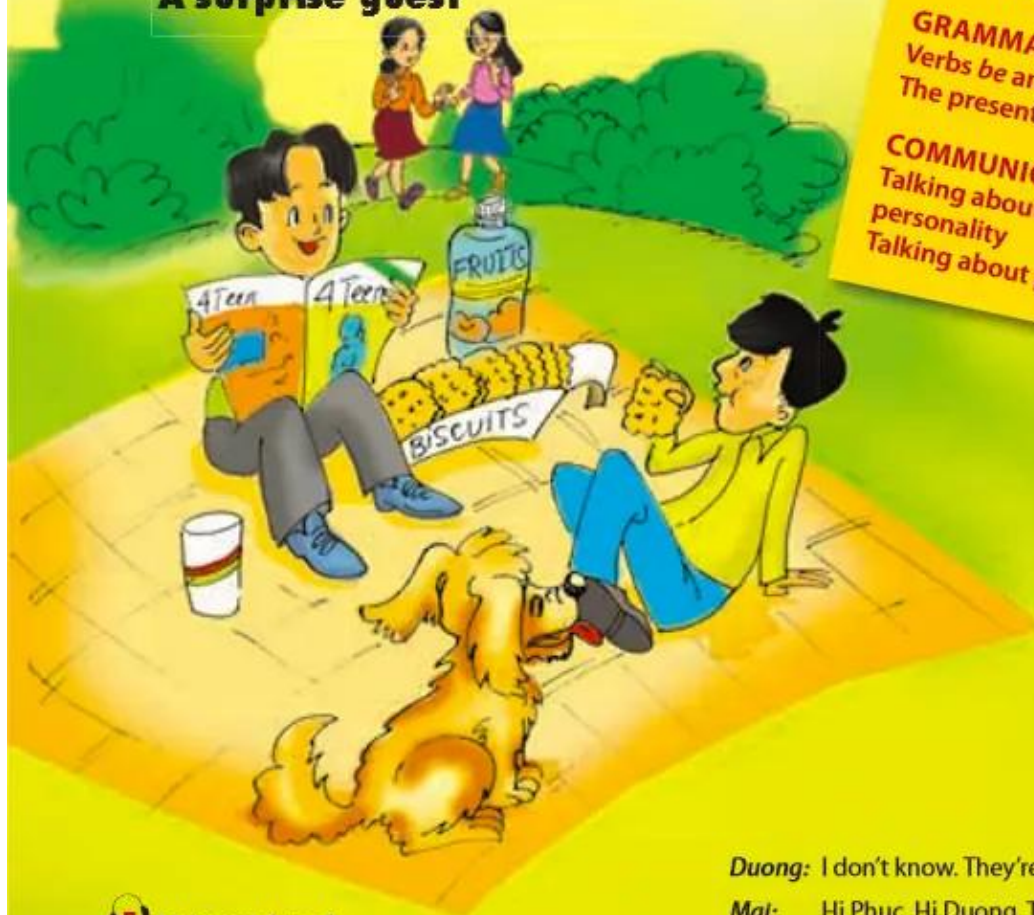


GETTING STARTED

A surprise guest


 Listen and read.

Phuc: This is a great idea, Duong. I love picnics!

Duong: Me too, Phuc. I think Lucas likes them too.
(Dog barks)

Phuc: Ha ha. Lucas is so friendly!

Duong: Can you pass me the biscuits please?

Phuc: Yes, sure.

Duong: Thank you. What are you reading, Phuc?

Phuc: 4Teen. It's my favourite magazine!

Duong: Oh, look! It's Mai. And she is with someone.

Phuc: Oh, who's that? She has glasses and she has long black hair.

Duong: I don't know. They're coming over.

Mai: Hi Phuc. Hi Duong. This is my friend Chau.

Phuc & Duong: Hi, Chau. Nice to meet you.

Chau: Nice to meet you too.

Duong: Would you like to sit down? We have lots of food.

Mai: Oh, sorry, we can't. It's time to go home. This evening, we are working on our school project.

Duong: Sounds great. I'm going to the judo club with my brother. How about you, Phuc?

Phuc: I'm visiting my grandma and grandpa.

Chau: OK, see you later!

Phuc & Duong: Bye!

THIS UNIT INCLUDES:

VOCABULARY
Body parts and appearance
Personality

PRONUNCIATION
Sounds /b/ and /p/

GRAMMAR
Verbs *be* and *have* for descriptions
The present continuous for future

COMMUNICATION
Talking about appearance and personality
Talking about plans

Objectives:

By the end of this unit, students can:

- pronounce correctly the sounds /b/ and /p/ in isolation and in context
- use lexical items related to the topic 'My friends'
- use vocabulary and structures about body parts, appearance, and personality
- use the present continuous to talk about future plans and arrangements
- identify and practise the language of polite requests
- guess the meaning of new words based on clues including pictures and surrounding words
- read for specific and general information in texts including advertisements and e-mails
- listen to get information about friends and things to do with friends
- write an entry for a magazine using notes

Introduction

Before Ss open their books, review the previous unit. Focus on the key language and structures learnt.

Discuss the objectives with Ss.

Write the Unit title on the board 'A surprise guest'. Explain the meaning of 'surprise' and ask Ss to guess what the picture might show or what the conversation might be about. Let Ss open their books and check their answers.

GETTING STARTED

A surprise guest

I Ask Ss questions about the picture:

E.g. What is Phuc doing? What are they eating and drinking?

T can also ask Ss to share any recent experiences of going on a picnic. Play the recording. Ss listen and read.

T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension questions.

a Put a suitable word in each blank.

- Phuc and Duong are having a _____.
- Lucas _____ picnics.
- Lucas is a _____ dog.
- Phuc and Duong see _____ and _____.
- Chau has _____, and she has _____.
- This evening, Mai and Chau are _____.

**b Polite requests and suggestions
Put the words in the correct order.**

Making and responding to a request

- can/pass/the/please/biscuits/you/me?
- sure/yes

Making and responding to a suggestion

- sit down/like to/would/you?
- sorry/oh/can't/we

2 Game: Lucky Number

Cut 6 pieces of paper. Number them 1-6. In pairs, take turns to choose a number. Look at the grid and either ask for help or make a suggestion.

1. pass the pen	4. listen to music
2. play outside	5. turn on the lights
3. move the chair	6. have a picnic

If it is 1, 3, 5, ask for help.

Example:

A: Can you _____ please?

B: Yes, sure.

If it is 2, 4, 6, make a suggestion.

Example:

A: Would you like to _____?

B: Yes, I'd love to./ Oh, sorry, I can't.

Adjectives for personality

- 3** Choose the adjectives in the box to complete the sentences. Look for the highlighted words. Listen, check and repeat the words.

talkative clever boring creative shy
kind confident hard-working friendly funny

- Mina is very _____. She likes to draw pictures. She always has lots of new ideas.



- Thu is _____. He likes to help his friends.



- Minh Duc is _____. He isn't shy. He likes to meet new people.



- Kim is very _____. She's always on the phone, chatting to friends.



- Mai is _____. She understands things quickly and easily.



Learning Tip



When you're reading, look for clues (pictures, words in context) to guess the meaning of new words.

To be + adjective +	To be + adjective -
I'm (am) hard-working	I'm not (am not) hard-working
you're (are) kind	you aren't (are not) kind
he's/she's/it's (is) friendly	he/she/it isn't (is not) friendly
we're/you're/they're (are) funny	we/you/they aren't (are not) funny

4 Complete the sentences.

- I _____ hard-working. (+)
- Phuc _____ kind. (+)
- Chau _____ shy. (-)
- We _____ creative. (-)
- My dog _____ friendly. (+)
- They _____ funny. (+)

5 Game: Friendship Flower

In groups of four, each member writes in the flower petal two adjectives for personalities which you like about the others. Compare and discuss which two words best describe each person.



- a Ss work independently. Allow them to share answers before discussing as a class.

Key: 1. picnic 2. likes/loves 3. friendly
4. Mai and Chau 5. glasses; long black hair
6. working on their school project

- b Polite requests and suggestions

Tell Ss to refer back to the conversation to find the phrases. Practise saying them together (play the recording again as a model if necessary). Pay attention to intonation when asking questions. Ask pairs to role-play the short conversations before demonstrating for the class. Encourage Ss to extend the conversations.

Key: **Making and responding to a request**
1. Can you pass the biscuits for me, please?
2. Yes, sure.
Making and responding to a suggestion
1. Would you like to sit down?
2. Oh, sorry. We can't.

- 2 Demonstrate the game to the class first. Ask a student to help you. Then Ss play in pairs. Monitor for any errors in stress or intonation and discuss after Ss have finished playing the game.
- 3 Ss practise saying the adjectives. Help explain the meaning, e.g. use mimes such as yawning and checking your watch for 'boring'. Then ask Ss to write the correct adjectives in the gaps. Tell Ss they will only need five of the ten adjectives to complete this activity.

Play the recording to allow Ss to check their answers. Discuss any common errors and provide further practice if necessary.

Key: 1. creative 2. kind 3. confident 4. talkative 5. clever

- 4 Tell Ss to look back at 3. Ask what word comes after the names (is), e.g. 'Mina is very creative'. Make some more sentences about the class and write them on the board, e.g. (Point to Ss) 'They are hard-working'. Underline the forms of 'be'. Repeat making negative sentences, e.g. (Point to a student) 'He isn't boring'. Then ask Ss to complete the sentences. Remind Ss that 'is', 'am' and 'are' are all forms of 'be'.

Key: 1. am 2. is 3. isn't 4. aren't 5. is 6. are

- 5 If you do not have time for this activity, ask Ss to complete it at home. Ss can present their flowers to class, or make a display of the flowers on a noticeboard.

A CLOSER LOOK 1

Vocabulary

Appearances

arm ears elbow eyes face foot
 fur glasses hand head knee
 leg mouth neck nose tail
 tooth cheek finger shoulders

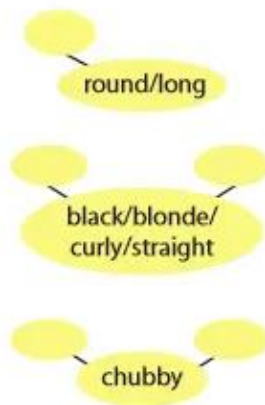
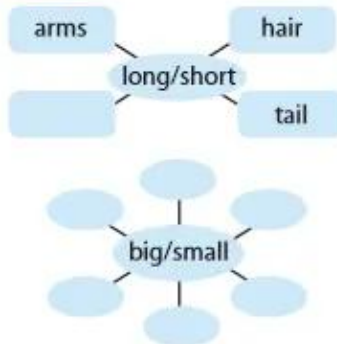
1 Match the words with the pictures on the cover page of *4Teen* magazine. Listen, check and repeat the words.

Watch out!

eye - eyes tooth - teeth
 hand - hands foot - feet

2 Create word webs.

Example:



Pronunciation

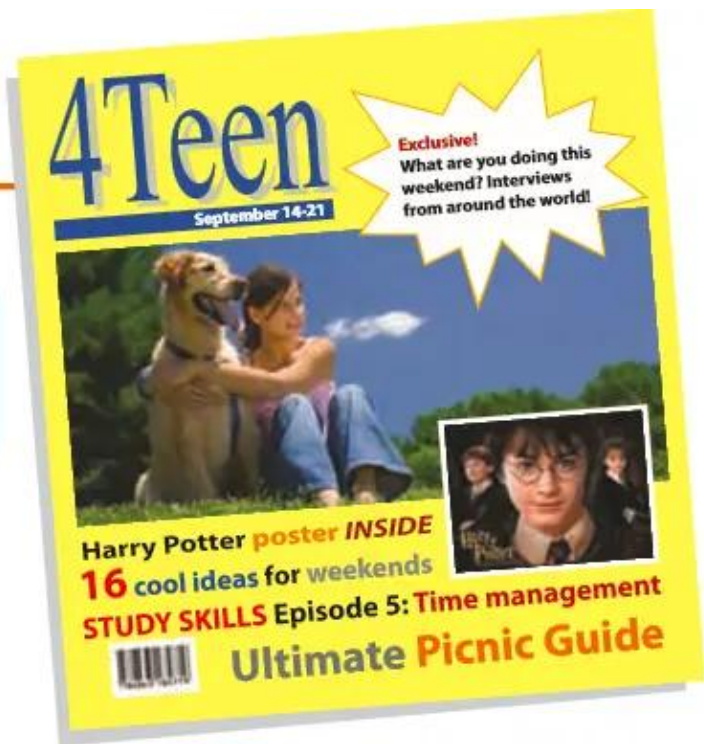
/b/ and /p/

3 Listen and repeat.

picnic biscuits blonde
 black big patient

4 Listen and circle the words you hear.

/b/	/p/
band	play
brown	ponytail
big	picnic
bit	pretty



5 Listen. Then practise the chant. Notice the rhythm.

We're *having* a picnic
 We're *having* a picnic
 Fun! Fun! Fun!
 We're *bringing* some biscuits
 We're *bringing* some biscuits
 Yum! Yum! Yum!
 We're *playing* together
 We're *playing* together
 Hurrah! Hurrah! Hurrah!

Grammar

have for descriptions

+	-
I /you have he /she /it has we /you /they have	I /you don't have he /she /it doesn't have we /you /they don't have
?	answer
Do I /you /we /they have ...?	Yes, I /you /we /they do. No, I /you /we /they don't.
Does he /she /it have ...?	Yes, he /she /it does. No, he /she /it doesn't.
Wh-questions	
What colour eyes does he have?	He has _____.
What sort of hair does she have?	She has _____.

A CLOSER LOOK 1

Introduction

Check if Ss remember who was reading *4Teen* in *Getting Started*.

Vocabulary

Appearances

- 1 Ss may already know some appearance vocabulary, so first ask them to match the words they know. T can also ask Ss to separate the vocabulary into words that only apply to animals (*fur, tail*).

Allow Ss to work together. Point out the irregular plurals using the 'Watch out!' box. Play the recording as many times as required to support Ss' pronunciation. Finally review and test Ss' comprehension by asking them to respond to imperative sentences, e.g. 'Touch your elbow'.

Watch out!

Ask Ss what they notice about these irregular plurals – they contain double vowels.

- 2 Explain that some words go together, e.g. *long + hair*, but some don't, e.g. *round + knee*. Write the adjectives on the board and allow Ss to attach vocabulary cards to make matches. Ask Ss to complete the word webs in their books.

Key:

- long/short: legs, arms, tail, hair
- big/small: head, hands, ears, feet, eyes, nose
- black/blonde/curly/straight: hair, fur
- chubby: face, cheeks
- round/long: face

Pronunciation

/b/ and /p/

- 3 Have Ss practise the /p/ and /b/ sounds together. Tell them they should hear the (voiced) /b/ sound but not the (voiceless) /p/ sound.

Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary.

- 4 Have Ss practise reading the word pairs first. Then ask them to do the task while listening to the recording.

Key: 1. play 2. band 3. ponytail 4. brown 5. picnic 6. pretty

Audio script:

1. We often play badminton in the afternoon.
2. Are you singing in that band?
3. Her ponytail is so cute!
4. He has a brown nose.
5. Let's have another picnic this weekend!
6. She's got such a pretty daughter.

- 5 Ask Ss to listen while T plays the recording. Clap or use an instrument like a tambourine to help Ss understand the rhythm.

Play the recording again and ask Ss to chant along. Provide further practice by dividing the class into two groups. Have groups sing alternate lines.

Grammar

have for descriptions

Introduction

Review descriptions. Stick some pictures of people from magazines on the board. Call out a description, e.g. 'They have short black hair', and have Ss touch the appropriate picture while repeating the sentence. Next, point to pictures and form sentences, e.g. 'Does she have long black hair?' Point out that *do* or *does* is added to the start of questions 'Do you have long hair?', and the end of answers, 'Yes, I do'.

6 Look at the cover page of *4Teen* magazine and make the sentences.

1. the girl/short hair?

_____.
No, she _____.

2. Harry Potter/big eyes?

_____.

3. The dog/a long tail.

_____.

4. And you, you/a round face?

_____.

Yes/I. No/I.

_____.

7 Phuc, Duong and Mai are talking about their best friends. Listen and match.



a.

b.

c.

Phuc	
Duong	
Mai	

8 What are the missing words? Write *is* or *has*. Listen again and check your answers.

A. My best friend (1) _____ a round face and short hair. He isn't very tall but he (2) _____ kind and funny. I like him because he often makes me laugh.

B. My best friend is Lucas. He (3) _____ a brown nose. He (4) _____ friendly! I like him because he's always beside me.

C. My best friend (5) _____ short curly hair. She (6) _____ kind. She writes poems for me, and she always listens to my stories.

A CLOSER LOOK 2

Grammar

The present continuous for future

1 Listen again to part of the conversation.

Duong: I don't know. They're coming over.

Mai: Hi, Phuc. Hi, Duong. This is my friend Chau.

Phuc & Duong: Hi, Chau. Nice to meet you.

Chau: Nice to meet you too.

Duong: Would you like to sit down? We have lots of food.

Mai: Oh, sorry, we can't. It's time to go home. This evening, we are working on our school project.

Duong: Sounds great. I'm going to the judo club with my brother. How about you Phuc?

Phuc: I'm visiting my grandma and grandpa.

The present continuous for future

Be + V-ing

We can use the present continuous to talk about future plans.

I'm not coming tonight. I'm busy.

Tomorrow, I'm playing football with my team.

This evening, they're watching a film.

2 Now, underline the present continuous in the conversation. Which refers to the actions that are happening now? Which refers to future plans? Write them in the table.

Actions now

Plans for future

Example:

This evening, we are working on our school project.

- 6 Ss make the sentences individually. They can discuss their answers with a partner before discussing with the class.

Key: 1. - Does the girl have short hair? 3. The dog has a long tail.
 - No, she doesn't. 4. And you, do you have a round face?
 2. Does Harry Potter have big eyes? Yes, I do./No, I don't.

- 7 Use questions to elicit vocabulary about the pictures to help Ss predict the content of the recording. Play the recording and ask Ss to match the pictures to the people. Discuss the answers, and ask Ss to recall parts of the recording that helped them do the matching.

Key: Phuc: **c** Duong: **a** Mai: **b**



Audio script:

Hi, my name's Phuc. My best friend has a round face and short hair. He isn't very tall but he is kind and funny. I like him because he often makes me laugh.

Hello, I'm Duong. My best friend is Lucas. He has a brown nose. He is friendly! I like him because he's always beside me.

Hi, my name's Mai. My best friend has short curly hair. She is kind. She writes poems for me, and she always listens to my stories.

- 8 Ask Ss to fill in the gaps by recalling the recording and using the information in the grammar input box. Play the recording to allow Ss to check their answers.

Key: 1. has 2. is 3. has 4. is 5. has 6. is

A CLOSER LOOK 2

Grammar

The present continuous for future

- 1 Ask Ss to recall what happened in the conversation in Getting Started. T can ask Ss to focus on the verbs that were used. Play the recording and ask Ss to listen and follow the conversation on the page. Play the recording again and ask Ss to circle all the verbs. Use the grammar box to help T explain that some *-ing* verbs describe actions happening now, and some describe plans for the future. Point out contextual clues, such as use of adverbs of time, e.g. *This evening/Tomorrow*. Point out that some verbs lose their final 'e' when *-ing* is added, e.g. *coming, leaving, riding, taking...*
- 2 Ss fill in the table with sentences from the conversation. Ask Ss to feedback with reasons for their choices.

Key:

<i>Actions now</i>	<i>Plans for future</i>
They're coming over.	I'm going to the judo club with my brother. I'm visiting my grandma and grandpa.

3 Write sentences about Mai's plans for next week. Use the present continuous for future.

Example: She's finishing her homework. (finish)

1. She _____ a test. (take)
2. She _____ to her cooking class. (go)
3. She _____ a museum. (visit)
4. She _____ a barbecue with her friends. (have)

Things to do

test → Yes
 cooking class → No
 museum → Yes
 BBQ → Yes

4 Sort them out! Write **N** for Now and **F** for Future.

1. Listen! Is that our telephone ringing?	
2. They're going to the Fine Arts Museum this Saturday.	
3. Where's Duong? He's doing judo in Room 2A.	
4. She's travelling to Da Nang tomorrow.	
5. Are you doing anything this Friday evening?	
6. Yes, I'm watching a film with my friends.	

5 Game: **Would you like to come to my party?**

Choose the day of the week that you plan to:

- have a party
- prepare for the class project
- go swimming

Then go around the class and invite friends to go to your party on the day you have decided. How many people can come to your party?

Example:

Nhung's week						
Mon.	Tue.	Wed.	Thur.	Fri.	Sat.	Sun.
swimming			project	party		

Nhung: Would you like to go to my party on Friday?

Phong: I'd love to. I'm not doing anything on Friday. / Oh, I'm sorry I can't. I'm going swimming with my brother.



COMMUNICATION

Extra vocabulary

choir firework competition
 greyhound racing field trip temple
 volunteer independent curious
 freedom-loving responsible reliable

1 Read this page from *4Teen* magazine.



ADIA: (Yobe, Nigeria)
Birthday 15/5

On Saturday I'm helping my parents in the field as usual. Then on Sunday we're singing at our village's choir club. It's so exciting!



VINH: (Da Nang, Viet Nam)
Birthday 7/12

I'm going to my English club this Saturday. Then on Sunday I'm going to Han River with my parents to watch the international firework competition. You can watch it live on TV.



JOHN: (Cambridge, England)
Birthday 26/2

This Saturday I'm doing the gardening with my mum. Then on Sunday my parents are taking me to London to see the greyhound racing. It's my birthday present!

- 3** Ask Ss to complete the sentences individually. Remind them to pay attention to the 'be' verb and to the spelling of verbs ending in 'e' such as 'take'. Discuss any difficulties before Ss attempt 4.

Key: 1. is taking 2. isn't going 3. is visiting 4. is having

- 4** Ss write N for actions happening now, and F for future plans.

Key: 1. N 2. F 3. N 4. F 5. F 6. N

- 5** Ask Ss to prepare for the activity by first writing the days from Monday to Sunday, and writing activities next to each - they should add the three activities listed in **5**: organizing a party, working on a project, going swimming. They should leave some days free to arrange new plans. Practise the model conversation with the class. Then ask Ss to mingle and make arrangements with their classmates. Afterwards feedback by asking Ss to tell the class about their plans, e.g. 'On Thursday, I am going swimming with Nguyet, Phuong and Huong.'

COMMUNICATION

Introduction

With Ss, discuss the features of magazine pages – headlines, boxed text, colourful, lots of pictures.

- 1** Before Ss open their books, show the pictures of the five friends in the magazine. Discuss the friends with the class: where they are from, what their names might be, what they might like to do, etc. You can bring a map or a globe to class to show where they are from.

THIS WEEK IN 4Teen WE ASK OUR FRIENDS AROUND THE WORLD, 'WHAT ARE YOU DOING AT THE WEEKEND?'

TOM: (New York, US) Birthday 19/1



Our school is visiting a fire station in the neighbourhood this Saturday. It's a field trip for our project. We're talking to firefighters and checking out different fire trucks. On Sunday, I'm going to the movies with my friends. That's great!



NORIKO: (Sakai, Japan) Birthday 21/8

On Saturday, I'm going to class at the Friends of Ikebana society. I'm a volunteer teacher there.

Then I'm travelling to Shitennoji Temple in Osaka with my new English friends.

2 Find the star sign of each friend to find out about their personality. Do you think the description is correct?

Aries 21/3 – 20/4 independent, active, freedom-loving

Taurus 21/4 – 20/5 patient, reliable, hard-working

Gemini 21/5 – 20/6 talkative, curious, active

Cancer 21/6 – 20/7 sensitive, caring, intelligent

Leo 21/7 – 20/8 confident, competitive, creative

Virgo 21/8 – 20/9 careful, helpful, hard-working

Libra 21/9 – 20/10 talkative, friendly, creative

Scorpio 21/10 – 20/11 careful, responsible, curious

Sagittarius 21/11 – 20/12 independent, freedom-loving, confident

Capricorn 21/12 – 20/1 careful, hard-working, serious

Aquarius 21/1 – 20/2 friendly, independent, freedom-loving

Pisces 21/2 – 20/3 kind, helpful, creative



3 Look for your star sign. Do you agree with the description?

4 Think about your friends' personalities. What star signs do you think they are? Find out if you are correct!

- 2** Tell the class they will be introduced to some new verbs. Ask Ss to find the star signs of the five friends in *4Teen*. Ask them to look at the adjectives of personalities in the star signs and compare them with what they read about the five friends in **1**.
- 3** Ss review the star sign descriptions for their own signs. Ss can tick adjectives they agree with, and cross ones they disagree with. Allow them to share their thoughts with a partner.
- 4** Play a line-up game. Ss have to arrange themselves in order of birthdays. Support them by reviewing months and dates and giving a question and answer they can use: *When's your birthday? It's on _____*. Pair Ss and ask them to read out their partner's star sign.

SKILLS 1

Reading

1 Read the advertisement for the Superb Summer Camp and choose the best answer.

- The camp is for kids aged between _____.
a. 6-9 b. 10-15 c. 18-19
- The camp is in the _____.
a. sea b. city park c. mountains
- The camp lasts for _____ days.
a. three b. four c. five

2 Read the text quickly. Then answer the questions.

- Is the text a letter, an e-mail, or a blog?
- What is the text about?
- Is Phuc enjoying himself?

Personalized E-Mail Sender Unregistered Copy
File Editor Options Logs Help

Open Recipients Send EMail Templates Save recipients Settings High Priority

From: Nguyen Huu Phuc <phuc.nguyen@webmail.com>
To: My parents <parents.nguyen@webmail.com>
Date: Friday 16th June – Subject: My first day at The Superb Summer Camp

Hi Mum and Dad,
Here I am at the Superb Summer Camp. Mr Lee asks us to write e-mails in English! Wow everything here is in English! There are 25 kids from different schools in Ha Noi. They are all nice and friendly. My new friends are Phong, James, and Nhung. (I'm attaching a photo of us here). James has blond hair, and big blue eyes. He's cool, and creative. He likes taking pictures. He's taking a picture of me now! Phong is the tall boy. He's sporty and plays basketball very well. Nhung has chubby cheeks and curly black hair. She's kind. She shared her lunch with me today.
This evening we're having a campfire. We're singing and James is telling a ghost story! I hope it isn't too scary! Tomorrow we're doing a treasure hunt in the field. Then in the afternoon we're visiting a milk farm to see how they make milk, cheese and butter. I'm not sure what we're doing on the last day! Mr Lee hasn't told us yet. I'm sure it will be fun!
I miss you already. Please write soon.
Love,
Phuc



3 Read the text again and write True (T) or False (F).

- Phuc is writing to his teacher. F (his parents)
- Phuc has four new friends. _____
- Phuc thinks Nhung is kind. _____
- Phuc likes scary stories. _____
- In the evening, the kids are playing inside. _____
- They're working on a milk farm tomorrow. _____
- The children can speak Vietnamese at the camp. _____

Speaking

4 Make your own English camp schedule.

	Morning	Afternoon
Day One		
Day Two		
Day Three		

5 Take turns. Tell your partner about it. Listen and fill in the schedule.

	Morning	Afternoon
Day One		
Day Two		
Day Three		

SKILLS 1

Introduction

Show the class three objects/pictures of objects that you might use at camp, e.g. *torch, backpack, hiking shoes*. Ask the class to guess when you might use all three objects. Then Ss can open their books and check their guesses.

Reading

Before starting, T discusses with Ss the features of advertisements: title, short texts, eye-catching, contact details, etc.

- 1 Tell Ss this advertisement is about the Superb Summer Camp. Ask Ss to look at it for 2 minutes and try to remember as much as they can. Then ask the class to cover the page and tell T what they remember. Elicit answers by asking, E.g. *The camp is for children of what age? What did you see in the pictures? Where will the camp be? What can you do at the camp? When does it happen?* Go through the contents of the advertisement with the class.

Key: 1. b 2. c 3. a

- 2 Before starting, T discusses with Ss the features of e-mails: format, greetings, endings. Tell Ss the e-mail is written by a boy at the camp. Discuss how he might feel. T can ask Ss to recall times they've spent away from home. Then ask Ss to quickly read to check their predictions and to find the answers to the questions. Ss can underline parts of the e-mail that helped them with the answers. Set a strict time limit to ensure Ss read quickly for information. Accept any reasonable answers.

Key: 1. An e-mail. 2. A stay at the Superb Summer Camp. 3. Yes, he is.

- 3 Read the sentences together with Ss. Set a longer time limit for them to re-read the text and answer T or F. Again ask Ss to note where they found the information that helped them complete the activity. In pairs, Ss can compare answers before discussing them as a class. Encourage Ss to support their answers.

Key: 1. F (He's writing to his parents.)
2. F (He has three.)
3. T
4. F (He hopes it isn't too scary.)
5. F (They're having a campfire and telling a ghost story.)
6. F (They're visiting a milk farm.)
7. F (They speak English only.)

Speaking

- 4 Ask Ss to make their own English camp schedule then ask them to report their results to class.
- 5 Go back to the advertisement and elaborate the activities listed with Ss. Brainstorm ideas onto the board. E.g. *What kind of games do you think there are at the camp? How about art and music activities? And Leadership programmes?* Pair Ss and ask them to use the ideas they brainstormed to fill in their own schedule. Ensure pairs don't see each other's schedule. T can ask Ss to sit back to back. Give each student a fixed amount of time to speak. Ss can report to the class about their partner's schedule.

SKILLS 2

Listening

1 What do you see in the photos? Choose the words in the box to fill in the table. Then listen and check.

riding a bike hiking skiing
 taking part in a cooking competition
 playing beach volleyball
 taking part in an art workshop
 visiting a milk farm
 playing traditional games
 taking a public speaking class

a	
b	
c	
d	
e	
f	
g	
h	
i	



a

b



c

d



e

f

g



h

i

2 Which activities do you think may/may not happen at the Superb Summer Camp? Why/Why not?

3 Listen to Mr Lee, the camp leader, talking on the phone with Phuc's parents. What are they doing on Day Two and Day Three at the camp?

	Morning	Afternoon
Day Two	doing a treasure hunt	visiting a milk farm and
Day Three

Writing

Study Skills

Research, draft, check

Research

Make notes and brainstorm ideas. (You can look back at the unit to help you.)

Find or draw pictures to add to your writing.

Draft

Then write your first draft.

Check

Check your draft. Can you improve it? (You can swap with a partner and suggest ways to improve it). Write it out again.

4 Write for 4Teen magazine about your plans this weekend with your friends.

Use these notes to help you.

- **Introduce yourself**
Describe yourself – think about your appearance and personality
- **Describe your friends**
Write about your friends – think about their appearance and personality
- **Describe your plans**
What do you plan to do together this week?

SKILLS 2

Listening

- 1 Ask Ss what they see in the photos first. Then point at the words in the box and ask them to fill in the table matching. Play the recording for checking and practising reading the words.

Key:



a	hiking
b	taking part in a cooking competition
c	skiing
d	visiting a milk farm
e	taking part in an art workshop
f	riding a bike
g	taking a public speaking class
h	playing beach volleyball
i	playing traditional games

- 2 Ask Ss to refer to the contents of the advertisement. Give Ss time to decide which activities are more likely to happen at the camp and which are not. Ask them to explain why they think so.

Key: Activities that may happen at the Superb Summer Camp: a, b, d, e, f, g, i
 Activities that may not happen at the Superb Summer Camp: c, h
 (because the camp is in Ba Vi Mountains)

- 3 Have Ss brainstorm the things that Mr Lee plans for camp. Ss can re-read the advertisement for ideas. They can also refer to the list in 1. Play the recording. Ask Ss to listen the first time. Then play the recording again and allow Ss to fill in the table as they listen. Ss can share their answers before playing the recording a final time to allow pairs to check their answers.

Key:

	Morning	Afternoon
Day Two	doing a treasure hunt	visiting a milk farm and taking part in the public speaking class
Day Three	taking part in the "Kids Cook" Contest	having a pool party



Audio script:

Phuc's parents: ... So how was the first day?

Mr Lee: It was good. Today we had a bike ride to the mountains and visited a Dao people village.

Phuc's parents: Interesting ... How about tomorrow? Are you going somewhere?

Mr Lee: Oh yes, tomorrow morning we're having a treasure hunt. In the afternoon we're visiting a milk farm to see how milk and butter are made. After that we're opening the public speaking class. The kids are talking about their favourite country in the world.

Phuc's parents: That's fun! And on the third day?

Mr Lee: Oh, that's something special. There's the World Foods Festival at the camp in the morning when the kids compete for prizes. That's our "Kids Cook" Contest. They're cooking their own unique dish. And in the afternoon we're having a big party by the pool!

Phuc's parents: Really? Sounds great!

LOOKING BACK

Vocabulary

1 Write the correct words on the faces.

creative	boring	funny	confident
hard-working	kind	clever	talkative
sporty	shy	patient	serious

Can you remember more words? Add them to the faces.



2 Make your own Haiku!

"Haiku" comes from Japan.

Write a three-line Haiku poem to describe yourself. The first and last lines have five syllables. The middle line has seven syllables. The lines don't need to rhyme.

My hair is shiny
My cheeks are round and rosy
This is me. I'm Trang!

Swap your Haiku with two friends. Don't write your name. Let them guess.



Grammar

3 Game: Who's who?

In groups, choose a person in your group. Describe their appearance and personality. Let your friends guess.

Example:

Group: Who is it?

A: He's tall. He has glasses. He's talkative.
He's creative too. He isn't shy.

B: Is it Minh?

A: Yes!/No, try again.

4 Complete the dialogue.

A: What _____ you _____ tomorrow?

B: I _____ some friends. We _____ to Mai's birthday party. Would you like to come?

A: Oh, sorry, I can't. I _____ football.

B: No problem, how about Sunday? I _____ a film at the cinema.

A: Sounds great!

Communication

5 Student A looks at the schedule on this page. Student B looks at the schedule on the next page.

Example:

A: What are you doing tomorrow?

B: I'm playing football with my friends./I'm not doing anything.

Student A

8 a.m. - 9.30 a.m. 

10 a.m. - 11 a.m.

2 p.m. - 4 p.m. 

4 p.m. - 5 p.m. 

5 p.m.

Writing

- 4 Tell the class that three letters can help them to write better. Write R, D and C on the board, and allow Ss to guess what each letter stands for. Tell Ss to open their books and check their guesses (Research, Draft, Check). Introduce the rubric: Write a magazine entry. Write about your friends. Then write about your plans. Demonstrate the R, D, C process with the class, e.g. For Research, show some pictures T would like to use, then brainstorm vocabulary for Introducing yourself, Describing friends, and Describing plans. Allow Ss to review the unit for useful language, and note interesting expressions and language on the board. You can also show an entry from a magazine to inspire Ss. For Draft encourage Ss to extend the brainstormed notes into full sentences. Then for Check, focus on what improvements can be made. Consider punctuation, structural elements such as paragraphs, titles and layout, etc.

Encourage Ss not to refer back to the unit. Instead they can use what they have learnt during the unit to help them answer the questions. That will help T and Ss see how far they have progressed, and which areas need further practice.

The exercises in Looking Back match the Now you can... self-assessment statements at the end. Ss should check how well they did at each exercise and use that information when filling in the self-assessment.

LOOKING BACK

Vocabulary

- 1 Ss can check their answers with a partner before discussing the answers as a class. However, Ss should keep a record of their original answers so they can use that information in their *Now you can...* statement.
- 2 Explain that Haiku is a traditional form of Japanese poetry. There are three lines in a Haiku: the first and the last lines have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme. Read the Haiku in the textbook and ask Ss to count the syllables in each line. Then encourage Ss to create their own Haiku. Allow thinking time. Then ask Ss to work in groups of 3 to exchange their poems (without Ss' names) and guess which poem describes which person.

Grammar

- 3 Before starting the activity, put Ss into groups. Ask Ss to choose a member of group and write a short description of him/her. Demonstrate the activity with the class, with Ss choral reading Group & A's roles.
- 4 Elicit the language being practised in this activity (the present continuous for future). Ask Ss to complete the conversation individually. As in 1, Ss can share answers with a partner, but they should record their original answers to guide their self-assessment.

Key:

A: What are you doing tomorrow?

B: I'm meeting some friends. We are going to Mai's birthday party. Would you like to come?

A: Oh, sorry, I can't. I'm playing football.

B: No problem, how about Sunday? I'm watching a film at the cinema.

A: Sounds great!

Communication

- 5 Divide Ss into pairs of As and Bs. Remind Ss to only look at their own schedule. Allow Ss to complete the communication activity. Ask pairs to join other pairs forming groups of 4. As and Bs can share what they learnt about their partners' schedules before discussing with the class.



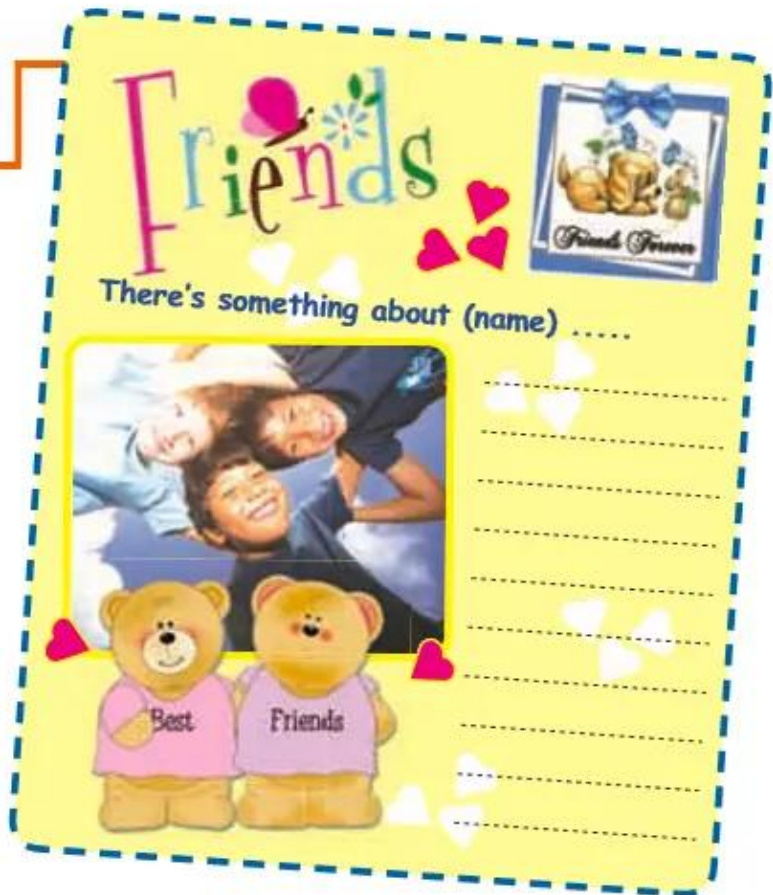
Finished! Now you can...	✓	✓✓	✓✓✓
• use adjectives to describe personality			
• name parts of the body			
• describe appearance and personality using forms of <i>be - have</i>			
• ask and talk about future plans			

PROJECT

My class yearbook

Let's make a class yearbook!

- 1. Stick a photo/drawing of the friend sitting next to you on a large sheet of paper.
- 2. Write a short description of your friend. Think about how special he/she is (appearance, personality).
- 3. Interview your friend to find out about him/her (e.g. interesting facts, hobbies, favourite subjects/teachers/books/movies, what she/he likes/hates, etc). Include these facts in your writing.
- 4. Decorate the page and bring it to class to make a class yearbook.



Finished!

Ask Ss to use their results in the exercises in Looking Back to guide them as they complete this self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT**My class yearbook**

Show the class some examples of yearbooks (there are many examples online). Explain what a yearbook is and why Ss like to make them. Then discuss the appearance and the descriptions of your examples. Discuss how Ss can make their yearbook pages look interesting (use photos, coloured paper, illustrations).

Ss can complete the project as homework if you are short of time. Make a display of the yearbook pages in the classroom, or on a noticeboard, or copy and compile all the pages into a real yearbook for Ss to take home.