

## GETTING STARTED

Further  
education**This unit includes:****LANGUAGE****Vocabulary**

Words and phrases related to further education

**Pronunciation**

Intonation: wh-questions

**Grammar**

The present perfect and the present perfect continuous

**SKILLS**

- Reading for general ideas and specific information about higher education opportunities
- Expressing preferences for different further education pathways
- Listening for specific information about studying abroad
- Writing an email asking for information about higher education opportunities

**COMMUNICATION AND CULTURE**

- Higher education in Viet Nam
- Further education in Singapore



## OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to further education
- ask wh-questions with appropriate intonation
- understand and use the present perfect and the present perfect continuous
- read for general ideas and specific information about higher education opportunities
- discuss preferences for different further education pathways
- listen for specific information about studying abroad
- write an email asking for information about higher education opportunities

### Notes

Basically, further education is for people after leaving school. It can be academic or vocational. Higher education is education and training at colleges and universities leading to different types of degrees.

## GETTING STARTED

### Further education

**Lead-in:** Inform the class of the lesson objectives: getting to know the topic, vocabulary about further education, and the present perfect and the present perfect continuous. Introduce the topic by asking Ss some guiding questions such as *What are you going to do after graduating from secondary school? What types of education choices are available after secondary school? Would you like to start working or continue studying at a university? Do you want to take time off to travel after leaving secondary school?*

## Listen and read.

**Phong:** Hey, you've been in front of your computer for so long! What are you looking for?

**Kevin:** Well, I've been searching for information about further education for several days and I've learnt a lot about it from different websites.

**Phong:** What is further education?

**Kevin:** It's basically education below degree level for people above school age. It can be academic or vocational.

**Maria:** Sounds interesting! How are they different?

**Kevin:** Academic courses help us develop analytical skills, critical thinking and knowledge for higher education at a university or college.

**Phong:** Will that lead to a bachelor's degree?

**Kevin:** Exactly. That's the undergraduate level. At the postgraduate level, you get a master's degree, or a doctoral degree. A doctoral degree, also called a doctorate or PhD, is the highest university degree.

**Maria:** I see. What about vocational courses?

**Kevin:** They provide us with practical skills, training and qualifications to succeed in a particular job.

**Maria:** OK. So, what are your plans for the future?

**Kevin:** I've been thinking about studying abroad lately. Besides improving my language skills, I can learn more about other cultures. It can be exciting.

**Phong:** And more expensive ...

**Kevin:** But we can apply for scholarships.

**Maria:** Well, I may need more time to decide on my major so I won't go straight to university after school.

**Kevin:** Good idea! Many students prefer to take a gap year between secondary school and college so they can do voluntary work or internships, and travel.

**Maria:** I couldn't agree more. I've travelled to quite a few countries since grade 9. Next year I plan to go to Thailand to work as a volunteer at a children's home. I hope the practical experience will make my CV look good.

**Phong:** Sounds great! I'd like to join you if I can. I've never been to Thailand before.

## **2 Work in pairs. Complete each sentence with no more than three words.**

1. Further education institutions offer \_\_\_\_\_ courses to students.
2. Higher education can be divided into two levels: \_\_\_\_\_.
3. When finishing an undergraduate course successfully, students can get \_\_\_\_\_.
4. Students who need practical skills and want to prepare for a job or profession should take \_\_\_\_\_.
5. Students who want to receive an amount of money to help them pay for their education can \_\_\_\_\_.

## **3 Work in groups of three. Read the conversation again and answer the questions.**

1. What can students do after leaving secondary school?
2. In what way do academic courses help students?
3. Why do some students prefer not to go to university immediately after leaving secondary school?
4. What are some advantages of taking a gap year?

## **4 Work in pairs. Discuss your plans after leaving secondary school.**

*Example:*

*I'd like to work in a business environment, so I will choose business administration as my major. After graduating from secondary school, I will take some Business English courses and I will also work on my presentation skills.*

**1** Ask Ss questions about the illustration: *Who are the people in the picture? What are they doing? What do you think they plan to do after leaving secondary school?*

- Tell Ss that they are going to listen to a conversation between three friends, Phong, Kevin and Maria.
- Let Ss predict what these friends will be talking about. Encourage and accept all the predictions from Ss.
- Play the recording. Ask Ss to listen and read the conversation at the same time.
- Tell Ss not to worry about the new language items as they will have a chance to come back to them later on.

**2** Ask Ss to work in pairs. Focus their attention on the instructions and allow time for them to read the incomplete sentences. Check their comprehension.

- Ask Ss to guess the word(s) and complete the sentences. Then play the recording again for Ss to check answers.
- Alternatively, in weaker classes, play the recording all the way through for Ss to listen and complete the sentences. Play the recording again if necessary. Check answers as a class and provide feedback.

**Key**

1. academic or vocational
2. undergraduate and postgraduate
3. a bachelor's degree
4. vocational courses / a vocational course
5. apply for scholarships

**3** Have Ss read the instructions carefully. Ask them to work first individually, and then in groups of three to role-play the conversation and work out the answers. They may refer back to the conversation to get the necessary information.

- Check Ss' answers and explain any points if necessary.

**Key**

1. They can pursue further education.
2. They can help students to develop analytical skills, critical thinking and knowledge for higher education at a university or college.
3. Because they want to take some time before deciding on their career and major.
4. Taking a gap year can allow students to do voluntary work or internships, and travel. This practical experience will make their CVs look good.

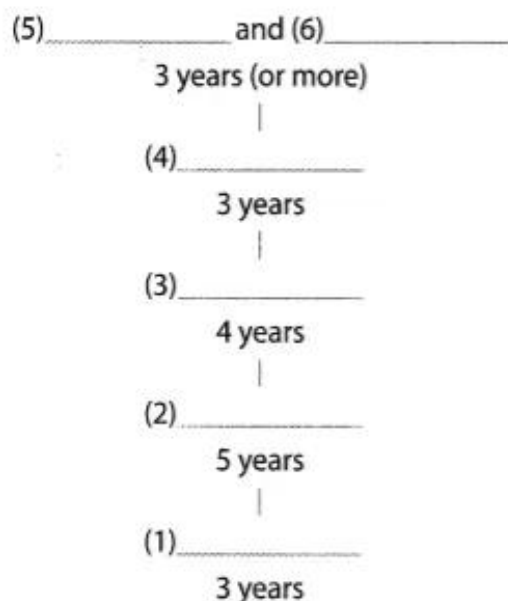
**4** Have Ss work in pairs. Ask them to read and discuss the example first. Then give them a few minutes to think about their own plans and share them with their partners.

- Elicit some answers from Ss in front of the class. Have the rest of the class ask further questions and discuss any points.

## Vocabulary

1 Complete the following simplified diagram of Viet Nam's education system with the appropriate words from the box.

Kindergarten	University
Lower secondary education	Primary education
Upper secondary education	College



2 Complete the following sentences with words from the conversation in GETTING STARTED.

- \_\_\_\_\_ courses should teach practical skills in addition to critical thinking.
- When a student enters a college or university, he / she has to choose a main subject of study, which is called \_\_\_\_\_.
- Specialised \_\_\_\_\_ courses such as design and cooking are very popular.
- Students with bachelor's degrees can pursue \_\_\_\_\_ education to get master's or doctoral degrees.
- Higher education students need to have \_\_\_\_\_ skills so that they can analyse a problem scientifically.

## Pronunciation

### Intonation on wh-questions

1 Listen and repeat the following questions from the conversation in GETTING STARTED. Pay attention to the intonation of yes-no and wh-questions.

- What are you looking for?
- What is further education?
- How are they different?
- Will that lead to a bachelor's degree?
- What are your plans for the future?



### DO YOU KNOW...?

Intonation helps speakers to express their intended meaning.

- Speakers use **rising intonation** at the end of yes-no questions to check whether the information is correct or not.

**Example:**

*Are you going to pursue further education? ↗*

- Speakers use **falling intonation** at the end of wh-questions to ask for information.

**Example:**

*What are your plans for further education? ↘*

2 Listen and repeat with the correct intonation. Then practise saying the sentences with a partner.

- How much does it cost to study in Singapore?
- What types of programmes does the university provide?
- Where can I apply for scholarships to study overseas?
- When should I send my application form?
- How can I apply for a scholarship?



# LANGUAGE

## Vocabulary

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

### Key

1. Kindergarten
2. Primary education
3. Lower secondary education
4. Upper secondary education
5. College
6. University

- 2 This activity consolidates the use of key vocabulary from **GETTING STARTED**. Have Ss work individually. Ss may compare their answers with a partner.
- Monitor the activity and offer support, if necessary.
  - Check answers as a class.

### Key

1. Academic
2. major
3. vocational
4. postgraduate
5. analytical

## Pronunciation

### Intonation on wh-questions

- 1 Explain the use of rising and falling intonation by modelling the two types of questions.
- Play the recording for Ss to listen and follow in their books.
  - Model the intonation (or play the recording again) for Ss to repeat chorally and individually.
  - Help them to distinguish between rising and falling intonation by highlighting the rise and fall of the voice.
  - Ask Ss to work in pairs, taking turns to say the questions.



#### Audio script

1. What are you looking for? ↗
2. What is further education? ↗
3. How are they different? ↗
4. Will that lead to a bachelor's degree? ↗
5. What are your plans for the future? ↗

- 2 Play the recording. Ask Ss to repeat each question without hesitating or pausing. Their voice should go down at the end of the wh-questions.
- Have Ss work in pairs, taking turns saying the questions. Invite some Ss to read the questions out loud in front of the class. Encourage other Ss to say if their intonation is appropriate or not.



#### Audio script

1. How much does it cost to study in Singapore? ↗
2. What types of programmes does the university provide? ↗
3. Where can I apply for scholarships to study overseas? ↗
4. When should I send my application form? ↗
5. How can I apply for a scholarship? ↗

## Grammar

- 1** Read the conversation in GETTING STARTED again. Find the time expressions used with the verb forms below.

### Verb forms

### Time expressions

1. have been searching \_\_\_\_\_
2. have been thinking \_\_\_\_\_
3. have travelled \_\_\_\_\_
4. have ... been \_\_\_\_\_

- 2** Put the verb in each sentence in the present perfect continuous.

1. Why don't you take a break? You \_\_\_\_\_ (surf) the Internet all day.
2. When you travel to Thailand, you can stay at my uncle's flat. He \_\_\_\_\_ (live) in Bangkok since he got married.
3. Nam's brother graduated from college last month and \_\_\_\_\_ (look) for a job.
4. Kevin's friends \_\_\_\_\_ (study) in Australia for a year. Their course will end in June.
5. Professor Richards, who is Dean of the Foreign Languages Faculty, \_\_\_\_\_ (teach) in this university for more than ten years.

- 3** Choose the correct form of the verbs in brackets to complete the sentences.

1. I (have read / have been reading) three books on vocational training to complete this project.
2. I (have read / have been reading) a report on further education since last Monday. I will finish it this Sunday.
3. (Have you applied / Have you been applying) for the scholarship to study in Singapore?
4. I (have waited / have been waiting) for the university's reply about entry requirements for a whole week. I hope to receive it soon.
5. Prof. Wilson (has given / has been giving) the same seminar to students for the last 12 years.
6. I (have never understood / have never been understanding) why so many young people want to study abroad.



## DO YOU KNOW...?

- We use the **present perfect continuous** with *have / has been + -ing* form of the verb for actions which started in the past and are still happening, or have only just finished.

### Examples:

- I have been searching for information about further education for several days.
- The playground is wet. It has been raining.

- The actions can be expressed by either the present perfect or the present perfect continuous with certain verbs: *hope, learn, lie, live, look, rain, sleep, sit, snow, stand, stay, study, teach, wait, work*.

- The difference between the two tenses is that the present perfect focuses on the result of the action or event. Meanwhile, the present perfect continuous focuses on the action or event which may or may not be finished.

### Examples:

- I have learnt a lot about it from different websites. (the action is completed)
- I have been learning to drive. (the action is not completed)
- I have read this book. (the action is completed)
- I have been reading this book. (the action is not completed)

- The present perfect continuous can also express an action which is not interrupted. If we mention the number of times an action has been repeated, we use the present perfect.

### Examples:

- I have been writing emails all afternoon.
- I have written ten emails this afternoon.



## Grammar

- 1 Ask Ss to read the instructions and the verb forms, and check if they understand the task. Explain and give examples of time expressions, e.g. *since 2008*, *for three years*.
- Have Ss read the conversation in **GETTING STARTED** to find the verb forms. Then remind Ss to pay attention to the time expressions and complete the answers.
- Check answers as a class.

### Key

1. for several days
2. lately
3. since grade 9
4. before

- 2 Ask Ss to read the instructions and explain the task, if necessary.

- Have Ss read the explanations in the **Do you know?** box in pairs. Check if they understand them by asking questions such as *How do we form the present perfect continuous tense? When do we use the tense? What is the difference between the present perfect continuous and the present perfect tense?* etc. Give further explanations, if necessary. Have Ss read the examples and pay attention to the continuity of the action in each sentence.
- Ask Ss to work first individually, then with a partner. Check answers as a class.

### Key

1. have been surfing
2. has been living
3. has been looking
4. have been studying
5. has been teaching

- 3 Tell Ss that the activity focuses on the distinction between the present perfect and the present perfect continuous.

- Have Ss work in pairs to work out the answers. Monitor the activity and offer help, if necessary.
- Check answers by asking individual Ss to take turns reading aloud their answers.
- Make the activity more competitive by giving points to the first pair to give the correct answers. Add extra points to Ss who can explain their choice of tense. The pair that gets the most points is the winner.

### Key

1. have read
2. have been reading
3. Have you applied
4. have been waiting
5. has been giving
6. have never understood

## LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can use appropriate words and phrases to talk about further education. I can say wh-questions with appropriate intonation. I can use the present perfect and the present perfect continuous.*



## READING

### Preparation for higher education

**1** Look at the table of the British state-run education system. Can you make a similar table for the education system of Viet Nam?

Schools	Curriculum stage	School Year	Age	Examinations
Foundation school	Foundation stage	Nursery	3–4	Common entrance
		Reception	4–5	
	Key stage 1	Year 1	5–6	Common entrance
		Year 2	6–7	
Primary school	Key stage 2	Year 3	7–8	Common entrance
		Year 4	8–9	
		Year 5	9–10	
		Year 6	10–11	
		Year 7	11–12	
Secondary school	Key stage 3	Year 8	12–13	Common entrance
		Year 9	13–14	
	Key stage 4 / GCSE	Year 10	14–15	GCSE
		Year 11	15–16	
Sixth form college	Sixth form / A-level	Year 12	16–17	AS-level Vocational
Vocational school / college	Further education	Year 13	17–18	A2-level / International Baccalaureate Vocational

**2** Quickly read the text. Choose the best heading for it.

- Comparing the A-level and IB Diploma Programme
- Preparing for higher education in the United Kingdom
- IELTS and further education in the United Kingdom

In the United Kingdom (UK), there are many opportunities for students who wish to continue their education after finishing secondary school. Not only British students, but also students from all over the world have been pursuing UK's higher education qualifications — bachelor's degrees, master's degrees and doctorates — as they are usually highly appreciated worldwide. In order to prepare for higher education at a university

or college, students need to consider academic qualifications such as the A-level or International Baccalaureate (IB) Diploma Programme.

The A-level — the General Certificate of Education (GCE) Advanced Level — is a worldwide secondary school leaving qualification. It requires students to select three or four subjects like mathematics, chemistry, biology, geography, history, etc., which will help them to prepare for higher education. They have to study them over a period of two years and sit for AS and A2 examinations respectively at the end of each year.

An alternative to the A-level is the IB Diploma Programme, which provides qualifications in six or seven subjects, among which mathematics, native language and theory of knowledge (TOK) are mandatory. TOK is a two-year subject which aims to broaden students' understanding of the interactions among different school subjects. This programme is now available in more than 200 state and independent schools and colleges in the UK.

Students whose first language is not English need to take an English language test like IELTS (International English Language Testing System) before applying to any higher education courses. As there are two versions of the IELTS — Academic and General Training — students should ask the institution they are applying to which version is required.

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

- |                       |   |
|-----------------------|---|
| 1. pursue (v)         | a required by rules and regulations         |
| 2. appreciate (v)     | b increase knowledge or experience          |
| 3. respectively (adv) | c recognise the good qualities of something |
| 4. mandatory (adj)    | d follow something and try to achieve it    |
| 5. broaden (v)        | e in the order mentioned                    |

# SKILLS

## Reading

### Preparation for higher education

**Lead-in:** Inform the class of the lesson objectives: reading for general ideas and specific information about higher education opportunities.

- 1 Have Ss read the table of the British state-run education system. Provide further information and explanations, if necessary.
- Ask Ss to work in pairs and draw a simple table or a diagram similar to the one in VOCABULARY Section 1.
- Correct answers as a class.

#### Vietnamese state-run education system

School	Age	Examination
Kindergarten	3-5	
Primary school	6-10	
Lower secondary school	11-14	
Upper secondary school	15-17	GCSE

#### Notes

An A-level consists of four (or six for natural sciences) modules studied over two years. Normally, two modules are assessed in the first year, and make up a stand-alone qualification called the "AS-level" (or Advanced Subsidiary level). Another two modules are assessed at the end of the second year, which make up the "A2".

[http://en.wikipedia.org/wiki/GCE\\_Advanced\\_Level\\_\(United\\_Kingdom\)](http://en.wikipedia.org/wiki/GCE_Advanced_Level_(United_Kingdom))

- 2 Tell Ss that the activity focuses on reading for gist. Have them read the headings before the text.
- 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. The main ideas of the paragraphs will contribute to the main idea of the whole text.
- Have Ss skim the text individually to choose the best heading. Then Ss can check their answers with a partner.
- Check answers as a class and write them on the board. Give feedback.

**Key b**

- 3 Ask Ss to work in pairs. Have them read the words and definitions in the columns, then discuss and work out the meaning of each of them (a-e). Provide help, if necessary. Ask Ss to find and read the sentences in the text containing these words, and provide the most frequent collocations, e.g., *pursue higher education qualifications*, *pursue a career*, *pursue a goal / aim / objective*, *pursue your interests*, etc. Check answers as a class.

#### Key

1. d    2. c    3. e    4. a    5. b

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

	T	F	NG
1. In the UK, there are many opportunities for students to pursue vocational education.			
2. Only British students are allowed to pursue higher education in the UK.			
3. Mathematics and chemistry are compulsory subjects for the A-level qualification.			
4. After finishing their A-levels, students have to take part in the IB Diploma Programme.			
5. Students whose mother tongue is not English have to take an English language test.			

**5** Work in pairs. Discuss how you can prepare for higher education in the UK.



## SPEAKING

### Types of further education

**1** Match the phrases with the descriptions to make sentences.

1. An undergraduate student	a. goes to a foreign country to study for a period as part of a programme between two institutions.
2. Distance learning or education	b. allows students to manage their study schedule as long as they gain enough credits as required.
3. An exchange student	c. follows a course of study that leads to a bachelor's degree.
4. A credit-based course	d. is a network of servers on the Internet, used to store, manage and process data.
5. The cloud	e. allows students to work on their own at home or at the office, and access materials and communicate with tutors and other students over a computer network.

**2** Choose the correct phrases (a-f) to complete the conversation.

- a. I'd rather
- b. the best choice for us
- c. there are different choices for us
- d. one more thing to consider
- e. would you prefer
- f. prefer online and distance courses

**Kevin:** Hi, everyone. Our discussion topic today is further education. Minh, would you like to start?

**Minh:** Well, I think entering university after graduating from secondary school will be (1) \_\_\_\_\_. Higher education will provide us with more knowledge and critical thinking skills. Moreover, a bachelor's degree will help us to find a job more easily.

**Kevin:** How about you, Anna, which option (2) \_\_\_\_\_? Vocational or academic courses?

- 4 Ask Ss to work first individually, and then in pairs to decide whether the statements are true (T), false (F), or not given (NG). Encourage Ss to provide reasons for their answers. They may refer back to the text to get the necessary information.
- Check Ss' answers and explain any points if necessary. Have Ss correct the false statements.

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

- 5 Have Ss work in pairs. Ask them to brainstorm ideas about how to prepare for higher education in the UK. Provide Ss with some guiding questions such as *Do you know how the school year in the UK is organised? What are the common types of examinations in the UK? What are some of the best universities in the UK? How can you find the most appropriate course for you? What kind of skills do you need?*
- Elicit some answers and write the best ones on the board. Give feedback and discuss any points.

### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about the British education system and how to prepare for higher education in the UK. I can compare Viet Nam's and UK's education system.*

## Speaking

### Types of further education

**Lead-in:** Inform the class of the lesson objectives: expressing preferences for different further education pathways.

- 1 Ask Ss to work individually, read each phrase or word, and work out its meaning. Then they read each description and decide on the answers.
- Check answers as a class, making sure that all Ss have formed the correct sentences.

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

- 2 Explain the context and ask Ss to read through the phrases expressing preferences in the box.
- Have Ss work in pairs to fill the gaps in the conversation.
  - Check answers as a class and give feedback.
  - Allow enough time for Ss to read the conversation individually.

### Key

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

- 3 This activity focuses on reading for specific information.

- Ask Ss to read the questions first to work out the type of information they will look for in the conversation.
- Have Ss work in pairs or small groups to compare their answers.
- Check answers as a class.

### Key

1. Because higher education will help students to gain more knowledge and critical thinking skills and a bachelor's degree will help them to find a job more easily.
2. Because students need some skills for getting a job before they can decide if they want to pursue an undergraduate degree or not.
3. They are campus-based, part-time, full-time, and online.
4. 'Cloud' learning allows students to work and study simultaneously.
5. They provide students with more flexible programmes and schedules.

- 4 Allow enough time for Ss to read the conversation before practising it in groups of four.

- Monitor the activity and select some groups to role-play the conversation in front of the class.

**Anna:** Well, (3) \_\_\_\_\_ take career-based courses. I think I need some skills for getting a job first. Then I can decide whether I want to pursue an undergraduate degree or not.

**Mai:** I totally agree with Anna. Now there are also part-time courses, which allow young people to pursue further education while working. We can study independently and pay our tuition fees.

**Anna:** That's right. I (4) \_\_\_\_\_. With the development of the Internet, we don't need to be campus-based students. We can work and study simultaneously.

**Mai:** Is that what we call 'cloud' learning?

**Anna:** Yes. It's a new term. Moreover, most of the courses are now credit-based, which brings more flexibility in the programme schedule.

**Minh:** (5) \_\_\_\_\_ is the availability of student exchange programmes. These are excellent opportunities for students to travel to earn credits, broaden their knowledge or experience new cultures.

**Kevin:** So, in summary, (6) \_\_\_\_\_ in further education — campus or cloud-based, full-time or part-time courses, and exchange programmes. We're so lucky!

### 3 Read the conversation again and answer the questions.

1. Why does Minh think that entering university after secondary school is the best choice?
2. Why does Anna prefer career-based courses?
3. What are the modes of attendance mentioned in the conversation?
4. What is one of the advantages of 'cloud' learning?
5. How can credit-based courses benefit students?

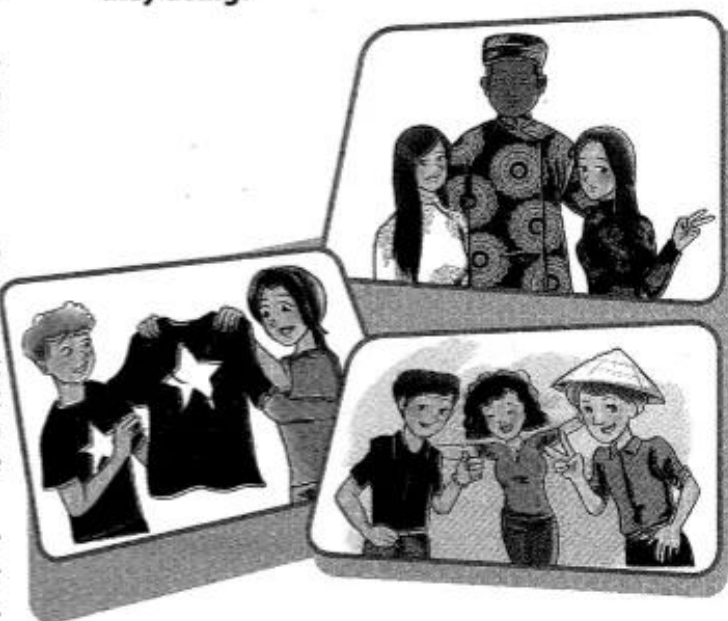
### 4 Work in groups of four. Practise the conversation.

### 5 Work in groups of four. Discuss your choices and preferences for further education. Use the expressions in the conversation.

## LISTENING

### International students in Viet Nam

- 1 Look at the pictures of these students. Where do you think they are? What are they doing?



- 2 Listen to an international student studying in Viet Nam. He is talking about his experience of pursuing higher education abroad. Take notes about each point below.

#### David's study-abroad experience

1. Academic level \_\_\_\_\_
2. Courses he takes \_\_\_\_\_
3. Staff \_\_\_\_\_
4. Programme coordinator \_\_\_\_\_
5. Housing \_\_\_\_\_
6. Food \_\_\_\_\_



**5** Ask Ss to think about their choices and reasons for their preferences for further education.

- Encourage them to share their ideas in groups.
- Have different groups work together so they can help each other with ideas and suggestions.
- Ask groups of Ss to have a discussion using the expressions and flow in the model in **2**. Then choose one or two groups 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: *I have learnt about different types of further education. I can express my preferences for different further education pathways.*

## Listening

### International students in Viet Nam

**Lead-in:** Inform the class of the lesson objectives: listening for specific information about studying abroad.

- 1** Focus Ss' attention on the activity. Have Ss look at the pictures and answer the questions. Write some key words (e.g., *academic level, courses, staff, programme coordinator*,) on the board, if necessary.
  - Elicit Ss' answers: *They are in Viet Nam. They are learning about Vietnamese culture. They are getting to know their Vietnamese fellow students.*
  - Ask Ss whether they know any international students studying in Viet Nam.
  - Discuss briefly with Ss the problems that international students may experience.
- 2** This activity focuses on listening for specific information in a talk about an international student's experience of pursuing higher education abroad. 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. If necessary, go through the six points and explain the meaning of the words and phrases.
  - Ask Ss to take notes about each point 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

Good morning everyone. My name is David. I come from Canada and I have been doing an undergraduate course in Viet Nam for two years. Today I'd like to share with you my study-abroad experience.

Well, my experience in Viet Nam has been great so far. My classes take place at the University of Social Sciences and Humanities in Ha Noi.

I'm taking courses in Vietnamese history and economic development. The faculty staff are very friendly and helpful, and the programme coordinator is very organised, knowledgeable and thorough. He is always available for any emergencies, making sure that I have everything I need.

I live with a host family and have my own room, which is comfortable and clean, and has Internet.

When I first arrived, I was completely over the moon with everything, but then I realised that I was experiencing a culture shock. Luckily, I had the support of my host family. Since I came, I've been included in all family gatherings and outings. I also took an intensive Vietnamese language course and at the end of the first year, I was able to freely communicate with my host family in Vietnamese. This also helped me integrate with the local culture.

Viet Nam is quite a safe country although the roads are a bit dangerous. I was really worried when I used a friend's motorbike to get around the city.

Things are not expensive here so I can easily live on a student's budget. I usually eat breakfast and dinner with my host family, and lunch with my Vietnamese fellow students. Vietnamese food is very healthy and delicious, and I have my favourite dishes. I'll miss my host mum's cooking very much when I go back home!

I think this programme of study has been worthwhile. I'll return home as a much stronger, confident and culturally sensitive person.

### Suggested answers

1. Undergraduate
2. Vietnamese history and economic development
3. Very friendly and helpful
4. Very organised, knowledgeable and thorough, always available for emergencies
5. Lives with a host family, has his own room, comfortable and clean, has Internet
6. Eats breakfast and dinner with host family, and lunch with Vietnamese fellow students; food – healthy and delicious; has his favourite dishes

**3 Listen again and decide if the following statements are true (T), false (F), or not given (NG). Tick the correct boxes.**

	T	F	NG
1. David is a postgraduate student majoring in Vietnamese studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. His host family helped him overcome his culture shock.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. His host mum taught him how to cook Vietnamese food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. He used his own motorbike to get around Ha Noi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. He will have a better understanding of cultural differences and similarities when he goes back home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4 Work in pairs. Discuss how you should prepare for studying abroad.**

## WRITING

### Studying in the United Kingdom

**1 Read Mai's email to her friend asking for information about higher education in the UK. Fill the gaps, using the phrases in the box.**

I am eligible to      I want to consult you about  
I should send      I am writing to ask you for  
I have to take      I am worried most

Dear Kevin,

(1) \_\_\_\_\_ some information and advice on higher education in your country.

I am going to finish secondary school this summer and I have been thinking about pursuing higher education in the UK. Here are the points that (2) \_\_\_\_\_.

First, what are the university entry requirements for international students in the UK? What (3) \_\_\_\_\_ is my academic qualifications and transcript. As a school leaver, I will be awarded a certificate of secondary school graduation and given a transcript of marks for all subjects. Will that be enough? Do (4) \_\_\_\_\_ any university entrance examinations?

In addition, what types of accommodation are available for international students? Some

institutions provide accommodation in halls of residence or university houses but how can I find out if (5) \_\_\_\_\_ apply for accommodation and when (6) \_\_\_\_\_ my application? What is the rent for each type of accommodation? Is it monthly or weekly paid?

I wish you and your family the best. I look forward to hearing from you soon.

Regards,

Mai

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

Salutation	(1) _____
Opening sentence	(2) _____
Body	
First question	(3) _____
Second question	(4) _____
Friendly ending	(5) _____
Complimentary close	(6) _____

**3 Choose two of the following points about studying abroad. Write an email of 160–180 words to a friend from another country asking for information and advice. Use the outline in 2.**

1. Work experience for career-based courses
2. Tuition fees at colleges and universities
3. Travelling in your host city and country
4. Experiencing culture shock when studying abroad
5. Working part-time
6. Opening a bank account
7. Surviving the cold and wet weather
8. Visas and other documents



- 3** Tell Ss that they are going to listen to the talk again and decide whether the statements are true (T), false (F), or not given (NG).
- Have Ss do the activity based on their notes in Activity 2. Write their answers on the board so they can see if they are correct later.
  - Play the recording for Ss to listen.
  - Check Ss' answers. If many students have the same incorrect answers, play the recording again, pausing at the places where Ss might have got the incorrect answers and discuss the problems.

#### Key

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

- 4** Have Ss read the instructions carefully. Ask them to work in pairs to brainstorm and discuss ideas.
- Ask some pairs to report their discussions to the class. Praise Ss for the most useful ideas, and good presentation skills.

#### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about a study-abroad experience in Viet Nam. I have practised listening for specific information and taking notes.*

## Writing

### Studying in the United Kingdom

**Lead-in:** Inform Ss of the lesson objectives: writing an email to a friend to ask for information and advice.

- 1** Ask Ss to follow the instructions and complete the email. Then have them compare their answers in pairs. Check answers as a class.

#### Key

1. I am writing to ask for  
2. I want to consult you about  
3. I am worried most      4. I have to take  
5. I am eligible to      6. I should send

- 2** This activity aims to help Ss to work out the outline of a well-structured 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 the classroom and read the outlines of other groups.
- Ask Ss from different groups to present their outlines to the rest of the class.

#### Key

1. Dear Kevin  
2. I am writing to ask for some information and advice on higher education in your country.  
3. What are the university entry requirements for international students in the UK?  
4. What types of accommodation are available for international students?  
5. I wish you and your family the best. I look forward to hearing from you soon.  
6. Regards

- 3** Have Ss work in groups of three or four to go through the points. Ask them to discuss what information they want to ask for and what kind of advice they need. Then each student should choose two of the topics or formulate two new ones based on their group discussions.
- Have Ss write an outline of their emails individually, then swap with a partner and provide feedback.
  - Have Ss write a draft email using their outline and incorporating their partner's feedback. Encourage them to use full sentences. Then ask Ss to read their drafts in their group so they can comment on content, grammar and vocabulary use. Walk around and provide help by correcting mistakes in grammar or word choice.
  - Ask Ss to work independently and write their final drafts incorporating all the feedback from Ss and T.
  - Invite some Ss to read their emails. Have the rest of the class ask questions or say what they like most about the piece of writing.

#### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to write an email asking for information and advice about further education opportunities.*

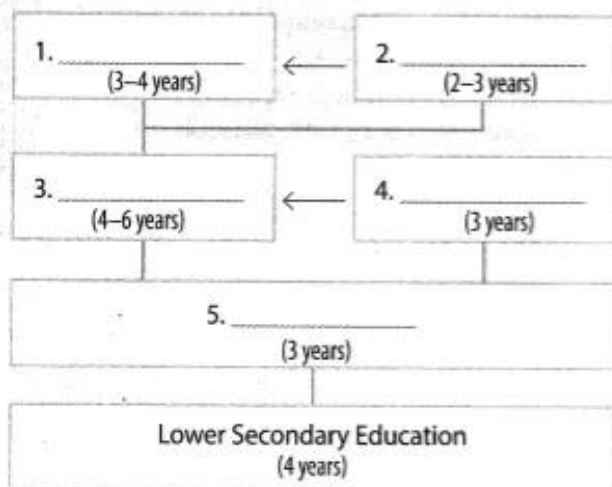
# COMMUNICATION AND CULTURE

## Communication

### Higher education in Viet Nam

- 1 Work in groups of three. Label the diagram of Viet Nam's education system after primary school, using the words in the box.

- a. Doctorate      d. Postgraduate Education  
b. College      e. Upper Secondary Education  
c. University



- 2 Listen to an overview on Viet Nam's higher education. Decide if the following statements are true (T) or false (F). Tick the correct boxes.

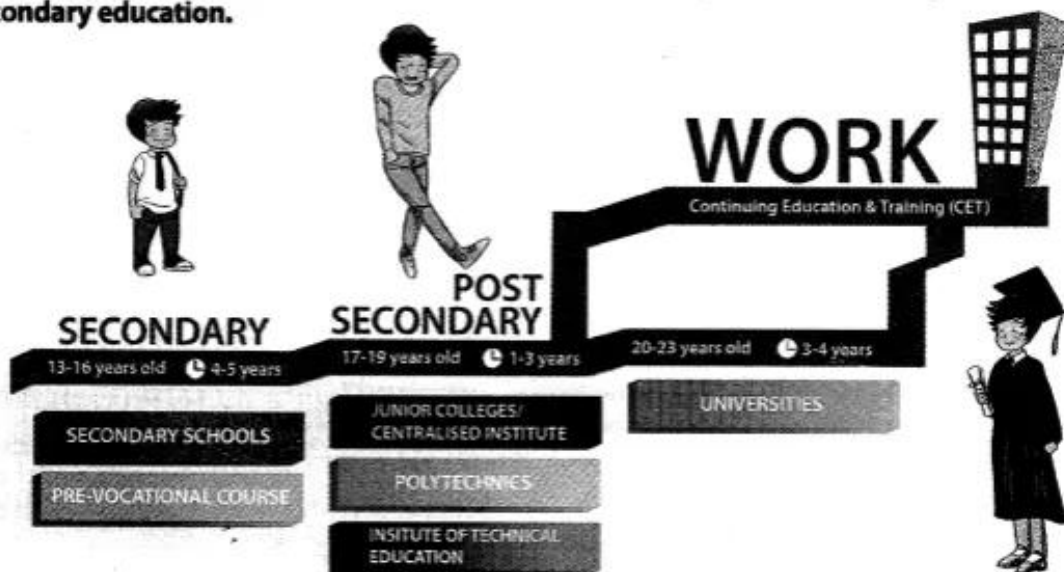
- |   | T | F |
|---|---|---|
| 1. Most Vietnamese families want their children to take vocational courses.         |   |   |
| 2. Viet Nam has only developed its vocational education system recently.            |   |   |
| 3. It often takes three years to graduate from a college.                           |   |   |
| 4. Students often have to pass three examinations before they can enter university. |   |   |
| 5. Students can only use their personal funds to pay for their studies abroad.      |   |   |

- 3 Discuss in groups. Give your opinion about higher education and suggest what should be done to help students to pursue academic or professional degrees.

## Culture

### Further education in Singapore

- 1 Look at the Singapore's education journey. Work with a partner. Briefly describe the stages following secondary education.





# COMMUNICATION AND CULTURE

## Communication

### Higher education in Viet Nam

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

- 1 Go through the words in the box and check Ss' understanding. Explain to Ss that this diagram is more detailed than the one in Vocabulary 1, especially for the higher education section.
- Ask Ss to work in groups of three and complete the diagram.
- Check the completed diagram as a class, making sure that all Ss have the right answers.

#### Key

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

- 2 This listening activity provides more details about Viet Nam's higher education. Tell Ss that they are going to listen to a talk and decide whether the statements are true (T) or false (F).
- Have Ss make guesses and encourage all possible answers and explanations. Write their guesses on the board so they can see if the guesses are correct later.
- Ask Ss to listen and do the activity individually.
- Play the recording again for Ss to listen and check their answers. For weaker Ss, play the audio several times pausing after sentences and checking Ss' comprehension.
- Check answers as a class. Have Ss correct the false sentences and write the correct ones on the board.

#### Key

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



#### Audio script

Education plays an important role in Vietnamese culture and society. Most parents in Viet Nam want their children to go to university or college, which will open doors to a brighter future.

In recent years, Viet Nam has focused on developing its education system, especially higher education and vocational schools.

According to the current education system, higher education is defined as learning beyond secondary level.

In order to be eligible for higher education, students must have certificates of secondary school graduation and may be required to take the entrance examination with various sets of subjects depending on different majors.

At colleges, programmes often last three years. After graduating, students receive associate's degrees and may continue their studies for one or two years to get bachelor's degrees. Universities often offer four-year programmes for bachelor's degrees. After completing these courses, students may pursue programmes for master's and doctoral degrees.

Overseas education has become increasingly popular as young people believe that they will have more opportunities for developing their talents and better employment prospects. Students usually finance their studies abroad through scholarships or personal savings.

- 3 Have Ss read the instruction carefully. Ask Ss to work in groups of three or four to brainstorm ideas on helping students to pursue academic or professional degrees. Ask some groups to present their opinions and suggestions.

## Culture

### Further education in Singapore

**Lead-in:** Ask Ss if they know anything about further education in Singapore.

- 1 Focus Ss' attention on the diagram and allow enough time for them to describe the stages following secondary education in Singapore's education system.
- Invite individual Ss to present their descriptions in front of the class.



## 2 Read the text and answer the questions.

### Singapore's secondary and further education

One of the main aims of the Singapore's education system is to help students to discover their talents and develop a passion for learning.

During secondary education, which lasts four to five years, students have opportunities to take various courses, build their strengths and develop their talents in both academic and non-academic areas. For example, after passing standardised examinations, students can enrol on courses in specialised independent schools such as NUS High School of Mathematics and Science, Singapore Sports School, School of the Arts, or School of Science and Technology. They can further their study and interests at junior colleges and polytechnics through direct admission. These are flexible ways that allow students to continue their education journey at a post-secondary institution.

After leaving secondary school, students can pursue either pre-university education or technical education. A pre-university course provides students with essential skills and knowledge for higher education. They can realise their potential through a wide range of subjects from academic areas such as Humanities, Arts, Languages, Mathematics, and Science. Alternatively, technical education, through collaboration with companies and other organisations, can equip students with professional, technical skills and working experience. They can select engineering, technical, business or service skills areas to prepare themselves for their work environment.

If they want to pursue higher education, students can do that at one of the four publicly-funded local universities with degree programmes. All of them have global partnerships with leading universities and educational institutions overseas to ensure the best quality and future for the graduates.

1. Name one of the important targets of Singapore's education.
2. What is the requirement for enrolling on special courses in secondary education?
3. How can secondary education prepare students for further education?
4. What are the choices for secondary school leavers?
5. How many local institutions provide higher education in Singapore?



- 2** Ask Ss to read the text and answer the questions individually. Allow enough time for Ss to read and underline the key words in the questions. Then ask them to read the text and underline the relevant information. Monitor the activity, and offer help with unfamiliar vocabulary if necessary. Encourage Ss to share their answers in pairs or groups.
- Check answers as a class.

**Key**

1. To help students to discover their talents and develop a passion for learning.
2. They have to pass standardised examinations.
3. It builds up students' strengths and develops their talents in both academic and non-academic areas.
4. They can select pre-university education or technical education.
5. There are four local universities with degree programmes for higher education.

**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. Now I know more about Viet Nam's and Singapore's education system.*

## LOOKING BACK

### Pronunciation

1 Listen and repeat. Pay attention to the intonation.

1. Why did you decide to study abroad?
2. What is your major?
3. When are you going to apply for the scholarship?
4. How long will it take you to complete the exam preparation course?
5. Where are you going to work during your internship?

2 Listen and mark the rising (↗) or falling (↘) intonation for each question.

1. What qualifications have you got?
2. Have you chosen a university to continue your education?
3. Where are you going during your gap year?
4. Have you been searching for postgraduate scholarships?
5. How can we apply for an internship?

### Vocabulary

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

1. Although Kevin did not have any \_\_\_\_\_ qualifications, he had a lot of practical experience. (academy)
2. Having two majors can \_\_\_\_\_ your employment potential. (broad)
3. Maria wants to take a gap year after her secondary school \_\_\_\_\_. (graduate)
4. Most universities are now offering courses to help students to improve their \_\_\_\_\_ skills. (analyse)
5. How long is your medical \_\_\_\_\_ in this hospital? (intern)
6. A bachelor's degree and a master's degree in the UK usually require three and one year of study, \_\_\_\_\_. (respective)



### Grammar

1 Complete the sentences with the verbs in the box. Use the present perfect or the present perfect continuous.

travel   wait   attend   take   write

1. Since January, we \_\_\_\_\_ part in three discussions on higher education.
2. I'm sorry I'm so late! How long \_\_\_\_\_ you \_\_\_\_\_ for me?
3. How many academic courses \_\_\_\_\_ you \_\_\_\_\_?
4. I \_\_\_\_\_ my research paper since October and I am trying my best to finish and submit it to my professor next week.
5. Alice \_\_\_\_\_ in Viet Nam during her gap year and will return to the United States in December.

2 Rewrite the sentences, using the present perfect or the present perfect continuous.

1. The graduate students started arriving at four o'clock. They are still arriving.  
\_\_\_\_\_
2. The graduate students started arriving at four o'clock. They are all in the lecture hall.  
\_\_\_\_\_
3. She started her research project last month. She's still doing it.  
\_\_\_\_\_
4. They visited this college in 2009, 2012 and 2014. (three times)  
\_\_\_\_\_
5. I started learning how to play the piano eight months ago. I'm still learning it.  
\_\_\_\_\_
6. I started discussing my research proposal with my professor at the beginning of my course. We're still discussing it.  
\_\_\_\_\_

## LOOKING BACK

### Pronunciation

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

- 1 Review falling intonation on *wh*-questions. Play the recording and ask Ss to repeat each question.
  - Have Ss work in pairs to take turns saying the questions with appropriate intonation.
  - Invite some Ss to ask the questions out loud in front of the class. Encourage the rest of the class to provide brief answers and decide if the student has used appropriate intonation.
- 2 This activity provides additional practice of the pronunciation point. There are three *wh*-questions with falling intonation.
  - Play the recording and ask Ss to identify the questions with rising intonation and those with falling intonation.
  - Check answers as a class.
  - Play the recording again for Ss to repeat.
  - If time allows, have Ss practise asking and answering the questions in pairs. Walk around and praise Ss who try to use appropriate intonation.

#### Key

1. What qualifications have you got? ↘
2. Have you chosen a university to continue your education? ↘
3. Where are you going during your gap year? ↘
4. Have you been searching for postgraduate scholarships? ↘
5. How can we apply for an internship? ↘

### Vocabulary

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

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

#### Key

- |               |               |                 |
|---------------|---------------|-----------------|
| 1. academic   | 2. broaden    | 3. graduation   |
| 4. analytical | 5. internship | 6. respectively |

### Grammar

- 1 Have Ss work in pairs. Ask them to take turns reading each sentence and providing the right verb forms.
  - Check answers by asking individual Ss to take turns reading aloud their answers. Make the activity more competitive by giving points to the first pair to give the correct answer. The pair that gets the most points is the winner.

#### Key

- |                        |                         |
|------------------------|-------------------------|
| 1. have taken          | 2. have... been waiting |
| 3. have... attended    | 4. have been writing    |
| 5. has been travelling |                         |

- 2 The activity provides an opportunity for Ss to revise the difference between the present perfect and the present perfect continuous.
  - Have Ss do this activity in pairs orally first. Check each answer as a class, inviting different pairs to say their sentence. Provide feedback and then make sure Ss write down the correct sentence before they move on to the next one.

#### Key

1. The graduate students have been arriving since four o'clock.
2. The graduate students have all arrived at the lecture hall.
3. She has been doing her research project since last month.
4. They have visited this college three times (before).
5. I have been learning to play the piano over the last eight months / for eight months.
6. I have been discussing my research proposal with my professor since the beginning of my course.

### LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can ask wh-questions with appropriate intonation. I can use a range of vocabulary to talk about further education. I can use the present perfect and the present perfect continuous.*

## PROJECT

- 1 Your English class is going to hold a discussion on the topic 'Should we take a gap year after secondary school graduation?' Work in groups to prepare your presentation. Discuss reasons for taking a gap year and reasons for immediately entering college or university.
- 2 Present your group's opinions to the class.



### NOW YOU CAN

- ▶ Use words and phrases related to further education
- ▶ Recognise and use intonation on wh-questions
- ▶ Use the present perfect and the present perfect continuous
- ▶ Discuss preferences for the different pathways in further education
- ▶ Write an email asking for information about higher education opportunities



## PROJECT

**Lead-in:** Inform the class of the lesson objectives: further explore the topic in a collaborative way.

- 1** Introduce the project objectives: discuss the topic of taking a gap year after secondary school graduation and present the group's opinions to the class.
  - Divide the class into groups. Have Ss discuss the reasons for taking a gap year and the reasons for immediately entering college or university. Provide help, if necessary.
  - Have Ss swap groups so they can compare their ideas with other groups.
- 2** Allow enough time for Ss in each group to consolidate their ideas and individual opinions, and prepare their presentation. Make sure that each member of the group has a chance to contribute. Encourage Ss to assign parts of the presentation to different group members.
  - Ask each group to give their presentation to the class.
  - Encourage Ss from other groups to ask questions.

### LESSON OUTCOME

- Ask Ss: *What have you learnt today?*  
*What can you do now?*
- Elicit answers: *I can express my opinion about the reasons for taking a gap year or immediately entering a college or university.*