

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)  
NGUYỄN THỊ CHI – LÊ KIM DUNG – PHAN CHÍ NGHĨA – NGUYỄN THỤY PHƯƠNG LAN – VŨ MẠI TRANG  
Với sự cộng tác của DAVID KAYE

# Tiếng Anh

SÁCH GIÁO VIÊN  
TẬP MỘT



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

# CONTENTS

	Page
<b>INTRODUCTION</b> .....	III
<b>BOOK MAP</b> .....	4
<b>UNIT 1: LOCAL ENVIRONMENT</b> .....	6
<b>UNIT 2: CITY LIFE</b> .....	16
<b>UNIT 3: TEEN STRESS AND PRESSURE</b> .....	26
<b>REVIEW 1</b> .....	36
<b>UNIT 4: LIFE IN THE PAST</b> .....	40
<b>UNIT 5: WONDERS OF VIET NAM</b> .....	50
<b>UNIT 6: VIET NAM: THEN AND NOW</b> .....	60
<b>REVIEW 2</b> .....	70
<b>GLOSSARY</b> .....	74

# INTRODUCTION

**TIẾNG ANH 9** is the final of the four levels of English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical, and theme-based syllabus approved by the Ministry of Education and Training in January 2012, which focusses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading, and writing).

## THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 9** consists of **THE STUDENT'S BOOK**, **THE TEACHER'S BOOK**, **THE WORKBOOK**, and **THE CD**.

### THE STUDENT'S BOOK

The Student's Book contains:

- Book map: Providing an overview of each unit
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons
- Four Reviews, each providing revision and further practice of the previous three units, to be dealt with over two lessons
- Glossary: Giving meaning and phonetic transcriptions of the new words in the units

### THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

### THE WORKBOOK

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

- Further practice of the language and skills taught in class
- Four additional tests for students' self-assessment

### THE CD

- The CD provides recorded scripts of all listening exercises and dialogues

## THE COMPONENTS OF EACH UNIT

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

### SECTION 1: GETTING STARTED

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

### SECTION 2: A CLOSER LOOK 1

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

**A Closer Look 1** presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. In the pronunciation part, sentence stress and intonation are introduced and practised in isolation and in context. There are different exercises focussing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

### **SECTION 3: A CLOSER LOOK 2**

This section deals with the main grammar point(s) of the unit. The new language points are presented in a short text or a talk/interview. There are grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The ‘Remember’ and ‘Look out!’ boxes appear wherever necessary and help students to avoid common errors.

**A Closer Look 1** and **A Closer Look 2** cover three pages and mainly give language focus and practice of receptive skills.

### **SECTION 4: COMMUNICATION**

This section is designed to help students use the functional language in everyday life contexts and to consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt. The communication section provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

### **SECTION 5: SKILLS 1**

**Skills 1** and **Skills 2**, each covers one page and is designed to be taught in one 45-minute lesson.

**Skills 1** comprises reading (receptive skill) and speaking (productive skill).

#### **Reading**

This section aims to develop students’ reading abilities. In order to make the activity achievable, the reading text is often based on the vocabulary and structures that students have previously acquired. The reading always links with the topic of the unit and is interesting and relevant to the students. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

#### **Speaking**

This section aims to provide further practice which supports students in their production of spoken English. The section uses the recently introduced items in combination with previously learnt language in new contexts.

### **SECTION 6: SKILLS 2**

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

#### **Listening**

The listening section provides students with an opportunity to develop their listening skills. This section trains them to listen for general and specific information.

#### **Writing**

This section focusses on developing students’ writing skills. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing section must be a complete piece of writing (which is ideally assessed by the group/class/teacher).

### **SECTION 7: LOOKING BACK & PROJECT**

This section covers two pages and should be dealt with in one 45-minute lesson.

**Looking Back** recycles the language from the previous sections and links it with unit topics. Various activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Through the students’ performance in this section, teachers can evaluate their study results and provide further practice if necessary.

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

## REFERENCE FOR SKILLS AND LANGUAGE TEACHING

### 1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 9**.

- The reading activities in **Tiếng Anh 9** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focussing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words may appear in the text, etc.

### 2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 9**: spoken interaction and spoken production. The first refers to the ability to ask and answer questions and handle exchanges with others. The second refers to students' ability to produce language appropriately and correctly.

Speaking activities include:

- *Pronunciation*: dialogues and role-plays. Through these forms, students practise the stress, rhythm, and intonation patterns of English in a natural way. It is crucial to provide students with a lot of models and to build up their confidence with acceptance of approximate correct pronunciation.
- *Repetition*: helps students to memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. One strategy is to provide a lot of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, using common classroom expressions (e.g. *I don't understand. Could you say it again, please? May I ask you a question?*), or answering a question (e.g. *I don't know. I think/guess..., Perhaps...*) are important language tasks for students to practise daily.
- *Pair work/group work and class presentations*: help students to talk freely in a language situation related to the topic of the unit. They also make students feel secure and promote their confidence in speaking.

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

### 3. TEACHING LISTENING

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

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

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

#### **4. TEACHING WRITING**

The writing activities aim to develop students' basic writing skills in English. The emphasis is on providing writing techniques for a particular genre (e.g. email, an informal letter, a webpage, etc.) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing*, *while writing*, and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.
- *While writing* helps students write independently under the teacher's guidance and supervision.
- *After writing* helps students perfect their writing. They share their writing with peers and teacher for comments. After that, they revise (i.e. re-reading the writing to improve the content and organisation of ideas) and edit (i.e. re-reading the writing to correct errors and mistakes in grammar, vocabulary, spelling, etc.) it. They then submit their writing to the teacher for evaluation.

#### **5. TEACHING PRONUNCIATION**

In this book, the pronunciation part focusses on sentence stress and intonation. The students will have the chance to practise saying sentences with correct stress on content words. Also, they can identify in which situations to stress pronouns, the verb 'be', auxiliaries, and short words and say these sentences correctly. Besides, they will practise intonation patterns in English.

In teaching sentence stress and intonation, it is advisable that the teacher should engage the students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Syllable/word focus and repetition
- Line by line repetition and clapping
- Listening and marking the stressed words
- Pair/group practice and performance

#### **6. TEACHING VOCABULARY**

Teaching vocabulary helps students understand, memorise, and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students recognise the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise, and memorise words. This can be done by using visual aids (e.g. pictures, flashcards), by allowing students to listen and repeat the words, by explaining their meanings, using definitions and translation if necessary, and finally, by getting students to practise using the words with a range of spoken or written activities, which can be done individually or in pairs.

## 7. TEACHING GRAMMAR

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

Grade 9 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories, and songs they have learnt in primary schools, grade 6, grade 7, and grade 8.

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

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

### SEQUENCING

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching procedures.

- *Whole class.* Elicit/Teach the focus language (words, phrases, or structures). Then write them on the board.
- *Model.* Perform the focussed materials yourself with a confident student or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- *Pairs/groups.* Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- *Performance.* Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class.* At the end of the activity, there should be some writing/speaking (productive) activities to reinforce or consolidate students' understanding.

**It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own procedures to suit their students and real teaching contexts.**

# BOOK MAP

		Reading	Speaking	Listening	
	<b>Unit 1: Local environment</b>	- Reading for general and specific information about a traditional craft village	- Discussing local traditional crafts, their benefits and challenges	- Listening for specific information about places of interest in an area	
	<b>Unit 2: City life</b>	- Reading for specific information about the features of cities	- Talking about important features of a city	- Listening for specific information about some problems of city life	
	<b>Unit 3: Teen stress and pressure</b>	- Reading for general and specific information about a helpline service for teens in Viet Nam	- Talking about teen stress and pressure and how to cope with them	- Listening for general and specific information about the work of an advice columnist	
	<b>Review 1</b>				
	<b>Unit 4: Life in the past</b>	- Reading for specific information about children's pastimes in the past	- Making comments on or expressing opinions about facts in the past	- Listening for specific information about school life in the past	
	<b>Unit 5: Wonders of Viet Nam</b>	- Reading for specific information about a man-made wonder of Viet Nam	- Talking about man-made wonders of Viet Nam and how to protect and preserve them	- Listening for specific information about a natural wonder of Viet Nam	
	<b>Unit 6: Viet Nam: Then and now</b>	- Reading for general and specific information about the tram system in Ha Noi then and now	- Talking about changes in transport in the neighbourhood and expressing opinions about these changes	- Listening for general and specific information about life in an extended family	
<b>Review 2</b>					

	Writing	Language Focus	Communication	Project	
	- Writing an email to give information about places of interest in an area and things to do there	- Complex sentences (adverb clauses of result, reasons, concession): review - Phrasal verbs - Pronunciation: Stress on content words in sentences	Arranging a visit to a place of interest in the region	Giving a presentation about something special in an area	
	- Writing a paragraph about disadvantages/drawbacks of city life	- Comparison of adjectives and adverbs: review - Phrasal verbs (continue) - Pronunciation: Stress on pronouns in sentences	Discussing some features of a city	Writing notices	
	- Writing a short note to ask for advice and to give advice	- Reported speech: review - Question words before <i>to</i> -infinitive - Pronunciation: Stress on the verb <i>be</i> in sentences	Discussing necessary life skills for teens	Giving a presentation about a support group in the school	
	- Writing a description of how children in the past studied without technology	- <i>Used to</i> : review - Wishes for the present - Pronunciation: Stress on auxiliary verbs in sentences	Describing past practices	Making a poster on the preservation of a past tradition or pastime	
	- Writing an article describing a wonder of Viet Nam	- Passive voice: Impersonal passive - <i>suggest</i> + <i>V-ing</i> /clause with <i>should</i> - Pronunciation: Stress on short words ( <i>a, of, or</i> ) in sentences	Describing a wonder of Viet Nam	Making a promotional brochure about a wonder of Viet Nam	
	- Writing about some qualities a person needs to get along in an extended family	- Past perfect: review - Adjective + <i>to</i> -infinitive; Adjective + <i>that</i> -clause - Pronunciation: Stress on all the words in sentences	Talking about some changes in Viet Nam	Making a photo exhibition about school life in Viet Nam then and now	



## GETTING STARTED

## A visit to a traditional craft village



## 1 Listen and read.

...

**Nick:** There are so many pieces of pottery here, Phong. Do your grandparents make all of them?

**Phong:** They can't because we have lots of products. They make some and other people make the rest.

**Nick:** As far as I know, Bat Trang is one of the most famous traditional craft villages of Ha Noi, right?

**Phong:** Right. My grandmother says it's about 700 years old.

**Mi:** Wow! When did your grandparents set up this workshop?

## THIS UNIT INCLUDES:

## VOCABULARY

Traditional crafts

Places of interest

## PRONUNCIATION

Stress on content words in sentences

## GRAMMAR

Complex sentences: review

Phrasal verbs

## SKILLS

- Reading for general and specific information about a traditional craft village
- Discussing local traditional crafts, their benefits and challenges
- Listening for specific information about places of interest in an area
- Writing an email to give information about places of interest in an area and things to do there

## COMMUNICATION

Arranging a visit to a place of interest in the region

**Phong:** My great-grandparents started it, not my grandparents. Then my grandparents took over the business. All the artisans here are my aunts, uncles, and cousins.

**Mi:** I see. Your village is also a place of interest of Ha Noi, isn't it?

**Phong:** Yes. People come here to buy things for their house. Another attraction is they can make pottery themselves in workshops.

**Nick:** That must be a memorable experience.

**Phong:** In Viet Nam there are lots of craft villages like Bat Trang. Have you ever been to any others?

**Mi:** I've been to a conical hat making village in Hue!

**Nick:** Cool! This is my first one. Do you think that the various crafts remind people of a specific region?

**Mi:** Sure. It's the reason tourists often choose handicrafts as souvenirs.

**Phong:** Let's go outside and look round the village.

...

## Objectives:

By the end of this unit, students can:

- use the lexical items related to traditional crafts and places of interest in an area
- say sentences with correct stress on content words
- write complex sentences with different dependent clauses
- use some common phrasal verbs correctly and appropriately
- read for general and specific information about a traditional craft village
- discuss local traditional crafts, their benefits and challenges
- listen for specific information about places of interest in an area
- write an email to give information about places of interest in an area and things to do there

## GETTING STARTED

### A visit to a traditional craft village

#### Introduction

Give Ss an overview of the topics they will learn in the first semester.

Write the unit title on the board 'Local environment'. Ask Ss to guess the contents of the unit. Listen to their answers. Finally, tell them that the unit is not about environmental issues such as pollution, deforestation, or global warming, but it is about the physical conditions in an area such as its features, traditional crafts, or places of interest. Now start the lesson.

**1** Ask Ss to open their books and look at the picture and the phrase under **GETTING STARTED**. Ask them some questions:

- *Who and what can you see in the picture?*
- *Where are they?*
- *What do you think the people in the picture are talking about?*

Ss answer the questions as a class. If they mention 'Bat Trang', elicit what they know about this village.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue and add some more details to their answers.

**a Can you find a word/phrase that means:**

1. a thing which is skilfully made with your hands
2. start something (a business, an organisation, etc.)
3. take control of something (a business, an organisation, etc.)
4. people who do skilled work, making things with their hands
5. an interesting or enjoyable place to go or thing to do
6. a particular place
7. make someone remember or think about something
8. walk around a place to see what is there

**Watch out!**

'As far as I know' is an expression. It is used to say that you think you know something but you cannot be completely sure, especially because you do not know all the facts.



**b Answer the following questions.**

1. Where are Nick, Mi, and Phong?
2. How old is the village?
3. Who started Phong's family workshop?
4. Why is the village a place of interest in Ha Noi?
5. Where is the craft village that Mi visited?
6. Why do tourists like to buy handicrafts as souvenirs?

**2 Write the name of each traditional handicraft in the box under the picture.**

paintings   pottery   drums   silk   lanterns  
conical hats   lacquerware   marble sculptures



A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_



F. \_\_\_\_\_



G. \_\_\_\_\_



H. \_\_\_\_\_

**3 Complete the sentences with the words/phrases from 2 to show where in Viet Nam the handicrafts are made. You do not have to use them all.**

1. The birthplace of the famous *bai tho* \_\_\_\_\_ is Tay Ho village in Hue.
2. If you go to Hoi An on the 15<sup>th</sup> of each lunar month, you can enjoy the lights of many beautiful \_\_\_\_\_.
3. Van Phuc village in Ha Noi produces different types of \_\_\_\_\_ products such as cloth, scarves, ties, and dresses.
4. On the Tet holiday, many Hanoians go to Dong Ho village to buy folk \_\_\_\_\_.
5. \_\_\_\_\_ products of Bau Truc, such as pots and vases, have the natural colours typical of Champa culture in Ninh Thuan.
6. Going to Non Nuoc marble village in Da Nang, we're impressed by a wide variety of \_\_\_\_\_ from Buddha statues to bracelets.

**4 QUIZ: WHAT IS THE PLACE OF INTEREST?**

**a Work in pairs to do the quiz.**

1. People go to this area to walk, play, and relax.
2. It is a place where objects of artistic, cultural, historical, or scientific interest are kept and shown.
3. People go to this place to see animals.
4. It is an area of sand, or small stones, beside the sea or a lake.
5. It is a beautiful and famous place in the countryside.

**b Work in groups. Write a similar quiz about places of interest. Ask another group to answer the quiz.**

- a** Ss work independently to find the words/phrases with the given meanings in the dialogue. Allow Ss to share their answers before asking them to discuss as a class. Remember to ask Ss to read out the lines in the dialogue that contain the words/phrases. Quickly write the correct answers on the board.

**Key:**

- |               |                    |              |               |
|---------------|--------------------|--------------|---------------|
| 1. craft      | 2. set up          | 3. take over | 4. artisans   |
| 5. attraction | 6. specific region | 7. remind    | 8. look round |

Have Ss look at the **Watch out!** box and quickly read the information. Tell them that there are some similar expressions such as 'as far as I can remember', 'as far as I can see', or 'as far as I can tell'.

- b** Have Ss read the questions to make sure they understand them. Ask them firstly to answer the questions without reading the dialogue again. Ss exchange their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Ask for Ss' answers.

**Key:** 1. They are at Phong's grandparents' workshop in Bat Trang.

2. It is about 700 years old.

3. His great-grandparents did.

4. Because people can buy things for their house and make pottery themselves there.

5. It's in Hue.

6. Because the handicrafts remind them of a specific region.

- 2** Have Ss look at the pictures. Tell Ss that in the box are some traditional handicrafts of different regions in Viet Nam. Ss write these handicrafts under the pictures. Ss compare their answers in pairs before giving their answers to T.

**Key:**

- |              |                |                      |             |
|--------------|----------------|----------------------|-------------|
| A. paintings | B. drums       | C. marble sculptures | D. pottery  |
| E. silk      | F. lacquerware | G. conical hats      | H. lanterns |

- 3** Tell Ss to complete the sentences with the words/phrases in **2**. The complete sentences will give Ss information about the places where the handicrafts are made. Call on two Ss to write their answers on the board. Confirm the correct answers.

If time allows, T may organise a short activity to check Ss' short-term memory. Have Ss close their books. Point at each of Ss' answers on the board and quickly Ss have to call out the place where this handicraft is made. Ss can also be asked to share any other places that produce these handicrafts.

**Key:**

1. conical hat    2. lanterns    3. silk    4. paintings    5. Pottery    6. marble sculptures

- 4 a** Ss work in pairs to do the quiz. The pair which has the answers the fastest is invited to read out their answers. Elicit feedback from other pairs. Confirm the correct answers.

**Key:**

1. park    2. museum    3. zoo    4. beach    5. beauty spot

**b** Ss work in groups to write a similar quiz about places of interest. Set a time limit of about five to seven minutes. When time is up, ask the first group to read out a question in their quiz. Ss from other groups give the answer. The group confirms the correct answer. The second group then reads out a question in their quiz. This question should be different from the one of the first group. Continue the activity until all the groups have read out all of their questions or when time is up.

# A CLOSER LOOK 1

## Vocabulary

**1** Write the verbs in the box under the pictures. One of them should be used twice.

carve      cast      weave  
embroider      knit      mould



A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_



D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_



G. \_\_\_\_\_

**2a** Match the verbs in column A with the groups of nouns in column B.

A	B
1. carve	a. handkerchiefs, tablecloths, pictures
2. cast	b. stone, wood, eggshells
3. weave	c. clay, cheese, chocolate
4. embroider	d. bronze, gold, iron
5. knit	e. baskets, carpets, silk, cloth
6. mould	f. sweaters, toys, hats

**b** Now write the correct verb forms for these verbs.

Infinitive	Past tense	Past participle
1. to carve	I carved it.	It was carved.
2. to cast	I _____ it.	It was _____.
3. to weave	I _____ it.	It was _____.
4. to embroider	I _____ it.	It was _____.
5. to knit	I _____ it.	It was _____.
6. to mould	I _____ it.	It was _____.

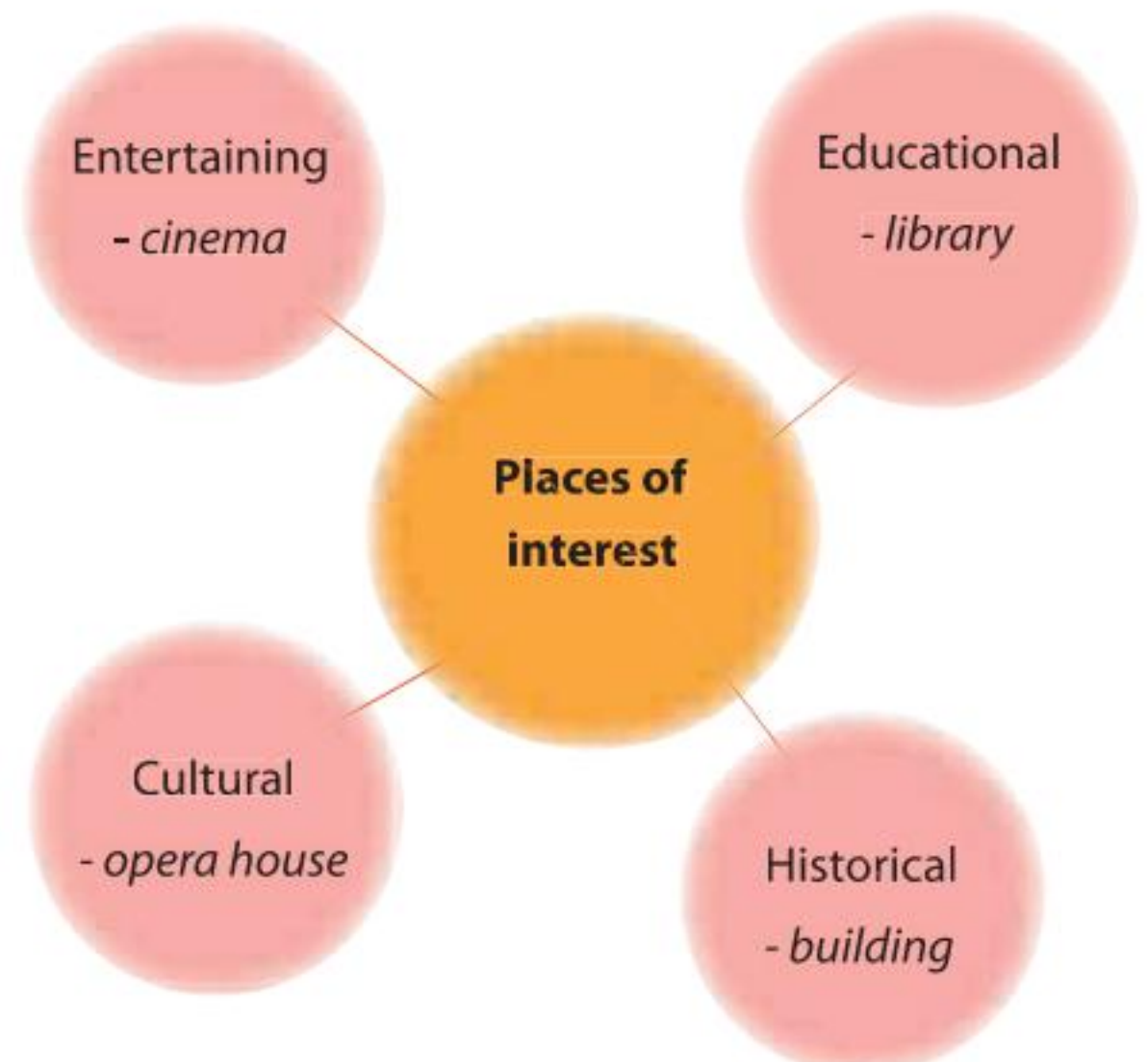
## Watch out!

You can also use the verb *to make* when talking about producing, creating, or constructing a handicraft.

*Example:* I made a basket at the workshop.



**3** What are some places of interest in your area? Complete the word web. One word can belong to more than one category.



**4** Complete the passage by filling each blank with a suitable word from the box.

attraction      historical      traditional  
handicrafts      culture      exercise

Some people say that a place of interest is a place famous for its scenery or a well-known (1) \_\_\_\_\_ site. I don't think it has to be so limited. In my opinion, a place of interest is simply one that people like going to.

In my town, the park is a(n) (2) \_\_\_\_\_ because many people love spending time there. Old people do (3) \_\_\_\_\_ and walk in the park. Children play games there while their parents sit and talk with each other. Another place of interest in my town is Hoa Binh market. It's a(n) (4) \_\_\_\_\_ market with a lot of things to see. I love to go there to buy food and clothes, and watch other people buying and selling. Foreign tourists also like this market because they can experience the (5) \_\_\_\_\_ of Vietnamese people, and buy woven cloth and other (6) \_\_\_\_\_ as souvenirs.

## A CLOSER LOOK 1

### Vocabulary

Ask Ss to call out some traditional crafts they remember from the previous lesson. Tell them that in this lesson they are going to learn some verbs that are used to talk about producing or creating a craft. These will help them use the language correctly when they talk about the making of traditional crafts in a specific region.

**1** Ss work individually to do this exercise and then compare their answers with a classmate. Elicit the answers from Ss and quickly write them on the board. Do not confirm the correct answers at this stage. Have Ss explain the meaning of each verb in English or Vietnamese. Correct Ss' explanations when needed. The two verbs *cast* and *mould* are quite difficult, so make sure that Ss understand them:

- *cast*: shape hot liquid metal, etc. by pouring it into a container
  - *mould*: shape a soft substance into a particular form or object by pressing it or by putting it into a mould
- Now have Ss look at their answers on the board and say if these are correct.

**Key:**

A. cast    B. carve    C. embroider    D. weave    E. mould    F. weave    G. knit

**2 a** The purpose of this exercise is to help Ss understand more deeply and use the verbs correctly to talk about producing and creating crafts. Ss work in pairs to do the exercise. Check the answers as a class. If time allows, have Ss make sentences.

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

**b** This activity will help Ss to manipulate the verbs as they are not all regular.

Have Ss do the activity, then call two Ss to write their answers on the board. Elicit feedback from other Ss. Confirm the correct answers.

**Key:**

2. cast; cast    3. wove; woven    4. embroidered; embroidered  
5. knitted; knitted    6. moulded; moulded

Draw Ss' attention to the **Watch out!** box. Ask Ss to give example sentences with the verb *to make*.

**3** Organise a competition for this activity. Ss work in groups of five or six. Set a time limit of five minutes. T may prepare some large pieces of paper for the groups to write their answers on. Ss write down as many places of interest in the word web as possible. The group with the most places is the winner. The winning group presents their words/phrases. Other groups tick the similar words/phrases they have and add more if they can. If time allows, T may ask Ss to explain why they think the places are entertaining, cultural, educational, or historical.

**Suggested answers:**

- Entertaining: cinema, department store, restaurant, café, theatre, opera house, club, park, zoo...
- Cultural: opera house, museum, craft village, historical building, theatre, market, craft village...
- Educational: library, museum, theatre...
- Historical: building, temple, shopping district, market, beauty spot, craft village...

**4** Ss individually do the exercise. Check their answers as a class and confirm the correct ones.

**Key:** 1. historical    2. attraction    3. exercise    4. traditional    5. culture    6. handicrafts

## Pronunciation

Stress on content words in sentences



**5a** Listen to the speaker read the following sentences and answer the questions.

1. The craft village lies on the river bank.
2. This painting is embroidered.
3. What is this region famous for?
4. Drums aren't made in my village.
5. A famous artisan carved this table beautifully.



1. Which words are louder and clearer than the others?  
\_\_\_\_\_
2. What kinds of words are they?  
\_\_\_\_\_
3. Which words are not as loud and clear as the others?  
\_\_\_\_\_
4. What kinds of words are they?  
\_\_\_\_\_

**b** Now listen, check, and repeat.

In spoken English, the following kinds of words are usually stressed: main verbs, nouns, adjectives, adverbs, *wh*-question words, and negative auxiliaries (e.g. *don't*).

Words such as pronouns, prepositions, articles, conjunctions, possessive adjectives, *be* (even if it is a main verb in the sentence), and auxiliary verbs are normally unstressed.



**6a** Underline the content words in the sentences. Practise reading the sentences aloud.

1. The Arts Museum is a popular place of interest in my city.
2. This cinema attracts lots of youngsters.
3. The artisans mould clay to make traditional pots.
4. Where do you like going at weekends?
5. We shouldn't destroy historical buildings.

**b** Now listen, check, and repeat.

## A CLOSER LOOK 2

### Grammar

Complex sentences: review

There are different types of dependent clause.

A dependent clause of **concession** begins with a subordinator *although*, *though*, or *even though*. It shows an unexpected result.

**Example:**

*Although* she was tired, she finished knitting the scarf for her dad.

A dependent clause of **purpose** begins with a subordinator *so that* or *in order that*. It tells the purpose of the action in the independent clause.

**Example:**

The artisan moulded the clay *so that* he could make a mask.

A dependent clause of **reason** begins with a subordinator *because*, *since*, or *as*. It answers the question "Why?"

**Example:**

*Since* it was raining, they cancelled the trip to Trang An.

A dependent clause of **time** begins with a subordinator *when*, *while*, *before*, *after*, *as soon as*, etc. It tells when the action described in the independent clause takes place.

**Example:**

*When* I have free time, I usually go to the museum.

**1** Underline the dependent clause in each sentence below. Say whether it is a dependent clause of concession (DC), of purpose (DP), of reason (DR), or of time (DT).

1. When people talk about traditional paintings, they think of Dong Ho village.
2. My sister went to Tay Ho village in Hue so that she could buy some *bai tho* conical hats.
3. Although this museum is small, it has many unique artefacts.
4. This square is our favourite place to hang out because we have space to skateboard.
5. The villagers have to dry the buffalo skin under the sun before they make the drumheads.

## Pronunciation

### Stress on content words in sentences

Tell Ss that they are going to learn about sentence stress. Explain that in spoken English, we use sentence stress to show our listeners which parts of our sentences are the most important. These are the parts that carry the most meaning.

**5 a** Have Ss read the five sentences and underline the words they think are stressed. Elicit answers from Ss. Do not confirm the correct answers. Now ask Ss to read the four questions and make sure they understand them. Ask Ss to listen to the speaker read the sentences and at the same time check whether their answers are correct. Tell them that this is actually the first question and other questions can be answered after listening. Ss discuss their answers to the four questions in pairs.

**b** Call some Ss to give the answers and give feedback. Play the recording again for Ss to repeat the sentences.



#### Audio script:

1. The **craft village** lies on the **river bank**.
2. This **painting** is **embroidered**.
3. **What** is this **region** famous for?
4. **Drums** aren't made in my **village**.
5. A **famous artisan** carved this **table** **beautifully**.

#### Key:

- |  |   |
|--|---|
| 1. Sentence 1: craft, village, lies, river, bank   | 3. Sentence 1: the, on, the   |
| Sentence 2: painting, embroidered  | Sentence 2: this, is  |
| Sentence 3: what, region, famous   | Sentence 3: is, this, for   |
| Sentence 4: drums, aren't, made, village   | Sentence 4: in, my  |
| Sentence 5: famous, artisan, carved, table, beautifully                                      | Sentence 5: a, this   |
| 2. They are: nouns, verbs, adjectives, adverbs, wh-question words, and negative auxiliaries. | 4. They are: articles, prepositions, pronouns, and possessive adjectives. |

Have Ss read the information in the box to remember the content of the lesson.

**6 a** Ss do this exercise individually and compare their answers with a classmate.

**b** Play the recording for Ss to check their answers and practise reading the sentences. Call some Ss to give the answers and read the sentences. Give correction if needed.



#### Key + Audio script:

1. The Arts Museum is a popular place of interest in my city.
2. This cinema attracts lots of youngsters.
3. The artisans mould clay to make traditional pots.
4. Where do you like going at weekends?
5. We shouldn't destroy historical buildings.

## A CLOSER LOOK 2

## Grammar

### Complex sentences: review

Elicit from Ss what they still remember about complex sentences. Have them make sentences with *although*, *when*, *so that*, and *because*. Give feedback and quickly write the sentences on the board. Underline the dependent clause with these subordinators. Tell Ss that today they are going to focus on these dependent clauses.

Now ask Ss to read the information in the yellow box. When Ss have finished reading, ask them to name the dependent clauses on the board.

**1** Ss do this exercise individually. Elicit Ss' answers. Confirm the correct ones.

#### Key:

- |  |   |
|--|---|
| 1. When people talk about traditional paintings → DT           | 4. because we have space to skateboard → DR |
| 2. so that she could buy some <i>bai tho</i> conical hats → DP | 5. before they make the drumheads → DT      |
| 3. Although this museum is small → DC                          |   |

**2 Make a complex sentence from each pair of sentences. Use the subordinator provided and make any necessary changes.**

1. The villagers are trying to learn English. They can communicate with foreign customers. (in order that)
2. We ate lunch. Then we went to Non Nuoc marble village to buy some souvenirs. (after)
3. This hand-embroidered picture was expensive. We bought it. (even though)
4. This department store is an attraction in my city. The products are of good quality. (because)
5. This is called a Chuong conical hat. It was made in Chuong village. (since)

**Phrasal verbs**

**3 Read this part of the conversation from GETTING STARTED. Pay attention to the underlined part and answer the questions.**

**Mi:** Wow! When did your grandparents set up this workshop?

**Phong:** My great-grandparents started it, not my grandparents. Then my grandparents took over the business.

1. What is the meaning of the underlined verb phrases?
2. Can each part of the verb phrase help you understand its meaning?

A phrasal verb is a verb combined with a particle such as *back, in, on, off, through, up*, etc. When a particle is added to the verb, the phrasal verb usually has a special meaning.

**Example:**

get up (get out of bed)  
find out (get information)  
bring out (publish/launch)  
look through (read)

**Note:** A verb can go with two particles.

**Example:**

keep up with (stay equal with)  
look forward to (be thinking with pleasure about something to come)  
run out of (have no more of)

**4 Match the phrasal verbs in A with their meaning in B.**

A	B
1. pass down	a. stop doing business
2. live on	b. have a friendly relationship with somebody
3. deal with	c. transfer from one generation to the next
4. close down	d. reject or refuse something
5. face up to	e. return
6. get on with	f. take action to solve a problem
7. come back	g. have enough money to live
8. turn down	h. accept, deal with

**5 Complete each sentence using the correct form of a phrasal verb in 4. You don't need to use all the verbs.**

1. We must \_\_\_\_\_ the reality that our handicrafts are in competition with those of other villages.
2. I invited her to join our trip to Trang An, but she \_\_\_\_\_ my invitation.
3. The craft of basket weaving is usually \_\_\_\_\_ from generation to generation.
4. Do you think we can \_\_\_\_\_ selling silk scarves as souvenirs?
5. They had to \_\_\_\_\_ the museum because it's no longer a place of interest.
6. What time \_\_\_\_\_ you \_\_\_\_\_ from the trip last night?

**6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.**

1. Where did you get the information about Disneyland Resort?  
*find*  
Where \_\_\_\_\_?
2. What time did you get out of bed this morning?  
*up*  
When \_\_\_\_\_?
3. I'll read this leaflet to see what activities are organised at this attraction.  
*look*  
I'll \_\_\_\_\_.
4. They're going to publish a guidebook to different beauty spots in Viet Nam.  
*out*  
They're \_\_\_\_\_.
5. I'm thinking with pleasure about the weekend!  
*forward*  
I'm \_\_\_\_\_!

- 2** Ss write the complex sentences individually and then compare them with a partner. Have two Ss write their sentences on the board. Each student writes two or three sentences. Ask other Ss to give feedback. Confirm the correct answers.

For a stronger class, organise a quick game. One side is team A, and the other is team B. One student from team A calls out a subordinator and points to one student from team B to make a sentence and vice versa. Set a time limit and keep a record of the scores for the teams on the board.

**Key:**

1. The villagers are trying to learn English in order that they can communicate with foreign customers.
2. After we had eaten lunch, we went to Non Nuoc marble village to buy some souvenirs.
3. Even though this hand-embroidered picture was expensive, we bought it.
4. This department store is an attraction in my city because the products are of good quality.
5. This is called a Chuong conical hat since it was made in Chuong village.

### Phrasal verbs

- 3** Ask Ss to read the sentences taken from the conversation in **GETTING STARTED**, paying attention to the two verb phrases. Have them answer the two questions orally as a class.

**Key:**

1. *set up*: start something (a business, an organisation, etc.)  
*take over*: take control of something (a business, an organisation, etc.)
2. No, the individual words in the verb phrase do not help with comprehension. This is why they are sometimes considered difficult.

Have Ss read the information in the yellow grammar box. Ask them to call out any phrasal verbs they know and write them on the board. Have them explain the meaning of these verbs.

- 4** Ss do this exercise individually, and then compare their answers with a classmate. Check Ss' answers and confirm the correct ones.

**Key:** 1. c    2. g    3. f    4. a    5. h    6. b    7. e    8. d

- 5** Ss do this exercise individually. Elicit the answers and give correction.

**Key:** 1. face up to    2. turned down    3. passed down    4. live on    5. close down    6. did ... come back

To prepare for the next exercise T may organise a small game for Ss to help them remember the meaning of the phrasal verbs in the yellow box and exercise **4**. The class is divided into two teams A and B. Read out the meaning of one phrasal verb. The quickest student to raise their hand will be asked to say the verb out loud. If the answer is correct, the team gets one point. Otherwise, call on one student from the other team to give the answer. Keep a record of each team's scores on the board. Remember to choose about eight to ten verbs that you think are difficult for Ss.

- 6** Have Ss quickly read the provided sentences. Make sure they understand the meaning of each sentence. Tell Ss that all the phrasal verbs used in this exercise have been presented in this lesson. Ss write the sentences individually and then compare their answers with a classmate. Call on two Ss to write their sentences on the board. Other Ss and T give feedback.

For a less able class, T may want to model the first sentence. Ss may just focus on the next two sentences. After two Ss write their sentences on the board, check them carefully. If there is no time left, ask Ss to finish the remaining sentences as homework.

**Key:**

1. Where did you find out about Disneyland Resort?
2. When did you get up this morning?
3. I'll look through this leaflet to see what activities are organised at this attraction.
4. They're going to bring out a guidebook to different beauty spots in Viet Nam.
5. I'm looking forward to the weekend!

# COMMUNICATION

## Extra vocabulary

team-building

turn up

set off

- 1** Nick, Mi, Duong, and Mai are planning a day out to a place of interest for their class. Listen to their conversation and complete their plan by filling each blank with no more than three words.

### A DAY OUT

	Details	Who to prepare
Place	(1) _____	
Means of transport	(2) _____	
Time to set off	(3) _____	Mai: stick a notice
Food	(4) bring _____	
Drinks	For everyone	Nga: buy in a (5) _____
Activities	Morning: (6) _____ games and quizzes Lunch: 11.30 Afternoon: go to a traditional (8) _____ at 1.30; (9) _____ their own paintings	Nick: prepare games Thanh: prepare (7) _____
Time to come back	(10) _____	



- 2** Imagine that your class is going to a place of interest in your area.

Work in groups to discuss the plan for this day out. Make notes in the table.

### A DAY OUT

	Details	Who to prepare
Place		
Means of transport		
Time to set off		
Food		
Drinks		
Activities		
Time to come back		



- 3** Present your plan to the class. Which group has the best plan?

## COMMUNICATION

Tell Ss that in this lesson they will have the opportunity to organise a day trip to a place of interest.

Go through the extra vocabulary with Ss. If Ss do not know any word in the box, quickly teach it. To teach the word *team-building*, ask Ss for the meaning of each word. Then ask them to guess the meaning of the whole word and give examples of some team-building activities. For the other two phrasal verbs, give out the definitions:

- *turn up*: arrive
- *set off*: begin a journey

Ask Ss if they have any experience of preparing for a class trip. Encourage them to share the experience. If they do not have any, ask them what they should do to prepare for a class trip.

- 1 Ss read through the table. Play the recording once or twice for Ss to complete the table. Elicit the answers and quickly write them on the board. Play the recording one more time for Ss to check their answers. Confirm the correct ones.

<b>Key:</b> 1. Green Park	2. bus	3. 8 a.m.	4. own lunch	5. supermarket
6. team-building	7. quizzes	8. painting village	9. make	10. 5 p.m.



### Audio script:

...

**Mi:** So we've decided that we're going to Green Park.

**Duong:** Yeah. It's the best choice. We can go there by bus. And the bus stop is opposite our school!

**Nick:** We have to make sure everybody turns up at the school gate at 8 a.m.

**Mai:** I'll stick a notice on the board then.

**Mi:** What about food and drink? I think each person should bring their own lunch.

**Nick:** Good idea! But we need someone to buy drinks for everyone.

**Mai:** What about Nga? She lives next to the school and there's a supermarket near her house.

**Duong:** Right. We'll need some team-building games to play as well.

**Nick:** Like Tug of war? I'll prepare them.

**Mi:** OK, Nick. And Thanh can prepare some fun quizzes.

**Mai:** Right. We'll reach the park at about 9 a.m. We can look round and then gather at the big playground to play the games and do the quizzes.

**Nick:** We'll have lunch at about 11.30. What about the afternoon?

**Duong:** There's a traditional painting village about 1 km from the park. We can walk there. The artisans will show us how to make paintings, and we can also make our own.

**Mi:** Great! We'll go there at about 1.30 p.m. and take the bus back to school at 5 p.m.

...

- 2 Ss work in groups to do this activity. It is a good idea if T can prepare some big sheets of paper for Ss to draw the table and make notes. Set a time limit of about 15 minutes for this activity. Ask Ss to do the following things:

- choose a place of interest to visit
- decide what to do and make notes
- decide who will present what to the class
- rehearse what to say

Move around to observe and give help if necessary. Inform the groups that they will have only three minutes to talk about their plan.

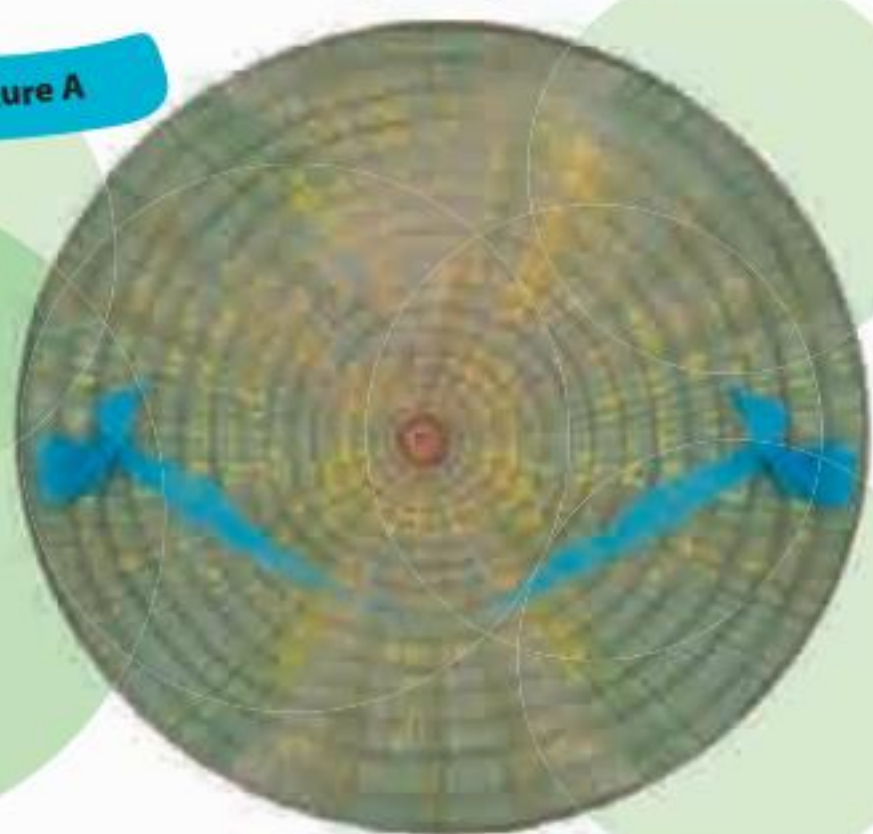
- 3 Groups present their plan to the class. Keep watch of the time for each group. Other groups and T give feedback. Vote for the best plan.

# SKILLS 1

## Reading

- 1 Work in pairs. One looks at Picture A, and the other looks at Picture B on page 15. Ask each other questions to find out the similarities and differences between your pictures.

Picture A



- 2 Mi visited Tay Ho village in Hue last month. She has decided to present what she knows about this place to the class.

Read what she has prepared and match the titles with the paragraphs.

1. Present status of the craft

2. Location and history of conical hat making village

3. How the conical hat is made



A

When you think about the conical hat, the first thing you think of is the region of Hue. Conical hat making has been a traditional craft there for hundreds of years, and there are many craft villages like Da Le, Phu Cam, and Doc So. However, Tay Ho is the most famous because it is the birthplace of the conical hat in Hue. It is a village on the bank of the Nhu Y River, 12 km from Hue City.

B



A conical hat may look simple, but artisans have to follow 15 stages, from going to the forest to collect leaves to ironing the leaves, making the frames, etc. Hue's conical hats always have two layers of leaves. Craftsmen must be skilful to make the two layers very thin. What is special is that they then add poems and paintings of Hue between the two layers, creating the famous *bai tho* or poetic conical hats.

C

Conical hat making in the village has been passed down from generation to generation because everybody, young or old, can take part in the process. It is a well-known handicraft, not only in Viet Nam, but all around the world.



- 3 Read the text again and answer the questions.

1. Why is Tay Ho the most well-known conical hat making village?
2. How far is it from Tay Ho to Hue City?
3. What is the first stage of conical hat making?
4. What is special about the hat layers?
5. What is special about the *bai tho* conical hat?
6. Who can make conical hats?

## Speaking

- 4 Read the following ideas. Are they about the benefits of traditional crafts (B) or challenges that artisans may face (C). Write B or C.

1. providing employment
2. losing authenticity
3. providing additional income
4. relying too much on tourism
5. treating waste and pollution
6. preserving cultural heritage

Can you add some more benefits and challenges?

- 5 Imagine that your group is responsible for promoting traditional crafts in your area. Propose an action plan to deal with the challenges.

## SKILLS 1

### Reading

- 1** Have Ss do this activity in pairs. One student looks at Picture A on page 12 while the other looks at Picture B on page 15. They ask each other questions to find out the similarities and differences between the two pictures. They can focus on the colour and decoration of the hats.

**Suggested answers:**

- Similarities: conical hat, string
- Differences: Picture A: light green, pictures between layers, blue string, look lighter  
Picture B: white, no decoration, pink string, look heavier

- 2** Ask Ss to read the titles in the box quickly. Make sure they understand the meaning of each title. Now Ss read the paragraphs and match them with the titles. Ask them to compare their answers with a classmate. Elicit their answers.

**Key:** 1. C      2. A      3. B

- 3** Ss read the passage again to answer the questions. Ss can underline parts of the text that help them with the answers. Ss compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

- Key:**
1. Because it is the birthplace of the conical hat in Hue.
  2. It's 12 km from Hue City.
  3. It's going to the forest to collect leaves.
  4. They're very thin.
  5. It has poems and paintings of Hue between the two layers.
  6. Everybody can, young or old.

### Speaking

This part helps Ss identify the benefits and challenges of traditional crafts and encourages them to discuss the issue.

- 4** Ask Ss to read the ideas. Explain any points they are not sure about. T may also have to give Ss the meaning of some words such as *authenticity* (the quality of being real or true) or *preserve* (protect). Elicit Ss' opinions as a class. Ask Ss to add some more benefits and challenges.

**Key:** 1. B      2. C      3. B      4. C      5. C      6. B

*Other benefits:* creating national/regional pride, helping develop tourism, helping improve local infrastructure and services, creating cohesion between craft families and communities

*Other challenges:* limited designs, natural resources running out, competition from other countries

- 5** Ss work in groups to work out an action plan to deal with the challenges mentioned above. It's an open activity, so there is no right or wrong answer as long as Ss can explain their points. Set a time limit of about 10 minutes for this activity. Move around to provide help and comments. Invite some groups to present their plan. T and other Ss give feedback and ask any questions. Vote for the best plan.
- If the classroom has space, T may organise an exhibition of ideas. Give each group a big piece of paper. Ss discuss and write their action plan on the paper. After 10 minutes, ask them to stick their plan on the wall around the classroom. Ss visit at least two groups and listen to their presentations. When the time is up, ask some Ss to report on what they have heard to the class and say which action plan they prefer and why.

## SKILLS 2

### Listening

4Teen radio is asking different students about their places of interest.

- 1** Describe what you see in each picture. Do you know what places they are?



Listen and check your answers.

- 2** Listen to what these students say and decide if the statements are true (T) or false (F).

- Tra is interested in history.
- Nam likes making things with his hands.
- Nam's family owns a workshop in Bat Trang.
- The trees in the garden only come from provinces of Viet Nam.
- Hoa loves nature and quietness.

- 3** Listen again and complete the table. Use no more than three words for each blank.

Student	Place of interest	Activities
 Tra	Viet Nam National Museum of History	- Seeing various (1) _____ - Looking round and (2) _____
 Nam	Bat Trang pottery village	- Learning to (3) _____ and (4) _____
 Hoa	Ha Noi Botanical Garden	- Climbing up (5) _____ - Reading (6) _____ - Feeding (7) _____ - (8) _____ people

### Writing

- 4** If a visitor has a day to spend in your hometown/city, where will you advise him/her to go? What can they do there? Work in pairs, discuss and take notes of your ideas.

Places	Activities
Place 1: _____	_____
Place 2: _____	_____
Place 3: _____	_____

- 5** Imagine that your Australian pen friend is coming to Viet Nam and will spend a day in your hometown/city. He/She has asked for your advice on the places of interest they should go to and the things they can do there.

Write an email to give him/her some information.



From: \_\_\_\_\_

To: \_\_\_\_\_

Subject: Places of interest in my hometown/city

Dear \_\_\_\_\_,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Look forward to seeing you soon!

Best wishes,

\_\_\_\_\_



## SKILLS 2

### Listening

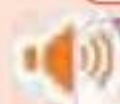
- 1 Tell Ss that they are going to listen to three students talking about their places of interest. Before listening, Ss look at the pictures and describe what they see in each of them. Elicit answers from different Ss. Ask them if they know the name of each place. Quickly write these names on the board. Play the recording for Ss to check their answers.

**Key:** A. Ha Noi Botanical Garden B. Bat Trang pottery village C. Viet Nam National Museum of History

- 2 Play the recording again for Ss to decide if the sentences are true or false. If they meet any difficulty doing this, play the recording one more time. Have Ss compare their answers in pairs before giving T the answers. Ask for Ss' answers and write them on the board. Do not confirm the correct answers yet.
- 3 Without listening to the recording again, Ss complete the table by filling each blank with no more than three words. Ss compare their answers with a classmate before giving T the answers. Ask two Ss to write their answers on the board. Play the recording one last time to confirm the answers for both 2 and 3.

**Key:**

- 2 1. T 2. T 3. F (His friend's relatives own it.) 4. F (They also come from other countries.) 5. T  
3 1. artefacts 2. exploring Vietnamese culture 3. make things 4. paint on ceramics  
5. the hill 6. books 7. pigeons 8. watching



#### Audio script:

**Tra:** I love history, so my place of interest is Viet Nam National Museum of History. There's an extensive collection of artefacts tracing Viet Nam's history. They're arranged chronologically from primitive life to modern times. It's also near Hoan Kiem Lake and the Old Quarter, so you can spend time looking round and exploring Vietnamese culture.

**Nam:** I'm fascinated by traditional handicrafts. At weekends, I usually go to Bat Trang, a pottery village not far from Ha Noi centre. My friend's relatives live there and they own a workshop. Every time I go there, they teach me how to make things such as pots, vases, or bowls. I'm learning to paint on ceramics now.

**Hoa:** Ha Noi Botanical Garden is the place I like. There are lots of trees from different countries, a lake, and a small hill. I usually climb up the hill and read books at the top because there's a large lawn. After that I go down and feed the pigeons. Sometimes I just sit on the bench, watching people dancing or playing sports. It's a nice place for those who love nature and quietness.

### Writing

In this writing part, Ss are asked to write an email to give an Australian pen friend some information about the places of interest in their hometown/city and the activities they can do there.

- 4 Ss work in pairs and discuss the places of interest in their hometown/city that can be visited in one day and the activities that can be done there. Remind Ss that these places of interest should be most typical and worth visiting. T should move around to give comments as there may not be enough time for checking with the whole class.
- 5 Ss write the email, using the notes they have made. Ss may also write this in groups on big pieces of paper. Ss or groups exchange their descriptions to spot any mistakes. Share them with the whole class. T may collect some Ss' work to mark at home or ask them to rewrite the email as homework. In this case, remember to ask for Ss' revised work in the next lesson.

#### Sample writing:

Dear Mira,

It's great to know that you're coming to Viet Nam. What a pity you can only spend one day in Ha Noi.

There are so many interesting places in the city, but I think within one day you should be able to visit three places. The first place I suggest is Viet Nam National Museum of History. You like history, so it's a must-see place. There's an extensive collection of artefacts tracing Viet Nam's history. They're arranged chronologically from primitive life to modern times. The second place is Hoan Kiem Lake. It's one of the symbols of Ha Noi. There you can enjoy the beautiful scenery

and visit Ngoc Son Temple. You can also have a look at the Old Quarter. Wander around the old streets and some ancient houses to explore Vietnamese culture.

Conveniently, these places are close to one another, so we can walk around easily.

Tell me when you're coming, so I can show you around these places.

Look forward to seeing you soon!

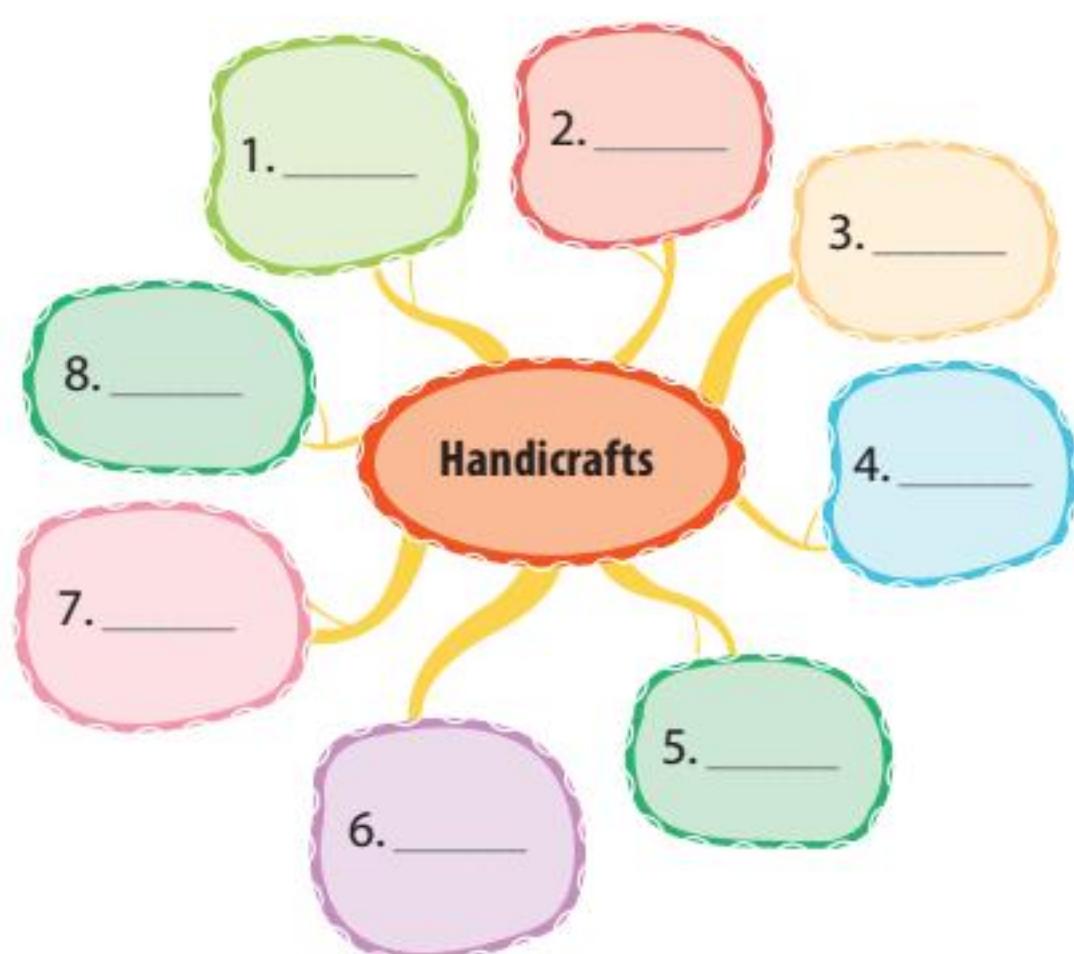
Best wishes,

Thuc Anh

# LOOKING BACK

## Vocabulary

**1** Write some traditional handicrafts in the word web below.



**2** Complete the second sentence in each pair by putting the correct form of a verb from the box into each blank.

carve	cast	weave
embroider	knit	mould

- The artisan made this statue by pouring hot liquid bronze into a mould.  
→ The artisan \_\_\_\_\_ this statue in bronze.
- I'm decorating a cloth picture with a pattern of stitches, using coloured threads.  
→ I'm \_\_\_\_\_ a picture.
- They made baskets by crossing strips of bamboo across, over, and under each other.  
→ They \_\_\_\_\_ baskets out of bamboo.
- My mum made this sweater for me from wool thread by using two bamboo needles.  
→ My mum \_\_\_\_\_ a wool sweater for me.
- He made this flower by cutting into the surface of the wood.  
→ He \_\_\_\_\_ this flower from wood.
- I took some clay and used my hands to make it into a bowl shape.  
→ I \_\_\_\_\_ the clay into the desired shape.

**3** Complete the passage with the words/phrases from the box.

looked	team-building	zoo	lunch
interest	looking forward to	craft	museum

Last week we had a memorable trip to a new (1) \_\_\_\_\_ on the outskirts of the city. We were all (2) \_\_\_\_\_ the trip. There are lots of wild animals, and they are looked after carefully. Each species is kept in one big compound and the animals look healthy. After we (3) \_\_\_\_\_ round the animal zone, we gathered on a big lawn at the back of the zoo. There we played some (4) \_\_\_\_\_ games and sang songs. Then we had a delicious (5) \_\_\_\_\_ prepared by Nga and Phuong. In the afternoon, we walked to a (6) \_\_\_\_\_ nearby. There is a big collection of handicrafts made by different (7) \_\_\_\_\_ villages. I'm sure that the zoo will be our new place of (8) \_\_\_\_\_.

## Grammar

**4** Complete the complex sentences with your own ideas.

- Although this village is famous for its silk products, \_\_\_\_\_.
- Many people love going to this park because \_\_\_\_\_.
- Since \_\_\_\_\_, foreign tourists often buy traditional handicrafts.
- Moc Chau is a popular tourist attraction when \_\_\_\_\_.
- This weekend we're going to the cinema in order that \_\_\_\_\_.

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

- I don't remember exactly when my parents started this workshop.  
(set up) \_\_\_\_\_.
- We have to try harder so that our handicrafts can stay equal with theirs.  
(keep up with) \_\_\_\_\_.
- What time will you begin your journey to Da Lat?  
(set off) \_\_\_\_\_?
- We arranged to meet in front of the lantern shop at 8 o'clock, but she never arrived.  
(turn up) \_\_\_\_\_.
- The artisans in my village can earn enough money from basket weaving to live.  
(live on) \_\_\_\_\_.

## LOOKING BACK

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

### Vocabulary

- 1** Ss complete the word web individually. Check Ss' answers as a class. If time allows, ask one or two Ss to write their answers on the board.

*Key: (in any order)*

- |              |                 |                |                      |
|--------------|-----------------|----------------|----------------------|
| 1. paintings | 2. pottery      | 3. drums       | 4. silk              |
| 5. lanterns  | 6. conical hats | 7. lacquerware | 8. marble sculptures |

- 2** Ss do this exercise individually, then compare their answers with a partner. Elicit the answers from Ss.

*Key:*

- |            |                 |            |
|------------|-----------------|------------|
| 1. cast    | 2. embroidering | 3. wove    |
| 4. knitted | 5. carved       | 6. moulded |

- 3** Ss do this exercise individually. Have some Ss read out their answers. Confirm the correct ones.

*Key:*

- |          |                       |           |                  |
|----------|-----------------------|-----------|------------------|
| 1. zoo   | 2. looking forward to | 3. looked | 4. team-building |
| 5. lunch | 6. museum             | 7. craft  | 8. interest      |

### Grammar

- 4** Ss complete the sentences with their own ideas. Call on two Ss to write their answers on the board. Other Ss give feedback. Check their answers.
- 5** Ss write the sentences individually. Have two Ss write the sentences on the board. Ask other Ss to give comments. Correct the sentences if needed.

*Key:*

1. I don't remember exactly when my parents set up this workshop.
2. We have to try harder so that our handicrafts can keep up with theirs.
3. What time will you set off for Da Lat?
4. We arranged to meet in front of the lantern shop at 8 o'clock, but she never turned up.
5. The artisans in my village can live on basket weaving.

## Communication

- 6 Work in groups. One student thinks of a popular place of interest in their area. Other students ask Yes/No questions to guess what place he/she is thinking about.**

**Example:**

A: Is the place near the city centre?

B: Yes, it is.

C: Can we play sports there?

B: Yes, we can.

A: Can we play games there?

B: Yes, we can.

C: Do people go shopping there?

B: No, they don't.

A: Is it the ABC sports centre?

B: You're right.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to traditional crafts and places of interest in an area</li> <li>say sentences with correct stress on content words</li> <li>write complex sentences with different dependent clauses</li> <li>use some common phrasal verbs correctly and appropriately</li> <li>read for general and specific information about a traditional craft village</li> <li>discuss local traditional crafts, their benefits and challenges</li> <li>listen for specific information about places of interest in an area</li> <li>write an email to give information about places of interest in an area and things to do there</li> </ul>			

## PROJECT

### What makes you proud of your area?

Imagine that the Youth Union is organising a competition entitled "What makes you proud of your area?". Competitors have to choose something special about their area and make a presentation about it. It can be a local product, traditional craft or a place of interest.

**Now...**

1. Work in groups and discuss the thing you are going to talk about.
2. Collect pictures from different sources or draw pictures of this thing.
3. Stick the pictures on a big piece of paper.
4. Search for information about this thing (its origin/history, how to make it, its special features, etc.)
5. Prepare a presentation. Remember to assign who will talk about what.
6. Give a presentation to the class.



### SKILLS 1

Picture B



## Communication

- 6** Ss work in groups to play the game. One student is the group secretary. Group members take turns to think of a popular place of interest in their area. Other Ss ask Yes/No questions to guess the place. The secretary writes down all the places of interest they have guessed. Finally, the secretary reports on the places.

### Finished!

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

## PROJECT

### What makes you proud of your area?

Have Ss read the project. Ask them what the one special thing about their area is. Elicit Ss' answers.

Ss work in groups to do the project. Ss follow the instructions in the book. Answer Ss' questions if there are any. Remember to have Ss present their findings in the next lesson and vote for the best.



## GETTING STARTED

### Duong's first visit to Sydney



#### 1 Listen and read.

**Duong:** Hey, Paul! Over here!

**Paul:** Hi, Duong! How's it going? Getting over the jet lag?

**Duong:** Yes, I slept pretty well last night. Hey, thanks so much for showing me around today.

**Paul:** No worries, it'll be good fun.

**Duong:** So, are you from around here?

**Paul:** Me? Yes, I was born and grew up here. Sydney's my hometown.

**Duong:** It's fabulous. Is it an ancient city?

**Paul:** No, it's not very old, but it's Australia's biggest city, and the history of our country began here.

**Duong:** Wow! So what are the greatest attractions in Sydney?

**Paul:** Well, its natural features include Sydney Harbour, the Royal National Park, and Bondi Beach. Man-made attractions such as the Royal Botanic Gardens, Sydney Opera House, and the Harbour Bridge are also well known to visitors.

**Duong:** What about transport?

**Paul:** Public transport here is convenient and reliable: you can go by bus, by train, or light rail. Taxis are more expensive, of course.

## THIS UNIT INCLUDES:

### VOCABULARY

City life

### PRONUNCIATION

Stress on pronouns in sentences

### GRAMMAR

Comparison of adjectives and adverbs: review  
Phrasal verbs (cont.)

### SKILLS

- Reading for specific information about the features of cities
- Talking about important features of a city
- Listening for specific information about some problems of city life
- Writing a paragraph about the disadvantages/drawbacks of city life

### COMMUNICATION

Discussing some features of a city

**Duong:** And is Sydney good for shopping?

**Paul:** Of course! You know, Sydney's a metropolitan and multicultural city, so we have a great variety of things and foods from different countries. I'll take you to Paddington Market later, if you like.

**Duong:** Wonderful. What about education? Are there many universities?

**Paul:** Sydney has five big universities and some smaller ones. The oldest of them was set up in 1850, I believe.

**Duong:** Oh, it sounds like a good place to get higher education. I like this town!



## Objectives:

By the end of this unit, students can:

- use the lexical items related to city life
- identify in which situations to stress pronouns in sentences and say these sentences correctly
- use adjectives, and comparison of adjectives and adverbs correctly
- use common phrasal verbs correctly and appropriately
- read for specific information about the features of cities
- talk about important features of a city
- listen for specific information about some problems of city life
- write a paragraph about the disadvantages/drawbacks of city life

## GETTING STARTED

### Duong's first visit to Sydney

#### Introduction

Review the previous unit by asking Ss to solve a crossword puzzle. Draw the crossword on the board. Tell Ss that the words in the orange column are the key words of the new unit. Divide the class into two teams. Ss from each team take turns to solve the puzzle. The game finishes when a student guesses the orange words correctly.

T may also ask Ss to name all the places of interest or main features of their neighbourhood.

Do the puzzle below.

1. The \_\_\_\_\_ village of Bat Trang lies on the bank of the Red River.
2. This kind of \_\_\_\_\_ hat is made in Chuong village.
3. In Hoi An you can see colourful \_\_\_\_\_ hanging in the streets.
4. Some people \_\_\_\_\_ that a place of interest should be a well-known site.
5. The children can \_\_\_\_\_ the clay into many shapes.
6. The \_\_\_\_\_ of Ha Noi began over a thousand years ago.
7. This village is \_\_\_\_\_ for its wood-carving craft.
8. A place of \_\_\_\_\_ is sometimes simply one that people like going to.



Key:

			1C	R	A	F	T		
2C	O	N	I	C	A	L			
3L	A	N	T	E	R	N	S		
	4S	A	Y						
5M	O	U	L	D					
		6H	I	S	T	O	R	Y	
			7F	A	M	O	U	S	
8I	N	T	E	R	E	S	T		

Write the unit title on the board. T may ask Ss to name some cities and towns in Viet Nam, especially those in or near their region.

1 Ask Ss to open their books to Unit 2. Ask them some questions. Questions may include:

- What can you see in the pictures?
- Do you know these two boys?
- Where are they now?
- What are they talking about?

...

Ss answer the questions as a class.

T may also ask Ss what they know about Sydney by asking them some guiding questions:

- Where is it?
- Is it a capital city?
- What is it famous for?

...

Then play the recording and have Ss follow along.

**a Complete the sentences with information from the conversation.**

1. It is Duong's first \_\_\_\_\_ to Sydney.
2. In Paul's opinion, Sydney is not an \_\_\_\_\_ city.
3. Sydney Harbour is a \_\_\_\_\_ attraction of Sydney.
4. The shopping is good because of the \_\_\_\_\_ of things.
5. Duong thinks Sydney may be a good place to \_\_\_\_\_.

**b Find words in the conversation to match these definitions.**

1. tiredness from travelling across different time zones
2. an attraction
3. that can be trusted
4. belonging to a very large city
5. including people of different races, religions, languages, and traditions

**c Answer the questions.**

1. Where did Paul grow up?
2. What is the biggest city in Australia?
3. How is the public transport in Sydney?
4. Why is there a great variety of things and foods in Sydney?
5. When was the first university built in Sydney?

**d Think of other ways to say these expressions from the conversation.**

1. "How's it going?"
2. "Getting over the jet lag?"
3. "I slept pretty well"
4. "No worries"

**2 Replace the word(s) in italics with one of the words from the box.**

crowded	international	
local	urban	neighbouring

1. There is not a lot of *world* news in this newspaper.
2. I do my shopping in the *neighbourhood* shops, not in the town centre.
3. At weekends the city centre is always *packed* with people.
4. My friend's family has just moved to a *nearby* town.
5. There is far too much pollution nowadays in *city* areas.

**3 Work in pairs to do the quiz.**



**CITY QUIZ**

1. Which city is the oldest?  
A. Ha Noi      B. Hue      C. Can Tho
2. Which city is in Oceania?  
A. Baghdad      B. Amsterdam      C. Canberra
3. Which is the best-known city in North America?  
A. Chicago      B. Vancouver      C. New York
4. Which city is in Africa?  
A. Luanda      B. Athens      C. Buenos Aires
5. Which city has World Heritage status?  
A. Bac Giang      B. Vinh      C. Hoi An
6. Which is a capital city?  
A. Rio      B. Moscow      C. Osaka



- a** Ask Ss to read the conversation again and do the exercise individually. Check and write the correct answers on the board.

**Key:**

1. visit      2. ancient      3. natural      4. variety      5. study

- b** Ss work in pairs to do the task. Allow Ss to share answers before asking them to discuss as a class. Remember to ask Ss to read out the lines in the conversation that contain the words. Check and confirm the correct answers.

**Key:**

1. jet lag  
2. a feature  
3. reliable  
4. metropolitan  
5. multicultural

- c** Ss work individually to answer the questions, then compare their answers with a partner. Ask them to locate the information in the conversation. Call on some pairs to give the questions and answers. Confirm the correct answers.

**Key:**

1. He grew up in Sydney.  
2. Sydney is.  
3. It is convenient and reliable.  
4. Because it is a metropolitan and multicultural city.  
5. In 1850.

- d** Tell Ss to find the phrases in the conversation and practise saying them together. Explain the meaning to Ss, then elicit other examples from Ss.

**Key:**

1. How are you?/How are things?/How are you doing?  
2. (Are you) recovering from the jet lag?  
3. I slept quite well.  
4. That's OK/It's no trouble/It's not a problem/It's my pleasure.

- 2** Tell Ss that most of the words they need to use are related to cities or city life. Let them work in pairs. Check their work, then let them read each word correctly. Check and correct their pronunciation.

**Key:**

1. international      2. local      3. crowded  
4. neighbouring      5. urban

- 3** Ss work in pairs. Give them a few minutes to do the quiz. Award extra points for pairs who can say which country these cities are in. Congratulate the winners.

**Key:**

1. A      2. C      3. C      4. A      5. C      6. B

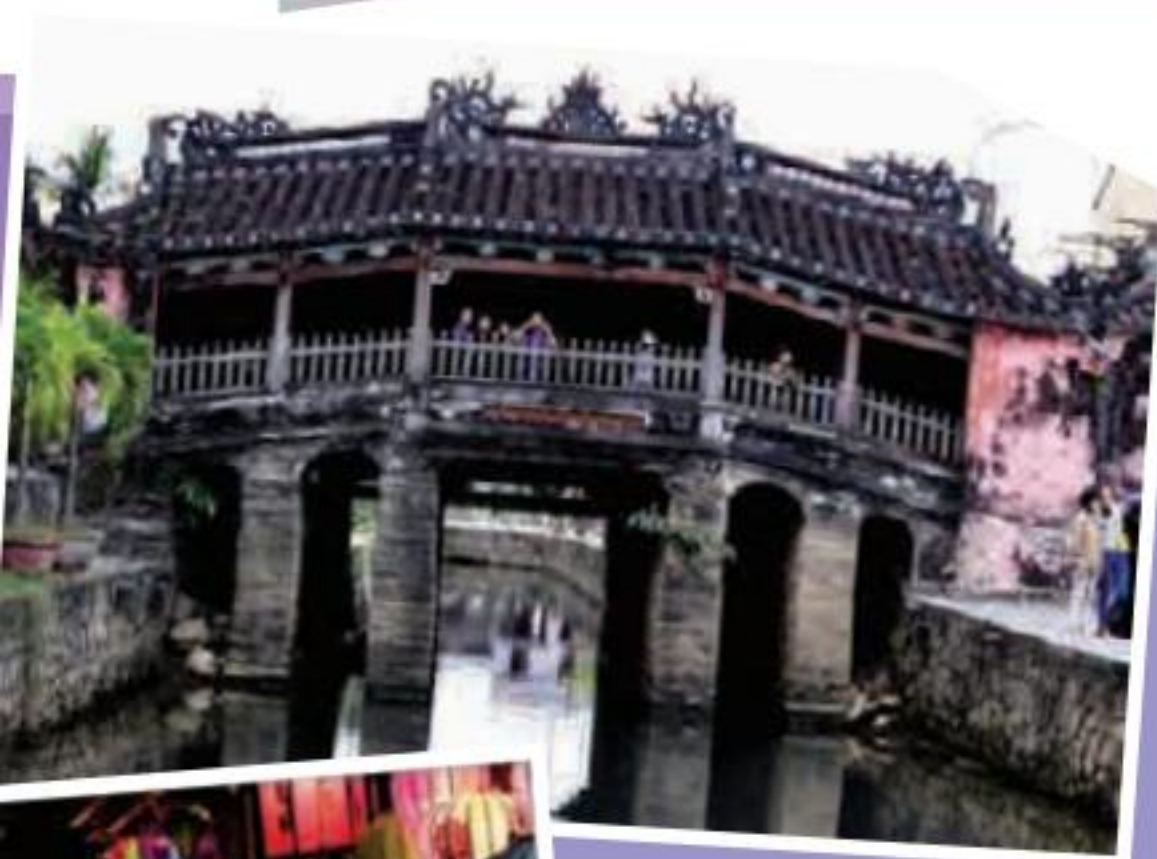
# A CLOSER LOOK 1

## Vocabulary

### Adjectives

**1a** Put one of the adjectives in the box in each blank.

local	delicious	ancient	historic
helpful	warm	fascinating	comfortable



Dear Oggy,

We're having a fabulous time here in Hoi An. You know, it's a(n) (1) \_\_\_\_\_ town 30 km from Da Nang. The weather is very (2) \_\_\_\_\_ and sunny. Our hotel is small but (3) \_\_\_\_\_. The staff are friendly and (4) \_\_\_\_\_.

We've seen most of the sights of the town. The street life here is (5) \_\_\_\_\_. We've spent a lot of time wandering around and looking at the (6) \_\_\_\_\_ temples, bridges, and houses. We've also bought a lot of (7) \_\_\_\_\_ souvenirs, crafts, and clothing. Well, the street food in Hoi An is (8) \_\_\_\_\_ and affordable. I wish you could be here with us!

Anyway, I hope things are good with you.

Lots of love,  
Jack



**b** Now underline all the other adjectives in the letter.

**2** Which of the following adjectives describe city life? Put a tick (✓).

stressful	<input type="checkbox"/>	populous	<input type="checkbox"/>
exciting	<input type="checkbox"/>	polluted	<input type="checkbox"/>
delicious	<input type="checkbox"/>	cosmopolitan	<input type="checkbox"/>
historic	<input type="checkbox"/>	unemployed	<input type="checkbox"/>
busy	<input type="checkbox"/>	annoying	<input type="checkbox"/>
forbidden	<input type="checkbox"/>	pleased	<input type="checkbox"/>
exhausted	<input type="checkbox"/>	cheerful	<input type="checkbox"/>
modern	<input type="checkbox"/>	easy-going	<input type="checkbox"/>
frightening	<input type="checkbox"/>	downtown	<input type="checkbox"/>
rural	<input type="checkbox"/>	fashionable	<input type="checkbox"/>

**3** Put a suitable adjective from **2** in each blank.

1. She lives in one of the most \_\_\_\_\_ parts of the city: there are lots of luxury shops there.
2. How \_\_\_\_\_! The roads are crowded and I'm stuck in a traffic jam.
3. You can't stop here. Parking is \_\_\_\_\_ in this street.
4. This city is very \_\_\_\_\_, there are people here from all over the world.
5. The gallery downtown has regular exhibitions of \_\_\_\_\_ art.
6. Nhieu Loc canal in Ho Chi Minh City is much less \_\_\_\_\_ than before.



## A CLOSER LOOK 1

### Introduction

Explain to Ss the normal position of adjectives in sentences. Then let Ss brainstorm all adjectives they have learnt, especially adjectives connected with cities and city life. Encourage them to call out as many words as possible.

## Vocabulary

### Adjectives

- 1 a** Have Ss read through the letter so that they can understand the general idea. Ask them what the purpose of the letter is (Jack is writing the letter to Oggy to tell about his trip to Hoi An). Have Ss read the adjectives in the box and quickly elicit the meaning of each adjective. If Ss do not know any of them, quickly give the meaning. Ss work in pairs to do the task. Have some Ss read their answers. Correct their pronunciation if needed and confirm the correct answers.

**Key:**

- |                     |                     |                |              |
|---------------------|---------------------|----------------|--------------|
| 1. ancient/historic | 2. warm             | 3. comfortable | 4. helpful   |
| 5. fascinating      | 6. historic/ancient | 7. local       | 8. delicious |

- b** Ask Ss read the letter again and underline all the other adjectives. Have them give the meanings of these adjectives in the context of the letter. Correct their answers.

**Key:** fabulous, sunny, small, friendly, affordable, good

- 2** Have Ss read through the given adjectives. Have some Ss read aloud all the adjectives to make sure they pronounce the adjectives correctly. Ask them which adjectives they know. Quickly teach Ss the adjectives they do not know.

Ss work in groups and discuss which adjectives describe, or are related to, city life. Encourage them to talk about their choice.

*(Sample answer: Ss may have different answers providing that they can explain)*

- |             |             |               |                |               |
|-------------|-------------|---------------|----------------|---------------|
| stressful ✓ | busy ✓      | frightening ✓ | cosmopolitan ✓ | cheerful      |
| exciting ✓  | forbidden ✓ | rural         | unemployed     | easy-going    |
| delicious   | exhausted   | populous ✓    | annoying ✓     | downtown ✓    |
| historic ✓  | modern ✓    | polluted ✓    | pleased        | fashionable ✓ |

- 3** Ss work individually, then compare their answers with a partner's. Ask some Ss to write their answers on the board. Check their answers as a class.

**Key:**

- |                 |             |              |
|-----------------|-------------|--------------|
| 1. fashionable  | 2. annoying | 3. forbidden |
| 4. cosmopolitan | 5. modern   | 6. polluted  |

## Pronunciation

### Stress on pronouns in sentences

Most pronouns have strong and weak forms. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form.

**Example:**

**A:** That looks pretty easy. I think you can do it. ("you" is weak)

**B:** Well, *you* do it then! ("you" is strong)

**4** Listen and repeat, paying attention to the difference in the underlined pronouns. Circle the pronouns that sound strong.

- A:** Can you come and give me a hand?  
**B:** OK. Wait for me!
- A:** Did you come to the party last night?  
**B:** Yes. But I didn't see you.
- A:** Look - it's him!  
**B:** Where? I can't see him.
- A:** They told us to go this way.  
**B:** Well, they didn't tell us!

**5a** Listen and mark the underlined words as W (weak) or S (strong).

**Example:**

**A:** Are you going to talk to him (W)?  
**B:** No, I think he (S) should talk to me (S) first.

- A:** Is he ( ) there?  
**B:** No. Everybody else is, but he's ( ) gone home!
- A:** Do you know that woman?  
**B:** Her ( )? Er... No. I don't recognise her ( ).
- A:** I'm afraid we ( ) can't stay any longer.  
**B:** What do you mean 'we' ( )? I've ( ) got plenty of time.
- A:** Look! Everybody's leaving.  
**B:** What about us ( )? Shall we ( ) go, too?

**b** Work in pairs. Practise the exchanges above.

## A CLOSER LOOK 2

### Grammar

#### Comparison of adjectives and adverbs: review

**1** Match the beginnings to the correct endings.

A	B
1. It's not as	a. faster than ever.
2. That skyscraper is one	b. to spell better.
3. The exam was	c. than being stuck in a traffic jam.
4. Life in the past was	d. of the tallest buildings in the world.
5. Mexico City is a lot	e. more difficult than I expected.
6. Kids are growing up	f. simple as it looks!
7. Nothing is worse	g. bigger than Rome.
8. These fun cards will encourage kids	h. less comfortable than it is now.

### REMEMBER!

- You can use *much*, *a lot*, *a bit*, and *a little* with the comparative forms of adjectives to show how big the differences are.

**Example:**

A DVD is *much* better than a video for watching films.

- With the superlative forms of the adjective you can use *second*, *third*, etc.

**Example:**

Karachi in Pakistan is the *second* largest city in the world in population.

- You can use *by far* to emphasise superlatives.

**Example:**

China is *by far* the most populated country in the world.



## Pronunciation

### Stress on pronouns in sentences

Explain to Ss that pronouns in general, and personal pronouns in particular, are normally unstressed (weak) in sentences, but when they are especially important, or when we want to show a contrast, they are stressed (strong). Give some examples. Have Ss read the yellow box in the book to fully understand the rule.

- 4** T plays the recording and Ss repeat. Play the recording as many times as necessary. Correct their pronunciation, especially the stressed words. Have them circle the stressed pronouns.

#### Key:

1. A: Can you come and give me a hand? (*me* is weak)  
B: OK. Wait for me! (*me* is strong)
2. A: Did you come to the party last night? (*you* is weak)  
B: Yes. But I didn't see you. (*you* is strong)
3. A: Look - it's him! (*him* is strong)  
B: Where? I can't see him. (*him* is weak)
4. A: They told us to go this way. (*us* is weak)  
B: Well, they didn't tell us! (*us* is strong)

- 5 a** Play the recording. Ss listen and mark the underlined words as W (weak) or S (strong). Elicit their answers and correct their mistakes.

For a stronger class, before playing the recording, have Ss read the exchanges and mark the underlined words as W (weak) or S (strong). Ask some Ss to give the answers and quickly write them on the board. Now play the recording for Ss to check their answers.

#### Key:

1. A: Is he (W) there?  
B: No. Everybody else is, but he's (S) gone home!
2. A: Do you know that woman?  
B: Her (S)? Er... No. I don't recognise her (W).
3. A: I'm afraid we (W) can't stay any longer.  
B: What do you mean 'we' (S)? I've (S) got plenty of time.
4. A: Look! Everybody's leaving.  
B: What about us (S)? Shall we (W) go, too?

- b** Ss work in pairs to practise the exchanges above. Go around and give support if necessary.

## A CLOSER LOOK 2

### Introduction

Ss have already learned the different forms of comparison of adjectives and adverbs. Tell Ss that this is a review section. T may help Ss recall these forms and have them give examples. Their sentences should stick to the topic of this unit.

## Grammar

### Comparison of adjectives and adverbs: review

- 1** Have Ss work individually. Check their answers as a class.

Key: 1. f 2. d 3. e 4. h 5. g 6. a 7. c 8. b

Help Ss study the **REMEMBER!** box. Give explanations if necessary. Ss give more examples.



**2 Complete the text with the most suitable form of the adjectives in brackets. Add *the* where necessary.**

London is one of (1. large) \_\_\_\_\_ cities in the world. Its population is a lot (2. small) \_\_\_\_\_ than Tokyo or Shanghai, but it is by far (3. popular) \_\_\_\_\_ tourist destination. London is probably most famous for its museums, galleries, palaces, and other sights, but it also includes a (4. wide) \_\_\_\_\_ range of peoples, cultures, and religions than many other places. People used to say that it was (5. dirty) \_\_\_\_\_ city too, but it is now much (6. clean) \_\_\_\_\_ than it was. To the surprise of many people, it now has some of (7. good) \_\_\_\_\_ restaurants in Europe too. For some people, this makes London (8. exciting) \_\_\_\_\_ city in Europe.

**Phrasal verbs (cont.)**

**3 Look at the conversation in GETTING STARTED again. Find and underline the phrasal verbs.**

**REMEMBER!**

In addition to learning the meanings of phrasal verbs, we need to know whether the verb and the particle(s) have to stay together or they can be separated.

- In these phrasal verbs, the parts can never be separated: *set off, look forward to, put up with...*
- In these phrasal verbs, the parts can be separated: the object of the verb can come between the verb and the particle: *put sth on, turn sth/sb down...*



**4 Underline the correct particle to complete each phrasal verb.**

1. The city has recently set *up/off/out* a library in the West Suburb.
2. I don't think Fred gets *over/through/on* with Daniel. They always argue.
3. You should take your hat *in/over/off* in the cinema.
4. Their children have all grown *up/out/out of* and left home for the city to work.
5. We were shown *up/off/around* the town by a volunteer student.
6. The town council decided to pull *up/over/down* the building, as it was unsafe.

**5 Underline the phrasal verbs in the sentences, and match them to their meaning from the box.**

remove	examine	press the switch
refuse	make a note	continue doing

1. You don't need the light on in here. Turn it off, please.
2. They offered him a place at the company but he turned it down.
3. The doctor wanted to go over the test results with her patient.
4. Once you've finished cleaning, you can go on with your work.
5. When you come inside, you should take off your coat and hat.
6. The local meeting is on Oct. 15<sup>th</sup>. Put it down in your diary.

**6 Read the text and find eight phrasal verbs. Match each of them with a definition from the box.**

consider	ask for (a job)	arrive
put on smart clothes	discover	continue
make someone feel happier		make progress



For her first evening's work at the bar, Sarah dressed up. She wore a black skirt and white

blouse, as she had been told to look smart. However, when she turned up, she found out that the manager had been less than honest with her about the job. She had to serve the customers and also work in the kitchen. Still, she decided to go on working at the bar for the time being. After all, she was getting on well in the job. Three months later, she saw an advertisement in the paper for a sales assistant at a department store. She thought it over carefully, and decided to apply for it. 'But I won't tell anyone until I've got the new job!' she thought. The prospect of doing something different cheered her up considerably.

- 2** Ss work individually. After they have done the activity, ask some Ss to write their answers on the board. Correct their mistakes.

**Key:**

- |                 |            |                     |                      |
|-----------------|------------|---------------------|----------------------|
| 1. the largest  | 2. smaller | 3. the most popular | 4. wider             |
| 5. the dirtiest | 6. cleaner | 7. the best         | 8. the most exciting |

**Phrasal verbs (cont.)**

Ask Ss to recall the phrasal verbs they have learnt in Unit 1:

- to set up
- to look forward to
- to find out ...

- 3** Tell Ss to look at the conversation in **GETTING STARTED** again and find and underline the phrasal verbs.

**Key:**

- to get over
- to show someone around
- to grow up
- to be set up

Have Ss study the **REMEMBER!** box. Let them recall some other phrasal verbs they may have learnt.

- 4** Ss do this task individually. Ask Ss to read and underline the correct particle. T may ask them to write down the phrasal verbs in their copy books. Call on some Ss to read out their answers. Correct their mistakes. Explain to them the meaning of these phrasal verbs in the sentences.

**Key:**

- |             |                 |                      |
|-------------|-----------------|----------------------|
| 1. set up   | 2. gets on with | 3. take your hat off |
| 4. grown up | 5. shown around | 6. pull down         |

- 5** Ask Ss to read the sentences, underline the phrasal verbs and match them to their meaning from the box. Call on some Ss to read the sentences. Correct their answers as a class.

**Key:**

- |                                  |                           |                             |
|----------------------------------|---------------------------|-----------------------------|
| 1. Turn it off: press the switch | 2. turned it down: refuse | 3. go over: examine         |
| 4. go on with: continue doing    | 5. take off: remove       | 6. Put it down: make a note |

- 6** Have Ss read the text, find eight phrasal verbs and match them with their definition from the box. Tell them to study the context of these phrasal verbs and elicit their meaning.

**Key:**

- |                                   |   |
|-----------------------------------|---|
| 1. dress up: put on smart clothes | 5. get on: make progress                  |
| 2. turn up: arrive                | 6. think sth over: consider               |
| 3. find out: discover             | 7. apply for: ask for (a job)             |
| 4. go on: continue                | 8. cheer sb up: make someone feel happier |

# COMMUNICATION

## City life

**1a** Which of the following features do you like best about a city? Choose three from this list.

1. It is busy and exciting.
2. It is cosmopolitan.
3. It has a lot of fashionable shops.
4. It is cultural. There are cinemas, theatres, galleries, and museums.
5. It is convenient. There is a good transport system.
6. There are good cafés and restaurants.
7. There are a lot of parks and open space.
8. There are famous buildings and fascinating neighbourhoods.

**b** Work in groups. Discuss your choices. Give reasons.

I like a busy and exciting city with good transport, so I can get around and see all the cultural attractions it has to offer ...

**2** Read the passage and, in your group, answer the questions below.

Singapore is a small city-state in Southeast Asia. It is a lovely place to visit. The attractions are quite close to each other, so travelling between them is convenient. The food here is varied – all kinds of Asian food. The outdoor food markets are fun and affordable. You order your food, and it is cooked right before you. Then you go and eat it at a table outside. It's a great way to meet people. But what I like most about Singapore is that it is multicultural – Chinese, Malay, Indian, European, and Vietnamese. For me, that's the best thing about Singapore.



**Questions:**

What is the best attraction in Singapore, according to the writer? Would you like to go there? Why?



**3** Read the information about these cities and try to find them on a map.

### Vung Tau

*Location:* Southeast Viet Nam

*Main features:*

- long beach
- mountains
- quiet and clean

*Attractions:*

- temples and pagodas
- old lighthouse (built 1907)
- Worldwide Arms Museum



### New York City

*Location:* Northeastern USA

*Main features:*

- fashion and financial centre
- skyscrapers
- cosmopolitan

*Attractions:*

- Statue of Liberty
- Central Park
- museums and galleries



### Melbourne

*Location:* Southeast Australia

*Main features:*

- multicultural
- large number of international students
- world's largest tram network

*Attractions:*

- Melbourne Museum
- Queen Victoria Market
- Melbourne Aquarium



**4** Write a short paragraph (80–100 words) about one of the cities above. You can refer to the passage in **2** as a guide.

**5** Work in groups. Talk about the city you chose.

The city I'd like to visit most is New York. There are many things to see and to do there. You can ...

## COMMUNICATION

### City life

#### Introduction

This should be carried out as a speaking and writing lesson. First, play an optional word association game with Ss. Say the name of a famous city and have Ss write down the first thing they think of. Compare answers as a group. Some Ss may think of a famous attraction while others may think of the mood or impression of that city. For example, T says 'Paris'; Ss may write down 'Eiffel Tower', 'romance', 'food', 'fashion', etc. Now ask for a volunteer to choose another famous city and play again. Note there are no right or wrong answers in this game.

**1 a** Ss work individually. They read the sentences carefully and make their three choices. Call on some Ss to say the three things they like best about a city.

**b** Ss work in groups of three to discuss their choices, and give reasons why. Tell them to study the example before they begin. Encourage them to talk as much as possible. T may give some cues. Move around the class and give assistance if needed.

**2** Tell Ss that they are going to read a passage about Singapore. Ask if any student has visited Singapore. If there is one, have him/her share with the whole class what he/she knows about this city-state, what he/she did during the visit and what he/she likes about the place. Otherwise, elicit what Ss know about Singapore.

Now ask Ss to read the passage in the book. Let them work in the same groups of three to ask and answer the questions. Have representatives from some groups to share their answers.

To prepare Ss for the following writing and speaking activities, have Ss read the passage again. Ask them what are the points mentioned in the passage. Elicit answers from Ss. Summarise the main points of the passage:

- *the location of the city*
- *its attractions*
- *what is liked most about the city*

**3** Elicit as much information as possible about these three cities from Ss. Let them find the three cities on a world map or a globe.

Then let Ss work in groups to talk about each city (giving full sentences based on the information given). Walk around to observe and give help if needed.

**4** Ask Ss to choose one of the three cities and write a short paragraph about it. Give Ss 10-15 minutes to write. Go around to provide help if necessary.

**5** After Ss finish writing, let them talk about the city of their choice in groups. Go around to observe and give feedback. If time allows, have some Ss talk about the city they have chosen in front of the class. T and other Ss give comments.

(In the previous lesson, T may ask Ss to find out at home as much information about these three cities as possible so that they can prepare for their writing and talking in class.)

# SKILLS 1

## Reading

**1** Work in pairs. What features are important to you in a city? Put the following in order 1–8 (1 is the most important).

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> transport | <input type="checkbox"/> safety         |
| <input type="checkbox"/> education | <input type="checkbox"/> cost of living |
| <input type="checkbox"/> climate   | <input type="checkbox"/> entertainment  |
| <input type="checkbox"/> culture   | <input type="checkbox"/> convenience    |

**2** Read the passage quickly and find the information to fill the blanks.

- The name of the organisation doing the survey: \_\_\_\_\_
- The year of the survey: \_\_\_\_\_
- The names of the best city and the worst cities: \_\_\_\_\_



Which is the best city in the world to live in? Every year, the Economist Intelligence Unit (EIU) conducts a fascinating survey to determine which cities around the world “provide the best or worst living conditions”. It uses factors such as climate, transport, education, safety, and recreational facilities in cities. It gives scores for each, and ranks the cities in order – from the best to the worst.

For the year 2014, the top 10 cities came from Australia, Canada, Europe, and New Zealand. Melbourne in Australia had the highest score, which means it is the most ‘liveable’ city. Some famous cities came in the top 20, such as Tokyo (19<sup>th</sup>) and Paris (17<sup>th</sup>). Perhaps surprisingly, Osaka (13<sup>th</sup>) had the best score in Asia.

Cities with major conflicts tended to score the lowest. In these countries, living conditions were the most difficult or dangerous. Among the worst cities on the list were Dhaka in Bangladesh, Tripoli in Libya, and Douala in Cameroon.



However, some other organisations and individuals would like to add other factors to the index. They say that a city’s green space, urban sprawl, natural features, cultural attractions, convenience, and pollution should be added to the list.

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

- What factors are used by the EIU to rank the world’s cities?
- Where were some famous cities on the list?
- Why were Dhaka, Tripoli, and Douala ranked among the worst cities?
- Which was the most ‘liveable’ city in Asia?
- What are some factors that should be added to the index?

## Speaking

**4 a** Work in groups of five or six. Conduct a survey to rank your own town/city or a town/city you know. Give from 10 points (the best) to 1 point (the worst) to each factor.

Ask each student in your group the question:  
*How many points do you give to factor 1 – safety?*

Then write the points in the table.

Factors	Points given					Total points
	St A	St B	St C	St D	St E	
1. safety						
2. transport						
3. education						
4. climate						
5. culture						
6. facilities						
7. entertainment						
8. natural features						
9. urban sprawl						
10. pollution control						

**b** Work out the final result of your group. Then present it to the class. Is your group’s result the same or different from that of other groups?

## SKILLS 1

### Reading

- 1** Have Ss read through the given features. Ask them what each feature means to them. Now Ss work in pairs and put the factors in order of importance. Call on some pairs to present their order and give some explanations.
- 2** Ask Ss to individually read the passage quickly and find the information to fill the blanks. Call on some Ss to read out their answers and where they can find the answers. Confirm the correct ones.

**Key:**

1. The Economist Intelligence Unit (EIU)
2. 2014
3. The best city: Melbourne  
The worst cities: Dhaka, Tripoli, and Douala

- 3** Have Ss read the questions. Ss read the passage again and find answers to the questions. Remind them to locate the answers in the passage. Ss compare their answers in pairs. Check and confirm the correct answers.

**Key:**

1. Climate, transport, education, safety, and recreational facilities in cities (are used).
2. Among the top 20.
3. Because the living conditions there were the most difficult or dangerous.
4. Osaka was.
5. They are a city's green space, urban sprawl, natural features, cultural attractions, convenience, and pollution.

For stronger classes, T may extend the activity by asking Ss to talk in groups, giving their opinion about the most “liveable” cities in Viet Nam.

### Speaking

- 4 a** As a class, Ss decide which town or city they are going to rank. Ideally it should be the local town as it should be a place that Ss know personally. Divide the class into groups of five or six. Ss take turns to ask each other the 10 questions and write the points that each student gives for each factor in the table. While Ss are talking, go around to give assistance if necessary.
- b** Next they work out the final result of their group. Finally, one student from each group presents the results to the class. Act as a facilitator, inviting and encouraging comments about the results.

## SKILLS 2

### Listening

**1** Does your city, or the one nearest to you, have any of these drawbacks?

- urban sprawl
- noise
- high cost of living
- traffic jams
- air pollution
- bad weather
- crime
- overcrowding



**2** Listen and write the missing word in each gap.

1. "Some \_\_\_\_\_ have problems with pollution, crime, or bad weather – here we have traffic jams".
2. Before going to the \_\_\_\_\_, she has to take her children to school.
3. In the evening the \_\_\_\_\_ is even worse.
4. Now so many people have a car, and there aren't enough \_\_\_\_\_ in the city.

**3** Listen again and choose the correct answer.

1. What is the most serious problem in Bangkok?  
A. Pollution    B. Bad weather    C. Traffic jams
2. How does Suzanne go to work?  
A. By car    B. By Skytrain    C. By metro
3. How long does it take Suzanne to go to work every day?  
A. Two hours    B. Five hours    C. Half an hour
4. In the evening the traffic is \_\_\_\_\_.  
A. better    B. worse    C. the same
5. Why is traffic so bad in Bangkok?  
A. People move around by boat.  
B. There aren't enough roads.  
C. There isn't a Skytrain or metro.

### Writing

**4** Read the paragraph and complete the outline below.

Living in a city has a number of drawbacks. Firstly, there is the problem of traffic jams and traffic accidents. The increase in population and the increasing number of vehicles have caused many accidents to happen every day. Secondly, air pollution negatively affects people's health, and it also has a bad influence on the environment. More and more city dwellers suffer from coughing or breathing problems. Thirdly, the city is noisy, even at night. Noise pollution comes from the traffic and from construction sites. Buildings are always being knocked down and rebuilt. These factors contribute to making city life more difficult for its residents.



#### Outline

Topic sentence: \_\_\_\_\_

Problem 1: \_\_\_\_\_

Problem 2: \_\_\_\_\_

Problem 3: \_\_\_\_\_

Conclusion: \_\_\_\_\_

**5** Choose one item from the list in **1**. Make an outline, and then write a paragraph on one of the topics.

#### Writing tip

Remember to organise your ideas to make your paragraph clearer:

- Firstly ...
- Secondly ... /Next ...
- Thirdly ... /Lastly ... /Finally ...
- In conclusion ... /To conclude ...

## SKILLS 2

### Introduction

Write the words: 'Bangkok – Thailand' on the board, and ask Ss to talk about this city. Encourage them to share anything that they know about it, and ask them if they know any problems people have to deal with.

### Listening

- 1 Let Ss work in small groups. Then tell Ss to think or recall/imagine the nuisances/problems they have experienced in the city.
- 2 Play the recording one or two times. Ask Ss to listen carefully and write down the words they hear in the passage. For less able Ss, T may play the recording again, or as many times as needed.

**Key:**

1. cities      2. office      3. traffic      4. roads

- 3 Play the recording again. Tell Ss to take notes/write down the key words as they listen. Then they choose the correct answers as required. Correct as a class.

**Key:**

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



#### Audio script:

Suzanne lives in Bangkok with her husband and two children. Her office is seven km away but it takes her two hours to get there by car every day.

"Some cities have problems with pollution, crime, or bad weather – here we have traffic jams," she says. Before going to the office, she has to take her children to school – so she sets off at 5 a.m. The children sleep until they arrive at school. Then Suzanne begins her journey to the office.

In the evening the traffic is even worse. Traffic moves in the city centre at half a kilometre an hour. In rainy weather it doesn't move at all.

But why is it so bad? In the past, more people moved around Bangkok by boat. Now so many people have a car, and there aren't enough roads in the city. The Skytrain and metro can help a bit, but they are limited in range and don't cover all parts of the city.

### Writing

- 4 Tell Ss to read the sample paragraph carefully and complete the outline. Tell them to pay attention to the connectors/markers: *Firstly, Secondly, Thirdly*.

#### Outline:

Topic sentence: Living in a city has a number of drawbacks.

Problem 1: traffic jams and traffic accidents

Problem 2: air pollution

Problem 3: noise/noise pollution

Conclusion: These factors contribute to making city life more difficult for its residents.

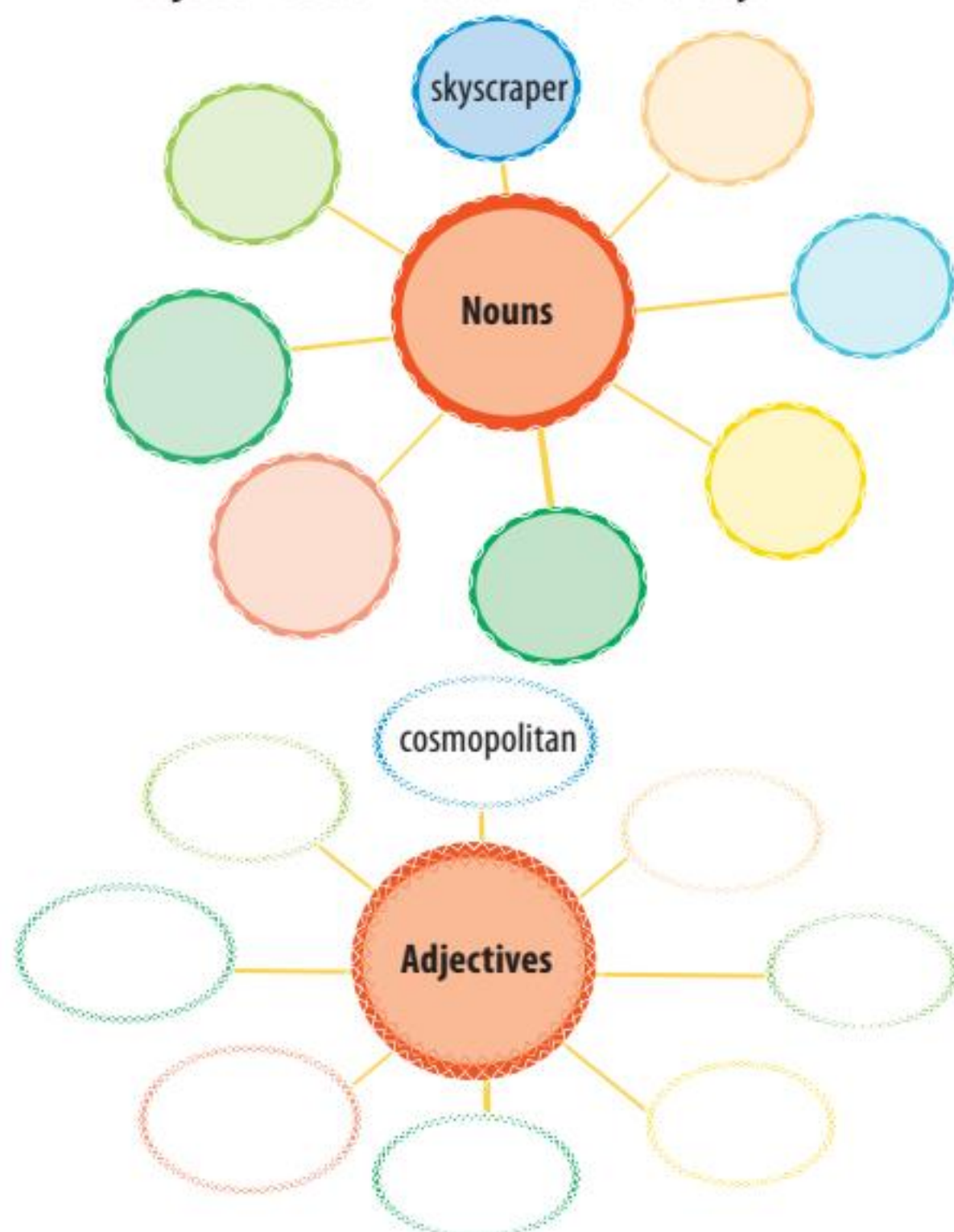
- 5 Have Ss write the paragraph in about 100 words. Make sure that they use their outline, along with connectors *first/firstly, second/secondly*, and pay attention to spelling and punctuation. Ss can use the passage in 4 to help them structure their paragraph.

T may collect some Ss' papers and mark them, then give comments to the class.

# LOOKING BACK

## Vocabulary

- 1** Complete the word webs with nouns and adjectives connected with the city.



- 2** Put one word from the box in each gap.

noisy      full      crowded      bored  
fabulous      urban      fascinating

A big city is full of life. City life is more modern and (1) \_\_\_\_\_ than elsewhere. It is usually very busy and (2) \_\_\_\_\_, even at night.

Life in a big city starts early in the morning. Soon the roads are (3) \_\_\_\_\_ of vehicles. School children in their uniforms can be seen on the pavement, walking or waiting for buses. People rush to work. With every passing hour, the traffic goes on increasing. The shops and the market places remain (4) \_\_\_\_\_ till the evening hours.

Certainly (5) \_\_\_\_\_ life has certain charms. It offers great opportunities and challenges, especially for the young. There are lots of things to do, and facilities are well developed. There are (6) \_\_\_\_\_ places for amusement and recreation. One never feels (7) \_\_\_\_\_ in a city.

## Grammar

- 3** Complete each sentence with the word given, using comparison. Include any other necessary words.

- The last exhibition was not \_\_\_\_\_ this one. **INTERESTING**
- This city is developing \_\_\_\_\_ in the region. **FAST**
- Let's take this road. It is \_\_\_\_\_ way to the city. **SHORT**
- I was disappointed as the film was \_\_\_\_\_ than I had expected. **ENTERTAINING**
- You're not a safe driver! You should drive \_\_\_\_\_. **CAREFULLY**

- 4** Complete each space with a phrasal verb from the list. Change the form of the verb if necessary.

**cheer up**

**get over**

**turn back**

**find out**

**turn down**

**go on**

- She \_\_\_\_\_ his invitation to the party and now he's really upset.
- What's \_\_\_\_\_ in the street over there? Open the door!
- Lots of fruit and vegetables will help you \_\_\_\_\_ your cold.
- My brother was \_\_\_\_\_ with a trip to the zoo.
- The road was jammed, so we had to \_\_\_\_\_ and find an alternative route.
- I have \_\_\_\_\_ about a fabulous place where we can go for a picnic this weekend.

- 5** Rewrite each sentence so that it has a similar meaning and contains the word in capitals.

- Don't leave the lights on when you leave the classroom. **OFF**
- Mai spent her childhood in a small town in the south. **UP**
- Kathy checked the restaurant on her mobile phone. **LOOKED**
- My grandmother has recovered from her operation. **GOT**
- We are really expecting to see you again with pleasure. **LOOK**

## LOOKING BACK

This is the review section of the unit. Tell Ss to record their results for each exercise in the **LOOKING BACK** section in order to complete the **Finished!** self-assessment box at the end of the unit.

### Vocabulary

**1** Give Ss a few minutes to complete the word webs. T may give some cues/examples:

- street
- crowded
- gallery
- cosmopolitan
- shopping mall
- exciting
- ...

**2** Let Ss read the passage and complete this exercise individually. Less advanced classes can complete this exercise in pairs. After that, let some Ss read the passage aloud – sentence by sentence. Check and confirm the correct answers.

**Key:**

- |                |             |          |            |
|----------------|-------------|----------|------------|
| 1. fascinating | 2. noisy    | 3. full  | 4. crowded |
| 5. urban       | 6. fabulous | 7. bored |            |

### Grammar

**3** Ss can do the task by themselves or in pairs. Correct their answers as a class.

**Key:**

- |  |                   |                           |
|--|-------------------|---------------------------|
| 1. as interesting as/so interesting as | 2. the fastest    | 3. the shortest/a shorter |
| 4. less entertaining                   | 5. more carefully |                           |

**4** First let Ss review the phrasal verbs they have learnt in units 1 and 2. Then have them do the task. Correct their answers as a class.

**Key:**

- |                      |              |              |
|----------------------|--------------|--------------|
| 1. (has) turned down | 2. going on  | 3. get over  |
| 4. cheered up        | 5. turn back | 6. found out |

**5** This task helps Ss use structures with phrasal verbs to rewrite sentences. T may have some Ss write sentences on the board. Let other Ss give comments. Then check as a class.

**Key:**

1. Turn off the lights when you leave the classroom.
2. Mai grew up in a small town in the south.
3. Kathy looked up the restaurant on her mobile phone.
4. My grandmother has got over her operation.
5. We are looking forward to seeing you again.

## Communication

- 6** Work in two teams. The first team gives the name of a city or town in Viet Nam. The other team says any man-made or natural attractions that it is famous for. Then switch. The team with the most items wins.

Team 1: Hai Duong City.

Team 2: Well, it is famous for its green bean cakes.

Team 2: Da Nang City.

Team 1: It has fabulous Ngu Hanh Son (Marble Mountains)...

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to city life</li> <li>identify in which situations to stress pronouns in sentences and say these sentences correctly</li> <li>use adjectives, and comparison of adjectives and adverbs correctly</li> <li>use common phrasal verbs correctly and appropriately</li> <li>read for specific information about the features of cities</li> <li>talk about important features of a city</li> <li>listen for specific information about some problems of city life</li> <li>write a paragraph about the disadvantages/drawbacks of city life</li> </ul>			

## PROJECT

### Writing interesting notices

- 1** Put the items in these scrambled notices in the correct order, starting with the heading in capitals.

**A**

*Classes as normal tomorrow  
Groups 9B + 9D to Gym  
QUIET PLEASE  
Exams in progress*

**B**

*Town Hall every evening  
Ring Dylan on 42564039  
Offered by native teachers  
ENGLISH CONVERSATION LESSONS  
Language exchange also a possibility*

Where are you most likely to find these notices?

### Watch out!

Notices are usually very short and snappy. You can use short sentences, initials, and abbreviations. If the meaning is clear, you can also omit pronouns and, in certain cases, auxiliary verbs:

*Example: Street cleaning next weekend*



In a town or city, you can see a lot of notices. A notice should attract the reader's attention and send a message in just a few words. It may be effective to use different sizes of writing or type, or to put the heading in colour. Above all, the notice must be easy to understand.

- 2** Delete the words which are unnecessary in these notices, and make change(s) where appropriate.

#### VENDING MACHINE

The soup has run out.  
For tea and coffee, the machine is only accepting 10p and 50p coins.  
There are no more canned drinks.  
The technician has been called and the machine will be repaired soon.

- 3** In 20 – 30 words, write a notice for one of the following situations.

- You are organising a seminar for teenage girls about city life. Write a notice to put on the noticeboard, giving some details about time, place, and content of the seminar.
- You are a travel agent. You are organising a one-day trip around your city/town for foreigners. Write a notice to put at the travel agency.

## Communication

- 6** First, make sure Ss know the names of the cities in Viet Nam.

Divide the class into two teams to play the game. Encourage them to be as quick as possible, and try to call out famous man-made or natural attractions, or features of different cities in the country. When time is up, stop the game and congratulate the winning team.

### REFERENCE:

*Five centrally controlled cities in Viet Nam:*

- Ha Noi
- Ho Chi Minh City
- Hai Phong
- Da Nang
- Can Tho

*62 provincial cities: Mong Cai, Dien Bien, Vinh, Buon Ma Thuot, Ca Mau, Phan Thiet ...*

### Finished!

T asks Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered. Provide further practice on the weak areas of the class.

## PROJECT

### Writing interesting notices

This activity is aimed at helping Ss to form a habit of observing signs and notices around them, especially when they go to a town/city where there is lots of information all around them. They also learn how to write appropriate notices.

- 1** Ss work in groups to do the task. T checks. Note that other orders are also possible.

**Key:**

**A**

QUIET PLEASE  
Exams in progress  
Groups 9B + 9D to Gym  
Classes as normal tomorrow

**B**

ENGLISH CONVERSATION LESSONS  
Town Hall every evening  
Offered by native teachers  
Language exchange also a possibility  
Ring Dylan on 42564039

**A:** In a school

**B:** On the notice board of the town's cultural centre

Explain to Ss the **Watch out!** box. Give more examples if needed.

- 2** Ss work independently, then exchange their work with a partner. T checks.

**Key:**

VENDING MACHINE  
No soup.  
Tea and coffee, 10p and 50p coins only.  
No more canned drinks.  
Machine to be repaired soon.

- 3** Ask Ss to do this task out of class, and in the next lesson, have them present what they have written to the class. The class gives comments.

**Sample**

SEMINAR ABOUT FEATURES OF CITY LIFE  
Monday Nov 10<sup>th</sup> in town hall.  
All teenage girls are welcome.  
For further details, ring Trang - 098456789.

## GETTING STARTED

“She’s been a bit tense lately...”

**1** Listen and read.

**Amelie:** Hi Phuc! Where’s Mai? Isn’t she coming?

**Phuc:** She said she was too tired and didn’t want to go out. She’s been staying up late studying for the exam.

**Nick:** Does she need to be that stressed out?

**Phuc:** Maybe not. But my parents always expect her to get good grades and she doesn’t want to disappoint them. They want her to go to a top college and study medicine.

**Amelie:** Really? She told me she wanted to be a designer...

**Phuc:** Yes, that’s why she’s been a bit tense lately. She doesn’t know what to do. My parents said design graduates wouldn’t find jobs easily and they wanted her to get a medical degree.

**Amelie:** Oh, I understand. Sometimes I wish my parents could put themselves in my shoes...

## THIS UNIT INCLUDES:

## VOCABULARY

Changes in adolescence

## PRONUNCIATION

Stress on the verb *be* in sentences

## GRAMMAR

Reported speech: review

Question words before *to*-infinitive

## SKILLS

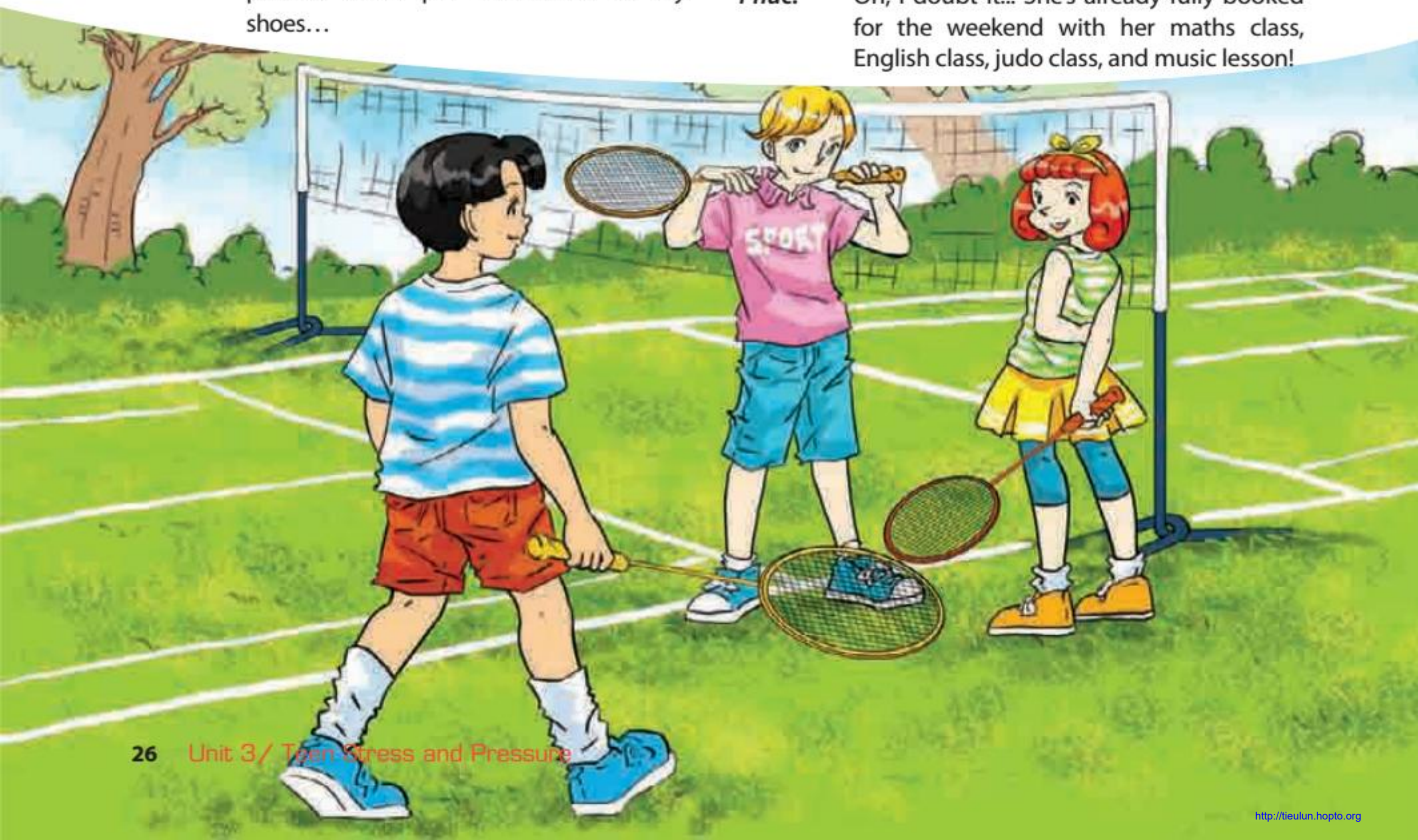
- Reading for general and specific information about a helpline service for teens in Viet Nam
- Talking about teen stress and pressure and how to cope with them
- Listening for general and specific information about the work of an advice columnist
- Writing a short note to ask for advice and to give advice

## COMMUNICATION

Discussing necessary life skills for teens

**Nick:** Anyway, Mai needs to take a break. I’ll call and ask her if she wants to go and see a film with us tomorrow.

**Phuc:** Oh, I doubt it... She’s already fully booked for the weekend with her maths class, English class, judo class, and music lesson!



## Objectives:

By the end of this unit, students can:

- use the lexical items related to changes in adolescence
- identify in which situations to stress the verb *be* in sentences and say these sentences correctly
- use reported speech with confidence
- use question words before *to*-infinitive
- read for general and specific information about a helpline service for teens in Viet Nam
- talk about teen stress and pressure and how to cope with them
- listen for general and specific information about the work of an advice columnist
- write a short note to ask for advice and to give advice

## GETTING STARTED

“She’s been a bit tense lately...”

### Introduction

Before starting this unit, do a quick whole-class activity on comparison learnt in Unit 2. For example, divide the board into two sides and write ‘Hue’ and ‘Ho Chi Minh City’. Then write some words/phrases such as ‘air’, ‘entertainment’, ‘cost of living’, ‘traffic’, ‘weather’, etc. in the middle and ask Ss to compare these when we talk about the two cities.

Now start the lesson. T can prepare three magazine cut-outs or photos of teenagers with different facial expressions: *worried*, *happy*, *angry*, *scared*, *relaxed*, etc. Ask the whole class to describe the photos and ask them to guess why these teenagers are feeling this way.

**1** Let Ss open the book on the **GETTING STARTED** page but with the text covered. Introduce Ss in the picture: Phuc, Nick, and Amelie. Explain that Mai was supposed to be there but she couldn’t come in the end. Ask the class to describe what is happening in the picture:

- *Where are Phuc, Nick, and Amelie?*
- *What are they going to do?*
- *What are they talking about?*
- *Why do you think Mai couldn’t come?*

Accept all possible answers from Ss. Remember not to give correction at this step.

Tell Ss they are going to listen to the conversation between Phuc, Nick, and Amelie. Play the recording and have Ss follow along.

**a Find the OPPOSITE of the following words in the conversation.**

1. to go to bed early
2. to be relaxed
3. bad exam results
4. to make someone happy
5. to work continuously
6. to have no plans

**b Choose the best answer.**

1. Why is Mai not playing badminton with Phuc, Nick, and Amelie?  
A. She doesn't like playing badminton.  
B. She is late.  
C. She wants to stay at home.
2. Why is Mai working very hard for the exam?  
A. She failed the last exam.  
B. She wants her parents to be proud of her.  
C. She wants to compete with her classmates.
3. How is Mai feeling now?  
A. Confident and tired  
B. Tense and disappointed  
C. Tired and stressed
4. What do Mai's parents want her to be?  
A. A medical doctor  
B. A designer  
C. A musician
5. What does Mai want to be?  
A. A medical doctor  
B. A designer  
C. A musician
6. What are Phuc, Nick, and Amelie trying to do?  
A. Understand Mai's situation and help her feel better.  
B. Make Mai feel left out.  
C. Find somebody else to replace Mai for the badminton.

**c What do you think Amelie means when she says, 'Sometimes I wish my parents could put themselves in my shoes'?**

**2 Fill the gaps with the words in the box. In some cases more than one word may be suitable.**

tense	frustrated	delighted
confident	relaxed	worried
depressed	calm	stressed

1. Thu had been studying very hard for the exam, but she still felt \_\_\_\_\_. Now that she has done well in the exam she is feeling much more \_\_\_\_\_.



2. My mother is a strong person. She stays \_\_\_\_\_ even in the worst situations.



3. Linh is feeling a bit \_\_\_\_\_ about her study. She's failed the exam once again!



4. I think taking a speech class is a good idea if you want to be more \_\_\_\_\_.



5. Emma is feeling so \_\_\_\_\_ with her fashionable new hairstyle.



6. Phuc, Nick, and Amelie feel \_\_\_\_\_. They want to help Mai but don't know what they can do for her.

**REMEMBER!**

Many adjectives of emotions and feelings are formed from the -ed form of verbs: *excited, relaxed, frustrated*, etc. Can you find more examples?



**3 Match the statements with the functions.**

give advice to someone	encourage someone
empathise with someone	assure someone

1. 'Go on! I know you can do it!'
2. 'If I were you, I would (get some sleep).'
3. 'You must have been really disappointed.'
4. 'Stay calm. Everything will be alright.'
5. 'I understand how you feel.'
6. 'Well done! You did a really great job!'

**4 How do you feel today?**

Work in pairs. Tell your friend how you feel today and what has happened that made you feel that way. Your friend responds to you, using one statement from the box in **3**.

- a** Tell Ss they can uncover the text. Play the recording again. Have Ss work individually, then in pairs, to find the words/phrases. Remind Ss they need to find the words/phrases in the text with *opposite* meanings.

**Key:**

- |                          |                         |                       |
|--------------------------|-------------------------|-----------------------|
| 1. to stay up late       | 2. to be stressed (out) | 3. good grades        |
| 4. to disappoint someone | 5. to take a break      | 6. to be fully booked |

If time allows, encourage Ss to make sentences using these words and phrases.

- b** Have Ss work individually, then in pairs, to compare their answers with each other. Correct the task as a class and encourage Ss to explain why the chosen option is the correct answer.

**Key:**

- |      |      |      |      |      |      |
|------|------|------|------|------|------|
| 1. C | 2. B | 3. C | 4. A | 5. B | 6. A |
|------|------|------|------|------|------|

- c** Ask Ss what they think Amelie's statement means. Then explain if necessary. For a more able class, ask them if they have ever felt like Amelie, and what happened.

**Key:**

Amelie wishes her parents could put themselves in her situation to better understand her.

- 2** Ss work in pairs to complete this task. Remind them to pay attention to the content words in each sentence, which may help them to choose the most suitable word. Tell Ss in most cases more than one option may be suitable. After they have finished, go through each item as a whole class.

T may explain the difference between 'depressed' and other words such as 'tense', 'worried', or 'stressed'. (The word 'depressed' is very strong and used only to describe someone who is deeply sad and has lost hope.)

Draw Ss' attention to the **REMEMBER!** box and ask them to add more adjectives of emotions and feelings formed from the *-ed* form of verbs.

**Key:**

- |  |                        |                         |
|--|------------------------|-------------------------|
| 1. worried/tense/stressed; relaxed/confident | 2. calm                | 3. depressed/frustrated |
| 4. confident/relaxed/calm                    | 5. delighted/confident | 6. frustrated/worried   |

- 3** Before Ss start doing this exercise, explain the meaning of 'give advice', 'encourage', 'empathise', and 'assure'.

*give advice:* to give suggestions and ideas to help somebody make a decision

*encourage:* to give someone support and confidence to do something

*empathise:* to be able to understand how someone else feels

*assure:* to tell someone that something is going to be all right, so that they do not worry

Ss work individually first, then in pairs. Then give corrective feedback to the whole class. Ask Ss to give examples of the situations in which these sentences are said.

**Key:**

- |                      |                           |                           |
|----------------------|---------------------------|---------------------------|
| 1. encourage someone | 2. give advice to someone | 3. empathise with someone |
| 4. assure someone    | 5. empathise with someone | 6. encourage someone      |

- 4** As an example, tell the class how you feel today and what has happened that made you feel that way. You can make up scenarios such as:

*I feel worried because my cat is sick.*

*I feel disappointed because it has been raining all day long.*

*I feel delighted because my son is Star of the Week at his primary school.*

Encourage Ss to select appropriate statements in **3** to respond to what you have told them. Then ask them to work in pairs. If time allows, call on some pairs to report their stories to the class.

# A CLOSER LOOK 1

## Vocabulary

**1** Complete the paragraph with the words in the box. There is one word that you don't need.

independence    informed    shape and height  
embarrassed    delighted    self-aware  
reasoning skills

Adolescence is the period between childhood and young adulthood. Your body will change in (1)\_\_\_\_. Your brain will grow and you'll have improved self-control and (2)\_\_\_\_. Physical changes are different for everyone, so you don't need to feel (3)\_\_\_\_ or frustrated!

You'll experience emotional changes as well. You'll feel you want more (4)\_\_\_\_ and responsibility. You may become more (5)\_\_\_\_, and care about other people's opinions, especially those of your friends. But remember you'll need adult support and guidance to make (6)\_\_\_\_ decisions and overcome stress.

**2** Match the source of stress and pressure to the expression.

1. school pressures and frustrations
2. physical changes
3. unsafe living environment
4. problems with classmates at school
5. negative feelings about themselves
6. having too high expectations

A. 'I'll never be good at maths. I'm just too stupid!'



B. 'I hate my voice. It's high one minute, low the next, then high again! What's the matter with it? AND the girls are making fun of me! I'm so embarrassed.'



C. 'I must get the highest score in this exam. I must be the best student in the class!'



D. 'I feel worried when I have to wait for the bus in that neighbourhood after my evening class. It's so quiet and dark there.'

E. 'I have this big assignment to complete and I don't know where to start. It's too difficult!'



F. 'Why does he make me do all of his homework? It's not fair. And he says if I don't do it, he'll make my life difficult.'

**3** Which of the following can be done in the above situations? Discuss with your partner. (More than one solution can be suitable for one situation.)

1. Take a break, then you will feel ready to start again.



2. Break a large task into smaller tasks.



3. Focus on your strong points.



4. Talk to someone about this and/or ask them for help.



**4** Have you ever been in any of these situations? If so, what did you do to deal with them?

## Pronunciation

Stress on the verb *be* in sentences

Listen again to what Amelie said in GETTING STARTED. Notice the way she pronounced the verb *be* in the sentence.

'Hi Phuc! Where's Mai? Isn't she coming?'

## A CLOSER LOOK 1

### Vocabulary

- 1** Ss work individually to complete this exercise. Tell Ss to pay attention to the content words surrounding the gaps, and identify the part of speech of the missing words. Ss then work in pairs to compare their answers before T gives corrective feedback to the whole class.

**Key:**

- |                     |                     |                |
|---------------------|---------------------|----------------|
| 1. shape and height | 2. reasoning skills | 3. embarrassed |
| 4. independence     | 5. self-aware       | 6. informed    |

- 2** Explain the phrases in the box first. Elicit from Ss some examples for each item, for example, 'Can you think of an example of school pressures and frustrations?'

Share some of your personal experience from your teenage years where relevant.

**Key:**

- A. 5      B. 2      C. 6      D. 3      E. 1      F. 4

- 3** Ss work in pairs to discuss which solution can be used for which situation. Then elicit the answers from the whole class. Ask Ss to explain their decisions.

**Key (suggested):**

- A. 1; 3; 4      B. 4      C. 1      D. 4      E. 2; 1      F. 4

- 4** Refer back to what you have told the class in **2**. Now tell Ss the ways you used to deal with these (difficult/stressful) situations. Ask Ss to work in pairs to complete the task. If time allows, ask each pair to join at least another pair to make a group discussion.

### Pronunciation

Stress on the verb *be* in sentences

Play the recording again or say the first sentence in the conversation in **GETTING STARTED**. Draw Ss' attention to the stressed 'Isn't' and ask them to practise saying the question.

## REMEMBER!

Normally the verb *be* is unstressed in the middle or at the start of a sentence for a statement or question.

**Example:**

She was stressed.

Are you worried about something?

However, the verb *be* is stressed in negative questions and at the end of sentences.

**Example:**

- Aren't you coming?

- Yes, I *am*.

Also, it is stressed for emphasis or contrast.

**Example:**

- She isn't coming?

- She *is* coming, but she'll be a little late.



**5** Listen to the recording and practise saying the sentences. Pay attention to the way the verb *be* is pronounced.

- Where are you? You aren't at the bus stop.  
- I *am* at the bus stop, but I can't see you.
- Are you busy right now?  
- Yes, I *am*. Sorry, could you wait for a minute?
- Is Ronia in?  
- No, she's out ice-skating.  
- But it's so cold!  
- It *is*. But she's got all her warm clothes on.
- Wasn't Bill disappointed about the exam result?  
- He *was*. But he was hiding it well.

**6** Look at the following sentences and underline the verb forms of *be* which should be stressed. Then listen to the recording to check and practise.

- You aren't worried about the exam? Good for you!  
- I *am* worried! But I try not to show it.
- Do you think Jack is good at Japanese?  
- He *is*. But he's a bit shy to speak it.
- Isn't badminton her favourite sport?  
- Yes, it *is*.
- Who's he?
- Sorry - we're late!  
- Actually, you aren't. We haven't started yet.
- Is she happy at the new school?  
- Yes, she *is*. She likes it a lot.

## A CLOSER LOOK 2

### Reported speech: review

**1** Read the conversation in GETTING STARTED again. Underline the reported speech. Then rewrite in direct speech what Mai said to her brother Phuc and to her parents.

Mai: 'I'm too tired and \_\_\_\_\_.'

Mai: 'I want \_\_\_\_\_.'

Mai's parents: 'Design \_\_\_\_\_.'

**2** Rewrite the following sentences in reported speech.

- 'We will visit you this week,' my parents told me.
- Our teacher asked us, 'What are you most worried about?'
- 'I'm so delighted. I've just received a surprise birthday present from my sister,' Phuong told me.
- 'Kate can keep calm even when she has lots of pressure,' Tom said.
- 'I got a very high score in my last test, Mum,' she said.
- 'Do you sleep at least eight hours a day?' the doctor asked him.

### Question words before to-infinitives

We can use question words *who*, *what*, *where*, *when*, *how* before a *to*-infinitive to express a situation that it is difficult or uncertain.

**Example:**

We don't know who we should contact.

→ We don't know *who to contact*.

### Look out!

The question word *why* cannot be used before a *to*-infinitive.



We often use the verbs *ask*, *wonder*, (not) *be sure*, *have no idea*, (not) *know*, (not) *decide*, (not) *tell* before the question word + *to*-infinitive.

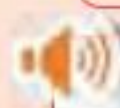
**Example:** I have no idea where to get this information.

Now explain the **REMEMBER!** box. Emphasise that normally the verb *be* is unstressed, except for the situations mentioned in the box.

- 5** Play the recording as many times as needed so that Ss are familiar with the stressed *be* in the statements. Note that only the words in italics should be stressed, the other forms of *be* are unstressed. With the whole class, refer to the **REMEMBER!** box to elicit the reasons why the verb *be* is stressed in each item. Ss then practise saying the sentences in pairs.
- 6** Tell Ss that these sentences contain both stressed and unstressed verb forms of *be*. Ss work individually first to underline those that should be stressed. Then play the recording for Ss to check. Give corrective feedback as a class, then Ss practise saying the sentences.

**Key:**

1. - You aren't worried about the exam? Good for you!  
- I am worried! But I try not to show it.
2. - Do you think Jack is good at Japanese?  
- He is. But he's a bit shy to speak it.
3. - Isn't badminton her favourite sport?  
- Yes, it is.
4. - Who's he? (no stress)
5. - Sorry – we're late!  
- Actually, you aren't. We haven't started yet.
6. - Is she happy at the new school?  
- Yes, she is. She likes it a lot.



**Audio script: (stress the italic words)**

- 5**
  1. - Where are you? You aren't at the bus stop.  
- I *am* at the bus stop, but I can't see you.
  2. - Are you busy right now?  
- Yes, I *am*. Sorry, could you wait for a minute?
  3. - Is Ronia in?  
- No, she's out ice-skating.  
- But it's so cold!  
- It *is*. But she's got all her warm clothes on.
  4. - *Wasn't* Bill disappointed about the exam result?  
- He *was*. But he was hiding it well.
- 6**
  1. - You aren't worried about the exam? Good for you! (no stress)  
- I *am* worried! But I try not to show it.
  2. - Do you think Jack is good at Japanese? (no stress)  
- He *is*. But he's a bit shy to speak it.
  3. - *Isn't* badminton her favourite sport?  
- Yes, it is. (no stress)
  4. - Who's he?
  5. - Sorry – we're late! (no stress)  
- Actually, you *aren't*. We haven't started yet.
  6. - Is she happy at the new school? (no stress)  
- Yes, she *is*. She likes it a lot.

## A CLOSER LOOK 2

### Reported speech: review

- 1** Remind Ss of what the conversation in **GETTING STARTED** is about. Ss then work in pairs to complete the task. If needed, give Ss a quick review of reported speech (e.g. verb tense, pronouns, time expressions, etc.) Divide the class into side A and side B. Side A will say some sentences in direct speech for side B to change into indirect speech. Then side B says some sentences in indirect speech for side A to change into direct speech.

**Key:**

*Mai:* 'I'm too tired and don't want to go out.'  
*Mai:* 'I want to be a designer.'  
*Mai's parents:* 'Design graduates won't find jobs easily. We want you to get a medical degree.'

- 2** Ss work individually to complete this exercise. Then they compare their answers in pairs before T gives corrective feedback as a whole class.

**Key:**

1. My parents told me they would visit me that week.
2. Our teacher asked us what we were most worried about.
3. *Phuong* told me she was so delighted because she had just received a surprise birthday present from her sister.
4. Tom said Kate could keep calm even when she had lots of pressure.
5. She told her mother she had got a very high score in her last test.
6. The doctor asked him if he slept at least eight hours a day.

### Question words before *to*-infinitives

Tell Ss that the question words *who*, *what*, *where*, *when*, and *how* can be used before a *to*-infinitive to express a situation that it is difficult or uncertain. Give examples. Explain the **Look out!** box.

Highlight the verbs *ask*, *wonder*, *(not) be sure*, *have no idea*, *(not) know*, *(not) decide*, *(not) tell* which are often used before the question word + *to*-infinitive.

### 3 Rewrite the sentences using question words + to-infinitives.

1. I don't know what I should wear!

→ \_\_\_\_\_.

2. Could you tell me where I should sign my name?

→ \_\_\_\_\_.

3. I have no idea when we should leave for the bus.

→ \_\_\_\_\_.

4. We're not sure where we should hang the painting.

→ \_\_\_\_\_.

5. He wondered how he could tell this news to his parents.

→ \_\_\_\_\_.

6. They can't decide who should go first.

→ \_\_\_\_\_.

### Reported questions with question words before to-infinitives.

Question words before *to*-infinitives can be used to report questions about something that should be done.

**Example:** 'What should I do?' she said.

→ She wondered what to do.



### Look out!

To report Yes/No questions we use *whether* before *to*-infinitive. Remember *if* cannot be used in this case.

**Example:**

'Should I tell my parents what I really think?' she wondered.

→ She wondered whether to tell her parents what she really thought.



### 4 Rewrite the following questions in reported speech, using question words before to-infinitives.

**Tip:** You may use the following verbs: *ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell.*

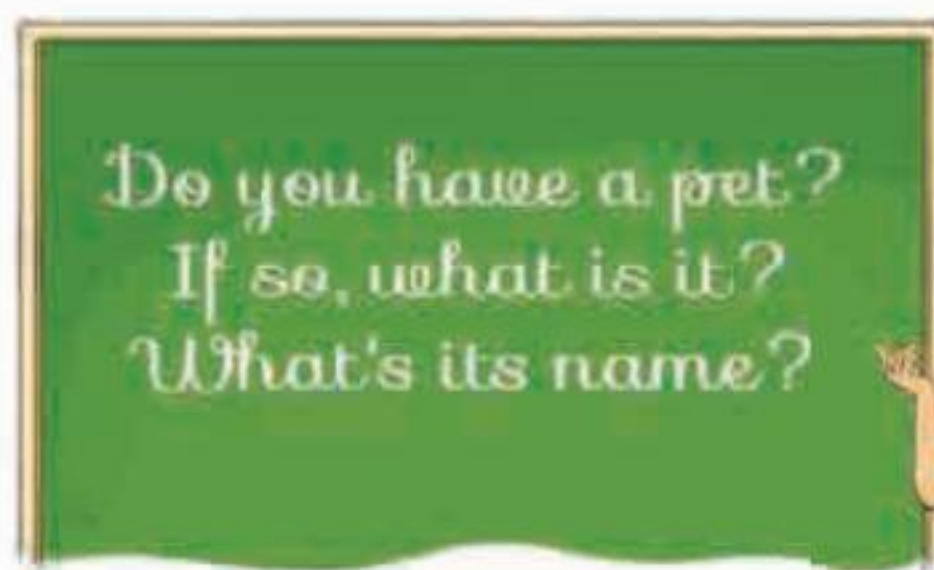


1. 'How should we use this support service?' they wondered.
2. 'Who should I turn to for help?' he asked.
3. 'Mum, when should I turn off the oven?' Mai asked her mother.
4. 'Where should we park our bikes?' asked Phong and Minh.
5. 'Should we call her now?' he asked.
6. 'What should we do to make Linh feel happier?' they wondered.

### 5 GAME

#### SOMETHING ABOUT OUR TEACHER...

Decide as a whole class five questions you want to ask about the teacher. Then the class divides into two groups: one group stays inside the class and the other goes outside. The teacher will tell each group the answers to the questions. The class gets together again and in pairs you must report on what the teacher has told you.



Our teacher said she had a dog called 'To Be' at home.



No, our teacher said she had a cat called 'To Be' at home.



- 3** Do the first sentence with the class as an example. Ss then work individually to rewrite the sentences before receiving correction from T.

**Key:**

1. I don't know what to wear.
2. Could you tell me where to sign my name?
3. I have no idea when to leave for the bus.
4. We're not sure where to hang the painting.
5. He wondered how to tell this news to his parents.
6. They can't decide who to go first.

- 4** Ss can work in pairs to complete this exercise. Remind them they can choose from the verbs *ask, wonder, (not) be sure, have no idea, (not) know, (not) decide, (not) tell* to report these questions.

**Key:**

1. They wondered/couldn't tell how to use that support service.
2. He had no idea who to turn to for help.
3. Mai asked her mother when to turn off the oven.
4. Phong and Minh couldn't decide where to park their bikes.
5. He was not sure whether to call her then.
6. They wondered what to do to make Linh feel happier.

- 5** First, ask the whole class to agree on five questions they would like to ask about you. Write them on the board. Prepare two different versions of answers to these five questions. (The more contradictory the two versions are, the more fun the game will be!) Write each version on a separate piece of paper so that you do not forget them.

Then divide the class into two groups. Tell Ss that one group will stay inside the classroom and the other outside. Each group will listen to you for the answers to the questions and the group will then have to report to the other group what they have heard from you.

When the two groups have been separated and cannot hear each other, go to each group and tell them one version of the answers. Ask them to remember what you say.

Finally, ask the two groups to gather again inside the classroom. Now ask them to answer the five questions written on the board according to the information they have received by reporting what you have told them.

*(This game is adapted from the ideas by Begem Tonyali <http://www.eslbase.com/grammar/reporting-verbs>).*

# COMMUNICATION

## Extra vocabulary

cognitive      emotions      concentrate  
self-discipline      resolve conflict      risk taking

## Life skills for teens

**1** Read about the necessary life skills for teenagers in the United States. Match the skills to their category.



**2** Discuss:

Do we teenagers in Viet Nam need all or some of these skills? Why/Why not?

**3** In groups, work out a similar list of skills that Vietnamese teens should have today. Add or remove categories and skills as you wish and remember to support your decisions with examples and explanations. Present your list along with other groups and make a common list for the whole class.

---



---



---



---

**4** Look at the list of life skills for teens that your class has developed.

Which skills do you already have?

Which skills do you need to develop?



Share what you think with a partner.

## COMMUNICATION

### Life skills for teens

Write 'Life skills' on the board and ask Ss what they think it means. Ask them to give some examples of life skills.

Explain the words in the **Extra vocabulary** box. Use a dictionary or translate the words since they are all abstract concepts.

- 1 Ss work in pairs to complete this task. Go around and offer help if needed.

Otherwise, T may turn this into a group competition. Prepare red paper strips with the five skill categories, and blue paper strips with the skill examples. In small groups Ss will match the red strips to the blue strips. The first group to have the correct answers is the winner.

**Key:**

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

- 2 Give Ss plenty of time to look closer at each skill to discuss the questions in pairs. Then, as a whole class, go through each skill and elicit from them the answers to the questions. Write on the board two lists: one containing the skills Ss think are necessary for Vietnamese teenagers, and one containing those that they think are not.

As an alternative, Ss work in small groups. After their discussion, each group should cross out the life skills which they think are not suitable for Vietnamese teens. As a whole class, compare the results from different groups. Remember each group will need to explain their decisions.

- 3 Ss work in small groups to make their own list for Vietnamese teens. They can base it on the text and add their own information. Now the class needs to combine all the group lists to make a big list for the whole class. Write this list on a poster, or on the board.

- 4 Ask Ss to copy down the 'big list' they have created in 3 in their notebooks. Ss then work individually: each student goes through the list and evaluates how good he/she is with each skill. Then Ss work in pairs to share their results.

If time allows, each pair reports the results to the class. Based on the results, the class will be able to identify three skills that most Ss in the class think they are now good at, and three skills that most of them think they need to improve on.

# SKILLS 1

## Reading

**1 a** Do you know what a child helpline is?

**b** Now read the article.

## The Magic Number

*Magic Number* **18001567** is a 24-hour toll-free service for counselling and protecting children and young adults in Viet Nam. The helpline was set up in 2004 by the government with support from Plan Vietnam, an international children's development organisation.

By 2014, the helpline had received over 1.5 million calls from children and adults nationwide. Sixty-nine per cent of the calls came from children and most child callers were in the 11-14 year old and 15-18 year old groups. The calls were mostly questions about family relationships, friendships, and physical and mental health. Moreover, nearly 3,000 cases of missing or abandoned children, or children who were suffering from violence, trafficking, or sexual abuse received emergency support.

The helpline promotes child participation in its operations by involving children as peer communicators and decision makers.

A member of Child Helpline International, *Magic Number* aims to create favourable conditions for children to develop physically and mentally. If you need support or advice, or know of someone who does, just dial 18001567!

(The facts, figures, and photos in this text are provided by Plan Vietnam)



**2** Answer the questions.

1. What is *Magic Number* 18001567?
2. Which age groups have called the helpline most?
3. What were the calls mostly about?
4. Why have 3,000 calls received emergency support?
5. How does *Magic Number* promote child participation in its operations?
6. What is the aim of the helpline?

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

1. You can call *Magic Number* anytime during the day or night.
2. The service and the telephone calls are free.
3. Only children can call the helpline.
4. The typical caller to *Magic Number* is a nine-year-old child.
5. All decisions about the operation of the helpline are made by adults.
6. The service is available in all cities and provinces in Viet Nam.

## Speaking

### Study skill: Asking for advice

What do you think I should do (about...)?  
What should I do?  
What would you do in this situation?  
Could you give me some advice (about...)?  
If you were me, what would you do?  
I wonder whether to... or...  
Do you know who to speak to about this?

**4** Listen to two students calling a child helpline and complete the notes. Then use the notes to role-play the callers.

Caller 1	Caller 2
Feeling now _____	Feeling now _____
Problem _____	Problem _____
Question _____	Question _____

**5** Look at **2**, A CLOSER LOOK 1. Imagine you are one of these students. You want to call the *Magic Number* helpline to ask for help. What do you say? Your partner listens and takes notes.

Remember to:

- briefly introduce yourself (you can choose whether to say your name and address or not)
- describe your problem/dilemma
- ask for help

## SKILLS 1

### Reading

- 1 a** Ask Ss the question and explain that a child helpline is a telecommunication support service for children and young people. It is free of charge. When you contact a helpline, often via telephone, you will get answered and someone from the helpline may even come directly to you to help.
- b** Ask Ss to read through the text quickly to get its main ideas. Ask them to answer the question “What is the article about?” using the text title, photos, and key words.
- 2** Now ask Ss to read the text again to complete the task. Ss work in pairs to answer the questions.

#### Key:

1. It's a free service for counselling and protecting children and young adults in Viet Nam.
2. They were callers in the 11-14 year old and 15-18 year old groups.
3. The calls were mostly questions about family relationships, friendships, and physical and mental health.
4. Because they were cases of missing or abandoned children, or children who were suffering from violence, trafficking, or sexual abuse.
5. The helpline promotes child participation in its operations by involving children as peer communicators and decision makers.
6. It aims to create favourable conditions for children to develop physically and mentally.

- 3** For this task, allow Ss to have another close reading (or as many times as they wish). Ss work individually first, then compare the answers with their partner. Ask them to discuss and explain each person's own decision if their answers are not the same. Then provide feedback as a class. For each answer, ask Ss to refer back to the text to find the relevant information.

Key: 1. T 2. T 3. F 4. F 5. F 6. T

### Speaking

Draw Ss' attention to the **Study skill** box. Together with them, find an example for each expression. If time allows, ask Ss to add in other expressions for asking for advice that they have learnt or know.

- 4** Tell Ss they are going to listen to two students calling a child helpline. Ask Ss to look at the note form to get oriented about what they are going to hear. Remind Ss that these are notes so they only need to write key words or phrases and not full sentences.

After Ss have completed the task individually, give feedback as a class. Then Ss work in pairs to role-play the callers. Ask them to use the notes for the role-play, and remind them to put some emotional expression in their voice for the role-play.

#### Key (suggested):

##### Caller 1

Caller: girl, from Ha Noi, last year of high school  
 Feeling now: a bit depressed and confused  
 Problem: wants to be a designer; but her parents want her to be a doctor  
 Question: doesn't know what to say to her parents

##### Caller 2

Caller: boy, named Long, 13 years old, from Ho Chi Minh City  
 Feeling now: worried  
 Problem: online friend asked for 5 million dong; said if he refused to give it, his life would be difficult  
 Question: wonders whether to tell somebody about this



#### Audio script:

**Caller 1:** (girl) Hi, I'm from Ha Noi. I'm in my last year of high school. I'm feeling a bit depressed about my situation. I've been studying really hard to satisfy my parents and have always had good grades. But last week they said that they didn't want me to go to Arts School to be a designer. They want me to be a doctor. I feel confused... I don't know what to say to my parents.

**Caller 2:** (boy) My name's Long. I'm 13 and I'm from Ho Chi Minh City. I made a friend playing online games, and we've met several times in real life to play video games in Internet cafés. Last week he told me he needed 5 million dong and asked if I could help him. I said no, but two days ago he said he would make my life difficult if I didn't give him the money. I'm a bit worried. Should I tell somebody about this?

- 5** Ss need to look back at Exercise **2, A CLOSER LOOK 1**. Tell Ss the instructions to do the task. Remind Ss they should use the expressions in the **Speaking Study skill** box 'Asking for advice'. Give Ss a few minutes to choose who they want to be and to think about what they should say when they call the hotline. Ss work in pairs. Go around and offer help if needed. When Ss have finished, call on some pairs to present their dialogue. To revise reported speech, T may ask the student who listens and takes notes to report what his/her partner has told him/her.

## SKILLS 2

### Listening

- 1a** Listen to an interview with Miss Sweetie, the advice columnist of *4Teen* magazine.



**b** Choose the best answer.

- Miss Sweetie (likes/doesn't like) her work as an advice columnist.
- She is (in/no longer in) her adolescence.
- She thinks giving advice to people is (easy/not easy).
- It (takes time/doesn't take time) for her to come up with a piece of advice.
- She thinks to give good advice we (need/don't need) to empathise with people.



**2** Answer the questions.

- What are the two things that Miss Sweetie likes about her work?
- What did she say was most important when giving others advice?
- Why does she think the language used for giving advice is also important?

**3** Which of the following expressions are more likely to be used by Miss Sweetie when she gives advice?

- 'You ought to talk to her.'
- 'I think you should talk to her.'
- 'You must talk to her.'
- 'You have to talk to her.'
- 'It might be a good idea to talk to her.'

### Writing

**Study skill: Giving advice**

If I were you, I would/wouldn't...  
 I (don't) think you should...  
 Have you thought about (verb-ing)...?  
 It might help to consider...  
 It might be a good idea to...

- 4** Look at **2**, A CLOSER LOOK 1 and give one piece of advice to each student.

**Example:**

A. Have you thought about asking a friend who is confident about maths to help you? Perhaps you just need a little more practice.

- 5a** Write a short note to Miss Sweetie to ask her for advice about a problem at school or with your friends. Use the 'Asking for advice' box on SKILLS 1, page 32 to help you. Sign the letter with a made-up name, not your real name.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- b** As a whole class, put the notes in a pile and take a different note. Write a short answer (2-3 sentences) to give advice about the problem. Use the 'Giving advice' box above for help.

## SKILLS 2

### Listening

**1 a+b** Ask Ss if they know what an 'advice columnist' does. Introduce the word. If possible, bring in to the class some examples of the advice column page in local magazines for teens (or you can look them up on the Internet).

Tell Ss they are now going to listen to an interview with Miss Sweetie, the advice columnist of *4Teen* magazine. Ask Ss to look at the questions in Exercise **1b** first.

Ss then work individually to complete the task. Play the recording once to check how much Ss understand it. Then play the recording again when providing the key.

**Key:** 1. likes 2. no longer in 3. not easy  
4. takes time 5. need

**2** For this task, play the recording as many times as needed. Ss work individually first, then compare the answers with a partner. Then provide corrective feedback as a class.

**Key:**

1. She feels like she is living her teenage years again, and she loves helping readers by giving them advice.
2. She said it's most important that we put ourselves in other people's shoes.
3. Because language should be used sensitively so that the person can get over the negative feelings.

**3** Ss work in pairs for this task. Ask them to explain their decision afterwards. The options that are in the 'no' category are because the language is too strong or direct.

**Key:** 1. No 2. Yes 3. No 4. No 5. Yes



#### Audio script:

*Interviewer:* ... So how do you like this work?

*Miss Sweetie:* Oh very much. I feel like I'm living my teenage years again! [laugh] But really, it's great that I can help our dear readers in this way.

*Interviewer:* Do you find it difficult to give advice?

*Miss Sweetie:* Well, yes... I take time to think of the best possible advice that I can give. I think it's most important that we put ourselves in other people's shoes.

*Interviewer:* So it's about being able to empathise...

*Miss Sweetie:* Exactly. But even so, we also need to be very careful about how to put the advice into words. We need to be sensitive... It's not only about giving the best solution, it's also about helping the person get over the negative feelings. For example, I often use 'It might be a good idea to...' rather than 'You ought to...'. Or perhaps 'I think you should...' for me sounds much better than 'You must...'.

### Writing

Work through the **Study skill** box together with Ss. For each expression, make an example. Ask Ss to add in other expressions for giving advice that they have learnt, or know.

**4** Ss need to look at **2, A CLOSER LOOK 1**. Then they work individually to complete this task. Remember this is a writing exercise so Ss need to write down their advice notes in full sentences. Remind them to use the expressions in the **Writing Study skill** box 'Giving advice'. Ss then swap their writing for peer correction.

If time allows, let Ss work in pairs when they have finished the writing. Student A will read out the notes randomly for Student B to guess which advice note is for which student in the exercise.

#### Suggested answers:

- B. I know how you feel, but I don't think you should worry about this change. It's normal, and it shows that you're growing up.
- C. If I were you, I wouldn't have too high expectations. I would do my best in the exam, but I don't think it's a good idea to feel so stressed.
- D. Have you thought about telling this to your parents? They might think of a good solution to help you.
- E. It might help to consider breaking this big task into smaller tasks and then tackle them one by one.
- F. It might be a good idea to talk about this to someone. Have you thought about turning to your teacher for help?

**5 a** Ss work individually first to write a short note to Miss Sweetie to ask her for advice about a problem at school or with their friends. Tell Ss that they can make up a situation and it can be funny or silly, for example, a student who wants to colour his hair purple but is afraid that he'll be laughed at or get into trouble with the school and his parents. Tell them to use the 'Asking for advice' box for help. Remind Ss to sign the note with a made-up name and not their real name.

**b** This task can be done as either a whole class activity or a group activity. Tell Ss when all group members have finished writing the advice note, they will take turns to report the note they received, and the advice that they offered. If time allows, ask the group to discuss the problem and the advice. Can they think of some other advice for the problem?

## LOOKING BACK

**1** Put yourself in these teens' shoes. Choose the **TWO** best words to describe your feelings in the following situations.

1. You won an essay contest. (excited/delighted/tense)



2. Your parents misunderstood you. (calm/frustrated/upset)



3. You stayed up late studying for an important exam. (relaxed/tense/stressed)



4. You are left out by friends. You can't concentrate on your studies. (confident/worried/tense)



5. Last week you had a presentation in class and you think it was very bad. (disappointed/delighted/frustrated)



6. Your closest friend is moving to another city. (emotional/depressed/embarrassed)



**2** Use the following prompts to say something to the students in **1**.

- 1 → congratulate, encourage
- 2 → empathise, advise
- 3 → empathise, advise
- 4 → empathise, advise
- 5 → assure, encourage
- 6 → empathise

**3** Give at least two examples for each of these sets of skills.

1. Cognitive skills

---



---



---

2. Emotion control skills

---



---



---

3. Social skills

---



---



---

4. Self-care skills

---



---



---

5. Housekeeping skills

---



---



---

**4** Rewrite the following in reported speech.

- 1. 'I'm really stressed out! I've had three sleepless nights thinking about my exam.'
- 2. 'I can't concentrate! It's too noisy in here.'
- 3. 'She was very upset at first but she's fine now.'
- 4. 'I don't think taking risks too often is a good idea.'
- 5. 'He'll take a cooking class before he goes to college.'
- 6. 'I really wish I could make informed decisions!'

**5** Rewrite the underlined phrases in the following text, using question words + to-infinitives.

In our Life Skills lesson last week, our class had a visit from a Fire Safety Officer, and this is what he told us: 'Today I'm going to tell you (1) what you should do in case of fire. If there is a fire, keep calm. Be sure you know (2) where you can find the nearest exit or stairway. Do not use the lift. Before you leave, close all the doors behind you. You should know (3) how you could activate the fire alarm, and then shout 'fire'. You should know (4) what number you should call to report the fire and ask for help. In Viet Nam, it's number 114. The number is toll-free and you can call it any time from either a mobile or a landline without dealing area codes.'

## LOOKING BACK

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

- 1** Ask Ss to complete the sentences by using the support from the pictures, the options provided, and the meaning of the sentences. They work individually first and then compare with a partner.

**Key:** 1. excited/delighted      2. frustrated/upset      3. tense/stressed  
4. worried/tense      5. disappointed/frustrated      6. emotional/depressed

- 2** Ask Ss to remember the meanings of these verbs: *congratulate*, *empathise*, *encourage*, *assure*, and *advise*. Then Ss need to look at the situations in **1** to say appropriate sentences.

**Key (suggested):**

1. 'Congratulations!'/ 'Well done! You did a really great job!'
2. 'You must have been really disappointed.'/ 'If I were you, I would talk to my parents.'
3. 'Stay calm. Everything will be all right.'/ 'It might be a good idea to have a break when you feel too stressed.'
4. 'I understand how you feel.'/ 'It might help to consider talking about this to someone.'/ 'Have you thought about calling a counselling service?'
5. 'I understand how you feel.'/ 'It might help to consider focusing on the good points of the presentation rather than only the weak points.'
6. 'You must have been really emotional.'/ 'I understand how you feel.'

- 3** Challenge Ss to complete this exercise without looking back at **COMMUNICATION**. They can write in similar skills, or add new skills as they wish.

**Key (suggested):**

- |   |   |
|---|---|
| 1. concentrate on doing something; organise your timetable  | 4. know how to act in emergencies; know when to stop taking risks |
| 2. control feelings; know how to get over negative feelings | 5. cook for oneself and others; manage a small budget             |
| 3. cooperate with others; communicate well                  |   |

- 4** Ss work individually then in pairs when they compare their answers with each other.

**Key:**

1. She said she was really stressed out, and that she had had three sleepless nights thinking about her exam.
2. He said he couldn't concentrate because it was too noisy in there.
3. She said she had been very upset at first but she was fine then.
4. He said he didn't think taking risks too often was a good idea.
5. She said he would take a cooking class before he went to college.
6. He said he really wished he could make informed decisions.

- 5** Ss work individually to complete this task.

**Key:**

1. Today I'm going to tell you what to do in case of fire.
2. Be sure you know where to find the nearest exit or stairway.
3. You should know how to activate the fire alarm.
4. You should know what number to call to report the fire and ask for help.

## Communication

**6** Work in pairs. Look at the notes of the two callers from **4**, **SKILLS 1** and give them some advice.

**Example:**

I think she should tell her parents that she really likes art and design.

If I were her, I would convince my parents that today it's become quite easy to find a job as a designer.



### Finished! Now I can...

- use the lexical items related to changes in adolescence
- identify in which situations to stress the verb *be* in sentences and say these sentences correctly
- use reported speech with confidence
- use question words before *to*-infinitive
- read for general and specific information about a helpline service for teens in Viet Nam
- talk about teen stress and pressure and how to cope with them
- listen for general and specific information about the work of an advice columnist
- write a short note to ask for advice and to give advice

✓ ✓ ✓ ✓

## PROJECT

### TEEN SUPPORT GROUP



Work in groups. Prepare some ideas for a teen support group in your school:

- study skills group
- life skills group
- social skills group
- emotion control skills group
- career planning group

Choose one idea and think about how to set up the support group, focussing on the following questions:

- What is the name of the support group?
- How is the group organised?
- How does it help teens?

Present your group's ideas to the rest of the class. Get their feedback.



## Communication

**6** Direct Ss to the two callers in **4**, **SKILLS 1**. Using the notes they produced for that exercise, ask Ss to recall the details of the two calls: *Who are the callers? Why are they calling the helpline? How do they feel?*

Now Ss discuss this task in pairs to work out the advice they would give to the two callers. Encourage Ss to use the phrases they have learnt for giving advice. Call on five pairs to report the advice to the class. The class then vote for their favourite piece of advice.

### Finished!

Ask Ss to complete the **Finished!** self-assessment box. Identify any difficulties and weak areas and provide further practice.

## PROJECT

### Teen support group

Ss work in small groups to design the set up of a teen support group.

First, Ss choose an idea for the support group and find out more about that idea. For example, one group chooses the idea 'study skills group'. Ask them to think about:

- *Which study skills do you think are necessary in your class/school? How can you find out more about this information?*
- *How can the students improve these skills? (for this information you can ask your teacher, or use books, magazines, or the Internet)*
- *What can a support group do to help them do that?*

Then Ss decide how to set up their support group. Ask them to consider:

- *What is the name of the support group?*
- *What are the support activities it provides?*
- *How does the support reach students?*
- *How is the group organised? Who will do what? How can the teacher and the school help the operations of the group?*

The class can then vote for the project that they think is most interesting, useful, and feasible. If possible, T may even help them realise some of these projects in their own class or school.

# REVIEW 1 (UNITS 1 - 2 - 3)

## LANGUAGE

### Pronunciation



**1** Listen and practise saying the sentences. Pay attention to the underlined words.

1. My town is nice and peaceful, but it isn't very big.
2. Da Nang Museum of Cham Sculpture attracts a lot of foreign visitors.
3. **A:** Were you wearing a helmet when you fell off your bike?  
**B:** No, I wasn't.
4. **Son:** Can I go to a party tonight, Mum?  
**Mother:** OK, but please don't make noise when you come home.
5. **A:** My mum's really a good friend of mine.  
**B:** Is she? Mine is very strict towards me.



**2** Look at the underlined words in the sentences and mark them as W (weak) or S (strong). Then listen to check and practise.

1. **A:** Is ( ) Minh happy about winning the scholarship?  
**B:** Yes, he is ( ). But his parents are ( ) happier.
2. **A:** I can't ( ) understand it! Aren't ( ) you my son?  
**B:** I'm terribly sorry, dad. But it isn't ( ) entirely my fault.
3. **A:** Pho Hien is ( ) a very old town in North Viet Nam.  
**B:** Is it ( )? Where is it ( ) located?
4. **A:** It's ( ) raining. Are they ( ) wearing raincoats?  
**B:** She ( ) is, but he ( ) isn't.

## Vocabulary

**3** Match the verbs in column A with the words/phrases in column B.

A	B
reduce	a home business
pull down	high expectations
empathise	a handicraft
make	worried and frustrated
set up	employment
feel	an old building
have	pollution
provide	with someone

**4** Fill each gap with a word from the box.

attractions    giant    excited    interest  
fascinating    tallest    symbol    affordable

The London Eye, also known as the Millennium Wheel, is a (1) \_\_\_\_\_ observation wheel in London. The entire structure is 135 metres (443 ft) tall and the wheel has a diameter of 120 metres (394 ft). When erected in 1999 it was the world's (2) \_\_\_\_\_ observation wheel. It is now one of the most popular (3) \_\_\_\_\_ in the world. It is considered to be a (4) \_\_\_\_\_ of London. People make special journeys to see the (5) \_\_\_\_\_ giant wheel. 15,000 people can ride the wheel every day. They feel (6) \_\_\_\_\_ to climb above the city and look back down on it. Not just rich people, but everybody can do this. It is public and (7) \_\_\_\_\_, and it has become a place of (8) \_\_\_\_\_ in London.



## Introduction

This unit reviews the language and skills Ss have learnt in Units 1, 2, and 3. Help Ss to recall the language and encourage them to contribute as much as possible.

## LANGUAGE

This language review can be used as a progress test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately. If need be, T can provide further practice on weak areas.

### Pronunciation

- 1** Ask Ss what kinds of words are underlined. Elicit the rule from Ss (they are content words and are stressed because they contain all the important information being conveyed). Play the recording for Ss to listen and read along silently, then they can repeat out loud trying to stress the same words. Call on some Ss to read out the sentences again. Correct their pronunciation as a class.

**Note:** All the underlined words are stressed.



#### Audio script:

1. My town is nice and peaceful, but it isn't very big.
2. Da Nang Museum of Cham Sculpture attracts a lot of foreign visitors.
3. A: Were you wearing a helmet when you fell off your bike?  
B: No, I wasn't.
4. Son: Can I go to a party tonight, mum?  
Mother: OK, but please don't make noise when you come home.
5. A: My mum's really a good friend of mine.  
B: Is she? Mine is very strict towards me.

- 2** Ss work in pairs first to mark the underlined words as W (weak) or S (strong). Then T plays the recording for Ss to check. Play the recording again and Ss repeat. Pause and correct their pronunciation.



#### Audio script:

1. A: Is (W) Minh happy about winning the scholarship?  
B: Yes, he is (S). But his parents are (W) happier.
2. A: I can't (S) understand it! Aren't (S) you my son?  
B: I'm terribly sorry, dad. But it isn't (S) entirely my fault.
3. A: Pho Hien is (W) a very old town in North Viet Nam.  
B: Is it (S)? Where is it (W) located?
4. A: It's (W) raining. Are they (W) wearing raincoats?  
B: She (S) is, but he (S) isn't.

### Vocabulary

- 3** Ss do the task individually and then share their answers with a partner. Check Ss' answers.

#### Key:

- reduce pollution
- pull down an old building
- empathise with someone
- make a handicraft
- set up a home business
- feel worried and frustrated
- have high expectations
- provide employment

- 4** Let Ss read the passage, then do this exercise individually. T may ask some Ss to write their answers on the board. T corrects as a class.

- Key:** 1. giant      2. tallest      3. attractions      4. symbol  
5. fascinating      6. excited      7. affordable      8. interest

## Grammar

**5** Complete each sentence with the correct form of a phrasal verb from the list.

- look up
- deal with
- turn down
- set up
- get over
- put up with
- give up
- keep up with

1. The two countries agreed to \_\_\_\_\_ full diplomatic relations.
2. When you're tired and under stress, it's important to look after yourself and find ways to \_\_\_\_\_ it.
3. Six people applied for the job, but four of them were \_\_\_\_\_.
4. Why don't you \_\_\_\_\_ this word in the dictionary?
5. Mike had to \_\_\_\_\_ gymnastics because of his injury.
6. I'm going crazy! I can't \_\_\_\_\_ so much confusion!
7. I think she \_\_\_\_\_ the quarrel with her close friend.
8. It's difficult to \_\_\_\_\_ changes in technology.

**6** Rewrite the following questions in reported speech, using question words before *to*-infinitives.

1. "What should I wear to the fancy dress party?" Trang asked.
2. "Should I help Chau with the money my mum gave to me?" she wondered.
3. "Where can we get those traditional handicrafts?" Nick wondered.
4. "Who can I turn to for help with my homework now?" Phuc said.
5. "When should I break the sad news to him?" Hoa asked.

## Everyday English

**7** Choose the suitable words/phrases to complete the mini-talks.

- what to do
- As far as I know
- Cool
- No worries
- If I were in your shoes

1. A: My face often goes red and hot these days. What should I do?  
B: \_\_\_\_\_, there's no cause for concern.
2. A: You look upset. What's the problem?  
B: Well, my cousin wants to share my room during his visit, but we don't get on very well. I don't know \_\_\_\_\_.
3. A: Shall we visit the lantern making workshop?  
B: \_\_\_\_\_! When should we go?
4. A: Thanks a lot for your sound advice.  
B: \_\_\_\_\_.
5. A: What do you suggest I should do now?  
B: \_\_\_\_\_, I'd take it easy and try to forget it.



## Grammar

- 5** Ss work individually and then compare their answers with a partner. Call on some Ss to write their answers on the board. Other Ss comment. T corrects as a class.

**Key:**

- |            |                |                |                 |
|------------|----------------|----------------|-----------------|
| 1. set up  | 2. deal with   | 3. turned down | 4. look up      |
| 5. give up | 6. put up with | 7. got over    | 8. keep up with |

- 6** Ss do the task individually. Tell them to write the reported sentences in their notebooks. Call on some Ss to read their sentences. T checks.

**Suggested answers:**

1. Trang wondered what to wear to the fancy dress party.
2. She couldn't decide whether to help Chau with the money her mum had given to her.
3. Nick wondered where to get those traditional handicrafts.
4. Phuc had no idea who to turn to for help with his homework.
5. Hoa was not sure when to break the sad news to him.

## Everyday English

- 7** Ask Ss to discuss in pairs and choose the suitable words/phrases to complete the talks. After checking their answers, have some pairs act out the mini-talks.

**Key:**

- |                     |               |         |               |                            |
|---------------------|---------------|---------|---------------|----------------------------|
| 1. As far as I know | 2. what to do | 3. Cool | 4. No worries | 5. If I were in your shoes |
|---------------------|---------------|---------|---------------|----------------------------|

## SKILLS

### Reading

- 1** Read the two letters: one from a girl and the other from Miss Wiselady.

*Dear Miss Wiselady,*

I am in grade 9 at a school in town. I absolutely love my school, and I love my classmates, except one thing.

It seems that the girls are always saying negative things about our teachers, even our headmistress. This kind of gossip makes me uncomfortable and upset. I don't think it's good for the study atmosphere, and it would be terrible if the teachers found out. I don't know how to face up to this issue. What should I do?

*Upset*



*Dear Upset,*

Well, that is a nasty problem. If you really wanted to do something, you could explain how you feel. Tell them that they should not go on with the gossip. But it might be too direct for some people. I suggest you try to keep away from it as much as possible. Keep quiet, or better still, just leave them if you are not comfortable with the topic of discussion.

*Wiselady*

- a** Underline the phrasal verbs in the letters and say what they mean.  
**b** Decide whether the statements are true (T) or false (F).

		T	F
1.	Upset doesn't love her classmates.	—	—
2.	There is some gossip among Upset's friends.	—	—
3.	Upset wants some advice from Miss Wiselady.	—	—
4.	Miss Wiselady says the problem is not easy to solve.	—	—
5.	Miss Wiselady suggests Upset should deal with the gossip directly.	—	—

# SKILLS

## Reading

- 1** Have Ss read the letters silently. T clarifies anything they do not understand. Choose Ss to read the letters aloud sentence by sentence. Correct their pronunciation. Then Ss do the exercise in pairs. T corrects as a class.

**Key:**

**a**

- found out: got information

- go on with: continue

- face up to: deal with

- keep away from: avoid

**b**

1. F

2. T

3. T

4. T

5. F

## Speaking

**2** Talk in groups. Prepare a one-minute talk. Choose one of the following topics.

1. "The girl sitting in front of me in class keeps playing music during the lesson. She uses earplugs but I feel distracted and frustrated. What should I do?" Trung said. Give Trung some advice.



2. If you could visit one city in the world, what city would you like to see? Explain why.



3. Imagine you are going to take a group of foreigners to a place of interest in your area. Where would you take them? Talk about the place.



## Listening



**3a** Listen to the conversation and answer the questions.

1. Where does Michelle live?
2. Where does Mike live?

**b** Listen again and complete the sentences.

1. I feel like \_\_\_\_\_ here.
2. And it seems kind of dangerous, especially \_\_\_\_\_.
3. We live in an apartment \_\_\_\_\_.
4. And we can enjoy all kinds of \_\_\_\_\_: cinemas, museums...

## Writing

**4** Write a letter to your pen friend about your last visit to a craft village.

You can refer to the following:

time/date of your visit

people you went there with

the name of the village

the crafts it makes

what you saw there

your impression of the visit



.....

---



---



---



---



---



---



---



---

## Speaking

- 2** Ss work individually first. Have them read all three situations and think of the one that interests them the most. Then they talk in groups. Give them a few minutes to prepare what they want to say. Encourage them to use the language they have learnt. Go around and give assistance if need be.

## Listening

- 3 a** Play the recording once. Ss listen and write their answers.

Play the recording again for Ss to check. Explain any difficult words if necessary.

**Key:** 1. In a (little) town. 2. In a city.

**b** Play the recording again once or twice, or as required. Ss write down the words/phrases as they hear them. T checks.

**Key:**  
1. a stranger 2. at night 3. downtown 4. entertainment



### Audio script:

*Michelle:* Hi, Mike! How's it going?

*Mike:* Hi. I'm good, thanks. Are you still living in the same place?

*Michelle:* Yes, I'm still in that 'sleepy' little town. But you know, I enjoy living there. It's quiet, and everyone is friendly. I don't really like the city. I feel like a stranger here. And it seems kind of dangerous, especially at night.

*Mike:* Well, I live here in the city, as you know. We live in an apartment downtown. The city is big, and it doesn't feel as safe as a small town like yours. But I think the people here are pretty friendly. My neighbourhood is like a small town with its own stores, cafés, and restaurants ... and we can enjoy all kinds of entertainment: cinemas, museums ...

*Michelle:* OK, so then on weekends I should come into the city for all that.

*Mike:* OK. Sure!

## Writing

- 4** Before Ss write, brainstorm Ss' ideas about a craft village (or a place of interest they have been to if they haven't been to a craft village). Tell them to look at the cues given; note, they will need modifying slightly for a place of interest. Encourage them to use the words/phrases they have learnt in the units.

Give Ss time to do the writing task. Then have them swap their work with a partner to check before handing it in.

Collect their papers to check at home.

## GETTING STARTED

## Preserving the past

## THIS UNIT INCLUDES:

## VOCABULARY

Life in the past

## PRONUNCIATION

Stress on auxiliary verbs in sentences

## GRAMMAR

Used to: review

Wishes for the present

## SKILLS

- Reading for specific information about children's pastimes in the past
- Making comments on or expressing opinions about facts in the past
- Listening for specific information about school life in the past
- Writing a description of how children in the past studied without technology

## COMMUNICATION

Describing past practices



## 1 Listen and read.

**Father:** This is a present for you, son.

**Nguyen:** A kite! How cool! Thank you, dad.

**Father:** I made it for you, just like your grandfather used to make one for me.

**Nguyen:** Is it a family tradition?

**Father:** Yes, for generations.

**Nguyen:** I love it. So when you were a kid, what did you use to do for entertainment?

**Father:** Oh, it was all very simple back then. We didn't have television or the Internet. A mobile movie team used to come once every two months, and everyone from the village would be there. The children were always early, trying to get a place near the screen.

**Nguyen:** I suppose it was a special occasion, wasn't it?

**Father:** Sure.

**Nguyen:** I wish there were movie teams like that now.

**Father:** Yeah, it was a lot of fun.

**Nguyen:** Then how did you get to know about the world outside?

**Father:** We had the radio; actually, only wealthy people did. The whole village used to listen to the news programme through a loudspeaker.

**Nguyen:** Wow, I can't imagine that.

**Father:** I know. The world's changed a lot, son. It's much easier now.

**Nguyen:** Do you miss the past, dad?

**Father:** I suppose I do. Sometimes I wish I could go back to that time.

## Objectives:

By the end of this unit, students can:

- use the lexical items related to life in the past
- identify in which situations to stress auxiliary verbs in sentences and say these sentences correctly
- use *used/didn't use* + *to*-infinitive to talk about past practices
- express wishes for the present
- read for specific information about children's pastimes in the past
- make comments on or express opinions about facts in the past
- listen for specific information about school life in the past
- write a description of how children in the past studied without technology

## GETTING STARTED

### Preserving the past

### Introduction

Prepare some photos or magazine cut-outs about some common activities in the past (maybe twenty or thirty years ago) and at the present. Show them to Ss and let them group the pictures into the past or the present. Ask for an explanation of the groupings.

**1** Ask Ss to look at the title of the conversation and the picture. Ask them some questions:

- *What do you think the people in the conversation are talking about?*
- *How do you understand the title Preserving the past ?*

Ss answer the questions as a class. Play the recording and have Ss follow along.

**a Read the conversation again and answer the questions.**

1. What is a tradition in Nguyen's family?
2. How often did the movie team come to the village?
3. What did the children use to do when the movie team came to the village?
4. Who in the village had a radio?
5. Does Nguyen's father miss the past? What did he say?

**b Match the expressions (1 - 4) from the conversation with their meanings (a - d). Can you add some more expressions with the same meaning?**

1. How cool!

a. expressing agreement

2. Sure.

b. expressing a wish

3. Wow, I can't imagine that.

c. expressing appreciation

4. I wish I could go back to that time.

d. expressing surprise

**c Choose suitable expressions from 1b to complete the short conversations.**

1. – Would you like to participate in this 'Preserving the past' project?  
– \_\_\_\_\_
2. – Marriages used to be arranged by parents.  
– \_\_\_\_\_
3. – I've finished my painting. Look!  
– \_\_\_\_\_
4. – Children used to play outdoors with things they found, like stones or feathers.  
– \_\_\_\_\_
5. – *The Time Machine* is a science fiction novel by H. G. Wells can take people back to the past.  
– \_\_\_\_\_
6. – It's a New Year tradition in Russia for people to take a bath in a hole which is dug in the ice.  
– \_\_\_\_\_

**2 Use the words/phrases in the box to complete the sentences.**

a. loudspeaker

b. technological changes

c. generations

d. traditions

e. events

f. a special occasion

1. A \_\_\_\_\_ is used to make the sound much louder so that many people can hear it from a distance.
2. Every country has its own customs and \_\_\_\_\_.
3. There is always a big gap between \_\_\_\_\_. The old sometimes find it difficult to understand the young.
4. People in the past were slower in accepting \_\_\_\_\_ than they are today.
5. Traditionally, weddings and funerals are considered important village \_\_\_\_\_ in Viet Nam.
6. A wedding is \_\_\_\_\_, not only for the bride and groom but also for other attendants as they can meet friends and relatives.

**3 In groups, brainstorm some of the past events and practices in your area. Make a list and present them to the class.**



- a** Ss work independently. Encourage them to answer the questions without looking back at the conversation. Then allow Ss to share answers. Check their answers as a class.

**Key:**

1. Fathers make kites for sons.
2. Once every two months.
3. They used to come early, trying to get a place near the screen.
4. Only wealthy households.
5. Yes, he does. He said: "Sometimes I wish I could go back to that time."

- b** Ask Ss to find the expressions in the conversation and read the context where they appear to make sure that they understand the meanings of the expressions correctly. Ss then do the matching. Correct the answers as a class. Ask Ss if they can think of some more expressions with the same meaning.

**Key:**

1. c      2. a      3. d      4. b

- c** Have Ss work independently to find the most suitable response to each item. Ss can then exchange their answers. T checks as a class and explains the answers where necessary.

**Key:**

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. Sure.                                | 2. I can't imagine that. | 3. How cool!             |
| 4. I wish I could go back to that time. | 5. How cool!             | 6. I can't imagine that. |

- 2** Make sure Ss understand the meaning of the words/phrases in the box. T can ask them to give some examples to show that they understand the phrase 'technological changes'. Ss then work independently to complete the sentences. Have them share their answers in pairs. Then elicit the answers from the whole class.

**Key:**

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

- 3** Have Ss work in small groups to come up with as many past events and practices in their areas as possible. Give the groups a time limit, for example, five minutes. Have them present the list they have made to the class. As a whole class, decide if these practices were specific to their region or neighbourhood or were also practised elsewhere.

**Example:** Women in Hue used to go swimming at the beach fully clothed, to wear palm leaf conical hats, to wear the traditional long dress whenever they went out, to stay at home as housewives, ...

# A CLOSER LOOK 1

## Vocabulary

1 Match a verb in A with a word/phrase in B.

A	B
1. go	a. to drum music
2. collect	b. themselves
3. entertain	c. stories
4. dance	d. a diary
5. act out	e. your imagination
6. use	f. bare-footed
7. preserve	g. the post
8. keep	h. our traditions

2 Use the newly-formed phrases in 1 with the verbs in their correct forms to complete the sentences.

- In my time, most girls \_\_\_\_\_ where they could write down their daily thoughts and feelings.
- 'Grandpa, how did the children in your village use to \_\_\_\_\_?' – 'They played games like tug of war, hide and seek, or flew their kites.'
- We should work together to \_\_\_\_\_. They are of great value to us.
- \_\_\_\_\_ and draw a picture of your dream house.
- Children are very creative. They are good at \_\_\_\_\_.
- A postman comes once a day to \_\_\_\_\_ from the post box.
- I love \_\_\_\_\_ on the beach and feeling the sand under my feet.
- The Lion Dance is usually performed at Mid-Autumn Festival, where the dancers skilfully \_\_\_\_\_.



3 Choose a word/phrase from the box to complete the sentences.

illiterate      face to face      physical  
strict rules      street vendors      seniority

- Paying respect to people of \_\_\_\_\_ is a tradition in Viet Nam.
- Quite a large number of ethnic people in the mountains are still \_\_\_\_\_. They can't read or write.
- Eating from \_\_\_\_\_ is a popular habit of people in big cities in Viet Nam.
- There should be \_\_\_\_\_ on the roads to reduce the number of accidents.
- \_\_\_\_\_ punishment was common at schools in the past.
- I prefer talking \_\_\_\_\_ to talking on the phone.

4 Complete the sentences with the right form of the words below.

tradition      habit      behaviour      practice

- It's never easy to break a bad \_\_\_\_\_.
- His bold \_\_\_\_\_ shocked everybody present.
- It runs as a \_\_\_\_\_ in Viet Nam that elderly grandparents and parents are taken care of by their children until they die.
- It was his \_\_\_\_\_ to take a nap after lunch.
- Using blackboards and chalk as the only teaching aid is still a common \_\_\_\_\_ in most developing countries.
- He could be fired for his rude \_\_\_\_\_ towards the VIP guest.

### REMEMBER!

**tradition:** an inherited way of thinking or acting

**habit:** what you frequently do

**behaviour:** the way in which one acts, especially towards others

**practice:** the actual application or use of an idea, belief, or method



## A CLOSER LOOK 1

### Vocabulary

- 1** Ask Ss to do the matching individually. Then allow them to share their answers with a partner. Check as a class.

**Note:** Ss might have difficulty with the meaning of 'act out stories', 'go bare-footed', and 'dance to drum music'. To check comprehension, T can ask Ss to mime activities to ensure everyone has a thorough understanding of the phrases.

**Key:**

1. f    2. g    3. b    4. a    5. c    6. e    7. h    8. d

- 2** Ss work individually or in pairs. Ask them to choose the correct answer for each sentence first. They then read the sentence carefully to determine the form and the tense of the verb. Check the answers as a class.

**Key:**

1. kept a diary    2. entertain themselves    3. preserve our traditions    4. Use your imagination  
5. acting out stories    6. collect the post    7. going bare-footed    8. dance to drum music

- 3** Have Ss work individually. Then they can exchange their answers with a partner. Check as a class. Now ask for volunteers, or select Ss, to make new sentences using these words and phrases. Let the rest of the class decide whether the sentence makes sense or not. Try to give lots of Ss a go, not just the ones who are the most extrovert in the class.

**Key:**

1. seniority    2. illiterate    3. street vendors  
4. strict rules    5. Physical    6. face to face

- 4** These words have similar meanings. Before doing the task, ask Ss to cover the **REMEMBER!** box and elicit the definitions if possible. Then allow them to read the definitions before doing the task. Have Ss read each sentence and decide what part of speech is missing from the sentence. For example, sentence 1 needs a noun because this word stands after article 'a'. They then complete all the sentences. Confirm the correct answers as a class.

**Key:**

1. habit    2. behaviour    3. tradition  
4. habit    5. practice    6. behaviour

## Pronunciation

Stress on auxiliary verbs in sentences

### REMEMBER!

An auxiliary verb combines with another verb to help form the tense, mood, voice, of the main verb. They are: *be, have, do, can, shall, will, may, must, need, used (to)*.



**5** Listen and underline the auxiliary verbs which are stressed. Then practise saying the sentences.

- Life will be improved in those remote areas.
- They can see the rain coming in from the west.
- You did make me laugh!
- He hasn't handed in his assignment.
- I don't like the idea of going there at night.
- Sam doesn't like fast food but I do.

### REMEMBER!

An auxiliary is not usually stressed.

*Example:* We'll start from here.

Does he like it?

However, an auxiliary will often be stressed when:

- it is emphasised.  
*Example:* I *have* done my homework.
- we add it to emphasise the main verb.  
*Example:* I *did* see him at the party.
- it comes at the end of the sentence.  
*Example:* I can't attend the meeting, but John *can*.
- it is negative.  
*Example:* He *isn't* coming.



**6** Underline an auxiliary if it is stressed. Then listen, check, and repeat the sentences.

- The men in my village used to catch fish with a spear.  
- Could you do that?  
- No, I couldn't.
- I have told you many times not to leave the door open.
- We're going to visit Howick, a historical village.
- You aren't going to the party? Is it because you can't dance?  
- I can dance. Look!
- I hope she doesn't do any damage to the car.  
- Don't worry. She does know how to drive.

## A CLOSER LOOK 2

### Grammar

Used to: review

**1** Read the conversation from GETTING STARTED and underline the examples of *used to* + infinitive. Then tick (✓) the correct answer.

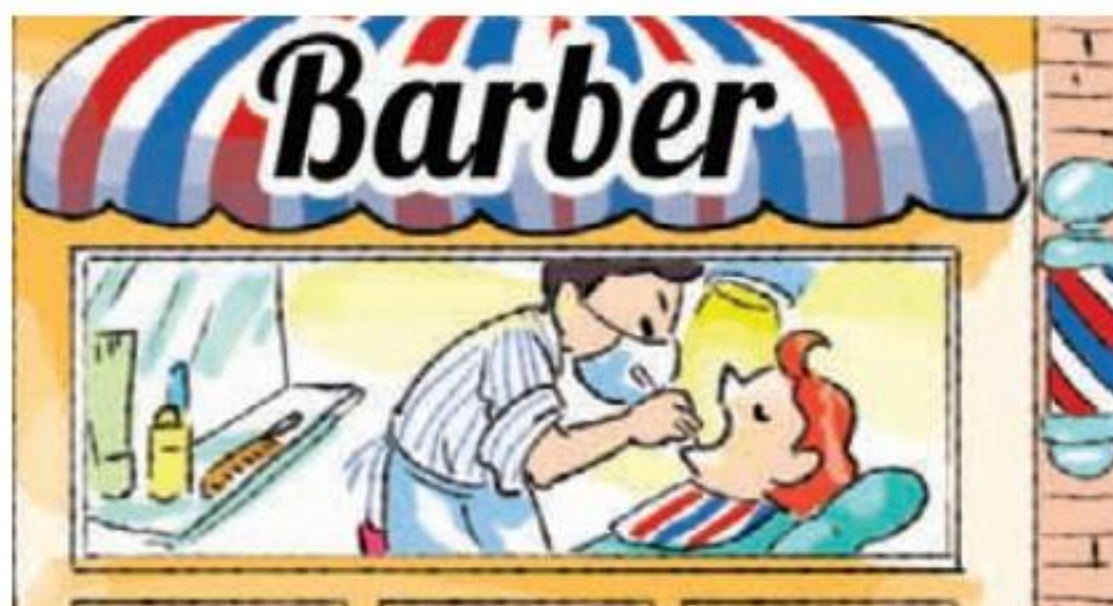
We use *used to* and *didn't use to* + infinitive to talk about \_\_\_\_.

- an activity that happened only once in the past
- an activity that repeatedly happened in the past
- an activity that started in the past and continues to the present

**2** Use *used to* or *didn't use to* with the verbs from the box to complete the sentences.

be dye pull out spend kill transport

- In the countryside in Viet Nam, families \_\_\_\_ extended, i.e. three or more generations lived together in the same house.
- The farmers in my home village \_\_\_\_ rice home on trucks. They used buffalo-driven carts.
- In many places in the world, people \_\_\_\_ cloth with natural materials.
- Tuberculosis – TB – \_\_\_\_ a lot of people. It was a fatal disease.
- In some European countries, a barber \_\_\_\_ teeth as well as cut hair.
- My brother \_\_\_\_ his free time indoors. He went out a lot.



## Pronunciation

### Stress on auxiliary verbs in sentences

- 5** Ask Ss to note all the auxiliaries they find in the sentences first. Discuss with them which ones they think will be stressed. Play the recording. Ss listen and underline the stressed auxiliaries. They then repeat the sentences with a focus on the stressed ones.

Since Ss often see auxiliaries as unstressed, it is a good idea to give Ss some initial guidance from the **REMEMBER!** box under exercise **5** before they actually do the exercise.



#### Key + Audio script:

- |   |  |
|---|--|
| 1. Life will be improved in those remote areas.   | 4. He <u>hasn't</u> handed in his assignment.            |
| 2. They can see the rain coming in from the west. | 5. I <u>don't</u> like the idea of going there at night. |
| 3. You <u>did</u> make me laugh!                  | 6. Sam doesn't like fast food but I <u>do</u> .          |

**Note:** This exercise focuses only on stressed/unstressed auxiliaries. Sentences 1 and 2 contain no stressed auxiliaries.

- 6** Have Ss work individually to stress the auxiliaries. Ask them to refer to the **REMEMBER!** box as they do the exercise. Then play the recording. Ss listen, check, and say the sentences. Call on some Ss to say the sentences individually.



#### Key + Audio script:

1. - The men in my village used to catch fish with a spear.  
- Could you do that?  
- No, I couldn't.
2. I have told you many times not to leave the door open.
3. We're going to visit Howick, a historical village.
4. - You aren't going to the party? Is it because you can't dance?  
- I can dance. Look!
5. - I hope she doesn't do any damage to the car.  
- Don't worry. She does know how to drive.

## A CLOSER LOOK 2

### Grammar

#### Used to: review

- 1** Have Ss underline the sentences containing *used to/didn't use to* + infinitive in the conversation in **GETTING STARTED**. Ask them to choose the correct answer A, B, or C. T may write the rule on the board as a reminder for Ss as they do exercise **2**.

Key: **B**

- 2** Have Ss work individually. Then ask them to exchange their answers. Correct them as a class.

#### Key:

- |                 |                            |                        |
|-----------------|----------------------------|------------------------|
| 1. used to be   | 2. didn't use to transport | 3. used to dye         |
| 4. used to kill | 5. used to pull out        | 6. didn't use to spend |

**Note:** Dating back to the Middle Ages in many European countries, the 'Barber Shop', or the 'Barber Surgeon' not only cut and shaved hair but also performed teeth extraction and cupping.

## Wishes for the present

**3** Read the conversation from **GETTING STARTED** and underline the main verbs in the *wish* sentences. Then answer the questions.

- Are the wishes for the present or the past?
- What tense are the main verbs in the sentences?

### Look out!

We use the past simple when we make wishes for the present or future.

**Example:** I wish my friends spent less time playing computer games and more time outdoors.

We use the past continuous when we make wishes for something that we want to be happening right at this moment.

**Example:** My son wishes he were studying Marketing instead of Hospitality.

**Note:** After *wish*, we can use either *was* or *were* with *I/he/she/it*.



**4** Tick (✓) if the sentence is correct. If the sentence is not correct, underline the mistake and correct it.

Sentences	Correct if necessary
1. I wish I knew how to paint on ceramic pots.	
2. I wish my mum will talk about her childhood.	
3. I wish I can learn more about other people's traditions.	
4. I wish everybody had enough food and a place to live in.	
5. I wish people in the world don't have conflicts and lived in peace.	
6. I wish everybody is aware of the importance of preserving their culture.	

**5** Make up wishes from the prompts.



I wish \_\_\_\_\_.



1. we/can communicate/animals

I wish \_\_\_\_\_.



2. no child/be suffering/hunger

I wish \_\_\_\_\_.



3. be playing/the beach

I wish \_\_\_\_\_.



4. there/be no more/family violence/the world

I wish \_\_\_\_\_.



5. I/go bushwalking/friends

I wish \_\_\_\_\_.



6. there/be/four seasons/my area

I wish \_\_\_\_\_.

## Wishes for the present

- 3** Ask Ss to read the conversation in **GETTING STARTED** again and look for sentences containing *wish*. Ask them to underline the main verbs in the sentences and answer the questions. Elicit the rule for the main verbs in the *wish* sentences for the present. Then have them read the **Look out!** box. T may write the rule on the board.

**Key:**

1. for the present
2. the past simple and past continuous

- 4** Have Ss do this exercise individually. They may refer to the rule on the board. T checks the answers as a class.

**Key:**

**Correct:** 1 and 4

**Incorrect:** 2. will → would

5. don't → didn't

3. can → could

6. is → was/were

- 5** Have Ss look at the prompts first and decide whether the sentence is a wish for the present/future or for something happening right at that moment. They then choose the appropriate tense for each sentence. Once they have done this, ask them to write out the sentences in full. If time allows, let Ss share their work with their partner. T checks as a class.

**Key:**

1. I wish we could communicate with animals.
2. I wish no child was/were suffering from hunger.
3. I wish I was/were playing on the beach.
4. I wish there was/were/would be no more family violence in the world.
5. I wish I was/were going bushwalking with my friends.
6. I wish there were four seasons in my area.

# COMMUNICATION


**1a** Look at the introduction to the competition that was launched on the 4Teen website. Discuss the questions.

1. What do you think is the purpose of the *Looking Back* competition?
2. Who do you think sent in the stories to the competition?
3. What do you think the stories below are about?

**b** Read the stories and see if your answers are correct.

## LOOKING BACK

The *Looking Back* competition has received thousands of stories from all over the world. Here are the two we would like to share with you.



**4TEEN**

Home News Brief Books Shows Love Fashion Sport Funny Features

Write a Story (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

1. I was a postman in a remote area of Myanmar. Once a month I went downtown to collect the post and then walked from village to village, which were far away from each other. In each village, I delivered and collected the post. I also used to read and write letters for the villagers. Most of them were illiterate. I also passed on the news I had heard from the town and the other villages. The people treated me well. It was a hard job but I loved it.

*U Sein Tun  
from Myanmar*



**4TEEN**

Home News Brief Books Shows Love Fashion Sport Funny Features

Write a Story (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

2. My mother came from Baffin Island. She used to live in an igloo: a domed house built from blocks of ice. The house had only one room for all the generations: grandparents, parents, brothers, unmarried sisters, and sometimes other relatives. Everyone worked together to survive the Arctic winter. Men went out hunting while women stayed at home making clothes and preparing food. When they had to travel far, they rode on dogsleds. At night they used to entertain themselves by telling and acting out stories. They danced to drum music too.

*Akycha from Canada*

## Extra vocabulary

downtown      remote      igloo  
domed      Arctic

**2** Read the stories and find the words which mean:

### Story 1

1. not able to read or write: \_\_\_\_\_
2. tell: \_\_\_\_\_
3. behave towards (somebody): \_\_\_\_\_



### Story 2

4. a cubed chunk: \_\_\_\_\_
5. to live in difficult conditions: \_\_\_\_\_
6. a vehicle that travels over snow: \_\_\_\_\_



**3** What do YOU think?

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

1. Why did the postman have to walk from village to village?
2. Why were most villagers illiterate?
3. Why did the people in Baffin Island use ice blocks to build their houses?
4. Why did each house have only one room?

**4** Which responses relate to which story?

1. It must be incredible travelling by dogsled. I wish I could do it.
2. The job was hard but worthwhile. I respect him for what he did.
3. Unbelievable! How could they stand the cold?
4. I hope they are now able to get more information from the outside world.
5. Was it possible for them to grow crops?

Story 1: \_\_\_\_\_

Story 2: \_\_\_\_\_

**5** Work in groups. Work out a story for the *Looking Back* competition.

*Decide:*

- what aspect of life you want to talk about
- how it was practised
- if you wish it would still be practised

**Then present it to your class.**

## COMMUNICATION

**1 a** T can start this session by writing 'Looking Back' on the board and leading Ss through the discussion of the questions. Encourage Ss to give any or all ideas. There are no wrong answers at this stage.

**b** Before Ss read the passages, check their understanding of the words in the **Extra Vocabulary** box by drawing simple pictures, giving definitions or examples of usage. Have Ss read the passages individually as quickly as possible. Then refer to their answers in **1 a** and see if their guesses are correct.

**2** Have Ss read the definitions and look for the words in each story. They may do this individually or in pairs.

**Key:**

1. illiterate      2. pass on      3. treat (someone)      4. block      5. survive      6. dogsled

**3** This task encourages Ss to use their critical thinking skills to find explanations for the questions. Ss will consequently gain a deeper understanding of what life was like for these people.

Have Ss work in groups. Encourage them to use their imagination and background knowledge to explain some information from the stories. Ss then share their opinions with the class. T acts as a facilitator.

**Suggested answers:**

1. It was difficult to reach the villagers on the mountain./There were no other means of transport available.
2. There was no school in the villages./The nearest school might be too far away.
3. There were no other materials available in that deserted land./There were no easy means to transport materials from other places to the island.
4. It was impossible to build a big house with several rooms in the ice and snow./People felt safer living in communal groups.

**4** Have Ss work in groups to match the responses with the stories. Ask them to underline the key words in the responses which help them do the matching.

**Key:**

**Story 1:** 2, 4

**Story 2:** 1, 3, 5

**5** Ask Ss to work in small groups and work out a story of their own. Make sure Ss include the necessary information in the story as suggested in the task. Each group then presents the story to the class. The rest of the class can ask questions about the topic.

# SKILLS 1

## Reading



### 1 Think.

- How different is the way teenagers entertain themselves nowadays compared to the past?
- What do you think might be the biggest difference?

### 2 Read the conversation between Phong and his mother, and answer the questions.

**Phong:** Mum, how did you use to entertain yourself when you were a teenager?

**Mother:** Well, kids in my days did a lot of physical activities in the fresh air: playing football, riding bikes, flying kites... We used nature as our playground. We also spent a lot of time with each other, playing and talking face to face, not on a screen like today.

**Phong:** It sounds nice, actually.

**Mother:** Yes. And this lifestyle kept us healthy and in shape. We didn't know about obesity. Girls didn't worry about getting fat and going on a diet.

**Phong:** Didn't you eat out with your friends?

**Mother:** No, we mostly ate at home. Sometimes we just had a snack from a street vendor.

**Phong:** I like street food. And did you watch much TV?

**Mother:** Only wealthy households had a TV. Instead, we read a lot. Unlike watching television, you had to use your imagination when you read. Ah! Now I remember – I used to keep a diary.

**Phong:** A diary? What did you write in it?

**Mother:** Lots of things: events, feelings, my private thoughts... you know.

**Phong:** Nowadays we just post them on Facebook.

**Mother:** I know. Life has changed so much, my darling.

- Where did teenagers in the past use to play?
- How did they communicate with each other?
- What was the advantage of this lifestyle?
- Where did they mostly eat?
- What did Phong's mother say about reading?
- Did teenagers in the past publicise their emotions?

## Speaking

### 3 Discuss in groups: What do you think about teenagers' pastimes in 2?

#### Example:

**Pastime:** riding a bicycle

**Response A:** I love it. I wish I could do it more often.

**Response B:** I think it's inconvenient, especially when it rains. I prefer a fitness centre.



#### Pastimes:

- doing physical activities in the fresh air
- using nature as your playground
- meeting and talking face-to-face
- reading
- keeping a diary

### 4 Work in groups.

**What do you think about these habits which have been long practised by children in Viet Nam? Would you like to preserve them? Why/Why not?**

- hand-written homework
- playing traditional games like hide and seek, elastic-band jumping, skipping, and catch the chickens
- crossing one's hands in the front and bowing when you greet a person of seniority
- obeying your parents/teachers without talking back

## REMEMBER!

When you express your opinion, you can use:

*In my opinion, ...*

*I think/believe...*

*I totally agree...*

*I'm afraid I can't agree (with) ...*

*I'm sorry but I have to say that...*



## SKILLS 1

### Reading

- 1 Brainstorm how teens entertained themselves in the past compared to the present. Make notes of the activities in two lists and leave them on the board while the class reads the conversation in 2.
- 2 Have Ss read the conversation individually and answer the questions. Check Ss' answers as a class. Ask Ss to show where the information for each answer appears.

**Key:**

1. They used to play outdoors, in the fresh air.
2. They met and talked face-to-face.
3. It kept them healthy and in shape.
4. At home.
5. You had to use your own imagination.
6. No, they didn't.

### Speaking

- 3 Ask Ss to read the example in 3 and the expressions for opinions and comments in the **REMEMBER!** box at the bottom of the page. Once they are clear about what they have to do, they can read each pastime in the list and discuss what they think about it in groups of three or four. T should move around the groups and offer guidance.
- 4 Apart from expressing an opinion on a practice in the past, Ss have to decide whether they would like to keep the practice alive and explain why.  
Allow Ss some time to read the practices, make their decision, and think of the reasons for their choice. They can then start their discussion. T moves around the class to facilitate the discussions. If something interesting is expressed, T may wish to bring the whole class together to discuss it.

## SKILLS 2

### Listening



- 1** An old man is talking about his school days. Listen and decide if the statements are true (T), false (F), or not given (NG).

Statements	T	F	NG
1. The school had classes for different age groups.			
2. All the subjects were taught by one teacher.			
3. Some students didn't wear shoes to school.			
4. Students didn't have exams because they would cost too much.			
5. Students could talk to their teacher whenever they wanted to.			
6. The teacher didn't give students any homework.			

- 2** Listen again and fill the blanks with the correct information.

- Number of students: \_\_\_\_\_.
- Some students went to school \_\_\_\_\_.
- Lessons focused on: reading, writing, \_\_\_\_\_ and \_\_\_\_\_.
- The school was small but it had \_\_\_\_\_.
- The students had no homework, no \_\_\_\_\_.

### Writing

- 3** Make a list of the facilities you are using for your studies nowadays. Then tick (✓) the one(s) you think was/were not available about twenty years ago.

Present facilities for studies:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



- 4** Choose one facility which was not available twenty years ago and write a short description of how students in the past studied without that facility.

In your writing, you should include:

- what facility it is
- what it is used for
- how students did the job in the past when they didn't have it
- how you feel about the change

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SKILLS 2

### Listening

- 1** Ask Ss to look at the old photo and read the introduction to the listening and the questions. T may even decide to do a prediction task by asking Ss to guess if each statement is true or false before listening. T then plays the recording and Ss tick (✓) the answers. T can play the recording at least twice. Elicit the answers from Ss. Ask them to explain their answers. Confirm the answers as a class.

**Key:**

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

- 2** Have Ss read the questions first to determine which information they need to fill the blanks. Ss then listen to the recording again and write their answers. T checks the answers as a class.

**Key:**

1. 15      2. bare-footed      3. maths, history (in any order)  
4. strict rules      5. extra classes



**Audio script:**

I went to a village school. In fact, there was only one classroom for 15 students of different ages, both boys and girls, and one teacher who taught everything. The school didn't have a name, so we just called it 'our school'. We used to walk to school. Some children went bare-footed.

At school we learnt to read and to write. We also learnt a little maths and history. There were no science lessons, and we didn't have exams, either.

Although our school was small, it had strict rules. We had to behave ourselves. We stood up and bowed to greet our teacher at the start of every lesson. We could talk only when we were allowed to. However, we had no homework and no extra classes. I had a lot of time to play outside and to help my parents in the house. I loved my school and those school days.

### Writing

- 3** Ss may work in groups of three or four. Together they make a list of the facilities they are using for their studies. They then tick the ones they think were not available about twenty years ago. T may have the groups write their lists on board. Leave the list there for **4**.
- 4** Ss work individually, referring to the framework while they are writing. If time allows, T can ask some Ss to share their writing with the class.

**Sample writing:**

It is most likely that students twenty years ago were not able to enjoy the Internet in their studies. That's why it took them a lot of time, energy, and even money, to do a project that we can now easily complete in one or two days.

For example, when being asked to write an assignment about past habits, the students had to go to the library, look for books on the topic, read the books, and hand-write any information that they thought was useful for their assignment. They would also have to meet with some old people and talk to them about the past. At home, they had to hand-write their assignment, possibly with a lot of erasing and rewriting of the first draft. After finishing the draft, they had to write a clean copy on another piece of paper for submission.

# LOOKING BACK

## Vocabulary

**1** Choose the best answer A, B, or C to complete the sentences.

- The children in my home village used to go \_\_\_\_\_, even in winter. Now they all have shoes.  
A. on foot      B. bare-footed      C. playing around
- There is usually a \_\_\_\_\_ gap between the old and the young, especially when the world is changing so fast.  
A. generation      B. value      C. age
- Every nation has respect for their long-preserved \_\_\_\_\_.  
A. behaviours      B. practices      C. traditions
- In Viet Nam, \_\_\_\_\_ often refers to age and social position, not to wealth.  
A. seniority      B. tradition      C. generation
- Giving lucky money to the young and the old at Tet is a common \_\_\_\_\_ in many Asian countries.  
A. behavior      B. practice      C. tradition

**2a** Match the verbs in A with their definitions in B.

A	B
1. act out	a. bring together
2. preserve	b. perform
3. collect	c. bring enjoyment
4. entertain	d. no longer exist
5. die out	e. keep alive

**b** Use the verbs in A in their correct forms to complete the sentences.

- Small children like listening to and \_\_\_\_\_ stories.
- Hand-writing a letter is a pastime that is beginning to \_\_\_\_\_. I'm already beginning to miss it.
- Should we try to \_\_\_\_\_ every custom or tradition which is in danger of dying out?
- He's \_\_\_\_\_ data for his book *Values in the Past*.
- She often \_\_\_\_\_ her children by telling them stories and acting them out.

## Grammar

**3** Write true sentences about the practice of the following things in the past, using *used to* and *didn't use to*.

- men/bread winner of the family  
→ \_\_\_\_\_
- women/go to work  
→ \_\_\_\_\_
- people/travel/on holiday  
→ \_\_\_\_\_
- families/be/nuclear  
→ \_\_\_\_\_
- people/make *banh chung* at Tet/themselves  
→ \_\_\_\_\_
- children/play outdoor games  
→ \_\_\_\_\_

**4** Read these situations and write wishes you want to make for them.

- Your village does not have access to clean piped water.  
I wish \_\_\_\_\_.
- Your school is on the other side of a river, and you have to cross the river by boat twice a day to school.  
I wish \_\_\_\_\_.
- There is no organisation for social activities for teenagers in your town.  
I wish \_\_\_\_\_.
- You are interested in basketball but you are not tall enough for the sport.  
I wish \_\_\_\_\_.
- In your area, there are only two seasons: dry and wet. You love autumn and spring.  
I wish \_\_\_\_\_.

**5** Look at the picture and finish the boy's wishes.



- I wish \_\_\_\_\_.
- I wish \_\_\_\_\_.
- I wish \_\_\_\_\_.
- I wish \_\_\_\_\_.

## LOOKING BACK

Encourage Ss to complete the **LOOKING BACK** section without referring to the previous sections in the unit.

Ss should record their results for each exercise in order to complete the final **Finished!** self-assessment box and identify areas for review.

### Vocabulary

- 1** Have Ss complete this exercise individually. Check their answers as a class.

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

- 2 a** Ss work individually. They can then check with their partner. Confirm the correct answers.

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

- b** Have Ss complete this exercise individually. Check their answers as a class.

Key: 1. acting out      2. die out      3. preserve      4. collecting      5. entertains

### Grammar

- 3** Ss complete this task independently or in pairs. Discussion may sometimes be necessary to decide if a thing was/was not practised in the past. Only then can they form the correct answers. Check as a class.

**Suggested answers:**

1. Men used to be the bread winner of the family.
2. Women didn't use to go to work.
3. People didn't use to travel on holiday.
4. Families didn't use to be nuclear.
5. People used to make *banh chung* at Tet themselves.
6. Children used to play outdoor games.

- 4** Have Ss complete the exercise independently. Have them share their wishes with the class.

**Suggested answers:**

1. I wish my village had access to clean piped water.
2. I wish there was/were a bridge over the river, so we did not have to cross the river by boat twice a day to school.
3. I wish there was/were an organisation for social activities for teenagers in my town.
4. I wish I was/were tall enough to play basketball.
5. I wish there were four seasons in my area./ I wish we had spring and autumn in my area.

- 5** Encourage Ss to use their imagination and work out wishes for the situation. Have them share their answers with the class.

**Suggested answers:**

1. I wish it would stop raining.
2. I wish the wind weren't blowing so hard.
3. I wish the sun were shining.
4. I wish I were sitting in a warm house.

## Communication

### 6 Rearrange the sentences to make a meaningful conversation.

1. Mai, are you going to the Tet flower market with us this afternoon?
2. We used to. But this year my mother wants to bring back some traditions.
3. Interesting! I'll come.
4. I'm sorry I can't. I'm making candied fruits.
5. Wow... That's time-consuming and it requires a lot of patience. My family buys it.
6. Certainly! And we can learn how to make *banh chung* too. My father will teach us.
7. She said that if we didn't do it, our customs and traditions would die out.
8. Oh, I see. Can I join you?
9. Why?

Order: 1 \_\_\_\_\_

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>• use the lexical items related to life in the past</li> <li>• identify in which situations to stress auxiliary verbs in sentences and say these sentences correctly</li> <li>• use <i>used/didn't use</i> + <i>to</i>-infinitive to talk about past practices</li> <li>• express wishes for the present</li> <li>• read for specific information about children's pastimes in the past</li> <li>• make comments on or express opinions about facts in the past</li> <li>• listen for specific information about school life in the past</li> <li>• write a description of how children in the past studied without technology</li> </ul>			

## PROJECT

### PRESERVING THE PAST

Life has changed a lot over the past 50 years, and there are many good pastimes and traditions which seem to be dying out. Work in groups and

- search for a past tradition or pastime which you highly appreciate
- give reasons why you like it
- work out a plan to help preserve it

Then make a poster presenting your ideas and share it with your class.



## Communication

- 6 Ss work in pairs or small groups to complete the exercise. Check as a class. Then they can practise the conversation with their best pronunciation and fluency.

**Key:**

**Order:** 1-4-5-2-9-7-8-6-3

### Finished!

Ask Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered.

## PROJECT

### Preserving the past

This project aims to encourage Ss to do more research about the past with a focus on traditions and habits which are dying out.

Divide Ss into groups of four to five and instruct them on what they have to do. Encourage them to interview previous generations – either members of their family or neighbours. Tell them to

- choose the pastime they most appreciate and would most like to preserve
- explain their choice
- work on a plan of how they can help to preserve it

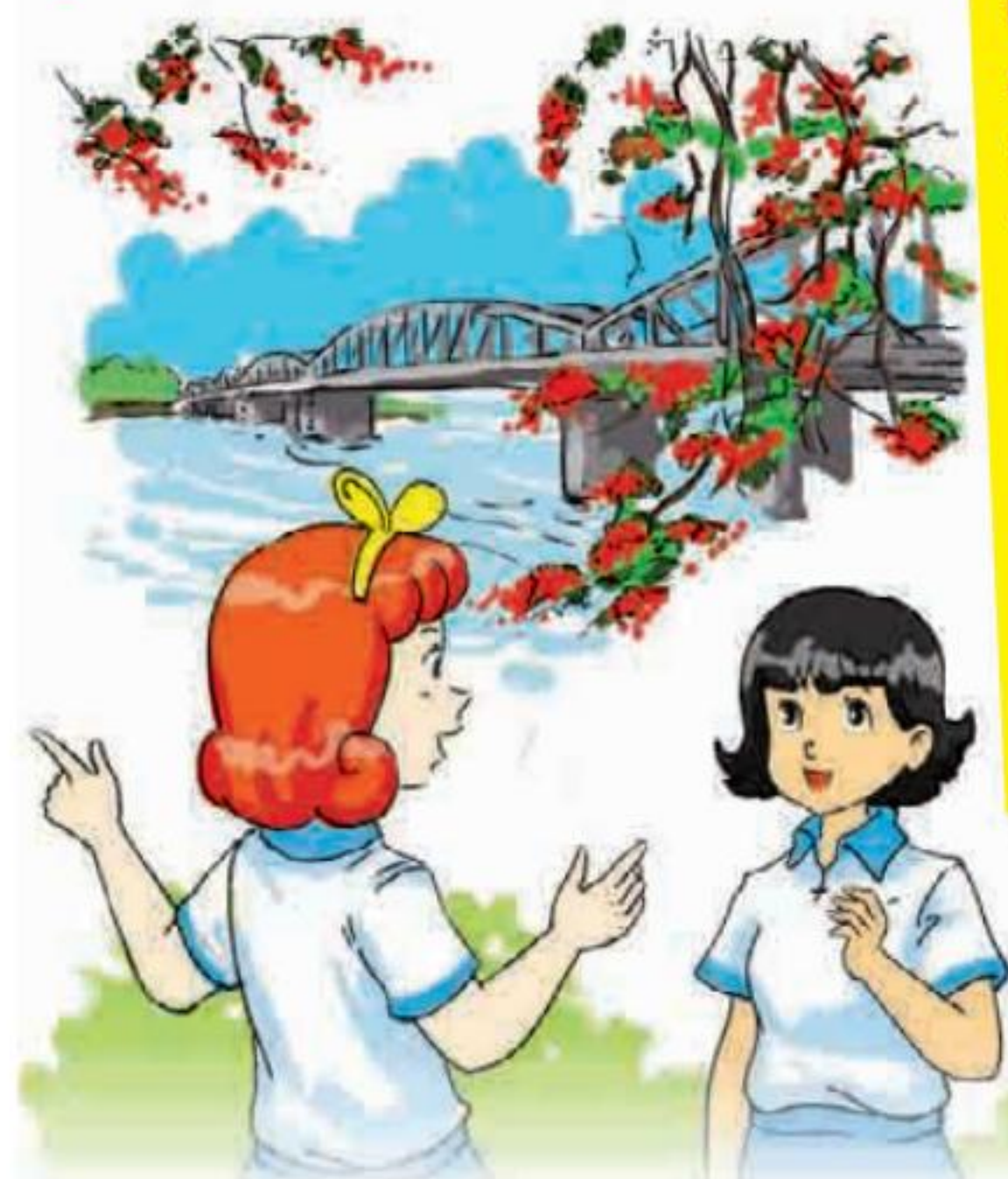
Have Ss present their posters in the next lesson. When all the groups have given their presentations, the whole class can vote for the best.



## GETTING STARTED

### A trip to Hue City

**1** Listen and read.



#### THIS UNIT INCLUDES:

##### VOCABULARY

Words to describe wonders of Viet Nam

##### PRONUNCIATION

Stress on short words in sentences

##### GRAMMAR

Passive voice: Impersonal passive  
*suggest + V-ing/clause with should*

##### SKILLS

- Reading for specific information about a man-made wonder of Viet Nam
- Talking about man-made wonders of Viet Nam and how to protect and preserve them
- Listening for specific information about a natural wonder of Viet Nam
- Writing an article describing a wonder of Viet Nam

##### COMMUNICATION

Describing a wonder of Viet Nam

**Veronica:** Guess what? I'm going to Hue City next week.

**Mi:** That's great! Are you excited?

**Veronica:** Very! You've been there, haven't you?

**Mi:** Yes, I have. Three times, actually. It's an amazing place. How are you getting there?

**Veronica:** My father suggests we should go by air.

**Mi:** That's too expensive! I suggest going by train. You can meet people and see a lot of beautiful sights from the train.

**Veronica:** That sounds better. And do you know any good places to stay in Hue City?

**Mi:** I'd recommend the Romance Hotel. I can give you the address if you like.

**Veronica:** Great, thanks. What's the best way to get around?

**Mi:** It's probably best to use rickshaws. It's said that they're quicker and cheaper than taxis.

**Veronica:** Hmm, that's good to know. So what are the things we shouldn't miss – any good museums?

**Mi:** Er no, don't bother going to the museums. There are much better things to see there. You should definitely see the Royal Citadel. It's said that this complex of monuments is one of the wonders of Viet Nam. In fact, it's listed as a UNESCO World Heritage Site.

**Veronica:** Yes, that's what I've heard. So what else is worth seeing?

## Objectives:

By the end of this unit, students can:

- use the lexical items to describe wonders of Viet Nam
- identify in which situations to stress short words (*a, of, or*, etc.) in sentences and say these sentences correctly
- use the impersonal passive and the verb *suggest + V-ing*/clause with *should*
- read for specific information about a man-made wonder of Viet Nam
- talk about man-made wonders of Viet Nam and how to protect and preserve them
- listen for specific information about a natural wonder of Viet Nam
- write an article describing a wonder of Viet Nam

## GETTING STARTED

### A trip to Hue City

#### Introduction

Before Ss open their books, review the previous unit by asking two or three Ss to come to the board, each writing a sentence of wishes for the present and future. Invite comments and corrective feedback from the rest of the class if necessary.

Write the Unit title on the board 'Wonders of Viet Nam'. Elicit any information Ss know about wonders of Viet Nam by asking about the wonders that they have visited or heard about.

Ask Ss to guess what the picture might show or what the conversation might be about. Let Ss open their books and check their answers.

- 1** Play the recording. Ss listen and read along. T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension.

Ask Ss questions about the picture:

e.g. *Where are Mi and Veronica? What may they be talking about?*

T may ask Ss to guess what the bridge in the picture is and where it is. T may also ask Ss to talk about the wonders they have visited or heard about from the news, on television, or the radio, or from their friends.

- 'Have you ever visited a wonder of Viet Nam?'
- 'What is it?', 'Where is it?'
- 'What is special about it?'

**a** Read the conversation again and fill in each gap with no more than three words.

- Veronica's family is going to \_\_\_\_\_ next week.
- Mi has been to Hue City \_\_\_\_\_ times.
- Veronica's father suggested they should \_\_\_\_\_.
- Mi suggested going by train because Veronica's family can meet people and see a lot of \_\_\_\_\_.
- Mi suggested Veronica should \_\_\_\_\_ to get around Hue City.
- In Mi's opinion, Veronica shouldn't go to \_\_\_\_\_.

**b** Read the conversation again and find the expressions Veronica and Mi use to *ask for*, *make*, and *respond to recommendations*.

Asking for recommendations	Making recommendations	Responding to recommendations
	I suggest going by train.	

**2a** Write the responses below into the correct columns.

- It's probably best to go by train.
- It's well worth seeing.
- Don't drink the water.
- Thanks, that's really useful.
- I wouldn't eat anything that's sold in the street.
- It isn't really worth seeing.
- You really must go to Agra.
- What about places outside Hue City?
- Have you got any other tips?

Asking for recommendations	Making recommendations		Responding to recommendations
	Recommending things	Not recommending things	

**b** Match sentences (1-4) to sentences (a-d) to make exchanges. Then practise the exchanges with a partner.

1. Do you know any good places to eat?	a. Er no, don't bother buying things there. They're too expensive.
2. I wouldn't eat anything that's sold in the street. You can easily get ill.	b. I'd recommend a place called Shanti – the food there is delicious.
3. Is there anything else worth visiting?	c. Yes, that's what I've heard.
4. And what about souvenirs?	d. There's Gia Long Tomb. That's well worth a visit.

**3a** Below are some places of interest in Viet Nam. Write them under the pictures.

a. Ha Long Bay

b. Phong Nha Cave

d. One Pillar Pagoda

c. Po Nagar Cham Towers

e. Saigon Notre-Dame Cathedral

f. Cuc Phuong National Park



1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

**b** Now put them in the correct columns.

Natural wonders	Man-made wonders

**4** Work in pairs. Ask and answer questions about some wonders of Viet Nam.

*Example:*

- A: I'm travelling around Viet Nam next week. Can you recommend a good place to visit?  
 B: Ha Long Bay. It's one of the wonders you can't miss.  
 A: Ha Long Bay? Where is it?  
 B: It's in Quang Ninh province.  
 A: Is it a natural wonder?  
 B: Yes, it is.

**a** First, have Ss work independently. Then allow them to share their answers before discussing as a class.

**Key:** 1. Hue City                      2. three  
3. go by air                              4. beautiful sights  
5. use rickshaws                      6. the museums

**b** Tell Ss to refer to the conversation to find the expressions. Practise saying the expressions (play the recording again as a model if necessary). Pay attention to intonation when asking for, making, or responding to recommendations.

**Key:**

Asking for recommendations	Making recommendations	Responding to recommendations
<ul style="list-style-type: none"> <li>- And do you know any good places to stay in Hue City?</li> <li>- What's the best way to get around?</li> <li>- So what are the things we shouldn't miss – any good museums?</li> <li>- So what else is worth seeing?</li> </ul>	<ul style="list-style-type: none"> <li>- I suggest going by train.</li> <li>- I'd recommend The Romance Hotel.</li> <li>- It's probably best to use rickshaws.</li> <li>- Er no, don't bother going to the museums.</li> <li>- You should definitely see the Royal Citadel.</li> </ul>	<ul style="list-style-type: none"> <li>- That sounds better.</li> <li>- Hmm, that's good to know.</li> <li>- Yes, that's what I've heard.</li> </ul>

**2 a** Have Ss work independently. Then allow them to share their answers before playing the recording for them to check. Play the recording for Ss to repeat the phrases. T may remind Ss to pay attention to the intonation.

**Key:**

Asking for recommendations	Making recommendations		Responding to recommendations
	Recommending things	Not recommending things	
<ul style="list-style-type: none"> <li>- What about places outside Hue City?</li> <li>- Have you got any other tips?</li> </ul>	<ul style="list-style-type: none"> <li>- It's well worth seeing.</li> <li>- It's probably best to go by train.</li> <li>- You really must go to Agra.</li> </ul>	<ul style="list-style-type: none"> <li>- Don't drink the water.</li> <li>- I wouldn't eat anything that's sold in the street.</li> <li>- It isn't really worth seeing.</li> </ul>	<ul style="list-style-type: none"> <li>- Thanks, that's really useful.</li> </ul>

**b** Ss work independently to do the matching. Allow them to share their answers before giving comments, and make any corrections. Ask Ss to work in pairs, practising the exchanges. T may go around to provide help.

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

**3 a** First, have Ss work in pairs to match the names of the places of interest to the pictures. Then check with the whole class. T may ask Ss to say the names of these places of interest in Vietnamese and where they are situated.

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

**b** Ss do the exercise individually and then compare their answers with a partner. Check the answers with the whole class.

Natural wonders	Man-made wonders
<ul style="list-style-type: none"> <li>• Ha Long Bay</li> <li>• Phong Nha Cave</li> <li>• Cuc Phuong National Park</li> </ul>	<ul style="list-style-type: none"> <li>• Po Nagar Cham Towers</li> <li>• One Pillar Pagoda</li> <li>• Saigon Notre-Dame Cathedral</li> </ul>

**4** Model this activity with a more able student. Then ask Ss to work in pairs. T may go around to provide help. Note that weaker Ss can stick very closely to the model by substituting the names of different wonders in the conversation. However, it's good to encourage more able Ss to create their own versions of the conversation. Call on some pairs to practise in front of the class, remembering that this is a fluency stage and correction should be reserved for the end and kept to a minimum so as not to deter Ss from taking risks with the language.

# A CLOSER LOOK 1

## Vocabulary

**1** Write the words with the correct pictures.

- |           |              |              |
|-----------|--------------|--------------|
| A. cavern | B. limestone | C. fortress  |
| D. tomb   | E. citadel   | F. sculpture |



1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

**2** Fill in each blank with a suitable adjective from the box.

- |            |                  |             |
|------------|------------------|-------------|
| geological | located/situated | picturesque |
| astounding | administrative   |             |

- The hotel is beautifully \_\_\_\_\_ in a quiet spot near the river.
- It is a quiet fishing village with a \_\_\_\_\_ harbour.
- The original size of the Forbidden City is \_\_\_\_\_ - it's hard to believe.
- This book is about \_\_\_\_\_ features of Viet Nam.
- Ha Noi is the \_\_\_\_\_ centre of our country.

**3a** Match the nouns in A to the definitions in B.

**A**

- setting
- complex
- structure
- measures
- recognition

**B**

- a general word for a building of any kind
- the place where something is and the general environment around it
- an acceptance that something exists, is true, or is valuable
- a group of connected buildings that are designed for a particular purpose
- official actions that are done in order to achieve a particular aim

**b** Now use the nouns in **3a** to complete the sentences.

- This \_\_\_\_\_ has been standing since the 15th century.
- The government must take \_\_\_\_\_ to preserve historical sites in the area.
- I like a hotel in a beautiful \_\_\_\_\_ of landscaped gardens.
- The Imperial Citadel of Thang Long is a \_\_\_\_\_ that consists of royal palaces and monuments.
- There is a growing \_\_\_\_\_ that protecting natural wonders has financial benefits as well as cultural importance.



## Pronunciation

Stress on short words in sentences

**4** Listen and repeat, paying attention to the words in red in each pair of sentences.

- A: This is **a** solution, but not the only one.  
B: Attempts to find **a** solution have failed.
- A: I'm fond **of** bananas.  
B: Bananas are what I'm fond **of**.
- A: It's not trick **and** treat; it's trick **or** treat.  
B: I need Peter **and** Mary **or** John **and** Nick to help me.
- A: It's good **but** expensive.  
B: You shouldn't put '**but**' at the end of the sentence.

## A CLOSER LOOK 1

### Vocabulary

- 1** Ask Ss to do the exercise independently. Then have them share their answers with one or more partners. T may ask for translation of the nouns in the box to check their understanding. With a stronger class, ask Ss to find some real-life examples of the nouns in the box.

Key: 1. B                      2. D                      3. A                      4. E                      5. C                      6. F

- 2** Ss work independently and then share their answers with one or more partners. T may ask for translation of some adjectives to check their understanding.

Key: 1. located/situated                      2. picturesque                      3. astounding  
4. geological                      5. administrative

- 3 a** Ss work in pairs to match the nouns to the definitions. Allow them to share their answers before checking with the whole class. T may ask for translation of the nouns in the box to check their understanding. With a stronger class, ask Ss to make some example sentences with these words.

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

- b** Have Ss complete the sentences individually, using the phrases in **3a**. Then have some of them read out their answers before checking as a class.

Key: 1. structure                      2. measures                      3. setting                      4. complex                      5. recognition

### Pronunciation

Stress on short words in sentences

- 4** Play the recording and ask Ss to listen and repeat the sentences, paying attention to whether the words in red in each sentence are stressed or not. T may play the recording as many times as necessary.



Audio script:

1. A: This is a (S) solution, but not the only one.  
B: Attempts to find a (W) solution have failed.
2. A: I'm fond of (W) bananas.  
B: Bananas are what I'm fond of (S).
3. A: It's not trick and (S) treat; it's trick or (S) treat.  
B: I need Peter and (W) Mary or (W) John and (W) Nick to help me.
4. A: It's good but (W) expensive.  
B: You shouldn't put 'but' (S) at the end of the sentence.

## A CLOSER LOOK 2

### REMEMBER!

Short words like articles (*a, an, the*), conjunctions (*and, or*), and prepositions (*at, of, to*) are usually unstressed or in the weak form. However, we use these short words in the strong form in the following cases:

- when the short words are used at the end of sentences.

**Example:**

What are you playing **at**?

Mary is the person I'm looking **for**.

- when the short words are used for emphasis and contrast.

**Example:**

This is **the** place to eat.

It's not **a** solution, but **the** solution.

- when the short words are used for citation.

**Example:**

You shouldn't put '**and**' at the end of the sentence.



- 5 Read the mini-talks and underline the short words (*for, the, from, and, but, at, of, to*) you think use the strong form. Then listen and check.**

**Example:**

A: Who are you looking for?

B: Peter is the person I'm looking for.

- A: Where are you from?  
B: I'm from Ha Noi.
- A: Can you come and check this paragraph for me?  
B: It's OK but you shouldn't use 'and' at the beginning of the paragraph.
- A: Did you ask her to join our group?  
B: I've asked her several times but she doesn't want to.
- A: Is this letter from Peter?  
B: No, the letter is to him, not from him.

- 6 Work in pairs. Practise the mini-talks in 5.**

### Grammar

#### The impersonal passive

- 1 a Read part of the conversation. Pay attention to the underlined part.**

**Veronica:** Great, thanks. What's the best way to get around?

**Mi:** It's probably best to use rickshaws. It's said that they're quicker and cheaper than taxis.

**Form: It + to be + past participle + that + S + V**

**Can you find another example of the impersonal passive in the conversation?**

- b When do we use the impersonal passive? Can you think of any rules?**

We use the impersonal passive to express other people's opinions. It can be used with reporting verbs, including *say, think, believe, know, hope, expect, report, understand, claim*, etc.

**Example:**

Active	Passive
People think he is a great teacher.	It is thought that he is a great teacher.
People say she works 16 hours a day.	It is said that she works 16 hours a day.
They reported that two people had been injured in the accident.	It was reported that two people had been injured in the accident.

- 2 Complete the sentences using the correct passive form of the verbs in brackets. The first one has been completed for you.**

- (know) It is known that Ha Long Bay was recognised as a World Heritage Site by UNESCO in 1994.
- (believe) \_\_\_\_\_ the best time to visit the complex of Hue Monuments is in April.
- (report) \_\_\_\_\_ thousands of visitors come to enjoy breathtaking views of Ha Long Bay every year.
- (claim) \_\_\_\_\_ Phong Nha – Ke Bang can be compared to a huge geological museum.
- (understand) \_\_\_\_\_ Binh Dai Fortress was designed to control movement on the Perfumed River.
- (expect) \_\_\_\_\_ the government will have measures to protect and preserve our man-made wonders.

Read through and explain the rule in the **REMEMBER!** box and ask some Ss to give some examples of the cases where the short words (*a, of, the*, etc.) are used in the strong form.

- 5** First, ask Ss to work in pairs to practise reading aloud the mini-talks and decide in which sentences the short words are stressed. Then play the recording. Ss listen and underline the stressed words. T may pause after each sentence and ask them to repeat chorally. Correct their pronunciation if necessary.



**Key + Audio script:**

- |  |  |
|--|--|
| 1. A: Where are you <u>from</u> ?  | 3. A: Did you ask her to join our group?                         |
| B: I'm from Ha Noi.  | B: I've asked her several times but she doesn't want <u>to</u> . |
| 2. A: Can you come and check this paragraph for me?                                | 4. A: Is this letter from Peter?                                 |
| B: It's OK but you shouldn't use ' <u>and</u> ' at the beginning of the paragraph. | B: No, the letter is <u>to</u> him, not <u>from</u> him.         |

- 6** Ss practise the mini-talks in pairs. T may go around to provide help. Call on some pairs to practise the mini-talks in front of the class. Correct their pronunciation if necessary.

## A CLOSER LOOK 2

### Grammar

#### The impersonal passive

- 1 a** First, ask Ss to study part of the conversation from **GETTING STARTED**. Draw Ss' attention to how to form the impersonal passive by analysing the underlined part and the rule. Then ask some more able Ss to give some examples to illustrate. Next, ask Ss to read the conversation in **GETTING STARTED** again and underline another impersonal passive that they can find. Ask them to share their findings with a partner before checking with the whole class.

**Key:** It's said that this complex of monuments is one of the wonders of Viet Nam.

**b** First have Ss cover up the yellow box in **1b** and try to work out the usage themselves for this structure. Accept all their ideas. Now uncover the box and allow Ss to analyse the rule and the examples in the box. Then ask some Ss to give some more examples to check understanding.

- 2** Ss complete the sentences independently. Ask them to share their answers with a partner. Ask some Ss to say their answers aloud. Give comments and make any correction if necessary.

**Key:**

2. It is believed that the best time to visit the complex of Hue Monuments is in April.
3. It is reported that thousands of visitors come to enjoy breathtaking views of Ha Long Bay every year.
4. It is claimed that Phong Nha - Ke Bang can be compared to a huge geological museum.
5. It is understood that Binh Dai Fortress was designed to control movement on the Perfumed River.
6. It is expected the government will have measures to protect and preserve our man-made wonders.

**3 Here are some things we hear about Po Nagar Cham Towers. Write sentences about it using the impersonal passive.**

1. Po Nagar Cham Towers were built in the 8<sup>th</sup> century by the Cham people in central Viet Nam.
2. The Cham people built Po Nagar Cham temple complex to honour Yang Ino Po Nagar, mother of the kingdom.
3. The Po Nagar Cham Towers were built on the site of an earlier wooden temple, which was burned by the Javanese in A.D. 774.
4. Po Nagar Kalan is the main tower, which is one of the tallest Cham structures.
5. A sculpture of the goddess Mahishasuramardini may be found above the entrance to the main temple.
6. In the 17<sup>th</sup> century, the Viet people took over the temple tower, calling it Thien Y Thanh Mau Tower.

**suggest + V-ing/clause with should**

**4 a Read part of the conversation. Pay attention to the underlined part.**

**Veronica:** My father suggests we should go by air.

**Mi:** That's too expensive! I suggest going by train.

After the verb *suggest*, we can use *V-ing* or a clause with *should*:

- S + *suggest* + *V-ing*
- S + *suggest* + (that) + S + (should) + bare infinitive

**b When do we use suggest + V-ing/clause with should? Can you think of any rules?**

We use *suggest* + *V-ing*/clause with *should* to tell someone our ideas about what they should do, where they should go, etc.

**Example:**

I suggest that we should go out to eat.  
I suggested going in my car.

**REMEMBER!**

We can also use *suggest* + *V-ing*/clause with *should* to report someone's ideas about what someone else should do, or what they should do themselves.

**Example:**

- Her mother suggested going to see the doctor.
- The government suggested closing a number of primary schools.
- The professor suggested that the students should read a number of books before the exam.



**5 Write answers to the following questions using suggest + V-ing/clause with should and the prompts in brackets. Then practise them with your partner. The first one has been completed for you.**

1. **A:** Have you thought of recycling?  
**B:** I suggest recycling things such as bags, cans, and bottles (recycle things such as bags, cans, and bottles).
2. **A:** What should we do to protect and preserve our man-made wonders?  
**B:** I suggest \_\_\_\_\_ (the government/limit/the number of visitors/every day).
3. **A:** What should we do to conserve forests?  
**B:** \_\_\_\_\_ (control/deforestation).
4. **A:** What should we do to protect valuable things in pagodas and temples?  
**B:** \_\_\_\_\_ (put/these valuable things/in high-security places).
5. **A:** What should we do to restore our aging man-made wonders?  
**B:** \_\_\_\_\_ (raise/money).
6. **A:** What should we do to prevent global warming?  
**B:** \_\_\_\_\_ (reduce/smoke/exhaust fumes).

**6 a Work in pairs. Tell your partners what they should do in the following situations, using suggest + V-ing/clause with should.**

- Your bicycle has been stolen.
- You have lost your way in the city centre.
- You have left your workbook at home.
- Your laptop isn't working.
- You have forgotten to bring your wallet when going shopping.

**Example:**

**A:** Oh no! My bicycle has been stolen. What should I do now?

**B:** I suggest *calling the police*./I suggest you *should call the police*.

**b Now report your partner's ideas to another partner.**

**Example:**

I asked B what I should do when my bicycle had been stolen. He suggested *calling the police*./I *should call the police*.

- 3** Ss write the sentences independently, then compare them with one or more partners. Ask some Ss to say their sentences aloud. Give comments, and make any correction if needed.

**Key:**

1. It is claimed that Po Nagar Cham Towers were built in the 8th century by the Cham people in central Viet Nam.
2. It is said that the Cham people built Po Nagar Cham temple complex to honour Yang Ino Po Nagar, mother of the kingdom.
3. It is believed that the Po Nagar Cham Towers were built on the site of an earlier wooden temple, which was burned by the Javanese in A.D. 774.
4. It is understood that the Po Nagar Kalan is the main tower, which is one of the tallest Cham structures.
5. It is known that a sculpture of the goddess Mahishasuramardini may be found above the entrance to the main temple.
6. It is thought that in the 17th century, the Viet people took over the temple tower, calling it Thien Y Thanh Mau Tower.

**suggest + V-ing/clause with should**

- 4 a** Ask Ss to read part of the conversation from **GETTING STARTED**, paying attention to the underlined part. Then explain to Ss the structures used with the verb *suggest* and ask them to make some examples to illustrate.
- b** Ask Ss to study the rules in the box. Draw Ss' attention to the use of the verb *suggest* by analysing the examples in the box in **4b** and the **REMEMBER!** box. Then ask some able Ss to give some more examples.
- 5** Ask Ss to do the grammar exercise individually. Remind them to refer to the box in **4b** and the **REMEMBER!** box and use a dictionary if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

**Key:**

2. I suggest the government *should limit/limiting* the number of visitors every day.
3. I suggest we *should control/controlling* the deforestation.
4. I suggest we *should put/putting* these valuable things in high-security places.
5. I suggest we *should raise/raising* some money.
6. I suggest we *should reduce/reducing* smoke and exhaust fumes.

- 6 a** First, model this activity with a more able student. Then ask Ss to work in pairs. T may go around to provide help. Call some pairs to practise in front of the class.
- b** Ask Ss to work in pairs, reporting their previous partners' ideas to the new ones. Then T may ask some Ss to report their previous partners' ideas to the whole class.

# COMMUNICATION

## What's What?

### Extra vocabulary

proper name  
spectacular

contestant  
round (in a game)

**1** Listen to the radio programme from *4Teen*. Then decide whether the following statements are true (T) or false (F).

1. The MC will read out five sentences that describe one of the wonders of Viet Nam.
2. The MC won't mention the proper names of any place in her description.
3. The players have to work out where the wonder is and whoever gives the correct answer first wins.
4. If any player can give the correct answer before the MC finishes reading out all the sentences, he/she is the winner and gets a special gift.
5. If any player gives the incorrect answer before the MC finishes reading out all the sentences, he/she is still allowed to continue the game.

**2** Listen to the next part of the radio programme. Then fill in the gaps with the words/numbers you hear.



**Ann:** First sentence: it's a natural wonder in the (1) \_\_\_\_\_ part of our country. Duong, do you want to risk the answer?

**Duong:** Yes, it's easy. That's Phong Nha Cave.

**Ann:** No, sorry that's incorrect. So you're out of this round, Duong!

**Duong:** Oh dear!

**Ann:** Second sentence: it's a spectacular cave located (2) \_\_\_\_\_ metres above sea level near the west branch of a highway. Do either of you have the answer, Mary and Linda?

**Mary:** No, not yet.

**Linda:** Not me.

**Ann:** OK, so I will continue with the third sentence. It's situated in a national (3) \_\_\_\_\_.

**Linda:** Is it Stone Cave in Kien Giang?

**Ann:** No, Kien Giang isn't in the centre of the country, Linda. So we have only one person, Mary, still in the game now.

**Mary:** So nervous!

**Ann:** And the fourth sentence: the cave was (4) \_\_\_\_\_ by a local man in 2005.

**Mary:** I know. It must be Thien Duong or (5) \_\_\_\_\_ Cave in Quang Binh.

**Ann:** Correct, Mary! Congratulations! You gave the correct answer before I read out the sixth sentence, so you win this round of the game and get a special gift.

**3** Write six sentences that describe one of the wonders of Viet Nam you know.

.....

.....

.....

.....

.....

.....

**4** Work in groups. Play the game *What's What?!*



## COMMUNICATION

### What's What?

#### Introduction

Before Ss open their books, ask them to brainstorm any game shows they know on TV or on the radio. Make a list on the board. Ask Ss to choose which game show they think is the best and explain their choice. Tell Ss they are going to listen to a game show called *What's What?* and then have a go themselves.

Help Ss understand the meanings of the words in the **Extra vocabulary** box by using examples, definitions, or even translations.

- 1 Ask Ss to read the instruction carefully and remind them to remember the key words in the statements. Play the recording and ask Ss to decide whether the statements are true (T) or false (F). Elicit the answers from Ss and write them on the board. Have them correct the false statements where applicable. Play the recording again for Ss to check the answers.

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



#### Audio script:

**Ann:** Welcome to our game show called *'What's What?'*. Please welcome our three guests Mary, Linda, and Duong who will be taking part in the game today.

**Mary, Linda, and Duong:** Good evening, everyone!

**Ann:** Now, the rules of the game are simple. I will read out six sentences that describe one of the wonders of Viet Nam, either natural or man-made. This description won't include the proper names of any places. My three contestants have to work out what the wonder is. Whoever gives the correct answer first is the winner.

**Duong:** Sounds easy.

**Ann:** Well, let's see... you are the winner and get a special gift if you can give the correct answer before I finish reading out all six sentences. But if you give the incorrect answer, you're out of that round of the game.

**Mary:** Exciting!

**Ann:** Now, do all of you understand how to play the game?

**Mary, Linda, and Duong:** Yes.

**Ann:** OK, then let's play *'What's What?'*!

- 2 First, have Ss read the next part of the radio programme and guess what the missing word for each gap in the conversation is. Then play the recording. The first time, ask Ss to close their books and listen only. Then play the recording again and allow Ss to fill in the gaps as they listen. Ask Ss to share their answers in pairs before playing the recording the final time to allow pairs to check their answers. If time is limited, T may play only the sentences that include the information Ss need for their answers. T may ask Ss to read the conversation again, paying attention to the meaning of the words/phrases: *proper name, contestant, spectacular, round*.

**Key:** 1. central 2. 200 (two hundred) 3. park  
4. discovered 5. Paradise



#### Audio script:

**Ann:** First sentence: it's a natural wonder in the central part of our country. Duong, do you want to risk the answer?

**Duong:** Yes, it's easy. That's Phong Nha Cave.

**Ann:** No, sorry that's incorrect. So you're out of this round, Duong!

**Duong:** Oh dear!

**Ann:** Second sentence: it's a spectacular cave located 200 metres above sea level near the west branch of a highway. Do either of you have the answer, Mary and Linda?

**Mary:** No, not yet.

**Linda:** Not me.

**Ann:** OK, so I will continue with the third sentence. It's situated in a national park.

**Linda:** Is it Stone Cave in Kien Giang?

**Ann:** No, Kien Giang isn't in the centre of the country, Linda. So we have only one person, Mary, still in the game now.

**Mary:** So nervous!

**Ann:** And the fourth sentence: the cave was discovered by a local man in 2005.

**Mary:** I know. It must be Thien Duong or Paradise Cave in Quang Binh.

**Ann:** Correct, Mary! Congratulations! You gave the correct answer before I read out the sixth sentence, so you win this round of the game and get a special gift.

- 3 Ask Ss to work individually, each writing six sentences that describe one of the wonders of Viet Nam they know. Remind them not to let anyone know their sentences.
- 4 Ask Ss to work in groups of four or five to play the game *'What's What?'* T goes around the groups to provide help.

# SKILLS 1

## Reading

- 1** Read an article about the Perfume Pagoda. Look at the words in the box, then find them in the text and underline them. What do they mean?

vast  
backdrops

pilgrims  
reign

theme



Perfume Pagoda is a religious site as well as being a great sight-seeing spot in Viet Nam. It is situated in Huong Son Commune, My Duc District, Ha Noi. It is a vast complex

of Buddhist temples and shrines, including Den Trinh (Presentation Shrine) and Thien Tru (Heaven Kitchen) Pagoda, in the limestone Huong Tich mountains. The centre of this complex is the Perfume Temple, also called Chua Trong (Inner Temple), located in Huong Tich Cavern. It is thought that the first temple was built on the current site of Thien Tru in the 15th century during the reign of Le Thanh Tong. Over the years some of its structures which were in ruins have been restored or replaced.

Many Vietnamese works of literature, both old and modern, have made Perfume Pagoda their focus. It has also provided backdrops for many famous paintings. Its beauty has been used as a theme of many famous songs and a topic of lyric poetry. Nowadays during its festival (from the middle of January to the middle of March on the lunar calendar), Perfume Pagoda attracts large numbers of pilgrims from all over Viet Nam.

- 2** Read the article again and answer the questions.

- Where is the Perfume Pagoda located?
- What does the complex of the Perfume Pagoda include?
- Where is the centre of this complex located?
- What is special about the beauty of the Perfume Pagoda?
- Who visits the Perfume Pagoda during its religious festival?

## Speaking

- 3** Work in pairs. Below are some of the things that have caused damage to the man-made wonders of Viet Nam. Put them in order of seriousness. Give your reasons. Can you add any more?

- ☐ a. Many roads, hotels, factories, etc., have been built around man-made wonders.
- ☐ b. Too many tourists visit man-made wonders every day.
- ☐ c. Local governments don't have long-term measures to protect man-made wonders from severe weather conditions.
- ☐ d. Recent restorations have changed the original structure of some man-made wonders.
- ☐ e. Many valuable things have been stolen from man-made wonders.

- 4a** Work in pairs. Use the ideas in **3** to suggest ways to protect and preserve the man-made wonders of Viet Nam.

*Example:*

A: It is reported that many of our man-made wonders have been damaged. What should we do to protect and preserve them?

B: I suggest that we should limit the number of tourists visiting them every day.

A: That's a good idea. I'd like to suggest raising money to restore and preserve them...



- b** Report your best ideas to the class.

*Example:*

We suggested limiting the number of tourists who can visit these important sites per day.

## SKILLS 1

### Reading

#### Introduction

Before Ss open their books, ask them to work in groups to discuss the question: 'What condition are the man-made wonders of Viet Nam in right now?' Here are some ideas:

- in good condition
  - safe
  - restored
  - protected against people and nature
- in bad condition
  - unsafe
  - in ruins, falling down
  - unprotected against people and nature

**1** Ask Ss to scan the article to find the words: *vast*, *pilgrims*, *theme*, *backdrops*, and *reign*. Help Ss work out the meanings of these words from the context.

- *vast* (adj) = extremely large in area, size, amount, etc.
- *pilgrim* (n) = a person who travels to a holy place for religious reasons
- *theme* (n) = the subject or main idea in a talk, piece of writing, or work of art
- *backdrop* (n) = the general scene in which an event takes place
- *reign* (n) = the period during which a king, queen, emperor, etc. rules

**2** T may set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they find the information that helps them to answer the questions. Ss can compare their answers with a partner before discussing them as a class.

**Key:**

1. It is located in Huong Son Commune, My Duc District, Ha Noi.
2. It includes Den Trinh (Presentation Shrine), Thien Tru (Heaven Kitchen) Pagoda, and the Perfume Temple.
3. The centre of this complex, the Perfume Temple, also known as Chua Trong (Inner Temple), is located in Huong Tich Cavern.
4. Its beauty has been used as a theme of many famous songs and a topic of lyric poetry.
5. Pilgrims from all over Viet Nam do.

### Speaking

**3** First, ask Ss to work in pairs, to put the things that have caused damage to the man-made wonders of Viet Nam in order of seriousness. T may go around to provide help. After Ss finish, call on some pairs to report their choices and give the reasons for them.

**4 a** Ask Ss to work in pairs, and use the ideas in **3** to suggest ways to protect and preserve the man-made wonders of Viet Nam. Go round to provide help.

**b** Have the representative of each pair in turn report their best ideas to the whole class. Give comments and make any correction if necessary.

## SKILLS 2

### Listening

- 1** Listen to what a tourist says about Ha Long Bay and decide whether the following statements are true (T) or false (F).

	T	F
1. More tourists have chosen to visit Ha Long Bay since UNESCO's recognition of its natural beauty.		
2. There are 1,696 islands concentrated in the southeast and the southwest.		
3. Thien Cung, Dau Go, Sung Sot, and Tam Cung are at the centre of the islands.		
4. People who are interested in history should visit Van Don Island, Poem Mountain, and the Bach Dang River.		

- 2** Listen again and complete the data chart.

Name	Ha Long Bay
Location	(1) _____ region of Viet Nam
Reasons for choosing the place	<ul style="list-style-type: none"> <li>- a magical place</li> <li>- recognised by (2) _____</li> <li>- its rich history and (3) _____ setting</li> </ul>
Main features of the place	<ul style="list-style-type: none"> <li>- like a work of art</li> <li>- 1,969 islands in two main (4) _____: the southeast (belonging to Bai Tu Long Bay), and the southwest (belonging to Ha Long Bay)</li> <li>- wonderful (5) _____ in Ha Long Bay: Thien Cung, Dau Go, Sung Sot, and Tam Cung</li> <li>- one of the places where humans first existed</li> </ul>
Comments and feelings about the place	It is truly unforgettable thanks to its long history and (6) _____ natural beauty.

### Writing

- 3** Have you or a family member visited a wonder of Viet Nam? Make notes about it in the table below. Alternatively, you can write about a wonder of Viet Nam you have read about.

Name	
Location	
Reasons for choosing the place	
Main features of the place	
Comments and feelings about the place	

### REMEMBER!

When we write a passage describing a place, we usually write four parts.

- In the first part, we give the name and location of the place and the reason for choosing it.
- In the second and third parts, we describe the main features or aspects of the place. We should describe what we can see and do there.
- In the fourth part, we write our comments and feelings about the place.



- 4a** Use your notes in **3** to write a short article describing a wonder of Viet Nam.

---



---



---



---



---

- b** Swap articles with a partner and review each other's drafts. Make revisions and corrections if necessary. Then present your final article to the class.

## SKILLS 2

### Listening

- 1** Ask Ss to read the instruction carefully and remind them to underline the key words in the statements. Play the recording and ask Ss to decide whether the statements are true or false. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.

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



#### Audio script:

It is said that Ha Long Bay is a magical place, attracting more tourists than ever since UNESCO's recognition of this beautiful spot. It is situated in the northeast region of Viet Nam. With its rich history and picturesque setting, Ha Long Bay is the perfect destination for any tourist.

Ha Long Bay is one of the most extraordinary natural wonders you will ever see. Viewed from any angle, Ha Long Bay looks like a work of art. It has 1,969 islands concentrated in two main zones: the southeast (belonging to Bai Tu Long Bay), and the southwest (belonging to Ha Long Bay). At the centre of the islands, there are wonderful caverns, such as Thien Cung, Dau Go, Sung Sot, and Tam Cung.

For those interested in history, a visit to Van Don Island, Poem Mountain, and the Bach Dang River is a must. It is now known that Ha Long was one of the places where humans first existed.

Don't miss out on a visit to Ha Long Bay. With its long history and astounding natural beauty, it is truly unforgettable.

- 2** Ss work in pairs to discuss the missing word for each gap from the information they have heard in **1**. Play the recording again and allow Ss to fill in the gaps as they listen. Ask Ss to share their answers in pairs before playing the recording the final time to allow pairs to check their answers. If time is limited, T may play only the sentences that include the information Ss need for their answers.

**Key:**

1. northeast 2. UNESCO 3. picturesque 4. zones 5. caverns 6. astounding

### Writing

- 3** Ask Ss to make notes about a wonder of Viet Nam that they or their family members have visited in the given table. Remind them that they do not have to write full sentences and they can use abbreviations. Then ask Ss to share their notes with their partners. T may ask some more able Ss to read out their notes to the whole class.

- 4 a+b** First, have Ss study the guidelines on how to write a passage describing a place in the **REMEMBER!** box.

Set up the writing activity. Ss should use their notes in **3** and the notes in the **REMEMBER!** box to help them to structure their writing. T can also help them get started by writing the opening sentence on the board, based on the audio script:

*It is said that [wonder] is a [adjective] place ...*

Ask Ss to write the first draft. T may go around to comment or provide help. Then have Ss write their final version in class or at home. If they write in class, they can also do it in pairs or groups. T may display all or some of the work on the wall/noticeboard. Other Ss and T give comments. Ss edit and revise their writing for homework.

# LOOKING BACK

## Vocabulary

1 Match adjectives (1-5) in column A to definitions (a-e) in column B.

A	B
1. located	a. so surprising that it is difficult to believe
2. picturesque	b. in a particular position or place
3. astounding	c. relating to the work of managing a country or an institution
4. geological	d. pretty and unchanged by time
5. administrative	e. relating to the rocks that make up the Earth's surface

2 Underline the correct word in each sentence.

1. A *fortress/cathedral* is a building that has been made stronger and protected against attack.
2. From Port Eynon, the *cement/limestone* cliffs extend for five or six miles to Worms Head.
3. A *cavern/bay* is a cave that is big enough for humans to go inside.
4. Hue's most outstanding attractions are the emperors' *tombs/graves*.



3 Use the words from the box to complete the sentences.

setting	complex	structure
measures	recognition	

1. The new leisure \_\_\_\_\_ includes a swimming pool, a sauna, and a gym.
2. There are \_\_\_\_\_ in place to reduce the damage to man-made wonders.
3. Hoi An town gained UNESCO's \_\_\_\_\_ as a World Heritage Site in 1999.
4. The pagoda is located in a rural \_\_\_\_\_.
5. The \_\_\_\_\_ has been restored over the years.

## Grammar

4 Rewrite the following sentences using the impersonal passive.

1. They expect more than 100,000 people will attend the festivals at the Perfume Pagoda this year.  
\_\_\_\_\_
2. People have reported that Thien Duong is the longest cave in Viet Nam.  
\_\_\_\_\_
3. People believe the Perfume Pagoda was built during the reign of Le Thanh Tong in the 15th century.  
\_\_\_\_\_
4. People say Ha Long Bay is one of the most extraordinary natural wonders you will ever see.  
\_\_\_\_\_
5. People hope many defensive measures will be taken to protect and preserve our man-made wonders.  
\_\_\_\_\_

5 Imagine four bad things that happened to you yesterday, and ask your partner what you should do in each situation.

Example:

- A: I failed the English test. What should I do?  
B: I suggest you should watch more TV in English.

## Communication

6 In pairs, make travel suggestions using the prompts and respond to them.

Prompts	Responses
It's well worth going to the...	That's good to know.
You should definitely see the...	Yes, that's what I've heard.
Don't bother buying...	Thanks, that's really useful.
It's probably best to go by...	That sounds good/better.
You really must go to...	

Example:

- A: It's well worth going to the Perfume Pagoda. It's very picturesque.  
B: Yes, that's what I've heard.

## LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T see how far Ss have progressed, and which areas need further practice.

The questions in **LOOKING BACK** match the **Finished!** self-assessment statements at the end of this lesson. Ss should check how well they did on each question and use that information when filling in the self-assessment.

## Vocabulary & Grammar

For **1**, **2**, **3**, and **4**, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

**Key:**

**1**

1. b

2. d

3. a

4. e

5. c

**2**

1. fortress

2. limestone

3. cavern

4. tombs

**3**

1. complex

2. measures

3. recognition

4. setting

5. structure

**4**

1. It is expected that more than 100,000 people will attend the festivals at the Perfume Pagoda this year.
2. It has been reported that Thien Duong is the longest cave in Viet Nam.
3. It is believed that the Perfume Pagoda was built during the reign of Le Thanh Tong in the 15th century.
4. It is said that Ha Long Bay is one of the most extraordinary natural wonders you will ever see.
5. It is hoped that many defensive measures will be taken to protect and preserve our man-made wonders.

- 5** Ask Ss to work individually to write down four bad things that happened to them yesterday. Then have Ss discuss with a partner what they should do in each situation. Remind them to use the verb *suggest* to tell their ideas about what their partners should do in each situation.

## Communication

- 6** Model this activity with a more able student. Ask Ss to work in pairs, one student using prompts in the box to make suggestions and another responding to them. T may have Ss refer to how to make and respond to suggestions or recommendations in **GETTING STARTED**. Go around to provide help. Call on some pairs to practise in front of the class.

**7 Choose A-F to complete the following conversation. Practise the conversation with your partner.**

- A. In Delhi it's probably best to use rickshaws. They're quicker than taxis, and quite cheap.
- B. Er no, don't bother going to the museums. There are much better things to see in Delhi. You should definitely see the Red Fort, in Old Delhi - it's vast.
- C. And to travel to other cities I'd recommend the trains. They're a lot safer than the buses, especially at night.
- D. Sure. What do you want to know?
- E. Yes, I have, actually. It's an amazing place.
- F. There are lots of good hotels in Connaught Place - that's right in the centre of New Delhi. The place I always stay in is called The Raj Hotel. I can give you the address if you like.

**Phong:** Mi, you've been to Delhi, haven't you?

**Mi:** (1) \_\_\_\_\_.

**Phong:** Oh, good. I'm going there next week. Maybe you can give me some tips.

**Mi:** (2) \_\_\_\_\_.

**Phong:** Well, firstly, do you know any good places to stay in?

**Mi:** (3) \_\_\_\_\_.

**Phong:** Great, thanks. And what's the best way to get around?

**Mi:** (4) \_\_\_\_\_.

**Phong:** OK.

**Mi:** (5) \_\_\_\_\_.

**Phong:** Hmm, that's good to know. So what are the things I shouldn't miss - any good museums?

**Mi:** (6) \_\_\_\_\_.

**Phong:** Right. Is there anything else worth visiting?

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items to describe wonders of Viet Nam</li> <li>identify in which situations to stress short words (<i>a, of, or</i>, etc.) in sentences and say these sentences correctly</li> <li>use the impersonal passive and the verb <i>suggest</i> + V-ing/clause with <i>should</i></li> <li>read for specific information about a man-made wonder of Viet Nam</li> <li>talk about man-made wonders of Viet Nam and how to protect and preserve them</li> <li>listen for specific information about a natural wonder of Viet Nam</li> <li>write an article describing a wonder of Viet Nam</li> </ul>			

## PROJECT

**1 Read this promotional brochure about a man-made wonder of Viet Nam.**

Welcome to the Complex of Hue Monuments, one of the most remarkable sites in and around Hue City!

You will certainly be impressed with the structures of the Complex of Hue Monuments which are carefully placed within the natural setting of the site. It's well worth visiting its central structure, the Hue Citadel, which was an administrative centre of southern Viet Nam during the 17<sup>th</sup> and 18<sup>th</sup> centuries. You should definitely see all the royal palaces inside the Hue Citadel, such as the Imperial Residence, the Hoang Thanh (Imperial City), etc.

The Complex of Hue Monuments is a must for all lovers of history. The Complex of Hue Monuments is a remarkable

example of the construction of a complete defended capital city in the early years of the 19<sup>th</sup> century. You can visit Binh Dai Fortress, a defensive structure in the northeast, which was designed to control movement on the river. If you have enough time, you should also visit Tran Hai Thanh fortress, which was constructed to protect the capital against attacks from the sea.

Don't miss out on a visit to the Complex of Hue Monuments. Its long history and astounding structures will make your trip unforgettable.

## The Wonders Of Viet Nam!



**2 Find a photo or draw a picture of a wonder of Viet Nam you have visited. Create a similar promotional brochure about it.**

**3 Organise an exhibition of posters you have made among your group or class members. Vote for the best.**

- 7** First, ask Ss to do the task individually to choose the sentences (A-F) to complete the conversation. Then ask them to check their answers with a partner. Confirm the correct answers. Ask Ss to practise the conversation with their partner.

**Key:**

1. E

2. D

3. F

4. A

5. C

6. B

**Finished!**

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

**PROJECT**

**The wonders of Viet Nam!**

- 1** Ask Ss to read the brochure about the Complex of Hue Monuments and point out what information should be included in a brochure about a place of interest.
- 2** Ask each group to choose one of the wonders of Viet Nam they have visited and design a brochure about it. If time allows, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework.
- 3** When Ss have finished their brochures, T asks them to display their leaflets on the wall/noticeboard. T may choose some of the brochures and ask Ss to give comments. Finally, ask the whole class to vote for the best.

**GETTING STARTED****Our school in the past****1** Listen and read.

**Duong:** Can you believe it's the school's 60<sup>th</sup> anniversary?

**Phuc:** I know! I really like the photo exhibition. It's fascinating to see how the school used to look.

**Duong:** Right! The photos explain a lot about our school in the past.

**Tom:** Look – these two pictures were taken in 1970.

**Phuc:** Wow, that long ago? The school looks more like thatched houses with paddy fields all around. You can see there were only a few classrooms and the walls were made of mud and straw and, look – trenches!

**Duong:** I think that was during the war so it was necessary to have the trenches right there.

**Tom:** Ha... the students in this picture are wearing rubber sandals and straw hats.

**Nhi:** Hey, and these pictures were taken in 1985. Look at the broken tiled roof and wooden window frames... and some of them are missing.

**THIS UNIT INCLUDES:****VOCABULARY**

Transport systems, family groups, and school life then and now

**PRONUNCIATION**

Sentences with all the words stressed

**GRAMMAR**

Past perfect: review

Adjective + to-infinitive

Adjective + that-clause

**SKILLS**

- Reading for general and specific information about the tram system in Ha Noi then and now
- Talking about changes in transport in the neighbourhood and expressing opinions about these changes
- Listening for general and specific information about life in an extended family
- Writing about some qualities a person needs to get along in an extended family

**COMMUNICATION**

Talking about some changes in Viet Nam

**Duong:** Yes, I can't imagine how those students could study in such poor conditions!

**Phuc:** Right! Things have improved considerably now. We have everything... comfortable classrooms, learning facilities like computer rooms...

**Nhi:** Yeah, we also have nice uniforms and proper shoes. We're much luckier these days... But, I'm not sure our grades are better...

## Objectives:

By the end of this unit, students can:

- use the lexical items related to changes in transport systems, family groups, and school life in Viet Nam in the past and at present
- identify in which situations to stress all the words in sentences and say these sentences correctly
- use the past perfect correctly
- use the structure adj + *to*-infinitive and adj + *that*-clause correctly
- read for general and specific information about the tram system in Ha Noi then and now
- talk about changes in transport in the neighbourhood and express opinions about these changes
- listen for general and specific information about life in an extended family
- write about some qualities a person needs to get along in an extended family

## GETTING STARTED

### Our school in the past

#### Introduction

Before Ss open their books, review the previous unit by asking them to play a game. Form two teams of Ss. Ask the two teams to join the game.

T prepares pictures or a slideshow of wonders (including caverns, fortresses, tombs, citadels, sculptures, monuments, palaces, etc.) and shows the pictures one by one. Each time, the team that can call out the right word denoting the wonder shown wins a point. The game stops when all pictures/photos have been shown. The team with more points wins.

- 1** Write the words *Past and Present* on the board and ask Ss to give another expression for the phrase. When they have given the phrase *Then and Now*, ask them to look at the picture and the heading **Our school in the past** and ask them some questions:

- *Who can you see in the picture?*
- *Where do you think they are?*
- *Is there anything in the small pictures on the wall related to past and present?*

Ss give their answers as a class. T can write their ideas on the board.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue.

**a** Put a word/phrase from the box under each picture.

thatched house      facilities      tiled roof  
trench      rubber sandals      photo exhibition



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**b** Find a word in the conversation that means:

1. celebration of an important year
2. very interesting
3. not there
4. situations
5. got better
6. real

**c** Read the statements and decide whether the information is true (T) or false (F), or not given (NG).

1. The school was founded at the beginning of the 20th century.
2. The school was initially surrounded by paddy fields.
3. During the 1970s, the students were well dressed.
4. The students in the 1980s learnt better than in the 1970s.
5. The school now is much better equipped.

**d** Read the conversation again and answer the questions.

1. When does the conversation take place?
2. Why does Phuc say the photo exhibition is fascinating?
3. What was unusual about the school in 1970?
4. How was the school in 1985?
5. What can the students learn from the photo exhibition?

## REMEMBER!

When we want to describe changes, we can use adjectives to modify nouns and adverbs to modify verbs:

Adjectives	Adverbs
dramatic	dramatically
considerable	considerably
significant	significantly
slight	slightly
gradual	gradually

**Example:**

- There have been *considerable* changes in the last decade.
- Our environment has been *gradually* polluted.



**2** Complete each sentence with a word from the REMEMBER! box which has the same meaning as the words in brackets.

1. There have been \_\_\_\_\_ differences in the country's policies as compared to two years ago. (minor)
2. The traffic system in Ha Noi has been \_\_\_\_\_ upgraded over the last ten years. (suddenly and to a great degree)
3. Vietnamese people's lives have been \_\_\_\_\_ improved. (enough to make a difference)
4. There have been \_\_\_\_\_ changes in the way people work. (quite large)
5. There has been a \_\_\_\_\_ increase in people's income over the last ten years. (little by little)

**3** Interview your teacher about the features of your school when she/he started teaching here. Then use the information provided to talk about the changes to your school.

- a** Ss work in pairs to label the pictures with the words given. Allow pairs to share their answers before asking them to discuss as a class. Then ask some Ss to read the words/phrases aloud and correct their pronunciation if necessary.

**Key:**

- |                     |                   |                   |
|---------------------|-------------------|-------------------|
| 1. trench           | 2. tiled roof     | 3. facilities     |
| 4. photo exhibition | 5. rubber sandals | 6. thatched house |

- b** Have Ss work independently. Ss find the words with the given meaning in the conversation. Then have Ss share their answers with a partner before asking them to discuss as a class.

**Key:**

- |                |                |            |               |             |           |
|----------------|----------------|------------|---------------|-------------|-----------|
| 1. anniversary | 2. fascinating | 3. missing | 4. conditions | 5. improved | 6. proper |
|----------------|----------------|------------|---------------|-------------|-----------|

- c** Ss read the dialogue again to do this exercise. Ss exchange their answers with a classmate. Ask for Ss' answers as well as the explanation for their choices. Write the correct answers on the board.

**Key:**

- |   |      |
|---|------|
| 1. F (It was founded in the 1960s.)             | 2. T |
| 3. F (They wore rubber sandals and straw hats.) |      |
| 4. NG   | 5. T |

- d** Ask Ss to do the exercise without reading the conversation again. Ss compare their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Call on some Ss to give the answers.

**Key:**

1. The conversation takes place on the school's 60<sup>th</sup> anniversary.
2. Because it explains a lot about how the school was in the past.
3. There were trenches outside the classrooms.
4. The roof was made of tiles and some tiles were broken. The window frames were made of wood and some of them were missing.
5. They can learn that they are lucky to have such great learning facilities nowadays.

- 2** Have Ss read the **REMEMBER!** box individually. Then go through the points as a class and see if any Ss can make sentences using these adjectives and adverbs. Afterwards, ask Ss to work individually on the gap-fill exercise. Check the answers as a class.

**Key:**

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| 1. slight       | 2. dramatically | 3. significantly |
| 4. considerable | 5. gradual      |                  |

- 3** Now ask Ss to think about their own school's history. First, have pairs write a couple of questions about the school in the past that they would like to ask T. Then, as a whole class T can answer questions from Ss about the school when she/he started teaching. The aim is to generate a short discussion. Now have Ss work in small groups to talk about the changes to the school. Ask them to use the adjectives and adverbs in **REMEMBER!** box. T can tell Ss that they can talk about:

- + the school principal and school teachers
- + the school playground
- + the library
- + the computer room
- + the classroom

# A CLOSER LOOK 1

## Vocabulary

**1** Put one word/phrase under each picture.

underpass      flyover      skytrain  
elevated walkway      tunnel      tram



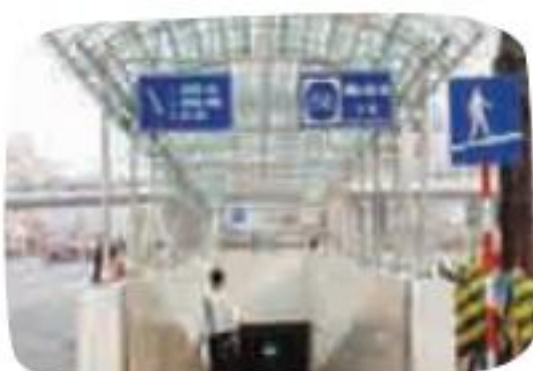
1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

**2** Fill in each blank with a suitable word from **1**, making them plural where necessary.

- Hai Van \_\_\_\_\_ is 6.28 km long.
- Thanks to the \_\_\_\_\_, pedestrians can be much safer.
- A \_\_\_\_\_ is a bridge that carries one road over another one.
- The railroad track that runs overhead is known as a \_\_\_\_\_.
- A road or path that goes under another road or railroad track is called an \_\_\_\_\_.
- The clanging sound of the Ha Noi \_\_\_\_\_ in the 1970s has gone deep into people's collective memory.

**3** Match each word/phrase in the left column with the definition in the right one.

Word/phrase	Definition
1. extended family	a. parents and children living together as a family unit
2. tolerant	b. able to accept what other people say or do even if you do not agree with it
3. cooperative	c. willing to do what you are told to do
4. sympathetic	d. kind to somebody who is hurt or sad; showing that you understand and care about their problems
5. obedient	e. working together with others towards a shared aim
6. nuclear family	f. more than two generations living together as a family unit

**4** Fill each gap with a word/phrase in **3**.

- Our grandparents used to live in an \_\_\_\_\_.
- My mother is a \_\_\_\_\_ woman. She always cares about how we feel.
- The boys are willing to do what you want them to. They are really \_\_\_\_\_.
- She is \_\_\_\_\_ with her children even when they misbehave.
- Nowadays the \_\_\_\_\_ is becoming more common in the cities.
- Having students work in groups, she hoped they could learn to be \_\_\_\_\_.

## Pronunciation

Stress on all the words in sentences

Typically, a sentence has one word or syllable that is stressed more strongly than the rest of the stressed syllables on the content words. However, in some sentences used to show urgency or surprise, all the words are important. Therefore, we put stress on one syllable of each word. Sentences with all the words stressed may have the patterns below:

**OO Watch out!**

**OoO Hurry up!**

**OOo Say sorry!**

**OOO Don't come back!**

## A CLOSER LOOK 1

### Introduction

Start the lesson by reviewing the previous lesson. Ask two pairs of Ss to come to the front to play a quick game. Ask them to write as many adjectives and adverbs describing degree and speed of change that they have learned (on the previous page) as possible. Set a time limit of two minutes. The pair with the most words wins.

## Vocabulary

- 1** Now have Ss turn to the book and work in pairs to label the pictures. Then ask them to briefly describe those pictures. Check the answers as a class. Then ask Ss:

- Have you ever tried one of these means of transport or road systems?
- How do you feel about using each of these means of transport or road systems?

Key:

1. tram    2. flyover    3. elevated walkway    4. skytrain    5. underpass    6. tunnel

- 2** Have Ss work individually to fill in the blanks. Allow them to share answers with a partner before checking as a class.

Key:

1. tunnel    2. elevated walkways    3. flyover    4. skytrain    5. underpass    6. tram

- 3** Give Ss a couple of minutes to work in pairs to do the matching. Then check the answers as a class.

Key:

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

Ask the class these questions and ask for a show of hands:

- Who lives in an extended family?
- Who lives in a nuclear family?

Now ask individual Ss

- Can any of these adjectives be used to describe your father/mother/sister/brother?

Ask more able Ss to give a quick example to illustrate their answers, e.g. *My father is tolerant. He always lets us watch what we like on TV.*

- 4** Have Ss work individually to complete the sentences. Have them compare their answers in pairs. Afterwards, check Ss' answers as a class.

Key:

1. extended family    2. sympathetic    3. obedient  
4. tolerant    5. nuclear family    6. cooperative

## Pronunciation

### Stress on all the words in sentences

Have Ss silently read the information and the examples in the box. Ask some Ss to summarise the rules and read out the examples in the box or to give their own examples.

**5** Write each sentence in the box next to its pattern. Then listen, check, and repeat.

I know!	That long?	Go away!
Don't cry!	Don't turn left!	Keep going!

1. OO \_\_\_\_\_
2. OoO \_\_\_\_\_
3. OOo \_\_\_\_\_
4. OOO \_\_\_\_\_

**6** What would you say in each situation? Make a sentence for each picture. Write a stress pattern under the picture. Then practise reading all the sentences aloud.

*Example:*



\_\_\_ OO \_\_\_



## A CLOSER LOOK 2

### Grammar

#### Past perfect: review

**1** Fill in each blank with the past perfect form of the verb in brackets.

1. Before the 1990s, trams (be) \_\_\_\_\_ a popular means of transport in Ha Noi.
2. I won the game because I (play) \_\_\_\_\_ it a lot with my brother.
3. How long \_\_\_\_\_ you (use) \_\_\_\_\_ your mobile phone before it broke down?
4. Before the invention of television, people \_\_\_\_\_ only (see) \_\_\_\_\_ films at the cinema.
5. Before the 1990s, Viet Nam (have) \_\_\_\_\_ an old banking system.
6. Viet Nam (experience) \_\_\_\_\_ decades of fighting for freedom before the country became totally independent.

**2** Ask and answer the following questions using the cues.

*Example:*

How long had King Duc Duc ruled our country before he was overthrown?

He had ruled the country for only three days.

1. - What/family groups/Vietnamese people/live in before 1990?  
- They/live/extended family.
2. - How/people in Viet Nam/travel/before the first motorbike/imported?  
- They/travel/bicycle.
3. - How/Vietnamese people/live/before the open-door policy in 1986?  
- They/had/harder life.
4. - Where/your family/spend/holidays/before 2005?  
- We/holidays/Viet Nam/only/before then.
5. - Who/rule/Viet Nam right before the Tran dynasty?  
- Ly Chieu Hoang/rule/before the Tran dynasty.

- 5** Ss write the sentences next to the patterns individually, then compare their answers in pairs. Ask some Ss to give the answers and quickly write them on the board. Play the recording for Ss to check their answers. Have the whole class repeat chorally after the recording or after T.

**Key:**

1. OO – I know!, That long?, Don't cry!
2. OoO – Go away!
3. OOo – Keep going!
4. OOO – Don't turn left!



**Audio script:**

1. I know!, That long?, Don't cry!
2. Go away!
3. Keep going!
4. Don't turn left!

- 6** This section can be done with some drama, so encourage Ss to exaggerate a little and have fun. They can also add hand gestures and facial expressions to increase the dramatic element. Have Ss work in pairs to describe the pictures quickly and to fill the bubbles with the utterances as in the example. Then ask some pairs to read out their utterances with the correct stress. Confirm the correct answers. Lastly, have the class read all the sentences chorally.

**Suggested answers:**

1. Be quiet! OOo	Don't talk! OO
2. Don't turn right! OOO	
3. Wake up! OO	Get up! OO
4. Smile please! OO	Say cheese! OO
5. Don't worry! OOo	Don't cry! OO
6. Look out! OO	Look ahead! OoO

If time allows, have Ss work in groups and think of some other surprising or urgent situations. They then decide what to say in those situations. Have them demonstrate the situations and utterances with the whole class.

## A CLOSER LOOK 2

### Grammar

#### Past perfect: review

Elicit from Ss when to use the past perfect tense. If necessary, remind Ss that the past perfect is used to describe an action before a stated time in the past or an action that happened before another action in the past.

- 1** Ask Ss to work individually to fill in the blanks. Check the answers as a class.

**Key:**

- |                   |                    |
|-------------------|--------------------|
| 1. had been       | 2. had played      |
| 3. had (you) used | 4. had (only) seen |
| 5. had had        | 6. had experienced |

- 2** Have Ss work in pairs. Together they write the questions and answers. Have some Ss write their sentences on the board. Each student may write one or two pairs of questions and answers to save time. Have other Ss give comments. Confirm the correct sentences.

**Key:**

1. - What family groups had Vietnamese people lived in before 1990?  
- They had lived in extended families.
2. - How had people in Viet Nam travelled before the first motorbike was imported?  
- They had travelled by bicycle.
3. - How had Vietnamese people lived before the open-door policy in 1986?  
- They had had a harder life.
4. - Where had your family spent holidays before 2005?  
- We had spent our holidays only in Viet Nam before then.
5. - Who had ruled Viet Nam right before the Tran dynasty?  
- Ly Chieu Hoang had ruled the country before the Tran dynasty.

### Adjective + to-infinitive/Adjective + that-clause

Read this part of the conversation from GETTING STARTED. Pay attention to the underlined part.

**Phuc:** Wow, that long ago? The school looks... and the walls were made of mud and straw and, look – trenches!

**Duong:** I think that was during the war so it was necessary to have the trenches right there.

1. **It + be + adjective + to-infinitive** is used to emphasise information by bringing it to the front of the clause. We can add *for/of* + noun/pronoun.

**Example:**

It is necessary (for you) to know about your country's history.

2. **Subject + be + adjective + to-infinitive** is used to express emotions, confidence, or worries... Adjectives can be *happy, glad, pleased, relieved, sorry, certain, sure, confident, convinced, afraid, annoyed, astonished, aware, conscious*.

**Example:**

I was happy to hear from you.

3. **Subject + be + adjective + that-clause** is used to express emotions (*glad, pleased, relieved, sorry*), confidence, or worries (*certain, sure, confident, convinced, afraid, annoyed, astonished, aware, conscious*).

**Example:**

I was glad that you gained the scholarship.

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

A	B
1. It was smart of her	A. to stay in the old house alone the whole night.
2. It was brave of him	B. to lend me her book.
3. It was kind of her	C. to get along with people from other cultures.
4. It was unprofessional of her	D. to know about how our people used to live in the past.
5. It is useful for us	E. to be late for the meeting.
6. It is hard for us	F. to be able to solve the maths problem.

4 Fill in each blank with one adjective from the box. More than one adjective can be used.

glad sure sorry certain confident  
astonished pleased relieved surprised

- I was \_\_\_\_\_ to meet my best friend yesterday.
- He is \_\_\_\_\_ to have so little time for his family.
- They were \_\_\_\_\_ to finish their last performance.
- She's \_\_\_\_\_ to get the job. The interview went really well.
- The mother was \_\_\_\_\_ to hear that her smart son failed the exam.
- All the students were \_\_\_\_\_ to have passed the exams.

5 Create one sentence by combining each pair of sentences using **subject + be + adjective + that-clause**.

**Example:**

The traffic problems of the city had been solved.  
The Prime Minister was pleased.

→ The Prime Minister was pleased that the traffic problems of the city had been solved.

- We did well in the exam. We were relieved about that.  
We \_\_\_\_\_.
- I am sorry about the school facilities our parents had. They were very poor.  
I \_\_\_\_\_.
- Everyone was glad. The government had decided to invest more in education.  
Everyone \_\_\_\_\_.
- It will be much safer to have elevated walkways and underpass systems for pedestrians.  
Everyone is aware of this.  
Everyone \_\_\_\_\_.
- Life in the countryside has improved considerably. All of us are delighted about that.  
All of us \_\_\_\_\_.

6 Finish the following sentences using your own ideas. Then compare your ideas with a partner.

- It was kind of them \_\_\_\_\_.
- They were certain to \_\_\_\_\_.
- She is confident that \_\_\_\_\_.
- He was afraid that \_\_\_\_\_.
- The teachers are aware that \_\_\_\_\_.
- The head teacher was astonished to \_\_\_\_\_.

### Adjective + *to*-infinitive/Adjective + *that*-clause

Ask Ss to read the speech bubbles from the conversation in **GETTING STARTED**, then have them read the structures and examples in the grammar box carefully. Help them with the meaning of the adjectives if necessary. Then ask some more able Ss to retell the rules and give examples. Correct their sentences if necessary.

- 3** Have Ss work in pairs to do the matching exercise. Allow pairs to share answers with other pairs. Then check their answers as a class.

**Key:**

1. F      2. A      3. B      4. E      5. D      6. C

- 4** Have Ss work in pairs to do the gap-fill exercise. Allow pairs to share answers with other pairs. Then check their answers as a class, noting all the possible options.

**Key:**

1. glad/pleased      2. sorry      3. relieved/sorry/pleased  
4. sure/certain      5. surprised/astonished      6. relieved/pleased

- 5** Have Ss work in groups of about four and give each group an A3-size sheet. Ask them to write the sentences leaving a large space between each one. Then tell Ss to stick the sheets on the wall. Each group moves around clockwise to read the other groups' answers and, if necessary, correct the sentences by writing any corrections on a sticky note against each sentence. Check the answers as a class. Note that this kind of peer review is effective and can be used in many different teaching situations.

**Key:**

1. We were relieved that we had done well in the exam.
2. I am sorry that our parents had very poor school facilities.
3. Everyone was glad that the government had decided to invest more in education.
4. Everyone is aware that it will be much safer to have elevated walkways and underpass systems for pedestrians.
5. All of us are delighted that life in the countryside has improved considerably.

- 6** Ask Ss to work individually to finish the sentences. For some classes it may be better to have Ss choose just one or two sentences to focus on, rather than do them all. Allow them to share their ideas with a partner. Then ask some Ss to read out their sentences. Correct their sentences if necessary.

**Suggested answers:**

1. to support the victims after the disaster
2. be able to build the country into a powerful one
3. Viet Nam has good potential for tourism
4. there would be less land for agriculture in Viet Nam
5. non-academic subjects are also significant
6. learn that some of his students could not get scholarships

# COMMUNICATION

## Viet Nam: then and now

- 1 Read the posts on Viet Travel Forum (VTF) from people who visited Viet Nam a long time ago.



The first time I was in Ho Chi Minh City was in 1983. Most people rode bicycles then and there were very few motorbikes on the road. Ten years later, when I came back, the city had dramatically changed, with 800,000 motorbikes and two million bicycles on the roads.

*Kate from Russia*

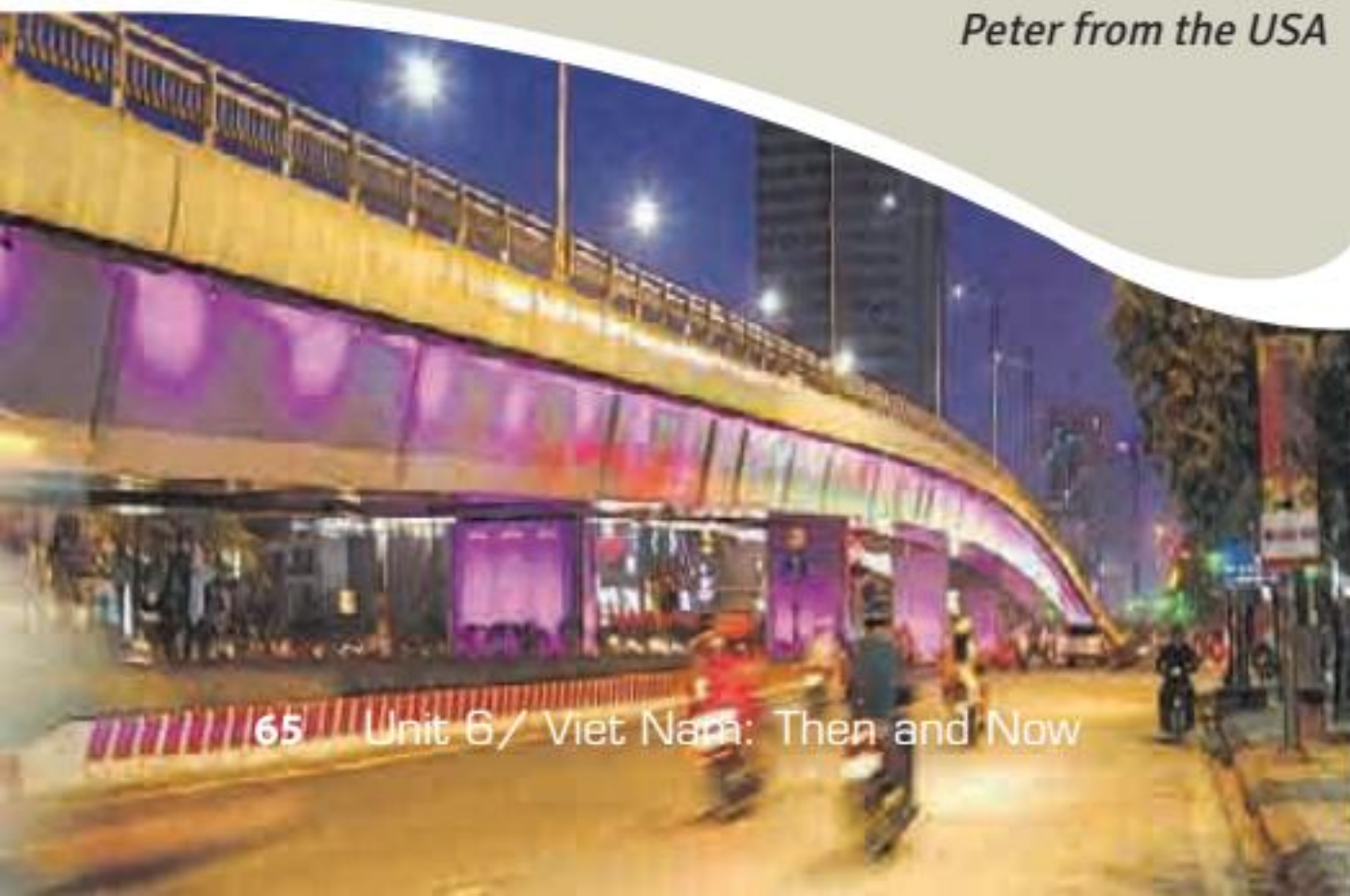


In 1995, I went back to Viet Nam after 30 years and to my surprise, the population was three times higher but the country no longer suffered illiteracy. It had also become one of the world's largest exporters of rice, which was another surprise for me.

*Charles from France*

I went to Ha Noi in August 1997, two years after Viet Nam joined ASEAN. The road system in Ha Noi was very simple then. It has dramatically changed over the last 18 years. Flyovers and high-rise buildings are mushrooming!

*Peter from the USA*



## Extra vocabulary

suffered  
exporter

illiteracy  
mushrooming

- 2 Read the posts on Viet Travel Forum (VTF) and retell them to your friends.

### Example:

Kate is from Russia. She said that she had been to Ho Chi Minh City for the first time in 1983. Ten years later, she was amazed to see so many motorbikes.



Send

- 3 Work in groups. Use the suggestions in the table to write as many posts as possible about the recent changes in Viet Nam that you have heard of or read about. Remember to use adjectives or adverbs to modify the changes.

PAST	PRESENT
manual labour	more technology and equipment
mostly agricultural production	more industrial production
few services	more services
mostly grew rice	export rice, coffee, cashew nuts, pepper, fruit
fewer opportunities for university education	many opportunities for university education (inside and outside the country)
only wealthy families went on holiday	most families go on holiday
holiday inside the country	holiday inside and outside the country
extended family	nuclear family

Which of the changes do you think are the most beneficial?



Send

- 4 Present your group's posts to other groups.

## COMMUNICATION

### Viet Nam: then and now

Before Ss open their books, ask them to work in groups to discuss a change in their neighbourhood that they have heard of or read about. Then tell Ss that they are going to read posts on Viet Travel Forum from some foreigners who visited Viet Nam a long time ago.

Check if Ss understand the meanings of the words in **Extra vocabulary**. If they do not, quickly teach the words by using synonyms, explanations, or even translations.

- suffer (v): to experience something unpleasant, such as injury, defeat, or loss
- mushroom (v): a metaphor verb showing something that grows or develops fast in terms of number and speed
- illiteracy (n): inability to read and write
- exporter (n): a person, company, or country that sells goods to another country

- 1 Have Ss skim-read the posts individually. In pairs, Ss compare how many ideas from the posts they can remember. Then they can read them a second time more slowly for detail.
- 2 Put Ss in groups of three. Tell them that they can look back at the posts and each group member reports on one post as in the example. Afterwards, ask some Ss to retell the posts to the class. Correct them if necessary.

#### **Suggested answers:**

- Charles is from France. He said that the first time he had been to Viet Nam was in 1965. He said that many people were/had been illiterate then but he was astonished that after nearly 30 years there was no more illiteracy although the population had nearly tripled. He was also surprised to learn that the country was one of the largest rice exporting countries.
- Peter is from America. He said that he had gone to Ha Noi in 1997 when Viet Nam had been part of ASEAN for two years. He was shocked/astonished to see that so much had changed over the last 18 years – flyovers and high-rise buildings were mushrooming.

- 3 Have Ss work in groups. Ask them to focus on a couple of the suggestions in the table to discuss and write down a few posts on a big sheet of paper. They can pretend to be foreign visitors and use the posts in 1 as a model. Set a time limit of ten minutes. They should also decide which changes are the most beneficial.
- 4 When the time is up, ask the groups to stick their papers on the wall. Each group reports their best post to the class, saying which changes have been the most beneficial for the country. Vote for the best posts.

# SKILLS 1

## Reading

**1** Work in pairs to answer the following questions.

1. What are the things in the pictures?
2. When and where can you see them?
3. How different are they?



**2** Now read the article from a travel magazine. Then answer the questions that follow.

### THE TRAM SYSTEM IN HA NOI: THEN AND NOW

*Ha Noi had its first tramways in 1900. The tram system was a major means of transport in the city for nine decades and thus the image of the tram and its clanging sounds have gone deep into the hearts and minds of Hanoians. Since it was convenient and cheap to get around the city and to the suburban areas by tram, the system was very popular. However, due to the population boom and the need for a wider road system, the last rail track was removed.*

*Now, after more than 20 years, the population of Ha Noi has risen from about two million people to more than six million people; therefore, the number of vehicles on the roads has increased dramatically. To meet the increasing travel demands, Ha Noi is launching its first skytrain system, connecting Cat Linh and Ha Dong. The system is expected to begin operations by 2016, with initial four-compartment skytrains. Furthermore, a new rail system project including around eight kilometres of skytrain rail and four kilometres of subway rail, connecting Ha Noi Central Station and Nhon, has also been under construction and is expected to be completed in a few years.*

1. In which century was the tram system built?
2. What was the role of the tram system in Ha Noi?
3. When was the system removed?
4. What has happened to Ha Noi's population over the last two decades?
5. How has the tram system in Ha Noi been improved recently?
6. Which of the transport systems do you think is more impressive to Hanoians?

**3** Decide if the following statements are true (T) or false (F).

1. The purpose of the passage is to persuade people to go by skytrain.
2. Hanoians were deeply attached to their tram system.
3. The tram system of Ha Noi only operated in the downtown area.
4. There has been a sharp increase in the number of vehicles in Ha Noi.
5. The new skytrain has been running for two years.

## Speaking

**4** Work in pairs. List different types of traditional and modern transport systems in Viet Nam.

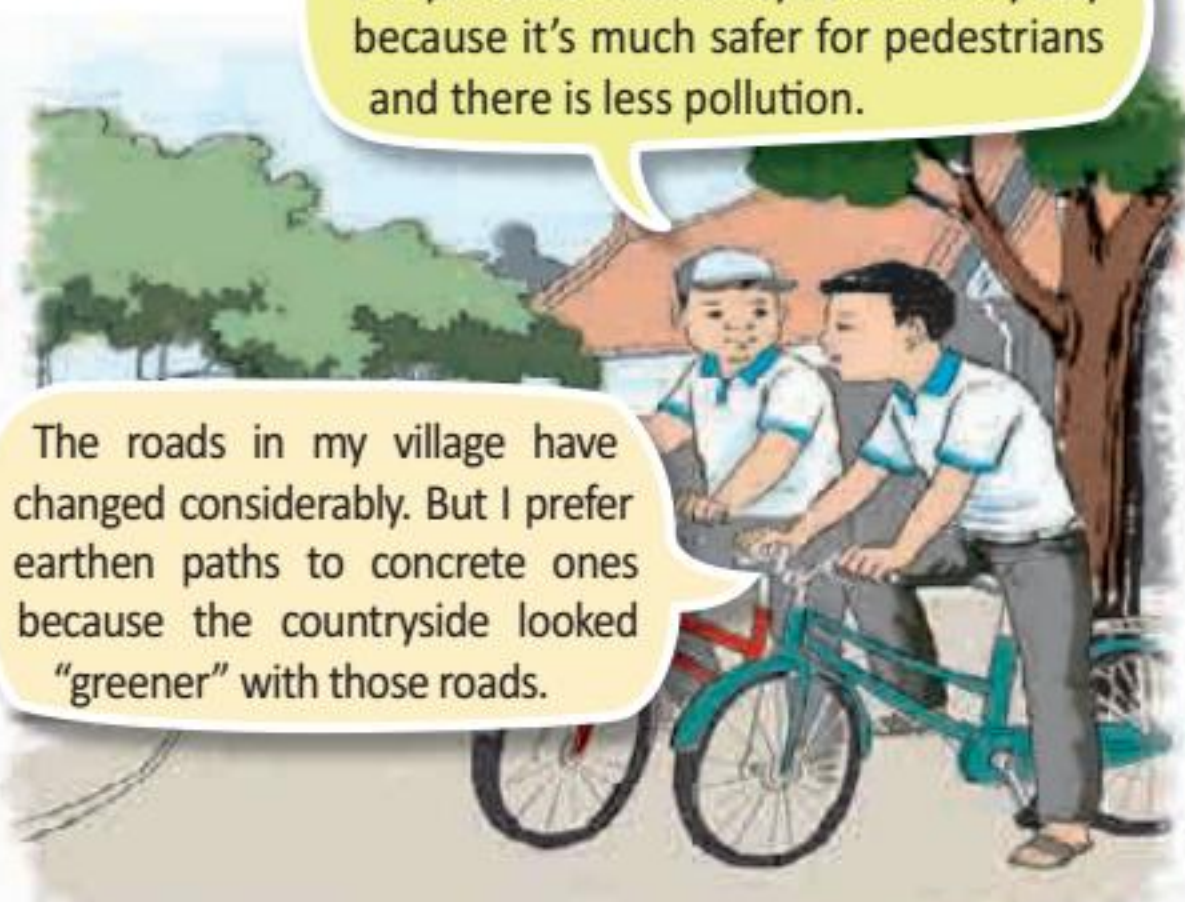
Past	road types: path,...
	vehicles: bicycle,...
Present	road types: underpass,...
	vehicles: motorbike,...

**5** Discuss the changes in transport in your neighbourhood. Is there anything that you prefer about the traditional/modern transport systems where you live?

**Example:**

I prefer the elevated walkways to using the pavements on busy roads in my city because it's much safer for pedestrians and there is less pollution.

The roads in my village have changed considerably. But I prefer earthen paths to concrete ones because the countryside looked "greener" with those roads.



## SKILLS 1

### Reading

- 1** Ask Ss to look at the two pictures and discuss the questions. Elicit the answers from Ss. Give Ss two minutes to skim the article and compare their answers with the information in the article.

**Suggested answers:**

- The first picture shows an old tram. The second picture shows a modern train.
- The tram would have been seen in a town or city. These trains can be seen nowadays in big, modern cities.
- They are different in many ways:
  - + the first has fewer compartments (two or three) than the second (four).
  - + the first runs much more slowly.
  - + the first is not air-conditioned while the second is.
  - + the first runs along tracks on the ground at street level, while the second runs on elevated tracks.
  - + the first is powered by overhead electricity wires, while the second runs on electromagnetics.

- 2** Have Ss read the article to answer the questions in pairs. Ask some Ss to share their answers.

**Key:**

1. In the 20th century.
2. It was a major means of transport for Hanoians.
3. In 1990.
4. The population has increased dramatically.
5. New rail systems including a skytrain and a subway are under way.
6. (Students' own opinions)

- 3** Ask Ss to work individually. Remind them to pay attention to key words in each statement. Then allow them to share answers before checking as a class. Ask them to explain why some statements are false.

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

### Speaking

- 4** This can be done as pair work or as a game. Divide the class into two big groups. Members of each group take turns to come to the board to add to the list of different types of transport systems in Viet Nam. Set a time limit of a few minutes. The group with more words/phrases wins.

**Suggested answers:**

Past	Present
road types: <i>path, earthen road, trench, brick road, tunnel, alley, tram system</i> vehicles: <i>bicycle, rickshaw, coach, train, tram</i>	road types: <i>underpass, flyover, skytrain system, skywalk system, cable car, tunnel, alley</i> vehicles: <i>motorbike, bicycle, coach, train, car, tram, plane</i>

- 5** Ask Ss to work in pairs to do the discussion. Tell them that they can use the information from **4** and the examples in **5**. Ask some pairs to present their ideas to the whole class.

## SKILLS 2

### Listening

- 1** Describe what you see in each picture. What are the similarities or differences between them?



- 2** Nick is talking to Mrs Ha, Duong's mother, about her family in the past. Listen to the conversation and fill in the blanks.

family group: (1) \_\_\_\_\_

number of generations: (2) \_\_\_\_\_

use of rooms: (3) \_\_\_\_\_

topics to talk about during meals: (4) \_\_\_\_\_

(5) \_\_\_\_\_

(6) \_\_\_\_\_ in the village

quality needed: (7) \_\_\_\_\_

skills learned: (8) \_\_\_\_\_

(9) \_\_\_\_\_

(10) \_\_\_\_\_

- 3** Listen again and decide if the following statements are true (T) or false (F).

1. Duong is living in a nuclear family.
2. Each member in Duong's family has a private room now.
3. Nick likes the way the family shared rooms in the past.
4. Nick didn't like the way Mrs Ha's family had meals together.
5. Mrs Ha admires her grandma.
6. Nick admires the way the family reached an agreement.

T

F

### Writing

- 4** Work in pairs. Discuss which three of the following qualities would be necessary for people living in an extended family. Remember to give reasons.

hardworking	tolerant	easy-going
patient	cooperative	helpful
sympathetic	caring	obedient
being a good listener		ready to share



#### Example:

I think you'd have to be a patient person because you'd be living with lots of others and if you weren't patient, it could lead to problems. You'd have to wait your turn for everything – the bathroom, the food...



- 5** Write about the three most important qualities you think a person needs to be able to get along with other members in an extended family. You can use the suggested words/phrases above or use your own. Remember to give reasons and examples.



## SKILLS 2

### Introduction

Ask Ss to say if they are living in small families with their parents and siblings only or in big families with grandparents and other relatives. Ask them if they find any difficulties living in their family group or if they want to have anything changed.

### Listening

- 1 Ask Ss to work in pairs to describe the pictures and answer the question. Ask a pair to share their ideas with the class.
- 2 Tell Ss that they are going to listen to a talk between Nick and Mrs Ha, Duong's mother, about her family in the past. Ask them to read the information in the table carefully and try to predict the answers. Tell them to decide the part of speech of the words they will need to fill in the blanks, then listen carefully to find the words from the recording. Play the recording twice. Have two Ss write their answers on the board. Confirm the correct answers.

**Key:** 1. extended family    2. three generations    3. shared    4. their day    5. their work  
6. things happening    7. to be tolerant    8. talk    9. listen    10. compromise

- 3 Have Ss work individually to underline the key words in the statements. Ask Ss to do the exercise without listening to the recording. Write their answers on the board without confirming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for their answers.

**Key:** 1. T    2. T    3. F    4. F    5. T    6. T



#### Audio script:

**Nick:** So how many generations shared a house when you were young, Mrs Ha?

**Mrs Ha:** Well, unlike today, people of my generation mostly lived in extended families.

**Nick:** Really? How many of you were there?

**Mrs Ha:** Nine. My grandparents, my uncle, his wife and kids, my parents and me.

**Nick:** And, did you each have a private room like now?

**Mrs Ha:** No, we shared most things... even the bedrooms and bathroom.

**Nick:** I can't imagine! How about meals?

**Mrs Ha:** Meal times were great because we could have time together every day. We talked about our day, problems at work, or things happening in the village.

**Nick:** It sounds great. So who did the shopping and cooking?

**Mrs Ha:** Mostly my grandma. She was very hardworking... and kind, caring, and tolerant.

**Nick:** Wow. You all must have been tolerant to get along so well!

**Mrs Ha:** Yes, this is especially true when it came to decision making.

**Nick:** What happened then?

**Mrs Ha:** We didn't always agree... but we learned to talk, listen and compromise... or grandad made the final decision and we followed ...

**Nick:** Hmm, sounds fascinating!

...

### Writing

- 4 First, check that everybody understands the meaning of all the adjectives in the box. Set a time limit for pairs to brainstorm ideas and do the discussion. Move around and help Ss if necessary. Ask Ss to refer back to the listening in 2 and 3, and the example for useful language and ideas. Ask some pairs to present their ideas to the whole class. Confirm that they should give examples to support their main points.
- 5 Now that Ss have talked about the topic, it's time they wrote about it. Ss should work individually to get their ideas down on paper and check the accuracy of what they have written. Give them about 10 minutes to write and edit their work. Next they should pass their work to someone who wasn't in their pair for them to do peer review and add their comments and corrections. It may help to give Ss ideas of comments they can write on their classmate's work. Write some samples on the board:

*Positive comments – Good point/Interesting argument/Original/Good English/Very clear*

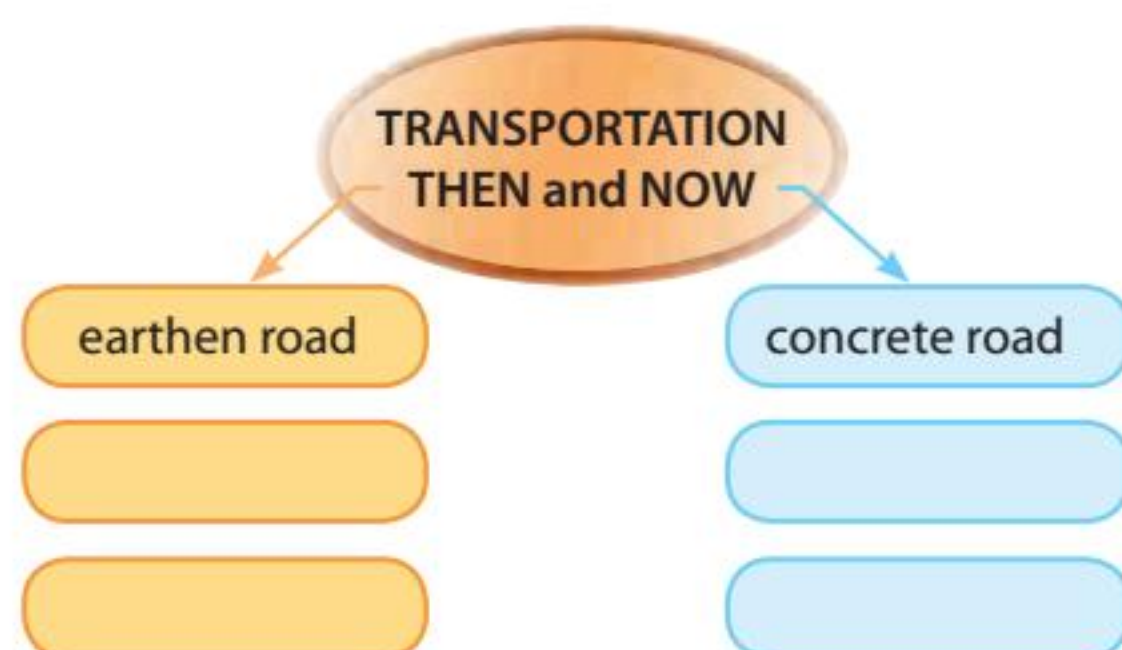
*Suggestions – Can this be clearer?/Please give an example/Please explain more*

If time allows, give feedback on a few Ss' work. If not, ask Ss to write the second draft for homework. Remind them to refer to peers' comments and feedback.

# LOOKING BACK

## Vocabulary

**1** Complete the following word web with transport systems in Viet Nam then and now.



**2** Fill in each blank with one word/phrase.

1. She lived in a(n) \_\_\_\_\_ family, so she didn't have much privacy.
2. We live in a \_\_\_\_\_ family with only my parents and me.
3. Our children didn't have good learning \_\_\_\_\_ like computers, CD players, or laboratories during the 1980s.
4. \_\_\_\_\_ used to be an image associated with our soldiers in the past.
5. Classrooms made of mud and straw with \_\_\_\_\_ all around used to be common in Viet Nam during the war.

**3** Read the passage and fill in each blank with a suitable word from the box.

tolerant   disobedient   sympathetic   nuclear  
caring   understanding   extended   share

I used to go to a school for the gifted in Ho Chi Minh City. My house was far away, so I had to live with my relatives. It was an (1) \_\_\_\_\_ family with ten people and a cousin of my age. My mother was worried because I came from a (2) \_\_\_\_\_ family – much smaller and less complicated. I was a very (3) \_\_\_\_\_ girl – the type of person who never does what they are told. I was even envious when my cousin got higher

grades. Luckily, my relatives were actually very (4) \_\_\_\_\_ and (5) \_\_\_\_\_, and my cousin herself was a (6) \_\_\_\_\_ girl. She didn't get too upset by my bad behaviour. Just as (7) \_\_\_\_\_ as her mother, she was ready to lend a hand in my study and to take care of me when I was ill. After three years with them, I also learnt that to get along with members in a big family, I should learn how to (8) \_\_\_\_\_.

## Grammar

**4** Complete the sentences with appropriate adjectives.

1. It is \_\_\_\_\_ to value the improved living conditions we have today.
2. She was \_\_\_\_\_ the skytrain system would solve the traffic problems in the city.
3. The government is \_\_\_\_\_ that our education system will be improved significantly by the year 2020.
4. We are all \_\_\_\_\_ that pollution is getting more and more serious.
5. We were \_\_\_\_\_ to have heard about the poor living conditions back then.
6. I am \_\_\_\_\_ that the clanging sounds of the trams in Ha Noi will stay in our hearts forever.

**5** Correct the italicised text where necessary.

We had finally finished the school year and Trang asked me to go to Da Nang by train with her. I thought that (1) *it was dangerous to go by ourselves* since we were just fifteen. But Trang (2) *was confident that she take* me there safely. Moreover, our (3) *parents were too busy to go with us*, so they (4) *were happy let us go*. They even took us to Ha Noi Station and left us there with all the luggage and tickets. I (5) *was still worried that we would get lost*, but Trang (6) *was pleased to be allowed to go on her own*. We both (7) *felt that it was more convenient to go by night train* because we could sleep during the night. When we arrived, I (8) *was astonished that the city be very different from what I saw five years earlier*, and I was so relieved that we had arrived safe and sound as she promised.

## LOOKING BACK

Encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them do the exercises.

Ss should record their result for each exercise to complete the **Finished!** self-assessment box at the end of the unit and identify areas to review.

## Vocabulary

- Have Ss work individually to list all the words on a piece of paper. Set a time limit of three minutes. Then have them combine to work in groups. Ask them to note down as many words they have just listed as possible on a larger piece of paper. Set a new time limit. When the time is up, groups stick their pieces of paper on the board. The group with the highest number of words/phrases wins.

*Suggested answers:*

Then	Now
earthen road, path, trench, brick road, tunnel, alley, tram system	concrete road, underpass, flyover, skytrain system, skywalk system, cable car, tunnel, alley

- Ask Ss to work individually, then compare their answers with a partner. Ask Ss to write their answers on the board. Confirm the correct answers.

**Key:** 1. extended 2. nuclear 3. facilities  
4. Rubber sandals 5. trenches

- Have Ss work in pairs. Tell them that they should pay attention to the cues in the passage for their answers. Elicit the answers from Ss.

**Key:**

1. extended 2. nuclear 3. disobedient 4. sympathetic/understanding  
5. understanding/sympathetic 6. tolerant 7. caring 8. share

## Grammar

For **4** and **5**, ask Ss to work individually first. Then have Ss check their answers with a partner before having them discuss as a class. Remind Ss to keep a record of their original answers so that they can use that information in their self-assessment.

**4**

**Key:**

1. necessary/important 2. certain/sure/hopeful 3. certain/sure/confident  
4. sorry/sure 5. sorry 6. convinced/certain/sure

**5**

**Key:**

1. no change	5. no change
2. take → could take	6. no change
3. no change	7. no change
4. let → to let	8. be → was

## Communication

**6 Role-play.** Interview a travel agent about Vietnamese people's holiday trends before and after 2000. Use the cues in the table for your interview. You may use the example to get you started.

	before 2000	after 2000
<b>Where to go?</b>	- beaches, mountains... - inside the country...	- beaches, mountains... - to other countries
<b>When to go?</b>	summer holiday	- Tet holiday, summer holiday, or other national holidays
<b>How to travel around?</b>	coach, train, rarely by airplane	car, train, airplane
<b>Who to go with?</b>	alone, with family	with family, friends

**Example:**

**Interviewer:** Have the Vietnamese changed the way they spend their holidays over the last 20 years?

**Travel agent:** Considerably. For example, they've changed their holiday destinations.

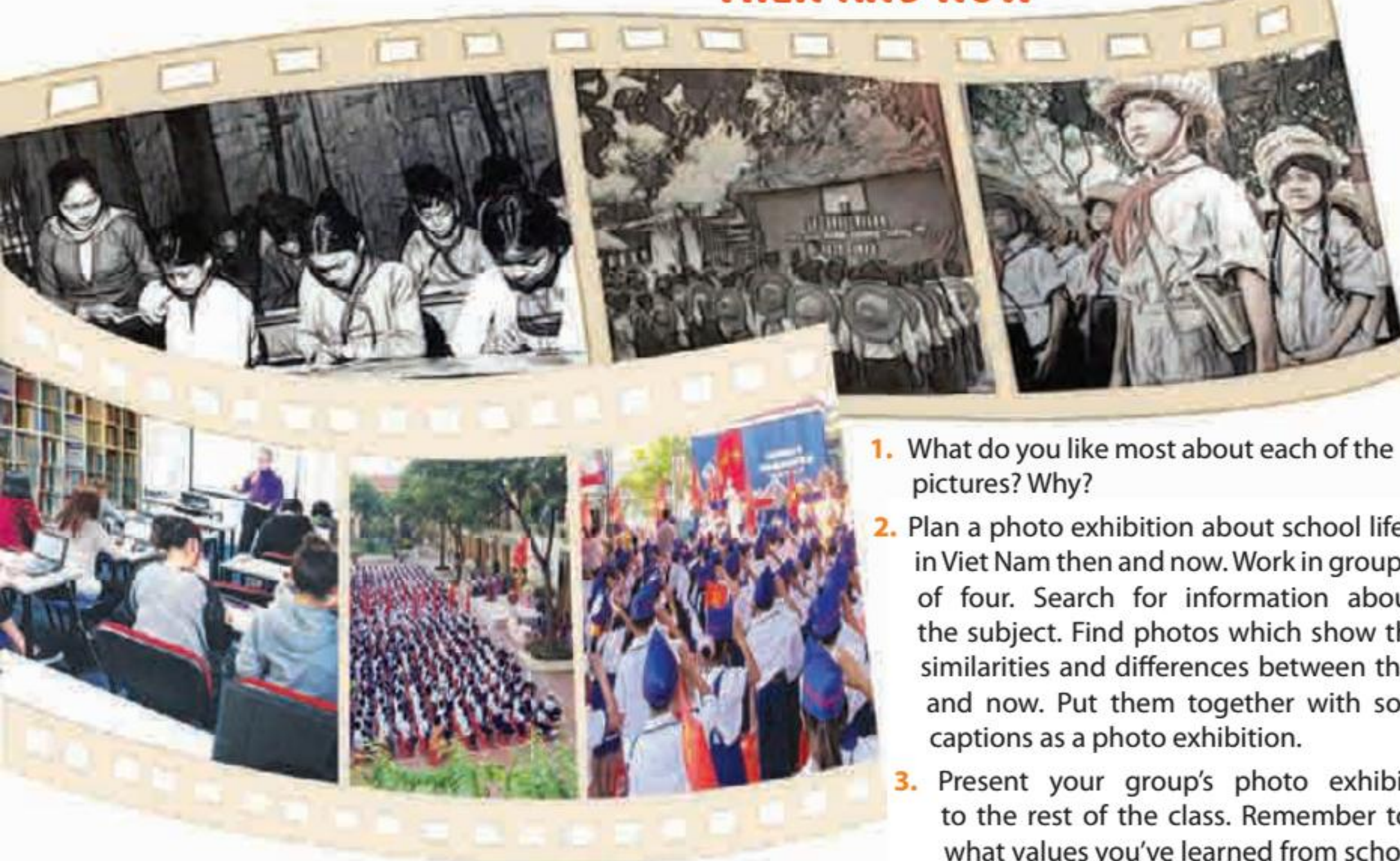
**Interviewer:** So... where did they often go before 2000?

**Travel agent:** They often went to...

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to changes in transport systems, family groups and school life in Viet Nam in the past and at present</li> <li>identify in which situations to stress all the words in sentences and say these sentences correctly</li> <li>use the past perfect correctly</li> <li>use the structure adj + to-infinitive and adj + that-clause correctly</li> <li>read for general and specific information about the tram system in Ha Noi then and now</li> <li>talk about changes in transport in the neighbourhood and express opinions about these changes</li> <li>listen for general and specific information about life in an extended family</li> <li>write about some qualities a person needs to get along in an extended family</li> </ul>			

## PROJECT

### SCHOOL LIFE IN VIET NAM: THEN AND NOW



1. What do you like most about each of the pictures? Why?
2. Plan a photo exhibition about school life in Viet Nam then and now. Work in groups of four. Search for information about the subject. Find photos which show the similarities and differences between then and now. Put them together with some captions as a photo exhibition.
3. Present your group's photo exhibition to the rest of the class. Remember to say what values you've learned from school life in the past.

## Communication

- 6 First, ask pairs to role-play. They can then switch partners and roles and role-play again. Ask for volunteer pairs to perform in front of the class, praise their efforts at fluency and ability to communicate rather than the accuracy of their language.

### Finished!

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

## PROJECT

### School life in Viet Nam: Then and now

1. First, have Ss work in groups to ask and answer the questions.

#### Reference:

- P1. This is a classroom with wooden walls. The class doesn't look spacious enough. There is no lighting system either. There are not many students. The T and Ss are all dressed simply. Ss are not wearing uniforms.
  - P2 & 3. This is the opening ceremony of a new school year in the past. The ceremony looks simple but respectful and organised. Ss are standing in rows, listening to the principal's speech. All are wearing straw hats and red scarves.
  - P4. This is a modern classroom with more teaching facilities such as a good board, solid tables, bookshelves, and a projector. The room is spacious.
  - P5 & 6. These are pictures of the opening ceremony of a new school year at present. Ss are standing in rows to listen to their principal's speech. They are all wearing uniforms and red scarves.
2. Next Ss follow the instructions in the book to research and prepare a photo exhibition of their own. If resources are available, this would be best done as a computer slide show. Answer Ss' questions if there are any.
  3. Have Ss present their work in the next session, then ask the whole class to vote for the best exhibition/show.

# REVIEW 2 (UNITS 4 - 5 - 6)

## LANGUAGE

### Pronunciation



**1** Read the mini-talks and circle the words in red which you think are stressed. Then listen and check.

- Which hotel **are** you staying **at**?  
- The Grand Hotel. It's by **the** sea.  
- **Isn't** it **the** one you stayed **in** last year!  
- Yes, it **is**.
- I **can't** find my key. **Do** you happen to see it anywhere?  
- It's **on** the coffee table.  
- There's nothing **on** the coffee table.  
- Really? I **did** see it there when I **was** tidying up **the** room this morning.
- You **have** to help me **with** this assignment.  
- I **won't**.  
- **Please!**  
- **Are** you going to rely **on** others all your life?
- **Have** you seen **The Tomb Raider**?  
- No, I **haven't**. But I've seen **The Smiths**.  
- Is that **the** film you often talk **about**?  
- Yes, it **is**. **Look**. This is the trailer for it.

## Vocabulary

**2** Choose the phrases in the box to complete the sentences.

- |                      |                            |
|----------------------|----------------------------|
| a. an acceptance     | b. respect for seniority   |
| c. earthen room      | d. entertain themselves    |
| e. living standards  | f. preserve our traditions |
| g. geological museum | h. historic wonders        |

- Children in my time used to \_\_\_\_\_ by playing with things they could find in nature.
- The word 'recognise' is used to show \_\_\_\_\_ that something exists, is true, or is valuable.
- The Grand Canyon in the USA is claimed to be a huge \_\_\_\_\_.
- These annual festivals are held to help \_\_\_\_\_.
- This is a photo of my school forty years ago. It's a small \_\_\_\_\_ surrounded by paddy fields.
- The Tower of London is evidence that protecting \_\_\_\_\_ has both financial and historical benefits.
- The \_\_\_\_\_ in the countryside have considerably improved in the last ten years.
- Most Asian countries place a great value on \_\_\_\_\_.

**3** Change the word form of the words provided to complete the sentences.

1.	An _____ family includes several generations living together in the same house.	EXTEND
2.	It's a tradition in Viet Nam that the juniors have to _____ the seniors.	OBEDIENT
3.	Traffic jams in most big cities are getting more and more serious, and it's hard to find a proper _____.	SOLVE
4.	What should we do to _____ our man-made wonders?	PRESERVATION
5.	Thien Mu Pagoda is a famous _____ spot in Hue, an ancient city in central Viet Nam.	RELIGION
6.	Ha Long Bay has been _____ by UNESCO as a World Heritage Site.	RECOGNITION
7.	Customs and traditions make a great _____ to the unique culture of a country.	CONTRIBUTE
8.	Many ethnic people in mountainous areas are _____. They can't read or write.	ILLITERACY

## Introduction

The aim of this review is to revise the language Ss have learnt and the skills they have practised in Units 4-5-6.

Ask Ss to recall what they have learnt in terms of language and skills. Summarise their answers in notes and write them in the top corner of the board. Briefly revise the key items before starting the review.

## LANGUAGE

### Pronunciation

- 1** Review the rules of stress on auxiliaries, articles, and prepositions with Ss as a class. Have Ss then circle the stress independently. Play the recording. Ss listen and check their answers. Confirm their answers. Ss listen again and repeat, in chorus and individually.

**Key:**

1. - Which hotel **are** you staying **at**?  
- **The** Grand Hotel. It's by **the** sea.  
- **Isn't** it **the** one you stayed **in** last year?  
- Yes, it **is**.
2. - I **can't** find my key. **Do** you happen to see it anywhere?  
- It's **on** the coffee table.  
- There's nothing **on** the coffee table.  
- Really? I **did** see it there when I **was** tidying up the room this morning.
3. - You **have** to help me **with** this assignment.  
- I **won't**.  
- **Please!**  
- Are you going to rely **on** others all your life?
4. - **Have** you seen **The Tomb Raider**?  
- No, I **haven't**. But I've seen **The Smiths**.  
- Is that **the** film you often talk **about**?  
- Yes, it **is**. **Look**. This is the trailer for it.

**Note:** This exercise focuses on stressed auxiliaries, articles, and prepositions only.

### Vocabulary

- 2** Make sure Ss understand the meanings of the phrases in the box. Then have them complete the exercise individually.

**Key:**

1. d    2. a    3. g    4. f    5. c    6. h    7. e    8. b

- 3** Ask Ss to read the sentences and decide what kind of word is needed for each sentence (a noun? a verb? an adjective?...). Elicit their answers. Let Ss do the exercise independently. Ss can then share their answers with a partner. Check and write the answers on the board.

**Key:**

1. extended	2. obey	3. solution	4. preserve
5. religious	6. recognised	7. contribution	8. illiterate

## Grammar

### 4 Choose the correct answer A, B, C, or D to complete the sentences.

- There will be a lot of work to do in this preservation project. I \_\_\_\_\_ forming a team of five.  
A. suggesting                      B. suggest  
C. suggest that                      D. to suggest
- \_\_\_\_\_ that the most-visited place in Hue is the Royal Citadel.  
A. It reports                      B. People are reported  
C. It is                      D. It is reported
- It's not easy \_\_\_\_\_ the origin of that ballad.  
A. trace back                      B. to trace back  
C. tracing back                      D. that to trace back
- We are all certain that these Roman ruins \_\_\_\_\_ well preserved.  
A. should                      B. is  
C. should be                      D. to be
- It is said that Edinburgh \_\_\_\_\_ the most historic city in Great Britain.  
A. are                      B. to be                      C. be                      D. is
- Many scientists suggest that the government \_\_\_\_\_ strict laws to control deforestation.  
A. applied                      B. applying  
C. should apply                      D. applies

### 5 Complete the wishes for the situations.

- My friend Veronica is now participating in an international summer camp in Brazil. I'd love to be with her.  
→ I wish \_\_\_\_\_.
- The traditional markets in my town have been replaced with supermarkets. I really miss them.  
→ I wish \_\_\_\_\_.
- Nha Trang is said to be a very friendly tourist city, but I've never been to it.  
→ I wish \_\_\_\_\_.
- My sister suggests that I should learn ceramic painting. I'd love to but I don't have time for it.  
→ I wish \_\_\_\_\_.
- It's a beautiful day, and I'm at home writing an essay. How boring!  
→ I wish \_\_\_\_\_.

## Everyday English

### 6 Complete the conversation with A-D.

- A the street food vendors  
B I wish I could return next year  
C I've been there twice  
D Did you try *cao lau* and *banh vac*

**Veronica:** Where did you go for your summer holiday, Lan?

**Lan:** We went to Hoi An.

**Veronica:** Ah, the small ancient town in Quang Nam. (1) \_\_\_\_\_.

**Lan:** Have you? I love it.

**Veronica:** I do too. I love the way the locals preserve the traditions: the colourful Chinese lanterns, (2) \_\_\_\_\_, the open markets...

**Lan:** Yes, and the relaxing trips on a boat at night, with an oil lamp at the front.

**Veronica:** Yeah... (3) \_\_\_\_\_?

**Lan:** Sure we did. They are said to be Hoi An's specialities.

**Veronica:** When I was there, I rented a bike and cycled to many places of interest. I met and talked to the locals, took pictures of the countryside and the sea...

**Lan:** Wow, I didn't know about the bike rentals. (4) \_\_\_\_\_.



## Grammar

- 4** This exercise revises the use of impersonal passive, *suggest*, adjectives + *to*-infinitive/*that* + clauses. Have a brief revision with Ss if necessary. Then have Ss do the exercise individually. Ss exchange their answers and discuss if there is any difference in their answers. Check and explain each answer.

**Key:**

1. B      2. D      3. B      4. C      5. D      6. C

- 5** Have Ss read the situations and decide which type of wish is used in each sentence. Elicit their answers. Then let Ss do this exercise independently, and share their answers with the class. T checks.

**Suggested answers:**

1. I wish I was now participating in an international summer camp in Brazil.
2. I wish we still had traditional markets.
3. I wish I could visit Nha Trang.
4. I wish I had time to learn ceramic painting.
5. I wish I was not at home writing an essay./ I wish I was playing with my friends.

## Everyday English

- 6** Have Ss read the phrases and sentences carefully before they do this exercise in pairs. Correct their answers and ask some pairs to act out the dialogues.

**Key:**

1. C      2. A      3. D      4. B

## SKILLS

### Reading

1 Read the text and choose the correct answer A, B, C, or D for the questions.

50 years back in time and even before that, in the absence of the Internet and various hi-tech toys, the entertainment world used to be so different from what it is nowadays. Running wild on the pastures, and bathing in the river, children back then saw nature as their playground and were curious to **explore** and enjoy it in their own creative ways. They found small objects around them to make toys. Boys used branches as swords for mock battles while girls used **them** as chopsticks to play imaginary restaurants. In this way, children enjoyed themselves on the way to school, during school breaks, and even when they were herding buffaloes. At that time, tug of war, hide and seek, and skipping were popular games. Some have even made it through to today.

The fact that those popular games were meant to be played in groups made it easier and faster for children to make friends. Moreover, people rarely moved away from their hometown, so childhood bonds were even stronger as children grew up playing together all their life.



- Children in the past saw nature as \_\_\_\_\_.  
A. an entertainment    B. an unknown environment  
C. a workshop    D. beautiful scenery
- Which of the following things was NOT likely to be used as a toy by children in the past?  
A. Sticks    B. Small stones  
C. Dry leaves    D. Beautiful silver spoons
- Which statement is NOT true about children's games in the past?  
A. *Tug of war* was familiar to most children.  
B. Some games are still played now.  
C. Children could play them while they were herding buffaloes.  
D. No game in the past is known to children nowadays.
- The word "explore" could be replaced by \_\_\_\_\_.  
A. find    B. discover  
C. destroy    D. play
- The word "them" refers to \_\_\_\_\_.  
A. children    B. boys  
C. branches    D. toys

# SKILLS

## Reading

**1** Ss read the text and answer the questions independently. They can then compare their answers with a partner. Check and have Ss explain where in the text they found the information for the answers.

Key:

1. A

2. D

3. D

4. B

5. C



## Speaking

**2** These are some ideas taken from Reading. Do you agree or disagree with them? Support your answers with ideas from the passage or of your own.

1. Children back then saw nature as their playground.
2. Playing games in groups made it easier and faster for children to make friends.
3. Childhood bonds were stronger as they grew up playing together.

## Listening

**3** Listen to Nguyen's presentation about a natural wonder in Viet Nam and decide if the sentences are true (T) or false (F).

		T	F
1.	People visit Moc Chau in spring only.		
2.	The beauty of Moc Chau is like nowhere else in Viet Nam.		
3.	Visitors eat the local dishes because they love the way they smell.		
4.	Visitors to a small village are likely to be treated with home-made corn wine.		
5.	The locals' hospitality is one attraction for tourists.		
6.	It's difficult to reach Moc Chau because of its remote and high elevation.		



## Writing

**4** Based on the notes below, write a short paragraph about a traditional home in the countryside of Viet Nam in the past. In your writing, you can include all or some of the ideas below.



- accommodation: three-room and two-wing house
- + well-off: made of wood, bricks, and tiles
- + poorer: made of bamboo, earth, and straw
- family structure: extended
- man: dominant figure/head of the household
- food and drinks: mainly home-grown and home-made
- marriages: arranged by parents

**You can start your writing with:**

A traditional home in Viet Nam \_\_\_\_\_

---



---



---



---



---



---



---

## Speaking

- 2** This is an open speaking exercise. Allow Ss some time to read the ideas and form their own opinion. Ss can work in groups. Have some Ss/groups present their own opinions in front of the class.

## Listening

- 3** Ask Ss to carefully read the questions first. T then plays the recording. Ss listen and decide if the statements are true or false. Write Ss' answers on the board. Don't confirm their answers at this stage. Have them listen again and check their own answers. Then correct them.

**Key:**

1. F      2. T      3. F      4. T      5. T      6. F



### *Audio script:*

Moc Chau has recently become a popular tourist attraction that draws travellers throughout the year. People are attracted to this lovely town to admire its endless hills. The picturesque scenery here is unlike anything else in Viet Nam. Many places remain untouched by people. Apart from its fabulous scenery, Moc Chau is also famous for its local dishes, which are new to outsiders. People usually try them out of curiosity and end up falling in love with their amazing taste. Another attraction of this small town is its honest and friendly people. Visiting small villages in Moc Chau, tourists are welcomed into the locals' homes and treated with homemade corn wine. The warm and open hospitality of the people here has made it a delightful experience for domestic as well as international visitors.

Located only 187 kilometres from Ha Noi, Moc Chau can easily be reached by both private and public transport.

## Writing

- 4** Have Ss read the notes of a traditional home first. They can then arrange their ideas and start writing. T may call on a volunteer to write on the board. Other Ss and T comment on it. Ss then refer back to their own writings and see if they want to make any changes. Collect some work to correct at home.

# GLOSSARY

## Abbreviations

adj	:	adjective
adv	:	adverb
con	:	conjunction
n	:	noun
pre	:	preposition
v	:	verb

Unit 1		
artisan (n)	/ɑ:tɪ'zæn/	thợ làm nghề thủ công
attraction (n)	/ə'trækʃn/	điểm hấp dẫn
authenticity (n)	/ɔ:θen'tɪsəti/	thật
cast (v)	/kɑ:st/	đúc (đồng...)
craft (n)	/kra:ft/	nghề thủ công, kĩ năng làm nghề thủ công
craftsman (n)	/'kra:ftsmən/	thợ làm đồ thủ công
cross (v)	/krɒs/	đan chéo
drumhead (n)	/drʌmhed/	mặt trống
embroider (v)	/ɪm'brɔɪdə/	thêu
frame (n)	/freɪm/	khung
handicraft (n)	/'hændɪkra:ft/	sản phẩm thủ công
lacquerware (n)	/'lækəweə/	đồ sơn mài
layer (n)	/'leɪə/	lớp (lá...)
mould (v)	/məʊld/	đổ khuôn, tạo khuôn
preserve (v)	/prɪ'zɜ:v/	bảo vệ, bảo tồn
remind (v)	/rɪ'maɪnd/	gợi nhớ
sculpture (n)	/'skʌlptʃə/	điêu khắc, đồ điêu khắc
set off (ph.v)	/set ɒf/	khởi hành
strip (n)	/stri:p/	dải
surface (n)	/'sɜ:fɪs/	bề mặt
team-building (adj)	/ti:m-'bɪldɪŋ/	xây dựng đội ngũ
thread (n)	/θred/	sợi
treat (v)	/tri:t/	xử lí (chất thải...)
turn up (ph.v)	/tɜ:n ʌp/	xuất hiện, đến
weave (v)	/wi:v/	đan (rổ, rá...), dệt (vải...)
workshop (n)	/'wɜ:kʃɒp/	công xưởng, xưởng
Unit 2		
fabulous (adj)	/'fæbjələs/	tuyệt vời, tuyệt diệu
reliable (adj)	/rɪ'laɪəbl/	đáng tin cậy
metropolitan (adj)	/,metrə'pɒlɪtən/	(thuộc về) đô thị, thủ phủ
multicultural (adj)	/,mʌltɪ'kʌltʃərəl/	đa văn hóa
variety (n)	/və'reɪəti/	sự phong phú, đa dạng
grow up (ph.v)	/grəʊ ʌp/	lớn lên, trưởng thành
packed (adj)	/pækt/	chật ních người

urban (adj)	/'ɜ:bən/	(thuộc) đô thị, thành thị
Oceania (n)	/,əʊsi'a:niə/	châu Đại Dương
medium-sized (adj)	/'mi:diəm-saɪzd/	cỡ vừa, cỡ trung
forbidden (adj)	/fə'bɪdn/	bị cấm
easy-going (adj)	/'i:zi-'gəʊɪŋ/	thoải mái, dễ tính
downtown (adj)	/,daʊn'taʊn/	(thuộc) trung tâm thành phố, khu thương mại
skyscraper (n)	/'skaɪskreɪpə/	nhà cao chọc trời
stuck (adj)	/stʌk/	mắc kẹt, không di chuyển được
wander (v)	/'wɒndə/	đi lang thang
affordable (adj)	/ə'fɔ:dəbl/	(giá cả) phải chăng
conduct (v)	/kən'dʌkt/	thực hiện
determine (v)	/dɪ'tɜ:mɪn/	xác định
factor (n)	/'fæktə/	yếu tố
conflict (n)	/'kɒnflikt/	xung đột
indicator (n)	/'ɪndɪkətə/	chỉ số
asset (n)	/'æset/	tài sản
urban sprawl	/'ɜ:bən sprɔ:l/	sự đô thị hóa
index (n)	/'ɪndeks/	chỉ số
metro (n)	/'metrəʊ/	tàu điện ngầm
dweller (n)	/'dwelə/	cư dân
negative (adj)	/'negətɪv/	tiêu cực
for the time being	/fə(r) ðə taɪm 'bi:ɪŋ/	hiện thời, trong lúc này
Unit 3		
adolescence (n)	/,ædə'lesns/	giai đoạn vị thành niên
adulthood (n)	/'ædʌlθud/	giai đoạn trưởng thành
calm (adj)	/kɑ:m/	bình tĩnh
cognitive skill	/'kɒgnətɪv skɪl/	kĩ năng tư duy
concentrate (v)	/kɒnsntreɪt/	tập trung
confident (adj)	/'kɒnfɪdənt/	tự tin
delighted (adj)	/dɪ'laɪtɪd/	vui sướng
depressed (adj)	/dɪ'prest/	tuyệt vọng
embarrassed (adj)	/ɪm'bærəst/	xấu hổ
emergency (n)	/'ɪmɜ:dʒənsi/	tình huống khẩn cấp
frustrated (adj)	/frʌ'streɪtɪd/	bực bội (vì không giải quyết được việc gì)
helpline (n)	/'helplaɪn/	đường dây nóng trợ giúp
house-keeping skill	/haʊs-'ki:pɪŋ skɪl/	kĩ năng làm việc nhà
independence (n)	/,ɪndɪ'pendəns/	sự độc lập, tự lập
informed decision (n)	/'ɪnfɔ:md dɪ'sɪʒn/	quyết định có căn nhắc
left out (adj)	/left aʊt/	cảm thấy bị bỏ rơi, bị cô lập

life skill	/laɪf skɪl/	kĩ năng sống
relaxed (adj)	/rɪ'læksɪt/	thoải mái, thư giãn
resolve conflict (v)	/rɪ'zɒlv 'kɒnflɪkt/	giải quyết xung đột
risk taking (n)	/rɪsk teɪkɪŋ/	liều lĩnh
self-aware (adj)	/self-ə'weə(r)/	tự nhận thức, ngộ ra
self-disciplined (adj)	/self-'dɪsəplɪnd/	tự rèn luyện
stressed (adj)	/strest/	căng thẳng, mệt mỏi
tense (adj)	/tens/	căng thẳng
worried (adj)	/'wɜːrɪd/	lo lắng

#### Unit 4

act out (v)	/ækt aʊt/	đóng vai, diễn
arctic (adj)	/'ɑːktɪk/	(thuộc về) Bắc cực
bare-footed (adj)	/beə(r)-'fʊtɪd/	chân đất
behave (v) (+oneself)	/bɪ'heɪv/	ngoan, biết cư xử
dogsled (n)	/'dɒɡsled/	xe chó kéo
domed (adj)	/dəʊmd/	hình vòm
downtown (adv)	/,daʊn'taʊn/	vào trung tâm thành phố
eat out (v)	/iːt aʊt/	ăn ngoài
entertain (v)	/,entə'teɪn/	giải trí
event (n)	/ɪ'vent/	sự kiện
face to face (adv)	/feɪs tu feɪs/	trực diện, mặt đối mặt
facility (n)	/fə'sɪləti/	phương tiện, thiết bị
igloo (n)	/'ɪɡluː/	lều tuyết
illiterate (adj)	/ɪ'lɪtərət/	thất học
loudspeaker (n)	/,laʊd'spiːkə(r)/	loa
occasion (n)	/ə'keɪʒn/	địp
pass on (ph.v)	/pɑːs ɒn/	truyền lại, kể lại
post (v)	/pəʊst/	đăng tải
snack (n)	/snæk/	đồ ăn vặt
street vendor (n)	/stri:t 'vendə(r)/	người bán hàng rong
strict (adj)	/strikt/	ng nghiêm khắc
treat (v)	/tri:t/	cư xử

#### Unit 5

administrative (adj)	/əd'mɪnɪstrətɪv/	thuộc về hoặc liên quan đến việc quản lý; hành chính
astounding (adj)	/ə'staʊndɪŋ/	làm sững sờ, làm sững sốt
cavern (n)	/'kævən/	hang lớn, động
citadel (n)	/'sɪtədəl/	thành lũy, thành trì
complex (n)	/'kɒmpleks/	khu liên hợp, quần thể
contestant (n)	/kən'testənt/	đấu thủ, thí sinh
fortress (n)	/'fɔːtrəs/	pháo đài
geological (adj)	/,dʒiːə'lɒdʒɪkl/	(thuộc) địa chất

limestone (n)	/'laɪmstəʊn/	đá vôi
measure (n)	/'meʒə(r)/	biện pháp, phương sách
paradise (n)	/'pærədaɪs/	thiên đường
picturesque (adj)	/,pɪktʃə'resk/	đẹp, gây ấn tượng mạnh (phong cảnh)
recognition (n)	/,rekəg'nɪʃn/	sự công nhận, sự thừa nhận
rickshaw (n)	/'rɪkʃɔː/	xe xích lô, xe kéo
round (in a game) (n)	/raʊnd/	hiệp, vòng (trong trò chơi)
sculpture (n)	/'skʌlptʃə(r)/	bức tượng (điều khắc)
setting (n)	/'setɪŋ/	khung cảnh, môi trường
spectacular (adj)	/'spek'tækjələ(r)/	đẹp mắt, ngoạn mục, hùng vĩ
structure (n)	/'strʌktʃə(r)/	công trình kiến trúc, công trình xây dựng
tomb (n)	/tuːm/	ngôi mộ

#### Unit 6

annoyed (adj)	/ə'nɔɪd/	bực mình, khó chịu
astonished (adj)	/ə'stɒnɪʃt/	kinh ngạc
boom (n)	/buːm/	bùng nổ
compartment (n)	/kəm'pɑːtmənt/	toa xe
clanging (adj)	/klæŋɪŋ/	tiếng leng keng
cooperative (adj)	/kəʊ'ɒpərətɪv/	hợp tác
elevated walkway (n)	/'elɪveɪtɪd 'wɔːkweɪ/	lối đi dành cho người đi bộ
exporter (n)	/ek'spɔːtə(r)/	nước xuất khẩu, người xuất khẩu
extended family (n)	/'ɪk'stendɪd 'fæməli/	gia đình nhiều thế hệ cùng sống chung
flyover (n)	/'flaɪəʊvə(r)/	cầu vượt (cho xe máy, ô tô)
manual (adj)	/'mænjuəl/	làm (gì đó) bằng tay
mushroom (v)	/'mʌʃrʊm/	mọc lên như nấm
noticeable (adj)	/'nəʊtɪsəbl/	gây chú ý, đáng chú ý
nuclear family (n)	/'njuːkliə(r) 'fæməli/	gia đình hạt nhân
photo exhibition (n)	/'fəʊtəʊ ,eksɪ'brɪʃn/	triển lãm ảnh
pedestrian (n)	/pə'destriən/	người đi bộ
roof (n)	/ruːf/	mái nhà
rubber (n)	/'rʌbə(r)/	cao su
sandals (n)	/'sændlɪz/	đép
thatched house (n)	/θætʃt haʊs/	nhà tranh mái lá
tiled (adj)	/taɪld/	lợp ngói, bằng ngói
tram (n)	/træm/	xe điện, tàu điện
trench (n)	/trentʃ/	hào giao thông
tunnel (n)	/'tʌnl/	đường hầm, cống ngầm
underpass (n)	/'ʌndəpɑːs/	đường hầm cho người đi bộ qua đường

*Chịu trách nhiệm xuất bản :*

Chủ tịch Hội đồng Thành viên MẠC VĂN THIÊN

Tổng Giám đốc GS. TS. VŨ VĂN HÙNG

Phó Tổng Giám đốc kiêm Tổng biên tập TS. PHAN XUÂN THÀNH

*Biên tập nội dung :* TRẦN THU HÀ - VŨ THỊ LAI - RACHEL WILSON - FIONA B. ROSE

*Biên tập mỹ thuật :* NGUYỄN BÍCH LA

*Minh họa :* ĐỖ CHIẾN CÔNG - NGUYỄN THẾ PHI - NGUYỄN THỊ NGỌC THUY

*Thiết kế sách :* ĐỖ CHIẾN CÔNG

*Sửa bản in :* TRẦN THU HÀ

*Chế bản tại :* CÔNG TY CỔ PHẦN MỸ THUẬT VÀ TRUYỀN THÔNG

Trong sách có sử dụng một số ảnh từ Internet.

**Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam - Bộ Giáo dục và Đào tạo, Tập đoàn Xuất bản Giáo dục Pearson.**

---

## **TIẾNG ANH 9 – SÁCH GIÁO VIÊN – TẬP MỘT**

Mã số : 2G934M6

In : ..... bản (QĐ.....), khổ 19 x 26,5 cm. Tại : .....

Số đăng ký XB : 01-2016/CXBIPH/206-964/GD

In xong và nộp lưu chiểu tháng..... năm 2016.

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng chủ biên) – LƯƠNG QUỲNH TRANG (Chủ biên)  
NGUYỄN THỊ CHI – LÊ KIM DUNG – PHAN CHÍ NGHĨA – NGUYỄN THUY PHƯƠNG LAN – VŨ MAI TRANG  
Với sự cộng tác của DAVID KAYE

# Tiếng Anh

SÁCH GIÁO VIÊN  
TẬP HAI



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

TẬP ĐOÀN XUẤT BẢN GIÁO DỤC PEARSON

# CONTENTS

	Page
<b>INTRODUCTION</b> .....	III
<b>BOOK MAP</b> .....	4
<b>UNIT 7: RECIPES AND EATING HABITS</b> .....	6
<b>UNIT 8: TOURISM</b> .....	18
<b>UNIT 9: ENGLISH IN THE WORLD</b> .....	30
<b>REVIEW 3</b> .....	42
<b>UNIT 10: SPACE TRAVEL</b> .....	46
<b>UNIT 11: CHANGING ROLES IN SOCIETY</b> .....	58
<b>UNIT 12: MY FUTURE CAREER</b> .....	70
<b>REVIEW 4</b> .....	82
<b>GLOSSARY</b> .....	86

# INTRODUCTION

**TIẾNG ANH 9** is the final of the four levels of English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical, and theme-based syllabus approved by the Ministry of Education and Training in January 2012, which focusses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading, and writing).

## THE COMPONENTS OF THE TEXTBOOK

The complete learning set of **TIẾNG ANH 9** consists of **THE STUDENT'S BOOK**, **THE TEACHER'S BOOK**, **THE WORKBOOK**, and **THE CD**.

### THE STUDENT'S BOOK

The Student's Book contains:

- Book map: Providing an overview of each unit
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons
- Four Reviews, each providing revision and further practice of the previous three units, to be dealt with over two lessons
- Glossary: Giving meaning and phonetic transcriptions of the new words in the units

### THE TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts of each unit. The answer keys to the exercises in the Student's Book and the transcriptions are also given in the Teacher's Book.

### THE WORKBOOK

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

- Further practice of the language and skills taught in class
- Four additional tests for students' self-assessment

### THE CD

- The CD provides recorded scripts of all listening exercises and dialogues

## THE COMPONENTS OF EACH UNIT

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

### SECTION 1: GETTING STARTED

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

### SECTION 2: A CLOSER LOOK 1

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

**A Closer Look 1** presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Intonation patterns, which frequently appear in the unit, are targeted and practised in isolation and in context. There are different exercises focussing on intensive practice of vocabulary and pronunciation.

A grammar item may also be included in this section.

### **SECTION 3: A CLOSER LOOK 2**

This section deals with the main grammar point(s) of the unit. The new language points are presented in a short text or a talk/interview. There are grammar tables and exercises which are well illustrated to help students remember and use the grammar items effectively. The ‘Remember’ and ‘Look out!’ boxes appear wherever necessary and help students to avoid common errors.

**A Closer Look 1** and **A Closer Look 2** cover three or four pages and mainly give language focus and practice of receptive skills.

### **SECTION 4: COMMUNICATION**

This section is designed to help students use the functional language in everyday life contexts and to consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt. The communication section provides cultural information about Viet Nam and other countries in the world. The vocabulary is clearly presented in boxes wherever it is needed.

### **SECTION 5: SKILLS 1**

**Skills 1** and **Skills 2**, each covers one page and is designed to be taught in one 45-minute lesson.

**Skills 1** comprises reading (receptive skill) and speaking (productive skill).

#### **Reading**

This section aims to develop students’ reading ability. In order to make the activity achievable, the reading text is often based on the vocabulary and structures that students have previously acquired. The reading always links with the topic of the unit and is interesting and relevant to the students. Important new vocabulary is introduced in the text and practised in a follow-up activity.

The reading also provides input for the speaking that follows.

#### **Speaking**

This section aims to provide further practice which supports students in their production of spoken English. The section uses the recently introduced items in combination with previously learnt language in new contexts.

### **SECTION 6: SKILLS 2**

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

#### **Listening**

The listening section provides students with an opportunity to develop their listening skills. This section trains them to listen for general and specific information.

#### **Writing**

This section focusses on developing students’ writing skills. There is a writing tip or a guideline which is very useful to help them to write effectively. The result of the writing section must be a complete piece of writing (which is ideally assessed by the group/class/teacher).

### **SECTION 7: LOOKING BACK & PROJECT**

This section covers two pages and should be dealt with in one 45-minute lesson.

**Looking Back** recycles the language from the previous sections and links it with unit topics. Various activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Through the students’ performance in this section, teachers can evaluate their study results and provide further practice if necessary.

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

## REFERENCE FOR SKILLS AND LANGUAGE TEACHING

### 1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 9**.

- The reading activities in **Tiếng Anh 9** aim to help students develop sub-skills such as skimming for gist and scanning for details.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focussing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, the teacher should encourage students to guess what the text is about, what new words may appear in the text, etc.

### 2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 9**: spoken interaction and spoken production. The former refers to the ability to ask and answer questions and handle exchanges with others. The latter refers to students' ability to produce language appropriately and correctly.

Speaking activities include:

- *Pronunciation*: dialogues and role-plays. Through these forms, students practise the intonation patterns of English in a natural way. It is crucial to provide students with a lot of models and to build up their confidence with acceptance of approximate correct pronunciation.
- *Repetition*: helps students to memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a part of communicative interactions in class. One strategy is to provide a lot of opportunities for students to practise with a secure feeling through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, using common classroom expressions (e.g. *I don't understand. Could you say it again, please? May I ask you a question?*), or answering a question (e.g. *I don't know. I think/guess..., Perhaps...*) are important language tasks for students to practise daily.
- *Pair work/group work and class presentations*: help students to talk freely in a language situation related to the topic of the unit. They also make students feel secure and promote their confidence in speaking.

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

### 3. TEACHING LISTENING

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

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

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

#### **4. TEACHING WRITING**

The writing activities aim to develop students' basic writing skills in English. The emphasis is on providing writing techniques for a particular genre (e.g. email, an informal letter, a webpage, etc.) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing*, *while writing*, and *after writing*.

- *Before writing* helps students understand why they write and provides them with the language input to express their ideas in English.
- *While writing* helps students write independently under the teacher's guidance and supervision.
- *After writing* helps students perfect their writing. They share their writing with peers and teacher for comments. After that, they revise (i.e. re-reading the writing to improve the content and organisation of ideas) and edit (i.e. re-reading the writing to correct errors and mistakes in grammar, vocabulary, spelling, etc.) it. They then submit their writing to the teacher for evaluation.

#### **5. TEACHING PRONUNCIATION**

In this book, the pronunciation part focusses on sentence stress and intonation. The students will have the chance to practise saying sentences with correct stress on content words. Also, they can identify in which situations to stress pronouns, the verb 'be', auxiliaries, and short words and say these sentences correctly. Besides, they will practise intonation patterns in English.

In teaching sentence stress and intonation, it is advisable that the teacher should engage the students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Syllable/word focus and repetition
- Line by line repetition and clapping
- Listening and marking the stressed words
- Pair/group practice and performance

#### **6. TEACHING VOCABULARY**

Teaching vocabulary helps students understand, memorise, and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students recognise the same words embedded in different contexts and activities again and again. When teaching vocabulary, it is important to help students recognise, practise, and memorise words. This can be done by using visual aids (e.g. pictures, flashcards), by allowing students to listen and repeat the words, by explaining their meanings, using definitions and translation if necessary, and finally, by getting students to practise using the words with a range of spoken or written activities, which can be done individually or in pairs.

## 7. TEACHING GRAMMAR

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

Grade 9 students already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, readings, chants, rhymes, stories, and songs they have learnt in primary schools, grade 6, grade 7, and grade 8.

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

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

### SEQUENCING

Students should be given clear instructions about what they are expected to do and say. The following are some suggested teaching procedures.

- *Whole class.* Elicit/Teach the focus language (words, phrases, or structures). Then write them on the board.
- *Model.* Perform the focussed materials yourself with a confident student or ask a pair to demonstrate in front of the class. Help and guide them to interact in a reasonably structured manner. This will enable the freer stage of independent pair work/group work that will follow.
- *Pairs/groups.* Students practise in pairs or groups. Monitor the activity and offer help if necessary.
- *Performance.* Ask a confident pair or some volunteers to perform the task for the rest of the class.
- *Whole class.* At the end of the activity, there should be some writing/speaking (productive) activities to reinforce or consolidate students' understanding.

**It is noted that all of the procedures written in this book are only suggestions. Teachers may adapt these or design their own procedures to suit their students and real teaching contexts.**

# BOOK MAP

	Reading	Speaking	Listening
<b>Unit 7: Recipes and eating habits</b>	- Reading for general and specific information about the eating habits of Japanese people	- Talking about the eating habits of Vietnamese people	- Listening for detailed and specific information about teenagers' eating habits
<b>Unit 8: Tourism</b>	- Reading for general and specific information about a tourist attraction	- Talking about one's choice of holiday	- Listening for specific information about the benefits of tourism to an area/country
<b>Unit 9: English in the world</b>	- Reading for general and specific information about English as a means of international communication	- Discussing experiences in learning and using English	- Listening for general and specific information about students' experiences in learning and using languages
<b>Review 3</b>			
<b>Unit 10: Space travel</b>	- Reading for specific information about two famous astronauts' space travel	- Talking about space travel history and discussing the skills needed to become an astronaut	- Listening for general and specific information about some space tourism services
<b>Unit 11: Changing roles in society</b>	- Reading for specific information about the changing roles of women in society and its effects	- Talking about roles in the future	- Listening for specific information about the changes that women in Kenya are going through
<b>Unit 12: My future career</b>	- Reading for general and specific information about choosing a career	- Talking about a person's likes/dislikes, personality traits and abilities for a certain job	- Listening for general and specific information about choosing future jobs and reasons for the choices
<b>Review 4</b>			

Writing	Language Focus	Communication	Project
- Writing about the eating habits of a classmate	<ul style="list-style-type: none"> <li>- Quantifiers: review</li> <li>- Modal verbs in conditional sentences type 1</li> <li>- Pronunciation: Tones in statements used as questions</li> </ul>	Discussing the recipe for a dish	A survey on eating habits
- Writing a paragraph about the negative effects of tourism on an area/country	<ul style="list-style-type: none"> <li>- Articles (other uses)</li> <li>- Pronunciation: Tones in asking for information</li> </ul>	Discussing a place/ country you would like to visit on holiday	An advertisement for a tourist attraction
- Writing a paragraph about the uses of English in everyday life	<ul style="list-style-type: none"> <li>- Conditionals sentences type 2: review</li> <li>- Relative clauses</li> <li>- Pronunciation: Tones in new and known information</li> </ul>	Interviewing to build up an English learner profile	Differences between varieties of English

- Writing a short paragraph using advertising language	<ul style="list-style-type: none"> <li>- Past simple and past perfect: review</li> <li>- Defining relative clauses</li> <li>- Pronunciation: Continuing or finishing tones</li> </ul>	Talking about life on a space station	A holiday out of this world!
- Writing about the roles of teenagers in the future	<ul style="list-style-type: none"> <li>- Future passive: review</li> <li>- Non-defining relative clauses</li> <li>- Pronunciation: Agreeing and disagreeing tones</li> </ul>	Describing the changing roles of schools	Your vision of the future
- Writing about the qualities one needs to be able to do a certain job	<ul style="list-style-type: none"> <li>- <i>Despite/In spite of</i>: review</li> <li>- Verbs + <i>to</i>-infinitive/Verbs + <i>V-ing</i></li> <li>- Pronunciation: High tones</li> </ul>	Talking about choosing future jobs and reasons for the choices	My future career path

**GETTING STARTED****My favourite salad****1** Listen and read.

**Nick's mum:** Today we're making a prawn salad, which is a favourite of mine.

**Mi:** Fantastic. I love salad.

**Nick's mum:** This salad is simple but delicious. Here are the ingredients: prawns, celery, spring onions, mayonnaise, lemon juice, salt and pepper.

**Nick:** What should I do first, Mum?

**Nick's mum:** Get a big bowl for me. And then can you wash the celery?

**Nick:** Sure.

**Mi:** I can wash the spring onions if you like, Mrs Warner.

**Nick's mum:** Please, do. I'll boil the prawns.

**Mi:** So, do English people eat lots of salad?

**Nick's mum:** Yes, especially in the summertime. People often serve salad as a starter. But salads also make a healthy lunch or supper.

**Mi:** You're right, they're so versatile. And you can put anything in a salad.

**Nick:** Mum, the prawns are pink now.

**Nick's mum:** They're pink?

**Nick:** Yes.

**Nick's mum:** Good, they're ready. I'll drain them. Nick, can you peel them? Mi, could you chop the celery and spring onions? You should be careful if you use the red knife – it's sharp.

**Mi:** Right, everything's ready. What do we do next?

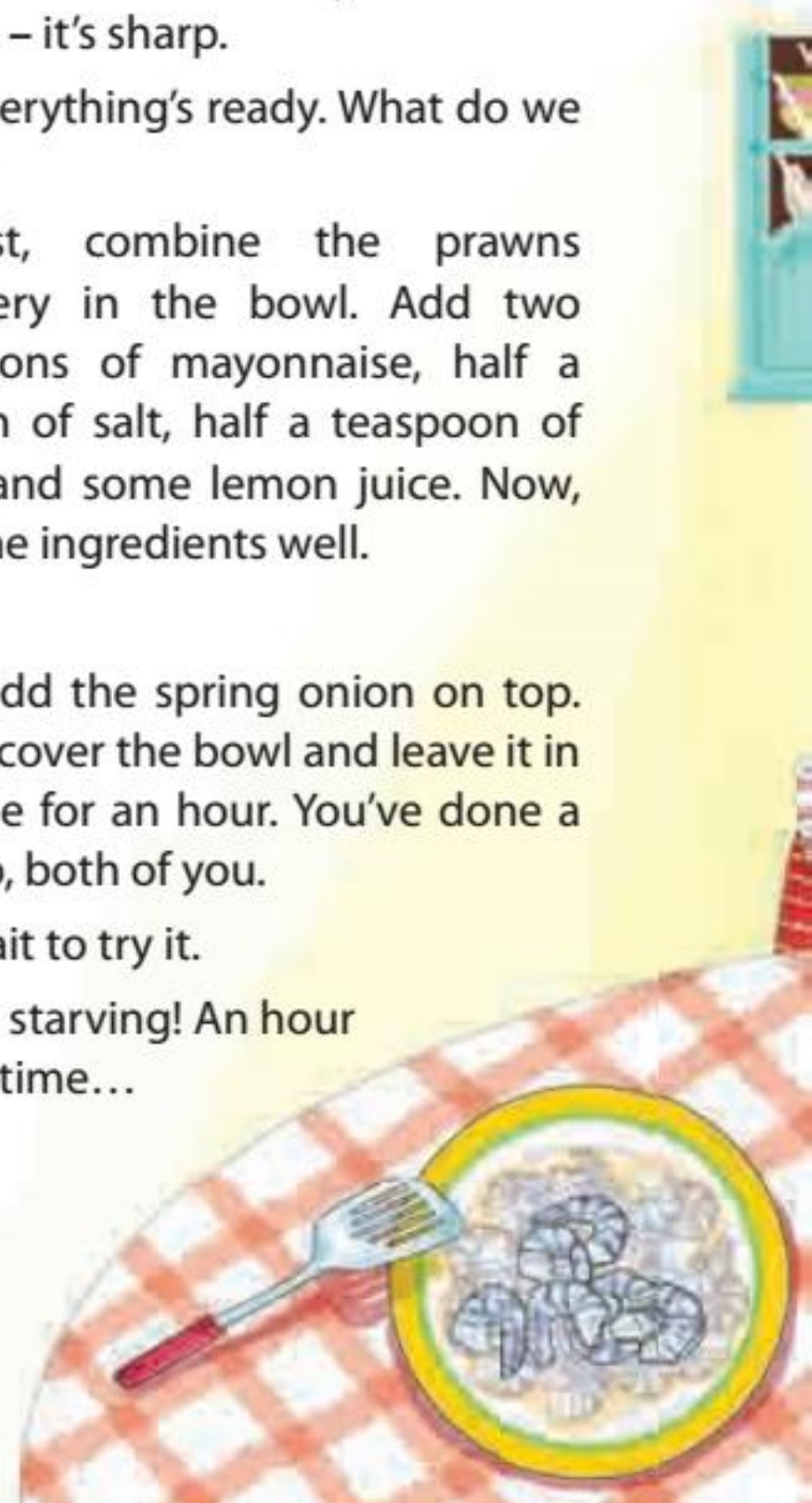
**Nick's mum:** OK, first, combine the prawns and celery in the bowl. Add two tablespoons of mayonnaise, half a teaspoon of salt, half a teaspoon of pepper and some lemon juice. Now, mix all the ingredients well.

**Nick:** OK.

**Nick's mum:** Finally, add the spring onion on top. Now we cover the bowl and leave it in the fridge for an hour. You've done a good job, both of you.

**Mi:** I can't wait to try it.

**Nick:** Yeah, I'm starving! An hour is a long time...



**1** Ask Ss to open their books and look at the picture and the phrase under **GETTING STARTED**. Ask them some questions:

*Who can you see in the picture?*

*What is there on the table?*

*Where are the people?*

*What do you think the people in the picture are talking about?*

## THIS UNIT INCLUDES:

### VOCABULARY

Different dishes

Ways of preparing and cooking

### PRONUNCIATION

Tones in statements used as questions

### GRAMMAR

Quantifiers: review

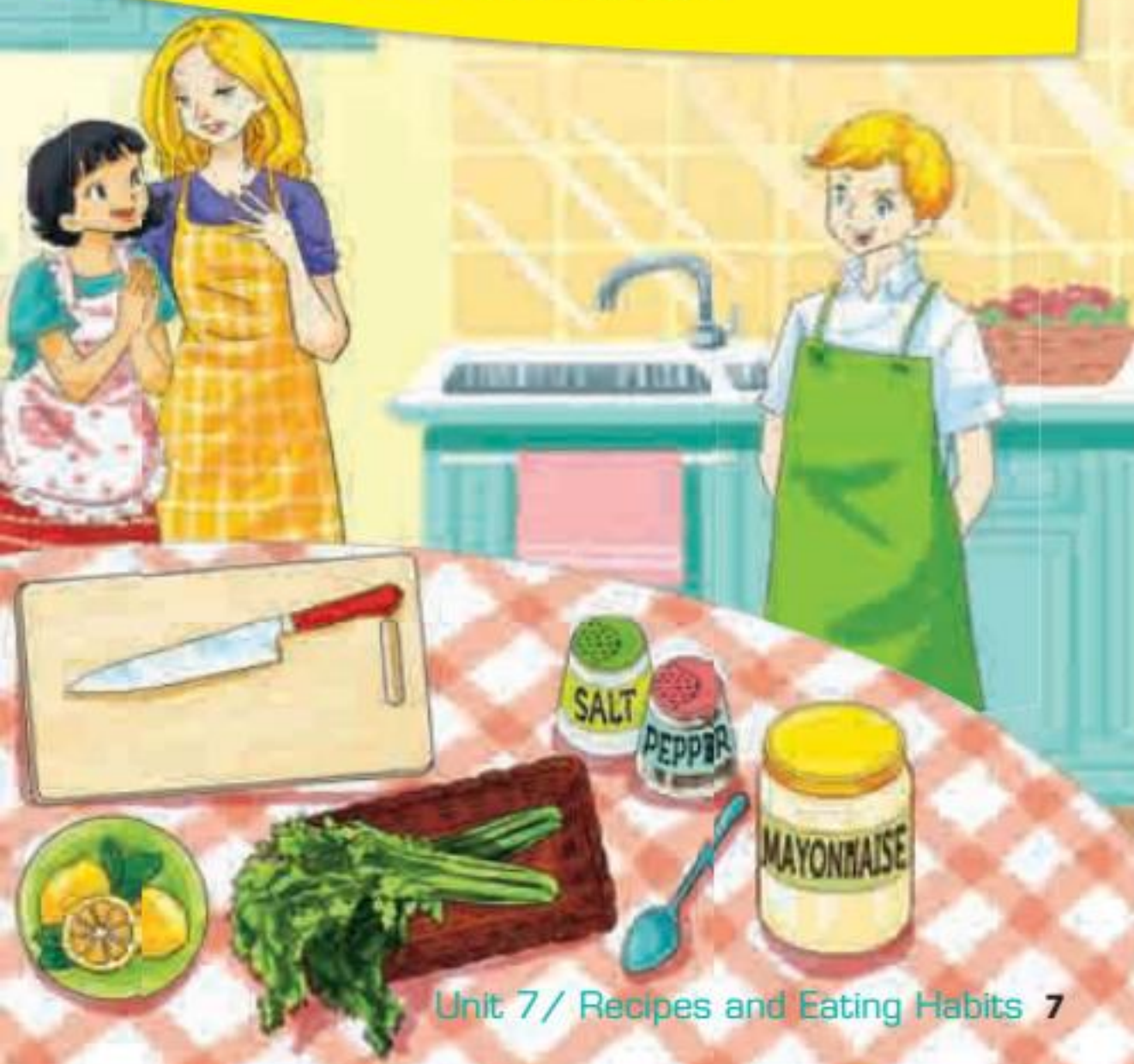
Modal verbs in conditional sentences type 1

### SKILLS

- Reading for general and specific information about the eating habits of Japanese people
- Talking about the eating habits of Vietnamese people
- Listening for detailed and specific information about teenagers' eating habits
- Writing about the eating habits of a classmate

### COMMUNICATION

Discussing the recipe for a dish



Have Ss answer the questions as a class.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue and add some more details to their answers.

## Objectives:

By the end of this unit, students can:

- use the lexical items related to dishes and ways of preparing and cooking food
- ask statement questions with the correct intonation
- use some quantifiers correctly
- write and use conditional sentences type 1 with modal verbs
- read for general and specific information about the eating habits of Japanese people
- talk about the eating habits of Vietnamese people
- listen for detailed and specific information about teenagers' eating habits
- write about the eating habits of a classmate

## GETTING STARTED

### My favourite salad

#### Introduction

Ask Ss what their favourite dishes are. Elicit answers from Ss and quickly write them on the board.

Write the unit title on the board 'Recipes and eating habits'. Ask Ss to explain the meaning of *recipe* and *eating habits*. After Ss give their answers, explain briefly:

- recipe (n): a set of instructions that tells you how to cook something and the ingredients (items of food, herbs, spices, etc.) you need for it
- eating habits (plural noun): the way a person or group eats, considered in terms of what types of food are eaten, in what quantities, and when

Now start the lesson.

#### Reference for teachers: Pronunciation of some dishes

Cobb salad /kɒb 'sæləd/

curry /'kʌri/

fajitas /fə'hi:təs/

steak pie /steɪk paɪ/

lasagne /lə'zænjə/

sushi /'su:ʃi/

**a Can you find a word that means:**

1. a light dish served as the first part of a meal
2. have lots of uses
3. pour the water away
4. take off the outer layer of food
5. cut food into pieces with a knife
6. mix

**Watch out!**

*Can't wait* is used to emphasise that you are very excited about something.

**Example:**

She *can't wait* to see her cousin again.

I *can't wait* for my birthday party.

*I'm starving!* is an informal way of saying that you are very hungry.



**b Find all the words related to the topic of food in the conversation. Put them in the word webs.**



**c Answer the questions.**

1. Who knows the recipe for this salad?
2. Why does Nick's mum like this salad?
3. When are salads popular in England?
4. What does Mi like about salads?
5. What does each person do to prepare the salad?
6. How do we know that Nick wants to eat the salad?

**2 Write the name of each dish in the box under each picture.**

lasagne    steak pie    curry    Cobb salad    fajitas  
beef noodle soup    sushi    mango sticky rice



A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_



F. \_\_\_\_\_



G. \_\_\_\_\_



H. \_\_\_\_\_

**Listen, check, and repeat.**

**3 a In pairs, discuss which country from the box is associated with each dish in 2.**

Viet Nam    Thailand    Japan    The USA  
Mexico    The UK    Italy    India

**b Fill each blank with the name of a dish in 2.**

1. \_\_\_\_\_ is a traditional dish made from layers of pasta, meat sauce and tomato sauce. It's popular all over the world.
2. If you like spicy food, you should try \_\_\_\_\_. It is a dish of meat or vegetables, cooked in a spicy sauce, often served with rice.
3. A \_\_\_\_\_ is a traditional meat pie served in Britain. Beef steak and gravy are enclosed in a pastry shell and baked in the oven.
4. \_\_\_\_\_ is a dish of meat and vegetables cut into strips. It is cooked and wrapped inside a flatbread.
5. If you want to eat something healthy, try \_\_\_\_\_. It is a dish of small cakes of cold cooked rice, flavoured with vinegar and served with raw fish, avocado, etc.

**4 FOOD QUIZ**

Name ...

1. ONE kind of meat
2. TWO foods which you have to peel
3. THREE foods which are made from milk
4. FOUR fruits which are red
5. FIVE vegetables which are green

- a** Have Ss work independently to find the words with the given meanings in the dialogue. Allow Ss to share their answers before asking them to discuss as a class. Remember to ask Ss to read out the lines in the dialogue that contain the words. Quickly write the correct answers on the board.

**Key:** 1. starter 2. versatile 3. drain 4. peel 5. chop 6. combine

Have Ss look at the **Watch out!** box and quickly read the information. If time allows, ask Ss to make some examples with the expressions.

- b** Ask Ss to work in pairs and complete the word webs. Call on one pair to write their answers on the board. Other pairs add more words if needed.



- c** Have Ss read the questions to make sure they understand them. Ask them firstly to answer the questions without reading the dialogue again. Have Ss exchange their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Ask for Ss' answers.

**Key:** 1. Nick's mum.  
2. Because it's simple and delicious.  
3. In the summertime.  
4. They are versatile, and you can use lots of different ingredients in a salad.  
5. Nick's mum boils and drains the prawns. Nick washes the celery, peels the prawns, and mixes the ingredients. Mi washes the spring onions, chops the celery and spring onions, and mixes the ingredients.  
6. Because he is finding it difficult to wait for one hour.

- 2** Have Ss look at the pictures. Tell Ss that in the box are some dishes from different countries in the world. Ask Ss to write these dishes under the pictures, and then compare their answers in pairs. Play the audio for Ss to check and repeat the answers.



**Key + Audio script:** A. Cobb salad B. sushi C. steak pie D. fajitas  
E. lasagne F. mango sticky rice G. beef noodle soup H. curry

- 3 a** Have Ss work in pairs to discuss what country in the box is associated with each dish in **2**. Check and confirm the correct answers.

**Key:** A. The USA B. Japan C. The UK D. Mexico E. Italy F. Thailand G. Viet Nam H. India

- b** Tell Ss to complete the sentences with the names of the dishes in **2**. The complete sentences will give Ss information about these dishes. Call on two Ss to write their answers on the board.

If time allows, T may organise a short activity to check Ss' short-term memory. Have Ss close their books. Point at each of Ss' answers on the board and quickly Ss have to call out the country where the dish comes from.

**Key:** 1. Lasagne 2. curry 3. steak pie 4. Fajitas 5. sushi

- 4** Ask Ss to work in groups to do the quiz. The group which has the answers the fastest is invited to read out their answers. Elicit feedback from other groups and ask them to add some other answers.

If there is some time left, have Ss work in their groups and write down a similar quiz. Set a time limit of about five minutes. When time is up, ask the first group to read out a question in their quiz. Ss from other groups give the answers. Other Ss decide if their answers are correct. Continue the activity until all the groups have read out all of their questions or when time is up.

**Suggested answer:** 1. beef 4. strawberry, lychee, cherry, pomegranate  
2. prawn, potato 5. broccoli, spinach, lettuce, celery, kohlrabi  
3. cheese, butter, ice cream

# A CLOSER LOOK 1

## Vocabulary

**1** Write a food preparation verb from the box under each picture.

whisk    grate    chop    sprinkle  
slice    dip    spread    marinate



A. \_\_\_\_\_



B. \_\_\_\_\_



C. \_\_\_\_\_



D. \_\_\_\_\_



E. \_\_\_\_\_



F. \_\_\_\_\_



G. \_\_\_\_\_



H. \_\_\_\_\_

**2** Complete the sentences with the correct form of the verbs in **1**.

- Don't \_\_\_\_\_ the cucumber into chunks. \_\_\_\_\_ it thinly.
- My mother usually \_\_\_\_\_ some cheese and \_\_\_\_\_ it over the pasta.
- \_\_\_\_\_ the chicken in white wine for one hour before roasting.
- To make this cake successfully, you should \_\_\_\_\_ the eggs lightly.
- \_\_\_\_\_ the prawns into the batter.
- Can you \_\_\_\_\_ the butter on this slice of bread for me?

**3** Match each cooking verb in A with its definition in B.

A	B
1. stir-fry	a. place food over boiling water so that it cooks in the steam
2. deep-fry	b. cook something by keeping it almost at boiling point
3. roast	c. cook food under or over a very strong heat
4. grill	d. cook something slowly in liquid in a closed dish
5. bake	e. cook cakes or bread in an oven
6. steam	f. fry food in oil that covers it completely
7. stew	g. cook thin strips of vegetables or meat quickly by stirring them in very hot oil
8. simmer	h. cook meat, or vegetables without liquid in an oven or over a fire

**4** **a** What can you see in the pictures? Do you know what dish these ingredients are used for?



## A CLOSER LOOK 1

### Vocabulary

Ask Ss to call out some verbs for preparing and cooking foods they remember from the previous lesson. Tell them that in this lesson they are going to learn some similar verbs. These will help them use the language correctly when talking about recipes.

**1** Have Ss work individually to do this exercise and then compare their answers with a classmate. Elicit the answers from Ss and quickly write them on the board. Do not confirm the correct answers at this stage. Have Ss explain the meaning of each verb in English or Vietnamese. Correct Ss' explanations when needed.

- **whisk:** beat eggs, cream, etc., with a special tool to add air and make the food light (đánh trứng, kem...)
- **slice:** cut something into thin flat pieces (thái lát)
- **grate:** rub food (e.g. cheese) against a grater in order to cut it into very small pieces (nạo)
- **dip:** put something quickly into a drink, sauce or batter and take it out again (nhúng)
- **chop:** cut something into pieces with a knife (chặt, cắt)
- **spread:** put a layer of a substance evenly onto the surface of something (phết)
- **sprinkle:** shake small pieces of something, or drops of a liquid, on something (rắc)
- **marinate:** pour a mixture, usually containing oil, wine or vinegar, and herbs and spices, over meat or fish before it is cooked to add flavour or make it tender (ướp)

Now have Ss look at their answers on the board and say if these are correct.

**Key:**

- |          |          |             |             |
|----------|----------|-------------|-------------|
| A. chop  | B. slice | C. grate    | D. marinate |
| E. whisk | F. dip   | G. sprinkle | H. spread   |

**2** The purpose of this exercise is to help Ss use the verbs correctly to talk about food preparation. Ask Ss to work in pairs to do the exercise. Check the answers as a class. If time allows, have Ss make sentences.

**Key:**

- |                |                      |             |
|----------------|----------------------|-------------|
| 1. chop; Slice | 2. grates; sprinkles | 3. Marinate |
| 4. whisk       | 5. Dip               | 6. spread   |

**3** Have Ss do this exercise individually and then compare their answers with a partner. Check and confirm the correct answers. Have Ss give the Vietnamese translation of the words if needed.

**Key:** 1. g      2. f      3. h      4. c      5. e      6. a      7. d      8. b

**4 a** Ask Ss to answer the two questions. Elicit their answers. Ask them if they have ever eaten or made a pizza. If Ss have eaten pizza, ask them if they like the dish. If they have made a pizza themselves, ask them to describe the process of making one briefly.

**Key:**

tomato sauce, onion, cheese, apple, bacon, pizza base → pizza

**b** Complete the instructions below with the verbs in **1** and **3**. One verb is used twice.



1. \_\_\_\_\_ the onion, bacon and an apple.

2. \_\_\_\_\_ the cheese.



3. \_\_\_\_\_ the tomato sauce on the pizza base.



4. \_\_\_\_\_ the cheese on the pizza base.



5. \_\_\_\_\_ the chopped onion, bacon and apple on top.



6. \_\_\_\_\_ the pizza in the oven for about 10 minutes.

**Do you think you can make a pizza yourself?**

## Pronunciation

Tones in statements used as questions

### REMEMBER!

A statement can be used as a question to check that the information we have is correct. When we pronounce a statement question, our voice goes up at the end.

Listen to this part of the conversation in **GETTING STARTED** again and pay attention to the tone of Nick's mum's statement question.

**Nick:** Mum, the prawns are pink now. (statement)

**Nick's mum:** They're pink? (statement question)

**Nick:** Yes.

In contrast, our voice goes down at the end of a *Wh*-question.

**Example:**

Where did I put my glasses?



**5** Listen to the conversations. Draw or at the end of each line. Practise the conversations with a partner.

1. **A:** What do we need to make a pizza?  
**B:** A pizza base, some cheese, some bacon, an onion, and an apple.

**A:** An apple?

**B:** Yes, an apple.

2. **A:** What's for dinner?

**B:** We're eating out tonight.

**A:** We're eating out?

**B:** Right.

3. **A:** I can't eat this dish.

**B:** Why not?

**A:** I'm allergic to prawns.

**B:** Allergic to prawns?

**A:** Yes, my skin turns red when I eat them.

**6 a** Work in pairs. Complete the mini-dialogues with suitable statement questions.

1. **A:** Let's have pasta tonight.

**B:** I don't like pasta.

**A:** \_\_\_\_\_?

**B:** No. It makes me fat.

2. **A:** What should I do next?

**B:** Add some salt to the salad.

**A:** \_\_\_\_\_?

I thought you didn't like salty food.

**B:** But it's so tasteless.

**b** Practise the mini-dialogues using the correct intonation.



- b** Have Ss complete the instructions individually and then compare their answers with a partner. Check the answers as a class. Ask Ss who have not made a pizza before if they can make a pizza themselves after reading the instructions.

**Key:**

1. Chop      2. Grate      3. Spread      4. Sprinkle      5. Spread      6. Bake

## Pronunciation

### Tones in statements used as questions

Explain to Ss the meaning of ‘statement’ (a telling sentence that ends with a full stop) and ‘statement question’ (used to check information; has the order of a statement but ends with a question mark).

Play the part of the conversation in **GETTING STARTED** which includes a statement question. Ask Ss to pay attention to the intonation of the sentences. Ask them to give comments.

Now have Ss read the information in the **REMEMBER!** box. Answer any questions from Ss, and ensure that Ss understand the information.

- 5** Ask Ss to read through the three conversations. Play the recording for Ss to draw appropriate arrows to indicate the intonation of each sentence. Have Ss compare their answers in pairs. Call on some pairs to read the conversations out loud. Correct any mistakes.

For a more able class, have Ss work in pairs and draw the arrows first. Then play the recording for them to check their answers.



### Audio script + Key:

1. A: What do we need to make a pizza?  
B: A pizza base, some cheese, some bacon, an onion, and an apple.  
A: An apple?  
B: Yes, an apple.
2. A: What's for dinner?  
B: We're eating out tonight.  
A: We're eating out?  
B: Right.
3. A: I can't eat this dish.  
B: Why not?  
A: I'm allergic to prawns.  
B: Allergic to prawns?  
A: Yes, my skin turns red when I eat them.

- 6 a** Ask Ss to work in pairs to complete the mini-dialogues with suitable statement questions. Call on some pairs to write their answers on the board. Give comments when needed.

- b** Have Ss practise the mini-dialogues and act them out in front of the class with the correct intonation. Ask other Ss to comment.

If time allows, let Ss write their own mini-dialogues with statement questions.

### Suggested answer:

1. You don't like pasta?/Don't like pasta?  
2. Add some salt?

## A CLOSER LOOK 2

### Grammar

#### Quantifiers: review

**1** Fill each blank with *a, an, some, or any*.

**Tom:** Nina, you're drinking (1)\_\_\_\_\_ cola for breakfast?

**Nina:** Yes, (2)\_\_\_\_\_ glass of Coke and (3)\_\_\_\_\_ crisps. That's my favourite.

**Tom:** Don't you know that is a very bad way to start your day?

**Nina:** Why is it bad?

**Tom:** Breakfast is the first meal of the day, so it's very important to eat nutritious things.

**Nina:** Such as?

**Tom:** If you can't cook (4)\_\_\_\_\_ food yourself, have (5)\_\_\_\_\_ bowl of cereal and (6)\_\_\_\_\_ milk. Then eat (7)\_\_\_\_\_ apple.

**Nina:** But there isn't (8)\_\_\_\_\_ milk in the fridge.

**Tom:** Go out and buy (9)\_\_\_\_\_.

**2** Match the food quantifiers with the nouns. Some quantifiers can go with more than one noun.

- |                  |            |
|------------------|------------|
| 1. a teaspoon of | a. milk    |
| 2. a bottle of   | b. garlic  |
| 3. 300 grams of  | c. celery  |
| 4. a stick of    | d. cabbage |
| 5. a bunch of    | e. salami  |
| 6. a head of     | f. beef    |
| 7. a slice of    | g. sugar   |
| 8. a clove of    | h. grapes  |

**3 a** Read the instructions to make a chicken salad. Fill each blank with a word/phrase in the box.

tablespoons      some      an  
200 grams      teaspoon (x2)



Boil (1)\_\_\_\_\_ of lean chicken. While the chicken is cooking, wash two cucumbers, chop them in half and slice them. Then peel (2)\_\_\_\_\_ onion and slice it. Mix the sliced cucumber and onion in a bowl. Add two (3)\_\_\_\_\_ of vinegar, a (4)\_\_\_\_\_ of salt and a (5)\_\_\_\_\_ of sugar into the bowl and mix well. Leave the mixture to marinate for 10 minutes. Now slice the cooked chicken and combine it with the mixture in the bowl. Before eating, add (6)\_\_\_\_\_ pepper.

**b** Work in pairs. Think about a simple salad. Write the instructions on how to make it using the quantifiers and cooking verbs you have learnt. Share the instructions with the whole class. Vote for the best salad.

### Look out!

When talking about food and recipes, we usually use food quantifiers to specify the quantity. Here are some of them:

a teaspoon of



a tablespoon of



a cup of



a bottle of



a bag of



a carton of



a tin of



a kilo of



100 grams of



a pinch of



a stick of



a bunch of



a head of



a handful of



a slice of



a loaf of



a clove of



## A CLOSER LOOK 2

### Grammar

#### Quantifiers: review

Ask Ss what a quantifier is. If needed, briefly explain to them that a quantifier is a word or phrase that expresses quantity or amount. Tell Ss that they have already learnt, and know, quite a few quantifiers. Elicit examples from Ss.

T may organise a short warm-up activity with this content. Ss work in pairs to write down all quantifiers they know in two minutes. The winner is the pair which has the most answers.

- 1** Ask Ss about the use of the four quantifiers. Make any necessary comments. Have Ss do this exercise individually and then compare their answers in pairs.

**Key:**

1. a    2. a    3. some    4. some/any    5. a    6. some    7. an    8. any    9. some

Tell Ss that when talking about recipes people usually use food quantifiers and that the **Look out!** box contains the most common ones.

Have Ss read the information in the **Look out!** box. Explain any unclear points. If time allows, ask Ss to give examples with the quantifiers. Ss may also add some more food quantifiers they know to the list.

- 2** Have Ss do the exercise individually and then compare their answers with a partner. Remind them that some quantifiers can go with more than one noun. Check the answers as a class.

**Key:**

1. a, g    2. a    3. f, g    4. c    5. h    6. b, d    7. e, f    8. b

- 3 a** Have Ss work in pairs to read the instructions to make a chicken salad and to fill each blank with a word/phrase from the box. Check as a class.

**Key:**

1. 200 grams    2. an    3. tablespoons    4. teaspoon    5. teaspoon    6. some

- b** Ask Ss to work in pairs, and think about a simple salad they know. Together Ss write the instructions to make it. Call on some pairs to read aloud their instructions. Other Ss listen, make comments, and vote for the best salad.

T may also organise a competition. Have Ss work in groups to write the instructions to make a salad on a big piece of paper. Once they have finished, each group sticks their instructions on the board. A board of five Ss act as examiners. This board reads the instructions and gives each group a mark.

## Modal verbs in conditional sentences type 1

### 4 Read these sentences from the conversation in GETTING STARTED. Pay attention to the underlined part and answer the questions.

**Mi:** I can wash the spring onions if you like, Mrs Warner.

...

**Nick's mum:** ... You should be careful if you use the red knife – it's sharp.

1. What does *can* in the first sentence express?
2. What does *should* in the second sentence express?

In conditional sentences type 1, we use a **simple present tense** in the *if*-clause and **will + bare infinitive** in the main clause. This is the standard form.

Instead of *will*, we can use other modal verbs such as *can*, *must*, *may*, *might* or *should* in the main clause to express ability, permission, advice, possibilities, necessity, etc.

- Example:**
- If you cut your finger, it **will** bleed. (standard form)
  - If you finish your dinner, you **can** watch TV. (permission)
  - She **can** learn to become a good cook if she tries hard. (ability)
  - If he likes eating spicy food, he **may/might** add chilli. (possibility)
  - If you don't want to get burnt, you **must** follow these safety instructions. (necessity)
  - If you feel unwell, you **shouldn't** eat fast food. (advice)

### 5 Match the first half of the sentence in A with the second half in B.

A	B
1. If we have more money,	a. if he wants to eat them raw.
2. If she eats less fast food,	b. you should use less salt.
3. He must wash the vegetables carefully	c. we can eat out more often.
4. If you cook for Hung,	d. you can have a bar of chocolate tomorrow.
5. My mum may be surprised	e. she may lose weight.
6. If you eat healthy food tonight,	f. if my dad cooks dinner.

### 6 What will you say in these situations? Use suitable modal verbs with conditional sentences type 1.

#### Example:

Your friend, Mai, is not good at cooking, but she wants to study abroad. You think learning to cook is a good idea because she can cook for herself when she's away from home. Give her some advice.

→ *If you want to study abroad, you should learn to cook.*

1. Your father likes salty food, but you think it is necessary to reduce the amount of salt in his food. Otherwise, his health will suffer. You share your opinion with him.

→ \_\_\_\_\_.

2. Your brother is a good eater. He's able to eat three bowls of rice when he's hungry. You tell this to your friend.

→ \_\_\_\_\_.

3. You want to take a cooking class. Your mum agrees but asks you to choose a class at the weekend. Here is what she says to you.

→ \_\_\_\_\_.

4. Your friend offers you a slice of pork, but you see that it is undercooked. You refuse because it is possible that you will have a stomachache. You tell this to her.

→ \_\_\_\_\_.

5. Your sister is making a cake. You advise her to whisk the eggs for 10 minutes so that the cake is lighter.

→ \_\_\_\_\_.

## Modal verbs in conditional sentences type 1

- 4** Have Ss read the two given sentences and answer the questions. Elicit their answers and confirm the correct ones.

**Key:**

1. ability

2. advice

Ask them to give the standard form of conditional sentences type 1. T may call on one student to write the form on the board. Now have Ss read the information and examples in the grammar box. Write the form of the examples on the board:

If + S + V (present simple), S + can/must/may/might/should + V (infinitive).

- 5** Have Ss do the exercise individually and then compare their answers in pairs. Ask some Ss to read out loud the complete sentences.

**Key:** 1. c

2. e

3. a

4. b

5. f

6. d

- 6** Have Ss work in pairs to read the situations and write appropriate *if*-sentences. Call on some Ss to write their sentences on the board. Give necessary correction.

If time allows, organise a quick game. Ss work in groups and write down two situations. After five minutes, have a representative from one group stand up and read out one situation. This student points at a random student in another group to give a conditional sentence type 1 with a modal verb. If the sentence is correct, the group gets one point. The groups take turns to read their situations. The winner is the group with the most points. Make sure the groups have equal opportunities to give the answers.

**Suggested answers:**

1. If you want to have good health, you must reduce the amount of salt in your food.
2. If my brother is hungry, he can eat three bowls of rice.
3. You can take a cooking class if it is at the weekend.
4. If I eat this undercooked pork, I may have a stomachache.
5. You should whisk the eggs for 10 minutes if you want a lighter cake.

# COMMUNICATION

**1** Look at the picture. Answer the questions.

1. Can you guess the name of the dish in the picture?
2. What do you think the ingredients are for this dish?



**2a** Now listen to the first part of a talk where Mi is presenting how to prepare the ingredients. Check your answers.

**b** Listen to the first part of the talk again. Fill each blank with a word/phrase.



## Ingredients:

- (1) \_\_\_\_\_ of pumpkin
- (2) \_\_\_\_\_ shallots
- (3) \_\_\_\_\_ of celery
- (4) \_\_\_\_\_ of butter
- (5) \_\_\_\_\_ of fresh cream
- (6) \_\_\_\_\_ of salt

## Preparation:

- (7) \_\_\_\_\_ the pumpkin, and
- (8) \_\_\_\_\_ it into cubes
- (9) \_\_\_\_\_ the shallots and
- (10) \_\_\_\_\_ them
- wash the celery and remove the (11) \_\_\_\_\_

**3 a** Read the steps to make the dish. Rearrange them into the correct order.

- a. Add the cream and simmer for 2 to 3 minutes.
- b. Heat the butter in a deep pan, add the shallots and celery and stir fry for a few minutes.
- c. Purée the soup in a mixer until it is smooth.
- d. For the finishing touch, garnish it with some celery leaves.
- e. Add the pumpkin and stir fry for a few more minutes.
- f. Add 750ml of water and a pinch of salt and cook until the pumpkin is tender. Cool for 10 minutes.

**b** Listen to the second part of the talk and check your answer.

**c** Listen to the second part again. What are the health benefits of this dish?

## Extra vocabulary

purée  
cube

shallot  
tender

garnish

**4 a** Work in groups. Choose a dish you like. Discuss its ingredients, how to prepare it and the steps to cook it. Write your ideas on a large sheet of paper.



Name of the dish: \_\_\_\_\_

Ingredients: \_\_\_\_\_

Preparation: \_\_\_\_\_

Steps: \_\_\_\_\_

Benefits of the dish: \_\_\_\_\_

**b** Organise a gallery walk. Move around to each group and listen to their presentation. Vote for the best dish.



## COMMUNICATION

Tell Ss that in this lesson they will have the opportunity to learn how to cook one kind of soup. Go through the Extra vocabulary with Ss. If Ss do not know any word in the box, quickly teach it. To teach the words *shallot* and *cube*, T may draw the pictures on the board. To teach other words, use simple explanations and examples or give definitions.

- purée (v): make fruit or vegetables into a thick, smooth sauce, usually in a blender
- garnish (v): decorate a dish of food with a small amount of another food
- tender (adj): soft or easy to chew e.g. ‘my grandmother can only eat beef if it is tender, so my mother has to stew it for one hour’

**1** Have Ss look at the picture and answer the questions. Quickly elicit their answers and write them on the board. Do not confirm the correct answers now.

**2 a** Play the first part of the recording for Ss to check their answers. Confirm the correct ones.

**Key:** 1. pumpkin, celery, shallots, butter, salt, cream

**b** Play the recording again for Ss to do the exercise. Have them compare their answers in pairs. Call on two Ss to write their answers on the board. Ask other Ss to correct these answers if needed. Play the recording one more time for Ss to check their answers.



**Audio script (part 1):** Pumpkin soup is my family's favourite soup. We usually have it for breakfast with some slices of bread. It's quick and simple to cook.  
The ingredients are: a kilo of pumpkin, two shallots, two sticks of celery, two tablespoons of butter, two tablespoons of fresh cream, and a pinch of salt.  
Before cooking, peel the pumpkin and chop it into cubes. Peel the shallots and slice them. Next, wash the celery and remove the leaves.

**Key:** 1. a kilo/one kilo    2. two    3. two sticks    4. two tablespoons    5. two tablespoons  
6. a pinch    7. peel    8. chop    9. peel    10. slice    11. leaves

**3 a+b** Have Ss read the steps to cook the soup and try to rearrange the steps. Ask some Ss to write their order on the board. Play the recording for Ss to check their answers. Ask Ss to comment on the orders on the board. If there are any unclear points, play the recording a second time.

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

**c** Without playing the recording again, ask Ss about the benefits of the soup. If Ss are not sure about any points, play the recording again. Have one student talk about the benefits.

**Key:** - a good source of fibre, minerals, and vitamins, especially vitamin A  
- improve your eyesight and protect yourself from certain cancers



**Audio script (part 2):** Here are the steps to make the soup:  
– Heat the butter in a deep pan, add the shallots and celery and stir fry for a few minutes.  
– Add the pumpkin and stir fry for a few more minutes.  
– Add 750ml of water and a pinch of salt and cook until the pumpkin is tender. Cool for 10 minutes.  
– Purée the soup in a mixer until it is smooth.  
– Add the cream and simmer for 2 to 3 minutes.  
– For the finishing touch, garnish it with some celery leaves.  
Pumpkin soup is very healthy. It's a good source of fibre, minerals, and vitamins, especially vitamin A. If you eat this soup regularly, you can improve your eyesight and protect yourself from certain cancers.

**4 a** Have Ss work in groups to discuss a dish they like. Ss take notes of the ingredients, how to prepare the dish, and the steps to cook it on a big piece of paper. Move around to provide any necessary help.

**b** Ask groups to stick their answers on the walls around the class. Ask other Ss to move around to each group and listen to the group's presentation about the dish. Have Ss vote for the best dish and explain the reasons.

# SKILLS 1

## Reading

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

1. What can you see in each picture?
2. Have you ever tried the dishes in the pictures? If so, how did you find them?



**2** Now read an article about Japanese eating habits. Match the headings (1-3) with the paragraphs (A-C).

1. The art of arranging dishes
  2. The habit of having raw food and simple sauces
  3. Components in a typical Japanese meal
- Japanese people are famous for their well-balanced and healthy diet. That is the main reason for their longevity.

**A** Typically, a Japanese meal consists of rice, miso soup, the main dish(es) and pickles. Rice is the staple and plays a central part in people's eating habits. Japanese rice is sticky and nutritious, so when combined with the main dishes and the soup, they make a complete meal. The portions of each dish are individually served.

**B**

The most important characteristic of their eating habits is they like raw food and do not use sauces with a strong flavour. Two typical examples are sashimi and sushi. The Japanese make sashimi simply by cutting fresh fish. Then they serve it with a dipping sauce made from soy sauce and spicy Japanese horseradish (wasabi). Sushi is similar. The cooked, vinegared rice can be combined with raw fish, prawn, avocado, cucumber or egg. Sushi is usually served with soy sauce and pickled ginger.

**C**

It is said that the Japanese eat with their eyes. Therefore, the arrangement of dishes is another significant feature of their eating habits. If you join a Japanese meal, you may be excited to see how the colourful dishes are arranged according to a traditional pattern. In addition, there are plates and bowls of different sizes and designs. They are carefully presented to match the food they carry.

## Speaking

**4** Work in groups. Discuss the eating habits of Vietnamese people. You can use the following questions as cues.

1. What is the most important feature of Vietnamese eating habits?
2. What are the typical components in a Vietnamese meal?
3. What is the staple of our country?
4. How are the dishes arranged?
5. Are there any other characteristics of our eating habits that you know?
6. In general, do Vietnamese people have healthy eating habits?

**5** Imagine that you take part in an international competition in which competitors talk about the eating habits of their own country. Present your group's ideas about Vietnamese eating habits.

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

1. What is the most important feature of Japanese eating habits?
2. How do they make sashimi?
3. What sauce can both sashimi and sushi be served with?
4. How many components are there in a typical Japanese meal?
5. How is rice important in Japanese meals?
6. Why do people say that the Japanese eat with their eyes?

## SKILLS 1

### Reading

- 1 Have Ss work in pairs to discuss the questions. Elicit their answers. Because it is an open activity, accept different answers.

**Suggested answers:** Picture A: different types of sushi  
Picture B: miso soup  
Picture C: a bowl of rice  
Picture D: sliced cucumber/pickled cucumber

- 2 Ask Ss to read the headings quickly. Make sure they understand the meaning of each heading. Now Ss read the paragraphs and match them with the headings. Ask them to compare their answers with a classmate. Elicit their answers.

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

- 3 Have Ss read the article again to answer the questions. Ss can underline parts of the text that help them with the answers. Ask Ss to compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

**Key:** 1. They like raw food and do not use sauces with a strong flavour.  
2. They cut fresh fish.  
3. Both can be served with soy sauce.  
4. There are four (rice, miso soup, main dish(es), pickles).  
5. Rice is the staple food and is very nutritious.  
6. Because the dishes are presented in different bowls and plates, and are arranged carefully according to a traditional pattern.

### Speaking

This part helps Ss understand more about the eating habits of Vietnamese people.

- 4 Have Ss work in groups to discuss the eating habits of Vietnamese people. Ss use the questions provided as cues. Move around the class to provide help. Ask the groups to organise their ideas to prepare for a short presentation.
- 5 Have one group of Ss act as examiners and other groups as competitors. The groups take turns to present their ideas. If there is not much time left, allow about two or three groups to present. Invite comments from the examiners. Give additional comments.

**Reference for teachers (this note provides some general information; T can add more specific details to match the context of each area)**

#### Vietnamese eating habits

Vietnamese food is varied and distinctive. It is considerably low fat and high in carbohydrates. Traditional Vietnamese cooking usually uses fresh ingredients, little dairy and oil, and various herbs and vegetables. Different sauces such as fish sauce, shrimp paste, and soya sauce are quite popular in various regions.

There is no concept of ‘courses’ in a Vietnamese meal. A meal consists of various dishes: main dish (meat, fish, egg or tofu), vegetable, soup and rice. Rice is the staple in Viet Nam. In many families, people eat around a tray of food with a small bowl of fish sauce in the middle. Around this bowl are the dishes. If people place the food on a table, a similar arrangement is followed. Dishes are served communally. Usually there is a big dish/bowl of each dish, and people use chopsticks and spoons to get their share.

In general, Vietnamese food is considered healthy and is popular in other countries.

## SKILLS 2

### Listening

- 1** Work in pairs. One of you looks at Picture A, and the other looks at Picture B on page 17. Ask each other questions to find out the differences between your pictures.

Picture A



What do the pictures tell you?

- 2** 4Teen Radio is asking two students about their eating habits. Listen to what they say and decide if the statements are true (T) or false (F).

	T	F
1. Nicolas gets up too late to have a real breakfast.		
2. It's difficult to buy his lunch at the school canteen.		
3. He's considering changing his eating habits.		
4. Both Maya and her brother have good eating habits.		
5. She thinks breakfast should include nutritious food.		
6. She cooks dinner for her family.		

- 3** Listen again and complete the table. Use no more than three words for each blank.

Name	Breakfast	Lunch	Dinner
Nicolas	some (1) _____	buys at school canteen • a (2) _____ • a packet of (3) _____ • a cola	• (4) _____ • noodles • egg • few (5) _____
Maya	• a bowl of (6) _____ • a glass of milk • (7) _____	brings lunch box • (8) two _____ • (9) a _____ • salad • sometimes sushi	favourite: • (10) _____ • lean grilled chicken

### Writing

- 4** Work in pairs. Ask and answer questions about each other's eating habits. Take notes of your partner's answers in the table.

Name	Breakfast	Lunch	Dinner

Do you think your partner has healthy eating habits? Why/Why not?

Is there anything he/she should change if he/she wants to be healthier?

- 5 a** Write about your partner's eating habits. Include information about his/her meals, your opinion about his/her eating habits and possible changes.

- b** Exchange your work and give comments.

## SKILLS 2

### Listening

- 1 Have Ss do this activity in pairs. They ask each other questions to find out the differences between the two pictures. Elicit the answers from Ss. Ask them to describe the underlying meaning of the pictures.

#### Suggested answers:

- Picture A: A boy is eating chocolate. On the table there are junk foods such as crisps, a hamburger, soft drinks, and sweets. The boy looks fat.
- Picture B: A girl is having rice. On the table we can see soup, fish, vegetables, and watermelon. The girl looks slim and fit.
- Meaning: They show the contrast between healthy eating and unhealthy eating.

- 2 Tell Ss that they are going to listen to two students talking about their eating habits. Before listening, Ss read through the statements to make sure they understand them and to underline key words. Play the recording for them to do the exercise. Call on one student to write the answers on the board. Ask other Ss if they agree with them. Play the recording a second time for Ss to check. Don't confirm the correct answers now.
- 3 Without listening to the recording again, Ss complete the table by filling each blank with no more than three words. Have Ss compare their answers with a classmate before giving T the answers. Ask two Ss to write their answers on the board. Play the recording one last time to confirm the answers for both 2 and 3.

#### Key:

- |                |              |                    |               |                  |      |
|----------------|--------------|--------------------|---------------|------------------|------|
| 2. 1. T        | 2. F         | 3. T               | 4. F          | 5. T             | 6. F |
| 3. 1. biscuits | 2. hamburger | 3. crisps          | 4. fried beef | 5. vegetables    |      |
| 6. cereal      | 7. a banana  | 8. slices of bread | 9. boiled egg | 10. steamed fish |      |



#### Audio script:

**Nicolas:** I don't have a proper breakfast. I never have time because I always get up late. Normally, my mum buys a packet of biscuits and I have some on the school bus. At lunchtime, I'm always hungry, so I have a hamburger, a packet of crisps, and a cola. I can easily get them at the school canteen. For dinner, I like fried beef, noodles, and eggs. I don't really eat vegetables because they aren't tasty. My mum says my eating habits are unhealthy. I'm thinking about changing them. If I continue eating like this, I may become overweight.

**Maya:** My brother doesn't have healthy eating habits, but I do. For breakfast, I usually have a bowl of cereal, a glass of milk, and a banana. It's important to start a new day with a good breakfast, so I tend to have nutritious things. I don't buy lunch at school; instead, I prepare my lunch box with two slices of bread, a boiled egg, and salad. Sometimes, my mum makes sushi for my lunch. In the evening, my mum and I cook dinner. My favourite is steamed fish. Lean grilled chicken is also a dish I like for dinner.

### Writing

- 4 Ask Ss to work in pairs. They ask and answer questions about each other's eating habits, and take notes of their partner's answers in the table. After that give Ss a few minutes to read their notes again to answer the questions provided. T should move around to give comments as there may not be enough time for checking with the whole class.
- 5 **a+b** Ask Ss to write about their partner's eating habits. When they have finished, Ss exchange their writing to spot any mistakes. Have Ss share the mistakes with the whole class. T may collect some Ss' work to mark at home, or T may ask them to rewrite the exercise as homework. In this case, remember to ask for Ss' revised work in the next lesson.

#### Sample writing:

My friend, Trang, does not have healthy eating habits. She sometimes skips breakfast. When she has it, she usually buys a hamburger and a soft drink from a café near our school. For lunch, her favourite is fried rice and deep-fried chicken. The good thing is that she prefers to have dinner at home. However, she likes eating a lot of rice and fatty pork for dinner. She rarely eats vegetables, but loves fruits.

I think Trang should change her diet. First, if she wants to have more energy for the day, she should never skip breakfast. Second, she must reduce the amount of fast food she eats. Also, eating more vegetables would be good for her. She should also eat less rice for dinner. These changes will definitely keep her fit.

# LOOKING BACK

## Vocabulary

1 Match the words in A with their description or definition in B.

A	B
1. garnish	a. drop a few pieces or drops of something over a surface
2. versatile	b. put something quickly into a sauce and take it out again
3. purée	c. pour a mixture, usually containing oil, wine or vinegar and herbs and spices, over meat or fish before it is cooked to add flavour or make it tender
4. dip	d. decorate a dish of food with a small amount of another food
5. sprinkle	e. having many different uses
6. marinate	f. remove the outer layer of food
7. whisk	g. make fruit or vegetables into a thick, smooth sauce, usually in a blender
8. peel	h. beat eggs, cream, etc., to add air and make the food light

2 Write a verb for a cooking method under each picture. The first letter has been provided.



A. s \_\_\_\_\_



B. d \_\_\_\_\_



C. s \_\_\_\_\_



D. b \_\_\_\_\_



E. r \_\_\_\_\_



F. g \_\_\_\_\_



G. s \_\_\_\_\_



H. s \_\_\_\_\_

3 Fill each blank with a word/phrase in the box. There is one extra word.

stew  
steam

sushi  
hamburger

grill  
deep-fry



Well, I think there are some ways to keep fit. Firstly, we should eat healthily. Don't eat too much fast food. Some people have a big (1) \_\_\_\_\_ and a soft drink for lunch. It isn't a good idea because that meal doesn't include any vegetables. Instead, if they want to have a quick healthy lunch, they



should buy some avocado (2) \_\_\_\_\_. Secondly, we shouldn't (3) \_\_\_\_\_ food. We should (4) \_\_\_\_\_ it. Steamed dishes don't use any fat. If you like, you can also (5) \_\_\_\_\_ lean meat with vegetables. It's healthy and nutritious.

## Grammar

4 Circle the correct answer.

- Don't put too much bacon in the dish. A *pinch/ slice* is enough.
- To make this soup, you need two *slices/sticks* of celery.
- There isn't *some/any* butter in the fridge. We should go to the supermarket to buy *some/any*.
- Can you go to the convenience store and buy me a *tin/bag* of rice?
- Slice a *clove/loaf* of garlic, then add some honey.
- Look! This *bunch/cup* of grapes is so fresh.

5 Complete the sentences with your own ideas. Use the modal verbs provided.

- If you keep eating fast food, \_\_\_\_\_. (might)
- If you promise to finish your homework tonight, \_\_\_\_\_. (can)
- \_\_\_\_\_ if he doesn't want to have toothache. (should)
- \_\_\_\_\_ if she wants to lose weight. (must)
- If you join this cooking lesson, \_\_\_\_\_. (can)

## LOOKING BACK

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

## Vocabulary

- 1 Have Ss do this exercise individually and then compare their answers with a partner. Call on Ss to read out loud their answers.

Key:

1. d      2. e      3. g      4. b      5. a      6. c      7. h      8. f

- 2 Ask Ss to complete the words individually. Check Ss' answers as a class. If time allows, call on one or two Ss to write their answers on the board.

Key:

A. steam      B. deep-fry      C. stir-fry      D. bake  
E. roast      F. grill      G. simmer      H. stew

- 3 Ask Ss to do this exercise individually. Have some Ss read out their answers. Confirm the correct ones.

Key:

1. hamburger      2. sushi      3. deep-fry      4. steam      5. stew

## Grammar

- 4 Have Ss do this exercise individually. Check the answers as a class. T may ask Ss to explain their choice.

Key:

1. slice      2. sticks      3. any - some      4. bag      5. clove      6. bunch

- 5 Ask Ss to write the sentences individually. Have two Ss write the sentences on the board. Ask other Ss to give comments. Correct the sentences if needed.

*Suggested answers:*

1. If you keep eating fast food, you might become overweight.
2. If you promise to finish your homework tonight, you can go to the cinema with your friend.
3. He should eat less sweets if he doesn't want to have toothache.
4. She must eat less rice and bread if she wants to lose weight.
5. If you join this cooking lesson, you can cook many delicious dishes.

## Communication

### 6 Rearrange the lines to make a complete conversation.

- A. That's right. It's the first time I've made them.
- B. What a pleasant Sunday morning it is!
- C. Shall I peel the bananas for you?
- D. I can't wait to try your first pancakes! They look delicious.
- E. Yes. It's cool and sunny. What are you doing?
- F. I'm making some pancakes.
- G. Sure, you can give me a hand if you want to.
- H. Really? Will we have them with honey?
- I. Some pancakes?
- J. Yes, some honey and some slices of banana.

Picture B



### Finished! Now I can...

✓ ✓✓ ✓✓✓

- use lexical items related to dishes and ways of preparing and cooking some food
- ask statement questions with the correct intonation
- use some quantifiers correctly
- write and use conditional sentences type 1 with modal verbs
- read for general and specific information about the eating habits of Japanese people
- talk about the eating habits of Vietnamese people
- listen for specific and detailed information about teenagers' eating habits
- write about the eating habits of a classmate

## PROJECT

### A survey on eating habits

- 1 Work in groups. Go to other classes and ask different students about their eating habits. Write the students' answers in the table.

Question	Student 1	Student 2	Student 3	Student 4	Student 5
1. How often do you eat fast food?					
2. How often do you eat homemade food?					
3. How many meals do you have per day?					
4. Which meal is the most important to you?					
5. Which do you prefer: eating at home or eating out?					
6. What is your favourite dish?					

- 2 Now work together again. Analyse the answers you have got and organise them in the form of an answer to each question. This could be done using a visual organiser such as a chart.
- 3 In general, do the students at your school have healthy eating habits? Present your group's findings to the class.

## Communication

- 6 Have Ss rearrange the lines to make a complete conversation, first individually and then share their answers with a partner. Ask some pairs to read out loud the conversation.

Key:

1. B    2. E    3. F    4. I    5. A    6. H    7. J    8. C    9. G    10. D

**Finished!**

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

## PROJECT

### A survey on eating habits

The project helps Ss to learn more about their schoolmates' eating habits. To gain the best results, tell Ss about the project early in the unit (i.e. when you teach the **COMMUNICATION** section), so that they have enough time to gather and analyse the information. Activities **1** and **2** can be done as homework.

- 1 Have Ss work in groups of four or five. They go to other classes and ask different Ss about their eating habits. To reduce the workload, each student interviews three other Ss and records their answers in the table. This should be done early in the unit.
- 2 Group members meet together and organise the answers in the form of an answer to each question. The following table can serve as an example. This summarises the answers of 12 Ss (Ss work in groups of 4).

Question	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10	St 11	St 12
1. How often do you eat fast food?												
2. How often do you eat homemade food?												
3. How many meals do you have per day?												
4. Which meal is the most important to you?												
5. Which do you prefer: eating at home or eating out?												
6. What is your favourite dish?												

Their findings might look like this:

- Question 1: Of 12 students answered, only three usually eat fast food. Four of them sometimes eat fast food, and five never have this kind of food.
- Question 2: ...

- 3 Have groups present their findings to the class. Finally, they conclude whether Ss at the school have healthy eating habits.

## GETTING STARTED

## Travel plans



1 Listen and read.

**Nick:** Hi, Chau. How are things?

**Chau:** Good. Have you made up your mind about where to go on holiday?

**Nick:** Well, I've narrowed it down to two countries – my first choice is France and my second is Japan. What do you think?

**Chau:** Well, France is one of the largest countries in Europe. Since we've got a four-week summer holiday, you could go on a cycling tour of the country or go on a package tour.

**Nick:** No, I'm not into package tours. I'd like to visit the Alps, and climb Mont Blanc - the highest mountain in Western Europe. I'd also love to explore Paris, and go sightseeing in the historic city of Versailles.

**Chau:** Sounds exciting! I think it's quite warm there, much warmer than in Britain. I can just picture you, tanned and relaxed, tasting delicious local specialities like frogs' legs and snails!

**Nick:** Ha ha! That's not really my cup of tea. Perhaps I should go to Japan and stay at a seaside resort, eating sushi and sashimi every day! Anyhow, Japan is only my second choice.

**Chau:** Right. So what do your parents think about your plans?

**Nick:** Oh, they're cool. I'm glad that they let me make my own decisions.

**Chau:** Lucky you. Whatever you decide, you'll have a good time.

**Nick:** So what about you? Planning anything?

**Chau:** Well, my family ... (fades out)



Now begin the new unit. Write the unit title on the board. Tell Ss that this unit is about travelling and tourism. T may ask Ss to name some famous tourist attractions in Viet Nam, especially those in or near their region.

## THIS UNIT INCLUDES:

### VOCABULARY

Tourism  
Compound nouns

### PRONUNCIATION

Tones in asking for information

### GRAMMAR

Articles: other uses

### SKILLS

- Reading for general and specific information about a tourist attraction
- Talking about one's choice of holiday
- Listening for specific information about the benefits of tourism to an area/country
- Writing a paragraph about the negative effects of tourism on an area/country

### COMMUNICATION

Discussing a place/country you would like to visit on holiday

## Objectives:

By the end of this unit, students can:

- use the lexical items related to tourism
- identify tones in asking for information and ask questions for information with the correct intonation
- use common compound nouns correctly
- use *a, an, the* and *zero article* correctly and appropriately
- read for general and specific information about a tourist attraction
- talk about their choices of holiday
- listen for specific information about the benefits of tourism to an area/country
- write a paragraph about the negative effects of tourism on an area/country

## GETTING STARTED

### Travel plans

### Introduction

Before starting the new lesson, let Ss review the previous unit by making a comparison.

Divide the board into two columns with a heading in the middle: "Eating habits" and some key words: *staple foods, famous dishes, special foods at festivals, ...* On the top of one column write *Western* and on the other write *Vietnamese*. Ask Ss to use the key words to compare these two. Alternatively, ask Ss to compare the eating habits of old people and teenagers in Viet Nam (any differences? any changes?)

Then ask Ss to name famous foods and specialties of Viet Nam that foreign tourists enjoy most and write them on the board.

- 1 Let Ss open their books to **GETTING STARTED**. Tell them to look at the picture and answer the questions:

*What are Nick and Chau talking about?*

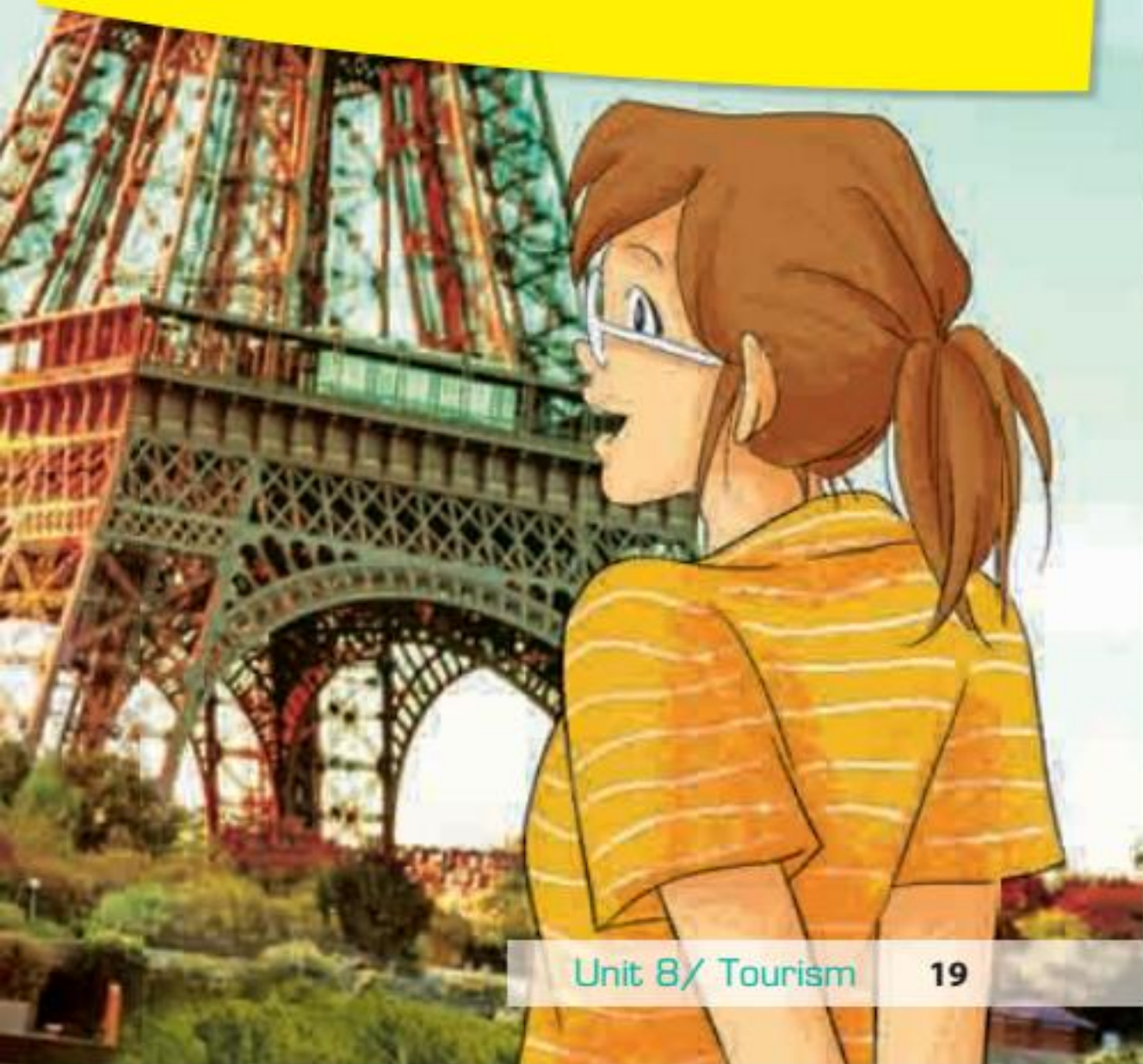
*What place/city may they be mentioning?*

*What do you know about this city/country?*

...

Have Ss answer the questions as a class. Accept all possible answers and do not pause to correct mistakes.

Then tell Ss that they are going to listen to Nick and Chau talking about Nick's plans for his summer holiday. Play the recording and have Ss follow along.



**a Find a word/phrase in the conversation that means:**

- made a decision: \_\_\_\_\_
- reduced it: \_\_\_\_\_
- a trip where your travel and hotels are arranged for you: \_\_\_\_\_
- move around and discover things: \_\_\_\_\_
- something you don't really like: \_\_\_\_\_

**Watch out!**

*To be into sth* means you like it very much.

**Example:**

'I'm really into surfing!' (I love it.)

'I'm not into jazz.' (I don't listen to it.)



*To picture sth/sb* means you can imagine it.

**Example:**

'I can just picture the mess at home.'

'I can't picture Tom in a business suit.'

*Lucky you* is used to show that you think sb is lucky because she/he has sth or is able to do sth.

**b Tick (✓) true (T) or false (F).**

	T	F
1. Chau and Nick are going to have their winter holiday.		
2. A package tour is not interesting to Nick.		
3. Chau is teasing her friend about eating frogs' legs.		
4. Nick has decided to stay at a seaside resort in Japan.		
5. Nick's parents are very controlling.		

**c Answer the following questions.**

- What does 'Oh, they're cool' mean?
- What is the weather like in France in the summer?
- What would Nick like to do in France?
- What wouldn't Nick like to do in France?
- How do we know that Chau's parents don't allow her as much freedom as Nick's parents?

**2 Collocation: Which word goes with which list below?**

TOUR	HOLIDAY	RESORT	TRIP
------	---------	--------	------

- summer, package, adventure \_\_\_\_\_
- holiday, tourist, seaside \_\_\_\_\_
- sightseeing, guided, package \_\_\_\_\_
- boat, day, business \_\_\_\_\_

**3 Fill each blank with a word/phrase from the list.**

luggage	price	in advance	seaside resort
delayed	souvenirs	destination	accommodation

Most people enjoy travelling abroad, and having the chance to stay in an exotic city or a (1)\_\_\_\_. You can meet new people, learn new things, and take home some interesting (2)\_\_\_\_. But before you can do that, you have to reach your (3)\_\_\_\_, and that can sometimes be a challenge! You need to make lots of preparation. You will probably have to reserve a seat (4)\_\_\_\_ on planes, trains or buses. If you fly, you may find that your flight has been (5)\_\_\_\_ or you have problems with your (6)\_\_\_\_. In addition to the travel, it is often difficult to find good (7)\_\_\_\_ at a (8)\_\_\_\_ which you can afford. Nevertheless, most people love to go on holiday.

**4 QUIZ**

**Give the names of the following. Choose one and talk about it with a partner.**



- The city in Viet Nam where the International Fireworks Festival is held annually
- A structure near Beijing, China, that is one of the New7Wonders of the World
- An island in Korea that is a popular place for a holiday
- A local product that you would like to introduce to foreign visitors
- A custom of your locality that might surprise tourists
- Advice that you would like to give to a tourist visiting your area



- a** Play the recording twice or more if necessary. Ss may read the conversation again, and then do the exercise individually. Check and write the correct answers on the board. T may call on an able student to write the answers on the board.

**Key:**

1. made up your mind
2. narrowed it down
3. a package tour
4. explore
5. not my cup of tea

Explain to Ss the meaning and use of the three expressions in the **Watch out!** box. Ask Ss to locate them in the conversation, and give examples if time allows.

- b** Ss work in pairs to complete the task. Tell them to refer back to the conversation when necessary. Explain anything difficult. T may need to explain to Ss that although some people don't like the thought of eating snails and frogs' legs, they are considered specialities in France (so Chau is teasing Nick about eating them). Check Ss' answers.

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

- c** Let Ss work individually to answer the questions, then compare their answers with a partner. Help them find the information in the conversation. Call on some pairs to read out the questions and give their answers. Check their answers.

**Key:**

1. It means Nick's parents are relaxed and open-minded.
2. It's quite warm (warmer than in Britain).
3. Visit the Alps, and climb Mont Blanc, explore Paris, and go sightseeing in the historic city of Versailles.
4. Eat frogs' legs and snails.
5. She says 'Lucky you' when Nick says he can make his own decisions.

- 2** This activity is aimed at giving the collocations of common words related to the topic of travelling and tourism. Let Ss work in pairs first. Check their work, then let them read and remember each collocation.

**Key:** 1. holiday      2. resort      3. tour      4. trip

- 3** This exercise is a revision of words and phrases from previous lessons. Let Ss work individually to do the task. Check their answers. If time allows, call on some Ss to read the passage with the correct answers.

**Key:** 1. seaside resort      2. souvenirs      3. destination      4. in advance  
5. delayed      6. luggage      7. accommodation      8. price

- 4** For 1, 2, and 3: let Ss do them individually and check their answers. If time allows, or for more able Ss, encourage each student to make a similar quiz for their partner to do. T may pick up any interesting questions and give them to the whole class. Praise good ideas.

For 4, 5, and 6: let Ss work in groups. When they finish, ask some Ss to give their groups' answers to the class. Check and give comments.

**Key:**

1. Da Nang City      2. The Great Wall of China
3. Jeju Island      4, 5, 6: Students' answers

# A CLOSER LOOK 1

## Vocabulary

**1 Match each word/phrase with a definition.**

trip                      travel                      expedition  
resort                      tour                      tour guide

1. A journey, usually for pleasure, to visit different places: \_\_\_\_\_
2. A place where a lot of people go on holiday: \_\_\_\_\_
3. The act or activity of moving from one place to another: \_\_\_\_\_
4. A person who shows tourists around: \_\_\_\_\_
5. A short journey to a place, especially one for pleasure: \_\_\_\_\_
6. An organised journey to a place that is not easy to reach: \_\_\_\_\_

**2 Fill each blank with a word from the list. There are two extra words.**

visit                      travel                      environment                      holiday                      book  
guides                      pleased                      excursion                      reasonable                      trip

Would you like to explore an exciting location? Do you want to (1)\_\_\_\_\_ to a beautiful, relaxing beach, and help to save the environment? If the answer is yes, then you should (2)\_\_\_\_\_ your holiday with EcoTours! At EcoTours, we help you enjoy your holiday and learn more about the places you (3)\_\_\_\_\_. In addition, EcoTours gives one dollar of the cost of your trip to help protect the local (4)\_\_\_\_\_. Call us today to talk with one of our experienced tour (5)\_\_\_\_\_. We'll help you choose and plan a stimulating (6)\_\_\_\_\_ that is right for you! Our holidays are definitely not boring. Don't worry about the cost. Our prices are very (7)\_\_\_\_\_. Call right now at (048) 555-6788. You'll be (8)\_\_\_\_\_ with your EcoTours vacation.

### Compound Nouns

A compound noun is a noun that is made of two or more words. Compound nouns can be formed using the following combinations:

Noun	+	Noun	toothpaste
Noun	+	Verb	rainfall
Noun	+	Particle	passer-by

## Look out!

A compound noun can be written as a single word (*motorbike*), a word with a hyphen (*passer-by*), or two words (*driving licence*).



**3 Use the words below to complete the compound nouns that match the definitions.**

lag    in    season    over    back    stop

1. A feeling of tiredness and confusion about time after a long plane journey: jet \_\_\_\_\_
2. A disadvantage or problem that makes something a less attractive idea: draw \_\_\_\_\_
3. A short stay somewhere between two parts of a journey: stop \_\_\_\_\_
4. A popular time of the year for holidays: peak \_\_\_\_\_
5. The place where you go first when you arrive at an airport, to show your ticket: check \_\_\_\_\_
6. A place at the side of a road marked with a sign, where buses stop: bus \_\_\_\_\_

**4 Complete the sentences using the compound nouns below.**

swimming pool    touchdown    checkout  
pile-up    mix-up    full board

1. The \_\_\_\_\_ time is 12 noon at this hotel.
2. Let's make sure that we stay at a hotel with a \_\_\_\_\_.
3. There was a \_\_\_\_\_ with our tickets – we were charged for one-way tickets and not a round trip.
4. The motorway was blocked because there had been a \_\_\_\_\_.
5. After \_\_\_\_\_, please remain seated until the aircraft comes to a standstill outside the terminal building.
6. At the hotel, you can choose between bed and breakfast, and \_\_\_\_\_.

Verb	+	Particle	checkout
Verb-ing	+	Noun	driving licence
Adjective	+	Noun	greenhouse
Particle	+	Noun	underground
Particle	+	Verb	output

**Note:** A particle is a preposition or an adverb.

## A CLOSER LOOK 1

### Vocabulary

#### Introduction

Tell Ss that the words and phrases in this unit are connected with travelling and tourism, and that many of them are nouns and compound nouns.

Many of these words are already familiar: *trip, accommodation, jet lag*... Tell Ss to recall other words and collocations. Encourage them to call out as many words/phrases as possible.

- 1 Ss work individually, then compare their answers with a partner's. Ask some Ss to write their answers on the board. Check their answers as a class. Have them make sentences with the words if necessary.

**Key:** 1. tour 2. resort 3. travel 4. tour guide 5. trip 6. expedition

- 2 Ss work in pairs to do the task. Call on some Ss to write the answers on the board. Correct as a class. Then T may ask Ss to answer some questions about the passage:

- What piece of writing is it? (Introduction of a tourist attraction? Itinerary? Advertisement?)
- What is EcoTours? (A travel agency/company)
- What is special about EcoTours? (It gives some money to help protect the environment)

.....

**Key:**

1. travel 2. book 3. visit 4. environment  
5. guides 6. holiday 7. reasonable 8. pleased

#### Compound nouns

First, give examples of the compound nouns Ss already know: *blackboard, swimming pool, haircut, tablespoon*... Ask them to give some more.

Then help Ss study the grammar box, and the **Look out!** box. Tell them to look up the spelling of words in the dictionary if they are not sure.

- 3 Let Ss work individually. Tell them to look at the words given and think which of them can go with which one in each definition. When they finish, check their answers and write the words on the board. Ask Ss to take notice of the spelling: whether the words are written as one word, or as two separate words, or with a hyphen.

**Key:** 1. jet lag 2. drawback 3. stopover  
4. peak season 5. check-in 6. bus stop

- 4 Let Ss work in pairs to complete the task. Have them read the sentences carefully and insert the compound nouns appropriately. Check their answers as a class. Explain anything difficult.

**Key:**

1. checkout 2. swimming pool 3. mix-up  
4. pile-up 5. touchdown 6. full board

## Pronunciation

### Tones in asking for information



#### Look out!

When we ask a question, we may try to **find out** information that we do not know. Otherwise, we may ask a question in order to **make sure** that the information we think we know is, in fact, correct.

**Finding out questions** ('open' questions) usually end with a falling tone:

What part of Australia have you been to ➡?

**Making sure questions** ('check' questions) usually end with a falling-rising tone:

Have you just come back from South Africa ➡?



**5 Listen and repeat the following mini-talks, paying attention to the tone in the questions.**

- A:** Where would you like to go sightseeing?  
**B:** I'd like to go to Australia most of all.
- A:** What do you think of the newly discovered cave?  
**B:** Oh, fantastic.
- A:** Have you been sightseeing all day?  
**B:** Yeah. We've been to the old pagoda, the orchid garden, and the open-air market.
- A:** Is Egypt a famous tourist attraction?  
**B:** Yes. Millions of people go there every year.



**6 Mark the questions with falling or falling-rising arrows, and practise the conversation with a partner. Then listen to check your pronunciation.**

**Martin:** What's the matter, Janet?

**Janet:** I'm looking for my passport. It seems to be lost.

**Martin:** Have you already searched your purse?

**Janet:** Not yet. Oh, where are my glasses?

**Martin:** They may be in your plastic bag. Where is it?

**Janet:** Oh, no, it's not here. Have I dropped it on the plane?

**Martin:** Oh my God.

**Janet:** What should I do now?

**Martin:** Let's report it to the customs officer.

## A CLOSER LOOK 2

### Grammar

#### Articles: other uses

#### REMEMBER!

**A/an** is used:

- to talk about something that the listener or the reader doesn't know about yet:  
*K2 is a peak in the Himalayas.*
- to describe what something or someone is:  
*ABS is an unreliable travel agency.*

**The** is used:

- when the listener or reader knows what the speaker or writer is talking about:  
*Give me the money.*
- when the speaker specifies what or who they are talking about:  
*Where are the tickets I gave you yesterday?*
- with things that are the only ones around us, or that are unique:  
*Neil Armstrong landed on the moon in 1969.*
- when we refer to the world around us or things that we all know about:  
*We had a sightseeing tour around the city.*

**Zero article** is used:

- with plural or uncountable nouns when we are talking about things in general:  
*Passwords protect our personal information.*
- with meals, months, days and special times of the year:  
*I visit my grandparents on New Year's Day.*
- with most names of people and places (most countries, states and cities):  
*Da Lat is in Lam Dong Province.*
- with geographical areas, lakes, mountains and islands:  
*We visited Lake Victoria. It's in East Africa.*



#### Look out!

We use **the** with the names of a few countries: *the UK, the USA, the Netherlands, the Philippines*  
We also use **the** with island groups, mountain ranges, oceans and names of rivers: *the Thames, the Pacific, the Amazon, the Danube...*



## Pronunciation

### Tones in asking for information

First write a *finding out* question and a *making sure* question on the board. Read the two questions to Ss with the right tone (several times if necessary) and let them give the rules. Then explain the **Look out!** box to them.

**Note:** A *making sure* question can be a statement. This statement question usually ends with a rising tone:

A: Our train is delayed.

B: It's delayed ↗?

- 5** Play the recording once for Ss to listen, then play it again sentence by sentence for them to repeat. Have Ss repeat the questions as many times as necessary. Correct their pronunciation and intonation. After that, have Ss mark the questions with a falling or falling-rising tone. Check as a class.



#### Key + Audio script:

1. A: Where would you like to go sightseeing ↘?

B: I'd like to go to Australia most of all.

2. A: What do you think of the newly discovered cave ↘?

B: Oh, fantastic.

3. A: Have you been sightseeing all day ↘↗?

B: Yeah. We've been to the old pagoda, the orchid garden, and the open-air market.

4. A: Is Egypt a famous tourist attraction ↘↗?

B: Yes. Millions of people go there every year.

- 6** Let Ss work in pairs to read the conversation, and mark the questions with falling or falling-rising arrows. Call on some pairs to read aloud to the class. Do not correct their mistakes yet. Play the recording. Ss listen and check.



#### Key + Audio script:

**Martin:** What's the matter, Janet ↘?

**Janet:** I'm looking for my passport. It seems to be lost.

**Martin:** Have you already searched your purse ↘↗?

**Janet:** Not yet. Oh, where are my glasses ↘?

**Martin:** They may be in your plastic bag. Where is it ↘?

**Janet:** Oh, no, it's not here. Have I dropped it on the plane ↘↗?

**Martin:** Oh my God.

**Janet:** What should I do now ↘?

**Martin:** Let's report it to the customs officer.

If time allows, have them work in pairs and make a mini-talk in which there is a *finding out* question and a *making sure* question, and then practise the talk.

## A CLOSER LOOK 2

## Grammar

### Articles: other uses

Ss have already learnt some uses of the articles *a*, *an*, and *the* in Tieng Anh 8. Help Ss recall these and have them give some examples. Their sentences should be related to the topic of travelling and tourism. In this unit some more uses of *a*, *an*, and *the* are introduced. In addition, the uses of *zero article* are added and studied.

Explain carefully the uses of *a*, *an*, *the*, and *zero article* in the **REMEMBER!** box. Give more examples if need be.

Introduce the special use of *the* in the **Look out!** box. Refer back to the conversation in **GETTING STARTED** and ask Ss to find the special use of *the*. (i.e. the Alps).

## 1 Complete the text with *a/an, the, or zero article* (Φ).

The Dominican Republic is (1)\_\_\_\_\_ country on the island of Hispaniola, in (2)\_\_\_\_\_ Caribbean region. It is (3)\_\_\_\_\_ second largest Caribbean nation after Cuba, with nearly 10 million people, one million of whom live in (4)\_\_\_\_\_ capital city Santo Domingo. (5)\_\_\_\_\_ second largest city is (6)\_\_\_\_\_ Santiago. The geography of (7)\_\_\_\_\_ country is varied, and ranges from (8)\_\_\_\_\_ semi-desert plains to (9)\_\_\_\_\_ lush valleys of tropical rainforest. (10)\_\_\_\_\_ economy depends largely on (11)\_\_\_\_\_ agriculture, with (12)\_\_\_\_\_ sugar as (13)\_\_\_\_\_ main crop. Tourism is (14)\_\_\_\_\_ important industry.



## 2 a Ask and answer the questions. Choose from the list. Use *the* if necessary.

Lake Baikal	Amazon River	Thames
Statue of Liberty	Lake Geneva	Son Doong Cave
Ha Long Bay	Angkor Wat	Forbidden City

1. Which one is an imperial palace?
2. Which river runs through London?
3. Which one is the deepest lake in the world?
4. Which one is considered one of the New7Wonders of Nature?
5. Which one is the largest cave in the world?
6. Which one is a tourist attraction in New York?

**b** Choose one item above and say what you know about it as a tourist attraction.

## 3 a Write answers to the questions, using *a, an, the or zero article* in each answer. Give three true answers, but two untrue ones.

1. What colour and type of bicycle would you like to have?
2. Which holiday destination do you prefer: city, mountains, seaside?
3. Where would you like to go on holiday next?
4. What's your favourite time of the year?
5. Have you ever travelled anywhere by plane? Please explain.

**b** Tell your answers to a partner and ask him/her to guess which answers are not true.

## 4 Make full sentences from the words/phrases, adding articles as needed. Then mark them as true (T) or false (F).

1. original name/of/Ha Noi/Phu Xuan
2. most famous/Egyptian pyramids/found/at Giza/in/Cairo
3. there/city/called/ Kiev/in/America
4. My Son/set of ruins/from/ancient Cham Empire/ UNESCO World Heritage Site
5. English/first language/in/many countries/outside/United Kingdom

**1** T may have to give Ss some information about the Dominican Republic:

- Location: on the island of Hispaniola, in the Caribbean region
- Area: 48,445 square kilometres
- Official language: Spanish

Have Ss work individually to complete the task. Tell them to refer back to the grammar box whenever necessary. Then have them compare their answers with a partner's. Give the correct answers and explain the use of a certain article in some cases.

**Key:**

- |      |        |         |        |        |         |        |
|------|--------|---------|--------|--------|---------|--------|
| 1. a | 2. the | 3. the  | 4. the | 5. The | 6. Ø    | 7. the |
| 8. Ø | 9. Ø   | 10. The | 11. Ø  | 12. Ø  | 13. the | 14. an |

**2 a** Ss work in groups and study the proper names in the list, and try to agree on which of these names have *the* before them. Then Ss ask and answer the questions. Check and give explanations if necessary.

**Key:**

- |                       |                   |                          |
|-----------------------|-------------------|--------------------------|
| 1. the Forbidden City | 2. the Thames     | 3. Lake Baikal           |
| 4. Ha Long Bay        | 5. Son Doong Cave | 6. the Statue of Liberty |

The three unused names are: - the Amazon River - Angkor Wat - Lake Geneva

**Note:** Sometimes it is difficult to say why we use *the* with certain geographical names. If you are not sure, look it up in the dictionary or Google.

**b** Ss work in groups. Tell Ss that each of them chooses one item in **2a** and says what they know about it as a tourist attraction. Give them two or three minutes to prepare before they talk.

**3 a** Ss work individually. Make sure they understand fully that they have to write down in their notebooks the answers to questions 1-5, using *a*, *an*, *the* or *zero article* in each answer. Remind them that they answer three questions truthfully, but write untrue answers for the other two. Go around and assist where and when necessary.

**b** After Ss finish **3a**, let them form pairs and swap their answers. Each of them has to read carefully and guess which ones of their partner's answers are true, and which are not. This activity should be fun, so do not try to correct the mistakes in their writing.

**4** Ss work individually to make sentences from the words/phrases, and write them down. Tell Ss to pay attention to the use of articles in their sentences. Then they work in pairs to check each other's work, and discuss which of the sentences are true, and which are false.

- |             |  |          |
|-------------|--|----------|
| <b>Key:</b> | 1. The original name of Ha Noi was Phu Xuan.   | <b>F</b> |
|             | 2. The most famous Egyptian pyramids are found at Giza in Cairo.                         | <b>T</b> |
|             | 3. There is a city called Kiev in America.   | <b>F</b> |
|             | 4. My Son, a set of ruins from the ancient Cham Empire, is a UNESCO World Heritage Site. | <b>T</b> |
|             | 5. English is the first language in many countries outside the United Kingdom.           | <b>T</b> |

**REFERENCE:**

- Phu Xuan (*Phú Xuân*): a historic place in Hue, the capital of the Nguyễn Lords, the Tây Sơn Dynasty
- Giza (of the Cairo metropolis in Egypt): the site of the most famous Egyptian pyramids, and a number of other pyramids and temples
- Kiev: the capital and largest city of Ukraine

**Note:** For homework

At the end of the lesson tell Ss to find out some information about two or three countries among the 10 countries in the box in **2** on page 25, so that they have something to work on in the next lesson.

# COMMUNICATION

## Extra vocabulary

breathtaking

affordable

not breaking the bank

### 1 a Read the following information about tourism in Viet Nam.

In 2014, a total of 7,874,300 foreign tourists visited Viet Nam. What are the reasons that make Viet Nam a tourist attraction for foreigners?

Here's what some foreign visitors had to say:

'There are so many beauty spots. Ha Long Bay is breathtaking!'

'The people are so friendly and welcoming!'

'Things are affordable here. We can have a lovely time without breaking the bank.'

'The food is delicious and not expensive. I love the seafood!'



The landscape

The people

The price

The cuisine

### b Work in groups. Discuss the visitors' opinions above. Do you agree? Add two more reasons to the list.

## COMMUNICATION

### Introduction

This section provides Ss with speaking practice on the topic of the unit. It should be handled in a light and enjoyable way. First, have Ss brainstorm the landscapes/places of Viet Nam that foreign tourists would like to visit most, and ask them why. Give them some cues if needed.

Then write the words and phrase from the **Extra vocabulary** on the board. Ask more able Ss to explain them, or give the Vietnamese equivalent. Otherwise, explain them yourself:

- *breathtaking* (adj.): very surprising, exciting and impressive
- *affordable* (adj. from the verb *afford*): not expensive, cheap enough for you to buy
- *not break the bank*: an idiom used to say that sth won't cost a lot of money, or more than you can afford:

*We can go to Thailand for a holiday if you want – that won't break the bank!*

**1 a** Have Ss quickly read the information about tourism in Viet Nam. Then tell them to look at the pictures and read what these foreign visitors say about their choice of Viet Nam as a holiday destination.

**b** Put Ss in groups of five or six. Have them discuss the visitors' opinions in **1 a**. Ss may or may not agree with these opinions. Ask for the class's agreement by a show of hands for each tourist's opinion. If any Ss do not agree, ask them to explain why. Then let each of Ss add two more reasons to the list. T may give some cues:

- cultural diversity
- beautiful beaches
- easy and various means of transport
- traditional festivals
- natural beauty

...

**2** These are the top-ten most visited countries according to the figures published by the United Nations World Tourism Organisation (UNWTO).

Work in pairs. Complete the table by writing one or two famous things that visitors can see or do in each country.

Rank	Country	Million visitors	Some things to do or see there
1	France 	83.7	Go up the Eiffel Tower, visit the Louvre Museum in Paris
2	United States 	74.8	
3	Spain 	65.0	
4	China 	55.6	
5	Italy 	48.6	
6	Turkey 	39.8	
7	Germany 	33.0	
8	United Kingdom 	32.6	
9	Russia 	29.8	
10	Mexico 	29.1	













**Spain**

**3** Work in groups. Discuss which country/place you would like to visit for a holiday.

*Example:*

A: I'd like to go to Spain for my holiday. It would be wonderful to tour Madrid, and visit the legendary land of Don Quixote.

- 2 Have Ss read the facts about the top-ten most visited countries. Ss work in pairs and complete the table by writing one or two famous things that visitors can see or do in each country (but the more the better). Have them write on a large sheet of paper. As Ss have already prepared for this, it will not take much time, so give them a few minutes only. After each pair finishes, they swap pairs. Continue until they have filled all the ten countries.
- 3 Then let Ss work in groups of five or six to talk about their choice of holiday. Tell them to give the reasons why, and say what they can do there. Encourage them to talk as much as possible. Walk around to observe and give help if needed.

Rank	Country	Some things to do or see there
1	 France	Go up the Eiffel Tower, visit the Louvre Museum in Paris
2	 United States	Visit the Statue of Liberty, visit the Grand Canyon, shop in New York, go surfing in Hawaii
3	 Spain	Tour Madrid, visit the legendary land of Don Quixote, visit the Olympic Ring in Barcelona
4	 China	Climb the Great Wall, tour Beijing National Stadium (Bird's Nest), tour the Forbidden City, visit the Stone Forest
5	 Italy	Visit the Vatican City, visit famous museums, tour Florence, tour Venice
6	 Turkey	Enjoy Turkish cuisine in Istanbul, go sightseeing in the Bosphorus (the strait separating two continents - Europe and Asia), visit Buyuk Ada (Big Island in Prince's Islands)
7	 Germany	Visit the 'Jewel of the Middle Ages' - Rothenburg ob der Tauber (= Rothenburg above the Tauber), visit the famous 'Cinderella Castle', go up the Berlin Tower, take the Berlin Segway Tour
8	 United Kingdom	Go sightseeing in London, visit Stonehenge, visit Liverpool, home of The Beatles.
9	 Russia	Tour Moscow (the Kremlin, Red Square, Moscow Metro ...), visit St. Petersburg: Hermitage Museum, cruise on Neva River, experience the white nights
10	 Mexico	Visit the UNESCO World Heritage Site of Antigua, have a boat tour on the water in Rio Dulce, try the delicious local speciality tapado (= seafood coconut soup), climb some of the tallest Mayan temples

**Note:** For homework

At the end of the lesson ask Ss to look for names of famous caves in Viet Nam and in the world (better still, some information about them).

## SKILLS 1

### Reading

**1 a** Work in groups. Name some famous caves in Viet Nam and in the world.

**b** Answer the questions with your own ideas.

1. Where is Son Doong Cave located?
2. When was it discovered?
3. How long is the cave?

Now read the passage and check the information.

Son Doong Cave has become more famous after the American Broadcasting Company (ABC) aired a live programme featuring its magnificence on 'Good Morning America' in May 2015.

Located in Quang Binh Province, Son Doong Cave was discovered by a local man named Ho Khanh in 1991, and became known internationally in 2009 thanks to British cavers, led by Howard Limbert. The cave was formed about 2 to 5 million years ago by river water eroding away the limestone underneath the mountain. It contains some of the tallest known stalagmites in the world - up to 70 metres tall. The cave is more than 200 metres wide, 150 metres high, and nearly 9 kilometres long, with caverns big enough to fit an entire street inside them. Son Doong Cave is recognised as the largest cave in the world by BCRA (British Cave Research Association) and selected as one of the most beautiful on earth by the BBC (British Broadcasting Corporation).

In August 2013, the first tourist group explored the cave on a guided tour. Permits are now required to access the cave and are made available on a limited basis. Only 500 permits were issued for the 2015 season, which runs from February to August. After August, heavy rains cause river levels to rise and make the cave largely inaccessible.

**2** Read the passage again and answer the questions, or choose the correct answers.

1. What happened in May 2015?
2. How was Son Doong Cave formed?
3. When can tourists explore the cave?
4. The word 'inaccessible' in the passage probably means \_\_\_\_\_.  
A. should not be accessed  
B. need to be careful  
C. cannot be reached  
D. may be flooded
5. From the passage, we know that \_\_\_\_\_.  
A. there is a street inside Son Doong Cave  
B. the cave is always covered with rain water  
C. few tourists want to come to the cave  
D. tourists need permission to explore the cave

### Speaking

**3** Which would you like to do most on holiday? Tick (✓) three things in the list.

1. explore Son Doong Cave
2. climb the Great Wall of China
3. visit the Pyramids of Egypt
4. go on a wildlife safari to Kenya
5. relax on a beach
6. go camping in Cuc Phuong National Park
7. go on an expedition to Mount Everest
8. take an adventure tour to the Arctic
9. take a sightseeing tour around New York
10. take a Trans-Viet cycling tour

**4** Work in groups. Talk about one of your choices, trying to persuade your group to join you.

Example:

A: I'd like to go on a wildlife safari to Kenya as I'm very interested in the natural world and wildlife preservation. You can experience wild animals in their natural habitat – elephants, hippos, cheetahs, and lions...

B: I think a cycling tour from the north to the south of Viet Nam with some friends is the best. You travel at your own pace. You stop whenever and wherever you like. You can enjoy the beauty of different parts of our country and at the same time improve your health...

## SKILLS 1

### Reading

- 1 a** Ss work in groups and name some famous caves in Viet Nam and in the world (that they have prepared already for homework).

#### REFERENCE:

- **Famous caves in Viet Nam:**

- Phong Nha Cave
- En Cave (hang Én)
- Thien Duong Cave
- Sung Sot Cave (hang Sừng Sốt – Ha Long Bay)
- Tam Coc – Bich Dong (Ninh Binh)

...

- **Famous caves in the world:**

- Deer Cave (Borneo, Malaysia)
- Onondaga Cave (Missouri, USA)
- Gouffre Berger Cave (France)
- Reed Flute Cave (Guilin, China)
- Fingal's Cave (Scotland),
- Cave of Crystals (Mexico)

...

- b** Let Ss work in pairs and answer the questions with their own ideas. It is important that Ss not be allowed to read the passage yet. T doesn't need to check their answers and correct mistakes at this stage in the lesson.

Then have Ss quickly read the passage and check the information themselves. Ss write down the correct answers in their notebooks.

- 2** T may have Ss read the passage in chorus first, paying special attention to new words. Explain and clarify anything difficult. Then allow Ss time to read the passage individually – silently or aloud. Call on some individuals to read aloud to the class. Check their pronunciation and intonation. Then have them ask and answer the questions in pairs. Tell them to note where they can find the information for answering the questions or choosing the correct answer. Correct the answers as a class.

**Key:**

- 1. The American Broadcasting Company (ABC) aired a live programme (featuring the magnificence of Son Doong) on 'Good Morning America'.
- 2. By river water eroding away the limestone underneath the mountain
- 3. From February to August
- 4. C
- 5. D

### Speaking

T may begin by letting Ss talk about the experiences they have had when travelling or going on holiday.

- 3** Have Ss study the list of holiday ideas. T may ask Ss what they think about these ways of spending one's holiday and whether they have done any of them. Then let them choose three things from the list.
- 4** Put Ss in groups of five or six. Tell them to refer to the three things they have ticked in **3**. Let them choose one and prepare to talk about it. Tell them to study the example carefully as a model. Give them some time before each group member shares his/her choice of holiday.

While Ss are talking, T goes around to give assistance if necessary. When Ss have finished, T may have one or two of them present to the class. The class can give comments. Praise them for their efforts.

## SKILLS 2

### Listening

**1** Work in pairs. Is tourism important to Viet Nam? Give at least one reason.

**2** Listen to the lecture and tick (✓) true (T) or false (F).

	T	F
1. Tourism plays an important part in the development of many nations.		
2. Modern transport promotes tourism.		
3. Tourism depends on the income of a country.		
4. People's lives get better with the development of tourism.		
5. Tourism helps promote international understanding and cooperation.		
6. Young people go to big cities to meet foreign tourists.		

**3** Listen again and choose the correct answer.

The next part of the lecture probably continues to discuss \_\_\_\_\_.

- A. other benefits of tourism
- B. the tourism industry in Viet Nam
- C. the negative effects of tourism

### Writing

**4** Work in groups. Talk about the negative effects of tourism on a region or country. The following ideas may be helpful to you.

- Natural environment is damaged.
- Natural beauty is spoiled.
- Traditional ways of life are affected.
- Social problems may arise.

**5** Choose one negative effect that you have discussed above and write a paragraph about it. Make sure you use the right connectors.

*First/Firstly/The first .../One of the ...*

*Second/Secondly/Another ...*

*Third/ Thirdly/Furthermore/In addition ...*

---



---



---



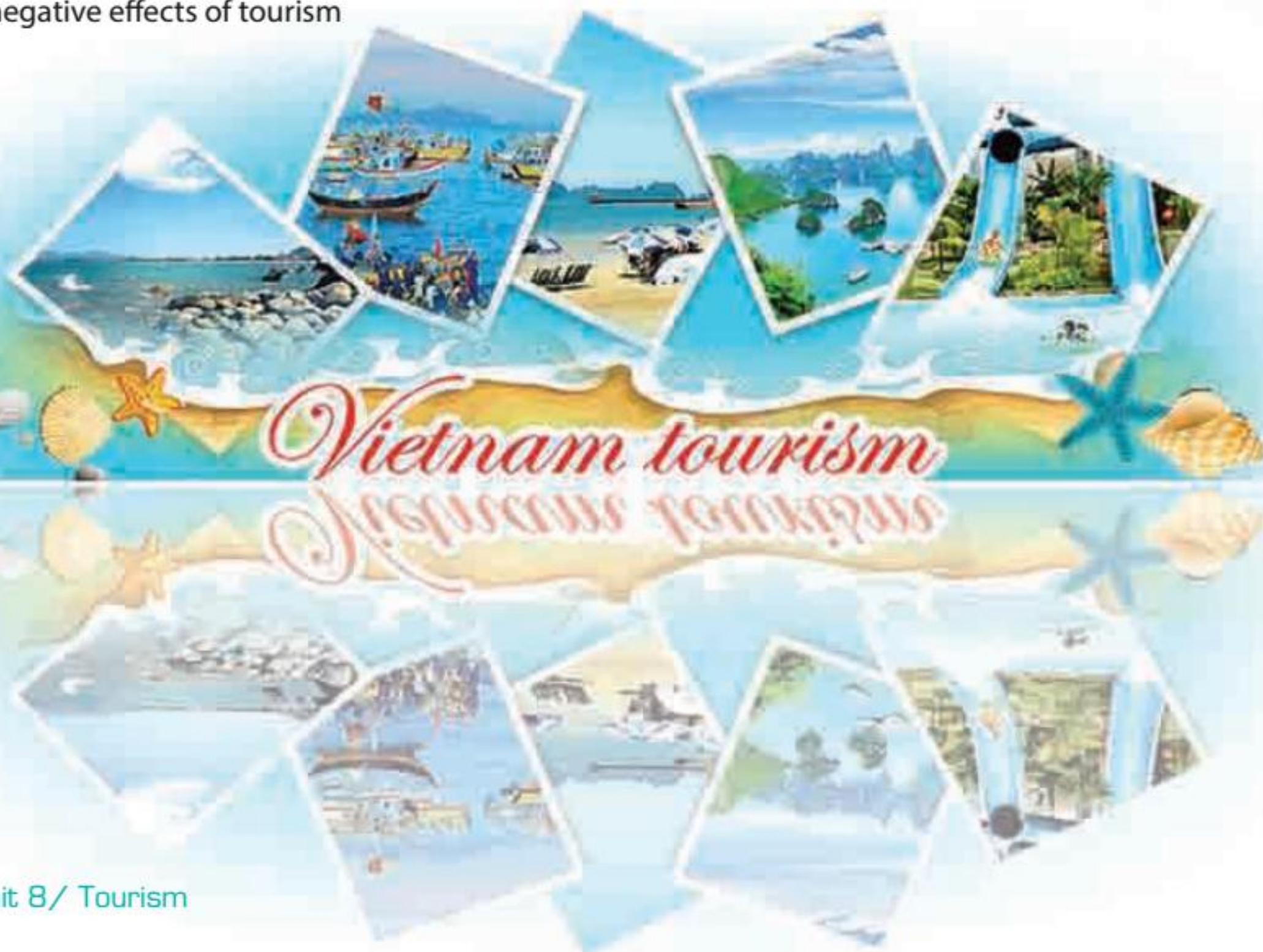
---



---



---



## SKILLS 2

### Listening

- 1 Let Ss work in pairs. Encourage them to think about the importance of tourism to Viet Nam. Elicit as many ideas from them as possible.
- 2 Play the recording one or two times. Clarify anything which is unclear or difficult. Ask Ss to listen carefully and tick T/F as they hear answers in the lecture. For less able Ss, T may play the recording again, or as many times as needed.

Key: 1. T 2. T 3. F 4. T 5. T 6. F



#### Audio script:

Thanks to the widespread use of modern means of transport, people have more choice of holiday destination and can now visit even the remotest parts of the world. Tourism has certainly become an important factor in the development of many countries.

An obvious benefit of tourism is that it plays a key role in economic growth. It contributes greatly to the income of a region or country. It also brings job opportunities to all kinds of people, and therefore helps promote prosperity in diverse fields. Another positive aspect of tourism is that it helps promote international understanding and cooperation among nations. In addition, tourism can improve the standard of living of local or rural communities, so young people are encouraged to stay in their hometown to build a good life rather than move to big cities. Finally, tourism brings cultural benefits, as travellers learn about the history and culture of a place, and spread them around the world.

On the other hand, the drawbacks of tourism can't be denied ...

- 3 Play the recording again. Tell Ss to pay special attention to the last sentence of the lecture. Then they choose the correct answer as required. T corrects as a class.

Key: C

### Writing

- 4 Have Ss work in groups and discuss the negative effects of tourism on their locality (if possible), or on our country. Tell them to study the prompts given, and give some more if possible.
- 5 Tell Ss to recall any of their previous work about the negative effects/disadvantages of something. Let them choose one negative effect that they have discussed in 4 and write a paragraph of about 100-120 words about it. When they have finished, tell them to swap their writing and check each other's work. T may collect some Ss' writing papers and mark them, then give comments to the class in the next lesson. If time doesn't allow, have Ss make an outline in class, and then write the full version as homework. T checks in the next lesson.

#### Sample writing:

One of the drawbacks of tourism is the damage to the environment of a country or area. In the first place, tourists use a lot of local resources such as water, food, energy, etc., and this puts pressure on the environment. Secondly, there is the problem of pollution. Many cities and towns become overcrowded with tourists, with all their vehicles causing traffic jams as well as air and noise pollution. Another bad effect of tourism is the destruction of the wildlife in some places. The habitat of wild plants and animals is lost because of the building of tourist resorts, and by visitors' activities. In short, the development of tourism has bad effects on the environment.

# LOOKING BACK

## Vocabulary

- 1** Fill each gap with a word from the box to complete the passage. There are two extra words.

touring    safaris    breathtaking    experience  
ticket    holidays    expeditions    travellers

If you dream of getting close to the wild side of the natural world, then join our WildlifeTours! We offer classic wildlife (1)\_\_\_\_, exciting (2)\_\_\_\_, family holidays, and tailor-made holidays. Our adventure (3)\_\_\_\_ to Africa range from a week (4)\_\_\_\_ Kenya to the ultimate

African adventure travelling from South to East Africa over one month! Perfect for families, groups of friends or solo (5)\_\_\_\_, our safari holidays aim to offer you an incredible wildlife (6)\_\_\_\_. And remember, nothing gets your heart beating faster than hearing lions roar at night.



- 2** Form compound nouns from the following words, then fill the gaps to complete the sentences.

holiday    out    jet    offs    check    sun  
glasses    over    take    maker    stop    lag

- Travellers who cross the Atlantic from New York to London often suffer from \_\_\_\_\_ for a few days.
- We would like to remind all guests that \_\_\_\_\_ is at noon.
- We didn't fly directly to Australia – we had a one-night \_\_\_\_\_ in Singapore.
- It is irritating that some movie stars wear their \_\_\_\_\_ even in church.
- Someone who is away from home on holiday is a \_\_\_\_\_.
- Because of the bad weather, there were no \_\_\_\_\_ from the airport this morning.

- 3** Form compound nouns from these words, then make sentences with them, and share with a partner.

tour    return    soft    ticket    package  
operator    tour    round    ware    trip

*Example:*

**tour operator**

If there are any problems, you should contact your tour operator.

## Grammar

- 4** Find and correct the mistakes in the sentences, using *a/an, the or zero article*.

- My aunt and uncle love sun! They stay in UK in summer and visit friends in Australia in winter.  
→ \_\_\_\_\_.
- Not much is known about how brain works.  
→ \_\_\_\_\_.
- Bicycle is among the most efficient machines invented by man.  
→ \_\_\_\_\_.
- They plan to launch expedition into interior of Australia.  
→ \_\_\_\_\_.
- If you want to go on long trip, you should prepare properly for it.  
→ \_\_\_\_\_.
- I'm very interested in the history, especially history of Asian countries.  
→ \_\_\_\_\_.

- 5** Rewrite each sentence so that it has a similar meaning, using the word in CAPITALS.

*Example:*

My sister studies at university.

A

→ My sister is a university student.

- The journey was terrible. **WHAT**
- Our hotel was lovely – it was by the sea. **STAYED**
- I watched an interesting programme on TV yesterday. **THE**
- The guitar my friend has just bought is old. **AN**
- She needs to travel to Kyoto on business. **TRIP**

## LOOKING BACK

T may give Ss a few minutes to review all the important things they have learned throughout the unit before doing the exercises in this section. Tell Ss to record their results for each exercise in order to complete the final *Finished! Now I can ...* assessment.

### Vocabulary

- 1** Let Ss read the words in the box first, then read the passage and complete the exercise individually. Tell them to pay attention to the common collocations related to the topic of the unit. After that, let some Ss read the passage aloud - sentence by sentence. Correct as a class.

**Key:**

- |                        |                        |               |
|------------------------|------------------------|---------------|
| 1. safaris/expeditions | 2. expeditions/safaris | 3. holidays   |
| 4. touring             | 5. travellers          | 6. experience |

- 2** Tell Ss to look at the 12 elements and try to form compound nouns from them. Then have them read the sentences and fill the gaps with the compound nouns formed. Tell them to change the elements if they do not fit the gaps and do it again. Less advanced classes can complete this exercise in pairs. Check as a class.

**Key:**

- |               |                 |              |
|---------------|-----------------|--------------|
| 1. jet lag    | 2. checkout     | 3. stopover  |
| 4. sunglasses | 5. holidaymaker | 6. take-offs |

- 3** Ss do the task by themselves. T checks the compound nouns, then have Ss write sentences in their notebooks – at least one sentence with a compound noun, and share with a partner.

**Key:** 1. package tour, return ticket, software, round trip

### Grammar

- 4** Quickly review the articles *a*, *an*, *the* and *zero article* Ss have learned. Then have them do the task and write down their answers in their notebooks. Correct their answers as a class.

- Key:**
- |    |   |                                 |
|----|---|---------------------------------|
| 1. | → | the sun, the UK                 |
| 2. | → | the brain works                 |
| 3. | → | The bicycle                     |
| 4. | → | an/the expedition, the interior |
| 5. | → | a long trip                     |
| 6. | → | in history, the history of      |

- 5** This task helps Ss use the grammar and vocabulary they have learned in the unit to rewrite sentences. T may have some Ss write sentences on the board. Let other Ss give comments. Then check as a class.

- Key:**
- |    |  |
|----|--|
| 1. | What a terrible journey (it was)!                  |
| 2. | We stayed at a lovely hotel by the sea.            |
| 3. | The programme I watched yesterday was interesting. |
| 4. | My friend has just bought an old guitar.           |
| 5. | She needs to go on a business trip to Kyoto.       |

## Communication

- 6 a** What would you like to do most on holiday? Tick (✓) three things. Share your ideas with a partner.

go camping	<input type="checkbox"/>
watch the wildlife	<input type="checkbox"/>
visit a museum	<input type="checkbox"/>
meet local people	<input type="checkbox"/>
visit historic places	<input type="checkbox"/>
relax and laze around	<input type="checkbox"/>
make new friends	<input type="checkbox"/>
go to a theme park	<input type="checkbox"/>

- b** Name three things you don't like to do on holiday, and say why.

**Example:** cook meals

I don't like to cook meals on holiday. I like to eat out and relax.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>• use lexical items related to tourism</li> <li>• use common compound nouns</li> <li>• use <i>a, an, the</i> and <i>zero article</i></li> <li>• ask questions for information with the correct intonation</li> <li>• read for general and specific information about a tourist attraction</li> <li>• talk about my choice of holiday</li> <li>• listen for specific information about the benefits of tourism to an area/country</li> <li>• write a paragraph about the negative effects of tourism on an area/country</li> </ul>			

## PROJECT

### An advertisement for a tourist attraction

- 1** Read the following advertisement for a holiday in Italy.

#### Italy - Paradise on Earth!

Come to sunny Italy! It is a country full of fascinating cities and beautiful scenery. It is considered the birthplace of Western culture. High art and monuments are to be found all over the country. Moreover, the food is delicious. There are also shops full of bargains. You can spend your time sightseeing, shopping, or you can simply relax on one of the excellent beaches. Whatever you do, you are certain to have a most enjoyable holiday!

- 2** What are good ways to write an advertisement? Put a tick (✓).

1. Create a striking headline ☐
2. Keep your ad brief ☐
3. Write some drawbacks ☐
4. Try to attract attention ☐
5. Ask a lot of questions ☐
6. Give the main features ☐

- 3** Write a short advertisement for a tourist attraction in your area.

## Communication

**6 a** Have Ss read the things one can do on holiday, and tick (✓) the three things they would most like to do, then share their ideas with a partner.

**b** Ss work in pairs. Tell them to read the example and think of the three things they do not like to do on holiday.

T may give prompts:

- Do homework
- Wash clothes
- Do the washing-up
- Be online
- Play sports
- Write postcards

.....

**Finished!**

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

### PROJECT

#### An advertisement for a tourist attraction

This activity focusses on introducing to Ss the way to write/say good things about a place/ landmark as a tourist attraction, or to advertise it.

- 1** Have Ss read the advertisement for a holiday in Italy. Tell them to underline the features that may attract tourists and make them want to visit the country.
- 2** Have Ss work independently, then exchange their work with a partner. Elicit Ss' answers. Explain to Ss that in order to make a good impression on tourists, they have to introduce the characteristics of a landmark/ place in a brief but positive and enjoyable way.

**Key:** 1, 2, 4, 6

- 3** Tell Ss to think of a place in their locality or neighbouring area to introduce to tourists: it may be a museum, a craft village, a workshop, a temple, a church, an ancient house, a wood/forest, a lake, or simply a nice paddy field.

Ask Ss to write their advertisement out of class. Tell them to refer to the advertisement in **1**. They can also refer to exercise **1** in **LOOKING BACK** for a good way to write an advertisement. In the next lesson, have them present what they have written to the class. The class gives comments and praise.

## GETTING STARTED

## English club



1 Listen and read.

**Teacher:** Welcome to English Club. Today, I'm going to do a quick quiz to check your knowledge of the English language. Question one: Is English the language which is spoken as a first language by most people in the world?

**Duong:** Of course, it is.

**Teacher:** Incorrect. Chinese is. Question two: Does English have the largest vocabulary?

**Vy:** Yes, with approximately 500,000 words and 300,000 technical terms.

**Teacher:** Yes, spot on! This is due to the openness of the English language. English has borrowed words from many other languages.

**Duong:** Yeah, if there weren't so many words, it would be easier for us to master it!

**Teacher:** Ha ha... But the simplicity of form makes English easy to learn. Many English words have been simplified over the centuries. Now, question three: Who can tell me an English word that can operate as a noun, a verb, and an adjective?

**Mai:** I think the word *subject* can operate as a noun, a verb, and an adjective.

**Teacher:** Excellent. In English, the same word can operate as many parts of speech. That's due to its flexibility. Question four: What is the longest word in English which has only one vowel?

**Duong:** Is it *length*?

**Vy:** No, I think it's *strengths*.

**Teacher:** That's right, Vy. Lastly, question five: Who can tell me at least three varieties of English?

**Mai:** American English, Australian English, and... er, yes, Indian English.

## THIS UNIT INCLUDES:

### VOCABULARY

Languages

Language use and learning

### PRONUNCIATION

Tones in new and known information

### GRAMMAR

Conditional sentences type 2: review

Relative clauses

### SKILLS

- Reading for general and specific information about English as a means of international communication
- Discussing experiences in learning and using English
- Listening for general and specific information about some students' experiences in learning and using languages
- Writing a paragraph about the uses of English in everyday life

### COMMUNICATION

Interviewing to build up an English learner profile

## Objectives:

By the end of this unit, students can:

- use the lexical items related to languages and language use and learning
- identify the correct tones for new and known information and say sentences with the correct intonation
- use conditional sentences type 2 correctly and appropriately
- use relative clauses correctly and appropriately
- read for general and specific information about English as a means of international communication
- discussing experiences in learning and using English
- listen for general and specific information about some students' experiences in learning and using languages
- write a paragraph about the uses of English in everyday life

## GETTING STARTED

### English club

### Introduction

Before Ss open their books, review the previous unit by asking two Ss to go to the board, each writing five compound nouns they have learnt/known. Give comments and correct any mistakes if needed.

Write the Unit title on the board '*English in the world*'. Elicit any information Ss know about the English language by asking what they know about the characteristics of the English language.

Let Ss open their books.

- 1 Play the recording and have Ss follow along. After that, Ss can compare their ideas with the information in the conversation. Ask Ss questions about the pictures:

E.g. *Where are Duong and Vy? Who is standing at the board? What are they talking about?*

Ask Ss to guess what the topic of the conversation is and where it takes place. T may also ask Ss to tell about the English club they have taken part in:

*Do you take part in an English club?*

*When is it? Where is it?*

*What is special about it?*

- a** Read the conversation again and find the nouns of the adjectives *simple* and *flexible*.

## REMEMBER!

Nouns are often formed by adding suffixes to adjectives. Two suffixes which are often added to adjectives to form nouns are *-ness* and *-ity*.

**Example:**

open → openness  
similar → similarity



Adjective	Noun
simple	
flexible	

- b** Convert these adjectives into nouns. You may use a dictionary.

Adjective	Noun
sad	sadness
dark	
stupid	
popular	
happy	
punctual	

- c** Read the conversation again and choose the correct answers.

- Which language is most spoken as a first language in the world?  
A. English      B. Chinese      C. Vietnamese
- English has about \_\_\_\_\_ words and technical terms.  
A. 500,000      B. 300,000      C. 800,000
- The \_\_\_\_\_ of form makes English easy to learn.  
A. simplicity      B. flexibility      C. openness
- One of the reasons why the vocabulary of English is open is that it has \_\_\_\_\_.  
A. a lot of words      B. many varieties  
C. borrowed many words
- Some English verbs are \_\_\_\_\_ their nouns or adjectives.  
A. very different from      B. the same as  
C. changed according to

- 2** Match the words/phrases in column A with the definitions in column B.

A	B
1. first language	a. a way of pronouncing the words of a language that shows which country or area a person comes from
2. second language	b. this language is generally used in the government, public administration, law and the education system
3. official language	c. the language that you learn to speak from birth
4. accent	d. a regional form of a language in which some words and grammar differ slightly from the standard form of the same language
5. dialect	e. a language that you learn to speak well and that you use for work or at school, but that is not the language you learned first at home

- 3** Match the beginning of each sentence (1-6) to its ending (a-f).

A	B
1. English is	a. learning English worldwide.
2. The British Council estimates that about 375 million people speak	b. all contributed to the growth of English.
3. At present, over a billion people are	c. English regularly as a second language.
4. Immigration, new technologies, popular culture and even war have	d. though all can be understood, more or less, by speakers of other varieties.
5. Nowadays, there are many varieties of English all over the world such as	e. British English, American English, Australian English, Indian English, etc.
6. There are many differences in accents and dialects between varieties of English	f. used as a first language in at least 75 countries around the world.

- 4** Work in pairs. Ask and answer questions about the English language using the information from 3.

**Example:**

How many countries around the world use English as their first language?

At least 75 countries.



- a** Tell Ss to refer to the conversation to find the nouns of the adjectives *simple* and *flexible*. Ask them to pay attention to how to form the nouns from these adjectives.

**Key:** simplicity flexibility

- b** Ask Ss to convert the adjectives given into nouns. Remind them to use a dictionary to check.

**Key:**

Adjective	Noun
sad	sadness
dark	darkness
stupid	stupidity
popular	popularity
happy	happiness
punctual	punctuality

- c** First, have Ss work independently. Then allow them to share answers before discussing as a class. Call on some Ss to give explanations for their answers.

**Key:**

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

- 2** Ss work independently, and then share their answers with one or more partners. T may ask for translation of the words/phrases in the table to check their understanding. With a stronger class, T may wish to ask Ss to find some examples in real life with the words/phrases in the table.

**Key:**

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

- 3** Have Ss work independently and then share their answers with one or more partners. T may help with the words/phrases that Ss do not know the meaning of in the sentences. If time allows, have some Ss read out loud the sentences.

**Key:**

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

- 4** First, model this activity with a more able student. Then ask Ss to work in pairs. Go around to provide help. Call on some pairs to practise in front of the class.

# A CLOSER LOOK 1

## Vocabulary

**1** Match the words/phrases in column A with the definitions in column B.

A	B
1. bilingual	a. not as good at a language as you used to be because you have not used it for a long time
2. fluent	b. able to speak two languages equally well because you learned them as a child
3. rusty	c. know just enough of a language for simple communication
4. pick up a language	d. learn a language by practising it, rather than by learning it in a class
5. reasonably	e. able to speak, read or write a language easily, quickly, and well
6. get by in a language	f. to a degree that is fairly good, but not very good

**2 a** Choose the correct words in the following phrases about language learning.

- be bilingual in/at the language
- be reasonably good on/at the language
- can get to/by in the language
- be fluent at/in the language
- can't speak a word of/with the language
- can speak the language, but it's a lot/bit rusty
- pick up/off a bit of the language on holiday

**b** Choose phrases from **2a** to make sentences about yourself or people you know.



I picked up a bit of Thai on holiday in Phuket. I can say 'sawadeeka', which means 'hello'.

**3 a** Match the words/phrases in column A with the words/phrases in column B to make expressions about language learning.

A	B
1. know what a	a. other speakers
2. have	b. the meaning of a word
3. make	c. your first language
4. guess	d. mistake
5. imitate	e. word means
6. translate from	f. in a dictionary
7. correct a	g. mistakes
8. look up a word	h. an accent

**b** Fill the blanks with the verbs in the box.

guess    know    have    make  
translate    correct    imitate    look up

If you don't (1) \_\_\_\_\_ what a word means, try to (2) \_\_\_\_\_ the meaning, or (3) \_\_\_\_\_ the word in your dictionary. All foreign speakers (4) \_\_\_\_\_ an accent, but that doesn't matter. To make your pronunciation better, listen to English speakers and try to (5) \_\_\_\_\_ them. Don't worry if you (6) \_\_\_\_\_ mistakes or don't try to (7) \_\_\_\_\_ a mistake – that's normal! It's often useful to (8) \_\_\_\_\_ words from one language to the other, but it's best when you can start to think in the new language.

## A CLOSER LOOK 1

### Vocabulary

- 1** Ss work independently and then share their answers with a partner. T may ask for translation of the words/phrases in the first column to check their understanding. With a stronger class, T may wish to ask Ss to make sentences with the expressions.

Key:

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

- 2 a** Ss do the exercise individually. Check their answers as a class. Confirm the correct answers.

Key:

2. at      3. by      4. in      5. of      6. bit      7. up

- b** Ss write sentences with the phrases from **2a**. Ask some Ss to say their sentences in front of the class. Other Ss give comments. If time allows, call on two Ss to write their sentences on the board. Other Ss give comments. Confirm the correct sentences.

- 3 a** First, have Ss work individually to match the words/phrases. Then allow them to share their answers before checking with the whole class. T may ask for translation of the phrases in the box to check their understanding. With a stronger class, T may wish to ask Ss to make some example sentences with the words/phrases.

Key:

1. e      2. h      3. g      4. b      5. a      6. c      7. d      8. f

- b** Ss work independently to complete the passage. Check the answers as a class.

Key:

1. know      2. guess      3. look up      4. have  
5. imitate      6. make      7. correct      8. translate

## Pronunciation

### Tones in new and known information

- 4** Listen and repeat, paying attention to the tones of the underlined words in each conversation.

- A: I'd like some oranges, please.  
B: But we don't have any oranges.
- A: What would you like, sir?  
B: I'd like some oranges.
- A: I'll come here tomorrow.  
B: But our shop is closed tomorrow.
- A: When is your shop closed?  
B: It is closed tomorrow.



## REMEMBER!

In conversation, we often refer to something which has been mentioned before. This is *known* information, and the voice normally goes up at the end. We also tell the listener things we have not mentioned before. This is *new* information, and the voice normally goes down at the end.

### Example:

- A: I need some oil.  
B: But we've run out of oil.
- A: What do you need?  
B: I need some oil.



## Look out!

When we are referring to something in the conversation, we do not have to repeat exactly the same words. In this conversation, the voice goes up on the words/phrases that are replaced.

### Example:

- A: I'm from Viet Nam.  
B: Really, my wife's from there. ↗

In this conversation, the voice goes up on 'from there' because in this context it means 'Viet Nam', so it is something which has been mentioned before.



- 6** Read the conversation. Does the voice go up or down on the underlined words? Draw a suitable arrow at the end of each line. Then listen, check and repeat.

- A: What make of TV shall we buy?  
B: Let's get the Samsung.  
A: I think we should get the Sony. It's really nice.  
B: (trying to persuade A to buy a Samsung) But the Samsung is nicer.  
A: But the Sony has a guarantee.  
B: They both have a guarantee.  
A: How much is the Sony?  
B: It's \$600.  
A: It's too expensive.  
B: I know it's expensive, but it's of better quality.  
A: (trying to persuade B to buy a Sony) They're both of good quality.

- 5** Listen to the conversations. Do you think the voice goes up or down at the end of each second sentence? Draw a suitable arrow at the end of each line.

- A: Tom found a watch on the street.  
B: No. He found a wallet on the street.
- A: Where did Tom find this watch?  
B: He found it on the street.
- A: Let's have some coffee.  
B: But I don't like coffee.
- A: Let's have a drink. What would you like?  
B: I'd like some coffee.
- A: This hat is nice.  
B: I know it's nice, but it's expensive.
- A: This bed is big.  
B: I know it's big but that one's bigger.



## Pronunciation

### Tones in new and known information

- 4 Play the recording and ask Ss to listen and repeat the sentences, paying attention to whether the voice on the underlined word in each sentence goes up or down. T may play the recording as many times as necessary. Explain the rule in the **REMEMBER!** box and ask some Ss to give some more examples.



#### Audio script:

1. A: I'd like some oranges, please.  
B: But we don't have any oranges.
2. A: What would you like, sir?  
B: I'd like some oranges.
3. A: I'll come here tomorrow.  
B: But our shop is closed tomorrow.
4. A: When is your shop closed?  
B: It is closed tomorrow.

- 5 Play the recording and ask Ss to listen to the conversation, paying attention to whether the voice of each second sentence goes up or down. Ask some Ss to give their answers and then play the recording again for Ss to listen, check and repeat. T may play the recording as many times as necessary.



#### Key + Audio script:

1. A: Tom found a watch on the street.  
B: No. He found a wallet on the street.
2. A: Where did Tom find this watch?  
B: He found it on the street.
3. A: Let's have some coffee.  
B: But I don't like coffee.
4. A: Let's have a drink. What would you like?  
B: I'd like some coffee.
5. A: This hat is nice.  
B: I know it's nice, but it's expensive.
6. A: This bed is big.  
B: I know it's big but that one's bigger.

- 6 First, ask Ss to work in pairs to practise reading aloud the conversation and identify whether the voice on the underlined word in each sentence goes up or down. Then play the recording. Ss listen and draw suitable arrows. T may pause after each sentence and ask them to repeat chorally. Correct their pronunciation if necessary.



#### Key + Audio script:

- A: What make of TV shall we buy?  
B: Let's get the Samsung.  
A: I think we should get the Sony. It's really nice.  
B: But the Samsung is nicer.  
A: But the Sony has a guarantee.  
B: They both have a guarantee.  
A: How much is the Sony?  
B: It's \$600.  
A: It's too expensive.  
B: I know it's expensive, but it's of better quality.  
A: They're both of good quality.

## A CLOSER LOOK 2

### Grammar

#### Conditional sentences type 2: review

- 1 a** Read this sentence from the conversation in **GETTING STARTED**. Do you remember when we use conditional sentences type 2?

**Duong:** Yeah, if there weren't so many words, it would be easier for us to master it!

#### Look out!

In a formal context, we normally use *were* instead of *was*:

If I were you, I would think more carefully about the job. (more formal)

If I was you, I would think more carefully about the job. (more informal)



- b** Write **Yes** or **No** to answer the questions about each sentence.

- If Tien had an IELTS certificate, he would get the job.  
Does Tien have an IELTS certificate? \_\_\_\_\_
- If our English teacher weren't here, we wouldn't know what to do.  
Is the English teacher here now? \_\_\_\_\_
- If we went to England this summer, we would have the chance to pick up a bit of English.  
Is it possible that they will go to England this summer? \_\_\_\_\_
- English would be easy to master if it didn't have such a large vocabulary.  
Is English easy to master? \_\_\_\_\_
- If she used English more often, her English wouldn't be so rusty.  
Does she often use English? \_\_\_\_\_

- 2** Rewrite the sentences using the conditional sentences type 2.

**Example:**

Peter has such a lot of English homework that he won't go to the party.

→ If Peter didn't have such a lot of English homework, he would go to the party.

- I don't feel confident at interviews because my English is not very good.  
If my English \_\_\_\_\_.
- Minh doesn't read many English books because she doesn't have time.  
If Minh \_\_\_\_\_.
- I think you should spend more time improving your pronunciation.  
If I were \_\_\_\_\_.
- Mai is so good at the language because she has some friends who are native speakers of English.  
If Mai didn't have \_\_\_\_\_.
- We can't offer you the job because you can't speak English.  
If you could speak \_\_\_\_\_.

#### Relative clauses

- 3 a** Read part of the conversation from **GETTING STARTED**. Pay attention to the underlined part.

**Teacher:** Question one: Is English the language which is spoken as a first language by most people in the world?

#### REMEMBER!

A relative clause is introduced by a relative pronoun such as **who, whom, which, that, whose, where, why** and **when**.



## A CLOSER LOOK 2

### Grammar

#### Conditional sentences type 2: review

- 1 a** Ask Ss to study part of the conversation. Draw Ss' attention to how conditional sentences type 2 are formed and used by analysing the underlined part of the sentence. Draw Ss' attention to the notes and the examples in the **Look out!** box. Then ask some more able Ss to give some examples to illustrate.
- b** First, have Ss work independently, then ask them to share their answers with one or more partners. Ask some Ss to say their answers aloud. Give comments, and make any correction if necessary.

**Key:**

1. No                      2. Yes                      3. No                      4. No                      5. No

- 2** Have Ss work independently to write the sentences. If there isn't much time or Ss are not so strong, allocate one or two sentences per student. Then ask them to share their answers with a partner. Ask some Ss to write their sentences on the board and discuss as a class. Give comments and make any corrections.

**Key:**

1. If my English were/was good, I would feel confident at interviews.
2. If Minh had time, she would read many English books.
3. If I were you, I would spend more time improving my pronunciation.
4. If Mai didn't have some friends who were/are native speakers of English, she wouldn't be so good at the language.
5. If you could speak English, we would offer you the job.

#### Relative clauses

- 3 a** Ask Ss to read part of the conversation from **GETTING STARTED**, paying attention to the underlined clause. Then have Ss read the **REMEMBER!** box and explain to Ss the words that are used to introduce a relative clause. Ask Ss to make some examples to illustrate.

**b** When do we use relative clauses? Can you think of any rules?

**We use relative clauses to give extra information about something/someone or to identify which particular thing/person we are talking about.**

Relative pronoun	Example
<i>which</i> (for things and animals)	<i>The book <b>which</b> I liked was the detective story.</i>
<i>who</i> (for people)	<i>The girl <b>who</b> is wearing a blue shirt is Mai.</i>
<i>whom</i> (for people as the object of the relative clause)	<i>That's the boy <b>whom</b> we saw at school yesterday.</i>
<i>when</i> (for time)	<i>Do you remember the day <b>when</b> we first met, darling?</i>
<i>where</i> (for places)	<i>This is the place <b>where</b> they filmed Star Wars.</i>
<i>why</i> (for reasons)	<i>That's the reason <b>why</b> he failed.</i>
<i>whose</i> (for possession)	<i>That's the man <b>whose</b> dog we found.</i>
<i>that</i> (for people, things, animals and times)	<i>Where's letter <b>that</b> came yesterday? The people <b>that</b> I spoke to were very helpful. We moved here the year <b>that</b> my uncle died.</i>

**4** Circle the correct word. Sometimes more than one answer is possible.

- That's the boy *who/whom/that* is bilingual in English and Vietnamese.
- This is the room *which/who/where* we are having an English lesson this evening.
- The girl *who/whose/which* father is my English teacher is reasonably good at English.
- Do you remember the year *where/when/that* we started to learn English?
- The teacher *whom/which/who* you met yesterday is fluent in both English and French.
- That's the reason *where/when/why* his English is a bit rusty.

**5** Write true sentences about yourself. Then share them with your partner. How many things do you have in common?



I would like to:

- have a friend who ...
- go to a country where ...
- buy a book which ...
- meet a person whose ...
- do something that ...

**Look out!**

We normally use *who* instead of *whom* (except in a formal context) even when it is the object of the relative clause. However, we always use *whom* after a preposition. In informal contexts, we usually put the preposition at the end of the clause and use *who*.

*Is that the boy **who** we saw at school yesterday?*

*This is the woman **with whom** Mary is sharing the room. (more formal)*

*This is the woman **who** Mary is sharing the room **with**. (more informal)*

We can replace *where/when* with a preposition + *which*. In informal contexts, we put the preposition at the end of the clause.

*The house **where/in which** he lived as a child is somewhere around here.*

*The house **which** he lived **in** as a child is somewhere around here.*

*Do you know the year **when/in which** the steam engine was invented?*

*Do you know the year **which** the steam engine was invented **in**?*



**6** Rewrite these sentences as one sentence using a relative clause.

- My friend plays the guitar. He has just released a CD.  
*My friend **who/that** plays the guitar has just released a CD.*
- Parts of the palace are open to the public. It is where the queen lives.  
\_\_\_\_\_.
- English has borrowed many words. They come from other languages.  
\_\_\_\_\_.
- I moved to a new school. English is taught by native teachers there.  
\_\_\_\_\_.
- I don't like English. There are several reasons for that.  
\_\_\_\_\_.
- The new girl in our class is reasonably good at English. Her name is Mi.  
\_\_\_\_\_.

- b** Ask Ss to study the rules in the grammar box. Draw Ss' attention to the use of relative clauses by analysing the examples in the grammar box in **3b**. Then ask the more able Ss to give some further examples.
- 4** Ask Ss to do the exercise individually. Remind them to look back to the **REMEMBER!** box and the grammar box in **3b**. Then have Ss compare their answers in pairs before checking with the whole class.

**Key:**

1. who/that    2. where    3. whose    4. when/that    5. whom/who    6. why

- 5** Have Ss work independently, writing true sentences about themselves. Then ask them to share their sentences with one or more partners to find out how many things they have in common. Ask some Ss to say their sentences aloud. Give comments, and make any corrections if needed. If time allows, have some Ss write their sentences on the board before checking as a class.
- 6** Before allowing Ss to do Exercise **6**, ask them to study the rules in the **Look out!** box. Then have Ss work independently. Ask them to share their answers with a partner. Ask some Ss to say their answers aloud. Give comments, and make any corrections.

**Key:**

2. Parts of the palace where/in which the queen lives are open to the public.  
3. English has borrowed many words which/that come from other languages.  
4. I moved to a new school where/in which English is taught by native teachers.  
5. There are several reasons why I don't like English.  
6. The new girl in our class, whose name is Mi, is reasonably good at English.

# COMMUNICATION

## 1 Make notes about yourself.

ENGLISH LEARNER PROFILE	You	Your partner
1. How long have you been learning English?		
2. What do you remember about your first English classes?		
3. What exams have you taken in English?		
4. Why are you interested in learning English now?		
5. Which English-speaking countries would you like to visit?		
6. What do you think is your level of English now?		
7. How can you improve your English outside class?		
8. For what purposes would you like to use English in the future?		
9. What do you like about the English language?		
10. What don't you like about the English language?		



## 2 Work in pairs. Take turns to ask and answer the questions in 1. Make notes about your partner. How many things do you have in common?

## 3 Work in groups. Tell your group the things that you and your partner have in common.



'One thing we have in common is that we both want to study English at an overseas university. I'm interested in going to Australia and Mi is interested in the US.'



## COMMUNICATION

### Introduction

Before Ss open their books, ask them to work in groups to discuss the question ‘*What do you think are the best ways to master English?*’ and ‘*What are the things that you like and don’t like about the English language?*’ Elicit Ss’ answers. Remember that this is a fluency stage of the unit with a primary goal of communication. Do not focus on accuracy at this time. Reward successful attempts at communication.

- 1** Give Ss about 10 minutes to work independently, making notes about themselves by answering the questions in the table in **1**.
- 2** Now ask Ss to work in pairs, taking turns to ask and answer the questions in **1**. Remind them to make notes on what their partners say in the table in **1**. Then ask each of them to identify how many things they have in common with their partners.  
For a change, have Ss role-play in pairs. One student is a reporter, and the other is a student. The reporter is gathering information about learners of English. Ask for volunteer pairs to role-play in front of the class. In this case, Ss should focus on only three of the questions from the survey. Make sure Ss don’t simply read from their books – they should be in character. Give them lots of encouragement and praise for their communicative efforts.
- 3** Now put two pairs together to work in groups of four, reporting on the things that they and their partners have in common. T moves around the class to listen to the discussions and provide help only if necessary. If time allows, ask some groups to present their findings in front of the class. This may lead to a natural, whole-class discussion. If this happens, encourage it.

# SKILLS 1

## Reading

**1** Read the following text about English as a means of international communication. Look at the words in the box, then find them in the text and underline them. What do they mean?

settlement      immersion  
derivatives      establishment      dominant

**1** English has become a global language thanks to its establishment as a mother tongue in all continents of the world. The English language mainly owes its dominant status in the world to two factors. The first is the export of the language, which began in the 17<sup>th</sup> century, with the first settlement in North America. The second was the great growth of population in the United States, which was assisted by massive immigration in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

**2** Nowadays, more and more people around the world are learning English as a second language and the way that they study it is changing. In some countries, English immersion schools have been built to create all-English environments for English learners. In these 'English communities', learners do all their school subjects and everyday activities, such as ordering food at the canteen, in English.

**3** However, these new English speakers are not only learning the English language but they are also changing it. There are hundreds of types of English in the world today, such as 'Singlish', a mix of English, Malay, Mandarin, etc or 'Hinglish', the Indian mix of English and Hindi. New words are being invented every day all over the world due to the free admissions of words from other languages and the easy creation of compounds and derivatives.

**2 a** Read the text again and match the headings (a-c) to the paragraphs (1-3).

- a. A changing language
- b. A global language
- c. Learning English almost 24 hours a day

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

1. What has given the English language its dominance in the world today?
2. What was the great growth of population in the United States in the 19<sup>th</sup> and 20<sup>th</sup> centuries assisted by?
3. What do English learners do in English immersion schools?
4. What is *Hinglish*?
5. How are new English words being invented every day all over the world?

## Speaking

**3** Put the list of ways to improve your English in order of importance for you. Can you add any more ideas?

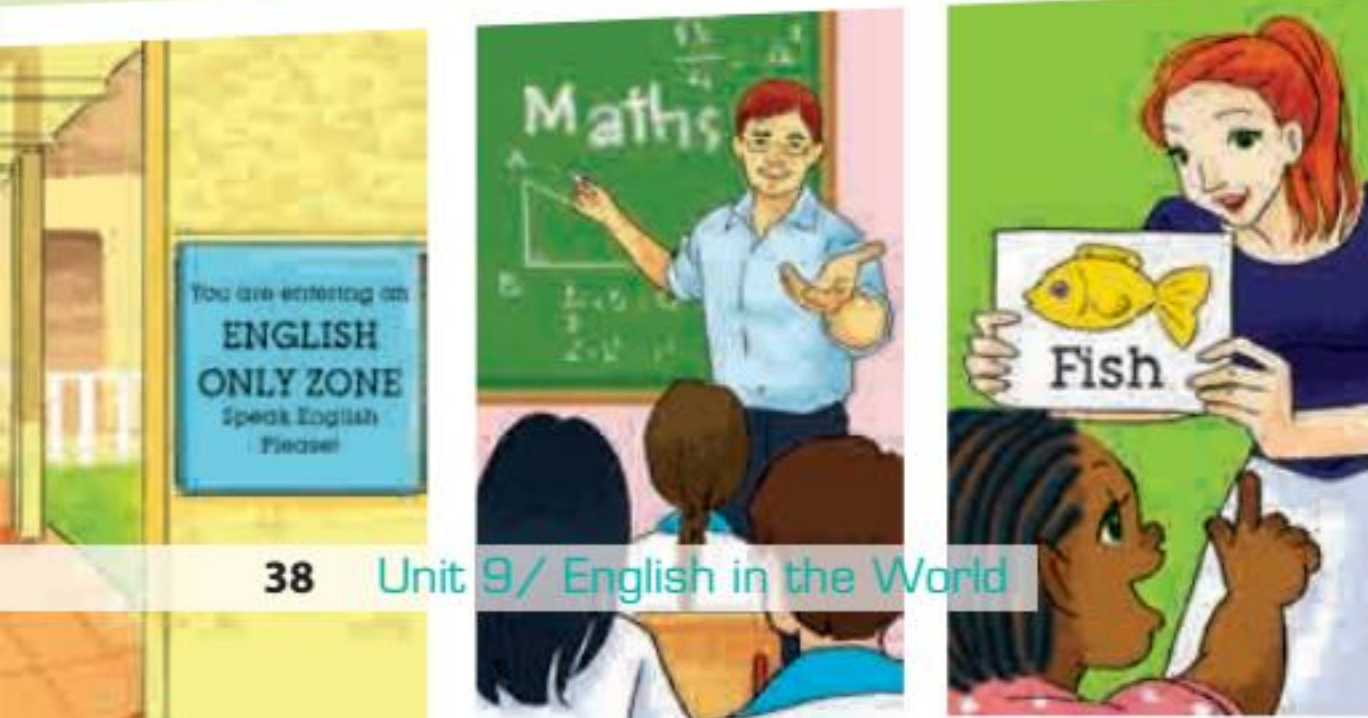
- ☐ a. taking tests
- ☐ b. memorising English vocabulary
- ☐ c. writing emails and texts
- ☐ d. speaking for fluency and not being corrected all the time
- ☐ e. listening to songs in English
- ☐ f. reading English social media websites
- ☐ g. writing essays
- ☐ h. imitating English pronunciation

**4** Work in groups. Compare your lists. Explain your order.

**5** Work in pairs. Take one of the ideas from **3** and think about how you can achieve it.

*Example:*

- A: I think we should try to imitate English pronunciation.
- B: So then we should watch English videos online.
- A: Good idea. We can pause the video and repeat.
- B: We can even record ourselves and play it back.



## SKILLS 1

### Reading

#### Introduction

Before Ss open their books, ask them to work in groups to discuss either of these questions:

##### 1. *Who owns English?*

Ss may look somewhat confused by this question. If so, give them more guidance: 'Which countries speak English around the world?', 'Does the English language belong to England? If not, why not?', 'Is the English language changing? If so, how?'

The aim is to get Ss to realize that English is global now and that there isn't one "correct" form of English anymore, but many varieties of English.

##### 2. *Does 'Vietglish' exist?*

If necessary, explain that this is a blend of Vietnamese and English. Give some guidance: 'Can you think of any words or phrases which blend the two languages?', 'Is this increasing in Viet Nam? If so, why?', 'Can you invent some new "Vietglish" words or expressions?'

**1** Now open the books and ask Ss to scan the text to find the words: *settlement*, *immersion*, *derivatives*, *establishment* and *dominant*. T may help Ss work out the meanings of these words out of the context.

- *settlement* (n) = the process of people making their homes in a place
- *immersion* (n) = the language teaching method in which people are put in situations where they have to use the new language for everything
- *derivatives* (n) = words that have been developed from other words
- *establishment* (n) = the act of starting or creating something that is meant to last for a long time
- *dominant* (adj) = more important, powerful or noticeable than other things

**2 a** First, have Ss work independently, reading through the text and choosing a suitable heading for each paragraph. Then allow them to share their answers before checking with the whole class.

Key: 1. b                      2. c                      3. a

**b** T may set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare their answers in pairs before discussing them as a class.

- Key:
1. It is the export of the English language and the great growth of population in the United States that has led to its dominance in the world today.
  2. Mass immigration.
  3. They do all their school subjects and everyday activities in English.
  4. It is a blend of English and Hindi words and phrases.
  5. They are being invented every day all over the world due to the free admissions of words from other languages and the easy creation of compounds and derivatives.

### Speaking

**3** First, give Ss 5 minutes to put their own list in order of importance. Encourage Ss to think of the reasons for their order. They may add other methods they use that aren't on the list.

**4** Now in small groups, Ss compare their lists and explain their order to group members. Go around to provide help. Call on some Ss to present their top three methods and the reasons for it. Other groups listen and give comments.

**5** Ask Ss to work in pairs, taking one of the ideas in **3** and discussing the way to achieve it. Move around to provide help. Call on one pair to present their ideas. Ask other pairs to add to the list.

Alternatively, T may organise a quick game. In 5 minutes, pairs write down as many ways to achieve the goal as possible. When the time is up, call on the pair with the most ideas to present their answers. Other pairs add to the list.

## SKILLS 2

### Listening



- 1** Listen to four different people talking about speaking and learning languages. Match the summaries (A-E) to each speaker. There is one extra summary.

A. She can speak Spanish, French, and English fluently.

Speaker 1

B. He decided to learn English properly after a holiday in England.

Speaker 2

C. A friend advised her to come to England to learn English.

D. She had to learn English because she works for a multinational company.

Speaker 3

E. The reason why he is good at German is that he lives near the border.

Speaker 4

- 2** Listen to the extracts again and answer the questions.

1. What did Speaker 1 do last summer?
2. How can Speaker 2 speak Italian?
3. What was Speaker 3's level of English in the past?
4. What did Speaker 3 do while travelling around England?
5. What did Speaker 4 think of her English learning?

### Writing

- 3** Make notes of four uses of English in your daily life and give an explanation/example for each of them. Then compare your list with a partner.

What I use English for	Explanation
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

- 4 a** Use your notes in **3** to write about what you use English for in your daily life.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- b** Swap your writing with a partner and review each other's drafts. Make revisions and corrections if necessary. Then present your final writing to the class.

## SKILLS 2

### Listening

- 1** Ask Ss to read the instruction carefully. Have Ss read the summaries and underline the key words in each. Play the recording and ask Ss to match the summaries to the speakers. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.

**Key:** Speaker 1: **E** Speaker 2: **A** Speaker 3: **B** Speaker 4: **D**



#### Audio script:

- Speaker 1 (male):** My first language is French, but I live near the border, so I'm reasonably good at German. I can also get by in Italian. We went to Rome last summer and I picked up the basics.
- Speaker 2 (female):** My mother is Spanish and my father is French so I'm bilingual. I'm also fluent in English which I need for my job. I can have a conversation in Italian, but it's a bit rusty.
- Speaker 3 (male):** I used to be quite bad at English. I knew a few words of everyday English that I learned at school, but I couldn't speak a word of anything else. Last summer, I went to England on holiday. While I was travelling around the country, I picked up enough words and phrases to get by. I was told that my pronunciation was quite good, so when I got home I decided to learn English properly.
- Speaker 4 (female):** Last year, I got a job in a multinational company, so I had to learn English. A friend recommended an English centre and I have been going there for six months. I always enjoy the lessons and the language is taught in a communicative way. I think that I've learned a lot since I started. It's not all fun, though - at the moment I'm studying for my first exam!

- 2** First, ask Ss to work in pairs to answer the questions from the information they have heard in **1**. Then play the recording again and allow Ss to check if their answers are correct.

- Key:**
1. He went to Rome.
  2. She can have a conversation in Italian, but it's a bit rusty.
  3. He used to be quite bad at English.
  4. He picked up enough words and phrases to get by.
  5. She thinks that she has learned a lot since she started an English course at an English centre.

### Writing

- 3** Ask Ss to work individually making notes of up to four uses of English in their daily life and giving an explanation/example for each of them in the given table. Remind them that they do not have to write full sentences and they can use abbreviations and note-form. Then ask Ss to share their notes with their partners. T may ask some more able Ss to read out their notes to the whole class.
- 4 a+b** Set up the writing activity. Brainstorm the language necessary for their writing with Ss: an introduction paragraph, organising ideas using connectors – *Firstly, Secondly, Finally*, providing examples to illustrate the points.

Ask Ss to write the draft first and then swap their writing with a partner. Based on the comments, have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups on big pieces of paper. T may display all or some of the leaflets on the wall/notice board. Other Ss and T give comments. Ss edit and revise their writing as homework.

#### Sample writing:

I use English for different purposes in my everyday life. Firstly, English helps me communicate with people all over the world. I have made friends with some students from the UK and Australia. I use English to chat with them about many things. Secondly, English helps me get information and improve my knowledge. Because almost any information is available in English, it is easy for me to get access to all sources of information with my English. Finally, English is useful when I want to go abroad to study. A lot of schools and universities in different countries which provide scholarships and courses in English. I am learning English hard to get an IELTS score of 6.5 so that next year I can go to Australia to study. In conclusion, English is useful for me in various ways.

## LOOKING BACK



### Vocabulary

#### 1 Underline the correct word in each sentence.

- I'm from Viet Nam. My *first/foreign* language is Vietnamese.
- She spoke English with a strong *accent/intonation* that I couldn't understand.
- The Yorkshire *dialect/language* is one of many in England.
- Most students learned English as their *official/second* language.
- Canada has two *foreign/official* languages: English and French.

#### 2 Read what three people say about speaking languages. Fill each blank with a phrase in the boxes.

can also get by   am reasonably good   picked up

My first language is Vietnamese, but I live in a neighbourhood where there are a lot of English families, so I (1)\_\_\_\_\_ at English. I (2)\_\_\_\_\_ in French. We went to Paris last summer and I (3)\_\_\_\_\_ the basics.

also fluent in  
am bilingual

can have a conversation  
it's a bit rusty

I (4)\_\_\_\_\_ because my father is French and my mother is Spanish. I'm (5)\_\_\_\_\_ English because I work in a multinational company. I (6)\_\_\_\_\_ in Italian, but (7)\_\_\_\_\_.

know a few words   can't speak a word   am quite bad at

To be honest, I (8)\_\_\_\_\_ languages. I (9)\_\_\_\_\_ of English that I learned from my grandfather, but I (10)\_\_\_\_\_ of anything else.

#### 3 Rewrite these sentences using the words/phrases in brackets.

- I don't know any French. (speak a word)  
I \_\_\_\_\_.
- I learned a few words of English on holiday. (picked)  
I \_\_\_\_\_.
- My brother can speak Italian very well. (fluent)  
My \_\_\_\_\_.
- I can speak both English and French perfectly. (bilingual)  
I'm \_\_\_\_\_.
- I speak enough German for holidays. (get by)  
I \_\_\_\_\_ on holiday.
- I haven't practised my Russian for a long time. (rusty)  
My \_\_\_\_\_.

#### 4 Use the words from the box to complete the sentences.

mistakes   imitate   corrects   translate  
look up   accent   communicate   guess

It's normal to have a(n) (1)\_\_\_\_\_ when we speak English. It's OK – other people can usually understand us. It's a good idea to listen to CDs or watch DVDs and try to (2)\_\_\_\_\_ other speakers to make your pronunciation better. If you see a new word and you don't know what it means, you can sometimes (3)\_\_\_\_\_ the meaning from words you know, or you can (4)\_\_\_\_\_ the word in a dictionary. A lot of good English learners try not to (5)\_\_\_\_\_ things from their first language. Translation is sometimes a good idea, but try to think in the foreign language if you can! It's normal to make (6)\_\_\_\_\_. When your teacher (7)\_\_\_\_\_ a mistake in your writing or speaking, think about it and try to see why it's wrong. But it's more important to (8)\_\_\_\_\_, so don't be afraid to speak!

### Grammar

#### 5 Put the correct relative pronoun in each sentence.

*Example:* That's the dog <sup>which</sup> ate our dinner.

- Those are the stairs I broke my arm.
- There's a shop you can buy English books and CDs.
- The English couple live next to us can get by in Vietnamese.
- There's a shop near my house sells cheap DVDs.
- Look up the new words in the dictionary has just been published by Oxford University Press.

## LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help you and your Ss see how far they have progressed, and which areas need further practice.

The questions in **LOOKING BACK** match the **Finished!** self-assessment statements at the end of this lesson. Ss should check how well they did at each question and use that information when filling in the self-assessment.

## Vocabulary & Grammar

For **1, 2, 3, 4** and **5**, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

For exercise **3**, T may ask some Ss to write their sentences on the board and give necessary correction.

Key:

**1**

1. first      2. accent      3. dialect      4. second      5. official

**2**

1. am reasonably good      2. can also get by      3. picked up  
4. am bilingual      5. also fluent in      6. can have a conversation  
7. it's a bit rusty      8. am quite bad at      9. know a few words  
10. can't speak a word

**3**

1. I can't speak a word of French.  
2. I picked up a few words of English on holiday.  
3. My brother is fluent in English.  
4. I am bilingual in English and French.  
5. I can get by in German on holiday.  
6. My Russian is a bit rusty.

**4**

1. accent      2. imitate      3. guess      4. look up  
5. translate      6. mistakes      7. corrects      8. communicate

**5**

2. Those are the stairs **where** I broke my arm.  
3. There's a shop **where** you can buy English books and CDs.  
4. The English couple **who/that** live next to us can get by in Vietnamese.  
5. There's a shop near my house **which/that** sells cheap DVDs.  
6. Look up the new words in the dictionary **which/that** has just been published by Oxford University Press.

## Communication

**6** Choose A-E to complete the following conversation.  
Practise the conversation with your partner.

**Long:** I heard that you got an IELTS score of 8.0?

**Minh:** (1) \_\_\_\_\_

**Long:** Congratulations! Would you mind sharing with us your experience of learning English?

**Minh:** (2) \_\_\_\_\_

**Long:** How do you feel about your level of English now?

**Minh:** (3) \_\_\_\_\_

**Long:** Really? What things did you do to improve your English outside class?

**Minh:** (4) \_\_\_\_\_

**Long:** And how did you improve your pronunciation?

**Minh:** (5) \_\_\_\_\_

A. I can speak English comfortably in almost any situation.

B. I often listened to CDs and imitated the pronunciation.

C. Not at all.

D. That's right!

E. I read and listened a lot. I made friends and practised speaking English with native English speakers.

Finished! Now I can...

✓ ✓ ✓ ✓

- use lexical items related to languages and language use and learning
- identify the correct tones for new and known information and say sentences correctly
- use conditional sentences type 2 correctly and appropriately
- use relative clauses correctly and appropriately
- read for general and specific information about English as a means of international communication
- talk about experiences in learning and using English
- listen for general and specific information about some students' experiences in learning and using languages
- write a paragraph about the uses of English in everyday life

## PROJECT

### DIFFERENCES BETWEEN VARIETIES OF ENGLISH



BRITISH ENGLISH



VS AMERICAN ENGLISH

**1** Read the chart and fill the blanks with the words from the box.

soccer pavement highway rubbish nappy sweets flashlight underground



flat



apartment



(4) \_\_\_\_\_



sidewalk

taxi



cab

motorway



(5) \_\_\_\_\_

(1) \_\_\_\_\_



candies

(6) \_\_\_\_\_



subway

football



(2) \_\_\_\_\_

(7) \_\_\_\_\_



garbage

(3) \_\_\_\_\_



diaper

torch



(8) \_\_\_\_\_

**2** Choose two varieties of English. Write a similar chart showing the differences in vocabulary between them.

**3** Organise an exhibition of the charts you have made among your group or class members. Vote for the best.

## Communication

- 6 First, ask Ss to do the task individually to choose sentences (A-E) to complete the conversation. Then check their answers as a class. Finally, ask Ss to practise the conversation with their partners and call on some pairs to act out the conversation in front of the class

Key:

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

### Finished!

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

## PROJECT

### Differences between varieties of English

- 1 First, ask Ss to read the chart showing the differences in vocabulary between British English and American English and fill the blanks with the words from the box. Then allow them to share their answers before checking with the whole class.

Key:

1. sweets      2. soccer      3. nappy      4. pavement  
5. highway      6. underground      7. rubbish      8. flashlight

- 2 Ask each group to choose two varieties of English, and design a chart showing the differences in vocabulary between them. If time allows, T may let Ss complete the project in class. Otherwise, Ss can complete the project as homework.
- 3 When Ss have finished their charts, ask them to display them on the walls of the classroom. Have the Ss move around to look at all the charts and discuss them. Finally, ask the whole class to vote for the best one.

# REVIEW 3 (UNITS 7 - 8 - 9)

## LANGUAGE

### Pronunciation



**1 a** Mark the questions with falling, rising, or falling-rising arrows. Then listen, check, and repeat.



- A: What are you doing? Are you baking?  
 B: Yes. I'm trying a recipe for Japanese cotton cheesecake.  
 A: Japanese cotton cheesecake? Sounds strange.  
 B: Right, but my friends say it's really delicious.  
 A: Do they sell that kind of cake in bakeries?  
 B: Yes. But I want to make it myself.

**b** Mark the sentences with falling or rising arrows. Then listen, check, and repeat.

- A: This tour is cheap.  
 B: That tour is cheaper.  
 A: Let's book that tour today.  
 B: But the travel agent is closed today.  
 A: Tomorrow is fine.

## Vocabulary

**2** Fill each blank with a word/phrase from the box.

tender	bilingual	stew	jet lag	full board
garnish	excursion	official language	marinate	

- Remember to \_\_\_\_\_ the sliced beef in a little oil for half an hour before stir-frying. The beef will be \_\_\_\_\_ that way.
- I'm learning to \_\_\_\_\_ different dishes to make them more attractive.
- You should \_\_\_\_\_ the beef for an hour if you want your grandparents to have it.
- My best friend couldn't come to the party because she was suffering from \_\_\_\_\_ after her trip to the USA.
- Are you going on a(n) \_\_\_\_\_ with your class this Sunday?  
- Yes, we have one twice a year.
- Do you require half or \_\_\_\_\_?  
- Half, please.
- I was born in Viet Nam and grew up in France. I can speak both Vietnamese and French, so I'm \_\_\_\_\_.
- What's the \_\_\_\_\_ of Canada?  
- There are two: English and French.

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

- My brother trained to be a teacher, but then he decided to become a tour \_\_\_\_\_.
- If you want to pay a more \_\_\_\_\_ price, remember to book the tour two weeks in advance.
- My English is a bit \_\_\_\_\_. I haven't used it for years.
- My grandfather is 80 years old, and he's \_\_\_\_\_ in both French and English.
- There is nothing more boring than a seaside town in the low \_\_\_\_\_.
- To make a carrot cake for four people, you need 200 grams of \_\_\_\_\_ carrot.
- When you place food over boiling water to cook, it means you \_\_\_\_\_ it.
- Someone who is going past a particular place is a \_\_\_\_\_-by.

GUIDANCE

REASON

RUST

FLUENCY

SEASONAL

GRATE

STEAMER

PASS

## Introduction

The aim of this unit is to revise the language Ss have learnt and the skills they have practised in Units 7, 8, and 9.

Help Ss recall the vocabulary and language skills they have learnt in these units, and encourage them to contribute as much as possible.

## LANGUAGE

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

### Pronunciation

**1 a+b** Review the use of falling, rising, and falling-rising tones in *statement* questions, *finding out* questions, *making sure* questions, and sentences to show new and known information.

Ask Ss to do this exercise individually and then share their answers with a partner before giving T the answers. Play the recordings for Ss to check and repeat. Have some Ss read out the conversations with correct intonation. Give comments.



**Key + Audio script:**

- a** A: What are you doing? Are you baking?  
B: Yes. I'm trying a recipe for Japanese cotton cheesecake.  
A: Japanese cotton cheesecake? Sounds strange.  
B: Right, but my friends say it's really delicious.  
A: Do they sell that kind of cake in bakeries?  
B: Yes. But I want to make it myself.
- b** A: This tour is cheap.  
B: That tour is cheaper.  
A: Let's book that tour today.  
B: But the travel agent is closed today.  
A: Tomorrow is fine.

### Vocabulary

**2** Have Ss do this exercise in pairs. Check the answers as a class.

**Key:** 1. marinate; tender      2. garnish      3. stew      4. jet lag  
5. excursion      6. full board      7. bilingual      8. official language

**3** Ask Ss to work out what kind of word each blank needs to complete the sentence (e.g. noun, verb, adjective, etc.). Then have Ss complete the sentences individually. T can ask some Ss to write their answers on the board. Confirm the correct answers.

**Key:** 1. guide      2. reasonable      3. rusty      4. fluent  
5. season      6. grated      7. steam      8. passer

## Grammar

### 4 There is one mistake in the underlined words in these sentences. Find and correct it.

1. We had an excursion to the Lake Hudson, a man-made reservoir in Oklahoma, last Sunday.  
A B C D
2. Don't put too much garlic in the salad; two bunches are enough.  
A B C D
3. If you did more exercise, your muscles will be stronger.  
A B C D
4. Remember not to skip the breakfast because it's the most important meal.  
A B C D
5. I don't like to eat out because it isn't easy to find a restaurant which have good food and service.  
A B C D
6. She's fluent in both English and French, but her Vietnamese is rusty even though she is the Vietnamese American.  
A B C D

### 5 What would you say in these situations? Use conditional structures and the words given to write suitable sentences.

1. Your friend wants to widen his English vocabulary. You think it's best to read short stories in English. Give him some advice. (SHOULD)  
\_\_\_\_\_
2. Your sister wants to become a tour guide. Your mum thinks she can succeed if she learns more about history and culture. Here is what your mum says to her. (CAN)  
\_\_\_\_\_
3. Your cousin wants to improve her English and asks you which language centre she should go to. You think it's possible to choose either The Sun or The Shine. You tell her what you think. (MAY)  
\_\_\_\_\_
4. A friend asks you what you would do at a restaurant if you saw a fly in your soup. Answer his question. (IF)  
\_\_\_\_\_

5. Your brother and his friends are planning a one-day excursion for their class. They don't know where to go and ask you for advice. Tell them. (WERE)  
\_\_\_\_\_

### 6 Combine each pair of sentences to make a complete sentence, using a suitable relative pronoun.

1. Last holiday we stayed in a resort. Mi recommended it to us.  
→ \_\_\_\_\_
2. Some people talk too loudly in public places. I don't like them.  
→ \_\_\_\_\_
3. The dishes are so hot. My mother has cooked them.  
→ \_\_\_\_\_
4. Last year I visited a small town. They filmed *The Little Girl* there.  
→ \_\_\_\_\_
5. Ms Mai was my teacher. I will never forget her.  
→ \_\_\_\_\_

## Everyday English

### 7 Complete each short dialogue with a sentence in the box.

- A. I'm not into science.  
B. I can't wait to go camping with you again.  
C. But I'm starving. D. Lucky him.  
E. I can't picture her in traditional costume.

1. A: Hey, don't touch that! You have to wait for our grandparents before starting to eat.  
B: (1)\_\_\_\_\_. I haven't eaten anything this morning.
2. A: Why have you changed the channel?  
B: (2)\_\_\_\_\_. I prefer Eco-tourism on Channel 12.
3. A: Mi's giving a presentation on Vietnamese foods at an international conference. She's decided to wear *ao dai*.  
B: (3)\_\_\_\_\_. She usually wears casual clothes.
4. A: We are going camping this weekend. Would you like to join us?  
B: Great! (4)\_\_\_\_\_.
5. A: Phong is the winner of our English speaking contest. He has been given five million dong.  
B: (5)\_\_\_\_\_.

## Grammar

- 4 Have Ss read the sentences. Then ask them to find the mistake in each sentence, and write the corrected version of the sentence. Now have Ss compare their answers in pairs. Check their answers as a class.

**Key:**

- |                              |   |
|------------------------------|---|
| 1. B the Lake Hudson         | → Lake Hudson                               |
| 2. C bunches                 | → cloves                                    |
| 3. D will be                 | → would be                                  |
| 4. B the breakfast           | → breakfast                                 |
| 5. C have                    | → has                                       |
| 6. D the Vietnamese American | → a Vietnamese American/Vietnamese American |

- 5 Have Ss read the situations and write suitable sentences. Call on two Ss to write their sentences on the board. T and other Ss give comments. Correct any mistakes.

**Suggested answers:**

1. If you want to widen your English vocabulary, you **should** read short stories in English.
2. You **can** become a tour guide if you learn more about history and culture.
3. If you want to improve your English, you **may** go to either The Sun or The Shine language centres.
4. **If** I saw a fly in my soup, I would tell the manager.
5. If I **were** you, I would go to Song Nhi Resort.

- 6 Elicit from Ss the relative pronouns and their uses (e.g. who, whom, which, that, where). Ask Ss to do this exercise individually and compare their answers with a partner. Have some Ss read out their sentences. Correct any mistakes.

**Key:**

1. Last holiday we stayed in a resort **which/that** Mi recommended.
2. I don't like people **who** talk loudly in public places.
3. The dishes **which/that** my mother has cooked are so hot.
4. Last year I visited a small town **where/in which** they filmed *The Little Girl*.
5. Ms Mai was a teacher **whom/who** I will never forget.

## Everyday English

- 7 Elicit the meanings of the sentences in the box. Have Ss do this exercise in pairs. After checking their answers, ask one or two pairs to act out the short dialogues.

**Key:**

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. C | 2. A | 3. E | 4. B | 5. D |
|------|------|------|------|------|

## SKILLS

### Reading

- 1** Read Mi's email to Nick and do the exercises that follow.

**From:** mi@quickmail.com

**To:** nick@quickmail.com

**Subject:** English Camp

Hi Nick,

How are you? I'm having so much fun here at English Camp. It's a pity you can't join us. It's my third day here and I wish the camp would last a month!!!

On the first day, we put up the tents. They held a tent competition, and although we tried our best, our team was only the runner-up. Guess what? I met Nam, our classmate, but we couldn't talk much because he was in another team.

Before lunch we played some team building games. It was exciting! In the afternoon we went fishing. Hung, a student from Luna School, is a really good angler. He caught ten fish while I caught none. However, we let them all go.

The second day, when we had a cooking competition, was also awesome. We had to draw lots to choose the dish we would cook. Hung did ours and we were asked to make sushi. Hung and I didn't know how to make it, but lucky us – we had Chie in our team! She's a student who comes from Tokyo and has lots of experience making sushi. Our sushi won the first prize! It's great that Chie taught us how to make this healthy dish.

Today there's an English speaking contest on how to learn English successfully for non-native English speaking students. Hung's giving a presentation on his top tips for learning English.

I must go now. Chie and Hung are calling me. Until next time,

Mi

- a** Decide if the statements are true (T) or false (F).

		T	F
1.	Mi's team wasn't the winner of the tent competition.		
2.	Mi is the only student from her class to join the camp.		
3.	They played some team building games after lunch.		
4.	Hung is a better angler than Mi.		
5.	They kept some fish and let others go.		

- b** Answer the questions.

- How did the campers choose the dish to cook for the competition?
- Where does Chie come from?
- What prize did they win?
- Who is the English speaking contest for?
- What is the topic of Hung's presentation?

### Speaking

- 2** Work in groups and discuss the questions.

- Have you ever joined an English speaking camp? If yes, share your experience with your friends. If no, tell your friends about the class excursion you liked best.
- Do you think it is a good idea to take part in an English speaking camp? Why/Why not?



## SKILLS

### Reading

- 1 a** Have Ss read the email and decide if the statements are true or false. Ask Ss to compare their answers with a partner before giving T the answers. Confirm the correct answers. Ask Ss to explain the false statements.
- b** Have Ss do these exercises individually, check their answers with a partner before giving the answers to T. Two Ss can write their answers on the board if time allows.

*Key:*

**a**

1. T
2. F (Nam, their classmate, also joined the camp)
3. F (they played the games before lunch)
4. T
5. F (they let all the fish go)


**b**

1. They drew lots.
2. She comes from a school in Tokyo/from Tokyo.
3. They won the first prize.
4. It's for non-native English speaking students.
5. It's about his tips on how to learn English.

### Speaking

- 2** Ask Ss to work in groups to discuss the questions. Have Ss report their groups' answers to the class. Give comments and summarise Ss' ideas.

## Listening

-  **3** Listen to Hung giving a presentation on his tips for learning English well. Complete the listener's notes. Use no more than **THREE** words for each blank.

### *Tips for Learning English*

- Reading (1) \_\_\_\_\_ in English
  - + widening (2) \_\_\_\_\_
  - + understanding the context
  - + remembering words longer
  - + knowing how to use words (3) \_\_\_\_\_
- Practising grammar
  - + doing exercises from different (4) \_\_\_\_\_
  - + good books: *Grammar in Use* and *Active Grammar*
- Taking opportunities to speak and write English
  - + joining an (5) \_\_\_\_\_
  - + exchanging emails and chatting on Skype
  - + improving skills and widening knowledge of (6) \_\_\_\_\_
- Being (7) \_\_\_\_\_
  - + not being afraid of making mistakes
  - + taking part in class (8) \_\_\_\_\_
  - + asking your teacher and classmates for help

## Writing

- 4** Choose one of the topics and write a paragraph about it.

a. What are your tips for learning English well?

b. What do you think you can learn from other countries' foods?

**You can start your paragraph with:**

*Here are some of my tips for learning English well.*

*In my opinion, we can learn several things from other countries' foods.*



## Listening

- 3** Have Ss read the notes carefully. Play the recording for the first time. Ss listen and fill each blank with no more than three words. Elicit the answers from Ss and write them on the board. Play the recording a second time for Ss to check their answers. If there are any difficulties, play the recording a third time, stopping at difficult points. Confirm the correct answers.



### Audio script:

My tips to learn English well are not complicated. Firstly, I usually read stories and books in English. Reading them helps me widen my vocabulary and understand the context where words are used. This way I can remember vocabulary longer and know how to use the words correctly. Secondly, to practise English grammar, I do lots of exercises from different grammar books. I find *Grammar in Use* and *Active Grammar* useful because they explain grammar thoroughly, and provide learners with various types of exercise. Thirdly, I take every opportunity to speak and write English because these are my weak points. I've joined an international project which connects students from all over the world. I've made friends with four students from the USA, Australia, France, and Egypt. We write each other emails and chat on Skype. That way I can not only improve my English skills but also enrich my knowledge of different cultures. My last tip is to be self-confident. Don't be afraid of making mistakes in the process of learning. In class, you should take part in the activities actively. If there are any things you don't understand, ask your teacher and classmates for help. These tips have helped me to become a successful English learner.

### Key:

- |                          |                       |                   |                  |
|--------------------------|-----------------------|-------------------|------------------|
| 1. stories and books     | 2. vocabulary         | 3. correctly      | 4. grammar books |
| 5. international project | 6. different cultures | 7. self-confident | 8. activities    |

## Writing

- 4** Have Ss choose one of the two topics and write a paragraph. The audio script in the **Listening** section can serve as a writing model. It might be useful to study its structure with Ss before they attempt their own paragraphs. Ask Ss to write individually. Ask two Ss to write their paragraph on the board. Other Ss and T give comments. Collect some paragraphs to correct at home. Alternatively, have Ss revise and rewrite their paragraph as homework.

For a less able class, have Ss collectively brainstorm ideas for the topics before they write. Comment on their ideas.

## GETTING STARTED

## A mission to Mars



## 1 Listen and read.

**Nick:** Wow, is that you in this photo? The youngest astronaut in the world doing a spacewalk!

**Phuc:** Ha! Yeah, it was in a museum in Sweden.

**Nick:** You look so excited!

**Phuc:** Well, that trip made me crazy about space. Before I turned ten, I'd already collected lots of books about the universe. I'd learnt about the planets, the stars, satellites, rockets, and stuff.

**Nick:** You know, last year I visited an astronomy museum and I touched a meteorite.

**Phuc:** A meteorite! What was it like?

**Nick:** Honestly, it wasn't as impressive as I'd expected. It was just like an ordinary piece of rock.

**Phuc:** But perhaps it was from Mars. Think of that!

**Nick:** Maybe. Do you think there could be life on Mars?

**Phuc:** It's possibly habitable. It once had an ocean ... Who knows, in 20 years we might be flying there on a discovery mission.

**Nick:** Haha, but we'd need to do some serious training first. They say you practise by scuba diving in a flight suit...

**Phuc:** That's right. And you also have to experience microgravity on a parabolic flight.

Now start the lesson. For a lead-in, T can draw on the board a diagram of our solar system, with the Sun and eight planets, and ask Ss to name them.

*Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune*

T can give some mnemonics to help Ss remember the order of the planets, for example:

*My very excellent mother just served us nachos.  
Mom visits every Monday, just stays until noon.*

Alternatively, T can bring in some posters from popular films about space, for example *The Martian*, *Apollo 13*, *Gravity*, etc. It would be preferable if the films are fairly realistic about the science of space travel. Discuss briefly with the class the content of the films and try eliciting some key words about space travel such as *spacecraft*, *astronauts*, *mission*, *planets*, etc. T can write the key words on the board.

Ask Ss to guess the topic of the unit.

## THIS UNIT INCLUDES:

### VOCABULARY

Astronomy and space travel

### PRONUNCIATION

Continuing or finishing tones

### GRAMMAR

Past simple and past perfect: review

Defining relative clauses

### SKILLS

- Reading for specific information about two famous astronauts' space travel
- Talking about space travel history and discussing the skills needed to become an astronaut
- Listening for general and specific information about some space tourism services
- Writing a short paragraph using advertising language

### COMMUNICATION

Talking about life on a space station

**Nick:** What's that?

**Phuc:** The plane flies at high altitude, then it climbs sharply for a few seconds and descends sharply, a bit like a rollercoaster. The people inside the plane start to float. I'd love to do that.

**Nick:** Sounds a bit scary. But let's take a look at your rock collection. There may be something interesting here...

**Phuc:** Yes, perhaps a meteorite that landed on Earth from the moon!

## Objectives:

**By the end of this unit, students can:**

- use the lexical items related to astronomy and space travel
- identify continuing or finishing tones and say sentences with the correct intonation
- use the past simple and the past perfect with confidence
- use defining relative clauses correctly and appropriately
- read for specific information about two famous astronauts' space travel
- talk about space travel history and life on a space station
- listen for general and specific information about some space tourism services
- write a short paragraph using advertising language

## GETTING STARTED

### A mission to Mars

#### Introduction

Before starting this lesson, do a quick game to revise the main grammar point in Unit 9: relative pronouns.

Write on the board some phrases that will need relative clauses to be complete, for example:

*The language...*

*This is the place...*

*I met the girl...*

In groups of three, Ss take turns to complete these sentences: the first student says one of these phrases, then the second student adds a relative pronoun. The last student will add a clause to finish the sentence.

**For example:**

Student 1: The language...

Student 2: ...which...

Student 3: ...I would like to learn the most is Spanish.

- 1 Before Ss start reading the **GETTING STARTED** conversation, introduce the characters Phuc and Nick and provide the context: Nick is visiting Phuc, and they are now talking in Phuc's room. Ask Ss to focus on the picture and the heading 'A mission to Mars'. Ask questions:

*What do you think Phuc and Nick are talking about?*

*What else can you see in the room?*

*What do you think Phuc is interested in? Why do you think so?*

Do not provide corrective feedback at this stage.

Now play the recording. Ask the class to revise their answers if necessary.

**a** Draw lines to match the words with the definitions.

1. astronaut
2. mission
3. microgravity
4. astronomy
5. habitable
6. altitude

- a. the height of something above the sea
- b. with conditions that are suitable for life to exist
- c. the science that studies the universe and its objects such as the moon, the sun, planets, and stars
- d. a person who has been trained to work in space
- e. a programme of space flights
- f. the state of weightlessness

**b** Answer the questions.

1. What was Phuc interested in when he was young?
2. What had Phuc done before he turned ten years old?
3. Why does Phuc use the phrase 'and stuff' at the end of his list?
4. What did Nick think of the meteorite in the museum?
5. What are some ways to train as an astronaut?
6. What does Phuc compare a parabolic flight to?

**c** Who is keener on space travel – Phuc or Nick? Why do you think so?

**2** Find a word in the box to match the picture in each description.

satellite

meteorite

universe

spacecraft

rocket

telescope



1. A \_\_\_\_\_ travels round Earth to collect information or to communicate by radio, television, etc. It can also be a natural object which moves round a larger object in space.



2. With a \_\_\_\_\_ you can have a great experience watching the stars.

3. Our sun and its planets are just a tiny part of the Milky Way, and the Milky Way is just one galaxy in the \_\_\_\_\_.



4. A \_\_\_\_\_ is a piece of rock or other matter from space that has landed on a planet.

5. A \_\_\_\_\_ is shaped like a tube and moves very fast. It helps a space shuttle to be sent into space.



6. A \_\_\_\_\_ is a vehicle, with or without people inside, used for travel in space.

### 3 GAME: SPACE BINGO!

Create a Bingo card and play with the new words you have learnt from this lesson.

**BINGO TIME**


- a** Now tell Ss to look at the text of the conversation. Play the recording and have Ss follow along. Have Ss then work in pairs to do the matching exercise.

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

- b** Have Ss continue to work in pairs and answer the questions. Give feedback as a class. Ask Ss to say where in the conversation they found the answers to the questions.

**Key:**

1. Phuc was crazy about space.
2. He had learnt about the universe and had collected lots of books about space.
3. To show that there are more things in the list but that it's not necessary to list everything.
4. He wasn't very impressed because he thought the meteorite was like an ordinary piece of rock.
5. By scuba diving in a flight suit and by taking a parabolic flight to experience microgravity.
6. He compares it to a ride on a rollercoaster.

- c** Have Ss discuss the questions: 'Who is keener on space travel – Phuc or Nick? Why do you think so?' Ask Ss to give as much information in the text to support their answers as possible.

**Key:**

Phuc seems keener on space travel than Nick. He was crazy about space when he was young. Phuc knows more about space and astronauts. He says he'd love to experience microgravity, where as Nick thinks microgravity sounds scary.

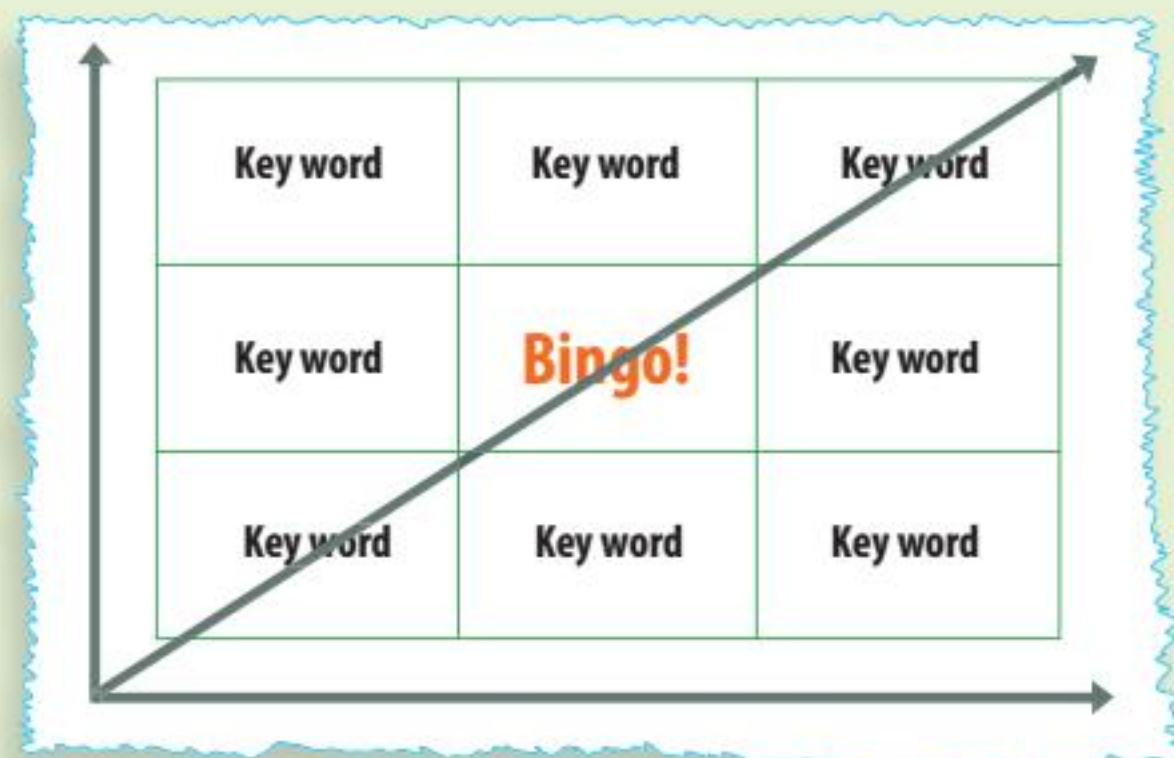
- 2** Have Ss work individually for this exercise. Ask them to pay attention to the photos and the key words/ content words in the sentences. Have Ss then compare their answers with a partner.

**Key:** 1. satellite      2. telescope      3. universe      4. meteorite      5. rocket      6. spacecraft

- 3** Ask Ss to work in small groups for this game. Give Ss the following instructions. T may draw a bingo card on the board and fill in the first word as a demonstration.

- First, create a Bingo card of nine squares by drawing two horizontal lines and two vertical lines. Write 'Bingo!' in the middle square to form a 'free space'.
- Second, create a vocabulary list that contains eight new words that Ss have learnt in this lesson.
- Third, each player fills in his or her Bingo card with the words from the list. Each player should have his or her words in different squares for the game to work.
- Write the eight vocabulary words on small pieces of paper, shuffle the paper, and keep them face down. Then, one person turns over the pieces of paper one by one, and calls out either the actual words or the definitions. (See the illustration beside.)
- Players find the words in their grid as they are called, and mark them off. When a player has marked three boxes down, across, or diagonally (counting the 'free space'), he or she calls out 'Bingo!' and wins the round.

Ss can play several rounds with the same card. Use a different symbol to mark the card for each round.



# A CLOSER LOOK 1

## Vocabulary

**1** Fill the gaps with the verbs provided. Modify the verb if necessary.

land

orbit

train

experience

launch

1. It takes 365.256 days for Earth to \_\_\_\_\_ the Sun.
2. Have you ever \_\_\_\_\_ weightlessness?
3. The spacecraft was \_\_\_\_\_ last week.
4. In 2014 a robot named Philae, part of the Rosetta mission, successfully \_\_\_\_\_ on a comet.
5. Would you like to be \_\_\_\_\_ to become an astronaut?

**2** Choose a word/phrase in the box to fill each blank.

a flight suit

spacewalks

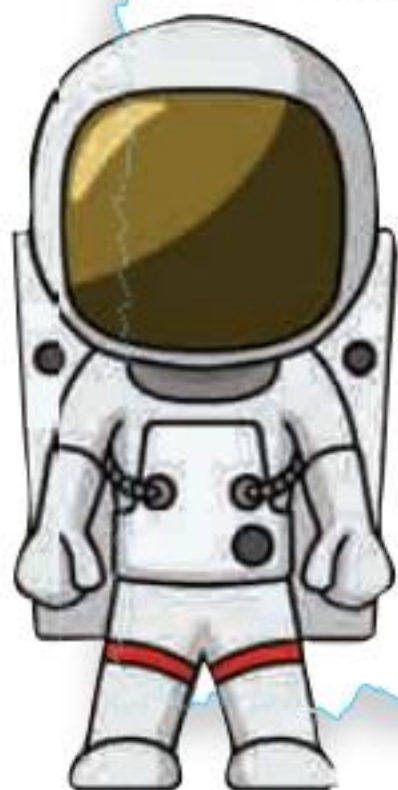
operate

good health

parabolic flights

## HOW ASTRONAUTS ARE TRAINED

Anyone can apply to train as an astronaut as long as they have a bachelor's degree in science, mathematics or engineering, experience as a jet pilot, and are in (1)\_\_\_\_\_. If they get accepted, there are several phases of training. The first phase requires them to pass a swimming test in (2)\_\_\_\_\_. They take (3)\_\_\_\_\_ that produce weightlessness. They also learn about various spaceship systems. In the second phase, they are trained to (4)\_\_\_\_\_ spacecraft systems and deal with emergencies. The training often takes place in a water tank laboratory so that trainees become familiar with crew activities in simulated microgravity in order to perform (5)\_\_\_\_\_.



**3 a** Match these space-related idioms to their meanings.

1. over the moon

a. occasionally

2. once in a blue moon

b. almost without limit

3. out of this world

c. delighted

4. The sky's the limit.

d. amazing

**b** Now practise saying them with a partner.

A: How often do you play football?

B: Oh, once in a blue moon.

## 4 GAME

Which planet of our solar system is being described in each sentence? Guess the planets and write their names.

1. This planet is the second brightest object in our night sky. Only the moon is brighter.
2. Nearest to the Sun, this planet is extremely hot during the daytime and extremely cold at night.
3. The largest planet in our solar system that has more gravity than Earth, and many storms.
4. This planet has a surface of red dirt and rocks and there are signs of ancient floods on it.
5. This dark, cold planet is the farthest from the Sun and takes almost 165 Earth years to orbit the Sun.
6. This is the only planet in our solar system that is known to have life.
7. Called 'The Jewel of the Solar System', this is the only planet whose beautiful rings can be seen from Earth with a telescope. The day Saturday was named after this planet.
8. The atmospheric temperature of this 'ice giant' planet can be as low as  $-224^{\circ}\text{C}$ , the coldest temperature of any planet.

## A CLOSER LOOK 1

### Vocabulary

- 1** Have Ss work individually to complete the exercise. Remind them to modify the verbs where necessary. They then compare their answers in pairs.

For a more able class, after Ss have finished, ask them which word(s) can be used as a noun as well. Give feedback: *orbit, experience, launch*. Ask Ss to make sentences with these nouns.

**Key:** 1. orbit      2. experienced      3. launched      4. landed      5. trained

- 2** For this exercise, remind Ss of some words about space they have learnt earlier, for example: *astronaut, jet pilot, weightlessness, water tank laboratory, microgravity*.

Then have Ss work individually to complete the exercise. Ask Ss to pay attention to the key words to understand the text, as well as to the part of speech of the missing words.

**Key:** 1. good health      2. a flight suit      3. parabolic flights      4. operate      5. spacewalks

- 3 a** As a class, ask Ss to cover the boxes on the right so that they can attempt to guess the meaning of the idioms first. Then they uncover the boxes and do the matching exercise. Check the answers as a class, and make sure the idioms are understood before moving on to **b**.

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

- b** Have Ss then work in pairs to make short dialogues using the idioms they have learnt.

- 4** This game can be played in small groups in two rounds.

In the first round, all groups will read the definitions to guess the planets. The game will be timed. The group who is quickest to have all correct answers is the winner.

If time allows, have Ss play the second round. In this round, T writes the names of some of the planets on the board (one by one). In 30 seconds, each group has to write on a piece of paper one fact they know about these planets, without looking at the textbook. The papers will then be cross checked by groups to find the group which has the most correct answers.

**Key:**

1. Venus      2. Mercury      3. Jupiter      4. Mars  
5. Neptune      6. Earth      7. Saturn      8. Uranus

## Pronunciation

Continuing or finishing tones

### REMEMBER!

When we say a list of things, we raise our voice on each item on the list to show that the list has not finished, and lower our voice at the end of the last thing to show we have finished.

#### Example:

Listen again to how Phuc tells Nick about what he had learnt about space.

*I'd learnt about the planets, the stars, satellites, rockets, and stuff.*



**5** Practise saying the statements and short dialogues, then listen to the recording and check your pronunciation.

1. – Wow, your backpack is heavy!  
– Well, I didn't put much in it. Just two T-shirts, one pair of jeans, a telescope, and my rock collection!
2. On his farm, his father used to have five horses, four cows, four hens, and one cat.
3. – What do you think the universe includes?  
– I think it includes stars, planets, and galaxies.
4. – Which of the following do you think can follow the verb *launch* to form a phrase?  
– I think they are *launch a satellite*, *launch a rocket*, and *launch a spacecraft*.
5. – Can you see anything from there?  
– Yes, I can see a small red house, a garden, a bicycle, a lake, and a boat.

**6** Work in pairs and ask each other:

- to list the names of the planets in our solar system.
- what you did yesterday.

## A CLOSER LOOK 2

### Grammar

Past simple & past perfect: review

### Space Travel Timeline



## 1947

Fruit flies became the first animals launched into space in an American rocket.



## 1957

The Russian space dog Laika became the first animal to orbit Earth in a spacecraft named Sputnik 2.



## 1961

Soviet cosmonaut Yuri Gagarin became the first human in space.



## 1969

American astronaut Neil Armstrong became the first human to walk on the moon.



## 2001

American millionaire Dennis Tito became the first space tourist after 900 hours of training.



## 2004

The world's first commercial spaceline Virgin Galactic was founded.

## Pronunciation

### Continuing or finishing tones

Play the recording from **GETTING STARTED** again, focussing on the part where Phuc tells Nick about what he had learnt about space.

*'I'd learnt about the planets, the stars, satellites, rockets, and stuff.'*

Draw Ss' attention to the **REMEMBER!** box.

Give an example of saying a list of things, such as:

*items on the teacher's desk*

*items in your wardrobe at home*

*places you have visited*

- 5** Ask Ss to work in pairs to practise saying the statements and short dialogues. Play the recording and have Ss check their pronunciation.
- 6** Have Ss work in pairs to do the task. If time allows, ask them to think of other situations when they tell other people lists of things. Ask Ss to work in pairs to play out the situations.

## A CLOSER LOOK 2

### Grammar

#### Past simple & past perfect: review

Ask Ss to study the timeline to familiarise themselves with the events and when they happened. T can read out any two of the events on the timeline, and ask Ss which event happened first.

**1 Look at the timeline and put the verbs in brackets into the correct tense.**

1. Fruit flies (be sent) \_\_\_\_\_ into space before Laika the dog (make) \_\_\_\_\_ her space journey.
2. By the time Laika (become) \_\_\_\_\_ the first astronaut dog, fruit flies already (be launched) \_\_\_\_\_ into space.
3. Gagarin (fly) \_\_\_\_\_ into space eight years before Armstrong (walk) \_\_\_\_\_ on the moon.
4. When the USA (put) \_\_\_\_\_ the first human on the moon, Russia already (send) \_\_\_\_\_ the first human into space.
5. When Virgin Galactic (establish) \_\_\_\_\_ in 2004, Dennis Tito already (travel) \_\_\_\_\_ into space as a tourist.

**Watch out!**

In perfect tenses, the word *already* is placed after the auxiliary verb *have*.

**Example:**

*My father had already cooked the dinner when we came home.*

*Has she already finished her astronaut training?*



**2 Had these moments already happened when the following people were born? Add the missing dates of birth to the box, then choose an event from the timeline. Ask and answer questions about that event with a partner.**

Mr Phuong, born in 1941

Thu, born in 1997.

Your teacher, born in \_\_\_\_\_.

You, born in \_\_\_\_\_.

**Example:**

*Had Gagarin already travelled into space when Thu was born?*

*Yes, he had.*

*Had the first space tourist Dennis Tito already flown into space when our teacher was born?*

*No, he hadn't.*

**Defining relative clauses**

A defining relative clause gives **essential information** about someone or something we are talking about. This is the information that we need in order to understand *what* or *who*, is being referred to.

**Example:**

The relative clause is used to define a **subject**.

*The student **who won the competition** is my cousin.*

The relative clause is used to define an **object**.

*The rock **that they found last week** may have landed on Earth from the moon.*

**Look out!**

- We use relative pronouns (*who, that, which, whose, whom, where, when*) to introduce a defining relative clause.
- If the noun or noun phrase is the object of the verb, we often omit the relative pronoun.  
*The rock **they found last week** may have landed on Earth from the moon.*
- In writing, we don't use commas in defining relative clauses.



**3 Complete the following sentences with/without a relative pronoun.**

1. This is the astronaut \_\_\_\_\_ visited our school last week.
2. This is the village \_\_\_\_\_ Helen Sharman, the first British astronaut, was born.
3. Can you talk more about the parabolic flights \_\_\_\_\_ you took for your training?



**1** Remind Ss of how to use the past simple and past perfect.

Have Ss then work individually to complete the exercise. Tell Ss to pay attention to the position of *already* in the sentences.

**Key:**

1. had been sent; made
2. became; had (already) been launched
3. had flown; walked
4. put; had (already) sent
5. was established; had (already) travelled

**2** Ask Ss to complete the box with T's year of birth and their own year of birth. Then ask Ss to check where the dates fit into the timeline. Ss can write out the dates and events from the timeline along a line drawn on a piece of paper. They can then add in this task four additional dates.

Have Ss now work in pairs to talk about these events. Remind them to use the word *already*. Walk around the class and provide help if necessary. Call on some pairs to give their questions and answers in front of the class.

### Defining relative clauses

**3** Draw Ss' attention to the grammar box and **Look out!** box. Give more examples if necessary. Ensure Ss have understood the rules before moving on.

Have Ss work individually to complete the exercise and then compare their answers with a partner. Remind Ss that a relative pronoun may not be required to complete the sentences (indicated in the key with a cross **X**).

**Key:**

- |               |                         |                         |
|---------------|-------------------------|-------------------------|
| 1. who/that   | 2. where                | 3. which/that/ <b>X</b> |
| 4. which/that | 5. which/that/ <b>X</b> | 6. when                 |

4. This is the museum \_\_\_\_\_ has some of the best rock collections in the country.
5. We'll explore inland Sweden and visit the summer house \_\_\_\_\_ Carin and Ola have built themselves.



6. This is the year \_\_\_\_\_ the first human walked on the moon.

**4 Combine each pair of sentences into one, using the prompts provided.**

1. The class watched a film yesterday. The film was about the Apollo 13 space mission.  
→ The film \_\_\_\_\_.
2. We read about an astronaut. The astronaut travelled into space in 1961.  
→ We read about \_\_\_\_\_.
3. This is the man. He works for NASA.  
→ This is the man \_\_\_\_\_.
4. The team plays on the left. The team has never won the championship.  
→ The team \_\_\_\_\_.
5. This article describes a ground-breaking space mission to land on a comet. The mission is called Rosetta.  
→ The ground-breaking space mission \_\_\_\_\_.
6. The Rosetta mission has a task. The task is comparable to a fly trying to land on a speeding bullet.  
→ The task \_\_\_\_\_.

**5 In pairs, use the information from the timeline to talk about someone, something, or some moments in space exploration history. Don't mention their exact name so that the other has to guess.**

**Example:**

- A: It's the dog that was the first dog ever to fly into space.  
B: That's Laika!

## COMMUNICATION

### Life on a space station

The International Space Station (ISS) is a large spacecraft which was launched in 1998. It orbits the Earth and is the place where astronauts live and conduct research in a microgravity environment.

**1 Put a tick (✓) under the things you think ISS astronauts do and a cross (X) under the things they don't. Then read the text and check your answers.**



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_

### A Day in the Life of an Astronaut Aboard the International Space Station

- Astronauts sleep in sleeping bags. The microgravity makes them weightless. They have to attach themselves so they don't float around.
- Hair is washed with a 'rinseless' shampoo that does not need water. For toothbrushing, a small amount of water is used with toothpaste and then swallowed.
- The crew spend their day doing science experiments. They also carry out checks for the maintenance of the station. The Mission Control Centre on Earth supports their operations.

- 4 Have Ss work individually to complete the exercise and then compare their sentences with a partner. Remind Ss that a relative pronoun may not be required to complete the sentences – this is indicated in the key with a cross (X).

**Key:**

1. The film which/that/X the class watched yesterday was about the Apollo 13 space mission.
2. We read about an astronaut who travelled into space in 1961.
3. This is the man who works for NASA.
4. The team who/that plays on the left has never won the championship.
5. The ground-breaking space mission which/that/X this article describes is called Rosetta.
6. The task which/that/X the Rosetta mission has is comparable to a fly trying to land on a speeding bullet.

- 5 This activity can be done as pair work or a game between two big groups. One student or group describes the object/person/event using defining clauses for the other student or group to guess.

## COMMUNICATION

Write 'International Space Station - ISS' on the board and ask if Ss know anything about it. Then show Ss the photo of the ISS on the top right corner of page 53.

Explain that Ss are going to read about life aboard the ISS. As a class, create a list of as many questions as possible Ss may have about how they think astronauts live on the ISS. Write the list on the board.

- 1 Ask Ss to work in pairs to complete the exercise after they have looked at the pictures (taking a shower, sleeping in a sleeping bag, listening to music, pouring salt).

Accept all answers from Ss and remember to ask them to explain their decisions. Do not give corrective feedback at this point.

Now ask Ss to read the text. Tell them to pay special attention to any information that helps them to check their earlier answers. Tell them to notice any new words as well.

Now give correction.

**Key:** 1. X      2. ✓      3. ✓      4. X

## Extra vocabulary

attach	rinseless
maintenance	Mission Control Centre

- The astronauts eat various foods such as fruits, nuts, chicken, beef, seafood, brownies, salt and pepper (in liquid form), etc. Drinks include coffee, tea, and fruit juice (all packaged). Foods can be heated up or kept cool with special machines.
- A popular pastime while orbiting Earth is simply looking out of the windows to admire its beauty. In their free time, astronauts exercise, watch movies, play music, read books, play cards, and talk to their families.

(Source: America's National Aeronautics and Space Administration - NASA)

## 2 Life on the ISS. Match the subheadings with the paragraphs of the text in 1.

**A. Time off in space**

**B. Working in space**

**C. Eating in space**

**D. Sleeping in space**

**E. Morning routine in space**



Astronaut Samantha Cristoforetti enjoys her first drink from the new ISSpresso machine which can make hot beverages, Mar. 2015. Credit: NASA.



The International Space Station (ISS). Credit: NASA.



NASA astronaut Kjell Lindgren replaces items inside the ISS, Sept. 2015. Credit: NASA.



Astronaut Scott Kelly posted this photo taken from the ISS to Twitter on 5 Sept. 2015. Credit: NASA.

- Work in groups. Imagine that you are going to spend one month aboard the ISS. Discuss and agree on three things that your team will bring to the ISS to meet each need in 2. Then share your list with other groups and explain your decisions.

- Now work individually and write on a piece of paper one thing that you will take with you to the ISS as a personal item because you can't live without it. Then tell your partner what you have written.

**2** Have Ss work individually and then in pairs for this task.

**Key:**

1. **D** Sleeping in space
2. **E** Morning routine in space
3. **B** Working in space
4. **C** Eating in space
5. **A** Time off in space

After Ss have finished, ask them to study the three photos of the ISS in the textbook and connect these photos with the information in the text.

If time allows, T may provide some of the latest photos and blog posts produced by astronauts who are living aboard the ISS. They are available at [www.blogs.nasa.gov](http://www.blogs.nasa.gov).

Now ask Ss to come back to the question list which has been created earlier on the board and try to answer them with the information from this lesson. If there are some questions that cannot be answered with the text, encourage Ss to find more about them by themselves (using the Internet, books, etc.). T may provide the NASA blog URL above as an additional resource.

- 3** This activity can be organised as a debate. Have Ss work in small groups and agree on the three items they will bring to the ISS for each need in **2**. When all groups are ready with their list, the class gets together and decides on a new three-item list. Each group has to persuade the others that their items should be on this list, rather than those of the other groups.
- 4** Have Ss work individually and write down a personal thing they will take aboard the ISS because they cannot live without it. Then ask Ss to work in pairs to share what they have written. Ss need to explain to their partner why this item is so important to them.

# SKILLS 1

## Reading

**1** Do you recognise the Vietnamese astronaut in these photos? Discuss with a partner what you know about him. Then turn the page around and read the Quick Facts box.

## Quick facts



- born 1947 in Thai Binh
- first Vietnamese and Asian in space
- mission on Soyuz 37, Interkosmos Research Cosmonaut programme, 1980
- titles 'Hero of Viet Nam' and 'People's Armed Forces' and 'Hero of the Soviet Union'

Pham Tuan

**2** Read the text and do the exercises.

In November 2014, Viet Nam's first astronaut Pham Tuan and Christer Fuglesang, Sweden's first astronaut, shared their space mission memories in a meeting in Ho Chi Minh City.

Talking to *Tuoi Tre* newspaper, the two astronauts said they enjoyed floating around in the weightless environment. 'From above, Earth didn't look as big as we had thought,' Fuglesang, who first flew into space in 2006, recalled. (1)\_\_\_\_\_

Pham Tuan described his first meal on Earth after the trip as 'very delicious'. He said it was a great feeling since astronauts do not have fresh food in space. He recounted how his family had helped him, (2)\_\_\_\_\_

Both astronauts agreed that to realise a dream needs effort, but the chance to fly to space is equal for everyone, whether they are from Viet Nam, Sweden, or any other country. Fuglesang said teamwork and social skills are very important for an astronaut as the job requires people to work harmoniously together. (3)\_\_\_\_\_

(This text was produced with support from Tuoitrenews.vn & Embassy of Sweden, Hanoi.)

**a** Place these sentences in appropriate paragraphs.

- 'We felt very lonely travelling in space, so hearing the voices of our relatives brought a lot of happiness to us.'
- He also suggested people learn more foreign languages to better collaborate with their teammates.
- 'No boundaries on Earth can be seen from space,' he added. 'I think we should cooperate to take care of our planet like astronauts help each other in space.'

**b** Answer the questions.

- Who is Pham Tuan and who is Christer Fuglesang?
- What did Fuglesang think when he looked at Earth from space?
- Do you think Pham Tuan enjoyed the food aboard the spacecraft? Why/Why not?
- How did Pham Tuan's family help him while he was in space?
- What do the two astronauts think about the chance to fly into space?
- What skills does Fuglesang think are important for an astronaut?



## Speaking

**3** Discuss with your partner the qualities and skills that you think are necessary for an astronaut today. You may look again at A CLOSER LOOK 1, Activity 2 for more ideas.



**4** Working harmoniously...

**You are in a spacecraft and suddenly these problems happen. Work with your crew members to solve them.**

- One crew member feels extremely homesick.
- When looking at the monitoring system you discover a strange object approaching Earth.

## SKILLS 1

### Reading

- 1** Have Ss work in pairs. Ask Ss to focus on the photos and try identifying the Vietnamese astronaut (Pham Tuan). Ask if they know anything about Pham Tuan. Pairs can share what they already know about Pham Tuan. After that, have Ss turn the page upside down and read the **Quick facts** box, then they tell each other some more information about Pham Tuan in full sentences.
- 2 a** Explain to Ss they are going to read a text about two famous astronauts talking about their space travel experience. Ask Ss to guess what they think the two astronauts will talk about. T may refer back to the information about the ISS that Ss have learnt about in **COMMUNICATION**.

Have Ss then read the text and do the exercise individually. Discuss the answers with the class but remember to ask Ss to explain their decisions. (*Why do you think this quote should go in this paragraph?*)

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

- b** Have Ss work in pairs to complete the exercise. When giving feedback, ask Ss to give further information in the text to back up their answers.

**Key:**

1. Pham Tuan is Viet Nam's first astronaut, and Christer Fuglesang is Sweden's first astronaut.
2. He found that Earth didn't look as big as he thought, no boundaries on Earth could be seen from space we should cooperate to take care of it.
3. It seemed he didn't enjoy it much since it wasn't fresh.
4. They talked to him when he was in space and that made him happy.
5. They think the chance to fly to space is equal for everyone.
6. He thinks teamwork, social skills, and foreign languages are important for an astronaut.

### Speaking

- 3** Have Ss work in pairs for this task to discuss the qualities and skills.  
First, ask Ss to look at the reading text in **2** again and try to extract the necessary characteristics/qualities/skills for astronauts from the things Pham Tuan and Christer Fuglesang said.  
For example: a love for nature, can eat packaged food for a long time, etc.  
Then tell Ss they can look at **A CLOSER LOOK 1, Activity 2**, as well as **COMMUNICATION**, for more ideas.  
Pairs get together to exchange their ideas. Then as a class, Ss build up a list of qualities and skills needed to be an astronaut.
- 4** Have Ss work in groups for this role play and solve the problems. There are no wrong answers here. Encourage Ss to be creative with their ideas.

**Suggested answers:**

- *One crew member feels extremely homesick:* She/He can make phone calls to family and friends on Earth. She/He can exercise, read a book, listen to music, or play some games. Other crew members can talk to her/him, or together they can do something fun in their free time, for example having a 'space party'.
- *When looking at the monitoring system you discover a strange object approaching Earth:* The crew can contact the Mission Control Centre for help. They can start watching the object, record its movements, and report back to Earth.

Once Ss have finished, each group may present their decisions and the class chooses the best solutions.

## SKILLS 2

### Listening

- 1** Look at the pictures and discuss with your partner what is happening in them. Can you guess what the recording is about? Now listen and check.



- 2** Listen again then answer the questions with **NO MORE THAN THREE WORDS**.

- What are the three purposes of space tourism?  
\_\_\_\_\_.
- Where has Space Adventures flown clients to since 2001?  
\_\_\_\_\_.
- What is the name of the service with which clients can leave the ISS and float above the Earth?  
\_\_\_\_\_.
- What is Virgin Galactic preparing to launch?  
\_\_\_\_\_.
- What are the words that were used to criticise space tourism?  
\_\_\_\_\_.

- 3** Match the numbers to their references, then listen and check your answers.

1. 2018

A. the number of people who have signed up to travel into space with Virgin Galactic.

2. 100 kilometres

B. the price of the deposit for a spaceflight on a Virgin Galactic spacecraft.

3. 700

C. the distance from the moon that clients can be taken to.

4. 50

D. the year when Space Adventures plans to launch its 'Circumlunar Mission'.

5. \$250,000

E. the number of countries the 700 clients come from.

### Writing

#### Persuasive language for advertisements

- 4** Look at these advertising examples from the websites of some space tourism companies. Underline the words/phrases that you think make the advertisements sound more persuasive.

'Become a lunar explorer. Join the greatest private expedition of our time.'

'An amazing, life-changing experience.'

'Ready To Become An Astronaut?'

#### Language skills

To highlight the good qualities of a product/service, persuasive advertising language often uses:

- short but powerful, easy-to-remember words or phrases
- active forms of the verbs
- strong emphasis on the reader by using 'you', the imperative, or questions

#### Some useful adjectives for advertisements

new	good/better/best	free
fresh	great/greatest	safe
delicious	wonderful	special
unique	high/highest	leading
lifetime	world's greatest	amazing

- 5** Can you guess what is being advertised? Find the answer in the box.

- 'Bake the Very Best'
- 'Shine with life'
- 'The best coffee for the best YOU'
- 'Green clean happy machine'
- 'Timeless charm'
- 'Have you met Mr Goodbar? Good? You bet!'

a shampoo product  
a chocolate product  
a coffee product  
a tourism slogan  
a fuel-efficient car  
a bakery slogan

- 6** Write a short ad (2-4 sentences) to advertise these products. You can use strong adjectives, active verbs, imperatives, comparatives, questions, etc.

a. A new detergent product



b. A new yoghurt product



c. A new model of bicycle



## SKILLS 2

### Listening

- 1 Draw Ss' attention to the pictures. Elicit what they find interesting about them (a person relaxing on a planet in a spacesuit, people pulling suitcases for holidays in the universe, etc.)

**Key:** The recording is about space tourism.

For a more able class, T may ask if Ss know anything about space tourism. Ss then may have a discussion as a class about what kind of services they think might be offered.

- 2 Have Ss read the questions first. Remind them that they can only write no more than three words to answer the questions. Allow Ss to listen to the recording several times and give them plenty of time to complete this task.

**Key:** 1. recreational, leisure, business  
2. International Space Station  
3. 'Spacewalk'  
4. manned spaceflight  
5. costly, dangerous, unsustainable

- 3 Before playing the recording again, challenge Ss to match the numbers to their references with what they remember from the last listening. Then Ss listen to either check or complete the task.

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



#### Audio script:

Dreaming of a holiday sunbathing on Mars, or playing some sports at a lunar resort and spa? While it may take decades for these ideas to come true, space tourism, which is space travel for recreational, leisure, or business purposes is becoming more realistic. Since 2001, the American company Space Adventures has flown tourists to the International Space Station to live and work alongside professional astronauts for up to 10 days. The company now offers a service called 'Spacewalk' where clients can leave the ISS and float above the Earth. It also plans to launch by 2018 its 'Circumlunar Mission', which takes clients to within 100 kilometres of the moon's surface. Virgin Galactic, the world's first spaceline, has been preparing to launch its first manned spaceflight. By 2015, almost 700 people from more than 50 different countries have paid deposits at the price of \$250,000 per ticket. The possibility of travelling into space sounds wonderful, but it has been criticised as well. People say it's costly, dangerous, and unsustainable, since its growth could cause environmental problems including speeding up global warming.

### Writing

#### Persuasive language for advertisements

- 4 Explain that advertisements are written in a special way to persuade customers to buy or use a product or service. Have Ss analyse the first advertisement and underline the words or phrases that make it sound more persuasive. Then ask Ss to work in pairs to analyse the last two advertisements. If time allows, T may bring in other print advertisements or TV commercials (in English or Vietnamese) for the analysis.

After Ss have completed the task, introduce the **Language skills** box. For a more able class, ask Ss to add more adjectives that they think may be used in advertisements.

#### Key:

'Become a lunar explorer. Join the greatest private expedition of our time.'  
'An amazing, life-changing experience.'  
'Ready To Become An Astronaut?'

- 5 Ask Ss to look out for hints in the words used when doing this task. For example, 'shine' may go with 'shampoo', 'bar' with 'chocolate', etc.

Once Ss have finished, ask them to pay attention to the way the advertisements are written. Do they use any of the advertising techniques they have learnt so far? T may ask Ss to discuss which advertisements they like the most, and why.

#### Key:

1. a bakery slogan    2. a shampoo product  
3. a coffee product    4. a fuel-efficient car  
5. a tourism slogan    6. a chocolate product

- 6 This task can be done as a group writing task. Ss may work in small groups of three or four to decide together what their advertisements will be like. Remind Ss to select advertising techniques they have learnt (strong adjectives, active verbs, imperatives, comparatives, questions, etc.) for their text. Then have Ss work individually to write their advertisements.

#### Suggested answers:

1. Watch miracles happen as our extra-mild detergent removes all your stubborn stains! An excellent way to protect your clothes.  
2. Have you tried our new delicious and healthy yoghurt? Its tasty freshness will brighten your day!  
3. The most stylish bicycle ever. Designed with you in mind.

# LOOKING BACK

## Vocabulary

**1** Complete the sentences using the prompts provided.

- Vinasat-1 is Viet Nam's first telecommunication *sa*\_\_\_\_\_, which was launched in 2008.
- Experiencing microgravity on a *p*\_\_\_\_\_ *fl*\_\_\_\_\_ is part of astronaut training programmes.
- In 2015 NASA discovered an Earth-like planet which might be *ha*\_\_\_\_\_ because it has 'just the right' conditions to support liquid water and possibly even life.
- On the ISS astronauts have to *at*\_\_\_\_\_ themselves so they don't float around.
- It is cheaper to build an unmanned *sp*\_\_\_\_\_ than the one that is manned.
- One of the largest *me*\_\_\_\_\_ found on Earth is the Hoba from southwest Africa, which weighs about 54,000 kg.



**2** Which verbs go with which phrases?

1. to launch	a. the ISS
2. to orbit	b. experiments
3. to experience	c. to become an astronaut
4. to live aboard	d. Earth
5. to train	e. microgravity
6. to do	f. a spacecraft

## Grammar

**3** Complete the following tasks, using the past perfect.

**a** These are the things that Jack had done before his birthday party last week. Report them to your partner.

clean the house

buy candles

make a cake

select a nice music playlist

hang up balloons

choose a funny movie

**Example:**

He had cleaned the house before the guests arrived.



**b** Look at the following training tasks that Mai had completed before she became a professional astronaut. Report them to your partner.

pass a swimming test

study spacecraft systems

learn about the ISS

experience microgravity

take parabolic flights

try crew activities

**4** Circle the best answer.

- A visit to the ISS will be a life-changing experience (whose/when/X) you'll never forget.
- Have you talked to the student (which/who/X) has won this year's karate championship? He's over there.
- Have you heard of Kepler-186f? It's a planet (which/who/X) is similar in size to Earth.
- 'The Martian? That's exactly the film (whose/when/X) I've been reading about!' Phuc said.
- Could we meet in the café (who/when/where) we saw each other last time?
- Becoming an astronaut is one profession (who/X/that) needs a lot of training.

## LOOKING BACK

Encourage Ss to complete **LOOKING BACK** without referring to the previous sections in the unit. Ss should keep a record of their answers to each exercise so that they can use that information to complete the final self-assessment box.

### Vocabulary & Grammar

- 1** Have Ss work individually to fill the gaps and then compare their answers with a partner. Challenge them to complete the task without using the prompts.

**Key:**

- |              |                     |               |
|--------------|---------------------|---------------|
| 1. satellite | 2. parabolic flight | 3. habitable  |
| 4. attach    | 5. spacecraft       | 6. meteorites |

- 2** Ask Ss to work individually to do the matching exercise. If time allows, ask them to work in pairs to make sentences using the phrases.

**Key:**

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

- 3** Have Ss first work individually and write down the actions in full sentences. Then ask Ss to work in pairs and talk about these actions.

**Key:**

- |   |   |
|---|---|
| <b>a</b> He had cleaned the house.<br>He had made a cake.<br>He had hung up balloons.<br>He had bought candles.<br>He had selected a nice music playlist.<br>He had chosen a funny movie. | <b>b</b> She had passed a swimming test.<br>She had learnt about the ISS.<br>She had taken parabolic flights.<br>She had studied spacecraft systems.<br>She had experienced microgravity.<br>She had tried crew activities. |
|---|---|

- 4** Have Ss work individually to complete the task and then compare their answers with a partner. A cross means no relative pronoun is required.

- |             |      |          |          |
|-------------|------|----------|----------|
| <b>Key:</b> | 1. X | 2. who   | 3. which |
|             | 4. X | 5. where | 6. that  |

## Communication

### 5 GAME: THE LONGEST SENTENCE IN THE WORLD!

As a class, agree on a famous person/thing that will be described. In groups, pass a piece of paper around among the group members. Each member adds a defining relative clause to describe the person. After five minutes, the group which has the longest sentence is the winner.

Alternatively, each group can choose a famous person (without mentioning his/her name) and write a sentence as long as possible with relative clauses for other groups to guess who the person being described is.

**Example:** (a footballer)

This is a footballer who comes from Britain...  
...who used to play for Manchester United...  
...who is married to a famous singer...  
...who has four children...

It's David Beckham!

**6 Role-play.** In groups of four, take turns to be two interviewers for 4Teen radio station and two astronauts who have spent time on the ISS. The interview should focus on daily life on the ISS.

#### Finished! Now I can...

✓ ✓ ✓ ✓

- use vocabulary related to space exploration and space travel
- use continuing and finishing tones
- use the past simple and the past perfect with confidence
- use defining relative clauses
- read about space travel by famous astronauts
- talk about space travel history and life on a space station
- listen for general and specific information about space tourism services
- write a short paragraph using advertising language

## PROJECT

### A holiday out of this world!

**Discuss with your group:**

- What makes the planet an attractive tourist destination?
- What are the highlights of the tour? What will clients experience?
- How do they prepare for the trip? (What training must they do? What should they pack?)
- How much does it cost?
- How environment-friendly is the tour?

**Remember to:**

- use effective advertising language
- summarise ideas in bullet points
- include attractive visuals such as pictures, colours, letter fonts and sizes, etc.

(You may be inspired by these posters created by NASA.)

Imagine you are working for a space tourism company. Your company plans to launch a new tour to one of the planets in our solar system. Look at A CLOSER LOOK 1, Activity 4 again and choose one planet. Design a presentation to promote the tour. Present your tour in 5-7 minutes to the class. How many clients want to take your tour?



## Communication

- 5 Ask Ss to follow the instructions to play this game. If time allows, both alternatives can be done to provide Ss with further practice on defining relative clauses.
- 6 The role-play should be done in small groups first. While Ss role-play, go around and provide help. Later call on some volunteer groups to role play in front of the class.

### Finished!

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

## PROJECT

### A holiday out of this world!

Encourage Ss to design attractive posters by using graphics and impressive advertising language. Alternatively, Ss can prepare a short slide show presentation (3-4 slides) to talk about their company's tour. Ss may include videos and sound files in their presentation if they wish.

On the day of presentation, organise a competition. Each group shows their advertisement or slide show, while the rest of the class acts as 'customers'. During each group presentation, allow time for, and encourage, questions and answers between the 'company' and the 'customers' about the trip. Have the class vote for the presentation they find most appealing.

**GETTING STARTED****Into the future****1** Listen and read.

**Interviewer:** We have invited some students from Oak Tree School in Happy Valley to this *Beyond 2030* forum, and they are going to share with us their vision of the future. Would you like to go first, Phong?

**Phong:** I believe the biggest change will take place within the school system. Apart from at school, we will also be learning from places which will give us real-life knowledge and experience, such as at a railway station, in a company, or on a farm.

**Mai:** I agree. This real-life application of learning will give us a sense of participation, a feeling that we are part of the process.

**Interviewer:** And what about the role of teachers?

**Phong:** Ah, they will be more like facilitators, rather than information providers.

**Interviewer:** Fascinating. How else do you see the future, Nguyen?

**Nguyen:** Well, I think the role of fathers will drastically change.

**Interviewer:** Oh yes? In what way?

**Nguyen:** The modern father will not necessarily be the breadwinner of the family. He may be externally employed or he may stay at home to take care of his children.

**Interviewer:** And do the housework?

**Nguyen:** Yes. It's work, paid or not, isn't it?

**Mai:** Absolutely. The benefit will be that children will see their fathers more often and have a closer relationship with them. I don't see much of my dad, but I love every moment I spend with him.

**Interviewer:** Well, we are certainly covering some interesting topics ...



## THIS UNIT INCLUDES:

### VOCABULARY

The changing roles in society

### PRONUNCIATION

Agreeing and disagreeing tones

### GRAMMAR

Future passive: review

Non-defining relative clauses

### SKILLS

- Reading for specific information about the changing roles of women in society and its effects
- Talking about roles in the future
- Listening for specific information about the changes that women in Kenya are going through
- Writing about the roles of teenagers in the future

### COMMUNICATION

Describing the changing roles of schools

## Objectives:

By the end of this unit, students can:

- use the lexical items related to the changing roles in society
- identify the rising or falling tones in agreement and disagreement sentences and say the sentences correctly
- use the future passive correctly
- recognise non-defining relative clauses and use them correctly
- read for specific information about the changing roles of women in society and its effects
- talk about roles in the future
- listen for specific information about the changes that women in Kenya are going through
- write about the roles of teenagers in the future

## GETTING STARTED

### Into the future

#### Introduction

Ask Ss to list some groups of people and their roles in society. Ask Ss if they think the roles of these people will change in the future. If yes, ask how they will change. Ask Ss to give explanations for their opinions.

- 1 Ask Ss to look at the title of the conversation and the picture. Ask them some questions:

*What do you think the guests at the Beyond 2030 forum are talking about?*

*What does the title 'Into the future' mean to you?*

Have Ss answer the questions as a class. Play the recording and have Ss follow along.

**a** Tick (✓) the person who has this idea.

	Idea	Phong	Nguyen	Mai
1	Students will learn from a real workplace.			
2	Students love seeing themselves as part of the process.			
3	The teacher will act more like a facilitator.			
4	The father will not necessarily be the breadwinner of the family.			
5	With the involvement of fathers in the home, they will develop a closer bond with their children.			

**2** These words/phrases are taken from the conversation. Tick (✓) the correct explanation for each one.



Words	Explanations
1. facilitator	<p>A. a person who provides school facilities like the projector, the interactive whiteboard</p> <p>B. a person who helps somebody to do something more easily by discussing and giving guidance</p>
2. information provider	<p>A. a person who gathers information and uses it to teach others</p> <p>B. a machine which sells newspapers</p>
3. breadwinner	<p>A. a person who makes bread to feed the family</p> <p>B. a person who supports the family with the money he/she earns</p>



**b** Answer the questions.

1. What is the purpose of the *Beyond 2030* forum?
2. Who has been invited to the discussion?
3. What does Phong think about classes in the future?
4. Why might students like having classes outside school?
5. Will the father of the future always stay at home?
6. Does Nguyen feel negative about a man doing housework?

**c** Work in groups. Discuss and find the meaning of the phrases and sentences.

1. *Beyond 2030*
2. vision of the future
3. It's work, paid or not, isn't it?
4. I love every moment I spend with him.

**3** Work in groups. These pictures represent some visions of the future. Discuss what they may mean.



1. \_\_\_\_\_

2. \_\_\_\_\_



3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

## 4 GAME

Make two big groups. One group names a service. The other group gives their vision of that service in the future. Take turns to do this. The group with the most predictions wins.

**Example:** [Group A]

[Group B]

Hospitals!

Operations will be performed by robots!

- a** Ss work independently. Encourage them to do the exercise without looking back at the conversation. After that, allow Ss to share answers. Check their answers as a class.

**Key:** 1. Phong      2. Mai      3. Phong      4. Nguyen      5. Mai

- b** Ask Ss to read the questions and underline the key words in each question (e.g. *purpose* in 1, *who* in 2). This helps Ss determine what information they need to answer those questions. Then Ss refer back to the conversation and look for the answers. Correct the answers as a class.

**Key:** 1. It's for people to share their vision of the future.  
2. Some students from Oak Tree School in Happy Valley.  
3. He says that learning will also take place outside school.  
4. It will give them a sense of participation and of being part of the process.  
5. No, he won't. He may still go to work.  
6. No, he doesn't.

- c** Ask Ss to work in groups of four or five. Ask them to find the phrases/sentences in the conversation. Ask them to look at the context around where these phrases/sentences appear and elicit their meanings. Correct the answers as a class.

**Suggested answers:**

1. after the year 2030
2. ideas about what life will be like in the future
3. Both housework and paid work are worthy of respect.
4. I love being with my father.

- 2** Have Ss work independently to choose the correct option A or B for each question. Have them share their answers in pairs. Check as a class.

**Key:** 1. B      2. A      3. B

- 3** Have Ss work in groups of four or five. Ask them to look at the pictures and guess what future visions the pictures represent. Encourage them to come up with as many predictions as possible. Then have them present their ideas to the class.

**Suggested answers:**

1. Cars will be running on solar energy.
2. People will live in houses in the sky.
3. People will be able to talk with their pets.
4. Robots will be doing the housework.
5. Trains will be running as fast as 300km/h.
6. Land will become barren.

- 4** Divide the class into two teams. One team names a service and the other team says what they think the service will be like in the future. Try to give every student a go, not just the most advanced ones in the class. For a less able class, allow both teams to come up with the services first. Write them on the board and allow Ss about five minutes to prepare. When the time is over, the game starts. The group with the most predictions wins.

# A CLOSER LOOK 1

## Vocabulary

**1** Complete the table with appropriate words.

	Verb	Noun	Noun (person)
1.	attend		
2.	facilitate		
3.		provision	
4.			developer
5.		interview	
6.			evaluator
7.		participation	
8.			applicant

**2** Use the words in the table in **1** to complete the sentences.

- A lot of people have come tonight to \_\_\_\_\_ the forum.
- The application of technology in the school will \_\_\_\_\_ self-learning.
- Even in distant areas, the teacher will no longer be the only \_\_\_\_\_ of knowledge.
- Who has \_\_\_\_\_ the idea into this remarkable event?
- In the programme, he \_\_\_\_\_ ordinary people about their future plans.
- The discussion included a critical \_\_\_\_\_ of the new course.
- We require your full \_\_\_\_\_ in this discussion.
- She decided to \_\_\_\_\_ for a job as an engineer.

**3** Choose the correct answer A, B or C which is closest in meaning to the underlined word/phrase in the sentences.



- In the future, fathers may be externally employed or stay at home and look after their children.  
A. do extra work    B. go out to work  
C. work full-time
- There will still be actual classrooms where teachers and students can interact face to face.  
A. virtual    B. online    C. traditional
- The most fascinating change happening to women is their increasing involvement in education and employment.  
A. participation    B. roles    C. power
- Viet Nam used to be male-dominated, with men being the voice of the family and society.  
A. men doing housework  
B. men playing the leading role  
C. men earning money
- Women get a job to support their families as well as to be financially independent.  
A. economically    B. physically    C. totally

## REMEMBER!

The word 'sense' refers to a feeling for, or understanding of, something. It is formed like this: (a) *sense of* + N



**4** Complete the sentences with phrases formed with 'sense of'.



sense of

humour

style

responsibility

time

direction

- He has a very good \_\_\_\_\_. He never gets lost.
- She has such a good \_\_\_\_\_. She makes everyone laugh at work.
- I don't have much \_\_\_\_\_. I always seem to be late for appointments.
- He has a strong \_\_\_\_\_. You can always rely on him.
- She has no \_\_\_\_\_ at all. She never chooses the right colour or the right clothes for herself.

## A CLOSER LOOK 1

### Vocabulary

- 1 Ask Ss to complete the table individually or in pairs. Then allow them to share their answers with a partner/ another pair. Check as a class.

**Note:** Ss might have difficulty with the forms of the words. T may allow them to use a dictionary.

**Key:**

	Verb	Noun	Noun (person)
1.	attend	attendance	attendant
2.	facilitate	facility	facilitator
3.	provide	provision	provider
4.	develop	development	developer
5.	interview	interview	interviewer/interviewee
6.	evaluate	evaluation	evaluator
7.	participate	participation	participant
8.	apply	application	applicant

- 2 This is quite a demanding exercise. Let Ss work in pairs. Ask them to determine the form of the word which is missing from each sentence first. Then ask them to read the whole sentence carefully and determine the meaning of the missing word. After that, they choose the correct word. Allow Ss to share their answers with other pairs. Check the answers as a class.

**Key:**

1. attend      2. facilitate      3. provider      4. developed  
5. interviews      6. evaluation      7. participation      8. apply

- 3 Have Ss work individually. Ask Ss to use the context of each sentence as guidance. Once they have completed the exercise, they can exchange their answers with a partner. Check the answers as a class.

To make sure that Ss understand the meaning of these words/phrases, ask for volunteers, or select Ss, to make new sentences using them. Or T can check by asking questions like:

‘Can you name some countries which you think are male-dominated?’

‘Do you always study in a traditional classroom?’

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

- 4 Before Ss do the task, ask them to read the **REMEMBER!** box. Ask Ss to read the phrases in the table. Make sure they understand the meanings of the phrases by giving equivalents in Vietnamese. Have Ss then complete all the sentences. Confirm the correct answers as a class.

**Key:**

1. sense of direction      2. sense of humour      3. sense of time  
4. sense of responsibility      5. sense of style

## Pronunciation

### Agreeing and disagreeing tones

#### REMEMBER!

When we agree with another person, the tone of our voice often *drops* at the end of the sentence.

*Example:* Yes, you're right.

However, if we disagree with someone, our voice often *rises slightly*. This makes our message sound unfinished and therefore more polite.

*Example:* Well, maybe.

We can also express our disagreement by repeating a statement as a question with a natural *rising tone*.

*Example:* He can't be trusted?



- 5** Listen carefully and tick (✓) the correct box. Then listen again and repeat.

	→	↗
1. No one can deny it?		
2. All of us can see your point.		
3. We will help him with the money.		
4. You will be cooking.		
5. Well, you may be right.		

- 6** Mark Mike's sentences with falling (agreeing) or rising (disagreeing) arrows. Then listen and check.

**Laura:** We have to educate the public about wildlife.

**Mike:** Yes, that's important.

**Laura:** And we must act to save endangered species.

**Mike:** That helps.

**Laura:** Keeping wild animals in zoos can help protect them.

**Mike:** That's an important point ...

**Laura:** Zoos can make money for their conservation programmes through charging entrance fees.

**Mike:** Umm, yes I suppose so.

## A CLOSER LOOK 2

### Grammar

#### Future passive: review

- 1** Choose the future active or passive to complete the sentences.

- Teenagers \_\_\_\_\_ in important decisions concerning their lives.  
A. will participate      B. will be participated
- Trees \_\_\_\_\_ on both sides of the streets.  
A. will plant      B. will be planted
- All the information you need for the report \_\_\_\_\_ tomorrow.  
A. will provide      B. will be provided
- When put into operation, this factory \_\_\_\_\_ tons of cheese a day.  
A. will produce      B. will be produced
- In the near future, e-books \_\_\_\_\_ paper books in school.  
A. will replace      B. will be replaced
- The principal promises that safety measures \_\_\_\_\_ immediately \_\_\_\_\_.  
A. will – apply      B. will – be applied

- 2** Rewrite the sentences without changing their original meanings.

- They will also hold classes in places like restaurants or supermarkets.  
→ Classes \_\_\_\_\_.
- The school will constantly tailor its curriculum to meet changes in society.  
→ The school's curriculum \_\_\_\_\_.
- Schools will not evaluate students' academic performance through exams only.  
→ Students' academic performance \_\_\_\_\_.
- Men will no longer make all the decisions in the family.  
→ Not all the decisions in the family \_\_\_\_\_.
- High technology will free women from most housework.  
→ Women \_\_\_\_\_.
- They will build more flyovers to reduce traffic in the city.  
→ More flyovers \_\_\_\_\_.

## Pronunciation

### Agreeing and disagreeing tones

Use the **REMEMBER!** box to instruct how the rising and falling tones are used when you want to show your agreement or disagreement with some idea or opinion. Write the examples in the box on the board and have the whole class practise them. Make sure that Ss understand the rules before they do the exercises.

- 5** Have Ss listen to the recording and tick the correct column for each question. Then let them listen again and have them repeat the sentences with a focus on the tones.



**Key + Audio script:**

1. No one can deny it?	4. You will be cooking.
2. All of us can see your point.	5. Well, you may be right.
3. We will help him with the money.	

- 6** Have Ss work individually. Ask them to read the conversation carefully and refer to the **REMEMBER!** box as they do the exercise. Then play the recording. Ss listen, check, and say the sentences. Call on some Ss to say the sentences individually.



**Key + Audio script:**

**Laura:** We have to educate the public about wildlife.

**Mike:** Yes, that's important.

**Laura:** And we must act to save endangered species.

**Mike:** That helps.

**Laura:** Keeping wild animals in zoos can help protect them.

**Mike:** That's an important point...

**Laura:** Zoos can make money for their conservation programmes through charging entrance fees.

**Mike:** Umm, yes I suppose so.

## A CLOSER LOOK 2

### Grammar

#### Future passive: review

Before doing the exercise, T may write the two example sentences using the future active and passive on the board. Let Ss work out the difference between the two sentences. This reminder should help Ss to complete exercise **1**.

**Example:**

1. They will build a new bridge here.
2. A new bridge will be built here.

- 1** Ask Ss to work individually. They then share their answers with a partner. Check the answers as a class.

**Key:** 1. A      2. B      3. B      4. A      5. A      6. B

- 2** Have Ss work individually. Ask them to exchange their answers for checking. Have Ss write their answers on the board. T corrects if needed.

**Note:** For Ss who are weak at this kind of exercise, ask them to underline the verb phrases in the original sentences which will have to be changed. Then ask them to change the sentences into future passive first, before completing the rest of the sentences.

**Key:**

1. Classes will also be held in places like restaurants or supermarkets.
2. The school's curriculum will constantly be tailored to meet changes in society.
3. Students' academic performance will not be evaluated through exams only.
4. Not all the decisions in the family will be made by men.
5. Women will be freed from most housework by high technology.
6. More flyovers will be built to reduce traffic in the city.

## Non-defining relative clauses

### REMEMBER!

A relative clause which is placed **right after a definite noun** and adds extra information is called a non-defining relative clause.

#### Examples:

London, which lies on the River Thames,  
definite noun    non-defining relative clause  
is the capital of England.

Peter, who is so knowledgeable about stars,  
definite noun    non-defining relative clause  
is attending an international conference in Belgium.

#### Note:

A non-defining relative clause

- is separated from the main clause by a comma/ commas
- can be omitted without causing confusion
- does not use 'that' to replace 'which' and 'who'



### 3 Put a comma/commas where necessary in the sentences.



1. Minh told me about his new job which he's enjoying very much.
2. The Board of Directors are usually those who get the most votes.
3. The US which stands for the United States is sometimes confused with the UN which stands for the United Nations.

4. Jack London who is the author of *The Call of The Wild* is a famous American writer.
5. Psychology which is the study of the mind originates from a Greek word.
6. Jane refused a position which would be a dream job for many of her peers.

### 4 Cross out the relative clause which can be omitted without causing confusion to the meaning of the sentence.

1. Sarah works for a company that makes bikes.
2. I've got a sister called Caroline, who is now on a tour around Canada.
3. This morning I met my ex-classmate Janet, whom I hadn't seen for ages.
4. The 6.30 bus, which I often take to school, was late today.
5. Only those who had booked in advance were allowed in.
6. The stairs which lead to the basement are rather slippery.

### 5 Combine two sentences into one. Use the sentence in brackets to make a non-defining relative clause.

1. We are staying at the Grand Hotel. (It will be demolished for a department store.)  
→ \_\_\_\_\_.
2. The essays will be assessed by Hans de Wit. (He is the President of the EAIE.)  
→ \_\_\_\_\_.
3. The Second World War destroyed hundreds of cities in Europe. (It lasted from 1939 to 1945.)  
→ \_\_\_\_\_.
4. I have read several short stories by Jack London. (He is a famous American writer.)  
→ \_\_\_\_\_.
5. The Eiffel Tower was built over two hundred years ago. (It is on the River Seine.)  
→ \_\_\_\_\_.

## Non-defining relative clauses

- 3** Work with Ss on the **REMEMBER!** box first. Write the examples in the box on the board as you explain the rules. Ensure that Ss understand the rules before beginning the exercises. T may keep the examples on the board while Ss are doing the exercises.

Ask Ss to work individually. They can then exchange their answers with a partner. Elicit the answers from Ss and correct them if necessary. Ask Ss to explain their answers to check their understanding of the rule.

**Key:**

1. Minh told me about his new job, which he's enjoying very much.
2. The Board of Directors are usually those who get the most votes.
3. The US, which stands for the United States, is sometimes confused with the UN, which stands for the United Nations.
4. Jack London, who is the author of *The Call of The Wild*, is a famous American writer.
5. Psychology, which is the study of the mind, originates from a Greek word.
6. Jane refused a position which would be a dream job for many of her peers.

- 4** Before doing this exercise, remind Ss that only non-defining relative clauses can be omitted. Have Ss do this exercise individually. They may refer to the rules on the board. Check the answers as a class.

**Key:**

1. Sarah works for a company that makes bikes.
2. I've got a sister called Caroline.
3. This morning I met my ex-classmate Janet.
4. The 6.30 bus was late today.
5. Only those who had booked in advance were allowed in.
6. The stairs which lead to the basement are rather slippery.

- 5** Have Ss work individually. Let Ss share their writing with their partner. Check as a class, paying special attention to the commas and the relative pronouns.

**Key:**

1. We are staying at the Grand Hotel, which will be demolished for a department store.
2. The essays will be assessed by Hans de Wit, who is the President of the EAIE.
3. The Second World War, which lasted from 1939 to 1945, destroyed hundreds of cities in Europe.
4. I have read several short stories by Jack London, who is a famous American writer.
5. The Eiffel Tower, which is on the River Seine, was built over two hundred years ago.

## COMMUNICATION

### Extra vocabulary

hands-on  
tailoring

individually-oriented  
responsive to

**1 a** Work in groups. Read the introduction to the *Just imagine!* forum. Discuss and take notes of your own predictions.

**b** Read the predictions which have been posted and see if any are similar to yours.

### Just imagine!

*This is a forum launched by Nhat Minh School in Da Nang. The students were asked to share their thoughts about the roles of schools in the future. Here are some posts we would like to share with you.*



#### Post 22

The school will be like a small city. Classes will be held in traditional classrooms as well as in places like fast food restaurants where students will learn how to run a business, or in a nursing home where they will learn to take care of others. In short, learning will be more **hands-on**.

Lan, class 6A

#### Post 76

The school will no longer be the only **evaluator** which decides whether a student is allowed to enter university. Society will also be part of this evaluation through the activities a student has performed outside class.

Hung, class 9D

#### Post 51

Self-study will be valued. Students will have more freedom to choose whether to go to school on certain days and for certain lessons. Class attendance check-up will no longer be used. Students will be able to stay at home and follow the lessons online, or study the topic from other reliable sources. Learning will be more **individually-oriented**, and thus be more effective.

Cuong, class 9B

#### Post 101

Schools will be more **responsive to** changes in society by constantly **tailoring** their curriculum and activities. In so doing, they will greatly contribute to the development of the economy and help keep society safe.

Nguyen, class 8G

## COMMUNICATION

- 1 a** Start this session by writing 'The roles of schools in the future' on board. Ask Ss to read the introduction to the *Just imagine!* forum. Lead Ss through a discussion about how they think the roles of school will change in the future. Encourage Ss to be imaginative and come up with ideas. There are no wrong answers at this stage.
- b** Have Ss read the posts individually as quickly as possible. Then refer to their predictions in **1 a** and see if there are any similarities.



- 2** Work in groups. Look at the coloured words/phrases in the posts. Then discuss and find their meanings from the context.

1. hands-on

2. individually-oriented

3. evaluator

4. responsive to

5. tailoring

- 3** Which response (1-4) is the most relevant to each of the posts in **1b**?

Post 22: \_\_\_\_\_

Post 76: \_\_\_\_\_

Post 51: \_\_\_\_\_

Post 101: \_\_\_\_\_

- I agree that academic performance is not the only criterion to evaluate a person.
- Surveys will be conducted to find out the changing demands of society.
- This development will allow a student to tailor his/her own learning.
- I have the same vision of seeing us learn more from real life.

#### 4 WHAT DO YOU THINK?

Discuss in groups. Support your answers with specific reasons and examples.



Which change in the roles of schools in the *Just imagine!* forum ...

- are you most interested in?
- do you find most unlikely to happen?
- are you sure will be coming soon?
- will involve the participation of the whole society?

## SKILLS 1

### Reading

#### 1 Discuss in groups.

- What changes in society will we see in ten years' time?
- What will be the changes in the roles of men and women in society?
- How will the increasing involvement of women in public life affect society?

### CHANGES TO COME



#### 2 a Read the passage and match the underlined words/phrases in the passage with their definitions.

Developing countries have witnessed enormous changes in their societies, and the most fascinating one, no doubt, is the ever increasing involvement of women in education and employment. More and more women in these countries are entering university, getting higher education degrees, and going out to work. They are no longer content with staying at home, in the sole role of a housewife. This dramatic change will greatly affect the socio-economic picture of these countries.

With more women going out to work, the financial burden of the male 'breadwinners' in the family will be reduced. However, along with this, they will no longer be the dominant figures, the sole decision-makers, and will learn to share the housework. This change will certainly be advantageous for children. They will get more affection and care from their fathers. They will also learn to be more independent since both parents will work.

The service sector will therefore be the first to be challenged. There will be greater demand for child-care provision, convenience foods, housework services, and after-school activities and tutoring services. With higher education and more money to spend, people will be expecting better quality services and higher living standards. This, consequently, will help develop the countries' economy.

- 2** Ask Ss to work in groups of three or four. Ask them to look for the words/phrases in each post in **1b** and work out their meaning, based on the context. Check the answers as a class.

**Suggested answers:**

1. real; practical
2. focussed on a particular person; customised
3. a person who judges another person's performance
4. reacting quickly and positively; showing interest in something
5. making the necessary changes to something to make it fit a person or situation

- 3** Have Ss work in groups. Ask them to read each post in **1b** carefully and choose the most relevant response (1-4) for it. Check as a class.

**Key:** Post 22: 4  
Post 51: 3  
Post 76: 1  
Post 101: 2

- 4** Have Ss discuss each of the questions in groups of four or five. They can refer back to the posts in **1b**. Ask them to note down all the changes they see in the posts. Tell them to support their answers with reasons. Ss then share their opinions with the class. Give comments on groups' ideas.

## SKILLS 1

### Reading

- 1** Have Ss discuss the questions in groups or as a class. Encourage them to use their imagination, and consider even the smallest changes and their possible effects. T can write some of the most interesting answers on the board, and leave them there while the class does **2**.
- 2** **a** Ask Ss to read the passage individually, paying special attention to the underlined words/phrases. Ask them to guess the meanings of these words/phrases through the context. Then let them do the matching exercise. Check and confirm the correct answers.

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

Words/phrases	Definitions
1. have witnessed	a. pressure to earn enough money
2. no doubt	b. satisfied
3. content	c. therefore/as a result
4. sole	d. have seen something happen
5. financial burden	e. clearly
6. consequently	f. only

**b Read the passage again and answer the questions.**

1. What is seen as a fascinating change in developing countries?
2. What will be affected by this change?
3. How will the roles of the males in families change?
4. What will the children learn when their mothers go out to work?
5. Which economic sector will be challenged first by the change?
6. How will the countries' economies benefit from this change?

## Speaking

**3 a Here are some predictions about the changing roles of males and females in the future. Tick (✓) the one(s) you agree with.**

1. More men will be stay-at-home dads: looking after the children and doing housework.
2. It will be normal for women to ask men to marry them.
3. The husband will also get paid leave when his wife gives birth.
4. Half of primary school teaching staff will be male.
5. There will be more female politicians.
6. Careers such as the police, the army, security guards and private detectives will no longer be male-dominated.



**b Work in groups. Share the predictions you agree with in 3a in the group. Discuss if you agree with your groupmates' choices. Give reasons and examples to support your opinion.**

**Example:**

- A: I agree that half of the primary school teachers will be male.
- B: No way! There will be more men than now, but I don't think the ratio will be 50/50.
- A: Maybe. But it would be best if half were male. Perhaps it should be made into a law.
- C: I agree with A. Children need both male and female role models to develop into productive members of society.

**4 With more women having well-paid jobs, what changes will we see in the service sector? Make a list, and present it to the class.**

**Example:**

1. Supermarkets will sell more convenience foods.
2. There will be more beauty salons.
3. Tutoring centres will grow.
4. ...



- b** Have Ss read the passage again and answer the questions. Ask them to mark the word/words where the information for the answers comes from. Ss can share their answers with their partners. Check Ss' answers as a class.

**Key:**

1. The ever increasing involvement of women in education and employment.
2. The socio-economic picture of these countries.
3. Their financial burden will be reduced. However, they will no longer be the dominant figures and will learn to share decision-making and housework.
4. They will learn to be more independent.
5. The service sector.
6. It will develop.

## Speaking

- 3 a** Have Ss work individually. Ask them to read the predictions and tick the one(s) they agree with. There are no wrong answers here, though Ss should be preparing to back up their choices with reasons and examples.
- b** Ask Ss to work in groups. Each student shares his/her list. Other Ss in the group discuss the predictions and say whether they agree or disagree, backing their opinions up with reasons and examples. T moves around the class to facilitate the discussions. If something interesting comes up, T may wish to bring the whole class together to discuss it.
- 4** Start this activity by brainstorming the areas of the service sector which are most likely to be affected by having more women go out to work. Write the list of ideas on the board. Allow Ss some time to discuss in groups the changes which may happen. Move around the class to facilitate the discussions. Then each group presents their ideas to the class. Encourage responses from the class as they listen to the predictions.

## SKILLS 2

### Listening

- 1** Look at the maps. Where is Kenya located? What do you know about this country?



- 2** Listen to the description of some changes in the roles of women in Kenya. Decide if the statements are true (T) or false (F).

	T	F
1. Kenya was more male-dominated in the mid-twentieth century than now.		
2. Women work to be financially independent.		
3. The number of women attending colleges and universities has risen.		
4. About one third of Kenyan females stayed at home as housewives in 1995.		
5. In 2025, more than half of the student population in Kenya will be girls.		

- 3** Listen to part 2 again and fill the blanks with the correct information.

Percentage of women in Kenya staying at home as housewives in

- 1995: \_\_\_\_\_
- 2010: \_\_\_\_\_
- 2025: \_\_\_\_\_

Percentage of women in Kenya attending colleges and universities in

- 1995: \_\_\_\_\_
- 2010: \_\_\_\_\_
- 2025: \_\_\_\_\_



### Writing

- 4** Work in groups. How do you think the roles of teenagers will change in the future? Brainstorm and make a list of possible changes.

Teenagers' roles in the future:

- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- ...

- 5** Choose one of your group's ideas, and write a short paragraph about it.

In your writing, you should include:

- what the change is
- why you think the change will happen
- what this change will mean for society

---



---



---



---



---

## SKILLS 2

### Listening

- 1 Ask Ss to look at the maps and work in groups to locate Kenya on the larger Africa map. If Ss are having problems, suggest they focus on the shape of the country. (Kenya is in the east of Africa, about halfway up the map). Ask them to share any information they know about this country. If they know nothing about Kenya, T can come back to this question after Ss have done the listening exercises.
- 2 Have Ss read the statements first. For a class which knows more about Kenya, encourage them to make a guess if a statement is true or false before they actually do the listening.

The audio recording for this section has two parts. T plays both parts of the recording for the class now. Ss listen and tick (✓) the answers. Check the answers as a class.

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

- 3 Play part 2 of the recording again. Ss listen and do activity 3. Ss can exchange their answers. Write the correct answers on the board.

**Key:** 1. 1995: 65% 2. 2010: 47% 3. 2025: 30% 4. 1995: 22% 5. 2010: 36% 6. 2025: 48%



#### Audio script:

##### Part 1

Back in the mid-twentieth century, Kenya was a more male-dominated society compared to today. Men were ahead of women in both education and employment. But the situation has changed a lot since then. More and more women are working these days. They earn to support their families, as well as to be financially independent. More women study nowadays. Higher education has witnessed a great rise in the number of women attending colleges and universities.

##### Part 2

Let's look at some figures.

In 1995, 65 percent of Kenyan females stayed at home as housewives. This number dropped dramatically to 47 percent in 2010. It is predicted that this number will keep falling to around 30 percent in 2025.

Only 22 percent of university students were girls in Kenya in 1995. Fifteen years later, in 2010, this number went up to 36 percent. Research shows that it will keep rising, and in 2025, about 48 percent of the student population will be made up of females.

### Writing

- 4 Have Ss work in groups of three or four. Together they discuss and make a list of the possible changes in the roles of teenagers in the future. Encourage Ss to explain why they think these changes will happen. Walk around and help Ss with any difficulties.  
T may have the groups write their lists on board. Leave the lists there for activity 5.
- 5 Have Ss write a short paragraph about one of the changes their group has listed in 4 individually. If time allows, T can ask one or two Ss to share their writing with the class by writing it/them on the board. Other Ss give comments.

#### Sample writing:

It is likely that teenagers in the future will be more in charge of their studies. There are at least two reasons for this. Firstly, there is the rise of the Internet, which provides teenagers with various reliable sources of information. It also allows teenagers to develop a large social network with their peers. They can therefore self-search, exchange, and discuss information in order to plan their studies. Secondly, the fact that they start school early and spend a lot of time by themselves when their parents go out to work makes them more independent. Decision-making will become a larger part of their lives. Teens will make decisions concerning their own lives, instead of being told what to do and how to do it. In short, these are the two reasons why teenagers will become more responsible for their studies.

# LOOKING BACK

## Vocabulary

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

individually-oriented      responsive to  
hands-on                      facilitators  
financially                      male-dominated

- The feudal system promotes \_\_\_\_\_ societies, where women obey men unconditionally.
- Most services nowadays are mass-focussed, not \_\_\_\_\_.
- This syllabus is quite theoretical. I want to see something more \_\_\_\_\_.
- A successful education must be \_\_\_\_\_ social demands.
- Women these days prefer to be \_\_\_\_\_ independent.
- Teachers will become \_\_\_\_\_ rather than information providers.

**2** Use the words in their correct forms to complete the sentences.

support	1. Greener is an organisation which _____ community activities.
provide	2. Our dream is to become the largest childcare _____ in the area.
prediction	3. I hope that in the near future, scientists will find a reliable method of _____ earthquakes.
tailor	4. We have _____ our syllabus to fit this advanced group.
evaluation	5. Every school has to _____ how well their students are doing.
witness	6. They called three _____ of the accident to court.

## Grammar

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

- A group of biologists \_\_\_\_\_ come from different countries are studying the emperor penguin in Antarctica.  
A. which      B. whom      C. that      D. they
- The young man sitting by the bar is the famous boyscout Peter Wing, \_\_\_\_\_ we were talking about.  
A. whom      B. that      C. whose      D. him
- On the wall are some old photos, \_\_\_\_\_ in black and white.  
A. which is      B. which are      C. who are      D. they are
- Have you ever seen Picasso's *La Guerre*, \_\_\_\_\_ is really a masterpiece?  
A. who      B. which      C. that      D. they
- This lovely place is called Nowy Swiat, \_\_\_\_\_ means *New World*.  
A. who      B. it      C. which      D. that
- The police are now looking for two young men, \_\_\_\_\_ were seen running out of the store.  
A. which      B. they      C. whom      D. who

**4** Use the correct form of the relative clause to combine the two sentences into one.

- Many tourists visit Liverpool. Liverpool is the home of The Beatles.  
→ \_\_\_\_\_.
- The town hasn't got any parks. People can go and relax there.  
→ \_\_\_\_\_.
- My son took part in the *Beyond 2030* forum. The forum invited people to share their vision of the future.  
→ \_\_\_\_\_.
- Baron Pierre de Coubertin was the founder of the modern Olympic Games. He was not in favour of women participating in the Games.  
→ \_\_\_\_\_.
- There will be an open discussion. The discussion will look at the main challenges and opportunities in the coming decades.  
→ \_\_\_\_\_.
- The changing economic role of women started in 1948. It has greatly affected the role of men.  
→ \_\_\_\_\_.

## LOOKING BACK

Encourage Ss to complete the **LOOKING BACK** section without referring to the previous sections in the unit.

Ss should record their results for each exercise in order to complete the final **Finished!** self-assessment box and identify areas for review.

## Vocabulary

- 1** Have Ss complete this exercise individually. Check their answers as a class.

**Key:**

- |                   |                          |                 |
|-------------------|--------------------------|-----------------|
| 1. male-dominated | 2. individually-oriented | 3. hands-on     |
| 4. responsive to  | 5. financially           | 6. facilitators |

- 2** Ss work individually. Ask them to determine that form of word missing from each sentence (a verb, a noun, or an adjective) and then Ss work out the correct answer to complete the sentences. Ss can then double check the answers with their partner. Confirm the correct answers.

**Key:**

- |             |             |               |
|-------------|-------------|---------------|
| 1. supports | 2. provider | 3. predicting |
| 4. tailored | 5. evaluate | 6. witnesses  |

## Grammar

- 3** Ss complete this task individually or in pairs. Check as a class.

**Key:** 1. C      2. A      3. B      4. B      5. C      6. D

- 4** Have Ss complete the activity individually. Have them double check their answers. Call on two Ss to write their sentences on the board. Comment and confirm the correct sentences.

**Key:**

1. Many tourists visit Liverpool, which is the home of The Beatles.
2. The town hasn't got any parks where people can go and relax.
3. My son took part in the *Beyond 2030* forum, which invited people to share their vision of the future.
4. Baron Pierre de Coubertin, who was the founder of the modern Olympic Games, was not in favour of women participating in the Games.
5. There will be an open discussion which will look at the main challenges and opportunities in the coming decades.
6. The changing economic role of women, which started in 1948, has greatly affected the role of men.

## Communication

**5** Match each prediction with two responses.  
Then practise saying them in pairs.

Predictions	Responses
1. People will no longer send letters by mail.	A. What will it be like living high up?
2. Technology will allow mothers to deliver children at home by themselves.	B. Faster than planes? How come?
3. People will be travelling in supersonic trains.	C. I wish they would. I love reading a handwritten letter, which is much more personal.
4. There will be sky houses in big cities.	D. Well, why not? We have seen amazing things that technology offers.
	E. I'd love it. The view from the window would be fantastic.
	F. I don't think it's ever going to happen. It's too dangerous.
	G. We won't be able to see the scenery on the way!
	H. That's for sure! Emails and messages will replace them.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to the changing roles in society</li> <li>identify tones of agreement and disagreement</li> <li>use the future passive with confidence</li> <li>use non-defining relative clauses to give extra information</li> <li>read for specific information about the changing roles of women in society and its effects</li> <li>talk about roles in the future</li> <li>listen for specific information about the changes that women in Kenya are going through</li> <li>write about the roles of teenagers in the future</li> </ul>			

## PROJECT

### YOUR VISION OF THE FUTURE



There have been a lot of changes in society over the past 30 years, and more changes will certainly continue to take place. A competition called YOUR VISION OF THE FUTURE has been launched online for school students. Form a team of 5-6 and work together to discuss:

- what your vision of the future is
- how the world will be different to today's world
- what brings about the change, and
- how you feel about it

Then get ready to present your ideas to the class before you can post it on the competition website.

## Communication

- 5** Ss work in pairs to complete the exercise. Check the answers as a class. Then Ss can practise reading aloud the predictions and responses with their best pronunciation and fluency. Call on some pairs to act them out in front of the class.

**Key:** 1. C, H      2. D, F      3. B, G      4. A, E

### Finished!

Ask Ss to complete the self-assessment. Discuss as a class what weaknesses remain, and what areas Ss have mastered.

## PROJECT

### Your vision of the future

This project aims to encourage Ss to work out what they think the world in the future will be like.

Divide Ss into groups of four or five and instruct them on what they have to do. Since this is a broad topic, it may be helpful if each group chooses an area which they can focus on (technology, education, medicine, etc.). Encourage every member of the group to actively participate in the project. Tell them their project has to answer the questions:

- what your vision of the future is
- how the world will be different to today's world
- what brings about the change, and
- how you feel about it

Have Ss present their ideas in the next lesson. When all the groups have given their presentations, the whole class can vote for the best.

**GETTING STARTED****What subjects will you choose?****1 Listen and read.**

**Veronica:** ... I've been choosing my school subjects for next year. I've decided to take a vocational GCSE\* along with some traditional academic subjects.

**Nhi:** A vocational GCSE? What's that?

**Veronica:** Well, GCSEs are secondary certificates of education which are studied by students aged between 14 to 16. In vocational subjects, students can study a work sector like applied business, design, health, or tourism.

**Nhi:** Isn't it hard to study both academic and vocational subjects at the same time? And isn't it too soon to be doing vocational training?

**Veronica:** Well, no... they offer an applied approach to learning so it's not too difficult or too soon. I think it adds variety.

**Nhi:** Oh, I see! What area are you interested in?

**Veronica:** Leisure and Tourism.

**Nhi:** So, what job opportunities are there in tourism?

**Veronica:** A lot. You can work as a housekeeper, receptionist, tour guide, lodging manager, chef, or event planner. You can also work in customer service...

**Nhi:** Sounds interesting! What if you change your mind later?

**Veronica:** No worries. I can still progress to further education to take A levels\*. With A levels, I can go to college or university. What about you?

**Nhi:** My dad is encouraging me to choose biology, chemistry, and physics.

**Veronica:** Wow! To become a doctor?

**Nhi:** Yeah, we've discussed becoming a doctor, but I may also become a biologist.



## THIS UNIT INCLUDES:

### VOCABULARY

Jobs, careers, and factors affecting career choice

### PRONUNCIATION

High tones

### GRAMMAR

Despite/In spite of: review

Verb + to-infinitive/Verb + V-ing

### SKILLS

- Reading for general and specific information about choosing a career
- Talk about choosing future jobs and reasons for these choices
- Listening for general and specific information about choosing future jobs and reasons for the choices
- Writing about the qualities one needs to be able to do a certain job

### COMMUNICATION

Talking about choosing future jobs and reasons for the choices



Unit 12/ My Future Career 71

## Objectives:

By the end of this unit, students can:

- use the lexical items related to jobs and careers
- identify in which situations to use high tones and say sentences with the correct high tone
- use the structures Verb + to-infinitive/Verb + V-ing correctly
- read for general and specific information about choosing a career
- talk about choosing future jobs and reasons for these choices
- listen for general and specific information about choosing future jobs and reasons for these choices
- write about the qualities one needs to be able to do a certain job

## GETTING STARTED

### What subjects will you choose?

#### Introduction

Before Ss open their books, review the previous unit by asking them to play a game. First, divide Ss into two equal teams. Write the phrase 'The roles of teachers and schools in the future' on the board. Ask the two teams to write down as many words/phrases relating to the roles of teachers and schools in the future as possible. Set a time limit of three minutes. The team with more correct words/phrases wins.

- 1 Ask Ss what job or career they want to do in the future. Then ask them another question:

*Do you have to choose some specific subjects to focus on if you want to do that job in the future?*

Elicit answers from Ss. Now, tell them to look at the picture and the heading 'What subjects will you choose?' and ask them these questions:

*Who can you see in the picture?*

*Where do you think they are?*

*What do you think they are talking about?*

Have Ss answer as a class.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the conversation.

**a** Put a word/phrase from the box under each picture.

housekeeper  
lodging manager  
customer service staff

tour guide  
event planner  
biologist



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**b** Find a word/phrase in the conversation that means:

- a secondary school qualification that UK students generally take at the age of sixteen
- subjects connected with the skills and knowledge to do a job
- subjects which focus on theory including mathematics, literature, science, etc.
- a practical method
- the business of providing services for people on holiday
- the time when you are not at work or school

**c** Tick (✓) true (T), false (F), or not given (NG).

	T	F	NG
1. Veronica is going to take a vocational GCSE subject.			
2. Nhi knows what a vocational GCSE is.			
3. Veronica will not have to study academic subjects any more.			
4. Veronica is going to become a tour guide.			
5. Nhi's father wants her to study the sciences.			
6. Nhi has decided to become a doctor.			

**2 a** Look at the phrases and cross out any noun/noun phrase that doesn't go with the verb.

1. earn

a living  
money  
a job

2. do

leisure time  
a nine-to-five job  
a course

3. work

overtime  
a job  
flexitime

4. take

a course  
a job  
a living

**b** Complete each of the following sentences with a collocation in **2a**. Note that one is not used. You may have to change the forms of the collocations to fit the sentences.

- He decided to \_\_\_\_\_ an English \_\_\_\_\_ before going to work in America.
- I'm \_\_\_\_\_. I work my eight hours and I don't have to work overtime.
- I prefer to \_\_\_\_\_. That allows me time to take my children to school.
- She \_\_\_\_\_ by selling vegetables in the village market.
- She \_\_\_\_\_ in cooking before taking the post as a chef in the restaurant.
- Most people in my company are suffering from stress because they are asked to \_\_\_\_\_.

### 3 GAME: WHAT'S MY JOB?

In groups, take turns to think of a job. The others can ask Yes/No questions to find out what that job is.

*Example:*

A: Do you work in an office?

B: No.

C: Do you look after people?

B: Yes.

D: Do you have a university degree? ...

- a** Ss work in pairs to label the pictures with the words/phrases given. Allow pairs to share their answers before asking them to discuss as a class. Then ask some Ss to read the words/phrases aloud and correct their pronunciation if necessary.

**Key:** 1. lodging manager 2. event planner 3. customer service staff  
4. housekeeper 5. tour guide 6. biologist

- b** Have Ss work individually. Ss find the words/phrases with the given meaning in the conversation. Then have Ss share their answers with a partner before asking them to discuss as a class.

**Key:** 1. GCSE 2. vocational subjects 3. academic subjects  
4. applied approach 5. tourism 6. leisure

- c** Have Ss read the conversation again to tick true (T), false (F), or not given (NG). Remind Ss that they can answer NG (not given) if they don't think the information was given as part of the conversation. Ss exchange their answers with a classmate. Ask for Ss' answers as well as their explanation for their choices. Write the correct answers on the board.

**Key:** 1. T 2. F 3. F 4. NG 5. T 6. F

- 2 a** Have Ss work in pairs to read the phrases and complete the task. Check the answers as a class.

**Key:** 1. a job 2. leisure time 3. a job 4. a living

- b** Ask Ss to work individually to complete the sentences with the right collocations. Then ask them to share their answers with a partner. Finally, check the answers as a class.

**Key:** 1. take/do (an English) course 2. doing a nine-to-five job 3. work flexitime  
4. earns money/earns a living 5. did a course/took a course 6. work overtime

- 3** Ask Ss to work in groups of four. Ss take turns thinking of a job. The others ask Yes/No questions to find out information, and guess what the job is. The aim is to have Ss ask as many questions as possible. T can tell them that they may ask questions about necessary qualifications, skills, likes, dislikes, working conditions, salary, colleagues, or people they are working with.

**Reference for teachers:**

**Education system in the UK**

Key Stage	Ages	Duration	School years	Final exams
0: Early Years	3 – 5	2 years (1 compulsory)	Nursery, Reception	
1: Primary - basic	5 – 7	2 years	1 – 2	KS1 SATS, Phonics and Reading Check
2: Primary - junior	7 – 11	4 years	3 – 6	KS2 SATS
3: Secondary	11 – 14	3 years	7 – 9	None
4: Secondary	14 – 16	2 years	10 – 11	GCSEs and other Level 1/2 or KS4 qualifications
5: Sixth Form /Further Education	16 – 19	2 years or more (non-compulsory)	12 – 13	A-Levels, AS-Levels, NVQs, and other Level 3 qualifications

to be continued on page 75T

# A CLOSER LOOK 1

## Vocabulary

**1** Put one word/phrase under each picture. There is one extra word.

opera singer   architect   mechanic  
fashion designer   tour guide   pharmacist  
businesswoman   craftsman   physicist



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

**2** Fill each blank with a suitable job from **1**, adapting them where necessary.

1. She dreams of becoming a \_\_\_\_\_ because she really likes physics.
2. He has a talent for fixing things, so he is an excellent \_\_\_\_\_.
3. My father is running a pharmacy. He is a \_\_\_\_\_.
4. He wants to become a \_\_\_\_\_. He's very interested in fashion and design.
5. As a(n) \_\_\_\_\_, he has many opportunities to perform in the Grand Theatre.
6. Working as \_\_\_\_\_, they design buildings.
7. They have won many big contracts. They are successful \_\_\_\_\_.
8. Working with skilled \_\_\_\_\_ in a pottery village, I learnt a lot about the art form.

**3 a** Match each word/phrase in the left column with its definition in the right one.

Words/Phrases	Definitions
1. career	A. a type of job that needs special training or skills, often at a higher educational level
2. job	B. work which a person does to earn money
3. profession	C. the way a person progresses in work in one job or in a series of jobs
4. career path	D. a series of jobs a person does in a particular work area



**b** Fill each gap with a word/phrase in **3a**.

1. Throughout his teaching \_\_\_\_\_, he worked as a teacher, a researcher and a textbook writer.
2. His \_\_\_\_\_ was becoming boring, so he decided to continue with his studies.
3. If you want to enter the teaching \_\_\_\_\_, you need to get a teaching degree.
4. She took a different \_\_\_\_\_ when she gave up nursing and became a yoga teacher.

## A CLOSER LOOK 1

### Introduction

Start by reviewing the previous lesson. Begin by asking two pairs of Ss to come to the front to play a quick game. Ask them to write as many jobs and collocations (or phrases) used to describe those jobs as possible. Set a time limit of three minutes. The pair with the most correct words and collocations wins.

### Vocabulary

- 1** Now have Ss turn to the book and work in pairs to identify the pictures. Ask them to briefly describe the pictures. Then let them do the matching exercise. Check the answers as a class. Then ask Ss:

*Which of these jobs would you like to do in the future?*

*Why would you like to do it?*

Ask some Ss to answer the questions.

**Key:** 1. craftsman      2. physicist      3. opera singer      4. fashion designer  
5. pharmacist      6. architect      7. businesswoman      8. mechanic

- 2** Have Ss work individually to fill the blanks. Remind Ss that the form of the word may need to be changed to fit the sentence. Allow them to share their answers with a partner before checking as a class.

**Key:**

1. physicist      2. mechanic      3. pharmacist  
4. fashion designer      5. opera singer      6. architects  
7. businesswomen and businessmen      8. craftsmen and craftswomen

- 3 a** Give Ss a couple of minutes to work in pairs to do the matching. Then check the answers as a class.

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

- b** Have Ss work individually to complete the sentences. Have them compare their answers in pairs. Afterwards, check Ss' answers as a class.

**Key:** 1. career      2. job      3. profession      4. career path

## Pronunciation

### High tones

- We use high tones for adjectives like *excellent, gorgeous, brilliant, superb, absolutely amazing*, etc., to show strong feelings. If we use weaker adjectives like *nice, quite pleasant, quite pretty*, etc., our voice does not usually go high.

#### Example:

A: So, how was your trip?

B: Excellent!

A: Good food?

B: Quite pleasant.

- When people use *excellent, gorgeous, brilliant, superb, absolutely amazing*, etc., with a flat voice, they mean the opposite.

#### Example:

A: The flight is delayed again.

B: Brilliant.



- Listen to the conversations between Jenny and Tom. Notice how Tom uses the tones in his replies. Then practise the conversation with a partner.

- Jenny: The new office is pretty.

Tom: Pretty? It's amazing!

- Jenny: My new computer is OK.

Tom: OK? It's fantastic!

- Jenny: The canteen is good.

Tom: Good? It's wonderful!



- Jenny: My colleagues are OK.

Tom: OK? They are absolutely fantastic!

- Jenny: The working environment is pleasant.

Tom: Pleasant? It's superb!

- Jenny: The view from my office is nice.

Tom: Nice? It's gorgeous!



- The responses to the pairs of sentences are the same but the speakers have opposite attitudes. Listen, draw arrows to show the tones, then repeat.

#### Example:

- a • They offered us Thai food.  
• Delicious.

- b • We had some old slices of bread.  
• Delicious.

1a	• They have a new air-conditioner. • Brilliant.	1b	• There's going to be an electricity cut today. • Brilliant.
2a	• I got the sack. • Well done.	2b	• I got a promotion again. • Well done.
3a	• I got an A in the exam. • Excellent.	3b	• I failed the exam again. • Excellent.
4a	• Her application was turned down. • Amazing.	4b	• I've been offered two jobs at the same time. • Amazing.
5a	• We're having a company holiday in a luxury resort. • How awful.	5b	• He has decided to cut down on our wages. • How awful.

## Pronunciation

### High tones

Have Ss silently read the information and examples in the box. Ask some Ss to summarise the rules and read out the examples in the box or to give their own examples. Ensure that Ss have understood the ideas before proceeding. Inform Ss that negative adjectives (awful, terrible) can be affected by tone in the same way as positive ones (excellent, brilliant).

- 4 Play the recording for Ss to listen. Ask them to draw arrows to illustrate Tom's tones. Play the recording again for Ss to repeat the short dialogues paying attention to the tones. Call on some pairs to act out the short dialogues.



#### Key + Audio script:

- |   |   |
|---|---|
| 1. <b>Jenny:</b> The new office is pretty.<br><b>Tom:</b> Pretty? It's <u>amazing</u> ! | 4. <b>Jenny:</b> My colleagues are OK.<br><b>Tom:</b> OK? They are <u>absolutely fantastic</u> !    |
| 2. <b>Jenny:</b> My new computer is OK.<br><b>Tom:</b> OK? It's <u>fantastic</u> !      | 5. <b>Jenny:</b> The working environment is pleasant.<br><b>Tom:</b> Pleasant? It's <u>superb</u> ! |
| 3. <b>Jenny:</b> The canteen is good.<br><b>Tom:</b> Good? It's <u>wonderful</u> !      | 6. <b>Jenny:</b> The view from my office is nice.<br><b>Tom:</b> Nice? It's <u>gorgeous</u> !       |

- 5 Have Ss work in pairs to draw arrows to show the tones before reading out. Then play the recording. Ask the pairs to listen and check their lines showing the tones. Confirm the correct answers. Ask some pairs to practise saying the pairs of dialogues. Correct them if necessary.



#### Key + Audio script:

1a	• They have a new air-conditioner. • Brilliant.	1b	• There's going to be an electricity cut today. • Brilliant.
2a	• I got the sack. • Well done.	2b	• I got a promotion again. • Well done.
3a	• I got an A in the exam. • Excellent.	3b	• I failed the exam again. • Excellent.
4a	• Her application was turned down. • Amazing.	4b	• I've been offered two jobs at the same time. • Amazing.
5a	• We're having a company holiday in a luxury resort. • How awful.	5b	• He has decided to cut down on our wages. • How awful.

## A CLOSER LOOK 2

### Grammar

#### Despite/In spite of: review

- 1** Complete each second sentence so that it has a similar meaning to the first. Write no more than THREE words.
- Although she loves maths, she has decided to become an English teacher.  
In spite of \_\_\_\_\_, she has decided to become an English teacher.
  - He studied hard, but he didn't pass the exam.  
Despite \_\_\_\_\_, he didn't pass the exam.
  - Even though he is lazy, he was given the job.  
Despite his \_\_\_\_\_, he was given the job.
  - Although he is short, he has been accepted into the volleyball team.  
Despite \_\_\_\_\_, he has been accepted into the volleyball team.
  - Even though she has poor health, she works twelve hours a day.  
In spite of her \_\_\_\_\_, she works twelve hours a day.

#### Verb + to-infinitive/Verb + V-ing

Read part of the conversation from GETTING STARTED. Pay attention to the underlined part.

**Nhi:** My dad is encouraging me to choose biology, chemistry, and physics.  
**Veronica:** Wow! To become a doctor?  
**Nhi:** Yeah, we've discussed becoming a doctor, but I may also become a biologist.

### REMEMBER!

*Despite/In spite of* is used to express contrast between two pieces of information in the same sentence. We use *despite/in spite of* before a noun, a noun phrase or *-ing* form.

#### Example:

- *Despite the low wage*, he agreed to take the job.  
[noun/noun phrase]
- *In spite of being offered a low wage*, he took the job.  
[-ing form]



- Verb + to-infinitive:** Some verbs are usually followed by the full infinitive. These verbs include *agree, expect, manage, pretend, tend, promise, attempt, offer, refuse...*

**Example:** I expect to get a good job in the future.

- Verb + V-ing form:** Some verbs are usually followed by the V-ing form. These verbs are *finish, stop, admit, deny, avoid, discuss, keep, mention, mind...*

**Example:** He doesn't mind working hard to earn more money.

- There are verbs that can be used with either *to-infinitive* or *V-ing* form without a change in meaning. These verbs are *begin, start, continue...*

**Example:** She began working/to work in our office last month.

- There are verbs that can be used with either *to-infinitive* or *V-ing* form but there is a change in meaning. They are as follows:

	V-ing	to-infinitive
<b>remember</b>	Have a memory of doing sth <i>Do you <b>remember doing</b> that part-time job?</i>	Do sth you have to do <i>Did you <b>remember to ask</b> your boss for the day off?</i>
<b>forget</b>	Not remember a past event <i>I <b>forgot reading</b> the job ads yesterday.</i>	Not remember sth you have to do <i>Don't <b>forget to send</b> your application on time.</i>
<b>try</b>	Do sth to discover its qualities or effects <i>He isn't in the office. <b>Try phoning</b> his home number.</i>	Make an effort to do sth <i>I <b>tried to get</b> the job, but I failed.</i>
<b>stop</b>	Stop an action <i>She <b>stopped complaining</b> when she was given a promotion.</i>	Interrupt an action to do sth else <i>I <b>stopped</b> (my study) <b>to look</b> for a job.</i>

## A CLOSER LOOK 2

### Grammar

#### Despite/In spite of: review

Have Ss read the **REMEMBER!** box, then ask one or two Ss to summarise the rules. T can write the example sentences on the board. Ask Ss to give further examples. Make it clear to Ss that these expressions can be used interchangeably. They both work with all the forms: before a noun, a noun phrase, or an *-ing* form.

**1** Ask Ss to work individually to fill in the gaps. Check the answers as a class.

**Key:** 1. loving maths    2. studying hard    3. laziness    4. being short    5. poor health

#### Verb + *to*-infinitive/Verb + *V-ing*

Ask Ss to read the bubble quoted from the **GETTING STARTED** conversation, then have them read the structures and examples in the grammar box carefully. Help them with the meanings of the verbs if necessary.

Divide the board into four columns. Write **Verb + *to*-infinitive**, **Verb + *V-ing***, **Verb + *to*-infinitive/*V-ing*** with no change in meaning in each column, and a column for **Verb + *to*-infinitive/*V-ing*** with change in meaning. Ask four Ss to come to the board to write the verbs mentioned in the grammar box in the appropriate column. Ask other Ss to give examples with these verbs.

#### Reference for teachers:

##### Education system in the UK (continued)

##### Early Years Foundation Stage

Between the ages of 3 and 5, children are considered to be in the Early Years Foundation Stage of education. All childcare organisations, schools, and nurseries are required to help children develop their social, creative, language, and literacy skills in a safe and supportive environment.

##### Primary Education

At age 5, children enter primary school where they begin their basic first stage of education. At the age of 7 they complete the Key Stage 1 assessments to judge their level of development and abilities.

##### Primary/Junior Education

Between the ages of 7 and 11, children move on to junior school where they continue their basic education. At the age of 11 they complete the end of Key Stage 2 assessments to judge their knowledge and skills in key areas like literacy, numeracy, and science.

##### Secondary Education

After completing Key Stage 2, students move on to comprehensive school until they reach the age of 16. From 11 to 14 students receive a general education in a broad curriculum of subjects including English, Maths, Humanities, Languages, Creative Arts, Technology, Physical Education, etc. From the ages of 14 to 16 students receive more focussed education in around ten subjects (some chosen, and some compulsory). At the end of Key Stage 4, at age 16, students sit exams to gain GCSE qualifications or equivalents. Here standards are higher and programmes more challenging.

##### Further Education

Those who are successful at the end of Key Stage 4 may move on to Further Education, also known as Sixth Form or Post-16 education. This stage is non-compulsory, and students may choose to leave school entirely at this point. For two more years students study three or four subjects of their choice. At the end of Key Stage 5, students sit exams towards A level or equivalent qualifications.

##### Vocational Education

In addition to academic qualifications, students may begin studying more vocational qualifications from the age of 14. At Key Stage 4, students must follow a curriculum that is at least partially composed of academic subjects. English and maths are compulsory at Key Stage 4. At Key Stage 5 students can follow an entirely vocational curriculum if they wish. Popular vocational qualifications include BTECs, and NVQs.

**2 Circle the correct words or phrases in bold. Sometimes both options are correct.**

1. The man offered **to give/giving** me the job.
2. She managed **to pass/passing** the exam for that top school.
3. The students discussed **to choose/choosing** a career.
4. Did your teacher mention **to take/taking** vocational courses?
5. The company refuses **to employ/employing** poorly qualified applicants.
6. The teacher continued **to talk/talking** about job opportunities when the principal came in.

**3 Choose the correct answer(s).**

1. The school is expected \_\_\_\_\_ good citizens for society.  
A. to provide      B. provide      C. providing
2. The school headmaster promised \_\_\_\_\_ practical study programmes to students.  
A. to offer      B. offer      C. offering
3. The company admitted \_\_\_\_\_ the employee unfairly.  
A. to dismiss      B. dismiss      C. dismissing
4. She doesn't mind \_\_\_\_\_ hard to reach her career goals.  
A. work      B. to work      C. working
5. It may be too late to begin \_\_\_\_\_ vocational skills after you leave school.  
A. to learn      B. learn      C. learning
6. Many more students tend \_\_\_\_\_ in vocational schools than in senior secondary schools.  
A. enrolling      B. to enrol      C. enrol

**4 Complete the sentences using the ideas in the pictures and the correct form of the verbs in brackets.**



1. Oh, no! I forgot \_\_\_\_\_ the door! (LOCK)
2. ... I don't remember \_\_\_\_\_ you at the job fair last year. (MEET)
3. I've been trying \_\_\_\_\_ the employment office, but no one is answering! (CONTACT)
4. Did you remember \_\_\_\_\_ your CV? It's the deadline this morning. (SEND)
5. I will never forget \_\_\_\_\_ so hard to become an architect. (WORK)
6. Please, stop \_\_\_\_\_. The library is a quiet space. (TALK)
7. Why don't you try \_\_\_\_\_ your CV to the company? They are looking for people like you. (POST)
8. She stopped reading \_\_\_\_\_ the phone. (ANSWER)

**5 Complete each second sentence using the right form of the word given so that it has a similar meaning to the first. Write between two and five words.**

1. The boy finally succeeded in dealing with his peers at the vocational school.  
→ The boy \_\_\_\_\_ his peers at the vocational school. **manage**
2. She tried hard to cooperate with the others in the team to finish the work.  
→ She \_\_\_\_\_ others in the team to finish the work. **attempt**
3. Although he made efforts in his work, he wasn't promoted.  
→ He wasn't promoted \_\_\_\_\_ efforts. **in spite of**
4. The boss said he didn't bully the new employee.  
→ The boss \_\_\_\_\_ employee. **deny**
5. Although the man was qualified for the job, he wasn't accepted.  
→ \_\_\_\_\_ for the job, he wasn't accepted. **Despite**

**2&3** Have Ss work individually. Allow Ss to share their answers with a partner. Then check their answers as a class. T can remind Ss that in both these exercises more than one of the options may be correct.

**Key:**

**2** 1. to give      2. to pass      3. choosing      4. taking      5. to employ      6. to talk/talking

**3** 1. A      2. A      3. C      4. C      5. A & C      6. B

**4** Firstly, have Ss work in pairs to describe what is happening in the pictures. Then Ss can attempt to complete the sentences using the ideas and actions from the pictures. Check the answers as a class.

**Key:**

1. to lock      2. meeting      3. to contact      4. to send  
5. working      6. talking      7. posting      8. to answer

**5** Have Ss work individually to finish the sentences. Allow them to share their answers with a partner. Call on some Ss to write their answers on the board. Correct their answers if necessary.

**Key:**

1. The boy finally managed to deal with his peers at the vocational school.
2. She attempted to cooperate with the others in the team to finish the work.
3. He wasn't promoted in spite of his efforts.
4. The boss denied bullying the new employee.
5. Despite being qualified for the job, he wasn't accepted./Despite qualifying for the job, he wasn't accepted.

# COMMUNICATION

## Extra vocabulary

can't stand

make a bundle

burn the midnight oil

**1** The 4Teen website has launched a forum for teens to discuss their career paths. Read these posts and underline the reasons for their choices.

**Tu:**

People tell me I can sing. So I'm going to enroll in a school for performing arts. I hope to become an opera singer! I'll be famous, travel all over the world and meet different people. I'll be able to make a bundle!



**Anh:**

I'm going to be an architect because I like designing and engineering. It's a meaningful job. Good architecture can improve people's lives. My mum is a successful architect and it's good that she works flexitime. I want to be like her.



**Duong:**

I'm planning to study physics at university. I'm always curious about how and why the natural world works the way it does. I'll become a physicist so that I can find answers to my own questions about the world.



**Dzung:**

I don't know what to do in the future. But I definitely won't become a doctor. My sister's studying medicine. She has to burn the midnight oil, studying at university and working at the hospital. I couldn't stand that.



**2** Read the posts again. In groups, discuss and decide whose reasons for choosing/not choosing the job you agree with and whose you disagree with. Say why. You can start with the phases below:

Agreeing with an opinion	Disagreeing with an opinion
<ul style="list-style-type: none"> <li>I agree with Anh's reasons for studying architecture because...</li> <li>She's (absolutely) right.</li> <li>Yes, I (totally) agree.</li> <li>I think so too.</li> <li>Exactly. That's true.</li> <li>That's a good point.</li> </ul>	<ul style="list-style-type: none"> <li>I can't agree with Tu's reason for becoming a singer because...</li> <li>He may be right, but...</li> <li>That's not entirely true.</li> <li>I'm sorry to disagree with him, but...</li> <li>Yes, but don't you think...</li> <li>I'm not so sure about that.</li> </ul>

**3 a** Work in pairs. Tell your partner about a job you want/don't want to do in the future. Remember to say why or why not.

*I'm artistic. I want to become a fashion designer because I like fashion and I think it's a creative job.*



**b** Report your decisions to another pair or to the class.

## COMMUNICATION

Before Ss open their books, ask them to work in groups to discuss the jobs they want to do in the future. Then tell Ss that they are going to read posts on the **4Teen** website from several teenagers who are talking about their future career paths.

Check if Ss understand the meanings of the words in the **Extra vocabulary** box. If they do not, quickly teach the words by using definitions, synonyms, or the equivalent phrases in Vietnamese.

- can't stand + V-ing: used to describe an activity or situation that you really don't like, or find extremely unpleasant
- make a bundle: earn a lot of money
- burn the midnight oil: work very hard; work through the night

- 1 Have Ss skim-read the posts individually and try to remember the reasons each teen gives for their choice of career. Then, in pairs, Ss compare the reasons that each of them gives. Then Ss can read the posts a second time more slowly for details.
- 2 Put Ss in groups of four. Tell them that they can look back at the posts and choose one post to discuss. Remind them that they can use the phrases to express agreeing or disagreeing in the box. Move around to observe and provide help.

### Sample comments on:

#### Post from Tu:

- I agree that if Tu can sing, he should enroll in a school for performing arts.
- Tu is right. A singer can make a bundle.
- I can't agree with Tu's reason. Not every singer becomes famous.
- I don't think every singer can travel all over the world.

#### Post from Anh:

- I totally agree with Anh that it is a meaningful job, because architects can help improve people's lives.
- I can't agree with Anh that architects work flexitime. My dad is also an architect and he has to be at work at 8 a.m. every day.

#### Post from Duong:

- Duong is absolutely right. If he is curious about the natural world, that job can satisfy him in many ways.
- I'm sorry, I can't agree with Duong. He wants to become a physicist because he is curious about the world, but can he be sure that he is able to do the job? Is he good at physics?

#### Post from Dzung:

- Exactly. What Dzung says is true. Student doctors do have to burn the midnight oil. They have to learn about everything related to their patients because their advice affects the patients' lives.
- I totally agree with Dzung because it is very hard to work in hospitals. All around you are patients waiting for your help.
- Hold on... If everyone only thinks about the hardships, who will become doctors? Who will treat the patients, then?

- 3 **a** Have Ss work in pairs. Ask them to choose a couple of example careers, either from elsewhere in the unit or from ideas of their own. Ss should then figure out their own reasons why they do or do not want the chosen careers. Set a time limit of ten minutes. Tell them that they can also note down several key words/phrases related to their reasons.
- b** Ask several pairs to report their decisions and reasons to the whole class. Have other Ss give comments. This is an open exercise and there are no wrong answers.

# SKILLS 1

## Reading

**1 Discuss the questions. Read the article from a career guide website and check your answers.**

1. What is a job?
2. What is a career?
3. How different are they?



## CHOOSING A CAREER: THINK IT OVER!

A career used to be understood as a single occupation that people did to earn a living. However, in the changing world of work, nowadays people have to keep learning and be responsible for building their future. Therefore, a career is now considered more than a job. Rather, it is an ongoing process of learning and development of skills and experience.

Choosing a career path is hard – you have to consider many things. Firstly, you should consider what you like, what is most important to you, what you are good at and who is there to help you. For example, you may care mostly about earning as much money as possible or you may want to experience job satisfaction, or make a difference to society. Then, you should take into account education and learning styles. You may want to follow an academic route of high school, then college or university. Alternatively, you may opt for vocational training where you learn skills which can be applied directly to a job. Thirdly, you should do your own research to explore possible career paths. For instance, career paths in education include teaching, curriculum development, research or administration. Finally, speak to people. Your parents, your teachers, and even your peers can give you good advice.

**2 Match the highlighted words/phrases in the article with their meanings.**

1. the route that you take through your working life
2. people of the same age or same social status as you
3. non-stop
4. as another option
5. consider something carefully

**3 Decide if the statements are true (T) or false (F).**

	T	F
1. A career no longer means a single job.		
2. Your parents will be responsible for your job or career.		
3. Before choosing a career, you have to get all necessary education and training.		
4. You can choose a job based on your likes, your abilities and priorities.		
5. If you follow a vocational education, you learn specific skills to do a job.		
6. It is advisable to get advice before you decide on a future job.		

## Speaking

**4 Think about the skills and abilities to do the jobs below. Work together to make notes.**

	Likes	Personality traits	Abilities
nurse	<ul style="list-style-type: none"> <li>• caring for others</li> <li>• teamwork</li> <li>• making a difference in people's lives</li> </ul>	strong, calm, patient, caring	can handle medical matters

mechanic   business person   teacher   soldier   (other)

**5 Choose one job from 4 and present your group's ideas.**

**Example:**

We think a nurse is a person who likes to take care of other people and can work in a team.

We also think he or she shouldn't be afraid of medical matters, like giving injections or doing stitches.

Nurses also have to be emotionally strong, since they see some pretty sad and upsetting things through their work.

## SKILLS 1

### Reading

- 1** Ask Ss to work in pairs to discuss the questions. Elicit the answers from Ss. Give Ss three minutes to skim the article and compare their answers with the information from the article.

*Suggested answers:*

1. A job is something people do to earn money.
2. A career is more than a job. It is an ongoing process of learning and development of skills and experience.
3. Very different. (A job describes what you are doing now, a career describes your job choices over your working life, with the aim of improving your quality of life.)

- 2** Have Ss read the article to do the exercise in pairs. Ask some Ss to share their answers.

*Key:*

1. career path      2. peers      3. ongoing      4. alternatively      5. take into account

- 3** Ask Ss to work individually. Remind them to pay attention to key words in each statement. Then allow them to share their answers before checking as a class. To check their understanding, ask some Ss to explain their answers.

- Key:* 1. T      2. F      3. F      4. T      5. T      6. T

### Speaking

- 4** Have Ss work in groups. Each group should choose one job to discuss. Ideally each group would have a different job. If you have more groups than jobs on the list, Ss can contribute more jobs. Ask them to make notes on a small poster, using the example as a guide. Set a time limit.
- 5** Have each group present their ideas and opinions on their chosen job to the class. Once they have finished, ask the rest of the class to say whether they agree with the points or not and whether they should add some other points.

As an extension activity, ask groups to choose another job that they didn't work on. Have Ss read the notes from the group who chose this job in **4**. Tell them to add any extra ideas their group may have. Ss report their ideas to the class.

## SKILLS 2

### Listening

**1** Work in pairs and answer the questions below.

1. What job do you want to do in the future?
2. What qualities do you think you need to do that job?

**2** Phong is talking to Mrs. Warner, Nick's mother, about future jobs he and his friends want to do. Listen to the conversation and fill in the blanks with no more than THREE words.



1. Phong's mother has \_\_\_\_\_ to do behind the scenes.
2. Phong's mother has to \_\_\_\_\_ without extra pay.
3. It is \_\_\_\_\_ for teachers when their students are successful.
4. Trang is a \_\_\_\_\_ girl.
5. Nick prefers to acquire some \_\_\_\_\_.
6. Nick is \_\_\_\_\_ hands.

**3** Listen again and decide if the following statements are true (T) or false (F).

	T	F
1. As a teacher, Phong's mother has to prepare new lessons, do the marking, give feedback.		
2. Phong prefers to do a nine-to-five job.		
3. Trang likes travelling.		
4. Trang will become a tour guide.		
5. Nick likes to focus on academic subjects.		
6. A mechanic needs many skills to do the job well.		

### Writing

**4** Work in pairs. Choose a job that you like. Discuss which three qualities would be necessary for people doing that job. You can use some of the ideas below. Remember to give reasons.

empathetic    calm    patient    dynamic  
technical    logical    creative    skillful  
professional    hard-working    adaptable

*Example:*

To be a business person, you have to be adaptable so that you can respond quickly to changes.



**5** Based on your discussion in **4**, write a paragraph about the three most important qualities a person needs to be able to do a job well. Remember to give reasons and examples to support your opinion.



## SKILLS 2

### Introduction

Ask Ss to say what jobs their parents do. Ask them if they are aware of any difficulties which their parents face when doing those jobs.

## Listening

- 1 Ask Ss to work in pairs to answer the questions. Ask a pair to share their ideas with the class.
- 2 Tell Ss that they are going to listen to a conversation between Phong and Mrs. Warner, Nick's mother, about jobs that he and his friends want to do in the future. Ask them to read the information in **2** carefully. Tell them to listen carefully to find out the words/phrases from the recording needed to fill in the blanks. T can play the recording twice if necessary. Have two Ss write their answers on the board. Confirm the correct answers.

**Key:** 1. mountains of work      2. work overtime      3. rewarding  
4. sociable      5. applied skills      6. good with his

- 3 Have Ss work individually to underline the key words in the statements and predict the answers. Write their answers on the board without confirming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for their answers. Confirm the correct answers.

**Key:** 1. T      2. T      3. T      4. F      5. F      6. T

### Audio script:

**Phong:** We had a good discussion yesterday about our future careers.

**Mrs. Warner:** Did you? With Nick?

**Phong:** Yes... and also with Trang.

**Mrs. Warner:** Good. Nick said that you want to become a teacher.

**Phong:** I've changed my mind! My mum is a teacher. She has mountains of work to do behind the scenes - preparing lessons, marking, giving feedback. She always has to work overtime without extra pay. I'd choose a nine-to-five job.

**Mrs. Warner:** I know!

**Phong:** Then there's the unpleasant task of dealing with lazy or naughty students. I'm not that patient!

**Mrs. Warner:** But it's rewarding when your students are successful and they appreciate your efforts. What about Trang?

**Phong:** She said she's interested in travelling, and she's a sociable girl. She wants to become a tour guide.

**Mrs. Warner:** That sounds good. What about Nick?

**Phong:** Nick doesn't want to spend so much time on academic subjects. He'd prefer to acquire some applied skills and get a job right after school.

**Mrs. Warner:** Did he tell you which job?

**Phong:** He mentioned becoming a mechanic. He's fascinated by cars, and he's good with his hands.

**Mrs. Warner:** I know, but it won't be easy. He'll need to learn lots of skills to do it ...

## Writing

- 4 First check that everybody understands the meaning of the adjectives in the box. If not, T can spend some time explaining them. Set a time limit for pairs to brainstorm the ideas and do the discussion. Ask them to refer back to **2** and **3** as examples for useful language and ideas. Ask some pairs to present their ideas to the whole class. Remind Ss that they should give examples and reasons to support their main points.
- 5 Have Ss work individually to get their ideas down on paper and check the accuracy of what they have written. Give them ten minutes to write and edit their work. Swap their writing with a partner for peer review, comments, and corrections. Then ask Ss to write the second draft as homework.

# LOOKING BACK

## Vocabulary

**1 Match each job with its description.**

1	business person	A	a scientist who studies biology
2	customer service staff	B	a person who brings out new clothing designs
3	tour guide	C	a person who works in the business world
4	architect	D	a person who deals with customers before, during, and after a sale
5	biologist	E	a person who introduces cultures and customs of places to visitors
6	fashion designer	F	a person who designs buildings

**2 Match fragments 1-8 with fragments A-H to make sentences.**

1	She did various jobs to earn ...	A	a course in design.
2	Because he does a ...	B	the job for some extra income.
3	I prefer to work ...	C	overtime for a month now.
4	My friend is doing ...	D	money but also gain satisfaction.
5	Doing a job well means you will not just earn ...	E	nine-to-five job, he has the whole evening with the kids.
6	Although the pay is low, he agreed to take ...	F	flexitime because I am more efficient in the afternoon.
7	He is exhausted because he's been working ...	G	the job to gain experience.
8	He decided to take ...	H	a living and to support her mother.

**3 Fill each blank with one suitable word/phrase from the box. Remember to change the form of the word/phrase where necessary.**

academic subjects      make a bundle      dynamic  
empathetic      professional      vocational  
take into account      burn the midnight oil

- Students need some \_\_\_\_\_ skills before they enter the world of work.
- She's a/an \_\_\_\_\_ businesswoman. She has so much energy and focus.
- He is such a/an \_\_\_\_\_ nurse that the patients love him.
- I feel we have too many \_\_\_\_\_ and not enough time for physical education.
- I \_\_\_\_\_ the pay and the working conditions before I decided to take the job.
- He has become a \_\_\_\_\_ footballer for the local football team.
- He has \_\_\_\_\_ for a long time so it's fair if he gets an A for his final exam.
- He's a professional singer. With his beautiful voice, he could \_\_\_\_\_.

## Grammar

**4 Complete the sentences using the correct form (V-ing form or to-infinitive) of the verb in brackets.**

- He forgot \_\_\_\_\_ (lock) the door so he lost his laptop.
- I tried \_\_\_\_\_ (work) in a garage but I found it was unsuitable.
- The boss denied \_\_\_\_\_ (treat) him badly.
- The employees expected \_\_\_\_\_ (get) a pay rise.
- The manager encouraged her staff \_\_\_\_\_ (finish) the project soon.
- The interviewer remembered \_\_\_\_\_ (read) the interviewee's CV before.

**5 Correct the italicised phrases where necessary.**

I have always wanted to work in a big city where I thought I could make a bundle. It's not easy for anyone to get a good job there without trying (1) *working hard* right from secondary school. Thus, I (2) *promised myself to make* the most of my school time. Despite (3) *to be* an outgoing boy, I (4) *refused to attend* any parties or picnics. I didn't (5) *mind to burn* the midnight oil before the exams and I (6) *managed getting* As for most of my school subjects. Finally, I was (7) *admitted to study* in a medical university in a big city. After graduating, I accepted an (8) *offer working* in the university. Despite (9) *prefer working* as a doctor in a famous hospital, I agreed (10) *to take* the job and I grew to love it. Now I realise that it is the love for the job that matters more than money.

## LOOKING BACK

Encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them do the exercises.

Ss should record their results for each exercise to complete the self-assessment box at the end of the unit and identify areas to review.

## Vocabulary & Grammar

For **1**, **2**, **3**, **4**, and **5**, first have Ss work independently. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so that they can use that information in their self-assessment.

Key:

- |          |                           |                      |                 |      |      |      |
|----------|---------------------------|----------------------|-----------------|------|------|------|
| <b>1</b> | 1. C                      | 2. D                 | 3. E            | 4. F | 5. A | 6. B |
| <b>2</b> | 1. H                      | 2. E                 | 3. F            | 4. A |      |      |
|          | 5. D                      | 6. G                 | 7. C            | 8. B |      |      |
| <b>3</b> | 1. vocational             | 2. dynamic           | 3. empathetic   |      |      |      |
|          | 4. academic subjects      | 5. took into account | 6. professional |      |      |      |
|          | 7. burnt the midnight oil | 8. make a bundle     |                 |      |      |      |
| <b>4</b> | 1. to lock                | 2. working           | 3. treating     |      |      |      |
|          | 4. to get                 | 5. to finish         | 6. reading      |      |      |      |
| <b>5</b> | 1. working hard           | → to work hard       |                 |      |      |      |
|          | 2. promised to make       | → no change          |                 |      |      |      |
|          | 3. to be                  | → being              |                 |      |      |      |
|          | 4. refused to attend      | → no change          |                 |      |      |      |
|          | 5. mind to burn           | → mind burning       |                 |      |      |      |
|          | 6. managed getting        | → managed to get     |                 |      |      |      |
|          | 7. admitted to study      | → no change          |                 |      |      |      |
|          | 8. offer working          | → offer to work      |                 |      |      |      |
|          | 9. prefer working         | → preferring to work |                 |      |      |      |
|          | 10. agreed to take        | → no change          |                 |      |      |      |

## Communication

### 6 GAME: TRUE OR UNTRUE

Work in pairs. Each pair is given a card with a job. With your partner, think of two things that are true about your particular job and one thing that is not true. Then introduce yourselves to the class, repeating the three 'facts' you have thought of. The class decides which 'fact' is not true.

#### Example:

We are farmers. It's a nine-to-five job. We grow vegetables and we know a lot about cultivation.

No... you are farmers so you grow vegetables and you know a lot about cultivation. But you don't do a nine-to-five job!

#### Finished! Now I can...

- use lexical items related to jobs and careers
- identify in which situations to use high tones correctly
- use the structures Verb + to infinitive/ Verb + V-ing correctly
- read for general and specific information about choosing a career
- talk about choosing future jobs and reasons for the choices
- listen for general and specific information about choosing future jobs and reasons for the choices
- write about the qualities one needs to be able to do a certain job

✓ ✓✓ ✓✓✓

## PROJECT

### My future career path

1. Describe the picture.
2. Draw a picture of your imagined career path. Present it to your class.

#### Explain:

- Why do you think your career path is the way you have drawn it?
- What are the factors you will consider as you go along the path?
- Who do you think will help you along the path?



## Communication

- 6 Have Ss work in pairs to think of two things that are true of the job they are assigned, and one thing that is not true about the job. Give them seven minutes to work together. When the pairs have finished preparing, ask them to take turns to come to the front to introduce themselves and repeat the three 'facts'. The class will together decide which 'facts' are true, and which is untrue.

### Finished!

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

## PROJECT

### My future career path

The aim of this project is to encourage Ss to think about possible career paths they may want to follow, and to do some more research about the factors they have to consider if they are going to follow that pathway. This is a topic that is of immediate importance to the Ss' futures.

Divide Ss into groups of four or five and instruct them on what they have to do. Encourage them to think of a real path they might want to follow. Tell them to:

- *give reasons for the choice*
- *consider factors like qualifications, skills, hobbies, personalities, practical issues, and even the employment market*
- *think about who can give them good advice, and why*

Ask Ss to draw a picture of their career path. Have them present their posters in the next lesson. When all the groups have given their presentations, let the whole class vote for the best one.

# REVIEW 4 (UNITS 10 - 11 - 12)

## LANGUAGE

### Pronunciation



**1** Draw rising or falling arrows to illustrate the correct tones, then listen and practise saying the sentences.

- A: What do the astronauts do while they are aboard the ISS?  
B: They keep the station in good condition, and do science experiments.  
A: Sounds hard!  
B: Not at all!  
A: They don't have 'weekends'?  
B: They do.  
A: What do they do during their 'weekends'?  
B: They do various things like watching movies, playing music, reading books, and talking to their families.



**2** Draw arrows to illustrate the feelings and opinions of **A** and **B**. Then listen and repeat the conversation, paying attention to the tones.

- A: In the near future, we will mostly learn online.  
B: Incredible! But we will still have actual classrooms, won't we?  
A: Sure. But teachers will no longer be knowledge providers.  
B: Really?  
A: They will be guides, or facilitators.  
B: Superb! What about the students' roles?  
A: They'll be more responsible for their own learning, I think.  
B: Amazing! And they will make their own decisions?  
A: Absolutely right!

### Vocabulary

**3** Change the form of the verbs provided to complete the sentences.

- In the future, teachers will be \_\_\_\_\_ rather than knowledge providers.
- With rapid scientific \_\_\_\_\_, people will soon be able to inhabit other planets.
- To become a skilled repairman, you need some special vocational \_\_\_\_\_.
- This morning's \_\_\_\_\_ of the space shuttle has been delayed.
- He had been an \_\_\_\_\_ salesman before he decided to set up his own business.
- We will be responsible for our studies, so our teacher won't have to check \_\_\_\_\_.
- In our vocational training course, students will be the \_\_\_\_\_ of their own work.
- There were over one hundred \_\_\_\_\_ at the forum.

**FACILITATE**

**DEVELOP**

**TRAIN**

**LAUNCH**

**EXPERIENCE**

**ATTEND**

**EVALUATE**

**PARTICIPATE**

## Introduction

The aim of this unit is to revise the language Ss have learnt and the skills they have practised in Units 10, 11, and 12.

Help Ss recall the vocabulary and language skills they have learnt in these units, and encourage them to contribute as much as possible.

## LANGUAGE

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

### Pronunciation

- 1** Review the rule of tones (high or rising tones to check information, to indicate items in a list, to disagree with someone or for emphasis and low or falling tones to indicate that a list is finished, to agree with someone, and with *Wh*-questions) with Ss. Before listening to the recording, have Ss draw arrows to illustrate the appropriate tones. Play the recording. Ss listen and check the answers. Confirm their answers as a class. Ss then listen again and repeat, in chorus and individually.

**Key:**

A: What do the astronauts do while they are aboard the ISS?

B: They keep the station in good condition, and do science experiments.

A: Sounds hard!

B: Not at all!

A: They don't have 'weekends'?

B: They do.

A: What do they do during their 'weekends'?

B: They do various things like watching movies, playing music, reading books, and talking to their families.

- 2** Have Ss work in pairs to draw rising or falling arrows to illustrate the correct tones. Ask them to practise saying the conversation. Play the recording for Ss to check their answers. Check the answers as a class. Have some pairs practise saying the conversation in front of the class.

**Key:**

A: In the near future, we will mostly learn online.

B: Incredible! But we will still have actual classrooms, won't we?

A: Sure. But teachers will no longer be knowledge providers.

B: Really?

A: They will be guides, or facilitators.

B: Superb! What about the students' roles?

A: They'll be more responsible for their own learning, I think.

B: Amazing! And they will make their own decisions?

A: Absolutely right!

### Vocabulary

- 3** Make sure Ss understand the meanings of the verbs provided. Then have them complete the exercise individually. Call on some Ss to write their answers on the board. Confirm the correct answers.

**Key:**

1. facilitators

2. development(s)

3. training

4. launch

5. experienced

6. attendance

7. evaluators

8. participants

#### 4 Complete each sentence with a phrase in the box.

once in a blue moon	the sky's the limit
sense of direction	work flexitime
sense of responsibility	burn the midnight oil
mountains of work	make a bundle

1. My mother chooses to \_\_\_\_\_ instead of a nine-to-five job so that she can have more time for us in the morning.
2. Without a good \_\_\_\_\_, you may be helpless when you are lost on a totally new planet.
3. Men used to be the breadwinners in our country, but now women go to work and many of them \_\_\_\_\_.
4. Those students had to \_\_\_\_\_ before they became successful physicists.
5. Things have changed! Our teacher only checks attendance \_\_\_\_\_.
6. There are numerous jobs in tourism and hospitality for you to choose. \_\_\_\_\_!
7. Students can expect to be more successful if they have a \_\_\_\_\_ for their own learning.
8. In the modern world, women seem to have \_\_\_\_\_, both at home and at work.

### Grammar

#### 5 Put the verbs in brackets into the *infinitive* or *-ing* form.

1. What kind of food do astronauts avoid \_\_\_\_\_ (eat)?
2. Which roles are women expected \_\_\_\_\_ (play) in the future?
3. She began \_\_\_\_\_ (work) as a biologist three years ago.
4. Students tend \_\_\_\_\_ (be) more responsible for their studies.
5. Men no longer mind \_\_\_\_\_ (do) housework.
6. Women have attempted \_\_\_\_\_ (share) the financial burden with their spouses.
7. Astronauts never forget \_\_\_\_\_ (float) around in the weightless environment.
8. He stopped \_\_\_\_\_ (check) attendance as his students are hard-working.

#### 6 Rewrite the pairs of sentences as one sentence using a defining or non-defining relative clause.

1. My grandfather used to be an astronaut. He has been retired for ten years now.  
*My grandfather* \_\_\_\_\_.
2. The spacecraft is called Vostok 3KA. It took Yuri Gagarin into space.  
*The spacecraft* \_\_\_\_\_.
3. She likes her father's career. Her father pursued this career all his life.  
*She likes* \_\_\_\_\_.
4. He admires the teacher. That teacher initiated building the school library.  
*He admires* \_\_\_\_\_.
5. I work for a man. The man's farm covers thousands of acres.  
*I work* \_\_\_\_\_.
6. Students will have to make their own learning decisions. This will be hard for many of them.  
*Students* \_\_\_\_\_.

### Everyday English

#### 7 Choose the most suitable expression to complete each of the short dialogues.

Sounds interesting	Cool
I am not so sure about that	
That's not entirely true	No worries

1. A: I'm afraid I won't choose the right job.  
B: \_\_\_\_\_! Why don't you ask your parents for advice?
2. A: Can you believe that we will inhabit Mars in 20 years?  
B: \_\_\_\_\_. But it is possible.
3. A: There will only be online classes.  
B: \_\_\_\_\_. We will still have actual classes.
4. A: I've been asked to come for a job interview.  
B: \_\_\_\_\_! You'll do well.
5. A: Space Adventures, an American company, has flown individuals to the International Space Station.  
B: \_\_\_\_\_! I may have to save up for that.

- 4** Check if Ss remember the meaning of the phrases. Ensure all the phrases are understood before moving on. Then have them work in pairs to complete the sentences. Check the answers as a class.

**Key:**

- |                        |                        |                            |                          |
|------------------------|------------------------|----------------------------|--------------------------|
| 1. work flexitime      | 2. sense of direction  | 3. make a bundle           | 4. burn the midnight oil |
| 5. once in a blue moon | 6. The sky's the limit | 7. sense of responsibility | 8. mountains of work     |

## Grammar

- 5** This exercise revises the use of **V + to-infinitive** and **V + V-ing** forms. Have a brief revision session with Ss if necessary. Then have Ss work individually. Ss exchange their answers. Finally, check the answers as a class.

**Key:**

- |           |             |                    |             |
|-----------|-------------|--------------------|-------------|
| 1. eating | 2. to play  | 3. to work/working | 4. to be    |
| 5. doing  | 6. to share | 7. floating        | 8. checking |

- 6** Have Ss write the sentences individually on a piece of paper. Ask Ss to swap their answers with a partner. Allow Ss time to discuss if there is any difference between their answers. Check the sentences as a class.

**Suggested answers:**

1. My grandfather, who has been retired for ten years now, used to be an astronaut.
2. The spacecraft which/that took Yuri Gagarin into space is called Vostok 3KA.
3. She likes the career which/that her father pursued all his life.
4. He admires the teacher who initiated building the school library.
5. I work for a man whose farm covers thousands of acres.
6. Students will have to make their own learning decisions, which will be hard for many of them.

## Everyday English

- 7** Have Ss read the phrases and sentences carefully. Check that Ss understand the meaning of the phrases before moving on. Then Ss do this exercise in pairs. Correct their answers and ask some pairs to act out the short dialogues.

**Key:**

- |               |                                |                             |
|---------------|--------------------------------|-----------------------------|
| 1. No worries | 2. I am not so sure about that | 3. That's not entirely true |
| 4. Cool       | 5. Sounds interesting          |                             |

## SKILLS

### Reading

**1 a** Read the text and match the headings with the correct paragraphs.

A. Initial qualifications

B. On-the-job duties

C. Introduction

D. Further training

1

I never had any idea about how much training NASA's astronauts need until I read a magazine which described their job requirements and duties.



3

Astronauts are required to complete a special training programme, which normally lasts for two years, before they are allowed to fly into space. During the first flight, they must fly with astronauts who are extremely experienced in flying jet aircraft.



2

The astronauts need to have an advanced degree from a prestigious institution in engineering, biological science, physical science, or mathematics. They also have to pass a physical test which is as rigorous as a military one.



4

While they are in space, they have to be prepared to make repairs to their spacecraft or space station, which is not an easy task. Exterior repairs, which involve leaving the interior in a special suit and spacewalking to troubled areas, can be very hard. Astronauts also have to do scientific research in space. They do experiments together with Earth-based scientists, who consult with them on how to deal with the challenges of research in space.



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

		T	F
1.	NASA's astronauts are well-qualified people.		
2.	NASA doesn't have any special physical requirements.		
3.	Astronauts are allowed to fly on their own after two years of special training.		
4.	Astronauts and scientists move together to troubled areas to make repairs.		
5.	Astronauts consult with Earth-based scientists on how to deal with challenges during space research.		

## SKILLS

### Reading

- 1 a** Have Ss work individually to skim-read the text to match the headings with the correct paragraphs. They can compare their answers with a partner. Check answers as a class.

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

- b** Ask Ss to read the text again carefully to decide whether the statements are true (T) or false (F). Tell them that they can underline the sentences that have clues for their answers. Have Ss compare their answers with a partner. Check the answers as a class. Ask Ss to explain the reasons why an answer is false.

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

## Speaking

**2 Choose a dream job you would like to do. Say why you dream of doing the job.**



## Listening

 **3 a** Listen to the interview and answer the questions.

1. What job does Jane want to apply for?
2. How long is the trial period?

**b** Listen again and complete the sentences.

1. Jane says in her CV that she is a \_\_\_\_\_ person.
2. She is confident \_\_\_\_\_ different kinds of people.
3. She has a good \_\_\_\_\_.
4. She has some \_\_\_\_\_ as a receptionist in a school.
5. She is willing to work \_\_\_\_\_.

## Writing

**4** Over time, the popularity of different jobs may change. In your opinion, what job will be the most popular in the next 10 years?

**Write a paragraph of about 120 words to express your opinion. Remember to discuss why you think so.**



## Speaking

- 2** This is an open speaking exercise. Allow Ss time to get some ideas from Unit 10 to 12, or to come up with some ideas of their own. Ss can work in groups. Have some Ss/groups come to the front to present their own choice and their reasons for the choice.

## Listening

- 3 a** Firstly, ask Ss to read the questions carefully. Then play the recording. Ss listen and answer the questions. Ask some Ss to give their answers. Write Ss' answers on the board.
- b** Have Ss read the sentences carefully and try to complete them without listening to the recording again. Do not confirm any answers at this stage. Tell Ss that they are going to listen a second time to check the answers for the questions in **3a** and **b**. Play the recording. Ask some Ss to give answers. Let Ss listen a third time if necessary to check their answers. Confirm the correct answers as a class.

**Key:**

**3a**

1. a hotel receptionist      2. two weeks

**b**

1. sociable      2. dealing with      3. telephone manner      4. experience      5. night shifts



### Audio script:

**Interviewer:** Good afternoon.

**Jane:** Good afternoon.

**Interviewer:** Please take a seat. Did you find our office easily?

**Jane:** Yes, I didn't have any problems.

**Interviewer:** Right. Well, I can see from your CV that you are sociable and you like meeting people.

**Jane:** Yes, I'm a very outgoing person.

**Interviewer:** Well, that's exactly the kind of person our hotel needs to work at the reception desk. Why do you think you are capable of doing the job well?

**Jane:** I'm confident dealing with different types of people. I also have a good telephone manner, so telephone work is one of my strengths. I believe I can do this work well since I have some experience as a school receptionist, as you can see from my CV.

**Interviewer:** That's great. As you know, our hotel needs someone to work shifts. Are you willing to work night shifts?

**Jane:** I think I can manage it.

**Interviewer:** Right, then. Shall we give you a trial period of say... two weeks?

**Jane:** That's fine. Thank you!

## Writing

- 4** Have Ss work in pairs to discuss the question. Ask the pairs to brainstorm an outline of the main reasons why they think their chosen job will be the most popular. Have pairs do the writing together. T may read aloud one piece of writing and ask other Ss to comment. T may also collect some of the Ss' paragraphs to correct at home.

### Sample writing:

I think one of the most popular jobs in the future can be astronaut, the 'driver' of expensive spacecrafts. The first reason is many people are dreaming of flying into the space and are willing to pay for such 'trips' if the costs are not as high as they are now. In fact, this kind of space travel has attracted many world's travel agencies to exploit, so hopefully it will be much cheaper to follow such journeys. This also means the demand for spacecraft drivers will be increasing. Secondly, astronauts will certainly be able to make a bundle and the opportunities for this job will be much higher. Moreover, those astronauts will also have many chances to travel between planets, and enjoy the spectacular views from outside the Earth. In short, because of the increasing demand for space travelling, the opportunities to earn money, and the interesting nature of the job, this job will likely be a favourite job for many people in very near future.

# GLOSSARY

## Abbreviations

adj	:	adjective
adv	:	adverb
con	:	conjunction
n	:	noun
pre	:	preposition
v	:	verb

### Unit 7

chop (v)	/tʃɒp/	chặt
cube (n)	/kju:b/	miếng hình lập phương
deep-fry (v)	/di:p-fraɪ/	rán ngập mỡ
dip (v)	/dɪp/	nhúng
drain (v)	/dreɪn/	làm ráo nước
garnish (v)	/'ga:rnɪʃ/	trang trí (món ăn)
grate (v)	/greɪt/	nạo
grill (v)	/grɪl/	nướng
marinate (v)	/'mæ:rineɪt/	ướp
peel (v)	/pi:l/	gọt vỏ, bóc vỏ
purée (v)	/'pjʊəreɪ/	xay nhuyễn
roast (v)	/rəʊst/	quay
shallot (n)	/ʃə'lɒt/	hành khô
simmer (v)	/'sɪmə(r)/	ôm
spread (v)	/spred/	phết
sprinkle (v)	/'sprɪŋkl/	rắc
slice (v)	/slaɪs/	cắt lát
staple (n)	/'steɪpl/	lương thực chính
starter (n)	/'stɑ:tə(r)/	món khai vị
steam (v)	/sti:m/	hấp
stew (v)	/stju:/	hầm
stir-fry (v)	/stɜ:(r)-fraɪ/	xào
tender (adj)	/'tendə(r)/	mềm
versatile (adj)	/'vɜ:sətaɪl/	đa dụng
whisk (v)	/wɪsk/	đánh (trứng...)

### Unit 8

affordable (adj)	/ə'fɔ:dəbl/	có thể chi trả được, hợp túi tiền
air (v)	/eə(r)/	phát sóng (đài, vô tuyến)
brehtaking (adj)	/'breθteɪkɪŋ/	ấn tượng, hấp dẫn
check-in (n)	/tʃek-ɪn/	việc làm thủ tục lên máy bay
checkout (n)	/'tʃekaut/	thời điểm rời khỏi khách sạn
confusion (n)	/kən'fju:ʒn/	sự hoang mang, bối rối
erode away (v)	/ɪ'rəʊd ə'weɪ/	mòn đi
exotic (adj)	/ɪg'zɒtɪk/	kì lạ

explore (v)	/ɪk'splɔ:(r)/	thăm hiểm
hyphen (n)	/'haɪfn/	dấu gạch ngang
imperial (adj)	/ɪm'prɪəriəl/	(thuộc về) hoàng đế
inaccessible (adj)	/,ɪnæk'sesəbl/	không thể vào/tiếp cận được
lush (adj)	/lʌʃ/	tươi tốt, xum xuê
magnificence (n)	/mæg'nɪfɪsɪns/	sự nguy nga, lộng lẫy, tráng lệ
not break the bank (idiom)	/nɒt breɪk ðə bæŋk/	không tốn nhiều tiền
orchid (n)	/'ɔ:kɪd/	hoa lan
package tour (n)	/'pækɪdʒ tuə(r)/	chuyến du lịch trọn gói
pile-up (n)	/paɪl-ʌp/	vụ tai nạn do nhiều xe đâm nhau
promote (v)	/prə'məʊt/	giúp phát triển, quảng bá
pyramid (n)	/'pɪrəməɪd/	kim tự tháp
safari (n)	/sə'fɑ:ri/	cuộc đi săn, cuộc hành trình (bằng đường bộ nhất là ở đông và nam phi)
stalagmite (n)	/stə'lægmaɪt/	măng đá
stimulating (adj)	/'stɪmjuleɪtɪŋ/	thú vị, đầy phấn khích
touchdown (n)	/'tʌtʃdaʊn/	sự hạ cánh
varied (adj)	/'veəriəd/	đa dạng

### Unit 9

accent (n)	/'æksent/	giọng điệu
bilingual (adj)	/,baɪ'lɪŋgwəl/	người sử dụng được hai thứ tiếng; sử dụng được hai thứ tiếng
dialect (n)	/'daɪələkt/	tiếng địa phương
dominance (n)	/'dɒmɪnəns/	chiếm ưu thế
establishment (n)	/'ɪstæblɪʃmənt/	việc thành lập, thiết lập
factor (n)	/'fæktə(r)/	yếu tố
get by in (a language) (v)	/get baɪ ɪn/	cố gắng sử dụng được một ngôn ngữ với với những gì mình có
global (adj)	/'gləʊbl/	toàn cầu
flexibility (n)	/,fleksə'bɪləti/	tính linh hoạt
fluent (adj)	/'flu:ənt/	trôi chảy
imitate (v)	/'ɪmɪteɪt/	bắt chước
immersion school (n)	/'ɪmɜ:ʃn sku:l/	trường học nơi một ngôn ngữ khác tiếng mẹ đẻ được sử dụng hoàn toàn
massive (adj)	/'mæsɪv/	to lớn
mother tongue (n)	/'mʌðə tʌŋ/	tiếng mẹ đẻ
mutinational (adj)	/'mʌ:ti'næʃnəl/	đa quốc gia
official (adj)	/ə'fɪʃl/	(thuộc về) hành chính; chính thức
openness (n)	/'əʊpənəs/	độ mở
operate (v)	/'ɒpəreɪt/	đóng vai trò

pick up (a language) (v)	/pɪk ʌp/	học một ngôn ngữ theo cách tự nhiên từ môi trường xung quanh
punctual (adj)	/'pʌŋktʃuəl/	đúng giờ
rusty (adj)	/'rʌsti/	giảm đi do lâu không thực hành/sử dụng
simplicity (n)	/sɪm'plɪsəti/	sự đơn giản
variety (n)	/və'raɪəti/	thể loại

### Unit 10

astronaut (n)	/'æstrɒnɔ:t/	phi hành gia
astronomy (n)	/'æstrɒnəmi/	thiên văn học
attach (v)	/ə'tætʃ/	buộc, gài
float (v)	/flaʊt/	trôi (trong không gian)
habitable (adj)	/'hæbɪtəbl/	có đủ điều kiện cho sự sống
International Space Station (ISS) (n)	/'ɪntə'næʃnəl speɪs 'steɪʃn/	Trạm vũ trụ quốc tế ISS
galaxy (n)	/'gæləksi/	thiên hà
land (v)	/lənd/	hạ cánh
launch (v, n)	/ləʊntʃ/	phóng
meteorite (n)	/'mi:tiəraɪt/	thiên thạch
microgravity (n)	/'maɪkrəʊ 'grævəti/	tình trạng không trọng lực
mission (n)	/'mɪʃn/	chuyến đi, nhiệm vụ
operate (v)	/'ɒpəreɪt/	vận hành
orbit (v, n)	/'ɔ:brɪt/	xoay quanh, đi theo quỹ đạo
parabolic flight (n)	/'pærə'bɒlɪk flaɪt/	chuyến bay tạo môi trường không trọng lực
rocket (n)	/'rɒkɪt/	tên lửa
rinseless (adj)	/'rɪnsles/	không cần xả nước
satellite (n)	/'sætələɪt/	vệ tinh
space tourism (n)	/'speɪs 'tuəɪzəm/	ngành du lịch vũ trụ
spacecraft (n)	/'speɪskrɑ:ft/	tàu vũ trụ
spaceline (n)	/'speɪsləɪn/	hãng hàng không vũ trụ
spacesuit (n)	/'speɪssu:t/	trang phục du hành vũ trụ
spacewalk (n)	/'speɪswɔ:k/	chuyến đi bộ trong không gian
telescope (n)	/'telɪskəʊp/	kính thiên văn
universe (n)	/'ju:nɪvɜ:s/	vũ trụ

### Unit 11

application (n)	/'æplɪ'keɪʃn/	việc áp dụng, ứng dụng
attendance (n)	/'ætendəns/	sự tham gia
breadwinner (n)	/'bredwɪnə(r)/	trụ cột gia đình
burden (n)	/'bɜ:dn/	gánh nặng
consequently (adj)	/'kɒnsɪkwəntli/	vì vậy
content (adj)	/'kən'tent/	hài lòng
externally (v)	/'ɪk'stɜ:nəli/	bên ngoài
facilitate (v)	/'fæ'sɪlɪteɪt/	tạo điều kiện dễ dàng; điều phối
financial (adj)	/'faɪ'nænʃl/	(thuộc về) tài chính

hands-on (adj)	/'hændz-ɒn/	thực hành, thực tế, ngay tại chỗ
individually-oriented (adj)	/'ɪndɪ'vɪdʒuəli-'ɔ:rientɪd/	có xu hướng cá nhân
leave (n)	/li:v/	nghỉ phép
male-dominated (adj)	/'meɪl-'dɒmɪnɪtɪd/	do nam giới áp đảo
real-life (adj)	/'riəl-laɪf/	cuộc sống thực
responsive (to) (adj)	/'rɪ'spɒnsɪv/	phản ứng nhanh nhạy
role (n)	/rəʊl/	vai trò
sector (n)	/'sektə(r)/	mảng, lĩnh vực
sense (of) (n)	/sens/	tính
sole (adj)	/səʊl/	độc nhất
tailor (v)	/'teɪlə(r)/	biến đổi theo nhu cầu
virtual (adj)	/'vɜ:tʃuəl/	ảo
vision (n)	/'vɪʒn/	tầm nhìn

### Unit 12

academic (adj)	/'ækə'demɪk/	học thuật, thuộc nhà trường
alternatively (adv)	/'ɔ:l'tɜ:nətɪvli/	lựa chọn khác
applied (adj)	/'əplaɪd/	ứng dụng
approach (n)	/'əprəʊtʃ/	phương pháp, cách tiếp cận
behind the scenes (idiom)	/'bɪ'haɪnd ðə si:nz/	một cách thầm lặng
burn the midnight oil (idiom)	/'bɜ:n ðə 'mɪdnɑɪt ɔɪl/	học hoặc làm việc muộn
career (n)	/'kæ'rɪə(r)/	sự nghiệp
career path (n)	/'kæ'rɪə pa:θ/	con đường sự nghiệp
chef (n)	/'ʃef/	đầu bếp
certificate (n)	/'sə'tɪfɪkət/	chứng chỉ
cultivation (n)	/'kʌltɪ'veɪʃn/	canh tác
customer service (n)	/'kʌstəmə(r) 'sɜ:vɪs/	phòng (dịch vụ) chăm sóc khách hàng
CV (n)	/'si: 'vi:/	sơ yếu lý lịch
flexitime (adv)	/'fleksɪtaɪm/	(làm việc) theo giờ linh hoạt
fashion designer (n)	/'fæʃn dɪ'zaɪnə(r)/	thiết kế thời trang
enrol (v)	/'ɪn'rəʊl/	đăng ký học
housekeeper (n)	/'haʊski:pə(r)/	nghề dọn phòng (trong khách sạn)
lodging manager (n)	/'lɒdʒɪŋ 'mænɪdʒə(r)/	người phân phòng
make a bundle (idiom)	/'meɪk ə 'bʌndl/	kiếm bộn tiền
nine-to-five (adj)	/'naɪn-tə-faɪv/	giờ hành chính (9 giờ sáng đến 5 giờ chiều)
ongoing (adj)	/'ɒŋɡəʊɪŋ/	liên tục
profession (n)	/'prə'feʃn/	nghề
take into account (verb phrase - idiom)	/'teɪk 'ɪntə ə'kaʊnt/	cân nhắc kỹ
sector (n)	/'sektə(r)/	thành phần

*Chịu trách nhiệm xuất bản :*

Chủ tịch Hội đồng Thành viên MẠC VĂN THIÊN

Tổng Giám đốc GS. TS. VŨ VĂN HÙNG

Phó Tổng Giám đốc kiêm Tổng biên tập TS. PHAN XUÂN THÀNH

*Biên tập nội dung :* TRẦN THU HÀ - VŨ THỊ LAI - RACHEL WILSON

*Biên tập mỹ thuật :* NGUYỄN BÍCH LA

*Minh họa :* ĐỖ CHIẾN CÔNG - NGUYỄN THỊ NGỌC THUY

*Thiết kế sách :* ĐỖ CHIẾN CÔNG

*Sửa bản in :* TRẦN THU HÀ

*Chế bản tại :* CÔNG TY CỔ PHẦN MỸ THUẬT VÀ TRUYỀN THÔNG

Trong sách có sử dụng một số ảnh từ Internet.

**Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam - Bộ Giáo dục và Đào tạo, Tập đoàn Xuất bản Giáo dục Pearson.**

---

## **TIẾNG ANH 9 – SÁCH GIÁO VIÊN – TẬP HAI**

Mã số : 2G935M6

In : ..... bản (QĐ.....), khổ 19 x 26,5 cm. Tại : .....

Số đăng ký KHXB : 01-2016/CXBIPH/207-964/GD

In xong và nộp lưu chiểu tháng ..... năm 2016.