

## GETTING STARTED

Lost in the old town!

## THIS UNIT INCLUDES:

## VOCABULARY

Words to name places in a neighbourhood  
 Words to give directions  
 Words to describe a neighbourhood

## PRONUNCIATION

Sounds /i:/ and /ɪ/

## GRAMMAR

Comparative adjectives: *smaller, more expensive ...*

## COMMUNICATION

Talking about and describing a neighbourhood  
 Asking for and giving directions

## 1 Listen and read.

**Phong:** Wow! We're in Hoi An. I'm so excited!

**Nick:** Me too.

**Khang:** Yes. It's so historic!

**Phong:** So, where shall we go first?

**Nick:** Let's go to 'Chua Cau'.

**Phong:** Well, the map says Tan Ky House is nearer. Shall we go there first?

**Nick & Khang:** OK, sure.

**Phong:** Shall we go by bicycle?

**Nick:** No, let's walk there.

**Phong:** Hmm, OK. First cross the road, turn right and then go straight.

**Nick:** OK, let's go.

**Phong:** Wait.

**Khang:** What's up, Phong?

**Phong:** Where are we now? I think we're lost!

**Nick:** Oh no! Look, there's a girl. Let's ask her.

**Phong:** Excuse me? We're lost! Can you tell us the way to Tan Ky House?

**Girl:** Tan Ky House? Keep straight, then turn right. But it's quicker to turn right here, then turn left.

**Phong:** Thank you so much.

**Girl:** My pleasure.

**Phong:** Nick, let's hurry.

## Objectives:

By the end of this unit, students can:

- pronounce correctly the sounds /t:/ and /ɜ:/ in isolation and in context
- use the lexical items related to the topic 'My Neighbourhood'
- use adjectives to compare things
- read for specific information about good things and bad things in a neighbourhood
- talk about different places and show directions to these in a neighbourhood
- listen for specific information about directions to some places in a neighbourhood
- write about what they like or dislike about their neighbourhood

## Introduction

Before Ss open their books, review the previous unit. Focus on the characters, Phong and Nick and the key language and structures to be learnt.

Write the Unit title on the board 'Lost in the old town'. Explain the meaning of the adjective 'lost' (= 'unable to find your way; not knowing where you are') and the verbs we use with it are 'be' and 'get'.

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

### Lost in the old town!

- 1 Ask Ss questions about the picture:

*E.g. Where are Nick, Khang and Phong? What might be happening to them? What are they doing? You can also ask Ss to share any recent experiences of being lost: 'Have you ever got lost?', 'Where and when?', 'How did you feel then?' 'What did you do?'*

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 Read and put the actions in order.**

1. The girl gives directions.
2. Nick, Khang and Phong arrive in Hoi An.
3. Nick, Khang and Phong decide to go to Tan Ky House.
4. Nick, Khang and Phong get lost.
5. Phong looks at the map.
6. Nick, Khang and Phong walk quickly to Tan Ky House.

**b Making suggestions.**

Put the words in the correct order.

1. a. we/shall/go/Where/first/?  
b. to 'Chua Cau'/go/Let's/.
2. a. we/Shall/go/there/first/?  
b. sure/OK,/.
3. a. by bicycle/we/Shall/go/?  
b. let's walk/No,/there/.

**2 Work in pairs. Role-play making suggestions.**

Example:

- A: What shall we do this afternoon?  
B: Shall we play football?  
A: Oh, sure.

- A: What shall we do this evening?  
B: Shall we go to the cinema?  
A: No, let's go out and have an ice cream.

**3 Match the places below with the pictures. Then listen, check and repeat the words.**

<b>A. statue</b>	<b>B. railway station</b>	<b>C. memorial</b>	<b>D. temple</b>
<b>E. square</b>	<b>F. cathedral</b>	<b>G. art gallery</b>	<b>H. palace</b>

**4 Think about where you live. Work in pairs. Ask and answer questions about it.**

Example:

- A: Is there a theatre in your neighbourhood?  
B: Yes, there is./No, there isn't.

**5 Match the instructions in the box with the pictures.**

**DIRECTIONS:**  
Turn left at the traffic lights.  
Go along the street.  
Go straight on.  
Go to the end of the road.  
Take the first turning on the left.  
Go past the bus stop.  
Cross the street.

**6 Game**

Work in pairs. Give your partner directions to one of the places on the map, and they try to guess. Then swap.

Example:

- A: Go straight. Take the second turning on the left. It's on your right.  
B: Is that the art gallery?  
A: Yes, it is. /No, try again.

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

**Key:** 2 5 3 4 1 6

- b 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).

**Key:**

1. a. Where shall we go first?  
b. Let's go to 'Chua Cau'.
2. a. Shall we go there first?  
b. OK, sure.
3. a. Shall we go by bicycle?  
b. No, let's walk there.

- 2 First, model the role-play with a more able student. Then, ask pairs to role-play the short conversations before demonstrating for the class.

- 3 Have Ss quickly match each place (in the pictures) with its name. Then play it again, pausing after each item and asking them to repeat chorally and individually. Correct their pronunciation. With a weaker class, ask for translation to make sure they understand. With a stronger class, T may wish to ask some additional questions, e.g. *What can you do there? Is there one in our town? Where is it?*

**Key:** 1. E 2. H 3. F 4. C 5. G 6. A 7. B 8. D



**Audio script:**

square	palace	cathedral	memorial
art gallery	statue	railway station	temple

- 4 First, model this activity with a more able student. Ask Ss to work in pairs. Call some pairs to practise in front of the class.

- 5 Have Ss quickly match each instruction with the diagram. Check their answers. If Ss do not understand the sentences, use the diagrams to work the meaning out from the context. If it is a weaker class, ask for translation to make sure they understand. With a stronger class, T may wish to ask some additional questions, e.g. *Can you tell me the way to the post office near here?...*

**Key:**

1. Go straight on.
2. Turn left at the traffic lights.
3. Go past the bus stop.
4. Take the first turning on the left./ Take the first left.
5. Go to the end of the road.
6. Go along the street.
7. Cross the street.

- 6 Demonstrate the game to the class first. Ask a more able student to help you. Then Ss play in pairs. In a weaker class, work together with Ss first: asking about one or two different places on the map and eliciting the answers. Then when they know exactly what to do, ask them to work in pairs.



# A CLOSER LOOK 1

## Vocabulary

- 1 Fill in each blank with one word from the box. Listen, check and repeat the words.

narrow      historic      fantastic  
convenient      boring      noisy      polluted

1. Cua Lo is a **fantastic** beach!



2. I love it here - everything I want is only five minutes away. It's so \_\_\_\_\_.

3. Life in the countryside is \_\_\_\_\_. There aren't many things to do there.



4. The air in the area is \_\_\_\_\_ with smoke from factories.

5. Hoi An is a \_\_\_\_\_ city with a lot of old houses, shops, buildings and theatres, etc.



6. The street is very \_\_\_\_\_ with a lot of traffic so we can't move fast.

7. Now, there are many new shops near here so the streets are busy and \_\_\_\_\_ during the day.



### Watch out!

Sometimes words can have two or more opposites: **noisy** - quiet/peaceful. Sometimes words don't have a perfect opposite: **polluted**



- 2 Now match the adjectives from the box in 1 with their opposites below.

exciting      peaceful      modern  
inconvenient      wide      quiet      terrible

Example: narrow - wide

- 3 Work in pairs. Ask and answer questions about your neighbourhood. Use the words in 1 and 2 to help you.

Example:

A: Is our neighbourhood polluted?

B: No, it isn't.

A: Is it peaceful?

B: Yes, it is.

## Pronunciation

/ɪ/ and /i/

- 4 Listen and repeat the words. Pay attention to the sounds /ɪ/ and /i/.

exciting      cheap      historic      sleepy      expensive  
convenient      peaceful      police      noisy      friendly

Now, in pairs put the words in the correct column.

/ɪ/	/i/
Example: cheap	historic

- 5 Listen to the sentences and circle the words you hear.

- Tommy is living/leaving there.
- Shall we hit/heat the oil first?
- This airplane sits/seats 100 people.
- There's a ship/sheep over there.
- Jimmy is finding some tins/teens now.
- Peter bought a mill/meal last week.
- Some Tims/teams are coming in.
- It is a fish and chip/cheap shop.

- 6 Listen and practise the chant. Notice the sounds /ɪ/ and /i/.

### MY NEIGHBOURHOOD

My city is very busy.  
There are lots of buildings growing.  
The people here are funny.  
It's a lovely place to live in.

My village is very pretty.  
There are lots of places to see.  
The people here are friendly.  
It's a fantastic place to be.

## A CLOSER LOOK 1

### Vocabulary

- 1 Practise saying the adjectives with Ss. Use some examples to work the meaning out of the context. With difficult adjectives such as *convenient*, *fantastic*, etc. T may translate them or ask Ss to translate. Then ask Ss to write the correct adjectives in the blanks. Play the recording as many times as required to allow Ss to check their answers and support their pronunciation. Discuss any common errors and provide further practice if necessary.

**Key:** 2. convenient 3. boring 4. polluted 5. historic 6. narrow 7. noisy

#### Audio script:

2. I love it here - everything I want is only five minutes away. It's so convenient.
3. Life in the countryside is boring. There aren't many things to do there.
4. The air in the area is polluted with smoke from factories.
5. Hoi An is a historic city with a lot of old houses, shops, buildings and theatres, etc.
6. The street is very narrow with a lot of traffic so we can't move fast.
7. Now, there are many new shops near here so the streets are busy and noisy during the day.

- 2 Explain the contents in "Watch out" carefully to Ss; T may take some more examples to illustrate. Ask Ss to do the vocabulary exercise individually. Check with the whole class. When checking, ask Ss to refer to 1 to make the meanings of the opposites clearer to them.

**Key:** boring – exciting      noisy – quiet/ peaceful  
historic – modern      convenient – inconvenient      fantastic – terrible

- 3 First, model this activity with a more able student. Remind Ss that they only use the adjectives they have learnt in 1 and 2 to talk about their village, town or city. Then ask Ss to work in pairs. Call some pairs to practise in front of the class.

### Pronunciation

#### /i:/ and /ɪ/

- 4 T models the sounds /ɪ/ and /i:/ first and asks Ss to identify which sound is longer and which one is shorter. Ask Ss to practise the /ɪ/ and /i:/ sounds together. Play the recording and ask Ss to listen and repeat. Play the recording as many times as necessary. Ask Ss to put the words in the correct column while they listen. Ss compare their answers in pairs before T checks their answers with the whole class.

**Key:**

/i:/			/ɪ/		
cheap	sleepy	peaceful	historic	exciting	expensive
convenient	police		noisy	friendly	

- 5 Ask Ss to listen while T plays the recording. Play the recording again and ask Ss to circle the words they hear. Ask them to check their answers. Provide further practice if need be.

**Key:** 1. living 2. heat 3. seats 4. sheep 5. tins 6. mill 7. teams 8. chip

#### Audio script:

1. Tommy is living there.
2. Shall we heat the oil first?
3. This airplane seats 100 people.
4. There's a sheep over there.
5. Jimmy is finding some tins now.
6. Peter bought a mill last week.
7. Some teams are coming in.
8. It is a fish and chip shop.

- 6 Ask Ss to listen while you play the recording. 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.



# A CLOSER LOOK 2

## Grammar Comparative Adjectives

	Positive	Comparative	Rule
one syllable	fast	faster	+ er
	large	larger	+ r
two syllables	noisy	noisier	y → ier
	modern	more modern	more + adj
three or more syllables	expensive	more expensive	more + adj

**than**  
'than' is used to make comparisons:



Tom is **taller than** Mary.

My bag is **heavier than** yours.



A house in a city is **more expensive than** a house in the countryside.



**1** Complete the following sentences with the comparative form of the adjectives in brackets.

1. Ann is **slimmer** than Laura. (slim)



2. This building is \_\_\_\_\_ than that building. (tall)



3. The square in Ha Noi is \_\_\_\_\_ than the square in Hoi An. (big)

4. My neighbourhood is \_\_\_\_\_ than your neighbourhood. (noisy)



5. The Green Hotel is \_\_\_\_\_ than the Palace Hotel. (cheap)

**2** Now complete the following sentences with the comparative form of the long adjectives in brackets.

1. This house is **more modern** than that house. (modern)



**Learning Tip!**  
Some words are one syllable, some are two, and some are more. Try clapping once for each syllable:  
hot (1 syllable)  
busy (2 syllables)  
beautiful (3 syllables)



## A CLOSER LOOK 2

### Grammar

#### Comparative Adjectives

##### Introduction

- Lead-in: T chooses two Ss of very different height and asks them to stand up. T may use the pictures of two boys of different heights in the Student's Book instead. T asks the class: 'Who is taller?' Indicate *tall* and *taller* with your hands and arms. T may give another example, e.g. *two rulers or desks: long - longer*. Ask Ss to say what *taller* and *longer* are in Vietnamese. T introduces the subject of the lesson: comparative adjectives, and asks for the equivalent in Vietnamese (Cấp so sánh hơn của tính từ).
- Focus Ss' attention on comparative forms by pointing to the rulers and desks and saying: *This ruler/ desk is long, but that ruler/ desk is longer*. Explain that comparative adjectives are constructed in several different ways in English and that some of those ways are presented in the box. Explain the simplest ways to identify the number of syllables in an English word and give further examples or practice if necessary.

- 1** Ask Ss to read the instruction. Tell Ss what they should do (with a weaker class do the first sentence). Remind them to pay attention to the number of the syllables in each adjective and look back at the Grammar Box if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

**Key:**      2. taller      3. bigger      4. noisier      5. cheaper

- 2** Ask Ss to read the instruction. Use the example to show what Ss should do (with a weaker class do the first sentence). Ask them to pay attention to the (number of the) syllables in each adjective and look back at the Grammar Box if necessary. Then have Ss compare answers in pairs before checking with the whole class.

**Key:**      2. more beautiful      3. more convenient  
            4. more interesting      5. more expensive





2. This park is \_\_\_\_\_ than that park. (beautiful)



3. Living in a house is \_\_\_\_\_ than living in a flat. (convenient)



4. Living in a city is \_\_\_\_\_ than living in the countryside. (interesting)



5. Things in this shop are \_\_\_\_\_ than things in the supermarket. (expensive)

### 3 Read and complete Vy's letter to her friend.

Dear Nick,

How are you?

Ha Noi is beautiful! But it is too busy and polluted for me. I'm at Cua Lo Beach now. I'm having a great time. The weather is (0. hot) **hotter** and (1. dry) \_\_\_\_\_ than that in Ha Noi. The houses are (2. small) \_\_\_\_\_ and the buildings are (3. old) \_\_\_\_\_ than the buildings in Ha Noi. The streets are (4. wide) \_\_\_\_\_ with less traffic. I love the food here. The seafood here is (5. delicious) \_\_\_\_\_ and (6. cheap) \_\_\_\_\_ than the seafood in Ha Noi.

Well, outside the sun is shining so I'm off to get some fresh air.

See you soon,

Vy

### 4 Look at the pictures of Yen Binh neighbourhood and Long Son neighbourhood. Now write about the differences.

Example: Yen Binh is more crowded than Long Son.



### 5 Complete the following sentences with the comparative form of the adjectives in brackets.

- Is Ho Chi Minh City **bigger** than Ha Noi? (big)
- Is a house in the city \_\_\_\_\_ than a house in the countryside? (expensive)
- Is a sofa \_\_\_\_\_ than a chair? (comfortable)
- Is Hoi An \_\_\_\_\_ than Hue? (historic)
- Are your streets \_\_\_\_\_ than ours? (narrow)

### 6 Work in pairs. Ask and answer questions about Yen Binh neighbourhood and Long Son neighbourhood using the pictures in 4.

Example:

A: Is Yen Binh more crowded than Long Son?

B: Yes, it is.

A: Is Long Son more modern than Yen Binh?

B: No, it isn't.

### 7 Work in pairs. Ask and answer questions about the places that you know. Use the comparative form of the adjectives in the box.

beautiful	boring	exciting	friendly
small	hot	wet	convenient

Example:

A: Is Hue busier than Da Nang?

B: No, it isn't.

- 3** Ask Ss to read and complete the sentences individually. Remind them to pay attention to the number of the syllables in each adjective and look back at the Grammar Box if necessary. Have Ss compare their answers in pairs before checking with the whole class.

**Key:**      1. drier              2. smaller              3. older  
              4. wider                5. more delicious      6. cheaper

- 4** Elicit the contrast between the things in the two neighbourhoods and the adjectives that can be used to describe them. Ask Ss to write sentences, comparing the two neighbourhoods. Have Ss compare their sentences in pairs before showing some Ss' sentences to the whole class. Ask Ss to give comments and correct any mistakes if possible.

- 5** Ask Ss to read the instruction. Use the example to show what Ss should do (with a weaker class do the first sentence). Tell them how to form a question and pay attention to the number of syllables in each adjective and look back at the Grammar Box if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

**Key:**      2. more expensive      3. more comfortable  
              4. more historic        5. narrower

- 6** First, model this activity with a more able student. Tell Ss that they only use the information from the sentences they have written in **4** to ask and answer questions about the two neighbourhoods. Then ask Ss to work in pairs. Call some pairs to practise in front of the class.

- 7** Ask Ss to think of the places they've been to. *Were they beautiful? boring? hot?* Model this activity with a more able student and then have them work in pairs while T goes around the class and monitors. Ask a few pairs with the most imaginative ideas to report them to the class.



# COMMUNICATION

## City Tours!

- 1 Nick is listening to an audio guide to Hoi An. Listen and fill in the gaps.



### Extra vocabulary

First	After that
Then	Finally

Welcome to Hoi An! Hoi An is famous for its (1)\_\_\_\_\_ buildings, shops, pagodas and houses. They're older than in other cities in Viet Nam. The streets are very narrow so it is more (2)\_\_\_\_\_ to walk there.

OK. Let's start our tour! First, go to Quan Cong Temple. To get there, walk (3)\_\_\_\_\_ for 5 minutes. The temple is on your left. (4)\_\_\_\_\_ go to the Museum of Sa Huynh Culture. Take the second (5)\_\_\_\_\_. Turn right and it's on your (6)\_\_\_\_\_. Then, have lunch at Café 96. Its 'cao lau' and 'banh vac' are very good. Turn left and take the (7)\_\_\_\_\_ turning on your right. Finally, go to Hoa Nhap Workshop to buy presents for your friends. Turn left, then turn right. The workshop is (8)\_\_\_\_\_ Tan Ky House.

- 2 Choose one of the cities below. Create an audio guide for your city.

Remember to:

- include some comparisons with other cities;
- give directions to different places; and
- link your instructions using *first*, *then*, *after that* and *finally*.



### Ho Chi Minh City: City Fact File

Ho Chi Minh City: the largest city in the south Viet Nam; historic city; busy streets with a lot of motorbikes; many beautiful places and restaurants



### London: City Fact File

London: capital city of England; on the river Thames; historic city; old buildings and beautiful parks



- 3 Present your guide to your class.

## COMMUNICATION

### City Tours!

**Lead-in:** Before Ss open their books, ask them if they know about Hoi An. T can say: *Today, we are going to listen to an audio guide to Hoi An. Please think: What do you know about Hoi An? Anything you can remember about it.* Allow 20 - 30 seconds for Ss to think, then repeat the question and have Ss brainstorm about Hoi An.

- 1 Play the recording. First, ask Ss to listen only. Then play the recording again and allow Ss to fill in the gaps as they listen. Ask Ss to share their answers in pairs, before playing the recording a final time to allow the pairs to check their answers. Then, ask Ss to read the audio guide again, paying attention to the use of the connective words: *first(ly)*, *second(ly)*, *then* and *finally*.

**Key:**            1. historic            2. convenient            3. straight            4. Second  
                     5. left                6. right                 7. second            8. next to



#### Audio script:

Welcome to Hoi An! Hoi An is famous for its historic buildings, shops, pagodas and houses. They're older than in other cities in Viet Nam. The streets are very narrow so it is more convenient to walk there.

OK. Let's start our tour! First, go to Quan Cong Temple. To get there, walk straight for 5 minutes. The temple is on your left. Second go to the Museum of Sa Huynh Culture. Take the second left. Turn right and it's on your right. Then, have lunch at Cafe' 96. Its 'cao lau' and 'banh vac' are very good. Turn left and take the second turning on your right. Finally, go to Hoa Nhap Workshop to buy presents for your friends. Turn left, then turn right. The workshop is next to Tan Ky House.

- 2 Ask Ss to read the brief information about London and Ho Chi Minh City and look carefully at the two simplified maps of the two cities.
  - Elicit additional information about the two cities from Ss, then ask Ss to read the instructions carefully. T may ask them some questions to check if they know what they are supposed to do.
  - Remind Ss of the expressions they can use to give directions; Ss may refer to the expressions in the dialogue and **5** of **Getting Started**.
  - Have Ss prepare their audio guide individually and then share it with a partner.
  - Have Ss practise presenting their audio guide in pairs or in groups.
- 3 Call some Ss to present their audio guide to the whole class. After each student has finished his/ her audio guide, ask for some comments from other Ss. Then make comments and correct any mistakes if there are any.



# SKILLS 1

## Reading

1 Find these words in Khang's blog. What do they mean?

suburbs backyard dislike incredibly beaches

2 Read Khang's blog. Then answer the questions.

The screenshot shows a web browser window with the URL <http://www.myblog.com.vn/Khang>. The page title is 'KHANG'S BLOG' with a subtitle 'Welcome to my world!'. There are navigation tabs for 'HOME PAGE', 'ABOUT', 'PHOTOS', and 'LINKS'. The main content is a blog post titled 'MY NEIGHBOURHOOD' dated 'Friday, December 23, .....'. The post text reads: 'I'm back home now. Hoi An was great! My neighbourhood's very different. It's in the suburbs of Da Nang City. There are many things I like about it. It's great for outdoor activities because it has beautiful parks, sandy beaches, and fine weather. There's almost everything I need here: shops, restaurants, and markets. Every house has a backyard and a frontyard. The people here are incredibly friendly. They're friendlier than those in many other places! And the food's very good. However, there is one thing I dislike about it. Now, there are many modern buildings and offices so the streets are busy and crowded during the day. Can anyone write about what you like and don't like about your neighbourhood?' The post is signed 'Posted by Khang at 4:55 PM'. There are two images: one of a house with a pool and another of a beach. A search bar and a 'SUBMIT' button are visible in the top right.

- Where is Khang's neighbourhood?
  - Why is his neighbourhood great for outdoor activities?
  - What are the people there like?
  - Why are the streets busy and crowded?
- 3 Read Khang's blog again and fill in the table with the information.

LIKE	DISLIKE
- It's great for outdoor activities.	

## Speaking

4 Look at the map of Khang's neighbourhood. In pairs, ask and answer questions about how to get to the places on the map.

Example:

- A: Excuse me. Can you tell me the way to the beach?  
 B: Yes. First, go straight. Then turn right. After that go straight again. It's in front of you.  
 A: Thank you very much.



5 Work in pairs. Ask and answer questions about the way to get to the places in your town/in your village/near your school.

## SKILLS 1

### Reading

**Lead-in:** T asks Ss to look at the pictures of Khang's neighbourhood. Ask them: *Where do you think Khang's neighbourhood is? What do you think about it? Do you like living there? Why?/ Why not?*

- 1 Ask Ss to scan the passage to find where the words *suburbs, backyard, dislike, incredibly, beaches* are in the passage. T may help Ss work out the meanings of these words in the context. If it is a weak class, T may ask for translation to check if they understand them.
- 2 T may set a time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare their answers before discussing them as classwork.

**Key:**

1. It is in the suburbs of Da Nang City.
2. Because it has beautiful parks and sandy beaches and fine weather.
3. They are very friendly.
4. Because there're many modern buildings and offices in the city.

- 3 Ask Ss to scan the passage again and find the information to complete the table. Ask Ss to note where they found the information. When finishing, Ss can compare answers before discussing them as classwork.

**Key:**

Like	Dislike
<ul style="list-style-type: none"><li>- It's great for outdoor activities.</li><li>- There's almost everything here.</li><li>- Most houses have a backyard and a frontyard.</li><li>- People are incredibly friendly.</li><li>- The food is very good.</li></ul>	<ul style="list-style-type: none"><li>- The streets are busy and crowded, during the day.</li></ul>

### Speaking

- 4 First, remind Ss of the expressions they can use to give directions; Ss may refer to the expressions in the dialogue and **5** of Getting Started. Then, ask Ss to work in pairs, asking and answering questions about the locations on the map. T may model this activity with a more able student and then have Ss work in pairs while T moves around the class and monitors. If there is enough time, T may call some pairs to talk before the whole class, then invite some comments from other Ss.
- 5 While Ss are practising their dialogues, T circulates and monitors. T notes some common errors and discusses them with the whole class.

Select some good pairs to act out their dialogues in front of the class (clear pronunciation, funny content, etc). Then, give feedback - comments on strengths and correct a few errors in the target language.



# SKILLS 2

## Listening

### Study skills – Listening

Before listening:

- read the questions carefully
- decide what information you are listening for
- think of some words that you might hear
- listen for important information only

**1** Listen to the conversation between a stranger and Duy's dad. Fill in the blanks with the words you hear.

A: Excuse me. Where is the supermarket?

B: Go to (1) \_\_\_\_\_ of this street. It's on your (2) \_\_\_\_\_.

A: And where is the (3) \_\_\_\_\_?

B: It's in (4) \_\_\_\_\_. Take the (5) \_\_\_\_\_, and it's on your left.

**2** Listen to the conversation again. Choose the correct places from the list below. Write the correct letters A-F on the map.

- |                     |                 |
|---------------------|-----------------|
| A. supermarket      | B. restaurant   |
| C. secondary school | D. art gallery  |
| E. Pho 99           | F. 'Quynh' Café |



## Writing

**3** Tick (✓) what you like or don't like about a neighbourhood.

	Like	Don't like
1. sandy beaches	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. heavy traffic	<input type="checkbox"/>	<input type="checkbox"/>
3. many modern buildings and offices	<input type="checkbox"/>	<input type="checkbox"/>
4. peaceful streets	<input type="checkbox"/>	<input type="checkbox"/>
5. good restaurants and cafés	<input type="checkbox"/>	<input type="checkbox"/>
6. sunny weather	<input type="checkbox"/>	<input type="checkbox"/>
7. busy and crowded streets	<input type="checkbox"/>	<input type="checkbox"/>
8. many shops and markets	<input type="checkbox"/>	<input type="checkbox"/>

**4** Make notes about your neighbourhood. Think about the things you like/dislike about it.

LIKE	DISLIKE

**5** Write a paragraph about your neighbourhood saying what you like or dislike about living there. Use the information in **4**, and Khang's blog as a model.

*I'd like to tell you some good things and some bad things about living in my neighbourhood.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## SKILLS 2

### Listening

T asks Ss to read *Study Skills – Listening* carefully; then apply these tips to doing Listening exercises.

- 1 Ask Ss to read the first part of the conversation carefully and guess what words or phrases can be filled in the blanks, e.g: for the first blank they can easily guess the phrases *the end* because they have already learnt the expression *Go to the end of the street*.
  - Play the recording and ask Ss to write down the words or phrases in the blanks in the conversation. Then ask two and three Ss to write their answers on the board.
  - Play the recording again for Ss to check the answers. If time is limited, T may only play the first part of the conversation. T may pause at the sentences that include the information Ss need for their answers.

**Key:** 1. the end                      2. right                      3. lower secondary school  
4. Le Duan Street                      5. second right

- 2 Ask Ss to read the rubric and study the map carefully. Ss may work in pairs to discuss how to get to the places numbered 1–4 from the *You are here* point.
  - Play the recording and have Ss choose the correct answers as they listen. Ss can share their answers with their partners. With a weak class, T may play the recording several times until Ss have chosen all their answers. Call on some Ss to write their answers on the board.
  - Play the recording again for Ss to check their answers. T may pause at the sentences that include the information Ss need for their answers.

**Key:** 1. A                      2. C                      3. F                      4. D



#### Audio script:

- A:** Excuse me. Where is the supermarket?  
**B:** Go to the end of this street. It's on your right.  
**A:** And where is the lower secondary school?  
**B:** It's in Le Duan Street. Take the second right and it's on your left.  
**A:** Great! Where can I have some coffee?  
**B:** 'Quynh' Café in Tran Quang Dieu Street is a good one.  
**A:** How can I get there?  
**B:** First turn left, then turn right. Go straight. It's on your left.  
**A:** How about an art gallery?  
**B:** First take the third left. Then go to the end of Le loi Street, and it's on your right.

### Writing

- 3 Ask Ss to tick what they like and don't like about their neighbourhood and then ask them to share their answers with their partners. Ss may be required to count how many things they have in common with their partners.
- 4 Ask Ss to make notes on what they like and dislike about living in their neighbourhood. Remind them that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners. T may read out the notes from some more able Ss to the whole class.
- 5 Set up the writing activity. T reminds Ss that the first important thing is always to think about what they are going to write. In this case, Ss do not have to decide what they have to write because they can use the ideas they have made in 4. So T only has to ask Ss to brainstorm for the language necessary for writing. T may ask Ss to refer back to the reading for useful language and ideas, and write some useful expressions and language on the board.
  - Ask Ss to write the first draft. Then have them write their final version. T may display all or some of the leaflets on the wall/notice board. Other Ss and T give comments. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home.



# LOOKING BACK

## Vocabulary

1 Write the correct word for each picture.



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



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



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

2 Fill each gap with a suitable adjective.

- The town has many motorbikes. It's very \_\_\_\_\_.
- The streets aren't wide, they're \_\_\_\_\_.
- The buildings are \_\_\_\_\_. They were built 200 years ago.
- The new market is \_\_\_\_\_ for me because it's a long walk from my house.
- Things at the corner shops are \_\_\_\_\_ than those at the supermarket.

## Grammar

3 Put the following adjectives in the correct column.

fast	happy	noisy	quiet
exciting	heavy	difficult	large
convenient	hot	expensive	polluted

One syllable	Two syllables	Three or more syllables

4 Now write their comparative form in the table below.

Adjectives	Comparative form
fast	faster
convenient	.....
noisy	.....
difficult	.....
heavy	.....
expensive	.....
happy	.....
hot	.....
polluted	.....
exciting	.....
large	.....
quiet	.....

5 Complete the sentences comparing the pictures. Use comparative form of the adjectives below.

noisy	beautiful	convenient
expensive	modern	

1. This street is \_\_\_\_\_ that one.



2. A city house is \_\_\_\_\_ a country house.

3. Going by car is \_\_\_\_\_ going by bicycle in this area.



4. This building is \_\_\_\_\_ that one.



5. Things in this shop are \_\_\_\_\_ things in that shop.



## LOOKING BACK

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

The questions in Looking Back match the Finished! box. Ss should check to see how well they did at each question and use that information when filling in the self-assessment.

### Vocabulary

- 1 Tell Ss to write the words in their notebooks individually and then check with their partners. Then correct the mistakes. Let them repeat the words. Check their pronunciation.

**Key:** 1. statue                      2. railway station                      3. park  
4. temple                              5. memorial                              6. cathedral

- 2 Ask Ss to read the sentences carefully and complete them with the adjectives they have learnt in Unit 4. Remind them that the words, phrases and sentences before and after the blanks will provide the context for them to choose the correct adjectives.

**Key:** 1. noisy                              2. narrow                              3. historic  
4. inconvenient                              5. cheaper/more expensive

### Grammar

For these exercises, ask Ss to do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their *Now you can...* statement.

**Key:**

3

One syllable	Two syllables	Three or more syllables
fast	happy	exciting
hot	noisy	expensive
large	quiet	convenient
	heavy	difficult
		polluted

4

Adjectives	Comparative form	Adjectives	Comparative form
fast	faster	happy	happier
convenient	more convenient	hot	hotter
noisy	noisier	polluted	more polluted
difficult	more difficult	exciting	more exciting
heavy	heavier	large	larger
expensive	more expensive	quiet	quieter

- 5 1. noisier than                              2. more modern than  
3. more convenient than                              4. more beautiful than                              5. more expensive than



## Communication

**6** Match the questions with the correct answers.

- Excuse me! Is there a post office near here?
- It's in Quang Trung Street, opposite the park.
- Yes, there's one at the corner of the street.
- Is Ha Noi more exciting than Vinh City?
- Yes, it is.
- What shall we do this evening?
- Let's stay at home and watch TV.
- Where is the cinema?

**7** Role-play the questions and answers.

Finished! Now you can ....	✓	✓✓	✓✓✓
• name places			
• give directions			
• use adjectives to describe places			
• compare things			

## PROJECT

### WHAT IS YOUR IDEAL NEIGHBOURHOOD?

**1** Find a photo or draw a picture of your ideal neighbourhood.

**2** Write a description of it. Use these cues to help you.

- Where it is
- What it has
- How the people/the streets/the weather ... is/are
- Other ...



### Communication

- 6 Ss read the questions and answers once or twice (they can read them aloud). Then match them. If there is time, have them write all sentences in their notebooks.

Key:

a - c

d - e

f - g

h - b

- 7 Ss work in pairs and role-play the questions and answers.

### Finished!

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

## PROJECT

### What is your ideal neighbourhood?

- Ask Ss to look at the pictures of two neighbourhoods in the Student's Book and point out the typical features of them. T may show the class some pictures of different neighbourhoods if possible.
- Ask Ss to work in groups to discuss their ideal neighbourhood, using the pictures and their imagination. Each student should make notes of the features of his/her ideal neighbourhood.
- Ask Ss to use the ideas from their notes to write a paragraph about their ideal neighbourhood. Ss can complete the project as homework if the time is not enough. If they complete the project in class, T may display all or some of the leaflets on the wall/notice board. Other Ss and T give comments. Ss edit and revise their writing as homework.