

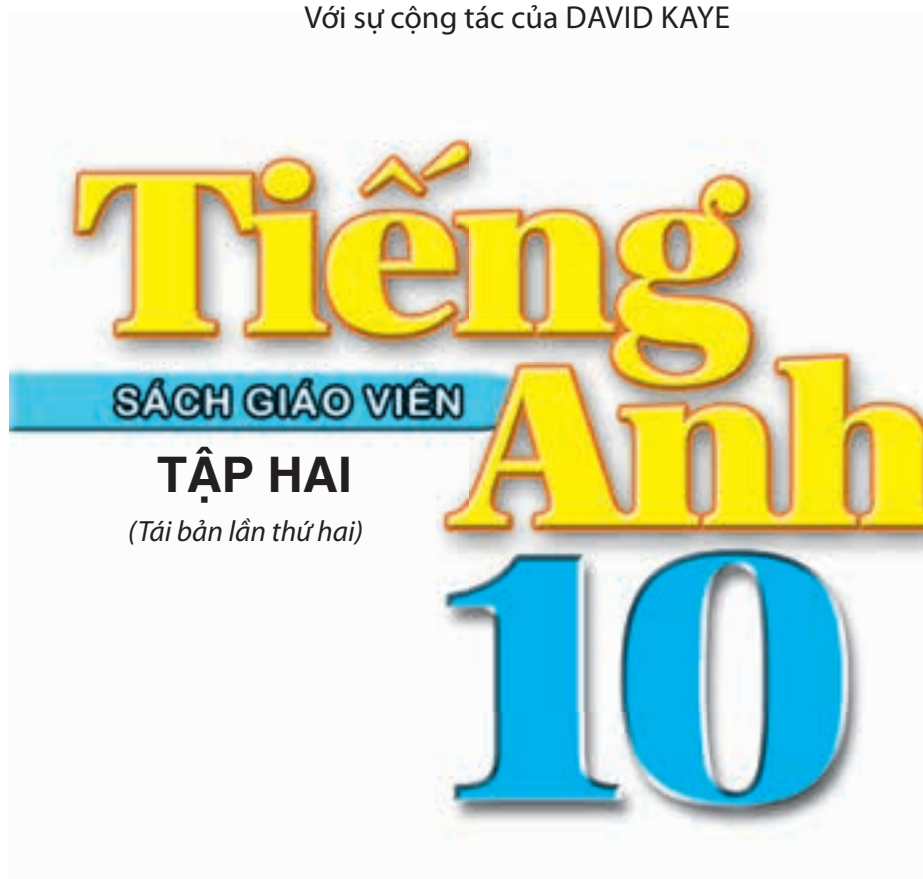
BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng Chủ biên) – HOÀNG THỊ XUÂN HOA (Chủ biên)

ĐẶNG HIỆP GIANG – PHAN HÀ – HOÀNG THỊ HỒNG HẢI

KIỀU THỊ THU HƯƠNG – VŨ THỊ LAN – ĐÀO NGỌC LỘC

Với sự cộng tác của DAVID KAYE



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INTRODUCTION

TIENG ANH 10 is the first of a three-level English language set of textbooks for the Vietnamese upper secondary school. It follows the systematic, cyclical and theme-based curriculum approved by the Minister of Education and Training on 23rd November 2012. The aim of this set of textbooks is to develop students' communicative competence in listening, speaking, reading and writing so that when finishing upper secondary school, students will achieve level three of the Vietnamese Foreign Language Competence Framework (equivalent to B1 in the Common European Framework of Reference for Languages).

Tieng Anh 10 is divided into two volumes: **Tieng Anh 10** Volume 1 and **Tieng Anh 10** Volume 2.

THE COMPONENTS OF TIENG ANH 10 Volume 2

The complete learning set of **TIENG ANH 10** Volume 2 consists of the **STUDENT'S BOOK**, **TEACHER'S BOOK**, **WORKBOOK**, and **CD**.

STUDENT'S BOOK

The Student's Book contains:

- a book map which provides information about the sections of each unit and the structure of the book
- 5 topic-based units, each comprising 5 sections taught in eight 45-minute lessons
- 2 review lessons, each providing revision and further practice of the preceding units, taught in two 45-minute lessons
- Glossary providing phonetic transcription of the new words in the units and their Vietnamese equivalents

TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts

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of each unit and suggestions for the teaching techniques which teachers could use depending on their teaching contexts. It also provides the answer keys to the exercises in the Student's Book and the audio scripts.

WORKBOOK

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

CD

The CD includes the audio for the listening activities and recording of the reading passages.

THE COMPONENTS OF EACH UNIT

Student's Book Volume 2 consists of 5 units. At the beginning of each unit, the language points and subskills to be taught are clearly stated. Each unit has five sections that should be taught in eight 45-minute lessons. These theme-based units are designed to provide students with memorable lessons and enjoyable learning experience.

SECTION 1: GETTING STARTED

GETTING STARTED is the first section of the unit. It begins with a conversation which introduces the overall topic of the unit, the basic vocabulary and the main grammatical structures. The conversation is followed by a number of activities for checking students' comprehension and practising the vocabulary and grammatical structures presented in this section.

SECTION 2: LANGUAGE

The **LANGUAGE** section comprises of three sub-sections: Vocabulary, Pronunciation and Grammar. In the Vocabulary and Grammar subsections, some of the vocabulary items and the grammar points presented in **GETTING STARTED** are now practised in more depth and

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some new ones are presented to expand students' vocabulary and grammar knowledge for use later in the unit. In the Pronunciation sub-section, students are given opportunities to practise different word stress patterns which are thought to be difficult for them.

When teaching these sub-sections, it is advisable that the three aspects of a new language point – form, meaning and use – are paid due attention to. Word collocation is also a focal point in the Vocabulary sub-section. The 'Do you know ...?' box summarises the three aspects of the grammar points and provides examples, while the "Watch out" box gives clues about the use of the grammar points presented and learnt in the section, or provides additional grammar points.

SECTION 3: SKILLS

The **SKILLS** section consists of four sub-sections: Reading, Speaking, Listening, and Writing. Those four skills are practised around the main topic of the unit, and each skill focuses on a different aspect of the topic.

Reading

This section is intended to develop students' reading abilities. It provides them with language and ideas about the topic through the reading text, which they can use later in the Speaking or Writing lessons.

Although the division between the stages is not explicit, the Reading subsection follows a three-stage teaching procedure: pre-reading, while-reading and post-reading. On average, there are four or five activities in each Reading lesson. The first activity is actually the pre-reading stage. It introduces the topic of the reading text, providing students with an opportunity to brainstorm on the topic or activating their own knowledge about it. It also helps get students involved in the reading lesson. The next two or three activities are the while-reading stage. The most useful reading skills of skimming, scanning, understanding word meaning in context, referencing, etc. are practised through various types of tasks such as 'deciding the best title for the text', multiple choice, true/false, comprehension questions and gap-filling. The last activity in the reading

INTRODUCTION

sub-section is the post-reading stage. It usually consists of a discussion activity which asks students to give their own ideas or opinions on, or share their own experience with their partners about the issue presented in or related to the reading text. This helps students both understand the text more thoroughly and practise the language used in the text.

Speaking

The Speaking sub-section follows Reading, so students can use the ideas and apply the language they learn in their speaking activities. There are three or four activities in this subsection. Although much of the needed vocabulary and grammatical structures 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 preceding activity as a preparation for the one following it. The activities become less and less controlled in the flow of the lesson. The language and ideas are built up through the continuation of activities and examples are given when necessary, so that in the last activity students are fully prepared for their free production of the language on the given topic. In all speaking activities, students are encouraged to apply and share their own knowledge and experience to talk about the topic; therefore, the learning is highly personalised.

Listening

Like Reading, the Listening sub-section also consists of four or five activities representing the three stages of the lesson: pre-listening, while-listening, and post-listening. 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 their background knowledge related to the topic. The following two activities provide students with practice of the skills of listening for gist and/or listening for details. There are also tasks that help students learn new vocabulary or the new meaning of the vocabulary learnt previously in meaningful contexts. The most common task types are true/false, multiple choice, comprehension questions, etc. The last activity, which can be considered as a post-listening one aims at checking students' listening comprehension and asking them to express their opinions of the content of the listening text.

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Writing

When students learn to write in English, the two biggest problems they usually experience are lack of ideas and lack of necessary language to express ideas. The Writing subsection prepares students to cope with both of those. It often begins with a pre-writing activity that presents the topic and gives students an opportunity to brainstorm ideas related to the given topic. In the following activity, useful phrases are presented and practised so that students can use them later. Sometimes, a model text is presented with one or two tasks for students to study its structure and format before producing their own text. This approach to writing gives students some guidance so that they feel more confident and are better prepared for the writing task.

SECTION 4: COMMUNICATION AND CULTURE

This section is divided into two subsections: Communication and Culture. The **Communication** subsection provides students with an opportunity for further practice and consolidation of the skills and the language learnt previously in the unit. The skills are integrated: speaking with either reading or listening, or with both. After getting some input from the reading or listening activities, students are engaged in a discussion about the issue brought up in the reading or listening texts. Compared to the speaking activities in the Speaking lesson, speaking in this Communication subsection is less controlled. Students are encouraged to apply what they have learnt to communicate their ideas and opinions freely. Extra vocabulary is provided in this subsection if necessary.

The **Culture** subsection is aimed at providing students with cultural knowledge of the ASEAN countries and English speaking countries around the world. Through reading, students get information about cultural aspects to the topic of the unit and have a chance to compare features of Vietnamese culture with those of other countries. This will broaden students' background knowledge about the world and deepen their knowledge about the culture of Vietnam.

SECTION 5: LOOKING BACK & PROJECT

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

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The **Looking back** subsection is designed for revision and consolidation of the language learnt in the unit. It begins with a pronunciation activity which aims at checking students' ability to recognise the sounds or the pronunciation points they have learnt. The words or phrases containing the sounds or pronunciation points are often those that students have met in other parts of the unit or taken from the reading or listening texts.

The vocabulary and grammar activities focus on the main vocabulary and grammar points learnt in the unit and are aimed at checking students' understanding of the meaning and use of those words or structures. Students are also given a chance to apply them in their own speech in the last activity of this subsection, which can be a free discussion or some other communication activity.

The **Project** is the last part of the unit. It is aimed at providing students with an opportunity to apply the language and skills they learnt throughout the unit to perform a task in a realistic situation. Students are asked to do a survey or research to get real information about their friends, their neighbourhood or to broaden their knowledge about the real world. The project tasks often involve teamwork so that students' collaborative skills are developed and their team spirits are enhanced. Much of the work for the Project is to be done outside the class, at home or during break time. The teacher can also put aside some class time for students to share the results of their project work.

NOTES ON TEACHING METHODOLOGY

- The teaching of both the language skills and language elements follows a three-stage procedure. The pre-, while-, and post-stage procedure is recommended for the skill lessons and the presentation–practice–production (PPP) procedure for the language lessons. Both procedures should be handled appropriately with

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respect to the prior knowledge, beliefs and expectations that students bring to class and the need to develop awareness, self-reflection, critical thinking and learning strategies.

- Students' talking time should be maximized 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 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 asking students 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 having students 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 that way, both the weaker and the better students will be encouraged to contribute to the lesson.

BOOK MAP

	Vocabulary	Pronunciation	Grammar	Reading
Unit 6: Gender Equality	Words and phrases related to gender equality	Stress in two-syllable words	The Passive voice with modals	Reading for general ideas and specific information about gender equality in employment
Unit 7: Cultural Diversity	Words and phrases related to traditions, cultural characteristics and superstitions	Stress in two-syllable words with derivatives	- Comparative and superlative adjectives - Articles	Reading for specific information about superstition in Viet Nam
Unit 8: New Ways to Learn	Words and phrases related to - Electronic devices that can help us learn - Using the Internet to learn English	Stress in three-syllable adjectives and verbs	Relative clauses: defining and non-defining clauses with 'who', 'that', 'which' and 'whose'	Reading for general ideas and specific information about new ways to learn English
REVIEW 3				
Unit 9: Preserving the Environment	Words and phrases related to environmental impacts and ways to protect the environment	Stress in three-syllable nouns	Reported speech	Reading for general ideas and specific information about threats to the natural environment
Unit 10: Ecotourism	Words and phrases related to the importance, benefits and principles of ecotourism	Stress in words of more than three syllables	Conditional sentences types 1 and 2	Reading for general ideas and specific information about the benefits and principles of ecotourism
REVIEW 4				

BOOK MAP

Speaking	Listening	Writing	Culture	Project
Talking about equal job opportunities	Listening for specific information about wage discrimination	Writing about the disadvantages of working mothers	Gender equality in the United Kingdom	Do a survey about gender equality in the class / school
Comparing traditions and customs in two countries and discuss those of Viet Nam	Listening for specific information about the wedding traditions of a small community in the USA	Writing about some typical characteristics of the Vietnamese people	Gift-giving in the UK and the ideas of success in the USA and in Viet Nam	Prepare a presentation about some aspects of Vietnamese culture
Talking about how electronic devices can help us learn	Listening for specific information about instructions on how to access and use online English language materials	Writing about the advantages of electronic devices as learning tools	New ways to learn in the USA	Do a survey to find out how students use electronic devices to learn English
Talking about the environmental impacts of human activities	Listening for gist and specific information in a student's talk on environmental impacts and their effects	Writing about environmental problem and give some practical advice on how to preserve the environment	The World Wide Fund for Nature (WWF)	Prepare a presentation about environmental problems of the local area and an action plan to deal with them
Talking about what tourists can do on an eco tour	Listening for gist and specific information about ecotourism	Writing a travel brochure promoting an eco tour	Problems with ecotourism in Viet Nam and Africa	Do a survey to find out students' experience in ecotourism

GETTING STARTED

Equal opportunities in education



1 Listen and read.

Lan: Can we start working on the class project 'Equal Opportunities in Education'?

Quang: OK, let's see what information we have found on our topic.

Minh: Please go ahead, Quang.

Quang: Well, according to a United Nations report, sub-Saharan Africa had only 82 girls enrolled per 100 boys in secondary school in 2010. I suppose this is an example of gender discrimination in education.

Lan: Yes, I agree. Not all girls can go to school. I guess they may be kept home to do housework.

Quang: Sure. In rural areas, girls might be forced to work at home and in the fields.

Minh: Some people say that girls perform worse at school than boys, so they shouldn't be allowed to go to school.

Quang: I'm afraid I disagree. I think girls do better at school than boys and more women than men have college degrees.

Lan: Exactly. In Viet Nam, there are slightly more boys than girls in both primary and secondary schools, but more women than men earn college degrees.

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to gender equality

Pronunciation

Stress in two-syllable words

Grammar

The passive voice with modals

SKILLS

- Reading for general ideas and specific information about gender equality in employment
- Talking about equal job opportunities
- Listening for specific information about wage discrimination
- Writing about the disadvantages of being a working mother

COMMUNICATION AND CULTURE

Gender equality in the United Kingdom

Minh: I believe gender discrimination in education starts at home because parents treat boys and girls differently.

Quang: I couldn't agree more. Gender discrimination should be eliminated so that everyone has equal opportunities in education.

2 Read the conversation again. Decide if the following statements are true (T), false (F) or not given (NG). Tick the correct boxes.

	T	F	NG
1. Lan, Quang and Minh are working on the class project 'Equal Opportunities in Employment'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Quang is talking about the enrolment rate in secondary school in sub-Saharan Africa in 2013.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Lan thinks girls may be kept home to do housework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In general, girls do better than boys at all levels of education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Minh believes gender discrimination in education starts at home because parents treat boys and girls differently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OBJECTIVES

By the end of this unit, Ss can

- use lexical items related to the topic *Gender Equality*
- pronounce correctly two-syllable words with stress on the first or second syllable in isolation and in context
- understand and use the passive voice with modals
- read for general ideas and specific information about gender equality in employment
- exchange opinions about equal job opportunities for men and women
- listen for specific information about wage discrimination
- write about the disadvantages of being a working mother
- understand and talk about the present situation of gender equality in the United Kingdom

GETTING STARTED

Equal opportunities in education

Lead-in: Inform the class of the lesson objectives: getting to know the topic, the vocabulary related to *Gender Equality* and the passive voice with modals.

- Ask Ss what they think about when they see or hear the words 'gender', 'equality' and 'gender equality'. Elicit Ss' answers.

Suggested answers

I think of men and women.

I think of the word *same*.

I think that men and women should be treated the same way and given the same opportunities.

- 1 Ask Ss to look at the picture and answer questions about it:

Suggested questions

- Who do you see in the picture?
 - Where do you think they are?
 - What are they doing?
- Play the recording. Ask Ss to listen and read.

- 2 Ask Ss to work individually first and then in pairs to decide if the statements are true (T), false (F) or not given (NG). Encourage Ss to provide reasons for their answers.
- Ask them to refer back to the conversation to get the necessary information. Check Ss' answers and give explanations.

Key

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

Note:

The enrolment rate in sub-Saharan Africa is taken from *The Millennium Development Goals Report 2012* (United Nations) www.un.org/.../pdf/MDG%20Report%202012.pdf

3 Read the conversation again and answer the questions.

1. What was the enrolment rate in sub-Saharan African in 2010?
2. Why can't girls go to school according to Quang?
3. What is the enrolment rate in schools in Viet Nam?
4. Who earns more college degrees in Viet Nam?
5. Why should gender discrimination be eliminated?

4. We do not allow any kind of _____ against women and girls.
5. Our family members have _____ rights and responsibilities.
6. Most parents don't want to find out the _____ of their babies before birth.

LANGUAGE

Vocabulary

1 Match each word with its definition. Then practise reading the words out loud.

1. equal (adj)	a. arrange to join a school officially
2. gender (n)	b. unfair treatment based on gender, age or race
3. eliminate (v)	c. make somebody do the things they don't want
4. enrol (v)	d. having the same quantity or value as other people
5. force (v)	e. get rid of
6. discrimination (n)	f. the fact of being male or female

2 Complete the following sentences using the words given in 1.

1. This year, more girls are expected to _____ in the first grade.
2. Many young people are not interested in sports. I have to _____ my sons to play tennis or go swimming.
3. The Vietnamese government has done a lot to _____ hunger and poverty.



Pronunciation

1 Listen and repeat.

enrol	woman	gender	perform
housework	agree	treatment	equal
system	college	allow	promote

2 Listen again and put a mark (') before the stressed syllable.

3 Put the words in the right box according to their stress patterns.

Stress on first syllable	Stress on second syllable

- 3** Ask Ss to read the conversation again and think of the answers to the questions. Have them work with a partner and switch roles to ask and answer.
- Check the answers and provide the correct ones if necessary.

Key

1. Only 82 girls enrolled per 100 boys in secondary school.
2. Because they might be forced to work at home and in the fields.
3. There are slightly more boys than girls in both primary and secondary schools.
4. Women do.
5. Gender discrimination should be eliminated so that everyone has equal opportunities in education.

LANGUAGE
Vocabulary

- 1** Ask Ss to work individually, read the words and phrases in the box, then discuss and find the meaning for each of them (a-f).
- If Ss need support, ask them to use the context of the conversation to help them choose the correct meaning for each word. Check answers as a class.

Key

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

- 2** Ask Ss to work individually first, and then check with a partner. Make sure that Ss have the right answers by going over all the answers in class. Allow Ss to look up the words in the glossary, if necessary.

Key

- | | |
|--------------|-------------------|
| 1. enrol | 2. force |
| 3. eliminate | 4. discrimination |
| 5. equal | 6. gender |

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can use some words and phrases related to the topic **Gender equality**.*

Pronunciation

- 1** Play the recording and let Ss listen and follow.
- Play it again with pauses for Ss to repeat each word chorally.
 - Give the meaning of the words if necessary. Help Ss distinguish two-syllable words with stress on the first or second syllable.

Notes:

- ✓ Explain that many **two-syllable nouns** and **adjectives** have stress on the **first** syllable. For example, **nouns:** *artist, driver, brother, sister, women and children;* **adjectives:** *friendly, famous, lovely, harmful and useless.*
- ✓ Some exceptions: *asleep, alone, hotel, guitar, mistake and machine.* (These adjectives and nouns have stress on the second syllable.)
- ✓ Many **two-syllable verbs** have stress on the **second** syllable. For example, *remove, dislike, become, escape, forget, relax and enjoy.*
- ✓ Some exceptions: *cancel, copy, answer, enter, offer, listen, happen and open.* (These verbs have stress on the first syllable.)

- Ask Ss to work in pairs and take turns reading the words.
- 2** Play the recording again. Ask Ss to put a mark (ˈ) before the stressed syllable in each word.
- 3** Have Ss work individually to put the words in the right box according to their stress patterns. Check as a class.

Key

Stress on first syllable	Stress on second syllable
'woman, 'gender	en'rol, per'form
'treatment, 'housework, 'equal	a'gree
'college, 'system	a'llow, pro'mote

Grammar

1 Choose the right modals in brackets to complete the sentences.

- Some people think married women (shouldn't / mustn't) pursue a career.
- We (must / should) stop when the traffic lights are red.
- '(May / Mustn't) school boys study needlework and cookery?' 'Yes, of course.'
- Remember to bring a raincoat with you. It (might / would) rain later.
- (Will / Shall) you talk to your parents before you decide to join the police forces, Mai?
- You (mustn't / won't) pick those flowers. Don't you see the sign?
- My brother is good at cooking and he (can / might) cook very delicious food.

Do you know ...?

Modal Verbs

can could may might will
would must shall should ought to

2 Read the following sentences from GETTING STARTED. Underline the passive voice with modals. Check with your partner.

- I guess they may be kept home to do housework.
- They might be forced to work at home and in the fields.
- Some people say that girls perform worse at school than boys, so they shouldn't be allowed to go to school.
- Gender discrimination should be eliminated so that everyone has equal opportunities in education.

3 Rewrite the following sentences, using the passive voice.

- Our class might choose Lan to represent us in the School Youth Union.
- Will they teach Korean in our school next year?
- The students must follow the instructions strictly.
- Very young children shouldn't eat sugary food.
- They should give men and women equal rights to education and employment.
- Hopefully, scientists will discover a planet similar to the Earth.
- I think we can reduce discrimination against women and girls.

Do you know ...?

The Passive Voice with Modals

	Active Voice	Passive Voice
Rule	modal + V	modal + be + past participle
Example	<i>They may build a new bridge.</i>	<i>A new bridge may be built.</i>

- We use the **passive voice** when the **agent** of the action is **not known** or **not important**.

- If the **agent** is **known**, it can be **indicated** by a phrase beginning with **by**.

Example:

A new bridge may be built **by** the local people.

SKILLS

Reading

Gender equality in employment

1 Look at the symbols. What do they stand for?



2 Match each of the words with its meaning. Use a dictionary if necessary.

1. preference (n)

a. the act of controlling something; a restriction

2. sue (v)

b. the state of feeling sad and alone

3. pursue (v)

c. a greater interest in someone / something than someone / something else

4. loneliness (n)

d. follow a course or activity in an effort to gain something

5. limitation (n)

e. bring somebody to court because they have done something harmful to you

Grammar

- 1 Explain to Ss that **modal verbs** are special verbs that behave differently from other verbs. They are used to express *ability, advice, duty, permission, possibility, prohibition* or *request*.
- Let Ss read the sentences individually and ask them to pay attention to all modal verbs used in the sentences. Have them choose the answers and discuss the meaning of each modal with a partner. Go over all the answers in class.

Key

1. shouldn't (advice)
2. must (duty)
3. May (permission)
4. might (possibility)
5. Will (request)
6. mustn't (prohibition)
7. can (ability)

More notes on modals

Modals	Functions	Examples
can, could	ability	I can't work as hard as she does.
should, ought to	advice or duty	Boys should / ought to do housework. We should / ought to meet more often.
must	duty	Students must do their homework.
can, could, may	permission	You can have a day off if you're tired. May I go out?
may, might, can, could	possibility	We can / could / may / might / go out for dinner tonight.
can't, mustn't, may not	prohibition	She can't go out in such cold weather. You mustn't cheat in the exams. You may not wear slippers to school.
may, will, would	request	Would you mind if I sat here? Will you please take a message?

- 2 Ask Ss to read the sentences. Have them underline the passive voice with modals. Let them work with a partner before checking answers as a class.

Key

1. may be kept
2. might be forced
3. shouldn't be allowed
4. should be eliminated

- 3 Have Ss work in pairs first, and then write down the correct answers. Observe and offer help if necessary.

Key

1. Lan might be chosen (by our class) to represent us in the School Youth Union.
2. Will Korean be taught in our school next year?
3. The instructions must be followed (by the students) strictly.
4. Sugary food shouldn't be eaten by very young children.
5. Men and women should be given equal rights to education and employment.
6. Hopefully, a planet similar to Earth will be discovered (by scientists).
7. I think discrimination against women and girls can be reduced (by us).

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce two-syllable words with stress on the first or second syllable. I can use the passive with modal verbs and the new vocabulary related to **Gender equality**.*

3 Quickly read the text. Choose the best title for it.

- a. Brenda Berkman's Childhood
- b. A Woman Who Did a 'Man's Job'
- c. Gender Equality in Employment



As a young girl, Brenda Berkman always dreamt of becoming a firefighter,

although she was aware of gender preference in favour of boys. In 1977, she applied for a firefighter's position at the New York City Fire Department (FDNY).

Even though she was a marathon runner, she failed the physical test. But Brenda didn't give up. She sued New York City and the FDNY for gender discrimination and won. A new 'fairer' test was created, so she and 40 other women passed. Brenda's dream of becoming a firefighter came true.

However, she and other female firefighters became the targets of laughter and anger from the co-workers and local people. They were unwelcomed at meals, faced loneliness and even violence.

There weren't any limitations on women's service at FDNY. The women firefighters had to do exactly the same jobs as their male workers. To pursue a 'man's job' Brenda Berkman and other women had to work very hard. They paid a heavy price to win equality. They were successful and even became the subjects of a documentary called *Taking the Heat* in 2006.

Brenda Berkman's story shows that gender differences cannot prevent a person from pursuing a job. Success comes to those who have enough courage and will.

4 Read the statements. Decide if they are true (T), false (F) or not given (NG). Tick the correct boxes.

	T	F	NG
1. Brenda Berkman was never aware of gender preference in favour of boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Brenda Berkman passed the written test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. After failing the physical test, Brenda Berkman kept silent and went away.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. She and other female firefighters became the targets of laughter and anger from the co-workers and local people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. They paid a heavy price to win equality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Brenda Berkman taught at the FDNY.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Read the text again. Answer the questions.

1. What job did Brenda Berkman want to do as a young girl?
2. What did she do after she failed the physical test?
3. How were she and other female firefighters treated?
4. What jobs did they do at FDNY?
5. What is *Taking the Heat*?
6. What does Brenda Berkman's story show?

6 Discuss the following with a partner.

Should a woman do a 'man's job'? Why / Why not?



SKILLS

Reading

Gender equality in employment

Lead-in : Focus Ss' attention on the heading of the section *Gender equality in employment*. Ask them to guess what the text is about.

- Inform the class of the lesson objectives: reading for general ideas and specific information about gender equality in employment.

1 Have Ss look at the symbols and answer the questions.

Key

They are the symbols of genders, gender equality and gender discrimination.

2 Have Ss match each of the words with its meaning.

- Encourage them to work individually first, and then check with a partner. Let Ss use a dictionary, if necessary.
- Go over all the answers to make sure they have the correct answers.

Key

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

3 Ask Ss to read the text quickly and find the repeated words and their collocations (e.g. *firefighter / firefighter's / firefighters, female / women / women's, male / man's / gender discrimination / gender differences*).

- Explain to Ss that repeated vocabulary in the text may imply its main idea or title.
- Have Ss skim the text to choose the best title.

Key

b. A Woman Who Did a 'Man's Job'

4 Ask Ss to check if the statements are true (T), false (F) or not given (NG). Have them refer back to the text if necessary. Ask them to underline the key words in the statements and relevant words / phrases in the text.

Key

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

5 Ask Ss to scan the text to find answers to the questions.

- Let them highlight the key words both in the questions and in the text.
- Have Ss take turns asking and answering in pairs. Check answers as a class.

Key

1. She wanted to become a firefighter.
2. She sued New York City and the FDNY for gender discrimination and won.
3. They became the targets of laughter and anger from the co-workers and local people. They were unwelcomed at meals, faced loneliness and even violence.
4. They had to do exactly the same jobs as all other male firefighters.
5. It is a documentary made in 2006 in which Brenda Berkman and other female firefighters were the subjects.
6. It shows that gender differences cannot prevent a person from pursuing a job.

6 Ask Ss to work in pairs and get ready to report their answers to the class. Call on some Ss to present their opinions. Give comments if necessary.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt about the difficulties women may have when pursuing a 'man's jobs'. I can read for general ideas and specific information about gender equality in employment.*

Speaking

Equal job opportunities

1 Read the following phrases and sentences. Write **A** if it expresses an agreement and write **D** if it expresses a disagreement. Add two more expressions / sentences.

1. _____ I don't think that
2. _____ I agree (that ...).
3. _____ Yes, but
4. _____ That's true.
5. _____ I guess so.
6. _____ Actually, I think
7. _____
8. _____

2 Work in pairs. Do you agree or disagree with the following statements? Tell your partner, using the phrases and sentences in **1**.

Example:

I don't think that men are better leaders than women.

1. Men are better leaders than women.
2. Women's natural roles are care-givers and housewives.
3. Men are traditional decision-makers and bread-winners.
4. Women are more hard-working than men although they are physically weaker.
5. Women may become trouble-makers because they are too talkative.
6. Men are not as good with children as women.

3 a. Work in groups. Discuss if you agree or disagree with the statement 'Married women should not pursue a career', using sentences 1-6 as reasons for your agreement or disagreement.

b. Note down your group's discussion. Report the results to the class.

1. Women should stay at home, doing housework and looking after their husbands and children.
2. It is boring and tiring to do housework.
3. Women often become passive and dependent on their husbands.
4. Women will be exhausted if they have to do two jobs: at work and at home.
5. Women usually get less pay than men for doing the same job.
6. Men should share household tasks with their wives.

Example:

Student A: I think married women should not pursue a career.

Student B: I agree. I believe they should stay at home, doing housework and looking after their husbands and children.

Student C: Actually, I think they should continue pursuing a career. It is boring and tiring doing housework.



Speaking

Equal job opportunities

Lead-in: Inform Ss of the lesson objectives: exchanging opinions about equal job opportunities for men and women.

- Introduce the topic by asking questions such as *Whose parents both work? Which of them is more qualified? Which of them earns more money? Which of them does more housework?* and *Do you think they (should) have equal opportunities for jobs?*

1 Write *Equal job opportunities* on the board. Give Ss time to read through the useful expressions. Let them work in pairs. Check Ss' answers as a class.

Key

1. **D** 2. **A** 3. **D**

4. **A** 5. **A** 6. **D**

7. Very true, but ... ; Sure, but ... (D)

8. That's for sure. / Exactly. / I couldn't agree more. (A)

2 Have a student read the example, and then ask all Ss to share their opinions in pairs. Walk round and offer help if necessary.

3 a. Ask one student to read out loud the opinion *Married women should not pursue a career* and explain the activity to the class. Divide Ss into groups of three / four Ss. Ask one group to model the activity using the example conversation. Then ask all Ss to discuss and note down their group's discussion.

b. After 3-4 minutes, have some Ss from different groups report the results of their group work back to the class.

Example:

In our group, two people agree with the statement. They think women will be exhausted if they have to do two jobs. One person doesn't agree. He thinks housework should be shared by men, and women should go to work and develop their careers.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can use expressions of agreements or disagreements to express my opinions about equal job opportunities for men and women.*

Listening

Same work – same pay

- 1** Look at the picture. The man and the woman do the same work, but they look different. Why? Tell your partner.



Same work - Same pay?

- 2** Listen and repeat the following words. Do you know each word's meaning? Use a dictionary if necessary.

- | | |
|--------------------|------------------|
| 1. wage (n) | 5. property (n) |
| 2. inequality (n) | 6. address (v) |
| 3. qualified (adj) | 7. income (n) |
| 4. affect (v) | 8. encourage (v) |

Writing

Working Mothers

- 1** The following text about the advantages of being a working mother is missing the detailed explanations. Put the explanations (a-c) in the yellow box in the appropriate blanks (1-3).

Advantages of being a working mother

Mothers should be greatly encouraged to work outside the home.

First, working mothers contribute to household income.

1. _____

Second, working mothers are good educators for their children.

2. _____

Finally, working mothers set good examples for their children.

3. _____

Clearly, mothers should be strongly supported to work outside the home.

- 3** Listen to the recording. Check if the following statements are true (T) or false (F). Tick the correct boxes.

	T	F
1. The speaker begins his talk with gender equality in job opportunities and age.		
2. Wage discrimination affects women negatively.		
3. Women work less than men but they earn more.		
4. Married men and women spend about equal amounts of time working, but women still have to spend more time on housework.		
5. Even now women are not allowed to join the army, the police forces or the fire services.		
6. More and more men are now working in jobs that used to be considered suitable for women only.		

- 4** Listen again and complete the following sentences by writing no more than three words or numbers.

- Wage (1) _____ when workers are equally qualified and perform the same work, but some workers are (2) _____ than others.
- Women (3) _____ of the world's work, produce 50% of the food, but earn 10% of the income and (4) _____ of the property.
- Many countries now allow and (5) _____ to join the army, the police forces and the fire services.
- More and more men are now working in jobs (6) _____, cleaning and childcare.

- When children see how their parents work hard to support the families and share domestic responsibilities they will learn from them. Such family values as hard work, responsibilities and love are likely to pass down from generation to generation.
- They help their husbands pay household expenses and satisfy their children's growing needs. Life is getting more and more expensive, so women's salaries are becoming important to their household budgets.
- Experiences at work widen their knowledge and gradually mature them. Through working they discover their strengths and weaknesses, become more knowledgeable and can find good ways to educate their children.

Listening

Same work – same pay

Lead-in: Inform Ss of the lesson objectives: listening for specific information. Write *Same work – same pay* on the board and check Ss' understanding.

- The topic implies that those who are equally qualified and perform the same work should be given the same pay (regardless of their genders).
- 1** Let Ss look at the picture and elicit their answers to the question. Ask them to use the caption as suggestion.

Suggested answers

The man looks happy but the woman looks sad because she gets less pay / money.

- 2** Play the recording, ask Ss to listen and repeat the words one by one. This activity familiarises Ss with the key words essential for understanding the listening passage, so make sure they know the meaning of each word.
- 3** Tell Ss that they're going to listen to a talk on (gender) discrimination. Ask them to read all the statements and guess if they are true (T) or false (F). Make sure that Ss understand all the statements. Explain if there are any new words.
- Play the recording and let Ss do the activity. Check their answers. Play the recording again if many Ss in the class have incorrect answers, pausing at the place where they can get the correct information.

Key

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

Audio script

Hello, and thank you for inviting me to talk about gender equality. Well, first, let's begin with equality in wages.

Wage discrimination happens when workers are equally qualified and perform the same work, but some workers are paid more than others. Very often, wage discrimination affects women negatively.

On average, women work more than men, but they earn much less. I can give you some information. Women perform sixty-six per cent of the world's work, produce fifty per cent of the food, but earn ten per cent of the income and own one per cent of the property.

In families where both parents work, for example, men and women spend about equal amounts of time working, but women still have to spend more time on housework.

So, how are governments addressing the problem of inequality in wages? As far as I know, many countries now allow and encourage women to join the army, the police forces and the fire services. On the other hand, more and more men are now working in jobs like nursing, cleaning and childcare ...

- 4** Ask Ss to read the instruction and the sentences 1-4. Make sure that they understand the sentences. Provide help with the new vocabulary, if necessary.
- Play the recording once or twice again (depending on Ss' level) for Ss to fill the gaps.
 - Ask Ss to work with a partner to compare their answers.
 - Invite representatives from some pairs to read the completed sentences to the class. Give the correct answers, if necessary.

Key

1. discrimination happens 2. paid more
3. perform 66% 4. own 1%
5. encourage women 6. like nursing

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt about wage discrimination against women. I can talk about gender equality / inequality in wages and employment.*



2 Read the text in 1 again. Complete the following outline.

Topic sentence: Mothers should be greatly encouraged to work outside the home.

A. **Supporting idea 1:** Working mothers contribute to household income.

Explanations:

1. They help pay household expenses and satisfy children's growing needs.
2. _____

B. **Supporting idea 2:** Working mothers are good educators for their children.

Explanations:

1. Experiences at work widen their knowledge and mature them.
2. _____

C. **Supporting idea 3:** Working mothers set good examples for their children.

Explanations:

1. _____
2. Such family values as hard work, responsibilities and love pass down.

Concluding sentence: Clearly, mothers should be strongly supported to work outside the home.

3 Discuss with a partner how the following words are used in the text in 2.

- First
- Finally
- Second
- Clearly

4 Write a similar text about the disadvantages of being a working mother.

Disadvantages of being a working mother

- A. having traditional roles: housewives, housekeepers; doing housework, looking after husbands and children; caregivers for elderly people
- B. not having enough time: men work at office, women work at office and at home; after work, do chores, take care of families, no time to relax
- C. not being good workers: tiring household chores affect work, cannot concentrate or work effectively; worry about kids and housework



Writing

Working mothers

Lead-in: Inform Ss of the lesson objectives: writing a short text with detailed explanations as supporting ideas.

- 1 Write the phrase *Working mothers* on the board. Focus on the pictures and the instructions. Elicit Ss' opinions about the pictures. Give suggestions if necessary by asking questions like *Who are these people in the pictures? What are the women doing? Are they busy? Are they housewives? Do they work?* etc. Ss can talk about the good sides / advantages as well as the bad sides / disadvantages of being a working mother.
- The focus of this activity is to develop a well-structured text, already taught in Unit 5. Explain that writers often provide / give detailed explanations to support ideas in a text.
- Give Ss time to read the sample writing about the advantages of a working mother and put the detailed explanations in the appropriate blanks.

Key

1. b 2. c 3. a

- 2 Ask Ss to read the sample writing again and complete the outline. Help Ss analyse the structure of the text.

Key

- A. 2. Life is getting expensive, so women's salaries are becoming important.
- B. 2. They discover strengths and weaknesses, become more knowledgeable and look for good ways to educate children.
- C. 1. Children see parents work hard and share domestic responsibilities, and they learn from them.

- 3 Give Ss some time to read the text again and discuss the words in pairs. Offer help if Ss cannot give the answer. E.g.: These words are used to link / connect or sequence the ideas in writing.
- 4 Focus on the instructions and the pictures. Give Ss time to read the suggestions.
- Call on some Ss to say what they will write as the topic sentence, supporting ideas 1, 2, 3, and concluding sentence.

- Tell Ss to write a draft first, then write a short text (of about 150 words) about the disadvantages of being a working mother.
- Have Ss write the text in class. When they finish, ask them to exchange it with a partner for peer comments / correction. Walk around and offer help if necessary.
- Alternatively, have Ss write the text at home. T collects Ss' papers in the next lesson. Give feedback in class.

Suggested writing

Mothers should be strongly discouraged from working outside the home.

First, women have traditional roles as housewives and housekeepers. They should stay at home, doing housework and looking after their husbands and children. In extended families where more than two generations live together, women are also the main caregivers for elderly people.

Second, working mothers do not have enough time. Men's work finish at the office, but women's work is extended to their households. After an eight-hour working day, these exhausted women have to do household chores, take care of their husbands and children without having any time to relax.

Finally, working mothers cannot be good workers. Tiring and boring chores at home negatively affect women's tasks in their working place. They cannot concentrate or work as effectively as those who do not have to worry about taking kids to school, picking them up after school and doing housework.

Clearly, mothers should not be encouraged to work outside the home.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt about the advantages of being a working mother. I can write about the disadvantages of being a working mother.*

COMMUNICATION AND CULTURE

Communication

Gender equality in Viet Nam

- 1 Read the following statements about achievements in addressing gender equality in Viet Nam. Do you want to add any achievements? Tell your partner.



1. The gender gap in primary education has been eliminated.
2. More women than men earn college degrees, although there are slightly more boys than girls at primary and secondary levels.
3. Seventy-three per cent of Vietnamese women participate in the labour force, which is one of the highest rates in the world.

- 2 **Work in pairs. Talk about achievements in addressing gender equality in Viet Nam, using the statements in 1.**

Example:

Student A: I think the Vietnamese government has made considerable progress in gender equality.

Student B: I agree. Seventy-three per cent of Vietnamese women participate in the labour force. No doubt that we have one of the highest rates in the world.

Culture

Read the following text about gender equality in the United Kingdom and answer the questions.

Gender equality in the United Kingdom



As a high-income country, the United Kingdom has made a remarkable progress in gender equality.

First, girls perform better than boys at all levels of education. At university level, there are more women than men in full-time undergraduate courses. In addition, men and women equally gain first class degrees.

Second, according to a survey in 2012, women make up 47 per cent of the British workforce. Only 35 per cent of women aged 16 to 64 are now not working.

However, the United Kingdom still faces challenges in gender equality. Millions of women and girls experience domestic violence every year. The gap in full-time wage between men and women is 10 per cent and most of the people in low-paid jobs are women.

1. How do girls and boys perform at school in the United Kingdom?
2. How many women participate in the British workforce?
3. What challenges does the United Kingdom still face in achieving gender equality?

COMMUNICATION AND CULTURE

Communication

Gender equality in Viet Nam

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

- 1 Focus on the instructions and the pictures. Inform Ss that they will have more chances to practise speaking.
- Give them some time to read about the achievements Viet Nam has made in addressing gender equality.
- Give Ss more freedom by allowing them to add more achievements from reliable sources.

Suggested answers

1. Seventy per cent of all public school teachers are women.
2. Forty-nine per cent of lecturers of two-year colleges and forty-three per cent of university lecturers are women.

- 2 Have two Ss model the example. Ask Ss to work in pairs to talk about achievements in addressing gender equality in Viet Nam, using the information given in 1 and from other available sources.

Note:

The data in 1 are taken from 'Vietnam Case Study (Preliminary Findings): Women in Educational Leadership and Management' written by K. Kelly, Columbia University (SEM313_17eng), available at www.iiep.unesco.org; from the 2012 United Nations Viet Nam report 'Achieving the MDGs with Equity: MDG 3: Promote Gender Equality and Empower Women' (30549_MDG_3), available at www.un.org.vn.

Culture

- Focus on the instructions and the pictures. Elicit answers from Ss by asking the class questions like *Who do you see in the pictures? What is the man doing? Are there many men teaching young kids? What is the woman doing? Is her job popular with women?*
- Give Ss time to read the text. Pre-teach some words that might be new to Ss (e.g. high-income, remarkable, undergraduate courses). Walk round to monitor the class and offer help, if necessary.
- Have Ss check their answers with a partner first, then check as a class.

Key

1. Girls perform better than boys at all levels of education in the United Kingdom.
2. Women make up 47 per cent of the British workforce.
3. Millions of women and girls still experience domestic violence, and the gap in full-time wage between men and women is 10 per cent and most of the people in low-paid jobs are women.

Note:

Source: <http://ukfeminista.org.uk/take-action/facts-and-statistics-on-gender-inequality/> Retrieved May 17, 2014.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can talk about Viet Nam's achievements in addressing gender equality. I can also talk about gender equality in the United Kingdom, especially its progress and challenges.*

LOOKING BACK

Pronunciation

- 1 Put the following two-syllable words in the correct columns according to their stress patterns.

symbol letter healthcare complete
challenge infect income suggest
workforce army improve become

Stress on first syllable	Stress on second syllable



- 2 Listen and repeat the words.

Vocabulary

Decide which words in brackets best complete the sentences.

1. Much has to be done to achieve (gender equality / gender inequality) in employment opportunities.
2. Employers give (challenge / preference) to university graduates.
3. People have (encouraged / eliminated) poverty and hunger in many parts of the world.
4. Both genders should be provided with equal (rights / incomes) to education, employment and healthcare.
5. Internet (access / development) is available everywhere in this city.
6. A person looking after someone who is sick, disabled or old at home is a (caretaker / housekeeper).
7. We should not allow any kind of (discrimination / education) against women and girls.
8. People in this country have made good (wage / progress) in eliminating domestic violence.

Grammar

- 1 Choose the correct passive forms a-f to complete the sentences 1-6.

- a. may be asked
- b. should not be allowed
- c. can be seen
- d. might be postponed
- e. must be written
- f. should be made

1. The entire lake _____ from their flat on the 7th floor.
2. Efforts _____ to offer all children equal access to education.
3. Our teacher told us that all of our assignments _____ in ink.
4. The afternoon meeting _____ because three of the five committee members are unable to attend.
5. My brother _____ to join the police forces.
6. Children _____ to play violent video games.

- 2 Rewrite the following sentences, using the passive voice.

1. Each student must write an essay on gender equality.
2. They can open this exit door in case of emergency.
3. They should give men and women equal pay for equal work.
4. They might give my mother an award.
5. The Vietnamese government will make more progress in gender equality.
6. People may consider obesity a serious health problem.

LOOKING BACK

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

Pronunciation

- 1 Ask Ss to put the two-syllable words in the box in the correct columns according to their stress patterns. Help them review the stress patterns of two-syllable words.

Key

Stress on first syllable	Stress on second syllable
symbol, letter, healthcare	complete
challenge, income	infect, suggest
workforce, army	improve, become

- 2 Play the recording. Ask Ss to listen and repeat the words.

Vocabulary

- The words in italics are among the most commonly used in the unit. Have Ss decide which words best complete the sentences.
- Alternatively, extend this activity by asking Ss to make their own sentences with each of the words.

Key

- | | |
|--------------------|---------------|
| 1. gender equality | 2. preference |
| 3. eliminated | 4. rights |
| 5. access | 6. caretaker |
| 7. discrimination | 8. progress |

Grammar

- 1 Give time for Ss to make their own choice. Have them check in pairs, then with the whole class to make sure they all have correct answers.

Key

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

- 2 Ask Ss to do this activity orally first, and then write down their answers.

Key

1. An essay on gender equality must be written (by each student).
2. This exit door can be opened in case of emergency.
3. Men and women should be given equal pay for equal work.
4. My mother might be given an award.
5. More progress will be made (by the Vietnamese government) in gender equality.
6. Obesity may be considered a serious health problem.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce two-syllable words related to **Gender equality**, use some key words of the same topic and the passive voice with modals.*

PROJECT

1 Do a survey. Find out ...

1. how many boys and girls there are in your class and your school;
2. how many class monitors are boys and how many are girls in your school;
3. how many form teachers are male and how many are female in your school;
4. how many teachers of literature are male and how many are female in your school;
5. how many teachers of mathematics are male and how many are female in your school.

2 Compare your findings with your partners'. Present the final results with your comments to the class.



NOW YOU CAN

- ▶ Use words / phrases related to gender equality
- ▶ Pronounce correctly two-syllable words with stress on the first or second syllable in isolation and in context
- ▶ Use the passive voice with modals
- ▶ Exchange opinions about gender equality in education and employment
- ▶ Write about the disadvantages of being a working mother



PROJECT

- 1 Have Ss do the survey in class or during the break. Ask them to go round and ask the questions to get information for their project.
 - Encourage Ss to do the survey with Ss from another class to get more information.
 - Ask Ss to make comments on their findings.
- 2 Provide some time for the class to compare their findings with their partners'. Ask them to present the final results to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt?
What can you do now?*
- Elicit answers: *I can do a survey
and give a presentation on gender
equality in my class and school.*

GETTING STARTED**Weddings in Viet Nam**

1 Listen and read.



Maria: Hi Kevin! What are you reading?

Kevin: Hello Maria! I'm reading a book about Vietnamese weddings.

Maria: I see. Do you need the information for a school assignment?

Kevin: Yes. I'm preparing for my presentation about the similarities and differences between a traditional Vietnamese wedding and a modern one.

Maria: That's interesting! So what are the similarities?

Kevin: Both weddings include the proposal ceremony, the engagement ceremony and the wedding ceremony.

Maria: And the differences?

Kevin: The ceremonies are less complicated in modern weddings.

Maria: Sounds better. I guess the bride and groom will be much happier if they don't have to waste money on unnecessary things.

Kevin: Well, in fact, wedding expenses these days are much greater than in the past.

This unit includes:**LANGUAGE****Vocabulary**

Words and phrases related to traditions, cultural characteristics and superstitions

Pronunciation

Stress in two-syllable words with the same spelling

Grammar

- Comparative and superlative adjectives
- Articles

SKILLS

- Reading for specific information about superstitions in Viet Nam
- Comparing traditions and customs in two countries and discussing those in Viet Nam
- Listening for specific information about the wedding traditions of a small community in the USA
- Writing about the typical characteristics of the Vietnamese people

COMMUNICATION AND CULTURE

Gift-giving in the UK and the ideas of success in the USA and Viet Nam.

Maria: Why's that? What's the biggest cost?

Kevin: The reception is the most expensive, especially if it is held in a big hotel.

Maria: I guess the couples get support from their families.

Kevin: Yes, of course. Some parents cover most expenses of the wedding. The bride and groom also get money as presents from the guests.

Maria: Sounds good. They're surely the happiest people on their wedding day no matter what the costs are!

Kevin: That's true.

Maria: Well, I have to go now. Good luck with your presentation!

Kevin: Goodbye!

2 What is the conversation about?

- The Vietnamese weddings
- The Vietnamese superstitions
- The Vietnamese idea of success

OBJECTIVES

By the end of this unit, Ss can

- use lexical items related to traditions, cultural characteristics and superstitions
- pronounce correctly two-syllable words of different parts of speech but with the same spelling
- use comparative and superlative adjectives
- use articles
- read for specific information about superstitions in Viet Nam
- compare traditions and customs between two countries and discuss those in Viet Nam
- listen for key information about the wedding traditions of a small community in the USA
- write about the typical characteristics of the Vietnamese people
- understand and communicate about gift-giving in the UK and the idea of success in the USA and Viet Nam

GETTING STARTED

Weddings in Viet Nam

Lead-in: Inform the class of the lesson objectives: getting to know the topic, vocabulary about wedding traditions and customs in Viet Nam, and two grammar points.

- Introduce the topic by asking Ss to compare the two photos of a traditional wedding and a modern one in Viet Nam. Then elicit more ideas from Ss' background knowledge.
- Elicit any topic-related words that Ss may know: rituals, costumes, decorations, ...
- Encourage and accept different comments and opinions.

1 Tell Ss that they are going to listen to a conversation in the school library between two friends, Kevin and Maria.

- Have Ss predict what Kevin and Maria are talking about.
- Encourage all kinds of predictions.
- Tell Ss not to worry about the new words or grammar points because these will be dealt with later.
- Play the recording. Ss listen and read the conversation at the same time.

2 Have Ss discuss their answers in pairs. Then check their answers.

Key

a. The Vietnamese weddings

3 Read the conversation again and answer the questions.

1. Why is Kevin reading a book about Vietnamese weddings?
2. What are the similarities between a traditional Vietnamese wedding and a modern one?
3. How have wedding ceremonies changed?
4. Do the couples get any kind of support?
5. What do you think about these changes?

4 Prepare a short talk about weddings in Viet Nam and report to the whole class.

2 Circle the correct words in brackets to complete the sentences.

1. My cousin's (*marriage / wedding*) is next Sunday.
2. On the wedding day, the best man is expected to help the (*groom / bride*).
3. The (*groom / bride*) can have as many bridesmaids as she wants.
4. There is a wedding (*proposal / reception*) for all guests after the wedding ceremony.
5. There will be about 100 (*grooms / guests*) at my cousin's wedding.
6. In the past, the proposal and engagement ceremonies took place one or two years (*before / after*) the wedding.
7. My brother got (*engaged / married*) to one of his friends from college and started saving for the big day.

LANGUAGE

Vocabulary

1 Read the conversation in GETTING STARTED again. Match the words / phrases with their definitions.

1. proposal	a. a woman who is getting married or about to get married
2. engagement	b. a formal party to celebrate something
3. wedding	c. a man who is getting married or about to get married
4. reception	d. a ceremony at which two people are married to each other
5. bride	e. a formal agreement or promise to get married
6. bridegroom / groom	f. a formal social or religious occasion performed in accordance with customs
7. ceremony	g. a plan or suggestion; an offer of marriage

Pronunciation

1 Listen and repeat, paying attention to the stress patterns.

• •	• •
in'crease (v)	'increase (n)
de'crease (v)	'decrease (n)
per'fect (v)	'perfect (adj)
pre'sent (v)	'present (adj,n)
im'port (v)	'import (n)
ex'port (v)	'export (n)
pro'test (v)	'protest (n)
ob'ject (v)	'object (n)
re'bel (v)	'rebel (n)
con'trast (v)	'contrast (n)

2 Listen to the sentences and practise saying them correctly. Pay attention to the stress pattern of the underlined words.

1. There is an increase in the number of young people in Viet Nam who marry later in life.
2. In Viet Nam, guests often give money as a wedding present to the newly-married couple on their wedding day.
3. In big cities, the birth rate has decreased over the past few years.
4. In reality, it is difficult to meet the perfect life partner.

- 3** Ask Ss to read the conversation again and answer the questions.
- Set time for this activity, based on Ss' level of proficiency.
 - Ask Ss to work in pairs. Ss in each pair take turns asking and answering the questions.
 - Call on different Ss to answer these questions.

Key

1. Because he is preparing for his presentation about the similarities and differences between a traditional Vietnamese wedding and a modern one.
2. They follow the same core procedure which consists of the proposal ceremony, the engagement ceremony and the wedding ceremony.
3. The modern weddings are less complicated.
4. Yes, they get some help from their parents and the attending guests.
5. Students' answers.

- 4** Ask Ss to work in small groups.
- Ask Ss what they know about Vietnamese weddings, based on the conversation and their background knowledge as well.
 - Have Ss tell others what they know about Vietnamese weddings.
 - Encourage groups to take notes and plan a short report.
 - Ask one or two groups at random to present their report to the whole class.
 - Give feedback on Ss' presentations.

LANGUAGE

Vocabulary

- 1** Ask Ss to read the conversation again to find and underline the seven words.
- Have Ss identify the part of speech of these words (They are all nouns).
 - Ask Ss to study the words and phrases around these seven words and predict their meanings.
 - Tell Ss to match these words with their given definitions. Let Ss work on their own first, then compare their answers with a partner.

- Check the answers as a class.
- If possible, consider teaching some related words or phrases.
 - to be / get engaged to sb
 - to propose to sb: to ask sb to marry you
 - to arrange / plan a wedding
 - to make a toast to the bride and groom
 - the newly-wed couple

Key

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

- 2** Introduce and explain the requirement of this activity: to choose the correct word for the context in each sentence.
- Set a time limit for completing the activity.
 - Encourage Ss to exchange their answers with a partner to see if they understand the contexts and meaning of each sentence.
 - Elicit answers from the whole class and give more explanation to help Ss understand correctly, if necessary.

Key

1. wedding 2. groom 3. bride
 4. reception 5. guests 6. before
 7. engaged

Pronunciation

- 1** Tell Ss to listen and repeat different sets of words with the same spelling.
- Ask Ss to pay attention to the stress patterns.
 - Encourage Ss to say how the stress patterns are different in these words.
 - Give them the meaning of these words, if necessary.
 - Ask Ss to work in pairs and take turns reading these words in columns and in rows.
 - Invite individuals Ss at random to read the words. Correct them, if necessary.

Grammar

Comparative and superlative adjectives

1 Do you agree with the following statements?

1. Living in your country is *more interesting than* living abroad.
2. Wedding ceremonies are *less complicated now than* they used to be in the past.
3. *The biggest expense* of a wedding is the reception.
4. No one is *happier than* the bridegroom on the day of his wedding. He is *the happiest* person on that day.
5. The bride is *the most beautiful* woman on her wedding day.
6. It's *much better* to have a small wedding and save money.

Do you know ...?

	Comparative	Superlative
Short adjectives big happy few	bigger happier / less happy fewer	the biggest the happiest the fewest
Long adjectives interesting complicated	more / less interesting more / less complicated	the most / least interesting the most / least complicated
Irregular adjectives bad good many/much little	worse better more less	the worst the best the most the least

Note:

We tend not to use *less* and *least* to form comparatives and superlatives with one syllable adjectives, for example, *bigger/smaller*. We use the opposite instead.

2 Write five sentences comparing the two weddings in the table below. Use the comparative form of the adjectives in the box and *than*.

good expensive crowded old long

	Mr Smith's wedding	Mr Long's wedding
Number of guests	150 people	120 people
The cost of the reception	VND 50 million	VND 40 million
The groom's age	30 years old	28 years old
Engagement period	six months	two years
Service rating	★★★★	★★★

3 Choose the correct answers.

(1. *A/The*) wedding is the ceremony where (2. *a/the*) couple gets married. On their wedding day, (3. *a/the*) bride and groom may exchange wedding gifts or rings. Before the wedding, the groom usually asks his brother, best friend or father to be his best man. (4. *A/The*) best man helps the groom get ready for (5. *a/the*) ceremony and makes sure nothing goes wrong at the wedding. The bride may have one or more bridesmaids. The bridesmaid keeps (6. *a/the*) bride calm, helps her get ready and looks after her dress. After the wedding ceremony, there is usually (7. *a/the*) reception for the guests. Traditionally, the bride and groom go on their honeymoon immediately after (8. *a/the*) wedding reception. Nowadays, (9. *a/the*) majority of couples wait for a few days before they leave on honeymoon.

Do you know ...?

- We use *a/an* with a countable noun when we first mention it and *the* after that.

Example:

*He is planning a wedding reception.
He has invited 100 people to the wedding reception.*

- We use *the* when it is clear in the situation which thing or person we mean.

Example:

The bride looks very happy.

- 2** Explain the activity. Ask Ss to listen to the sentences and practise saying them correctly.
- Pay attention to the stress of the underlined words consisting of two syllables.
 - Have Ss listen and put a mark (') before the stressed syllable.
 - Check if Ss have marked the stress correctly and let them practise in pairs saying these sentences.
 - Invite some Ss to read these sentences in front of the class and correct mistakes, if there are any.

Key

1. There is an 'increase in the number of young people in Viet Nam who marry later in life.
2. In Viet Nam, guests often give money as a wedding 'present to the newly-married couple on their wedding day.
3. In big cities, the birthrate has de'creased over the past few years.
4. In reality, it is difficult to meet the 'perfect life partner.

Grammar

Comparative and superlative adjectives

- 1** Explain the activity.
- Ask Ss to read through the six statements. Help them to understand the meaning of these statements. Explain any words that Ss don't know.
 - Ask Ss to work in groups to discuss whether or not they agree with these statements. Ss are encouraged to speak their minds. Tell Ss that there are no right or wrong answers here.
 - Call on some groups at random to report their opinions.
 - Ask Ss to study words or phrases in italics and work out the rules for comparative and superlative adjectives.
 - Go through the examples in *Do you know ...?* box and provide any explanations.

Key Students' answers

- 2** Explain the activity: write five sentences comparing the two weddings.
- Ask Ss to work in groups. Give each group a large size piece of paper to write down their sentences.
 - Set a time limit for this activity. When time is

up, ask all the groups to stick their paper on the board or around the classroom.

- Give Ss time to look at other groups' sentences to see if they have interpreted and presented the information from the table in the same way.
- Check all groups' sentences and encourage Ss to come up with sentences using other comparatives in addition to the suggested answers.
- Give Ss time to write the correct sentences into their notebook.

Suggested answers

1. Mr Smith's wedding was more crowded than Mr Long's (wedding).
2. Mr Smith's wedding reception was more expensive than Mr Long's.
3. Mr Smith was older than Mr Long when he got married.
4. Mr Long's engagement period was longer than Mr Smith's.
5. The service at Mr Smith's wedding was better than at Mr Long's wedding.

- 3** Tell Ss that in this activity they are expected to choose the correct articles from the ones given in brackets.
- Let Ss work individually first. Set a time limit for this activity and assist Ss if they have any problems understanding the information from the text.
 - Ask Ss to check with a partner to see if they have the same answers. If they have different answers, ask them to explain their choice.
 - Check the answers with the whole class and ask Ss to refer to *Do you know ...?* box for further explanation.

Key

- | | | | | |
|--------|------|--------|--------|--------|
| 1. A | 2. a | 3. the | 4. The | 5. the |
| 6. the | 7. a | 8. the | 9. the | |

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can talk about Vietnamese weddings; I can use words or phrases about weddings and wedding rituals; I can use comparative and superlative adjectives in a meaningful way; I can distinguish the articles a / the and use them correctly.*

SKILLS

Reading

Are you superstitious?

1 Are the following statements true for you?



1. Before doing something important, I always choose a favourable time for it.
2. I never visit people's homes on the first day of the New Year unless they invite me.
3. I never sweep the floor during the first three days of the New Year.
4. When I set out for an examination, I always try to avoid crossing the path of a woman.
5. On important days throughout the year I always lay food on the altar for my ancestors because I believe that they will enjoy the meal with my family.

2 Read the text and answer the following questions by circling the best option A, B, C, or D.

Superstitions still play an important part of life for many people in Viet Nam. For example, a lot of people choose a favourable date for occasions such as weddings, funerals, or house moving days. Some people may argue that being superstitious has no place in today's society. However, superstitions have existed in all human societies throughout history. As a country situated in Asia, where many mysteries, and legends originate, Viet Nam has also kept various superstitious beliefs about daily activities.

There are numerous rituals related to daily activities. During the Vietnamese New Year, for example, many people believe that the first person who visits their home on the first day of the new year will affect their life. Thus, they try to choose this person very carefully. If this person is rich, prestigious or happy, then the family will have good fortune that year. People also believe that if you sweep the floor during the first three days of the festival, you might sweep out any wealth. For other things, such as setting out for an examination or starting up a business venture, people will try to avoid crossing the path of a woman as this may not bring good luck to them.

As for traditional beliefs, Vietnamese people strongly believe in life after death. They think that their ancestors have gone to live in another world. So, the altar is believed to be the place where the ancestors' souls live in. That's why on many days of the year, people not only lay the table for meals, but they also lay food on the altar so their ancestors will join them for the meal.

1. What is true about Vietnamese society?
 - A. Only few people in Viet Nam are superstitious.
 - B. People used to be superstitious in the past, but not now.
 - C. Superstitions are part of life for the majority of Vietnamese people.
 - D. All people in Viet Nam are superstitious.
2. How does the writer explain the origin of Vietnamese superstitions?
 - A. They are based on scientific research.
 - B. Viet Nam is located in part of the world where many mysteries and legends exist.
 - C. Superstitions are beliefs about the supernatural.
 - D. These are government rules that everyone must follow.
3. Which of the following is mentioned as a superstitious belief?
 - A. People don't care much about the first person who visits their home on the first day of the New Year.
 - B. People never choose the person who visits their house on the first day of the year.
 - C. People believe that they will bring good fortune to their family if they work hard during the Tet holiday.
 - D. People believe their first guest on the first day of the new year will affect the family prosperity for the whole year.
4. Why do people lay food on the altar?
 - A. They believe that their ancestors will enjoy the meal with them.
 - B. The altar can be used as a table to lay food.
 - C. They put the food there for later use.
 - D. They don't know why they put it there.

3 Discuss the following with a partner.

Are you a superstitious person? Why / Why not?

SKILLS

Reading

Are you superstitious?

- 1 Ask Ss to look at the picture and describe it. Ask some guiding questions to facilitate them (e.g. *Is this an altar? / How do you know that? / Can you see the peach blossoms? / What is it laid on the altar?*) and encourage all possible answers.
 - Ask Ss to read the statements and help them to understand the meaning. Ss decide if these statements are true for them.
 - Ask Ss to work in groups and exchange their answers. Encourage Ss to give explanations or reasons for their behaviour.
 - Elicit answers from the whole class, encouraging different viewpoints and explanations.
 - Tell Ss that they will read a text on a topic related to the things they have just discussed.

Key

Students' answers

- 2 Ask Ss to read the questions. Help them to understand the questions if necessary.
 - Get Ss to look at the options and predict the answers based on the answer options given and Ss' background knowledge.
 - Set a time limit for Ss to read the text and answer the questions.
 - Ask Ss to exchange their answers in pairs or groups and encourage them to discuss the reasons for their options. Elicit answers and explanations from the whole class. Explain the reasons for the choice of options if necessary.
 - Ask Ss to read the text again to see if they still find it difficult to understand any part of the reading text and assist them if necessary.
 - For stronger classes, ask Ss to summarise the main content of the reading and present their summaries to the whole class.

Key

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

- 3 The aim of this activity is for Ss to reflect on their experience and express their opinions.

- Tell Ss to work in pairs.
- Have Ss read the questions and practise asking and answering them.
- Encourage Ss to give reasons to support their opinions.
- Ask several Ss to report what they learn about their partners from their discussion in pairs.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have learnt more about some superstitious beliefs of Vietnamese people; I know more about the rituals during Tet holiday; I have also practised my reading skills.*

Speaking

Traditions around the world



1 Do the quiz. Then read the information in 2 and check your answers.

1. The sandwich was invented in ...
 - a. Russia
 - b. The UK
2. People believe that black cats will bring bad luck in ...
 - a. Russia
 - b. The UK
3. In ... it is believed that the bride should wear 'something borrowed, something blue, something old and something new', for good luck.
 - a. Russia
 - b. The UK
4. People in ... believe that 'money goes to money'.
 - a. Russia
 - b. The UK

2 Work in groups. Each group reads about one country, either the UK or Russia, noting down the most interesting things about that country. Share the information with other members of your group.

Example:

Student A: I think the most interesting thing about ... is that ...

Student B: Do you? I think ... is more interesting.

Student C: I agree with B. I find ... the most interesting.

Traditions and customs in ...

The UK

- Britain is a tea-drinking nation. British people drink more than 160 million cups of tea every day. The traditional national food of England is fish and chips. The sandwich was invented in England in 1762.
- The British usually pay a lot of attention to good table manners, and are expected to use knives, forks and spoons properly. The fork is held in the left hand and the knife in the right hand.
- Sports play an important part in British life, and many of the world's sports originate in the UK. Football is the most popular sport.
- People believe that it is lucky to meet a black cat, touch wood or find a clover plant with four leaves. For good luck, the bride should wear 'something borrowed, something blue, something old and something new'.
- It is believed that it is unlucky to walk under a ladder, break a mirror, see one magpie, or open an umbrella indoors.

Russia

- A very popular drink in Russia is tea, ideally served from a samovar. Traditional dishes include dumplings with meat fillings, and red soup made with beetroot. Russians use standard European table manners.
- Among the most popular sports in Russia are football, ice hockey, volleyball, figure skating and chess.
- People believe that broken mirrors, whistling indoors and black cats will bring bad luck. They will wait for someone else to pass the black cat and take the bad luck with them.
- Russians believe that 'money goes to money' so they leave coins scattered around their homes in bags, cupboards and drawers.

3 Work with a partner from a different group. Share with each other what you have learnt about traditions and customs of either the UK or Russia.

Example:

Student A: I read about the UK. What I find interesting about the British is that ...

In addition, they ... The most interesting/strangest... thing about them is that ...

Student B: Sounds interesting. I read about Russia. What I like about their traditions and customs is ...

Speaking

Traditions around the world

- 1** This activity is designed to get Ss further involved in the unit topic and practise their speaking skills.
- Ask Ss to look at the pictures and elicit any words related to the topic: e.g. *superstitions about black cats, fish and chips – a traditional food, figure skating – a national sport, samovar – a traditional way of making tea.*
 - Tell Ss that they will do a quiz about two countries: the UK and Russia. Elicit any background knowledge about cultural aspects of these two countries.
 - Ask Ss to do the quiz individually and then check their answers in pairs. Encourage Ss to explain their choices.

Key

1. **b** 2. **a** 3. **b** 4. **a**

- 2** Explain the activity and instruct Ss to do it. The aim of this activity is for Ss to get to know about the culture of a country and practise sharing and giving responses to new information.
- Divide the whole class into two big teams of equal number of members: Team A and Team B.
 - Each team (then further divided into smaller groups) will read about one country, either the UK or Russia.
 - Set a time limit for this activity and walk around the classroom to monitor, facilitate and assist Ss when necessary.
 - Ss note down the most interesting things about the country that they read and then share the information with other members of their group.
 - Ss are expected to use superlative adjectives to share their ideas with their group members.
 - One member of each group should take notes of the opinions.
 - Ask several groups at random to report their viewpoints.
- 3** Explain the activity and instruct Ss to do it. The aim of this activity is for Ss to practise information sharing skills.
- One member of Team A will work with one member of Team B.
 - First, have Ss study the example carefully.
 - In pairs, Ss talk about the traditions and customs of either the UK or Russia.

- Move around to assist or listen to different pairs to detect errors / problems.
 - Call on several Ss at random and have them tell the whole class what they learnt about the other country from the conversation with their partners.
 - Give feedback on Ss' performance: e.g. *pronunciation, ideas, using body language, turn-taking.*
- 4** Have Ss read the instructions and explain what they are supposed to do. The aim of this activity is for Ss to reinforce the use of comparative and superlative adjectives in speaking.
- Ss work in 4 groups. Each group will cover one of the four categories: Foods, Drinks, Sports, Festivals.
 - Members of each group brainstorm ideas and vocabulary and then rank things in order of popularity.
 - Call on several groups to report their group's ideas and ranking, and then give feedback.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I know more about traditions and customs of the UK and Russia and can talk about them; I can give a mini-talk about some cultural aspects of Viet Nam.*

4 Work in groups. Each group makes a list of popular foods and drinks, popular sports, and festivals in Viet Nam. Rank them in the order of popularity and present them to the whole class.

Suggested ideas:

- Foods: Chung cake (square sticky rice cake), Pho (rice noodles), Nem (spring rolls)
- Drinks: tea, coffee, soft drinks, fruit juice
- Sports: football, volleyball, table tennis, tennis, wrestling
- Festivals: Tet holiday, Christmas, Mid-autumn festival

Example:

- Student A:** *I think the most popular food for Vietnamese people is Pho. It tastes better than any other food.*
- Student B:** *Oh really? For me, Nem (spring rolls) is the best.*
- Student C:** *I don't really think so. Chung cake is more popular than Nem.*

Listening

Cultural diversity

1 You are going to listen to a talk about the wedding traditions of the Amish community living in Pennsylvania, the USA. Make your own predictions about them by deciding whether the following statements are true (T) or false (F).

1. _____ Amish weddings take place in the spring.
2. _____ Amish parents choose life partners for their children.
3. _____ The wedding service is held at the bride's parents' home.
4. _____ The couple spends the first night at the bride's home.
5. _____ After getting married, a man begins to grow his beard.



2 Listen to the talk and check your answers in 1.

3 Listen to the talk again and complete the missing information, using no more than three words.

Most Pennsylvania Amish weddings take place from late October through (1) _____ on Tuesdays and Thursdays. During the wedding season, some Amish go to (2) _____ weddings in one day.

Amish parents don't select who their children will marry, but (3) _____ must be given. After the wedding service at the house of the bride's parents, benches are put together to form tables for the (4) _____ for about 200 to 300 guests. After spending the night at the bride's home, the newly-weds help with the clean-up from the day before. The couple then spends the following weekends (5) _____, sometimes stopping at five or six houses between Friday and Sunday night. Wedding gifts are usually given to them at this time.

4 Work in pairs. Name three things you have learnt about the Amish wedding customs. Did you find anything unusual or interesting? Tell your partner.

Listening

Cultural diversity

1 This activity helps Ss to get ready for listening to a talk about the wedding traditions of the Amish community in Pennsylvania, the USA.

- Ask Ss to look at the photo of an Amish wedding and elicit Ss' impressions about this community.
- Ask Ss to read a number of statements about the Amish community.
- Help Ss to understand these statements if necessary.
- Ask Ss to work in pairs and exchange their predictions.
- Elicit Ss' predictions about this community, accepting different opinions.
- Pre-teach the following vocabulary items to facilitate Ss' listening: *approval (n)*, *newly-wed (n)*, *to signify(v)*.

2 In this activity Ss listen and check their predictions in the previous part.

- Have Ss listen to the CD for the first time and try to note down the information that helps them to check their answers.
- Ask Ss to share with their friends to see if they have the same answers or not.
- Let Ss listen to the CD for the second time and try to note down information they didn't understand the first time.
- Elicit answers from Ss and ask them to give clues to their answers.
- Let Ss listen again and pause at certain places if necessary to help Ss hear the information they need.

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

3 The aim of this activity is to let Ss listen to the talk to complete the missing information, using no more than three words.

- Ask Ss to skim the given text, paying attention to the context around the gaps, and predict the information needed for each gap: e.g. *parts of speech; their meaning*.
- Ask Ss to share their predictions in pairs.
- Elicit Ss' predictions.
- Let Ss listen and fill in the gaps. Let them listen again, if necessary.
- Ss should check their answers in pairs.
- Elicit Ss' answers and give them the correct ones.

Key

1. December
2. two or three
3. approval
4. wedding meal
5. visiting relatives

4 In this activity Ss reflect orally on the information they have just listened to.

- Have Ss work in pairs to name the things they have learnt about the Amish wedding customs and talk about whether they find anything unusual or interesting.
- Ss practise speaking in pairs, exchanging their opinions.
- Call on some Ss at random and have them express their opinions to the whole class.

Audio script

Today, I will talk about the Amish weddings. Most Pennsylvania Amish weddings take place from late October through December. Traditionally, they are held on Tuesdays and Thursdays, so there is time in between to get ready for and clean up after each. Even so, it can get pretty busy during the 'wedding season', with some Amish going to two or three weddings in one day!

While parents do not select who their children will marry, approval must be given. The couple planning to marry are announced at a church service. The wedding service itself, held in the home of the bride's parents. After the service, the benches are put together to form tables for the wedding meal for about 200 - 300 guests. In the afternoon, the young people enjoy singing, and after that those who have stayed through the day join the evening meal.

After spending the night at the bride's home, the next day the newly-weds help with the clean-up from the day before. The couple then spends upcoming weekends visiting relatives, sometimes stopping at five or six houses between a Friday and Sunday night. Wedding gifts are usually given to them at this time. By the next spring, the couple is usually ready to move into a home of their own, and the groom will begin growing his beard. This is an Amish tradition that signifies a man is married.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about the wedding customs of the Amish community in the USA; I can practise my listening skills.*

Writing

How are we different?



1 The following jumbled-up paragraphs are from a text about typical American characteristics. Put them in order to make a meaningful text.

- In short, these features are believed to be part of the American character, but like many other things in modern society, they may change over time.*
- America is a large country with people from different backgrounds and races so it is difficult to talk about the typical American. However, it is believed that there are some characteristics shared by most Americans.*
- Another typical American feature is the importance they place on money and the things it can buy. In fact, money is more important than prestige to them.*
- Perhaps the most important of these is individuality and individual rights. This characteristic originates in the days of the founding fathers, who were very strong individuals. Americans value freedom and do not like to be dependent on other people.*
- Finally, in most American families, parents have less influence on their children than parents in other parts of the world. Children can choose their own partners, even if their parents object to their choice.*
- The second characteristic is that Americans are practical. They place great value on doing things for themselves. They also avoid taking jobs which are beyond their ability.*

The correct order is:

1 ___; 2 ___; 3 ___; 4 ___; 5 ___; 6 ___.

2 Read the text again and complete the outline for it.

Introduction: _____

Characteristic 1: _____

Evidence: _____

Characteristic 2: _____

Evidence: _____

Characteristic 3: _____

Evidence: _____

Characteristic 4: _____

Evidence: _____

Conclusion: _____

3 Work in groups. Think of three typical characteristics of the Vietnamese people and examples to support each of them. Then write a short text of 150-180 words about these characteristics, using the outline in 2.



Writing

How are we different?

- 1** Explain the activity. The aim of this activity is to help Ss to reinforce and develop their ability to think in a logical way when rearranging sets of jumbled paragraphs to form a well-structured text.
- Ask Ss to do this individually.
 - Set a time limit for this activity and assist Ss if necessary.
 - Ask Ss to compare their answers with a partner and explain any different answers.
 - Elicit answers from the whole class and correct them if necessary.

Key

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

- 2** Explain the activity. The aim of this activity is to help Ss work out an outline for a well-structured text.
- Ask Ss to work in small groups.
 - Give each group a large piece of paper.
 - Ss read the text and study the outline sketch. Ss discuss in groups and complete the outline on the big size paper.
 - Ask all groups to put their outline on the board or around the classroom.
 - Encourage Ss to move around to look at the outlines of other groups.
 - Give feedback.
- 3** Explain the activity. The aim is for Ss to develop an outline and then practise writing a paragraph / text of 150-180 words about some typical characteristics of Vietnamese people.
- Ask Ss to work in groups to develop an outline. Ss may narrow the broad topic to: *characteristics of Vietnamese men, characteristics of Vietnamese women, characteristics of Vietnamese teenagers, characteristics of Vietnamese elderly people.*
 - Walk around and assist, if necessary.
 - Ask Ss to write their drafts individually and then exchange them with their group members for peer feedback.
 - Collect Ss' writing for further comments or marking.

Key

Sample outline

Introduction

A typical Vietnamese woman is hard-working, skillful, and devoted to her family.

Characteristic 1: hard-working

Evidence: working both at work and at home

Characteristic 2: skillful

Evidence: household chores like cooking, sewing, or decorating the house

Characteristic 3: devoted to family

Evidence: her biggest concerns: family and children

Conclusion

In short, the above mentioned characteristics are typical of the majority of Vietnamese women.

Sample paragraph

A typical Vietnamese woman is hard-working, skillful, and devoted to her family. The most prominent characteristic of most women in Viet Nam is that they work really hard. In fact, in addition to the eight working hours at a job, they still spend at least four to five hours on different household chores. Moreover, a typical Vietnamese woman is also known for her many skills. She can cook tasty meals and decorate her house. A visit to a family in Viet Nam will be a good chance to experience how good she is at all these tasks. Finally, she is really devoted to her family. Her biggest concerns are always about family matters like jobs, hobbies, and health of her family members. That is why the majority of Vietnamese women immediately rush home after work to be with their children and take care of them and the other people in the family. In short, these characteristics are typical of the majority of Vietnamese women.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to plan and write a well-structured paragraph / text; I can develop an outline for a paragraph; I can write a paragraph / a short text about some characteristics of the Vietnamese people.*

Communication



1 Read some information about gift-giving in the UK. Read about each occasion and talk to a partner if you have a similar or different custom in Viet Nam.

- People in the UK often receive presents on Christmas Day and on their birthday.
- On Christmas Eve (24th December), parents often put presents for their children in Christmas stockings and leave them in the children's bedrooms when they are asleep. Children believe that the presents are from Santa Claus who comes in through the chimney.
- On their 18th birthday, when people become adults legally, they may also receive a silver key as a present to symbolise their entry into the adult world.
- Chocolate eggs are often given to children as presents at Easter, which is celebrated on a Sunday between 22nd March and 25th April.
- The most popular presents for mothers on Mother's Day are chocolates and flowers. Mother's Day is on a Sunday, and usually falls in the second half of March or the beginning of April.

Example 1:

Student A: *I don't get presents on Christmas Day, but I get lucky money on New Year's Day.*

Student B: *Oh, really? I get presents on both Christmas Day and New Year's Day.*

Student A: Lucky you!

Example 2:

Student A: *Do you give presents to your mother on Mother's Day?*

Student B: *No, I don't. But I give her flowers on Women's Day.*

Student A: *I do, too.*

2 Put the following jumbled-up words and phrases to make questions about giving and receiving presents. Practise asking and answering the questions in pairs.

1. for/who/presents/do/buy/you/often
_____?
2. presents/on/buy/what/do/you/occasions
_____?
3. shopping for presents/which shop/you're/do
you usually/when/go to
_____?
4. the most/present/expensive/what's/you've/given
_____?
5. on/presents/what/receive/you/occasions/do
_____?
6. get/what/you/normally/do/presents
_____?
7. received/what/ever/is/the/you've/present/best
_____?

COMMUNICATION AND CULTURE

Communication

- 1** Explain the activity to Ss. The aim is to help Ss to learn about gift-giving in the UK and then practise comparing and contrasting it with gift-giving in Viet Nam.
 - Ask Ss to read the text individually and, for each occasion, highlight the similarities and differences with the customs in Viet Nam.
 - Have Ss study the sample conversation, assisting them if necessary.
 - Ask Ss to work in pairs and role-play a conversation, using the information that they have highlighted.
 - Call on some pairs at random to perform their conversations in front of the whole class.
 - Give feedback on their performance.

- 2** Explain the activity. This activity helps Ss to practise asking and answering about giving and receiving presents. In order to do this, Ss are also expected to be able to use language correctly to make questions (this can be challenging for some students).
 - Ask Ss to work individually to put the jumbled-up words and phrases to make questions about giving and receiving presents.
 - Ss get into pairs to compare the questions and discuss or explain if they have different word orders.
 - Ask Ss to read aloud or write on the board those questions and correct any mistakes.
 - Ss take turns asking and answering these questions in pairs.
 - Walk around to facilitate Ss when they need help.
 - Call on several Ss at random to report what they have learnt about their partner, and then give feedback.

Key

1. Who do you often buy presents for?
2. On what occasions do you buy presents?
3. Which shop do you usually go to when you're shopping for presents?
4. What's the most expensive present you've given?
5. On what occasions do you receive presents?
6. What presents do you normally get?
7. What is the best present you've ever received?

Culture

- 1 Read the two texts about the American and the Vietnamese ideas of success and answer the questions.



Success for the Americans

The American idea of success has not changed much over the several centuries of its existence. First, success has always meant providing their family with a decent standard of living. Second, as for career development, success means ending their career in a higher and more prosperous position than when they began it. To an American, it is clear that success is the result of hard work and self-reliance.

Success for the Vietnamese

For many people, the idea of success varies greatly. However, the Vietnamese share some common views about personal success. First, success always goes along with a high-status job with good income. Second, being respected at work also means success. To a Vietnamese, a successful person is someone with high status and is supported by all people involved in his job.

1. What is the American idea of success?
2. Who can be considered a successful person in Viet Nam?
3. What are the similarities / differences between the ideas of success in the two cultures?

LOOKING BACK

Pronunciation

- 1 Listen to some sentences and put the mark (') before the stressed syllable in the words below.

1. export
2. protest
3. contrast
4. import
5. object

Vocabulary

Complete the passage with one of the words / phrases from the box.

bridesmaids wife bride
honeymoon bridegroom get married
reception best man engaged
wedding

Jack, a friend of mine, told me a funny story. On the day he met his (1) _____ Rose, he asked her out on a date. They began to spend a lot of time together, and gradually they fell in love. One year later, they decided to (2) _____. Jack's family were very pleased when he introduced his fiancée to them, and Rose's parents were delighted that their daughter was (3) _____ to such a nice young man. A hotel near the church was booked for the wedding (4) _____ and the young couple planned to spend their (5) _____ in Hawaii.

On the day of the (6) _____, all guests arrived at the church. The (7) _____ was waiting there, with his eldest brother, who was his (8) _____. Why was Rose so late? He was worried and nearly thought that she had changed her mind. But the (9) _____ was also waiting at her house, with her (10) _____, for the wedding cars to arrive. Actually, her father had booked them for the wrong time. Fortunately, they managed to get to the church in the end and the ceremony took place.

Culture

- Explain the activity. The aim of this activity is to help Ss to get to know about the American and Vietnamese ideas of success.
- Divide the class into two big groups. Each group will read one reading passage to get the main idea.
- Ask one student from group A to work with one student from group B to form a pair and exchange the information that they have just read.
- In each pair, Ss find out the similarities and differences of the idea of success between these two nations.
- Ask several pairs to report their findings.

Key

1. For the Americans, success means providing their family with a decent standard of living, and ending their career in a higher and more prosperous position than when they began it. Success is also the result of hard work and self-reliance.
2. For Vietnamese, success goes along with a high-status job with good income and respect at work.
3. Both the Americans and Vietnamese associate success with earning a lot of money.

Successful people in both cultures are expected to have high positions in their career.

The Americans rely more on themselves, while the Vietnamese expect more respect from other people.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I know more about gift-giving in the UK; I can communicate about giving and receiving gifts; I can talk about the ideas of success for the Americans and for the Vietnamese.*

LOOKING BACK

Pronunciation

- The aim of this activity is to help Ss to reinforce and revise the stress patterns in words with the same spelling.
- Ask Ss to tell the differences in stress patterns of the words that have the same spelling, but belong to different parts of speech.
- Play the CD once and ask Ss to put the mark before the stressed syllable in the words given.
- Let them listen to the sentences again, if necessary.
- Ask Ss to check their answers with other classmates.
- Elicit answers from the whole class.
- Let Ss listen again and pause to help them to notice the stress of the target words.

Key	1. ex'port	2. 'protest
3. 'contrast	4. im'port	5. ob'ject

Audio script

1. Thanks to globalisation, we can ex'port more products to other countries.
2. There was a big 'protest against the war.
3. There is a big 'contrast between the two cultures.
4. Nowadays, Viet Nam doesn't im'port many oil products from other countries.
5. People don't ob'ject to cross-cultural marriages any longer.

Vocabulary

- The aim of this part is to help Ss revise some of the vocabulary from the unit.
- Ask Ss to work on their own first.
- Then ask Ss to compare answers with a partner to see if they have the same answers.
- After that, elicit answers from the whole class and correct the wrong ones.
- Ask Ss to read the text again and practise retelling the story in pairs or groups if there is enough time.

Key

- | | | |
|-----------------|----------------|------------|
| 1. wife | 2. get married | 3. engaged |
| 4. reception | 5. honeymoon | 6. wedding |
| 7. bridegroom | 8. best man | 9. bride |
| 10. bridesmaids | | |

Grammar

1 Fill in the gaps with the correct form of the adjective in brackets. Add any other words if necessary.

1. Is life much _____ (hard) or _____ (easy) for teenagers now than it was in the past?
2. Life is _____ (dangerous) today than it was 100 years ago.
3. Pho is _____ (famous) dish in Viet Nam.
4. Cities are a lot _____ (polluted) than they were in the past.
5. It was _____ (delicious) food I have ever eaten.

2 Correct the sentences, adding articles where necessary.

1. We are having great time in Ha Noi.

2. Let's go to Nha Trang for week next summer.

3. Where's money I gave you on first of this month? _____
4. For my birthday, I got book, DVD and latest CD by my favourite band. _____
5. On the radio, I heard song that I really liked.

PROJECT

As part of an education exchange programme, a group of foreign students will visit your school for two months. Your group will have to prepare a presentation for them in which you will describe some aspects of Vietnamese culture (e.g. The rituals for certain festivals, table manners, typical characteristics of the Vietnamese people ...) and some Dos and Don'ts to help them avoid embarrassment during their stay in Viet Nam.

Example:

Don't be the first visitor to someone's house on the first day of the Tet holiday unless you're invited.
Remember to invite other people to share the meal / snack with you before you start eating it.



NOW YOU CAN

- ▶ Use words and phrases related to cultural characteristics and lifestyles
- ▶ Pronounce correctly two-syllable words of different parts of speech but with the same spelling
- ▶ Use comparative and superlative adjectives and articles
- ▶ Understand the traditions and customs related to superstitious beliefs among Vietnamese people
- ▶ Talk about different customs and traditions of some countries, including Viet Nam
- ▶ Understand wedding rituals in a community in the USA
- ▶ Write a short text describing typical characteristics of the Vietnamese people

Grammar

- Ask Ss to name the two grammar points learnt in this unit.
- Ask them to do the two activities to reinforce these grammar points.
- Ss work on the activities individually and then compare answers with a partner.
- Check the answers with the whole class and explain any points if necessary.

1

Key

1. harder, easier
2. more / less dangerous
3. the most famous
4. more polluted
5. the most delicious

2

Key

1. We are having **a** great time in Ha Noi.
2. Let's go to Nha Trang for **a** week next summer.
3. Where's **the** money I gave you on **the** first of this month?
4. For my birthday, I got **a** book, **a** DVD, and **the** latest CD by my favourite band.
5. On the radio, I heard **a/the** song that I really liked.

PROJECT

- The aim of this part is for Ss to further explore the topic beyond what has been presented throughout the unit.
- Ask Ss to read the project instructions and give further explanation if necessary.
- Ss work in groups. Each group may choose one aspect: e.g. *the rituals for certain festivals, table manners, typical characteristics of the Vietnamese people.*
- Ask Ss to do some research at home: e.g. *searching information from the Internet, interviewing people who know about customs, observing people's behavior, taking photos.*
- Ss collect all this information, and then make an outline for their presentation. Ss may practise their presentation at home.
- In class, let Ss give their presentations in groups. Walk around, observe, and assist, if necessary. Then, choose several groups to deliver their presentations to the whole class.
- Encourage Ss to give feedback on the performance of each presenter and then give further feedback.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt more about cultural aspects of Viet Nam. I can give a presentation about those cultural aspects.*

GETTING STARTED**Learning with personal electronic devices****1 Listen and read.**

Hung: I'm preparing for a class discussion on personal electronic devices. Do you think smartphones, laptops and tablets are useful for learning?

Phong: Definitely. They're the modern devices that have changed the way we learn.

Hung: Oh, yeah? I think people use smartphones mostly for communication.

Phong: Sure, but smartphones can also be used to take photos or record students' work, which can be later shared with the class.

Hung: That's true. How about laptops?

Phong: Oh, they're excellent learning tools, too. You can store information, take notes, write essays and do calculations.

Lam: You can also access the Internet, download programmes, and information that can help you understand the material and widen your knowledge.

This unit includes:**LANGUAGE****Vocabulary**

Words and phrases related to

- Electronic devices that can help us learn
- Using the Internet to learn English

Pronunciation

Stress in three-syllable adjectives and verbs

Grammar

Relative clauses: defining and non-defining clauses with 'who', 'that', 'which' and 'whose'

SKILLS

- Reading for general ideas and specific information about new ways to learn English
- Talking about how electronic devices can help us learn
- Listening to instructions on how to access and use online English language materials
- Writing about the advantages of electronic devices as learning tools

COMMUNICATION AND CULTURE

New ways to learn in the USA



Phong: Right. My laptop, which is a present from my parents, is very useful. I use it for assignments and projects, and for studying English.

Hung: I see. How about tablets?

Phong: Well, a tablet or a tablet computer is a kind of mobile computer and ...

Lam: ... it can be used to take notes with a digital pen on a touch screen. A tablet is also perfect for people whose work is to draw and write.

Phong: Yes. I agree. A tablet with WiFi has Internet access and is a great tool for looking up information.

Hung: Amazing! No wonder that so many people are using these devices.

OBJECTIVES

By the end of this unit, Ss can

- use lexical items related to the topic *New ways to learn*
- pronounce correctly three-syllable adjectives and verbs in isolation and in context
- understand and use defining and non-defining relative clauses with 'who', 'that', 'which' and 'whose'
- read for general ideas and specific information about new ways to learn English
- talk about how electronic devices can help us learn
- listen to instructions on how to access and use online English language materials for specific information
- write about the advantages of electronic devices as learning tools
- understand and talk about electronic devices used among children in the USA

GETTING STARTED

Learning with personal electronic devices

Lead-in: Inform the class of the lesson objectives: getting to know the topic *New ways to learn*, the vocabulary related to electronic devices as learning tools, and the use of relative clauses with 'who', 'that', 'which' and 'whose'.

Begin by asking Ss if they have ever seen or owned any personal electronic devices and how these devices can be used. Ask Ss to look at the pictures and talk about them.

1 Have Ss answer some questions about the pictures, e.g. *What devices do you see in the pictures? What are the people doing with the devices?*

- Tell Ss that they are going to listen to a conversation between friends. Have Ss make predictions about the topic and the content of their conversation.
- Play the recording. Have Ss listen and read at the same time.

2 Read the conversation again and check if the following statements are true (T), false (F) or not given (NG).

	T	F	NG
1. Smartphones, laptops and tablets are the modern devices that have changed the way we think.			
2. According to Phong, students use smartphones to record their phone calls, which they later share with the class.			
3. Phong says that people also use desktops the way they use laptops.			
4. Programmes and materials downloaded from the Internet can help people widen their knowledge.			
5. According to Lam, a tablet is a kind of mobile computer that can be used to take notes with a normal pen on a touch screen.			
6. Phong thinks a tablet with WiFi is a great tool for looking up information.			

3 Find the adjectives which describe the devices used as learning tools and write them down. Discuss each word's meaning with your partner.

4 Read the conversation again and answer the following questions.

1. What personal electronic devices are the speakers talking about?
2. What have these devices changed?
3. How do students use their smartphones for other things besides calls?
4. Why are laptops excellent learning tools?
5. What does Phong do on his laptop?

LANGUAGE

Vocabulary

1 Match each of the phrases on the left with its explanation on the right.

1. take notes of something	a. reach and use something
2. touch screen	b. make use of something to the fullest extent
3. take advantage of something	c. search for and find something in a dictionary or a reference book
4. look something up	d. screen which allows giving instructions by touching
5. access something	e. write something down

2 Read the conversation in GETTING STARTED again. Match pictures A-C with their uses as learning tools 1-6 mentioned below.

1. access the Internet, download programmes and information
2. take notes with a digital pen on a touch screen
3. take photos or record students' work
4. do assignments and projects, and study English
5. store information, take notes, write essays and do calculations
6. look up information



A



B



C



2 Ask Ss to work individually first, and then in pairs to decide if the statements are true (T), false (F) or not given (NG).

- Encourage Ss to provide reasons for their answers.
- Checks Ss' answers as a class and give explanations, if necessary.

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

3 Ask Ss to refer back to the conversation to find the adjectives which describe the devices used as learning tools. Have Ss discuss their meaning with a partner.

Key

personal, electronic, modern, excellent, useful, mobile, digital, perfect, great

Notes:

1. personal: your own
2. electronic: having many small parts that control and direct a small electric current
3. modern: of or relating to the present time or recent times
4. excellent: exceptionally good
5. useful: being of practical use
6. mobile: able to be moved easily
7. digital: showing information by using figures
8. perfect: being complete and without weaknesses
9. great: superior in quality or degree

4 Ask Ss to read the conversation again and think of the answers to the questions. They can work with a partner and switch roles to ask and answer. Checks Ss' answers and provide the correct ones if necessary.

Key

1. They are talking about smartphones, laptops and tablet computers.
2. They have changed the way we learn.
3. They use them to take photos or record their work, which can be later shared with the class.
4. Because they can be used to store information, take notes, write essays and do calculations.
5. He does his assignments and projects, and studies English.

LANGUAGE Vocabulary

1 Ask Ss to work individually, read the phrases (1-5), then find the meaning for each of them (a-e).

- Provide support if necessary by guiding Ss to use the context of the conversation to choose the correct meaning for each phrase.
- Check answers as a class to make sure Ss have all the correct answers.

Key

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

2 Ask Ss to work individually first, and then check with a partner. Make this activity more practical and fun by giving each group one of the devices and ask them to find out if they can do any of these things on it.

Key

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

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can use words and phrases to talk about personal electronic devices that help us learn.*

Pronunciation

1 Listen and repeat.

- concentrate similar contribute digital
- introduce excellent recognise Vietnamese
- understand personal interest symbolic

2 Listen again and put a mark (!) before the stressed syllable.

Grammar

Relative clauses

1 Read the following sentences from **GETTING STARTED**. Underline 'which', 'that', 'who' and 'whose'. What are these words used for? Decide if the clauses are defining or non-defining relative clauses.

- They're the modern devices that have changed the way we learn.
- Smartphones can also be used to take photos or record students' work, which can be later shared with the class.
- You can also access the Internet, download programmes, and information that can help you understand the material and widen your knowledge.
- My laptop, which is a present from my parents, is very useful.
- A tablet is also perfect for people whose work is to draw and write.

Do you know ...?

- **Relative clauses** give more information about someone or something by **defining** or **identifying** the **nouns** that precede them in the main clause. They usually begin with the relative pronouns *who*, *that*, *which*, *whose*.

Sometimes we **omit** the *wh*-pronoun or *that*.

Example:

I don't use the desktop (which / that) my parents bought me five years ago.

- **Relative clauses** are divided into **two types**: **defining** relative clauses and **non-defining** relative clauses.

Non-defining relative clauses cannot use the pronoun 'that'.

Example:

This is my new tablet, **which** (not 'that') uses the latest digital technology.

2 Match 1-6 with a-f to make meaningful sentences.

A	B
1. I talked to a man	a. that you sent me.
2. We often visit our grandfather in Vinh,	b. whose invention changed the world?
3. Thank you very much for the book	c. who are wealthy and successful.
4. The man turned out to be her son,	d. which is a city in central Viet Nam.
5. He admires people	e. whose smartphone was stolen.
6. Have you heard of John Atanasoff,	f. who had gone missing during the war.

Watch out!

- A **defining relative clause** gives detailed and necessary information without which the sentence is incomplete. It is not placed between commas.

Example:

The man who came to visit us is a computer engineer.

- A **non-defining relative clause** gives extra information without which the sentence is still complete. It is placed between commas.

Example:

That man, who came to visit us, is a computer engineer.



3 Use 'who', 'which', 'that' or 'whose' to complete each of the sentences.

- Personal electronic devices _____ distract students from their class work are banned in most schools.
- The laptop _____ cover is decorated with funny animals belongs to my aunt.
- My tablet, _____ is two years old, still works quite well.
- Students _____ have smartphones can use them to look up words in an electronic dictionary.
- Some scientists think that children _____ parents allow them to use electronic devices early will have more advantages in the future.
- Long, _____ is only two and a half, likes to play games on a tablet.

Pronunciation

- 1 Play the recording and let Ss listen. Play it again with pauses for them to repeat each word chorally.
- Give the meaning of the words if necessary. Focus on the stress patterns of three-syllable adjectives and verbs.
- Ask Ss to work in pairs and take turns reading the words. Call on some Ss to read them out loud.

Notes:

English three-syllable adjectives and verbs often have stress on the first syllable, but there are many exceptions.

Three-syllable adjectives

- Three-syllable adjectives are often stressed on the first syllable, e.g. 'general, 'delicate, 'excellent, 'wonderful, 'favourite, 'curious.
- Some adjectives have primary stress on the last syllable if there is a long vowel or a diphthong in it and secondary stress on the first syllable, e.g. ,obso'lete, ,Vietna'mese, ,Portu'guese.
- Some adjectives do not follow the stress pattern of the noun from which they are derived and are stressed on the second syllable, e.g. 'gene - ge'neric, 'symbol - sym'bolic, 'instinct - ins'tinctive.

Three-syllable verbs

- Three-syllable verbs often have stress on the first syllable, e.g. 'organize, 'modernize, 'signify, 'specify, 'compensate, 'decorate 'compliment, 'constitute.
- But many verbs, especially those with prefixes, have stress on the second syllable, e.g. con'tinue, con'sider, re'member.
- If the prefix consists of two syllables, its first syllable usually gets secondary stress, e.g. ,under'stand, ,decom'pose, ,contra'dict, ,corre'spond.

- 2 Play the recording again. Ask Ss to put a mark (') before the stressed syllable in each word.

Key

1. 'concentrate	'similar	con'tribute	'digital
2. intro'duce	'excellent	'recognise	Vietna'mese
3. under'stand	'personal	'interest	sym'bolic

Grammar

Relative clauses

- 1 Ask Ss to read the sentences taken from **GETTING STARTED** and check their answers with a partner. Check Ss' answers as a class.

Key 1. that 2. which 3. that
4. which 5. whose

- These words are relative pronouns. They are used in relative clauses to define or identify the nouns preceding them / to introduce information about the nouns before them.
- Defining relative clauses: 1, 3, 5
- Non-defining relative clauses: 2, 4

Notes:

- T can teach 'whom' to more able classes.
- John Vincent Atanasoff (October 4, 1903 – June 15, 1995) was an American physicist and inventor, best known for inventing the first electronic digital computer.

- 2 Ask Ss to read the explanations *Do you know ...?* and check their understanding. Offer help if necessary. Have Ss work in pairs to match sentence parts (1-6) with sentence parts (a-f) to make meaningful sentences.

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

- Ask Ss to read *Watch out!* and discuss with a partner. Check for comprehension. Elicit explanations from Ss about the two examples.

Notes:

In the first example, the clause 'who came to visit us' is a defining relative clause. If we omit it, it is not clear what man we are talking about. In the second example, we use 'That' to define the noun 'man', so the relative clause only provides additional or extra information. We can omit 'who came to visit us' without causing any confusion.

- 3 Have Ss give oral answers to a partner first, and then write down the correct answers. Observe and help if necessary.

Key 1. which / that 2. whose 3. which
4. who / that 5. whose 6. who

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce three-syllable adjectives and verbs and use defining and non-defining relative clauses with 'who', 'that', 'which' and 'whose'.*

SKILLS

Reading

Digital English

1 Look at the pictures. What are the students doing? What do you think you are going to read about?



2 Match each of the words or phrases with its meaning.

1. instruction	a. the ability of a device or programme to understand a human voice
2. effective	b. a software programme designed to do a particular job
3. voice recognition	c. detailed information on how to do or use something
4. portable	d. producing a successful result
5. media player	e. easy to carry or to move
6. application / app	f. a device that stores and plays sound and pictures

3 Quickly read the text. Choose the best title for it.

- a. Advanced Electronic Devices
- b. New Ways to Learn English
- c. Software Programmes

In the age of technology, you can take advantage of new applications which are very useful for learning English.

One way is to download free digital lessons and put them in your media player or other similar mobile devices. Then you can listen and study anywhere because these devices are portable.

Many devices offer apps which use voice recognition technology. This technology allows the use of speaking electronic dictionaries. You can see words on the screen and hear them spoken. Other devices may have word lists, exercises, tests and games.

There is also software that can help improve your pronunciation. You can choose to practise with different native English speakers. Some English learning software offers a choice of accents and genders of the speakers. This software can be used with different kinds of media players.

Many electronic mobile devices can work as recorders or cameras. They can be used to record real-life English speech, lessons, songs or English language films from television or the Internet. This is also an excellent way to learn English because these recordings can be used again and again.

New technology opens new ways to learn. Choose a device that suits your learning style. This will make learning English easier, faster, more effective and more enjoyable.

4 Read the text again. Answer the following questions.

- 1. How convenient are digital lessons?
- 2. What can you do with speaking electronic dictionaries?
- 3. How can software help improve your pronunciation?
- 4. How can English learners use mobile devices as recorders or cameras?
- 5. Why do you need to choose a device that suits your learning style?

5 Discuss in pairs / groups.

How can school students use personal electronic devices to learn English?



SKILLS

Reading

Digital English

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

Draw Ss' attention to the heading of the section *Digital English*. Ask them to guess the possible content of the reading text.

- 1 Let Ss look at the pictures and answer the questions. Write some key words (e.g. *phones, tablets, devices*) on the board if necessary.

Suggested answers

The students are using smartphones / phones and tablets to study English in the classroom. I think we're going to read about electronic devices that / which help us learn English.

- 2 Have Ss match each of the words with its meaning. They work individually first, and then check with a partner.
- Let Ss use a dictionary if necessary. Go over the answers to make sure they have matched them correctly.

Key

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

- 3 Ask Ss to read the text quickly and find repeated words and their collocations (e.g. *technology / voice recognition technology / This technology / New technology, software / English learning software / This software / English learning software / learning English / learning style / way to learn English*). Explain to Ss that repeated vocabulary in a text may imply its main idea or title.
- Have Ss skim the text to choose the best title.

Key

b. New Ways to Learn English

- 4 Ask Ss to scan the text to find the answers to the questions. Have them highlight the key words both in the questions and in the text.
- Ss take turns asking and answering in pairs. Checks Ss' answers to make sure they are correct.

Key

1. We can download them in mobile devices and study anywhere.
2. We can see words on the screen and hear them spoken.
3. We can choose to practise with native English speakers of different accents and genders.
4. They can use them to record real-life English speech, lessons, songs or English language films from television or the Internet.
5. Because it will make learning English easier, faster, more effective and more enjoyable.

- 5 This is a post-reading activity that gives Ss an opportunity to apply what they have read in the text to talk about their own and their classmates' actual experience with electronic devices as learning tools.
- Arrange Ss into groups of 3 or 4 and let them discuss the question. Walk round to monitor the class and offer help if necessary.
 - Give enough time for one or two groups to report the results of their discussion to the class.

Ss' possible report

I have an old mobile phone. I use it for communication only. Some of my classmates have more modern smartphones and laptops. So they use these devices to record materials, look up new words, download and store digital lessons and practise. The devices help them improve their pronunciation and vocabulary.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've read about new ways to learn English. Besides reading quickly for general ideas, I can read carefully to find specific information about modern technology that makes learning English easier, faster, more effective and more enjoyable.*

Speaking

Go digital

1 Look at some arguments in favour of using electronic devices in learning. Match arguments 1-4 with explanations a-d.

1. Electronics or electronic devices make my school life much easier and more enjoyable.

2. Electronics make learning and teaching faster, easier and better.

3. Students can relax during break time by listening to music, texting, chatting or playing games on their smartphones.

4. Electronics make students' backpacks lighter.

a. Students can replace the weight of papers and textbooks with a tablet that has notes and assignments, and allows access to online textbooks.

b. Electronic devices help students look up information, take notes, write papers and submit them to teachers. They allow teachers to prepare lessons and grade papers.

c. Surveys show that ninety per cent of people that listen to music before working on essays or projects have better results.

d. I dislike homework, but I have fun when I do it on a tablet. My handwriting is horrible, so typing makes it easier for me and my teacher, because I can change anything and my teacher can read what is written.

2 Work in pairs. Read the arguments and explanations in 1 again. Decide on the two most effective ways of using electronic devices. Explain why.

Useful expressions:

1. The two most effective ways of using electronics are _____ because _____.
2. We think / believe _____ is an effective way of using _____ because _____.
3. In my opinion, _____.

3 Work in pairs. Discuss how useful electronic devices are in learning, using the arguments in 1.

Example:

Student A: I think electronics make school life easier and more enjoyable.

Student B: Exactly. Students who hate homework can have fun doing it on tablets.

Student A: And when they type on tablets they can change or add more things any time they want.



GO DIGITAL?

4 Work in groups. Answer the following questions. Note down your partners' answers and report them to the class.

1. What electronic devices do you have?
2. How often do you bring them to school?
3. How useful are they for your learning?

Speaking

Go digital

Lead-in: Inform the class of the lesson objective: talking about electronic devices that can help us learn.

- Introduce the topic by asking questions such as *Do you have any personal electronic devices? Do you bring them / it with you to school? How useful are they / is it? How do they / does it help you learn your subjects?*

1 Write *Go digital* on the board. Give Ss time to read through the arguments in favour of using electronic devices in learning and match arguments **1-4** with explanations **a-d**.

- Let them work with a partner if they need more help.

Key

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

2 Focus on the instructions and useful expressions.

- Ask Ss to read the arguments and explanations in **1** again and work in pairs.
- Ss decide on the two most effective ways of using electronic devices, talk to their partner and explain why they have chosen them.
- Walk round to monitor and provide help.

3 Make sure there is enough time for Ss to read the instructions and the example in the box.

- Ask two Ss to model the sample discussion. Have Ss discuss in pairs.
- Walk round and offer help if necessary.

4 This is an interactive and collaborative activity. Make sure that all Ss participate and use English.

- Divide the class into groups of 3-4 students. Ask Ss to focus on getting answers to the questions and note down their group's discussion.
- After 3-4 minutes, ask Ss from different groups to report the results of their group work to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can talk about how electronic devices can help us learn. I can give a report about how my classmates use the devices to learn school subjects.*

Listening

Triple 'E' at your fingertips

1 Look at the pictures and read the caption below these pictures. What are the students doing? What do you think you are going to listen about?



Digital English at school and at home

3 Listen again and complete the following sentences by writing no more than three words.

- I'll show you how to learn English (1) _____ just with your fingertips.
- The secret is so simple: use electronic devices to (2) _____ advantage of online English language materials.
- There are pictures, games and explanations, which are useful for (3) _____ and grammar.
- To improve your listening, speaking and pronunciation, practise online with (4) _____.
- Technology has made learning English easy and efficient and increased your (5) _____.

4 Work in groups. Ask and answer the question.

What do you think of studying English with modern technology? Explain your opinion.

2 Listen to a teacher giving instructions on how to use online English language materials. Decide if the statements are true (T) or false (F).

	T	F
1. The speaker thinks the students never get tired of things like books, blackboards, cassettes and CD players.		
2. Triple 'E' means 'Easy Effective English'.		
3. You just type some key words and click on the search engine button to see hundreds of websites.		
4. Very few sites offer exciting lessons, activities and quizzes for English learners of all ages and levels.		
5. There are sites where you record your own voice and listen to yourself.		



Listening

Triple 'E' at your fingertips

Lead-in: Inform Ss of the lesson objective: listening for specific information about using electronic devices to study English.

- Write *Triple 'E' at your fingertips* on the board and ask Ss to guess what it means in pairs.
- 1 Have Ss look at the pictures and elicit their answers to the questions in the instructions.
- Ask them to use the caption to help them guess.

Suggested answers

The students are learning English with computers. Maybe they're searching the Internet for information or using a webpage to study.

I guess we're / I'm going to listen about new ways / how to learn English using the Internet and electronic devices.

- 2 Ask Ss to read all the statements and guess if they are true (T) or false (F). Make sure that Ss understand all the statements before listening.
- Explain if there are any new words. Give the Vietnamese equivalents if necessary.
- Play the recording and have Ss do the activity. Check their answers.
- 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. F 2. T 3. T 4. F 5. T

Audio script

Well, I guess sometimes you may feel disappointed by your bad grades and get tired of things like books, blackboards, cassettes and CD players.

No worries. I'll show you how to learn English easily and effectively just with your fingertips. Have you heard of Triple 'E'? It means Easy Effective English.

How can learning English be easy but effective? The secret is so simple: use electronic devices to access and take advantage of online English language materials.

There are many good websites on the Internet. All you need to do is type some key words and

click on the search engine button. Instantly, you see hundreds of webpages on the screen and open the ones you like.

Many sites offer exciting lessons, activities and quizzes for English learners of all ages and levels. There are pictures, games and explanations, which are useful for learning vocabulary and grammar.

Do you want to improve your listening, speaking and pronunciation? Practise online with native speakers. Choose the sites where you can record your own voice and listen to yourself. Everything is so fast and convenient. Just one click away.

Obviously, technology has made learning English easy and efficient and increased your chance of success.

- 3 Ask Ss to read the instructions and the sentences 1-5. Make sure that they understand the sentences. Provide help with the new vocabulary if necessary.
- Play the recording once or twice again (depending on Ss' level) for Ss to fill the gaps.
- Ask Ss to work with a partner to compare their answers.
- Invite representatives from some pairs to report their answers to the class. Give feedback and correct any wrong answers.

Key

1. easily and effectively
2. access and take
3. learning vocabulary
4. native speakers
5. chance of success

- 4 Inform Ss that this is a post-listening activity.
- Ask Ss to work in groups of 3 or 4 and discuss the question. Ss note down their group members' answers and get ready to report. Have some Ss present their reports to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've listened to instructions on how to access and use online English language materials. Now I can talk about how to use electronic devices to study English online.*

Writing

Using electronic devices in learning

- 1** Look at the pictures of people using electronic devices. Think about one advantage and one disadvantage of using these devices in the classroom. Write them down and exchange your ideas with your partner.



- 2** Read the following sentences about some advantages and disadvantages of using electronic devices in learning. Write A if it is an advantage or D if it is a disadvantage. Do you have a different opinion? Tell your partner.

1. ____ Electronic devices distract students from their studies: students may play games, text, chat and cheat (type the questions and search for answers on the Internet).
2. ____ They help students communicate with each other or relax by listening to music and playing games when they are bored and tired of studying.
3. ____ Students have access to inappropriate information, videos and pictures, spend many hours reading and watching, and forget about their projects or assignments.
4. ____ Students study better by using helpful learning apps on smartphones, laptops, tablets and other media players (dictionary, spelling, translation, pronunciation and other apps).
5. ____ Students might take embarrassing pictures of others, share them on the Internet or use them to demand money or force people to do things for them.
6. ____ Electronic devices can be used for research and study, and for storing information and textbooks. This can save time and make students' backpacks lighter.

- 3** Read the following text about the disadvantages of using electronic devices in class. Underline the words / phrases the writer uses to link the ideas in 2 together.

I do not support the use of personal electronic devices in learning because I see a lot of their disadvantages.

First of all, electronic devices distract students from their studies. Many students may play games, text, chat and cheat on their smartphones or tablets. They can go on the Internet, type questions and search for answers.

Second, when students use the Internet, they have access to inappropriate information, videos and pictures. They may spend many hours reading and watching, forgetting about their projects or assignments.

Last but not least, students might take embarrassing pictures of others, share them on the web or use them to demand money or force people to do things for them.

In conclusion, personal electronic devices may bring more harm than good to students. I suggest that teachers ban or limit their use in the classroom.

- 4** Read the sentences in 2 again. Use them to write a short text about the advantages of using electronic devices in learning.



Writing

Using electronic devices in learning

Lead-in: Inform Ss of the lesson objective: writing a short text with detailed explanations as supporting ideas.

- 1 Write the phrase *Using electronic devices in learning* on the board. Focus on the pictures and the instructions.
 - Elicit Ss' ideas about the pictures. Give suggestions if necessary by asking *Who are these people in the pictures? What are they doing? What devices are they using? What are they using them for?*
 - Ss can talk about the positive sides / advantages as well as the negative sides / disadvantages of using electronic devices in learning.
 - The focus of this activity is to develop a short text (already taught in the writing sections of Unit 5 and Unit 6).
 - Explain that writers often provide detailed explanations or examples to support an idea in a paragraph or a text.
- 2 Give Ss time to read the sentences about some advantages and disadvantages of using electronic devices in learning.
 - Have them compare their answers with a partner first, and then ask some Ss to read out loud their answers to check as a class.

Key A: 2, 4, 6 D: 1, 3, 5

- 3 Give Ss time to read the text about the disadvantages of using electronic devices in class.
 - Elicit their answers about the use of linking words.

Key

They use linking words / phrases to connect ideas. (Some linking words are provided in the writing section of Unit 6 already.)

First of all,
Second,
Last but not least,
In conclusion,

- 4 Ask Ss to read the sample writing again. Remind them of the structure of a short text that starts with a *topic sentence*, followed by *supporting ideas 1, 2, 3* and ends with a *concluding sentence*.

- Tell Ss to write a draft first, then write a short text (of about 150 words) about the advantages of electronic devices as learning tools.
- Ss write the text in class. When they finish, ask them to exchange it with a partner for peer comments / correction.
- Walk round and offer help if necessary.
- Alternatively, have Ss write the text at home. Collect Ss' papers in the next lesson. Give feedback on some papers in class.

Suggested answer

I strongly support the use of personal electronic devices in learning because I see a lot of advantages.

First of all, they can be used for both research and study. Students can use them to download and store information and textbooks. This can help them save learning time and make their backpacks lighter.

Second, students can study better with modern technology because there are many useful learning applications on smartphones, laptops, tablets and other media players such as dictionary, spelling, translation, pronunciation and other apps.

Last but not least, mobile devices can help students communicate with each other or relax by listening to music and playing games when they are bored or tired of studying.

In conclusion, personal electronic devices bring more good than harm to students. I suggest that teachers allow and encourage the use of these devices in learning both inside and outside of class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt how to write a short text with supporting ideas and detailed explanations. I can write about the advantages of personal electronic devices as learning tools.*

COMMUNICATION AND CULTURE

Communication

Electronic devices in class – to use or not to use?

1 Read the following comments on personal electronic devices. Which sounds most reasonable? Why? Tell your partner.

- Personal electronic devices can be very distracting, to you and to others. You may not be able to concentrate on your studies. If your smartphone rings in class, it will be very annoying and disruptive.
- Electronics are bad for your eyes, and radiation from electronics could harm your body and cause permanent damage.
- Not all students are able to buy personal electronics. They may feel sad and bad about themselves. This might affect their performance at school.

2 Work in pairs. Exchange your opinions on using electronic devices in class. Refer to the comments in **1** if necessary.

Example:

Student A: What do you think could be the disadvantage of electronic devices?

Student B: Some people think that electronics are bad for your eyes, and radiation from them could harm your body.

Student A: Oh, really? I can't believe that. I think they are harmless to users.

3 Work in groups. Do you have a different opinion? Tell your group members.



Culture

1 Read the text about how electronic devices are used among children in the United States and answer the questions that follow.

US children learning with electronic devices

Like children elsewhere, children in the United States have greatly benefited from modern technology. School students in all grades know how to use electronic devices to look up and store information, do assignments and projects, do calculations and play games.

According to a new survey, about 2 out of 5 children in the USA have used a tablet, a smartphone or a similar mobile device before they could speak in full sentences.

For very young children, the devices may help promote listening and speaking ability. The devices may also help improve older children's critical thinking, reading, writing, and maths skills.

However, children's use of electronic devices has two sides. These devices can be great learning tools, but the wrong use may also cause very bad effects.



1. What do school children in the United States use electronic devices for?
2. How many US children have used mobile devices before they could speak in full sentences?
3. How may the devices help very young children?
4. How may they help older children?
5. What are the two sides of the children's use of electronic devices?

2 Work in groups. Talk about how children in your local area / your country use mobile / electronic devices.

COMMUNICATION AND CULTURE

Communication

Electronic devices in class – to use or not to use?

Lead-in: Inform the class of the lesson objective: further skill development. After reading some comments on electronic devices and a text about how children in the United States use electronic devices, Ss have more chances to practise speaking.

- 1 Explain to Ss that they need to read the comments on personal electronic devices and decide on the most reasonable comment.
 - Let them work in pairs afterwards and provide reasons for their choices.
 - To give Ss more freedom, T can encourage them to express their own opinions.
- 2 Have Ss read the instructions carefully. Ask a pair of Ss to model the example. Have all Ss work in pairs (and use their own arguments if they can).
- 3 Ask Ss to work in groups of 3 or 4, and share their own opinions.
 - Depending on the class level, Ask Ss to take notes of their group members' opinions and report to the class.
 - Make comments on Ss' performance during the group discussion and on their reports back to the class.

Culture

Lead-in: Focus on the pictures. Ask questions like *Who do you see in the pictures? How old do you think they are? What are they doing? Is it good for them to use these devices at an early age?*

- 1 Focus on the instructions. Give Ss time to read the text about how electronic devices are used among children in the United States.
 - Have Ss read and answer the questions in pairs. Then check Ss' answers as a class.

Key

1. They use them to look up and store information, do assignments and projects, do calculations and play games.
2. About 2 out of 5 have.
3. They may help promote listening and speaking ability.
4. They may help improve their critical thinking, reading, writing, and maths skills.
5. They can be great educational tools, but the wrong use may cause very bad effects.

- 2 This is a post-reading activity. Have Ss work in groups of 4 or 5, and talk about how children in their area / Viet Nam use mobile / electronic devices.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can speak and express my opinion about the effects of personal electronic devices. I can talk about how US children learn with these devices.*

LOOKING BACK

Pronunciation

1 Listen and repeat.

Three-syllable adjectives	Three-syllable verbs
adjective, electric	graduate, develop
effective, wonderful	continue, consider
convenient, similar	dedicate, recommend

2 Listen again and put a mark (ˈ) before the stressed syllable.

Vocabulary

1 Complete the text with the appropriate words from the box.

- a. devices b. dictionary c. technology
d. electronic e. learn f. advantage

Electronic dictionaries are now common in English classes. They can be very easily downloaded into your personal (1) _____ device that you carry with you everywhere. This new technology is wonderful, but it can affect your learning. People may think a dictionary is the best way to (2) _____ new words. In fact, learning new vocabulary by translating slows down your learning process. A (3) _____ should only be used when all other ways of finding out the meaning have failed. There are other ways of understanding new vocabulary, such as looking at the parts of the word or using context to guess its meaning. Modern (4) _____ has entered your life and you should try to take (5) _____ of it. Electronic dictionaries in mobile (6) _____ are a great learning tool, but you need to think how to use them effectively.

2 In pairs, ask and answer the following questions.

1. How can we use electronic dictionaries?
2. Why is learning new vocabulary with a dictionary not the best way?
3. What should we do now that modern technology has entered our lives?

Grammar

1 Use 'which', 'that', 'who' or 'whose' to fill in each gap.

1. The house _____ my father built is big.
2. Mr Xuan Truong, _____ was my first teacher, received an award for teaching excellence.
3. That media player, _____ I often use to practise English, has some great apps.
4. That's Peter, _____ father has just come back from the Philippines.
5. The woman _____ you have just spoken to is my favourite English teacher.
6. People _____ work involves using a computer for most of the day may suffer from headaches.

2 Combine each pair of sentences into one. Use comma(s) if necessary.

1. Shakespeare was a famous playwright. His birthplace was Stratford-upon-Avon.
2. His grandmother had a great influence on his life. She was a hard-working woman.
3. Tom has hundreds of books. They are all in foreign languages.
4. Lan is interested in physics. I don't like it.
5. I will always remember the teacher. He taught me how to read and write.
6. The girl looked very upset. Her electronic dictionary broke down.



LOOKING BACK

Pronunciation

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

- 1 Ask Ss to listen and repeat. Help them review the stress patterns of three-syllable adjectives and verbs.
- 2 Play the recording again. Ss listen and put a mark (') before the stressed syllable.

Key

Three-syllable adjectives	Three-syllable verbs
'adjective, e'lectric	'graduate, de'velop
e'ffective, 'wonderful	con'tinue, con'sider
con'venient, 'similar	'dedicate, recom'mend

Vocabulary

- 1 Inform Ss that the words in the box are among the most commonly used in the unit. Ss decide which words best complete the sentences.
- Alternatively, extend this activity by asking Ss to make their own sentences with each of the words.

Key

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

- 2 Focus on the instruction. Ask Ss to work in pairs. Let them take turns asking and answering the questions. Check Ss' answers as a class.

Key

1. We can easily download them into our personal electronic device we carry with us everywhere.
2. Because learning new vocabulary by translating slows down the learning process.
3. We need to think how to use them effectively.

Grammar

- 1 Focus on the instruction. Give Ss time to read the sentences. Remind them to use 'which', 'that', 'who' or 'whose' to fill each gap.
- Set a time limit and get Ss to do the activity individually. Call on some Ss to tell their answers. Write the correct ones on the board.

Key

1. which / that
2. who
3. which
4. whose
5. who / that
6. whose

- 2 Ask Ss to pay attention to the instructions. Set a time limit and have Ss do the activity individually.
- Call on six students to write their answers on the board. Underline any mistakes and ask other Ss to correct them. Provide help, if necessary.

Key

1. Shakespeare, whose birthplace was Stratford-upon-Avon, was a famous playwright.
2. His grandmother, who was a hard-working woman, had a great influence on his life.
3. Tom has hundreds of books, which are all in foreign languages.
4. Lan is interested in physics, which I don't like.
5. I will always remember the teacher who taught me how to read and write.
6. The girl whose electronic dictionary broke down looked very upset.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce three-syllable adjectives and verbs. I can talk about learning with electronic dictionaries. I can use relative pronouns 'which', 'that', 'who' and 'whose'.*

PROJECT

1 Your class is going to hold a discussion on the topic *Personal electronic devices in class – to use or not to use*. To prepare for your group's presentation, discuss the following:

1. Reasons for the use / ban of electronic devices in class;
2. List of possible rules of limiting the use of the electronic devices (if your group selects using the devices).

2 Present your group's ideas to the class.



NOW YOU CAN

- ▶ Use words / phrases related to electronic devices that can help us learn
- ▶ Pronounce correctly three-syllable adjectives and verbs
- ▶ Understand and use defining and non-defining relative clauses
- ▶ Talk about how electronic devices can help us learn
- ▶ Write about the advantages of electronic devices as learning tools

PROJECT

- 1 Focus on the project objective and questions: preparing for the class discussion on the topic *Personal electronic devices in class – to use or not to use*.
 - Ask Ss to choose between using or banning electronic devices in the classroom, and provide reasons for their choice.
 - Have Ss make a list of possible rules of limiting the use of the electronic devices (if they select using the devices).
- 2 Provide enough time for Ss to present their ideas to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can give a presentation on the use / ban of electronic devices in the classroom. I can talk about possible rules of using the devices in class.*

LANGUAGE

Vocabulary

1 Complete these sentences with suitable words from the box.

inequality	pay	right
discrimination	gender	

- Women are demanding equal _____ for equal work.
- I think this is a clear case of _____ against women.
- Education for all* means that everyone has the _____ to receive education.
- _____ equality means that both men and women are treated equally.
- Women in developing countries are fighting against gender _____.

2 Choose the correct words in the following sentences.



- Using an (*electric / electronic*) device such as a laptop, you can learn English effectively.
- To play audio tapes and CDs, you just need a cassette or CD (*player / recorder*).
- Watching and listening to English (*radio / television shows*) is an excellent way to learn English.
- A (*tablet / desktop*) is a mobile computer that is also useful for language learning.
- Language translation (*touch screen / software*) allows you to translate from one language into another.

Pronunciation

3 Sort out the words according to their stress patterns and read them aloud. The ones in the first row have been done as examples.

indicate	lovely	actor
famous	modernise	artist
enjoy	difficult	remove
forget	organise	relax

Grammar

4 Rewrite the following sentences using the passive voice.

- You must keep this door shut.
- Someone will serve refreshments.
- People must not leave bicycles in the hall.
- You should shake milk before you use it.
- People may keep books for two weeks.

5 Complete these sentences. Use the comparative or superlative form of the adjectives in brackets. Add any other words if necessary.

- The problem is not so complicated. It's _____ (simple) you think.
- That theatre over there is _____ (old) building in the city.
- Health and happiness are _____ (important) money.
- That was _____ (beautiful) painting I've ever seen.
- I like the countryside. Living in the countryside is _____ (healthy) and _____ (peaceful) living in a city.

6 Combine each pair of sentences into one with a suitable relative pronoun. Use comma(s) if necessary.

- Tom works for a company. It makes electronic devices.
- Linda told me her e-mail address. I wrote it on a piece of paper.
- I don't like people. They are never on time.
- What was the name of the girl? Her mobile phone was stolen.
- Mr Brown is retiring next month. He has worked for the same university all his life.



actor



relax



indicate

_____	_____	_____
_____	_____	_____
_____	_____	_____

INTRODUCTION

Review 3 is aimed at revising the language and skills Ss have learnt and practised in Units 6-8.

T may introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. T then summarises Ss' answers and adds some more information, if necessary.

LANGUAGE

Language review can be used as a self-assessment test or revision for Ss. Ss do the activities, and then T checks the answers as a class. T may conduct each activity separately.

Vocabulary

- 1 Ask Ss to do this activity individually, and then compare their answers with a partner's. Write the correct answers on the board. Ask Ss to raise hands if their answers match.

Key

1. pay 2. discrimination 3. right
4. Gender 5. inequality

- 2 Ask Ss to do this activity individually. Ask a student to write his / her answers on the board. Read each one and ask the class if they agree or not, then confirm the correct one.




Key

1. electronic 2. player 3. television shows
4. tablet 5. software

Pronunciation

- 3 Ask Ss to do this activity individually, and then compare their answers with a partner's. Show the correct answers on the board.

Key

		
actor	relax	indicate
lovely	forget	organise
artist	enjoy	modernise
famous	remove	difficult

Grammar

- 4 Elicit the form and use of the passive voice, and the meaning of the modals: *must*, *will*, *should*, *may*. Ask a student to write his / her answers on the board while other Ss do this activity individually. Checks Ss' answers.

Key

1. This door must be kept shut.
2. Refreshments will be served (by someone).
3. Bicycles must not be left in the hall.
4. Milk should be shaken before it is used.
5. Books may be kept for two weeks.

- 5 Elicit the form and use of the comparative and superlative of adjectives. Ask Ss to do this activity individually, and then compare their answers with a partner's. Ask a student to write his / her answers on the board. Then check the answers as a class.

Key

1. more simple (or simpler) than
2. the oldest
3. more important than
4. the most beautiful
5. healthier (or more healthy); more peaceful than

- 6 Elicit the use of relative clauses (defining and non-defining). Ask Ss to do this activity individually, and then compare their answers with a partner's. Write the correct answers on the board.

Key

1. Tom works for a company that / which makes electronic devices.
2. Linda told me her e-mail address, which I wrote on a piece of paper.
3. I don't like people who / that are never on time.
4. What was the name of the girl whose mobile phone was stolen?
5. Mr Brown, who has worked for the same university all his life, is retiring next month.

SKILLS

Reading

1 a. Read the text.

Interactive whiteboard

An interactive whiteboard is an electronic device that helps students learn English in a more stimulating way. It is very useful in the classroom because it can engage students and provide them with interactive opportunities. You can write on it with a special pen or even with your finger. You can also run presentation software on the interactive whiteboard. It is useful for teachers to make grammar or vocabulary presentations and save them for using again. After students complete an exercise, they can see the correct answers on the board. Teachers can also download resources such as gap-fill exercises, multiple-choice quizzes or games for their students to do in class. All the students have to do is to come to the board and drag and drop their answers into the gaps with their fingers. This involves them directly in work in front of the board, which most of them love. In summary, an interactive whiteboard is beneficial for both teachers and students in the classroom.

b. Match the words in A with their definitions in B.

A	B
1. interactive	a. to include something or somebody as an important part of something
2. engage	b. to move something on a screen by pulling it along
3. drag	c. to attract and keep the attention (of somebody)
4. involve	d. that allows people to work together and have an influence on each other



2 Read the text again and answer the questions.

- How does an interactive whiteboard help students?
- Why is the interactive whiteboard very useful in the classroom?
- Why is presentation software useful for teachers?
- What resources can teachers download onto the interactive board?
- How can students give their answers on the interactive whiteboard?

Listening

4 Listen to a recording about meeting and greeting customs in some countries around the world. Decide whether the following statements are true (T) or false (F).

	T	F
1. A handshake is a common form of greeting in the four countries.		
2. In Finland, close friends and family often hug and kiss when they see each other.		
3. In Japan, people greet their superiors with a small head bow.		
4. Korean women usually bow slightly and shake hands to greet each other.		
5. In Viet Nam and Korea, when you address someone with his or her full name, the family name comes first.		
6. American men often kiss women when they meet for the first time.		



Speaking

3 Work in groups. Read about different customs in four countries. Then discuss the questions below.

Different Customs in...

- Thailand:** Never touch anyone except a child on the head.
- Indonesia:** Never point to anything with your foot.
- Korea:** Don't pass anything to an older person or a superior with only one hand.
- The USA and Canada:** Don't arrive early if you are invited to someone's home.

- Does Vietnamese culture follow any of these customs?
- Why do you think people have these customs?
- What other interesting customs of Viet Nam or other countries do you know?

Writing

5 Write about what customs a visitor to Viet Nam should know. Use the following points or your own ideas.

Dos	Don'ts
<ul style="list-style-type: none"> Call first when planning to visit someone at home Arrive on time when invited to someone's home Bargain when buying things in open-air markets 	<ul style="list-style-type: none"> Take photographs in pagodas or temples Open a gift in front of the giver Kiss friends on the cheeks when meeting them

Example:

When you visit Viet Nam, there are some important things you should know. For example, if you are visiting a pagoda or temple, it's not acceptable to take photographs ...

SKILLS

Reading

Ask Ss to do Activities **1** and **2** individually, and check their answers with a partner's. Give the correct answers and explanations if necessary.

Key

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

2:

1. It helps students learn English in a more stimulating way.
2. Because it can engage students and provide them with interactive opportunities.
3. Because with it teachers can make grammar or vocabulary presentations and save them for using again.
4. They can download gap-fill exercises, multiple-choice quizzes or games.
5. They can drag and drop their answers into the gaps with their fingers.

Speaking

- 3** Ask Ss to work in groups, reading about different customs in four countries. Then ask Ss to discuss the three questions that follow. Ask Ss to share their opinions with their partners.

Listening

- 4** Play the recording once for Ss to listen and choose their answers. Play the recording again for Ss to check their answers. Then give the correct answers. Alternatively, play one or more times for Ss to choose the correct answers.

Audio script

In countries around the world, people meet and greet each other in different ways:

In Finland, people greet each other with a handshake. Close friends and family members often hug and kiss when they meet.

In Japan, people usually bow when greeting each other. When greeting family or friends, a small head bow is used. But when greeting a superior, people are expected to use a deeper, longer bow to show respect.

In Korea, when men greet each other, they bow and shake hands. But women do not often shake hands. Like in Viet Nam, when you address someone with his or her full name, the family name comes first, then the first name.

In the United States, when people meet each other for the first time, they shake hands. Hugging and kissing are best left for friends and family members in informal situations. In these cases, men usually kiss women, but men kissing other men is not common.

Key

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

Writing

- 5** Ask Ss to use the points given in **Dos** and **Don'ts** (or their own ideas) to write about what customs a visitor to Viet Nam should know. Ask Ss to write the draft first in class, and then they may write their final versions at home.

GETTING STARTED

Environmental impacts



1 Listen and read.

Nam's father: What are you doing, Nam?

Nam: I'm writing for my school newsletter.

Nam's father: What are you writing?

Nam: Well, the editor asked me to write a letter giving some practical advice on environmental preservation. So far, I haven't had any ideas!

Nam's father: Have you used the web search engine to find any information?

Nam: Yes, I have. However, it was confusing because I got too many search results and web pages about the environment.

Nam's father: Well, read all of them quickly for ideas and select the most suitable for the topic.

Nam: By the way, what does 'environmental impact' mean, Dad?

Nam's father: Uh ... it means negative effect or influence on the environment. Well, you can check the meaning using the online dictionary.

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to environmental impacts and ways to protect the environment

Pronunciation

Stress in three-syllable nouns

Grammar

Reported speech

SKILLS

- Reading for general ideas and specific information about threats to the natural environment
- Talking about the environmental impacts of human activities
- Listening for gist and specific information in a student's talk on environmental impacts
- Writing about environmental problems and giving some practical advice on how to preserve the environment

COMMUNICATION AND CULTURE

The World Wide Fund for Nature (WWF)

Nam: I'll do it right now ... Oh, yes, you're correct.

Nam's father: But why are you interested in environmental impacts?

Nam: Well, I think if we can see the environmental impacts, we'll know how to protect the environment from many threats such as deforestation, pollution, global warming and fossil fuel depletion.

Nam's father: Correct! Air pollution, the greenhouse effect and global warming have a negative impact on the environment. As a result, polar ice is melting and sea levels are rising. You need to focus on your topic.

Nam: Dad, thanks for your help!

Nam's father: OK. Good luck, Nam!

OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to environmental impacts and preservation
- identify three-syllable nouns and pronounce them with the correct pattern
- use nouns and verbs of the same root
- use reported speech to report what was said previously
- read for general ideas and specific information about threats to the natural environment
- talk about the environmental impacts of human activities
- listen for gist and specific information in a student's talk on environmental impacts
- write about environmental problems and give some practical advice to preserve the environment
- learn about the organisation *World Wide Fund for Nature* (WWF)

GETTING STARTED

Environmental impacts

Lead-in: Inform the class of the lesson objectives: getting to know the topic *Preserving the environment*, vocabulary related to *Environmental impacts*, and the use of indirect speech to report what was said.

Focus Ss' attention on the picture and the title of the lesson. Explain the words *environment* (*our surroundings including land, soil, plants, animals, air, water and humans*) and *environmental impact* (*the negative effect on the environment*). Help Ss understand more about the topic by asking: *How important is the environment to the people living in it? What will happen if the environment is damaged or destroyed? What are some of the environmental impacts of human activities?* Write possible answers on the board.

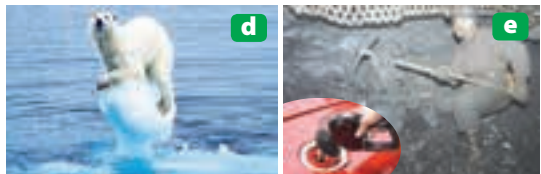
- 1 Tell the class that they are going to listen to a conversation between Nam and his father. Ask Ss to predict what the speakers are going to talk about. Play the recording for them to listen and read the conversation at the same time. Remind Ss not to worry about the unfamiliar words or grammar points, but try to work out the general idea of the conversation.

Note:

- An **editor**: a person who oversees the preparation of a text in newspapers, magazines, scholarly journals, and books.

2 Label the photos with the words and phrases from the box. Then use a dictionary to check their meaning.

pollution polar ice melting fossil fuels
greenhouse effect deforestation



3 Read the conversation between Nam and his father again. Ask and answer the following questions.

1. What is Nam doing for the school newsletter?
2. What did the editor ask Nam to write about?
3. What does 'environmental impact' mean?
4. Why is Nam interested in environmental impacts?
5. Name the threats to the environment mentioned in the conversation.
6. What is the biggest threat to the environment in your neighbourhood?

LANGUAGE

Vocabulary

1 Complete the sentences with the words from the box.

pollute greenhouse effect
deforestation depletion fossil fuels
global warming preserve damage

1. To _____ is to keep and protect something from damage, change or waste.
2. _____ is the removal or cutting down of all trees in an area for urban use and farm lands.
3. _____ are non-renewable energy sources such as coal, fuel oil and natural gas formed from dead plants and animals underground.
4. To _____ is to make air, water, or soil dirty or unclean.
5. The _____ occurs when the earth's atmosphere traps certain gases such as carbon dioxide as well as water vapour. This makes the earth's surface warmer.
6. _____ is the gradual increase of temperature on the earth's surface due to greenhouse effect.
7. _____ is the using up or reducing something like energy or resources.
8. _____ is harm or injury that makes something less valuable or able to function.

2 Complete the table with the words from the box.

deforest protect consumption
confuse contaminate
preservation deplete pollute

Verb	Noun
1. _____	protection
2. preserve	_____
3. _____	contamination
4. consume	_____
5. _____	deforestation
6. _____	pollution
7. _____	depletion

Do you know ...?

The position of a word in a sentence or its formation can tell about its class.

– A noun can directly follow a determiner like **a/an, the, your, some** or a preposition like **for**, and be formed with **-tion, -ation** and **-ity**.

Examples: *the protection of natural resources, a lifestyle, for use, preservation, electricity, etc.*

– A verb can directly follow a subject pronoun, the particle **to**, modals like **can, will** and be formed with endings like **-ed, -ing, etc.**

Examples: *to protect, can consume, are depleted, etc.*

- 2** Ask Ss to work in pairs to label the photos. Allow two minutes for the pairs to look up the words and phrases in a dictionary to confirm their meaning.
- Check answers as a class. Have Ss note down the words in their notebooks.

Key

a. greenhouse effect b. pollution c. deforestation d. polar ice melting e. fossil fuels

- 3** Ask Ss to work individually. Allow enough time for them to check the information. Remind Ss to underline the key words in the questions, and use them to scan for the relevant information in the conversation.
- Elicit answers from different Ss.

Key

1. He is writing a letter for the school newsletter.
2. The editor asked Nam to write some practical advice on environmental preservation.
3. It means the negative influence or effect on the environment.
4. Because he thinks if we can see the impacts on the natural environment, we will know how to protect it.
5. They are deforestation, pollution, global warming, fuel depletion, polar ice melting and the rise of sea levels.
6. Open answers.

LANGUAGE

Vocabulary

- 1** Go through the words in the box and check Ss' understanding.
- Ask Ss to complete the sentences individually. In a weaker class, get them to work on the sentences in pairs. Check answers as a class.

Key

1. preserve	2. Deforestation	3. Fossil fuels	4. pollute
5. greenhouse effect	6. Global warming	7. Depletion	8. Damage

- 2** Read the information in *Do you know ...?* and go through the nouns and verbs with the class.
- Elicit or explain the meaning of the words. Ask Ss to work individually. Check answers as a class.

Key

1. protect	2. preservation	3. contaminate	4. consumption
5. deforest	6. pollute	7. deplete	

- 3** Ask Ss to read the sentences first for comprehension, and then underline the key words and phrases. These words are often used together as collocations, and can be used to figure out the missing words.
- Check answers as a class or have Ss compare their completed sentences.

Key

1. consumption	2. consume	3. preserve	4. preservation
5. polluted	6. pollution	7. Contamination	8. contaminate

3 Complete the sentences with the nouns or verbs in 2. Change the word forms, if necessary. Each word is used once.

1. The _____ of energy in this area has increased a lot since a new modern resort was built.
2. How much energy does this modern resort _____ every day?
3. Scientists have been looking for solutions for decades to _____ the Earth's limited fossil fuels from depletion.
4. Many environmentalists have supported the _____ of the earth's natural resources such as land, fresh water, rain forests and fossil fuels.
5. The coastal areas have been severely _____ by the disposals of harmful chemical rubbish.
6. The greenhouse effect is made by _____.
7. _____ by chemical sprays and fertilizers makes land arid, and vegetation harmful to human health.
8. Most chemicals _____ the ground and the underground water.

Pronunciation

- 1** The words in the box are three-syllable nouns. Listen and repeat. Can you add two more, using the words from the VOCABULARY section 3?

article	animal	editor
influence	pollution	scientist
solution	chemical	confusion
protection		

- 2** Listen and put a mark (') before the stressed syllable in each word.

article	influence	energy	solution
newsletter	pollution	protection	atmosphere
editor	confusion	scientist	chemical

Do you know ...?

The syllable before **-tion** or **-sion** is usually stressed.

Examples:

po'llution, so'lution, pro'tection, con'fusion, de'pletion

Grammar

Reported speech

- 1** Read the following sentences from the conversation between Nam and his father in GETTING STARTED. Write the names of the speakers.

1. 'I'm writing for my school newsletter' _____ said.
2. 'Give some practical advice to students on environmental preservation,' _____ asked Nam.
3. 'I haven't had any ideas,' _____ said.
4. 'Use the web search engine to find information,' _____ told him.
5. 'It was confusing because I got too many search results and web pages about the environment,' _____ said.
6. 'Focus on your topic,' _____ told him.

Do you know ...?

You can use **reported speech** to repeat what people have previously said.

Examples:

- 'I'm writing for my school newsletter,' Nam said.
Nam said (that) he was writing for his school newsletter.

- 'Focus on your topic,' Nam's father told him.
Nam's father told him to focus on his topic.

Notice the changes:

	Direct speech	Reported speech	
Pronoun	I	he	depending on the context
Possessive	my	his	
Verb	is writing	was writing	depending on the context and time
	focus	to focus	

Note: There are **no quotation marks** in reported speech.

Pronunciation

- 1 Focus Ss' attention on the instructions and the word box. Play the recording and pause after each word for them to repeat chorally and individually. Elicit the meaning of the words, and help Ss identify the syllables in each word.
- Ask Ss to read quickly the sentences in the **VOCABULARY** section **3**, and underline three-syllable nouns. Ask Ss to add two more words selected from **2** of the **VOCABULARY** section.

Suggested answers

energy, atmosphere

- 2 Focus Ss' attention on the instruction. Have them read through *Do you know ...?* Check understanding of the activity. Play the recording once through for Ss to listen. Play the recording again for them to do the activity. Check answers as a class.

Key	'article	'influence	'energy	so'lution
	'newsletter	po'llution	pro'tection	'atmosphere
	'editor	con'fusion	'scientist	'chemical

Grammar

Reported speech

- 1 Focus Ss' attention on the instructions, and ask them to read *Do you know ...?* Check understanding.
- Ask them to read the conversation in **GETTING STARTED** again and find the speakers' names to fill the gaps.

Key	1, 3, 5: Nam	2: the editor	4, 6: Nam's father
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Notes:

- Explain to Ss that the opening (') and closing (') quotation marks are needed for writing reported speech.
- There is a comma before the closing quotation marks if the reporting verb follows the statement.
'I'm writing some practical advice on environmental preservation,' said Nam.
- The reporting verb **said** can go before or after the subject. The reporting verb is often placed before the subject when the reporting clause (said Nam) comes after the quotation. This word order is not used when the subject is a pronoun: 'I want to write about environmental preservation,' he said. (not 'said he').
'I want to write about environmental preservation,' said Nam / Nam said.
'I want to write about environmental preservation,' he said.
- Verbs in reported speech usually **go back one tense**, and **imperative** verb forms change to **infinitive**.
The tense used for a *that*-clause depends on the time we are reporting what was said or thought. If the situation described in the *that*-clause is in the past when it is reported, then a past tense is used. When we report offers or orders in imperative form, we use a *to*-infinitive after the reporting clause.
- **Say** or **tell** can be used in reported speech. **Say** does not need an object, but **tell** does.
'I want to write an article,' said Nam. → Nam said (that) he wanted to write an article.
'Focus on your topic,' Nam's father told Nam. → Nam's father told him to focus on his topic.

2 Change the direct speech statements into reported speech. Make any changes, if necessary.

1. 'Pollution is one of the problems in my neighbourhood,' Nam said.
Nam said _____.
2. 'More people are aware of the preservation of natural resources,' the editor said.
The editor said _____.
3. 'We are discussing the protection of the natural environment,' the students told their teacher.
The students told their teacher _____.

4. 'Use the web search engine to find the information that you need,' Nam's father told him.
Nam's father told him _____.
5. 'It's confusing because there are too many web pages about the environment,' Nam said.
Nam said _____.
6. 'Air pollution is one of the causes of the greenhouse effect,' scientists said.
Scientists said _____.

SKILLS

Reading



1 What do you think the environmental impact in each photo is? Read the text quickly and check your answers.

2 Quickly read the text and select the best title.

- a. Natural Resource Depletion
- b. The Long-term Damage of Soil
- c. Environmental Pollution
- d. The Destruction of Ecosystem

Environmental pollution is one of the impacts of human activities on the Earth. It is also one of the biggest problems of the world today because it brings about contamination, ecosystem, and the cause of some diseases that most people do not know about. There are four types of pollution, namely, air pollution, soil pollution, water pollution and noise pollution.

Most of the air pollution results from the burning of fossil fuels, motor vehicles, factories, aircraft and rockets. This can cause acid rain which damages water, soil, and **vegetation**. Air pollution also contributes to the greenhouse effect which can lead to a series of environmental problems such as global warming, polar ice melting, rise of sea levels and loss of land.

Soil pollution is a result of dumping plastic or other **inorganic** waste in the ground and the overuse of chemical **fertilizers** in agriculture. The long-term effects of soil pollution are contaminated vegetation and the decrease of soil fertility.

Water pollution is a result of dumping **pollutants** such as detergents, **pesticides**, oil, and other chemicals in rivers, which makes the water unclean or contaminated. Rubbish blockages in rivers can also cause pollution. The effects of water pollution include the destruction of **ecosystem** of rivers, lakes and the pollution of groundwater, surface water and seawater.

Noise pollution is caused by loud and annoying sounds of motor vehicles, railway, aircraft and jet engines, factory machinery and musical instruments. It can cause stress and psychological and health problems for humans such as increased heart rate and hearing damage.

Environmental pollution is becoming an increasingly serious problem or threat that needs to be taken care of as soon as possible, not only for the sake of the environment, but also for the people that live in it.

- 2** Read the instructions and analyse the first sentence as an example. Remind Ss of the changes to the verb form and pronoun.

Key

1. Nam said (that) pollution was one of the problems in his neighbourhood.
2. The editor said (that) more people were aware of the preservation of natural resources.
3. The students told their teacher (that) they were discussing the protection of the natural environment.
4. Nam's father told him to use the web search engine to find the information that he needed.
5. Nam said (that) it was confusing because there were too many web pages about the environment.
6. Scientists said (that) air pollution was one of the causes of the greenhouse effect.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can identify and pronounce three-syllable nouns. I know the difference between nouns and verbs having the same root. I can use reported speech to report what people have said.*

SKILLS

Reading

Lead-in: Focus Ss' attention on the photos and the instructions. Ask *What can you see in the photos? What is the environmental impact in each photo?*

- 1** Elicit the answers and put them on the board. Give feedback.

Key

- | | |
|--------------------|--------------------|
| a. noise pollution | b. water pollution |
| c. air pollution | d. soil pollution |

- 2** Ask Ss to read the instruction and the options carefully, and underline any key words that may help them predict the content of the text.
- Allow enough time for Ss to skim the paragraphs quickly. Encourage them to share their ideas with their partners. Check the answer.

Key c

3 Match each highlighted word in the text with its definition below.

- _____ : a complex set of relationships among the living resources, habitats, and residents of an area. It includes plants, trees, animals, fish, birds, etc.
- _____ : chemicals used to kill insects
- _____ : not related to animals, plants or trees
- _____ : plants in general
- _____ : manures or substances that support plant growth
- _____ : things that make the air, water and soil unclean or contaminated

4 Are the sentences true (T) or false (F)? Correct the false sentences.

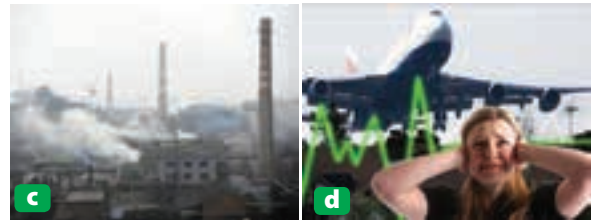
	T	F
1. Environmental pollution results from natural disasters.		
2. The greenhouse effect is a result of water pollution.		
3. Using a lot of fertilizers can reduce soil fertility.		
4. Water pollutants are things such as detergents, pesticides, oil, other chemicals and rubbish blockages in rivers that make water contaminated.		
5. Noise pollution can increase heart rate and damage hearing.		
6. Environmental pollution needs to be taken care for the sake of the environment and the people that live in it.		

5 Work in groups. Discuss the types of pollution in your neighbourhood and their consequences.

Speaking

Environmental impacts of human activities

1 Label the photos with the types of pollution.



2 Read the text in the READING section again. Complete the table below. Include your ideas, if necessary.

Human activity	Type of pollution	Consequence
fossil fuel burning by motor vehicles, factories, aircrafts and rockets	air pollution	a series of environmental problems such as acid rain, greenhouse effect, global warming and health problems
fertilizers and pesticide sprays, harmful rubbish and chemicals thrown in the rivers		
loud and annoying sounds from factory machinery, motor vehicles, aircraft, and musical instruments	noise pollution	

3 Focus Ss' attention on the instruction. Write all the highlighted words from the reading text on the board. Go over the definitions with the whole class. Check comprehension and have Ss match the words. Alternatively, ask Ss to work in pairs.

Key

1. ecosystem 2. pesticides 3. inorganic
4. vegetation 5. fertilizer 6. pollutants

Notes:

ecosystem: *hệ sinh thái*; pesticide: *thuốc trừ sâu*; inorganic: *vô cơ*; vegetation: *cây cỏ*; fertilizer: *phân bón*; pollutant: *chất ô nhiễm*

4 Ask Ss to read the instructions carefully, and underline the key words in the sentences provided.

- Encourage them to underline the parts of the reading text relevant to the statements.
- Check answers as a class, and encourage Ss to justify their choices by referring to the relevant information in the reading text.

Key

1. F 2. F 3. T
4. T 5. T 6. T
1. Environmental pollution is one of the impacts of human activities.
2. The greenhouse effect is a result of air pollution.

5 Have Ss discuss in groups of 3 or 4. Ask them some guiding questions before their discussion: *What type of pollution is there in your neighbourhood? What are the causes and effects? How can you help reduce this type of pollution?*

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can identify different types of pollution and understand the causes and negative effects of pollution on our environment and health.*

Speaking

Environmental impacts of human activities

Lead-in: Inform the class of the lesson objectives: practise speaking about environmental impacts of human activities. Ask them to focus on the title and the photos by asking: *What are the types of environmental pollution caused by human activities? Can you label the photos with specific types of pollution?*

1 Check the answers and have different Ss write them on the board.

Suggested answers

- a. soil pollution b. water pollution
c. air pollution d. noise pollution

2 Focus Ss' attention on the instructions and the table. Ask them to work individually and read the text carefully before they complete the table. Remind them to refer back to the reading text to get the necessary information.

- Encourage them to share their ideas with a partner. Check answers as a class and write them on the board.

Human activity	Type of pollution	Consequence
fossil fuel burning by motor vehicles, factories, aircrafts and rockets	air pollution	a series of environmental problems such as acid rain, greenhouse effect, global warming and health problems
fertilizers and pesticide sprays, harmful rubbish and chemicals thrown in the rivers	soil pollution	contaminated vegetation and the decrease of soil fertility leading to the negative utilization of land
loud and annoying sounds from factory machinery, motor vehicles, aircraft, and musical instruments	noise pollution	human psychological and health problems such as stress, the increase of heart rate and hearing damage

3 Work in pairs. Practise the following conversation.

Student A: We are facing severe environmental pollution despite the fact that many world organisations are working hard to reduce it.

Student B: Well, it is a result of human activities in modern times. For example, air pollution is a consequence of fossil fuel burning by motor vehicles, factories, aircraft and rockets.

Student A: You're right. It leads to a series of environmental problems such as acid rain, greenhouse effect, global warming and health problems.

Student B: Well, if this goes on, the Earth may soon become a dangerous place to live on. Therefore, we must do something before it is too late.

4 Work in groups. Choose one of the types of pollution in 2. Use the information from the table to prepare a similar conversation as in 3.

5 Act out the conversation you have prepared.

Listening

Preserving the natural environment

1 Look at the photo and describe what you see.



2 Listen to a student's talk. What is he talking about? Tick the correct box.

- a. How to Overcome Natural Disasters
- b. Natural Resource Depletion
- c. Environmental Degradation
- d. Deforestation and Its Effects

3 Listen again. Tick the words you hear. Look up the meanings of unfamiliar words in a dictionary.

- | | | | |
|-----------|--------------------------|--------------|--------------------------|
| degraded | <input type="checkbox"/> | resulted | <input type="checkbox"/> |
| erosion | <input type="checkbox"/> | civilization | <input type="checkbox"/> |
| sewage | <input type="checkbox"/> | aquatic | <input type="checkbox"/> |
| awareness | <input type="checkbox"/> | mass media | <input type="checkbox"/> |

4 Listen again. Complete the sentences with one or two words from the talk.

1. The natural environment has been seriously _____ and degraded by human activities through many decades.
2. The burning of fossil fuels by factories and motor vehicles has led to air pollution and resulted in acid rain, greenhouse effect and _____.
3. Deforestation for land use has affected the _____ and led to the extinction of rare animals, extreme floods and land erosion.
4. They have changed and degraded the natural environment and led to various _____.
5. We should _____ the burning of fossil fuels, and encourage forestation to replace deforestation.
6. People should make _____ to protect the environment for the next generation.

5 Ask and answer the following questions.

1. What is the definition of environment in the talk?
2. What has led to air pollution?
3. What has led to soil pollution?
4. What has deforestation caused?
5. What should we do to reduce water pollution?
6. What should we do to preserve the forests?
7. What should people do to preserve the environment for the next generation?

3 This activity focuses on speaking about environmental impacts. Give enough time for Ss to read the conversation individually. Check comprehension as a class. Have Ss practise the conversation in pairs. Monitor the activity and select some pairs to act out the conversation in front of the class.

4 Focus Ss' attention on the instructions. Ask them to work in groups of 3 or 4.

- Allow groups enough time to select the type of pollution and prepare their conversation. Encourage them to write the main points or ideas expressed by each speaker. Help Ss with any problems and remind them that they can add their own ideas while discussing.

5 Have Ss act out their conversations in front of the class. Discuss their performance as a class. Alternatively, have Ss discuss and act out their conversations in groups.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can talk about types of pollution, its causes and negative effects on the environment and human health.*

Listening

Preserving the natural environment

Lead-in: Focus Ss' attention on the topic. Check comprehension and ask Ss to brainstorm ideas on what to do to preserve the natural environment. Write their ideas on the board to avoid repeating the same information.

1 Focus Ss' attention on the photo and elicit their descriptions of the photo. Write the information on the board.

Suggested answers

The people are planting a tree.

2 This activity focuses on listening for gist. Ask Ss to read the instructions and the titles. Ensure that they understand the task and vocabulary.

- Check comprehension and explain *degradation* (loss or decrease of quality).

- Play the recording twice, pausing before and after the second listening for Ss to read and check their answers.
- Tell Ss to go through the answer options and select the most appropriate one. Check answers as a class and ask Ss to explain why it is the correct choice.

Key c

Audio script

The environment is the natural world in which people, animals and plants live. The natural environment has been seriously affected and degraded by human activities through many decades. For instance, the burning of fossil fuels by factories and motor vehicles has led to air pollution and resulted in acid rains, greenhouse effect and global warming. The use of harmful chemicals in agriculture has led to serious soil pollution and health problems. Deforestation for land use has affected the ecosystem and led to the extinction of rare animals, and extreme floods and land erosion. Harmful rubbish and sewage dumped in rivers and oceans has polluted the water and harmed aquatic animals. There are many human activities having serious impacts on the natural environment. They have changed and degraded the natural environment and led to various health problems.

We should do something immediately to protect our environment. For instance, we should control the burning of fossil fuels and encourage forestation to replace deforestation. In addition, there should be appropriate places to dump harmful rubbish and chemicals to reduce the rate of water pollution, a threat to human health and a danger to aquatic animals.

To minimize the rate of environmental degradation and to raise awareness of its threats, the preservation of the environment should be included in education and mass media. People should make every effort to preserve the environment for the next generation.

Writing

Practical advice on water and electricity consumption

1 What do you see in the picture? What does the text in the picture mean? Do you turn off the tap while you are brushing your teeth?



2 The following paragraphs are extracts from a student's talk giving some practical advice on reducing water and electricity consumption at home. Quickly read the text and match the headings (a-d) with the paragraphs (1-4).

- a. Your participation in environmental preservation
 - b. Your actions to reduce water consumption
 - c. Your actions to reduce electricity consumption
 - d. Introducing the environmental problem
1. Fresh, clean water is very important to life because no one can live long without it. Yet it is one of the limited and most endangered natural resources on our planet. Water keeps the Earth green, and we can transform flowing water to electricity or energy. Our modern world has consumed a lot of water and electricity. So, what do you think will happen if water runs out? The following advice can help to reduce your water and electricity consumption at home.
 2. When you leave a room or your home, unplugging electronic devices like television, radio, computer is an easy way to save electricity because these devices still consume energy even though they are off.
 3. When you use water, you also consume energy. Turning the tap off until you need water to rinse your hands or brush your teeth, and washing full loads of laundry instead of smaller ones can help to reduce electricity and water consumption as well.
 4. The above advice is very simple and not new. However, if you follow at least one of the tips, you can be proud of taking part in the preservation of water, one of the very important and limited natural resources on the Earth.

3 Match the following sentences with the paragraphs (1-4) in 2.

- a. Turn the tap off until you need water to rinse your hands or brush your teeth, and wash full loads of laundry instead of smaller ones.
- b. Water is one of the limited natural resources. It can run out.
- c. You can be proud of your participation in the preservation of water.
- d. Unplug the electronic devices when you leave a room or your home.

4 Choose one of the following limited natural resources to write three paragraphs similar to those in 2: paragraph 1 to introduce the type of pollution, paragraph 2 to give some practical advice and paragraph 3 to conclude.

Natural resource	Advice
fossil fuels, non-renewable resources: coal, oil, natural gases producing energy	<ul style="list-style-type: none"> – reducing the use of fossil fuels for energy – research and replace fossil fuel energy with other renewable fuels such as water, sun, etc. – raise awareness on the problems in the public and in education
forests: absorbing carbon dioxide (CO ₂) and other harmful gases; reducing air pollution, heat, floods, etc.	<ul style="list-style-type: none"> – careful planning of land use for public facilities and in agriculture; proper deforestation plans to replace the trees cut down – raise awareness on the problems in the public and in education

- 3** This activity focuses on listening for specific information.
- Ask Ss to read the instructions and the words provided individually. Check understanding of the task and the vocabulary.
 - Play the recording again for Ss to do the task. Allow two minutes for them to discuss the meaning of the words in pairs, or to look them up in a dictionary.
 - Check answers as a class.

Key

degraded (lower in quality); **resulted** (caused an outcome); **erosion** (condition in which the earth's surface is worn away by the action of water and wind); **sewage** (waste matter from home, carried away in a system of pipes); **aquatic** (of water or living in water); **awareness** (knowledge of something)

- 4** This activity focuses on listening for specific information. Focus Ss' attention on the instructions. Allow enough time for them to read the sentences. Check comprehension.
- Ask Ss to guess the word(s) and complete the sentences. Then play the recording again for them to check. Alternatively, play the recording all the way through for Ss to listen and complete the sentences.
 - Check answers as a class.

Key

1. affected	2. global warming
3. ecosystem	4. health problems
5. control	6. friendly materials

- 5** Allow time for Ss to read the instruction and the questions. Remind them to underline the key words and phrases in each question. Check comprehension.
- Play the recording again, pausing at times. Tell Ss to note down the answers during the pauses.
 - Check answers as a class.

Key

1. The natural world in which people, animals and plants live.
2. The burning of fossil fuels by factories and motor vehicles.
3. The use of harmful chemicals in agriculture.
4. The extinction of rare animals and extreme floods and land erosion.
5. We should dump harmful rubbish and chemicals at appropriate places.
6. We should replace deforestation with forestation.
7. We should make every effort to preserve the environment for the next generations.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can identify the negative effects of human activities on the environment, and I can suggest ideas about how to protect it.*

Writing

Practical advice on water and electricity consumption

Lead-in: Focus Ss' attention on the topic of the writing. Ask different Ss about their monthly water / electricity bills of their homes by asking: *How much does your family pay for water / electricity?* Ask different Ss to give some practical advice on reducing their bills, and write the information on the board.

- 1** Ask Ss to look at the picture and read the caption. Elicit answers from different Ss. Write their answers on the board.
 - 2** Focus Ss' attention on the instructions and the text. Remind them to underline key words and phrases. Check comprehension.
- Allow enough time for Ss to read through the text and do the matching individually. Give vocabulary explanations or offer help if necessary.
 - Ask Ss to share their answers with their partners.
 - Check answers as a class.

Notes:

Natural resources: all the land, forests, minerals, etc. existing naturally in a place that can be used by people.

Key

- | | | | |
|-------------|-------------|-------------|-------------|
| 1. d | 2. c | 3. b | 4. a |
|-------------|-------------|-------------|-------------|

- 3** Ask Ss to focus on the instructions and underline the key words. Check comprehension.
- Allow them enough time to read the information and do the matching individually.
 - Check answers as a class.

Key

- | | | | |
|------|------|------|------|
| a. 3 | b. 1 | c. 4 | d. 2 |
|------|------|------|------|

COMMUNICATION AND CULTURE

Communication

Discussion

1 Work in pairs.

- Label the photos.
- Describe what you see in each photo: state the environmental problems and their effects.



2 Listen to the recording. Ask and answer the following questions.

- Which of the photos is the speakers talking about?
- What environmental threats are mentioned in the conversation?
- What are the negative effects of this environmental problem?
- What should be done to protect the environment in this case?

3 Discuss in groups. Suggest what should be done to protect the environment.

Culture



1 Look at the logo. Can you recognize the animal? Where does it come from? What does the abbreviation WWF mean? Quickly read the text to check your answers.

2 Read the text again. Ask and answer the questions.

- When was WWF set up?
- What kind of organisation is it?
- Why did the organisation recognise the panda as its logo?
- What was WWF's mission stated in 1990s?
- Why is WWF the world's largest organisation?

The World Wide Fund for Nature (WWF), originally called The World Wildlife Fund, is a non-government organisation. It was set up in 1961, and had its operations in areas such as the preservation of biological diversity, sustainable use of natural resources, the reduction of pollution, and climate change.

The symbol of WWF originates from a panda named Chi Chi, which was transferred from the Beijing zoo to the London zoo in 1961 when the organisation was established. Chi Chi was the only giant panda in the Western world at that time and one of the most endangered animals. WWF recognized it as the symbol of the organisation.

In 1986, the organisation changed its name to World Wide Fund for Nature to better reflect its activities. However, it has operated under the original name in the United States and Canada. In the 1990s, WWF revised its mission to: 'Stop the degradation of the planet's natural environment and build a future in which humans live in harmony with nature, by:

- conserving the world's biological diversity
- ensuring that the use of renewable natural resources is sustainable
- promoting the reduction of pollution and wasteful consumption.'

WWF is the world's largest independent conservation organisation with over 5 million supporters worldwide, working in more than 100 countries, supporting around 1,300 conservation and environmental projects.

- 4** Focus Ss' attention on the instructions and the table. Check understanding. Explain the structure of the model to make sure Ss can use it.
- Ask them to work in groups of 3 or 4 to select one of the natural resources and discuss the information in the table. Encourage the groups to write complete sentences using the information provided.
 - Circulate and offer help with any vocabulary or grammar question.

COMMUNICATION AND CULTURE

Communication

Discussion

Lead-in: Inform the class of the lesson objectives: further develop Ss' communication skills and ability to discuss environmental problems and solutions.

- 1** Focus Ss' attention on the instructions and the photos. Check comprehension.
- Ask different Ss to describe how the action will affect the environment in each photo. Put the information in two columns on the board.

Key

Photo a: A man is spraying pesticides. This can cause soil pollution.
 Photo b: Forest trees were cut down. This is deforestation and it will result in climate change, global warming, extreme floods and erosion.

- 2** Tell Ss that they are going to listen to two speakers talking about one of the photos in **1**. Focus their attention on the instructions and the questions, and remind them to underline the key words in the questions. Check comprehension.
- Play the recording twice, pausing before the second listening for Ss to note down the answers.
 - Check answers as a class.

Key

1. Photo **b**.
2. Deforestation.
3. Climate change, global warming, and extreme floods.
4. Control deforestation and have proper forestation plans.

- Ask representatives of different groups to read their drafts to the class. Correct the errors, if necessary.
- Ask Ss to use the group drafts and write their own texts individually. If there is not enough time, assign the task for homework.
- Ask different Ss to write selected paragraphs on the board for the class to give comments.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I know what the natural resources are and how to write practical advice on preserving them.*

Audio script

- A:** What can you see in this photo?
B: Forest trees are being cut down.
A: What do you call this environmental threat?
B: Well, it is deforestation.
A: What are the effects of deforestation?
B: It can lead to a series of environmental problems such as climate change, global warming, and extreme floods.
A: What should we do to prevent deforestation?
B: We should control deforestation and have appropriate forestation plans to replace the trees cut down.

- 3** Ask Ss to work in pairs to read the instructions. Check understanding of the task and allow enough time for the groups to brainstorm ideas and prepare.
- Call on representatives of different groups to report their ideas to the class.

Culture

- 1** Ask Ss to focus on the picture of the animal and the abbreviation. Check comprehension.
- Have them make their predictions individually.
 - Check answers as a class.

Key

A panda.
 • It comes from China.
 • WWF is for World Wide Fund for Nature (formerly World Wildlife Fund)

LOOKING BACK

Pronunciation

1 Listen and repeat.

- | | |
|----------------|----------------|
| 1. pollution | 2. erosion |
| 3. energy | 4. animal |
| 5. consumption | 6. awareness |
| 7. poverty | 8. depletion |
| 9. solution | 10. protection |

2 Put a mark (') before the stressed syllable in each of the words in 1. Then listen and check your answers.

Vocabulary

1 Group the words according to their class.

animal	pollution	preserve	protect
consume	emit	deplete	energy
erode	resource	threat	disposal

Verb	Noun

2 Complete the sentences using the correct words in brackets.

- Water is one of the limited natural resources which can run out soon. All efforts should be made to _____ it. (*preserve / preservation*)
- Disposal of solid waste into the local river has been the cause of water _____ in this area. (*pollute / pollution*)

- _____ of environmental preservation should be raised in the public as well as in education. (*aware / awareness*)
- We should _____ the limited or non-renewable natural resources for our future generations. (*protection / protect*)
- The energy _____ of the community has increased since the new resort was built. (*consume / consumption*)
- Over-exploitation of oil will lead to the _____ of this natural resource. (*depletion / deplete*)

Grammar

1 Read the story. Underline the sentences said by Nick, Mary and Mr Jones.



Mr Jones is aware of the need for environmental protection. He has two children, Nick and Mary. One weekend, the family went to the beach to have a picnic. The seashore was much polluted because of the amount of waste left there. Mr Jones was very sad. He said, 'All this rubbish is killing fish and other sea creatures.' Nick immediately said, 'We can clean the beach together.' Mary said, 'I will ask our friends and neighbours to come and help us.' Mr Jones was very happy that his children wanted to help. He said, 'I'm so happy to hear that, children.' The following week, the family came back to the beach with many of their friends and neighbours. They also brought big carrier bags. Mr Jones gave them gloves and told them, 'Protect yourselves from germs.'

- 2** Allow enough time for Ss to read the questions and underline the key words individually. Then ask them to read the text and underline information. Monitor the activity and offer help with vocabulary, if necessary.
- Encourage Ss to share their answers in pairs or groups.
 - Call on different Ss to report their answers to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have improved my communicative skills in English; I know more about the World Wide Fund for Nature.*

LOOKING BACK

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

- 1** Play the recording, pausing after each word for Ss to repeat chorally and individually.
- 2** Play the recording again, pausing after each word for Ss to listen, and put a stress mark before the stressed syllable.
- Check answers as a class.
 - Ask different Ss to read out the words to the rest of the class.

Key

- | | |
|-----------------|-----------------|
| 1. po'llution | 2. e'rosion |
| 3. 'energy | 4. 'animal |
| 5. con'sumption | 6. a'wareness |
| 7. 'poverty | 8. de'pletion |
| 9. so'lution | 10. pro'tection |

Key

1. In 1961.
2. A non-government organisation.
3. Because it was the only giant panda, an endangered species, in the Western world at the same time as the organisation is established.
4. 'Stop the degradation of the planet's natural environment and build a future in which humans live in harmony with nature, by:
 - conserving the world's biological diversity
 - ensuring that the use of renewable natural resources is sustainable
 - promoting the reduction of pollution and wasteful consumption.'
5. It is the world's largest independent conservation organisation.

Vocabulary

- 1** Ask Ss to focus on the instruction and the words in the box. Tell them that these words are nouns or verbs. Encourage them to re-read *Do you know ...?* on page 40 in the Student's Book to help them identify the class of the words.
- Check answers as a class.

Key

Verb:	preserve	protect	consume
	emit	deplete	erode
Noun:	animal	pollution	energy
	resource	threat	disposal

- 2** Allow enough time for Ss to read the instruction and the sentences individually. Check comprehension and offer help with any unfamiliar vocabulary if necessary.
- Ask them to work individually and encourage them to share the answers with their partners.
 - Check answers as a class.

Key

- | | |
|----------------|--------------|
| 1. preserve | 2. pollution |
| 3. Awareness | 4. protect |
| 5. consumption | 6. depletion |

2 Report what Nick, Mary and Mr Jones said.

1. Mr Jones was very sad and said _____
_____.
2. Nick said _____
_____.

3. Mary told them _____
_____.
4. Mr Jones told his children _____
_____.
5. Mr Jones gave the family's friends and neighbours gloves and told them _____
_____.

PROJECT



1 Imagine the area in which your school is located has suffered from environmental pollution. Work in groups.

- Discuss one type of pollution and its causes and effects on the natural environment and the health of the local people.
- Find some pictures / photos to illustrate the pollution problem.
- Write some practical advice on how to reduce this type of pollution.

2 Prepare and give a presentation to your class.

NOW YOU CAN

- ▶ Pronounce three-syllable nouns and use them in sentences
- ▶ Use reported speech
- ▶ Talk about the environmental impacts of human activities and how to preserve the environment
- ▶ Write to give some practical advice on the preservation of the Earth's limited resources

Grammar

- 1 Ask Ss to read the instructions and look at the photo. Elicit some descriptions of the photo from the class by asking: *Where are the people in the photo? What are they doing? Why are they doing it?*

 - Allow enough time for Ss to read the text, and do the task individually. Circulate and offer help with any unfamiliar vocabulary. Check comprehension.
 - Check answers as a class.

Key

'All this rubbish is killing fish and other sea creatures.'

'We can clean the beach together.'

'I will ask our friends and neighbours to come and help us.'

'I'm so happy to hear that, children.'

'Protect yourselves from germs'

- 2 Focus Ss' attention on the instruction and sentences. Check comprehension, and remind them to reread *Do you know ...?* on page 40.

 - Ask Ss to do the task individually. Circulate and offer help if necessary.
 - For peer review, call on different Ss to write their sentences on the board for the class to comment.

Key

1. Mr Jones was very sad and said that all that rubbish was killing fish and other sea creatures.
2. Nick said that they could clean the beach together.
3. Mary told them she would ask their friends and neighbours to come and help them.
4. Mr Jones told his children he was so happy to hear that.
5. Mr Jones gave the family's friends neighbours gloves and told them to protect themselves from germs.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce three-syllable nouns related to the environment; identify nouns and verbs with the same root and use them in sentences, and use reported speech to report what people have previously said.*

PROJECT

Lead-in: Inform the class of the lesson objectives: further explore the topic and develop their communicative skills.

- 1 Ask Ss to read the instructions and check understanding of the activity. Point out that they should first select a typical pollution problem that they want to discuss. Then they should brainstorm all the necessary information, and arrange it in a logical order. Finally, they should discuss, and decide on some practical advice. Encourage them to write a draft to share with other groups before they write the final advice. Have more able Ss write a plan including specific action points, e.g. *organise tree-planting days twice a year.*
 - Encourage Ss to search for some pictures or photos to support their ideas.
- 2 Ask Ss to read *Do you know ...?* on page 30 Unit 3, *Tieng Anh 10, Student's Book* for the information on how to make an effective presentation.
 - Since the project is rather demanding, allow enough time for its completion or so assign it as homework.

Unit 10 ECOTOURISM

GETTING STARTED

Nature lovers



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to the importance, benefits and principles of ecotourism

Pronunciation

Stress in words of more than three syllables

Grammar

Conditional sentences Types 1 and 2

SKILLS

- Reading for general ideas and specific information about the benefits and principles of ecotourism
- Talking about what tourists can do on an eco tour
- Listening for gist and specific information about ecotourism
- Writing a travel brochure promoting an eco tour

COMMUNICATION AND CULTURE

Problems with ecotourism in Viet Nam and Africa

1 Listen and read.

Travel agent: Good morning. What can I do for you?

Mr Collins: Good morning. We're thinking about a trip to Australia.

Travel agent: Do you want to know more about culture or nature there? Or do you just want to relax?

Mrs Collins: Nature ... Both of us love nature.

Travel agent: In that case, I suggest an eco tour.

Mrs Collins: Eco tour? What's that?

Travel agent: Well, eco tours involve travel to areas of natural or ecological interest to observe wildlife and learn about the environment. Ecotourism is also sustainable.

Mr Collins: That sounds interesting. What can we do on an eco tour?

Travel agent: You can see different kinds of animals like crocodiles, snakes, frogs, birds,

butterflies and other rare animals. You can go scuba-diving and see the coral reefs.

Mrs Collins: How many days do we need to do all these activities?

Travel agent: About four days. If you also want to go on a camping safari, you'll need another three days.

Mr Collins: Um... I'm not sure if we can manage a week. But if we could take the seven-day tour, how much would it be per person?

Travel agent: About 3,000 dollars, including airfare.

Mr Collins: OK, thanks for your help. We'll think about it and come back tomorrow.

Travel agent: Another thing ... if you book early and pay two months before departure, you'll get a two per cent discount.

Mrs Collins: Sounds good! Thanks for letting us know. Goodbye.

OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to the topic *Ecotourism*
- pronounce words of more than three syllables with the correct stress pattern
- use conditional sentences Types 1 and 2 to talk about present or future activities, and events that are real / probable or unreal / not probable
- read a text about the benefits and principles of ecotourism for main ideas and specific information
- talk about what tourists can do on an eco tour
- listen to a news report about ecotourism for gist and specific information
- write a travel brochure for an eco tour

GETTING STARTED

Nature lovers

Lead-in: Inform the class of the lesson objectives: getting to know the topic, some vocabulary related to ecotourism, and the use of conditional sentences Types 1 and 2.

- 1 Ask Ss to look at the map of Australia and the pictures, and guess what tourists can do there. Tell Ss that they are listening to a conversation at a travel agent's.

Suggested answer

Tourists can go scuba-diving, ride camels in the desert, and see kangaroos and penguins.

- Tell Ss that they are going to listen to a conversation at a travel agent's.
- Play the recording. Ask Ss to listen as they read silently.

2 Answer the questions about the conversation.

1. Why does the travel agent suggest an eco tour to Mr and Mrs Collins?
2. What does ecotourism mean?
3. What are some ecotourism activities in Australia?
4. How much would Mr and Mrs Collins have to pay for two people if they took a seven-day tour?
5. What does the travel agent offer to Mr and Mrs Collins if they book early and pay two months before departure?

3 Find the conditional sentences in the conversation and write them in the space below.

4 Work in pairs. Underline the verbs in the conditional sentences in 3. Decide whether they are type 1 or type 2.

2 Complete the following sentences, using the adjectives in 1.

1. A _____ forest is a forest where trees that are cut are replanted and the wildlife is protected.
2. It was quite _____ to spend a week on a camping trip with friends in the open air.
3. When you take part in an eco tour, you learn more about the _____ traditions of the local people and the _____ habitat of some rare animals.
4. Cutting down trees or hunting wild animals may upset the _____ balance of an area.
5. Mass tourism may cause _____ problems such as pollution, water shortages, or an increase of waste.
6. I am very much _____ in learning more about ecotourism and its benefits.

Pronunciation

1 Listen and put a mark (ˈ) before the syllable with the primary stress.

- | | |
|----------------|------------------|
| a. sustainable | b. preservation |
| c. environment | d. environmental |
| e. ecology | f. ecological |
| g. relaxation | h. scuba-diving |
| i. ecotourism | j. eco-friendly |

2 Listen again and repeat the words in 1.

Do you know ...?

Words ending in /-tion/, /-ic/, /-ical/, /-ial/ and /-ity/ have primary stress on the syllable **before** these endings. Some long words may have secondary stress (ˌ), which is less loud than the primary stress (ˈ), e.g. ˌconserˈvation, ˌpopuˈlarity

LANGUAGE

Vocabulary

1 How do we form adjectives from nouns or verbs? Use a dictionary and complete the table.

Nouns / Verbs	+ suffixes	Adjectives
1. culture (n)	+ -al	<i>cultural</i>
2. nature (n)		
3. environment (n)		
4. ecology (n)		
5. interest (v)		
6. sustain (v)		
7. relax (v)		

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

Key

1. Because both Mr and Mrs Collins love nature.
2. Ecotourism means travel to areas of natural or ecological interest to observe wildlife and learn about the environment.
3. Tourists can see different kinds of animals like crocodiles, snakes, frogs, birds, butterflies and other rare animals; go scuba-diving to see the coral reefs; or go camping.
4. They would have to pay 6,000 dollars for two people.
5. A two per cent discount.

- 3** This activity introduces the grammar point: conditional sentences. Ask Ss to find the conditional sentences used in the conversation and write them in the space provided.

Key

- If you also want to go on a camping safari, you'll need another three days.
- But if we could take the seven-day tour, how much would it be per person?
- ... if you book early and pay two months before departure, you'll get a two per cent discount.

- 4** This activity helps Ss to review the verb forms in conditional sentences that they have learnt previously.

- Have Ss work in pairs and underline the verbs in both the main clauses and if-clauses.

Key

- If you also want to go on a camping safari, you'll need another three days. (Type 1)
- But if we could take the seven-day tour, how much would it be per person? (Type 2)
- ... if you book early and pay two months before departure, you'll get a two per cent discount. (Type 1)

LANGUAGE

Vocabulary

- 1** Explain to Ss that some suffixes can be added to verbs (V + *-ing, -ed, -able*) or nouns (N + *-al, -ial, -ical*) to form adjectives. Have them use a dictionary to look for the adjective form of the given words.

Key

Nouns / Verbs	+ suffixes	Adjectives
1. culture (n)	+ -al	cultural
2. nature (n)	+ -al	natural
3. environment (n)	+ -al	environmental
4. ecology (n)	+ -(i)cal	ecological
5. interest (v)	+ -ing / -ed	interesting, interested
6. sustain (v)	+ -able	sustainable
7. relax (v)	+ -ing / -ed	relaxing, relaxed

- 2** Ask Ss to read the sentences and pay attention to the context, that is, the words surrounding the missing adjectives. For examples, for sentences 1, 3, 4 and 5, they should consider which adjectives can go with the nouns that follow. For sentences 2 and 6, they should decide whether to use the adjectives ending in *-ing* or *-ed*.

Key

- | | |
|----------------------|---------------------------|
| 1. sustainable | 2. relaxing / interesting |
| 3. cultural; natural | 4. ecological |
| 5. environmental | 6. interested |

Pronunciation

Activities **1** and **2** focus on the stress patterns of words of more than three syllables.

- 1** Have Ss listen and put a mark (') before the syllable with the primary stress. Explain to them that when an affix is added to a word, the primary stress may shift to another syllable.

- 2** Play the recording for Ss to repeat chorally and individually. Check answers as a class.

Key

a. su'stainable	b. preser'vation
c. en'vironment	d. environ'mental
e. e'cology	f. eco'logical
g. rela'xation	h. 'scuba-diving
i. 'ecotourism	j. eco-'friendly

Grammar

Conditional sentences Type 1

1 Complete the sentences, using the correct forms of the verbs in the box. You can use a modal verb in the main clause if necessary.

fail pay go eat
get call leave get

1. If Alice _____ for Ha Noi at 3 o'clock, she'll be there by 10.30.
2. We _____ to school on time if the bus is late again.
3. My parents might be sad if I _____ the exam.
4. You _____ a discount if you pay for the trip in advance.
5. If you _____ for an eco tour, part of your money will be used for wildlife protection.
6. If it doesn't rain, we _____ in the garden.
7. I'm sure he _____ you if he doesn't see you at the party.
8. You _____ out with your friends if you finish your homework before 7 o'clock.

2 Put the verbs in brackets in the correct form.

1. I (be) surprised if you (fail) the exam. You're working so hard.
2. We (help) you to do the housework if we (have) time.
3. John and Ann (feel) disappointed if nobody (come) to their party.
4. If I (need) money to buy a dictionary, you (lend) me some?
5. If you (throw) plastic bags into the sea, the fish (eat) them and (die).
6. You (cause) a forest fire if you (make) a campfire and then (leave) it unattended.
7. The birds (be) scared and (fly) away if the birdwatchers (make) loud noises.
8. I (take) the laptop back to the shop if you (not know) how to fix it.

Do you know ...?

- **Conditional sentences Type 1** are used to talk about present or future activities or events that are real or very probable.
- Different modal verbs can be used in the main clause.

If-clause	Main clause
present tense	will / may / might / can

Examples:

- If you **have** a birthday party, you'll **get** lots of presents. (*probability*)
- If the weather **is** warm, we **may / might go** to the park. (*possibility*)
- If the weather **is** warm, you **can go** to the park. (*permission*)

Conditional sentences Type 2

3 Match the first part in column A with the second part in column B to complete the unreal conditional sentences (Type 2). Put the verbs in brackets in the correct form.

A	B
1. If Kim (live) in the countryside,	a. I (tell) him the truth.
2. If I (be) you,	b. there (be) less air pollution.
3. If people (not, start) wars,	c. I (travel) abroad on my own.
4. If more people (use) public transport,	d. she (work) on a farm with a lot of animals.
5. You (change) your appearance	e. if the Sun (stop) shining.
6. If I (be) 10 years older,	f. the world (be) a better place to live.
7. We (go) to the beach	g. if you (have) a chance?
8. Life on Earth (be) impossible	h. if the weather (be) fine.

Grammar

Conditional sentences Type 1

1 Explain to Ss that conditional sentences Type 1 are used to describe present / future activities or events that are real / very likely to happen. In the main clause, different modal verbs (*can, may, might, will*) can be used, which can modify the meaning of the main verb.

- Have Ss first choose a suitable verb for each sentence from the word box, and then use the correct form of this verb (present tense in the if-clause or modal verb in the main clause to complete the sentence).

Key

1. leaves
2. will / may / might not get
3. fail
4. will / may / might get
5. pay
6. will / may / might eat
7. will call
8. can / may / might go

- Have Ss discuss the meaning of sentences 2, 4, 6 and 8, and explain the difference between the modals.

2 Ask Ss to read the sentences carefully, identify the if-clauses and use the correct forms of the verbs in brackets.

Key

1. will be; fail
2. will / may / might help; have
3. will / may / might feel; comes
4. need; will you lend
5. throw; may / might eat; die
6. will / may / might cause; make; leave
7. will / may / might be; fly; make
8. will take; do not know

Conditional sentences Type 2

3 Explain to Ss that conditional sentences Type 2 are used to describe present or future activities or events that are unreal or unlikely to happen.

- Ask Ss to join the first part and second part together and make a meaningful sentence. Then have them decide on the correct verb form in each case.

Key

1. **d** lived; would / could work
2. **a** were; would tell
3. **f** didn't start; would be
4. **b** used; would be
5. **g** Would you change; had
6. **c** were; would / could travel
7. **h** would / could go; was / were
8. **e** would be; stopped

- Have Ss discuss the meaning of each sentence, and explain the difference between *would* and *could*.

Notes

After *if*, we often use 'were' instead of 'was'. In a formal style or imaginative situation, 'were' is more common.

4 Read the situations and make conditional sentences. You can use *could* where possible.

- Victor doesn't speak English. He can't get a good job.
 ⇒ *If Victor spoke English, he could get a good job.*
 OR: *If Victor could speak English, he could / would get a good job.*
 OR: *Victor could / would get a good job if he could speak English.*
- Nancy doesn't live near the park. She can't go running there every morning.
- Nam can't swim. He is not allowed to go to the swimming pool alone.
- Tom doesn't have a passport. He can't travel abroad.
- There are so many tourists visiting the national parks. The environment there is badly damaged.
- Tourists throw litter in the river. The water is polluted.
- These students do not work hard. They can't pass the exam.
- Hoa's got so much homework that she can't go out with her friends tonight.

Do you know ...?

- This type of conditional sentences is used to talk about present or future activities or events that are not real or unlikely to happen.
- '**Could**' can be used in either the main clause or the If-clause, or both.

If-clause	Main clause
past tense	would
could + bare infinitive	could

Examples:

- If I **had** more than 24 hours a day, I **would be** able to do more things.
- If my dog **could talk**, he **would / could tell** me what he wants.

SKILLS

Reading

Go green

1 Look at the tourist map of Costa Rica, a country in Central America. Work with a partner. Discuss what tourists can do or see in Costa Rica.



2 Read two opinions about ecotourism. Choose the best title for them.

- Sustainable Ecotourism and Jobs
- Pros and Cons of Ecotourism
- Ecotourism - A Solution to Environmental Problems

Marco, an environmentalist from Costa Rica:

People travel a lot more nowadays. Mass tourism has contributed to the destruction of the environment. More and more hotels are built while forests and beaches are destroyed. A lot of waste from hotels and vehicles is also discharged into the water and air. I think ecotourism can help to solve this problem because it is sustainable and done for the purpose of enjoying nature. Although relatively new, ecotourism is growing rapidly. The money from ecotourism goes back to nature. How does this happen? Local governments use the money for the preservation of their national parks, and the different species of fauna and flora found there. Tour guides and travel brochures educate tourists about the protection of the environment. Tourists enjoy the beauty of wildlife without harming it. They stay with local families instead of hotels and get to know their culture and lifestyle.

Pablo, a farmer from Costa Rica: Costa Rica is one of the world's best ecotourism destinations. We have beautiful beaches, thick rain forests, exciting volcanoes, and exotic wildlife. The local government and tour guides tell us that ecotourism is good for us, but the fact is, I don't really know what it is. But I do know that when tourists come here, there are more jobs for us, and I can earn more. However, there are bad things as well. We have to change our way of life. To entertain tourists, we have to change our usual foods to suit their tastes or adapt dances and traditions to suit their needs.

- 4** Ask Ss to read each situation carefully and decide which statement is the cause, and which is the effect. Explain that the 'effect' should be the main clause of the conditional sentence. For example, in sentence 1, *he can't get a good job* is the effect, so it is the main clause.

Key

2. If Nancy lived near the park, she would / could go running there every morning.
3. If Nam could swim, he would / could go to the swimming pool alone.
4. If Tom had a passport, he would / could travel abroad.
5. If there weren't so many tourists visiting the national parks, the environment there would not be badly damaged.
6. If tourists didn't throw litter in the river, the water would not be polluted.
7. If these students worked hard, they would / could pass the exam.
8. If Hoa didn't have so much homework, she would / could go out with her friends tonight.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce words of more than three syllables with the correct stress pattern. I can identify the verb forms of conditional sentences Types 1 and 2, and can use them correctly.*

SKILLS
Reading
Go green

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

- 1** Ask Ss to look at the tourist map of Costa Rica and the details given in the legend (in the bottom left corner of the map). Have Ss work in pairs and guess what tourists can do or see in Costa Rica.

Suggested answer

Tourists can swim in the sea, visit marine national parks, see the volcanoes, watch the monkeys in national parks, etc.

- 2** Ask Ss to read the two opinions quickly and find the main idea of each opinion.
- Have Ss choose the best title for the text from the three options.

Key

b (Pros and Cons of Ecotourism)

3 Match these words with their meanings.

Words	Meanings
1. discharge (v)	a. all the plants of a particular area
2. fauna (n)	b. exciting and unusual
3. flora (n)	c. all the animals living in an area
4. exotic (a)	d. change in order to be suitable for the new situations
5. adapt (v)	e. release

4 With a partner, make a list of the positive and negative effects of ecotourism according to the two speakers.

5 Who may say these things? Tick (✓) the appropriate boxes.

Marco Pablo

- | | | |
|--|--------------------------|--------------------------|
| 1. Ecotourism can be beneficial to local people. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ecotourism can solve the problem of pollution. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ecotourism can change local people's way of life. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. To build hotels, people destroy forests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Tourists learn how to protect the environment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ecotourism is something I don't understand very well. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I understand ecotourism and its benefits very well. | <input type="checkbox"/> | <input type="checkbox"/> |

6 Do you agree with Marco that ecotourism can truly solve the problem of pollution? Think about what happens to the environment when there are more visitors to a destination.

Speaking

Travel and enjoy

1 Read this conversation between two friends. Then practise it with a partner.

Hoa: Hi, Peter. Packing your bag? Are you going somewhere?

Peter: Yeah. We've booked an eco tour to Bach Ma National Park near Hue City.

Hoa: Wow! What are you going to see or do there?

Peter: We can explore the mysterious hiking paths in the forests, watch the birds, and look at the plants. We'll also spend a night at an old villa built before 1954 ...

Hoa: Sounds great! But why is it called an eco tour?

Peter: Well, on an eco tour, you'll learn how to respect and protect wildlife and local people's life.

Hoa: I see. What else will you do?

Peter: If we have more time, we'll visit Hue and enjoy the local food there.

Hoa: If I were you, I'd visit Lang Co Beach as well.

Peter: Thanks for the advice. I love swimming. We'll think about that.

2 Below are three destinations for ecotourists. Work in pairs. Choose one destination and make a similar conversation as in 1.



Where to go: Sa Pa (Lao Cai Province)

What to do and see: go hiking in the forest, visit Cat Cat village, enjoy the traditional life of the Black H' Mong, watch the waterfalls, go camping in the forest

What else to do: buy handicrafts at a village market
Where else to visit: Sa Pa love market held every weekend



Where to go: Central Highlands

What to do and see: go biking in the forests, watch wildlife, go kayaking, visit Don Village, enjoy cooking and staying overnight with local ethnic families

What else to do: attend Gong culture festival in Dak Lak Province

Where else to visit: coffee plantations to enjoy fresh coffee

- 3 Ask Ss to read the text again and underline the five words from Activity 3. Encourage Ss to guess the meanings of these words from the context and match them with the correct definitions in the table.

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

- 4 Have Ss work in pairs and list the positive and negative effects of ecotourism mentioned by the two speakers.

Key

Positive effects: more money for the local government to preserve nature; tourists' awareness of how to protect the environment; more jobs and higher income for local people

Negative effect: changing local people's way of life

- 5 Explain to Ss how to do Activity 5: Read each statement, underline key words, and then scan Marco's and Pablo's opinions to find similar ideas or synonyms.

Key

1. Marco and Pablo (Marco: They [Tourists] stay with local families; Pablo: There are more jobs for us...)
2. Marco (I think ecotourism can help to solve this problem...)
3. Pablo (To entertain tourists, we have to change our usual foods to suit their tastes and adapt dances and traditions to suit their needs.)
4. Marco (More and more hotels are built while forests and beaches are destroyed.)
5. Marco (Tour guides and travel brochures educate tourists about the protection of the environment.)
6. Pablo (I don't really know what it is.)
7. Marco (*Marco gave examples of sustainable ecotourism and its benefits.*)

- 6 Have Ss discuss in groups of 3 or 4. Ask them some guiding questions before they start their discussion: *What do tourists need when they visit a place? What do local people do to provide good services for tourists (such as food, water and vehicles)?*

Suggested answer

To some extent, the answer is yes. The money from ecotourists may be used to preserve nature. However, the local people have to use up their resources (such as energy sources, food and water) to provide good service for tourists. More tourists mean more vehicles, more water and food consumption, and more waste. Even though the discharge of waste and consumption of natural resources by tourists are minimised, air, water and noise pollution is unavoidable.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt what ecotourism means and how it can help to solve some environmental problems. I can also talk about some positive and negative effects of ecotourism.*

Speaking

Travel and enjoy

Lead-in: Inform the class of the lesson objectives: talking about ecotourism activities.

- 1 Ask Ss what they think the heading of the speaking section ('Travel and enjoy') means and guess the topic.

Suggested answer

Tourism and what activities tourists can enjoy doing while travelling

- Ss practise the conversation in pairs.
- 2 Have Ss identify the main ideas in the dialogue. Ask them to complete the table with the information from the conversation.

Where Peter will go	<i>Bach Ma National Park</i>
What he will do and see	<i>explore the forests, watch the birds, look at the plants, spend a night at an old villa</i>
What else he will do if he has more time	<i>visit Hue, enjoy the local food</i>
Where else he may visit	<i>Lang Co Beach</i>

- Explain to Ss that when making their own conversations about the three tourist destinations, they should use the four questions in the table.

Notes

1. Cát Cát Village is a village of the H' Mong people. It is famous for its beautiful terraced rice fields (*rộng bậc thang*) and festivals featuring unique community cultures.
2. Đôn Village in Dak Lak Province is home to the M'Nong, Ede and Thai ethnic minority groups. It is famous for its stilt houses, elephant rides for tourists and interesting festivals.
3. The Gong Culture (or The Space of the Gong Culture, *Không gian Văn hoá Công chiêng*) in Central Highlands is home to cultures that value gongs. It is included in the UNESCO list of Intangible Cultural Heritage of Humanity (*Di sản Văn hoá Phi vật thể của nhân loại*).



Where to go: Can Gio Biosphere Reserve (Ho Chi Minh City)

What to do and see: watch birds at sunrise or sunset, take a boat to Dam Doi to see bats hanging on trees, watch crocodiles hunting for food

What else to do: swim in the sea, enjoy seafood

Where else to visit: Monkey Island

3 Work in groups. Choose one ecotourism destination in Viet Nam and prepare a presentation about what tourists can see and do there. Then report to other groups.

Suggested destinations:

Cat Ba National Park (Hai Phong City)

Nui Chua National Park (Ninh Thuan Province)

Phu Quoc National Park (Kien Giang Province)

Listening

Ecotourism in the Mekong Delta

1 What do you know about the Mekong Delta? Work with a partner. Look at the pictures and decide which activities tourists can do there.



listening to traditional music



watching birds



eating local food



riding an ostrich



catching fish



visiting an old house

2 Listen to a news report and choose the caption that best summarises the main idea.

- How the Mekong Delta became an ecotourism destination
- Famous resorts in the Mekong Delta
- Effects of ecotourism on the Mekong Delta

3 Listen again and answer the questions.

- Why couldn't Ba Duc attract more tourists to his old house before 2000?
- How many tourists now visit his garden every day?
- When did Tu Binh start ecotourism activities to attract visitors?
- What do tourists do with the small fish they catch in Tu Binh's fish pond?
- How many tourists now visit his farm every day?

4 Listen again. Complete the notes about the two farmers' ecotourism places for tourists.

1. Ba Duc's ecological garden:

- garden area: _____ hectares
- activities for tourists:
 - visiting the old house
 - _____
 - _____
 - _____

2 Tu Binh's ecological farm:

- fish pond area: _____ hectares
- activities for tourists:
 - catching fish
 - _____
 - _____

5 Work with a partner. Which of the activities mentioned in 4 would you enjoy doing the most if you took a tour to the Mekong Delta?

3 Put Ss into groups of 4 or 5. Have each group choose one ecotourism destination in Viet Nam, find information about it, and introduce this place to other groups. Their presentation should include interesting information about the destination and ecotourism activities there.

- For more able classes, ask Ss to choose destinations in other countries for their presentations.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about some interesting activities for ecotourists in different places in Viet Nam. I can talk about these destinations and ecotourists' activities.*

Listening

Ecotourism in the Mekong Delta

Lead-in: Inform the class of the lesson objectives: listening for gist and specific information.

- Ask Ss some questions about the Mekong Delta:
 - *Where is the Mekong Delta? What is it famous for?*
 - *Name some provinces in the Mekong Delta.*

Suggested answer

The Mekong Delta is in South Viet Nam. It is famous for its fertile land, vast rice fields and fruit orchards. This area includes 12 provinces and one city: Cần Thơ City, Tiền Giang, Hậu Giang, Vĩnh Long, Sóc Trăng, An Giang, Đồng Tháp, Long An, Bến Tre, Trà Vinh, Cà Mau, Bạc Liêu, and Kiên Giang.

1 Have Ss look at the pictures showing different activities for tourists and discuss with a partner which activities tourists usually do when they go on a tour to the Mekong Delta.

Suggested answer

Tourists can do all these activities, but the most common ones are listening to traditional music, eating local food and catching fish.

2 Activity **2** focuses on listening for gist in a news report. Play the recording without pauses. Have Ss listen and choose the caption that best summarises the main idea.

Audio script

While many sights in Viet Nam are hardly known to tourists, some farmers in the Mekong Delta have attracted hundreds of foreign visitors to their ecological gardens.

Ba Đức's old house in Tiền Giang Province is one example. Before 2000, no visitor spent more than 15 minutes at his house, and very few tourists returned for a second visit. Then Ba Đức had an idea. He thought if tourists had more activities to do while visiting his house, they would stay longer. He then turned his 2.5-hectare farm into an ecological garden, with a fish pond where tourists can go fishing. His wife started cooking home-made meals for the visitors and even teaching them how to cook local specialities. At present, Ba Đức welcomes around 100 visitors a day.

Similarly, Tư Bình of Vĩnh Long Province turned his 2.1-hectare fish pond into an ecotourism destination in 2005. Tourists can now catch fish in the pond, but then they have to release the small ones back into the pond. He also kept several exotic birds and raised some African ostriches. Bird watching and ostrich riding became very popular activities for tourists to enjoy on his farm. Tư Bình now runs a very successful ecotourism business with around 300 visitors every day.

Key

a (How the Mekong Delta became an ecotourism destination)

3 Have Ss underline key words in the questions and focus on these words while listening.

- Let Ss listen again and answer the questions. Then ask Ss to compare their answers with a partner.

Key

1. Tourists did not have many interesting activities to do.
2. 100
3. 2005
4. They released small fish back into the pond.
5. 300

Writing

Let's go on an eco tour!

- 1** Look at the travel brochure below and find the different parts. Match the numbered parts in the brochure with their content.

5 ACT Responsibly! Respect the wildlife. Speak softly while watching the animals. Don't litter. Don't break tree branches. Don't smoke. You may cause a fire.

2 If you want to get away from the busy city, you can join one of our eco tours ...
 What you can do or see ...
 - Watch birds at sun-rise or sunset
 - Take a boat to Dam Doi
 - Visit Monkey Island
 - Watch crocodiles hunting for food
 Save for food

1 Can Gio Biosphere Reserve

6 Departure information
 - Leaves HCMC at 6 a.m. every Sunday
 - Goes back to the city at 6 p.m. same day.
 Adults: VND 400,000
 Children: VND 200,000

4 **ABC Travel**
 Address: 12345 Truong Son St.,
 District 12, Ho Chi Minh City
 Phone: 55555555
 Fax: 555555
 Email: ABCTravel@com.vn

3 Boat rides to dam Doi
 Visiting Monkey Island

3 Save our world

a. Contact information of the travel company

b. Information about the trip (departure time, price list)

c. Name of the destination

d. Pictures of the destination

e. Information about what visitors can do or see at the destination

f. Advice on how to be a responsible ecotourist

- 2** Work in groups. Use the information about the eco tours to Sa Pa or Central Highlands in the Speaking section to design a travel brochure. You can add more information and pictures to make your brochure attractive.

- 3** Show your group's brochure to other groups. Prepare a brief report to advertise your eco tour.

Example:

Our travel brochure is about an eco tour to Can Gio Biosphere Reserve. The tour leaves HCM City at 6 a.m. and gets back at 6 p.m.. The tour doesn't cost too much: only VND 400,000 per person. During this one-day trip, you can watch birds and see crocodiles hunting for food and bats hanging on the trees. But you need to behave responsibly. You should speak softly while watching the animals...

4 This activity focuses on listening for specific information in the news report about the two farmers' ecotourism places. Ask Ss to guess what kind of information they may need to write in the gaps.

- Have Ss listen and complete the gaps.

Key

1. Ba Đúc:

- garden area:	2.5 hectares
- activities for tourists:	a. visiting the old house
	b. catching fish
	c. enjoying home-made meals
	d. cooking local food / learning how to cook local food

2. Tư Bình:

- fish pond area:	2.1 hectares
- activities for tourists:	a. catching fish
	b. watching birds
	c. riding ostriches

5 Have Ss discuss in pairs which activities mentioned in **4** they would enjoy doing the most and give reasons.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have learnt about some tourism activities in the Mekong Delta. I have practised listening for general ideas and specific information.*

Writing

Let's go on an eco tour!

Lead-in: Inform the class of the lesson objectives: preparing a travel brochure promoting an eco tour.

1 Explain to Ss that a travel brochure provides tourists with information about a destination. It could be a small booklet or just one page. Ask Ss to read through the different sections in the brochure and match the numbered parts (1-6) with the content definitions (a-f).

Key

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

2 The focus of this activity is on designing a brochure. Ss can make a brochure by hand or with the help of some software available in their computer (such as Microsoft Word or Microsoft Publisher).

- Put Ss into groups of 4 or 5. Ask them to choose one destination (Sa Pa or Central Highlands) and design a travel brochure for it. Encourage Ss to look for some other travel information (prices, duration of stay, departure times) and pictures about the chosen destination to make their brochure informative and attractive.

3 Have each group show their brochure and give a brief report on their eco tour.

- Ask the whole class to give comments and votes for the best brochure.

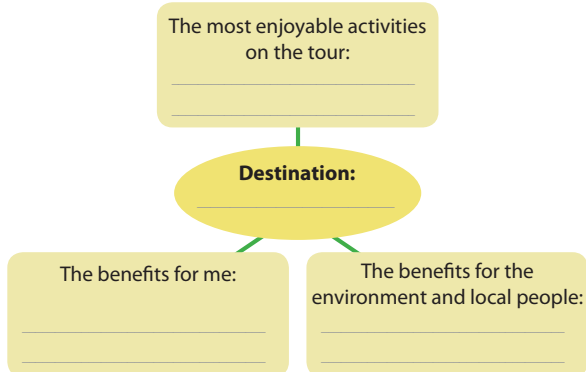
LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have learnt how to design and make a travel brochure for an eco tour.*

COMMUNICATION AND CULTURE

Communication

1 If you have a chance to go on an eco tour, which destination in Viet Nam will you choose? Read the information about the places mentioned in this unit (*Bach Ma National Park, Sa Pa, Central Highlands, Can Gio Biosphere Reserve, the Mekong Delta, etc.*). Decide on one place and take notes. Complete the diagram.



2 Work with a partner. Tell him / her about your choice of destination and give reasons.

Example:

- Student A:** Which destination will you choose if you have a chance to go on an eco tour?
- Student B:** I'll visit ...
- Student A:** Why?
- Student B:** Because there are a lot of enjoyable activities to do there such as ...
- Student A:** Anything else?
- Student B:** Well, I could also benefit a lot from the tour. I could learn ...
- ...

Culture

1 Look at the pictures and discuss how the tourism activities in each one may affect the environment. Use the words or expressions below.

- break tree branches
- cut down trees
- be in danger of extinction
- cause (air, water, land,...) pollution
- cause a forest fire
- leave litter after the picnic



- a. relaxing on the beach b. camping in the forest c. hunting

2 Read two articles about some problems with ecotourism in Viet Nam and Africa. Then match the titles with the articles. One title is extra.

- a. Ecotourism: Development or Damage?
 b. Sustainable Ecotourism
 c. Is It Really Ecotourism?

1. Viet Nam's natural and cultural potential for ecotourism is well known. However, eco tours in Viet Nam involve mainly travel to natural places and the activities are not based on the ecotourism principles.

In Ha Long Bay, for example, tourists just visit the bay and some caves, without learning about the environment or taking part in any local cultural activities.

In addition, in some national parks, tourists are not fully aware of environmental protection. If they throw rubbish or break tree branches, they are not fined. As a result, some tourist areas have suffered from some environmental damage.

What's more, most tour guides have poor knowledge of the ethnic culture. Therefore, ecotourists have little or no understanding of Viet Nam's cultural diversity.

2. Many African countries, with their numerous national parks and safaris, have benefited from ecotourism. However, ecotourism activities have had some negative impacts on the environment and people there.

One of the worst impacts is the massive loss of land. Parks and game reserves require vast land, and the local people's best pasture lands have been taken away.

In Kenya, the tourism industry has employed better educated people from other countries. As a result, ecotourism has not provided more jobs for the local people.

In Tanzania, hunting in some game reserves is allowed. Camping requires firewood for cooking and heating. These activities have caused danger and harm to the environment.

COMMUNICATION AND CULTURE

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

Communication

- 1 Explain to Ss that they need to go back to the previous sections of the unit and choose one place of their interest to practise speaking. Help Ss to complete the diagram with appropriate information about that place.

Example:

Destination: Sa Pa

- The most enjoyable activities on the tour: visit Cat Cat Village, go camping in the forest
- The benefits for me: know more about local people's life and traditions, relax more, enjoy nature
- The benefits for the environment and local people: more jobs and income for the local people, more money for the local community to preserve nature

- 2 Have Ss work in pairs and practise the model conversation, using their notes in 1.

Culture

- 1 Ask Ss to look at the pictures and discuss with a partner how the tourism activity in each situation may affect the environment.

Suggested answers

- a. Tourists may leave litter on the beach, which may cause land and water pollution.
- b. Making a campfire requires breaking tree branches or cutting down trees for firewood. Campfires may cause forest fires if they are left unattended.
- c. Hunting animals may lead to their extinction. Endangered animals can be in danger of extinction.

- 2 Tell Ss that they are going to read about some problems with ecotourism in Viet Nam and some countries in Africa (Kenya and Tanzania). Ask them to guess which problems mentioned in 1 can be found in Viet Nam and Africa.

- Have Ss read the text and choose suitable titles for two articles.

Key 1. c 2. a

- 3 Explain to Ss how to do the next activity: Read through the five principles in the table first, and then read each article carefully to decide if these principles have been applied in Viet Nam or Africa.

Key

	Principles of ecotourism	VN	Africa
a.	Reduce the impact of tourism activities on the local nature and culture.	X	X
b.	Increase tourists' environmental and cultural awareness and respect.	X	NG
c.	Provide financial benefits for the conservation of local destinations.	NG	NG
d.	Provide financial benefits for local people.	NG	X
e.	Provide positive experiences for both visitors and hosts.	X	X

Explanation:

- *Principle a:* In neither places, there are strong measures to limit tourists' activities that may harm the environment (littering, cutting tree branches, hunting).
- *Principle b:* In VN, tourists have little or no access to environmental information or local cultural activities.
- *Principle d:* In Africa, ecotourism has not provided more jobs for the local people.
- *Principle e:* In VN, tourists have little or no understanding of the local culture; in Africa, local people are deprived of their best land.

- 4 Have Ss work in pairs. Ask Ss to look back at the pictures and tourists' harmful activities that have been discussed in 1 (leaving litter, making campfires, and hunting animals).

- Ask Ss to suggest what should be done to restrict the harm or damage that tourists may cause to the environment and local people.

Suggested answers

- More efforts (such as producing educational brochures and TV programmes about ecotourism) need to be made to fully inform and educate tourists on the environmental and social impacts of ecotourism.
- Moreover, there should be regulations and laws banning the promotion of unsustainable ecotourism projects and activities that may harm the local cultures and nature (such as projects to cut down trees to build hotels and hunting activities).

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have improved my speaking and reading skills. I have learnt more about some ecotourism problems in Viet Nam and Africa.*

3 Below are some principles of ecotourism. Put a cross if it has not been applied, and write NG (Not given) if the articles don't mention it.

Principles of ecotourism	Viet Nam	Africa
a. Reduce the impact of tourism activities on the local nature and culture.		
b. Increase tourists' environmental and cultural awareness and respect.		
c. Provide financial benefits for the conservation of local destinations.		
d. Provide financial benefits for local people.		
e. Provide positive experiences for both visitors and hosts.		

4 Work in pairs. Discuss what should be done to restrict the harm or damage tourists may cause to the environment and local people in Viet Nam and Africa.

LOOKING BACK

Pronunciation

Say the words aloud. Put a stress mark (ˈ) before the syllable with the primary stress in each word. If necessary, use a dictionary to help you.

activity	conservation	traditional	destination
economic	economical	understanding	degradation

Vocabulary

Complete these sentences, using the words in the box. Make changes where necessary.

exotic environment impact
ecology destination conservation

- If you're interested in wildlife _____, you should go on an eco tour.
- Top _____ for ecotourism are usually national parks, forests or rural areas.
- There could be both positive and negative _____ of tourism activities on the _____.
- Water pollution and scuba-diving activities can harm the _____ of the coral reefs.
- We can find lots of different _____ flowers at the flower festival this year.

Grammar

1 Make conditional sentences Type 1 from the cues given and create a story.

I'm afraid there is a traffic jam.

- (\Rightarrow be late for class) If there is a traffic jam, I'll be late for class.
- (\Rightarrow miss the lesson) If I'm late for class, I'll miss the lesson.
- (\Rightarrow not do the test well) _____
- (\Rightarrow feel very sad) _____
- (\Rightarrow go to the gym) _____
- (\Rightarrow keep fit) _____
- (\Rightarrow look attractive) _____
- (\Rightarrow be very happy) _____

2 Rewrite the sentences using conditional sentences Type 2.

Example:

You're under 18, so you can't drive a car.
 \Rightarrow If you were over 18, you could drive a car.

- I can't swim, so I'm not going scuba-diving with you.

- I want to go on an eco tour to Phu Quoc National Park, but I don't have any holiday.

- Sue doesn't have Tony's email address. She can't send him a message.

- I could make a cake for you, but there aren't any eggs in the fridge now.

- Phong doesn't have enough money so he can't travel abroad.

- I don't drive too close to the animals on safari. They don't get scared.

- I can't go to the concert because I have a lot of homework to do.

- Nam doesn't have a camera, so he can't take pictures of his trip.

LOOKING BACK

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

Pronunciation

- Help Ss to review the pronunciation rules for words ending in *-ity*, *-ic*, *-ical*, *-tion* on page 98 (Student's Book).
- Have Ss put a stress mark before the syllable with the primary stress in each word, and then say these words aloud.

Key

ac'tivity	conser'vation
tra'ditional	desti'nation
eco'nomiс	eco'nomical
under'standing	degra'dation

Vocabulary

The six words in the box are the ones most commonly used in the unit. Ask Ss to write them in the gaps, using the plural forms of the nouns when necessary.

Key

1. conservation
2. destinations
3. impacts, environment
4. ecology
5. exotic

- For more able classes, ask Ss to make their own sentences with these words.

Grammar

1 The focus of this activity is on using conditional sentences Type 1 to talk about present or future activities that are real or very probable.

- Let Ss read through the eight cues to grasp the general idea of the story they are going to create.
- Ask Ss to make sentences, with the main clause of the previous sentence (the effect) becoming the if-clause (the cause) of the next sentence.

Key

3. If I miss the lesson, I will not do the test well.
4. If I don't do the test well, I'll feel very sad.
5. If I feel very sad, I'll go to the gym.
6. If I go to the gym, I'll keep fit.
7. If I keep fit, I'll look attractive.
8. If I look attractive, I'll be very happy.

2 The focus of this activity is on using conditional sentences Type 2 to talk about present or future activities that are unreal or unlikely to happen.

- Ask Ss to read situations carefully and write the conditional sentences with the same meaning.

Key

1. If I could swim, I'd go scuba-diving with you. (or: I'd go scuba-diving if I could swim.)
2. I'd go on an eco tour to Phu Quoc National Park if I had any holiday left. (or: If I could manage an eco tour to Phu Quoc National Park, I'd go on one.)
3. If Sue had Tony's email address, she would send him a message. (or: Sue would send Tony a message if she had his email address.)
4. I'd make a cake for you now if there were eggs in the fridge. (or: If there were eggs in the fridge, I'd make a cake for you now.)
5. Phong would / could travel abroad if he had enough money. (or: If Phong had enough money, he would / could travel abroad.)
6. If I drove too close to the animals on safari, they would get scared. (or: The animals on safari would get scared if I drove too close to them.)
7. I could / would go to the concert if I didn't have so much homework to do. (or: If I didn't have so much homework to do, I could / would go to the concert.)
8. If Nam had a camera, he'd take pictures of his trip. (or: Nam would / could take pictures of his trip if he had a camera.)

3 What does the if-clause in each sentence mean? Write a sentence with *is, isn't* or *might* to explain it.

1. If your test score was high, your father could give you a reward.
⇒ The test score isn't high.
2. If your test score is high, your father will give you a reward.
⇒ The test score might be high.
3. If my computer was working, I would send her an email right away.

4. If it snows tonight, you can't go out.

5. If this golden block is made of pure gold, we'll be rich.

6. If my father were here now, he'd know how to fix this bicycle.

7. If the air was not polluted, our quality of life would be better.

8. If John calls, can you take a message for me?

PROJECT

1 Work in groups of 8 to 10. Carry out a survey to find out who in your group has been on an eco tour and who has never been on one. Use the following survey table as a guide.

Student's name	Has been on an eco tour			Has never been on an eco tour		
	Where?	When?	Enjoyed it?	Wants to go?	If yes, where?	If no, why?
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

2 Present your group's findings to the whole class.

NOW YOU CAN

- ▶ Talk about ecotourism, its benefits and principles
- ▶ Pronounce words of more than three syllables with correct stress patterns
- ▶ Use conditional sentences Types 1 and 2 to talk about present or future activities and events that are real/probable or unreal/not probable
- ▶ Write a travel brochure for an eco tour

3 Activity 3 helps Ss to review how to use conditional sentences Types 1 and 2, and modals correctly. Give Ss some hints about how to explain each type of conditional sentences.

Hints:

- For Type 1, the modal verb 'might' should be used because it expresses probability.

Example:

If your test score is high... ⇒ The test score might be high.

- For Type 2, the verb 'is' or 'isn't' should be used to express a present activity or event that is unreal or not probable.

Example:

If your test score was high... ⇒ The test score isn't high.

If the air was not polluted... ⇒ The air is polluted.

Key

3. The computer isn't working.
4. It might snow tonight.
5. This golden block might be made of pure gold.
6. My father isn't here now.
7. The air is polluted.
8. John might call.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce words of more than three syllables with the correct stress pattern. I can use conditional sentences Types 1 and 2 to talk about present or future activities or events that are real / probable or unreal / not probable.*

PROJECT

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

- 1** For this project, Ss carry out a survey on their group members' eco tour experiences.
 - Have Ss work in groups of 8 to 10. One student is responsible for taking notes of everybody's answers to complete the survey table. Ss can also copy the table onto a large sheet of paper to make sure there is space for all answers, and their tables can be displayed. Other Ss take turns asking each other the questions. Encourage Ss to think of more questions to ask.

Examples:

- Have you ever been on an eco tour?
If yes, where was it? When did you go? Did you enjoy it? What did you do there? Why did / didn't you enjoy it?
- If you have never been on an eco tour, do you want to go on one? Where do you want to go? Why do you choose this destination? (or: Why don't you want to go on an eco tour?)

2 Let the groups display their survey tables on the board or classroom walls.

- Have one representative of each group present the group's findings to the whole class.

Examples:

- *There are 10 members in my group. Only two of us have ever been on an eco tour. They went to (Sa Pa and Tam Dao) last year and they enjoyed the trip a lot.*
- *The other 8 members want to go on an eco tour next year. Some want to go to the Central Highlands; others want to go to the Mekong Delta.*

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can conduct a survey on ecotourism. I have learnt to cooperate with others when working in groups.*

LANGUAGE

Vocabulary

1 Complete these sentences using the correct forms of the words in brackets.

- The _____ world is the world of trees, rivers, animals and birds. (nature)
- Drinking water in this area is highly _____ by waste. (pollute)
- Governments are nowadays playing an active role in _____ protection. (environment)
- All countries around the world should make plans for _____ development. (sustain)
- Scientists are studying the _____ effects of global warming. (ecology)

2 Complete the following sentences with suitable words from the box.



protect acid rain pollution
global warming deforestation

- Air _____ is threatening the health of older people and children.
- All efforts should be made to reduce the negative impacts of _____ on climate change and human health.
- _____ and land use for agriculture are destroying rare plants and wildlife.
- The ozone layer helps _____ us from the sun's rays.
- _____ has a terrible effect on forests and life in rivers and lakes.

Pronunciation

3 Sort out the words according to their stress patterns and read them aloud. The ones in the first row have been done as examples.

pollution	economy	conservation	poverty
protection	environment	newsletter	composition
relaxation	ecology	chemical	awareness
sustainable	preservation	solution	energy

Grammar

4 Rewrite these sentences using reported speech.

- 'People are cutting down the rainforests.'
⇒ Mary said _____.
- 'Car pollution is a big problem in my city.'
⇒ Tom said _____.
- 'Chemicals are destroying the ozone layer.'
⇒ Scientists say _____.
- 'Shut the door but don't lock it.'
⇒ He told me _____.
- 'Burning gas, oil, and coal can cause acid rain.'
⇒ Our teacher explained _____.

5 Put the verbs in brackets in the correct forms.

- If tourists (not throw) rubbish in the river, the water would be cleaner.
- We (go) camping this Sunday if the weather is fine.
- Many people would be out of work if that factory (close down).
- If there (be) too much noise in my office, I won't be able to do any work.
- People will suffer from noise pollution if they (build) an airport in this area.

6 Put the verbs in brackets in the correct tenses.

- What you (do) if you go to Cuc Phuong National Park?
- I (be) grateful if you'd send me the brochure.
- If I (be) you, I (go) to Ha Long Bay.
- We will reduce air pollution if we (use) public transport.
- Sorry, I can't call her. If I (know) her number, I (phone) her.

● ● ●
poverty

● ● ●
pollution

● ● ● ● ●
economy

● ● ● ● ●
conservation

INTRODUCTION

The aim of Review 4 is to revise the language and skills Ss have learnt and practised in Units 9-10.

T may ask Ss what they have learnt so far in terms of language and skills, then summarise their answers and add some more information, if necessary.

LANGUAGE

Language review can be used as a self-assessment test or revision for Ss. Ss do the activities, and then T checks the answers with the whole class. T may conduct each activity separately.

Vocabulary

- 1 Ask Ss to do this activity individually, and then compare their answers with a partner's. Write the correct answers on the board. Remind Ss of the use of suffixes to form adjectives from nouns or verbs.

Key

1. natural
2. polluted
3. environmental
4. sustainable
5. ecological

- 2 Ask Ss to do this activity individually. Ask a student to write his / her answers on the board. Check the answers as a class.

Key

1. pollution
2. global warming
3. Deforestation
4. protect
5. Acid rain

- 3 Ask Ss to do this activity individually, then compare their answers with a partner's. Show the correct answers on the board.

Key



<i>poverty</i>	<i>pollution</i>	<i>economy</i>	<i>conservation</i>
<i>energy</i>	<i>solution</i>	<i>sustainable</i>	<i>preservation</i>
<i>chemical</i>	<i>awareness</i>	<i>ecology</i>	<i>relaxation</i>
<i>newsletter</i>	<i>protection</i>	<i>environment</i>	<i>composition</i>

Grammar

- 4 Elicit the form and use of the reported speech. Remind Ss of the changes to pronouns, possessive adjectives and verbs. Ask a student to do the task on the board while other Ss also do this activity individually. Check Ss' answers, or ask them for explanations, if necessary.

Key

1. Mary said (that) people were cutting down the rainforests.
2. Tom said (that) car pollution was / is a big problem in his city.
3. Scientists say (that) chemicals are destroying the ozone layer.
4. He told me to shut the door but not to lock it.
5. Our teacher explained (that) burning gas, oil, and coal could / can cause acid rain.

- 5 Elicit the form and use of conditional sentences Types 1 and 2.

- Ask Ss to do this activity individually, and then compare their answers with a partner's. Ask a student to write his / her answers on the board. Check the answers as a class.

Key

1. didn't throw
2. will go
3. closed down
4. is
5. build

- 6 Ask Ss to do this activity individually, and then compare their answers with a partner's. Write the correct answers on the board, and give explanations if necessary.

Key

1. will; do
2. would be
3. were; would go
4. use
5. knew; would / could phone

SKILLS

Reading

- 1 a.** Read about three people describing some environmental problems and solutions.

Environmental problems and solutions

Linda: I have read about the problem of landfills. The easiest way to dispose of waste is to bury it in landfills. In many countries, the landfills have already been filled up. So in many cities, people are trying to do more recycling to reduce the amount of stuff that go into landfills.

Jenny: As you know, the ozone layer, which helps protect us from the sun's very dangerous rays, has been damaged by pollution in the air. When the ozone layer gets too thin, it can cause skin cancer. One of the biggest threats to the ozone layer is the exhaust gases from cars. The best way to save the ozone layer is to drive less.

Kate: Today, most of our rivers and lakes, which are sources of drinking water, are being polluted by businesses, farms, homes and industries. To solve this problem, we need to treat all waste more carefully so that dangerous chemicals and bacteria don't get into our water supply.

- b.** Find words which are closest in meaning to the following.

1. rubbish dump (n)	
2. hide underground (v)	
3. serious skin disease (n)	
4. waste gases (n)	
5. process (v)	

- 2** Read the text again and write down the environmental problem each person talks about and what can be done to solve it.

	Problem	What can be done to solve the problem?
1. Linda	landfills	do more recycling
2. Jenny	_____	_____
3. Kate	_____	_____

Speaking

- 3** Work in pairs. Choose one of the following destinations for ecotourism in Viet Nam.

Destinations for ecotourism in Viet Nam

- Sa Pa (Lao Cai Province)
- Cat Ba National Park
- Central Highlands
- Bach Ma National Park
- Can Gio Biosphere Reserve (Ho Chi Minh City)

- 4** Answer these questions. Discuss with a partner.

1. Where do you want to go?
2. Why do you like to go there?
3. What is special about the destination?

Listening

- 5** Listen to the recording about Cuc Phuong National Park and fill in the missing information.

1. Cuc Phuong National Park is about _____ kilometres to the south-west of Ha Noi.
2. The park attracts both _____.
3. There are about _____ species of flora and _____ species of fauna.
4. The park offers the _____ scenery.
5. There are also trees that are over _____ years old.

Writing

- 6** Write a paragraph about one of the environmental problems and give advice on how to solve them. Use the information in the box or your own ideas.

Problem	Advice
<ul style="list-style-type: none"> - producing too much waste - city landfills being nearly full - cutting down the rain forests - burning of gasoline as one of causes of global warming 	<ul style="list-style-type: none"> - doing more recycling - reusing products instead of throwing them away - planting more trees - walking, cycling, using public transport

Example:

Today, people are producing too much waste. The city landfills are nearly full. So we should do more recycling and ...

SKILLS

Reading

Ask Ss to do Activities **1** and **2** individually, and check their answers with a partner's. Give the correct answers and explanations if necessary.

Key

1 b.

1. rubbish dump (n)	landfill (n)
2. hide underground (v)	bury (v)
3. serious skin disease (n)	skin cancer (n)
4. waste gases (n)	exhaust gases (n)
5. process (v)	treat (v)

2.

	Problem	What can be done to solve the problem?
1. Linda	landfills	do more recycling
2. Jenny	<i>the thinning of the ozone layer</i>	<i>drive less</i>
3. Kate	<i>water pollution</i>	<i>treat all waste more carefully</i>

Speaking

- 3** Ask Ss to work in pairs, choosing one of the destinations for ecotourism in Viet Nam. Ask each pair to report their choice and explain the decision.
- 4** Ask Ss to work in pairs and answer the three questions. Then ask Ss to discuss their answers with a partner's. Ask Ss to present their answers to the class.

Listening

- 5** Play the recording about Cuc Phuong National Park, while Ss fill in the missing information.
- Play the recording again for Ss to listen and check their answers. Alternatively, play the recording one or more times for Ss to work out the answers. Provide the correct answers, and give any explanations if necessary.

Audio script

Cuc Phuong National Park is a popular destination for many Vietnamese and foreign tourists. The park is located in Ninh Binh province, about 135 kilometres to the south-west of Ha Noi. The 200 square kilometre park attracts both tourists and scientists. According to scientists, there are about 2000 different species of flora and 450 species of fauna. It is considered to be one of the most important parks in Viet Nam. Large mammals such as the Asiatic black bear, wild dog, tiger, leopard, clouded leopard and jungle cat live there. Cuc Phuong National Park offers the most impressive scenery. In some parts, there are also trees that are over 1000 years old.

Key

- | | |
|--------------|----------------------------|
| 1. 135 | 2. tourists and scientists |
| 3. 2000; 450 | 4. most impressive |
| 5. 1000 | |

Writing

- 6** Ask Ss to use the information given (or their own ideas) to write a paragraph about one of the different environmental problems and give advice on how to solve them. Ask Ss to write the draft first in class, and then write their final versions at home. Ss may start their writing like this:

Example:

Today, people are producing too much waste. The city landfills are nearly full. So we should do more recycling and ...

GLOSSARY

Abbreviations

adj : adjective

con : conjunction

pre : preposition

v : verb

adv : adverb

n : noun

pro : pronoun

np : noun phrase

access (v)	/ˈækses/	truy cập	Unit 8
adapt (v)	/əˈdæpt/	sửa lại cho phù hợp, thích nghi	Unit 10
address (v)	/əˈdres/	giải quyết	Unit 6
affect (v)	/əˈfekt/	ảnh hưởng	Unit 6
alert (adj)	/əˈlɜːt/	tỉnh táo	Unit 7
altar (n)	/ˈɔːltə(r)/	bàn thờ	Unit 7
ancestor (n)	/ˈænsɛstə(r)/	ông bà, tổ tiên	Unit 7
application/app (n)	/ˌæplɪˈkeɪʃn/	ứng dụng	Unit 8
Aquarius (n)	/əˈkwɛəriəs/	Chòm sao Thủy bình	Unit 7
aquatic (adj)	/əˈkwætɪk/	dưới nước, sống ở trong nước	Unit 9
Aries (n)	/ˈeəriːz/	Chòm sao Bạch dương	Unit 7
article (n)	/ˈɑːtɪkl/	bài báo	Unit 9
assignment (n)	/əˈsaɪnmənt/	bài tập lớn	Unit 7
best man (n)	/best mæn/	phù rể	Unit 7
biosphere reserve (n)	/ˈbaɪəʊsfɪə rɪˈzɜːv/	khu dự trữ sinh quyển	Unit 10
bride (n)	/braɪd/	cô dâu	Unit 7
bridegroom / groom (n)	/ˈbraɪdgruːm / gruːm/	chú rể	Unit 7
bridesmaid (n)	/ˈbraɪdzmeɪd/	phù dâu	Unit 7
Cancer (n)	/ˈkænsə(r)/	Chòm sao Cự giải	Unit 7
Capricorn (n)	/ˈkæprɪkɔːn/	Chòm sao Ma kết	Unit 7
caretaker (n)	ˈkeətɪkə(r)	người trông nom nhà	Unit 6
challenge (n)	/ˈtʃælɪndʒ/	thách thức	Unit 6
chemical (n) / (adj)	/ˈkemɪkl/	hoá chất, hoá học	Unit 9
complicated (adj)	/ˈkɒmplɪkeɪtɪd/	phức tạp	Unit 7
concentrate (v)	/ˈkɒnsntreɪt/	tập trung	Unit 8
confuse (v)	/kənˈfjuːz/	làm lẫn lộn, nhầm lẫn	Unit 9
confusion (n)	/kənˈfjuːzən/	sự lẫn lộn, nhầm lẫn	Unit 9
consumption (n)	/kənˈsʌmpʃn/	sự tiêu thụ, tiêu dùng	Unit 9
contaminate (v)	/kənˈtæmɪneɪt/	làm bẩn, nhiễm	Unit 9
contrast (n)	/ˈkɒntrɑːst/	sự tương phản, sự trái ngược	Unit 7
contrast (v)	/kənˈtrɑːst/	tương phản, khác nhau	Unit 7
crowded (adj)	/ˈkraʊdɪd/	đông đúc	Unit 7
damage (v)	/ˈdæmɪdʒ/	làm hại, làm hỏng	Unit 9
decent (adj)	/ˈdiːsnt/	đàng hoàng, tử tế	Unit 7
deforestation (n)	/ˌdiːfɒrɪˈsteɪʃn/	sự phá rừng, sự phát quang	Unit 9
degraded (adj)	/dɪˈgreɪdɪd/	giảm sút chất lượng	Unit 9
deplete (v)	/dɪˈpliːt/	làm suy yếu, cạn kiệt	Unit 9
depletion (n)	/dɪˈpliːtʃn/	sự suy yếu, cạn kiệt	Unit 9
destruction (n)	/dɪˈstrʌkʃn/	sự phá huỷ, tiêu diệt	Unit 9
device (n)	/dɪˈvaɪs/	thiết bị	Unit 8

digital (adj)	/ˈdɪdʒɪtl/	kĩ thuật số	Unit 8
disadvantage (n)	/ˌdɪsədˈvɑːntɪdʒ/	nhược / khuyết điểm	Unit 8
discharge (v)	/dɪsˈtʃɑːdʒ/	thải ra, xả ra	Unit 10
discrimination (n)	/dɪˌskrɪmɪˈneɪʃn/	phân biệt đối xử	Unit 6
diversity (n)	/daɪˈvɜːsəti/	sự đa dạng, phong phú	Unit 7
eco-friendly (adj)	/iːkəʊˈfrendli/	thân thiện với môi trường	Unit 10
ecology (n)	/iˈkɒlədʒi/	hệ sinh thái	Unit 10
ecosystem (n)	/iːkəʊsɪstəm/	hệ sinh thái	Unit 9
ecotourism (n)	/iːkəʊˌtʊərɪzəm/	du lịch sinh thái	Unit 10
editor	/ˈedɪtə(r)/	biên tập viên	Unit 9
educate (v)	/ˈedʒukeɪt/	giáo dục	Unit 8
education (n)	/ˌedʒuˈkeɪʃn/	nền giáo dục	Unit 6
educational (adj)	/ˌedʒuˈkeɪʃənl/	có tính / thuộc giáo dục	Unit 8
effective (adj)	/ɪˈfektɪv/	có hiệu quả	Unit 6
eliminate (v)	/ɪˈlɪmɪneɪt/	xóa bỏ	Unit 6
encourage (v)	/ɪnˈkʌrɪdʒ/	động viên, khuyến khích	Unit 6
engaged (adj)	/ɪnˈgeɪdʒd/	đính hôn, đính ước	Unit 7
engagement (n)	/ɪnˈgeɪdʒmənt/	sự đính hôn, sự đính ước	Unit 7
enrol (v)	/ɪnˈrəʊl/	đăng kí nhập học	Unit 6
enrolment (n)	/ɪnˈrəʊlmənt/	sự đăng kí nhập học	Unit 6
entertain (v)	/entəˈteɪn/	tiếp đãi, giải trí	Unit 10
equal (adj)	/iːkwəl/	ngang bằng	Unit 6
equality (n)	/iˈkwɒləti/	ngang bằng, bình đẳng	Unit 6
exotic (adj)	/ɪɡˈzɒtɪk/	từ nước ngoài đưa vào; đẹp kì lạ	Unit 10
export (n)	/ˈeksɔːt/	sự xuất khẩu, hàng xuất	Unit 7
export (v)	/ɪkˈspɔːt/	xuất khẩu	Unit 7
fauna (n)	/ˈfɑːnə/	hệ động vật, quần thể động vật	Unit 10
favourable (adj)	/ˈfeɪvərəbl/	thuận lợi	Unit 7
fertilizer (n)	/ˈfɜːtəlaɪzə(r)/	phân bón	Unit 9
fingertip (n)	/ˈfɪŋɡətɪp/	đầu ngón tay	Unit 8
flora (n)	/ˈflɔːrə/	hệ thực vật, quần thể thực vật	Unit 10
force (v)	/fɔːs/	bắt buộc, ép buộc	Unit 6
fortune (n)	/ˈfɔːtʃuːn/	vận may, sự giàu có	Unit 7
fossil fuel (np)	/ˈfɒsl ˈfjuːəl/	nhiên liệu (làm từ sự phân huỷ của động hay thực vật tiền sử)	Unit 9
funeral (n)	/ˈfjuːnərəl/	đám tang	Unit 7
garter (n)	/ˈgɑːtə(r)/	nịt bít tất	Unit 7
Gemini (n)	/ˈdʒemɪnaɪ / ˈdʒemɪni/	Chòm sao Song tử	Unit 7
gender (n)	/ˈdʒendə(r)/	giới, giới tính	Unit 6
global warming (np)	/ˈɡləʊbl ˈwɔːmɪŋ/	sự nóng lên toàn cầu	Unit 9
government (n)	/ˈɡʌvənmənt/	chính phủ	Unit 6
greenhouse effect (np)	/ˈɡriːnhaʊs ɪˈfekt/	hiệu ứng nhà kính	Unit 9
handkerchief (n)	/ˈhæŋkətʃɪf / ˈhæŋkətʃiːf/	khăn tay	Unit 7
high status (np)	/haɪ ˈsteɪtəs/	có địa vị cao, có vị trí cao	Unit 7

GLOSSARY

honeymoon (n)	/ˈhʌnɪmuːn/	tuần trăng mật	Unit 7
horoscope (n)	/ˈhɒrəskəʊp/	số tử vi, cung Hoàng đạo	Unit 7
identify (v)	/aɪˈdentɪfaɪ/	nhận dạng	Unit 8
impact (n)	/ˈɪmpækt/	ảnh hưởng	Unit 10
import (n)	/ˈɪmpɔːt/	sự nhập khẩu, hàng nhập	Unit 7
import (v)	/ɪmˈpɔːt/	nhập khẩu	Unit 7
improve (v)	/ɪmˈpruːv/	cải thiện / tiến	Unit 8
income (n)	/ˈɪnkʌm/	thu nhập	Unit 6
inequality (n)	/,ɪnɪˈkwɒləti/	không bình đẳng	Unit 6
influence (v)	/ˈɪnfluəns/	ảnh hưởng, tác dụng	Unit 9
influence (n)	/ˈɪnfluəns/	sự ảnh hưởng	Unit 7
inorganic (adj)	/,ɪnɔːˈgæniɪk/	vô cơ	Unit 9
instruction (n)	/ɪnˈstrʌkʃn/	hướng / chỉ dẫn	Unit 8
legend (n)	/ˈledʒənd/	truyền thuyết, truyện cổ tích	Unit 7
lentil (n)	/ˈlentl/	đậu lăng, hạt đậu lăng	Unit 7
Leo (n)	/ˈliːəʊ/	Chòm sao Sư tử	Unit 7
Libra (n)	/ˈliːbrə/	Chòm sao Thiên bình	Unit 7
life partner (np)	/laɪf ˈpɑːtnə(r)/	bạn đời	Unit 7
limitation (n)	/,lɪmɪˈteɪʃn/	hạn chế, giới hạn	Unit 6
loneliness (n)	/ˈləʊnlɪnəs/	sự cô đơn	Unit 6
long-term (adj)	/,lɒŋ-ˈtɜːm/	dài hạn, lâu dài	Unit 9
magpie (n)	/ˈmæɡpaɪ/	chim chích chòe	Unit 7
majority (n)	/məˈdʒɔːrəti/	phần lớn	Unit 7
mass-media	/mæs-ˈmiːdiə/	đa truyền thông	Unit 9
mystery (n)	/ˈmɪstri/	điều huyền bí, bí ẩn	Unit 7
native (adj)	/ˈneɪtɪv/	bản ngữ	Unit 8
object (v)	/əbˈdʒekt/	phản đối, chống lại	Unit 7
object (n)	/ˈɒbdʒɪkt/	đồ vật, vật thể	Unit 7
opportunity (n)	/,ɒpəˈtjuːnəti/	cơ hội	Unit 6
personal (adj)	/ˈpɜːsənl/	cá nhân	Unit 6
pesticide (n)	/ˈpestɪsaɪd/	thuốc trừ sâu	Unit 9
Pisces (n)	/ˈpaɪsɪz/	Chòm sao Song ngư	Unit 7
polar ice melting	/ˈpəʊlə(r) aɪs ˈmeltɪŋ/	sự tan băng ở địa cực	Unit 9
pollutant (n)	/pəˈluːtənt/	chất ô nhiễm	Unit 9
pollute (v)	/pəˈluːt/	gây ô nhiễm	Unit 9
pollution (n)	/pəˈluːʃn/	sự ô nhiễm	Unit 9
portable (adj)	/ˈpɔːtəbl/	xách tay	Unit 8
preference (n)	/ˈprefrəns/	thích hơn, thiên vị	Unit 6
present (adj)	/ˈpreznt/	có mặt, hiện tại	Unit 7
present (v)	/prɪˈzent/	đưa ra, trình bày	Unit 7
present (n)	/ˈpreznt/	món quà	Unit 7
preservation (n)	/,prezəˈveɪʃn/	sự bảo tồn, duy trì	Unit 9
preserve (v)	/prɪˈzɜːv/	giữ gìn, bảo tồn	Unit 9
prestigious (adj)	/preˈstɪdʒəs/	có uy tín, có thanh thế	Unit 7
progress (n)	/ˈprəʊɡres/	tiến bộ	Unit 6

property (n)	/'prɒpəti/	tài sản	Unit 6
proposal (n)	/prə'pəʊzəl/	sự cầu hôn	Unit 7
protect (v)	/prə'tekt/	bảo vệ, che chở	Unit 9
protection (n)	/prə'tekʃn/	sự bảo vệ, che chở	Unit 9
protest (n)	/'prəʊtest/	sự phản kháng, sự phản đối	Unit 7
protest (v)	/prə'test/	phản kháng, phản đối	Unit 7
pursue (v)	/pə'sjuː/	theo đuổi	Unit 6
qualified (adj)	/'kwɒlɪfaɪd/	đủ khả năng/năng lực	Unit 6
rebel (v)	/rɪ'bel/	nổi loạn, chống đối	Unit 7
rebel (n)	/'rebl/	kẻ nổi loạn, kẻ chống đối	Unit 7
remarkable (adj)	/rɪ'mɑ:kəbl/	đáng chú ý, khác thường	Unit 6
right (n)	/raɪt/	quyền lợi	Unit 6
ritual (n)	/'rɪtʃuəl/	lễ nghi, nghi thức	Unit 7
Sagittarius (n)	/,sædʒɪ'teəriəs/	Chòm sao Nhân mã	Unit 7
Scorpio (n)	/'skɔ:piəʊ/	Chòm sao Thiên yết	Unit 7
sewage (n)	/'su:ɪdʒ/	nước cống	Unit 9
software (n)	/'sɒftweə(r)/	phần mềm	Unit 8
solution (n)	/sə'lju:ʃn/	giải pháp, cách giải quyết	Unit 9
soul (n)	/səʊl/	linh hồn, tâm hồn	Unit 7
sue (v)	/sjuː/	kiện	Unit 6
superstition (n)	/,su:pə'stɪʃn/	sự tin ngưỡng, mê tín	Unit 7
superstitious (adj)	/,su:pə'stɪʃəs/	mê tín	Unit 7
sustainable (adj)	/sə'steɪnəbl/	không gây hại cho môi trường; bền vững	Unit 10
sweep (v)	/swi:p/	quét	Unit 7
syllable (n)	/'sɪləbl/	âm tiết	Unit 8
take place	/teɪk pleɪs/	diễn ra	Unit 7
Taurus (n)	/'tɔ:ɪrəs/	Chòm sao Kim ngưu	Unit 7
technology (n)	/tek'nɒlədʒi/	công nghệ	Unit 8
touch screen (np)	/tʌtʃ skri:n/	màn hình cảm ứng	Unit 8
tour guide (n)	/tʊə 'gaɪd/	hướng dẫn viên du lịch	Unit 10
treatment (n)	/'tri:tmənt/	sự đối xử	Unit 6
vegetation (n)	/,vedʒə'teɪʃn/	cây cỏ, thực vật	Unit 9
veil (n)	/veɪl/	mạng che mặt	Unit 7
venture (n)	/'ventʃə(r)/	dự án hoặc công việc kinh doanh	Unit 7
violence (n)	/'vaɪələns/	bạo lực; dữ dội	Unit 6
violent (adj)	/'vaɪələnt/	có tính bạo lực, hung dữ	Unit 6
Virgo (n)	/'vɜ:gəʊ/	Chòm sao Xử nữ	Unit 7
voice recognition (np)	/,vɔɪs rekəg'nɪʃn/	nhận dạng tiếng nói	Unit 8
wage (n)	/weɪdʒ/	tiền lương	Unit 6
wealth (n)	/welθ/	sự giàu có, giàu sang, của cải	Unit 7
wedding ceremony (np)	/'wedɪŋ 'serəməni/	lễ cưới	Unit 7
wedding reception (np)	/'wedɪŋ rɪ'sepʃn/	tiệc cưới	Unit 7
workforce (n)	/'wɜ:kfɔ:s/	lực lượng lao động	Unit 6

Chịu trách nhiệm xuất bản :

Chủ tịch Hội đồng Thành viên MẠC VĂN THIÊN

Tổng Giám đốc kiêm Tổng biên tập GS. TS. VŨ VĂN HÙNG

Biên tập lần đầu : LÊ THỊ HUỆ – TRẦN THU HÀ – KEISHA K. NIGHT – ELIZABETH HOPLIN

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Trình bày bìa và minh họa : NGUYỄN BÍCH LA

Sửa bản in : NGUYỄN VĂN NGUYỄN

Chế bản tại : CTCP MĨ THUẬT & TRUYỀN THÔNG

Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Tập đoàn Xuất bản Giáo dục Pearson.
Trong sách có sử dụng một số hình ảnh từ Internet.

**Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam – Bộ Giáo dục và Đào tạo,
Tập đoàn Xuất bản Giáo dục Pearson.**

TIẾNG ANH 10 – SÁCH GIÁO VIÊN – TẬP HAI

Mã số : CG019T6

In bản, (QĐ) khổ 19 x 27 cm.

Đơn vị in : địa chỉ

Cơ sở in : địa chỉ

Số ĐKXB : 01 - 2016/CXBIPH/436 - 964/GD.

Số QĐXB : /QĐ - GD ngày ... tháng ... năm 2016

In xong và nộp lưu chiểu tháng ... năm 2016