

Unit 4

CARING FOR THOSE IN NEED

GETTING STARTED

Helping students
in need

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to people with disabilities and how to support them

Pronunciation

Elision of weak vowels before /l/, /n/ and /r/

Grammar

The past simple and the present perfect

SKILLS

- Reading for general ideas and specific information about helping people with disabilities
- Interviewing a volunteer and discussing voluntary work
- Listening for specific information in a radio programme about an outstanding person with a disability
- Writing an article about problems facing disabled people and how they can be solved

COMMUNICATION AND CULTURE

- East Meets West
- International Day of Persons with Disabilities



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to people with disabilities and how to help them
- recognise and pronounce elision of weak vowels before /l/, /n/ and /r/
- understand and use the past simple and the present perfect
- read for general ideas and specific information in a school magazine report about helping people with disabilities
- interview a volunteer and discuss voluntary work
- listen for specific information in a radio programme about an outstanding person with a disability
- write an article about problems facing disabled people and how they can be solved
- learn and talk about international organisations and programmes to help those in need and *International Day of Persons with Disabilities*

GETTING STARTED

Helping students in need

Lead-in: Inform the class of the lesson objectives: getting to know the topic, vocabulary about people with disabilities, and the past simple and the present perfect.

- Introduce the topic by asking Ss to talk about the photos of people with disabilities. Then elicit more ideas from Ss' background knowledge.
- Encourage Ss to talk about disabled people's achievements. Tell them to include respect for disabled people and donation to charities in their discussion.

1 Listen and read.

Mai: Hi, what's up? Why are there so many boxes in the library?

Maria: I'm preparing some Christmas gifts for secondary students with disabilities in the school we visited two months ago. These are students with various visual, hearing, physical and cognitive impairments.

Mai: Cognitive impairments?

Maria: That's learning difficulties.

Kevin: I have a neighbour who is blind, deaf and dumb, and needs a lot of help to get around.

Maria: Well, you shouldn't use words like 'dumb' or 'deaf'. It's disrespectful.

Mai: I agree. There are so many students with a disability who have talents and skills.

Maria: That's right. And we need to help them to become independent, integrate in the community and achieve success at school.

Mai: So what are these Christmas gifts?

Maria: Last month, the Youth Union in our school had a meeting, and decided to start a 'Special Christmas Gifts' campaign to collect gifts for local charities. So far, the students in our school have donated more than 100 gifts.

Mai: That's great! Can students from other schools join your campaign?

Maria: Sure! A few other schools have already joined us. They have sent us textbooks, dictionaries, CD players, batteries...

Kevin: I have an idea for a gift! A talking pen for learning foreign languages.

Maria: Great idea! What a meaningful gift!

Mai: Thanks, Maria. I'll talk to my classmates and see what we can do.

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

		T	F	NG
1	Maria is preparing some gifts for students with disabilities.			
2	Only students at Maria's school can join the campaign.			
3	Local charities will send the gifts to different schools.			
4	Kevin will donate an educational toy for learning languages.			
5	Maria will plan a visit to a school for children with disabilities.			

3 How do you think non-disabled people perceive and treat people with disabilities?

Example:

I think non-disabled people used to think that people with disabilities always need to be looked after. However, attitudes have changed. People with disabilities are now perceived as valued members of society.



1 Ask Ss questions about the illustration:

- *Who do you see in the picture?*
- *What are they doing?*
- *What do you think they are going to do with the gifts?*

- Tell Ss that they are going to listen to a conversation in a school library between three friends, Mai, Kevin and Maria.
- Let Ss predict what these friends will be talking about.
- Encourage and accept all types of predictions from Ss.
- Play the recording. Ask Ss to listen and read the conversation at the same time.

2 Ask Ss to work first individually, and then in pairs to decide whether the statements are true (T), false (F), or not given (NG). Ss can provide reasons for their answers. They may refer back to the conversation to get the necessary information.

- Check Ss' answers and give explanations.

Key

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

3 Have Ss read the question and example. Ask them to think of their own answer to the question. Ss can work individually or with a partner.

- Elicit some answers and write the best ones on the board. Give feedback and discuss any points.

Vocabulary

1 Match each word with its meaning.

- | | |
|------------------------|---|
| 1. disrespectful (adj) | a a series of actions intended to achieve a goal |
| 2. impairment (n) | b showing a lack of respect for someone or something |
| 3. integrate (v) | c give money, books, etc. to help a person or an organisation |
| 4. donate (v) | d join a group of people or community and be accepted by them |
| 5. campaign (n) | e a condition in which a part of a person's body or mind does not work well because of physical or mental damage |

2 Complete the following sentences with the appropriate words from the box.

cognitive donation hearing
blind physical

- The Braille alphabet was created by Louis Braille, who went _____ after an accident. It has been one of the greatest inventions in human history.
- People with _____ impairments often have difficulty understanding new things and, therefore, cannot learn quickly. That is why we should break down the information for them.
- We can help people in need by making a _____ to a charity.
- People with a _____ disability may find it difficult to get out of bed or get around without help.
- Many experts believe that noise is the cause of approximately half of all cases of _____ loss.

Pronunciation

Elision of vowels

1 Listen and repeat. Pay attention to the vowels in bold.

secondary	deafening	preferable
dictionary	frightening	battery
history	restaurant	police
library	family	



DO YOU KNOW...?

- Weak vowels, especially the schwa /ə/ may be left out (elided) to help us to speak faster.
- They are often elided before /l/, /n/, and /r/.

2 Listen and repeat the following sentences. Pay attention to the vowels in bold.

- Last week, we discussed a visit to a **secondary** school for children with disabilities.
- They really like studying English and **history**.
- I couldn't hear anything but the **deafening** noise of the drums.
- Before you use this talking pen, remember to check the **batteries** first.
- It would be **preferable** to donate Braille books, not large-print books.



LANGUAGE

Vocabulary

- 1 This activity focuses on the meanings of key words used in the conversation.
- Ask Ss to work individually, read each of the words and think about its word class. Then they should read each explanation and decide if it defines a verb, noun or adjective. Provide support if necessary by encouraging Ss to use the context and clues in the conversation.

Key

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

- 2 Go through the words in the box and check Ss' understanding.
- Ask Ss to complete the sentences individually. Alternatively, in a weaker class, have Ss work on the sentences in pairs.
 - Check the completed sentences as a class, making sure that all Ss have the right answers.

Key

1. blind 2. cognitive
3. donation 4. physical 5. hearing

Pronunciation

Elision of vowels

- 1 Explain elision of vowels, especially the schwa sound /ə/. Elision is not mandatory. Weak vowels are sometimes elided before the sounds /l/, /n/, and /r/ to speed up or simplify the pronunciation of a word.
- Play the recording for Ss to listen and follow.
 - Model the pronunciation (or play the recording again) for Ss to repeat chorally and individually.
 - Help them to distinguish between the pronunciation without elision and the pronunciation with elision.
 - Ask Ss to work in pairs, taking turns to pronounce the words twice – with and without elision of weak vowels.



Audio script

secondary	deafening	preferable
dictionary	frightening	battery
history	restaurant	police
library	family	

- 2 Ask Ss to read the instructions and explain the task.
- Read the sentences, focusing on the words in bold, and have Ss repeat.
 - Play the recording for Ss to repeat once or twice. Extend this task by having Ss take turns reading each of the sentences twice – with and without elision of weak vowels.

Grammar

1 Choose the correct form of the verbs in brackets to complete the sentences.

1. Last month we (*launched / have launched*) a campaign to help students with disabilities.
2. At our last meeting, we (*decided / have decided*) to organise a football match to raise money for charity.
3. At the end of the meeting, we (*invited / have invited*) all students to come to a football match.
4. Since our last meeting, students' attitudes towards people with disabilities (*completely changed / have completely changed*).
5. So far we (*collected / have collected*) more than 150 gifts of all kinds.

2 Complete each sentence, using the past simple or present perfect form of the verb in brackets.

1. In October, we _____ (decide) to start a 'Special Christmas Gifts' campaign.
2. About 30 students from other schools _____ (join) us since last month.
3. I _____ (volunteer) at a special school twice since I finished Grade 10.
4. I _____ (present) an action plan to the school principal when I was at the meeting.
5. So far, people _____ (donate) more than 100 gifts.
6. Last month, I _____ (talk) to some students about how to learn English effectively.
7. They _____ (send) some textbooks and dictionaries recently.
8. I'm preparing some Christmas gifts for the students with disabilities in the school we _____ (visit) two months ago.



DO YOU KNOW...?

- **The past simple** is used to talk about an action that happened at a specific point in the past.

Example:

At our last meeting, we decided to launch this campaign.

- **The present perfect** is used to talk about an action that happened in the past without referring to the exact time.

Example:

We have decided to launch this campaign.



Grammar

1 Tell Ss that the activity focuses on the past simple and the present perfect tense of verbs.

- Ask Ss if they can remember any rules for the use of the past simple and the present perfect that they have learnt in the lower grades.
- Have Ss work in pairs to figure out the answers.
- Monitor the activity and help Ss, if necessary.
- Remind Ss to pay attention to the adverbs of time when they choose the correct form of the verbs.
- Remind Ss of the past participle forms of regular verbs and irregular verbs.
- Check answers as a class.

Key

1. launched
2. decided
3. invited
4. have completely changed
5. have collected

2 Tell Ss that the activity focuses on the correct form of the verbs – the past simple or the present perfect.

- Let Ss work in pairs to give answers. Observe and help when and where necessary.
- Remind Ss to pay attention to the adverbs of time when they choose the correct form of the verbs.
- Check Ss' answers by asking individual Ss to take turns reading aloud each of the sentences.

Key

1. In October, we decided to start a 'Special Christmas Gifts' campaign.
2. About 30 students from other schools have joined us since last month.
3. I have volunteered at a special school twice since I finished Grade 10.
4. I presented an action plan to the school principal when I was at the meeting.
5. So far, people have donated more than 100 gifts.
6. Last month, I talked to some students about how to learn English effectively.
7. They have sent some textbooks and dictionaries recently.
8. I'm preparing some Christmas gifts for the students with disabilities in the school we visited two months ago.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *I can talk about people with disabilities and how to help people in need. I can use the past simple and the present perfect to talk about past actions with time expressions. I can recognise and pronounce words with elision of vowels.*

SKILLS

READING

Helping each other

- 1** Look at these symbols. They are used to indicate access for people with disabilities. Write who each symbol is for.



1. _____



2. _____



3. _____



4. _____

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

1. energetic

a to invite or to make someone participate in an activity

2. enthusiastically

b having a lot of energy and enthusiasm

3. slogan

c encouragement or practical help

4. involve

d in a way showing a lot of excitement

5. support

e a word or group of words often used in campaigns to attract people's attention

- 3** Read a school magazine report on some interviews with class monitors. Choose the appropriate heading for each paragraph.

- a. Set a record on Christmas Day
b. Friends' support brings joy
c. Happiness comes from giving to others

HELP YOUR COMMUNITY

By Nguyen Mai

The students at Nguyen Van Troi School are now preparing Christmas gifts for students with disabilities in Ho Chi Minh City. We have asked three energetic class monitors about how they plan to make this Christmas unforgettable for their friends with disabilities. Here are their answers.

- 1.** 'We believe that students with disabilities should be offered support to do the things they like,' said

Huynh Mai Lien, the monitor of Class 11A. After their visit to a special school, Lien made friends with some students with reading disabilities. She realised that they enjoy reading as much as she does. So she has decided to record popular books for these students. 'I hope they'll enjoy listening to these talking books over the Christmas holidays!' said Lien enthusiastically.

- 2.** 'A gift for everyone!' is the campaign slogan of Class 11B, led by Tran Nam. 'We've agreed to involve disabled students in our Santa Claus activities for children in the neighbourhood.' Even if some of them have mobility impairments, they can still dress up as Santa Claus and help to give gifts to the kids. 'Giving makes people happy and useful. People with a disability can still participate fully in our community's life!' said Nam.

- 3.** 'We want to make a special Yule Log cake. People have already started donating money so we can buy all the ingredients,' said Hoa, the monitor of Class 11C. 'Everyone has a problem, no one is perfect. With the support of the students from the special school, we think we can create something amazing,' Hoa added. Her class wants to make a 'record-breaking' Yule Log cake: the longest ever and created by the most students. 'On Christmas Day, we will invite all the kids in the neighbourhood to join our Christmas party and make the longest Yule Log!'

- 4** Complete these sentences with no more than three words.

1. The students at Nguyen Van Troi School will give the gifts to _____ in Ho Chi Minh City.
2. One class monitor has decided to _____ for students with reading disabilities.
3. Another class monitor believes that disabilities should not prevent people from _____ our community's life.
4. Another class monitor has thought of an interesting activity, where students will make a _____ Yule Log cake to celebrate Christmas.
5. The three class monitors will try to make _____ for their friends with disabilities.

- 5** Discuss with a partner how you can help children with disabilities in your community.

SKILLS

Reading

Helping each other

Lead-in: Focus Ss on the heading *Helping each other* of the section, and ask them to guess the possible content of the reading text.

- 1 Inform the class of the lesson objectives: reading for general ideas and specific information about helping people with disabilities.
- Provide Ss with some information about improving accessibility for disabled people, e.g., a barrier-free environment and use of lifts and platforms.
- Have Ss look at the symbols and work in groups to compare their answers. Encourage Ss to explain and give reasons for their answers.
- Correct answers as a class, and give examples of places where Ss can find these symbols.

Key

1. people with mobility impairments / disabilities
2. people with visual impairments / disabilities
3. people with hearing impairments / disabilities
4. people with speech impairments / disabilities

- 2 Ask Ss to work individually, read the words and phrases in the columns, then discuss and find the meaning of each of them (a-e). Provide help, if necessary. Explain the meaning further and give examples. Check answers as a class.

Key

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

- 3 Tell Ss that the activity focuses on reading for general ideas and have them read the headings quickly before the text that follows.
- Explain to Ss that repeated and similar vocabulary can form a vocabulary chain in a paragraph, and consequently help to express the main idea of the paragraph.
- Have Ss skim the text individually to choose the best heading for each paragraph. Then Ss can check their answers with a partner.
- Check answers as a class and write them on the board. Give feedback.

Note: A *Yule Log cake*: a traditional Christmas cake shaped like a chopped off branch.

Key

1. b 2. c 3. a

- 4 Tell Ss that the activity focuses on reading for specific information and that Ss cannot write more than three words in each blank.
- Allow enough time for Ss to read the instructions and the questions.
- Remind Ss to pay attention to details like names of schools, classes, activities, etc. and to the context (words around the gap) to identify what kind of words or phrases are needed.
- Have Ss write their answers individually and check with a partner. Then check answers as a class and provide feedback.

Key

1. students with disabilities
2. record popular books
3. participating fully in
4. 'record-breaking'
5. this Christmas unforgettable

- 5 This post-reading activity aims to relate the information from the reading text to Ss' own life and experiences, and their own ideas about how they can help people in need.
- Put Ss in pairs and let them discuss the question freely. If Ss have difficulty coming up with new ideas, give them some examples of problems disabled people may face such as lack of skills or limited accessibility.
- Ask one or two pairs to report the discussion results to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt about how to help people in need. I've learnt how to read and find specific information in a short interview. I know words and phrases related to attitudes to disabled people and community activities.*

SPEAKING

Get involved!

1 Read the following phrases. Write R if it expresses a reason why people volunteer and A if it expresses a voluntary activity.

1	improve yourself	_____
2	coach children who want to do a sport	_____
3	meet interesting people	_____
4	change people's lives	_____
5	organise extracurricular activities	_____

2 The principal of a special school is interviewing a potential volunteer. Complete the interview, using the words in the box. Then practise it with a partner.

special school change people's lives
clearly and effectively volunteer position
in the past improve coordination

Principal: Good morning, Minh. I understand that you'd like to work as a volunteer?

Minh: That's right.

Principal: So what interests you about this (1) _____?

Minh: I like working with children and meeting interesting people. I think this would be a good opportunity for me to help people with disabilities and improve myself.

Principal: What do you know about our school and students?

Minh: From your website, I know that this is a (2) _____ for children with cognitive impairments. These children may have difficulty in learning basic skills like reading, writing or problem solving.

Principal: That's right. You're well-informed. So, why do you want to volunteer?

Minh: I want to pay back to our community. Volunteering is the most rewarding way to get involved and (3) _____.

Principal: Did you volunteer (4) _____?

Minh: Oh yes. Last year I volunteered at a sports club and coached children who wanted to do a sport.

Principal: Great! Playing football and doing sports are excellent ways for disabled children to get exercise and (5) _____. What skills do you think you can offer?

Minh: I have strong communication skills. I can explain information and activities (6) _____. I'm also very good at organising extracurricular activities.

Principal: Great! Let's meet again next Monday. I'll introduce you to the other volunteers, and we'll discuss your timetable and tasks.

Minh: Thank you very much for your time.

Principal: You're welcome.



3 Read the information about two special schools in Viet Nam. Choose one of them. Work in pairs and make a similar interview as in 2. Ask why your partner wants to volunteer, what skills he / she can offer and how he / she can help.

Nguyen Dinh Chieu School, Ho Chi Minh City

- Providing care and education for visually impaired children in Ho Chi Minh City and other provinces;
- Providing primary and secondary education.



Nhan Chinh School, Ha Noi

- Providing care and education for children with hearing impairments in Ha Noi and other provinces;
- Providing mainly primary education and vocational training.

Speaking

Get involved!

Lead-in: Write *Get involved!* on the board and give Ss time to discuss the phrase.

- 1** Inform Ss of the lesson objectives: describe reasons for voluntary work and activities. Introduce the topic by asking questions such as: *Have you ever taken part in campaigns to help people with disabilities? Why do you volunteer to help people? How can you help people in need?*
- Explain the activity aims to differentiate between the notions 'reason' and 'activity'.
- Have Ss read the phrases, and check answers as a class.

Key

1. R 2. A 3. R 4. R 5. A

- 2** Explain the context and ask Ss to read through the phrases in the box.
- Have Ss work in pairs to fill the gaps in the interview.
- Check answers as a class and give feedback.
- Allow enough time for Ss to read the interview individually before they practise in pairs.
- Monitor the activity and select some pairs to role-play the conversation in front of the class.

Key

1. volunteer position
2. special school
3. change people's lives
4. in the past
5. improve coordination
6. clearly and effectively

- 3** Ask Ss to read the instructions carefully, then have them go through the information about two special schools in Viet Nam.
- Ask Ss to prepare the reasons why they want to volunteer, and what they can do. Ss can use the suggestions in **1**.
- Encourage Ss to share their ideas.
- Have different pairs work together so they can help each other with ideas and suggestions.
- Ask Ss to discuss and practise the conversation in pairs. Then choose one or two pairs to role-play their conversation in front of the class.

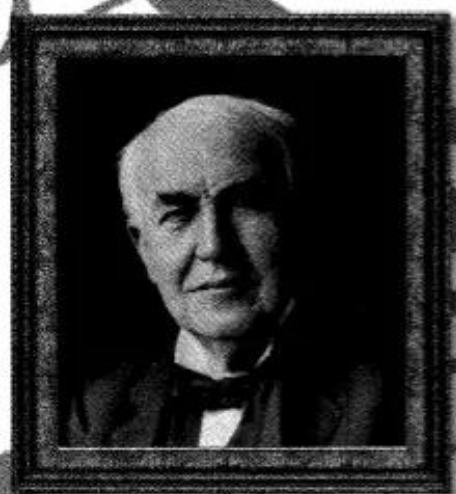
LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
What can you do now?
- Elicit answers: *Now I know more about why I should get involved in donating to charities, and supporting disabled children. I know what I can do for the community and people with disabilities. I think I can also improve myself while helping others.*

LISTENING

Outstanding people with disabilities

- 1** Look at the pictures. Can you recognise the people? What disabilities do you think they had?



- 2** Listen to a radio programme about a famous youngster with a disability and fill in the information.

Name _____
 Nationality _____
 Kind of disability _____
 Interests _____
 Title honoured by UNICEF _____

- 3** Listen again and complete the sentences with no more than four words or numbers.

- The programme is called _____.
- The girl has suffered fractured bones _____ and has to use a wheelchair.
- She has worked with *Voice of Viet Nam* in _____ to rural villagers.
- She feels lucky because she has _____ friends and teachers.
- The lesson we can learn from her story is that everyone can succeed if they are trusted and _____.

- 4** Work in groups. Ask and answer the question.

What can you do to support people with disabilities and help them to succeed in life?



Listening

Outstanding people with disabilities

- 1 Focus Ss' attention on the activity. Have Ss look at the pictures and answer the questions. Write some key words (e.g. *famous, successful, difficulties, disabilities*) on the board, if necessary.
- Elicit Ss' answers:
 - a. Albert Einstein, *learning disability*
 - b. Ludwig van Beethoven, *hearing loss*
 - c. Thomas Edison, *learning disability*
- Ask Ss whether they know Nguyen Phuong Anh or any well-known Vietnamese people with disabilities like her.
- Discuss briefly with Ss why and how the people they have discussed became famous.

- 2 This activity focuses on listening for specific information about a famous girl with a disability. Have Ss read the instructions and the table that they have to complete. Ensure that they understand the task and the details they need to focus on.
- Ask Ss to complete the notes while listening. Have them listen again to check their answers.
- Play the recording twice, pausing before the second listening.
- Have Ss compare their answers before checking answers as a class.

Audio script

Welcome to *Get Involved!*, our weekly programme about inspirational young people. Today, I'll tell you the amazing story of an outstanding young person with a disability.

Nguyen Anh was born with 'glass-bone disease', a genetic disorder causing fragile bones, and had fractured bones over 30 times. She is unable to run around like her friends, and has to use a wheelchair. Despite her disability, she always has a smile on her face. She believes that she is luckier than other people with disabilities because she has many supportive friends and teachers.

Nguyen Anh has been interested in singing since an early age. Eager to join charitable campaigns, she has been using her talent to perform at *Voice of Viet Nam* since she was eight. She has taken part in broadcasting radio messages to rural villagers. She has been honoured by UNICEF as an outstanding child with disabilities. Now, as a Friend of UNICEF Viet Nam, she continues to inspire others, and use her talent and determination to help children with disabilities.

She became a success when she auditioned for the television show *Viet Nam's Got Talent*. She immediately received national and international recognition.

Her smile and kind voice will definitely continue to encourage people with disabilities to fulfill their potential. Her inspiring words are what we would like you to think about. 'You can do a lot of things if people believe in you and actually treat you equally.'

Key

Name	Nguyen Anh
Nationality	Vietnamese
Kind of disability	Glass-bone disease
Interests	Singing and helping charitable campaigns
Title honoured by UNICEF	Global outstanding child with a disability

- 3 Focus Ss' attention on the instruction. Allow time for them to read the incomplete sentences. Check Ss' comprehension.
- Ask Ss to guess the word(s) and complete the sentences. Then play the recording again for Ss to check answers.
- Alternatively, in a weaker class, play the recording all the way through for Ss to listen and complete the sentences.
- Play the recording twice if necessary. Check answers as a class and provide feedback.

Suggested answers

1. Get Involved
2. over 30 times
3. broadcasting radio programmes
4. friendly and supportive
5. treated equally

- 4 Inform Ss that this is a post-listening activity. Ask Ss to work in groups of three or four to discuss the question, and brainstorm ideas. Ss note down the answers, and get ready to report.
- Have some Ss present their reports to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I know more about the achievements of people with disabilities. I know what I can do to support them. I know that both disabled and non-disabled people have strengths and weaknesses and we should help each other.*

WRITING

Practical solutions

1 Read a student's article about a problem facing children with cognitive impairments, and the solutions she proposes. Put the phrases (a-c) in the appropriate spaces (1-3).

- children with disabilities are still treated unfairly
- we will recognise each other's limitations and discover hidden talents
- people should learn more about children with cognitive impairments

In developing countries, there are many children with cognitive impairments. In addition to lack of medical care and economic hardships, these children face a lot of discrimination in life. They are treated less fairly because of their disabilities and many non-disabled people have negative attitudes towards them.

How can we solve this problem and help these children? First, (1) _____. They have different learning difficulties, but that does not mean that they cannot learn. For example, Einstein, the father of modern physics, could not read until he was eight, but that did not stop him from becoming one of the great scientists of our time. Understanding cognitive disabilities will change people's attitudes and make them support these children better.

Second, there should be more contacts between people with cognitive impairments and other non-disabled people. Study groups or group work can bring them together and will help to build their self-esteem. When working together, (2) _____. This will also unite people from different backgrounds under a common goal and strengthen our community.

(3) _____ and are offered fewer opportunities in life. However, they are part of our society and should be integrated in our communities. Better understanding of cognitive impairments and more contacts between non-disabled and disabled people will change attitudes and reduce discrimination in life.

2 Read the article in **1** again and complete the following outline.

Introduction

State the problem
(supported with facts and examples to show why this is a problem)

Main body

Solution 1
(supported with examples and reasons)
Solution 2
(supported with examples and reasons)

Conclusion

State the problem again and summarise the two solutions

3 Choose one of the following problems and write an article of 160-180 words, using the outline in **2**. You can use the suggestions below.

Problem	Solution
Many students with visual impairments in regular schools; cannot fully participate in school activities; often left behind	<ul style="list-style-type: none"> Specialised materials and tools such as Braille or large print books, and talking computers; materials with large print Become part of study group; create atmosphere of friendliness, respect and acceptance during all activities
No pedestrian facilities for people with visual impairments in my neighbourhood	<ul style="list-style-type: none"> Traffic lights with audible 'beeping' signals Different types of ground surfaces to indicate where the road starts

Writing

Practical solutions

Lead-in: Inform Ss of the lesson objectives: proposing solutions to problems facing people with disabilities and writing an article.

- 1 Give Ss time to read the sample writing about the problems that children with cognitive impairments are facing. Ask them to choose the appropriate phrases (a-c) to fill in the blanks. Have them compare their answers with a partner first. Then ask some Ss to read out loud their answers to check as a class.

Key

1. c 2. b 3. a

- 2 This activity aims to help Ss to work out the outline of a well-developed text.

- Ask Ss to work in small groups, and give each group a large-size sheet of paper.
- Have Ss read the text and study the outline. Then ask them to discuss in groups and complete the outline on the sheet of paper.
- Encourage Ss to move around to look at the outlines of other groups.
- Ask Ss from different groups to present their outlines to the rest of the class.

Key

Introduction Children with cognitive impairments often face discrimination in life.

Main body

Solution 1 People should learn more about children with cognitive impairments.

Solution 2 There should be more contacts between people with cognitive impairments and non-disabled people.

Conclusion Better understanding and better cooperation between the two groups of people will change attitudes and reduce discrimination.

- 3 Have Ss work in groups of three or four to choose one problem and discuss what solutions they will recommend.
- Encourage Ss to make complete sentences, using the suggestions in the table. Ask Ss to read their group's sentences. Provide help by correcting mistakes in grammar or word choice.
 - Ask Ss to work independently and write their articles.
 - Ask individual Ss to read their articles. Have the rest of the class give comments, and correct errors, if necessary.

COMMUNICATION AND CULTURE

Communication

East Meets West

- 1 Listen to an introduction to a charitable organisation. Complete the table.

Name of the organisation	East Meets West
Year it was founded	(1) _____
Type of the organisation	(2) _____
Aim(s)	- To provide health care, education, (3) _____ - To help people in Asia (4) _____
Programmes	Inspire Sports; (5) _____

- 2 Work in groups. Your class wants to get involved in East Meets West's work. Prepare a campaign to support it. Discuss your campaign's:

- aims
- funding
- volunteers
- cooperation with other organisations
- message
- events

Culture

International Day of Persons with Disabilities

- 1 Look at these logos. What do you think they represent? How often is this special day celebrated? What is its purpose?



- 2 Quickly read the text to check your guesses.

Promoted by the United Nations, the *International Day of Persons with Disabilities* (originally called 'International Day of Disabled Persons') has been celebrated on December 3 since 1992. The aim is to further raise awareness of disability issues and to call for world-wide support for the rights and well-being of disabled people. Although this day has a different theme each year, its general theme is equal opportunities and full integration of people of disabilities in society.

The following are some recent themes:

Year	Theme
2010	Keeping the promise: Mainstreaming disability in the Millennium Development Goals towards 2015 and beyond
2011	Together for a better world for all: Including persons with disabilities in development
2012	Removing barriers to create an inclusive and accessible society for all
2013	Break barriers, open doors: for an inclusive society and development for all



COMMUNICATION AND CULTURE

Communication

East Meets West

- 1 This activity focuses on specific information about an international organisation helping people with disabilities. Focus Ss' attention on the instructions and the table. Then have them work in pairs to guess the information and think about how to express such information (e.g. how to say the date and year, or how to classify organisations as governmental, non-governmental, profit, non-profit, etc.).
- Ask Ss to complete the table while listening. Have them listen again to check the answers.
 - Play the recording twice, pausing before the second listening for Ss to check their answers.
 - Let Ss compare their answers with a partner, then check answers as a class, and write them on the board.

Key

- (1) 1988
- (2) non-governmental
- (3) clean water and good hygiene
- (4) have better lives
- (5) Life is Beautiful



Audio script

East Meets West was started by humanitarian Le Ly Hayslip in 1988. Her initial aim was to help heal the wounds of war between the United States and Viet Nam. Since its foundation, East Meets West has become a non-governmental organisation with large-scale projects in Southeast Asia and South Asia. Its programmes are mainly in the fields of healthcare, education, clean water and good hygiene, and aim at helping people in Asia have better lives.

In Viet Nam, East Meets West has launched the 'Inspire Sports' programme in Quang Tri Province to provide disabled people with opportunities to take part in sports with professional coaches and health care workers.

East Meets West is also working with Viet Nam Television on an international campaign called 'Life is Beautiful' to raise awareness about the issues that disabled people are facing in the country, to raise funds to support them, and to create a more positive attitude towards them.

East Meets West's programmes send the message that people with disabilities, despite their limitations, can overcome difficulties to achieve success in life.

- 2 Have Ss read the instructions carefully. Ask Ss to work in groups of three or four to brainstorm ideas, and prepare a proposal for a new campaign to support disabled people. Ask some groups to present their campaigns. Praise Ss for original and interesting ideas, and good presentation skills.

Culture

International Day of Persons with Disabilities

- 1 Focus Ss' attention on the logos, and allow enough time for Ss to discuss how often they think the international day of people with disabilities is celebrated and what its purpose is.
- Invite individual Ss to present their ideas.
- 2 Have Ss read the text quickly to check their guesses.

LOOKING BACK

Pronunciation

1 Listen and underline the syllable with vowel elision.

1. You can look up this word in your **dictionary**.
2. **Police** are protecting people with physical disabilities.
3. We are collecting books for the local **library**.
4. The noise from that factory is **deafening**.
5. We like reading books about Viet Nam's **history**.

2 Listen and tick the sentences that are read with elision of weak vowels.

1	This special school provides primary and secondary education.	
2	This special school provides primary and secondary education.	
3	The noise from that factory is quite deafening.	
4	The noise from that factory is quite deafening.	
5	This camera needs only one battery.	
6	This camera needs only one battery.	

According to WHO (World Health Organisation), at least one-tenth (1/10) of the world's population live with a disability. Many disabled people still face challenges, discrimination, poverty and limited access to education, employment and health care. The percentage of disabled children not attending school varies between 65 and 85 percent in some African countries. That is why it is important that people with disabilities receive the right support to perform the best they can.

The way we think about disability has also changed. Disabled people are citizens like everyone else and have the same rights.



3 Read the text again and answer the questions.

1. Who promoted the *International Day of Persons with Disabilities*?
2. What is the aim of this special day?
3. What are the problems that many disabled people are still facing?
4. What is your suggestion for the theme for next year? Explain your answer.



- 3 Ask Ss to read the text again and answer the questions individually. Allow time for Ss to read and underline the key words in the questions. Then ask them to read the text and underline relevant information. Monitor the activity, and offer help with unfamiliar vocabulary, if necessary. Encourage Ss to share their answers in pairs or groups.
(For more information about the themes, visit <http://www.un.org/disabilities>)
- Check answers as a class.

Key

1. The United Nations.
2. This special day aims at raising awareness of disability issues and calls for support for the rights and well-being of disabled people.
3. They are facing challenges, discrimination, poverty and limited access to education, employment and health care.
4. Answers may vary.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I know more about international organisations and celebrations for people with disabilities; I can express my opinion about how to help disabled people overcome difficulties; I can suggest themes and action plans to celebrate the International Day of Persons with Disabilities.*

LOOKING BACK

Pronunciation

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

- 1 Review what elision of vowels is and when this happens. Play the recording and let Ss listen and underline the syllables with elision of weak vowels in the words in bold.
- Check answers as a class by asking some Ss to read the sentences with the appropriate pronunciation. Play the recording again and let Ss listen and repeat the sentences. Encourage them to elide the weak vowels.



Audio script

1. You can look up this word in your **dictionary**.
2. **Police** are protecting people with physical disabilities.
3. We are collecting books for the local **library**.
4. The noise from that factory is **deafening**.
5. We like reading books about Viet Nam's **history**.

- 2 This activity provides additional practice of the pronunciation point. There are three sentences that include words with elision of weak vowels.
- Play the recording. Ask Ss to identify the sentences containing words read with elision of weak vowels.
- Check answers as a class by asking Ss to call out the sentence numbers and the words including elision of weak vowels. Play the recording again and let Ss listen and repeat the sentences. Praise Ss who try to elide the weak vowels in the target words.

Key

1. ✓ 4. ✓ 6. ✓



Audio script

1. This special school provides primary and secondary education.
2. This special school provides primary and secondary education.
3. The noise from that factory is quite deafening.
4. The noise from that factory is quite deafening.
5. This camera needs only one battery.
6. This camera needs only one battery.

Vocabulary

Complete the sentences, using the correct form of the words in brackets.

- Nowadays, there are many organisations and individuals that can help people with _____ find employment (impair).
- Both disabled and _____ people can contribute to our community by doing voluntary work. (disable)
- The topic of the next seminar is 'The _____ of persons with disabilities at the workplace'. (integrate)
- We should not use _____ language to talk about people with disabilities. (disrespect)
- We should get _____ in charity work to help people in need. (involve)
- _____ of clothes, toys and books are always needed at the local charity shop. (donate)



Grammar

1 Complete the sentences, using the correct form of the verbs in brackets.

- The Convention for the Rights of Persons with Disabilities (CRPD) _____ (come) into force on 3 May 2008.
- So far more than 87 countries officially _____ (agree) on the Convention, and more than 145 countries _____ (sign) it.
- In Singapore, the Convention _____ (come) into effect since August 2013.
- According to the US Department of Labour, thousands of people with disabilities _____ (start) successful small businesses this year.
- Thomas Edison (1847–1931), one of the world's greatest inventors, _____ (have) difficulty with words and speech.

2 Complete the sentences with the verbs in the box. Use the correct tense and form. Write one word in each blank.

volunteer	be	invent
record	visit	support
work	coach	organise

- Kevin _____ never _____ at a school for students with disabilities.
- Since Louis Braille _____ Braille in 1829, it has been an effective means of communication for visually impaired people.
- Maria _____ 20 interesting stories for students with reading difficulties since she _____ the special school.
- So far Nam _____ two of the organisation's campaigns.
- _____ you ever _____ with disabled people as a volunteer?
- Yes. Last year, I _____ art activities for students with hearing impairments.
I _____ also _____ children with physical impairments who want to play tennis.

THE BRAILLE ALPHABET

a	b	c	d	e	f	g	h	i	j	k	l	m
n	o	p	q	r	s	t	u	v	w	x	y	z

NUMBERS

#	0	1	2	3	4	5	6	7	8	9	Literary Code
#	0	1	2	3	4	5	6	7	8	9	Nemeth Code



Vocabulary

Explain the activity aims to review the key vocabulary in the unit, and have Ss do it individually.

- Remind Ss to put the word into the correct form according to its position in the sentence.
- Check answers as a class by asking individual Ss to read their sentences. Provide the correct answers.

Key

- | | |
|----------------|------------------|
| 1. impairments | 2. non-disabled |
| 3. integration | 4. disrespectful |
| 5. involved | 6. Donations |

Key

1. Kevin **has** never **volunteered** at a school for students with disabilities.
2. Since Louis Braille **invented** Braille in 1829, it has been an effective means of communication for visually impaired people.
3. Maria **has recorded** 20 interesting stories for students with reading difficulties since she **visited** the special school.
4. So far Nam **has supported** two of the organisation's campaigns.
5. **Have** you ever **worked** with disabled people as a volunteer?
- Yes. Last year, I **organised** art activities for students with hearing impairments.
I **have** also **coached** children with physical impairments who want to play tennis.

Grammar

- 1 Have Ss work in pairs to work out the answers. Monitor the activity and offer help, if necessary.
- Check Ss' answers by asking individuals to take turns reading aloud their answers. Make the activity more competitive by giving points to pairs who are the first to give the correct answer. The pair that gets the most points is the winner.

Key

1. came
2. have agreed, have signed
3. has come
4. have started
5. had

- 2 The activity provides revision of the difference between the past simple and the present perfect when describing past actions.
- Have Ss do this activity orally first. Check answers as a class, and allow time for Ss to write them down.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can pronounce words with elision of vowels. I can use appropriate vocabulary to talk about people with disabilities. I can use the past simple and the present perfect to talk about past actions.*

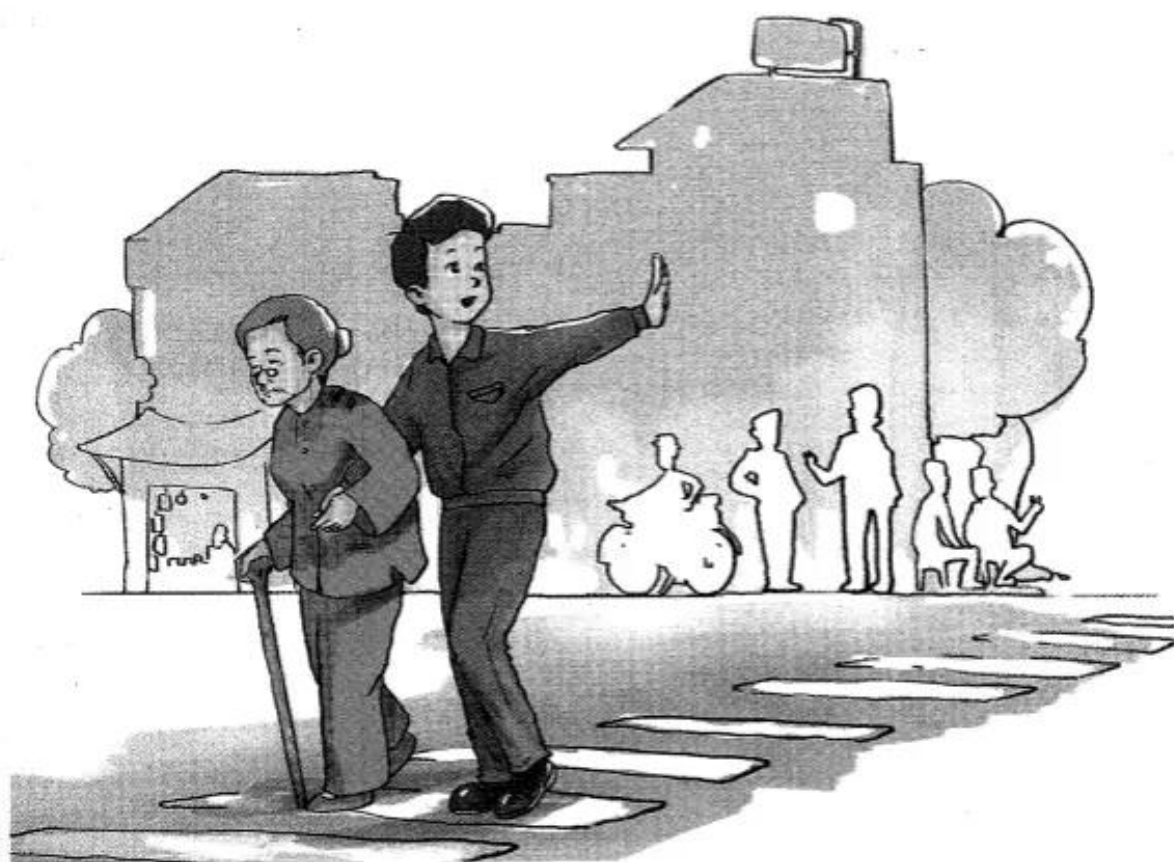
PROJECT

1 Do a survey. Find out:

1. how many students in your class have taken part in voluntary work
2. what their reasons to volunteer were
3. what they did
4. what they would like to do in the future if they haven't taken part in voluntary work so far

Report your findings to your class / group.

2 Prepare an action plan for voluntary work in your neighbourhood. Present it to the class.



NOW YOU CAN

- ▶ Use words and phrases related to people with disabilities and how to support them
- ▶ Understand and pronounce words with vowel elision
- ▶ Use the past simple and the present perfect
- ▶ Discuss voluntary work that helps students in need
- ▶ Write an article about problems facing disabled people and how they can be solved

PROJECT

- 1** This project is a survey on voluntary work - why Ss took part in it, what they did, and what they would like to do in the future.
 - Focus on the project objectives, and have Ss do the survey in class or during the break. Encourage Ss to walk around the classroom / school and ask as many students as possible to get information for their projects. Ss can also do the survey in another class to get additional information.
 - Allow enough time for Ss to compare their findings in groups. Ask each group to present the final results to the class. Make comments on their findings.
- 2** Have Ss work in their groups. Give them enough time to prepare an action plan for voluntary work in their neighbourhood or community. The plan should be in written form. Choose some groups to present their plans to the class. The plans should have:
 1. Aims
 2. List of things you need to do: events, activities, programmes
 3. Schedule
 4. The number and type of volunteers needed
 5. Other resources needed (money and other donations)

LESSON OUTCOME

- Ask Ss: *What have you learnt?*
What can you do now?
- Elicit answers: *I can do a survey about taking part in voluntary work. I can make an action plan for voluntary work and present it to the class.*