

Unit 3

BECOMING INDEPENDENT

GETTING STARTED

An independent person

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to being independent

Pronunciation

Sentence stress and rhythm: linking between a consonant and a vowel

Grammar

To-infinitives after certain adjectives and nouns

SKILLS

- Reading for general ideas and specific information about time-management skills
- Giving opinions about the importance of the skills needed to be independent
- Listening for specific information about how children are raised to become independent
- Writing a letter requesting further information about a course

COMMUNICATION AND CULTURE

- What it means to be independent
- American vs. Vietnamese ways of raising children



Objectives

By the end of this unit, Ss can

- use words and phrases related to being independent
- link a final consonant and an initial vowel in connected speech
- use *to*-infinitives after certain adjectives and nouns
- read for general ideas and specific information about time-management skills
- express opinions about skills needed to be independent
- listen for specific information in an interview about how children are brought up to become independent
- write a letter requesting further information about a course
- understand and talk about some differences between American and Vietnamese ways of raising children

GETTING STARTED

An independent person

Lead-in: Inform the class of the lesson objectives: getting to know the topic of becoming independent, the vocabulary related to being independent, and the grammar points of the unit: *to*-infinitives after certain nouns and adjectives.

To start the lesson, write the phrase AN INDEPENDENT PERSON on the board and ask Ss to think about the characteristics of an independent person. Ask Ss some guiding questions such as *What words come up to your mind when you think of an independent person?*, *Does an independent person often ask for help when doing things?*, or *Can he / she do things for himself / herself?*

Listen and read.

Mai: I can see that you and Hoang Minh have become close friends, Lan.

Lan: We have. I really like him because he doesn't rely on other people for help and isn't influenced by other people's opinions.

Mai: I see. So he's very independent.

Lan: Yes. He's also a very responsible student. He always completes his tasks on time, and never needs to be reminded about assignments and other schoolwork.

Mai: Right.

Lan: He's also reliable. Last week, our group worked on a project and he was assigned the most difficult part of it. He tried very hard and did it well.

Mai: It's good to have a friend you can rely on. He seems very determined.

Lan: He is. Last month, we were given a very hard Maths problem. While most of us gave up, he spent the whole night on it and solved it in the end.

Mai: That's amazing!

Lan: Yeah. Even our Maths teacher was very surprised to read his answer. Another good thing about him is that he's self-reliant. He always tries to find solutions to his problems and seldom needs help from others.

Mai: His parents must be really pleased to have such a son.

Lan: Of course. He also helps around the house a lot. But he still has time to read, so he's well-informed about what's happening around the world. It's interesting to talk to him.

Mai: I'll talk to him sometime.

Lan: Yes, you should. He's also very confident and decisive. He always believes in himself, and I really admire his ability to make decisions so quickly. He's a very independent person!

Mai: That's great! You're lucky to have a close friend like him.

2 Answer the questions about the conversation.

1. Why does Lan like Minh?
2. Why does Lan think Minh is a very responsible student?
3. What is an example showing that Minh is very determined?
4. Why does Lan think that Minh is self-reliant?
5. What are the characteristics of an independent person according to Lan and Mai?
6. Which of Minh's characteristics do you have? Which do you like most?

3 Read the conversation again. Match the words with their definitions.

1. reliable

a. feeling certain about your own ability to do things and be successful

2. self-reliant

b. able to make decisions quickly

3. decisive

c. strongly motivated to do something and not allowing anyone or any difficulties to stop you

4. determined

d. that can be trusted to do something well; that you can rely on

5. well-informed

e. capable of doing or deciding things by yourself, rather than depending on other people for help

6. confident

f. having a lot of knowledge about current topics or a particular subject

4 Find the sentences with to-infinitives after adjectives or nouns in the conversation and write them in the space below.

1 Ask Ss to look at the pictures and tell them the two girls talking to each other are Lan and Mai. They are talking about Hoang Minh who is in the pictures above them. Encourage Ss to guess what they are saying about him.

- Play the recording for Ss to listen and read the conversation at the same time.
- Tell Ss not to worry about the new words or grammar points. The new items will be taught in Activity 3.

2 This activity focuses on comprehension. Let Ss work in pairs to practise asking and answering the questions.

Key

1. Because Minh doesn't rely on other people for help and isn't influenced by other people's opinions.
2. Because he always completes his tasks on time, and never needs to be reminded about assignments and other schoolwork.
3. He tried hard and spent the whole night on a hard Maths problem when most students in the class had given up.
4. He always tries to find solutions to his problems and seldom needs help from others.
5. Responsible, reliable, self-reliant, determined, well-informed and confident.
6. Students' own answers.

3 This matching activity focuses on the meaning of some of the key words used in the conversation. Ask Ss to use the context and clues in the conversation.

Key

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

4 This activity focuses on the use of *to*-infinitives in the conversation. Ask Ss to read the conversation once again in pairs and underline the sentences containing *to*-infinitives, and then write them down in the space provided.

Key

1. It's good to have a friend you can rely on.
2. Even our Maths teacher was very surprised to read his answer.
3. His parents must be really pleased to have such a son.
4. But he still has time to read, ...
5. It's interesting to talk to him.
6. I really admire his ability to make decisions so quickly.
7. You're lucky to have a close friend like him.

Vocabulary

- 1** Complete the table with words that have the same roots as the adjectives in the first column. Some adjectives do not have all the corresponding word forms. Use a dictionary, if necessary.

	Adjective	Noun	Adverb
1	reliable		
2	confident		
3	independent		
4	self-reliant		
5	decisive		
6	determined		
7	responsible		

- 2** Complete the sentences with some of the words from 1.

Example:

Ba is a very determined young man. No one can stop him from achieving his goals.

- Ann is a very _____ person. Whenever you ask her to do things for you, you can expect her to do them well.
- You must believe in your abilities and have _____ in yourself to succeed.
- To keep _____ on current topics, you need to read newspapers and watch the news.
- She has a very _____ attitude towards work. She doesn't need to be reminded about her duties.
- Lan has been taught _____ from an early age, so she is very independent now.
- In case of emergency, you have to act very _____.
- Vietnamese people celebrate their _____ Day on September 2nd.

Pronunciation

Linking between a consonant and a vowel

- 1** Listen and repeat the following sentences, paying attention to the linking between the words.

- He's a new student in our class.
- He always fulfills all his tasks on time.
- He knows a lot about life and the world around.
- Now it's time for all of us to celebrate our achievements.
- An independent person is capable of doing things by herself.

- 2** Listen and link (◡) the consonant sounds and the vowel sounds. Then practise reading the sentences.

- Line up and wait until I tell you what to do.
- My phone number is oh nine oh eight seven six oh four oh five (0908 760 405).
- You could earn a lot of money if you write an interesting e-book.
- Once upon a time, there was a frog that lived in a little pond.
- Take a box from over there and give it to me.



DO YOU KNOW...?

Consonant to vowel linking

- When we talk naturally, we don't pause between the words. We usually link the end and beginning of some words so that they are easy to say and flow together smoothly.
- Consonant to vowel linking is very common and occurs between words ending with a consonant sound and words beginning with a vowel sound.

LANGUAGE

Vocabulary

- 1 Explain to Ss what they are supposed to do, and tell them that some adjectives do not have all the corresponding word forms. Let them use a dictionary, if necessary. Point out the use of suffixes such as *-ility*, *-ce*, *-ness*, *-tion* as a word formation strategy.

	Adjective	Noun	Adverb
1	reliable	reliability	reliably
2	confident	confidence	confidently
3	independent	independence	independently
4	self-reliant	self-reliance	
5	decisive	decisiveness	decisively
6	determined	determination	determinedly
7	responsible	responsibility	responsibly

- 2 This activity focuses on the use of the words in 1. Tell Ss to look at the context in each sentence to decide which word and which word form should be used.

Key

- | | |
|------------------|----------------|
| 1. reliable | 2. confidence |
| 3. well-informed | 4. responsible |
| 5. self-reliance | 6. decisively |
| 7. Independence | |

Pronunciation

Linking between a consonant and a vowel

- Activities 1 and 2 focus on linking between a final consonant sound and an initial vowel that follows it.

Notes

This is a very important feature of English as it helps preserve rhythm and makes the spoken language sound natural. Learners of English can have problems understanding and speaking English if they are not aware of word **linking** in connected speech. Linking can occur when a word ends in a consonant and the following word starts with a vowel. The consonant sound is linked with the vowel sound.

- In Activity 1, the linking is already marked, so ask Ss to read the sentences first, and then listen to the recording. Let Ss listen to the recording the second time and repeat what they hear.
- In Activity 2, ask Ss to listen and put a link between the sounds. Check if Ss have marked all cases of linking and then ask them to practise reading the sentences in pairs or groups.

Key

- Line up and wait until I tell you what to do.
- My phone number is oh nine oh eight seven six oh four oh five (0908 760 405).
- You could earn a lot of money if you write an interesting e-book.
- Once upon a time, there was a frog that lived in a little pond.
- Take a box from over there and give it to me.

Grammar

To-infinitives after nouns / adjectives

1 Work in pairs. Underline the to-infinitive in the sentences you found in 4 in GETTING STARTED. Pay attention to how the infinitives are used.



DO YOU KNOW...?

- We can use the to-infinitive after certain adjectives to give a reason for the adjectives:
– Noun / Pronoun + linking verb + adjective + to-infinitive
Adjectives: *glad, happy, lucky, amazed, surprised, proud, determined, pleased, sorry, disappointed, sad, afraid*

Example:

- *I'm happy to see my former teacher again.*
- *I'm pleased to hear about your news.*

2 Rewrite the sentences, using the to-infinitive.

Example:

We were happy because we met some interesting people.

⇒ *We were happy to meet some interesting people.*

1. The little boy was afraid when he jumped into the pool.

2. She is proud that she is the leader of the group.

3. The students were excited when they heard that they had won the competition.

4. My mother was very surprised when she heard I would take part in the storytelling contest.

5. I'm sorry if I may disturb you.



DO YOU KNOW...?

- We can use the to-infinitive in structures with *It* and certain adjectives to make a comment or judgement.
– *It* + linking verb + adjective (for somebody) + to-infinitive
Adjectives: *easy, difficult, hard, interesting, boring, nice, great, good, possible, impossible, likely, important, necessary, unreasonable.*

Examples:

- *It is interesting to talk to him.*
- *It is important for me to have confidence in myself.*

3 Combine the sentences, using to-infinitives.

Examples:

All of us want to visit the Citadel. It's interesting.

⇒ *It's interesting for all of us to visit the Citadel.*

Don't bring your umbrella with you. It's unnecessary.

⇒ *It's unnecessary to bring your umbrella with you.*

1. Don't expect that everybody will understand you. It's unreasonable.

2. We can't guess what will happen. It's impossible.

3. Everyone can learn some simple sentences in English such as *How are you?* or *Thank you.* It's easy.

4. You should take a map with you when travelling in a foreign country. It's necessary.

5. You can finish the project on your own. It's possible.



DO YOU KNOW...?

- We can use to-infinitives after certain abstract nouns to say what action they relate to.
Noun + to-infinitive
Nouns: *advice, ability, ambition, anxiety, attempt, chance, decision, dream, failure, permission, plan, request, wish, way, demand, determination, effort, offer, willingness*

Examples:

- *Your dream to become a teacher will come true.*
- *You should find a way to deal with this problem.*

4 Rewrite the sentences, using the nouns in brackets and a to-infinitive phrase.

Example:

She knows how to solve the problem. (**way**)

⇒ *She knows the way to solve the problem.*

1. You are not ill so you don't have to stay in bed. (**need**)

2. My teacher is able to make complicated things easy to understand. (**ability**)

3. That he decided to take part in the contest surprised all of us. (**decision**)

4. I was not allowed to go to the party. (**permission**)

5. I didn't know that they were going to Nha Trang for the summer holidays. (**plan**)

Grammar

To-infinitives after nouns / adjectives

1 Ask Ss to look at the sentences with to-infinitives they have written down in 4 in GETTING STARTED and discuss how the to-infinitive is used in each sentence. Tell Ss that in sentences 1, 2, 4 and 6, the to-infinitive is used after an adjective, and after a noun in sentences 3 and 5.

• Tell Ss to notice the difference between the two structures:

(1) Noun / Pronoun + linking verb + adjective + to-infinitive

(2) It + linking verb + adjective + to-infinitive

Notes

In structure (1), the noun / pronoun is the subject of the sentence and the to-infinitive.

Example:

We are proud to be Vietnamese.

In structure (2), 'it' is the formal subject while the infinitive phrase is the real subject of the sentence.

Example:

It is difficult to get tickets for the concert on Saturday.

⇒ *To get tickets for the concert on Saturday is difficult.*

• Have Ss translate the sentences containing structure (2) to check if they have understood them correctly.

Key

1. It's good to have a friend you can rely on. (to-infinitive is used in the structure 'It + linking verb + adjective + to-infinitive')
2. Even our Maths teacher was very surprised to read his answer. (to-infinitive is used in the structure 'Noun / Pronoun + linking verb + adjective + to-infinitive')
3. But he still has time to read, ... (to-infinitive is used after a noun.)
4. It's interesting to talk to him. (to-infinitive is used in the structure 'It + linking verb + adjective + to-infinitive')
5. I really admire his ability to make decisions so quickly. (to-infinitive is used after a noun.)
6. You're lucky to have a close friend like him. (to-infinitive is used in the structure 'Noun / Pronoun + linking verb + adjective + to-infinitive')

2 This activity focuses on using the to-infinitive after certain adjectives in the structure 'Noun / Pronoun + linking verb + adjective + to-infinitive'.

Key

1. The little boy was afraid to jump into the pool.
2. She is proud to be the leader of the group.
3. The students were excited to hear that they had won the competition.
4. My mother was very surprised to hear that I would take part in the storytelling contest.
5. I'm sorry to disturb you.

3 This activity focuses on the to-infinitive after certain adjectives in the structure It + linking verb + adjective + to-infinitive.

• Explain to Ss that only certain adjectives can be used in this structure, and it is incorrect to use adjectives that describe people's feeling or reaction (*glad, happy, lucky, amazed, surprised, proud, eager, determined, pleased, sorry, willing, etc.*) in this structure.

Key

1. It's unreasonable to expect that everybody will understand you.
2. It's impossible to guess what will happen.
3. It's easy to learn some simple sentences in English such as *How are you?* or *Thank you.*
4. It's necessary to take a map with you when travelling in a foreign country.
5. It's possible for you to finish the project on your own.

4 This activity focuses on the to-infinitive after certain nouns.

Key

1. You are not ill so there's no need to stay in bed.
2. My teacher has the ability to make complicated things easy to understand.
3. His decision to take part in the contest surprised all of us.
4. I couldn't get permission to go to the party.
5. I didn't know about their plan to go to Nha Trang for the summer holidays.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can link final consonants and initial vowels in connected speech. I can use words to talk about the characteristics of an independent person. I can use the to-infinitive after certain adjectives and nouns in three sentence structures.*

SKILLS

READING

Time-management skills

1 Work with a partner, ask and answer the questions below.

1. Have you ever forgotten to do your homework?
2. Do you often have to struggle to meet deadlines?
3. How do you manage your time?

2 Read the text and select the statement that expresses its main idea.

- A. You need important life skills to become independent.
- B. Good time-management skills help you to build your confidence and self-esteem.
- C. Time-management skills are not difficult to develop.
- D. Mastering time-management skills has many benefits and there are three steps to develop them.

Being independent is being able to take care of yourself, and not having to rely on anyone else. That is what many young people strive for. However, the ability to live independently does not develop naturally: you need a number of life skills to stop relying on your parents and older siblings. Among those skills, time management is probably the most important one. With good time-management skills, you can build your confidence and self-esteem. These skills will also help you to perform your daily tasks, including your responsibilities at school and at home. If you can use your time wisely, you will not feel very stressed when exam dates are approaching. You can act more independently and responsibly, get better grades at school and have more time for your family and friends.

Time-management skills are not difficult to develop. First, make plans for the things you need to do on a planner or an app on your mobile device. Organise them in a schedule so that they can be checked later. Figure out how much time you will need for each of the things, and then put time limits on them. Second, prioritise your activities. If you have so much to do in a day or a week, you may be at a loss as to how to fit everything in. So decide what is important to you and give it the most of your time or add it to the top of your list. Third, develop routines, because once routines are developed, they take less time to do.

Time-management skills cannot be developed in one day. However, when you have them, they can help you to become independent.



3 Read the text again. Decide whether the sentences are true (T), false (F), or not given (NG).

		T	F	NG
1	Elderly people don't strive for being independent.			
2	The ability to be independent comes naturally to a person when he / she grows up.			
3	Teenagers only need time-management skills to be independent.			
4	When teenagers are able to complete their daily tasks and duties at school and at home, they have more confidence and self-esteem.			
5	Having good time-management skills means you can use your time wisely.			

4 Answer the following questions.

1. What are the benefits of having good time-management skills?
2. How can you make plans for the things you need to do?
3. Why should you schedule the things you need to do?
4. How can you prioritise your activities?
5. Why should you develop routines?

5 Work in groups. Discuss the questions.

Which of the time-management skills mentioned in the text do you have? Which do you need to develop?

SKILLS

Reading

Time-management skills

Lead-in: Ask Ss to focus on the title of the section.

- Have Ss brainstorm ideas about what they think *time-management skills* are. Encourage Ss to think of the meaning of the compound *time-management* used as an adjective to modify the noun *skills*.

1 Let Ss read the three questions and prepare their answers individually. Then ask some Ss to give their answers. Make some comments about the Ss' ability to manage their time based on how quickly they give their answers. (*Congratulations. You can manage your time quite well. or I'm sorry. You need to have better time-management skills in order to complete the tasks on time.*)

2 Ask Ss to read the text quickly and choose the statement that best expresses the main idea. Help Ss to eliminate the wrong options by analysing them: A, B, C are just about the specific details of the text, and only D covers all points mentioned in the text.

Key D

3 Before having Ss read the text again to do Activity 3, ask them to read the statements first and underline the key words in each of them. Remind them that some statements may not be mentioned in the text. Make sure that Ss understand all the statements.

Key

1. **NG** (Although there's a sentence in the text: *That is what many young people strive for.* the text doesn't say anything about elderly people.)
2. **F** (*However, the ability to live independently does not develop naturally.*)
3. **F** (... *you need a number of life skills to stop relying on your parents and older siblings.*)
4. **T** (*With good time-management skills, you can build your confidence and self-esteem. These skills will also help you to perform your daily tasks, including your responsibilities at school and at home.*)
5. **T** (... *you can use your time wisely ...*)

4 Ask Ss to read the questions and underline the key words in them. Have Ss read the text again looking for these key words. Explain that these key words will help Ss to locate the answers in the text.

Key

1. With good time-management skills, you don't feel very stressed when exam dates are approaching; you can act more independently and responsibly, get better grades at school and have more time for family and friends.
2. Write the things I will have to do on a planner or an app on my mobile device, and put time limits on them.
3. So I can check them later.
4. Decide what is important to me and give it the most of my time or add it to the top of my list.
5. Once routines are developed, they take less time to do.

5 Put Ss into groups and ask them to note down the time-management skills mentioned in the text.

- *Making plans*
- *Prioritising activities*
- *Developing routines*

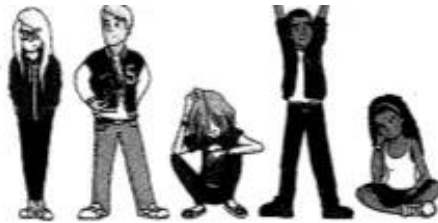
Then ask them to think about their own skills: which of the skills they have and which they need to develop and why they need to develop those skills.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about time-management skills. I can talk about the skills and how to develop them.*

SPEAKING

Skills you need to be independent



1 The table below presents the skills teens need to develop in order to become independent, and the reasons why those skills are necessary. Work in pairs. Discuss and match the skills with the appropriate reasons.

Skills	Reasons
1. Finding information	a. Activities such as doing the laundry or cleaning the house are important daily routines.
2. Getting around on your own	b. You gain confidence in your ability to make good decisions and don't avoid issues.
3. Coping with loneliness	c. You communicate effectively and get along well with people around you.
4. General housekeeping	d. You think independently and make informed decisions.
5. Health and hygiene	e. Lacking these skills may make you feel depressed and you may make the wrong decisions about your life.
6. Problem solving	f. You don't depend on others to go to places and take responsibility for being late.
7. Interpersonal communication	g. Keeping your body healthy and clean will make you feel happy and more confident.



2 Lan and Minh are talking about what they think are the most important skills they need in order to be independent. Use the words in the box to complete their conversation. Then practise it in pairs.

loneliness decisions
communicate interpersonal communication

Lan: Minh, which of the life skills do you think are the most important?

Minh: In my opinion, coping with (1) _____ is the most important skill.

Lan: Really? Why do you think so?

Minh: Because lacking this skill may make me feel depressed and I may make the wrong (2) _____ about my life. What about you? Which of the skills are the most important for you?

Lan: (3) _____ skills. Because they can help me to (4) _____ effectively and get along well with people around me.



3 If you want to be independent, which of the skills in **1** are the most important for you? Work in pairs. Use the ideas in **1** to have a similar conversation as the one in **2**.

Speaking

Skills you need to be independent

Lead-in: Inform the class of the lesson objectives: talking about the skills teens need to develop in order to become independent and the reasons why those skills are necessary.

- 1** Explain to Ss that in the left column are some of the skills that people need in order to be independent. Ask Ss to read through all the skills and the reasons why they are important. Check if Ss have difficulty understanding any words /phrases. Make sure that they understand the meanings of all the words. Then have Ss work in pairs to discuss each of the skills and match them with the appropriate reasons.

Key

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

- 2** Ask Ss to read the conversation and use the words in the box to fill in the blanks individually first. Then have Ss work in pairs to role-play the conversation.

Key

1. loneliness
2. decisions
3. Interpersonal communication
4. communicate

- 3** Ask Ss to work in pairs to discuss the importance of the skills in **1**. Then have Ss make a conversation similar to the one in **2** talking about the skills they think are the most important for them to live independently. Encourage Ss to add their own reasons, if possible.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?
What can you do now?*
- Elicit answers: *I have learnt about some of the skills necessary for people to live independently. I can talk about the skills and the reasons why they are important.*

LISTENING

How parents help you become independent

1 Look at the photo and answer the questions:



- What are the people in the photo doing?
- Do you think the boy needs his father's assistance to learn to ride a bicycle independently?

2 Listen to an interview on *Life Skills*, the most popular radio show for teens and parents, and match the statements with the speakers.

Speakers	Statements
1. Long	a. He has to fulfill all his responsibilities, and is punished if he fails. b. His parents tend to be very protective of him.
2. Tuan	c. He has to do household chores and follow a set routine. d. One of his responsibilities is to look after his grandparents.
3. Minh	e. He has been taught to make his own decisions. f. He is encouraged to express his opinions.



3 Answer the questions.

1. Why does Long think his parents are overprotective of him?
2. What do Long's parents often encourage him to do?
3. What do Tuan's parents focus on teaching him?
4. How do Tuan's parents keep him motivated?
5. What does Minh have to do?
6. What can Minh do about his clothes, books, or toys?

4 Work in groups. Tell your group members whether you were brought up in the same way as Long, Tuan, or Minh.

WRITING

Writing a letter requesting information

1 Read the advertisement for life skills courses in *Teenage Magazine* below and answer the questions.

★ ★ ★ BLUE STAR LIFE SKILLS TRAINING CENTRE

SKILLS YOU NEED TO BECOME INDEPENDENT

- ★ Wish to be independent?
- ★ Want to be able to live on your own successfully?

▶ Then take our courses and we'll teach you the skills you need.

▶ We have different courses for you:

Coping with loneliness	Goal setting
Stress management	Time management
Interpersonal skills	And more ...

Enrol today and get the early bird rate.

For more information, write to:
Ms. Angela Brown, Blue Rose Rd, Chanel, FL 32924

1. What courses are advertised?
2. Who are the courses for?
3. What skills do you think you will be taught if you take the 'Coping with loneliness' course?
4. What will you get if you enrol early?
5. What can you do if you need more information about the courses?

Listening

How parents help you become independent

Lead-in: Inform the class of the lesson objectives: listening to a radio show of three Grade 11 students for specific information.

1 Ask Ss to look at the photo and answer the guiding questions.

The boy is riding a bicycle and his father is helping him.

• Elicit answers from Ss about the importance of the support and help from parents so children can learn, grow and succeed in life. Answers to the second question may vary.

2 Before Ss listen to the recording, ask them to read the instructions and check if they understand what they are going to do by asking questions such as *What are you going to listen to?, What is it about?, How many speakers are you going to hear?*

• Ask Ss to read the statements and make sure they understand all the words in those statements. T may have to explain the meaning of the word *protective*. Ask if Ss know the word *protect*, then tell them that *protective* comes from that verb, meaning *always wanting to protect*.

Key 1. Long: **b, f** 2. Tuan: **a, d** 3. Minh: **c, e**

3 Ask Ss to read the questions first and underline the key words in each of them so that they know what to focus on when listening to the recording.

• Let Ss listen again and answer the questions. Encourage Ss to take notes. Remind them that notes are key words and ideas that can be written down quickly. Encourage Ss to use their notes to answer the questions. Then ask Ss to compare their answers with a partner.

Key

1. They didn't let him do any household chores and drove him to school until he finished Grade 9.
2. To voice (speak out) his opinions.
3. They focus on teaching him about responsibility.
4. If he does his responsibilities well, they give him a reward.
5. To do chores and follow a set routine.
6. He can make his own choices about these items.

4 This activity is a post-listening activity, which provides Ss with an opportunity to recall the content of the listening text and relate it to their own life and experiences. Encourage Ss to talk about how they were brought up and what their parents have done to help them to become more independent.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about how some parents help their children to become independent. I have practised listening for details and taking notes.*

Audio script

MC: Hello and welcome to Life Skills, the most popular radio show for teens and parents. Today, I've invited three Grade 11 students to share with us how their parents help them to become independent. Long, would you like to start?

Long: Hi. Well, I'm the only child, so my parents tend to be overprotective of me. They didn't let me do any household chores and drove me to school until I finished Grade 9. However, since I was a little child, I've always been encouraged to voice my opinions. My parents even ask for my opinions before they make some important family decisions.

MC: That's great. That helps you develop self-confidence. And Tuan? How do your parents help you become independent?

Tuan: Well, my parents focus on teaching me about responsibility. I'm given a list of responsibilities, such as doing household chores, looking after my grandparents... And my parents make sure that I fulfill all of them. If I fail, I get punished. But if I do them well, I get a reward. This keeps me motivated.

MC: Your parents seem strict, but also very fair. What about you, Minh?

Minh: My parents set some limits and establish rigid rules about important issues. I have to do chores and follow a set routine. But I can make my own choices about personal things such as clothes, books or toys. My parents encourage me to consider all options before making my own decisions.

MC: Yes, setting limits can teach you self-discipline, and keep you safe and healthy. It's also great that your parents teach you decision-making skills. I hope that one day you'll be ready to leave home and live independently. Thank you so much for joining the show.

Writing

Writing a letter requesting information

Lead-in: Ask Ss if they have ever taken any courses in life skills, and how they can get information about such courses. Ask if they have ever written a formal letter to get more information.

• Inform the class of the lesson objectives: writing a letter enquiring about a training course.

1 This activity focuses on the information presented in the advertisement. Ask Ss to read the advertisement carefully and answer the questions about it.

Key

1. Courses that teach the skills people need to become independent.
2. Those who want to be independent / live on their own successfully.
3. The skills to overcome the feeling of loneliness.
4. A discount on the tuition fee.
5. Write to Ms Angela Brown.

2 Denise is interested in the life skills courses. Below is her letter asking for further information, but the parts are jumbled-up. Put them in the right order according to the template below.

April 21st, 2013

Dear Ms Brown,

a) I am a first year student and live away from home. Although I have close friends, I miss my family very much. I don't like being alone and I always need someone to be around me. I don't know how to overcome the feeling of loneliness so I can become more independent.

(b) I would also like to know how much the tuition fee will be if I enrol early.

(c) Thank you very much for your time. I look forward to hearing from you.

(d) I am writing to enquire about the life skills courses you advertised in Teenage Magazine.

(e) I hope that your answers to my questions will help me to make the right decision about the course.

(f) Could you advise me which of the courses I should take?

Sincerely,

Denise

Letter template:

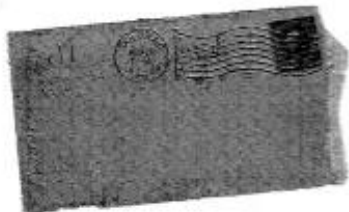
Date

Greeting

Content

1. Stating the reason for writing the letter and / or giving reference
2. Giving background information
3. Requesting advice based on the background information
4. Requesting further information
5. Expressing hope
6. Thank-you note and formal closing

Signature



3 Match each problem with its sign. Then discuss with a partner.

Problems

Signs

1. Lacking time-management skills

a. Can't concentrate and have memory problems

2. Suffering from stress

b. Don't feel comfortable when talking to people or working in a group

3. Lacking interpersonal communication skills

c. Can't schedule tasks effectively

d. Don't know how to prioritise tasks

e. Always feel worried and can't sleep well at night

f. Have difficulty in communicating ideas or opinions

4 Imagine that you have one of the problems above. Write a letter similar to the one in 2 to Ms Brown for advice on a suitable course and get further information about:

- course duration
- lecturer / trainer
- starting date
- certificate, etc.



2 This activity aims to present a sample letter of enquiry, but the parts of the letter are jumbled-up so that Ss have to read them carefully to put them in the right order.

- Ask Ss to read the parts in the template on page 32 first to become familiar with the standard order. Then have them read the jumbled-up letter and put the parts in the correct order.

Key

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

3 The aim of this activity is to prepare Ss for the writing task in **4**. Ask Ss to read the problems and identify their signs one by one. Have Ss find signal words such as:

- Lacking time-management skills: *prioritise, schedule*
- Suffering from stress: *memory problems, can't sleep*
- Lacking interpersonal communication skills: *communicating ideas, talking to people*

Key

1. Lacking time-management skills: **c, d**
2. Suffering from stress: **a, e**
3. Lacking interpersonal skills: **b, f**

4 Explain to Ss that now they should pretend that they have one of the problems, and need to take a course to overcome their problem. They have to write a letter asking for further information about the course they need to take. The letter should be similar to the one in **2**, but different in two parts: *Giving background information* and *Requesting further information*.

- Let Ss work independently to write their own letters.
- Then ask them to work in pairs to read each other's letter and give comments.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I have learnt how to write a letter asking for further information about a course.*

Communication

What it means to be independent

A father tells his son:

Don't ever let someone tell you that you can't do something. Not even me. You got a dream, you gotta protect it. When people can't do something themselves, they're gonna tell you that you can't do it. You want something, go get it.

Work in groups. Discuss the extract and prepare a short talk expressing your group's opinion about it. You can use the following questions to guide you.

1. What kind of person does the father want his son to grow up to be?
2. What does the father mean by saying: *You got a dream, you gotta protect it.* and *You want something, go get it?* Do you agree with him? Why / Why not?
3. What's your dream? How do you protect it and make sure it will come true one day?

Culture

- 1 Read the two passages about how American and Vietnamese parents raise their children and answer the questions.

Ways of raising children

In the US

For many Americans, a parent's most important task is to teach their children to live independently. From an early age, most children get their own rooms and never sleep with their parents.

American parents help their kids to become self-reliant by making them do things such as washing, cleaning, and cooking for themselves from the time they are very small. To help to develop their children's confidence, American parents always show respect for them and let them voice their opinions on family issues.

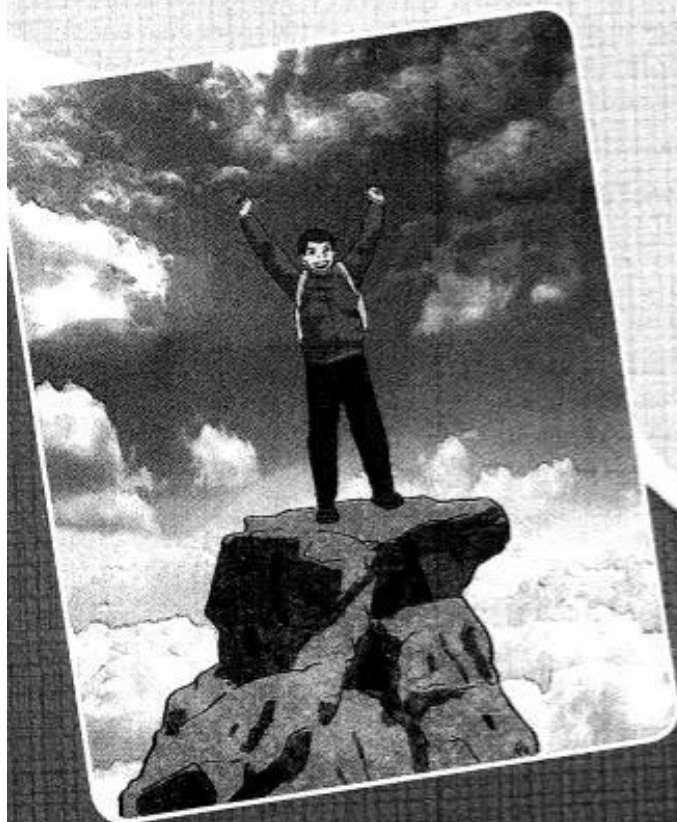
Right after children finish school, most of them will move out of the family home and start a truly independent life.

In Viet Nam

Many Vietnamese parents think their most important role is to protect their children and provide them with a happy and wealthy childhood. Babies often sleep with their parents, and many children do not get to sleep in their own beds until they finish primary school.

While many children in rural areas have to work to contribute to the household expenses, most children in urban areas do not have to do anything but study. In both urban and rural areas, parents seldom ask for their children's opinions before making family choices.

Children do not move out of the family home before they get married. Even then, many parents still want the couple to live with them in the same house.



COMMUNICATION AND CULTURE

Communication

What it means to be independent

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

- ¶ This activity aims to provide Ss with an opportunity to work in groups and express their ideas freely about what it means to be independent. Make sure that Ss understand the extract. Explain that *gotta* means *have got to* and *gonna* means *going to* in informal speech.
- Put Ss into groups. Tell each group to have a leader and a note-taker. The leader moderates the discussion so that everybody in the group has a chance to talk, and the note-taker writes down all the ideas so that the group can prepare a short presentation later. Explain to Ss that they can use the three questions to guide their discussion, or they can express their ideas freely.
- Ask a representative of one or two groups to present the results of their discussion to the class.

Culture

Lead-in: Ask Ss if they think there are any differences between the ways American and Vietnamese parents raise their children. Then ask them to think about why there are such differences.

- ¶ Tell Ss to read the texts and see if the information in it matches with their background knowledge.
- Then ask Ss to read again and answer the questions.



1. According to many Americans, what is the most important task of parents?
2. What do Vietnamese parents think their role is?
3. How do American parents help their kids to become self-reliant?
4. Are Vietnamese children allowed to join their parents in making family choices?
5. How do American parents help to develop their children's confidence?
6. When do Vietnamese children move out of their parents' home?

2 Make some comparisons between the two ways of child raising using *while*, *whereas*, *different from*.

Example:

While most Vietnamese children sleep with their parents until they go to primary school, most American children get their own rooms from an early age.



Key

1. To teach their children to live independently.
2. To protect their children and to provide them with a happy and wealthy childhood.
3. They make them do things such as washing, cleaning and cooking for themselves from the time they are very small.
4. No. Vietnamese parents seldom ask for their children's opinions before making family choices.
5. They show respect for them and let them voice their opinions on family issues.
6. After they get married.

- 2** Ask Ss to make some comparisons between the two countries in terms of raising children. Tell them to read the texts and see if the information matches with their background knowledge, using *while*, *whereas*, *different from*.
- Explain how to use the given words and phrases and give examples before asking Ss to make comparisons.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I have improved my speaking, listening and reading skills. I have learnt about the differences between the ways American and Vietnamese parents raise their children and help them to become independent.*

LOOKING BACK

Pronunciation

1 Listen and repeat these sentences.

Then listen again and link (◡) the final consonants and initial vowels.

1. He's a teacher of English in an urban school.
2. My brother is well-informed about local issues.
3. Most Americans use some forms of discipline for their children.
4. The goal of American parents is to help their children to become independent.
5. Her parents even ask for her opinions before they make important decisions.

2 Read the paragraph below and link (◡) the final consonants and initial vowels. Then listen and check your answers.

Being independent is being able to take care of yourself, and not having to rely on anyone else. That is what many young people strive for. However, the ability to live independently does not develop naturally: you need a number of life skills to stop relying on your parents and older siblings.

Vocabulary

Complete the sentences with the words in the box.

reliability	decision	well-informed
determined	responsibly	independent
confident	decisiveness	

1. When Lan was small, she was encouraged to speak out her opinions. That's why she's so _____ now.
2. He tries to keep himself _____, so he reads most of the local newspapers and also gets a lot of information from the Internet.
3. Whenever she wants something, she tries her best to get it and doesn't let anyone discourage her. She's so _____.
4. Before making a _____ he often considers different options.
5. Her _____ makes her a good leader.
6. Everyone should act _____ in order to protect our environment.
7. _____ is necessary for a good friendship.
8. You need to have a number of life skills to become _____.

Grammar

1 Combine the sentences, using to-infinitives.

1. Denis received a letter from his mother. He was happy.

2. Ann passed the exam. She was so lucky.

3. You can't learn a foreign language in one day. It's impossible.

4. The students will take part in the 'Green Day' activities. They are very keen.

5. You should develop habits that will keep your body healthy and clean. It's necessary.

6. We've heard that Helen is feeling better now. We are relieved.

7. We can't guess what will happen. It's difficult.

8. You should learn how to get from one place to another. It's important.

9. You should learn how to cope with loneliness. It's important.

10. Dave received a birthday gift from an old friend. He was very surprised.

2 Rewrite the sentences, using the nouns in brackets and to-infinitives without changing the meanings of the sentences.

1. They want to win the first prize, but that seems unrealistic. (**goal**)

2. Nobody knew that he had always wanted to become a doctor. (**dream**)

3. She didn't obey the school rules and that upset her parents very much. (**failure**)

4. It's amazing that Tania can speak three foreign languages. (**ability**)

5. Tom tried hard to persuade his parents to allow him to join the club, but he failed. (**attempt**)

6. He tried hard to overcome any difficulties by himself. (**effort**)

LOOKING BACK

Pronunciation

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

- 1 Ask Ss to listen and repeat the sentences, then mark the linked final consonants and initial vowels of the words.

Key

1. He's **a** teacher **of** English **in** an urban school.
2. My brother **is** well-informed **about** local issues.
3. Most Americans **use** some forms **of** discipline for their children.
4. The goal **of** American parents **is** to help their children to **become** independent.
5. Her parents **even** ask for her **opinions** before they **make** important decisions.

- 2 Ask Ss to read the paragraph and mark the linked final consonants and initial vowels of the words. Then play the recording for Ss to listen and repeat.

Key

Being independent **is** being able to take care **of** yourself, and not having to rely **on** anyone else. That **is** what many young people strive for. However, the ability to live independently does not develop naturally: you **need** a number **of** life skills to stop relying **on** your parents **and** older siblings.

Vocabulary

- The eight words in the box are related to the main topic of the unit and the most frequently used in the unit. Ask Ss to use them to complete the gapped sentences.

Key

- | | |
|-----------------|------------------|
| 1. confident | 2. well-informed |
| 3. determined | 4. decision |
| 5. decisiveness | 6. responsibly |
| 7. Reliability | 8. independent |

- Extend this activity by asking Ss to make their own sentences with these words.

Grammar

- 1 Have Ss combine the sentences, using to-infinitives.

Key

1. Denis was happy to receive a letter from his mother.
2. Ann was so lucky to pass the exam.
3. It's impossible to learn a foreign language in one day.
4. The students are very keen to take part in the 'Green Day' activities.
5. It's necessary for you to develop habits that will keep your body healthy and clean.
6. We are relieved to hear that Helen is feeling better now.
7. It's difficult to guess what will happen.
8. It's important to learn how to get from one place to another.
9. It's important to learn how to cope with loneliness.
10. Dave was very surprised to receive a birthday gift from an old friend.

- 2 This activity focuses on using the to-infinitive after nouns. Ask Ss to rewrite the sentences, using the nouns in brackets and to-infinitives so that the new sentences have the closest meaning to the given ones.

Key

1. Their goal to win the first prize seems unrealistic.
2. Nobody knew about his dream to become a doctor.
3. Her failure to obey the school rules upset her parents very much.
4. Tania's ability to speak three foreign languages is amazing.
5. Tom's attempt to persuade his parents to allow him to join the club failed.
6. He made an effort to overcome any difficulties by himself.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can link final consonant sounds with initial vowel sounds in connected speech. I can use to-infinitives after certain adjectives and nouns.*

PROJECT

HOW INDEPENDENT ARE YOU?

1 Complete the questionnaire. Tick the number based on how accurate each statement is for you. The number you tick represents the point(s) you get for each item.

- 1** very inaccurate
- 2** inaccurate
- 3** neutral
- 4** accurate
- 5** very accurate

1

You can cook for yourself.

Very inaccurate **1 2 3 4 5** very accurate

2

You don't feel sad, helpless and uncomfortable when alone.

Very inaccurate **1 2 3 4 5** very accurate

3

You always take the initiative and start your own projects.

Very inaccurate **1 2 3 4 5** very accurate

4

You have good daily habits and keep your body healthy and clean.

Very inaccurate **1 2 3 4 5** very accurate

5

You can make decisions about everyday matters quickly.

Very inaccurate **1 2 3 4 5** very accurate

Add up all the points. The more points you get means the more independent you are.

2 Work in groups of ten. Make questions from the statements in the questionnaire. Then use the question to interview students in your group. Find out how independent they are. Report the results to the class.

NOW YOU CAN

- ▶ Use words and phrases to describe the characteristics of an independent person
- ▶ Link consonant and vowel sounds in a sentence
- ▶ Use the to-infinitive after certain adjectives and nouns in sentences
- ▶ Talk about the skills needed to be independent
- ▶ Write a formal letter requesting further information about a course

PROJECT

How independent are you?

Lead-in: Inform the class of the lesson objectives: further explore the unit topic and practise the language in a collaborative way.

- 1** Tell Ss they need to conduct a survey to find out how independent they and their friends are. To help them to prepare for the survey, explain the questionnaire items, the meaning of the options and how to complete the questionnaire and work out the total score. Then let Ss complete the questionnaire individually.
 - After Ss have completed the questionnaire, help them to add up their scores. Tell Ss that the more points they have, the more independent they are.
- 2** Ask Ss to work in groups to formulate the survey questions based on the questionnaire. Encourage them to add more questions. They should use all the questions to do the survey, and report the results to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can conduct a survey to find out how independent my classmates and I are.*