

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng Chủ biên) – PHAN HÀ (Chủ biên)
HOÀNG THỊ HỒNG HẢI – HOÀNG THỊ XUÂN HOA – KIỀU THỊ THU HƯƠNG
VŨ THỊ LAN – ĐÀO NGỌC LỘC – CHUNG THẾ QUANG

Tiếng Anh

SÁCH GIÁO VIÊN
TẬP MỘT

11

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INTRODUCTION

TIENG ANH 11 is the second of a three-level English language set of textbooks for the Vietnamese upper secondary school. It follows the systematic, cyclical and theme-based curriculum approved by the Ministry of Education and Training on 23rd November 2012. The aim of this set of textbooks is to develop students' listening, speaking, reading and writing skills with a focus on communicative competence so that when finishing upper secondary school, they will have achieved level three of the Foreign Language Proficiency Framework for Viet Nam (equivalent to B1 in the Common European Framework of Reference for Languages).

THE COMPONENTS OF TIENG ANH 11

Tieng Anh 11 is divided into two volumes: **Volume 1** and **Volume 2**.

Volume 1 of the **Student's Book** contains:

- a book map providing information about the structure of the book and the sections of each unit;
- five topic-based units, each covering five sections: *Getting Started, Language, Skills, Communication and Culture, Looking Back* and *Project* with meaningful and well-structured activities, taught in eight 45-minute lessons;
- two reviews, each offering revision and further practice of the preceding units, taught in four 45-minute lessons;
- a glossary giving phonetic transcription of the new words in the units and their Vietnamese equivalents.

The two audio **CDs** contain all the listening material from Volume 1 of the Student's Book.

Volume 1 of the **Teacher's Book** gives full procedural notes for teaching the different sections in each unit and suggestions for the techniques which could be used depending on the teaching contexts and situations. It also provides answer keys to all the activities in the Student's Book, the audio scripts and additional language and culture notes.

Volume 1 of the **Workbook** mirrors and reinforces the content of the corresponding Student's Book, and provides further practice and ideas for extension activities. Depending on the level of the students, the activities can be completed in class or assigned as homework.

AN OVERVIEW OF STUDENT'S BOOK Volume 1


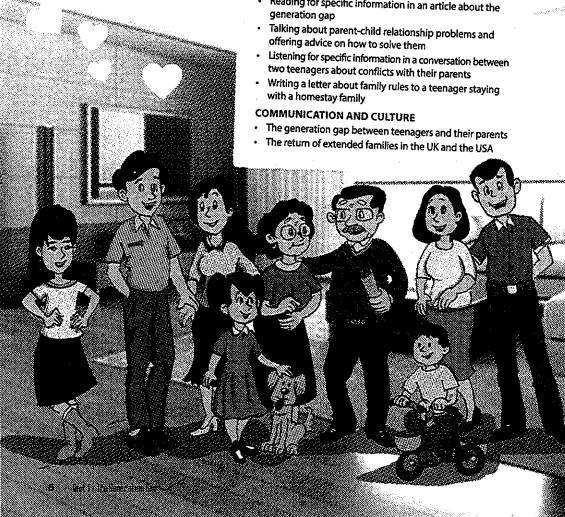
GETTING STARTED contains:

- a menu listing the language and the skills taught in the unit;
- a conversation introducing the overall topic of the unit, some topic-related vocabulary and the main grammar points;
- a number of activities to check students' comprehension and provide practice of the teaching points in this section.

Unit 1

THE GENERATION GAP

GETTING STARTED

This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to the generation gap and family rules
- Word formation: compound nouns

Pronunciation

Strong and weak forms of words in connected speech

Grammar

- Modals: *should, ought to*
- *Must vs. have to*

SKILLS

- Reading for specific information in an article about the generation gap
- Talking about parent-child relationship problems and offering advice on how to solve them
- Listening for specific information in a conversation between two teenagers about conflicts with their parents
- Writing a letter about family rules to a teenager staying with a homestay family

COMMUNICATION AND CULTURE

- The generation gap between teenagers and their parents
- The return of extended families in the UK and the USA

LANGUAGE

Vocabulary

Compound nouns

1 Match each word (1-9) with another word (a-i) to make a compound noun. Four of them are written as one word.

- | | |
|---------------|-------------|
| 1. nuclear | a. style |
| 2. generation | b. drinks |
| 3. table | c. food |
| 4. house | d. steps |
| 5. junk | e. children |
| 6. soft | f. hold |
| 7. hair | g. family |
| 8. foot | h. gap |
| 9. school | i. manners |



2 Complete each question with one of the compound nouns in 1.

- Have your parents ever complained about your _____?
- Why is there a _____ between parents and children?
- Is the _____ the perfect type of family?
- Why are soft drinks and _____ not good for our health?
- Do you think _____ should wear uniforms?

Pronunciation

1 Listen and repeat these sentences. Pay attention to the stressed words with the mark (') before the stressed syllables.

- If you can identify your 'differences with your 'parents, you can 'have a 'good relationship.
- You should be re'spectful when discussing any 'areas of dis'agreement.
- 'Take 'time to 'listen to your 'parents' o'pinions, and 'ask them to 'listen to 'yours.
- Being 'rude to your 'parents 'won't con'vince them you're 'right. 'This can 'have the 'opposite ef'fect.
- 'How can 'parents sup'port their 'children through the 'bad 'times?



DO YOU KNOW...?

In a sentence, the following words are stressed:

- Content words: nouns, verbs, adjectives, adverbs
- Negative auxiliaries
- Question words: *who, whose, when, where, why, what, how*
- Demonstrative pronouns that do not precede nouns: *this, that, these, those*
- Possessive pronouns: *mine, yours, his, hers, ours, theirs*, except post-modifier constructions such as *of mine, of yours*, etc.

Example: I've just met a 'friend of mine.

LANGUAGE includes:

- **Vocabulary** giving in-depth practice of the words and phrases presented in Getting Started and additional vocabulary for use later in the unit. The activities are presented in the order of form, meaning and use. Word collocation is also a teaching point in this section.



- **Pronunciation** including aspects of pronunciation that can be problematic to Vietnamese students such as sound clusters, weak forms, stress patterns and intonation. The pronunciation points are presented in meaningful contexts, and activities are designed to teach these points through three stages: recognition, repetition and production. This helps students to become familiar with features of natural speech and focus his / her own pronunciation.
- **Grammar** introducing and practising the main grammar points in focus. They are presented in meaningful contexts and follow the three-stage approach to language teaching (presentation, practice and production). There are *Do you know ...?* boxes and clear tables wherever necessary to help students to understand the language features and the structures.

All the sub-sections in the LANGUAGE section are linked to the LOOKING BACK section at the end of the unit.

LANGUAGE

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© Unit 1 The Generation Gap

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Example: I've just ˈmet a ˈfriend of ˈmine.

SKILLS

READING

Where do conflicts come from?

1 You are going to read a text about the conflicts between parents and their teenage children. Which of the following do you think you may find in the text?



- parents and children having different tastes in music
- parents' strong opinions about everything related to their children
- children's objection to the way their parents treat them like small kids
- parents' objection to their children's clothes
- parents' expectations of their children's better use of free time
- parents' strong views about their children's education and future jobs
- parents and children having different beliefs

2 Read the text quickly and check your predictions in 1.

Throughout history, there have always been conflicts between parents and their teenage children. Here are some of the main reasons and explanations.

No matter how old their teenage children are, most parents still treat them like small kids. As they try to help their children to discover the surrounding world, parents strongly believe they know what is best for their children. However, as children grow up, they want to be more independent, create their own opinions, and make their own decisions. They don't feel comfortable when their parents still keep treating them like little kids.

One common area of conflict is the clothes children want to wear. Parents may think that these clothes break rules and norms of society, or distract them from schoolwork. What is more, some teens want expensive brand name clothes, which can lead to a financial burden on their parents because many cannot afford the high prices.

Another source of conflict is the way children spend their free time. Parents may think that their children should spend their time in a more useful way rather than playing computer games or chatting online. But children do not always see things the way their parents do.

Conflicts also arise from different interests between parents and their children. Some parents may try to impose their choices of university or career on their children, regardless of their children's preferences. Actually, the list of conflicts seems to be endless. Open communication can really help to create mutual trust and understanding between parents and their teenage children.



SKILLS includes:

- **Reading** containing a topic-related reading text developed to suit students' interest and age. The vocabulary and grammar points learnt in the previous sections are recycled in the reading text. The texts also provide an input of language and ideas for students to use in the **Speaking, Listening and Writing** sub-sections that follow. The reading activities are designed in the following teaching procedure: pre-reading, while-reading and post-reading. This section aims to develop reading skills such as skimming, scanning, understanding word meaning in contexts, etc. through various types of tasks including title / heading matching, true / false, multiple choice, comprehension questions and gap-filling. In the post-reading stage, there is often a personalised task in which students can share their own ideas or opinions with their partners about the issues related to the facts / problems in the reading text.

- **Speaking** including three or four activities which are designed and sequenced in a way that ensures an uninterrupted link between them. Useful language and ideas are built up through the activities, and examples are given when necessary. This prepares students for the free production stage. In all the speaking activities, students are encouraged to activate and share their background knowledge and experience with their partners.

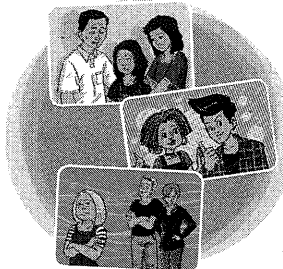


3 Match the highlighted words in the text with the definitions below.

1. have enough money to buy something
2. make somebody accept the same opinions or ideas as you
3. the name given to a product by the company that produces it
4. standards of behaviour that are typical or accepted within a particular group or society
5. situations in which people are involved in a serious disagreement or argument

4 Read the text carefully. Answer the following questions.

1. Why do most parents still treat their teenage children like small kids?
2. What do children want to be and do as they grow up?
3. Why are parents concerned about the clothes their teenage children want to wear?
4. How do parents want their children to spend their free time?
5. Do all parents let their children choose a university and career?



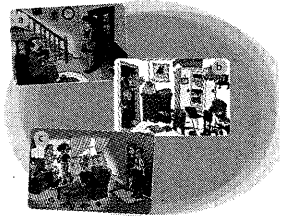
5 Discuss with a partner.

Do you get into conflict with your parents? Share your experiences with your partner.

SPEAKING

What are the conflicts about?

- 1 Read about three situations facing teenagers. Match them with the problems a, b, or c in the box below.

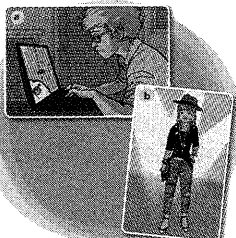


1. I'm not happy that my parents set a time for me to come home in the evening. They expect me to be home at 9 p.m.! I wish they allowed me to stay out later, say 9.30 or 10 p.m., so I can spend more time with my friends. I have asked them many times, but they don't want to change their mind. What should I do?
2. My parents don't like some of my friends just because of their appearance. They have their hair dyed in different colours and have pierced noses. However, these friends of mine are excellent students, and have always been very helpful and kind to me and other classmates. I wish my parents didn't judge them by their appearance, but got to know them better. What should I do?
3. My parents often complain that I don't help enough around the house. They think that I'm not responsible. I really try my best whenever I have a chance. But when I'm too busy with a lot of homework and many extracurricular activities, it's difficult for me to find time for anything else. What should I do?

- a. Doing more housework
- b. Missing curfews
- c. Parents' disapproval of friends

LISTENING

How are we different?



- 1 You are going to listen to Tom and Linda discussing their conflicts with their parents. What do you think they will mention?

clothes	hairstyles
table manners	not helping with the housework
watching TV / playing computer games too much	not studying enough

2 Match the words in the box with the appropriate definitions.

- | | |
|--------------------|--|
| 1. forbid (v) | 1. attracting attention by being bright, expensive, etc. but tasteless |
| 2. flashy (adj) | 2. attractive and showing a good sense of style |
| 3. elegant (adj) | 3. give full attention to something |
| 4. concentrate (v) | 4. order somebody not to do something |

3 Listen to the conversation. Decide if the following sentences are true (T) or false (F).

	T	F
1. Linda's parents are pleased with her choice of clothes.		
2. Tom shares Linda's opinion on clothes.		
3. Linda wants to look more fashionable.		
4. Tom's parents don't let him play computer games.		
5. Playing computer games is a form of relaxation for Tom.		

4 Listen to the conversation again and choose the best answer A, B, or C.

1. What kind of clothes do Linda's parents want her to wear?
 - A. shiny trousers
 - B. tight tops
 - C. casual clothes
2. What is Tom's opinion about Linda's choice of clothes?
 - A. He thinks that her parents are right.
 - B. He sympathises with Linda.
 - C. He disagrees with Linda's parents.
3. What do you think Linda will do after talking to Tom?
 - A. She may start saving money to buy clothes.
 - B. She may follow her parents' advice.
 - C. She may offer her parents some advice.
4. Why don't Tom's parents want him to play computer games?
 - A. They think some of the games are harmful.
 - B. They think playing computer games makes him neglect his studies.
 - C. They think none of the games are useful.
5. What do Tom's parents want him to do?
 - A. Play a musical instrument.
 - B. Do more outdoor activities.
 - C. Browse the Internet to find information.

5 Work in pairs. Ask and answer the following questions.

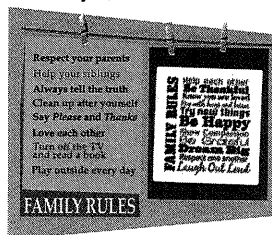
1. Do your parents like the way you dress? Why or why not?
2. What do you think about computer games? Do your parents share your viewpoints?

- **Listening** including four or five activities which are organised in the following three-stage teaching procedure: pre-listening, while-listening, and post-listening. The activities aim to develop listening skills such as listening for general ideas and / or listening for specific information. The most common task types are true / false, multiple choice, and comprehension questions. In the post-listening stage, like in the other skills, there is often a personalised task in which students can share their ideas or opinions related to the topic of the listening.

- **Writing** guiding students through the writing process and focusing on the specific text types required by the syllabus. In the pre-writing stage, a sample writing is provided for students to read and study the format. In addition, helpful guidelines, a template and useful language are provided to build student's confidence before producing their own writing.

WRITING

Family rules



1 The following are some family rules. Complete them, using the phrases below. Add a few more if you can.

1. My parents (do not) let me _____
 2. They make me _____
 3. They tell me (not) to _____
 4. They warn me not to _____
 5. They want me to _____
 6. I am (not) allowed to _____
 7. They forbid me to _____
- keep my room tidy
 - respect the elderly
 - keep fit by taking up a sport
 - take my studies seriously
 - help around with the housework and other home duties
 - follow in their footsteps
 - have good table manners
 - visit my grandparents at least once a week
 - do morning exercise every day
 - play computer games at weekends only
 - not to swear
 - not to spit on the floor

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2 Read the list in 1 again. Choose the three most important rules that your parents often apply to you. Think of the reasons, and write them in the space provided.

Example:

The most important rule in my family is that we should visit our grandparents at least once a week. We live about 10 km away, and my parents want us to have a closer relationship with our grandparents by visiting them regularly and making sure that they are not lonely.

1. One important rule in my family is that _____
2. Another important rule in my family is that _____
3. The third important rule in my family is that _____

3 An English teenager is going to stay with your family for two months on a cultural homestay programme. Complete a letter to inform him / her of the rules in your family. Write between 160-180 words, using the suggested ideas in the list above.

Pham Ngoc Thach, Dong Da, Ha Noi, Viet Nam
February, 10th, 20...

Dear Lauren,

I'm very happy to know that you'll be staying with my family for two months. We live in a four-bedroom flat on the 15th floor. You will have your own bedroom during your stay here. You asked me about our family rules. There are three important ones that we must follow.

If you have any questions, please let me know. We will try our best to make you feel comfortable during your stay with us. I hope you will enjoy your time in Viet Nam. Looking forward to meeting you.
Best wishes,
Ha

COMMUNICATION AND CULTURE includes:

- **Communication** providing language consolidation and free practice of integrated skill. This section recycles what students have learnt in the previous sections, and introduces extra vocabulary for extension. The activities are less controlled. Students are encouraged to express their ideas and opinions freely.
- **Culture** providing cultural information about the ASEAN countries and English speaking countries around the world connected to the cultural aspects of the unit topic. It helps students to broaden their knowledge of the world cultures as well as deepen that of their own Vietnamese culture.

COMMUNICATION AND CULTURE

Communication

1 Work in groups. Practise asking the following questions and take notes of their answers.

1. What kind of family do you live in?
2. What do you think the advantages and disadvantages of living in an extended or a nuclear family are?

2 Report your group's opinions to the class.

Culture

The return of the extended families in the UK and the USA

1 Read the following text about the coming back of the extended families and answer the questions.

Over the past few years, in both the USA and the UK, the number of multi-generational households with three or four generations living under the same roof has increased. This trend has been the result of several economic factors.

High unemployment rates, part-time work and low-paid jobs have forced young adults to move back with their parents. In addition, families now face higher costs of housing and heavier pressures of both childcare and elderly care.

Living under the same roof with three or four generations can be frustrating because of the lack of space, independence and privacy, and the daily conflicts brought about by differences in values and attitudes.

However, its advantages outweigh the disadvantages. When living with members of their extended family, young children can develop relationships with adults other than their parents, and old people can become more active when interacting with the younger generations.

Whether we accept it or not, the trend keeps growing as more and more people are choosing traditional extended families.

Questions

1. What family trend has increased in the USA and the UK?
2. What are the reasons for this family trend?
3. List some disadvantages of living in an extended family.
4. How do young children benefit from living in an extended family?
5. How can old people benefit from living in an extended family?



2 Discuss with a partner.

1. What is the current family trend in Viet Nam?
2. What are the reasons for the current trend?
3. Do you think children are happier growing up in extended families?

LOOKING BACK offers revision and consolidation of the language learnt in the unit. It begins with a **pronunciation** activity which is aimed at checking students' ability to recognise the pronunciation points they have learnt. The words or phrases practising the pronunciation points are often those that students have encountered in other parts of the unit or taken from the reading or listening texts.

The **vocabulary** and **grammar** activities focus on the main vocabulary and grammar points learnt in the unit and are aimed at checking students' understanding of the meaning and use of the words or structures.

LOOKING BACK

Pronunciation

1 Identify the stressed words and put a stress mark (ˈ) before their stressed syllables in the following statements. Listen and check your answers.

1. Tim and his parents often argue about what time he should come home.
2. Money is a source of conflict for many families.
3. Susan's parents want her to do well in school, and if that doesn't happen, her parents get angry, so she gets worried.
4. Kate's parents often complain that she doesn't help clean the house.

2 Identify the stressed words and put a stress mark (ˈ) before their stressed syllables. Listen and check your answers.

1. A: At what age were you allowed to stay at home alone?
B: I don't remember exactly. I think it was when I was nine or ten.
2. A: These jeans look really cool. Would you like to try them on?
B: No, I don't like them. I like those over there.
3. A: Do you think life is safer in the countryside?
B: Yes, I do. It's also cleaner.

Vocabulary

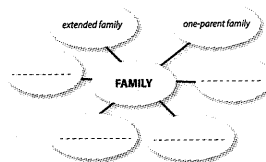
1 Fill the gaps with the words / phrases from the box.

curfew generation gap homestay
conflicts nuclear family

1. If you just live with your parents and your siblings, you live in a _____.
2. My grandparents and I like to listen to the same music, so there isn't always a _____.
3. If you want to learn English quickly, you should join a _____ programme in an English speaking country.
4. _____ in a multi-generational family are unavoidable.
5. I have a 9 p.m. _____ I would be punished if I returned home after that time.

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2 Can you find other compound nouns with the word **family**? Use a dictionary, if necessary.



Grammar

1 Complete the following sentences with **should** or **ought to** in either positive or negative form.

1. I'm having so much fun at the party, but I go home now to revise the grammar points for my English test tomorrow.
2. Your English is very good. You worry so much. You relax now.
3. I have prepared carefully for the test. I know I panic, but I can't help it.
4. You create problems for yourself now. Instead, you take a break.

2 Complete the following sentences with **must / mustn't** or **have to / has to** or **don't have to / doesn't have to**.

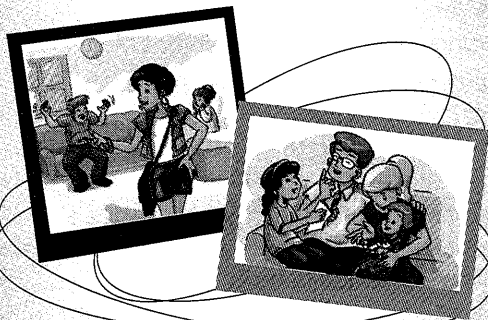
1. I wash up after dinner, and my brother clean the floor. That's the rule in my family.
2. You argue with your father all the time. Try to listen to his advice.
3. You wear a nice dress tonight. You can't go to the concert in these old jeans.
4. I like Sundays because I get up early.

PROJECT

The class is divided into groups of 6 to 8. Your group will interview 15 teenagers, aged 15-17, who live in your area, and take notes of their answers. Report your group's findings to the whole class.

Suggested questions for your interview:

1. Are there any problems in your family?
• What are they about?
• Where do they come from?
• How do you deal with them? How do your parents deal with them?
2. What would you like to change about yourself so that you can deal with the conflicts better?
3. Do you think your parents should change their attitudes and rules? Why? Why not?



NOW YOU CAN

- Use words and phrases related to the generation gap and family rules
- Identify and use strong and weak forms of words in connected speech
- Use the modals *should* and *ought to* for giving advice; use *must* and *have to* for obligation
- Understand conflicts between different generations
- Talk about fights between teenagers and parents
- Write a letter to a teenager staying with a homestay family about household rules

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PROJECT is aimed at providing students with an opportunity to apply the language and skills they have learnt throughout the unit to perform a task in a real-life situation. Students are asked to do a survey or carry out research to get information about their friends, their neighbourhood or to broaden their knowledge about the real world. The project activities often involve teamwork which develops students' collaborative skills and promotes their team spirit. Much of the work for the **Project** can be done outside of class, at home or during break time. The teacher can also put aside some class time for students to share the results of their project work.

- **Now you can** gives a summary of the language and skills learnt in the unit and helps students to assess their own progress and achievement after learning the unit.

GENERAL TEACHING SUGGESTIONS

- The following teaching guidelines are for your reference. Feel free to make any adjustments (extending or shortening the material) because you know your teaching situation best and what your students need to learn.
- It is advisable to go through the *Book Map* of the Student's Book and the *General Teaching Suggestions* before you start teaching with the book. This will help you to become familiar with the content and methodology of the textbook, and know what materials to prepare for the lesson as well as what activities to conduct in your teaching procedure.
- In general, the teaching of both the language skills and language elements follows a three-stage approach. The *pre-*, *while-* and *post-*stage procedure is recommended for the skills lessons and the *presentation, practice, production* (PPP) procedure for the language lessons. Both procedures should be handled appropriately with respect to the prior knowledge, beliefs and expectations that your students bring to class so that they can develop language awareness, self-reflection, critical thinking and learning strategies.
- It is important to maximise and facilitate students' talking time and interactions. You can use different question types to elicit their ideas and guide them in the process of practising the language.
- Vocabulary and grammatical items need to be presented in both form and meaning, and practised in meaningful contexts, and usage needs to be focused.
- Pairwork and groupwork should be used appropriately so that students have more opportunities to practise the language in class. This also promotes the spirit of collaboration and competition. However, it is necessary to provide clear instructions or explanations and / or demonstrations before students are asked to work in pairs or groups.
- Problems of mixed-ability classes can be dealt with by multi-tiered tasks suitable for students' levels to encourage both less able and more competent students to contribute to the lesson.

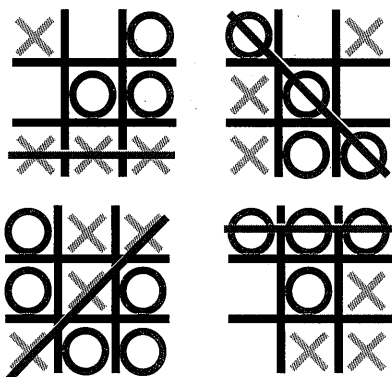
TEACHING GETTING STARTED

- **Getting Started** introduces the unit in general, including a conversational text followed by four or five activities. Start your teaching with a lead-in, which is a short activity (normally up to five minutes) to draw students' attention to the topic of the unit and the objectives of the lesson. This is a good way to activate students' background knowledge of the topic as well as to check their comprehension of the language. You can vary the activity to suit the teaching purpose; for example, the teacher can get the students to brainstorm on the topic through a set of pictures or photos, listen to a piece of music extract or a song, view a video clip, do a dictation or play a game such as *Charades*, *Bingo*, *Tic-tac-toe* and *Odd-one-out* to revise previously learnt vocabulary. (See details of the games in the **Teaching Vocabulary** sub-section).
- Get students to read the text silently as they listen to the recording. Then have them call out the words they do not know and write them on the board. Follow the teaching procedure in the **Teaching Vocabulary** sub-section before giving the meaning and have students repeat the words or copy them down into their notebooks for later review.
- Allow time for students to do the activities in pairs or individually before checking answers as a class. Give feedback and ask students to explain their answers, if necessary. Each task following the conversational text has its own purpose, for example, a comprehension task with questions for personalisation, vocabulary task(s) and grammar task(s).

TEACHING LANGUAGE

- **Vocabulary** includes new words that appear not only in the **GETTING STARTED** and **LANGUAGE** sections, but also in other sections of the unit. Encourage students to guess their meaning from the context. For challenging words, provide Vietnamese equivalents to save time. Students should be given opportunities to revise previously learnt vocabulary such as individual words, phrases and collocations (words that go together) through a variety of interesting activities and games such as *Dictation*, *Charades*, *Bingo*, *Tic-Tac-Toe*, and *Odd-One-Out*.

- **Dictation:** Students work in pairs or in groups, taking turns to dictate the target words to each other and check their spelling. The teacher can also give the dictation while all students listen and write it down. Then students work in pairs to correct mistakes if there are any.
- **Charades:** This is a great game to review vocabulary. If students feel shy or awkward in the beginning, you may need to let them play the game. This will help them to feel more comfortable and secure. Divide the students into two teams. Show the first team a vocabulary item. They must act it out. If the second team can guess the correct word, they will get a point. Switch the teams and let the second team act out a word while the first team guesses.
- **Bingo:** Draw a word grid on the board and ask students to copy it. Students tell you the words they have studied in their lessons. List them on the board. Students choose the words from the list and copy them into their grid. While they are doing this, copy each word onto a strip of paper, put the strips of paper into a bag and mix them up. Select students to pick out a strip of paper and call out the word. Students with that word in their grid put a cross on it. Continue the game until there is a student who has all the words on a straight line crossed out. He / She will call out 'Bingo'. As a follow-up activity, have students make sentences with the words in their grids.
- **Tic-Tac-Toe:** This is a fun way for students to practise their English while enjoying some competition. The game is very intuitive: Distribute the tic-tac-toe sheet, e.g., *Do you like ...? What is the meaning of ...? Why do you ...? What do you ...? Who likes ...? What is ... for? What does ... mean? Have you got ...? How many ...?* Students complete the questions. Each question that is grammatically correct and makes sense is scored an X or O. With larger classes, the game can be played in pairs while the teacher walks around the class checking answers.



- **Odd-one-out:** This is the fastest way to revise sets of vocabulary. Choose several (4-5) words from a vocabulary set and one that does not belong to it and have students find the odd one out (the one that is not part of the set). You can also choose the four words from the same vocabulary set, but three have positive meaning and one has negative or vice versa.
- **Pronunciation** activities often ask students to listen and repeat exactly what they have heard. This helps them to identify and practise the pronunciation points in focus such as sound clusters, stress patterns, weak forms and intonation. Tell students that they cannot develop good English pronunciation skills by just repeating once and that *practice makes perfect*. They must make more attempts at recognising and imitating the model as naturally as they can.

Grammar

- English word order, tenses and structures are quite different from those in Vietnamese. It is advisable to explain grammar concepts and points very clearly as you present these and check comprehension by asking students to translate into Vietnamese, if necessary. Give clear instructions before having students carry out the tasks. You can also ask students to explain their answers. Drilling, a kind of mechanical practice, is the easiest way to help students to learn the target forms and structures. Then they should focus on the meaning, usage and the content to express in more personalised practice.
- The language boxes are designed to help students to work out any grammar rules or generalisations. Students can read them before they do the activities to become familiar with the grammar concepts. They can also refer back to them later as revision prompts. Ask students to read them individually and check comprehension as a class.

TEACHING SKILLS

- **Reading** is a receptive skill. In general, the most common reading sub-skills in **Tieng Anh 11** include identifying the topic of the text, understanding general ideas and finding specific information.
- It is important to teach students *reading strategies* so that they can get the most from the

text. Start by arousing their interest in the topic and asking them to predict the reading content. Be sure that your students understand both the task and the key vocabulary. Set a time limit to prevent them from reading for details while the activity is for gist, and be flexible, if necessary. Ask students to look at the pictures and tell you what they can see or what is happening. You can also ask them to predict what they are going to read by eliciting their background knowledge connected to the title and topic, and having a brief discussion about them.

- Pre-teach the key words before the first reading. (See the **Teaching Vocabulary** sub-section.) When students finish their first reading, ask them to discuss their answers in pairs or groups before you check their answers as a class.
- The second reading usually requires students to focus more on the task fulfillment. Tell them what techniques and strategies to use and set a time limit for the activity. Students are encouraged to work together to discuss their answers before you check as a class.
- When students finish their second reading, encourage them to respond to the text. This will help students to integrate reading and speaking skills, or focus on language features that are necessary for their language proficiency development such as producing an oral summary of the whole text or part of the text.

Speaking is an oral productive skill, which is important, but difficult to teach in secondary school, where English is learnt just as a foreign language in the Vietnamese language environment. It has been confirmed that one of the major problems that students often face when learning to speak English is the lack of ideas or / and the language to express their ideas. That is why the speaking lesson in **Tieng Anh 11** usually begins with one or two activities to prepare students for the actual speaking task. In these activities, students are provided with useful vocabulary and expressions to talk about the topic of the lesson. Some background knowledge or ideas are also presented in the first stage of the lesson through a quiz or a matching exercise. A sample dialogue is sometimes given before students are asked to make their own conversations. Another problem that inhibits students from taking part in speaking activities is their shyness and fear of making mistakes. In order

to overcome this problem, encouragement and support from the teacher are needed. It is suggested that when teaching speaking, the teacher should stick to the following principles:

- Keep a balance between accuracy and fluency in the speaking lesson and always provide input such as vocabulary, expressions and ideas for students before asking them to perform the actual speaking task(s);
- Encourage students to speak English by providing a rich environment that contains collaborative work and shared knowledge, and giving them encouraging feedback.
- Try to get all the students in the class involved in every speaking activity by applying different ways of student participation. Use multi-tiered tasks that have something for both strong and weak students to do.
- Reduce teacher talking time in class while increasing student talking time. Never provide students with answers or solutions, but elicit those from them instead.
- Use different types of questions for different purposes: *yes/no* questions to provide students with ideas or language, *wh*-questions to invite them to produce longer stretches of speech, and eliciting questions such as *What do you mean?* and *How did you reach that conclusion?* to prompt students to speak more.
- Do not correct students' mistakes very often while they are speaking, especially in the production stage (usually in activities 3 or 4 in the **Speaking** lesson), because this may distract students from trying to speak and expressing ideas.
- While students are working in pairs or groups, walk around the classroom to ensure that students are on the right track, and see whether they need your help.

Listening is a *receptive skill*. Listening in English is not easy for Vietnamese students, so you should prepare them well. The common types of listening tasks in **Tieng Anh 11** include listening for general ideas and listening for specific information in a variety of formats such as true / false, multiple choice, comprehension questions and gap-filling. The following ideas will help you to conduct the listening activities effectively:

- Encourage students to predict and make active guesses based on their own knowledge or contextual clues. Get them to predict the content by looking at the pictures and tell

- you what they can see or what is happening. You can also have a brainstorming session or discussion related to the title and topic. Alternatively, to save time you can tell students that they are going to hear someone talking to someone else about something.
- Pre-teach key vocabulary items by displaying them on the board and checking comprehension, and then have students repeat each word once or twice to get themselves familiar with the sounds.
 - Tell students that the focus is on the general ideas or specific information, and they do not need to understand every word. Ensure that they understand both the task and the key vocabulary before they listen to the recording.
 - Provide students with listening strategies by telling them to leave the question that they cannot answer, and just continue with the next question. They will have another chance to answer difficult questions the next time they listen.
 - Tell students in advance that you will read or play the recording two or three times to reduce their anxiety. Eliminate distractions and noise during the listening process by closing doors or windows, or asking students to be quiet while listening.
 - Encourage students to write down or retell what they have heard by writing a summary and / or giving an oral report or participating in a group discussion.

Writing is also a productive skill which teaches students to communicate through writing. Most writing activities in **Tieng Anh 11** focus on the text types required by the syllabus. The common writing tasks include filling in gaps in sentences or paragraphs, following a model to write a specific text or taking notes during a survey to get information related to a specific topic. The lesson normally contains four or five activities following the three-stage approach to language teaching. A model, guidelines and a template are often provided for students' reference.

- You can begin a pre-writing task by having students look at the pictures and brainstorm what they can see or what is happening, or read a model text and answer the questions. Pairs or small groups often work well for pre-writing tasks. Ensure that students understand the instructions, the texts and any necessary words and phrases for the writing tasks. The text can be used as the writing model, and

topic discussions can reinforce the students' knowledge. Remind students to note down the ideas during discussions so that they can use them in their writing later.

- Give students clear instructions and enough time for their writing. Encourage them to ask questions, and walk around the classroom while offering help with vocabulary or grammar, if necessary. Tell students that you will grade their writing on how well they follow the instructions, and how clearly they express their ideas to the reader. The final work should be legible. Students' ability to use proper English and good spelling should also affect the grading.
- Have students work individually or in pairs to brainstorm ideas, concepts and important vocabulary before they start drafting. Ask students to read their final drafts carefully, and check them for meaning and content, and for spelling, punctuation and grammar errors.
- Make sure students are familiar with your set of correcting marks of grammar, spelling, textual mechanics and neatness. When you return the papers to the students who have made errors, ask them to correct the error by themselves. This helps students to improve their writing skills. Give your assessment on the criteria such as relevance of specific theme or topic, register, organisation of ideas, grammar and vocabulary.

TEACHING COMMUNICATION AND CULTURE

- The **Communication** sub-section provides students with an opportunity for further practice and consolidation of the skills and the language previously learnt in the unit. The lesson normally includes a speaking task or speaking combined with listening and / or reading. After getting some input from the reading or listening activities, students are engaged in a discussion about an issue related to the topic. The speaking activities in this sub-section are less controlled and students are encouraged to use their own ideas or creativity to complete the tasks. Fluency is the focus, so correction of students' errors (grammar or pronunciation) should be postponed until after they have completed the activity. Extra vocabulary should be provided to facilitate free expression of ideas and natural speech.

- The aim of the **Culture** sub-section is to provide students with information related to the ASEAN and English speaking countries around the world. The lesson can include a reading text giving students more information of a cultural aspect or facts related to the title and topic. The lesson can also consist of two short texts, one about Viet Nam and the other about another country, which encourages students to make cultural or factual comparisons.
- You can start the lesson by giving a brief introduction to the country or cultural and factual features mentioned in the reading texts. This can also be presented by the students themselves as a kind of assignment or homework given to them in the previous lesson. Since vocabulary learning is not the focus here, new words should be explained very briefly.

TEACHING LOOKING BACK AND PROJECT

- The **Looking Back** section is designed for revision and consolidation of the language learnt in the unit. It begins with a pronunciation activity to check and consolidate students' knowledge of the pronunciation points such as stress patterns, weak and strong forms, elision and intonation. The words, phrases or sentences containing the pronunciation points are often those that students have encountered in other parts of the unit or taken from the reading or listening texts.
- The **vocabulary** and **grammar** activities are linked to the activities in the **Language** section at the beginning of the unit and focus on the main vocabulary and grammar points learnt in the unit. They are aimed at checking students' understanding of the meaning and use of the target words or structures.
- You can start the lesson by telling the class that these are activities to review the pronunciation, vocabulary, and grammar points of the unit. For the **Pronunciation** part, play the recording all the way through for students to listen. Play the recording again for them to repeat. Ask a few students to read the words, phrases or sentences in turns. Correct their pronunciation, if necessary. For the **Vocabulary** and **Grammar** parts, ask students to focus on the instructions. Give them time to read and prepare. Set a time limit and ask students to do the task individually or in pairs. Check the answers as a class and give explanations, if necessary.
- The **Project** is the last part of the unit. It is aimed at providing students with an opportunity to apply the language and skills they have learnt throughout the unit to perform a task in a real-life situation. Students are asked to do a survey or conduct research to get authentic information about their friends and their neighbourhood, or to broaden their knowledge about the real world. The project tasks often involve teamwork, which can develop students' collaborative skills and promote their team spirit.
- Begin your teaching with a lead-in to focus students on the project objectives. Make sure students understand the tasks. Divide them into groups to do the project. Make useful suggestions to students about how to divide their workload. It is advisable that much of the work for the project be done at break time, out of class or at home. Allow some time in class for students to share the findings and results of their project work.

BOOK MAP

	Topic	Vocabulary	Pronunciation	Grammar	Reading
UNIT 1	The Generation Gap	<ul style="list-style-type: none">- Words and phrases related to the generation gap and family rules- Compound nouns	Strong and weak forms of words in connected speech	<ul style="list-style-type: none">- Modals: <i>should</i>, <i>ought to</i>- <i>must</i> vs. <i>have to</i>	Reading for specific information in an article about the generation gap
UNIT 2	Relationships	Words and phrases related to relationships	Contracted forms: <i>nouns / pronouns</i> , etc. + <i>verbs</i> ; <i>verbs</i> + <i>not</i>	<ul style="list-style-type: none">- Linking verbs: <i>be</i>, <i>seem</i>, verbs of perception- Cleft sentences: <i>It is / was ... that ...</i>	Reading for general ideas and specific information about teenage relationship problems
UNIT 3	Becoming Independent	Words and phrases related to being independent	Linking between a consonant and a vowel	<i>To</i> -infinitives after certain adjectives and nouns	Reading for general ideas and specific information about time-management skills
REVIEW 1					
UNIT 4	Caring for Those in Need	Words and phrases related to people with disabilities and how to support them	Elision of weak vowels before /l/, /n/ and /r/	The past simple and the present perfect	Reading for general ideas and specific information about helping people with disabilities
UNIT 5	Being Part of ASEAN	Words and phrases related to ASEAN, its aims, member states and activities	Falling and rising intonation	<ul style="list-style-type: none">- Gerunds- State verbs in continuous forms	Reading for general ideas and specific information about ASEAN

REVIEW 2



Speaking	Listening	Writing	Communication and Culture	Project
Talking about parent-child relationship problems and offering advice on how to solve them	Listening for specific information in a conversation between two teenagers about conflicts with their parents	Writing a letter about family rules to a teenager staying with a homestay family	<ul style="list-style-type: none">- Discussing the advantages and disadvantages of living in different kinds of family- The return of extended families in the UK and the USA	Interviewing peers about generation-gap conflicts in their family and reporting to the class
Talking about problems and asking for advice	Listening for specific information about parent-child relationships	Writing an online posting about relationship problems	<ul style="list-style-type: none">- Listening to someone's opinions about online and discussing making friends online- Dating around the world	Telling a story about friendship in a storytelling contest
Giving opinions about the importance of the skills needed for being independent	Listening for specific information about how children are raised to become independent	Writing a letter requesting further information about a course	<ul style="list-style-type: none">- Discussing a father's words to his son to work out what it means to be independent.- American vs. Vietnamese ways of raising children	Completing a questionnaire to find out how independent you and your friends are
Interviewing a volunteer and discussing voluntary work	Listening for specific information in a radio programme about an outstanding person with a disability	Writing an article about problems facing disabled people and how they can be solved	<ul style="list-style-type: none">- Listening to an introduction to a charitable organisation and discussing a campaign to support it- International Day of Persons with Disabilities	Conducting a survey and preparing an action plan for voluntary work in your neighbourhood
Talking about ASEAN member states	Listening for general ideas and specific information about the ASEAN Schools Games	Writing a short brochure introducing an ASEAN member state	<ul style="list-style-type: none">- Talking about Singapore Scholarships and ASEAN Scholarships- <i>Lamvong</i> - a traditional Lao dance	Finding out information to answer quiz questions and preparing a report on ASEAN

Unit 1

THE GENERATION GAP

GETTING STARTED



This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to the generation gap and family rules
- Word formation: compound nouns

Pronunciation

Strong and weak forms of words in connected speech

Grammar

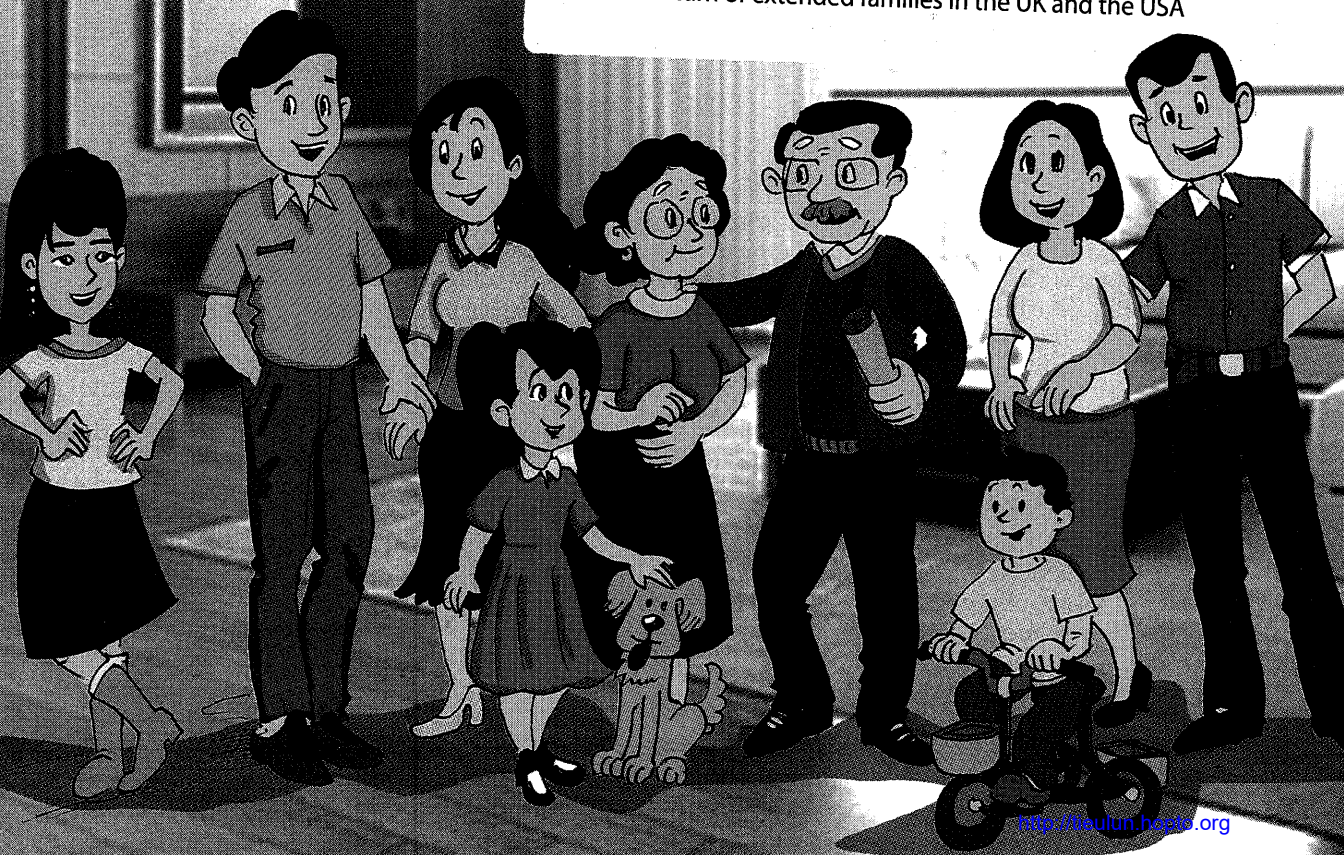
- Modals: *should, ought to*
- *Must vs. have to*

SKILLS

- Reading for specific information in an article about the generation gap
- Talking about parent-child relationship problems and offering advice on how to solve them
- Listening for specific information in a conversation between two teenagers about conflicts with their parents
- Writing a letter about family rules to a teenager staying with a homestay family

COMMUNICATION AND CULTURE

- The generation gap between teenagers and their parents
- The return of extended families in the UK and the USA



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to the generation gap and family rules
- identify and pronounce strong and weak forms of words in connected speech
- use modals to give opinions and advice: *should*, *ought to*
- use *must* and *have to* to express obligation
- read for specific information in an article about the generation gap
- talk about parent-child relationship problems and offer advice on how to solve them
- listen for specific information in a conversation between two teenagers about conflicts with their parents
- write a letter about family rules to a teenager staying at a homestay family
- understand the concept of extended and nuclear families, and the reasons for the return of extended families in the UK and the USA

GETTING STARTED

Our families

Lead-in: Inform the class of the lesson objectives: getting to know the topic, vocabulary about the generation gap and family rules, two grammar points: *should* and *ought to* for giving opinions and advice, and *must* and *have to* for expressing obligation.

- To start the lesson, write the title of the unit THE GENERATION GAP on the board and ask Ss to list examples showing the gap between different generations. Tell Ss that these differences can be in the choice of music, clothing, values, lifestyles, ways of shopping (directly from shopping centres or online), or communication.
- Ask Ss questions about the picture: *This is a photo of a big family. Who are the people in the photo? Is this type of family popular in your community?* Elicit answers from Ss.

1 Listen and read.

Sam: Do you visit your grandparents every weekend?

Ann: Well, just my mom's parents, but I don't need to visit my other grandparents. You see, I live in a big house with my dad's parents and my uncle's family.

Sam: I see. You're part of an extended family then. You certainly have more fun than me. I live in a nuclear family with just my parents and my younger brother.

Ann: That's right. I think my parents are luckier than others because they don't have to worry about childcare. My sister and I also learn a lot of skills from my grandmother.

Sam: So, are there any problems between the generations in your family?

Ann: You mean a generation gap? Well, there are. My grandma has her own beliefs about things like hairstyles, appearance and table manners. She thinks women must do all the housework while my parents believe family members should share the chores.

Sam: What about your grandpa?

Ann: He's the most conservative person in my family. He thinks that I ought to get a job in a state-owned organisation after university. He says I should follow in his footsteps.

Sam: Oh, really? Do your parents share his viewpoints?

Ann: No, they don't. My parents are more open-minded. They just give us advice, but they never try to impose their decisions on us.

Sam: You mean there's no generation gap between you and your parents?

Ann: Well, sometimes conflicts do happen, but we sit together and discuss. We all think we need to understand each other better.

Sam: Lucky you! You must be so happy to have such a great relationship with your parents!

Ann: Thank you!

2 Read the conversation again. Are the following sentences true (T) or false (F)?

		T	F
1	Sam is part of an extended family.		
2	Ann is part of a nuclear family.		
3	Ann's grandparents look after their grandchildren.		
4	Ann's grandma thinks that all family members should share housework.		
5	Ann's grandpa wants her to do the same job and things in life as he did.		

3 Complete the following definitions, using the highlighted compound nouns in the conversation.

1. A(n) _____ is a family that consists of parents and children.
2. _____ is the care of children, especially while parents are at work.
3. A(n) _____ is the difference in attitudes or behaviour between younger and older age groups, which can cause a lack of understanding.
4. _____ are the rules of behaviour that are typically accepted while people are eating at a table.
5. A(n) _____ is a person's opinion about a subject.
6. A(n) _____ is a big family that includes not only the parents and children, but also grandparents, uncles, aunts and cousins, all living under the same roof.

4 Find other compound nouns in the conversation. Use a dictionary to look up their meanings, if necessary.

5 Read the conversation again and find verbs used to express duty, obligation, advice, or lack of obligation.

6 Work in pairs. Ask and answer the following questions.

1. Are you part of a nuclear or an extended family?
2. What do you like and dislike about your type of family?

1 Tell Ss that they are going to listen to a conversation between two friends, Sam and Ann. Let Ss guess what Sam and Ann are talking about.

- Play the recording. Ss listen to the conversation and read along.
- Tell Ss not to worry about new language items as they will have a chance to come back to them later on.

2 Tell Ss this activity will help them to understand the conversation through comprehension questions.

- Ask Ss to read the statements and decide if they are true (T) or false (F) and refer to the conversation to find clues for their answers.
- Check Ss' answers.

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

3 Tell Ss this activity focuses on compound nouns.

- Ask them to complete the definitions, using the highlighted compound nouns in the conversation.
- Ask Ss to check answers in pairs.
- Check Ss' answers.

Key

- | | |
|---------------------|-----------------------|
| 1. A nuclear family | 2. Childcare |
| 3. A generation gap | 4. Table manners |
| 5. A viewpoint | 6. An extended family |

4 Ask Ss to read the conversation again to find seven other compound nouns.

- Allow Ss to use a dictionary to look up the meanings of the compound nouns.
- Tell Ss to compare their answers in pairs / groups. Then check answers as a class.

Key

grandparents, grandma, grandpa, grandmother, hairstyles, housework, footsteps

5 This activity focuses on *should*, *ought to*, *must* and *have to*.

- Ask Ss to read the conversation again, and find the verbs expressing duty, obligation, advice, or lack of obligation.
- Have Ss compare their answers in pairs / groups. Then check answers as a class.

Key

- Opinion & advice: *should* and *ought to* in positive and negative forms
- Duty & obligation: *must* and *have to*
- Lack of obligation: *(not) have to*, *(not) need to*

6 This activity provides initial speaking practice, using the ideas from the conversation and Ss' own ideas.

- Ask Ss to work in pairs to ask and answer the questions.
- Have some Ss tell the class about their partners' type of family and what they like and dislike about it.

Vocabulary

Compound nouns

1 Match each word (1-9) with another word (a-i) to make a compound noun. Four of them are written as one word.

1. nuclear

a. style

2. generation

b. drinks

3. table

c. food

4. house

d. steps

5. junk

e. children

6. soft

f. hold

7. hair

g. family

8. foot

h. gap

9. school

i. manners



2 Complete each question with one of the compound nouns in 1.

1. Have your parents ever complained about your _____?

2. Why is there a _____ between parents and children?

3. Is the _____ the perfect type of family?

4. Why are soft drinks and _____ not good for our health?

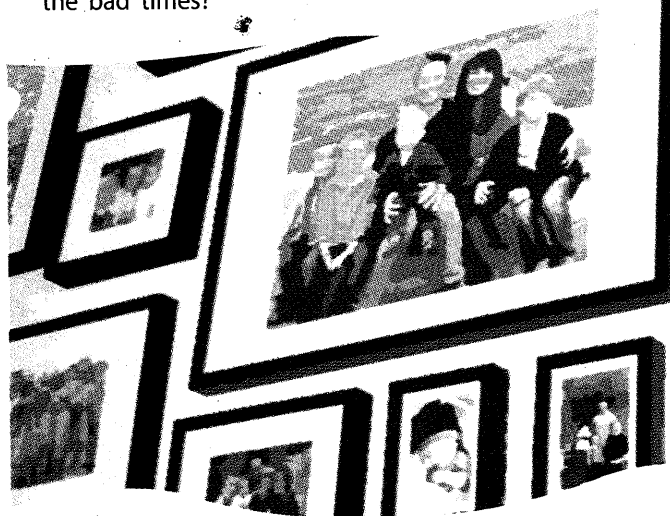
5. Do you think _____ should wear uniforms?

Pronunciation



1 Listen and repeat these sentences. Pay attention to the stressed words with the mark (') before the stressed syllables.

1. If you can i'dentify your 'differences with your 'parents, you can 'have a 'good re'lationship.
2. You should be re'spectful when dis'cussing any 'areas of disa'greement.
3. 'Take 'time to 'listen to your 'parents' o'pinions, and 'ask them to 'listen to 'yours.
4. Being 'rude to your 'parents 'won't con'vince them you're 'right. 'This can 'have the 'opposite ef'fect.
5. 'How can 'parents sup'port their 'children through the 'bad 'times?



DO YOU KNOW...?

In a sentence, the following words are stressed:

1. Content words: nouns, verbs, adjectives, adverbs
2. Negative auxiliaries
3. Question words: *who, whose, when, where, why, what, and how*
4. Demonstrative pronouns that do not precede nouns: *this, that, these, those*
5. Possessive pronouns: *mine, yours, his, hers, ours, theirs*, except post-modifier constructions such as *of mine, of yours*, etc.

Example: I've just 'met a 'friend of mine.

LANGUAGE

Vocabulary

Compound nouns

- 1 Tell Ss that this activity focuses on the compound nouns in the unit and their spelling.
- Ask them to match each single noun (1-9) with another (a-i) to make a compound noun.
 - Tell them to check their answers in pairs, then check as a class. Give the meanings of these compound nouns, if necessary.
 - Draw Ss' attention to the four compounds written as one word: *household*, *hairstyles*, *schoolchildren*, *footsteps*.

Notes

A compound noun is a noun that is made up of two or more words.

Each compound noun acts as a single unit and can be modified by adjectives and other nouns.

In compound nouns, the stress usually falls on the first word. This helps us to distinguish between compound nouns and free word combinations.

Example:

a 'greenhouse: a place for growing plants (compound noun)

a 'green 'house: a house painted green (free word combination)

(Review the formation of compound nouns: Tieng Anh 10 – Unit 5, Language section)

Key	1-g	2-h	3-i	4-f
	5-c	6-b	7-a	8-d
				9-e

- 2 This activity focuses on the use of compound nouns in appropriate contexts.
- Ask Ss to complete the questions with some of the compound nouns in 1.
 - Have Ss work individually first. Then ask them to work in pairs / groups, and compare their answers.
 - Check Ss' answers. Have them practise asking and answering all the questions in pairs.

Key	1. hairstyle / table manners	
	2. generation gap	3. nuclear family
	4. junk food	5. schoolchildren

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can distinguish between compound nouns and free combinations of words. I can understand vocabulary related to the generation gap.*

Pronunciation

- 1 This activity focuses on stressed and unstressed words in sentences, and enables Ss to discover a connection between stress and grammar.
- Play the recording for Ss to listen and repeat.
 - Ask Ss to pay attention to the stressed words with the stress mark before the stressed syllable.
 - Play the recording again for Ss to listen, pausing after each sentence. Have Ss work in pairs to find out the parts of speech of the words which are stressed in these sentences.
 - Ask Ss to study the *Do you know ...?* box for more information about words that normally receive stress in connected speech.

- 2** Are the words in bold stressed or unstressed? Listen and check. Practise reading the conversations in pairs.
- A: **When** did you start to help your parents with housework?
B: I don't remember exactly **when** I started to help them. Perhaps at the age of five or six.
 - A: **These** shoes look really cool. Would you like to try them on?
B: No, I don't like them. I like **those** over there.
 - A: **Do** you think parents are the best teachers?
B: Yes, I **do**. They are more mature and experienced, so they will always give us the best advice.



Grammar

1 Underline the correct words to complete the sentences.

- I think you **should / shouldn't** talk to your parents about it. I'm sure they will give you the best advice.
- I don't think you **ought / ought not** to do your brother's homework. He must do it himself.
- You **must / mustn't** finish your homework before you go out with your friends.
- At our school, we **have to / don't have to** wear uniforms. It is a rule.
- You **mustn't / don't have to** take photographs here. This is a restricted area.



DO YOU KNOW...?

- We use *should* and *shouldn't* to give our opinions about something or advice to someone.

Example:

- I think parents should spend more time talking with their teenage children.*
- Ought to* and *ought not to* mean the same as *should* and *shouldn't*.

Example:

- I think she ought to share the housework with her mother.*
- Must* has a stronger meaning than *should* and *ought to*.
- Must* and *have to* are used to express obligation or the need to do something.

Examples:

- You must show respect for the elderly.*
- I have to clean the floor and cook dinner every day.*
- Must* expresses obligation imposed by the speaker while *have to* expresses external obligation.

Examples:

- You must practise your English every day.* (a teacher telling a student)
- I have to practise my English every day.* (a student telling his / her parents about school obligation)

2 Rewrite each sentence without changing its meaning, using the word in brackets.

- It would be a good idea for you to talk to your parents about your problem. (**ought**)
⇒ *You ought to talk to your parents about your problem.*
- You are not allowed to use your mobile phone in the examination room. (**must**)

- It is not necessary for me to type my essay. (**have to**)

- I'd advise you to tell the truth to your family. (**should**)

- It is necessary for young people to plan their future career carefully. (**must**)

- 2** This activity focuses on words with either strong forms or weak forms depending on their function in the sentence.
- Explain the activity to Ss, drawing their attention to the words in bold.
 - Have Ss work individually first, then play the recording and ask them to check their answers in pairs.
 - Check answers as a class, highlighting the different cases. Then ask Ss to study the *Do you know ...?* box, and learn the rules for the weak forms.
 - Ask pairs of Ss to role-play the questions and answers in front of the class. Praise Ss who pronounce the strong and weak forms correctly.

Notes

In a sentence, the following words are unstressed:

1. Function words: pronouns, the verb *be*, auxiliary verbs, articles, conjunctions, and prepositions
2. *this, that, these, and those* when followed by a noun
3. *who, whose, when, where, why, what* and *how* when they introduce a relative clause

Exception:

When auxiliary verbs and modals are not followed by a verb, they have strong forms.

Key	1. A - strong	B - weak
	2. A - weak	B - strong
	3. A - weak	B - strong

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can identify the stressed and unstressed words in a sentence and pronounce them correctly.*

Grammar

- 1** Tell Ss that this activity focuses on the use of *should / shouldn't, ought to / ought not to, must / mustn't, have to / don't have to*.
- Ask Ss to underline the correct words to complete the sentences, and pay attention to the meaning of the sentences in order to choose the right word.
 - Have Ss work individually first, then ask them to compare their answers in pairs.
 - Check Ss' answers.

Key	1. should	2. ought	3. must
	4. have to	5. mustn't	

- Ask Ss to study the *Do you know ...?* box and learn how to use *should* and *ought to* to give opinions and advice; and *must* and *have to* to express obligation.
- Use the information from **Notes** to give further explanations, if necessary.

Notes

Ought to is not as common as *should* and is a little more formal in questions and negatives.

We use *I don't think we should / ought to* rather than *I think we shouldn't / oughtn't to*.

Example:

I don't think you should invite your friends to stay overnight.

In their negative form, *mustn't* and *don't have to* have different meanings. We use *mustn't* when an action is forbidden or prohibited.

Example:

You mustn't cheat in the exams.

We use *don't have to* when the action is not necessary.

Example:

Students don't have to go to school on Sundays.

- 2** This activity focuses on *should* and *ought to* to give opinions and advice, and *must* and *have to* to express obligation.
- Ask Ss to use the word in brackets to rewrite each sentence without changing its meaning.
 - Have Ss do this exercise individually. Monitor the activity and help them, if necessary.
 - Check Ss' answers by asking individual Ss to take turns to read aloud the sentences, and then write them on the board.

Key

2. You mustn't use your mobile phone in the examination room.
3. I don't have to type my essay.
4. You should tell the truth to your family.
5. Young people must plan their future career carefully.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can use should and ought to to give opinions and advice; must and have to to express obligation.*

READING

Where do conflicts come from?

1 You are going to read a text about the conflicts between parents and their teenage children. Which of the following do you think you may find in the text?



- a. parents and children having different tastes in music
- b. parents' strong opinions about everything related to their children
- c. children's objection to the way their parents treat them like small kids
- d. parents' objection to their children's clothes
- e. parents' expectations of their children's better use of free time
- f. parents' strong views about their children's education and future jobs
- g. parents and children having different beliefs

2 Read the text quickly and check your predictions in 1.

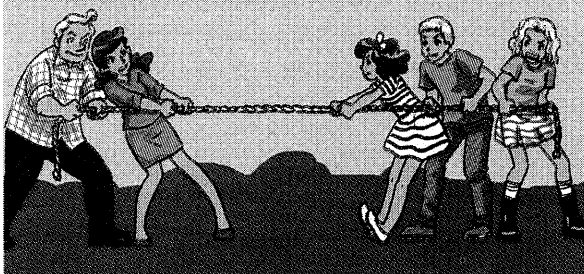
Throughout history, there have always been conflicts between parents and their teenage children. Here are some of the main reasons and explanations.

No matter how old their teenage children are, most parents still treat them like small kids. As they try to help their children to discover the surrounding world, parents strongly believe they know what is best for their children. However, as children grow up, they want to be more independent, create their own opinions, and make their own decisions. They don't feel comfortable when their parents still keep treating them like little kids.

One common area of conflict is the clothes children want to wear. Parents may think that these clothes break rules and norms of society, or distract them from schoolwork. What is more, some teens want expensive brand name clothes, which can lead to a financial burden on their parents because many cannot afford the high prices.

Another source of conflict is the way children spend their free time. Parents may think that their children should spend their time in a more useful way rather than playing computer games or chatting online. But children do not always see things the way their parents do.

Conflicts also arise from different interests between parents and their children. Some parents may try to impose their choices of university or career on their children regardless of their children's preferences. Actually, the list of conflicts seems to be endless. Open communication can really help to create mutual trust and understanding between parents and their teenage children.



SKILLS

READING

Where do conflicts come from?

Lead-in: Ask the question 'Where do you think family conflicts come from?' to elicit Ss' opinions.

- Have Ss brainstorm different factors leading to family conflicts.
- Ask individual Ss to share their opinions and encourage different viewpoints.

1 This activity focuses on Ss' predictions about the reading text.

- Introduce the reading text, and elicit some sources of conflict.
- Ask Ss to tick the conflicts (**a-g**) and then compare their choices with their partner's.
- Ask some Ss to share their opinions with the whole class.
- Don't give any comments at this stage. Help Ss with any unfamiliar words in the list (**a-g**).

Key Students' answers

2 This activity focuses on skimming (*See Introduction*).

- Ask Ss to skim the text and compare their predictions in **1**.
- Check Ss' answers, and ask them to give the clues from the reading text which helped them to work out the answers.

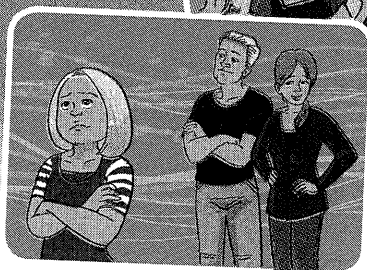
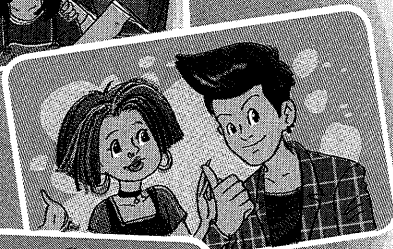
Key **b** **c** **d** **e** **f**

3 Match the highlighted words in the text with the definitions below.

1. have enough money to buy something
2. make somebody accept the same opinions or ideas as you
3. the name given to a product by the company that produces it
4. standards of behaviour that are typical or accepted within a particular group or society
5. situations in which people are involved in a serious disagreement or argument

4 Read the text carefully. Answer the following questions.

1. Why do most parents still treat their teenage children like small kids?
2. What do children want to be and do as they grow up?
3. Why are parents concerned about the clothes their teenage children want to wear?
4. How do parents want their children to spend their free time?
5. Do all parents let their children choose a university and career?



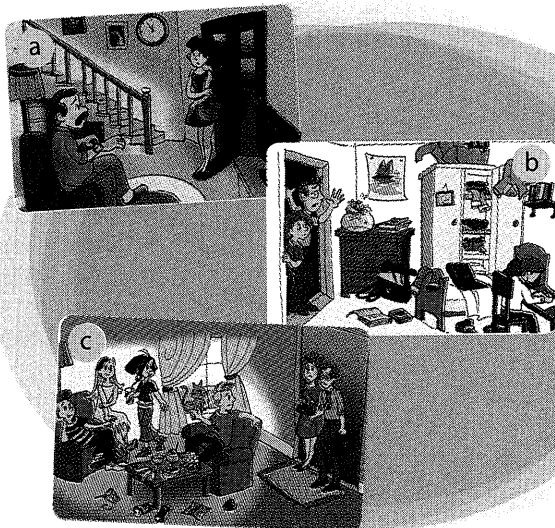
5 Discuss with a partner.

Do you get into conflict with your parents?
Share your experiences with your partner.

SPEAKING

What are the conflicts about?

1 Read about three situations facing teenagers. Match them with the problems a, b, or c in the box below.



1. I'm not happy that my parents set a time for me to come home in the evening. They expect me to be home at 9 p.m.! I wish they allowed me to stay out later, say 9.30 or 10 p.m. , so I can spend more time with my friends. I have asked them many times, but they don't want to change their mind. What should I do?
2. My parents don't like some of my friends just because of their appearance. They have their hair dyed in different colours and have pierced noses. However, these friends of mine are excellent students, and have always been very helpful and kind to me and other classmates. I wish my parents didn't judge them by their appearance, but got to know them better. What should I do?
3. My parents often complain that I don't help enough around the house. They think that I'm not responsible. I really try my best whenever I have a chance. But when I'm too busy with a lot of homework and many extracurricular activities, it's difficult for me to find time for anything else. What should I do?

- a. Doing more housework
- b. Missing curfews
- c. Parents' disapproval of friends

- 3** This activity focuses on working out the meaning of new words based on the context.
- Ask Ss to match the highlighted words in the text with the definitions given.
 - Tell Ss to go back to the reading text to locate the highlighted words and study the context surrounding the words to work out their meaning. Then match them with the definitions.
 - Have Ss work individually, then check their answers in pairs or groups.
 - Check the answers again as a class.

Key

- | | | |
|-----------|--------------|---------------|
| 1. afford | 2. impose | 3. brand name |
| 4. norms | 5. conflicts | |

- 4** This activity focuses on reading for specific information.
- Ask Ss to read the questions first to work out the type of information they will look for in the text.
 - Have Ss work in pairs / small groups to compare their answers.
 - Check Ss' answers as a class.

Notes

Reading strategies:

Always look at the text first before you look at the questions to have a general idea what it's about.

Read the questions and underline key words from the questions.

Scan the text for key words and synonyms of key words from the questions.

Read the sentences around the key words to get the information needed.

Key

1. Because they strongly believe they know what is best for their children.
2. They want to be more independent, create their own opinions, and make their own decisions.
3. They are worried because these clothes may break rules and norms of society, or distract them from schoolwork.
4. They want their children to spend their time in a more useful way.
5. No. Some of them try to impose their choices of university or career on their children.

- 5** This activity enables Ss to think about their own experiences in relation to the issues in the reading text and discuss them.
- Have Ss work in pairs and take turns to share their problems, and give opinions or advice.
 - Ask some pairs to report the results of their discussion.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can find specific details when reading a text about the sources of conflict between teenagers and their parents. I can guess the meaning of new words from the context.*

SPEAKING

What are the conflicts about?

Lead-in: Ask Ss to discuss the situations in the pictures and say what conflicts each one may lead to.

Example: *Parents may not like when their teenage children go out with their friends late at night.*

- 1** This activity focuses on conflicts between teenagers and their parents.
- Ask Ss to read about three situations facing teenagers, and then match them with the problems **a**, **b**, or **c** in the box.
 - Walk around and help Ss, if necessary.
 - Have Ss compare their answers. Check Ss' answers.
 - Ask Ss to further discuss if they have ever experienced these situations, and how they felt. They may give advice or express their opinions.

Key

- | | | |
|-------------|-------------|-------------|
| 1. b | 2. c | 3. a |
|-------------|-------------|-------------|

2 Here are some of the things teenagers and parents complain about. Tick the complaints that you hear in your family. Add more if you can.

My children ...

- | | |
|---|---|
| <input type="checkbox"/> dress badly and have ugly hairstyles | <input type="checkbox"/> watch too much TV |
| <input type="checkbox"/> have strange friends | <input type="checkbox"/> don't study enough |
| <input type="checkbox"/> don't help with housework | <input type="checkbox"/> spend too much time on their mobile phones and computers |
| <input type="checkbox"/> don't listen to my advice | <input type="checkbox"/> have a lot of junk food and soft drinks |



My parents ...

- | | |
|---|---|
| <input type="checkbox"/> don't like my friends | <input type="checkbox"/> always tell me what to do |
| <input type="checkbox"/> complain about household chores and homework | <input type="checkbox"/> don't let me do what I want |
| <input type="checkbox"/> criticise my appearance | <input type="checkbox"/> keep comparing me with their friends' children |
| <input type="checkbox"/> don't respect my privacy | <input type="checkbox"/> try to control me |
| <input type="checkbox"/> don't listen to my opinions | <input type="checkbox"/> want me to follow in their footsteps |



3 Work in pairs. Tell your partner what you or your brothers / sisters and your parents complain about. Give advice on how to solve the problem.

Helpful expressions:

Complaints

I don't like the way my parents keep + V-ing ...

My parents are always +V-ing ...

My parents believe that ...

Giving opinions and advice

I think you should / ought to ...

I don't think you should / ought to ...

In my opinion, you should / shouldn't ...

If I were you, I would / wouldn't ...

You'd better ...

You shouldn't / ought not to ...

Why don't you ...

Example:

Student A: What kind of conflicts do you get into with your parents?

Student B: Well, I don't like the way my mum keeps telling me what to do all the time. What should I do?

Student A: I think you should talk to her and explain how you feel. You should also show her that you are responsible and mature.

Student B: Thanks, I'll try. How about you and your parents?

Student A: My dad is always comparing me with Lan, the girl living next door. He says that Lan is more studious than me, and helps her parents with the household chores.

Student B: Perhaps you should make friends with Lan if your parents like her!

2 This activity focuses on the ideas and useful language that Ss can use in **3** when they talk about their problems with parents.

- Ask Ss to read the list of things teenagers and their parents complain about.
- Have them tick the complaints that they hear in their families.
- Encourage Ss to add some more complaints if they can.
- Help Ss with any new language they may need to express their ideas.

Key Students' answers

3 This activity focuses on speaking about conflicts between teenagers and parents, and giving opinions and advice to solve the problems.

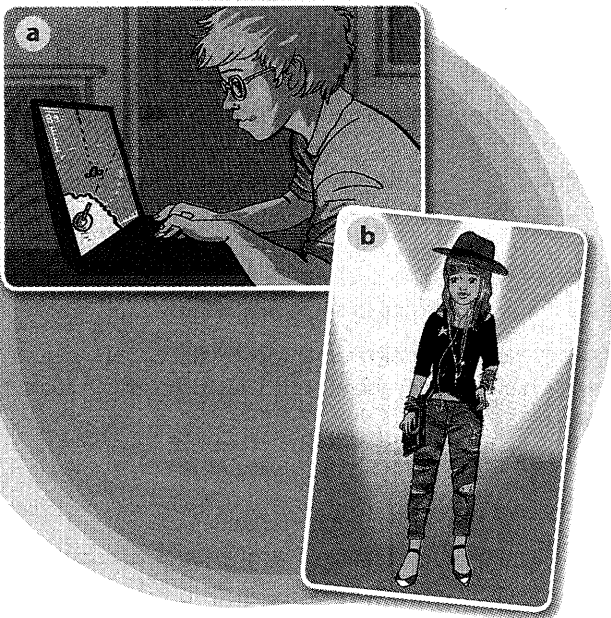
- Ask Ss to work in pairs and take turns to tell their partner what they or their siblings and their parents often complain about, and then practise giving advice on how to solve the problem.
- Encourage Ss to use the structures listed in *Helpful expressions*.
- Walk around and help Ss, if necessary.
- Ask some pairs to role-play their conversation, and give feedback on their performance.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can talk about conflicts between teenagers and parents. I can give opinions and advice on how to solve the problems between teenagers and parents.*

LISTENING

How are we different?



1 You are going to listen to Tom and Linda discussing their conflicts with their parents. What do you think they will mention?

clothes

hairstyles

table manners

not helping with the housework

watching TV / playing computer games too much

not studying enough

2 Match the words in the box with the appropriate definitions.

1. forbid (v)

a attracting attention by being bright, expensive, etc. but tasteless

2. flashy (adj)

b attractive and showing a good sense of style

3. elegant (adj)

c give full attention to something

4. concentrate (v)

d order somebody not to do something

3 Listen to the conversation. Decide if the following sentences are true (T) or false (F).

	T	F
1 Linda's parents are pleased with her choice of clothes.		
2 Tom shares Linda's opinion on clothes.		
3 Linda wants to look more fashionable.		
4 Tom's parents don't let him play computer games.		
5 Playing computer games is a form of relaxation for Tom.		

4 Listen to the conversation again and choose the best answer A, B, or C.

- What kind of clothes do Linda's parents want her to wear?
A. shiny trousers
B. tight tops
C. casual clothes
- What is Tom's opinion about Linda's choice of clothes?
A. He thinks that her parents are right.
B. He sympathises with Linda.
C. He disagrees with Linda's parents.
- What do you think Linda will do after talking to Tom?
A. She may start saving money to buy clothes.
B. She may follow her parents' advice.
C. She may offer her parents some advice.
- Why don't Tom's parents want him to play computer games?
A. They think some of the games are harmful.
B. They think playing computer games makes him neglect his studies.
C. They think none of the games are useful.
- What do Tom's parents want him to do?
A. Play a musical instrument.
B. Do more outdoor activities.
C. Browse the Internet to find information.

5 Work in pairs. Ask and answer the following questions.

- Do your parents like the way you dress? Why or why not?
- What do you think about computer games? Do your parents share your viewpoints?

LISTENING

How are we different?

Lead-in: Ask Ss to look at the photos of the two teenagers, and think about what problems they may have.

- Tell them to focus on hobbies (Photo **a**) and fashion (Photo **b**) and elicit Ss' opinions.
- Have Ss talk about what the parents of these teenagers might complain about.

- 1** Tell Ss that this activity focuses on listening for general ideas.
- Tell Ss that they are going to listen to two teenagers, Tom and Linda, discussing their conflicts with their parents. Ask Ss to circle what they think the speakers will mention in their conversation.

Key Students' answers

- 2** This activity focuses on new vocabulary items.
- Tell Ss to match the words with their definitions. These words will be heard in the conversation.
 - Have Ss compare their answers. Check their answers.
 - If you think your class might not be able to understand the conversation, pre-teach additional words.

skinny (adj), *top* (n), *stare at* (v), *balance* (v)

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

- 3** This activity focuses on listening for specific information.

- Tell Ss that they are going to listen to the conversation between Tom and Linda and decide whether the statements are true (T) or false (F).
- Have Ss make guesses first. Encourage all possible answers and explanations. Write their guesses on the board so they can see if the guesses are correct later.
- Play the recording for Ss to listen.
- Check Ss' answers. If many students have the same incorrect answers, play the recording again, pausing at the places where Ss might have got the incorrect answers and discuss the problems.

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

- 4** This activity focuses on listening for specific information and inference (Question 3).
- Tell Ss that they are going to listen to the conversation again, and do a multiple choice exercise.
 - Remind Ss to try to ignore any distractors that may appear in the recording, and listen for specific information.
 - Ask Ss to check their answers with a partner.
 - Check answers as a class.

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



Audio script

Tom: You look upset, Linda. What's the matter?

Linda: Nothing serious. Just my parents keep complaining about my clothes.

Tom: Oh, why don't they like them?

Linda: They think my trousers are too skinny and my tops too tight. They don't like my sparkling clothes or high heels. They want me to wear more casual stuff such as jeans and T-shirts.

Tom: Well, it depends on where you're going. If you're going to a party, you could dress up, but I don't think you should wear flashy clothes every day.

Linda: But I really want to look more elegant and fashionable.

Tom: Well, have you thought about the costs? Perhaps your parents can't afford to buy expensive clothes.

Linda: Maybe you're right. What about you? Do you get into conflict with your parents?

Tom: Not really. But they forbid me to play computer games.

Linda: Sounds bad. What's wrong with computer games?

Tom: They think all computer games are useless. They want me to use my computer for more useful stuff.

Linda: But there are some positive benefits of playing computer games.

Tom: Yes, there are. I can read faster because I can concentrate more. Playing computer games after school also helps me to relax after a hard day.

Linda: But your parents may worry about your eyesight if you look at the computer screen for a long time.

Tom: Yes, they probably worry about it, and want me to have a healthier lifestyle with more outdoor activities.

Linda: That's right. I think you need to tell your parents that you agree with them, and explain the benefits of computer games.

Tom: That's a good idea. I hope my parents understand that. Thank you.

Linda: No problem. Thanks for your advice, too.

- 5** This activity focuses on some of the ideas from the listening conversation.

- Have Ss work in pairs to ask and answer the questions.
- Encourage them to share their experiences with their partner who is expected to give advice or express opinions.

Key Students' answers

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can understand differences in opinions and preferences, and related conflicts between teenagers and parents.*

<http://tieulun.hopto.org>

WRITING

Family rules

respect your parents
help your siblings
always tell the truth
clean up after yourself
say Please and Thanks
love each other
turn off the TV
and read a book
play outside every day

FAMILY RULES

FAMILY RULES
Help each other
Be Thankful
Know you are loved
Pay with hugs and kisses
Try new things
Be Happy
Show Compassion
Be Grateful
Dream Big
Respect one another
Laugh Out Loud

1 The following are some family rules.
Complete them, using the phrases below.
Add a few more if you can.

1. My parents (do not) let me _____.
2. They make me _____.
3. They tell me (not) to _____.
4. They warn me not to _____.
5. They want me to _____.
6. I am (not) allowed to _____.
7. They forbid me to _____.

- keep my room tidy
- respect the elderly
- keep fit by taking up a sport
- take my studies seriously
- help around with the housework and other home duties
- follow in their footsteps
- have good table manners
- visit my grandparents at least once a week
- do morning exercise every day
- play computer games at weekends only
- not to swear
- not to spit on the floor

2 Read the list in **1** again. Choose the three most important rules that your parents often apply to you. Think of the reasons, and write them in the space provided.

Example:

The most important rule in my family is that we should visit our grandparents at least once a week. We live about 10 km away, and my parents want us to have a closer relationship with our grandparents by visiting them regularly and making sure that they are not lonely.

1. One important rule in my family is that

2. Another important rule in my family is that

3. The third important rule in my family is that

3 An English teenager is going to stay with your family for two months on a cultural homestay programme. Complete a letter to inform him / her of the rules in your family. Write between 160-180 words, using the suggested ideas in the list above.

Pham Ngoc Thach, Dong Da, Ha Noi,
Viet Nam
February, 10th, 20...

Dear Lauren,

I'm very happy to know that you'll be staying with my family for two months. We live in a four-bedroom flat on the 15th floor. You will have your own bedroom during your stay here.

You asked me about our family rules. There are three important ones that we must follow.

If you have any questions, please let me know. We will try our best to make you feel comfortable during your stay with us.

I hope you will enjoy your time in Viet Nam.

Looking forward to meeting you.

Best wishes,

Ha

WRITING

Family rules

Lead-in: Ask Ss to read the different family rules in this section, and say which ones are similar to theirs, e.g. respect one another; help each other; try new things, etc.

- Ask Ss if their families have any rules. If not, ask them whether they would like to have some in their families.
 - Encourage Ss to express their own opinions about this.
- 1 Tell Ss that this activity focuses on the language they need to write about family rules.
- Ask Ss to read the family rules provided.
 - Have Ss complete the sentences and think about the rules in their families. They may add more rules if they can.

Suggested answers

1. My parents don't let me **stay out late at the weekend.**
2. They make me **keep my room tidy.**
3. They tell me to **take my studies seriously.**
4. They warn me not to **smoke or take drugs.**
5. They want me to **have good table manners.**
6. I am not allowed to **stay overnight at my friends' house.**
7. They forbid me to **swear or spit on the floor.**

- 2 Tell Ss that this activity focuses on giving reasons or explanations.
- Ask Ss to choose the three most important rules that their parents often apply in their family, and then give the reasons in the space provided.
 - Tell Ss to read and analyse the example so that they know what they are expected to do.
 - Help Ss to express their ideas, if necessary.

Key: Students' answers

- 3 Ask Ss to complete a letter about family rules.
- Explain that they can use the ideas provided previously to write the letter.
 - Have Ss exchange their letters for peer checking. Walk around and help Ss, if necessary.
 - Collect Ss' letters to give further feedback.

Suggested answer

Pham Ngoc Thach, Dong Da, Ha Noi,
Viet Nam
February, 10th, 20...

Dear Lauren,

I'm very happy to know that you'll be staying with my family for two months. We live in a four-bedroom flat on the 15th floor. You will have your own bedroom during your stay here.

You asked me about our family rules. There are three important ones that we must follow.

One important rule in my family is that every member of the family has to keep his or her room tidy. My brother and I have to make our beds every morning, and clean the floor and windows twice a week.

Another important rule is that my brother and I must be home before 10 p.m. My parents are very strict and believe that setting a curfew will help us to become responsible, and stay safe and healthy.

The third important rule is that we mustn't invite friends to stay overnight. This is not only our family rule, but also the rule for all people living in the building.

If you have any questions, please let me know. We will try our best to make you feel comfortable during your stay with us.

I hope you will enjoy your time in Viet Nam.

Looking forward to meeting you.

Best wishes,

Ha

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can write a letter to a teen to inform him / her about the rules in my family before his / her homestay with us.*

Communication

1 Work in groups. Practise asking the following questions and take notes of their answers.

1. What kind of family do you live in?
2. What do you think the advantages and disadvantages of living in an extended or a nuclear family are?

2 Report your group's opinions to the class.



Culture

The return of the extended families in the UK and the USA

1 Read the following text about the coming back of the extended families and answer the questions.

Over the past few years, in both the USA and the UK, the number of multi-generational households with three or four generations living under the same roof has increased. This trend has been the result of several economic factors.

High unemployment rates, part-time work and low-paid jobs have forced young adults to move back with their parents. In addition, families now face higher costs of housing and heavier pressures of both childcare and elderly care.

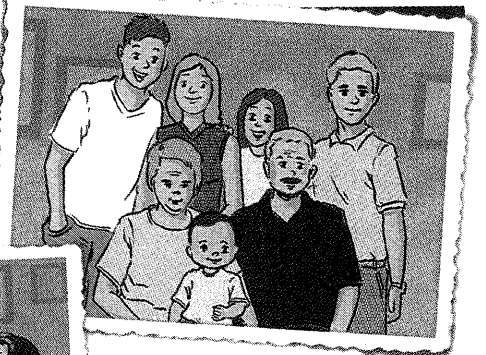
Living under the same roof with three or four generations can be frustrating because of the lack of space, independence and privacy, and the daily conflicts brought about by differences in values and attitudes.

However, its advantages outweigh the disadvantages. When living with members of their extended family, young children can develop relationships with adults other than their parents, and old people can become more active when interacting with the younger generations.

Whether we accept it or not, the trend keeps growing as more and more people are choosing traditional extended families.

Questions

1. What family trend has increased in the USA and the UK?
2. What are the reasons for this family trend?
3. List some disadvantages of living in an extended family.
4. How do young children benefit from living in an extended family?
5. How can old people benefit from living in an extended family?



2 Discuss with a partner.

1. What is the current family trend in Viet Nam?
2. What are the reasons for the current trend?
3. Do you think children are happier growing up in extended families?

COMMUNICATION AND CULTURE

Communication

- 1 This activity aims at giving Ss further speaking practice related to the unit topic.
- Ask Ss to work in groups to practise asking and answering the questions.
- Have Ss take notes of their partners' answers, and help them to express their ideas, if necessary.

Key

Students' answers

(Suggested answers for question 2)

Living in an extended family:

Advantages: *have more support from other family members, ...*

Disadvantages: *there are a lot of conflicts between different generations, ...*

- 2 Ask each group to choose one person to report the group's opinions to the class.
- Other Ss listen and ask questions about the report.

Culture

The return of the extended families in the UK and the USA

Lead-in: Introduce the topic and ask Ss to think of any reasons for this phenomenon. Have Ss discuss in pairs or groups.

- 1 Ask Ss to read the text carefully and highlight any words they may not know. Explain their meaning or have Ss look up the words in a dictionary.
- Encourage Ss to compare their guesses about the reasons for the return of the extended families in the UK and the USA with the ones provided in the text.
- Have Ss answer the questions, and compare their answers.
- Check answers as a class.

Key

1. The number of multi-generational households with three or four generations living under the same roof.
2. Unemployment, part-time work and low-paid jobs have become more common. The cost of housing has become higher. The pressures of childcare and elderly care have become heavier.
3. The disadvantages are the lack of space, independence and privacy, and the daily conflicts.
4. They can develop relationships with adults other than their parents.
5. Old people can become more active when interacting with the younger generations.

- 2 Tell Ss that this activity aims at providing opportunities for discussions of the current family trend in Viet Nam.
- Ask Ss to work in pairs to discuss the questions.
- Ss are encouraged to say what they know about the issue, and discuss any possible reasons for the current trend.
- Ask some pairs to report the results of their discussion.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can talk and express my views about the advantages and disadvantages of living in a nuclear or an extended family. I can understand the current family trend in the UK and the USA.*

LOOKING BACK

Pronunciation

1 Identify the stressed words and put a stress mark (') before their stressed syllables in the following statements. Listen and check your answers.

1. Tim and his parents often argue about what time he should come home.
2. Money is a source of conflict for many families.
3. Susan's parents want her to do well in school, and if that doesn't happen, her parents get angry, so she gets worried.
4. Kate's parents often complain that she doesn't help clean the house.

2 Identify the stressed words and put a stress mark (') before their stressed syllables. Listen and check your answers.

1. A: At what age were you allowed to stay at home alone?
B: I don't remember exactly. I think it was when I was nine or ten.
2. A: These jeans look really cool. Would you like to try them on?
B: No, I don't like them. I like those over there.
3. A: Do you think life is safer in the countryside?
B: Yes, I do. It's also cleaner.

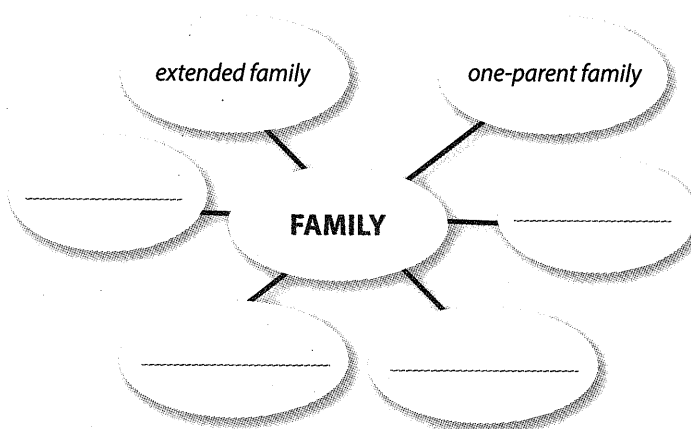
Vocabulary

1 Fill the gaps with the words / phrases from the box.

curfew	generation gap	homestay
conflicts	nuclear family	

1. If you just live with your parents and your siblings, you live in a _____.
2. My grandparents and I like to listen to the same music, so there isn't always a _____.
3. If you want to learn English quickly, you should join a _____ programme in an English speaking country.
4. _____ in a multi-generational family are unavoidable.
5. I have a 9 p.m. _____. I would be punished if I returned home after that time.

2 Can you find other compound nouns with the word *family*? Use a dictionary, if necessary.



Grammar

1 Complete the following sentences with *should* or *ought to* in either positive or negative form.

1. I'm having so much fun at the party, but I _____ go home now to revise the grammar points for my English test tomorrow.
2. Your English is very good. You _____ worry so much. You _____ relax now.
3. I have prepared carefully for the test. I know I _____ panic, but I can't help it.
4. You _____ create problems for yourself now. Instead, you _____ take a break.

2 Complete the following sentences with *must* / *mustn't* or *have to* / *has to* or *don't have to* / *doesn't have to*.

1. I _____ wash up after dinner, and my brother _____ clean the floor. That's the rule in my family.
2. You _____ argue with your father all the time. Try to listen to his advice.
3. You _____ wear a nice dress tonight. You can't go to the concert in these old jeans.
4. I like Sundays because I _____ get up early.

LOOKING BACK

Lead-in: Ask Ss to recall what they have learnt in this unit.

- Have them point out the language items.

Pronunciation

1 This activity aims at revising strong and weak forms of words in connected speech.

- Ask Ss to identify the stressed words and put a stress mark before the stressed syllables.
- Have them listen and check answers.
- Ask several Ss to read the sentences aloud. Praise Ss who try to stress the correct words, and reduce the unstressed vowels.

Audio script

1. 'Tim and his 'parents 'often 'argue about what 'time he should 'come 'home.
2. 'Money is a 'source of 'conflict for 'many 'families.
3. 'Susan's 'parents 'want her to 'do 'well in 'school, and if 'that 'doesn't 'happen, her 'parents 'get 'angry, so she 'gets 'worried.
4. 'Kate's 'parents 'often com'plain that she 'doesn't 'help 'clean the 'house.

2 This activity focuses on the stressed words in short exchanges.

- Ask Ss to identify the stressed words and put a stress mark before their stressed syllables.
- Have them compare their answers with a partner, and then listen and check.
- Ask Ss to practise reading the exchanges in pairs.

Audio script

1. A: At 'what 'age were you a'llowed to 'stay at 'home alone?
B: I 'don't re'member e'xactly. I 'think it was when I was 'nine or 'ten.
2. A: These 'jeans 'look 'really 'cool. Would you 'like to 'try them 'on?
B: No, I 'don't 'like them. I 'like 'those over 'there.
3. A: Do you 'think 'life is 'safer in the 'countryside?
B: Yes, I 'do. It's 'also 'cleaner.

Vocabulary

1 This activity aims at revising some of the vocabulary items used in the unit.

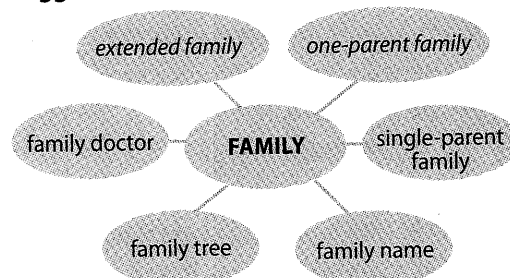
- Have Ss read the instructions and do this activity individually. Then ask them to compare their answers in pairs.
- Check the answers as a class.

Key 1. nuclear family 2. generation gap
3. homestay 4. Conflicts 5. curfew

2 This activity focuses on compound nouns with the word *family*, and dictionary skills.

- Ask Ss to make compound nouns with *family*.
- Ss can use a dictionary, if necessary. Then they compare their answers in pairs or groups.

Suggested answers



Others: family man, family room, blended family

Grammar

1 This activity aims at revising *should* / *shouldn't* and *ought to* / *oughtn't to* for giving opinions and advice.

- Ask Ss to complete the sentences with *should*, *shouldn't*, *ought* or *oughtn't*.
- Have Ss do the task individually first, and then compare their answers.
- Check answers as a class.
- Ask Ss to formulate the rules for using these modals. Encourage them to go back to the grammar box on page 8, if necessary.

Key 1. ought to 2. shouldn't, ought to
3. shouldn't 4. oughtn't to, should

2 Tell Ss that this activity aims at revising the use of *have to* and *must* expressing obligation.

- Ask Ss to complete the sentences with *must* / *mustn't* or *have to* / *has to* and *don't have to* / *doesn't have to*.
- Have Ss do the task individually first, and then compare their answers.
- Check answers as a class.
- Ask Ss to formulate the rules, using *must* / *mustn't* or *have to* / *has to* and *don't have to* / *doesn't have to*.

Key 1. have to, has to 2. mustn't
3. must 4. don't have to

LESSON OUTCOME

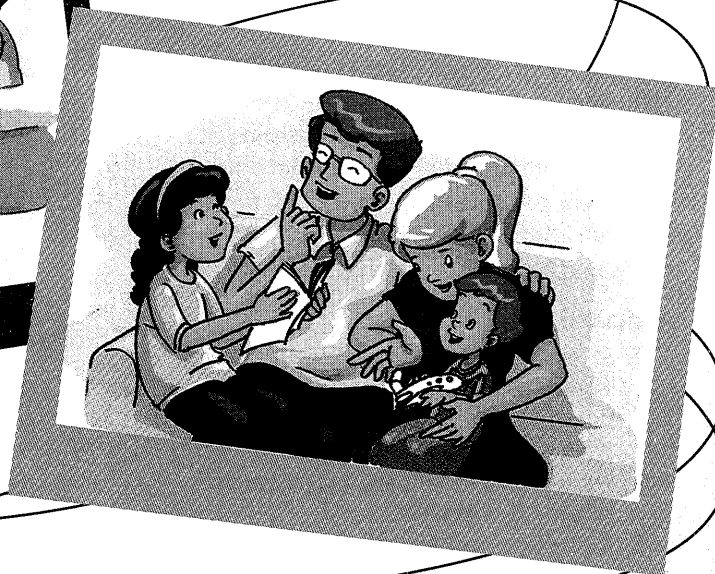
- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can identify and pronounce stressed and unstressed words in a sentence. I can use and form compound nouns. I can use modal verbs to express obligation, opinions and advice.*

PROJECT

The class is divided into groups of 6 to 8. Your group will interview 15 teenagers, aged 15-17, who live in your area, and take notes of their answers. Report your group's findings to the whole class.

Suggested questions for your interview:

1. Are there any problems in your family?
 - What are they about?
 - Where do they come from?
 - How do you deal with them? How do your parents deal with them?
2. What would you like to change about yourself so that you can deal with the conflicts better?
3. Do you think your parents should change their attitudes and rules? Why? Why not?



NOW YOU CAN

- Use words and phrases related to the generation gap and family rules
- Identify and use strong and weak forms of words in connected speech
- Use the modals *should* and *ought to* for giving advice; use *must* and *have to* for obligation
- Understand conflicts between different generations
- Talk about fights between teenagers and parents
- Write a letter to a teenager staying with a homestay family about household rules

PROJECT

- Tell Ss that this project aims at providing additional speaking practice and helps Ss to consolidate the language they have learnt throughout the unit.
- Ask Ss to work in groups of 6 to 8. Each group will interview 15 teenagers, aged 15-17, living in their area, and take notes of their answers. Ss can use the suggested questions.
- Ss report their group's findings to the whole class.
- Encourage Ss to ask additional questions related to the report.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can use the new language in this unit. I can talk about common conflicts between parents and their teenage children.*

Unit 2

RELATIONSHIPS

GETTING STARTED



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to relationships

Pronunciation

Contracted forms: *nouns / pronouns, etc. + verbs; verbs + not*

Grammar

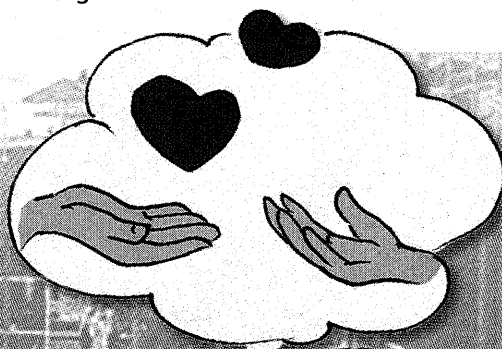
- Linking verbs: *be, seem*, verbs of perception
- Cleft sentences: *It is / was ... that ...*

SKILLS

- Reading for general ideas and specific information about teenage relationship problems
- Talking about problems and asking for advice
- Listening for specific information about parent-child relationships
- Writing an online posting about relationship problems

COMMUNICATION AND CULTURE

- Online friendship
- Dating around the world



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to the topic *Relationships*
- pronounce contracted forms correctly
- use linking verbs to describe or identify the subject, and use cleft sentences for emphasis
- read for general ideas and specific information about teenage relationship problems
- talk about problems and ask for advice
- listen to a talk show about parent-child relationships
- write an online posting about relationship problems
- understand and talk about online friendship

GETTING STARTED

Romantic relationships

Lead-in: Inform the class of the lesson objectives: getting to know the topic, some vocabulary related to relationships, and two grammar points: linking verbs and cleft sentences.

1 Listen and read.

Mai: (on the phone) ... OK, bye-bye. See you tomorrow.

Mai's grandma: Who was that?

Mai: Oh, one of my classmates, Granny.

Mai's grandma: It was Nam that called you again. Right?

Mai: Yes. He called about our grammar homework.

Mai's grandma: You shouldn't talk to him all the time. I don't want to be too strict with you, but ... I think you're too young to start a relationship with a boy.

Mai: Granny, we're just friends, and he's not my boyfriend.

Mai's grandma: Well, I'm afraid there's no real friendship between a boy and a girl. You know, Mai, I'm worried you'll get involved in a romantic relationship sooner or later.

Mai: Don't worry, Granny. Nam and my other friends are good students. We just talk about schoolwork and things like that.

Mai's grandma: I don't know why boys and girls are allowed to be in the same school nowadays. When I was your age, we went to single-sex schools.

Mai: Didn't you feel bored?

Mai's grandma: Of course not. We were like one big family. I had some very close friends.

Mai: It's the same in my school. In my class, we're all good friends and help each other. All my classmates are very kind, caring and sympathetic.

Mai's grandma: Sounds good. But ... listen, Mai, I hope you're just friends with the boys. It's your studies that you should concentrate on.

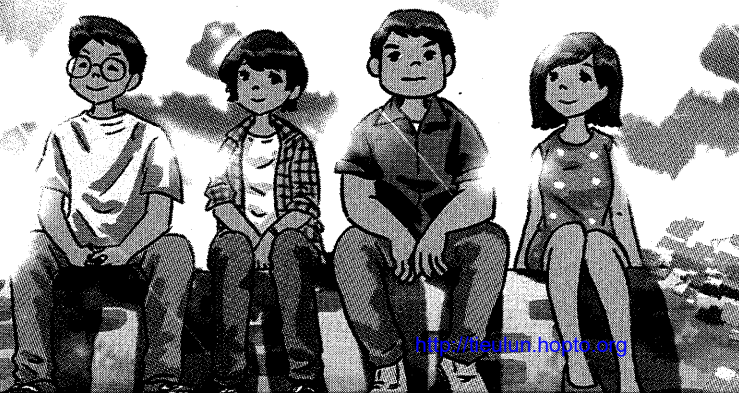
Mai: I know that, Granny.

2 Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Nam is Mai's classmate.			
2	Mai and Nam are in a romantic relationship.			
3	Mai's grandmother thinks boys and girls can't be real friends.			
4	Mai's grandmother didn't have opposite-sex classmates.			
5	Mai's grandmother is not pleased because Mai does not study hard enough.			
6	Mai's classmates are helpful and sympathetic.			

3 Read the conversation again, and find the verbs that come before the words below. Write them in the space provided.

	Verbs	Adjectives
1	_____	involved
2	_____	bored
3	_____	very kind, caring and sympathetic
4	_____	good



- 1** Ask Ss to look at the picture and guess what the two people's relationship is and what they are talking or thinking about.

Suggested answers

They are grandmother and granddaughter.

The grandmother is telling her granddaughter to focus on schoolwork, while the girl is thinking about romantic relationships.

- Tell Ss that they are going to listen to a conversation between a student and her grandmother.
- Play the recording. Ss listen and read the conversation silently.

- 2** This activity focuses on comprehension. Ss read the statements about the conversation and decide whether they are true, false or not given.

Key

1. T ('oh, one of my classmates')
2. F (Mai tells her grandmother they're just friends and Nam is not her boyfriend.)
3. T ('... there's no real friendship between a boy and a girl.')
4. T (Mai's grandmother went to a single-sex school.)
5. NG
6. T (Mai tells her grandmother that all her classmates are very kind, caring and sympathetic.)

- 3** Have Ss work in pairs. Ask them to read the conversation again, and find the verbs that come before the words in the list. This activity helps Ss to discover the use of linking verbs with adjectives.

Key

1. get involved
2. feel bored
3. are very kind, caring and sympathetic
4. sounds good

Vocabulary

- 1 Write the words or phrases given in the box next to their meanings.**

romantic relationship	lend an ear
be in a relationship	sympathetic
break up (with someone)	argument
be reconciled (with someone)	have got a date (with someone)

Words / Expressions	Meanings
1 _____	have a meeting with a boyfriend or a girlfriend
2 _____	end a relationship
3 _____	a relationship based on love and emotional attraction
4 _____	a conversation in which people disagree
5 _____	showing that you understand and care about other people's problems
6 _____	listen to someone with sympathy
7 _____	be romantically attached
8 _____	become friends again after an argument

- 2 Complete the sentences with the words or phrases in 1.**

- Carol was willing to _____ to John when he _____ with his girlfriend.
- James and his father were _____ after an argument.
- Their close friendship turned into a _____.
- Ann and John are _____ but are always having a lot of _____.
- I feel really excited because I _____ with Laura tomorrow.
- A true friend is someone who is _____ and always willing to help.

Pronunciation

- 1 Find the contracted forms in the conversation and write their full forms in the space below.**
- _____
- _____

- 2 Listen and underline what you hear – the contraction or the full form.**

- A: Why won't you help me with my homework?
B: *I will / I'll.* I will / I'll be with you in a minute.
- A: You must be pleased with your test results.
B: Yes, *I am / I'm.*
- A: I thought he was in Ha Noi today.
B: *He is / He's* in Ha Noi. That's where *he is / he's* calling from.
- A: Here *we are / we're.* This is my place.
B: I *did not / didn't* know it'd take two hours to get to your house.
- A: *I have / I've* been to Hawaii several times.
B: Really? *That is / That's* an interesting place to visit, I suppose.

- 3 Listen and repeat the exchanges in 2.**

Grammar

Linking verbs

- 1 Choose the verbs in the box to complete the sentences. Make changes to the verb forms, if necessary.**

look grow sound get stay seem

- A: Jane wants to reconcile with her friend.
B: That _____ good.
- Children become more independent as they _____ older.
- I can't _____ awake any longer. I'm sleepy.
- Turn off the air-conditioner. It's _____ too cold in here.
- Getting involved in a romantic relationship does not _____ right for you now. You are too young.
- Jack broke up with his girlfriend, but he didn't _____ sad when I saw him.

LANGUAGE

Vocabulary

- 1 Ask Ss to match the words or phrases with their meanings.

Key

- | | |
|--------------------------|------------------|
| 1. have got a date | 2. break up |
| 3. romantic relationship | 4. argument |
| 5. sympathetic | 6. lend an ear |
| 7. be in a relationship | 8. be reconciled |

- 2 Ask Ss to pay attention to the context in which the words or phrases in 1 can be used. When using a verb or a noun, Ss need to consider its suitable form (tense of verbs; singular or plural form of nouns).

Key

1. lend an ear, broke up
2. reconciled
3. romantic relationship
4. in a relationship, arguments
5. have got a date
6. sympathetic

Pronunciation

- 1 This activity focuses on contracted forms in casual speech. Ask Ss to find the shortened forms of verbs and negative words ('not') and write their full forms in the space provided.

Key

shouldn't - should not

you're - you are	we're - we are	It's - It is
there's - there is	don't - do not	he's - he is
you'll - you will	Didn't - Did not	I'm - I am

- 2 Ask Ss to listen and underline the contractions or the full forms in the exchanges. Explain some of the rules for contracted forms. Check answers as a class.

Key

1. I will, I'll
2. I am
3. He is, he's
4. we are, didn't
5. I've, That's

Notes

a. Noun / pronoun, etc. + verbs

- The short form 's (= is / has) can be used after nouns, pronouns, question words, *here* and *there*. The short forms 'd (= had / would), 'll and 're are usually used after pronouns, some question words, short nouns, and *there*.
- Full forms are used at the end of a clause (e.g. *Yes, he is.*) or when the speaker wants to emphasise some information, hence the primary stress on the full form (e.g. *He HAS done it, not WILL do it.*).

b. Verbs + not

- There are two possible contractions for negative expressions, e.g. *She's not ... / She isn't ...*
- Negative contractions can be used at the end of a clause, e.g. *No, they haven't.*

- 3 Play the recording for Ss to repeat chorally and individually.



Audio script

- A: Why won't you help me with my homework?
B: I will. I'll be with you in a minute.
- A: You must be pleased with your test results.
B: Yes, I am.
- A: I thought he was in Ha Noi today.
B: He is in Ha Noi. That's where he's calling from.
- A: Here we are. This is my place.
B: I didn't know it'd take two hours to get to your house.
- A: I've been to Hawaii several times.
B: Really? That's an interesting place to visit, I suppose.

Grammar

Linking verbs

- 1 Explain to Ss that linking verbs are used to describe or identify the subjects of the verbs. An adjective or a noun can follow a linking verb, but the focus of the lesson is on the use of linking verbs with adjectives.
- First, have Ss choose a suitable verb for each sentence from the word box, and then ask them to use the correct form of the verb to complete the sentence.

Key

- | | | |
|------------|---------------|----------------|
| 1. sounds | 2. grow / get | 3. stay |
| 4. getting | 5. seem | 6. look / seem |

2 Underline the correct word to complete the sentences.

1. What's the matter with you? You look (unhappy / unhappily).
2. We greeted the visitors (warm / warmly) and made them feel welcome.
3. John (sudden / suddenly) appeared from behind the door and said hello to us.
4. Ann felt (excited / excitedly) when Alan suggested a date.
5. Who is he shouting at? He sounds very (angry / angrily).
6. He kept beeping the car horn loudly and the other drivers got (annoyed / annoyingly).
7. Last night's leftover food in the fridge smells (awful / awfully). Don't eat it.
8. Tomato plants will grow very (quick / quickly) in warm and sunny weather.

2. You are to blame for the damage.

3. We really enjoy hiking in the forest.
4. You should really speak to your parents when you have problems.
5. I dislike his dishonesty the most.
6. Lana is in a relationship with Jim.
7. He became successful as a famous writer at the age of 20.
8. They had their first date in a nice coffee shop.

2 Write the answers to these questions. Use the words or phrases in brackets as the focus.

1. Did you have a date with Susan? (Mary)
⇒ No. It was Mary that I had a date with.
2. Did your father give you a new bike for your birthday? (a smartphone)
3. Are you going to spend the holiday in Nha Trang with your family? (in Tokyo)
4. Do you want to become a businessman? (a lawyer)
5. Does John earn 10,000 dollars a month? (his brother)
6. Is Mai in love with Phong? (Ha)
7. Can you speak three languages fluently? (my friend)
8. Do we have a meeting at 8 p.m. tomorrow? (at 8 a.m.)



DO YOU KNOW...?

- Linking verbs do not express action. Instead, they connect the subject of the verb with an adjective or noun that describes or identifies the subject.
- We use an adjective or a noun after a linking verb.

	Linking verbs	Additional information about the subject
Subject	be, become, seem, appear, grow, get, remain, stay, look, sound, smell, taste, feel	adjective / noun

Examples:

- She became very depressed after her boyfriend left her.
- The dessert tastes delicious.
- She said she would become a famous singer someday.

Cleft sentences with *It is / was ... that ...*

1 Rewrite each sentence to emphasise the underlined part.

Example:

She found learning grammar the most difficult at school.

⇒ *It was learning grammar that she found the most difficult at school.*

1. Her sad story made me cry.



DO YOU KNOW...?

- Cleft sentences are used when we want to focus on a particular part in the sentence.
- The focus is put after *It is / was*. The part of the sentence we don't want to emphasise is put into a clause beginning with *that*.

It is / was + focus + that ...

Examples:

John found a gold coin in his garden. (basic sentence with no particular focus)

- *It was John that / who found a gold coin in his garden. (focus on John)*
- *It was a gold coin that John found in his garden. (focus on a gold coin)*
- *It was in his garden that John found a gold coin. (focus on his garden)*

2 Ask Ss to read the sentences carefully and identify the linking verbs.

- Explain to them that some verbs (*appear, look, taste, smell, sound, and feel*) can refer to an action (= action verbs) and be followed by an adverb.

Key

- | | |
|-------------|------------|
| 1. unhappy | 2. warmly |
| 3. suddenly | 4. excited |
| 5. angry | 6. annoyed |
| 7. awful | 8. quickly |

Cleft sentences with *It is / was ... that ...*

- 1** Explain to Ss that cleft structures are used to emphasise a particular part of a sentence. *It is ...* is used when the main verb is in the present tense, and *It was ...* is used when the main verb is in the past tense.
- Ask Ss to put the underlined part (= the focus) in each sentence after *It is / was ...*

Key

1. It was her sad story that made me cry.
2. It is you who are to blame for the damage. / It's you that is to blame for the damage.
3. It's hiking in the forest that we really enjoy.
4. It's your parents that / who you should really speak to when you have problems.
5. It's his dishonesty that I dislike the most.
6. It's Jim that / who Lana is in a relationship with.
7. It was at the age of 20 that he became successful as a famous writer.
8. It was in a nice coffee shop that they had their first date.

Notes

- In cleft sentences, 'that' is commonly used after the focus. When the focus is on a person, 'who' can be used in a more formal style.
- When the focus / emphasised subject is a pronoun (I, you, ...), there are two possibilities for formal and informal styles.

Examples:

- Formal • *It is I who am responsible.*
It is you who are responsible.
- Informal • *It's me that is responsible.*
It's you that is responsible.

- 2** Ask Ss to write the answers to the questions, using the words or phrases in brackets as the focus.

- Have Ss practise asking and answering the questions in pairs. Tell them not to emphasise any of the words in the questions. Encourage them to stress the words in focus in the answers.

Key

2. No. It was a smartphone that he gave me for my birthday.
3. No. It's in Tokyo that I'm going to spend the holiday with my family.
4. No. It's a lawyer that I want to become.
5. No. It's his brother that / who earns 10,000 dollars a month.
6. No. It's Ha that / who is in love with Phong.
7. No. It's my friend that / who can speak three languages fluently.
8. No. It's at 8 a.m. (tomorrow) that we have a meeting.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can recognise and pronounce contracted forms. I can use linking verbs to describe the subject of the verb and cleft sentences for emphasis.*

READING

Please help me!



a



b

divorce
separation

split



c

1 Discuss with a partner.

1. What is happening in the pictures? What problems do you think these people have?
2. Whenever you have problems with schoolwork or relationships (at home or at school), who do you talk to?

2 An advice column in a newspaper offers help to readers when they are in trouble. Read the column and match the readers' names with their problems.

1. Van Ha

a. My friend wants to quit school.

b. My friend betrayed my trust.

2. Quang Nam

c. I don't have friends.

Question: Hoa is my only friend at school. She's also the only person I completely trust. Two weeks ago, I told her I was very unhappy and lonely, and that I even wanted to drop out of school. She promised not to tell anyone ... but then she told our teacher about it. We had an argument and I stopped talking to her. Was I right?

(Van Ha)

Counsellor: Dear Ha, I understand your feelings. But think of it this way: maybe Hoa was really afraid that you'd drop out of school. She didn't know what to do to help you. I'm sure she just wanted to help you in her own way, even if it's not the way that you wanted. Try to reconcile with Hoa, talk to her about it, and I hope you'll be good friends again. Good luck!

Question: In my class, the girls are on good terms with all the boys, except me. The girls just don't even notice me, and the boys make jokes about it. I think that's because I'm short and fat, and girls don't find me attractive. I feel very lonely. Please help me.

(Quang Nam)

Counsellor: Well, don't worry too much. Everyone has qualities that make them attractive to other people. A person's true value does not lie in his appearance, but in his achievements and contributions to the community. I don't think it's your physical appearance that makes the girls stay away from you. If you study hard and become an excellent student, girls may notice you and ask you for help. Meanwhile, you should try building up friendships. Take the initiative and engage your classmates in friendly conversations. Ask them questions to find out what they like to talk about – a song, a film or something else – and then discuss that topic. I hope that will help.

SKILLS

READING

Please help me!

Lead-in: Inform the class of the lesson objectives: skimming and scanning a text for main ideas and specific information.

- 1 Ask Ss to look at the people in the three pictures, paying attention to their body language. Have Ss work in pairs and guess what is happening to these people or how they are feeling.

Suggested answers

Picture **a.** The teacher is returning students' papers. The boy is depressed because of his poor grades.

Picture **b.** Their relationship is breaking up.

Picture **c.** They're having an argument.

- 2 Tell Ss that they are going to read an advice column in a newspaper including readers' questions and a counsellor's replies.
 - Ask Ss to read the questions and replies quickly and find the main ideas.
 - Have Ss choose the best summary of each reader's problem.

Key

1. **b** (Van Ha: My friend betrayed my trust.)

2. **c** (Quang Nam: I don't have friends.)

Notes

The part of a newspaper or magazine in which a counsellor gives advice to the readers who have sent letters about their personal problems is usually called an *agony column*. In British English, the person who gives advice is called an *agony aunt* or *agony uncle*.

3 Find the words or expressions in the text that have the following meanings and write them in the space below.

1. be friendly and able to interact well with someone _____
2. take an opportunity to act before other people do _____
3. have confidence in someone _____
4. take part in (a conversation) _____
- 5 stop going to classes before finishing one's studies _____

4 Read the newspaper column again and answer the questions.

1. What is the relationship between Ha and Hoa?
2. What did Ha tell Hoa two weeks ago?
3. Why did they have an argument?
4. Does the counsellor agree with Ha's reactions?
5. What does Quang Nam think about his own appearance?
6. Why do his male friends make jokes about him?
7. What does the counsellor advise Nam to do?

5 If you were the counsellor in charge of the advice column, what would you advise Ha and Nam to do? Discuss with a partner.

SPEAKING

Seeking advice

1 Choose sentences a-f to complete the conversation between two classmates.

- a. But I have an idea.
- b. What's the problem?
- c. Thanks for your advice.
- d. My parents said no.
- e. So did your parents give you permission?
- f. What should I do?

Van: Hi, Chi. You look sad. (1) _____.

Chi: You know, Van, we were chosen to take part in the English Public Speaking Contest in Da Nang next month ...

Van: Yes. Only two students from each class were selected and we need to get our parents' permission.

Chi: (2) _____.

Van: Yes, they did. They felt proud that I was selected. How about yours?

Chi: (3) _____. They said Da Nang is too far away, and I'll miss the TOEFL test already arranged for next month. But I really want to go.

Van: I understand. It's the chance of a lifetime ... (4) _____. You can take the test another time. Did you tell your parents about that?

Chi: I did. The real problem is that I've never been away from home, and they are worried. (5) _____.

Van: Let's talk to our teacher. I think she can persuade your parents.

Chi: Good idea. (6) _____.

2 Answer the questions.

1. What is Chi's problem?
2. What does Van advise her to do?

3 Practise the conversation with a partner.

4 Choose one topic. Use the ideas below to make a similar conversation.

Linda's problem:

- Her best friend, Carol, cheated in the exams, and Linda didn't know how to stop her from cheating.

Linda's father's advice:

- find out the reasons
- help Carol to revise the lessons and prepare for the exams

John's problem:

- His classmates made fun of him because of his poor grades.

His best friend's advice:

- try to study harder, complete all homework
- ask the teachers for help when having a problem
- find a tutor

5 Work with a partner. Talk about a problem that you have had at school or at home.

1. What was the problem?
2. How did you deal with it?
3. Who did you ask for help?
4. What advice did they give you?

- 3 Have Ss read the five definitions in this part. Ask them to find the words or expressions in the text to match with these definitions.

Key

1. be on good terms with someone
2. take the initiative
3. trust
4. engage in (a conversation)
5. drop out (of school)

- 4 Have Ss work in pairs and practise asking and answering questions.

Key

1. They are close friends.
2. Ha told Hoa about her depression and her intention to drop out of school.
3. Because Hoa promised to keep Ha's story secret, but then she told their teacher about it.
4. No. She tries to explain why Hoa told the teacher about Ha's problem, and advises Ha to talk to Hoa again.
5. He thinks he is short and fat, and girls don't find him attractive.
6. Because Nam does not have a good relationship with the girls in his class.
7. The counsellor advises Nam to focus on his studies, become an excellent student and learn how to start a friendly conversation with his classmates.

- 5 Have Ss discuss with a partner. Ask them some guiding questions before they start their discussion: *If you were Ha or Nam, would you feel pleased with the counsellor's advice? If you were the counsellor, what else would you tell them?*

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can understand a text about teenage relationship problems in an advice column. I know where people could seek advice when they have problems.*

SPEAKING

Seeking advice

Lead-in: Inform the class of the lesson objectives: talking about personal problems; asking for and giving advice.

- 1 Ask Ss to read the conversation quickly to get the main idea. Then they read it again and match the sentences (a-f) with the gaps (1-5) in the conversation.

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

- 2 Have Ss identify the main ideas in the conversation. Ask them to answer the questions.

Key

1. She was chosen to take part in the English Public Speaking Contest in Da Nang, but her parents don't allow her to go there. They are worried because she has never been away from home.
2. Van advises Chi to ask their teacher to persuade Chi's parents.

- 3 Ask Ss to practise the conversation in pairs.

- 4 Have Ss work in pairs, choose one topic and make a similar conversation.

- Ask them to use the expressions when talking about problems, asking for advice and giving advice: *What's the problem? What should I do? I have an idea ...*

- 5 Ask Ss to work in pairs or groups. Have them take turns talking about the problems that they have had at school or at home (e.g. conflicts or misunderstandings between them and their friends, siblings, parents, or teachers), and what they did to deal with the problems.

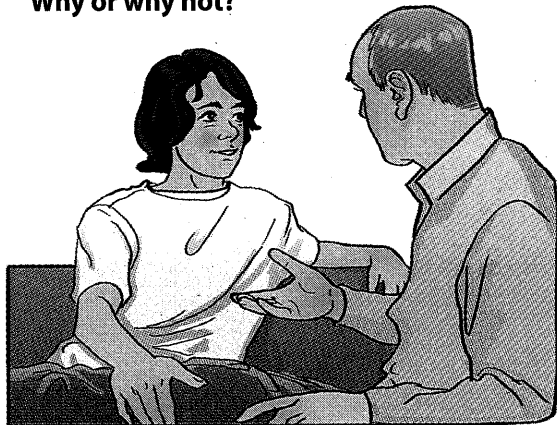
LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can talk about personal problems, ask for advice and give advice.*

LISTENING

Teenage relationships

- 1** If you have a boyfriend or girlfriend, will you tell your parents about it? Why or why not?



- 2** Listen to a talk show with host Vicky Holmes and guest speaker Dr Dawson. Choose the best answer to complete each statement.

1. From _____ years of age, many teenagers spend a lot of time thinking or talking about being in a relationship.

A. 10 to 12
B. 13 to 14
C. 15 to 19

2. Young people may feel more _____ to talk about their relationships in the future if they openly discuss feelings and friendships with their parents.

A. enthusiastic
B. confident
C. upset

3. Most parents are willing to _____.

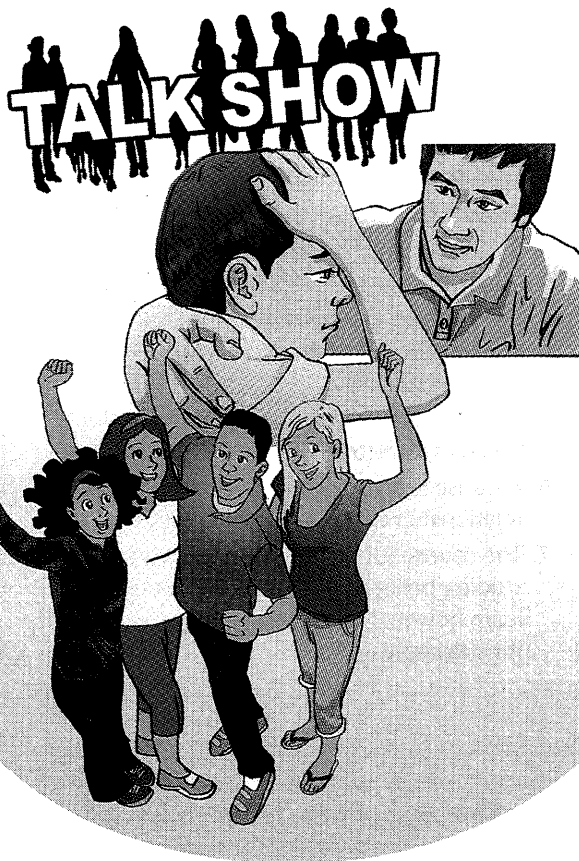
A. talk to a psychologist
B. talk about romantic relationships
C. lend a sympathetic ear to their children

4. Dr Dawson's last advice to teenagers is that they should _____.

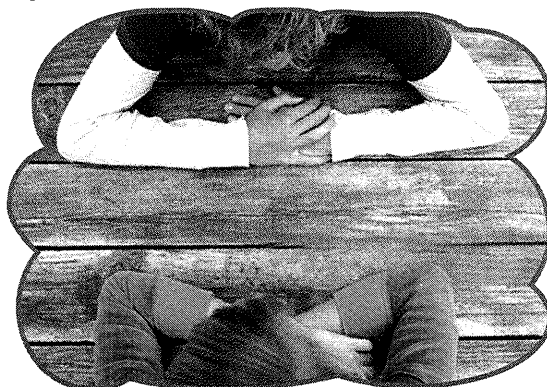
A. respect their parents' views
B. be friends with their parents
C. not get too anxious about break-ups

- 3** Listen again. Answer the questions.

1. What is the main topic of the talk show?
2. What do teenagers need to do to prepare for becoming adults?
3. According to Dr Dawson, what should parents do when their children experience break-ups in their relationships?
4. Should parents strongly oppose their children's romantic relationships?



- 4** In your opinion, what is the 'right' age for a romantic relationship? Discuss with a partner.



LISTENING

Teenage relationships

Lead-in: Inform the class of the lesson objectives: listening to a talk show for specific information.

- 1 Have Ss discuss the questions in Activity 1 with a partner. Ask Ss some other guiding questions: *Do you usually tell your problems or secrets to your parents? Are they willing to lend an ear? If you have a boyfriend or girlfriend, will you tell your parents about it?*

Suggested answers

- Yes, because my parents are sympathetic. They can give me some advice.
- No, because my parents are very strict and unsympathetic.

- 2 Ask Ss to listen to a talk show for specific details and choose the best option to complete each statement. If Ss cannot find the answer, stop the recording after the sentence containing the information for the answer.
- Ask Ss to compare their answers with a partner.

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

Audio script

Vicky: Welcome to our talk show with guest speaker Dr Dawson, a psychologist, who will be talking about how teenagers and their parents deal with problems.

Dr Dawson, most parents are worried about their children getting involved in romantic relationships. What's your opinion on this?

Dr Dawson: From 15 to 19 years of age, many teenagers spend a lot of time thinking or talking about being in a relationship.

Vicky: So do you mean this is part of the teen normal growth and development?

Dr Dawson: Yes, young people learn how to form safe and healthy relationships with friends, parents, teachers and romantic partners. This can prepare them for adult life. So parents should not oppose their relationships.

Vicky: I suppose many parents will feel surprised to hear this. What's your advice for the teenagers then?

Dr Dawson: Well, they should not be afraid to talk to their parents about their feelings and friendships. This can help them feel confident to discuss their relationships in the future.

Vicky: So you mean teenagers should listen to their parents and ask them to listen to what they are saying?

Dr Dawson: Exactly. Most parents are always willing to lend an ear to what their children are saying. This is even more important when young people suffer break-ups or broken hearts. They need a shoulder to cry on and a sympathetic ear.

Vicky: Thank you, Dr Dawson, for your very helpful advice to teenagers and their parents. Do you have any last words for them?

Dr Dawson: Parents shouldn't get very anxious when their teenage children are in a relationship. Saying strongly 'no' will make teenagers stop speaking about their feelings. Teenagers should also listen to their parent's views and be respectful.

- 3 Activity 3 focuses on listening for more specific information. Ask Ss to read the questions before listening, and underline the key words in each question.

Example:

Q1: main topic

Q2: teenagers, prepare for becoming adults

Q3: what, parents do, children experience break-ups

Q4: parents, strongly oppose, romantic relationships

- Play the recording without pausing. Ask Ss to listen, write down the answers, and then discuss their answers in pairs.

Key

1. The talk show is about how teenagers and their parents deal with problems.
2. They need to learn to form safe and healthy relationships with other people (friends, parents, teachers and romantic partners).
3. Parents should offer a shoulder for their children to cry on and listen to them.
4. No. Because their strong opposition will make their children stop talking about their feelings.

- 4 Ask Ss some questions before they start the discussion.

What is the purpose of a romantic relationship? Do people start a relationship just for fun or for a possible marriage?

- Tell Ss that the answers to these questions will help them to decide on the 'right' age for a romantic relationship.

Suggested answer

A person should start a romantic relationship when he / she is at an age or stage in life when he / she is mature enough, and is ready for a possible marriage. For this reason, the 'right' age can be different from person to person.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have learnt about teenage relationships and what teenagers and parents should do when there are problems. I have practised listening to a talk show for specific details.*

Teen forum

1 Read an online posting on Teen Forum and fill the gaps. Use the words in the box.

shocked talented different
influence upset appearances

Re: My dad's being unreasonable!

by Lion King >> Tuesday, December 3, 20__ at 8.30 P.M.

Current mood: I'm so (1) _____!



This afternoon I had my birthday party and all my close friends came to my house. We were playing some games when Dad came back from work. He looked (2) _____ when he saw T.'s dyed hair and ripped jeans. I think T. felt uncomfortable, so he said goodbye to all of us and left. After the party, Dad told me T. could be a bad (3) _____ on me and I should stop being friends with him. He said a good student should not dye his hair and should dress properly. I think Dad is being unreasonable. He should not judge my friends by their looks. T. is one of the best students in my class, but he wants to look (4) _____. His dream is to become a famous actor and film director. He is very (5) _____ and has already acted in a few films. I can't stop being friends with someone just because my father doesn't like them. I wish Dad stopped judging my friends by their (6) _____. How can I make him understand this?

2 Put the following parts of the online posting in the correct order.

- The writer's opinion / feelings about the incident
- The writer's wish for things to be different
- The writer's name
- The writer's mood
- Description of the incident
- Date and time
- Title of the posting

3 Choose one of the stories below. Use the ideas to write an online posting of 160-170 words.

1	Story	– parents work late on weekdays and most weekends; alone at home with the housemaid or tutor; feeling lonely
	Wish	– parents to spend more time with you
2	Story	– best friend dropped out of school and started working; her / his parents can't support her / him; missing your friend at school
	Wish	– help your friend to continue her education
3	Story	– friend confided a secret to you; you failed to keep it secret; told to other people; friend broke up with you; tried to apologise; your apology not accepted; feeling regretful
	Wish	– friend to forgive you; become friends again

4 Think of something that happened to you or another person. Write an online posting of 160-180 words.

You can write about:

- what happened, when and where, and who was involved
- how you and the other people felt
- your wish



WRITING

Teen forum

Lead-in: Inform the class of the lesson objectives: writing an online posting about relationship problems.

- 1** Explain to Ss that people now tend to write about recent events or any topics of interest and post their stories on the Internet (through social networking sites or online forums).
- Ask Ss to read through the posting and complete it with the words in the box.

Key

- | | | |
|--------------|-------------|----------------|
| 1. upset | 2. shocked | 3. influence |
| 4. different | 5. talented | 6. appearances |

- 2** The focus of this activity is on the different parts of the story posted to the teen forum. Ask Ss to read through the list (a-g) and put the parts in the order they appear in the online posting in **1**.

Key

1. g 2. c 3. f 4. d 5. e 6. a 7. b

- 3** Explain to Ss that there are three topics for them to choose from. These topics are about teenagers' relationship problems with parents or friends. Encourage Ss to add more details when they write the story.
- Ask Ss to write their drafts individually, and then exchange their writing with a partner for peer feedback. Encourage Ss to make revisions, if necessary.
- Collect some of Ss' final drafts and give comments.

- 4** This activity is optional. Have Ss do it in class if there is enough time or let them do it at home. Collect Ss' drafts in the next lesson for further comments and grading.

LESSON OUTCOME

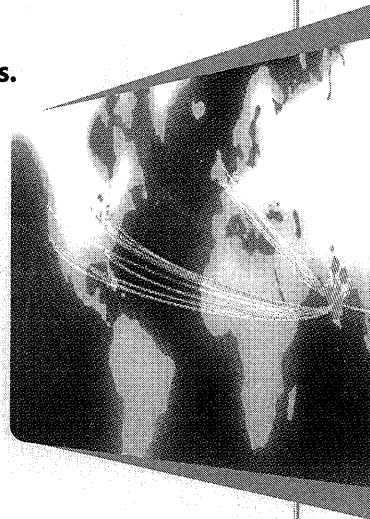
- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can write an online posting to tell about an incident or a relationship problem, and how I felt about it.*

Communication



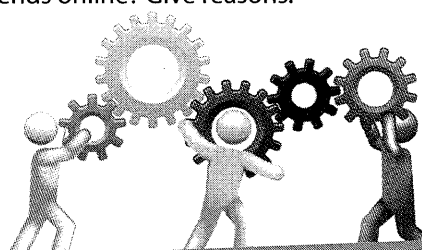
1 Listen to Hung's opinions about online friends. Answer the questions.

1. What can Hung learn from his online friends? Why?
2. When can he contact these friends?
3. Why can he save money?
4. What is the most important benefit of having online friends?
5. What does Hung dislike about online friendships?



2 Discuss the following questions in groups.

Do you have any online friends? If yes, do you want to meet them face to face? If no, do you want to make friends online? Give reasons.



COMMUNICATION AND CULTURE

Lead-in: Inform the class of the lesson objectives: further skill development.

Communication

- 1** This activity provides further listening practice. Explain to Ss that when people use the Internet, they have a lot of opportunities to make online friends from around the world.
- Have Ss read the questions and underline the key words before listening.
 - Play the recording once or twice depending on Ss' level.
 - Ask Ss to work with a partner to compare their answers. Check answers as a class.

Key

1. Hung can have more knowledge of different cultures and lifestyles because his online friends come from different places around the world.
2. He can contact his friends whenever he wants, as long as they are online.
3. Because he doesn't have to spend money on dinners, parties or cinema tickets.
4. The most important benefit of having online friends is that he can end a relationship quickly.
5. Sometimes he doesn't know for sure who these friends really are, as they may not use their real names.



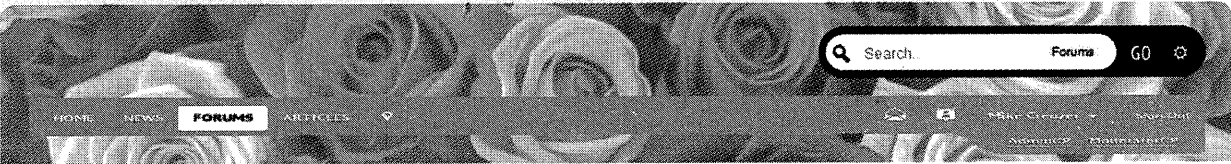
Audio script track 14

Well, there are many advantages of having online friends. First, they can be anywhere in the world, so I can learn about different cultures and lifestyles. Distance does not matter, as all I need is a computer. Second, I can contact them whenever I wish - as long as they are online, and I can end the conversation easily when I have other things to do. What's more, I can save a lot of money as there'll be no dinners, parties or get-togethers. I don't have to spend money on things like food and drinks or cinema tickets. Most importantly, I can quickly end a relationship when I don't feel comfortable with the person any more.

The only thing I don't like about this kind of friendship is that sometimes I don't know for sure who these friends really are. They may not use their real names and post other people's photos.

- 2** Have Ss work in groups and discuss the questions.
- Ask the representatives of some groups to report their groups' opinions to the rest of the class.

1 Read the text about dating around the world, and complete the information in the table below.



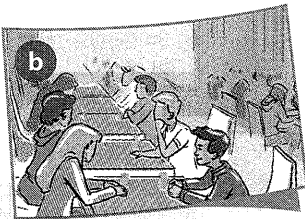
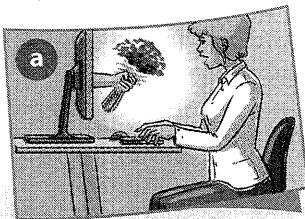
Dating around the world

Having a relationship with someone is important to people around the world; however, dating is different from culture to culture. Here are some examples.

Group dating is popular among young people in Europe and Australia. Groups as large as 30 people take part in events, such as going camping or having a party. This is seen as a safe way to spend time together, and to help to ease tension because people feel more comfortable in the company of friends before deciding whether to go on a one-to-one date.

In Singapore, since many young people stay single, the government has tried its best to encourage dating. Dating services are offered to single people. One of them is speed dating, in which singles will spend a few minutes talking to one person before moving on to meet the next one.

Online dating is a common way of matchmaking in the United States. Internet companies are now offering a service called 'online dating assistant' to help busy people to find a partner. An assistant helps customers to build their profiles, selects potential matches, and then sends several emails to the possible matches until the two people agree to meet face to face.



Kinds of dating			
Where			

2 Read the text again. Decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Group dating helps people to feel more at ease.			
2	Australian people don't like one-to-one dating.			
3	The Singaporean government encourages young people to take part in dating events.			
4	One-to-one dating is not popular in Singapore.			
5	Online dating is popular in the United States because it does not cost too much money.			
6	People using the 'online dating assistant' service need to communicate by email before meeting face to face.			

3 Discuss with a partner.

Are group dating, speed dating, and online dating popular in Viet Nam? Why or why not?

Culture

1 Have Ss read the text about dating in some countries and write the information below the pictures.

- Ask them to look at the pictures carefully to find out what the people in the pictures are doing.

Example:

In Picture a: A woman is typing on a computer. The roses indicate that she is probably on a dating site and someone has sent her a love message.

In Picture b: People are talking in pairs. They want to know more about their partners.

In Picture c: A group of young people are probably going camping or hiking.

Key

- a. online dating / US
- b. speed dating / Singapore
- c. group dating / Europe and Australia

2 Ask Ss to read the text again to decide whether the statements are true, false, or not given.

- Have Ss compare their answers with a partner.

Key

- | | | |
|-------|-------|------|
| 1. T | 2. F | 3. T |
| 4. NG | 5. NG | 6. F |

3 Have Ss discuss the question in pairs. After their discussion, ask some pairs to report their opinions to the class.

Suggested answer

Group dating is very popular in Viet Nam, especially among young people. Speed dating is not popular as there are no companies that provide that kind of service. Online dating services can be found on the Internet, but they are not very popular as many people think online dating is not safe.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have improved my listening, speaking and reading skills. I have learnt about the advantages and disadvantages of having online friends, and about the different ways of dating around the world.*

Pronunciation

1 Underline the words which could be contracted in these exchanges.

- A: My teacher will phone to say if she is coming to the party.
B: I hope she is.
- A: I am not sure if I will pass the exam.
B: But I am. You have worked so hard.
- A: It would be better for him to talk to his parents about his problems.
B: He cannot because he is living with his grandpa.
- A: It is difficult to read your handwriting. Our teacher will not accept your paper.
B: I hope she does. I do not have time to type it.

2 Listen to check your answers.

Vocabulary

Complete the sentences with the correct form of the words or phrases in the box.

meet face to face dating
romantic relationships break up
be in a relationship lend an ear

- Online _____ services have helped lots of single people to find future husbands or wives.
- When I am in trouble, my close friends are always willing to _____ and give me some advice.
- Teenagers' _____ may last only a few weeks or a few months.
- I don't like to make friends online because we can't _____.
- She felt very upset after she _____ with her boyfriend.
- Jim and Susan must _____. They look very happy together.

Grammar

1 Put the words in the correct order to make questions.

- How / feel / broke up / his girlfriend / Peter / with him / when / did / ?
- How / if / I / look / cut / short / will / I / my hair / ?
- How / feel / you / did / when / the game / lost / you / ?
- How / on TV / sound / Martin's / in the live show / voice / did / last night / ?
- How / taste / your soup / does / ?
- How / feel / you / had / would / no friends / if / you / ?

2 Write the answers to the questions in 1, using the suggested words.

- _____ (depressed)
- _____ (attractive)
- _____ (disappointed)
- _____ (awful)
- _____ (great)
- _____ (lonely)

3 Join the two parts to make cleft sentences.

1. It was me	a. that Sue usually visits her grandmother.
2. It's travelling around the world	b. that is always telling lies.
3. It's on Friday	c. that I got the news from.
4. It's his attitude towards others	d. that has helped me to learn about other cultures.
5. It's John	e. that I started my first romantic relationship.
6. It was my old friend	f. that started arguing with Jim.
7. It was in Paris	g. that really upsets me.

LOOKING BACK

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary, and grammar.

Pronunciation

- 1 Help Ss to review the pronunciation rules for contracted and full forms. Have Ss underline the words which could be contracted in the exchanges, and then work with a partner to compare their answers.

Key

- | | |
|--|--------------------------------------|
| 1. A: (she) <u>is</u> | |
| 2. A: (I) <u>am</u> , (I) <u>will</u> | B: (You) <u>have</u> |
| 3. A: (It) <u>would</u> | B: (can) <u>not</u> , (he) <u>is</u> |
| 4. A: (It) <u>is</u> , <u>will not</u> | B: (do) <u>not</u> |

- 2 Play the recording. Have Ss listen and check their answers.



Audio script

track 15

- | | |
|---|--|
| 1. A: My teacher will phone to say if she's coming to the party. | |
| B: I hope she is. | |
| 2. A: I'm not sure if I'll pass the exam. | |
| B: But I am. You've worked so hard. | |
| 3. A: It'd be better for him to talk to his parents about his problems. | |
| B: He can't because he's living with his grandpa. | |
| 4. A: It's difficult to read your handwriting. | |
| Our teacher won't accept your paper. | |
| B: I hope she does. I don't have time to type it. | |

Vocabulary

- The six words and phrases in the box are the ones most frequently used in the unit. Have Ss write them in the blanks, making changes to the verb forms, if necessary.

Key

- | | |
|---------------------------|-------------------------|
| 1. dating | 2. lend an ear |
| 3. romantic relationships | 4. meet face to face |
| 5. broke up | 6. be in a relationship |

- Extend the task by asking Ss to make their own sentences with these words and phrases.

Grammar

- 1 This activity aims to help Ss to make questions with linking verbs. This is the first step before Ss answer these questions, using adjectives after the linking verbs.

Key

- How did Peter feel when his girlfriend broke up with him?
- How will I look if I cut my hair short?
- How did you feel when you lost the game?
- How did Martin's voice sound in the live show on TV last night?
- How does your soup taste?
- How would you feel if you had no friends?

- 2 Have Ss write their answers in the gaps, using the given adjectives. Then ask Ss to practise in pairs. One student asks questions and the other gives answers.

Suggested answers

- He felt depressed.
- You'll look attractive.
- I felt disappointed.
- His voice sounded awful.
- It tastes great.
- I'd feel lonely.

- 3 Activity 3 focuses on cleft sentences. Draw Ss' attention to the verb tense of *be* (*is / was*) after *It* and the focus in the first part of each sentence. This will help them to choose the right answer.

Key

- | | |
|-----|--|
| 1 f | It was me that started arguing with Jim. |
| 2 d | It's travelling around the world that has helped me to learn about other cultures. |
| 3 a | It's on Friday that Sue usually visits her grandmother. |
| 4 g | It's his attitude towards others that really upsets me. |
| 5 b | It's John that is always telling lies. |
| 6 c | It was my old friend that I got the news from. |
| 7 e | It was in Paris that I started my first romantic relationship. |

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce the contracted forms of verbs and negative words correctly. I can use linking verbs to describe the subject, and can use cleft structures to emphasise a particular part in a sentence.*

PROJECT

1 Your group is going to take part in a storytelling contest organised by your school. Each group member tells a story about friendship or teacher-student relationships. Think about the following questions.

- When and where did it happen?
- What happened to the people in the story?
- What do you like most about the story, or what lessons can you learn from the story?



2 Your group chooses the best story which meets the following criteria.

- Content: interesting and relevant to the topic; conveying a moral message
- Use of expressive voice, facial expression and gestures, mime, pace, rhythm, eye contact and engagement with the audience

NOW YOU CAN

- ▶ Talk about relationship problems and how to deal with them
- ▶ Use contracted and full forms correctly
- ▶ Use linking verbs to describe the subject and cleft structures for emphasis
- ▶ Write an online posting about relationship problems

PROJECT

Lead-in: Inform the class of the lesson objectives: further explore the topic in a collaborative way.

- 1 For this project, Ss vote for the best story for a storytelling contest organised by the school.
 - First, ask Ss to think about the questions in the Student's Book and take notes. They can do this individually.
 - Then have them discuss their notes in groups, and get some feedback from the group members.
 - Next, have Ss work individually to write their stories. Ask them to think about the following ideas when they draft their stories:
 - * setting (where it happened)
 - * characters (who was involved; what their personalities were)
 - * structure or planning (introduction, incidents or events, conflicts, solutions)
 - * moral lesson of the story (Examples: *Don't tell lies to your friends or parents; don't run away from problems; be ready to help people in need.*)
 - Finally, ask Ss to practise telling their stories in groups.
- 2 Each group chooses the best story which meets the two criteria (content and storyteller's performance).
 - The best storyteller of each group tells his / her story in front of the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can tell a story about friendship or teacher-student relationship.*

Unit 3

BECOMING INDEPENDENT

GETTING STARTED

An independent person

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to being independent

Pronunciation

Sentence stress and rhythm: linking between a consonant and a vowel

Grammar

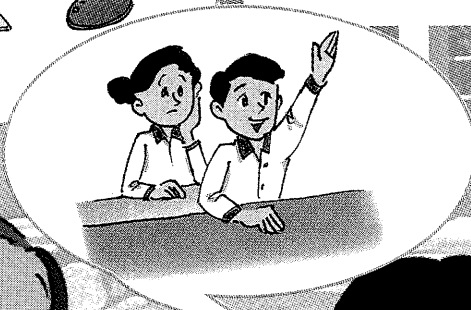
To-infinitives after certain adjectives and nouns

SKILLS

- Reading for general ideas and specific information about time-management skills
- Giving opinions about the importance of the skills needed to be independent
- Listening for specific information about how children are raised to become independent
- Writing a letter requesting further information about a course

COMMUNICATION AND CULTURE

- What it means to be independent
- American vs. Vietnamese ways of raising children



Objectives

By the end of this unit, Ss can

- use words and phrases related to being independent
- link a final consonant and an initial vowel in connected speech
- use *to*-infinitives after certain adjectives and nouns
- read for general ideas and specific information about time-management skills
- express opinions about skills needed to be independent
- listen for specific information in an interview about how children are brought up to become independent
- write a letter requesting further information about a course
- understand and talk about some differences between American and Vietnamese ways of raising children

GETTING STARTED

An independent person

Lead-in: Inform the class of the lesson objectives: getting to know the topic of becoming independent, the vocabulary related to being independent, and the grammar points of the unit: *to*-infinitives after certain nouns and adjectives.

To start the lesson, write the phrase AN INDEPENDENT PERSON on the board and ask Ss to think about the characteristics of an independent person. Ask Ss some guiding questions such as *What words come up to your mind when you think of an independent person?*, *Does an independent person often ask for help when doing things?*, or *Can he / she do things for himself / herself?*

Listen and read.

Mai: I can see that you and Hoang Minh have become close friends, Lan.

Lan: We have. I really like him because he doesn't rely on other people for help and isn't influenced by other people's opinions.

Mai: I see. So he's very independent.

Lan: Yes. He's also a very responsible student. He always completes his tasks on time, and never needs to be reminded about assignments and other schoolwork.

Mai: Right.

Lan: He's also reliable. Last week, our group worked on a project and he was assigned the most difficult part of it. He tried very hard and did it well.

Mai: It's good to have a friend you can rely on. He seems very determined.

Lan: He is. Last month, we were given a very hard Maths problem. While most of us gave up, he spent the whole night on it and solved it in the end.

Mai: That's amazing!

Lan: Yeah. Even our Maths teacher was very surprised to read his answer. Another good thing about him is that he's self-reliant. He always tries to find solutions to his problems and seldom needs help from others.

Mai: His parents must be really pleased to have such a son.

Lan: Of course. He also helps around the house a lot. But he still has time to read, so he's well-informed about what's happening around the world. It's interesting to talk to him.

Mai: I'll talk to him sometime.

Lan: Yes, you should. He's also very confident and decisive. He always believes in himself, and I really admire his ability to make decisions so quickly. He's a very independent person!

Mai: That's great! You're lucky to have a close friend like him.

2 Answer the questions about the conversation.

1. Why does Lan like Minh?
2. Why does Lan think Minh is a very responsible student?
3. What is an example showing that Minh is very determined?
4. Why does Lan think that Minh is self-reliant?
5. What are the characteristics of an independent person according to Lan and Mai?
6. Which of Minh's characteristics do you have? Which do you like most?

3 Read the conversation again. Match the words with their definitions.

1. reliable

a. feeling certain about your own ability to do things and be successful

2. self-reliant

b. able to make decisions quickly

3. decisive

c. strongly motivated to do something and not allowing anyone or any difficulties to stop you

4. determined

d. that can be trusted to do something well; that you can rely on

5. well-informed

e. capable of doing or deciding things by yourself, rather than depending on other people for help

6. confident

f. having a lot of knowledge about current topics or a particular subject

4 Find the sentences with *to*-infinitives after adjectives or nouns in the conversation and write them in the space below.

1 Ask Ss to look at the pictures and tell them the two girls talking to each other are Lan and Mai. They are talking about Hoang Minh who is in the pictures above them. Encourage Ss to guess what they are saying about him.

- Play the recording for Ss to listen and read the conversation at the same time.
- Tell Ss not to worry about the new words or grammar points. The new items will be taught in Activity 3.

2 This activity focuses on comprehension. Let Ss work in pairs to practise asking and answering the questions.

Key

1. Because Minh doesn't rely on other people for help and isn't influenced by other people's opinions.
2. Because he always completes his tasks on time, and never needs to be reminded about assignments and other schoolwork.
3. He tried hard and spent the whole night on a hard Maths problem when most students in the class had given up.
4. He always tries to find solutions to his problems and seldom needs help from others.
5. Responsible, reliable, self-reliant, determined, well-informed and confident.
6. Students' own answers.

3 This matching activity focuses on the meaning of some of the key words used in the conversation. Ask Ss to use the context and clues in the conversation.

Key

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

4 This activity focuses on the use of *to*-infinitives in the conversation. Ask Ss to read the conversation once again in pairs and underline the sentences containing *to*-infinitives, and then write them down in the space provided.

Key

1. It's good to have a friend you can rely on.
2. Even our Maths teacher was very surprised to read his answer.
3. His parents must be really pleased to have such a son.
4. But he still has time to read, ...
5. It's interesting to talk to him.
6. I really admire his ability to make decisions so quickly.
7. You're lucky to have a close friend like him.

Vocabulary

- 1** Complete the table with words that have the same roots as the adjectives in the first column. Some adjectives do not have all the corresponding word forms. Use a dictionary, if necessary.

	Adjective	Noun	Adverb
1	reliable		
2	confident		
3	independent		
4	self-reliant		
5	decisive		
6	determined		
7	responsible		

- 2** Complete the sentences with some of the words from 1.

Example:

Ba is a very determined young man. No one can stop him from achieving his goals.

- Ann is a very _____ person. Whenever you ask her to do things for you, you can expect her to do them well.
- You must believe in your abilities and have _____ in yourself to succeed.
- To keep _____ on current topics, you need to read newspapers and watch the news.
- She has a very _____ attitude towards work. She doesn't need to be reminded about her duties.
- Lan has been taught _____ from an early age, so she is very independent now.
- In case of emergency, you have to act very _____.
- Vietnamese people celebrate their _____ Day on September 2nd.

Pronunciation

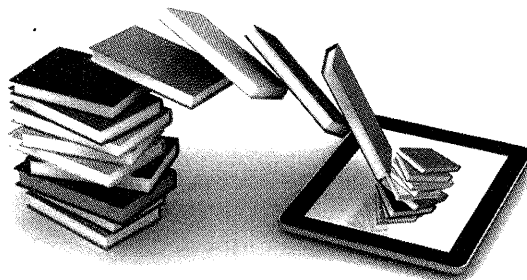
Linking between a consonant and a vowel

- 1** Listen and repeat the following sentences, paying attention to the linking between the words.

- He's a new student in our class.
- He always fulfills all his tasks on time.
- He knows a lot about life and the world around.
- Now it's time for all of us to celebrate our achievements.
- An independent person is capable of doing things by herself.

- 2** Listen and link (↪) the consonant sounds and the vowel sounds. Then practise reading the sentences.

- Line up and wait until I tell you what to do.
- My phone number is oh nine oh eight seven six oh four oh five (0908 760 405).
- You could earn a lot of money if you write an interesting e-book.
- Once upon a time, there was a frog that lived in a little pond.
- Take a box from over there and give it to me.



DO YOU KNOW...?

Consonant to vowel linking

- When we talk naturally, we don't pause between the 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 words ending with a consonant sound and words beginning with a vowel sound.

LANGUAGE

Vocabulary

- 1 Explain to Ss what they are supposed to do, and tell them that some adjectives do not have all the corresponding word forms. Let them use a dictionary, if necessary. Point out the use of suffixes such as *-ility*, *-ce*, *-ness*, *-tion* as a word formation strategy.

	Adjective	Noun	Adverb
1	reliable	reliability	reliably
2	confident	confidence	confidently
3	independent	independence	independently
4	self-reliant	self-reliance	
5	decisive	decisiveness	decisively
6	determined	determination	determinedly
7	responsible	responsibility	responsibly

- 2 This activity focuses on the use of the words in 1. Tell Ss to look at the context in each sentence to decide which word and which word form should be used.

Key

- | | |
|------------------|----------------|
| 1. reliable | 2. confidence |
| 3. well-informed | 4. responsible |
| 5. self-reliance | 6. decisively |
| 7. Independence | |

Pronunciation

Linking between a consonant and a vowel

- Activities 1 and 2 focus on linking between a final consonant sound and an initial vowel that follows it.

Notes

This is a very important feature of English as it helps preserve rhythm and makes the spoken language sound natural. Learners of English can have problems understanding and speaking English if they are not aware of word **linking** in connected speech. Linking can occur when a word ends in a consonant and the following word starts with a vowel. The consonant sound is linked with the vowel sound.

- In Activity 1, the linking is already marked, so ask Ss to read the sentences first, and then listen to the recording. Let Ss listen to the recording the second time and repeat what they hear.
- In Activity 2, ask Ss to listen and put a link between the sounds. Check if Ss have marked all cases of linking and then ask them to practise reading the sentences in pairs or groups.

Key

- Line up and wait until I tell you what to do.
- My phone number is oh nine oh eight seven six oh four oh five (0908 760 405).
- You could earn a lot of money if you write an interesting e-book.
- Once upon a time, there was a frog that lived in a little pond.
- Take a box from over there and give it to me.

Grammar

To-infinitives after nouns / adjectives

1 Work in pairs. Underline the to-infinitive in the sentences you found in 4 in GETTING STARTED. Pay attention to how the infinitives are used.



DO YOU KNOW...?

- We can use the to-infinitive after certain adjectives to give a reason for the adjectives:
 - Noun / Pronoun + linking verb + adjective + to-infinitive
- Adjectives: *glad, happy, lucky, amazed, surprised, proud, determined, pleased, sorry, disappointed, sad, afraid*

Example:

- I'm happy to see my former teacher again.
- I'm pleased to hear about your news.

2 Rewrite the sentences, using the to-infinitive.

Example:

We were happy because we met some interesting people.

⇒ *We were happy to meet some interesting people.*

1. The little boy was afraid when he jumped into the pool.

2. She is proud that she is the leader of the group.

3. The students were excited when they heard that they had won the competition.

4. My mother was very surprised when she heard I would take part in the storytelling contest.

5. I'm sorry if I may disturb you.



DO YOU KNOW...?

- We can use the to-infinitive in structures with *It* and certain adjectives to make a comment or judgement.
 - *It* + linking verb + adjective (for somebody) + to-infinitive
- Adjectives: *easy, difficult, hard, interesting, boring, nice, great, good, possible, impossible, likely, important, necessary, unreasonable.*

Examples:

- *It is interesting to talk to him.*
- *It is important for me to have confidence in myself.*

3 Combine the sentences, using to-infinitives.

Examples:

All of us want to visit the Citadel. It's interesting.

⇒ *It's interesting for all of us to visit the Citadel.*

Don't bring your umbrella with you. It's unnecessary.

⇒ *It's unnecessary to bring your umbrella with you.*

1. Don't expect that everybody will understand you. It's unreasonable.

2. We can't guess what will happen. It's impossible.

3. Everyone can learn some simple sentences in English such as *How are you?* or *Thank you.* It's easy.

4. You should take a map with you when travelling in a foreign country. It's necessary.

5. You can finish the project on your own. It's possible.



DO YOU KNOW...?

- We can use to-infinitives after certain abstract nouns to say what action they relate to.
 - Noun + to-infinitive
- Nouns: *advice, ability, ambition, anxiety, attempt, chance, decision, dream, failure, permission, plan, request, wish, way, demand, determination, effort, offer, willingness*

Examples:

- *Your dream to become a teacher will come true.*
- *You should find a way to deal with this problem.*

4 Rewrite the sentences, using the nouns in brackets and a to-infinitive phrase.

Example:

She knows how to solve the problem. (**way**)

⇒ *She knows the way to solve the problem.*

1. You are not ill so you don't have to stay in bed. (**need**)

2. My teacher is able to make complicated things easy to understand. (**ability**)

3. That he decided to take part in the contest surprised all of us. (**decision**)

4. I was not allowed to go to the party. (**permission**)

5. I didn't know that they were going to Nha Trang for the summer holidays. (**plan**)

Grammar

To-infinitives after nouns / adjectives

1 Ask Ss to look at the sentences with *to*-infinitives they have written down in 4 in GETTING STARTED and discuss how the *to*-infinitive is used in each sentence. Tell Ss that in sentences 1, 2, 4 and 6, the *to*-infinitive is used after an adjective, and after a noun in sentences 3 and 5.

• Tell Ss to notice the difference between the two structures:

- (1) Noun / Pronoun + linking verb + adjective + *to*-infinitive
- (2) *It* + linking verb + adjective + *to*-infinitive

Notes

In structure (1), the noun / pronoun is the subject of the sentence and the *to*-infinitive.

Example:

We are proud to be Vietnamese.

In structure (2), '*it*' is the formal subject while the infinitive phrase is the real subject of the sentence.

Example:

It is difficult to get tickets for the concert on Saturday.

⇒ *To get tickets for the concert on Saturday is difficult.*

• Have Ss translate the sentences containing structure (2) to check if they have understood them correctly.

Key

1. It's good to have a friend you can rely on. (*to*-infinitive is used in the structure '*It* + linking verb + adjective + *to*-infinitive')
2. Even our Maths teacher was very surprised to read his answer. (*to*-infinitive is used in the structure 'Noun / Pronoun + linking verb + adjective + *to*-infinitive')
3. But he still has time to read, ... (*to*-infinitive is used after a noun.)
4. It's interesting to talk to him. (*to*-infinitive is used in the structure '*It* + linking verb + adjective + *to*-infinitive')
5. I really admire his ability to make decisions so quickly. (*to*-infinitive is used after a noun.)
6. You're lucky to have a close friend like him. (*to*-infinitive is used in the structure 'Noun / Pronoun + linking verb + adjective + *to*-infinitive')

2 This activity focuses on using the *to*-infinitive after certain adjectives in the structure 'Noun / Pronoun + linking verb + adjective + *to*-infinitive'.

Key

1. The little boy was afraid to jump into the pool.
2. She is proud to be the leader of the group.
3. The students were excited to hear that they had won the competition.
4. My mother was very surprised to hear that I would take part in the storytelling contest.
5. I'm sorry to disturb you.

3 This activity focuses on the *to*-infinitive after certain adjectives in the structure *It* + linking verb + adjective + *to*-infinitive.

• Explain to Ss that only certain adjectives can be used in this structure, and it is incorrect to use adjectives that describe people's feeling or reaction (*glad, happy, lucky, amazed, surprised, proud, eager, determined, pleased, sorry, willing, etc.*) in this structure.

Key

1. It's unreasonable to expect that everybody will understand you.
2. It's impossible to guess what will happen.
3. It's easy to learn some simple sentences in English such as *How are you?* or *Thank you.*
4. It's necessary to take a map with you when travelling in a foreign country.
5. It's possible for you to finish the project on your own.

4 This activity focuses on the *to*-infinitive after certain nouns.

Key

1. You are not ill so there's no need to stay in bed.
2. My teacher has the ability to make complicated things easy to understand.
3. His decision to take part in the contest surprised all of us.
4. I couldn't get permission to go to the party.
5. I didn't know about their plan to go to Nha Trang for the summer holidays.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can link final consonants and initial vowels in connected speech. I can use words to talk about the characteristics of an independent person. I can use the to-infinitive after certain adjectives and nouns in three sentence structures.*

Time-management skills

1. Have you ever forgotten to do your homework?
2. Do you often have to struggle to meet deadlines?
3. How do you manage your time?

- A. You need important life skills to become independent.
- B. Good time-management skills help you to build your confidence and self-esteem.
- C. Time-management skills are not difficult to develop.
- D. Mastering time-management skills has many benefits and there are three steps to develop them.

Time-management skills are not difficult to develop. First, make plans for the things you need to do on a planner or an app on your mobile device. Organise them in a schedule so that they can be checked later. Figure out how much time you will need for each of the things, and then put time limits on them. Second, prioritise your activities. If you have so much to do in a day or a week, you may be at a loss as to how to fit everything in. So decide what is important to you and give it the most of your time or add it to the top of your list. Third, develop routines, because once routines are developed, they take less time to do.

given (NG).		T	F	NG
1	Elderly people don't strive for being independent.			
2	The ability to be independent comes naturally to a person when he / she grows up.			
3	Teenagers only need time-management skills to be independent.			
4	When teenagers are able to complete their daily tasks and duties at school and at home, they have more confidence and self-esteem.			
5	Having good time-management skills means you can use your time wisely.			

1. What are the benefits of having good time-management skills?
2. How can you make plans for the things you need to do?
3. Why should you schedule the things you need to do?
4. How can you prioritise your activities?
5. Why should you develop routines?

Which of the time-management skills mentioned in the text do you have? Which do you need to develop?

SKILLS

Reading

Time-management skills

Lead-in: Ask Ss to focus on the title of the section.

- Have Ss brainstorm ideas about what they think *time-management skills* are. Encourage Ss to think of the meaning of the compound *time-management* used as an adjective to modify the noun *skills*.

1 Let Ss read the three questions and prepare their answers individually. Then ask some Ss to give their answers. Make some comments about the Ss' ability to manage their time based on how quickly they give their answers. (*Congratulations. You can manage your time quite well. or I'm sorry. You need to have better time-management skills in order to complete the tasks on time.*)

2 Ask Ss to read the text quickly and choose the statement that best expresses the main idea. Help Ss to eliminate the wrong options by analysing them: A, B, C are just about the specific details of the text, and only D covers all points mentioned in the text.

Key D

3 Before having Ss read the text again to do Activity 3, ask them to read the statements first and underline the key words in each of them. Remind them that some statements may not be mentioned in the text. Make sure that Ss understand all the statements.

Key

1. **NG** (Although there's a sentence in the text: *That is what many young people strive for.* the text doesn't say anything about elderly people.)
2. **F** (*However, the ability to live independently does not develop naturally.*)
3. **F** (*... you need a number of life skills to stop relying on your parents and older siblings.*)
4. **T** (*With good time-management skills, you can build your confidence and self-esteem. These skills will also help you to perform your daily tasks, including your responsibilities at school and at home.*)
5. **T** (*... you can use your time wisely ...*)

4 Ask Ss to read the questions and underline the key words in them. Have Ss read the text again looking for these key words. Explain that these key words will help Ss to locate the answers in the text.

Key

1. With good time-management skills, you don't feel very stressed when exam dates are approaching; you can act more independently and responsibly, get better grades at school and have more time for family and friends.
2. Write the things I will have to do on a planner or an app on my mobile device, and put time limits on them.
3. So I can check them later.
4. Decide what is important to me and give it the most of my time or add it to the top of my list.
5. Once routines are developed, they take less time to do.

5 Put Ss into groups and ask them to note down the time-management skills mentioned in the text.

- *Making plans*
- *Prioritising activities*
- *Developing routines*

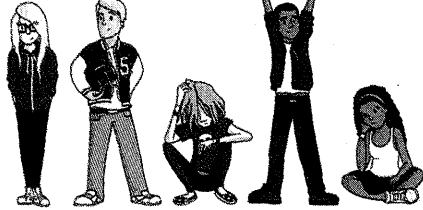
Then ask them to think about their own skills: which of the skills they have and which they need to develop and why they need to develop those skills.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about time-management skills. I can talk about the skills and how to develop them.*

SPEAKING

Skills you need to be independent



1 The table below presents the skills teens need to develop in order to become independent, and the reasons why those skills are necessary. Work in pairs. Discuss and match the skills with the appropriate reasons.

Skills	Reasons
1. Finding information	a. Activities such as doing the laundry or cleaning the house are important daily routines.
2. Getting around on your own	b. You gain confidence in your ability to make good decisions and don't avoid issues.
3. Coping with loneliness	c. You communicate effectively and get along well with people around you.
4. General housekeeping	d. You think independently and make informed decisions.
5. Health and hygiene	e. Lacking these skills may make you feel depressed and you may make the wrong decisions about your life.
6. Problem solving	f. You don't depend on others to go to places and take responsibility for being late.
7. Interpersonal communication	g. Keeping your body healthy and clean will make you feel happy and more confident.



2 Lan and Minh are talking about what they think are the most important skills they need in order to be independent. Use the words in the box to complete their conversation. Then practise it in pairs.

- loneliness
- decisions
- communicate
- interpersonal communication

Lan: Minh, which of the life skills do you think are the most important?

Minh: In my opinion, coping with (1) _____ is the most important skill.

Lan: Really? Why do you think so?

Minh: Because lacking this skill may make me feel depressed and I may make the wrong (2) _____ about my life. What about you? Which of the skills are the most important for you?

Lan: (3) _____ skills. Because they can help me to (4) _____ effectively and get along well with people around me.



3 If you want to be independent, which of the skills in 1 are the most important for you? Work in pairs. Use the ideas in 1 to have a similar conversation as the one in 2.

Speaking

Skills you need to be independent

Lead-in: Inform the class of the lesson objectives: talking about the skills teens need to develop in order to become independent and the reasons why those skills are necessary.

- 1** Explain to Ss that in the left column are some of the skills that people need in order to be independent. Ask Ss to read through all the skills and the reasons why they are important. Check if Ss have difficulty understanding any words /phrases. Make sure that they understand the meanings of all the words. Then have Ss work in pairs to discuss each of the skills and match them with the appropriate reasons.

Key

1. **d** 2. **f** 3. **e** 4. **a** 5. **g** 6. **b** 7. **c**

- 2** Ask Ss to read the conversation and use the words in the box to fill in the blanks individually first. Then have Ss work in pairs to role-play the conversation.

Key

1. loneliness
2. decisions
3. Interpersonal communication
4. communicate

- 3** Ask Ss to work in pairs to discuss the importance of the skills in **1**. Then have Ss make a conversation similar to the one in **2** talking about the skills they think are the most important for them to live independently. Encourage Ss to add their own reasons, if possible.

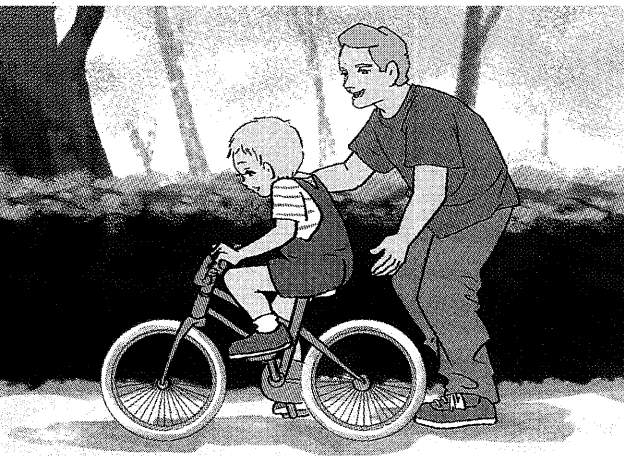
LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I have learnt about some of the skills necessary for people to live independently. I can talk about the skills and the reasons why they are important.*

LISTENING

How parents help you become independent

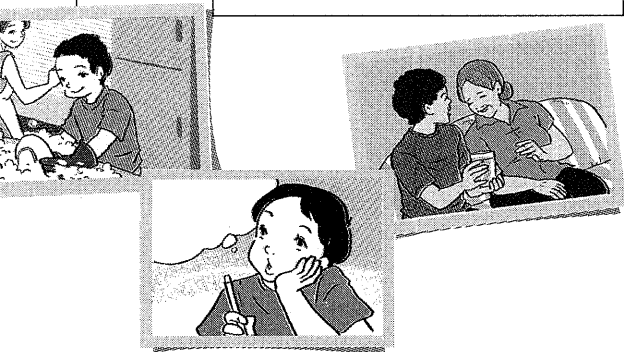
1 Look at the photo and answer the questions:



- What are the people in the photo doing?
- Do you think the boy needs his father's assistance to learn to ride a bicycle independently?

2 Listen to an interview on *Life Skills*, the most popular radio show for teens and parents, and match the statements with the speakers.

Speakers	Statements
1. Long	a. He has to fulfill all his responsibilities, and is punished if he fails.
2. Tuan	b. His parents tend to be very protective of him.
3. Minh	c. He has to do household chores and follow a set routine.
	d. One of his responsibilities is to look after his grandparents.
	e. He has been taught to make his own decisions.
	f. He is encouraged to express his opinions.



3 Answer the questions.

1. Why does Long think his parents are overprotective of him?
2. What do Long's parents often encourage him to do?
3. What do Tuan's parents focus on teaching him?
4. How do Tuan's parents keep him motivated?
5. What does Minh have to do?
6. What can Minh do about his clothes, books, or toys?

4 Work in groups. Tell your group members whether you were brought up in the same way as Long, Tuan, or Minh.

WRITING

Writing a letter requesting information

1 Read the advertisement for life skills courses in *Teenage Magazine* below and answer the questions.

★ ★ ★ ★ ★ **BLUE STAR LIFE SKILLS TRAINING CENTRE**

SKILLS YOU NEED TO BECOME INDEPENDENT

- ★ **Wish to be independent?**
- ★ **Want to be able to live on your own successfully?**

► **Then take our courses and we'll teach you the skills you need.**

► **We have different courses for you:**

Coping with loneliness
Stress management
Interpersonal skills

Goal setting
Time management
And more ...

Enrol today and get the early bird rate.

For more information, write to:
Ms. Angela Brown, Blue Rose Rd, Chanel, FL 32924

1. What courses are advertised?
2. Who are the courses for?
3. What skills do you think you will be taught if you take the 'Coping with loneliness' course?
4. What will you get if you enrol early?
5. What can you do if you need more information about the courses?

Listening

How parents help you become independent

Lead-in: Inform the class of the lesson objectives: listening to a radio show of three Grade 11 students for specific information.

- 1 Ask Ss to look at the photo and answer the guiding questions.

The boy is riding a bicycle and his father is helping him.

- Elicit answers from Ss about the importance of the support and help from parents so children can learn, grow and succeed in life. Answers to the second question may vary.
- 2 Before Ss listen to the recording, ask them to read the instructions and check if they understand what they are going to do by asking questions such as *What are you going to listen to?*, *What is it about?*, *How many speakers are you going to hear?*
- Ask Ss to read the statements and make sure they understand all the words in those statements. T may have to explain the meaning of the word *protective*. Ask if Ss know the word *protect*, then tell them that *protective* comes from that verb, meaning *always wanting to protect*.

Key 1. Long: **b, f** 2. Tuan: **a, d** 3. Minh: **c, e**

- 3 Ask Ss to read the questions first and underline the key words in each of them so that they know what to focus on when listening to the recording.
- Let Ss listen again and answer the questions. Encourage Ss to take notes. Remind them that notes are key words and ideas that can be written down quickly. Encourage Ss to use their notes to answer the questions. Then ask Ss to compare their answers with a partner.

Key

- They didn't let him do any household chores and drove him to school until he finished Grade 9.
- To voice (speak out) his opinions.
- They focus on teaching him about responsibility.
- If he does his responsibilities well, they give him a reward.
- To do chores and follow a set routine.
- He can make his own choices about these items.

- 4 This activity is a post-listening activity, which provides Ss with an opportunity to recall the content of the listening text and relate it to their own life and experiences. Encourage Ss to talk about how they were brought up and what their parents have done to help them to become more independent.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I have learnt about how some parents help their children to become independent. I have practised listening for details and taking notes.*



Audio script

MC: Hello and welcome to Life Skills, the most popular radio show for teens and parents. Today, I've invited three Grade 11 students to share with us how their parents help them to become independent. Long, would you like to start?

Long: Hi. Well, I'm the only child, so my parents tend to be overprotective of me. They didn't let me do any household chores and drove me to school until I finished Grade 9. However, since I was a little child, I've always been encouraged to voice my opinions. My parents even ask for my opinions before they make some important family decisions.

MC: That's great. That helps you develop self-confidence. And Tuan? How do your parents help you become independent?

Tuan: Well, my parents focus on teaching me about responsibility. I'm given a list of responsibilities, such as doing household chores, looking after my grandparents... And my parents make sure that I fulfill all of them. If I fail, I get punished. But if I do them well, I get a reward. This keeps me motivated.

MC: Your parents seem strict, but also very fair. What about you, Minh?

Minh: My parents set some limits and establish rigid rules about important issues. I have to do chores and follow a set routine. But I can make my own choices about personal things such as clothes, books or toys. My parents encourage me to consider all options before making my own decisions.

MC: Yes, setting limits can teach you self-discipline, and keep you safe and healthy. It's also great that your parents teach you decision-making skills. I hope that one day you'll be ready to leave home and live independently. Thank you so much for joining the show.

Writing

Writing a letter requesting information

Lead-in: Ask Ss if they have ever taken any courses in life skills, and how they can get information about such courses. Ask if they have ever written a formal letter to get more information.

- Inform the class of the lesson objectives: writing a letter enquiring about a training course.

- 1 This activity focuses on the information presented in the advertisement. Ask Ss to read the advertisement carefully and answer the questions about it.

Key

- Courses that teach the skills people need to become independent.
- Those who want to be independent / live on their own successfully.
- The skills to overcome the feeling of loneliness.
- A discount on the tuition fee.
- Write to Ms Angela Brown.
<http://tieulun.hopto.org>

2 Denise is interested in the life skills courses. Below is her letter asking for further information, but the parts are jumbled-up. Put them in the right order according to the template below.

April 21st, 2013

Dear Ms Brown,

- a) I am a first year student and live away from home. Although I have close friends, I miss my family very much. I don't like being alone and I always need someone to be around me. I don't know how to overcome the feeling of loneliness so I can become more independent.
- (b) I would also like to know how much the tuition fee will be if I enrol early.
- (c) Thank you very much for your time. I look forward to hearing from you.
- (d) I am writing to enquire about the life skills courses you advertised in Teenage Magazine.
- (e) I hope that your answers to my questions will help me to make the right decision about the course.
- (f) Could you advise me which of the courses I should take?

Sincerely,

Denise

Letter template:

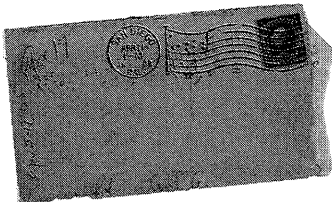
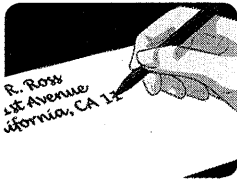
Date

Greeting

Content

1. Stating the reason for writing the letter and / or giving reference
2. Giving background information
3. Requesting advice based on the background information
4. Requesting further information
5. Expressing hope
6. Thank-you note and formal closing

Signature



3 Match each problem with its sign. Then discuss with a partner.

Problems

1. Lacking time-management skills

2. Suffering from stress

3. Lacking interpersonal communication skills

Signs

a. Can't concentrate and have memory problems

b. Don't feel comfortable when talking to people or working in a group

c. Can't schedule tasks effectively

d. Don't know how to prioritise tasks

e. Always feel worried and can't sleep well at night

f. Have difficulty in communicating ideas or opinions

4 Imagine that you have one of the problems above. Write a letter similar to the one in 2 to Ms Brown for advice on a suitable course and get further information about:

- course duration
- lecturer / trainer
- starting date
- certificate, etc.



2 This activity aims to present a sample letter of enquiry, but the parts of the letter are jumbled-up so that Ss have to read them carefully to put them in the right order.

- Ask Ss to read the parts in the template on page 32 first to become familiar with the standard order. Then have them read the jumbled-up letter and put the parts in the correct order.

Key

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

3 The aim of this activity is to prepare Ss for the writing task in **4**. Ask Ss to read the problems and identify their signs one by one. Have Ss find signal words such as:

- Lacking time-management skills: *prioritise, schedule*
- Suffering from stress: *memory problems, can't sleep*
- Lacking interpersonal communication skills: *communicating ideas, talking to people*

Key

1. Lacking time-management skills: **c, d**
2. Suffering from stress: **a, e**
3. Lacking interpersonal skills: **b, f**

4 Explain to Ss that now they should pretend that they have one of the problems, and need to take a course to overcome their problem. They have to write a letter asking for further information about the course they need to take. The letter should be similar to the one in **2**, but different in two parts: *Giving background information* and *Requesting further information*.

- Let Ss work independently to write their own letters.
- Then ask them to work in pairs to read each other's letter and give comments.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I have learnt how to write a letter asking for further information about a course.*

Communication

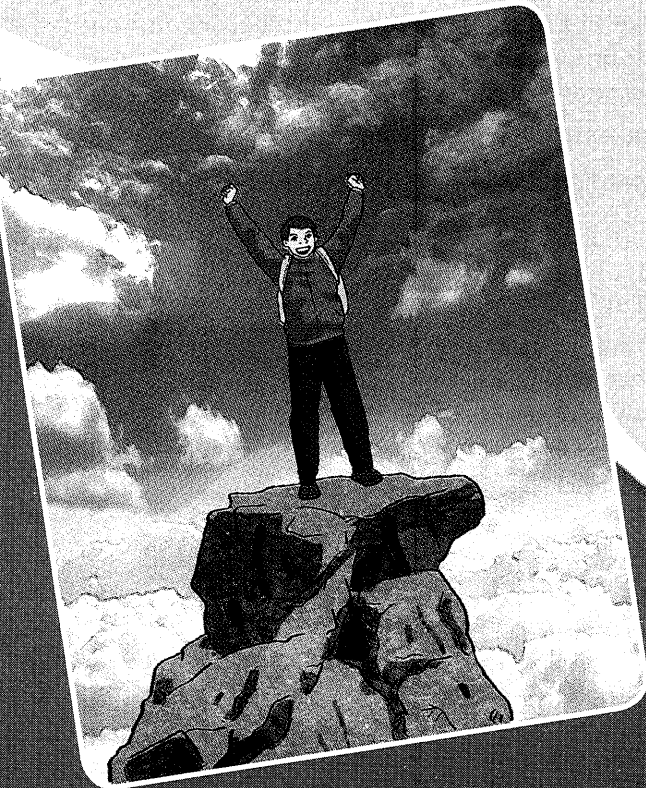
What it means to be independent

A father tells his son:

Don't ever let someone tell you that you can't do something. Not even me. You got a dream, you gotta protect it. When people can't do something themselves, they're gonna tell you that you can't do it. You want something, go get it.

Work in groups. Discuss the extract and prepare a short talk expressing your group's opinion about it. You can use the following questions to guide you.

1. What kind of person does the father want his son to grow up to be?
2. What does the father mean by saying: *You got a dream, you gotta protect it.* and *You want something, go get it?* Do you agree with him? Why / Why not?
3. What's your dream? How do you protect it and make sure it will come true one day?



Culture

- 1 Read the two passages about how American and Vietnamese parents raise their children and answer the questions.

Ways of raising children

In the US

For many Americans, a parent's most important task is to teach their children to live independently. From an early age, most children get their own rooms and never sleep with their parents.

American parents help their kids to become self-reliant by making them do things such as washing, cleaning, and cooking for themselves from the time they are very small. To help to develop their children's confidence, American parents always show respect for them and let them voice their opinions on family issues.

Right after children finish school, most of them will move out of the family home and start a truly independent life.

In Viet Nam

Many Vietnamese parents think their most important role is to protect their children and provide them with a happy and wealthy childhood. Babies often sleep with their parents, and many children do not get to sleep in their own beds until they finish primary school.

While many children in rural areas have to work to contribute to the household expenses, most children in urban areas do not have to do anything but study. In both urban and rural areas, parents seldom ask for their children's opinions before making family choices.

Children do not move out of the family home before they get married. Even then, many parents still want the couple to live with them in the same house.

COMMUNICATION AND CULTURE

Communication

What it means to be independent

Lead-in: Inform the class of the lesson objectives: further skill development.

- 1 This activity aims to provide Ss with an opportunity to work in groups and express their ideas freely about what it means to be independent. Make sure that Ss understand the extract. Explain that *gotta* means *have got to* and *gonna* means *going to* in informal speech.
- Put Ss into groups. Tell each group to have a leader and a note-taker. The leader moderates the discussion so that everybody in the group has a chance to talk, and the note-taker writes down all the ideas so that the group can prepare a short presentation later. Explain to Ss that they can use the three questions to guide their discussion, or they can express their ideas freely.
- Ask a representative of one or two groups to present the results of their discussion to the class.

Culture

Lead-in: Ask Ss if they think there are any differences between the ways American and Vietnamese parents raise their children. Then ask them to think about why there are such differences.

- 1 Tell Ss to read the texts and see if the information in it matches with their background knowledge.
- Then ask Ss to read again and answer the questions.



1. According to many Americans, what is the most important task of parents?
2. What do Vietnamese parents think their role is?
3. How do American parents help their kids to become self-reliant?
4. Are Vietnamese children allowed to join their parents in making family choices?
5. How do American parents help to develop their children's confidence?
6. When do Vietnamese children move out of their parents' home?



2 Make some comparisons between the two ways of child raising using *while*, *whereas*, *different from*.

Example:

While most Vietnamese children sleep with their parents until they go to primary school, most American children get their own rooms from an early age.



Key

1. To teach their children to live independently.
2. To protect their children and to provide them with a happy and wealthy childhood.
3. They make them do things such as washing, cleaning and cooking for themselves from the time they are very small.
4. No. Vietnamese parents seldom ask for their children's opinions before making family choices.
5. They show respect for them and let them voice their opinions on family issues.
6. After they get married.

- 2** Ask Ss to make some comparisons between the two countries in terms of raising children. Tell them to read the texts and see if the information matches with their background knowledge, using *while, whereas, different from*.
- Explain how to use the given words and phrases and give examples before asking Ss to make comparisons.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I have improved my speaking, listening and reading skills. I have learnt about the differences between the ways American and Vietnamese parents raise their children and help them to become independent.*

Pronunciation

1 Listen and repeat these sentences.

Then listen again and link (∪) the final consonants and initial vowels.

1. He's a teacher of English in an urban school.
2. My brother is well-informed about local issues.
3. Most Americans use some forms of discipline for their children.
4. The goal of American parents is to help their children to become independent.
5. Her parents even ask for her opinions before they make important decisions.

2 Read the paragraph below and link (∪) the final consonants and initial vowels. Then listen and check your answers.

Being independent is being able to take care of yourself, and not having to rely on anyone else. That is what many young people strive for. However, the ability to live independently does not develop naturally: you need a number of life skills to stop relying on your parents and older siblings.

Vocabulary

Complete the sentences with the words in the box.

reliability	decision	well-informed
determined	responsibly	independent
confident	decisiveness	

1. When Lan was small, she was encouraged to speak out her opinions. That's why she's so _____ now.
2. He tries to keep himself _____, so he reads most of the local newspapers and also gets a lot of information from the Internet.
3. Whenever she wants something, she tries her best to get it and doesn't let anyone discourage her. She's so _____.
4. Before making a _____ he often considers different options.
5. Her _____ makes her a good leader.
6. Everyone should act _____ in order to protect our environment.
7. _____ is necessary for a good friendship.
8. You need to have a number of life skills to become _____.

Grammar

1 Combine the sentences, using to-infinitives.

1. Denis received a letter from his mother. He was happy.

2. Ann passed the exam. She was so lucky.

3. You can't learn a foreign language in one day. It's impossible.

4. The students will take part in the 'Green Day' activities. They are very keen.

5. You should develop habits that will keep your body healthy and clean. It's necessary.

6. We've heard that Helen is feeling better now. We are relieved.

7. We can't guess what will happen. It's difficult.

8. You should learn how to get from one place to another. It's important.

9. You should learn how to cope with loneliness. It's important.

10. Dave received a birthday gift from an old friend. He was very surprised.

2 Rewrite the sentences, using the nouns in brackets and to-infinitives without changing the meanings of the sentences.

1. They want to win the first prize, but that seems unrealistic. (goal)

2. Nobody knew that he had always wanted to become a doctor. (dream)

3. She didn't obey the school rules and that upset her parents very much. (failure)

4. It's amazing that Tania can speak three foreign languages. (ability)

5. Tom tried hard to persuade his parents to allow him to join the club, but he failed. (attempt)

6. He tried hard to overcome any difficulties by himself. (effort)

LOOKING BACK

Pronunciation

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary, and grammar.

- 1 Ask Ss to listen and repeat the sentences, then mark the linked final consonants and initial vowels of the words.

Key

1. He's a teacher of English in an urban school.
2. My brother is well-informed about local issues.
3. Most Americans use some forms of discipline for their children.
4. The goal of American parents is to help their children to become independent.
5. Her parents even ask for her opinions before they make important decisions.

- 2 Ask Ss to read the paragraph and mark the linked final consonants and initial vowels of the words. Then play the recording for Ss to listen and repeat.

Key

Being independent is being able to take care of yourself, and not having to rely on anyone else. That is what many young people strive for. However, the ability to live independently does not develop naturally: you need a number of life skills to stop relying on your parents and older siblings.

Vocabulary

- The eight words in the box are related to the main topic of the unit and the most frequently used in the unit. Ask Ss to use them to complete the gapped sentences.

Key

- | | |
|-----------------|------------------|
| 1. confident | 2. well-informed |
| 3. determined | 4. decision |
| 5. decisiveness | 6. responsibly |
| 7. Reliability | 8. independent |

- Extend this activity by asking Ss to make their own sentences with these words.

Grammar

- 1 Have Ss combine the sentences, using to-infinitives.

Key

1. Denis was happy to receive a letter from his mother.
2. Ann was so lucky to pass the exam.
3. It's impossible to learn a foreign language in one day.
4. The students are very keen to take part in the 'Green Day' activities.
5. It's necessary for you to develop habits that will keep your body healthy and clean.
6. We are relieved to hear that Helen is feeling better now.
7. It's difficult to guess what will happen.
8. It's important to learn how to get from one place to another.
9. It's important to learn how to cope with loneliness.
10. Dave was very surprised to receive a birthday gift from an old friend.

- 2 This activity focuses on using the to-infinitive after nouns. Ask Ss to rewrite the sentences, using the nouns in brackets and to-infinitives so that the new sentences have the closest meaning to the given ones.

Key

1. Their goal to win the first prize seems unrealistic.
2. Nobody knew about his dream to become a doctor.
3. Her failure to obey the school rules upset her parents very much.
4. Tania's ability to speak three foreign languages is amazing.
5. Tom's attempt to persuade his parents to allow him to join the club failed.
6. He made an effort to overcome any difficulties by himself.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can link final consonant sounds with initial vowel sounds in connected speech. I can use to-infinitives after certain adjectives and nouns.*

HOW INDEPENDENT ARE YOU?

1 Complete the questionnaire. Tick the number based on how accurate each statement is for you. The number you tick represents the point(s) you get for each item.

- 1** very inaccurate
- 2** inaccurate
- 3** neutral
- 4** accurate
- 5** very accurate

1

You can cook for yourself.

Very inaccurate **1 2 3 4 5** very accurate

2

You don't feel sad, helpless and uncomfortable when alone.

Very inaccurate **1 2 3 4 5** very accurate

3

You always take the initiative and start your own projects.

Very inaccurate **1 2 3 4 5** very accurate

4

You have good daily habits and keep your body healthy and clean.

Very inaccurate **1 2 3 4 5** very accurate

5

You can make decisions about everyday matters quickly.

Very inaccurate **1 2 3 4 5** very accurate

Add up all the points. The more points you get means the more independent you are.

2 Work in groups of ten. Make questions from the statements in the questionnaire. Then use the question to interview students in your group. Find out how independent they are. Report the results to the class.

NOW YOU CAN

- Use words and phrases to describe the characteristics of an independent person
- Link consonant and vowel sounds in a sentence
- Use the to-infinitive after certain adjectives and nouns in sentences
- Talk about the skills needed to be independent
- Write a formal letter requesting further information about a course

PROJECT

How independent are you?

Lead-in: Inform the class of the lesson objectives: further explore the unit topic and practise the language in a collaborative way.

- 1** Tell Ss they need to conduct a survey to find out how independent they and their friends are. To help them to prepare for the survey, explain the questionnaire items, the meaning of the options and how to complete the questionnaire and work out the total score. Then let Ss complete the questionnaire individually.
 - After Ss have completed the questionnaire, help them to add up their scores. Tell Ss that the more points they have, the more independent they are.
- 2** Ask Ss to work in groups to formulate the survey questions based on the questionnaire. Encourage them to add more questions. They should use all the questions to do the survey, and report the results to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can conduct a survey to find out how independent my classmates and I are.*

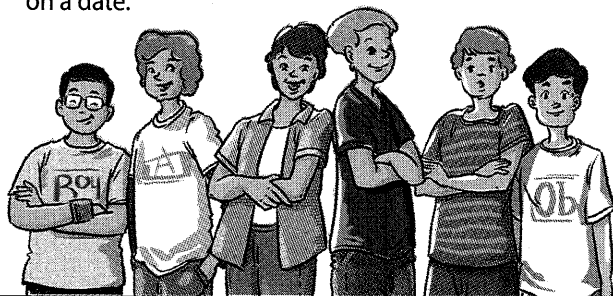
LANGUAGE

Vocabulary

1 Form compound nouns with the words in the box. Then complete the sentences, using the correct ones.

care child friend girl grand
house parents point view work

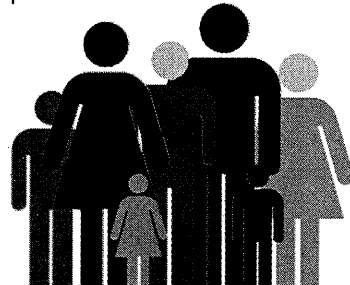
1. She spent all morning doing _____.
2. There are many different _____ options available to mothers returning to work.
3. Parents should try to see things from a teenager's _____.
4. I have lived with my _____ since I was born.
5. He can't come because he's taking his _____ on a date.



2 Complete the sentences with correct words from the box.

independent reconciled argument
self-reliant relationship

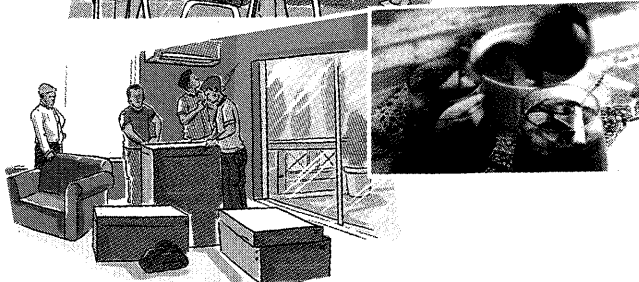
1. She has a close _____ with her parents.
2. He broke the glass vase during a(n) _____ with his cousin.
3. We were finally _____ after he apologised.
4. My little cousin is becoming more _____ so my aunt has more time for herself.
5. Teaching secondary school students to be independent and _____ is important for their personal development.



Pronunciation

3 Listen and link (◡) the final consonants and initial vowels in the sentences. Then read them aloud.

1. Kate is a teacher of English in an upper secondary school.
2. Look at these pictures and answer my questions in English.
3. Tom used to live in his parents' house, but he's moved into a new flat with some friends.
4. Can I have a cup of apple tea?
5. Don't forget to turn off the lights when you leave after the party.



INTRODUCTION

The aim of Review 1 is to help Ss to revise the language and skills Ss have learnt in Units 1, 2 and 3.

T may introduce the review by asking Ss if they can remember what they have learnt so far in terms of language and skills. T then summarises Ss' answers and adds more information, if necessary.

LANGUAGE

T may use the Language review as a self-assessment test or revision. Ss do the activities, and then T checks the answers with the whole class. T may also conduct each activity separately.

Vocabulary

- 1 Ask Ss to do this activity individually, and then compare their answers with a partner. Check answers as a class and write the correct ones on the board.

Key

- | | |
|---------------|-----------------|
| 1. housework | 2. childcare |
| 3. viewpoint | 4. grandparents |
| 5. girlfriend | |

- 2 Have Ss do this activity individually. Then ask a student to write his / her answers on the board. Check the answers with the whole class.

Key

- | | |
|-----------------|----------------|
| 1. relationship | 2. an argument |
| 3. reconciled | 4. independent |
| 5. self-reliant | |

Pronunciation

- 3 Play the recording and have Ss do this activity individually, and then compare their answers with a partner. Write the sentences on the board. Then ask Ss to practise reading the sentences aloud.

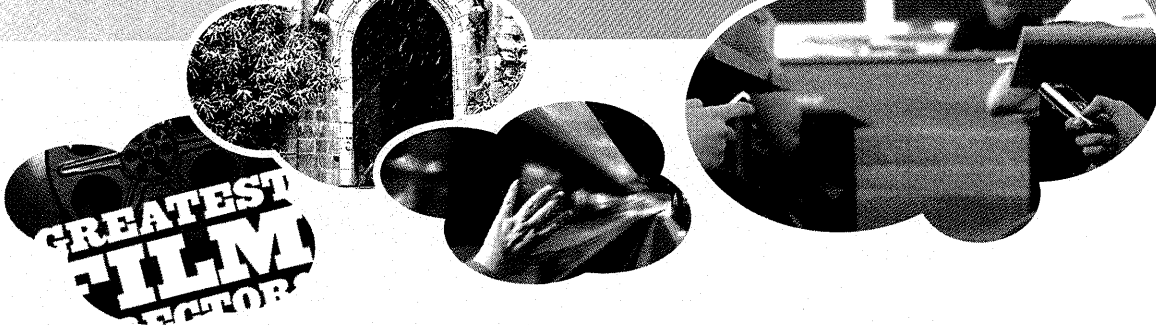
Key

1. Kate is a teacher of English in an upper secondary school.
2. Look at these pictures and answer my questions in English.
3. Tom used to live in his parents' house, but he's moved into a new flat with some friends.
4. Can I have a cup of apple tea?
5. Don't forget to turn off the lights when you leave after the party.



Audio script

The audio script is the same as the key.



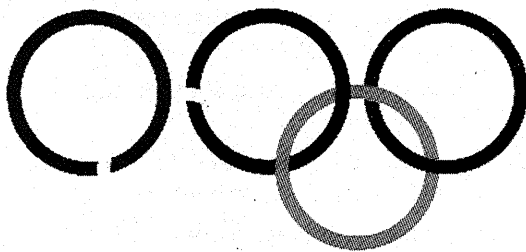
**GREATEST
FILM
DIRECTOR**

Grammar

4 Complete these sentences with *should / shouldn't / ought to / ought not to / must / mustn't / have to / has to*.

1. It's a great film. You _____ go and see it.
2. You don't look well. You _____ go out. It's cold outside.
3. It's late. I _____ go now or I will miss the last train.
4. Students _____ use mobile phones in class.
5. The government really _____ do something about unemployment.

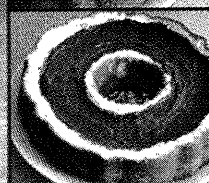
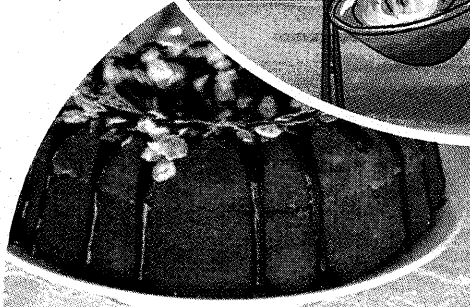
5 Rewrite the following sentences to emphasise the underlined parts, using *It is / was ... that ...*



1. The first Olympic Games were held in Greece.
2. Nam won the first prize in the English speaking contest.
3. I am making a chocolate cake for my best friend's birthday party.
4. Scotland's most famous poet Robert Burns was born in 1759.
5. Working on a computer gives me headaches.

6 Write new sentences with a similar meaning. Use the *to*-infinitive after the adjective.

1. It's quite easy to find our school.
Our school is _____.
2. It's difficult to translate the paragraph.
The paragraph _____.
3. I am happy that I work for the school library.
I am delighted _____.
4. She was amazed that she saw him at the party.
She was very surprised _____.
5. I was sad when I heard your grandma was ill.
I was sorry _____.



Grammar

- 4** Elicit the form and use of the modals: *should / shouldn't / ought to / ought not to / must / mustn't / have to / has to*. Ask a volunteer to do the activity on the board while the rest of the class works on it individually. Check Ss' answers, and ask Ss to provide explanations for their choice of modals, if necessary.

Key

- | | |
|----------------------|-----------------------------|
| 1. should / ought to | 2. shouldn't / ought not to |
| 3. must / have to | 4. mustn't |
| 5. must / has to | |

- 5** Elicit the form and use of the sentence structure *It is / was ... that ...*. Have Ss do this activity individually, and then compare their answers with a partner. Ask a student to write his / her sentences on the board. Check the answers with the whole class.

Key

1. It was in Greece that the first Olympic Games were held.
2. It was Nam who / that won the first prize in the English speaking contest.
3. It's a chocolate cake that I am making for my best friend's birthday party.
4. It was in 1759 that Scotland's most famous poet Robert Burns was born.
5. It's working on a computer that gives me headaches.

- 6** Elicit the use of the *to*-infinitive. Ask Ss to do this activity individually, and then compare their answers with a partner. Write the correct answers on the board.

Key

1. Our school is quite easy to find.
2. The paragraph is difficult to translate.
3. I am delighted to work for the school library.
4. She was very surprised to see him at the party.
5. I was sorry to hear that your grandma was ill.

SKILLS

Reading

- 1 Read and complete the text with the words from the box.**

possibility unemployment practical
decisions hopefully straight
advantage qualifications

THE MOST IMPORTANT DECISION

Around the age of seventeen, you have to make one of the most important (1) _____ in your life. Do you stay on at school and (2) _____ go to university later? Or do you leave school to start work or a training course?

This is your decision, but you should remember two things: there is more (3) _____ among young people who have not been to university, and people with the right skills have a big (4) _____ in the job market. If you make the decision to go (5) _____ into a job, there are many opportunities for training. While you are earning, you can also take evening classes to gain (6) _____, which will help you to get ahead in your career more quickly. Another (7) _____ is that you start work and take a break to study when you are older. This is the best way to save up money for your studies, and get (8) _____ experience.

- 2 Read the text again and answer the questions.**

1. When do you have to make one of the biggest decisions in your life?
2. What are the job prospects for people who haven't been to university?
3. What is the advantage of having the right skills?
4. What opportunities are there for you if you decide to go straight into a job?

Speaking

- 3 Work with your partner. Make a conversation about your friend's problem and give them advice. Use your own ideas or the suggestions below.**

Your friend's problem:

- getting bad exam results

Your advice:

- spend less time surfing the Internet for pleasure
- spend more time searching information for assignments
- work harder
- ask a teacher for extra tuition



SKILLS

Reading

Ask Ss to complete Activities 1 and 2 individually and compare their answers with a partner. Then give the correct answers and any explanations, if necessary.

Key

- | | |
|-----------------|-------------------|
| 1: 1. decisions | 2. hopefully |
| 3. unemployment | 4. advantage |
| 5. straight | 6. qualifications |
| 7. possibility | 8. practical |
- 2: 1. Around the age of seventeen.
2. There is more unemployment.
3. Getting a job more easily.
4. There are many opportunities for training.

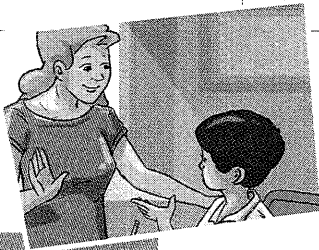
Speaking

- 3 Ask Ss to work with a partner to make a conversation about a friend's problem. One student explains the problem while the other asks questions and offers advice. Ss may use their own ideas or the suggestions. Encourage Ss to swap roles and role-play the conversation again.

Listening

4 Listen to the recording about relationship problems between parents and teenage children. Decide whether the following statements are true (T) or false (F) according to the speaker.

		T	F
1	Parents sometimes find it hard to talk to their teenage children.		
2	Teenagers always like talking about their school work.		
3	Teenagers hate questions that aim to check up on them.		
4	Parents should push their teenage children to talk about school, work and future plans, if necessary.		
5	Parents should watch for danger signs in some teenagers who may smoke or try using drugs or alcohol.		



Writing

5 Read the advertisements and choose one of the language schools you want to attend to improve your English.

ENGLISH LANGUAGE CENTRE

Why not learn to speak English with native speakers?

We have well-qualified teachers and offer classes in the evening and at weekends.

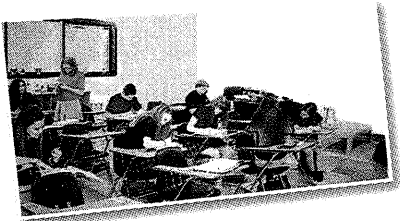
For more information, write to:
Ms Helen Smith, 218 Tay Son St. Ha Noi

ACADEMY OF FOREIGN LANGUAGES

Study English, French, Chinese or Japanese in the morning & evening.

Places available in elementary / pre-intermediate/ intermediate classes.

For further information, contact us:
Phone: (04) 55555339
Address: Mr Bill Weston, 26 Thai Ha St. Ha Noi



6 Write a letter requesting more information about the language courses. You can ask about the starting date, course duration, teachers' experience, fees and course certificate.

Listening

- 4 Play the recording once for Ss to listen and choose their answers. Play the recording again pausing at appropriate places and highlighting the clues in the listening text, so Ss can check their answers. Then give the correct answers. For weaker Ss, play the recording several times pausing after sentences to check Ss' comprehension.

Key

1. T 2. F 3. T 4. F 5. T

Audio script

During the teenage years, it is at times difficult for parents to talk to their children. Teenagers often seem to hate being questioned. They seem unwilling to talk about their work at school. This is a normal psychological development at this age. Although it can be hard for parents to understand, it is part of becoming independent. Teenagers are trying to be adults while they are still growing up. Young people often dislike talking if they realise that parents are trying to check up on them. Parents should find ways to talk to their teenage children about school, work and future plans, but should not push them to talk if they don't want to. Parents should also watch for danger signs. For example, some teenagers in trying to be adults may experiment with alcohol, drugs or smoking. It is necessary for parents to watch for any signs of different behaviour, which may be connected with these dangers and offer help if necessary.

Writing

- 5 Ask Ss to read the two advertisements and choose one of the language schools they would like to attend to improve their English.
- 6 Ask Ss to write a letter requesting more information about the language courses. Ss may write their drafts first in class, swap them with a partner for peer review, and write their final version at home.

Sample letter:

Dear Ms Smith,

I saw your advertisement about the language courses on your website. I am interested in learning English, and I am writing to enquire about the English courses at your centre.

I can read and write in English, but I can't speak the language very well. If necessary, I can complete an oral test. I want to improve my pronunciation, and hope to be able to practise my English with native speakers.

I would also like to have more information about the starting date, course duration, teachers' experience, fees and course certificate.

I look forward to hearing from you.

Yours sincerely,

Trang

Thu Trang

GETTING STARTED



**Helping students
in need**

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to people with disabilities and how to support them

Pronunciation

Elision of weak vowels before /l/, /n/ and /r/

Grammar

The past simple and the present perfect

SKILLS

- Reading for general ideas and specific information about helping people with disabilities
- Interviewing a volunteer and discussing voluntary work
- Listening for specific information in a radio programme about an outstanding person with a disability
- Writing an article about problems facing disabled people and how they can be solved

COMMUNICATION AND CULTURE

- East Meets West
- International Day of Persons with Disabilities



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to people with disabilities and how to help them
- recognise and pronounce elision of weak vowels before /l/, /n/ and /r/
- understand and use the past simple and the present perfect
- read for general ideas and specific information in a school magazine report about helping people with disabilities
- interview a volunteer and discuss voluntary work
- listen for specific information in a radio programme about an outstanding person with a disability
- write an article about problems facing disabled people and how they can be solved
- learn and talk about international organisations and programmes to help those in need and *International Day of Persons with Disabilities*

GETTING STARTED

Helping students in need

Lead-in: Inform the class of the lesson objectives: getting to know the topic, vocabulary about people with disabilities, and the past simple and the present perfect.

- Introduce the topic by asking Ss to talk about the photos of people with disabilities. Then elicit more ideas from Ss' background knowledge.
- Encourage Ss to talk about disabled people's achievements. Tell them to include respect for disabled people and donation to charities in their discussion.

Listen and read.

Mai: Hi, what's up? Why are there so many boxes in the library?

Maria: I'm preparing some Christmas gifts for secondary students with disabilities in the school we visited two months ago. These are students with various visual, hearing, physical and cognitive impairments.

Mai: Cognitive impairments?

Maria: That's learning difficulties.

Kevin: I have a neighbour who is blind, deaf and dumb, and needs a lot of help to get around.

Maria: Well, you shouldn't use words like 'dumb' or 'deaf'. It's disrespectful.

Mai: I agree. There are so many students with a disability who have talents and skills.

Maria: That's right. And we need to help them to become independent, integrate in the community and achieve success at school.

Mai: So what are these Christmas gifts?

Maria: Last month, the Youth Union in our school had a meeting, and decided to start a 'Special Christmas Gifts' campaign to collect gifts for local charities. So far, the students in our school have donated more than 100 gifts.

Mai: That's great! Can students from other schools join your campaign?

Maria: Sure! A few other schools have already joined us. They have sent us textbooks, dictionaries, CD players, batteries...

Kevin: I have an idea for a gift! A talking pen for learning foreign languages.

Maria: Great idea! What a meaningful gift!

Mai: Thanks, Maria. I'll talk to my classmates and see what we can do.

2 Read the conversation again. Decide if the following statements are true (T), false (F), or not given (NG). Tick the correct box.

		T	F	NG
1	Maria is preparing some gifts for students with disabilities.			
2	Only students at Maria's school can join the campaign.			
3	Local charities will send the gifts to different schools.			
4	Kevin will donate an educational toy for learning languages.			
5	Maria will plan a visit to a school for children with disabilities.			

3 How do you think non-disabled people perceive and treat people with disabilities?

Example:

I think non-disabled people used to think that people with disabilities always need to be looked after. However, attitudes have changed. People with disabilities are now perceived as valued members of society.



- 1** Ask Ss questions about the illustration:
- *Who do you see in the picture?*
 - *What are they doing?*
 - *What do you think they are going to do with the gifts?*
- Tell Ss that they are going to listen to a conversation in a school library between three friends, Mai, Kevin and Maria.
 - Let Ss predict what these friends will be talking about.
 - Encourage and accept all types of predictions from Ss.
 - Play the recording. Ask Ss to listen and read the conversation at the same time.
- 2** Ask Ss to work first individually, and then in pairs to decide whether the statements are true (T), false (F), or not given (NG). Ss can provide reasons for their answers. They may refer back to the conversation to get the necessary information.
- Check Ss' answers and give explanations.

Key

1. T 2. F 3. NG 4. T 5. NG

- 3** Have Ss read the question and example. Ask them to think of their own answer to the question. Ss can work individually or with a partner.
- Elicit some answers and write the best ones on the board. Give feedback and discuss any points.

Vocabulary

1 Match each word with its meaning.

1. disrespectful (adj)

a a series of actions intended to achieve a goal

2. impairment (n)

b showing a lack of respect for someone or something

3. integrate (v)

c give money, books, etc. to help a person or an organisation

4. donate (v)

d join a group of people or community and be accepted by them

5. campaign (n)

e a condition in which a part of a person's body or mind does not work well because of physical or mental damage

2 Complete the following sentences with the appropriate words from the box.

cognitive donation hearing
blind physical

- The Braille alphabet was created by Louis Braille, who went _____ after an accident. It has been one of the greatest inventions in human history.
- People with _____ impairments often have difficulty understanding new things and, therefore, cannot learn quickly. That is why we should break down the information for them.
- We can help people in need by making a _____ to a charity.
- People with a _____ disability may find it difficult to get out of bed or get around without help.
- Many experts believe that noise is the cause of approximately half of all cases of _____ loss.

Pronunciation

Elision of vowels

1 Listen and repeat. Pay attention to the vowels in bold.

secondary	deafening	preferable
dictionary	frightening	battery
history	restaurant	police
library	family	

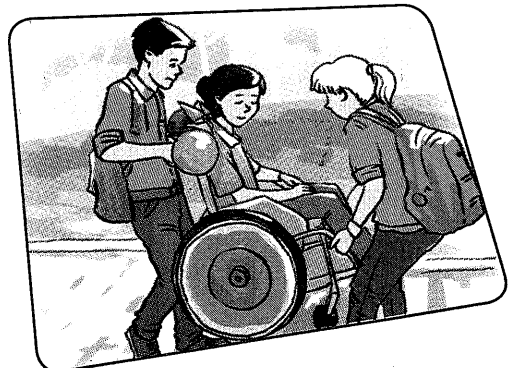


DO YOU KNOW...?

- Weak vowels, especially the schwa /ə/ may be left out (elided) to help us to speak faster.
- They are often elided before /l/, /n/, and /r/.

2 Listen and repeat the following sentences. Pay attention to the vowels in bold.

- Last week, we discussed a visit to a **secondary** school for children with disabilities.
- They really like studying English and **history**.
- I couldn't hear anything but the **deafening** noise of the drums.
- Before you use this talking pen, remember to check the **batteries** first.
- It would be **preferable** to donate Braille books, not large-print books.



LANGUAGE

Vocabulary

1 This activity focuses on the meanings of key words used in the conversation.

- Ask Ss to work individually, read each of the words and think about its word class. Then they should read each explanation and decide if it defines a verb, noun or adjective. Provide support if necessary by encouraging Ss to use the context and clues in the conversation.

Key

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

2 Go through the words in the box and check Ss' understanding.

- Ask Ss to complete the sentences individually. Alternatively, in a weaker class, have Ss work on the sentences in pairs.
- Check the completed sentences as a class, making sure that all Ss have the right answers.

Key

1. blind 2. cognitive
3. donation 4. physical 5. hearing

Pronunciation

Elision of vowels

- 1** Explain elision of vowels, especially the schwa sound /ə/. Elision is not mandatory. Weak vowels are sometimes elided before the sounds /l/, /n/, and /r/ to speed up or simplify the pronunciation of a word.
- Play the recording for Ss to listen and follow.
 - Model the pronunciation (or play the recording again) for Ss to repeat chorally and individually.
 - Help them to distinguish between the pronunciation without elision and the pronunciation with elision.
 - Ask Ss to work in pairs, taking turns to pronounce the words twice – with and without elision of weak vowels.



Audio script

secondary	deafening	preferable
dictionary	frightening	battery
history	restaurant	police
library	family	

2 Ask Ss to read the instructions and explain the task.

- Read the sentences, focusing on the words in bold, and have Ss repeat.
- Play the recording for Ss to repeat once or twice. Extend this task by having Ss take turns reading each of the sentences twice – with and without elision of weak vowels.

Grammar

1 Choose the correct form of the verbs in brackets to complete the sentences.

1. Last month we (*launched / have launched*) a campaign to help students with disabilities.
2. At our last meeting, we (*decided / have decided*) to organise a football match to raise money for charity.
3. At the end of the meeting, we (*invited / have invited*) all students to come to a football match.
4. Since our last meeting, students' attitudes towards people with disabilities (*completely changed / have completely changed*).
5. So far we (*collected / have collected*) more than 150 gifts of all kinds.

2 Complete each sentence, using the past simple or present perfect form of the verb in brackets.

1. In October, we _____ (decide) to start a 'Special Christmas Gifts' campaign.
2. About 30 students from other schools _____ (join) us since last month.
3. I _____ (volunteer) at a special school twice since I finished Grade 10.
4. I _____ (present) an action plan to the school principal when I was at the meeting.
5. So far, people _____ (donate) more than 100 gifts.
6. Last month, I _____ (talk) to some students about how to learn English effectively.
7. They _____ (send) some textbooks and dictionaries recently.
8. I'm preparing some Christmas gifts for the students with disabilities in the school we _____ (visit) two months ago.



DO YOU KNOW...?

- **The past simple** is used to talk about an action that happened at a specific point in the past.

Example:

At our last meeting, we decided to launch this campaign.

- **The present perfect** is used to talk about an action that happened in the past without referring to the exact time.

Example:

We have decided to launch this campaign.



Grammar

- 1** Tell Ss that the activity focuses on the past simple and the present perfect tense of verbs.
- Ask Ss if they can remember any rules for the use of the past simple and the present perfect that they have learnt in the lower grades.
 - Have Ss work in pairs to figure out the answers.
 - Monitor the activity and help Ss, if necessary.
 - Remind Ss to pay attention to the adverbs of time when they choose the correct form of the verbs.
 - Remind Ss of the past participle forms of regular verbs and irregular verbs.
 - Check answers as a class.

Key

1. launched
2. decided
3. invited
4. have completely changed
5. have collected

- 2** Tell Ss that the activity focuses on the correct form of the verbs – the past simple or the present perfect.
- Let Ss work in pairs to give answers. Observe and help when and where necessary.
 - Remind Ss to pay attention to the adverbs of time when they choose the correct form of the verbs.
 - Check Ss' answers by asking individual Ss to take turns reading aloud each of the sentences.

Key

1. In October, we decided to start a 'Special Christmas Gifts' campaign.
2. About 30 students from other schools have joined us since last month.
3. I have volunteered at a special school twice since I finished Grade 10.
4. I presented an action plan to the school principal when I was at the meeting.
5. So far, people have donated more than 100 gifts.
6. Last month, I talked to some students about how to learn English effectively.
7. They have sent some textbooks and dictionaries recently.
8. I'm preparing some Christmas gifts for the students with disabilities in the school we visited two months ago.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can talk about people with disabilities and how to help people in need. I can use the past simple and the present perfect to talk about past actions with time expressions. I can recognise and pronounce words with elision of vowels.*

READING

Helping each other

- 1 Look at these symbols. They are used to indicate access for people with disabilities. Write who each symbol is for.**



1. _____



2. _____



3. _____



4. _____

- 2 Match each of the words with its meaning. Use a dictionary, if necessary.**

1. energetic

a to invite or to make someone participate in an activity

2. enthusiastically

b having a lot of energy and enthusiasm

3. slogan

c encouragement or practical help

4. involve

d in a way showing a lot of excitement

5. support

e a word or group of words often used in campaigns to attract people's attention

- 3 Read a school magazine report on some interviews with class monitors. Choose the appropriate heading for each paragraph.**

a. Set a record on Christmas Day

b. Friends' support brings joy

c. Happiness comes from giving to others

HELP YOUR COMMUNITY

By Nguyen Mai

The students at Nguyen Van Troi School are now preparing Christmas gifts for students with disabilities in Ho Chi Minh City. We have asked three energetic class monitors about how they plan to make this Christmas unforgettable for their friends with disabilities. Here are their answers.

1. _____

'We believe that students with disabilities should be offered support to do the things they like,' said

Huynh Mai Lien, the monitor of Class 11A. After their visit to a special school, Lien made friends with some students with reading disabilities. She realised that they enjoy reading as much as she does. So she has decided to record popular books for these students. 'I hope they'll enjoy listening to these talking books over the Christmas holidays!' said Lien enthusiastically.

2. _____

'A gift for everyone!' is the campaign slogan of Class 11B, led by Tran Nam. 'We've agreed to involve disabled students in our Santa Claus activities for children in the neighbourhood.' Even if some of them have mobility impairments, they can still dress up as Santa Claus and help to give gifts to the kids. 'Giving makes people happy and useful. People with a disability can still participate fully in our community's life!' said Nam.

3. _____

'We want to make a special Yule Log cake. People have already started donating money so we can buy all the ingredients,' said Hoa, the monitor of Class 11C. 'Everyone has a problem, no one is perfect. With the support of the students from the special school, we think we can create something amazing,' Hoa added. Her class wants to make a 'record-breaking' Yule Log cake: the longest ever and created by the most students. 'On Christmas Day, we will invite all the kids in the neighbourhood to join our Christmas party and make the longest Yule Log!'

- 4 Complete these sentences with no more than three words.**

1. The students at Nguyen Van Troi School will give the gifts to _____ in Ho Chi Minh City.

2. One class monitor has decided to _____ for students with reading disabilities.

3. Another class monitor believes that disabilities should not prevent people from _____ our community's life.

4. Another class monitor has thought of an interesting activity, where students will make a _____ Yule Log cake to celebrate Christmas.

5. The three class monitors will try to make _____ for their friends with disabilities.

- 5 Discuss with a partner how you can help children with disabilities in your community.**

SKILLS

Reading

Helping each other

Lead-in: Focus Ss on the heading *Helping each other* of the section, and ask them to guess the possible content of the reading text.

- 1 Inform the class of the lesson objectives: reading for general ideas and specific information about helping people with disabilities.
- Provide Ss with some information about improving accessibility for disabled people, e.g., a barrier-free environment and use of lifts and platforms.
- Have Ss look at the symbols and work in groups to compare their answers. Encourage Ss to explain and give reasons for their answers.
- Correct answers as a class, and give examples of places where Ss can find these symbols.

Key

1. people with mobility impairments / disabilities
2. people with visual impairments / disabilities
3. people with hearing impairments / disabilities
4. people with speech impairments / disabilities

- 2 Ask Ss to work individually, read the words and phrases in the columns, then discuss and find the meaning of each of them (a-e). Provide help, if necessary. Explain the meaning further and give examples. Check answers as a class.

Key

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

- 3 Tell Ss that the activity focuses on reading for general ideas and have them read the headings quickly before the text that follows.
- Explain to Ss that repeated and similar vocabulary can form a vocabulary chain in a paragraph, and consequently help to express the main idea of the paragraph.
- Have Ss skim the text individually to choose the best heading for each paragraph. Then Ss can check their answers with a partner.
- Check answers as a class and write them on the board. Give feedback.

Note: A *Yule Log cake*: a traditional Christmas cake shaped like a chopped off branch.

Key

1. b 2. c 3. a

- 4 Tell Ss that the activity focuses on reading for specific information and that Ss cannot write more than three words in each blank.
- Allow enough time for Ss to read the instructions and the questions.
- Remind Ss to pay attention to details like names of schools, classes, activities, etc. and to the context (words around the gap) to identify what kind of words or phrases are needed.
- Have Ss write their answers individually and check with a partner. Then check answers as a class and provide feedback.

Key

1. students with disabilities
2. record popular books
3. participating fully in
4. 'record-breaking'
5. this Christmas unforgettable

- 5 This post-reading activity aims to relate the information from the reading text to Ss' own life and experiences, and their own ideas about how they can help people in need.
- Put Ss in pairs and let them discuss the question freely. If Ss have difficulty coming up with new ideas, give them some examples of problems disabled people may face such as lack of skills or limited accessibility.
- Ask one or two pairs to report the discussion results to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt about how to help people in need. I've learnt how to read and find specific information in a short interview. I know words and phrases related to attitudes to disabled people and community activities.*

SPEAKING

Get involved!

1 Read the following phrases. Write R if it expresses a reason why people volunteer and A if it expresses a voluntary activity.

1	improve yourself	_____
2	coach children who want to do a sport	_____
3	meet interesting people	_____
4	change people's lives	_____
5	organise extracurricular activities	_____

2 The principal of a special school is interviewing a potential volunteer. Complete the interview, using the words in the box. Then practise it with a partner.

special school

change people's lives

clearly and effectively

volunteer position

in the past

improve coordination

Principal: Good morning, Minh. I understand that you'd like to work as a volunteer?

Minh: That's right.

Principal: So what interests you about this (1) _____?

Minh: I like working with children and meeting interesting people. I think this would be a good opportunity for me to help people with disabilities and improve myself.

Principal: What do you know about our school and students?

Minh: From your website, I know that this is a (2) _____ for children with cognitive impairments. These children may have difficulty in learning basic skills like reading, writing or problem solving.

Principal: That's right. You're well-informed. So, why do you want to volunteer?

Minh: I want to pay back to our community. Volunteering is the most rewarding way to get involved and (3) _____.

Principal: Did you volunteer (4) _____?

Minh: Oh yes. Last year I volunteered at a sports club and coached children who wanted to do a sport.

Principal: Great! Playing football and doing sports are excellent ways for disabled children to get exercise and (5) _____. What skills do you think you can offer?

Minh: I have strong communication skills. I can explain information and activities (6) _____. I'm also very good at organising extracurricular activities.

Principal: Great! Let's meet again next Monday. I'll introduce you to the other volunteers, and we'll discuss your timetable and tasks.

Minh: Thank you very much for your time.

Principal: You're welcome.



3 Read the information about two special schools in Viet Nam. Choose one of them. Work in pairs and make a similar interview as in 2. Ask why your partner wants to volunteer, what skills he / she can offer and how he / she can help.

Nguyen Dinh Chieu School, Ho Chi Minh City

- Providing care and education for visually impaired children in Ho Chi Minh City and other provinces;
- Providing primary and secondary education.



Nhan Chinh School, Ha Noi

- Providing care and education for children with hearing impairments in Ha Noi and other provinces;
- Providing mainly primary education and vocational training.

Speaking

Get involved!

Lead-in: Write *Get involved!* on the board and give Ss time to discuss the phrase.

- 1 Inform Ss of the lesson objectives: describe reasons for voluntary work and activities. Introduce the topic by asking questions such as: *Have you ever taken part in campaigns to help people with disabilities? Why do you volunteer to help people? How can you help people in need?*
- Explain the activity aims to differentiate between the notions 'reason' and 'activity'.
- Have Ss read the phrases, and check answers as a class.

Key

1. R 2. A 3. R 4. R 5. A

- 2 Explain the context and ask Ss to read through the phrases in the box.
- Have Ss work in pairs to fill the gaps in the interview.
- Check answers as a class and give feedback.
- Allow enough time for Ss to read the interview individually before they practise in pairs.
- Monitor the activity and select some pairs to role-play the conversation in front of the class.

Key

1. volunteer position
2. special school
3. change people's lives
4. in the past
5. improve coordination
6. clearly and effectively

- 3 Ask Ss to read the instructions carefully, then have them go through the information about two special schools in Viet Nam.
- Ask Ss to prepare the reasons why they want to volunteer, and what they can do. Ss can use the suggestions in 1.
- Encourage Ss to share their ideas.
- Have different pairs work together so they can help each other with ideas and suggestions.
- Ask Ss to discuss and practise the conversation in pairs. Then choose one or two pairs to role-play their conversation in front of the class.

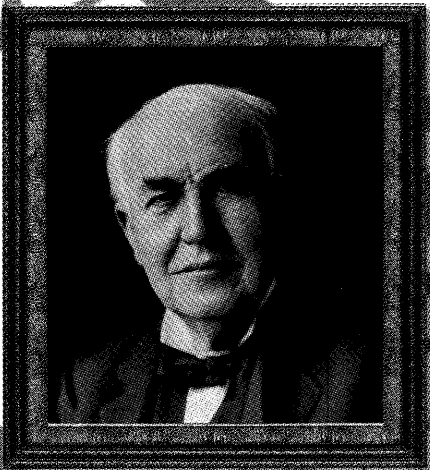
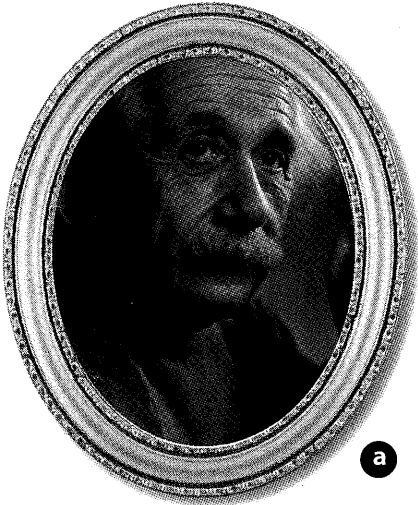
LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *Now I know more about why I should get involved in donating to charities, and supporting disabled children. I know what I can do for the community and people with disabilities. I think I can also improve myself while helping others.*

LISTENING

Outstanding people with disabilities

1 Look at the pictures. Can you recognise the people? What disabilities do you think they had?



2 Listen to a radio programme about a famous youngster with a disability and fill in the information.

Name _____
Nationality _____
Kind of disability _____
Interests _____
Title honoured by UNICEF _____

3 Listen again and complete the sentences with no more than four words or numbers.

- 1. The programme is called _____.
- 2. The girl has suffered fractured bones _____ and has to use a wheelchair.
- 3. She has worked with *Voice of Viet Nam* in _____ to rural villagers.
- 4. She feels lucky because she has _____ friends and teachers.
- 5. The lesson we can learn from her story is that everyone can succeed if they are trusted and _____.

4 Work in groups. Ask and answer the question.

What can you do to support people with disabilities and help them to succeed in life?



Listening

Outstanding people with disabilities

1 Focus Ss' attention on the activity. Have Ss look at the pictures and answer the questions. Write some key words (e.g. *famous, successful, difficulties, disabilities*) on the board, if necessary.

- Elicit Ss' answers:
 - a. Albert Einstein, *learning disability*
 - b. Ludwig van Beethoven, *hearing loss*
 - c. Thomas Edison, *learning disability*
- Ask Ss whether they know Nguyen Phuong Anh or any well-known Vietnamese people with disabilities like her.
- Discuss briefly with Ss why and how the people they have discussed became famous.

2 This activity focuses on listening for specific information about a famous girl with a disability. Have Ss read the instructions and the table that they have to complete. Ensure that they understand the task and the details they need to focus on.

- Ask Ss to complete the notes while listening. Have them listen again to check their answers.
- Play the recording twice, pausing before the second listening.
- Have Ss compare their answers before checking answers as a class.



Audio script

Welcome to *Get Involved!*, our weekly programme about inspirational young people. Today, I'll tell you the amazing story of an outstanding young person with a disability.

Nguyen Anh was born with 'glass-bone disease', a genetic disorder causing fragile bones, and had fractured bones over 30 times. She is unable to run around like her friends, and has to use a wheelchair. Despite her disability, she always has a smile on her face. She believes that she is luckier than other people with disabilities because she has many supportive friends and teachers.

Nguyen Anh has been interested in singing since an early age. Eager to join charitable campaigns, she has been using her talent to perform at *Voice of Viet Nam* since she was eight. She has taken part in broadcasting radio messages to rural villagers. She has been honoured by UNICEF as an outstanding child with disabilities. Now, as a Friend of UNICEF Viet Nam, she continues to inspire others, and use her talent and determination to help children with disabilities.

She became a success when she auditioned for the television show *Viet Nam's Got Talent*. She immediately received national and international recognition.

Her smile and kind voice will definitely continue to encourage people with disabilities to fulfill their potential. Her inspiring words are what we would like you to think about. 'You can do a lot of things if people believe in you and actually treat you equally.'

Key

Name	Nguyen Anh
Nationality	Vietnamese
Kind of disability	Glass-bone disease
Interests	Singing and helping charitable campaigns
Title honoured by UNICEF	Global outstanding child with a disability

3 Focus Ss' attention on the instruction. Allow time for them to read the incomplete sentences. Check Ss' comprehension.

- Ask Ss to guess the word(s) and complete the sentences. Then play the recording again for Ss to check answers.
- Alternatively, in a weaker class, play the recording all the way through for Ss to listen and complete the sentences.
- Play the recording twice if necessary. Check answers as a class and provide feedback.

Suggested answers

1. Get Involved
2. over 30 times
3. broadcasting radio programmes
4. friendly and supportive
5. treated equally

4 Inform Ss that this is a post-listening activity. Ask Ss to work in groups of three or four to discuss the question, and brainstorm ideas. Ss note down the answers, and get ready to report.

- Have some Ss present their reports to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I know more about the achievements of people with disabilities. I know what I can do to support them. I know that both disabled and non-disabled people have strengths and weaknesses and we should help each other.*

Practical solutions

1 Read a student’s article about a problem facing children with cognitive impairments, and the solutions she proposes. Put the phrases (a-c) in the appropriate spaces (1-3).

- a. children with disabilities are still treated unfairly
- b. we will recognise each other’s limitations and discover hidden talents
- c. people should learn more about children with cognitive impairments

In developing countries, there are many children with cognitive impairments. In addition to lack of medical care and economic hardships, these children face a lot of discrimination in life. They are treated less fairly because of their disabilities and many non-disabled people have negative attitudes towards them.

How can we solve this problem and help these children? First, (1)_____. They have different learning difficulties, but that does not mean that they cannot learn. For example, Einstein, the father of modern physics, could not read until he was eight, but that did not stop him from becoming one of the great scientists of our time. Understanding cognitive disabilities will change people’s attitudes and make them support these children better.

Second, there should be more contacts between people with cognitive impairments and other non-disabled people. Study groups or group work can bring them together and will help to build their self-esteem. When working together, (2)_____. This will also unite people from different backgrounds under a common goal and strengthen our community.

(3)_____ and are offered fewer opportunities in life. However, they are part of our society and should be integrated in our communities. Better understanding of cognitive impairments and more contacts between non-disabled and disabled people will change attitudes and reduce discrimination in life.

2 Read the article in 1 again and complete the following outline.

Introduction State the problem (supported with facts and examples to show why this is a problem)	
Main body Solution 1 (supported with examples and reasons) Solution 2 (supported with examples and reasons)	
Conclusion State the problem again and summarise the two solutions	

3 Choose one of the following problems and write an article of 160-180 words, using the outline in 2. You can use the suggestions below.

Problem	Solution
Many students with visual impairments in regular schools; cannot fully participate in school activities; often left behind	<ul style="list-style-type: none">• Specialised materials and tools such as Braille or large print books, and talking computers; materials with large print• Become part of study group; create atmosphere of friendliness, respect and acceptance during all activities
No pedestrian facilities for people with visual impairments in my neighbourhood	<ul style="list-style-type: none">• Traffic lights with audible ‘beeping’ signals• Different types of ground surfaces to indicate where the road starts

Writing

Practical solutions

Lead-in: Inform Ss of the lesson objectives: proposing solutions to problems facing people with disabilities and writing an article.

- 1 Give Ss time to read the sample writing about the problems that children with cognitive impairments are facing. Ask them to choose the appropriate phrases (a-c) to fill in the blanks. Have them compare their answers with a partner first. Then ask some Ss to read out loud their answers to check as a class.

Key

1. c 2. b 3. a

- 2 This activity aims to help Ss to work out the outline of a well-developed text.

- Ask Ss to work in small groups, and give each group a large-size sheet of paper.
- Have Ss read the text and study the outline. Then ask them to discuss in groups and complete the outline on the sheet of paper.
- Encourage Ss to move around to look at the outlines of other groups.
- Ask Ss from different groups to present their outlines to the rest of the class.

Key

Introduction Children with cognitive impairments often face discrimination in life.

Main body

Solution 1 People should learn more about children with cognitive impairments.

Solution 2 There should be more contacts between people with cognitive impairments and non-disabled people.

Conclusion Better understanding and better cooperation between the two groups of people will change attitudes and reduce discrimination.

- 3 Have Ss work in groups of three or four to choose one problem and discuss what solutions they will recommend.

- Encourage Ss to make complete sentences, using the suggestions in the table. Ask Ss to read their group's sentences. Provide help by correcting mistakes in grammar or word choice.
- Ask Ss to work independently and write their articles.
- Ask individual Ss to read their articles. Have the rest of the class give comments, and correct errors, if necessary.

Communication

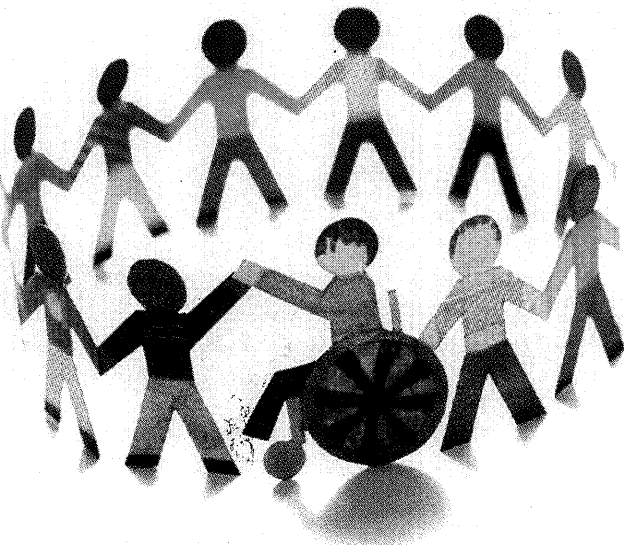
East Meets West

- 1 Listen to an introduction to a charitable organisation. Complete the table.

Name of the organisation	<i>East Meets West</i>
Year it was founded	(1) _____
Type of the organisation	(2) _____
Aim(s)	- To provide health care, education, (3) _____ - To help people in Asia (4) _____
Programmes	<i>Inspire Sports;</i> (5) _____

- 2 Work in groups. Your class wants to get involved in *East Meets West's* work. Prepare a campaign to support it. Discuss your campaign's:

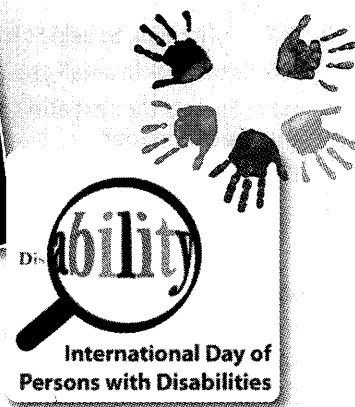
- aims
- funding
- volunteers
- cooperation with other organisations
- message
- events



Culture

International Day of Persons with Disabilities

- 1 Look at these logos. What do you think they represent? How often is this special day celebrated? What is its purpose?



- 2 Quickly read the text to check your guesses.

Promoted by the United Nations, the *International Day of Persons with Disabilities* (originally called 'International Day of Disabled Persons') has been celebrated on December 3 since 1992. The aim is to further raise awareness of disability issues and to call for world-wide support for the rights and well-being of disabled people. Although this day has a different theme each year, its general theme is equal opportunities and full integration of people of disabilities in society.

The following are some recent themes:

Year	Theme
2010	Keeping the promise: Mainstreaming disability in the Millennium Development Goals towards 2015 and beyond
2011	Together for a better world for all: Including persons with disabilities in development
2012	Removing barriers to create an inclusive and accessible society for all
2013	Break barriers, open doors: for an inclusive society and development for all

COMMUNICATION AND CULTURE

Communication

East Meets West

- 1 This activity focuses on specific information about an international organisation helping people with disabilities. Focus Ss' attention on the instructions and the table. Then have them work in pairs to guess the information and think about how to express such information (e.g. how to say the date and year, or how to classify organisations as governmental, non-governmental, profit, non-profit, etc.).
- Ask Ss to complete the table while listening. Have them listen again to check the answers.
- Play the recording twice, pausing before the second listening for Ss to check their answers.
- Let Ss compare their answers with a partner, then check answers as a class, and write them on the board.

Key

- (1) 1988
- (2) non-governmental
- (3) clean water and good hygiene
- (4) have better lives
- (5) Life is Beautiful



Audio script

East Meets West was started by humanitarian Le Ly Hayslip in 1988. Her initial aim was to help heal the wounds of war between the United States and Viet Nam. Since its foundation, East Meets West has become a non-governmental organisation with large-scale projects in Southeast Asia and South Asia. Its programmes are mainly in the fields of healthcare, education, clean water and good hygiene, and aim at helping people in Asia have better lives.

In Viet Nam, East Meets West has launched the 'Inspire Sports' programme in Quang Tri Province to provide disabled people with opportunities to take part in sports with professional coaches and health care workers.

East Meets West is also working with Viet Nam Television on an international campaign called 'Life is Beautiful' to raise awareness about the issues that disabled people are facing in the country, to raise funds to support them, and to create a more positive attitude towards them.

East Meets West's programmes send the message that people with disabilities, despite their limitations, can overcome difficulties to achieve success in life.

- 2 Have Ss read the instructions carefully. Ask Ss to work in groups of three or four to brainstorm ideas, and prepare a proposal for a new campaign to support disabled people. Ask some groups to present their campaigns. Praise Ss for original and interesting ideas, and good presentation skills.

Culture

International Day of Persons with Disabilities

- 1 Focus Ss' attention on the logos, and allow enough time for Ss to discuss how often they think the international day of people with disabilities is celebrated and what its purpose is.
 - Invite individual Ss to present their ideas.
- 2 Have Ss read the text quickly to check their guesses.

Pronunciation

1 Listen and underline the syllable with vowel elision.

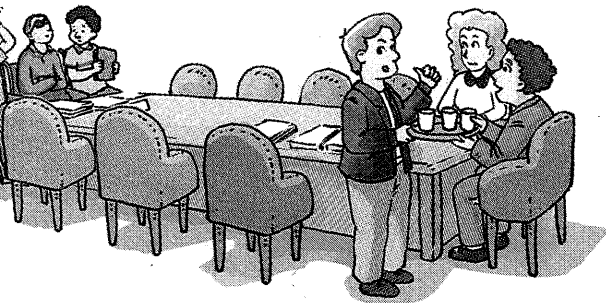
1. You can look up this word in your **dictionary**.
2. **Police** are protecting people with physical disabilities.
3. We are collecting books for the local **library**.
4. The noise from that factory is **deafening**.
5. We like reading books about Viet Nam's **history**.

2 Listen and tick the sentences that are read with elision of weak vowels.

1	This special school provides primary and secondary education.	
2	This special school provides primary and secondary education.	
3	The noise from that factory is quite deafening.	
4	The noise from that factory is quite deafening.	
5	This camera needs only one battery.	
6	This camera needs only one battery.	

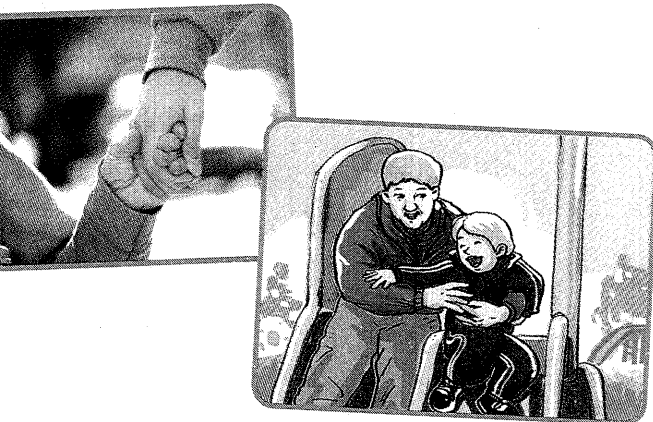
According to WHO (World Health Organisation), at least one-tenth (1/10) of the world's population live with a disability. Many disabled people still face challenges, discrimination, poverty and limited access to education, employment and health care. The percentage of disabled children not attending school varies between 65 and 85 percent in some African countries. That is why it is important that people with disabilities receive the right support to perform the best they can.

The way we think about disability has also changed. Disabled people are citizens like everyone else and have the same rights.



3 Read the text again and answer the questions.

1. Who promoted the *International Day of Persons with Disabilities*?
2. What is the aim of this special day?
3. What are the problems that many disabled people are still facing?
4. What is your suggestion for the theme for next year? Explain your answer.



- 3 Ask Ss to read the text again and answer the questions individually. Allow time for Ss to read and underline the key words in the questions. Then ask them to read the text and underline relevant information. Monitor the activity, and offer help with unfamiliar vocabulary, if necessary. Encourage Ss to share their answers in pairs or groups.

(For more information about the themes, visit <http://www.un.org/disabilities>)

- Check answers as a class.

Key

1. The United Nations.
2. This special day aims at raising awareness of disability issues and calls for support for the rights and well-being of disabled people.
3. They are facing challenges, discrimination, poverty and limited access to education, employment and health care.
4. Answers may vary.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I know more about international organisations and celebrations for people with disabilities; I can express my opinion about how to help disabled people overcome difficulties; I can suggest themes and action plans to celebrate the International Day of Persons with Disabilities.*

LOOKING BACK

Pronunciation

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary and grammar.

- 1 Review what elision of vowels is and when this happens. Play the recording and let Ss listen and underline the syllables with elision of weak vowels in the words in bold.
- Check answers as a class by asking some Ss to read the sentences with the appropriate pronunciation. Play the recording again and let Ss listen and repeat the sentences. Encourage them to elide the weak vowels.



Audio script

1. You can look up this word in your **dictionary**.
2. **Police** are protecting people with physical disabilities.
3. We are collecting books for the local **library**.
4. The noise from that factory is **deafening**.
5. We like reading books about Viet Nam's **history**.

- 2 This activity provides additional practice of the pronunciation point. There are three sentences that include words with elision of weak vowels.
- Play the recording. Ask Ss to identify the sentences containing words read with elision of weak vowels.
- Check answers as a class by asking Ss to call out the sentence numbers and the words including elision of weak vowels. Play the recording again and let Ss listen and repeat the sentences. Praise Ss who try to elide the weak vowels in the target words.

Key

1. ✓

4. ✓

6. ✓



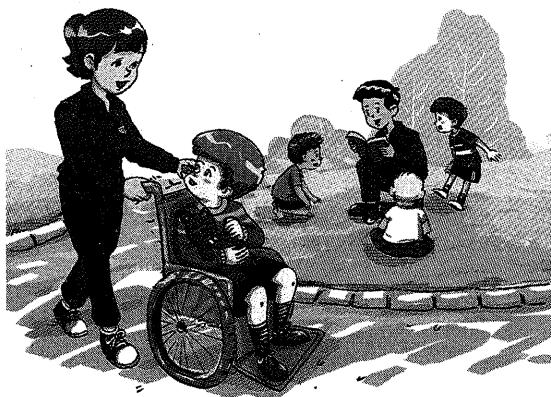
Audio script

1. This special school provides primary and secondary education.
2. This special school provides primary and secondary education.
3. The noise from that factory is quite deafening.
4. The noise from that factory is quite deafening.
5. This camera needs only one battery.
6. This camera needs only one battery.

Vocabulary

Complete the sentences, using the correct form of the words in brackets.

- Nowadays, there are many organisations and individuals that can help people with _____ find employment (impair).
- Both disabled and _____ people can contribute to our community by doing voluntary work. (disable)
- The topic of the next seminar is 'The _____ of persons with disabilities at the workplace'. (integrate)
- We should not use _____ language to talk about people with disabilities. (disrespect)
- We should get _____ in charity work to help people in need. (involve)
- _____ of clothes, toys and books are always needed at the local charity shop. (donate)



Grammar

1 Complete the sentences, using the correct form of the verbs in brackets.

- The Convention for the Rights of Persons with Disabilities (CRPD) _____ (come) into force on 3 May 2008.
- So far more than 87 countries officially _____ (agree) on the Convention, and more than 145 countries _____ (sign) it.
- In Singapore, the Convention _____ (come) into effect since August 2013.
- According to the US Department of Labour, thousands of people with disabilities _____ (start) successful small businesses this year.
- Thomas Edison (1847–1931), one of the world's greatest inventors, _____ (have) difficulty with words and speech.

2 Complete the sentences with the verbs in the box. Use the correct tense and form. Write one word in each blank.

volunteer	be	invent
record	visit	support
work	coach	organise

- Kevin _____ never _____ at a school for students with disabilities.
- Since Louis Braille _____ Braille in 1829, it has been an effective means of communication for visually impaired people.
- Maria _____ 20 interesting stories for students with reading difficulties since she _____ the special school.
- So far Nam _____ two of the organisation's campaigns.
- _____ you ever _____ with disabled people as a volunteer?
- Yes. Last year, I _____ art activities for students with hearing impairments.
I _____ also _____ children with physical impairments who want to play tennis.

THE BRAILLE ALPHABET

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

NUMBERS

#	0	1	2	3	4	5	6	7	8	9	Literary Code
#	0	1	2	3	4	5	6	7	8	9	Nemeth Code

Vocabulary

Explain the activity aims to review the key vocabulary in the unit, and have Ss do it individually.

- Remind Ss to put the word into the correct form according to its position in the sentence.
- Check answers as a class by asking individual Ss to read their sentences. Provide the correct answers.

Key

- | | |
|----------------|------------------|
| 1. impairments | 2. non-disabled |
| 3. integration | 4. disrespectful |
| 5. involved | 6. Donations |

Key

1. Kevin **has** never **volunteered** at a school for students with disabilities.
2. Since Louis Braille **invented** Braille in 1829, it has been an effective means of communication for visually impaired people.
3. Maria **has recorded** 20 interesting stories for students with reading difficulties since she **visited** the special school.
4. So far Nam **has supported** two of the organisation's campaigns.
5. **Have** you ever **worked** with disabled people as a volunteer?
- Yes. Last year, I **organised** art activities for students with hearing impairments.
I **have** also **coached** children with physical impairments who want to play tennis.

Grammar

- 1 Have Ss work in pairs to work out the answers. Monitor the activity and offer help, if necessary.
- Check Ss' answers by asking individuals to take turns reading aloud their answers. Make the activity more competitive by giving points to pairs who are the first to give the correct answer. The pair that gets the most points is the winner.

Key

1. came
2. have agreed, have signed
3. has come
4. have started
5. had

- 2 The activity provides revision of the difference between the past simple and the present perfect when describing past actions.
- Have Ss do this activity orally first. Check answers as a class, and allow time for Ss to write them down.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can pronounce words with elision of vowels. I can use appropriate vocabulary to talk about people with disabilities. I can use the past simple and the present perfect to talk about past actions.*

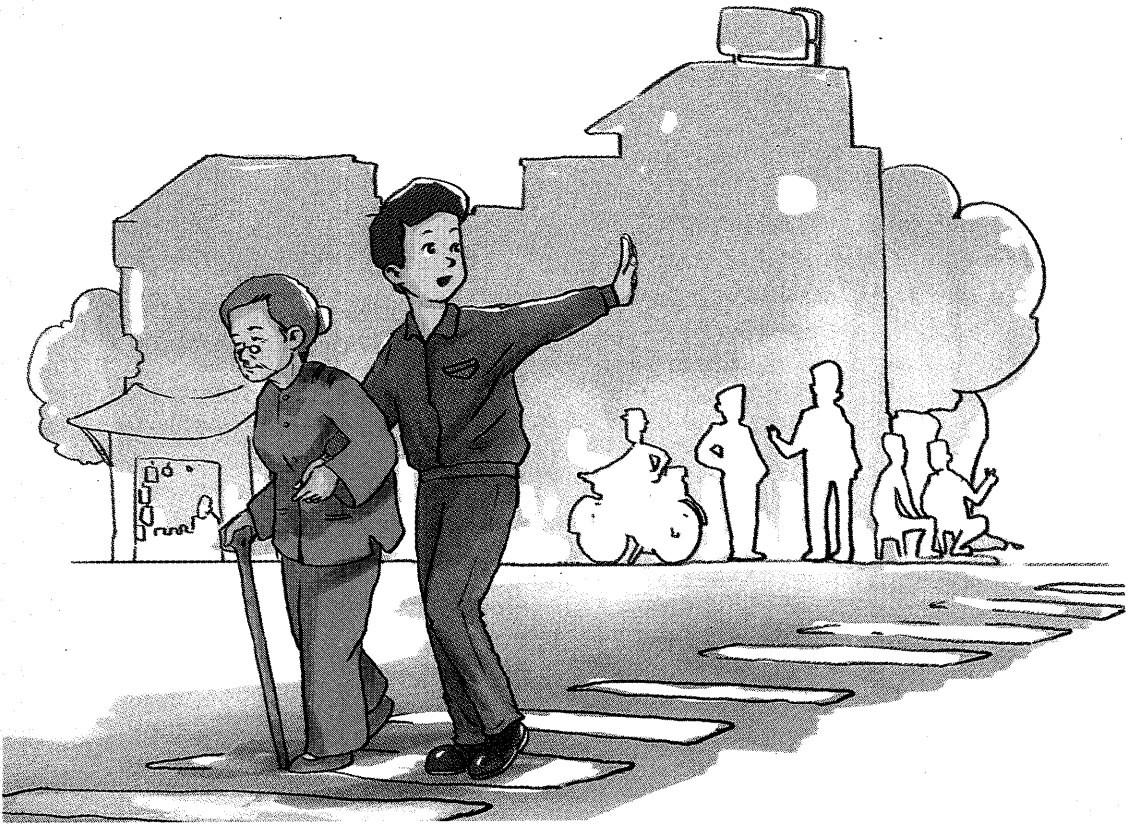
PROJECT

1 Do a survey. Find out:

1. how many students in your class have taken part in voluntary work
2. what their reasons to volunteer were
3. what they did
4. what they would like to do in the future if they haven't taken part in voluntary work so far

Report your findings to your class / group.

2 Prepare an action plan for voluntary work in your neighbourhood. Present it to the class.



NOW YOU CAN

- ▶ Use words and phrases related to people with disabilities and how to support them
- ▶ Understand and pronounce words with vowel elision
- ▶ Use the past simple and the present perfect
- ▶ Discuss voluntary work that helps students in need
- ▶ Write an article about problems facing disabled people and how they can be solved

PROJECT

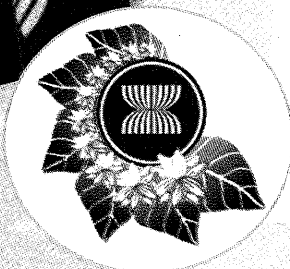
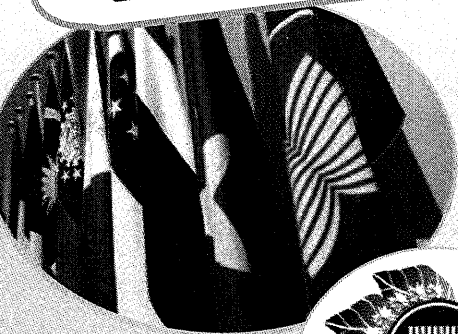
- 1** This project is a survey on voluntary work - why Ss took part in it, what they did, and what they would like to do in the future.
 - Focus on the project objectives, and have Ss do the survey in class or during the break. Encourage Ss to walk around the classroom / school and ask as many students as possible to get information for their projects. Ss can also do the survey in another class to get additional information.
 - Allow enough time for Ss to compare their findings in groups. Ask each group to present the final results to the class. Make comments on their findings.
- 2** Have Ss work in their groups. Give them enough time to prepare an action plan for voluntary work in their neighbourhood or community. The plan should be in written form. Choose some groups to present their plans to the class. The plans should have:
 1. Aims
 2. List of things you need to do: events, activities, programmes
 3. Schedule
 4. The number and type of volunteers needed
 5. Other resources needed (money and other donations)

LESSON OUTCOME

- Ask Ss: *What have you learnt?*
What can you do now?
- Elicit answers: *I can do a survey about taking part in voluntary work. I can make an action plan for voluntary work and present it to the class.*

GETTING STARTED

ASEAN and the ASEAN Charter



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to ASEAN, its aims, member states and activities

Pronunciation

Falling and rising intonation

Grammar

- Gerunds
- State verbs in continuous forms

SKILLS

- Reading for general ideas and specific information about ASEAN
- Talking about ASEAN member states
- Listening for general ideas and specific information about the ASEAN Schools Games
- Writing a short brochure introducing an ASEAN member state

COMMUNICATION AND CULTURE

- Singapore Scholarship and ASEAN Scholarships
- *Lamvong* – a traditional Lao dance



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to ASEAN, its aims, member states and activities
- say statements and yes / no questions with appropriate intonation
- understand and use gerunds after some verbs, verbs and prepositions, and phrases; understand and use state verbs in continuous forms
- read for general ideas and specific information about ASEAN
- talk about ASEAN members states
- listen for general ideas and specific information in a sports instructor's talk about the ASEAN Schools Games
- write a short brochure introducing an ASEAN member state
- understand and talk about Singapore-sponsored scholarships and *Lamvong* – a traditional Lao dance

GETTING STARTED

ASEAN and the ASEAN Charter

Lead-in: Inform the class of the lesson objectives: getting to know the topic, some vocabulary related to ASEAN – its aims, member states and activities, the use of gerunds, and state verbs in continuous forms.

- Begin by asking Ss if they know what ASEAN stands for. Ask Ss to look at the pictures and talk about what they think the people are doing.



Listen and read.

Bao Thy: Dad, I'm thinking of participating in a competition on ASEAN and the ASEAN Charter. I can see that my classmates have practised answering the questions. They know a lot more and are more confident than me.

Mr Lam: Oh, is that why you look worried? I can help you. First, what is ASEAN?

Bao Thy: Well, I know that ASEAN stands for the Association of Southeast Asian Nations and it was formed on August 8th 1967.

Mr Lam: Correct. How many members does it have?

Bao Thy: As of 2010, it consists of ten member states, but may get bigger because other countries have applied to join the bloc.

Mr Lam: Well done. Do you know its aims and purposes?

Bao Thy: I know that it focuses on improving member states' economies and maintaining regional peace and stability. But Dad, how do ASEAN members help each other?

Mr Lam: Well, they do what they can. Singapore, for example, offers the Singapore Scholarship and the ASEAN Scholarships to students from other ASEAN countries.

Bao Thy: Thanks, Dad. I'll try to remember that. I think that ASEAN also holds sports activities like the Southeast Asian Games, the ASEAN Para Games for athletes with disabilities and the ASEAN Schools Games.

Mr Lam: Good job. How about the ASEAN Charter? Do you remember its main principles?

Bao Thy: Hold on a minute. Mmm ... is that the 'Right to live without external interference'?

Mr Lam: Yes, but there are still other principles. I suggest reading through the Charter again. I'll continue quizzing you tonight after work.

Bao Thy: Great! Thanks, Dad. I'm now hoping to win a prize!

2 What is the conversation about? Choose the best answer.

- a. Preparation for a competition on ASEAN and the ASEAN Charter
- b. Discussion about the ASEAN Scholarships
- c. The importance of ASEAN and its Charter

3 Match each word with its definition. Then practise reading the words aloud.

1. stability

a keep (something) in a particular condition; enable something to continue

2. maintain

b an organised group of people who have common interests, activities or purposes

3. charter

c the written description of the fundamental principles and aims of an organisation

4. association

d a group of countries or parties with similar political interests

5. bloc

e the quality of being steady and not changing

4 Read the conversation again and answer the questions.

- 1. Why does Bao Thy look worried?
- 2. How many members does ASEAN have?
- 3. What are its aims and purposes?
- 4. How does Singapore help other ASEAN countries?
- 5. What does Mr Lam want Bao Thy to tell him about the ASEAN Charter?
- 6. When will Mr Lam continue quizzing his daughter?

5 Underline the phrases with the *-ing* form in the conversation. Compare the answers with your partner's.

- 1 Have Ss answer some questions about the pictures. Elicit Ss' answers.

Who are the people in the picture? What are they doing? What symbol do you see in the photos above them? What does the symbol represent? What competition are the students participating in?

- Tell Ss that they are going to listen to a conversation between a girl and her father. Have Ss make predictions about the topic of their conversation.
- Play the recording. Have Ss listen and read at the same time.

Notes

The ASEAN Symbol represents a stable, peaceful, united and dynamic ASEAN. The four colours of the emblem – blue, red, white and yellow – are the main colours of all the ASEAN countries' flags. Blue represents peace and stability. Red depicts courage and dynamism. White shows purity and yellow symbolises prosperity. The ten stalks of padi represent the hope for an ASEAN comprising all the ten countries in Southeast Asia bound together in friendship and solidarity. The circle represents the unity of ASEAN.

(For more information about the themes, visit <http://www.asean.org/asean/about-asean/asean-flag>)

- 2 This activity focuses on understanding general ideas. Ask Ss to work first individually, then in pairs to decide on the correct answer. Check the answer as a class and give an explanation, if necessary.

Key

- a. Preparation for a competition on ASEAN and the ASEAN Charter

- 3 This activity focuses on the meaning of the key vocabulary in the conversation. Ask Ss to work first individually, then in pairs.

- Encourage Ss to use the word context in the conversation when choosing the correct definition for each word.
- Check Ss' answers as a class, and give explanations or translations, if necessary.

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

- 4 This activity focuses on understanding specific information. Ask Ss to work in pairs, taking turns reading the questions and giving the answers. Encourage Ss to refer back to the conversation, if necessary. Check Ss' answers as a class.

Key

1. She looks worried because her classmates know a lot more about ASEAN and the ASEAN Charter, and are more confident than her.
2. As of 2010, it consists of ten member states, but may get bigger because other countries have applied to join the bloc.
3. ASEAN focuses on improving member states' economies, and maintaining regional peace and stability.
4. It offers the Singapore Scholarship and the ASEAN Scholarships to students from other ASEAN countries.
5. He wants her to tell him the main principles of the ASEAN Charter.
6. He'll continue quizzing her tonight after work.

- 5 This activity focuses on the *-ing* form of the verbs. Ask Ss to refer back to the conversation and find all the phrases with the *-ing* form. Have them compare their answers. Check answers as a class.

Key

1. have practised answering, suggest reading, continue quizzing (gerunds as objects after some verbs)
2. thinking of participating, focuses on improving ... maintaining (gerunds as objects after verbs and prepositions)
3. I'm thinking, I'm hoping (state verbs in continuous forms)

Vocabulary

1 Complete the sentences (1-6), using the words in the box.

solidarity	cooperation	dominate
constitution	principle	scholarship

- A _____ is the system of basic laws by which a country or an organisation is governed.
- A payment awarded to a student because of his or her academic or other achievements is called a _____.
- When a group of people show _____, they support each other or another group.
- A _____ is a basic truth, rule or theory that something is based on.
- The process of working or acting together for a common goal or benefit is _____.
- To _____ means to be more successful or powerful than others in a game or competition.

2 Use the words in 1 to complete the sentences.

- As the _____ of ASEAN, the Charter sets out the rules for closer cooperation among the member states.
- Bao Thy's father asked her about the main _____ of the ASEAN Charter.
- ASEAN started a programme of economic _____ in the late 1970s.
- I hope that Vietnamese athletes will _____ the next ASEAN Schools Games.
- ASEAN follows the _____ of democracy and the rule of law.
- Several talented students have been awarded the Singapore _____ and will have a chance to study at universities in Singapore.

Pronunciation

1 Listen and repeat.

- Noy is a boy from Laos.
- Is Noon a girl from Thailand?
- Ha Noi is Viet Nam's capital city.
- Is Ho Chi Minh City the largest city in Viet Nam?
- Viet Nam gained its independence in 1945.
- Was ASEAN formed on 8 August 1967?



DO YOU KNOW...?

Intonation is the rise and fall of a speaker's voice, and is important in communication.

- Speakers usually use **falling intonation** at the end of statements. Falling intonation communicates certainty and finality.

Example: Nam lives in Ha Noi.

- Speakers often use **rising intonation** at the end of yes / no questions. Rising intonation can signal uncertainty and doubt.

Example: Does Nam live in Ha Noi?

2 Listen and repeat with the correct intonation. Then practise saying the sentences with a partner.

- Mai applied for the Singapore Scholarship.
- Is Tom looking for information about ASEAN?
- Jane was invited to stay with a local family in Laos.
- Does Kevin want to take a trip to Bali, Indonesia?
- Quang took many pictures of beautiful coral reefs in the Philippines.
- Brunei joined ASEAN as its sixth member in 1984.

Grammar

Gerunds

1 Choose the correct gerund (the -ing form) to fill each gap.

playing	becoming	sharing
building	volunteering	promoting

- _____ at the local hospital was one of the activities suggested by the School Youth Union.
- The main goal of the ASEAN Youth Volunteer Programme (AYVP) is _____ youth volunteer work and community development.
- _____ responsibilities keeps the other volunteers in the group motivated.
- Our government is committed to _____ friendly relations with the other ASEAN countries.
- Since my cousin Sang started university in Malaysia, _____ *Sepak takraw* has become his passion.
- My sister dreams of _____ Miss ASEAN.

LANGUAGE

Vocabulary

- 1 Ask Ss to work individually, read the words, and then match them with the definitions (1-6).
- Check Ss' answers as a class.

Key

- | | | |
|-----------------|----------------|---------------|
| 1. constitution | 2. scholarship | 3. solidarity |
| 4. principle | 5. cooperation | 6. dominate |

- 2 This activity extends the use of vocabulary in 1. Have Ss work first individually, then with a partner.
- Monitor the activity and offer support, if necessary.
 - Check answers as a class.

Key

- | | |
|-----------------|----------------|
| 1. constitution | 2. principles |
| 3. cooperation | 4. dominate |
| 5. principles | 6. Scholarship |

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I have learnt about ASEAN. I can use words and phrases to talk about ASEAN, its aims, principles and activities.*

Pronunciation

Activity 1 and 2 focus on falling and rising intonation.

- 1 Play the recording and let Ss listen. Play it again for Ss to repeat each sentence chorally.
- Ask Ss to focus on falling intonation on statements, and rising intonation on *yes / no* questions. Alternatively, have Ss tell the difference between the two types of intonation patterns before asking them to read through the *Do you know ...?* box.
- 2 Play the recording. Ask Ss to repeat each sentence without any pauses. To show falling intonation, their voice should go down at the end of a statement. To show rising intonation, their voice should go up at the end of a *yes / no* question.
- Have Ss work in pairs to take turns reading the sentences. Invite some Ss to read them out loud in front of the class, and have other Ss make comments on their intonation.

Grammar

Gerunds

- 1 Ask Ss to follow the instruction and complete the sentences. Then have them compare their answers. Check answers as a class.

Key

- | | | |
|-----------------|--------------|-------------|
| 1. Volunteering | 2. promoting | 3. Sharing |
| 4. building | 5. playing | 6. becoming |

2 Complete the sentences with the correct form of the verbs in brackets.

1. All ASEAN member states have agreed _____ (take) part in the conference.
2. My father's work involves _____ (travel) to the member states of ASEAN.
3. Lan can't wait _____ (go) to the airport to meet her pen pal from Malaysia.
4. Students from Viet Nam who want _____ (apply) for the ASEAN Scholarships must be approved by the Ministry of Education and Training.
5. Would you mind _____ (prepare) the quiz questions on ASEAN and the ASEAN Charter?
6. I really enjoy _____ (participate) in the activities organised by the ASEAN Youth Volunteer Programme.



DO YOU KNOW...?

A **gerund** is the **-ing** form of a **verb** that functions as a **noun**.

- It can be used as the **subject** of a sentence:

Example:

Applying for the ASEAN Scholarships is difficult.

- It can be used as an **object** after some verbs, verbs and prepositions, and phrases:

Verbs: avoid, consider, dislike, enjoy, finish, forgive, imagine, involve, practise, suggest, mind, encourage, permit, risk, recommend, regret

Example:

My father's work involves travelling around the region.

Verbs and prepositions: agree with, apologise for, concentrate on, depend on, dream of, insist on, rely on, succeed in, focus on, carry on

Example:

ASEAN focuses on improving member states' economies.

Phrases: can't help, can't stand, feel like, be worth, no use / good

Example:

It's worth visiting Hoi An Ancient Town in Viet Nam.

State verbs

3 Choose the correct answers in brackets to complete the sentences.

1. I (regret / am regretting) missing the first event of the ASEAN Para Games last night.
2. ASEAN is an organisation which (consists / is consisting) of ten countries located in Southeast Asia.

3. He (didn't realise / wasn't realising) that it was so late because he was busy surfing the Internet for information about ASEAN.
4. (Do you know / Are you knowing) when Viet Nam became an official member of ASEAN?
5. My brother (likes / is liking) travelling to Thailand very much because he made many friends during his studies there.
6. He (sees / is seeing) his classmates in an hour to discuss their brochure about the ASEAN member states.

4 Use the simple or continuous form of the verbs in brackets to complete the sentences.

1. Viet Nam _____ (be) the first Indochinese country to join ASEAN.
2. The chef _____ (taste) the Pho broth when I entered the kitchen.
3. I _____ (hope) to spend my holiday scuba-diving in the Philippines.
4. Why _____ you _____ (smell) the roses, Linh? They're plastic.
5. Tomorrow we _____ (have) a discussion on Viet Nam and ASEAN during one of our English classes.
6. Most of the time you're clever, but you _____ (be) silly today!



DO YOU KNOW...?

- **State verbs** describe a **state** or **condition** which is **unchanging** and lasts for some time. State verbs are **not** normally used in continuous tenses.

Example:

I know that ASEAN stands for the Association of Southeast Asian Nations.

- **Common state verbs:**

– Connected with thinking and opinions: *believe, think, know, remember, doubt, guess, regret, realise, understand*

– Connected with feelings and emotions: *like, hope, love, prefer, want, wish, desire, seem, feel*

– Used to describe senses: *see, smell, hear, taste, sound*

– Others: *be, have, consist, belong, concern, depend, deserve, include, matter, own, owe*

- However, some state verbs are sometimes used in the **continuous** form to describe a **temporary** situation or something happening for a period of time round the present.

Example:

I'm thinking of participating in a competition on ASEAN and the ASEAN Charter.

- 2 Ask Ss to work in pairs to take turns giving the answers. Ask some pairs to read their completed sentences to check answers and give feedback.

Key 1. to take 2. travelling 3. to go
4. to apply 5. preparing 6. participating

Notes

Sepak Takraw (pronounced seh-PAHK TAHK-row) is Malaysia's national sport. It uses a hollow ball made of rattan (woven palm stems). Players may use their heads, legs and feet, but not their hands, to hit the ball. Some players can perform amazing acrobatics with the ball.

(For more information about the themes, visit <http://www.vtaide.com/ASEAN/Malaysia/recreation.html>)

- Have Ss read the explanations in the *Do you know ...?* box and check if they understand them. Offer help, if necessary.

Notes

- Explain to Ss that some verbs are used with both **gerunds** and **infinitives**:
begin to talk / talking, continue working / to work
- Some verbs such as *advise, allow, encourage, permit* can be used with the infinitive after an object:
They do not permit us to use mobile phones.
They do not permit using mobile phones.
- Here are more verbs used with the gerund:
admit, appreciate, delay, deny, escape, mention, miss, postpone, put off, report, understand
- Like nouns, the gerund can be the subject, object (of the sentence) or complement (of the verb be):
 - Smoking** is harmful.
 - He likes **reading**.
 - Her hobby is **writing**.
- Like verbs, the gerund can have an object. The structure *gerund + object* can be the subject, object (of the sentence) or complement (of the verb be).
 - Smoking** cigarettes is harmful.
 - He likes **reading** novels.
 - Her hobby is **writing** poems.

State verbs

- 3 Have Ss discuss their answers with a partner first, and then circle the correct answers.
- Monitor the activity, and offer help, if necessary. Check Ss' answers by asking some of them to read out their answers.

Key 1. regret 2. consists 3. didn't realise
4. Do you know 5. likes 6. is seeing

- 4 Ask Ss to work first individually, then with a partner. Check answers as a class.

- Have Ss read the explanations in the *Do you know ...?* box and check if they understand them. Give further explanations, if necessary.

Key 1. was 2. was tasting
3. hope 4. are ... smelling
5. are having 6. are being

Notes

- There are two types of verbs: **state** and **dynamic**. Dynamic verbs (or *action verbs*) usually describe actions, and can be used in both simple and continuous forms; state verbs (or *non-action verbs*) usually refer to a state or condition, and cannot normally be used in the continuous (progressive) forms.
- When state verbs are used in the continuous forms, they perform a dynamic function.

Examples:

HAVE: – *She has a car.*

(= possess, stative function)

– *She's having lunch.*

(= eating, dynamic function)

THINK: – *I think you're right.*

(= believe, stative function)

– *I'm thinking about buying a car.*

(= consider, dynamic function).

- Some of the state verbs are also linking verbs, i.e., they take adjectives, not adverbs, depending on their meaning.

Examples:

– *He looks happy.* (Linking verb + adjective)

– *She is looking out of the window.* (Action verb + adverb)

- State verbs such as *be, have, see* or *smell* can be used in the continuous form when they have a different meaning or are part of an expression:

Examples:

– *You are being stupid.* (You behave in a stupid way.)

– *We're having a party / a picnic / a good time.*

– *I'm seeing my boyfriend tomorrow.* (I'm going out on a date with my boyfriend tomorrow.)

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can say statements with falling intonation and yes / no questions with rising intonation. I understand and can use gerunds after some verbs, verbs and prepositions, and phrases, and state verbs in continuous forms.*

READING

The Association of Southeast Asian Nations

- 1 Match the countries with their national flags. Check the answers with a partner.**

a		1. Brunei Darussalam	f	
b		2. Cambodia	g	
c		3. Indonesia	h	
d		4. Laos	i	
e		5. Malaysia	j	
		6. Myanmar		
		7. The Philippines		
		8. Singapore		
		9. Thailand		
		10. Viet Nam		

- 2 The following text has five paragraphs. Read it first, and then match the headings (1-5) with the paragraphs (A-E).**

1. Cultural and sports activities	Paragraph A _____
2. Aims and motto	Paragraph B _____
3. Charter	Paragraph C _____
4. Area, population and economies	Paragraph D _____
5. History and membership	Paragraph E _____

- A.** ASEAN stands for the Association of Southeast Asian Nations, which was formed on August 8th 1967, in Bangkok, Thailand by Indonesia, Malaysia, the Philippines, Singapore and Thailand. Brunei Darussalam became the sixth member in 1984, right after its independence. In 1995, Viet Nam became the seventh member. Laos and Myanmar joined the bloc in 1997, and Cambodia joined two years later.
- B.** The bloc has a land area of 4.46 million km² and a population of about 600 million people. Its sea area is about three times larger than its land area. ASEAN would rank as the eighth largest economy in the world if it were a single country. Indonesia, Thailand, Malaysia, Singapore, the Philippines and Viet Nam are called the six majors. These countries are the six largest economies in the region.
- C.** ASEAN aims at promoting economic growth, social progress and cultural development. At the same time, it focuses on protecting regional peace and stability, and providing opportunities for its

member states to discuss differences peacefully. The bloc's motto is: 'One Vision, One Identity, One Community'.

- D.** The ASEAN Charter came into force on 15 December 2008. It is the Constitution of ASEAN and the ten member states must act in accordance with it. After entering into force on December 15th 2008, the Charter has become a legal agreement among the ten ASEAN member states. Its main principles include respect for the member states' independence and non-interference in their internal affairs.
- E.** ASEAN organises different projects and activities to integrate its members. These include educational awards, and various cultural and sports activities. Examples of these are the Singapore-sponsored ASEAN Scholarships, the Southeast Asian Games, the ASEAN Para Games, the ASEAN Schools Games and the ASEAN Football Championship.

- 3 Find the words or expressions in the text that have the following meanings. Write them in the correct space.**

1	the Constitution of ASEAN	_____
2	a policy of not getting involved in other countries' disputes	_____
3	a short sentence or phrase used to express a principle, goal, or ideal of a person or an organisation	_____
4	an act of showing proper acceptance, consideration or appreciation	_____

- 4 Read the text again and answer the questions.**

- Which were the first five members of ASEAN?
- When did the other states join the bloc?
- How big is ASEAN?
- What are the six majors?
- What is ASEAN's motto?
- What are the main principles of the ASEAN Charter?
- How does the bloc integrate its state members?

- 5 Work in groups of five. Each student in the group focuses on one paragraph and tries to remember as many details as possible. Then close your book and quiz each other to see how much you have remembered.**

SKILLS

READING

The Association of Southeast Asian Nations

Lead-in: Inform the class of the lesson objectives: skimming and scanning a text for general ideas and specific details.

- Draw Ss' intention to the heading of the section *The Association of Southeast Asian Nations*. Ask them to guess the possible content of the reading text.

- 1** Have Ss do the matching first individually, and then check with a partner.

Key

- | | | | | |
|-------------|-------------|-------------|-------------|--------------|
| 1. f | 2. j | 3. c | 4. d | 5. g |
| 6. e | 7. i | 8. b | 9. a | 10. h |

- 2** Inform Ss that the activity is for skimming only (reading quickly for general ideas). Set a time limit for the class.

- Have Ss work first individually, and then compare their answers with a partner. Ask some Ss to read their answers out loud to make sure they have matched them correctly.

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

- 3** Give Ss enough time to work first individually, then have some Ss read their answers out loud to check as a class.

Key

- | | |
|----------------------|---------------------|
| 1. the ASEAN Charter | 2. non-interference |
| 3. motto | 4. respect |

- 4** Ask Ss to scan (look only for specific facts or details without reading everything) the text to find the answers to the questions.

- Have them highlight the key words in the questions first, and then try to find the same words in the text. After that, Ss can take turns asking and answering the questions in pairs. T checks answers as a class.

Key

1. They were Indonesia, Malaysia, the Philippines, Singapore and Thailand.
2. Brunei became the sixth member in 1984 and Viet Nam became the seventh member in 1995. Laos and Myanmar joined the bloc in 1997 and Cambodia joined two years later.
3. It has a land area of 4.46 million km² and a population of about 600 million people. (ASEAN would rank as the eighth largest economy in the world if it were a single country.)
4. They are Indonesia, Thailand, Malaysia, Singapore, the Philippines and Viet Nam.
5. It is: 'One Vision, One Identity, One Community'.
6. They are respect for the member states' independence and non-interference in their internal affairs.
7. It organises different projects and activities, including educational awards, and various cultural and sports activities.

- 5** This is a post-reading activity that gives Ss an opportunity to consolidate the language and new information from the reading and use it in speaking.

- Arrange Ss into groups and set a time limit. T walks round to monitor the class and offers help, if necessary. Allow enough time for one or two groups to demonstrate the activity in front of the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've read about the Association of Southeast Asian Nations (ASEAN). Besides reading quickly for general ideas, I can read carefully to find specific details about ASEAN. I can also use words and phrases related to ASEAN.*

SPEAKING

ASEAN member states

1 Match each country with its capital city and listen to check your answers.

ASEAN countries

Capital cities

- | | |
|----------------------|------------------------------|
| 1. Brunei Darussalam | a Kuala Lumpur |
| 2. Cambodia | b Singapore |
| 3. Indonesia | c Manila |
| 4. Laos | d Bandar Seri Begawan |
| 5. Malaysia | e Bangkok |
| 6. Myanmar | f Ha Noi |
| 7. Philippines | g Nay Pyi Taw |
| 8. Singapore | h Phnom Penh |
| 9. Thailand | i Vientiane |
| 10. Viet Nam | j Jakarta |

2 Listen to a brief introduction to an ASEAN member state and complete the text with the correct numbers.

Indonesia is a country in Southeast Asia with an area of one million, nine hundred and four thousand, five hundred and sixty-nine square kilometres (1,904,569 km²). It has a population of two hundred and (1)_____, four hundred and (2)_____, three hundred and (3)_____ people (2____, 4____, 3____).

3 Work in pairs. Student A uses the table below and student B uses the table on page 69. Ask each other questions to fill the gaps in your table.

Example:

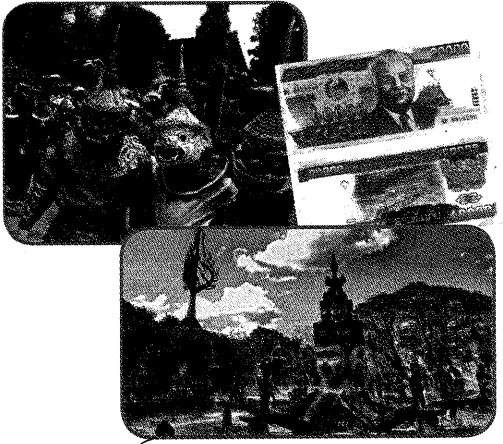
Student A: Can you tell me what the population of Laos is?

Student B: It's six million, four hundred and seven thousand, two hundred and eleven people. And what is the area of Laos?

Student A: It's two hundred and thirty-six thousand eight hundred square kilometres.

Student A

Countries	Area (km ²)	Population	Currency	Official language
Laos	236,800	(1)_____	Lao kip	Lao
Malaysia	(2)_____	27,565,821	Malaysian ringgit	Malaysian
Philippines	300,000	92,337,852	Philippine peso	Filipino, (3)_____
Thailand	(4)_____	66,720,153	baht	Thai
Singapore	(5)_____	5,076,700	Singapore dollar	Malay, (6)_____ English, Tamil



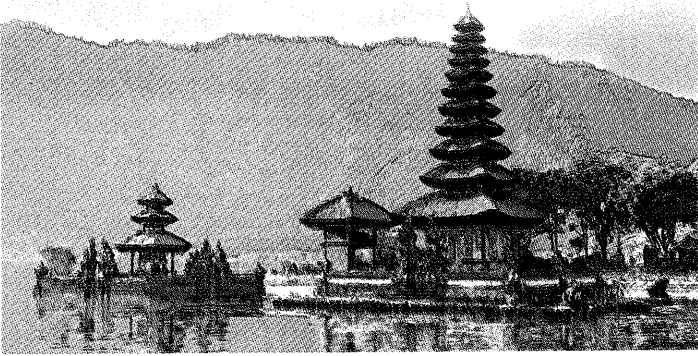
4 Work in groups. Use the information in 1, 2, and in READING to talk about one ASEAN country. Report to the class.

Example:

Student A: Laos is a country in Southeast Asia. It has an area of 236,800 square kilometres.

Student B: Its population is 6,477,211. Vientiane is its capital city.

Student C: The currency unit in Laos is the Lao kip and its official language is Lao.



SPEAKING

ASEAN member states

Lead-in: Inform the class of the lesson objectives: talking about some ASEAN member states. Introduce the topic by asking questions such as *Do you remember the number of ASEAN member states? What are the names of their capital cities? Are the capitals also the biggest cities of the countries?*

- 1 Write *ASEAN member states* on the board. Give Ss enough time to do the matching individually. Play the recording for them to check their answers. Ask Ss to focus on the pronunciation of the countries and their capitals.

Key

- | | | | | |
|------|------|------|------|-------|
| 1. d | 2. h | 3. j | 4. i | 5. a |
| 6. g | 7. c | 8. b | 9. e | 10. f |

Audio script

1. Bandar Seri Begawan is the capital of Brunei Darussalam.
2. The capital of Cambodia is Phnom Penh.
3. The name of Indonesia's capital is Jakarta.
4. Vientiane is the capital of Laos.
5. The capital of Malaysia is Kuala Lumpur.
6. Nay Pyi Taw is the capital of Myanmar.
7. The name of the Philippines' capital is Manila.
8. Singapore is a country as well as a capital city.
9. Bangkok is the capital of Thailand.
10. The capital of Viet Nam is Ha Noi.

- 2 Ask Ss to read through the text about Indonesia before they listen to the recording. Focus their attention on how to say long numbers. Play the recording more than once, if necessary.

Key

1. thirty-seven million
2. twenty-four thousand
3. sixty-three
(237,424,363)

Audio script

Indonesia is a country in Southeast Asia with an area of one million, nine hundred and four thousand, five hundred and sixty-nine square kilometres (1,904,569 km²). It has a population of two hundred and thirty-seven million, four hundred and twenty-four thousand, three hundred and sixty-three people (237,424,363).

- 3 Focus Ss' attention on the instructions. Tell Ss that this is an information gap activity.

- In information gap activities, each student has information that his / her partner doesn't have. The objective is for Ss to ask questions to find out the missing information.

Key

- | | | |
|-------------------|---------------|---------------|
| Student A: | 1) 6,477,211 | 2) 329,847 |
| | 3) English | 4) 513,115 |
| | 5) 707.1 | 6) Mandarin |
| Student B: | 1) 236,800 | 2) 27,565,821 |
| | 3) 300,000 | 4) Peso |
| | 5) 66,720,153 | 6) 5,076,700 |

- 4 Divide Ss into groups of three or four. Ask them to choose one ASEAN country to talk about. Set a time limit. Walk round to monitor and provide help. Invite some groups to report back to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can talk about some ASEAN member states. I can also read long numbers and pronounce the names of ASEAN countries and their capitals.*

LISTENING

ASEAN Schools Games

1 Match the words (1-6) with the words and phrases (a-f) to form compounds or meaningful phrases. Compare with a partner.

- | | |
|----------------|---------------------------------------|
| 1. host (n) | a council |
| 2. host (v) | b on top of the medal table |
| 3. sports (n) | c home empty-handed |
| 4. finish (v) | d solidarity and mutual understanding |
| 5. go (v) | e the ASEAN School Games |
| 6. promote (v) | f country |

2 Listen to a sports instructor's talk. What is he talking about? Tick the correct box.

- a. The rules of the ASEAN Schools Games ☐
- b. The countries that hosted ASEAN Schools Games ☐
- c. Five ASEAN Schools Games ☐
- d. Records set at the ASEAN Schools Games ☐

3 Listen again and decide if the statements are true (T) or false (F).

		T	F
1	ASG stands for ASEAN Schools Games, an event that is organised every two years in one of the ASEAN member states.		
2	The organisation that supports the ASG is the ASEAN Schools Sports Council (ASSC).		
3	The ASG aims to establish and promote friendship among ASEAN students.		
4	The ASG offers the ASEAN youth a chance to discuss current issues in the region.		
5	Some of the teams went home empty-handed.		



4 Listen again and complete the following ASG medal table.

Year	ASG	Host country	First (Gold medals)	Second (Gold medals)
2009	I	Thailand	Thailand (72)	1. _____
2010	II	Malaysia	2. _____	Thailand (32)
2011	III	Singapore	Thailand (29)	3. _____
2012	IV	Indonesia	Thailand (38)	4. _____
2013	V	Viet Nam	5. _____	Malaysia (25)

5 Find out information about a sports activity held at your school or in your community. Share your information with a partner.

WRITING

ASEAN member states: brief introductions

1 Read the following information about Viet Nam. Fill the gaps with the correct words or phrases in the box.

family values	Heritage Sites	Vietnam
land area	income	

The Socialist Republic of Viet Nam

- a. shape of elongated S, (1) _____ : 331 212 km²; population: about 93,000,000, most speak Vietnamese; capital: Ha Noi
- b. economy: develops rapidly; leading agricultural exporter; main export products: crude oil, marine products, rice and coffee; lower-middle (2) _____ country
- c. sports: football, cycling, boxing, swimming, badminton, tennis, aerobics, (3) _____; athletes compete regionally, internationally, hold high ranks in many sports
- d. one of the oldest cultures, known for ancestor worship; appreciate (4) _____ and education; home to 54 ethnic groups with their own languages, lifestyles, customs
- e. visitors from around the world; attractions: World (5) _____ (Ha Long Bay, Hoi An); beautiful sights: Sa Pa, Mui Ne, Ha Noi, contribute to country's magic charm



LISTENING

ASEAN Schools Games

Lead-in: Inform Ss of the lesson objectives: listening for gist and specific information in a sports instructor's talk about the ASEAN School Games.

- Write *ASEAN School Games* on the board and ask Ss to work in pairs to make guesses about the content of the listening text.
- Write their ideas on the board to avoid repeating the same information.
- 1 Give Ss enough time to read both columns and do the matching. Let them work with a partner if they need more help. Check Ss' answers as a class.

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

- 2 Ask Ss to read through the four choices. Check Ss' comprehension. Play the recording non-stop for them to get the gist of the talk. Have Ss work in pairs before checking the answer as a class.

Key c. Five ASEAN Schools Games

- 3 Check Ss' comprehension of sentences (1-5), before playing the recording.
- Have Ss work in pairs first, and then check their answers as a class.

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

Audio script

Hello, everybody. Today I'd like to talk about one of the ASEAN sports activities.

ASG stands for ASEAN Schools Games. This event is organised every year by an ASEAN member state. The organisation that supports the ASG is the ASEAN Schools Sports Council (ASSC). ASSC promotes sports activities for school students in ASEAN member states.

The ASG aims to establish and strengthen friendship among ASEAN students. When participating in ASG sports events and cultural exchanges, the ASEAN youth have a chance to learn more about the culture and history of ASEAN and its member states. They also share information and experience, which promotes solidarity and mutual understanding among young people.

The first ASG took place in 2009 in Thailand. Thailand finished on top of the medal table with 72 gold medals. Viet Nam was second with 18 gold medals. The second ASG was organised in 2010 in Malaysia. Malaysia was first with 45 gold medals, followed by Thailand with 32. Singapore hosted the third ASG in 2011. Thailand won the Games with 29 gold medals. Singapore was second with 26. The fourth ASG was held in 2012 in Indonesia. Thailand dominated the Games again and won 38 gold medals. Indonesia was second with 33 gold medals.

The fifth ASG took place in Viet Nam in 2013. The host dominated the Games and finished on top of the medal table with 50 gold medals. Malaysia was second with 25. None of the teams went home empty-handed.

I have more detailed information about each ASG. Just come and talk to me if you are interested.

- 4 Ask Ss to read the instruction and the table. Check their comprehension.

- Play the recording once or twice again (depending on Ss' level) for Ss to fill the gaps.
- Ask Ss to work with a partner to compare their answers.
- Invite representatives from some pairs to report their answers to the class. Give feedback and correct any wrong answers, if necessary.

Key 1. Viet Nam (18) 2. Malaysia (45)
3. Singapore (26) 4. Indonesia (33)
5. Viet Nam (50)

- 5 Inform Ss that this is a post-listening activity.

- Ask Ss to work in groups of three or four. Ss note down their group members' ideas and get ready to prepare a brief talk. Have some Ss present their talks to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt about the ASEAN School Games. I've practised listening for gist and specific information. Now I can talk about sports activities held at my school or in my community.*

WRITING

ASEAN member states: brief introductions

Lead-in: Inform Ss of the lesson objective: writing a short brochure introducing an ASEAN member state.

- Write the phrase *ASEAN Member States: Brief Introductions* on the board.
- Ask questions such as *How big is Viet Nam? How many people live in the country? What does Viet Nam export? What is typical of the Vietnamese culture? What are some tourist attractions in Viet Nam?*

- 1 The focus of this activity is to learn useful language for describing a country.

- Give Ss some time to do the gap-filling. Have Ss compare their answers with a partner first. Then ask some pairs to read different paragraphs out loud to check answers as a class.

Key 1. land area 2. income 3. Vovinam
4. family values 5. Heritage Sites

Notes

Vovinam (Việt Võ Đạo / Martial Arts of Viet Nam) is a Vietnamese martial art.

<http://tieulun.hopto.org>

2 Read the extract from a short brochure introducing Viet Nam. Match the subheadings (1-5) with the paragraphs (a-e).

The Socialist Republic of Viet Nam

a. Shaped like an elongated S, Viet Nam covers a land area of 331,212 km ² . Its population is about 93,000,000 million people, most of whom speak Vietnamese. The capital is Ha Noi.	1. Tourist attractions
b. Viet Nam's economy has developed rapidly. Becoming a leading agricultural exporter , its main export products include crude oil, marine products, rice, and coffee. Currently, Viet Nam is a lower-middle income country.	2. Sports
c. Popular sports in Viet Nam are football, cycling, boxing, swimming, badminton, tennis, aerobics and <i>Vovinam</i> . Vietnamese athletes compete regionally and internationally and hold high ranks in many sports.	3. Culture
d. Being one of the oldest cultures in the region, Viet Nam is known for ancestor worship. The Vietnamese appreciate family values and education. Viet Nam is home to 54 ethnic groups with their own languages, lifestyles, and customs.	4. Area and Population
e. Viet Nam attracts millions of visitors from around the world. Tourist attractions include not only World Heritage Sites like Ha Long Bay and Hoi An Ancient Town. The beautiful sights in Sa Pa, Mui Ne and Ha Noi all contribute to the country's magic charm.	5. Economy

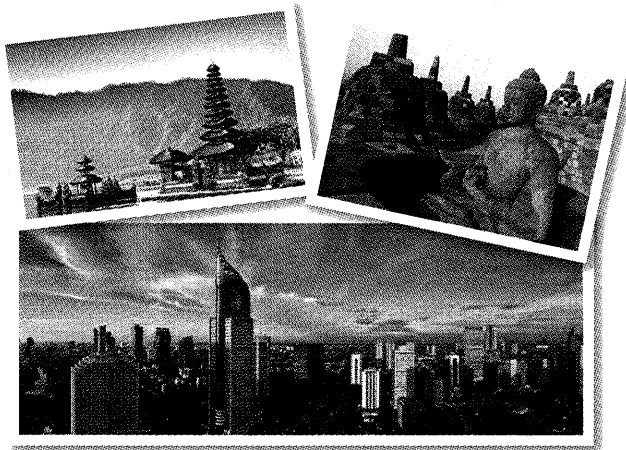
3 Brochures are often used to inform people and include information texts. Read some features of an information text and the brochure above. Work with a partner and find examples of each feature.

- An information text consists of several paragraphs.
- It uses impersonal language and present tenses to describe precise facts and figures.
- Each paragraph has a subheading and deals with a different aspect of the topic.
- Important information is highlighted to attract the readers' attention.

4 Write a short brochure (160-180 words) introducing an ASEAN country. Use the information about Indonesia below or a different ASEAN country of your choice.

The Republic of Indonesia

- islands: about 17,508; land area: 1,904,569 km²; population: over 237 million; world's fourth **most populous** country; capital: Jakarta, official language: Indonesian
- the **largest economy** in Southeast Asia; tourism: big role in economy; 2013: tourist sector contributed about US\$9 billion; Singapore, Malaysia, Australia, China, Japan: top five sources of visitors
- sports: generally **male-orientated**; most popular: badminton, football; traditional sports: *Sepak Takraw, Pencak Silat*
- diverse** culture: over 300 ethnic groups; influenced by Chinese, European, Indian, and Malay cultures; Western cultures' influences: seen in science, technology, modern entertainment.
- tourist attractions: **islands**, beautiful views; popular destinations: beaches of Bali, Lombok, wonderful islands of Java, Sumatra, Kalimantan; museums, monuments, gardens in capital



- 2 Ask Ss to read through the paragraphs of the brochure introducing Viet Nam. Focus their attention on how the points in 1 have been developed into sentences and paragraphs, and the informative language used in a brochure. Have Ss do the matching first individually, and then compare their answers with a partner. Check Ss' answers as a class. Give explanations, if necessary.

Key

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

- 3 Set a time limit for Ss to read the instructions, the brochure and find examples of each point.

Sample answers:

- The extract in 2 consists of five paragraphs.
- Examples of impersonal language and present tenses: *covers a land area, is about, is Ha Noi, speak Vietnamese, export products include, are football, is known for, is home*
- There are five paragraphs and each one focuses on a different topic and has a heading summarising the topic.
- Important information is highlighted: **land area, population, agricultural exporter, high ranks, oldest, 54, World Heritage Sites**

Notes

Impersonal language avoids using characteristics of personal language such as (i) personal pronouns (*I, we, you, our, us*), (ii) judgemental words that indicate the writer's feelings (*love, hate, dislike*), and (iii) emotive words (*horrible, shocking*).

- 4 Ask Ss to read the sample brochure in 2 and the information text features in 3 again. Then have them go through the points about Indonesia in pairs. Discuss any unfamiliar words or phrases.

- Have Ss write a short text, using the given information in class. When they finish their drafts, ask them to exchange them with a partner for peer review. T walks round and offers help when necessary.
- Alternatively, Ss can write the text for the brochure at home. They can also add some photos to illustrate each paragraph and make their brochures look attractive. T collects Ss' brochures the next class. Give feedback and comments or invite Ss to show the best brochures and present the information in class.

Suggested writing

The Republic of Indonesia

- Area and Population:** Indonesia comprises about 17,508 islands. It covers a land area of 1,904,569 km². With a population of over 237 million people, Indonesia is the world's fourth **most populous** country. The capital city is Jakarta and the official language is Indonesian.
- Economy:** The country has the **largest economy** in Southeast Asia. Tourism plays a big role in its economy. In 2013 the tourist sector contributed about US\$9 billion. Singapore, Malaysia, Australia, China and Japan are the top five sources of visitors to Indonesia.
- Sports:** Sports in Indonesia are generally **male-orientated**. The most popular sports are badminton and football. Traditional sports include *Sepak Takraw* and *Pencak Silat*.
- Culture:** Indonesia is a **widely diverse** nation with over 300 ethnic groups. Indonesians are influenced by Chinese, European, Indian, and Malay cultures. The influence of Western culture is mainly seen in science, technology, and modern entertainment.
- Tourist attractions:** Indonesia is famous for its **islands** and beautiful views. The beaches of Bali and Lombok, and the wonderful islands of Java, Sumatra and Kalimantan are popular destinations. Tourist attractions also include museums, monuments and gardens in the capital city.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I've learnt how to write an information text for a short brochure based on given information. I can write a short introduction to an ASEAN member state.*

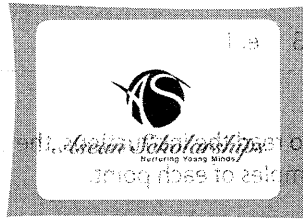
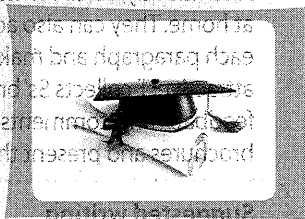
COMMUNICATION AND CULTURE

Communication

Singapore Scholarships and ASEAN Scholarships

1 Read the school notice about the Singapore Scholarship and the ASEAN Scholarships. Use the words or phrases to fill the gaps. Check with a partner.

- air ticket
- bad behaviour
- or four years
- English skills
- academic results
- renewed annually



The school board would like to inform students that applications for the Singapore Scholarship and the ASEAN Scholarships for Viet Nam are now open.

The Scholarships are offered by the Singapore Government to students from nine ASEAN member countries (except Singapore). The length of the Scholarship is three (1) _____, depending on the programmes.

SINGAPORE SCHOLARSHIP

Scholarship winners will study in selected universities in Singapore. Applicants are chosen based on their (2) _____ and performance in school activities. In addition, candidates must have excellent English skills. The scholarship is renewed every year and may be stopped if the students have poor academic records or (3) _____.

ASEAN SCHOLARSHIPS

The ASEAN Scholarships provide opportunities for studies in selected Singapore schools and are (4) _____.

Scholarship holders who have satisfactory academic performance are awarded the Singapore-Cambridge General Certificate of Education 'Advanced' (GCE A-Level) certificate. Applicants for the scholarship must have very good grades and excellent (5) _____.

The scholarships cover full tuition fees, living expenses and accommodation fees. The students are provided with one return (6) _____ from their home country to Singapore for the duration of studies.

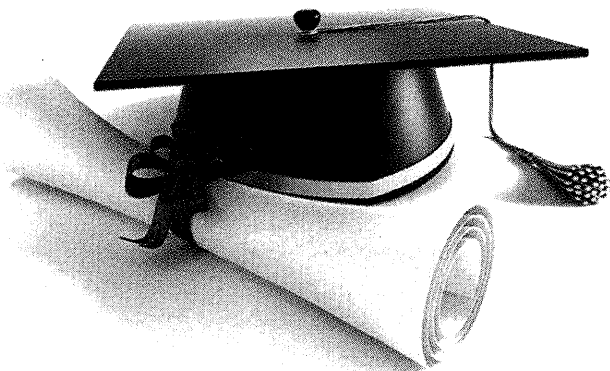
Please contact Ms Van Anh, Rm. 314, Building B during office hours for more information.

2 Create a list of FAQs (Frequently Asked Questions) about the Singapore Scholarship and the ASEAN Scholarships in 1. Work with a partner to think of as many questions as you can. Then ask each other the questions.

Example:

Student A: When is the Singapore Scholarship open for application?

Student B: How are applicants for the Singapore Scholarship chosen?



COMMUNICATION AND CULTURE

Lead-in: Inform the class of the lesson objectives: further skill development.

Communication

Singapore Scholarships and ASEAN Scholarships

1 This section provides further opportunities for Ss to practise speaking. Explain to Ss that they need to read the information about two kinds of Singapore-sponsored scholarships.

- Ask them to distinguish between the *Singapore Scholarship* (for 12th graders to study at Singapore universities) and the *ASEAN Scholarships* (for 10th and 11th graders to study at Singapore schools).
- Have Ss work first individually, and then check their answers as a class.

Key

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

2 Tell Ss to read the instructions carefully. Ask a pair of Ss to model the example. Have Ss work in pairs. If they have access to the Internet, they can also use additional information to formulate further questions.

- Have some pairs ask and answer their questions in front of the class. Ask the rest of the class to comment on how useful or detailed the answer to each question is.

Read the text about Lamvong and decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

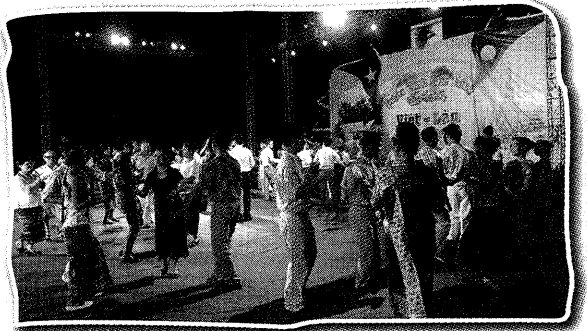
Lamvong – a traditional Lao dance
Lao People's Democratic Republic of Laos has a long tradition of folk dance. The most popular folk dance is Lamvong (Lamvong), which means 'circle dance'.
Lamvong involves many people dancing continuously in a circle, slowly moving their arms and legs and beating their fingers to the music. Dancers move their hands in opposite directions, one to the left and one to the right.
Lamvong is a slow and graceful social dance with men forming an inner circle and women an outer circle. Couples dance around each other while moving in their own circles and being joined by others in the group.
Dancers usually invite any foreign visitors to join in Lamvong to make them feel welcome. Guests may find Lamvong difficult at first, but they quickly get used to the hand and foot movements of the dance. It is the slow and delicate movements that are

Talk with a partner about one of the popular folk dances of Viet Nam or any other ASEAN country, use the following questions.
How popular is the dance? How do people practise the dance? What makes the dance special?



Culture

1 Look at the pictures. Do you know anything about this dance? Tell your partner.



2 Read the text about *Lamvong* and decide whether the following statements are true (T), false (F), or not given (NG). Tick the correct box.

Lamvong – a traditional Lao dance

Lao People's Democratic Republic, or Laos, has a long tradition of folk dancing. The most popular folk dance is *Lamvong* ([lám wón]), which means 'circle dance'.

Lamvong involves many people dancing continuously in a circle, slowly moving their arms and legs and bending their fingers to the music. Dancers move their hands in opposite directions, one to the left and one to the right.

Lamvong is a slow and graceful social dance with men forming an inner circle and women an outer circle. Couples dance around each other while moving in their own circles and being circled by others in the group.

Dancers usually invite any foreign visitors to join in *Lamvong* to make them feel welcome. Guests may find *Lamvong* difficult at first, but they quickly get used to the hand and foot movements of the dance. It is the slow and delicate gestures that make *Lamvong* so special.

		T	F	NG
1	<i>Lamvong</i> , which means 'circle dance', is a modern dance.			
2	To dance <i>Lamvong</i> you move continuously in a circle, slowly moving arms and legs, and bending fingers to the music.			
3	<i>Lamvong</i> dancers stand on one leg and move their hands in opposite directions, one to the left and one to the right.			
4	It is believed that after a heavy meal, dancing <i>Lamvong</i> will help you to digest the food.			
5	<i>Lamvong</i> is a fast moving, but graceful social dance, with men forming an inner circle and women an outer circle.			
6	Foreigners quickly get used to the hand and foot movements of <i>Lamvong</i> .			

3 Talk with a partner about one of the popular folk dances of Viet Nam or any other ASEAN country. Use the following questions.

How popular is the dance? How do people practise the dance? What makes the dance special?



Culture

- 1** Ask Ss to look at the pictures and read the instructions. Elicit their answers.

Suggested answers

They are dancing *Lamvong*. This is a traditional Lao folk dance.

- 2** Ask Ss to work first individually, then in pairs to decide if the statements are true (T), false (F), or not given (NG).
- Encourage Ss to provide reasons for their answers. Check Ss' answers as a class and give explanations, if necessary.

Key 1. F 2. T 3. F 4. NG 5. F 6. T

- 3** This is a post-reading activity. Have Ss work in groups of four or five, and talk about one popular folk dance. Invite representatives of different groups to show their dance to the class.

Suggested answers

Trong Com, which literally means *Rice Drum*, is a Vietnamese traditional dance. It is very popular in Viet Nam, especially in the north of the country. It symbolises people's wishes for a peaceful, enjoyable and comfortable life. *Trong Com* has a boisterous, joyful and lively rhythm. It is also a charming dance especially when accompanied by the folk song *Trong Com*. The beautiful lyrics and melody of the song greatly contribute to the popularity of the dance.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I've learnt about Singapore-sponsored scholarships and **Lamvong** – a traditional Lao folk dance. Now I can speak about the Singapore Scholarship and the ASEAN Scholarships. I can also speak about some folk dances.*

Pronunciation

Listen and practise saying the following sentences. Mark the intonation: rising (↗) or falling (↘).

1. The Constitution of ASEAN is the ASEAN Charter.
2. Did the Charter come into force on December 15th, 2008?
3. The Charter is a legal agreement among the ten ASEAN member states.
4. Does the Charter set out the basic guiding principles for its member states?
5. One of the Charter's principles is the 'Right to live without external interference'.

Vocabulary

Complete the sentences with the words (a-f).

- | | | |
|----------------|--------------|-------------|
| a. charter | b. bloc | c. member |
| d. association | e. stability | f. maintain |

1. ASEAN aims to promote peace, security and _____ in the region.
2. We try our best to attract new members to our _____ every year.
3. An agreement between China and ASEAN created the third largest trading _____ in the world.
4. An ASEAN Scholarship holder has to _____ good academic performance to keep the scholarship.
5. Viet Nam received assistance from ASEAN _____ states even before the country joined the bloc.
6. The ASEAN _____ entered into force after the ten members signed it.

Grammar

1 Choose the correct verb form in brackets to complete each sentence.

1. Nam expects (to win / winning / win) in the coming competition on ASEAN and the ASEAN Charter.
2. The authorities in Cambodia do not permit (to enter / entering / enter) the country's eco-regions without an official guide.
3. Doctors and nurses risk (to catch / catching / catch) infectious diseases from patients.
4. My parents promised (to take / taking / take) us to Angkor Wat.
5. I recommend (to visit / visiting / visit) the Royal Regalia Museum in the capital city of Brunei.

2 Complete the sentences with the verbs in the box. Use the correct forms.

complete speak find dance swim

1. Tim dreams of _____ in the beautiful waters of Ha Long Bay in Viet Nam.
2. I suggest _____ *Lamvong* if you are in Laos because it is a good way to relax and make friends.
3. Our English teacher encourages _____ about places of interest in ASEAN countries.
4. Quang practised _____ in front of his parents so he can prepare for his presentation on ASEAN sports activities.
5. Tuan concentrated on _____ his project on ASEAN last week and was able to submit it on time.

3 Choose the correct verb form to complete each of the sentences.

1. I (feel / am feeling) I should go to Ha Long Bay to relax. I'm too stressed.
2. Can you hear the music? His class (has / is having) a rehearsal for tomorrow's meeting with the ASEAN Youth Delegation.
3. I (look / am looking) out of the window, but can't see him in the street.
4. I can see him at the market. He (smells / is smelling) the fish now.
5. The doctor (feels / is feeling) the boy's leg to see if it is broken.

4 Use the simple or continuous form of the verbs in brackets to complete the sentences.

1. Many Vietnamese parents believe that their children study English because they _____ (recognise) its importance.
2. I _____ (know) that the beaches in Bali, Indonesia, are always full of tourists who are attracted by their beauty.
3. Ven Keo, my pen pal in Laos, changed his mind again. Now he _____ (think) of studying at a university in Viet Nam, not in Singapore.
4. _____ you _____ (remember) visiting the Chocolate Hills, one of the top tourist attractions in the Philippines?
5. 'How _____ you _____ (feel) now, Mai?'
'Oh, much better. Thanks a lot, Dr Lam.'

LOOKING BACK

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary and grammar.

Pronunciation

- Play the recording and ask Ss to listen. Remind them to use falling intonation on statements and rising intonation on *yes / no* questions.
- Play the recording again for Ss to repeat.

Key

Falling intonation: 1, 3, 5 ; Rising intonation: 2, 4

Vocabulary

- Inform Ss that the words in the box are among the most frequently used in the unit. Ss decide which words best complete the sentences.
- T may extend this activity by asking Ss to make their own sentences with each of the words.

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

Grammar

- 1 Give Ss time to read the sentences. Set a time limit and get Ss to do the activity individually.
- Ask some Ss to read their answers. Write the correct ones on the board, if necessary.

Key

1. to win
2. entering
3. catching
4. to take
5. visiting

- 2 Set a time limit and tell Ss to do the activity individually. Invite five Ss to write their answers on the board. Underline any mistakes and ask other Ss to correct them. Provide help, if necessary.

Key

1. swimming
2. dancing
3. finding
4. speaking
5. completing

- 3 Have Ss work in pairs by taking turns reading each sentence and providing the right verb forms. Then check their answers as a class.

Key

1. feel
2. is having
3. am looking
4. is smelling
5. is feeling

- 4 Ask five Ss to write their answers on the board while having the rest of the class do this activity in pairs. Give feedback on Ss' answers and correct any mistakes.

Key

1. recognise
2. know
3. is thinking
4. Do ... remember
5. are ... feeling

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have revised falling intonation on statements and rising intonation on yes / no questions. I have reviewed the use of gerunds after some verbs and phrases, and continuous forms of state verbs. I can say statements and yes / no questions with appropriate intonation, use gerunds after some verbs and phrases, and state verbs in continuous forms.*

PROJECT

1 Work in two groups. Each group should choose a different set of questions. Do some research and find out the following:

Set A: Which ASEAN member state

- is landlocked?
- has the largest / smallest population?
- uses the dollar as the currency unit?
- has the largest number of islands?

Set B: Which ASEAN member state

- uses English as one of their official languages?
- is called 'the land of golden pagodas'?
- is known as 'the land of smiles'?
- has the largest / smallest area?



2 Present your findings to the whole class.

NOW YOU CAN

- ▶ Use words and phrases related to ASEAN, its aims, member states and activities
- ▶ Say statements and yes / no questions with appropriate intonation
- ▶ Use gerunds after verbs and phrases, and state verbs in continuous forms
- ▶ Talk about ASEAN member states
- ▶ Write a short brochure introducing an ASEAN member state

SPEAKING

3 Work in pairs. Student B uses the table below and student A uses the table on page 63. Ask questions to fill the gaps.

Example:

Student A: Can you tell me what the population of Laos is?

Student B: It's six million, four hundred and seventy-seven thousand, two hundred and eleven people. And what is the area of Laos?

Student A: It's two hundred and thirty-six thousand, eight hundred square kilometres.

Student B

Countries	Area (km ²)	Population	Currency	Official languages
Laos	(1)_____	6,477,211	Lao kip	Lao
Malaysia	329,847	(2)_____	Malaysian ringgit	Malaysian
Philippines	(3)_____	92,337,852	Philippine (4)_____	Filipino, English
Thailand	513,115	(5)_____	baht	Thai
Singapore	707.1	(6)_____	Singapore dollar	Malay, Mandarin, English, Tamil

PROJECT

- 1 Introduce the project objectives: preparing a class report on ASEAN member states.
- Divide the class into two groups. Have Ss find out the answers to the questions and take notes. Provide help, if necessary.
- 2 Allow enough time for representatives of each group to present their reports to the class.
- Encourage Ss from the same group to provide support by giving explanations or additional information. Ss from the other group should listen and ask extra questions.

Key

Set A:

1. Laos
2. Indonesia (largest: 237,424,363 – 2011 Census); Singapore (smallest: 5,076,700 people – 2010 Census)
3. Brunei (Brunei dollar) and Singapore (Singapore dollar)
4. Indonesia (It has about 17,508 islands.)

Set B:

1. The Philippines and Singapore
2. Myanmar
3. Thailand
4. Indonesia (largest: 1,904,569 km²); Singapore (smallest: 707.1 km²)

Country	Capital	Land Area (km ²)	Population	Currency	Official languages
Brunei	Bandar Seri Begawan	5,765	401,890 (2011 Estimated) 415,717 (2013 Estimated)	Brunei dollar	Malay
Cambodia	Phnom Penh	181,035	13,388,910 (2008 Census) 14,860,000 (2012, World Bank)	Cambodian riel	Khmer
Indonesia	Jakarta	1,904,569	237,424,363 (2011 Census)	Indonesian rupiah	Indonesian
Laos	Vientiane	236,800	6,477,211 (2011 Estimated)	Lao kip	Lao
Malaysia	Kuala Lumpur	329,847	27,565,821 (2010 Census)	Malaysian ringgit	Malay
Myanmar	Nay Pyi Taw	676,578	58,840,000 (2010 Estimated) 61,120,000 (2012 Estimated)	Myanmar kyat	Burmese
Philippines	Manila	300,000	92,337,852 (2010 Census)	Philippine peso	Filipino, English
Singapore	Singapore	707.1	5,076,700 (2010 Census)	Singapore dollar	Malay, Mandarin, English, Tamil
Thailand	Bangkok	513,120	65,479,453 (2010 Census) 66,720,153 (2011 Estimated)	baht	Thai
Viet Nam	Ha Noi	331,212	90,549,390 (2011 Estimated) 93,000,000 (2013 Estimated)	đồng	Vietnamese
ASEAN		4,479,210	602,658,000 (2011 Estimated)		

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can find information for a report on ASEAN countries and present it to the class.*

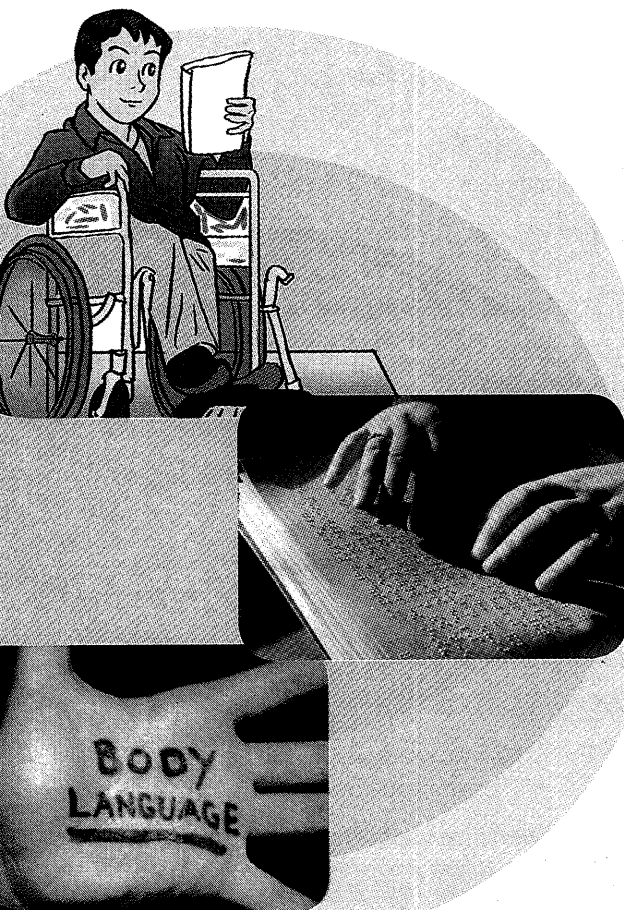
REVIEW 2 UNITS 4-5

LANGUAGE

Vocabulary

1 Complete these sentences, using the correct form of the words in brackets.

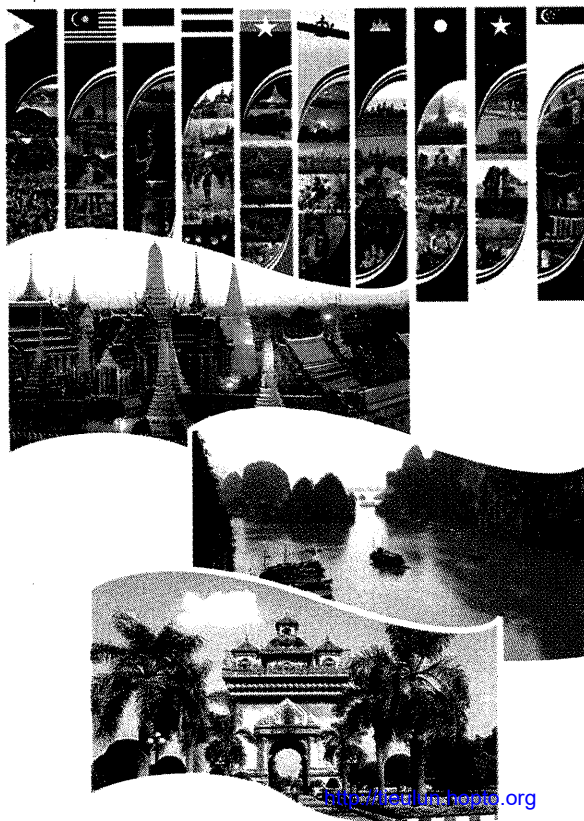
1. People with _____ should be given the same opportunities as non-disabled people. (disable)
2. Students with _____ impairments may need Braille textbooks. (vision)
3. You can give a cash _____ to the charity or do some voluntary work for them. (donate)
4. Using _____ language can make disabled people feel insecure. (respect)
5. The school provides _____ aids for deaf children. (hear)



2 Complete these sentences with suitable words in the box.

member	Association	stability
bloc	Charter	

1. The _____ of Southeast Asian Nations was founded in 1967 in Bangkok, Thailand.
2. Viet Nam became the seventh _____ of ASEAN in 1995.
3. One of ASEAN's main goals is to promote peace and _____ in the region.
4. The right to freedom of expression and information is included in the United Nations _____.
5. A _____ is a group of countries, parties, or groups sharing a common purpose.



INTRODUCTION

The aim of Review 2 is to revise the language and skills Ss have practised in Units 4-5.

T may ask Ss what they have learnt so far in terms of language and skills; then summarise their answers and add more information, if necessary.

LANGUAGE

T may use this review as a self assessment test or revision. Ss do the activities, and then T checks the answers with the whole class. T may also conduct each activity separately.

Vocabulary

- 1** Ask Ss to do this activity individually, and then compare their answers with a partner. Check answers as a class and write the correct sentences on the board.

Key

- | | | |
|------------------|------------|-------------|
| 1. disabilities | 2. visual | 3. donation |
| 4. disrespectful | 5. hearing | |

- 2** Ask Ss to do this activity individually. Ask a student to write his / her answers on the board. Then check answers with the whole class.

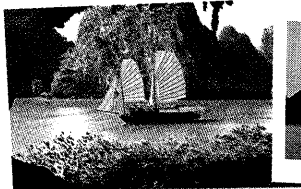
Key

- | | | |
|----------------|-----------|--------------|
| 1. Association | 2. member | 3. stability |
| 4. Charter | 5. bloc | |

Pronunciation

3 Listen and circle the sentences spoken with falling intonation. Then read them aloud.

1. Manila is the capital of the Philippines.
2. Are Malay, English and Tamil used in Malaysia?
3. Tom took many pictures of beautiful islands in Ha Long Bay.
4. The Braille alphabet was invented by Louis Braille.
5. Have you collected the gifts for disadvantaged children?
6. Students with disabilities should be offered support to do the things they like.



THE BRAILLE ALPHABET																									
⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧	⠨	⠩	⠪	⠫	⠬	⠭	⠮	⠯	⠰	⠱	⠲	⠳	⠴	⠵	⠶	⠷	⠸	⠹
⠺	⠻	⠼	⠽	⠾	⠿	⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧	⠨	⠩	⠪	⠫	⠬	⠭	⠮	⠯	⠰	⠱	⠲	⠳
⠴	⠵	⠶	⠷	⠸	⠹	⠺	⠻	⠼	⠽	⠾	⠿	⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧	⠨	⠩	⠪	⠫	⠬	⠭
⠮	⠯	⠰	⠱	⠲	⠳	⠴	⠵	⠶	⠷	⠸	⠹	⠺	⠻	⠼	⠽	⠾	⠿	⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧
⠨	⠩	⠪	⠫	⠬	⠭	⠮	⠯	⠰	⠱	⠲	⠳	⠴	⠵	⠶	⠷	⠸	⠹	⠺	⠻	⠼	⠽	⠾	⠿	⠠	⠡
⠴	⠵	⠶	⠷	⠸	⠹	⠺	⠻	⠼	⠽	⠾	⠿	⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧	⠨	⠩	⠪	⠫	⠬	⠭
⠮	⠯	⠰	⠱	⠲	⠳	⠴	⠵	⠶	⠷	⠸	⠹	⠺	⠻	⠼	⠽	⠾	⠿	⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧
⠨	⠩	⠪	⠫	⠬	⠭	⠮	⠯	⠰	⠱	⠲	⠳	⠴	⠵	⠶	⠷	⠸	⠹	⠺	⠻	⠼	⠽	⠾	⠿	⠠	⠡



Grammar

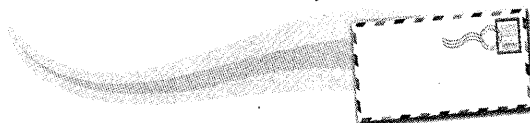
4 Put the verbs in brackets in the correct tenses.

1. Linda was born in London. She _____ (live) there all her life.
2. My grandparents _____ (get) married in Ho Chi Minh City.
3. Albert Einstein _____ (develop) the general theory of relativity.
4. Now that we _____ (reach) an agreement, we can relax.
5. The weather _____ (be) very nice recently, don't you think?

5 Complete these sentences, using the correct form of the verbs in the box.

have post go hear watch

1. She enjoys _____ TV in her free time.
2. Would you like _____ to the birthday party?
3. He felt very hungry after work so he suggested _____ dinner early.
4. Don't forget _____ the letter I gave you.
5. I look forward to _____ from you soon.



6 Choose the correct form of the verbs in brackets.

1. I (think / am thinking) you're right.
2. You look worried. What (do you think / are you thinking) about?
3. Jane (is tasting / tastes) the soup. She thinks it (is tasting / tastes) delicious.
4. We (see / are seeing) Mr Smith tomorrow at his office.
5. I (am seeing / see) what you mean.

Pronunciation

- 3 Ask Ss to do this activity individually, then compare their answers with a partner. Play the recording again and check answers as a class. Then have Ss practise reading the sentences aloud using appropriate intonation.

Key 1 3 4 6



Audio script

1. Manila is the capital of the Philippines. →
2. Are Malay, English and Tamil used in Malaysia? ↗
3. Tom took many pictures of beautiful islands in Ha Long Bay. →
4. The Braille alphabet was invented by Louis Braille. →
5. Have you collected the gifts for disadvantaged children? ↗
6. Students with disabilities should be offered support to do the things they like. →

Grammar

- 4 Ask Ss to do this activity individually. Elicit the form and use of the present perfect tense and the past simple tense. Ask a student to do the activity on the board while the rest of the class works on it individually. Check Ss' answers, or ask them to explain their choice of tenses. If necessary, refer Ss to the *Do you know ... ?* box on page 49.

Key

- | | | |
|-----------------|-------------|--------------|
| 1. has lived | 2. got | 3. developed |
| 4. have reached | 5. has been | |

- 5 Elicit the form and use of gerunds and infinitives. Then ask Ss to do this activity individually, and then compare their answers with a partner. Ask a student to write his / her sentences on the board. Then check the answers with the whole class.

Key

- | | | |
|-------------|------------|-----------|
| 1. watching | 2. to go | 3. having |
| 4. to post | 5. hearing | |

- 6 Ask Ss to do this activity individually and then compare their answers with a partner. Have Ss write the correct sentences on the board, and give explanations for their choice of verb forms, if necessary.

Key

1. think
2. are you thinking
3. is tasting ... tastes
4. are seeing
5. see

SKILLS

Reading

1 a. Read the text.

HOW TECHNOLOGY CAN HELP DISABLED PEOPLE TO LEAD A BETTER LIFE

Today, people with disabilities can lead a better life with the help of technology. Devices that help them to perform an activity are called assistive technology.

A telephone may not be attractive to persons with hearing impairments, but it can help them to send text messages over a phone line with the use of a teleprinter. This will enable them to send and receive messages like non-disabled people and communicate quickly and effectively.

People with visual impairments can have documents read out loud electronically on their computer. Speech recognition programmes allow people to give voice commands to their computer or have their words turned into print.

To make shared reading possible, children's books can have both Braille and print text. This way, parents of a child with visual impairment can read the same book out loud while the child reads with fingers.

b. Match the words in A with their definitions in B.

A	B
1. assistive	a. giving assistance
2. teleprinter	b. paper, form, book, etc. giving information about something; evidence or proof of something
3. document	c. the ability of a machine to identify and respond to spoken language
4. speech recognition	d. a machine that prints messages written on a machine somewhere else and sent along telephone lines



2 Answer the following questions.

1. What is assistive technology?
2. How can people with hearing impairments communicate quickly?
3. How can visually impaired people 'read' documents?
4. Why should children's books be printed in both Braille and print text?
5. What can assistive technology do for people with disabilities?

Speaking

3 Work in pairs. Read the information below.

Universities in Singapore

- **National University of Singapore (NUS)**
 - ranks 24th in the world (2013)
 - subjects ranked within the top 10 worldwide: mechanical engineering, geography, law, computer science, accounting and finance, pharmacy, communication and media studies
- **Nanyang Technological University (NTU)**
 - ranks in the top 50 in the world
 - a lot of focus on research
 - enrolls undergraduate and postgraduate students in the colleges of engineering, business, science and humanities, arts & social sciences.
- **Singapore University of Technology and Design**
 - a new university developed in partnership with Massachusetts Institute of Technology, USA, and Zhejiang University, China.

4 Answer these questions. Discuss with a partner.

1. Which university do you want to go to?
2. Why do you want to study there?

SKILLS

Reading

Have Ss do Activities 1 and 2 individually, and then compare their answers with a partner. Check answers as a class and provide any explanations if necessary.

Key

1 b.

1. a 2. d 3. b 4. c

2. 1. Devices that help disabled people to perform an activity.
2. They can communicate quickly by sending and receiving messages.
3. They can have documents read out loud electronically on their computer.
4. Children with visual impairment and their parents can read together /share reading.
5. It can improve the quality of life for people with disabilities.

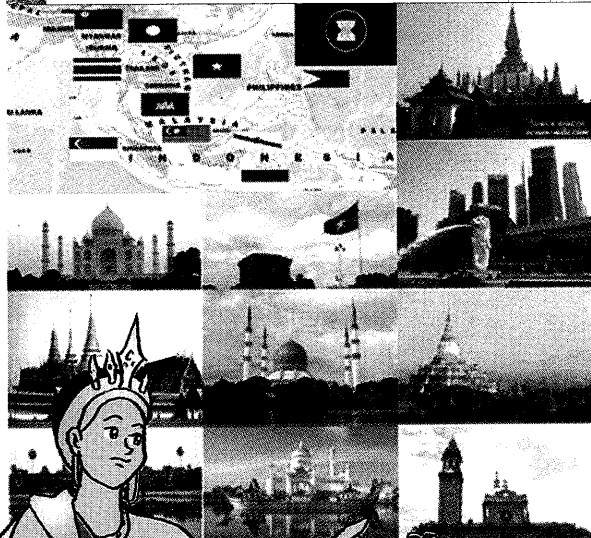
Speaking

- 3 Ask Ss to work in pairs, and read about the three universities in Singapore and discuss any unfamiliar words or phrases.
- 4 Have Ss stay in the same pair or work with a different partner to answer the two questions. Encourage Ss to discuss their choices with their partners. Have Ss present their answers to the class.

Listening

5 Listen to the conversation between Mr Long and his daughter Mai. Decide whether the following statements are true (T) or false (F).

		T	F
1	Mai is writing an essay about the different cultures in the ASEAN countries.		
2	The ASEAN region has the largest number of people speaking English in the world.		
3	About 50 million people speak English in the ASEAN region.		
4	The people in the ASEAN region share the same culture.		
5	There are over 50 ethnic groups in Viet Nam.		



Writing

6 Write an introduction to Thailand, using the facts below. Add more information, if necessary.

THAILAND: INTRODUCTION

Capital: Bangkok
Area: 513,120 km²
Official language: Thai
Population: (2014 estimate) 67,149,778
Currency: Thai baht
Ethnic groups: Thai (75%); Others: Chinese, Lao, Khmer
Economy: based on agri-food production; major exports: Thai rice, textile and footwear, fishery products and electronic products
Tourist attractions: Ko Tarutao and Ko Chang as beautiful islands, with sandy beaches and clean water; Ayuthaya as an old and beautiful city, with temples and palaces made of stone
Culture: shaped by many influences from Indian, Lao, Cambodian and Chinese cultures; famous festivals: Thai New Year (water fights) and Loy Kratong, a festival of lights and lanterns
Sports: very popular 'Thai boxing'; others: rugby, golf, football, etc.



Example:
Thailand has a total area of 513,120 square kilometres. Its capital is Bangkok. It has a population of 67,149,778 (2014 estimate). The official language used in Thailand is Thai. ...

Listening

- 5 Play the conversation between Mr Long and his daughter Mai discussing the different cultures in the ASEAN countries. Ask Ss to listen and do the activity individually.

Play the recording again for Ss to listen and check their answers. For weaker Ss, play the audio several times pausing after sentences and checking Ss' comprehension. Check answers as a class, and give any explanations, if necessary.

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

Audio script

Mr Long: What are you doing, Mai? It's so late. Why don't you go to bed?

Mai: I'm trying to finish my essay about the different cultures in the ASEAN countries. I'll have to submit it tomorrow. Can I ask you a couple of questions, Dad?

Mr Long: Yes, go ahead. Hope I can help.

Mai: Do you know the number of people in Southeast Asia who can speak English?

Mr Long: Quite a lot. The ASEAN region has the third largest number of English speakers, after the US and UK.

Mai: Really? So how many people speak English?

Mr Long: Around fifty million, I think, ... mostly in the Philippines.

Mai: Fifty or fifteen?

Mr Long: Fifty.

Mai: There are more and more people learning English, especially in Viet Nam, so the number is probably growing. Do you know anything about the different cultures?

Mr Long: The ASEAN countries have rich and diverse cultures. There are many ethnic groups in the region.

Mai: What about Viet Nam, Dad?

Mr Long: Well, we have more than 50 ethnic groups in our country, and each has its language, lifestyle and culture.

Mai: I think I've got all the information I need for my essay. Thanks so much, Dad.

Mr Long: That's all right. Finish your essay and go to bed soon. I'm afraid you'll wake up late for school tomorrow morning.

Writing

- 6 Ask Ss to use the facts given (or find additional information if necessary) to write an introduction to Thailand. Ss may write their drafts first in class, and swap with a partner for peer review. Ask Ss to make any revisions based on their partner's comments and complete their final versions at home. Ss can use the example to start their introductions. They can also refer to page 54 for the features of information text and the sample writing.

GLOSSARY

Abbreviations

adj adjective	con conjunction	n noun	pro pronoun
adv adverb	idm idiom	pre preposition	v verb

Word	Transcription	Meaning	Unit
access (v)	/ˈækses/	tiếp cận, sử dụng	Unit 4
accessible (adj)	/əkˈsesəbl/	có thể tiếp cận, sử dụng	Unit 4
afford (v)	/əˈfɔ:d/	có khả năng chi trả	Unit 1
argument (n)	/ˈɑ:gjumənt/	tranh cãi	Unit 2
assistance (n)	/əˈsɪstəns/	sự giúp đỡ	Unit 5
association (n)	/ə,səʊsiˈeɪʃn/, /ə,səʊsiˈeɪʃn/	hội, hiệp hội	Unit 5
attitude (n)	/ˈætɪtju:d/	thái độ	Unit 1
barrier (n)	/ˈbæriə(r)/	rào cản, chướng ngại vật	Unit 4
be in a relationship	/bi ɪn ə rɪˈleɪʃnʃɪp/	đang có quan hệ tình cảm	Unit 2
be reconciled (with someone)	/bi ˈrekənsaɪld/	làm lành, làm hoà	Unit 2
behaviour (n)	/brɪˈheɪvjə/	tư cách đạo đức, hành vi, cách ứng xử	Unit 5
bend (v)	/bend/	uốn cong	Unit 5
benefit (n)	/ˈbenɪfɪt/	lợi ích	Unit 5
bless (v)	/bles/	cầu nguyện	Unit 1
blind (adj)	/blaɪnd/	mù, không nhìn thấy được	Unit 4
bloc (n)	/blɒk/	khối	Unit 5
brand name	/brænd neɪm/	hàng hiệu	Unit 1
break up (with someone)	/breɪk ʌp/	chia tay, kết thúc mối quan hệ	Unit 2
brochure (n)	/ˈbrɒʃə/	sách mỏng (thông tin / quảng cáo về cái gì)	Unit 5
browse (v)	/braʊz/	tìm kiếm thông tin trên mạng	Unit 1
burden (n)	/ˈbɜ:dn/	gánh nặng	Unit 1
campaign (n)	/kæmˈpeɪn/	chiến dịch	Unit 4
care (n) – (v)	/keə(r)/	(sự) chăm sóc, chăm nom	Unit 4
casual (adj)	/ˈkæʒuəl/	thường, bình thường, thông thường	Unit 1
change one's mind (idm)	/tʃeɪndʒ wʌnz maɪnd/	thay đổi quan điểm	Unit 1
charity (n)	/ˈtʃærəti/	hội từ thiện	Unit 4
charm (n)	/tʃɑ:m/	sự quyến rũ	Unit 5
charter (n)	/ˈtʃɑ:tə/	hiển chương	Unit 5
childcare (n)	/ˈtʃaɪldkeə(r)/	việc chăm sóc con cái	Unit 1
cognitive (adj)	/ˈkɒgnətɪv/	liên quan đến nhận thức	Unit 4
comfortable (adj)	/ˈkʌmfətbl / ˈkʌmfətəbl/	thoải mái, dễ chịu	Unit 1
community (n)	/kəˈmju:nəti/	cộng đồng (toàn thể người dân ở một khu vực)	Unit 4
compare (v)	/kəmˈpeə(r)/	so sánh	Unit 1
compassion (n)	/kəmˈpæʃn/	lòng thương, lòng trắc ẩn, lòng thương cảm	Unit 1
confident (adj)	/ˈkɒnfɪdənt/	tự tin	Unit 3
conflict (n)	/ˈkɒnflɪkt/	xung đột	Unit 1

Word	Transcription	Meaning	Unit
conservative (adj)	/kən'sɜ:vətɪv/	bảo thủ	Unit 1
constitution (n)	/,kɒnstɪ'tju:ʃn/	hiến pháp	Unit 5
control (v)	/kən'trəʊl/	kiểm soát	Unit 1
coordination (n)	/kəʊ,ɔ:di'neiʃn/	sự hợp tác	Unit 4
cope with (v)	/kəʊp wɪð/	đương đầu với	Unit 3
counsellor (n)	/'kaʊnsələ(r)/	người tư vấn	Unit 2
curfew (n)	/'kɜ:fju:/	hạn thời gian phải về nhà, lệnh giới nghiêm	Unit 1
current (adj)	/'kʌrənt/	ngày nay, hiện nay	Unit 1
date (n)	/deɪt/	cuộc hẹn hò	Unit 2
deaf (adj)	/def/	điếc, không nghe thấy được	Unit 4
decisive (adj)	/dɪ'saɪsɪv/	quyết đoán	Unit 3
delicate (adj)	/'delɪkət/	mềm mại, thanh nhã	Unit 5
determined (adj)	/dɪ'tɜ:mɪnd/	quyết tâm	Unit 3
digest (v)	/daɪ'dʒest/	tiêu hóa	Unit 5
disability (n)	/,dɪsə'bɪləti/	sự ốm yếu, tàn tật	Unit 4
disabled (adj) – (n)	/dɪs'eɪblɪd/	không có khả năng sử dụng chân tay; người tàn tật	Unit 4
disapproval (n)	/,dɪsə'pru:vl/	(sự) không tán thành, (sự) phản đối, (sự) chê	Unit 1
discrimination (n)	/dɪ,skrɪmɪ'neiʃn/	sự phân biệt đối xử	Unit 4
disrespectful (adj)	/,dɪsrɪ'spektfl/	thiếu tôn trọng	Unit 4
donate (v)	/dəʊ'neɪt/	quyên góp, tặng	Unit 4
dumb (adj)	/dʌm/	câm, không nói được	Unit 4
dye (v)	/daɪ/	nhuộm	Unit 1
economic (adj)	/,i:kə'nɒmɪk/	(thuộc về nền) kinh tế	Unit 5
economy (n)	/ɪ'kɒnəmi/	nền kinh tế	Unit 5
elegant (adj)	/'elɪgənt/	thanh lịch, tao nhã	Unit 1
elongated (adj)	/'i:lɒŋɡeɪtɪd/	thon dài	Unit 5
experienced (adj)	/ɪk'spɪəriənst/	có kinh nghiệm	Unit 1
extended family	/ɪk'stendɪd 'fæməli/	gia đình đa thế hệ	Unit 1
external (adj)	/ɪk'stɜ:nl/	ở ngoài, bên ngoài	Unit 5
extracurricular (adj)	/,ekstrəkə'ɪkʃələ(r)/	ngoại khóa, thuộc về ngoại khóa	Unit 1
fashionable (adj)	/'fæʃnəbl/	thời trang, hợp mốt	Unit 1
financial (adj)	/faɪ'nænsɪl / fə'nænsɪl/	thuộc về tài chính	Unit 1
flashy (adj)	/'flæʃi/	diện, hào nhoáng	Unit 1
follow in one's footsteps	/'fɒləʊ ɪn wʌnz 'fʊtsteps/	theo bước, nối bước	Unit 1
forbid (v)	/fə'bɪd/	cấm, ngăn cấm	Unit 1
force (v)	/fɔ:s/	bắt buộc, buộc ...phải	Unit 1
fracture (n) – (v)	/'fræktʃə(r)/	(chỗ / sự) gãy (xương)	Unit 4
frustrating (adj)	/frʌ'streɪtɪŋ/	gây khó chịu, gây bực mình, bực dọc	Unit 1
fund (n)	/fʌnd/	quỹ	Unit 4
generation gap	/,dʒenə'reɪʃn ɡæp/	khoảng cách giữa các thế hệ	Unit 1
govern (v)	/'gʌvn/	cai trị, cầm quyền	Unit 5
graceful (adj)	/'ɡreɪsfl/	duyên dáng	Unit 5
hairstyle (n)	/'heəstɑɪl/	kiểu tóc	Unit 1
healthcare (adj)	/'helθkeə(r)/	với mục đích chăm sóc sức khỏe	Unit 4

Word	Transcription	Meaning	Unit
hearing (n)	/ˈhiəriŋ/	thính giác, nghe	Unit 4
housekeeping (n)	/ˈhaʊski:pɪŋ/	công việc gia đình / việc nhà	Unit 3
humanitarian (n) - (adj)	/ˈhjuː,mæni'teəriən/	(người theo chủ nghĩa) nhân đạo	Unit 4
identity (n)	/aɪ'dentəti/	bản sắc	Unit 5
impaired (adj)	/ɪm'peəd/	bị làm hỏng, bị làm suy yếu	Unit 4
impairment (n)	/ɪm'peəmənt/	sự suy yếu, hư hại, hư hỏng	Unit 4
impose (v) on sb	/ɪm'pəʊz/	áp đặt ... lên ai đó	Unit 1
in accordance with	/ɪn ə'kɔːdnɪs wɪð/	phù hợp với	Unit 5
independent (adj)	/ˌɪndɪ'pendənt/	độc lập, không phụ thuộc	Unit 4
infectious (adj)	/ɪn'fekʃəs/	lây nhiễm	Unit 5
inner (adj)	/ˈɪnə/	bên trong	Unit 5
integrate (v)	/ˈɪntɪgreɪt/	hòa nhập, hội nhập	Unit 4
interact (v)	/ˌɪntər'ækt/	tương tác, giao tiếp	Unit 1
interference (n)	/ˌɪntə'fɪərəns/	sự can thiệp	Unit 5
interpersonal (adj)	/ˌɪntə'pɜːsənl/	liên nhân	Unit 3
involve (v)	/ɪn'vɒlv/	đề tâm trí vào việc gì	Unit 4
judge (v)	/dʒʌdʒ/	phán xét, đánh giá	Unit 1
junk food	/ˈdʒʌŋk fuːd/	đồ ăn vặt	Unit 1
legal (adj)	/ˈliːgl/	(thuộc) pháp lí, hợp pháp	Unit 5
lend an ear	/lend ən ɪə(r)/	lắng nghe	Unit 2
maintain (v)	/meɪn'teɪn/	duy trì	Unit 5
mature (adj)	/mə'tʃʊə(r) / mə'tjʊə(r)/	trưởng thành, chín chắn	Unit 1
mobility (n)	/məʊ'bɪləti/	tính di động, lưu động	Unit 4
motivated (adj)	/ˈməʊtɪveɪtɪd/	có động lực, có động cơ, tích cực	Unit 3
motto (n)	/ˈmɒtəʊ/	khẩu hiệu, phương châm	Unit 5
multi-generational (adj)	/ˈmʌlti ˌdʒenə'reɪʃənl/	đa thế hệ, nhiều thế hệ	Unit 1
norm (n)	/nɔːm/	sự chuẩn mực	Unit 1
nuclear family	/ˈnjuːkliə(r) 'fæməli/	gia đình hạt nhân	Unit 1
obey (v)	/ə'beɪ/	vâng lời, tuân theo	Unit 1
objection (n)	/əb'dʒekʃn/	sự phản đối, phản kháng	Unit 1
official (adj)	/ə'fɪʃl/	chính thức	Unit 5
open-minded (adj)	/əʊpən 'maɪndɪd/	thoáng, cởi mở	Unit 1
outer (adj)	/ˈaʊtə/	bên ngoài	Unit 5
outweigh (v)	/ˌaʊt'weɪ/	vượt hơn hẳn, nhiều hơn	Unit 1
physical (adj)	/ˈfɪzɪkl/	(thuộc về) cơ thể; thể chất	Unit 4
pierce (v)	/pɪəs/	xâu khuyên (tai, mũi ...)	Unit 1
prayer (n)	/preə(r)/	lời cầu nguyện, lời thỉnh cầu	Unit 1
pressure (n)	/ˈpreʃə(r)/	áp lực, sự thúc bách	Unit 1
principle (n)	/ˈprɪns(ə)pl/	nguyên tắc	Unit 5
prioritise (v)	/praɪ'ɒrətaɪz/	ưu tiên	Unit 3
privacy (n)	/ˈprɪvəsi/	(sự) riêng tư	Unit 1
progress (n)	/ˈprəʊgres/	sự tiến bộ	Unit 5
rank (n)	/ræŋk/	thứ hạng	Unit 5
relaxation (n)	/ˌrɪlæks'eɪʃn/	sự nghỉ ngơi, sự giải trí	Unit 1
reliable (adj)	/rɪ'laɪəbl/	có thể tin cậy được	Unit 3
respect (v)	/rɪ'spekt/	tôn trọng	Unit 1

Word	Transcription	Meaning	Unit
respectful (adj)	/rɪ'spektfəl/	có thái độ tôn trọng	Unit 1
responsible (adj)	/rɪ'spɒnsəbl/	có trách nhiệm	Unit 1
right (n)	/raɪt/	quyền, quyền lợi	Unit 4
romantic relationship	/rəʊ'mæntɪk rɪ'leɪʃnʃɪp/	mối quan hệ tình cảm lãng mạn	Unit 2
rude (adj)	/ruːd/	thô lỗ, lỗ mãng	Unit 1
self-discipline (n)	/self 'dɪsəplɪn/	tinh thần tự giác	Unit 3
self-esteem (n)	/self ɪ'stiːm/	tự trọng, tự tôn	Unit 3
self-reliant	/self rɪ'laɪənt/	tự lực	Unit 3
sibling (n)	/'sɪblɪŋ/	anh / chị / em ruột	Unit 1
skinny (of clothes) (adj)	/'skɪni/	bó sát, ôm sát	Unit 1
soft drink	/'sɒft drɪŋk/	nước ngọt, đồ uống có ga	Unit 1
solution (n)	/sə'luːʃn/	giải pháp, cách giải quyết	Unit 4
spit (v)	/spɪt/	khạc nhổ	Unit 1
stability (n)	/stə'bɪləti/	sự ổn định	Unit 5
state-owned (adj)	/'steɪt əʊnd /	thuộc về nhà nước	Unit 1
strive (v)	/straɪv/	cố gắng, nỗ lực	Unit 3
studious (adj)	/'stjuːdiəs/	chăm chỉ, siêng năng	Unit 1
stuff (n)	/stʌf/	thứ, món, đồ	Unit 1
suffer (v)	/'sʌfə(r)/	trải qua hoặc chịu (cái gì khó chịu)	Unit 4
support (v) - (n)	/sə'pɔːt/	(sự) ủng hộ, khuyến khích	Unit 4
swear (v)	/swɛə(r)/	thề, chửi thề	Unit 1
sympathetic (adj)	/,sɪmpə'θetɪk/	cảm thông	Unit 2
table manners	/'teɪbl 'mænə(r)z/	cung cách	Unit 1
talent (n)	/'tælənt/	tài năng, người có tài	Unit 4
taste (n) in	/'teɪst ɪn/	thị hiếu về	Unit 1
theory (n)	/'θɪəri/	học thuyết, lí thuyết	Unit 5
tight (adj)	/taɪt/	bó sát, ôm sát	Unit 1
time management (n)	/'taɪm 'mænɪdʒmənt/	quản lí thời gian	Unit 3
top (n)	/tɒp/	chóp, đỉnh	Unit 1
treat (v)	/'tri:t/	đối xử, đối đãi, điều trị	Unit 4
trend (n)	/'trend/	xu thế, xu hướng	Unit 1
unite (v)	/'ju'naɪt/	thống nhất, đoàn kết	Unit 4
upset (adj)	/'ʌp'set/	không vui, buồn chán, lo lắng, bối rối	Unit 1
value (n)	/'væljuː/	giá trị	Unit 1
viewpoint (n)	/'vjʊːpɔɪnt/	quan điểm	Unit 1
vision (n)	/'vɪʒn/	tầm nhìn	Unit 5
visual (adj)	/'vɪʒʊəl/	(thuộc về) thị giác, có liên quan đến thị giác	Unit 4
volunteer (n)	/,vɒlən'tɪə(r)/	người tình nguyện	Unit 4
well-informed (adj)	/'wel ɪn'fɔːmd/	thạo tin, hiểu biết	Unit 3
wheelchair (n)	/'wiːltʃeə(r)/	xe lăn	Unit 4
wisely (adv)	/'waɪzli/	(một cách) khôn ngoan	Unit 3
work out (phr v)	/'wɜːk aʊt/	tìm ra	Unit 1
project (n)	/'prɒdʒekt/	đề án, dự án ; kế hoạch	Unit 5
protective (adj)	/'prə'tektɪv/	che chở, bảo vệ	Unit 3
quiz (v)	/'kwɪz/	kiểm tra, đố	Unit 5

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