

GETTING STARTED

The Central Sector
of the Imperial Citadel
of Thang Long

This unit includes:**LANGUAGE****Vocabulary**

Words and phrases related to the World Heritage Sites in Viet Nam

Pronunciation

Intonation: Choice questions

Grammar

Participle and to-infinitive clauses

SKILLS

- Reading for general ideas and specific information in an article about Ha Long Bay and its attractions
- Making suggestions about places to visit in the Complex of Hue Monuments
- Listening for specific information in a radio programme about Phong Nha - Ke Bang National Park
- Writing an essay about the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site

COMMUNICATION AND CULTURE

- Discussion about where to go on a field trip
- Taj Mahal, a World Heritage Site in India



OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to the World Heritage Sites in Viet Nam
- recognise and use appropriate intonation on choice questions
- use participle and to-infinitive clauses
- read for general ideas and specific information about World Heritage Sites
- make suggestions about places to visit
- listen for specific information in a radio programme about a World Heritage Site
- write a description about a World Heritage Site in Viet Nam

GETTING STARTED

The Central Sector of the Imperial Citadel of Thang Long

Lead-in: Inform the class of the lesson objectives: getting to know the topic and some vocabulary related to World Heritage Sites of Viet Nam, recognising choice questions and the appropriate intonation for them, using participles and to-infinitives to replace relative clauses.



1 Listen and read.

Nam: Hi, Dan! Have you planned your city tour?

Dan: Not yet. What would you recommend?

Nam: Do you like to see the nightlife?

Dan: Not really. I just want to go sightseeing around the city.

Nam: How about visiting the Central Sector of the Imperial Citadel of Thang Long?

Dan: What's so special about it?

Nam: It's one of the eight UNESCO World Heritage Sites in Viet Nam.

Dan: How exciting! What exactly is it? Tell me more about it.

Nam: It's a cultural complex comprising royal palaces and monuments.

Dan: Is it still intact or in ruins?

Nam: Well, most of the citadel, first built during the Ly Dynasty in the 11th century and then expanded by subsequent dynasties, was demolished in the early 20th century.

Dan: What a pity! Which part of the citadel can we see now?

Nam: Well, the only structure to remain intact is the Flag Tower of Ha Noi built in 1812 during the Nguyen Dynasty. We can also see the stone dragons of Kinh Thien Palace and relics associated with many Vietnamese royal families, discovered during archaeological excavations.

Dan: Sounds great! When shall we go there?

Nam: Do you prefer a weekday or the weekend?

Dan: The weekend suits me better. Shall we go there this Sunday?

Nam: Sure. See you on Sunday morning then. I'll pick you up at 7.

Dan: Thank you, Nam. I'll wait for you.

Nam: You're welcome.

2 Read the conversation again. Are the following sentences true (T) or false (F)? Explain your choice.

- | | T | F |
|------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Dan wants to see the city nightlife. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Nam suggests visiting the Central Sector of the Imperial Citadel of Thang Long. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The Central Sector of the Imperial Citadel of Thang Long remains intact. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Visitors can see the Flag Tower of Ha Noi and the stone dragons at Kinh Thien Palace. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Dan and Nam will visit the Thang Long Imperial Citadel at the weekend. | <input type="checkbox"/> | <input type="checkbox"/> |

3 Match the words in the conversation with the appropriate definitions.

- | | | |
|-------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. heritage (n) | a | an object, a tradition, etc. from the past that still exists today |
| | b | the traditions, art, buildings, and cultural achievements of a country that have existed for a long time and have great importance for the country |
| 2. complex (n) | | |
| | c | the activity of digging in the ground to uncover buildings or objects from the past |
| 3. intact (adj) | | |
| | d | a group of connected things, especially buildings, designed for a particular purpose |
| 4. dynasty (n) | | |
| | e | complete, not damaged |
| 5. relic (n) | | |
| | f | a series of rulers who are from the same family |
| 6. excavation (n) | | |

4 Find the sentences in the conversation which have the same meaning as the following sentences.

- It is a cultural complex that comprises royal palaces and monuments.

- Most of the citadel which was built during the Ly Dynasty in the 11th century and then expanded by subsequent dynasties was demolished in the early 20th century.

- The only structure that is still intact is the Flag Tower of Ha Noi.

5 Work in pairs. Ask and answer the following questions.

- Have you ever visited the Central Sector of the Imperial Citadel of Thang Long?
- If yes, tell your partner about your visit. If no, would you like to visit it? Why / Why not?

- 1** Tell Ss that they are going to listen to a conversation between two friends.
- Ask them to look at the photos and tell you if they can recognise these monuments (The North Gate: Cửa Bắc; and The Flag Tower of Ha Noi: Cột Cờ Hà Nội) (For further information about the Central Sector of the Imperial Citadel of Thang Long, visit whc.unesco.org and vietnamtourism.com).
 - Ask Ss to read the heading and guess what the two speakers will be talking about.
 - Play the recording. Have Ss listen and read the conversation silently. Then ask Ss if their predictions were correct. Have Ss summarise the conversation.

Suggested answer

Dan is visiting Ha Noi and wants to see the city. His friend Nam suggests that they visit the Central Sector of the Imperial Citadel of Thang Long – one of the World Heritage Sites of Viet Nam.

- 2** This activity focuses on Ss' comprehension of the conversation.
- Ask Ss to read the conversation again and decide whether the sentences are true (T) or false (F).
 - Let Ss compare their answers in pairs or groups.
 - Check Ss' answers as a class.

Key

1. F (He wants to go sightseeing)
2. T
3. F (Most of the citadel was demolished in the early 20th century)
4. T
5. T

- 3** This activity helps Ss to work out the meaning of several words related to the topic of the unit.
- Ask Ss to look at the highlighted words in the conversation, paying attention to the context in which they are used, then match them with the appropriate definitions.
 - Let Ss compare answers in pairs or groups.
 - Check Ss' answers as a class.

Key

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

- 4** This activity helps Ss to recognise the grammar point – participle and to-infinitive clauses, used to replace relative clauses, which will be taught in the next part of this unit.
- Ask Ss to find the sentences in the conversation with the same meaning as the sentences given.
 - Have them write the sentences in the space provided.
 - Check Ss' answers. Ask Ss to explain the differences between the sentence structures.

Key

1. It is a cultural complex comprising royal palaces and monuments.
2. Most of the citadel, first built during the Ly Dynasty in the 11th century and then expanded by subsequent dynasties, was demolished in the early 20th century.
3. The only structure to remain intact is the Flag Tower of Ha Noi.

- 5** This activity allows Ss to personalize the topic of the conversation. Ask Ss to say if they have visited the Central Sector of the Imperial Citadel of Thang Long or would like to visit the site.
- Have Ss ask and answer the questions in pairs.
 - Invite Ss who have visited the site to tell the class about their trip there.
 - Ask Ss who have not been there to tell the class why they would (or not) like to visit the site.

Vocabulary

1 Fill the blanks with the right form of the words from the box.

dynasty	excavation	complex
relic	intact	heritage

- These historic buildings are an important part of Ha Noi's _____ and should be preserved.
- During the different _____, the Thang Long Imperial Citadel was expanded.
- The archaeological _____ that led to the discovery of the ancient city lasted several years.
- A lot of ancient houses in Hoi An remain _____ even after several hundred years.
- A lot of _____ from ancient times are on display at the national heritage museum.
- The old houses have been pulled down in order to build a modern residential _____.

2 Use the correct form of the word in brackets to complete each sentence.

- At the Central Sector of the Imperial Citadel of Thang Long, visitors can see the _____ site at 18 Hoang Dieu Street and several famous monuments. (archaeology)
- Ha Long Bay was recognised as a World Natural Heritage Site for its _____ beauty and geological value in 1994 and 2000 respectively. (nature)
- In December 1993, UNESCO recognised the Complex of Hue Monuments as a World _____ Heritage Site – the first site in Viet Nam to be added to the World Heritage list. (culture)
- The tour of the cave and grotto system is the main _____ for tourists in Phong Nha - Ke Bang National Park. (attract)
- What is special about Hoi An Ancient Town is that it is in a good state of _____. (preserve)

Pronunciation

Choice questions

1 Listen to these exchanges and pay attention to the intonation pattern of the questions.

- A: Is My Son Sanctuary a natural or cultural world heritage site?
B: It's a cultural heritage site.
- A: Shall we go to the Citadel of the Ho Dynasty or do you want to see another site?
B: Let's go to the Citadel.
- A: Which world heritage site would you like to visit? Ha Long Bay, Phong Nha - Ke Bang National Park, or Trang An Scenic Landscape Complex?
B: I'd like to visit Ha Long Bay.
- A: When is the best time to visit the Complex of Hue Monuments? In April or in June?
B: In April.
- A: Do you want to visit the ancient town or the modern complex?
B: I want to see the ancient town.



DO YOU KNOW...?

- A choice question or an alternative question includes the conjunction *or* and gives a choice of two or more answers in the question. Each of the alternatives in the question is usually stressed.

Examples:

- *Would you like to visit Hue or Hoi An?*
- *When is the best time to visit Ha Long Bay? In spring, summer, autumn, or winter?*

- In choice questions, the pitch of your voice rises on each choice and then falls on the final one. These questions are answered either by one of the options, or neither, but not with *Yes* or *No*.

Example:

A: *Would you like to see a natural ✓ or cultural site ~?*

B: *I'd like to see a natural site.*

2 Now listen to 1 again and practise saying these exchanges.

LANGUAGE

Vocabulary

- 1 This activity focuses on the use of the new vocabulary items from the conversation in different contexts.
- Have Ss go through the words given in the box and discuss with a partner their meanings.
 - Ss fill the blanks with the right form of the word from the box. Have Ss complete the sentences individually, then compare their answers in pairs or groups.
 - Check Ss' answers as a class.

Key

- | | | |
|-------------|--------------|----------------|
| 1. heritage | 2. dynasties | 3. excavations |
| 4. intact | 5. relics | 6. complex |

- 2 The aim of this activity is to help Ss to use the vocabulary items related to the unit topic in different contexts.
- Ask Ss to study the sentences given and work out the part of speech that needs to be filled in. Discuss the contextual clues that can help to figure out the answers.
 - Have Ss complete the sentences individually, then compare answers in pairs or groups.
 - Check Ss' answers as a class.

Key

- | | |
|-------------------|---------------|
| 1. archaeological | 2. natural |
| 3. Cultural | 4. attraction |
| 5. preservation | |

Pronunciation

Choice questions

- 1 This activity focuses on improving Ss' ability to recognise and use the intonation pattern for choice questions.
- Have Ss listen and notice the intonation pattern of the questions.
 - Have them listen and repeat the exchanges with appropriate intonation.
 - Ask them to study the *Do you know...?* box to learn some general rules of intonation patterns for choice questions.

Notes

The pronunciation section only deals with closed-choice questions. There are also open-choice questions for which the voice rises on each choice or on the whole phrases including all options. These questions can be answered with *Yes* or *No*.

Audio script

1. A: Is My Son Sanctuary a natural ✓ or cultural world heritage site ~?
B: It's a cultural heritage site.
2. A: Shall we go to the Citadel of the Ho Dynasty ✓ or do you want to see another site ~?
B: Let's go to the Citadel.
3. A: Which world heritage site would you like to visit?
Ha Long Bay ✓, Phong Nha – Ke Bang National Park ✓, or Trang An Scenic Landscape Complex ~?
B: I'd like to visit Ha Long Bay.
4. A: When is the best time to visit the Complex of Hue Monuments? In April ✓ or in June ~?
B: In April.
5. A: Do you want to visit the ancient town ✓ or the modern complex ~?
B: I want to see the ancient town.

- 2 This activity provides further practice in / pronouncing choice questions with appropriate intonation.

- Play the recording and ask Ss to read along with the recording, imitating the intonation patterns.
- Have them practise the exchanges in pairs, taking turns to ask and answer the questions.
- Ask some pairs to role-play the exchanges in front of the class, using appropriate intonation patterns.
- Praise Ss who can reproduce these exchanges with good pronunciation and appropriate intonation.

Grammar

Participle and *to*-infinitive clauses

1 Underline the correct word or phrase in each sentence.

1. Have you visited the pagodas (*to lie / lying / lain*) on Tran Phu Street in Hoi An?
2. Irresponsible tourists damaged the archaeological site and some of the relics (*to date / dating / to be dated*) back to the last ruling dynasty.
3. The ancient houses (*to destroy / destroying / destroyed*) by the fire are now under reconstruction.
4. Most tourists like buying clothes, lanterns, and other handicrafts (*to make / making / made*) by local craftsmen in Hoi An.
5. The only thing (*to see / seeing / sees*) at the Citadel of the Ho Dynasty is the stone walls.
6. The Complex of Hue Monuments was the first site in Viet Nam (*to be recognised / be recognising / recognises*) as a World Heritage Site by UNESCO.



DO YOU KNOW...?

- A relative clause can be replaced by a participle or a *to*-infinitive clause.

Examples:

- Have you visited the pagodas **that are lying** on Tran Phu Street in Hoi An?
- The only thing **that we can see at the Citadel of the Ho Dynasty** is the stone walls.

- We can also use a past participle to replace a relative clause with a passive verb.

Example:

The ancient houses **which were destroyed by the fire** are now under reconstruction.

- Present participles can be used when the verb in the clause is in the continuous tense, or denotes a habitual action or a wish.

Examples:

- Tourists **waiting at the information desk** could not get tickets. (*who were waiting at the information desk*)
- Many students **attending this college** volunteer at the Heritage Museum. (*who attend this college*)

- *To*-infinitive clauses can be used after: *the first, the second, etc., the next, the last, the only* and sometimes after superlatives, e.g. *the most famous, the oldest*.

Example:

Bao Dai was the last king of the Nguyen Dynasty **to rule the country**.

2 Rewrite the sentences replacing the relative clauses with participle or *to*-infinitive clauses.

Example:

We walked on the bridge which connects the two parts of the heritage site.

⇒ We walked on the bridge connecting the two parts of the heritage site.

1. Some of the relics that were found at the archaeological site of the Central Sector of the Imperial Citadel of Thang Long belong to the Ly Dynasty.
⇒ _____
2. The Japanese Bridge that was built in the early 1600s became a main tourist attraction in Hoi An.
⇒ _____
3. Tourists should avoid purchasing unusual relics that were illegally removed from protected heritage sites.
⇒ _____
4. He was the last emperor who ruled both parts of the empire.
⇒ _____
5. We visited an ancient house that overlooks the Thu Bon River in Hoi An.
⇒ _____
6. Trang An Scenic Landscape Complex is the 8th World Heritage Site in Viet Nam that has been recognised by UNESCO.
⇒ _____



Grammar

Participle and *to*-infinitive clauses

- 1 This activity helps Ss to recognise the participles and *to*-infinitive clauses used to replace relative clauses.
- Have Ss work individually first.
 - Encourage them to refer to the *Do you know ...?* box to get more information about the clauses. Ask Ss questions to check if they understand the general rules related to the form and usage of this grammar point.
 - Ask Ss to compare answers in pairs.
 - Check Ss' answers as a class.

Key

- | | | |
|----------|-----------|---------------------|
| 1. lying | 2. dating | 3. destroyed |
| 4. made | 5. to see | 6. to be recognised |

- 2 This activity helps Ss to practise writing sentences using participle or *to*-infinitive clauses.
- Ask Ss to study the example. Have them explain what changes have been made to the reduced clause (e.g. removing the relative pronoun *which* and changing the verb *connects* to its present participle form *connecting*).
 - Have Ss rewrite the sentences individually, then compare with a partner in pairs or groups.
 - Invite some Ss to write their sentences on the board.
 - Check Ss' answers as a class.

Key

1. Some of the relics found at the archaeological site of the Central Sector of the Imperial Citadel of Thang Long belong to the Ly Dynasty.
2. The Japanese Bridge built in the early 1600s became a main tourist attraction in Hoi An.
3. Tourists should avoid purchasing unusual relics illegally removed from protected heritage sites.
4. He was the last emperor to rule both parts of the empire.
5. We visited an ancient house overlooking the Thu Bon River in Hoi An.
6. Trang An Scenic Landscape Complex is the 8th World Heritage Site in Viet Nam to be recognised by UNESCO.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt some key vocabulary items related to the World Heritage Sites of Viet Nam. I can recognise and use appropriate intonation on choice questions, and use participles and to-infinitive clauses to replace relative clauses.*

READING

Ha Long Bay

1 You are going to read a text about Ha Long Bay. Tick the reasons why people visit Ha Long Bay. Add other possible reasons if you can.

- a. Ha Long Bay has beautiful scenery.
- b. The climate is perfect for tourist activities throughout the year.
- c. The local people are hospitable and helpful.
- d. It offers delicious seafood.
- e. There are various activities to suit tourists' different tastes.
- f. The accommodation and services are of reasonable price.
- g. _____
- h. _____

2 Read the text quickly. What is it about?

- A. Geographical features of Ha Long Bay
- B. Job opportunities in Ha Long City
- C. How Ha Long Bay attracts tourists

Ha Long Bay, located in Quang Ninh Province, Viet Nam, was recognised as a World Heritage Site by

UNESCO in 1994. Over the years, Ha Long Bay has attracted numerous visitors who come to enjoy its breathtaking views and experience other activities.

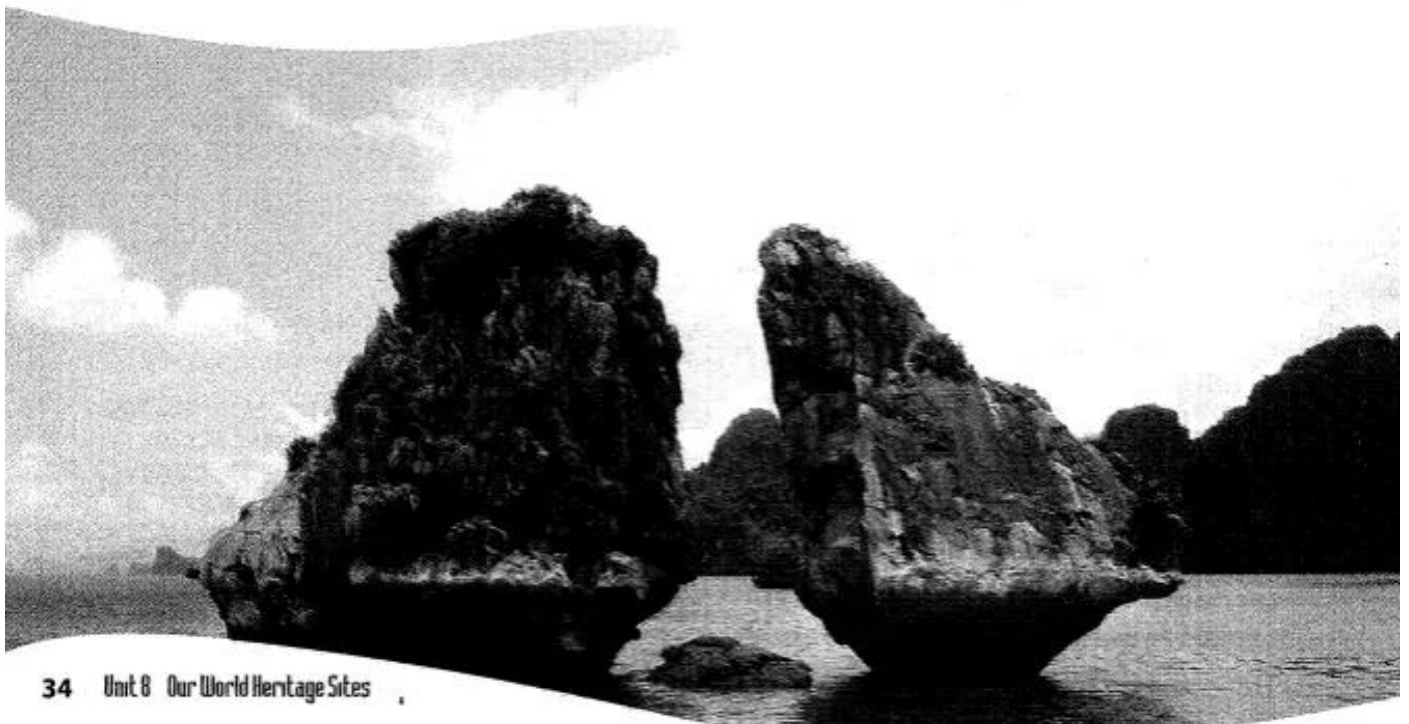
Ha Long Bay is well-known for its beautiful scenery. With its thousands of rocks and caves emerging out of the water, Ha Long Bay has won international recognition. As visitors explore this magnificent place, there are always new surprises for them.

Cruise tours are very popular in Ha Long Bay. There are different cruise itineraries so tourists can visit many different caves, and experience the local culture and life on the water. Thus, a tour may last from several hours to a day, or even a night on board, which gives the visitors a truly superb experience.

Ha Long Bay cuisine presents another attraction for tourists. It is famous for its fresh seafood, such as crabs, prawns, and sea clams. A trip to Ha Long Bay is not complete without tasting the authentic local food served in many restaurants in the area.

Tourists can also do and see a lot in Ha Long Bay at a reasonable price. They can save money thanks to the availability of low-cost hotels and cruise tours. For those with more abundant travel budgets, there are also many options. They can enjoy the comfort and elegance of five-star hotels and luxury cruise ships.

The experiences of each visitor to Ha Long Bay vary. Some may remember waking up to a beautiful sunrise among the rocks, islets, and caves. Others may never forget their cave dinner or the breathtaking view from a mountain top overlooking the bay. However, they will all be left with the unforgettable memories of their Ha Long Bay tour.



SKILLS

Reading

Ha Long Bay

- 1 The aim of this pre-reading activity is to activate Ss' prior knowledge of Ha Long Bay – a World Heritage Site of Viet Nam.
- Ask Ss to tick the reasons they think people are attracted to Ha Long Bay.
 - Have them do the task individually, and then compare their choices in pairs or groups.
 - Elicit answers from Ss, encouraging all possible reasons. Have Ss explain their choices.
 - Pre-teach some of the unfamiliar vocabulary items in the text, but not the highlighted ones because Ss will be required to work out their meaning from the context the words are used in.

Key

Students' answers

- 2 This activity focuses on skimming skills (reading the text quickly to get an overall impression and look for the main idea).
- Go through the three headings. Ask Ss to read the text quickly to choose the heading that best summarises the main idea.
 - Set a time limit for this activity since skimming is a speed-reading technique with the purpose of getting a general overview of the content.
 - Have Ss work individually, and then compare their answers in pairs or small groups.
 - Check Ss' answers as a class.

Key C

- 3 The aim of this activity is to help Ss to find the words from the text, using the meanings provided.
- Ask Ss to look at the meanings provided then read the text again to locate the words.
 - Have Ss write the correct words next to the definitions given.
 - Ask them to compare their answers in pairs or groups.
 - Check Ss' answers as a class.

Key

1. islets 2. breathtaking
3. cuisine 4. magnificent 5. abundant

- 4 This activity helps Ss to practise reading for details and specific information.
- Ask Ss to look at the questions quickly and underline key words which can help them to locate the specific information in the text.
 - Let them read the text individually to find the information, then compare their answers in pairs or groups. Encourage Ss to explain exactly which information from the text helped them to answer the questions.
 - Check Ss' answers as a class.

3 Find the words in the text that have the following meanings. Write the words in the space provided.

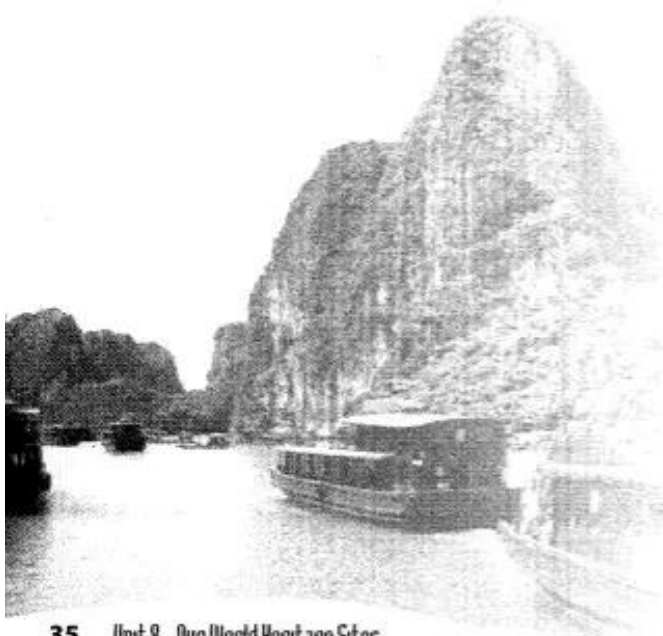
1. very small islands	_____
2. very exciting or impressive	_____
3. a style or method of cooking, especially that of a particular country or region	_____
4. extremely beautiful or impressive	_____
5. having more than enough	_____

4 Read the text carefully. Answer the following questions.

- When was Ha Long Bay recognised as a World Heritage Site?
- What can visitors do on a Ha Long Bay cruise tour?
- What type of food is Ha Long Bay famous for?
- Is it possible for people to visit Ha Long Bay on a low budget? Why / Why not?
- What is available for people on a high budget?
- What are some of the unforgettable experiences mentioned?

5 Discuss with a partner.

Would you like to spend your holiday in Ha Long Bay? Why / Why not?



SPEAKING

Let's visit Hue

1 Read the information about some attractions in Hue. Work in pairs. Choose one place in Hue you would like to visit. Tell your partner about it.

Hue Imperial Citadel

- the main place to see in Hue
- a knowledgeable guide available to help you to learn about the citadel, its history and traditions



Royal Tombs

Visit the royal tombs to find out about the lives of the royal families

Tomb of Tu Duc

- built 13 years before the emperor's death
- set in the poetic scenery of a pine forest and a magnificent lake
- a strong impression on many tourists



Tomb of Minh Mang

- one of the most interesting royal tombs to visit in Hue
- situated on Cam Ke Hill, about 12 km from the city centre, on the west bank of the Huong River (the Perfume River)



Tomb of Khai Dinh

- a mix of eastern and western architecture
- beautiful mosaic patterns inside
- amazing decorations on the walls



Key

1. In 1994.
2. They can visit different caves, and experience the local culture and life on the water.
3. It's famous for its fresh seafood, such as crabs, prawns, and sea clams.
4. Yes. Because Ha Long Bay offers lots of things at a reasonable price.
5. These people can enjoy the comfort and elegance of five-star hotels and luxury cruise ships.
6. Some may wake up to a beautiful sunrise among the rocks, islets and caves; others may enjoy the cave dinner or the breathtaking view from a mountain top overlooking the bay.

- 5 This follow-up activity enables Ss to personalise the topic.
- Ask Ss to discuss the question in pairs and give reasons for their answers.
 - Invite several pairs to summarise their discussions and present their decisions to the rest of the class. Encourage other Ss to ask follow-up questions.

Key Students' answers

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt to skim a text for its main idea. I can also find specific details when reading a text about Ha Long Bay – a World Heritage Site of Viet Nam. I can guess the meaning of new words from the context.*

Speaking

Let's visit Hue

- 1 The aim of this activity is to provide Ss with background information about different attractions in Hue and have them think about which one they would like to visit and why.
- Ask Ss to read the information about some attractions in Hue. Have each student choose one place that he / she wants to recommend. (For further information about Hue, please visit whc.unesco.org and vietnamtourism.com)

- Ask Ss comprehension questions to make sure they understand the texts, e.g. *Which is the main place to see? Who can help you to learn about the citadel?* Explain any unfamiliar vocabulary, if necessary.
- Have Ss study the example given for reference.
- Ask Ss to work in pairs. Have them take turns telling each other about the place they recommend visiting in Hue.

- 2 The aim of this activity is to help Ss to practise communication skills, such as making suggestions and presenting supporting arguments, in groups.
- To prepare for the task, ask Ss to study the useful phrases and the example given. This will help them to revise the expressions for making suggestions and understand what they are expected to do.
 - Ask them to form groups of three, and set a time limit for them to prepare and practise their discussions.
 - Invite several groups (or all groups if time allows) to role-play their discussions in front of the class. Encourage the other Ss to give comments and ask follow-up questions.
 - Give feedback on Ss' role-play.

- 3 This activity provides free practice and helps Ss to further develop communication skills and fluency through a group presentation on a cultural or natural place to visit and the things to do and see there.
- Ask Ss to work in groups and decide on a place where all the members want to go.
 - Set a time limit for the group's preparation and practice.
 - Invite some groups to present their ideas to the rest of the class.
 - Encourage Ss to give feedback on things such as interesting content, original ideas, fluency of speech and good presentation skills.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can make suggestions and talk about cultural and natural sites I want to visit.*

Thien Mu Pagoda

- a pretty and well-preserved pagoda
- probably Hue's most recognisable landmark
- a bell tower and a seven-tiered monument in front of the pagoda



Quoc Hoc High School

- one of the oldest high schools in Viet Nam with its beautiful ancient buildings
- one of the most prestigious high schools in the country
- the high school where President Ho Chi Minh and many scholars studied
- the feeling of old-time Viet Nam when walking around the school



Example:

I'd like to suggest visiting Quoc Hoc High School. It is one of the oldest high schools in Viet Nam and is famous for its beautiful ancient buildings. It is also a very prestigious high school and President Ho Chi Minh and many scholars studied there. Walking around the school can give you the feeling of old-time Viet Nam.

- 2 Work in groups. Imagine that you have one day to explore Hue. Which attractions would you visit? Discuss and decide on two places you all want to see. Use the phrases below.**



Useful language for making suggestions

I suggest + V-ing

I'd like to suggest + V-ing

Why don't we + V (infinitive without to)?

Let's + V (infinitive without to)

What about + V-ing?

How about + V-ing?

... would be useful as it's / because it's / since it's ...

What do you think about + V-ing?

Wouldn't it be better to + V (infinitive)?

Example:

Student A: *Well, there are a lot of things to see in Hue, but we'll only have a day there. Which attractions do you think we should visit?*

Student B: *Why don't we visit the royal tombs? It would be useful because we can get more information for our History assignment.*

Student C: *Well, I'm not really interested in the royal tombs, and I've already finished my History assignment. Why don't we see the Imperial Citadel first? Then we'll have more time for the second attraction.*

Student A: *That's a good idea! Then we'll still have a couple of hours left. What do you think about visiting Quoc Hoc High School?*

Student B: *Sounds interesting! I really want to see one of the most beautiful school buildings in Viet Nam. I also agree with your first suggestion. Let's see the Citadel first.*

Student C: *Great! Hope we can have a nice time in Hue.*

- 3 Work in groups. Choose a cultural or natural site you think your class would like to explore. What can you see and do there? Present your group's ideas to the class.**

Listening

Phong Nha – Ke Bang National Park

- 1 The aim of this activity is to activate Ss' background knowledge of the topic and prepare them for the listening stage.
- Ask Ss to tell you what they know about this World Heritage Site.
 - Encourage Ss who don't know anything about the site to make some predictions, using the words and phrases in the box.

Key Students' answers

Suggested answers

This place is famous for its numerous caves. / The caves are Phong Nha – Ke Bang's main attraction. / Tourists can explore various caves in Phong Nha – Ke Bang.

It has forests with diverse flora and fauna.

There are a lot of underground rivers in the caves.

Mountain climbing is a popular activity for visitors to Phong Nha – Ke Bang.

Phong Nha – Ke Bang can be compared to a huge geological museum.

- 2 The aim of this activity is to pre-teach new vocabulary items which will help Ss to understand the listening text.
- Ask Ss to look at the pictures and match the words with the pictures.
 - Have Ss compare answers in pairs or groups.
 - Check Ss' answers as a class.

Note

A grotto is a small picturesque cave.

Key

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

- 3 The aim of the first listening activity is to practise listening for specific information and help Ss to understand the reason why Phong Nha – Ke Bang was recognised as a World Heritage Site.
- Ask Ss to look at the three options and make their own predictions for the reason why Phong Nha – Ke Bang was recognised as a World Heritage Site. Encourage Ss to make all kinds of predictions.
 - Have Ss listen to the recording and choose one of the three options given.
 - Have them compare their answers in pairs or groups.
 - Check Ss' answers as a class.
 - Let them listen again and pause the recording after the sentences mentioning the word *geological*.

Key C

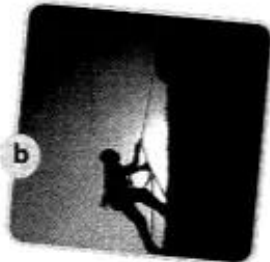
LISTENING

Phong Nha - Ke Bang National Park

- 1** You are going to listen to a radio programme about Phong Nha - Ke Bang National Park, one of the world heritage sites in Viet Nam. What do you know about this place? Use the words and phrases in the box to describe it.



- 2** Match the words with the correct pictures.



1. cave
2. stream
3. limestone
4. mountain climbing
5. underground river
6. grotto



- 3** Listen to a nature radio programme and choose the correct answer.

Why was Phong Nha - Ke Bang recognised as a World Heritage Site?

- A. It has existed over tens of millions of years.
- B. It has distinctive flora and fauna.
- C. It is a significant geological site.

- 4** Listen again and complete the sentences with no more than three words.

1. Phong Nha - Ke Bang National Park is about _____ of Ha Noi.
2. Phong Nha - Ke Bang can be compared to a huge _____ because of its complex geological structure.
3. A lot of valuable information about the Earth's geological development can be obtained from its _____.
4. In spite of the region's high average rainfall, few _____ can be seen here.
5. With a height of 200 m, a width of 200 m and a length of at least 8.5 km, Son Doong Cave is considered to be the largest one _____.
6. In addition to exploring the caves and grottos, and seeing its flora and fauna, visitors can also enjoy _____ in the steep mountains.

- 5** Work in groups. Discuss the following questions.

1. What will you do in Phong Nha - Ke Bang National Park if you have a chance to visit it?
2. Tell the class about your group's plan.

- 4 The aim of this activity is to practise listening for specific information.
- Ask Ss to read the sentences and predict the part of speech and the type of information needed in each gap.
 - Give Ss sufficient time to listen to the recording so they can extract the information needed and hear the words they have to write down.
 - Have Ss compare answers in pairs or groups.
 - Check Ss' answers as a class.

Key

- | | |
|-----------------|-----------------------|
| 1. 500 km south | 2. geological museum |
| 3. mountains | 4. rivers and streams |
| 5. in the world | 6. mountain climbing |

- 5 The aim of this follow-up activity is to provide opportunities for Ss to personalise the topic and to further engage them in freer communicative practice.
- Have Ss work in groups and discuss the questions.
 - Ask some groups to report their plans to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can understand a listening passage about a world heritage site in Viet Nam. I can listen for and understand specific details to answer comprehension questions.*

Audio script

Welcome to Radio 3 Nature Programme. Today, I'll talk about Phong Nha – Ke Bang National Park, one of the eight world heritage sites in Viet Nam. It is located in the centre of Quang Binh Province, about 500 km south of Ha Noi, the capital of Viet Nam. Thanks to its complex geological structure with different kinds of stone, Phong Nha – Ke Bang can be compared to a huge geological museum. Phong Nha – Ke Bang mountains can provide a lot of valuable information about the Earth's geological development through various periods. One geological characteristic to notice here is the system of underground rivers, grottos and caves in the limestone mountains.

The park is in an area with a high average rainfall; however, few rivers and streams can be seen here because the water is absorbed inside the limestone mountains. As a result, tens of millions of years, water has been eroding the rocks, creating numerous grottos and caves. Phong Nha – Ke Bang is famous for its caves such as Phong Nha, Tien Son and Thien Duong Caves. Son Doong Cave is considered to be the largest one in the world with 200 metres in height, 200 metres in width, and at least 8.5 kilometres in length.

Because of its geological value, Phong Nha – Ke Bang was recognised as a World Heritage Site by UNESCO in July 2003. I strongly recommend that you find time to visit Phong Nha – Ke Bang National Park. It'd be worthwhile exploring its caves and grottos, and seeing the diversity of its flora and fauna. If you enjoy mountain climbing, there are some steep mountains over 1,000 metres high, which can be a real challenge for adventurous climbers.

Thank you for joining me today! And don't forget to tune in tomorrow at the same time.

Writing

Trang An Scenic Landscape Complex

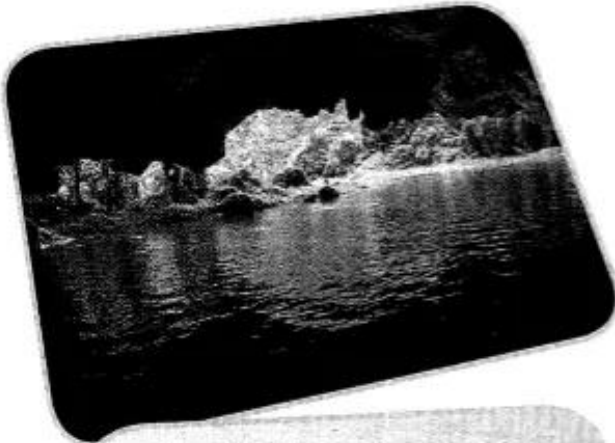
- 1 The aim of this activity is to activate Ss' background knowledge of the writing topic of the unit in a pair / group discussion.
- Ask Ss to work in pairs or groups to discuss the questions.
 - If Ss have not been to the site, encourage them to predict what visitors can do and see there.
- 2 The aim of this activity is to help Ss to complete an outline of an essay explaining the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site.
- Ask them to read the outline and work out where on the outline each of the points should be added.
 - Have Ss discuss in pairs or groups, and put the points under the right subheadings.
 - Check Ss' answers as a class.

Key

- Cultural value (in any order) (c, d)
- Natural beauty (a) (b is also accepted here)
- Geological value (b)
- Preservation of heritage (e)

WRITING

Trang An Scenic Landscape Complex



1 Ask and answer the questions below.

1. What do you know about Trang An Scenic Landscape Complex?
2. Have you been there? If so, what did you see there? If not, what do you think visitors can see there?

2 Complete an outline of an essay explaining the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site.

- a. Trang An - Tam Coc - Bich Dong natural scenic landscape and ecological site
- b. A magnificent landscape of limestone mountain tops surrounded by valleys and steep rocks
- c. Home to many temples, pagodas, and places of worship
- d. Archaeological discoveries of human activity dating back almost 30,000 years
- e. Home to more than 800 species of flora and fauna

Trang An Scenic Landscape Complex, recognised as a World Heritage Site, is famous for its cultural value, natural beauty, geological value, and preservation of heritage.

- Cultural value

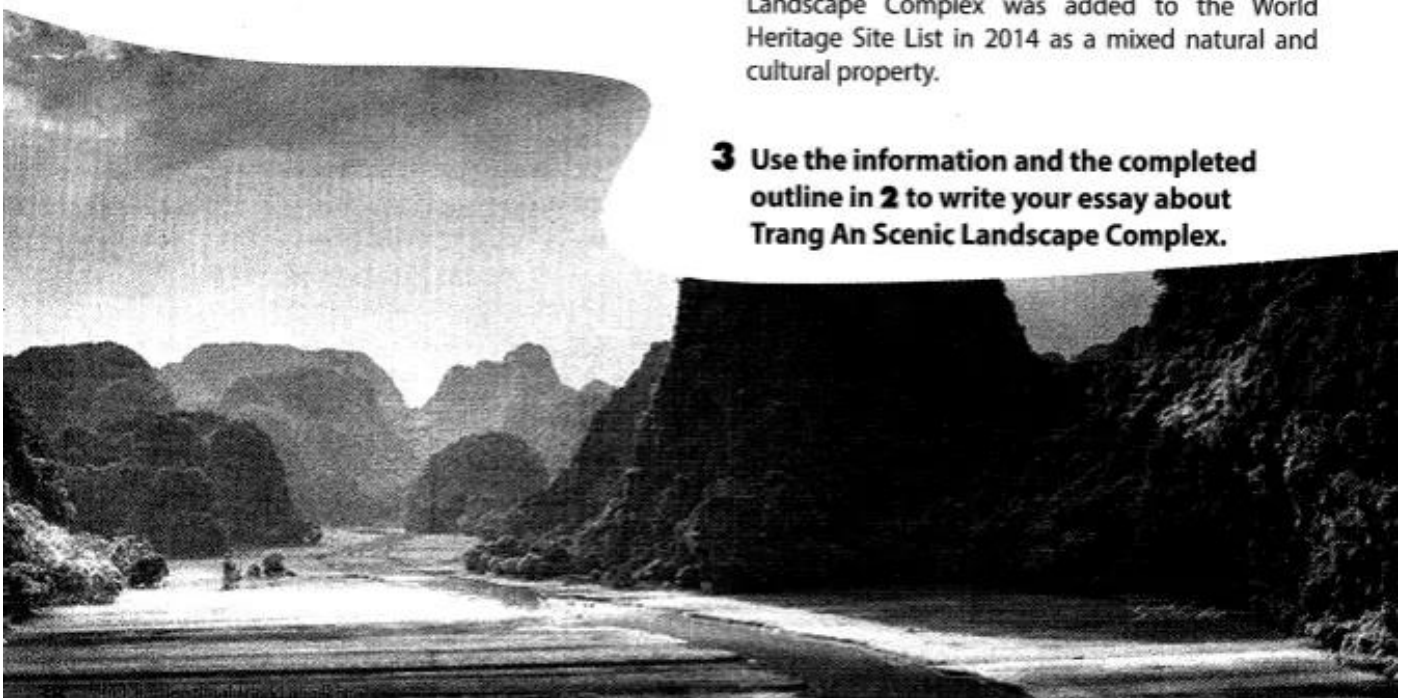
- Natural beauty

- Geological value

- Preservation of heritage

Having met UNESCO criteria for outstanding universal value to humanity, Trang An Scenic Landscape Complex was added to the World Heritage Site List in 2014 as a mixed natural and cultural property.

3 Use the information and the completed outline in 2 to write your essay about Trang An Scenic Landscape Complex.



- 3** This activity focuses on developing Ss' writing skills.
- Set a time limit for them to write the first draft of their essays.
 - Have Ss exchange their drafts in pairs or groups for peer review. Encourage them to comment on the content and structure, on clarity of expression, grammar and spelling. Add any additional feedback, if necessary.
 - Have Ss revise their drafts based on their partners' comments and your feedback. (This can be done at home.)
 - Collect Ss' essays for checking or marking.

Key Students' writing

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can write an essay about the reasons why Trang An Scenic Landscape Complex was recognised as a World Heritage Site.*

Sample essay

Trang An Scenic Landscape Complex, recognised as a World Heritage Site, is famous for its cultural value, natural beauty, geological value, and preservation of heritage.

The most outstanding feature of this site is its cultural value. Archaeologists have discovered signs of human activity dating back almost 30,000 years. With such a long-lasting history, Trang An Scenic Landscape Complex is home to many temples, pagodas, and places of worship.

The natural beauty of the place with its geological value is another outstanding feature. Trang An – Tam Coc – Bích Dong not only has a natural scenic landscape but also is an ecological site. Moreover, the area is famous for its magnificent landscape of limestone mountain tops surrounded by valleys and steep rocks.

As a place of cultural and natural value, Trang An Heritage is well-preserved and protected. Visitors are amazed to discover that the site is home to more than 800 species of flora and fauna.

Having met UNESCO criteria for outstanding universal value to humanity, Trang An Scenic Landscape Complex was added to the World Heritage Site List in 2014 as a mixed natural and cultural property.

COMMUNICATION AND CULTURE

Communication

A field trip to a heritage site

- 1 The aim of this activity is to provide further communication practice by engaging Ss in a discussion about a heritage site to visit and improving their reasoning and persuasion skills.
- Activate Ss' knowledge about the five World Heritage Sites mentioned earlier in this unit. You can do that either by asking them questions about the sites or by having Ss recall what they have learnt about them in pairs or groups.
- Ask Ss to study the three other World Heritage Sites in Viet Nam. Provide additional information about these sites, if necessary.

Notes

Hoi An Ancient Town

- 30 km south of Da Nang, on the banks of the Thu Bon River, a very popular tourist destination in Viet Nam (Thu Bon River is also known as Hoi An River)
- recognised by UNESCO as a World Heritage Site in 1999
- Cua Dai Beach (Bãi Biển Cửa Đại)

My Son Sanctuary

- about 70 km southwest of Da Nang, an imperial city during the Cham Dynasty between the 4th and 14th centuries
- recognised by UNESCO as a World Heritage Site in 1999

Citadel of the Ho Dynasty

- situated in Vinh Loc District, Thanh Hoa Province
- built by Ho Quy Ly, the highest-ranking mandarin of the Tran Dynasty at the time, in a landscape of great scenic beauty according to feng shui principles
- the capital of Viet Nam from 1400 to 1407 after Ho Quy Ly forced King Tran Thuan Tong to move the capital from the citadel of Thang Long to Thanh Hoa
- recognised by UNESCO as a World Heritage Site in 2011
- except for its gates, the castle is mostly in ruins
- For further information about these World Heritage Sites of Viet Nam, visit whc.unesco.org and vietnamtourism.com.

COMMUNICATION AND CULTURE



Communication

A field trip to a heritage site

1 Work in groups. Your group needs to decide on a heritage site to visit on your next field trip.

You may choose one from the five World Heritage Sites in Viet Nam included in this unit or from the other three sites: Hoi An Ancient Town, My Son Sanctuary, or Citadel of the Ho Dynasty.



Hoi An Ancient Town

- a well-preserved example of a Southeast Asian trading port dating from the 15th to the 19th century
- tourist attractions: temples, pagodas, ancient homes, relics of the Sa Huynh and Cham cultures, Hoi An River, Cua Dai Beach, and Cham Island

My Son Sanctuary

- a large complex of religious relics comprising more than 70 architectural works such as towers, temples, and tombs

Citadel of the Ho Dynasty

- the only stone citadel in Southeast Asia
- major stone sections remain intact thanks to the unique construction techniques
- located in a landscape of great scenic beauty

Example:

Student A: So where should we go on our next heritage site field trip?

Student B: I'd like to suggest visiting Trang An Scenic Landscape Complex. It includes both natural and cultural sites.

Student C: I'm more interested in nature, and it'd be fun to explore the grottos and caves in Phong Nha - Ke Bang National Park. Why don't we go there?

Student A: Sounds like an interesting idea. But we have limited time. We can't go there and return in one day. Trang An Scenic Landscape Complex would be a better option this time because it's only 80 km from here. We can set off early in the morning and come back late in the afternoon.

Student C: Oh, I haven't thought about that, but your suggestion sounds great to me. We may visit Phong Nha - Ke Bang National Park another time.

2 Present your group's decision on the heritage site to visit to the class. Try to convince your classmates that this would be the best place to see.

Culture

Taj Mahal, a World Heritage Site

1 Look at the photo of Taj Mahal, a World Heritage Site. Answer the questions.

1. Where do you think it is?
2. What do you think you can see there?

2 Read the text. Match the highlighted words in the text with the definitions below.

1. a round roof that has a circular base
2. an excellent work of art
3. an impressive building housing a tomb or group of tombs
4. a place for Muslims to worship

Taj Mahal is a giant mausoleum of white marble in Agra, India. It was built by order of the Mughal emperor Shah Jahan in memory of his favourite wife, Mumtaz Mahal, who died when giving birth to her 14th child in 1631. Legend has it that Shah Jahan made a promise to build her the most beautiful tomb ever known. The construction started in 1632 and was completed in 1648. Other parts of this complex such as the mosque, the guest house and the main gateway were added later and completed in 1653. The most magnificent feature of Taj Mahal to notice is the central dome on top of the tomb. The dome with its top decorated with a lotus design is 35 metres tall.

As acknowledged by UNESCO, Taj Mahal represents the greatest architectural and artistic achievement of Muslim art. It is considered to be a masterpiece of architectural style in design and construction technique. The balance and harmonious blending of various elements contributes to its unique beauty. Recognised as a World Heritage Site in 1983, the Taj Mahal complex, including the tomb, mosque, guest house, and main gate had preserved the original qualities of the buildings.

3 Answer the questions.

1. Why was Taj Mahal built?
2. How long did it take to complete the construction of the Taj Mahal complex?
3. Why is Taj Mahal considered to be an outstanding work of art?

4 If you had the opportunity to travel, would you visit Taj Mahal? Give reasons for your decision.

- Ask Ss to study the example to get an idea about the language they can use and what they are supposed to discuss.
- Let Ss form groups of three and start their discussion. Have one of them take notes.
- Walk around to offer help, if necessary and encourage all members to participate in the group activity. Make sure all groups agree on one site to visit and formulate the reasons for their choice.

2 The aim of this activity is to help Ss to further improve their speaking skills by presenting their group's decisions to the class.

- Ask Ss to consolidate their notes from 1.
- Set a time limit for the groups to prepare their presentations. Walk around to help Ss to organise their ideas.
- Invite several groups to present their plans for a field trip. Encourage the other students to ask follow-up questions.
- Have the class vote for the most interesting plan.

Culture

Taj Mahal, a World Heritage Site

- 1** The aim of this activity is to activate Ss' background knowledge and arouse their interest in the culture topic.
- Ask Ss to look at the photo of Taj Mahal and answer the questions.
 - Encourage them to share any information or facts they know about this site. Even if Ss haven't heard about it, encourage them to make some predictions.

Key Students' answers

2 The aim of this activity is to introduce key vocabulary items that will help Ss to understand the text.

- Ask Ss to look at the highlighted words and the context in which they are used.
- Encourage Ss to work out the meaning of each new word from the contextual clues in the text. Have them find similar words in the definitions.
- Have Ss compare their answers in pairs or groups.
- Check Ss' answers as a class.

Key 1. dome 2. masterpiece
3. mausoleum 4. mosque

3 This activity focuses on developing comprehension skills and checking Ss' understanding of the text about Taj Mahal.

- Ask Ss to read the text individually to get an overall idea about its content.
- Check Ss' understanding of other key vocabulary items such as *marble, memory, gateway, lotus design, technique, balance* and *harmonious blending*.
- Ask Ss to read the questions and underline the key words that can help them to locate the information in the text needed to answer the questions.
- Ask Ss to compare their answers in pairs or groups.
- Check Ss' answers as a class.

Key

1. It was built by order of the Mughal emperor Shah Jahan in memory of his favourite wife, Mumtaz Mahal, who died in childbirth.
2. It took 21 years, from 1632 to 1653.
3. Taj Mahal features a magnificent marble dome on the top of the tomb, decorated with a lotus design. It represents the greatest architectural and artistic achievement of Muslim art. Its unique beauty comes from the balance and harmonious blending of various elements.

4 This follow-up activity provides an opportunity for Ss to personalise the topic through discussion.

- Have Ss work in groups. Ask them to express their opinions about the site, e.g. *What do you like about its architecture? Do you find its history interesting?*
- Encourage each student to answer the question, supporting his / her decision with clearly formulated reasons why he / she would / would not visit Taj Mahal.
- Ask individual Ss to present their opinions to the class.
- Give appropriate feedback (delayed feedback would be suitable here since it would be better not to interrupt Ss' presentations). Encourage the rest of the class to comment on the presenters' ideas and presentation skills.

Key Students' answers

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can contribute to the group discussion, making a suggestion for a place I want to visit and providing the reasons for my choice. I have learnt about Taj Mahal, a World Heritage Site in India.*

LOOKING BACK

Pronunciation

1 Listen to the following short exchanges. Mark ✓ (rising intonation) or ✗ (falling intonation) on the choice questions in these exchanges.

- A: Would you like to visit a natural or a cultural world heritage site?
B: I'd like to see a cultural one.
- A: Which site is worth visiting in Hue? The Citadel or the Royal Tombs?
B: I think both of them are worth visiting.
- A: Would you like to go to Phong Nha - Ke Bang National Park by car or by train?
B: By train.
- A: Do you prefer mountain climbing or cave exploring?
B: I prefer mountain climbing.
- A: Are the ancient houses in Hoi An in ruins or well-preserved?
B: Most of them are well-preserved.

2 Listen again and check your answers. Then practise asking and answering the questions.

Vocabulary

1 Underline the correct word in each sentence.

- This heritage site is famous for its beautiful (*scenes / scenery*).
- The tombs are part of our historical (*heritage / traditions*).
- Visiting the Tomb of Khai Dinh, tourists will notice a mix of eastern and western (*dynasties / architecture*).
- The ruling (*scholar / dynasty*) was responsible for reuniting the kingdom.
- The best part of our trip to the national park was the tour to the many (*ancient / antiques*) ruins.

2 Complete the sentences with the correct form of the words in the box.

excavate	preserve	explore
archaeology	geology	

- Phong Nha - Ke Bang has a complex _____ structure with different varieties of stone.
- _____ the caves and grottos in Phong Nha - Ke Bang National Park is the most popular activity for visitors.
- Scientists working on the site found many ancient tools, tombs and pottery, and made some important _____ discoveries.

- Scholars believe that there are still relics buried under the tomb and awaiting _____.
- Lack of _____ of this heritage building has resulted in damage to its walls.

Grammar

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

call	recognise	invite
offer	ring	live

- When I was snoozing under a tree in that pagoda, I was woken up by a bell _____ in my ears.
- Some of the guests _____ to the 2014 Hue Festival couldn't come as scheduled.
- Life has become much easier for people _____ near the world heritage sites because there are more and better paid jobs there.
- This company was the only one _____ me the chance to do some voluntary work as a tour guide at the archaeological site.
- A boy _____ Nam phoned while you were out to ask about the field trip.
- Trang An Scenic Landscape Complex is the first site in Viet Nam _____ as a mixed cultural and natural World Heritage Site.

2 Combine the two sentences into one, using either an *-ing* or *-ed* participle.

- A taxi was taking us to Hoi An Ancient Town. It broke down.
⇒ The taxi _____ broke down.
- There's a path at the end of this street. The path leads to the Perfume River.
⇒ At the end of the street there's a _____.
- The Citadel gate was damaged in the storm. It has now been repaired.
⇒ The Citadel gate _____ has now been repaired.
- Some excavation relics were stolen from the museum. They haven't been found yet.
⇒ The _____ haven't been found yet.
- Some foreign guests were invited to the opening of the heritage museum. Many of them were not able to come.
⇒ Many of the foreign guests _____ were not able to come.

LOOKING BACK

Pronunciation

- 1** The aim of this activity is to revise the intonation for choice questions.
- Ask Ss to listen to the exchanges and mark the intonation patterns on the questions using a downward or upward arrow on each choice. (↘↗)
 - Have Ss compare their answers in pairs or groups.
 - Check Ss' answers as a class.

Key

- A: Would you like to visit a natural ↗ or a cultural world heritage site ↘?
B: I'd like to see a cultural one.
- A: Which site is worth visiting in Hue? The Citadel ↗ or the Royal Tombs ↘?
B: I think both of them are worth visiting.
- A: Would you like to go to Phong Nha - Ke Bang National Park by car ↗ or by train ↘?
B: By train.
- A: Do you prefer mountain climbing ↗ or cave exploring ↘?
B: I prefer mountain climbing.
- A: Are the ancient houses in Hoi An in ruins ↗ or well-preserved ↘?
B: Most of them are well-preserved.

- 2** The aim of this activity is to provide further practice on the intonation patterns for choice questions.
- Play the recording again and ask Ss to listen and read along.
 - Ask Ss to practise in pairs, taking turns to ask and answer the questions.
 - Walk around, comment on the pairs' performance and praise Ss who try to use the appropriate intonation.

Vocabulary

- 1** The aim of this activity is to help Ss to revise the key vocabulary items in the unit.
- Ask Ss to underline the correct word in each sentence.
 - Let them compare their answers in pairs or groups.
 - Check Ss' answers as a class and give further explanation, if necessary.

Key

- | | | |
|-----------------|-------------|------------|
| 1. scenery | 2. heritage | |
| 3. architecture | 4. dynasty | 5. ancient |

- 2** This activity provides further consolidation of key vocabulary items from the unit. Ss are required to choose the right word for each sentence and change its grammatical form to fill each gap.
- Ask Ss to go through the words in the box and check if they remember the meaning of each one.
 - Have Ss complete the sentences with the correct form of the words.
 - Ask Ss to compare their answers in pairs or groups.
 - Check Ss' answers as a class.

- ### Key
- | | |
|-------------------|---------------|
| 1. geological | 2. Exploring |
| 3. archaeological | 4. excavation |
| 5. preservation | |

Grammar

- 1** The aim of this activity is to help Ss to revise the structure and use of participle and to-infinitive clauses.
- Ask Ss to work individually, and then compare their answers in pairs or groups.
 - Check Ss' answers as a class and give further explanations, if necessary.

Key

- | | |
|------------|---------------------|
| 1. ringing | 2. invited |
| 3. living | 4. to offer |
| 5. called | 6. to be recognised |

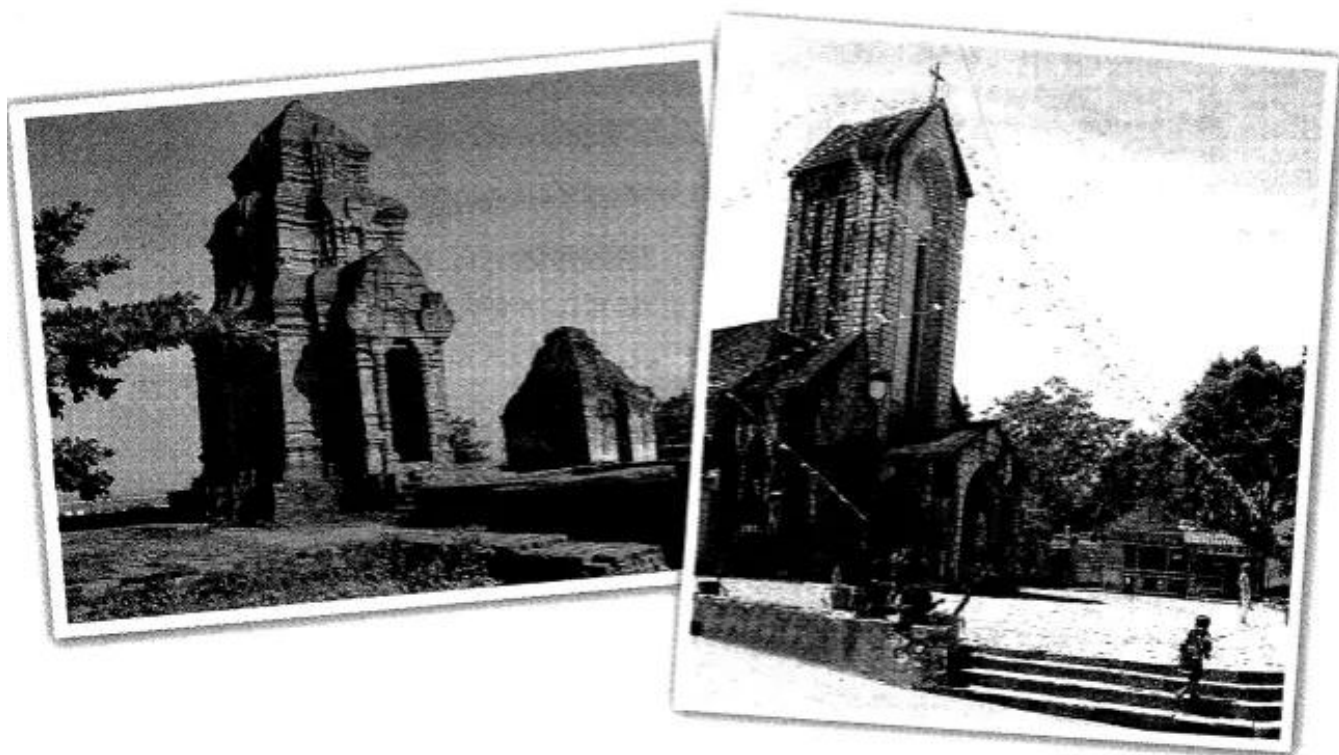
- 2** This activity provides further revision of the structure and use of participle clauses by asking Ss to combine two sentences using *-ing* or *-ed* participles.
- Let Ss work individually, and then compare their answers in pairs or groups.
 - Ask individual Ss to write their sentences on the board.
 - Check Ss' answers as a class.

PROJECT

Work in groups. Choose a heritage site in Viet Nam and find information about it. Then discuss and make a proposal for its preservation and protection. Present your ideas to the class.

Here are some guiding questions:

- What's the name of the heritage site?
- Where is it located?
- In what condition is it now? Is it well-preserved, damaged or in ruins?
- Who is responsible for its current condition?
- What do you think should be done to improve it?
- How can it be preserved for future generations?
- How can it be protected from damages, theft or irresponsible behaviour?



NOW YOU CAN

- ▶ Use words and phrases related to the World Heritage Sites in Viet Nam
- ▶ Identify and use intonation on choice questions
- ▶ Use participles and *to*-infinitives to replace relative clauses
- ▶ Read for general ideas and specific information about World Heritage Sites
- ▶ Make suggestions about places to visit
- ▶ Listen for specific information in a radio programme about a World Heritage Site
- ▶ Write an essay about the reasons why a site in Viet Nam was recognised as a World Heritage Site

Key

1. The taxi *taking us to Hoi An Ancient Town* broke down.
2. At the end of the street there's a *path leading to the Perfume River*.
3. The Citadel gate *damaged in the storm* has now been repaired.
4. The *excavation relics stolen from the museum* haven't been found yet.
5. Many of the foreign guests *invited to the opening of the heritage museum* were not able to come.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have revised all the language points covered in this unit. I can use vocabulary related to the World Heritage Sites in Viet Nam, intonation patterns for choice questions, and participle and to-infinitive clauses.*

PROJECT

This activity provides further opportunities for Ss to use the language, skills and information they have learnt in the unit through collaborative work on a project and group presentations.

- Ask Ss to form groups.
- Have groups discuss the guiding questions and brainstorm their ideas. Encourage them to take notes and share their ideas with the teacher or the other groups.
- Encourage groups to prepare an outline for their presentation. This should include an introduction (briefly introducing their proposal and their reasons for choosing this site, and providing an overview of the talk), main body (several main points such as the current condition of the site, what should be done, who should be responsible, etc.) and conclusion (summary of the main points and how their proposal will contribute to the preservation of heritage and culture in Viet Nam in general).
- Have Ss practise their presentations in groups. Make sure each member has been assigned a part to present.
- Have Ss make a list of useful tips for effective delivery of their presentations:
 - talk naturally and avoid reading from your notes or outline
 - speak clearly and confidently
 - use appropriate intonation and vary the tone, pitch and volume of your voice
 - make eye contact with your audience and involve your listeners by asking and encouraging questions
 - make sure you finish in time.
- Have groups present their proposals to the class. Encourage the rest of the class to ask questions and give feedback about the content, clarity of expression and delivery.
- Have the class vote for the best proposal.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about a heritage site by searching for more information and discussing it in my group. I can make a proposal for the preservation and protection of a heritage site and present to the class.*