

HOÀNG VĂN VÂN (Tổng Chủ biên) – HOÀNG THỊ XUÂN HOA (Chủ biên)
CHU QUANG BÌNH – HOÀNG THỊ HỒNG HẢI
KIỀU THỊ THU HƯƠNG – NGUYỄN THỊ KIM PHUƠNG



Tiếng Anh

SÁCH GIÁO VIÊN 10



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



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Pearson

INTRODUCTION

TIẾNG ANH 10 – GLOBAL SUCCESS is the first level of a three-level English language course for Vietnamese students in upper secondary schools. It follows the systematic, cyclical, and theme-based curriculum issued by the Ministry of Education and Training accompanying Circular No 32/2018/TT-BGDĐT, on 26th December 2018. The aim of this series of textbooks is to develop students' language skills (listening, speaking, reading, and writing) as well as communicative competence so that on completion of upper secondary school, students will achieve level three of the Vietnamese Foreign Language Competence Framework (equivalent to level B1 in the Common European Framework of Reference for Languages).

COMPONENTS OF TIẾNG ANH 10 – GLOBAL SUCCESS

The components consist of a Student's Book, a Teacher's Book, a Workbook, and a CD.

THE STUDENT'S BOOK

The Student's Book contains:

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

THE TEACHER'S BOOK

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

THE CD

The CD includes the audio for the listening activities and the recordings of the reading texts.

THE STRUCTURE OF EACH UNIT

The Student's Book consists of 10 units. Each unit starts with an overview of the language and skills points, the communication and culture / CLIL topics, and the project, and includes eight sections providing input for eight 45-minute lessons. These theme-based units are designed to provide students with memorable lessons and enjoyable learning experience.

SECTION 1: GETTING STARTED

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

SECTION 2: LANGUAGE

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

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

SECTION 3: READING

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

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

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

The next two or three activities are the while-reading stage. The most useful reading skills of understanding word meanings from context, identifying main ideas, finding specific information, etc. are practised through a variety of task types such as 'deciding the best title for the text', multiple choice, true / false, comprehension questions, and gap-fills.

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

SECTION 4: SPEAKING

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

The activities become less and less controlled in the flow of the lesson. The language and ideas are built up through engaging activities, and examples are given when necessary, so that in the last activity students are fully prepared for free production of the topic language. In all speaking activities, students are encouraged to apply their knowledge to the situation and share their own experiences when discussing the topic; therefore, the output is highly personalised.

SECTION 5: LISTENING

Like **Reading**, the **Listening** section consists of four or five activities representing the three stages of the lesson: pre-listening, while-listening, and post-listening. The aim of the first activity is to draw students' attention to the topic of the lesson, making them interested in the content of the listening text. This is also a chance for students to share with their peers what they already know about the topic.

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

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

SECTION 6: WRITING

When students learn to write in English, the biggest problems they usually experience are lack of ideas and lack of appropriate language to express ideas. In the **Writing** section, students are prepared to overcome both problems before they produce their own piece of writing. The section often begins with a pre-writing activity that presents the topic and gives students the opportunity to brainstorm more ideas related to it.

In the second activity, useful expressions are usually presented and practised in meaningful contexts so that students can use them later. In some units, a model is also included for students to study and follow its structure and format before producing their own text. This approach to writing provides learners with useful guidance so that they feel more confident and are better equipped to deal with the challenges of the writing task.

SECTION 7: COMMUNICATION AND CULTURE / CLIL

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

The **Everyday English** subsection gives students the opportunity to practise common language functions used in daily life.

The **Culture / CLIL** subsection provides students with cultural knowledge about the ASEAN countries and English-speaking countries around the world. It also develops Content and Language Integrated Learning (CLIL), featuring engaging content from a range of different subject areas such as history, geography, or science related to the topics of the units. Through reading interesting texts, students get information about cultural aspects of the unit topic and learn about how others live and learn. By comparing features of Vietnamese culture with those of other countries, students also broaden their knowledge about the world and develop a deeper understanding of their own culture.

SECTION 8: LOOKING BACK & PROJECT

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

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

The exercises in this section can be assigned as homework. Then, in class, the teacher only checks the students' answers and gives explanations when / where necessary. This will save some more time for the Project part of the lesson.

In the **Project** subsection, students are asked to do a survey or research to obtain real information about their family or friends, their neighbourhood or to broaden their knowledge about the real world. Since the project tasks usually involve teamwork, students also develop collaborative skills and build team spirit. Much of the work for the Project is to be done outside the classroom, at home or during break time. The teacher can also set aside some class time for students to share the results of their project work.

NOTES ON TEACHING METHODOLOGY

- The teaching of both the language skills and language elements involves a three-stage process. The pre-, while-, and post-stages are recommended for the **Reading** and **Listening** lessons. In the **Language** lessons, the process mirrors the presentation-practice-production (PPP) structure. The three-stage process is also applied in the **Speaking** and **Writing** lessons, in which the first and second stages are for Ss to prepare the language and / or ideas they will need to perform the speaking or writing task in the third stage. When applying the three-stage approach or the PPP method, the teacher should show understanding of the prior knowledge, beliefs and expectations that students bring to class, and the need to develop self-awareness, self-reflection, critical thinking, and learning strategies.
- Students' talking time should be maximised, and interactions between students should be facilitated. The teacher can use different question types to elicit ideas from students and guide them in the process of practising the language.
- Vocabulary and grammatical items should be presented and practised in meaningful contexts. Focus should be on use as well as on form and meaning.

- The use of pairwork and groupwork should be used appropriately so that students have more opportunities to practise the language in class. However, input should be provided with clear instruction and demonstration before students are asked to work in pairs or groups.
- The use of groupwork should also be used to help develop students' team spirit and teamwork skills. Due attention should be paid to both cooperation and competition when students are asked to work in pairs or groups.
- Problems of mixed-ability classes should be dealt with by using multi-tiered tasks so that students are assigned tasks suitable for their levels. In this way, both the weaker and the stronger students are encouraged to contribute to the lesson.
- Although the Project is at the end of the unit, preparations for it should start right after the first lesson, when the topic and core language points have been introduced. At the end of the **Getting Started** lesson, the teacher informs students what the final product of the Project should be and how students can prepare for it. There are mainly three types of projects in this book: 1) research projects: students collect information to organise and present; 2) surveys: students do a survey and collect numerical data, which they need to collate, analyse, and present in a different way, e.g. graphs, charts, etc.; 3) design or invent something, and present it to the class. However, the focus of project teaching is not only on the final product but also on the process of doing it. Based on the type of the project in each unit, the teacher can divide the preparations into phases so that he / she can monitor students' work and provide timely support. Students' project presentation should be assessed by themselves, their peers, and the teacher. Peer-assessment and self-assessment sheets should be given to students beforehand so that they can prepare for their projects better.
- **Note:** It is required that students take notes in their notebooks, not in their textbooks.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 1

FAMILY LIFE

OBJECTIVES:

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

- pronounce the consonant blends /br/, /kr/, and /tr/ correctly in isolation and in sentences;
- understand and use words and phrases related to family life;
- use the present simple to talk about something that happens regularly in the present, and the present continuous to talk about activities happening at the moment of speaking;
- read for specific information in a text about the benefits of doing housework for children;
- explain why children should or shouldn't do housework;
- listen for specific information in a talk show about family life;
- write about family routines;
- express opinions;
- understand family values in the UK;
- do research on Family Day in Viet Nam or other countries and give a group presentation about it.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

- To create a friendly and lively atmosphere in the classroom;
 - To introduce yourself and give Ss a chance to get to know each other;
 - To lead into the first unit.
- As it is the first class of the school year, introduce yourself and the new school to Ss first. It is very important that you create a friendly and relaxed atmosphere so that Ss feel safe and confident, and ready to engage with the subject and their new teacher and classmates.
 - Then have Ss introduce themselves. This could be done by warm-up activities to break the ice and make Ss more engaged and comfortable with learning:
 - Birthday groups: Call out any month of the year and have Ss born in that month come up to the front of the class. Then continue with the other months.
 - True or false: Have each student write three statements about themselves – two true and one false. They take turns to read them while the rest of the class try guessing which one is false, e.g. *I don't like noodles. I have been to London. I practise judo twice a week.*
 - To raise Ss' interest in the unit and activate their prior knowledge, put up a few images of families doing different activities and have Ss guess the topic.
 - Then ask Ss to open their books at page 8. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture / CLIL topics, and the project.

HOUSEHOLD CHORES

ACTIVITY 1

Aims:

- To introduce the unit topic (*Family life*);
 - To introduce some vocabulary and the grammar points to be learnt in the unit.
- Read the heading *Household chores* and ask if Ss know the words *household* and *chores*. Ask some guiding questions to elicit the meanings of the individual words and the collocation, e.g. *Is household the same as family? Are all people living in the same household related? Are chores big or small tasks? Is cooking a household chore?*
 - Have Ss play a game to help them recall vocabulary associated with household chores. Divide the class into two teams and the board into two halves. In the middle of each half, write the phrase *Household chores*. Have each team write as many housework activities as possible within three minutes. The team with more correct phrases wins the game. (Alternatively, make it a mind mapping activity.)
 - Set the context for listening and reading the conversation. Have Ss look at the picture on pages 8 – 9. Ask Ss questions about it, e.g. *Who are they? Where are they? What are they doing?*
 - Encourage Ss to give answers, but do not confirm whether they are right or wrong.
 - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases describing housework while they are listening and reading.
 - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
 - Call on two or three pairs of Ss to read the conversation aloud.
 - Ask Ss if their guesses about the picture were right. Ask the same questions and confirm the correct answers, e.g. *Nam and Minh are two friends. They are at Nam's home. Nam is cooking.*

Audio script – Track 2:

Nam: Hello, Minh.

Minh: Hi, Nam. How are you? I'm going to play football at our school sports field with a few friends this evening. Are you free to join us?

Nam: I'd love to, but I'm afraid I can't. I'm preparing dinner.

Minh: Really? Doesn't your mum cook?

Nam: Oh, yes. My mum usually does the cooking, but she's working late today.

Minh: How about your sister, Lan? Does she help with the housework?

Nam: Yes. She often helps with the cooking. But she can't help today. She's studying for her exams.

Minh: I see. I never do the cooking. It's my mother's job.

Nam: Really? So how do you divide the household chores in your family?

Minh: Mum is the homemaker, so she does the chores. My dad is the breadwinner; he earns money. And we, the kids, study.

Nam: Well, in my family, we divide the housework equally – Mum usually cooks and shops for groceries; Dad cleans the house and does the heavy lifting.

Minh: What about you and your sister?
Nam: My sister does the laundry. I do the washing-up and put out the rubbish. We also help with the cooking when our mum is busy.
Minh: That sounds fair! Anyway, I have to go now. See you later.
Nam: Bye. Have fun.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each statement carefully. Ask them to identify and underline the key words in the statement, then read the conversation and locate the part of the conversation that has information related to the statement. If it matches that in the statement, the statement is true. If it doesn't, the statement is false. For example, in the conversation Ss can read the following: '*...but she's working late today*', so the statement '*Nam's mother is cooking now*' is false.
- Have Ss share their answers with the class.
- Confirm the correct answers. Have Ss correct the false statement. Write the correct sentence on the board.

Key: 1. F 2. T 3. T

ACTIVITY 3

Aim: To revise some collocations for household chores, consisting of a (phrasal) verb and a noun (phrase).

- Ask Ss to read the nouns / noun phrases in the right-hand column and ask, e.g. *What are they all about? (housework)*. Tell them that each noun or noun phrase usually goes with a certain verb or phrasal verb.
- Have Ss read the conversation quickly again, find these phrases and underline them. Then ask them to complete the table with correct (phrasal) verbs.
- To check answers, write the given nouns / noun phrases from the right-hand column on the board, and call on Ss to write the verbs / phrasal verbs. Alternatively, ask one student to read a noun / noun phrase and another student to say the verb / phrasal verb that goes with it.

Key:

	Verbs / Phrasal verbs	Nouns / Noun phrases
1.	put out	the rubbish
2.	do	the laundry
3.	shop for	groceries
4.	do	the heavy lifting
5.	do	the washing-up

ACTIVITY 4

Aim: To help Ss identify the present simple and the present continuous, and how they are used in sentences.

- Have Ss read each sentence and encourage them to try to complete it with the correct form of the verb in brackets. Tell Ss to find them in the conversation if they don't remember them.
- Check answers by first asking the whole class to call out the verb forms only, then calling on individual Ss to read the complete sentences.

Key: 1. 'm preparing 2. does; 's working

Extension: In stronger classes, have Ss paraphrase the sentences using the conjunction 'because'.

- Nam can't _____ now because he _____ dinner. (play football; is cooking / preparing)
- Nam's mum can't _____ because she _____ today. (do the cooking; is working late)

PROJECT PREPARATION

- The aim of this activity is to inform Ss what the final product of the Project should be and how Ss can prepare for it.
- Ask Ss to open their books at the last page of *Unit 1*, the **Project** section, look at the picture and say what the topic of the Project is (*Family Day*). Ask Ss what they know about Family Day in Viet Nam.
- Explain the requirements of the Project: Ss will have to do research on Family Day in Viet Nam or other countries around the world, then give an oral presentation of the research results in the last lesson of the unit. Their presentation should include information related to the five points listed on the project page. Alternatively, you can ask Ss to prepare a poster presenting the research results.
- Explain to Ss how they can get the information (search the Internet, read newspapers, go to the library, etc.).
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task.

LESSON 2. LANGUAGE

PRONUNCIATION

/br/, /kr/, AND /tr/

ACTIVITY 1

Aim: To give Ss practice in pronouncing the consonant blends /br/, /kr/, and /tr/ in individual words.

- Write the consonant blends on the board and ask if Ss can pronounce them. Call on some Ss to say the sounds to find out what problems or difficulties Ss may encounter.

- Play the recording and ask Ss to listen to the words and repeat. Tell them to pay attention to the consonant blends. Play the recording as many times as necessary.
- Make sure Ss know the meaning of each word.
- Check whether Ss have improved their pronunciation by randomly calling on individual Ss to read the words aloud.

Audio script – Track 3:

/br/	/kr/	/tr/
breadwinner	crash	track
breakfast	crane	tree
brown	cream	train

ACTIVITY 2

Aim: To help Ss recognise the consonant blends /br/, /kr/, and /tr/ in sentences.

- Ask Ss to read all the words once, paying attention to the different consonant blends in the words in each group. Check that Ss understand what the words mean.
- Play the recording for Ss to listen and circle the words with the consonant blends they hear.
- Have Ss work in pairs to compare their answers. Check answers by asking individual Ss to read out the words they have circled.
- Play the recording again, pausing after each sentence, for Ss to repeat.

Key: 1. b 2. c 3. a

Audio script – Track 4:

1. I'm worried he's going to crash his car.
2. The train is moving fast.
3. I usually have bread for breakfast.

Extension: Put Ss into two teams and divide the board into two halves. Give a board pen to one of the Ss in each team. Call out one of the consonant blends or a word containing it, and give teams one minute to write as many words with that consonant blend as they can. Each word must be written by a different student, and only one student from each team should be allowed to be at the board each time. After the activity is finished, have the teams check each other's spelling and read the words. Repeat the game with the other two consonant blends. Count the correct words for each team and praise the winner.

VOCABULARY

FAMILY LIFE

ACTIVITY 1

Aim: To make sure that Ss understand the meanings of some topic-related words introduced in **Getting Started**.

- Ask Ss to work independently or in pairs. Encourage them to find the sentences in the conversation in **Getting Started**, read them carefully, and look for contextual clues.
- Check answers as a class. Call on one student to read aloud a word and another student to read its meaning.

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

ACTIVITY 2

Aim: To give Ss practice in using the words in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word in **1** can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word, e.g. 'my mother' in sentence 1 refers to a person.
- Check answers as a class. Have Ss call out the word they have used in each sentence first.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word for each sentence, e.g. what context clues they have used.
- Ask some Ss to read the complete sentences.

Key: 1. homemaker 2. groceries 3. heavy lifting
4. housework 5. breadwinner

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

GRAMMAR

PRESENT SIMPLE VS. PRESENT CONTINUOUS

ACTIVITY 1

Aim: To give Ss the opportunity to revise the present simple and present continuous, and the difference between the two tenses.

- Tell Ss to read the sentences in **4** in **Getting Started**. Ask them what tense(s) is / are used in each of them. For example, *What does Nam say?; Why is he using that tense? (Nam says, 'I'm preparing dinner' He uses the present continuous tense because he is talking about what he is doing at the moment of speaking.)*.
- In weaker classes, have Ss read through the **Remember!** box and check understanding of the grammar points. Ask some questions to elicit more examples from Ss, e.g. *What are you doing now? (I'm sitting at my desk. I'm learning about ... I'm taking notes.) What do you do every day? (I watch TV. I play computer games. I have breakfast, lunch, and dinner.)* In stronger classes, ask Ss when we use each tense and elicit answers without having Ss read the **Remember!** box. Then put them into groups to go through the explanations and check if their answers are correct.
- Ask Ss to work in pairs or individually to choose the correct form of the verb in each sentence. Explain that they can use some clues in the sentence to decide on the correct tense form such as adverbs of frequency or phrases of time, e.g. 1. *usually*; 2. *now*; 3. *every day*; 4. *today*; 5. *twice a week*.
- Check answers and ask Ss to explain their choices (using the clues above).

Key: 1. does 2. is putting out 3. cleans 4. is studying 5. does

ACTIVITY 2

Aim: To give Ss more practice in using the present simple and present continuous in meaningful contexts.

- Have Ss read the instruction carefully and make sure they all understand what they have to do.
- Ask Ss to read through the text once and underline any time clues they can rely on to work out the tense, e.g. *every day, today, at the moment*.
- Have Ss read the text again and decide on the tense of each verb in brackets.
- Put Ss in pairs to compare their answers.
- Check answers as a class by asking individual Ss to read out a sentence or to write the verb forms on the board.

Key: 1. does 2. is not doing 3. is watching
4. are doing 5. is tidying up 6. is trying

Extension: Say a sentence in the present simple or present continuous, and have Ss call out another sentence with the same verb but the other tense, e.g. T: *I read one book every week.* Ss: *I'm reading a book now.* Continue until all Ss have had a chance to have a go.

LESSON 3. READING

BENEFITS OF DOING HOUSEWORK

ACTIVITY 1. Pre-reading

Aim: To introduce the topic of the reading and get Ss involved in the lesson.

- Set the context for the reading tasks. Ask some questions about the picture and have Ss call out the answers as a class, e.g. *Is this a family? Who do you think they are? Where do you think they are?* In weaker classes, ask only Yes / No questions to set the context, e.g. *Are they in their home? Are they all helping with the housework?*
- Ask Ss to work in pairs, look at the picture, and answer the questions.
- Tell Ss that for question 1, they should only describe what each person is doing. For question 2, ask Ss to look at the faces of the people in the picture (smiling faces) and encourage them to guess the reason(s) why they are happy.
- Tell Ss that there are no right or wrong answers and they should feel free to make any guesses.

Suggested answers:

1. The mother is cooking; the father is laying the table; the son is (vacuum) cleaning the floor; the daughter is washing vegetables.
2. They are happy because they are doing housework together, and all the family members are sharing the household chores.

ACTIVITY 2. While-reading

Aim: To help Ss practise the skill of guessing the meanings of words in context.

- Ask Ss to read the whole text once to get an overall idea.
- Ask Ss to go through the two options for each word and check understanding.
- Have Ss read the text again. Tell them to pay attention to the context of each highlighted word and look for context clues conveying the meaning of the word, e.g. 1. **responsibility**: *have to try to finish their tasks even though they do not enjoy doing them*; 2. **gratitude**: *appreciate all the hard work their parents do around the house for them*. Then they complete the exercise.
- Ask Ss to work in groups to discuss the clues for each correct option and compare their answers.
- Have Ss call out their answers and confirm the correct ones.

Key: 1. a 2. b 3. a 4. a 5. b

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the questions and underline the key words in each of them.
- Check which words Ss have underlined, e.g. 1. *what, people, think, housework*; 2. *why, don't, parents, make, children, housework*; 3. *what, important life skills, learn*; 4. *what, learn, finish household tasks, don't enjoy*; 5. *why, sharing housework, strengthen, bonds*.
- Tell Ss to go through the text to find the answers. Remind them to read the parts containing the information and formulate their answers.
- Have Ss work in pairs or groups to compare their answers.
- Check answers by asking pairs or groups to give their answers. In stronger classes, ask Ss to give reasons for their answers.

Key:

1. Most people think that housework is boring and is the responsibility of wives and mothers only.
2. They want to give their children more time to play or study.
3. These are doing the laundry, cleaning the house, and taking care of others.
4. They learn that they have to try to finish their tasks even though they do not enjoy doing them.
5. Because children learn to appreciate all the hard work their parents do around the house for them. They also start treating doing household chores as special moments shared with their parents.

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

ACTIVITY 4. Post-reading

Aim: To help Ss use the ideas and language in the reading to talk about themselves.

- Ask Ss to read the text again and underline the benefits of doing housework.
- Have Ss work in pairs to make a mind map of the benefits and use it to talk about which of the benefits of doing housework they can get.
- Tell Ss that there are no right or wrong answers and encourage them to think of other benefits not mentioned in the text that they can gain from doing housework together.
- Invite Ss from different pairs to present a summary of their discussion to the whole class.

LESSON 4. SPEAKING

WHY SHOULD / SHOULDN'T CHILDREN DO HOUSEWORK?

Learning outcome: By the end of the lesson, Ss will be able to have conversations in which they will discuss and express their opinions about why children should or shouldn't do housework.

ACTIVITY 1

Aim: To help Ss recall reasons from the reading text why people think children should or shouldn't do housework and provide them with some more ideas.

- Ask Ss if they remember some of the benefits of doing housework presented in the reading text in the previous lesson.
- If Ss don't remember, write some key words on the board to help them recollect the ideas from the text, e.g. *life skills, responsibility, family bonds*, etc. Tell Ss that these are some of the reasons why children should do housework.
- Ask Ss if they can think of any reasons why children shouldn't do housework. Brainstorm as many ideas as possible by having Ss call out their answers freely.
- Have Ss work in pairs / groups. Ask them to read the sentences carefully and discuss in which column each sentence should go.
- Check answers as a class. Encourage Ss to add their own reasons, e.g. *Chores teach time management. Completing chores can make children more confident. It's an important way to teach kids to take care of their belongings.* vs. *Children won't have time to do their homework or take part in after-school activities. Most chores are not really for children and can be dangerous.*

Key:

Should	Shouldn't
1. Doing housework helps them develop life skills.	3. Kids should be given plenty of playtime when they are young.
2. Doing housework teaches them to take responsibility.	4. They may break or damage things when doing housework.
5. Doing housework helps strengthen family bonds.	6. They need more time to study and do homework.

ACTIVITY 2

Aim: To provide Ss with an example conversation in which people express their opinions about whether children should or shouldn't do housework.

- Have Ss read through the conversation once to get some general ideas about it, e.g. how many people are talking, what they are talking about, etc.
- Put Ss into pairs. Have Ss read it again, this time more carefully and think of a suitable phrase / sentence to fill in each gap in the conversation. Ask them to look back at the reasons in **1** to find the missing text.

- In weaker classes, refer Ss to clues in the responses to identify the missing phrase / sentence, e.g. *life skills* in Anna's response to (1), *playtime* in Nam's response to (2).
- Play the recording for Ss to listen and check their answers. Confirm the correct answers.
- Then ask Ss to read the conversation in groups of three, each taking turns to be Anna, Nam, and Minh.

Key:

1. doing housework helps them develop life skills.
2. They should be given plenty of playtime when they are young.

Audio script – Track 5:

Anna: Nam, why do you think children should do housework?

Nam: Because doing housework helps them develop life skills.

Anna: It's true. Life skills such as cooking, cleaning or taking care of others are really necessary for kids when they grow up.

Nam: Yes, we should all have these basic life skills to be adults.

Anna: Now Minh, why do you think children shouldn't do housework?

Minh: I think kids are kids. They should be given plenty of playtime when they are young.

Nam: I don't agree with you. I'm afraid too much playtime isn't good for children.

Anna: Well, thank you both for sharing your ideas. They are very useful for my project.

ACTIVITY 3

Aim: To help Ss practise having conversations in which they can express their opinions about why children should or shouldn't do housework.

- Have Ss work in groups of three. Help Ss assign roles in each group: one asks questions, one thinks why children should do housework, and one thinks why they shouldn't.
- In weaker classes, ask Ss to read the reasons in **1** again and have them pick some to use in their conversations.
- Remind Ss to swap roles and role-play their conversations two more times to make sure each student has the opportunity to play the three roles.
- Go round the class to offer help when necessary while noting down Ss' participation in the activity and any difficulties they may have.
- To check how well they can create their conversations, ask some groups to act them out in front of the class.

Extension: In stronger classes, ask Ss to have conversations expressing opinions on a different family-related theme, e.g. *Should children look after their grandparents? Should children learn to cook at an early age? What are the most important skills that parents should teach children?*

LESSON 5. LISTENING

FAMILY SUPPORT

ACTIVITY 1. Pre-listening

Aim: To introduce the topic of the listening extract and activate Ss' prior knowledge.

- Have Ss look at the picture and describe it.
- In weaker classes, give some guiding questions, e.g. *Who are the people?* (A student and the host of a talk show); *Where are they?* (In a studio); *What is in the background?* (Name of the show: Family Life); *What are they doing?* (Talking; The host is interviewing the student); *What's the boy wearing around his neck?* (A gold medal).
- Ask Ss to answer question 2 in pairs. Encourage Ss to guess what the student is talking about. Alternatively, divide the class into 5 – 6 groups and divide the board into the same number of sections. Ask each group to write their guesses in their sections.
- Do not say whether Ss' answers are right or wrong; just leave all the answers on the board for Ss to compare with what they will hear later.

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for specific information in an extract of a talk show and comparing their predictions with what they hear.

- Have Ss read their guesses on the board, then tell them that they are going to listen to part of the talk show and decide whether their guesses are correct.
- Tell Ss to listen for signal words, e.g. *tell us about ...*, and what follows them.
- Play the recording twice. After the first time, ask some guiding questions to check comprehension, e.g. *What's the topic of the talk show? What's the name of the guest speaker? Which grade is he in? What has he just won?*
- Ask Ss from each group to come to the board and tick the guesses they think are accurate. After playing the recording the second time, confirm the correct answer.

Key: He's talking about his family life and how his family have helped him achieve success in his studies.

Audio script – Track 6:

Welcome to our talk show. Tonight our topic is 'Family Life' and our guest speaker is Le Minh Hieu. Hieu is a twelfth grader. He's just won a gold medal at the International Physics Olympiad. He'll tell us about his family life and how his family have helped him achieve success in his studies.

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for details.

- Ask Ss to read through the statements once and underline the key words in them, e.g. 1. *three people, family*; 2. *parents, teach, physics*; 3. *when, needs help, brother, helps*; 4. *routines, spend time together, every week*. Make sure that all Ss understand the statements.
- Play the recording twice and have Ss do the task. Ask Ss to compare their answers in pairs before they listen to the recording the second time.
- Check answers. In stronger classes, have Ss correct the false statements in pairs. Write them on the board.

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

ACTIVITY 4. While-listening

Aim: To help Ss practise listening for key words.

- Explain the task. Ask Ss to read the sentences before they listen to the recording again. Check comprehension of words / phrases that may be new to them, e.g. *cheer him up, trust, moments*.
- Tell Ss to underline the key words while they read the sentences, e.g. 1. *parents, listen, cheer him up*; 2. *trust, strength*; 3. *brother, best friend, shares, happy, moments*.
- Help Ss work out the part of speech of the answers based on the surrounding words, e.g. 1. noun (follows a verb); 2. noun (follows a possessive noun); 3. adjective (before a noun).
- Play the recording twice and have Ss do the task. Ss can compare their answers in pairs before listening to the recording the second time.
- Check answers as a class.

Key: 1. difficulties 2. love 3. sad

Audio script – Tracks 7 + 8:

Hieu: Good evening. Well, I live with my parents and my brother. And I must say that all my achievements are the result of their support.

Host: Do your parents help you with your studies?

Hieu: My parents are farmers. They know little about physics. But they believe in me. They always listen to me and cheer me up whenever I have difficulties.

Host: So they encourage you to try harder?

Hieu: That's right. Their love and trust give me strength to carry on.

Host: How about your brother?

Hieu: My brother is my best friend. He shares his happy and sad moments with me, and is always there for me when I need help.

Host: You're so lucky to have a supportive family. Do you spend a lot of time together?

Hieu: Yes. My parents have created some family routines so that every week we can spend some time together although we're all very busy.

Host: Family routines? Can you tell us more about that?

Hieu: Well, family routines are ...

Extension: On the board, write words mentioned in the recording, e.g. *parents, brother, family, help, happy, spend*. Play the audio and have Ss listen for these words and count how many times each one is used. Ask them to call out their answers and write the correct numbers on the board, e.g. *parents* (4), *brother* (3), *family* (4), *help* (2), *happy* (1), *spend* (2).

ACTIVITY 5. Post-listening

Aim: To help Ss apply the language they have learnt in the listening in a speaking task about their own experiences.

- Have Ss work in groups. Tell them to think about their own family.
- Remind Ss that parents can help their children succeed in their studies in many ways, not necessarily teach them school subjects or help them with their homework. Parents can help their children succeed in their studies by encouraging them to try harder, by just listening to their problems and showing their love and trust.
- Ask each group to choose a representative to share the group's ideas with the class.
- Do not judge whether the Ss' answers are right or wrong. Accept all reasonable answers and praise Ss who come up with interesting ideas.

LESSON 6. WRITING

WRITING ABOUT FAMILY ROUTINES

Learning outcome: By the end of the lesson, Ss will be able to write an email to a friend about family routines.

ACTIVITY 1

Aim: To introduce the concept of family routines and activities that can become part of them.

- Ask Ss if they can remember what Hieu said at the end of the interview in the **Listening** section and how his parents make sure the family spend time together, e.g. *His parents created some family routines*.

Note: *Family routines* is a phrase used to talk about how families organise themselves to get things done, spend time together, and have fun. Routines help family members know who should do what, when, and how often. They help strengthen family bonds.

- Have Ss work in groups. Tell them to look at the pictures and say what they depict (family life; families spending time together).
- Explain that each of the activities can become a family routine if a family decides to do together and regularly.
- Ask Ss if their families do any of the activities regularly and how they enjoy them.

Extension: Write some prompts on the board, e.g. *Find someone who ... visits their grandparents every week / helps clean the house / always has dinner with their parents and brothers / sisters*, etc. Tell Ss to copy them into their notebooks, stand up, and walk around the classroom asking questions to find one person for each chore or routine, and write down his / her name. In weaker classes,

model the questions first, e.g. *Do you visit your grandparents every week, Kate?* (No.) *Do you help clean the house?* (Yes.) *OK, thanks. Let me write your name.* The first person to find a match for all the questions is the winner.

ACTIVITY 2

Aim: To provide an example email about family routines, which Ss can use as a model for their writing.

- Explain the task and check if Ss understand what they have to do. They have to study the email to get information from it to complete the table. They will also learn some expressions to use later in their own email.
- Have Ss read the table headings to find out what information they need to focus on when they read the email (routines, when / how often, and things to do to strengthen family bonds).
- Ask Ss to read the email and underline the relevant information. Have Ss compare their answers with a partner before they complete the table.
- Check answers as a class.

Key:

Routines	When / How often	Things to do to strengthen family bonds
1. have dinner together	every day	– share daily experiences – talk about the latest news
2. watch favourite game show on TV together	every Friday evening	– discuss the questions – guess the answers (to the quizzes in the show)
3. clean the house together	every two weeks, on Saturday	– make a list of chores – choose tasks

ACTIVITY 3

Aim: To help Ss practise writing part of an email about family routines using given ideas.

- Explain the task. Make sure Ss understand that they don't have to write a whole email, and the opening and ending have been provided.
- Have Ss read the information in the table and check comprehension.
- Give Ss enough time to write the middle paragraph of the email. Go round the class to offer support when necessary.
- Put Ss in pairs and ask them to review and give comments on their partner's writing.
- Check several of the Ss' writing and make a note of common mistakes. Write these on the board, making sure they are anonymous. Ask Ss to correct them as a class.

Sample answer:

First, my family always have breakfast together. Breakfast is a quick meal with just bread or noodles because both my parents work and we, kids, have morning classes. But the most important thing is that we can sit down together, eat healthy food, and share our plans for the day. Second, we spend Saturday evenings as a family. We often watch a film, share snacks, and then exchange our opinions after the film. I can even argue and defend my ideas about the film with my parents or brother. Third, on the second Sunday of the month, we visit our grandparents. We come to my grandparents' home quite early in the morning to help them do some housework such as cleaning the house or washing clothes. Then, we have a big lunch with them. My parents are very happy when we come to see them. The visits make me feel closer to my grandparents.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

EXPRESSING OPINIONS

ACTIVITY 1

Aim: To provide Ss with an example conversation in which people exchange opinions about teenagers doing housework.

- Explain the task. Ask Ss to read the conversation and find clues for the missing phrases (1. Yes; 2. That's right; 3. Well, ... full stop). Then have them complete the gaps.
- Play the recording for Ss to check their answers.
- Get Ss to work in groups of three and take turns to role-play the conversation.
- In stronger classes, ask Ss to close their books. Write some prompts on the board and ask Ss to role-play the conversation based on the prompts only.

Key: 1. A 2. C 3. B

Audio script – Track 9:

Anna: Do you guys think that teenagers should do housework?

Minh: Yes, I strongly believe that teenagers as well as other members of the family should share the housework.

Anna: Do you mean everybody in the family has to help with the housework?

Minh: That's right. I have no doubt that doing household chores together helps build family bonds.

Tu: Well, I'm not sure about that. Teenagers should spend all their time studying instead of doing housework. They'll need good grades to get into top universities.

ACTIVITY 2

Aim: To help Ss practise expressing their opinions in a conversation about whether family members should spend time together.

- Ask Ss to brainstorm some advantages and disadvantages of spending time together as a family. Give some suggestions, if necessary, e.g. Advantages: *It strengthens family bonds; It makes children happy, develops their self-confidence; Children can learn life skills and how to behave from their parents.* Disadvantages: *Children may become too dependent on their parents, do not have enough time for friends or other relationships, etc.*
- Check whether Ss know how to express opinions. Go through the **Useful expressions** and check understanding. Elicit more phrases that they can use.
- Have Ss work in groups of three exchanging their opinions using the conversation in **1** as a model. Go round to monitor and offer help when necessary.
- Invite one or two groups to role-play their conversations in front of the class. Give praise and encouragement.

CULTURE

BRITISH FAMILY VALUES

ACTIVITY 1

Aim: To help Ss learn about British family values and practise reading for specific information.

- Ask Ss to read through the text and underline any new words in it. Then let Ss call out the words that they have underlined and write them on the board. Elicit the meaning of each of the words from the class. Provide further explanations or examples if necessary.
- Have Ss read the text again. This time ask them to underline the British family values then write them in the table.
- Have Ss work in pairs / groups to compare their answers before checking answers as a class. Confirm the correct answers.

Key:

	Traditional British family values
1.	being truthful and honest
2.	respecting older people
3.	having good table manners
4.	remembering to say <i>please</i> and <i>thank you</i>
5.	helping with family chores

Extension: To help Ss remember the values, let them play a game. Put Ss in groups of five. Each student in the group is assigned a number with a value, which he / she has to memorise. Give them one minute to do that. Then have them close their books. Call out numbers 1 to 5 randomly. The first student with that number to call out the correct value earns a point for their group. Play the game for five minutes or until most Ss have had a chance to say a value. The group that has the most points is the winner.

ACTIVITY 2

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

- Have Ss draw the completed table in **1** in the notebooks and add one more column to the right which is *Traditional Vietnamese family values*.

	Traditional British family values	Traditional Vietnamese family values
1.	being truthful and honest	
2.	respecting older people	
3.	having good table manners	
4.	remembering to say <i>please</i> and <i>thank you</i>	
5.	helping with family chores	

- Ask Ss to work in pairs to discuss each of the British family values in the table and decide whether Vietnamese people follow those values too. Tell Ss to write YES in the Vietnamese column if the value is also followed in Viet Nam, NO if it is not, NOT SURE if Ss are not sure whether it is YES or NO.
- Encourage Ss to think of more family values observed in Viet Nam. For example, family unity and harmony, respect for the elders, etc.
- Invite one or two pairs to present their answers to the class. Praise Ss who have added additional answers.

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

If your Ss have completed all the exercises in this section as homework, don't spend too much time on them. Quickly check their homework and answer any questions they may have about the language points tested here. If they haven't, follow the teaching steps below.

PRONUNCIATION

Aim: To help Ss revise the consonant blends /br/, /kr/, and /tr/.

- Write the sentences on the board. Have individual Ss go to the board and write /br/, /kr/, or /tr/ above the word that has the corresponding consonant blend.
- Play the recording for Ss to check their answers. Confirm the correct answers.
- Ask Ss to read the sentences aloud. Tell them to pay attention to the consonant blends.

Key: /kr/ /br/ /br/

1. I like ice cream, but my brother likes bread pudding.

/tr/ /kr/ /tr/ /br/

2. Tracy crashed her car into a tree and broke her leg.

/kr/ /br/

3. They often have crab soup for breakfast.

Audio script – Track 10:

1. I like ice cream, but my brother likes bread pudding.

2. Tracy crashed her car into a tree and broke her leg.

3. They often have crab soup for breakfast.

VOCABULARY

Aim: To help Ss revise the words and phrases related to the topic of household chores, which they have learnt in the unit.

- Ask Ss to work in pairs / groups to compare their answers.
- Go round the class to monitor and give help if necessary.
- Check answers as a class.

Key:

1. does the cooking

2. does the heavy lifting

3. laundry

4. cleaning the house

5. does the washing-up

GRAMMAR

Aim: To help Ss revise the present simple and present continuous.

- Ask Ss to work in pairs / groups to compare their answers.
- Go round the class to monitor and give help if necessary.
- Check answers as a class.

Key:

1. I'm writing to you to tell you how much I'm wanting to see you.

→ want

2. Jack is away on business, so now I look after his dog.

→ 'm / am looking

3. Nam's often looking untidy.

→ (often) looks

4. She can't answer the phone now. She cooks dinner.

→ 's / is cooking

5. Excuse me, do you read the newspaper? Could I borrow it?

→ are you reading

6. What are your family doing in the evenings?

→ do / does ... do

PROJECT

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

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.
- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters used some photos / pictures to illustrate their ideas.		
– The presenters concluded their talk appropriately.		
CONTENT: The presentation includes the following information about Family Day in Viet Nam or other countries.		
– where it is celebrated		
– when it is celebrated		
– when it was first celebrated		
– why it is celebrated		
– what people often do to celebrate the day		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I used some photos / pictures to illustrate my ideas.		
– I concluded my part of the talk appropriately.		
CONTENT: <i>Our presentation includes the following information about Family Day in Viet Nam or other countries.</i>		
– where it is celebrated		
– when it is celebrated		
– when it was first celebrated		
– why it is celebrated		
– what people often do to celebrate the day		

NOW I CAN ...

Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and suggest further practice for individual Ss.

Unit 2

HUMANS AND THE ENVIRONMENT

OBJECTIVES:

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

- pronounce the consonant blends /kl/, /pl/, /gr/, and /pr/ correctly in isolation and in sentences;
- understand and use words and phrases related to human activities and the environment;
- use *will* and *be going to* to talk about the future;
- use the passive voice;
- read for main ideas and specific information in a text about green living;
- talk about ways to live green;
- listen for specific information in an announcement about a green event;
- write about ways to improve the environment;
- ask for and give advice;
- understand what a carbon footprint is;
- plan activities for a *Go Green Weekend* event and give a group presentation about the event.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

- To create a lively atmosphere in the classroom;
 - To lead into the new unit.
- Review the previous unit and revise some of the target words Ss have learnt by having them play the game: *Hot potato*. Bring a ball to class. Have Ss stand in a circle or two rows facing each other and set a time limit for the game. Throw the ball to one student and have him / her call out one target word or phrase from *Unit 1*. He / She then throws the ball to another student, who has to say another target word or phrase. The ball is a 'hot potato' so Ss can't hold it for too long. The game continues until the time is up, or all Ss have had a chance to say a word or phrase.
 - Lead into the unit topic. Write the unit title *Humans and the environment* on the board. Ask Ss to guess what they are going to learn about in this unit. Accept all reasonable answers.
 - Then ask Ss to open their books at page 18. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture / CLIL topics, and the project.

GO GREEN CLUB

ACTIVITY 1

Aims:

- To introduce the unit topic (*Go Green Club*);
 - To introduce some vocabulary and the grammar points to be learnt in the unit.
- Put Ss into groups. Draw a mind map on the board and write *Humans and the environment* in the middle. Have groups brainstorm as many aspects of the topic as possible, e.g. *environmental issues, pollution, endangered animals, using resources, solutions*. Give Ss a time limit for the brainstorming.
 - Ask some groups to call out their ideas and write them into the mind map on the board. Praise groups for good effort.
 - Tell Ss that the unit will focus on human activities that can help protect the environment.
 - Focus Ss' attention on the conversation and elicit the names of the two speakers (Nam and Mike) and what they are talking about (Go Green Club). Ask Ss to listen to the recording.
 - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to human activities and the environment while they are listening and reading.
 - Put Ss in pairs and ask them to compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
 - Call on two or three pairs of Ss to read the conversation aloud.

Audio script – Track 11:

Mike: What are you going to do this weekend, Nam?

Nam: I'm going to attend the first meeting of my school's Go Green Club.

Mike: Really? Can you tell me about the club, please?

Nam: Well, it was set up by the Youth Union in my school. Its aim is to improve our environment and encourage people to adopt a greener lifestyle.

Mike: Sounds interesting. What's the first thing you are going to do?

Nam: We're going to clean up the school right after the ceremony.

Mike: Do you have any other planned events?

Nam: Not yet, but I think we'll organise more activities to raise local people's awareness of environmental issues.

Mike: I'm keen to reduce my carbon footprint, but I don't know what to do. Can I join the club?

Nam: Sure. The club welcomes all students in the area. I hope we'll be able to do a lot to protect our environment.

Mike: Great. Can you please give me the time and place of the club meeting?

Nam: OK. I'll text you. See you then.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each question carefully. Ask them to identify and underline the key words in the questions, then read the conversation and locate the part of the conversation that has the information for each of the questions.
- Have Ss share their answers with the class.
- Confirm the correct answers.

Key:

1. The Youth Union in Nam's school set it up.
2. The club wants to improve the environment and encourage people to adopt a greener lifestyle.
3. He thinks the club will organise more activities to raise local people's awareness of environmental issues.

Extension: Ask Ss some additional comprehension questions to check their understanding of the conversation, e.g. *What's the first activity of the Go Green Club? What's Mike keen to do? Can Mike become a member of the club? What do they decide at the end of the conversation?*

ACTIVITY 3

Aim: To revise collocations for the environment, consisting of a verb / phrasal verb and a noun / noun phrase.

- Check Ss' understanding of the individual words / phrases in each column. You can do that by asking Ss for synonyms or simple explanations, e.g. *What happens when you raise something?* (You increase the amount of it.) or for example sentences, e.g. *There are many clubs in our school.*
- Have Ss read the conversation quickly again, find these words and phrases, and underline them. Then ask Ss to do the matching.
- To check answers, write the words / phrases on the board and call on some Ss to match them. Alternatively, have one student read a verb or a phrasal verb, and another student say the noun or noun phrase that goes with it.

Key:

- | | |
|----------------------------|-------------------------------------|
| 1. c (raise awareness) | 2. d (reduce your carbon footprint) |
| 3. e (clean up the school) | 4. b (adopt a greener lifestyle) |
| 5. a (set up a club) | |

ACTIVITY 4

Aim: To help Ss identify future structures with *will* and *be going to*, and the passive voice, and how they are used in sentences.

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

Key: 1. was set up 2. are / 're going to 3. will / 'll

PROJECT PREPARATION

- The aim of this activity is to inform Ss what the final product of the project should be and how Ss can prepare for it.
- Ask Ss to open their books at the last page of *Unit 2*, the **Project** section, look at the title and say what the topic of the project is (*Go Green Weekend*).
- Tell Ss about the project requirements: Ss will have to make a plan for a *Go Green Weekend* event. They will have to suggest activities for the event and provide the reasons and expected results of the activities. Ss should then present their plans in the last lesson of the unit. Their presentation should include information as stated in the table on page 27 in the Student's Book.
- Explain that, in addition to brainstorming *Go Green Weekend* activities, they can search for ideas on the Internet, in newspapers, etc. for reference. Encourage Ss to use photos / pictures to illustrate their ideas.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task.

LESSON 2. LANGUAGE

PRONUNCIATION

/kl/, /pl/, /gr/, AND /pr/

ACTIVITY 1

Aim: To give Ss practice in pronouncing the consonant blends /kl/, /pl/, /gr/, and /pr/ in individual words.

- Write the consonant blends on the board and ask if Ss can pronounce them. Call on some Ss to pronounce the sounds to find out what problems or difficulties Ss may have.
- Play the recording and ask Ss to listen to the words and repeat. Tell them to pay attention to the consonant blends. Play the recording as many times as necessary.

- Make sure Ss know the meaning of each word.
- Check whether Ss have improved their pronunciation by randomly calling on individual Ss to read the words aloud.

Audio script – Track 12:

/kl/	/pl/	/gr/	/pr/
club	please	green	practise
clean	place	group	present
class	play	ground	protect

ACTIVITY 2

Aim: To help Ss recognise the consonant blends /kl/, /pl/, /gr/, and /pr/ in sentences and pronounce them correctly.

- Check Ss' comprehension of the sentences.
- Play the recording and have Ss focus on the words containing the consonant blends. Ask them to circle these words.
- Play the recording again, pausing after each sentence, for Ss to repeat.

Audio script – Track 13:

1. The club members will clean up all the classrooms.
2. We are pleased that we created an interesting plot for the school play.
3. Our group will make the playground green again.
4. The students are practising their presentation on environmental protection.

Extension: Write the consonant blends on the board, point to one of them and say words that contain or don't contain that consonant blend. If the consonant blend and the word match, Ss raise their hands and repeat the word. If they don't match, Ss keep silent. In stronger classes, add the consonant blends from *Unit 1* and have Ss take turns to come to the front and call out the words.

VOCABULARY

THE ENVIRONMENT

ACTIVITY 1

Aim: To make sure that Ss understand the meanings of some topic-related words / phrases.

- Ask Ss to work in pairs. Ask them to read the words and phrases and match them with their meanings.
- Check answers as a class. Call on one student to read a word / phrase aloud and another student to read its meaning.

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

ACTIVITY 2

Aim: To give Ss practice in using the words / phrases in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences carefully and decide which word / phrase in **1** can be used to complete each of the sentences. Explain that they should use the context clues to decide on the word / phrase, e.g. in the first sentence, the gapped word is an adjective (*eco-friendly*).
- Check answers as a class. Have Ss call out the word / phrase they have used for each sentence first.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word / phrase for each sentence (the context clues).
- Ask some Ss to read the complete sentences.

Key: 1. Eco-friendly 2. household appliances
3. carbon footprint 4. energy 5. litter

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

GRAMMAR

THE FUTURE WITH *WILL* AND *BE GOING TO*

Aim: To give Ss an opportunity to revise the use of *will* and *be going to* to talk about future actions.

- Tell Ss to read the explanations in the **Remember!** box on page 20. Then ask Ss questions to elicit the differences between *will* and *be going to*, e.g. *Do both structures talk about the future? Which auxiliary do we use to talk about plans made at the moment of speaking / before the moment of speaking? Can we use both structures for predictions?*
- In weaker classes, give more examples to make sure Ss understand the use of *will* and *be going to*. In stronger classes, have Ss come up with their own example sentences.
- Ask Ss to work in pairs or individually to choose *will* or the correct form of *be going to* to complete each sentence. Explain that they can use some clues in the sentence to decide on the correct tense form, e.g. 1. *I don't think*; 2. *have already made the decision*; 3. *I'm sure*; 4. *Look at*; 5. *I forgot to phone Dad*.
- Check Ss' answers and ask them to explain their choices (using the clues above).

Key: 1. will 2. are going to 3. will 4. is going to 5. will

Extension: Play a chain memory game to practise the future tense forms. Have Ss sit in a circle. Have one student say a sentence about what they are going to do or will do, e.g. *After this lesson, I'm going to play volleyball in the playground*. The next student repeats it and adds another sentence, e.g. *After this lesson, I'm going to play volleyball in the playground, and I'm going to meet some friends*. Explain to Ss that the sentences don't have to be true. Continue until a student can't remember the previous sentences. In bigger classes, have Ss play the game in teams. The winner is the team that continues the chain for the longest time.

PASSIVE VOICE

Aim: To give Ss an opportunity to revise the passive voice.

- Ask Ss to read the explanation in the **Remember!** box on page 21. Then ask Ss questions to check their understanding of the grammar point, e.g. *When do we use the passive voice? What do we focus on? How do we form the passive voice?* (the verb *be* and the past participle of the main verb).
- In weaker classes, give more examples to make sure Ss understand the use and forms of the passive voice in different tenses. In stronger classes, have Ss come up with their own example sentences in both passive and active structures.
- Ask Ss to work independently and rewrite the sentences using the passive voice. Remind Ss of the correct verb forms in different tenses. Also remind them of the use of the preposition *by* to mention the doer of the action. Elicit that if the subject in the active voice is *they* or *we*, Ss don't need to indicate the doer in the passive voice.
- Have Ss work in pairs to compare their answers.
- Check answers as a class by having individual Ss read out the sentences or write them on the board.

Key:

1. A green lifestyle is adopted by more and more people.
2. The rubbish was not put in the bins after the party yesterday by the students.
3. More trees will be planted in the neighbourhood.
4. A lot of clean-up activities are going to be organised this weekend by our club.
5. Important environmental issues were discussed at the meeting.

LESSON 3. READING

ACTIVITY 1. Pre-reading

Aim: To introduce the topic of the reading and get Ss involved in the lesson.

- Ask Ss to work in groups of three or four to discuss the questions.
- In weaker classes, give Ss more time to describe what they see in the pictures first. Then ask them to think how each object is related to a green lifestyle, e.g. *single-use plastic bags: plastic waste, pollution, difficult to recycle, can end up in the ocean; fresh vegetables: green lifestyle*.
- Tell Ss that there are no right or wrong answers and encourage Ss to describe the pictures using their own language.
- Focus Ss' attention on pictures b and d to lead into the topic of the reading (*What can people do to live green*).

Suggested answers:

In Picture a, a man goes shopping with lots of plastic bags. It doesn't show a green lifestyle. Plastic bags pollute the environment.

In Picture b, we can see fresh food, which looks organic and is better for our health. It shows a green lifestyle.

In Picture c, we can see a lot of litter on the ground. Dropping litter makes the streets very dirty and pollutes the air and water. It doesn't show a green lifestyle.

In Picture d, the sign advises people to turn off lights when they are not in use. This can save electricity and shows a green lifestyle.

ACTIVITY 2. While-reading

Aim: To help Ss practise skimming a text to choose the best title for it.

- Focus Ss' attention on the **Tips** box. Have Ss read through the tips and check understanding.
- Ask Ss to read the whole text once to get an overall idea.
- Tell Ss to work in groups to discuss the best option and compare answers.
- Check answers and confirm the correct one. In stronger classes, ask Ss to explain why the other options cannot be used as titles for the text, e.g. (B) This only refers to environmental problems while the text mentions some solutions as well. (C) The text mentions a couple of green products such as organic food and refillable bottles, but they are not the focus here.

Key: A

ACTIVITY 3. While-reading

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

- Have Ss read the text again. Tell them to pay attention to the context of each highlighted word / phrase and look for clues explaining the meaning of it, e.g. 1. **sustainable:** *greener, lifestyle, can do, eco-friendly*. Then have Ss do the task.
- In weaker classes, go through the options and check comprehension of the vocabulary.
- Tell Ss to work in groups to discuss the clues for each option and compare their answers.
- Check answers by having individual Ss call out the correct options.

Key: 1. a 2. b 3. a 4. a

Extension: Ask Ss to close their books, then choose words (13 – 15 words) from the reading text that they consider to be the most important. Have individual Ss write them on the board. Ask Ss to turn away and rub off one word from the board. Ss then turn back and identify which word is missing and what it means. In stronger classes, ask them how the word was used in the text. Continue until you have an empty board.

ACTIVITY 4. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the statements and decide whether the statements are true or false, according to the text.
- Tell Ss to read through the text to locate the answers, then read again, but this time pay attention only to the parts of the text that contain the answers.
- Explain that the information in the statements is paraphrased. Make sure Ss understand the vocabulary. Elicit more difficult words such as *compulsory*, *plastic waste*, *break down*, *refillable* and *encouraged*.
- Have Ss work in pairs or groups to compare the information in each statement with the information from the text, e.g. **Green living is now compulsory for many people. vs. More and more people adopt a green lifestyle. It is a choice we make ...**
- Check answers as a class. In stronger classes, have Ss correct the false statements in pairs. Write them on the board.

Key: 1. F

2. T

3. T

4. F

ACTIVITY 5. Post-reading

Aim: To help Ss use the ideas and language in the reading to talk about ways to live green.

- Ask Ss to read the text again and note down the four ways to live green.
- Have Ss work in pairs and discuss which of the suggestions is the easiest to do.
- Tell Ss that there are no right or wrong answers, and encourage them to explain their answers using as many reasons as possible.
- Invite Ss from different pairs to present a summary of their discussion.

Suggested answer:

In my / our opinion, turning off household appliances when they are not in use is the easiest way to live green because we can do this right at home. We don't need any equipment or training for this.

LESSON 4. SPEAKING

LIVING GREEN

Learning outcome: By the end of the lesson, Ss will be able to talk about ways to live green.

ACTIVITY 1

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

- Ask Ss to work in pairs and decide which activities teenagers should / shouldn't do to go green by putting a tick in the appropriate column.
- Tell Ss to read the activities and check understanding before they write their answers.
- Call on some Ss to give their answers to the class.
- Check answers and ask Ss to give their reasons for their answers. Explain to them that in the next activity they will check whether their reasons match the ones given in 2.

Key:

Activities	Should	Shouldn't
1. Leaving your appliances on when not in use		✓
2. Recycling your used items	✓	
3. Using plastic bags when shopping		✓
4. Buying organic food	✓	
5. Dropping litter in the street		✓
6. Planting trees	✓	

ACTIVITY 2

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

- Keep Ss in pairs and ask them to match the suggested reasons why teenagers should or shouldn't do the activities with the activities in 1.
- Tell Ss to read the reasons and check understanding before they do the matching.
- Call on some Ss to give their answers to the class.
- Check answers. Lead into the next activity by encouraging stronger Ss to expand their answers.

Key:

Reasons	Activities
a. This makes the street dirty and polluted.	5
b. This wastes electricity and creates dangerous situations.	1
c. It takes years for the material to break down into small pieces.	3
d. This reduces the use of harmful chemicals in food.	4
e. This protects natural resources.	2
f. They provide shade and fresh air.	6

Extension: Put Ss into AB pairs. Students B close their books. Students A read out the activities. Students B try to remember and say the reasons. Then As and Bs swap roles and repeat.

ACTIVITY 3

Aim: To give Ss an opportunity to discuss ideas in groups and share them with the rest of the class.

- Put Ss into groups and ask them to discuss what they should or shouldn't do to live green.
- In weaker classes, remind Ss to use the ideas given in **1** and **2** in their discussion. In stronger classes, encourage Ss to think of other activities and reasons.
- Invite some groups to share their ideas with the rest of the class.
- Praise Ss for interesting and imaginative ideas, and for providing well-formulated reasons.

LESSON 5. LISTENING

A GREEN EVENT

ACTIVITY 1. Pre-listening

Aim: To introduce the topic of the listening and activate Ss' prior knowledge.

- Put Ss into pairs. Ask Ss to look at the picture and tell their partner what they see in the picture.
- Encourage Ss to use the vocabulary they have learnt to describe the picture, e.g. *The students are picking up rubbish, bottles, plastic bags; They're watering plants and trees.*
- Call on some pairs to share their answers with the class.
- Ask questions such as *Are the students wearing school uniforms? Are they at school? What day of the week do you think it is? Do you think this is an organised event? What kind of event is it?* to elicit the topic of the listening: *Go Green Weekend event.*

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for specific information.

- Tell Ss that they're going to listen to an announcement about a *Go Green Weekend* event.
- Have Ss read the statements and make sure they understand the meanings. Elicit or explain any unfamiliar or difficult words, e.g. *Where do people buy and sell things?* (at the market); *What do you call a market in the centre of a town or city?* (central market).
- Play the recording and have Ss do the activity.
- Check answers as a class. In stronger classes, ask Ss to explain why they are true or false.
- Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.

Key: 1. T

2. F

3. T

4. T

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

- Ask Ss to read the instruction and focus their attention on 'ONE'. Make sure they understand they only need to write one word in each gap.
- Have them read the incomplete text in the table. Encourage them to have a guess at what part of speech might fit each gap, e.g. 1. noun; 2. adjective.
- Play the recording once (or twice in weaker classes) for Ss to complete the table.
- Ask Ss to work with a partner to compare their answers.
- Check answers by calling on some Ss to write their answers on the board or read them aloud.
- Play the recording again if many Ss have incorrect answers, pausing at the places where they can get the correct information.

Key: 1. park 2. plastic 3. Sort 4. Post 5. suggestions

Audio script – Tracks 14 + 15:

Welcome to our club meeting. As you know, we are organising a Go Green Weekend event next Sunday. Before presenting the event schedule, let me briefly tell you about the teams and activities. There will be three teams. Each team will take care of one specific task.

The Clean-up Team will be responsible for cleaning the central park in our town. They will pick up rubbish, bottles, plastic bags, anything that's lying around. They will also water small trees and flowers in the park.

The Donation Team will collect used items from local people. Then they will have to sort and put them into the correct bags. This will make delivery much easier and will also help to reach the people who need these items.

The Media Team will be responsible for reporting on the event. They will take photos of the activities during the event and post them on the club's website. They will also write a report which will summarise the results of the event and make suggestions for other club activities in the future.

Extension: Play the audio, pausing before the last word of each sentence and have Ss recall or guess it, e.g. play *Welcome to our club ...* and have Ss call out *meeting*. In stronger classes, ask Ss to write the words on the board.

ACTIVITY 4. Post-listening

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

- Ask some lead-in questions to see whether Ss have taken part in any environmental activities or events, and how much experience they have.
- Put Ss into groups. You may consider grouping Ss with no or less experience of taking part in eco-friendly events with Ss who have taken part in such events.

- Remind Ss that they can use the ideas from the listening. In stronger classes, encourage them to come up with their own green activities.
- Invite some groups of Ss to present their ideas of a green event to the whole class.

LESSON 6. WRITING

WRITING ABOUT SUGGESTIONS FOR IMPROVING THE ENVIRONMENT

Learning outcome: By the end of the lesson, Ss will be able to write about ways to improve the environment in their school.

ACTIVITY 1

Aim: To help Ss recall some suggestions for improving the environment.

- Ask Ss some questions, e.g. *Do you have any ideas about how to improve the environment in our school? What are they?* to elicit the topic of the writing as well as some suggestions.
- Put Ss into pairs and ask them to do the matching. In weaker classes, go through the suggestions and expected results to check comprehension.
- Ask individual Ss to call out their answers.

Key: 1. c 2. a 3. b

ACTIVITY 2

Aims:

- To provide Ss with a model of a well-structured paragraph;
- To give Ss practice in using connectors to link sentences.

- Tell Ss that they are going to write a paragraph about ways to improve the environment in their school. First, they will be provided with an incomplete paragraph as a model for their writing.
- Give Ss some basic information about the structure of a paragraph:
 - A paragraph is a group of sentences that develop ONE main idea.
 - A paragraph usually consists of three parts: a topic sentence, supporting sentences, and a concluding sentence.
 - Two important qualities of a good paragraph are unity (i.e. one main idea is developed) and coherence (i.e. all the sentences and ideas flow smoothly to make clear and logical points about the topic).
- Ask Ss to read the incomplete paragraph and fill in each numbered blank with a word or phrase in the box.
- Have Ss discuss and compare their answers in pairs.
- Call on some Ss to read their answers to the class.
- Check answers.

Key: 1. First 2. For example 3. In conclusion

Extension: In weaker classes, provide more practice in writing paragraphs. Write a topic sentence on the board, e.g. *Planting trees is important*. Ask, e.g. *Why is it important?* and have Ss come up with some reasons, e.g. *Trees improve air quality. Trees support wildlife. They provide food and home for many animals. Trees cool the streets and the city*. Write them on the board. Then write some connecting words such as *First, Second, For example, In addition* on the board. Have Ss work in groups. Tell them to write some supporting sentences using the prompts. Ask groups to read their paragraphs. Write the best one on the board and elicit some suitable conclusions.

ACTIVITY 3

Aim: To help Ss practise developing ideas and writing a paragraph.

- Explain the writing task.
- Put Ss into groups and ask them to brainstorm more suggestions. Walk round the class and offer help. Encourage Ss to take notes of their ideas.
- Ask some groups to call out their ideas. In weaker classes, write the ideas on the board for Ss' reference.
- Ask Ss to write their suggestions to complete the paragraph individually. Set a time limit for this task. Walk round the class to give further support if needed.
- When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class.
- Further explain the paragraph structure if Ss are not able to develop the three elements in their writing.
- Collect Ss' writing and provide written feedback in the next lesson.
- In weaker classes, provide some suggested answers if necessary.

Sample answer:

Another way would be to plant more trees. For example, we can plant more green trees around the school and in the schoolyard. The trees reduce CO₂ and make the air we breathe in cleaner. Finally, we can set up more rubbish bins. For instance, we can put one bin in each classroom and a few more in the schoolyard. This makes the waste collection easier.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

ASKING FOR AND GIVING ADVICE

ACTIVITY 1

Aim: To provide Ss with an example conversation in which people ask for and give advice about ways to find information for the presentation.

- Elicit expressions Ss already know related to asking for and giving advice. Say, e.g. *I don't know anything about organic food*, and have Ss give you some advice, e.g. *You should (search the Internet). I advise you to (go to a shop selling organic products)*.
- Ask Ss to read through the expressions in the box and the incomplete conversation, and check comprehension. In stronger classes, have Ss complete the gaps based on clues in the conversation.
- In stronger classes, play the recording once for Ss to check their answers. In weaker classes, play it twice, the first time just to listen and the second time to write the letters for the expressions they hear in the gaps.
- Check answers by asking individual Ss to read out the complete sentences.
- Ask Ss to practise the conversation in pairs.
- In stronger classes, write some prompts on the board and ask Ss to role-play the conversation based on the prompts only.

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

Audio script – Track 16:

Lan: I was asked to give a presentation on climate change next week. What should I do, Mai?

Mai: You should search for information about the topic on the Internet.

Lan: Should I also read books in the library?

Mai: That's a good idea. I advise you to collect information from different sources. Then you can decide what to include in the presentation.

ACTIVITY 2

Aim: To help Ss practise ways of asking for and giving advice about green living.

- Ask Ss to recall ideas mentioned in the unit about how to live green or brainstorm new green living ideas. Write them on the board for Ss' reference.
- Revise common expressions used to ask for and give advice. In weaker classes, go through the expressions in the table and check understanding.
- Put Ss into pairs. Give them a few minutes to think about specific green issues that they want to include in their conversations. In weaker classes, walk round the class and suggest situations to Ss, e.g. advice about reducing plastic waste, keeping the environment clean, or making homes or schools eco-friendly.
- Allow Ss enough time to practise their conversations. Then invite some pairs to act out their conversations in front of the class.
- Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas.

CARBON FOOTPRINT

ACTIVITY 1

Aim: To help Ss learn about carbon footprint and ways to reduce it (through CLIL), and learn some content vocabulary.

- Ask Ss some questions to find out what they already know about the topic, e.g. *What is a carbon footprint? How do you measure it? Why is it bad to have a large carbon footprint? How can we reduce it?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *What is the average carbon footprint for a person (globally / in Viet Nam)?* (4 tons globally / 2.20 tons in Viet Nam); *What problems are caused by a large carbon footprint?* (global warming, climate change, extreme weather events); *Which countries have the largest carbon footprint?* (China, USA, India, Russia, Japan); *What food has the highest carbon footprint?* (meat, cheese, and eggs).
- Put Ss into pairs. Ask them to read the text about carbon footprint and complete the table. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class by calling on pairs to write their missing words / phrases on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Key: 1. CO₂

2. global temperatures

3. showers

4. public transport

Extension: In weaker classes, check comprehension of key vocabulary and make sure Ss understand the concepts. Write the key words and phrases on the board. Put Ss into pairs and ask them to scan the text for these items and try to work out their meanings from the context. If necessary, call out the definitions and have Ss say the words / phrases. In stronger classes, elicit the definitions or example sentences.

ACTIVITY 2

Aim: To give Ss an opportunity to personalise the CLIL topic (ways to reduce their carbon footprint).

- Ask Ss to work in pairs to discuss things they can do to reduce their carbon footprint.
- In weaker classes, have Ss underline the ideas in the text so that they can use them in their discussion. In stronger classes, encourage Ss to come up with other ideas to reduce their carbon footprint.
- Have Ss take notes of their partner's ways to reduce his / her carbon footprint.
- Call on some Ss to report back their partner's ideas to the class, e.g. *Lan thinks that her carbon footprint is not very big, but she'll still try to reduce it further to help the environment. First, she'll start cycling to school instead of asking her dad to drive her. Second, she'll stop using plastic bags for groceries. Finally, she'll start drinking filtered tap water instead of buying bottled water.*

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

If your Ss have completed all the exercises in this section as homework, don't spend too much time on them. Quickly check their homework and answer any questions they may have about the language points tested here. If they haven't, follow the teaching steps below.

PRONUNCIATION

Aim: To help Ss revise the consonant blends /kl/, /pl/, /gr/, and /pr/.

- Ask Ss to listen to the recording and underline the words that have the consonant blends /kl/, /pl/, /gr/, or /pr/.
- Ask individual Ss to write the words with the consonant blends on the board. Have Ss read them several times.
- Play the recording again, pausing after each sentence for Ss to repeat.
- Put Ss in pairs. Have them practise reading the sentences to each other.

Key + Audio script – Track 17:

1. The professor is proud of the results of our project.
2. Grass is growing on the ground.
3. Those toy planes are made of plastic.
4. Click the button to become a member of the club.

VOCABULARY

Aim: To help Ss revise the words and phrases related to human activities and the environment, which they have learnt in the unit.

- Ask Ss to complete the sentences by using the words and phrases in the box.
- Have Ss do this activity individually, then compare their answers with their partners.
- Check answers by asking individual Ss to write the missing words / phrases on the board.

Key: 1. green lifestyle 2. carbon footprint 3. eco-friendly 4. appliances

GRAMMAR

Aim: To help Ss revise *will* and *be going to* and the passive voice.

- Ask Ss to choose the answers that best complete the sentences.
- Have Ss do this activity individually, then compare their answers with their partners.
- Check answers by asking individual Ss to write the sentences on the board. Have Ss explain what grammatical form they have used and why.

Key: 1. is used 2. are planted 3. will pass
4. will 5. are going to travel 6. is going to rain

PROJECT

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

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.
- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters used some photos / pictures to illustrate their ideas.		
– The presenters concluded their talk appropriately.		
CONTENT: The presentation includes the following information about their plan for the Go Green Weekend event.		
– activity		
– time		
– place		
– reason		
– expected result		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I used some photos / pictures to illustrate my ideas.		
– I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information about our plan for the Go Green Weekend event.		
– activity		
– time		
– place		
– reason		
– expected result		

NOW I CAN ...

Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and suggest further practice for individual Ss.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

Unit 3

MUSIC

OBJECTIVES:

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

- pronounce two-syllable words with correct stress;
- understand and use words and phrases related to music;
- use conjunctions to make compound sentences;
- use *to*-infinitives and bare infinitives after some verbs;
- read for specific information in a text about a famous TV music show;
- talk about a TV music show;
- listen for gist and specific information in an interview about a music festival;
- write a blog about an experience at a music event;
- make and respond to suggestions;
- identify *chau van* singing;
- do research on a form of traditional music in Viet Nam or another country and give a group presentation about it.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

- To create a friendly and lively atmosphere in the classroom;
 - To lead into the unit.
- Put Ss into two teams and divide the board into two halves. Call out a word or phrase from *Unit 2* and have a student from each team write as many related words / phrases as they can in their half, e.g. carbon footprint: *reduce, pollution, environment*. Repeat several times or until each student in the teams has had a go. Set a time limit of 30 seconds each time.
 - Play parts of some popular songs and ask if Ss know the title of those songs. Provide the answer in cases Ss are not familiar with them. Then ask Ss to guess what they are going to learn in this unit. Write the topic *Music* on the board.
 - Then ask Ss to open their books at page 28. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture / CLIL topics, and the project.

A TALENTED ARTIST!

ACTIVITY 1

Aims:

- To introduce the unit topic (*Music*);
 - To introduce some vocabulary and the grammar points to be learnt in the unit.
- Set the context for listening and reading of the conversation. Have Ss look at the picture. Ask questions about it, e.g.
 - *Where are they?* (at home / in the living room)
 - *Who is the boy?* (a singer)
 - *What are they doing?* (The boy is singing on stage. The girls are watching a live programme and cheering.)
 - Encourage Ss to give imaginative answers, then explain that Mai and Ann are watching a music programme and this is their conversation when they watch it.
 - Focus Ss' attention on the conversation and elicit the names of the two speakers (Mai and Ann), and what they are talking about (a talented artist). Ask Ss to listen to the recording.
 - Play the recording twice for Ss to listen and read along. Have Ss underline the words / phrases that are related to music while they are listening and reading.
 - Put Ss in pairs and have them compare the words / phrases they have underlined and discuss their meanings. Then check comprehension as a class.
 - Call on two or three pairs of Ss to read the conversation aloud.

Audio script – Track 18:

Mai: That pop singer looks great, Ann!

Ann: Yeah. He's a popular teen idol around the world now.

Mai: Really? You must be a fan of his!

Ann: Yep, I really love his music. He's a talented artist who can write music and play many musical instruments. He has received several awards such as the Grammy, Billboard Music and Teen Choice Awards.

Mai: Wow! Did he go to a music school?

Ann: No, he didn't, but he learnt to play the piano, drums, guitar, and trumpet by himself. When he was a teenager, he performed at the local theatre in his home town during the tourist season.

Mai: How did he become famous?

Ann: Well, when he was 12, his mother started to upload his cover song videos on social media, and the videos made him an online star within a couple of months.

Mai: Sounds amazing!

Ann: And his videos have reached more than two billion total views. Many fans say that his beautiful songs have helped bring more love into their lives.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each question carefully. Ask them to identify and underline the key words in the questions first. Then have them read the conversation again and locate the part that contains the information for each question.
- Call out each question and have different pairs provide their answers.
- Confirm the correct answers.

Key:

1. They are talking about a young pop singer.
2. He is good at writing music and playing many musical instruments.
3. His cover song videos made him popular.

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *Who is a fan of the pop singer? Did he go to a music school? What musical instruments can he play? How many people have watched his videos?*

ACTIVITY 3

Aim: To revise the words and phrases related to music.

- Ask Ss to read the four categories and brainstorm any words / phrases to check Ss' prior knowledge.
- Have Ss read the conversation quickly again, and find the words / phrases that refer to the categories.
- Check answers. Call out each category or write it on the board, and ask individual Ss to write the relevant words / phrases. Alternatively, ask one student to read a category and another student to say words / phrases that fall into that category.

Key:

- | | |
|--------------------------------------|---|
| 1. pop | 2. Grammy, Billboard Music and Teen Choice Awards |
| 3. piano, drums, guitar, and trumpet | 4. uploading on social media |

ACTIVITY 4

Aim: To help Ss identify compound sentences, *to*-infinitives, and bare infinitives.

- Have Ss read the two parts of each of the four sentences and check comprehension.
- Have Ss do the matching individually. In weaker classes, encourage them to refer back to the conversation.
- Check answers by calling on individual Ss to read the complete sentences and write them on the board.
- Go through each sentence and elicit the target grammar point(s), e.g. 1. compound sentence, *to*-infinitive; 2. bare infinitive; 3. *to*-infinitive; 4. compound sentence.

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

PROJECT PREPARATION

- The aim of this activity is to inform Ss what the final product of the Project should be like and how Ss can prepare for it.
- Ask Ss to open their books at the last page of *Unit 3*, the **Project** section, look at the pictures, and say what the topic of the Project is (a form of traditional music).
- Tell Ss about the Project requirements: Ss will have to do research on a form of traditional music in Viet Nam or another country and then give an oral presentation of the research results in the last lesson of the unit. Their presentation should include information related to the points stated on the **Project** page. Alternatively, ask Ss to prepare a poster (drawings, pictures) presenting the research results.
- Explain to Ss how they can get the information (search the Internet, read newspapers, go to the library, talk to experts, etc.).
- Encourage them to start with doing research on traditional music in Viet Nam.
- Put Ss into groups and have them choose their group leader. Help Ss set a deadline for each task.

LESSON 2. LANGUAGE

PRONUNCIATION

STRESS IN TWO-SYLLABLE WORDS

ACTIVITY 1

Aim: To give Ss practice in identifying the stressed syllables in two-syllable words and pronouncing these words.

- Have Ss read the words individually and check comprehension.
- Play the recording and ask Ss to listen to the words and repeat. Tell them to pay attention to the stressed syllables. Play the recording as many times as necessary.
- Check whether Ss can say the words using the correct stress patterns by calling on some Ss to read them aloud.
- Focus Ss' attention on the **Tips** box and have Ss read the rules of putting stress on different parts of speech. Check understanding and elicit other examples of nouns, verbs, and adjectives.

Audio script – Track 19:

Stress on the first syllable	Stress on the second syllable
singer	relax
programme	perform
common	attract
careful	decide

ACTIVITY 2

Aim: To help Ss identify stressed syllables in two-syllable words in sentences and pronounce these words correctly.

- Ask Ss to read the sentences individually and pay attention to the bold words. Check comprehension.
- Play the recording for Ss to listen and mark the stressed syllables in the words in bold.
- Have Ss work in pairs to compare their answers. Confirm the correct answers.
- Play the recording again, pausing after each sentence, for Ss to repeat.

Key + Audio script – Track 20:

1. She is a **'famous 'artist**.
2. I **en'joy** his songs about **'friendship**.
3. Their **'latest** show **re'ceived** a lot of good **'comments**.

Extension: Divide Ss into two teams or more teams in big classes. Write a two-syllable word on the board and have each team write as many words with the same stress pattern as they can on a piece of paper. Set a time limit of two minutes and when the time is up, have teams put down their pens and read their words. Write the correct ones on the board. Repeat with other two-syllable words with a different stress pattern. The team with the most correct words is the winner.

VOCABULARY

MUSIC

ACTIVITY 1

Aim: To make sure that Ss understand the meanings of some topic-related words.

- Read the words on the left and make sure Ss understand the abbreviations in brackets (v, n, adj). In weaker classes, read each word and elicit the part of speech they need to look for in the definitions, e.g. *What part of speech do you need to look for in the definition of 'perform'? Which definition describes an action?*
- Ask Ss to work in pairs to do the matching.
- Check answers as a class. Call on one student to read aloud a word and another student to read its definition.

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

ACTIVITY 2

Aim: To give Ss practice in using the words in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences carefully to decide which word in **1** can be used to complete each of the sentences. Remind them to use context clues to decide on the word.

- Check answers as a class. Have individual Ss call out the word they have used for each sentence first.
- Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word for each sentence (the clues in the context), e.g. *The first sentence needs an adjective, and the only one on the list is 'talented'. The second sentence needs a noun, and the words 'TV show' and 'attract' suggest that 'audience' is the best choice.*
- Ask individual Ss to read the complete sentences.

Key: 1. talented 2. audience 3. single 4. judge 5. perform

Extension: In stronger classes, have Ss play a game. Divide them into several teams. Call out one of the five words and have teams write as many sentences with it as they can. Give a time limit of one minute. Repeat for the other words. Invite each team to read their sentences. The team with the most correct sentences is the winner.

GRAMMAR

COMPOUND SENTENCES

Aim: To give Ss the opportunity to revise how to form compound sentences.

- Tell Ss to look at the compound sentences in **4** in **Getting Started**. Ask questions to check whether Ss understand their structure, e.g. *What do they consist of? Can you split them into independent sentences? What are the clauses joined by?*
- Have Ss read the explanation and example in the **Remember!** box. Check understanding and provide more examples if necessary.
- Ask Ss to work in pairs or individually to choose the appropriate conjunctions to combine the sentences.
- Ask individual Ss to write their sentences on the board. Check answers as a class.

Key:

1. I am a jazz fan, and my favourite style is from the late 1960s.
2. Jackson wants to go to the music festival on Saturday, but he has a maths exam on that day.
3. You can book the tickets online, or you can buy them at the stadium ticket office.
4. The concert didn't happen, so we stayed at home.

TO-INFINITIVES AND BARE INFINITIVES

Aim: To give Ss the opportunity to revise *to*-infinitives and bare infinitives.

- Write some verbs with and without *to* (e.g. *work / to work*) and elicit the words *to*-infinitive and bare infinitive.
- Have Ss read the explanation in the **Remember!** box. Check understanding and provide some examples of the verbs used in sentences, e.g. *I decided to watch my favourite TV show. My mum let me watch the TV show.*

- Ask Ss to read the sentences and identify the main verbs of the sentences. This will help them decide whether they need to fill in a *to*-infinitive or bare infinitive after that main verb.
- Ask Ss to do the exercise individually.
- Put Ss in pairs to compare answers.
- Check answers with the whole class.

Key: 1. to send

2. fall

3. to delay

4. watch

LESSON 3. READING

AMERICAN IDOL

ACTIVITY 1. Pre-reading

Aim: To introduce the topic of the reading and get Ss involved in the lesson.

- Ask Ss to work in pairs to look at the pictures and discuss the questions. Focus their attention on the logos and the names of the shows.
- Invite some pairs of Ss to share their answers with the class.

Suggested answers:

- *American Idol*: a famous TV music show.
- *The X Factor*: a television singing competition originated in the United Kingdom. Competitors go through weeks of auditions before judges until the winner is decided by a public vote. The prize is usually a recording contract. In addition to giving comments on the contestants' performance, the judges help them with choosing the songs and style of their songs. The format of the *X Factor* has been adopted in many countries around the world.

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meanings of words and phrases in context.

- Ask Ss to read the whole text once to get an overall idea.
- Have Ss read it again. Remind them to pay attention to the context of each highlighted word / phrase and look for clues that they can use to guess the meaning, e.g. 1. *there were many movies and TV series* → programmes on TV.
- Put Ss into groups to discuss the clues and do the matching.
- Check answers as a class.

Key: 1. b

2. a

3. d

4. c

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the questions and underline the key words in each of them.
- Check the key words Ss have underlined, e.g. 1. *What, American Idol*; 2. *Which, statements, correct*; 3. *Who, wins*; 4. *Which, statements, judges, NOT mentioned*; 5. *What, inferred, competition, Viet Nam*.
- Ask Ss to read the questions and try to answer them before reviewing the options.
- Ss read the answer options and eliminate the ones that are absolutely wrong. Then they search the text to find evidence to support the right answers.
- Have Ss work in pairs or groups to compare answers.
- Check answers as a class. In stronger classes, ask Ss to give reasons for their answers.

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

Extension: Divide the class into two teams. Ask each team to prepare 6 – 8 quiz questions based on the reading text and write them on a piece of paper, e.g. *When was American Idol first shown?* (January 2002), *What kind of people are the participants?* (Ordinary people). Make sure teams know the correct answer to each of their questions. Ss close their books. Have Ss from each team take turns to ask their questions. Give a point for each correct answer. The team with more points is the winner.

ACTIVITY 4. Post-reading

Aim: To help Ss use the ideas and language in the reading to talk about whether they want to take part in *Vietnam Idol* and give reasons.

- Ask Ss to read the text again and make notes of things they like and things they don't like about the show.
- Have Ss work in pairs to decide whether they want to participate in the show in Viet Nam and state their reasons.
- Tell Ss that there are no right or wrong answers, and encourage them to think of as many reasons as they can to support their opinions.
- Invite Ss from different pairs to present a summary of their discussion.

LESSON 4. SPEAKING

TALKING ABOUT A TV MUSIC SHOW

Learning outcome: By the end of the lesson, Ss will be able to talk about a music show.

ACTIVITY 1

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

- Ask Ss to look at notes first and try to guess the type of information they need to fill in. Have Ss call out their guesses, but do not tell them if they are correct or wrong.
- Tell Ss to read the TV show description and find the information to complete the note individually. Set a time limit to make sure all Ss finish at the same time.
- Put Ss into pairs to compare their answers.
- Check answers as a class.

Key:

1.	Name	I know your face
2.	People who give their scores	two main judges and a guest artist
3.	Number of participants	six
4.	What participants have to do	dress up and perform as famous international or local artists in a live show every week
5.	How participants win the show	– Three participants with the highest scores after five weeks go to the final night. – TV audiences vote and decide on the winner and two runners-up.
6.	Prize(s)	cash

Extension: Brainstorm some popular TV shows or competitions and write their names in English on the board. Put Ss into pairs. Have each pair choose one of them. Have pairs take turns to come to the front of the class while the rest of the class ask them Yes / No questions to guess their TV show or competition. They can only answer with 'yes' or 'no'. Set a time limit of three minutes for each pair.

ACTIVITY 2

Aim: To help Ss brainstorm ideas for the speaking activity.

- Ask Ss to refer back to their notes in **1**.
- Put Ss into groups. Ask them to brainstorm ideas for their new show, using the suggested points in **1**.
- Give Ss enough time to come up with interesting ideas. Make sure they take notes of the ideas they make. Walk round the class and offer help if necessary.

ACTIVITY 3

Aim: To give Ss the opportunity to present their music shows to the class.

- Have Ss work in the same groups as in **2**.
- Give them enough time to prepare for their presentation using the ideas in **2**. Remind them to use the expressions provided in the box. Make sure that each student in the group is responsible for presenting a different aspect of the show.

- Invite each group to talk about their show. Ask the rest of the class to listen, ask questions at the end of the presentation, and take notes of the things they like or don't like about the proposed music show.
- Ask Ss to vote for the most interesting show.
- Give comments and praise Ss for good effort, interesting ideas, and teamwork.

LESSON 5. LISTENING

ENJOYING MUSIC

ACTIVITY 1. Pre-listening

Aim: To introduce the topic of the listening and get Ss involved in the lesson.

- Ask Ss to work in pairs to look at the picture and discuss the questions.
- Call on some pairs to share their answers.
- Brainstorm more ideas about the picture in a whole-class discussion. In stronger classes, ask Ss what they know about this type of event or if they have been to a music festival or an outdoor concert.

Suggested answers:

1. a music festival / an outdoor concert
2. outdoors: on a farm / at a stadium / a park / a beach

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for gist.

- Ask Ss to look through the list of topics and guess what they are going to hear in the recording.
- Call on individual Ss to talk about their predictions.
- Ask Ss to listen and check if their guesses are correct.
- Check answers as a class. Ask Ss to support their answers with clues from the recording, e.g. A: *on the beach, country park*; D: *sold the tickets in advance*.
- In weaker classes, play the recording a second time pausing after the clues.

Key: A, D

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

- Ask Ss to read the sentences and underline the key words.
- Have Ss identify the True / False statements based on what they have remembered from the first listening in **2**.
- Play the recording and encourage Ss to note down key words or phrases.

- Have Ss work in pairs or groups to compare answers.
- Check answers as a class. In weaker classes, play the recording again, pausing at the sentences that contain the clues.

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

Audio script – Tracks 21 + 22:

Tam: Hi, this is Tam at the site of the second International Youth Music Festival. There are just two days to go before the festival opens on Sunday. As you can hear in the background it's very busy here. I'm with Jack, one of the festival organisers. So, Jack, how's it all going?

Jack: Hi, we're very busy. We're still setting up the main stage, and there's still a lot to do, but we want to get it ready by tomorrow so that the bands can start to practise.

Tam: I heard that there are some changes to the festival this year. Can you tell us about them?

Jack: Well, last year the festival was on the beach, and it was free of charge. We didn't know it would be so popular, and we had problems with overcrowding. This year we have sold the tickets in advance so that we know how many people are coming. What's more important, we've decided to move the festival to this country park.

Tam: Why the country park? Isn't it a bit too far from the town centre?

Jack: Yeah, that's why we've chosen it. This location is better for everybody because ...

Extension: Have Ss correct the false sentences in pairs. Invite pairs to write the correct sentences on the board. In stronger classes, have Ss write their own True / False statements based on the interview, e.g. *The speakers' names are Tom and Jack.* (False: Their names are Tam and Jack.) Ask each pair to read them in front of the class for the rest of the class to say whether they are true or false, and correct them if false.

ACTIVITY 4. Post-listening

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

- Ask Ss to work in groups and discuss the two questions. Walk round the class and monitor their discussions.
- Call on individual Ss to share their opinions with the class.

LESSON 6. WRITING

WRITING A BLOG ABOUT AN EXPERIENCE

Learning outcome: By the end of the lesson, Ss will be able to write a blog about their experience at a music event.

ACTIVITY 1

Aim: To provide an example blog on a music website, which Ss can use as a model for their writing.

- Introduce the context of the blog. Elicit the meaning of the word *blog* and why people write blogs. Ask Ss if they read blogs.

- Ask Ss to read the blog individually and complete the notes. Set a time limit.
- Put Ss into groups to compare their answers.
- Check answers as a class. In weaker classes, ask questions, e.g. *Which event did Ann go to?* and have individual Ss answer. In stronger classes, invite Ss to formulate the questions and answer them.

Key:

Ann's notes

- **Event:** International Youth Music Festival
- **When:** last Saturday
- **Where:** in a big country park
- **Who with:** some friends
- **Atmosphere:** party
- **What we did:**
 - saw favourite idols perform live on stage and listened to their greatest hits
 - tasted yummy food from different countries
 - made new friends
- **How we felt:** excited

ACTIVITY 2

Aims:

- To provide Ss with some useful words and phrases to describe experiences;
 - To help Ss develop ideas for their writing in **3**.
- Ask Ss to look at the words and phrases in the box and elicit the meanings of any words or phrases Ss don't understand.
 - Put Ss into groups and have them put the words and phrases into suitable columns.
 - Call on some groups to write their answers on the board. Have the rest of the class comment on the way they have sorted the words and phrases.

Key:

Location	Atmosphere	Activities	Feeling
stadium	amazing	watch fireworks	excited
beach	relaxed	take photos	relaxed
	friendly	play musical instruments	wonderful
	wonderful	play games	
	fun	see art exhibitions	

ACTIVITY 3

Aim: To help Ss practise writing a blog about their personal experience at a music event.

- Tell Ss to write a blog. Explain that if they have been to a music event, they can write about their experience. If they haven't, they can write about an event they know about and imagine they have been to it, or make up an event.
- Tell Ss that they can refer to Ann's blog in **1** as a model and use the words and phrases in **2** to help them. Ask them to pay attention to punctuation, structures, word choice, linking words, etc.
- Ask individual Ss to read their blogs. Have the rest of the class comment and say what they like about them. Collect Ss' writing to correct at home and provide written feedback.

Sample answer:

My sister and I attended the F5 tour at the National Stadium last night. I could sum up the concert in one word, INCREDIBLE. We found our way up to our seats after having a light meal and stood in a queue at the gate of the stadium for 45 minutes. When the curtain was raised to reveal the F5 band, the entire stadium went absolutely crazy. I was thrilled by every of their performances. There was so much emotion in many of their songs, and the way they performed was so terrific. This was such a wonderful experience, a night that I'll never forget. I'm so grateful to have been able to have that experience.

Extension: Play a chain game to practise describing an experience. Put Ss into teams and have each team sit in a circle. One student in each team starts the game by saying what kind of event they went to, e.g. *We went to a Pop Music Festival*. The next student adds another detail, e.g. *The event took place in the country park*. This continues until someone in the team gets mixed up, repeats information or can't think of anything to add. The winner is the team that continues their chain for the longest time.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

MAKING AND RESPONDING TO SUGGESTIONS

ACTIVITY 1

Aim: To review expressions for making and responding to suggestions.

- Have Ss look at the four options A – D. Check if they understand their meanings and use: phrases to make suggestions (*How about ...? Shall ...?*) and respond to suggestions (*I'd love to ..., Let's ...*).
- Explain the task. Ask Ss to read the conversation and find clues for the missing expressions, e.g. 1. *we do ...?*; 2. *Yes, ...*; 3. *going*; 4. *go*. Then have them complete the gaps.
- Play the recording for Ss to listen and complete the conversation between Ann and Mai at the same time.

- Play the recording again and confirm the correct answers.
- Have Ss read the expressions the speakers use to make and respond to suggestions.
- Put Ss into pairs to practise the conversation.
- Invite some pairs to role-play the conversation in front of the class.

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

Audio script – Track 23:

Ann: Do you have any plans for this Saturday evening?

Mai: No, I don't. Shall we do something together?

Ann: Yes, I'd love to. How about going to a music show? Let me check the weekend programme at the Modern Arts Centre. Look at their website!

Mai: Wow, so many famous artists are going to perform there. This band looks so cool. Let's go to the Saturday show.

Ann: Sounds great.

ACTIVITY 2

Aim: To help Ss practise making and responding to suggestions.

- Ask Ss to work in pairs to make similar conversations about going to a music show, using the expressions for making and responding to suggestions.
- Give Ss a few minutes to plan their conversations and think about what kind of music show they want to go to, where and when it happens, and who performs.
- In weaker classes, walk round the class and suggest ideas to Ss, e.g. *watch a traditional music performance, in a community centre, enjoy traditional songs, dances, and musical instruments.*
- In stronger classes, encourage Ss to use the expressions for declining a suggestion first, then they can make a new suggestion.
- Allow Ss enough time to practise their conversations. Then invite some pairs to role-play their conversations in front of the class.
- Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas.

CULTURE

CHAU VAN SINGING

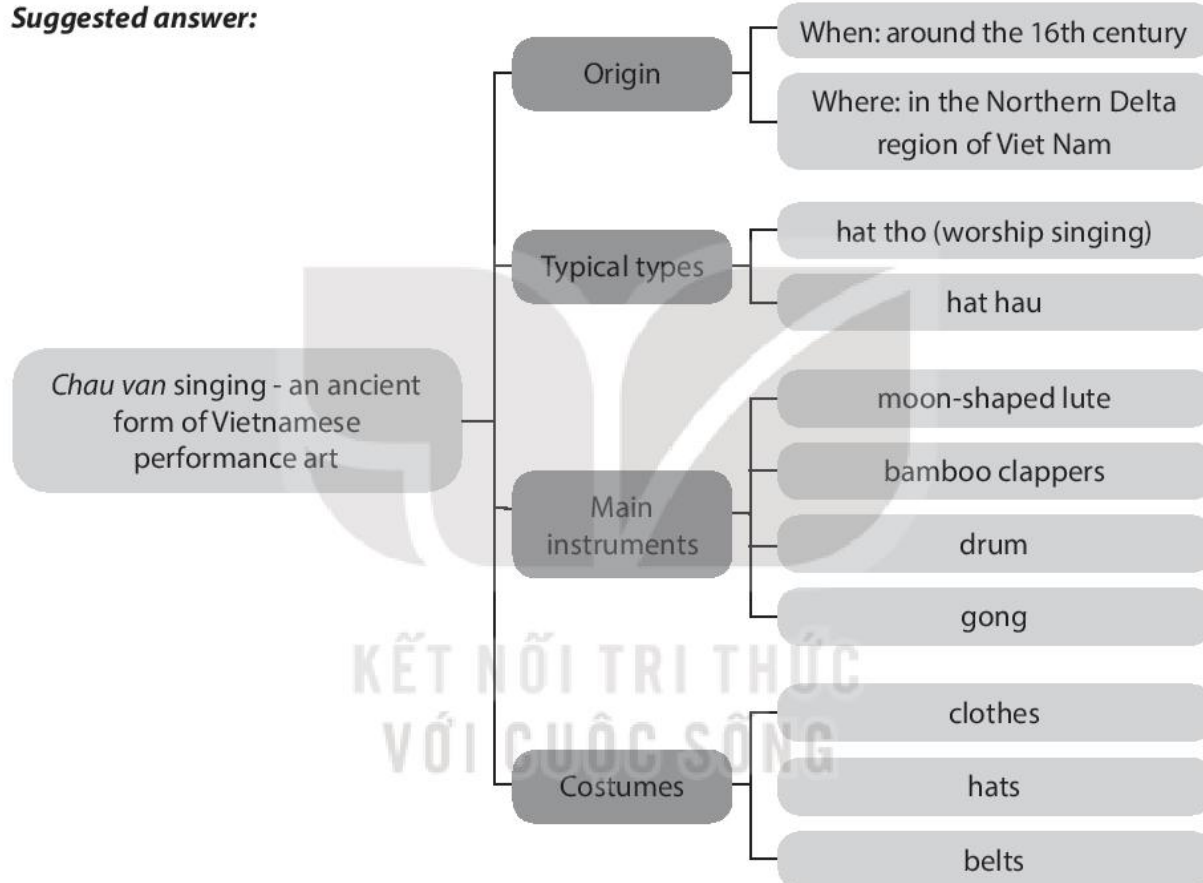
ACTIVITY 1

Aims:

- To introduce a type of traditional music in Viet Nam;
- To help Ss practise summarising the main points of a passage using a mind map.

- Ask Ss if they like traditional music and what types they are familiar with. Have them look at the picture and describe it, e.g. how many people are performing, what musical instruments the musicians are playing, what they are wearing. Then introduce the type of music they are going to read about in this section. If possible, bring some audio or video recordings of *chau van* singing to play in class.
- In weaker classes, pre-teach some of the more difficult words and phrases, e.g. *ancient, gods, psychic, worship, chanting, saint*.
- Ask Ss to read the text and complete the mind map individually.
- Invite individual Ss to show their mind maps to the class. Alternatively, draw the mind map on the board and have individual Ss complete the different branches. Confirm the correct answers.

Suggested answer:



Extension: Ask Ss to close their books and remove any answers from the board. Divide Ss into two teams and have them quiz each other on what they have learnt about *chau van* singing. Set some rules for the quiz, e.g. each team has 30 seconds to formulate a question and 30 seconds to answer one. Keep a tally of the number of correct answers for each team. The winner is the team with more correct answers.

ACTIVITY 2

Aim: To help Ss practise expressing opinions about a traditional type of music.

- Ask Ss to work in pairs and share what they find most interesting about *chau van* singing.
- Call on some pairs to share their ideas with the whole class.

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

If your Ss have completed all the exercises in this section as homework, don't spend too much time on them. Quickly check their homework and answer any questions they may have about the language points tested here. If they haven't, follow the teaching steps below.

PRONUNCIATION

Aim: To help Ss revise stress in two-syllable words.

- Have Ss do this activity individually, then compare their answers in pairs.
- Play the recording, pausing after each word for Ss to check their answers.
- Write the correct answers on the board if necessary.
- Play the recording again for Ss to repeat the words.
- Have Ss practise saying the words in pairs. Check their pronunciation.

Key + Audio script – Track 24:

per'form 'concert 'final 'singer 'famous en'joy

VOCABULARY

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

- Ask Ss to read the paragraph quickly and check if they don't know any words.
- Have Ss do this activity individually and write their answers in their notebooks.
- Call on individual Ss to write their answers on the board and check answers as a class.

Key: 1. music 2. fans 3. artists 4. instrument 5. concerts

GRAMMAR

ACTIVITY 1

Aim: To help Ss revise compound sentences.

- Ask Ss to do the matching individually first.
- Then have them check their answers in pairs before discussing the answers as a class.

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

ACTIVITY 2

Aim: To help Ss revise verbs followed by *to*-infinitives and bare-infinitives.

- Ask Ss to read the sentences, then recall verbs that go with *to*-infinitives or bare infinitives.
- Have them underline the mistakes in the sentences and correct them.
- Call on some Ss to read their answers.
- Check answers as a class.

Key:

- | | |
|-----------------------|-------------------|
| 1. attend → to attend | 2. to go → go |
| 3. buy → to buy | 4. to sing → sing |

PROJECT

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

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.
- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

Suggested checklist for peer assessment:

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

CONTENT: The presentation includes the following information about a form of traditional music.		
– when / where it started		
– instrument(s)		
– types		
– artists / performers		
– costumes		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I used some photos / pictures to illustrate my ideas.		
– I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information about a form of traditional music.		
– when / where it started		
– instrument(s)		
– types		
– artists / performers		
– costumes		

NOW I CAN ...

Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and suggest further practice for individual Ss.

REVIEW 1

INTRODUCTION

Review 1 is aimed at revising the language and skills Ss have learnt in *Units 1-3*. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

LANGUAGE

PRONUNCIATION

Aim: To check if Ss can identify consonant blends and provide further pronunciation practice.

- Play the recording for Ss to listen and do the activity individually. Then have them compare their answers in pairs.
- Play the recording again, pausing after each word for Ss to check their answers.
- Write the correct answers on the board if necessary.
- Have Ss work in pairs to practise saying the words.

Key + Audio script – Track 25:

/br/	/gr/	/kr/	/pr/	/tr/
brain	green	crash	practise	train
breakfast	grow	create	protect	treat
breadwinner	great	cream	product	tree

Extension: Ask Ss to identify the two-syllable words. Invite individual Ss to write them on the board and mark the stressed syllable in each word, e.g. 'breakfast, 'practise, pro'tect, 'product. In stronger classes, have Ss add more words to each stress pattern: stress on the first syllable or the second syllable.

VOCABULARY

ACTIVITY 1

Aim: To check if Ss remember the collocations they have learnt in the previous units.

- Ask Ss to do the activity individually, then check answers in pairs.
- Have individual Ss share their answers with the class.
- Confirm the correct answers.

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

ACTIVITY 2

Aim: To check if Ss can use the words they have learnt in the previous units.

- Have Ss do the activity individually, then check answers in pairs.
- Ask individual Ss to share their answers with the class.
- Confirm the correct answers.

Key: 1. laundry 2. groceries 3. perform 4. audience 5. eco-friendly

Extension: Put Ss into two teams. Call out the target words from the previous three units and have the teams make sentences. Give 30 seconds for Ss to write each sentence on a piece of paper. They can read each one before you move to the next word or read all sentences at the end of the game. Give each team a point for each correct sentence. The winner is the team with the higher score.

GRAMMAR

ACTIVITY 1

Aim: To check if Ss can use the grammar points learnt in the previous units (the present simple, the present continuous, the future with *will* and *be going to*, *to*-infinitive, and bare infinitive) in sentences.

- Ask Ss to read the sentences and check comprehension. Ss complete the sentences individually with the correct forms of the verbs in brackets.
- Check answers by having individual Ss call out the verb forms first, then read the complete sentences.
- Confirm the correct answers.

Key: 1. cleans – is helping 2. to improve – take
3. practise – are practising 4. am going to watch – will win

ACTIVITY 2

Aim: To check if Ss can use the passive voice.

- Ask Ss to do the activity individually.
- Have some Ss write their answers on the board.
- Check answers with the whole class.

Key:

1. The rubbish in the neighbourhood is collected three times a week.
2. All the electrical devices in the house were turned off.
3. His music videos will be watched online (by millions of people).

Extension: Put Ss into two teams. Have one team write sentences in the active voice, and the other – in the passive voice. Then have teams swap their sentences and try to rewrite the other team's sentences using the opposite voice. To make sure Ss only include verbs that can be used in both active and passive voice, write them on the board for their reference, e.g. *drive, paint, draw, write, buy, sell, clean, wash, make, build, send, discover*.

ACTIVITY 3

Aim: To check if Ss can use coordinating conjunctions (*and, or, but, so*) to make compound sentences.

- Ask Ss to do the activity individually.
- Have individual Ss read their answers. Confirm the correct sentences.

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

SKILLS

LISTENING

ACTIVITY 1

Aim: To help Ss practise listening for main ideas.

- Focus Ss' attention on the three options. Ask *What do you think the listening text will be about?* to elicit Elvis Presley and check what Ss know about him.
- Play the recording once for Ss to listen and choose the best answer.
- Check Ss' answer as a class.

Key: C

ACTIVITY 2

Aim: To help Ss practise listening for specific information.

- Have Ss read through the *Quick facts* first, and elicit what the missing numbers refer to, e.g. year, age, number of awards.
- Play the recording and have Ss fill in each gap with a number. Explain that they don't have to spell out the numbers, but can only write the numerals.
- Have individual Ss read out their answers.
- Confirm the correct answers as a class.

Key: 1. 1935 2. 21 3. 3 4. 42

Audio script – Tracks 26 + 27:

Elvis Presley was an American singer, musician, and actor born in 1935. His single *Heartbreak Hotel*, released when he was 21, became a number-one hit in the United States. Starting with the film *Love Me Tender*, Presley also made 31 films. His single of the same name sold more than a million

copies even before the film was released. During his life, he received many awards, including three Grammys. Presley died of a heart attack at the age of 42. Many years after his death, Presley is still one of the best-selling singers of all time.

Extension: Divide the class into two teams and give each team a board pen. Play the recording and stop after key content words. One member from each team runs to the board and writes the last word heard. Explain that only one student from each team is allowed to be standing in front of the board at any time. When they have finished, have teams check each other's words and spelling, and count how many correct words each team has written. The team with more correct words is the winner.

SPEAKING

Aim: To help Ss practise speaking about a favourite singer or musician.

- Have Ss read through the expressions in the box.
- Ask them to work in pairs.
- Walk round the class to offer help and make sure Ss are doing the task.
- Invite some pairs to talk about their favourite singer or musician in front of the class.

Extension: In stronger classes, have Ss play a guessing game. Individual Ss take turns to describe their favourite singer or musician without mentioning their name. The rest of the class try to guess the name. Set some rules, e.g. Ss can only have three guesses, then they can only ask Yes / No questions within a time limit of two minutes.

READING

ACTIVITY 1

Aim: To help Ss practise understanding word meanings in context.

- Have Ss read through the text and the crossword clues. Focus on the crossword grid and remind them that the number of letters should match the number of squares.
- Have Ss work individually to work out the words, then put them into pairs to compare their answers.
- Ask individual Ss to write the words on the board. Confirm the correct ones.

Key: 1. environment 2. water 3. air 4. energy 5. green

ACTIVITY 2

Aim: To help Ss practise reading for specific information.

- Ask Ss to read through the questions and check understanding of the vocabulary.
- Have Ss read the text again and look for the answers to the questions.
- Have Ss share their answers with a partner.
- Check answers as a class.

Key:

1. The methods of collecting water (are).
2. Rainwater is collected from a roof and sent to a container.
3. Tiny drops of water in the air are turned into drinking water.

Extension: Divide Ss into groups. Have groups write True / False statements about the reading text, e.g. *We need water to live.* (True); *It's impossible to collect rainwater.* (False). Then invite each group to read their statements while the rest of the class say if they are true or false, and correct the false ones. In stronger classes, ask Ss to close their books.

WRITING

Aim: To help Ss practise writing a short paragraph about ways of living green.

- Ask Ss to think about what they have learnt about different ways of living green.
- Have Ss read through the ideas in the box. Ask them to work in groups and brainstorm more ideas.
- Give Ss enough time to complete the paragraph. Set a time limit depending on the Ss' ability level.
- Walk round the class and offer help.
- Ask individual Ss to read their paragraphs or collect them to check after class and provide written feedback.

Sample answer:

There are many ways you can make your life greener. First, make your area green by planting more trees and plants. Second, make your area clean by organising regular clean-up activities, collecting litter, and setting up more recycling bins. Finally, turn off electrical devices when not in use and use energy from the sun, wind, and water. Living a green lifestyle is not difficult, but these small changes will make a big difference.

Unit 4

FOR A BETTER COMMUNITY

OBJECTIVES:

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

- pronounce two-syllable words with the same spelling with correct stress;
- understand and use words and phrases related to community development; adjective suffixes: *-ed* vs. *-ing*; *-ful* vs. *-less*;
- use the past simple and past continuous with *when* and *while*;
- read for main ideas and specific information in a text about a volunteer club;
- talk about the benefits of volunteering activities;
- listen for specific information in an announcement for volunteers;
- write an application letter for volunteer work;
- express feelings;
- identify factual information about the Save the Children organisation and its activities to help Viet Nam;
- do research on a volunteer project in their community and give a group presentation about it.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

- To create a friendly and lively atmosphere in the classroom;
 - To lead into the unit.
-
- Divide the class into two teams and the board into two halves. Give a board pen to one of the Ss in each team. Call out a topic from the units they have learnt, e.g. *household chores*, *green lifestyle*, *music festivals*, and give them two minutes to write as many words / phrases connected to that topic as they can. Explain that each word or phrase must be written by a different student and only one student from each team is allowed to be standing in front of the board at any time. When finished, have teams check each other's spelling and count how many correct words / phrases each team has written. Alternatively, change the topics occasionally to make the game more challenging.
 - To lead into the unit topic, ask Ss questions such as *What is a community?* (a group of people living in a particular area); *What is a community made up?* (large or small groups of people); *Are communities big or small?* (a community may be big or small, roomy or crowded depending on the size of the land area and the population).
 - Then ask Ss to open their books at page 38. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture / CLIL topics, and the project.

VOLUNTEERING IN THE COMMUNITY

ACTIVITY 1

Aims:

- To introduce the unit topic (*For a better community*);
 - To introduce some vocabulary and the grammar points to be learnt in the unit.
- Introduce the unit topic (*For a better community*) and the theme of this section (*Volunteering in the community*) by focusing Ss' attention on the title and heading.
 - Elicit the meaning of "volunteering in the community", e.g. *Who takes part in?* (people from the community); *Why?* (to help other people or the community); *Do they get paid?* (No, they do it on a voluntary basis).
 - Then have Ss brainstorm some volunteering activities in the community. In stronger classes, ask Ss to work in groups and move them around to let different groups compare their ideas. In weaker classes, draw a mind map on the board and have Ss do the brainstorming as a whole class, then invite individual Ss to write their ideas in the mind map.
 - Set the context for listening and reading the conversation. Have Ss look at the pictures and ask questions about them, e.g. *Where are they?* (in a park, in an orphanage); *Who are they?* (volunteers of a community centre); *What are they doing?* (They are cleaning up the park / the playground; They are giving donated stuff to orphans.).
 - Encourage Ss to give answers, but do not confirm whether their answers are right or wrong.
 - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases related to volunteering in the community while they are listening and reading.
 - Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
 - Call on two or three pairs of Ss to read the conversation aloud.

Audio script – Track 28:

- Kim:* Hi, Tam. I went to your house at 9 a.m., but you weren't there.
- Tam:* Oh, when you came, I was working as a volunteer at our local centre for community development.
- Kim:* Ah, I see. How did you become a volunteer there?
- Tam:* Just by chance. Last summer, while I was visiting the centre, I saw an advertisement for volunteers. I applied, and my application was successful.
- Kim:* I also want to be a volunteer. I find community work very interesting.
- Tam:* I agree. Community service not only benefits the local area, but can also boost our confidence and help us learn many useful skills.
- Kim:* What are the regular activities organised by the centre?
- Tam:* Oh, there are endless opportunities for getting involved. For example, you can join a local environmental group to clean up the park once a week or volunteer at an orphanage.
- Kim:* Sounds good. How can I apply?
- Tam:* I'll email you the form. You just fill it in and send it in.
- Kim:* Thanks so much. I'm so excited about volunteering at the centre.
- Tam:* No problem. Good luck. Hope your application is successful, and you enjoy the work.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each question carefully. Ask them to identify and underline the key words in the question, then read the conversation and locate the part of the conversation that has information for each of the questions.
- Have Ss share their answers with the class.
- Confirm the correct answers.

Key:

1. She was working as a volunteer at the local centre for community development.
2. Cleaning up the park or volunteering at an orphanage.
3. She needs to fill in the form, then send it in.

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *How did Tam become a volunteer? Why does Kim want to be a volunteer? What does Tam say about community service?*

ACTIVITY 3

Aim: To help Ss revise adjectives ending in the suffixes *-ed* and *-ing*; *-ful* and *-less*.

- Ask Ss to scan the conversation and write down the adjectives ending in these suffixes.
- Ask Ss if they know the meanings of these suffixes and the meanings of the words that they have just written down.
- Draw Ss' attention to the **Tips** box and read through the explanations. Give more example adjectives if necessary, e.g. *exciting, interested, useless, helpful*. Point out that not all words can form adjectives with both *-ful* and *-less*, e.g. you can't say 'successless', instead you say 'unsuccessful'.

Key:

- | | |
|--------------------------|-------------------|
| -ed: excited | -ing: interesting |
| -ful: successful, useful | -less: endless |

Extension: Write the four suffixes on the board. Put Ss into groups and have them write as many adjectives with each suffix as they can in their groups. Ask Ss to read their words, counting the number of the correct ones. The winner is the group with the most correct adjectives.

ACTIVITY 4

Aim: To help Ss identify the past simple and past continuous with *when* and *while*.

- Have Ss read each sentence individually. Encourage them to try to complete it with an appropriate verb / verb phrase without referring to the conversation. Then ask them to find the answers in the conversation.
- Check answers: first ask the class to call out the verb form only, then call on individual Ss to read the complete sentences.

- Call out each verb form (*came, was working, was visiting, saw*), and have Ss say the tense. Then draw their attention to the words *when* and *while*, and elicit the tense each goes with, e.g. *when* is used with the past simple; *while* – with the past continuous.
- Tell Ss that they will learn more about the grammar point in the following lesson.

Key: 1. was working 2. saw

PROJECT PREPARATION

The aim of this activity is to inform Ss what the final product of the Project should be like and how Ss can prepare for it.

- Ask Ss to open their books at the last page of *Unit 4*, the **Project** section, look at the pictures and say what the topic of the Project is (*A Volunteer Project*).
- Tell Ss about the Project requirements: Ss will have to find information about a volunteer project in the community, then give an oral presentation about that volunteer project in the last lesson of the unit. Their presentation should include information related to the guiding questions. Ss can choose different ways to present their findings (PPT presentation, Poster presentation, recording a video about the project). Encourage Ss to use photos and / or pictures to illustrate their ideas.
- Explain to Ss how they can get the information, e.g. search the Internet, read newspapers, go to their local community centre and talk to people there.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks (e.g. who will collect information, who will prepare the slides / record the video, who will write the report, and who will present) for each group member, making sure that all group members contribute to the group work.
- Help Ss set the deadline for each task and support them throughout the process.
- In the coming lessons, get ready to help Ss with any language they need to talk about it (type / aim of the project, who takes part in it / participants, activities and benefits of the project).

LESSON 2. LANGUAGE

PRONUNCIATION

STRESS IN TWO-SYLLABLE WORDS WITH THE SAME SPELLING

ACTIVITY 1

Aim: To help Ss recognise the difference of stress in two-syllable words with the same spelling.

- Write the words *record, increase, present, export* on the board and ask Ss if they know how to pronounce these words. Tell Ss that these words can be both nouns and verbs, and can be pronounced differently.
- Demonstrate how these words are pronounced: record (v) /rɪ'kɔ:d/ - record (n) /'rekɔ:d/; increase (v) /ɪn'kri:s/; increase (n) /'ɪnkri:s/; present /prɪ'zent/ (v), present (n) /'preznt/; export (v) /ɪk'spɔ:t/, export (n) /'ekspɔ:t/.

- Refer Ss to the **Tips** box. Have them read it and give further explanations, if necessary.
- Play the recording and ask Ss to listen and circle the words they hear. Play the recording as many times as necessary.
- Check answers as a class.

Key: 1. a 2. b 3. a 4. b 5. a 6. b

ACTIVITY 2

Aim: To help Ss practise saying sentences containing two-syllable words with the same spelling but different stress patterns.

- Ask Ss to listen to each sentence again. Tell them to pay attention to the stress on the word in *italic*. Pause and ask Ss to repeat as a class.
- Put Ss into pairs and have them practise the sentences. Walk round the class, praising good pronunciation and correcting wrong stress placement.

Audio script – Tracks 29 + 30:

1. The centre keeps a *record* of all donations.
2. We will *record* the charity live show for those who can't watch it live.
3. There was an *increase* in house prices last year.
4. We want to *increase* students' interest in volunteering at the community centre.
5. I got this *present* from a visitor to our centre.
6. We need to help local businesses to *export* their products.

Extension: In stronger classes, introduce more pairs with the same spelling, but different stress pattern and meaning. Call out a word, e.g. *conduct*, *conflict*, *content*, *contract*, *desert*, *produce*, *progress*, using one stress pattern. Have Ss say if the word is a noun or verb, then say it with a different stress pattern. Explain or elicit the meaning of each word and ask Ss to use it in sentences.

VOCABULARY

COMMUNITY DEVELOPMENT

ACTIVITY 1

Aim: To help Ss understand the meanings of some topic-related words introduced in **Getting Started** and pre-teach new vocabulary items which are related to community development.

- Ask Ss to work independently or in pairs. Have Ss find the words they have encountered in the **Getting Started** conversation [*volunteer* (n), *benefit* (v)]. Encourage them to look for contextual clues to help them work out their right meanings.
- Introduce the other three words [*donate* (v), *generous* (adj), and *remote* (adj)]. You can do that by eliciting sentences with these words, e.g. say, *I have many books at home and have read most of them. I don't need them. I can't sell them. What can I do? (You can donate them to a library.)*

- Ask Ss to do the matching.
- Check answers as a class. Call on one student to read a word aloud and another student to read its meaning.

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

ACTIVITY 2

Aim: To give Ss practice in using the words in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences and decide which word in **1** can be used to complete each of the sentences. Explain that they can use the context clues to decide on the word. Remind them to use the correct form of the word.
- Check answers as a class. Have individual Ss call out the word they have used in each sentence.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word for each sentence (using context clues), e.g. *The first sentence needs an adjective. The words 'give', 'money', and 'charity' suggest that 'generous' is the best choice here.*
- Ask individual Ss to read the complete sentences.

Key: 1. generous 2. remote 3. donate 4. benefit 5. volunteers

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

Example: My parents are very generous. They have donated a lot of money to help people in remote areas. They have also worked as volunteers in some villages. They have benefited a lot from the volunteering projects.

ACTIVITY 3

Aim: To give Ss practice in using adjectives ending in *-ed*, *-ing*, *-ful*, and *-less*.

- Tell Ss to look at each sentence and choose the adjective that best fits the context.
- Ask Ss to compare the answers in pairs.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen a particular adjective for each sentence, e.g. *In the first sentence, the phrase 'record the donations' requires an adjective with a positive meaning. That is why 'careful' is the right choice here.*

Key: 1. careful 2. interested 3. exciting 4. hopeless

PAST SIMPLE VS. PAST CONTINUOUS WITH *WHEN* AND *WHILE*

ACTIVITY 1

Aim: To give Ss an opportunity to practise the past simple and the past continuous with *when* and *while*.

- Tell Ss to look at the sentences in **4** in **Getting Started**. Ask them how *when* and *while* are used in these sentences, e.g. *Look at the sentences with 'when' and 'while'. Which actions are shorter? (came, saw an advertisement); Which actions are longer? (was working as a volunteer ..., was visiting the centre); Which verb tense do we use with 'when' or 'while'?*
- Ask Ss to look at the **Remember!** box and read the rules for using the past simple and past continuous with *when* and *while*. Check understanding by asking, e.g. *Which tense do we use for longer actions / shorter actions? Do we use 'when' or 'while' with the past simple / past continuous tense?*
- Tell Ss to work in pairs or individually to complete the activity.
- Check answers as a class. In stronger classes, ask Ss to explain their choices, e.g. *1. I used the past continuous because it refers to a past action in progress and the verb comes after the word 'while'.*

Key: 1. was working 2. told 3. were helping 4. realised

Extension: Have Ss rewrite the sentences using a different connective, e.g. *1. Lan was working as a volunteer in the countryside when she met an old friend.*

ACTIVITY 2

Aim: To give Ss more practice in using the past simple and the past continuous with *when* and *while*.

- Have Ss read the instruction and check to make sure they all understand what they have to do. In weaker classes, do the first one as an example.
- Ask Ss to read each pair of sentences and decide which action is longer and which one is shorter.
- Have Ss work in pairs to combine the sentences.
- Invite individual Ss to write the sentences on the board. Check answers as a class.

Key:

1. While they were cleaning the streets, it started to rain. / They were cleaning the streets when it started to rain.
2. While I was watching TV, I saw the floods and landslides in the area. / I was watching TV when I saw the floods and landslides in the area.
3. While Tim was searching for employment opportunities, he found a job advert from a non-governmental organisation. / Tim was searching for employment opportunities when he found a job advert from a non-governmental organisation.
4. They decided to help build a community centre for young people while they were visiting some poor villages. / They were visiting some poor villages when they decided to help build a community centre for young people.

LESSON 3. READING

TEENAGERS AND VOLUNTARY WORK

ACTIVITY 1. Pre-reading

Aim: To introduce the topic of the reading and get Ss involved in the lesson.

- Set the context of the reading text. Ask questions to revise activities mentioned so far and check Ss' prior knowledge, e.g. *What volunteering activities were mentioned in the previous lessons? Can you name other activities? Have you ever done any voluntary work?* In weaker classes, ask Yes / No questions to set the context, e.g. *Look at the pictures. Have you ever helped at a charity event? At a food bank? Have you ever done anything to help old people? ...*
- Ask Ss to work in pairs and complete the mind map with volunteering activities suitable for teenagers. Encourage Ss to use the pictures as suggested ideas.
- Tell Ss that there are no right or wrong answers, and they can make the guesses freely.

Suggested answers:

Helping at a charity event where people can donate items or money.

Helping old people (e.g. cook meals, shop for food).

Helping old people with technology (e.g. how to send emails, use the Internet, or install apps).

Helping out at an animal shelter.

ACTIVITY 2. While-reading

Aim: To help Ss practise reading for main ideas.

- Elicit from Ss strategies they can use to read texts for main ideas, e.g. paying attention to the topic sentence in each paragraph, highlighting key information, or searching for conclusions.
- Ask Ss to read the whole text once and choose the main idea. In weaker classes, read through the three options first and check understanding.
- Ask Ss to work in pairs to compare their answers.
- Check answers as a class. In stronger classes, ask Ss to explain why the other options do not summarise the main idea, e.g. *A: This is not mentioned in the text. B: Helping teens gain work experience is not the aim of the club.*

Key: C

ACTIVITY 3. While-reading

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

- Have Ss read the text again paying attention to the context of each highlighted word, and looking for clues that they can use to guess the meaning, e.g. *The first word 'various' in this context must be an adjective to modify 'volunteering activity'. Among the given options, 'several different' is the best match for this word.*

- Tell Ss to work in groups to discuss the clues and compare answers.
- Check answers as a class.

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

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

ACTIVITY 4. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the statements and underline the key words in each of them.
- Check the key words Ss have underlined, e.g. 1. *Volunteer Club, set up, long after, school, opened*; 2. *All students, join, different, activities*; 3. *Money, selling handmade items, build, local centre, orphans, homeless old people*; 4. *Club members, help, cook, free meals, poor families*; 5. *Students, volunteer, orphanage, community centre*.
- Remind Ss that the statements may include paraphrased or opposite information so they should look for synonyms or antonyms in the text. In addition to focusing on individual words and sentences, they should also think about the overall meaning of paragraphs or sections.
- Tell Ss to read through the text looking for the key words they underlined in the statements or words with the same or similar meaning, e.g. *was set up (was formed)*, *first opened (was set up)*, or words with the opposite meaning, e.g. *long after (shortly after)*.
- Have Ss work in pairs to compare answers.
- Check answers. In stronger classes, ask them to give reasons for their answers.

Key:

- | | |
|---|---------------------------|
| 1. F (shortly after) | 2. T |
| 3. F (to raise money for the local orphanage and homeless old people) | |
| 4. T | 5. F (deliver free meals) |

Extension: Put Ss into pairs and ask them to correct the false statements. Have Ss write down their sentences on pieces of paper. Ask pairs to take turns to read them and write the correct ones on the board. In stronger classes, ask pairs to make their own true and false statements based on the text, then swap them with another pair and work out the answers.

ACTIVITY 5. Post-reading

Aim: To help Ss use the ideas and language in the reading to discuss a related question.

- Ask Ss to read the text again and list the activities of the Volunteer Club.
- Have Ss work in pairs to discuss the question.
- Tell Ss that there are no right or wrong answers and encourage them to be creative. Walk round the class and offer help with any words or expressions Ss may not know.
- Invite some pairs of Ss to share their ideas with the whole class. Praise for interesting activities and fluent delivery.

LESSON 4. SPEAKING

BENEFITS OF VOLUNTEERING ACTIVITIES

Learning outcome: By the end of the lesson, Ss will be able to give a presentation about the benefits of volunteering activities.

ACTIVITY 1

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

- Ask Ss to read the list of benefits individually. Check comprehension and explain any phrases Ss may find hard, e.g. *coming into contact*, *essential life skills*, *management skills*, *appreciate*, *being positive*, *a sense of purpose in life*. Have Ss choose the three most important benefits.
- Ask individual Ss to read the three benefits they have selected. Tell Ss that they may have different answers. In stronger classes, have Ss give reasons for their choices.
- Check if Ss have come up with any new benefits and write best ideas on the board.

ACTIVITY 2

Aim: To help Ss structure their presentation.

- Ask Ss to study examples in the diagram and see how each benefit of volunteering activities is explained with examples and details.
- Put Ss into pairs or groups to complete their diagrams. Walk round the class and offer help. In weaker classes, brainstorm ideas for each benefit in **1** as a class and write some of them as prompts for Ss.
- Make sure Ss have completed at least the first two benefits before you move on to the next activity.

Suggested answer:

coming into contact with other teenagers with similar interests

sharing common interests and values

helping you become more confident

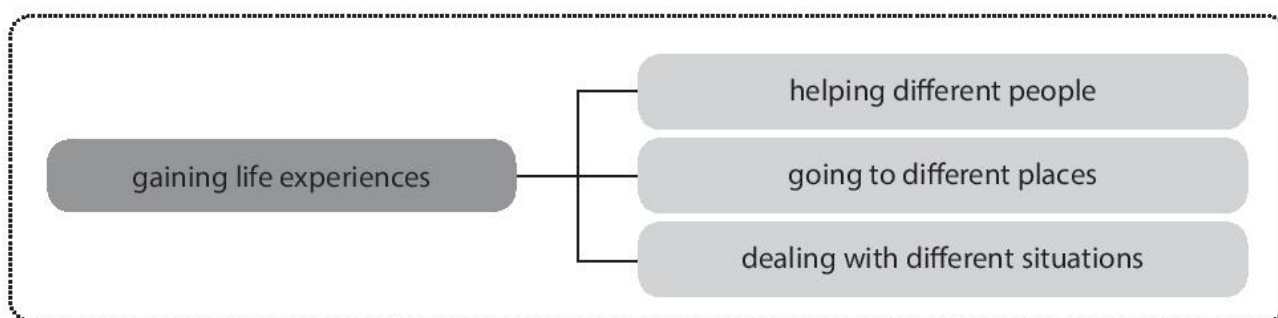
learning good things from each other

improving essential life skills

time management skills

communication skills

group working skills



ACTIVITY 3

Aim: To give Ss an opportunity to practise delivering their presentations.

- Explain the task and focus Ss' attention on the expressions. Elicit how we use them in presentations and reports, e.g. *We use the expressions on the left to order points and the expressions on the right to give examples.*
- Have Ss work in their groups. Ask Ss in each group to decide how they will present the information in their diagrams. They need to decide who is going to introduce and end the presentation, and how to divide the different points among group members. Have them practise their presentations. Give a time limit of 8 – 10 minutes. Walk round the class to monitor Ss' preparation and make sure that shy Ss also have the opportunity to contribute.
- Invite some groups of Ss to give their presentations in front of the whole class. When Ss finish their presentations, let them reflect on their performance, e.g. say what they think they did well, and how they can improve on the content or delivery. Then ask other Ss to give further comments. Praise for good effort, highlight the presenters' strong points, and make suggestions for better organisation and presentation of their ideas.

Extension: In stronger classes, ask Ss to make their presentations persuasive, i.e. to persuade their classmates to take part in volunteering activities or make them believe that volunteering is good for them. Elicit words and phrases that Ss can use to sound more convincing, e.g. *Obviously, Surely, Clearly, I believe that, I'm certain, I ask you to think about, It's really worth it.* Give Ss other strategies, e.g. speak up and be confident, speak slowly, repeat ideas, make it personal by talking about your own experience, use positive body language, address your audience directly (*You will benefit from ... / You will gain ...*), ask rhetorical questions (*So do you want to be part of something great?*). Give Ss a few minutes to prepare their presentations and invite some to speak in front of the class.

LESSON 5. LISTENING

AN ANNOUNCEMENT FOR VOLUNTEER POSITIONS

ACTIVITY 1. Pre-listening

Aim: To set the context of the listening text and activate Ss' prior knowledge.

- Ask Ss to look at the job advert. Ask questions to see how much Ss know about job adverts, e.g. *What is a job advert? What information is included? Where can you see job adverts?*
- Focus Ss' attention on the two questions. Put Ss into pairs. Have them read the job advert and find the information to answer them.

- Check answers as a class. Then ask other questions, e.g. *Does the job advert mention what qualities are required for this job? Will people get paid? Where will they work?*

Key:

1. The City Centre for Community Development
2. People who are interested in community development projects and have a couple of hours to spare at the weekend.

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for specific information.

- Have Ss read through the questions carefully and check if they understand all the vocabulary.
- Play the recording and have Ss listen and choose the best answer to complete each sentence. Explain that Ss will not hear the same sentences as in the activity.
- Ask Ss to compare their answers in pairs / groups.
- Check answers by playing the recording again and pausing after the parts of the announcement containing the information.

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

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

- Ask Ss to read through the statements carefully and check if they understand all the vocabulary.
- Have Ss underline the key words / phrases in each statement, e.g. 1. *helps people in the area*; 2. *Only poor people, get support*; 3. *looking for volunteers now*; 4. *new volunteers, only become members, local community development network*; 5. *deadline, application letter, 1st January*.
- Remind Ss that the statements may include paraphrased or opposite information so they should look for synonyms or antonyms in the text. In addition to focusing on individual words and sentences, they should also think about the overall meaning of paragraphs or sections.
- Play the recording and ask Ss to decide whether these statements are true or false.
- Ask Ss to compare their answers in pairs or groups.
- Check answers as a class by playing the recording again and pausing after the parts of the announcement containing the information. In stronger classes, have Ss explain why each statement is true or false, e.g. 1. *It's true because the speaker says the organisation 'supports local people and communities'*. Also, have them correct the false statements.

Key:

1. T
2. F (Teenagers, lonely old people, and others also get support from this centre.)
3. T
4. F (local and national)
5. T

Audio script – Tracks 31 + 32:

This is a public announcement by the City Centre for Community Development. We are a non-profit organisation that supports local people and communities.

Thanks to many generous donations, we are building houses for poor people, organising job training courses for teenagers, helping lonely old people, and creating facilities, such as children's playgrounds in the local area.

To continue working on projects, we need more volunteers. We are looking for teenagers who are interested in community development work and have a couple of hours to spare at weekends. Once chosen, you will become a member of our local and national community development network. You will also be trained by our experienced volunteers.

If you are interested in helping the community and want to meet teenagers with similar interests, please fill in the online application form. Remember to also send your application letter to us no later than the 1st of January. Don't miss this exciting opportunity. We look forward to hearing from you.

Extension: Write several sentences from the audio script on the board, but omit one content word in each one and place a line instead, e.g. *This is a public announcement by the City _____ for Community Development. We are a non-profit organisation that _____ local people and communities.* Ask Ss to copy them in their notebooks or on a piece of paper. Play the recording and have Ss write the missing words. In stronger classes, increase the level of difficulty by not indicating the missing words. Check answers by inviting individual Ss to write the words on the board.

ACTIVITY 4. Post-listening

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

- Ask Ss to list the activities for community development mentioned in the recording (*building houses for poor people, helping lonely old people, creating facilities such as children's playgrounds*). Brainstorm other activities for community development.
- Put Ss into groups to discuss the question. Walk round the class and monitor the discussion. Make sure Ss take notes of their ideas.
- Invite Ss from some groups to share their ideas with the whole class.

LESSON 6. WRITING

WRITING AN APPLICATION LETTER FOR VOLUNTEER WORK

Learning outcome: By the end of the lesson, Ss will be able to write an application letter to apply for a volunteer job.

ACTIVITY 1

Aim: To provide an example job application letter, which Ss can use as a model for their writing.

- Ask Ss to look at the application letter for a volunteer position.
- Tell them to pay close attention to how the letter is organised (sender's address, date, receiver's address, opening, body, closing).
- Put Ss into pairs. Have them study the three paragraphs of the letter and match each one with one of the aims. Encourage them to underline words and phrases that support the aims.
- Check answers as a class.

Key: Paragraph 1: C

Paragraph 2: A

Paragraph 3: B

ACTIVITY 2

Aim: To introduce the context of the writing task and help Ss develop ideas for their writing.

- Ask Ss to read the job advertisement and underline important information, e.g. the job, who can apply, job duties. Elicit or explain the meanings of words and phrases Ss may not know, e.g. *Heart to Heart*, *charitable*, *reliable*, *head office*.
- Focus Ss' attention on the two questions. Put Ss in pairs to answer them.
- Check answers as a class.

Key:

1. Reliable and hard-working.
2. Welcoming guests and visitors, and receiving and sorting donations.

ACTIVITY 3

Aim: To help Ss practise writing an application letter for a volunteer job.

- Ask Ss to look at the outline of the application letter and identify the information they will need to complete it.
- Have Ss work individually to write a draft.
- Put Ss in pairs and ask them to swap their draft letters for peer review. Encourage Ss to revise their letters and correct any mistakes in their final draft.
- Collect Ss' writing to mark and provide written feedback in the next lesson.

Sample answer:

877 Kim Ma Street

Ba Dinh, Ha Noi

12 March 2022

Heart to Heart Charitable Organisation

100 Ha Thanh Street, Ha Noi

Dear Sir or Madam,

I am writing to apply for a volunteer position at the head office of Heart to Heart Charitable Organisation. I saw the job advert on our school notice board.

I am interested in volunteer work and projects to help people in our community. I am polite, reliable, and hard-working. I also have great people skills, which I believe are important for this position.

I am available for an interview on any weekday after 4.30 p.m. or at weekends. If my application is successful, I can start next month.

I look forward to hearing from you.

Yours faithfully,

Nguyen Ha Anh

Extension: Tell Ss that their applications were successful and now they will have to prepare for the job interview. Elicit some job interview questions, e.g. *How did you hear about this position? Why do you want to volunteer? Why do you want to work for our organisation? What are your strengths / weaknesses?* Put Ss into pairs and have them practise asking and answering the questions. Invite some pairs to role-play their job interviews in front of the class. Praise pairs who use appropriate language to start and end the interview, e.g. *How are you today? I'm pleased to meet you. Thank you for taking the time to meet with me today. I'm looking forward to hearing about the next steps.*

KẾT NỐI TRI THỨC

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

EXPRESSING FEELINGS

ACTIVITY 1

Aim: To review expressions for describing feelings.

- Ask Ss to read through the incomplete conversation. Check comprehension by asking questions, e.g. *Who are the speakers? What are they talking about? How is Lan feeling now?*
- Have Ss listen and complete the conversation with the words from the box.
- Check answers by asking two Ss to read out the conversation.
- Have Ss underline expressions used to ask for feelings (*How was it? Was everything OK?*) and express feelings (*You look very cheerful, I'm so happy and relaxed, I was confused, I felt a little bit worried, I'm so excited about it.*).
- Put Ss in pairs and have them practise the conversation.

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

Audio script – Track 33:

Nam: Hi Lan! You look very cheerful today! I heard you went on a volunteer trip to the mountains. How was it?

Lan: Great! I'm so happy and relaxed now though at first I was confused. I didn't understand the purpose of the trip. I knew nothing about the place, so I also felt a little bit worried.

Nam: Oh, did you go there with other members of the volunteer club? Was everything OK?

Lan: Yes, we went as a team. The local people were so friendly and helpful. Now we are preparing for our next volunteer trip in the summer. I'm so excited about it.

ACTIVITY 2

Aim: To help Ss practise expressing feelings in their own conversations about a volunteer trip.

- Explain the context. Ask Ss to work in pairs. In weaker classes, underline the words and phrases in the conversation that Ss can replace with their own ideas. You can also write some prompts on the board. In stronger classes, encourage them to be more creative and use different sentence structures.
- Have Ss practise their conversation in pairs.
- Invite several pairs of Ss to act out their conversations in front of the class.
- Praise for good effort, clear pronunciation, fluent delivery, and interesting ideas.

CULTURE

ACTIVITY 1

Aim: To help Ss learn about *Save the Children* and what it has contributed to the development of Viet Nam.

- Ask Ss some questions to find out what they already know about *Save the Children*, e.g. *What do you know about this organisation?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *When was it formed? What is the main aim of this organisation? When did it start working in Viet Nam? What has it done to help Viet Nam?...*
- Put Ss into pairs. Ask them to read the text about *Save the Children* and complete the diagram. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class by calling on pairs to write their missing words / phrases on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Key:

- | | |
|--------------------|---|
| 1. 120 | 2. improve (their) teaching skills and use digital technology |
| 3. to go to school | 4. life-saving skills |

ACTIVITY 2

Aim: To help Ss practise talking about *Save the Children* using the completed diagram.

- Ask Ss to form small groups. Have each student in the group prepare a brief talk about *Save the Children* based on their completed diagram. Give Ss a time limit of 2 – 3 minutes for preparing the talk and 5 – 6 minutes for practising it. Walk round the class and make sure each group member has a chance to present part of their talk.
- Encourage Ss to give comments on the talks of their group members.
- Invite some Ss to talk about the organisation in front of the whole class.

Extension: Tell Ss to imagine that they are experts at *Save the Children* and need to propose a programme for children or families in their local area. Put Ss into groups and have them think of a programme and explain how it will benefit the community, e.g. *a programme to improve communication between children and parents, and build strong family bonds.*

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

If your Ss have completed all the exercises in this section as homework, don't spend too much time on them. Quickly check their homework and answer any questions they may have about the language points tested here. If they haven't, follow the teaching steps below.

PRONUNCIATION

Aim: To help Ss revise the stress pattern in two-syllable words with the same spelling.

- Ask Ss to listen and mark the stressed syllables in the words in bold in the sentences.
- Have Ss practise saying these sentences out loud in pairs / groups, paying close attention to the stress pattern of the words in bold.
- Ask several Ss to say these sentences out loud in front of the class. Correct Ss if necessary. Praise for good pronunciation and fluent delivery.

Key + Audio script - Track 34:

1. We hope that the number of volunteers will **in'crease** this year.
2. When will you **pre'sent** your report about the volunteer project?
3. I always keep a **'record** of visitors' donations.
4. We still **im'port** too many products that can be made in our country.

VOCABULARY

Aim: To help Ss revise adjectives ending in *-ed*, *-ing*, *-ful*, and *-less* and words related to the topic of community development.

- Ask Ss to read each sentence and check comprehension. Then focus Ss' attention on the words in brackets. Brainstorm words that can be formed from the words in brackets, e.g. *ending*, *endless*, *excited*, *exciting*, *helpful*, *helpless*, *volunteer* (v-n), *voluntary*, *volunteering*, *donation*, *donors*.

- Tell Ss to study the context carefully and decide on the correct forms of the words to fill in these gaps.
- Have Ss check their answers in pairs / groups.
- Check answers as a class by asking individual Ss to read the sentences.

Key: 1. endless 2. excited 3. helpful 4. volunteers 5. donations

GRAMMAR

Aim: To help Ss revise the use of the past simple and past continuous with *when* and *while*.

- Ask Ss to read each sentence and put the verbs in brackets in the correct forms.
- Tell Ss to study the context carefully and decide which action is the longer one. Remind them to pay attention to the use of the connectives *when* and *while*.
- Have Ss check their answers in pairs / groups.
- Check answers by asking individual Ss to read each sentence.

Key: 1. met, were working 2. were walking, saw
3. noticed, was delivering 4. arrived, was giving

PROJECT

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

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.
- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		

– The presenters interacted with the audience.		
– The presenters used some photos / pictures to illustrate their ideas.		
– The presenters concluded their talk appropriately.		
CONTENT: <i>The presentation includes the following information about a volunteer project.</i>		
– what the volunteer project is about		
– what the aims of the project are		
– where it is carried out		
– who takes part in the project		
– what the main activities of the project are		
– who will benefit from the project		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I used some photos / pictures to illustrate my ideas.		
– I concluded my part of the talk appropriately.		
CONTENT: <i>Our presentation includes the following information about a volunteer project.</i>		
– what the volunteer project is about		
– what the aims of the project are		
– where it is carried out		
– who takes part in the project		
– what the main activities of the project are		
– who will benefit from the project		

NOW I CAN ...

Finally ask Ss to complete the self-assessment table. Identify any difficulties and suggest further practice for individual Ss.

Unit 5

INVENTIONS

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

OBJECTIVES:

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

- pronounce common three-syllable nouns with correct stress;
- understand and use words and phrases related to inventions;
- use the present perfect, gerunds, and *to*-infinitives correctly;
- read for main ideas and specific information in a text about an invention;
- talk about inventions and their uses;
- listen to instructions on how to use an invention for specific information;
- write about the benefits of an invention;
- make and respond to requests;
- understand computer hardware;
- collect information about an existing invention for the classroom or create a new one and give a group presentation about it.

Aims:

- To create a lively atmosphere in the classroom;
 - To lead into the new unit.
-
- Review the previous unit and revise some of the target words Ss have learnt by having them play a game: *A to Z*. Give them a letter from the alphabet, such as A, B, or V. Ss then have to give a word from *Unit 4* which contains the letter, for example: *donAte*, *Benefit*, *Volunteer*. Ss can repeat words which have been mentioned by previous Ss, as the game aims to check Ss' spelling as well. T can select 5 – 10 Ss in the class and 5 – 10 letters randomly from the alphabet in this game.
 - Bring 3 – 5 pictures of technological inventions made in the past few centuries, such as computers, laptops, smartphones, and calculators. Make sure they are quite easy for Ss to guess in English. Fold each picture in half (or as many times as necessary).
 - Show each folded picture to the class and ask the class to guess what it is.
 - If no one can guess correctly, start unfolding part of the picture in front of the class until someone can guess the name of the invention.
 - Ask the class to guess what is common between these pictures, e.g. they are all the results of advances in modern technology. Introduce the topic of *Unit 5* (i.e. *Inventions*).
 - Then ask Ss to open their books at page 52. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture / CLIL topics, and the project.

INVENTIONS FOR EDUCATION

ACTIVITY 1

Aims:

- To introduce the unit topic (*Inventions*);
 - To introduce some vocabulary and the grammar points to be learnt in the unit.
- Set the context for listening and reading the conversation. Ask Ss to look at the picture on the opening pages and ask, e.g. *What is the relationship between the speakers?* (father and son); *What do you think they are talking about?* (buying a laptop and smartphone); *How do we know?* (from the picture in the speech bubble).
 - Encourage Ss to give answers, but do not confirm whether their answers are right or wrong.
 - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases describing inventions while they are listening and reading.
 - Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
 - Call on two or three pairs of Ss to read the conversation aloud.

Audio script – Track 35:

Phong: Dad, I've saved some money since Tet holiday. I think I'll buy something new for my studies.

Dad: Good idea, Phong. What do you want to buy?

Phong: I'm not sure. It's hard to choose between a smartphone and a laptop. They're both useful, and I've wanted either of them for a long time. What do you think, Dad?

Dad: Perhaps a laptop is a better choice. Since laptops were invented, they've allowed us to study better and work faster. They've completely changed our lives in the last 20 years.

Phong: That's true, Dad. But smartphones have also improved the way we work and study.

Dad: Really? I didn't know smartphones were suitable for learning.

Phong: Well, it's actually a lot of fun to learn with educational apps. It's also very convenient for learners to use them. Some of my classmates love using them on their smartphones. The apps allow them to communicate and learn at the same time.

Dad: I didn't know that! There have been so many valuable inventions. Hmm... Perhaps you should ask your teacher. She may be able to help you decide.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each question carefully. Ask them to identify and underline the key words in the questions first. Then have them read the conversation again and locate the part that contains information about each question.
- Have Ss share their answers with the class.
- Confirm the correct answers.

Key:

1. They are (talking about) laptops / computers and smartphones.
2. (Since they were invented,) laptops have allowed us to study better and work faster.
3. Because you can use educational apps that allow you to communicate and learn at the same time.

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *Who are the speakers? When did Phong start saving money? What does he want to do with the money? Has he decided what to buy? Why does his dad think a laptop is a better choice?*

ACTIVITY 3

Aim: To help Ss revise the words related to inventions.

- Tell Ss that they need to find three nouns and three adjectives from the conversation in **Getting Started**.
- Draw their attention to the word 'useful' in both the text and in the word search as an example. In weaker classes, tell Ss that the words are only horizontal or vertical in the word search.
- Check answers as a class.
- Elicit the meanings of any words Ss don't know or find hard to understand, e.g. *What things are useful?* (things that can help you do what you want).

Key:

- | | |
|---------------------|---------------|
| 1. useful (example) | 2. smartphone |
| 3. suitable | 4. laptop |
| 5. apps | 6. valuable |

S	S	U	I	T	A	B	L	E	L
M	U	M	R	T	U	U	V	Y	M
A	H	L	A	P	T	O	P	W	M
R	U	A	P	P	S	U	T	E	R
T	S	X	R	R	T	G	M	R	B
P	E	F	O	G	V	V	W	Y	T
H	F	V	K	Q	W	F	E	W	X
O	U	M	A	U	K	B	Z	G	U
N	L	V	A	L	U	A	B	L	E
E	K	Z	E	O	D	N	X	F	W

ACTIVITY 4

Aim: To help Ss identify the present perfect tense, gerunds and to-infinitives.

- Tell Ss that they are going to read a summary of the conversation.
- Ask them to fill in each gap in the summary with ONE word from **1**.
- In stronger classes, ask Ss to fill in the gaps without looking back at **1**. Check answers as a class. Ask individual Ss to read out the sentences and write the missing words on the board.

Key:

- | | | |
|--------|---------|-------------|
| 1. for | 2. have | 3. improved |
| 4. to | 5. to | 6. learn |

Extension: In stronger classes, have Ss practise the conversation in pairs. Then ask several confident pairs of Ss to role-play the conversation first in pairs, then in front of the whole class.

PROJECT PREPARATION

The aim of this activity is to inform Ss what the final product of the Project should be and how Ss can prepare for it.

- Ask Ss to open their books at the last page of *Unit 5*, the **Project** section, look at the pictures and say what the topic of the Project is (*Inventions for the classroom*).
- Tell Ss about the Project requirements: Ss will have to think of a useful invention for the classroom and then give an oral presentation of their ideas in the last lesson of the unit. The invention can be either real or imaginary. Alternatively, ask Ss to prepare a poster presenting their ideas. In a poster presentation, Ss will display their inventions on posters and hang them around the classroom. One representative from each group will stand next to the poster. The rest will walk around, study the posters, and talk to any representative of a group if they want to learn more about an invention. Then the class will sit down and vote for the best invention.
- Suggest the steps Ss should follow:
 1. Collect information (searching the Internet, reading newspapers, etc.);
 2. Illustrate their inventions on computer or on posters, etc.;
 3. Rehearse for the oral or poster presentation.
- Put Ss into groups and have them choose their group leader. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task.

LESSON 2. LANGUAGE

PRONUNCIATION

STRESS IN THREE-SYLLABLE NOUNS

ACTIVITY 1

Aim: To help Ss recognise the stress patterns in some common three-syllable nouns.

- Ask Ss to look at the words. Explain what the big and small dots mean, i.e. they represent stressed and unstressed syllables. Check if Ss can divide the words into syllables.
- Ask Ss to listen and repeat after the recording, paying attention to the stressed syllable in each word.
- In stronger classes, ask Ss to say the words before playing the recording, then have them listen to check their pronunciation.

Audio script – Track 36:

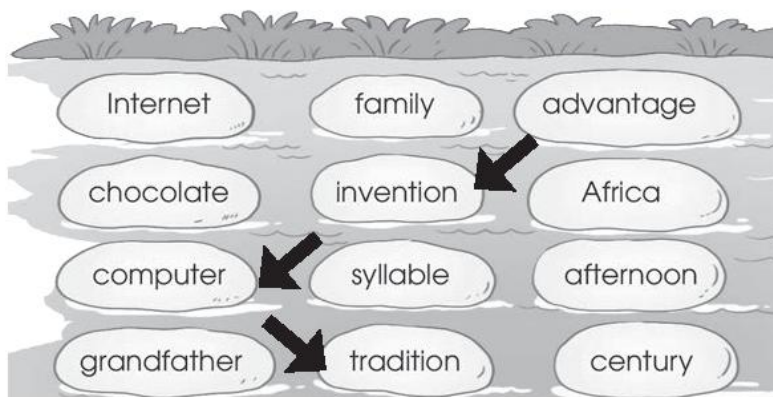
invention computer holiday century

ACTIVITY 2

Aim: To help Ss recognise stress patterns in some common three-syllable nouns and pronounce them correctly.

- Tell Ss that they are going to play a game called *Cross the river*. They need to connect all the words with the ■●■ stress pattern to cross the river. In weaker classes, ask Ss to play the game in pairs and / or give them the first example.
- Walk round the class and offer help if Ss find it difficult to pronounce the words.
- Play the recording and have Ss check their answers.
- Check answers as a class by asking individual Ss to call out and write the words on the board.
- Put Ss in pairs and have them practise saying all the words.

Key:



Audio script – Track 37: advantage → invention → computer → tradition

Extension: Put Ss into groups of three. Say a three-syllable noun and have each group build the word and show its stress pattern. For example, Ss can stand in a row with the student representing the stressed syllable putting his / her hand up. Alternatively, Ss representing the unstressed syllables can sit down while Ss representing the stressed syllable stay standing up. Have each group say the word as well. To make the game competitive, eliminate groups who have represented the stress pattern incorrectly. Repeat with other nouns. Continue until there is only one group left, who is the winner.

VOCABULARY

INVENTIONS

Aim: To introduce more topic-related words.

- Ask Ss that they are going to learn more words related to the topic of inventions.
- Explain that the underlined parts in these words are scrambled, and Ss need to unscramble them. Use the example to illustrate how to do the activity.
- Ask them to use the pictures and the glossary if they need help. In weaker classes, ask Ss to work in pairs.
- Check answers as a class by asking individual Ss to call out and write the words on the board.
- Elicit or explain the meanings of any words Ss don't know or find difficult to understand.

Key:

- | | | |
|-------------------------|-------------|---------------|
| 1. experiment (example) | 2. devices | 3. laboratory |
| 4. hardware | 5. software | 6. equipment |

Extension: Put Ss into groups and have them write as many sentences with each word as they can. Give them a time limit of five minutes. Then have groups read their sentences. Count the correct ones and encourage Ss to correct any mistakes in the wrong ones. Praise the group with the most correct sentences.

GRAMMAR

PRESENT PERFECT

Aim: To give Ss the opportunity to practise using the present perfect.

- Ask Ss to read the grammar rules and examples in the **Remember!** box, then have them explain the use and provide their own examples. In weaker classes, explain the uses of the present perfect briefly, then ask them to read the grammar rules and examples.
- Ask Ss to check their understanding by doing the activity individually.

- Check answers as a class by having individual Ss write them on the board. Go through each sentence and ask Ss to explain why they have selected that particular form, e.g. 1. *We use the present perfect for a very recent action indicated by the adverb 'just'.*

Key: 1. have just found 2. invented, have created 3. has lost

GERUNDS AND TO-INFINITIVES

Aim: To give Ss the opportunity to revise gerunds and to-infinitives.

- Ask Ss to revise the uses of gerunds and to-infinitives by silently reading the grammar rules and examples in the **Remember!** box. Then ask questions such as *What kind of word is 'reading' in the sentence 'I like reading books'? When do we use gerunds? What's a to-infinitive?* In weaker classes, explain the uses of the gerunds and to-infinitives briefly, then ask them to read the grammar rules and examples.
- Ask Ss to check their understanding by doing the activity individually.
- Check answers as a class by having individual Ss write them on the board. Go through each sentence and ask Ss to explain why they have selected that particular form, e.g. 1. *We use the gerund form here because the verb 'enjoy' is always followed by a gerund.*

Key: 1. using 2. to study 3. Playing / To play 4. to study

LESSON 3. READING

ARTIFICIAL INTELLIGENCE

ACTIVITY 1. Pre-reading

Aim: To introduce the topic of the reading and get Ss involved in the lesson.

- If possible, find and play a video about robots for Ss to watch. Alternatively, draw their attention to the pictures of two robots in their Student's Book. Ask them if they are interested in learning more about robots.
- Introduce and explain the term 'artificial intelligence' (AI) in English or Vietnamese to Ss, i.e. the study and development of machines or computer systems that can copy human intelligence such as the ability of a robot to do human tasks requiring intelligence.
- Ask Ss to work in pairs. Focus Ss' attention on the photos of Sophia and Asimo, and have pairs answer the questions.
- Ask some pairs to share their answers with the whole class.

Key:

1. They are robots.
2. *Suggested answers:* They can walk; They can talk; They can show emotions; They can do household chores.

ACTIVITY 2. While-reading

Aim: To help Ss practise reading for the main idea.

- Ask Ss to read the whole text once to get an overall idea.
- Tell Ss to work in groups to discuss the best option and compare answers.
- Check answers and confirm the correct one. In stronger classes, ask Ss to explain why the other options cannot be used as titles for the text, e.g. *A - The text doesn't focus on the development of AI. B - The text doesn't only mention robots, but other types of AI. D - The text doesn't mention how AI is used in education.*

Key: C

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the text again and match the pictures with the uses of AI.
- In weaker classes, make sure Ss understand what each picture illustrates first. You can do that by putting Ss in pairs to discuss the pictures or by asking them questions such as *What can you see in each picture? Where do you think this can be useful: at home, at work, or in transport?*
- Check answers as a class. Have Ss explain their answers by providing the clues from the text.

Key: 1. c 2. a 3. b

ACTIVITY 4. While-reading

Aim: To help Ss practise reading for specific information.

- Draw Ss' attention to the statements and check comprehension. Then ask Ss to read the text again, this time focusing on information that contains the answers. In stronger classes, have Ss work out the answers without reading the text again.
- Ask Ss to compare and discuss their answers in pairs.
- Check answers as a class. Have Ss explain their answers by providing the clues from the text.

Key:

1. T (*Sophia can even communicate with people by using human language and expressing emotions.*)
2. T (*Artificial Intelligence (AI) – the study and development of machines that can copy human intelligence.*)
3. F (*AI is one of the most important inventions of the 21st century.*)

Extension: Put Ss into pairs and have each pair write two statements about the text: one true and one false, e.g. *Asimo can walk and climb downstairs.* (T); *Asimo and Sophia were invented at the same time.* (F). Then ask pairs to swap their statements, decide whether they are true or false, and correct the false ones. In stronger classes, have Ss close their books while they are working out the answers. Check answers by having Ss read the original statements and the corrected ones.

ACTIVITY 5. Post-reading

Aim: To help Ss use the ideas and language from the reading to talk about possible uses of AI in schools.

- Put Ss into groups and have them brainstorm possible uses of AI in schools.
- Walk round the class and monitor, offering help with new vocabulary and making sure everyone in the groups takes part in the group discussion.
- Ask some Ss to stand up and talk in front of the whole class about the most interesting idea(s) they have come up with during the group discussion.
- If time allows, ask some groups to present a summary of their ideas in front of the class. Encourage the rest of the class to give comments. Praise for good effort and interesting ideas.

Suggested answers:

Robot teachers or robot teacher assistants can be used to teach different subjects; grade papers; monitor students' progress; answer commonly asked questions; analyse students' needs, and create personalised learning programmes for them. Chatbots can be used to help students practise speaking English.

LESSON 4. SPEAKING

INVENTIONS AND HOW THEY ARE USED

Learning outcome: By the end of the lesson, Ss will be able to talk about the uses of an invention.

ACTIVITY 1

Aim: To introduce more ideas and expressions for the main speaking task and to engage Ss in the lesson.

- Tell the class that they are going to talk about the uses of an invention.

- Play a guessing game. Give a short description of an invention and have Ss guess its name. In stronger classes, invite individual Ss to provide the clues instead. Write names of inventions on cards and place them on a table face down. Have Ss take turns picking a card and explaining it to the class without showing the word.

Examples:

- This invention is a device which helps you to communicate over long distances. What is it? (Answer: telephone)
- This invention helps you to store data and connect to the Internet. What is it? (Answer: computer)
- This invention keeps you entertained. It has a large screen on which you can watch programmes. What is it? (Answer: TV)
- Focus Ss' attention on the page and ask Ss to skim through the list of inventions and their uses. Explain any new words or unfamiliar inventions.
- Ask Ss to read the useful expressions in the box. In weaker classes, give more examples and write them on the board.
- Ask Ss to work in pairs. Model the conversation using the first invention, e.g. S1: *What's the first invention?* S2: *The Internet.* S1: *What does it help / allow us to do? How is it used? / What is it used for?* S2: *It helps us to communicate over long distances.* Make sure Ss swap roles and each has a chance to ask and answer questions.
- Walk round the class and offer help.
- Ask some Ss to explain the use of each invention in front of the class.

ACTIVITY 2

Aim: To help Ss brainstorm more ideas for the main speaking task.

- Put Ss into groups and have them choose one of the inventions in **1** to talk more about it. In stronger classes, encourage Ss to think of an invention outside the list.
- Ask them to study the suggested outline. In weaker classes, give an example either by having Ss ask you the questions in the outline, e.g. *What is it?* (My invention is the aeroplane). *What are its uses?* (Aeroplanes are used for travelling and transporting goods.)
- Have Ss discuss their inventions in their groups. Remind them to take notes of their ideas on pieces of paper, which they can use for their presentation.
- Walk round the class to offer help with language or organisation of the presentations. Make sure that each student in the group contributes to the discussion and has a part of the presentation assigned to him / her.

ACTIVITY 3

Aim: To give Ss an opportunity to give a group presentation in front of the class.

- Ask Ss to remain in the groups they formed in **2**. Explain that now groups will present their ideas to the class. Give a time limit of three minutes for each group's presentation.
- Encourage the rest of the class to listen and take notes of the points they like. Alternatively, have Ss give each group of a mark out of 6 based on some simple criteria of assessment, such as Content, Language and Delivery (each is worth 2 points), which you can write on the board.

- Invite each group to present their ideas. Remind them of the time limit and set a timer for three minutes at the beginning of each presentation.
- After each presentation, ask the rest of the class to give feedback and say what they like about it. Praise groups for good effort, interesting ideas, and teamwork.
- After all groups have had a go, ask the class to vote for the most interesting presentation. Alternatively, ask Ss to give you their marks and work out the group with the highest score.

Extension: In stronger classes, have Ss talk about inventions around them, but not included in the Student's Book, e.g. paper, paper money, clocks, calculators, newspapers. Brainstorm some ideas and write them on the board, e.g. 1. *paper, China, 100 BCE*; 2. *paper money, China, 9th century*; 3. *clock, ancient Egyptians, 3,500 BCE*; 4. *the first calculator or adding machine, French mathematician, 1642-1644*; 5. *the first newspaper, Rome, Italy, around 59 BCE, the first weekly newspaper, in Central Europe, printed in German language, in 1609*. Then put Ss into groups and ask them to choose an invention from the board or come up with another important invention, and discuss its pros and cons.

LESSON 5. LISTENING

ROBOVACUUM

ACTIVITY 1. Pre-listening

Aim: To introduce more topic-related vocabulary and activate Ss' prior knowledge.

- Show Ss a video or picture of a robot vacuum cleaner, or ask Ss to look at the picture in **2**. Ask them to guess what it is, what it is used for, and how it works.
- Ask Ss to read the words in the box. Elicit their meanings by asking questions related to the robot vacuum cleaner, e.g. *How do you start the appliance?* (by pressing a button).
- Have Ss read and complete the sentences.
- Check answers as a class.

Key: 1. button 2. stain 3. charge

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for key words.

- Tell Ss that they are going to listen to a conversation between a woman and a salesman about a robot vacuum cleaner, called RoboVacuum. While listening, they should fill in the gaps in the diagram.
- Ask them to study the diagram first. Demonstrate how to use the tips, e.g. have Ss look at the first item and ask them to predict the kind of information needed and if it is a noun, verb, or adjective (e.g. information about what the button does; a noun).
- Play the recording once in stronger classes and twice in weaker classes.
 - If time allows, ask Ss to discuss their answers in pairs when they finish.
 - If time does not allow, play only the first part of the conversation to save time.

- Check answers as a class. Play the recording again, pausing after each answer.

Key: 1. room 2. stains 3. stop

Extension: Put Ss into pairs. Play the recording again and have Ss listen for all instructions and write them in the order they appear on the audio, e.g. 1. *place the vacuum cleaner on the floor*; 2. *press the Clean button on the left if ...*; 3. *... press the Extra clean button on the right if ...*; 4. *press it [the Start button] to start or stop the device*. 5. *Try it!*

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for instructions.

- Tell Ss that they are going to listen to the conversation again. While listening, they should put a tick or a cross next to each picture that shows the right or wrong way of using RoboVacuum.
- Put Ss in pairs to study the pictures first and describe what they can see, e.g. *RoboVacuum is on a puddle of water. It is also next to an electric socket*. Encourage them to guess or remember (if they have listened to the full conversation) if that is the right or the wrong way to use RoboVacuum.
- Play the recording once in stronger classes or twice in weaker classes.
 - If time allows, ask Ss to discuss their answers in pairs when they finish.
 - If time does not allow, play only the second part of the conversation (See the audio script below) to save time.
- Check answers as a class. Play the recording again, pausing at the places where they can hear the correct information.

Key: 1. ✗ 2. ✓ 3. ✓

Audio script – Tracks 38 + 39:

Part 1

Salesman: Good morning, madam. Can I help you?

Woman: Yes, please. What is this device?

Salesman: Well, that is the most helpful invention in the world: The RoboVacuum – a vacuum cleaner!

Woman: Thanks, but we already have a vacuum cleaner at home.

Salesman: Well, it's not just any vacuum cleaner you've seen before. It's a smart robot and can do many things. Why don't you try this? First, place the vacuum cleaner on the floor.

Woman: Like this?

Salesman: Yes. Second, press the Clean button on the left if you want RoboVacuum to clean the whole room. Or you can press the Extra clean button on the right if you want to remove dirty stains.

Woman: What about this button under the name RoboVacuum?
 Salesman: It's the Start button. Press it to start or stop the device. Try it!
 (Device-running sounds)
 Woman: Wow. Amazing!

Part 2

Salesman: Using RoboVacuum is a wonderful way to clean your house, but avoid using it on wet floors, or it won't run.
 Woman: I see.
 Salesman: Don't use it for more than an hour either, or it will overheat and break down.
 Woman: OK.
 Salesman: Finally, you'll need to charge your RoboVacuum for five hours before you can use it.
 Woman: Five hours?
 Salesman: Yes, and RoboVacuum will become your best helper in your house!

Extension: Put Ss into pairs. Play the second part of the recording and have Ss listen for the instructions and write them next to the correct pictures, e.g. 1. *Avoid using it on wet floors.* 2. *Don't use it for more than an hour.* 3. *Charge your RoboVacuum for five hours.*

ACTIVITY 4. Post-listening

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

- Model the task by drawing a picture of RoboVacuum and adding a timing button. Label it and read the example on the page to illustrate how it will be used. Brainstorm more ideas as a class, adding more buttons and labels.
- Encourage Ss to work individually to personalise their RoboVacuum by drawing and labelling their buttons. Walk round the class and offer help with the vocabulary.
- Put Ss in groups to show their drawings to each other and share their ideas.
- Invite some Ss to present their improved RoboVacuum in front of the class. Praise for interesting ideas and delivery.

LESSON 6. WRITING

WRITING ABOUT THE BENEFITS OF AN INVENTION

Learning outcome: By the end of the lesson, Ss will be able to write about the benefits of an invention.

ACTIVITY 1

- Read the three uses of AI listed in the diagram and have Ss guess the invention without looking at the page. Then ask them to open their books and check if their guesses were correct.
- In weaker classes, ask each student to choose an invention from the unit, or come up with an important invention not mentioned in the unit in stronger classes. Ask them to keep it secret.
- Ask them to draw a similar diagram in their notebooks or on a piece of paper, listing some benefits or uses of their invention.

- Put Ss into groups of four or six, and ask them to swap their diagrams with other Ss in the group. Ss take turns reading the diagrams and guessing the inventions.
- Allow each student to make three guesses and write them down on a piece of paper, after which they should swap the diagrams again. After each student has had a go at guessing the inventions of his / her group members, Ss should go through the guesses and confirm the correct ones.
- Ask each group to report back to the class, summarising the inventions in their groups and the correct guesses.

ACTIVITY 2

Aim: To help Ss revise useful expressions and structures which they can use in their writing task.

- Ask Ss to study the useful expressions in the box.
 - In weaker classes, give an example of each. Brainstorm some additional structures for Ss' reference and write them as prompts on the board.
 - In stronger classes, ask Ss to come up with the examples.
- Focus Ss' attention on the sentences and check comprehension. Ask Ss to rewrite them, using the suggested words and the structures in the box.
- Walk round the class to offer help if necessary.
- Check answers as a class. Use coloured chalk to underline the structures in the answers.

Key:

1. Helping drivers *to find the best routes* is one of the benefits of AI in transport.
2. Vacuum cleaners are useful for cleaning / *in cleaning the house quickly*.
3. Smartphones help us *to learn languages*.
4. Telephones are used in communication / *to communicate / for communication / for communicating over long distances*.

ACTIVITY 3

Aim: To practise developing ideas and writing a paragraph.

- Tell Ss that they are going to write a paragraph of 120 – 150 words about the benefits of an invention of their choice. Ss can choose one of the inventions in **1** to write about.
- Ask them to study the suggested outline. In weaker classes, read the sample answer (see below) or project the text on the screen. Make sure Ss understand how the sample answer follows the outline.
- Remind them to use the structures they have practised in **2**.
- Set a time limit of ten minutes. In weaker classes, put Ss in pairs or groups to help each other.
- Walk round the class to offer help if necessary.
- If time allows, encourage Ss to swap their paragraphs with a partner and comment on each other's ideas, vocabulary, and grammar.
- Collect Ss' writing tasks and give face-to-face feedback in private, or give them back with some written feedback the next lesson.

Sample answer:

Electricity is one of the great inventions of the past because it has brought many benefits for people. First, electricity can be used to light our houses and streets. Without it, the world will be dark and dangerous. Second, electricity is also useful in heating. For example, in cold areas, electric heaters can keep us warm and healthy in long winters. Finally, the most important use of electricity is to run machines. Without electricity, factories, schools, and hospitals cannot run normally. Everyone and everything will stop working. Other inventions, such as TVs, computers, and robots will become useless without electricity. In conclusion, electricity plays a very important part in our life today, and we cannot live without it.

Extension: Play a guessing game. Ask individual Ss to take turns reading sentences from their paragraphs without mentioning the names of the inventions, e.g. *Without it, the world will be dark and dangerous. It is also useful in heating.* Then other Ss guess what the inventions are. Set some rules, e.g. Ss can only make three guesses or ask *Yes / No* questions. Give a point for each correct guess. The winner is the Ss with the most points.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

MAKING AND RESPONDING TO REQUESTS

ACTIVITY 1

Aims:

- To provide Ss with an example conversation in which people make and respond to requests;
- To review expressions for making and responding to requests.

- Ask Ss if they have ever bought a computer, and if they know what to consider, or think about, before deciding what brand of computer to buy.
- Tell Ss that they are going to listen to a conversation between a customer and a shop assistant at a computer store. While listening, they should complete the conversation using the expressions in the box.
- Give Ss a few minutes to read the expressions in the box and the conversation. In stronger classes, encourage Ss to guess the answers based on context clues.
- Play the recording once (in stronger classes) or twice (in weaker classes).
- Check answers by asking some Ss to read the conversation.
- Ask Ss to practise the conversation in pairs.
- In stronger classes, ask Ss to close their books, write some prompts on the board and ask Ss to role-play the conversation based on the prompts only.

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

Audio script – Track 40:

Tim: Hello. I'm looking for a laptop. Can you please recommend a good one to me?
Shop assistant: Certainly, but can you let me know about your needs first?
Tim: Sure. I'm a student, so I'd like a cheap and light laptop.
Shop assistant: Then I think this laptop is the best one for you. You can take a look at it. Feel free to ask me if you need further information.

ACTIVITY 2

Aim: To help Ss practise making and responding to requests.

- Remind Ss that the expressions they fill in **1** are for making and responding to requests. Focus Ss' attention on the speech bubbles and have Ss read them out.
- Brainstorm more expressions, e.g. *Can you help me, please? I'm looking for ... Would you mind (bringing) ...? I was wondering if you could ... Sure, no problem.* Write them on the board.
- Put Ss in pairs to role-play similar conversations pretending they are buying another electronic device. Make sure Ss plan their conversations before they start practising it, e.g. type of device: smartphone, desktop PC, tablet, camera; requirements: study at home, share with brother / sister, play computer games. Encourage them to swap roles.
- Walk round the class and offer help if necessary.
- Invite some pairs to act out their conversations in front of the class.

CLIL

KẾT NỐI TRI THỨC VỚI CHỤC SỐNG COMPUTER HARDWARE

ACTIVITY 1

Aim: To help Ss learn about computer hardware through CLIL (Computer science) and learn some content vocabulary.

- Ask Ss to look at the table in **2**. Ask if they know what 'processor', 'RAM' and 'storage' are, and why they are important when buying a computer. Elicit that they are different parts of computer hardware (or the electronic parts of a computer).
- Explain they are going to read a text to learn more about these terms and their importance.
- Have Ss read the text to get a general idea. Then focus their attention on the words and definitions, and ask Ss to match them.
- Have Ss read the text again, this time paying attention to the context of each highlighted word, and looking for clues that can help confirm their meanings.
- Check answers. Further explain or translate any new words or phrases, e.g. *processor speed, gigahertz, gigabytes, battery*.

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

Extension: To help Ss remember the computer parts, let them play a game. Put Ss in groups of five. Each student in the group is assigned a number with a computer part, the definition of which he / she has to memorise, e.g. 1 – processor; 2 – RAM; 3 – hardware (the electronic parts in a computer); 4 – storage space; 5 – battery (a device inside a computer that provides electricity). Write the definitions of words not given in the Student's Book on the board. Give Ss half a minute to try to memorise them. Then cover the board and ask them to close their books. Call out numbers 1 to 5 randomly. The first student with that number who calls out the correct part and definition earns a point for their group. Play the game for five minutes or until most Ss have had a chance to say a part. The group that has the most points is the winner.

ACTIVITY 2

Aim: To help Ss relate what they have learnt to a problem-solving task and make connections.

- Tell Ss that two people, Anne and Bob, need their help to decide which computer is best for them.
- Ask Ss to use the information from the text in **1** and the information in the table to help Anne and Bob decide.
- Go through the table and elicit the meanings of the abbreviations of data measurements.
- Ask Ss to discuss their answers in pairs.
- Check answers as a class, asking individual Ss to say which computers Anne and Bob should buy and why.

Key:

	ComOffice	ComBusiness	ComPro
Anne			✓
Bob	✓		

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

If your Ss have completed all the exercises in this section as homework, don't spend too much time on them. Quickly check their homework and answer any questions they may have about the language points tested here. If they haven't, follow the teaching steps below.

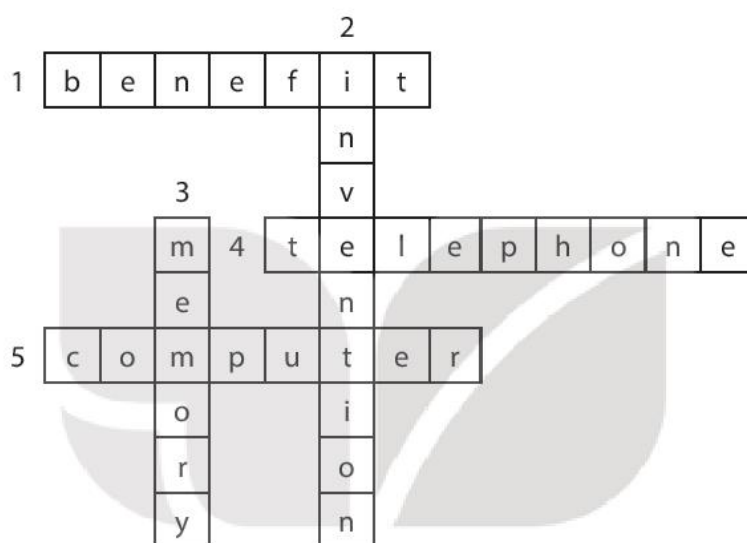
PRONUNCIATION AND VOCABULARY

Aims:

- To revise the words they have learnt in the unit;
- To revise stress placement on common three-syllable nouns.

- Explain that Ss are going to review some of the words they have learnt in this unit in a crossword puzzle.
- Remind them that all the words must be three-syllable nouns. In weaker classes, give some examples of three-syllable nouns (e.g. newspaper ●■■, computer ■●■) to help them recall the pronunciation patterns.
- If Ss have difficulty solving the crossword individually, put them in pairs so they can help each other.
- Check answers as a class by asking individual Ss to write the words on the board.
- Have Ss practise saying the words with the correct stress. Walk round the class and monitor by correcting any pronunciation mistakes.

Key:



GRAMMAR

Aim: To revise the present perfect, gerunds, and *to*-infinitives.

- Explain to Ss that they are going to review the uses of the present perfect tense, gerunds and *to*-infinitives.
- Ask Ss to read the sentences and circle the correct forms. In weaker classes, recall the forms and uses of the present perfect, and the uses of gerunds and *to*-infinitives.
- Check answers by asking individual Ss to read the sentences and explain why they have selected these particular forms.

Key: 1. have just installed, using

2. to send, To learn

3. was invented, have changed

PROJECT

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

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.
- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick appropriate items while listening to their classmates' presentations and write any comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters used some photos / pictures to illustrate their ideas.		
– The presenters concluded their talk appropriately.		
CONTENT: The presentation includes the following information about the invention.		
– what the invention is		
– what it looks like		
– how it can be used in the classroom		
– why the speaker thinks it will be a useful invention		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I used some photos / pictures to illustrate my ideas.		
– I concluded my part of the talk appropriately.		
CONTENT: <i>Our presentation includes the following information about the invention.</i>		
– what the invention is		
– what it looks like		
– how it can be used in the classroom		
– why we think it will be a useful invention		

NOW I CAN ...

Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and suggest further practice for individual Ss.

KẾT NỐI TRI THỨC
VỚI CUỘC SỐNG

REVIEW 2

INTRODUCTION

Review 2 is aimed at revising the language and skills Ss have learnt in *Units 4 - 5*. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

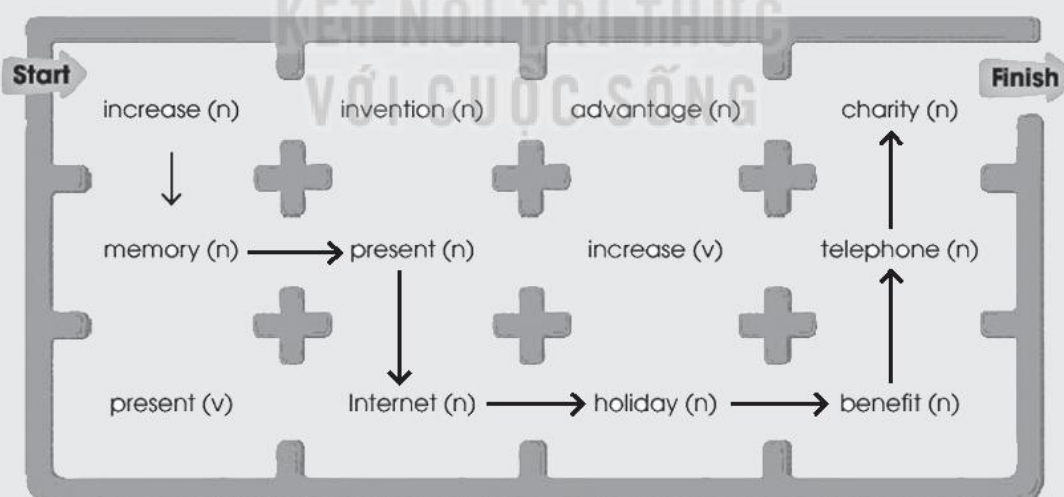
LANGUAGE

PRONUNCIATION

Aim: To check if Ss can identify the correct stress placement and provide further pronunciation practice.

- Explain the activity. Ss try to escape the maze by connecting all words with the stress on the FIRST syllable.
- Tell them to study the example. Ask them to say these words aloud (*increase* (n), *memory*) with stress on the first syllable. In weaker classes, help Ss recall the common rules for stress placement on two-syllable words with the same spelling in *Unit 4* before they start.
- Ask Ss to work individually (in stronger classes) or in pairs (in weaker classes).
- When they finish, play the recording. Ask Ss to check their answers and repeat each word with clear stress placement.

Key:



Audio script – Track 41:

- | | | | |
|-----------------|------------|----------------|-------------|
| 1. increase (n) | 2. memory | 3. present (n) | 4. Internet |
| 5. holiday | 6. benefit | 7. telephone | 8. charity |

Extension: Put Ss in pairs and give each pair 10 cards or small pieces of paper. Write 20 familiar three-syllable words on the board: 10 words with the stress on the first syllable and 10 words with the stress on the second syllable. Ask Ss to copy the words on their cards. Then they should shuffle the cards and spread them, face down, in front of them. Ss take turns to turn over any two cards. If the stress patterns of the words on the cards match, they read the words and keep both cards. If the stress patterns don't match or Ss can't read them correctly, they put them face down in the same position. The winner is the player with the most cards.

VOCABULARY

ACTIVITY 1

Aim: To check if Ss can use words and phrases related to volunteering and inventions.

- Explain the activity. Ss work out the missing letters in each item by using the pictures.
- Demonstrate with the example (i.e. *smartphones*) by asking Ss to guess what the picture shows. Elicit the answer (*smartphones*) from Ss.
- Remind them that these are words they learnt in *Unit 4* and *Unit 5*.
- In weaker classes, put Ss in pairs to work on the activity.
- Check answers. Elicit the meanings of the words again.

Key: 1. devices, communicate 2. donate, volunteer

Extension: Play a game to revise other key words Ss have learnt in *Unit 4* and *Unit 5*, e.g. *generous, benefit, community, application, invention, laptop, experiment, hardware, software, laboratory, equipment*. Have a volunteer come to the front. Whisper one of the words into his / her ear and have the student draw a picture illustrating the word on the board or mime it. In stronger classes, ask the student to write the first two or three letters. Ask the rest of the class to make guesses. Give a point to the first student who correctly calls out the word. Continue with other words until all Ss have a go. The winner is the student with most points.

ACTIVITY 2

Aim: To check if Ss recognise the differences between *-ing* and *-ed*; *-ful* and *-less* adjectives.

- Quickly review the differences between *-ing* and *-ed*; *-ful* and *-less* adjectives. In weaker classes, explain the differences first, or ask them to turn to page 43 in *Unit 4* / **Getting Started** to review this part. In stronger classes, elicit the differences from Ss and ask them to give you some examples.
- Ask Ss to fill in the gaps with words given. Remind them that there are some extra words they might not need.
- Check answers as a class and provide explanation if necessary.

Key: 1. interesting / useful, careful 2. useless, interested

GRAMMAR

Aim: To check if Ss can use the past simple, past continuous, present perfect, gerunds, and to-infinitives.

- Explain the context of the text. Tell Ss that new ideas are usually the results of careful planning and analysis, but sometimes accidents lead to useful inventions. Ask them to look at the pictures and guess what these inventions are.
- Tell Ss to read the passage and choose the correct answers as they read.
- In weaker classes, quickly review the uses of the past simple, past continuous, present perfect, gerunds, and to-infinitives on the board, or by asking Ss to go back to the corresponding **Language** sections in *Unit 4* and *Unit 5*.
- Check answers and provide explanation if necessary.

Key:

- | | | | | |
|---------------|----------------|----------------|-----------|-----------------|
| 1. find | 2. Discovering | 3. was sitting | 4. fell | 5. was cleaning |
| 6. discovered | 7. have used | 8. to make | 9. making | |

Extension: Divide the class into groups of three. Have each student in the group choose a different invention from the text and pretend that he / she is the person who has invented or discovered the thing. Each student should try to explain how he / she did it using the information from the text, e.g. *I'm Isaac Newton, and I discovered the law of gravity. I was sitting under an apple tree when an apple fell on my head. I realised that something made apples fall straight to the ground. That's how I discovered gravity!*

SKILLS

LISTENING

ACTIVITY 1

Aim: To practise listening for the main idea.

- Ask Ss if they know what a smart home is. Tell them that they are going to listen to a recording about smart homes.
- Ask Ss to read the titles and choose the best one for the talk as they listen.
- Play the recording once.
- Check answers.

Key: A

ACTIVITY 2

Aim: To practise listening for specific information.

- Ask Ss to listen again. This time they are filling in notes, using one word for each blank.

- In weaker classes, review the techniques for this type of exercise, e.g. skimming through the notes, predicting the parts of speech and answers based on context clues. Give them some time to skim through the notes and try to work out the answers before playing the recording.
- Check answers as a class.

Key: 1. voice 2. Lights 3. alarm 4. devices

Audio script – Tracks 42 + 43:

Imagine living in a house where everything is controlled from a distance.

The doors and windows open and close not with keys, but with your voice commands.

The lights turn on when you enter the room, and then turn off as you leave.

The alarm rings when someone breaks into your house, and the police are immediately informed and on their way.

You can even control your house temperature, lights, and devices from a mobile phone when you are far from home.

That is what we call a smart home.

And that's how technology can make our life at home more enjoyable and comfortable than ever.

Extension: Put Ss into groups. Write one or two words from each sentence of the recording on the board. Play the audio and have groups try to complete each sentence with as many words as they can. In weaker classes, you can pause longer between sentences and play the audio several times.

SPEAKING

Aim: To practise speaking about smart homes.

- Tell Ss that now they will be talking about smart homes and suggesting new features.
- Ask Ss to look at the expressions in the box and remind them to use them in their discussion.
- Put Ss into groups. Walk round the class and give support if necessary. Encourage them to use the expressions provided.
- Ask some groups to share their ideas with the rest of the class. Praise for interesting ideas and good delivery.

READING

ACTIVITY 1

Aim: To practise understanding word meanings from context.

- Write down the words 'community service' and 'volunteering' on the board. Ask if Ss know the difference between them. Tell them that they will find the answer in the reading text.
- Ask Ss to complete the matching exercise by focusing on the highlighted words in the text.
- Check answers as a class.

- Elicit the difference between 'community service' and 'volunteering', e.g. *Community service can be either voluntary or compulsory, so volunteering is just one type of community service.*

Key: 1. c 2. b 3. a

ACTIVITY 2

Aim: To practise reading for main ideas and specific information.

- Ask Ss to read the text again and complete the exercise.
- Check answers as a class.
- Ask Ss to provide evidence from the text to support each answer.

Key:

1. B
2. C (*Clue: For example, they may volunteer to meet new people, to develop social skills, or to 'find themselves' (learn what they truly want in life).)*
3. A (*Clue: In general, people may volunteer not just to help others, but also to help themselves.)*

Extension: Put Ss into pairs. Ask each pair to prepare two quiz questions based on the reading text and write them on cards or pieces of paper, e.g. *How many types of community service are there? Why does the writer think volunteering isn't always selfless?* Collect the cards, shuffle them and spread them, face down, on a table in front of the class. Have Ss close their books. Invite pairs to take turns to come to the table and turn over a card. They should read the question and answer it. Give pairs a point for each correct answer. If their answer is wrong, they should put the card face down in the same position. The pair with most points is the winner.

WRITING

Aim: To practise writing a job application letter.

- Explain the task: Ss must finish an application letter for a volunteer job. Specifically, they need to write the reasons why they are interested in the job. They should write 50 – 70 words.
- Focus Ss' attention on the suggested ideas and tell Ss they can incorporate them in their letters. In stronger classes, encourage them to use their own ideas. In weaker classes, read the sample answer below or display it on the board.
- Give Ss enough time to write their letters. Walk round the class and offer help.
- Collect some or all Ss' writing to give written feedback.

Sample answer:

(I am very interested in the job because) I am very fond of reading, and I can sort books very well. I also love helping others and meeting new people, especially children. In fact, reading books to children is my favourite hobby. I am also interested in this job because it will help me to develop my social skills, such as communication and teamwork skills.

Unit 6

GENDER EQUALITY

OBJECTIVES:

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

- pronounce three-syllable adjectives and verbs with correct stress;
- understand and use words and phrases related to gender equality;
- use the passive voice with modals;
- read for specific information in a text about gender equality;
- talk about career choices;
- listen for specific information in a talk about the first woman in space;
- write about jobs for men and women.
- express agreement and disagreement;
- learn about women's football;
- do a survey on students' future jobs and report survey results.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

- To create a friendly and lively atmosphere in the classroom;
 - To lead into the unit.
-
- Review some of the target words in the previous unit Ss have learnt by putting them into two teams and dividing the board into two halves. Give each team a word / phrase from *Unit 5* and have them write as many related words and phrases as they can (e.g. computer: hardware, software, processor, function, store, application, storage space, RAM). Set a time limit for each word / phrase. When finished, have teams check each other's spelling and count how many correct words each team has written.
 - Prepare 4 - 6 pictures of people doing different jobs, e.g. two to three jobs traditionally done by men and two to three done by women: surgeons, airline pilots, firefighters, shop assistants, nurses, kindergarten teachers. Put them up on the board.
 - Talk about each job, describing the job duties and the qualities needed for it, e.g. *These people are performing an operation on a patient. They need excellent eyesight and hand-eye coordination. What is their job?* Have the class call out the job, e.g. *surgeons*.
 - Lead into the topic of the unit (*Gender equality*). Ask Ss which jobs are usually done by men or women. Have Ss think about and say why there are traditionally male and female jobs, and ask if all jobs can be performed by both men and women. Accept all reasonable answers.
 - Ask them to open their books at page 66. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture / CLIL topics, and the project.

EQUAL JOB OPPORTUNITIES

ACTIVITY 1

Aims:

- To introduce the unit topic (*Gender equality*);
 - To introduce some vocabulary and the grammar points to be learnt in the unit.
- Ask Ss to look at the heading. Elicit the meaning, e.g. giving everyone a fair chance of applying for a job as well as fair treatment in the workplace.
 - Have Ss look at the pictures and ask questions about them, e.g. *What are their jobs? Are these jobs traditionally done by men or women?*
 - Focus Ss' attention on the conversation, and elicit who the speakers are and what Ss think they are talking about.
 - Play the recording twice for Ss to listen and read along. Have Ss underline words and phrases describing gender equality while they are listening and reading.
 - Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
 - In stronger classes, ask Ss to work out how many jobs are mentioned in the conversation, and give their answers after the first time you play the recording.
 - Call on two or three groups of Ss to read the conversation aloud.

Audio script – Track 44:

At an international summer camp: Lan is talking with Mark and Linda about jobs.

- Lan: It's great to have another week full of activities and trips at the camp.
- Mark: Oh, yeah. I like the trip to the kindergarten most. The kids were adorable and the teachers were great. I think I'll be a kindergarten teacher.
- Lan: That's fantastic. My cousin works at a kindergarten and the children love being in his class. By the way, what do you want to be in the future, Linda?
- Linda: Oh, I've always wanted to be a surgeon, so I'll go to medical school. What about you, Lan?
- Lan: Me? My dream is to become an airline pilot. That's why I'm focusing on maths and physics, and exercising more to improve my fitness.
- Linda: Cool! I hope your dream will come true. In some countries girls may not be allowed to be pilots.
- Lan: That's true, Linda. We're lucky to live in a country where boys and girls are encouraged to do the jobs they want.
- Mark: I couldn't agree more. Girls mustn't be kept home in today's world. Boys and girls should be treated equally and given the same job opportunities.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work individually first and decide whether the statements are true or false.
- Then put them into pairs to compare their answers.
- Check answers as a class. Encourage Ss to provide evidence from the conversation and correct the false statements.

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the conversation, e.g. *Who are the speakers? Does Lan agree with Mark? Why does Lan say she's lucky? Who says that boys and girls should be treated equally and given the same job opportunities?* Accept all reasonable answers and opinions.

Key: 1. F 2. F 3. T

ACTIVITY 3

Aim: To help Ss revise job-related words and phrases.

- Ask Ss to recall the job-related words and phrases in the conversation and do the matching.
- Have Ss work individually first and then check their answers in pairs.
- Prompt, if necessary, e.g. *What does Linda want to be in the future? Where will she go?* (surgeon, medical school).
- Check Ss' answers.

Key: 1. c 2. a 3. b

ACTIVITY 4

Aim: To help Ss identify the passive voice with modals.

- Ask Ss to read the incomplete text and check comprehension.
- Have Ss work individually. Encourage them to find the verb phrases in the conversation.
- Check answers by having individual Ss read the sentences.
- Ask them if they can identify the grammar structure, i.e. the passive voice with modals. Make sure Ss know what a modal verb is, e.g. an auxiliary verb usually used with another verb to express possibility, necessity or permission.

Extension: Put Ss into pairs and have them rewrite the passive sentences using the active voice, e.g. *Linda says that in some countries they may not allow girls to be pilots.*

Key: 1. may not be allowed 2. mustn't be kept 3. should be treated

PROJECT PREPARATION

The aim of this activity is to inform Ss what the final product of the Project should be like and how Ss can prepare for it.

- Ask Ss to open their books at the last page of *Unit 6*, the **Project** section, look at the rubric and say what the purpose of the Project is (find out what students' job preferences are and how many boys or girls want to do jobs traditionally done by the opposite gender).
- Tell Ss about the Project requirements: Ss will have to choose a class in school and do a survey to find out how many boys and how many girls would like to work as surgeons, airline pilots, nurses, shop assistants (or do other jobs) in the future. Then Ss give an oral presentation of their survey results in the last lesson of the unit.
- Alternatively, ask Ss to do the survey in their class.
- Put Ss into groups and have them choose their group leaders. Then ask them to assign tasks for each group member, making sure that all group members contribute to the group work, e.g. decide which class / age group to survey, prepare the survey forms, create a spreadsheet to consolidate results, find some photos or other visuals to illustrate each job, prepare a brief description of each job, think about the structure of the presentation, decide how the results will be presented: raw data in a table, bar graphs, pie charts or infographics.
- Help Ss set a deadline for each task.
- In later phases, help Ss work on the structure of their presentation. Encourage them to prepare some notes to refer to when they speak after they have done their survey and have all the data.
- Have Ss practise their presentation in their group for 5 – 10 minutes. Encourage groups to meet after classes for further practice to be well-prepared for their class presentation in the last lesson.

LESSON 2 . LANGUAGE

PRONUNCIATION

STRESS IN THREE-SYLLABLE ADJECTIVES AND VERBS

ACTIVITY 1

Aim: To help Ss recognise and practise stress patterns in three-syllable adjectives and verbs in isolation.

- Focus Ss' attention on the words in the table. Ask Ss if they know the words and elicit their meanings if necessary.
- Play the recording and have Ss listen and pay attention to the stress patterns.
- Play it again pausing after each word for Ss to repeat chorally.
- Have Ss focus on the stress patterns. Elicit that some are stressed on the first syllable while others on the second syllable.
- Ask Ss to work in pairs and take turns to read the words. Call on some Ss to read them out loud.

Audio script – Track 45:

Three-syllable adjectives	Three-syllable verbs
ex'pensive	'organise
fan'tastic	'benefit
'medical	de'velop
'opposite	en'courage

Extension: Call out three-syllable adjectives and verbs. If the stress is on the first syllable, Ss stand up. If the stress is on the second syllable, they stay sitting down. In stronger classes, have Ss take turns to come to the front and call out the words and other Ss will do the actions.

ACTIVITY 2

Aim: To help Ss recognise and practise stress patterns in three-syllable adjectives and verbs in sentences.

- Ask Ss to read quickly through the sentences and mark the stressed syllables in the words in bold.
- Play the recording for Ss to check if they have correctly marked the stressed syllables. In weaker classes, make sure Ss can divide the words into syllables. Write the words in bold on the board and place slashes between the syllables, e.g. *cel / e / brate*.
- Check answers as a class.
- Have Ss listen to the recording again, pausing after each sentence for Ss to repeat.
- Ask Ss to work in pairs and take turns to practise reading the sentences. Call on some Ss to read them out loud.

Key + Audio script – Track 46:

1. We'll **'celebrate** her success with a party.
2. They hope to **di'scover** new ways to promote gender equality.
3. The job requires both **'physical** and mental strength.
4. Equal opportunities in education bring **im'portant** changes in society.

VOCABULARY

GENDER EQUALITY

ACTIVITY 1

Aim: To make sure that Ss understand the meanings of some topic-related words introduced in Getting Started.

- Ask Ss to work individually to do the matching. Then put them into pairs to compare their answers and discuss the meaning of each word.

- In weaker classes, make sure Ss understand the abbreviations in brackets (v, n, adj). Read each word and elicit the part of speech they need to look for in the definitions, e.g. *What part of speech do you need to look for in the definition of 'treat'?* Which definition begins with a verb? (3. b)
- Encourage Ss to find the words in the conversation and use the context clues there to work out their meanings.
- Check answers as a class.

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

ACTIVITY 2

Aim: To give Ss practice in using the words in meaningful contexts.

- Ask Ss to work individually to complete the sentences. Remind them to use the context clues to help them decide on each word, e.g. The word *teachers* in sentence 1 suggests that the answer is related to schools (1. *kindergarten*).
- Put Ss into pairs to compare their answers with a partner.
- Ss may look up the words in the glossary if necessary.
- Check answers as a class.

Key: 1. kindergarten 2. surgeon 3. treat 4. gender 5. equal

Extension: In stronger classes, have Ss play a game. Put them into groups and have each group create a short meaningful text using the five words they have just learnt. They can do that orally or in written form. Give groups a time limit of three minutes and encourage them to make as many sentences as possible. The group with a coherent text and all correct sentences is the winner.

Example: *In the past, people used to **treat** men and women differently, but now both **genders** have **equal** job opportunities. Jobs traditionally done by men can be taken by women and vice versa. Men can work as **kindergarten** teachers and women can work as **surgeons**.*

GRAMMAR

PASSIVE VOICE WITH MODALS

ACTIVITY 1

Aim: To give Ss an opportunity to revise the use of the passive voice with modals.

- Have Ss recall the passive voice from *Unit 2*. Elicit when we use it, e.g. when we do not want to indicate the person who does the action. Explain that we can also use the passive voice with modal verbs and remind them of the examples in the conversation in **Getting Started**.
- Elicit the meanings of the modal verbs in the **Remember!** box, e.g. to express ability, advice, duty, permission, possibility, prohibition or request. Remind Ss that modal verbs are special auxiliary verbs that behave differently from other verbs and are usually used with other verbs.

Ability: *can, could*

Advice or duty: *should, ought to*

Duty: *must*

Permission: *can, could, may*

Possibility: *can, could, may, might*

Prohibition: *can't, mustn't, may not*

Request: *may, will, would*

- Focus Ss' attention on the structures and examples in **Remember!** box. Elicit other examples, e.g. *They can complete the project.* → *The project can be completed.*
- Have Ss study the sentences individually or in pairs. Explain that some sentences are in active voice, some in passive voice. Ask them to pay attention to who does the action in each sentence.
- Encourage Ss to choose the answers and compare their answers with a partner.
- Check answers as a class. Invite individual Ss to read the sentences aloud. In weaker classes, write them on the board and explain the structures.

Key: 1. shouldn't be allowed

2. can work

3. may be offered

4. could join

5. must be prepared

ACTIVITY 2

Aim: To give Ss more practice in using the passive voice with modals.

- Ask Ss to read the sentences and check understanding. In weaker classes, focus Ss' attention on the verb phrases (modal + verb) and revise the past participle forms of each verb.
- Remind Ss of the use of the preposition *by* to mention the doer of the action. Elicit that if the subject in the active voice is *they* or *we*, they don't need to indicate who does the action in the passive voice.
- Have Ss work individually first. Walk round the class and offer help if necessary.
- Put Ss into pairs and have them compare their answers.
- Check answers as a class. In weaker classes, have Ss write the sentences on the board and explain the structures.

Key:

1. The report on gender equality may be completed by April.
2. More jobs for girls and women can be created (by businesses).
3. All girls must be provided with access to education.
4. Education in rural areas should be improved (by governments).
5. Men and women ought to be given equal rights.

Extension: On the board, write some pairs of modals and regular verbs, e.g. *can / build, must / present, should / complete*. Put Ss into pairs and have them write down as many sentences in the passive voice as they can with each pair of words, e.g. *More houses can be built in the area. All findings must be presented at the meeting. All homework assignments should be completed on time.*

LESSON 3. READING

FOR AN EQUAL WORLD

ACTIVITY 1. Pre-reading

Aim: To introduce the topic of the reading and get Ss involved in the lesson.

- Focus Ss' attention on the heading and the pictures. Ask some guiding questions, e.g. *Do the pictures show an equal world? Do you think the girl in Picture a is able to read and write? How old do you think the mother is in Picture b? Who earns more in Picture c?*
- Ask Ss to work in pairs to discuss the sentences and the pictures, and do the matching.
- Check answers as a class. Invite individual Ss to describe each picture and explain why it matches a particular statement.
- In stronger classes, if time allows, play video(s) about child marriage, women's illiteracy, and women's pay gap for Ss to watch. Tell them that they are going to learn more about the issue(s) in the reading.

Key: 1. c 2. b 3. a

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meanings of words in context.

- Have Ss read the whole text quickly to get an overall idea. In weaker classes, go through the options and check understanding.
- Ask Ss to read it again. Tell them to pay attention to the context of the highlighted words and look for clues explaining their meanings.
- Have Ss guess the meaning of each of the words, based on the context.
- Tell Ss to work individually first, then compare their choices with a partner.
- Check answers as a class.

Key: 1. a 2. b 3. a 4. b

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information.

- Have Ss read the statements in the table and underline the key words in each of them. Check the key words and understanding. Make sure Ss understand what 'Not given' means, i.e. they can't find all the information in the text or the text doesn't contain sufficient information to know if it is true or false.
- Ask Ss to read the text again. Have Ss work individually and decide if the statements are true, false or not given.

- Ask them to discuss and compare their answers with a partner.
- Check answers as a class. Have Ss explain the answers by providing evidence from the text.

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

Extension: Ask Ss to correct the false and not given sentences. In stronger classes, put Ss into pairs or groups. Have Ss write their own T / F / NG statements for their partners or group members to answer.

ACTIVITY 4. Post-reading

Aim: To help Ss use the language and ideas in the text to talk about possible solutions to a problem.

- Ask Ss to work in groups of three or four.
- Tell Ss to brainstorm and suggest some possible solutions to one of the three problems mentioned in the text.
- Make sure each group has appointed a group's note taker to note down the group members' ideas.
- In stronger classes, encourage them to use the passive voice with modals as much as possible, e.g. *Girls should be allowed to go to school. They shouldn't be forced to get married early.*
- Ask Ss from different groups to share their ideas with the rest of the class. Praise for workable solutions and fluent delivery.

Suggested answers:

- Some solutions to *child marriage*: (i) Educating girls: When girls can go to school and stay long there, they will get the knowledge and skills necessary to support themselves and their families. (ii) Giving girls the right to decide their future: If girls are knowledgeable and independent, they won't choose to get married early. (iii) Educating parents and other adults: When parents and other adults know about the negative impact of child marriage, they will change their views and support girls' rights.
- Some solutions to *girls' education*: (i) Keeping girls in school: Poverty can prevent or stop girls from going to school. Education should be free, and governments and charity organisations should help poor families pay for transport, textbooks and uniforms. (ii) Making school safe for girls: It's not safe for girls to travel long distances to school. Also, at school, girls may become victims of violence and bullying. (iii) Reducing girls' workload at home: In developing countries, girls may be kept home to do household chores like carrying water, preparing food, and washing clothes. Sharing housework between all members of the family helps girls succeed in getting an education.
- Some solutions to *wage gap*: (i) Supporting equal pay: Companies have to commit to and provide equal pay for equal work. (ii) Making salary information clear: Payment should be made clear to both genders so that women know if they make less money than men for doing the same job. (iii) Sharing housework: When couples share household chores, women can focus on their paid jobs.

LESSON 4. SPEAKING

CAREER CHOICES

Learning outcome: By the end of the lesson, Ss will be able to talk about their career choices.

ACTIVITY 1

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

- Ask Ss to read through the jobs. Make sure they know all the job titles.
- Tell them to decide which jobs are traditionally done by men or women and tick the corresponding columns.
- Have Ss work in pairs. Tell them to use the expressions given to express their opinions.
- Check answers as a class.

Suggested answers:

- Traditionally male jobs: 1, 4, 5, 7
- Traditionally female jobs: 2, 3, 6, 8

Extension: In stronger classes, put Ss into groups and have them add as many jobs as they can to each category, e.g. traditionally male jobs: *sales managers, lawyers, software developers, construction workers, drivers, farmers, architects*; traditionally female jobs: *hairdressers, receptionists, childcare workers, social workers, medical / dental assistants, cleaners*. Give a time limit of three minutes. Invite a student from each group to read the list of his / her group.

ACTIVITY 2

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

- Give Ss time to read the suggested ideas in the box and the example.
- Make sure Ss understand the meanings of the phrases. Explain or elicit the meanings if necessary.
- Have one student read the example aloud, and ask if other Ss agree with it and why / why not.
- In weaker classes, model the activity with more examples, e.g. *I think there are more female shop assistants than male ones. I believe this job is traditionally considered female. It is done by women because it offers a flexible working schedule.*
- Put Ss into pairs and have them discuss each job. Walk round and offer help when necessary.
- In stronger classes, encourage Ss to talk about more reasons, e.g. social norms around the role of women, gender discrimination against (girls and) women or expectations and beliefs about men's and women's abilities.
- Ask some pairs of Ss to present their opinions in front of the whole class. Encourage the rest of the class to ask questions.

ACTIVITY 3

Aim: To help Ss talk about their career choices and share their ideas with the rest of the class.

- Ask Ss to work in groups of three. Have one group role-play the example.
- Tell Ss to discuss their career choices and note down each group member's future job and the reasons why he or she has chosen it.
- In stronger classes, encourage Ss to have more than one speaking turn and say if their future jobs are traditionally done by men or women, and why. They can also mention what kind of difficulties they may encounter if they are women working a male-dominated job or vice versa.
- In weaker classes, provide more help by underlining the phrases that Ss can replace to create their own conversation. You can do that by writing the example or projecting it on the board.
- Walk round the class to provide help when necessary.
- Invite some Ss from different groups to report the career choices in their groups and give the reasons to the class.

LESSON 5. LISTENING

THE FIRST WOMAN IN SPACE

ACTIVITY 1. Pre-listening

Aim: To introduce the topic of the listening and set the context.

- Ask Ss to look at the title and the picture.
- Have them work in pairs to discuss the woman's job.
- Ask some pairs to share their answers with the whole class.
- Elicit or pre-teach the words / phrases related to the picture or the listening:
 - cosmonaut (n)
 - space (n)
 - parachutist (n)
 - instructor (n)
 - technical sciences (n)

Key: She's a cosmonaut.

- * Valentina Tereshkova is the first and youngest woman to have flown in space. She orbited the Earth 48 times and spent almost three days in space.

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for specific information.

- Tell Ss they are going to listen to a talk about Valentina Tereshkova, the first woman in space.

- Ask Ss to read through the five incomplete sentences and the choices before they listen to the talk. Make sure that Ss understand the vocabulary. Elicit or explain any unfamiliar or difficult words.
- Play the recording and have Ss do the activity.
- Check answers as a class.
- Play the recording again, pausing at the places where they can get the correct information.

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

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

- Give Ss some time to read through the questions and underline key words to help them work out the answers.
- Focus Ss' attention on the instruction 'give short answers'. Elicit from Ss what information they have to listen for (mostly a number).
- Ask Ss if they can answer any of the questions without listening to the recording again. Write their guesses on the board.
- Play the recording once in stronger classes and twice in weaker classes.
- If time allows, ask Ss to discuss their answers in pairs.
- Check answers as a class. Play the recording, pausing at the places where Ss can hear the answers.

Key: 1. 1937 2. 16 3. 1962 4. 26 5. Three days / 3 days

Audio script – Tracks 47 + 48:

THE FIRST WOMAN IN SPACE

Valentina Tereshkova was born in 1937 in Russia. She started working when she was 16. She also joined a local flying club and soon became a talented parachutist. Her talent for skydiving led her to the Soviet space programme. In 1962, while still a factory worker, she was accepted along with three other woman parachutists and a female pilot into the programme. Together, they began intensive training to become cosmonauts. Tereshkova joined the Soviet Air Force. She became an Air Force officer after completing her training and passing an examination. In 1963, at the age of 26, Tereshkova became the first woman to travel in space. Her spacecraft Vostok 6 was guided by an automatic control system. She travelled into space in Vostok 6 on June 16, 1963 and successfully returned to Earth three days later. After her historic space flight, Valentina Tereshkova received many awards, including the Hero of the Soviet Union and the Order of Lenin. She never flew in space again, and later became a test pilot and an instructor. She also completed a degree in technical sciences.

Extension: Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. *Where was Tereshkova born? What talent did she have as a young girl? How many women joined the first Soviet space programme.*

ACTIVITY 4. Post-listening

Aim: To give Ss an opportunity to give their opinions about the cosmonaut's job and give reason(s).

- Ask Ss to work in groups. Have Ss decide if they want to be a cosmonaut and give reason(s) for their answers. Tell Ss to note down their partners' ideas.
- Invite some Ss from each group to present a summary of their discussions to the class.

LESSON 6. WRITING

WRITING ABOUT JOBS FOR MEN AND WOMEN

Learning outcome: By the end of the lesson, Ss will be able to write about jobs for men and women.

ACTIVITY 1

Aim: To help Ss develop ideas for their writing.

- Have Ss work in pairs. Tell them to look at the table and read the information below the table.
- Explain any new words if necessary. Ask Ss to fill in the table with given suitable information, then discuss and check their answers with a partner.
- Check answers as a class.
- In stronger class, if time allows, find a suitable video about the surgeon's job on the Internet to play in class. Ask Ss to work in pairs and discuss what they have watched. Encourage them to take notes, which they can use in their writing.

Suggested answer:

The surgeon's job	
Main responsibilities	Main qualities
A, D, F	B, C, E, G, H

ACTIVITY 2

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

- Ask Ss to study the ideas in the box and think about if they agree or disagree with them.
- In weaker classes, explain any new or difficult words and give them some extra examples, e.g. apply: *You apply or use things like knowledge, ideas and methods in a particular situation. You usually apply new technology to developing machines.*
- Ask Ss to work in pairs. Discuss the ideas and express their own opinions. Encourage them to write down their opinions and any new ideas they have come up with.
- Walk round the class to provide help if necessary.
- Invite pairs of Ss to summarise their discussions in front of the class. Encourage the rest of the class to ask them questions and say if they agree or disagree with them.

Suggested answers:

- Women can do the surgeon's job well because they can be as physically and mentally strong as men.
- Women can make great surgeons because they can also perform long and tiring operations.
- Women can become good surgeons because men and women have the same abilities to learn and apply medical knowledge.

ACTIVITY 3

Aim: To help Ss practise writing a paragraph about the surgeon's job.

- Explain the task. Ask Ss to study the guiding questions.
- In weaker classes, provide the sample answer below as a model by reading it aloud or displaying it on the board. Make sure Ss understand the structure of the sample and how it answers each of the guiding questions.
- Explain that they can use the ideas suggested in **1** and **2** when they develop their paragraphs.
- Remind Ss that writers often provide detailed explanations or examples to support each idea in a paragraph. Set a time limit for Ss to write in class.
- In weaker classes, put Ss into pairs or groups to help each other. Walk round the class to provide help.
- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions.
- Collect Ss' paragraphs and give face-to-face feedback in private, or give them back with some written feedback.

Sample answer:

The surgeon's job is traditionally most common for men. Surgeons have to perform operations on patients. They also have to make important decisions about patients' health and safety. Besides medical knowledge, surgeons need both physical and mental strength to perform long and tiring operations. In addition, surgeons need to have excellent eyesight and skilful hands. A surgeon works with a team, so he / she needs good teamwork and communication skills. Although it is traditionally seen as a male job, the number of women surgeons is increasing now. Women are as mentally strong as men, and they can perform long operations. In summary, women can make great surgeons, and everybody will benefit from having both male and female surgeons.

Extension: In stronger classes, ask Ss to choose a job traditionally done by women and write a short paragraph about it. Put Ss into small groups to brainstorm and discuss their ideas. Encourage Ss to use the guiding questions in the Student's Book. Groups can write their descriptions on large sheets of paper and display them on the classroom walls for the rest of the class to read and comment on.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

EXPRESSING AGREEMENT AND DISAGREEMENT

ACTIVITY 1

Aim: To provide Ss with an example conversation in which people express agreement and disagreement.

- Elicit expressions of agreement that Ss have already known by asking questions about the conversation in **Getting Started**, e.g. *Which expression does Lan use when she agrees with Linda? (That's true.); How does Mark express his agreement when Lan says they're lucky to live in a country where boys and girls are encouraged to do the jobs they want. (I couldn't agree more.).*
- Tell Ss that they will learn more expressions of agreement and disagreement. Have Ss look at the four expressions (A – D) in the box. Elicit their meaning and use, e.g. A and D – to express disagreement; B and C – to express agreement.
- Explain the task. Ask Ss to read the conversation between Mai and her mother and look for context clues for the missing phrases or sentences. In stronger classes, encourage them to work out the answers based on the context clues before they listen.
- Play the recording once (in stronger classes) or twice (in weaker ones) and ask Ss to complete the conversation with the expressions from the box.
- Check answers as a class.
- Have Ss practise the conversation in pairs.

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

Audio script – Track 49:

Mum: Mai, Dad and I would like you to be a shop assistant.

Mai: I'm sorry, but that's not possible. I want to go to medical school and become a surgeon.

Mum: I'm afraid I disagree. It's not easy to be a surgeon.

Mai: You're right. But I'm sure I can.

Mum: Besides medical knowledge, a surgeon must have physical and mental strength. Most surgeons are also men ...

Mai: Absolutely. That's why we need more women surgeons. We can be as good as men.

ACTIVITY 2

Aim: To help Ss practise expressing agreement and disagreement.

- Put Ss into pairs and have them brainstorm different jobs and reasons why parents may object to their children doing these jobs. Have some pairs share their ideas. Write some on the board to help weaker Ss.
- Ask Ss to look at the list of expressions. Encourage Ss to add more to the table, e.g. *That's exactly how I feel. You have a point here. I totally disagree. I beg to differ.*

- Ask Ss to plan their conversation first by deciding on who is going to be the parent (mum or dad), what job the son or daughter has chosen, why the parent doesn't agree and how the child will try to persuade her / him.
- Have Ss practise their conversations. Walk round the class and provide help when necessary. In stronger classes, have Ss swap roles and practise another conversation.
- Invite some pairs to role-play their conversations in front of the class. Praise for good effort and fluent delivery.

CLIL

WOMEN'S FOOTBALL

ACTIVITY 1

Aim: To help Ss learn about women's football through CLIL.

- Bring some images of women playing football or display them on the board electronically.
- Ask Ss to look at the pictures and answer questions about them, e.g. *Who are the women in the pictures? What sport do they play?*
- Tell Ss that they are going to read a text about women's football and fill the timeline using the information given in the text.
- Explain or elicit any new or difficult words, if necessary, e.g. *Which organisation do people join together for a particular purpose?* (association); *What rule says that something is not allowed?* (ban)
- Ask Ss to read through the text quickly and complete the timeline with the information mentioned in the text.
- Tell them to check their answers with a partner.
- In stronger classes, go over each event and have Ss find more information, encourage them to make questions and give answers; e.g. *When was the first recorded football match between women in Scotland?* (In 1892); *When did the first recorded game of women's football take place in England?* (In 1895), *Why did women's football become popular during the First World War?* (Because women had to replace men in factories as men went to war.); *What happened on the Boxing Day of 1917?* (Two female football teams from England and Ireland played a match in front of 20,000 spectators.)

Key:

1890s	1921	1971	1971	1991
First recorded matches	FA's ban start	FA's ban lift	First official women's international football match	First FiFA Women's World Cup

Extension: Give Ss five minutes to read the text again and memorise as much information as they can. Then ask them to close their books and call out sentences from the text, but make mistakes, e.g. *Nowadays, women's football remains unpopular.* Have Ss raise their hands when they hear a mistake and say *No!* Choose a student to correct the mistake. In stronger classes, vary the game by inviting Ss to say the incorrect sentences.

ACTIVITY 2

Aim: To help Ss relate what they have learnt about women's football to Viet Nam.

- Tell Ss to work in groups. Encourage them to discuss each event listed in the timeline and decide the exact year.
- Ask some groups to share their answers with the whole class.

Note: The last event in the timeline 'Most recent AFF Women's Championship' should be updated frequently.

Suggested answer:

1990	1997	2001	2006	2019
Women's football team establishment	First official match	First gold medal in the SEA Games	First AFF Women's Championship	Most recent AFF Women's Championship

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

If you have assigned the exercises in this section as homework, don't spend too much time on them. Quickly check their homework and answer any questions they may have about the language points tested here. If they haven't, follow the teaching steps below.

PRONUNCIATION

Aim: To help Ss revise stress in three-syllable adjectives and verbs.

- Tell Ss to review the stress patterns of three-syllable adjectives and verbs they have learnt in this unit.
- Ask Ss to work individually by reading the sentences silently and marking the stressed syllables in the words in bold before you play the recording.
- Play the recording, pausing after each word in bold so that Ss can listen and check if they have marked the stress correctly.
- Check answers as a class by asking individual Ss to write the words on the board and mark the stress.
- Play the recording again for Ss to repeat each sentence chorally. If time allows, have Ss practise reading the sentences, focusing on the stressed syllables in the words in bold.

Key + Audio script – Track 50:

1. The surgeon's job is quite **'difficult**.
2. Soviet cosmonauts learnt how to **'parachute** to safety.
3. I'm proud of my sister. She's studying at a **'medical** school.
4. We need to **con'tinue** fighting for equal rights.

VOCABULARY

Aim: To help Ss revise some topic-related words.

- Ask Ss to do the crossword, using the words they have learnt in the unit.
- Have Ss read each sentence and guess the word that best completes it. Ss should also refer to the number of letters of each word in the crossword.
- In weaker classes, have Ss work in pairs or groups.
- Check answers as a class.

Key: 1. kindergarten 2. gender 3. surgeon 4. equal 5. treat

GRAMMAR

Aim: To help Ss revise the use of the passive voice with modals.

- Ask Ss to read each sentence and decide on the mistake and correct it.
- In weaker classes, have Ss review the grammar rules in the **Language** lesson before they do the exercise. You can also underline the mistake in each sentence so that Ss only focus on correcting it.
- Walk round the class to provide help if necessary.
- If time allows, ask Ss to work in pairs to compare answers.
- Check answers as a class. Have Ss explain why each sentence is wrong.

Key:

1. One paragraph about gender equality ought to write by each student.
→ ought to be written
2. Action to stop domestic violence must take immediately.
→ must be taken
3. Should all people be provide with equal access to information?
→ be provided
4. Young girls mustn't force into marriage.
→ mustn't be forced
5. Can men and women given equal opportunities in the workplace?
→ be given

PROJECT

Aim: To provide an opportunity for Ss to develop their communication and collaboration skills, and to practise reporting survey results in an oral presentation.

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

- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick (✓) the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters used some visuals to show the survey results.		
– The presenters concluded their talk appropriately.		
CONTENT: <i>The presentation includes the following information about students' future jobs.</i>		
– class		
– number of students surveyed (boys, girls)		
– consolidated numbers of each job for each gender (boys, girls)		
– other jobs (boys, girls)		
– good use of charts, graphs or other diagrams to consolidate survey results		
– well-formulated conclusions (e.g. most / least popular jobs for each gender and reasons)		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I used some visuals to show the survey results.		
– I concluded my part of the talk appropriately.		
CONTENT: <i>Our presentation includes the following information about students' future jobs.</i>		
– class		
– number of students surveyed (boys, girls)		
– consolidated numbers of each job for each gender (boys, girls)		
– other jobs (boys, girls)		
– good use of charts, graphs or other diagrams to consolidate survey results		
– well-formulated conclusions (e.g. most / least popular jobs for each gender and reasons)		

NOW I CAN ...

Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and suggest further practice for individual Ss.

Unit 7

VIET NAM AND INTERNATIONAL ORGANISATIONS

OBJECTIVES:

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

- pronounce words with more than three syllables with correct stress;
- understand and use words and phrases related to international organisations;
- use comparative and superlative adjectives;
- read for specific information in a text about UNICEF's support for Viet Nam's education;
- talk about programmes for communities;
- listen for specific information in a conversation about Viet Nam's participation in international organisations;
- write about Viet Nam's participation in international organisations;
- make and respond to invitations;
- learn about FAO and its activities to support Viet Nam;
- do research on an international organisation and give a group presentation about it.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

- To create a friendly and lively atmosphere in the classroom;
 - To lead into the unit.
-
- Review some of the target words Ss have learnt in the previous unit by having them play a game: *Hot potato*. Bring a ball to class. Have Ss stand in a circle or two rows facing each other and set a time limit for the game. Throw the ball to one student and have him / her call out one target word or phrase from *Unit 6*. He / She then throws the ball to another student, who has to say another target word. The ball is a 'hot potato' so students can't hold it for too long. The game continues until the time is up or all Ss have had a chance to say a word or phrase.
 - Lead into the topic of the unit, *Viet Nam and international organisations*, by preparing some quiz questions to check Ss' prior knowledge, e.g. *What is an international organisation?* (an institution of at least three member states, having activities in several states and held together by a formal agreement), *Can you name some international organisations?* (UN (the United Nations), UNICEF (United Nations Children's Fund), WTO (World Trade Organisation), IMF (the International Monetary Fund), UNDP (United Nations Development Programme), WHO (the World Health Organisation), WB (the World Bank)), *What are the two types of international organisations?* (governmental and non-governmental), *What is the role of international organisations?* (to maintain international peace and stability, and help states cooperate), *Which international organisations is Viet Nam a member of?* (UN, WTO, ASEAN, APEC).
 - Ask Ss to open their books at page 76. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture / CLIL topics, and the project.

VIET NAM AND INTERNATIONAL ORGANISATIONS

ACTIVITY 1

Aims:

- To introduce the unit topic (*Viet Nam and international organisations*);
 - To introduce some vocabulary and the grammar points to be learnt in the unit.
- Set the context for listening and reading the conversation. Have Ss look at the logos of the international organisations and ask questions to elicit what Ss know about them, e.g. *What do you know about ...? What is its goal or role? Is Viet Nam a member of it?*
 - Encourage Ss to give answers, but do not confirm whether their answers are right or wrong.
 - Play the recording twice for Ss to listen and read along. Have Ss underline the information related to international organisations while they are listening and reading.
 - Put Ss in pairs and have them compare the words and phrases they have underlined and discuss their meanings. Then check comprehension as a class.
 - Call on several Ss to read the texts aloud.

Audio script – Track 51:

DO YOU KNOW ...?

A. The United Nations (UN) was created in 1945. It is an organisation of most of the world's countries. Its main goal is world peace. It also works to reduce poverty and improve people's lives in other ways. Viet Nam joined the organisation in 1977. Since then, our country has become more active and has participated in many UN activities including peacekeeping.

B. UNICEF was formed in 1946. It works in over 190 countries to help improve health and education of children. It particularly aims to support the most disadvantaged children all over the world. UNICEF's aim in Viet Nam is to protect children and make sure they are healthy, educated, and safe from harm.

C. UNDP was formed in 1965 as part of the UN. It provides technical support, expert advice, and training to help people in developing countries have a better life. In Viet Nam, UNDP works closely with the government to reduce poverty and improve people's lives.

D. The WTO was formed in 1995. It is the world's largest international economic organisation. Viet Nam became a WTO member in 2007. Since then, our economy has achieved a high growth level. Viet Nam has also become more attractive to foreign investors.

ACTIVITY 2

Aim: To check Ss' comprehension of the texts.

- Ask Ss to work in pairs. Have them read each question carefully to choose the best answer. Then ask them to read the texts and find evidence to support the answers.
- Have Ss share their answers with the class.
- Confirm the correct answers.

Key: 1. A 2. B 3. C

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the texts, e.g. *When was UNICEF / UNDP / WTO formed? What's the UN's main goal? When did Viet Nam become a member of the UN / UNICEF / UNDP / WTO?*

ACTIVITY 3

Aim: To introduce or revise words related to activities of international organisations.

- Ask Ss to scan the four texts (A, B, C and D) to find the words matching the meanings given.
- In weaker classes, go through the definitions and elicit the parts of speech Ss need to look for in the texts.
- Have Ss compare their answers in pairs. Confirm the correct words.

Key: 1. peacekeeping 2. harm 3. expert 4. investors

Extension: Divide Ss into four teams and divide the board into four parts. Assign an organisation to each team. Give Ss one minute to read their assigned text and try to remember as many words as possible. Then have Ss close their books. Give a board pen to one student in each team. Ask teams to write as many key words related to their assigned organisation as they can remember. Set a time limit of 2 – 3 minutes and some rules, e.g. each word must be written by a different student and only one student from each team is allowed at any time at the board. When the time is up, ask Ss to open their books and count their correct words. The team with the most correct words is the winner. In stronger classes, have teams also explain the meanings of the words by giving simple definitions or examples.

ACTIVITY 4

Aim: To help Ss recognise comparative and superlative adjectives.

- Have Ss read each sentence and try to recall the comparative or superlative adjective used in the texts. Then ask them to read through the texts and find the correct words and phrases.
- Check answers. First ask the class to call out the comparative or superlative adjectives only, then call on individual Ss to read the complete sentences.
- Tell Ss that they will learn more about this grammar point in the following lesson.

Key: 1. more active 2. the most disadvantaged
3. better 4. largest 5. more attractive

PROJECT PREPARATION

The aim of this activity is to inform Ss what the final product of the Project should be like and how Ss can prepare for it.

- Ask Ss to open their books at the last page of *Unit 7*, the **Project** section and say what the topic of the Project is (*An international organisation*).
- Explain the Project requirements: Ss will have to find information about an international organisation.

Their presentation should include information as specified by the guiding questions. Ss can choose different ways to present their findings (e.g. PPT presentation, Poster presentation, video clips about the project).

- Explain to Ss how they can get the information, e.g. search the Internet, read newspapers, go to the library).
- Put Ss into groups, let them choose their group leader. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task (e.g. deciding on the name of the organisation, choosing information to answer the guiding questions, choosing the photos or pictures to illustrate ideas, preparing slides for PPT presentation / Poster presentation, rehearsing).

LESSON 2. LANGUAGE

PRONUNCIATION

STRESS IN WORDS WITH MORE THAN THREE SYLLABLES

ACTIVITY 1

Aim: To help Ss recognise and practise stress patterns in words with more than three syllables.

- Write the phrase *non-governmental organisations* on the board and ask Ss to read it out. Elicit the stress pattern and mark the primary and secondary stress of each word (,non ,govern'mental ,organi'sations).
- Ask Ss to read the **Tips** box and check understanding. In weaker classes, provide further explanations and more examples on the board.
- Play the recording and ask Ss to listen and repeat. Tell them to pay attention to the syllable with the primary stress. Play the recording as many times as necessary.
- Check whether Ss can pronounce these words correctly by randomly calling on some Ss to read the words aloud.

Audio script – Track 52:

- | | | | |
|------------------|--------------------|------------------|--------------------|
| 1. ,appli'cation | 2. com,muni'cation | 3. ,eco'nomiC | 4. ,expla'nation |
| 5. ,popu'lation | 6. ,inde'pendent | 7. ,possi'bility | 8. par,tici'pation |

Extension: Put Ss into groups of four and five. Say a four-syllable word and have the four-member groups build the word and show its stress pattern. For example, students can stand in a row with the student representing the stressed syllable putting his / her hand up. Alternatively, the students representing the unstressed syllables can sit down while the students representing the stressed syllable stay standing up. Say a five-syllable word and have the five-member groups do the same. The groups should also repeat the word with the correct stress. To make the game competitive, eliminate groups who have represented the stress pattern incorrectly. Repeat with other target words. Continue until there is only one group left, who is the winner.

ACTIVITY 2

Aim: To help Ss recognise stress in words with more than three syllables and practise saying sentences containing such words.

- Ask Ss to do the activity. In weaker classes, make sure if Ss can divide the words into syllables. Write them on the board and place slashes between the syllables, e.g. *in / ter / na / tion / al*.
- Play the recording for Ss to listen and put a mark (') before the syllable with the primary stress in the words in bold. Explain that they are only required to mark the primary stress.
- Have Ss work in pairs to compare their answers. Check answers as a class by having individual Ss write the words on the board and mark the stress. In stronger classes, challenge Ss to mark the secondary stress as well.
- Play the recording again pausing after each sentence for Ss to repeat. Then ask Ss to practise saying them in pairs.

Key + Audio script – Track 53:

1. Viet Nam is a member of different **,inter'national ,organi'sations**.
2. Our **re,sponsi'bility** is to help the most **,disad'vantaged** children.
3. This **,organi'sation** aims to promote **en,viron'mental** protection.
4. UNICEF aims to create **,edu'cational ,oppor'tunities** for all children.

VOCABULARY

JOINING INTERNATIONAL ORGANISATIONS

ACTIVITY 1

Aim: To revise new vocabulary items related to international organisations.

- Ask Ss to work in pairs. Have them study and discuss the context clues in the sentences, and work out the meanings of the words.
- Check answers as a class. Call on one student to read a word aloud and another student to read its meaning.

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

ACTIVITY 2

Aim: To give Ss practice in using the words in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences carefully and decide which of the words in bold in **1** can be used to complete each of the sentences. Remind them to use the context clues to help them decide on the word.

- Have individual Ss call out the words they have used in each sentence first. Check answers as a class.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word for each sentence, e.g. In sentence 1, *economic growth* is a positive result, so the word to fill in here must be *promote*).
- Ask some Ss to read the whole sentences.

Key: 1. promote 2. welcomes 3. commits 4. aims 5. enter

Extension: In stronger classes, have Ss play a game. Put them into groups and have each group create a short meaningful text using the five words they have just learnt. They can do that orally or in written form. Give groups a time limit of three minutes and encourage them to make as many sentences as possible. The group with a coherent text and all correct sentences is the winner.

Example: *This international organisation **promotes** cooperation among countries. It **welcomes** new members who want to **enter** the organisation. It **aims** to create a better world and **commits** to help poor countries achieve their goals.*

GRAMMAR

COMPARATIVE AND SUPERLATIVE ADJECTIVES

ACTIVITY 1

Aim: To give Ss an opportunity to revise comparative and superlative adjectives.

- Tell Ss to look at the sentences in **4** in **Getting Started**. Ask them how comparative and superlative adjectives are used in these sentences.
- Ask Ss to look at the **Remember!** box and carefully study the rules for using comparative and superlative adjectives.
- Ask Ss to look at sentence 3 and check understanding, e.g. *What are 'less' and 'the least'?* (the irregular comparative and superlative forms of *little*), *How are they used?* (used with long adjectives: *less / the least interesting*).
- Tell Ss to work in pairs or individually to choose the correct form of the adjective in each sentence.
- Check answers as a class and ask Ss to explain their choices, e.g. *In sentence 1, the context clues (WTO rules, smaller member countries) suggest the correct choice here must be a comparative form (easier).*

Key: 1. easier 2. more attractive 3. less competitive 4. the most popular

Extension: In weaker classes, have Ss practise making comparatives and superlatives of both regular and irregular adjectives, as well as short and long ones. Call out adjectives and have Ss call out their comparative and superlative forms. Make it more challenging by asking individual Ss to write the forms on the board.

ACTIVITY 2

Aim: To give Ss more practice in using comparative and superlative adjectives.

- Have Ss read the instructions carefully and check to make sure they all understand what the activity involves.
- In weaker classes, read each sentence, check understanding and identify the subjects of the new sentences. Write them on the board as prompts, e.g. *This city / imported goods / The United Nations / Our country.*
- Have Ss work in pairs to write the sentences.
- Check answers as a class. Confirm the correct answers.

Key:

1. This city is the most popular place for foreign visitors.
2. In many supermarkets, imported goods are cheaper than locally produced goods.
3. The United Nations is the largest international organisation.
4. Our country is more active on the international stage today than it was in the past.

LESSON 3. READING

UNICEF'S SUPPORT FOR VIET NAM'S EDUCATION

ACTIVITY 1. Pre-reading

Aim: To introduce the topic of the reading and get Ss involved in the lesson.

- Set the context. Ask questions for Ss to engage with the topic, e.g. *What do you know about UNICEF's activities in Viet Nam? Look at the picture. What does UNICEF do to support children here?* (The children in the picture may face difficulties in their lives: some of them are disabled,... but they all look very happy. They may have some help from UNICEF.)
- Ask Ss to look at the activities, and work in pairs to discuss and choose the ones that UNICEF does to support Viet Nam's education.
- Check answers as a class. Have Ss explain why **b** is not the correct answer, e.g. UNICEF provides opportunities for children to attend school and learn skills for the job market, but it doesn't find jobs for children.

Key: a, c, d

ACTIVITY 2. While-reading

Aim: To help Ss practise guessing the meanings of words in context.

- Have Ss read the text. Tell them to pay attention to the context of each highlighted word, then look at the multiple-choice exercise.
- Ask Ss to work in groups to discuss the clues for each correct option and compare answers.
- Check answers by having individual Ss call out the correct options.

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

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the questions and underline the key words in each of them.
- Check the key words Ss have underlined, e.g. 1. *UNICEF, particularly, aim to do, children, Viet Nam*; 2. *programme, helps, disadvantaged teenagers, continue, education*; 3. *programme, supports, disabled teenagers*; 4. *aim, Improving Learning Achievements programme*.
- Tell Ss to read through the text to locate the information that can help them answer these questions.
- Have Ss work in pairs or groups to compare answers.
- Check answers as a class.

Key:

1. To create opportunities for them to attend school, learn, and succeed.
2. Education for Disadvantaged Young People.
3. Providing Education Opportunities for Children with Disabilities.
4. To better prepare children for the challenges in the future.

Extension: Ask Ss some additional comprehension questions to check understanding of other parts of the texts, e.g. *When did UNICEF start work in Viet Nam? How many programmes are mentioned in the text? How are disadvantaged teenagers prepared for the job market?*

ACTIVITY 4. Post-reading

Aim: To help Ss use the ideas and language in the reading to talk about their own community.

- Ask Ss to read the text again and focus on the UNICEF's programmes mentioned in the text.
- Have Ss work in groups to discuss which of these programmes can be the most useful for people in their local area and explain why.
- Tell Ss that there are no right or wrong answers and encourage them to freely express their opinions.
- Invite Ss from different groups to present a summary of their discussions to the class.

LESSON 4. SPEAKING

PROGRAMMES FOR COMMUNITIES

Learning outcome: By the end of the lesson, Ss will be able to discuss and express opinions about a project or a programme that can benefit their local area.

ACTIVITY 1

Aim: To help Ss recall information from the reading text and introduce expressions for the speaking tasks.

- Ask Ss what they have learnt so far about international organisations, and their programmes or projects in Viet Nam. Encourage Ss to name the programmes that they have learnt about in the **Reading** lesson.
- Go through the questions and answers to check understanding. Ask Ss to match them.
- Check answers by asking one student to read the question and another the correct answer.
- Have Ss practise the conversation in pairs.

Key: 1. b 2. c 3. a

ACTIVITY 2

Aim: To introduce more ideas for the main speaking task through an information gap activity.

- Ask Ss to look at the instructions and make sure they understand this is an information gap activity. Demonstrate using the example exchange about the first piece of information.
- Put Ss into pairs and assign each student a role (A or B). Make sure Ss B look at their tables on page 85. Give Ss time to prepare the questions for their partners.
- Ask Ss to do their conversations in pairs and complete the missing information in their table without looking at their partner's table.
- Invite several pairs to role-play their conversations in front of the class, then have them read the information in their tables.

Suggested answers:

Conversation 1:

<i>Student A:</i>	What is the name of the UNDP Project?
<i>Student B:</i>	It's called <i>Poverty Reduction</i> .
<i>Student A:</i>	What does it focus on?
<i>Student B:</i>	It focuses on reducing poverty and developing economy in disadvantaged areas.
<i>Student A:</i>	What are the activities of this project?
<i>Student B:</i>	It provides technical support and helps develop solutions to local issues.

Conversation 2:

Student B:	What is the name of the UNICEF Programme?
Student A:	It's called <i>Vaccines for Children</i> .
Student B:	What does it focus on?
Student A:	It focuses on protecting children with life-saving vaccines.
Student B:	What are the activities of this programme?
Student A:	Its activities include educating people about the benefits of vaccines and vaccinating as many children as possible.

ACTIVITY 3

Aim: To give Ss an opportunity to personalise the topic and express their own opinions about the benefits of a programme or project.

- Ask Ss to read the instructions and the example to make sure they understand what to do.
- Have Ss study the useful expressions in the box. In weaker classes, pre-teach the sentence structures, if necessary.
- Put Ss into groups. Have each student think about the programme or project in **2**, and how each one will benefit their local area. Assign a discussion leader to each group who moderates the discussion and ensures that each member has a chance to speak.
- Ss take turns to tell other group members about their programme or project, and its benefits.
- Walk round the class and offer help, if necessary.
- Invite representatives from some groups to share their ideas with the whole class.

Extension: In stronger classes, put the groups who have chosen the UNICEF Programme into one team and the groups who have chosen the UNDP Project into another team. If one team is a lot bigger than the other, invite volunteers to change sides. Have Ss debate which one is better for their local area. Give them five minutes to prepare their arguments and assign roles to team members, e.g. who to open and close the debate, when to speak and what arguments to present.

To scaffold this activity, pre-teach some useful language for debating, e.g. *We believe / think / insist that ...; The most important argument for ... is ...; We're absolutely convinced that ...; It's true / obvious that ... However, ...; Moreover / What is more / Not only that but also ...; Let me summarise our point of view ...* If Ss are not familiar with formal debate, have teams follow the most basic debate structure: each team have 1 – 2 minutes to present their case, then they each have five minutes to state their arguments, and finally, they give a brief summary. The winner is the team who has presented the strongest case. Alternatively, have two of the original groups, who have chosen different organisations, debate while the rest of the class vote for the group they thought made the most convincing arguments. If time allows, the winner can then have a debate with another group.

LESSON 5. LISTENING

VIET NAM'S PARTICIPATION IN INTERNATIONAL ORGANISATIONS

ACTIVITY 1. Pre-listening

Aim: To introduce the topic of the listening and get Ss involved in the lesson.

- Ask Ss to name the international organisations that they learnt about in this lesson or know about (the United Nations (UN), the World Health Organisation (WHO), World Trade Organisation (WTO), Asia-Pacific Economic Cooperation (APEC), Association of South East Asian Nations (ASEAN)). Encourage Ss to list the international organisations that Viet Nam is a member of, e.g. UN, WHO, WTO, APEC, ASEAN.
- Elicit or explain the concept of foreign or international relations, e.g. relations or interactions between independent states or nations.
- Ask Ss to look at the statements related to international relations. Have Ss work in pairs to discuss and decide which of them are true about Viet Nam's foreign relations.
- Check answers as a class. Ask individual Ss to explain or provide evidence why statement **3** is not true.

Key: 1, 2, 4

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for specific information.

- Ask Ss to look at the requirement of this activity and make sure Ss understand it.
- Have Ss read each of the statements and underline key words, e.g. (1. *member, more than, 60*; 2. *650, non-governmental*; 3. *more active, international, regional*; 4. *selected, first training centre, peacekeeping activities, Southeast Asia*). Tell Ss to pay more attention to these words and phrases, and the context around them. Remind Ss that the statements may include paraphrased or different information from what they hear in the recording so they should listen for synonyms, antonyms or phrases with similar meanings.
- Play the recording and tell Ss to listen and decide whether each statement is true or false.
- Have Ss compare their answers in pairs / groups.
- Check answers as a class and confirm the correct ones. Invite individual Ss to explain why each statement is true or false, and correct the false sentences.
- Let Ss listen again, pausing at the places where Ss can find the information.

Key:

1. T

2. F (*more than 650*)

3. F (*more active in international and regional events as well*)

4. T

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

- Ask Ss to read the instruction and make sure they understand that they only need to write no more than two words in each blank.
- Have Ss look at each sentence and make predictions, e.g. part of speech, one or two words, meanings of the missing words.
- Explain that Ss may hear a different sentence structure, but the word / phrase needs to be the same as the one on the recording.
- Play the recording and ask Ss to complete the missing information individually.
- Have Ss compare their answers in pairs or groups.
- Check answers as a class by asking Ss to call out the missing words / phrase or write them on the board.
- Let Ss listen again, pausing the recording at the relevant parts.

Key: 1. international 2. reliable partner 3. participate 4. economic

Audio script – Tracks 54 + 55:

Phong: Hi, Nam! Our presentation about Viet Nam's participation in international organisations is next week. Let's check what information we have collected.

Nam: OK. First, Viet Nam is now a member of over 60 international organisations. It also has relations with more than 650 non-governmental organisations.

Phong: So, did you find any information about our country's international relations?

Nam: Viet Nam is open to international relations. It's a friend and a reliable partner of many countries in the international community. It has become more active in international and regional events as well.

Phong: That's right. I also heard on the news that our country has sent officers to participate in the United Nations' peacekeeping activities.

Nam: Exactly. The UN has also selected Viet Nam as the first training centre for international peacekeeping activities in Southeast Asia.

Phong: Do you think we should also talk about Viet Nam as a member of trade organisations?

Nam: Yes, of course. Viet Nam is a member of the WTO and APEC. This has increased trade with other member states and attracted more foreign investors.

Phong: And I think we should also mention the benefits of developing foreign relations.

Nam: I agree. We've gained many economic benefits. Viet Nam's position in the world has also improved.

Phong: That's right. So now let's decide who will ... (faded)

Extension: Make a copy of the audio script for each student with some content words removed from the conversation and replaced with lines. In stronger classes, you should delete more than one word in a sentence, while in weaker classes, you should only remove a word in each speaker's line. Play the recording and have Ss listen and fill in the missing words.

ACTIVITY 4. Post-listening

Aim: To help Ss apply the language they have learnt in the listening in a speaking task.

- Ask Ss to list the key information from the recording about Viet Nam's international relations, e.g. Viet Nam is open to international relations. It is a friend and a reliable partner in the international community. It has become more active in international and regional events. Viet Nam is also a member of different trade organisations. This helps to increase trade with other countries and attract more foreign investors. Viet Nam's position in the world has improved.
- Have Ss work in groups and try to identify the benefits mentioned in the recording, e.g. *gained many economic benefits, position in the world has improved*. Have Ss look at the list given and choose the benefits that Viet Nam has gained as a member of international organisations. Encourage them to come up with more benefits, e.g. *selling Vietnamese products in many foreign markets*.
- Invite some groups to present their lists of benefits to the class.

LESSON 6. WRITING

WRITING ABOUT VIET NAM'S PARTICIPATION IN INTERNATIONAL ORGANISATIONS

Learning outcome: By the end of the lesson, Ss will be able to write a paragraph about the benefits for Viet Nam as a member of international organisations.

ACTIVITY 1

Aim: To help Ss develop ideas for their writing and provide more useful words and phrases.

- Ask Ss to read the words in the word box and the sentences, and check understanding. Elicit the meanings of any words they don't know.
- Have Ss complete the activity individually.
- Then ask them to compare their answers in pairs / groups.
- Check answers by asking individual Ss to read the complete sentences.

Key: 1. popular 2. cultural 3. open to 4. easier 5. international 6. experiencing

ACTIVITY 2

Aim: To help Ss develop more ideas for their writing and organise them in a diagram.

- Ask Ss to look at the diagram about the benefits that membership of international organisations brings to Viet Nam. Tell Ss to study the two given benefits carefully and think about any examples or details to support each one. Encourage Ss to think of another benefit and examples to support it.

- Have Ss refer back to the previous activity and choose suitable information (examples / details) to complete this diagram.
- Ask Ss to compare their answers in pairs or groups.
- Check answers as a class. Draw the diagram on the board and invite individual Ss to complete it.

Key: a/b: 2/6

c/d: 3/5

C: Students' answers

e/f: Students' answers

(Note: The order for each pair may be flexible)

Extension: Divide Ss into four groups and assign each group one of the international organisations they have learnt about in the unit. If Ss are familiar with other organisations, increase the number of groups. Give each group five minutes to discuss the benefits for Viet Nam of being a member of their organisation, e.g. WTO: cheaper imports, improved access to world markets, economic growth. Encourage them to make notes. Have groups present them to the rest of the class.

ACTIVITY 3

Aim: To help Ss practise writing a paragraph about benefits for Viet Nam as a member of international organisations.

- Ask Ss to write a paragraph (120 – 150 words), based on the information in the completed diagram in **2**.
- Set a time limit for the task. Walk round the class to give further support if needed.
- When Ss finish writing, give them time to check their paragraph.
- Put Ss in pairs and ask them to swap their paragraphs for peer review. Encourage Ss to revise their paragraphs and correct any mistakes in their final draft.
- Collect Ss' writing to mark and provide written feedback in the next lesson.

Sample answer:

Viet Nam has gained three main benefits since it joined different international organisations. Firstly, it is easier and more convenient for Viet Nam to promote its culture and learn about other cultures. For example, various cultural exchanges help visitors know more about our country. In addition, Vietnamese people have a better chance of experiencing different cultures. Secondly, this has created more educational opportunities for both Vietnamese and foreign students. Greater educational opportunities abroad are now open to Vietnamese students. Viet Nam's colleges and universities can also accept international students. Finally, joining these organisations has also helped Viet Nam increase both local and international tourism. In fact, Viet Nam has become one of the most popular destinations for many foreign tourists in the region. It is also easier for Vietnamese people to travel abroad. In short, Viet Nam has benefited greatly from becoming a member of different international organisations.

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

MAKING AND RESPONDING TO INVITATIONS

ACTIVITY 1

Aim: To review expressions for making and responding to invitations.

- Ask Ss to read the incomplete conversations. Check comprehension by asking questions, e.g. *Who are the speakers? Are the two conversations happening at the same time? What are they talking about?*
- Have Ss listen and complete each gap of the conversations with a suitable expression from the box.
- Check answers by asking two pairs of Ss to read the conversations.
- Elicit the meaning and use of the expressions in the word box, e.g. C and D – to make an invitation; A – to accept an invitation and B – to decline an invitation.
- Have Ss practise the conversation in pairs.

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

Audio script – Track 56:

Conversation 1:

Nam: Lan, there'll be a talk about international organisations in my school on Sunday morning. Do you want to join me?

Lan: Yes, I'd love to. Can you meet me outside the school gate?

Nam: OK, see you at 8 a.m. on Sunday then.

Lan: Yeah, I'll be there on time. Bye.

Conversation 2:

Lan: Nam, there's an art exhibition near my school. Let's go to see it this afternoon.

Nam: Oh, I'm sorry, but I can't. I have to visit my grandparents today.

Lan: Never mind. Another time, perhaps.

ACTIVITY 2

Aim: To help Ss practise making and responding to invitations.

- Ask Ss to work in pairs and prepare short conversations based on the models in **1**.
- Give Ss a few minutes to come up with the details of an activity or event they would like to invite their partners to. Encourage them to write them down on a piece of paper and use them as prompts.
- Go through the useful expressions in the box. Check understanding by providing a situation and asking Ss to respond with a suitable expression, e.g. Situation: *I have a spare ticket for a concert.*
Expression to use: *Would you like to come to a concert?*
- Have Ss practise their conversations in pairs. Encourage them to swap roles so that each student has a chance to both make and respond to an invitation. Walk round the class and offer help if necessary.

- Invite some pairs of Ss to role-play their conversations in front of the class.
- Praise for good effort, accurate pronunciation and fluent delivery.

CULTURE

ACTIVITY 1

Aim: To help Ss learn about FAO and what it has contributed to the development of Viet Nam.

- Ask Ss some questions to find out what they already know about FAO, e.g. *What does FAO stand for?* (the Food and Agriculture Organisation), *What do you know about it?* *What are FAO's main activities?* (running projects to help developing countries).
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *When was it formed?* *What is the main aim of this organisation?* *When did it start working in Viet Nam?* *What has it done to help Viet Nam?*
- Put Ss into pairs. Ask them to read the text and complete the diagram. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class by calling on pairs to write the missing words on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Key: 1. 1945

2. end hunger and poverty

3. 1978

4. technical support

5. food security

ACTIVITY 2

Aim: To help Ss practise talking about FAO and its activities in Viet Nam using the completed diagram.

- Ask Ss to work in pairs. Give them a few minutes to study the diagram about FAO and its activities in Viet Nam and plan their talk. In weaker classes, provide some expressions for starting and finishing a talk, and for introducing different points, e.g. *Today, we're going to talk about ... To start with, / First, ... / Let me now move on to ...*
- Ask Ss in each pair to decide how they are going to split the talk and have them practise for a few minutes.
- Invite some pairs to give their talks in front of the class.
- Encourage the rest of the class to ask questions or give feedback.

Extension: In stronger classes, put Ss into groups and ask them to come up with a new project for FAO in Viet Nam or their community, e.g. *help farmers produce more and increase their profits / incomes; help farmers gain some science knowledge about their land and products, and improve their skills.* Have groups present their projects to the class and explain how they will benefit the country and communities.

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

If you have assigned the exercises in this section as homework, don't spend too much time on them. Quickly check their homework and answer any questions they may have about the language points tested here. If they haven't, follow the teaching steps below.

PRONUNCIATION

Aim: To help Ss revise stress in words with more than three syllables.

- Ask Ss to read the sentences and check understanding. In weaker classes, revise the two levels of stress: primary and secondary stress, and provide some examples.
- Have Ss listen and mark the primary stress in the words in bold. In stronger classes, Ss can mark the stress first, then listen to check their answers. Remind them they don't need to mark the secondary stress.
- Check answers as a class by inviting individual Ss to say and write the words, then mark the stress on the board.
- Have Ss practise saying the sentences out loud in pairs / groups. Tell them to pay close attention to the stress pattern of the words in bold.

Key + Audio script – Track 57:

1. WWF is the world's largest non-profit **en,viron'mental ,organi'sation**.
2. Viet Nam has become a more active **par'ticipant** in the **,inter'national com'munity**.
3. Japan is the biggest financial provider to this **,eco'nomi,c ,organi'sation**.
4. UNICEF helps **,disad'vantaged** teenagers continue their **,edu'cation**.
5. There are more **,edu'cational ,oppor'tunities** for Vietnamese students now.

VOCABULARY

Aim: To help Ss revise topic-related vocabulary items.

- Ask Ss to read the words in the box and the incomplete text. Check understanding.
- Tell Ss to study the context carefully and decide on the words to fill in the gaps. Ask Ss to modify the forms of these verbs if needed.
- Have Ss compare their answers in pairs / groups.
- Check answers as a class.

Key: 1. enter 2. commits 3. aims 4. welcomes 5. promote

GRAMMAR

Aim: To help Ss revise comparative and superlative adjectives.

- Make sure Ss understand how to complete the activity. In weaker classes, do the first one as a whole class and write it on the board as an example.
- Ask Ss to do the activity individually and give them enough time to write the sentences.
- Have Ss compare their answers in pairs / groups.
- Check answers by inviting individual Ss to write the correct ones on the board.

Key:

1. Viet Nam is more attractive to foreign tourists nowadays than it was in the past.
2. No international organisation is larger than the United Nations.
3. The international market now is more competitive than it was in the past.
4. Japan is the biggest financial provider to this organisation.

PROJECT

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

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.
- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick (✓) the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		

– The presenters used some photos / pictures to illustrate their ideas.		
– The presenters concluded their talk appropriately.		
CONTENT: <i>The presentation includes the following information about an international organisation.</i>		
– name of the international organisation		
– when and where it was formed		
– number of member countries		
– whether Viet Nam is a member		
– organisation's aims		
– current activities / projects		
– how it has helped Viet Nam		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I used some photos / pictures to illustrate my ideas.		
– I concluded my part of the talk appropriately.		
CONTENT: <i>Our presentation includes the following information about an international organisation.</i>		
– name of the international organisation		
– when and where it was formed		
– number of member countries		
– whether Viet Nam is a member		
– organisation's aims		
– current activities / projects		
– how it has helped Viet Nam		

NOW I CAN ...

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

Unit 8

NEW WAYS TO LEARN

OBJECTIVES:

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

- identify and use sentence stress appropriately;
- understand and use words and phrases related to different ways of learning;
- understand and use defining and non-defining relative clauses with *who*, *that*, *which*, and *whose*;
- read for main ideas and specific information in a text about online and face-to-face learning;
- talk about the advantages and disadvantages of online learning;
- listen to instructions on how to prepare for a blended learning class for specific information;
- write about the benefits of blended learning;
- give instructions;
- learn about modern schools;
- do a survey to find out how students use electronic devices to learn and report survey results in a group presentation.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

- To create a friendly and lively atmosphere in the classroom;
 - To lead into the unit.
-
- Put Ss into groups. Tell them to write the names of as many international organisations as they can remember from *Unit 7* or from their research. Set a time limit of one minute. Have groups say how many organisations they have come up with. Praise the group with the most correct names.
 - Find some video clips showing different kinds of classes (traditional class, online class, etc.) and ask Ss to describe what they can see in each video. Accept all reasonable answers.
 - Ask Ss to guess what they are going to learn in this unit. Write the topic *New ways to learn* on the board. Then ask Ss to open their books at page 86. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture / CLIL topics, and the project.

NEW LEARNING ACTIVITIES

ACTIVITY 1

Aims:

- To introduce the unit topic (*New ways to learn*);
 - To introduce some vocabulary and the grammar points to be learnt in the unit.
- Set the context for listening and reading the conversation. Have Ss look at the picture. Ask Ss questions about it, e.g. *Where are they?* (They're in a room / at home), *What's their relationship?* (They're friends), *What are they doing?* (They're talking / chatting).
 - Encourage Ss to use their imagination and accept all answers. Then explain that Nick and Long are in Nick's room and they are talking about learning activities at school.
 - Play the recording twice for Ss to listen and read along. Have Ss underline words / phrases related to learning or education.
 - Put Ss in pairs and ask them to compare the words / phrases they have underlined and discuss their meanings. Then check comprehension as a class.
 - Call on two or three pairs of Ss to read the conversation aloud.

Audio script – Track 58:

Long: Hi, Nick. What are you doing?

Nick: I'm watching the video that my geography teacher uploaded on Eclass.

Long: Really? What is it about?

Nick: It's about global warming. My teacher asked us to watch the video and find more information about this topic.

Long: So, is watching the video part of your homework?

Nick: Yes, then next week, we'll work in groups and discuss the topic in class.

Long: Sounds interesting. You can watch the video many times and also search for more information at home.

Nick: You're right. I'm not good at taking notes in class, you know. So I prefer this way of learning. It gives me a chance to discuss with my classmates, who may have original ideas on the topic.

Long: Does your teacher often ask you to prepare materials at home and discuss in class, Nick?

Nick: Yes, she does. We're doing a lot of projects that help us understand the lessons better. This way of studying, which gives us more control over our own learning, is quite useful.

Long: You're lucky. My teachers use very traditional methods of teaching at my school. I wish I could try these new learning activities.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each statement carefully. Ask them to guess whether these statements are true or false, then read the conversation and locate the part of the conversation that contains the information.
- Call out each statement and have different pairs provide their answers.
- Confirm the correct answers.

Key: 1. T 2. F 3. T

Extension: Ask Ss some additional comprehension questions to check their understanding of other parts of the conversation, e.g. *Where does Nick get the materials for his homework? What will Nick and his classmates do in their next week's class? Do Long's teachers use the same teaching activities as Nick's teachers do?*

ACTIVITY 3

Aim: To help Ss revise collocations related to learning activities.

- Have Ss read the conversation quickly again to find these words and underline them. Then ask Ss to do the matching.
- Check answers. Write the verbs on the board, and call on individual Ss to write the nouns to complete the phrases.

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

Extension: Put Ss into pairs and have them pass the collocations between them. Ask them to say the words quickly like a ball passing between tennis players. For example, Student A says *upload*, Student B immediately says *a video*. Encourage them to practise other phrases from the conversation or previous units, e.g. *sounds interesting*, *global warming*, *disadvantaged children / areas*. In stronger classes, make the game competitive. The pair that continues for the longest time without making mistakes is the winner.

ACTIVITY 4

Aim: To help Ss identify relative clauses.

- Have Ss read the four incomplete sentences. Elicit the type of grammar words that they need to fill in the gaps (relative pronouns) and give some examples.
- In weaker classes, encourage Ss to read the conversation again and find the sentences. Remind them that they might be paraphrased.
- Check answers by calling on individual Ss to read the complete sentences.
- Focus Ss' attention on the complete sentences that contain the relative clauses and elicit the grammar points (relative clauses with *who*, *which*, *that*, *whose*).

Key: 1. that 2. who 3. that 4. which

PROJECT PREPARATION

The aim of this activity is to inform Ss what the final product of the Project should be like and how Ss can prepare for it.

- Ask Ss to open their books at the last page of *Unit 8*, the **Project** section, look at the picture and say what the topic of the Project is (how students in their class use electronic devices to study).
- Show the class the table of guided questions, and elicit what type of information that they need to fill in and which questions they can use to get the information from other friends.
- Set a timeline for Ss to do the survey, gather information, and collect numerical data, which they need to collate, analyse and present in a different way (graphs, charts, etc.).
- Put Ss into groups and have them choose their group leader. Help Ss set a deadline for each task.

LESSON 2. LANGUAGE

PRONUNCIATION

SENTENCE STRESS

ACTIVITY 1

Aim: To give Ss practice in identifying sentence stress and using it appropriately.

- Write the first sentence on the board and call on one or two Ss to read it. Ask questions to elicit the concept of sentence stress, e.g. *Do you stress each word in the sentence? Do you put any stress on words such as 'we', 'the', and 'for'? Which words do you stress?*
- Focus Ss' attention on the **Tips** box and have Ss read the explanation and example.
- Play the recording of the first sentence and ask Ss to listen and repeat. Tell them to pay attention to the stressed words in it.
- Play the rest of the recording and ask Ss to repeat.
- Have Ss practise reading the sentences in pairs. Walk round the class and check Ss' pronunciation and stress placement. Call on some Ss to read them aloud.

Audio script – Track 59:

1. We should **'finish** the **'project** for our **'history** **'class**.
2. **'Peter** is **re'vising** for his **e'xam** **'next** **'week**.
3. **'Students** will **'spend** more **'time** **'working** with **'other** **'classmates**.
4. I **'like** to **'watch** **'videos** that **'help** me **'learn** **'new** **'things**.
5. I have **in'stalled** some **'apps** on my **'phone**.

ACTIVITY 2

Aim: To give Ss practice in identifying sentence stress and using it appropriately.

- Ask Ss to read the sentences. Check comprehension.
- Have Ss underline the stressed words in each sentence individually. Then ask them to work in pairs to compare their answers.
- Call on individual Ss to write their underlined words for each sentence on the board. Check answers as a class.
- Put Ss in pairs again and have them practise reading the sentences to each other.

Key:

1. Our teacher often gives us videos to watch at home.
2. I never read books on my tablet at night.
3. It is a new way of learning and students really like it.
4. You can find a lot of useful tips on this website.
5. They should make an outline for their presentation.

Extension: Play the conversation in **Getting Started** again and have Ss listen and underline the stressed words in their Student's Books. Ask individual Ss to call out the stressed words and confirm the answers. Then put Ss into pairs and have them practise the conversation trying to use the correct sentence stress. Invite some volunteers to read it in front of the class.

VOCABULARY

DIFFERENT WAYS OF LEARNING

ACTIVITY 1

Aim: To make sure that Ss understand the meanings of some topic-related words / phrases.

- Read the words / phrases on the left and make sure Ss understand the abbreviations in brackets (v, n, adj). In weaker classes, read each word / phrase and elicit the part of speech they need to look for in the definitions, e.g. *What part of speech do you need to look for in the definition of 'face-to-face'?* *Which definition starts with an adj?*
- Ask Ss to work in pairs to do the matching.
- Check answers as a class. Call on one student to read aloud a word / phrase and another student to read its definition.

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

ACTIVITY 2

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

- Have Ss work in pairs. Tell them to read the sentences carefully to decide which word / phrase in **1** can be used to complete each of the sentences. Remind them to use the contextual clues to decide on the word / phrase.
- Check answers as a class. Have individual Ss call out the word / phrase they have used for each sentence first.
- Confirm the correct answers. In stronger classes, ask Ss to explain why they have chosen the word / phrase for each sentence (the clues in the context), e.g. The first sentence needs an adjective and the only one on the list is *face-to-face*. The second sentence needs a noun, and the phrase *learn anytime and anywhere* suggests that *online learning* is the best choice.
- Ask individual Ss to read the complete sentences.

Key: 1. Face-to-face 2. online learning 3. prepare for
4. strategy 5. Blended learning

Extension: In stronger classes, have Ss play a game. Divide them into several teams. Call out one of the five words / phrases and have teams write as many sentences with it as they can. Give a time limit of one minute. Repeat for the other words / phrases. Invite each team to read their sentences. The team with the most correct sentences is the winner.

GRAMMAR

RELATIVE CLAUSES

ACTIVITY 1

Aim: To give Ss an opportunity to revise the two types of relative clauses using relative pronouns (*who, that, which, whose*).

- Tell Ss to look at the sentences in **4** in **Getting Started**. Elicit the types and uses of relative clauses, e.g. *How many types of relative clauses are there? What are their uses? What do relative pronouns (who, that, which, whose) modify?*
- Have Ss read the explanation and examples in the **Remember!** box. Check understanding and provide more examples if necessary.
- Ask Ss to work in pairs or individually to match the two parts to make complete sentences.
- Call on individual Ss to write the sentences on the board. Check answers as a class.

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

ACTIVITY 2

Aim: To give Ss an opportunity to practise using relative pronouns to make relative clauses.

- Ask Ss to read each sentence and decide which relative pronoun they need to use to join the two simple sentences. Have Ss write their answers individually.
- Put Ss in pairs to compare their answers.
- Check answers as a class. Pay attention to the use of commas in sentences which contain non-defining relative clause.

Key:

1. My brother, who is good at computers, teaches me how to use a laptop.
2. Peter, whose sister is taking an online maths course, is a friend of mine.
3. Lan has read the book which / that I lent her.
4. The boy who has designed this invention is only 10 years old.
5. That app, which can help improve your English pronunciation, is easy to use.

Extension: To further practise defining relative clauses, have Ss play a definition game. Put them into pairs and give each student in the pair a different list of words they know, e.g. video, project, geography, teacher, classmate. They take turns to describe each word using a relative clause without mentioning the word, e.g. *This is a short film that you can watch on your laptop.* Their partner must guess the word. Ask pairs to keep a tally of the correct guesses.

To further practise non-defining relative clauses, brainstorm famous people or places and write them on the board. One student in the pair should choose a person / thing from the list and say something true about him / her / it, e.g. *Elvis Presley was an American singer.* Their partner should add information to the sentence without changing the meaning, e.g. *Elvis Presley, who was born in 1935, was an American singer.* Then each student tries to expand the sentence, e.g. *Elvis Presley, who was born in 1935, was an American singer and actor.* / *Elvis Presley, who was born in 1935, was an American singer and actor, who played in more than 40 films.* Since it is difficult to add only relative clauses, Ss can also expand the sentences with other words. Pairs continue until one person makes a mistake or gives up. The pair that plays the game for the longest time or creates the longest sentence is the winner.

LESSON 3. READING

ACTIVITY 1. Pre-reading

Aim: To introduce the topic of the reading and get Ss involved in the lesson.

- Ask Ss to work in pairs to look at the two pictures and discuss the two questions.
- Call on some pairs to share their ideas.
- Elicit the two ways of learning, e.g. *Where is the girl in picture a?* (at home, in front of a computer), *What can you see on her computer screen?* (teacher / tutor), *How is she learning?* (online), *Where are the students in picture b?* (in the classroom), *Are they facing the teacher?* / *Are they taught in person?* (yes), *What do we call this traditional type of learning?* (face-to-face learning).
- Ask individual Ss if they have experienced both ways of learning.

Suggested answers:

Picture a: online learning

Picture b: face-to-face / traditional / classroom learning / learning in class

ACTIVITY 2. While-reading

Aim: To help Ss practise reading for the main idea.

- Read the three titles and check understanding.
- Ask Ss to read the whole texts once to get an overall idea and then choose the correct answer.
- Check answers as a class. Ask individual Ss to call out their answer and explain why the other options cannot be used as titles for the texts, e.g. (A) refers to ways of helping students which are not mentioned in the text; (C) suggests some techniques to make students enjoy learning which are not mentioned in the text.

Key: B

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the statements and underline the key words in each of them.
- Check the key words Ss have underlined, e.g. 1. *online learning, isn't good, face-to-face*; 2. *gains, same knowledge, both ways of learning*; 3. *more, conversations, discussions*; 4. *uses, emails, contact*; 5. *pay, more attention, class*; 6. *need, access, Internet*. Remind Ss the statements may include paraphrased information, so when they read the texts they should also look for synonyms or words with similar meanings.
- Tell Ss to scan the texts to locate the answers, then read again, but this time pay attention only to the parts of the texts that contain the information.
- Have Ss work in pairs or groups to compare their answers.
- In weaker classes, check answers as a class and give the clues by highlighting the phrases or sentences that contain the information. In stronger class, ask Ss to explain their answers by providing clues from the text.

Key: This person ...

	Kim	Laura	Clues
1	✓		thinks that online learning isn't as good as face-to-face learning.
2		✓	gains the same knowledge in both ways of learning.
3	✓		has more direct conversations and discussions.
4		✓	uses emails to contact classmates.
5	✓		can pay more attention in class.
6		✓	needs to have access to high-speed Internet.

Extension: Ask each student to choose one of the people, Kim or Laura, without telling their classmates, and think of something that this person might say based on the reading text, e.g. *I prefer face-to-face learning because I can understand the lesson better.* (Kim); *Sometimes, I can stay at home and take online classes.* (Laura); Have Ss take turns to call out their statements while the rest of the class try to guess the person. In stronger classes, ask Ss to avoid using the exact wording from the text, e.g. *It's difficult to solve problems in online classes.* (Kim)

ACTIVITY 4. Post-reading

Aim: To help Ss use the ideas and language in the reading text to talk about their opinions and give reasons.

- Ask Ss to read the texts again and highlight words and phrases describing Kim's and Laura's experiences of studying online and in the classroom. Have them think about if they agree or disagree with them.
- Put Ss into pairs. Have them discuss the two ways of learning and decide which one is better and why.
- Invite one or two pairs of Ss to present their choice and reasons to the class. Praise for interesting ideas and fluent delivery.

LESSON 4. SPEAKING

ONLINE LEARNING

Learning outcome: By the end of the lesson, Ss will be able to talk about the advantages and disadvantages of online learning.

ACTIVITY 1

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

- Remind Ss of the two students, Kim and Laura, from the **Reading** section, and elicit the advantages of each way of learning mentioned in the reading text.
- Ask Ss to read the statements and check if any of the advantages from the reading are listed there.
- Explain that they are going to focus on online learning. Put Ss into pairs to discuss and sort the statements. Encourage them to add more ideas, e.g. Advantages: Students gain technical skills. Students don't miss any lessons even when they can't get to school. Disadvantages: Students can't concentrate in front of the screen. The Internet connection may not be stable.
- Check answers as a class.

Key:

Advantages: a, d, e

Disadvantages: b, c, f

ACTIVITY 2

Aim: To help Ss brainstorm ideas for the speaking activity.

- Ask Ss to refer back to the two categories in **1**.
- Ask Ss to work in two groups. One group is the proponent of online learning and the other is against online learning. Ask them to think of examples and supporting ideas for their sides.
- Give Ss enough time to discuss and decide on the advantages or disadvantages, and complete their tables. Walk round the class and offer help if necessary.

Sample answers:

For

- We can learn anytime and anywhere with an Internet connection. (We don't have to go to school and we can save a lot of time travelling. We can do assignments when we have free time as they are uploaded online.)
- We can organise our own study schedule. (We choose to attend the courses that are suitable for our schedule. The timetable may not be fixed.)

Against

- This can harm our health. (If we sit in front of a computer for a long time, it can cause short-sightedness or backache.)
- We may have technical problems. (We can't follow the teacher's lesson or submit homework.)

ACTIVITY 3

Aim: To give Ss an opportunity to discuss and express opinions about online learning.

- Put Ss into pairs. Make sure that they are from two opposite groups. Give Ss time to discuss their ideas. Remind them to use the notes in **2**. Walk round the class and offer help if necessary.
- Call on two or three pairs to present a summary of their discussion in front of the class. Encourage other classmates to ask questions.
- Praise for good effort, interesting ideas and fluent delivery.

Extension: Put Ss into pairs and have each pair discuss the advantages and disadvantages of another type of learning, i.e. face-to-face learning or blended learning. Once each pair comes with at least three advantages and disadvantages, put pairs who have discussed the same type of learning into one group and have Ss compare and consolidate their ideas. Finally, ask each group to present them to the other group.

LESSON 5. LISTENING

BLENDED LEARNING

ACTIVITY 1. Pre-listening

Aim: To introduce the topic of the listening and get Ss involved in the lesson.

- Ask Ss to work in pairs to discuss and decide what they often do to prepare before a new lesson by putting a tick in the suitable box(es).
- Call on some pairs to share their ideas.
- Brainstorm with Ss more ideas in a whole-class discussion. In stronger classes, ask Ss if they have experienced a blended learning class.

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for gist and specific information.

- Ask Ss to read through the instruction and guess the answers to two questions.
- Play the first part of the recording for Ss listen and check if their answers are correct.
- Check answers as a class. Ask Ss to support their answers with clues from the recording. (1. ... *I'd like you ... complete ... at home.*; 2. ... *materials and watch the videos that you've uploaded on Eclass*).
- In weaker classes, play the recording a second time pausing after the clues.

Suggested answers:

1. The teacher is talking about homework / things students need to do at home / how to prepare for the next lesson.
2. She has uploaded the materials and videos.

Audio script – Track 60:

Teacher: Now, listen everybody! I'd like you all to complete this population map at home. Do you have any questions for this week's homework?

Nam: Do we need to read the materials and watch the videos that you've uploaded on Eclass for the next lesson?

Teacher: Yes, Nam ...

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information and key words.

- Ask Ss to look at the flow chart, underline the key words and decide how many words and what part of speech they need to fill in each blank (1: noun; 2: verb; 3: noun; 4: verb; 5: verb).
- Play the second part of the recording and have Ss listen and note down their answers in their notebooks. Play the recording again so that Ss can confirm their answers and add any missing words.

- Have Ss work in pairs to compare their answers.
- Check answers as a class.
- For weaker classes, play the recording a third time pausing after the sentences containing the answers.

Key: 1. Homework 2. take notes 3. (more) information 4. discuss 5. Email

Audio script – Track 61:

Teacher: To prepare for next week's class, you should log in to your account on Eclass and click the Homework folder. I've uploaded some reading passages, slides and two videos about population growth. Read the materials, watch the videos and take notes of important points at home.

Mai: Can we use a mindmap to present the main ideas?

Teacher: Yes, you can, Mai. Choose a suitable way for you. Next week we'll discuss the impact of population growth on the environment so I want you to find more information on this topic.

Mai: Where can we get the information?

Teacher: You can go to the library, read newspaper articles or search the Internet for information. Work in groups of four, discuss and write down what you've discovered. Email me if you have any questions...

Extension: Make some true and false statements about the recording, e.g. 1. *This week the students have learnt about the environment.* (False); 2. *They have to complete a map for homework.* (True). Call out a statement and have Ss call out True or False. In stronger classes, invite individual Ss to make true and false statements and test the rest of the class.

ACTIVITY 4. Post-listening

Aim: To give Ss an opportunity to use the ideas and language in the listening to talk about their opinions and give reasons.

- Ask Ss to work in groups and discuss the question. Walk round the class and monitor their discussions.
- Call on Ss from different groups to share their opinions with the class.

Extension: Put Ss into groups and have them design a lesson for a subject and type of learning of their own choice. In weaker classes, brainstorm or tell Ss what to think about and write down some prompts on the board, e.g. *subject (English / history / science); type of learning (face-to-face, online, blended); learning objective (to learn grammar / reading skills; to learn about Ancient Greece; to learn about gravity); preparation for the lesson, lesson stages, materials, homework.* Ask groups to present their lesson plans to the rest of the class and have the class vote for the most interesting one.

LESSON 6. WRITING

BENEFITS OF BLENDED LEARNING

Learning outcome: By the end of this lesson, Ss will be able to write about the benefits of blended learning.

ACTIVITY 1

Aim: To help Ss identify some of the benefits of blended learning.

- Have Ss work in pairs. Tell them to read the statements and discuss which of them describe the benefits of blended learning. Ss may refer back to the ideas in the **Reading** and **Listening** sections.
- Call on some pairs to share their answers.
- Check answers as a class.
- Ask Ss to think of more benefits of blended learning. Write the best suggestions on the board.

Key: Benefits: 1, 2, 4

ACTIVITY 2

Aim: To help Ss develop and organise ideas for their writing in **3**.

- Ask Ss to study the outline.
- Put Ss into groups and have them complete the outline. Encourage Ss to use the benefits in **1** and think of more supporting ideas.
- Call on some groups to read or write their answers on the board.
- Check as a class to see if the main ideas match the supporting points / explanations.

Suggested answer:

Second benefit	Second, we can develop better communication and teamwork skills.
	Explanation 1: We can use different ways to communicate in class.
Concluding sentence	I think we should have more blended learning classes at school because they keep us engaged and help us learn useful skills.

ACTIVITY 3

Aim: To help Ss practise writing a paragraph about the benefits of blended learning.

- Tell Ss to write a paragraph (120 – 150 words) about the benefits of blended learning using the outline in **2**. Tell Ss that they can also use the suggested ideas in **1**. Ask them to pay attention to punctuation, structures, word choice, linking words, etc. In weaker classes, ask Ss to work in groups and write their paragraphs.
- Ask one or two Ss to read or stick their paragraphs on the board. Have the rest of the class comment and say what they like about them. Collect Ss' paragraphs to correct and provide written feedback.

Sample answer:

Blended learning is a way of studying a subject, which combines learning over the Internet and face-to-face learning, and brings several benefits to us. Firstly, blended learning helps us have more control over our own learning. We are able to get access to many online materials and video lectures at any time. This also allows us to watch and review lessons that we have not understood at home. If we are absent from school, we will not miss any lessons. Secondly, we can develop better communication and teamwork skills in a blended learning class. Since a lot of the work is assigned for homework, we have more time for pair work and group work. Unlike traditional learning, blended learning provides us with more ways of communication including text messages, emails or social media. In conclusion, I think we should have more blended learning classes at school because they keep us engaged and help us learn useful skills.

Extension: In stronger classes, tell Ss that their paragraphs present a one-sided argument, i.e. they only mention the benefits and try to persuade the reader to agree with them. Explain that there are also two-sided argumentative essays that present a balanced and objective analysis of both sides of an argument, in this case, for example, blended learning has both advantages and disadvantages. Put Ss into groups and have them write a two-sided argumentative essay. They can do that by modifying the topic sentence (e.g. ... *bring both benefits and problems* / *has both pros and cons*), adding an 'against' argument (disadvantage) after each 'for' argument (advantage) and summarising the ideas in the concluding sentence. Ask some groups to read their essays and praise them for well-structured arguments and ideas.

LESSON 7: COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

GIVING INSTRUCTIONS

ACTIVITY 1

Aim: To review how to give instructions.

- Have Ss look at the four options A-D. Elicit what part of speech they are (verbs) and what they describe (actions).

- Ask Ss to read the conversation and find clues for the missing verbs: (1) a verb that goes with the preposition *to*; (2) a verb that goes with an object (a name); (3) a verb that completes the phrase *the 'Search' button*; (4) a verb that goes with a clause of time. Then have them complete the gaps.
- Play the recording for Ss to listen and check their answers.
- Ask Ss to pay attention to the imperative sentences.
- Elicit that we give instructions using imperatives and linking words (*First, Second, Then*) to show the order or the steps in the process. Remind them that if they want to sound more polite, they should use *please*, e.g. *Please type the words.* / *Type the words, please.*
- Put Ss into pairs to practise the conversation.
- Invite some pairs to role-play the conversation in front of the class.

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

Audio script – Track 62:

Tam: Mai, can you show me how to install the app I-Speak on my smartphone? I want to practise my English speaking skills.

Mai: Of course. First, go to the App store on your phone. Second, type 'I-Speak' in the search box at the top of the screen, then click the 'Search' button.

Tam: Let me try. OK, I see the search results. What do I do next?

Mai: Now, click 'Get' next to the 'I-Speak' icon and wait until the download is complete.

ACTIVITY 2

Aim: To help Ss practise giving instructions.

- Ask Ss to work in pairs to make similar conversations about how to install another study app on a smartphone, using imperatives.
- Give Ss a few minutes to decide on the app and think of the steps they need to go through. Encourage them to write some notes or draw a flow chart of the steps.
- Make sure Ss swap roles and have a chance to both ask the questions and explain the steps using imperatives.
- Walk round the class to monitor and provide help if needed.
- Call on some pairs to role-play their conversations in front of the class.

Suggested answer:

A: Can you show me how to install the Zalo app on my smartphone? I want to text or make video calls with my friends.

B: Of course. First, go to the Apple store or Google play. Second, type 'Zalo' in the search box at the top of the screen, then click the 'Search' button.

A: Let me try. OK, I can see the app Zalo. What do I do next?

B: Now, click 'Get' next to the 'Zalo' icon and wait until the download is complete.

MODERN SCHOOLS

ACTIVITY 1

Aims:

- To learn about features of modern schools;
 - To help Ss practise reading for specific information in a text.
- Write *Modern schools* on the board and have Ss call out words and phrases associated with them, e.g. *successful students, good facilities, innovation, latest technology, experienced teachers*. Write them on the board.
 - Ask Ss to read the text and answer the questions individually.
 - Call on one or two Ss to give their answers and check them as a class.

Key:

1. Teachers play the role of a guide for students.
2. Two common features of modern schools are class discussion and group learning.
3. They use them to access digital learning resources.
4. They participate in field trips and school camps.

ACTIVITY 2

Aim: To help Ss relate what they have learnt to their own school.

- Ask Ss to work in groups to discuss the main features of their school.
- In weaker classes, have Ss underline the ideas in the text so they can use them in their discussion. In stronger classes, encourage Ss to compare the features of their school with the ones mentioned in the text.
- Invite some groups to present a summary of their discussion to the class.

Extension: Put Ss into groups and have them design their ideal modern school. Ask them to think about the following: type of learning, subjects Ss need to study, skills they need to develop, ways of testing their knowledge and skills, number of hours they need to attend classes or study every day, technology they can use, design of the classrooms, the school building and the playground, the facilities, etc. Give each group a large piece of paper and encourage them to draw simple sketches to illustrate their ideas. Ask groups to show their drawings and present their ideal school to the class.

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

If your Ss have completed all the exercises in this section as homework, don't spend too much time on them. Quickly check their homework and answer any questions they may have about the language points tested here. If they haven't, follow the teaching steps below.

PRONUNCIATION

Aim: To help Ss revise sentence stress.

- Tell Ss to underline the stressed words in each sentence, then compare their answers in pairs. Then play the recording for them to check their answers.
- Ask some Ss to write the sentences on the board and underline the stressed words. Then read them out.
- Check and correct any mistakes.
- Play the recording again and have Ss practise reading the sentences.

Key + Audio script – Track 63:

1. Many students bring smartphones to school nowadays.
2. You can download the app to study English.
3. Thanks to technology, students can learn anywhere.
4. My sister is looking for information for her presentation tomorrow.

VOCABULARY

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

- Have Ss do this activity individually and write their answers in their notebooks.
- Call on some Ss to write the words on the board, then check answers as a class.

Key: 1. online 2. Traditional 3. connection 4. blended 5. teamwork

GRAMMAR

Aim: To help Ss revise relative clauses with *who*, *which*, *that*, and *whose*.

- Ask Ss to complete the sentences with suitable relative pronouns individually first.
- Then have them check their answers in pairs before discussing the answers as a class. Elicit the kind of relative clause in each sentence, e.g. defining or non-defining relative clause, and the use of each relative pronoun, e.g. *who* is used with people only.

Key: 1. who / that

2. which / that

3. which

4. whose

5. which / that

6. who

PROJECT

Aim: To provide an opportunity for Ss to develop their communication and collaboration skills, and to practise reporting survey results in an oral presentation.

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.
- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick (✓) the appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.
- Invite two or three groups to give presentations on their groups' findings.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters used graphs / charts to illustrate their findings.		
– The presenters concluded their talk appropriately.		
CONTENT: <i>The presentation includes the following information about technology for learning.</i>		
– the number of students using each device		
– the most frequently used devices		
– the frequency of using the devices		
– the purposes for using them		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I used graphs / charts to illustrate my findings		
– I concluded my part of the talk appropriately.		
CONTENT: <i>Our presentation includes the following information about technology for learning.</i>		
– the number of students using each device		
– the most frequently used devices		
– the frequency of using the devices		
– the purposes for using them		

NOW I CAN ...

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

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VỚI CUỘC SỐNG

REVIEW 3

INTRODUCTION

Review 3 is aimed at revising the language and skills Ss have learnt in *Units 6 – 8*. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

LANGUAGE

PRONUNCIATION

Aim: To give Ss an opportunity to review word and sentence stress.

- Ask Ss to read the sentences, underline the stressed words, and then mark the stressed syllables.
- Have Ss work in pairs to compare their answers.
- Play the recording, pausing after each sentence for Ss to check their answers.
- Check answers as a class by asking some Ss to write the sentences, underline the stressed words and mark the stressed syllables.

Key + Audio script – Track 64:

1. Our responsi'bility is to help the 'children in re'mote 'areas.
2. Viet Nam is an 'active 'member of 'many inter'national organi'sations.
3. Our 'company has gained eco'nomic 'benefits from 'selling 'local 'products.
4. There are 'many new 'learning ac'tivities at schools now.

Extension: Put Ss into groups and ask each group to choose a short text of 4 – 5 sentences from *Units 6 – 8*. Have each group read it aloud and underline the stressed words. If time allows, give Ss large pieces of paper and ask them to copy the text and mark the sentence stress. Ss can then show the marked text in front of the class and read it aloud. Invite the rest of the class to comment on the placement of stress. Confirm the stressed words and have groups read the text again.

VOCABULARY

ACTIVITY 1

Aim: To help Ss review the collocations learnt in *Units 6 – 8*.

- Ask Ss to work individually or in pairs to match the words.
- Elicit the unit each phrase comes from or the topic it is related to, e.g. 1. *equal opportunities* (Unit 6: Gender equality).

- Check answers as a class. Call on one student to read an adjective aloud and another student to read the noun that goes with it.

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

ACTIVITY 2

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

- Have Ss work in pairs. Tell them to read the sentences, focus on the words around the gaps and decide on the part of speech that they need to use to complete them. Explain that they have to use the context clues to decide on the word form.
- Remind Ss that they have learnt these words in *Units 6 – 8*.
- Check answers as a class. Have Ss call out the word they have used for each sentence first.
- Ask some Ss to read the complete sentences. Confirm the correct answers.

Key: 1. equally 2. organisations 3. traditionally 4. Education

Extension: Put Ss into two teams. Call out target words from the previous three units and have the teams make sentences. Give 30 seconds for Ss to write each sentence on a piece of paper. They can read each one before you move to the next word or read all sentences at the end of the game. Give each team a point for each correct sentence. The winner is the team with the higher score.

GRAMMAR

ACTIVITY 1

Aim: To help Ss revise the relative pronouns *who*, *that*, *which*, and *whose*.

- Ask Ss to work in pairs or individually to choose the correct relative pronouns to complete the sentences.
- Call on individual Ss to write their answers on the board. Check answers as a class.

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

Extension: Prepare true and false definitions of some of the words and phrases Ss have learnt in the previous three units, e.g. *Kindergarten teachers, who work with pre-school children, are mainly women.* (True); *A surgeon is someone who does operations in schools.* (False); *Blended learning, which combines online videos with traditional classroom methods, is a way of cooking.* (False). Have Ss say whether the definitions are correct and correct the wrong ones. Ss can then make their own definitions and work in pairs to test them on their partners.

ACTIVITY 2

Aim: To help Ss revise comparative and superlative adjectives, and the passive voice with modal verbs.

- Have Ss work in pairs. Tell them to read each sentence carefully and decide which structure they should use. In weaker classes, have Ss identify the two sentences in which comparative adjectives are needed, the sentence in which a superlative is needed, and the two sentences in which the passive voice is needed.
- Call on individual Ss to read their completed sentences first. Then check as a class and confirm the correct answers.

Key:

1. is larger than
2. can't be accepted
3. is more active
4. the most interesting online course
5. should be provided for women

SKILLS

LISTENING

ACTIVITY 1

Aim: To help Ss practise listening for gist.

- Ask Ss to look through the list of titles.
- Play the recording and have them choose the best title for the recording.
- Check answers as a class. Ask Ss to explain why A and C are not suitable titles, e.g. (A) *The option 'using electronic devices' is too general because the recording talks about using these devices to study English online;* (C) *A way to do online exercises is not mentioned in the recording.*

Key: B

ACTIVITY 2

Aim: To help Ss practise listening for specific information and key words.

- Ask Ss to look at the sentences, underline the key words and decide what part of speech they need to fill in each blank (e.g. 1: adj; 2: adj; 3: noun; 4: noun).
- Play the recording again and have Ss write down their answers in their notebooks.

- Have Ss work in pairs to compare their answers.
- Check answers as a class.
- In weaker classes, play the recording again, pausing after the sentences containing the missing words.

Key: 1. bored 2. useful 3. activities 4. answers

Audio script – Tracks 65 + 66:

You may feel unhappy with your low scores in English tests or bored with textbooks, lectures, and other traditional teaching materials. Want to learn English in a different but effective way? The answer is so simple: use electronic devices to study English online!...

There are many useful websites to learn English on the Internet. All you need is a computer with an Internet connection. Type in a topic you want to learn about, and press Enter. A list of websites will appear on your screen. Click the links to choose the ones you find interesting. Don't worry if some words are not familiar to you. You can find their meanings in online dictionaries. There are also sites that offer interesting grammar lessons, and fun activities for improving your vocabulary, pronunciation and listening skills. You can do exercises or take free tests, and check your answers immediately.

Extension: Divide the class into two teams and give each team a board pen. Play the recording and stop after key content words. One member from each team runs to the board and writes the last word heard. Continue until the end of the talk or play it a few more times, but each time pause after different words. Count the number of correct words on the board for each team. The winner is the team with more correct words.

SPEAKING

Aim: To provide an opportunity for Ss to practise expressing opinions about the advantages of learning English and other subjects online.

- Ask Ss to work in pairs to share their opinions about the advantages of learning English and other subjects online.
- Tell Ss to refer back to the listening activities and generate the ideas, e.g. *Learners can find meanings of words in online dictionaries very quickly.*
- Ask Ss to read through the useful expressions and the example. Check understanding.
- Give Ss enough time to discuss and express their opinions. Encourage them to take notes.
- Call on two or three pairs to share their opinions with the class.
- Praise for interesting ideas and fluent delivery.

READING

ACTIVITY 1

Aim: To help Ss practise understanding word meanings from context.

- Ask Ss to read the whole text once to get an overall idea.
- Have Ss read the text again. Tell them to pay attention to the context of each highlighted word, then look at the three definitions.
- Tell Ss to work in groups to discuss the context clue for each word, e.g. 1. an adjective or a past participle used as an adjective; 2. a verb; 3. a past participle used with *to be*. Then compare their answers.
- Check answers as a class.

Key: 1. qualified 2. encourage 3. considered

ACTIVITY 2

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the statements and underline the key words.
- Check what key words they have underlined, e.g. 1. *male, trained, become, rugby coaches, Fiji*; 2. *Kitiana, working, primary school*; 3. *Kitiana, qualified coach, rugby programme*; 4. *rugby, other sports, can't, change, behaviour, males and females*.
- Tell Ss to read through the text to locate the answers, and decide which statements are true or false.
- Check answers as a class. Ask individual Ss to read the statements and have the class call out True or False.
- In stronger classes, ask Ss to give reasons for their answers and correct the false statements.

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

Extension: Divide the class into two teams. Ask each team to prepare 5 – 6 quiz questions based on the reading text and write them on a piece of paper, e.g. *Where was the new sport programme introduced?* (In the Pacific Island of Fiji), *What training does the programme provide?* (training as coaches), *Who benefits from the training?* (both male and female school teachers). Make sure teams know the correct answer to each of their questions. Ask Ss to close their books. Have Ss from each team take turns to ask their questions. Give a point for each correct answer. The team with more points is the winner.

WRITING

Aim: To help Ss practise writing a paragraph about an international organisation.

- Tell Ss they are going to write a paragraph (120 – 150 words) about an international organisation that they have learnt in *Unit 7*.
- Ask Ss to read through the questions and brainstorm some ideas for their writing in groups or pairs. In weaker classes, write the names of some organisations and their information. Have Ss look through the information and choose one of them.
- Ask Ss to use the given outline. They should pay attention to punctuation, structures, word choice, linking words, etc.
- In weaker classes, show the suggested answer below and analyse its idea organisation, language, and grammar patterns for Ss' reference.
- Give Ss enough time to write their paragraphs. Walk round the class and offer help.
- Collect some or all Ss' writing to give written feedback.

Sample answer:

UNICEF, also United Nations Children's Fund, was formed in 1946. It works in over 190 countries to help improve health and education of children. Its main aim is to support the most disadvantaged children all over the world. In Viet Nam, UNICEF aims to protect children and make sure they are safe and healthy, and have access to education. UNICEF has brought many positive changes to Vietnamese children's lives.

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Unit 9

PROTECTING THE ENVIRONMENT

OBJECTIVES:

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

- use sentence stress appropriately to speak with a natural rhythm;
- understand and use words and phrases related to the environment and ways to protect it;
- use reported speech;
- read for main ideas and specific information in a text about environmental problems;
- talk about environmental solutions;
- listen for specific information in a conversation about ways to protect endangered animals;
- write about a wildlife organisation;
- make and respond to apologies;
- learn about Earth Hour;
- do research on a local or an international environmental organisation and give a group presentation about it.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

- To create a friendly and lively atmosphere in the classroom;
 - To lead into the new unit.
-
- Review the previous unit before Ss open their books. Have Ss play a short vocabulary game to revise the vocabulary they have learnt in Unit 8. Prepare 12 or 15 sentences about the advantages and disadvantages of a new or traditional way of learning, e.g. *blended learning*. Write the name of the method on the board and divide the board into two halves: Advantages and Disadvantages. Divide the class into 4 or 5 groups and give an equal number of sentences to each group. Ask each group to stick their sentences onto correct columns on the board. The first group with all correct answers is the winner.
 - Lead into the new unit. Write the unit title *Protecting the environment* on the board. Ask Ss to guess what they are going to learn about in this unit. Accept all reasonable answers, and ask them to open their books at page 100. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture / CLIL topics, and the project.

A PRESENTATION ON THE ENVIRONMENT

ACTIVITY 1

Aims:

- To introduce the unit topic (*Protecting the environment*);
 - To introduce some vocabulary and the grammar points to be learnt in the unit.
- Ask Ss to work in groups. Draw a mind map on the board and write *Protecting the environment* in the middle. Encourage groups to brainstorm as many aspects of the topic as possible, e.g. environmental problems, environmental solutions, types of pollution.
 - Call on some Ss to give their answers and give Vietnamese equivalents of the terms that Ss may not know in English.
 - Note that Ss have already learnt about activities that people could do to improve the environment in *Unit 2*. While *Unit 2* focuses on how daily activities can help the environment, in this unit, Ss will learn about other aspects of the environment such as environmental problems and solutions, especially ways to protect endangered animals and different environmental organisations around the world.
 - Focus Ss' attention on the conversation between Nam and his father.
 - Play the recording twice for Ss to listen and read along. Have Ss underline words / phrases related to the environment.
 - Put Ss into pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
 - Call on two or three pairs of Ss to read the conversation aloud.

Audio script – Track 67:

Nam's father: What are you doing, Nam?

Nam: I'm preparing a presentation for my geography class.

Nam's father: What's the topic?

Nam: It's environmental protection. My teacher asked me to do some research, but I don't know where to start.

Nam's father: I think you should identify some environmental problems first. What have you found so far?

Nam: I've come up with a range of environmental issues such as global warming, deforestation, endangered animals and pollution, but I don't know how to organise them.

Nam's father: You should focus on each problem, explain the main causes of it, and then suggest the solutions.

Nam: Thanks, Dad. But presenting all the solutions will be hard.

Nam's father: Have you asked your teacher for advice?

Nam: Yes, I have. She advised me to start with small, practical actions to protect the environment before coming up with big ideas that need a lot of effort or money to succeed.

Nam's father: Sounds good. You'd better follow her advice. When did she ask you to present it?
Nam: She said I should present it the following week.
Nam's father: You still have a lot of time. Good luck!
Nam: Thanks, Dad.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to work in pairs and read each question carefully. Ask them to identify and underline the key words in the questions, then read the conversation and locate the part of the conversation that has the information for each of the questions.
- Have Ss share their answers with the class.
- Confirm the correct answers.

Key:

1. She asked Nam to do some research on the environmental protection.
2. He's come up with a range of environmental issues.
3. Nam has to deliver the presentation next week.

Extension: Ask Ss some additional comprehension questions to check their understanding of other parts of the conversation, e.g. *Who are the speakers? What's Nam preparing? What's the topic?*

ACTIVITY 3

Aim: To help Ss revise collocations for the environment.

- Check Ss' understanding of the individual words (adjectives in column A and nouns in column B). You can do that by asking Ss for synonyms or simple explanations, e.g. *Does 'global' mean affecting one country only?* (No, it means affecting or including the whole world.) or for example sentences, e.g. *The global 'economy' is affected by the pandemic.*
- Have Ss read the conversation quickly again, find these words and phrases, and underline them. Then ask Ss to do the matching.
- To check answers as a class, write the adjectives on the board and call on individual Ss to write the correct noun next to each adjective. Alternatively, ask one student to read an adjective and another student to say the noun that goes with it.

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

ACTIVITY 4

Aim: To help Ss identify reported speech with statements and questions.

- Have Ss read each incomplete sentence. Check understanding and elicit the part of speech that they need to use to fill in the gaps (verbs).
- Ask Ss to find the verbs in the conversation and fill in the gaps. In stronger classes, ask Ss to try to complete them without referring to the conversation. Then they can go back and confirm their answers.
- Check answers as a class. First ask the class to call out the verb form only, then call on individual Ss to read the complete sentences.
- Elicit the kind of verbs Ss used in the sentences, i.e. reporting verbs. Ask them when we use reporting verbs and elicit, e.g. to report what other people have said; in reported speech.

Key: 1. asked 2. advised 3. said

PROJECT PREPARATION

The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of *Unit 9*, the **Project** section, say what the topic of the project is (*Environmental organisations*).
- Tell Ss about the project requirements: Ss will have to do research about a local or an international environmental organisation. They will have to find out information about the organisation such as when it started working, its aims and activities, and prepare an oral presentation, which they deliver in the last lesson of the unit.
- Suggest some organisations that Ss may know or hear of. Encourage Ss to search for information from different sources.
- In stronger classes, encourage Ss to paraphrase the information they collect and use their own words.
- To make their presentation more interesting, Ss should also prepare some visuals to illustrate the information.
- Put Ss into groups, and have them choose their group leaders. Ask groups to make a list of tasks they need to accomplish before each lesson, and assign them to different students, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task.

LESSON 2. LANGUAGE

PRONUNCIATION

RHYTHM

ACTIVITY 1

Aim: To help Ss revise sentence stress and become aware of rhythm while speaking.

- Explain what rhythm of speech is and that different languages or families of languages have different rhythms. For example, Vietnamese is a tonal language with no system of word stress and every word is stressed. On the other hand, the rhythm of English is based on the contrast between stressed and unstressed syllables or words in regular intervals. To sound like a native speaker and be more fluent, Ss will also need to learn the language rhythm.
- Play the recording and ask Ss to listen and repeat after each sentence, paying attention to the stressed words in the sentences. Play the recording as many times as necessary.
- Focus attention on the way the words are grouped in the sentences and the pauses after between groups. Ask Ss to mark the pauses.
- Put Ss into pairs and have them practise reading the sentences to each other as naturally as they can.

Audio script – Track 68:

1. 'Don't 'pick the 'flowers when you 'go to the 'park.
2. The 'students 'clean the 'school 'playground 'every week'end.
3. 'What's 'happening with the 'polar 'bears?
4. Did you 'watch the docu'mentary about 'air pol'lution?

Extension: Explain that to speak with a natural rhythm it is important to have the right combination of stressed and unstressed syllables. Many unstressed vowel sounds tend to become schwa /ə/, which Ss should be able to recognise and produce. On the board, write some phrases where the unstressed words are often pronounced as /ə/, but replace these words with the schwa symbol, e.g. *one /ə/ two days, /ə/ cup /ə/ tea, What /ə/ you doing? I'm staying /ə/ week. What's /ə/ phone number? /ə/ really don't know what to do. I haven't seen /ə/ for ages.* Put Ss into pairs and have them guess the missing words. Provide the correct answers, e.g. *one or two days, a cup of tea, What are you doing? I'm staying a week. What's her phone number? I really don't know what to do. I haven't seen her for ages.* Ask individual Ss to read the phrases as naturally as possible.

ACTIVITY 2

Aim: To help Ss practise speaking with a natural rhythm.

- Put Ss into pairs and have them read out the sentences to each other as naturally as possible. Remind them to stress the correct syllables in the words in bold and pause in appropriate places.

- Have Ss mark the stressed syllables in the words in bold individually.
- Have Ss work in pairs to compare their answers. Check answers as a class.
- Put Ss into pairs again and have them practise reading the sentences to each other.

Key:

1. 'Don't 'feed the 'animals in the 'zoo while they are 'resting.
2. The 'teacher 'asked his 'students to 'focus on their 'work.
3. 'What were you 'doing when I 'rang you up an 'hour ago?
4. Are you 'reading the 'book about en'dangered 'animals in the 'world?

Extension: Play the recording from **Getting Started** and have Ss mark the stressed words in the conversation in their Student's Books. In weaker classes, only focus on 4 - 5 speakers' lines. To raise awareness of the importance of pausing in natural speech, ask Ss to mark the places where the speakers pause using slashes (/). Invite individual Ss to read a sentence each and explain which words they marked as stressed and where they place pauses. Emphasise that there is almost always more than one possibility depending on factors such as type of language, e.g. formal language, such as public speeches, has more stressed words and more pauses while informal language tends to have fewer stresses and fewer pauses. Play the recording pausing after each speaker's line and have Ss repeat using the appropriate rhythm.

VOCABULARY

ENVIRONMENT

ACTIVITY 1

Aim: To make sure that Ss understand the meanings of the words / phrases that have been introduced in **Getting Started** or will be learnt in the unit.

- Ask Ss to work independently or in pairs. Ask them to read the words and phrases carefully and match them with their meanings. Tell them to refer to the conversation, and find the context where the words / phrases are used, if necessary.
- Check answers as a class. Call on one student to read aloud a word / phrase and another student to read its definition.

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

Extension: Remind Ss that they have also learnt about the environment in Unit 2. Put Ss into pairs and have them brainstorm words or phrases they can remember from the unit and write them on a piece of paper, e.g. *carbon footprint, go green, green club, green lifestyle, clean up (the school), eco-friendly, sustainable*. Ask pairs to read their lists.

ACTIVITY 2

Aim: To give Ss an opportunity to practise using the words / phrases they have learnt in meaningful contexts.

- Have Ss work in pairs. Tell them to read the sentences carefully to decide which word / phrase in **1** can be used to complete each of the sentences. Explain that they can use the context clues to help them decide on the word / phrase.
- Check answers as a class. Ask individual Ss to call out the word / phrase they have used in each sentence first.
- Confirm the correct answers. Ask Ss to give reasons why they have chosen the word / phrase for each sentence (based on the context clues), e.g. *The first sentence needs a noun. The words 'plants', 'animals', 'depend' and 'survive' suggest that 'biodiversity' is the best choice here.*
- Ask some Ss to read the complete sentences.

Key: 1. Biodiversity 2. wildlife 3. habitats
4. climate change 5. ecosystem

Extension: Divide Ss into two teams. Have each team write a sentence with each of the target words. Have each team read out one of their sentences while Ss from the other team race to write it down on the board. Give a time limit of 20 seconds for each sentence. Check all the sentences at the end. The winner is the team with five correct sentences or most correct words.

GRAMMAR

REPORTED SPEECH

ACTIVITY 1

Aim: To give Ss an opportunity to revise the use of reported speech with statements and questions.

- Tell Ss to look at **Remember!** on page 102. Since Ss have already learnt about reported speech in previous years, ask them to make a list of changes when reporting a statement or a question. In weaker classes, provide some prompts, e.g. tense, pronouns, time and place, if necessary.
- Ask Ss to work in pairs or individually to choose the correct word or phrase in each sentence.
- Call on some Ss to explain their answers.
- Check answers as a class and ask them to explain their choices, e.g. 1. *I used 'was' here because the reporting verb 'asked' is in the past tense and we usually change the tense of verb from the present to the past.*
- In stronger classes, explain that we do not need to change the tense if the original statement is about something that is still true, e.g. *He explained that it is very difficult to pass this exam.* Remind Ss that modal verbs such as *might, could, would, should* and *ought to* do not change in reported speech, e.g. *He said that he might invite a friend.*

Key: 1. was 2. suggested 3. the following week 4. asked 5. had handed

ACTIVITY 2

Aim: To give Ss an opportunity to practise the use of reported speech.

- Ask Ss to work independently and rewrite the sentences using reported speech. Remind Ss of the changes needed: personal pronouns, tenses of verbs, and adverbs of time and place.
- Have Ss work in pairs to compare their answers.
- Check answers as a class. Confirm the correct answers.

Key:

1. Mrs Le explained that the burning of coal led / leads to air pollution.
2. Nam said he had to present his paper on endangered animals the following week.
3. Linda asked the speaker if / whether human activities had / have an impact on the environment.
4. Nam asked Mai what environmental projects her school was working on.
5. Tom said to / told Nam that he would read more articles before writing the essay.

Extension: Put Ss into pairs. Ask them to read the conversion in **Getting Started** and change each speaker's lines to reported speech. Assign Nam's lines to one student and Nam's father's lines to the other student in the pair. Check answers by inviting individual Ss to say their sentences, e.g. *Nam's father asked him / Nam what he was doing. Nam said / replied that he was preparing a presentation for his geography class.*

LESSON 3. READING

ACTIVITY 1. Pre-reading

Aim: To introduce the topic of the reading and get Ss involved in the lesson.

- Ask Ss to work in groups of three or four and identify the environmental problems in the pictures.
- In weaker classes, give Ss enough time to study the pictures first and describe what they see in each one before they come up with the environmental problem. You can also write the problems on the board for Ss to match them with the pictures.
- Tell Ss that there are no right or wrong answers and encourage Ss to describe the pictures as much as they can using their own language.
- Elaborate on each picture and name the problems and ask Ss to get ready for the first reading task.

ACTIVITY 2. While-reading

Aim: To help Ss practise reading for the main idea.

- Ask Ss to read the whole text once to get an overall idea.
- Tell Ss to work in groups to discuss the best option and compare answers.

- Check answers as a class. In stronger classes, ask Ss to explain why the other options cannot be used as titles for the text (Option b is about the importance of environmental protection and option c is about the solutions to environmental problems. Option a is the best title for the text because it is about environmental problems.)

Key: a

ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the whole text again and decide which paragraph contains the information in the table.
- Tell Ss to identify key words in the information first. Remind Ss that they may include paraphrased information so when they read the text they should also look for synonyms or words with similar meaning.
- Tell Ss to scan the text to locate the answers, then read again, but this time pay attention only to the parts that contain the information.
- Tell Ss to work in pairs to discuss and compare their answers.
- Check answers as a class.

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

ACTIVITY 4. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the text again and complete the sentences using the information in the text.
- Tell Ss to read through the text to locate the answers, then read again, but this time pay attention only to the parts of the text that contain the answers.
- Explain that the information in the statements is paraphrased and make sure Ss understand the vocabulary and the overall meaning of the statements.
- Have Ss work in pairs or groups to compare answers.
- Check answers as a class. In stronger classes, ask Ss to explain the context clues they used for each answer, e.g. 1: *Floods and heatwaves are examples of extreme weather events in the text.*

Key: 1. weather events 2. habitats 3. waste gases 4. ecosystem

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

ACTIVITY 5. Post-reading

Aim: To help Ss use the ideas and language in the reading to talk about the most serious problem in Viet Nam.

- Elicit the four environmental problems described in the text, i.e. *global warming, cutting of forests, pollution, endangered animals*. Ask individual Ss to write them on the board.
- Have Ss work in groups. Ask them to discuss each problem and decide which is the most serious one in Viet Nam.
- Tell Ss that there are no right or wrong answers and encourage them to explain the reasons for their choice.
- Invite one or two Ss to present their opinions to the whole class.

Suggested answer:

In my opinion, air pollution is the most serious environmental problem in Viet Nam, especially in big cities. It affects our health directly because the polluted air we breathe in may cause health problems such as respiratory diseases or even death.

LESSON 4. SPEAKING

SOLUTIONS TO ENVIRONMENTAL PROBLEMS

Learning outcome: By the end of the lesson, Ss will be able to talk about solutions to an environmental problem.

ACTIVITY 1

Aim: To introduce more ideas for the main speaking task.

- Quickly review the environmental problems described in the **Reading** lesson.
- Ask Ss to work in pairs and match each problem with two of the suggested solutions.
- Call on some Ss to give their answers to the class. Encourage them to give reasons for their answers.
- Check answers and lead into **2**.

Key: 1. c - e 2. a - f 3. b - d

Extension: Write the three environmental problems on the board. Put Ss into groups of six and ask each student in the group to copy one of the solutions on a big piece of paper. Call out an environmental problem and have all Ss with the matching solutions put up their pieces of paper, e.g. *air pollution* (Ss put up b and d solutions). Each time ask Ss to swap their pieces of paper. Repeat several times or until all Ss put up the correct solutions.

ACTIVITY 2

Aim: To introduce a model for a presentation on solutions to an environmental problem.

- Keep Ss working in the same pairs. Ask them to put the information in the box under the appropriate headings in the presentation outline.
- Tell Ss to read the information carefully before deciding on their answers.
- Call on some Ss to share their answers with the class. In stronger classes, encourage them to expand their answers if possible by adding more information and examples to each paragraph.
- Check answers as a class.
- Go through the presentation outline again and point to some useful expressions that Ss can use in their presentation.

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

ACTIVITY 3

Aim: To give Ss an opportunity to discuss in groups and deliver a group presentation on solutions to an environmental problem.

- Ask Ss to work in groups to choose one of the environmental problems given in **1** and discuss solutions to it.
- Tell Ss to use the ideas given in **1** and the outline in **2** to develop their presentation.
- In stronger classes, encourage Ss to think of other solutions and expand the ideas to make their presentation more engaging.
- Call on some groups to give their presentations to the rest of the class.
- Praise for well-organised presentations, interesting ideas and fluent delivery.

LESSON 5. LISTENING

SAVING ENDANGERED ANIMALS

ACTIVITY 1. Pre-listening

Aim: To set the context for the listening and get Ss involved in the lesson.

- Ask Ss to look at the pictures and tell their partner what they see in the pictures.
- Encourage Ss to use the vocabulary they have learnt to describe the pictures, e.g. *hunt, kill, illegal, endangered, body parts*.
- Call on some Ss to give their answers to the class.

In stronger classes, ask Ss what they know about these animals, e.g. *Rhinos are large animals found in rivers and lakes in South Africa. Some rhinos are considered endangered. They are threatened by*

illegal hunting and loss of habitat. The tiger is the largest living cat, and lives in forest habitats. It is an endangered animal and there are not more than 3500 tigers in the wild now. Tigers are now only found in parts of Southeast Asia, China, India and Russia. Illegal hunting and body part trade, loss of habitat and global warming have made these animals endangered.

Suggested answer:

Picture a: The rhino is being hunted.

Picture b: The wild tiger is being kept in a cage. / The wild tiger is being held in captivity.

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for specific information.

- Tell Ss that they're going to listen to a conversation between Nam and Mai about ways to save endangered animals. Ask them to read all the statements and guess if they are true (T) or false (F).
- Make sure that Ss understand the statements. Explain any new or difficult words.
- Play the recording and let Ss do the activity individually.
- Check answers as a class and ask Ss to provide evidence to support their answers from the text. Have Ss correct the false statement and write it on the board.
- Play the recording again if many Ss in the class have incorrect answers, pausing at the places where they can get the correct information.

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

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

- Ask Ss to read the instructions and the incomplete notes carefully.
- Make sure that Ss understand that they only need one word per gap, and these words should be the exact words from the recording.
- In stronger classes, encourage them to have a guess at the missing words.
- Play the recording once (or twice in weaker classes) for Ss to complete the notes.
- Walk round the class and provide help if necessary.
- Ask Ss to work with a partner to compare their answers.
- Call on some Ss to write their answers on the board or read their answers aloud.
- Check answers as a class. Play the recording again if many Ss in the class have incorrect answers, pausing at the places where they can get the correct information.

Key: 1. importance

2. laws

3. trade

4. animal

Audio script – Tracks 69 + 70:

Nam: Hi, Mai. How's your mid-term project going?

Mai: Good! I'm trying to complete it by next Monday. But I'm still working on the last part: saving endangered animals. Do you have any ideas, Nam?

Nam: Well, I think the first thing you should do is help people understand the importance of this problem.

Mai: Yes, I agree. Some people think this is a natural process that would happen with or without humans. They also believe that's not their responsibility.

Nam: You should also do some research on the number of endangered animals. We are losing animals quicker now than ever before. And one of the reasons is illegal hunting.

Mai: Yes, hunting causes a lot of suffering to wild animals. It destroys their natural habitats, and leaves baby animals behind to die.

Nam: Well, I think strict laws can really help. Heavy punishment may prevent people from illegal hunting. Besides, wildlife trade should be banned as well.

Mai: That would stop illegal hunting. Any more ideas, Nam?

Nam: And we should make sure that the souvenirs we buy on holiday are not made from endangered animal parts.

Mai: That's true. Thanks, Nam! You've been so helpful.

Extension: Play the audio, pausing before the last word of each sentence and have Ss recall or guess it, e.g. play the sentence until the word 'project': *How's your mid-term project ...* Have Ss call out *going*. In stronger classes, ask Ss to write the words on the board.

ACTIVITY 4. Post-listening

Aim: To give Ss an opportunity to express their opinions on the most effective way to save endangered animals.

- Ask Ss to work in groups and discuss which solution is the most effective way to save endangered animals and the reasons why.
- Tell Ss to use the ideas from the listening. In stronger classes, encourage them to come up with their own ideas.
- Invite Ss from each group to present a summary of their discussions to the whole class.

LESSON 6. WRITING

WRITING ABOUT A WILDLIFE ORGANISATION

Learning outcome: By the end of the lesson, Ss will be able to write about a wildlife organisation.

ACTIVITY 1

Aim: To activate Ss' prior knowledge about a wildlife organisation.

- Have Ss look at the picture and ask them to answer the questions about WWF. If Ss do not know what WWF is, let them have a guess, and provide them with the correct information later.
- Call on some Ss to give their answers to the class.

Key:

1. A panda.
2. It comes from China.
3. WWF stands for World Wide Fund for Nature (formally The World Wildlife Fund).

ACTIVITY 2

Aim: To provide further information about a wildlife organisation and a model for the writing task.

- Tell Ss to read the text about WWF and complete the table with the information from the text.
- Have Ss discuss their answers in pairs.
- Ask individual Ss to call out their answers.
- Check answers as a class. Give further explanations about the structure of text and each paragraph if necessary.

Key:

1. Non-governmental organisation
2. 1961
3. to stop the process of destroying the planet's natural environment
4. the survival of endangered animals and the protection of their natural habitats
5. 1,300

Extension: Put Ss into groups and ask them to brainstorm other environmental organisations and what they know about them, e.g. *Greenpeace* (independent, non-profit global organisation that uses non-violent methods to expose global environmental problems and their causes); *Friends of the Earth* (made up of independent organisations in more than 70 countries; believe in a peaceful and sustainable world where people live in harmony with nature); *The Friends of Nature* (help raise awareness of environmental issues and help countries save their natural heritage); *African Wildlife Foundation* (help save wildlife and wild lands in Africa). If Ss have access to computers and the Internet in the classroom, write the names of different organisations on the board and have groups find some information about them online.

ACTIVITY 3

Aim: To help Ss practise developing ideas and writing about a wildlife organisation.

- Explain the writing task: Ss use the information about another wildlife organisation (*Save the Elephants*) and write a paragraph (120 – 150 words) about it following the model in **2**.
- Set a time limit for the task.

- Remind Ss to refer to the text about WWF and use the sentence and paragraph structures as models for their writing.
- In stronger classes, encourage Ss to express their opinions about the aims and the work of the organisation, e.g. *I think this is a great organisation committed to elephant protection.*
- If time allows, encourage Ss to swap their writing with a partner for peer feedback. Ask them to focus on both the content and language in their comments. Encourage Ss to make some revisions based on their partners' suggestions.
- When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these on the board, making sure they are anonymous. Ask Ss to correct them as a class.
- In weaker classes, if necessary, read the sample answer below and have Ss compare it with their writing. Collect Ss' paragraphs and give face-to-face feedback in private, or give them back with some written feedback.

Sample answer:

Save the Elephants (STE) is a non-profit organisation. It was set up in 1993 by Iain Douglas-Hamilton, and today it is one of the world's largest organisations to save elephants worldwide. It aims to make sure elephants do not die out and protect the habitats in which elephants are found.

Much of the work of STE focuses on stopping the illegal hunting of elephants especially in Africa and Asia, working together with scientists and experts to conduct research on behaviours of elephants, and raising people's awareness through films, televisions and new media sources. So far, it has conducted 335 projects in 40 countries and helped to protect thousands of elephants worldwide.

KẾT NỐI TRI THỨC

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

MAKING AND RESPONDING TO APOLOGIES

ACTIVITY 1

Aim: To review expressions for making and responding to apologies.

- Tell Ss that they are going to revise expressions for making and responding to apologies.
- Ask Ss to listen and complete the conversations with the expressions in the box.
- Play the recording once in stronger classes or twice in weaker classes if necessary.
- Call on some Ss to give their answers to the class.
- Check answers as a class. Ask them to practise the conversations in pairs.

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

Audio script – Track 71:

1. **Mai:** I'd like to apologise for submitting my assignment late. I'm sorry, but my laptop was broken.
Mr Ha: That's all right. Next time you should finish it earlier and have a back-up copy in case you have any technical problems.
2. **Nam:** I'm sorry to keep you waiting for so long. The talk was longer than expected.
Mai: Never mind. We still have enough time for dinner before the show.

Extension: Brainstorm situations where people should apologise and write each one on a separate piece of paper, e.g. *you didn't keep your promise; you borrowed something and forgot to return it; you behaved badly and upset or hurt someone; you forgot your best friend's birthday; you broke something valuable at your friend's house*. Place the pieces of paper face down on a table. Put Ss into pairs. Have pairs take turns to come to the table, pick a situation and role-play it using the target expressions. In stronger classes, encourage Ss to be more creative, e.g. A: *Oh no! I broke your vase! I'm so sorry! I'll try to buy you a new one.* B: *It was from my grandma. I don't think they sell these vases any more.* A: *I'm terribly sorry. I should be more careful.* B: *Never mind. Let's try to mend it. I think we can stick the broken pieces back together.*

ACTIVITY 2

Aim: To help Ss practise making and responding to apologies.

- Focus attention on the table and introduce the expressions that can be used to make and respond to apologies. Have Ss read through them. Check understanding by asking Ss to use each one in different situations.
- Ask Ss to work in pairs to make similar conversations, using the expressions.
- Call on some pairs to act out the conversations in front of the class.
- Praise Ss for interesting ideas and fluent delivery.

CLIL

EARTH HOUR

ACTIVITY 1

Aim: To help Ss learn about Earth Hour through CLIL (*Earth hour*) and learn some content vocabulary.

- Ask Ss some questions to find out what they already know about the topic, e.g. *What is Earth Hour? What do people do in that hour? When is it organised? Have you ever taken part in this event?*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *When was the event first held? (in 2007); Why do people organise it? (to raise people's awareness of the environmental issues); Which country started the event? (Australia); What can we do during the event (when the lights are off)? (take photos in the dark, watch a movie, have a board game, read a book in candle light ...).*

- Put Ss into pairs. Ask them to read the text about Earth Hour and complete the table. Walk round the class and offer help, explaining unfamiliar words or answering questions.
- Check answers as a class by calling on pairs to write their missing words on the board.
- Go back to the questions on the board, i.e. the things Ss wanted to know about the topic. Ask which of the questions they can answer now and cross them out. Assign the rest for homework.

Key: 1. Saturday 2. support 3. climate 4. activities 5. 2009

Extension: Ask Ss comprehension questions to check understanding of the text, e.g. *Who organises Earth Hour? What is Earth Hour? How often is it held? What does it ask people to do?* In stronger classes, have Ss close their books when you ask the questions. Alternatively, put Ss into two teams and have each team write 5 - 6 quiz questions for the other team to answer. Have teams quiz each other. Set a time limit for each answer and assign a point for each correct answer. The winner is the team with more correct answers.

ACTIVITY 2

Aim: To give Ss an opportunity to personalise the CLIL topic.

- Ask Ss to work in pairs to answer the questions.
- In weaker classes, have Ss underline the ideas in the text so they can use them in their discussion. In stronger classes, encourage Ss to come up with other ideas about what to do when having a chance to take part in the event.
- Call on some Ss to give their answers to class.

LESSON 8. LOOKING BACK AND PROJECT

If you have assigned the exercises in this section as homework, don't spend too much time on them. Quickly check their homework and answer any questions they may have about the language points tested here. If they haven't, follow the teaching steps below.

LOOKING BACK

PRONUNCIATION

Aim: To help Ss further revise sentence stress and practise speaking with a natural rhythm.

- Ask Ss to listen to the recording and mark the stressed syllables in the words in bold in the sentences and then practise saying them with a natural rhythm.
- Play the recording several times if necessary.
- Ask some Ss to read the sentences aloud in front of the class.
- Put Ss into pairs and have them read the sentences to each other. Encourage them to use correct sentence stress and appropriate pausing. Praise Ss who try to speak with a natural rhythm.

Key + Audio script – Track 72:

1. 'Don't 'buy 'products that are 'made from 'wild 'animal 'parts.
2. 'What can we 'do to 'help the 'animals in the 'wild?
3. 'Larger 'tigers tend to 'live in 'colder 'areas while 'smaller 'tigers 'live in 'warmer 'countries.
4. 'Elephants are en'dangered because of il'legal 'hunting and 'body 'part 'trade.
5. Do you 'know why so many en'dangered 'animals are disap'pearing?

VOCABULARY

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

- Ask Ss to choose the correct word to complete each sentence.
- Have Ss do this activity individually, then compare their answers with a partner.
- Check answers as a class. Ask some Ss to write the words on the board and explain their choices.

Key: 1. habitats

2. impact

3. endangered

4. warming

GRAMMAR

Aim: To help Ss revise the use of reported speech.

- Ask Ss to change the sentences into reported speech.
- Have Ss do this activity individually, then compare their answers with a partner.
- Check answers as a class. Ask some Ss to write the sentences on the board and explain the changes they made to the original statements and questions.

Key:

1. The teacher explained that the rising sea level was / is a result of global warming.
2. My friend told me that he / she would take part in the competition the following month.
3. The speaker said the clearing and burning of forests led / lead to air pollution.
4. Tuan asked Minh if / whether he was interested in joining the event that weekend.
5. Nam asked Mai when she was going to deliver the presentation on the environment.

PROJECT

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

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

- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick (✓) appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.
- If necessary, go through the criteria for assessing their talk to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

Suggested checklist for peer assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
<i>DELIVERY</i>		
– The presenters greeted the audience.		
– The presenters spoke clearly and naturally.		
– The presenters cooperated when delivering their talk.		
– The presenters interacted with the audience.		
– The presenters used some photos / pictures to illustrate organisation's aims and activities.		
– The presenters concluded their talk appropriately.		
<i>CONTENT:</i> <i>The presentation includes the following information about a local or an international environmental organisation.</i>		
– name		
– when it was set up		
– the organisation's aims		
– current activities		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I used some photos / pictures to illustrate the organisation's aims and activities.		
– I concluded my part of the talk appropriately.		
CONTENT: <i>The presentation includes the following information about a local or an international environmental organisation.</i>		
– name		
– when it was set up		
– the organisation's aims		
– its current activities		

NOW I CAN ...

Finally ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and suggest further practice for individual Ss.

Unit 10

ECOTOURISM

OBJECTIVES:

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

- identify intonation patterns and use appropriate intonation (i.e. rising or falling tone);
- understand and use words and phrases related to ecotourism;
- use conditional sentences Type 1 and Type 2 correctly;
- read for specific information in a brochure about ecotours;
- talk about how to become an ecotourist;
- listen for specific information in a tour guide speech welcoming ecotourists in the Mekong Delta;
- write a website advertisement for an ecotour;
- ask for and give advice;
- understand the differences between types of tourism and their impact on the environment;
- design an ecotour to a local attraction and give a group presentation about it.

LESSON 1. GETTING STARTED

WARM-UP & INTRODUCTION

Aims:

- To create a friendly and lively atmosphere in the classroom;
 - To lead into the unit.
- Review the previous unit and revise some of the target words Ss have learnt by having them play a game: *A to Z*. Give them a letter from the alphabet, such as A, B or W. Ss then have to give a word from *Unit 9* which contains the letter, for example: *endANGER, gloBal, Warming*. Ss can repeat words which have been mentioned by previous Ss, as the game aims to check Ss' spelling as well. T can select 5 – 10 Ss in the class and 5 – 10 letters randomly from the alphabet in this game.
 - Bring 3 – 5 pictures of famous tourist destinations in Viet Nam, e.g. *Ha Long Bay, Hoan Kiem Lake, Phong Nha Cave, Sapa, Nha Trang Beach*. Put them up on the board.
 - Describe each of them in turn, using one sentence at a time, e.g. *This is a famous tourist destination in Quang Binh. It is a famous cave. It is a UNESCO World Heritage Site.*
 - Have Ss make a guess by saying the place name or pointing to the correct picture on the board. Praise Ss who can guess correctly.
 - Lead into the topic of the unit (*Ecotourism*).
 - Elicit from Ss what these places are: famous tourist attractions. Remind them of Unit 9 topic: *Protecting the environment*. Ask, e.g. *What do local people and visitors need to do?* (They need to protect the environment there). *What is one way of doing that?* (through ecotourism).
 - Then ask Ss to open their books at page 110. Draw their attention to the unit overview and briefly introduce the language and skills points, the communication and culture / CLIL topics, and the project.

AN ECO-FRIENDLY FIELDTRIP TO PHONG NHA CAVE

ACTIVITY 1

Aims:

- To introduce the unit topic (*Ecotourism*);
 - To introduce some vocabulary and the grammar points to be learnt in the unit.
- Ask Ss to look at the photo, the heading and the conversation and ask, e.g. *What can you see?* (A cave / Phong Nha Cave) *Who are the speakers?* (Nam, Mai, and their teacher) *What do you think they are discussing?* (A trip to the cave).
 - Play the recording twice for Ss to listen and read silently along. Have Ss underline words / phrases related to the environment.
 - Put Ss into pairs and ask them to compare the words and phrases they have underlined and discuss their meaning. Then check comprehension as a class.
 - Call on two or three pairs of Ss to read the conversation aloud.
 - In stronger classes, ask Ss to close their books and just listen to the conversation the first time when you play the recording. Ask a couple of comprehension questions to check understanding. Then have them open their books and listen again, but this time following the text and checking if their answers were correct.

Audio script – Track 73:

- Ms Hoa:** Listen, everyone! This year, we're going on a fieldtrip to Phong Nha Cave, a tourist attraction in Quang Binh Province.
- Class:** Hooray!
- Nam:** I hope I can find some small pieces of stalactites. If I add some to my rock collection, it will be the best at school.
- Mai:** I'll buy a lot of snacks to share. We'll have fun!
- Ms Hoa:** We will have fun, but in a different way. This time, the fieldtrip is going to be eco-friendly.
- Nam:** Ms Hoa, what's an eco-friendly fieldtrip?
- Ms Hoa:** Going on an eco-friendly fieldtrip means we'll enjoy, explore, and learn about the place, but in a way that will not damage it. So, Nam, I'm afraid you can't take any stalactites because it takes hundreds or sometimes thousands of years for them to form.
- Nam:** Wow! I didn't know that. I won't even touch them, I promise.
- Mai:** But can we bring snacks?
- Ms Hoa:** Yes, but if I were you, I wouldn't bring too many snacks. We don't want to leave litter behind and damage the environment.
- Mai:** I agree. I'll also try to bring snacks with less packaging.
- Ms Hoa:** That's a good idea. Let's hope our fieldtrip will be a fun educational experience for everyone.

ACTIVITY 2

Aim: To check Ss' comprehension of the conversation.

- Ask Ss to find a mistake in each sentence and correct it.
- Ask them to identify and underline the key words in the sentences first. Then have them read the conversation again and locate the part that contains the information for each sentence.
- Have them compare the information in the conversation with each sentence to know which part of the sentence is incorrect, and how to correct it.
- Have Ss work in pairs to discuss and compare their answers.
- Check answers as a class. Have them call out the part of the sentence which is incorrect first. Then ask them to give the corrections. Finally, have some Ss read the complete correct sentences.

Suggested answers:

1. On an eco-friendly fieldtrip, tourists enjoy, explore, and damage the environment.	but not
OR 1. On an eco-friendly fieldtrip, tourists enjoy, explore, and damage the environment.	protect / learn about
2. Nam will take pieces of stalactites because they take a long time to form.	will not / won't
3. Mai will bring snacks with a lot of packaging on the trip.	will not / won't
OR 3. Mai will bring snacks with a lot of packaging on the trip.	less

Extension: Call out sentences from the conversation or other statements related to it, but make mistakes, e.g. *Nam wants to find some big pieces of stalactites*. Have Ss stand up when they hear a mistake and say *No!* Choose a student to correct the mistake. In stronger classes, vary the game by inviting Ss to say the wrong statements.

ACTIVITY 3

Aim: To help Ss revise phrases related to ecotourism.

- Have Ss read the phrases in the box. Explain that these are things that tourists should do or shouldn't on an eco-friendly fieldtrip.
- Ask Ss to sort the phrases into the columns of **Dos** and **Don'ts**.
- Check answers as a class.
- Elicit the meaning of any words Ss don't know or find hard to understand, e.g. *How can we explore a place?* (We travel around it and learn about it.)

Key:

Dos	Don'ts
explore the place	damage the environment
learn about the place	leave litter behind

ACTIVITY 4

Aim: To help Ss identify conditional sentences Type 1 and Type 2.

- Tell Ss to read the two incomplete sentences. Focus attention on the word 'if'. Elicit what kind of words are missing (verbs).
- Ask Ss to complete the sentences, using words from 1.
- Check answers as a class.
- Elicit what types of sentences they are, i.e. 1. Conditional sentence Type 1; 2. Conditional sentence Type 2.

Key: 1. add, will be 2. were, wouldn't

PROJECT PREPARATION

The aim of this activity is to inform Ss about the final product of the project and how Ss can prepare for it.

- Ask Ss to open their books at the last page of *Unit 10*, the **Project** section, look at the pictures and say what the topic of the project is (*Ecotours*).
- Explain the project requirements: Ss will have to design an ecotour and then give an oral presentation of their ideas in the last lesson of the unit. Alternatively, ask Ss to prepare a poster presenting their ideas. In a poster presentation, Ss will display their ecotours on posters and hang them around the classroom. One representative from each group will stand next to the poster. The rest will walk around, study the posters and talk to any representative of a group if they want to learn more about an ecotour. Then the class will sit down and vote for the best ecotour.
- Suggest the steps Ss should follow: 1) Collect information (search the Internet, read newspapers, etc.); 2) Illustrate their ecotours on computers or on posters, etc. 3) Rehearse for the oral or poster presentation.
- Put Ss into groups and have them choose their group leaders. Then ask them to assign tasks for each group member, making sure that all group members contribute to the project work.
- Help Ss set a deadline for each task.

LESSON 2. LANGUAGE

PRONUNCIATION

INTONATION

ACTIVITY 1

Aim: To help Ss recognise the intonation patterns in different types of sentences.

- Ask Ss to listen to some sentences. Have them pay attention to the arrows at the end.
- Ask Ss to listen to the sentences again, but this time have them use their hands to indicate the falling and rising tones at the end of each sentence.

- Ask Ss to read the notes in the **Remember!** box. Check their understanding by asking individual Ss to briefly explain the intonation patterns in the three types of sentences: statements, *Wh*-questions and *Yes-No* questions and provide an example for each kind.
- Play the recording again, pausing after each sentence for Ss to repeat. Encourage them to use their hands to indicate the intonation pattern.

Audio script – Track 74:

1. I'll also try to bring snacks with less packaging. ↗
2. What's an eco-friendly fieldtrip? ↗
3. Can we bring snacks? ↘

ACTIVITY 2

Aim: To help Ss practise different intonation patterns in a conversation.

- Ask Ss to read quickly through the conversation. Check understanding.
- Have Ss work in pairs to role-play the conversation. Ask them to pay attention to the three intonation patterns they have just learnt.
- In weaker classes, ask Ss to draw the appropriate arrow after each sentence to remind them of the intonation pattern before they start practising the conversation.

Key + Audio script – Track 75:

Mum: Have you packed for the trip tomorrow? ↗

Mai: Yes, I have. ↗

Mum: Why are you taking so little food? ↗

Mai: Because I don't want to leave litter behind. ↗
It's not good for the environment. ↗

Mum: That's a good idea. ↗

Extension: Invite some pairs to role-play the conversation in front of the class. Have the rest of the class say if pairs are using appropriate intonation patterns. Play the recording again for Ss to compare.

VOCABULARY

ECOTOURISM

ACTIVITY 1

Aim: To help Ss understand the meanings of words / phrases related to ecotourism.

- Explain the context of the activity. Tell Ss that the statements represent things that ecotourists do.
- Have Ss read them, focusing their attention on the key word highlighted in each sentence.
- In weaker classes, do the first one as an example before asking Ss to match the rest individually or in pairs.

- Check answers as a class.
- Explain or elicit any new or difficult words, e.g. *What does it mean to be aware of something?* (You know that it exists, you know about it or you have experienced it.)
- Draw attention to the prepositions after some of the highlighted words, i.e. *responsible for, aware of, impact of (sth) on (sth)*. Tell Ss they should try to memorise both the words and the prepositions that go with them.

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

ACTIVITY 2

Aim: To help Ss practise these words in meaningful contexts.

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

Key: 1. profit; crafts 2. aware; impact 3. responsible

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

GRAMMAR

CONDITIONAL SENTENCES TYPE 1 AND TYPE 2

ACTIVITY 1

Aim: To help Ss recognise the differences between Type 1 and Type 2 conditional sentences.

- Ask Ss to study the sentences individually or in pairs.
- Ask them to decide which statement is possible or likely to happen, and which one is imaginary or unlikely to happen.
- Check answers as a class.
- Tell Ss that all sentences that are 'possible or likely to happen' are conditional sentences Type 1, while sentences that are 'imaginary or unlikely to happen' are conditional sentences Type 2.
- Ask Ss to read the notes in the **Remember!** box. Check understanding by asking questions about each type, e.g. *How do we form ...? When do we use ...?*

Key: 1. N 2. R 3. N 4. R

ACTIVITY 2

Aim: To help Ss practise conditional sentences Type 1 and Type 2.

- Ask Ss to put the verbs in brackets in the correct forms. Tell them to pay attention to the meaning of each sentence, and whether the situation is possible (Conditional sentence Type 1) or not (Conditional sentence Type 2).
- Check answers as a class by having individual Ss write the sentences on the board. Go through each sentence and ask Ss to explain why they have used that particular form, e.g. 1. *We use conditional sentence Type 1 here because this is a possible situation. The 'If-clause' includes a verb in the present simple so the second verb should be in the future tense with 'will'.*

Key: 1. will stay 2. would grow 3. were / was; would be 4. give; will reduce

Extension: Have Ss play a memory chain game to practise conditional sentences. Tell Ss to sit in a circle. Say an *If*-clause, e.g. *If I had a younger brother.* One student begins the chain by repeating the clause and adding a result clause, e.g. *If I had a younger brother, I would play with him.* The next student makes a new sentence by changing the previous student's result clause into an *If*-clause, e.g. *If I play(ed) with my brother, he will / would be happy.* Allow Ss to use either type 1 or type 2, but set a time limit of 10 - 15 seconds for each student to form their conditional sentence. Continue the chain game until a student can't come up with a conditional sentence within the time limit or makes a mistake. In bigger classes, put Ss into groups and have each group start their own chain of sentences.

LESSON 3. READING

ECOTOUR BROCHURES

ACTIVITY 1. Pre-reading

Aim: To introduce the topic of the reading and get Ss involved in the lesson.

- Ask Ss to recall the eco-friendly fieldtrip they read about in **Getting Started**, i.e. '*an eco-friendly fieldtrip*' means *we'll enjoy, explore, and learn about the place, but in a way that will not damage it.*
- If possible, find and play a video about an ecotour. After the video, ask questions, e.g. *In which country / region is the ecotour?; What did the tourists do / see / explore / learn about?; Do you think they damage the environment?.*
- Alternatively, bring some brochures of ecotours to class. Pass them around for everyone to look at. Then ask individual Ss the first question. If no one has been on an ecotour, ask, e.g. *Do you want to go on an ecotour (like the ones in the brochures)?; Which is a good place for an ecotour?.*
- Focus attention on the photos. Put Ss in pairs. Explain that each photo is part of a brochure advertising a tour in four different places: Australia, Viet Nam, Zimbabwe, Hawaii. Ask them to discuss what tourists can do on the tours without reading the texts.
- Have some Ss share their answers with the whole class.

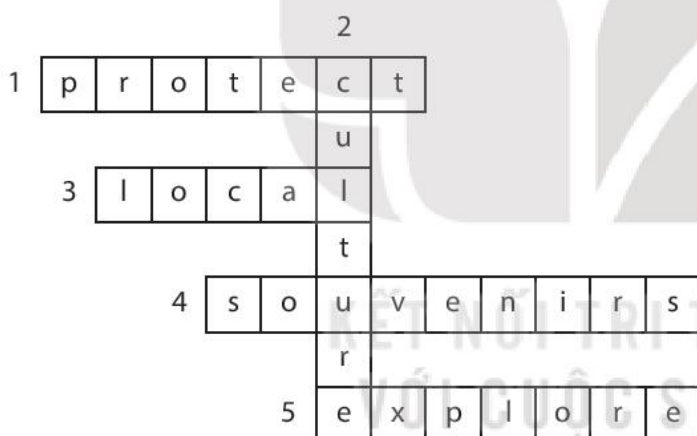
Suggested answers: (e.g. 2. They can go diving on the tour in Australia. They can watch wild animals in their natural habitats in Zimbabwe and Hawaii. They can go hiking in the mountains and visit beautiful villages in Viet Nam.)

ACTIVITY 2. While-reading

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

- Ask Ss to work in pairs to solve the crossword using words from the brochures. Walk round the class and provide help if necessary. Point out that the part of speech (v, n, adj) as well as the brochure where they can find the words are provided in brackets.
- In weaker classes, give the first and / or last letter of each word or some letters to help them find words faster.
- Check answers as a class. Have individual Ss write the words on the board. In weaker classes, check understanding of the words by asking Ss to make sentences with them.

Key:



ACTIVITY 3. While-reading

Aim: To help Ss practise reading for specific information.

- Ask Ss to read the four statements and underline the key words in each of them.
- Check the key words Ss have underlined, e.g. 1. *buy, arts and crafts, protect, environment*; 2. *learn, protect wildlife*; 3. *not suitable, families with children*; 4. *educational videos, environment*.
- Remind Ss that the statements may include paraphrased information. Tell them to read through the brochures again looking for the key words they underlined in the statements or words with the same or similar meaning, e.g. *arts and crafts* (souvenirs), *protect wildlife* (save wild animals).
- Ask Ss to match each statement with the correct brochure.
- Check answers as a class. Elicit the clues in each brochure.

Key:

1. d (Clue: *Buy local souvenirs to help the local Whale Protection Program*)
2. c (Clue: *Learn how you can help save wild animals in the local research centre*)
3. b (Clue: *Children not allowed*)
4. a (Clue: *Watch 3D documentaries to learn about sea animals and the coral reef, and what you can do to protect it*)

Extension: Make some additional statements based on information in the text. Call them out and ask Ss to match each one with the correct brochure (or multiple correct brochures), e.g. *This is the most expensive tour for adults. (c); This tour allows you to see sea animals from a close distance. (a & d); This tour is not available every day. (b)*

ACTIVITY 4. Post-reading

Aim: To help Ss use the language and ideas from the unit to make suggestions for more eco-friendly tours.

- Ask Ss if they think the four tours in **2** are friendly to the environment. Have Ss read the brochures again and underline things that make them eco-friendly, e.g. *learn about sea animals, stay with local people*.
- Put Ss into groups. Each group should choose a tour and brainstorm ideas for making it more eco-friendly.
- Ask them to read the example. Elicit which brochure it refers to (c) and how it will help the environment, e.g. *It will reduce air pollution and will save electricity*.
- In stronger classes, encourage Ss to use conditional sentences as much as possible following the example.
- Ask some groups to present a summary of their ideas or just the most useful ones in front of the class. Encourage the rest of the class to give comments. Praise for good effort and interesting ideas.

Suggested answers:

- A. If they ban swimming with fish, the Great Barrier Reef will be better protected. Tourists should not be allowed to dive very close to the coral reefs.
- B. Tourists should always follow the walking paths and trails on the Sapa Trekking Tour. The local people with whom the tourists stay should only use local ingredients. If they only use local ingredients, their carbon footprint will be lower.
- D. The boats on the Whale-watching Tour should not get too close to the whales or make too much noise. If the boats are environmentally-friendly, they will not harm the whales or their habitats. This is because environmentally-friendly boats use less fuel and oil, make small waves and are quiet.

LESSON 4. SPEAKING

HOW TO BECOME AN ECOTOURIST

Learning outcome: By the end of the lesson, Ss will be able to talk about how to become an ecotourist.

ACTIVITY 1

Aim: To introduce more ideas and expressions for the main speaking task.

- Put Ss into two or three big groups and have them line up in two or three lines if possible. Divide the board into two or three parts (depending on the number of groups).
- Give a board pen to the first student in each group / line. Explain that each student in their group needs to write down one idea tourists can do to be eco-friendly when they travel. Each idea must be written by a different student and only one student from each group is allowed to be standing at the board.
- Give groups 4 – 5 minutes to write their ideas.
- In weaker classes, remind Ss to refer to the **Reading** section and give some examples, e.g. *learn about sea animals, stay with local people, save wild animals, buy local souvenirs*.
- When time is up, have groups check their ideas and count how many correct ones each group has.
- Ask Ss to focus attention on the page and have Ss read through the verbs and the phrases. In weaker classes, ask Ss to say what they see in each photo.
- Ask Ss to do the matching task. Remind them that their answers should be based on the pictures.
- Check answers as a class.
- Make sure Ss understand the phrases by explaining or eliciting their meanings, e.g. *Look at the photos. Which phrases / photos suggest activities that are good for the environment? What do you think the phrase means? Does it mean ...?*

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

ACTIVITY 2

Aim: To help Ss brainstorm more ideas for the main speaking task.

- Ask Ss to read the useful expressions and the examples in the box.
- In weaker classes, explain each structure and give more examples on the board.
- In stronger classes, ask Ss to come up with their own examples with the structures.
- Ask Ss to work in pairs and discuss which of the activities in **1** they should do, and which they should not do to become ecotourists.
- Walk round the class and provide help. Encourage pairs to try to use the structures in the box.
- Ask some pairs to present their ideas in front of the whole class. Praise for interesting suggestions and fluent delivery.

Extension: Put Ss into groups. Encourage them to go beyond the list of actions in **1** and brainstorm other things they should / should not do, e.g. *respect / learn about culture, (not) damage museum objects / natural habitats*. Give groups a time limit of 5 – 6 minutes and ask them to write their ideas on pieces of paper. Have each group read them to the rest of the class. Write the best ones on the board as prompts for the next activity.

ACTIVITY 3

Aim: To give Ss an opportunity to discuss in groups and give suggestions to ecotourists.

- Ask Ss to study the discussion questions first. Check understanding by eliciting some responses from the whole class.
- Put Ss into groups and ask each group to choose a tourist attraction in their local area.
- Tell them to talk about what tourists should or should not do if they are on an ecotour to that tourist attraction.
- Remind them that they are going to share their ideas with the whole class later. Give sheets of paper for them to take notes of their ideas.
- Walk round the class and provide help when necessary.

ACTIVITY 4

Aim: To help Ss present their ideas in front of the class.

- Have each group prepare a brief presentation of their ideas.
- Give Ss a time limit of 3 – 4 minutes to practise their presentations in their group.
- Invite some groups to present in front of the class while the rest of the class give feedback and say what they like about it. Praise groups for good effort, interesting ideas and teamwork.
- In smaller classes, have all groups have a go, then ask the class to vote for the most interesting presentation. Alternatively, ask Ss to give you their marks and work out the group with the highest score.

LESSON 5. LISTENING

AN ECOTOUR IN THE MEKONG DELTA

ACTIVITY 1. Pre-listening

Aim: To introduce more topic-related vocabulary and activate Ss' prior knowledge.

- Ask Ss to imagine they are 'travelling' to Mekong Delta today. For Ss who do not know where Mekong Delta is in Viet Nam, describe or show it on the map, i.e. It is in the far south of Viet Nam, covering 13 cities and provinces such as Can Tho, Long An, Tien Giang, Ben Tre, Vinh Long, Tra Vinh, Hau Giang, Soc Trang, Dong Thap, An Giang, Kien Giang, Bac Lieu and Ca Mau.

- Introduce or pre-teach some words or phrases to help Ss describe the pictures, e.g. *floating market, host family, weaving (village)*.
- Put Ss in pairs and ask them to study the pictures and describe what they see in each one. Encourage them to think what ecotourists can do there based on the pictures.
- Ask some Ss to share their ideas with the whole class.

Suggested answers:

- Picture a: Have a traditional meal / food (with a host family or at a local restaurant)
- Picture b: Visit a weaving village, buying traditional arts and crafts
- Picture c: Visit a floating market, buying fruits there

ACTIVITY 2. While-listening

Aim: To help Ss practise listening for specific information to order pictures.

- Tell Ss to listen to a tour guide introducing an eco-friendly tour in the Mekong Delta.
- Ask Ss to order the pictures while they are listening to the recording.
- Check answers as a class.

Key: 1. c 2. b 3. a

ACTIVITY 3. While-listening

Aim: To help Ss practise listening for specific information.

- Tell Ss that they are going to listen to the recording again. This time, they are going to fill in the gaps in a brochure. Remind them of the brochures in the **Reading** section and elicit what travel brochures are for, e.g. to inform and attract tourists.
- Give Ss some time to study the brochure first.
- Play the recording once in stronger classes and twice in weaker classes.
- If time allows, ask Ss to discuss their answers in pairs when they finish.
- Check answers as a class. Play the recording again, pausing after each answer.

Key: 1. eco-friendly 2. local 3. souvenirs 4. traditional

Audio script – Track 76 + 77:

Good morning and welcome everyone.

I'm Hoang, your guide today. I promise you are going to enjoy this eco-friendly tour in the Mekong Delta.

On the first day of our tour, we will start by visiting the famous Cai Be Floating Market to experience the daily life of the people on the river.

Our next stop will be a weaving workshop in a Cham River Village where you'll discover the amazing weaving skills of the local people.

In the afternoon, join us on a trip to visit the local arts and crafts market. Here you can buy lovely souvenirs made by local people.

After a long day, you can enjoy a delicious evening meal full of traditional foods prepared by your host family and learn more about local culture.

I would also like to remind you that this is an ecotour and we try to reduce our impact on the environment. So when you are on a boat, please avoid throwing anything into the river. Please put all your rubbish in the paper bags here.

Thank you for joining our ecotour and helping protect the local environment. Now please sit back and enjoy the view of the Mekong Delta.

Extension: Ask some additional questions to check Ss' comprehension of other details in the listening text, e.g. *What's the name of the tour guide? How does he greet the tourists? Which day of the tour is he talking about? Do we know how many days will the tour last?* In stronger classes, ask Ss to close their books before you start asking the questions.

ACTIVITY 4. Post-listening

Aim: To give Ss the opportunity to use the ideas and language in the listening to talk about their opinions and give reasons.

- Have Ss look at the brochure in **3** again and underline the activity they find most interesting. Then put them into pairs to discuss their choices, i.e. which part of the tour is most interesting to them, and why.
- Invite some Ss / pairs to share their ideas in front of the class.

LESSON 6. WRITING

WRITING A WEBSITE ADVERTISEMENT FOR AN ECOTOUR

Learning outcome: By the end of the lesson, Ss will be able to write a website advertisement for an ecotour.

ACTIVITY 1

Aim: To brainstorm ideas for their writing task.

- Show some pictures or a video of Hoi An (Da Nang), but do not tell Ss the place's name or location. Ask them to make a guess before you reveal the name.
- Ask them if they have visited or heard of Hoi An. Encourage those who have been there to briefly share their experiences with the class.
- Tell Ss that they are going to write about an ecotour in Hoi An.
- Ask Ss to focus attention on the pictures on page 116 and study them. Ask each question and have Ss read the example. Check understanding.

- In stronger classes, have Ss fill in the notes individually.
- In weaker classes, put them into pairs or groups to work on the notes together.
- Check answers as a class.

Suggested answers:

- **What do you think is special about Hoi An villages?**
 - coconut palms near the Thu Bon River
 - traditional crafts such as colourful paper lanterns
- **What do you think tourists can do there?**
 - do the gardening at a local farm
 - ride bicycles through the villages
 - travel on basket boats
 - visit craft villages
- **What can tourists do to make their trip more eco-friendly?**
 - use eco-friendly transport such as bicycles
 - buy traditional crafts to help local people

Extension: Ask Ss, especially those who have been to Hoi An, to go beyond the pictures and add more ideas to the outline. Write down the best ones on the board, e.g. *swim in the sea, go surfing, visit Hoi An Ancient Town, explore the Hoi An Museum of History and Culture, join a cooking class to learn to cook local dishes, visit some unique temples or pagodas.*

ACTIVITY 2

Aim: To help Ss revise expressions and structures to use in their writing task.

- Ask Ss to study the useful expressions in the box.
- In weaker classes, give an example of each. Brainstorm some additional structures for Ss' reference and write them as prompts on the board.
- In stronger classes, ask Ss to come up with the examples.
- Focus attention on the sentences and check comprehension. Ask Ss to rewrite them, using the suggested words and the structures in the box.
- Walk round the class to provide help when necessary.
- Check answers as a class by asking individual Ss to write them on the board. Use coloured chalk to underline the structures in the answers.

Suggested answers:

1. Hoi An villages are well-known for their beautiful vegetable and herb gardens.
2. Tourists can spend the morning working on a local farm.
3. Tourists are recommended to buy handmade products to help local businesses.

ACTIVITY 3

Aim: To help Ss practise writing a website advertisement for an ecotour to Hoi An villages.

- Tell Ss that they are going to write a website advertisement (120 – 150 words) for an ecotour to Hoi An villages.
- Ask them to study the suggested outline in their Student's Books.
- In weaker classes, read the sample answer (see below) or project the text on the board. Make sure Ss understand how the sample answer follows the suggested outline.
- Ask them to use the structures they have learnt in **2** when they write.
- Give Ss a time limit. In weaker classes, put Ss into pairs or groups to help each other. Walk round the class to provide help when necessary.
- In stronger classes, have Ss work individually, then swap their drafts with a partner and comment on each other's ideas, vocabulary and grammar. If time allows, encourage Ss to make revisions based on peer feedback before they produce a final draft.
- Collect Ss' writing and give face-to-face feedback in private, or give them back with some written feedback.

Sample answer:

Welcome to Hoi An villages in Da Nang, Viet Nam!

Hoi An villages are famous for their beautiful vegetable and herb gardens. They are also well-known for the coconut palms near the Thu Bon River and traditional crafts such as colourful paper lanterns.

Here in Hoi An villages, you can spend the morning gardening on the local farms. Other leisure activities include riding bicycles through the villages, travelling on basket boats and visiting craft villages.

We offer an ecotour to Hoi An villages, and tourists are encouraged to use eco-friendly transport such as bicycles to avoid polluting the environment. You can also buy local products and beautiful crafts to help local businesses!

Call us at 0929292929 and book your tour today!

LESSON 7. COMMUNICATION AND CULTURE / CLIL

EVERYDAY ENGLISH

ASKING FOR AND GIVING ADVICE

ACTIVITY 1

Aim: To introduce and help Ss remember different structures to ask for and give advice.

- Ask Ss if they have ever gone on a tour / trip, and what kind of advice they often need before the tour / trip, e.g. *what to bring, what not to bring, where to eat / shop, what to wear.*

- Tell Ss that they are going to listen to a conversation between a woman and a tour guide. While listening, they should complete the conversation with the words they hear.
- Give them some time to skim through the conversation. Check understanding of the words such as *surfing*, *surfboard* and *wetsuit*. Encourage them to guess the answers before listening.
- Play the recording once in stronger classes and twice in weaker classes.
- Check answers as a class. Play the recording again, pausing after each word to confirm the correct answers.
- Put Ss into pairs and have them practise the conversation.

Key: 1. should 2. were 3. Should 4. recommend

Audio script – Track 78:

Woman: Excuse me. What do you think we should wear tomorrow?

Guide: Well, it may be windy on the beach, so if I were you, I would bring some warm clothes.

Woman: Thanks. And my friend is interested in diving. Should he bring his equipment?

Guide: I don't think that would be a good idea because the sea will probably be rough tomorrow. I'd recommend surfing instead. People can rent surfboards and wetsuits at the beach shop.

Woman: That's a great idea. Thanks!

ACTIVITY 2

Aim: To help Ss practise asking for and giving advice about a trip.

- Tell Ss that the words they used to fill in the gaps in **1** are part of expressions for asking for and giving advice.
- Ask Ss to read the list of expressions and check understanding.
- Put Ss into pairs to role-play conversations similar to the one in **1**. Ss should pretend that one of them is a tourist and the other is the tour guide.
- Give Ss a few minutes to plan their conversations before they role-play them. They should decide on the type of tour, the place, the activities and what advice to ask for and give. Have them write down some prompts to help them. Encourage them to swap roles.
- Walk round the class and provide help when necessary.
- Ask some pairs to role-play their conversations in front of the whole class. Praise for good effort, clear pronunciation and fluent delivery.

CLIL

ENVIRONMENTAL IMPACT OF TOURISM

ACTIVITY 1

Aim: To help Ss learn about types of tourism through CLIL (*Environmental impact of tourism*) and learn some content vocabulary.

- Ask Ss some questions to find out what they already know about the topic, e.g. *What kinds of impact does tourism have on the environment? Name different kinds of tourism which are good / bad for the environment that you know.*
- Ask Ss what they want to know about the topic. Write their questions on the board, e.g. *How much damage will tourism do to the environment in the future?* (CO₂ emissions from tourism will increase by 25% in the next 15 years); *What are the main ways for tourism to damage the environment?* (direct and indirect: When tourists are littering on the street, they are damaging the environment directly. When tourists are travelling by plane and vehicles which emit CO₂, they are damaging the environment indirectly).
- Ask Ss to look at the two pictures and think of opposite adjectives to describe each, e.g. *crowded vs. private, noisy vs. quiet, polluted vs. eco-friendly.*
- Tell Ss that they are going to read about four popular types of tourism and put them into categories in the table according to their negative or positive impact on the environment.
- Explain or elicit any new or difficult words, e.g. *Why is tourism is called 'the smokeless industry'?* (Because it is an industry without chimneys and is considered environmentally-friendly).

Key:

Negative impact	Positive impact
1. Mass tourism	2. Ecotourism
	3. Sustainable tourism
	4. Responsible tourism

ACTIVITY 2

Aim: To help Ss understand differences between four main types of tourism.

- Tell Ss to read the text again to decide which statement fits which type of tourism.
- If time allows, let Ss discuss their answers in pairs.
- Check answers as a class. Have Ss call out their answers first. Then provide or ask some Ss to provide the clue for the answers in the text, e.g. (1) *Mass tourism is a kind of tourism which involves tens of thousands of people crowding the same places at the same time of year.* (2) *Responsible tourism often relates to specific actions of individuals, businesses and communities.* (3) *It often refers to actions of the tourist industry as a whole.*

Key:

	Mass tourism	Ecotourism	Sustainable tourism	Responsible tourism
1	✓			
2				✓
3			✓	

Extension: Divide the board into four columns and write the names of the four kinds of tourism as headings for the columns. Prepare a list of additional statements about the kinds of tourism, e.g. *It has the most negative effect on the environment* (Mass tourism); *It asks tourists to respect local culture* (Ecotourism, Sustainable tourism & Responsible tourism); *It involves a lot of activities happening in the same place* (Mass tourism). Read out each statement and have Ss call out the kind or kinds of tourism the statement refers to. Explain that it could refer to more than one kind. Invite individual Ss to write the statements under the correct headings on the board.

LESSON 8. LOOKING BACK AND PROJECT

LOOKING BACK

If your Ss have completed all the exercises in this section as homework, don't spend too much time on them. Quickly check their homework and answer any questions they may have about the language points tested here. If they haven't, follow the teaching steps below.

VOCABULARY

Aim: To revise words Ss have learnt in this unit.

- Select some words from the unit to write on the board, one letter at a time (i.e. a game of slow reveal, in which one letter of a word is given at a time from left to right until any student can guess the whole word).
- Have individual Ss call out their guesses.
- Focus attention on the conversation and have Ss skim through it. Check if they know all the words.
- Have Ss complete the activity.
- Check answers as a class.
- If time allows, ask them to find the texts where these words first appear in the unit and call out the sentence and page number, e.g. *sustainable: Sustainable tourism involves not only environmental protection and cultural respect, but also efforts to keep profits local.* (Page 117).

Key: 1. sustainable

2. protect

3. profits

4. litter

5. aware

6. ecotourism

7. impact

PRONUNCIATION

Aim: To practise different intonation patterns.

- Ask Ss to work in pairs to role-play the conversation in **Vocabulary**. Ask them to use appropriate intonation.
- In weaker classes, have Ss mark the intonation pattern for each sentence using falling or rising arrows. Explain that people may use a rising tone on introductory phrases, e.g. *Ms Hoa, When travelling, Well* or *So*. Speakers usually break long sentences into smaller units and each unit has its own intonation pattern, e.g. *Well, (rise) the aim of this kind of tourism is to protect the environment (rise), respect local culture (rise) and keep profits local (fall)*.
- Walk round the class and provide help if necessary.
- If time allows, ask some pairs to role-play or read out loud the conversation in front of the class. Praise for good effort and natural delivery.

GRAMMAR

Aim: To revise conditional sentences Type 1 and Type 2.

- Explain to Ss that they are going to review the use of conditional sentences Type 1 and Type 2. In weaker classes, give Ss some time to review the grammar rules in the Language lesson before doing the activity.
- Check answers as a class by asking individual Ss to read the sentences and explain why they use conditional sentences Type 1 or Type 2.

Key: 1. were / was; would live 2. work; will be 3. allow; will have 4. had; would go

PROJECT

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

- As Ss have prepared for the project throughout the unit, the focus of this lesson should be on the final product, which is an oral presentation.
- Have Ss work in their groups. Give them a few minutes to get ready for the presentation.
- Give Ss a checklist for peer and self-assessment. Explain that they will have to tick (✓) appropriate items while listening to their classmates' presentations and write comments if they have any. The presenters should complete their self-assessment checklist after completing their presentation.
- If necessary, go through the assessment criteria to make sure Ss are familiar with them.
- Invite two or three groups to give their presentations. Encourage the rest of the class to ask questions at the end.
- Give praise and feedback after each presentation. You can also give Ss marks for their presentation as part of their continuous assessment.

Suggested checklist for peer assessment:

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

CONTENT: The presentation includes the following information.		
– the name and location of the tourist attraction		
– what it is famous for		
– what tourists can do there		
– ideas for eco-friendly activities		

Suggested checklist for self-assessment:

	Tick where appropriate	Comments (in English or Vietnamese)
DELIVERY		
– I greeted the audience.		
– I spoke clearly and naturally.		
– I cooperated with my group members when delivering the talk.		
– I interacted with the audience.		
– I used some photos / pictures to illustrate my ideas.		
– I concluded my part of the talk appropriately.		
CONTENT: Our presentation includes the following information.		
– the name and location of the tourist attraction		
– what it is famous for		
– what tourists can do there		
– ideas for eco-friendly activities		

NOW I CAN ...

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

REVIEW 4

INTRODUCTION

Review 4 is aimed at revising the language and skills Ss have learnt in *Units 9 – 10*. Introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. Summarise Ss' answers and add some more information if necessary.

LANGUAGE

PRONUNCIATION

Aim: To help Ss review sentence stress and practise speaking with a natural rhythm.

- Ask Ss to read the sentences and mark the stressed syllables in the words in bold.
- Play the recording and have Ss check their answers. Check answers as a class.
- Play the recording again, pausing after each sentence for Ss to repeat as naturally as possible.

Key + Audio script – Track 79:

1. I **'like 'trekking** in the **'mountains**.
2. The **'children** are **'looking 'forward** to the **'boat 'trip**.
3. Are you going to **'visit** the **mu'seum to'morrow?**
4. **'Don't 'litter** while you are on the **'ecotour**.

Extension: Put Ss into pairs and have them mark the intonation pattern of each sentence using falling and rising arrows. Then ask different questions about items 1, 2 and 4, e.g. *Where do you enjoy trekking? What are the children looking forward to?* Have Ss repeat the questions and answer them with appropriate intonation, using their hands to indicate the tones, e.g. lowering their hands for a falling tone and raising them for a rising tone.

VOCABULARY

ACTIVITY 1

Aim: To help Ss review phrases related to environment and tourism.

- Have Ss do this activity individually and then share their answers with a partner.
- Call on one or two Ss to write their answers on the board.
- Check and confirm the correct ones.

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

ACTIVITY 2

Aim: To help Ss further practise the use of the words related to environment and tourism.

- Have Ss do this activity individually or in pairs.
- Call on some Ss to give their answers.
- Ask Ss to provide reasons for their answers.
- Explain and give correct answers.

Key: 1. ecosystem 2. eco-friendly 3. litter
4. Ecotourism 5. biodiversity

Extension: Play a game to revise other key words and phrases Ss have learnt in *Units 9 and 10*, e.g. *environmental issues, habitat, wildlife, climate change, air pollution, fieldtrip, profit, arts and crafts, mass tourism*. Have a volunteer come to the front. Whisper one of the words into his / her ear and have the student mime the word, give a simple definition of it or draw a simple picture to illustrate the word on the board. Ask the rest of the class to make guesses. Give a point to the first student who correctly calls out the word. Continue with other words until all Ss have a go. The winner is the student with most points.

GRAMMAR

ACTIVITY 1

Aim: To help Ss review the use of reported speech.

- Elicit when we use reported speech and what changes we make when we convert direct speech to reported.
- Ask Ss to do the activity individually.
- Have Ss compare their answers in pairs.
- Call on some Ss to read their sentences aloud or call on some Ss to write their answers on the board.
- Check answers as a class.

Key:

1. My brother said he was doing research on sustainable tourism.
2. Minh asked Nam if / whether he liked watching programmes about wildlife and nature.
3. Hoa asked Mr Smith what they could / can do to reduce the impact of global warming on the environment.
4. The club's secretary said they were going to organise a lot of activities during Earth Hour that year.
5. The teacher explained that the animals would / will not survive extreme cold weather in the North.

Extension: Put Ss into pairs. Write 5 – 6 questions on the board, e.g. *What is responsible tourism? Do you think you and your family are responsible tourists? Have you been on an ecotour?* In stronger classes, encourage Ss to add their own questions. Have Ss ask and answer the questions in pairs and take notes of their partner's answers. Then invite Ss to report what questions they have asked and what answers their partners have given using reported speech, e.g. *I asked Chris what responsible tourism is. He said that responsible tourism is a kind of tourism that protects the environment.*

ACTIVITY 2

Aim: To help Ss review conditional sentences Type 1 and Type 2.

- Elicit the structure and use of conditional sentences Type 1 and Type 2.
- Ask Ss to do the exercise individually.
- Have Ss compare their answers in pairs.
- Call on some Ss to read their sentences aloud or write them on the board.
- Check answers as a class.

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

Extension: Give Ss pieces of paper or cards, and ask each student to write five half conditional sentences Type 1 and Type 2, each on a separate card. Collect all cards, shuffle them and place them face down on a table. Have Ss take turns to come to the table and pick a card. Give them 30 seconds to complete the sentence using the correct form, e.g. *If I fall asleep in class, (my teacher will get angry).*

SKILLS

LISTENING

ACTIVITY 1

Aim: To help Ss practise listening for gist.

- Have Ss read the three options for the title of the talk.
- Play the recording. Ask Ss to listen and choose the best title for the talk.
- Call on some Ss to give their answers in front of the class.
- Check answers as a class.

Key: A

ACTIVITY 2

Aim: To help Ss practise listening for specific information and key words.

- Ask Ss to look at the notes, underline the key words and decide what kind of information they need to fill in each blank, (e.g. 1: number; 2: noun (phrase); 3: noun (phrase); 4: noun (phrase); 5: noun (phrase)).
- Play the recording again and have Ss write down their answers in their notebooks.
- Have Ss work in pairs to compare their answers.
- Check answers as a class.
- In weaker classes, play the recording again, pausing after the sentences containing the missing words.

Key: 1. 8 / eight 2. house 3. local family 4. pagoda 5. litter

Audio script – Tracks 80 + 81:

Hello everybody. This Saturday we're all going on a trip to an ancient village just outside the city and I'd just like to give you some information about the trip. We're leaving from here at 8.30 in the morning. It's an 8-hour trip so we'll probably be back at 4.30 p.m. We're going to visit three of the most famous attractions in the village. The first one is a large ancient house. It was built 600 years ago and its architecture is very impressive. After that we're going to have lunch with a local family. The family is going to prepare the most delicious locally made food for us and I'm sure we'll enjoy it. I think we'll stay there about 45 minutes. Then we're going to walk to the third attraction - the village pagoda. It's one of the oldest and biggest pagodas in the country and is surrounded by different types of trees. We can walk around the pagoda and learn about its interesting history. The pagoda is very beautiful so you can take some excellent photographs there. So don't forget to bring your camera with you. And remember: Don't drop litter or pick flowers on the roadside while you are visiting the places.

Extension: Put Ss into groups. Write one or two words from each sentence of the recording on the board. Play the audio and have groups try to complete each sentence with as many words as they can. In weaker classes, you can pause longer between sentences and play the audio several times.

SPEAKING

Aim: To help Ss practise discussing and planning a day trip.

- Have Ss work in pairs and imagine they are going on a day trip and need to plan its itinerary. Explain that this could be a real or an imaginary place.
- Tell Ss to use the list of points as guidelines for their discussion.
- Call on some Ss to present their plans for a day trip in front of the class.
- Praise for interesting ideas and fluent delivery.

READING

ACTIVITY 1

Aim: To help Ss practise understanding word meanings from context.

- Ask Ss to read the whole text once to get an overall idea.
- Have Ss read again paying attention to the context of each highlighted word, then look at the three definitions.
- Tell Ss to work in groups to discuss the context clue for each word and compare answers.
- Check answers as a class.

Key: 1. b 2. a 3. c

ACTIVITY 2

Aim: To help Ss practise reading for main ideas and specific information.

- Ask Ss to read the text again and complete the exercise.
- Check answers as a class.
- Ask Ss to provide evidence from the text to support each answer.

Key: 1. A 2. B 3. C

Extension: Divide Ss into groups. Have groups write True / False statements about the reading text, e.g. *When people travel, they don't affect the environment.* (False); *Your carbon footprint increases when you travel by plane.* (True). Then invite each group to read their statements while the rest of the class say if they are true or false, and correct the false ones. In stronger classes, ask Ss to close their books.

Writing

Aim: To help Ss practise writing a paragraph about things they should or shouldn't do to reduce the negative impact of travelling on the environment.

- Tell Ss to read the text again and extract some ideas for their writing, e.g. *walk, cycle or use public transport*.
- In stronger classes, encourage Ss to brainstorm additional ideas.
- Have Ss complete the task individually and write a paragraph (120 – 150 words), then swap their paragraphs with a partner for peer review.
- When walking round the class to monitor, make a note of common mistakes. After all Ss finish the writing task, write these up on the board, making sure they are anonymous. Ask Ss to correct them as a class.
- Collect Ss' writing tasks and give face-to-face feedback in private, or give them back with some written feedback.
- In weaker classes, provide some suggested answers if necessary.

Sample answer:

There are several things that we should do to reduce the negative impact of travelling on the environment. Firstly, we should reduce our carbon footprint during the trip. We should only fly when the trip is long and choose environmentally-friendly means of transport such as cycling or public transport. Secondly, wherever we go, we should always protect our environment. By keeping it clean and safe, we can reduce the negative impact of travelling on the environment.

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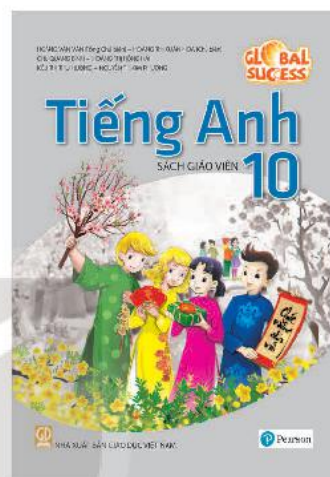
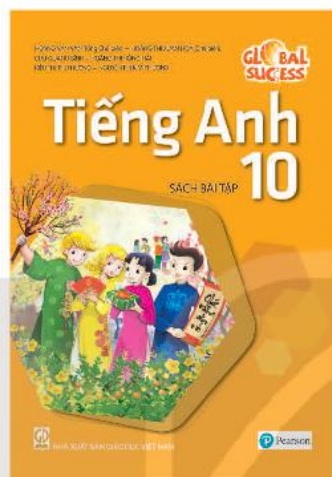
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