

**GETTING STARTED****Making plans for the weekend****THIS UNIT INCLUDES:****VOCABULARY**

Music and arts

**PRONUNCIATION**

Sounds: /ʃ/ and /ʒ/

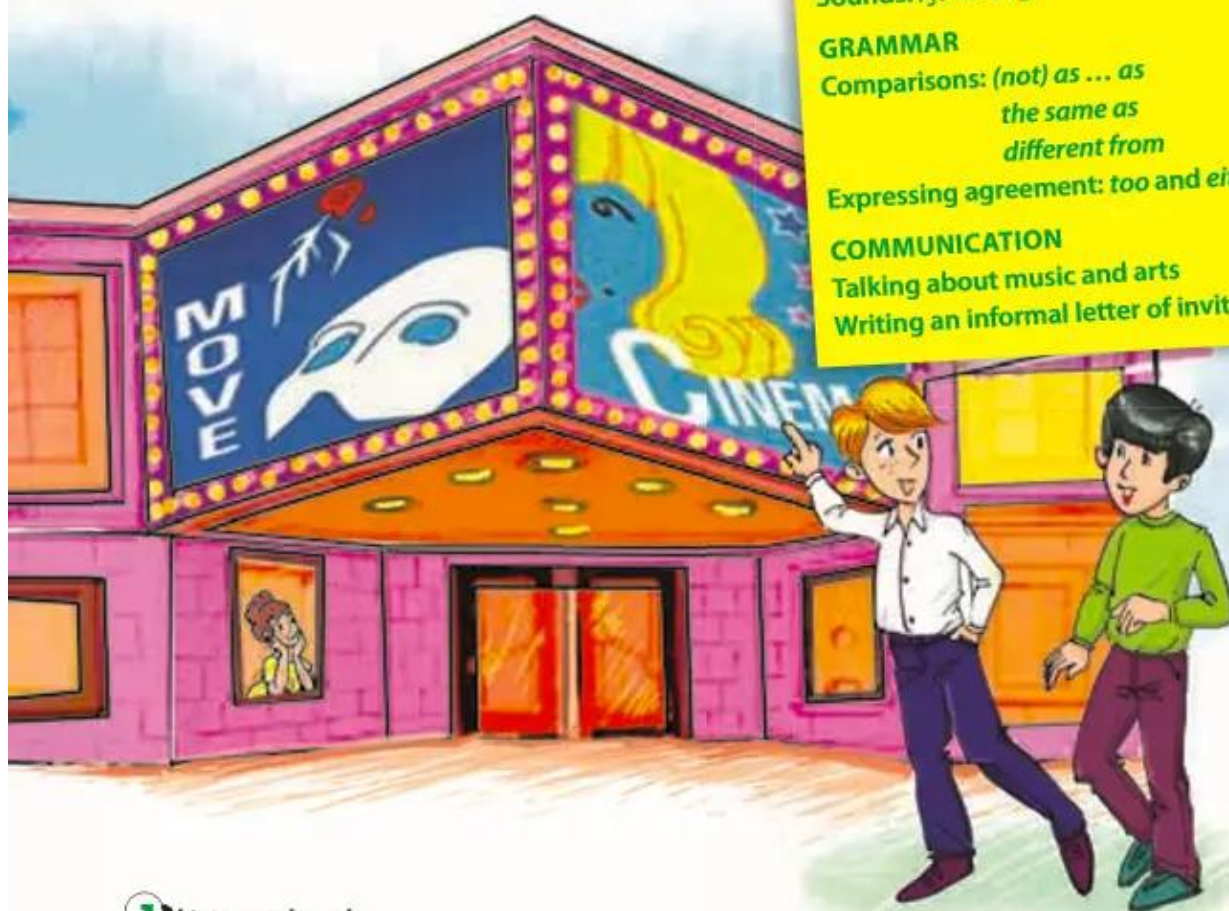
**GRAMMAR**Comparisons: (not) as ... as  
the same as  
different from

Expressing agreement: too and either

**COMMUNICATION**

Talking about music and arts

Writing an informal letter of invitation

**1 Listen and read.**

**Nick:** Hi Duong. How are things?

**Duong:** Good. Oh, have you visited the Crazy Paint art gallery recently?

**Nick:** No, I haven't. I heard that it's not as good as it was before.

**Duong:** Oh no! It's great! I went there last weekend. The paintings are excellent! So what shall we do this weekend?

**Nick:** Let me see. The La La Las are playing at the Young Club, let's go!

**Duong:** But we can watch the concert live on TV.

**Nick:** Oh, come on! It's quite different to be there in person - the musicians, the crowd, the colourful lights, the atmosphere ... it will be fantastic!

**Duong:** I don't like so much noise, Nick. Loud pop music really isn't my thing.

**Nick:** Come on, Duong. It will be exciting!

**Duong:** How about going to the cinema? I like films.

**Nick:** Me too. OK, we can go to the cinema if I get to choose the film!

## Objectives:

By the end of this unit, Ss can:

- pronounce the sounds /ʃ/ and /ʒ/ correctly in isolation and in context
- use lexical items related to the topic 'Music and Arts'
- use comparisons: *(not) as ... as*  
*the same as*  
*different from*
- express agreement using *too* and *either*
- use some combinations: *draw/ paint a picture, play the guitar ...*
- read for specific information about traditional arts
- talk/ sing or do other activities related to music and arts
- listen to get information about an artist
- write an informal letter of invitation

## GETTING STARTED

### Making plans for the weekend

#### Introduction

T writes on the board: Music + Arts

Then T begins to ask Ss questions:

- *Do you often listen to music? When? How often?*
- *What kind of music do you like? Why?*
- *What is art/ are arts? Give examples.*

T explains to Ss:

- *art*: the use of the imagination to express ideas or feelings, particularly in painting, drawing or sculpture.
- *the arts* (in general): art, music, theatre, literature, etc. when you think of them as a group.

Then T asks Ss to look at the title/the picture and guess what the conversation between Duong and Nick might be about.



- 1** Ask Ss questions about the picture:  
E.g.: *Who are Duong and Nick?*  
*What are they going to do?*  
Play the recording. Ss listen and read.



**a Are these sentences true (T) or false (F)?**

- |   |                            |                            |
|---|----------------------------|----------------------------|
| 1. Duong and Nick are making plans for their weekend. | T <input type="checkbox"/> | F <input type="checkbox"/> |
| 2. The art gallery isn't as good as before.           | <input type="checkbox"/>   | <input type="checkbox"/>   |
| 3. Nick likes pop music.                              | <input type="checkbox"/>   | <input type="checkbox"/>   |
| 4. Duong wants to be at the pop concert.              | <input type="checkbox"/>   | <input type="checkbox"/>   |
| 5. Nick will let Duong choose the film.               | <input type="checkbox"/>   | <input type="checkbox"/>   |

**b Finish the following sentences by writing one word/phrase from the conversation.**

- Crazy Paint art gallery is \_\_\_\_\_ before.
- Duong says it is very \_\_\_\_\_ at pop concerts.
- Nick thinks pop concerts are \_\_\_\_\_.
- Nick says it's more exciting to be at pop concerts \_\_\_\_\_.
- Duong and Nick have decided to go to the \_\_\_\_\_.

**c Find these expressions in the conversation. Check what they mean.**

- Let me see.
- Come on.
- It isn't my thing.

**d Work in pairs. Make short role-plays with the expressions above. Then practise them.**

**Example:**

- A:** We'll go to the theatre next Saturday.  
Can you go, too?
- B:** Let me see. I'll have to ask my parents first.

**Can you extend your conversation?**

**2 Write the correct word/phrase under each of the pictures. Then listen and repeat.**

camera  
portrait  
paintbrush  
microphone  
museum  
painting  
crayons  
art gallery  
opera  
musical instruments



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



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



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



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



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



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



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

**3 Complete these sentences with words from 2.**

- The painter's exhibition, 'Hidden Flower', begins today at the city \_\_\_\_\_.
- Bui Xuan Phai is my favourite artist. I love his \_\_\_\_\_ of the old Ha Noi streets.
- In Barcelona, Spain, you can visit a \_\_\_\_\_ dedicated to the life of Picasso.
- I think photography is an interesting art form. Of course, having a good \_\_\_\_\_ is important.
- I rarely listen to \_\_\_\_\_ at home. I can't understand the words they sing, and I prefer modern music.

- a Ss work independently or in pairs to answer the questions. Then T may let them discuss in groups (Ss may refer back to the conversation). T then checks their answers, and gives explanations if necessary.

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

- b Ss work individually to fill the gaps in the sentences. T lets them check the answers in pairs or groups, then T gives the key. If there's time, call some Ss to read the sentences.

**Key:** 1. as good as 2. loud 3. fantastic 4. in person 5. cinema

- c Tell Ss to refer back to the conversation to find the phrases. Ss practise saying them together (T plays the recording again if necessary). Explain the meaning (or give synonyms/ Vietnamese equivalent) to Ss, then give some examples.

**Key:** 1. used when you are thinking what to say or reply  
2. used to show that you don't agree with what sb has said  
3. used to show that you don't like something

- d Ask Ss to practise the short conversations in pairs before creating their short role-plays. More able Ss can try to extend the conversation.

- 2 Ss write the words/ phrases under the right pictures. Then T plays the recording. Let Ss listen and repeat. Check and correct their pronunciation. Give them the meaning of the words if necessary.

**Key:** 1. microphone 2. camera 3. painting 4. musical instruments  
5. portrait 6. art gallery 7. crayons 8. museum  
9. opera 10. paintbrush

**Notes:**

T may need to help Ss differentiate between a portrait and a painting:

**A portrait:** a painting, drawing or photograph of a person, especially of the head and shoulders.

**A painting:** a picture that has been made using paint.

Ss also need to differentiate between a museum and an art gallery:

**A museum:** a building in which objects of artistic, cultural, historical, or scientific interest are kept and shown to the public. Artwork at art galleries is often for sale while at museums there is nothing for sale.

**An art gallery:** a building where paintings and other works of art are shown to the public for sale.

- 3 Ask Ss to write the correct words in the spaces. Allow Ss to check their answers (in pairs or in groups). The class gives comments, and T gives correction if necessary.

**Key:** 1. art gallery 2. paintings 3. museum 4. camera 5. opera



## A CLOSER LOOK 1

### Vocabulary

1 Listen and repeat these words.

painter    artist    actress    musician  
puppet    dancer    singer    songwriter

2 Match a word in A with a phrase in B.

- |  |   |
|--|---|
| <b>A</b><br>1. play<br>2. draw<br>3. write<br>4. work<br>5. take | <b>B</b><br>a. a song<br>b. a portrait<br>c. a photo<br>d. as an actor<br>e. the guitar |
|--|---|

3a Put these letters in order to make musical instruments.

- |           |           |              |
|-----------|-----------|--------------|
| 1. rmud   | 2. noaip  | 3. lloec     |
| 4. trauig | 5. linvoi | 6. xohonepas |

b Write the type of musical instruments in the box under each picture.

a cello    a saxophone    a violin    a guitar  
Dan Bau    a piano    a drum



4 Put one of these words in each blank to finish the sentences.

singer    draw    instrument  
painter    puppet    pop

- My father's friend is a great \_\_\_\_\_.
- \_\_\_\_\_ music is not as exciting as rock and roll.
- The \_\_\_\_\_ I like most is Karen Carpenter.
- I like to \_\_\_\_\_ cartoons.
- Many tourists to Viet Nam come to see the water \_\_\_\_\_ show.
- In Viet Nam, the Dan Bau is a traditional musical \_\_\_\_\_.

### Pronunciation

/f/ and /z/

5 Listen and repeat. Pay attention to the sounds /f/ and /z/.

/f/: condition    ocean    shy    sugar    machine  
/z/: measure    pleasure    usual    vision    television

6 Listen to the words and put them into two groups.

anxious    closure    musician  
dishwasher    occasion    leisure  
television    rubbish

/f/	/z/

7 Listen and repeat the sentences. Underline the words with the sound /f/ once. Underline the words with the sound /z/ twice.

- Can you show me the new machine?
- They sing the song 'Auld Lang Syne' on some occasions.
- The musician is very anxious about the next performance.
- She wanted to share her pleasure with other people.
- The new cinema is opposite the bus station.
- Are you sure this is an interesting television programme?



## A CLOSER LOOK 1

### Introduction

Brainstorm with Ss: let them find all the words they know related to music and arts. Encourage them to read out as many words as possible.

### Vocabulary

- 1 Play the recording and let Ss listen. Play it again with pauses for them to repeat each word. Correct their pronunciation.
- 2 Ss work individually to match the words with the phrases. T calls one or two Ss to write the combinations on the board. Then T checks the answers.

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

- 3a T lets Ss work in pairs and put the letters in order to form the correct words. Then check their answers.

**Key:** 1. drum      2. piano      3. cello      4. guitar      5. violin      6. saxophone

- b Let Ss work in pairs. T checks their answers. Then let them read the words after T. T may let them talk about these musical instruments (in pairs or in groups).

**Key:** 1. a guitar      2. a drum      3. Dan Bau (one string guitar)  
4. a violin      5. a cello      6. a piano      7. a saxophone

- 4 Give Ss enough time to do the task individually. Some Ss may write the answers on the board. Then let the class comment, and give them the correct answers. T may call some Ss to read the sentences.

**Key:** 1. painter      2. Pop      3. singer      4. draw      5. puppet      6. instrument

### Pronunciation

/f/ and /z/

- 5 Let Ss practise the sounds /f/ and /z/ together. Show Ss how to pronounce the two sounds. Play the recording and let Ss listen and repeat. Correct their pronunciation.



**Audio script:** /f/: condition      ocean      shy      sugar      machine  
/z/: measure      pleasure      usual      vision      television

- 6 Play the recording two or three times. Help Ss distinguish the two sounds /f/ and /z/, and put the words in the right columns. Ask Ss to give more words having the two sounds.

**Key:** /f/: anxious      musician      dishwasher      rubbish  
/z/: closure      occasion      leisure      television

- 7 Play the recording as many times as possible and let Ss repeat the sentences. Correct their pronunciation and help them do the task as directed.

**Key:** 1. Can you show me the new machine?  
2. They sing the song 'Auld Lang Syne' on some occasions.  
3. The musician is very anxious about the next performance.  
4. She wanted to share her pleasure with other people.  
5. The new cinema is opposite the bus station.  
6. Are you sure this is an interesting television programme?

**Note:** If there's time, T may refer to the following:

Sound /f/ can be represented by **sh** (she, wash, ...)      by **t** (station, initial ...)      or by **c** (special, physician ...)  
by **ch** (machine, ...)      by **s** (sugar, sure ...)  
Sound /z/ can be represented by **s** (television, usually ...)



## A CLOSER LOOK 2

### Grammar

#### Comparisons

(not) as ... as	the same as	different from
-----------------	-------------	----------------



- **as + adjective + as** to show that two things are similar.
- **not as + adjective + as** to mean something is 'more' or 'less' than something else.
- **the same as ...** to show similarity.
- **different from** to show that two or more things are not similar.

#### Examples:

Classical music is *not as exciting as* rock and roll.

The price of food is *the same as* it was last year.

City life is quite *different from* life in the country.

#### 1 Put *as*, or *from* in the gaps.

- The music festival this year is as good \_\_\_\_\_ it was last year.
- The concert will be broadcast 'live': that means it comes on TV at the same time \_\_\_\_\_ it is performed.
- This camera is not as expensive \_\_\_\_\_ I thought at first.
- Your taste in art is quite different \_\_\_\_\_ mine.
- Some people say that *Spider-Man 2* is as boring \_\_\_\_\_ *Spider-Man 1*.
- My mother is always as busy \_\_\_\_\_ a bee.



#### 2 Put one of these phrases in each gap in the passage.

friendly as  
the same as (2)  
as narrow as

different from  
as quiet as



#### MY HOMETOWN TODAY

My hometown has changed a lot – it's definitely not (1) \_\_\_\_\_ it was before. It's not (2) \_\_\_\_\_ it was 5 years ago. It's much more noisy, but I prefer it now. There are more shops and restaurants. The restaurants are (3) \_\_\_\_\_ the ones we had before. Now we can eat many different kinds of food – Italian, French, and even Mexican!

There have been so many changes. Even the streets are not (4) \_\_\_\_\_ they were before. They are wider now to make space for the extra traffic.

One thing hasn't changed though. The people here are as warm and (5) \_\_\_\_\_ before. That's one thing that's (6) \_\_\_\_\_ it was before.

## A CLOSER LOOK 2

### Grammar

Comparisons: (not) as ... as; the same as; different from

Different types of comparisons and the vocabulary related to them were already studied in *Tieng Anh 5* and *Tieng Anh 6*, so T may ask Ss to recall what they know and give examples.

Explain the uses of the three structures to Ss and give some examples (Always remember that examples should be about the topic of this unit: 'music and arts').

- 1 Let Ss work by themselves and write down the missing words. After that, T asks some Ss to read the sentences. Correct Ss' mistakes.

**Key:**

1. as      2. as      3. as      4. from      5. as      6. as

- 2 Let Ss do the task individually. First Ss read the text by themselves, then put a suitable word/ phrase in each gap, and compare their answers with a classmate. T corrects Ss' answers (T may call some Ss to read out their answers separately). T gives explanations, if necessary. Let Ss read in chorus. Correct their pronunciation and intonation.

**Key:**

1. the same as      2. as quiet as      3. different from  
4. as narrow as      5. friendly as      6. the same as



- 3** Work in pairs. Compare the two music clubs in the town: Young Talent and Nightingale.

	Young Talent	Nightingale
1. old	**	***
2. friendly	***	**
3. safe	**	***
4. large	***	*
5. expensive	***	***
6. famous	*	***

**Example:**

Young Talent is not as old as Nightingale.  
Nightingale is older than Young Talent.

**too and either**

- **too**: used to express agreement with a positive statement
- **either**: used to express agreement with a negative statement

**Examples:**

**A:** I like pop music.

**B:** I like it too.

**A:** My mum doesn't like rock and roll.

**B:** My mum doesn't like it either.

- 4** Complete the following sentences with 'too' or 'either'.

1. My friend likes photography, and I like it \_\_\_\_\_.
2. My mother doesn't enjoy horror films, and my sister doesn't \_\_\_\_\_.
3. I was not allowed to go to the show, and my classmates were not \_\_\_\_\_.
4. I love country music, and I like rock and roll \_\_\_\_\_.
5. When I finish painting my room, I'll do the kitchen \_\_\_\_\_.

- 5** What music and arts are you interested, or not interested in? Make a list by completing the sentences below. (You can use the words given or your own ideas).



pop music

dancing

playing the guitar

drawing

rock and roll

painting

going to the art gallery

acting

1. I'm very interested in \_\_\_\_\_.
  2. I think \_\_\_\_\_ is very boring.
  3. What I like to do most in my spare time is \_\_\_\_\_.
  4. In my spare time, I often \_\_\_\_\_.
  5. I never \_\_\_\_\_, even if I have time.
- 6** Work in pairs. Share your list with your partner. Then, report to the class using *too* or *either*.

**Examples:**

Nam is interested in drawing and I am too.

Phong doesn't like folk music and I don't either.

- 3 Let Ss work in pairs. Help them interpret the table first. Give them instructions on how to do the task.

(Note: A music club is "friendly" when its staffs are friendly.)

This is a speaking activity so T should encourage Ss to talk as much as possible with fluency and accuracy.

E.g.: Young Talent is *more friendly/friendlier* than Nightingale.

Nightingale is *not as friendly as* Young Talent, but it is *safer*.

While Ss do their task, T goes round to monitor the whole class.

#### **too and either**

T explains to the class the use and location in the sentence of *too* and *either*. Let them read the examples. Tell them to give sentences of their own.

- 4 Ss work independently, writing down the answers. Then let them work in groups to check and read out the sentences. T goes round and corrects mistakes or gives help when and where necessary.

#### **Key:**

1. too      2. either      3. either      4. too      5. too

- 5 Let Ss work independently, writing down their sentences to make a list of the likes and dislikes. They have their choices, so long as their sentences are correct grammatically. Encourage them to give their own ideas.
- 6 Now Ss work in pairs to share their lists of ideas. Then T may ask some more able Ss to report their results to the class.



## COMMUNICATION

### Extra vocabulary

composer	originate	anthem
curriculum	compulsory	
academic	unimportant	

- 1 Music Quiz: What do you know?**  
Work in groups and answer the questions.



- Who is the composer of Viet Nam's national anthem *Tien Quan Ca*?  
A. Pham Tuyen      B. Van Cao  
C. Huy Thuc
- Which of the following is Korean?  
A. Mua Sap      B. Ballet  
C. Gangnam Style
- Who is famous for the song *Top of the World*?  
A. Karen Carpenter      B. Celine Dion  
C. Susan Boyle
- Which of the following became a World Heritage in 2009?  
A. Hat cheo      B. Cai luong  
C. Quan ho Bac Ninh
- Which of the following is sung in the film *Titanic*?  
A. Que Sera      B. My Heart Will Go On  
C. Yesterday Once More
- Which of these bands originated in Liverpool, England?  
A. The Carpenters      B. The Beatles  
C. ABBA

- 2** Read the following passage. In groups, discuss the questions below.

Today, schools in several countries are considering the question of whether subjects like music and arts should be among those in the curriculum. For many people, a good knowledge of music and arts is regarded as a necessity for anyone who wants to be truly educated. Some say that students who are good at music and arts actually do better in more academic subjects like maths and science. However, some people see music and arts as an unimportant part of education since they don't prepare students for a life of work.

Do you think music and arts should be compulsory subjects at schools in Viet Nam? Why or why not?

- 3** Look at the different subjects below. In groups, make a list from the most useful to the least useful in the space below. How can the top three subjects on your list help you in other areas of school and life?
- Music
  - Dancing
  - Singing
  - Painting
  - Photography

## COMMUNICATION

### Introduction

Brainstorm with Ss to give the names of famous musicians, actors, actresses, painters, and music bands they know. This can be done in groups. Each group then has to show the list they have written. (The group that has the longest list wins the game.)

First, have Ss read the new vocabulary after the teacher. Explain the meaning of the words to Ss.

- 1 Ss work in groups and find the answers. Then T gives the correct answers.

**Key:** 1. B 2. C 3. A 4. C 5. B 6. B

- 2 Give Ss plenty of time to work independently, read the passage, and understand the main ideas. Then divide the class into groups of four or five to discuss the questions. T goes round the class to give support if necessary.

After some time, elicit ideas from the groups. Then one student from each group presents their ideas to the class. T gives comments on their clarity, language and fluency, (but not on their 'positive' or 'negative' ideas).

- 3 Ss work in groups of four to six to make a list from the most useful to the least useful subjects given. How can the top three subjects on the list help them in other areas of school and life?

After the discussion, each group presents their list, and gives a talk to the class. T then gives comments.

For more able Ss, T may encourage Ss' imagination to think of other useful subjects (related to music and arts) to be studied at school (for example: pottery).



## SKILLS 1

### Reading

Before reading, discuss the questions below with a partner.

- What kinds of traditional Vietnamese performance do you know about?
- Do you know about water puppetry? Have you been to a water puppet show? If yes, did you like it? Why/Why not?

### WATER PUPPETRY



Have you ever seen a water puppet show? It is so special and fantastic. It's a unique Vietnamese tradition. Children love the performance, and tourists who come to Viet Nam greatly enjoy this kind of art.

Water puppetry (*Múa rối nước*) is a traditional art form. It began in the 11<sup>th</sup> century. It originated in the villages of the Red River Delta of North Viet Nam. The show is performed in a pool. The puppets are supported by strings under the water and controlled by the puppeteers behind a screen, so they appear to be moving on the water. The puppets are made of wood and then painted.

The themes of the puppet shows are rural: the performances show everyday life in the countryside and folk tales. There are stories about rice farming, fishing and Vietnamese village festivals.

#### 1 Find the words in the text which mean:

1. special or different
2. started
3. showed or presented
4. from the countryside
5. events or celebrations

#### 2 Answer the following questions.

1. When did water puppetry begin?
2. Where does a water puppet show take place?
3. Who are the puppets controlled by?
4. What are the puppets made of?
5. What are water puppet shows normally about?

### Speaking

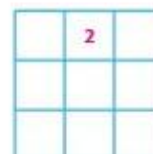
#### 3 Match the types of music in A with the adjectives to describe them in B.

A	B
1. pop music	a. old, emotional
2. folk music	b. lively, exciting
3. rock and roll	c. quick
4. hip-hop/rap	d. sad, melodic
5. blues	e. popular, pleasant

#### 4 Game: TIC TAC TOE

With a partner, draw a tic tac toe board, like the one below. Then, write numbers 1 to 9 in the boxes. You can put the numbers anywhere you like!

1. Give the names of two Vietnamese musical instruments.
2. Sing a song in English.
3. Who is your favourite singer? Why?
4. Talk for 30 seconds about what you see when you visit an art gallery.
5. How often do you go to a concert? Tell your partner about the last concert you went to.
6. Who is your favourite Vietnamese musician? Why?
7. Talk for 30 seconds about your favourite instrument.
8. Name one of your favourite painters.
9. Who can draw the best in your class? What does he/she often draw?



Decide which partner is 'X', which is 'O' and who will go first. The first player chooses a box and calls out a number.

**Example:**

Player 1: I want number 2.

Player 2: OK, sing a song in English!

Then he/she has to sing a song in English to get that box.

## SKILLS 1

### Reading

T may begin by asking Ss to name the art forms they know (T may give some cues). Then Ss work in pairs to discuss the questions given. Tell Ss to read the text two or three times. Set a strict time limit to ensure Ss read quickly for specific information.

- 1 Ss work individually to find the words. Call on some Ss to say the words or write them on the board. T gives correction.

**Key:** 1. unique 2. began 3. performed 4. rural 5. festivals

- 2 Ask Ss to read the passage again, then answer the questions.

Then call on some individuals to read aloud to the class. Check their pronunciation and intonation. Explain the new words and clarify anything difficult.

**Key:**

1. It began in the 11<sup>th</sup> century.
2. It takes place in a pool.
3. They are controlled by puppeteers.
4. They are made of wood.
5. They are about everyday life in the countryside and about folk tales.

Further practice: if there is still time, let Ss talk about other forms of traditional arts in Viet Nam (or in the region/ world). Refer to famous traditional arts in some countries (e.g.: *Lam Vong* dance of Laos, Chinese traditional opera, ballet of France and Russia ...).

### Speaking

- 3 Ss work in pairs and do the matching.

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

After that allow Ss some time to talk about their favourite kind of music: what kind they like best and why, whether they play any musical instruments, when and how often they listen to music, and how music is useful to them ...

- 4 **Game:** T explains the rules of the game *Tic Tac Toe* to Ss.

Ss work in pairs. Decide which partner is 'X', which is 'O' and who will go first. The first player chooses a box and calls out a number.

*Example:*

Player 1: I want number 2.

Player 2: OK, sing a song in English!

Then he/ she has to sing a song in English.

If the first player answers the question for that box correctly he/she can put an 'X' or an 'O' in the box. The first person to get three Xs or three Os in a row wins.



## SKILLS 2

### Listening

#### Listening tip

When you listen, it is very useful to take notes. Try to note down the keywords (important words). This helps you to remember the main ideas.



Picasso sculpture in Halmstad, Sweden

- 1 Listen to the passage about Picasso and circle the words you hear.

- |             |             |              |
|-------------|-------------|--------------|
| 1. artists  | 2. training | 3. picture   |
| 4. portrait | 5. music    | 6. paintings |

Look at the words you've circled. Do you know what all of these words mean?

- 2 Listen to the passage again and choose the correct answers.

- When was Picasso born?  
A. In 1881    B. In 1896    C. In 1973
- Picasso received artistic training from his father at \_\_\_\_\_.  
A. thirteen    B. seven    C. thirty
- How many works of art did Picasso produce?  
A. 50,000    B. 1,885    C. 1,973
- Where did Picasso die?  
A. In Malaga    B. In Barcelona    C. In Mougins

- 3 Listen to the passage one more time. As a class, discuss how the listening is organised (according to a timeline, the order of important events, or another way).

### Writing

#### Informal letter of invitation

- 4 Read the following letter and choose the correct answer.

82 Tran Quoc Hoan Rd. Ha Noi  
Nov 12, 20...  
Dear David,  
I'm happy to hear you are in Ha Noi again. This time, how about watching a water puppet show? I'm sure you'll like it. Is Saturday evening OK for you? It's at 57B Dinh Tien Hoang St., Hoan Kiem Dist. The show begins at 8 p.m, so let's meet at 7.45 outside the theatre. I hope we'll have a happy time together.  
Looking forward to seeing you there.  
Have a nice day!  
Cheers,  
Duong

- This letter is from Duong to \_\_\_\_\_.  
A. a friend    B. a teacher  
C. an old man
- Duong writes this letter to \_\_\_\_\_.  
A. give an order    B. make an invitation  
C. complain about something

#### Writing tip

When you write an informal letter of invitation, you use:

- How about + V-ing?

- 5 Now write a letter to invite a friend to an art exhibition, using the following cues:

- Event: Exhibition of Modern Art
- Time: 9 o'clock, Saturday morning
- Place: Arts Centre
- Time to meet: 8.15

## SKILLS 2

### Listening

T explains **Listening Tip** to Ss, telling them if they are going to apply the listening tip, then they must be given time to take notes.

Then tell Ss to look at the picture and say what they know about Picasso.

- 1 Ask Ss to close their books. Tell Ss they should listen and note down the keywords in their notebooks. Play the listening once. Ask Ss what they learned about Picasso (encourage them to refer to their notes). Ask Ss to open their books. Play the recording again and ask Ss to listen carefully and circle the words they hear in the passage. Check Ss' comprehension of the chosen words.

**Key:** 1. artists 2. training 4. portrait 6. paintings



#### Audio script:

Picasso (Pablo Ruiz y Picasso) is one of the greatest artists of the 20<sup>th</sup> century. He was born on 25<sup>th</sup> October 1881 in Malaga, Spain. He showed a great love and skill for drawing from an early age, and at the age of seven, Picasso received formal artistic training from his father. At 13, he was admitted to a school of Fine Arts in Barcelona. In 1896, he completed 'Portrait of Aunt Pepa', which is considered one of the greatest works of Spain. During his life, he produced an enormous number of works of art: about 50,000 in total, including 1,885 paintings. Several paintings by Picasso rank among the most expensive paintings in the world. Picasso died on 8 April, 1973 in Mougins, France.

- 2 Play the recording again. While Ss listen, they have to choose A, B, or C for their answers.

**Key:** 1. A 2. B 3. A 4. C

T checks their answers and gives explanation if necessary.

- 3 Play the recording again once more. As a class, Ss discuss how the listening is organised (according to timeline, the order of important events, or another way).

**Key:** According to timeline

### Writing

#### Informal letter of invitation

T may begin by asking Ss why they would write an informal letter of invitation and to whom (*to invite sb to do sth, and to sb who has a close relationship with you*). Then focus their attention on the **Writing tip**.

- 4 Have Ss read the sample letter carefully, and note down the useful expressions (cues) for writing an informal letter of invitation. T writes them on the board. Tell Ss to choose the correct answers.

**Key:** 1. A 2. B

- 5 Ss read the cues carefully, then practise writing the letter. Tell Ss to pay special attention to spelling and punctuation. T may collect some Ss' writing papers and mark them, then give comments to the class. If possible, have Ss write their own letter as homework.



## LOOKING BACK

### Vocabulary

- 1 Match the words in column A with the ones in column B.

#### A

1. opera
2. painting
3. cinema
4. instrument
5. photographer

#### B

- a. musician
- b. film
- c. artist
- d. camera
- e. singer

- 2 Put a word from the box in each gap to complete the passage.

arts stages films music go

Glastonbury is the largest performing arts festival in the world. It is organised every year in the village of Pilton, near Glastonbury, Somerset, England. It is well-known for its contemporary (1) \_\_\_\_\_. It's also known for dance, comedy, theatre, circus, and other performing (2) \_\_\_\_\_ too.

The first festival was held in the 1970s. Since then, it has taken place almost every year and has grown in size. Different (3) \_\_\_\_\_ are arranged for the performances. The festival takes place for three or four days in the open air. All kinds of people from all over the world (4) \_\_\_\_\_ to the Glastonbury festival. It is now attended by about 150,000 people. The festival has also produced (5) \_\_\_\_\_ and albums.

### Grammar

- 3 Put the words/phrases from the box in the gaps to complete the sentences.

artistic sung art gallery in person films

1. You can see many interesting portraits in that \_\_\_\_\_.
2. My friend is very good at drawing things, but I am not as \_\_\_\_\_ as he is.
3. \_\_\_\_\_ usually have more than one actor.
4. I love to watch music \_\_\_\_\_, not on TV.
5. Do you know that the most \_\_\_\_\_ song in the world is *Happy Birthday*?

- 4 Rewrite these sentences, using the words in brackets.

Example:

Plays are usually longer than films. (not as ... as)

→ Films are usually not as long as plays.

1. The painting is bigger than the photograph. (not as ... as)

- \_\_\_\_\_
2. This painting is more expensive than my painting. (not as ... as)

- \_\_\_\_\_
3. This picture is the same as the picture in our room. (not different from)

- \_\_\_\_\_
4. This film is more interesting than the one we saw last week. (not as ... as)

- \_\_\_\_\_
5. The journey was shorter than we thought at first. (not as ... as)

- \_\_\_\_\_

- 5 Complete the following sentences, using 'too' or 'either'.

1. Teenagers in Korea listen to K-pop, and those in Viet Nam do \_\_\_\_\_.
2. These photos are not clear, and those aren't \_\_\_\_\_.
3. I never watch horror films and my brother doesn't \_\_\_\_\_.
4. Peter studies music at school, and Alice does \_\_\_\_\_.
5. Duong is interested in reading books, and Chau is \_\_\_\_\_.

### Communication

- 6 Match the questions 1 – 6 with the answers A – F.

1. What kind of painting is it?
2. Who is in it?
3. Is traditional painting your thing?
4. What is your favourite kind of music?
5. Who are your favourite singers?
6. Do you like opera?

- A. The actors and actresses.
- B. It's a portrait.
- C. Rock and roll.
- D. The Carpenters.
- E. Yes, it is.
- F. No, not much.

Finished! Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>talk about music and arts</li> <li>use (not) as ... as, the same as, different from to compare people and things</li> <li>use too, either</li> <li>write an informal letter of invitation</li> </ul>			

## LOOKING BACK

This is the review section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. Ss need to see how far they have progressed, and which areas need further practice.

### Vocabulary

- 1 Ss do this task individually to match the words in two columns. T corrects their mistakes.

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

- 2 Let Ss work in pairs. Tell Ss to write the answers in their notebooks. Give explanation if necessary. Then T corrects the mistakes. T may let Ss read the passage in chorus or individually.

Key: 1. music 2. arts 3. stages 4. go 5. films

### Grammar

- 3 Have Ss work in pairs or in groups and write their answers in their notebooks. T checks their answers.

Key: 1. art gallery 2. artistic 3. Films 4. in person 5. sung

- 4 Ss work individually first to write the sentences. Then they work in pairs to swap their sentences. T gives correction and calls some Ss to read the sentences aloud.

Key:

1. The photograph is not as big as the painting.
2. My painting is not as expensive as this painting.
3. This picture is not different from the picture in our room.
4. The film we saw last week is not as interesting as this one.
5. The journey was not as long as we thought at first.

- 5 Ss do the task individually. Then they can check their answers with a partner.

Key: 1. too 2. either 3. either 4. too 5. too

### Communication

- 6 Ss read the questions and answers once or twice (they can read aloud). Then match them.  
Ss work in pairs and role-play the questions and answers, then write all sentences in their notebooks.

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

### Finished!

Finally ask Ss to complete the self-assessment. Identify any weakness and provide further practice if necessary.



## PROJECT

# Dong Ho paintings

- 1 Work in groups. Look at the following pictures and read the information below.



Dong Ho paintings are made in Dong Ho Village, Bac Ninh Province. They are made by hand and they show animals, legends and everyday life. The paintings are made on traditional paper with beautiful natural colours. They are bought and enjoyed at Tet.



- 2 Based on the information about Dong Ho paintings and your own ideas, draw a picture of animals or the things around you. Write a few sentences to describe your picture. Think of the following before you start painting.

- Content: (an animal, a tree, a flower, a person ...)
- Materials: (pencil, crayon, paper, canvas ...)
- Colours: (red, yellow, blue ...)

Organise a painting exhibition among the class members. Write a few sentences comparing different paintings.

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## PROJECT

### Dong Ho paintings

- 1 Ss work in groups. T tells them to look at the pictures and read the information carefully. Explain new words and anything difficult for Ss. Make sure they understand everything thoroughly.
- 2 Ss work independently. T encourages them to use their imaginations and make their own paintings. T then helps Ss organise a painting show among the class members. More able Ss can say/ write a few sentences comparing different paintings. T can lead this portion of the project, encouraging Ss to use the language they learned earlier in the chapter to compare paintings. If there isn't enough time, let Ss make their paintings at home, and next time bring them to class for the show.