

LANGUAGE

Vocabulary

1 Form compound nouns with the words in the box. Then complete the sentences, using the correct ones.

care child friend girl grand
house parents point view work

1. She spent all morning doing _____.
2. There are many different _____ options available to mothers returning to work.
3. Parents should try to see things from a teenager's _____.
4. I have lived with my _____ since I was born.
5. He can't come because he's taking his _____ on a date.



2 Complete the sentences with correct words from the box.

independent reconciled argument
self-reliant relationship

1. She has a close _____ with her parents.
2. He broke the glass vase during a(n) _____ with his cousin.
3. We were finally _____ after he apologised.
4. My little cousin is becoming more _____ so my aunt has more time for herself.
5. Teaching secondary school students to be independent and _____ is important for their personal development.



Pronunciation

3 Listen and link (◡) the final consonants and initial vowels in the sentences. Then read them aloud.

1. Kate is a teacher of English in an upper secondary school.
2. Look at these pictures and answer my questions in English.
3. Tom used to live in his parents' house, but he's moved into a new flat with some friends.
4. Can I have a cup of apple tea?
5. Don't forget to turn off the lights when you leave after the party.



INTRODUCTION

The aim of Review 1 is to help Ss to revise the language and skills Ss have learnt in Units 1, 2 and 3.

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

LANGUAGE

T may use the Language review as a self-assessment test or revision. Ss do the activities, and then T checks the answers with the whole class. T may also conduct each activity separately.

Vocabulary

- 1 Ask Ss to do this activity individually, and then compare their answers with a partner. Check answers as a class and write the correct ones on the board.

Key

- | | |
|---------------|-----------------|
| 1. housework | 2. childcare |
| 3. viewpoint | 4. grandparents |
| 5. girlfriend | |

- 2 Have Ss do this activity individually. Then ask a student to write his / her answers on the board. Check the answers with the whole class.

Key

- | | |
|-----------------|----------------|
| 1. relationship | 2. an argument |
| 3. reconciled | 4. independent |
| 5. self-reliant | |

Pronunciation

- 3 Play the recording and have Ss do this activity individually, and then compare their answers with a partner. Write the sentences on the board. Then ask Ss to practise reading the sentences aloud.

Key

1. Kate **is** a teacher **of** English **in** an upper secondary school.
2. Look **at** these pictures **and** answer my questions **in** English.
3. Tom **used** to live **in** his parents' house, but he's moved **into** a new flat with some friends.
4. Can I have a cup **of** apple tea?
5. Don't forget to turn **off** the lights when you leave **after** the party.



Audio script

The audio script is the same as the key.

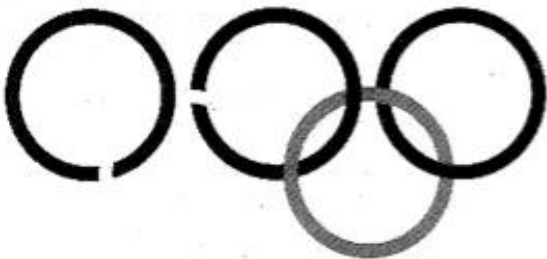


Grammar

4 Complete these sentences with *should / shouldn't / ought to / ought not to / must / mustn't / have to / has to*.

1. It's a great film. You _____ go and see it.
2. You don't look well. You _____ go out. It's cold outside.
3. It's late. I _____ go now or I will miss the last train.
4. Students _____ use mobile phones in class.
5. The government really _____ do something about unemployment.

5 Rewrite the following sentences to emphasise the underlined parts, using *It is / was ... that ...*



1. The first Olympic Games were held in Greece.
2. Nam won the first prize in the English speaking contest.
3. I am making a chocolate cake for my best friend's birthday party.
4. Scotland's most famous poet Robert Burns was born in 1759.
5. Working on a computer gives me headaches.

6 Write new sentences with a similar meaning. Use the to-infinitive after the adjective.

1. It's quite easy to find our school.
Our school is _____.
2. It's difficult to translate the paragraph.
The paragraph _____.
3. I am happy that I work for the school library.
I am delighted _____.
4. She was amazed that she saw him at the party.
She was very surprised _____.
5. I was sad when I heard your grandma was ill.
I was sorry _____.



Grammar

- 4** Elicit the form and use of the modals: *should / shouldn't / ought to / ought not to / must / mustn't / have to / has to*. Ask a volunteer to do the activity on the board while the rest of the class works on it individually. Check Ss' answers, and ask Ss to provide explanations for their choice of modals, if necessary.

Key

- | | |
|----------------------|-----------------------------|
| 1. should / ought to | 2. shouldn't / ought not to |
| 3. must / have to | 4. mustn't |
| 5. must / has to | |

- 5** Elicit the form and use of the sentence structure *It is / was ... that ...*. Have Ss do this activity individually, and then compare their answers with a partner. Ask a student to write his / her sentences on the board. Check the answers with the whole class.

Key

1. It was in Greece that the first Olympic Games were held.
2. It was Nam who / that won the first prize in the English speaking contest.
3. It's a chocolate cake that I am making for my best friend's birthday party.
4. It was in 1759 that Scotland's most famous poet Robert Burns was born.
5. It's working on a computer that gives me headaches.

- 6** Elicit the use of the *to*-infinitive. Ask Ss to do this activity individually, and then compare their answers with a partner. Write the correct answers on the board.

Key

1. Our school is quite easy to find.
2. The paragraph is difficult to translate.
3. I am delighted to work for the school library.
4. She was very surprised to see him at the party.
5. I was sorry to hear that your grandma was ill.

SKILLS

Reading

1 Read and complete the text with the words from the box.

possibility	unemployment	practical
decisions	hopefully	straight
advantage	qualifications	

THE MOST IMPORTANT DECISION

Around the age of seventeen, you have to make one of the most important (1) _____ in your life. Do you stay on at school and (2) _____ go to university later? Or do you leave school to start work or a training course?

This is your decision, but you should remember two things: there is more (3) _____ among young people who have not been to university, and people with the right skills have a big (4) _____ in the job market. If you make the decision to go (5) _____ into a job, there are many opportunities for training. While you are earning, you can also take evening classes to gain (6) _____, which will help you to get ahead in your career more quickly. Another (7) _____ is that you start work and take a break to study when you are older. This is the best way to save up money for your studies, and get (8) _____ experience.

2 Read the text again and answer the questions.

1. When do you have to make one of the biggest decisions in your life?
2. What are the job prospects for people who haven't been to university?
3. What is the advantage of having the right skills?
4. What opportunities are there for you if you decide to go straight into a job?

Speaking

3 Work with your partner. Make a conversation about your friend's problem and give them advice. Use your own ideas or the suggestions below.

Your friend's problem:

- getting bad exam results

Your advice:

- spend less time surfing the Internet for pleasure
- spend more time searching information for assignments
- work harder
- ask a teacher for extra tuition



SKILLS

Reading

Ask Ss to complete Activities 1 and 2 individually and compare their answers with a partner. Then give the correct answers and any explanations, if necessary.

Key

- | | |
|-----------------|-------------------|
| 1: 1. decisions | 2. hopefully |
| 3. unemployment | 4. advantage |
| 5. straight | 6. qualifications |
| 7. possibility | 8. practical |

- 2: 1. Around the age of seventeen.
2. There is more unemployment.
3. Getting a job more easily.
4. There are many opportunities for training.

Speaking

- 3 Ask Ss to work with a partner to make a conversation about a friend's problem. One student explains the problem while the other asks questions and offers advice. Ss may use their own ideas or the suggestions. Encourage Ss to swap roles and role-play the conversation again.

Listening

- 4 Listen to the recording about relationship problems between parents and teenage children. Decide whether the following statements are true (T) or false (F) according to the speaker.

		T	F
1	Parents sometimes find it hard to talk to their teenage children.		
2	Teenagers always like talking about their school work.		
3	Teenagers hate questions that aim to check up on them.		
4	Parents should push their teenage children to talk about school, work and future plans, if necessary.		
5	Parents should watch for danger signs in some teenagers who may smoke or try using drugs or alcohol.		




Writing

- 5 Read the advertisements and choose one of the language schools you want to attend to improve your English.

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Phone: (04) 5555339

Address: Mr Bill Weston, 26 Thai Ha St. Ha Noi



- 6 Write a letter requesting more information about the language courses. You can ask about the starting date, course duration, teachers' experience, fees and course certificate.

Listening

- 4 Play the recording once for Ss to listen and choose their answers. Play the recording again pausing at appropriate places and highlighting the clues in the listening text, so Ss can check their answers. Then give the correct answers. For weaker Ss, play the recording several times pausing after sentences to check Ss' comprehension.

Key

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

Audio script

During the teenage years, it is at times difficult for parents to talk to their children. Teenagers often seem to hate being questioned. They seem unwilling to talk about their work at school. This is a normal psychological development at this age. Although it can be hard for parents to understand, it is part of becoming independent. Teenagers are trying to be adults while they are still growing up. Young people often dislike talking if they realise that parents are trying to check up on them. Parents should find ways to talk to their teenage children about school, work and future plans, but should not push them to talk if they don't want to. Parents should also watch for danger signs. For example, some teenagers in trying to be adults may experiment with alcohol, drugs or smoking. It is necessary for parents to watch for any signs of different behaviour, which may be connected with these dangers and offer help if necessary.

Writing

- 5 Ask Ss to read the two advertisements and choose one of the language schools they would like to attend to improve their English.
- 6 Ask Ss to write a letter requesting more information about the language courses. Ss may write their drafts first in class, swap them with a partner for peer review, and write their final version at home.

Sample letter:

Dear Ms Smith,

I saw your advertisement about the language courses on your website. I am interested in learning English, and I am writing to enquire about the English courses at your centre.

I can read and write in English, but I can't speak the language very well. If necessary, I can complete an oral test. I want to improve my pronunciation, and hope to be able to practise my English with native speakers.

I would also like to have more information about the starting date, course duration, teachers' experience, fees and course certificate.

I look forward to hearing from you.

Yours sincerely,

Trang

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