pollution. | - AI (3) _____ will help the city operate more efficiently.<br>- High-rise buildings will help solve the (4) _____ problems. |

- Put Ss in pairs. Ask them to read the notes carefully and try to work out the missing words.
- Then have them read the conversation again and locate the part of the conversation that has the information for each of the blanks.
- Have Ss share their answers with the class.
- Confirm the correct answers.

***Key:*** 1. green areas 2. traffic jams 3. technologies 4. housing

**Extension:** Make some true and false statements about the conversation, e.g. 1. *The students visit the exhibition in the afternoon.* (False); 2. *They can see models of future cities.* (True). Call out a statement and have Ss call out True or False. In stronger classes, invite individual Ss to make true and false statements, and test the rest of the class.

## ACTIVITY 3

**Aim:** To introduce collocations to describe cities, consisting of an adjective and a noun.


3 **Match the words to make phrases mentioned in 1.**

| | |
|---|---|
| 1 public | a city |
| 2 private | b infrastructure |
| 3 modern | c transport |
| 4 high-rise | d vehicles |
| 5 smart | e buildings |

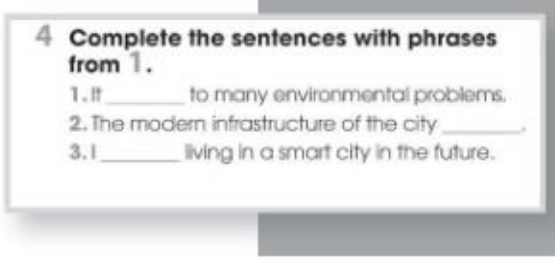
- Check Ss' understanding of the individual words in each column by eliciting synonyms or antonyms, e.g. *What is the opposite of 'public'?* (private) *Do you know another word for 'city'?* (town).
- Have Ss read the conversation quickly again, find these words and phrases, and underline them. Then ask Ss to do the matching.
- To check answers, write the individual words on the board and have Ss come to the board to match them.
- Alternatively, have one student read the adjective and another student say the noun that goes with it.

***Key:*** 1. public transport 2. private vehicles 3. modern infrastructure
4. high-rise buildings 5. smart city

**Extension:** Put Ss in groups and have them come up with other collocations with the nouns *transport, vehicle, infrastructure, building,* and *city*, e.g. transport – *road/air transport, transport network, transport infrastructure*. Explain the meaning of any collocations Ss may not be familiar with. In stronger classes, have Ss make sentences with them, e.g. *Big cities need efficient transport infrastructure.*

## ACTIVITY 4

**Aim:** To help Ss identify stative verbs in continuous form and linking verbs.


4 **Complete the sentences with phrases from 1.**

1. It _____ to many environmental problems.
2. The modern infrastructure of the city _____.
3. I _____ living in a smart city in the future.

- Have Ss read each sentence and try to think of the missing information.
- In weaker classes, encourage Ss to read the conversation again and find the sentences.
- Check answers by first asking the whole class to call out the verb forms only, then calling on individual Ss to read the complete sentences.

- Introduce the grammar points (stative verbs in continuous form and linking verbs). Draw Ss' attention to each verb and explain what type of verb it is.

***Key:*** 1. seems a good solution 2. looks beautiful 3. 'm thinking of

**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 Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 3, the **Project** section, look at the title and say what the topic of the project is (*The ideal city of the future*). Explain the project requirements: Ss will have to design a poster about the ideal city of the future and give a poster presentation in the last lesson.
- Remind Ss that poster presentations are a way to communicate ideas, research, or understanding, of a topic in a visual way. Their posters should be clear and engaging, with a mixture of text and tables, graphs, or pictures. 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 any representative of a group if they want to learn more about the ideal city of the future. Then the class will sit down and vote for the best poster.
- Suggest some steps Ss can follow: 1. Collect information (searching the Internet, reading magazines, finding materials in the library, brainstorming ideas, etc.); 2. Organise ideas and visuals, and design the posters; 3. Practise explaining their posters and answering questions about the content.
- 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. types of cities or adjectives to describe cities, and solving any other problems that may arise with their projects.

## LESSON 2. LANGUAGE

### PRONUNCIATION

**LINKING FINAL CONSONANTS TO INITIAL VOWELS**

**ACTIVITY 1**

**Aim:** To help Ss recognise and practise linking between a final consonant and an initial vowel.

- Explain the importance of linking in spoken English. This is a very important feature of English as it helps preserve rhythm and makes spoken language sound natural. Ask Ss to read the notes in the **Remember!** box. Then check understanding of the two points.
- Explain that the linking is already marked, and ask Ss to read the sentences first and say which sounds are linked.
- Play the recording and ask Ss to listen and repeat. Tell them to pay attention to the linked sounds. Ask Ss to practise reading the sentences aloud in pairs.



II LANGUAGE

Pronunciation

*Linking final consonants to initial vowels*

Remember!

- When we speak naturally, we don't pause between most words. We usually link the end and beginning of some words so that they are easy to say and flow together smoothly.
- Consonant-to-vowel linking is very common and occurs between a word ending with a consonant sound and a word beginning with a vowel sound.

1 **Listen and repeat. Pay attention to the linking (‿) between the words in the sentences.**

1. He lives in the city centre.
2. Cities of the future will be more exciting.
3. The new high-rise building is in the west of the city.
4. A lot of people come to the city to walk across the famous bridge.

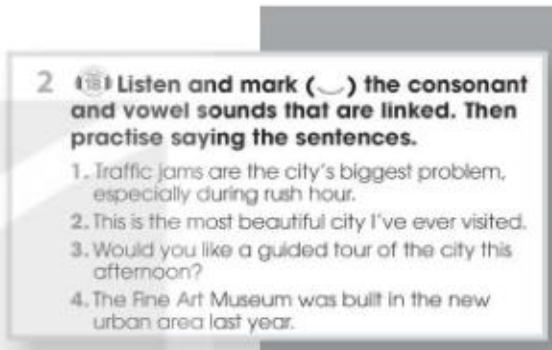
- Explain to Ss that consonant-to-vowel linking is about the sound, not about the word's spelling. Write some examples ending in a silent 'e', e.g. *manage an, bottle of, name is, shape and, time off.* Tell Ss that even if these words end in 'e', when pronounced, the 'e' disappears and the words end in a consonant.
- Have Ss practise saying the phrases in pairs. Encourage them to use the phrases in sentences, e.g. *I can give you some tips on how to manage an organisation.*
- Invite some pairs to write their sentences on the board. Call on Ss to identify the consonant-to-vowel linking and read the sentences as naturally as they can.

***Audio script – Track 17:***

1. He lives in the city centre.
2. Cities of the future will be more exciting.
3. The new high-rise building is in the west of the city.
4. A lot of people come to the city to walk across the famous bridge.

**ACTIVITY 2**

**Aim:** To help Ss recognise and practise linking between a final consonant and an initial vowel.


2 18 **Listen and mark (‿) the consonant and vowel sounds that are linked. Then practise saying the sentences.**

1. Traffic jams are the city's biggest problem, especially during rush hour.
2. This is the most beautiful city I've ever visited.
3. Would you like a guided tour of the city this afternoon?
4. The Fine Art Museum was built in the new urban area last year.

- Ask Ss to read the sentences and put a mark between the sounds they think are linked when speaking.
- Play the recording and have Ss check their answers.
- Play the recording again, pausing after each sentence, for Ss to repeat. Then say the linked words for Ss to check their answers.
- Explain to Ss that in very fast speech, it is possible to link final consonants and initial vowels even if the words are separated by punctuation marks, e.g. *I saw the accident, and she did, too.* (linking between 'accident' and 'and') *I need this book. A friend is asking for it.* (linking between 'book' and 'a'). Write some examples on the board and have Ss read them quickly, linking the sounds.

***Key + Audio script – Track 18:***

1. Traffic jams‿are the city's biggest problem, especially during rush‿hour.
2. This‿is the most beautiful city I've‿ever visited.
3. Would you like‿a guided tour of the city this‿afternoon?
4. The Fine‿Art Museum was built‿in the new urban‿area last year.

**Extension:** Put Ss in pairs and ask them to practise linking in common idioms. In stronger classes, help Ss brainstorm the idioms first. In weaker classes, provide them on the board in advance, and mark the linking, e.g. *To have a lot on one's plate* (to be very busy), *To call it a day* (to stop an activity for the rest of the day), *To get on the wrong side of the bed* (to start the day in a bad temper), *At the drop of a hat* (to do something without hesitation), *To give the benefit of the doubt* (to give someone or something a chance). Have Ss practise saying the idioms as fast as they can, linking final consonants and initial vowels. In stronger classes, encourage Ss to use the idioms in sentences, e.g. *My brother doesn't do any housework at all, but once in a blue moon he'll offer to put the rubbish out. My sister has let us down before, but let's give her the benefit of the doubt this time.*

## VOCABULARY

### CITIES AND SMART LIVING

**ACTIVITY 1**

**Aim:** To introduce words and phrases related to cities and smart living.

- Ask Ss to work in pairs. Ask them to read the words and phrases and match them to their meanings.
- Check answers as a class. Call on one student to read an item aloud and another student to read its meaning.
- Have Ss practise vocabulary building skills by thinking of words or phrases associated with the five items in this activity. Put Ss in pairs or groups. Provide some examples for Ss' reference, e.g. city dweller – *resident, citizen, big-city person, inhabitant, town dweller, city guy, townspeople.*

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


Vocabulary

*Cities and smart living*

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

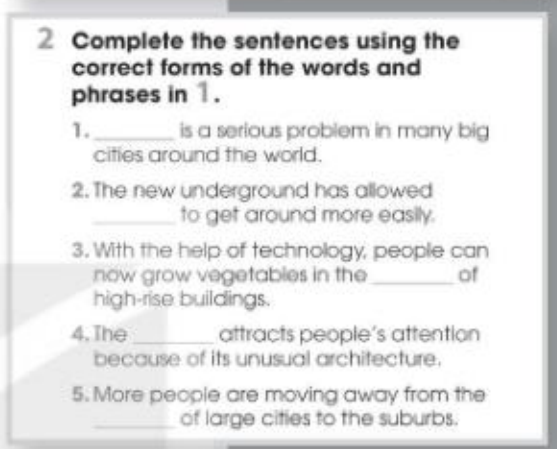
| | |
|---|---|
| 1 city dweller (np) | a garden built on the top of a building |
| 2 traffic jam (n) | b a very tall, modern building, usually in a city |
| 3 urban centre (np) | c a person who lives in the city |
| 4 roof garden (n) | d a situation of too many vehicles on a road so that they can move only very slowly or are stopped completely |
| 5 skyscraper (n) | e an area in a city where a large number of people live |

## ACTIVITY 2

**Aim:** To help Ss practise using the words and phrases in **1** in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word or phrase in **1** can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word/phrase, e.g. in the first sentence, the gapped word is about the problem in many big cities.
- Check answers as a class. Have Ss call out the word/phrase they have used in each sentence first.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word/phrase by referring to the context clues.
- Ask individual Ss to read the complete sentences.

***Key:*** 1. Traffic jam 2. city dwellers 3. roof gardens
4. skyscraper 5. urban centres


**2 Complete the sentences using the correct forms of the words and phrases in 1.**

1. _____ is a serious problem in many big cities around the world.
2. The new underground has allowed _____ to get around more easily.
3. With the help of technology, people can now grow vegetables in the _____ of high-rise buildings.
4. The _____ attracts people's attention because of its unusual architecture.
5. More people are moving away from the _____ of large cities to the suburbs.

**Extension:** Have Ss make more sentences using the words and phrases they have learnt. In stronger classes, divide the class into teams and give each team five minutes to write as many sentences as they can. Make sure there is at least one sentence with each word or phrase. Ask teams to read them and give a point for each correct sentence. The team with the most points is the winner.

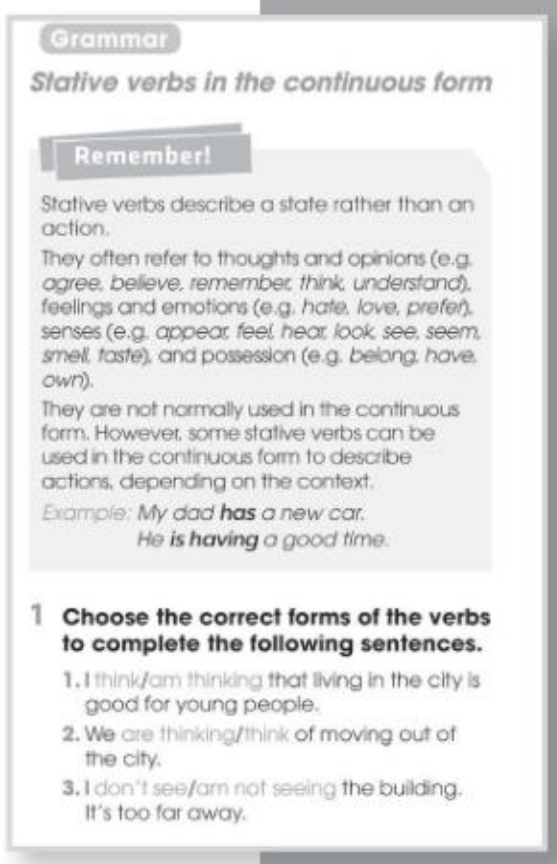
# GRAMMAR

## STATIVE VERBS IN THE CONTINUOUS FORM

## ACTIVITY 1

**Aim:** To give Ss an opportunity to practise stative verbs in the continuous form.

- Tell Ss to read the explanations in the **Remember!** box. Check understanding of the grammar point by asking questions and eliciting what stative verbs are and in which situation they can be used in the continuous form.
- In weaker classes, give more examples to make sure Ss understand the use of stative verbs, e.g. *I see no problems.* vs. *I'm seeing my friend tonight. This cake tastes delicious.* vs. *The cook is tasting the soup now.*
- In stronger classes, have Ss come up with their own example sentences.


Grammar

*Stative verbs in the continuous form*

**Remember!**

Stative verbs describe a state rather than an action.

They often refer to thoughts and opinions (e.g. *agree, believe, remember, think, understand*), feelings and emotions (e.g. *hate, love, prefer*), senses (e.g. *appear, feel, hear, look, see, seem, smell, taste*), and possession (e.g. *belong, have, own*).

They are not normally used in the continuous form. However, some stative verbs can be used in the continuous form to describe actions, depending on the context.

*Example: My dad* ***has*** *a new car.*
*He* ***is having*** *a good time.*

**1 Choose the correct forms of the verbs to complete the following sentences.**

1. I think/am thinking that living in the city is good for young people.
2. We are thinking/think of moving out of the city.
3. I don't see/am not seeing the building. It's too far away.

- Ask Ss to work in pairs or individually to choose the correct form of the verb in each sentence. Explain that they can use the context clues to decide on the correct tense form of the verb, e.g. the first sentence expresses an opinion, so we can't use the continuous form.
- Check answers as a class and ask Ss to explain their choices.

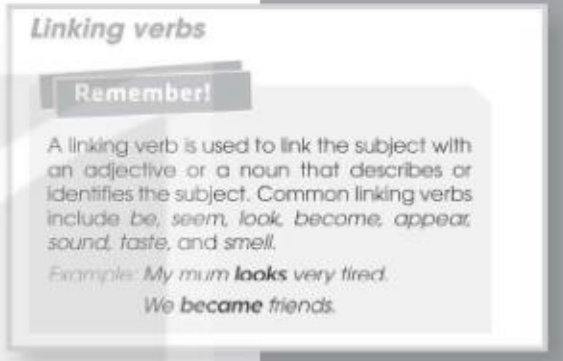
***Key:*** 1. think 2. are thinking 3. don't see

**Extension:** Have Ss further practise stative verbs as a class. Think of some sentences with stative verbs in advance. Say a sentence or write it on the board, and have Ss change the meaning of the verb from a state to an action or experience, or from an action to a state, e.g. *My dad has an old car.* → *My dad is having a lot of trouble with his old car. I am tasting the soup to see if it needs more salt.* → *This soup tastes delicious.* In stronger classes, have Ss work in groups and come up with their own sentences.

## LINKING VERBS

### ACTIVITY 2

**Aim:** To give Ss an opportunity to practise linking verbs.


Linking verbs

Remember!

A linking verb is used to link the subject with an adjective or a noun that describes or identifies the subject. Common linking verbs include *be, seem, look, become, appear, sound, taste,* and *smell.*

Examples: *My mum* ***looks*** *very tired.*
*We* ***became*** *friends.*

2 **Find and correct the mistakes in the following sentences.**

1. The urban lifestyle seems more excitingly to young people.
2. The museum looks beauty from a distance.
3. Widening the road sounds a good solve to traffic problems in the area.

- Ask Ss to read the explanation and examples in the **Remember!** box. Check their understanding of the grammar point by asking questions, e.g. *What are linking verbs? When do we use them? What goes after a linking verb?*
- In weaker classes, give more examples to make sure Ss understand the use of linking verbs, e.g. *The perfume smells nice. The cake tastes delicious. He appears/seems a nice person.*
- In stronger classes, have Ss come up with their own example sentences using linking verbs. Ask Ss if linking verbs can be stative verbs (yes, some verbs such as *be*, *look*, *smell*, *taste*, and *sound* are both linking and stative verbs).
- Ask Ss to work independently to find and correct the mistakes in the sentences.
- Have Ss work in pairs to compare their answers.
- Check answers as a class by having individual Ss read out the sentences or write them on the board.

***Key:*** 1. excitingly → exciting 2. beauty → beautiful 3. solve → solution

### ACTIVITY 3

**Aim:** To help Ss practise stative verbs in the continuous form and linking verbs in a speaking activity.


3 **Work in pairs. Talk about future developments in your neighbourhood. Use stative verbs in continuous form and linking verbs.**

Example:

**A:** *The government* ***is thinking*** *of building a new skyscraper here.*
**B:** *Fantastic! Our city* ***will look*** *more modern.*

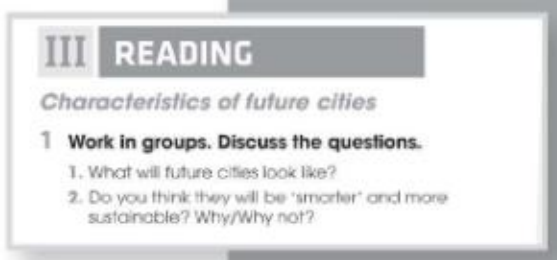
- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student.
- Have Ss first brainstorm ideas for future developments in their neighbourhoods, and write them down as prompts, e.g. *building a new road, designing more green spaces, creating more walking and cycle paths, building a new shopping centre*.
- Put Ss in pairs and have them talk about their neighbourhoods, using stative verbs in the continuous form and linking verbs.
- Invite some Ss to report back to the class.

# LESSON 3. READING

## CHARACTERISTICS OF FUTURE CITIES

### ACTIVITY 1. Pre-reading

**Aim:** To activate Ss' background knowledge about the topic and get Ss involved in the lesson.


III READING

*Characteristics of future cities*

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

1. What will future cities look like?
2. Do you think they will be 'smarter' and more sustainable? Why/Why not?

- Have Ss look at the picture and ask questions, such as *What do you see in the picture? What kind of city is this one? Would you like to live in a place like this one?*
- Elicit the two main characteristics of future cities (smart and sustainable). Have Ss explain what they mean, e.g. smart – uses modern technology to improve life; sustainable – designed to reduce environmental impacts.
- Read the two questions and put Ss in groups to discuss them.
- In weaker classes, write some prompts on the board for Ss to think about, e.g. *population, transport, architecture*. Ask questions related to each one, e.g. *Population: Do you think cities will be larger and more crowded? Transport: Do you think there will be more cars? Will people walk or ride bicycles? Will there be flying vehicles? Architecture: Do you think all buildings will be skyscrapers?*
- Invite some groups to share their ideas with the class.

***Suggested answers:***

1. Future cities will be much larger, but less crowded because they will use more underground spaces and overground structures, such as sky bridges between skyscrapers. They will also be greener as there will be more trees and gardens.
2. Future cities will be smart, meaning they will make use of the latest technology to make city dwellers' life easier. They will also be sustainable, meaning they will use eco-friendly practices to reduce pollution and save natural resources.

### ACTIVITY 2. While-reading

**Aim:** To help Ss practise guessing the meanings of words/ phrases from context.

- Ask Ss to read the whole text once to get an overall idea.
- Then have Ss focus on the highlighted words and phrases, looking for context clues in the text and working out the correct meaning.
- Encourage Ss to use the context in which the words are used rather than looking them up in the dictionary.
- Have Ss discuss the context clues and compare answers in small groups.
- Check answers as a class by inviting Ss to write them on the board.

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


2 **Read the article. Choose the correct meanings of the highlighted words and phrases.**

By 2050 the world's population is expected to reach 10 billion, and nearly 70 per cent of these people will live in cities. The cities of the future will be 'smarter' and more sustainable to cope with a growing population and improve people's lives.

A smart city is a modern urban area that uses a range of technologies to provide services, solve problems, and support people better. The new technologies can help save time by predicting changes in the traffic and warning people of possible traffic jams. They will also help cities operate more efficiently. For example, street lights can turn off when the streets are empty, and sensors can inform waste collection teams when the bins are full. These smart technologies will help save energy, reduce air pollution, and fight climate change.

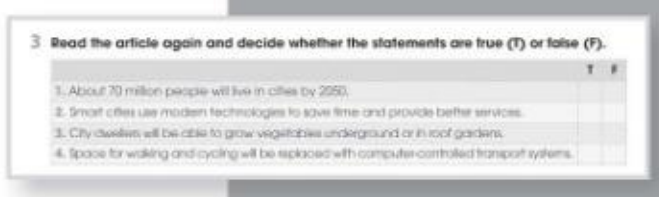
Cities in the future will also be sustainable. They will include a lot of green space and become home to more plants and animals. Making room for biodiversity and nature can be done in various ways including underground and rooftop farming, green roofs, and roof gardens. As people will care more about the environment, most cities will use renewable and clean energy. Modern infrastructure will also be more eco-friendly. Computer-controlled transport systems like electric buses and trains will produce less greenhouse gas emissions. In addition, more pedestrian zones for walking and cycle paths will be made available for people in all neighbourhoods.

These features will make future cities more liveable and will provide a high quality of life to city dwellers.

1. operate more efficiently
   A. to work better without wasting time, money, or energy
   B. to control a machine without wasting resources
   C. to cut a body open for medical reasons in a more careful way
2. sensors
   A. devices that can react to light, heat, or pressure
   B. instruments that can be played by people
   C. devices for discovering rubbish
3. pedestrian zones
   A. areas for cars only
   B. areas for electric buses
   C. areas for walking only
4. liveable
   A. suitable for farming
   B. nice to live in
   C. good for the environment

### ACTIVITY 3. While-reading

**Aim:** To help Ss practise reading for specific information.


3 **Read the article again and decide whether the statements are true (T) or false (F).**

| | T | F |
|---|---|---|
| 1. About 70 million people will live in cities by 2050. | | |
| 2. Smart cities use modern technologies to save time and provide better services. | | |
| 3. City dwellers will be able to grow vegetables underground or in roof gardens. | | |
| 4. Space for walking and cycling will be replaced with computer-controlled transport systems. | | |

- Ask Ss to read the statements and check comprehension.
- Remind Ss that the statements may include paraphrased information, so they should look for synonyms or words with similar meaning.

- Tell Ss to read through the text to locate information related to each statement, then read again, but this time paying attention only to the parts of the text that contain the answers.
- Check answers as a class. In stronger classes, have Ss correct the false statements in pairs. Write them on the board.

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

**Extension:** Put Ss in pairs and have them come up with their own True/False statements based on the text, e.g. *It is expected that the world's population will be more than 20 billion by 2050.* (False) *There might be 10 billion inhabitants on our planet in 2050.* (True) Ask pairs to read their sentences while the rest of the class say whether they are true or false.

## ACTIVITY 4. While-reading

**Aim:** To help Ss practise reading for specific information.


4 Read the article again and complete the diagram with information from the text. Use no more than TWO words for each answer.

Cities of the future

Smart
- Modern technologies are used to (1) _____ people better.
- Smart devices help cities (2) _____ more efficiently.

Sustainable
- Cities will include a lot of (3) _____ and become home to more plants and animals.
- Eco-friendly (4) _____ will reduce greenhouse gas emissions.

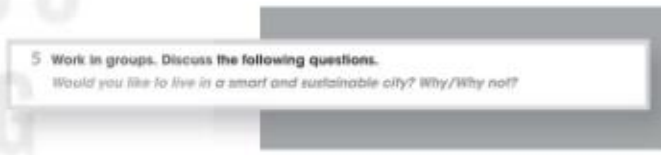
- Ask Ss to read the points in the diagram. Focus their attention on the gaps and explain they only need no more than two words for each gap.
- Tell Ss to read through the text to locate sentences containing the answers.
- Have Ss work in pairs or groups to compare answers.
- Check answers as a class. In stronger classes, ask Ss to explain the context clues they used for each answer. For example, in the first sentence the missing information is a verb which expresses the purpose of the modern technologies used in the city, so the answer is 'support'.
- Ask Ss to add more ideas to each branch or point in the diagram, using the reading text. They can do that in pairs or groups. Invite some of them to present their expanded diagrams to the class.

***Key:*** 1. support 2. operate 3. green space 4. infrastructure

**Extension:** Ask Ss to close their books. Choose three sentences from the text and write them on the board. Have Ss read them aloud several times. Then erase two or three words from each sentence and have Ss say them again, including the missing words. Erase more words and repeat until Ss are saying the full sentences from an almost empty board.

## ACTIVITY 5. Post-reading

**Aim:** To help Ss use the ideas and language in the reading to express opinions and give reasons.


5 Work in groups. Discuss the following questions.
Would you like to live in a smart and sustainable city? Why/Why not?

- Ask Ss to review the text quickly and note down some ideas for their answers. In stronger classes, have Ss come up with other features of smart and sustainable cities.
- Encourage Ss to explain their answers using as many reasons as possible.
- Invite Ss from different groups to give their answers to the class.

***Suggested answers:***

- I would like to live in a smart and sustainable city because of its modern infrastructure. As a person who has a great interest in technology, I'd love to see how smart technologies are used in a smart city and how they can make city dwellers' life better.
- I wouldn't want to live in a smart and sustainable city because life will become very expensive. I think using technological advances will also increase the taxes in smart cities, and people won't be able to afford some services. In addition, buying your own home or renting a place will become very expensive.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

# LESSON 4. SPEAKING

## DISCUSSING CITIES OF THE FUTURE

**Learning outcome:** By the end of the lesson, Ss will be able to talk about different features of future cities.

### ACTIVITY 1

**Aim:** To introduce more ideas for the main speaking task and get Ss involved in the lesson.


IV SPEAKING

*Discussing cities of the future*

1 **Work in pairs. Complete the diagram with the ideas below.**

A. Quality of life will be improved thanks to the cleaner environment.

B. There will be no private vehicles because people will use public transport.

C. Green skyscrapers will replace old blocks of flats and offices in crowded urban centres.

Smart and sustainable cities of the future

Transport — (1) — Eco-friendly public transport will produce less carbon dioxide or waste, and will be controlled by computers.

Infrastructure — (2) — Smart street infrastructure with sensor technology will provide information for faster, cheaper, and better decision-making.

Living conditions — (3) — People's lives will be easier because AI technologies will help them do many daily activities.

- Ask Ss to work in pairs and decide which of the ideas are related to each aspect of cities of the future (Transport, Infrastructure, and Living conditions) by putting the statements in the appropriate blanks.
- Have Ss read the three statements and the text in the diagram. Check understanding of more difficult words and phrases.
- Check answers as a class by calling on pairs to read their diagrams and explain the reasons for their answers.

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

### ACTIVITY 2

**Aim:** To provide a model conversation in which speakers discuss one aspect of future cities and practise using *Wh*-questions to keep the conversation going.


2 **Match the questions with the answers to make a conversation. Then practise it in pairs.**

1. What do you think transport will be like in the cities of the future? — They will use public transport instead of their own vehicles.
2. So, how will people travel in the city? — Because technology will make public transport faster, more convenient, and more eco-friendly.
3. Really? Why do you think public transport will be popular with city dwellers? — Well, I think there will be no private vehicles in the cities.

**Tips**

To keep a conversation going, use *Wh*-questions. They can help you find out important information about people, places, and things, and develop ideas.

*Example: Where will people live? What jobs will they do? How will technology help city dwellers?*

- Explain that these three questions and answers are based on a feature in **1** (transport). Point out that the idea is further developed by using *Wh*-questions.
- Focus Ss' attention on the **Tips** box, and have them read the explanation and examples. Check understanding by writing a topic on the board, e.g. *Travelling*, and asking Ss to come up with *Wh*-questions about it, e.g. *How do people travel? Why do we travel? What do you think about travelling to another country?*
- Tell Ss to read the questions and answers in the activity carefully and check understanding of any difficult vocabulary.
- Have Ss do the matching in pairs.
- Call on some Ss to read the conversation to the class.
- Have Ss practise reading the conversation in pairs. Encourage them to swap roles so that each student has a chance to ask and answer the questions.
- In stronger classes, have Ss add more questions to the conversation using their own ideas, e.g. *How will technologies help make transport more eco-friendly? Why do you think transport will be faster?*

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

### ACTIVITY 3

**Aim:** To give Ss an opportunity to talk about one of the features of future cities.


3 **Work in pairs. Ask and answer questions about one of the features of future cities in 1. Use the model and the tips in 2 to help you.**

- Explain the task and remind Ss of the tips in **2** about how to keep a conversation going.
- Tell Ss that they can choose one aspect in **1** (transport, infrastructure, or living conditions) to make their own conversations. Have Ss work in pairs. Walk round the class to offer help if necessary.
- Ask them to swap roles so that each student has a chance to ask and answer the questions.

- In stronger classes, encourage Ss to expand their conversations by using their own ideas or elaborating on the suggested ideas.
- Invite some pairs of Ss to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation, well-structured questions, and interesting answers.

***Suggested answer:***

*A:* Do you think city dwellers' living conditions will be better in the future?

*B:* Yes, I think people's lives will be better and easier.

*A:* Really? Why do you think so?

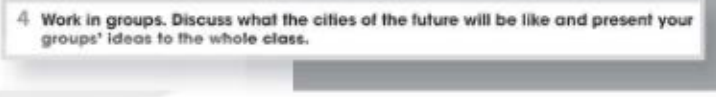
*B:* Because AI technologies will help them do many daily activities.

*A:* So, what kinds of activities will be done by AI technologies?

*B:* Robots will help people do household chores. Smart sensors will also inform people of possible traffic jams. This will save people's time and money.

### ACTIVITY 4

**Aim:** To give Ss an opportunity to have a group discussion about cities of the future and report their discussion to the class.


4 Work in groups. Discuss what the cities of the future will be like and present your groups' ideas to the whole class.

- Ask Ss to work in groups and discuss what future cities will be like.
- Remind Ss to use the ideas already given in the previous activities. In stronger classes, encourage Ss to come up with their own ideas.
- Call on some groups to present their ideas to the class.

***Suggested answer:***

Our group think that city dwellers' lives will be better and easier in the future. They will enjoy a higher living standard. Moreover, AI technologies will help them do many household chores. For example, robots will help people clean the house and even go shopping for them. In addition, smart sensors in cities will inform people of possible problems, such as traffic jams on certain roads so that they can avoid these routes. This will save people time and money.

## LESSON 5. LISTENING

### LIVING IN A SMART CITY

### ACTIVITY 1. Pre-listening

**Aim:** To introduce some words and phrases to help Ss understand the listening and get Ss involved in the lesson.


V LISTENING

*Living in a smart city*

1 Match the words and phrase with their meanings.

| | |
|---|---|
| interact | an area of a town |
| privacy | the feeling of belonging to a group |
| sense of community | to talk or do things with other people |
| neighbourhood | the state of being alone and not watched or interrupted by other people |

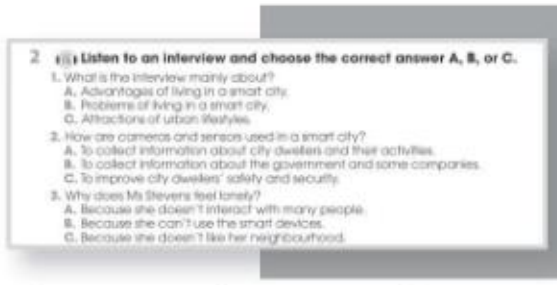
- Write *Living in a smart city* and have Ss recall what they have learnt about smart cities so far.
- Tell Ss that they have mainly talked about the advantages of living in a smart city. Ask if they can think of any disadvantages, e.g. *smart technology is too expensive, smart devices might be too complicated, city dwellers may lack technical skills.*
- Read the four vocabulary items and have Ss guess if they relate to the advantages or disadvantages of smart cities.
- In weaker classes, read the definitions and check understanding of the vocabulary.
- Have Ss do the matching in pairs or individually.
- Check answers as a class.

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

**Extension:** In stronger classes, have Ss play a competitive game. Put them into groups and have them use the words and phrase to make sentences about their cities/towns or themselves. Give groups five minutes and encourage them to make as many sentences as possible. They can write them down on a piece of paper. When the time is up, ask groups to read their sentences. The group with the most correct sentences is the winner.

## ACTIVITY 2. While-listening

**Aim:** To help Ss practise listening for main idea and specific information.

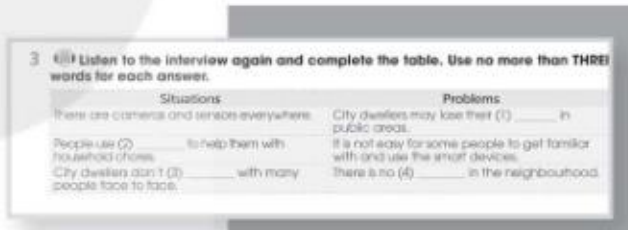

2 Listen to an interview and choose the correct answer A, B, or C.
1. What is the interview mainly about?
A. Advantages of living in a smart city.
B. Problems of living in a smart city.
C. Attractions of urban lifestyles.
2. How are cameras and sensors used in a smart city?
A. To collect information about city dwellers and their activities.
B. To collect information about the government and some companies.
C. To improve city dwellers' safety and security.
3. Why does Ms Stevens feel lonely?
A. Because she doesn't interact with many people.
B. Because she can't use the smart devices.
C. Because she doesn't like her neighbourhood.

- Tell Ss that they're going to listen to an interview with Ms Stevens, a smart city dweller.
- Have Ss read the questions and answer choices, and check comprehension. Elicit or explain any unfamiliar or difficult words.
- Play the recording and have Ss do the activity.
- Check answers as a class. In stronger classes, ask Ss to explain their choices, especially for question 1, which is a main idea question, e.g. *Ms Stevens only mentions things that she is worried about and not happy about.*
- Play the recording again if many Ss have incorrect answers, pausing at the places where they can find the information for questions 2 and 3.

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

## ACTIVITY 3. While-listening

**Aim:** To help Ss practise listening for specific information.


3 Listen to the interview again and complete the table. Use no more than THREE words for each answer.

| Situations | Problems |
|---|---|
| There are cameras and sensors everywhere. | City dwellers may lose their (1) _____ in public areas. |
| People use (2) _____ to help them with household chores. | It is not easy for some people to get familiar with and use the smart devices. |
| City dwellers don't (3) _____ with many people face to face. | There is no (4) _____ in the neighbourhood. |

- Ask Ss to read the text in the table. Make sure they understand they need to write no more than three words in each gap.
- Encourage them to guess what part of speech might fit each gap, e.g. 1 noun, 2 noun, 3 verb, 4 noun.
- Play the recording once (or twice in weaker classes) for Ss to complete the table.
- Ask Ss to work with a partner to compare their answers.
- Check answers by calling on some Ss to write their answers on the board or read them aloud.
- Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.
- If time allows, ask some comprehension questions about the interview or details not tested in the activities, e.g. *What's the name of the weekly programme?* (Urban Lifestyle) *How long has Ms Stevens been living in the smart city?* (for a year) In stronger classes, put Ss in groups and have them quiz each other about the interview. Walk round and make sure each group member has a chance to ask at least two questions.

***Key:*** 1. right to privacy 2. smart technologies
3. interact 4. sense of community

***Audio script – Tracks 19 + 20:***

*Host:* Good morning. Welcome to our weekly programme *Urban Lifestyle*. In today's programme, we'll be talking about the disadvantages of living in a smart city. Joining me now in the studio is Ms Stevens – a city dweller who has been living in a smart city for a year now.

*Host:* Good morning, Ms Stevens.

*Ms Stevens:* Good morning.
*Host:* I understand that you don't like living in the smart city. Why is that? What are you worried about most?
*Ms Stevens:* Well, my main worry is losing my right to privacy in public places. You know, cameras and sensors are everywhere, and they collect information about me and my activities.
*Host:* So it seems that someone is watching you all the time, right?
*Ms Stevens:* Exactly. The government and some companies have so much personal information about city dwellers, but we don't know how they might use it.
*Host:* Yes, it's a bit worrying, but this information probably enables smart cities to create useful programmes and improve people's lives. Smart technologies can also help with daily household chores. Are you not happy with that?
*Ms Stevens:* No, I don't think so. It took me a long time to get familiar with all the smart devices at home. I don't really have any friends to ask for help in the neighbourhood.
*Host:* This leads me to my next question. Do you think there is a sense of community in your neighbourhood?
*Ms Stevens:* No, there isn't. I interact with very few people face to face because most of the activities can be done online.
*Host:* Do you feel lonely sometimes?
*Ms Stevens:* Yes, our smart devices are all connected, but it seems we're becoming lonelier than any previous generation.
*Host:* That's very sad. Thank you for sharing your thoughts with us, Ms Stevens.
*Ms Stevens:* You're welcome.

**Extension:** On the board, write words mentioned in the recording, e.g. *smart city, city dweller(s), activities, information, happy, friends*. Play the audio and have Ss listen for these words and count how many times each one is used. Ask them to call out their answers and write the correct numbers on the board, e.g. *smart city* (2), *city dweller*(s) (2), *activities* (2), *information* (3), *happy* (1), *friends* (1).

## ACTIVITY 4. Post-listening

**Aim:** To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.


4 Work in groups. Discuss the following questions.
Do you agree with Ms Stevens? Which of the disadvantages she mentioned do you think is the most serious? Why?

- Ask some lead-in questions to see whether Ss agree with Ms Stevens' opinion about living in a smart city, e.g. *What disadvantages of living in a smart city does Ms Stevens mention? Do you agree with her that smart city dwellers will lose their privacy? Do you think smart devices will be difficult to use?*
- Put Ss into groups and have them discuss the disadvantages that Ms Stevens talks about in her interview. They should also agree on the most serious disadvantage and explain their reasons.
- Remind Ss that they can use the reasons from the listening to support their opinions. In stronger classes, encourage them to come up with their own ideas to support their point of view.
- Invite some groups of Ss to present a summary of their discussion to the class.

***Suggested answer:***

In our group, we all agree with Ms Stevens. She mentioned a lack of privacy, collecting personal information by technology companies, difficulties with setting up smart household appliances, and a lack of a sense of community. We all think a lack of a sense of community is the most serious problem for city dwellers. They will feel lonely and isolated when there is no interaction among them. This can also lead to health problems, especially for old people.

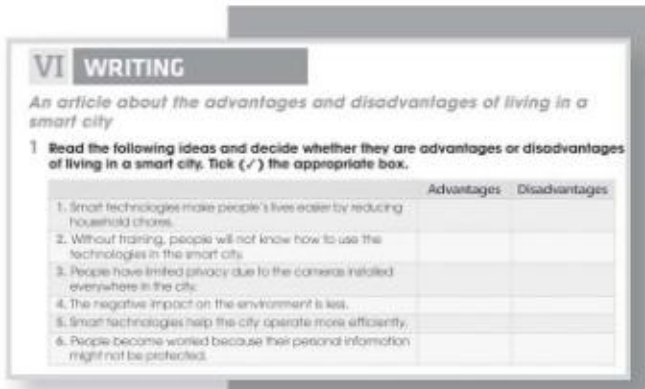
# LESSON 6. WRITING

## AN ARTICLE ABOUT THE ADVANTAGES AND DISADVANTAGES OF LIVING IN A SMART CITY

**Learning outcome:** By the end of the lesson, Ss will be able to write an article about the advantages and disadvantages of living in a smart city.

### ACTIVITY 1

**Aim:** To help Ss develop ideas for their writing.


VI WRITING

*An article about the advantages and disadvantages of living in a smart city*

1 **Read the following ideas and decide whether they are advantages or disadvantages of living in a smart city. Tick (✓) the appropriate box.**

| | Advantages | Disadvantages |
|---|---|---|
| 1. Smart technologies make people's lives easier by reducing household chores. | | |
| 2. Without training, people will not know how to use the technologies in the smart city. | | |
| 3. People have limited privacy due to the cameras installed everywhere in the city. | | |
| 4. The negative impact on the environment is less. | | |
| 5. Smart technologies help the city operate more efficiently. | | |
| 6. People become worried because their personal information might not be protected. | | |

- Ask Ss questions to recall ideas from the listening, e.g. *Does Ms Stevens like living in a smart city? What disadvantages does she mention? Does she mention any advantages? Does the host mention any advantages?* Elicit the topic of the writing, i.e. Advantages and disadvantages of living in a smart city.
- Put Ss into pairs. Ask them to read the statements and decide whether they describe the advantages or disadvantages of living in a smart city.
- Check answers as a class by asking individual Ss to read the statements and say why they are advantages or disadvantages, e.g. *Statement 1 explains how people's lives will become easier – by reducing household chores. So this is an advantage.*

***Key:***

Advantages: 1, 4, 5

Disadvantages: 2, 3, 6

### ACTIVITY 2

**Aim:** To familiarise Ss with the structure and language of an article.


2 **Read the article below and match its parts with the correct descriptions.**

_____ A. Introduction – A short paragraph stating the issue and what the article will cover

_____ B. Title – The topic of the article in a few words

_____ C. Body paragraphs – Each presenting a main point for or against the issue, supported by facts, examples, or explanations

_____ D. Conclusion – A summary of the main points and sometimes the writer's opinion

NEWS WORLD

LIVING IN A SMART CITY: GOOD OR BAD?

1

2 If you live in a smart city, you will probably agree with me that life is not all good as some people may think. So what are the pros and cons of living in a smart city?

3 The good thing about smart cities is that they are very modern. Smart technologies make people's lives easier by reducing household chores. Besides, the city infrastructure which includes sensors and cameras collects information about people and their activities, and uses it to provide faster, cheaper, and better services.

4 On the other hand, living in a smart city has some disadvantages. Some smart technologies are difficult to use and without training, city dwellers might find them useless. With cameras everywhere in public spaces, people also have limited privacy. They are worried that their personal information might not be protected, and they might become victims of cybercrime.

5 In conclusion, living in a smart city has both advantages and disadvantages. However, I think these urban areas offer great promise. The issues should be dealt with in the years ahead as the world's population keeps growing, and more people are moving to big cities.

- Ask Ss to read the model article and check understanding of the vocabulary.
- Have Ss match its parts with the descriptions individually.
- Put Ss in pairs and ask them to discuss and compare their answers in pairs.
- Call on some Ss to read their answers to the class and confirm the correct answers.
- To check understanding of the structure and language of the article, ask questions, such as *What does the writer include in the introduction? What kind of question does she use to introduce the topic?* (Rhetorical question) *What expression does she use to introduce the disadvantages? How many body paragraphs does the article include? What does each paragraph present? What does the conclusion include?*

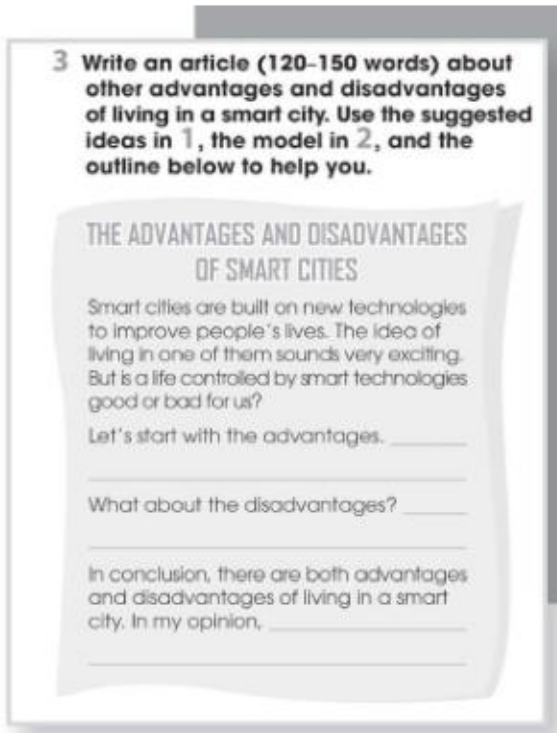
***Key:*** 1. B 2. A 3-4. C 5. D

### ACTIVITY 3

**Aim:** To help Ss practise writing an article about the advantages and disadvantages of living in a smart city.

- Tell Ss that they are going to write an article about the advantages and disadvantages of living in a smart city.

- Explain the writing task. Go through the outline and recap the structure of an article.
- Have Ss work individually and write their articles based on the ideas in the unit and the outline given.
- Walk round the class and offer help. When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class.
- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions.
- Collect Ss' writings and provide written feedback in the next lesson.



3 **Write an article (120–150 words) about other advantages and disadvantages of living in a smart city. Use the suggested ideas in 1, the model in 2, and the outline below to help you.**

THE ADVANTAGES AND DISADVANTAGES OF SMART CITIES

Smart cities are built on new technologies to improve people's lives. The idea of living in one of them sounds very exciting. But is a life controlled by smart technologies good or bad for us?

Let's start with the advantages. _____

_____

What about the disadvantages? _____

_____

In conclusion, there are both advantages and disadvantages of living in a smart city. In my opinion, _____

_____

***Suggested answer:***

**THE ADVANTAGES AND DISADVANTAGES OF SMART CITIES**

Smart cities are built on new technologies to improve people's lives. The idea of living in one of them sounds very exciting. But is a life controlled by smart technologies good or bad for us?

Let's start with the advantages. Living in a smart city can reduce the negative impact on the environment. Future smart cities will be built in new urban areas with a lot of green space. City dwellers will also care more about the environment, so they will try to find ways to make their cities greener and more sustainable, for example, by growing vegetables in their roof gardens.

What about the disadvantages? Smart cities can also affect people's private lives. When cameras are installed for security purposes, city dwellers may lose their right to privacy. They may think that someone is watching them all the time, and feel uncomfortable.

In conclusion, there are both advantages and disadvantages of living in a smart city. In my opinion, the benefits are greater, and people will find a way to adapt to the new lifestyle and overcome the challenges.

KẾT NỐI TRI THỨC

# LESSON 7. COMMUNICATION AND CULTURE / CLIL

## EVERYDAY ENGLISH

### EXPRESSING CERTAINTY AND UNCERTAINTY

**ACTIVITY 1**

**Aims:**

- To provide model conversations in which speakers express certainty and uncertainty about the future;
- To review expressions for expressing certainty and uncertainty.

- Check if Ss know any phrases for expressing certainty or uncertainty by asking, e.g. *Do you think there will be more high-rise buildings in the city?* (I'm not so sure.) *Do you think more people will live in cities in the future?* (Yes, I'm sure about it.)
- Ask Ss to read through the expressions in the box and the incomplete conversations, and check comprehension. In stronger classes, have Ss complete the gaps based on context clues in the conversations.



VII COMMUNICATION AND CULTURE / CLIL

Everyday English

*Expressing certainty and uncertainty*

1 **Listen and complete the conversations with the expressions in the box. Then practise them in pairs.**

A. I'm not really sure about it
B. I have no doubt about it

1

***Minh:*** I heard that in the future people will build cities on the ocean. Do you think that will be possible?

***Anna:*** (1) _____. With the help of modern technologies, we can build cities on water, and people can live there safely.

2

***Mike:*** Do you think the government can build our first smart city in this area?

***Long:*** (2) _____. Smart technologies are very expensive. We don't have AI experts either.

- In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the expressions they hear in the gaps.
- Check answers as a class by asking the questions and having Ss read out the complete answers.
- Ask Ss to practise the conversations in pairs.

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

***Audio script – Track 21:***

1.

*Minh:* I heard that in the future people will build cities on the ocean. Do you think that will be possible?

*Anna:* I have no doubt about it. With the help of modern technologies, we can build cities on water, and people can live there safely.

2.

*Mike:* Do you think the government can build our first smart city in this area?

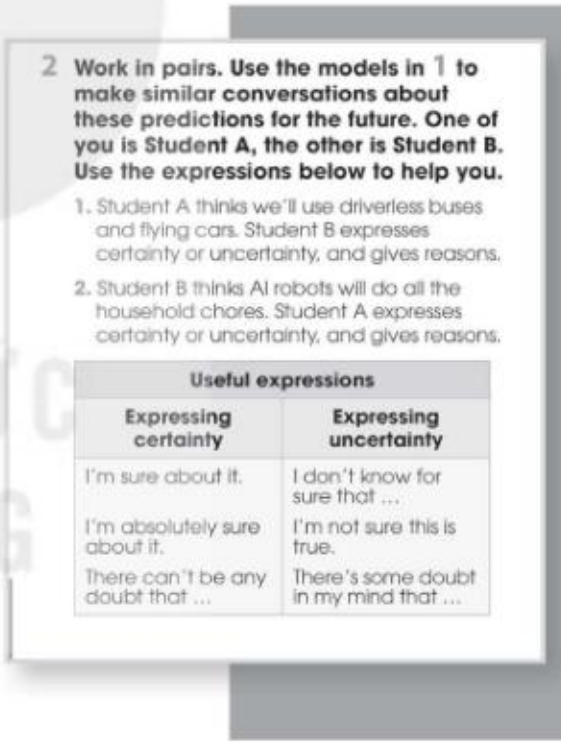
*Long:* I'm not really sure about it. Smart technologies are very expensive. We don't have AI experts either.

**Extension:** In stronger classes, give Ss a few minutes to memorise as much as they can from the conversations. Then ask them to close their books. Write some prompts on the board and have Ss role-play the conversations based on the prompts only.

## ACTIVITY 2

**Aim:** To help Ss practise expressing certainty and uncertainty about the future.

- Have Ss read the predictions and check understanding.
- Revise common expressions used to express certainty and uncertainty. In weaker classes, go through the expressions in the table and check understanding.
- Put Ss into pairs. Give them a few minutes to come up with ideas to support their answers.
- In weaker classes, brainstorm some ideas as a class and write them on the board, e.g. *Modern technologies will allow buses to run without drivers; Although AI robots can do many household chores, there are still many things that should be done by humans.*
- Allow Ss enough time to practise their conversations. Then invite some pairs to role-play them in front of the class.
- Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas.



2 **Work in pairs. Use the models in 1 to make similar conversations about these predictions for the future. One of you is Student A, the other is Student B. Use the expressions below to help you.**

1. Student A thinks we'll use driverless buses and flying cars. Student B expresses certainty or uncertainty, and gives reasons.
2. Student B thinks AI robots will do all the household chores. Student A expresses certainty or uncertainty, and gives reasons.

**Useful expressions**

| Expressing certainty | Expressing uncertainty |
|---|---|
| I'm sure about it. | I don't know for sure that … |
| I'm absolutely sure about it. | I'm not sure this is true. |
| There can't be any doubt that … | There's some doubt in my mind that … |

***Suggested answers:***

1.

*A:* I heard that in the future we'll use driverless buses and flying cars. Do you think that will be possible?

*B:* I'm sure about it. With the help of modern technologies, buses will be driven automatically and cars will be able to fly.

2.

*B:* Do you think AI robots will do all the household chores?

*A:* I'm not really sure about it. Robots may not cook well because they can't taste or smell things. Cooking is also a complex process with a lot of decision making.

## CULTURE

### SMART CITIES AROUND THE WORLD

### ACTIVITY 1

**Aim:** To help Ss learn about smart cities around the world.

- Ask Ss some questions to find out what they already know about the topic, e.g. *Which cities in the world do you think are smart ones? What makes them smart?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *How do people in smart cities park their cars? Can people book appointments with a doctor online in smart cities? What smart apps can smart city dwellers use and for what purposes?*
- Put Ss into pairs. Ask them to read the text about the five cities and write the names of the city next to the correct features.
- Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class by calling on pairs to write the city names on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

***Key:*** 1. Singapore 2. Toronto 3. London
4. New York 5. Copenhagen

**Extension:** In stronger classes, put Ss in groups and have them come up with names of smart cities in Asia and the technologies they are using, e.g. Beijing (5G, cloud computing, new energy vehicles), Osaka (digital health programmes for the elderly, buildings with sensors and cameras), Tokyo (renewable energy use), Shanghai (data platform for all types of services for residents).



Culture

1 **Read the text on page 36 and decide in which city you can do the following.**

| | |
|---|---|
| 1. book a parking space via a mobile app | Singapore |
| 2. have a medical check-up online | |
| 3. use your bank card to pay for travelling on the bus or underground | |
| 4. unlock your bike from one station and return it to any other station in the city | |
| 5. use a mobile app to help you choose the best route to cycle in the city | |

SMART CITIES
AROUND THE WORLD

Cities around the world are becoming smarter, and you can do many things that seemed impossible in the past.

In Singapore, the mobile app Parking.sg allows you to locate a nearby car park easily, book a parking space, and make a payment. You can also extend your booking or receive a refund if you leave early.

New York City (US) has one of the largest bike-sharing systems called Citi Bike. Using a mobile app, you can unlock bikes from one station and return them to any other station in the system, making them ideal for one-way trips.

In Copenhagen (Denmark), you can use a mobile app to guide you through the city streets and tell how fast you need to pedal to make the next green light. The app can also give you route recommendations and work out the calories you burn.

In London (UK), you don't have to buy public transport tickets. You can just touch your bank card on the card reader when you get on and off the bus or the underground to pay for your trip.

In Toronto (Canada), you can book an appointment and see a doctor online from your own home. You can also receive prescriptions and any other documents you need, all online.

2 **Work in groups. Discuss the following questions.**

*Which of the technologies in the text would you like to have in your city or neighbourhood? Why?*

### ACTIVITY 2

**Aim:** To help Ss relate what they have learnt in the reading text to their own culture.

- Have Ss work in pairs to discuss the technologies they would like to have in their city or neighbourhood.
- Ask Ss some specific questions, e.g. *Are the technologies mentioned in the text available in Viet Nam? Which one would you like to have in your city? Would you like to have a smart bike-sharing system or use a bank card to pay for travelling on the bus?*
- Call on some Ss to present their ideas in front of the class.

***Suggested answer:***

In Viet Nam, we would like to use a bank card to pay for travelling on buses. This makes the payment much easier and more convenient than paying in cash.

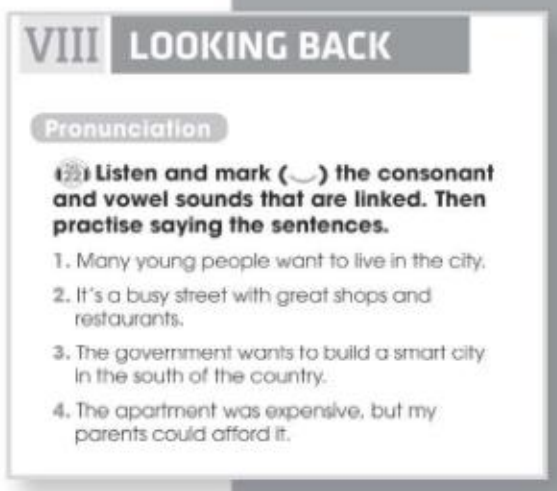
I hope our city will have a smart bike-sharing system soon. People will not have to use their own vehicles for short distances. This will reduce traffic jams and save people's time.

# LESSON 8. LOOKING BACK AND PROJECT

## LOOKING BACK

### PRONUNCIATION

**Aim:** To help Ss revise linking between a final consonant and an initial vowel.


VIII LOOKING BACK

Pronunciation

**Listen and mark (‿) the consonant and vowel sounds that are linked. Then practise saying the sentences.**

1. Many young people want to live in the city.
2. It's a busy street with great shops and restaurants.
3. The government wants to build a smart city in the south of the country.
4. The apartment was expensive, but my parents could afford it.

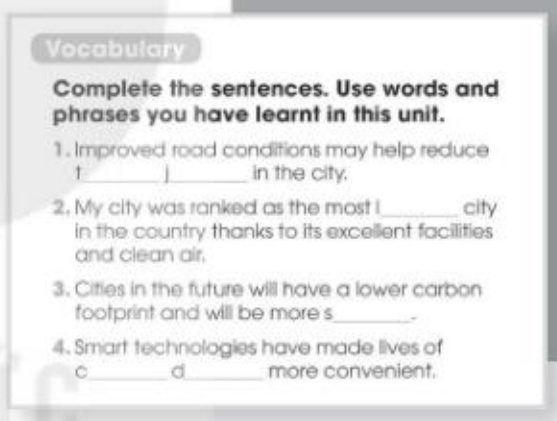
- Ask Ss to listen to the recording and mark the consonant and vowel sounds that are linked.
- Check answers as a class by playing the recording and writing appropriate marks on the board.
- Ask Ss to practise the sentences in pairs. Draw their attention to the sounds that are linked.
- Call on some Ss to read the questions out loud in front of the class.

***Key + Audio script – Track 22:***

1. Many young people want to live‿in the city.
2. It's‿a busy street with great shops‿and restaurants.
3. The government wants to build‿a smart city in the south‿of the country.
4. The apartment was‿expensive, but my parents could‿afford‿it.

### VOCABULARY

**Aim:** To help Ss revise words and phrases they have learnt in the unit.


Vocabulary

**Complete the sentences. Use words and phrases you have learnt in this unit.**

1. Improved road conditions may help reduce t_____ j_____ in the city.
2. My city was ranked as the most l_____ city in the country thanks to its excellent facilities and clean air.
3. Cities in the future will have a lower carbon footprint and will be more s_____.
4. Smart technologies have made lives of c_____ d_____ more convenient.

- Ask Ss to complete the sentences with suitable words or phrases. Tell them that the first letters are given as prompts.
- Have Ss do this activity individually, then compare their answers with their partners.
- Check answers by asking individual Ss to write the missing words/phrases on the board.

***Key:*** 1. traffic jams 2. liveable 3. sustainable 4. city dwellers

### GRAMMAR

**Aim:** To help Ss revise stative verbs in the continuous form and linking verbs.


Grammar

**Choose the correct words and phrases to complete these sentences.**

1. Please don't talk. I think/am thinking.
2. People living in crowded cities feel unhappily/unhappy.
3. You should try this soup. It tastes/is tasting delicious.
4. James seems an intelligent person/ intelligently, but he sometimes asks silly questions.

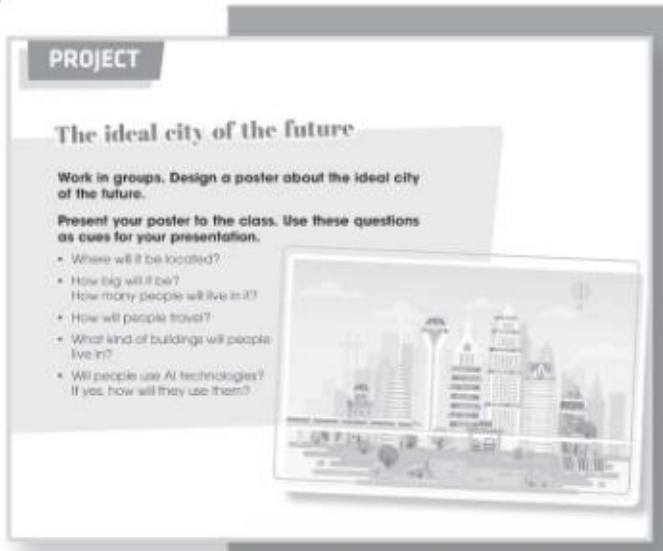
- Ask Ss to choose the correct verb forms to complete the sentences.
- Have Ss do this activity individually, then compare their answers with their partners.
- Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.

***Key:*** 1. am thinking 2. unhappy 3. tastes 4. an intelligent person

## PROJECT

# THE IDEAL CITY OF THE FUTURE

**Aim:** To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster presentation.


PROJECT

The ideal city of the future

Work in groups. Design a poster about the ideal city of the future.

Present your poster to the class. Use these questions as cues for your presentation.

- Where will it be located?
- How big will it be? How many people will live in it?
- How will people travel?
- What kind of buildings will people live in?
- Will people use AI technologies? If yes, how will they use them?

- 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 get ready for their poster presentations. Ask them to decide who is going to stand by the group poster and answer questions about it, and what questions the rest of the group can ask as they walk round the classroom and view other groups' posters.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklists.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- Have groups display their posters. Ask the group representatives to stand next to their posters while the rest of the class walk round, study the posters, and ask questions about them. In stronger classes, you can have group members take turns to stand by the poster and answer questions.
- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.
- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.

**Suggested checklist for peer assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – The group representative(s) spoke clearly and naturally. | | |
| – The group representative(s) explained the poster well. | | |
| – The group representative(s) answered all questions. | | |
| ***POSTER CONTENT*** | | |
| – The poster is well organised. | | |
| – The poster covers the five questions as stated in the Student's Book. | | |
| – The poster is visually attractive and includes appropriate images. | | |
| – There are no spelling or grammar mistakes. | | |

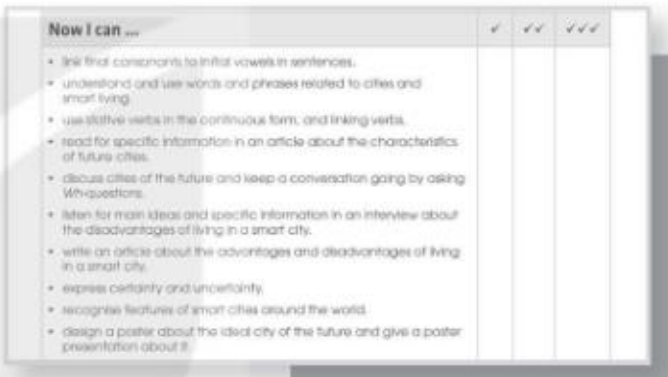
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

**Suggested checklist for self-assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – I spoke clearly and naturally. | | |
| – I explained the poster well. | | |
| – I answered all questions. | | |
| ***POSTER CONTENT*** | | |
| – The poster is well organised. | | |
| – The poster covers the five questions as stated in the Student's Book. | | |
| – The poster is visually attractive and includes appropriate images. | | |
| – There are no spelling or grammar mistakes. | | |

**NOW I CAN ...**

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



| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • link final consonants to initial vowels in sentences. | | | |
| • understand and use words and phrases related to cities and smart living. | | | |
| • use stative verbs in the continuous form, and linking verbs. | | | |
| • read for specific information in an article about the characteristics of future cities. | | | |
| • discuss cities of the future and keep a conversation going by asking Wh-questions. | | | |
| • listen for main ideas and specific information in an interview about the disadvantages of living in a smart city. | | | |
| • write an article about the advantages and disadvantages of living in a smart city. | | | |
| • express certainty and uncertainty. | | | |
| • recognise features of smart cities around the world. | | | |
| • design a poster about the ideal city of the future and give a poster presentation about it. | | | |

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

# REVIEW 1

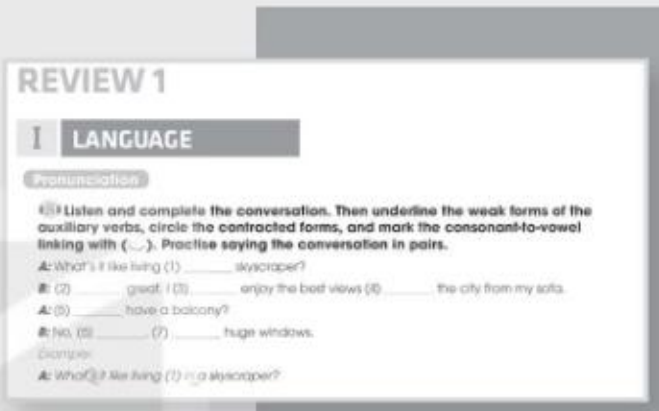
## INTRODUCTION

*Review 1* is aimed at revising the language and skills Ss have learnt in Units 1–3. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

## LANGUAGE

### PRONUNCIATION

**Aim:** To help Ss review strong and weak forms, contractions and consonant-to-vowel linking, and provide further pronunciation practice.


REVIEW 1

I LANGUAGE

Pronunciation

1 Listen and complete the conversation. Then underline the weak forms of the auxiliary verbs, circle the contracted forms, and mark the consonant-to-vowel linking with (‿). Practise saying the conversation in pairs.

A: What's it like living (1) _____ skyscraper?

B: (2) _____ great. I (3) _____ enjoy the best views (4) _____ the city from my sofa.

A: (5) _____ have a balcony?

B: No, (6) _____ (7) _____ huge windows.

- In weaker classes, quickly revise the three pronunciation points by asking Ss questions, such as *In what positions do we pronounce auxiliary verbs in their strong forms and in what position in their weak forms? What are contracted forms? When does consonant-to-vowel linking occur?*
- Play the recording for Ss to listen and do the activity individually. Then have them compare their answers in pairs.
- Play the recording again, pausing after each sentence for Ss to check their answers.
- Write the marked sentences on the board if necessary.
- Have Ss work in pairs to practise the conversation.

***Key + Audio script – Track 23:***

*A:* What's‿it like living in‿a skyscraper?

*B:* It's great. I can‿enjoy the best views‿of the city from my sofa.

*A:* Do you have‿a balcony?

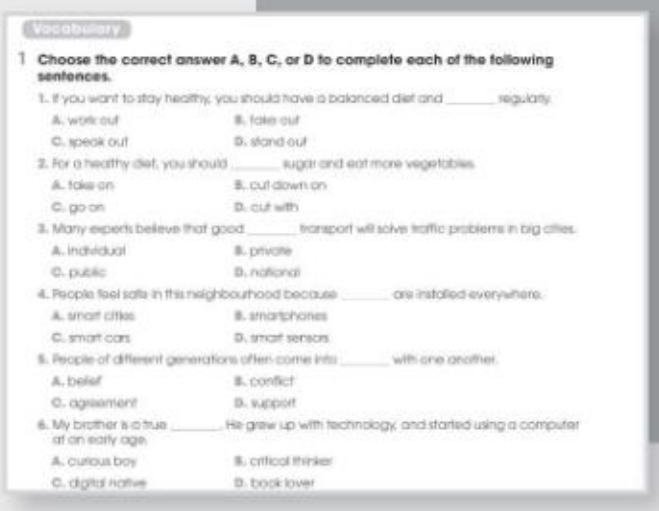
*B:* No, I don't. But‿I have huge windows.

**Extension:** Ask Ss to choose a text from previous units. Have them mark any weak/strong/ contracted forms and linked sounds, and practise it in pairs.

### VOCABULARY

### ACTIVITY 1

**Aim:** To help Ss review topic-related words and phrases from Units 1–3 and provide further vocabulary practice.


Vocabulary

1 Choose the correct answer A, B, C, or D to complete each of the following sentences.

1. If you want to stay healthy, you should have a balanced diet and _____ regularly.
A. work out B. take out
C. speak out D. stand out

2. For a healthy diet, you should _____ sugar and eat more vegetables.
A. take on B. cut down on
C. go on D. cut with

3. Many experts believe that good _____ transport will solve traffic problems in big cities.
A. individual B. private
C. public D. national

4. People feel safe in this neighbourhood because _____ are installed everywhere.
A. smart cities B. smartphones
C. smart cars D. smart sensors

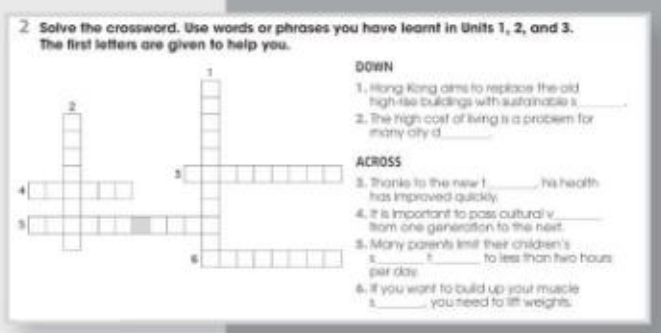
5. People of different generations often come into _____ with one another.
A. belief B. conflict
C. agreement D. support

6. My brother is a true _____. He grew up with technology, and started using a computer at an early age.
A. curious boy B. critical thinker
C. digital native D. book lover

- Ask Ss to do the activity individually, then compare answers in pairs.
- Have individual Ss share their answers with the class.
- Confirm the correct answers.

***Key:*** 1. A 2. B 3. C 4. D 5. B 6. C

## ACTIVITY 2


2 Solve the crossword. Use words or phrases you have learnt in Units 1, 2, and 3. The first letters are given to help you.

DOWN

1. Hong Kong aims to replace the old high-rise buildings with sustainable s_____.
2. The high cost of living is a problem for many city d_____.

ACROSS

3. Thanks to the new t_____, his health has improved quickly.
4. It is important to pass cultural v_____ from one generation to the next.
5. Many parents limit their children's s_____ t_____ to less than two hours per day.
6. If you want to build up your muscle s_____, you need to lift weights.

**Aim:** To help Ss review topic-related words and phrases from Units 1–3, and provide further vocabulary practice.

- Ask Ss to do the activity individually, then compare answers in pairs.
- Ask individual Ss to share their answers with the class.
- Confirm the correct answers.

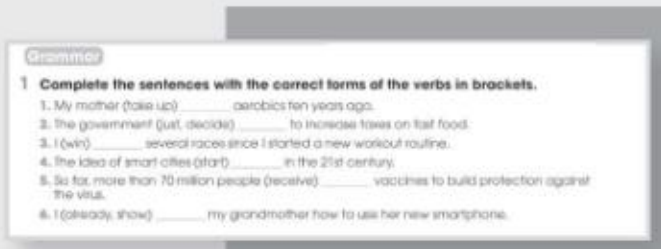
***Key:***

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | 1 | | | | | | | |
| | | | | | | | | | | | | s | | | | | | | |
| | | | | 2 | | | | | | | | k | | | | | | | |
| | | | | d | | | | | | | | y | | | | | | | |
| | | | | w | | | | | | | | s | | | | | | | |
| | | | | e | | | | | | | | c | | | | | | | |
| | | | | l | | | | | 3 | t | r | e | a | t | m | e | n | t | |
| 4 | v | a | l | u | e | s | | | | | | a | | | | | | | |
| | | | e | | | | | | | | | p | | | | | | | |
| 5 | s | c | r | e | e | n | | t | i | m | e | | | | | | | | |
| | | | s | | | | | | | | | r | | | | | | | |
| | | | | | | | | | | | | 6 | s | t | r | e | n | g | t | h |

**Extension:** Put Ss into two teams. Call out target words and phrases from the previous three units and have the teams make sentences. Give 30 seconds for Ss to write each sentence on a piece of paper. They can read each one before you move to the next word/phrase, or read all sentences at the end of the game. Give each team a point for each correct sentence. The winner is the team with the higher score.

## GRAMMAR

### ACTIVITY 1


Grammar

1 Complete the sentences with the correct forms of the verbs in brackets.

1. My mother (take up) _____ aerobics ten years ago.
2. The government (just, decide) _____ to increase taxes on fast food.
3. I (win) _____ several races since I started a new workout routine.
4. The idea of smart cities (start) _____ in the 21st century.
5. So far, more than 70 million people (receive) _____ vaccines to build protection against the virus.
6. I (already, show) _____ my grandmother how to use her new smartphone.

**Aim:** To help Ss review the past simple and the present perfect, and provide further grammar practice.

- Ask Ss to read the sentences and check comprehension. Ss complete the sentences individually with the correct forms of the verbs in brackets.
- Check answers by having individual Ss call out the verb forms first, then read the complete sentences.
- Confirm the correct answers.

***Key:*** 1. took up 2. has just decided 3. have won
4. started 5. have received 6. have already shown

## ACTIVITY 2

**Aim:** To help Ss review linking verbs, and stative verbs in the continuous form, and provide further grammar practice.


2 **Choose the correct words or phrases.**
1. You look so angry/angrily. What's wrong?
2. I think/ 'm thinking of taking up yoga. I feel a bit stressed/stress these days.
3. Do you remember/Are you remembering Ms Wilson? She's a great yoga instructor.
4. The traffic gets/is getting worse. What do you think/are you thinking we should do?

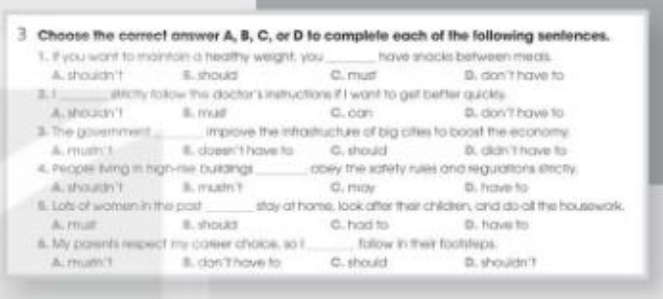
- Ask Ss to do the activity individually.
- Check answers by having individual Ss read the complete sentences.
- Confirm the correct answers.

***Key:*** 1. angry 2. I'm thinking; stressed 3. Do you remember 4. is getting; do you think

**Extension:** Put Ss into two teams. Have Team 1 write sentences using stative verbs describing feelings, emotions, thoughts, or senses, e.g. *I think I need a holiday.* Team 2 should write sentences using stative verbs in the continuous form, e.g. *I'm seeing my cousin tomorrow.* Then have teams swap their sentences and try to write new sentences using the same verb, but changing its meaning to an action or a state, e.g. *I'm thinking about my next holiday. I don't see the house now.*

## ACTIVITY 3

**Aim:** To help Ss review modal verbs *must, have to,* and *should,* and provide further grammar practice.


3 **Choose the correct answer A, B, C, or D to complete each of the following sentences.**
1. If you want to maintain a healthy weight, you _____ have snacks between meals.
A. shouldn't B. should C. must D. don't have to
2. I _____ strictly follow the doctor's instructions if I want to get better quickly.
A. shouldn't B. must C. can D. don't have to
3. The government _____ improve the infrastructure of big cities to boost the economy.
A. mustn't B. doesn't have to C. should D. didn't have to
4. People living in high-rise buildings _____ obey the safety rules and regulations strictly.
A. shouldn't B. mustn't C. may D. have to
5. Lots of women in the past _____ stay at home, look after their children, and do all the housework.
A. must B. should C. had to D. have to
6. My parents respect my career choice, so I _____ follow in their footsteps.
A. mustn't B. don't have to C. should D. shouldn't

- Ask Ss to do the activity individually.
- Have Ss check their answers in pairs.
- Have individual Ss read their answers. Confirm the correct modal verbs.

***Key:*** 1. A 2. B 3. C 4. D 5. C 6. B

# SKILLS

## LISTENING

## ACTIVITY 1

**Aim:** To help Ss practise listening for main ideas.

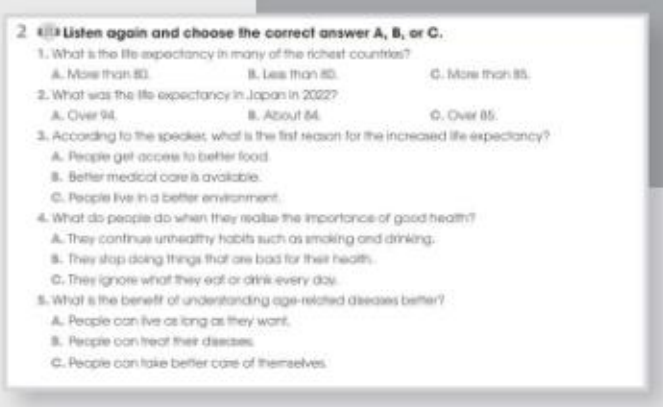

II SKILLS
Listening
1 **Listen to a talk about life expectancy. Put the information in the order you hear it.**
_____ A. Getting access to better medical care
_____ B. Understanding age-related diseases better
_____ C. Giving facts about life expectancy in some countries
_____ D. Understanding the importance of good health

- Focus Ss' attention on the picture. Ask, *What do you think the listening text will be about?* to elicit the topic of life expectancy.
- Check if Ss understand how to do the activity, i.e. to number the points in the correct order.
- Play the recording once for Ss to listen and put the information in order.
- Check answers as a class.

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

## ACTIVITY 2

**Aim:** To help Ss practise listening for specific information.


2 **Listen again and choose the correct answer A, B, or C.**
1. What is the life expectancy in many of the richest countries?
A. More than 80. B. Less than 80. C. More than 85.
2. What was the life expectancy in Japan in 2022?
A. Over 94. B. About 84. C. Over 85.
3. According to the speaker, what is the first reason for the increased life expectancy?
A. People get access to better food.
B. Better medical care is available.
C. People live in a better environment.
4. What do people do when they realise the importance of good health?
A. They continue unhealthy habits such as smoking and drinking.
B. They stop doing things that are bad for their health.
C. They ignore what they eat or drink every day.
5. What is the benefit of understanding age-related diseases better?
A. People can live as long as they want.
B. People can treat their diseases.
C. People can take better care of themselves.

- Have Ss read through the questions and the options. Make sure Ss understand the questions.
- Elicit tips for approaching multiple choice questions, e.g. be careful about distractors – words given in the choices that Ss hear in the listening, but are not the answers; pay attention to paraphrases and synonyms, e.g. *over = more; above = over; get access to sth = sth is available; break bad habits = stop doing things that are bad for health.*

- Play the recording and have Ss listen and choose the correct answers.
- Ask Ss to check their answers in pairs.
- Confirm the correct answers as a class.

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

***Audio script – Tracks 24 + 25:***

Good morning, everyone! As we know, over the last century, life expectancy has increased. Many of the richest countries in the world have a life expectancy of over 80 years. For example, in 2022 the life expectancy in Switzerland, Singapore, and Italy was over 84 years while in Hong Kong and Japan it was above 85 years.

The current life expectancy worldwide is over 72 years, and it's expected to go up. So, why is it increasing? Well, there are many reasons for this. I'll talk about three of them.

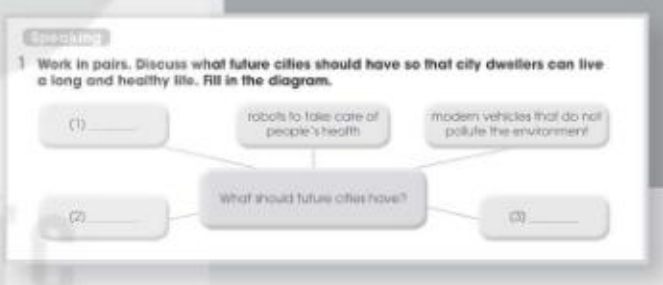
First, people nowadays can get access to better medical care that helps them stay healthy and live longer. Second, more people understand the importance of good health, so they break bad habits such as smoking and drinking, and start practising healthier lifestyle habits. In addition, people eat a more balanced diet and healthier foods. They are also more careful in choosing foods and drinks that are lower in sugar, salt, and fat. And, finally, people nowadays have a better understanding of age-related diseases and how to treat them. This helps them look after themselves better and prepare for any possible age-related diseases. So, now let's move on to …

**Extension:** Put Ss into groups. Play the recording and have them take notes. Give groups a few minutes to discuss and plan a task about life expectancy. Invite some groups to present their talks in front of the class. Praise groups whose talks include correct facts and all the points.

## SPEAKING

### ACTIVITY 1

**Aim:** To help Ss develop ideas for the speaking task.


Speaking

1 Work in pairs. Discuss what future cities should have so that city dwellers can live a long and healthy life. Fill in the diagram.

(1) _____ | robots to take care of people's health | modern vehicles that do not pollute the environment

What should future cities have?

(2) _____ | (3) _____

- Have Ss read through the instructions. Write down the discussion question on the board if necessary.
- Ask them to work in pairs to discuss the suggestions in the diagram and add more ideas to complete it.
- Walk round the class to offer help if necessary.
- Invite some pairs to present their completed diagrams in front of the class.

***Suggested answer:***

1. smart buildings with sensor technology to reduce waste and save resources
2. AI technologies to improve people's safety and security
3. green space with more pedestrian zones and cycle paths

### ACTIVITY 2

**Aim:** To give Ss an opportunity to take part in a group discussion, then report their discussion to the whole class.


2 Work in groups. Compare your diagrams. Discuss which is the most important thing that will help people to live a long and healthy life in the cities of the future.

- Have Ss work in groups and discuss the most important thing that will help people to live a long and healthy life in the cities of the future.
- Walk round the class to offer help if necessary.
- Invite some groups to present a summary of their group discussion to the class.

***Suggested answers:***

**Discussion sample:**

*A:* There are a lot of things that will help people to live a long and healthy life in future cities. In your opinion, what's the most important thing, B?

*B:* Well, I think people in future cities really need green spaces with more pedestrian zones and cycle paths.

*C:* I totally agree with B. Walking and cycling are essential for healthy living. People need a space where they can walk or cycle regularly and safely.

*A:* I can't agree more. Exercising outdoors is good for people both physically and mentally.

**Report sample:**

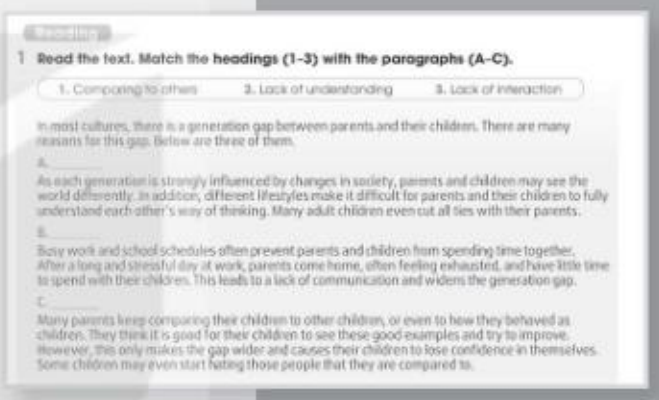
In our group, we all agree that green spaces with more pedestrian zones and cycle paths is the most important thing that will help people to live a long and healthy life. If there are more pedestrian zones and cycle paths in outdoor areas, city dwellers will feel safer and will want to exercise more. This will help them to stay healthy and live longer.

## READING

## ACTIVITY 1

**Aim:** To help Ss practise reading for main ideas.

- Have Ss read through the three headings and the text.
- Ask Ss to do the matching individually, then put them into pairs to compare their answers.
- Confirm the correct answers.
- In stronger classes, ask pairs to come up with a suitable title for the whole text. Write Ss' ideas on the board and have the class vote for the best one.



1 **Read the text. Match the headings (1–3) with the paragraphs (A–C).**

1. Comparing to others 2. Lack of understanding 3. Lack of interaction

In most cultures, there is a generation gap between parents and their children. There are many reasons for this gap. Below are three of them.

A. _____
As each generation is strongly influenced by changes in society, parents and children may see the world differently. In addition, different lifestyles make it difficult for parents and their children to fully understand each other's way of thinking. Many adult children even cut all ties with their parents.

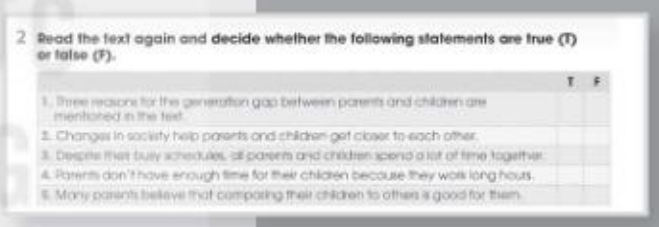
B. _____
Busy work and school schedules often prevent parents and children from spending time together. After a long and stressful day at work, parents come home, often feeling exhausted, and have little time to spend with their children. This leads to a lack of communication and widens the generation gap.

C. _____
Many parents keep comparing their children to other children, or even to how they behaved as children. They think it is good for their children to see these good examples and try to improve. However, this only makes the gap wider and causes their children to lose confidence in themselves. Some children may even start hating those people that they are compared to.

***Key:*** A – 2 B – 3 C – 1

## ACTIVITY 2

**Aim:** To help Ss practise reading for specific information.



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

| | T | F |
|---|---|---|
| 1. Three reasons for the generation gap between parents and children are mentioned in the text. | | |
| 2. Changes in society help parents and children get closer to each other. | | |
| 3. Despite their busy schedules, all parents and children spend a lot of time together. | | |
| 4. Parents don't have enough time for their children because they work long hours. | | |
| 5. Many parents believe that comparing their children to others is good for them. | | |

- Ask Ss to read through the statements and check understanding of the vocabulary.
- Tell Ss to underline the key information in each statement.
- Check the keywords Ss have underlined, e.g. 1. *three reasons, parents and children;* 2. *changes, parents and children get closer;* 3. *busy schedules, parents and children, spend a lot of time together;* 4. *parents, not enough time, work long hours;* 5. *comparing children, good for them.*
- Have Ss read the text again and look for the information to decide whether each of the statements is true or false.
- Have Ss compare their answers in pairs.
- Check answers as a class.

***Key:***

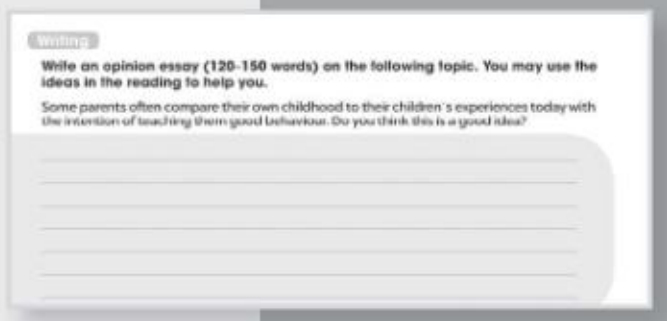
1. T
2. F (they see things differently)
3. F (busy schedules prevent them from spending time together)
4. T
5. T

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

**Extension:** Divide Ss into groups. Have each group prepare three comprehension questions about the reading text. Call on each group to read out their questions and invite other groups to answer, e.g. *Why do parents and children see the world differently?* In stronger classes, ask Ss to close their books when they answer the questions.

## WRITING

**Aim:** To help Ss practise writing an opinion essay.


Writing

**Write an opinion essay (120-150 words) on the following topic. You may use the ideas in the reading to help you.**

Some parents often compare their own childhood to their children's experiences today with the intention of teaching them good behaviour. Do you think this is a good idea?

- Ask Ss to refer to the last paragraph of the reading text and check understanding. Ask if Ss have similar experiences and how they felt.
- Have Ss work in pairs to discuss the topic and make an outline for their essays.
- Give Ss enough time to write an essay of about 120-150 words. Set a time limit depending on the Ss' ability level.
- Walk round the class and offer help.
- If time allows, ask Ss to swap their essays with a partner for peer review. Encourage them to make revisions based on peer feedback and then proofread it carefully for any mechanical mistakes, such as spelling, punctuation, and capitalisation.
- Collect Ss' essays to mark and provide written feedback in the next lesson.

***Suggested answer:***

Many parents compare their own childhood with their children's experiences because they want to teach them good behaviour. In my opinion, parents should not make such a comparison for two reasons.

Firstly, parents and their children belong to different generations. Parents experienced different social changes and grew up in different economic conditions. These changes and conditions have helped them form their opinions and behaviour. However, many social norms have changed over the last decades. Therefore, it may be difficult to apply them to their children's life nowadays.

In addition, when children are compared to their parents, they may lose their confidence because they may think that they are not good enough. As a result, many of them will believe that their parents don't believe in their abilities and become afraid of living independently.

In conclusion, parents should not compare their life experiences with their children's experiences because of generational differences and the negative emotion that this comparison may cause to their children.

Unit

# 4

# ASEAN AND VIET NAM

**OBJECTIVES:**

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

- identify and pronounce words with elision of vowels in isolation and in sentences;
- understand and use words and phrases related to ASEAN;
- use gerunds as subjects and objects;
- read for main ideas and specific information in news items about ASEAN countries;
- discuss the skills and experience needed for the ASEAN Youth Programme, and ask for and give opinions;
- listen for main ideas and specific information in a conversation about an ASEAN school tour programme;
- write a proposal for a welcome event;
- give compliments and respond;
- understand when and how people celebrate the New Year in ASEAN;
- do research about an ASEAN member and give a presentation about it.

## LESSON 1. GETTING STARTED

### WARM-UP & INTRODUCTION

**Aims:**

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Review some of the target words Ss have learnt in the previous unit by having them play a game. Write down 3–4 categories from previous units, e.g. *healthy living, generations, families, smart cities*, and have Ss write as many words as they can for each category. The winner is the group with the most correct words.
- Lead into the topic of the unit, *ASEAN and Viet Nam*, by preparing some quiz questions to check Ss' prior knowledge.

**QUIZ:**

1. When was ASEAN founded?
   A. 1999. B. 1979. C. 2015. D. 1967.
2. What does ASEAN stand for?
   A. Association of Southeast Asian Nations.
   B. Association of Southern Asian Nations.
   C. Association of Southeast American Nations.
   D. Association of Southeast Arctic Nations.
3. How many countries belong to ASEAN today?
   A. Nine. B. Ten. C. Eleven. D. Twelve.
4. How many colours are there on the flag of ASEAN?
   A. Four. B. Five. C. Six. D. Seven.
5. What does the blue colour on the flag of ASEAN represent?
   A. Peace. B. Peace and Prosperity.
   C. Stability. D. Peace and Stability.
6. Which of the following countries was not among the founding members?
   A. Indonesia. B. Singapore. C. Myanmar. D. Thailand.
7. Which of the countries has the lotus as its national flower?
   A. Thailand. B. Cambodia. C. Viet Nam. D. Laos.
8. What is the correct motto of ASEAN?
   A. One Vision, One Community, One Future.
   B. One Vision, One Identity, One Community.
   C. One Future, One Vision, One Community.
   D. One Group, One Future, One Vision.

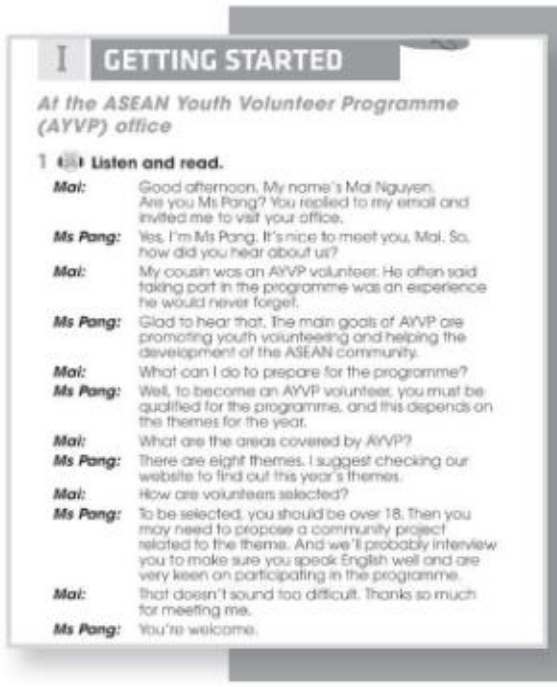
***Key:*** 1. D 2. A 3. B 4. A 5. D 6. C 7. C 8. B

- Ask Ss to open their books at page 42. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture topics, and the project.

# AT THE ASEAN YOUTH VOLUNTEER PROGRAMME (AYVP) OFFICE

## ACTIVITY 1

**Aim:** To introduce some vocabulary and the grammar points to be learnt in the unit.



I GETTING STARTED

*At the ASEAN Youth Volunteer Programme (AYVP) office*

1 Listen and read.

**Mai:** Good afternoon. My name's Mai Nguyen. Are you Ms Pang? You replied to my email and invited me to visit your office.

**Ms Pang:** Yes, I'm Ms Pang. It's nice to meet you, Mai. So, how did you hear about us?

**Mai:** My cousin was an AYVP volunteer. He often said taking part in the programme was an experience he would never forget.

**Ms Pang:** Glad to hear that. The main goals of AYVP are promoting youth volunteering and helping the development of the ASEAN community.

**Mai:** What can I do to prepare for the programme?

**Ms Pang:** Well, to become an AYVP volunteer, you must be qualified for the programme, and this depends on the themes for the year.

**Mai:** What are the areas covered by AYVP?

**Ms Pang:** There are eight themes. I suggest checking our website to find out this year's themes.

**Mai:** How are volunteers selected?

**Ms Pang:** To be selected, you should be over 18. Then you may need to propose a community project related to the theme. And we'll probably interview you to make sure you speak English well and are very keen on participating in the programme.

**Mai:** That doesn't sound too difficult! Thanks so much for meeting me.

**Ms Pang:** You're welcome.

- Set the context for listening and reading the conversation. Have Ss look at the picture and ask questions about it, e.g. *How can you describe the two people?* (a woman in a traditional Asian dress and a teenage girl in school uniform) *Where are they?* (in an office with pictures on the wall and a bookcase) *What are they doing?* (They are sitting down and talking to each other.) *What does AYVP stand for?* (ASEAN Youth Volunteer Programme).
- Encourage Ss to give answers, but do not confirm whether their answers are right or wrong.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words/phrases that are related to ASEAN while they are listening and reading.
- Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- Confirm the correct answers to the questions you asked.
- Call on two Ss to read the conversation aloud.

***Audio script – Track 26:***

*Mai:* Good afternoon. My name's Mai Nguyen. Are you Ms Pang? You replied to my email and invited me to visit your office.

*Ms Pang:* Yes, I'm Ms Pang. It's nice to meet you, Mai. So, how did you hear about us?

*Mai:* My cousin was an AYVP volunteer. He often said taking part in the programme was an experience he would never forget.

*Ms Pang:* Glad to hear that. The main goals of AYVP are promoting youth volunteering and helping the development of the ASEAN community.

*Mai:* What can I do to prepare for the programme?

*Ms Pang:* Well, to become an AYVP volunteer, you must be qualified for the programme, and this depends on the themes for the year.

*Mai:* What are the areas covered by AYVP?

*Ms Pang:* There are eight themes. I suggest checking our website to find out this year's themes.

*Mai:* How are volunteers selected?

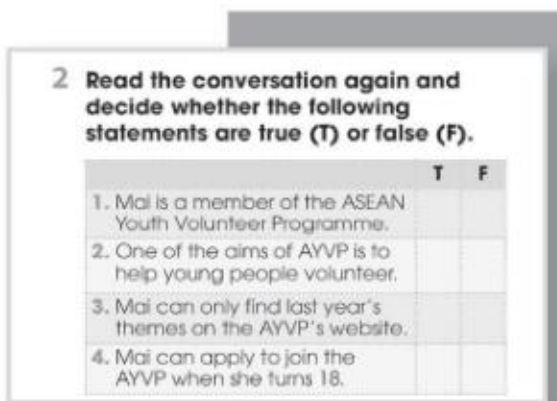
*Ms Pang:* To be selected, you should be over 18. Then you may need to propose a community project related to the theme. And we'll probably interview you to make sure you speak English well and are very keen on participating in the programme.

*Mai:* That doesn't sound too difficult! Thanks so much for meeting me.

*Ms Pang:* You're welcome.

## ACTIVITY 2

**Aim:** To check Ss' comprehension of the conversation.



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

| | T | F |
|---|---|---|
| 1. Mai is a member of the ASEAN Youth Volunteer Programme. | | |
| 2. One of the aims of AYVP is to help young people volunteer. | | |
| 3. Mai can only find last year's themes on the AYVP's website. | | |
| 4. Mai can apply to join the AYVP when she turns 18. | | |

- Ask Ss to work in pairs and read each question carefully. Ask them to identify and underline the keywords in the questions, then read the conversation again and locate the part of the conversation that contains the information.
- Have Ss share their answers with the class.
- Confirm the correct answers.

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

## ACTIVITY 3

**Aim:** To help Ss revise words related to ASEAN.


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

1 volunteer — a things that you hope to achieve

2 qualified — b the process of becoming bigger and better

3 development — c someone who does a job without payment

4 goals — d having the training or experience to do a particular job

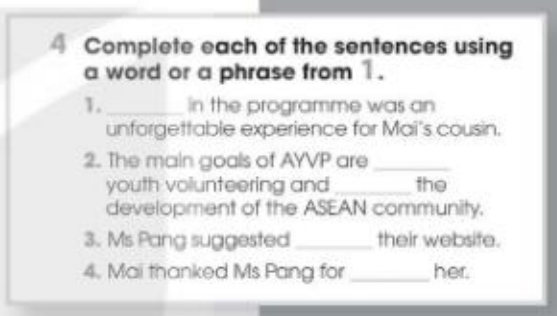
- Ask Ss to read the words and the definitions.
- Have Ss read the conversation quickly again, and find the sentences containing these words. Ask them to look for context clues to help them work out their meanings.
- Check answers as a class by inviting individual Ss to write a word on the board while the rest of the class calls out its meaning.

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

**Extension:** Put Ss in groups and have them come up with collocations containing the four nouns, e.g. volunteer – *volunteer for/with (something), volunteer work, unpaid/full-time/part-time volunteer, ask/call for volunteers*. Explain the meaning of any collocations Ss may not be familiar with. In stronger classes, have Ss make sentences with the phrases, e.g. *Last year, I was a volunteer for a youth organisation.*

## ACTIVITY 4

**Aim:** To help Ss identify gerunds.


4 **Complete each of the sentences using a word or a phrase from 1.**

1. _____ in the programme was an unforgettable experience for Mai's cousin.
2. The main goals of AYVP are _____ youth volunteering and _____ the development of the ASEAN community.
3. Ms Pang suggested _____ their website.
4. Mai thanked Ms Pang for _____ her.

- Have Ss read the sentences and check comprehension.
- In stronger classes, encourage them to try to complete the sentences with suitable verb forms without referring to the conversation.
- In weaker classes, have Ss find the sentences in the conversation.
- Check answers as a class by asking individual Ss to read the completed sentences.

***Key:*** 1. Taking part 2. promoting, helping 3. checking 4. meeting

**Extension:** Point to sentence 3 and explain that this verb is always followed by a gerund. Ask Ss to think of other verbs, e.g. *avoid, enjoy, finish, give up*. Then revise *to-infinitives* and bare infinitives by asking for examples, e.g. *I want to learn more about ASEAN. My brother made me cry.* Put Ss in groups and have each group write three sentences in each category: gerunds, *to-infinitive,* and bare infinitives.

## 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 at the last page of Unit 4, the **Project** section, look at the poster of Thailand and elicit what information their presentations should include.
- Explain the project requirements: Ss will have to find information about a member country of ASEAN and present the information to the class in the last lesson of the unit. Their presentation should cover all points as stated on page 51 of the Student's Book.
- Explain that Ss can search for information on the Internet, in magazines or newspapers, or in the library. Encourage Ss to use photos/pictures to illustrate each point.
- 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 deadlines 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. names of national currencies, language(s) spoken and religions), and solving any other problems that may arise with their projects.

# LESSON 2. LANGUAGE

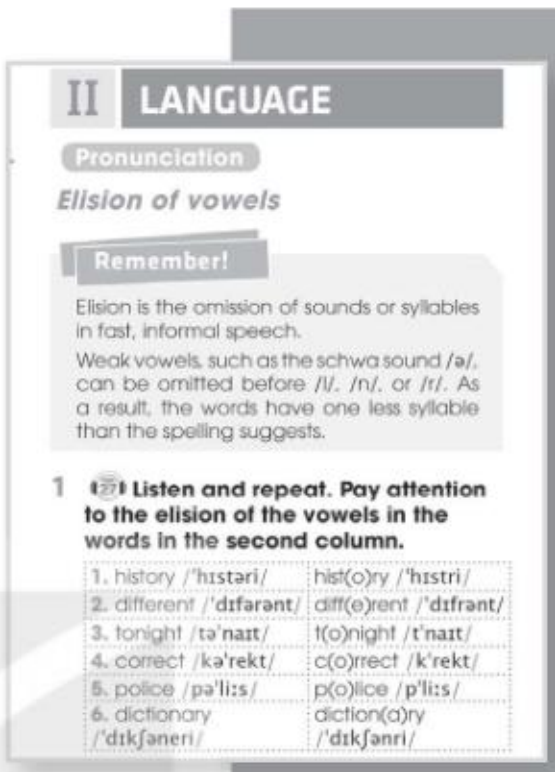
## PRONUNCIATION

### ELISION OF VOWELS

**ACTIVITY 1**

**Aim:** To help Ss recognise and practise words with elision.

- Write the words on the board and ask individual Ss to read them out loud. Say one of the words with elision, e.g. *history*, and ask Ss to tell you how many syllables they can hear (two). In stronger classes, elicit why there are three vowels in the spelling of the word, but they can only hear two syllables.
- Play the recording and ask Ss to listen to the words and repeat, paying attention to the second column of words pronounced with elision. Play the recording as many times as necessary.
- Say a word with elision and have the class or individual Ss say it again, but with elision.
- Ask Ss to read the explanation in the **Remember!** box and check understanding of this phenomenon. Explain that these words retain their dictionary transcription and pronunciation in careful slow speech.



II LANGUAGE

Pronunciation

*Elision of vowels*

Remember!

Elision is the omission of sounds or syllables in fast, informal speech.

Weak vowels, such as the schwa sound /ə/, can be omitted before /l/, /n/, or /r/. As a result, the words have one less syllable than the spelling suggests.

1 (27) **Listen and repeat. Pay attention to the elision of the vowels in the words in the second column.**

| | |
|---|---|
| 1. history /'hɪstəri/ | hist(o)ry /'hɪstri/ |
| 2. different /'dɪfərənt/ | diff(e)rent /'dɪfrənt/ |
| 3. tonight /tə'naɪt/ | t(o)night /t'naɪt/ |
| 4. correct /kə'rekt/ | c(o)rrect /k'rekt/ |
| 5. police /pə'liːs/ | p(o)lice /p'liːs/ |
| 6. dictionary /'dɪkʃəneri/ | diction(a)ry /'dɪkʃənri/ |

- In stronger classes, explain there is another type of elision, called historical elision, when sounds existed in earlier forms of words, perhaps many years ago, but were omitted later and now their transcription does not include them. Ask Ss to give you some examples based on the spelling of words, e.g. *int(e)resting, We(d)n(e)sday, ev(e)ning, Glo(uce)ster, colleg(e).*

***Audio script – Track 27:***

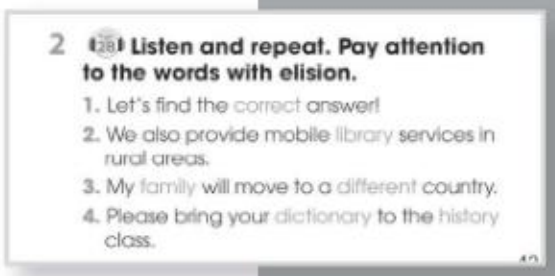
| | | |
|---|---|---|
| 1. | history /'hɪstəri/ | hist(o)ry /'hɪstri/ |
| 2. | different /'dɪfərənt/ | diff(e)rent /'dɪfrənt/ |
| 3. | tonight /tə'naɪt/ | t(o)night /t'naɪt/ |
| 4. | correct /kə'rekt/ | c(o)rrect /k'rekt/ |
| 5. | police /pə'liːs/ | p(o)lice /p'liːs/ |
| 6. | dictionary /'dɪkʃəneri/ | diction(a)ry /'dɪkʃənri/ |

**Extension:** In stronger classes, write English places that have lost some of their sounds and have silent letters, e.g. Leicester /'lestə/, Towcester /'toʊstə/, Worcestershire /'wʊstəʃə/, Tottenham /ˌtɒtnəm/, Bournemouth /'bɔːnməθ/, Chiswick /'tʃɪzɪk/, Warwick /'wɒrɪk/, Cholmondeley /'tʃʌmli/, Alverdiscott /'ɒlskɒt/, Featherstonhaugh /'fænʃɔː/, Farnborough /fɑːnbrə/. Put Ss in groups and have them guess the pronunciation. Then read them aloud for Ss to check their guesses.

**ACTIVITY 2**

**Aim:** To help Ss recognise and practise words with elision.

- Ask Ss to read the sentences and check comprehension.
- Play the recording, pausing after each sentence for Ss to repeat.
- Put Ss in pairs and have them practise reading the sentences to each other.



2 (28) **Listen and repeat. Pay attention to the words with elision.**

1. Let's find the correct answer!
2. We also provide mobile library services in rural areas.
3. My family will move to a different country.
4. Please bring your dictionary to the history class.

***Audio script – Track 28:***

1. Let's find the c(o)rrect answer!
2. We also provide mobile libr(a)ry services in rural areas.
3. My fam(i)ly will move to a diff(e)rent country.
4. Please bring your diction(a)ry to the hist(o)ry class.

## VOCABULARY

### ASEAN

### ACTIVITY 1


Vocabulary

ASEAN

1 Match the word and phrases with their meanings.

a cultural exchange (np) — the abilities to organise other people to reach a common goal

b current issues (np) — the act of sharing traditions and knowledge with people from different countries

c contribution (n) — important things that are happening now

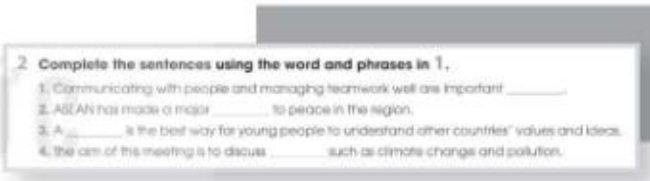
d leadership skills (np) — something that you give or do to help make something successful

**Aim:** To introduce words and phrases related to ASEAN.

- Ask Ss to work independently or in pairs. Have them read the words and phrases and match them with their meanings.
- Check answers as a class. Call on one student to read an item aloud and another student to read its meaning.
- Focus Ss' attention on the words *contribution* and *leadership*. Ask Ss to identify the suffixes in each one, i.e. *-ion/-tion* and *-ship*. Check if Ss know the meaning of these suffixes and what words they are added to, e.g. *-ion* is used to denote action or condition, changing verbs into nouns (*contribute – contribution*); *-ship* is used to denote a property, particular job or position, added to a noun to form another noun (*leader – leadership*). Call out words and have Ss create nouns using the two prefixes, e.g. *create – creation, act – action, educate – education, protect – protection, organise – organisation; friend – friendship, apprentice – apprenticeship, dictator – dictatorship, member – membership, citizen – citizenship.*

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

### ACTIVITY 2


2 Complete the sentences using the word and phrases in 1.

1. Communicating with people and managing teamwork well are important _____.
2. ASEAN has made a major _____ to peace in the region.
3. A _____ is the best way for young people to understand other countries' values and ideas.
4. The aim of this meeting is to discuss _____ such as climate change and pollution.

**Aim:** To help Ss practise using the words and phrases in **1** in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences carefully to decide which item in **1** can be used to complete each of the sentences. Encourage them to use context clues to decide on the word/phrase, e.g. what part of speech the missing words are or whether they are singular or plural.
- Check answers as a class. Have Ss call out the word they have used in each sentence first.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word by referring to the context clues.
- Ask individual Ss to read the completed sentences.

***Key:***

1. leadership skills
2. contribution
3. cultural exchange
4. current issues

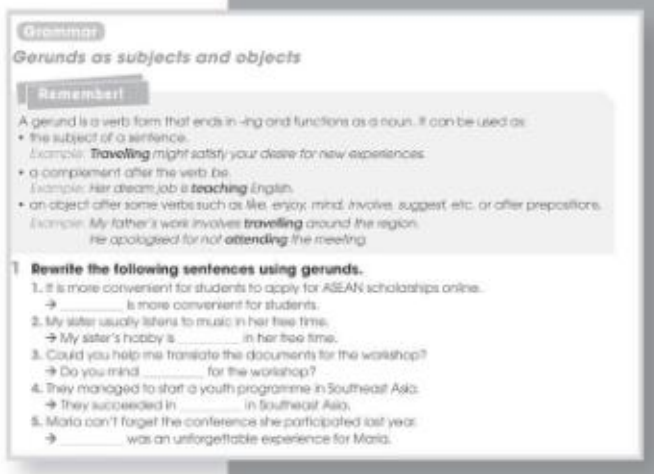
**Extension:** In stronger classes, have Ss play a competitive game. Put them into groups and have them use the words and phrases in **1** to make sentences. Give groups three minutes and encourage them to make as many sentences as possible. They can write them down on a piece of paper. When the time is up, ask groups to read their sentences. The group with the most correct sentences is the winner.

## GRAMMAR

# GERUNDS AS SUBJECTS AND OBJECTS

### ACTIVITY 1

**Aim:** To help Ss practise using gerunds.


Grammar

*Gerunds as subjects and objects*

**Remember!**

A gerund is a verb form that ends in *-ing* and functions as a noun. It can be used as:
- the subject of a sentence.
  *Example: **Travelling** might satisfy your desire for new experiences.*
- a complement after the verb *be*.
  *Example: Her dream job is **teaching** English.*
- an object after some verbs such as *like, enjoy, mind, involve, suggest*, etc. or after prepositions.
  *Example: My father's work involves **travelling** around the region.*
  *He apologised for not **attending** the meeting.*

1 **Rewrite the following sentences using gerunds.**
1. It is more convenient for students to apply for ASEAN scholarships online.
   → _____ is more convenient for students.
2. My sister usually listens to music in her free time.
   → My sister's hobby is _____ in her free time.
3. Could you help me translate the documents for the workshop?
   → Do you mind _____ for the workshop?
4. They managed to start a youth programme in Southeast Asia.
   → They succeeded in _____ in Southeast Asia.
5. Maria can't forget the conference she participated last year.
   → _____ was an unforgettable experience for Maria.

- Tell Ss to look at the completed sentences in **4** in **Getting Started**. Elicit the name of the *-ing* forms (gerunds) and ask if they know when we use them.
- Ask Ss to read the explanations and examples in the **Remember!** box and check if their answers are correct or not.
- Have Ss read the complete sentences and check understanding.
- In weaker classes, do the first sentence as an example focusing on the gerund. If necessary, highlight the verb phrase that Ss need to change to a gerund in the second sentences, e.g. *to apply for → applying for*.
- Have Ss do the activity individually, then work in pairs to compare answers.
- Check answers as a class. Confirm the correct answers by asking individual Ss to write them on the board.
- Explain that some phrasal verbs may be followed by the preposition *to*, e.g. *look forward to, be/get used to, get around to*. Ss shouldn't confuse the preposition with *to* in the *to-infinitive*. They must be followed by a gerund, not the *to*-infinitive, e.g. *I look forward to hearing from you.*
- In stronger classes, introduce the use of gerunds after expressions such as *can't help, can't stand, to be worth, no point in*, and *it's no use*. Put Ss in pairs and have them make sentences with them, e.g. *I couldn't help noticing the difference.*

**Key:**

1. Applying for ASEAN scholarships online
2. listening to music
3. helping me translate the documents
4. starting a youth programme
5. Participating in the conference last year

### ACTIVITY 2

**Aim:** To help Ss practise using gerunds in a speaking activity.


2 **Work in pairs. Take turns to make sentences about your partner using gerunds. He/She should tell you if they are true.**
*Example: **A:** You enjoy **travelling** around the region.*
*__B:__ Sorry, that's not true. Your dream job is **working** for the AYVP.*
*__A:__ You're right! Now it's my turn again. ...*

- Have Ss read the instructions and example and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student.
- Put Ss in pairs. Have them first think of any activities, goals, or hobbies that they think might be true for their partners, and write them down as prompts.
- Ask Ss to quiz each other following the example conversation and using gerunds.
- Walk round the classroom to offer help.
- Invite some Ss to report back to the class.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

# LESSON 3. READING

## ASEAN NEWS

### ACTIVITY 1. Pre-reading

**Aim:** To activate prior knowledge about the topic of the reading and get Ss involved in the lesson.


III READING

*ASEAN news*

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

1. Where do you most often read the news?
2. What is your favourite news section: Politics, Education, Sports, or Culture?

- Ask Ss to work in pairs to discuss the questions.
- Tell Ss that there are no right or wrong answers and encourage Ss to answer the questions based on their own experiences.
- To help Ss answer the second question, bring a newspaper and show the different sections in class.
- Focus Ss' attention on a short piece of news in a newspaper or online and elicit the text type of the reading.

### ACTIVITY 2. While-reading

**Aim:** To help Ss practise reading for main ideas.


2 **Read the news items and choose the most suitable headline for each one. There is ONE extra headline.**

A. Don't miss this opportunity to represent your country!
B. Travelling to ASEAN countries
C. Equality in sport for ASEAN women
D. Korean and ASEAN students



1. _____

To raise awareness of ASEAN and promote cultural exchanges between the youths of Korea and ASEAN, the ASEAN-Korea Centre (AKC) regularly organises an ASEAN School Tour Programme. Last week, the AKC welcomed 121 Korean and Asian students from six schools. They learnt about ASEAN members, and discussed why ASEAN was important to Korea, and how to strengthen ASEAN-Korea relations. The students also took part in a variety of cultural activities such as singing traditional songs and making ASEAN posters.

2. _____

The Ship for Southeast Asian and Japanese Youth Programme (SSEAYP) is looking for participants. Organised by the government of Japan and supported by the governments of Southeast Asia, this journey will last for 50 days and will bring together over 300 youths from ASEAN countries and Japan. Young people will have the opportunity to take part in exciting discussions on current social and youth issues, and eye-opening cultural exchanges. They will also receive training to help them develop problem-solving and leadership skills. The journey starts in Japan and participants travel to five ASEAN countries.



3. _____

An ASEAN talk show on women in sport took place in December. Its goal was promoting gender equality in and through sport. It featured 10 female sports representatives from 10 ASEAN countries. The talk show also discussed the rights of sports people with disabilities. All participants agreed that women and girls should be given more opportunities to play sports and represent their countries at international events. The talk show was live-streamed on the ASEAN webpage.



- Ask Ss to read the three news items once to get an overall idea.
- Have Ss work in groups to discuss the best headline for each news item and compare answers.
- Check answers and confirm the correct one. In stronger classes, ask Ss to explain why the titles are suitable, focusing on the keywords in the options, e.g. *Option D is the only heading that mentions Korean students. Option A mentions an event in the future and news item 2 sounds like a call for participation. Option C is the only heading that talks about sport for women. Option B is too broad and not mentioned in the texts.*

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

**Extension:** In stronger classes, have Ss summarise each news item in one sentence, e.g. *Last week, 121 Korean and Asian students took part in cultural exchange activities to strengthen ASEAN-Korea relations.* Put Ss in groups and give them a time limit for each item. Give a point for each accurate and complete sentence. Praise groups with three points.

### ACTIVITY 3. While-reading

**Aim:** To help Ss practise guessing the meaning of words from context.


3 **Read the news items again and match the highlighted words with their meanings.**

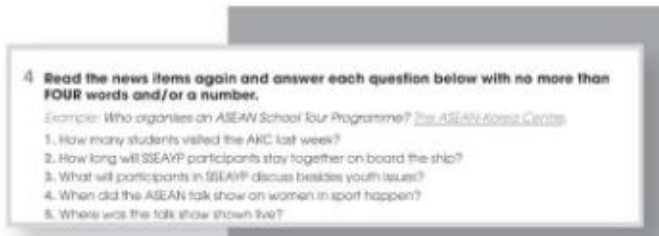
| | |
|---|---|
| 1 relations | a shown over the Internet |
| 2 eye-opening | b to act officially for another person or organisation |
| 3 represent | c the way in which people or groups of people behave towards each other |
| 4 live-streamed | d surprising because you learn something new |

- Have Ss read the news items again focusing on the highlighted words and looking for context clues.
- Then ask Ss to look at the four definitions.
- Have Ss discuss the context clues and compare answers in pairs.
- Check answers as a class.

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

**Extension:** Have Ss practise dictionary skills. Each student chooses three or four words or phrases from the news items, looks them up either in a dictionary or online, and writes down their definitions on pieces of paper. Put Ss in groups of three and have them take turns to read their definitions while their groups members try to say the words and/or find them in the texts.

## ACTIVITY 4. While-reading


4 **Read the news items again and answer each question below with no more than FOUR words and/or a number.**

*Example: Who organises an ASEAN School Tour Programme? The ASEAN Korea Centre*

1. How many students visited the AKC last week?
2. How long will SSEAYP participants stay together on board the ship?
3. What will participants in SSEAYP discuss besides youth issues?
4. When did the ASEAN talk show on women in sport happen?
5. Where was the talk show shown live?

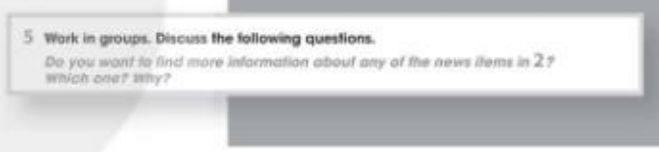
**Aim:** To help Ss practise reading for specific information.

- Ask Ss to read the questions and underline the keywords in each of them.
- Check whether Ss have got the right keywords (e.g. 1. *How many, students, visited, AKC;* 2. *How long, participants, stay, ship;* 3. *What, participants, discuss, youth issues;* 4. *When, talk show, women, sport;* 5. *Where, talk show, live*).
- Tell Ss to read through news items to locate the answers, then read again, but this time paying attention only to the parts of the text that contain the answers. Remind them that the answers should be no more than FOUR words and/or a number.
- Have Ss work in pairs or groups to compare answers.
- Check answers as a class by asking individual Ss to write them on the board.

***Key:***

1. 121 (students).
2. 50 days.
3. Current social issues.
4. (in) December.
5. (on) the ASEAN webpage.

## ACTIVITY 5. Post-reading


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

*Do you want to find more information about any of the news items in 2? Which one? Why?*

**Aim:** To help Ss use the ideas and language in the reading to talk about their opinions and give reasons.

- Have Ss work in groups to discuss the questions.
- In weaker classes, explain that when reporters write their news stories, they usually answer the following questions, e.g. *Who is involved? What happened or should happen? When will, did or should this happen? Where will, did or should this happen? Why will, did or should this happen or be done?*
- Then have them choose one news item from **2**, and find the answers to these questions, e.g. Item 1: *Who?* (121 Korean and Asian students), *What?* (ASEAN School Tour Programme), *When?* (last week, regularly), *Where?* (Korea), *Why?* (to promote cultural exchanges between Korean and ASEAN youths). Ask Ss to think of any other questions they want to ask, e.g. *How many Korean and how many Asian students can take part? When does the programme start? How are the students selected? Do they have to speak English? How often does this event happen? How many days do they stay in Korea?*

***Suggested answer:***

I want to find more information about news item 1 which is about ASEAN School Tour Programme. I really want to join this programme. So I want to know, for example, *how many Korean and how many Asian students can take part, when the programme starts, how the students are selected, whether they have to speak English, how often this event happens, how many days they stay in Korea.*

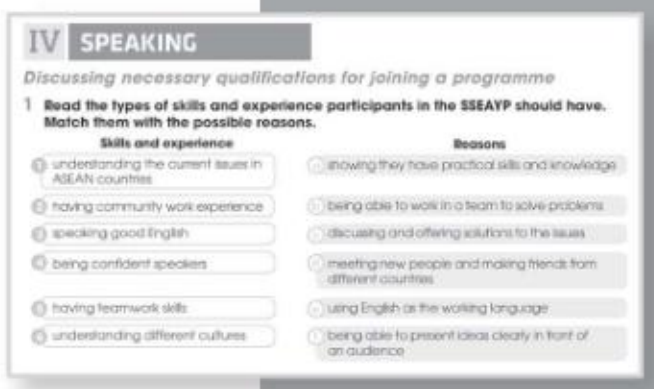
# LESSON 4. SPEAKING

## DISCUSSING NECESSARY QUALIFICATIONS FOR JOINING A PROGRAMME

**Learning outcome:** By the end of the lesson, Ss will be able to give opinions about necessary qualifications for joining a programme.

### ACTIVITY 1

**Aim:** To introduce more ideas for the main speaking task and get Ss involved in the lesson.


IV SPEAKING

*Discussing necessary qualifications for joining a programme*

1 **Read the types of skills and experience participants in the SSEAYP should have. Match them with the possible reasons.**

| Skills and experience | Reasons |
|---|---|
| 1. understanding the current issues in ASEAN countries | a. showing they have practical skills and knowledge |
| 2. having community work experience | b. being able to work in a team to solve problems |
| 3. speaking good English | c. discussing and offering solutions to the issues |
| 4. being confident speakers | d. meeting new people and making friends from different countries |
| 5. having teamwork skills | e. using English as the working language |
| 6. understanding different cultures | f. being able to present ideas clearly in front of an audience |

- Remind Ss of the second news item from the **Reading** section. Say, e.g. *The Ship for Southeast Asian and Japanese Youth Programme is looking for participants. Do you think they will need any skills or experience to take part in the programme?* Brainstorm some ideas and write the relevant ones on the board.
- Then have Ss go through the list of skills and experience, and the list of reasons, and check understanding.
- In weaker classes, do the first item as a class. Ask, *Why do you think participants need to understand the current issues in ASEAN countries?* (Because they will have to discuss them and offer solutions to them.).
- Ask Ss to work individually and do the matching.
- Check answers as a class.

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

### ACTIVITY 2

**Aim:** To provide a model conversation in which speakers give opinions about the skills or experience SSEAYP participants need.


2 **Use the sentences in the box to complete the conversation. Then practise it in pairs.**

A. Don't you agree
B. I'm afraid I have to disagree with you.
C. I think they need to understand the current issues in ASEAN countries
D. the most important thing is to speak English fluently
E. Why do you think so

**Nick:** What do you think is the most important skill or experience for SSEAYP participants to have?
**Mai:** (1) _____.
**Nick:** (2) _____?
**Mai:** Because they'll have to discuss these issues and try to find solutions to them. (3) _____?
**Nick:** (4) _____. The working language is English so (5) _____. How will they take part in discussions if their English is not good enough?
**Mai:** OK, I agree with you, Nick.

The Ship for Southeast Asia and Japanese Youth Programme

SSEAYP

**Tips**

To give your opinion in a conversation or discussion, you should:
- state your opinion clearly, e.g. *I think/I believe/In my opinion, ...*
- ask for an opinion and explanation from other speakers, e.g. *What about you?/Why do you think so?*
- express your agreement or disagreement politely, e.g. *I agree with you./(I'm afraid) I have to disagree.*

- Ask Ss to work in pairs and complete the conversation with the sentences in the box.
- Check answers by asking pairs of Ss to read the completed conversation.
- Focus on the sentences in the box and ask Ss what they are used for, e.g. to ask for and give an opinion.
- Ask Ss to read through the explanation and examples in the **Tips!** box and elicit more expressions.
- Have Ss practise the conversation in pairs.

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

**Extension:** Have Ss further practise giving opinions. In weaker classes, write some statements on the board, e.g. *English is hard to learn. Volunteering is a waste of time.* and ask, e.g. *Do you agree? What's your opinion on this?* Ask Ss to give their opinions, e.g. *I agree that English is hard to learn because the spelling is so unpredictable. I don't think volunteering is a waste of time because people can learn useful skills*. In stronger classes, put Ss in groups and have them take turns to come up with a statement and give an opinion.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## ACTIVITY 3

**Aim:** To give Ss an opportunity to express their opinions about the skills and experience SSEAYP participants need.




- Explain the task and remind Ss of the model and tips in **2**.
- Put Ss in pairs and have them plan their conversations. Encourage them to use the ideas in **1**.
- In weaker classes, model the conversation with a student.
- Have Ss practise their conversations in pairs. Walk round and offer help if necessary.
- Invite some pairs to role-play their conversations in front of the class.
- Praise pairs who formulate their opinions clearly, give reasons, express agreement or disagreement, and speak fluently.

***Suggested answer:***

*A:* What do you think is the most important skill or experience to join SSEAYP?

*B:* I think the participants need to have teamwork skills.

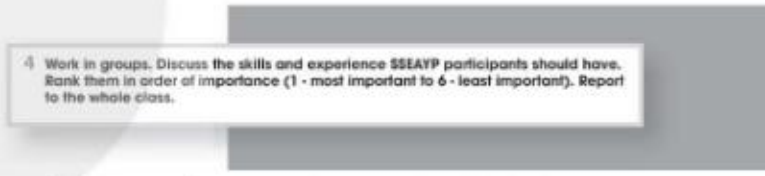
*A:* Why do you think so?

*B:* Because they will have a lot of activities and work in groups or teams, so having teamwork skills will help them a lot. Don't you agree?

*A:* I don't agree with you. The ship will visit some ASEAN and Asian countries, so understanding different cultures is the most important thing.

## ACTIVITY 4

**Aim:** To give Ss an opportunity to have a group discussion and rank ideas in order of importance.




- Ask Ss to work in groups of four or five. Ask them to discuss the skills and experience SSEAYP participants should have. They may refer back to the suggested ideas in **1**.
- Suggest ways for Ss to do the ranking. For example, each group member should rank the list items in **1** in order of importance, then compare their rankings with other members and work out the group ranking. Alternatively, group members can discuss first, then rank the items on the list. In stronger classes, encourage Ss to add their own ideas to the list.
- Provide Ss with some useful expressions, e.g. *The first/second important skill is …, One of the most important skills is …*
- Ask a representative from each group to report the group's ranking to the class. Ask them to explain or give reasons for their ranking.

***Suggested answer:*** My group thinks that the first important skill for participants to join SSEAYP is having teamwork skills because there will be many group activities and performances during the trip. The second one is having a good proficiency of English so that they can communicate with other members on the ship. Other skills and experience, in our opinion, are fairly important but optional.

# LESSON 5. LISTENING

## ASEAN SCHOOL TOUR PROGRAMME


V LISTENING

*ASEAN School Tour Programme*

1 **Work in groups. Look back at the first news item in the reading text on page 45. Discuss the following questions.**

*Would you like to participate in the ASEAN School Tour Programme? Why/Why not?*

### ACTIVITY 1. Pre-listening

**Aim:** To introduce the topic of the listening and get Ss involved in the lesson.

- Ask questions to see if Ss remember details from the news items in the reading text on page 45, e.g. *What's the first news item about? Which news item promotes sport for women? Who organises the SSEAYP?* Alternatively, write names, abbreviations, or numbers from the texts, e.g. *121, ASEAN-Korea Centre, SSEAYP*, and ask Ss if they can remember which news item they are from and what they mean or stand for.
- Focus Ss' attention on the first news item. If necessary, have Ss go back and read it.
- Put Ss in groups and have them discuss the questions.
- Call on some Ss to report their group discussion.
- Tell Ss that they are going to listen to a conversation related to an ASEAN programme.

***Suggested answers:***

– Yes, I'd like to, because participating in that programme will help me to improve my English and learn more about Korean culture. I will also experience new traditions and customs, meet new people, and make friends.

– No, I don't want to take part in the programme. I'm worried that Korean culture is too different and I may not understand the customs or like the food there.

### ACTIVITY 2. While-listening


2 **Listen to a conversation between two students. What are they talking about?**

A. Preparing for a cultural exchange event

B. Preparing for a school tour in Indonesia

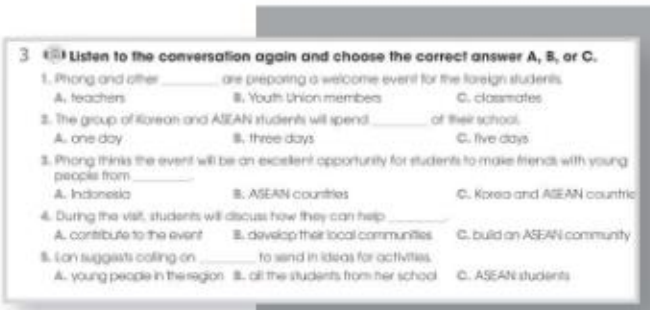
C. Types of activities for ASEAN students

**Aim:** To help Ss practise listening for gist.

- Ask Ss to look through the list of topics and guess what they are going to hear in the recording.
- Have Ss give their predictions.
- Play the recording and ask Ss to listen and check if their guesses are correct.
- Check answers as a class. Ask Ss to think about what words in the listening suggest that the event is a cultural exchange, e.g. *foreign students, visit, learn about their culture, etc.*

***Key:*** A

### ACTIVITY 3. While-listening


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

1. Phong and other _____ are preparing a welcome event for the foreign students.
A. teachers B. Youth Union members C. classmates

2. The group of Korean and ASEAN students will spend _____ of their school.
A. one day B. three days C. five days

3. Phong thinks the event will be an excellent opportunity for students to make friends with young people from _____.
A. Indonesia B. ASEAN countries C. Korea and ASEAN countries

4. During the visit, students will discuss how they can help _____.
A. contribute to the event B. develop their local communities C. build an ASEAN community

5. Lan suggests calling on _____ to send in ideas for activities.
A. young people in the region B. all the students from her school C. ASEAN students

**Aim:** To help Ss practise listening for specific information.

- Ask Ss to read the multiple-choice questions and check understanding.
- In stronger classes, have Ss do the activity based on what they remember from the first listening and any notes they have taken.
- In weaker classes, play the recording again and pause after parts of the audio containing the answers or clues to give Ss more time to choose the correct answer.
- Have Ss work in pairs to compare answers.
- Check answers as a class. If necessary, play the recording again and pause at the sentences that contain the answers or clues.

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

***Audio script – Tracks 29 + 30:***

*Lan:* Hi Phong. Did you hear the news? A group of foreign students are coming to visit our school. I wonder if their visit is part of the ASEAN School Tour Programme that our teacher mentioned yesterday.

*Phong:* Yes, it is. I'm working with other members of the school's Youth Union to prepare a special event to welcome them.

*Lan:* When are they coming?

*Phong:* On the 5th of May. They'll spend one day at our school during their five-day tour in Viet Nam. After that, they'll go to Indonesia.

*Lan:* How many students are there in the group?

*Phong:* As far as I know, there'll be about thirteen students from Korea and other ASEAN countries. This will definitely be a great opportunity for us to make friends with them, and learn about their culture.

*Lan:* Exactly. It's also a great way for us to learn more about Korea, and ASEAN members.

*Phong:* We also plan on having discussions about how young people in the region can help build an ASEAN community.

*Lan:* I have a suggestion. Why don't you ask all the students from our school to come up with ideas for activities during the group's visit? This way, everyone will be keener to take part in the event.

*Phong:* Sounds great, Lan. I'll post a call for ideas on our Youth Union webpage. I hope many students will be interested in contributing to the event.

*Lan:* OK, I'll look out for the post. I already have some ideas for activities.

**Extension:** In stronger classes, have Ss role-play the conversation between Lan and Phong. Put Ss in pairs and assign a character to each student in the pair. Play the recording and have Ss take notes of their character's lines. Give Ss a few minutes to practise their conversation. Then invite some volunteers to role-play parts of the conversation in front of the class.

## ACTIVITY 4. Post-listening

**Aim:** To give Ss an opportunity to use the ideas and language in the listening in a speaking task.


4 Work in groups. Discuss the following questions.
Can you think of any suitable activities for the event at Lan and Phong's school?
How will they benefit the participants?

- Explain the task and make sure Ss understand what kind of event will be held at Lan and Phong's school to welcome the visiting students – a cultural exchange event.
- Ask Ss to work in groups to brainstorm suitable activities for the event.
- Invite some Ss to share their ideas.

***Suggested answers:*** Musical performances, debates, arts and crafts workshops, traditional costumes fashion show, etc. These activities will help Ss learn about other cultures, make friends, or improve their English.

# LESSON 6. WRITING

## A PROPOSAL FOR A WELCOME EVENT

**Learning outcome:** By the end of the lesson, Ss will be able to write a proposal about a welcome event.

### ACTIVITY 1

**Aim:** To familiarise Ss with the structure and language of a proposal.


VI WRITING

*A proposal for a welcome event*

1 **Read the following proposal and match the headings (1–4) with the paragraphs (A–D).**

1. Details about the event
2. Conclusion
3. Introduction
4. Goals and benefits

**Title:** VIETNAMESE TRADITIONAL GAMES FESTIVAL
**To:** Head Teacher of Ha Noi High School
**Date:** 10 January
**Prepared by:** Youth Union

A. _____
Next month, a group of students from ASEAN countries will visit our school. We put out a call for ideas for activities to welcome our guests. One of the best ideas is holding a Vietnamese Traditional Games Festival.

B. _____
The event will take place in the school stadium. It will start at 9 a.m. and will last for three hours. The event will be hosted by grade 11 students, who will make all the arrangements for the activities. These will include Vietnamese traditional games such as bamboo dancing, tug of war, and stilt walking.

C. _____
The event will help our guests learn about our culture by watching and playing Vietnamese traditional games. Taking part in fun games is also the best way to break the ice, make friends and create bonds with people.

D. _____
We really hope you will consider this proposal as we think that it will be beneficial to both local students and guests.

Tips

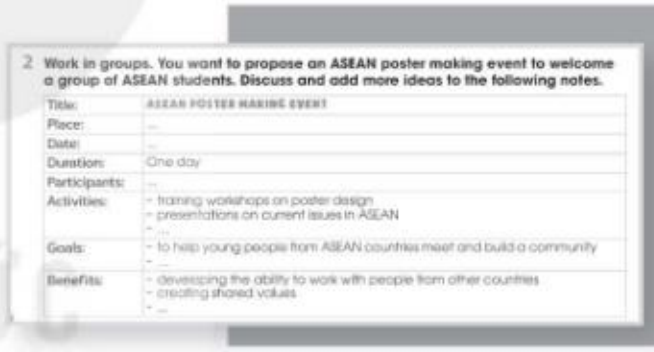
A proposal gives details about an idea or a project, and convinces the readers to support it by giving reasons as to why it is a good one. It consists of:
- **Title:** to introduce the name of the idea/project
- **Recipient** (To: ...): to give the names of the people you want to support/approve the proposal
- **Date:** to give the date of writing the proposal
- **Writer** (Prepared by: ...): to give the name of the person/group who puts forward the proposal
- **Introduction:** to briefly introduce the idea/project
- **Details about the idea/project:** to state the time, location, activities, etc.
- **Goals and benefits:** to state the goals and give reasons why the idea/project is a good one
- **Conclusion:** to urge the recipient to consider and approve the proposal

- Introduce the context of the writing task and check if Ss have had similar experiences by asking some questions, such as *Have you ever taken part in cultural exchanges/traditional games festivals? Have you ever submitted a proposal for a school event?*
- Ask Ss to read the proposal individually and check understanding of the vocabulary.
- Then have them match the headings with the correct paragraphs.
- Ask Ss to work in pairs and compare their answers with a partner.
- Check answers as a class.
- Have Ss study the **Tips** box and ask questions to check Ss' understanding of the structure and language of the text type, e.g. *What does a proposal give details about? What information does the 'To' line give? Where do we provide the date of writing the proposal?*

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

### ACTIVITY 2

**Aim:** To help Ss generate ideas for their writing.


2 **Work in groups. You want to propose an ASEAN poster making event to welcome a group of ASEAN students. Discuss and add more ideas to the following notes.**

| | |
|---|---|
| Title: | ASEAN POSTER MAKING EVENT |
| Place: | ... |
| Date: | ... |
| Duration: | One day |
| Participants: | ... |
| Activities: | - training workshops on poster design<br>- presentations on current issues in ASEAN<br>- ... |
| Goals: | - to help young people from ASEAN countries meet and build a community<br>- ... |
| Benefits: | - developing the ability to work with people from other countries<br>- creating shared values<br>- ... |

- Ask Ss to look at the notes in the table and elicit the meaning of any difficult words.
- Put Ss into groups and ask them to discuss the notes and add more ideas to the table.
- Invite some groups to read their ideas and have the rest of the class comment on them, e.g. whether they think these are appropriate or they like them, or ask questions to clarify any details.
- In weaker classes, write some of the good ideas as prompts for Ss' writing.

***Suggested answers:***

**Place:** the School Hall

**Time:** 9 a.m. – 5 p.m., Sunday

**Participants:** visiting ASEAN students and representatives of some classes

**Activities:** presentations and discussions on current issues in ASEAN; eating lunch together, making posters

**Goals:** to learn about each other's culture

**Benefits:** helping young people from ASEAN meet and build a community

**Extension:** In stronger classes, have Ss prepare an oral presentation of their proposals in groups. Encourage Ss to use persuasive language, such as *I'm sure/certain that ..., Obviously ..., I ask you to think about ..., What we need to do ...* Give groups a few minutes to practise and invite volunteers to present their proposals in front of the class.

## ACTIVITY 3

**Aim:** To help Ss practise writing a proposal about an event.


3 Write a proposal (120–150 words) about a welcome event. Use the suggested ideas in 2, the model in 1, and the outline below to help you.

**Title:** ASEAN POSTER MAKING EVENT
**To:** Ha Noi High School Youth Union Board
**Date:**
**Prepared by:**
**Introduction:**
We would like to propose
**Details about the event:**
The event will take place in
**Goals and benefits:**
The event will help
**Conclusion:**
We really hope you will consider our proposal as

- Tell Ss that they are going to write a proposal based on the ideas they have brainstormed in **2**.
- Go through the outline with the useful expressions and check understanding. In weaker classes, give examples of how to complete the sentences and encourage Ss to use them, e.g. *We would like to propose an ASEAN poster making event to welcome a group of students from ASEAN countries who are coming to visit our school on the 3rd of March.*
- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help when necessary.
- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary, and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' proposals and give face-to-face feedback in private, or give them back with some written feedback.

***Suggested answer:***

**Title: ASEAN POSTER MAKING EVENT**

**To:** Ha Noi High School Youth Union Board

**Date:** 10 January 20__

**Prepared by:** Grade 11 students

**Introduction:**

We would like to propose an ASEAN poster making event to welcome a group of students from ASEAN countries who are coming to visit our school on the 3rd of March.

**Details about the event:**

The event will take place in the School Hall from 9 a.m. to 5 p.m. We will organise all the activities and invite all ASEAN students and representatives of some classes. In the morning, students will take part in training workshops on poster design, presentations, and discussions on current issues in ASEAN, and group brainstorming activities. We'll also arrange for packed lunch boxes to be delivered at 1 p.m., so participants can eat in the school hall. In the afternoon, the teams will make their posters.

**Goals and benefits:**

The event will help young people from ASEAN countries meet and build a community. Participants will also have a chance to learn about each other's culture. We believe that the event will help develop students' ability to work with people from other countries and create shared values.

**Conclusion:**

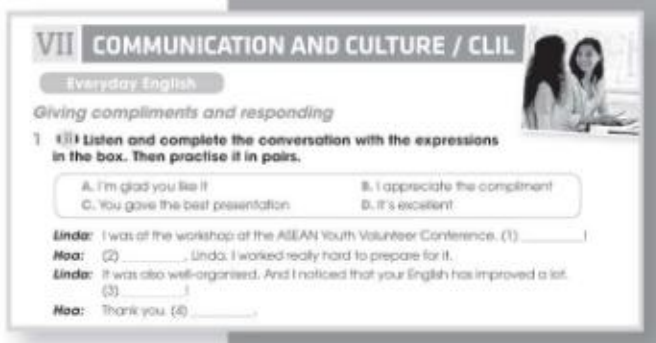
We really hope you will consider our proposal as we think that it will be beneficial to both local students and the visiting ASEAN students.

# LESSON 7. COMMUNICATION AND CULTURE / CLIL

## EVERYDAY ENGLISH

### GIVING COMPLIMENTS AND RESPONDING

**ACTIVITY 1**


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

*Giving compliments and responding*

1 Listen and complete the conversation with the expressions in the box. Then practise it in pairs.

A. I'm glad you like it
B. I appreciate the compliment
C. You gave the best presentation
D. It's excellent

**Linda:** I was at the workshop at the ASEAN Youth Volunteer Conference. (1) _____!
**Hoa:** (2) _____, Linda. I worked really hard to prepare for it.
**Linda:** It was also well-organised. And I noticed that your English has improved a lot. (3) _____!
**Hoa:** Thank you. (4) _____.

**Aims:**

- To provide a model conversation in which speakers give compliments and respond;
- To review expressions for giving compliments and responding.

- Have Ss look at the four options A-D. Check if they understand their meaning and use, e.g. phrases to give compliments (*You gave the best presentation., It's excellent.*) and respond to compliments (*I'm glad you like it., I appreciate the compliment.*).
- Ask Ss to read the conversation and fill in the blanks with the expressions in the box.
- Play the recording for Ss to listen and check their answers.
- Have Ss read the expressions the speakers use to give compliments and respond. Brainstorm other expressions for giving compliments and responding.
- Ask Ss in what situations they normally give or receive compliments. In stronger classes, have them share their experiences and talk about how compliments make them feel, e.g. *They make me feel valued and appreciated. They help people like one another. Giving compliments helps me notice what is good and what I like around me.*
- Put Ss in pairs to practise the conversation.

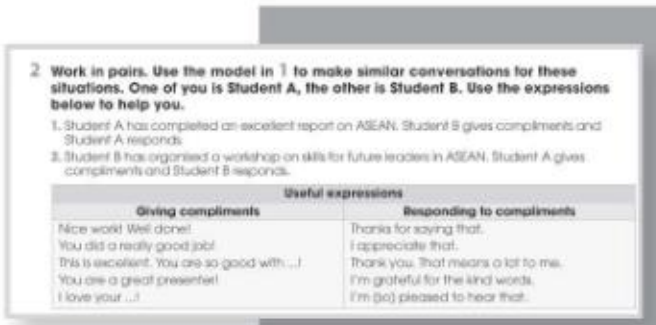
***Key:***

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

***Audio script – Track 31:***

*Linda:* I was at the workshop at the ASEAN Youth Volunteer Conference. You gave the best presentation!
*Hoa:* I'm glad you like it, Linda. I worked really hard to prepare for it.
*Linda:* It was also well-organised. And I noticed that your English has improved a lot. It's excellent!
*Hoa:* Thank you. I appreciate the compliment.

**ACTIVITY 2**


2 Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.

1. Student A has completed an excellent report on ASEAN. Student B gives compliments and Student A responds.
2. Student B has organised a workshop on skills for future leaders in ASEAN. Student A gives compliments and Student B responds.

| Useful expressions | |
|---|---|
| **Giving compliments** | **Responding to compliments** |
| Nice work! Well done! | Thanks for saying that. |
| You did a really good job! | I appreciate that. |
| This is excellent. You are so good with ...! | Thank you. That means a lot to me. |
| You are a great presenter! | I'm grateful for the kind words. |
| I love your ...! | I'm (so) pleased to hear that. |

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

- Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, e.g. if they have been praised for writing an excellent report or for organising a workshop or another event.
- Have Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board.
- Go through the **Useful expressions** in the box and remind Ss to use them in their conversations.
- Give each pair a few minutes to plan their conversations. In weaker classes, they choose one situation and swap roles. In stronger classes, they can make conversations for both situations.
- Allow Ss enough time to practise their conversations. Then invite some pairs to role-play their conversations in front of the class.
- Praise for good effort, clear pronunciation, fluent delivery, and use of compliments.

***Suggested answers:***

1.

*B:* I've read your report on ASEAN. Well done! You've done a lot of research and organised all the information very clearly.

*A:* I'm so pleased to hear that you like it. Thank you.

2.

*A:* I have attended the workshop on skills for future leaders in ASEAN. It was so well organised.

*B:* Thank you. That means a lot to me.

*A:* And I love the eye-catching and informative handouts. You and the organising team must have put a lot of effort to prepare for this workshop.

*B:* I really appreciate your kind words.

## CULTURE

### NEW YEAR FESTIVALS IN ASEAN

### ACITIVITY 1

**Aim:** To help Ss learn about New Year Festivals in ASEAN.

- Ask Ss some questions to find out what they already know about New Year celebrations in ASEAN, e.g. *When is New Year celebrated in ASEAN member states? Do they only celebrate on 1st January? Which countries welcome the New Year in January or February? Which countries celebrate in April?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *What calendars do they follow? Are there any similarities or differences between the New Year Festivals in ASEAN countries?*
- Put Ss into pairs. Ask them to read the text and complete the table. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class by calling on pairs to write the missing words on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.


Culture

1 Read the text and complete the table below.

New Year Festivals in ASEAN

In ASEAN, besides welcoming the New Year on 1st January, there are several cultures that celebrate New Year's Day later in the year. For example, VietNam, Singapore, Indonesia, and parts of Malaysia follow the lunar calendar so their New Year festivities often take place in January or February. Lunar New Year is a time for them to honour ancestors, get together with family and friends, have a big family meal, and wish one another prosperity for the year to come. The streets and houses are decorated, and fireworks are lit to scare away bad luck. There are also parades, street parties, and art performances in the new year celebrations.

People in Laos, Cambodia, Thailand, and Myanmar celebrate the arrival of the New Year according to the Buddhist calendar. Their New Year's celebrations are in April. People in these countries follow traditions such as offering rice to Buddhist monks to show their respect and receiving wishes for good luck and health from them. They decorate their homes, cook traditional dishes, and splash each other with water. There are also art performances, folk games, and dancing.

In these cultures, it is believed that water will wash away bad luck and ill health from the old year and allow people to start the new year fresh.

| | Lunar New Year | Buddhist calendar |
|---|---|---|
| Countries | (1) _____ | Laos, Cambodia, Thailand & Myanmar |
| Time | January or February | (2) _____ |
| Activities | (3) _____ | (4) _____ |

***Key:***

| | Lunar New Year | Buddhist calendar |
|---|---|---|
| **Countries** | Viet Nam, Singapore, Indonesia and parts of Malaysia | Laos, Cambodia, Thailand & Myanmar |
| **Time** | January or February | April |
| **Activities** | honour ancestors, get together with family and friends, have a big family meal, and wish one another prosperity for the year to come; parades, street parties and art performances | offer rice to Buddhist monks to show respect and receive wishes for good luck and health, decorate homes, cook traditional dishes, and splash each other with water; art performances, folk games, and dancing |

## ACTIVITY 2

**Aim:** To help Ss relate what they have learnt about New Year Festivals in ASEAN to their own culture.

2 **Work in pairs. Discuss the similarities and differences between the New Year Festivals in Viet Nam and other ASEAN countries.**

- Ask Ss to work in pairs and work out the similarities and differences between the New Year Festivals in Viet Nam and other ASEAN countries based on the categories in the table in **1**.
- Ask some pairs to share their findings with the whole class.

***Suggested answer:***

Like some ASEAN countries, such as Singapore and the Philippines, Viet Nam celebrates Lunar New Year. During this festival, Vietnamese people also observe customs, such as honouring ancestors, and having family gatherings and big meals, but we do not have parades or street parties like other countries.

# LESSON 8. LOOKING BACK AND PROJECT

## LOOKING BACK

### PRONUNCIATION

**Aim:** To help Ss revise words with elision.

VIII **LOOKING BACK**

Pronunciation

**Listen and underline words with elision. Then practise saying the sentences in pairs.**

1. There are no correct answers on her test paper.
2. He's going to fly to Bangkok tonight.
3. The participants were probably excited about the palace history.
4. I believe that members expressed different opinions about the issue.

- Have Ss read the sentences and underline the words with elision first.
- Call on two Ss to write their underlined words on the board and explain which vowel sound is omitted. Have Ss pronounce the words with and without elision of the sounds.
- Then play the recording, pausing after each sentence for Ss to check their answers.
- Play the recording again for Ss to repeat the sentences.
- Put Ss in pairs and have them practise saying the sentences.

***Key + Audio script – Track 32:***

1. There are no c(o)rrect answers on her test paper.
2. He's going to fly to Bangkok t(o)night.
3. The participants were prob(a)bly excited about the palace hist(o)ry.
4. I b(e)lieve that members expressed diff(e)rent opinions about the issue.

### VOCABULARY

**Aim:** To help Ss revise words they have learnt in the unit.

Vocabulary

**Choose the correct words to complete the sentences.**

1. Talking to the young volunteers was an eye-opening/a live-streamed experience.
2. Mark was awarded for his contribute/contribution to promoting traditional music.
3. You need to have strong leader/leadership skills to manage the project.
4. This programme tries to encourage culture/cultural exchanges among ASEAN countries.

- Ask Ss to read the sentences quickly and check if they don't know any words.
- Have Ss do the activity individually.
- Ask individual Ss to write their answers on the board, and confirm answers as a class.

***Key:***

1. an eye-opening
2. contribution
3. leadership
4. cultural

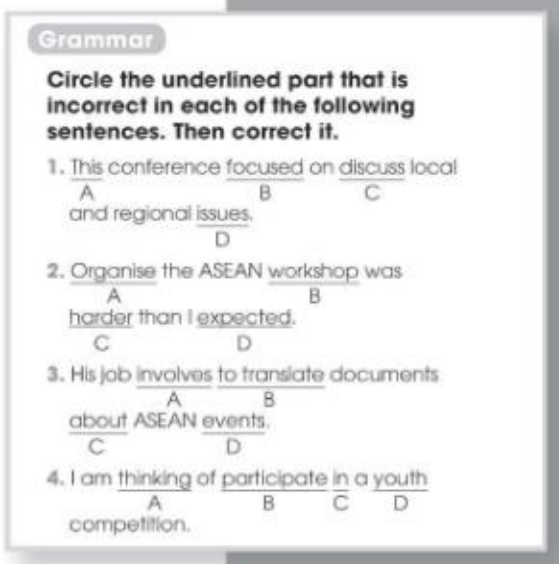
## GRAMMAR

**Aim:** To help Ss revise the use of gerunds.

- Ask Ss to find the mistake in each sentence individually first.
- Then have them compare answers and correct the mistakes in pairs before confirming answers as a class.

***Key:***

1. C (discuss → discussing)
2. A (Organise → Organising)
3. B (to translate → translating)
4. B (participate → participating)



Grammar

**Circle the underlined part that is incorrect in each of the following sentences. Then correct it.**

1. This (A) conference focused (B) on discuss (C) local and regional issues (D).
2. Organise (A) the ASEAN workshop (B) was harder (C) than I expected (D).
3. His job involves (A) to translate (B) documents about (C) ASEAN events (D).
4. I am thinking (A) of participate (B) in (C) a youth (D) competition.

## 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.
- Have Ss work in their groups. Give them a few minutes to get ready for their poster presentations. Ask them to decide who is going to stand next to the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklists.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- Have groups display their posters. Ask the group representative to stand next to their poster while the rest of the class walk around, study the posters and ask questions about them. In stronger classes, you can have group members take turns to stand next to the poster and answer questions.
- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.
- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.

KEY NOT FOR RESALE

**Suggested checklist for peer assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – The group representative(s) spoke clearly and naturally. | | |
| – The group representative(s) explained the poster well. | | |
| – The group representative(s) answered all questions. | | |
| ***POSTER CONTENT*** | | |
| The poster is well organised. | | |
| The poster covers the four points as stated in the Student's Book. | | |
| The poster is visually attractive and includes appropriate images. | | |
| There are no spelling or grammar mistakes. | | |

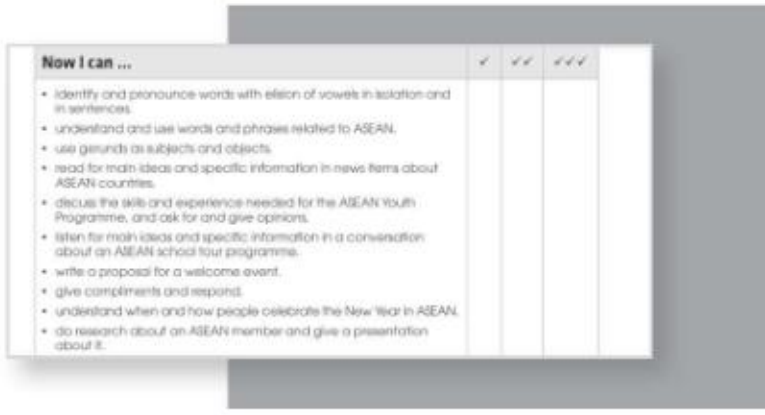
**Suggested checklist for self-assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – I spoke clearly and naturally. | | |
| – I explained the poster well. | | |
| – I answered all questions. | | |
| ***POSTER CONTENT*** | | |
| The poster is well organised. | | |
| The poster covers the four points as stated in the Student's Book. | | |
| The poster is visually attractive and includes appropriate images. | | |
| There are no spelling or grammar mistakes. | | |

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## NOW I CAN ...

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas, and suggest further practice for individual Ss.



| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • identify and pronounce words with elision of vowels in isolation and in sentences. | | | |
| • understand and use words and phrases related to ASEAN. | | | |
| • use gerunds as subjects and objects. | | | |
| • read for main ideas and specific information in news items about ASEAN countries. | | | |
| • discuss the skills and experience needed for the ASEAN Youth Programme, and ask for and give opinions. | | | |
| • listen for main ideas and specific information in a conversation about an ASEAN school tour programme. | | | |
| • write a proposal for a welcome event. | | | |
| • give compliments and respond. | | | |
| • understand when and how people celebrate the New Year in ASEAN. | | | |
| • do research about an ASEAN member and give a presentation about it. | | | |

Unit

# 5 GLOBAL WARMING

**OBJECTIVES:**

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

- use sentence stress appropriately to speak with a natural rhythm;
- understand and use words and phrases related to global warming;
- use present participle and past participle clauses correctly;
- read for main ideas and specific information in an article about the UN Climate Change Conference;
- talk about human activities and global warming, and present ideas clearly in a discussion;
- listen for main ideas and specific information in a talk about black carbon and global temperature;
- write a leaflet to persuade people to reduce black carbon emissions;
- give warnings and respond;
- understand the environmental impact of farming and how to reduce it;
- carry out a survey to find out how local people try to limit global warming and present the survey results to the class.

## LESSON 1. GETTING STARTED

### WARM-UP & INTRODUCTION

**Aims:**

– To create a friendly and lively atmosphere in the classroom;

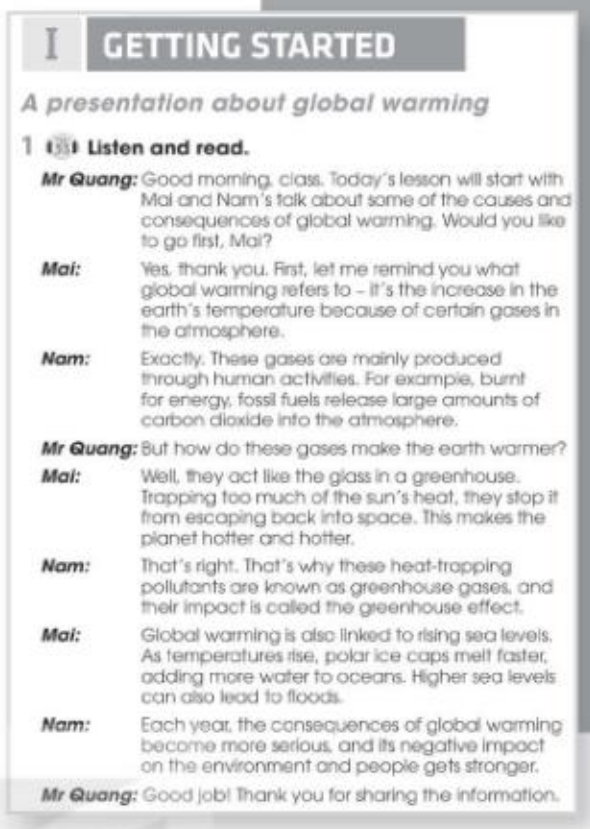
– To lead into the unit.

- Review the previous unit and revise some of the target words Ss have learnt by having them play a game. Put Ss into two teams and divide the board in two halves. Call out the theme from the previous unit, Unit 4 (*ASEAN and Viet Nam)*, and give them two minutes to write as many words connected to that theme as they can, e. g. *development, leadership skills, contribution, cultural exchange, relations, represent, strengthen, support, volunteer, region*, etc. Each word must be written by a different student and only one student from each team is allowed to be standing in front of the board at any time. When finished, have teams check each other's spelling and count how many correct words each team has written.
- To increase Ss' interest in the unit topic and activate their prior knowledge, prepare some pictures about global warming, e.g. burning fossil fuels, burning organic waste, cutting forests, ice-melting. Put them up on the board. Ask questions about the pictures and elicit responses from Ss to find out what they know about global warming, greenhouse gases, and the impact of human activities on the planet.
- Have Ss open their books at page 52. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and CLIL topics, and the project.

# A PRESENTATION ABOUT GLOBAL WARMING

## ACTIVITY 1

**Aim:** To introduce some vocabulary and the grammar points to be learnt in the unit.



I GETTING STARTED

*A presentation about global warming*

1 **Listen and read.**

***Mr Quang:*** Good morning, class. Today's lesson will start with Mai and Nam's talk about some of the causes and consequences of global warming. Would you like to go first, Mai?

***Mai:*** Yes, thank you. First, let me remind you what global warming refers to – it's the increase in the earth's temperature because of certain gases in the atmosphere.

***Nam:*** Exactly. These gases are mainly produced through human activities. For example, burnt for energy, fossil fuels release large amounts of carbon dioxide into the atmosphere.

***Mr Quang:*** But how do these gases make the earth warmer?

***Mai:*** Well, they act like the glass in a greenhouse. Trapping too much of the sun's heat, they stop it from escaping back into space. This makes the planet hotter and hotter.

***Nam:*** That's right. That's why these heat-trapping pollutants are known as greenhouse gases, and their impact is called the greenhouse effect.

***Mai:*** Global warming is also linked to rising sea levels. As temperatures rise, polar ice caps melt faster, adding more water to oceans. Higher sea levels can also lead to floods.

***Nam:*** Each year, the consequences of global warming become more serious, and its negative impact on the environment and people gets stronger.

***Mr Quang:*** Good job! Thank you for sharing the information.

- Set the context for listening and reading the conversation. Ask Ss to look at the pictures, the heading and the conversation, and ask questions, e.g. *What do you think the first picture shows?* (the sun heating the earth, global warming, sun's heat trapped in the atmosphere) *What do the photos show?* (melting ice caps; floods)
- Encourage Ss to give answers, but do not confirm whether their answers are right or wrong.
- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to global warming while they are listening and reading.
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books, and just listen to the conversation. Ask questions about the causes and consequences of global warming mentioned in the conversation. Then have them open their books and listen again, but this time following the text and checking if their answers were correct.
- Call on three Ss to read the conversation aloud.

***Audio script – Track 33:***

*Mr Quang:* Good morning, class. Today's lesson will start with Mai and Nam's talk about some of the causes and consequences of global warming. Would you like to go first, Mai?

*Mai:* Yes, thank you. First, let me remind you what global warming refers to – it's the increase in the earth's temperature because of certain gases in the atmosphere.

*Nam:* Exactly. These gases are mainly produced through human activities. For example, burnt for energy, fossil fuels release large amounts of carbon dioxide into the atmosphere.

*Mr Quang:* But how do these gases make the earth warmer?

*Mai:* Well, they act like the glass in a greenhouse. Trapping too much of the sun's heat, they stop it from escaping back into space. This makes the planet hotter and hotter.

*Nam:* That's right. That's why these heat-trapping pollutants are known as greenhouse gases, and their impact is called the greenhouse effect.

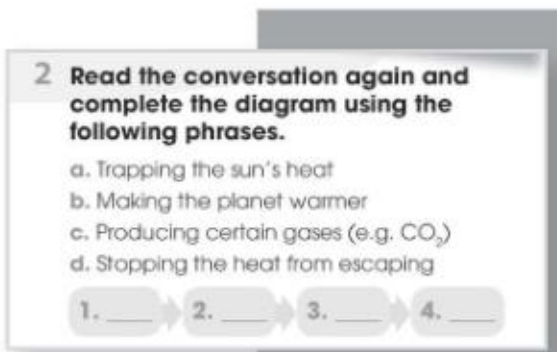
*Mai:* Global warming is also linked to rising sea levels. As temperatures rise, polar ice caps melt faster, adding more water to oceans. Higher sea levels can also lead to floods.

*Nam:* Each year, the consequences of global warming become more serious, and its negative impact on the environment and people gets stronger.

*Mr Quang:* Good job! Thank you for sharing the information.

## ACTIVITY 2

**Aim:** To check Ss' comprehension of the conversation.



2 **Read the conversation again and complete the diagram using the following phrases.**

a. Trapping the sun's heat
b. Making the planet warmer
c. Producing certain gases (e.g. $CO_2$)
d. Stopping the heat from escaping

1. ___ → 2. ___ → 3. ___ → 4. ___

- Ask Ss to work individually first and complete the diagram with the phrases. Encourage them to read the conversation again.
- Then put them in pairs to compare their answers.

- Check answers as a class. Encourage Ss to provide evidence from the conversation for their answers, e. g. *Number 1 is option c because Nam says, 'burnt for energy, fossil fuels release large amounts of carbon dioxide'. Number 2 is option a, and the evidence is in Mai's explanation: 'they act like the glass in a greenhouse. Trapping too much of the sun's heat, they stop it from escaping back into space'.*

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

## ACTIVITY 3

**Aim:** To introduce phrases related to global warming.



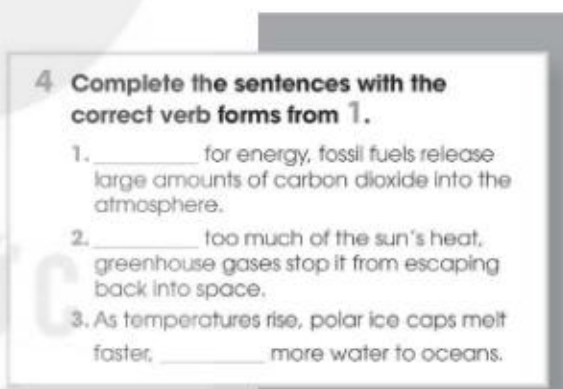

- Have Ss look at the words in the two columns. Explain that these words are used to make phrases mentioned in the conversation in **1**.
- Ask Ss to match the words individually.
- Check answers as a class.
- Elicit the meaning of any words or phrases Ss don't know or find hard to understand.

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

**Extension:** In weaker classes, ask Ss some comprehension questions to check if Ss understand how to use these phrases, e.g. *What does global warming refer to? Why are greenhouse gases called heat-trapping pollutants? How are greenhouse gases mainly produced? How is global warming linked to rising sea levels?*

## ACTIVITY 4

**Aim:** To help Ss identify present participle and past participle clauses.




- Tell Ss to read the incomplete sentences and check comprehension.
- Have Ss work individually. Encourage them to find the verb phrases in the conversation.
- Check answers by having individual Ss read the sentences.
- Ask them if they can name the grammar structure, i.e. present participle and past participle clauses.

***Key:*** 1. Burnt 2. Trapping 3. adding

**Extension:** Put Ss into pairs and have them rewrite the sentences, replacing the participle clauses with a different structure, e.g. 1. *If/As fossil fuels are burnt for energy, they release carbon dioxide into the atmosphere.* 2. *As greenhouse gases trap too much of the sun's heat, they stop it from escaping back into space.* 3. *As temperatures rise, polar caps melt faster, which adds more water to oceans.*

## 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 Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 5, the **Project** section, look at the rubric and say what the topic of the project is (*What we can do every day to help limit global warming*).
- Explain the project requirements: Ss will have to find out what local people's daily activities involve, what impact their activities have on global temperatures, what they do to reduce their impact, and what results people get. Then Ss give an oral presentation of the survey results in the last lesson of the unit.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- 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, e.g. decide which age group to survey, prepare the survey forms, create a spreadsheet to consolidate results, find some photos or other visuals to illustrate each activity and its effects, prepare a brief description of the steps local people take to reduce the negative effects of their daily activities on the environment, think about the structure of the presentation, decide how the results will be presented.
- Help Ss set deadlines 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. *using energy efficient light bulbs and appliances, reducing the use of air conditioning*, and solving any other problems that may arise with their project.

# LESSON 2. LANGUAGE

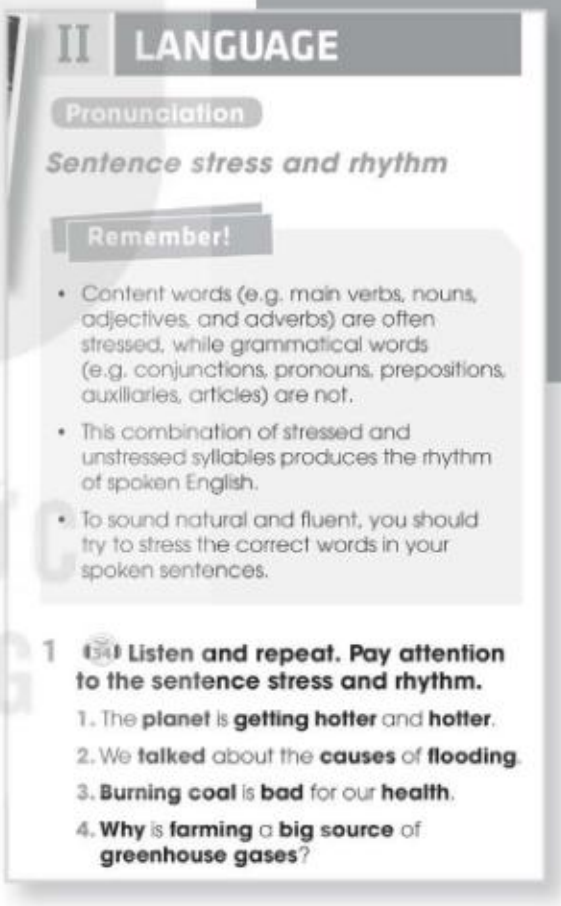
## PRONUNCIATION

### SENTENCE STRESS AND RHYTHM

**Activity 1**

**Aim:** To help Ss recognise and practise sentence stress and rhythm.

- Write one sentence on the board, e.g. *Today's lesson will start with Mai and Nam's talk about some of the causes and consequences of global warming.* Point to some of the nouns or main verbs to elicit *content words,* then point to words such as connectives and prepositions to elicit *grammatical words.* Read the sentence and ask: *Which words sound stronger and louder?* to elicit *content words.*
- Play the recording and ask Ss to listen to the sentences. Have them pay attention to the sentence stress (the stressed words in bold) and rhythm (the combination of stressed and unstressed syllables).
- Play the recording again, pausing after each sentence for Ss to repeat.
- Have Ss read the notes in the **Remember!** box. Check understanding by asking individual Ss to briefly explain what words to stress in their spoken sentences to sound natural and fluent.



II LANGUAGE

Pronunciation

*Sentence stress and rhythm*

Remember!

- Content words (e.g. main verbs, nouns, adjectives, and adverbs) are often stressed, while grammatical words (e.g. conjunctions, pronouns, prepositions, auxiliaries, articles) are not.
- This combination of stressed and unstressed syllables produces the rhythm of spoken English.
- To sound natural and fluent, you should try to stress the correct words in your spoken sentences.

1 34 **Listen and repeat. Pay attention to the sentence stress and rhythm.**

1. The **planet** is **getting hotter** and **hotter**.
2. We **talked** about the **causes** of **flooding**.
3. **Burning coal** is **bad** for our **health**.
4. **Why** is **farming** a **big source** of **greenhouse gases**?

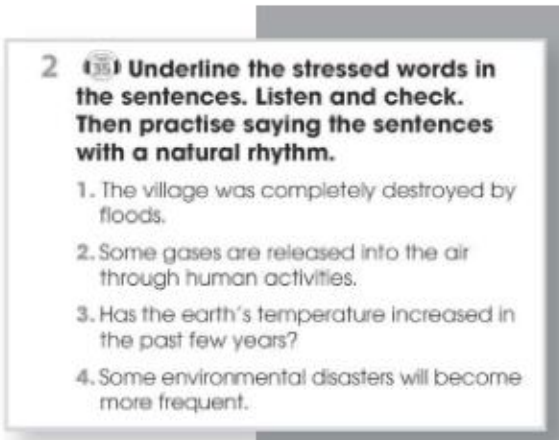
- Ask Ss to work in pairs, taking turns to read the sentences. Call on some Ss to read them out loud.

***Audio script – Track 34:***

1. The **planet** is **getting hotter** and **hotter**.
2. We **talked** about the **causes** of **flooding**.
3. **Burning coal** is **bad** for our **health**.
4. **Why** is **farming** a **big source** of **greenhouse gases**?

**Extension:** In stronger classes, put Ss in groups of three and assign a character from the **Getting Started** conversation to each group member. Play the recording and have Ss repeat their characters' lines, using appropriate sentence stress and rhythm. Then have groups practise reading or role-playing the conversation, paying attention to sentence stress and rhythm.

## ACTIVITY 2


2 **Underline the stressed words in the sentences. Listen and check. Then practise saying the sentences with a natural rhythm.**

1. The village was completely destroyed by floods.
2. Some gases are released into the air through human activities.
3. Has the earth's temperature increased in the past few years?
4. Some environmental disasters will become more frequent.

**Aim:** To help Ss practise sentence stress and rhythm.

- Have Ss quickly look through the sentences and check comprehension.
- Put them in pairs. Ask them to underline the stressed words and practise saying the sentences with a natural rhythm.
- Play the recording for Ss to check if they have correctly underlined the stressed words. In stronger classes, ask Ss to mark the word stress, e.g. *'village, com'pletely, de'stroyed*.
- Check answers as a class.
- Play the recording again, pausing after each sentence for Ss to repeat.
- Ask Ss to work in pairs, taking turns to practise saying the sentences. Call on some Ss to read them out loud.

***Key + Audio script – Track 35:***

1. The village was completely destroyed by floods.
2. Some gases are released into the air through human activities.
3. Has the earth's temperature increased in the past few years?
4. Some environmental disasters will become more frequent.

**Extension:** In stronger classes, invite some Ss to make new sentences and encourage them to say the sentences in front of the class. Have the rest of the class say if they are using appropriate sentence stress and rhythm.

# VOCABULARY

## GLOBAL WARMING

## ACTIVITY 1

**Aim:** To introduce words and phrases related to global warming.

- In weaker classes, make sure Ss understand the abbreviations in brackets (v, n, adj). Read each word and elicit the part of speech they need to look for in the given definitions, e.g. *What part of speech do you need to look for in the definition of 'release'? Which definition begins with a verb?* Do the first one as an example before asking Ss to match the rest individually or in pairs if necessary.
- Ask Ss to work individually to do the matching. Then put them in pairs to compare their answers and discuss the meaning of each word. Encourage Ss to look at the pictures to have a better understanding of the words.
- Check answers as a class.

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


Vocabulary

*Global warming*

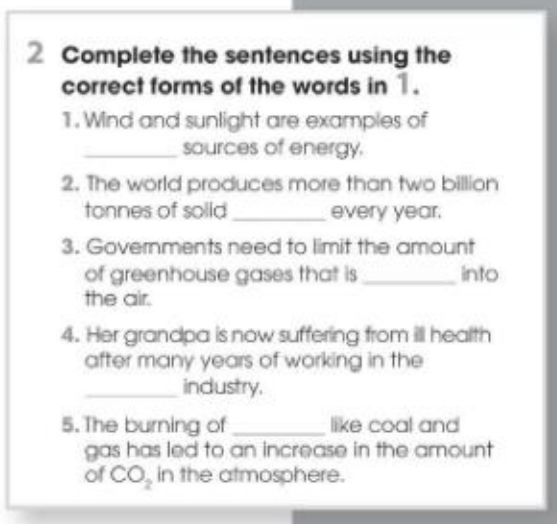
1 **Match the words with their meanings.**

| | |
|---|---|
| 1 coal (n)  | c that can be replaced naturally without being used up |
| 2 fossil fuel (n)  | b materials that are not needed and are thrown away |
| 3 release (v)  | e a substance that was formed millions of years ago from dead animals or plants |
| 4 renewable (adj)  | d to let a substance flow out |
| 5 waste (n)  | a a black rock that is found under the ground and is burnt to produce heat |

## ACTIVITY 2

**Aim:** To help Ss practise the words in **1** in meaningful contexts.

- Tell Ss to read the sentences carefully and decide which word in **1** can be used to complete each of the sentences. Tell them to change the forms of some words if necessary.
- Ask Ss to work individually to complete the sentences. Remind them to use the context clues to help them decide on each word. Then put Ss into pairs to compare their answers with a partner.
- In weaker classes, have Ss look up the words in the glossary if necessary.
- Check answers as a class by having Ss call out the missing word first, then read the whole sentence.



2 **Complete the sentences using the correct forms of the words in 1.**

1. Wind and sunlight are examples of _____ sources of energy.
2. The world produces more than two billion tonnes of solid _____ every year.
3. Governments need to limit the amount of greenhouse gases that is _____ into the air.
4. Her grandpa is now suffering from ill health after many years of working in the _____ industry.
5. The burning of _____ like coal and gas has led to an increase in the amount of $CO_2$ in the atmosphere.

***Key:*** 1. renewable 2. waste 3. released 4. coal 5. fossil fuels

**Extension:** Write the five words on the board. Have Ss add more topic-related words or phrases they have learnt. Make sure there are at least 10 items. Have Ss study them for half a minute, then turn away. Erase one item from the board. Have Ss turn back and identify which word or phrase is missing. In stronger classes, ask Ss to also make sentences with the missing item. Continue until the board is empty.

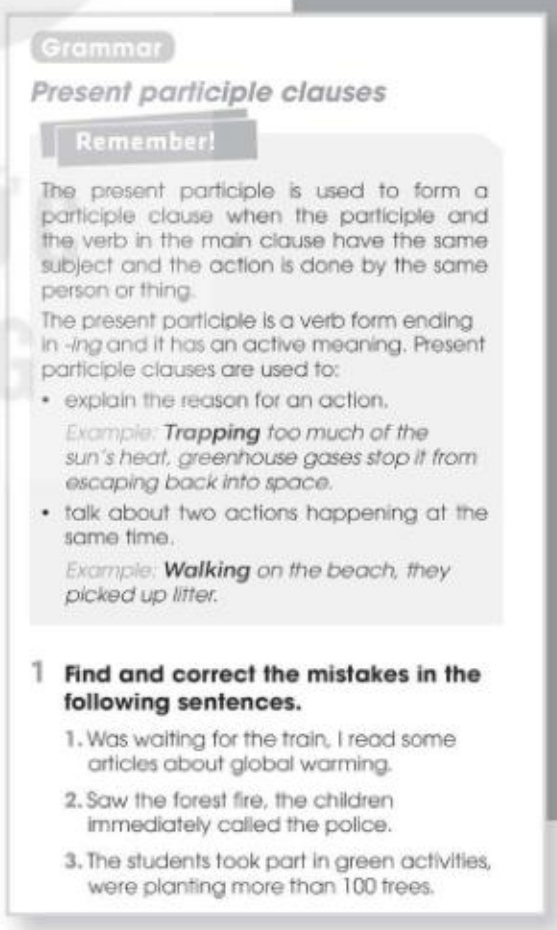
# GRAMMAR

## PRESENT PARTICIPLE CLAUSES

## ACTIVITY 1

**Aim:** To help Ss recognise and practise present participle clauses.

- Focus Ss' attention on the structure of the present participle clause (a clause with no subject, using a verb form ending in *-ing*). Ask Ss to paraphrase the two examples in the **Remember!** box, i.e. *Trapping too much of the sun's heat, greenhouse gases stop it from escaping back into space.* → *As/Since greenhouse gases trap too much of the sun's heat, they stop it from escaping back into space. Walking on the beach, they picked up litter.* → *While they were walking on the beach, they picked up litter.*
- Ask Ss to focus on the subject in each sentence and ask questions to elicit that the participle and the verb in the main clause have the same subject and the actions are done by the same person or thing.
- Have Ss correct the sentences individually or in pairs.
- Check answers as a class.
- In weaker classes, underline the mistakes in each sentence so that Ss only focus on correcting them. If necessary, write them on the board and explain the structures.



Grammar

*Present participle clauses*

**Remember!**

The present participle is used to form a participle clause when the participle and the verb in the main clause have the same subject and the action is done by the same person or thing.

The present participle is a verb form ending in *-ing* and it has an active meaning. Present participle clauses are used to:

- explain the reason for an action.

  *Example:* ***Trapping*** *too much of the sun's heat, greenhouse gases stop it from escaping back into space.*
- talk about two actions happening at the same time.

  *Example:* ***Walking*** *on the beach, they picked up litter.*

1 **Find and correct the mistakes in the following sentences.**

1. Was waiting for the train, I read some articles about global warming.
2. Saw the forest fire, the children immediately called the police.
3. The students took part in green activities, were planting more than 100 trees.

***Key:*** 1. Was waiting → Waiting 2. Saw → Seeing 3. were planting → planting

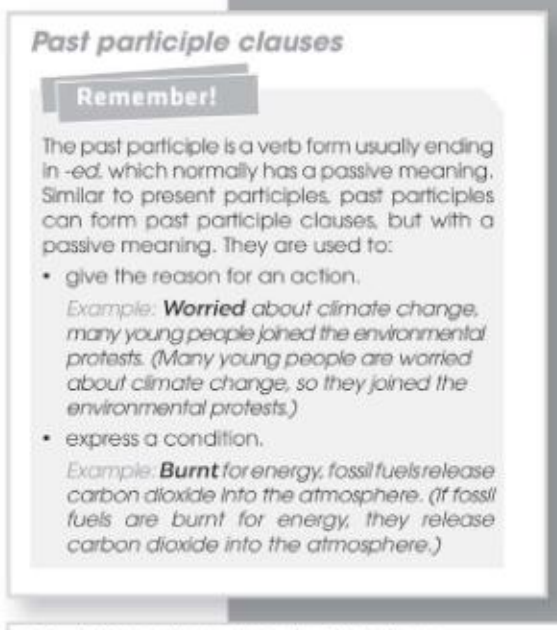
**Extension:** In stronger classes, have Ss work in groups to paraphrase the sentences replacing the participles with verbs, e.g. 1. *While I was waiting for the train, I read some articles about global warming.* Ask each group to read their sentences to the class and praise groups with correct sentences.

## PAST PARTICIPLE CLAUSES

### ACTIVITY 2

**Aim:** To help Ss recognise and practise past participle clauses.

- Ask Ss to read the explanation and examples in the **Remember!** box carefully and check their understanding. Tell them to pay attention to the form of the past participle (a verb form usually ending in *-ed*) and two main uses of past participle clauses (i.e. giving the reason for an action and expressing a condition).
- Have Ss study the examples before asking them to do the activity individually. Walk round the class and offer help if necessary.
- Put Ss into pairs and have them compare their sentences.
- Check answers as a class.
- In weaker classes, have Ss write the sentences on the board and explain the paraphrases.



*Past participle clauses*

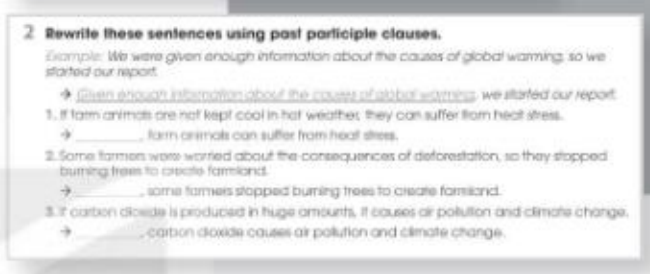
**Remember!**

The past participle is a verb form usually ending in *-ed*, which normally has a passive meaning. Similar to present participles, past participles can form past participle clauses, but with a passive meaning. They are used to:

- give the reason for an action.

  *Example: **Worried** about climate change, many young people joined the environmental protests. (Many young people are worried about climate change, so they joined the environmental protests.)*
- express a condition.

  *Example: **Burnt** for energy, fossil fuels release carbon dioxide into the atmosphere. (If fossil fuels are burnt for energy, they release carbon dioxide into the atmosphere.)*



2 **Rewrite these sentences using past participle clauses.**

*Example: We were given enough information about the causes of global warming, so we started our report.*

→ *Given enough information about the causes of global warming, we started our report.*

1. If farm animals are not kept cool in hot weather, they can suffer from heat stress.
   → _____, farm animals can suffer from heat stress.
2. Some farmers were worried about the consequences of deforestation, so they stopped burning trees to create farmland.
   → _____, some farmers stopped burning trees to create farmland.
3. If carbon dioxide is produced in huge amounts, it causes air pollution and climate change.
   → _____, carbon dioxide causes air pollution and climate change.

**Key:**

1. Not kept cool in hot weather
2. Worried about the consequences of deforestation
3. Produced in huge amounts

**Extension:** In stronger classes, ask Ss to work in pairs. One student writes a sentence with a past participle clause and the other student paraphrases the sentence using different types of clauses, e.g. *Warned about the negative impact of burning coal, we stopped using coal stoves.* → *As/Since we were warned about the negative impact of burning coal, we stopped using coal stoves.* Encourage them to swap roles. Ask pairs to read their sentences aloud for the class to decide if they are grammatically correct.

### ACTIVITY 3

**Aim:** To help Ss practise present participle and past participle clauses in a speaking activity.



3 **Work in pairs. Make sentences using present participle and past participle clauses.**

*Example: **Learning** about the impact of global warming, we decided to save more energy.*
*__Encouraged__ by our teacher, we started some environment projects.*

- Have Ss read the instructions and examples, and make sure they all understand the context and what they have to do. In weaker classes, model a statement with a student.
- Have Ss first brainstorm verbs that can be used in the clauses, and write them down as prompts, e.g. *learning, knowing, becoming (aware/familiar), worried, encouraged, given, amazed (by).*
- Put Ss in pairs and have them take turns to make the statements. Encourage Ss to respond to their partners' statement, e.g. *That's great! Amazing! Good for you. Really? I can't believe it.* Walk round and help if necessary.
- Invite some Ss to report back to the class.

## LESSON 3. READING

### THE UN CLIMATE CHANGE CONFERENCE

### ACTIVITY 1. Pre-reading

**Aim:** To activate prior knowledge about the topic and get Ss involved in the lesson.



III **READING**

*The UN Climate Change Conference*

1 **Work in pairs. Look at the pictures and discuss the environmental problems you see.**

- Ask Ss to work in pairs to discuss the pictures and identify the environmental problems.
- Ask some guiding questions, e.g. *What can you see in the pictures? Do you think human activities like farming can cause any negative impact on the environment? How does deforestation contribute to global warming? Have you heard about the global efforts to deal with climate change?*
- Invite individual Ss to share their answers with the class.
- Introduce the topic of the reading text.

***Suggested answers:***

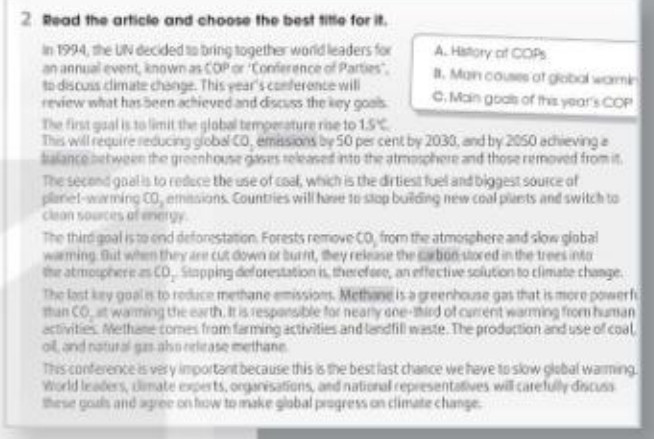
Picture **a** shows trees that have been cut down or deforestation, which is a serious environmental problem. Deforestation causes carbon emissions and can damage natural habitats.

Picture **b** shows burning coal in an open fire. This can create air pollution and cause health problems if people breathe in the pollutants contained in the smoke.

## ACTIVITY 2. While-reading

**Aim:** To help Ss practise reading for the main idea.

- Have Ss read the whole text quickly to get an overall idea. In weaker classes, go through the answer options and check understanding.
- Ask Ss to work in pairs to compare their answers. Walk round the class and provide help if necessary.
- Remind them that incorrect headings for a section are often 'irrelevant' (i.e. not mentioned in the section), 'too narrow'(i.e. only representing part of the section) or 'too general' (i.e. not limited to that section).



2 **Read the article and choose the best title for it.**

In 1994, the UN decided to bring together world leaders for an annual event, known as COP or 'Conference of Parties', to discuss climate change. This year's conference will review what has been achieved and discuss the key goals.

A. History of COPs
B. Main causes of global warmi
C. Main goals of this year's COP

The first goal is to limit the global temperature rise to 1.5°C. This will require reducing global $CO_2$ emissions by 50 per cent by 2030, and by 2050 achieving a balance between the greenhouse gases released into the atmosphere and those removed from it.

The second goal is to reduce the use of coal, which is the dirtiest fuel and biggest source of planet-warming $CO_2$ emissions. Countries will have to stop building new coal plants and switch to clean sources of energy.

The third goal is to end deforestation. Forests remove $CO_2$ from the atmosphere and slow global warming. But when they are cut down or burnt, they release the carbon stored in the trees into the atmosphere as $CO_2$. Stopping deforestation is, therefore, an effective solution to climate change.

The last key goal is to reduce methane emissions. Methane is a greenhouse gas that is more powerfu than $CO_2$ at warming the earth. It is responsible for nearly one-third of current warming from human activities. Methane comes from farming activities and landfill waste. The production and use of coal, oil, and natural gas also release methane.

This conference is very important because this is the best last chance we have to slow global warming. World leaders, climate experts, organisations, and national representatives will carefully discuss these goals and agree on how to make global progress on climate change.

- In weaker classes, have Ss read the article and find the most important pieces of information and summarise them. This can help them recognise the best title.
- Check answers as a class.
- In stronger classes, ask Ss to explain why the other options cannot be used as titles for the text, e.g. *Titles A and B are too narrow, so they do not represent the main idea of the whole article. Specifically, A only focuses on part of paragraph 1, and B only covers points mentioned in paragraphs 3, 4, and 5.*

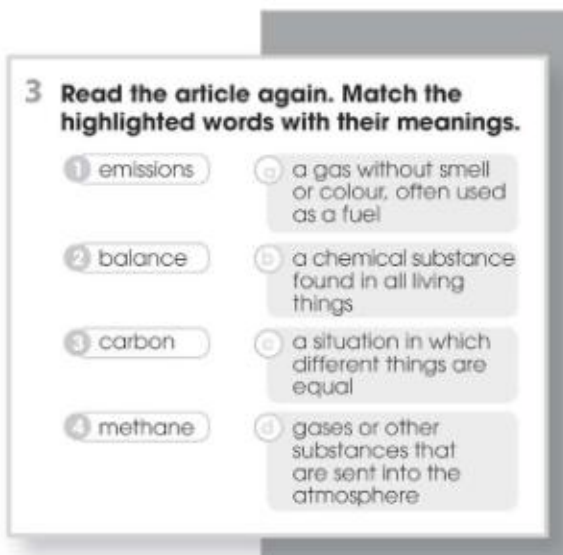
***Key:*** C

## ACTIVITY 3. While-reading

**Aim:** To help Ss practise guessing the meanings of words from context.

- Ask Ss to read the article. Focus their attention on the context of the highlighted words and have them look for clues offering direct or indirect suggestions about their meanings, e.g. 1. *emissions: $CO_2$ in paragraph 2 suggests that emissions are gases.* 2. *balance: The preposition 'between' used after 'balance' prompts equal things in a situation.* 4. *methane: Methane is a gas as in paragraph 5 it is defined 'a greenhouse gas'.*
- Check answers as a class.
- If time allows, ask Ss to make sentences with each of the words to check understanding.

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



3 **Read the article again. Match the highlighted words with their meanings.**

| | |
|---|---|
| 1 emissions | a gas without smell or colour, often used as a fuel |
| 2 balance | b a chemical substance found in all living things |
| 3 carbon | c a situation in which different things are equal |
| 4 methane | d gases or other substances that are sent into the atmosphere |

**Extension:** In stronger classes, have Ss play a game. Divide them into several teams. Call out one of the four words and have teams write as many sentences with it as they can. Give a time limit of one minute. Repeat for the other words. Invite each team to read their sentences. The team with the most correct sentences is the winner.

## ACTIVITY 4. While-reading

**Aim:** To help Ss practise reading for specific information.

- Have Ss read the multiple-choice questions. Check Ss' understanding and explain new or difficult vocabulary if necessary.
- Ask Ss to read the article again. Have Ss work individually to answer the questions. Encourage them to discuss and compare their answers with a partner.
- Check answers as a class. Have Ss explain the answers by providing evidence from the article, e.g. *Choices A and B in question 1 are (the paraphrases of) key goals 2 and 3 while choice C is not. Paragraph 5 says, 'The last key goal is to reduce methane emissions'.*

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

**Extension:** Ask Ss to prepare four questions each about the reading text. Then put Ss in small groups and have them ask each other the questions with their books closed. For each correct answer, Ss should get a point. Have groups report back and praise Ss with the most points.

**4 Read the article again and choose the correct answer A, B, or C.**

1. Which of the following is not a COP's key goal?
   - A. Stop cutting down forests.
   - B. Replace coal with cleaner sources of energy.
   - C. End methane emissions.
2. What will happen if there is a balance between the greenhouse gases released and those removed from the atmosphere?
   - A. Global warming will be limited to 1.5°C.
   - B. Global $CO_2$ emissions will increase.
   - C. Countries will switch to clean energy.
3. Why is it important to reduce the use of coal?
   - A. Because it is easy to build coal plants.
   - B. Because coal is not as clean as gas.
   - C. Because it is responsible for a large part of the $CO_2$ emissions.
4. How does deforestation contribute to global warming?
   - A. Trees remove carbon dioxide from the atmosphere.
   - B. Trees release carbon into the atmosphere when they are cut down or burnt.
   - C. Forests trap heat and increase temperatures.
5. Why is reducing methane emissions a key goal?
   - A. Because its emissions result from farming activities and landfill waste.
   - B. Because methane's warming power is stronger than that of $CO_2$.
   - C. Because it is produced through human activities.

## ACTIVITY 5. Post-reading

**Aim:** To help Ss use the language and ideas in the article to talk about and suggest possible solutions to a problem.

- Ask Ss to work in groups of three or four.
- Tell Ss to brainstorm and suggest some possible solutions to global warming. Have Ss think about things they can do as individuals to help fight global warming.
- Suggest that Ss make use of graphic organisers for brainstorming, e.g. spidergrams.
- Ask Ss from different groups to share their ideas with the rest of the class. Encourage them to explain how each action will help limit or stop global warming, e.g. *Use less energy at home (less greenhouse gas emissions); Plant trees (more oxygen, less $CO_2$).*
- Praise for workable solutions and fluent delivery.

***Suggested answers:***

- Use less energy at home
- Plant trees
- Walk, bike, or use public transport
- Eat more vegetables and less meat
- Choose eco-friendly products
- Switch to green power
- Follow 4Rs: Reduce, reuse, repair, recycle

**5 Work in groups. Discuss the following question.**

***What should we do to reduce global warming?***

# LESSON 4. SPEAKING

## HUMAN ACTIVITIES AND GLOBAL WARMING

**Learning outcome:** By the end of the lesson, Ss will be able to present ideas clearly in a discussion, and talk about human activities and global warming.

### ACTIVITY 1

**Aim:** To introduce more ideas for the main speaking task and get Ss involved in the lesson.

- Ask Ss to read the three activities (1–3) and their possible effects on global warming. Check understanding. Explain any new words or phrases.
- Have Ss match the activities with their effects on the environment. Ask them to discuss and compare answers with a partner.
- Check answers as a class.
- Ask Ss to come up with other effects of each human activity. Brainstorm ideas in weaker classes or have Ss work in groups in stronger classes. Have Ss write them on the board, e.g. 1. *loss of wildlife habitats and biodiversity, soil erosion, flooding, local people lose homes and jobs*.

***Key:*** 1. c, e 2. a, d 3. b, f

### ACTIVITY 2

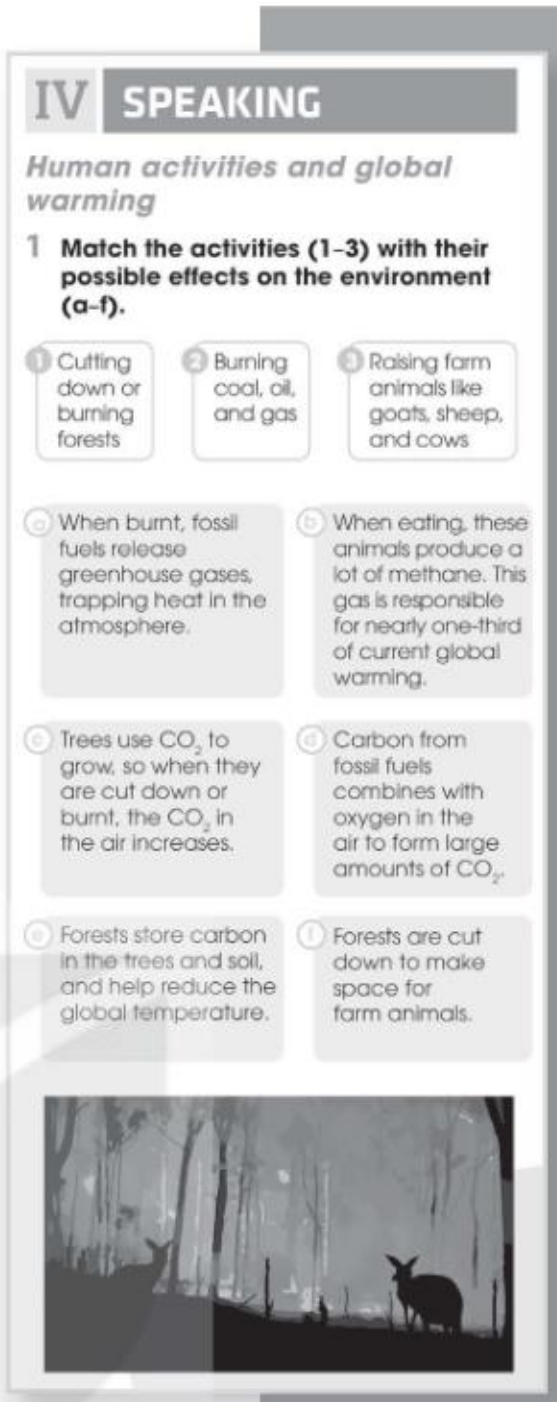
**Aims:**

– To provide a model conversation in which speakers discuss which human activity contributes most to global warming;

– To introduce ways to present ideas clearly in a discussion.

- Ask Ss to focus on the sentences in the box and make sure they understand their meaning. Have Ss read through the incomplete conversation about the reasons why cutting down or burning forests is the most serious problem causing global warming according to Mai.
- In weaker classes, ask questions to elicit the answers, e.g. *Mark starts the conversation by asking Mai for her opinion. Which of the options in the box expresses her opinion? Mark wants to know why she thinks that. Which of the options is a suitable answer?*
- Check answers as a class.
- Have Ss read the explanations and examples in the **Tips** box. Focus their attention on the tips useful for presenting ideas clearly in a discussion and ask which of the tips and which words/phrases Mai has used (all the tips; words/phrases: *I think, There are two main reasons, First*).
- Ask Ss to practise the conversation in pairs.

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



## IV SPEAKING

*Human activities and global warming*

**1 Match the activities (1–3) with their possible effects on the environment (a–f).**

1. Cutting down or burning forests
2. Burning coal, oil, and gas
3. Raising farm animals like goats, sheep, and cows

a. When burnt, fossil fuels release greenhouse gases, trapping heat in the atmosphere.

b. When eating, these animals produce a lot of methane. This gas is responsible for nearly one-third of current global warming.

c. Trees use $CO_2$ to grow, so when they are cut down or burnt, the $CO_2$ in the air increases.

d. Carbon from fossil fuels combines with oxygen in the air to form large amounts of $CO_2$.

e. Forests store carbon in the trees and soil, and help reduce the global temperature.

f. Forests are cut down to make space for farm animals.



**2 Use the sentences in the box to complete the conversation. Then practise it in pairs.**

A. First, deforestation leads to more $CO_2$ in the air

B. I think it's cutting down or burning forests

C. This also makes the earth even warmer

D. Well, there are two main reasons

***Mark:*** Mai, which human activity is the main cause of global warming?

***Mai:*** (1) _____.

***Mark:*** Why do you think so?

***Mai:*** (2) _____. (3) _____. Trees use $CO_2$ to grow, so when they are cut down or burnt, $CO_2$ in the air increases.

***Mark:*** I see.

***Mai:*** (4) _____. Forests store carbon in the trees and soil, and help reduce the global temperature. That's why I think cutting down or burning forests is the most serious problem.

**Tips**

To present your ideas clearly in a discussion, you should:

- state your opinion directly, e.g. *I think/ believe the most serious problem is burning coal, oil, and gas.*
- introduce your arguments, e.g. *There are two main reasons.*
- use linking words to order your arguments, e.g. *First,/Second, ...*

  *Besides,/Moreover,/In addition, ...*

  *Last,/Finally, ...*

## ACTIVITY 3

**Aim:** To give Ss an opportunity to present ideas and opinions about the main causes of global warming.

3 **Work in pairs. Talk about the other human activities that contribute to global warming. Use the ideas in 1, the model and the tips in 2 to help you.**

- Explain the task and remind Ss of the tips for presenting ideas clearly in a discussion.
- Ask Ss to work in pairs. They should talk about other human activities and how they contribute to global warming.
- Remind Ss to use the expressions in the **Tips** box to state ideas, agree or disagree, and introduce arguments.
- Brainstorm or pre-teach more expressions for discussion and debate, e.g. Adding an argument: *In addition, What's more, I should also mention, Not only that, but;* Expressing a strong opinion: *I strongly believe in/that, I definitely think that, I have a reason to believe;* Expressing a cause: *The reason why … is that, Due to, Because (of);* Expressing a result: *For this reason, This is the reason why, As a result;* Conclusions: *So in short, All in all, To conclude, To sum up, To put it in a few words, In a nutshell.* Write them on the board and encourage Ss to use them.
- Walk round the class to provide help if necessary.
- Encourage Ss to swap roles so that each student has a chance to ask and answer questions about human activities and global warming. Invite some pairs of Ss to role-play their conversation in front of the whole class. Praise for good effort, clear pronunciation, well-structured questions, and interesting answers.

***Suggested answer:***

*A:* Which human activity is the main cause of global warming?

*B:* I think it's burning coal, oil, and gas.

*A:* Why do you think so?

*B:* Well, there are two main reasons. First, when burnt, fossil fuels release greenhouse gases, trapping heat in the atmosphere.

*A:* I see.

*B:* Second, carbon from fossil fuels combines with oxygen in the air to form large quantities of $CO_2$. That's why I think burning coal, oil, and gas is the most serious problem.

**Extension:** In stronger classes, ask Ss to discuss not only the causes of global warming, but also to think about how to reduce the environmental impact of human activities.

## ACTIVITY 4

**Aim:** To give Ss an opportunity to take part in a group discussion about global warming, then report their discussion to the whole class.

4 **Work in groups. Decide which human activity contributes to global warming the most. Report to the whole class.**

- Ask Ss to work in groups to discuss human activities and global warming.
- Tell groups to choose a group leader whose role is to keep the discussion going and ensure that everyone has a chance to speak. Remind group members that they need to listen without interrupting their classmates, wait for their turn to speak, take notes, and contribute ideas.
- Walk round the class to provide help when necessary and encourage quiet group members to get involved.
- Invite some groups to present their discussion in front of the class and answer any questions from the rest of the class.
- Praise groups who present their opinions and arguments clearly.

***Suggested answer:***
Hello, class. My group has discussed and decided that burning coal, oil and gas, and cutting down or burning forests are the two human activities contributing to global warming the most. First, when burnt, fossil fuels release greenhouse gases. These gases trap heat in the atmosphere. Second, carbon from fossil fuels combines with oxygen in the air to form large quantities of $CO_2$. Finally, cutting down or burning forests leads to more $CO_2$ in the air because trees use $CO_2$ to grow, so when they are cut down or burnt, $CO_2$ in the air increases.

# LESSON 5. LISTENING

## BLACK CARBON AND GLOBAL TEMPERATURE

### ACTIVITY 1. Pre-listening

**Aim:** To introduce more topic-related vocabulary and set the context of the listening task.


V LISTENING

*Black carbon and global temperature*

1 **Work in pairs. Match the words with their meanings.**

| | |
|---|---|
| 1 soot | a to make or become liquid by heating |
| 2 melt | b the upper layer of the earth in which trees and plants grow |
| 3 crop | c tiny pieces of black dust that are produced when wood, coal, etc. is burnt |
| 4 soil | d a plant such as rice or fruit, grown by farmers and used as food |

- Ask Ss to come up with some sources of air pollution, e.g. cars, buses, planes, factories, wood-burning fireplaces, volcanoes, wildfires. Ask Ss what pollutants open fires release to elicit the target language, e.g. *Open fires release carbon dioxide, methane and black carbon or soot.*
- Write the phrase 'black carbon' on the board. Ask Ss if they know its meaning. Tell them it is also known as 'soot'.
- Ask Ss to do the activity by matching the words with their meanings. Walk round the class and provide help if necessary.
- Check answers as a class. Make sure Ss understand the words by asking Ss to make sentences with them.

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

**Extension:** In stronger classes, have Ss play a game individually or in pairs. Each student or pair writes a short meaningful text in which all four words have been used. Give a time limit of three minutes and have each student or pair read out their texts. The other Ss give a mark out of 10. Have Ss add up their marks. The winner is the student or pair with the highest score.

***Example:*** *Scientists believe <u>soot</u> on snow makes glaciers <u>melt</u> faster. That is why farmers living below them have less water for their <u>crop</u>s in the summer. Snow-melting also contributes to global warming because bare <u>soil</u> absorbs more heat.*

### ACTIVITY 2. While-listening

**Aim:** To help Ss practise listening for the main idea.


2 136 **Listen to a talk and choose the main idea.**

A. Farmers produce the largest amount of soot.
B. Black carbon contributes to burning crop waste and wildfires.
C. Black carbon emissions come from several sources and affect the earth's temperature.

- Tell Ss that they are going to listen to a talk about black carbon.
- Ask them to read the three ideas and check understanding. In weaker classes, make sure Ss understand more difficult vocabulary, such as *produce, contribute, sources, emissions, affect*. Pre-teach them if necessary.
- Play the recording and have Ss do the activity.
- Remind them that incorrect choices are often 'irrelevant' (i.e. not mentioned in the talk), 'too narrow' (i.e. only representing part of the talk) or 'too general' (i.e. too broad or too vague).

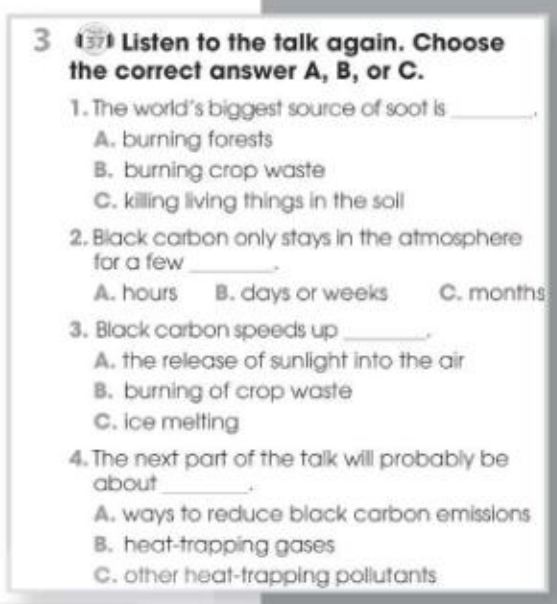
- Check answers as a class. Explain why C is the correct answer (i.e. black carbon emissions come from several sources and affect the earth's temperature) and why other answers are incorrect (i.e. A, B are irrelevant or not mentioned).

***Key:*** C

## ACTIVITY 3. While-listening

**Aim:** To help Ss practise listening for specific information.

- Give Ss some time to read through the questions and underline keywords to help them work out the answers. Check if they understand all the vocabulary.
- In stronger classes, ask Ss if they can answer the questions without listening to the talk again.
- In weaker classes, pre-teach some difficult vocabulary, such as *consist of, previously thought, increase, speed of melting*.
- Play the recording once in stronger classes and twice in weaker classes.
- If time allows, ask Ss to discuss their answers in pairs.
- Check answers as a class. Play the recording, pausing at the places where Ss can find the answers, e.g. choice B is the answer to question 1 (*these huge fires are the world's biggest source of soot*), choice B is the answer to question 2 (*it only lasts for a few days or weeks*), choice C is the answer to question 3 (*when black carbon falls onto ice or snow, it warms the surface and increases the speed of melting*), choice A is the answer to question 4 (*offering me the opportunity to talk about black carbon, So what do you think we should do to*).



3 (37) **Listen to the talk again. Choose the correct answer A, B, or C.**

1. The world's biggest source of soot is _____.
   A. burning forests
   B. burning crop waste
   C. killing living things in the soil
2. Black carbon only stays in the atmosphere for a few _____.
   A. hours B. days or weeks C. months
3. Black carbon speeds up _____.
   A. the release of sunlight into the air
   B. burning of crop waste
   C. ice melting
4. The next part of the talk will probably be about _____.
   A. ways to reduce black carbon emissions
   B. heat-trapping gases
   C. other heat-trapping pollutants

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

***Audio script – Tracks 36 + 37:***

Hi everyone. Thanks for offering me the opportunity to talk about black carbon.

Black carbon, also known as soot, consists of tiny pieces of black dust. It mainly comes from forest fires and the burning of fossil fuels and crop waste. We now know that it plays a much bigger role in global warming than previously thought.

Let me first talk more about the burning of crop waste. Do you know why farmers do that? Well, they believe that burning is the best way to clear land and prepare it for new crops. However, these huge fires are the world's biggest source of soot. In addition, burning crop waste is bad for the soil because it kills the useful organisms living in it.

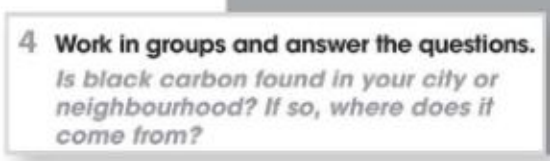
But how long does black carbon stay in the atmosphere? Actually, it only lasts for a few days or weeks after it is released. However, its effect on the earth's temperature is more powerful than that of carbon dioxide. Black carbon traps more sunlight and sends it back into the air as heat. In addition, when black carbon falls onto ice or snow, it warms the surface and increases the speed of melting.

So what do you think we should do to... (fading)

**Extension:** Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. *What does black carbon consist of? Why do farmers burn crop waste? Why is burning crop waste bad for the soil?*

### ACTIVITY 4. Post-listening

**Aim:** To give Ss an opportunity to personalise the ideas and language in the listening to talk about sources of black carbon in their city or neighbourhood.


4 **Work in groups and answer the questions.**
*Is black carbon found in your city or neighbourhood? If so, where does it come from?*

- Ask Ss to work in groups. Have Ss decide if black carbon is found in their city or neighbourhood, and give reason(s) for their answer. Tell Ss to note down their ideas.
- In weaker classes, do the brainstorming with all Ss and write the best ideas on the board.
- Invite some Ss from each group to present a summary of their discussions to the class.

***Suggested answer:*** Everyone in our group agrees that black carbon is found in our neighbourhood. It comes from the burning of fossil fuels, crop waste, and wood. The amount of black carbon seems to be increasing because of the rapid growth of population. We have also decided that vehicles and stoves are primary sources of black carbon. Besides having serious impact on the climate, black carbon badly affects humans, especially children and elderly people.

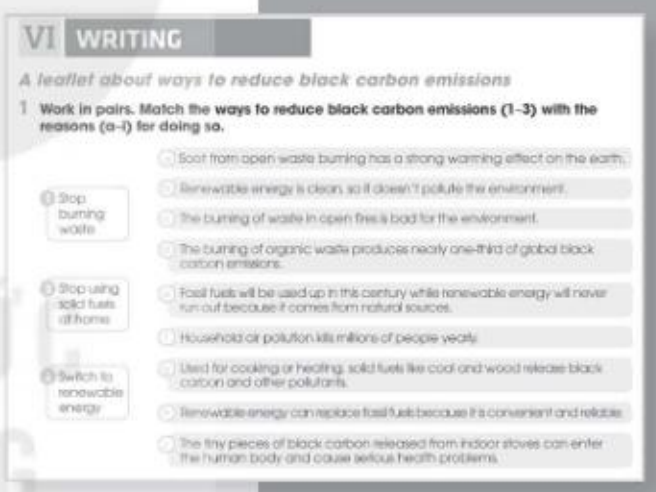
## LESSON 6. WRITING

### A LEAFLET ABOUT WAYS TO REDUCE BLACK CARBON EMISSIONS

**Learning outcome:** By the end of the lesson, Ss will be able to write a leaflet about ways to reduce black carbon emissions.

### ACTIVITY 1

**Aim:** To help Ss build up ideas that they can later use for their writing.


VI WRITING

*A leaflet about ways to reduce black carbon emissions*

1 **Work in pairs. Match the ways to reduce black carbon emissions (1–3) with the reasons (a–i) for doing so.**

1 Stop burning waste
2 Stop using solid fuels at home
3 Switch to renewable energy

a. Soot from open waste burning has a strong warming effect on the earth.
b. Renewable energy is clean, so it doesn't pollute the environment.
c. The burning of waste in open fires is bad for the environment.
d. The burning of organic waste produces nearly one-third of global black carbon emissions.
e. Fossil fuels will be used up in this century while renewable energy will never run out because it comes from natural sources.
f. Household air pollution kills millions of people yearly.
g. Used for cooking or heating, solid fuels like coal and wood release black carbon and other pollutants.
h. Renewable energy can replace fossil fuels because it is convenient and reliable.
i. The tiny pieces of black carbon released from indoor stoves can enter the human body and cause serious health problems.

- Remind Ss or elicit what they have learnt about black carbon, e.g. sources of black carbon and why it is a dangerous pollutant.
- Have Ss work in pairs. Tell them to look at the ways to reduce black carbon emissions and the reasons.
- Explain any new words. Ask Ss to do the matching, then discuss and compare their answers with a partner.
- Check answers as a class.

***Key:*** 1. a, c, d 2. f, g, i 3. b, e, h

**Extension:** Put Ss in teams of three. Give them one minute to memorise the reasons why black carbon emissions should be reduced. Each student in a team should try to memorise one of the reasons. Then ask Ss to close their books. Call out one of the ways (1–3) and have teams recall the three reasons. The first team that provides all three gets a point. The winner is the team with most points.

### ACTIVITY 2

**Aim:** To familiarise Ss with the structure and language of a leaflet.


2 **Work in pairs. Label the parts of the leaflet with the words/phrases in the box. Use the tips on page 59 to help you.**

a. Heading b. Subheadings c. Slogans d. One idea per paragraph e. Call for action

Tips

One of the purposes of writing a leaflet is to persuade the readers to agree with you. You should:
- use a heading to grab readers' attention.
- begin each paragraph with a catchy subheading.
- develop each idea in a separate paragraph.
- keep the language of the leaflet simple, brief, and clear.
- use easy-to-remember slogans to express your ideas quickly and attract the readers' attention.
- end your leaflet with a good call for action.
- include images and different colours to make your leaflet look attractive and interesting.

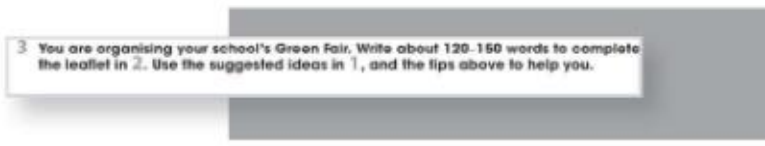
- Ask Ss to work in pairs and study the five-part structure of the sample leaflet.
- Tell them to read the tips for writing a leaflet and check understanding.
- In weaker classes, explain any new or difficult words, either in the **Tips** box or in the sample, e.g. *slogan, call for action, renewable energy, warming effect, solid fuels, organic waste.*

- Ask Ss to label the leaflet, using the words and phrases in the box.
- Walk round the class to provide help if necessary.
- Check answers as a class.

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

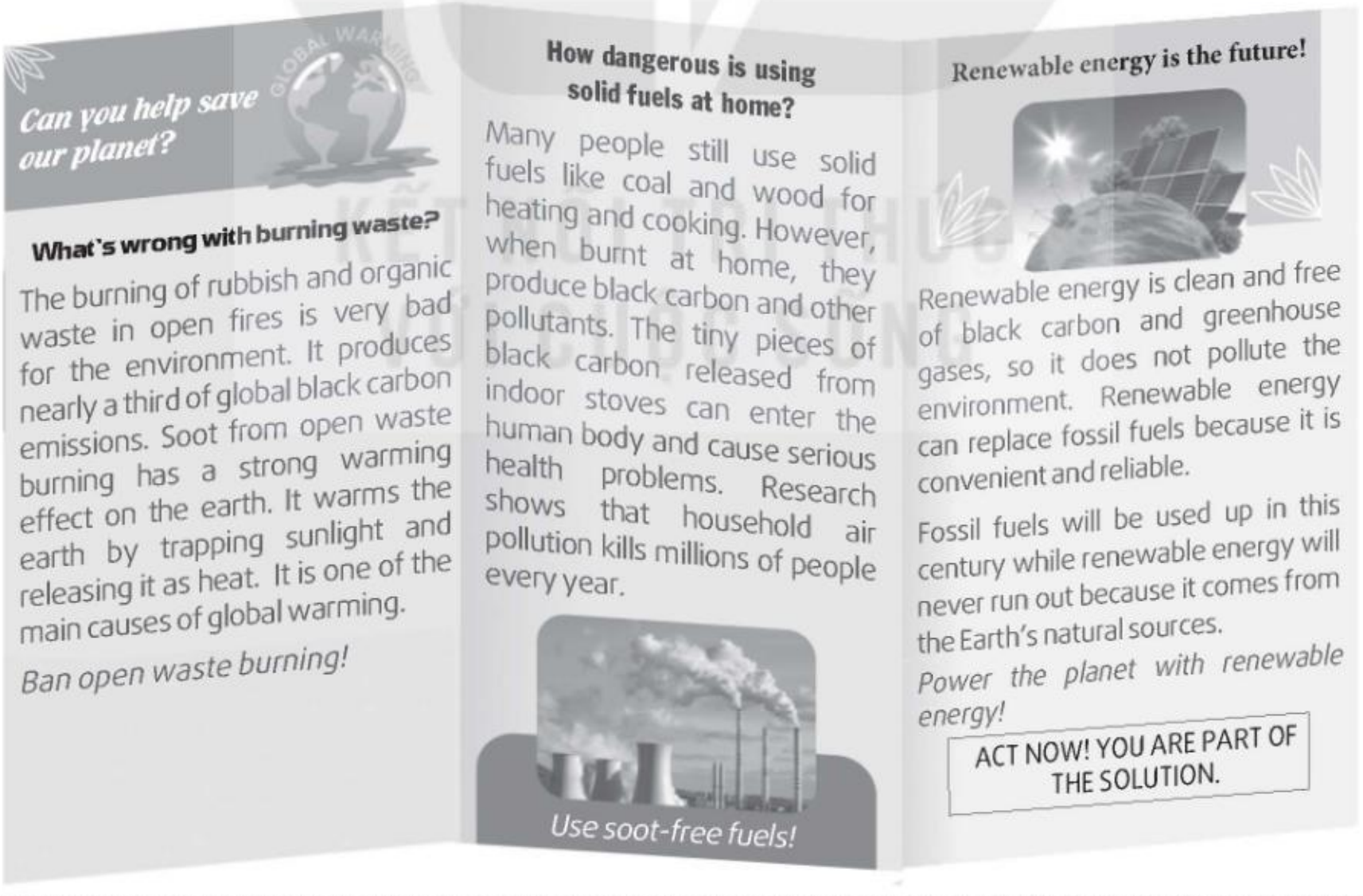
## ACTIVITY 3

**Aim:** To help Ss practise writing a leaflet about ways to reduce black carbon emissions.




- Explain the task. Ask Ss to refer back to the suggested ideas in **1**, the sample paragraph in **2** and the tips. Make sure Ss understand the structure and the language of a leaflet.
- Remind Ss that writers often provide detailed explanations or examples to support each idea in a paragraph, e.g. *Research shows …, There is clear evidence that …*
- In weaker classes, put Ss in pairs or groups to help each other. You can also provide the first paragraph of the suggested answer as a model by reading it aloud or displaying it on the board. Check Ss' understanding.
- Set a time limit for Ss to write their leaflets in class. Walk round the class to provide help.
- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft.
- Collect Ss' paragraphs and give face-to-face feedback in private, or give them back with some written feedback.

***Suggested answer:***



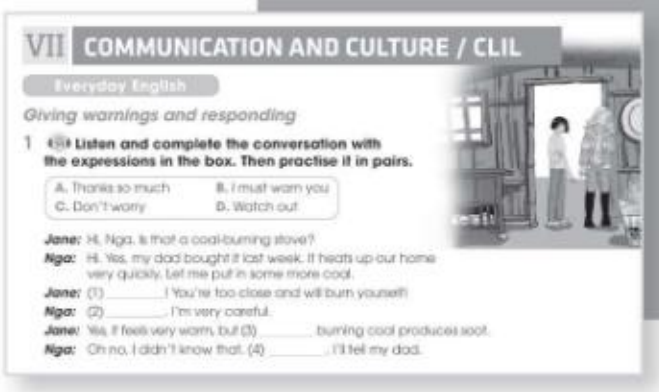

**Extension:** Have Ss create their leaflets. They can use a ready-made design template if they have access to computers, the Internet, and printers. Alternatively, bring a large sheet of cardstock paper for each group of students. Ss can divide it into three panels and fold the right and left sides to the middle. Then they can write the text and decorate their leaflets with pictures or drawings.

# LESSON 7. COMMUNICATION AND CULTURE / CLIL

## EVERYDAY ENGLISH

### GIVING WARNINGS AND RESPONDING

**ACTIVITY 1**


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

*Giving warnings and responding*

1 **Listen and complete the conversation with the expressions in the box. Then practise it in pairs.**

A. Thanks so much B. I must warn you
C. Don't worry D. Watch out

**Jane:** Hi, Nga. Is that a coal-burning stove?
**Nga:** Hi. Yes, my dad bought it last week. It heats up our home very quickly. Let me put in some more coal.
**Jane:** (1) _____! You're too close and will burn yourself!
**Nga:** (2) _____. I'm very careful.
**Jane:** Yes, it feels very warm, but (3) _____ burning coal produces soot.
**Nga:** Oh no, I didn't know that. (4) _____. I'll tell my dad.

**Aims:**

- To provide Ss with a model conversation in which people give warnings and respond;
- To review expressions for giving warnings and responding.

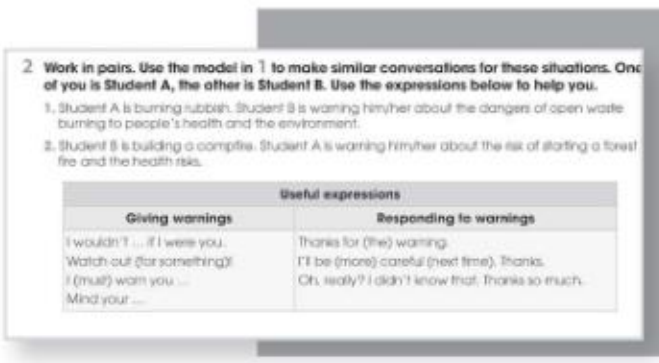
- Have Ss look at the picture and describe it. Elicit what the two teenagers are looking at, e.g. *coal stove, coal-burning stove, heating stove*. Ask Ss if their family has ever used a coal-burning stove for cooking or/and heating.
- Tell Ss that they are going to listen to a conversation between two friends, Jane and Nga, about using a coal-burning stove. While listening, they should complete the conversation with the expressions they hear. They are also given in the box.
- Give Ss some time to skim through the conversation and look for context clues for the missing expressions. In stronger classes, encourage them to work out the answers based on the context clues before they listen.
- Play the recording for Ss to listen and do the activity.
- Check answers as a class. In weaker classes, play the recording again, pausing after each blank to confirm the correct answers.
- Put Ss into pairs and have them practise the conversation.

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

***Audio script – Track 38:***

*Jane:* Hi, Nga. Is that a coal-burning stove?
*Nga:* Hi. Yes, my dad bought it last week. It heats up our home very quickly. Let me put in some more coal.
*Jane:* Watch out! You're too close and will burn yourself!
*Nga:* Don't worry. I'm very careful.
*Jane:* Yes, it feels very warm, but I must warn you burning coal produces soot.
*Nga:* Oh no, I didn't know that. Thanks so much. I'll tell my dad.

**ACTIVITY 2**


2 **Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.**

1. Student A is burning rubbish. Student B is warning him/her about the dangers of open waste burning to people's health and the environment.
2. Student B is building a campfire. Student A is warning him/her about the risk of starting a forest fire and the health risks.

| Useful expressions | |
|---|---|
| **Giving warnings** | **Responding to warnings** |
| I wouldn't ... if I were you. | Thanks for (the) warning. |
| Watch out (for something)! | I'll be (more) careful (next time). Thanks. |
| I (must) warn you ... | Oh, really? I didn't know that. Thanks so much. |
| Mind your ... | |

**Aim:** To help Ss practise giving warnings and responding.

- Tell Ss that the words they used to fill in the gaps in **1** are part of expressions for giving warnings and responding.
- Ask Ss to read the list of useful expressions and check understanding.
- Put Ss in pairs and explain the task: to role-play conversations similar to the one in **1**, but based on the two situations. Ss should play the roles given in this activity.
- Give Ss a few minutes to plan their conversations, e.g. who will be Student A, who will be Student B, how they are going to start their conversations, and what reasons they will give for the warning.
- In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also have them underline keywords in the situations and write them as prompts on the board.

- If time allows, have Ss swap roles so that they have a chance to role-play in each situation.
- Walk round the class and provide help when necessary.
- Invite some pairs to role-play their conversations in front of the class. Praise for good effort, appropriate use of giving warnings and responding, and fluent delivery.

***Suggested answers:***

1.

*B:* Oh, you're burning rubbish? I must warn you open waste burning is dangerous to people's health and the environment.

*A:* Oh, really? I didn't know that. Thanks for the warning.

2.

*A:* Watch out! The fire is getting too large! A campfire may start a forest fire. In addition, smoke is bad for your lungs.

*B:* Thanks for letting me know. I'll be very careful.

**CLIL**

## REDUCING THE ENVIRONMENTAL IMPACT OF FARMING

### ACTIVITY 1

**Aim:** To help Ss learn about ways to reduce the environmental impact of farming.


CLIL

1 **Read the text and tick (✓) the pictures that show ways to reduce global warming.**

REDUCING THE ENVIRONMENTAL IMPACT OF FARMING

Farming provides us with the food that we eat every day. But farming activities also have a strong warming impact on the global temperature. The good news is that experts have already started thinking about how to reduce it.

Raising farm animals, like cows, goats, and sheep makes the planet hotter. There are billions of them and they release methane, a greenhouse gas that is much more dangerous than carbon dioxide. That is why scientists are developing methane-catching face masks for cows. They are intended to reduce methane emissions by up to 50 per cent per cow.

Another farming activity that heats the atmosphere is growing rice. According to research, emissions from rice farms have the same warming effect as about 600 coal plants. Flooded rice fields also make it easier for soil bacteria to produce greenhouse gases. New farming methods have allowed rice to grow well in drier fields, limit the amount of greenhouse gases, use less water, and produce better crops.

In addition, land-use increases the global temperature. Plants and trees use $CO_2$ to grow and store large amounts of carbon underground. Cutting down or burning forests to create farm fields and land for feeding animals releases tonnes of carbon dioxide and other greenhouse gases into the atmosphere every year. Luckily, many countries and world leaders have agreed to protect the forests and end deforestation.

In short, there are some positive signs that farmers can meet the environmental challenges. However, although the impact of farming on the global temperature has been reduced, there is still much to do.

- Ask Ss some questions to find out what they already know about the topic, e.g. *Do you think farming causes global warming? Does it harm the environment? Does it emit any greenhouse gases? Which greenhouse gas comes from farming?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *Which farming activities contribute to global warming? How does raising farm animals make the planet hotter? Why can growing rice heat the earth's atmosphere? How can land-use increase the global temperature? What has been done to reduce the impact of farming on climate change?*
- Put Ss into pairs and have them study the pictures. Ask them to tell you what they see in each one.
- Ask Ss to read the text and tick the pictures that illustrate the ways of limiting global warming mentioned in the text.
- Explain or elicit any new or difficult words, e.g. *face masks, be intended to, coal plants, flooded rice fields*. In stronger classes, encourage Ss to guess their meaning from context.
- Check answers as a classes by calling on pairs to speak out or write the answers on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

***Key:*** 1, 4

### ACTIVITY 2

**Aim:** To help Ss relate what they have learnt about farming and global warming to their country.


2 **Work in groups. Discuss the following questions.**

*What farming activities in Viet Nam do you think have negative impact on the global temperature? What do you think are the alternatives to those activities?*

- Tell Ss to read the text again and make a list of the three farming activities: raising farm animals, growing rice, and land-use, and how each one contributes to global warming.
- Ask Ss if these farming activities are common in Viet Nam.

- Put Ss in groups and give them enough time to discuss the questions.
- Ask some groups to share their ideas with the whole class. Praise for good effort, clear pronunciation, well-structured, and interesting answers.

***Suggested answer:***

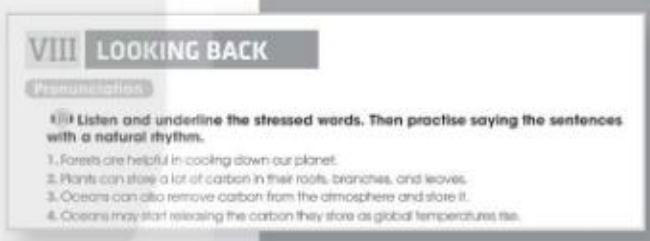
Hi everyone. We have discussed the questions and decided that in Viet Nam raising farm animals, growing rice, and land-use do contribute to global warming. Cows, goats, and buffaloes release methane into the air. Flooded rice fields make soil bacteria produce greenhouse gases. In addition, cutting down or burning forests releases carbon dioxide and other greenhouse gases into the atmosphere. Luckily, there are alternatives to these activities. Masks for animals can be used to catch methane and new farming methods help rice to grow well in drier fields. Also, there are considerable efforts to protect the forests and end deforestation. Hopefully, the negative impact of farming activities will be reduced greatly in the near future.

# LESSON 8. LOOKING BACK AND PROJECT

## LOOKING BACK

### PRONUNCIATION

**Aim:** To help Ss revise sentence stress and rhythm.


VIII LOOKING BACK

Pronunciation

**Listen and underline the stressed words. Then practise saying the sentences with a natural rhythm.**

1. Forests are helpful in cooling down our planet.
2. Plants can store a lot of carbon in their roots, branches, and leaves.
3. Oceans can also remove carbon from the atmosphere and store it.
4. Oceans may start releasing the carbon they store as global temperatures rise.

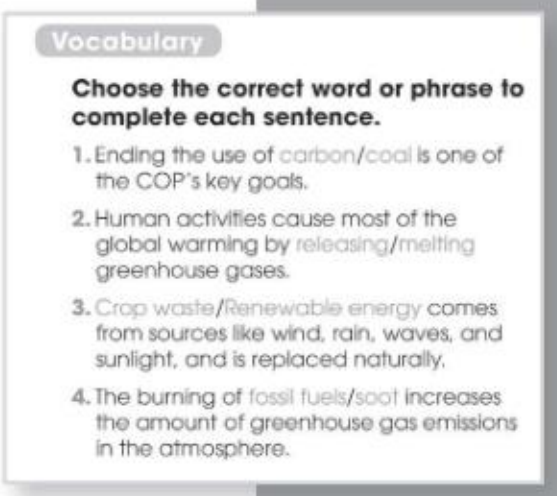
- Ask Ss to work individually. Have them read the sentences silently and underline the stressed words.
- Play the recording, pausing after each sentence so that Ss can listen and check if they have underlined the correct words.
- Check answers as a class by asking individual Ss to call out the stressed words in each sentence.
- Focus Ss' attention on the phrasal verb *cool down* in the first sentence. Explain that the primary stress in phrasal verbs, i.e. verbs consisting of a verb and a particle, usually falls on the particle. That is why *down* is also stressed. Brainstorm other examples of phrasal verbs, e.g. *play down, play off, cut down on, give up,* and write them on the board.
- Play the recording again for Ss to repeat each sentence chorally. If time allows, have Ss practise reading the sentences, focusing on sentence stress and rhythm.

***Key + Audio script – Track 39:***

1. Forests are helpful in cooling down our planet.
2. Plants can store a lot of carbon in their roots, branches, and leaves.
3. Oceans can also remove carbon from the atmosphere and store it.
4. Oceans may start releasing the carbon they store as global temperatures rise.

### VOCABULARY

**Aim:** To help Ss revise words and phrases they have learnt in the unit.


Vocabulary

**Choose the correct word or phrase to complete each sentence.**

1. Ending the use of carbon/coal is one of the COP's key goals.
2. Human activities cause most of the global warming by releasing/melting greenhouse gases.
3. Crop waste/Renewable energy comes from sources like wind, rain, waves, and sunlight, and is replaced naturally.
4. The burning of fossil fuels/soot increases the amount of greenhouse gas emissions in the atmosphere.

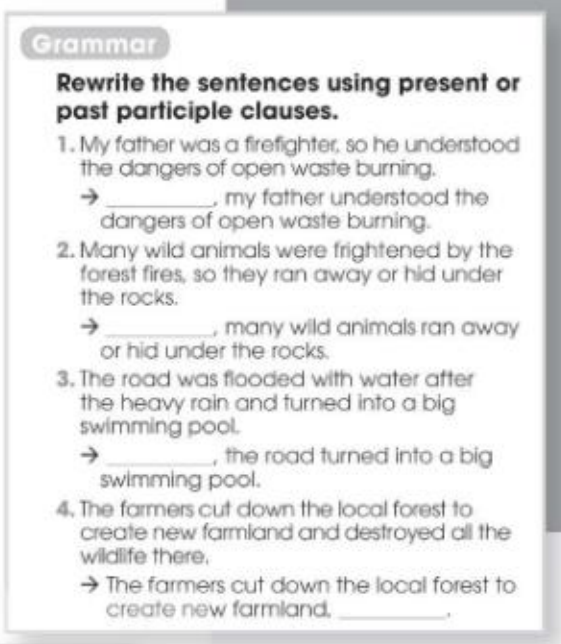
- Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words.
- In weaker classes, have Ss work in pairs or groups.
- Check answers as a class.

***Key:*** 1. coal 2. releasing 3. Renewable energy 4. fossil fuels

**Extension:** If time allows, ask Ss to find the place where each word/phrase first appears in the unit and call out the section of the unit, e.g. *coal* first appears in the **Language** section.

## GRAMMAR

**Aim:** To help Ss revise the use of present participle and past participle clauses.


Grammar

**Rewrite the sentences using present or past participle clauses.**

1. My father was a firefighter, so he understood the dangers of open waste burning.
   → _____, my father understood the dangers of open waste burning.
2. Many wild animals were frightened by the forest fires, so they ran away or hid under the rocks.
   → _____, many wild animals ran away or hid under the rocks.
3. The road was flooded with water after the heavy rain and turned into a big swimming pool.
   → _____, the road turned into a big swimming pool.
4. The farmers cut down the local forest to create new farmland and destroyed all the wildlife there.
   → The farmers cut down the local forest to create new farmland, _____.

- Explain to Ss that they are going to review the use of present and past participle clauses.
- In weaker classes, have Ss review the grammar rules in the **Language** lesson before they do the exercise. If necessary, write the incomplete sentences on the board and explain the structures.
- Walk round the class to provide help if necessary.
- If time allows, ask Ss to work in pairs to compare answers.
- Check answers as a class.
- In stronger classes, ask individual Ss to read the completed sentences and explain which participle clause they have used.

***Key:***

1. Being a firefighter
2. Frightened by the forest fires
3. Flooded with water after the heavy rain
4. destroying all the wildlife there

## PROJECT

### WHAT WE CAN DO EVERY DAY TO HELP LIMIT GLOBAL WARMING

**Aim:** To provide an opportunity for Ss to develop their communication and collaboration skills, and to practise reporting survey results in an oral presentation.


PROJECT

What we can do every day to help limit global warming

**Work in groups. Carry out a survey to find out how people in your area are reducing the negative impact of their daily activities on the environment and trying to limit global warming.**

**Report your survey results to the class.**

**The report should include the following points:**

- what their daily activities used to involve, e.g. driving to work
- how these activities affect global warming, e.g. releasing carbon dioxide emissions
- what people do to reduce their environmental impact, e.g. cycling to work
- what results people get, e.g. reducing carbon footprint

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is a 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 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. You can also give Ss marks for their presentation as part of their continuous assessment.

**Suggested checklist for peer assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – The presenters greeted the audience. | | |
| – The presenters spoke clearly and naturally. | | |
| – The presenters cooperated when delivering their talk. | | |
| – The presenters interacted with the audience. | | |
| – The presenters used some photos/pictures to illustrate their ideas. | | |
| – The presenters concluded their talk appropriately. | | |
| ***CONTENT:*** *The presentation includes the following information:* | | |
| – what people's daily activities used to involve | | |
| – how these activities affect global warming | | |
| – what people do to reduce their environmental impact | | |
| – what results people get | | |

**Suggested checklist for self-assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – I greeted the audience. | | |
| – I spoke clearly and naturally. | | |
| – I cooperated with my group members when delivering the talk. | | |
| – I interacted with the audience. | | |
| – I used some photos/pictures to illustrate my ideas. | | |
| – I concluded my part of the talk appropriately. | | |
| ***CONTENT:*** *Our presentation includes the following information:* | | |
| – what people's daily activities involve | | |
| – how these activities affect global warming | | |
| – what people do to reduce their environmental impact | | |
| – what results people get | | |

**NOW I CAN ...**

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas, and provide further practice for individual Ss.



# REVIEW 2

## INTRODUCTION

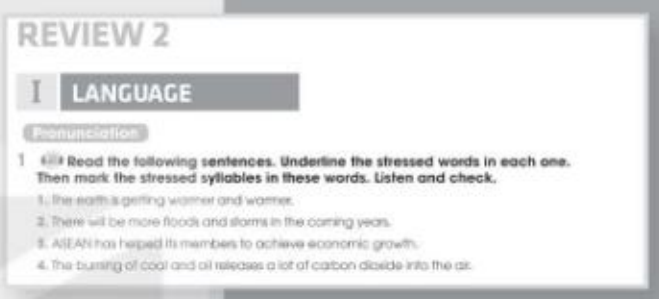
Review 2 is aimed at revising the language and skills Ss have learnt in Units 4–5. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

## LANGUAGE

### PRONUNCIATION

### ACTIVITY 1

**Aim:** To help Ss review word stress and sentence stress and provide further pronunciation practice.


REVIEW 2

I LANGUAGE

Pronunciation

1 Read the following sentences. Underline the stressed words in each one. Then mark the stressed syllables in these words. Listen and check.

1. The earth is getting warmer and warmer.
2. There will be more floods and storms in the coming years.
3. ASEAN has helped its members to achieve economic growth.
4. The burning of coal and oil releases a lot of carbon dioxide into the air.

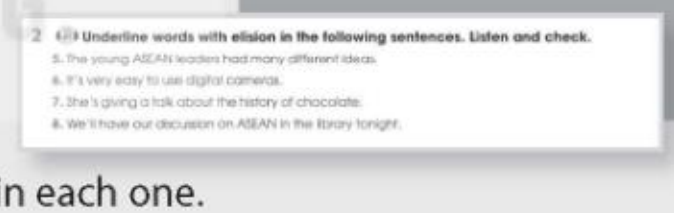
- Ask Ss to read the sentences, underline the stressed words and then mark the stressed syllables.
- Have Ss work in pairs to compare their answers.
- Play the recording for Ss to listen and repeat, and check their answers.
- Check answers as a class. Write the marked sentences on the board, if necessary.

***Key + Audio script – Track 40:***

1. The earth is 'getting 'warmer and 'warmer.
2. There will be more floods and storms in the 'coming years.
3. 'ASEAN has helped its 'members to a'chieve eco'nomic growth.
4. The 'burning of coal and oil re'leases a lot of 'carbon di'oxide into the air.

### ACTIVITY 2

**Aim:** To help Ss review words with elision and provide further pronunciation practice.


2 Underline words with elision in the following sentences. Listen and check.

5. The young ASEAN leaders had many different ideas.
6. It's very easy to use digital cameras.
7. She's giving a talk about the history of chocolate.
8. We'll have our discussion on ASEAN in the library tonight.

- Ask Ss to read the sentences and underline the words with elision in each one.
- Play the recording for Ss to listen and repeat, and check their answers.
- Call on some Ss to write their answers on the board.

***Key + Audio script – Track 41:***

5. The young ASEAN leaders had many diff(e)rent ideas.
6. It's very easy to use digital cam(e)ras.
7. She's giving a talk about the hist(o)ry of choc(o)late.
8. We'll have our discussion on ASEAN in the libr(a)ry t(o)night.

**Extension:** Put Ss in pairs and ask each pair to think of at least three sentences and write them down on a piece of paper. Then pairs take turns to read out their sentences. Have the rest of the class write down the sentences and mark the sentence stress and any words with elision.

## VOCABULARY

### ACTIVITY 1

**Aim:** To help Ss review topic-related words and phrases from Unit 5.


Vocabulary

1 What are the missing letters? Complete the sentences using the pictures to help you. The first sentence is done for you.

1. Bloc cason contributes to global warming.

2. World leaders agreed on reducing $CO_2$ emand ending defof the COP.

3. The burning of foshas increased the amount of grein the earth's atmosphere.

- Focus Ss' attention on the example and explain the activity.
- Ask Ss to work individually, then compare answers in pairs. Encourage them to use the pictures as clues.
- Check answers as a class. Call on individual Ss to spell the words or write them on the board.

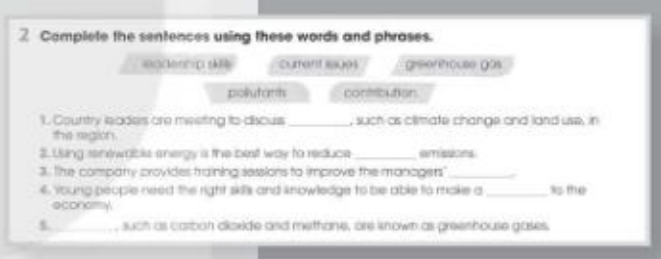
***Key:***

2. emissions; deforestation
3. fossil fuels; greenhouse gases

**Extension:** Play a game to revise other keywords Ss have learnt in Unit 5, e.g. *coal, waste, carbon, global warming*. Have a volunteer come to the front. Whisper one of the words into his/her ear and have the student draw the word on the board or mime it. In weaker classes, ask the student to write the first two or three letters on the board. Ask the rest of the class to make guesses. Give a point to the first student who correctly calls out the word. Continue with other words until all Ss have a go. The winner is the student with most points.

### ACTIVITY 2

**Aim:** To help Ss review topic-related words and phrases from Units 4 and 5 in meaningful contexts.


2 Complete the sentences using these words and phrases.

leadership skills | current issues | greenhouse gas | pollutants | contribution

1. Country leaders are meeting to discuss _____, such as climate change and land use, in the region.
2. Using renewable energy is the best way to reduce _____ emissions.
3. The company provides training sessions to improve the managers' _____.
4. Young people need the right skills and knowledge to be able to make a _____ to the economy.
5. _____, such as carbon dioxide and methane, are known as greenhouse gases.

- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word or phrase can be used to complete each of the sentences. Explain that they have to use context clues to decide on the suitable word or phrase.
- Remind Ss that they have learnt these words and phrases in Units 4 and 5.
- Check answers as a class. Have Ss call out the word or phrase they have chosen for each sentence first.
- Then ask individual Ss to read the whole sentences. Confirm the correct answers.

***Key:*** 1. current issues 2. greenhouse gas 3. leadership skills
4. contribution 5. Pollutants

## GRAMMAR

### ACTIVITY 1

**Aim:** To help Ss review the use of gerunds, *to-infinitives*, and present participle clauses.


Grammar

1 Put the verbs in brackets in the correct forms.

1. Tourists enjoy (buy) _____ handmade souvenirs on their trips to ASEAN countries.
2. (feel) _____ confident about her English, Mia decided to enter the English-speaking competition at her school.
3. I decided (reduce) _____ my carbon footprint by cycling to school.
4. Because air pollution levels rise in the city, doctors recommend (wear) _____ masks outdoors.
5. World leaders need (work) _____ together to solve big health and environmental problems.

- Quickly review when gerunds, *to-infinitives*, and present participles are used. In stronger classes, elicit the uses from Ss and ask them to give you some examples.
- Ask Ss to complete the sentences with the correct form of the verbs in brackets.
- Check answers as a class and ask Ss to identify the verb forms: gerunds, *to-infinitives*, or participles.

***Key:***

1. buying 2. Feeling 3. to reduce 4. wearing 5. to work

## ACTIVITY 2

**Aim:** To help Ss review the use of gerunds and participle clauses.


2 **Rewrite the sentences using gerunds or participle clauses.**
1. If you use an online dictionary in this way, you can learn many new words.
→ _____, an online dictionary can help you learn many new words.
2. It was wonderful to go on the ASEAN tour.
→ _____ was a wonderful experience.
3. The farmers cut down the trees, and started using the land for growing crops.
→ _____, the farmers started using the land for growing crops.
4. The sun warms the earth's surface, which releases heat into the air.
→ _____, the earth's surface releases heat into the air.
5. She usually prepares the guest list for all conferences.
→ She is responsible for _____ for all conferences.

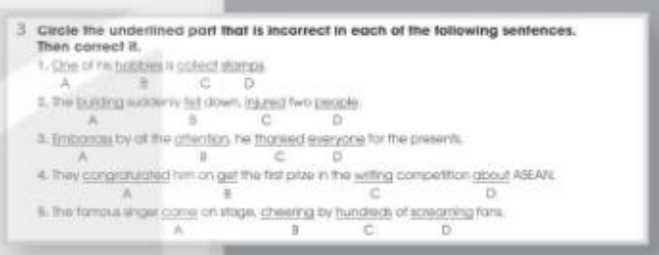
- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word should be used to complete each sentence.
- Call on Ss to read their completed sentences. Confirm the correct answers with the whole class.

***Key:***

1. Used in this way
2. Going on the ASEAN tour
3. Cutting down the trees
4. Warmed by the sun
5. preparing the guest list

## ACTIVITY 3

**Aim:** To help Ss review the use of gerunds and participle clauses.


3 **Circle the underlined part that is incorrect in each of the following sentences. Then correct it.**
1. One of his hobbies is collect stamps.
A B C D
2. The building suddenly fell down, injured two people.
A B C D
3. Embarras by all the attention, he thanked everyone for the presents.
A B C D
4. They congratulated him on get the first prize in the writing competition about ASEAN.
A B C D
5. The famous singer come on stage, cheering by hundreds of screaming fans.
A B C D

- Have Ss work individually. Tell them to read each sentence carefully and decide which option is incorrect.
- Ask Ss to compare their answers in pairs.
- Then check answers as a class.
- Then ask Ss to correct the mistake in each sentence in pairs. Invite Ss to write the correct sentences on the board.

***Key:***

1. C → collecting
2. C → injuring
3. A → Embarrassed
4. B → getting
5. B → cheered

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

# SKILLS

## LISTENING

## ACTIVITY 1

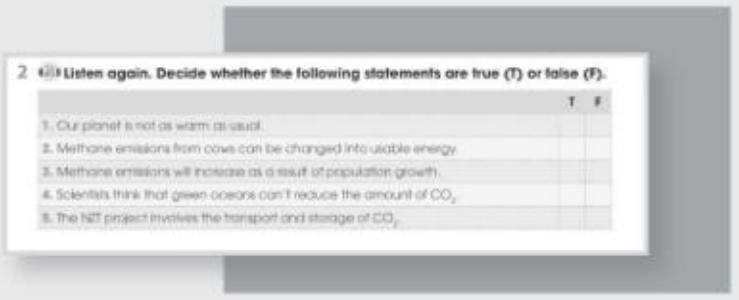
**Aim:** To help Ss practise listening for the main idea.


II SKILLS
LISTENING
1 **Listen to a conversation between Nick and Ann. What are they talking about?**
A. The effect of greenhouse gas emissions on climate
B. Ways to reduce greenhouse gas emissions
C. Ways to build green plants

- Focus Ss' attention on the picture and ask them what it shows, e.g. *It shows that people can reduce $CO_2$ emissions by recycling and using green energy, such as solar and wind power.*
- Tell Ss that they are going to hear a conversation between Nick and Ann. Ask Ss to look through the list of topics and guess what the two friends are going to talk about. Encourage them to note down their guesses in their notebooks.
- Call on some Ss to share their predictions.
- Play the recording for Ss to listen and check if their guesses are correct.
- Confirm the correct answer. Ask Ss to give the clues that help them work out the answer, e.g. words which are repeated many times in the recording, such as *greenhouse gases*, $CO_2$, or *reduce*.
- In weaker classes, provide some strategies for listening for the main idea, such as listening for keywords, paying attention to the first sentences in the conversation, and working out the meaning of linking words.

***Key:*** B

## ACTIVITY 2


2 Listen again. Decide whether the following statements are true (T) or false (F).

| | T | F |
|---|---|---|
| 1. Our planet is not as warm as usual. | | |
| 2. Methane emissions from cows can be changed into usable energy. | | |
| 3. Methane emissions will increase as a result of population growth. | | |
| 4. Scientists think that green oceans can't reduce the amount of $CO_2$. | | |
| 5. The NZT project involves the transport and storage of $CO_2$. | | |

**Aim:** To help Ss practise listening for specific information.

- Ask Ss to look at the sentences and underline the keywords, e.g. 1. *planet, not warm, as usual;* 2. *emissions from cows, changed, usable energy;* 3. *Methane, increase, population growth;* 4. *scientists, green oceans, reduce, $CO_2$;* 5. *NZT project, involves, transport, storage, $CO_2$.*
- Play the recording and have Ss listen and write down their answers.
- Have Ss work in pairs to compare their answers.
- Check answers as a class.
- In weaker classes, play the recording again, pausing after the clues. In stronger classes, ask Ss to provide the clues for their answers, e.g. *Statement 1 is false. Nick says, 'the winter is not as cold as usual' and Ann responds by agreeing with him, 'Yep, our planet is getting warmer'.*

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

***Audio script – Tracks 42 + 43:***

*Nick:* This year the winter is not as cold as usual.

*Ann:* Yep, our planet is getting warmer because of the increasing amount of greenhouse gases such as carbon dioxide and methane.

*Nick:* I read in an article that cows release a large amount of methane in the atmosphere.

*Ann:* You're right. That's why some companies have applied a new technology to collect methane emissions from cows and turn them into usable energy.

*Nick:* It'd be good if methane is put to good use since there is more of it. As the world population is increasing, more beef and dairy products will be needed. As a result, more methane will be released.

*Ann:* Scientists are also looking for a way to make the oceans greener because they think plants could help take in more $CO_2$ and produce more oxygen.

*Nick:* Interesting! I heard about this. Yesterday, I watched a programme about a new project called NZT. It aims to collect $CO_2$ from industrial areas and transport it to storage sites beneath the North Sea.

*Ann:* That's amazing! I really hope these technologies can help reduce the greenhouse gas emissions.

**Extension:** Put Ss into groups. Write one or two words from each sentence of the conversation between Nick and Ann on the board. Play the recording, pausing between sentences, and have groups try to complete them with as many words as they can. In weaker classes, you can pause longer between sentences and play the audio several times.

## SPEAKING


Speaking

Work in groups. Discuss if the following technologies mentioned in the Listening can be used in Viet Nam. Think about how they can help slow global warming.

- Turning methane emissions from cows into energy
- Growing plants in the ocean
- Keeping $CO_2$ in storage sites

**Aim:** To give Ss an opportunity to use the ideas and language from the **Listening** in a group discussion and practise problem-solving skills.

- Ask Ss to recap the technologies mentioned in the **Listening**. If necessary, write the three points on the board and have Ss add more details related to each one.
- Ask Ss to work in groups to share their ideas. Remind them of the tips in Unit 4, page 47 and ask them to refer to the technologies listed on the page.
- Walk round the class and give support if necessary.
- Invite some groups to present a summary of their discussion to the class. Encourage the rest of the class to ask questions.
- Praise for good effort, interesting ideas, and fluent delivery.

***Suggested answer:***

*A:* I think turning methane emissions from cows into energy is a great technology and it can be applied in Viet Nam. This will help save the local environment and provide more energy sources to the people in those areas.

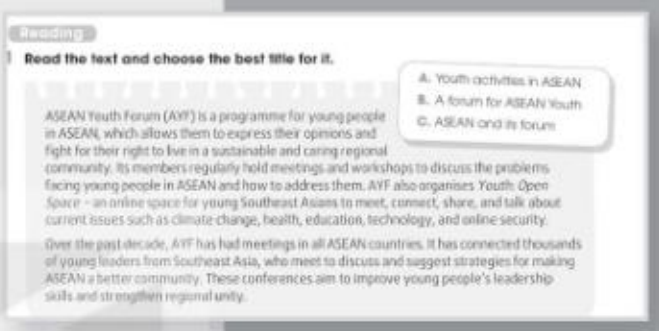
*B:* I agree with you. There are more dairy farms in Viet Nam now as the demand for milk and beef has increased. I also think that growing plants in the ocean is worth trying. Our country has a long coastline.

*C:* Yes, you're right. These underwater green carpets will help remove carbon from the atmosphere and limit global warming.

## READING

### ACTIVITY 1

**Aim:** To help Ss practise reading for the main idea.


Reading

1 Read the text and choose the best title for it.

A. Youth activities in ASEAN
B. A forum for ASEAN Youth
C. ASEAN and its forum

ASEAN Youth Forum (AYF) is a programme for young people in ASEAN, which allows them to express their opinions and fight for their right to live in a sustainable and caring regional community. Its members regularly hold meetings and workshops to discuss the problems facing young people in ASEAN and how to address them. AYF also organises Youth: Open Space – an online space for young Southeast Asians to meet, connect, share, and talk about current issues such as climate change, health, education, technology, and online security.

Over the past decade, AYF has had meetings in all ASEAN countries. It has connected thousands of young leaders from Southeast Asia, who meet to discuss and suggest strategies for making ASEAN a better community. These conferences aim to improve young people's leadership skills and strengthen regional unity.

- Have Ss read the three title options first and check understanding.
- Then ask Ss to read the whole text once to get an overall idea.
- Put Ss into pairs to do the activity. Remind them to pay attention to the first sentence of each paragraph, which can help them to find the answer. (*ASEAN Youth Forum (AYF) is a programme for young people in ASEAN …; AYF has had meetings in all ASEAN countries …*)
- Check answers as a class. Explain why options A and C are wrong, e.g. *Option A only mentions youth activities in ASEAN. Option C does not mention that this is a forum of ASEAN youth.*

***Key:*** B

### ACTIVITY 2

**Aim:** To help Ss practise reading for specific information.


2 Read the text again and answer each question below with no more than THREE words.

1. In what kind of community do young people in ASEAN want to live?
2. What do AYF members regularly have?
3. What's the name of their online platform?
4. In which countries has AYF had meetings?
5. What do the AYF conferences aim to strengthen?

- Ask Ss to read the questions and underline the keywords in the questions.
- Check whether Ss have got the right keywords, e.g. 1. *What kind, community;* 2. *What, AYF members, have;* 3. *What, online platform;* 4. *Which countries, had meetings;* 5. *What, AYF conferences, aim.*
- Tell Ss to read through the text to locate the answers. Remind them to answer each question with no more than THREE words.
- Call on some Ss to write their answers on the board.
- Check answers as a class.
- In stronger classes, ask Ss to explain their answers with evidence from the text.

***Key:***

1. sustainable and caring
2. meetings and workshops
3. Youth: Open Space
4. all ASEAN countries
5. regional unity

**Extension:** Put Ss into pairs. Ask each pair to prepare two incomplete sentences based on the reading text and write them on cards or pieces of paper, e.g. *AYF is _____ for young people in ASEAN.* Collect the cards, shuffle them and spread them face down on a table in front of the class. Have Ss close their books. Invite pairs to take turns to come to the table and turn over a card. They should read the sentence and try to complete it. Give pairs a point for each correct completion. If their answer is wrong, call on another pair to give their answer.

## WRITING

**Aim:** To help Ss practise writing a proposal for a youth event to slow climate change in ASEAN countries.


WRITING

**Write a proposal (120-150 words) to *Youth: Open Space* for a youth event to slow climate change in ASEAN countries. Use the following notes and outline to help you.**

**Title:** ASEAN GREEN WEEK
**Place:** In ASEAN countries
**Time:** The first week of August/every year
**Duration:** One week
**Participants:** Young people in all ASEAN countries
**Activities:**
- cycling or going to school or work by public transport
- planting trees
- organising clean-up events in the community

**Goals:**
- to reduce the amount of carbon dioxide
- to raise young people's awareness of environmental protection

**Benefits:**
- healthier lifestyles
- a cleaner environment

**Title:**
**To:** Youth: Open Space
**Time:**
**Prepared by:**
**Introduction:** Climate change is a serious problem in ASEAN because it is one of the regions most affected by it. We'd like to organise an ASEAN Green Week to help slow climate change in ASEAN countries.
**Details about the event:**
**Goals and benefits:**
**Conclusion:** We really hope you will consider our proposal as we think that climate change is a pressing issue in ASEAN that needs to be solved as soon as possible.

- Explain the context: Ss are going to submit a proposal to the organisation that they have read about in the reading text.
- Tell Ss that they can use the notes and outline in the box. Remind them to pay attention to word choice, linking words, sentence structures, and punctuation.
- Give Ss enough time to complete their proposals. Walk round the class and offer help.
- In stronger classes, encourage them to use their own ideas. In weaker classes, read the suggested answer below and write some keywords from it as prompts on the board.
- Call on some Ss to read their paragraphs to the class. Encourage the rest of the class to ask questions or make comments.
- Collect Ss' proposals to mark and provide written feedback in the next lesson.

***Suggested answer:***

| | |
|---|---|
| ***Title:*** | **ASEAN GREEN WEEK** |
| ***To:*** | Youth: Open Space |
| ***Time:*** | The first week of August/every year |
| ***Prepared by:*** | Students from Van An High School |
| ***Introduction:*** | Climate change is a serious problem in ASEAN because it is one of the regions most affected by it. We'd like to organise an ASEAN Green Week to help slow climate change in ASEAN countries. |
| ***Details about the event:*** | The event will take place in all ASEAN member countries during the first week of August. The young people in ASEAN will be the main participants in this event. They will take part in activities, such as cycling, or going to school or work by public transport, planting trees, and organising clean-up events in the community. |
| ***Goals and benefits:*** | This event aims at reducing the amount of carbon dioxide, which is the main cause of global warming, and raising young people's awareness of environmental protection in ASEAN. It will help ASEAN countries adopt healthier lifestyles and live in a cleaner environment. |
| ***Conclusion:*** | We really hope you will consider our proposal as we think that climate change is a pressing issue in ASEAN that needs to be solved as soon as possible. |

VUI CUC SONG

Unit 6

# PRESERVING OUR HERITAGE

**OBJECTIVES:**

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

- use falling and level-rising intonation in statements, commands, and lists;
- understand and use words and phrases related to preserving heritage;
- use *to-infinitive* clauses to express purpose and modify nouns or noun phrases;
- read for main ideas and specific information in an article about an ideas competition;
- discuss ways to preserve cultural heritage and keep a conversation going by showing interest and encouragement;
- listen for main ideas and specific information in a tour guide's talk about Trang An Scenic Landscape Complex;
- write a leaflet to inform people about ways to preserve Trang An Scenic Landscape Complex;
- ask for and give directions;
- learn about initiatives to preserve heritage around the world;
- propose ways to preserve a type of heritage, and give a group presentation about it.

## LESSON 1. GETTING STARTED

### WARM-UP & INTRODUCTION

**Aims:**

– To create a friendly and lively atmosphere in the classroom;

– To lead into the new unit.

- Review target language from Unit 5 by having Ss play a game. On pieces of paper, write 10 human activities that can help reduce black carbon emissions, e.g. *Switching to renewable energy* and 10 human activities that increase them, e.g. *Using a coal-burning stove at home.* Divide the board into two halves and write the two headings: *Activities that reduce black carbon emissions* and *Activities that increase black carbon emissions*. Divide Ss into 4 or 5 groups and give an equal number of activities to each group. Ask each group to stick their activities into correct columns on the board. The first group with all correct answers is the winner.
- Lead into the new unit. Write the unit title *Preserving our heritage* on the board. Ask Ss to guess what they are going to learn about in this unit. Accept all reasonable answers.
- Ask Ss to open their books at page 66. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture topics, and the project.

## ACTIVITY 1

**Aim:** To introduce some vocabulary and the grammar points to be learnt in the unit.

- Put Ss in groups. Draw a mind map on the board and write *Heritage* in the middle. Elicit some sub-categories of the topic, e.g. *traditions, buildings, literature, natural sites*, and write them on the branches of the mind map. Have groups brainstorm words related to each one, e.g. *traditions: festivals, dance, performances, ceremonies*.
- Call on some groups to write their words in the mind map on the board.
- Read the heading *Heritage sites in Viet Nam* and introduce the context of the conversation, i.e. *A group of international students, including Peter and Anna, is discussing destinations for their upcoming field trip.*
- Play the recording twice for Ss to listen and read along. Have Ss underline words/phrases related to the topic.
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning, then check comprehension as a class.
- Call on three Ss to read the conversation aloud.



I GETTING STARTED

*Heritage sites in Viet Nam*

1 **Listen and read.**

**Ms Hoa:** Good morning, everyone. As part of our school cultural programme, we need to plan a field trip to a heritage site in Viet Nam. So, where would you like to go?

**Peter:** Do you have any suggestions for us, Ms Hoa?

**Ms Hoa:** I'd recommend Trang An Scenic Landscape Complex. It's the only place in Southeast Asia to be recognised as a mixed heritage site by UNESCO.

**Peter:** What's a mixed heritage site?

**Ms Hoa:** It's a site that has both natural and cultural importance. For example, you can go on a boat trip there to enjoy the beautiful landscape. Or you can visit the old temples and monuments to learn about Vietnamese history.

**Anna:** That sounds interesting, but if we want to learn about cultural values of the past, where should we go?

**Ms Hoa:** You can go to Hoi An Ancient Town in central Viet Nam. You'll learn about urban lifestyles and traditions from the 15th to the 19th century and will see examples of ancient architecture. All buildings are kept in their original state. It's a great place to explore.

**Anna:** Wow! That's exciting. What about southern Viet Nam?

**Ms Hoa:** You can go to the Mekong River Delta to enjoy *don ca tai tu* – a form of traditional folk singing. Local artists perform *don ca tai tu* everywhere – at parties, in fruit gardens, even on the floating market boats.

**Peter:** It's a great way to promote this kind of cultural heritage of southern Viet Nam.

**Ms Hoa:** Indeed. Now, please discuss in your group and let me know your field trip ideas.

***Audio script – Track 44:***

*Ms Hoa:* Good morning, everyone. As part of our school cultural programme, we need to plan a field trip to a heritage site in Viet Nam. So, where would you like to go?

*Peter:* Do you have any suggestions for us, Ms Hoa?

*Ms Hoa:* I'd recommend Trang An Scenic Landscape Complex. It's the only place in Southeast Asia to be recognised as a mixed heritage site by UNESCO.

*Peter:* What's a mixed heritage site?

*Ms Hoa:* It's a site that has both natural and cultural importance. For example, you can go on a boat trip there to enjoy the beautiful landscape. Or you can visit the old temples and monuments to learn about Vietnamese history.

*Anna:* That sounds interesting, but if we want to learn about cultural values of the past, where should we go?

*Ms Hoa:* You can go to Hoi An Ancient Town in central Viet Nam. You'll learn about urban lifestyles and traditions from the 15th to the 19th century and will see examples of ancient architecture. All buildings are kept in their original state. It's a great place to explore.

*Anna:* Wow! That's exciting! What about southern Viet Nam?

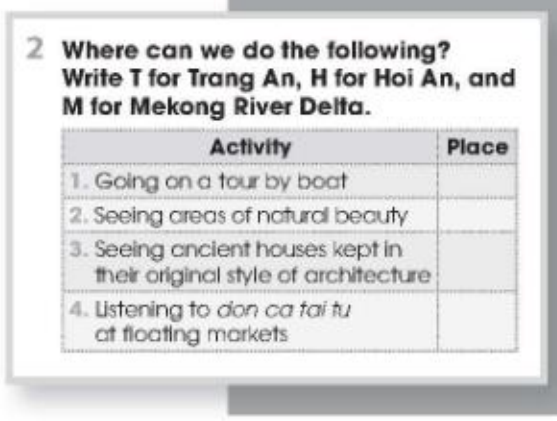
*Ms Hoa:* You can go to the Mekong River Delta to enjoy *don ca tai tu* – a form of traditional folk singing. Local artists perform *don ca tai tu* everywhere – at parties, in fruit gardens, even on the floating market boats.

*Peter:* It's a great way to promote this kind of cultural heritage of southern Viet Nam.

*Ms Hoa:* Indeed. Now, please discuss in your group and let me know your field trip ideas.

## ACTIVITY 2

**Aim:** To check Ss' comprehension of the conversation.


2 **Where can we do the following? Write T for Trang An, H for Hoi An, and M for Mekong River Delta.**

| Activity | Place |
|---|---|
| 1. Going on a tour by boat | |
| 2. Seeing areas of natural beauty | |
| 3. Seeing ancient houses kept in their original style of architecture | |
| 4. Listening to *don ca tai tu* at floating markets | |

- Ask Ss to work in pairs and read the activities carefully. Tell them to write T for Trang An, H for Hoi An, and M for Mekong River Delta in the appropriate boxes.
- Have Ss share their answers with the class. Encourage them to provide evidence from the conversation for their answers, e.g. *Ms Hoa recommends Trang An Scenic Landscape Complex and says, 'you can go on a boat trip there'.*
- Confirm the correct answers.
- In stronger classes, ask Ss questions to personalise the topic, e.g. *Have you ever been to these places? What did you do/see there?*

***Key:*** 1. T 2. T 3. H 4. M

**Extension:** In stronger classes, put Ss in pairs and have them summarise the conversation using the four activities as the main points of their summaries. For example, Ss can start with an activity, *Going on a tour by boat* and add details, such as where, what kind of place/heritage site, why. Give Ss a few minutes to plan their summaries and invite groups to share them with the class.

## ACTIVITY 3

**Aim:** To help Ss revise collocations related to heritage.


3 **Match the words to make phrases used in 1.**

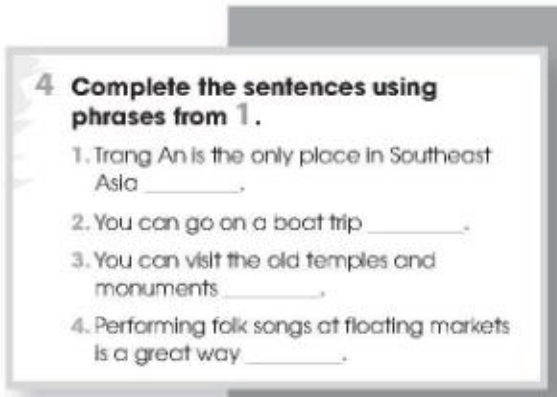
| | |
|---|---|
| 1 folk | a architecture |
| 2 cultural | b landscape |
| 3 beautiful | c singing |
| 4 ancient | d heritage |

- Check Ss' understanding of the individual words, i.e. the adjectives in the first column and the nouns in the second column.
- Explain that some of the adjectives can be used with more than one noun; however, Ss should try to form collocations or combinations of words often used together. Remind Ss that they can find the collocations in the conversation.
- Have Ss read the conversation quickly, find and underline the phrases, and do the matching.
- Check answers as a class. Write the adjectives on the board and call on individual Ss to write the correct noun next to each adjective. Alternatively, ask one student to read an adjective and another student to say the noun that goes with it.
- Put Ss in pairs. Have them go through the conversation again and find other noun phrases, e.g. *field trip, cultural programme, heritage site, boat trip, urban lifestyles, original state, floating market.* In stronger classes, ask Ss to tell you which items are compound nouns, e.g. *field trip* (a dictionary entry) or collocations, e.g. *cultural programme* (not a dictionary entry, but the two parts are often used together).

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

## ACTIVITY 4

**Aim:** To help Ss identify *to-infinitive* clauses in the conversation.


4 **Complete the sentences using phrases from 1.**

1. Trang An is the only place in Southeast Asia _____.
2. You can go on a boat trip _____.
3. You can visit the old temples and monuments _____.
4. Performing folk songs at floating markets is a great way _____.

- Have Ss read each incomplete sentence. Check understanding and try to elicit the type of clause that they need to use to fill in the gaps.
- Ask Ss to find the clauses in the conversation and fill in the gaps.
- Check answers as a class. Call on individual Ss to read the completed sentences.
- Focus Ss' attention on the answers and ask, *What grammar forms are the verbs in?* to elicit *to-infinitive*. Then explain that the group of words introduced by them are called *to-infinitive* clauses.

- In stronger classes, point to the first sentence and ask how it is different from the rest, e.g. *The first one includes a passive infinitive form while the rest are active forms.* Elicit more sentences with the passive infinitive, e.g. *Teenagers don't want to be told what to do.*

***Key:***

1. to be recognised as a mixed heritage site by UNESCO
2. to enjoy the beautiful landscape
3. to learn about Vietnamese history
4. to promote this kind of cultural heritage of southern Viet Nam

**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 Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 6, the **Project** section, say what the topic of the project is (*How can we preserve our heritage?*).
- Explain the project requirements: Ss will have to choose a type of heritage, find information about it, such as what it is, how important it is, and what we can do to preserve it, and prepare an oral presentation, which they will deliver in the last lesson of the unit.
- Suggest some types of heritage that Ss may know or have heard about. Encourage Ss to search for information from different sources.
- In stronger classes, encourage Ss to paraphrase the information they collect and use their own words. To make their presentation more interesting, Ss should also prepare some visuals to illustrate their points.
- Put Ss into groups and have them choose their group leaders. Ask groups to make a list of tasks they need to accomplish before each lesson, e.g. deciding on the heritage, collecting the information, deciding on the form of presentation, dividing the work to group members. Assign them to different Ss, 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. *artefacts, belong to the culture of a past society, inherited, passed on to future generations,* and solving any other problems that may arise with their projects.

# LESSON 2. LANGUAGE

## PRONUNCIATION

### INTONATION IN STATEMENTS, COMMANDS, AND LISTS

**ACTIVITY 1**

**Aim:** To help Ss recognise and practise intonation in statements, commands, and lists.

- Play the recording and ask Ss to listen and repeat after each sentence, paying attention to the intonation in the sentences. Play the recording as many times as necessary.
- Focus Ss' attention on the way the intonation patterns are used. Have them read through the explanations in the **Remember!** box and check understanding.



II LANGUAGE

Pronunciation

*Intonation in statements, commands, and lists*

Remember!

- Intonation describes how a speaker's voice rises and falls in speech, and is very important in communication.
- We usually use falling intonation at the end of statements and commands to show certainty.
- When listing things, we slightly raise our voice on each item (level-rising intonation) and lower our voice on the last item to show that the list is complete.

1 **Listen and repeat. Pay attention to the falling intonation (↘) and level-rising intonation (→) in the following sentences.**

1. Our class is going on a field trip next week.↘
2. Put your rubbish in the bin!↘
3. You can see beautiful caves→, green valleys→, and high mountains.↘

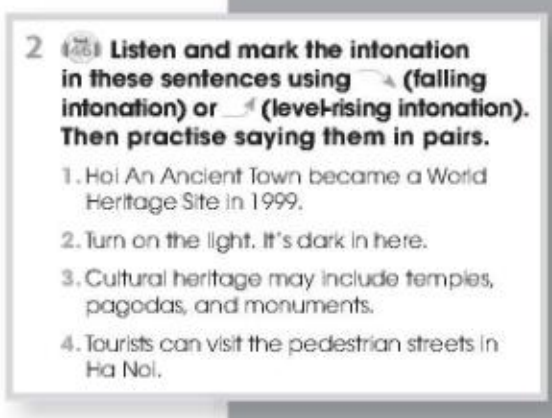
- Put Ss into pairs and have them practise reading the sentences to each other as naturally as they can.

***Audio script – Track 45:***

1. Our class is going on a field trip next week . ↘
2. Put your rubbish in the bin! ↘
3. You can see beautiful caves ↗, green valleys ↗, and high mountains. ↘

**ACTIVITY 2**

**Aim:** To help Ss recognise and practise intonation in statements, commands, and lists.


2 Listen and mark the intonation in these sentences using ↘ (falling intonation) or ↗ (level-rising intonation). Then practise saying them in pairs.

1. Hoi An Ancient Town became a World Heritage Site in 1999.
2. Turn on the light. It's dark in here.
3. Cultural heritage may include temples, pagodas, and monuments.
4. Tourists can visit the pedestrian streets in Ha Noi.

- Put Ss into pairs and have them read out the sentences to each other as naturally as possible.
- Remind Ss to raise or lower their voice at the right words.
- Have Ss mark the changes in intonation in the sentences individually. Play the recording for them to check their answers.
- Have Ss compare their answers in pairs. Check answers as a class.
- Put Ss in pairs again and have them practise saying the sentences to each other.

***Key + Audio script – Track 46:***

1. Hoi An Ancient Town became a World Heritage Site in 1999. ↘
2. Turn on the light. ↘ It's dark in here. ↘
3. Cultural heritage may include temples ↗, pagodas ↗, and monuments. ↘
4. Tourists can visit the pedestrian streets in Ha Noi. ↘

**Extension:** Ask Ss to go through the conversation in **Getting Started** and underline all the statements, commands, and lists. Have Ss practise reading them with appropriate intonation. If necessary, play the recording so that Ss can compare their intonation patterns and repeat after each sentence.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## VOCABULARY

### OUR HERITAGE

**ACTIVITY 1**

**Aim:** To introduce words related to heritage.


Vocabulary

*Our heritage*

1 Match the words with their meanings.

| | |
|---|---|
| 1 restore (v) | a connected with things from the past |
| 2 historical (adj) | b traditional to a particular group or country, and usually passed down from generation to generation |
| 3 preserve (v) | c important in history |
| 4 folk (adj) | d to return something to an earlier good condition or position |
| 5 historic (adj) | e to keep something in its original state or in good condition and prevent it from being damaged |

- Have Ss work independently or in pairs. Ask them to read the words carefully and match them to their meanings.
- Check answers as a class. Call on one student to read aloud a word and another student to read its definition.

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

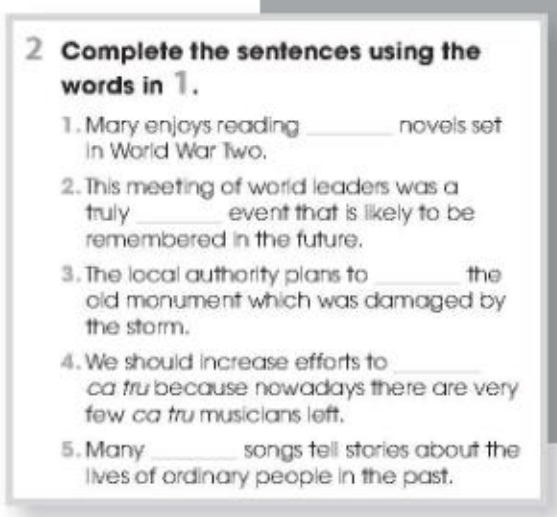
**ACTIVITY 2**

**Aim:** To help Ss practise the words in **1** in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences carefully to decide which word in **1** can be used to complete each of the sentences. Explain that they can use the context clues to help them decide on the word.

- Ask individual Ss to call out the word they have used in each sentence first.
- Confirm the correct answers. Ask Ss to explain why they have chosen the word for each sentence using the context clues, e.g. *The first sentence needs an adjective. The context is related to novels set in World War Two, which suggests that 'historical' is the best choice here.*
- Ask some Ss to read the complete sentences.

***Key:*** 1. historical 2. historic 3. restore 4. preserve 5. folk



2 **Complete the sentences using the words in 1.**

1. Mary enjoys reading _____ novels set in World War Two.
2. This meeting of world leaders was a truly _____ event that is likely to be remembered in the future.
3. The local authority plans to _____ the old monument which was damaged by the storm.
4. We should increase efforts to _____ *ca tru* because nowadays there are very few *ca tru* musicians left.
5. Many _____ songs tell stories about the lives of ordinary people in the past.

**Extension:** Divide Ss into two teams. Have each team come up with a sentence with each of the target words. Have teams take turns reading out their sentences while a student from the other team races to write it down on the board. Give a time limit of 20 seconds for each sentence. Check all the sentences at the end. The winner is the team with five correct sentences or most correct words.

## GRAMMAR

### *TO-INFINITIVE* CLAUSES

### ACTIVITY 1

**Aim:** To help Ss recognise and practise *to-infinitive* clauses.

- Tell Ss to read through the explanations and examples in the **Remember!** box and check understanding.
- In stronger classes, explain that a *to-infinitive* clause can be used in other structures and have other functions, but this unit only focuses on two uses: to express purpose and to modify a noun or noun phrase.
- Ask Ss to work in pairs or individually to combine the sentences.
- Call on some Ss to write the sentences on the board.
- Check answers as a class and confirm the correct sentences.

***Key:***

1. went to Hue to see the monuments
2. created a website to give more information about local historical sites to visitors
3. took a boat trip around the floating market to listen to *don ca tai tu*
4. has opened a small shop behind the museum to sell postcards and souvenirs to tourists



Grammar

*To-infinitive clauses*

**Remember!**

A *to-infinitive* clause can be used:

- to express purpose.

  Example: *He studied hard* ***to pass the exam****.*

  *I bought some souvenirs* ***to give to my parents****.*
- to modify a noun or noun phrase that contains ordinal numbers (*the first, the second,* etc.), superlatives (*the best, the most beautiful,* etc.), and *next, last,* and *only.*

  Example: *Ethan is usually the last person* ***to understand the joke****.*

1 **Combine the sentences using *to-infinitive* clauses.**

1. Lan went to Hue. She wanted to see the monuments there.

   → Lan _____.
2. Minh created a website. He wanted to give more information about local historical sites to visitors.

   → Minh _____.
3. Peter took a boat trip around the floating market. He wanted to listen to *don ca tai tu* there.

   → Peter _____.
4. My sister has opened a small shop behind the museum. She wanted to sell postcards and souvenirs to tourists.

   → My sister _____.

**Extension:** In stronger classes, introduce other uses of *to-infinitive* clauses, e.g. as subjects of sentences: *To learn English well is not always difficult.*; after question words: *My mum asked me how to use a smartphone.*; after certain adjectives: *We were happy to help you. It's easy to play the piano.*; after the preposition *for* to show who the adjective refers to: *It's important for the teacher to explain the rules of the game.*; after certain nouns or noun phrases: *They gave me the opportunity to learn new skills*. Write the examples on the board. Put Ss in groups and have them make more sentences for each use. You can make the activity more competitive by setting a time limit. When the time is up, have groups read their sentences and give a point for each correct sentence. The winner is the group with most points.

## ACTIVITY 2

**Aim:** To help Ss practise *to-infinitive* clauses in a speaking activity.


2 **Work in pairs. Ask and answer questions about heritage sites or traditions using *to-infinitive* clauses.**

*Example:*

***A:*** *What do many tourists go to Ha Long Bay for?*

***B:*** *They go there* ***to enjoy the beautiful scenery./To enjoy the beautiful scenery.***

- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, model a short conversation with a student.
- Have Ss first brainstorm possible questions and write some useful phrases on the board as prompts, e.g. *visit monuments, watch performances, walk in nature parks, take a boat trip.*
- Put Ss in pairs and have them take turns asking and answering the questions. Encourage Ss to respond to their partners' answers, e.g. *That's great! Amazing! Sounds interesting.* Walk round the class and help if necessary.
- Invite some Ss to role-play their conversations in front of the class.

# LESSON 3. READING

## TEENAGERS' IDEAS FOR PRESERVING HERITAGE

## ACTIVITY 1. Pre-reading

**Aim:** To introduce the topic of the reading and get Ss involved in the lesson.


III READING

*Teenagers' ideas for preserving heritage*

1 **Work in pairs. Ask and answer the question.**

*Why is it important to protect our heritage?*

- Ask Ss to work in groups of three or four and discuss why it is important to protect our heritage.
- In weaker classes, ask specific questions about one particular type of heritage e.g. *Why do people visit ancient buildings? What can they see there? What can they learn from them?*
- Tell Ss that there are no right or wrong answers and encourage Ss to come up with as many ideas as possible.

## ACTIVITY 2. While-reading

**Aim:** To help Ss practise guessing the meanings of words from context.


2 **Read the article and choose the correct meanings of the highlighted words and phrase.**

PRESERVING OUR HERITAGE: IDEAS FROM TEENAGERS

*To encourage young people to learn about and appreciate our cultural heritage, we organised an ideas competition. We invited students from across the country to send us their ideas for protecting and promoting our heritage. We have received many interesting entries. Below are the winners.*

The idea of promoting heritage sites through social media came from a group of 11th grade students. They suggested using social media activities, such as photo competitions, to encourage young people to learn about our heritage sites and local traditions of important festivals. They also suggested creating trending topics or challenges on social media. For example, a postcard challenge will invite people to create and share unusual and exciting postcards about the heritage sites that they have visited.

Two 10th grade students suggested forming historical societies or local groups who have a keen interest in their history and heritage. These groups will provide information about local heritage sites, organise special events to celebrate local festivals, and invite young people to discuss issues related to preserving the heritage. This way, they will be able to give voice to suggestions and solutions to problems they care about. They will feel that their voices are heard, and they can contribute to society.

To preserve heritage, such as traditional music and stories, a group of secondary school students proposed setting up folk clubs. The clubs will hold events for young people to experience and learn about traditional performing arts. The artists will not only perform, but also introduce their arts and talk about how students can help promote folk culture. The clubs will organise training for students who want to learn folk songs, a traditional musical instrument, or folk dancing.

1. appreciate
   A. to recognise the good qualities of something
   B. to realise that something is dangerous
   C. to discuss a new idea
2. trending
   A. being discussed a lot on social media
   B. being forgotten by the public
   C. creating and sharing information
3. give voice to
   A. to take action about something
   B. to listen to someone's advice
   C. to express opinions about something
4. proposed
   A. asked someone for information
   B. suggested something as a plan or course of action
   C. invited guests for an event

69

- Ask Ss to read the whole text once to get an overall idea, then have them choose the correct meaning of the highlighted words and phrase.
- Encourage Ss to base their guesses on the context in which the words and phrase are used rather than looking them up in a dictionary.
- Tell Ss to work in groups to discuss and compare answers.
- Check answers as a class.

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

## ACTIVITY 3. While-reading

**Aim:** To help Ss practise reading for main ideas.


3 **Read the article again. Match the following headings (1–4) with the appropriate paragraphs (A–C). There is ONE extra heading.**

1. Organising photo competitions of performing artists
2. Promoting and developing the folk arts
3. Making use of social media to promote heritage
4. Opportunities to learn about heritage and be involved in problem-solving

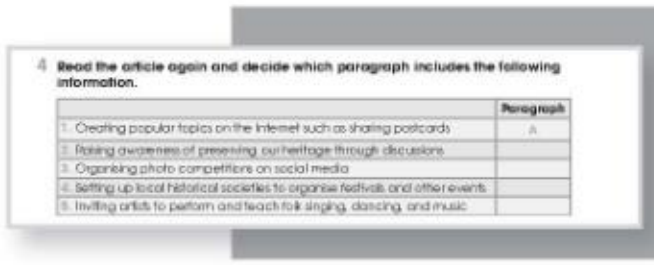
- Ask Ss to read the whole text again and match the headings with the appropriate paragraphs. Explain that there is one extra heading that Ss may not need to use.
- Tell Ss to identify keywords in the heading first. Remind Ss that the correct heading has to express the idea of the whole paragraph, not just one detail.

- Tell Ss to work in pairs to discuss and compare their answers.
- Check answers as a class.

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

## ACTIVITY 4. While-reading

**Aim:** To help Ss practise reading for specific information.


4 **Read the article again and decide which paragraph includes the following information.**

| | Paragraph |
|---|---|
| 1. Creating popular topics on the Internet such as sharing postcards | A |
| 2. Raising awareness of preserving our heritage through discussions | |
| 3. Organising photo competitions on social media | |
| 4. Setting up local historical societies to organise festivals and other events | |
| 5. Inviting artists to perform and teach folk singing, dancing, and music | |

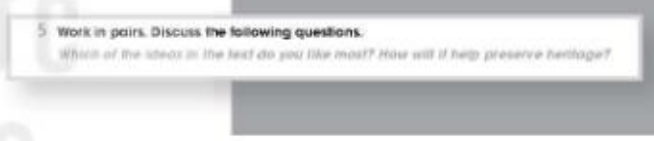
- Ask Ss to read the text again and decide which paragraph includes the information.
- Tell Ss to read through the text to locate the answers, then read again, this time paying attention only to the parts of the text that contain the answers.
- Explain that the information in the statements is paraphrased and make sure Ss understand the vocabulary and the overall meaning of the statements.
- Have Ss work in pairs or groups to compare their answers.
- Check answers as a class.
- To check comprehension of other details in the text, make true and false statements, e.g. 1. *The ideas competition is only for 11th grade students.* (False); 2. *The organisers received a lot of ideas.* (True) Call out a statement and have Ss call out True or False.
- In stronger classes, invite individual Ss to make true and false statements and test the rest of the class.

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

**Extension:** Ask Ss to close their books. Choose three sentences from the text and write them on the board. Have Ss read them aloud several times. Then erase two or three words from each sentence and have Ss say them again, including the missing words. Erase more words and repeat until Ss can say the full sentences from an almost empty board.

## ACTIVITY 5. Post-reading

**Aim:** To help Ss use the language and ideas in the reading to express opinions.


5 **Work in pairs. Discuss the following questions.**
*Which of the ideas in the text do you like most? How will it help preserve heritage?*

- Elicit the three ideas described in the text, i.e. promoting heritage sites and traditions through social media, organising events and discussions, and developing the folk arts. Ask individual Ss to write them on the board.
- Have Ss work in groups. Ask Ss to discuss which of the ideas in the text they like most and identify how it will help preserve heritage.
- Tell Ss that there are no right or wrong answers; however, encourage them to explain the reasons for their choice.
- Invite one or two groups to present a summary of their discussions to the whole class.

***Suggested answer:***

Among the three ideas in the text, I like the idea of promoting heritage through social media the most. This idea is interesting because it is an easy way to promote our heritage. By using social media, we can introduce our heritage to an international audience easily, helping people learn about and understand our heritage.

# LESSON 4. SPEAKING

## PRESERVING CULTURAL HERITAGE

**Learning outcome:** By the end of the lesson, Ss will be able to talk about ways to preserve cultural heritage and keep a conversation going by showing interest and encouragement.

### ACTIVITY 1

**Aim:** To introduce more ideas for the main speaking task.


IV SPEAKING

*Preserving cultural heritage*

1 Work in pairs. Match the ways to preserve our heritage with the reasons for doing so.

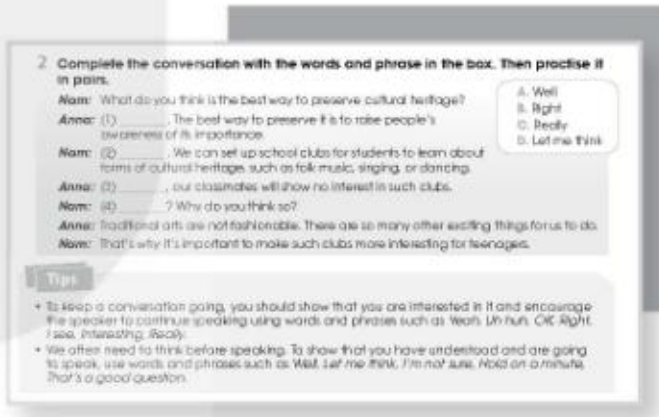
| Ways | Reasons |
|---|---|
| a. Learning about cultural heritage at school | 1. Spreading information to more people quickly |
| b. Promoting cultural heritage on social media | 2. Helping students understand the value of cultural heritage |
| c. Organising competitions to find good ideas for preserving our heritage | 3. Making cultural heritage more widely known to people around the world |
| d. Introducing cultural heritage to foreign visitors through tourism activities | 4. Encouraging people to get more involved |

- Quickly review the ways to preserve heritage described in the **Reading** lesson.
- Ask Ss to work in pairs and go through the lists of ways and reasons. Check understanding.
- Then have them match each way with the appropriate reason for doing so.
- Call on some Ss to give their answers to the class.
- Check answers as a class.

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

### ACTIVITY 2

**Aim:** To introduce a model conversation in which speakers discuss ways to preserve heritage and practise keeping a conversation going.


2 Complete the conversation with the words and phrase in the box. Then practise it in pairs.

A. Well
B. Right
C. Really
D. Let me think

**Nam:** What do you think is the best way to preserve cultural heritage?

**Anna:** (1) _____. The best way to preserve it is to raise people's awareness of its importance.

**Nam:** (2) _____. We can set up school clubs for students to learn about forms of cultural heritage, such as folk music, singing, or dancing.

**Anna:** (3) _____, our classmates will show no interest in such clubs.

**Nam:** (4) _____? Why do you think so?

**Anna:** Traditional arts are not fashionable. There are so many other exciting things for us to do.

**Nam:** That's why it's important to make such clubs more interesting for teenagers.

**Tips**

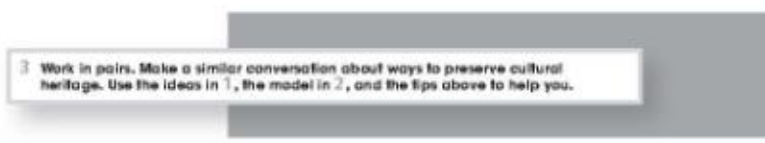
- To keep a conversation going, you should show that you are interested in it and encourage the speaker to continue speaking using words and phrases such as *Yeah, Uh-huh, OK, Right, I see, Interesting, Really.*
- We often need to think before speaking. To show that you have understood and are going to speak, use words and phrases such as *Well, Let me think, I'm not sure, Hold on a minute, That's a good question.*

- Keep Ss working in the same pairs. Ask them to read the incomplete conversation and check understanding.
- Have Ss read the explanations and examples in the **Tips** box and check if Ss are familiar with the communication strategy.
- Explain that the four options in the box are used to keep the conversation going, show that speakers are interested in it and encourage them to continue speaking.
- Give Ss a few minutes to complete the conversation.
- Check answers as a class.
- Ask Ss to practise the completed conversation in pairs and call on some pairs to role-play it in front of the class.
- In stronger classes, have Ss brainstorm more expressions for keeping the conversation going, e.g. *Great, tell me more (about it). Oh wow! That's funny! Cool! No way! That sounds fun*. Ask, *What kind of questions do we need to ask to have a longer conversation?* (open-ended/*Wh*-questions) and *Why*? (Because they have to be answered with more than one word/allow people to talk longer). Have Ss practise the expressions and the strategy in pairs.

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

### ACTIVITY 3

**Aim:** To give Ss an opportunity to talk about ways to preserve cultural heritage.


3 Work in pairs. Make a similar conversation about ways to preserve cultural heritage. Use the ideas in 1, the model in 2, and the tips above to help you.

- Ask Ss to work in pairs to talk about other ways to preserve cultural heritage using the conversation in **2** as a model.
- Remind Ss of the strategies for keeping the conservation going and giving yourself time to think, and the words and phrases in the **Tips** box.

- Call on some pairs to role-play their conversations in front of the class. Praise pairs who use expressions to show interest and encouragement to keep their conversations going.

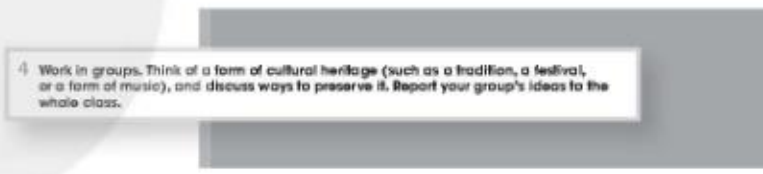
***Suggested answer:***

*Nam:* What do you think is the best way to preserve cultural heritage?
*Anna:* Let me think. The best way to preserve it is to promote it on social media.
*Nam:* Right. We can create websites and fan pages for people to share beautiful pictures of the heritage and write reviews about heritage sites, art forms, or traditions.
*Anna:* Well, our classmates may show no interest in such websites.
*Nam:* Really? Why do you think so?
*Anna:* Not many teenagers treasure our traditions or cultural heritage. There are so many other exciting things for us to do.
*Nam:* That's why it's important to make heritage attractions and traditions more interesting for teenagers. For example, we can organise photo competitions to attract more young people. We can encourage them to visit heritage sites or take part in local customs, and take photos. They can send in their photos and the best ones will win a prize.

**Extension:** In stronger classes, have Ss think about ways to preserve natural heritage. Put Ss in pairs and ask them to make conversations similar to the model in **2**, but using their own ideas about natural heritage preservation. Give Ss a few minutes to brainstorm ideas and write the best ones on the board as prompts, e.g. *raise awareness about it, volunteer in the protection of natural sites, donate to charities that work to protect natural heritage*. Have Ss practise their conversation in pairs, then invite some pairs to role-play them in front of the class.

## ACTIVITY 4

**Aim:** To give Ss an opportunity to take part in a group discussion about ways to preserve a form of local heritage, then report their discussion to the class.


4 Work in groups. Think of a form of cultural heritage (such as a tradition, a festival, or a form of music), and discuss ways to preserve it. Report your group's ideas to the whole class.

- Ask Ss to work in groups and think of a form of local heritage such as a tradition, a festival, or a form of music or heritage site, and discuss ways to preserve it.
- Encourage Ss to choose a type of heritage they know about, e.g. one in their city/province, and discuss what they can actually do to help preserve it.
- Call on some groups to present their ideas to the class.
- Praise groups for good effort, interesting ideas, and fluent delivery.

***Suggested answer:***

Hello everyone. Our group discussed *quan ho* singing, which is in danger of disappearing. We think that the best way to preserve it is to teach it in schools and to introduce to tourists. There should be more live performances at tourist attractions so that visitors can learn about and enjoy this form of singing.

# LESSON 5. LISTENING

## A TRIP TO TRANG AN SCENIC LANDSCAPE COMPLEX

## ACTIVITY 1. Pre-listening

**Aim:** To set the context for the listening and get Ss involved in the lesson.


V LISTENING
*A trip to Trang An Scenic Landscape Complex*
1 **Work in pairs. Ask and answer the questions.**
*What do you know about Trang An? Have you been there? If yes, what did you see or do there?*

- Ask Ss to work in pairs to answer the questions.

- Encourage Ss to share what they know about Trang An Scenic Landscape Complex based on what they have read or heard about it or from any visits to the site.
- Call on some Ss to share their answers with the class.

## ACTIVITY 2. While-listening

**Aim:** To help Ss practise listening for the main idea.

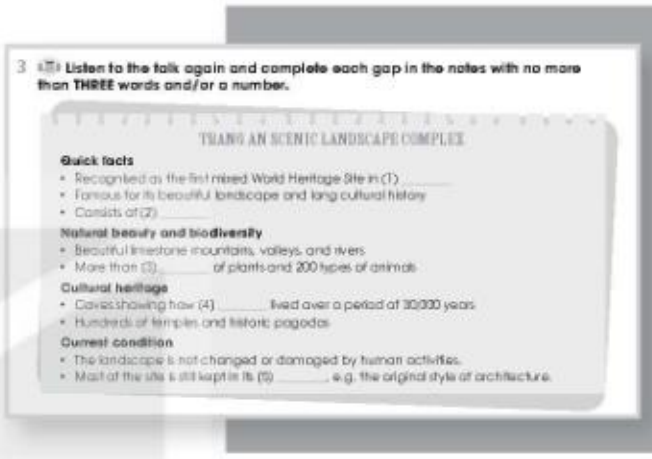

2 Listen to a talk. What is the talk mainly about?
A. The tour guide is explaining why Trang An is a mixed World Heritage Site.
B. The tour guide is talking about the ecosystem of Trang An and efforts to preserve it.
C. The tour guide is introducing the site's natural beauty.

- Tell Ss that they are going to listen to a talk by a tour guide who is taking tourists on a tour to Trang An.
- Ask Ss to read the three options and guess what the tour guide will be talking about.
- Play the recording and ask Ss to circle the correct answer.
- Check answers as a class.

***Key:*** B

## ACTIVITY 3. While-listening

**Aim:** To help Ss practise listening for specific information.


3 Listen to the talk again and complete each gap in the notes with no more than THREE words and/or a number.

TRANG AN SCENIC LANDSCAPE COMPLEX

**Quick facts**
- Recognised as the first mixed World Heritage Site in (1) _____
- Famous for its beautiful landscape and long cultural history
- Consists of (2) _____

**Natural beauty and biodiversity**
- Beautiful limestone mountains, valleys, and rivers
- More than (3) _____ of plants and 200 types of animals

**Cultural heritage**
- Caves showing how (4) _____ lived over a period of 30,000 years
- Hundreds of temples and historic pagodas

**Current condition**
- The landscape is not changed or damaged by human activities.
- Most of the site is still kept in its (5) _____ e.g. the original style of architecture.

- Ask Ss to read the notes carefully to get a better understanding of the overall structure of the talk.
- Make sure Ss understand that they can write up to three words per gap, and these words should be the exact words from the recording.
- In stronger classes, encourage them to work out the missing words based on what they remember from the first listening in **1**.
- Play the recording once (or twice in weaker classes) for Ss to complete the notes.
- Ask Ss to work with a partner to compare their answers.
- Call on some Ss to write their answers on the board or read their answers aloud.
- Check answers as a class. Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.

***Key:***

1. 2014
2. three protected areas
3. 600 types
4. early humans
5. natural state

***Audio script – Tracks 47 + 48:***

Hello everyone. Welcome to Trang An Scenic Landscape Complex. My name is Thanh and I'm your guide for this tour.

First, let me give you some quick facts. Trang An became the first site in Viet Nam to be recognised by UNESCO as a mixed World Heritage Site in 2014. It's famous for its beautiful landscape and long cultural history. The site consists of three protected areas: the Hoa Lu Ancient Capital, the Trang An - Tam Coc - Bich Dong Scenic Area, and the Hoa Lu Special-Use Primary Forest. These areas are linked together by limestone mountains, valleys, and rivers. Trang An ecosystem has more than 600 types of plants and 200 types of animals.

Trang An is also a place where nature meets culture. Evidence from the caves that we'll visit today shows how early humans interacted with the natural environment to deal with climate change over a period of 30,000 years. The site also contains hundreds of temples and historic pagodas dating from different historical periods.

As you'll see, the site is a place of natural beauty and wild scenery that has not been changed or damaged by human activities. There is a long history of protection of the area and most of the site is still in its natural state. For example, the architecture of the pagodas and temples is kept in its original style. Any work to preserve, protect, and promote the area is planned carefully.

Now, we'll start our tour with ... *(fading)*

**Extension:** In stronger classes, put Ss in groups and ask them to write five or six quiz questions about Trang An, e.g. *Where is Trang An? Is Trang An a World Heritage Site? How big is the area? Which movie was filmed there?* Have groups swap their quizzes and answer the questions with their books closed. Give a time limit of five minutes. The group with the most correct answers is the winner.

### ACTIVITY 4. Post-listening

**Aim:** To give Ss an opportunity to make predictions.


4 Work in pairs. Make some predictions about what the tour guide will say next.

- Ask Ss to work in pairs and discuss what they think the tour guide will say next.
- Tell Ss to base their predictions on the last sentence of the talk (*Now, we'll start our tour with …).*
- Call on some pairs to present and explain their predictions to the class.
- Note that there are no right or wrong predictions. Encourage Ss to use their imagination to give interesting and creative answers.

***Suggested answer:***
I think the tour guide will talk about the first activity that the visitors will do on the tour. This could be a visit to the ancient capital, so the tour guide will probably explain its history and importance.

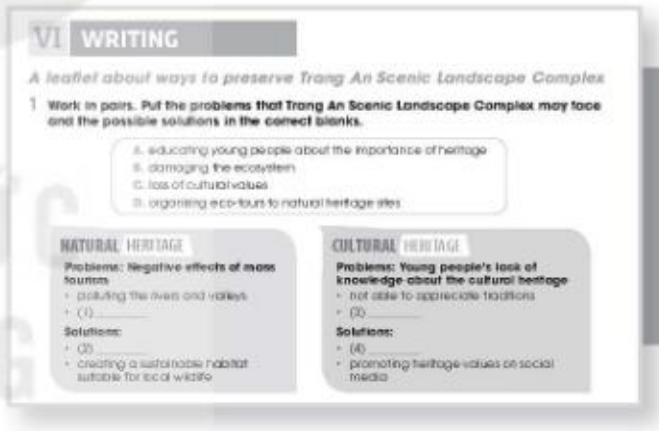
## LESSON 6. WRITING

### A LEAFLET ABOUT WAYS TO PRESERVE TRANG AN SCENIC LANDSCAPE COMPLEX

**Learning outcome:** By the end of the lesson, Ss will be able to write a leaflet to inform people about ways to preserve Trang An Scenic Landscape Complex.

### ACTIVITY 1

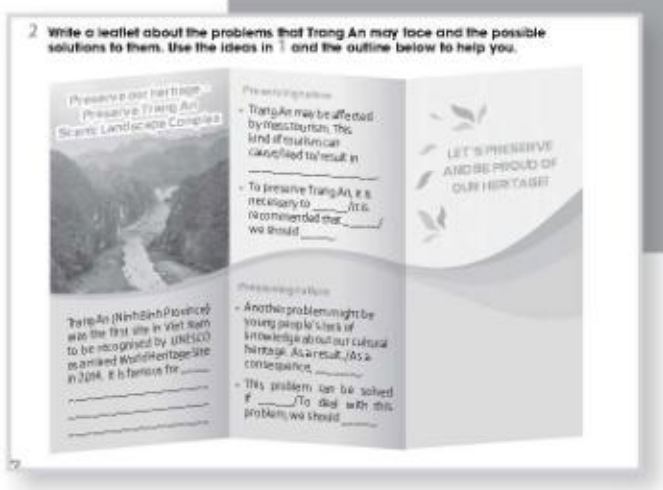
**Aim:** To provide Ss with ideas for the writing including a list of problems that Trang An Scenic Landscape Complex may face and solutions to them.


VI WRITING
*A leaflet about ways to preserve Trang An Scenic Landscape Complex*
1 Work in pairs. Put the problems that Trang An Scenic Landscape Complex may face and the possible solutions in the correct blanks.
A. educating young people about the importance of heritage
B. damaging the ecosystem
C. loss of cultural values
D. organising eco-tours to natural heritage sites
NATURAL HERITAGE
Problems: Negative effects of mass tourism
• polluting the rivers and valleys
• (1) _____
Solutions:
• (2) _____
• creating a sustainable habitat suitable for local wildlife
CULTURAL HERITAGE
Problems: Young people's lack of knowledge about the cultural heritage
• not able to appreciate traditions
• (3) _____
Solutions:
• (4) _____
• promoting heritage values on social media

- Have Ss work in pairs to match the problems with the possible solutions.
- Tell Ss to read the points in the box and the incomplete notes, and check understanding.
- In weaker classes, help Ss work out which of the points are problems and solutions, and which refer to natural heritage and which to cultural heritage.
- In stronger classes, encourage Ss to come up with more potential problems, e.g. *poor management, the construction of new buildings near the heritage*, and possible solutions, e.g. *better planning and stricter laws on heritage preservation*.
- Call on some Ss to present their answers to the class.
- Check answers as a class.

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

## ACTIVITY 2


2 Write a leaflet about the problems that Trang An may face and the possible solutions to them. Use the ideas in 1 and the outline below to help you.

Preserve our heritage - Preserve Trang An Scenic Landscape Complex

Preserving nature

- Trang An may be affected by mass tourism. This kind of tourism can cause/lead to/result in _____
- To preserve Trang An, it is necessary to _____/It is recommended that _____/ we should _____

LET'S PRESERVE AND BE PROUD OF OUR HERITAGE!

Trang An (Ninh Binh Province) was the first site in Viet Nam to be recognised by UNESCO as a mixed cultural and scenic World Heritage Site in 2014. It is famous for _____

Preserving culture

- Another problem might be young people's lack of knowledge about our cultural heritage. As a result, / As a consequence, _____
- This problem can be solved if _____/To deal with this problem, we should _____

**Aim:** To help Ss practise writing a leaflet about the problems that Trang An may face and the possible solutions to them.

- Remind Ss of the structure of a leaflet and the purpose of each part as explained in Unit 5.
- Have Ss identify the parts in the outline, e.g. *heading, subheadings, slogans, one idea per paragraph, call for action,* and think about the information they need to add to complete it.
- In weaker classes, ask Ss to go back to pages 58 – 59 in Unit 5 and read the leaflet and explanations in the **Tips** box. Ask questions such as *Why do we write leaflets? What is the purpose of writing leaflets? What is the purpose of the heading/each subheading? How are the leaflets in Unit 5 and Unit 6 different?* (Unit 5 leaflet sounds more persuasive while Unit 6 seems more informative.)
- Set a time limit for Ss to write their leaflets in class. Walk round the class to provide help.
- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft.
- Collect Ss' writing and give face-to-face feedback in private or give them back with some written feedback.

***Suggested answer:***

**Preserve our heritage - Preserve Trang An Scenic Landscape Complex**



**Problems it may face**

Trang An (Ninh Binh Province) was the first site in Viet Nam to be recognised by UNESCO as a mixed World Heritage Site in 2014. It is famous for its natural beauty and rich biodiversity. To preserve its beauty, we need to identify what problems Trang An may face and find ways for preserving it.

**Preserving nature**

Trang An may be affected by mass tourism. This kind of tourism can pollute rivers and valleys. It can also damage the ecosystem because of the large number of visitors.

To preserve Trang An, it is necessary to only organise eco-tours to the heritage sites. We should also create a sustainable habitat for wildlife on the heritage site.

**Be a responsible traveller! Protect wildlife!**

**Preserving culture**

Another problem is young people's lack of knowledge about our cultural heritage. As a result, they may not be able to appreciate our traditions and the value of heritage sites such as Trang An.

This problem can be solved if schools teach the importance of heritage. Our heritage values should also be promoted on social media so that they reach wider audiences.

**Cultural heritage is important! Learn to appreciate our traditions!**

**LET'S PRESERVE AND BE PROUD OF OUR HERITAGE!**

**TREASURE YOUR LOCAL HERITAGE!**

**Extension:** Have Ss create their leaflets. They can use a ready-made design template if they have access to computers, the Internet, and printers. Alternatively, bring a large sheet of cardstock paper for each group of Ss. Ss can divide it into three panels and fold the right and left sides to the middle. Then they can write the text and decorate their leaflets with pictures or drawings.

# LESSON 7. COMMUNICATION AND CULTURE / CLIL

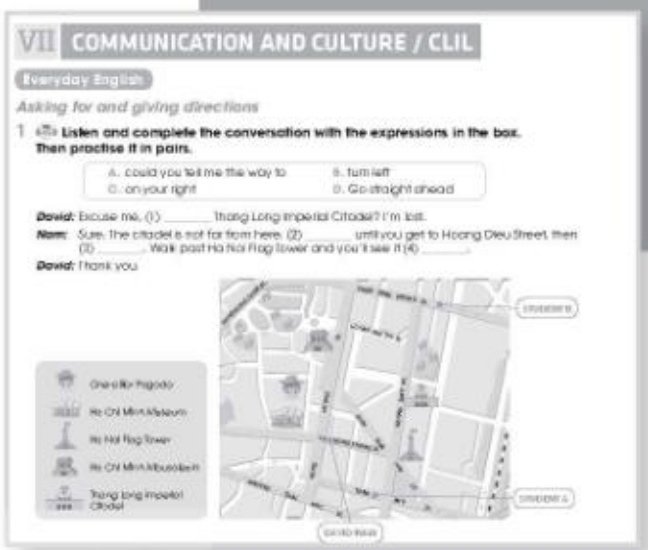
## EVERYDAY ENGLISH

### ASKING FOR AND GIVING DIRECTIONS

**ACTIVITY 1**

**Aims:**

- To review expressions for asking for and giving directions;
- To provide Ss with a model conversation in which people ask for and give directions.


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

*Asking for and giving directions*

1 **Listen and complete the conversation with the expressions in the box. Then practise it in pairs.**

A. could you tell me the way to B. turn left
C. on your right D. Go straight ahead

**David:** Excuse me, (1) _____ Thang Long Imperial Citadel? I'm lost.
**Nam:** Sure. The citadel is not far from here. (2) _____ until you get to Hoang Dieu Street, then (3) _____. Walk past Ha Noi Flag Tower and you'll see it (4) _____.
**David:** Thank you.

- Tell Ss that they are going to revise expressions used to ask for and give directions.
- Ask Ss to listen and complete the conversation with the expressions in the box.
- Play the recording once in stronger classes or twice in weaker classes if necessary.
- Call on some Ss to give their answers to the class.
- Check answers as a class. Ask them to practise the conversation in pairs.

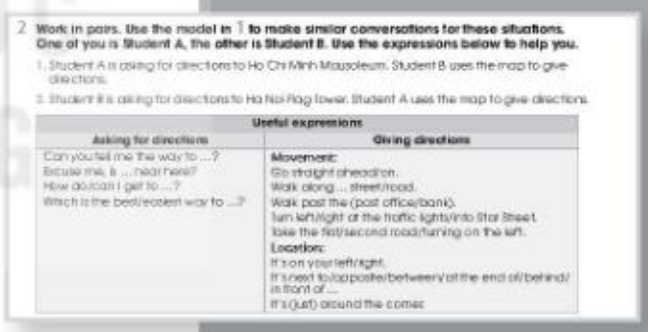
***Key:*** 1. A 2. D 3. B 4. C

***Audio script – Track 49:***

*David:* Excuse me, could you tell me the way to Thang Long Imperial Citadel? I'm lost.
*Nam:* Sure. The citadel is not far from here. Go straight ahead until you get to Hoang Dieu Street, then turn left. Walk past Ha Noi Flag Tower and you'll see it on your right.
*David:* Thank you.

**ACTIVITY 2**

**Aim:** To help Ss practise asking for and giving directions to some popular places in Ha Noi.


2 **Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.**

1. Student A is asking for directions to Ho Chi Minh Mausoleum. Student B uses the map to give directions.
2. Student B is asking for directions to Ha Noi Flag Tower. Student A uses the map to give directions.

**Useful expressions**

| Asking for directions | Giving directions |
|---|---|
| Can you tell me the way to ...?<br>Excuse me, is ... near here?<br>How do/can I get to ...?<br>Which is the best/easiest way to ...? | **Movement:**<br>Go straight ahead/on.<br>Walk along ... street/road.<br>Walk past the (post office/bank).<br>Turn left/right at the traffic lights/into Star Street.<br>Take the first/second road/turning on the left.<br>**Location:**<br>It's on your left/right.<br>It's next to/opposite/between/at the end of/behind/in front of ...<br>It's (just) around the corner. |

- Focus Ss' attention on the map and identify the location of each of the five tourist attractions on it and locate student A and student B.
- Put Ss in pairs and explain the two situations.
- Ask Ss to read the **Useful expressions** and check understanding.
- Give Ss a few minutes to plan their conversations, e.g. who will be Student A, who will be Student B, how they are going to start their conversations, and what expressions they are going to use to ask for and give directions.
- In weaker classes, model a conversation for one of the situations with a student and/or write some prompts on the board.
- If time allows, have Ss swap roles so that they have a chance to role-play both Students A and B in each situation.
- Walk round the class and provide help when necessary.
- Invite some pairs to role-play their conversations in front of the class. Praise for good effort, appropriate use of directions, and fluent delivery.

***Suggested answers:***

1.

*A:* Could you tell me the way to Ho Chi Minh Mausoleum?

*B:* Sure. Go straight ahead until you get to Hung Vuong Street. Turn left and walk straight on for a few minutes. You'll see it on your left.

2.

*B:* Excuse me, is Ha Noi Flag Tower near here?

*A:* Yes. It's quite near. Turn left into Hoang Dieu Street and walk along the street. You'll see it on your left, at the corner of Hoang Dieu and Dien Bien Phu Street.

**Extension:** Bring some street maps of your town or neighbourhood. Ask Ss to work in pairs and ask for and give directions to places which are familiar to them. Alternatively, they can use the maps on their mobile phones.

## CULTURE

## PRESERVING HERITAGE AROUND THE WORLD

### ACTIVITY 1

**Aim:** To help Ss learn about how heritage is preserved around the world.


Culture

1 Read the text and answer the questions.

PRESERVING HERITAGE AROUND THE WORLD

**Crowdfunding for heritage!**

Preserving their heritage can present a challenge to many nations, especially if they have a large number of heritage sites, like Italy does. However, the country has found a new method of raising money for heritage projects from a large number of individuals and businesses – crowdfunding. For example, Eventaly, a non-profit organisation, uses its website to reach all the people around the world who love Italy, and collects donations from everyone who wants to help. One of their first successstories was raising enough money to restore an ancient site in Pompeii.

**Strict heritage laws**

In Australia, individuals and companies have to pay a fine of AU$1,000 to AU$5,000 for any damage to heritage sites or objects, regardless of whether they can be repaired. In some cases, the fines are heavier, and people could even face time in prison. The authorities hope the harsher punishments can stop people from destroying or damaging cultural sites and items, and prevent heritage crime.

**Tourism works!**

Spain is one of the countries that has successfully promoted its cultural heritage through tourism. For many years, festivals such as La Tomatina (in which people throw tomatoes at each other) or Las Fallas (a five-day festival of fireworks and light shows) in Valencia have attracted millions of local and foreign tourists. The unique architecture in Barcelona, home to nine UNESCO World Heritage Sites, and Santiago de Compostela's Old Town, which is also on the world heritage list, are famous all over the world.

Which country ...

1. raises money from the public for restoring its heritage?
2. organises successful festivals that attract visitors from around the world?
3. fines people heavily if they damage its heritage?

- Ask Ss some questions to find out what they already know about the topic, e.g. *Have you been to any heritage sites outside Viet Nam? What did you see or do there?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *Do you know how people or governments protect or preserve heritage sites in European countries such as Italy and Spain? How can people or governments raise money for heritage restoration and protection? Do other countries have laws to protect heritage?*
- Put Ss into pairs and have them study the photos. Ask them to tell you what they see in each one and describe the heritage.
- Ask Ss to read the text and answer the questions.
- Explain or elicit any new or difficult words, e.g. *crowdfunding, fine, harsher punishments, heritage crime*. In stronger classes, encourage Ss to guess their meaning from context.
- Check answers as a class by calling on some Ss to say or write the answers on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

***Key:*** 1. Italy 2. Spain 3. Australia

**Extension:** Ask Ss comprehension questions to check understanding of other details in the text, e.g. *What is the website used for crowdfunding? How much do individuals and companies have to pay for damaging a heritage site in Australia? Which festivals are mentioned in the text?*

### ACTIVITY 2

**Aim:** To give Ss an opportunity to relate what they have learnt in the reading text to their own culture.


2 Work in groups. Discuss the following questions.

*Are the methods of preserving heritage in the text used in Viet Nam?*
*Which one do you think works best in Viet Nam?*

- Ask Ss to work in groups to answer the questions.
- In weaker classes, have Ss underline ideas in the text which can be used in their discussion.

- In stronger classes, encourage Ss to come up with other ideas about effective methods to preserve heritage in Viet Nam, e.g. *installing donation boxes at heritage sites, introducing heritage classes at schools.*
- Call on some groups to present their ideas to the class.

***Suggested answer:***

In Viet Nam, it's common to see a donation box at heritage sites. I think it's a very convenient way for people to donate money to help preserve heritage. Having a donation box reinforces the charitable nature of the site. Visitors to heritage sites are more likely to put money into the box as they know what it'll be used for.

# LESSON 8. LOOKING BACK AND PROJECT

## LOOKING BACK

### PRONUNCIATION

**Aim:** To help Ss revise intonation in statements, commands, and lists.


VIII LOOKING BACK

Pronunciation

Listen and mark the intonation in the following sentences using ↘ (falling intonation) or ↗ (level-rising intonation). Then practise saying them in pairs.

1. The trip to Hoi An Ancient Town was amazing.
2. Turn off the air conditioner. It wastes too much electricity.
3. A boat tour is the best way to experience wildlife habitats.
4. In Ha Long Bay you can go swimming, diving, and fishing.

- Ask Ss to listen to the recording and mark the changes in intonation in the sentences with falling or level-rising arrows.
- Play the recording several times if necessary.
- Ask some Ss to read the sentences aloud in front of the class.
- Put Ss into pairs and have them read the sentences to each other. Encourage them to use appropriate intonation. Praise Ss who try to speak with the correct sentence stress, appropriate intonation, and natural-sounding rhythm.

***Key + Audio script – Track 50:***

1. The trip to Hoi An Ancient Town was amazing. ↘
2. Turn off the air conditioner. ↘ It wastes too much electricity. ↘
3. A boat tour is the best way to experience wildlife habitats. ↘
4. In Ha Long Bay you can go swimming ↗, diving, ↗, and fishing. ↘

### VOCABULARY

**Aim:** To help Ss revise words they have learnt in the unit.


Vocabulary

**Choose the correct word to complete each sentence.**

1. Many ancient houses in the city are not well preserved/well promoted because of changes over time and bad weather.
2. His historical/historic novels are based on events that happened in the early 19th century.
3. Older generations worry that folk/festival music and dances will die out because young people only listen to pop music.
4. The heritage site is promoted/protected as a tourist destination on social media.

- Ask Ss to choose the correct word to complete each sentence.
- Have Ss do this activity individually, then compare their answers with their partners.
- Check answers as a class. Ask some Ss to write the words on the board and explain their choices, e.g. *The second part of the sentence 'because of changes over time and bad weather' suggests that the ancient houses are not in good condition, that is, not well preserved.*

***Key:*** 1. well preserved 2. historical 3. folk 4. promoted

## GRAMMAR

**Aim:** To help Ss revise the use of *to-infinitive* clauses.

- Ask Ss to rewrite the sentences using *to-infinitive* clauses.
- Have Ss do this activity individually, then compare their answers with a partner.
- Check answers as a class. Ask some Ss to write the sentences on the board and explain the changes they made to the original sentences.



Grammar

**Rewrite the sentences using *to-infinitive* clauses.**

1. Mai went to Soc Son because she wanted to attend the Giong Festival.
→ _____
2. The first place that you can visit on the trip is Hue Imperial Citadel.
→ _____
3. Our music teacher gave lessons in *xoan* singing because she wanted to help us appreciate our cultural heritage.
→ _____
4. The most famous site that you can see is the old bridge across the river.
→ _____

***Key:***

1. Mai went to Soc Son to attend the Giong Festival.
2. The first place to visit on the trip is Hue Imperial Citadel.
3. Our music teacher gave lessons in *xoan* singing to help us appreciate our cultural heritage.
4. The most famous site to see is the old bridge across the river.

## PROJECT

### HOW CAN WE PRESERVE OUR HERITAGE?

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



PROJECT

*How can we preserve our heritage?*

Work in groups. Choose a type of heritage that you are interested in and propose ways to preserve it. Present your ideas to the class in the form of an oral presentation, a leaflet, or a poster. Use these questions as cues.

- What is the heritage? Where is it? Is it cultural or natural heritage?
- What is it famous for?
- How important is it?
- What can we do to preserve it?

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which could be an oral presentation accompanied by PowerPoint slides, a leaflet, or a poster.
- 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. Please refer to Units 1 and 3 for the style of poster presentation checklists, which can be adapted for a video 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. You can also give Ss marks for their presentation as part of their continuous assessment.

**Suggested checklist for peer assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – The presenters greeted the audience. | | |
| – The presenters spoke clearly and naturally. | | |
| – The presenters cooperated when delivering their talk. | | |
| – The presenters interacted with the audience. | | |
| – The presenters used appropriate photos/ pictures to illustrate their ideas. | | |
| – The presenters concluded their talk appropriately. | | |

| | | |
|---|---|---|
| ***CONTENT:*** *The presentation includes the following information:* | | |
| – what the heritage is | | |
| – what it is famous for | | |
| – how important it is | | |
| – what we can do to preserve it | | |

**Suggested checklist for self-assessment:**

| | **Tick where appropriate** | **Comments (in English or Vietnamese)** |
|---|---|---|
| ***DELIVERY*** | | |
| – I greeted the audience. | | |
| – I spoke clearly and naturally. | | |
| – I cooperated with my group members when delivering the talk. | | |
| – I interacted with the audience. | | |
| – I used some photos/pictures to illustrate my ideas. | | |
| – I concluded my part of the talk appropriately. | | |
| ***CONTENT:*** *Our presentation includes the following information:* | | |
| – what the heritage is | | |
| – what it is famous for | | |
| – how important it is | | |
| – what we can do to preserve it | | |

**NOW I CAN ...**

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




KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit 7

# EDUCATION OPTIONS FOR SCHOOL-LEAVERS

**OBJECTIVES:**

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

- use rising and falling intonation in *Wh*- and *Yes/No* questions;
- understand and use words and phrases related to education after leaving school;
- use perfect gerunds and perfect participle clauses correctly;
- read for main ideas and specific information in an article about different study options after leaving school;
- discuss the benefits of vocational training and academic study, and end a conversation or discussion;
- listen for main ideas and specific information in a conversation about courses provided at a vocational school;
- write a request letter to ask for information about vocational school courses;
- make an appointment;
- understand the UK education after secondary school;
- do research on an educational institution and present the information to the class.

## LESSON 1. GETTING STARTED

### WARM-UP & INTRODUCTION

**Aims:**

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Divide the class into two teams and the board in two halves. Give a board pen to one of the Ss in each team. Call out the topic of Unit 6 (*Preserving our heritage)* and give them two minutes to write as many topic-related words as they can. Explain that each word must be written by a different student and only one student from each team is allowed to be standing in front of the board at any time. When finished, have teams check each other's spelling and count how many correct words each team has written.
- To lead into the unit topic, ask Ss questions such as *Have you made any plans for the future? What are your plans after secondary school? Do you want to continue your education after leaving school? Where do you want to study after leaving school: at a university, a college, or a vocational school? Do your parents support your decision?*
- Then ask Ss to open their books at page 76. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture topics, and the project.

## ACTIVITY 1

**Aim:** To introduce some vocabulary and the grammar points to be learnt in the unit.

- Focus Ss' attention on the unit title and heading. Check if Ss understand the meaning of the word *option*. Have Ss explain it, e.g. one thing that can be chosen from a set of possibilities, or provide synonyms, e.g. *choice, alternative, possibility*. Ask, *Did young people have many opportunities to continue their education in the past?* to elicit *No, there were few education options*.
- Set the context for listening and reading the conversation. Have Ss look at the photos and ask questions about them, e.g. *What can you see?* (two people repairing a car engine, a young woman doing a science experiment), *Who do you think is at a vocational school? Who is at a university?*
- Encourage Ss to give answers, but do not confirm whether their answers are right or wrong.
- Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to education options while they are listening and reading.
- Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- Call on three Ss to read the conversation aloud.



I GETTING STARTED

*Planning our education*

1 **Listen and read.**

**Ms Hoa:** Good morning, class. There was an education fair last weekend. Did anyone go?

**Nam:** Yes, Mai and I did. The fair was great, and we got a lot of useful information.

**Ms Hoa:** I'm glad to hear that. Would you like to share some of it with the class?

**Mai:** Sure. After finishing school, we mainly have two education options. For example, we can get into university if we earn high grades or pass the university entrance exam.

**Nam:** That's true, but academic education isn't everything. The other option is going to a vocational school where we can learn skills for particular jobs.

**Ms Hoa:** That sounds interesting. So what are your plans for the future?

**Mai:** I'm hoping to go to university. Having won several biology competitions, I want to study biology and become a scientist.

**Ms Hoa:** Great! It's really important to follow your dream, Mai.

**Mai:** My mum still regrets not having gone to university. So I want to make her proud of me. How about you, Nam?

**Nam:** Well, I don't think university is for me. I want to go to a vocational school because I want to become a car mechanic. My father owns a car repair shop. Having watched him work very hard for many years helped me make my decision.

**Ms Hoa:** That's very sensible, Nam! I hope you can help him grow his business.

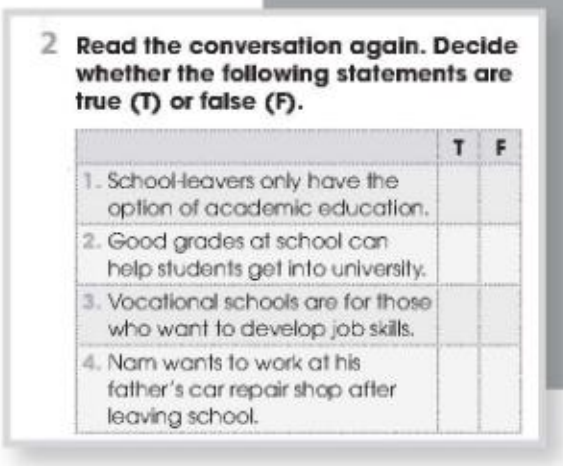
***Audio script – Track 51:***

*Ms Hoa:* Good morning, class. There was an education fair last weekend. Did anyone go?
*Nam:* Yes, Mai and I did. The fair was great, and we got a lot of useful information.
*Ms Hoa:* I'm glad to hear that. Would you like to share some of it with the class?
*Mai:* Sure. After finishing school, we mainly have two education options. For example, we can get into university if we earn high grades or pass the university entrance exam.
*Nam:* That's true, but academic education isn't everything. The other option is going to a vocational school where we can learn skills for particular jobs.
*Ms Hoa:* That sounds interesting. So what are your plans for the future?
*Mai:* I'm hoping to go to university. Having won several biology competitions, I want to study biology and become a scientist.
*Ms Hoa:* Great! It's really important to follow your dream, Mai.
*Mai:* My mum still regrets not having gone to university. So I want to make her proud of me. How about you, Nam?
*Nam:* Well, I don't think university is for me. I want to go to a vocational school because I want to become a car mechanic. My father owns a car repair shop. Having watched him work very hard for many years helped me make my decision.
*Ms Hoa:* That's very sensible, Nam! I hope you can help him grow his business.

## ACTIVITY 2

**Aim:** To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the keywords and important information in the statements, then read the conversation and decide whether each of the statements is true (T) or false (F).



2 **Read the conversation again. Decide whether the following statements are true (T) or false (F).**

| | T | F |
|---|---|---|
| 1. School-leavers only have the option of academic education. | | |
| 2. Good grades at school can help students get into university. | | |
| 3. Vocational schools are for those who want to develop job skills. | | |
| 4. Nam wants to work at his father's car repair shop after leaving school. | | |

- Have Ss share their answers with the class.
- Confirm the correct answers.

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

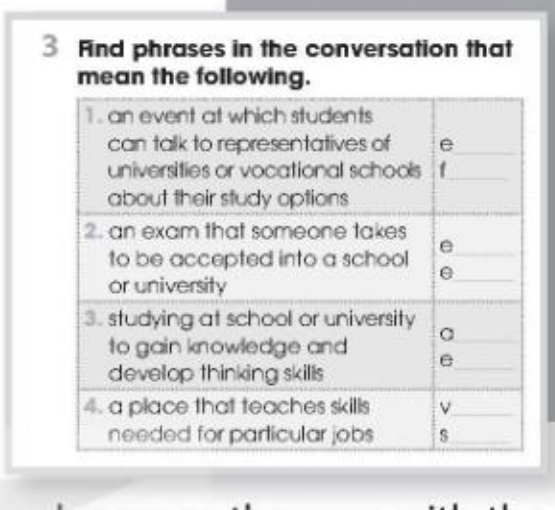
**Extension:** Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *Did Mai's mother go to university? Why is university a good education option for Mai?*

## ACTIVITY 3

**Aim:** To introduce phrases related to education options.

- Ask Ss to read the definitions, then scan the conversation looking for phrases matching the meanings.
- Have Ss compare and share their answers with the class.
- Confirm the correct answers.

***Key:*** 1. education fair 2. entrance exam
3. academic education 4. vocational school



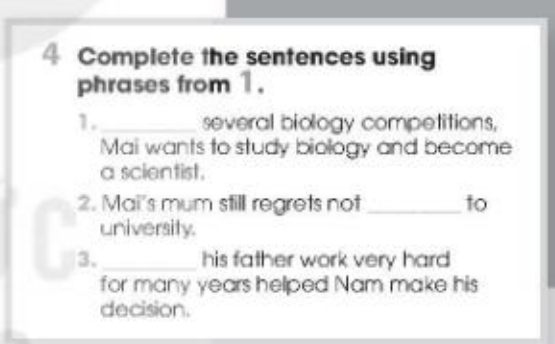
3 **Find phrases in the conversation that mean the following.**

| | |
|---|---|
| 1. an event at which students can talk to representatives of universities or vocational schools about their study options | e<br>f |
| 2. an exam that someone takes to be accepted into a school or university | e<br>e |
| 3. studying at school or university to gain knowledge and develop thinking skills | a<br>e |
| 4. a place that teaches skills needed for particular jobs | v<br>s |

**Extension:** Put Ss into groups and have each group write as many phrases as they can with the words *education*, *school*, and *exam* (e.g. *primary/vocational/university education*, *pursue/get/receive (your/an) education*, *education system/programme; go to/start/quit/leave school*, *primary/secondary school; take/do/sit/pass/fail an exam, revise for an exam, exams in maths/English*, *exam paper/results*). Set a time limit of five minutes. When the time is up, put up their lists of phrases on the board. Ask Ss from different groups to read them aloud and count the correct ones. The winner is the group with the most correct phrases.

## ACTIVITY 4

**Aim:** To help Ss identify perfect gerunds and perfect participle clauses.



4 **Complete the sentences using phrases from 1.**

1. _____ several biology competitions, Mai wants to study biology and become a scientist.
2. Mai's mum still regrets not _____ to university.
3. _____ his father work very hard for many years helped Nam make his decision.

- Have Ss read each sentence individually. Encourage them to try to complete it with an appropriate verb phrase without referring to the conversation. Then ask them to find the answers in the conversation.
- Check answers as a class. First ask the class to call out the correct perfect gerund or perfect participle clause, then call on individual Ss to read the complete sentences.
- Ask Ss which is a perfect gerund and which is a perfect participle clause.
- Tell Ss that they will learn more about the grammar point in the following lesson.

***Key:*** 1. Having won 2. having gone 3. Having watched

## 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 Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 7, the **Project** section, look at the picture, and say what the topic of the project is (*Choosing the perfect educational institution*).
- Explain the project requirements: Ss will have to do some research on educational institutions in order to find the 'perfect' one, and then give an oral presentation to report the results of their research. Their presentation should include answers to the four questions in the **Project** section.
- Explain that Ss can choose different ways to present their findings, e.g. PPT presentation, poster presentation, video recording. Encourage Ss to use photos and/or illustrations to support their ideas.

- Explain to Ss how to search for information and evaluate the information they find. For example, they can use search engines on the Internet in which they can enter keywords, sentences, or questions related to the topic. Remind Ss that not all information will be useful to them. They will need to think critically about it and judge whether it is accurate, relevant, and appropriate.
- Put Ss into groups, and have them choose their group leader. Then ask them to assign tasks to each group member, e.g. searching for information about different educational institutions, combining and analysing the collected information, preparing the slides/designing the poster, writing the summary, and delivering the presentation, making sure that all group members contribute to the project.
- Help Ss set deadlines 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. *types of educational institutions, training programmes, different trades or subjects, facilities in an educational institution, job opportunities after graduation,* and solving any other problems that may arise with their projects.

# LESSON 2. LANGUAGE

## PRONUNCIATION

### INTONATION IN *WH-* AND *YES/NO* QUESTIONS

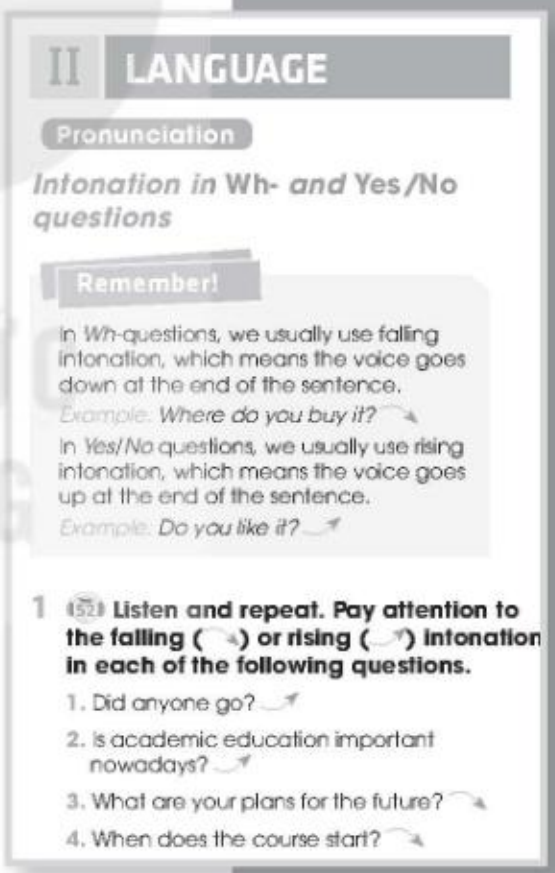
**ACTIVITY 1**

**Aim:** To help Ss recognise and practise intonation in *Wh-* and *Yes/No* questions.

- Play the recording for Ss to listen and repeat. Ask Ss to pay attention to the rising or falling intonation in the given sentences.
- Have Ss work in pairs to say these questions with the correct intonation.
- Have Ss read the explanation in the **Remember!** box. Ask questions to check understanding of the use of rising and falling intonation in *Wh-* and *Yes/No* questions.

***Audio script – Track 52:***

1. Did anyone go? ↗
2. Is academic education important nowadays? ↗
3. What are your plans for the future? ↘
4. When does the course start? ↘



II LANGUAGE

Pronunciation

*Intonation in* Wh- *and* Yes/No *questions*

Remember!

In *Wh*-questions, we usually use falling intonation, which means the voice goes down at the end of the sentence.
Example: *Where do you buy it?* ↘

In *Yes/No* questions, we usually use rising intonation, which means the voice goes up at the end of the sentence.
Example: *Do you like it?* ↗

1 (52) **Listen and repeat. Pay attention to the falling (↘) or rising (↗) intonation in each of the following questions.**

1. Did anyone go? ↗
2. Is academic education important nowadays? ↗
3. What are your plans for the future? ↘
4. When does the course start? ↘

**Extension:** Write a positive sentence on the board, for example, one from the conversation in **Getting Started**, *Nam wants to go to a vocational school because he wants to become a car mechanic.* Ask Ss to think of as many *Wh-* and *Yes/No* questions about it as possible, e.g. *Who wants to go to a vocational school? What kind of school does Nam want to go to? Does Nam want to go to a vocational school?* Have Ss read their questions using appropriate intonation.

## ACTIVITY 2

**Aim:** To help Ss practise intonation in *Wh-* and *Yes/No* questions.

- Ask Ss to listen to the *Wh-* and *Yes/No* questions and mark the correct intonation pattern (rising or falling) at the end of each question.
- Play the recording several times, if necessary, pause after each sentence for Ss to repeat.
- Check answers as a class.
- Put Ss into pairs and have them practise saying these questions. Walk round the class, praising pairs for good effort and using the appropriate intonation pattern.



2 **Listen and mark the intonation in these questions using ↗ (rising intonation) or ↘ (falling intonation). Then practise saying them in pairs.**

1. Do you want to go to university?
2. Have you talked with your parents about your plans?
3. How much does it cost to study at university?
4. What's your favourite subject at school?

***Key + Audio script – Track 53:***

1. Do you want to go to university? ↗
2. Have you talked with your parents about your plans? ↗
3. How much does it cost to study at university? ↘
4. What's your favourite subject at school? ↘

**Extension:** In stronger classes, put Ss into groups and have each group write three W*h*-questions and three *Yes/No* questions. Invite each group to read out their questions in front of the class. Have the other groups say if they use the appropriate intonation.

# VOCABULARY

## COMPLETING YOUR EDUCATION

## ACTIVITY 1

**Aim:** To introduce words and phrases related to education after leaving school.

- Ask Ss to read the definitions of the words and phrase.
- Have Ss match the words/phrase with their meanings individually.
- Have Ss compare their answers in pairs.
- Check answers as a class. Call on one student to read a word/phrase aloud and another student to read its definition.

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

**Extension:** Give Ss two minutes to study the words/phrase and definitions. Then ask them to close their books. Read aloud a definition and have Ss call out the correct word or phrase. Repeat with all items, then do it again, this time reading a word or phrase and having Ss recall the definition. In stronger classes, have Ss play the game in groups.



Vocabulary

*Completing your education*

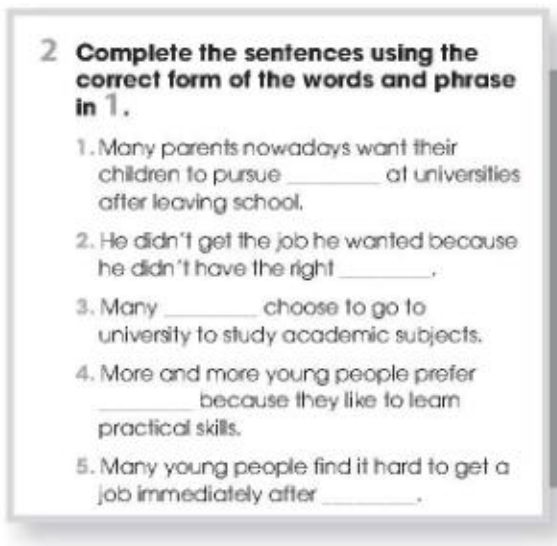
1 **Match the words and phrase with their meanings.**

| | |
|---|---|
| 1 school-leaver (n) | c education at a college or university |
| 2 vocational education (np) | b the act of completing a university degree or a course of study |
| 3 higher education (n) | c a person who has just left school |
| 4 qualification (n) | d education that prepares students for work in a specific trade |
| 5 graduation (n) | e an official record showing that you have finished a training course or have the necessary skills, etc. |

## ACTIVITY 2

**Aim:** To help Ss practise the words and phrase in **1** in meaningful context.

- Have Ss work in pairs. Tell them to read the sentences and decide which word or phrase in **1** can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word or phrase needed.



2 **Complete the sentences using the correct form of the words and phrase in 1.**

1. Many parents nowadays want their children to pursue _____ at universities after leaving school.
2. He didn't get the job he wanted because he didn't have the right _____.
3. Many _____ choose to go to university to study academic subjects.
4. More and more young people prefer _____ because they like to learn practical skills.
5. Many young people find it hard to get a job immediately after _____.

- Check answers as a class. Have individual Ss call out the word or phrase they have used in each sentence.
- Confirm the correct answers. Ask Ss to explain why they have chosen the word/phrase for each sentence using context clues, e.g. *In the fourth sentence, the phrase 'like to learn practical skills' gives us a hint that the phrase 'vocational education' is the answer.*
- Ask individual Ss to read the complete sentences.

***Key:***

1. higher education 2. qualifications 3. school-leavers
4. vocational education 5. graduation

**Extension:** In stronger classes, have Ss play a game individually or in pairs. Each student or pair writes a short meaningful text in which all five items have been used. Give a time limit of three minutes and have each student or pair read out their texts. The other Ss give a mark out of 10. Have Ss add up their marks. The winner is the student or pair with the highest score.

*Example:* Every year, thousands of school-leavers finish secondary education. Most of them choose to continue their study in either higher education institutions or vocational education institutions. These students believe that with the right qualifications from these institutions, they will have a better chance of getting good jobs after graduation.

## GRAMMAR

### PERFECT GERUNDS

### ACTIVITY 1

**Aim:** To help Ss recognise and practise perfect gerunds.

- Ask Ss to look at the **Remember!** box and read the rules for using perfect gerunds. Check understanding by asking questions, e.g. *Which verbs are often followed by a perfect gerund?* (admit, deny, forget, mention, regret, and remember); *Can a perfect gerund be used as a subject/an object?* (Yes); *What are the similarities between gerunds and perfect gerunds?* (They both can be used as subjects and objects); *What are the differences between gerunds and perfect gerunds?* (Their forms; perfect gerunds refer to actions that were completed in the past).
- Tell Ss to work in pairs or individually to complete the activity.
- Check answers as a class.
- Explain that in most cases there is no difference between using the simple gerund and the perfect gerund because it is usually clear from the context when the action happened, e.g. *She denied having stolen the books. = She denied stealing the books.* (It is clear that the books were stolen before denying it.) So people prefer using the simple gerund, especially in spoken language.



Grammar

*Perfect gerunds*

Remember!

The perfect gerund (*having done*) always refers to a time before that of the verb in the main clause. It is used to emphasise that the action was completed in the past. It can be used as:

- the subject of a sentence.
  Example: ***Having studied*** *science subjects made it easy for me to choose a university degree.*
- an object after some verbs, e.g. *admit, deny, forget, mention, regret,* and *remember* or after prepositions.
  Example: *My friend didn't remember* ***having lent*** *me his English textbook.*
  *My cousin often talked about* ***having studied*** *for five years at a top university.*

1 **Find and correct the mistakes in the following sentences.**

1. I forgot have discussed this topic with you.
2. Had won many maths competitions helped me win a place at university.
3. Nam regretted not having choose a more interesting course at university.
4. He was proud of had won the first place in a biology competition.

- Further explain that in some cases, the action expressed by the gerund is not obvious from the context, so we need to use the perfect gerund, e.g. *He denied being married.* (the same time as denying it); *He denied having been married.* (the perfect gerund refers to a time before denied).
- Have Ss look at the sentences and say if the simple gerund is acceptable (yes).

***Key:***

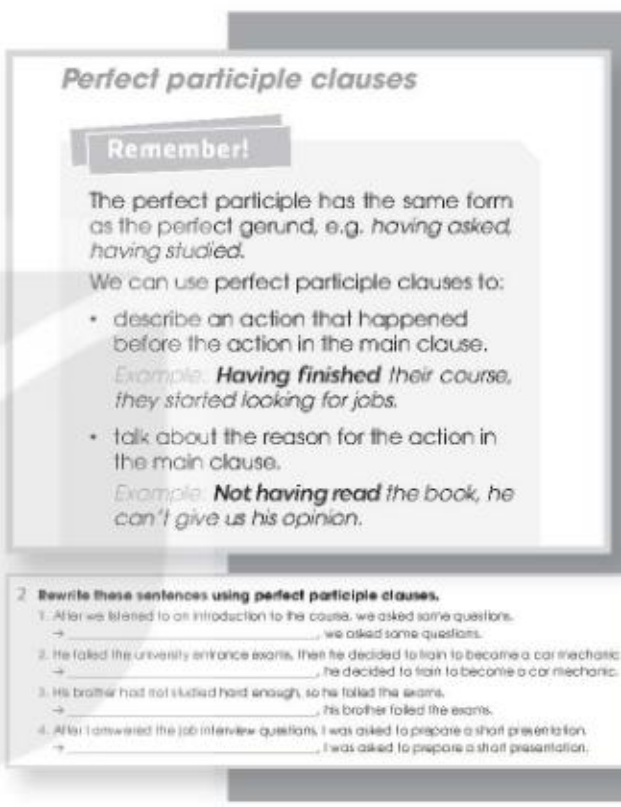
1. I forgot <u>have</u> discussed this topic with you. → having
2. <u>Had</u> won many maths competitions helped me win a place at university. → Having
3. Nam regretted not having <u>choose</u> a more interesting course at university. → chosen
4. He was proud of <u>had</u> won the first place in the biology competition. → having

**Extension:** Write more sentences with mistakes in using perfect gerunds on the board and have Ss correct them in pairs, e.g. *The thief denied stolen the expensive watch. (denied having stolen); I remember saw this advertisement. (remember having seen).*

## PERFECT PARTICIPLE CLAUSES

### ACTIVITY 2

**Aim:** To help Ss recognise and practise perfect participle clauses.


Perfect participle clauses

Remember!

The perfect participle has the same form as the perfect gerund, e.g. *having asked, having studied.*

We can use perfect participle clauses to:

- describe an action that happened before the action in the main clause.
  Example: ***Having finished*** *their course, they started looking for jobs.*
- talk about the reason for the action in the main clause.
  Example: ***Not having read*** *the book, he can't give us his opinion.*

2 **Rewrite these sentences using perfect participle clauses.**

1. After we listened to an introduction to the course, we asked some questions.
   → _____, we asked some questions.
2. He failed the university entrance exams. Then he decided to train to become a car mechanic.
   → _____, he decided to train to become a car mechanic.
3. His brother had not studied hard enough, so he failed the exams.
   → _____, his brother failed the exams.
4. After I answered the job interview questions, I was asked to prepare a short presentation.
   → _____, I was asked to prepare a short presentation.

- Have Ss read the **Remember!** box and ask questions to check Ss' understanding of the form and uses of perfect participle clauses.
- Ask Ss to read each of the given sentences carefully and decide how they can complete the second sentence using a perfect participle clause without changing its meaning.
- Have Ss work in pairs to write the sentences.
- Check answers as a class. Invite individual Ss to write the sentences on the board.

***Key:***

1. Having listened to an introduction to the course
2. Having failed the university entrance exams
3. Not having studied hard enough
4. Having answered the job interview questions

**Extension:** Have Ss work in pairs. Ask them to try to memorise the sentences. One student then says an original sentence (without the perfect participle clause). The other Ss, without looking at the book, say the new sentence including the perfect participle clause. The student who says the original sentence should keep the book open to check if his/her partner has remembered the correct sentence. Have Ss swap roles and repeat with another sentence. Make sure both Ss in the pair have a chance to recall all new sentences.

### ACTIVITY 3

**Aim:** To help Ss practise perfect gerunds and perfect participle clauses in a speaking activity.


3 **Work in pairs. Make sentences about things you have done using perfect gerunds and perfect participle clauses.**

Example:

***Having completed*** *the project gave us a feeling of satisfaction.*

***Having finished*** *school, I can apply to university.*

- Have Ss read the instructions and example, and make sure they all understand the context and what they have to do. In weaker classes, support Ss by giving them phrases or suggested ideas to make sentences.
- Put Ss in pairs and have them tell each other their sentences.
- Invite some Ss to say their sentences to the class. Praise Ss with interesting and grammatically correct sentences.

# LESSON 3. READING

## OPTIONS FOR SCHOOL-LEAVERS

### ACTIVITY 1. Pre-reading

**Aim:** To activate Ss' background knowledge about the topic and get Ss involved in the lesson.


III READING

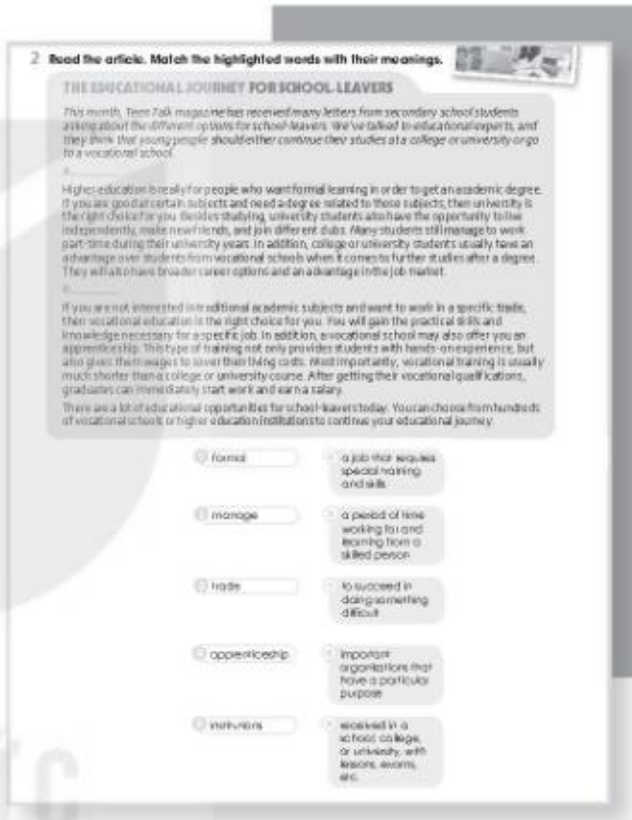
*Options for school-leavers*

1 **Work in pairs. Which of the two options for school-leavers is more common in your town? Can you think of other options?**

- Ask Ss to look at the pictures of a university student and a vocational school student and make some predictions about what they are studying.
- Put Ss in pairs and have them discuss the questions.
- In weaker classes, ask some guiding questions, e.g. *Is there a university in our city/town? Do you know many students who continue their education after leaving school? Did any of your family or friends go to university/vocational school?*
- Invite some pairs to share their answers with the class.

### ACTIVITY 2. While-reading

**Aim:** To help Ss practise guessing the meaning of words from context.


2 **Read the article. Match the highlighted words with their meanings.**

THE EDUCATIONAL JOURNEY FOR SCHOOL-LEAVERS

*This month, Teen Talk magazine has received many letters from secondary school students asking about the different options for school-leavers. We've talked to educational experts, and they think that young people should either continue their studies at a college or university or go to a vocational school.*

A _____

Higher education is really for people who want formal learning in order to get an academic degree. If you are good at certain subjects and need a degree related to those subjects, then university is the right choice for you. Besides studying, university students also have the opportunity to live independently, make new friends, and join different clubs. Many students still manage to work part-time during their university years. In addition, college or university students usually have an advantage over students from vocational schools when it comes to further studies after a degree. They will also have broader career options and an advantage in the job market.

B _____

If you are not interested in traditional academic subjects and want to work in a specific trade, then vocational education is the right choice for you. You will gain the practical skills and knowledge necessary for a specific job. In addition, a vocational school may also offer you an apprenticeship. This type of training not only provides students with hands-on experience, but also gives them wages to cover their living costs. Most importantly, vocational training is usually much shorter than a college or university course. After getting their vocational qualifications, graduates can immediately start work and earn a salary.

There are a lot of educational opportunities for school-leavers today. You can choose from hundreds of vocational schools or higher education institutions to continue your educational journey.

1 formal — a job that requires special training and skills
2 manage — a period of time working for and learning from a skilled person
3 trade — to succeed in doing something difficult
4 apprenticeship — important organisations that have a particular purpose
5 institutions — received in a school, college, or university, with lessons, exams, etc.

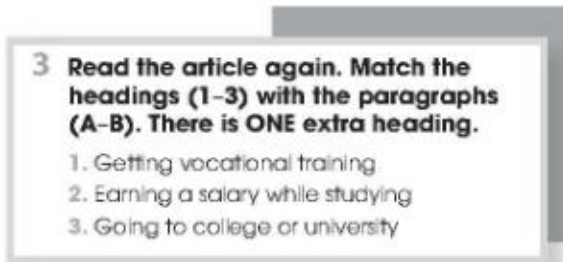
- Have Ss read the text, paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. *The first word 'formal' in this context is used as an adjective to describe 'learning' to get 'an academic degree'. Among the given options, option e ('received in a school, college, or university, with lessons, exams, etc.') is the best match for this word.*
- Tell Ss to work in groups to discuss the clues and compare answers.
- Check answers as a class.

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

**Extension:** Choose other words from the text and write them on different pieces of paper. Give a word to each student, have Ss check them up in a dictionary and write short definitions on another piece of paper. Collect all definitions and place them face up on a table. Have Ss swap their words, come to the table and find the definition of their new word.

### ACTIVITY 3. While-reading

**Aim:** To help Ss practise reading for main ideas.


3 **Read the article again. Match the headings (1–3) with the paragraphs (A–B). There is ONE extra heading.**

1. Getting vocational training
2. Earning a salary while studying
3. Going to college or university

- Elicit strategies Ss can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.
- Tell Ss that they will have to choose the correct heading for each paragraph. In weaker classes, read through the three options first and check understanding.
- Ask Ss to work in pairs to compare their answers.
- Check answers as a class. In stronger classes, ask Ss to explain their choices.

***Key:*** A – 3 B – 1

## ACTIVITY 4. While-reading

**Aim:** To help Ss practise reading for specific information.

- Tell Ss that the information in the table is a summary of the main points of the two body paragraphs.
- Have Ss read the points in the table and predict the words they will need to complete the gaps.
- Remind Ss of the maximum number of words they can use in each gap.

**4 Read the article again and complete each gap with ONE word.**

| College or university | Vocational school |
|---|---|
| • For students who want (1) _____ learning<br>• Get a (2) _____ related to an academic subject<br>• Join different clubs | • For students who want to work in a specific (3) _____<br>• Can offer a(n) (4) _____<br>• Finish their (5) _____ quickly and start earning a salary. |

- Ask Ss to scan the text and choose the correct words to complete each gap.
- Have Ss compare answers in pairs or groups.
- Check answers as a class.
- Invite some Ss to give evidence from the text for each of the answers, e.g. 1. *formal* ('for people who want formal learning' - Paragraph 2, 1st sentence).

***Key:*** 1. formal 2. degree 3. trade 4. apprenticeship 5. training

**Extension:** Put Ss into pairs and have them write down their sentences to describe different education options for school-leavers on pieces of paper. Ask pairs to take turns to read them and have the rest of the class match them with the correct forms of education. For example, *This education option provides academic training. (higher education); Students spend more time learning through on-the-job training. (vocational education).*

## ACTIVITY 5. Post-reading

**Aim:** To help Ss personalise the language and ideas in the reading.

**5 Work in pairs. Discuss the following questions.**

*Which of the two options will be appropriate for you after leaving school? Why?*

- Ask Ss to read the questions and think about which option will work for them. Encourage Ss to write down the reasons for their choice.
- Have Ss work in pairs to discuss their chosen options.
- Encourage Ss to explain why they think this is the option for them. Walk round the class and offer help with any words or expressions Ss may not know. Invite some pairs of Ss to share their ideas with the whole class. Praise for interesting ideas and fluent delivery.

***Suggested answer:***

*A:* Which option will be appropriate for you after leaving school, B?

*B:* Well, I'm very interested in chemistry and want to become a chemistry teacher. That's why I think I will study chemistry at a university. How about you, A?

*A:* I've always wanted to become a chef in a famous restaurant. I think a cooking course at a vocational school will be the best option for me.

# LESSON 4. SPEAKING

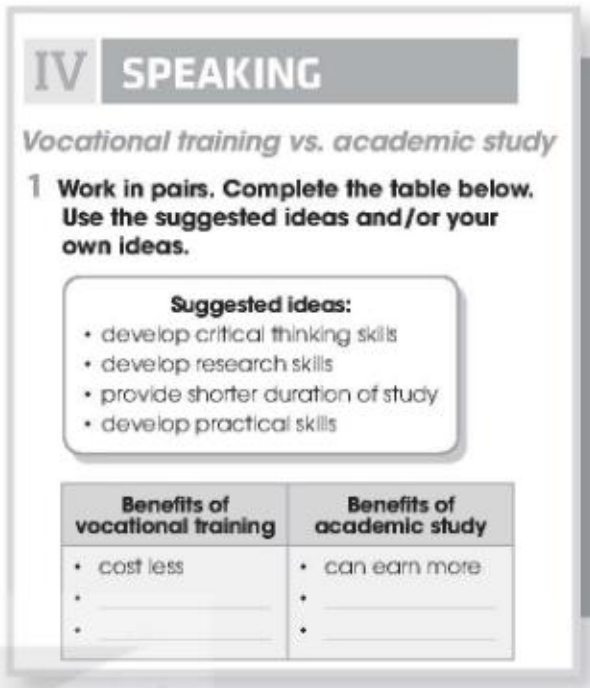
## VOCATIONAL TRAINING VS. ACADEMIC STUDY

**Learning outcome**: By the end of the lesson, Ss will be able to talk about and compare the benefits of vocational training and academic study.

### ACTIVITY 1

**Aim:** To introduce more ideas for the speaking tasks and get Ss involved in the lesson.

- Ask Ss to look at the table giving some of the benefits of vocational training and academic study.
- Check comprehension and explain any phrases Ss may find hard, e.g. *cost less, critical thinking skills, duration of study.*
- Have Ss work in pairs to complete the table with the suggested ideas.
- In stronger classes, encourage Ss to add their own ideas.
- Invite several pairs to share their completed tables.



IV SPEAKING

*Vocational training vs. academic study*

1 **Work in pairs. Complete the table below. Use the suggested ideas and/or your own ideas.**

**Suggested ideas:**
- develop critical thinking skills
- develop research skills
- provide shorter duration of study
- develop practical skills

| Benefits of vocational training | Benefits of academic study |
|---|---|
| • cost less | • can earn more |
| • | • |
| • | • |

***Suggested answer:***

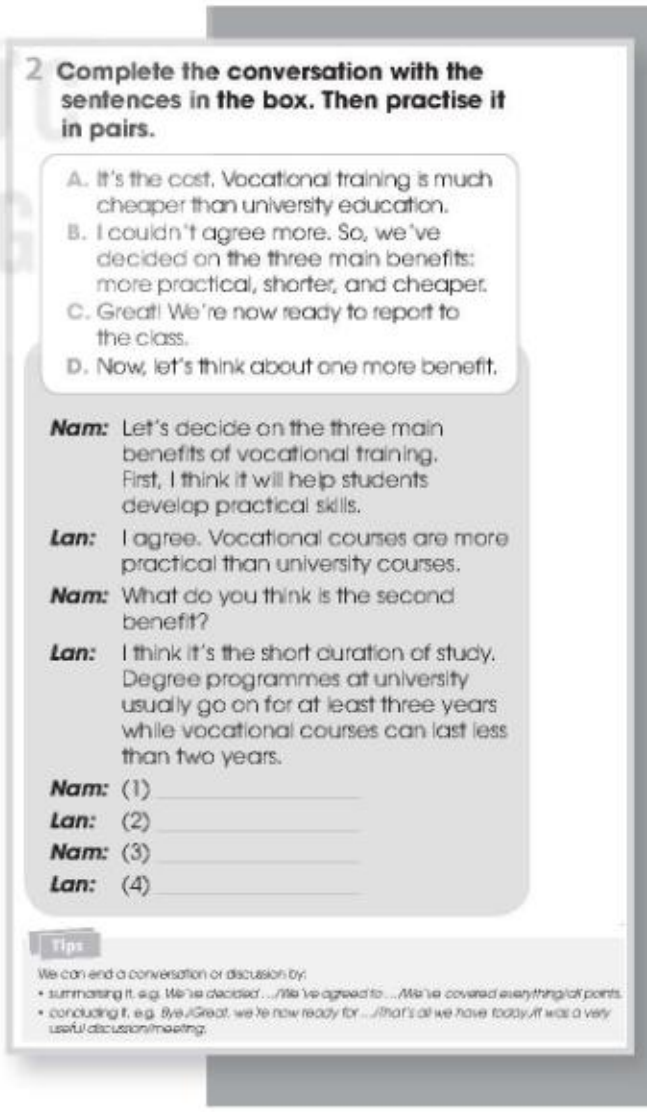
| Benefits of vocational training | Benefits of academic study |
|---|---|
| • cost less | • can earn more |
| • provide shorter duration of study | • develop critical thinking skills |
| • develop practical skills | • develop research skills |
| • can find jobs quickly | • personal development |
| • easier admission requirements | • career preparation |
| • flexible programmes and start dates | • social experiences |

### ACTIVITY 2

**Aim:** To provide a model conversation in which speakers discuss the benefits of vocational training and practise ways to end a conversation.

- Ask Ss to read the first part of the conversation. Have Ss make predictions about what the speakers will talk about next, e.g. the third benefit, summary of the benefits.
- Put Ss into pairs to discuss and decide on the order of the speakers' lines in the word box to complete the conversation. Walk round the class and offer help.
- Tell Ss to read the useful expressions in the **Tips** box and ask if the speakers have used any of them to end their conversation.
- Check answers as a class.
- Have Ss practise the conversation in pairs.

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



2 **Complete the conversation with the sentences in the box. Then practise it in pairs.**

A. It's the cost. Vocational training is much cheaper than university education.
B. I couldn't agree more. So, we've decided on the three main benefits: more practical, shorter, and cheaper.
C. Great! We're now ready to report to the class.
D. Now, let's think about one more benefit.

***Nam:*** Let's decide on the three main benefits of vocational training. First, I think it will help students develop practical skills.
***Lan:*** I agree. Vocational courses are more practical than university courses.
***Nam:*** What do you think is the second benefit?
***Lan:*** I think it's the short duration of study. Degree programmes at university usually go on for at least three years while vocational courses can last less than two years.
***Nam:*** (1) _____
***Lan:*** (2) _____
***Nam:*** (3) _____
***Lan:*** (4) _____

**Tips**

We can end a conversation or discussion by:
- summarising it, e.g. *We've decided .../We've agreed to .../We've covered everything/all points.*
- concluding it, e.g. *Bye./Great, we're now ready for .../That's all we have today./It was a very useful discussion/meeting.*

## ACTIVITY 3

**Aim:** To give Ss an opportunity to talk about the benefits of academic study.




- Explain the task. Ask Ss to refer to the conversation and the **Tips** box in **2** for useful phrases.
- Have Ss list the benefits of academic study from **1**: *develop critical thinking skills, develop research skills, can earn more.*
- Have Ss work in their pairs from **2**. Encourage them to plan their conversations, e.g. who will start the conversation and what expression they will use, what benefits they will mention and in what order, what expressions they will use for agreeing or disagreeing, and who will end the conversation and how they will do that.
- Give Ss time to plan and practise their conversations. Walk round the class to provide help if necessary.
- In weaker classes, ask Ss to look at the model conversation in **2** and underline the benefits of vocational training. Explain that they can replace the underlined words with the benefits of academic study.
- Invite some pairs of Ss to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation, appropriate use of expressions to start and end a conversation, and natural delivery.

***Suggested answer:***

*A:* Now, let's decide on the three main benefits of academic study. First, I think it will help students develop critical thinking skills.

*B:* I agree. Students can also develop research skills.

*A:* That's right. These skills are very important for university students.

*B:* So, what do you think is the third benefit?

*A:* I think it's the opportunities for further studies. University students get more opportunities to continue their studies after graduation.

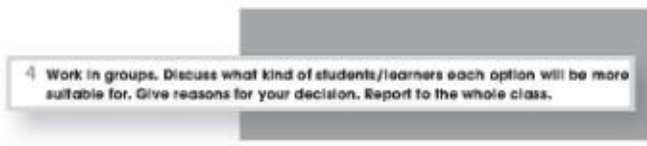
*B:* I can't agree more. So, we've decided on the three main benefits: developing critical thinking skills, developing research skills, and having more opportunities for further studies.

*A:* Great! We're now ready to report to the class.

**Extension:** In stronger classes, put Ss in groups and have them brainstorm as many benefits of both vocational training and academic study as they can. Ask them to write them down on pieces of paper. Divide the board into two halves: *Vocational training* and *Academic study*. Have groups swap their pieces of paper. Then have each group read their 'new' benefits aloud and stick each one under the correct heading on the board. The winner is the group that manages to sort out all benefits correctly.

## ACTIVITY 4

**Aim:** To give Ss an opportunity to take part in a group discussion about types of learners.




- Ask Ss to form groups and have a group discussion about what kind of students or learners each option will be more suitable for.
- In weaker classes, work out a detailed plan for their discussion, e.g. who will start the discussion, how they will start it, in what order they will discuss the options, what kind of students/learners they will talk about, who will summarise their discussion.

- In weaker classes, you can also help Ss by brainstorming types of students and learners, e.g. *hardworking students who are highly motivated and want to achieve their goals, gifted learners who have a particular talent such as a maths or music talent, intellectual learners who read a lot, creative students who like making things, learners who learn through practical experience or by doing, students who are good at sports or dancing*. Write the best ideas on the board as prompts.
- Have each group choose a group leader whose role is to keep the discussion going and ensure that everyone has a chance to speak. Remind members that they need to listen without interrupting their classmates, wait for their turn to speak, and contribute ideas.
- Walk round the class to offer help, if necessary, and encourage quiet group members to get involved.
- Invite some groups to present a summary of their discussion and answer any questions from the rest of the class.

***Suggested answer:***

In our group, we discussed both options and agreed on the following. Academic study is suitable for hard-working students who are highly motivated and want to achieve their goals. Gifted students who have a particular talent, such as a maths or music talent can also benefit from university education.

Vocational training is more suitable for students who learn through practical experience or by doing. It is also suitable for students who have decided on a specific trade job, such as a restaurant cook, a mechanic, or a hairstylist.

# LESSON 5. LISTENING

## VOCATIONAL COURSES


V LISTENING

*Vocational courses*

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

1. What kind of vocational course are they taking?
2. Do you think students need any special qualifications to apply for this course?
3. What do you think students expect to learn from this course?

### ACTIVITY 1. Pre-listening

**Aim:** To activate prior knowledge about the topic and get Ss involved in the lesson.

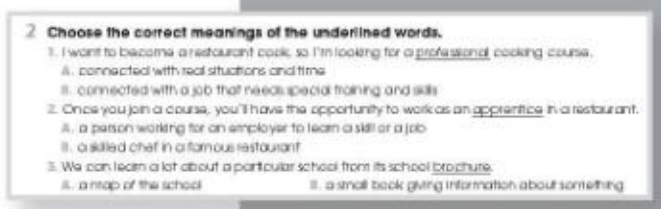
- Tell Ss to look at the picture and the questions. Ask questions, e.g. *What can you see in the picture?* (A person is showing four young people how to cook/prepare food.) *Where do you think they are?* (restaurant, cooking school) *Who do you think is the teacher/instructor?* (The person in red) *What skills are the young people learning?* (How to prepare food/cooking skills)
- Ask Ss to work in pairs to answer the questions.
- Invite some Ss to share their answers with the class.

***Suggested answers:***

1. They are taking a cooking course.
2. No, I don't think students need any special qualifications to apply for this course. They just need to be passionate about food and cooking.
3. I think students expect to learn efficient and safe knife skills, how to make sauces and stocks, and how to plate and present dishes. They will also learn the science behind food changes when food is cooked, and the latest food trends to stay current.

## ACTIVITY 2. Pre-listening

**Aim:** To introduce words to help Ss understand the listening and get Ss involved in the lesson.

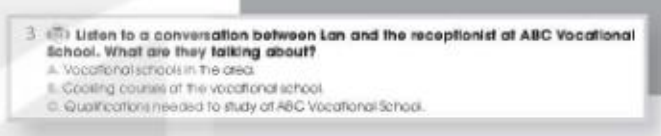

2 **Choose the correct meanings of the underlined words.**
1. I want to become a restaurant cook, so I'm looking for a professional cooking course.
A. connected with real situations and time
B. connected with a job that needs special training and skills
2. Once you join a course, you'll have the opportunity to work as an apprentice in a restaurant.
A. a person working for an employer to learn a skill or a job
B. a skilled chef in a famous restaurant
3. We can learn a lot about a particular school from its school brochure.
A. a map of the school B. a small book giving information about something

- Ask Ss to read the sentences containing key vocabulary items from the listening. Tell Ss to study the context clues carefully, then read the given options for each underlined word and try to choose the correct one.
- Have Ss check their answers in pairs.
- Confirm the correct answers as a class.
- Ask Ss to work in pairs to write phrases or collocations with the three words, e.g. professional: *professional dancer/athlete, professional opinion/advice, professional career/life, professional training/qualifications*; apprentice: *apprentice hairdresser/mechanic/cook, work as an apprentice, train an apprentice*; brochure: *travel brochures, product/informational brochure, produce a brochure.* Have pairs write them on the board and check understanding of any new or difficult language.

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

## ACTIVITY 3. While-listening

**Aim:** To help Ss practise listening for the main idea.

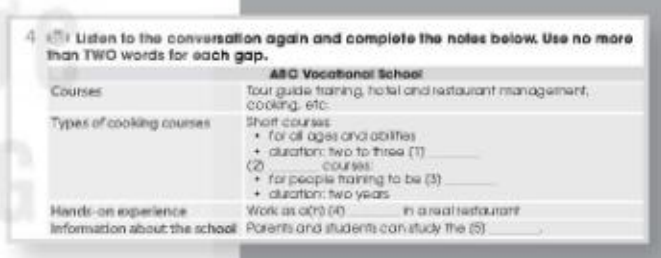

3 **Listen to a conversation between Lan and the receptionist at ABC Vocational School. What are they talking about?**
A. Vocational schools in the area
B. Cooking courses at the vocational school
C. Qualifications needed to study at ABC Vocational School

- Ask Ss to read the instructions. Check Ss' understanding of the context and its aim by asking questions, such as *Who will be having a conversation? What is ABC? What do you need to listen for?*
- Have Ss read the options carefully and check if they understand all the vocabulary.
- Play the recording and have Ss listen and choose the correct option.
- Ask Ss to compare their answers in pairs/groups.
- Check answers as a class. Ask Ss to explain why A and C are wrong, e.g. *A is too broad, and C includes information not mentioned in the conversation (qualifications).*

***Key:*** B

## ACTIVITY 4. While-listening

**Aim:** To help Ss practise listening for specific information.


4 **Listen to the conversation again and complete the notes below. Use no more than TWO words for each gap.**

| ABC Vocational School | |
|---|---|
| Courses | Tour guide training, hotel and restaurant management, cooking, etc. |
| Types of cooking courses | Short courses<br>• for all ages and abilities<br>• duration: two to three (1) _____<br>(2) _____ courses<br>• for people training to be (3) _____<br>• duration: two years |
| Hands-on experience | Work as a(n) (4) _____ in a real restaurant |
| Information about the school | Parents and students can study the (5) _____. |

- Have Ss read through the notes carefully and check if they understand all the vocabulary.
- Tell Ss to think about the type of information they will need to fill in each gap, e.g. 1. *length of time;* 2. *type of courses;* 3. *jobs/people in certain professions;* 4. *positions in a real restaurant;* 5. *booklet or magazine.*
- Remind Ss of the word limit for each answer.
- Play the recording. Ask Ss to listen and fill in the gaps with no more than two words.
- Have Ss compare their answers.
- Check answers as a class and confirm the correct ones.

***Key:*** 1. months 2. professional 3. restaurant cooks
4. apprentice 5. (school) brochure

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

***Audio script – Tracks 54 + 55:***

*Lan:* Good morning.

*Receptionist:* Good morning. Welcome to ABC Vocational School. How can I help you?

*Lan:* I watched a TV programme about your school last week. I'd like to ask for information about your courses.

*Receptionist:* Sure. What's your name, please?

*Lan:* I'm Nguyen Thanh Lan.

*Receptionist:* OK, Lan. We offer a wide range of courses including tour guide training, hotel and restaurant management, and cooking. Are you interested in a specific trade?

*Lan:* Yes, I'd like to know more about your cooking courses. How long does it take to complete a cooking course?

*Receptionist:* Well, it depends. We have short cooking courses for all ages and abilities. They are usually two to three months, and mainly for people who want to learn about food preparation and have fun in the kitchen. We also have professional cooking courses, which take two years to complete, for those who want to train to be restaurant cooks.

*Lan:* Do you offer any apprenticeships?

*Receptionist:* Yes, once you join a course, you'll have the opportunity to work as an apprentice in a real restaurant and learn from the best chefs.

*Lan:* That's amazing!

*Receptionist:* Would you like to fill in the application form?

*Lan:* Oh, I'm only in grade 11. I haven't discussed my plans with my parents either.

*Receptionist:* OK, no problem. Please take a copy of our school brochure. It has detailed information about all the courses.

*Lan:* Thank you so much. Goodbye.

*Receptionist:* Bye, Lan. Good luck.

**Extension:** Play the recording, pausing before the last word of long sentences and have Ss recall or guess it, e.g. play the sentence until the word 'courses': *I'd like to ask for information about your …* Have Ss call out the last word. In stronger classes, ask Ss to write the words on the board.

## ACTIVITY 5. Post-listening

**Aim:** To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.


5 Work in pairs. Discuss the following questions.
Would you be interested in a cooking course? Why/Why not? If yes, what kind?

- Ask Ss to recall what information Lan received when talking to the receptionist at ABC Vocational School (*names of courses, length of study, apprenticeship, brochure about the courses*).
- Put Ss into groups to discuss the questions. Walk round the class and offer help. In weaker classes, give some suggestions, e.g. *cost, number of students in a class, job opportunities after finishing the course.* Make sure Ss take notes of their ideas.
- Invite Ss from some groups to share their answers with the whole class.

***Suggested answer:***

I'd be interested in a cooking course because cooking has always been my hobby. In addition, I think the time of training is quite short, and the cost is also affordable for me and my family. I like the fact that this course also provides apprenticeship opportunities. This will help me find a suitable job immediately after I finish the course.

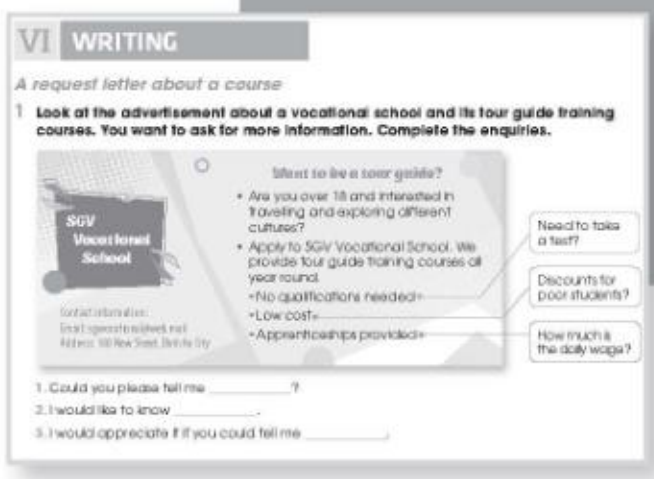
# LESSON 6. WRITING

## A REQUEST LETTER ABOUT A COURSE

**Learning outcome:** By the end of the lesson, Ss will be able to write a letter requesting information about a vocational school course.

### ACTIVITY 1

**Aim:** To help Ss develop ideas for their writing.


VI WRITING

*A request letter about a course*

1 **Look at the advertisement about a vocational school and its tour guide training courses. You want to ask for more information. Complete the enquiries.**

SGV Vocational School

Want to be a tour guide?

- Are you over 18 and interested in traveling and exploring different cultures?
- Apply to SGV Vocational School. We provide tour guide training courses all year round.

•No qualifications needed•

•Low cost•

•Apprenticeships provided•

Need to take a test?

Discounts for poor students?

How much is the daily wage?

1. Could you please tell me _____?
2. I would like to know _____.
3. I would appreciate if you could tell me _____.

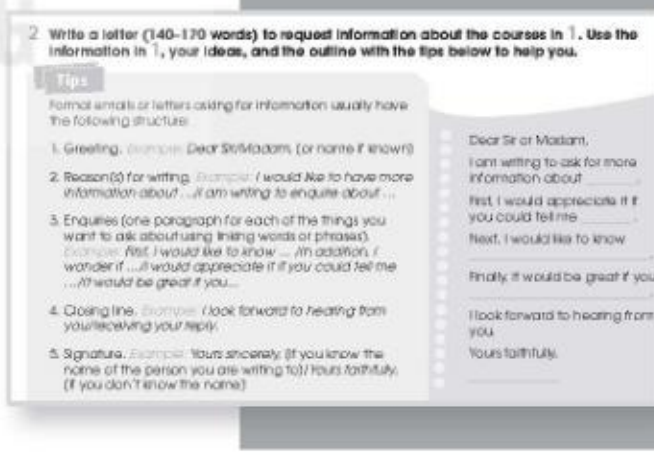
- Ask Ss to look at the advertisement and read the information about the course. Check understanding, e.g. *Do applicants need any qualifications? Are the courses expensive? Can students work as apprentices?*
- Focus Ss' attention on the questions in the three boxes on the right side of the advert, and ask, *Does the advert provide this information?* (No)
- Explain that Ss will need to make enquiries to find out the answers. Elicit sentence structures used in making enquiries.
- Put Ss in pairs and have them work together to complete the enquiries under the advert.
- Walk round the class and offer help if necessary.
- Have pairs read the completed sentences. Write the correct ones on the board.
- Point to each enquiry and remind Ss that these are indirect questions. Have Ss provide the direct questions, e.g. *Do I need to take a test?* Write or call out some *Wh-* and *Yes/No* questions and ask Ss to change them into indirect questions, using one of the sentence starters, e.g. *Would you like to join the course?* → *Could you please tell me if/whether you would like to join the course?*

***Suggested answers:***

1. if/whether I need to take a test
2. if/whether there are any discounts for poor students
3. how much the daily wage is

### ACTIVITY 2

**Aim:** To help Ss practise writing a request letter about a course.


2 **Write a letter (140–170 words) to request information about the courses in 1. Use the information in 1, your ideas, and the outline with the tips below to help you.**

**Tips**

Formal emails or letters asking for information usually have the following structure:

1. Greeting. *Example: Dear Sir/Madam, (or name if known)*
2. Reason(s) for writing. *Example: I would like to have more information about .../I am writing to enquire about ...*
3. Enquiries (one paragraph for each of the things you want to ask about using linking words or phrases). *Example: first, I would like to know .../In addition, I wonder if .../I would appreciate it if you could tell me .../It would be great if you...*
4. Closing line. *Example: I look forward to hearing from you/receiving your reply.*
5. Signature. *Example: Yours sincerely (if you know the name of the person you are writing to)/ Yours faithfully, (if you don't know the name)*

Dear Sir or Madam,

I am writing to ask for more information about _____.

First, I would appreciate it if you could tell me _____.

Next, I would like to know _____.

Finally, it would be great if you _____.

I look forward to hearing from you.

Yours faithfully,

- Go through the **Tips** box and explain the structure of a request letter. Check understanding of the examples.
- Tell Ss that they will write a letter to request more information about the courses in the advert in **1**.
- In stronger classes, encourage Ss to come up with more enquiries.
- Set a time limit for Ss to write their letters in class. Walk round the class to provide help.
- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft.
- Collect Ss' letters and give face-to-face feedback in private, or give them back with some written feedback.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

***Suggested answer:***

Dear Sir or Madam,

I am writing to ask for more information about the tour guide training courses at the SGV Vocational School. I am over 18 years now and I am very interested in travelling and exploring different cultures. I would really like to apply for one of your courses.

First, I would appreciate it if you could tell me what the entry requirements are. I finished upper-secondary school last summer. Could you please let me know if I need to take a test? If there is one, please let me know where I can find detailed information about it.

Next, I would like to know the course fee and the daily wage for the apprenticeship. It is very important for me to have this information so that I can decide if I can afford to study at your school.

Finally, it would be great if you write back to me with details about what topics the course will cover and how long it will take.

I look forward to hearing from you soon.

Yours faithfully,

Hoang Bao Nam

**Extension:** In stronger classes, put Ss in pairs and ask them to pretend that one student is a receptionist at the SGV Vocational School while the other is a prospective student, interested in their courses. Have Ss practise their conversations. Encourage them to use the structures they have learnt for making enquiries, and explain that in spoken language they should avoid very long sentences and formal language such as *I would appreciate it very much if you could let me know if …* They should use more direct questions. Invite some pairs to role-play their conversations in front of the class.

# LESSON 7. COMMUNICATION AND CULTURE / CLIL

## EVERYDAY ENGLISH

### MAKING AN APPOINTMENT

**ACTIVITY 1**

**Aims:**

- To provide a model conversation in which speakers make an appointment;
- To review expressions for making an appointment.



VII COMMUNICATION AND CULTURE / CLIL

Everyday English

*Making an appointment*

1 **Listen and complete the conversation with the expressions in the box. Then practise it in pairs.**

A. suit you
B. shall I come
C. I have another appointment
D. could I meet you

**Lan:** Ms Ha, (1) _____ on Thursday afternoon? I would like your advice on how to prepare for my university entrance exam next year.

**Ms Ha:** Sorry, (2) _____ at that time. But I'm free on Saturday morning.

**Lan:** That would be good for me. What time (3) _____ to see you?

**Ms Ha:** Would 9 o'clock (4) _____?

**Lan:** Yes, sounds good. Thank you, Ms Ha.

**Ms Ha:** OK, then. See you on Saturday in the staffroom.

- Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. *Who are the speakers? What are they talking about?*
- Have Ss listen and complete the conversation with the expressions from the box.
- Check answers by asking two Ss to read out the conversation.
- Have Ss underline expressions used to make an appointment, e.g. *Could I meet you …; What time shall I come to see you …?; Would … suit you?*, and giving responses, e.g. *Sorry, I've got another appointment …./OK, then. See you ...*
- Put Ss in pairs and have them practise the conversation.

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

***Audio script – Track 56:***

*Lan:* Ms Ha, could I meet you on Thursday afternoon? I would like your advice on how to prepare for my university entrance exam next year.

*Ms Ha:* Sorry, I have another appointment at that time. But I'm free on Saturday morning.

*Lan:* That would be good for me. What time shall I come to see you?

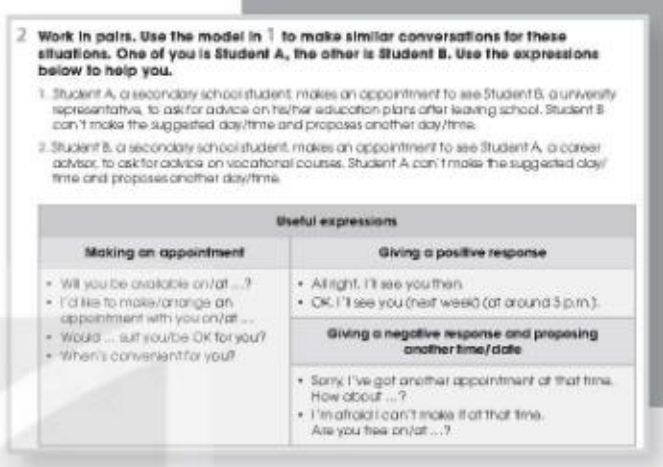
*Ms Ha:* Would 9 o'clock suit you?

*Lan:* Yes, sounds good. Thank you, Ms Ha.

*Ms Ha:* OK, then. See you on Saturday in the staffroom.

## ACTIVITY 2

**Aim:** To help Ss practise making an appointment.



2 **Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.**

1. Student A, a secondary school student, makes an appointment to see Student B, a university representative, to ask for advice on his/her education plans after leaving school. Student B can't make the suggested day/time and proposes another day/time.

2. Student B, a secondary school student, makes an appointment to see Student A, a career advisor, to ask for advice on vocational courses. Student A can't make the suggested day/time and proposes another day/time.

**Useful expressions**

| Making an appointment | Giving a positive response |
|---|---|
| • Will you be available on/at ...?<br>• I'd like to make/arrange an appointment with you on/at ...<br>• Would ... suit you/be OK for you?<br>• When's convenient for you? | • All right. I'll see you then.<br>• OK. I'll see you (next week) (at around 3 p.m.). |
| | **Giving a negative response and proposing another time/date** |
| | • Sorry, I've got another appointment at that time. How about ...?<br>• I'm afraid I can't make it at that time. Are you free on/at ...? |

- Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, e.g. if they had to make an appointment with a teacher, a doctor, or another person. Make sure Ss understand that an appointment is a formal arrangement to meet or visit someone at a specific time and place, and we do not use this expression when we arrange to meet friends or family.
- Have Ss work in pairs. In weaker classes, underline the words and phrases in the conversation that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative.
- Go through the useful expressions and remind Ss to use them in their conversations.
- Have Ss spend a few minutes planning their conversations, e.g. decide on the roles (a university representative/a student), the time and place to meet, the type of response to give – positive or negative. Have Ss practise their conversations in pairs.
- Invite several pairs of Ss to act out their conversations in front of the class.
- Praise for good effort, clear pronunciation, fluent delivery, and appropriate use of the expressions for making an appointment.

***Suggested answers:***

1.

*A:* Mr B, could I meet you on Monday afternoon? I would like to discuss my education plans after leaving school.

*B:* I'm afraid I can't make it at that time. But I'm free on Tuesday afternoon.

*A:* That would be great for me. What time shall I come to see you?

*B:* Would 3 p.m. be OK for you?

*A:* Yes, it suits me fine. Thank you, Mr B.

*B:* OK, then. See you on Tuesday afternoon in my office.

2.

*B:* Mrs A, will you be available on Friday afternoon? I would like your advice on vocational courses.

*A:* Sorry, I've got another appointment at that time. How about Saturday morning?

*B:* That suits me fine. What time shall I come to see you?

*A:* Will 9 a.m. be convenient for you?

*B:* Yes, sounds good. Thank you, Mrs A.

*A:* All right, I'll see you then.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## CULTURE

# UK EDUCATION AFTER SECONDARY SCHOOL

### ACTIVITY 1

**Aim:** To help Ss learn about the UK education after secondary school.


Culture

1 **Read the text and complete the table below with information from the text. Use no more than TWO words or a number in each gap.**

UK EDUCATION AFTER SECONDARY SCHOOL

In the UK, students can choose to end their formal education at 16, but in England they must stay in full-time education or do a training course until the age of 18.

Many 16-year-old students go on to study at different vocational colleges. Vocational education usually lasts up to three years. During this time, students learn job-specific skills. That is why vocational education is often referred to as career education or technical education. Many students still go on to higher education after receiving their vocational qualifications.

Alternatively, students can go to a sixth-form college or stay at their secondary school if it offers a sixth form for two more years. Students usually focus on three or four subjects that they are interested in or related to the degree they want to study at university. Exams are taken at the end of the two-year course, and the grades are used to apply for university courses. Not all students leaving sixth forms go to university. Some prefer to get into a vocational course or find a job.

At university, students study for at least three years in order to get a bachelor's degree. After the first degree, they can study for one to two years to get a master's degree, and three to five years to get a doctorate.

| UK education after secondary school | |
|---|---|
| Age at end of formal education | • lie in the UK<br>• stay until the age of (1) _____ in full-time education or do training in England |
| Vocational education | • lasts up to three years<br>• also called career education or (2) _____<br>• some students still go on to (3) _____ |
| Sixth form | • lasts two years<br>• Students study subjects they are interested in or subjects related to higher education.<br>• Grades are used to apply for (4) _____ |
| University education | Students study to get a (5) _____, a master's degree, or a doctorate. |

- Ask Ss some questions to find out what they already know about the UK education after secondary school, e.g. *What do you know about the UK education after school? What are the options for school-leavers in the UK? Is higher education in the UK free?*
- Ask Ss what they want to know about the topic, e.g. *At what age do students leave school? Do all school-leavers in the UK go to university? How long do students usually study for a bachelor's degree?*
- Put Ss into pairs. Ask them to read the text about the UK education after secondary school and complete the table. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class by calling on pairs to write the missing words or phrases on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

***Key:***

1. 18
2. technical education
3. higher education
4. university courses
5. bachelor's degree

### ACTIVITY 2

**Aim:** To help Ss relate what they have learnt in the reading text to their own context.


2 Work in groups. Discuss **the similarities and differences between education after leaving school in Viet Nam and in the UK.**

- Have Ss look back at the table in **1** which summarises the information about the UK education after leaving school.
- Ask Ss to work in groups to discuss and make a similar table for Viet Nam.
- In groups, have Ss compare the two tables. Discuss the similarities and differences between education after leaving school in Viet Nam and in the UK.
- Invite several groups to report their discussion. Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas.

***Suggested answer:***

**Similarities**

Both systems provide vocational education after secondary school.

Students in both countries can start university at 18.

**Differences:**

In Viet Nam, students can leave school at 15 after they finish lower secondary school.

In some parts of the UK, students can leave school at 16.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

# LESSON 8. LOOKING BACK AND PROJECT

## LOOKING BACK

### PRONUNCIATION


VIII LOOKING BACK

Pronunciation

Listen and mark the intonation in these questions using ↗ (rising intonation) or ↘ (falling intonation). Then practise saying them in pairs.

1. Are you interested in studying at university?
2. How much is the fee for this cooking course?
3. Did you attend the education fair?
4. Who would like to train to become a tour guide?

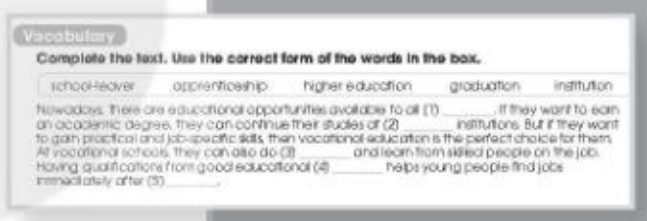
**Aim:** To help Ss review rising and falling intonation in *Wh-* and *Yes/No* questions.

- Ask Ss to listen and mark the intonation (rising or falling) in the questions.
- Ask several pairs of Ss to read the questions out loud in front of the class.
- Confirm the correct answers.
- Have Ss practise saying the questions in pairs. Praise for appropriate use of intonation, good pronunciation, and fluent delivery.

***Key + Audio script – Track 57:***

1. Are you interested in studying at university? ↗
2. How much is the fee for this cooking course? ↘
3. Did you attend the education fair? ↗
4. Who would like to train to become a tour guide? ↘

### VOCABULARY


Vocabulary

Complete the text. Use the correct form of the words in the box.

school-leaver | apprenticeship | higher education | graduation | institution

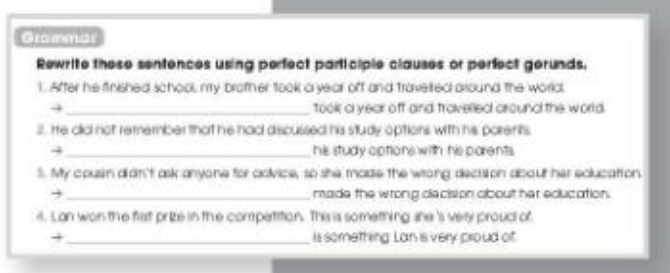
Nowadays, there are educational opportunities available to all (1) _____. If they want to earn an academic degree, they can continue their studies at (2) _____ institutions. But if they want to gain practical and job-specific skills, then vocational education is the perfect choice for them. At vocational schools, they can also do (3) _____ and learn from skilled people on the job. Having qualifications from good educational (4) _____ helps young people find jobs immediately after (5) _____.

**Aim:** To help Ss review words they have learnt in the unit.

- Have Ss read the text and the words in the box. Tell Ss that the words have been taught and used throughout the unit.
- Ask Ss to focus their attention on the gaps in the text.
- Tell Ss to study the context carefully and decide on the words to fill in these gaps.
- Have Ss compare their answers in pairs/groups.
- Check answers as a class by asking individual Ss to read the text.

***Key:*** 1. school-leavers 2. higher education 3. apprenticeships
4. institutions 5. graduation

### GRAMMAR


Grammar

Rewrite these sentences using perfect participle clauses or perfect gerunds.

1. After he finished school, my brother took a year off and travelled around the world.
→ _____ took a year off and travelled around the world.
2. He did not remember that he had discussed his study options with his parents.
→ _____ his study options with his parents.
3. My cousin didn't ask anyone for advice, so she made the wrong decision about her education.
→ _____ made the wrong decision about her education.
4. Lan won the first prize in the competition. This is something she's very proud of.
→ _____ is something Lan is very proud of.

**Aim:** To help Ss review the use of perfect gerunds and perfect participle clauses.

- Ask Ss to read the given sentences and check understanding. Then explain that they will need to use appropriate perfect gerunds or perfect participle clauses to complete the new sentences without changing the meaning.
- Have Ss write their sentences individually first. Then ask them to compare their answers in pairs/groups.
- Check answers as a class by asking individual Ss to read each sentence. Make sure Ss have added commas at appropriate places in Sentences 1 and 3. If necessary, write them on the board.

***Key:***

1. Having finished school, my brother
2. He did not remember having discussed
3. Not having asked anyone for advice, my cousin
4. Having won the first prize in the competition

## PROJECT

### CHOOSING THE PERFECT EDUCATIONAL INSTITUTION

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


PROJECT

Choosing the perfect educational institution

Work in groups. Do some research on educational institutions for school-leavers (e.g. colleges, universities, vocational schools) in Viet Nam. Choose one that you think has the best programme for a particular subject, trade, or job, and present your findings to the class.

Use these questions as cues for your presentation.

- What type of educational institution is it? Where is it? How big is it?
- What programme or training for that particular subject, trade, or job does it offer? How much is the fee?
- What facilities does it have? Are there any student activities or clubs?
- What job opportunities are there for its students after graduation?

- 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 educational institution.
- 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. Please refer to Units 1 and 3 for the style of poster presentation checklists, which can be adapted for a video 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. You can also give Ss marks for their presentation as part of their continuous assessment.

**Suggested checklist for peer assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – The presenters greeted the audience. | | |
| – The presenters spoke clearly and naturally. | | |
| – The presenters cooperated when delivering their talk. | | |
| – The presenters had interactions with the audience. | | |
| – The presenters used some photos/pictures to illustrate their ideas. | | |
| – The presenters concluded their talk appropriately. | | |

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

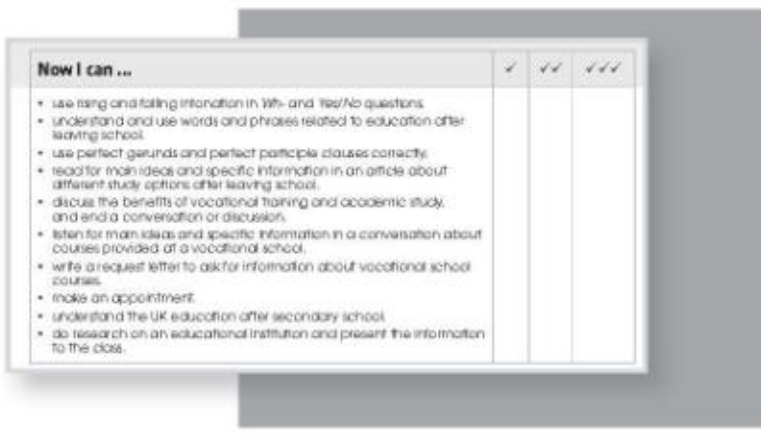
| | | |
|---|---|---|
| ***CONTENT:*** *The presentation includes the following information about an educational institution:* | | |
| – what type of educational institution it is/ where it is/how big it is/how much the fee is … | | |
| – what programmes or training it offers | | |
| – what facilities it has | | |
| – if/whether there are student activities or clubs | | |
| – what job opportunities there are for students after graduation | | |

**Suggested checklist for self-assessment:**

| | **Tick where appropriate** | **Comments (in English or Vietnamese)** |
|---|---|---|
| ***DELIVERY*** | | |
| – I greeted the audience. | | |
| – I spoke clearly and naturally. | | |
| – I cooperated with my group members when delivering the talk. | | |
| – I had interactions with the audience. | | |
| – I used some photos/pictures to illustrate my ideas. | | |
| – I concluded my part of the talk appropriately. | | |
| ***CONTENT:*** *Our presentation includes the following information about an educational institution:* | | |
| – what type of educational institution it is/ where it is/how big it is/how much the fee is … | | |
| – what programmes or training it offers | | |
| – what facilities it has | | |
| – if/whether there are student activities or clubs | | |
| – what job opportunities there are for students after graduation | | |

**NOW I CAN ...**

Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas to provide further practice later.



| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use rising and falling intonation in Wh- and Yes/No questions.<br>• understand and use words and phrases related to education after leaving school.<br>• use perfect gerunds and perfect participle clauses correctly.<br>• read for main ideas and specific information in an article about different study options after leaving school.<br>• discuss the benefits of vocational training and academic study, and end a conversation or discussion.<br>• listen for main ideas and specific information in a conversation about courses provided at a vocational school.<br>• write a request letter to ask for information about vocational school courses.<br>• make an appointment.<br>• understand the UK education after secondary school.<br>• do research on an educational institution and present the information to the class. | | | |

Unit

8

# BECOMING INDEPENDENT

**OBJECTIVES:**

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

- use fall-rise intonation in invitations, suggestions, and polite requests;
- understand and use words and phrases related to teen independence;
- use cleft sentences with *It is/was … that/who …* correctly;
- read for main ideas and specific information in an article about how teens can become independent;
- give detailed instructions on learning basic life skills and use sequencing words and phrases when giving instructions;
- listen for main ideas and specific information in a conversation about becoming independent learners;
- write an article about the pros and cons of self-study;
- express best wishes and respond;
- understand how American teenagers become independent;
- create a detailed plan to develop a life skill and present it to the class.

## LESSON 1. GETTING STARTED

### WARM-UP & INTRODUCTION

**Aims:**

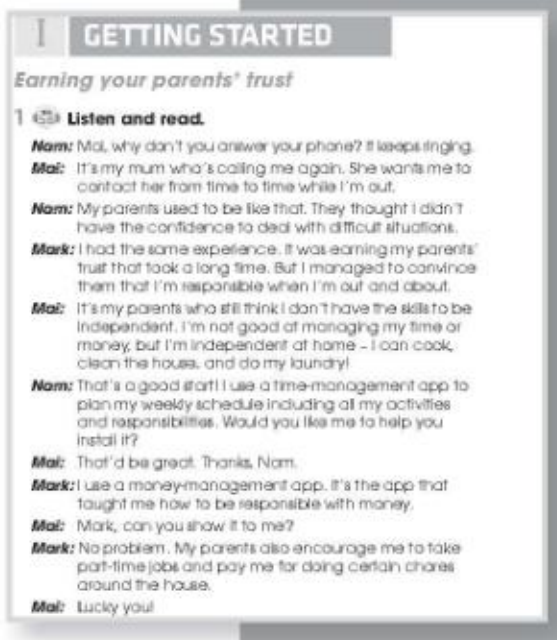
– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Review the previous unit and revise some of the target words Ss have learnt by putting them into two teams and dividing the board in two halves. Give each team a word or phrase from Unit 7 and have them write as many related words or phrases as they can, e.g. *school-leaver (study academic subjects, universities, colleges, vocational schools, work), vocational education (prepare for work, learn practical skills), qualification (need/have/get, vocational/specific qualifications), graduation (complete, university degrees, courses of study), apprenticeship (offer, hands-on experience, wages, living costs), institution (educational, higher education, educational journey), formal learning (want, academic learning, school-leavers, institutions), higher education (institutions, students, vocational qualifications, academic degrees)*. Set a time limit. When each team has finished writing, have them check each other's spelling and count how many correct words and phrases each team has written.
- Lead into the unit topic by having Ss think about what they need to learn to become more independent. They can do that in pairs. Ask pairs to share their ideas with the class. Alternatively, ask questions such as *Do you know how to do your laundry? Who cooks and cleans your house? Do you help with doing housework? Do you know how to manage your time and money? Do you think teenagers should have basic life skills such as cooking, cleaning the house, and getting around by themselves?* Have individual Ss answer.
- Have Ss open their books at page 86. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture topics, and the project.

## ACTIVITY 1

**Aim:** To introduce some vocabulary and the grammar points to be learnt in the unit.



I GETTING STARTED

*Earning your parents' trust*

1 **Listen and read.**

**Nam:** Mai, why don't you answer your phone? It keeps ringing.
**Mai:** It's my mum who's calling me again. She wants me to contact her from time to time while I'm out.
**Nam:** My parents used to be like that. They thought I didn't have the confidence to deal with difficult situations.
**Mark:** I had the same experience. It was earning my parents' trust that took a long time. But I managed to convince them that I'm responsible when I'm out and about.
**Mai:** It's my parents who still think I don't have the skills to be independent. I'm not good at managing my time or money, but I'm independent at home – I can cook, clean the house, and do my laundry!
**Nam:** That's a good start! I use a time-management app to plan my weekly schedule including all my activities and responsibilities. Would you like me to help you install it?
**Mai:** That'd be great. Thanks, Nam.
**Mark:** I use a money-management app. It's the app that taught me how to be responsible with money.
**Mai:** Mark, can you show it to me?
**Mark:** No problem. My parents also encourage me to take part-time jobs and pay me for doing certain chores around the house.
**Mai:** Lucky you!

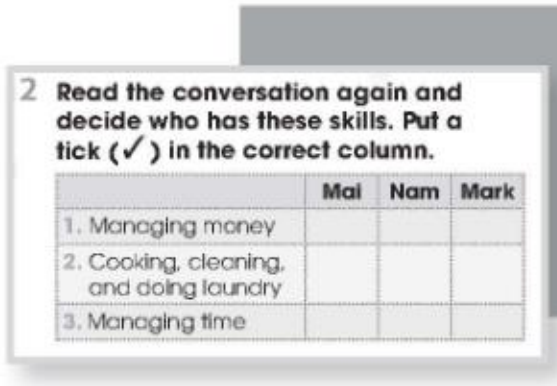
- Ask Ss to look at the picture, the heading, and the speakers' names and ask questions about them, e.g. *Who are the speakers? What can you see in their thought bubbles? What do you think they are talking about? What does 'earn someone's trust' mean? Is it important to earn your parents' trust?*
- Play the recording twice for Ss to listen and read silently along. Have Ss underline words/phrases related to the topic of earning parents' trust while they are listening and reading.
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- In stronger classes, ask Ss to close their books, and just listen to the conversation. Ask why they think Mai's mother keeps calling her when she is out while Nam's and Mark's parents stopped calling them, e.g. *Mai hasn't earned her parents' trust*. Then have them open their books, and listen again but this time following the text and checking if their answers were correct.
- Call on three Ss to read the conversation aloud.

***Audio script – Track 58:***

*Nam:* Mai, why don't you answer your phone? It keeps ringing.
*Mai:* It's my mum who's calling me again. She wants me to contact her from time to time while I'm out.
*Nam:* My parents used to be like that. They thought I didn't have the confidence to deal with difficult situations.
*Mark:* I had the same experience. It was earning my parents' trust that took a long time. But I managed to convince them that I'm responsible when I'm out and about.
*Mai:* It's my parents who still think I don't have the skills to be independent. I'm not good at managing my time or money, but I'm independent at home – I can cook, clean the house, and do my laundry!
*Nam:* That's a good start! I use a time-management app to plan my weekly schedule including all my activities and responsibilities. Would you like me to help you install it?
*Mai:* That'd be great. Thanks, Nam.
*Mark:* I use a money-management app. It's the app that taught me how to be responsible with money.
*Mai:* Mark, can you show it to me?
*Mark:* No problem. My parents also encourage me to take part-time jobs and pay me for doing certain chores around the house.
*Mai:* Lucky you!

## ACTIVITY 2

**Aim:** To check Ss' comprehension of the conversation.



2 **Read the conversation again and decide who has these skills. Put a tick (✓) in the correct column.**

| | Mai | Nam | Mark |
|---|---|---|---|
| 1. Managing money | | | |
| 2. Cooking, cleaning, and doing laundry | | | |
| 3. Managing time | | | |

- Go through the three skills and ask for each one, e.g. *Who can manage their money? Who helps with the household chores? Who is good at managing their time?*
- Have Ss write their answers. Then give them time to read the conversation again and locate the speaker's line that contains information for each skill.

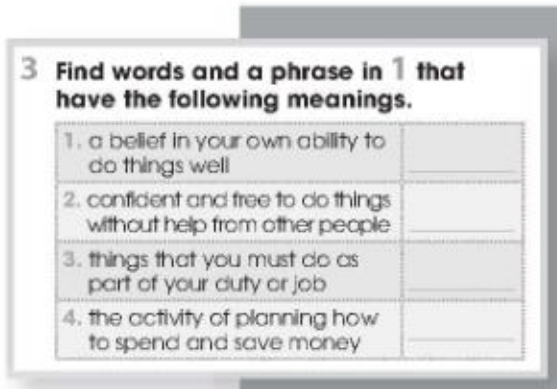
- Check answers as a class. Encourage Ss to provide evidence from the conversation, e.g. *Mark is good at managing money because he uses a money-management app that taught him how to be responsible with money.*

***Key:*** 1. Mark 2. Mai 3. Nam

**Extension:** Call out sentences from the conversation or other statements related to it, but make mistakes, e.g. *Mai doesn't have a mobile phone*. Have Ss stand up when they hear a false statement and say *No!* Invite a student to correct the mistake. In stronger classes, vary the game by having Ss say the false statements.

## ACTIVITY 3

**Aim:** To help Ss revise words and a phrase related to earning parents' trust.


3 **Find words and a phrase in 1 that have the following meanings.**

| | |
|---|---|
| 1. a belief in your own ability to do things well | |
| 2. confident and free to do things without help from other people | |
| 3. things that you must do as part of your duty or job | |
| 4. the activity of planning how to spend and save money | |

- Have Ss read the definitions and check understanding. Explain that the words or phrases Ss need to find in the conversation to match are related to earning parents' trust.
- In weaker classes, provide some extra clues, e.g. *No 1 is a noun beginning with the letter 'c'. No 2 is an adjective containing four syllables. No 3 is a plural noun ending in '-ilities'. No 4 is a phrase consisting of two nouns linked with a hyphen.*
- Have Ss work individually first. Then check answers as a class.

***Key:*** 1. confidence 2. independent 3. responsibilities 4. money-management

**Extension:** In stronger classes, ask Ss to choose other words or phrases from the conversation. In pairs, Ss write short definitions of them or other clues to help guess the words/phrases. Ask pairs to take turns reading their definitions or clues for the rest of the class to guess the word/phrase or find it in the conversation, e.g. *a person's mother and father* (parent), *Nam says that he uses this to manage his time.* (time-management app).

## ACTIVITY 4

**Aim:** To help Ss identify cleft-sentences used in the conversation.


4 **Match the two halves to make sentences used in 1.**

| | |
|---|---|
| 1 It's my mum | a that took a long time. |
| 2 It was earning my parents' trust | b who still think I don't have the skills to be independent. |
| 3 It's my parents | c that taught me how to be responsible with money. |
| 4 It's the app | d who's calling me again. |

- Tell Ss to read the sentence halves and check comprehension.
- Have Ss work individually.
- Check answers by having individual Ss read out the sentences.
- Focus attention on the beginning of each sentence half on the left (*It's/It was …*) and on the first word of each sentence half on the right (*that/who*). Ask Ss if they can identify the grammar structure, i.e. cleft sentences with *It is/was ... that/who ...*

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

**Extension:** Put Ss into pairs and have them change the cleft sentences to sentences with a normal word order, e.g. 1. *My mum is calling me.* 2. *Earning my parents' trust took a long time.* 3. *My parents still think I don't have the skills to be independent.* 4. *The app taught me how to be responsible with money.*

## 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 Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 8, the **Project** section, look at the rubric and say what the topic of the project is (*How to develop life skills*).

- Explain the project requirements: Ss will have to choose a life skill teenagers need to develop in order to become independent, and make a detailed plan of all the steps and activities for developing it. Then Ss will give an oral presentation of their plan in the last lesson of the unit. Ss in each group will contribute to it and present part of it.
- Suggest some steps Ss can follow: 1. Collect information (searching the Internet, reading magazines, brainstorming ideas, etc.); 2. Decide on the life skill, and what steps and activities are needed for its development; 3. Organise the ideas and information into a plan; 4. Illustrate the plan with photos or other visuals; 5. Practise presenting the plan.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks for 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. *learn how to budget: see money as a tool that helps you do the things you want and need to do, become aware of your spending, create spreadsheets of expenses and income, record all transactions, plan ahead, assess spending, live with discipline, know when to spend a lot of money*, and solving any other problems that may arise with their projects.

# LESSON 2. LANGUAGE

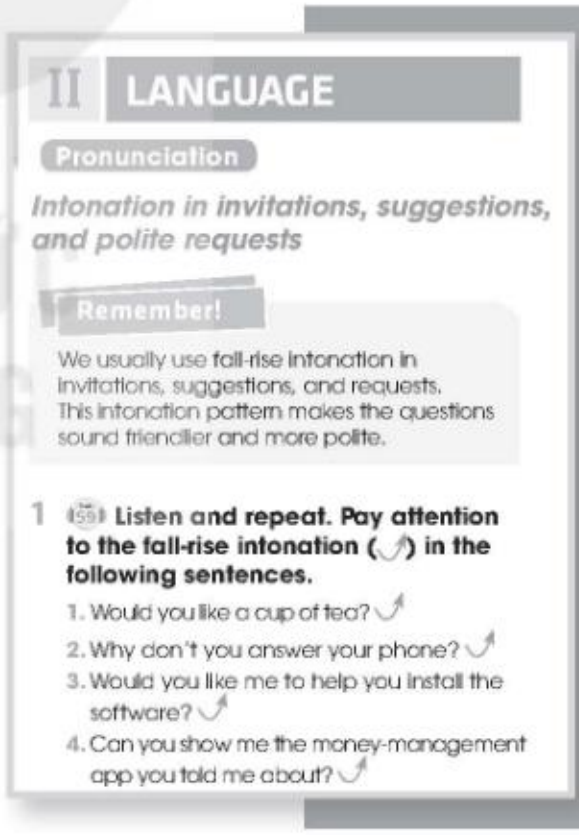
## PRONUNCIATION

### INTONATION IN INVITATIONS, SUGGESTIONS, AND POLITE REQUESTS

**ACTIVITY 1**

**Aim:** To help Ss recognise and practise fall-rise intonation in invitations, suggestions, and polite requests.

- Ask Ss to listen to the sentences. Have them pay attention to the fall-rise intonation in invitations, suggestions, and polite requests.
- Ask Ss to listen again, but this time, have them repeat the sentences.
- Have Ss read the notes in the **Remember!** box and check understanding.
- Ask Ss to read each question and identify the sentence structure, e.g. 1 - invitation; 2 - suggestion; 3, 4 - polite request. Ask Ss to work in pairs and take turns to read the sentences. Call on some Ss to read them out loud.
- In stronger classes, explain that in addition to expressing friendliness and politeness, speakers can use fall-rise intonation to express curiosity, interest, or encouragement in questions, e.g. *You could win next week!* It can also show doubt or uncertainty, e.g. *Should we walk to school? Do you think this is allowed?*



II LANGUAGE

Pronunciation

*Intonation in invitations, suggestions, and polite requests*

Remember!

We usually use fall-rise intonation in invitations, suggestions, and requests. This intonation pattern makes the questions sound friendlier and more polite.

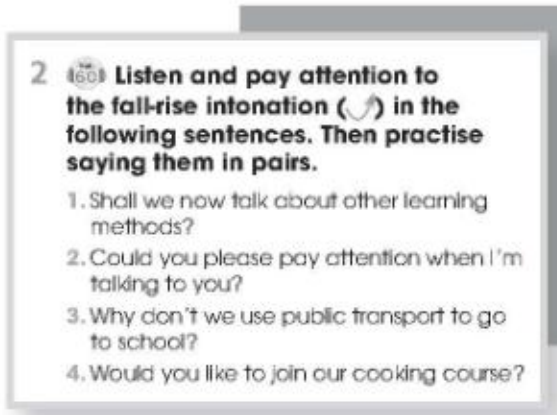
1 (59) **Listen and repeat. Pay attention to the fall-rise intonation (↗) in the following sentences.**

1. Would you like a cup of tea? ↗
2. Why don't you answer your phone? ↗
3. Would you like me to help you install the software? ↗
4. Can you show me the money-management app you told me about? ↗

***Audio script – Track 59:***

1. Would you like a cup of tea? ↗
2. Why don't you answer your phone? ↗
3. Would you like me to help you install the software? ↗
4. Can you show me the money-management app you told me about? ↗

## ACTIVITY 2


2 Listen and pay attention to the fall-rise intonation (↗) in the following sentences. Then practise saying them in pairs.

1. Shall we now talk about other learning methods?
2. Could you please pay attention when I'm talking to you?
3. Why don't we use public transport to go to school?
4. Would you like to join our cooking course?

**Aim:** To help Ss practise fall-rise intonation in invitations, suggestions, and polite requests.

- Ask Ss to listen and pay attention to the sentences with fall-rise intonation.
- Have Ss listen to the recording again, pausing after each sentence for Ss to repeat.
- In stronger classes, ask individual Ss to read each sentence first, then play the recording for them to compare and decide if they have used fall-rise intonation.
- Ask Ss to work in pairs and take turns to practise reading the sentences. Call on some Ss to read them out loud.

***Audio script – Track 60:***

1. Shall we now talk about other learning methods? ↗
2. Could you please pay attention when I'm talking to you? ↗
3. Why don't we use public transport to go to school? ↗
4. Would you like to join our cooking course? ↗

**Extension:** In stronger classes, have Ss write their own sentences expressing invitations, suggestions, and requests. Encourage them to say the sentences in front of the class. Have the rest of the class say if they are using fall-rise intonation to sound friendlier or more polite.

# VOCABULARY

## TEENS AND INDEPENDENCE

## ACTIVITY 1


Vocabulary

*Teens and independence*

1 Match the words with their meanings.

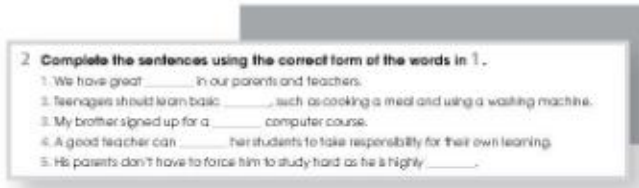
| | |
|---|---|
| self-motivated (adj) | a skill that is necessary or extremely useful to manage well in daily life |
| self-study (n) | to make someone want to do something well |
| motivate (v) | a belief that someone is good, honest and reliable, and will not harm you |
| trust (n) | the activity of learning something by yourself without teachers' help |
| life skill (n) | able to do or achieve something without pressure from others |

**Aim:** To introduce words related to teen independence.

- Ask Ss to read the definitions first and check understanding of the keywords, e.g. *skill, necessary, extremely useful.*
- Have Ss match each word with its meaning individually, then compare their answers in pairs.
- Check answers as a class. Call on one student to read a word aloud and another student to read its definition.

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

## ACTIVITY 2


2 Complete the sentences using the correct form of the words in 1.

1. We have great _____ in our parents and teachers.
2. Teenagers should learn basic _____, such as cooking a meal and using a washing machine.
3. My brother signed up for a _____ computer course.
4. A good teacher can _____ her students to take responsibility for their own learning.
5. His parents don't have to force him to study hard as he is highly _____.

**Aim:** To help Ss practise the words in **1** in meaningful context.

- Tell Ss to read the sentences carefully and decide which word in **1** can be used to complete each of the sentences. Tell them to change the forms of some of the words if necessary.
- Ask Ss to work individually to complete the sentences. Remind them to use the context clues to help them decide on each word. Then put Ss into pairs to compare their answers with a partner.
- Have Ss call out the word they have used in each sentence before checking answers as a class.

***Key:*** 1. trust 2. life skills 3. self-study 4. motivate 5. self-motivated

**Extension:** In stronger classes, have Ss play a game. Put them into groups and have each group create a short meaningful text using the five words. They can do that orally or in written form. Give groups a time limit of three minutes. The group with a coherent text and grammatically correct sentences is the winner.

*Example:* My friend is highly self-motivated. She studies hard, does a lot of self-study, and motivates her classmates. She has also learnt many basic life skills like cooking meals and cleaning the house. She has earned her parents' trust.

## GRAMMAR

### CLEFT SENTENCES WITH *IT IS/WAS ... THAT/WHO ...*

### ACTIVITY 1

**Aim:** To help Ss recognise and practise cleft sentences with *It is/was … that/who …*


Grammar

*Cleft sentences with* It is/was ... that/who ...

Remember!

- A cleft sentence is used to focus on a particular part of the sentence and to emphasise what we want to say.
- We use preparatory *it* to introduce the thing that we want to focus on while the rest is put in a relative clause introduced with a relative pronoun, e.g. **that** or **who**.

Example:

*Nam taught Mai how to use the app in the library last weekend.* (no particular focus)
- *It was Nam* **that/who** *taught Mai how to use the app in the library last weekend.* (focus on Nam)
- *It was the app* **that** *Nam taught Mai how to use in the library last weekend.* (focus on the app)
- *It was in the library* **that** *Nam taught Mai how to use the app last weekend.* (focus on the library)
- *It was last weekend* **that** *Nam taught Mai how to use the app in the library.* (focus on last weekend)

1 **Rewrite the sentences using cleft sentences focusing on the underlined parts.**

1. John is saving his pocket money to buy a new phone.
→ It _____ to buy a new phone.
2. He gets 20 dollars every week by doing chores around the house.
→ It _____ by doing chores around the house.
3. John earned more pocket money by helping his grandpa last weekend.
→ It _____ more pocket money by helping his grandpa.
4. He bought gifts for his friends and family members with his pocket money.
→ It _____ he bought with his pocket money.
5. Parents can motivate children to do household chores by doing these chores with them.
→ It _____ can motivate them to do these chores.

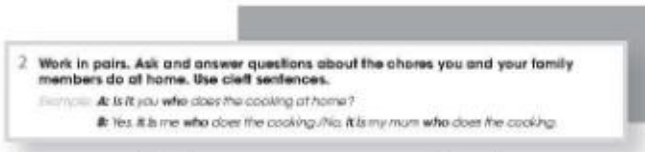
- Focus Ss' attention on the **Remember!** box. Ask them to read the explanations and the examples.
- Check understanding by asking questions, e.g. *When do speakers/writers use cleft sentences?* (when they want to focus on a particular part of the sentence), *What is the structure of this type of cleft sentence?* (The structure begins with *It* and the focus of the sentence is put after *is/was*).
- Have Ss do the activity individually or in pairs.
- Check answers as a class.
- In weaker classes, write the sentences on the board and explain the structures, e.g. *The first sentence 'John is saving his pocket money to buy a new phone.' is a neutral sentence with a standard word order, while the cleft sentence 'It is John that/who is saving his pocket money to buy a new phone.' is split into two clauses with the focus on the first part 'It is John'.*
- Explain that cleft sentences are more common in written than spoken English. The reason for this is because when speaking, we can use stress to emphasise a particular part of the sentence while in writing we can only rely on the sentence structure to do that.
- In stronger classes, explain that there are other types of cleft sentences, and provide some examples: *Wh*-cleft sentences: *What they like is seafood pasta, All*-cleft sentences: *All she does is complaining about everything.* Have Ss give you the sentences with a standard word order, e.g. *They like seafood pasta. She complains about everything.*

***Key:***

1. is John that/who is saving his pocket money
2. is 20 dollars that he gets every week
3. was last weekend that John earned
4. was gifts for friends and family members that
5. is by doing household chores with children that parents

### ACTIVITY 2

**Aim:** To help Ss practise cleft sentences in a speaking activity.

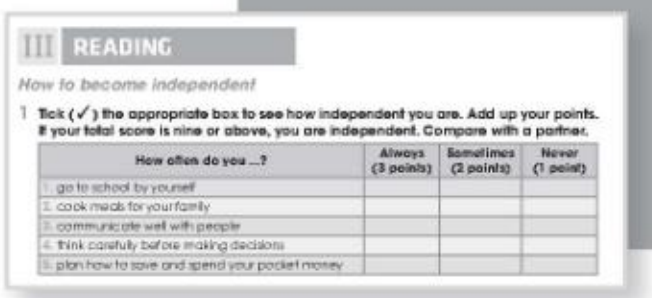

2 **Work in pairs. Ask and answer questions about the chores you and your family members do at home. Use cleft sentences.**

Example: *A: Is it you who does the cooking at home?*
*B: Yes, it is me who does the cooking./No, it is my mum who does the cooking.*

- Have Ss read the instructions and example, and make sure they understand the context and what they have to do. In weaker classes, model a short conversation with a student.
- Have Ss first brainstorm verbs that can be used in the clauses, and write them down as prompts, e.g. *do the laundry, vacuum the floor, water the plants, walk the dog, make the beds, iron the clothes.*
- Put Ss in pairs and have them take turns to ask and answer the questions. Encourage Ss to respond to their partners' statement, e.g. *That's great! Amazing! Good for you. Really? I can't believe it.* Walk round and help if necessary.
- Invite some Ss to report back to the class, e.g. *This is what I found out. It's Nam's mum who does the laundry in his family. It's Nam who vacuums the floor.*

# LESSON 3. READING

## HOW TO BECOME INDEPENDENT


III READING

*How to become independent*

1 Tick (✓) the appropriate box to see how independent you are. Add up your points. If your total score is nine or above, you are independent. Compare with a partner.

| How often do you ...? | Always (3 points) | Sometimes (2 points) | Never (1 point) |
|---|---|---|---|
| 1. go to school by yourself | | | |
| 2. cook meals for your family | | | |
| 3. communicate well with people | | | |
| 4. think carefully before making decisions | | | |
| 5. plan how to save and spend your pocket money | | | |

### ACTIVITY 1. Pre-reading

**Aim:** To introduce the topic of the reading and get Ss involved in the lesson.

- Focus Ss' attention on the heading and the table. Read the instructions and check if Ss understand the aim of the activity.
- Read the questions out loud and have Ss follow along and tick the correct boxes. Have Ss add up their points according to their answers.
- Ask Ss to work in pairs to compare their answers. Invite some Ss to share their answers with the class, e.g. *I have 3 points for question 1, 6 points for questions 2, 3, and 4, and 1 point for question 5. My total score is 10. I'm an independent teenager.*
- Lead into the topic of the reading text, e.g. *So what skills do you think you need to become independent as a teenager? How can you develop these skills? Let's find out in the article in* **2**.

### ACTIVITY 2. While-reading

**Aim:** To help Ss practise reading for main ideas.


2 Read the text. Match the paragraphs (A–C) with the headings (1–5). There are TWO extra headings.

1. Manage your money
2. Develop time-management skills
3. Relax and sleep well
4. Improve your decision-making skills
5. Learn basic, but important life skills

Becoming independent is important for teenagers. Below are the necessary skills you should learn to achieve independence for the future.

A. _____

First, make sure you can safely get around by yourself using public transport, walking, or cycling. Second, learn to communicate well and develop good relationships with people. Do some part-time jobs and get to know how to manage your money. You should also learn to cook healthy meals for your family. Finally, help your parents with household chores like cleaning and doing laundry.

B. _____

To begin with, identify the problem and come up with as many solutions as possible. Write down the options, so you can review the advantages and disadvantages of each one. This will help you see which option could be the best for you. Don't base your decision on emotion only. Once you have made your choice, create a plan of specific steps to move forward. Then carry out your plan and think about whether you have achieved the result you wanted.

C. _____

First of all, get into the habit of making a to-do-list every day or week. Make use of time-management tools, such as apps or diaries, to know what you need to do next. In addition, decide how much time you need for each task and always do one thing at a time to make sure you complete it. Schedule time to relax as well, and make sure you sleep at least nine hours each night. A good night's sleep is necessary for teenage brain development and good health.

Becoming independent is not easy, but it is not as challenging as you may think. It's about learning useful skills, making decisions by yourself, and knowing how to spend your time.

- Have Ss read the whole text quickly to get an overall idea.
- In weaker classes, go through the headings and check understanding. Remind Ss that there are two extra headings that they will not need. Explain that incorrect headings are often 'irrelevant' (i.e. the point is not mentioned in the section), 'too narrow' (i.e. only covering part of the section) or 'too general' (i.e. not limited to that section). For example, heading 1 is 'too narrow' while heading 2 is 'irrelevant'.
- Ask Ss to work in pairs to discuss and compare their answers.
- Check answers as a class.

***Key***: A – 5 B – 4 C – 3

### ACTIVITY 3. While-reading

**Aim:** To help Ss practise guessing the meanings of phrases in context.


3 Read the text again and match the highlighted phrases in the text with their meanings.

| | |
|---|---|
| get around | a. to start doing something regularly so that it becomes a habit |
| come up with | b. to perform and complete something |
| carry out | c. to go or travel to different places |
| get into the habit of | d. to use something to achieve a particular result or benefit |
| make use of | e. to produce or find an answer or a solution |

- Ask Ss to read the article again and focus their attention on the context of the highlighted words. Have them look for clues offering direct or indirect suggestions about their meanings, e.g. 1. *get around* = c. *to go or travel to different places* because of the words *transport, walking,* and *cycling,* which appear in the same sentence.
- Explain that the phrases are phrasal verbs or set expressions, and their meaning is idiomatic, i.e. an established meaning often unrelated to the meanings of individual words.
- Have Ss work individually first, then compare their choices with a partner.
- Check answers as a class.

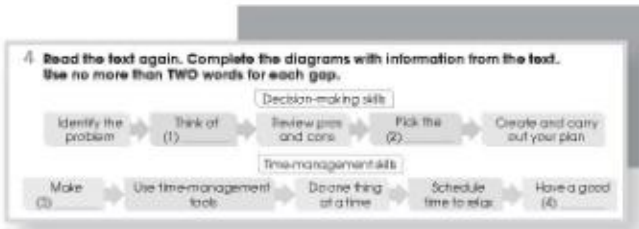
***Key:*** 1. c 2. e 3. b 4. a 5. d

**Extension:** In stronger classes, ask Ss to come up with other phrasal verbs or set expressions using the verbs in the activity, e.g. *get – get ahead, get along, get away, get behind, get on, get out, get out of, get up, get up to, get it, get nowhere*. Put Ss in groups and have them write as many phrases as they can. Set a time limit of three minutes. When the time is up, ask groups to read their phrases. Ask them to explain the less common or more idiomatic expressions.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## ACTIVITY 4. While-reading

**Aim:** To help Ss practise reading for specific information.


4 Read the text again. Complete the diagrams with information from the text. Use no more than TWO words for each gap.

Decision-making skills

Identify the problem → Think of (1) _____ → Review pros and cons → Pick the (2) _____ → Create and carry out your plan

Time-management skills

Make (3) _____ → Use time-management tools → Do one thing at a time → Schedule time to relax → Have a good (4) _____

- Have Ss look at the diagrams, read through the steps, and check understanding.
- Ask Ss to read the text again. Ask, *Which paragraphs do the diagrams refer to?* (B and C)
- Have Ss work individually and fill in the gaps. Then put them in pairs and encourage them to discuss and compare their answers with a partner.
- Check answers as a class. Have Ss explain the answers by providing evidence from the article.

***Key:*** 1. many solutions 2. best option 3. a to-do-list 4. night's sleep

**Extension:** Have Ss create a diagram with information from paragraph A. Help Ss by asking questions about the paragraph, e.g. *What basic life skill should you learn first?* (Getting around using public transport, walking, or cycling) *What is the second skill that you should learn?* (Communicating well and developing good relationships with people). Ask Ss to work in groups and present their diagrams to the class.

## ACTIVITY 5. Post-reading

**Aim:** To help Ss personalise the language and ideas from the reading.


5 Work in pairs. Discuss the following questions.
Which of the skills mentioned in the text do you have? What other skills do you think teenagers need to become independent?

- Put Ss in pairs to talk about the skills they have and the skills they need to develop to become independent.
- In stronger classes, encourage Ss to use cleft sentences if possible, e.g. *It is getting around by public transport that teenagers need to learn to become independent.* or *It is the time-management skills that I already have.*
- Ask Ss from different groups to share their ideas with the rest of the class. Praise for good answers and fluent delivery.

***Suggested answer:***

From the skills mentioned in the text, both of us have several basic life skills such as getting around by ourselves, cooking healthy meals for our family, cleaning the house, and doing laundry. Unfortunately, we don't quite know how to manage our money and time. It is the money-management and time-management skills that we have to develop. Also, we agree that teenagers need emotional skills. It's important for teens to understand and manage their emotions. It is emotional skills that help teenagers behave appropriately, make friends, and become independent.

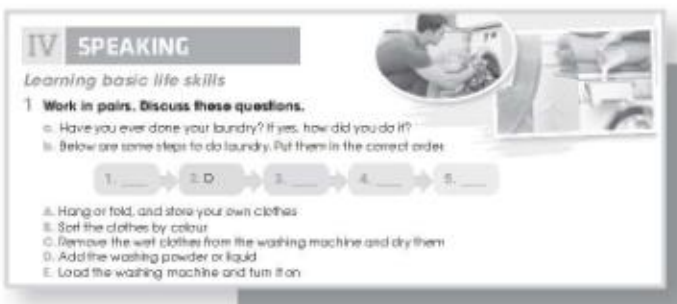
# LESSON 4. SPEAKING

### LEARNING BASIC LIFE SKILLS

**Learning outcome:** By the end of the lesson, Ss will be able to give detailed instructions on learning some basic life skills.

## ACTIVITY 1

**Aim:** To introduce more ideas for the main speaking task and get Ss involved in the lesson.


IV SPEAKING

*Learning basic life skills*

1 Work in pairs. Discuss these questions.

a. Have you ever done your laundry? If yes, how did you do it?

b. Below are some steps to do laundry. Put them in the correct order.

1. ___ → 2. D → 3. ___ → 4. ___ → 5. ___

A. Hang or fold, and store your own clothes
B. Sort the clothes by colour
C. Remove the wet clothes from the washing machine and dry them
D. Add the washing powder or liquid
E. Load the washing machine and turn it on

- Ask Ss to have a look at the pictures and ask, *What is the man doing? What life skill are the pictures showing?* (He's loading a washing machine. He's adding washing detergent to the detergent drawer. They are showing how to use a washing machine.)

- Have Ss work in pairs to discuss the first question. Set a time limit of two minutes and invite some pairs to share their answers with the class.
- Tell Ss to look at the diagram and read through the steps. Explain any new words or phrases.
- Have Ss put the steps in order. Encourage them to work with a partner.
- Check answers as a class.
- Give Ss two minutes to memorise the steps, then ask them to close their books. Then call out a number, e.g. *Two*. Have the class say the correct step, e.g. *Add the washing powder or liquid.* In stronger classes, have Ss test each other in pairs.

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

## ACTIVITY 2

**Aim:** To help Ss learn how to give detailed instructions on how to do the laundry.


2 **Read the following instructions on how to do laundry. Choose the correct answers.**

There are several simple steps in doing laundry. First of all, (1) sort/don't sort your clothes by colour. You should separate them into whites and colours, and wash them separately. (2) Secondly/ Finally, add the washing powder or liquid. Read the instructions on the packet to make sure you use the right amount. Then, (3) load/unload the washing machine and turn it on. Make sure you place the items one at a time. Don't put too many items as they need room to move about in the water. When the washing machine stops, (4) remove/you will remove the wet clothes. You can hang the items to dry, or put them in the dryer. Remember that air-drying clothes saves energy and money. (5) finally/Afterwards, don't forget to hang or fold each item. You could also iron your clothes before storing them in the wardrobe or drawer.

**Tips**

To give instructions, you should use:
- the imperative form of the verb.
  Examples: *Don't .../Avoid .../Make sure ...*
- modal verbs.
  Examples: *You could .../You should .../You must/'t ...*
- linking words or phrases.
  Examples: *First./To begin with./First of all .../Second./Secondly, .../Then./After that./In addition, .../Last but not least./Finally, ...*

- Ask Ss to read the text quickly and check comprehension.
- Focus their attention on the **Tips** box and have them read the explanations and the examples. Check understanding by asking Ss to find examples of imperatives, modal verbs, and linking words and phrases in the text, e.g. *sort, don't sort, should (separate), Secondly, Finally.*
- Have Ss decide on the right choices. Tell them to work in pairs to check and discuss their answers.
- Check answers as a class. Call on Ss to take turns to read the text. Write the answers on the board.
- In stronger classes, ask Ss to explain their choices, e.g. 1. *Both options are imperative forms. The first one is the correct answer since we need a positive form here.*

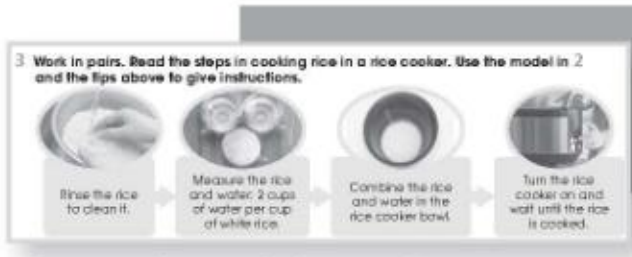
***Key:*** 1. sort 2. Secondly 3. load 4. remove 5. Finally

**Extension:** In groups, have Ss think of another life skill, e.g. cleaning your bedroom, and write some instructions on pieces of paper. Make sure that each sentence is on a different piece of paper. Ask groups to mix up the pieces of paper and swap them with another group. Give groups a time limit of two minutes to put the sentences in order. When the time is up, have groups take turns to read the instructions. The group who has written them confirms the correct order.

*Example:* There are several steps in cleaning your bedroom. First of all, pick up all rubbish and throw it away. Secondly, pick up any dirty clothes and put them in the laundry basket. Next, remove your bed sheets, put them in the laundry basket, and put the new ones on. Then, wipe all surfaces clean with a wet cloth or dust the furniture. Finally, clean the floor or vacuum the carpet. You could also sweep the floor with a broom and clean it with a wet cloth.

## ACTIVITY 3

**Aim:** To give Ss an opportunity to practise giving instructions on how to cook rice in a rice cooker.


3 **Work in pairs. Read the steps in cooking rice in a rice cooker. Use the model in 2 and the tips above to give instructions.**



- Ask Ss to study the pictures and instructions underneath. Check understanding of the verbs *rinse, measure,* and *combine*.
- Ask Ss why it is important to know how to cook rice. Accept all reasonable answers, e.g. *It's a staple of Asian/Vietnamese food. It's a good source of fibre and vitamin B. It doesn't taste nice if it's not cooked properly. Cooking rice is a basic life skill.*
- Refer Ss back to the instructions and tips in **2**, and tell them that they can use some of expressions there, *There are several steps in …, First of all*.
- Ask Ss to work in pairs. They should take turns to give the instructions to each other.
- Walk round the class to provide help if necessary.
- Invite some Ss to give the instructions in front of the class.

***Suggested answer:***

There are several steps in cooking rice in a rice cooker. First of all, rinse the rice to remove any dirt. Secondly, measure the rice and the water. You should add two cups of water for every cup of regular rice. Then, combine the rice and the water in the non-stick bowl that comes with the rice cooker. Finally, turn on the rice cooker and wait for a few minutes until the rice is cooked.

## ACTIVITY 4

**Aim:** To give Ss an opportunity to further practise giving instructions.


4 Work in groups. Add more steps or tips, and report to the whole class. Vote for the best recipe for cooking rice in a rice cooker.

- Put Ss in groups to come up with additional steps or tips for cooking rice in a rice cooker.
- In weaker classes, brainstorm some ideas by asking questions, e.g. *Do you use hot or cold water to rinse your rice? Do you need to check your rice cooker manual? How do you clean your rice-cooker bowl? Does your rice cooker have a non-stick bowl?* Write some prompts on the board, e.g. *use cold water, check manual*.
- Walk round the class to provide help when necessary.
- Invite some groups to present their expanded instructions in front of the class.
- Praise groups for good effort, fluent delivery, and detailed instructions.

***Suggested answer:***

***Additional steps***

1. Use cold water to rinse the rice to remove dirt and starch. For best results, rinse the rice until the water runs clean.
2. Read the rice cooker instruction manual.
3. There are different types of rice so make sure you adjust the rice to water ratio accordingly.
4. Measure the rice and water: 2 cups of water for 1 cup of white rice.
5. Combine the rice and water in the non-stick bowl.
6. Turn the cooker on and wait until the rice is cooked.
7. Let the rice sit in the rice cooker for 10 minutes after cooking to make it fluffy.
8. Do not leave the cooked rice in the rice cooker overnight.
9. Clean the non-stick bowl with a soft sponge.

***Additional recipe tips***

1. Use chicken broth or coconut juice instead of water to add flavour.
2. Put dried spices in the water before turning the cooker on.
3. Add fresh herbs to the rice before cooking.

# LESSON 5. LISTENING

## BECOMING INDEPENDENT LEARNERS

## ACTIVITY 1. Pre-listening

**Aim:** To introduce the topic of the listening and set the context.


V LISTENING

*Becoming independent learners*

1 Tick (✓) the columns to complete the following table about you. Compare your answers in pairs.

| | Yes | No |
|---|---|---|
| 1. Are you interested in learning new things? | | |
| 2. Do you set your learning goals and make plans to achieve them? | | |
| 3. Do you try to understand a problem on your own before asking for help? | | |
| 4. Do you want to know more about the world? | | |

- Ask Ss to look at the title and the table.
- Have Ss read through the questions in the table and check comprehension. Explain or teach any difficult vocabulary.
- Ask Ss to tick the columns and compare their answers with a partner. If Ss have 3 'yes' answers or more, they have characteristics of independent learners.

- Invite some pairs to share their answers with the whole class, e.g. *I think that my partner/classmate/friend Ngoc Minh has the characteristics of an independent learner. She answered all four questions with an 'Yes'.*

## ACTIVITY 2. While-listening

**Aim:** To help Ss practise listening for the main idea and specific information.


2 Listen to a conversation between Mai and Mike, and choose the correct answer A, B, or C.

1. What is the conversation mainly about?
A. What motivates independent learners.
B. Independent learners' sense of responsibility.
C. What makes a successful independent learner.

2. What makes independent learners study hard?
A. Their motivation for learning.
B. Their learning goals.
C. The responsibility for their own learning.

3. What do independent learners do if the task they are working on is too difficult?
A. They give up and move on to something harder.
B. They make every effort to finish it.
C. They ask questions about it.

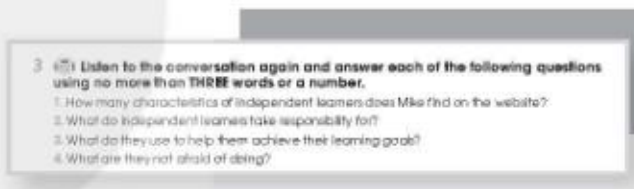
4. Which of the following descriptions of independent learners is NOT mentioned?
A. They're self-motivated and responsible.
B. They're confident and highly organised.
C. They're curious about the world and they don't give up.

- Tell Ss that they are going to listen to a conversation between Mai and Mike.
- Ask Ss to read through the questions and the choices before they listen to the recording.
- Make sure that Ss understand the vocabulary. Elicit or explain any unfamiliar or difficult words.
- Play the recording and have Ss do the activity.
- Check answers as a class.
- In weaker classes, explain that question 1 tests Ss' understanding of the main idea. Remind them that in this case the incorrect choices are often 'irrelevant' (i.e. not mentioned), or 'too narrow' (i.e. only representing part of the talk), or 'too general' (i.e. too broad or too vague). In stronger classes, ask Ss to explain their answer, e.g. Choices A and B are too narrow.
- If necessary, play the recording again, pausing at the places where Ss can get the correct answers for questions testing specific information.

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

## ACTIVITY 3. While-listening

**Aim:** To help Ss practise listening for specific information.


3 Listen to the conversation again and answer each of the following questions using no more than THREE words or a number.

1. How many characteristics of independent learners does Mike find on the website?
2. What do independent learners take responsibility for?
3. What do they use to help them achieve their learning goals?
4. What are they not afraid of doing?

- Give Ss some time to read through the questions and underline keywords to help them work out the answers.
- Remind Ss that they should use no more than THREE words or a number.
- Have Ss try to answer the questions without listening to the recording again. Write their answers on the board.
- Play the recording once in stronger classes and twice in weaker classes.
- Check answers as a class. Play the recording, pausing at the places where Ss can hear the answers.
- Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. *Why do we describe independent learners as self-motivated?* (Because no one has to force them to study. They never wait for their parents or teachers to help them or tell them what to do.) *What do they do to achieve their learning goals?* (They set their own learning goals and make detailed study plans to achieve them.)

***Key:*** 1. Four/4. 2. Their own learning.
3. (Detailed) study plans. 4. Asking difficult questions.

***Audio script – Tracks 61 + 62:***

*Mai:* Mike, our teacher mentioned that university students are expected to be independent learners. How do you think we can become independent learners?

*Mike:* That's an interesting question … Look, this website has information about it. It says independent learners have four main characteristics.

*Mai:* So what are they?

*Mike:* Firstly, they're self-motivated. They enjoy learning new things. No one has to force them to study. They never wait for their parents or teachers to help them or tell them what to do.

*Mai:* I agree. It's the motivation for learning that makes people study hard.

*Mike:* Secondly, independent learners are responsible. They take responsibility for their own learning.

*Mai:* Are there any examples?

*Mike:* Yes, they set their own learning goals and make detailed study plans to achieve them. These study plans should also include time to relax and enjoy a good night's sleep.

*Mai:* I see.

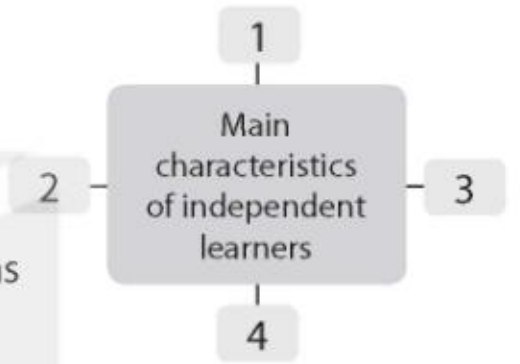
*Mike:* Thirdly, they never give up. Once they start working on a task, they try very hard to complete it.

*Mai:* I definitely agree.

*Mike:* Finally, they're curious. They want to know more about the world. They're not afraid of asking difficult questions, but they also try to find the answers themselves.

*Mai:* I couldn't agree more. I hope I can try to become an independent learner.

**Extension:** Have Ss create a spider diagram to organise the information about the main characteristics of independent learners in the recording in a visual way. Add more branches to each section to explain each characteristic or provide examples.




*Example:*

1. Being self-motivated – enjoying learning new things, studying without being forced
2. Being responsible – setting learning goals, making detailed study plans
3. Never giving up – trying very hard to complete a task
4. Being curious – wanting to know more about the world, asking difficult questions, looking for the answers themselves

## ACTIVITY 4. Post-listening

**Aim:** To give Ss an opportunity to personalise the language and ideas from the listening in a speaking task.


4 Work in groups. Discuss the following questions.
Which of the characteristics of independent learners do you think you have?
Which one do you want to develop in the future?

- Ask Ss to work in groups. Have Ss decide which of the characteristics of independent learners mentioned in the conversation they have.
- Tell Ss to make a list and add the names of the people next to the relevant characteristic.
- In stronger classes, have Ss discuss why they think they have these characteristics and note down the answers on the list.
- Brainstorm some more characteristics of independent learners and write them as prompts, e.g. *critical thinking, self-confident, discipline, self-evaluation*. Ask Ss to explain each one or give examples, e.g. *They think critically of a situation, analyse all possible sides and come up with different solutions.*
- Give Ss some time to discuss and decide on the characteristics they want to develop in the future. Encourage them to provide reasons, e.g. *I want to develop critical thinking skills because these skills will help me make better decisions.*
- Invite Ss from each group to present a summary of their discussions to the class.

***Suggested answer:***

Hi, I'm Khoi. There are three students in our group: Minh, Quang, and me. We are all self-motivated, responsible, hard-working, and curious. However, we think independent learners need more skills. Minh wants to develop critical thinking skills because these skills will help her make better decisions. Quang needs time-management skills to get more done in less time. I'd like to be more self-confident so as to deal with challenges, overcome difficulties, and better communicate with people.

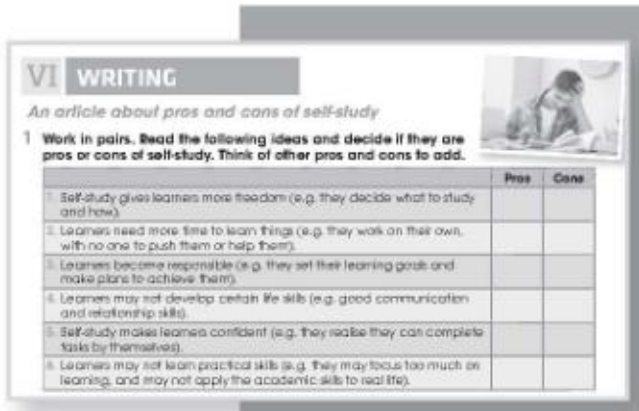
# LESSON 6. WRITING

## AN ARTICLE ABOUT PROS AND CONS OF SELF-STUDY

**Learning outcome:** By the end of the lesson, Ss will be able to write an article about pros and cons of self-study.

### ACTIVITY 1

**Aim:** To help Ss develop ideas for their writing.


VI WRITING

*An article about pros and cons of self-study*

1 **Work in pairs. Read the following ideas and decide if they are pros or cons of self-study. Think of other pros and cons to add.**

| | Pros | Cons |
|---|---|---|
| 1. Self-study gives learners more freedom (e.g. they decide what to study and how). | | |
| 2. Learners need more time to learn things (e.g. they work on their own, with no one to push them or help them). | | |
| 3. Learners become responsible (e.g. they set their learning goals and make plans to achieve them). | | |
| 4. Learners may not develop certain life skills (e.g. good communication and relationship skills). | | |
| 5. Self-study makes learners confident (e.g. they realise they can complete tasks by themselves). | | |
| 6. Learners may not learn practical skills (e.g. they may focus too much on learning, and may not apply the academic skills to real life). | | |

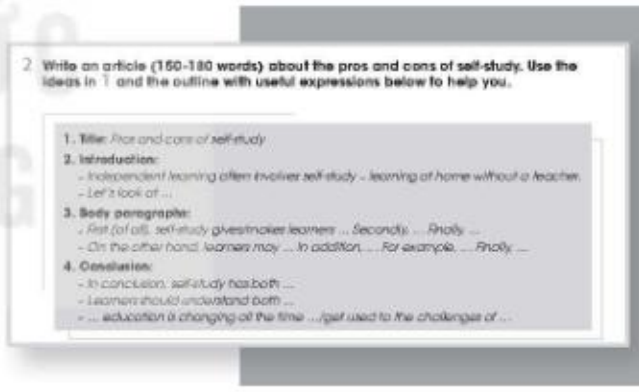
- Have Ss work in pairs. Focus their attention on the title and the picture and ask questions, e.g. *What does the picture show? What is he doing? Is he studying on his own? Do you know what pros and cons mean?* Elicit Ss' answers.
- Tell them to look at the table and read through the statements. Explain any new words.
- Put them in pairs to discuss and decide if they are pros or cons of self-study.
- Ask Ss to tick the columns, then discuss and check their answers with a partner.
- Encourage Ss to think of other pros and cons of self-study, e.g. pros: *Ss can learn at their own pace.* Cons: *Ss miss the opportunity to learn things from teachers and peers*.
- Check answers as a class.

***Key:*** Pros: 1, 3, 5 Cons: 2, 4, 6

**Extension:** In stronger classes, conduct a class debate on the topic of self-study. Put Ss into two teams and have one team argue in favour of self-study (affirmative team) and the other team – against self-study (negative team). Give teams two minutes each to present their arguments. Then teams should spend two minutes to prepare a rebuttal (explain why the other team is wrong) and a summary of their arguments, then present them as well. Make a judgement and announce the winner, i.e. the team that communicated clearly and provided more convincing arguments.

### ACTIVITY 2

**Aim:** To help Ss practise writing an article about pros and cons of self-study.


2 **Write an article (150–180 words) about the pros and cons of self-study. Use the ideas in 1 and the outline with useful expressions below to help you.**

1. Title: *Pros and cons of self-study*
2. Introduction:
   - *Independent learning often involves self-study – learning at home without a teacher.*
   - *Let's look at ...*
3. Body paragraphs:
   - *First (of all), self-study gives/makes learners ... Secondly, ... Finally, ...*
   - *On the other hand, learners may ... In addition, ... For example, ... Finally, ...*
4. Conclusion:
   - *In conclusion, self-study has both ...*
   - *Learners should understand both ...*
   - *... education is changing all the time .../get used to the challenges of ...*

- Explain the task. Ask Ss to refer back to the suggested ideas in **1**, and study the outline with the expressions in the box.
- If necessary, ask Ss to go back to the model on page 34 in Unit 3 and revise the different parts of an article.
- Remind Ss that writers often provide detailed explanations or examples to support each idea in a paragraph, e.g. *Self-study gives learners more freedom. They decide what they should study and how to study depending on their abilities.*
- Set a time limit for Ss to write in class.
- In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help.
- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on the content, language, and structure in their comments. Encourage Ss to make some revisions based on their partners' suggestions before they produce a final draft.
- Collect Ss' articles and give face-to-face feedback in private, or give them back with some written feedback.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

***Suggested answer:***

**Pros and cons of self-study**

Independent learning often involves self-study – learning at home without a teacher. Let's look at its pros and cons.

First of all, self-study gives learners more freedom. They decide what they should study and how to study depending on their abilities. Secondly, it can make learners responsible. They set their learning goals and make study plans to achieve them. Finally, it makes them more confident. Completing tasks and solving problems on their own boost learners' confidence.

On the other hand, learners may need more time to learn things. They study at their own pace, with no one to push them or help them. Moreover, they may not develop certain life skills. For example, as they always study alone, they may have difficulty communicating or developing relationships. Finally, they may not learn practical skills. Focusing too much on theoretical knowledge, they may fail to apply their academic skills in real life.

In conclusion, learners should understand both the advantages and disadvantages to choose the right option. However, as education is changing all the time, they may have to get used to the challenges of independent learning.

# LESSON 7. COMMUNICATION AND CULTURE / CLIL

## EVERYDAY ENGLISH

### EXPRESSING BEST WISHES AND RESPONDING

**ACTIVITY 1**

**Aims:**

- To provide Ss with example conversations in which people express best wishes and respond to them;
- To review expressions for expressing best wishes and responding to them.


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

*Expressing best wishes and responding*

1 Listen and complete the conversations with the expressions in the box. Then practise them in pairs.

A. Same to you B. Have a great time C. Happy New Year D. Thanks so much

1. **Nam:** Hey, I heard that you're going on a trip to Singapore tomorrow. (1) _____!
**Mike:** Yep. (2) _____.
2. **Kevin:** Hi, Mai. (3) _____! Wishing you a great year ahead!
**Mai:** Thanks, Kevin. (4) _____! Hope all your dreams come true!

- Ask Ss to think about when people express best wishes, e.g. for formal occasions such as weddings and anniversaries, and less formal ones like birthdays, holidays, and exams.
- Tell Ss that they are going to listen to two conversations in which speakers give best wishes and respond to them. While listening, Ss should complete the conversations with the expressions they hear. Remind them that the expressions are also in the word box.
- Give Ss a few minutes to skim through the conversations and look for context clues for the missing expressions. In stronger classes, encourage them to work out the answers based on the context clues before they listen.
- Play the recording once (in stronger classes) or twice (in weaker classes).
- Check answers as a class. Play the recording again, pausing after each gap to confirm the correct answers.
- Put Ss into pairs and have them practise the conversations.

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

***Audio script – Track 63:***

1.

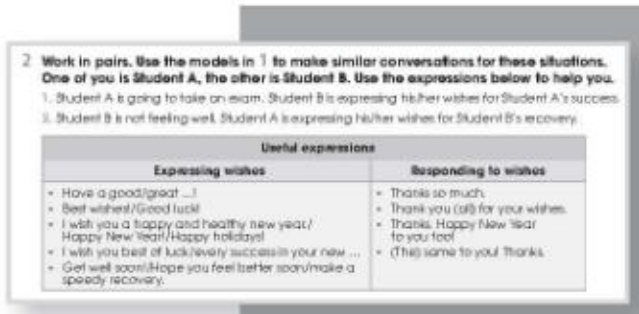
*Nam:* Hey, I heard that you're going on a trip to Singapore tomorrow. Have a great time!

*Mike:* Yep. Thanks so much.

2.
*Kevin:* Hi, Mai. Happy New Year! Wishing you a great year ahead!
*Mai:* Thanks, Kevin. Same to you! Hope all your dreams come true!

## ACTIVITY 2

**Aim:** To help Ss practise expressing best wishes and responding to them.


2 **Work in pairs. Use the models in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.**
1. Student A is going to take an exam. Student B is expressing his/her wishes for Student A's success.
2. Student B is not feeling well. Student A is expressing his/her wishes for Student B's recovery.

**Useful expressions**

| Expressing wishes | Responding to wishes |
|---|---|
| • Have a good/great ...!<br>• Best wishes!/Good luck!<br>• I wish you a happy and healthy new year!/ Happy New Year!/Happy holidays!<br>• I wish you best of luck/every success in your new ...<br>• Get well soon!/Hope you feel better soon/make a speedy recovery. | • Thanks so much.<br>• Thank you (all) for your wishes.<br>• Thanks. Happy New Year to you too!<br>• (The) same to you! Thanks. |

- Remind Ss that the expressions they used to fill in the gaps in **1** are set expressions for expressing best wishes and responding to them.
- Ask Ss to read the list of useful expressions in the box and check understanding.
- Put Ss in pairs and explain the situations.
- Give Ss a few minutes to plan their conversations, e.g. who will be Student A, who will be Student B, how they are going to start their conversations, what kind of exam they will be talking about, and what expressions they are going to use.
- In weaker classes, model a conversation for one of the situations with a student and write some prompts on the board, e.g. *I heard your exam is coming soon/you are not feeling well.*
- If time allows, have Ss swap roles so that they have a chance to role-play both Students A and B in each situation.
- Walk round the class and provide help when necessary.
- Invite some pairs to role-play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for good wishes, and fluent delivery.

***Suggested answers:***
1.
*B:* I heard you're taking an English exam tomorrow. Good luck!
*A:* Thanks so much.
2.
*A:* Are you OK? You look very tired.
*B:* I'm afraid I'm not feeling well.
*A:* I'm sorry to hear that. Hope you feel better soon.
*B:* Thanks.

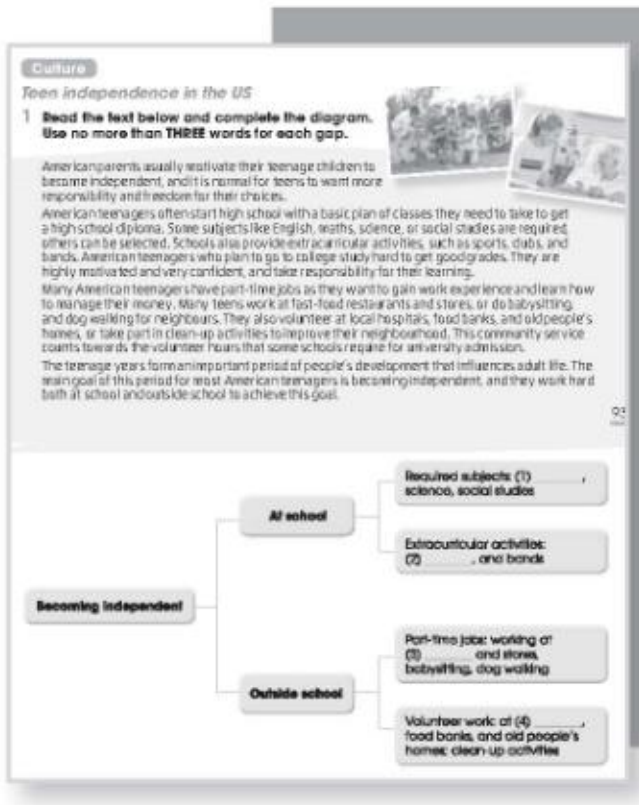
# CULTURE

## TEEN INDEPENDENCE IN THE US

## ACTIVITY 1

**Aim:** To help Ss learn how teenagers in the US become independent.

- Focus Ss' attention on the heading and the pictures. Ask some questions to find out what Ss already know about the topic, e.g. *Do you know how teenagers in the US become independent? What do they do at school? What activities do they do outside school?*


Culture
*Teen independence in the US*
1 **Read the text below and complete the diagram. Use no more than THREE words for each gap.**
American parents usually motivate their teenage children to become independent, and it is normal for teens to want more responsibility and freedom for their choices.
American teenagers often start high school with a basic plan of classes they need to take to get a high school diploma. Some subjects like English, maths, science, or social studies are required; others can be selected. Schools also provide extracurricular activities, such as sports, clubs, and bands. American teenagers who plan to go to college study hard to get good grades. They are highly motivated and very confident, and take responsibility for their learning.
Many American teenagers have part-time jobs as they want to gain work experience and learn how to manage their money. Many teens work at fast-food restaurants and stores, or do babysitting and dog walking for neighbours. They also volunteer at local hospitals, food banks, and old people's homes, or take part in clean-up activities to improve their neighbourhood. This community service counts towards the volunteer hours that some schools require for university admission.
The teenage years form an important period of people's development that influences adult life. The main goal of this period for most American teenagers is becoming independent, and they work hard both at school and outside school to achieve this goal.

- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *What subjects do teenagers in the US study at school?* (They study required subjects like English, maths, science, or social studies.) *Do they have extracurricular activities?* (Yes, they take part in sports, clubs, and bands.) *What is community service for?* (It counts towards the volunteer hours required for university admission.)
- Explain or elicit any new or difficult words, e.g. *diploma, (subjects) required/selected, extracurricular activities, babysitting, university admission*. In stronger classes, encourage Ss to guess the words from context.
- Ask Ss to read the diagram and remind them to use no more than three words for each gap.
- Have Ss read the text and fill the gaps individually. Then encourage them to discuss and compare their answers with a partner.
- Check answers as a class.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

***Key:*** 1. English, maths 2. sports, clubs 3. fast-food restaurants 4. local hospitals

## ACTIVITY 2

**Aim:** To help Ss relate what they have learnt about teen independence in the US to their country.


2 Work in groups. Discuss the following questions.
Do American teenagers learn to become independent in the same way as Vietnamese teenagers? What are the similarities and differences?

- Put Ss in groups and give them enough time to discuss the questions. Alternatively, have them create a similar diagram about Vietnamese teens. This will help them see the similarities and differences.
- In weaker classes, offer help by reading sections from the text and asking questions, e.g. *American teenagers often start high school with a basic plan of classes they need to take to get a high school diploma. How about Vietnamese students? Some subjects like English, maths, science, or social studies are required, others can be selected. What subjects are compulsory in Viet Nam? Can students select any subjects?*
- Ask some groups to share their ideas with the whole class.

***Suggested answer:***

We made a diagram about Vietnamese teens, and we can see both similarities and differences. To begin with, I'll talk about the similarities at school. We also have required subjects like Vietnamese literature, maths, natural sciences (physics, biology, chemistry), and social sciences (geography, history, civic education) to get a high school diploma. Extracurricular activities are also becoming popular in Vietnamese secondary schools. However, there are differences too. In Viet Nam, all subjects are compulsory for students while in the US, some school subjects can be selected. Also, in the US, emphasis is placed on providing a well-rounded education whereas Vietnamese education focuses more on grades and academic achievements.

# LESSON 8. LOOKING BACK AND PROJECT

## LOOKING BACK

### PRONUNCIATION


VIII LOOKING BACK

Pronunciation

Read the sentences using fall-rise intonation ( ). Then listen and compare. Practise saying them in pairs.

1. Shall we look for a part-time job to earn some pocket money?
2. Do you feel like doing a vegetarian cooking course?
3. Would you please give me some advice on how to set my goals?
4. Could you help me improve my communication skills?

**Aim:** To help Ss revise fall-rise intonation in invitations, suggestions, and polite requests.

- Ask Ss to work individually. Have them read the sentences and mark the fall-rise intonation at the appropriate words.
- Play the recording, pausing after each sentence for Ss to listen and repeat.
- Have Ss practise reading the sentences in pairs, focusing on the fall-rise intonation.

***Audio script – Track 64:***

1. Shall we look for a part-time job to earn some pocket money?
2. Do you feel like doing a vegetarian cooking course?
3. Would you please give me some advice on how to set my goals?
4. Could you help me improve my communication skills?

### VOCABULARY


Vocabulary

Choose the correct answer A, B, or C to complete each of the following sentences.

1. There are many interesting self-study materials on the Internet which can _____ students to practise English at home.
   A. motivate  B. come up with  C. make use of
2. Successful people are highly organised and _____ in everything they do.
   A. self-motivated  B. trust  C. responsibility
3. Some of my classmates find learning basic _____ like cleaning and cooking difficult.
   A. confidence  B. responsibilities  C. life skills
4. To develop _____ skills, please keep a diary for tasks and appointments.
   A. decision-making  B. time-management  C. independent

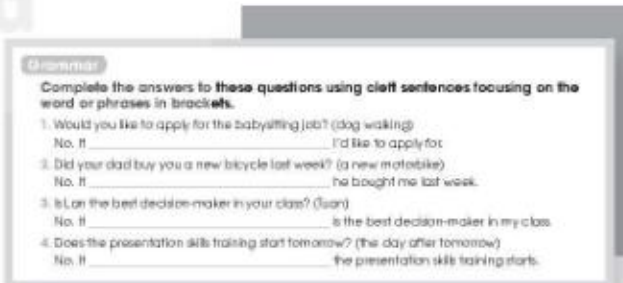
**Aim:** To help Ss revise topic-related words.

- Have Ss read each sentence and decide which word best completes it. Make sure that they know all the words.
- In weaker classes, have Ss work in pairs or groups.
- Check answers as a class.

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

**Extension:** If time allows, ask Ss to find the place where each word/phrase in the options first appears in the unit and call out the section of the unit, e.g. *motivate* first appears in the **Vocabulary** section.

### GRAMMAR


Grammar

Complete the answers to these questions using cleft sentences focusing on the word or phrases in brackets.

1. Would you like to apply for the babysitting job? (dog walking)
   No. It _____ I'd like to apply for.
2. Did your dad buy you a new bicycle last week? (a new motorbike)
   No. It _____ he bought me last week.
3. Is Lan the best decision-maker in your class? (Tuan)
   No. It _____ is the best decision-maker in my class.
4. Does the presentation skills training start tomorrow? (the day after tomorrow)
   No. It _____ the presentation skills training starts.

**Aim:** To help Ss revise the use of cleft sentences.

- Explain to Ss that they are going to review the use of cleft sentences.
- In weaker classes, have Ss review the grammar rules in the **Language** section before they do the exercise. If necessary, complete the first sentence on the board as an example and explain the sentence structure.
- Walk round the class to provide help if necessary.
- If time allows, ask Ss to work in pairs to compare answers.
- Check answers as a class.

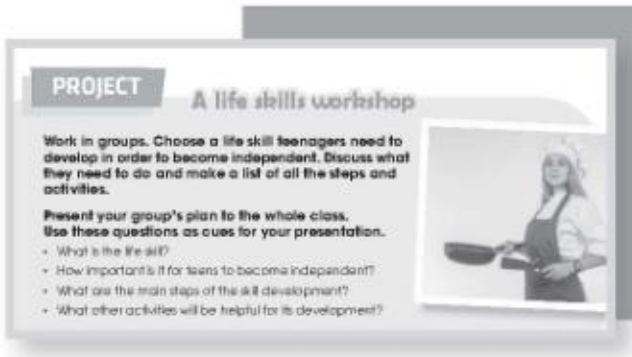
***Key:***

1. is the dog walking job that
2. was a new motorbike that
3. is Tuan that/who
4. is the day after tomorrow that

## PROJECT

### A LIFE SKILLS WORKSHOP

**Aim:** To provide an opportunity for Ss to develop their communication 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.
- Have Ss work in their groups. Give them a few minutes to get ready 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' presentation 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. You can also give Ss marks for their presentation as part of their continuous assessment.

**Suggested checklist for peer assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – The presenters greeted the audience. | | |
| – The presenters spoke clearly and naturally. | | |
| – The presenters cooperated when delivering their talk. | | |
| – The presenters interacted with the audience. | | |
| – The presenters used some photos/pictures to illustrate their ideas. | | |
| – The presenters concluded their talk appropriately. | | |
| ***CONTENT:*** *The presentation includes the following information:* | | |
| – Description of the life skill | | |
| – How important the skill is for teens to become independent | | |
| – The main steps of the skill development | | |
| – Other activities helpful for its development | | |

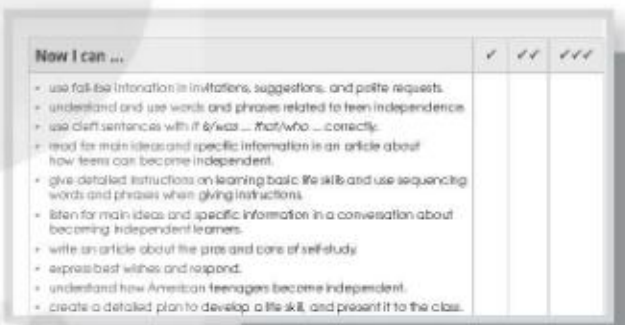
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

**Suggested checklist for self-assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – I greeted the audience. | | |
| – I spoke clearly and naturally. | | |
| – I cooperated with my group members when delivering the talk. | | |
| – I interacted with the audience. | | |
| – I used some photos/pictures to illustrate my ideas. | | |
| – I concluded my part of the talk appropriately. | | |
| ***CONTENT:*** *Our presentation includes the following information:* | | |
| – Description of the life skill | | |
| – How important the skill is for teens to become independent | | |
| – The main steps of the skill development | | |
| – Other activities helpful for its development | | |

**NOW I CAN ...**

Finally, ask Ss to complete the self-assessment table. Identify any difficulties and weak areas, and provide further practice for individual Ss.



| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use fall-rise intonation in invitations, suggestions, and polite requests. | | | |
| • understand and use words and phrases related to teen independence. | | | |
| • use cleft sentences with *it is/was ... that/who ...* correctly. | | | |
| • read for main ideas and specific information in an article about how teens can become independent. | | | |
| • give detailed instructions on learning basic life skills and use sequencing words and phrases when giving instructions. | | | |
| • listen for main ideas and specific information in a conversation about becoming independent learners. | | | |
| • write an article about the pros and cons of self-study. | | | |
| • express best wishes and respond. | | | |
| • understand how American teenagers become independent. | | | |
| • create a detailed plan to develop a life skill, and present it to the class. | | | |

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

# REVIEW 3

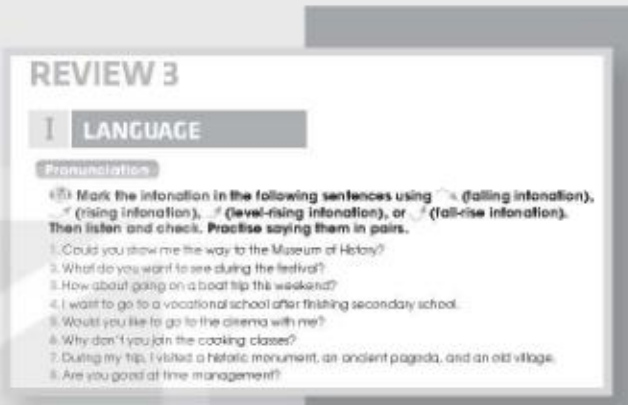
## INTRODUCTION

Review 3 is aimed at revising the language and skills Ss have learnt in Units 6 – 8. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

## LANGUAGE

### PRONUNCIATION

**Aim:** To help Ss review intonation in statements, lists, *Wh*-questions, *Yes/No* questions, invitations, and requests.


REVIEW 3

I LANGUAGE

Pronunciation

1 Mark the intonation in the following sentences using ↘ (falling intonation), ↗ (rising intonation), ↗ (level-rising intonation), or ↗ (fall-rise intonation). Then listen and check. Practise saying them in pairs.

1. Could you show me the way to the Museum of History?
2. What do you want to see during the festival?
3. How about going on a boat trip this weekend?
4. I want to go to a vocational school after finishing secondary school.
5. Would you like to go to the cinema with me?
6. Why don't you join the cooking classes?
7. During my trip, I visited a historic monument, an ancient pagoda, and an old village.
8. Are you good at time management?

- Ask Ss to read the sentences and mark the changes in intonation using appropriate arrows to indicate different patterns of intonation.
- Play the recording and have Ss check their answers. Check answers as a class.
- Play the recording again, pausing after each sentence for Ss to repeat as naturally as possible.

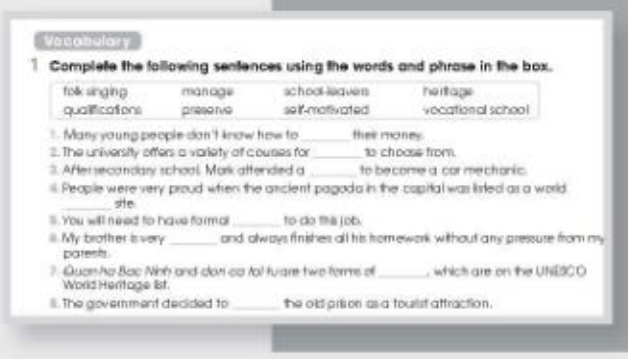
***Key + Audio script – Track 65:***

1. Could you show me the way to the Museum of History? ↗
2. What do you want to see during the festival? ↘
3. How about going on a boat trip this weekend? ↗
4. I want to go to a vocational school after finishing secondary school. ↘
5. Would you like to go to the cinema with me? ↗
6. Why don't you join the cooking classes? ↗
7. During my trip, I visited a historic monument →, an ancient pagoda →, and an old village. ↘
8. Are you good at time management? ↗

### VOCABULARY

### ACTIVITY 1

**Aim:** To help Ss review topic-related words and phrase from Units 6, 7, and 8, and provide further vocabulary practice.


Vocabulary

1 Complete the following sentences using the words and phrase in the box.

| | | | |
|---|---|---|---|
| folk singing | manage | school-leavers | heritage |
| qualifications | preserve | self-motivated | vocational school |

1. Many young people don't know how to _____ their money.
2. The university offers a variety of courses for _____ to choose from.
3. After secondary school, Mark attended a _____ to become a car mechanic.
4. People were very proud when the ancient pagoda in the capital was listed as a world _____ site.
5. You will need to have formal _____ to do this job.
6. My brother is very _____ and always finishes all his homework without any pressure from my parents.
7. *Quan ho Bac Ninh* and *don ca tai tu* are two forms of _____, which are on the UNESCO World Heritage list.
8. The government decided to _____ the old prison as a tourist attraction.

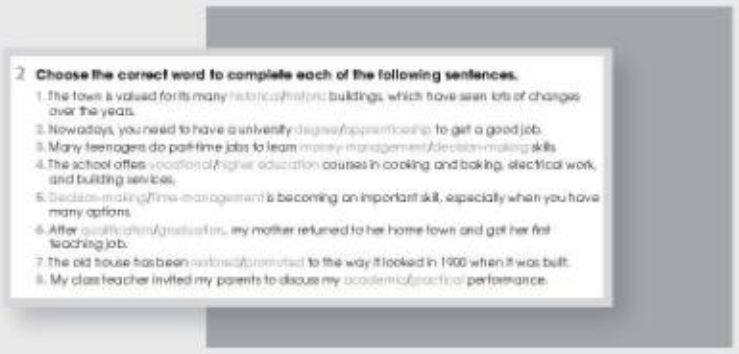
- Have Ss do this activity individually and then share their answers with a partner.
- Call on one or two Ss to write their answers on the board.
- Check and confirm the correct ones.

***Key:***

1. manage
2. school-leavers
3. vocational school
4. heritage
5. qualifications
6. self-motivated
7. folk singing
8. preserve

## ACTIVITY 2

**Aim:** To help Ss review topic-related words from Units 6, 7, and 8, and provide further vocabulary practice.


2 **Choose the correct word to complete each of the following sentences.**

1. The town is valued for its many historical/historic buildings, which have seen lots of changes over the years.
2. Nowadays, you need to have a university degree/apprenticeship to get a good job.
3. Many teenagers do part-time jobs to learn money-management/decision-making skills.
4. The school offers vocational/higher education courses in cooking and baking, electrical work, and building services.
5. Decision-making/time-management is becoming an important skill, especially when you have many options.
6. After qualification/graduation, my mother returned to her home town and got her first teaching job.
7. The old house has been restored/promoted to the way it looked in 1900 when it was built.
8. My class teacher invited my parents to discuss my academic/practical performance.

- Have Ss do this activity individually or in pairs.
- Call on some Ss to give their answers.
- Ask Ss to provide reasons for their answers, e.g. *In question 1, the correct word is 'historic' because it means 'very important in history'.*
- Check answers as a class.

***Key:***

| | | | |
|---|---|---|---|
| 1. historic | 2. degree | 3. money-management | 4. vocational |
| 5. Decision-making | 6. graduation | 7. restored | 8. academic |

## GRAMMAR

## ACTIVITY 1

**Aim:** To help Ss review the use of *to-infinitive* clauses, perfect gerunds, perfect participle clauses, and cleft sentences, and provide further grammar practice.


Grammar

1 **Choose the correct answer A, B, C, or D to complete each of the following sentences.**

1. It was _____ I bought the postcards for my friends.
   A. from this souvenir shop that  B. from this souvenir shop which
   C. this souvenir shop that  D. this souvenir shop
2. _____ secondary school, my brother decided to go to a vocational school instead of applying to university.
   A. Finish  B. Having finished  C. Finished  D. To finish
3. Jane was the first student from our school _____ a gold medal at the Maths Olympiad.
   A. to win  B. winning  C. win  D. having won
4. It was _____ my parents gave me the fish tank.
   A. my birthday which  B. my birthday that
   C. for my birthday where  D. formy birthday that
5. _____ a whole month revising for the exams, Mike passed them with high grades.
   A. Having spent  B. Spent  C. Spend  D. To spend
6. Trang An Scenic Landscape Complex is the only site in Southeast Asia _____ as a mixed heritage site.
   A. recognise  B. to recognise  C. to be recognised  D. recognising
7. It is _____ teenagers can earn pocket money.
   A. by taking a part-time job that  B. taking a part-time job that
   C. taking a part-time job what  D. by taking a part-time job what
8. My friend denied _____ the letter.
   A. to write  B. having written  C. have written  D. to be written

- Review *to-infinitive* clauses, perfect gerunds, perfect participle clauses, and cleft sentences by providing examples of each grammatical structure.
- Ask Ss to do the activity individually.
- Have Ss compare their answers in pairs.
- Call on some Ss to read their sentences aloud or write their answers on the board.
- Check answers as a class.

***Key:*** 1. A  2. B  3. A  4. D  5. A  6. C  7. A  8. B

## ACTIVITY 2

**Aim:** To help Ss review the use of *to-infinitive* clauses, perfect participle clauses, and cleft sentences.


2 **Rewrite the sentences beginning with the words given.**

1. I applied to study at a university in Canada.
   → It was at _____.
2. After I watched the documentary, I came up with some ideas for my project.
   → Having _____.
3. We went to Hoi An because we wanted to see the beautiful old bridge and the French houses.
   → We went to Hoi An to _____.
4. After I completed the project, I felt more confident in my abilities.
   → Having _____.
5. Community work gave many young people of Gen Z real-life experiences.
   → It was community _____.
6. Marie Curie won the Nobel Prize in Chemistry in 1911. She was the first woman who did so.
   → Marie Curie was the first _____.
7. After I did the course, I got better at managing my study time.
   → Having _____.
8. The Imperial Citadel of Thang Long was recognised as a World Heritage Site in 2010.
   → It was in _____.

- Ask Ss to do the activity individually.
- Have Ss compare their answers in pairs.
- Call on some Ss to read their sentences aloud or write them on the board.
- Check answers as a class.

***Key:***

1. a university in Canada that I applied to study
2. watched the documentary, I came up with some ideas for my project
3. see the beautiful old bridge and the French houses
4. completed the project, I felt more confident in my abilities
5. work that gave many young people of Gen Z real-life experiences
6. woman to win the Nobel Prize in Chemistry in 1911
7. done the course, I got better at managing my study time
8. 2010 that the Imperial Citadel of Thang Long was recognised as a World Heritage Site

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

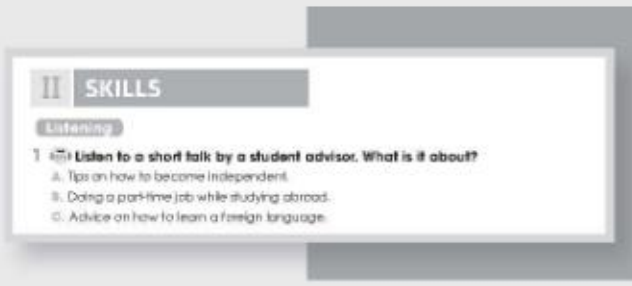
**Extension:** Give Ss pieces of paper or cards and ask each student to write the beginning of five cleft sentences focusing on different parts, e.g. *It was my mum …/It is at breakfast …/It was in the library …/ It is by studying hard …* Collect all cards, shuffle them, and place them face down on a table. Have Ss take turns to come to the table and pick a card. Give each student 30 seconds to complete their sentence using the correct relative clause, e.g. *It was in the library that we met the famous writer.*

## SKILLS

### LISTENING

### ACTIVITY 1

**Aim:** To help Ss practise listening for the main idea.


II SKILLS

Listening

1 Listen to a short talk by a student advisor. What is it about?

A. Tips on how to become independent.

B. Doing a part-time job while studying abroad.

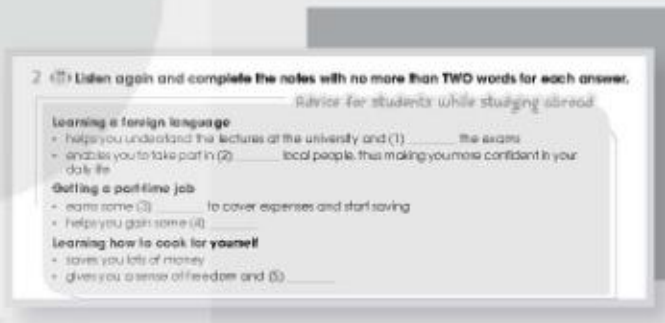
C. Advice on how to learn a foreign language.

- Tell Ss that they are going to listen to a talk by a student advisor and ask them to predict what the talk is about.
- Call on some Ss to share their predictions.
- Have Ss read the three options and check understanding.
- Play the recording for Ss to listen and check if their guesses are correct.
- Confirm the correct answer. Ask Ss to explain their choice, e.g. *The speaker introduces the topic of the talk by saying, 'In today's talk, I'll share some tips with you to help you become more independent when studying abroad.'*

***Key:*** A

### ACTIVITY 2

**Aim:** To help Ss practise listening for specific information and keywords.


2 Listen again and complete the notes with no more than TWO words for each answer.

Advice for students while studying abroad

**Learning a foreign language**

- helps you understand the lectures at the university and (1) _____ the exams
- enables you to take part in (2) _____ local people, thus making you more confident in your daily life

**Getting a part-time job**

- earns some (3) _____ to cover expenses and start saving
- helps you gain some (4) _____

**Learning how to cook for yourself**

- saves you lots of money
- gives you a sense of freedom and (5) _____

- Ask Ss to look at the notes, underline the keywords, and decide what part of speech they need to fill in each blank, e.g. 1. *verb + preposition*; 2. *noun + preposition*; 3. *noun*; 4. *noun*; 5. *noun*.
- Play the recording again and have Ss write down their answers.
- Have Ss work in pairs to compare their answers.
- Check answers as a class.
- In weaker classes, play the recording again, pausing after the sentences containing the missing word.

***Key:***

1. study for
2. conversations with
3. pocket money
4. work experience
5. independence

***Audio script – Tracks 66 + 67:***

More and more school-leavers are choosing to study abroad after finishing secondary school. While this is definitely an exciting experience, it's living independently in a foreign country that is challenging for many students. In today's talk, I'll share some tips with you to help you become more independent when studying abroad.

First of all, you should learn a foreign language well. This way, you will become more independent while attending the lectures at the university and studying for the exams afterwards. A good knowledge of the local language will also help you take part in conversations with local people, thus making you more confident in your daily life.

Another way to become more independent is to get a part-time job, which will allow you to earn some pocket money. You will also learn how to be more organised and feel more independent

by gaining some work experience. The best thing is that you will be regularly paid, cover some of your expenses and even save some money.

Cooking for yourself is also a good way to become more independent. When you're living abroad, you must learn to cook if you don't want to eat junk food or spend a lot of money at restaurants. Knowing how to cook and knowing what ingredients you put in your meals will give you a sense of freedom and independence.

**Extension:** Divide the class into two teams and give each team a board pen. Play the recording and stop after key content words. One member from each team runs to the board and writes the last word heard. Explain that only one student from each team is allowed to be standing in front of the board at any time. When finished, have teams check each other's words and spelling, and count how many correct words each team has written. The team with more correct words is the winner.

## SPEAKING

### ACTIVITY 1

**Aim:** To help Ss personalise the ideas and language in the listening.


Speaking

1 Work in pairs. What can you do to become more independent while studying abroad? Give your reasons.

Example: *I think I'll become more independent by learning to cook for myself. It's very expensive and unhealthy to eat out frequently. Besides, the food in the country where I'll be studying may not suit me, so it'd be nice if I could prepare dishes from my own country.*

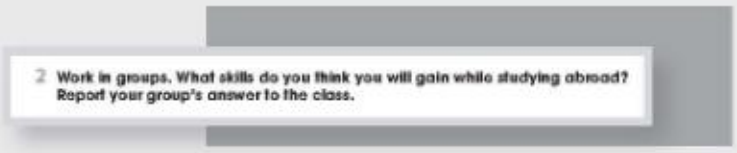
- Have Ss work in pairs and discuss things Ss can do to become independent while studying abroad.
- Ask Ss to read the example and ask if cooking for oneself was mentioned in the talk in the listening (Yes, as the last tip).
- Remind them of the other two tips in the listening. In weaker classes, write them as discussion prompts on the board.
- In stronger classes, encourage Ss to come up with more ideas and discuss how each activity will benefit them, e.g. *I'll be able to explore my host country and travel to any neighbouring countries. This will help me engage in cultures and broaden my world view.*
- Go round the class and provide help when necessary.

***Suggested answers:***

- Learn the language of the country where you study
- Get a part-time job
- Learn how to cook for yourself
- Travel in your host country and any neighbouring countries
- Make lifelong friends and meet people from across the globe

### ACTIVITY 2

**Aim:** To give Ss an opportunity to take part in a group discussion, then report back to the whole class.


2 Work in groups. What skills do you think you will gain while studying abroad? Report your group's answer to the class.

- Ask Ss to work in groups and explain that while in **1** they discussed activities of young people studying abroad, here they will focus on the skills they gain.
- Tell Ss to think about what skill each activity helps international students gain, e.g. Activity: *Students meet people from different cultures.* Skill: *This helps them gain intercultural communication skills.*
- Call on some Ss to present their ideas in front of the class.
- Praise for interesting ideas and fluent delivery.

***Suggested answers:***

**Discussion points:**

- Time-management (important for submitting assignments on time, scheduling time for revisions, doing part-time jobs, playing sports, relaxing, etc.)
- Language and communication skills

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- Cooking skills
- Managing money
- Learning to take care of yourself (cleaning, shopping, doing laundry, etc.)
- Strengthening study skills
- Problem-solving skills
- Cultural awareness or understanding (familiar with new culture and customs)

**Discussion summary:**

We think that while studying abroad we will be able to develop and improve some very useful life skills. First, we will be able to learn how to cook for ourselves. This is very important for teens to become independent. It is the life skill we must have because it will save us money. By cooking national dishes, we can also introduce our country's culture to our international friends.

Second, we will also learn how to take care of ourselves. Being away from home, we will have to do the laundry, clean our new home, shop, and iron our clothes. We have to make sure we stay healthy and fit, and seek medical help when we get sick.

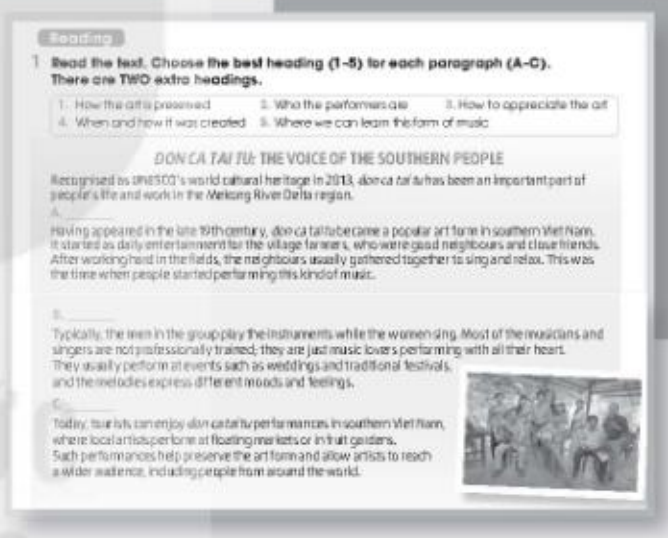
Finally, we discussed the development of language and communication skills. We will learn the language of the host country, and gain intercultural communication skills from interacting with people from diverse backgrounds.

## READING

### ACTIVITY 1

**Aim:** To help Ss practise reading for main ideas.

- Ask Ss to read the whole text once to get an overall idea.
- Focus their attention on the headings and check understanding.
- Review strategies used for reading texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.
- Have Ss read again applying the strategies to work out the heading for each paragraph.
- Remind Ss that there are two extra headings which are not used.
- Tell Ss to work in groups to compare answers.
- Check answers as a class.


Reading

1 **Read the text. Choose the best heading (1–5) for each paragraph (A–C). There are TWO extra headings.**

1. How the art is preserved
2. Who the performers are
3. How to appreciate the art
4. When and how it was created
5. Where we can learn this form of music

*DON CA TAI TU*: THE VOICE OF THE SOUTHERN PEOPLE

Recognised as UNESCO's world cultural heritage in 2013, *don ca tai tu* has been an important part of people's life and work in the Mekong River Delta region.

A. _____

Having appeared in the late 19th century, *don ca tai tu* became a popular art form in southern Viet Nam. It started as daily entertainment for the village farmers, who were good neighbours and close friends. After working hard in the fields, the neighbours usually gathered together to sing and relax. This was the time when people started performing this kind of music.

B. _____

Typically, the men in the group play the instruments while the women sing. Most of the musicians and singers are not professionally trained; they are just music lovers performing with all their heart. They usually perform at events such as weddings and traditional festivals, and the melodies express different moods and feelings.

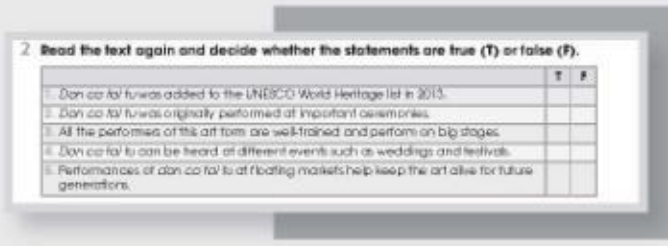
C. _____

Today, tourists can enjoy *don ca tai tu* performances in southern Viet Nam, where local artists perform at floating markets or in fruit gardens. Such performances help preserve the art form and allow artists to reach a wider audience, including people from around the world.

**Key:** A – 4 B – 2 C – 1

### ACTIVITY 2

**Aim:** To help Ss practise reading for specific information.


2 **Read the text again and decide whether the statements are true (T) or false (F).**

| | T | F |
|---|---|---|
| 1. *Don ca tai tu* was added to the UNESCO World Heritage list in 2013. | | |
| 2. *Don ca tai tu* was originally performed at important ceremonies. | | |
| 3. All the performers of this art form are well-trained and perform on big stages. | | |
| 4. *Don ca tai tu* can be heard at different events such as weddings and festivals. | | |
| 5. Performances of *don ca tai tu* at floating markets help keep the art alive for future generations. | | |

- Ask Ss to read the text again and complete the activity.
- Check answers as a class.
- Ask Ss to provide evidence from the text to support each answer, e.g. *The evidence for question 1 is available in the first paragraph (Recognised as UNESCO's world cultural heritage in 2013).*
- Have Ss correct the two false statements.

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

**Extension:** Divide Ss into groups. Have each group prepare three comprehension questions about the reading text. Call on each group to read out their questions and invite other groups to answer, e.g. *When was this music form recognised as cultural heritage by UNESCO?* In stronger classes, ask Ss to close their books when they answer the questions.

## WRITING


Writing

1 Work in pairs. Read the advert below and discuss what other information you want to know about how to become a club member.

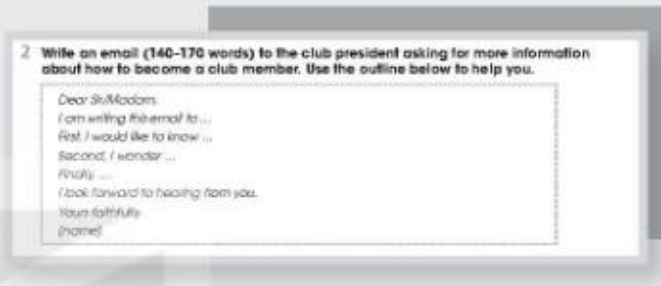
Are you interested in traditional folk singing?
Are you looking for a club for folk music lovers?
Join us for lots of fun activities!

### ACTIVITY 1

**Aim:** To help Ss develop ideas for their writing.

- Tell Ss to read the advertisement and check understanding by asking questions, e.g. *What kind of club is it? Is it open to everyone? What kind of people are invited to join the club?*
- Tell Ss to imagine that they want to become members of the club. Put them in pairs and have them think about what information they want to know before they join the club.
- In weaker classes, brainstorm some ideas as a class and write some prompts on the board, e.g. *any requirements for becoming a club member including age and musical skills, if members will have to pay a fee, benefits of becoming a member.*

### ACTIVITY 2


2 Write an email (140–170 words) to the club president asking for more information about how to become a club member. Use the outline below to help you.

Dear Sir/Madam,
I am writing this email to ...
First, I would like to know ...
Second, I wonder ...
Finally, ...
I look forward to hearing from you.
Yours faithfully,
[name]

**Aim:** To help Ss practise writing an email requesting information about a music club.

- Ask Ss to work individually and write an email requesting information about becoming a member of the *Don ca tai tu* Club.
- Tell Ss that they can use the ideas they discussed in **1** and outline in the box. Remind them to pay attention to word choice, linking words, sentence structures, and punctuation.
- In weaker classes, read the suggested answer below and write some keywords from it as additional prompts on the board.
- Give Ss enough time to complete their email. Walk round the class and offer help.
- Call on some Ss to read their paragraphs to the class. Encourage the rest of the class to ask questions or make comments.
- Collect Ss' writing to mark and provide written feedback in the next lessons.

***Suggested answer:***

Dear Sir/Madam,

I am writing this email to ask for information about joining the *Don ca tai tu* Club. I enjoy listening to folk music because it keeps me connected to my past and culture.

First, I would like to know if there is an application form that I need to complete. If not, do you need any other information about me, such as age, school, interests, and musical skills?

Second, I wonder whether there is a club fee. If there is one, how much is it and how often do I need to make payments? Are there any discounts for students?

Finally, I want to know what benefits I will get for my membership. Will I get any training in *don ca tai tu* singing? Will I get any free tickets to enjoy *don ca tai tu* performances?

I look forward to hearing from you.

Yours faithfully,

Nguyen Van An

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit
# 9
# SOCIAL ISSUES

**OBJECTIVES:**

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

- use rising and falling intonation in choice questions;
- understand and use words and phrases related to social issues;
- use linking words and phrases to connect ideas, clauses, or sentences;
- read for main ideas and specific information in an article about peer pressure;
- talk about experiences of peer pressure and respond to peer pressure situations;
- listen for specific information in a conversation about types of bullying;
- write a proposal for a school campaign against cyberbullying;
- express disappointment and sympathy;
- understand some of the social problems facing teens in the US today;
- plan activities for a campaign to raise people's awareness about a social issue and give a group presentation about it.

## LESSON 1. GETTING STARTED

### WARM-UP & INTRODUCTION

**Aims:**

– To create a friendly and lively atmosphere in the classroom;
– To lead into the new unit.

- Review the previous unit and revise some of the target words Ss have learnt by having Ss play a game: *A to Z*. Put Ss in groups and give each group a letter from the alphabet, such as A, B, or C. Ask groups to come up with a word from Unit 8 which contains their letter, e.g. *A – Achieve, B – responsiBility, C – Confidence*. Have a student from each group write their word on the board. Repeat with other letters until all Ss in each group have had a chance to write a word on the board. Have groups check the spelling of the words. The group with most correct words is the winner.
- Lead into the unit topic. Write the unit title *Social issues* on the board. Ask questions to check understanding of the concept, e.g. *What are social issues?* (issues that have an impact on individuals in society) *What types of social issues are there?* (global, regional, national, local) *Can you give an example of each type?* (Poverty is a global issue because it affects the entire world.).
- Have Ss open their books at page 100. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and CLIL topics, and the project.

# A SOCIAL AWARENESS CLUB MEETING

## ACTIVITY 1

**Aim:** To introduce some vocabulary and the grammar points to be learnt in the unit.



1 GETTING STARTED

*A social awareness club meeting*

1 Listen and read.

**Mark:** Hi, everyone. Last time our club met, we decided to start an awareness campaign to draw attention to a pressing social issue. So have you thought about any issues that we could focus on?

**Mai:** Yes, I think we should promote issues that affect a lot of people in our city, such as crime and overpopulation.

**Nam:** I like your ideas, Mai, but I think we should plan our campaign around social issues that directly affect teenagers like us.

**Mark:** Can you give us some examples?

**Nam:** Well, bullying, peer pressure, and body shaming, for instance, are major problems among teenagers today although many people don't feel comfortable talking about them.

**Mai:** I agree with you. Hmm ... so Mark, what do you think? Should we focus our campaign on a general social issue or one affecting mainly teens?

**Mark:** Hmm. I think this time we should focus on a problem teens struggle with every day because this won't be a big campaign. However, we'll try to use your ideas for another project, Mai.

**Mai:** Sounds good! Now let's decide on a social issue. Is the top problem facing teens today peer pressure, body shaming, or bullying?

**Nam:** I think it's bullying because it's very common today, and ...

- Draw Ss' attention to the photos. Ask questions, e.g. *Why is the boy saying no?* (He doesn't want to smoke.), *Why is the girl in school uniform hiding her face?* (Because she is feeling helpless and frightened.), *What are the other people around her doing?* (Taking photos and poking her.) *Why is the girl in casual clothes looking sad?* (Because her friends are talking behind her back.) *Is this behaviour acceptable?* (No, it's bullying.)
- Ask Ss to skim through the conversation and ask, e.g. *Who are the speakers?* (Nam, Mai, and Mark) *What do you think they are discussing?* (Social issues).
- Play the recording twice for Ss to listen and read silently along. Have Ss underline words and phrases related to social issues.
- In stronger classes, ask Ss to close their books and just listen to the conversation the first time when you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, but this time following the text and checking if their answers were correct.
- Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
- Call on three Ss to read the conversation aloud.

***Audio script – Track 68:***

*Mark:* Hi, everyone. Last time our club met, we decided to start an awareness campaign to draw attention to a pressing social issue. So have you thought about any issues that we could focus on?

*Mai:* Yes, I think we should promote issues that affect a lot of people in our city, such as crime and overpopulation.

*Nam:* I like your ideas, Mai, but I think we should plan our campaign around social issues that directly affect teenagers like us.

*Mark:* Can you give us some examples?

*Nam:* Well, bullying, peer pressure, and body shaming, for instance, are major problems among teenagers today although many people don't feel comfortable talking about them.

*Mai:* I agree with you. Hmm… so Mark, what do you think? Should we focus our campaign on a general social issue or one affecting mainly teens?

*Mark:* Hmm. I think this time we should focus on a problem teens struggle with every day because this won't be a big campaign. However, we'll try to use your ideas for another project, Mai.

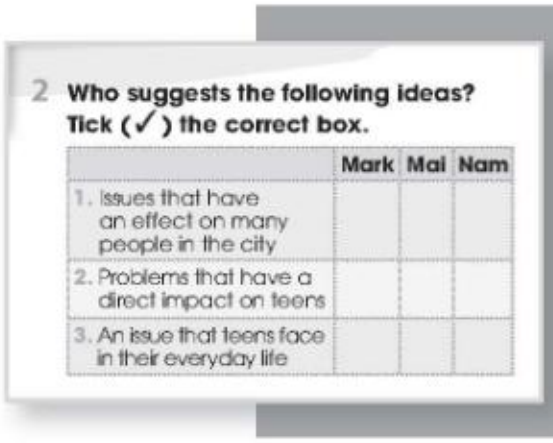
*Mai:* Sounds good! Now let's decide on a social issue. Is the top problem facing teens today peer pressure, body shaming, or bullying?

*Nam:* I think it's bullying because it's very common today, and …

## ACTIVITY 2

**Aim:** To check Ss' comprehension of the conversation.

- Ask Ss to identify the keywords in the statements in the table. Then have them read the conversation again and locate the part that contains information about each statement. Have them compare the information in the conversation with each statement in the table.
- Have Ss work in pairs to discuss and compare their answers.
- Check answers as a class.



2 **Who suggests the following ideas? Tick (✓) the correct box.**

| | Mark | Mai | Nam |
|---|---|---|---|
| 1. Issues that have an effect on many people in the city | | | |
| 2. Problems that have a direct impact on teens | | | |
| 3. An issue that teens face in their everyday life | | | |

***Key:***
1. Mai 2. Nam 3. Mark/Nam

**Extension:** Call out speakers' lines or part of them and have Ss say who says them, e.g. *I think we should promote issues that affect a lot of people in our city*. (Mai) In stronger classes, vary the game by inviting Ss to call out the speakers' lines.

## ACTIVITY 3

**Aim:** To introduce words and phrases related to social issues.

- Have Ss look at the pictures and the first letters of the missing words. Explain that these words are related to social issues, and they are all in the conversation in **1**.
- Point to the first one and ask, *What does the picture show?* (Masked bank robbers, people in face coverings stealing things) *What social issue does it illustrate?* (crime)
- Ask Ss to write down the words.
- Check answers as a class.
- Explain the meaning of any words Ss don't know or find hard to understand, e.g. *What is peer pressure?* (Pressure from people of your age or social group to behave like them in order to be liked or accepted.)



3 **Find five social issues in 1 and write them under the correct pictures. Use the hints below to help you.**



1. crime



2. o



3. b



4. p p



5. b s

***Key:*** 2. overpopulation 3. bullying 4. peer pressure 5. body shaming

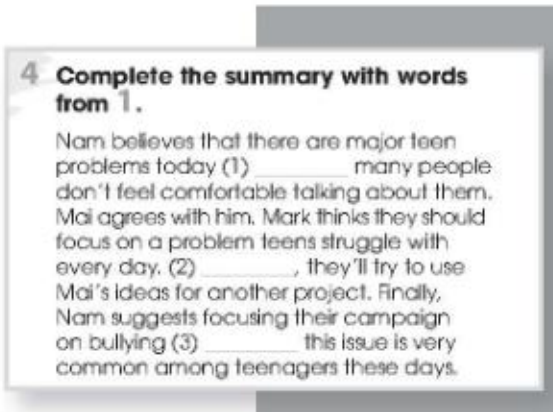
**Extension:** In stronger classes, have Ss play a competitive game. Put them into groups and have them use the words and phrases to make sentences related to issues in their school, neighbourhood or city. Give groups five minutes and encourage them to make as many sentences as possible. They can write them down on a piece of paper. When the time is up, ask groups to read their sentences. The group with the most correct sentences is the winner.

## ACTIVITY 4

**Aim:** To help Ss identify linking words and phrases.

- Tell Ss to read the summary.
- Ask Ss to complete the sentences, using words from **1**.
- Check answers as a class.
- Elicit what type of linking words and phrases appear in the summary, i.e. to show contrast (*although, however*) and to indicate reasons (*because*).

***Key:*** 1. although 2. However 3. because



4 **Complete the summary with words from 1.**

Nam believes that there are major teen problems today (1) _____ many people don't feel comfortable talking about them. Mai agrees with him. Mark thinks they should focus on a problem teens struggle with every day. (2) _____, they'll try to use Mai's ideas for another project. Finally, Nam suggests focusing their campaign on bullying (3) _____ this issue is very common among teenagers these days.

**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 Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 9, the **Project** section, look at the picture and say what the topic of the project is (*A social awareness campaign*).
- Explain the project requirements: Ss will have to design and give an oral presentation about a campaign to raise people's awareness about different social issues in their community. Each group is responsible for planning activities for one social issue. The presentation should discuss (1) what the social issue is and how it affects the community; (2) who will participate in the campaign, and who can help to fix this issue; (3) the activities in the campaign; and (4) the goals of the campaign.
- Suggest the steps Ss should follow: 1) Collect information (searching the Internet, reading newspapers, talking to people in their school or community, etc.); 2) Analyse the information and decide on the social issue, participants, activities, and goals; 3) Find photos or other visuals to illustrate their ideas; 4) Organise the presentation (using PowerPoint slides or posters); 5) Rehearse their presentation.
- 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 deadlines 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. Encourage them to prepare some notes to refer to when they speak.

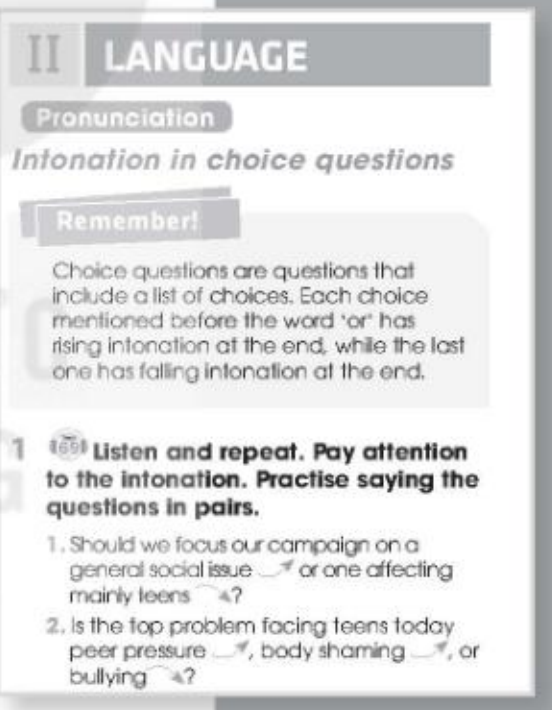
# LESSON 2. LANGUAGE

## PRONUNCIATION

### INTONATION IN CHOICE QUESTIONS

**ACTIVITY 1**

**Aim:** To help Ss recognise and practise intonation in choice questions.


II LANGUAGE

Pronunciation

*Intonation in choice questions*

Remember!

Choice questions are questions that include a list of choices. Each choice mentioned before the word 'or' has rising intonation at the end, while the last one has falling intonation at the end.

1 69 **Listen and repeat. Pay attention to the intonation. Practise saying the questions in pairs.**

1. Should we focus our campaign on a general social issue ↗ or one affecting mainly teens ↘?
2. Is the top problem facing teens today peer pressure ↗, body shaming ↗, or bullying ↘?

- Tell Ss that they are going to listen to two sentences from **Getting Started**.
- Play the recording and have Ss listen and pay attention to the intonation pattern.
- Play the recording again for Ss to listen and repeat.
- Ask Ss to read the notes in the **Remember!** box. Check understanding by asking individual Ss to list the choices before and after the word 'or' in each question.
- Ask Ss to practise saying the questions in pairs.

***Audio script – Track 69:***

1. Should we focus our campaign on a general social issue ↗ or one affecting mainly teens ↘?
2. Is the top problem facing teens today peer pressure ↗, body shaming ↗, or bullying ↘?

## ACTIVITY 2

**Aim:** To help Ss practise intonation in choice questions.


2 (70) **Mark the intonation in these questions. Then listen and check. Practise saying them in pairs.**

1. Is peer pressure good or bad?
2. Is this a social or environmental issue?
3. Should our campaign focus on crime, overpopulation, or climate change?
4. Do you talk to your parents, share problems with your friends, or ask your teachers for advice?

- Ask Ss to read quickly through the sentences. Check understanding.
- Have Ss work in pairs taking turns to read each sentence aloud. Ask them to pay attention to the rising and falling intonation in the choices.
- Ask Ss to mark the falling and rising intonation in each question.
- Check answers by asking Ss to draw the correct arrows for each question on the board.
- Have Ss practise them in pairs.

***Key + Audio script – Track 70:***

1. Is peer pressure good ↗ or bad ↘?
2. Is this a social ↗ or environmental issue ↘?
3. Should our campaign focus on crime ↗, overpopulation ↗, or climate change ↘?
4. Do you talk to your parents ↗, share problems with your friends ↗, or ask your teachers for advice ↘?

**Extension:** Invite some Ss to make new choice questions by providing the choices for Ss to use in their sentences, e.g. social awareness club/environmental club – *Should I join the social awareness club or the environmental club?* teacher/mum – *Is that your teacher or your mum?* Have the rest of the class say if they are using appropriate intonation.

# VOCABULARY

## SOCIAL ISSUES

## ACTIVITY 1

**Aim:** To introduce words related to social issues.


Vocabulary

*Social issues*

1 **Find five words in the word search and write them next to the correct definition. Use the glossary (pages 130–131) to help you.**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| c | a | m | p | a | i | g | n | a | v |
| z | x | z | o | b | c | a | p | l | i |
| b | y | n | v | u | a | r | g | c | o |
| k | w | c | e | l | k | p | p | o | l |
| v | r | x | r | l | z | z | c | h | e |
| g | w | z | t | y | r | f | o | o | n |
| x | k | u | y | p | f | g | o | l | t |

1. _____ (adj): using force to hurt or kill someone
2. _____ (n): the state of being poor
3. _____ (n): drinks such as beer and wine that can make people drunk
4. _____ (n): planned activities to achieve social or political aims
5. _____ (v): to frighten or hurt a weaker person

- Tell Ss that the words in the activity are related to social issues.
- Have Ss find five words in the word search. Encourage Ss to look at the definitions below the word search to have a better understanding of the words.
- In weaker classes, do the first one as an example before asking Ss to do the rest. They can also find the words in the glossary.
- Check answers as a class.

***Key:***

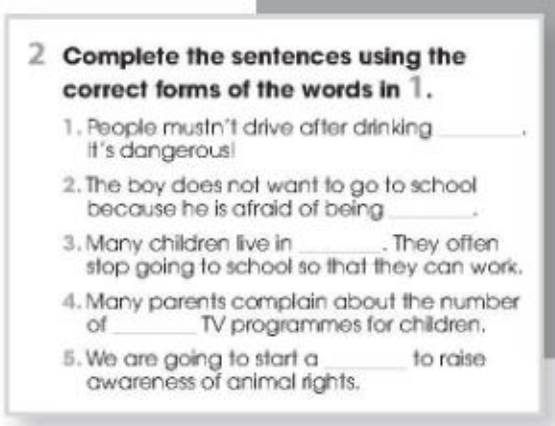
1. violent
2. poverty
3. alcohol
4. campaign
5. bully

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| c | a | m | p | a | i | g | n | a | v |
| z | x | z | o | b | c | a | p | l | i |
| b | y | n | v | u | a | r | g | c | o |
| k | w | c | e | l | k | p | p | o | l |
| v | r | x | r | l | z | z | c | h | e |
| g | w | z | t | y | r | f | o | o | n |
| x | k | u | y | p | f | g | o | l | t |

## ACTIVITY 2

**Aim:** To help Ss practise the words in **1** in meaningful contexts.

- Tell Ss to read the sentences carefully and decide which word in **1** can be used to complete each of the sentences. Tell them to change the forms of some words if necessary.
- Check answers as a class. Have Ss call out the word they have used in each sentence first.
- Confirm the correct answers.
- Ask some Ss to read the completed sentences.
- Have Ss further practise the target words. Put Ss into groups and ask them to come up with different collocations, e.g. 1. *alcohol - drink alcohol, ban alcohol, alcohol use, alcohol-free drinks*. In stronger classes, have Ss explain the meaning of each new collocation or use it in a sentence.



**2 Complete the sentences using the correct forms of the words in 1.**

1. People mustn't drive after drinking _____. It's dangerous!
2. The boy does not want to go to school because he is afraid of being _____.
3. Many children live in _____. They often stop going to school so that they can work.
4. Many parents complain about the number of _____ TV programmes for children.
5. We are going to start a _____ to raise awareness of animal rights.

***Key:*** 1. alcohol 2. bullied 3. poverty 4. violent 5. campaign

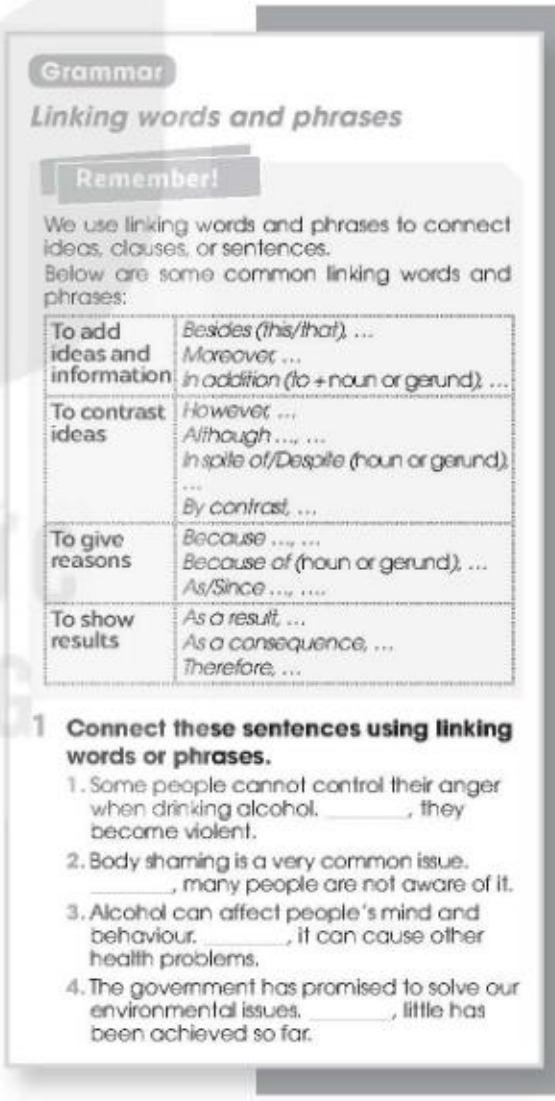
# GRAMMAR

## LINKING WORDS AND PHRASES

## ACTIVITY 1

**Aim:** To help Ss recognise different types of linking words and phrases.

- Encourage Ss to study the **Remember!** box. Tell them that there are several types of linking words/phrases with different meanings, i.e. to add ideas and information, to contrast ideas, to give reasons, and to show results. Explain different sentence structures, e.g. *Some words/phrases are followed by a clause, while others are followed by nouns or gerunds. Some are used to connect two dependent clauses of a sentence, while others can be used to connect two sentences or independent clauses*. Give some examples to illustrate these differences.
- Ask Ss to fill in the blanks using linking words or phrases. Tell them to pay attention to the meaning of each sentence and the linking words/phrases.
- Check answers as a class by having individual Ss read aloud the completed sentences and explaining why they have used the linking word or phrase, e.g. 1. *I used 'As a result' here because the second sentence gives the result of the action in the first sentence (i.e. some people become violent after drinking alcohol).*



**Grammar**

***Linking words and phrases***

**Remember!**

We use linking words and phrases to connect ideas, clauses, or sentences.
Below are some common linking words and phrases:

| | |
|---|---|
| To add ideas and information | *Besides (this/that), …*<br>*Moreover, …*<br>*In addition (to + noun or gerund), …* |
| To contrast ideas | *However, …*<br>*Although …, …*<br>*In spite of/Despite (noun or gerund), …*<br>*By contrast, …* |
| To give reasons | *Because …, …*<br>*Because of (noun or gerund), …*<br>*As/Since …, …* |
| To show results | *As a result, …*<br>*As a consequence, …*<br>*Therefore, …* |

**1 Connect these sentences using linking words or phrases.**

1. Some people cannot control their anger when drinking alcohol. _____, they become violent.
2. Body shaming is a very common issue. _____, many people are not aware of it.
3. Alcohol can affect people's mind and behaviour. _____, it can cause other health problems.
4. The government has promised to solve our environmental issues. _____, little has been achieved so far.

***Key:***

1. As a result/As a consequence/Therefore
2. However
3. Moreover/In addition/Besides
4. However/In spite of this/Despite this

**Extension:** Ask Ss to combine each pair of sentences into one sentence using appropriate linking words or phrases. E.g. 1. *Some people cannot control their anger when drinking alcohol. Therefore, they become violent.* → *Because/ As/ Since people cannot control their anger when drinking alcohol, they become violent.* 2. *Although body shaming is a very common issue, many people are not aware of it.* 3. *Apart from affecting people's mind and behaviour, alcohol can cause other health problems.* 4. *Although the government has promised to solve our environmental issues, little has been achieved so far.* Encourage Ss to read their sentences aloud and ask the whole class to decide if they are grammatically correct.

## ACTIVITY 2

**Aim:** To help Ss practise using linking words and phrases in a speaking activity.


2 **Work in pairs. Add more sentences to each item. Use different linking words and/or phrases.**

1. Some children play too many violent computer games. _____

2. Many people live in poverty. _____

3. Awareness campaigns help to draw people's attention to social issues. _____

*Example: Some children play too many violent computer games.* ***As a result,*** *they become violent.* ***Besides,*** *it's unhealthy for them to play video games for hours ...*

- Have Ss read instructions and example, and make sure they understand the contexts and what they have to do.
- In weaker classes, model the first one with a student.
- Put Ss in pairs. Have them first think of ways to expand the ideas, e.g. by explaining the consequences or adding related ideas or examples.
- Walk round the class to offer help.
- Invite some Ss to report back to the class.

***Suggested answer:***

2. Many people live in poverty. As a result, they cannot afford basic things in life such as food, clothes, and education. Therefore, we should organise some charity events to help them.
3. Awareness campaigns help to draw people's attention to social issues. However, more should be done to ensure that people will actually take actions about these issues. Therefore, I suggest we should set up some helplines to support people in need to deal with social issues in the long term.

# LESSON 3. READING

## PEER PRESSURE

## ACTIVITY 1. Pre-reading

**Aim:** To activate prior knowledge about the topic and get Ss involved in the lesson.


III READING

*Peer pressure*

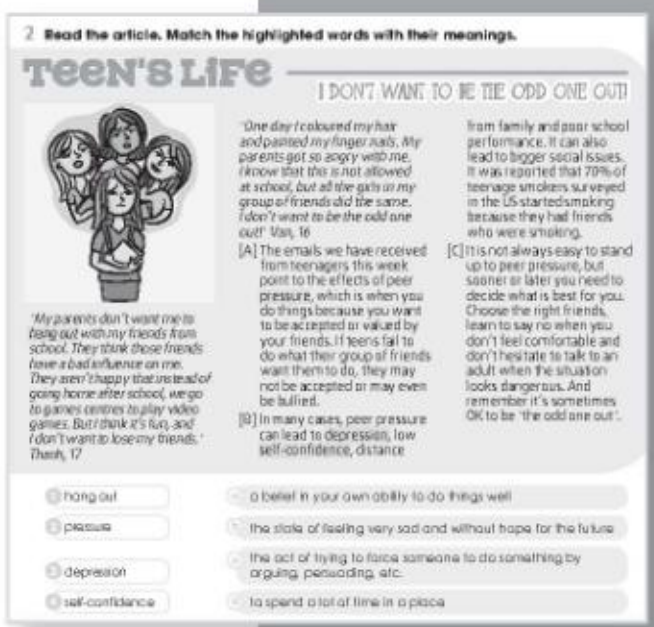
1 **Work in pairs. Discuss the following question.**

*Have your friends ever made you do something you do not like? If yes, give an example.*

- Ask Ss questions such as *What is friendship? What's a definition of a true friend? How do you know that you have a true friend?*
- Accept all reasonable answers and focus Ss' attention on the question. Check understanding.
- Ask Ss to work in pairs to discuss the question.
- Have some Ss share their answers with the whole class.
- Lead into the topic of the reading text by explaining that when friends make you do things or act in a certain way they apply peer pressure.

## ACTIVITY 2. While-reading

**Aim:** To help Ss practise guessing the meaning of words/phrases from context.


2 **Read the article. Match the highlighted words with their meanings.**

TEEN'S LIFE

I DON'T WANT TO BE THE ODD ONE OUT!



*'My parents don't want me to hang out with my friends from school. They think those friends have a bad influence on me. They aren't happy that instead of going home after school, we go to games centres to play video games. But I think it's fun, and I don't want to lose my friends.' Thanh, 17*

*'One day I coloured my hair and painted my finger nails. My parents got so angry with me. I know that this is not allowed at school, but all the girls in my group of friends did the same. I don't want to be the odd one out!' Van, 16*

[A] The emails we have received from teenagers this week point to the effects of peer pressure, which is when you do things because you want to be accepted or valued by your friends. If teens fail to do what their group of friends want them to do, they may not be accepted or may even be bullied.

[B] In many cases, peer pressure can lead to depression, low self-confidence, distance from family and poor school performance. It can also lead to bigger social issues. It was reported that 70% of teenage smokers surveyed in the US started smoking because they had friends who were smoking.

[C] It is not always easy to stand up to peer pressure, but sooner or later you need to decide what is best for you. Choose the right friends, learn to say no when you don't feel comfortable and don't hesitate to talk to an adult when the situation looks dangerous. And remember it's sometimes OK to be 'the odd one out'.

| | |
|---|---|
| 1 hang out | a belief in your own ability to do things well |
| 2 pressure | the state of feeling very sad and without hope for the future |
| 3 depression | the act of trying to force someone to do something by arguing, persuading, etc. |
| 4 self-confidence | to spend a lot of time in a place |

- Ask Ss to focus on the highlighted words in the text and look for context clues.
- In weaker classes, provide the part of speech of each word, e.g. *hang out* (phrasal verb).
- Ask Ss to match the words with their meanings. Walk round the class and provide help if necessary.
- Check answers as a class. In stronger classes, ask Ss to make sentences with them.

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

## ACTIVITY 3. While-reading


3 Read the article again. Which paragraph contains the following information? Write A, B, or C.

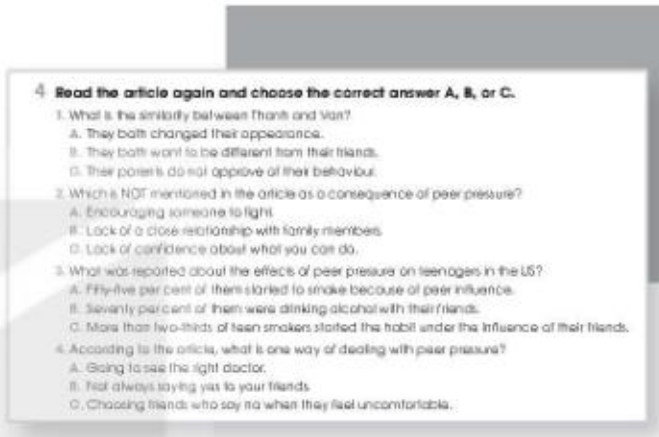
1. The definition of 'peer pressure' _____
2. How peer pressure can cause social issues _____
3. Dealing with peer pressure _____
4. The possible problems facing teens if they do not follow their peers _____

**Aim:** To help Ss practise reading for specific information.

- Ask Ss to read the four points and underline keywords, e.g. 1. *Definition, peer pressure* 2. *Peer pressure, cause, social issues.*
- Ask Ss to read each part of the text quicky, then match each statement (1–4) with each part [A–C]. Encourage them to underline clues in the reading text that support their answers.
- Check answers as a class.
- Invite some Ss to read out the clues they have underlined in the reading text, e.g. *The definition of 'peer pressure' can be found in paragraph A: '… peer pressure, which is when you do things because you want to be accepted or valued by your friends.'*

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

## ACTIVITY 4. While-reading


4 Read the article again and choose the correct answer A, B, or C.

1. What is the similarity between Thanh and Van?
   A. They both changed their appearance.
   B. They both want to be different from their friends.
   C. Their parents do not approve of their behaviour.
2. Which is NOT mentioned in the article as a consequence of peer pressure?
   A. Encouraging someone to fight.
   B. Lack of a close relationship with family members.
   C. Lack of confidence about what you can do.
3. What was reported about the effects of peer pressure on teenagers in the US?
   A. Fifty-five per cent of them started to smoke because of peer influence.
   B. Seventy per cent of them were drinking alcohol with their friends.
   C. More than two-thirds of teen smokers started the habit under the influence of their friends.
4. According to the article, what is one way of dealing with peer pressure?
   A. Going to see the right doctor.
   B. Not always saying yes to your friends.
   C. Choosing friends who say no when they feel uncomfortable.

**Aim:** To help Ss practise reading for specific information.

- Ask Ss to read each question and the choices given. Encourage them to underline keywords in each question and choice.
- Ask Ss to scan through the article to look for information that will help them answer Questions 1, 3 and 4. In weaker classes, ask some guiding questions, e.g. *Did Thanh change his appearance?* (No) *Do they want to be different from their friends?* (No) *Do their parents like the way they act or the things they do?* (No).
- As for Question 2, ask Ss to identify which part of the text discusses the consequences of peer pressure. Then ask them to read the part carefully to identify which options (A–C) are mentioned as consequences of peer pressure, i.e. Paragraph B – 'low self-confidence' (C) and 'distance from family' (B). Eliminate those options.
- Check answers as a class.

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

**Extension:** Put Ss into pairs. Ask each pair to prepare three quiz questions based on the reading text and write them on cards or pieces of paper, e.g. *What is peer pressure according to the article? What do Thanh's parents think of his friends?* Collect the cards, shuffle them and spread them, face down, on a table in front of the class. Have Ss close their books. Invite pairs to take turns to come to the table and turn over a card. They should read the question and answer it. Give pairs a point for each correct answer. If their answer is wrong, they should put the card face down in the same position. The pair with most points is the winner.

## ACTIVITY 5. Post-reading


5 Work in pairs. Discuss the following question.

Have you, or has someone you know, experienced any of the problems mentioned in this article?

**Aim:** To help Ss use the language and ideas in the reading to reflect on their own experiences.

- Ask Ss to work in pairs. Ask them to list the problems of peer pressure mentioned in the text, e.g. falling under bad influence from friends, stressful relationship between parents and children, depression, low confidence.
- Discuss if they, or someone they know, have similar problems. Encourage them to talk about these experiences.
- Invite some Ss to share their answers with the whole class. Ask questions when necessary, e.g. *When did that happen? Where did it happen? How did you/the person feel about it? What did you do?*

***Suggested answer:***

I used to wear my hair in a ponytail to school until my friends told me that it was outdated and some of them even laughed at my hairstyle. I became so ashamed of myself and my hairstyle that I dyed my hair blonde, just to make myself look 'cool' to my friends. But to be honest, it cost me a lot of money and time to dye and take care of my hair, and when I looked at myself in the mirror every day, I didn't like it at all. So I stopped colouring my hair and started ignoring comments about my hairstyle.

## LESSON 4. SPEAKING

### EXPERIENCING PEER PRESSURE

**Learning outcome:** By the end of the lesson, Ss will be able to respond to real-life situations related to peer pressure in pairs and in groups.

### ACTIVITY 1

**Aim:** To introduce more ideas for the speaking tasks and get Ss involved in the lesson.


IV SPEAKING

*Experiencing peer pressure*

1 **Order the examples of peer pressure below from 1 (most powerful) to 6 (least powerful).**

A. Peer pressure to get good grades at school

B. Peer pressure to be good at sport

C. Peer pressure to be fashionable

D. Peer pressure to look slim and fit

E. Peer pressure to own the latest device

F. Peer pressure not to obey rules

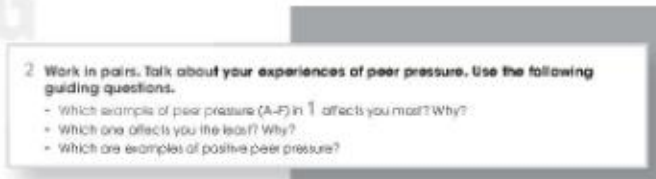
- Ask Ss to look at the pictures and the examples of peer pressure. Check understanding of the vocabulary.
- Have Ss order the types of peer pressure from the most to the least powerful. Explain that the most powerful peer pressure is the one that is hardest to resist.
- In weaker classes, put Ss in pairs to do the activity.
- Walk round the class to provide help if necessary. Explain that there are no right or wrong answers, but Ss should be able to provide reasons for their rankings.
- Ask some Ss to present and explain their rankings to the class, e.g. *I think the most powerful peer pressure is not to obey rules. This type of peer pressure is usually direct and spoken, that is, a teenager asks or persuades another person to do something that will break rules.*

### ACTIVITY 2

**Aims:**

– To help Ss personalise the topic;

– To help Ss review different communication strategies they have learnt for starting, maintaining, and ending a conversation/discussion.


2 **Work in pairs. Talk about your experiences of peer pressure. Use the following guiding questions.**

- Which example of peer pressure (A-F) in 1 affects you most? Why?
- Which one affects you the least? Why?
- Which are examples of positive peer pressure?

- Ask Ss to look at the questions. Tell them that they are going to work in pairs to answer them.
- Before they start, quickly review the communication strategies for starting, maintaining, and concluding a conversation or discussion by asking, e.g. *How can we start a conversation? When we end the conversation or discussion, what do we usually do? What questions do we normally use to keep the conversation going?*
- Encourage Ss to use these strategies when they answer the questions in pairs.
- Walk round the class and provide help if necessary.
- Invite some Ss to summarise their conversations and report back to the class.

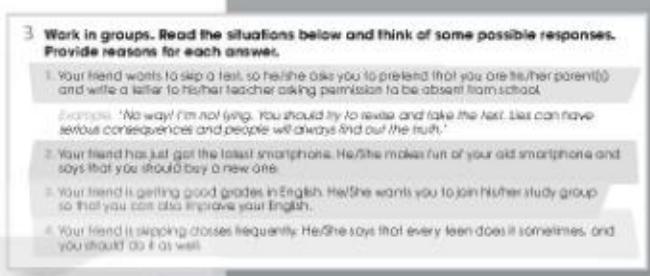
KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

***Suggested answers:***

- Among these examples, A (peer pressure to get good grades at school) is affecting me the most, because all of my friends are getting very good grades at school. Sometimes, I feel ashamed because I'm not as good as they are at different subjects at school. Besides, my teachers and my parents keep telling me that I should try to keep up with them. It's really stressful!
- B (peer pressure to be good at sport) is affecting me the least. I'm not keen on sport in general, and most of my friends are not good at sport, so I don't feel the pressure to be good at it at all.
- I think A and D can be examples of positive peer pressure, because I think that studying well and staying healthy should be the most common concerns among students today. However, if we focus on them too much and fail to gain a balance between different important things in life, even A and D can also affect us in a negative way too.

## ACTIVITY 3

**Aim:** To give Ss an opportunity to use the language and ideas from the unit to respond to real-life situations.


3 Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer.

1. Your friend wants to skip a test, so he/she asks you to pretend that you are his/her parent(s) and write a letter to his/her teacher asking permission to be absent from school.

Example: 'No way! I'm not lying. You should try to revise and take the test. Lies can have serious consequences and people will always find out the truth.'

2. Your friend has just got the latest smartphone. He/She makes fun of your old smartphone and says that you should buy a new one.
3. Your friend is getting good grades in English. He/She wants you to join his/her study group so that you can also improve your English.
4. Your friend is skipping classes frequently. He/She says that every teen does it sometimes, and you should do it as well.

- Ask Ss to read the situations and check understanding. Draw their attention to the example answer and ask if they agree with it. Brainstorm other possible responses as a class.
- Put Ss in groups and have them come up with responses to the other situations. Encourage them to use the communication strategies for starting, maintaining, and concluding a discussion.
- Have each group agree who will be the group note taker to take notes of their ideas. Ss can then use the notes to formulate the final response that most people in the group agree on.
- Set a time limit for this activity.
- Walk round the class to provide help if necessary.

***Suggested answers:***

2. I'm not ashamed of my old phone. We are students and not making any money yet, so buying the latest smartphone will cost my parents too much money. Besides, my phone is still working properly and I don't see any reason why I should buy a new one.
3. That's a great idea! Learning with stronger students like you will motivate me to study harder. Besides, I could learn some useful techniques from you and others to improve my grades.
4. No way! Skipping classes without permission is a sign of disrespect to the teacher. Besides, I don't want to fall behind with my schoolwork.

## ACTIVITY 4

**Aim:** To give Ss an opportunity to summarise and present a group discussion to the class.


4 Report your answers to the whole class. Vote for the most interesting response.

- Have some Ss or groups share their answers to each situation in front of the class.
- Praise for good effort, well-structured responses, and fluent delivery.
- After all groups present their responses to a situation, ask the class to vote for the best answer. Count the votes for each group and announce the best response for each situation.

  **Extension:** Put Ss in groups. Have each group come up with another situation and then 'challenge' other groups to give a response impromptu. The group which has come up with the situation can decide which one is the best answer.

# LESSON 5. LISTENING

## TYPES OF BULLYING

### ACTIVITY 1. Pre-listening

**Aim:** To introduce words to help Ss understand the listening and get Ss involved in the lesson.


V LISTENING

*Types of bullying*

1 **Choose the correct meanings of the underlined words.**

1. I find your comments very offensive, so you should apologise to me.
A. nice B. rude
2. I don't believe he's lied.
A. things that are true B. things that are not true
3. Don't feel ashamed to admit that you do not know something.
A. proud B. embarrassed

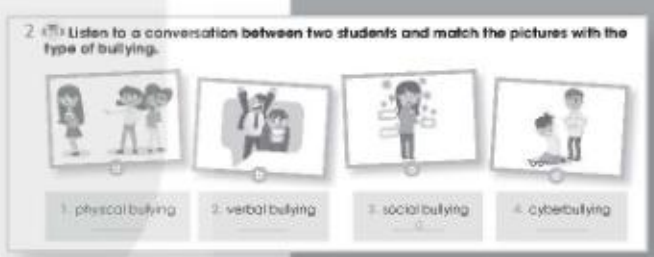
- Write the word 'bullying' on the board. Ask Ss to explain what it means, i.e. *to frighten or hurt a weaker person*. Tell Ss that they are going to learn more about different types of bullying today.
- Ask Ss to do the exercise by choosing the words or phrases with the closest meanings to the underlined ones.
- Check answers as a class.

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

**Extension:** Put Ss in pairs and have them come up with collocations containing the three words, e.g. *offensive – offensive language/jokes/comments, find something offensive*. Ask pairs to read their lists. If time allows, have them make sentences with some of the collocations.

### ACTIVITY 2. While-listening

**Aim:** To help Ss practise listening for specific information.


2 Listen to a conversation between two students and match the pictures with the type of bullying.

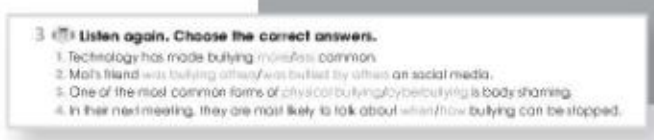
1. physical bullying 2. verbal bullying 3. social bullying 4. cyberbullying

- Tell Ss they are going to listen to a conversation between two students, Mai and Mark. Explain that it is related to the conversation they heard in **Getting Started** and takes place a few days after it, but without Nam. If necessary, quickly recall the main points of that conversation.
- Encourage Ss to study the pictures and the example before they listen. In weaker classes, read the phrases to make sure Ss are familiar with their pronunciation.
- In stronger classes, put Ss in pairs to discuss the pictures and predict the answers.
- Play the recording for Ss to listen and do the matching.
- Check answers as a class. Play the recording again, pausing after the description of each type of bullying and checking understanding.

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

### ACTIVITY 3. While-listening

**Aim:** To help Ss practise listening for specific information and making predictions.


3 Listen again. Choose the correct answers.

1. Technology has made bullying more/less common.
2. Mai's friend was bullying others/was bullied by others on social media.
3. One of the most common forms of physical bullying/cyberbullying is body shaming.
4. In their next meeting, they are most likely to talk about when/how bullying can be stopped.

- Tell Ss to study the statements. Help them identify the skills they practise, i.e. Questions 1–3 test listening for specific information, while Question 4 tests making predictions.
- Encourage Ss to underline the keywords in each statement. Remind them that they are likely to hear paraphrases of these words in the recording.
- Ask them to focus on the two options in blue. Make sure they notice the differences or contrast between them.
- As for Question 4, encourage Ss to pay close attention to the last part of the talk, i.e. … *start planning our campaign*, and think about what planning an anti-bullying campaign may involve.
- Play the recording for Ss to listen and circle the correct answers.
- Check answers as a class.

***Key:*** 1. more 2. was bullied by others 3. cyberbullying 4. how

***Audio script – Tracks 71+72:***

*Mai:* So at our club meeting last time, we decided to plan our campaign around bullying among teenagers. We also thought that it'd be useful to do some research on the topic before this meeting. So what have you found out, Mark?

*Mark:* Well, I've learned that there are three main types of bullying - physical, verbal, and social bullying.

*Mai:* I guess physical bullying involves violent behaviour such as hitting, kicking, or pushing people.

*Mark:* That's right. And verbal bullying means using words to attack others, such as shouting at, or saying something offensive to them.

*Mai:* What about social bullying?

*Mark:* Well, it happens when people keep telling lies or bad things about someone behind their back, or making them feel ashamed in public.

*Mai:* That's very mean. As we use more technology, bullying is also becoming more common on social media.

*Mark:* That's cyberbullying, which takes place over digital devices such as mobile phones and computers. People sometimes tell lies or post offensive comments about someone else on social media.

*Mai:* My friend was the victim of cyberbullying. Some people kept posting very rude comments about her weight on social media. She became very upset and cried a lot.

*Mark:* I'm sorry about your friend. Body shaming is now one of the most common forms of cyberbullying.

*Mai:* I agree. So let's meet next week and start planning our campaign.

**Extension:** Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. *What did the club members decide to do before this meeting?* (do some research) *What did Mark find out while researching the topic?* (There are three main types of bullying.)

## ACTIVITY 4. Post-listening

**Aim:** To give Ss an opportunity to use the ideas and language in the listening in a speaking task.




- Ask Ss to work in groups. Have them talk about if they have experienced or seen any bullying.
- In weaker classes, encourage Ss to talk about their experiences by asking more specific questions, e.g. *Has anyone called you/your friend names or made offensive comments about you/your friend? How did you/that person feel? What did you/that person do? Do you use social media? Have you/your friends ever received any hurtful messages or embarrassing photos?*

***Suggested answer:***

I have experienced verbal bullying before. As I was short-sighted and had to wear glasses to school, some kids at school call me 'a four-eyed monster' and even laughed at me. Some even took my glasses and hid them away so that I had to stay after class to look for them. It was really awful.

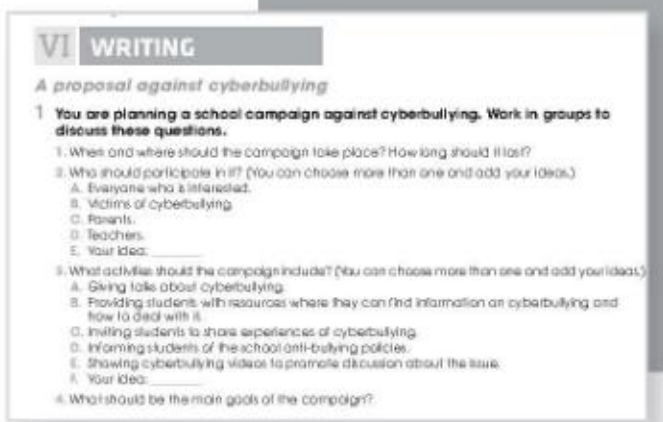
# LESSON 6. WRITING

## A PROPOSAL AGAINST CYBERBULLYING

**Learning outcome:** By the end of the lesson, Ss will be able to complete a proposal for a school campaign against cyberbullying.

### ACTIVITY 1

**Aim:** To help Ss generate ideas for their writing.


VI WRITING

*A proposal against cyberbullying*

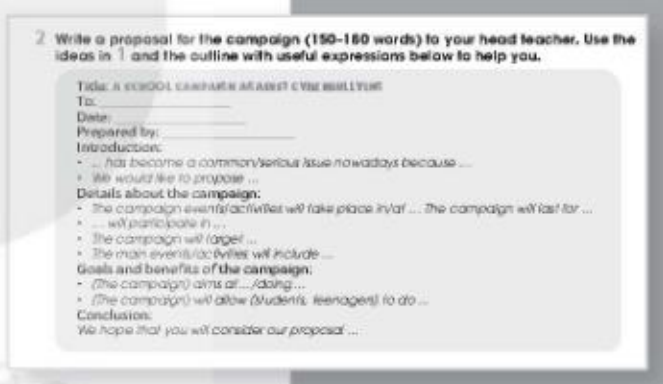
1 **You are planning a school campaign against cyberbullying. Work in groups to discuss these questions.**

1. When and where should the campaign take place? How long should it last?
2. Who should participate in it? (You can choose more than one and add your ideas.)
   A. Everyone who is interested.
   B. Victims of cyberbullying.
   C. Parents.
   D. Teachers.
   E. Your idea: _____
3. What activities should the campaign include? (You can choose more than one and add your ideas.)
   A. Giving talks about cyberbullying.
   B. Providing students with resources where they can find information on cyberbullying and how to deal with it.
   C. Inviting students to share experiences of cyberbullying.
   D. Informing students of the school anti-bullying policies.
   E. Showing cyberbullying videos to promote discussion about the issue.
   F. Your idea: _____
4. What should be the main goals of the campaign?

- Tell Ss that they are going to write a proposal for a school campaign against cyberbullying.
- Review the structure of a proposal. Write its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss refer to the **Writing** section in Unit 4 to check their answers.
- Ask Ss to work in groups and discuss the questions. Explain that the questions also reflect the structure of a proposal, so once they answer the questions, they will also have a plan for their writing.
- Walk round the class and provide help if necessary.
- Have some groups report their answers to the class. Ask questions to clarify details, such as, *Who is going to organise the events? Who are you going to invite to give the talks? Who will benefit from this?*

### ACTIVITY 2

**Aim:** To help Ss practise writing a proposal for a school campaign against cyberbullying.


2 **Write a proposal for the campaign (150–180 words) to your head teacher. Use the ideas in 1 and the outline with useful expressions below to help you.**

Title: A SCHOOL CAMPAIGN AGAINST CYBERBULLYING
To: _____
Date: _____
Prepared by: _____
Introduction:
- *... has become a common/serious issue nowadays because ...*
- *We would like to propose ...*

Details about the campaign:
- *The campaign events/activities will take place in/at ... The campaign will last for ...*
- *... will participate in ...*
- *The campaign will target ...*
- *The main events/activities will include ...*

Goals and benefits of the campaign:
- *(The campaign) aims at .../doing ...*
- *(The campaign) will allow (students, teenagers) to do ...*

Conclusion:
*We hope that you will consider our proposal ...*

- Tell Ss that they are going to write a proposal based on the ideas they have brainstormed in **1**.
- Go through the outline and the useful expressions, and check understanding.
- In weaker classes, give examples of how to complete the sentences, e.g. *Cyberbullying has become a common issue nowadays because more students are using digital devices.*
- Give Ss a time limit. In weaker classes, put Ss in pairs or groups to help each other. Walk round the class to provide help when necessary.
- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary, and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' proposals and give face-to-face feedback in private, or give them back with some written feedback.

***Suggested answer:***

**Title: A school campaign against cyberbullying**

**To:** Ms Le Thi Hoa

**Date:** 14 February, 20___

**Prepared by:** Vu Hoang Ha, President of the Social Awareness Club

**Introduction:**

Cyberbullying has become a common issue nowadays because more students are using digital devices. Moreover, there have been many reports of people making offensive comments about others online. Therefore, we would like to propose a school campaign against cyberbullying.

**Details about the campaign:**

The campaign will include a series of activities organised by the school Social Awareness Club. They will take place in our school hall after classes. The campaign will last for a month, from the 1st of March until the 1st of April. All students who are interested will be able to participate in the activities. The main events will include several talks by cyberbullying experts and sharing sessions for students to talk about their experiences of cyberbullying.

**Goals and benefits of the campaign:**

Our goals are to raise awareness of cyberbullying and to promote responsible and safe use of the Internet. The campaign will also help students identify cyberbullying and report it when they see it.

**Conclusion:**

We hope that you will consider our proposal. We believe that this campaign will encourage students to make friends and promote a positive atmosphere in the school, which will ensure cyberbullying does not happen.

**Extension:** In stronger classes, have Ss prepare an oral presentation of their proposals in groups. Encourage Ss to use persuasive language such as *I'm sure/certain that …, Obviously …, I ask you to think about …, What we need to do …* Give groups a few minutes to practise and invite volunteers to present their proposals in front of the class.

# LESSON 7. COMMUNICATION AND CULTURE / CLIL

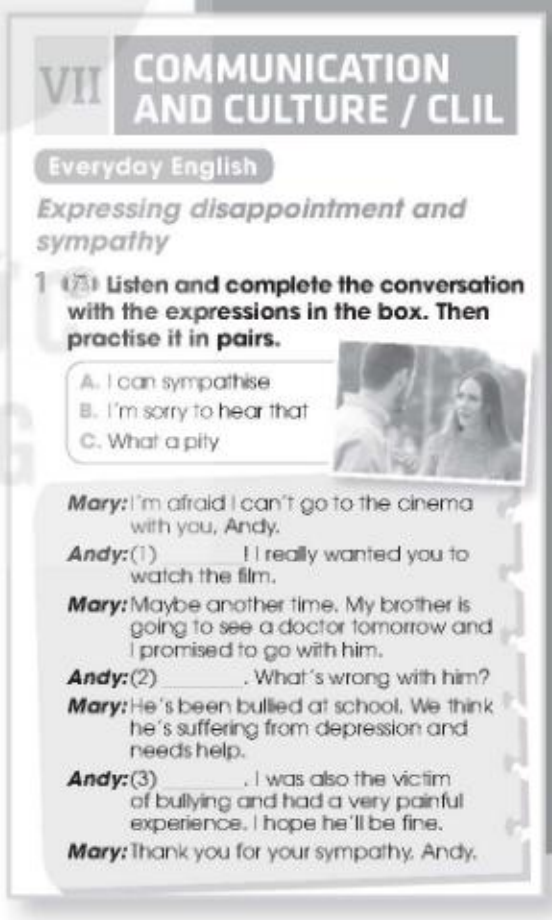
## EVERYDAY ENGLISH

### EXPRESSING DISAPPOINTMENT AND SYMPATHY

**ACTIVITY 1**

**Aims:**

- To provide a model conversation in which speakers express disappointment and sympathy;
- To review expressions for expressing disappointment and sympathy.



VII COMMUNICATION AND CULTURE / CLIL

Everyday English

*Expressing disappointment and sympathy*

1 **Listen and complete the conversation with the expressions in the box. Then practise it in pairs.**

A. I can sympathise
B. I'm sorry to hear that
C. What a pity

**Mary:** I'm afraid I can't go to the cinema with you, Andy.
**Andy:** (1) _____ ! I really wanted you to watch the film.
**Mary:** Maybe another time. My brother is going to see a doctor tomorrow and I promised to go with him.
**Andy:** (2) _____. What's wrong with him?
**Mary:** He's been bullied at school. We think he's suffering from depression and needs help.
**Andy:** (3) _____. I was also the victim of bullying and had a very painful experience. I hope he'll be fine.
**Mary:** Thank you for your sympathy, Andy.

- Ask Ss in what situations people express disappointment and/or sympathy, e.g. when something bad has happened, or when people are ill or failed an exam.
- Tell Ss that they are going to listen to a conversation between two teenagers, Mary and Andy. While listening, they should complete the conversation with the expressions they hear, which are also provided in the box.
- Have Ss read through the conversation quickly and check understanding.
- Play the recording for Ss to listen and fill in the blanks.
- Check answers as a class. Play the recording again, pausing after each blank to confirm the correct answers.
- Ask Ss to underline the phrases used by the speakers to express disappointment and sympathy.
- Put Ss in pairs and have them practise the conversation.

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

***Audio script – Track 73:***

*Mary:* I'm afraid I can't go to the cinema with you, Andy.
*Andy:* What a pity! I really wanted you to watch the film.
*Mary:* Maybe another time. My brother is going to see a doctor tomorrow and I promised to go with him.
*Andy:* I'm sorry to hear that. What's wrong with him?
*Mary:* He's been bullied at school. We think he's suffering from depression and needs help.
*Andy:* I can sympathise. I was also the victim of bullying and had a very painful experience. I hope he'll be fine.
*Mary:* Thank you for your sympathy, Andy.

## ACTIVITY 2

**Aim:** To help Ss practise expressing disappointment and sympathy.

- Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, e.g. if they had to look after a sick sibling or they were not able to complete a project because of too much stress and pressure.
- Have Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board.

2 **Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions to help you.**

1. Student A can't go on a school trip because his/her little brother/sister is ill and he/she has to take care of him/her. Student B expresses disappointment and sympathy.
2. Student B can't finish a community project on time because he/she is too stressed preparing for his/her exams. Student A expresses disappointment and sympathy.

**Useful expressions**

| Expressing disappointment | Expressing sympathy |
|---|---|
| • What a pity/shame!<br>• It's a pity/shame that ...<br>• That's (so)/How disappointing.<br>• That's too bad. | • I'm (so) sorry (to hear that) ...<br>• I (can) sympathise (with you/him/her).<br>• That's so sad (that ...).<br>• I know how it feels. |

- Go through the **Useful expressions** in the box and remind Ss to use them in their conversations.
- Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. how they are going to start the conversation, who the two speakers are – friends/classmates in the first situation, student and teacher in the second, what is wrong with their brother/sister, what the community project is about and why they can't finish it.
- Ask Ss to practise their conversations. Encourage them to swap roles.
- Walk round the class and provide help when necessary.
- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, appropriate use of the expressions for disappointment and sympathy, clear pronunciation, and fluent delivery.

***Suggested answers:***

1.
*A:* I'm afraid I can't go on the school trip tomorrow.
*B:* What a shame! We've been planning for the trip for weeks. What's wrong?
*A:* My brother's ill and I have to take care of him.
*B:* I'm so sorry to hear that. I wish him a quick recovery.
*A:* Thanks.

2.
*B:* I don't think I'll be able to finish the community project on time.
*A:* That's too bad! Is everything OK?
*B:* Not really. I'm so stressed about the exams next week, so I don't have time for the project. I can't sleep well, either.
*A:* I can sympathise. Exams can be stressful. Try doing yoga to feel less stressed, and good luck with the exams.
*B:* Good idea! Thank you.

## CLIL

## SOCIAL PROBLEMS FACING TEENS IN THE US TODAY

### ACTIVITY 1

**Aim:** To help Ss learn about common social issues facing teenagers in the US nowadays.

- Ask Ss some questions to find out what Ss already know about the topic, e.g. *Do you know what social issues may be facing teenagers in the US today? Are they similar to the issues we have discussed in this unit?*
- Ask Ss what they want to know about the topic. Write their questions on the board, *e.g. What are the most serious issues facing teenagers in the US today? What can be done about these issues?*
- Ask Ss to study the chart. Make sure they understand what each bar represents, i.e. the percentage of teens, and what words they need to fill in the blanks, i.e. top social problems among teenagers.
- Explain or elicit any new or difficult words, e.g. *admit, likely, poverty line*. In stronger classes, encourage them to guess the words from context.
- Have Ss read the text and complete the chart individually.
- Check answers as a class.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

CLIL

1 **Read the text and match each percentage in the chart with ONE social problem mentioned in the text.**

SOCIAL PROBLEMS FACING TEENS IN THE US TODAY

Top problems teens see among their peers (%)




In many countries around the world, it is not easy growing up because teens are dealing with many social issues. A study carried out by a famous research centre in the US found out that the following were among the most serious ones.

Anxiety and depression: Seven in ten teenagers considered them a serious problem among their peers. The main source of teenagers' anxiety and depression was social pressure, such as the pressure to look good, to fit in social groups, and to be good at sport.

Bullying: 55% said that bullying was a major problem for teenagers, and around 15% admitted that they had experienced some form of cyberbullying. Girls or younger students were more likely to be victims of bullying.

Poverty: Four out of ten teens said that poverty was also a major problem for them. In fact, about 20% of the teens in the survey struggled to live below the poverty line every day.

The survey results suggest that more support should be provided to help teenagers avoid serious social issues and enjoy a happier life.

***Key:*** 1. Anxiety and depression 2. Bullying 3. Poverty 4. Cyberbullying

### ACTIVITY 2

**Aim:** To help Ss relate what they've learned about common social issues facing teenagers in the US nowadays to their own experiences and the situation in Viet Nam.

2 **Work in pairs. Discuss the following questions.**

*Are the problems mentioned in the text similar to those facing Vietnamese teens?*
*Are there any other problems among teenagers in Viet Nam?*

- Put Ss in pairs. Have them discuss each problem mentioned in the text and decide if Vietnamese teens experience it as well, e.g. *Anxiety and depression: I don't think this is a major problem in Viet Nam. There is a lot of pressure on young people to do well at school, but they have extra support from their families and can cope better.*
- Then ask groups to discuss the second question. Alternatively, brainstorm the answers as a whole class activity, e.g. violence, social media addiction, juvenile delinquency.
- Ask some pairs to share their answers with the class.

***Suggested answers:***

Anxiety and depression may be the most common issue for many teenagers in Viet Nam. Their anxiety and depression may come from schoolwork, family and relationships.

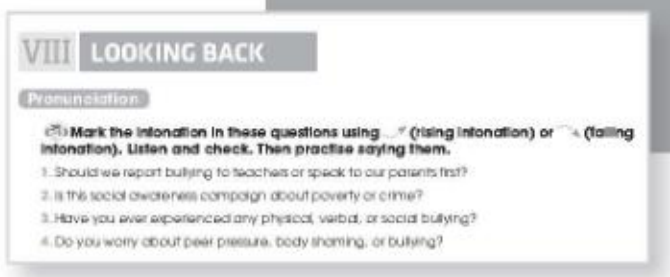
Other common issues facing Vietnamese teenagers may include technology/Internet and video game addiction as more and more young people spend so much time using technological devices and playing computer/video games that they neglect their studies, family, and other relationships in life.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

**Extension:** If possible, play some news videos or share some short articles about social issues facing teenagers in the world today, e.g. school violence, juvenile delinquency, cyberbullying, and encourage Ss to relate to their experiences by asking questions, such as, *Is this problem common in Viet Nam? If yes, what should we do to deal with it?*

# LESSON 8. LOOKING BACK AND PROJECT

## LOOKING BACK


VIII LOOKING BACK

Pronunciation

Mark the intonation in these questions using ↗ (rising intonation) or ↘ (falling intonation). Listen and check. Then practise saying them.

1. Should we report bullying to teachers or speak to our parents first?
2. Is this social awareness campaign about poverty or crime?
3. Have you ever experienced any physical, verbal, or social bullying?
4. Do you worry about peer pressure, body shaming, or bullying?

### PRONUNCIATION

**Aim:** To help Ss review intonation in choice questions.

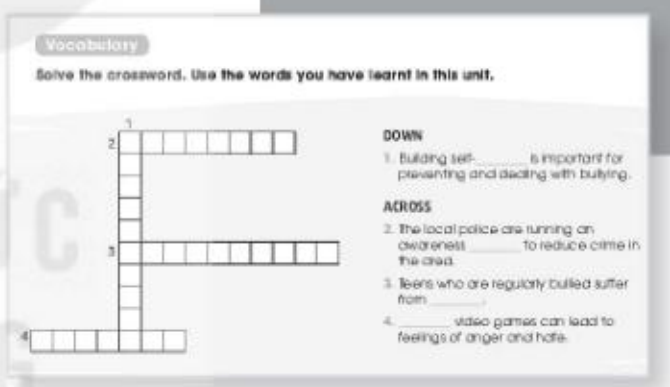
- Ask Ss to mark the intonation in the choice questions.
- Check answers as a class by playing the recording and writing the appropriate arrows on the board.
- Ask Ss to practise the questions in pairs. Ask them to use appropriate rising and falling intonation.
- Ask some Ss to read the questions out loud in front of the class.

***Key + Audio script – Track 74:***

1. Should we report bullying to teachers ↗ or speak to our parents first ↘?
2. Is this social awareness campaign about poverty ↗ or crime ↘?
3. Have you ever experienced any physical ↗, verbal ↗, or social bullying ↘?
4. Do you worry about peer pressure ↗, body-shaming ↗, or bullying ↘?

### VOCABULARY

**Aim:** To help Ss revise words and phrases they have learnt in this unit.


Vocabulary

Solve the crossword. Use the words you have learnt in this unit.

DOWN

1. Building self-_____ is important for preventing and dealing with bullying.

ACROSS

2. The local police are running an awareness _____ to reduce crime in the area.
3. Teens who are regularly bullied suffer from _____.
4. _____ video games can lead to feelings of anger and hate.

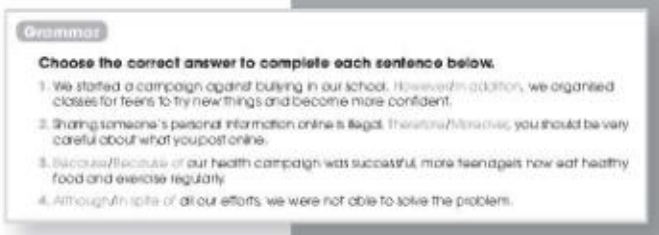
- Select some words from the unit to write on the board, one letter at a time, i.e. also known as a slow reveal game, in which one letter of a word is given at a time from left to right until a student can guess the whole word. Have individual Ss call out their guesses.
- Ask Ss to solve the crossword. Encourage them to look at the clues and identify the parts of speech of each missing word.
- Have Ss complete the activity individually or in pairs.
- Check answers as a class.
- If time allows, ask them to find the texts where these words first appear in the unit and call out the section of the unit, e.g. *campaign* first appears in the **Getting Started**.

***Key:***

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | | | | | | | | |
| | 2 | C | A | M | P | A | I | G | N | |
| | | O | | | | | | | | |
| | | N | | | | | | | | |
| | | F | | | | | | | | |
| | | I | | | | | | | | |
| | 3 | D | E | P | R | E | S | S | I | O | N |
| | | E | | | | | | | | |
| | | N | | | | | | | | |
| | | C | | | | | | | | |
| 4 | V | I | O | L | E | N | T | | | |

## GRAMMAR

**Aim:** To help Ss review linking words and phrases.


Grammar

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

1. We started a campaign against bullying in our school. *However/In addition*, we organised classes for teens to try new things and become more confident.
2. Sharing someone's personal information online is illegal. *Therefore/Moreover*, you should be very careful about what you post online.
3. *Because/Because of* our health campaign was successful, more teenagers now eat healthy food and exercise regularly.
4. *Although/In spite of* all our efforts, we were not able to solve the problem.

- Explain to Ss that they are going to review the use of linking words and phrases. In weaker classes, ask them to review the grammar explanation in the **Language** lesson before doing the activity.
- Check answers as a class by asking individual Ss to read them out loud.
- If time allows, encourage Ss to explain their choices, *e.g.* '*In addition*' *is the correct answer for Question 1 because it adds more ideas to the first sentence.*

***Key:*** 1. In addition 2. Therefore 3. Because 4. In spite of

## PROJECT

### A SOCIAL AWARENESS CAMPAIGN

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


PROJECT

A social awareness campaign

Work in groups. Your class is starting a campaign to raise people's awareness about different social issues in your community. Each group is responsible for planning activities for one social issue.

Give a group presentation. Use these questions as cues.

- What is the social issue? How does it affect the community?
- Who will participate in your campaign? Who can help to fix this issue?
- What activities do you plan to include in your campaign? What are their goals?



- 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.
- 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 assessment criteria 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. You can also give Ss marks for their presentation as part of their continuous assessment.

**Suggested checklist for peer assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – The presenters greeted the audience. | | |
| – The presenters spoke clearly and naturally. | | |
| – The presenters cooperated when delivering their talk. | | |
| – The presenters interacted with the audience. | | |
| – The presenters used some photos / pictures to illustrate their ideas. | | |
| – The presenters concluded their talk appropriately. | | |

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

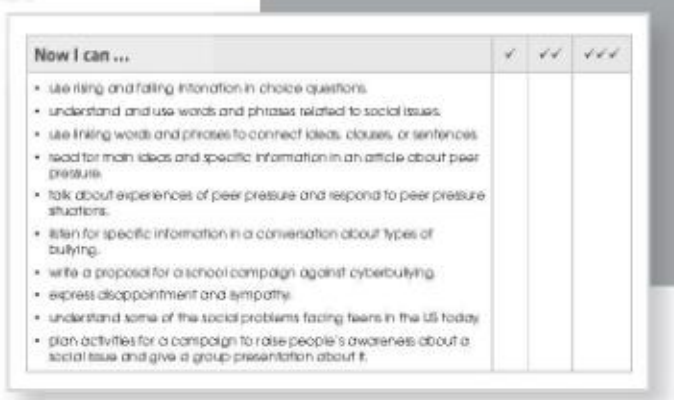
| | | |
|---|---|---|
| ***CONTENT:*** *The presentation includes the following information:* | | |
| – what the social issue is and how it affects the community | | |
| – who will participate in the campaign and who can help to fix this issue | | |
| – the activities in the campaign | | |
| – the goals of the campaign | | |

**Suggested checklist for self-assessment:**

| | **Tick where appropriate** | **Comments (in English or Vietnamese)** |
|---|---|---|
| ***DELIVERY*** | | |
| – I greeted the audience. | | |
| – I spoke clearly and naturally. | | |
| – I cooperated with my group members when delivering the talk. | | |
| – I interacted with the audience. | | |
| – I used some photos/pictures to illustrate my ideas. | | |
| – I concluded my part of the talk appropriately. | | |
| ***CONTENT:*** *Our presentation includes the following information:* | | |
| – what the social issue is and how it affects the community | | |
| – who will participate in the campaign and who can help to fix this issue | | |
| – the activities in the campaign | | |
| – the goals of the campaign | | |

**NOW I CAN ...**

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



| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use rising and falling intonation in choice questions. | | | |
| • understand and use words and phrases related to social issues. | | | |
| • use linking words and phrases to connect ideas, clauses, or sentences. | | | |
| • read for main ideas and specific information in an article about peer pressure. | | | |
| • talk about experiences of peer pressure and respond to peer pressure situations. | | | |
| • listen for specific information in a conversation about types of bullying. | | | |
| • write a proposal for a school campaign against cyberbullying. | | | |
| • express disappointment and sympathy. | | | |
| • understand some of the social problems facing teens in the US today. | | | |
| • plan activities for a campaign to raise people's awareness about a social issue and give a group presentation about it. | | | |

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

Unit
# 10 THE ECOSYSTEM

**OBJECTIVES:**

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

- use rising and falling intonation in question tags;
- understand and use words and phrases related to ecosystems;
- understand and use compound nouns;
- read for main ideas and specific information in an article about a national park;
- talk about ways to protect local biodiversity and respond to situations that may harm the environment;
- listen for specific information in a talk about the human impact on ecosystems, and make predictions;
- write an opinion essay about spending money on restoring local ecosystems;
- express likes and dislikes;
- understand how ecosystems around the world are protected and restored;
- design a poster about a local ecosystem and how to restore/protect it, and present it to the class.

## LESSON 1. GETTING STARTED

### WARM-UP & INTRODUCTION

**Aims:**

– To create a friendly and lively atmosphere in the classroom;

– To lead into the unit.

- Review the previous unit and revise target vocabulary Ss have learnt. Put Ss into groups. Give groups one minute to write down the four types of bullying. Then give groups two minutes to write words or phrases related to each type, e.g. *verbal bullying: offensive comments, shouting at people, calling people names, teasing*. When time is up, have groups read their lists.
- Lead into the unit topic. Find some video clips showing plants, wildlife, and natural non-living things, such as rocks, seas, and mountains. Ask Ss to describe what they see in the videos. Accept all reasonable answers. Ask Ss to guess what they are going to learn in this unit. Write the topic *The ecosystem* on the board.
- Then ask Ss to open their books at page 110. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and CLIL topics, and the project.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## ACTIVITY 1

**Aim:** To introduce some vocabulary and the grammar points to be learnt in the unit.



I GETTING STARTED

*Ecosystems and humans*

1 **Listen and read.**

***Ms Hoa:*** Nam, you went to Cuc Phuong National Park last weekend, didn't you?

***Nam:*** Yes, that's right. It was an amazing trip. This old forest is home to thousands of different kinds of plants, insects, and animals. I really liked the colourful butterflies and the thousand-year-old tree.

***Ms Hoa:*** Yes, Cuc Phuong National Park has a very rich ecosystem.

***Mai:*** What's an ecosystem, Ms Hoa?

***Ms Hoa:*** It's a community that has living things, like flora and fauna. Flora refers to plants and fauna refers to animals, including tiny organisms, like bacteria. Ecosystems also include non-living things, like sunlight, air, soil, and water.

***Nam:*** How important are ecosystems to life on our planet, Ms Hoa?

***Ms Hoa:*** Healthy ecosystems are essential for human health and survival because they provide us with goods such as food, energy, raw materials, clean water, and air.

***Mai:*** So we should protect our ecosystems, shouldn't we?

***Ms Hoa:*** That's right. Unfortunately, many ecosystems around the world are being lost, damaged, or destroyed because of climate change, pollution, and overuse of natural resources. It's very important to protect and restore them for future generations. We don't want our planet to lose even more biodiversity, do we?

...

- Set the context for listening and reading the conversation. Have Ss look at the pictures, the heading, and the speakers' names. Ask Ss questions about them, e.g. *What can you see in the first photo?* (the entrance to a national park) *What does the second picture show?* (protecting wildlife and nature/forests/trees) *Who are the speakers?* (Ms Hoa, Nam, and Mai) *What do you think they are talking about?* Encourage Ss to use their imagination and accept all answers. Then explain that the speakers are talking about the ecosystem.
- Play the recording twice for Ss to listen and read along. Have Ss underline words/phrases related to the ecosystem in the conversation.
- Have Ss compare the words and phrases they have underlined in pairs and discuss their meaning. Then check comprehension as a class.
- Call on three Ss to read the conversation aloud.

***Audio script – Track 75:***

*Ms Hoa:* Nam, you went to Cuc Phuong National Park last weekend, didn't you?

*Nam:* Yes, that's right. It was an amazing trip. This old forest is home to thousands of different kinds of plants, insects, and animals. I really liked the colourful butterflies and the thousand-year-old tree.

*Ms Hoa:* Yes, Cuc Phuong National Park has a very rich ecosystem.

*Mai:* What's an ecosystem, Ms Hoa?

*Ms Hoa:* It's a community that has living things, like flora and fauna. Flora refers to plants and fauna refers to animals, including tiny organisms, like bacteria. Ecosystems also include non-living things, like sunlight, air, soil, and water.

*Nam:* How important are ecosystems to life on our planet, Ms Hoa?

*Ms Hoa:* Healthy ecosystems are essential for human health and survival because they provide us with goods such as food, energy, raw materials, clean water, and air.

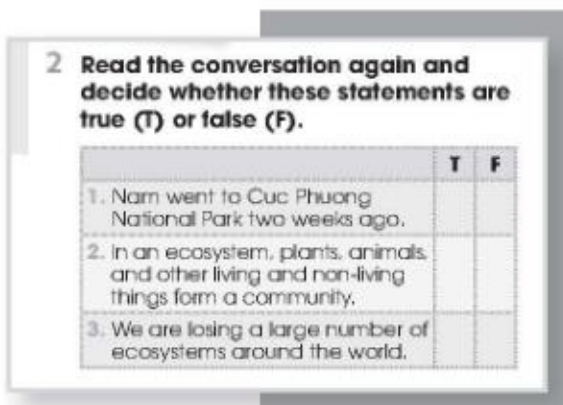
*Mai:* So we should protect our ecosystems, shouldn't we?

*Ms Hoa:* That's right. Unfortunately, many ecosystems around the world are being lost, damaged, or destroyed because of climate change, pollution, and overuse of natural resources. It's very important to protect and restore them for future generations. We don't want our planet to lose even more biodiversity, do we?

...

## ACTIVITY 2

**Aim:** To check Ss' comprehension of the conversation.



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

| | T | F |
|---|---|---|
| 1. Nam went to Cuc Phuong National Park two weeks ago. | | |
| 2. In an ecosystem, plants, animals, and other living and non-living things form a community. | | |
| 3. We are losing a large number of ecosystems around the world. | | |

- Ask Ss to work in pairs and read each statement carefully. Ask them to guess whether these questions are true or false, then read the conversation and locate the part of the conversation that contains the information.

- Call out each question and have different pairs provide their answers.
- Confirm the correct answers.

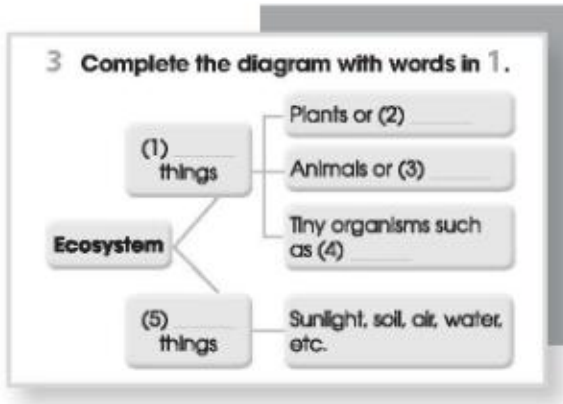
***Key:*** 1. F 2. T 3. T

**Extension:** Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *What did Nam like about his trip? What does an ecosystem include? Why are many ecosystems lost, damaged, or destroyed?*

## ACTIVITY 3

**Aim:** To introduce words related to the ecosystem.

- Have Ss read the conversation quickly again and find suitable words to complete the diagram.
- Call on individual Ss to write the answers on the boards. Check answers as a class.



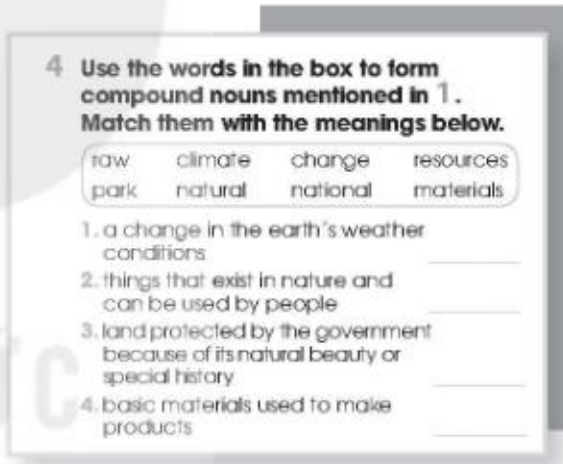

***Key:*** 1. Living 2. flora 3. fauna 4. bacteria 5. Non-living

**Extension:** In stronger classes, have Ss work out the ecosystem of a particular geographical area, such as a river, a lake, a mountain, a forest, or a desert. Put Ss in groups and give each group a type of area. Ask them to make a list of all living and non-living things that live in the area, e.g. *river – living things: fish, birds, bacteria, algae, underwater plants, and free-floating plants; non-living things: flowing water, pebbles, sand, light, oxygen.* Invite groups to present their ecosystems to the class.

## ACTIVITY 4

**Aim:** To help Ss identify compound nouns.

- Have Ss read the four definitions and check understanding.
- In weaker classes, encourage Ss to read the conversation again and underline the compound nouns. Then try to match them with the given definitions.
- Check answers by calling on individual Ss to read out the compound nouns.




***Key:*** 1. climate change 2. natural resources 3. national park 4. raw materials

## 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 Ss can prepare for it.

- Ask Ss to open their books at the last page of Unit 10, the **Project** section, look at the pictures and say what the topic of the project is (*Restore and protect a local ecosystem*).
- Explain the project requirements: Ss will have to design a poster about a local ecosystem and how to restore and protect it, and give an oral presentation of their poster.
- Remind Ss that poster presentations are a way to communicate ideas, research, or understanding of a topic in a visual way. Their posters should be clear and engaging, with a mixture of text, tables, diagrams, and pictures. 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 around, study the posters, and talk to any representative of a group if they want to learn more about their ecosystem. The class can also vote for the best poster.
- Suggest the steps Ss should follow: 1) Collect information and visuals (searching the Internet, reading magazines, brainstorming ideas, etc.); 2) Organise ideas and visuals, and design the poster; 3) Practise explaining their posters and answering questions about them.

- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work.
- Help Ss set deadlines for each task and support them throughout the process.
- In each of the next lessons, help Ss work on the content and design of their posters. Spend a few minutes each time 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.

# LESSON 2. LANGUAGE

## PRONUNCIATION

### INTONATION IN QUESTION TAGS

**ACTIVITY 1**

**Aim:** To help Ss recognise and practise intonation in question tags.

- Write the first sentence on the board and call on one or two Ss to read it. Check if Ss are familiar with question tags. If necessary, explain how these questions are formed, e.g. *We add question tags to statements to invite a response from the listener. When the statement is positive, we use a negative question tag. If the statement is negative, we use a positive question tag.*
- Read the question and ask questions to elicit the intonation, e.g. *Did I raise or lower my voice on the question tag? What do you think this means?*
- Focus attention on the **Remember!** box and have Ss read the explanation and examples.
- Play the recording of the first exchange and ask Ss to listen and repeat, paying attention to the intonation on the question tag. Have Ss say what intonation the speaker uses and why, e.g. *The speaker uses falling intonation because he is sure of the answer.*
- Play the recording of the second exchange and ask Ss to listen and repeat, paying attention to the intonation on the question tag. Have Ss say what intonation the speaker uses and why, e.g. *The speaker uses rising intonation because he is not sure of the answer.*
- Play the rest of the recording and ask Ss to repeat.
- Have Ss practise reading the sentences in pairs. Walk round the class and encourage Ss to try to use appropriate intonation.
- Call on some pairs to role-play the conversations in front of the class.



II LANGUAGE

Pronunciation

*Intonation in question tags*

Remember!

- We use falling intonation on the question tag when we are almost sure of the answer and we think that the listener will confirm that our statement is correct, or we want to gently persuade the listener.

Example: **A:** *The tiger is an endangered animal, **isn't it?***
**B:** *Yes, it is./That's right.*

- We can also use falling intonation on the tag to make a point.

Example: *It's a beautiful view, **isn't it?***

- We use rising intonation on the question tag when we are not so sure of the answer.

Example: **A:** *You didn't do your homework, **did you?***
**B:** *Yes, I did.*

1 (76) **Listen to these conversations. Pay attention to the intonation of the question tags. Then practise saying them in pairs.**

1. **A:** So we need to protect local ecosystems, **don't we?**
   **B:** Yes, we do.
2. **A:** You'll take the books back to the library, **won't you?**
   **B:** OK, I'll do that tomorrow.
3. **A:** We don't want our planet to lose biodiversity, **do we?**
   **B:** No, we don't.
4. **A:** An ecosystem is a community of living things, **isn't it?**
   **B:** No, it isn't. It's a community of both living and non-living things.
5. **A:** You went to Cuc Phuong National Park last weekend, **didn't you?**
   **B:** Yes, I did.

***Audio script – Track 76:***

1. *A:* So we need to protect local ecosystems, **don't we** ? ↘
   *B:* Yes, we do.
2. *A:* You'll take the books back to the library, **won't you** ? ↗
   *B:* OK, I'll do that tomorrow.
3. *A:* We don't want our planet to lose biodiversity, **do we** ? ↘
   *B:* No, we don't.

4. *A:* An ecosystem is a community of living things, **isn't it** ? ↗
   *B:* No, it isn't. It's a community of both living and non-living things.
5. *A:* You went to Cuc Phuong National Park last weekend, **didn't you ?** ↘
   *B:* Yes, I did.

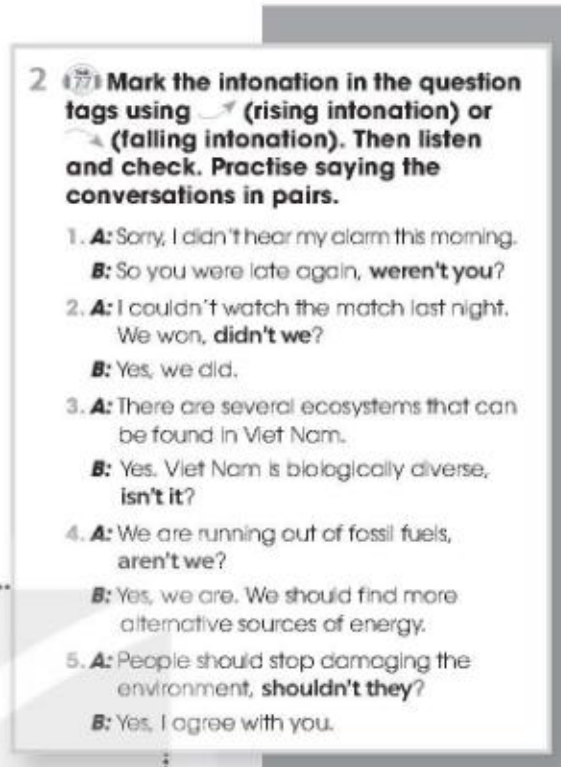
## ACTIVITY 2

**Aim:** To help Ss practise identifying intonation in question tags.

- Ask Ss to read the sentences. Check comprehension.
- Have Ss mark the intonation in the question tag in each sentence individually. Then ask them to work in pairs to compare their answers.
- Check answers as a class by playing the recording. Pause after each question tag and confirm the intonation.
- Put Ss in pairs and have them practise role-playing the conversations.

***Key + Audio script – Track 77:***

1. *A:* Sorry, I didn't hear my alarm this morning.
   *B:* So you were late again, **weren't you** ? ↘
2. *A:* I couldn't watch the match last night. We won, **didn't we** ? ↗
   *B:* Yes, we did.
3. A: There are several ecosystems that can be found in Viet Nam.
   *B:* Yes! Viet Nam is biologically diverse, **isn't it** ? ↘
4. *A:* We are running out of fossil fuels, **aren't we** ? ↘
   *B:* Yes, we are. We should find more alternative sources of energy.
5. *A:* People should stop damaging the environment, **shouldn't they** ? ↘
   *B:* Yes, I agree with you.



2 Mark the intonation in the question tags using ↗ (rising intonation) or ↘ (falling intonation). Then listen and check. Practise saying the conversations in pairs.

1. **A:** Sorry, I didn't hear my alarm this morning.
   **B:** So you were late again, **weren't you**?
2. **A:** I couldn't watch the match last night. We won, **didn't we**?
   **B:** Yes, we did.
3. **A:** There are several ecosystems that can be found in Viet Nam.
   **B:** Yes. Viet Nam is biologically diverse, **isn't it**?
4. **A:** We are running out of fossil fuels, **aren't we**?
   **B:** Yes, we are. We should find more alternative sources of energy.
5. **A:** People should stop damaging the environment, **shouldn't they**?
   **B:** Yes, I agree with you.

# VOCABULARY

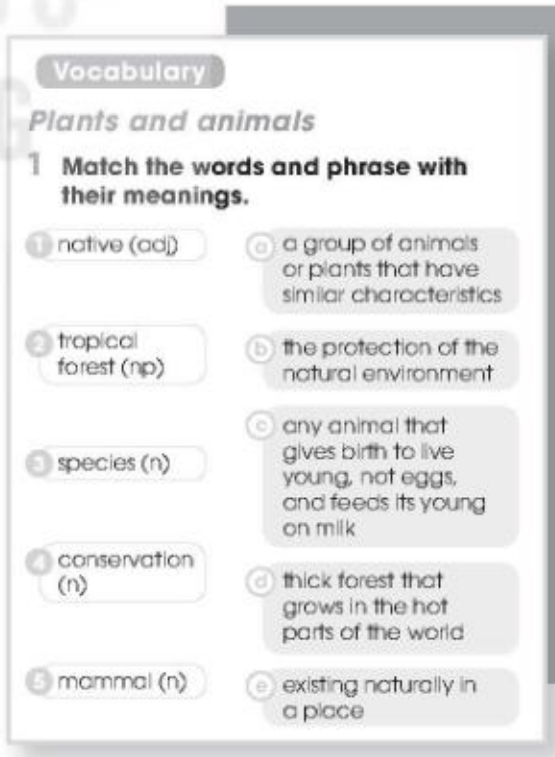
## PLANTS AND ANIMALS

## ACTIVITY 1

**Aim:** To introduce words and phrases related to plants and animals.

- Read the words on the left and make sure Ss understand the abbreviations in brackets (n, np, adj). In weaker classes, explain that this is the part of speech they need to look for in the definition.
- Ask Ss to work in pairs to do the matching.
- Check answers as a class. Call on one student to read aloud a word and call on another student to read its definition.
- In stronger classes, have Ss think of synonyms of each item or words with similar meanings. They can do that in pairs or small groups. Encourage Ss to organise the words in mind maps, e.g. *tropical forest – rainforest, jungle, tropical woods, monsoon forests.* Invite some Ss to present their lists or mind maps in front of the class.

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



Vocabulary

*Plants and animals*

1 Match the words and phrase with their meanings.

| | |
|---|---|
| 1 native (adj) | a a group of animals or plants that have similar characteristics |
| 2 tropical forest (np) | b the protection of the natural environment |
| 3 species (n) | c any animal that gives birth to live young, not eggs, and feeds its young on milk |
| 4 conservation (n) | d thick forest that grows in the hot parts of the world |
| 5 mammal (n) | e existing naturally in a place |

## ACTIVITY 2

**Aim:** To help Ss practise using the words and phrases in **1** in meaningful context.

- Have Ss work in pairs. Tell them to read the sentences carefully to decide which word in **1** can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word/phrase.
- Check answers as a class. Have individual Ss call out the word they have used for each sentence first.
- Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each sentence using contextual clues, e.g. *The first sentence needs a noun and it refers to a place with different kinds of plants and animals. The second sentence needs a noun to go with 'wildlife', and the words 'conservation' is the best choice.*
- Ask individual Ss to read the whole sentences.

**2 Complete the sentences using the correct form of the words and phrase in 1.**

1. _____ usually have a great variety of flora and fauna.
2. Many young people are really interested in wildlife _____ nowadays.
3. Koalas and kangaroos are _____ to Australia only.
4. Cat Ba National Park has many plant _____ that can be used as medicine.
5. Some groups of _____, including lions and tigers, eat mainly meat.

***Key:***

1. Tropical forests 2. conservation 3. native
4. species 5. mammals

**Extension:** In stronger classes, have Ss play a competitive game. Divide them into several teams. Call out one of the five words and have teams write as many sentences with it as they can. Give a time limit of one minute. Repeat for the other words. Invite each team to read their sentences. The team with the most correct sentences is the winner.

# GRAMMAR

## COMPOUND NOUNS

## ACTIVITY 1

**Aim:** To help Ss understand how to form and use compound nouns.

- Tell Ss to look at the nouns in **4** in **Getting Started**. Elicit the formation of compound nouns, e.g. *How many words is a compound noun made of? What word combinations are most common? Are compound nouns always written as one word?*
- Have Ss read the explanation and examples in the **Remember!** box. Check understanding and provide more examples if necessary.
- Ask Ss to work in pairs or individually to form five compound nouns from words given in the box.
- Call on individual Ss to write their answers on the board. Check answers as a class. Have Ss explain the meaning of each compound noun by giving examples or making sentences with them, e.g. 1. *The tiger is an endangered species.* 3. *Women have a longer life expectancy than men.*

**Grammar**

***Compound nouns***

**Remember!**

A compound noun is a noun that is made with two or more words, e.g. *air-traffic controller*. A compound noun is usually formed by:

- noun + noun: *bus stop*
- adjective + noun: *wildlife*
- *-ing* form + noun: *washing machine*
- noun + *-ing* form: *film-making*
- verb + preposition: *break-out*

Some compound nouns are usually written as one word, e.g. *bedroom*, some as separate words, e.g. *tennis shoes*, and others with a hyphen, e.g. *film-maker*.

Even if the first noun has a plural meaning, it usually has a singular form, e.g. *car park*.

To make a compound noun plural, we usually make the second noun plural, e.g. *car parks*. There are some exceptions, e.g. *clothes shop, passers-by*.

**1 Use the words in the box to make five compound nouns.**

| | | | |
|---|---|---|---|
| endangered | nature | life | rain |
| vocational | species | reserve | |
| expectancy | forest | school | |

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

***Key:***

1. endangered species 2. nature reserve 3. life expectancy
4. rainforest 5. vocational school

## ACTIVITY 2

**Aim:** To help Ss practise forming compound nouns and using them in context.


2 Work in pairs. Use the words in the box to make compound nouns. Then make sentences with them.

wild swim life level warm
mobile sea globe pool phone

Example: There are many factors that contribute to global warming.

- Have Ss read the instructions and the words in the box. Ask them to guess how many compound nouns they can make with the words.
- Point to the example and the two words that have been crossed out in the box. Ask, *Can we make a compound noun from 'globe' and 'warm'? What do we need to change?*
- Ask Ss to form the other four compound nouns.
- Check answers as a class.
- Put Ss in pairs to make sentences using the compound nouns.
- In stronger classes, set a time limit of four minutes and have pairs come up with as many sentences as they can.
- Invite pairs to share their sentences with the whole class.

***Suggested answers:***

2. wildlife (e.g. **Wildlife** helps maintain ecological balance and biodiversity.)
3. sea level (e.g. **Sea level** rise is caused primarily by two factors related to global warming.)
4. swimming pool (e.g. The resort is famous for its amazing **swimming pools**.)
5. mobile phone (e.g. **Mobile phones** are used for a variety of purposes.)

# LESSON 3. READING

## *U MINH THUONG* - A UNIQUE NATIONAL PARK

### ACTIVITY 1. Pre-reading

**Aim:** To activate prior knowledge about the topic and get Ss involved in the lesson.


III READING

*U Minh Thuong - A unique national park*

1 Work in pairs. Look at the photos and discuss the questions.

- *Have you ever been to U Minh Thuong National Park? Where is it?*
- *What can/did you see in the park?*

- If possible, bring photos of U Minh Thuong National Park or play video clips showing the park to spark Ss' interest in the topic.
- Put Ss into pairs to discuss the two questions.
- Call on some pairs to share their answers.
- Elicit the things that Ss may see or do in U Minh Thuong National Park.

***Suggested answer:*** U Minh Thuong National Park is in the south of Viet Nam. There you can see some rare animals and plants. You can also go hiking and boating through the wetlands.

### ACTIVITY 2. While-reading

**Aim:** To help Ss practise reading for main ideas.


2 Read the article and match the headings (1–4) to the paragraphs (A–D).

Tropical mangrove forest in U Minh Thuong

A. _____

U Minh Thuong National Park is located in An Giang Province, about 60 km south of Rach Gia Ward. This place is considered one of the most important sites for ecosystem conservation in the Mekong River Delta. It attracts tourists not only with its wild and beautiful scenery, but also with its rare and rich biodiversity.

1. Flora and fauna
2. Best time to visit
3. Location
4. Geography

B. _____

U Minh Thuong National Park covers a large area of freshwater wetlands, including mangrove forests. Its central part is surrounded by waterways with a series of gates, which are used to manage the water level.

C. _____

Home to 226 species of plants, U Minh Thuong National Park is the region with the richest biodiversity in the Mekong River Delta. It used to be one of the largest habitats for water birds in the area, but their home was badly damaged by forest fires in 2002. Now there are about two hundred types of birds in the park, including some unique birds like the great spotted eagle. Thirty-two types of mammals have been found here. Ten of them, including the fishing cat and Sunda pangolin, are on the list of rare and endangered species, native to Viet Nam.

D. _____

The ideal time to explore U Minh Thuong National Park is from August to November, known as the floating water season of the region. Tourists can take a boat trip to experience nature and wildlife. Visitors can go to Trang Doi, a place where thousands of bats gather, hanging on the trees like huge fruits. Another popular place to visit is Trang Chim, a large area with thousands of colourful birds. So if you love nature, you should definitely go to explore this amazing natural park.

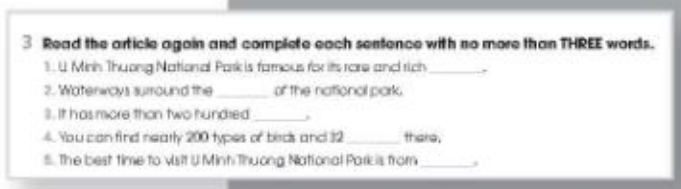
- Read the four headings and check understanding.
- Ask Ss to read the text and identify the main idea of each paragraph, then match each heading with a suitable paragraph. Remind Ss to underline keywords or phrases in the text which help them identify the correct heading.
- Check answers as a class. Ask individual Ss to call out their answers and provide evidence for each one from the text, e.g. 1. Flora and fauna (paragraph C: *plants, birds, mammals*);

2. Best time to visit (paragraph D: *ideal time, from August to November*); 3. Location (paragraph A: *located, place, sites*); 4. Geography (paragraph B: *large area of freshwater wetlands, surrounded by waterways*)

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

## ACTIVITY 3. While-reading

**Aim:** To help Ss practise reading for specific information.


3 **Read the article again and complete each sentence with no more than THREE words.**

1. U Minh Thuong National Park is famous for its rare and rich _____.
2. Waterways surround the _____ of the national park.
3. It has more than two hundred _____.
4. You can find nearly 200 types of birds and 32 _____ there.
5. The best time to visit U Minh Thuong National Park is from _____.

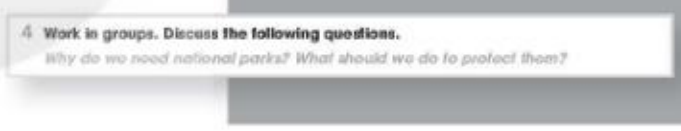
- Ask Ss to read the statements and underline the keywords in each of them.
- Check whether Ss have got the right keywords, e.g. 1. *famous, rare, rich;* 2. *waterways, surround, national park;* 3. *two hundred;* 4. *32;* 5. *best time, visit.*
- Tell Ss to scan the text to locate the answers, then read it again, but this time paying attention only to the parts of the text that contain the information. Remind them to complete each sentence with no more than THREE words.
- Have Ss work in pairs or groups to compare answers.
- In weaker classes, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information. In stronger classes, ask Ss to explain their answers by providing clues from the text.

***Key:***

1. biodiversity 2. central part 3. species of plants
4. types of mammals 5. August to November

## ACTIVITY 4. Post-reading

**Aim:** To help Ss use the ideas and language in the reading to express their opinions.


4 **Work in groups. Discuss the following questions.**

*Why do we need national parks? What should we do to protect them?*

- Put Ss into pairs. Have them discuss the two questions. Remind them that national parks are important for local ecosystems, such as U Minh Thuong, so we need to protect them.
- Invite one or two pairs of Ss to present their ideas to the class. Praise for interesting ideas and fluent delivery.

***Suggested answer:***

We need national parks for several reasons. First, they provide habitats for thousands of species of plants and animals. Second, they boast unique geographical features and amazing natural beauty. That is why they provide many recreational opportunities. In addition, national parks play a vital role in preserving biodiversity and natural resources such as minerals, wood and water.

So how can we protect our national parks? First, we can start conservation campaigns to raise awareness, inform the public and change human behaviour. Second, we can raise funds for restoring damaged natural sites. Finally, we can encourage governments to fund scientific research aimed at limiting the impact of climate change.

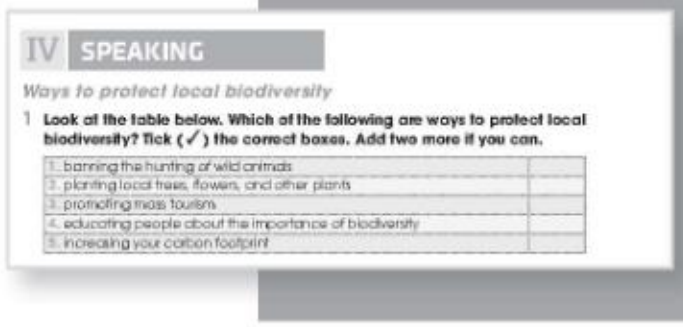
# LESSON 4. SPEAKING

## WAYS TO PROTECT LOCAL BIODIVERSITY

**Learning outcome:** By the end of the lesson, Ss will be able to talk about ways to protect local biodiversity.

### ACTIVITY 1

**Aim:** To introduce more ideas for the main speaking task and get Ss involved in the lesson.


IV SPEAKING

*Ways to protect local biodiversity*

1 **Look at the table below. Which of the following are ways to protect local biodiversity? Tick (✓) the correct boxes. Add two more if you can.**

| | |
|---|---|
| 1. banning the hunting of wild animals | |
| 2. planting local trees, flowers, and other plants | |
| 3. promoting mass tourism | |
| 4. educating people about the importance of biodiversity | |
| 5. increasing your carbon footprint | |

- Remind Ss of the reading text about U Minh Thuong National Park and elicit what it is famous for, e.g. rich and rare biodiversity, ecosystem conservation, many species of birds and mammals, and beautiful scenery.
- Ask, *How can we protect the park's biodiversity?* and encourage Ss to come up with as many answers as they can.
- Then ask Ss to read the list in the table to see if any of their suggestions are included there. Have them decide which of the actions listed there can help protect biodiversity and put a tick in the box.
- Check answers as a class.
- Recap the extra ideas Ss have brainstormed and write some of them on the board, e.g. protect local habitats by following walking paths or hiking trails when outdoors, reduce the amount of water you use, educate people about the importance of biodiversity.

***Key:*** 1, 2, 4

### ACTIVITY 2

**Aim:** To help Ss personalise the topic.


2 **Work in pairs. Choose a way to protect local biodiversity from the list in 1, and tell your partner about it. Use the following questions.**

Why is it important? How will it help protect local biodiversity? What can you do to help?

Example: *'Plants play an important role in ecosystems. They provide food and shelter for many animal species. Each plant supports the ecosystem and biodiversity of the local area. We can help by researching the local flora, and planting more native plants.'*

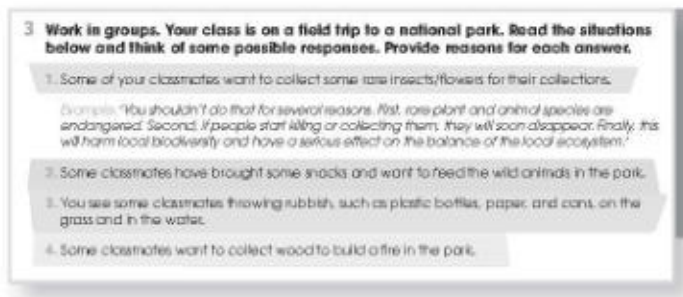
- Tell Ss to read the three questions and the example. Ask, *Which of the points in* **1** *does the example describe? – The example describes the second point.*
- Put Ss in pairs. Ask each student to choose one of the ways and discuss it in pairs.
- In weaker classes, write points 1 (*banning the hunting of wild animals*) and 4 (*educating people about the importance of biodiversity*) on the board. As a class, ask the three questions for each point and brainstorm as many ideas as possible. Write the best ones on the board as prompts and have Ss discuss and summarise them in pairs.
- Walk round the class and provide help if necessary.
- Invite Ss to share their summaries with the class.

***Suggested answers:***

1. *Banning the hunting of wild animals:* Wild animals play an important part in different ecosystems and food chains. The hunting of some animals, such as bears, tigers, or rhinos, has caused a rapid decline in their populations and may lead to their extinction.
4. *Educating people about the importance of biodiversity*: Human activities have direct effects on ecosystems. If people are aware of the importance of biodiversity on the planet, they may act to limit deforestation, stop illegal hunting, and protect local habitats.

### ACTIVITY 3

**Aim:** To give Ss an opportunity to use the language and ideas from the unit to respond to real-life situations.


3 **Work in groups. Your class is on a field trip to a national park. Read the situations below and think of some possible responses. Provide reasons for each answer.**

1. Some of your classmates want to collect some rare insects/flowers for their collections.

Example: *'You shouldn't do that for several reasons. First, rare plant and animal species are endangered. Second, if people start killing or collecting them, they will soon disappear. Finally, this will harm local biodiversity and have a serious effect on the balance of the local ecosystem.'*

2. Some classmates have brought some snacks and want to feed the wild animals in the park.
3. You see some classmates throwing rubbish, such as plastic bottles, paper, and cans, on the grass and in the water.
4. Some classmates want to collect wood to build a fire in the park.

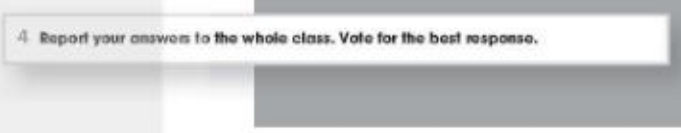
- Ask Ss to read the situations and check understanding. Draw their attention to the example answer and ask if they agree with it. Brainstorm other possible responses as a class.
- Put Ss in groups and have them come up with responses to the other situations. Encourage them to use linking words and phrases to introduce their reasons and arguments.
- Have each group agree who will be the group note taker to take notes of their ideas. Ss can then use the notes to formulate the final response that most people in the group agree on.
- Set a time limit for this activity. Walk round the class and offer help if necessary.

***Suggested answers:***

2. You shouldn't do that for several reasons. First, wild animals eat their own food and human snacks may cause health problems for them. Second, feeding wild animals may be dangerous as they can attack you.
3. You shouldn't do that for several reasons. First, wild animals may try to eat this plastic waste, which may cause health problems for them. Second, throwing rubbish can pollute the water and soil, and damage the natural habitats of many species.
4. You shouldn't build a fire in a national park for several reasons. First, a fire may burn and damage plants in the park. Second, a fire can easily spread in hot, dry and windy conditions. Open burning can also cause wildfires. They can kill wild animals and burn trees, causing deforestation.

### ACTIVITY 4

**Aim:** To give Ss an opportunity to summarise and present a group discussion to the class.


4 Report your answers to the whole class. Vote for the best response.

- Have some Ss or groups share their answers to each situation in front of the class.
- Praise for good effort, well-structured responses, and fluent delivery.
- After all groups present their responses to a situation, ask the class to vote for the best answer. Count the votes for each group and announce the best response for each situation.

  **Extension:** Put Ss in groups. Have each group come up with another situation and then 'challenge' other groups to give a response impromptu. The group which has come up with the situation can decide which one is the best answer.

## LESSON 5. LISTENING

### HUMAN IMPACT ON ECOSYSTEMS


V LISTENING

*Human impact on ecosystems*

1 Choose the correct meanings of the word and phrases.

1. coral reef
   A. a plant that grows in the sea
   B. a line of hard rock formed by coral, found in warm sea water
2. food chain
   A. the order in which living things depend on each other for food
   B. the order in which food is provided
3. run out
   A. to use all of something
   B. to experience something unexpectedly
4. break down
   A. to make smaller
   B. to stop working




### ACTIVITY 1. Pre-listening

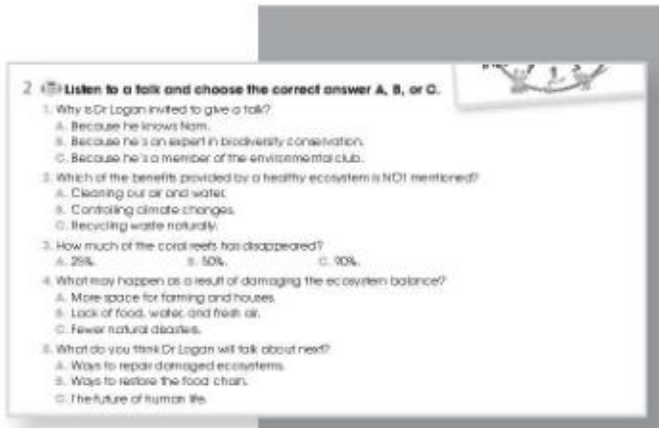
**Aim:** To introduce more topic-related vocabulary and set the context of the listening task.

- Ask Ss to look at the pictures and describe them, *In the first picture, we see underwater organisms and rocks/coral reefs. The second one shows the food chain or how animals depend on plants or other animals for their food.*
- Ask Ss to work in pairs and guess the meaning of the words or phrases. Explain that they will appear in the recording.
- Call on some pairs to share their answers. Correct answers as a whole class.
- Focus attention on the two phrasal verbs. In pairs, have Ss come up with things that can *run out* or *break down*, and make a list of collocations or phrases with the items. Invite pairs to read their lists, e.g. *time is running out, run out of time/money/ideas, run out of milk/water/supplies; my patience is running out; a car/machine can break down, break down a door/phone; their marriage broke down, negotiations break down.* Provide explanations of idiomatic phrases.

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

## ACTIVITY 2. While-listening

**Aim:** To help Ss practise listening for specific information and making predictions.


2 Listen to a talk and choose the correct answer A, B, or C.

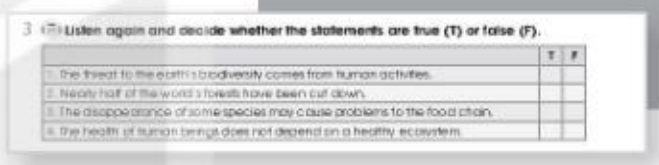
1. Why is Dr Logan invited to give a talk?
A. Because he knows Nam.
B. Because he's an expert in biodiversity conservation.
C. Because he's a member of the environmental club.
2. Which of the benefits provided by a healthy ecosystem is NOT mentioned?
A. Cleaning our air and water.
B. Controlling climate changes.
C. Recycling waste naturally.
3. How much of the coral reefs has disappeared?
A. 25%. B. 50%. C. 90%.
4. What may happen as a result of damaging the ecosystem balance?
A. More space for farming and houses.
B. Lack of food, water, and fresh air.
C. Fewer natural disasters.
5. What do you think Dr Logan will talk about next?
A. Ways to repair damaged ecosystems.
B. Ways to restore the food chain.
C. The future of human life.

- Have Ss read each of the questions and three options, and underline the keywords in the questions, e.g. 1. *why, Dr Logan, talk;* 2. *Which, benefits, healthy ecosystem, NOT mentioned;* 3. *How much, coral reefs, disappeared;* 4. *What, result, damaging, ecosystem balance;* 5. *What, Dr Logan, talk, next*. Ss can also underline any keywords in the options that may help them work out the difference between the options.
- Play the recording and tell Ss to listen and choose the correct answer for each question.
- Have Ss compare their answers in pairs/groups.
- Check answers as a class and confirm the correct ones. Invite individual Ss to explain why they have chosen that option and give evidence from the listening.
- In weaker classes, play the recording again, pausing at the places where they can get the information.

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

## ACTIVITY 3. While-listening

**Aim:** To help Ss practise listening for specific information.


3 Listen again and decide whether the statements are true (T) or false (F).

| | T | F |
|---|---|---|
| 1. The threat to the earth's biodiversity comes from human activities. | | |
| 2. Nearly half of the world's forests have been cut down. | | |
| 3. The disappearance of some species may cause problems to the food chain. | | |
| 4. The health of human beings does not depend on a healthy ecosystem. | | |

- Have Ss read each of the statements and underline the keywords, e.g. 1. *threat, earth, biodiversity, human activities;* 2. *nearly half, world's forests, cut down;* 3. *disappearance, species, cause problems, food chain;* 4. *health, human beings, depend, healthy ecosystem*. Tell Ss to pay more attention to these words and phrases, and the context around them. Remind Ss that the statements may include paraphrased or different information from what they hear in the recording so they should listen for synonyms, antonyms, or phrases with similar meanings.
- In stronger classes, ask Ss to decide whether each statement is true or false based on what they remember from the first listening.
- Play the recording and have Ss check whether their answers are correct.
- Have Ss compare their answers in pairs/groups.
- Check answers as a class. Invite individual Ss to explain why each statement is true or false, and correct the false sentences.
- Let Ss listen again, pausing at the places where Ss can find the information.

***Key:*** 1. T 2. F (one third)

3. T 4. F (Human health depends on a healthy ecosystem, which provides products and services such as fresh water, food and fuel sources.)

***Audio script – Tracks 78 + 79:***

*Nam:* Good morning. I'd like to introduce Dr Steve Logan – an environmental expert with a lot of experience in biodiversity conservation. He'll talk about the importance of ecosystems at our environmental club meeting. Please welcome, Dr Logan.

*Mr Logan:* Thank you, Nam. As you know, an ecosystem includes living and non-living things, and each of them plays an important role. A healthy ecosystem brings many benefits, such as cleaning our air and water, providing food and controlling climate change. But human activities are damaging our planet's biodiversity. Half of our coral reefs have disappeared and it's believed that 90% of the world coral reefs will die by 2050 due to warming oceans and pollution. We've cut down one third of the world's forests to make space for farming or houses. As a result, many animals and plants have lost their habitats, and many species are disappearing.

*Nam:* So people are destroying the balance of local ecosystems, aren't they? But this in turn will affect human life.

*Mr Logan:* That's right. One day we may not have fresh air to breathe or water to use. This may happen if we damage the fine balance among all living and non-living things in the ecosystems. As species disappear, the food chain may break down. We may run out of food, suffer from health problems, and face more natural disasters. So what can we do to restore ecosystems? *(fading)*

**Extension:** Play the audio, pausing before the last phrase of long sentences and have Ss complete them, e.g. play *I'd like to introduce Dr Steve Logan – an environmental expert with a lot of experience in …*, and have Ss call out *biodiversity conservation*. In stronger classes, ask Ss to write the words on the board.

### ACTIVITY 4. Post-listening

**Aim:** To give Ss the opportunity to use the ideas and language in the listening to give opinions.


4 Work in groups. Discuss the following question.
What can humans do to protect and restore the earth's ecosystems?

- Ask Ss to work in groups and discuss the question. Walk round the class and offer help. For weaker Ss, provide some prompts or guiding questions, such as *How do we restore native habitats? What kind of plants do we need to plant?* (We need to plant native species.) *How can we attract more birds?* (By building and installing bird houses) *Where can people volunteer their time for restoration projects?* (In nature reserves or national parks)
- Call on Ss from different groups to share their ideas with the class.

***Suggested answer:***

Below are some ways:

- plant trees, and ensure they grow to full maturity
- volunteer on restoration projects in your community
- assist local habitats by bringing back plants and animals that used to live there
- eat less meat and buy organic produce
- support green businesses
- organise or join local clean-up activities of beaches and parks

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

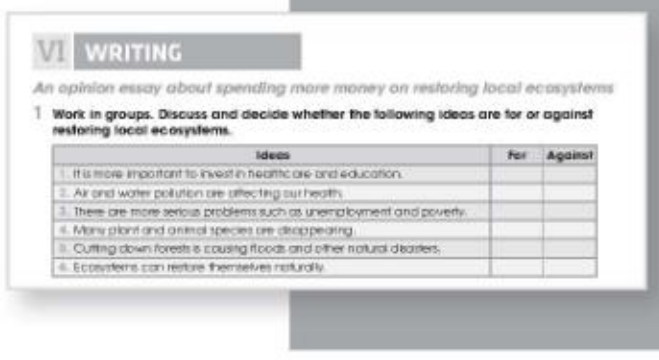
## LESSON 6. WRITING

### AN OPINION ESSAY ABOUT SPENDING MORE MONEY ON RESTORING LOCAL ECOSYSTEMS

**Learning outcome:** By the end of this lesson, Ss will be able to write an opinion essay to present their point of view on whether we should spend more money on restoring local ecosystems.

### ACTIVITY 1

**Aim:** To help Ss generate ideas for their writing.


VI WRITING

*An opinion essay about spending more money on restoring local ecosystems*

1 Work in groups. Discuss and decide whether the following ideas are for or against restoring local ecosystems.

| Ideas | For | Against |
|---|---|---|
| 1. It is more important to invest in healthcare and education. | | |
| 2. Air and water pollution are affecting our health. | | |
| 3. There are more serious problems such as unemployment and poverty. | | |
| 4. Many plant and animal species are disappearing. | | |
| 5. Cutting down forests is causing floods and other natural disasters. | | |
| 6. Ecosystems can restore themselves naturally. | | |

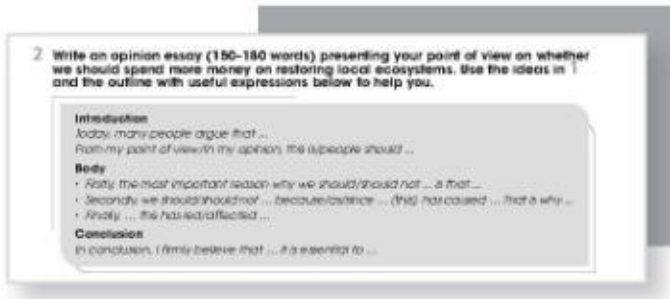
- Have Ss work in groups. Tell them to read the statements and discuss which of them are for and which against restoring local ecosystems. Ss may refer to the ideas in the reading (the importance of national parks for local ecosystems) and listening sections (how humans can impact the ecosystem).
- Call on some groups to share their answers.
- Check answers as a class.

- Ask Ss to think of more ideas which are for or against restoring local ecosystems. Write the best suggestions on the board, e.g. Arguments for: *Healthy ecosystems provide raw materials and materials for medicine. They slow down global warming. Future generations should be able to enjoy the beauty of nature. Healthy ecosystems provide humans with goods that are extracted and sold.* Arguments against: *We don't need to save endangered species since they will disappear as part of evolution. Plants and animals that survive can adapt to new habitats easily.*

***Suggested answer:*** For: 2,4,5 Against: 1,3, 6

## ACTIVITY 2

**Aim:** To help Ss practise writing an opinion essay on restoring local ecosystems.


2 Write an opinion essay (150–180 words) presenting your point of view on whether we should spend more money on restoring local ecosystems. Use the ideas in 1 and the outline with useful expressions below to help you.

**Introduction**
*Today, many people argue that ...*
*From my point of view/In my opinion, this is/people should ...*

**Body**
- *Firstly, the most important reason why we should/should not ... is that ...*
- *Secondly, we should/should not ... because/as/since ... (this) has caused ... That is why ...*
- *Finally, ... this has led/affected ...*

**Conclusion**
*In conclusion, I firmly believe that ... it is essential to ...*

- Ask Ss to study the outline and the useful expressions, and check understanding.
- Review the structure of an opinion essay. Write its parts on the board, but jumbled up, and ask Ss to put them in the correct order. Have Ss refer to the **Writing** section in Unit 2 to check their answers.
- Put Ss into groups and have them brainstorm ideas for their essays. Encourage Ss to use the ideas in **1** and think of reasons to support their view.
- Set a time limit for the task. Walk round the class to give further support if needed.
- When Ss finish writing, give them time to check their essays.
- Put Ss in pairs and ask them to swap their essays for peer review. Encourage them to comment on each other's ideas, vocabulary, and grammar. If time allows, ask Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' essays to mark and provide written feedback in the next lesson.

  **Extension:** In stronger classes, introduce another type of essay – the two-sided argumentative or discussion essay, in which a writer presents both points of view objectively before giving their own opinion. Have Ss work in groups and try to write an introductory paragraph for this type of essay, e.g. *There has been a lot of discussion and research on environmental preservation. Most scientists believe that restoring and protecting local ecosystems are vital for all life on our planet. There are also people who don't believe in scientific arguments for conservation and think our money would be better spent on other problems. This essay will discuss both points of view and argue in favour of the latter/former.* Encourage Ss to write their two-sided argumentative essays at home.

***Suggested answer:***

Today many people argue that we should spend more money on restoring local ecosystems. From my point of view, this is a great idea for the following reasons.

Firstly, the most important reason why we should invest in restoring them is that we are already suffering from the impact of their damage. Both air pollution and water pollution have increased and are affecting our health.

Secondly, habitat loss has caused the disappearance of many plant and animal species. This has affected the balance of local ecosystems since all living things play an important role. When plants or animals die out, the food chain may also break down. That is why we should spend more money on protecting and restoring all wildlife.

Finally, much of our local forest has been cut down to make space for houses and farm land. This has led to more natural disasters in the region. For example, floods have become more common. They destroy people's houses, fields, and crops every year. To prevent damage from natural disasters, we should spend more money on planting more trees and restoring our forest.

In conclusion, I firmly believe that it is essential to spend more money on restoring local ecosystems. Investing in nature conservation will help create a healthy and stable living environment for future generations.

# LESSON 7: COMMUNICATION AND CULTURE/ CLIL

## EVERYDAY ENGLISH

### EXPRESSING LIKES AND DISLIKES

### ACTIVITY 1


VII COMMUNICATION AND CULTURE / CLIL

Everyday English

*Expressing likes and dislikes*

1 **Listen and complete the conversation with the expressions in the box. Then practise it in pairs.**

A. I can't stand B. I really love C. I'm not a fan

**Alice:** There're so many activities for visitors in this park. Do you fancy going on an elephant ride, Mai?

**Mai:** No, thanks. (1) _____ of elephant rides.

**Alice:** Don't you like elephants? They are very gentle creatures.

**Mai:** That's why we shouldn't ride on them. (2) _____ animal cruelty.

**Alice:** Yes, you're right. Perhaps we should learn more about the birds in the park.

**Mai:** Good idea! (3) _____ bird-watching.

**Aims:**

- To provide a model conversation in which speakers express likes and dislikes;
- To review how to express likes and dislikes.

- Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. *Who are the speakers? What are they talking about? What does 'animal cruelty' mean?*
- Give Ss a few minutes to read the expressions in the box and check understanding.
- In stronger classes, encourage Ss to fill in the gaps based on context clues.
- Have Ss listen and complete the conversation with the expressions from the box.
- Check answers by asking two Ss to read out the conversation.
- Have Ss underline expressions used to express likes and dislikes (*Do you fancy...; Don't you like...; I really love; I can't stand; I'm not a fan ...*).
- Put Ss in pairs and have them practise the conversation.
- Invite some pairs to role-play the conversation in front of the class.

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

***Audio script – Track 80:***

*Alice:* There're so many activities for visitors in this park. Do you fancy going on an elephant ride, Mai?

*Mai:* No, thanks. I'm not a fan of elephant rides.

*Alice:* Don't you like elephants? They are very gentle creatures.

*Mai:* That's why we shouldn't ride on them. I can't stand animal cruelty.

*Alice:* Yes, you're right. Perhaps we should learn more about the birds in the park.

*Mai:* Good idea! I really love bird-watching.

### ACTIVITY 2


2 **Work in pairs. Use the model in 1 to make similar conversations for these situations. One of you is Student A, the other is Student B. Use the expressions below to help you.**

1. Student A is talking about the activities he/she does on field trips to national parks. Student B expresses likes/dislikes about these activities.

2. Student A and Student B are planning an eco-friendly class party. They talk about the things and activities they like or dislike at a party.

| Useful expressions | |
|---|---|
| **Expressing likes** | **Expressing dislikes** |
| • I love/adore ... | • I hate/don't like ... |
| • I'm really into ... | • I can't bear/stand ... |
| • I'm a big fan of ... | • I'm not really into ... |
| • I'm keen on ... | • ... is not my favourite. |
| • I'm into ... | |

**Aim:** To help Ss practise expressing likes and dislikes.

- Ask Ss to read through the situations and check understanding. Ask them if they have been in similar situations, e.g. if they had to plan activities for field trips or parties.
- Have Ss work in pairs. In weaker classes, underline words and phrases in the model conversation that Ss can replace with information from the new situations. You can also write some prompts on the board.
- Go through the **Useful expressions** in the box and remind Ss to use them in their conversations.
- Give Ss a few minutes to plan their conversations. Have them write down some prompts to help them, e.g. *how they are going to start the conversation, which national park they are going to, what they like or dislike doing there, how to host an eco-friendly party – use recyclable materials, serve local, organic food, and send digital invitations.*

- Walk round the class and provide help if needed.
- Call on some pairs to role-play their conversations in front of the class. Praise for good effort, appropriate use of the expressions for likes/dislikes, clear pronunciation, and fluent delivery.

***Suggested answers:***

1.

A: On our field trip to the national park next week, we should collect some insects for our biology lessons. We should bring some jars to put them in.

B: I'm a big fan of insects. Putting them in jars will kill them. And I don't think we should do that. Insects play an important role in the ecosystem. Why don't we just observe them and take photos of them?

A: Great idea. I love it!

2.

A: Shall we use paper plates and cups for our class party this Saturday?

B: Yes, I like your idea. They're better for the environment than plastic ones. I'm keen on using eco-friendly products.

A: Then let's ask our classmates to bring their chopsticks or forks.

B: I love your suggestion.

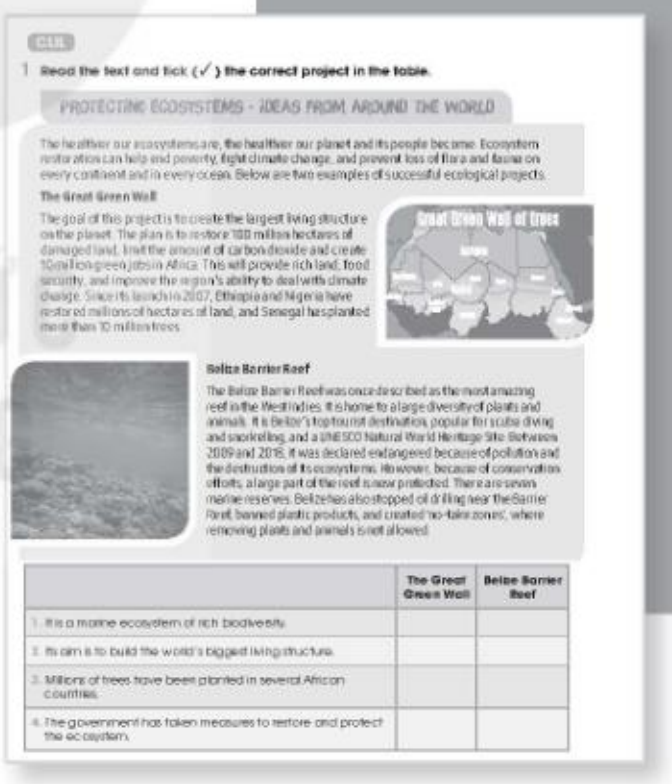
## CLIL

### PROTECTING ECOSYSTEMS - IDEAS FROM AROUND THE WORLD

**ACTIVITY 1.**

**Aim:** To help Ss learn about protecting ecosystems around the world.

- Ask Ss some questions to find out what they already know about the topic, e.g. *Do you know any ecological projects that help protect ecosystems in other countries? Have you heard of the Great Green Wall in Africa? What is its goal? Have you heard of the Belize Barrier Reef? Where is it?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *When did they launch these projects? Are they successful? Are they expensive? How many countries are involved in the Great Green Wall? How long is the Great Green Wall? Is the Belize Barrier Reef still on the UNESCO Natural World Heritage List?*
- Put Ss into pairs. Ask them to read the text and complete the table by putting a tick under the correct project. Walk round the class and offer help, explaining unfamiliar words or answering questions.


CLIL

1 Read the text and tick (✓) the correct project in the table.

PROTECTING ECOSYSTEMS - IDEAS FROM AROUND THE WORLD

The healthier our ecosystems are, the healthier our planet and its people become. Ecosystem restorations can help end poverty, fight climate change, and prevent loss of flora and fauna on every continent and in every ocean. Below are two examples of successful ecological projects.

**The Great Green Wall**

The goal of this project is to create the largest living structure on the planet. The plan is to restore 100 million hectares of damaged land, limit the amount of carbon dioxide and create 10 million green jobs in Africa. This will provide rich land, food security, and improve the region's ability to deal with climate change. Since its launch in 2007, Ethiopia and Nigeria have restored millions of hectares of land, and Senegal has planted more than 10 million trees.



**Belize Barrier Reef**

The Belize Barrier Reef was once described as the most amazing reef in the West Indies. It is home to a large diversity of plants and animals. It is Belize's top tourist destination, popular for scuba diving and snorkelling, and a UNESCO Natural World Heritage Site. Between 2009 and 2018, it was declared endangered because of pollution and the destruction of its ecosystems. However, because of conservation efforts, a large part of the reef is now protected. There are seven marine reserves. Belize has also stopped oil drilling near the Barrier Reef, banned plastic products, and created 'no-take zones', where removing plants and animals is not allowed.

| | The Great Green Wall | Belize Barrier Reef |
|---|---|---|
| 1. It is a marine ecosystem of rich biodiversity. | | |
| 2. Its aim is to build the world's biggest living structure. | | |
| 3. Millions of trees have been planted in several African countries. | | |
| 4. The government has taken measures to restore and protect the ecosystem. | | |

- Check answers as a class by calling on pairs to write their answers on the board. Have Ss provide evidence from the text for each answer.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

***Key:*** The Great Green Wall: 2, 3 Belize Barrier Reef: 1, 4

## ACTIVITY 2

**Aim:** To help Ss relate what they have learnt about ecosystem protection to the situation in Viet Nam.


2 Work in groups. Discuss the following questions.
Are there similar projects in Viet Nam? Do you think the ideas in 1 can be applied in Viet Nam?

- Ask Ss to work in groups to discuss the two questions.
- In weaker classes, ask questions to brainstorm ideas as a class, e.g. *Have you heard of the Ecovillage Project in Viet Nam? Where are these ecovillage projects? (In poorer, ecologically vulnerable areas); How do they help protect local ecosystems? (Villagers were taught how to improve soil quality, plant fruit trees, and create fish ponds.)*
- To answer the second question, encourage Ss to compare the ecosystems of Africa's region where the Great Green Wall is built or the Belize Barrier Reef with Viet Nam's ecosystems. Elicit that like Belize, Viet Nam has unique marine ecosystems including coral reefs. Explain that according to environmentalists, only a small percentage of them are in a healthy state, so local authorities should follow the example of Belize.
- Invite some groups to present a summary of their discussion to the class.

***Suggested answers:***

The Sustainable Forest Management project, implemented by DAI Global, will reduce carbon emissions from deforestation, forest degradation, and poor timber plantation management practices in seven provinces. The project is expected to strengthen Vietnamese law enforcement's ability to combat forest crimes such as illegal logging, improve the livelihoods of 60,000 people in forest-dwelling communities; and strengthen the management of more than 250,000 hectares of forest.

The Biodiversity Conservation project, implemented by The World Wildlife Fund, will protect critical ecosystems to build resilience against the impacts of climate change, maintain and increase forest quality, and protect and stabilise wildlife populations. The project is expected to improve the ability of community patrol teams to detect and deter wildlife trafficking, improve economic opportunities for forest-dependent communities, and strengthen the management of 700,000 hectares of forest.

# LESSON 8. LOOKING BACK AND PROJECT

## LOOKING BACK

### PRONUNCIATION

**Aim:** To help Ss to review the intonation in question tags.


VIII LOOKING BACK
Pronunciation
(T) Mark the intonation in the question tags. Then listen and check. Practise saying the sentences in pairs.
1. I can't find my key. You will help me find it, won't you?
2. People have destroyed so many forests, haven't they?
3. I haven't been to Yellowstone. I think it's a famous natural park in the USA, isn't it?
4. I don't know much about Sam. He didn't graduate from university, did he?

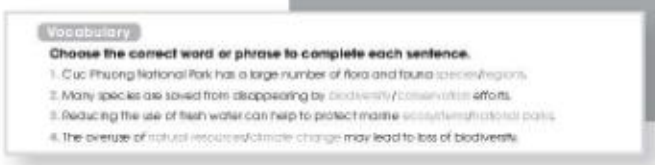
- Tell Ss to mark the intonation in the question tags in each sentence individually, then compare their answers in pairs.
- Play the recording for Ss to check their answers.
- Have Ss practise saying the sentences out loud in pairs, making sure they use appropriate intonation in the question tags in bold.
- Ask several Ss to say these sentences out loud in front of the class. Praise for using appropriate intonation and fluent delivery.

***Key + Audio script – Track 81:***

1. I can't find my key. You will help me find it, **won't you**? ↗
2. People have destroyed so many forests, **haven't they**? ↘
3. I haven't been to Yellowstone. I think it's a famous natural park in the USA, **isn't it**? ↘
4. I don't know much about Sam. He didn't graduate from university, **did he**? ↗

## VOCABULARY

**Aim:** To help Ss revise words and phrases they have learnt in this unit.


Vocabulary

**Choose the correct word or phrase to complete each sentence.**

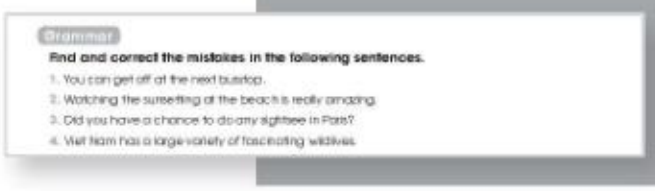
1. Cuc Phuong National Park has a large number of flora and fauna species/regions.
2. Many species are saved from disappearing by biodiversity/conservation efforts.
3. Reducing the use of fresh water can help to protect marine ecosystems/national parks.
4. The overuse of natural resources/climate change may lead to loss of biodiversity.

- Ask Ss to read each sentence and check comprehension. Then focus Ss' attention on the options.
- Tell Ss to study the context carefully and decide on the suitable word or phrase to complete each sentence.
- Have Ss check their answers in pairs/groups.
- Check answers as a class by asking individual Ss to read the sentences.

***Key:*** 1. species 2. conservation 3. ecosystems 4. natural resources

## GRAMMAR

**Aim:** To help Ss review compound nouns.


Grammar

**Find and correct the mistakes in the following sentences.**

1. You can get off at the next busstop.
2. Watching the sunsetting at the beach is really amazing.
3. Did you have a chance to do any sightsee in Paris?
4. Viet Nam has a large variety of fascinating wildlives.

- Ask Ss to read each sentence, find the mistake, and correct it.
- Have Ss check their answers in pairs/groups.
- Check answers by asking individual Ss to read each sentence.

***Key:***

1. busstop → bus stop
2. sunsetting → sunset
3. sightsee → sightseeing
4. wildlives → wildlife

## PROJECT

### RESTORE AND PROTECT A LOCAL ECOSYSTEM

**Aim:** To provide an opportunity for Ss to develop their research and collaboration skills, and to practise giving a poster presentation.


PROJECT

Restore and protect a local ecosystem

**Work in groups. Design a poster to illustrate an ecosystem in your local area and suggest ideas to restore and/or protect it.**

**Give a group presentation. Use these questions as cues.**

- What does the ecosystem include?
- What is its current condition? Is it damaged?
- What can we do to restore and/or protect it?

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

- 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 get ready for their poster presentation. Ask them to decide who is going to stand next to the group poster and answer questions about it, and what questions the rest of the group can ask as they walk around the classroom and view other groups' posters.
- Give Ss checklists for peer and self-assessment. Explain that they will have to tick appropriate items while studying their classmates' posters and asking questions about them. They should also write comments if they have any. The group representatives should also complete their self-assessment checklists.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- Have groups display their posters. Ask the group representatives to stand next to their posters while the rest of the class walk around, study the posters, and ask questions about them. In stronger classes, you can have group members take turns to stand next to the poster and answer questions.
- Give Ss enough time to study all posters and complete the checklists. Then have them sit down and vote for the best poster.
- You can also give Ss marks for their posters and poster presentations as part of their continuous assessment.

**Suggested checklist for self-assessment:**

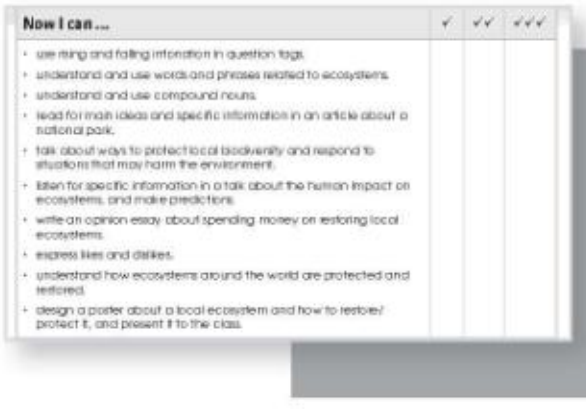
| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – The group representative(s) spoke clearly and naturally. | | |
| – The group representative(s) explained the poster well. | | |
| – The group representative(s) answered all questions. | | |
| ***POSTER CONTENT*** | | |
| – The poster is well organised.<br>– The poster covers the three questions as stated in the SB.<br>– The poster is visually attractive and includes appropriate images.<br>– There are no spelling or grammar mistakes. | | |

**Suggested checklist for self-assessment:**

| | Tick where appropriate | Comments (in English or Vietnamese) |
|---|---|---|
| ***DELIVERY*** | | |
| – I spoke clearly and naturally. | | |
| – I explained the poster well. | | |
| – I answered all questions. | | |
| ***POSTER CONTENT*** | | |
| – The poster is well organised.<br>– The poster covers the three questions as stated in the SB.<br>– The poster is visually attractive and includes appropriate images.<br>– There are no spelling or grammar mistakes. | | |

## NOW I CAN ...

Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas, and suggest further practice for individual Ss.



| Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|---|---|
| • use rising and falling intonation in question tags. | | | |
| • understand and use words and phrases related to ecosystems. | | | |
| • understand and use compound nouns. | | | |
| • read for main ideas and specific information in an article about a national park. | | | |
| • talk about ways to protect local biodiversity and respond to situations that may harm the environment. | | | |
| • listen for specific information in a talk about the human impact on ecosystems, and make predictions. | | | |
| • write an opinion essay about spending money on restoring local ecosystems. | | | |
| • express likes and dislikes. | | | |
| • understand how ecosystems around the world are protected and restored. | | | |
| • design a poster about a local ecosystem and how to restore/protect it, and present it to the class. | | | |

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

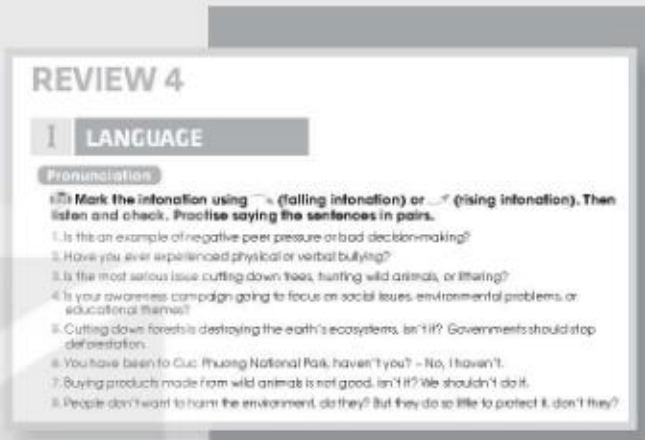
# REVIEW 4

## INTRODUCTION

Review 4 is aimed at revising the language and skills Ss have learnt in Units 9–10. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

## LANGUAGE

### PRONUNCIATION


REVIEW 4

1 LANGUAGE

Pronunciation

a Mark the intonation using ↗ (falling intonation) or ↘ (rising intonation). Then listen and check. Practise saying the sentences in pairs.

1. Is this an example of negative peer pressure or bad decision-making?
2. Have you ever experienced physical or verbal bullying?
3. Is the most serious issue cutting down trees, hunting wild animals, or littering?
4. Is your awareness campaign going to focus on social issues, environmental problems, or educational themes?
5. Cutting down forests is destroying the earth's ecosystems, isn't it? Governments should stop deforestation.
6. You have been to Cuc Phuong National Park, haven't you? – No, I haven't.
7. Buying products made from wild animals is not good, isn't it? We shouldn't do it.
8. People don't want to harm the environment, do they? But they do so little to protect it, don't they?

**Aim:** To help Ss review intonation in tag and choice questions, and provide further pronunciation practice.

- Ask Ss to study the items to identify the type of question, i.e. tag or choice question.
- Briefly review intonation in tag and choice questions on the board using examples marked with falling or rising arrows. Have Ss read them out as a class.
- Ask Ss to read questions in pairs and mark the intonation. Then play the recording for them to check their answers.
- Ask Ss to practise saying the questions in pairs, using appropriate intonation.
- Ask some Ss to say these questions out loud in front of the whole class.

***Key + Audio script – Track 82:***

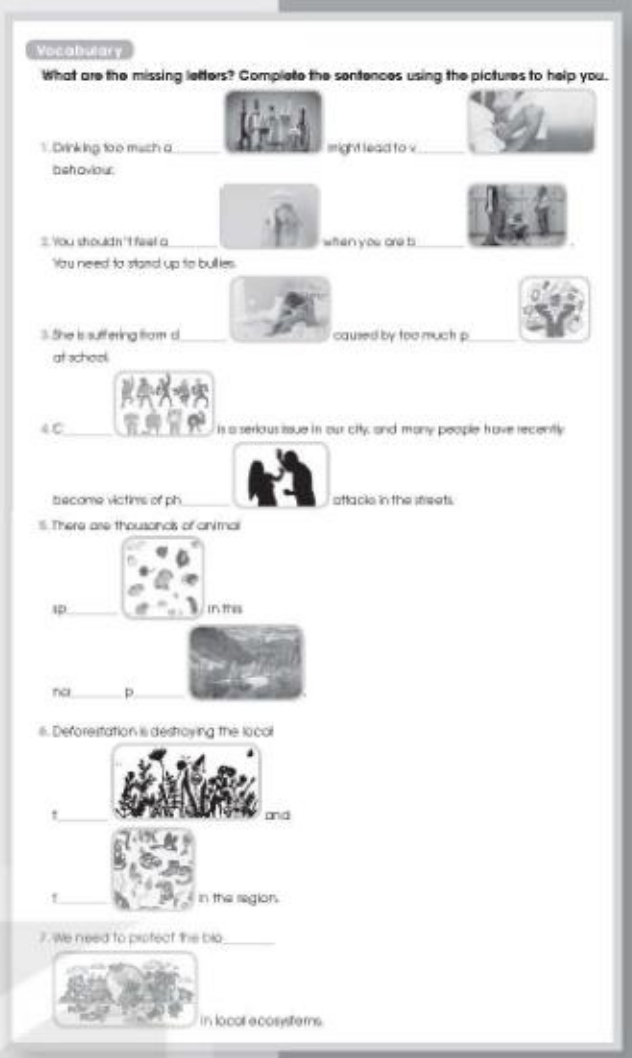
1. Is this an example of negative peer pressure ↗ or bad decision-making ↘?
2. Have you ever experienced physical ↗ or verbal bullying ↘?
3. Is the most serious issue cutting down trees ↗, hunting wild animals ↗, or littering ↘?
4. Is your awareness campaign going to focus on social issues ↗, environmental problems ↗, or educational themes ↘?
5. Cutting down forests is destroying the earth's ecosystems, isn't it? ↘ Governments should stop deforestation.
6. You have been to Cuc Phuong National Park, haven't you? ↗ – No, I haven't.
7. Buying products made from wild animals is not good, isn't it? ↘ We shouldn't do it.
8. People don't want to harm the environment, do they? ↘ But they do so little to protect it, don't they? ↘

**Extension:** Ask Ss to work in pairs and change the tag questions into choice questions, and vice versa, e.g. 1. *This is an example of negative peer pressure, isn't it?* 6. *Have you been to Cuc Phuong or U Minh National Park?* Ask Ss to practise saying the new questions in pairs. Invite some Ss to say their sentences in front of the class.

## VOCABULARY

**Aim:** To help Ss review topic-related words and phrases from Units 9 – 10, and provide further vocabulary practice.

- Ask Ss to work individually, then compare answers in pairs. Encourage them to use the pictures as clues.
- In weaker classes, do the first item as a class. Read the beginning of the sentence and ask Ss what the picture shows. Elicit the answer (*alcohol*) from Ss.
- Remind them that these are words they learnt in Unit 9 and Unit 10.
- Check answers as a class by asking individual Ss to spell the words or write them on the board.


Vocabulary

**What are the missing letters? Complete the sentences using the pictures to help you.**

1. Drinking too much a_____ might lead to v_____ behaviour.
2. You shouldn't feel a_____ when you are b_____. You need to stand up to bullies.
3. She is suffering from d_____ caused by too much p_____ at school.
4. C_____ is a serious issue in our city, and many people have recently become victims of ph_____ attacks in the streets.
5. There are thousands of animal sp_____ in this nat_____ p_____.
6. Deforestation is destroying the local f_____ and f_____ in the region.
7. We need to protect the bio_____ in local ecosystems.

**Key:**

1. alcohol – violent
2. ashamed – bullied
3. depression – pressure
4. Crime – physical
5. species – national park
6. flora – fauna
7. biodiversity

**Extension:** Play a game to revise other target words Ss have learnt in Unit 9 and Unit 10. Have a volunteer come to the front of the class. Whisper one of the words into his/her ear and have the student draw the word on the board or mime it. In weaker classes, ask the student to write the first two or three letters. Ask the rest of the class to make guesses. Give a point to the first student who correctly calls out the word. Continue with other words until all Ss have a go. The winner is the student with most points.

## GRAMMAR

### ACTIVITY 1

**Aim:** To help Ss review the use of linking words and phrases.

- Ask Ss to read the sentences and check understanding.
- Have Ss study the linking words and phrases, and say how they are used, e.g. whether they are followed by a noun/gerund or by a clause; whether they are used to add information or show reasons. In weaker classes, review the rules on the board.
- Ask Ss to work individually, then compare their sentences in pairs.
- Check answers as a class and provide explanations if necessary, e.g. 1. *We use 'because of' before a noun phrase to give explanations.*


Grammar

1 **Write one sentence using the linking words and phrases in brackets. Do not change the meaning of the original sentences.**

1. Many teenagers are victims of cyberbullying. As a result, they become depressed. (because of)
2. People pollute the environment. As a result, ecosystems are damaged. (as)
3. Our awareness campaign was a success. However, we still need to do more to stop cyberbullying. (although)
4. The forest has become a nature reserve. Therefore, people are not allowed to camp or hunt there. (since)
5. There have been many campaigns to end deforestation. But trees are still being cut down. (in spite of)
6. There was peer pressure from my friends. However, I didn't skip lessons. (despite)
7. Mandy is doing environmental projects. She is also helping teenagers find part-time jobs. (in addition to)
8. We made an effort to save our local park. But it was sold to a property developer. (despite)

**Suggested answers:**

1. Because of being victims of cyberbullying, many teenagers become depressed./Many teenagers become depressed because of being victims of cyberbullying.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

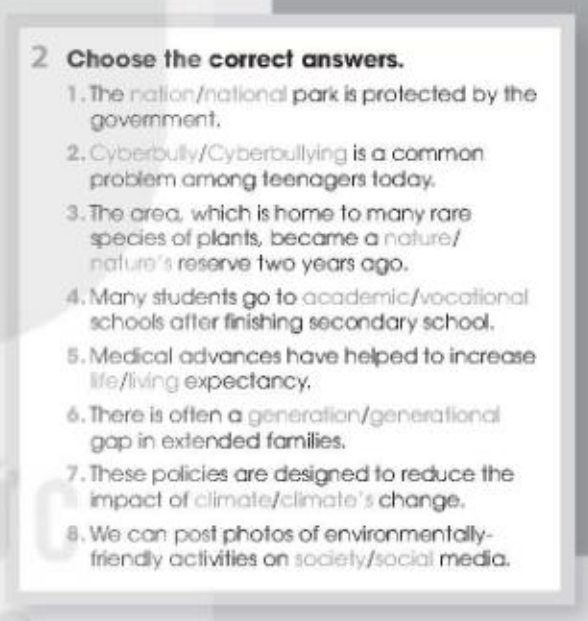
2. As people pollute the environment, ecosystems are damaged./Ecosystems are damaged as people pollute the environment.
3. Although our awareness campaign was a success, we still need to do more to stop cyberbullying./ We still need to do more to stop cyberbullying although our awareness campaign was a success.
4. Since the forest has become a nature reserve, people are not allowed to camp or hunt there./ People are not allowed to camp or hunt in the forest since it has become a nature reserve.
5. In spite of many campaigns to end deforestation, trees are still being cut down./Trees are still being cut down in spite of many campaigns to end deforestation.
6. Despite peer pressure from my friends, I didn't skip lessons./I didn't skip lessons despite peer pressure from my friends.
7. In addition to doing environmental projects, Mandy is helping teenagers find part-time jobs./ Mandy is helping teenagers find part-time jobs in addition to doing environmental projects.
8. Despite the/our effort to save our local park, it was sold to a property developer./Our local park was sold to a property developer despite the/our effort to save it.

**Extension:** Ask Ss to work in pairs to try to connect the sentences using other linking words or phrases they know, e.g. 1. *Many teenagers are victims of cyberbullying, so they become depressed.* Tell Ss that they can slightly change the meaning if necessary. Invite some Ss to share their new sentences with the whole class.

## ACTIVITY 2

**Aim:** To help Ss review the use of compound nouns.

- Ask Ss to read the sentences, paying attention to the answer options.
- Remind them that these are words they have learnt in different units so far. If necessary, go through the formation rules in the **Language** section.
- Check answers as a class.


2 **Choose the correct answers.**

1. The nation/national park is protected by the government.
2. Cyberbully/Cyberbullying is a common problem among teenagers today.
3. The area, which is home to many rare species of plants, became a nature/nature's reserve two years ago.
4. Many students go to academic/vocational schools after finishing secondary school.
5. Medical advances have helped to increase life/living expectancy.
6. There is often a generation/generational gap in extended families.
7. These policies are designed to reduce the impact of climate/climate's change.
8. We can post photos of environmentally-friendly activities on society/social media.

***Key:*** 1. national
2. Cyberbullying
3. nature
4. vocational
5. life
6. generation
7. climate
8. social

**Extension:** Ask Ss if they remember in which unit these compound nouns first appear, e.g. *national park in Unit 10, cyberbullying in Unit 9.*

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## SKILLS

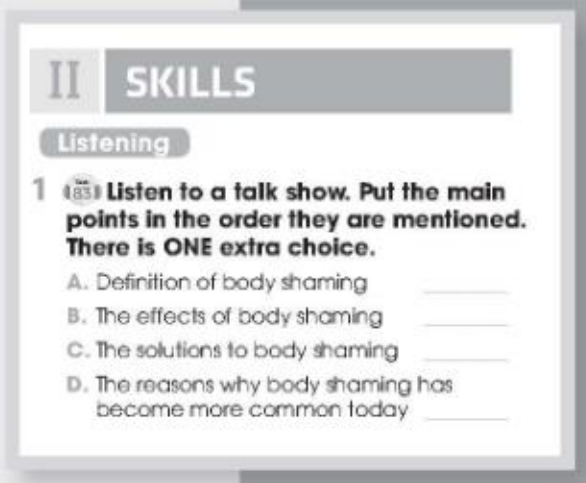
### LISTENING

### ACTIVITY 1

**Aim:** To help Ss practise listening for main ideas.

- Ask Ss if they remember what body shaming is. Tell them that they are going to listen to a talk show about it.
- Ask Ss to read the ideas (A–D) and put them in the order that they appear on the recording. Remind them that there is one extra option.
- Play the recording for Ss to listen and number the points.
- Check answers as a class.

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



II SKILLS

Listening

1 (83) **Listen to a talk show. Put the main points in the order they are mentioned. There is ONE extra choice.**

A. Definition of body shaming _____
B. The effects of body shaming _____
C. The solutions to body shaming _____
D. The reasons why body shaming has become more common today _____

### ACTIVITY 2

**Aim:** To help Ss practise listening for specific information.

- Ask Ss to read the questions and options, and check understanding.
- In weaker classes, help them identify the types of questions and review some strategies for each type, e.g. paying attention to information, answer options, or paraphrases of options not given in the text for Q2, paying attention to paraphrases for Q3 (making inference), and understanding the organisation of ideas for Q4 (making prediction).
- Check answers as a class.



2 (84) **Listen to the talk show again. Choose the correct answer A, B, or C.**

1. Who was a victim of body shaming?
   A. The TV host. B. Dr. Harrison.
   C. A classmate of the TV host.
2. Which of the following is NOT mentioned as an effect of body shaming?
   A. Depression. B. Loss of confidence.
   C. Unhealthy eating.
3. What can be inferred about body shaming?
   A. It is not a new thing.
   B. The Internet has made it less popular.
   C. Fewer people are posting body shaming comments.
4. What do you think Dr Harrison will talk about next?
   A. Things we can do to fight body shaming.
   B. Ways for teenagers to deal with body shaming.
   C. Reasons why body shaming is so hard to deal with.

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

***Audio script – Tracks 83 + 84:***

*TV host:* Good evening, everyone. Welcome to Teens' World. Today we have in our studio Dr. Janet Harrison. She's a psychologist who has worked on teen issues for many years. Welcome to our program, Dr. Harrison.

*Dr. Harrison:* Thank you for having me here.

*TV host:* You told us that you'd like to discuss a serious teen problem today. What's it?

*Dr. Harrison:* Well, it's body shaming - the act of making fun of someone because of his or her appearance.

*TV host:* Oh, I recall being called 'fat' and 'ugly' by one of my classmates when I was at secondary school. Is this an example of body shaming?

*Dr. Harrison:* I'm sorry to hear that, and yes, it is. Although body shaming is not a new topic, it has recently become more common. You see, as more and more young people are using the Internet, body shaming happens mainly online now. People often post offensive comments or photos about others, and invite others to join them.

*TV host:* That sounds terrible!

*Dr. Harrison:* It is. Body shaming can lead to long-term health consequences and damage people's mental health. The most common problems are depression and low self-confidence.

*TV host:* So do you have any suggestion for teenagers who are often the victims?

*Dr. Harrison:* Well, the first thing they should do is … *(fading)*

**Extension:** Put Ss into pairs. Ask them to summarise the main points of the talk. Invite some Ss to share their summary in front of the class, e.g. *Body shaming is the act of making fun of someone because of his or her appearance. Although body shaming is not a new topic, it has recently become more common due to the increasing popularity of the Internet. Body shaming can lead to long-term health consequences and damage people's mental health.*

## SPEAKING

### ACTIVITY 1

**Aim:** To help Ss personalise the ideas and language in the listening in a speaking task, and give opinions.


Speaking

1 **Work in pairs. Which of the ways below do you think is the best way to deal with body shaming? Give your reasons.**

1. Ignoring negative comments
2. Learning to be confident
3. Focusing on staying healthy instead
4. Understanding that beauty comes from other things rather than just appearance

- Put Ss in pairs and ask them to discuss the ways to deal with body shaming.
- Before they start, quickly review different techniques for starting, maintaining, and concluding a conversation or discussion by writing on the board some key communication strategies and eliciting useful expressions, e.g. *Can you tell me one way to start a conversation? When we end a conversation, what should we do?*
- Encourage Ss to use the expressions when they discuss the points in pairs.
- Go through each point and ask Ss how each point will help victims of body shaming. e.g. 1) *People should ignore negative comments especially online. Responding to rude comments will only give the other person more attention and more opportunities to be rude and offensive.*
- Walk round the class and provide help if necessary.

***Suggested answer:*** Learning to be confident may be the best way to deal with body shaming. When we are confident about ourselves, we are no longer vulnerable to criticism about our appearance. We also learn to think positively about ourselves and learn to focus on our other strengths rather than appearance only.

### ACTIVITY 2

**Aim:** To give Ss an opportunity to take part in a group discussion, then report back to the whole class.


2 **Work in groups. Read the situations below and think of some possible responses. Provide reasons for each answer. Report to the class and vote for the best response.**

1. A group of friends are making fun of your classmate for being short. They ask you to join them in making jokes about his height.
2. You are watching a talent show with a friend when a girl comes to the stage to perform a song. Your friend laughs at the girl and says that she is 'too ugly' to win the show.
3. A friend has posted photos of 'fat' people on social media. She invites you to share these photos with other friends and make jokes about their weight.

- Ask Ss to read the situations carefully. In weaker classes, provide a sample response to the first situation, e.g. *I will tell my friends to stop doing it, because heights vary from people to people, and there's nothing to be ashamed of if you are not tall.*
- Tell Ss that they are going to work in groups to discuss each situation and provide a suitable response. Encourage them to use the communication strategies for starting, maintaining, and concluding a discussion.
- Put Ss in groups and assign one person to be the group note taker to take notes of their ideas. Ss can use the notes to formulate the final response that most group members agree on.
- Set a time limit for the activity.
- Walk round the class to provide help if necessary.
- Have some Ss present their responses to the whole class.
- Ask the class to vote for the best response to each situation. Praise the winners for well-formulated arguments, interesting ideas, and fluent delivery.

***Suggested answers:***

1. I will tell my friends to stop doing it, because heights vary from people to people, and there's nothing to be ashamed of if you are not tall.
2. I will tell my friend that being good-looking and talented are not related. If she is talented and confident in herself and her abilities, she is beautiful to me, and there's no reason why she cannot win.
3. I will tell him/her that it's rude to make fun of someone because of his/her appearance. Big people can also be beautiful. People's weight has nothing to do with their worth or their beauty. So he/she should stop posting pictures, making offensive comments, and inviting others to do so.

## READING

### ACTIVITY 1

**Aim:** To help Ss practise reading for main ideas.

- Ask Ss if they have been to Cuc Phuong National Park. Invite some Ss to quickly share their experiences. Tell Ss that they are going to read about the national park.
- Ask Ss to quickly skim through the text and choose the best heading for each section.
- Check answers as a class. Have Ss explain why options 4 and 5 are not appropriate, e.g. *They mention some details in Section C, rather than the main idea of the whole section.*

***Key:*** A – 2  B – 1  C – 3

### ACTIVITY 2

**Aim:** To help Ss practise reading for specific information.

- Ask Ss to read the five points and check understanding.
- In stronger classes, have them do the activity first, then read the text to check their answers.
- In weaker classes, do the first one as an example and have Ss read the text again to locate the information.
- Check answers as a class.
- Ask Ss to provide evidence from the text to support each answer, e.g. 1. B (*attracts many nature lovers, very popular*).

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

**Extension:** Put Ss into teams. Ask them to study the numbers in the text for one minute, then close their books. Write a number on the board, e.g. *400, 2,000, 3,000.* The first group to say what the number refers to, *e.g. 400 species of colourful butterflies, 2,000 kinds of plants, 3,000 bird species,* wins a point. The winner is the team with most points.



Reading

1 **Read the article. Choose the best heading for each section. There are TWO extra headings.**

1. A popular tourist destination
2. A rich ecosystem
3. Environmental problems
4. Illegal hunting and logging
5. Solutions to the problems

CUC PHUONG NATIONAL PARK

A. _____

As the oldest national park in Viet Nam, Cuc Phuong is a natural habitat of many rare animals and plants in Asia. It is estimated that over 2,000 plant species and thousands of species of animals live in the 22,000-hectare ecosystem. The park also has the largest variety of birds in northern Viet Nam with more than 3,000 bird species.

B. _____

The rich ecosystem of Cuc Phuong attracts many nature lovers from all over the world. The park is very popular from April to May, when visitors have a chance to see more than 400 species of colourful butterflies in the forest. That's why it has won the award of Asia's Leading National Park several times.

C. _____

Despite the government's effort to protect Cuc Phuong, several problems have been reported. Small parts of the park have been destroyed as people have cut down old trees without permission. In addition, rare animals were hunted illegally, some of which were fortunately rescued and returned to the forest. There are still irresponsible tourists who drop litter on the trails, which pollutes the water and soil. These actions can damage the ecosystem of the park. Therefore, tougher measures should be taken to protect the biodiversity of the area.

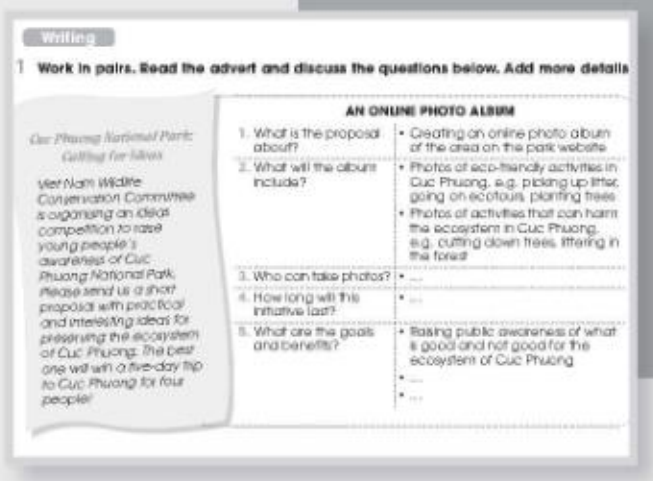
2 **Read the article again. Which paragraph contains the following information? Write A, B, or C.**

1. The popularity of Cuc Phuong among tourists _____
2. The diversity of the ecosystem _____
3. The impact of tourism on the area _____
4. Winning an award _____
5. More work to be done to preserve the park _____

## WRITING

### ACTIVITY 1

**Aim:** To help Ss develop ideas for a proposal for protecting Cuc Phuong National Park.


Writing

1 Work in pairs. Read the advert and discuss the questions below. Add more details

*Cuc Phuong National Park: Calling for ideas*

*Viet Nam Wildlife Conservation Committee is organising an ideas competition to raise young people's awareness of Cuc Phuong National Park. Please send us a short proposal with practical and interesting ideas for preserving the ecosystem of Cuc Phuong. The best one will win a five-day trip to Cuc Phuong for four people!*

AN ONLINE PHOTO ALBUM

| | |
|---|---|
| 1. What is the proposal about? | • Creating an online photo album of the area on the park website |
| 2. What will the album include? | • Photos of eco-friendly activities in Cuc Phuong, e.g. picking up litter, going on ecotours, planting trees<br>• Photos of activities that can harm the ecosystem in Cuc Phuong, e.g. cutting down trees, littering in the forest |
| 3. Who can take photos? | • ... |
| 4. How long will the initiative last? | • ... |
| 5. What are the goals and benefits? | • Raising public awareness of what is good and not good for the ecosystem of Cuc Phuong<br>• ...<br>• ... |

- Ask Ss to read the advert in the box and check understanding. Encourage them to underline keywords to identify the topic, i.e. how to protect Cuc Phuong National Park and the task, i.e. writing a short proposal.
- Put Ss in pairs to read the suggested plan for their proposal and complete the missing items.
- In stronger classes, encourage Ss to add more ideas to the plan or come up with their own plans.

### ACTIVITY 2

**Aim:** To help Ss practise writing a proposal for protecting Cuc Phuong National Park.


2 Write your proposal (150–180 words). Use the idea in 1 and the outline below to help you.

Title: Preserving Cuc Phuong ecosystem
To: Viet Nam Wildlife Conservation Committee
Date: _____
Prepared by: _____
Introduction: _____
_____
Details: _____
_____
Goals and benefits: _____
_____
Conclusion: _____
_____

- Ask Ss to write their proposals, using the ideas in **1** and the outline.
- In weaker classes, quickly review the structure of a proposal and expressions often used in it in Unit 9.
- Give Ss enough time to write their proposals. Walk round the class and offer help.
- Collect Ss' proposals and give written feedback in the next lesson.

***Suggested answer:***

**Title:** Preserving Cuc Phuong ecosystem

**To:** Viet Nam Wildlife Conservation Committee

**Date:** 25 February, 20__

**Prepared by:** Vu Hoang Ha

**Introduction:**

Cuc Phuong is famous for its wonderfully rich ecosystem. However, the National Park has been threatened by human activities, such as illegal hunting, logging, and littering. Therefore, we would like to propose some ideas for protecting its ecosystem.

**Details:**

We would like to create an online photo album of the area on the park website. The photos will show eco-friendly activities, such as picking up litter, going on ecotours, or planting trees, and activities that can harm the ecosystem in Cuc Phuong, e.g. cutting down trees or littering in the forest. Anyone interested, especially tourists to Cuc Phuong, will be able to take photos and post them on the website for everyone to see. This initiative will last for at least one year.

**Goals and benefits:**

Our goals are to raise awareness of the need to protect Cuc Phuong ecosystem and to promote environmentally friendly activities. The campaign will also help people identify any activity which can damage the ecosystem and report it when they see it.

**Conclusion:**

We hope that you will consider our proposal. We believe that this initiative will encourage more people to take action against damaging the ecosystem of Cuc Phuong National Park.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

# TIẾNG ANH 11
# SÁCH BÀI TẬP, KEY

## Unit 1

### I Pronunciation

**1.** B **2.** A **3.** B **4.** A **5.** A **6.** B **7.** A **8.** B

### II Vocabulary

1 **1.** Tuberculosis **2.** energy **3.** strength **4.** viruses
**5.** muscles **6.** disease **7.** bacteria **8.** fitness

2 **1.** Antibiotics **2.** balanced **3.** poisoning **4.** nutrients
**5.** star jumps; muscles **6.** treatments **7.** Regular **8.** organisms

3 **1.** C **2.** B **3.** C **4.** D **5.** A **6.** D **7.** C **8.** D

### III Grammar

1 **1.** B **2.** C **3.** B **4.** A **5.** D **6.** D **7.** D **8.** A

2 **1.** Have scientists discovered **2.** haven't found/have not found
**3.** took/had taken; got **4.** has built; started
**5.** have bought/bought **6.** has spread

3 **1.** have picked → picked
**2.** worked → has worked
**3.** in → for
**4.** had helped → has helped/helped
**5.** never suffered → has never suffered
**6.** Did you visit → Have you visited
**7.** haven't known → didn't know
**8.** Did you just break → Have you just broken

### IV Reading

1 **1.** C **2.** G **3.** B **4.** F **5.** E

2 **1.** C **2.** B **3.** D **4.** A **5.** A
**6.** B **7.** A **8.** B **9.** B **10.** C

### V Speaking

1 **1.** Let **2.** Thanks **3.** with **4.** fine
**5.** a hand **6.** That's **7.** kind **8.** else

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

**2** **1.** F **2.** A **3.** E **4.** B **5.** D **6.** C

**Sample answer:**

You should follow these guidelines to wear a face mask properly. First, before putting it on, always wash your hands with soap and water. Next, fit the metal edge of the mask on the bridge of your nose, and place the loops over the ears to secure the mask. Pinch the edge to shape it on the side of your nose. Avoid using soiled or dirty masks. Make sure it covers your mouth, nose, and chin. Avoid touching the mask while in use. When removing your mask, touch only the ear loops on the side. Finally, always wash your hands with soap and water after putting the used mask in a rubbish bin.

## VI Writing

**1** **1.** She became sick with the flu six days ago.

**2.** He hasn't smoked since 2010.

**3.** I started doing this exercise routine every day 10 years ago.

**4.** I wonder when the treatment will start.

**5.** How about going to the market to buy some fresh vegetables?

**6.** Why don't we go to the cinema this weekend?

**7.** Don't forget to raise your knees high when you jog on the spot.

**8.** How long have you had/received the treatment?

**2** **1.** Alexander Fleming discovered penicillin in 1928, which led to the introduction of antibiotics.

**2.** My grandfather has done regular exercise since he was young.

**3.** Many of the diseases that were/used to be deadly in the past can now be cured.

**4.** Have you bought all the ingredients for the cake yet?

**5.** Her son has suffered from a heart disease since he was born.

**6.** He hasn't done much exercise recently because he's too busy.

**7.** We have only done part of the exercise routine so far.

**8.** Eating a balanced diet is the key to a long and healthy life.

**3** **Sample answer:**

Hi Mark,

A new fitness club has just opened near our school. It looks amazing. It has the latest exercise machines and lots of space.

Why don't you join the club with me? It'll be fun.

Do you prefer working out in the early morning or late afternoon?

Write back soon.

Nam

# Unit 2

## I Pronunciation

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

**2** **1.** Many people don't like to live with their extended family.
**2.** Parents shouldn't limit their children's screen time.
**3.** Even facts can't make people change their minds.
**4.** She said she wouldn't like to go to the park.

## II Vocabulary

**1**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| x | y | x | c | a | b | c | a | d | e | f | g | h | e |
| a | r | g | u | m | e | n | t | t | f | g | h | l | e |
| i | j | k | r | q | r | b | f | c | e | m | p | r | p |
| d | i | g | i | t | a | l | | n | a | t | i | v | e |
| m | o | n | o | a | x | y | h | u | x | h | f | e | r |
| d | c | b | u | d | e | f | l | c | g | h | n | m | a |
| h | k | l | s | v | r | e | t | m | f | g | h | j | m |
| q | w | e | r | e | e | x | t | e | n | d | e | d | e |
| t | y | u | i | o | p | a | m | a | s | d | f | g | n |
| h | j | k | t | c | i | l | f | n | o | c | a | o | t |
| l | z | x | g | g | e | n | e | r | a | t | i | o | n |
| t | f | r | a | d | i | t | i | o | n | a | l | s | d |

**2** **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

**3** **1.** extended family
**2.** disagreements
**3.** generational differences
**4.** traditional views
**5.** follow in their footsteps
**6.** common characteristics
**7.** experiences
**8.** open to

## III Grammar

**1** **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

**2** **1.** must/have to
**2.** didn't have to
**3.** has to/must/should
**4.** mustn't/shouldn't
**5.** should
**6.** shouldn't
**7.** had to
**8.** must/have to

**3** **1.** You must ask your parents for permission before going out.
**2.** You mustn't colour your hair.
**3.** Children don't have to go to kindergarten.
**4.** Parents should try to understand their teenage children.
**5.** Women had to do all household chores in the past./
Women had to be responsible for all household chores in the past./
Women had to take responsibility for all household chores in the past.
**6.** You shouldn't study at night.
**7.** You mustn't stay overnight at your friend's house.
**8.** He has to look after his younger brother when his parents are still at work.

## IV Reading

**1** **1.** B **2.** A **3.** B **4.** D **5.** A **6.** B **7.** C **8.** D

**2** **1.** disagreements **2.** life experiences **3.** life lessons
**4.** poor communication **5.** family love

## V Speaking

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

**2** **Sample answer:**

**1.** In my opinion, a generation gap is the difference in the way people think about the world around them. This difference is influenced by the social conditions that people experience during their lives.

**2.** I must say, *Yes, there is.* I live with my extended family, which consists of three generations. My grandparents hold very traditional views about everything. My parents are quite open to new ideas, but we still don't agree on many things including clothes, hairstyles, diets, mobile phone use, and household chores.

**3.** Well, I feel the generation gap the most whenever we discuss my career choice. My grandparents and even my parents don't approve of my choice to become a musician. They want me to become an engineer or a teacher.

**4.** I often talk with my parents and grandparents about my generation, my dreams, and my choices. I also ask them about their life experiences to better understand our differences so that we can get closer to each other.

**5.** I'm not really sure. My children will belong to a different generation. I think I will try my best to learn about and understand their generation. I can't say anything for sure right now.

## VI Writing

**1** **1.** Young people don't have to go to university.
**2.** Parents must be good role models for their children.
**3.** Parents and children should spend time together.
**4.** Parents mustn't/must not leave their young children alone at home.
**5.** In many Asian cultures, firstborn children have to look after their ageing parents.

**6.** Women shouldn't/should not leave their jobs after getting married.

**7.** All family members must follow the family house rules.

**8.** People mustn't/must not post rude comments on the website.

**2** **1.** In my opinion, living with extended family is the best way to bridge the generation gap.

**2.** When living/they live together, different generations start sharing ideas and values on a regular basis.

**3.** Parents should explain to (their) children why they (need to) have a job and describe what they do at work.

**4.** Living with extended family provides an opportunity for people to get to understand and respect generational differences.

**5.** Older people are more likely to accept the behaviour and lifestyle of their children or grandchildren.

**3** **Sample answer:**

Due to their differences, there always exists a gap between generations. In my opinion, living with extended family is the best way to bridge the generation gap.

First, when living together, different generations regularly share ideas, values, and experiences. For example, parents, aunts, and uncles may tell children about their activities at work. Children may talk about school and friends, what they like, and ask for advice. Through these daily exchanges, people of different generations get to know each other better.

In addition, living with extended family provides an opportunity for people to learn to understand and respect generational differences. For instance, teenagers start to appreciate their grandparents' values while older people are more likely to accept the behaviour and lifestyle of their grandchildren. This way, people from different generations can connect with each other and form strong bonds.

In short, when people live with their extended family, they tend to share ideas, values, and experiences, and learn to accept their differences. This helps bridge the generation gap and strengthen family bonds.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

# Unit 3

## I Pronunciation

**1.** Mary was‿attracted by the urban lifestyle the city can‿offer.

**2.** Old people who live in cities may feel lonely.

**3.** Cities‿of the future will become smarter because of AI technologies.

**4.** Living‿in high-rise apartments is becoming very common.

**5.** Life in big cities‿is‿exciting for young people.

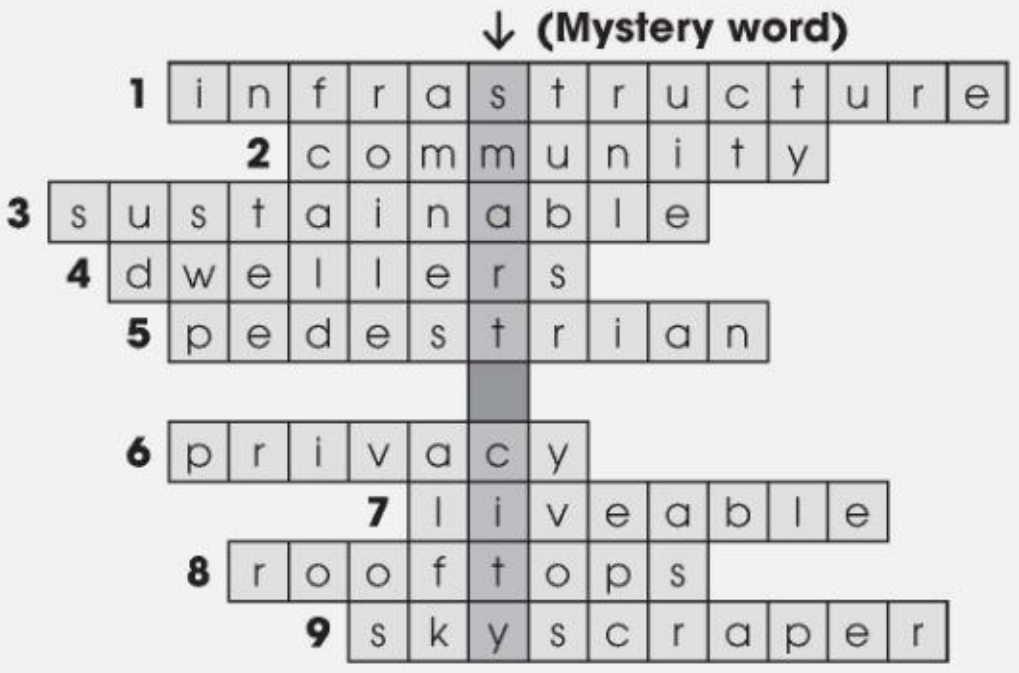
**6.** Many people get stuck‿in traffic jams during rush‿hour.

**7.** One of the disadvantages‿of this‿area is the lack‿of public transport.

**8.** What‿are the major tourist‿attractions‿in your city?

## II Vocabulary

**1**




**2** **1.** d **2.** h **3.** a **4.** b **5.** f **6.** g **7.** c **8.** e

**3** **1.** quality of life **2.** cycle paths **3.** sense of community **4.** roof garden
**5.** traffic jams **6.** High-rise buildings **7.** Smart sensors **8.** public transport

## III Grammar

**1** **1.** think **2.** are having **3.** Do you see **4.** has
**5.** trendy **6.** reasonable **7.** amazing **8.** a city planner

**2** **1.** beautifully → beautiful **2.** ✓ **3.** ✓ **4.** badly → bad
**5.** ✓ **6.** Are you remembering → Do you remember
**7.** am seeing → see **8.** ✓

**3** **1.** sounded **2.** are seeing **3.** has **4.** seem
**5.** have become **6.** are … thinking **7.** remember **8.** look

## IV Reading

**1** **1.** A **2.** A **3.** C **4.** B **5.** A **6.** C **7.** C **8.** A

**2** **1.** A **2.** A **3.** C **4.** A **5.** B **6.** D **7.** A

## V Speaking

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

**2** **Sample answer:**

Roof gardens have several advantages. First, they can help improve the air quality of urban areas by reducing the amount of carbon dioxide and other pollutants in the air. Second, they can provide a habitat for birds, bees, insects, and other wildlife. This can promote biodiversity in urban areas. Third, roof gardens can help city dwellers interact and connect with nature. Time spent in green spaces can reduce stress and anxiety, and boost feelings of happiness.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## VI Writing

**1** **1.** Building a smart city seemed impossible 50 years ago.

**2.** I don't think living in a smart city is good for everyone.

**3.** The art museum building looks impressive from a distance.

**4.** The great thing about living in a smart city is that it is very safe.

**5.** Since the first driverless railway opened in Japan in 1981, driverless trains have become popular around/all over the world.

**6.** The city tour, including the visit to the new twin towers, sounds interesting.

**7.** City dwellers can easily book a parking lot (by) using a mobile app.

**8.** My parents are thinking of buying a new house outside the city.

**2** **Suggested answers:**

**1.** All the food there tastes (very) delicious.

**2.** The idea seems exciting (for many people).

**3.** I did win, but they didn't appear (at all) surprised.

**4.** It smells (very) bad.

**5.** The cost of living seems (very) high (for them).

**6.** She is (very) active.

**7.** They often become upset about the delays/traffic jams and crowded trains.

**8.** This seems effective in preventing traffic jams/improving the air quality.

**3** **Sample answer:**

Roof gardens have become very popular in big cities, and they are definitely the future of city architecture. So, what are their advantages and disadvantages?

On the one hand, roof gardens improve air quality in cities. Plants naturally absorb carbon dioxide and release oxygen back into the air. In crowded areas, roof gardens help reduce air pollution by filtering harmful gases. Roof gardens can also become new habitats for wildlife. For example, they can provide water, food, and even cover for birds.

On the other hand, roof gardens are expensive. Since the construction and maintenance are difficult, and the materials are not easily found, it is hard for people to afford them. Besides, they add more weight to a building, which may cause problems for the whole structure, especially in storms or other unfavourable weather conditions.

In short, there are both pros and cons of roof gardens. Such gardens can be further developed in the future, but the disadvantages should be considered to reduce the risk to life and property.

# Test yourself 1

## I Pronunciation

**1.** A: Do you live in this city? (The auxiliary verb at the beginning of a question is pronounced in its weak form.)

B: Yes, I do. (The auxiliary verb at the end of a short answer is pronounced in its strong form.)

**2.** A: Have you seen a doctor yet? (The auxiliary verb at the beginning of a question is pronounced in its weak form.)

B: Yes, I have. (The auxiliary verb at the end of a short answer is pronounced in its strong form.)

**3.** I don't (We normally use 'don't' (contracted form) at the end of a sentence. In some situations, for emphasis, we may use the full form: (No, I) do not.)

**4.** I will (We don't use contracted form at the end of a sentence, except words ending in 'n't'.)

## II Vocabulary

**5.** A ('strength' means 'the quality of being physically strong'; often used in the phrase 'have strength to do something'.)

**6.** B ('examine' means 'to look at somebody/something closely, to see if there is anything wrong or to find the cause of a problem'.)

**7.** C ('balanced diet' is a diet including a variety of food needed for good health.)

**8.** D ('work out' means 'to train the body by physical exercise'.)

**9.** A ('public transport' is a system of vehicles such as buses and trains that operate at regular times on fixed routes and are used by the public.)

**10.** B ('sensors' are devices that can react to light, heat, pressure, etc. in order to make a machine, etc. do something or show something.)

**11.** C ('city dwellers' are people who live in cities.)

**12.** D ('private vehicles' can contribute to air pollution in the cities as most of them emit exhaust gases.)

**13.** A ('extended family' is a family that includes not only parents and children, but also uncles, aunts, grandparents, etc.)

**14.** B ('nuclear family' is a family that consists of father, mother, and children.)

**15.** C ('bridge the generation gap' is a set expression meaning 'to reduce or get rid of the differences that exist between different generations'.)

**16.** D ('experience' is a verb meaning 'to have a particular situation affect you or happen to you'.)

## III Grammar

**17.** A ('for' is used to define a period of time in sentences with the present perfect, in this case, 'more than ten years'.)

**18.** B ('since' is used to define the starting point of a period of time in sentences with the present perfect, in this case 'I started working out'.)

**19.** C ('went' is a past simple form used with a time phrase in the past, such as 'last week'.)

**20.** D ('just' is used with the present perfect to indicate an action completed in the very recent past.)

**21.** A ('looks so worried' contains a linking verb that should be used with an adjective.)

**22.** B ('is thinking' – although 'think' is a stative verb, it can be used in the continuous form to describe the action of thinking.)

**23.** C ('have' as a stative verb in this context can't be used in the continuous form and refers to the present.)

**24.** D ('remember' as a stative verb in this context can't be used in the continuous form and refers to the present.)

**25.** A ('should' is used to offer advice.)

**26.** B ('mustn't' means 'not be allowed to do something' in this context.)

**27.** C ('had to' refers to an obligation in the past.)

**28.** C ('shouldn't' is used to offer advice about things that are wrong to do.)

## IV Reading

**29.** A ('understand' means 'to know somebody's character, how they feel, and why they behave in the way they do'.)

**30.** B ('confident' means 'feeling sure about one's own ability to do things and be successful'.)

**31.** C ('connected' means 'having some kind of relationship with people or things'.)

**32.** D ('future' means 'what will happen to something or somebody at a later time'.)

**33.** A ('to value' as a verb means 'to think that someone or something is important'.)

**34.** A (This is the main idea throughout the text: benefits of morning, afternoon, and evening workouts. Clue: the first and second sentences of each paragraph)

**35.** C (Clue: helps many people sleep better at night)

**36.** B ('endurance' means 'the ability to continue doing something painful or difficult for a long period of time'.)

**37.** D (Clue: decreases your chances of injury)

**38.** C (Clue: reaction time is at its quickest)

**39.** A (Clue: '... and blood pressure are the lowest' implies a kind of measure)

## V Speaking

**40.** A ('Can I give you a hand?' is used to offer help.)

**41.** C ('I'm not sure' is used to express uncertainty.)

**42.** B ('I have no doubt' is used to express certainty.)

**43.** D ('would you mind' is used to ask for permission in a more polite way.)

## VI Writing

**44.** A ('since' is used to define the starting point of a period of time in sentences with the present perfect.)

**45.** B ('in the past' is a time phrase that requires the past simple.)

**46.** C ('sounds' + adjective, and 'because' to give the reason for watching the programme, not the result)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

**47.** D ('smell' is a stative verb, and 'it smells bad' is an effect, so it is preceded by 'because'.)

**48.** A ('mustn't' means 'not allowed to'.)

**49.** B ('don't have to' means 'it is not necessary'.)

**50.** C ('should' is used to give advice or an opinion about what is right or wrong.)

# Unit 4

## I Pronunciation

**1.** We'll go to the library to study for the final exam.

**2.** My father comes from a large family of eight children.

**3.** There's an interesting programme about ASEAN Youth on TV tonight.

**4.** Each country has its different culture, history, and lifestyle.

**5.** Did you call the police when you saw the broken windows?

**6.** The hotel staff were very polite and helpful.

**7.** I spent two hours looking for the correct answers to these questions.

**8.** You can't find the terms related to ASEAN in the dictionary.

## II Vocabulary

**1** **1.** representative **2.** volunteer
**3.** contribution **4.** current issues
**5.** community **6.** strengthen
**7.** live-stream **8.** celebration

**2** **1.** D **2.** B **3.** A **4.** B **5.** C **6.** B **7.** D **8.** A

**3** **1.** eye-opening **2.** representing
**3.** Cultural exchanges **4.** to take part in
**5.** relations **6.** community
**7.** volunteers **8.** goal

## III Grammar

**1** **1.** d **2.** f **3.** g **4.** c **5.** a **6.** b **7.** h **8.** e

**2** **1.** going **2.** to sell **3.** to come **4.** playing
**5.** talking **6.** Learning **7.** to take **8.** preparing

**3** **1.** C **2.** B **3.** C **4.** A **5.** B **6.** B **7.** A **8.** C

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## IV Reading

**1** **1.** B **2.** C **3.** A **4.** C **5.** D **6.** B **7.** A **8.** C

**2** B

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

**4** **1.** progress **2.** diversity **3.** inhabitants **4.** labour force **5.** poverty

## V Speaking

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

**2** **Sample answer:**

I think the top two skills for a volunteer are the ability to speak English well and to understand current issues in that country. First, English is the working language in many organisations across the world. Being able to speak English well, people can make friends, and communicate and work well with most people. Second, it's very important for young people to have knowledge or understanding of current issues in the country where they will volunteer. This will help them discuss problems and offer solutions. I also believe that having leadership experience is essential. Students who have led a club or a sports team will definitely have a big advantage.

## VI Writing

**1** **1.** The programme about ASEAN Young Leaders is/was/will be shown on the CTVC Channel.

**2.** Tom needs to have strong leadership skills to manage this project.

**3.** There is/was/will be a variety of educational and cultural activities during the ASEAN Youth Festival.

**4.** Some countries in ASEAN celebrate the New Year according to the lunar calendar.

**5.** The organisers are calling/called/will call on all students to send in ideas for the ASEAN day.

**6.** Becoming a member of the club requires particular skills and experience.

**7.** The organisation (has) made a major contribution to the economic development in the region.

**8.** Every year ASEAN leaders meet, discuss, and offer solutions to important problems.

**2** **1.** She loves buying souvenirs when travelling to ASEAN countries.

**2.** He is worried about missing the deadline for applying for the exchange programme.

**3.** Working in an ASEAN country has always been one of my goals.

**4.** Making friends with people from different cultures at the ASEAN festival was a great experience.

**5.** My grandma never complains about doing all the housework.

**6.** We suggested changing the date of the meeting.

**7.** My father's job involves travelling to many ASEAN countries.

**8.** Students can learn about Vietnamese culture by playing traditional games.

**3** **Sample answer:**

**Title:** An ASEAN Day

**To:** Head Teacher

**Date:** 5 May 20__

**Prepared by:** Class 12H

**1. Introduction:**

We would like to organise an ASEAN Day for all the students at our school on the last Sunday of June.

**2. Details about the event:**

The event will take place in the School Hall from 8 a.m. to 5 p.m. The main activity in the morning will be an exhibition about ASEAN. Each class will prepare their posters of an ASEAN country and will display them in advance. We will also arrange for food stalls with dishes from different ASEAN countries so that participants can try new foods. In the afternoon, representatives from different classes will perform traditional dances or songs from ASEAN countries.

**3. Goals and benefits:**

The event will help students learn about ASEAN countries and their culture and traditions. Participants will have a chance to develop teamwork skills. Students will also create more happy memories of their school days.

**4. Conclusion:**

We really hope you will consider our proposal as we think that this event will be beneficial to all students at our school.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

# Unit 5

## I Pronunciation

**1.** Can farming affect the global temperature?

**2.** Some building materials are no longer allowed to be used.

**3.** Are you sure that these energy resources can be replaced naturally?

**4.** Coal is the dirtiest of all fossil fuels, but it's still burnt to produce electricity.

**5.** We use flowing water to produce electricity for the village.

**6.** Do you think global warming is linked to rising sea levels?

**7.** I hope that renewable sources of energy will meet our needs.

**8.** There is an increase in certain greenhouse gases in the atmosphere.

## II Vocabulary

**1** **1.** fuels **2.** coal **3.** release **4.** methane
**5.** emissions **6.** heat-trapping **7.** warming **8.** waste

**2** **1.** Greenhouse gases **2.** black carbon **3.** melts **4.** activities
**5.** Deforestation **6.** crop waste **7.** Renewable **8.** sea levels

**3** **1.** C **2.** A **3.** A **4.** B **5.** C **6.** B **7.** D **8.** A

## III Grammar

**1** **1.** Knowing **2.** Affected **3.** Waiting **4.** Burnt
**5.** Encouraged **6.** cut **7.** Doing **8.** Used

**2** **1.** Trapping sunlight, black carbon sends it back into the air as heat.
**2.** Burnt for energy, fossil fuels release $CO_2$ and other greenhouse gases.
**3.** (By) Burning crop waste, some farmers kill the useful bacteria living in the soil.
**4.** Being a geography teacher, Mr Viet knows a lot about climate change.
**5.** Hit by the heavy storm, many buildings got seriously damaged.
**6.** Cutting down forests to make space for farm animals and crops, farmers contribute to global warming.

**3** **1.** speeds → speeding/and speeds
**2.** limiting → limited
**3.** Flooding → Flooded
**4.** reduced → are reduced/can be reduced
**5.** Affecting → Affected
**6.** using → use
**7.** To be → Being
**8.** Been cut → Cut

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## IV Reading

**1** **1.** F **2.** D **3.** C **4.** A

**2** **1.** D **2.** C **3.** A **4.** B **5.** A **6.** C **7.** D **8.** B **9.** A **10.** C

## V Speaking

**1** **1.** were you **2.** Oh really? **3.** watch out **4.** Thanks **5.** Mind your
**6.** very careful **7.** warn you **8.** Thanks **9.** wouldn't use **10.** didn't know

**2** **Sample answer:**

I think we should switch to using renewable energy for the following reasons. First, this form of energy is very clean. When used, it doesn't release any greenhouse gases or black carbon. This means that it does not pollute the air, water, or soil. The second reason for switching to renewable energy is that fossil fuels will soon be used up. On the other hand, renewable energy comes from natural resources that will never run out. Finally, there are many renewable energy sources such as the sun, wind, or falling water. They are freely available and reliable, and I believe that in the future they will fully replace fossil fuels.

## VI Writing

**1** **1.** As a form of renewable energy, bioenergy comes from natural sources.

**2.** Bioenergy can be produced from food waste, manure, and other organic substances.

**3.** These organic substances are broken down by bacteria, and methane is released.

**4.** After methane is collected, it is used to produce electricity and heat.

**5.** Methane can also be made into biomethane, called renewable natural gas (RNG).

**6.** Renewable natural gas (RNG) can be used as a vehicle fuel.

**7.** Using bioenergy limits the amount of methane released into the air.

**8.** Thanks to (using) bioenergy, we can reduce our dependence on fossil fuels.

**2** **1.** Wave energy is the energy that comes from ocean waves.

**2.** Most ocean waves are formed as wind blows over the ocean surface.

**3.** Wave power is turned into electricity using special equipment placed on the ocean surface.

**4.** The height, length, and speed of waves determine the energy production.

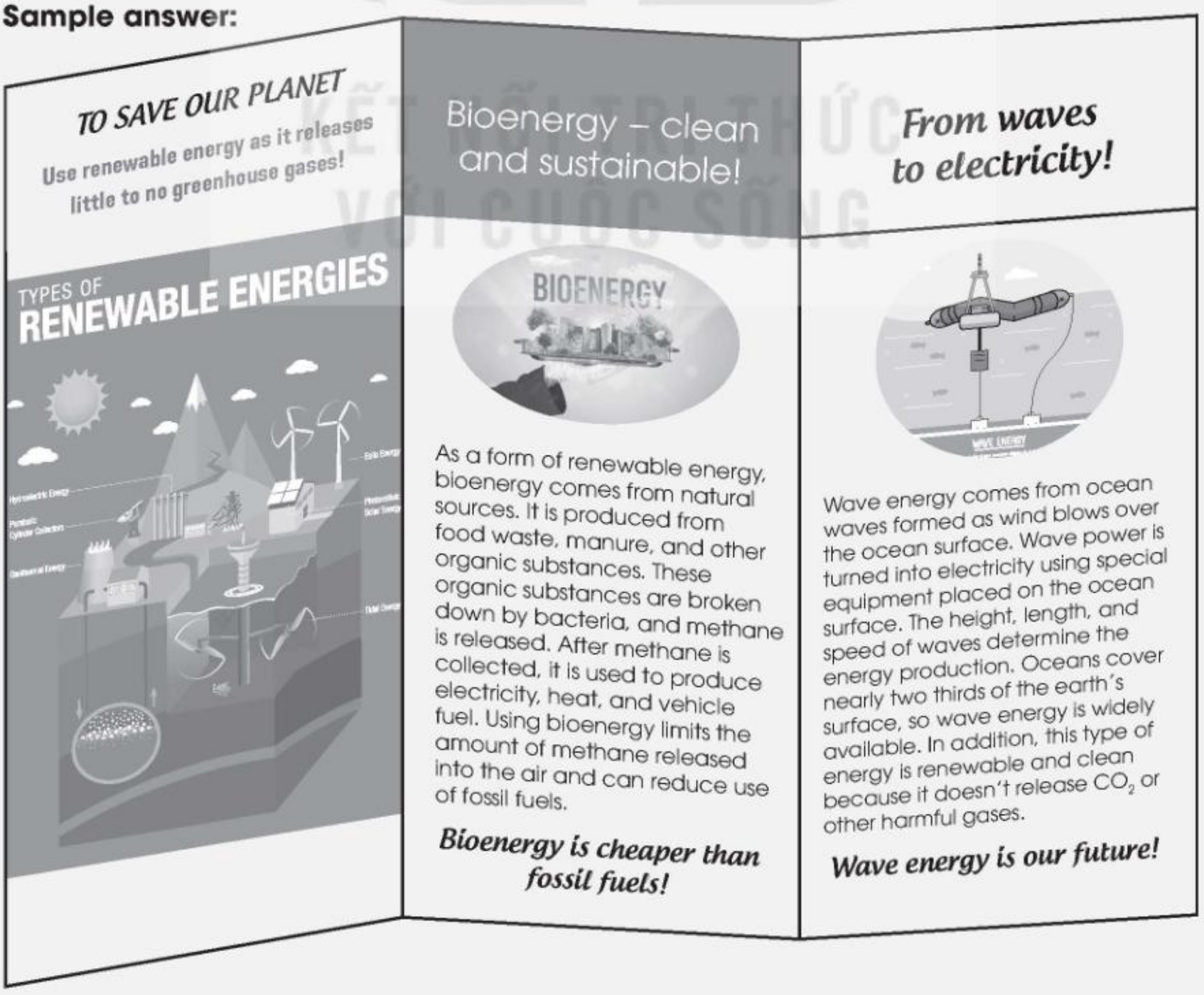
**5.** Oceans cover nearly two thirds of the earth's surface, so wave energy is widely available.

**6.** In addition, this type of energy is very clean because it doesn't release $CO_2$ or any harmful gases.

**7.** Wave energy is also renewable and reliable, and will never run out as there will always be waves and wind.

**8.** In short, wave energy is renewable and has fewer effects on the environment.

**3** **Sample answer:**



# Test yourself 2

## I Pronunciation

**1.** Nearly ninety per cent of all carbon dioxide emissions produced by humans come from burning of fossil fuels.

**2.** Forests store carbon in the trees and soil and help reduce the global temperature.

**3.** Everyone in my family loves chocolate. (fam(i)ly, choc(o)late)

**4.** People have different opinions about how history should be taught at schools. (diff(e)rent, hist(o)ry)

## II Vocabulary & Grammar

**5.** B (All the four words are nouns, but only 'skills' fits the meaning of the whole sentence; it is often used in the phrase 'leadership skills'.)

**6.** C ('contribution' means 'something that you give or do in order to help something be successful'; it is used in the set phrase 'make a (great) contribution to sth'.)

**7.** A ('fossil fuels' are non-renewable resources, such as coal or oil.)

**8.** D ('release' means 'to let a substance flow out'.)

**9.** D (It is often used in the phrase 'current issues' which means 'important things that are happening now'.)

**10.** B (All the four words are nouns, but only 'waste' fits the meaning of the whole sentence; it means 'materials that are not needed and are thrown out'.)

**11.** C ('goal' means 'something that people hope to achieve'.)

**12.** deforestation (need a noun after the verb 'stopping')

**13.** cultural (need an adjective before 'exchanges')

**14.** development (need a noun after the article 'the' and the adjectives)

**15.** renewable (need an adjective before the noun 'resources' to form the phrase 'renewable resources')

**16.** qualified (need an adjective before the noun phrase 'young person')

**17.** Winning (need a gerund as the subject of the sentence)

**18.** Worried (need a past participle to give the reason for an action)

**19.** updating (need a gerund as the object after the verb 'include')

**20.** Cutting down (need a present participle clause to talk about two actions happening at the same time)

**21.** Watered (need a past participle clause to express a condition – 'If you water your plants early in the morning, they will live longer'.)

**22.** Starting (need a present participle clause to add information for the main clause)

**23.** Caused (need a past participle clause to express a reason)

**24.** A (Use a past participle clause to express a condition – 'Produced'.)

**25.** C (Use a gerund after the preposition 'at' – 'developing'.)

**26.** A (Use a gerund as the subject of the sentence – 'making'.)

**27.** A (Use a present participle clause to talk about two actions happening at the same time – 'waiting'.)

**28.** B (Use a gerund after the verb 'suggest' – 'growing'.)

## III Reading

**29.** D ('regional' means 'of or relating to a region'.)

**30.** C ('played' goes with the subject 'the games'.)

**31.** B ('representatives' means 'people who have been chosen to do something officially for a group of people'.)

**32.** C ('talents' means 'natural abilities or skills'.)

**33.** A ('friendship' means 'a friendly relationship'.)

**34.** B (The text talks about the following effects: polar animals in danger because of melting ice, turtle populations declining because of rising sea levels and temperatures, and farmers facing environmental challenges)

**35.** A (Polar animals, whose icy habitat is melting in the warmer temperatures, are particularly at risk.)

**36.** D (It has a similar meaning to 'decide' in this context.)

**37.** C (... rising temperatures mean that most turtles will be born females)

**38.** D (Climate change does not only have an impact on wildlife, it's affecting us, too ...)

**39.** B (... The writer's example of a crop affected by droughts and heavy rain is Kenyan tea.)

## IV Speaking

**40.** D ('Watch out' is a set expression, used on its own, to tell someone to be careful. Option B 'I must warn you' is also used to give a warning, but it needs a clause after it. Options B and C are used to respond to warnings.)

**41.** B (Option B is used to respond to compliments. Options A, C, and D are used to give compliments.)

**42.** A (Option A is used to give a compliment. Option B is also used to give a compliment but it does not fit the context. Options C and D are used to respond to compliments.)

**43.** C (Option C is used to respond to a warning. Options A and D are used to give a warning. Option B doesn't fit the context.)

## V Writing

**44.** C (Use a present participle clause to talk about two close actions. Option C is closest in meaning to the given sentence. Option A is wrong because of the connective 'before'. Option B is wrong because it doesn't mention at what age the writer left school. Option D is wrong because the second clause is wrong.)

**45.** B (Option B is closest in meaning to the given sentence as 'climate change may cause heavy rainfall' is similar to 'rainfall as a result of climate change'. Option A is wrong because of the word 'less', option C is wrong because of the word 'reduced'. Option D is wrong because of the word 'more'.)

**46.** C (Option C is closest in meaning to the given sentence because it uses the structure 'Despite' + noun phrase to replace 'Although' + clause in the first sentence. Option A is wrong as it uses the structure 'so ... that' to express a reason. Option B is wrong because of the verb 'cancelled'. Option D is wrong because it uses the conditional sentence type 2.)

**47.** B (Use a present participle clause because the two clauses have the same subjects. Option B is closest in meaning to the given sentence. Option A is wrong because it has the opposite meaning. Option C is wrong because of the phrase 'give up'. Option D is wrong because of the word 'start'.)

**48.** A (Use a gerund after the verb 'suggested'. Option A is closest in meaning to the given sentence. Option B is wrong because it lacks the time expression. Option C is wrong because it uses the phrase 'let us go'. Option D is wrong because it uses the passive voice.)

**49.** C (Option C has the gerund 'Travelling by air' as the subject and it is closest in meaning to the given sentence. Option A is wrong because of the word 'safe'. Option B is wrong because of the word 'never'. Option D is wrong because of the connective 'so' and the word 'never'.)

**50.** B ('is required' means that you must do something. Option B is closest in meaning to the given sentence. Option A is wrong because of the word 'might'. Option C is wrong as the first sentence does not mention the agent of action. Option D is wrong because it uses a different verb tense.)

# Unit 6

## I Pronunciation

**1.** *Quan ho* singing was recognised as a World Cultural Heritage in 2009. ↘

**2.** Follow the path to the monument. ↘

**3.** Mass tourism can damage heritage sites. ↘

**4.** Hoi An is famous for its Japanese bridge ↗, Chinese temples ↗, and French houses. ↘

**5.** Street performances are a great way to promote folk music to tourists. ↘

**6.** Take off your shoes before entering the temple. ↘

**7.** The old houses on the island were preserved in their original state. ↘

**8.** Phong Nha-Ke Bang National Park includes tropical forests ↗, underground rivers ↗, and many caves. ↘

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## II Vocabulary

**1** **1.** Mixed heritage sites **2.** Folk culture
**3.** Crowdfunding **4.** A landscape
**5.** Cultural heritage **6.** Natural heritage
**7.** The performing arts **8.** Monuments

**2** **1.** historical **2.** well preserved **3.** restored **4.** cultural
**5.** promote **6.** damaged **7.** appreciate **8.** landscape

**3** **1.** origin → original
**2.** history → historic
**3.** punish → punishment
**4.** trend → trending
**5.** restoration → restore
**6.** mix → mixed
**7.** promotion → promoted
**8.** compete → competition

## III Grammar

**1** **1.** to introduce **2.** to be recognised
**3.** to be discovered **4.** to join
**5.** to restore **6.** to enjoy
**7.** to test **8.** to reach

**2** **1.** A **2.** B **3.** D **4.** C **5.** B **6.** A **7.** C **8.** C

**3** **1.** My parents don't like living in a flat. They wish they had a garden to enjoy.
**2.** He loves parties. He is always the first to come and the last to leave.
**3.** The last person to leave the room must turn off the lights.
**4.** Mai was the last student in my class to join the trip to the Imperial Citadel this weekend.
**5.** The first job applicant to be interviewed today doesn't have any experience.
**6.** I've got a nice present for my mum, but I haven't got any paper to wrap it with.
**7.** The most interesting thing to do in Ha Long is to go on a boat tour around the islands.
**8.** There are many ways to enjoy *don ca tai tu* in Mekong River Delta.

## IV Reading

**1** **1.** located **2.** architecture **3.** market **4.** pedestrian
**5.** attractions **6.** built **7.** Restored **8.** symbol

**2** **1.** appeared **2.** interest **3.** songs
**4.** singing **5.** competition **6.** exchanges

## V Speaking

**1** **1.** Go straight ahead **2.** on your right
**3.** the second turning **4.** on your right **5.** cross

**2** **Sample answer:**

Today, I'd like to talk about Huong Pagoda. It's located in My Duc District, about 60 km from the city centre of Ha Noi. It's a large cultural and religious site, including caves, Buddhist temples, and pagodas hidden in the forest. The place is famous for its beautiful natural landscape and unique ancient pagodas. Every year, from January until March, there is a big festival held in the complex. The performances attract not only local visitors, but also many foreign travellers.

It is believed that the first temple was built in the 15th century. Most of the cave temples were built in the 17th century. To preserve the site, we should raise money to help restore any damaged pagodas or temples. Local authorities should only allow eco-friendly tours to the site and limit the number of visitors to avoid overcrowding.

## VI Writing

**1** **1.** The local authority has organised/organises/organised a lot of/many/some activities to attract traditional music lovers.

**2.** My Son Sanctuary was the first site in Quang Nam to be added to the World Heritage List.

**3.** The most interesting activity to do on the island is (to go) kayaking.

**4.** Different forms of folk art are performed at important festivals.

**5.** Last week, we went to Phu Tho to take part in the Hung King Festival.

**6.** Crowdfunding is a good way to raise money for heritage projects.

**7.** Many heritage sites are badly affected by mass tourism.

**8.** The old town is not only famous for its unique architecture, but also for its fine cuisine.

**2** **1.** Trang An Scenic Landscape Complex is the only site in Southeast Asia to be recognised as a mixed World Heritage Site.

**2.** Minh was the first person to leave the show very early.

**3.** We went to Hoi An last month to visit the ancient buildings.

**4.** Anna was the last person to join the school trip.

**5.** We went to the Mekong River Delta to watch live performances of *don ca tai tu*.

**6.** My parents went to Ha Long Bay to take a three-day cruise.

**7.** The local authority opened a visitor centre near the heritage site to give tourists more information about the site.

**8.** Mrs Hoa was the oldest person to join the walking holiday.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

**3 Sample answer:**

**Preserve *xoan* singing for future generations!**

*Xoan* singing is an important part of Vietnamese culture. It became UNESCO's World Cultural Heritage in 2017. However, this music form is now facing many problems and we need to find effective solutions to preserve it.



**Problems**

First, there is a lack of interest in folk culture. *Xoan* singing has been handed down from generation to generation. However, not many young people want to learn folk singing, and older performers often have no one to pass down their skills. Second, there are limited performance opportunities. Artists may have difficulty finding places to perform live.

**Solutions**

It is necessary to collect and restore old versions of *xoan*. It is also important to record or publish them so that future generations can listen to the recordings or read the song collections. This problem can be solved by organising *xoan* singing competitions or concerts. In addition, there should be more live *xoan* performances in public places, such as pedestrian streets or historic sites visited by many tourists. This way, *xoan* singing will reach wider and newer audiences.

# Unit 7

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## I Pronunciation

**1** **1.** ↘ **2.** ↘ **3.** ↗ **4.** ↗

**2** **1.** ↗ **2.** ↗ **3.** ↘ **4.** ↘

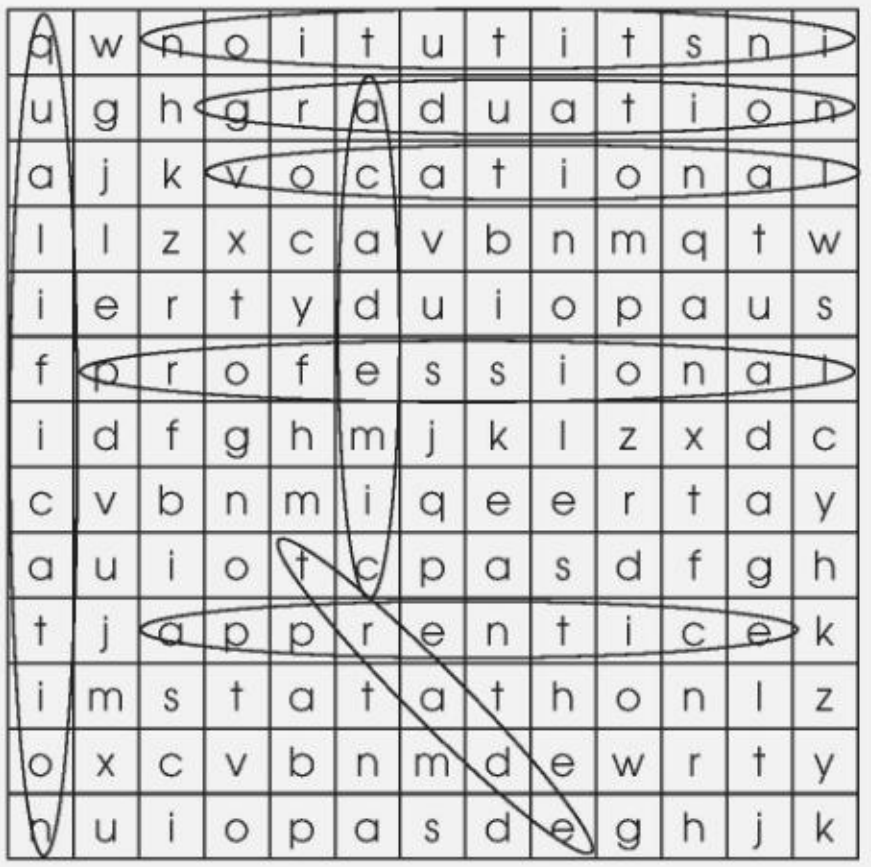
## II Vocabulary

**1**

| | | | | |
|---|---|---|---|---|
| **2** | **1.** A | **2.** B | **3.** C | **4.** D |
| | **5.** A | **6.** B | **7.** C | **8.** D |

**3**

| | | |
|---|---|---|
| **1.** vocational school | **2.** qualifications |
| **3.** apprentices | **4.** school-leavers |
| **5.** formal | **6.** academic |
| **7.** entrance | **8.** graduation |



| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a | w | n | o | i | t | u | t | i | t | s | n | i |
| u | g | h | g | r | a | d | u | a | t | i | o | n |
| a | j | k | v | o | c | a | t | i | o | n | a | l |
| l | l | z | x | c | a | v | b | n | m | q | t | w |
| i | e | r | t | y | d | u | i | o | p | a | u | s |
| f | p | r | o | f | e | s | s | i | o | n | a | l |
| i | d | f | g | h | m | j | k | l | z | x | d | c |
| c | v | b | n | m | i | q | e | e | r | t | a | y |
| a | u | i | o | t | c | p | a | s | d | f | g | h |
| t | j | a | p | p | r | e | n | t | i | c | e | k |
| i | m | s | t | a | t | a | t | h | o | n | l | z |
| o | x | c | v | b | n | m | d | e | w | r | t | y |
| n | u | i | o | p | a | s | d | e | g | h | j | k |

## III Grammar

**1** **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

**2** **1.** meet → met
**2.** have → had
**3.** have → having
**4.** have → having
**5.** fail → failed
**6.** have → having
**7.** Have → Having
**8.** talk → talked

**3** **1.** My mother regretted not having gone to university.
**2.** Having finished school, my sister went to a vocational school to train to be a tour guide.
**3.** My grandfather did not remember having lost his reading glasses.
**4.** Having returned from Japan, my brother wrote his first travel book.
**5.** Trang is very proud of having won the first prize in the competition.
**6.** Having worked as a mechanic's apprentice, Nam learnt useful job skills.
**7.** Having achieved excellent grades at school, Phong improved his chances of getting into a top university.
**8.** Having spent a lot of time talking to her, I realised she was not telling me the truth.

## IV Reading

**1** **1.** A **2.** B **3.** C **4.** D **5.** A **6.** B **7.** C **8.** D

**2** **1.** teacher of English
**2.** teaching assistant
**3.** old school
**4.** an online platform
**5.** achieve their goals

## V Speaking

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

**2** **Sample answer:**

Today, I'm going to talk about my plans after leaving secondary school. After finishing school, I would like to go to a vocational school to train to be a tour guide. Since I was a little boy/girl, I have always dreamt of becoming a tour guide. I love travelling and learning about different cultures. When I finish my course, I would like to take tourists to different parts of my country. As a tour guide, I will be able to introduce interesting cultural aspects to not only Vietnamese, but also foreign visitors. At present, I think I need to read more about our different cultures, especially the cultures of ethnic minorities. I also need to improve my English, especially my ability to communicate well with others and present information clearly.

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## VI Writing

**1** **1.** I am writing to ask for some information about the language courses at your learning centre.

**2.** Could you please let me know whether there are German courses at your language centre?

**3.** I wonder if your language centre offers a German course for beginners.

**4.** I would like to know how long a course for beginners lasts.

**5.** Could you please tell me the length of a course for beginners?

**6.** I would be grateful if you could tell me the course fees.

**7.** Would you mind telling me if/whether there are native teachers at your language centre?

**8.** It would be great if you could send the information to my email address.

**2** **1.** Could you please tell me if/whether your language centre offers English courses?

**2.** I want to know what the average class size at your school is.

**3.** I would be grateful if you could tell me how much a course for beginners costs.

**4.** Would you mind telling me if/whether all your teachers have professional teaching qualifications?

**5.** It would be great if you could send your school brochure to my address.

**6.** I'd like to know if/whether I can start classes immediately.

**7.** I'd appreciate it if you could tell me/let me know what facilities you provide at your school.

**8.** I wonder if/whether you have any online resources for self-study.

**3** **Sample answer:**

Dear Sir or Madam,

I am writing to ask for some information about the language courses at your language centre. I am now in grade 11, and I want to learn another foreign language, which I hope to use after leaving school.

First, could you please let me know whether there are German courses at your language centre? I would also like to know how long the course for beginners lasts and how often classes take place. This information would help me organise my schoolwork and see how much time I have left for your course.

Next, I would be grateful if you could tell me the course fees. Do you also offer any discount on fees?

Finally, would you mind telling me if there are native German-speaking teachers at your language centre? I would prefer native teachers as they speak naturally and tell interesting stories about the place they come from.

It would be great if you could send your school brochure to my address.

I look forward to hearing from you.

Yours faithfully,

Nguyen Ha Anh

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

# Unit 8

## I Pronunciation

**1.** ↗ **2.** ↗ **3.** ↗ **4.** ↘
**5.** ↗ **6.** ↗ **7.** ↘ **8.** ↗

## II Vocabulary

**1** **1.** independent **2.** study plans **3.** trust **4.** confidence
**5.** came up with **6.** get into the habit **7.** responsibilities **8.** life skills

**2** **1.** self-motivated **2.** decision-making skills
**3.** carry out **4.** brain development
**5.** developing relationships **6.** decisions
**7.** making use of **8.** schedule enough time

**3** **1.** B **2.** A **3.** B **4.** D **5.** D **6.** A **7.** C **8.** A

## III Grammar

**1** **1.** Viet **2.** It was the time-management
**3.** Last week, **4.** It wasn't his father
**5.** Mike **6.** It was at school
**7.** It was a difficult classmate **8.** Mai wants

**2** **1.** No. It is my mother that/who wants me to contact her from time to time while I'm out.
**2.** No. It was at school that they/the students made their study plans.
**3.** No. It was my grandparents that/who thought I didn't have the confidence to deal with difficult situations.
**4.** No. It is all my responsibilities that I would like to include in my weekly schedule.
**5.** No. It was the day before yesterday that we/our group gave a presentation on how to develop life skills.
**6.** No. It is Tuan that/who knows how to get around by himself using public transport.
**7.** No. It is next week that the course in decision-making skills starts.
**8.** No. It was in the classroom that they prepared their group presentation.

**3** **1.** who → that **2.** when → that/who
**3.** where → that **4.** when → that
**5.** who → Ø **6.** brother → brother that/who
**7.** which → that **8.** club → club that

## IV Reading

**1** **1.** F **2.** D **3.** A **4.** C

**2** **1.** D **2.** C **3.** B **4.** A **5.** A
**6.** B **7.** D **8.** C **9.** B **10.** A

## V Speaking

**1** **1.** Can I take it? **2.** Well done,
**3.** What should I do? **4.** Congratulations
**5.** you feel better **6.** Thanks so much.
**7.** Guess what? **8.** Good luck.
**9.** I wish you a healthy new year. **10.** Thanks so much,

**2** **Sample answer:**

It's important to learn about banking services to become independent. Follow these simple steps to open a bank account. First, do some research and choose a bank. This could be a bank with a branch nearby or your parents' bank. Second, call the bank to make an appointment or go there during office hours. Don't forget to bring your ID, proof of address, and some money or a cheque. Third, discuss with the bank clerk and choose a suitable account, e.g. a current or savings account. Make sure you understand the difference between the two accounts. Next, fill in the application form and provide your documents. Finally, submit the form and put some money into the account. Ask when your bank card will be posted to your address.

## VI Writing

**1** **1.** Taking part-time jobs can help secondary school students earn extra pocket money.
**2.** The money teenagers earn can be used to buy some of the things they need or want.
**3.** Having part-time jobs forces teenagers to (learn how to) manage their time better.
**4.** Students have to work and study more efficiently.
**5.** Students have to be better at using their time./Students have to be better at time management.
**6.** Interaction with different people can help teenagers develop communication skills.
**7.** Students can become familiar with cultural differences in the workplace.
**8.** A teenager can gain work experience by having a part-time job.

**2** **1.** Secondary school students who take part-time jobs may become tired and stressed.
**2.** Teens who work are often very busy and have less time to rest and study.
**3.** Teenagers who work and study at the same time may not get enough sleep.
**4.** A lack of sleep can cause tiredness and illnesses, such as the common cold or the flu.
**5.** When exams get nearer, working teens may feel more stressed because of the need to study.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

**6.** Working teens may not be able to get good grades if they fail to balance work and study.

**7.** Working students should keep in mind that studying always comes first.

**8.** Part-time jobs may force students to ignore their studies and drop out of school.

**3 Sample answer:**

**Pros and cons of teens getting part-time jobs**

Teenagers may want to work part-time while still in school. Let's look at the pros and cons of teens having part-time jobs.

First, a part-time job provides extra pocket money. Students can use it to buy some of the things they need or want. Secondly, they can learn to manage their time better. They will have to be more efficient and make better use of their time. Finally, they can develop their communication skills by interacting with different people and become aware of cultural differences in the workplace.

On the other hand, working teens may become tired and stressed as they will have less time to rest and study. When working and studying at the same time, they may not get enough sleep, which can cause tiredness and more illnesses, such as the common cold and the flu. So, if teenagers fail to balance work and study, they may not be able to get good grades or may even drop out of school.

In conclusion, teenagers should be aware of both the pros and cons of working part-time. Studying should always come first as poor grades or dropping out of school will affect their future.

## Test yourself 3

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

### I Pronunciation

**1.** On my trip, I bought several postcards ↗, a cookbook ↗, and some souvenirs. ↘
(This sentence has level-rising intonation on the first two items and falling intonation at the end because it is a statement which lists things.)

**2.** Did you learn about the history of the ancient town at school? ↗
(This sentence has rising intonation because it is a *Yes/No* question.)

**3.** I want to study abroad after finishing secondary school. ↘
(This sentence has falling intonation because it is a statement.)

**4.** Would you like to join the walking tour next week? ↗
(This sentence has fall-rise intonation because it is an invitation.)

### II Vocabulary

**5.** self-motivated (able to do or achieve something without pressure from others)

**6.** time-management (the activity of successfully controlling time)

**7.** graduation (the act of successfully completing a university degree or studies at a secondary school); used in the noun phrase 'graduation ceremony' meaning 'the ceremony at which degrees, etc. are officially given'

**8.** apprenticeships (the period of time when you learn a trade from skilled people)

**9.** historic (important in history)

**10.** Cultural (connected with the culture of a particular society or group, its customs, beliefs, etc.)

**11.** historical (connected with the past)

**12.** degree (the qualification obtained by students who successfully complete a university or college course); used in 'bachelor's degree' to mean 'a first university degree'

**13.** skill (the ability to do something well); usually used in the phrase 'life skills', meaning 'skills that help people function well in adult life'

**14.** vocational (connected with the skills, knowledge, etc. that you need to have in order to do a particular job); used in 'vocational school' to mean 'a school that teaches skills for a particular job'

**15.** independent (confident and free to do things without needing help from other people)

**16.** Natural (existing in nature; not made or caused by humans); used in 'natural heritage' to mean 'components of the natural environment that have special value for future generations'

## III Grammar

**17.** A (cleft sentence focusing on the prepositional phrase 'in Ha Long Bay')

**18.** C ('admitted' is followed by a perfect gerund 'having made')

**19.** B (cleft sentence focusing on Ms Mai)

**20.** A (perfect participle clause 'Having considered all my options' is used to say this action happened before 'I decided...')

**21.** B (*to-infinitive* expressing the purpose: to study)

**22.** A (*to-infinitive* is used to modify a noun phrase containing ordinal numbers like 'the first')

**23.** A (having visit → having visited) (Use a perfect gerund after the verb 'remembered' to emphasise a past action)

**24.** A (1993 → in 1993) (Use a cleft sentence to focus on the prepositional phrase 'in 1993')

**25.** A (Have finished → Having finished) (Use a perfect participle clause to describe an action that happened before another past action)

**26.** A (the museum shop → in the museum shop) (Use a cleft sentence to focus on the prepositional phrase 'in the museum shop')

**27.** B (answer → to answer) (Use a *to-infinitive* to modify a noun phrase containing 'the only'. Note that using a relative clause is also possible - 'who answered')

**28.** C (discover → to discover) (Use a *to-infinitive* to indicate the purpose of something)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## IV Reading

**29.** A ('academic' is connected with education, especially studying in schools and universities.)

**30.** A (collocation 'work in a specific trade'.)

**31.** B ('For example' is used to give examples , in this case, to clarify the previous sentence.)

**32.** D ('important' means 'having a great effect on people or things'.)

**33.** A ('duration' means 'the length of time that something lasts or continues'.)

**34.** C ('salary' means 'money that employees receive for doing their job'. It is a countable noun which can be used after the article 'a'.)

**35.** A ('competitive' means 'trying very hard to be better than others'.)

**36.** A (The main idea is based on all four paragraphs as each one describes a difference.)

**37.** C ('them' refers to assignments; this is the only plural noun in the sentence that you can 'complete'.)

**38.** A ('contacts' in this context means 'people you know'.)

**39.** B (Clue: Teachers give you regular assignments and provide support and resources to help you complete them.)

## V Speaking

**40.** A ('Good luck' is used to express hopes that someone will be successful.)

**41.** A ('Have a good time' is used to express hopes that someone will enjoy himself/herself.)

**42.** D ('I can't make it at that time' is a negative response used to say that you are not available.)

**43.** A ('Yes, 5 p.m. suits me' is a positive response used to confirm the time for an appointment.)

## VI Writing

**44.** Having studied very hard, my brother passed the exam easily. (Use a perfect participle clause for an action that happened before another past action)

**45.** It is at university that good life skills can help students become more independent. (Cleft sentence focusing on 'at university')

**46.** Having considered my options carefully, I decided to apply to a university in the UK next year. (Use a perfect participle clause for an action that happened before another past action)

**47.** Mai is the youngest person to win the first prize in the singing competition. (Use a *to-infinitive* to modify a noun phrase containing the superlative 'the youngest person')

**48.** It was the non-profit organisation that collected money to help restore the historic monument in the city. (Cleft sentence focusing on 'the non-profit organisation')

**49.** Nam decided to go to medical school to become a surgeon. (Use a *to-infinitive* to express the purpose: to become a surgeon)

**50.** It is critical thinking skills that higher education can help students develop. (Cleft sentence focusing on 'critical thinking skills')

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

# Unit 9

## I Pronunciation

**1** **1.** Is she suffering from anxiety ↗ or depression ↘?

**2.** Is her essay about social ↗ or environmental issues ↘?

**3.** Does the organisation support victims of physical ↗ or mental bullying ↘?

**4.** Are we going to invite the pop singer ↗, the boy band ↗, or the dance group ↘?

**5.** Do you want to go to university in Australia ↗, England ↗, or the US ↘?

**6.** Does bullying cause victims to become depressed ↗ or experience physical illness ↘?

**7.** Are we going to propose the idea to teachers ↗ or parents first ↘?

**8.** Would you like me to help with designing the posters ↗, preparing the slides ↗, or writing the invitations ↘?

## II Vocabulary

**1** **1.** overpopulation **2.** crime **3.** body shaming **4.** bullying
**5.** alcohol **6.** depression **7.** peer pressure **8.** poverty

**2** **1.** anxiety **2.** social **3.** offensive **4.** lies
**5.** cyberbullying **6.** depression **7.** Victims **8.** violent

**3** **1.** B **2.** A **3.** D **4.** A **5.** D **6.** D **7.** B **8.** A

## III Grammar

**1** **1.** C **2.** B **3.** A **4.** A **5.** C
**6.** A **7.** B **8.** A **9.** A

**2** **1.** being bullied **2.** living **3.** having
**4.** support **5.** is

**3** **1.** with → to

**2.** Besides of this → Besides/Besides this

**3.** As result → As a result

**4.** Despite of → Despite

**5.** Because of → Because

**6.** With → By

**7.** Although → However

**8.** Moreover → In addition

**9.** In addition to → In spite of/Despite

**10.** However → Therefore/As a result/As a consequence ...

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

## IV Reading

**1** **1.** B **2.** F **3.** E **4.** C

**2** **1.** B **2.** A **3.** C **4.** B **5.** A **6.** C **7.** B **8.** B **9.** D **10.** D

## V Speaking

**1** **1.** a shame **2.** I'm so sorry
**3.** how it feels **4.** I can sympathise with you.

**2** **Sample answer:**

There are certain things we should do to stay safe on social media. First, to deal with problems such as cyberbullying, in particular body shaming, we should report or block people who we think have a negative influence on us. Second, it is important for teens to be self-confident and understand that online images may show very attractive people, but they don't always represent success, beauty, or happy life. Another simple thing we should do is to turn on the safety mode on our web browsers and social networking sites. Finally, we should always talk to our teachers or parents if we think we might be in danger, and ensure a safe and healthy experience online.

## VI Writing

**1** **1.** Because of the increase in cyberbullying, many schools have to update their anti-bullying policies.

**2.** Despite the new police's methods to control crime in the city, crime figures are still high.

**3.** In addition to physical bullying, many teenagers have to deal with cyberbullying.

**4.** Many teenagers are afraid or not sure if they are bullied or not. Therefore, they don't do anything about their situation.

**5.** Although some people develop health problems, they continue to drink too much.

**6.** Because some students experience test anxiety, they suffer from stress and fail to do well in their exams.

**7.** I'm getting anxious about my English exam. Besides, I don't think I have enough time to revise for it.

**8.** The Internet is a great source of information. However, it may not be reliable.

**2** **1.** Although his parents do/did not approve of his friends, he continues/continued to hang out with them.

**2.** City dwellers are getting richer. By contrast, rural areas are becoming poorer.

**3.** Our campaign aimed/aims at helping/to help poor people by creating job opportunities for them.

**4.** We hope that you would consider our proposal because it could help our school (to) become a safer place for everyone.

**5.** People of all ages took part in our campaign last week. Moreover, a famous singer came to perform at one of our events.

**6.** Parents are starting/started/have started a campaign to reduce violent content on TV as they believe/believed it is/was harmful to (their) children.

**7.** We need to draw people's attention to (some) pressing social issues such as poverty and crime in our city.

**8.** Body shaming is a very serious issue among teenagers nowadays although many people do not feel comfortable talking about it.

**3 Sample answer:**

**Title: Organising charity events to help poor, needy, and homeless people**

**To:** Mr. Tran Quoc Thang

**Date:** 14th February, 20___

**Prepared by:** Vu Hoang Ha

**1. Introduction:**

The Covid-19 pandemic has hit the poor the hardest. Many people have also lost their jobs or homes. Therefore, we would like to propose some charity events to help poor, needy, and homeless people in our city.

**2. Details about the event:**

We propose a series of charity events, which will take place at weekends in the City Park. They will last for three months, from March to May. All people who are interested and free to help, especially cooks and hairdressers, will be invited to take part. The main activities will include cooking and serving free meals to the needy, offering free haircuts, and giving away donated food.

**3. Goals and benefits:**

Our goals are to raise awareness of poverty and to encourage kindness in the community. The series of charity events will not only help the poor and homeless, but also help other people understand their needs.

**4. Conclusion:**

We hope that you will consider our proposal. We believe that these events will make our city become a better place for everyone to live in.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

# Unit 10

## I Pronunciation

**1** **1.** ↗ **2.** ↘ **3.** ↗ **4.** ↘ **5.** ↘ **6.** ↗ **7.** ↘ **8.** ↗

## II Vocabulary

**1** **1. Living things:** fauna, flora, humans, bacteria
**Non-living things:** sunlight, air, water, soil

**2**

| | | | |
|---|---|---|---|
| **1.** conservation | **2.** natural | **3.** living | **4.** mammals |
| **5.** national | **6.** loss | **7.** biodiversity | **8.** endangered |

**3.**

| | | | |
|---|---|---|---|
| **1.** protected | **2.** habitats | **3.** Biodiversity | **4.** Tropical forests |
| **5.** species | **6.** coral reefs | **7.** food chain | **8.** native |

## III Grammar

**1** **1.** phone number **2.** credit card **3.** seat belt
**4.** weather forecast **5.** thunderstorm **6.** window shopping

**2** **1.** traffic jam **2.** postbox **3.** policeman **4.** fireplace
**5.** nature reserve **6.** weekend **7.** hay fever **8.** rainforest

**3** **1.** solar energy **2.** innovation centre
**3.** sitting room/living room **4.** race car/racing car
**5.** car park **6.** recycle bin/recycling bin
**7.** landfill **8.** waste paper

## IV Reading

**1** **1.** D **2.** A **3.** C **4.** B **5.** C
**6.** B **7.** D **8.** A **9.** D **10.** B

**2** **1.** sequence **2.** nutrients **3.** categories **4.** interdependent

**3** **1.** F **2.** T **3.** T **4.** T **5.** F **6.** F **7.** F

## V Speaking

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

**2** **Sample answer:**

Protecting endangered species is very important because losing even a single species can have disastrous impacts on the rest of the ecosystem. There are many ways we can do to save them. First, we can organise regular awareness events such as Endangered Species Days to tell endangered species success stories and learn about species still in danger. These days will provide opportunities for many people to learn about current environmental projects and how to support them. Second, governments need to pass laws to ban deforestation, which destroys natural habitats and food sources of many animals. Finally, there should be stricter laws for those who illegally hunt endangered animals. Fines should be increased, and hunters who illegally shoot, trap, or kill endangered animals should spend time in prison.

## VI Writing

**1** **1.** This forest is home to thousands of different kinds of plants and animals.
**2.** Protecting the local ecosystem is very important for future generations.
**3.** This national park attracts thousands of tourists every year.
**4.** You shouldn't throw plastic bottles and cans on the grass and in the water.
**5.** This fund aims to reduce the impact of climate change across the globe.

**6.** Studies have found that deforestation will directly impact our health and well-being.

**7.** The earth is an ecosystem in which we are all connected.

**8.** New research shows (that) rising temperatures could threaten the survival of larger animals.

**2** **1.** It's not worth reading this book.

**2.** I'd rather you didn't go hiking in tropical forests.

**3.** If a single species disappears, the entire food chain can be affected.

**4.** It's highly likely that our environmental project will win a prize.

**5.** I'm on the point of giving up this diet because it's not working at all.

**6.** We really enjoyed the picnic in Cuc Phuong National Park despite the fact that it was very windy.

**7.** There is very little chance that our conservation programme will be successful.

**8.** They tried/did their best to complete their project by the end of this month.

**3** **Sample answer:**

I believe that wild animals and plants play an important role in an ecosystem. However, many species are disappearing. In my opinion, we should take action to protect wildlife for the following reasons.

Firstly, the importance of flora and fauna could not be denied as both plants and animals help preserve the ecosystem balance. If a single species disappears, an entire food chain can be disrupted, affecting many other species. Similarly, increased numbers of a particular species can have a negative effect on the balance of an ecosystem. For example, if carnivores disappear, the number of plant-eating animals will rise, leaving us with an unbalanced ecosystem.

Secondly, wildlife adds natural beauty to our environment. For example, birds bring colour and sound to our lives, and watching wild birds is a very enjoyable activity. However, if we continue to damage nature, we will have fewer options for outdoor recreational activities.

In conclusion, I strongly believe that it is essential to protect wildlife. This will help create a healthy and beautiful environment for people and other living things.

## Test yourself 4

### I Pronunciation

**1.** D (Each choice mentioned before the word 'or' has rising intonation at the end, while the last one has falling one at the end.)

**2.** C (Each choice mentioned before the word 'or' has rising intonation at the end, while the last one has falling one at the end.)

**3.** A (We use falling intonation on the question tag when we know the answer and do not require an answer from the listener.)

**4.** B (We use rising intonation on the question tag when we are not sure of the answer and require an answer from the listener.)

## II Vocabulary

**5.** B ('to raise sb's awareness' means 'to help people better aware of something'.)

**6.** A ('biodiversity' means 'the existence of a large number of different kinds of animals and plants which make a balanced environment'.)

**7.** B ('to carry out sth' means 'to do or implement something'.)

**8.** D ('fauna' means 'all the animals living in an area'.)

**9.** A ('to hang out' means 'to spend a lot of time in a place'.)

**10.** A ('overpopulation' means 'the fact of a country or city having too many people living in it'.)

**11.** B ('to preserve' means 'to protect'.)

**12.** B ('pressure' means 'the act of trying to persuade or to force somebody to do something'.)

**13.** C ('to be native to' means 'to be existing naturally in a place'.)

**14.** A ('physical' means 'connected with a person's body'.)

**15.** D ('tropical forests' means 'forests in tropical areas'.)

**16.** C ('to struggle with' means 'to try very hard to overcome or to complete something'.)

## III Grammar

**17.** A (Although → Despite) (Both connectives are used to contrast ideas, but 'although' is followed by a clause and 'despite' by a noun or gerund.)

**18.** A (Because → Because of) (Both connectives are used to give reasons, but 'because' is followed by a clause and 'because of' by a noun or gerund.)

**19.** B (that → to that , or: that → ∅) ('in addition (to sth)' means 'to add more information'.)

**20.** D (cyberbully → cyberbullying) ('cyberbullying' means 'the activity of using messages on social media, emails, text messages, etc. to frighten or upset somebody'.)

**21.** D (self's confidence → self-confidence) ('self-confidence' means 'confidence in yourself and your abilities'.)

**22.** A (Nature's reserves → Nature reserves) ('nature reserve' means 'an area of land where the animals and plants are protected'.)

**23.** A (Body-shame → Body shaming) ('body shaming' means 'the practice of making negative comments about a person's body shape or size'.)

**24.** A (suffer → suffering) ('Despite' is followed by a gerund or noun.)

**25.** C (Moreover → However/Nevertheless ...) ('However', 'Nevertheless' ... are used to show contrasting ideas.)

**26.** D (With → By) ('By contrast' ... is used to show contrasting ideas.)

**27.** B (we should enjoy → enjoying) ('In addition to' is followed by a gerund or noun.)

**28.** D (food's chain → food chain) ('food chain' means 'a series of living creatures in which each type of creature feeds on the one below it in the series'.)

## IV Reading

**29.** A ('better medical care, improved access to food, and immigration for better employment opportunities' all explain the rise in population.)

**30.** B (to signify that natural disasters and wars didn't stop population growth)

**31.** D (The two clauses of the sentence are in a cause - effect relationship.)

**32.** B ('to address an issue' means 'to deal with it'.)

**33.** C (to introduce a sentence/idea that contrasts with the previous sentence)

**34.** D (to signify an alternative)

**35.** B ('As living and non-living things depend on one another, any change to a member of the ecosystem may lead to changes to other elements ...')

**36.** D (Frogs and fish are part of the ecosystem, not the environment where ecosystems can be found.)

**37.** B ('Large areas where different ecosystems can be found are called biomes. Examples of biomes include oceans, rainforests, and deserts.')

**38.** A ('For example, many of the Amazon rainforests have been cut down, leading to loss of balance in the ecosystem.')

**39.** C ('As we are part of the ecosystem, we also suffer from the damage we are causing to it. For instance,...')

## V Speaking

**40.** B (What a pity: to express disappointment)

**41.** C (I'm so sorry to hear that: to express sympathy)

**42.** D (I'm into sth: to express likes)

**43.** B (I can't stand sth: to express dislikes)

## VI Writing

**44.** C (However: to show contrast between two clauses or sentences)

**45.** A (In addition to sth: to add ideas or information)

**46.** A (Because: to show reasons)

**47.** D (In spite of: to show contrast between two clauses or sentences)

**48.** B (By contrast: to show contrasting ideas)

**49.** B (As a result: to show reasons)

**50.** D (Therefore: to show results)

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

***Nhà xuất bản Giáo dục Việt Nam xin trân trọng cảm ơn các tác giả có tác phẩm, tư liệu được sử dụng, trích dẫn trong cuốn sách này.***

**Chịu trách nhiệm xuất bản:**
Chủ tịch Hội đồng thành viên – Tổng Giám đốc NGUYỄN TIẾN THANH

**Chịu trách nhiệm nội dung:**
Tổng biên tập PHẠM VĨNH THÁI

Biên tập lần đầu: LÊ THỊ HUỆ – VŨ THỊ LAI – NGUYỄN THỊ THANH XUÂN – ĐỖ THU GIANG
NGUYỄN THỊ HỒNG HÀ – LÊ KHÁNH TÙNG
Biên tập tái bản: VŨ THỊ LAI
Biên tập mĩ thuật: NGUYỄN BÍCH LA
Thiết kế sách: PHẠM THỊ MINH THU
Trình bày bìa: BÙI QUANG TUẤN - PHÙNG DUY TÙNG
Sửa bản in: TRẦN THU HÀ
Chế bản: CÔNG TY CỔ PHẦN MĨ THUẬT VÀ TRUYỀN THÔNG

Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Tập đoàn xuất bản Giáo dục Pearson và biên tập viên Da Vessela Gasper.

**Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam và Tập đoàn xuất bản Giáo dục Pearson, 2023.**

Tất cả các phần của nội dung cuốn sách này đều không được sao chép, lưu trữ, chuyển thể dưới bất kì hình thức nào khi chưa có sự cho phép bằng văn bản của Nhà xuất bản Giáo dục Việt Nam và Tập đoàn xuất bản Giáo dục Pearson.

**TIẾNG ANH 11** – GLOBAL SUCCESS – SÁCH GIÁO VIÊN
**Mã số:**

In ..... bản, (QĐ .....) khổ 20 x 28 cm.
Đơn vị in:.....
Cơ sở in:.....
Số ĐKXB:
Số QĐXB: .../..... ngày ... tháng ... năm .....
In xong và nộp lưu chiểu quý ..... năm .....
Mã số ISBN:



HUÂN CHƯƠNG HỒ CHÍ MINH

## BỘ SÁCH GIÁO VIÊN LỚP 11 – KẾT NỐI TRI THỨC VỚI CUỘC SỐNG

1. Ngữ văn 11, tập một – SGV
2. Ngữ văn 11, tập hai – SGV
3. Chuyên đề học tập Ngữ văn 11 – SGV
4. Toán 11 – SGV
5. Chuyên đề học tập Toán 11 – SGV
6. Lịch sử 11 – SGV
7. Chuyên đề học tập Lịch sử 11 – SGV
8. Địa lí 11 – SGV
9. Chuyên đề học tập Địa lí 11 – SGV
10. Giáo dục Kinh tế và Pháp luật 11 – SGV
11. Chuyên đề học tập Giáo dục Kinh tế và Pháp luật 11 – SGV
12. Vật lí 11 – SGV
13. Chuyên đề học tập Vật lí 11 – SGV
14. Hoá học 11 – SGV
15. Chuyên đề học tập Hoá học 11 – SGV
16. Sinh học 11 – SGV
17. Chuyên đề học tập Sinh học 11 – SGV
18. Công nghệ 11 – Công nghệ cơ khí – SGV
19. Chuyên đề học tập Công nghệ 11 – Công nghệ cơ khí – SGV
20. Công nghệ 11 – Công nghệ chăn nuôi – SGV
21. Chuyên đề học tập Công nghệ 11 – Công nghệ chăn nuôi – SGV
22. Tin học 11 – SGV
23. Chuyên đề học tập Tin học 11 – Định hướng Tin học ứng dụng – SGV
24. Chuyên đề học tập Tin học 11 – Định hướng Khoa học máy tính – SGV
25. Mĩ thuật 11 – SGV
26. Chuyên đề học tập Mĩ thuật 11 – SGV
27. Âm nhạc 11 – SGV
28. Chuyên đề học tập Âm nhạc 11 – SGV
29. Hoạt động trải nghiệm, hướng nghiệp 11 – SGV
30. Giáo dục thể chất 11 – Bóng chuyền – SGV
31. Giáo dục thể chất 11 – Bóng đá – SGV
32. Giáo dục thể chất 11 – Cầu lông – SGV
33. Giáo dục thể chất 11 – Bóng rổ – SGV
34. Giáo dục quốc phòng và an ninh 11 – SGV
35. Tiếng Anh 11 – Global Success – SGV

**Website:** https://www.nxbgd.vn

KẾT NỐI TRI THỨC VỚI CUỘC SỐNG