

**GETTING STARTED****Our school in the past**

**1** Listen and read.

**Duong:** Can you believe it's the school's 60<sup>th</sup> anniversary?

**Phuc:** I know! I really like the photo exhibition. It's fascinating to see how the school used to look.

**Duong:** Right! The photos explain a lot about our school in the past.

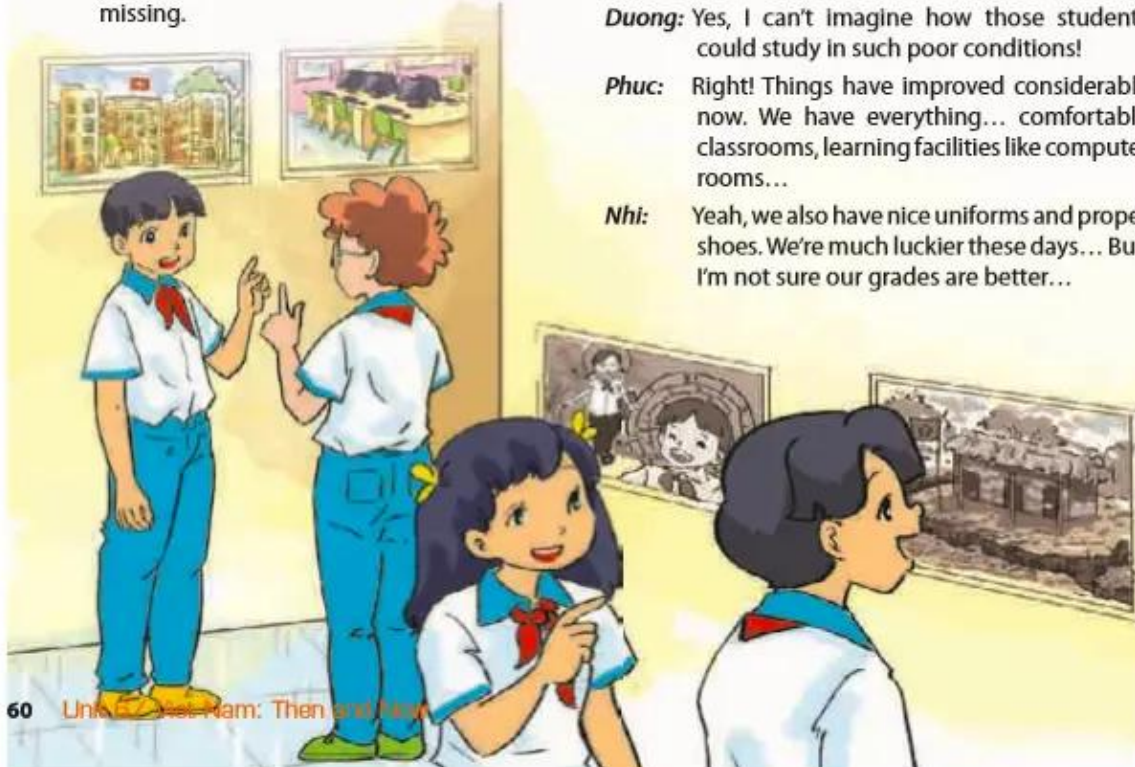
**Tom:** Look – these two pictures were taken in 1970.

**Phuc:** Wow, that long ago? The school looks more like thatched houses with paddy fields all around. You can see there were only a few classrooms and the walls were made of mud and straw and, look – trenches!

**Duong:** I think that was during the war so it was necessary to have the trenches right there.

**Tom:** Ha... the students in this picture are wearing rubber sandals and straw hats.

**Nhi:** Hey, and these pictures were taken in 1985. Look at the broken tiled roof and wooden window frames... and some of them are missing.

**THIS UNIT INCLUDES:****VOCABULARY**

Transport systems, family groups, and school life then and now

**PRONUNCIATION**

Sentences with all the words stressed

**GRAMMAR**

Past perfect: review

Adjective + *to*-infinitive

Adjective + *that*-clause

**SKILLS**

- Reading for general and specific information about the tram system in Ha Noi then and now
- Talking about changes in transport in the neighbourhood and expressing opinions about these changes
- Listening for general and specific information about life in an extended family
- Writing about some qualities a person needs to get along in an extended family

**COMMUNICATION**

Talking about some changes in Viet Nam

**Duong:** Yes, I can't imagine how those students could study in such poor conditions!

**Phuc:** Right! Things have improved considerably now. We have everything... comfortable classrooms, learning facilities like computer rooms...

**Nhi:** Yeah, we also have nice uniforms and proper shoes. We're much luckier these days... But, I'm not sure our grades are better...

## Objectives:

By the end of this unit, students can:

- use the lexical items related to changes in transport systems, family groups, and school life in Viet Nam in the past and at present
- identify in which situations to stress all the words in sentences and say these sentences correctly
- use the past perfect correctly
- use the structure adj + *to*-infinitive and adj + *that*-clause correctly
- read for general and specific information about the tram system in Ha Noi then and now
- talk about changes in transport in the neighbourhood and express opinions about these changes
- listen for general and specific information about life in an extended family
- write about some qualities a person needs to get along in an extended family

## GETTING STARTED

### Our school in the past

#### Introduction

Before Ss open their books, review the previous unit by asking them to play a game. Form two teams of Ss. Ask the two teams to join the game.

T prepares pictures or a slideshow of wonders (including caverns, fortresses, tombs, citadels, sculptures, monuments, palaces, etc.) and shows the pictures one by one. Each time, the team that can call out the right word denoting the wonder shown wins a point. The game stops when all pictures/photos have been shown. The team with more points wins.

**T** Write the words *Past and Present* on the board and ask Ss to give another expression for the phrase. When they have given the phrase *Then and Now*, ask them to look at the picture and the heading **Our school in the past** and ask them some questions:

- *Who can you see in the picture?*
- *Where do you think they are?*
- *Is there anything in the small pictures on the wall related to past and present?*

Ss give their answers as a class. T can write their ideas on the board.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue.

**a** Put a word/phrase from the box under each picture.

thatched house    facilities    tiled roof  
trench    rubber sandals    photo exhibition



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**b** Find a word in the conversation that means:

1. celebration of an important year
2. very interesting
3. not there
4. situations
5. got better
6. real

**c** Read the statements and decide whether the information is true (T) or false (F), or not given (NG).

1. The school was founded at the beginning of the 20th century.
2. The school was initially surrounded by paddy fields.
3. During the 1970s, the students were well dressed.
4. The students in the 1980s learnt better than in the 1970s.
5. The school now is much better equipped.

**d** Read the conversation again and answer the questions.

1. When does the conversation take place?
2. Why does Phuc say the photo exhibition is fascinating?
3. What was unusual about the school in 1970?
4. How was the school in 1985?
5. What can the students learn from the photo exhibition?

## REMEMBER!

When we want to describe changes, we can use adjectives to modify nouns and adverbs to modify verbs:

Adjectives	Adverbs
dramatic	dramatically
considerable	considerably
significant	significantly
slight	slightly
gradual	gradually

**Example:**

- There have been *considerable* changes in the last decade.
- Our environment has been *gradually* polluted.



**2** Complete each sentence with a word from the REMEMBER! box which has the same meaning as the words in brackets.

1. There have been \_\_\_\_\_ differences in the country's policies as compared to two years ago. (minor)
2. The traffic system in Ha Noi has been \_\_\_\_\_ upgraded over the last ten years. (suddenly and to a great degree)
3. Vietnamese people's lives have been \_\_\_\_\_ improved. (enough to make a difference)
4. There have been \_\_\_\_\_ changes in the way people work. (quite large)
5. There has been a \_\_\_\_\_ increase in people's income over the last ten years. (little by little)

**3** Interview your teacher about the features of your school when she/he started teaching here. Then use the information provided to talk about the changes to your school.

- a** Ss work in pairs to label the pictures with the words given. Allow pairs to share their answers before asking them to discuss as a class. Then ask some Ss to read the words/phrases aloud and correct their pronunciation if necessary.

**Key:**

- |                     |                   |                   |
|---------------------|-------------------|-------------------|
| 1. trench           | 2. tiled roof     | 3. facilities     |
| 4. photo exhibition | 5. rubber sandals | 6. thatched house |

- b** Have Ss work independently. Ss find the words with the given meaning in the conversation. Then have Ss share their answers with a partner before asking them to discuss as a class.

**Key:**

- |                |                |            |               |             |           |
|----------------|----------------|------------|---------------|-------------|-----------|
| 1. anniversary | 2. fascinating | 3. missing | 4. conditions | 5. improved | 6. proper |
|----------------|----------------|------------|---------------|-------------|-----------|

- c** Ss read the dialogue again to do this exercise. Ss exchange their answers with a classmate. Ask for Ss' answers as well as the explanation for their choices. Write the correct answers on the board.

**Key:**

- |   |      |
|---|------|
| 1. F (It was founded in the 1960s.)             | 2. T |
| 3. F (They wore rubber sandals and straw hats.) |      |
| 4. NG   | 5. T |

- d** Ask Ss to do the exercise without reading the conversation again. Ss compare their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Call on some Ss to give the answers.

**Key:**

1. The conversation takes place on the school's 60<sup>th</sup> anniversary.
2. Because it explains a lot about how the school was in the past.
3. There were trenches outside the classrooms.
4. The roof was made of tiles and some tiles were broken. The window frames were made of wood and some of them were missing.
5. They can learn that they are lucky to have such great learning facilities nowadays.

- 2** Have Ss read the **REMEMBER!** box individually. Then go through the points as a class and see if any Ss can make sentences using these adjectives and adverbs. Afterwards, ask Ss to work individually on the gap-fill exercise. Check the answers as a class.

**Key:**

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| 1. slight       | 2. dramatically | 3. significantly |
| 4. considerable | 5. gradual      |                  |

- 3** Now ask Ss to think about their own school's history. First, have pairs write a couple of questions about the school in the past that they would like to ask T. Then, as a whole class T can answer questions from Ss about the school when she/he started teaching. The aim is to generate a short discussion. Now have Ss work in small groups to talk about the changes to the school. Ask them to use the adjectives and adverbs in **REMEMBER!** box. T can tell Ss that they can talk about:

- + the school principal and school teachers
- + the school playground
- + the library
- + the computer room
- + the classroom

## A CLOSER LOOK 1

### Vocabulary

1 Put one word/phrase under each picture.

underpass      flyover      skytrain  
elevated walkway      tunnel      tram



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

2 Fill in each blank with a suitable word from 1, making them plural where necessary.

- Hai Van \_\_\_\_\_ is 6.28 km long.
- Thanks to the \_\_\_\_\_, pedestrians can be much safer.
- A \_\_\_\_\_ is a bridge that carries one road over another one.
- The railroad track that runs overhead is known as a \_\_\_\_\_.
- A road or path that goes under another road or railroad track is called an \_\_\_\_\_.
- The clanging sound of the Ha Noi \_\_\_\_\_ in the 1970s has gone deep into people's collective memory.

3 Match each word/phrase in the left column with the definition in the right one.

Word/phrase	Definition
1. extended family	a. parents and children living together as a family unit
2. tolerant	b. able to accept what other people say or do even if you do not agree with it
3. cooperative	c. willing to do what you are told to do
4. sympathetic	d. kind to somebody who is hurt or sad; showing that you understand and care about their problems
5. obedient	e. working together with others towards a shared aim
6. nuclear family	f. more than two generations living together as a family unit

4 Fill each gap with a word/phrase in 3.

- Our grandparents used to live in an \_\_\_\_\_.
- My mother is a \_\_\_\_\_ woman. She always cares about how we feel.
- The boys are willing to do what you want them to. They are really \_\_\_\_\_.
- She is \_\_\_\_\_ with her children even when they misbehave.
- Nowadays the \_\_\_\_\_ is becoming more common in the cities.
- Having students work in groups, she hoped they could learn to be \_\_\_\_\_.

### Pronunciation

Stress on all the words in sentences

Typically, a sentence has one word or syllable that is stressed more strongly than the rest of the stressed syllables on the content words. However, in some sentences used to show urgency or surprise, all the words are important. Therefore, we put stress on one syllable of each word. Sentences with all the words stressed may have the patterns below:

OO Watch out!

OoO Hurry up!

OOo Say sorry!

OOO Don't come back!

## A CLOSER LOOK 1

### Introduction

Start the lesson by reviewing the previous lesson. Ask two pairs of Ss to come to the front to play a quick game. Ask them to write as many adjectives and adverbs describing degree and speed of change that they have learned (on the previous page) as possible. Set a time limit of two minutes. The pair with the most words wins.

## Vocabulary

- 1** Now have Ss turn to the book and work in pairs to label the pictures. Then ask them to briefly describe those pictures. Check the answers as a class. Then ask Ss:

- Have you ever tried one of these means of transport or road systems?
- How do you feel about using each of these means of transport or road systems?

Key:

1. tram    2. flyover    3. elevated walkway    4. skytrain    5. underpass    6. tunnel

- 2** Have Ss work individually to fill in the blanks. Allow them to share answers with a partner before checking as a class.

Key:

1. tunnel    2. elevated walkways    3. flyover    4. skytrain    5. underpass    6. tram

- 3** Give Ss a couple of minutes to work in pairs to do the matching. Then check the answers as a class.

Key:

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

Ask the class these questions and ask for a show of hands:

- Who lives in an extended family?
- Who lives in a nuclear family?

Now ask individual Ss

- Can any of these adjectives be used to describe your father/mother/sister/brother?

Ask more able Ss to give a quick example to illustrate their answers, e.g. *My father is tolerant. He always lets us watch what we like on TV.*

- 4** Have Ss work individually to complete the sentences. Have them compare their answers in pairs. Afterwards, check Ss' answers as a class.

Key:

1. extended family    2. sympathetic    3. obedient  
4. tolerant    5. nuclear family    6. cooperative

## Pronunciation

### Stress on all the words in sentences

Have Ss silently read the information and the examples in the box. Ask some Ss to summarise the rules and read out the examples in the box or to give their own examples.

**5** Write each sentence in the box next to its pattern. Then listen, check, and repeat.

I know!	That long?	Go away!
Don't cry!	Don't turn left!	Keep going!

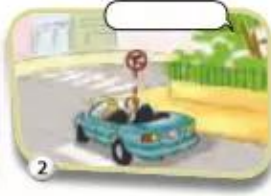
- OO \_\_\_\_\_
- OoO \_\_\_\_\_
- OOo \_\_\_\_\_
- OOO \_\_\_\_\_

**6** What would you say in each situation? Make a sentence for each picture. Write a stress pattern under the picture. Then practise reading all the sentences aloud.

*Example:*



OO



## A CLOSER LOOK 2

### Grammar

Past perfect: review

**1** Fill in each blank with the past perfect form of the verb in brackets.

- Before the 1990s, trams (be) \_\_\_\_\_ a popular means of transport in Ha Noi.
- I won the game because I (play) \_\_\_\_\_ it a lot with my brother.
- How long \_\_\_\_\_ you (use) \_\_\_\_\_ your mobile phone before it broke down?
- Before the invention of television, people \_\_\_\_\_ only (see) \_\_\_\_\_ films at the cinema.
- Before the 1990s, Viet Nam (have) \_\_\_\_\_ an old banking system.
- Viet Nam (experience) \_\_\_\_\_ decades of fighting for freedom before the country became totally independent.

**2** Ask and answer the following questions using the cues.

*Example:*

How long had King Duc Duc ruled our country before he was overthrown?

He had ruled the country for only three days.

- What/family groups/Vietnamese people/live in before 1990?  
- They/live/extended family.
- How/people in Viet Nam/travel/before the first motorbike/imported?  
- They/travel/bicycle.
- How/Vietnamese people/live/before the open-door policy in 1986?  
- They/had/harder life.
- Where/your family/spend/holidays/before 2005?  
- We/holidays/Viet Nam/only/before then.
- Who/rule/Viet Nam right before the Tran dynasty?  
- Ly Chieu Hoang/rule/before the Tran dynasty.

- 5** Ss write the sentences next to the patterns individually, then compare their answers in pairs. Ask some Ss to give the answers and quickly write them on the board. Play the recording for Ss to check their answers. Have the whole class repeat chorally after the recording or after T.

**Key:**

1. OO – I know!, That long?, Don't cry!
2. OoO – Go away!
3. OOo – Keep going!
4. OOO – Don't turn left!



**Audio script:**

1. I know!, That long?, Don't cry!
2. Go away!
3. Keep going!
4. Don't turn left!

- 6** This section can be done with some drama, so encourage Ss to exaggerate a little and have fun. They can also add hand gestures and facial expressions to increase the dramatic element. Have Ss work in pairs to describe the pictures quickly and to fill the bubbles with the utterances as in the example. Then ask some pairs to read out their utterances with the correct stress. Confirm the correct answers. Lastly, have the class read all the sentences chorally.

**Suggested answers:**

1. Be quiet! OOo	Don't talk! OO
2. Don't turn right! OOO	
3. Wake up! OO	Get up! OO
4. Smile please! OO	Say cheese! OO
5. Don't worry! OOo	Don't cry! OO
6. Look out! OO	Look ahead! OoO

If time allows, have Ss work in groups and think of some other surprising or urgent situations. They then decide what to say in those situations. Have them demonstrate the situations and utterances with the whole class.

## A CLOSER LOOK 2

### Grammar

#### Past perfect: review

Elicit from Ss when to use the past perfect tense. If necessary, remind Ss that the past perfect is used to describe an action before a stated time in the past or an action that happened before another action in the past.

- 1** Ask Ss to work individually to fill in the blanks. Check the answers as a class.

**Key:**

- |                   |                    |
|-------------------|--------------------|
| 1. had been       | 2. had played      |
| 3. had (you) used | 4. had (only) seen |
| 5. had had        | 6. had experienced |

- 2** Have Ss work in pairs. Together they write the questions and answers. Have some Ss write their sentences on the board. Each student may write one or two pairs of questions and answers to save time. Have other Ss give comments. Confirm the correct sentences.

**Key:**

1. - What family groups had Vietnamese people lived in before 1990?
  - They had lived in extended families.
2. - How had people in Viet Nam travelled before the first motorbike was imported?
  - They had travelled by bicycle.
3. - How had Vietnamese people lived before the open-door policy in 1986?
  - They had had a harder life.
4. - Where had your family spent holidays before 2005?
  - We had spent our holidays only in Viet Nam before then.
5. - Who had ruled Viet Nam right before the Tran dynasty?
  - Ly Chieu Hoang had ruled the country before the Tran dynasty.



**Adjective + to-Infinitive/Adjective + that-clause**

Read this part of the conversation from GETTING STARTED. Pay attention to the underlined part.

**Phuc:** Wow, that long ago? The school looks... and the walls were made of mud and straw and, look – trenches!

**Duong:** I think that was during the war so it was necessary to have the trenches right there.

1. **It + be + adjective + to-Infinitive** is used to emphasise information by bringing it to the front of the clause. We can add *for/of* + noun/pronoun.

**Example:**

It is necessary (for you) to know about your country's history.

2. **Subject + be + adjective + to-Infinitive** is used to express emotions, confidence, or worries... Adjectives can be *happy, glad, pleased, relieved, sorry, certain, sure, confident, convinced, afraid, annoyed, astonished, aware, conscious.*

**Example:**

I was happy to hear from you.

3. **Subject + be + adjective + that-clause** is used to express emotions (*glad, pleased, relieved, sorry*), confidence, or worries (*certain, sure, confident, convinced, afraid, annoyed, astonished, aware, conscious*).

**Example:**

I was glad that you gained the scholarship.

**3 Match the first half of the sentence in A with the second half in B.**

A	B
1. It was smart of her	A. to stay in the old house alone the whole night.
2. It was brave of him	B. to lend me her book.
3. It was kind of her	C. to get along with people from other cultures.
4. It was unprofessional of her	D. to know about how our people used to live in the past.
5. It is useful for us	E. to be late for the meeting.
6. It is hard for us	F. to be able to solve the maths problem.

**4 Fill in each blank with one adjective from the box. More than one adjective can be used.**

glad    sure    sorry    certain    confident  
astonished    pleased    relieved    surprised

- I was \_\_\_\_\_ to meet my best friend yesterday.
- He is \_\_\_\_\_ to have so little time for his family.
- They were \_\_\_\_\_ to finish their last performance.
- She's \_\_\_\_\_ to get the job. The interview went really well.
- The mother was \_\_\_\_\_ to hear that her smart son failed the exam.
- All the students were \_\_\_\_\_ to have passed the exams.

**5 Create one sentence by combining each pair of sentences using *subject + be + adjective + that-clause*.**

**Example:**

The traffic problems of the city had been solved. The Prime Minister was pleased.

→ *The Prime Minister was pleased that the traffic problems of the city had been solved.*

- We did well in the exam. We were relieved about that.  
We \_\_\_\_\_.
- I am sorry about the school facilities our parents had. They were very poor.  
I \_\_\_\_\_.
- Everyone was glad. The government had decided to invest more in education.  
Everyone \_\_\_\_\_.
- It will be much safer to have elevated walkways and underpass systems for pedestrians. Everyone is aware of this.  
Everyone \_\_\_\_\_.
- Life in the countryside has improved considerably. All of us are delighted about that.  
All of us \_\_\_\_\_.

**6 Finish the following sentences using your own ideas. Then compare your ideas with a partner.**

- It was kind of them \_\_\_\_\_.
- They were certain to \_\_\_\_\_.
- She is confident that \_\_\_\_\_.
- He was afraid that \_\_\_\_\_.
- The teachers are aware that \_\_\_\_\_.
- The head teacher was astonished to \_\_\_\_\_.

### Adjective + *to*-infinitive/Adjective + *that*-clause

Ask Ss to read the speech bubbles from the conversation in **GETTING STARTED**, then have them read the structures and examples in the grammar box carefully. Help them with the meaning of the adjectives if necessary. Then ask some more able Ss to retell the rules and give examples. Correct their sentences if necessary.

- 3** Have Ss work in pairs to do the matching exercise. Allow pairs to share answers with other pairs. Then check their answers as a class.

**Key:**

1. F    2. A    3. B    4. E    5. D    6. C

- 4** Have Ss work in pairs to do the gap-fill exercise. Allow pairs to share answers with other pairs. Then check their answers as a class, noting all the possible options.

**Key:**

1. glad/pleased                      2. sorry                                      3. relieved/sorry/pleased  
4. sure/certain                        5. surprised/astonished                6. relieved/pleased

- 5** Have Ss work in groups of about four and give each group an A3-size sheet. Ask them to write the sentences leaving a large space between each one. Then tell Ss to stick the sheets on the wall. Each group moves around clockwise to read the other groups' answers and, if necessary, correct the sentences by writing any corrections on a sticky note against each sentence. Check the answers as a class. Note that this kind of peer review is effective and can be used in many different teaching situations.

**Key:**

1. We were relieved that we had done well in the exam.
2. I am sorry that our parents had very poor school facilities.
3. Everyone was glad that the government had decided to invest more in education.
4. Everyone is aware that it will be much safer to have elevated walkways and underpass systems for pedestrians.
5. All of us are delighted that life in the countryside has improved considerably.

- 6** Ask Ss to work individually to finish the sentences. For some classes it may be better to have Ss choose just one or two sentences to focus on, rather than do them all. Allow them to share their ideas with a partner. Then ask some Ss to read out their sentences. Correct their sentences if necessary.

**Suggested answers:**

1. to support the victims after the disaster
2. be able to build the country into a powerful one
3. Viet Nam has good potential for tourism
4. there would be less land for agriculture in Viet Nam
5. non-academic subjects are also significant
6. learn that some of his students could not get scholarships

# COMMUNICATION

## Viet Nam: then and now

- 1 Read the posts on Viet Travel Forum (VTF) from people who visited Viet Nam a long time ago.



The first time I was in Ho Chi Minh City was in 1983. Most people rode bicycles then and there were very few motorbikes on the road. Ten years later, when I came back, the city had dramatically changed, with 800,000 motorbikes and two million bicycles on the roads.

*Kate from Russia*

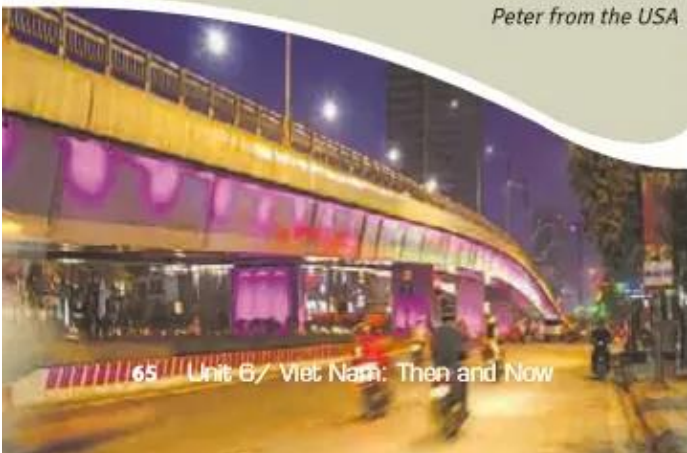


In 1995, I went back to Viet Nam after 30 years and to my surprise, the population was three times higher but the country no longer suffered illiteracy. It had also become one of the world's largest exporters of rice, which was another surprise for me.

*Charles from France*

I went to Ha Noi in August 1997, two years after Viet Nam joined ASEAN. The road system in Ha Noi was very simple then. It has dramatically changed over the last 18 years. Flyovers and high-rise buildings are mushrooming!

*Peter from the USA*



### Extra vocabulary

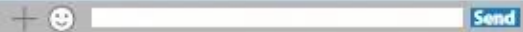
suffered  
exporter

illiteracy  
mushrooming

- 2 Read the posts on Viet Travel Forum (VTF) and retell them to your friends.

#### Example:

Kate is from Russia. She said that she had been to Ho Chi Minh City for the first time in 1983. Ten years later, she was amazed to see so many motorbikes.



- 3 Work in groups. Use the suggestions in the table to write as many posts as possible about the recent changes in Viet Nam that you have heard of or read about. Remember to use adjectives or adverbs to modify the changes.

PAST	PRESENT
manual labour	more technology and equipment
mostly agricultural production	more industrial production
few services	more services
mostly grew rice	export rice, coffee, cashew nuts, pepper, fruit
fewer opportunities for university education	many opportunities for university education (inside and outside the country)
only wealthy families went on holiday	most families go on holiday
holiday inside the country	holiday inside and outside the country
extended family	nuclear family

Which of the changes do you think are the most beneficial?

- 4 Present your group's posts to other groups.

## COMMUNICATION

### Viet Nam: then and now

Before Ss open their books, ask them to work in groups to discuss a change in their neighbourhood that they have heard of or read about. Then tell Ss that they are going to read posts on Viet Travel Forum from some foreigners who visited Viet Nam a long time ago.

Check if Ss understand the meanings of the words in **Extra vocabulary**. If they do not, quickly teach the words by using synonyms, explanations, or even translations.

- suffer (v): to experience something unpleasant, such as injury, defeat, or loss
- mushroom (v): a metaphor verb showing something that grows or develops fast in terms of number and speed
- illiteracy (n): inability to read and write
- exporter (n): a person, company, or country that sells goods to another country

- 1 Have Ss skim-read the posts individually. In pairs, Ss compare how many ideas from the posts they can remember. Then they can read them a second time more slowly for detail.
- 2 Put Ss in groups of three. Tell them that they can look back at the posts and each group member reports on one post as in the example. Afterwards, ask some Ss to retell the posts to the class. Correct them if necessary.

#### **Suggested answers:**

- Charles is from France. He said that the first time he had been to Viet Nam was in 1965. He said that many people were/had been illiterate then but he was astonished that after nearly 30 years there was no more illiteracy although the population had nearly tripled. He was also surprised to learn that the country was one of the largest rice exporting countries.
- Peter is from America. He said that he had gone to Ha Noi in 1997 when Viet Nam had been part of ASEAN for two years. He was shocked/astonished to see that so much had changed over the last 18 years – flyovers and high-rise buildings were mushrooming.

- 3 Have Ss work in groups. Ask them to focus on a couple of the suggestions in the table to discuss and write down a few posts on a big sheet of paper. They can pretend to be foreign visitors and use the posts in 1 as a model. Set a time limit of ten minutes. They should also decide which changes are the most beneficial.
- 4 When the time is up, ask the groups to stick their papers on the wall. Each group reports their best post to the class, saying which changes have been the most beneficial for the country. Vote for the best posts.

## SKILLS 1

### Reading

**1** Work in pairs to answer the following questions.

1. What are the things in the pictures?
2. When and where can you see them?
3. How different are they?



**2** Now read the article from a travel magazine. Then answer the questions that follow.

#### THE TRAM SYSTEM IN HA NOI: THEN AND NOW

Ha Noi had its first tramways in 1900. The tram system was a major means of transport in the city for nine decades and thus the image of the tram and its clanging sounds have gone deep into the hearts and minds of Hanoians. Since it was convenient and cheap to get around the city and to the suburban areas by tram, the system was very popular. However, due to the population boom and the need for a wider road system, the last rail track was removed.

Now, after more than 20 years, the population of Ha Noi has risen from about two million people to more than six million people; therefore, the number of vehicles on the roads has increased dramatically. To meet the increasing travel demands, Ha Noi is launching its first skytrain system, connecting Cat Linh and Ha Dong. The system is expected to begin operations by 2016, with initial four-compartment skytrains. Furthermore, a new rail system project including around eight kilometres of skytrain rail and four kilometres of subway rail, connecting Ha Noi Central Station and Nhon, has also been under construction and is expected to be completed in a few years.

1. In which century was the tram system built?
2. What was the role of the tram system in Ha Noi?
3. When was the system removed?
4. What has happened to Ha Noi's population over the last two decades?
5. How has the tram system in Ha Noi been improved recently?
6. Which of the transport systems do you think is more impressive to Hanoians?

**3** Decide if the following statements are true (T) or false (F).

1. The purpose of the passage is to persuade people to go by skytrain.
2. Hanoians were deeply attached to their tram system.
3. The tram system of Ha Noi only operated in the downtown area.
4. There has been a sharp increase in the number of vehicles in Ha Noi.
5. The new skytrain has been running for two years.

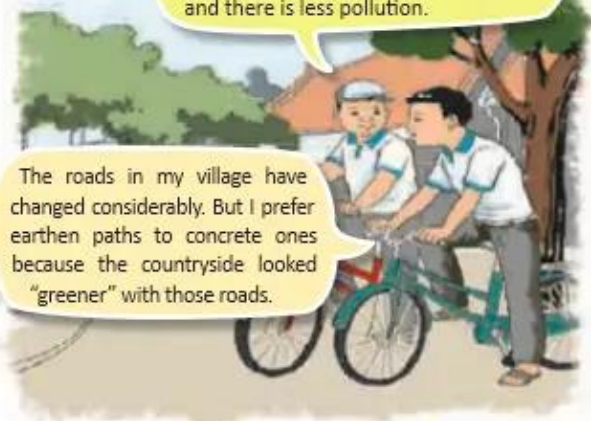
### Speaking

**4** Work in pairs. List different types of traditional and modern transport systems in Viet Nam.

Past	road types: path,...
	vehicles: bicycle,...
Present	road types: underpass,...
	vehicles: motorbike,...

**5** Discuss the changes in transport in your neighbourhood. Is there anything that you prefer about the traditional/modern transport systems where you live?

**Example:** I prefer the elevated walkways to using the pavements on busy roads in my city because it's much safer for pedestrians and there is less pollution.



The roads in my village have changed considerably. But I prefer earthen paths to concrete ones because the countryside looked "greener" with those roads.

## SKILLS 1

### Reading

- 1 Ask Ss to look at the two pictures and discuss the questions. Elicit the answers from Ss. Give Ss two minutes to skim the article and compare their answers with the information in the article.

**Suggested answers:**

- The first picture shows an old tram. The second picture shows a modern train.
- The tram would have been seen in a town or city. These trains can be seen nowadays in big, modern cities.
- They are different in many ways:
  - + the first has fewer compartments (two or three) than the second (four).
  - + the first runs much more slowly.
  - + the first is not air-conditioned while the second is.
  - + the first runs along tracks on the ground at street level, while the second runs on elevated tracks.
  - + the first is powered by overhead electricity wires, while the second runs on electromagnetics.

- 2 Have Ss read the article to answer the questions in pairs. Ask some Ss to share their answers.

**Key:**

1. In the 20th century.
2. It was a major means of transport for Hanoians.
3. In 1990.
4. The population has increased dramatically.
5. New rail systems including a skytrain and a subway are under way.
6. (Students' own opinions)

- 3 Ask Ss to work individually. Remind them to pay attention to key words in each statement. Then allow them to share answers before checking as a class. Ask them to explain why some statements are false.

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

### Speaking

- 4 This can be done as pair work or as a game. Divide the class into two big groups. Members of each group take turns to come to the board to add to the list of different types of transport systems in Viet Nam. Set a time limit of a few minutes. The group with more words/phrases wins.

**Suggested answers:**

Past	Present
road types: <i>path, earthen road, trench, brick road, tunnel, alley, tram system</i>	road types: <i>underpass, flyover, skytrain system, skywalk system, cable car, tunnel, alley</i>
vehicles: <i>bicycle, rickshaw, coach, train, tram</i>	vehicles: <i>motorbike, bicycle, coach, train, car, tram, plane</i>

- 5 Ask Ss to work in pairs to do the discussion. Tell them that they can use the information from 4 and the examples in 5. Ask some pairs to present their ideas to the whole class.

## SKILLS 2

### Listening

- 1 Describe what you see in each picture. What are the similarities or differences between them?



- 2 Nick is talking to Mrs Ha, Duong's mother, about her family in the past. Listen to the conversation and fill in the blanks.

family group: (1) \_\_\_\_\_

number of generations: (2) \_\_\_\_\_

use of rooms: (3) \_\_\_\_\_

topics to talk about during meals: (4) \_\_\_\_\_  
(5) \_\_\_\_\_  
(6) \_\_\_\_\_ in the village

quality needed: (7) \_\_\_\_\_

skills learned: (8) \_\_\_\_\_  
(9) \_\_\_\_\_  
(10) \_\_\_\_\_

- 3 Listen again and decide if the following statements are true (T) or false (F).

	T	F
1. Duong is living in a nuclear family.		
2. Each member in Duong's family has a private room now.		
3. Nick likes the way the family shared rooms in the past.		
4. Nick didn't like the way Mrs Ha's family had meals together.		
5. Mrs Ha admires her grandma.		
6. Nick admires the way the family reached an agreement.		

### Writing

- 4 Work in pairs. Discuss which three of the following qualities would be necessary for people living in an extended family. Remember to give reasons.

hardworking    tolerant    easy-going  
patient        cooperative    helpful  
sympathetic    caring        obedient  
being a good listener    ready to share



#### Example:

I think you'd have to be a patient person because you'd be living with lots of others and if you weren't patient, it could lead to problems. You'd have to wait your turn for everything – the bathroom, the food...



- 5 Write about the three most important qualities you think a person needs to be able to get along with other members in an extended family. You can use the suggested words/phrases above or use your own. Remember to give reasons and examples.



## SKILLS 2

### Introduction

Ask Ss to say if they are living in small families with their parents and siblings only or in big families with grandparents and other relatives. Ask them if they find any difficulties living in their family group or if they want to have anything changed.

## Listening

- 1 Ask Ss to work in pairs to describe the pictures and answer the question. Ask a pair to share their ideas with the class.
- 2 Tell Ss that they are going to listen to a talk between Nick and Mrs Ha, Duong's mother, about her family in the past. Ask them to read the information in the table carefully and try to predict the answers. Tell them to decide the part of speech of the words they will need to fill in the blanks, then listen carefully to find the words from the recording. Play the recording twice. Have two Ss write their answers on the board. Confirm the correct answers.

**Key:** 1. extended family    2. three generations    3. shared    4. their day    5. their work  
6. things happening    7. to be tolerant    8. talk    9. listen    10. compromise

- 3 Have Ss work individually to underline the key words in the statements. Ask Ss to do the exercise without listening to the recording. Write their answers on the board without confirming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for their answers.

**Key:** 1. T    2. T    3. F    4. F    5. T    6. T



### Audio script:

**Nick:** So how many generations shared a house when you were young, Mrs Ha?

**Mrs Ha:** Well, unlike today, people of my generation mostly lived in extended families.

**Nick:** Really? How many of you were there?

**Mrs Ha:** Nine. My grandparents, my uncle, his wife and kids, my parents and me.

**Nick:** And, did you each have a private room like now?

**Mrs Ha:** No, we shared most things... even the bedrooms and bathroom.

**Nick:** I can't imagine! How about meals?

**Mrs Ha:** Meal times were great because we could have time together every day. We talked about our day, problems at work, or things happening in the village.

**Nick:** It sounds great. So who did the shopping and cooking?

**Mrs Ha:** Mostly my grandma. She was very hardworking... and kind, caring, and tolerant.

**Nick:** Wow. You all must have been tolerant to get along so well!

**Mrs Ha:** Yes, this is especially true when it came to decision making.

**Nick:** What happened then?

**Mrs Ha:** We didn't always agree... but we learned to talk, listen and compromise... or grandad made the final decision and we followed...

**Nick:** Hmm, sounds fascinating!

...

## Writing

- 4 First, check that everybody understands the meaning of all the adjectives in the box. Set a time limit for pairs to brainstorm ideas and do the discussion. Move around and help Ss if necessary. Ask Ss to refer back to the listening in 2 and 3, and the example for useful language and ideas. Ask some pairs to present their ideas to the whole class. Confirm that they should give examples to support their main points.
- 5 Now that Ss have talked about the topic, it's time they wrote about it. Ss should work individually to get their ideas down on paper and check the accuracy of what they have written. Give them about 10 minutes to write and edit their work. Next they should pass their work to someone who wasn't in their pair for them to do peer review and add their comments and corrections. It may help to give Ss ideas of comments they can write on their classmate's work. Write some samples on the board:

*Positive comments – Good point/Interesting argument/Original/Good English/Very clear*

*Suggestions – Can this be clearer?/Please give an example/Please explain more*

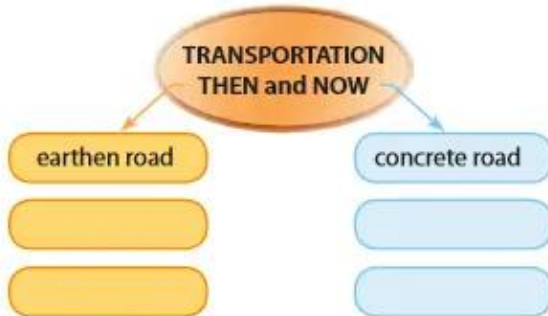
If time allows, give feedback on a few Ss' work. If not, ask Ss to write the second draft for homework. Remind them to refer to peers' comments and feedback.



# LOOKING BACK

## Vocabulary

- 1 Complete the following word web with transport systems in Viet Nam then and now.



- 2 Fill in each blank with one word/phrase.

1. She lived in a(n) \_\_\_\_\_ family, so she didn't have much privacy.
2. We live in a \_\_\_\_\_ family with only my parents and me.
3. Our children didn't have good learning \_\_\_\_\_ like computers, CD players, or laboratories during the 1980s.
4. \_\_\_\_\_ used to be an image associated with our soldiers in the past.
5. Classrooms made of mud and straw with \_\_\_\_\_ all around used to be common in Viet Nam during the war.

- 3 Read the passage and fill in each blank with a suitable word from the box.

tolerant   disobedient   sympathetic   nuclear  
caring   understanding   extended   share

I used to go to a school for the gifted in Ho Chi Minh City. My house was far away, so I had to live with my relatives. It was an (1) \_\_\_\_\_ family with ten people and a cousin of my age. My mother was worried because I came from a (2) \_\_\_\_\_ family – much smaller and less complicated. I was a very (3) \_\_\_\_\_ girl – the type of person who never does what they are told. I was even envious when my cousin got higher



grades. Luckily, my relatives were actually very (4) \_\_\_\_\_ and (5) \_\_\_\_\_, and my cousin herself was a (6) \_\_\_\_\_ girl. She didn't get too upset by my bad behaviour. Just as (7) \_\_\_\_\_ as her mother, she was ready to lend a hand in my study and to take care of me when I was ill. After three years with them, I also learnt that to get along with members in a big family, I should learn how to (8) \_\_\_\_\_.

## Grammar

- 4 Complete the sentences with appropriate adjectives.

1. It is \_\_\_\_\_ to value the improved living conditions we have today.
2. She was \_\_\_\_\_ the skytrain system would solve the traffic problems in the city.
3. The government is \_\_\_\_\_ that our education system will be improved significantly by the year 2020.
4. We are all \_\_\_\_\_ that pollution is getting more and more serious.
5. We were \_\_\_\_\_ to have heard about the poor living conditions back then.
6. I am \_\_\_\_\_ that the clanging sounds of the trams in Ha Noi will stay in our hearts forever.

- 5 Correct the italicised text where necessary.

We had finally finished the school year and Trang asked me to go to Da Nang by train with her. I thought that (1) *it was dangerous to go by ourselves* since we were just fifteen. But Trang (2) *was confident that she take me there safely*. Moreover, our (3) *parents were too busy to go with us*, so they (4) *were happy let us go*. They even took us to Ha Noi Station and left us there with all the luggage and tickets. I (5) *was still worried that we would get lost*, but Trang (6) *was pleased to be allowed to go on her own*. We both (7) *felt that it was more convenient to go by night train* because we could sleep during the night. When we arrived, I (8) *was astonished that the city be very different from what I saw five years earlier*, and I was so relieved that we had arrived safe and sound as she promised.

## LOOKING BACK

Encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them do the exercises.

Ss should record their result for each exercise to complete the Finished! self-assessment box at the end of the unit and identify areas to review.

## Vocabulary

- 1** Have Ss work individually to list all the words on a piece of paper. Set a time limit of three minutes. Then have them combine to work in groups. Ask them to note down as many words they have just listed as possible on a larger piece of paper. Set a new time limit. When the time is up, groups stick their pieces of paper on the board. The group with the highest number of words/phrases wins.

*Suggested answers:*

Then	Now
earthen road, path, trench, brick road, tunnel, alley, tram system	concrete road, underpass, flyover, skytrain system, skywalk system, cable car, tunnel, alley

- 2** Ask Ss to work individually, then compare their answers with a partner. Ask Ss to write their answers on the board. Confirm the correct answers.

**Key:** 1. extended      2. nuclear      3. facilities  
4. Rubber sandals      5. trenches

- 3** Have Ss work in pairs. Tell them that they should pay attention to the cues in the passage for their answers. Elicit the answers from Ss.

**Key:**

1. extended      2. nuclear      3. disobedient      4. sympathetic/understanding  
5. understanding/sympathetic      6. tolerant      7. caring      8. share

## Grammar

For **4** and **5**, ask Ss to work individually first. Then have Ss check their answers with a partner before having them discuss as a class. Remind Ss to keep a record of their original answers so that they can use that information in their self-assessment.

**4**

**Key:**

1. necessary/important      2. certain/sure/hopeful      3. certain/sure/confident  
4. sorry/sure      5. sorry      6. convinced/certain/sure

**5**

**Key:**

1. no change	5. no change
2. take → could take	6. no change
3. no change	7. no change
4. let → to let	8. be → was

## Communication

- 6 Role-play. Interview a travel agent about Vietnamese people's holiday trends before and after 2000. Use the cues in the table for your interview. You may use the example to get you started.

	before 2000	after 2000
Where to go?	- beaches, mountains... - inside the country...	- beaches, mountains... - to other countries
When to go?	summer holiday	- Tet holiday, summer holiday, or other national holidays
How to travel around?	coach, train, rarely by airplane	car, train, airplane
Who to go with?	alone, with family	with family, friends

### Example:

**Interviewer:** Have the Vietnamese changed the way they spend their holidays over the last 20 years?

**Travel agent:** Considerably. For example, they've changed their holiday destinations.

**Interviewer:** So... where did they often go before 2000?

**Travel agent:** They often went to...

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to changes in transport systems, family groups and school life in Viet Nam in the past and at present</li> <li>identify in which situations to stress all the words in sentences and say these sentences correctly</li> <li>use the past perfect correctly</li> <li>use the structure adj + <i>to</i>-infinitive and adj + <i>that</i>-clause correctly</li> <li>read for general and specific information about the tram system in Ha Noi then and now</li> <li>talk about changes in transport in the neighbourhood and express opinions about these changes</li> <li>listen for general and specific information about life in an extended family</li> <li>write about some qualities a person needs to get along in an extended family</li> </ul>			

## PROJECT

### SCHOOL LIFE IN VIET NAM: THEN AND NOW



1. What do you like most about each of the pictures? Why?
2. Plan a photo exhibition about school life in Viet Nam then and now. Work in groups of four. Search for information about the subject. Find photos which show the similarities and differences between then and now. Put them together with some captions as a photo exhibition.
3. Present your group's photo exhibition to the rest of the class. Remember to say what values you've learned from school life in the past.

## Communication

- 6 First, ask pairs to role-play. They can then switch partners and roles and role-play again. Ask for volunteer pairs to perform in front of the class, praise their efforts at fluency and ability to communicate rather than the accuracy of their language.

**Finished!**

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

### PROJECT

#### School life in Viet Nam: Then and now

1. First, have Ss work in groups to ask and answer the questions.

##### *Reference:*

- P1.** This is a classroom with wooden walls. The class doesn't look spacious enough. There is no lighting system either. There are not many students. The T and Ss are all dressed simply. Ss are not wearing uniforms.
- P2 & 3.** This is the opening ceremony of a new school year in the past. The ceremony looks simple but respectful and organised. Ss are standing in rows, listening to the principal's speech. All are wearing straw hats and red scarves.
- P4.** This is a modern classroom with more teaching facilities such as a good board, solid tables, bookshelves, and a projector. The room is spacious.
- P5 & 6.** These are pictures of the opening ceremony of a new school year at present. Ss are standing in rows to listen to their principal's speech. They are all wearing uniforms and red scarves.
2. Next Ss follow the instructions in the book to research and prepare a photo exhibition of their own. If resources are available, this would be best done as a computer slide show. Answer Ss' questions if there are any.
3. Have Ss present their work in the next session, then ask the whole class to vote for the best exhibition/show.