

HOÀNG VĂN VÂN (Tổng Chủ biên) – NGUYỄN THỊ CHI (Chủ biên)  
LÊ KIM DUNG – PHAN CHÍ NGHĨA – VŨ MAI TRANG  
LƯƠNG QUỲNH TRANG – NGUYỄN QUỐC TUẤN



# TIẾNG ANH 6

SÁCH GIÁO VIÊN



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM



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Pearson



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# INTRODUCTION

**TIẾNG ANH 6** is the first of the four-level English language textbooks for Vietnamese students in lower secondary schools learning English as a foreign language (EFL). It follows the systematic, cyclical and theme-based syllabus approved by the Ministry of Education and Training in December 2018, which focuses on the use of language (pronunciation, vocabulary, and grammar) to develop the four language skills (listening, speaking, reading and writing).

## THE COMPONENTS OF THE TEXTBOOK

**TIẾNG ANH 6** consists of two student's books, a teacher's book, two workbooks and two CDs.

### THE STUDENT'S BOOK

The student's book contains:

- Book map: outlines the contents of each unit.
- 12 topic-based Units, each covering seven sections to be taught in seven 45-minute lessons.
- four Reviews, each providing revision and further practice of the previous three units, to be dealt with in two periods.
- Glossary: giving meanings and phonetic transcriptions of the new words in each unit.

### THE TEACHER'S BOOK

The teacher's book gives full procedural notes for teaching every part of each unit. The keys and audio scripts of the exercises in the student's book are also given in the teacher's book.

### THE WORKBOOK

The workbook mirrors and reinforces the content of the student's book. It offers:

- further practice for the language and skills taught in class
- four additional tests for students' self-assessment

### THE CD

The CD includes the audio of all listening exercises and dialogues.

## THE COMPONENTS OF EACH UNIT

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



## SECTION 1: GETTING STARTED

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

## SECTION 2: A CLOSER LOOK 1

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

*A Closer Look 1* presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two sounds, which appear frequently in the unit, are given and practised in isolation and in context. Stress pattern of two-syllable words, sentence stress, and intonation in simple sentences are also dealt with in the last units of the book. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

## SECTION 3: A CLOSER LOOK 2

This section deals with the main grammar point(s) of the unit. The new language point(s) taught in this section is / are already introduced in **Getting Started**. The exercises are well illustrated to help students remember and use the grammar items effectively. The **Remember!** boxes appear wherever necessary to give the rules or explanations and help students avoid common errors.

*A Closer Look 1* and *2* cover three pages and mainly give language focus and some practice of reading and listening.

## SECTION 4: COMMUNICATION

This section is designed to help students use the functional language in real life contexts and consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives, and provides cultural information about Viet Nam and other countries.

**Everyday English** in this section gives students the skills to communicate effectively in various everyday situations. This part contains a lot of fixed expressions to provide students with giving and responding to language functions such as introducing someone, making suggestions, asking for and giving directions, expressing surprise, giving warnings, etc.

## SECTION 5: SKILLS 1

*Skills 1* and *Skills 2*, each covers one page, and are each designed to be taught in one 45-minute period. *Skills 1* comprises reading (receptive skill) and speaking (productive skill).

### Reading

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

The reading also provides input for the speaking that follows.

### Speaking

This activity aims to provide further practice to support students in their spoken English. The activity uses the given suggestion, introduced items in the **Reading** section in combination with the previously learnt language in new contexts.

## SECTION 6: SKILLS 2

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

### Listening

The listening activity follows the oral practice in the **Speaking** section. It provides students with an opportunity to listen to the language that they have practised orally, and trains them to listen for general and specific information.

### Writing

This section focuses on developing students' writing skills. It normally involves one of the text types required for students' skill development. There is a writing tip or a guideline which helps students write effectively. Upon successful completion of the writing activity, students would produce a complete piece of writing. Ideally the teacher, class or groups of students will mark the complete writing texts.

## SECTION 7: LOOKING BACK & PROJECT

This section covers two pages and should be dealt with in one period.

**Looking Back** recycles the language from the previous sections and links it with the unit topic. Its activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Teachers can use this section to evaluate their students' performance and provide further practice if necessary.

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

## REFERENCE ON SKILLS AND LANGUAGE TEACHING

### 1. TEACHING READING

Reading is the first of the four language skills that receives special attention in **Tiếng Anh 6**.

- The reading activities in **Tiếng Anh 6** aim to help students develop sub-skills such as reading for gist and scanning for details.
- In developing reading skills, students are taught to read aloud. This provides an implicit opportunity for them to practise their pronunciation and intonation.
- Explanations should be given to students when they do not understand the meaning of a word. Some reading strategies such as focusing on familiar words, guessing unfamiliar words in context, etc. should be taught to students.
- Before teaching the text, teachers should encourage students to guess what the text is about, what new words will appear in the text, etc.

### 2. TEACHING SPEAKING

There are two forms of speaking in **Tiếng Anh 6**: spoken interaction and spoken production. The former refers to the ability to ask and answer questions and handle exchanges with others. The latter refers to students' ability to produce language appropriately and correctly.

Speaking activities should include:

- *Pronunciation*: helps students practise the stress, rhythm and intonation patterns of English in a natural way. It is crucial to provide students with lots of models and to build up their confidence with examples of correct pronunciation.
- *Repetition*: helps students memorise vocabulary and 'chunks' of language. Repetition and classroom routines build up an expanding repertoire of English that helps students understand and respond to a situation as a



part of communicative interactions in class. One strategy is to provide lots of opportunities for students to practise in a non-threatening environment through choral repetition of action rhymes and games. It is also important to establish classroom routines (such as greetings and saying goodbye) at the beginning and the end of the lessons. Asking for permission, using common classroom expressions such as *I don't understand. Could you say it again, please? May I ask you a question?* or answering a question, *I don't know. I think / guess, and Perhaps*, etc. are important language tasks for students to practise daily.

- *Pair work / group work and class presentations*: help students talk freely in a language situation related to the topic of the unit. They also make students feel secure and boost their confidence in speaking.

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

### **3. TEACHING LISTENING**

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

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

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

### **4. TEACHING WRITING**

The writing activity aims to develop students' basic writing skills in English. Its emphasis is on providing writing techniques for a particular genre (such as websites, emails, postcards, descriptions) as well as practising the spelling of familiar vocabulary and sentence patterns. Teaching writing can be divided into three stages: *before writing, while writing and after writing*.

- *Before writing*: helps students understand why they are going to write and provides them with the language input to express their ideas in English.
- *While writing*: helps students work independently under the teacher's guidance and supervision.
- *After writing*: helps students consolidate their writing skills through a follow-up activity such as completing a final draft, copying the draft into students' notebooks or on a clean sheet of paper. Students focus on neatness, spelling, punctuation, use of words, sentence structures, and organisation of the writing.

### **5. TEACHING PRONUNCIATION**

Teaching pronunciation consists of teaching phonetics (sounds in isolation and in context), rhymes and chants. With the knowledge of phonics learnt in previous years, students are able to improve their speaking and reading skills because they can identify the spelling and pronunciation patterns of listening texts and decode them quickly. Teachers focus students' attention on the letter(s) and its / their sound(s) in words, and model the new sounds a few times for students to repeat.

In teaching pronunciation, it is advisable that the teacher should engage students by using varied techniques including:

- Visual aids (flashcards, pictures, etc.)
- Miming
- Letter / sound focus and repetition
- Line by line repetition and clapping

- Focus on syllables
- Marking, comparing and practising
- Pair / group practice, performance

## **6. TEACHING VOCABULARY**

Teaching vocabulary helps students understand, memorise and use words appropriately in their specific contexts. Students at lower secondary level still learn 'chunks' of English which combine vocabulary and grammatical patterns in an unanalysed way. Therefore, it is crucial to give students plenty of time to practise, memorise, recycle, and extend their vocabulary and grammar in meaningful contexts. Regular recycling of vocabulary helps students meet the same words embedded in different contexts and activities repeatedly.

The aim of teaching vocabulary is to help students recognise, practise and memorise the new words. These can be done by using visual aids; by allowing students to listen and repeat the words; by explaining their meanings, using definitions, pictures, flashcards, and translation if necessary; and finally, by getting students to practise using the words with a range of spoken or written activities which can be done individually or in pairs.

## **7. TEACHING GRAMMAR**

Teaching grammar helps students use correct grammatical patterns to express their ideas in specific contexts. Grade 6 students of English already know some English grammar based on formulaic sequences and a lot of grammar points met in the context of dialogues, reading texts, chants, rhymes, stories and songs they learnt in primary schools.

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

- focusing students' attention on the new grammatical patterns in the texts.
- providing models for students to practise the new grammatical items in spoken and written activities, using the cued pictures or prompts in their books.
- reinforcing the new grammatical items with a variety of spoken and written activities.

## **8. PAIR WORK / GROUP WORK**

Using pair work and group work, teachers can give students the opportunity to practise what they have been exposed to meaningfully, increase students' talking time, and encourage their independence.

The following are some suggestions about how to set up pair work and group work:

- Be sure to fully explain the procedure before splitting the class up.
- Ask students to tell teachers what they have to do before they do it to check their understanding.
- Set a clear time limit.
- Provide and promote students' interaction in order to help them succeed.
- Encourage students to develop an awareness of their own language abilities and learning needs.
- Control who works with whom so students aren't always being dominated or dominating others.

Remember that the teacher has to find different ways to minimise the problems likely to occur during pair work or group work such as noise, mistakes and discipline problems, including switching to Vietnamese.

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



# Unit **1** MY NEW SCHOOL

## Objectives:

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

- use the words related to the topic *My New School*;
- use the combinations: *to play, to do, to have, to study* + Noun;
- pronounce the sounds /a:/ and /ʌ/ correctly;
- use the present simple;
- use the adverbs of frequency;
- introduce someone to someone else;
- read for general and specific information about schools;
- talk about the type of school one would like to go to;
- listen for specific information about school activities;
- write a paragraph about one's school.

## WARM-UP & INTRODUCTION

### Aims:

- **To create a friendly and active atmosphere in the class before the lesson;**
- **To give T and Ss a chance to introduce themselves;**
- **To lead into the unit.**

As it is the first lesson of the school year, T should introduce himself / herself, and introduce the new school to Ss first. It is very important that T create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and the new class. Then have Ss introduce themselves. T may also introduce some warm-up activities.

Lead to the first unit of the school year. Write the unit title *My New School* on the board. Ask Ss to guess what they are going to learn in this unit. After Ss answer, ask them to open their books to page 6. Draw their attention to the box and introduce what they are going to learn in this unit.



## GETTING STARTED

### A SPECIAL DAY

#### ACTIVITY 1

**Aims:**

- **To set the context for the introductory;**
  - **To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.**
- 
- Set the context for the listening and reading. Introduce Vy and Phong: they are friends, and Duy is Vy's new friend.
  - Have Ss look at the picture. Ask Ss questions about the picture. E.g. *Where are they? Who are Vy and Duy?* etc. Ask Ss why it is a special day.
  - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong. Ask them to talk a bit about their feelings on the day.
  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
  - Call on some groups of Ss to read the conversation aloud.
  - Ask Ss what exactly Vy, Phong and Duy are talking about. Now confirm the correct answer. (*Vy introduces her new friend, Duy. Then they talk about their new school and their first day at school, etc.*)
  - Have Ss say the words in the text that they think are related to the topic *My New School*. Quickly write the words on one part of the board. Comment on Ss' answers.

#### ACTIVITY 2

**Aim: To help Ss understand the conversation.**

- Play the recording once more for Ss to understand the conversation better.
- Explain the strategies of doing True – False exercise to Ss: Read each statement carefully, identify and underline the key words in the statement, locate the key words or similar words in the text, and then evaluate if they are the same, or the opposites of the information in the given statements. If the information is the same, it's True (T). If it is opposite or different, it's False (F).
- Ss work independently. Tell them to refer back to the conversation if necessary. Allow them to share their answers before discussing them in groups or as a class. T gives the correct answers.

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



### ACTIVITY 3

#### Aims:

- To introduce some vocabulary related to the topic of the unit;
  - To introduce the grammar point of this unit: the present simple.
- T may instruct Ss how to do the exercise: Read the sentences and identify the kind of word to fill the blank, e.g. In sentence 1, we need a verb to go with the noun *uniforms* to fill the blank. Model with the first sentence.
- Ask Ss to work independently to fill each blank with the right word.
- Allow Ss to share answers before discussing them as a class. Write the correct answers on the board.
- T explains the meaning of some words if necessary. Ss practise saying the sentences together.
- T then asks Ss to identify the tense used in these sentences. Tell them that it is the present simple tense, and they are going to learn it in this unit.

**Key:** 1. wear

2. has

3. go

4. uniforms

5. subjects

### ACTIVITY 4

**Aim: To help Ss revise some words and learn some more words indicating school things.**

Ask Ss to match the words with the school things. Play the recording for Ss to listen and check their matching. Ss listen again and repeat. Then let them practise saying the names of school things. Explain the meanings if necessary, e.g. use visual aids in the classroom.

**Key + Audio script:** 1. school bag

2. compass

3. pencil sharpener

4. rubber

5. pencil case

6. calculator

### ACTIVITY 5

**Aim: To revise / teach the names of the things in the classroom.**

Tell Ss to look around the class. Point to each student and ask what he / she sees / has around him / her (e.g. *table, desks, notice board, pictures*, etc.). Then let them practise the words, write them in their notebooks and make sentences with the words if there is time.

### WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a projector in the classroom, show the conversation, highlight the key words related to the topic. It would be helpful if T highlights the present simple, and the words with the sounds /a:/ and /ʌ/ in the conversation and tells Ss that they will learn these language points in the upcoming lessons.



## A CLOSER LOOK 1

### Vocabulary

#### ACTIVITY 1

**Aim:** To revise / introduce the names of school subjects, and some nouns related to school and school activities.

Play the recording and let Ss listen. Play it again with pauses for them to repeat each word. Correct their pronunciation.

**Note:** Don't teach the words in this activity yet.

**Audio script:**

school lunch	exercise
English	science
history	football
homework	lessons
	music

#### ACTIVITY 2

**Aim:** To teach Ss how to combine a verb and a noun to talk about school activities.

- Explain to Ss that in English some verbs and nouns go together and some don't.
- Let Ss work in pairs. Tell them to put the words in **1** into groups. Then check their answers. Explain to them which words go with each verb.

**Key:**

play	do	have	study
football	homework	school lunch	English
music	exercise	lessons	history
			science

- T encourages Ss to extend their vocabulary by adding as many words as possible to the groups. (E.g. *play sports, do the housework, have a rest, study new words*, etc.)

#### ACTIVITY 3

**Aim:** To revise the words that Ss have learnt in context.

- Ask Ss to work independently or in pairs. Encourage them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence.
- Check the answers as a class. T may call on some Ss to read the sentences aloud.

**Key:**

1. homework	2. football	3. lessons
4. exercise	5. science	

### Extension:

If time allows, ask Ss to write sentences about themselves in their notebooks, using the combinations in **2**. They should write as many sentences as possible. E.g. *I / We have English lessons on Tuesday and Thursday.*

## Pronunciation

/ɑ:/ and /ʌ/

### ACTIVITY 4

**Aim: To teach Ss how to pronounce the sounds /ɑ:/ and /ʌ/ and practise pronouncing these sounds in words correctly.**

Let Ss practise the sounds /ɑ:/ and /ʌ/ together. Ask Ss to observe the T's mouth when pronouncing two sounds. Play the recording and ask Ss to listen to these words and repeat. Play the recording as many times as necessary.

#### Audio script:

- |          |         |       |        |         |
|----------|---------|-------|--------|---------|
| 1. /ɑ:/: | smart   | art   | carton | class   |
| 2. /ʌ/:  | subject | study | Monday | compass |

### ACTIVITY 5

**Aim: To help Ss pronounce the sounds /ɑ:/ and /ʌ/ correctly in context.**

- Have Ss quickly read the sentences and underline the words having the sounds /ɑ:/ and /ʌ/. Now play the recording for Ss to listen and check the words that they have underlined.
- Have them work in pairs to compare their answers. Check Ss' answers.
- Play the recording again. Let Ss listen and repeat sentence by sentence, paying attention to the underlined words.

#### Key + Audio script:

1. My brother has a new compass.
2. Our classroom is large.
3. They look smart on their first day at school.
4. The art lesson starts at nine o'clock.
5. He goes out to have lunch every Sunday.

## WRAP-UP

Ask Ss to summarise what they have learnt in this period.



## A CLOSER LOOK 2

### Grammar

#### The present simple

- Cut and paste the following lines from the conversation in **GETTING STARTED** on the slide / on the board. Show them to Ss:



Duy: Hi, Phong. I live near here, and we go to the same school!

Phong: Good. Hmm, your school bag looks heavy.

Duy: Yes! I have new books, and we have new subjects to study.

Phong: And a new uniform, Duy! You look smart!

Duy: Thanks, Phong. We always look smart in our uniforms.

- Highlight / Underline the present simple structures in these lines.
- Ask Ss to look at the sentences in the **Remember!** box. Remember to introduce all the positive, negative and question forms of the tense. Explain to Ss that we use the present simple to talk about actions or events that often happen, or are fixed.
- Have Ss give some examples. T may give them some verbs to make sentences (e.g. *live, like, play, walk*, etc.).

### The present simple

#### Positive

- I / You / We / They + V (work / study)
- He / She / It + V-s / V-es (works / studies)

#### Negative

- I / You / We / They + don't / do not + V (don't / do not work / study)
- He / She / It + doesn't / does not + V (doesn't / does not work / study)

#### Questions and short answers

- Do I / you / we / they + V (work / study)?  
Yes, I / you / we / they do.  
No, I / you / we / they don't.
- Does he / she / it + V (work / study)?  
Yes, he / she / it does.  
No, he / she / it doesn't.

## ACTIVITY 1

**Aim: To give Ss practice in using the present simple tense in sentences.**

- Have Ss do this exercise individually before they share their answers with their partners. Ask some Ss to read out their answers. Confirm the correct ones. T gives explanations if necessary.

**Key: 1. A**

**2. C**

**3. B**

**4. A**

**5. C**

- Have Ss read the **Remember!** box. Direct their attention to the present simple tense form for third person singular.

## ACTIVITY 2

**Aim: To help Ss practise using verbs in the present simple in sentences and in context.**

- Have Ss work individually. Ask them to write the correct form of the verbs given in brackets. Then Ss share their answers with a partner. T confirms the correct answers.
- If there is time, let Ss work in pairs to role-play the interview. Observe and help when and where necessary, and correct Ss' pronunciation and intonation.

**Key:**

- |                 |                |         |
|-----------------|----------------|---------|
| 1. has          | 2. Do you have | 3. like |
| 4. Does Vy walk | 5. ride        | 6. go   |

**Adverbs of Frequency**

Tell Ss to look at the two examples carefully. Then ask them about the position of the adverbs of frequency, and the meaning of those. Tell them to recall all the adverbs of frequency they know.

**ACTIVITY 3**

**Aim: To help Ss revise some adverbs of frequency they already learnt.**

- This is a very easy activity, so just ask Ss to give the answers as a class. T confirms the answers.

**Key:** 2. usually      3. sometimes      5. never

- Then encourage Ss to give as many sentences with these adverbs as possible.

**ACTIVITY 4**

**Aim: To help Ss practise using adverbs of frequency in context.**

Let Ss work in pairs. Then call on some Ss to read aloud the sentences and give their answers. Check and confirm the correct answers.

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

**ACTIVITY 5**

**Aim: To help Ss practise asking and answering questions about the topic of school, using the present simple tense and adverbs of frequency.**

- Put Ss in pairs. Have them take turns to ask questions and give answers. T goes round and corrects mistakes or gives help when and where necessary.

**Key:**

1. Do you often ride your bicycle to school?
2. Do you sometimes study in the school library?
3. Do you like your new school?
4. Do your friends always go to school with you?
5. Do you usually do your homework after school?

- Note that Ss' answers may vary. Accept all answers which are grammatically and logically correct.



## WRAP-UP

Summarise the main points. Ask some Ss to give a sentence about themselves, using the present simple and an adverb of frequency.

E.g.

*Student A:* I usually get up late on Sunday.

*Student B:* .....



## COMMUNICATION

This section aims at helping Ss use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures.

### Everyday English

#### Introducing someone

#### ACTIVITIES 1 + 2

**Aim: To teach Ss how to introduce someone to someone else in English.**

1 Play the recording and let Ss listen. Then ask some Ss to read aloud the dialogue. Tell the class to pay attention to the way of introducing someone to someone else, and how to respond to someone's introduction. Have Ss practise the dialogue in groups. Call on some groups to practise the dialogue in front of the class. T may also begin by brainstorming ways of introducing someone that they know.

##### **Audio script:**

*Vy:* Phong, this is Duy, my new friend.

*Phong:* Hi, Duy. Nice to meet you.

*Duy:* Hi, Phong. Nice to meet you, too.

2 Let Ss work in groups and practise introducing a friend to the others. Move around to observe and provide help. Call on some groups to practise in front of the class. Comment on their performance.

### New friends at school

#### ACTIVITY 3

**Aim: To help Ss practise asking questions when making new friends at school.**

- This is a game, so don't take it seriously when Ss come up with illogical answers. The purpose is to let them play with and explore the language.
- First, have Ss tell you the new vocabulary in the questions, then explain to them the meaning of the new words.
- T may ask Ss how they often make friends, what they often say when they first meet a new friend, what questions they often ask, etc.
- Ask Ss to read and tick the questions individually. Then let them discuss the questions in groups. T may ask them to explain their answers.

**Suggested answer:**

1. Are you from around here?
2. Do you like music?
4. What is your favourite subject at school?
6. Do you play football?
7. How do you go to school every day?

- Allow Ss time to write one or two more questions on a piece of paper and share them with the class or group.

## ACTIVITY 4

**Aims:**

- To help Ss practise asking and answering questions about friends;
  - To help Ss revise *yes / no* questions with the present simple.
- First, ask Ss to give qualities of a good friend at school (adjectives). Encourage them to give as many words as possible. (E.g. *friendly, generous, helpful, cheerful*, etc.)
  - Ask Ss to answer the questions individually.

## ACTIVITY 5

**Aim:** To help Ss ask and answer questions about friends, and practise making a presentation.

Divide the class into groups of 4 or 5. Ss take turns to interview the other members, using the questions in **4**. Encourage Ss to give nice sentences about friendship (e.g. *Friends are forever*.) Choose some Ss to give a presentation to the class about their good friends (and why they are good friends).

## WRAP-UP

Have Ss tell what they have learnt (how to introduce a new friend, what questions to ask when making new friends, etc.)



## SKILLS 1

### Reading

Ask the class to look at the three pictures first. Encourage Ss to give their ideas (as many sentences as possible). E.g. *In Picture 2, I can see many students in the school yard...*

## ACTIVITY 1

**Aims:**

- To get Ss acquainted with a reading skill;
- To help Ss understand and activate their knowledge of the topic.



- Tell Ss to read the three passages quickly and check their ideas. Set a strict time limit to ensure Ss read quickly.
- Tell Ss a tip: read the first sentence of each paragraph. This sentence often gives you the topic of that paragraph:

Para 1: *Sunrise*: a boarding school in Sydney;

Para 2: *An Son*: a lower secondary school in Bac Giang;

Para 3: *Dream*: an international school.

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

## ACTIVITY 2

**Aim: To help Ss develop their reading skill for specific information (scanning).**

Ask Ss to read the passages again, then find the words and phrases to complete the sentences. Help them to give the meaning of the words, or explanations, or examples, or the Vietnamese equivalent. Tell them to pay attention to the context of the words. Ask them to note where they found the information that helped them complete the sentences. Check and confirm the correct answers.

**Key:**

1. boarding
2. Sydney
3. mountains and green fields
4. Dream School
5. English-speaking teachers

## ACTIVITY 3

**Aim: To help Ss further develop their reading skill for specific information (scanning).**

- Have Ss read the passages in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions).
- Set a longer time limit for them to find the answers to the questions. Ss can compare the answers with their partners before discussing them as a class.

**Key:**

1. Sunrise (is).
2. (It is) in Bac Giang.
3. Yes, there is.
4. They join many interesting clubs.

- Allow Ss to read the three passages in chorus once. Then call some individuals to read aloud to the class. Check their pronunciation and intonation.

## Speaking

### ACTIVITY 4

#### Aims:

- To help Ss prepare ideas for the speaking activity;
  - To provide an opportunity for Ss to practise making their choice of the type of school they would like to go to, and give reasons.
- 
- Ask Ss to refer back to the passages in 1. Ask them to give some background of the three schools: Sunrise School, An Son School, and Dream School.
  - Allow Ss time to answer the questions: *Which school (among the three above) would you like to go to? Why?*
  - Ask Ss to complete the table in their notebooks. Then arrange Ss in pairs. Let them study the example, then discuss their answers, and explain why. When they finish, ask some Ss to talk in front of the class, then the class comments on their friends' pronunciation and grammar. Discuss any common errors and provide further practice if necessary.

### WRAP-UP

Have Ss summarise what they have learnt with the two skills. If there is time, and for more able Ss T can instruct them to draw a mind map to summarise the main points of the lesson.



## SKILLS 2

### Listening

Before starting the listening lesson, ask Ss about the content of the previous lesson. T may ask Ss to describe a school they would like to go to.

### ACTIVITY 1

**Aim: To prepare Ss for the listening text.**

- Ask Ss the questions: *Who's Janet? What's the name of her school?*
- Have Ss look at the key words before they answer the questions (e.g. *Janet, student, Palmer School, America*).
- Then have Ss work in pairs and guess the answers to the two questions. Encourage them to speak English and feel free to make guesses.
- Play the recording. Let Ss listen once and check their guesses.

### ACTIVITY 2

**Aim: To help develop Ss' skill of listening for specific information.**

- Have Ss look at the sentences. Tell them how to do it. Give them some strategies to do the exercise. (e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, and deciding on the correct option).



- Play the recording twice and allow Ss to choose the correct answers as they listen. Ss can share their answers before listening to the recording a final time to check.

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

**Audio script:**

Hi. My name's Janet. I'm eleven years old. I'm now in year 6 at Palmer School. I like it here. My classmates are friendly. The teachers at my school are nice and very helpful, and my favourite teacher is Mrs. Smith. She teaches us maths. I have two hours to study Vietnamese every week. I usually do my homework in the library. We wear our uniforms every day, but today we aren't. We're going to have a biology lesson on a farm.

## Writing

### ACTIVITY 3

**Aim: To help Ss prepare ideas for their writing in 4.**

- Let Ss work individually. Guide them to write the answers to these questions in full sentences. Tell them that their sentences must be grammatically and logically correct with the right choice of words and correct punctuation.
- Allow Ss to refer back to the reading for useful language.

### ACTIVITY 4

**Aim: To help Ss practise writing a paragraph about their school.**

- Tell Ss to write a paragraph about their school, covering as many ideas as possible to answer the questions in 3. Tell Ss that they can add their own ideas. Ask them to pay attention to punctuation, structures, word choice, linking words, etc.
- Ask one or two Ss to write their paragraph on the board. Other Ss and T comment on the writing. Then T collects some Ss' paragraphs to correct at home.

**Sample paragraph:**

My school is Giang Son School. It is in the centre of my village. It has 12 classes with over 500 students. We study many subjects: maths, history, science, and of course, English. We often play games during break time. My teachers are friendly, and my friends are helpful. I like my school.

## **LOOKING BACK**

This is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help you and your Ss see how far they have progressed, and which areas need further practice.

The answers to the questions in **Looking Back** match the *Now I can...* self-assessment statements at the end. Ss should check how well they did at each question and use that information when filling in the self-assessment.

## Vocabulary

### ACTIVITY 1

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

Have Ss do this activity individually then compare their answers with their partners. Tell Ss to write the words in their notebooks. Ask some Ss to write the answers on the board. Check and correct the mistakes. Have Ss say the words. Check their pronunciation.

**Key:**

- |            |                     |             |
|------------|---------------------|-------------|
| 1. uniform | 2. pencil sharpener | 3. notebook |
| 4. compass | 5. calculator       | 6. ruler    |

### ACTIVITY 2

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

Have Ss do this activity by themselves and write their answers in their notebooks. Call on one or two Ss to write their answers on the board, then check their answers as a class.

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

## Grammar

### ACTIVITIES 3 + 4

**Aim: To help Ss revise the present simple tense.**

For these two exercises, ask Ss to do them individually first. Then they can check their answers with their partners before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Now I can...* statement.

**Key:**

**3**

- |          |          |          |       |            |
|----------|----------|----------|-------|------------|
| 1. comes | 2. don't | 3. walks | 4. do | 5. teaches |
|----------|----------|----------|-------|------------|

**4**

- |       |        |          |          |          |
|-------|--------|----------|----------|----------|
| 1. is | 2. has | 3. walks | 4. study | 5. likes |
|-------|--------|----------|----------|----------|

### ACTIVITY 5

**Aim: To help Ss revise the position of adverbs of frequency in sentences.**

- Ask Ss to read the sentences by themselves carefully, then recall the position of adverbs of frequency in sentences (before the main verb). Have them write down the sentences with the adverbs of frequency in their notebooks.
- Call on some Ss to read the sentences aloud. T checks their answers. Correct their pronunciation.

**Key:**

1. I always remember to do my homework.
2. Nick usually gets good marks in exams.
3. We do not often see a rabbit in town.
4. I rarely read in bed at night.
5. Do you sometimes sing in the shower?

- Ask Ss what they have learnt so far. Have them recall the important elements:
  - Words / phrases and combinations related to school;
  - Sounds /ɑ:/ and /ʌ/;
  - The present simple;
  - Adverbs of frequency.

**PROJECT**

- The section aims at introducing to Ss a new way of learning and practising the language and knowledge they have gained to do a project inside or outside the classroom. This also prepares Ss to learn to work in the teams effectively.
- Ask Ss to collect or draw pictures of different types of school at home and then bring them to class. Show the class some more examples of different types of schools if possible.
- Divide the class into groups of 5 or 6. Have them discuss their dream schools, using the questions given, pictures and their imagination. Each group then presents their dream school in front of the class. They can illustrate it with pictures or posters. T and other Ss ask questions and make comments.
- Ss can complete the project as homework if you are short of time.

**NOW I CAN ...**

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



# Unit **2** MY HOUSE

## Objectives:

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

- use the words for types of house, rooms and furniture;
- pronounce the final sounds /s/ and /z/ correctly;
- use possessive case to describe possession;
- use prepositions of place to describe where people or things are;
- give suggestions;
- read for specific information about rooms and furniture;
- describe houses, rooms and furniture;
- listen for specific information about someone's house;
- write an email to a friend describing a house.

## WARM-UP & INTRODUCTION

### Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Review the previous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 1*. For example, T can organise *Alphabet race* (read page 37 for the steps to play the game) or *Slap the board*.

Lead to the new unit. Write the unit title *My house* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss respond, ask them to open their books to page 16. Draw their attention to the box and introduce what they are going to learn in this unit.



## GETTING STARTED

### A LOOK INSIDE

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
  - To introduce the topic of the unit.
- 
- Set the context for the listening and reading. Introduce Mi and Nick: they are pen friends. Have Ss look at the pictures and answer some questions, e.g. *What are Nick and Mi doing? What might they talk about?* Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong. Ask them to talk a bit about the place where they live.
  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
  - Invite some pairs of Ss to read the dialogue aloud.
  - Ask Ss what exactly Mi and Nick are talking about. Now confirm the correct answer. (*They are talking about their houses. Mi shares that her family is moving to a new flat and she briefly describes her new flat.*)
  - Have Ss say the words in the text that they think are related to the topic *My house*. Quickly write the words on one part of the board. Comment on Ss' answers.

#### ACTIVITY 2

##### Aim: To help Ss understand the text.

First, ask Ss to give the answers without reading the conversation again. Then ask them to read the conversation and check their answers. Have Ss highlight the sentences that have the answers. Invite some Ss to give answers and their evidence. Confirm the correct answers.

##### Key:

1. parents	✓
2. sister	
3. brother	✓
4. aunt	✓
5. cousin	✓

#### ACTIVITY 3

##### Aim: To help Ss further understand the text.

- Ask Ss to work independently to fill each blank with the word from the conversation. T may instruct them how to do the exercise: (1) read the sentence and identify the kind of information to fill the blank, e.g. In sentence 1, we need a noun that shows the relationship between Elena and Nick to fill

the blank; (2) read the conversation and locate the place to find the word to fill the blank, e.g. Line 2 in the conversation contains the word needed to fill the blank in sentence 1. Model with the first sentence.

- Allow Ss to share answers before discussing as a class. Write the correct answers on the board.

**Key:** 1. sister

2. TV

3. town

4. country

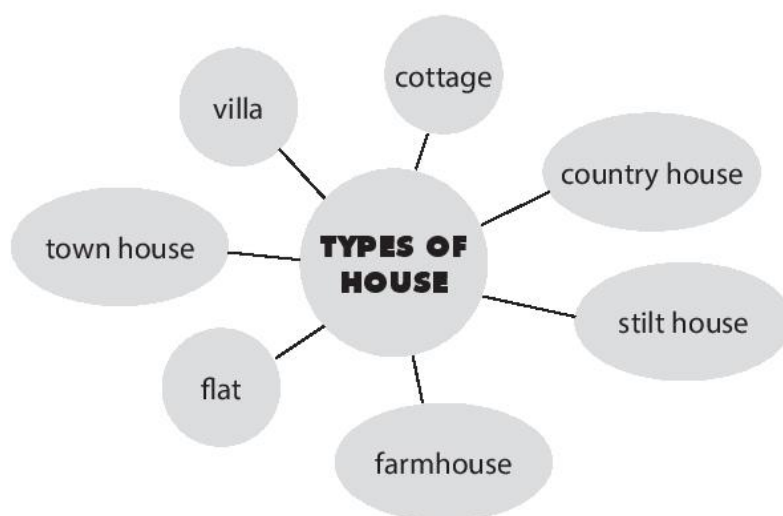
5. three

## ACTIVITY 4

**Aim: To develop Ss' knowledge of the vocabulary about types of house.**

- Ask Ss to work in pairs to complete the word web about types of house. Tell them that they should read the text again to get the words and use the words they know.
- Ask them to draw the word web in their notebooks and do the task in five minutes.
- Have pairs exchange their word webs.
- Invite two pairs with the most number of words to draw their word webs on the board. Other pairs look, comment and add any words they know. Introduce some other types of house if needed.
- This activity can be organised as a competitive game where Ss work in groups to add as many words to the word web as possible. The group with the most answers wins.

**Suggested answer:**



## ACTIVITY 5

**Aim: To help Ss practise asking and answering about where they live.**

- Have Ss work in groups to take turns to ask and answer about where they live. Model with one student to make sure Ss know how to ask and answer. Ask one student in each group to be the secretary and to take notes of other Ss' answers so that by the end of the activity the group secretary will report the findings to the class. Give examples of how to report the finding (e.g. *In my group, Lan and Nam live in flats. Ngoc lives in a country house, etc.*).



- Move around to observe and offer help when needed.
- Invite some Ss to ask and answer in front of the whole class. Ask the group secretaries to report their findings.

## WRAP-UP

Ask one or two Ss to tell the class what they have learnt. Ask Ss to say aloud some words they remember from the lesson. If there is a projector in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the possessive case, prepositions of place and the words with the final sounds /s/ and /z/ and tells Ss that they will learn these language points in the following lessons.

## A CLOSER LOOK 1

### Vocabulary

#### Rooms and furniture

#### ACTIVITY 1

**Aim: To revise / teach the names of the rooms in the house.**

- Ask Ss to say the names of the rooms in a house they know.
- Have Ss quickly look at the rooms and name them. T can explain the meaning of *hall* (hall = a space or passage inside the entrance or front door of a building / house). Check the answers.

**Key:** b. living room      c. bedroom      d. bathroom      e. kitchen

#### ACTIVITY 2

**Aim: To revise / teach the names of furniture pieces.**

- Ask Ss to work in pairs to do this activity.
- Write the names of the rooms on the board in different places. Call on Ss from different pairs to go to the board and write the names of the furniture under these rooms. Remind Ss that one piece of furniture can belong to more than one room.
- Ask other Ss to comment. Ask Ss if they can add more things to each room.

**Key:**

**Bedroom:** lamp, chest of drawers, picture

**Living room:** lamp, picture, sofa

**Hall:** picture

**Kitchen:** cupboard, dishwasher, sink, fridge

**Bathroom:** toilet, shower, sink

- This activity can also be organised as a competitive game. The first pair to finish the activity wins and goes to the board to write their answers.

### ACTIVITY 3

**Aim: To help Ss practise asking and answering about the furniture in a room.**

Model this activity with a student. Ask Ss to work in pairs. One student thinks of a room in his / her house; the other asks questions to guess the room. Call on some pairs to practise in front of the class. Comment on their performance.

### Pronunciation

**Final sounds: /s/ and /z/**

### ACTIVITY 4

**Aims:**

- To help Ss identify how to pronounce the final sounds /s/ and /z/;
- To help Ss practise pronouncing these sounds in words.
- Have some Ss read out the words first. Then play the recording for them to listen and repeat the words. Play the recording as many times as necessary.
- Have Ss comment on the way to pronounce s at the end of the words. Quickly explain the rules.

/s/	/z/
Final s is pronounced /s/ after voiceless sounds (/t/, /p/, /k/, /f/, /θ/).	Final s is pronounced /z/ after voiced sounds (/b/, /d/, /g/, /n/, /m/, /l/, etc.) and any vowel sounds.
E.g. cats, lamps, books, months	E.g. beds, dogs, cans, rooms, videos, cookers, bees

**Audio script:**

lamps   sinks   flats   toilets   cupboards   sofas   kitchens   rooms

### ACTIVITY 5

**Aim: To help Ss pronounce the final sounds /s/ and /z/ correctly in context.**

- Have Ss quickly read the conversation and underline the final s in the words. Now play the recording for Ss to listen to the conversation and write /s/ or /z/ under each s that they have underlined.
- Tell them to put the words with the final s in the correct column according to the sound of s. Have them work in pairs to compare their answers. Check Ss' answers. Ask them to explain their answers.

**Key:** /s/: chopsticks, lamps

/z/: bowls, things, homes

- Play the recording again for Ss to repeat each line of the conversation. Ask Ss to work in pairs to practise the conversation. Call on some pairs to practise the conversation. Comment on their pronunciation of the final s.

**Audio script:**

Mi: Mum, are you home?

Mum: Yes, honey. I'm in the kitchen. I've bought these new bowls and chopsticks.

Mi: They're beautiful, Mum. Where did you buy them?

Mum: In the department store near our house. They have a lot of things for homes.

Mi: Don't forget we need two lamps for my bedroom, Mum.

Mum: Let's go there this weekend.

**WRAP-UP**

Ask Ss to summarise what they have learnt in the lesson.

**A CLOSER LOOK 2****Grammar****Possessive case**

- Have Ss look at the **Remember!** box about the possessive case. Explain to them that there are a few different ways to show possession, and this unit just focuses on one. Ask Ss to read the **Remember!** box. Tell them that we only need to put 's (an apostrophe and an s) after a proper name or a singular noun to show possession.
- Take a pen from a student in the class, say e.g. "This is Nam's pen." and write the sentence on the board so that Ss can easily understand. Call on one or two Ss to take one or two things from other Ss and make similar sentences. Then give a student your book and ask him / her how to say a sentence to show possession. If he / she makes a mistake, say out loud "This is my teacher's book". Give another student your ruler for him / her to make another sentence. Write the sentence on the board.
- Write the form of the possessive case on the board: **name's + noun = Nam's pen / singular noun's + noun = teacher's book**

**ACTIVITY 1**

**Aim: To help Ss identify the correct form of possessive case.**

Ask Ss to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers.

**Key:** 1. grandmother's    2. sister's    3. cousin's    4. Nam's    5. An's

**ACTIVITY 2**

**Aim: To help Ss practise forming the correct form of possessive case.**

Have Ss do this exercise individually. Call on two Ss to write their answers on the board. Draw all Ss' attention to the board and check the answers together. Confirm the correct answers.

**Key:** 1. Mi's    2. teacher's    3. Nick's    4. father's    5. brother's



## Prepositions of place

### ACTIVITY 3

**Aim: To help Ss identify different prepositions of place and use them correctly to describe where people or things are.**

- Ask Ss what prepositions of place they know. Encourage Ss to say as many as possible.
- Have them look at the **Remember!** box to see if the prepositions they have mentioned are the same.
- Ask Ss to look at **3** and explain what they have to do. Have Ss do this exercise in pairs. Ask for Ss' answers. Confirm the correct answers.
- Have Ss work in pairs to say sentences describing the pictures. Move around to offer help if needed. Call on some Ss to say their sentences. If there is time, ask some Ss to write their sentences on the board.

#### ***Suggested answers:***

- |                |            |          |
|----------------|------------|----------|
| 2. next to     | 3. behind  | 4. in    |
| 5. in front of | 6. between | 7. under |

- 2. The dog is next to the armchair.
- 3. The cat is behind the TV.
- 4. The cat is in the wardrobe.
- 5. The dog is in front of the doghouse.
- 6. The cat is between the lamp and the armchair.
- 7. The cat is under the table.

### ACTIVITY 4

**Aim: To give Ss further practice in using prepositions of place.**

- Have Ss look at the picture of the room and ask them to describe the room briefly. Ask them to read each sentence, look at the picture and decide if each sentence is true or false. If it is false, ask them to correct it.
- Have Ss do this exercise individually before they share their answers with a partner. Ask some Ss to read out their answers. Confirm the correct ones.

#### ***Key:***

- 1. T
- 2. F (The school bag is under the table.)
- 3. F (The clock is between the two pictures.)
- 4. T
- 5. F (The cap is on the pillow.)

## ACTIVITY 5

**Aim: To help Ss practise asking and answering about the position of things.**

- Have Ss work in pairs to play the game *Memory challenge*. Ss look at the picture in **4** for 30 seconds and then cover it. They ask and answer questions about the position of the things in the picture. Invite some pairs to perform in front of the class.
- This activity can be organised as a competitive game. The class is divided into teams A and B. Have the teams look at the picture for 30 seconds. Ask Ss to close their books. Ask Ss from each team to answer some questions about the position of the things in the picture. Record their points on the board and announce the winning team.

## WRAP-UP

Summarise the main points of the lesson. Take a book from a student and ask another student to make a sentence with the possessive case. Put a pencil on a book and ask a student to make a sentence or ask Ss to make sentences to describe the position of the things in the classroom.



## COMMUNICATION

### Everyday English

#### Giving suggestions

Tell Ss that they are going to learn how to give suggestions. Ask Ss to explain or demonstrate how to give suggestions.

## ACTIVITIES 1 + 2

### Aims:

- **To introduce two ways of giving suggestions in English;**
- **To help Ss practise giving suggestions.**

**1** Play the recording for Ss to listen and read the dialogue between Elena and her mum at the same time. Ask Ss to pay attention to the highlighted sentences. Elicit the structures of giving suggestions from Ss (*How about + V-ing?*, *Let's + V*). Have Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class.

#### Audio script:

*Elena:* My bedroom isn't nice.

*Mum:* How about putting a picture on the wall?

*Elena:* Great idea, Mum.

*Mum:* Let's go to the department store to buy one.

**2** Ask Ss to work in pairs to make similar dialogues, using the structures of giving suggestions. If necessary, give Ss some situations to make it easier. Some situations can be: giving suggestions to buy some furniture for their homes, to do something together or to buy some new school things. Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.

## Living places

### ACTIVITY 3

#### Aims:

- To give Ss a sample of a house description;
- To help Ss practise using some grammar points and vocabulary related to the topic.

Have Ss look at the picture and try describing the house. Encourage Ss to say full sentences. Then ask Ss to work in pairs to complete the given sentences. Move around to observe and provide help. Invite Ss to share their answers. Confirm the correct answers.

**Key:** 1. country

2. are

3. is

4. chairs

5. on

### ACTIVITY 4

**Aim:** To help Ss practise asking and answering questions about the differences between two houses.

- This is a communicative activity called an information gap activity. Have Ss work in pairs to find the differences between the two houses.
- Before Ss do this activity, model the way to do this with a student. The conversation could be:  
*T (look at Nick's house): Nick lives in a country house. Where does Mi live?*  
*Student (look at Mi's house): She lives in a town house.*  
*T: How many rooms are there in Mi's house?*  
*Student: There are six rooms. What about in Nick's house? How many rooms are there? etc.*
- Ask Ss in each pair not to look at each other's picture and make similar conversations. Ss should note down the differences between the two houses. After a few minutes, the pair which has the most differences wins. Ask some pairs to act out the conversation. Other pairs listen and add more differences if there are any.

### ACTIVITY 5

**Aim:** To help Ss practise describing their house.

- This is a personal sharing task. In this activity Ss are encouraged to share their own experiences.
- Give Ss 5 – 7 minutes to draw a simple picture of their house. Ss then work in pairs to tell each other about their house. If time allows, T can ask them to note down the differences between their houses. Call on some Ss to describe their friend's house to the class.
- Ss may also present the differences between their house and their friend's. Other Ss and T listen and give comments.

### WRAP-UP

Have Ss say what they have learnt in the lesson.





## SKILLS 1

### Reading

#### ACTIVITY 1

##### Aims:

- To get Ss acquainted with the reading skill: Predicting;
- To help Ss activate their knowledge of the topic.

- Ask Ss to read the *Reading skill* box. Explain any words that Ss do not know. Tell them that predicting is an important reading skill that can help them gain a general understanding of the text.
- Tell them to quickly look at the text, the pictures and answer the questions. Ask for Ss' answers. Confirm the correct answer to Questions 1 and 2.

##### Key:

1. It's an email.
2. The text is about Nick's room at the Crazy House Hotel.

#### ACTIVITY 2

**Aim: To help Ss develop the skill of reading for specific information (scanning).**

- Have Ss read the text in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions). Tell them to underline parts of the email that help them with the answers. Set a strict time limit to ensure Ss read the text quickly.
- Tell them to compare their answers in pairs before they give the answers to T. Ask them to show evidence to support their answers.

##### Key:

1. He's in Da Lat with his parents.
2. There are ten rooms.
3. Because there's a big tiger on the wall.
4. It's under the bed.

#### ACTIVITY 3

**Aim: To help Ss further develop the skill of reading for specific information (scanning).**

- Ask Ss to read through the words given and then locate them in the text. If they find a similar word in the text, they should circle it in the list. Have Ss compare their answers. Check and confirm the correct answers.

**Key:**

a window

a wardrobe

a cooker

a cupboard

a shelf

a lamp

a desk

a tiger

- Ask Ss what to include when they want to describe a room in the hotel. Here are some things:
  - Name of the room
  - Reason for the name
  - Position of things in the room
- Write these points on the board to prepare for the next activities.

## Speaking

### ACTIVITY 4

**Aim: To help Ss prepare ideas for the next activity.**

Tell each student to create a new room for the hotel and draw a plan for the room. Set a time limit for Ss to do it. Ask Ss to give the room a name and bear in mind the things in the room and their position. Have them quickly note down these ideas.

### ACTIVITY 5

**Aim: To provide an opportunity for Ss to practise describing the hotel room they have designed.**

- Have Ss work in pairs and show the plan to their partner. Ask Ss to take turns to describe their rooms. Remind them to focus on the three points on the board. Move around to observe and offer help.
- Call on some Ss to show their plan to the whole class and describe it. T and other Ss listen and vote for the best plan.

## WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two skills. If there is time, T can instruct them to draw a mindmap to summarise the main points of the lesson.



## SKILLS 2

## Listening

Before starting this lesson, ask Ss about the content of the previous lesson. T may ask Ss to describe Nick's room in the hotel again.

### ACTIVITY 1

**Aim: To prepare Ss for the listening text.**

- Ask Ss to look at the pieces of furniture and name them. Call on some Ss to read the words out loud. Ask some Ss to write the words on the board.

- Have Ss guess if these things are mentioned in the listening text. If they say yes for a thing, put a tick next to the word. Play the recording once for Ss to check their guesses.

**Key:**

- |              |           |         |
|--------------|-----------|---------|
| 1. bookshelf | 2. sofa   | 3. desk |
| 4. clock     | 5. window |         |

Things mentioned in the listening text: bookshelf, desk, clock, window.

## ACTIVITY 2

**Aim: To help Ss develop the skill of listening for specific information.**

- Have Ss look at the sentences in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false).
- Play the recording twice for Ss to do exercise **2**. For stronger classes, ask Ss to take notes of the information to explain why a sentence is false.
- Have Ss share their answers in pairs. Invite some pairs to give their answers and confirm the correct ones. Play the recording again if needed, stopping at the place where Ss find it difficult to understand. For stronger classes, ask Ss to correct the false sentences.

**Key:**

1. F (There are three people.)
2. F (There are six rooms.)
3. T
4. T
5. F (She reads books.)

**Audio script:**

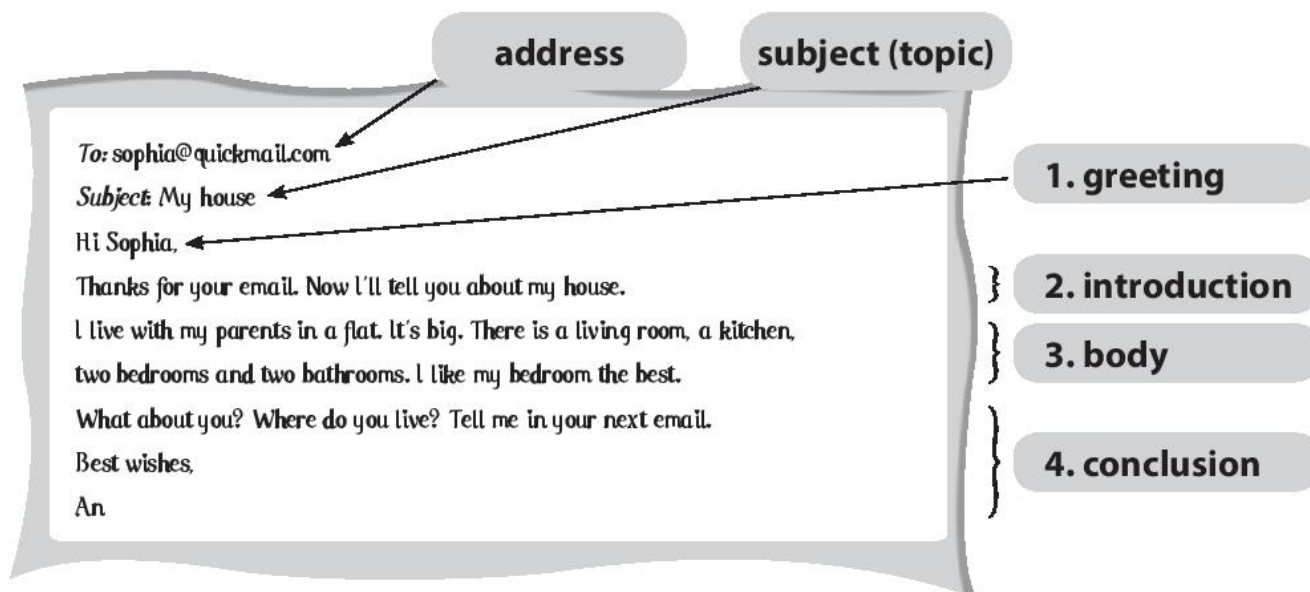
My name's Mai. I live in a town house in Ha Noi. I live with my parents. There are six rooms in our house: a living room, a kitchen, two bedrooms, and two bathrooms. I love our living room the best because it's bright. It's next to the kitchen. I have my own bedroom. It's small but beautiful. There's a bed, a desk, a chair, and a bookshelf. It also has a big window and a clock on the wall. I often read books in my bedroom.

- Invite one or two Ss to briefly describe Mai's house, focusing on the type of house, the number of rooms and her favourite room.

## Writing

Ss are asked to write an email to tell Mira, a pen friend, about their house. Show this sample email on the slide / on the board or give each student a handout with this sample. Ask them several questions (e.g. *How many parts are there in an email to your friend? What are they? What should you include when writing each part?*).





T can use the information in this box when explaining how to write an email to Ss.

#### How to write an email to a friend

1. In the subject line, write briefly what the email is about.
2. Begin the email with a greeting (*Dear / Hi / Hello*).
3. The introduction is the first paragraph. Ask about his / her health, thank him / her for the previous email or write the reasons for the email, etc.
4. In the body, write about the subject(s) of the email. Write each subject in a new paragraph.
5. The conclusion is the last paragraph. Say goodbye, ask your friend to write back, etc.

### ACTIVITY 3

**Aim: To help Ss brainstorm ideas for their email.**

- Tell Ss that now they are going to focus on the body of the email only. Tell them that answering the guiding questions is one way to help them brainstorm as well as organise ideas for their writing. Have Ss answer the questions individually, encouraging them to write the answers in full sentences. Move around to offer help.
- Invite some Ss to share their answers to the class. Comment on their answers.

### ACTIVITY 4

**Aim: To help Ss practise writing an email to their friend telling about their house.**

Ask Ss to write the body of their email individually. Ask one or two Ss to write their email on the board. Other Ss and T comment on the emails on the board. Then T collects some emails to correct at home. Otherwise, ask Ss to revise their emails at home based on the comments given and submit them to T at the next lesson.



## LOOKING BACK

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

### Vocabulary

#### ACTIVITY 1

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

- Have Ss do this activity individually then compare their answers with their partners. Ask for Ss' answers or ask one student to write his / her answer on the board. Confirm the correct answers.

**Key:**

Types of house	Rooms	Furniture
flat	kitchen	sink
town house	bedroom	fridge
country house	bathroom	dishwasher
	living room	cupboard
		chest of drawers

- Ask Ss to work in groups to add more words to each group. The group that adds the most words to the list wins.

**Some suggested words:**

- Types of house: cottage, farmhouse, bungalow, stilt house
- Rooms: dining room, guest room, utility room
- Furniture: microwave, air conditioner, stool, armchair

This activity can be done as a competition. Draw the table on the board. Ask Ss to work in groups. The group which finishes the activity first will go to the board and write their answers. If all the answers are correct, that group wins.

### Grammar

#### ACTIVITY 2

**Aim: To help Ss revise the possessive case.**

- Have Ss say how to form the possessive form with proper names and singular nouns.
- Ask Ss to do the exercise individually and then exchange their answers with a classmate. Call on some Ss to write their answers on the board. Other Ss give comments. Confirm the correct answers.

**Key:** 1. teacher's    2. brother's    3. Elena's    4. grandfather's    5. Vy's

### ACTIVITY 3

**Aim: To help Ss revise the prepositions of place.**

- Ask Ss to say the prepositions of place they have learnt.
- Have Ss look at the pictures and do this exercise individually. Ask some Ss to write the sentences on the board. Check Ss' answers.

**Key:**

1. The cat is on the table.
2. The dog is in front of the doghouse.
3. The cat is between the bookshelf and the sofa.
4. The cat is behind the computer.
5. The girl is on the sofa.
6. The boy is next to the sofa.

### ACTIVITY 4

**Aim: To help Ss revise describing their favourite room using the prepositions of place.**

- Ask one student what room in the house is his / her favourite. Encourage him / her to say one or two sentences about it.
- Have Ss write three sentences to describe their favourite room. Remind Ss to use prepositions of place. Ss share their sentences with their partners. Some Ss are asked to write their sentences on the board. T and other Ss give feedback.



## PROJECT

### ACTIVITY 1

Ss work in groups. One student in each group asks other group members Question 1 and fill the information in the following table.

	House A	House B	House C
Name			
Reasons			

This student then summarises their group members' answers and reports the results to the whole class.

### ACTIVITY 2

Have Ss work in groups to draw their own strange house. Ask them to practise describing their house in groups before telling the class about their house. The class votes for the best strange house.

If T thinks there will not be enough time in this lesson for the project, assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**Looking Back**), ask Ss to present their strange houses to the class.



## NOW I CAN ...

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

### ALPHABET RACE

1. Put students into small groups.
2. Give each group a handout with a table. In the first column of the table write the letters of the alphabet (T may just include the first ten letters of the alphabet). The second column is left blank.

<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>D</b>	

<b>E</b>	
<b>F</b>	
<b>G</b>	
<b>...</b>	

3. Have Ss write down one word related to the topic *School* for each letter in three minutes. Ss can use the words they learnt in *Unit 1* and other words they know.
4. The team with the most words wins.
5. Alternatively, you can check all the answers and do not count a point if two or more of the words are the same.

# Unit **3** MY FRIENDS

## Objectives:

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

- use the words for body parts, appearance and personality;
- pronounce the sounds /b/ and /p/ correctly;
- use the present continuous to talk about things happening now;
- ask about appearance and personality;
- read for specific information about friends and summer camps;
- talk about friends and summer camps;
- listen for specific information about best friends;
- write a diary entry about best friends.

## WARM-UP & INTRODUCTION

### Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Review the previous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 2*. For example, T can organise a game called *Pass the ball*. Prepare one ball. Pass the ball to one student and he / she has to say one word learnt from *Unit 2*. He / She then passes the ball to another student and this student has to say another word. The game continues until the time is up.

Lead to the new unit. Write the unit title *My friends* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss give the answers, ask them to open their books to page 26. Draw their attention to the box and introduce what they are going to learn in this unit.



## GETTING STARTED

### A SURPRISE GUEST

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
  - To introduce the topic of the unit.
- 
- Set the context for the listening and reading. Ask Ss questions about the picture, e.g. *What is Phong doing? What are they eating and drinking?*
  - T can also ask Ss to share any recent experiences of going on a picnic. Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
  - Invite some pairs of Ss to read the dialogue aloud.
  - Have Ss say the words in the text that they think are related to the topic *My friends*. Quickly write the words on one part of the board. Comment on Ss' answers.

#### ACTIVITY 2

##### Aim: To help Ss deeply understand the text.

- Ask Ss to read the conversation again and do this activity independently. Ask them how to do the activity. Remind them of the ways to do the activity if needed (e.g. (1) read the sentence and identify the kind of information to fill the blank; (2) read the conversation and locate the place to find the word(s) to fill the blank).
- Allow them to share answers before discussing as a class. Confirm and write the correct answers on the board.

##### Key:

- |                             |                       |              |
|-----------------------------|-----------------------|--------------|
| 1. picnic                   | 2. favourite magazine | 3. Mai; Chau |
| 4. glasses; long black hair | 5. are going to       |              |

#### ACTIVITY 3

##### Aim: To revise and provide Ss with some vocabulary related to parts of the body.

- Ss may already know some appearance vocabulary, so first ask them to label the body parts they know, using the words given. Have Ss compare their answers with a classmate.
- If possible, show the picture on the slide / on the board and have Ss point at each body part and say its name. Check Ss' answers and confirm the correct ones.
- If there are any body parts Ss do not know, quickly point to them and teach these.
- Have Ss work in groups and brainstorm all other words for body parts. T can ask them to write the words down on small boards or pieces of paper. Then set a time limit for groups to write the words. Finally, invite the group with the most words to share their words. Other teams add any different words.



**Key:**

- |         |         |             |          |          |
|---------|---------|-------------|----------|----------|
| 1. eye  | 2. nose | 3. shoulder | 4. hand  | 5. leg   |
| 6. foot | 7. arm  | 8. mouth    | 9. cheek | 10. hair |

Some more words are: head, lip, tooth, stomach, ear, etc.

## ACTIVITY 4

**Aim: To revise and provide Ss with some vocabulary to describe parts of the body.**

Explain that some words go together, e.g. *long + hair*, but some don't, e.g. *long + eye*. Have Ss work in groups and complete the word webs in a few minutes. Check and confirm the correct answers.

**Suggested answers:**

- long / short: legs, arms, hair, etc.
- big / small: head, hands, ears, feet, eyes, nose, etc.
- hair: black, straight, fair, curly, wavy, long / short, etc.

## ACTIVITY 5

**Aim: To help Ss practise using words for body parts and appearance through a guessing game.**

- Explain the rules of the game: Ss work in groups. They take turns to describe a classmate for other group members to guess.
- Move around to observe and offer help.
- Invite one or two Ss to describe a classmate in front of the class. Other Ss guess.

## WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.



## A CLOSER LOOK 1

### Vocabulary

#### Personality adjectives

### ACTIVITY 1

**Aims:**

- To teach Ss some personality adjectives;
- To give Ss practice with these adjectives.

Ask Ss to look at the pictures and briefly describe them. T can ask: *What can you see in the picture?* Have Ss look at the personality adjectives given. Check if they understand the meaning of each word. Instruct them to pronounce the words and define each word if necessary. Ask them to do the matching individually and then compare their answers in pairs. Check and confirm the correct answers.

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

## ACTIVITY 2

### Aims:

- To teach Ss some other personality adjectives;
  - To give Ss practice with these adjectives.
- 
- Have Ss look at the pictures and briefly describe what they see. Ask Ss to read the adjectives in the box. Help explain the meaning of each adjective if necessary. Then ask Ss to read each sentence. Tell them to pay attention to the highlighted parts. Based on these parts Ss can find the correct adjectives to fill the blank in each sentence. Tell Ss they will only need five of the six adjectives to complete this activity.
  - Ask them to do the exercise individually and then compare their answers in pairs. Check and confirm the correct answers.

**Key:** 1. creative    2. kind    3. friendly    4. careful    5. clever

## ACTIVITY 3

**Aim:** To provide Ss with freer practice with personality adjectives.

- Ask Ss to shout out all of the personality adjectives they know. Quickly write them on the board.
- Have Ss work in groups and play the game. Ask Ss to draw a flower with the number of petals equal to the number of their group members. T may model how to do the game first. Ask them to discuss and write two adjectives to describe each group member in one petal and then share their ideas with other groups. Move around to observe and provide help if needed. Invite some Ss to report the adjectives their group members have used and which adjective(s) is / are used the most.

## Pronunciation

/b/ and /p/

## ACTIVITY 4

### Aims:

- To help Ss identify how to pronounce the sounds /b/ and /p/;
- To help Ss practise pronouncing these sounds correctly in words.

Have Ss practise reading the word pairs first. Then ask them to listen to the recording and circle the word they hear in each pair. Play the recording again for them to repeat the words.

**Key + Audio script:** 1. pig    2. pear    3. buy    4. rope

## ACTIVITY 5

**Aim: To help Ss pronounce the sounds /b/ and /p/ in context.**

- Have Ss look at the chant. Make sure they understand the meaning of the chant.
- Ask Ss to listen while T plays the recording. Clap or use an instrument like a tambourine to help Ss notice the rhyme. Play the recording again and ask Ss to chant along. Tell them to pay attention to the words that have the sounds /b/ and /p/ and the rhyme. Provide further practice by dividing the class into two groups. Have groups sing alternate lines.

### **Audio script:**

We're having a picnic  
We're having a picnic  
Fun! Fun! Fun!  
We're bringing some biscuits  
We're bringing some biscuits  
Yum! Yum! Yum!  
We're playing together  
We're playing together  
Hurrah! Hurrah! Hurrah!

## WRAP-UP

Have Ss summarise what they have learnt in this lesson.

## A CLOSER LOOK 2

### Grammar

#### The present continuous

- Cut and paste the following lines from the conversation in **GETTING STARTED** on the slide / on the board. Show them to Ss.

*Nam:* Thanks. What are you reading, Phong?

*Phong:* *4 Teen*. It's my favourite magazine!

*Mai:* Oh, sorry, we can't. We're going to the bookshop.

- Highlight / Underline the present continuous structures in these lines. Ask Ss to look at the usage and examples of the present continuous tense in the **Remember!** box. Explain to Ss that this tense is used to describe actions that are happening now.
- Ask Ss to say the form of the tense after they have read the examples. Now write the form of the present continuous on the board. Remember to introduce both the full form and short form of the auxiliary verb "be" (i.e. *He is / He's*).
- Then draw Ss' attention to the **Remember!** box again that shows the time signals.
- Have them give some examples with the tense.



This table shows the form of the present continuous. T can prepare a handout for Ss or ask them to quickly write the form in their notebooks.

### Positive

I am  
You / We / They are } + V-ing (studying)  
He / She / It is }

### Negative

I am  
You / We / They are } + not V-ing  
He / She / It is } (not studying)

### Questions and answers

Am I  
Are you / we / they } + V-ing (studying)?  
Is he / she / it }  
Yes, I am.  
No, I am not.  
Yes, you / we / they are.  
No, you / we / they aren't.  
Yes, he / she / it is.  
No, he / she / it isn't.

## ACTIVITY 1

**Aim: To help Ss practise with the correct form of the present continuous.**

Ask Ss to read the sentences and write the correct answers individually. Remind them to pay attention to the subject of each sentence. Call on some Ss to read aloud their answers. Check and confirm the correct ones.

### Key:

- |               |                     |                 |
|---------------|---------------------|-----------------|
| 1. is reading | 2. are playing      | 3. isn't making |
| 4. am going   | 5. Are they talking |                 |

## ACTIVITY 2

**Aim: To help Ss practise using the correct form of the present continuous based on context.**

Ask Ss to look at the pictures and briefly describe what the person is / people are doing. Ask them to write sentences, using positive or negative present continuous verbs. Have Ss compare their answers. Invite some Ss to write their answers on the board. If time allows, have Ss add another sentence to tell what the person is / people are actually doing if the sentence is a negative present continuous. (E.g. 1. *Nam and Ba are not eating ice cream. They are talking.*) Check and confirm the correct answers.

### Key:

1. Nam and Ba are not / aren't eating ice cream.
2. Lan and Trang are taking photos.
3. Ha is / Ha's writing a letter.
4. Duong and Hung are not / aren't playing badminton.
5. Phong is not / isn't drawing a picture.

### ACTIVITY 3

**Aim: To help Ss practise asking and answering questions using the present continuous.**

Have Ss read the example carefully. Check if they understand how to do the exercise. Ask them to do this exercise in pairs. One asks and the other answers. Remind them to write their questions and answers in their notebooks. For stronger classes, ask them to add one more sentence to explain what the person / people in each picture is / are doing if the answer is No. Move around to observe and offer help if necessary. Invite some pairs to practise their conversations. Check and confirm the correct answers.

**Key:**

1. Is your friend swimming? – Yes, he is.
2. Are they listening to music? – No, they aren't. (They're / They are having a picnic.)
3. Is Mi playing the piano? – No, she isn't. (She's / She is doing karate.)
4. Are they learning English? – Yes, they are.
5. Are your friends cycling to school? – No, they aren't. (They're / They are walking to school.)

### ACTIVITY 4

**Aim: To help Ss identify the differences between the present simple and the present continuous.**

Have Ss read the **Remember!** box in the book. Ask Ss to give the form and usage of the present simple. Ask them about the signals used with the present simple (*every day, every afternoon, always, usually, etc.*) and the present continuous (*now, at the moment, at present, etc.*). Ask Ss to do this exercise individually and then compare their answers with a classmate. Invite some Ss to write their answers on the board. Confirm the correct answers.

**Key:**

- |                                    |  |                          |
|------------------------------------|--|--------------------------|
| 1. does not / doesn't walk; cycles | 2. is he playing                         | 3. Do your friends study |
| 4. am / 'm writing                 | 5. is not / isn't doing; is / 's reading |                          |

### ACTIVITY 5

**Aim: To help Ss practise using the present continuous.**

Have Ss play the game in groups. Move around to observe and provide help if needed. Make sure Ss use English when they play the game. This can be organised as a competitive game. The class is divided into two big groups. One student mimes and other groups take turns to guess. The group with a correct answer gets one point. The group with the most points wins. Continue the game until the time is up.

### WRAP-UP

- Summarise the main points of the lesson.
- Ask Ss to give sentences about themselves, using the present continuous.



## COMMUNICATION

### Everyday English

#### Asking about appearance and personality

Tell Ss that they are going to learn how to ask about appearance and personality.

#### ACTIVITIES 1 + 2

##### Aims:

- To introduce how to ask about appearance and personality;
- To help Ss practise asking about appearance and personality.

1 Play the recording for Ss to listen and read the dialogue between Linda and Mi at the same time. Ask Ss to pay attention to the highlighted questions. Elicit the structure to ask about appearance (*What does your best friend look like?*) and the structure to ask about personality (*What's she like?*) as well as the language used to answer these two questions. Have Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class.

##### Audio script:

Linda: What does your best friend look like?

Mi: She's short with long black hair. She has bright brown eyes.

Linda: What's she like?

Mi: She's very kind and creative.

2 Ask Ss to work in pairs to make similar dialogues about their best friend, using the questions learnt. Move around to observe and provide help if needed. Call on some pairs to practise in front of the class.

### Date of birth and personality

#### ACTIVITY 3

**Aim:** To provide Ss with some input and set the scene for other activities.

- Introduce the two friends Vinh and John to Ss. Ask them to read about the students and discuss with their classmates to choose one or two adjectives to describe them. Tell them to underline the words that help them decide which adjectives to use for each friend.
- If there is not much time, ask Ss to work in groups. Each group reads about one friend only. Have Ss give their answers and give the reasons for their answers. Write their answers on the board to prepare for 4.

##### Suggested answers:

- Vinh: clever, hard-working
- John: creative, kind



## ACTIVITY 4

**Aim: To introduce the concept of star sign to Ss.**

Tell Ss that each person has a star sign, depending on his / her birthday, and the star sign may decide a person's personality. Ask Ss to read the descriptions and check if they match the friends in **3**. Ss can refer to the answers to activity **3** that have been written on the board. All of the adjectives have been introduced to Ss in **Vocabulary, A closer look 1**. It can be seen that the descriptions match the friends in **3**.

## ACTIVITY 5

**Aim: To help Ss compare themselves with the descriptions in the previous activity.**

Ss work individually and read the descriptions in **4**. They write down their ideas to complete the three sentences in the book. Ss work in groups to share their answers. Invite some Ss to share their opinion with the class.

## WRAP-UP

Have Ss tell you what they have learnt (how to ask about appearance and personality).



## SKILLS 1

### Reading

#### ACTIVITY 1

**Aim: To activate Ss' knowledge of the topic in the reading text.**

Have Ss read the advertisement about the Superb Summer Camp and discuss the two questions in pairs. T may have to explain some words / phrases before having Ss do this activity (e.g. *hands-on*: obtained by doing something, not by reading or by watching other people doing it; *leadership*: the position of being a leader; *field trip*: a visit made by students to study something away from their school, etc.). Invite some Ss to give their answers.

#### ***Suggested answers:***

1. It's for kids between 10 and 15 years old.
2. They play sports and games, draw pictures, play music, learn life skills, go on field trips, etc.

#### ACTIVITY 2

**Aim: To develop Ss' skill of reading for specific information.**

Read the sentences (1 - 5) together with Ss. Ask Ss how to do the exercise. Instruct them to do the exercise again if needed (e.g. reading the sentences, underlining the key words, locating the key words in the text, deciding whether the sentences are true or false). Set a time limit for them to read the text and

answer true or false. Ss need to correct the false statements. Again ask Ss to note where they found the information that helped them complete the activity. Have Ss work in pairs and compare their answers before having them discuss as a class. Ask Ss to support their answers with information from the text.

**Key:**

- |                                   |                      |
|-----------------------------------|----------------------|
| 1. F (They speak English only.)   | 2. F (He has three.) |
| 3. F (Jimmy likes taking photos.) | 4. T                 |
| 5. T                              |                      |

## Speaking

### ACTIVITY 3

**Aim: To help Ss explain how the Superb Summer Camp is suitable for certain students.**

- Have Ss look at the advertisement for the Superb Summer Camp again and underline the requirements for the students if they want to join the camp (e.g. *between 10 and 15 years old; all in English*, etc.) and the types of activity students can do at the camp.
- Ask Ss to read the information about the three students Mi, An and Vy. Instruct Ss to underline the features of each student and compare these with the information stated in the advertisement. Ask them to work in groups and decide if the Superb Summer Camp is suitable for these students and explain why. Invite Ss from different groups to share their answers.

**Suggested answers:**

1. The camp is suitable for her because it suits her age and she can use English. She can also develop her creativity at the camp.
2. The camp does not seem to suit An. He may be too old for the camp and he can't speak English.
3. The camp suits Vy. It suits her age and it can help her improve her English.

### ACTIVITY 4

**Aim: To help Ss explain how the Superb Summer Camp suits them.**

Have Ss think about themselves and decide if the camp suits them. Encourage them to give reasons for their answers. Ask Ss to work in groups and share their opinions. Move around to observe and provide help if needed. Call on some Ss to share their answers.

### WRAP-UP

Have Ss summarise what they have learnt with the two skills.



## SKILLS 2

### Listening

#### ACTIVITY 1

**Aim: To activate Ss' knowledge of the topic of the listening text.**

- Have Ss look at the pictures and answer the question. Elicit the answers from Ss.

**Key:** **a.** They are talking.      **b.** They are playing football.      **c.** They are walking.

- Lead to the listening part which is about best friends.

#### ACTIVITY 2

**Aim: To develop Ss' skill of listening for specific information.**

- Ask Ss to look at the picture in the book and briefly describe the two girls. Tell Ss that they are going to listen to Mi and Minh talking about their best friends whose names are Lan and Chi. Play the recording for Ss to decide who Lan is and who Chi is.
- Have Ss give the answers and explain the reasons. Play the recording the second time, stopping at different places for Ss to explain their reasons.

**Key:** Lan is the girl wearing a red and white jacket and a red cap. Chi is the girl wearing a white T-shirt and a blue skirt.

#### ACTIVITY 3

**Aim: To develop Ss' skill of listening for specific information.**

- Have Ss read the sentences and fill each blank with a word / number from the recording. Let them do the exercise without listening to the recording. Then ask them to compare their answers with their classmates. Elicit the answers from Ss and write them on the board. Play the recording again for the class to check. Confirm the correct answers.

**Key:**

**1.** 6A      **2.** black; mouth      **3.** friendly      **4.** big      **5.** kind

**Audio script:**

*Mi:* My best friend is Lan. She studies with me in class 6A. She's tall and slim. She has short black hair and a small mouth. She's very active and friendly. She likes playing sports and has many friends. Look, she's playing football over there!

*Minh:* Chi is my best friend. We're in class 6B. She's short with long black hair and a big nose. I like her because she's kind to me. She helps me with my English. She's also hard-working. She always does her homework before class. Look, she's going to the library.

- Ask Ss what they focus on when talking about their best friends (e.g. name, appearance, personality and the reason why they like him / her). Lead to the writing part.



## Writing

### ACTIVITY 4

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

- Tell Ss that they are going to write a diary entry about their best friends. Explain to them that the guiding questions can help them brainstorm and organise ideas for their writing.
- Allow Ss to review the unit for useful language. Elicit interesting expressions and language from Ss and note them on the board.
- Have Ss answer the questions individually in full sentences, using the useful language written on the board.

### ACTIVITY 5

**Aim: To help Ss practise writing a diary entry about their best friends.**

- Ask Ss to write the diary entry individually. Ask one or two Ss to write their entry on the board. Other Ss and T comment on the entries on the board. Then T collects some to correct at home.
- Otherwise, ask Ss to revise their entries at home based on the comments given and submit them at the next lesson.



## LOOKING BACK

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

## Vocabulary

### ACTIVITY 1

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

Have Ss do the exercise individually and then compare their answers. Check and confirm the correct answers.

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

### ACTIVITY 2

**Aim: To help Ss revise the vocabulary items they have learnt in the unit in a meaningful way.**

Have Ss work in pairs to ask and answer the questions. Invite some pairs to ask and answer in front of the class.

## Grammar

### ACTIVITY 3

**Aim: To help Ss revise the present continuous tense.**

Elicit the form and usage of the present continuous. Let Ss do the exercise individually and then compare their answers. Check and confirm the correct answers.

**Key:**

1. are running

2. are talking

3. are not talking / aren't talking

4. are drawing

5. is not teaching / isn't teaching

### ACTIVITY 4

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

Review the differences between the present simple and present continuous. T can ask Ss to tell the differences between the two tenses before explaining. Let Ss do the exercise individually and then compare their answers. Check and confirm the correct answers.

**Key:**

1. are you doing; am writing / 'm writing

2. cycles; don't cycle; walk

3. Is he doing; is reading / 's reading



## PROJECT

- Show the class some examples of yearbooks (there are many examples online). Explain what a yearbook is and why Ss like to make them. Then discuss the appearance and the descriptions of your examples. Discuss how Ss can make their yearbook pages look interesting (use photos, coloured paper, illustrations).
- If T wants Ss to finish the project in class, assign groups in the previous lesson and ask Ss to prepare photos of their groups' members. During this lesson, ask the groups to write about their groups' members (appearance, personality, hobbies, etc.).
- Ss can complete the project as homework if time is limited. Make a display of the yearbook pages in the classroom, or on a notice board, or copy and compile all the pages into a real yearbook for Ss to take home.

### NOW I CAN ...

- Ask Ss to use their results in the exercises in **Looking Back** to guide them as they complete this self-assessment table.
- Identify any difficulties and weak areas and provide further practice.

# REVIEW 1

## Objectives:

By the end of this review, students will have revised the language they have learnt and the skills they have practised in *Units 1 – 3*.

## Introduction

Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.

## LANGUAGE

T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers. Otherwise, T can conduct each activity separately.

## Pronunciation

### Activity 1

**Aim: To help Ss review the pronunciation of the sounds learnt in *Units 1 – 3*: /a:/ and /ʌ/; /s/ and /z/ correctly.**

Elicit the rules of pronouncing final -s if needed. Ss do this exercise individually then share their answers with their partners before telling T the answers. Write the correct answers on the board.

**Key:** 1. C

2. A

3. B

4. A

5. B

### Activity 2

**Aim: To help Ss review the pronunciation of the sounds /b/ and /p/ in words.**

T can organise this as a game. Ss do this in pairs. The pair that finds the most words will go to the board and write their answers. Other pairs may add more words. Write other words on the board.

**Key:**

/b/	/p/
book, bag, bed...	pen, pencil, picture, poster...

## Vocabulary

### Activity 3

**Aim: To help Ss review the word groups used with *play*, *do*, *have* and *study*.**

Have Ss do this individually and then share their answers with their partners. Call on one or two Ss to write their answers on the board. Check and confirm the correct ones.



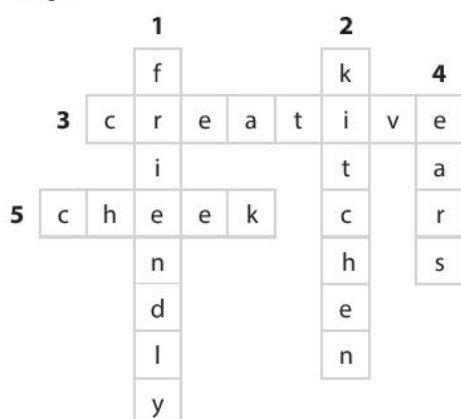
**Key:** 1. English      2. homework      3. lunch  
 4. sports      5. badminton  
 play: sports, badminton      have: lunch  
 do: homework      study: English

#### Activity 4

**Aim:** To help Ss review the personality adjectives, the words related to body parts, rooms and types of house.

This can be done as a competition. Otherwise, ask Ss to do this in pairs. Check Ss' answers.

**Key:**



#### Grammar

##### Activity 5

**Aim:** To help Ss review grammar elements taught in *Units 1 – 3*: prepositions of place, possessive case and present continuous.

Have Ss look at the picture of a classroom and complete the sentences. Have Ss compare their answers with a classmate. Check and confirm the correct answers.

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

##### Activity 6

**Aim:** To help Ss review the use of the present simple and the present continuous.

Elicit form and usage of the present simple and the present continuous. Ask Ss to do the exercise individually before calling one or two Ss to write their answers on the board. Check Ss' answers. Ask them for explanation if necessary.

**Key:** 1. is / 's raining      2. do you have      3. Is she studying  
 4. likes      5. is not / isn't cooking; is / 's reading

## SKILLS

### Reading

#### Activities 1 + 2

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

Ss do these exercises individually, check their answers with their partners before giving the answers. Confirm the correct answers.

**Key:**

- 1.** 1. A      2. C      3. C      4. B      5. B
- 2.** 1. It's in a quiet place not far from the city centre.  
2. They are hard-working and kind.  
3. They are helpful and friendly.  
4. There are five clubs.  
5. Because it's a good school.

### Speaking

#### Activity 3

**Aim: To help Ss practise asking and answering about what they like and dislike about their school and their reasons.**

Have Ss work in groups of three. One interviews the other two about what they like and dislike about their school and their reasons. Tell Ss to write their group members' answers in their notebooks and report them to the class. Summarise Ss' ideas.

### Listening

#### Activity 4

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

Have Ss read the sentences. Play the recording the first time. Ask Ss to listen and complete the sentences. Ask for their answers and write them on the board. Play the recording the second time for Ss to check their answers. Check Ss' answers. Play the recording the last time if necessary, stopping at different places where Ss got the wrong answers.

**Key:** 1. home      2. plants      3. living      4. sleeping      5. TV

**Audio script:**

An: Why is it so quiet, Mi? Are you home alone?

Mi: No. Everybody is here, but they are in different rooms.

An: Where's your mum? Is she cooking in the kitchen?

Mi: No. She's watering the plants in the garden.

An: And where's your dad?

*Mi:* He's in the living room.

*An:* What's he doing?

*Mi:* He's listening to the radio.

*An:* What about your younger brother? Is he with your mum?

*Mi:* No. He's sleeping in my bedroom. My cousin, Vi, is here too.

*An:* What's she doing?

*Mi:* She's watching TV.

## **Writing**

### **Activity 5**

**Aim: To help Ss complete an email of about 50 words about a student's family member.**

Elicit the parts of an email. Ask Ss to discuss and answer the questions in pairs. Then have them write their emails individually. Ask one student to write the email on the board. Other Ss and T comment on the email on the board. Then T collects some emails to give feedback at home.



# Unit **4** MY NEIGHBOURHOOD

## Objectives:

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

- use the words for places in a neighbourhood;
- pronounce the sounds /ɪ/ and /i:/ correctly;
- compare two people or things using comparative adjectives;
- ask for and give directions to some places;
- read for specific information about a neighbourhood;
- talk about a neighbourhood;
- listen for specific information about a neighbourhood;
- write a paragraph to describe a neighbourhood.

## WARM-UP & INTRODUCTION

### Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Review the previous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 3*. For example, T can organise *Alphabet Race* (read page 37 for the steps to play the game) or *Slap the Board*.

Lead to the new unit. Write the unit title *My neighbourhood* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss give the answers, ask them to open their books to page 38. Draw their attention to the box and introduce what they are going to learn in this unit.



## GETTING STARTED

### LOST IN THE OLD TOWN!

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
- To introduce the topic of the unit.

- Set the context for the listening and reading. Introduce Nick, Phong and Khang. Have Ss look at the picture and answer some questions, e.g. *What are Nick, Phong and Khang doing? What might be happening to them?* T can also ask Ss to share any recent experiences of being lost, e.g. *Have you ever got lost? Where and when? How did you feel then? What did you do?* Elicit answers, but do not confirm whether their answers are right or wrong. Ask Ss to talk a bit about the place where Nick, Phong and Khang are standing.
- Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
- Invite some Ss to read the conversation aloud.
- Ask Ss what exactly is happening to Nick, Phong and Khang. Now confirm the correct answer. (*They have arrived in Hoi An and they've got lost on their way to Tan Ky House.*)
- Have Ss say the words in the text that they think are related to the topic *My neighbourhood*. Quickly write the words on one part of the board. Comment on Ss' answers.

#### ACTIVITY 2

**Aim: To help Ss know how to use *let's* and *shall we* to make suggestions.**

Tell Ss to refer back to the conversation to find the sentences used to make suggestions. Ask Ss to compare their answers before checking as a class. Tell them to practise saying the sentences in pairs (play the recording again as a model if necessary).

##### Key:

1. Let's go to Chua Cau.
2. Shall we go there first?
3. Fine, let's go.
4. Let's ask her.

#### ACTIVITY 3

**Aim: To help Ss deeply understand the text.**

- Ask Ss to work independently to order the actions in sentences (a - e) as they occur in the conversation. T may instruct them how to do the exercise: (1) read each sentence and refer back to the conversation to find the action it refers to; (2) order the actions. T may model using the first sentence.
- Allow Ss to share answers before discussing as a class. Write the correct answers on the board.

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

## ACTIVITY 4

**Aim: To help Ss know how to give directions through the conversation.**

- Ask Ss to work individually to find and underline the phrases used to give directions in the conversation. T may move around the class to check if Ss do exactly what is required and offer help when needed.
- Have Ss quickly match each direction with the diagram. Check their answers as a class. If Ss do not understand the phrases, use the diagrams to work the meaning out from the context. For weak classes, ask for translations to make sure they understand. With stronger classes, T may wish to ask some additional questions, e.g. *Can you tell me the way to the post office near here?*, etc.

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

## ACTIVITY 5

**Aim: To help Ss practise giving directions.**

- Demonstrate the game with a strong student.
- Ask Ss to play the game in pairs. In weaker classes, work together with Ss first: asking about one or two different places on the map and eliciting the answers. Then when they know exactly what to do, ask them to work in pairs. T may go around to observe and offer help if necessary.
- Invite some pairs to perform in front of the class. This activity can be organised as a competition game. The class is divided into teams A and B. Team A give directions and Team B guess the place. If their guess is correct, they get one point. Then change roles. The group with the most points is the winner.

## WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson. If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the comparative adjectives and phrases of giving directions and tells Ss that they will learn these language points in the following lessons.



## A CLOSER LOOK 1

### Vocabulary ACTIVITY 1

**Aim: To revise / teach the names of places in a neighbourhood.**

- Have Ss quickly match each place (in each picture) with its name. T plays the recording for them to listen and check their answers with their partners. T plays the recording again with a pause after each item and asks Ss to repeat the words / phrases chorally and individually.
- Correct Ss' pronunciation. Ask Ss to name some other places in their neighbourhood.



- With a weaker class, ask for translations to make sure they understand. With a stronger class, T may wish to ask some additional questions, e.g. *What can you do there? Is there one in your town? Where is it?*

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

**Audio script:**

- |           |                    |              |
|-----------|--------------------|--------------|
| 1. square | 2. art gallery     | 3. cathedral |
| 4. temple | 5. railway station |              |

## ACTIVITY 2

**Aim:** To help Ss practise asking and answering questions about where they live.

- Model this activity with a strong student.
- Ask Ss to work in pairs to ask and answer questions about where they live. Remind them that they can use the places in **1** or any places they want to ask. T may go around to observe and offer help if necessary.
- Call on some pairs to practise in front of the class.

## ACTIVITY 3

**Aims:**

- To revise the adjectives Ss learnt in primary school;
  - To help Ss practise asking and answering about their neighbourhood.
- Model this activity with a strong student. Remind Ss that they can use the adjectives in the box or other adjectives they know to talk about their village, town or city.
  - Ask Ss to work in pairs. Go around to observe and offer help if necessary.
  - Call on some pairs to practise in front of the class. T may ask other Ss to give comments.

## Pronunciation

/ɪ/ and /i:/

## ACTIVITY 4

**Aim:** To help Ss identify how to pronounce the sounds /ɪ/ and /i:/ in words.

- T models the sounds /ɪ/ and /i:/ first, and then asks Ss to identify which sound is longer and which one is shorter.
- Ask Ss to practise the sounds /ɪ/ and /i:/ together. Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary.
- Ask Ss to work in pairs and put the words in the correct column while they listen. Call on some pairs to write their answers on the board before checking their answers with the whole class.

**Key:**

/ɪ/	/i:/
noisy exciting expensive friendly	clean cheap peaceful convenient

**Audio script:**

noisy clean cheap exciting peaceful friendly expensive convenient

**ACTIVITY 5**

**Aim:** To help Ss identify how to pronounce the sounds /ɪ/ and /i:/ and practise singing the chant.

- Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to chant along.
- Provide further practice by dividing the class into two groups. Have groups sing alternate lines.

**Audio script:**

MY NEIGHBOURHOOD

My city is very noisy.

There are lots of trees growing.

The people here are busy.

It's a lively place to live in.

My village is very pretty.

There are lots of places to see.

The people here are friendly.

It's a fantastic place to be.

**WRAP-UP**

Have Ss summarise what they have learnt in this lesson.

**A CLOSER LOOK 2****Grammar****Comparative adjectives**

- Choose two Ss of very different heights and ask them to stand next to each other at the front of the class. T asks the class: *Who is taller?* Indicate *tall* and *taller* with your hands. T may give another example, e.g. two rulers or desks: *long – longer*. Ask Ss to say what *taller* and *longer* are in Vietnamese. T introduces the subject of the lesson: comparative adjectives, and asks for the equivalent in Vietnamese (*Cấp so sánh hơn của tính từ*).
- Focus Ss' attention on comparative forms by pointing to the rulers and desks and saying: *This ruler / desk is long, but that ruler / desk is longer*. Explain that comparative adjectives are constructed in several different ways in English, and that some of those ways are presented in the **Grammar** box below. Explain the simplest ways to identify the number of syllables in an English word and give further examples or practice if necessary.

## Grammar: Comparative adjectives

	Positive	Comparative	Rule
one syllable	fast	faster	+ er
	large	larger	+ r
two syllables	noisy	noisier	y → ier
	modern	more modern	more + adj
three or more syllables	expensive	more expensive	more + adj

*than* is used to make comparisons:

### Examples:

This green ruler is longer **than** the blue ruler.

My TV is more expensive **than** her TV.

## ACTIVITY 1

**Aim: To help Ss identify the correct comparative form of adjectives.**

- Ask Ss to read the instructions. Tell Ss what they should do. (With a weaker class, do the first sentence as an example). Remind them to pay attention to the number of the syllables in each adjective.
- Ask Ss to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers.

**Key:** 2. noisier      3. bigger      4. more peaceful      5. more exciting

## ACTIVITY 2

**Aim: To help Ss practise forming the correct comparative form of adjectives.**

- Ask Ss to read the instruction. Tell Ss what they should do. (With a weaker class, do the first sentence as an example).
- Ask Ss to read and complete the letter individually. Remind them to pay attention to the number of the syllables in each adjective. Have Ss compare their answers in pairs before checking with the whole class. Confirm the correct answers.

**Key:** 2. smaller      3. older      4. wider      5. more delicious      6. cheaper

## ACTIVITY 3

**Aim: To help Ss practise using comparative adjectives.**

- Ask Ss to look at the pictures of the two neighbourhoods. Elicit the contrast between the things in the two neighbourhoods and ask them to use the adjectives in the box to describe them.
- Ask Ss to write sentences, comparing the two neighbourhoods. Have Ss compare their sentences in pairs before showing some of their sentences to the whole class. Ask other Ss to give comments and correct any mistakes if possible.



## ACTIVITY 4

**Aim:** To give Ss further practice on using comparative adjectives.

- Model this activity with a stronger student. Tell Ss that they can use the information from the sentences they have written in **3** to ask and answer questions about the two neighbourhoods.
- Ask Ss to work in pairs. Go around to observe and offer help if necessary. Call on some pairs to practise in front of the class. Ask other Ss to give comments and correct any mistakes if possible.

### WRAP-UP

- Summarise the main points of the lesson.
- Ask Ss to make sentences to compare people and things in their classroom, using comparative adjectives.



## COMMUNICATION

### Everyday English

#### Asking for and giving directions

Tell Ss that they are going to learn how to ask for and give directions. Ask Ss to remember the phrases used to give directions in **4** of **GETTING STARTED**.

### ACTIVITIES 1 + 2

#### Aims:

- To introduce ways to ask for and give directions in English;
- To help Ss practise asking for and giving directions.

**1** Play the recording for Ss to listen and read the conversations at the same time. Ask Ss to pay attention to the sentences and phrases used to ask for and give directions.

- Elicit the structures to ask for directions (*Could you tell me the way to...?, Where's the nearest ...?*) and phrases to give directions from Ss (*go along, on your left, go out of..., take the first turning...*). Have Ss practise the conversations in pairs. Call on some pairs to practise the conversations in front of the class.

#### Audio script:

**A:** Excuse me. Could you tell me the way to the cinema, please?

**B:** Go along this street. It's on your left.

**A:** Excuse me. Where's the nearest post office, please?

**B:** Go out of the station. Take the first turning on the right.

**2** Ask Ss to work in pairs to make similar conversations, using the structures and phrases for asking for and giving directions. Encourage them to practise asking for and giving directions to places near their school. Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.

## An audio guide to a place

### ACTIVITY 3

#### Aims:

- To give Ss a sample of an audio guide to a place;
  - To help Ss practise using some structures and vocabulary related to the topic.
- 
- Ask Ss if they know about Hoi An. T can say: *Today, we are going to listen to an audio guide to Hoi An. Please think: What do you know about Hoi An? What can you remember about it?* Allow 20 - 30 seconds for Ss to think, then repeat the questions and have Ss brainstorm about Hoi An.
  - Play the recording. First, ask Ss to listen only. Then play the recording again and ask Ss to fill the blanks as they listen. Ask Ss to share their answers in pairs, before playing the recording a final time for pairs to check their answers. Then ask Ss to read the audio guide again, paying attention to the use of the connective words: *first, next* and *finally*.

**Key:** 1. straight      2. second      3. right      4. next to

#### Audio script:

Let's start our tour in Hoi An. We are in Tran Phu Street now. First, go to Ong Pagoda. To get there, go straight along the street for five minutes. It's on your left. Next, go to the Museum of Sa Huynh Culture. Take the second turning on your left. Turn right and it's on your right. Finally, go to Hoa Nhap Workshop to buy some presents. Turn left and then right. It's next to Tan Ky House.

### ACTIVITY 4

**Aim:** To help Ss practise creating an audio guide for District 1 of Ho Chi Minh City.

- Ask Ss to look carefully at the simplified map of District 1 of Ho Chi Minh City. Ask Ss to read the instructions carefully. T may ask them some questions to check if they know what they are supposed to do. Remind Ss of the expressions they can use to give directions; Ss may refer to the expressions in **1** and **4** of **GETTING STARTED**.
- Have Ss prepare their audio guide individually and then share it with a partner.
- Have Ss practise presenting their audio guide with other pairs or in groups.

### ACTIVITY 5

**Aim:** To help Ss practise presenting their audio guide for District 1 of Ho Chi Minh City to the class.

Call on some Ss to present their audio guides to the whole class. After each student has finished his / her audio guide, ask for some comments from other Ss. Then make comments and correct any mistakes if there are any.

### WRAP-UP

Have Ss say what they have learnt in the lesson.



## SKILLS 1

### Reading

#### WARM-UP

Ask Ss to look at the pictures of Khang's neighbourhood. Ask them the questions: *Where do you think Khang's neighbourhood is? What do you think about it? Is it a good place to live? Why? / Why not?*

#### ACTIVITY 1

**Aim: To get Ss acquainted with the reading skill: Predicting the meaning of new vocabulary using the context.**

Ask Ss to scan the passage to find where the words *suburbs*, *dislike*, and *outdoor* are in the passage. T may help Ss work out the meanings of these words in the context. For weak classes, T may ask for a translation to check understanding.

#### ACTIVITY 2

**Aim: To help Ss further develop their reading skill for specific information (scanning).**

- Ask Ss to scan the passage again and find the information to complete the table. Ask Ss to note where they found the information. When finishing, Ss can compare their answers before discussing them as a class.

**Key:**

LIKES	DISLIKES
<ul style="list-style-type: none"><li>– beautiful parks, sandy beaches, fine weather</li><li>– shops, restaurants, markets</li><li>– friendly people, good food</li></ul>	<ul style="list-style-type: none"><li>– modern buildings and offices</li><li>– busy and crowded streets</li></ul>

#### ACTIVITY 3

**Aim: To help Ss develop their reading skill for specific information (scanning).**

- Have Ss read the text in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions). Tell them to underline parts of the blog related to the answers. Set a strict time limit to ensure Ss read the text quickly for information.
- Tell them to compare their answers in pairs before giving the answers to T. Ask them to give evidence to support their answers.



**Key:**

1. It is in the suburbs of Da Nang City.
2. Because it has beautiful parks, sandy beaches and fine weather.
3. They are very friendly.
4. They are busy and crowded.

- Wrap up the Reading section by asking Ss what to include when they want to describe their neighbourhood.

Here are some things:

- Location
- What they like about it
- What they dislike about it
- ...

- Write these points on the board for the next activity.

## **Speaking**

### **ACTIVITY 4**

**Aim: To help Ss prepare ideas for the next speaking activity.**

Tell each student to make notes. Set a time limit for Ss to complete it. Ask Ss to think about what they like and dislike about their neighbourhood. Have them quickly note down these ideas.

### **ACTIVITY 5**

**Aim: To provide an opportunity for Ss to practise asking and answering about what they like and dislike about their neighbourhood.**

While Ss are practising their dialogues, T circulates and monitors. T notes some common errors and discusses them with the whole class. Select some strong pairs to act out their dialogues in front of the class. Then give feedback: comment on their strengths and correct a few errors in the target language.

## **WRAP-UP**

Have Ss summarise what they have learnt in the lesson with the two skills. If there is time, Ss draw a mindmap to summarise the main points of the lesson.



## **SKILLS 2**

## **Listening**

### **WARM-UP**

Before starting this lesson, ask Ss about the content of the previous lesson. T may ask Ss to describe Khang's neighbourhood again.

## ACTIVITY 1

**Aim: To help Ss develop their skill of listening for specific information.**

- Have Ss look at the sentences in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the question, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false).
- Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain why a sentence is false. Have Ss share their answers in pairs. Invite some pairs to give their answers and confirm the correct ones. Play the recording again if needed, stopping at the place where Ss find it difficult to hear. Also, ask Ss to correct the false sentences.

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

## ACTIVITY 2

**Aim: To help Ss develop the skill of listening for specific information.**

- Ask Ss to study the phrases with the blanks carefully. Ss may work in pairs to discuss the answers from the information they have listened in 1.
- Play the recording again and have Ss write the answers as they listen. Ss share their answers with their partners. With a weaker class, T may play the recording many times until Ss have written down all their answers. Call on some Ss to write their answers on the board.
- Play the recording again for Ss to check the answers. T may pause at the sentences that include the information Ss need for their answers.

**Key:** 1. art galleries    2. wide    3. friendly    4. faraway    5. crowded

### **Audio script:**

*Khang:* Where do you live, Vy?

*Vy:* I live in the suburbs of Ho Chi Minh City.

*Khang:* What do you like about it?

*Vy:* There are many things I like about it. There's a big market near my house. There are also many shops, restaurants and art galleries here. The streets are wide. The people here are helpful and friendly.

*Khang:* What do you dislike about it?

*Vy:* The schools are too faraway. There are also some factories near here, so the air isn't very clean and the streets are noisy and crowded.

If there is time, invite one or two students to briefly describe Vy's neighbourhood, focusing on what she likes and dislikes about it.

## Writing

### ACTIVITY 3

**Aim: To provide Ss some ideas for the next writing activity.**

Ask Ss to tick what they like and don't like about their neighbourhood, and then ask them to share their answers with their partners. Ss count how many things they have in common with their partners.

### ACTIVITY 4

**Aim: To help Ss practise writing a paragraph about their neighbourhood.**

- Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the ideas they have ticked in **3**. T asks Ss to brainstorm for the ideas and the language necessary for writing. T may ask Ss to refer back to the reading for useful language and ideas, and write some useful expressions and language on the board.
- Ask Ss to write the first draft individually. Next ask Ss to work in pairs doing peer corrections. Then have them write their final version. T may display all or some of the Ss' writings on the wall / notice board. T and other Ss give comments. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home.



## LOOKING BACK

This is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them answer the questions which will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in **Looking Back** match the self-assessment. Ss should check to see how well they did on each question and use that information when filling in the self-assessment table.

## Vocabulary

### ACTIVITY 1

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

Have Ss do this activity individually then compare their answers with their partners. Ask for Ss' answers or ask one student to write his / her answer on the board. Check the answers as a class.

**Key:**

1. temple

2. railway station

3. square

4. art gallery

5. cathedral



## Grammar

### ACTIVITIES 2, 3 AND 4

**Aim:** To help Ss revise the form and use of comparative adjectives.

For these exercises, ask Ss to do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Now I can...* statements.

**Key:**

#### Activity 2

One syllable	Two syllables	Three or more syllables
fast hot large	heavy noisy quiet	expensive beautiful exciting

#### Activity 3

Adjectives	Comparative form
fast beautiful noisy expensive hot exciting quiet heavy large	faster more beautiful noisier more expensive hotter more exciting quieter heavier larger

#### Activity 4

1. noisier    2. more modern    3. more expensive    4. more peaceful



## PROJECT

This is to introduce Ss to another way of practising asking for and giving directions to the places in their neighbourhood.

#### ACTIVITY 1

Have each student draw a map of his / her neighbourhood with the names of at least five places on his / her map. T may have Ss prepare their maps at home.

#### ACTIVITY 2

Ask Ss to work in pairs, taking turns to ask for and give directions to the places on their maps. Go around and offer help if necessary. If there is time, have some pairs practise asking for and giving directions to the places on their maps in front of the whole class.

#### NOW I CAN ...

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

# Unit **5** NATURAL WONDERS OF VIET NAM

## Objectives:

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

- use the words related to things in nature and travel items;
- pronounce the sounds /t/ and /d/ correctly;
- use countable and uncountable nouns;
- use the modal verb *must* / *mustn't* to give orders;
- make and accept appointments;
- read for specific information about natural wonders;
- talk about famous places, and what you must / mustn't do there;
- listen for specific information about a natural wonder;
- write a paragraph about a natural wonder.

## WARM-UP & INTRODUCTION

### Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Review the previous unit before Ss open their books. Organise a short vocabulary game to revise the words Ss learnt in *Unit 4*.

For example, T can organise a Comparative quiz. Divide the class into two halves. One student from the first half calls out an adjective from *Unit 4*. One student from the second half has to give the comparative form of the adjective (1 point), another has to make a sentence with that word (2 points):

Student 1 from group one: quiet

Student 2 from group two: quieter

Student 3 from group two: My neighbourhood is *quieter* than your neighbourhood  
...

The game continues until the time is up.

Lead to the new unit. Write the unit title *Natural Wonders of Viet Nam* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss respond, ask them to open their books to page 48. Draw their attention to the box and introduce what they are going to learn in this unit.



## GETTING STARTED

### GEOGRAPHY CLUB

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
- To introduce the topic of the unit.

- Ask Ss to look at the picture and describe what they can see. Ask Ss if they know the places, e.g. *What can you see in this picture? Where are they? Do you know these places?*
- Tell Ss that Alice, Elena, Nick and Tommy are in the Geography Club, talking about natural wonders of Viet Nam such as Ganh Da Dia and Ha Long Bay, and that they are going to listen to their talk.
- Play the recording two or three times, or more if necessary for Ss to listen and read along. Have Ss underline the words related to the topic of the unit while they are listening and reading.
- Call on some pairs of Ss to read the conversation aloud.

#### ACTIVITY 2

##### Aims:

- To help Ss understand the conversation better;
- To help Ss practise using words to describe things in nature.

- Ask Ss to do this activity independently. Ask them how to do the activity. Remind them of the ways to do the activity if needed: read the sentences carefully, read the words given in the box and identify the kind of word to fill each blank.
- Ss may refer back to the conversation for the context of the words they need to fill the blanks. Allow them to share their answers before discussing them in pairs or as a class.
- Write the correct answers on the board.
- Explain the meaning of some words if necessary. Ss practise saying the sentences together.

**Key:** 1. natural    2. islands    3. scenery    4. amazing    5. wonders

#### ACTIVITY 3

**Aim:** To help Ss revise and learn more nouns for things in nature through pictures and listening exercise.

- Play the recording and ask Ss to listen. Play the recording again, pausing after each item and asking them to repeat chorally and individually. Call on some Ss to read the words aloud. Correct pronunciation if necessary.
- Ask Ss to label the pictures with the words given. Ss can work in pairs. Show picture cards of the vocabulary. Elicit Ss' answers. Then provide the correct words.



**Key:****a.** desert**b.** island**c.** cave**d.** river**e.** waterfall**f.** mountain**g.** forest**h.** beach**Audio script:****1.** mountain**2.** river**3.** waterfall**4.** forest**5.** cave**6.** desert**7.** beach**8.** island**ACTIVITY 4****Aim: To help Ss revise and learn about some natural wonders through a quiz.**

- T may begin by brainstorming natural wonders of Viet Nam and other places. Encourage Ss to exploit their knowledge of geography. Then divide the class into groups of five or six. Let them choose the answers to the questions. Call on some Ss to read the answers aloud. Confirm the correct answers. Give Ss information about these wonders to interest them in the topic of the unit.

**Key:** 1. A

2. A

3. B

4. B

5. B

- Ask Ss to work in groups and choose one wonder above to talk about it. Call on some Ss to present in front of the class. T and other Ss give comments. T may elicit what Ss know about the natural wonders mentioned in the quiz.

**Notes:**

- Ganh Da Dia: a natural wonder in Tuy An, Phu Yen Province
- Ha Long Bay: a UNESCO World Heritage Site and popular travel destination in Quang Ninh Province
- Con Dao: a large island belonging to Ba Ria – Vung Tau Province
- Son Doong: the world's largest natural cave, in Phong Nha-Ke Bang National Park, Quang Binh Province
- Mount Fansipan: 3,147 metres, the highest mountain in mainland SE Asia, in Lao Cai Province
- Thong Nhat Park: a large and lovely park in Ha Noi
- Cat Tien Park: a national park located in the south of Viet Nam, about 150 km north of Ho Chi Minh City
- Cuc Phuong: a national park in Ninh Binh Province (Viet Nam's first national park, the country's largest nature reserve)
- Phong Nha: a cave in Phong Nha-Ke Bang National Park, a UNESCO World Heritage Site in Quang Binh Province
- Giang Dien Waterfall: a very beautiful waterfall in Dong Nai Province, about 50 km from the centre of Ho Chi Minh City
- Ban Gioc Waterfall: an impressive waterfall in Cao Bang Province. It is one of the 10 most spectacular waterfalls in the world, according to Touropia travel site.

**WRAP-UP**

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.



## A CLOSER LOOK 1

### Vocabulary

#### Introduction

Bring some travel items to class, e.g. sleeping bag, compass, suncream, backpack, etc. Write some of the places in the previous activity, e.g. *desert, mountain, beach* on the board. Ask whether the places are hot / cold, wet / dry, etc. Show the objects. Ask Ss if the object fits the place, e.g. *Do I need a backpack in the desert? Why do you think so?* Brainstorm some other things that might be needed in each place.

#### ACTIVITY 1

**Aim: To revise / teach the names of travel items.**

- Ss work independently. Ask Ss to look at the pictures and match each word given in the box with the right picture. Allow them to share their answers before discussing them as a class. Then have Ss practise saying the words.
- Alternatively, create a mime for each word with Ss, e.g. make a cutting gesture with two fingers for scissors, etc. Then ask Ss to call out the name for the object.

**Key:**

- |             |             |                 |
|-------------|-------------|-----------------|
| 1. plaster  | 2. suncream | 3. sleeping bag |
| 4. scissors | 5. backpack | 6. compass      |

#### ACTIVITY 2

**Aim: To help Ss practise using the travel items in 1 in context.**

- Ask Ss to read the sentences and find the right words in 1 to fill the blanks. Have them read the sentences carefully and look for clues so that they can choose the right words to complete the sentences.
- For less able Ss, T may read and act out the sentences. Elicit ideas for sentence 1. Then allow Ss to complete the remaining sentences. Check their ideas.

**Key:**

- |             |             |                 |
|-------------|-------------|-----------------|
| 1. compass  | 2. suncream | 3. sleeping bag |
| 4. backpack | 5. plaster  |                 |

#### ACTIVITY 3

**Aim: To help Ss practise ordering travel items according to their importance for a holiday.**

- Remind Ss that in the introduction they thought about useful things for places (beach, desert, mountain, etc.). Tell Ss they are going on a holiday. Now they need to order the items from the most useful (No.1) to the least useful (No. 6). Allow pairs to work together to form their lists. Ask pairs to join other groups and compare their lists. Remember that there is no “right” or “wrong” order. The order is subjective.

- Encourage more able Ss to give reasons for their choices.

**Extension:** *Can you put them in order for a camping trip in the forest?*

Ask Ss to rank the items again for a different environment: a camping trip, a beach holiday, ...

## Pronunciation

/t/ and /d/

### ACTIVITY 4

#### Aims:

- To help Ss identify how to pronounce the sounds /t/ and /d/;
  - To help Ss practise pronouncing these sounds in words.
- Let Ss practise the sounds /t/ and /d/ together. Ask Ss to observe T's mouth for these two sounds.
  - Have some Ss read out the words first. Then play the recording for them to listen and repeat the words. Play the recording as many times as necessary. Correct Ss' pronunciation.

#### Audio script:

/t/:	mountain	waterfall	desert	plaster
/d/:	wonder	island	guide	holiday

### ACTIVITY 5

**Aim:** To help Ss pronounce the sounds /t/ and /d/ in context.

- Play the recording of the sentences. Ask Ss to listen carefully and raise their hands when they hear the /t/ or /d/ sounds. Alternatively, divide the class into a /t/ group and a /d/ group, and ask them to listen and raise their hands when they hear their assigned sounds.
- Play the recording again. Pause after each sentence and ask Ss to repeat. After that have Ss read the sentences in chorus. Correct pronunciation if necessary.

#### Audio script:

- Where's my **hat**?  
– Oh, it's on your **head**.
- Where **do** they stay on their **holiday**?
- I **need** some **meat** for my **cat**.
- The Sahara is a very **hot desert**.
- I **want** to explore the **island** by **boat**.

## WRAP-UP

Have Ss summarise what they have learnt in this lesson.





## A CLOSER LOOK 2

### Grammar

#### Countable and uncountable nouns

##### Introduction

- Tell Ss that nouns often refer to people, things, and places. Give them pictures or nouns written on pieces of paper for illustration (preferably the nouns learnt in this unit and previous units). Ask them to count these nouns using numbers.
- Have Ss read the grammar box. Elicit the rules or / and explain to them the rules. Ask them to give some countable and uncountable nouns they know (i.e. nouns to name the things around them, or the names of the things in nature).

##### ACTIVITY 1

**Aim: To help Ss recognise the form and use of countable and uncountable nouns in sentences.**

- Have Ss pronounce the words *countable* and *uncountable* (to count → countable – uncountable). Have Ss read the sentences first and make sure they know all the underlined words. Then ask Ss to work independently. Check their answers as a class. Have Ss read the sentences.

**Key:** 1. C      2. U      3. U      4. C      5. U

- Have Ss study the **Remember!** box. T explains and gives examples. Ask Ss to say the nouns in sentences 1 - 5 using *some, many, much, a few, a little*. (For a better class, T may ask Ss to give more examples.)

##### ACTIVITY 2

**Aim: To help Ss practise using countable and uncountable nouns in context.**

Ss do the task individually or in pairs. Remind Ss to look at the noun after each blank to see if it is a countable or uncountable noun so that they can choose the correct option. Check Ss' answers as a class. Give further explanations or more examples if necessary.

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

##### ACTIVITY 3

**Aim: To help Ss practise using *a, any, some, much, or many* with countable and uncountable nouns in context.**

- Explain to Ss the meaning and use of *a, any, some, much, or many*.
- Ss work in pairs. Tell them to read the sentences carefully and find the right words to complete the sentences. Check the answers as a class.

**Key:** 1. many      2. any      3. much      4. some      5. a

## Grammar

### Modal verb: **must** / **mustn't**

#### Introduction

- Ask Ss to recall the conversation from **GETTING STARTED**: Alice – the leader of the Geography Club tells Elena: *But remember you **must** always be on time.*
- Alternatively, T may ask Ss such questions: *Are you sometimes late for class? What does your teacher say?*
- Then encourage Ss to answer, using *must* / *mustn't*.
- For a weaker class, T may call on some Ss to give the Vietnamese equivalent of *must* / *mustn't*.
- Tell Ss to study the **Remember!** box, then give the rules of the modal verb *must* / *mustn't*. T may give some examples to clarify the use of *must* / *mustn't* to Ss.

#### ACTIVITY 4

**Aim: To help Ss practise using *must* / *mustn't* in context.**

Have Ss do the task individually or in pairs. Tell them to study the meaning and context of each sentence carefully and choose *must* or *mustn't* for each blank. Check Ss' answers as a class. Provide more explanations or more examples if necessary.

**Key:** 1. must

2. mustn't

3. must

4. mustn't

5. must

#### ACTIVITY 5

**Aim: To give Ss more practice on using *must* / *mustn't* in the real context of their classroom.**

- Ask Ss to study sentence 1 (positive), and sentence 2 (negative). Then ask them to think of the classroom rules (what they must do and what they mustn't do) and complete the sentences 3 and 4, and write their own sentences for 5. Ss can share their ideas in pairs, and give as many sentences as possible. Call on some Ss to read their sentences in front of the class. Discuss answers as a class.
- For less able Ss, T can give hints by saying some verbs / phrases such as: listen to the teachers' lessons / fight in class / speak Vietnamese in the English class, etc.
- As an extension, Ss can act out the sentences among themselves.

#### WRAP-UP

- Summarise the main points of the lesson.
- Ask Ss to make sentences, using *must* / *mustn't*.



## COMMUNICATION

### Everyday English

#### Making and accepting appointments

This section deals with some ways of making and accepting appointments.

#### ACTIVITIES 1 + 2

##### Aims:

- To introduce two ways of making and accepting an appointment;
- To help Ss practise making and accepting an appointment.

1 Have Ss listen and read the conversation. Tell them to pay attention to the highlighted parts. Elicit from Ss structures used for making an appointment (*Let's + V / How about + N / V-ing?*) and structures used for accepting an appointment (*That's fine. / Sure.*). Ask if they know some other ways (*What about...? / Certainly...*). Ask Ss to work in pairs and practise the conversation.

##### Audio script:

Steven: Duong, let's go for a picnic this Sunday.

Duong: That's fine. What time can we meet?

Steven: How about 9 o'clock?

Duong: Sure. I'll meet you at that time.

2 Allow Ss to work in pairs and make similar conversations. More able Ss can practise with other expressions. Call on some pairs to practise in front of the class. T and other Ss give comments.

### A travel guide

#### ACTIVITY 3

##### Aims:

- To introduce a travel guide to Ss;
- To introduce a way of using *must* / *mustn't* in real life.

- Show Ss a travel guide. Ask them what information it contains. Discuss the contents. Then ask who use travel guides and why people use them. T gives an explanation or / and an example of how travel guides are used.
- Then ask them to work in pairs. Tell them to look at the photo of Mount Everest, ask and answer questions to find out what objects are useful for going to Mount Everest. Encourage them to use *must* to ask and answer. E.g. *Must we take a heavy coat to Mount Everest?*
- Ask Ss to read the text quickly and check their ideas.
- Ask them to read the text again and ask some follow-up questions. E.g. *Have you had any unforgettable experiences? If yes, where did you go? What happened?*



## ACTIVITY 4

**Aim: To help Ss practise using *must* / *mustn't* in a travel context.**

- Ask Ss to use information in the text in **3** and their own ideas to fill the *must* and *mustn't* columns. Encourage Ss to name as many objects as possible, and then decide if these things must or mustn't be taken there.
- Check their lists as a class.

## ACTIVITY 5

**Aim: To help Ss practise asking and answering about travel preparation to a place.**

Create your own list of the necessary things for the trip to the Himalayas, and then demonstrate the activity with a more able student. Swap roles. Then ask Ss to work in pairs to do their own role-play. T goes round to give assistance where and when needed. Ask some pairs to demonstrate before the class.

## WRAP-UP

Have Ss summarise what they have learnt in the lesson.



## SKILLS 1

### Introduction

Ask Ss to compare the texts in **Communication** and **Skills 1**. Encourage Ss to think of the purpose of the texts and where they might see them.

(These texts are a kind of travel guide. They may appear in travel brochures that give information about a place for visitors. They also advertise specific destinations, hotels, tours, etc., providing travelers with the details they need to make the most of their trips.)

## Reading

### ACTIVITY 1

**Aim: To activate Ss' knowledge of the topic in the reading text.**

Ask Ss to look at the pictures and guess what the texts are about and what they know about the places. Ask Ss to read the texts quickly to answer the questions and check their ideas from the introduction. Allow pairs to discuss ideas before conducting a class feedback session. Ask some Ss to give their answers.

#### Notes:

*Tuan Chau*: a large island in Ha Long Bay, a popular tourist destination

*Mui Ne*: a tourist attraction in Binh Thuan Province

### ACTIVITY 2

**Aim: To develop Ss' skill of using vocabulary in different contexts.**

Have Ss read the words first. These words all appear in the texts, but now they are in different contexts. Ss then read the sentences and fill the blanks. T checks as a class. T may call on some Ss to read the sentences.

**Key:**

- |             |           |           |
|-------------|-----------|-----------|
| 1. islands  | 2. wonder | 3. desert |
| 4. Remember | 5. visit  |           |

**Note:** *Ly Son Island*: an island district off the central coast of Viet Nam, belonging to Quang Ngai Province.

### ACTIVITY 3

**Aim: To develop Ss' skill of reading for specific information.**

- Set a longer time limit for Ss to reread the texts and answer the questions. Again ask Ss to note where they found the information that helped them complete the activity. Ss can compare answers before discussing them as a class. Encourage Ss to support their answers with reasons.

**Key:**

1. It is in Quang Ninh.
2. We can enjoy (great) seafood and join in exciting activities.
3. No, there isn't.
4. By the beach.
5. Early morning or late afternoon.

- Ask Ss what to include when they talk about a tourist attraction.

Here are some points:

- Name of the attraction
  - Its special features / beauty / interesting things
  - What you can do there
- Write these points on the board to prepare for the next activities.

## Speaking

### ACTIVITY 4

**Aim: To provide an opportunity for Ss to practise describing the tourist attraction they choose.**

- Discuss with Ss which things they find special about Ha Long Bay and Mui Ne. Brainstorm ideas onto the board. Ask Ss to close their books.
- Divide Ss into group A and group B. Tell group A to describe Ha Long Bay. Tell group B to describe Mui Ne. Ss use the notes only to help them tell their partner about their place.
- Ask them to practise their description together before they rejoin with their partner. Go around and offer help if necessary.

### ACTIVITY 5

**Aim: To provide an opportunity for Ss to talk about famous / interesting places, and what one must / mustn't do there.**

Tell Ss to review interesting features of their city / town / area. Then ask them to think of the things tourists must / mustn't do. Encourage them to give as many ideas as possible. Ask them to share their ideas in pairs before calling on some Ss to present in front of the class.

## WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two skills.



## SKILLS 2

### Listening

#### Introduction

First, write *Phu Quoc Island* on the board, or tell them to look at the picture of the island in the book. Then elicit what Ss know about Phu Quoc Island.

#### ACTIVITY 1

**Aim: To activate Ss' knowledge of the topic of the listening text.**

- Ss work in groups. Have them look at the picture and discuss the question. Ask them to talk about anything they know or give prediction. T may give some hints:
  - the location of Phu Quoc Island
  - the climate
  - interesting / special features
  - what you can do there
  - ...
- Play the recording one or two times for Ss to check their answers.

#### ACTIVITY 2

**Aim: To develop Ss' skill of listening for specific information.**

- Ask Ss to read through the questions carefully before they attempt to give the answers.
- Play the recording two or three times for Ss to do the activity and check their answers. Ss can share their answers before T confirms the correct ones.
- Encourage Ss to identify the parts of the recording that helped them answer the questions.

#### Key:

1. T

2. F

3. T

4. F

5. T

#### Audio script:

Phu Quoc is a very beautiful island in Viet Nam. It is in Kien Giang. It has beautiful beaches and green forests. It also has resorts, hotels, and bars. The people here are friendly. Phu Quoc has an international airport, and travelling there is easy. Tourists can visit fishing villages, national parks, pagodas and temples. They also like to eat the seafood here. It is delicious. Sailing and fishing are popular water sports. You can buy interesting things at the markets on the island.



## Writing

As preparation, ask Ss to bring pictures of places they have been to or find interesting. Alternatively, they can draw pictures / maps. Remind Ss of the steps of the writing process: outline, draft and check.

### ACTIVITY 3

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

- Ss present their chosen places using photos / drawings / maps. Ask Ss to show their places to the class. Take one place as an example and get Ss to give information about the place, using the given questions. Ask some questions to prepare the class for the activity. E.g. *What is the travel attraction? Where is it? How far is it? How can you go there? What is it like? What is special about it? What can you do there?*
- Ask Ss to make notes about their chosen places, using the questions given in the network. Remind them that they do not have to write full sentences.

### ACTIVITY 4

**Aim: To help Ss practise writing a paragraph about the place that they have made notes about.**

- Ask Ss to share their notes with their partners. T may ask more able Ss to read out the notes to the whole class.
- Ask Ss to use their notes to write a paragraph about their chosen places. Ss can use the reading texts as their model. Ss can exchange and read each other's drafts to give some comments.
- Ss can underline parts that could be improved and focus on those areas as they write their final version. If time is limited, T may ask Ss to write the final version at home, and hand them in at the next lesson.



## LOOKING BACK

This is the review section of the unit. Encourage Ss not to refer back to the unit. Instead, they should use what they have learnt during the unit to answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

The questions in **Looking Back** match the *Now / can...* self-assessment statements at the end. Ss should check how well they did on each question and use that information when filling in the self-assessment table.

## Vocabulary

### ACTIVITY 1

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

Ss work individually to do the exercise. Then Ss can check their answers before discussing the answers as a class. However, they should keep a record of their original answers so they can use that information in their *Now / can...* statements.

**Key:**

- |              |          |           |
|--------------|----------|-----------|
| 1. waterfall | 2. cave  | 3. desert |
| 4. river     | 5. beach | 6. island |

## ACTIVITY 2

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

Ask Ss to work in pairs and match the name of a natural wonder in column A with a word indicating it in column B. Monitor the activity and offer help when necessary.

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

## ACTIVITY 3

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

Ask Ss to work individually to name the things in each picture. Have Ss compare their answers in pairs before checking as a class.

**Key:** 1. scissors      2. sleeping bag      3. compass      4. backpack      5. plasters

## Grammar

### ACTIVITY 4

**Aim: To help Ss revise the use of countable and uncountable nouns in sentences.**

Ss work independently and complete the activity. Then have them check their answers in pairs before checking as a class.

**Key:**

1. is → are      2. are → is      3. instrument → instruments  
4. are → is      5. luggages → luggage

### ACTIVITY 5

**Aim: To help Ss revise the use of *must* / *mustn't* in context.**

Ask Ss to work in pairs and complete the activity. Then have them check their answers in pairs before checking as a class.

**Key:** 1. must      2. must      3. mustn't      4. must      5. mustn't



## PROJECT

- Divide the class into groups of five or six, and ask Ss to think of the interesting places they would like to visit (in Viet Nam or in the world).
- Make clear to them what they have to do: Each group has to choose a natural wonder and make a poster about it. The poster should be clearly drawn or printed, and Ss should give as much information about the place as possible.
- This should be a project for Ss to do as teamwork. If there is not enough time in class, the project can be done outside the classroom. Then in the next lesson, each group presents it before the class. Encourage Ss to use their knowledge as well as their artistic skills.

### **NOW I CAN ...**

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



# Unit **6** OUR TET HOLIDAY

## Objectives:

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

- use the words related to things and activities at Tet;
- pronounce the sounds /s/ and /ʃ/ correctly;
- use *should* / *shouldn't* for advice;
- use *some* / *any* for amount;
- say New Year's wishes;
- read for specific information about New Year's practices;
- talk about what children should / shouldn't do at Tet;
- listen for general and specific information about preparations for Tet;
- write an email about what children should / shouldn't do at Tet.

## WARM-UP & INTRODUCTION

### Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Review the previous unit before Ss open their books. Organise a short *Natural Wonder* game to revise the wonders Ss learnt in Unit 5. For example, T can say a name (*Ha Long Bay*) and Ss respond by saying something about it: (*It's in Quang Ninh / It has many islands / Its scenery is beautiful*). Continue for 2 - 3 more wonders from Unit 5.

Lead to the new unit. Show Ss some photos related to Tet. Then write the word *TET* on the board and ask Ss to give any word related to the topic. T may allow them to give a Vietnamese word and ask other Ss in the class if they know the equivalent in English. T can list the words in a corner of the board.

Ask Ss to open their books to page 58. Draw their attention to the box and introduce what they are going to learn in this unit.



## GETTING STARTED

### HAPPY NEW YEAR!

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
  - To introduce the topic of the unit.
- 
- Set the context for the listening and reading: ask Ss to look at the title of the conversation and the picture. Ask them some questions like:  
*What do you think they are talking about?*  
*When is Tet?*  
*Is it a holiday?*  
*What do we do at Tet?*  
*etc.*
  - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.
  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
  - Invite some pairs of Ss to read the conversation aloud.
  - Have Ss say the words in the text that they think are related to the topic *Tet*. Quickly write the words on one part of the board.

#### ACTIVITY 2

##### Aim: To help Ss get the main idea of the text.

- Ask Ss what exactly Phong and Linda are talking about. Have them read the three options carefully and see the difference among them.
- Confirm the correct answer. (They are talking about Tet in Viet Nam.)

**Key:** B

#### ACTIVITY 3

##### Aim: To help Ss scan the text for the information to fill the blanks.

- Ask Ss to work independently to fill each blank with the word(s) from the conversation. T may instruct them how to do the exercise and model the first sentence. (1) read the sentence and identify what information to use to fill the blank, e.g. In sentence 1, we need to write the time of Tet this year; (2) read the conversation and locate the place to find the word(s) to fill the blank, e.g. Line 4 in the conversation. So the answer is January.
- Allow Ss to share answers before discussing as a class. Write the correct answers on the board.

**Key:** 1. January 2. homes 3. gatherings 4. lucky money 5. break

## ACTIVITY 4

**Aim: To develop Ss' knowledge of the vocabulary relating to Tet.**

- Have Ss look at the pictures first to see if they know the English words for them. Then allow Ss to read the words / phrases in the box and do the matching.
- Check the answers as a class.

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

## ACTIVITY 5

**Aim: To allow Ss opportunities to recognise what is related to Tet through a fun game.**

- Allow Ss some time to read the instructions and the example.
- Demonstrate the game by saying a word / phrase and ask Ss if it's related to Tet or not.
- Have Ss write down two things / activities. Go round and help if needed.
- Call on some Ss to stand up and read their words. The class listens and says if it's related to Tet or not.

## WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a visualiser in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue *should / shouldn't, some / any* at the end and tells Ss that they will learn these language points in the following lessons.



## A CLOSER LOOK 1

### Vocabulary

#### ACTIVITY 1

**Aim: To revise / teach the words / phrases related to Tet.**

- Allow Ss to look at the pictures and see if they know the words / phrases in the box.
- Ask them to write the words / phrases in the box under the pictures.
- Check the answers as a class.

**Key:** 1. fireworks      2. special food      3. fun      4. wish      5. furniture



## ACTIVITY 2

**Aim: To teach Ss how to combine a verb with a noun to talk about Tet activities.**

- Explain to Ss that some verbs and nouns go together and some don't, e.g. *plant / decorate + a tree*, but not *cook + a tree*. Write a verb on the board (e.g. *read*) and ask Ss to match the verb with as many nouns as they can find (e.g. *read a book / novel / magazine / story / etc.*)
- Ask Ss to look at the verbs in the *Verbs* box first and see what nouns in the *Nouns* box they can go with.
- Allow Ss to do the matching independently. Then pair Ss and allow them to share with their partner.
- Check the answers as a class.

**Key:**

- |                    |                            |                         |
|--------------------|----------------------------|-------------------------|
| 1. f (have fun)    | 2. e (visit relatives)     | 3. d (give lucky money) |
| 4. a (make a wish) | 5. c (clean the furniture) | 6. b (watch fireworks)  |

## ACTIVITY 3

**Aim: To revise the words learnt in context.**

- Ask Ss to work independently or in pairs. Encourage them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence. E.g. In sentence 1, we need a verb after subject *we*. We have two verbs in the box, *clean* and *celebrate*. Only *celebrate* can go with Tet. So the correct word is *celebrate*.
- Check the answers as a class. T may call on some Ss to read the sentences aloud.

**Key:** 1. celebrate    2. peach    3. clean    4. shopping    5. food

## Pronunciation

/s/ and /ʃ/

## ACTIVITY 4

**Aim: To help Ss identify how to pronounce the sounds /s/ and /ʃ/ and practise pronouncing these sounds in words.**

- T may write two Vietnamese words on the board first, e.g. *xách* and *sách*. Ask Ss to say the words aloud and draw their attention to the difference in the pronunciation of *x* and *s*. Then write the words *see* and *she* under the words *xách* and *sách* and read aloud the four words. Have Ss elicit the difference in the two sounds /s/ and /ʃ/ in English.
- Have some Ss read out the words first. Then play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary. Call on some Ss to check.

**Audio script:**

shopping	special	rice
spring	wish	celebrate

## ACTIVITY 5

**Aim:** To help Ss pronounce the sounds /s/ and /ʃ/ correctly in context.

- This activity is designed to make learning pronunciation more fun.
- Play the recording for Ss to listen to the poem. Then play the recording again for them to listen and repeat.
- Allow Ss some time to practise reading the poem among themselves. Ask them to pay attention to the underlined words with the /s/ and /ʃ/ sounds. Go around and correct the pronunciation if needed.
- Ask for some volunteers to stand up and read the poem aloud.

**Note:** This activity may also be turned into a competition to see who / which group can read the poem best and with the most expression.

### Audio script:

Spring is coming!  
Tet is coming!  
She sells peach flowers.  
Her cheeks shine.  
Her eyes smile.  
Her smile is shy.  
She sells peach flowers.

## WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.



## A CLOSER LOOK 2

### Grammar

#### Should / shouldn't for advice

- Ask Ss to look at the picture and ask them some questions to focus their attention to the situation before focusing on the use of *should* / *shouldn't*, e.g. *Where are they? Why is Nam wearing a raincoat? What will happen if Nam comes into the kitchen with his raincoat still on?* then write the mother's response on the board and underline the word *shouldn't*.
- Write *In the classroom* on the board. Write the words *run, keep quiet, make noise, etc.* on the board and ask Ss for simply *Yes* (to show it can be done in the classroom) or *No* if not. If the answer is *Yes*, tick the word. If *No*, cross the word. Keep them on the board for later use.

## ACTIVITY 1

**Aim:** To give Ss more opportunities to practise the use of *should* / *shouldn't* in real context.

- Write the word *LIBRARY* on the board and ask Ss to say what they should / shouldn't do when they are in a library.
- Then ask Ss to look at the four signs in the book and have them complete the sentences. Allow them to share their answers with a partner.

- Call on some Ss to read aloud the sentences and check their answers as a class.
- If there is still time, ask Ss to refer to the notes of *In the classroom* on the board and practise saying the sentences with *should / shouldn't*.

**Key:** 1. should    2. shouldn't    3. should    4. shouldn't

- Ask Ss to look at **Remember!** box and allow them one minute to memorise it.

## ACTIVITY 2

**Aim:** To help Ss see what activity is good / not good to be done at Tet.

- Ask Ss to look at the pictures and read the phrases under the pictures. Then tick (it's good) or cross (it's not good) each picture. The pictures help make the meanings of the phrases clear.
- Check the answers as a class.

**Suggested answer:**

1. ✓    2. ✗    3. ✓    4. ✗    5. ✓    6. ✓    7. ✗    8. ✓

## ACTIVITY 3

**Aim:** To help Ss form sentences using *should / shouldn't*.

- This activity allows Ss to produce sentences with the target language *should / shouldn't*, using the prompts in **2**.
- Ask Ss to use ticks and crosses for activities in **2** and the examples on the board to help.
- Go round and give help if needed. Make sure Ss combine *should / shouldn't* and the main verb correctly. Make sure they pronounce the words *should* and *shouldn't* correctly too.
- Check the answers as a class.

### **Some / any for amount**

- By this time, Ss have seen / used *some* and *any* already. This is just a summary of their use.
- Ask Ss to read the **Remember!** box.
- Tell them to pay attention to the phrases in bold in the sentences to see how *some* and *any* are used differently (positive, negative, and question).
- Remind them that *some* and *any* can be used with both countable / uncountable nouns. When they go with countable nouns, the nouns are always in plural.

## ACTIVITY 4

**Aim:** To give Ss some controlled practice on the use of *some / any*.

- Apply the rules in the box. Ask Ss to look for clues (+ or - / ? sentences) and decide whether to use *some* or *any*.
- Check their answers as a class and explain the choice.

**Key:** 1. some, some    2. any    3. any, some



## ACTIVITY 5

**Aim:** To give Ss much freer practice with *some* / *any* in real context.

- This activity allows Ss to use *some* and *any* for speaking in a more authentic situation.
- Ask Ss to look at the fridge and read the examples. Draw Ss' attention to the change of the verb *be* in the use with *some* or *any* (in the examples).
- Have Ss do this activity in pairs. Go round and help if needed.
- Call on some pairs to read their sentences. Don't correct their mistake whether it is a vocabulary or grammar mistake. Ask other Ss to listen and say if they agree (yes) or don't agree (no) and correct it by themselves.
- Check their answers as a class.
- If there is enough time, encourage Ss to expand to the other items in the fridge or ask them to describe things in their fridges at home.

### Key:

1. There are some eggs (in the fridge).
2. There is some fruit juice. / There are some packs of fruit juice.
3. There aren't any apples.
4. There isn't any bread.
5. There are some bananas.
6. There is some cheese.

## WRAP-UP

- Summarise the main grammar points of the lesson.
- Use the classroom to demonstrate some actions and Ss comment, using *should* / *shouldn't*. E.g. *open the door and window when the air conditioner is on, put your feet on the table, play loud music...* Ss respond: *You shouldn't put your feet on the table, etc.*
- Take some books to show to Ss. Ss respond by saying: *You have some books*. Put all the books down and show your hands without any books. Ss respond by saying: *You don't have any books*.



## COMMUNICATION

### Everyday English

#### Saying New Year's wishes

Tell Ss that they are going to learn how to say New Year's wishes to other people. Ask Ss if they know any New Year's wishes.

## ACTIVITIES 1 + 2

### Aims:

- To introduce a New Year's wish;
- To help Ss practise New Year's wishes.

### 1

- If possible, prepare some more cards with New Year's wishes.
- Ask Ss to listen and read the New Year's wish in **1**, and some more (possibly provided by T).
- Help Ss come up with the pattern: *Wishing you / I wish you + noun / noun phrase*.

**Audio script:** Wishing you joy & laughter... from January to December!

### 2

- Allow Ss to work in groups and say New Year's wishes.
- Call on some Ss to say the wishes aloud.
- If there is enough time, ask Ss which wish they would like to receive for this coming year, and if they would like to create a wish for themselves or others.

## New Year practices in the world

### ACTIVITY 3

**Aim:** To introduce Ss to some New Year's practices in other countries.

- Have Ss read the sentences first. They might not know about these practices. T tells them to look for the clues in the sentences which can help them (*square, hole, cake, throw water*).
- Ask Ss to look at the pictures and match them.
- Check their answers as a class.
- Then move on to the next part. Ask Ss if they know which country each practice is from. Encourage them to guess if they don't know.
- Ask Ss to look at the names of the countries and match the pictures.
- Check their answers as a class.

**Note:** If there is enough time, ask Ss to share with the class any interesting New Year's practices from other countries / parts of the world. Allow them to use Vietnamese when they come across difficult vocabulary.

### Key:

1. b The USA
2. c Russia
3. a Japan
4. d Thailand

## ACTIVITY 4

**Aim: To show Ss how different countries celebrate their New Year.**

- Allow Ss some time to read the New Year's practices in five countries and do the matching.
- Check their answers as a class. Ask Ss to read aloud the sentences that support their answers.

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

### Notes:

- Japan /dʒə'pæn/
- Romania /ru'meɪniə/
- Spain /speɪn/
- Switzerland /'swɪtsələnd/
- Thailand /'taɪlənd/

## ACTIVITY 5

**Aim: To help Ss talk about New Year's practices around the world.**

- To help Ss prepare for **5**, ask Ss to underline all the activities they find in the passages in **4**. For example, underline *temples ring their bells*. This may help Ss concentrate on the activities (New Year's practices) and memorise the key words to help them talk.
- Allow Ss one minute to pick the activity they are most interested in from **4**, and memorise it.
- Call on Ss and ask them to describe the activities they have chosen to the group. The group names the country where the practice comes from. If there is not much time left, conduct this activity as a class.

## WRAP-UP

Have Ss say what they have learnt in the lesson.



## SKILLS 1

### Reading

#### ACTIVITY 1

##### Aims:

- To help Ss develop their reading skill for specific information (scanning);
  - To help Ss broaden and deepen their knowledge about New Years.
- 
- Ask Ss to look at the pictures so that they can focus on the countries they are going to read. Ask if they know how these countries celebrate the New Year.



- Have Ss read the passages and decide who says the sentences individually or in pairs. Encourage them to mark where the information for each answer appears in the passages.
- Check their answers as a class.

**Key:** 1. C

2. A

3. B

4. C

5. B

**Notes:**

- Times Square /ˌtaɪmz ˈskweə/: a busy square in New York City, known for its bright lights and many theatres and cinemas. On New Year's Eve, thousands of people gather there to watch a ball lower as the new year approaches.
- Lucky money: New Year lucky money is very popular in Asian countries like China, Viet Nam, Japan, and so on. The purpose of this custom is to wish for good luck, health, and fortune for everyone.

## ACTIVITY 2

**Aim: To test Ss' memory to see how much they concentrate on / comprehend the reading.**

This job can be done ideally by asking Ss not to look back at the passages and see how many questions they answer correctly. T may turn it into a competition between groups. Then have them refer to the passages and check their answers. Check their answers as a class.

**Key:**

✓ : a, b, c, e, f, g

× : d, h

## Speaking

### ACTIVITY 3

**Aim: To help Ss talk about what they have read.**

- This activity helps Ss revise what they have learnt in the passages in **1** (both vocabulary and information about New Year's practices in other countries) and practise talking about them.
- Ask Ss to work in groups to discuss what they do / don't do during Tet.
- Call on some Ss to report the results of their group to the class.
- Encourage Ss to extract more activities from the passages in **1** than the ones listed in **3**, or provide more activities and see if Ss do them.

### ACTIVITY 4

**Aim: To help Ss express their own ideas on what children should / shouldn't do at Tet.**

- In order to form an opinion using *should* or *shouldn't*, Ss have to decide whether each activity is good or not good to do.
- Allow Ss some time to read the phrases, discuss and make their decisions by ticking or crossing each activity. Encourage Ss to think of the reasons for their choice.

- Have Ss talk in their groups. Encourage responses from others with *I agree; Yes, we should* or *I don't think so*.
- Call on some Ss to share their opinions with the class. Encourage them to express their ideas using *should / shouldn't*.

## WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two language points: what words / phrases / sentences they can remember; what children do / don't do or should / shouldn't do at Tet.



## SKILLS 2

### Listening ACTIVITY 1

**Aim: To help Ss develop their listening skill for specific information.**

- Ask them to read aloud the list of words (which they have learnt already in the previous lessons). Make sure they pronounce them correctly. This would help them recognise the key words when they are doing the listening.
- Play the recording one or two times (as needed) and ask Ss to tick the answers. Check their answers as a class.

**Key:** old things, peach flowers, new clothes, wishes

### ACTIVITY 2

**Aims:**

- **To help Ss develop their listening skill for specific information;**
- **To help Ss combine listening and writing at the same time.**
- Have Ss read the questions first to determine what information is needed to answer the questions. Remind them that only the key word(s) is/are used for the answers.
- Play the recording. Have Ss listen and write their answers.
- Check their answers as a class.
- Help correct Ss' answers so that they have only 1 – 2 words. Write the answers on the board.

**Key:**

- |                 |                   |        |
|-----------------|-------------------|--------|
| 1. Old things   | 2. (Their) houses | 3. Red |
| 4. (His) father | 5. Anything.      |        |

**Audio script:**

Dear Tom,

Tet is coming and I'm very happy. We do a lot of things before Tet. We throw some old things away. We clean and decorate our homes. My mother goes shopping and buys food, red envelopes, and peach flowers. She also buys new clothes for us. My father makes *banh chung* and cooks them on an open fire. He says that I should make some wishes at Tet, and I shouldn't break anything. It brings bad luck.

Yours

Nguyen

- Wrap up the Listening section by asking Ss to write down in notes what Nguyen's family does to prepare for Tet (even one note is good). Then call on some Ss to read aloud their notes.

## Writing

### ACTIVITY 3

**Aim: To help Ss brainstorm ideas for their email.**

- Ask Ss to discuss and make a list of the things they think children should / shouldn't do at Tet. This is an opportunity to revise Tet vocabulary. Encourage Ss to think beyond the content covered in the previous lessons.
- Guide Ss to write short phrases / notes instead of full sentences here.
- If Ss come up with any new activity or thing, T writes it on the board for other Ss to see.

### ACTIVITY 4

**Aim: To help Ss complete an email talking about what people should / shouldn't do at Tet.**

- Ask Ss to read what has been written in the incomplete email. Ask them to decide what will come in between the sentences.
- Have Ss work individually, referring to their notes in **3** to complete the email. Go round and offer help if needed.
- Ask one or two Ss to share their writing with the class. Check their writing.
- Collect some of the Ss' emails to correct at home.

#### **Sample answer:**

To: tom@webmail.com

Subject: Tet in Viet Nam

Dear Tom,

Tet is coming. I will tell you more about our Tet.

At Tet, we should *decorate our houses with flowers and plants*. We should *visit our grandparents and relatives*, too.

But we shouldn't *eat too much sweet food*. We shouldn't *keep lucky money*, either. We should *put it into our piggy bank*.

Please write and tell me about your New Year celebration.

Yours,

Nguyen



## LOOKING BACK

### Vocabulary

Encourage Ss to complete **Looking Back** without referring to the previous sections in the unit.

Ask Ss to record their results for each exercise in order to identify the areas that need further review.



## ACTIVITY 1

**Aim: To help Ss revise the vocabulary about Tet.**

- Allow Ss some time to read the list of the words and do the matching individually.
- Call on some Ss to read aloud their answers before checking them as a class.

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

## ACTIVITY 2

**Aim: To help Ss revise the vocabulary about Tet in context.**

- Have Ss do this activity individually. Allow them to swap answers.
- Check their answers as a class.

**Key:** 1. lucky money    2. cleaning    3. *Banh chung*    4. peach    5. gathering

## Grammar

### ACTIVITY 3

**Aim: To help Ss revise the use of *should* / *shouldn't*.**

- Highlight the new situation of visiting someone's home, a popular activity for children at Tet. Apart from revising *should* / *shouldn't*, Ss learn how to behave well at other people's homes.
- Have Ss read the phrases first. Allow them some time to write the sentences. Call on some Ss to say the sentences aloud and see if others agree.
- Check their answers as a class.
- Ask if Ss can suggest any other behaviour with *should* / *shouldn't*.

**Suggested answers:**

1. He / She should ask for permission before entering a room.
2. He / She shouldn't run about the house.
3. He / She shouldn't take things from a shelf.
4. He / She shouldn't make a lot of noise.
5. He / She should ask for some water if he / she feels thirsty.

### ACTIVITY 4

**Aim: To help Ss revise the use of *some* and *any*.**

- Ask Ss to look for clues in each sentence to decide which word to use to fill in the blank.
- Allow Ss to share answers.
- Check their answers as a class.

**Key:** 1. some    2. some    3. any    4. any    5. some    6. any



## PROJECT

- Use this as an in-class activity before Tet. Encourage Ss to say their wishes.
- Ask Ss each to get a small piece of paper. (T may prepare for them, preferably in different colours to make the tree colourful.)
- Remind Ss not to write their names on the paper.
- Allow them 3 – 5 minutes to write their wishes. T can demonstrate by writing on the board some examples, using *wish* or *want* (e.g. *I wish my parents health and happiness.* or *I want no war in this world.*)
- Have Ss come up and hang their wishes on the tree.
- When everybody is ready, call on some Ss to come up, pick a random piece of paper, and read the wish aloud. The class guesses whose wish it is.
- Don't focus on or correct Ss' language mistakes. This is an opportunity for them to experiment with the language.
- At the end, ask Ss to make a list of the wishes they are most interested in so that they can share them with their family when they return home.

### NOW I CAN ...

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

# REVIEW 2

## Objectives:

By the end of this review, students will have revised the language they have learnt and the skills they have practised in *Units 4 – 6*.

## Introduction

Ask Ss what they have learnt in terms of language and skills. Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult items before starting with the review.

## LANGUAGE

### Pronunciation

#### Activity 1

**Aim:** To help Ss review the pronunciation of the sounds learnt in *Units 4 – 6*: /ɪ/ and /i:/, /t/ and /d/, and /s/ and /ʃ/ correctly.

- Write the three pairs of sounds on the board. Say some words containing the sounds aloud and ask if Ss can identify which sound it is.
- Ask Ss to read aloud the words in each group and decide by themselves which one is the odd one out.
- Play the recording for Ss to listen and check their answers. Have Ss do this exercise individually.
- Check their answers as a class.
- Ss listen again and repeat in chorus and individually.

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

#### Audio script:

1. A. <u>s</u> eat	B. wonder <u>s</u>	C. de <u>s</u> ert
2. A. che <u>a</u> p	B. t <u>e</u> ach	C. br <u>e</u> ad
3. A. <u>s</u> ugar	B. <u>s</u> ome	C. <u>s</u> ure
4. A. <u>e</u> xcuse	B. b <u>e</u> tween	C. cath <u>e</u> dral
5. A. mod <u>e</u> rn	B. crow <u>d</u> ed	C. celebrat <u>e</u>

## Vocabulary

#### Activity 2

**Aim:** To help Ss review the adjectives describing the neighbourhood, the wonders of Viet Nam, and Tet holiday.

- Ask Ss to read the adjectives in the box first and try to remember their meanings.
- Ask if they know their opposite meanings. Then have Ss do the exercise independently.



- Allow Ss to exchange answers with a partner.
- T checks the answers as a class.

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

### Activity 3

**Aim:** To help Ss identify the words through their definitions.

- Ask Ss to do this exercise individually.
- Have Ss swap their answers with a partner.
- Check Ss' answers as a class.
- T may ask Ss to underline the key words that help them determine their answers.

**Key:** 1. waterfall   2. compass   3. museum   4. wish   5. lucky money

## Grammar

### Activity 4

**Aim:** To help Ss review grammar elements taught in *Units 4 – 6: must / mustn't, some / any, and comparative adjectives.*

- Have Ss do the exercise individually.
- Get Ss to exchange their answers and discuss if there is any difference in their answers. Check Ss' answers as a class, and explain if needed.

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

### Activity 5

**Aim:** To help Ss review the use of *should / shouldn't*.

- Have a brief revision of *should / shouldn't* by naming an activity. Ss say if they should / shouldn't do it.
- Have Ss do this exercise independently.
- Check their answers as a class.

**Key:** 1. should   2. shouldn't   3. shouldn't   4. should   5. should

## SKILLS

### Reading

#### Activity 1

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

- Have Ss read the headings and the paragraphs carefully before they decide which goes with which.

- Ask them to underline the words / phrases in the paragraphs which help them do the match. Go through the underlined words and phrases Ss have done. Guide them how to look for clues. This will help Ss do activity **2** more easily.
- Check their answers as a class.

**Key:** 1. B    2. C    3. A

## Activity 2

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

- Have Ss read each sentence and look for the key word(s) in it.
  - Decide where to look for the information (paragraph 1, 2, or 3) in **1**. This will make it quicker and easier for Ss to find the correct answers.
- E.g. Sentence 1 has '*plants and flowers*' → go to paragraph 1: Nature.
- Check Ss' answers as a class.

**Key:** 1. A    2. A    3. B    4. C

## Speaking

### Activity 3

**Aim:** To help Ss practise asking and answering about a place they want to visit and explain why.

- Ask Ss to refer to the passage about Singapore in **1** and make a list of the places mentioned.
- Allow them some time to form their own ideas of where to go and why they want to go there. Have Ss then work in pairs, asking and answering to find out where their partners want to go and why.
- Go round and support Ss if it's needed.
- Call on some Ss / pairs to present their ideas to the class.

## Listening

### Activity 4

**Aim:** To help Ss review listening for specific information (T/F questions).

- Allow Ss some time to read the statements carefully to get the gist of the listening.
- Guide them to look for key words which can help them focus while listening. For example: four days (1), won't go (2) a full day (3)...
- Play the recording two or three times (as needed). Ss listen and tick the answers.
- Allow Ss to swap their answers.
- Check their answers as a class. Encourage Ss to correct the false statement(s).

If there is enough time, T may tell Ss more about the *Light and Sound Show* and *Sentosa*.

**Notes:**

- *The Light and Sound Show*: a form of nighttime entertainment that is usually presented outdoor, using light and sound to tell a historical story.
- *Sentosa*: a sunny island in Singapore, a big centre of entertainment, which offers activities for people of different age groups. There are Sea Aquarium, Butterfly Park, Insect Kingdom, Skyline Luge, Cove Waterpark, Universal Studio, and the famous Light and Sound Show.

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

**Audio script:**

*Travel agent*: Here we have a four-day programme for you ...

*Mai's mother*: Do we visit somewhere natural?

*Travel agent*: Oh yes. We have two days for nature: one day at the National Park and one day at the zoo.

*Mai's mother*: How about Sentosa?

*Travel agent*: Sentosa is a 'must' for families. We spend one day there.

*Mai's mother*: Is it enough?

*Travel agent*: We start early and return late. There we visit the Sea Aquarium ...

*Mai's mother*: What is it?

*Travel agent*: It's a zoo for fish.

*Mai's mother*: Great.

*Travel agent*: In the evening we will watch the Light and Sound Show. And the last day is for ...

**Writing****Activity 5**

**Aim: To help Ss complete a guided paragraph of about 50 words to describe their neighbourhood.**

- Have Ss read the guided paragraph first and decide which information is needed for each blank.
- Allow them some time to think about the information they need to complete the frame.
- Allow them some time to do the task.
- Go round and check if they are doing the task correctly and offer help if needed.
- Call on one or two volunteers to read aloud their answers. Call for other Ss' comments.
- Collect some writings to correct at home.

**Sample answer:**

I live in (1) *Tam Diep Town, Ninh Binh*. Life is very (2) *slow and quiet* here. There are (3) *large pineapple fields* in my neighbourhood.

At weekends, my friends and I often go to (4) *the town playground* where we can (5) *play football and fly kites*. That's our favourite place.



# Unit **7** TELEVISION

## Objectives:

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

- use the words related to TV programmes and people;
- pronounce the sounds /θ/ and /ð/ correctly;
- use *wh*-question words to make questions;
- use conjunctions to connect clauses in compound sentences;
- ask for and give information about TV programmes;
- read for general and specific information about a TV guide;
- talk about a favourite TV programme;
- listen for specific information about different TV programmes;
- write a paragraph about TV-viewing habits.

## WARM-UP & INTRODUCTION

### Aims:

- **To create a friendly and active atmosphere in the class before the lesson;**
- **To give the teacher and Ss a chance to introduce themselves;**
- **To lead into the new unit.**

Review the previous unit before Ss open their books. Organise a short *If you remember* game to revise how other countries celebrate their New Years. For example, T can say *Throwing water on other people* and Ss respond *Thailand*. Continue with about 4 – 5 countries Ss have learnt from *Unit 6*.

Create a spider web. To start the lesson, write the word *TELEVISION* in the centre of the web and ask Ss to call out words related to the topic. T may allow them to give Vietnamese words and ask other Ss in the class for the English equivalent. Then write in the corner of the board a list of the words Ss don't know and ask them to keep a record for later reference when the unit finishes.



## GETTING STARTED

### WHAT'S ON TODAY?

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
  - To introduce the topic of the unit.
- 
- Set the context for the introductory text: Ask Ss to look at the title of the conversation and the picture. Ask them some questions like:
    - What do you think they are talking about?
    - Do you like watching TV? Why / Why not?
    - How many hours a day do you watch TV?
    - What channel / programme do you like best?
    - ...
  - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.
  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit's topic while they are listening and reading.
  - Invite some pairs of Ss to read the dialogue aloud.
  - Ask Ss what exactly Phong and Hung are talking about. Now confirm the correct answer. (*They are talking about their favourite TV programmes.*)
  - Have Ss say the words in the text that they think are related to the topic *Television*. Quickly write the words on one part of the board.

#### ACTIVITY 2

##### Aim: To help Ss focus on the topic of the lesson.

- Ask Ss to read the questions carefully and choose the correct answers. Encourage them not to look back at the conversation.
- Allow Ss to work in pairs if they would like to.
- Check their answers as a class. Show them where in the conversation to find the answers.

**Key: 1. C    2. A    3. A    4. A**

#### ACTIVITY 3

##### Aim: To help Ss learn the names of some TV programmes.

- Encourage Ss to do this activity without looking back at the conversation. If they cannot, let them read the conversation again to find the answers.
- Allow Ss to work in pairs if they would like to.
- Check their answers as a class.

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

## ACTIVITY 4

**Aim: To help Ss focus on the use of adjectives to describe TV programmes and characters.**

- Ask Ss to work independently. Guide them to look back at the conversation and find where the names of the programmes / character appear.
- Allow Ss to share their answers and discuss.
- Check their answers as a class.

**Key: 1.** interesting

**2.** wonderful

**3.** clever

**4.** educational

## ACTIVITY 5

**Aim: To help Ss talk about what TV programme(s) they like.**

- T can demonstrate by talking about his / her favourite programme(s) first. For example: *I like films about animals in faraway countries like Kenya or India. They are on the Animal Planet.*
- Then allow Ss some time to discuss in groups before they decide on the programmes they like.
- Each group then shares their answers by reading them aloud to the class. The class votes for the group with the most interesting answers.

## WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a visualiser in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the *wh*-question words and conjunctions, and tells Ss that they will learn these language points in the following lessons.



## A CLOSER LOOK 1

### Vocabulary

#### ACTIVITY 1

**Aim: To teach Ss some words / phrases related to television.**

- Ask Ss to read the words / phrases in the box first and see if they can remember some of them from the previous lesson.
- Allow Ss to refer to **Listen and read** if needed to remind them of the context where these words appear (except the words *comedy* and *viewer*).
- Have Ss read the definitions and do the task. Allow them to work independently or in pairs.
- Check their answers as a class.



**Key:**

- |                |                          |           |
|----------------|--------------------------|-----------|
| 1. character   | 2. educational programme | 3. comedy |
| 4. talent show | 5. viewer                |           |

**ACTIVITY 2**

**Aim: To give Ss further practice in using TV show-related words / phrases in context.**

- Ask Ss to read the sentences carefully and choose the correct words / phrases to complete them. (One more new word: *game show*.)
- Check their answers as a class.

**Key:**

- |              |              |                   |
|--------------|--------------|-------------------|
| 1. channel   | 2. character | 3. animated films |
| 4. game show | 5. comedies  | 6. viewers        |

**ACTIVITY 3**

**Aim: To teach Ss more adjectives to describe television programmes and characters.**

- Teach the new words (*live* with a different meaning from the one they already know, and *popular*).

**Suggestion:**

- *popular*: You play football, I play football, Nam plays football ... → Football is popular.
- *live*: The contest is NOW at the City Hall. We are at home but we can watch what is happening there like the audience at the Hall. → We are watching the competition live.
- T may ask Ss to give the Vietnamese equivalent of these words.
- Ask Ss to work independently or in pairs. Encourage them to read the sentences carefully and look for clues so that they can choose the right word to complete each sentence.
- Check their answers as a class.

**Key:**

- |            |           |                |
|------------|-----------|----------------|
| 1. popular | 2. boring | 3. cute        |
| 4. live    | 5. funny  | 6. educational |

**Pronunciation**

/θ/ and /ð/

**ACTIVITY 4**

**Aim: To help Ss identify how to pronounce the sounds /θ/ and /ð/, and practise pronouncing these sounds.**

The /θ/ and /ð/ sounds are among the most difficult English sounds for Vietnamese Ss as we do not have them in our language.

- Ask Ss to read the words first as they are all familiar with Ss.
- Play the recording and ask Ss to listen carefully and check if they have pronounced them correctly.
- Play the recording again. Ss listen and repeat. Check their pronunciation by calling some Ss to read the words individually.

**Audio script:**

/θ/: theatre, earth, anything, both, through

/ð/: there, them, neither, weather, than

## ACTIVITY 5

**Aim: To help Ss pronounce the sounds /θ/ and /ð/ correctly in context.**

- Don't take this task too seriously. It's a way to make learning pronunciation fun.
- Have Ss practise reading the tongue twisters among themselves: slowly at first, then faster and faster. Tell them to pay attention to the key words with the /θ/ and /ð/ sounds. T may also turn it into a competition to see who / which group can read the twisters fast and correctly.

## WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.



## A CLOSER LOOK 2

### Grammar

#### Wh-questions

Ss can easily recognise these question words as they have been dealing with them in the previous lessons. So T can go straight into the teaching of this grammar point.

## ACTIVITY 1

**Aim: To remind Ss of the questions they are familiar with.**

- Ask Ss to read the conversation and underline the question words.
- Check their answers as a class.
- Demonstrate some more *wh*-questions with other *wh*-words. Ask Ss to answer to make sure that they know what information the question is requiring. For example: *Who is standing in this class? How many pictures are there on the wall?* etc.

**Key:** What are you doing tomorrow?

Where is it?

How long is it on?

## ACTIVITY 2

**Aim: To help Ss identify the functions of different question words.**

- Allow Ss to read and do the matching individually or in pairs.
- Check their answers as a class.
- Explain if Ss have any difficulty understanding how to use the question words.

**Key:**

When – time

How often – repetition

Where – place

How many – number

What – thing

Who – people

Why – reason

**Remember!**

- Remind Ss that each question word asks for a different piece of information.
- Check if Ss fully understand this by asking *wh*-questions and requiring Ss to answer in short.

## ACTIVITY 3

**Aim: To give Ss more practice with question words.**

- Allow Ss some time to complete the conversations. Suggest they should look at the answer in order to choose the correct question word from the box.
- Play the recording. Ask Ss to listen and check their answers. Also remind them to pay attention to the tune of the *wh*-questions (falling at the end).
- Check their answers as a class.

**Key:**

1. How often, What

2. Who

3. When, Where

**Audio script:**

**Conversation 1**

A: How often do you watch TV?

B: Not very often. Two or three times a week.

A: What do you watch?

B: It depends. But I like talent shows the most.

**Conversation 2**

A: Who do you like the most in *Doraemon*?

B: Nobita. He's so funny.

**Conversation 3**

A: When do you play football?

B: Usually on Saturday or Sunday.

A: Where do you play?

B: In the yard.



## Conjunctions in compound sentences

- Ss are expected to know the meanings as well as the use of the three conjunctions: *and, but, so*.
- Write the examples in the **Remember!** box on the board and underline the conjunctions in the sentences.
- Circle the clauses before and after the conjunction.
- Draw Ss' attention that conjunctions are used to connect two clauses into a compound sentence. (e.g. *I enjoy sports, **so** I spend a lot of time outdoors.*)

### ACTIVITY 4

**Aim: To help Ss identify the meaning and the position of a conjunction.**

- Have Ss work individually or in pairs.
- Ask them to read the clauses in the **Beginnings** column carefully and find clues in the **Endings** column for matching.
- Check Ss' answers as a class.
- Call on some Ss to read the complete sentences out loud.

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

### ACTIVITY 5

**Aim: To give Ss some practice in using conjunctions.**

- This is a more difficult task as Ss have to decide what conjunction to use for each sentence.
- Remind Ss to read each sentence and decide what the relationship of the two clauses is before they choose the correct answer.
- Ss work individually or in pairs. They can later exchange and check their answers.
- Check their answers as a class.

**Key: 1. so                    2. but                    3. so                    4. but                    5. and**

### WRAP-UP

- Summarise the main grammar points of the lesson.
- Say a question word and ask Ss to respond by making a question with it.  
E.g.  
**T:** *How many*  
**Ss:** *How many students are there in our class? / How many coloured pencils do you have?*
- Write quickly on the board some sentences with blanks for Ss to fill using conjunctions.

E.g.

*I'm not big, \_\_\_\_\_ I'm strong.*

*She reads a lot, \_\_\_\_\_ she won the game show.*



## COMMUNICATION

### Everyday English

#### Asking for and giving information about TV programmes

- Tell Ss that they are going to learn how to ask for and give information about TV programmes.
- Ask Ss to make questions about the different kinds of TV programmes. Write them on the board.

#### ACTIVITIES 1 + 2

##### Aims:

- To introduce a sample conversation about a TV programme;
- To help Ss practise asking for and giving information about TV programmes.

1 Ask Ss to read the conversation as an example. Tell Ss that they can use *what, what time, why*, etc. to ask about TV programmes.

##### Audio script:

A: What's your favourite TV programme?

B: The animal programme.

A: Why do you like it?

B: Because I can see the animals in their real life.

2 Allow Ss to work in pairs and make a similar conversation about their favourite TV programme. Encourage them to include as many questions as possible in their conversations. Call on some pairs to act out their conversations in front of the class. Check and correct if needed.

### TV programmes

#### ACTIVITY 3

**Aim:** To allow Ss to explore some interesting facts about TV in other countries.

Don't turn this task into a serious test of information.

- Ss work in groups and help one another to find the answers / make guesses.
- Call on some Ss for the answers. Remind them of the correct way to give their answers.  
E.g. *Pokemon cartoons are from Japan.* (They know the answer.)  
*We think Pokemon cartoons are from Japan.* (They make a guess.)
- Confirm the answers with the whole class.

##### Notes:

- *Pokemon* cartoons: Japanese television animation series, typically aimed at adults as well as children.
- Iceland /'aɪslənd/: Before 1981, there was no TV in July; before 1986, there was no TV on Thursday. It is because people felt they could do without TV once a week! They wanted everyone to spend this time outdoors or with their families.
- *Discovery Channel*: an American pay television network. It creates the high quality content.

**Key:** 1. Japan      2. Viet Nam      3. Iceland      4. the USA

## ACTIVITY 4

**Aim: To introduce to Ss some TV programmes for children.**

- Ask Ss to read the passages and do the task. Remind them that some facts may refer to both programmes.
- Have Ss work individually or in pairs.
- Check their answers as a class. Ask them where in the text they found the answers.

**Key:**

- |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|
| 1. Both programmes    | 2. <i>Let's Learn</i> |                       |
| 3. <i>Hello Fatty</i> | 4. <i>Let's Learn</i> | 5. <i>Hello Fatty</i> |

## ACTIVITY 5

**Aim: To allow Ss an opportunity to practise with the information from the TV programmes in 4.**

- Allow Ss about three minutes to refer to **4** and choose the programme they prefer. Encourage them to focus on the reasons why they like it.
- Ask Ss to work in groups and share their ideas. Each group then shares their answers with the class.

## WRAP-UP

Have Ss say what they have learnt in the lesson.



## SKILLS 1

### Reading

#### ACTIVITY 1

**Aim: To teach Ss how to read a TV guide.**

- Ask Ss to have a quick look at the TV guide and answer questions like *What information do you see?* (the time, the name of the programme and its content), *What information comes first?* *What comes next?* and *What do you look at when you are choosing a programme to watch?* This task should be done carefully as it helps do task **2**.

**Note:** Explain to Ss so that they can distinguish the name of the programme (e.g. *Sports*) and the name of the specific event / show / film, etc. on that programme (e.g. *The Pig Race*).

- Allow Ss some time to read the TV guide and answer the questions.
- Check their answers as a class.

**Key:**

- |                                      |                  |                           |
|--------------------------------------|------------------|---------------------------|
| 1. (It's) <i>Cuc Phuong Forest</i> . | 2. Yes, it is.   |                           |
| 3. It's on at 10.30.                 | 4. No, we can't. | 5. (It's about) dolphins. |



## ACTIVITY 2

**Aim: To show Ss how to find a suitable TV programme for a person.**

- Ask Ss to read the information about each person carefully, underline the key word(s) showing what each person likes in order to help them find the answer.
- Allow Ss some time to do the task individually. Ask some Ss to share their answers before checking as a class.

**Key:**

1. Phong: *Children are Always Right*

2. Bob: *The Fox Teacher*

3. Nga: *Cuc Phuong Forest*

4. Minh: *The Pig Race*

5. Linh: *The Dolphins*

## Speaking ACTIVITY 3

**Aim: To allow Ss to talk about what they have done in Reading 2.**

- Have Ss work in groups and share their answers in **2** with the groups. Encourage other Ss to say if they agree or disagree with the answers and explain their partners' choice.
- Call on some Ss to demonstrate it in front of the class.

## ACTIVITY 4

**Aim: To teach Ss how to talk about their favourite TV programmes.**

- Ask Ss to read the instructions carefully and allow them some time to prepare their answers.
- Tell Ss that the suggested structure can help them organise their ideas.
- Have Ss share their answers in groups before calling some of them to present their answers to the class. Correct any mistakes later.

## WRAP-UP

Have Ss summarise:

- what they have learnt in the lesson with the two skills;
- what words / phrases / sentences for describing television they can remember;
- how to talk about a TV programme they like.



## SKILLS 2

## Listening ACTIVITY 1

**Aim: To help Ss develop their listening skill for specific information.**

- Allow Ss some time to read the programmes in the table.
- Ask them to focus only on the information they need: the channel.

- Play the recording. Ss listen and tick.
- Check their answers as a class.

**Key:**

Programme	Channel 1	Channel 2	Channel 3
<i>Green Summer</i>	√		
<i>My Childhood</i>		√	
<i>Harry Potter</i>			√
<i>English and Fun</i>	√		

## ACTIVITY 2

**Aim: To help Ss develop their listening skill for specific information.**

- This activity requires Ss to listen more carefully for details.
- Allow Ss some time to read the statements first and see if they can answer any of them based on the previous listening.
- Draw Ss' attention to the fact that almost all the questions start with the names of the programmes. They are signals that the answers are coming.
- Play the recording. Ss listen and tick.
- Check their answers as a class. If Ss have difficulty catching the information, determining their answers, pause the recording after each sentence where the information appears.

**Key: 1. T    2. F    3. T    4. F**

**Audio script:**

Here are some interesting TV programmes for you. *Green Summer*, a music programme, is on channel 1. It starts at eight o'clock. *My Childhood* is on channel 2. It's the story of a country boy and his dog Billy. On channel 3, you will watch *Harry Potter* at 8.30. Children all over the world love this film. If you like to learn English, you can go to *English and Fun* on channel 1. It's at nine o'clock. We hope you can choose a programme for yourself. Enjoy and have a great time.

## Writing

### ACTIVITY 3

**Aim: To guide and prepare Ss with information for their writing in 4.**

- Ss have to answer a questionnaire about TV-viewing habits.
- Have Ss read the questions and choose the most appropriate answers for themselves.

## ACTIVITY 4

**Aim: To guide Ss how to write a paragraph about TV-viewing habits.**

- Have Ss work individually. Ask them to refer to the questions and their answers in **3** while they are writing. These questions are a very good guide of how to form a sentence and what information they need to complete the sentence.
- Go round and offer help if needed.
- If time allows, ask some Ss to share their writing with the class. If not, collect some Ss' writings to correct at home.

**Note:** Tell Ss that the information in the questions in **3** has been arranged in a logical order and they can organise their writing by referring to their answers one after another.

### **Sample answer:**

I like watching TV, about one hour a day. I only watch TV in the evening. During the day, I go to school. On Saturday and Sunday, I watch more. Sometimes I watch TV when I'm eating, but I never watch TV when I'm studying. I watch *Science programme* the most. It has interesting educational programmes for children.



## LOOKING BACK

- Encourage Ss to complete **Looking Back** without referring to the previous sections in the unit.
- Ask Ss to record their results for each exercise in order to identify the areas they need further review.

## Vocabulary ACTIVITY 1

**Aim: To help Ss revise the vocabulary about television.**

- Ask Ss to do the task individually.
- Allow Ss some time to read the list of the words and write them in the correct place in the table.
- Have Ss swap their answers to double check.
- Call on some Ss to read aloud their answers before checking them as a class.

### **Key:**

Programmes	Adjectives describing programmes
sports	educational
wildlife	interesting
<i>English in a Minute</i>	popular
animated films	funny



## ACTIVITY 2

**Aim: To help Ss revise the vocabulary about television in context.**

This activity is for the revision of the vocabulary in a contextualised situation. Ss have to be able to recognise the relationship of the target words and their neighbours, the context in which they appear.

- Ask Ss to do the task individually.
- Have Ss swap their answers to double check.
- Call on some Ss to read aloud their answers before checking them as a class.

**Key:** 1. viewers    2. animal    3. sports    4. funny    5. educational

## Grammar

### ACTIVITY 3

**Aim: To help Ss revise the use of question words.**

- Ask Ss to look at the answers and underline the missing information from the questions so that they can decide which question words to use.
- Go round and offer help if needed.
- Check their answers as a class.

**Key:** 1. How many    2. What    3. Why    4. Who    5. How many

### ACTIVITY 4

**Aim: To help Ss revise the use of conjunctions.**

- Ask Ss to read the two sentences in each question and use the conjunctions provided to connect them.
- Check their answers as a class.

**Note:** Note that in most sentences, the conjunctions are used to replace the full stop and connect the two sentences.

**Key:**

1. *Ocean Life* is on at 7.30, and *Laughing out Loud* comes next at 8.00.
2. I like *The Seven Kitties* very much, so I watch it every day.
3. *BBC One* is a British channel, but *VT6* is a Vietnamese channel.
4. *Along the Coast* is a famous TV series, but I don't like it.
5. I have a lot of homework tonight, so I can't watch *Eight Feet Below*.

## WRAP-UP

Have Ss look at the **Now I can...** table.



## PROJECT

This project introduces to Ss a new way of learning and practising their learnt language outside the class. Organise the activity in a way that Ss will be able to go out and ask questions to find out how important TV is to their friends, to take notes of the answers, and to report the results to other people (their classmates).

- Divide Ss into groups of four or five and instruct them on what they have to do. Encourage them to reach out of the classroom (interviewing their parents, siblings, neighbours, etc.).
- Ask Ss to share their findings with the class. If time allows, T can use the results of the project for the class discussion to see how much TV watching is enough / good / bad and the role of TV for children.

### **NOW I CAN ...**

Ask Ss to complete the self-assessment table. Discuss as a class what difficulties remain and what areas Ss have mastered.

# Unit **8** SPORTS AND GAMES

## Objectives:

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

- use the words related to the topic *Sports and Games*;
- pronounce the sounds /e/ and /æ/ correctly;
- use the past simple;
- use imperatives to tell someone to do something;
- express and respond to congratulations;
- read for general and specific information about favourite sports stars;
- talk about famous sportspeople;
- listen for general and specific information about sport(s) / game(s);
- write a paragraph about a sport / game.

## WARM-UP & INTRODUCTION

### Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Begin the lesson by reviewing the previous unit before Ss open their books. T may have Ss revise the words learnt in *Unit 7*, or ask them what TV programmes they like to watch, or whether they like to watch sports programmes on TV.

Then lead Ss to the new unit. Write the unit title *Sports and Games* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss give the answers, ask them to open their books to page 16. Draw their attention to the box and introduce what they are going to learn in this unit.





## GETTING STARTED

### AT THE GYM

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
  - To introduce the topic of the unit.
- 
- Ask Ss to look at the picture and guess what it shows or what the conversation between Duong and Mai might be about.
  - Ask Ss questions about the picture. E.g. *Who do you see in the picture? Where are they? What do you think they're talking about?*
  - Tell Ss that Duong and Mai are at the gym, talking about the sports / games they play.
  - Tell Ss to listen to their conversation.
  - Play the recording two or three times, or more if necessary. Ask Ss to listen and read along. Have Ss underline the words related to the unit's topic while they are listening and reading.
  - Call on some pairs of Ss to read the dialogue aloud. Have the whole class read the new words in chorus. Tell them to pay attention to the words having the sounds /e/ and /æ/.

#### ACTIVITY 2

##### Aims:

- To help Ss practise using words related to the topic **Sports and Games**;
  - To help Ss understand the conversation better.
- 
- Ask Ss to do this activity independently. Remind them of the ways to do the activity if needed. Ss may refer back to the conversation for the context of the words they need to fill the gaps. Allow them to share their answers before they discuss them in pairs or as a class.
  - Write the correct answers on the board.
  - T explains the meanings of some words if necessary. Ss practise saying the sentences together.

**Key:** 1. fit      2. gym      3. table tennis      4. Club      5. cycle

#### ACTIVITY 3

**Aim:** To help Ss revise / learn names of some sports and games through pictures.

- Ask Ss to label the pictures with the correct words given. Ss can work in pairs. Elicit Ss' answers. Then provide the correct words.
- Ask them for the meanings of the words. Provide them with the meanings of the words they don't know. T may also ask them if they play these sports and games or if people in Viet Nam play them.

##### Key:

1. cycling      2. aerobics      3. table tennis  
4. swimming      5. chess      6. volleyball

- Help Ss differentiate between a sport and a game:  
*A sport*: an activity that you do for pleasure and that needs physical exercise.  
*A game*: an activity or a sport with rules in which people or teams compete against each other.
- T may ask Ss to give the names of some sports and some games they know. For example:  
**Sports**: running, cycling, mountain climbing, ...  
**Games**: chess, football, card games, computer games, ...

## ACTIVITY 4

**Aim: To help Ss practise speaking and learn about how sporty they are.**

- Have Ss work in pairs (or in groups) to ask and answer the questions. Some pairs (or groups) may report their results to the class. (In their groups, how many Ss with answers “A”, how many with answers “B” and who is the sportiest in their groups.)
- T may want to find out how sporty the class is by writing the results on the board.

## WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say some words they remember from the lesson.
- If there is a visualiser in the classroom, show the dialogue, highlight the key words related to the topic.



## A CLOSER LOOK 1

### Vocabulary

#### ACTIVITY 1

**Aim: To revise / teach the names of some equipment to be used in some sports / games.**

- Ask Ss to look at the pictures and see if they can write the words under the pictures.
- Have Ss work individually. Tell them to put the words and phrases given under the right pictures.
- Check their answers as a class. Explain the meanings to them if necessary. If there is enough time, have Ss give examples.

**Key: 1. ball    2. sports shoes    3. boat    4. racket    5. goggles**

#### ACTIVITY 2

**Aim: To revise / teach the names of some sports / games and the equipment to be used in the sports/ games.**

- Tell Ss to do the task independently first.
- Call on some Ss to write their answers on the board, then check their answers as a class.

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

**Extension:** Ask stronger Ss to name more sports and games and the equipment used in these sports / games.

E.g.

- table tennis – bats
- running – sports shoes
- chess – chessboard + chessmen / chess pieces

...

### ACTIVITY 3

**Aim: To give Ss practice in using words related to sports / games in context.**

- Have Ss read the sentences and fill the blanks with the words given.
- Have them read the sentences carefully and look for clues so that they can choose the correct words to complete the sentences.
- Have one student write the words on the board. T gives correction.

For stronger Ss, ask them to make sentences with the words. Other Ss and T give comments.

**Key:**

1. competition

2. champion

3. congratulations

4. sporty

5. marathon

### Pronunciation

/e/ and /æ/

### ACTIVITY 4

**Aims:**

- To help Ss identify how to pronounce the sounds /e/ and /æ/;
- To help Ss practise pronouncing the two sounds in words.

- Have Ss practise the sounds /e/ and /æ/ in isolation first.
- Have them observe T's mouth for the correct pronunciation of these two sounds.
- Play the recording and ask Ss to listen and repeat the words. Play the recording as many times as necessary.

**Audio script:**

/e/: chess

tennis

exercise

contest

/æ/: racket

match

marathon

active



## ACTIVITY 5

**Aim:** To help Ss pronounce the sounds /e/ and /æ/ in words and in sentences.

- Play the recording. Have Ss listen and repeat sentence by sentence.
- Help them recognise the two sounds, then underline the correct words in the sentences.
- Correct their pronunciation and intonation. Play the recording again for them to practise if necessary.

### Key + Audio script:

1. They cannot take part in this contest.
2. They began the match very late.
3. Please get the racket for me.
4. We play chess every Saturday.
5. My grandpa is old, but he's active.

## WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.



## A CLOSER LOOK 2

### Grammar

#### The past simple

##### Introduction

- The past simple was already introduced in *Tieng Anh 5*, so T asks Ss to recall it and give examples.
- T may ask them some questions. E.g. *What did you do last Sunday?* etc.
- Then encourage Ss to talk about past actions.
- T asks Ss to give the rule and use of the past simple themselves. Then T explains to them if necessary (use the **Grammar** box). T can give more examples if necessary. Remind them of using the past simple when something happened (e.g. *yesterday, last Sunday, last month, etc.*).

#### Positive:

I / You / We / They / He / She / It + V-ed (*played*)

#### Negative:

I / You / We / They / He / She / It + did not / didn't V (*did not / didn't play*)

#### Questions and short answers:

Did I / you / we / they / he / she / it + V (*play*)?

Yes, I / you / we / they / he / she / it did.

No, I / you / we / they / he / she / it didn't.

## ACTIVITY 1

**Aim: To help Ss practise with the correct form of the past simple.**

- Have Ss do the task individually and then compare their answers in pairs.
- Tell Ss that when they do the multiple choice questions, they should first read the sentences (stems) and the options carefully. Then they should choose the answer that they think is correct by eliminating the wrong answers. Then they get the most likely correct answer.
- Check and confirm Ss' answers.

**Key: 1. C**

**2. B**

**3. C**

**4. A**

**5. B**

## ACTIVITY 2

**Aim: To help Ss practise using the past simple in context.**

- Have Ss do the task individually. Ask them to read the conversation first, so that they understand the context to use the verbs given in the correct form.
- T may call on some Ss separately to read out their answers and correct their answers if they're wrong. T gives explanation if necessary.
- Then call on some pairs to read the conversation with the correct verb forms. Correct their pronunciation and intonation if necessary.

**Key:**

**1. went**

**2. had**

**3. did you do**

**4. visited**

**5. ate**

**6. scored**

## ACTIVITY 3

**Aim: To help Ss practise using the past simple in real situation.**

- Divide the class into groups of 4 or 5.
- Ss take turns to ask and answer questions about their last weekend.
- Encourage them to give as many sentences as possible. Tell them to use all three forms (affirmative, negative, and questions).
- Some stronger Ss can report to the class about one of their friends' last weekend.

### Imperatives

- T may begin by saying some sentences of imperatives (positive and negative).
- Then ask Ss to give the forms and uses of imperatives.
- Explain to Ss and ask them to give more examples.

## ACTIVITY 4

**Aim: To help Ss use the correct form of imperatives in different situations.**

- Tell Ss to work in pairs. Give them about 2 – 3 minutes to do the task.
- Go round, observe the class and give help if necessary.
- Call on some Ss to read their answers.
- Check their answers as a class.

**Key:**

- |               |          |            |
|---------------|----------|------------|
| 1. Don't park | 2. Close | 3. Tidy up |
| 4. Don't use  | 5. Try   |            |

## ACTIVITY 5

**Aim: To help Ss practise using imperatives to tell someone to do something in a real context.**

- Have Ss work in pairs or in groups.
- Ask them to take turns to tell their friends what to do and not to do at the gym.
- T gives help and lets them give as many sentences as possible.

**Some possible sentences:**

- |  |                                  |
|--|----------------------------------|
| • Pay your fee first.                  | • Don't litter.                  |
| • Put on your trainers / sports shoes. | • Don't eat or drink at the gym. |
| • Listen to the instructor carefully.  | • ...                            |

If time allows, T may ask Ss to draw a picture illustrating one of the gym rules in the blank space at the bottom of the page in their notebooks. Make sure that Ss write the rules somewhere in the picture. (This may be done as homework.)

## WRAP-UP

- Summarise the main grammar points of the lesson.
- Ask Ss to make sentences about themselves, using the past simple.
- Ask Ss to take turns to give an order or tell their friends to do an activity / follow everyday routine (positive or negative). E.g. *Get up early every day; Go to school on time; etc.*



## COMMUNICATION

### Everyday English

#### Expressing and responding to congratulations

This section provides Ss with the way of expressing and responding to congratulations.



## ACTIVITIES 1 + 2

### Aims:

- To introduce the way of expressing and responding to congratulations;
- To help Ss practise expressing and responding to congratulations.

1 Have Ss listen and read the short conversation. Tell them to pay attention to the highlighted parts. T may ask Ss to repeat these parts several times.

### Audio script:

*Duong:* Last week I played table tennis with Duy, and I won for the first time.

*Mai:* Congratulations!

*Duong:* Thank you, Mai.

*Mai:* So you're our class champion now.

2 Allow Ss to work in pairs and make a similar conversation. Remind them to use the highlighted sentences in 1. Then encourage them to devise different contexts to use the language.

## The sport / game you like

### ACTIVITY 3

### Aims:

- To have Ss revise / learn some knowledge of sports / games;
- To help Ss communicate through a quiz about sports / games.

Ask Ss to work in pairs and find the answers to the quizzes. Check and give the correct answers.

### Key:

1. There are usually 22 players (11 on each side).
2. It normally lasts 90 minutes (divided into two halves).
3. They take place every four years.
4. A marathon is 42.195 kilometres long (26 miles and 385 yards).
5. They took place in Olympia (in Ancient Greece) (in 776 BC).

### ACTIVITY 4

**Aim:** To help Ss ask and answer questions about themselves concerning the field of sports / games.

- Divide the class into groups of 5 or 6.
- Appoint one student to be the interviewer and the others the interviewees.
- Give Ss plenty of time to ask and answer questions. Encourage them to talk and raise as many questions as possible.
- Go round the class and give support if necessary.
- After a fixed amount of time, choose the interviewer of some groups to present to the class. T and other Ss listen and make comments.

### WRAP-UP

Have Ss say what they have learnt in the lesson.



## SKILLS 1

### Reading ACTIVITY 1

**Aim: To activate Ss' knowledge of the topic of the reading text.**

- T may begin by asking Ss to name some famous football players in Viet Nam.
- Tell them to work in pairs to discuss the questions in this activity. Encourage them to give their ideas (as many ideas as possible) in front of the class.
- Have Ss work in pairs and discuss the questions about Pelé. It is not important whether they know much or little information about Pelé as long as they talk with each other.

### ACTIVITY 2

**Aim: To help Ss develop their reading skill for general information (skimming).**

- Tell Ss to read the text quickly and check their ideas in **1**.
- Set a strict time limit to ensure that Ss read quickly for information. Encourage Ss to give any piece of information they can remember (and it is not so important what they say as long as they speak English).

**Example:**

- ... best footballer
- ... from Brazil
- ... won the World Cup
- ... the King of Football
- ...

### ACTIVITY 3

**Aims:**

- **To help Ss develop their reading skill for specific information (scanning);**
- **To help Ss broaden and deepen their knowledge of Pelé.**

- Give Ss some time to practise reading the dialogue. Ss listen to T (or other Ss) read aloud while tracking the dialogue with their fingers.
- Ask Ss to read in chorus the new and difficult words / phrases in the dialogue.
- Check with Ss the meanings of the new words. Explain to them if necessary.
- Ask Ss to find the key words in each question. Then find the information in the dialogue to answer the questions.
- Confirm the correct answers to the class.

**Key:**

1. Pelé was born in 1940.
2. His father did. / His father taught him.
3. He scored 1,281 goals in total.
4. (He became *Football Player of the Century*) in 1999.
5. They call him "The King of Football".

**Further practice:**

- If time allows, have Ss talk about Pelé (what other information they know about him, whether they like him or not, and why, etc.).
- Have Ss talk about famous football players they know and ask them who they think is the best football player.

## Speaking

### ACTIVITY 4

**Aim: To help Ss practise reading and understand fact files of famous sportspeople.**

- Ss work by themselves and read the fact files of two famous sportspeople. T may ask them whether they know these sportspeople, and what else they know about them.
- Explain any new words to Ss if necessary. Make sure Ss understand everything and they can use these facts to prepare for the next speaking activity.

### ACTIVITY 5

**Aim: To help Ss practise speaking about a famous sportsperson in 4.**

- Have Ss work in pairs or groups. Have them take turns to talk about their chosen sportsperson.
- Let them have freedom to choose what information to mention. (They can skip some points, or add some of their own.)
- While Ss are talking, T goes round the class and monitors. Remember not to stop them in order to correct their mistakes.
- When the talking time is over, T collects common errors and discusses them with the whole class.

**Further practice:**

- If there is enough time, have Ss work in pairs. One student is an interviewer and the other is a famous sportsperson. Ss role-play an interview.
- T and Ss can brainstorm possible interview questions before the activity.

## WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two skills.





## SKILLS 2

### Listening

#### ACTIVITY 1

**Aims:**

- To activate Ss' knowledge of the topic of the listening text;
  - To help Ss develop the skill of listening for general information.
- 
- Play the recording once only. Ask Ss to listen and say who are mentioned in the passages.
  - Confirm the correct answer as a class.

**Key:** The listening passages are about Hai and Alice.

#### ACTIVITY 2

**Aim:** To help Ss develop their listening skill for specific information (scanning).

- Ask Ss to read the sentences carefully and find the key words.
- Play the recording again. Tell Ss that while they listen, they have to tick T or F for each sentence.
- Call on some Ss to read the answers and explain their choice.
- Confirm the correct answers as a class.

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

#### ACTIVITY 3

**Aim:** To help Ss develop their listening skill for specific information (scanning), and identify the exact words to fill the blanks.

- Ask Ss to read the sentences and find the key words.
- Play the recording a third time (or more if needed). Tell Ss that they have to identify the exact words in the listening passages to fill the blanks, and that the words must be spelled correctly. Ss can share their answers in pairs before listening to the recording a final time to check the answers as a class.

**Key:** 1. volleyball      2. three      3. Alice      4. chess

**Audio script:**

Hello. My name's Hai. I love sport. I play volleyball at school and I often go cycling with my dad at the weekend. But my favourite sport is karate. I practise it three times a week. It makes me strong and confident.

My name's Alice. I'm twelve years old. I don't like doing sport very much, but I like watching sport on TV. My hobby is playing chess. My friend and I play chess every Saturday. I sometimes play computer games, too. I hope to create a new computer game one day.

## Writing

### ACTIVITY 4

#### Aims:

- To help Ss practise asking and answering questions about their favourite sports and games;
  - To help Ss brainstorm ideas for their writing.
- 
- Have Ss work in pairs and talk about the sport / game they like. They can use the cues given or their own ideas.
  - Ask them to note down the important and interesting things in their notebooks.
  - Go around and give help if necessary.
  - Call on some Ss to read their notes in front of the class. T and other Ss listen and make comments.

### ACTIVITY 5

**Aim: To help Ss practise writing a paragraph about the sport / game they like.**

- Ask Ss to write a paragraph about the sport / game they talk about in **4**. Allow Ss to refer to the listening passages and other sections for useful language for writing. Note interesting expressions and language on the board.
- Tell Ss to write a draft first, based on the ideas they have talked about in **4**. Then Ss actually write a paragraph of 40 – 50 words (or more if they can), covering as many ideas as possible. Tell them to pay special attention to punctuation, structural elements, linking words, etc.
- T may collect some Ss' writings and mark them, then give comments to the class. Remember to tell them how to improve their writings.



## LOOKING BACK

As usual, this is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed and which areas need further practice.

The answers to the questions in **Looking Back** match the **Now I can...** self-assessment statements at the end. Ss should check how well they did at each question and use that information when filling the self-assessment table.

## Vocabulary

### ACTIVITY 1

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

- Ss do this task individually.
- Call on some Ss to read the answers aloud.
- Confirm the correct answers as a class. Have the whole class read the words / phrases correctly.

**Key:** 1. C

2. A

3. C

4. B

5. B

## ACTIVITY 2

**Aim: To help Ss revise the combination of the verbs *play*, *do* and *go* with names of different sports / games.**

- Tell Ss that in English sports and games may go after one of three verbs: *play*, *do* and *go*. Ss have to remember these combinations.
- Allow Ss time to do the task individually.
- Call on some Ss to write the answers on the board. Then have the class comment, and give them the correct answers.
- T may call on some Ss to read the sentences.

**Key:**

- |         |               |              |
|---------|---------------|--------------|
| 1. do   | 2. is playing | 3. goes      |
| 4. went | 5. played     | 6. are doing |

## Grammar ACTIVITY 3

**Aim: To help Ss revise the use of the past simple tense in context.**

- Have Ss work in pairs and put the verbs in brackets in the correct form of the past simple.
- Tell Ss to pay attention to the point of time given in the sentences.
- Check their answers as a class.

**Key: 1. took      2. started      3. didn't like      4. did you do; cycled; watched**

## ACTIVITY 4

**Aim: To help Ss revise the use of imperatives (positive and negative) in different situations.**

- Give Ss some time to work by themselves. Ask them to revise how to use imperatives (positive and negative) in these situations.
- Call on some Ss to read their sentences.
- Have other Ss give comments. T confirms the correct sentences.

**Key:**

1. Please stop making noise.
2. Go out to play with your friends.
3. Don't feed the animals.
4. Stand in line, boys!
5. Don't touch the dog.



## ACTIVITY 5

**Aim: To help Ss revise the vocabulary related to sports / games in context.**

- Ask Ss to do the task individually first. Then they can check their answers with a partner before discussing as a class. T gives corrections.
- Have some Ss read the whole passage aloud (maybe sentence by sentence). The rest of the class should track the text with their fingers as the other Ss read.

**Key:** 1. play    2. hear    3. favourite    4. sports    5. famous

## WRAP-UP

Ask Ss what they have learnt in *Unit 8*. Have them recall the important elements:

- words / phrases and combinations related to the topic *Sports and Games*;
- sounds /e/ and /æ/;
- the past simple;
- imperatives.



## PROJECT

### ACTIVITY 1

**Aim: To introduce to Ss the traditional team game *Blind man's buff*.**

Have Ss read the information about a traditional game carefully. Explain new words and anything difficult to Ss. Make sure they understand everything thoroughly: the equipment and location, the rules and different steps.

### ACTIVITY 2

**Aim: To help Ss practise writing about a traditional game.**

Each student chooses one of the games given and writes about it, basing themselves on the information in **1**:

- *Name of the game:*
- *Number of players:*
- *Equipment:*
- *How to play:*

### ACTIVITY 3

**Aim: To help Ss practise talking/ giving presentation about a traditional game.**

Have Ss work in groups of 4 or 5. Let each of them present their talk to the group. T and other Ss make comments.

## NOW I CAN ...

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

# Unit **9** CITIES OF THE WORLD

## Objectives:

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

- use the words related to cities and landmarks;
- pronounce the sounds /əʊ/ and /aʊ/ correctly;
- use possessive adjectives and possessive pronouns;
- express exclamations with *What*;
- read for general and specific information about a holiday postcard;
- talk about a city;
- listen for specific information about a description of a city;
- write a holiday postcard.

## WARM-UP & INTRODUCTION

### Aims:

- **To create an active atmosphere before the lesson;**
- **To lead into the new unit.**

Review the previous unit before Ss open their books. Organise a short *Guessing game* to revise the names and actions of sports / games. E.g. T can call on some Ss to mime playing a sport or game (cycling a bike, playing table tennis, swimming, etc.). The class guesses what sport / game it is and say the name. Continue with the sports / games Ss have learnt from *Unit 8*.

Then write the title of *Unit 9* on the board. Ask Ss to name some cities they know, and where they are. Ask them to locate the cities on a (big) map and say what they know about these cities. Sometimes, accept Vietnamese if Ss cannot say it in English.

Ask Ss what the conversation might be about. Have Ss open their books and check their answers.



## GETTING STARTED

### WHAT NICE PHOTOS!

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
  - To introduce the topic of the unit.
- 
- Set the context for the introductory text: Ask Ss to look at the title of the conversation and the picture. Ask them some questions like: *What do you think Mai and Tom are talking about? What cities can you recognise from the photos? What are they famous for?* etc.
  - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.
  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit's topic while they are listening and reading.
  - Invite some pairs of Ss to read the dialogue aloud.
  - Have Ss say the words in the text that they have underlined. Quickly write the words on one part of the board.

#### ACTIVITY 2

##### Aim: To help Ss identify the location of the cities mentioned in the conversation on a map.

- Ask Ss if they know which country each city is in. If needed, help Ss by writing the names of the countries and the cities on the board.
- Have Ss look at the map and do the task.
- Check their answers as a class.

**Key:** 1. New York      2. London      3. Sydney

#### ACTIVITY 3

##### Aim: To help Ss focus on the use of adjectives to describe cities.

- Ask Ss to work independently. Ask them to look back at the conversation and find where the names of the cities appear and what adjectives are used to describe them. Underline them.
- Have Ss share their answers and discuss.
- Check their answers as a class.

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



## ACTIVITY 4

**Aim: To help Ss visualise some landmarks of the cities mentioned in the conversation.**

- Ask Ss to find the word *landmark* in the conversation and ask them what it is.  
(**Tom:** ... Can you see Big Ben?  
**Mai:** Yeah ... on the River Thames. It's a landmark of London.)
- Write the word *landmark* on the board and ask if they can guess the meaning of the word. (Emphasise: a place / object that is famous in a city. Tourists want to see it.)
- Have Ss do the matching.
- Allow them to discuss in pairs or groups.
- Check the answers as a class.

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

## ACTIVITY 5

**Aim: To give Ss a fun time revising what they have learnt so far in the lesson.**

- Demonstrate by calling three Ss to read the example.
- Then allow Ss some time to work in groups.
- Go round and offer help if needed. Encourage Ss to talk about other cities they know.

## WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a visualiser in the classroom, show the dialogue, highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue possessive adjectives and possessive pronouns at the end, and tells Ss that they will learn these language points in the following lessons.



## A CLOSER LOOK 1

### Vocabulary

#### ACTIVITY 1

**Aim: To teach Ss some adjectives describing a city.**

- Check if Ss remember which cities Mai and Tom were talking about at the beginning of the unit. Ask them how Tom described the three cities. Write the words on the board.
- Allow Ss some time to read the adjectives in the box first. Most of them they may already know (maybe except the word *helpful*, but don't explain it yet).
- Ask them to choose and write the words in the web. Allow Ss to work together if they would like to.
- Check answers as a class.

- Have Ss practise reading the adjectives.
- If time allows, encourage them to use these words (or the words they know) to describe other cities in Viet Nam or abroad.

**Note:** If Ss cannot guess the meaning of the word *helpful* by now, T can give the Vietnamese equivalent.

**Key:**

**city:** old, exciting

**food:** tasty, delicious

**people:** friendly, helpful

**weather:** rainy, sunny

## ACTIVITY 2

**Aim:** To help Ss use the adjectives in 1 in context.

- Ask Ss to work independently.
- Ask Ss to read the sentences carefully and complete them with the words in 1. Go around and offer help if needed.
- Check their answers as a class.

**Key:** 1. sunny    2. old    3. exciting    4. friendly    5. delicious / tasty

## ACTIVITY 3

**Aim:** To teach Ss some words / phrases related to a city.

- Ask Ss to read the words / phrases.
- Ask Ss to write the words / phrases under the correct pictures. (Ss can easily do the task since they know all the words except *stall*. The only word and picture left go together).
- Check their answers as a class.

**Key:** 1. palace    2. floating market    3. street food    4. stall

## Pronunciation

/əʊ/ and /aʊ/

## ACTIVITY 4

**Aim:** To help Ss identify and practise the /əʊ/ and /aʊ/ sounds.

- Demonstrate the two sounds with the words *cold* and *our*. Write them on the board and say them aloud.
- Have Ss read and put the words in the correct columns first.
- Ask them to listen to the recording, check their answers and complete what they have not been able to do yet.

- Play the recording again for Ss to repeat.
- Check their answers as a class.
- Call on some Ss to read the words aloud.

**Key:**

/əʊ/	/aʊ/
boat	house
postcard	crowded
coast	town
pagoda	tower

**Audio script:**

boat	house	town	tower
postcard	crowded	coast	pagoda

## ACTIVITY 5

**Aim:** To help Ss practise the sounds /əʊ/ and /aʊ/ in sentences.

- Allow Ss some time to read the sentences by themselves first. They can read silently or aloud.
- Play the recording. Have Ss listen and repeat the sentences.
- Provide further practice by dividing the class into two groups. Have the groups read alternate lines.
- Check by asking Ss to read loudly each underlined word in the sentences.
- If time allows, ask Ss to make sentences with words containing /əʊ/ and /aʊ/ sounds and practise saying them in pairs.

**Audio script:**

1. The town is crowded at the weekend.
2. There's lots of snow in Tokyo in winter.
3. It's very cold on the boat.
4. He's running around the house.

**Note:**

/əʊ/: snow, Tokyo, cold, boat

/aʊ/: town, crowded, around, house

## WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.





## A CLOSER LOOK 2

### Grammar

#### Possessive adjectives

Ask Ss to read the **Remember!** box. This is just a reminder since Ss have already learnt the possessive adjectives in primary schools. Help if they have any questions.

If needed, revise the forms of the possessive adjectives. Use the table below for both possessive adjectives and possessive pronouns.

Pronouns	Possessive adjectives	Possessive pronouns
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

### ACTIVITY 1

**Aim: To help Ss revise the use of possessive adjectives.**

- Ask Ss to read the sentences first. Tell them to pay attention to the underlined phrases containing the possessive adjectives.
- Have Ss do the matching.
- Check Ss' answers as a class.
- Then draw Ss' attention to the underlined parts of the sentences. Ask them to circle the subjects of the sentences.
- Write on the board the subjects and the possessive adjectives in pairs. (E.g. *Sue* → *her*, *Billy* → *his*, *The cat* → *its*, *We* → *our*, *They* → *their*) Don't erase them from the board.

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

### ACTIVITY 2

**Aim: To give Ss opportunities to use possessive adjectives correctly in context.**

- Allow Ss to do the task individually or in pairs.
- Ask Ss to read the pair of sentences carefully and find the subject in the first sentence which will determine the possessive adjective to be used to complete the second sentence (e.g. *I* → *my*, *The lion* → *its*).

- Allow Ss to swap their answers and have a discussion.
- Checks Ss' answers as a class.

**Key:** 1. My    2. your    3. Its    4. Her    5. Our

### Possessive pronouns

Write the example in the **Remember!** box on the board. Use arrows that point *my book* to *mine* and *your book* to *yours* so that Ss can see how the phrase of a possessive adjective + noun is replaced by a possessive pronoun.

### ACTIVITY 3

**Aim:** To help Ss determine the correct possessive pronoun representing a phrase.

- Ask Ss to read the first sentence of each question carefully and underline the words / phrases which determine the possessive pronoun for the second sentence. Then complete the second sentence.
- Allow Ss to swap their answers.
- Call on some Ss to read aloud their answers.
- Check Ss' answers as a class.

**Key:** 1. mine    2. theirs    3. yours    4. his    5. ours

### ACTIVITY 4

**Aim:** To help Ss distinguish and use correctly possessive adjectives and possessive pronouns.

- This activity mixes the use of possessive adjectives and possessive pronouns.
- Have Ss do the task individually.
- Check Ss' answers as a class.

**Note:** T may give Ss some tips for this exercise. If there is a noun following, it's the place for a possessive adjective. If not, it's the place for a possessive pronoun.

**Key:** 1. its    2. yours    3. his    4. Our    5. their

### ACTIVITY 5

**Aim:** To give Ss a more difficult task to decide what possessive pronoun / possessive adjective to use for each sentence.

- Ask Ss to work individually or in pairs. Ask them to read the sentences carefully and choose the correct answers.
- Check their answers as a class.

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

### WRAP-UP

- Summarise the main grammar points of the lesson.

- Say aloud sentences containing genitive cases and possessive adjectives (e.g. Hoa's hat, our class, etc.) and Ss respond with possessive pronouns.

E.g.

**T:** This is Tan's book.

**Ss:** That book is his.

## **COMMUNICATION**

### **Everyday English**

#### **Expressing exclamations with *What***

Tell Ss that they are going to learn how to make an exclamation with *What* to express their appreciation or surprise.

### **ACTIVITIES 1 + 2**

#### **Aims:**

- To introduce exclamations with *What*;
- To help Ss practise making exclamations with *What*.

#### **1**

- Ask Ss to look at the picture and read the exclamations. Ask them to find the similarity / similarities among the three exclamations. To help them, write the three exclamations on the board since it is easier for Ss to observe. (They all begin with *What* followed by a noun phrase. An exclamation mark (!) is usually put at the end.)
- Present the sentences like the following.
  1. *What a nice city!*
  2. *What a clear sky!*
  3. *What tall buildings!*

***What + adj + noun + exclamation mark (!)***

#### **Audio script:**

1. What a nice city!
2. What a clear sky!
3. What tall buildings!

**2** Allow Ss to work in pairs and take turns to make exclamations about the picture. Call on some pairs to say their exclamations aloud in front of the class. Check and correct if needed.

#### **Key:**

1. What happy and beautiful children!
2. What a colourful and nice picture!
3. What sunny and beautiful weather!
4. What a small and cute boy!
5. What beautiful and colourful apple trees!

**Note:** It's fine if Ss use only one adjective for their exclamations.



## City landmarks

### ACTIVITY 3

**Aim: To help Ss get used to some famous landmarks in big cities.**

- Show Ss photos of the four landmarks of different cities and ask Ss what they are. If Ss do not know their names in English, allow them to use Vietnamese.
- Have Ss work in pairs. Ask them to read the names in the box (make sure that they pronounce the names correctly) and write them under the correct pictures of the landmarks.
- Check Ss' answers as a class.
- Elicit from Ss any information they know about the landmarks: *Which cities are they in?*

**Key: 1. Merlion      2. Big Ben      3. Sydney Opera House      4. Eiffel Tower**

### ACTIVITY 4

**Aim: To help Ss recognise each landmark through its description.**

- Have Ss read the descriptions about the four landmarks. Set a time limit.
- Have them work individually. Ask them to write the names of the landmarks in **3** next to the descriptions.
- Call on some Ss to give their answers. Ask them to support theirs.

**Key: 1. Big Ben      2. Sydney Opera House      3. Eiffel Tower      4. Merlion**

### ACTIVITY 5

**Aim: To check how much Ss know about different cities and their landmarks.**

- Have Ss work in pairs. Ask them to read the questions and circle the correct answers.
- Check Ss' answers as a class.
- Give some more interesting facts about each landmark if time allows.

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

### WRAP-UP

Have Ss say what they have learnt in the lesson.



## SKILLS 1

### Introduction

If possible, show the class some real postcards. Ask Ss where the postcards were sent from. Ask them to guess who wrote the postcard, and to whom; when it was written; what it was written about, etc.

## Reading

### ACTIVITY 1

**Aim: To help Ss brainstorm and see if they have any idea about postcards.**

Ask Ss to discuss when people write a postcard and what is written on a postcard. Accept reasonable answers.

***Suggested answers:***

1. When they are away from home, often on holiday or business. They want to tell their family or friends what they see and do, and how they feel about their experience there.
2. The sender often writes about his / her stay in a city or country.

### ACTIVITY 2

**Aim: To help Ss develop their reading skill for general and specific information (multiple-choice).**

- Have Ss look at the questions first. Ask them to underline the key words in the questions. Tell them these key words will help them find the information more easily in the text.
- Have Ss read the postcard and answer the questions individually before discussing as a class.
- Call on some Ss to read their answers. Encourage Ss to justify their answers.
- Check Ss' answers as a class.

**Key: 1. B    2. A    3. B    4. C**

### ACTIVITY 3

**Aim: To help Ss identify different features of a place.**

- Have Ss read the text again and do the matching.
- Check Ss' answers as a class.

**Key: 1. b, c    2. a, d, e**

## Speaking

### ACTIVITY 4

**Aim: To help Ss use what they have learnt so far to talk about a city.**

- Ask Ss to work in groups. Allow each group some time to choose one city they have learnt about in this unit, or the one they all know / like.
- Ask Ss to discuss and make notes of the information they want to share with their class. Ask them to refer to the questions in this activity as suggestions for their notes or they can do it their own way. Go around and offer help if needed.

## ACTIVITY 5

**Aim: To help Ss summarise the information they have to organise a short presentation.**

- Ask Ss to use the notes in **4** to share the information of their city with the class. Make sure they speak in full sentences.
- Allow Ss to vote for the most interesting and informative presentation.

## WRAP-UP

Have Ss summarise what they have learnt in the lesson with the two skills: what words / phrases / sentences describing cities and landmarks they can remember; how to talk about a city or a landmark.



## SKILLS 2

### Listening

#### ACTIVITY 1

**Aim: To help Ss brainstorm about Bangkok.**

- Tell Ss they will listen to a talk about Bangkok, the capital of Thailand.
- Ask Ss the two questions and discuss with them to see what they know about Bangkok or Thailand.
- Allow Ss to speak in Vietnamese (sometimes) if they do not have enough vocabulary in English.
- Ask Ss to look at the photos and say what they see, and if it's similar to Viet Nam.

#### *Suggested answers:*

1. Bangkok is in central Thailand.
2. It's famous for its temples, markets, shopping centres, silk, street food, friendly people, and many types of entertainment.

#### ACTIVITY 2

**Aim: To help Ss develop their listening skill for specific information (T / F).**

- Ask Ss to go through the statements (1 – 4) to make sure that they understand them and know what information they have to catch for the answers. (Ss may underline the key word(s) in each statement.)
- Play the recording. Ask Ss to listen and tick the answers.
- Call on some Ss to read aloud their answers and correct the false one(s).
- Check Ss' answers as a class.

**Key:** 1. F (markets and street food)    2. F (cheap)    3. F (on the river)    4. T



### ACTIVITY 3

**Aim: To help Ss develop their listening skill for specific information (gap-filling).**

- Ask Ss to read the questions carefully and determine what information they need to fill the gaps (numbers, words).
- Play the recording for Ss to fill the gaps. Ask them to exchange answers in pairs before checking their answers as a class.

**Key:** 1. 15,000      2. 5      3. life      4. delicious

**Audio script:**

Bangkok is famous for its markets and street food.

Visit the Chatuchak, the largest weekend market in the world. There are over 15,000 stalls selling nearly everything, at cheap prices. It's only five minutes' walk from the station. When you visit this market, you can see part of Thai people's life.

Another interesting type of market is the floating market on the river. Don't forget to try street food in Bangkok. It's easy to find food stalls all around Bangkok, serving different Thai dishes. They are really delicious.

### Writing

#### ACTIVITY 4

**Aim: To help Ss talk about a holiday city and collect information for their later writing.**

- Ask Ss to work in groups to choose a city they know and discuss. Tell them to use the questions as a guide.
- Ask Ss to take short notes of the answers for later use.
- Go round and help if needed.

#### ACTIVITY 5

**Aim: To teach Ss how to write a postcard.**

- Ask Ss to use their ideas in **4** to write a postcard to their family.
- Ask Ss to refer to **Reading 2** if needed.
- If there is time, pair Ss and ask them to write postcards to each other. Have them swap and give feedback on each other's writing once they have finished.
- Explain to Ss that there is only limited space for writing on postcards so people often write short sentences with only key words. Tell Ss that contraction is often used in writing postcards to make them short and informal.



### LOOKING BACK

- Encourage Ss to complete **Looking Back** without referring to the previous sections in the unit.
- Ask Ss to record their results for each exercise in order to identify the areas they need further review.

## Vocabulary

### ACTIVITY 1

**Aim: To help Ss revise the adjectives used to describe cities and landmarks.**

- Write the four words: *city, weather, people, food* on the board and elicit from Ss at least three adjectives to describe each word.
- Give Ss sufficient time to do the task.
- Check Ss' answers as a class.

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

### ACTIVITY 2

**Aim: To help Ss revise the nouns for city landmarks.**

- Ask Ss to read the words in the box first and make sure they remember their meanings. Then allow them some time to write the words under the correct pictures.
- Check Ss' answers as a class.

**Key:**

1. towers                  2. river bank                  3. beach  
4. night market          5. palace                      6. postcard

## Grammar

### ACTIVITY 3

**Aim: To help Ss revise the possessive pronouns in context.**

- Ask Ss to complete the sentences individually. They can share their answers with their partners, but they should record their original answers to guide their self-assessment later.
- Check their answers as a class.

**Key:** 1. yours      2. theirs      3. mine      4. Ours      5. hers

### ACTIVITY 4

**Aim: To help Ss revise the possessive adjectives and possessive pronouns in context.**

- Write 2 – 3 sentences on the board with similar mistakes to the ones in **4** and have the class do them together. Explain the answers.
- Ask Ss to read the sentences carefully and correct the underlined words.
- Check their answers as a class.

**Key:** 1. its      2. our      3. their      4. its      5. ours

## WRAP-UP

Have Ss look at the **Now I can...** table.



## PROJECT

**Aim: To allow Ss to apply what they have learnt (vocabulary and grammar) into practice through a project.**

- Divide Ss into small groups of 4 or 5.
- Ask them to discuss and choose a city in the world they would like to visit.
- Ask them to look for necessary information for the visit, basically by answering the suggested questions.
- Summarise the information and report the information collected to the class.
- Ask the class to listen to the reports and ask questions if they would like to. They may even vote for the best report.

### **NOW I CAN ...**

Ask Ss to complete the self-assessment table. Discuss as a class what difficulties remain and what areas Ss have mastered.



# REVIEW 3

## Objectives:

By the end of this review, students will have revised the language they have learnt and the skills they have practised in *Units 7 – 9*.

## Introduction

- Ask Ss what they have learnt in terms of language and skills.
- Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult items before starting with the review.

## LANGUAGE

### Pronunciation

#### Activity 1

**Aim: To help Ss review the pronunciation of the sounds learnt in *Units 7 – 9*.**

- Write the three pairs of sounds on the board: /θ/ and /ð/, /e/ and /æ/, /əʊ/ and /aʊ/. Write one word containing the sound underneath each of them. Ask Ss to read the words aloud.
- Ask Ss to do the task by reading aloud each group and circle the odd one out.
- Play the recording for Ss to listen and check their answers.
- Check Ss' answers as a class.
- Play the recording again for Ss to listen and repeat in chorus and individually.

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

#### Audio script:

- |                         |                     |                      |
|-------------------------|---------------------|----------------------|
| 1. A. <u>t</u> ower     | B. h <u>ow</u>      | C. sn <u>ow</u>      |
| 2. A. sym <u>b</u> ol   | B. <u>o</u> pening  | C. p <u>o</u> stcard |
| 3. A. far <u>th</u> er  | B. ear <u>th</u>    | C. bo <u>th</u>      |
| 4. A. Sa <u>t</u> urday | B. r <u>a</u> cket  | C. g <u>a</u> me     |
| 5. A. t <u>e</u> nnis   | B. p <u>r</u> epare | C. ch <u>e</u> ss    |

## Vocabulary

#### Activity 2

**Aim: To test Ss' ability to choose the correct word to be used in context.**

- Have Ss do this task separately or in pairs.
- Ask Ss to read the passage carefully and pause at each blank to decide which word is the best answer.

- Guide Ss to look for clues for their answers. E.g. In sentence 1, we have *when the weather is good*. It means that these activities depend on the weather. Therefore, the answer must be *outdoor*.
- Ask Ss to exchange their answers with their partners.
- Check Ss' answers as a class.

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

### Activity 3

**Aim:** To help Ss review the words / phrases learnt.

- Ask Ss to read each sentence carefully and choose the correct word / phrase.
- Check Ss' answers as a class.

**Key:** 1. landmark    2. football    3. television    4. city    5. Summer sports

### Grammar

This is a revision of grammar point taught in the three units: *wh*-questions, conjunctions, possessive adjectives, possessive pronouns, the past simple and imperatives.

### Activity 4

**Aim:** To help Ss revise grammar points mentioned above.

- Have Ss do the task individually or in pairs.
- Check Ss' answers as a class. Explain to them how to find the answers.

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

### Activity 5

**Aim:** To help Ss revise the use of question words.

- Ss should be familiar with and good at using question words.
- T may revise by writing a long sentence on the board. (E.g. Yesterday, I went to the cinema and watched The Dolphins with my cousins.) Then underline some words and ask Ss what question word they use to get the answers, which are the underlined words.
- Ask Ss to open their books to page 36 and do the task individually.
- Check their answers as a class. For the wrong one(s), explain why it is / they are incorrect.

**Key:** 1. What    2. Correct    3. Why    4. How    5. Where

## SKILLS

### Reading

#### Activity 1

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

- Ask Ss to look at the photos and the names of the sports and ask if they know anything about these sports. If they don't, ask them to guess.
- Have Ss read the passages individually and do the matching. Ask them to underline 2 – 3 key words for their quick answers.
- Check Ss' answers as a class.

**Key: 1. B    2. A**

#### Activity 2

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

- Ask Ss to read the questions and the passages again carefully for details for their answers.
- Ask Ss to swap their answers with their partners and show where they find the information for their answers.
- Check Ss' answers as a class.

**Key:**

1. Cheese Rolling

2. Toe Wrestling

3. Cheese Rolling

4. Cheese Rolling

5. Toe Wrestling

### Speaking

#### Activity 3

**Aim: To help Ss practise asking about their likes for cities, sports, and TV programmes.**

- This section, again, revises the vocabulary and grammar items learnt in a more dynamic form: interviewing and reporting the results.
- Ask Ss to take turns to ask the questions and take notes of their partners' answers. Encourage them to add more questions with *Why*, *Where*, *With whom*, etc.
- Go round and offer help if needed.
- Call on some groups to report their results to the class.



## Listening

### Activity 4

**Aim:** To help Ss practise listening for specific information (gap-filling).

- Ask Ss to look at the pictures and read the phrases underneath. Ask them if they know what they are. Make sure they pronounce the phrases correctly (which helps make the listening easier).

**Note:** Ss have learnt about Merlion Park in *Unit 9* already.

- Now ask Ss to read the sentences and determine what information is needed for the blanks.
- Play the recording as many times as needed. Allow Ss some time to write the answers.
- Check Ss' answers as a class.
- Play the recording again and pause when the answers appear if needed.

**Key:** 1. visitors      2. slowly      3. 35      4. 30      5. little

**Audio script:**

Singapore is a small island city-state. It attracts millions of visitors every year. A good way to see the city is by taking a hop-on hop-off bus. The bus goes slowly around the city. It stops at different attractions like Chinatown and Merlion Park. You can get off the bus at any place, and then get on the next bus. The tour costs 35 dollars, and there is a bus every 30 minutes. This kind of sightseeing is good for people with little time in the city.

## Writing

### Activity 5

**Aim:** To help Ss write a paragraph describing a visit to a touristy city, based on the information provided.

- Ask Ss to read the information in the table carefully.
- Ask them what tense they should use for their writing.
- Have Ss write. Go round and offer help if needed. Ss might want to change some details from the table or the order the information appears. Encourage them to do so.
- Call on one or two volunteers to read aloud their answers. Call for other Ss' comments.
- Collect some writing to correct at home.

**Suggested answer:**

Last summer, Mark visited Delhi in India. He spent seven days there. During his holiday, he went sightseeing around the city. He watched a snake performance, visited some temples, and ate street food. The people he met were friendly and helpful. The only thing he didn't like was the weather. It was very hot.

# Unit **10** OUR HOUSES IN THE FUTURE

## Objectives:

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

- use the words related to types of houses and appliances in the house;
- pronounce the two-syllable words correctly;
- use future simple and *might* for future possibility;
- express surprise;
- read for specific information about houses and appliances in the future;
- talk about different houses in the future;
- listen for specific information about dream houses;
- write a paragraph about a dream house.

## WARM-UP & INTRODUCTION

### Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Have Ss play the game *Slap the board* or *Pelmanism* to revise the vocabulary items they have learnt in *Unit 9* before starting the new unit.

Write the title of the unit *Our houses in the future* on the board. Have Ss say something about the houses they are living in and the furniture or appliances they have got.

Tell them to think about the houses and appliances they want in the future.



## GETTING STARTED

### MY FUTURE HOUSE

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
  - To introduce the topic of the unit.
- 
- Have Ss look at the picture. Have them answer some questions, e.g. *Who are they? What is Phong doing? What are they talking about?* Focus on some main information about the conversation (*They are Phong and Nick. Phong is painting a UFO. They are talking about Phong's house in the future.*).
  - Play the recording for Ss to listen to the whole conversation once.
  - Play the recording again, sentence by sentence, for them to listen and repeat. Have them listen and repeat the conversation more than once, if necessary, until they feel confident.
  - Have Ss read the conversation in pairs. Draw Ss' attention to the uses of *will* (for future) and *might* (for future possibility) by underlining the sentences with *will* and *might*. Go around and offer help, if necessary.
  - Get some pairs to read the conversation in front of the class. Check their pronunciation, if necessary.

#### ACTIVITY 2

##### Aim: To help Ss understand the conversation.

- Write on the board *Type of house, Location and Appliances in the house*. Explain the meaning of the words: type, location and appliances. Have them repeat the words several times.
- Work in groups, have Ss read the conversation again and find the words or phrases to show type of the house, the location of the house and its appliances. Then have some Ss say the words and phrases in front of the class. Explain UFO (Unidentified Flying Object) if Ss do not know.
- If there is enough time, ask one student to go to the board and write the words / phrases. Check the answers as a class.

##### Key:

Type of house: *UFO*

Location: *in the mountains*

Appliances in the house: *some smart TVs and ten robots*

#### ACTIVITY 3

##### Aim: To help Ss read for specific information about the house and appliances in the house.

- Give time for Ss to read the conversation independently again and tick (✓) true or false next to the statements. Ask them to share their answers in pairs before discussing in groups. Encourage them to correct the false statements.
- Select one student to give his or her answers in front of the class. Praise them when they give the correct answers.

Key: 1. T    2. T    3. T    4. F



## ACTIVITY 4

**Aim: To help Ss make phrases about places.**

- Explain that Ss have to order the words to make phrases about places. Remind them that each group has one extra word. Get them to look at the example to identify how to do the activity.
- Have Ss work individually. Ask them to share their answers in pairs before discussing them in groups. Go around and offer help, if necessary.
- Then call on some Ss to write their answers on the board. Check their answers and give explanation, if necessary.

**Key:**

1. in the sea

2. in the city

3. in the town

4. in the mountains

5. in the countryside

6. on the Moon

7. in the sky

## ACTIVITY 5

**Aim: To help Ss listen and guess the locations of houses in the future from the description.**

- First, ask Ss to read the example and explain how the task is carried out: Ss work in groups. One group member describes to his / her group what he / she can see outside the window of his / her future house. The other group members try to guess where his / her house is.
- Before doing the task, ask one pair of Ss to read aloud the exchange in the example as a model.
- Give Ss time to do the task in groups. Then call on some groups to perform the task in front of the class. Ask the class to listen and comment.
- This activity can be organised as a competitive game. The class is divided into teams A and B. Team A describes and Team B tries to guess. If the guess is correct, they get one point. Then change roles. The group with the most points is the winner.

## WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say some words they remember from the lesson.



## A CLOSER LOOK 1

### WARM-UP

- Give Ss a few minutes to play *Guessing game* or *Pass the secret* to revise phrases relating to locations of houses, e.g. *in the sea, in the city, in the mountains, in the countryside*.
- Have Ss do Activity 5 on page 39 again to ask and answer questions about locations of houses.
- Ask Ss to open their books to page 40.

## Vocabulary

### ACTIVITY 1

**Aim: To help Ss say the words / phrases correctly and put them in the appropriate columns.**

- Have Ss look at the words and phrases in the box. Check that Ss understand the meanings of all words / phrases. If not, T may show pictures, give definitions or the Vietnamese equivalents.
- Play the recording and have Ss listen to the words and phrases.
- Play the recording again with pauses for them to listen and repeat each word or phrase.
- Then ask some Ss to read the words and phrases in front of the class. Have the class listen and give comments.
- Have Ss work in pairs to put the words / phrases in the appropriate columns. Explain to Ss that they may use some words more than once. Ask them to share their answers in pairs before discussing them in groups.
- If there is enough time, select one student to write his / her answers on the board. Check the answers as a class.

**Suggested answer:**

living room	bedroom	kitchen
wireless TV electric fan smart clock computer	wireless TV smart clock computer	electric cooker fridge dishwasher washing machine

**Audio script:**

electric cooker	dishwasher	washing machine	wireless TV
fridge	electric fan	computer	smart clock

### ACTIVITY 2

**Aim: To help Ss make phrases about how appliances can help us.**

- Tell Ss to look at the two columns and explain what they can see (e.g. They can see words and phrases relating to appliances in the first column, and words and phrases relating to what each of the appliances can help us to do in the second column).
- Have Ss do the task individually, by matching the appliances in **A** with what they can help us to do in **B**.
- Ask them to share their answers in pairs before checking the answers as a class. Then encourage them to make sentences with matched phrases, e.g. *An electric cooker can help us to cook rice.*
- Call on some Ss to write their sentences on the board. Correct if necessary.

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

### ACTIVITY 3

**Aim: To help Ss ask and answer questions about how appliances can help us.**

- Ask Ss to read the example first. Ensure that they know what to do. Then have some pairs role-play the exchange in front of the class. Check pronunciation, if necessary.
- Have them work in pairs, one points to the appliance in **2** and asks the question, and the other gives the answer about the appliance, using the information in **2**.
- Call on some pairs to role-play the exchanges in front of the class. T and other Ss give comments.

### Pronunciation

#### Stress in two-syllable words

### ACTIVITY 4

**Aim: To help Ss pronounce two-syllable words which have the first syllable stressed.**

- Explain that most two-syllable nouns and adjectives have stress on the first syllable (e.g. *housework, father, brother, pretty, famous, etc.*)
- Give Ss a few minutes to look at the words. Explain that these words are all two-syllable nouns. The first syllable of these words is stressed which means it should be pronounced with a louder voice. Draw their attention to the stress mark on the first syllable.
- Play the recording several times, if necessary, for Ss to listen and repeat the words. To reinforce pronunciation, ask them to clap when they say the stressed syllable in the words.
- Have Ss practise saying the words in pairs or groups. Go around to offer help or correct pronunciation, if necessary.
- Call on some Ss to say the words in front of the class. Check their pronunciation if necessary.

#### Audio script:

'picture	'robot	'bedroom	'kitchen
'housework	'palace	'village	'mountains

### ACTIVITY 5

**Aim: To help Ss say the sentences with the two-syllable words in which the first one is stressed.**

- Give Ss a few minutes to read the underlined two-syllable words in the sentences. Encourage some Ss to read aloud the words in front of the class and ask the others to give comments.
- Play the recording, sentence by sentence, for Ss to listen and repeat. Draw their attention to the stress in the first syllable of the underlined words.
- Have Ss practise saying the sentences in pairs or groups. Go around to offer help or correct pronunciation, if necessary.
- Call on some Ss to read aloud the sentences in front of the class. Check their pronunciation if necessary.
- If there is time, have Ss make more sentences with two-syllable nouns they know. Then ask them to say their sentences in front of the class.



**Audio script:**

1. The picture is on the wall of the bedroom.
2. The robot helps me to do the housework.
3. There's a very big kitchen in the palace.
4. Their village is in the mountains.

## WRAP-UP

Have Ss summarise what they have learnt in this period.



## A CLOSER LOOK 2

### WARM-UP

- Give Ss a few minutes to play *Pass the secret* or *Simon says* to revise two-syllable words.
- Have Ss look at the **GETTING STARTED** of Unit 10 and find the two-syllable words and say them aloud in front of the class.
- Ask Ss to open their books to page 41 (**A CLOSER LOOK 2**).

## Grammar

### Future simple

- T explains how the future simple is used (We use the future simple to talk about an action that happens in the future.) and how it is formed (positive, negative, questions and short answers).
- Have Ss read the examples in the **Remember!** box. Draw their attention to the short form *'ll* and *won't*.

#### Positive

**I / We / You / They / He / She / It + will + V**

**Examples:**

- My father **will travel** on the Moon in a super car in the future.
- We'll **live** in that cottage next year.  
(*'ll* is the short form of **will**)

#### Negative

**I / We / You / They / He / She / It + will not + V**

**Example:**

We **won't live** in that cottage anytime soon.  
(**won't** is the short form of **will not**)

### Questions and short answers

**Will + I / we / you / they / he / she / it + V?**

**Yes, you / we ... will.**

**No, you / we ... won't.**

**Example:**

**Will they live** on the Moon?

Yes, they **will**.

No, they **won't**.

## ACTIVITY 1

**Aim: To help Ss use *will* ('ll) or *won't* to complete the sentences.**

- Have Ss read the instruction to understand how to do the activity.
- Have Ss read the example as a guide. Then have them read the sentences and fill the blanks to make the sentences true for themselves. Go around and offer help, if necessary.
- Ask Ss to exchange their answers in pairs or groups. Then call on some Ss to say out their answers in front of the class. Check their answers. T explains if necessary.

**Key:** Ss' own answers

## ACTIVITY 2

**Aim: To help Ss use *will* ('ll) or *won't* to complete the conversation.**

- Have Ss read the open conversation in pairs first. Then ask them to do the task individually. Remind them of the use of *will* ('ll) or *won't* after *he* and *we*. Go around and offer help, if necessary.
- Ask Ss to exchange their answers in groups. Then call on some Ss to say out their answers in front of the class. T confirms the correct answers and gives explanation if necessary.
- Have Ss read again the complete conversation in pairs. T observes and corrects Ss' pronunciation and verb forms, if necessary.

**Key:** 1. will ('ll)

2. will

3. will ('ll)

4. won't

5. will ('ll)

## ACTIVITY 3

**Aim: To help Ss write sentences about how appliances will or won't help us in our future houses.**

- Have Ss read the instruction of the activity to understand what they are going to do.
- Ask Ss to write sentences, using *will* ('ll) or *won't* and the words provided.
- Give Ss time to do the task individually.
- Get them to swap their answers in pairs or groups. Go around and offer help, if necessary.
- If there is time, have some Ss write complete sentences on the board. T and other Ss make comments. Check the answers as a class.

### **Suggested answers:**

1. A computer will / won't help me to do my housework.
2. A robot will help me to water the flowers.
3. A smart TV won't help me to cook meals.
4. A washing machine will / won't help me to iron the clothes.
5. A smartphone won't help me to take care of the children.

## **Might for future possibility**

T explains how *might* + V is used (We use *might* + V to talk about actions that are possible in the future - we are not sure if the actions will happen) and how it is formed (affirmative: I / we / they / you / he / she / it + *might* + V; and negative: I / we / they / he / she / it + *might not* + V). Then have Ss read the examples in the **Remember!** box.

### **ACTIVITY 4**

**Aim: To help Ss understand how *might* is used in a real context.**

- Ask Ss to read the poems individually and underline all the phrases *might* + V.
- Have Ss do the task and share their answers together.
- Invite one or two Ss to say out their answers in front of the class, then check the answers as a class.

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

### **ACTIVITY 5**

**Aim: To help Ss say what they might have or do in the future.**

- Have Ss read the instructions of the activity to understand what they are going to do.
- Ask Ss to read the example and ensure that they know what to do. Then ask them to work in groups. Have them discuss what they might or might not have / do in the future.
- Then ask Ss to tell their partners about them. T goes round and corrects mistakes or gives help when necessary.
- Call on some Ss to share their ideas in front of the class. T and other Ss give comments.

### **WRAP-UP**

- Summarise the main points of the lesson.
- Ask Ss to make sentences about themselves, using the future simple.



## **COMMUNICATION**

### **WARM-UP**

- Give Ss a few minutes to play *Guessing game* or *Pass the secret* to revise sentences relating to what appliances will help them to do in their future houses.
- Have Ss do Activity **3** on page 41 again to reinforce phrases relating to what appliances can help us to do in the future houses.
- Ask Ss to open their books to page 43 (**COMMUNICATION**).



## Everyday English

### Expressing surprise

#### ACTIVITIES 1 + 2

**Aim: To provide Ss with the way of expressing surprise.**

##### 1

- Play the recording and have Ss listen and read the conversation at the same time. Then have them read the conversation sentence by sentence. Draw their attention to the highlighted sentences. Elicit the structure to express surprise from Ss (*Wow! Is that + object? It looks + adjective*).
- Ask them to act out the conversation in pairs. Go around and offer help, if necessary. Check their pronunciation.

**Audio script:**

*David:* John! Hello!

*John:* Oh, hi, David. Wow! Is that your computer? It looks great.

*David:* Yes, it's my new computer. My parents gave it to me for my birthday.

##### 2

Have Ss work in pairs, one expresses his / her surprise when he / she sees the other's new things (watch, TV, mobile phone, shoes, etc.). Ask Ss to use the structure to express surprise in **1**.

E.g.

*A:* Wow! Is that your mobile phone? It looks great.

*B:* Yes, it's my new mobile phone. My grandparents gave it to me for my birthday.

## Houses and appliances in the future

#### ACTIVITY 3

**Aim: To help Ss identify tasks that appliances can help them to do in the future houses.**

- Have Ss read the questions and explain the new words or phrases (e.g. hi-tech, in space, look after, etc.) if necessary. Then have them answer the questions by ticking (✓) "Yes" or "No".
- If time allows, T asks the questions again and have Ss look at the boxes of "Yes" or "No" and give their own answers.
- Ask one or two Ss to look at the answers and tell about houses and what appliances will help them to do in future houses. E.g. *Hi. My name's Hoa. In the future, I'll live in a hi-tech house. It'll be in the mountains. I'll have lots of trees and flowers around my house. I'll have a fridge that can cook meals for me ...*

#### ACTIVITY 4

**Aim: To help Ss practise asking and answering questions about houses in the future.**

- Have Ss read the conversation in the example. Draw their attention to the type of house (question 1) and its location (question 2 and 3) and how the questions are used.

- Ask Ss to work in pairs and use the information from **3** to role-play. To add more variety to the conversation, Ss may add the questions about appliances that the house will have and what these appliances will do for them.

E.g.

A: Will your house have a fridge?

B: Yes, it will.

A: What will it do for you?

B: It will cook my meals.

- Ask some pairs to role-play in front of the class. T and other Ss give comments.
- If time allows, have Ss work in groups, discussing the main content of the conversations they have just practised.

E.g.

*Type of the house:* cottage

*Location:* in the mountains

*Surroundings:* trees, flowers and mountains

*Appliances:* robot (look after the children), fridge (cook meals), computer (send and receive emails), etc.

## ACTIVITY 5

**Aim: To help Ss talk about houses and appliances in the future.**

- Ask Ss to read the example to understand how to explain the interview in **4**.
- Ask Ss to take notes of their partner's answers in **4** as follows:

E.g.

*Type of the house:* UFO

*Location:* in space

*Surroundings:* planets

*Appliances:* robot (look after the children), fridge (cook meals), computer (send and receive emails), etc.

- Call on some Ss to tell the class about their partners' future houses, using the notes they have written. T and other Ss listen and make comments.
- To add more variety to the interview, T may ask Ss to add some more information. *E.g. Hello. I'd like to tell you about Nam's house and appliances that will help him to do things in his house... His future house will be a hi-tech house. It'll be... He might have a robot to help him with his home. Thank you for listening.*

## WRAP-UP

Have Ss tell you what they have learnt (the way of expressing surprise).



## SKILLS 1

### WARM-UP

- Ask a few Ss to go to the board and tell class about houses and appliances in the future. The class listens and gives comments.
- Have Ss open their books to page 44 (**SKILLS 1**).

## Reading

### ACTIVITY 1

**Aim: To help Ss understand their knowledge of the topic.**

- Ask the class to look at the picture first. Encourage them to focus on the details / ideas of the picture (type of house, location, surroundings and appliances).
- Ask Ss to work in pairs, asking and answering the questions provided.

E.g.

A: What type of house do you think it is?

B: I think it's a villa.

A: Where do you think it is?

B: I think it's on an island.

- Call on some pairs to role-play in front of the class. The class makes comments.

### ACTIVITY 2

**Aim: To help Ss read for specific information about the house and its appliances in the future.**

- Set a time limit for Ss to read the text individually. Help them understand the text by giving the meanings of the difficult words, or explanations, or the Vietnamese equivalents. Tell them to pay attention to what the robots and the super smart TV will do. T may ask them to underline the structures or phrases relating to what the robots will do and double-underline the structures or phrases relating to what the super smart TV will do.
- Ask Ss to match the beginnings in **A** with the endings in **B**. Go around and offer help, if necessary.
- Ask Ss to work in pairs to exchange their answers first. Then call on some Ss to read their answers and give explanation for their choice. Confirm the correct answers as a class.

**Key: 1.** a, c, e, g, h      **2.** b, d, f

### ACTIVITY 3

**Aim: To help Ss develop their reading skill for specific information.**

- Ask Ss to read the incomplete sentences and guess the option (A, B, or C) to fill the blanks. Explain that this task helps them focus on the information they are going to find in the text.
- Set a longer time limit for Ss to read the text again. Ask Ss to note or underline where they find the information that helps them circle the option (A, B, or C) to complete the sentences.
- Have Ss compare the answers in groups before discussing them as a class.

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



## Speaking

### ACTIVITY 4

**Aim: To help Ss ask and answer questions about different houses in the future.**

- Have Ss read the instructions to identify how the task is done.
- Have Ss read the suggested questions and then think of the answers to these questions. Draw their attention to the type of future house (Question 1), its location (Question 2), its appearance (Question 3), etc. Then tell them that they have to imagine their future houses in order to answer the questions.
- Have them work in pairs, asking and answering questions about their future houses. T may ask Ss to refer back to the passage in **2** and the conversation in **GETTING STARTED**. T goes round and corrects mistakes or gives help when necessary.
- Call on some pairs to perform the task in front of the class. T and other Ss listen and make comments.

### ACTIVITY 5

**Aim: To help Ss talk about different houses in the future.**

- Have Ss read the example to identify how to do the task. Then have them tell their partners about their future houses using the information they have discussed in **4**.
- Encourage some Ss to speak in front of the class, the class comments on their classmate's content, pronunciation, fluency, language (grammar, use of words, etc.), body language. T can help the class give feedback.

### WRAP-UP

Have Ss summarise what they have learnt with the two skills.



## SKILLS 2

### WARM-UP

- Invite a few Ss to go to the board and tell the class about different houses in the future.
- Ask them to open their books to page 45 (**SKILLS 2**).

## Listening

### ACTIVITY 1

**Aim: To help Ss have the ideas of what the conversation is about.**

- Ask Ss to look at the pictures and elicit from Ss the details (types of house, surroundings and locations). Ask Ss the houses they like and why they like them.
- Ask Ss to focus on the task they have to do.
- Play the recording. Ask Ss to listen and write the speakers' names under the correct pictures. T checks their answers.
- If it's necessary, play the recording again and pause the recording after each sentence.

**Key:**

*Linda:* Picture c (a villa by the sea, with a swimming pool and a garden)

*Nick:* Picture a (a flat in the city)

## ACTIVITY 2

**Aim: To help Ss listen for specific information about dream houses.**

- Ask Ss to read the information in the first column. Ask them to focus on the information they need only (what are important to Linda and Nick: park view, city view, etc.).
- Play the recording again. Ask Ss to listen and tick what are important to Linda and Nick. Call on some Ss to give the answers to the class and correct mistakes where necessary.

**Key:**

*Linda:* sea view, swimming pool, garden

*Nick:* park view, city view

## ACTIVITY 3

**Aim: To help Ss listen for specific information about dream houses.**

- Ask Ss to read the questions and underline the key words. Then have them listen to the recording again and answer the questions in pairs or groups.
- Ask a few pairs to role-play in front of the class, one asks the questions and the other answers. Other pairs and T listen and comment.

**Extension:** Have some Ss talk about dream houses of Linda or Nick, using the information in **2** and **3**.  
E.g. *Hi. Let me tell you about Linda's dream house. It is a big villa by the sea. It has a view of the sea. There's a swimming pool and a garden around her house... Thank you for listening.*

**Key:**

1. She has a big villa.
2. Her house / It is by the sea.
3. There's a swimming pool and a garden around her house.
4. He has a flat.
5. It's in the city.

**Audio script:**

*Nick:* Can you tell me about your dream house, Linda?

*Linda:* Well, it's a big villa by the sea. It has a view of the sea. It has a swimming pool and a garden.

*Nick:* My dream house is different.

*Linda:* Really? What's it like?

*Nick:* It's a beautiful flat in the city. It has a park view in front and a city view at the back.

*Linda:* Oh, sounds great!

*Nick:* It has a super smart TV. I can watch films from other planets.

*Linda:* That sounds great, too. But I think it'll be ...

## Writing

### ACTIVITY 4

**Aim: To help Ss brainstorm ideas for a dream house.**

- Have Ss look at the table. Draw their attention to the four pieces of information. Then have them read the exchange in the example to understand how to do the task.
- Ask Ss to work in pairs to ask and answer the questions and fill the table. Call a student to write the answer on the board. Others write it in their notebooks.

### ACTIVITY 5

**Aim: To help Ss write a paragraph of about 50 words about a dream house.**

- Allow Ss time to write a paragraph (about 50 words) about their dream houses, using the suggested ideas / information in **4**.
- When they finish, ask some Ss to explain their dream houses to the class.
- If time allows, call on one student to write his / her answer on the board. The class gives their comments.

#### **Sample paragraph:**

*My dream house is a big palace. It is in the mountains. It is surrounded by lots of trees. It has seven rooms: three bedrooms, two bathrooms, one kitchen and one living room. There is a large swimming pool in front of it. I have some robots in the palace. They help me to clean the floor, cook meals, water flowers... I am happy to live in my palace.*



## LOOKING BACK

### WARM-UP

- Ask a few Ss to go to the board and tell the class about their dream houses.
- Encourage Ss not to refer to the unit pages. Ask them to keep a record of their answers to each task so that they can use their information to complete the self-assessment table at the end of the unit.
- Have them open their books to page 46 (**LOOKING BACK**).

## Vocabulary

### ACTIVITY 1

**Aim: To help Ss revise the words relating to appliances in the future.**

- Tell Ss to read the words in the box first. Then ask them to write the words in the box under the pictures.
- Give them time to do it individually. Then compare their answers with their partners.
- Ask some Ss to read the words aloud. Then T checks their answers as a class.



**Key:****a.** computer**b.** dishwasher**c.** wireless TV**d.** washing machine**e.** fridge**f.** smart clock**ACTIVITY 2****Aim: To help Ss review the phrases about what the appliances will do in the future.**

- Have Ss work in pairs or groups, discussing what each appliance will do in the future and fill in the blanks in the table.
- Call on some Ss to tell the class about their answers. E.g. *I think robots will look after my future house.* T and other Ss listen and make comments.

**Grammar****ACTIVITY 3****Aim: To help Ss revise the use of the future simple in sentences.**

- Have Ss read the instruction to know what they have to do. Draw their attention to some complex sentences with subordinate clauses of time (sentences 2, 4, 5). T may explain these sentences if necessary.
- Ask Ss to complete the sentences with *will* ('ll) or *won't* individually first. Then, they can check their answers with a partner before discussing them as a class.

**Key: 1.** won't**2.** will**3.** will**4.** won't**5.** will**6.** won't**ACTIVITY 4****Aim: To help Ss revise the use of *might* for future possibility.**

- Have Ss read the instruction to understand what they have to do.
- Ask them to read and complete the sentences individually. Go around and offer help if necessary.
- Have them swap their answers in pairs or groups before checking as a class. Correct mistakes if necessary.
- Call on some Ss to read the complete sentences in front of the class. T and other Ss listen and make comments.

**Key: 1.** might**2.** might**3.** might not**4.** might not**5.** might, might



## PROJECT

**Aim: To help Ss apply what they have learnt in the unit in the project.**

- Have Ss read the project's instructions. Draw their attention to the following steps:
  - + Think about one appliance they want to have in the future.
  - + Make a poster about it.
  - + Write details about the appliance on the poster (what they want to have, what it will help them to do).
  - + Share the poster with their class.
- Have them think about an appliance in their future house first.
- Give them time to make their own posters by drawing their own appliances.
- Ask them to look at the details in the bubble as an example. Then have them write what the appliances will help them to do in their future houses.
- Get them to share their posters in pairs or groups.
- Select some Ss to show their posters in front of the class and tell what the appliances will do in their future houses. The class gives comments.
- If there is not enough time, T may ask Ss to do the project as homework and check it during the next period.

### **NOW I CAN ...**

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

# Unit **11** OUR GREENER WORLD

## Objectives:

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

- use the words for things that can be reduced, reused and recycled;
- say sentences with correct rhythm;
- use the articles correctly;
- use the first conditional to talk about possibilities;
- give warnings;
- read for general and specific information about ways to go green at school;
- talk about tips for going green;
- listen for details about ideas for a green club;
- write a paragraph about ideas for a green club.

## WARM-UP & INTRODUCTION

### Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Review the previous unit before Ss open their books. Write *Our houses in the future* on the board and have Ss say all of the words that are related to this topic.

Write *Our Greener World* on the board. Ask Ss what *green* means to them. Write their answers on the board. Explain that *green* has a lot of meanings. In this unit it means relating to the protection of the environment. Write *Let's go green!* on the board and elicit the meaning of *go green* from Ss. Tell Ss that *go green* means: to do more to protect nature and the environment. Have Ss open their books and start the lesson.





## GETTING STARTED

### LET'S GO GREEN!

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
  - To introduce the topic of the unit.
- 
- Ask Ss to look at the pictures on pages 48 - 49 and answer the questions below:
    1. Who are they? (*Nick and Mi.*)
    2. Where are they? (*At the supermarket.*)
    3. What might they be talking about? (*Ways to go green.*)
  - Quickly write Ss' answers to Question 3 on the board. Play the recording. Ss listen and read. Ask Ss if their guesses on the board are correct.
  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while listening and reading.
  - Invite some pairs of Ss to read the conversation aloud.
  - Ask Ss what exactly Mi and Nick talked about. Now confirm the correct answer. (They talked about ways to go green.)
  - Have Ss say the words in the text that they think are related to the topic *Our greener world*. Quickly write the words on one part of the board. Comment on Ss' answers.

#### ACTIVITY 2

##### Aim: To help Ss understand the text in depth.

- Ask Ss to work independently to fill each blank with the word(s) from the conversation. Ask them how to do this exercise. T may once again instruct them how to do the exercise: (1) read the sentence and identify the kind of information to fill the blank; (2) read the conversation and locate the place to find the word(s) to fill the blank. Model with the first sentence.
- Allow Ss to share answers before discussing them as a class. Write the correct answers on the board.

##### Key:

- |               |                  |                  |
|---------------|------------------|------------------|
| 1. a picnic   | 2. plastic one   | 3. the check-out |
| 4. a reusable | 5. she's cycling |                  |

#### ACTIVITY 3

##### Aims:

- To help Ss understand the text in depth;
  - To draw Ss' attention to the first conditional.
- 
- First, ask Ss to read columns **A** and **B** to make sure they understand. Ask Ss to give their answers without reading the conversation again. Then ask them to read the conversation and check their answers. Confirm the correct answers.

- Tell Ss that sentences **2** and **3** are first conditional sentences and they will learn about this grammar point in **A CLOSER LOOK 2**.

**Key:** 1. b      2. c      3. a

## ACTIVITY 4

**Aim:** To develop Ss' knowledge of the vocabulary for how to help the environment.

- Have Ss look at the pictures and discuss what they can see in each picture in pairs. Invite some pairs to share their answers with the whole class.
- Ask Ss to match the pictures with ways to help the environment. Have some Ss share their answers. Confirm the correct answers.
- Ask Ss to add any other ways to save the environment they know.

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

## ACTIVITY 5

**Aim:** To provide Ss with an opportunity to communicate with each other, using the vocabulary they have learnt.

- Ask Ss to work in groups. Give each group a handout with the following table:

Find someone who ...	Names
uses reusable bags	
cycles	
walks to school	
picks up rubbish	
plants trees and flowers	

- Model the way to ask questions and answers with a student (e.g. *Nam, do you use reusable bags?*, etc.). Ask each group to choose one student to ask the questions and another student to record the answers and report the results. Give Ss 5 - 7 minutes to ask and answer in groups. Move around to observe and offer help.
- Invite Ss to share their findings to the class.

## WRAP-UP

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say some words they remember from the lesson.

## A CLOSER LOOK 1




### Vocabulary

#### ACTIVITY 1

**Aim:** To teach the terms *reduce*, *reuse*, and *recycle*.

- Have Ss read the information in the table and draw a line from a symbol in column **A** to the matching word in column **B** and its meaning in column **C**. Ss work in pairs to compare their answers before giving T the answers. Check and write the correct answers on the board.

**Key:**

A	B	C
	Reduce	use something again
	Reuse	create new products from used materials
	Recycle	use less of something

- For stronger classes, elicit the difference between *recycle* and *reuse* from Ss. Explain the difference between these two terms again if necessary:
  - + *Recycle* means reprocessing an old item such as a newspaper, a glass or a can and turning it into a new product. For example, used paper is brought to a factory where it is reprocessed, cleaned and purified. This paper is then used to make new things such as books or newspapers.
  - + *Reuse* means avoiding the reprocessing procedure. It is when people use something over and over again until it cannot be used any more. For example, a used plastic bottle can be used again as a flower vase, or a butter container can be used to grow a small plant.

#### ACTIVITY 2

**Aim:** To revise / teach the words for things that can be reduced, reused and recycled.

- Have Ss work in pairs to do this activity. Call on Ss from different pairs to go to the board and write the words.
- This activity can also be organised as a competition. Whichever pair finishes the activity first wins and can go to the board to write their answers. Confirm the correct answers.

**Key:**

- |            |                |          |                   |
|------------|----------------|----------|-------------------|
| 1. rubbish | 2. plastic bag | 3. glass | 4. plastic bottle |
| 5. noise   | 6. paper       | 7. water | 8. clothes        |



### ACTIVITY 3

**Aim: To help Ss categorise things that can be reduced, reused and recycled.**

- Have Ss work in pairs to put the words from **2** in appropriate groups. Draw the table on the board and call three Ss to go to the board and write their answers. Discuss the answers with the class.

**Suggested answers:**

Reduce	Reuse	Recycle
rubbish, plastic bag, noise, plastic bottle, paper, water	plastic bag, glass, plastic bottle, paper, water, clothes	rubbish, plastic bag, glass, plastic bottle, paper

- Elicit some more words for each group from Ss. Here are some suggested words:
  - **Reduce:** electricity, gas
  - **Reuse:** envelope, carton box, textbook
  - **Recycle:** newspaper, textbook, plastic container

### Pronunciation

#### Rhythm in sentences

### ACTIVITY 4

**Aim: To get Ss familiar with rhythm in sentences.**

- Tell Ss that in English, the stressed and unstressed syllables combine to make rhythm in a sentence. Ss have learnt about stress in two-syllable words, so T can remind them of the stress rule in two-syllable words (put stress on the first syllable in nouns and adjectives).
- In the sentences the bold parts are the stressed syllables. The aim of this activity is only to raise Ss' awareness of rhythm. It is not necessary to teach them in detail.
- Play the recording for Ss to listen to the sentences. Have them pay attention to the bold parts. Play the recording of each sentence again for Ss to repeat in chorus. Have Ss work in pairs to practise reading the sentences. Call on some Ss to read the sentences aloud. Comment on Ss' pronunciation.

**Audio script:**

1. If you **cycle**, it'll **help** the **Earth**.
2. **Water** is **good** for your **body**.
3. The **students** are **planting trees** in the **garden**.
4. Is it **better** to **use paper bags**?
5. We are **happy** to **walk** to **school**.

## ACTIVITY 5

**Aim:** To give Ss further practice with rhythm in sentences.

- Play the recording for Ss to listen to the conversation. Have them pay attention to the bold parts.
- Play the recording of each sentence again for Ss to repeat in chorus. Have Ss work in pairs to practise reading the conversation. Call on some Ss to read the conversation aloud. Comment on Ss' pronunciation.

### Audio script:

Vy: **What** are you **doing**?

Mi: I'm **writing** an **article** about **going green**.

Vy: **Great!** I'm **writing** a **poem** about the **3Rs**.

Mi: **Let** me **read** it.

Vy: I'm still **writing**. **Wait** for a **minute**.

## WRAP-UP

Have Ss summarise what they have learnt in this period.



## A CLOSER LOOK 2

### Grammar

#### Articles

- Write two sentences with articles on the board. *This is a book.* / *The book on the table is my favourite.*
- Underline *a* and *the*. Explain to Ss the difference between these two articles, telling them that *a* is an indefinite article and *the* is a definite article.
- Use the information in this table to explain to Ss:

There are two kinds of articles in English.

#### 1. Indefinite article: a / an

a + consonant sound

E.g. a bag

an + vowel sound (a, e, i, o, u)

E.g. an apple

#### 2. Definite article: the

the /ðə/ + consonant sound

E.g. the bag

the /ði/ + vowel sound (a, e, i, o, u)

E.g. the apple

- Have Ss do Activity 1 before drawing their attention to the **Remember!** box in the book.

## ACTIVITY 1

**Aim: To give Ss practice with *a* and *an*.**

- Have Ss do the exercise individually and then compare their answers. Invite some Ss to read their answers aloud. Check their answers in front of the class.

**Key:**

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. an | 2. a  | 3. a  | 4. an |
| 5. a  | 6. an | 7. an | 8. a  |

- Now draw Ss' attention to the **Remember!** box. Have Ss read the information. Explain the information again if necessary.

## ACTIVITY 2

**Aim: To give Ss further practice with *a / an* and *the*.**

Have Ss read the sentences and fill each blank with a suitable article. Check and confirm the correct answers.

**Key:** 1. a      2. The; the      3. A; an      4. an      5. the; the

### First conditional

- Tell Ss that they are going to learn the first conditional. Ask Ss to have a closer look at the **Grammar** box. Explain to them that there are two clauses in a conditional sentence and when the main clause comes before the *if* clause, there isn't a comma between the two clauses.
- Give some more examples with the first conditional.

## ACTIVITY 3

**Aim: To give Ss practice with the first conditional.**

Have Ss do this exercise quickly then give the answers to T. Write their answers on the board and confirm the correct answers.

**Key:**

- |                   |                            |                           |
|-------------------|----------------------------|---------------------------|
| 1. is; will go    | 2. recycle; will help      | 3. will save; don't waste |
| 4. will have; use | 5. isn't / is not; will be |                           |

## ACTIVITY 4

**Aim: To give Ss further practice with the first conditional.**

If necessary, T can combine the first pair of sentences as an example. Have Ss do this exercise in pairs. Ask some Ss to write their sentences on the board. Ask for feedback from other Ss. Confirm the correct answers.



**Key:**

1. If the air isn't fresh, people will cough.
2. If the water is dirty, a lot of fish will die.
3. If we cut down trees in the forest, there will be more floods.
4. If there is too much noise, people will not / won't sleep.
5. If there is no water, plants will die.

**ACTIVITY 5**

**Aim:** To give Ss fun practice with the first conditional.

Divide the class into groups (A and B) and give each student a strip of paper. Tell Ss from group A to write an *if-clause*. Ss from group B write a *main clause*. After 5 minutes have Ss try to make a sentence by matching the clause on their paper with a clause from the other group. Ask Ss to read their sentences aloud.

**WRAP-UP**

- Summarise the main points of the lesson.
- Ask Ss to make sentences, using the first conditional.

**COMMUNICATION****Everyday English****Giving warnings**

Tell Ss that they are going to learn how to give warnings.

**ACTIVITIES 1 + 2****Aims:**

- To introduce two ways to give warnings in English;
- To help Ss practise giving warnings.

- 1 Play the recording for Ss to listen and read the dialogue between Mi and Mike at the same time. Ask Ss to pay attention to the highlighted sentences. Elicit the structures to give warnings (Imperative sentences / first conditional). Have Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class.

**Audio script:**

*Mi:* You are giving the goldfish too much food. Don't do that.

*Mike:* Why?

*Mi:* If you give them too much food, they will die.

*Mike:* I see. Thank you.

- 2 Ask Ss to work in pairs to make a similar dialogue, using the language for giving warnings. Move around to observe and provide help. Call on some pairs to practise in front of the class.

## A survey on ways to go green

### ACTIVITY 3

**Aim: To give Ss a chance to know if they are going green.**

- Review the first conditional sentence before Ss do **3**. Revise or teach some vocabulary:  
*do a survey*: ask people questions in order to find out about their opinions or behaviour  
*wrap*: cover or surround something with paper, cloth or other material  
*be in need*: not have enough food, money, clothes, etc.  
*breeze*: a light and pleasant wind
- Have Ss read the questions quickly and make sure that they know what to do. Ss answer the questions individually, then turn to page 57 to check their answers and count the points. Ask some Ss to speak out their points.

### ACTIVITY 4

**Aim: To give Ss an opportunity to ask and answer about going green.**

Have Ss work in pairs. One student is the interviewer, and the other is the interviewee. Ask them to do the interview in about 5 - 7 minutes and to note down their friend's answers. The interviewer then shares their answers with their friend and find out how many different answers they have. Call on some Ss to report the results of their interview to the class.

### WRAP-UP

Have Ss tell you what they have learnt (give warnings).



## SKILLS 1

### Reading

Tell Ss that they are going to read an interview about ways to go green at school.

### ACTIVITY 1

**Aim: To help Ss develop the skill of locating specific words in the text.**

Ask Ss to read the interview quickly and locate the words / phrases from the box in the text. Have them highlight the words / phrases they have found. Invite some Ss to share where they have found the words / phrases. If T uses slides, show the text with the highlighted words / phrases to prepare for the next activity.

### ACTIVITY 2

**Aim: To help Ss develop the skill of guessing the meaning of words / phrases in context.**

Tell Ss how to do the activity. Remind them to look again at the words / phrases that have been highlighted in **1** and read the surrounding sentences carefully to get the meaning of each word / phrase, and then match the word / phrase with the given meaning. Have Ss do this exercise individually and then compare their answers with a classmate. Ask for Ss' answers. Confirm the correct answers. Ask Ss to give some examples with the words / phrases.

**Key: 1. e**

**2. d**

**3. a**

**4. b**

**5. c**

### ACTIVITY 3

**Aim: To help Ss develop the skill of reading for general and specific information.**

- Have Ss read the interview again to answer the questions. Ss can underline parts of the text that helped them with the answers. Set a strict time limit to ensure Ss read quickly for information.
- Have Ss compare their answers before giving the answers to T. Ask them to cite evidence when giving the answers.

**Key:**

1. Ways to become greener at school
2. Recycling bins
3. Exchange old uniforms with friends or give them to charity
4. Borrow books from the library
5. Reusable water bottles

### Speaking

#### ACTIVITY 4

**Aim: To give Ss a chance to discuss their opinions about green tips.**

- Have Ss work in groups to discuss and order the tips from the easiest to the most difficult. They also think of ways to explain the reasons for their order. Ask a member from several of the groups to write their order on the board. Hold a class discussion about the orders. Accept different answers as long as the groups can justify it.
- Elicit some other tips from Ss and quickly write them on the board. Ss comment on the tips.

#### ACTIVITY 5

**Aim: To give Ss a chance to share ways to reuse things.**

Have Ss work in groups and find creative ways to reuse the items indicated in the book. This activity can be organised as a competitive game. Give the groups 8 minutes to list out the ways to reuse the items creatively. When the time is up, each group will present their answers. The group having the most creative ways wins.

### WRAP-UP

Have Ss tell what they have learnt (ways to go green, tips for going green).



## SKILLS 2

### Listening

Tell Ss that the 3Rs Club is looking for a new president. Quickly elicit the necessary qualities of the club president from Ss and write them on the board. Have Ss read the advertisement for this position. Ask them what they will do if they become the club president.



## ACTIVITY 1

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

- Have Ss read the instructions of the first activity. Have Ss guess the word / number to fill each blank and write their guesses on the board. Play the recording and ask Ss to listen to fill the blanks and check their guesses. Ss work in pairs to compare their answers before T plays the recording the second time for pairs to check their answers.
- Ask for Ss' answers. Confirm the correct answers and write them on the board next to their guesses.

**Key:**

- |       |              |            |
|-------|--------------|------------|
| 1. 6A | 2. recycling | 3. book    |
| 4. 6E | 5. bus       | 6. uniform |

## ACTIVITY 2

**Aim: To help Ss develop the skill of listening for specific information.**

Have Ss read the statements in **2** and tick (✓) T or F at the end of each statement without listening to the recording. If they have any difficulty doing this, play the recording again. Have Ss compare their answers in pairs before submitting answers. Write the correct answers on the board.

**Key:** 1. F    2. T    3. F    4. T

**Audio script:**

*Mi:* I'm Mi from class 6A. If I become the president of the Club, I'll first talk to my friends about putting a recycling bin in every classroom. We can reuse the things we have in these bins. Secondly, I'll organise some book fairs. Students can exchange their used books at these fairs.

*Nam:* I'm Nam from class 6E. If I become the president of the Club, I'll encourage students to go to school by bus. It'll be fun and help the environment. Next, I'll organise some uniform fairs. This is where students can exchange used uniforms with other students.

## Writing

- In this writing part, Ss are asked to write about a classmate's ideas if he / she becomes the president of the club.
- Ask Ss to read the **Study skill - Writing!** box. T may explain the use of connectors to show sequence by referring to the listening part. Also tell them that when they write they should give explanations and examples to support their ideas. Have them look at the example in the **Study skill - Writing!** box.

## ACTIVITY 3

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

Have Ss work in pairs and interview each other to find out the two things they will do if they become the club president. Ask Ss to take notes of each other's ideas. Ask Ss to expand their ideas by explaining the idea and/ or giving examples. If time allows, have some Ss present their friend's ideas or write the ideas on the board.

## ACTIVITY 4

**Aim: To help Ss practise writing a paragraph about their classmates' ideas for the 3Rs Club.**

- Have Ss write individually based on the ideas they have had in **3**. If time allows, ask one student to write it on the board. Other Ss and T comment on the paragraph on the board. Then T collects some writings to correct at home.
- Alternatively, ask Ss to work in groups and choose the two best ideas to write about. Give each group a large piece of paper to write on. Ask one or two groups to stick their product on the board. Other Ss and T give comments. Ss copy their group's writing into their notebooks and revise as homework.



## LOOKING BACK

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

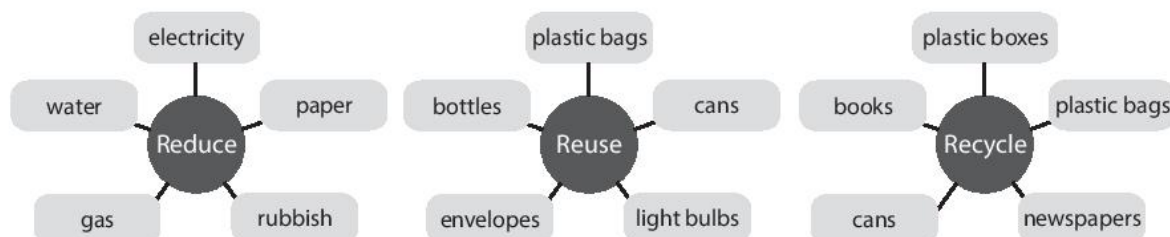
## Vocabulary

### ACTIVITY 1

**Aim: To help Ss revise the words Ss have learnt in the unit.**

Have Ss do this activity individually then compare their answers with a partner. Ask three Ss to go to the board, each writing a word web on the board. Elicit other words from Ss to add to the webs.

#### *Suggested answers:*



## Grammar

### ACTIVITY 2

**Aim: To help Ss practise using the articles *a / an* and *the*.**

Have Ss do this exercise individually and then give the answers to T. Confirm the correct answers. If necessary, ask Ss to tell about the use of the articles before doing the exercise.

**Key:** 1. a      2. an      3. The      4. The      5. a; an

### ACTIVITY 3

**Aim: To provide Ss with practice on the first conditional.**

Have Ss revise the form and use of the first conditional. Ask them to do this exercise individually then compare their answers with a partner. Call on some Ss to write their answers on the board. Confirm the correct answers.

**Key:**

- |                        |                     |                  |
|------------------------|---------------------|------------------|
| 1. build; will be      | 2. will save; reuse | 3. grow; will be |
| 4. don't have; will be | 5. are; will be     |                  |

### ACTIVITY 4

**Aim: To provide Ss with further practice on the first conditional.**

Have Ss do this exercise individually then compare their answers with a partner. Invite some Ss to write their answers on the board. Give feedback and confirm the correct sentences.

**Key:**

1. If we walk or cycle, we will be healthy.
2. If we use the car all the time, we will make the air dirty.
3. If you reuse paper, you will save trees.
4. If you make noise, your sister will not / won't sleep.
5. If I see a used bottle on the road, I will put it in the bin.



## PROJECT

- Ask Ss to look at the pictures and discuss the two questions in pairs. Elicit the answers from Ss. Now ask Ss to work in pairs or groups to do the project. Ss follow the instructions in the book. Remember to have a 'Show and tell' session and vote for the best product(s).
- If time is limited, T can assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their products to the class.

### NOW I CAN ...

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



# Unit **12** ROBOTS

## **Objectives:**

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

- use the words for daily activities;
- say statements with correct tones;
- compare people and things using superlative adjectives;
- express agreement and disagreement about something;
- read for specific information about an international robot show;
- talk about what robots can do;
- listen for specific information about what robots can do;
- write a paragraph about a robot one would like to have.

## **WARM-UP & INTRODUCTION**

### **Aims:**

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

Review the previous unit before Ss open their books. T may organise a short vocabulary game, e.g. *Alphabet Race* or *Slap the Board*, etc. to revise the words Ss have learnt in *Unit 11*.

Lead to the new unit. Write the unit title *Robots* on the board. Ask Ss to guess what they are going to learn about in this unit. After Ss respond, ask them to open their books to page 58. Draw their attention to the box and introduce what they are going to learn in *Unit 12*.



## GETTING STARTED

### AT AN INTERNATIONAL ROBOT SHOW

#### ACTIVITY 1

##### Aims:

- To set the context for the introductory text;
  - To introduce the topic of the unit.
- 
- Set the context for the introductory text by asking Ss questions such as *Where are Nick, Phong and Dr Adams?*, *What are they talking about?* T can ask Ss to guess Dr Adams' job. T can also ask Ss to share any recent experiences of visiting a show: *Have you ever been to a show?*, *Where and when?*, *What did you see there?* Encourage Ss to give T their answers, but do not confirm whether their answers are right or wrong. Ask them to talk a bit about types of robots they know.
  - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the topic of the unit while they are listening and reading.
  - Invite some pairs of Ss to read the dialogue aloud.
  - Ask Ss what exactly Nick, Phong, and Dr Adams are talking about. Now confirm the correct answer (They are talking about what the robots in the show can do).
  - Have Ss say the words in the text that they think are related to the topic *Robots*. Quickly write the words on one part of the board. Comment on Ss' answers.

#### ACTIVITY 2

##### Aim: To help Ss understand the text.

- Have Ss look at the statements in this activity. Tell them how to do it. Give them some strategies to do the exercise (e.g. reading the statements, underlining the key words, reading the text paying attention to the key words, deciding if each sentence is true or false).
- Set a time limit for Ss to do the activity independently. When the time is up, have Ss share their answers in pairs. Invite some pairs to give their answers and confirm the correct ones. For stronger classes, ask Ss to correct the false sentences.

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

#### ACTIVITY 3

##### Aim: To help Ss further understand the text.

- Ask Ss to work independently to fill each blank with the adjective in the box from the conversation. T may instruct them how to do the exercise: (1) read the sentence with the blank and try to work out the meaning from the whole sentence; (2) find the adjective in the box that can fit the blank meaningfully. Model with the first sentence.
- Allow Ss to share answers before discussing as a class. Write the correct answers on the board.

**Key:** 1. useful   2. fast   3. strong   4. smart   5. heavy

## ACTIVITY 4

**Aim: To develop Ss' knowledge of vocabulary about daily activities.**

- Have Ss quickly match each activity with the picture individually. Then ask Ss to check their answers with their partners.
- Ask some Ss to read out their answers or write them on the board. Check the answers as a class.
- With weaker classes, ask for the translations of the activities. With stronger classes, T may ask some additional questions, e.g. *Can you iron clothes / make meals ...? Who often makes meals in your family? etc.*

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

## ACTIVITY 5

**Aim: To help Ss practise saying phrases of daily activities introduced in 4.**

- Demonstrate the game to the class first. Ask a stronger student to help you.
- Ask Ss to play in groups. In a weaker class, T may work together with Ss first: miming one or two activities in **4** and eliciting the answers. When they know exactly what to do, ask them to work in groups.

## WRAP-UP

- Ask one or two Ss to tell the class what they have learnt. Ask Ss to say some words they remember from the lesson.
- If there is a visualiser in the classroom, show the dialogue and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the superlative adjectives and tells Ss that they will learn these language points in the following lessons.



## A CLOSER LOOK 1

### Vocabulary

#### ACTIVITY 1

**Aim: To revise / teach the names of other daily activities.**

- Have Ss quickly match the verbs in column **A** to the words / phrases in column **B** individually. Explain the words / phrases if necessary.
- Play the recording for Ss to check their answers. Pause the recording after each phrase and ask them to repeat chorally and individually. Correct their pronunciation. With a weaker class, ask for translations to check understanding. With a stronger class, ask some additional questions, e.g. *Can you do the washing?, Can your dog understand your feelings? etc.*

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



**Audio script:**

1. understand our feelings
2. pick fruit
3. do the washing
4. water plants
5. work as a guard

## ACTIVITY 2

**Aim: To help Ss practise describing people's abilities, using the modal *can* / *can't* and the phrases they have learnt in 1.**

- Help Ss recall the use of *can* to talk about ability in the present and have some Ss give examples.
- Ask a stronger student to tell what activities in 1 he / she can or can't do. Ask Ss to do the same in pairs. T may go around to help weaker Ss.

## ACTIVITY 3

**Aim: To give Ss further practice on asking and answering about abilities, using the modal *can* / *can't* and daily activities.**

- First, model this activity with a stronger student. Remind Ss that they only use the information from the table to ask and answer about what the robot V10 can or can't do.
- Then ask Ss to work in pairs. Call on some pairs to practise in front of the class.

## Pronunciation

### Falling tone in statements

## ACTIVITY 4

**Aim: To help Ss identify how to say statements with the correct tone.**

- Model the statement "*I often water plants after school.*" first, and then ask Ss to identify the tone. Briefly explain to them that we use falling tone at the end of a statement. Ask Ss to practise falling tone with the example in the **Remember!** box.
- Play the recording and ask Ss to listen and repeat the statements. Play the recording as many times as necessary.
- Ask some Ss to read out the statements and invite comments from other Ss.

**Audio script:**

1. I often water plants after school.
2. Shifa can do many things like humans.
3. My dad makes delicious meals at weekends.
4. WB2 is the strongest of all the robots.
5. H8 is a home robot.

## ACTIVITY 5

**Aim:** To help Ss practise saying statements with the correct tone in context.

- Have Ss say the statements in the paragraph in pairs: one reads out the statements and the other comments. Then play the recording for Ss to listen and compare with their partner's pronunciation.
- Play the recording again for Ss to repeat each statement of the paragraph. Call on some Ss to read out the paragraph. Comment on their pronunciation of the falling tone at the end of each statement.

### Audio script:

My robot is Jimba. It's a home robot. It's very helpful. It can do the housework. It can also water plants and pick fruit. It can work as a guard. I love my robot very much.

## WRAP-UP

Ask Ss to summarise what they have learnt in the lesson.



## A CLOSER LOOK 2

### Grammar

#### Superlative adjectives: short adjectives

- Choose three or more Ss of very different heights and ask them to come to the front of the class and line up. T asks the class: *Who is the tallest?* Indicate *tall* and *tallest* with your hands and arms. Ask Ss to say what *tallest* is in Vietnamese. T introduces the subject of the lesson: *superlative adjectives*, and asks for the equivalent in Vietnamese (*Cấp so sánh cao nhất của tính từ*).
- Have Ss look at the **Remember!** box about the use of superlative adjectives. Briefly explain to them that superlative adjectives are used to compare more than two people or things, expressing the highest degree. Explain that the superlative of short adjectives is constructed in several different ways in English, and that some of those ways are presented in the **Grammar** box below.

	Positive	Superlative	Rule
one syllable	fast	fastest	+ est
	large	largest	+ st
	hot	hot	+ test
two syllables	noisy	noisiest	y → iest

## ACTIVITY 1

**Aim:** To help Ss practise forming the correct form of superlative adjectives.

- Ask Ss to read the instruction. Tell Ss what they should do. (With a weaker class, do the first word as an example).
- Ask Ss to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers.

**Key:**

Adjectives	Superlative form
fast	fastest
tall	tallest
noisy	noisiest
nice	nicest
hot	hottest
light	lightest
quiet	quietest
heavy	heaviest
large	largest

**ACTIVITY 2**

**Aim: To help Ss practise forming the correct form of superlative adjectives in the sentences.**

- Ask Ss to read the instruction. Tell Ss what they should do. The first sentence is done as an example.
- Ask Ss to do the exercise individually and then compare their answers with a classmate. Check the answers as a class. Confirm the correct answers.

**Key:** 2. smartest    3. tallest    4. smallest    5. cheapest

**ACTIVITY 3****Aims:**

- To help Ss practise forming the correct form of superlative adjectives;
- To help Ss revise the form and use of comparative adjectives;
- To help Ss distinguish between comparative adjectives and superlative adjectives.

Have Ss do this exercise individually. Call on two Ss to write their answers on the board. Draw all Ss' attention to the board and check the answers together. Confirm the correct answers.

**Key:** 1. tidier    2. hottest    3. faster    4. tallest    5. smarter

**ACTIVITY 4**

**Aim: To give Ss further practice on using superlative adjectives.**

- Ask Ss to look at **4** and explain what they have to do. First, model this activity with a stronger student. Remind Ss that they only use the information from the table to describe the three robots using superlative adjectives. T may explain the meaning of the words *age*, *weight*, *height*, *price* and ask Ss to elicit the adjectives they can use to describe each row.



- Have Ss work in pairs to say sentences comparing the three robots. Move around to offer help if needed.

## ACTIVITY 5

**Aim: To give Ss further practice on using superlative adjectives.**

- First, model the game *Find someone who ...* with a stronger student.
- Have Ss work in pairs to ask and answer questions to find out the student who is the shortest / tallest / smartest, etc. in their class. Move around to offer help if needed. If there is enough time, ask Ss to compare their findings with other pairs'.

## WRAP-UP

- Summarise what they have learnt in the lesson.
- Ask Ss to give some sentences with superlative form of short adjectives.



## COMMUNICATION

### Everyday English

#### Expressing agreement and disagreement

Tell Ss that they are going to learn how to express agreement and disagreement. Ask Ss if they know any ways to express agreement and disagreement.

## ACTIVITIES 1 + 2

### Aims:

- To introduce two ways to express agreement and disagreement in English;
- To help Ss practise expressing agreement and disagreement.

### 1

- Play the recording for Ss to listen and read the two short dialogues between A and B at the same time. Ask Ss to pay attention to the highlighted sentences.
- Elicit the structures to express agreement and disagreement from Ss (*I agree / disagree with ...*). Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.

#### Audio script:

**A:** I think robots can help us a lot in our daily life.

**B:** I agree with you.

**A:** Peter says robots can do everything like humans.

**B:** I don't agree with him.

### 2

- Have Ss read the instruction and given statements.
- Ask Ss to work in pairs to make similar dialogues, using the structures for expressing agreement and disagreement. Move around to observe and provide help.
- Call on some pairs to practise in front of the class. Comment on their performance.

## My robot's abilities

### ACTIVITY 3

**Aim: To help Ss practise using some grammar points and vocabulary related to the topic.**

- First, play the recording and ask Ss to listen only. Then play the recording again and allow Ss to fill the blanks as they listen.
- Ask Ss to share their answers in pairs, before playing the recording a final time to allow the pairs to check their answers. Then ask Ss to read the radio programme again, paying attention to the use of the words of daily activities.

**Key:** 1. understand      2. smartest      3. put      4. water      5. guard

**Audio script:**

*Speaker:* Today we ask our friends: Tom from Australia, Linh from Viet Nam and Nobita from Japan to tell us about their robots. Tom, would you like to start?

*Tom:* Well, my robot can understand what I say. It can also understand my feelings. It's the smartest robot.

*Speaker:* Linh?

*Linh:* My robot is my best friend. It does a lot for me: clean the floor, put my toys away, and ...

*Speaker:* And Nobita?

*Nobita:* My robot is very useful. It helps me a lot. It can water my plants and even work as a guard.

### ACTIVITY 4

**Aims:**

- **To help Ss practise asking and answering about robots' abilities;**
- **To help Ss gain information for their report on robots' abilities.**
- Have Ss move around and ask three classmates what abilities they want their robots to have. Remind them to write the names of the people they interview and note the answers in the table in **4**.
- When they have finished the interviews, T may have Ss practise reporting the results of their interviews in pairs or in groups.

### ACTIVITY 5

**Aim: To help Ss practise reporting the results of their interviews.**

Choose some Ss to report the results of their interviews in front of the whole class. After each student has finished his / her report, invite some comments from other Ss. Then make comments and correct any common errors.

### WRAP-UP

Have Ss say what they have learnt in the lesson.



## SKILLS 1

### Reading

#### ACTIVITY 1

**Aim: To help Ss understand and activate their knowledge of the topic.**

- Ask Ss to work in pairs discussing questions about their knowledge of robots.
- Ask some Ss to say their answers in front of the class. T may ask some other questions about the activities each type of robots can or can't do.

#### ACTIVITY 2

**Aim: To help Ss develop reading for specific information (scanning).**

- Have Ss read the text in detail to answer the questions. Ask them how to do this kind of exercise. Explain the strategies if necessary (e.g. reading the questions and the options (A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then reading that part and answering the questions).
- Tell them to underline parts of the passage that help them with the answers. Set a strict time limit to ensure Ss read the text quickly for information.
- Tell them to compare their answers in pairs before giving their answers to T. Ask them to give evidence when giving the answers. Check as a class.

**Key: 1. B**

**2. C**

**3. C**

**4. C**

#### ACTIVITY 3

**Aim: To help Ss further develop reading for specific information (scanning).**

Ask Ss to scan the text again and find the detailed information to complete the table. Ask Ss to note where they have found the information. After they finish, Ss can compare their answers before discussing them as a class.

**Key:**

Type of robots	What they can do
Home robots	cook meals, clean the house, do the washing, and iron clothes
Teacher robots	help children to study, teach English, literature, maths and other subjects, help children to improve English pronunciation
Worker robots	build houses, move heavy things
Doctor robots	look after sick people
Space robots	build space stations on the Moon and on planets



## Speaking

### ACTIVITY 4

**Aim: To help Ss prepare ideas for the next activity.**

Ask Ss to work in pairs asking and answering about what robots can do in the places given in the first column of the table. Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.

### ACTIVITY 5

**Aim: To provide an opportunity for Ss to practise describing what robots can do.**

T may ask a strong student to model this activity in front of the class. Then have Ss work in groups while T circulates and monitors. If there is enough time, call some Ss to talk before the whole class, then invite some positive comments from other Ss.

### WRAP-UP

Have Ss tell about what types of robots there are and what they can do.



## SKILLS 2

### Listening

Before starting this lesson, ask Ss about the content of the previous lesson. T may ask Ss to tell about what types of robots there are and what they can do.

### ACTIVITY 1

#### Aims:

- To help Ss understand the gist of the conversation;
  - To help Ss develop the skill of listening for specific information.
- 
- First, ask Ss to underline the key words in each of the five given phrases and guess which phrases will appear in the conversation.
  - Play the recording and ask Ss to tick the phrases they hear from the conversation. Then ask two or three Ss to write their answers on the board.
  - Play the recording again for Ss to check the answers. If time is limited, T may only play the recording once. T may pause at the sentences that include the information Ss need for their answers.

#### Key:

- look after sick people
- understand what we say
- build the very high buildings
- teach many subjects
- move heavy things



## ACTIVITY 2

**Aim: To help Ss develop the skill of listening for specific information.**

- Have Ss look at the statements in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the questions, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false).
- Play the recording twice for Ss to do exercise **2**. For stronger classes, ask Ss to take notes of the information to explain why a sentence is false.
- Have Ss share their answers in pairs. Invite some pairs to give their answers and confirm the correct ones. Play the recording again if needed, stopping at the place where Ss find it difficult to hear. For a better class, ask Ss to correct the false sentences.
- If time allows, invite one or two students to briefly tell about robots focusing on their abilities.

### **Key:**

**1.** F (Robots can do quite a lot today.)

**2.** T

**3.** T

**4.** T

**5.** F (No, not everything. They can't understand our feelings or play football.)

### **Audio script:**

*Khang:* Dr Adams, please tell me something about robots.

*Dr Adams:* Sure. Robots can do quite a lot today. Home robots can do housework. Doctor robots can look after sick people. And ...

*Khang:* Can robots build houses?

*Dr Adams:* Yes. Worker robots can even build the very high buildings.

*Khang:* Can they teach?

*Dr Adams:* Yes. Teacher robots can teach many subjects in a classroom or online.

*Khang:* Can they understand what we say?

*Dr Adams:* Yes, they do. They can even speak to us.

*Khang:* Robots can do everything like humans?

*Dr Adams:* No, not everything. They can't understand our feelings or play football.

## Writing

### ACTIVITY 3

**Aim: To help Ss prepare ideas for writing.**

- Ask Ss to describe a robot they want to design (its name, type of robot, where it can work and what it can do). Remind them that they do not have to write full sentences and they can use abbreviations.
- Then, ask Ss to share their notes with their partners. T may read out the notes from some stronger Ss to the whole class.

## ACTIVITY 4

**Aim: To help Ss practise writing a paragraph about a robot they would like to have.**

- Set up the writing activity: T reminds Ss that the first thing is always to consider what they are going to write. Ss can use the ideas they have prepared in **3**. T asks Ss to brainstorm for the ideas and the language needed to write. T may ask Ss to refer back to the reading for useful language and ideas, and write some useful expressions and language on the board.
- Ask Ss to write the first draft individually. Next ask Ss to work in pairs making peer corrections. Then have them write their final version. T may display all or some of Ss' writings on the wall / notice board. T and other Ss give comments. Ss edit and revise their writings. If time is limited, T may ask Ss to write the final version at home.



## LOOKING BACK

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

## Vocabulary

### ACTIVITIES 1 + 2

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

Have Ss do these activities individually then compare their answers with their partners. Ask for Ss' answers or ask one student to write his / her answer on the board. Confirm the correct answers.

**Key:**

**1**

1. iron      2. move      3. pick      4. washing      5. do

**2**

1. work      2. make      3. repair      4. understand      5. water

## Grammar

### ACTIVITIES 3 + 4

**Aim: To help Ss revise the form and use of superlative adjectives.**

For these exercises, have Ss do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Now I can ...* statements.

**Key:**

**3**

1. smartest      2. smallest      3. lightest      4. strongest      5. cheapest

**4**

1. highest      2. largest      3. longest      4. widest      5. hottest





## PROJECT

This is to introduce Ss to another way of practising talking about the skills and abilities of the robots they will design.

### ACTIVITY 1

Ask Ss to work in groups, discussing what the robot they are designing will be like. Ss may use their imagination to design a robot with the most useful skills and abilities. Write the description of their robot in the table given. Remind them that they do not have to write full sentences and they can use abbreviations. Finally, draw their robot in the space provided.

### ACTIVITY 2

Ask each group to show the picture and the description of their robot and present their design to the whole class. When all groups have presented their designs, T may display all or some of the designs on the wall or notice board and have the whole class vote on the best robot.

If T thinks there may be limited time in this lesson for the project, T can assign the project in earlier lessons such as in **GETTING STARTED** lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (**LOOKING BACK**), ask Ss to present their robots to the class.

### NOW I CAN ...

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

# REVIEW 4

## Objectives:

By the end of this review, students will have revised the language they have studied and the skills they have practised in *Units 10 – 12*.

## Introduction

T may ask Ss what they have learnt so far in terms of language and skills. Summarise their answers in the end and add some more information if necessary.

## LANGUAGE

T may use the language review as a self-test. Ss do the exercises in 30 minutes and then T checks their answers with the whole class. Otherwise, T can cover each activity separately.

## Pronunciation

### Activity 1

**a**

**Aim: To help Ss review the stress pattern in two-syllable words learnt in *Unit 10*.**

Ask Ss to do this exercise individually, and then share their answers with a partner before listening to the recording to check the answers. Write the correct answers on the board. Play the recording again for Ss to repeat the words.

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

#### **Audio script:**

- |                |              |            |
|----------------|--------------|------------|
| 1. A. picture  | B. village   | C. reuse   |
| 2. A. robot    | B. exam      | C. rubbish |
| 3. A. control  | B. water     | C. paper   |
| 4. A. mountain | B. housework | C. reduce  |
| 5. A. repair   | B. bottle    | C. doctor  |

**b**

**Aim: To help Ss review the rhythm in sentences and the tones in statements learnt in *Units 11 and 12*.**

Play the recording and ask Ss to repeat in chorus. Tell them to pay attention to the bold syllables and tone of the sentences. Then call on some Ss to read out the three sentences in front of the whole class. Invite comments from other Ss.

**Audio script:**

1. My robot **helped** me **repair** the **broken** **cooker**.
2. It is **better** to **reuse** these **shopping** **bags**.
3. My **future** **house** will **have** **solar** **energy**.

## Vocabulary

### Activity 2

**Aim: To give Ss more practice on how to use some verbs they have learnt in Units 10 – 12.**

Ask Ss to do this exercise individually and then share their answers with a partner. T may ask a student to write his / her answers on the board. Check the answers with the whole class.

**Key:** 1. recycle      2. receives      3. surfing      4. reduce      5. reuse

### Activity 3

**Aim: To help Ss distinguish between some pairs of words, and know how to use them correctly in context.**

After Ss do this exercise individually, quickly check Ss' answers. T may have to explain to Ss how to use these pairs of words in sentences if necessary.

**Key:** 1. feelings      2. guard      3. make      4. do

## Grammar

### Activity 4

**Aim: To help Ss review the form and use of comparative and superlative adjectives.**

Elicit the form and use of comparative and superlative adjectives. T may call a student to do the exercise on the board while other Ss also do it. Check Ss' answers. Ask them for explanations if necessary.

**Key:** 1. closest      2. taller      3. oldest      4. faster      5. greatest

### Activity 5

**Aim: To help Ss review the use of the articles *a / an* and *the*.**

Elicit the use of *a / an* and *the*. Ask Ss to do this exercise individually and then share their answers with a partner. T may ask a student to write his / her answers on the board. Check the answers with the whole class.

**Key:**

- |        |              |       |
|--------|--------------|-------|
| 1. a   | 2. the       | 3. an |
| 4. The | 5. The – the |       |



## Activity 6

**Aim: To help Ss review the use of *might*, and the use of the simple present or simple future in context.**

Elicit the form and use of *might*. Ask Ss to tell the differences between the use of *will* and *might*. T may call a student to do the exercise on the board while other Ss also do this. Check Ss' answers. Ask them for explanation if necessary.

**Key:**

- |            |          |          |
|------------|----------|----------|
| 1. protect | 2. might | 3. might |
| 4. have    | 5. will  |          |

## SKILLS

### Reading

#### Activity 1

**Aim: To give Ss more practice on reading for specific information.**

Ask Ss to do the task individually and check their answers with a partner before giving their answers to T to confirm the correct answers.

**Key: 1. A    2. B    3. A    4. A**

### Speaking

#### Activity 2

**Aim: To give Ss more practice on describing their future houses.**

Have Ss work in groups, taking turns describing their future houses and try to persuade their group members to live in it. Then ask each group to choose a student who has the best future house in the group to talk about his / her future house in front of the class. Ask some other Ss to give comments and decide which student has the best future house in the class.

### Listening

#### Activity 3

**Aim: To give Ss more practice on listening for specific information.**

Play the recording once for Ss to listen and tick the sentences. Play the recording again for Ss to check their answers. Give the correct answers to Ss. With a weaker class, T may play the recording as many times as possible until Ss have chosen all their answers.

**Key: 1, 2, 4, 5**

**Audio script:**

In 2004, 120 young people from ten European countries met in Berlin at the first Youth Eco-Parliament. They gave ideas for improving the environment. Here are some of the things they advised us to do:

- Recycle more rubbish (for example, glass, paper and plastic, etc.).
- Pick up rubbish in parks or in the streets.
- Save energy – turn off lights and TVs when you're not using them.
- Use reusable bags instead of plastic bags.

**Writing****Activity 4**

**Aim: To help Ss practise writing a paragraph about what Ss think they should do to improve the environment.**

- Set up the writing activity. T reminds Ss that the first and most important thing is always to consider what they are going to write about. In this case, Ss may use the ideas given in **3** or their own ideas. T may brainstorm with Ss the language necessary for writing and note some useful language on the board.
- Ask Ss to write the draft first. Next ask Ss to work in pairs making peer corrections. Then have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups. T may display all or some of the paragraphs on the wall / notice board. Other Ss and T give comments. Ss edit and revise their writing as homework.

# TIẾNG ANH 6



## DANH MỤC SÁCH BỐ TRỢ - THAM KHẢO

- |  |  |
|--|--|
| 1. Vở bài tập Tiếng Anh 6                    | Lương Quỳnh Trang (CB)                                     |
| 2. Luyện tập và kiểm tra Tiếng Anh 6         | Nguyễn Thị Chi (CB)  |
| 3. Bộ trợ kĩ năng Tiếng Anh 6 – Story Land 6 | Trần Hương Quỳnh – Nguyễn Thị Minh Thanh – Phạm Quốc Cường |
| 4. Bài tập bổ trợ và nâng cao Tiếng Anh 6    | Nguyễn Thị Chi (CB)  |

## TÀI NGUYÊN HỖ TRỢ DẠY – HỌC MÔN TIẾNG ANH

1. Đĩa CD
2. Bài giảng điện tử PowerPoint
3. Giáo án mẫu
4. Video tiết dạy minh hoạ
5. Tài liệu tập huấn giáo viên Tiếng Anh 6
6. Bộ đề kiểm tra

Các đơn vị đầu mối phát hành:

- |                     |  |                           |
|---------------------|--|---------------------------|
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