


Teaching English Sounds to Vietnamese Secondary School Students: From Theories to Applications Using Learner-centered Methods

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ABSTRACT

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Pronunciation plays a pivotal role in language teaching for communicative purposes. Practitioners, however, are either ignorant or reluctant to teach pronunciation due to insufficient professional training, time restrictions, large classrooms, and excessive language knowledge. This research was conducted to fill this gap. The author carefully synthesized theories of language and second language (L2) learning to design a series of activities for teaching English pronunciation to Vietnamese secondary school students with the use of learner-centered methods. Sixteen pronunciation lessons on sounds from English 6 i-Learn Smart World (Vo et al., 2021) and English 7 i-Learn Smart World (Vo et al., 2022) were examined. The findings recommended some activities which were based on the pronunciation acquisition of meaning, form, and use and followed the Pre-While-Post teaching procedure. The pedagogical issues mentioned will be resolved in similar educational settings when this effort succeeds in developing a basic theory-based procedure to teach English sounds.

Introduction

The teaching of English as a second language (ESL) pronunciation has been developed over the past 150 years. In the 19th century, little or no emphasis was placed on pronunciation in L2 classrooms due to the influence of the Grammar Translation Method (GTM). Next, pronunciation teaching witnessed two of four waves of pronunciation teaching, namely precursors (1850s-1880s) and the Reform Movement (1880s-early 1900s), and the period of consolidation (1920s-1950s). Many modern tendencies and intelligibility as the goal for teaching pronunciation among non-native English speakers originated from this period. The increasing preference for the use of the Audiolingual Method (ALM) (in the US) and Situational Language Teaching (in the UK) in the 1960s influenced the imitative-intuitive approach to pronunciation instruction and made this approach notably prevalent in language classrooms.

This approach was sometimes supplemented by a teacher's analytic linguistic explanations of phonological aspects. The expansion of ALM was backed up by concurrent technological developments, which placed stress on the spoken pattern practice inside and outside of the classrooms with the use of language labs and, a few years later, portable cassette players. However, the "how" of teaching phonological characteristics was less effective in many classrooms during this growth. After the ALM's decline, Communicative Language Teaching's great expansion was recorded in the 1980s, which contributed to teaching pronunciation according to communicative styles (the 3rd wave of the Reform Movement). Along with the three waves mentioned, educational experts did not generally conduct main empirical studies that improved the quality of pronunciation teaching. This led to the 4th wave (from the mid-1990s to the present), called the emergence of empirical research on pronunciation teaching (Murphy and Baker, 2015).

In Vietnam, the revised English curriculum, introduced on December 26th, 2018 (MOET, 2018), has been piloted in numerous secondary schools for years. English language education aims to build learners' communicative competence, which is the capacity to employ linguistic knowledge of pronunciation, vocabulary, and grammar in communicative tasks such as listening, speaking, reading, and writing (*ibid.*, p. 16). As a result, teaching both language areas and skills is essential. Additionally, the existing teacher-centered paradigm needs to change to the new learner- or learning-centered paradigm so that learners can maximize the opportunities to gain communicative competence (Tung, 2020a).

Six significant trends stand out in language instructions, namely Grammar Translation Method in the 17th, 18th, and 19th centuries, Direct Method at the beginning of the 20th century, Audiolingual Method in the 50s-60s, Communicative Language Teaching in the 70s-80s, and Task-based Language Teaching (version 1) and Task-based Language Teaching (version 2) in the 90s (Richards and Rodgers, 2001). Language teaching approaches may be categorized into three categories, language-centered methods, learning-centered methods, and learner-centered methods (Kumaravadivelu, 2008). According to Tung (2020b), the first four trends above belong to group 1, fifth to group 2, and last to group 3.

Although teaching pronunciation is essential to oral communication, practitioners are likely to be unaware or hesitant to do so (Macdonald, 2002). The writer found two research papers disclosing the situation of teaching English pronunciation in Vietnamese language classrooms. Firstly, Tran and Nguyen (2020) conducted a study in which they used a mixed-methods design to identify teachers' beliefs and their practices of pronunciation teaching. Seven male and sixty-three female teachers from a private English language center in the Mekong Delta of Vietnam participated in the research. According to their findings, 27.1% of participants stated that they always taught pronunciation in the classroom, and up to 51.4% said they often did ($n=36$); 20% gave a "sometimes" response, and 1.4% indicated they seldom did ($n=1$). In addition, the teachers seemed to use conventional approaches and activities due to their lack of expertise in pronunciation pedagogy. This might be linked to insufficient professional training as a result of instructors' awareness and understanding of pronunciation in terms of tertiary phonetics courses. Another work was carried out by Nguyen and Newton in 2020. Six Vietnamese EFL instructors

from a public university in Vietnam voluntarily participated in this study as a cohort (with a total of six instructors whose ages ranged from 29 to 52). They all held an MA in TESOL or Applied Linguistics and had taught at the institution for six to 23 years. Each course included four study packages, one three-hour class meeting each week in a 12-week duration. Twelve lessons made up each study package, including two lessons each for reading, listening, speaking, writing, vocabulary, and grammar. The final grade was based on a written examination that primarily assessed students' vocabulary, grammar, reading, listening comprehension, and writing skills. As a result, pronunciation played no role in either assessment. Six individual interviews and non-participant classroom observations totaling 12 forty-five-minute classes were used to gather the data (approximately 30 minutes for each). The research findings demonstrate that the instructors' pronunciation teaching is often unplanned and reactive, incorporating corrective feedback via recasts and/or prompts in reaction to learners' pronunciation problems of segmental characteristics. The instructors say that it is impossible to teach pronunciation in detail due to time restrictions, their large classrooms, and the excessive amount of language knowledge that is required to deliver by the curriculum (Nguyen and Newton, 2020). To sum up, insufficient professional training, time constraints, large classes, and excessive language knowledge are to blame for the teachers' uncertainty about teaching pronunciation to their students.

This study was carried out to close this gap. It aimed to contribute a basic theory-based procedure to teach English sounds in which the teachers use learner-centered methods to the literature by thoughtfully summarizing theories of language and L2 learning. Therefore, the findings revealed from this work would propose some applicable activities which help to solve the pedagogical problems mentioned above if the teaching contexts are similar.

Research Question

To fulfill this objective, the following research question is put forward: *Which activities can teachers use to teach English sounds to Vietnamese secondary school students?*

Literature review

The study of language

According to McCarthy (2001), the two main paradigms in the study of language are language as an abstract system and language as a social phenomenon. Whereas the former claims that language should be independently studied with its environment, the latter supports that social settings in which language is employed should be taken into account because it determines the speaker's or writer's intentions.

There are three main approaches for teaching pronunciation, including the intuitive-imitative, analytic-linguistic, and integrative Methods (Celce-Murcia, 1996). The first and final approaches most relate to the two paradigms mentioned. Two notions of "competence" also link to these paradigms: linguistic competence and communicative competence.

Language as an abstract system

According to Hismanoglu and Hismanoglu (2010), the intuitive-imitative Method makes the assumption that a student's capacity to hear and mimic the rhythms and sounds of the target language will result in the establishment of an acceptable threshold of pronunciation without the need for any explicit instruction. In the 1960s, 1970s, and even 1980s, the development of the language laboratory and the Audiolingual Method helped promote this approach.

In terms of competence, Chomsky (1965) emphasizes studying language as a system independent of any particular context of language usage, in which the ideas of linguistic (syntactic, lexical, morphological, and phonological) competence were introduced.

Language as a social phenomenon

In the current integrative approach, pronunciation is not seen as a separate drill-and-practice subskill but rather as a crucial part of communication. Pronunciation is practiced within purposeful task-based activities. For instance, students may employ pronunciation-focused listening exercises to speed up their pronunciation learning. The suprasegmentals of stress, rhythm, and intonation are given additional attention in the extended discourse that goes beyond the phoneme and word level. Additionally, it is taught to fulfill learners' particular needs (Hismanoglu and Hismanoglu, 2010). What is more, a dual-focus oral communication program aims to develop discourse, sociolinguistics, and strategic competence by using language for communication, in which the micro-level instruction focuses on linguistic (i.e., phonetic-phonological) competence through the practice of segmentals and suprasegmentals and the macro-level attends to more global elements of communicability (Morley, 1994).

Over the last twenty years, there has been a transformation in the way that language is taught and learned, with the current focus more on students and learning than on teachers and teaching. This results in a marked shift of emphasis among researchers from particular linguistic competencies to wider communicative competencies (Morley, 1991). Hymes (1972) defines communicative competence as understanding grammatical rules and language usage in specific contexts. The researcher offers four alternative ways to language usage in social contexts, including what is formally possible with language, what is practical, what is suitable, and what is really done. The scholar defines "formally possible" as the type of social activity that will elicit a response to someone's language usage and cultural practices. He connects what is feasible to psycholinguistic features of a speaker's capacity to comprehend the utterances that are formally possible in either language productions or comprehensions, such as memory limitation and understanding. Besides, appropriateness can be viewed as a link between particular language performance and the context as participants in communicative practice understand it. What subset of formally conceivable, practicable, and suitable utterances will be utilized by participants in a certain speech environment is determined by probabilistic principles of language usage (Van Compernelle, 2014).

The Theories of L2 Learning

Behaviorism

All learning, including acquiring a language, is viewed in behaviorism as the development of new behavior. The environment is the most vital component of learning. This means that learning is the process of building reactions to environmental stimuli. These responses will be

repeated if they are positively reinforced. If the replies are penalized, consisting of mistake correction, they will be susceptible to giving up. To this theory, a youngster acquires a language by mimicking the sounds and sentences he/she hears around him/her. Moreover, frequency plays a crucial influence. This means that the relationship between the stimulus and the response is reinforced each time by the response which is given (Bill and Jessica, 2015).

In terms of pronunciation teaching, mimicking and reading aloud are the earliest ways of teaching pronunciation. The emphasis on developing habits while learning L2 phonology is due to the unique features of pronunciation, which, unlike other language abilities, integrates both motor and cognitive processes. Few will contest that frequent practice of motor activities increases dexterity. In addition, listening and repeating have mutually reinforcing effects; focused listening may increase oral output, and practicing oral production can improve auditory perception. Both imitation and discrimination exercises play a crucial role in the teaching of pronunciation as a way to make articulation more automatic and routinized, but they are best understood as a step toward more meaningful and communicative practice (Pennington, 1996).

Mentalism

Traditional psychologically oriented views hold that learning is an individual endeavor in which external stimuli accomplish learning. Nina and Patsy (2010) restate that acquiring a second language involves the learner's attention and effort, which students are completely aware of what is being paid to. According to certain information processing theories, language, like other skilled activities, is initially learned through the conscious study of what is referred to as "declarative knowledge", which may then be "proceduralized" through practice and eventually become "automatic" (De Keyser, 2003).

The skill acquisition hypothesis is one cognitive psychology viewpoint pertinent to acquiring L2 pronunciation (DeKeyser, 2015). These phases involve learning declarative knowledge, turning declarative knowledge into procedural knowledge, and automating. Declarative information about a skill is learned in the first stage through reading books, seeing others, or hearing from a teacher. This knowledge often takes the shape of abstract principles and concrete instances. The second level requires the procedural application of declarative information to execute a skill, often via gradual and careful training. A significant quantity of practice is required at the final level to achieve effortless and fluid skill performance.

Acquisition process

One way of encouraging students to notice is by using some kind of input enhancement (Sharwood Smith, 1993). It can take the form of "input flooding", in which learners are more frequently exposed to the target structure in a specific text. According to Donato (1994), and Swain and Lapkin (1998), peer interactions can also increase learners' awareness through the use of particular "consciousness-raising" tasks (Fotos and Ellis, 1991). In these tasks, students are given data, such as a set of grammatical and ungrammatical sentences, and are encouraged to find the grammatical generalization for themselves. Additionally, input-processing tasks are involved in the promoting noticing category (Van Patten, 2006), where students are encouraged to focus on specific target language features, particularly those that differ from their native language (L1) and second language (L2), rather than working on explicit rule learning and application. Since using language is a skill, overt productive practice is necessary as well

(DeKeyser, 2007). Furthermore, feedback is also considered to be an important component. Its mechanisms range from direct instructor correction to recasts, in which the teacher reformulates what the students have just stated incorrectly to allow them to correct themselves freely (Diane and Jeanette, 2010).

Meaning, Use, Form (MUF) Framework

The MUF (Meaning, Use, and Form) framework strongly emphasizes using context while teaching English to young students. The first component of the MUF framework is to provide students with meaningful learning by giving them a proper context. In the second component, they are provided chances to employ the previously learned language. They are then encouraged to recognize the linguistic pattern that they have previously learned. These aspects of this framework allow students to practice and utilize language while noticing its form (Moon, 2008).

Teaching Pronunciation

Penny (2012) reveals that teaching pronunciation should begin with awareness-raising tasks in which the teacher allows students to hear and compare two easily misunderstood sounds either in isolation or within simple pairings, such as ship/sheep, and makes sure they can really distinguish the differences. In this stage, systematic clarification is useful. The next stage is to instruct them to mimic your or an audio recording's pronunciation of the sounds in single syllables or pairs of contrasting syllables. Then, memorizing how whole phrases or sentences should be performed is usually helpful in the context of dialogues or jazz chants. Finally, it is crucial to practice pronunciation within a communicative activity that requires students to communicate with one another, where comprehension relies on proper pronunciation or emphasis.

Task-based instruction (TBI) and L2 pronunciation

Tasks are activities that are meaning-focused and mainly need language use. This means that in order to complete a "task", participants must behave as "language users", using the same types of communication techniques used in everyday life.

TBI is a kind of communicative approach seeking to improve L2 learners' communicative proficiency by having them participate in meaning-oriented communication while carrying out a task (Ellis and Shintani, 2014). The term "task" in TBI refers to a "workplan" with meaning as its main priority and requires students to use their language resources to complete it. This "workplan" often has some kind of "information gap", and the goal is to produce a clear communicative result (Ellis, 2003). Regarding second language acquisition, TBI has been deemed appropriate for language learning because it fosters interaction and meaning negotiation in L2, leading to the notice of salient linguistic forms in the input or the production of more language-related episodes (Doughty and Williams, 1998; Schmidt, 2001). These episodes are interactional sequences in which learners concentrate on a particular linguistic feature and engage in discussion about it (Swain and Lapkin, 2001). TBI also aims to sharpen linguistic and interactional skills while promoting the development of communicative competence in learners via meaning-focused communication (Ellis, 2003). This is because learners must pay attention to linguistic forms for learning to occur, even if they are mainly focused on meaning to generate and interpret messages (Ellis and Shintani, 2014). In this regard,

Robinson's Cognition Hypothesis (2001) offers an explanation of how TBI might assist students in developing L2. According to Robinson (2001), as the cognitive complexity of activities increases, they will make L2 language more accurate and sophisticated (but less fluent) because difficult tasks encourage greater engagement, attention to form, and the absorption of information from the input than simpler ones.

Methods

This study was conducted in three English-intensive classes at a state secondary school in Ho Chi Minh City, Vietnam. In terms of the educational setting, the number of students in each class was usually around 45 students. Televisions or projectors are equipped in some classrooms. I-Learn Smart World textbooks were the fundamental textbooks that are used to teach students as the requirements for the standard English program. The two textbooks, namely English 6 i-Learn Smart World (Vo et al., 2021) and English 7 i-Learn Smart World (Vo et al., 2022), with eight pronunciation lessons on sounds (for each), were used to survey.

Vietnamese teachers usually taught pronunciation lessons in the i-Learn Smart World textbooks. At this school, students have weekly 90-minute lessons with foreign teachers, and they use other textbooks, including Achievers Grade 6 and Achievers Grade 7 (Martyn and Julia, 2021) in those lessons. Besides, the pronunciation and speaking lessons are taught in a 45-minute lesson according to two syllabuses (grade 6 and grade 7). Hence, approximately 25 minutes are usually spent on teaching pronunciation.

Findings and discussion

The activities which were designed to teach English sounds in these textbooks followed a similar sequence of tasks which included (1) focusing on this sound, (2) listening to the words and focusing on the underlined letters, (3) listening and crossing out the one with the different sound, (4) reading the words with the correct sound to a partner, (5) practicing asking and answering, and (6) practicing with your own ideas.

For the first task, teachers introduced or explained target pronunciation which was shown with its phonetical transcription, to their students. For the second task, students were asked to hear three examples containing the target pronunciation. This task aimed to make the target pronunciation appear more frequently and make students notice it more. For the third task, students were required to listen to a recording and cross out the one that did not follow the previous note. This activity was to help students differentiate between correct and incorrect sounds. For the last two tasks, students worked with their classmates to practice the target pronunciation using clues and their opinions. These activities provided students with opportunities to use target pronunciation to communicate in specific contexts.

The activities which were reported in this work followed a Pre-While-Post procedure and adopted a task-based approach. Based on the MUF framework, the acquisition process ranged from meaning to use. Teacher and peer feedback was provided after each activity.

Table 1. A part of the procedure with activities to teach English sounds

| Stages and Timing | MUF Framework | Teacher's activities | Students' activities |
|---------------------|---------------|---|--|
| Pre- (8 mins) | Meaning | <p>Aim: introducing new language in a context</p> <p>TASK 1: NOTICING GAME</p> <ul style="list-style-type: none"> - Dividing the class into two groups - Asking students to listen to a recorded file or watch a short clip containing the target sounds twice. The content should be authentic and easy for students in grades 6 and 7 to understand. - Asking students to work in groups in which students try to imitate the sounds. - Informing students that the winner will be the group having more students reading the text in the most similar way to the audio content in the recording or clip. The script should be given to students at this stage. - Informing students that each team has three turns. After each turn, the teacher asks students to listen to the file again and check together. The scoring rubric should also be designed and delivered to make peer evaluations more precise and fair. - Checking students' comprehension by asking questions - Demonstrating the game with a group - (<i>It's time to play the game</i>) - Giving teacher and peer feedback after each turn - Summarizing the points of each group and announcing the winner - Asking students to highlight the sounds that the teacher wants them to determine in this context - Asking students to classify the sounds into groups such as /əʊ/, /aʊ/, etc. - Asking students to tell the differences between separate sounds and giving some examples for each group - Demonstrating the sounds to students and giving students phonetical transcriptions (1) | <ul style="list-style-type: none"> - Listening to their teacher and joining the game - Working in groups and mimicking the sounds - Listening to their teacher - Listening to their teacher - Answering their teacher - Observing their classmates - Listening to their teacher and friends giving feedback - Clapping their hands and receiving candies - Highlighting the sounds - Classifying the sounds - Telling the differences and giving examples - Listening, observing their teacher, and taking notes |
| While- (12 mins) | | Form | <p>Aim: making learners aware of sounds learned</p> <p>TASK 2: LISTEN AND DO TASKS</p> <ul style="list-style-type: none"> - Asking students to listen and repeat the words given - Asking students to listen and point out the sounds of the underlined part - Asking students to listen twice and cross out the one that does not follow the transcriptions noted in (1) <p>Aim: helping students to remember the target sounds longer by practicing pronouncing them in contexts</p> |

| | | | |
|----------------|-----|--|---|
| | | TASK 3: FOCUSED TASKS - Giving students a list of pictures indicating the words/ sentences which have similar sounds - Asking students to guess these words/ sentences and practice pronouncing them | - Looking at the pictures - Guessing and practicing producing sounds |
| Post- (5 mins) | Use | Aim: helping students to practice speaking meaningfully using the sounds taught TASK 4: OUTPUT PROMPTING TASK - Asking students to practice the conversation in pairs - Asking students to practice speaking with their own ideas in pairs (the pair may be similar or different from the previous pair.) | - Practicing speaking in pairs - Practicing speaking in pairs |
| | | SPEAKING PART | |

During the initial phase, the teacher designed different activities to provide adequate support to her learners so that her students could deal with a series of complex and challenging tasks. New English sounds were also presented in the pre-stage. Throughout the task, the learners performed the task by doing exercises (emphasizing the correctness of linguistic forms) and practicing using these sounds in contexts. In the final stage, the teacher created an opportunity for task performance, in which the students were let to practice the target language with their own ideas.

For homework, students were asked to collect different words containing these sounds and then make flashcards. One side of a card was recommended to be a phonetical transcription, and the other was a word or sentence. Additionally, the teacher asked her students to complete pronunciation exercises at home. This type of exercise might help the students recognize the sounds learned in particular words, compare the pairs of sounds given, and then choose the words whose underlined part was pronounced differently from that of the others. This exercise also helped the teacher to assess her students easily and objectively. Moreover, in this exercise, the target sounds that the teacher wanted to test her students could be tailored to make the content more suitable for their English levels and ages.

Table 2. An exercise for assessing students' understanding of English sounds

| | | | |
|---|---------------------------|----------------------------|------------------------|
| Choose the words whose underlined part is pronounced differently from that of the others in each group. Write the phonetical transcription of each underlined part next to it. | | | |
| 1. A. <u>s</u> ign ... | B. <u>c</u> ity ... | C. <u>k</u> itchen ... | D. <u>d</u> inner ... |
| 2. A. <u>s</u> peaking ... | B. <u>t</u> eaching ... | C. <u>c</u> leaning ... | D. <u>w</u> earing ... |
| 3. A. <u>w</u> est ... | B. <u>r</u> estaurant ... | C. <u>c</u> enter ... | D. <u>b</u> ed ... |
| 4. A. <u>h</u> ometown ... | B. <u>h</u> ouse ... | C. <u>g</u> row ... | D. <u>n</u> ow ... |
| 5. A. <u>f</u> estival ... | B. <u>n</u> ever ... | C. <u>p</u> erformance ... | D. <u>s</u> elfish ... |

The procedure to teach English sounds revealed in this work is comparable to that of Penny (2012). It starts with an activity that raises awareness by having students listen to and compare the target sounds with the others. Then, they are instructed to imitate the teacher's or the audio recording's pronunciation and memorize how the whole phrases/ sentences are performed in the

context. Finally, they put their newly acquired pronunciation into practice. Through this process, the goal of language teaching, which places emphasis on building the learner's communicative competence (MOET, 2018), is also achieved. Moreover, it is appropriate for the second paradigm in language study, namely language as a social phenomenon, where pronunciation is rehearsed within intentional task-based activities (McCarthy, 2001). In accordance with the MUF framework, students are given a proper context (Meaning) for meaningful learning before being prompted to discover linguistic patterns (Form). In the final phase (Use), they can employ the previously learned language (Moon, 2008).

The teaching activities proposed in this paper adapt the theories of L2 learning. For behaviorism, students are asked to imitate the sounds in the file/ clip, listen and repeat after their teacher or the recording, which are similar to mimicking, increasing frequency, listening, and repeating reported by Bill and Jessica (2015) and Pennington (1996). For mentalism, Nina and Patsy (2010) believe that learning a second language requires the learner's focus and effort, which students are well aware of the attention being provided to them. In this investigation, the author modifies this theory by letting the students listen to/ watch a recorded file/ short clip, doing follow-up activities, and then presenting the target sounds before practicing. The writer also takes advantage of the characteristics of the acquisition process to design activities for students which increase their peer interactions through working in groups and peer commenting. Additionally, the teacher helps students notice categories or gain input processing by classifying the sounds into groups. What is more, the activities in this research are similar to some previous studies. Specifically, the author uses the activities such as reading aloud, repetition/ imitation, classroom games, role-play, and visual aids as Tran and Nguyen (2020), and recasts and/or prompts that provide corrective feedback in response to pronunciation mistakes made by students as Nguyen and Newton (2020).

Conclusion

The theory-based procedure discussed above can be used as a reference when teachers instruct English sounds in the textbooks of English 6 i-Learn Smart World (Vo et al., 2021) and English 7 i-Learn Smart World (Vo et al., 2022).

This work is not without weaknesses. Firstly, owing to the constraint of time for each pronunciation lesson, more activities cannot be employed. The number of students in each class is high. Therefore, it can cause loud noise in the environment outside the classroom when teachers apply these activities. Secondly, weaker students do not have many opportunities to perform in front of their class and receive teacher feedback. In such a circumstance, the ideal number of students in a classroom should be between 12 and 25. Thirdly, these findings are surveyed based on two specific textbooks, so teachers need to modify this procedure more for teaching other textbooks. Finally, the teachers may deal with the lack of teaching facilities such as speakers, televisions, and projectors. This requires teachers to make teaching aids by hand, which costs them time and money. However, I believe this technical issue cannot cause long-term trouble in the future.

The approach outlined in this paper needs more empirical research to be fully developed. Suppose future efforts are successful in building a well-grounded procedure from the theories

of applied linguistics and second language acquisition. In that case, the pedagogical problems mentioned above can be alleviated if the teaching contexts are similar.

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Biodata

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APPENDIX

An example, English 6, i-Learn Smart World - Unit 8 - Lesson 2 (Vo et al., 2021)

Pronunciation

a. Focus on the /ou/ sound.

c. Listen and repeat.

d. Read the words with the correct sound to a partner.

b. Listen to the words and focus on the underlined letters.

soap pillow phone

Practice

a. Practice the conversation. Swap roles and repeat.

| | |
|--|---|
| Toby: What do we need for the trip? | |
| Emma: We need to bring a <u>flashlight</u> so we <u>can see at night</u> . | tent/cell phone |
| Toby: Should we bring <u>bottled water</u> so we don't get <u>thirsty</u> ? | have somewhere to stay/can call our parents |
| Emma: No. <u>They have water</u> there. | food/toys |
| Toby: Okay, what else do we need to bring? | hungry/bored |
| Emma: We need to bring <u>sleeping bags</u> so we <u>don't get cold at night</u> . | There's a restaurant/There's lots to do |
| Toby: Sorry, did you say we need <u>sleeping bags</u> ? | jackets/books |
| Emma: Yes, that's right. | don't get cold/can read at night |
| | jackets/books |

b. Practice with your own ideas.

Speaking

Preparing for an Overnight Adventure

a. You're preparing for a camping trip to Cát Tiên National Park. Work in pairs. Look at the list and choose the five most important items to bring with you and give reasons why.

What do we need to bring for our camping trip?

We need to bring bottled water so we don't get thirsty.

Should we bring a tent so we have somewhere to stay?

Yes, good idea.

OVERNIGHT ADVENTURE

- bottled water
- pillows
- cell phone
- flashlight and batteries
- soap and shampoo
- toilet paper
- tent
- comic books
- food
- money
- jacket
- toys
- sunglasses
- candies
- sleeping bags
- towels

| ITEMS TO BRING | REASONS |
|----------------|-------------------|
| bottled water | don't get thirsty |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

b. Join another pair and compare your lists. Did you choose the same things?

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