

GETTING STARTED

Geography Club

THIS UNIT INCLUDES:

VOCABULARY

Travel items
Things in nature

PRONUNCIATION

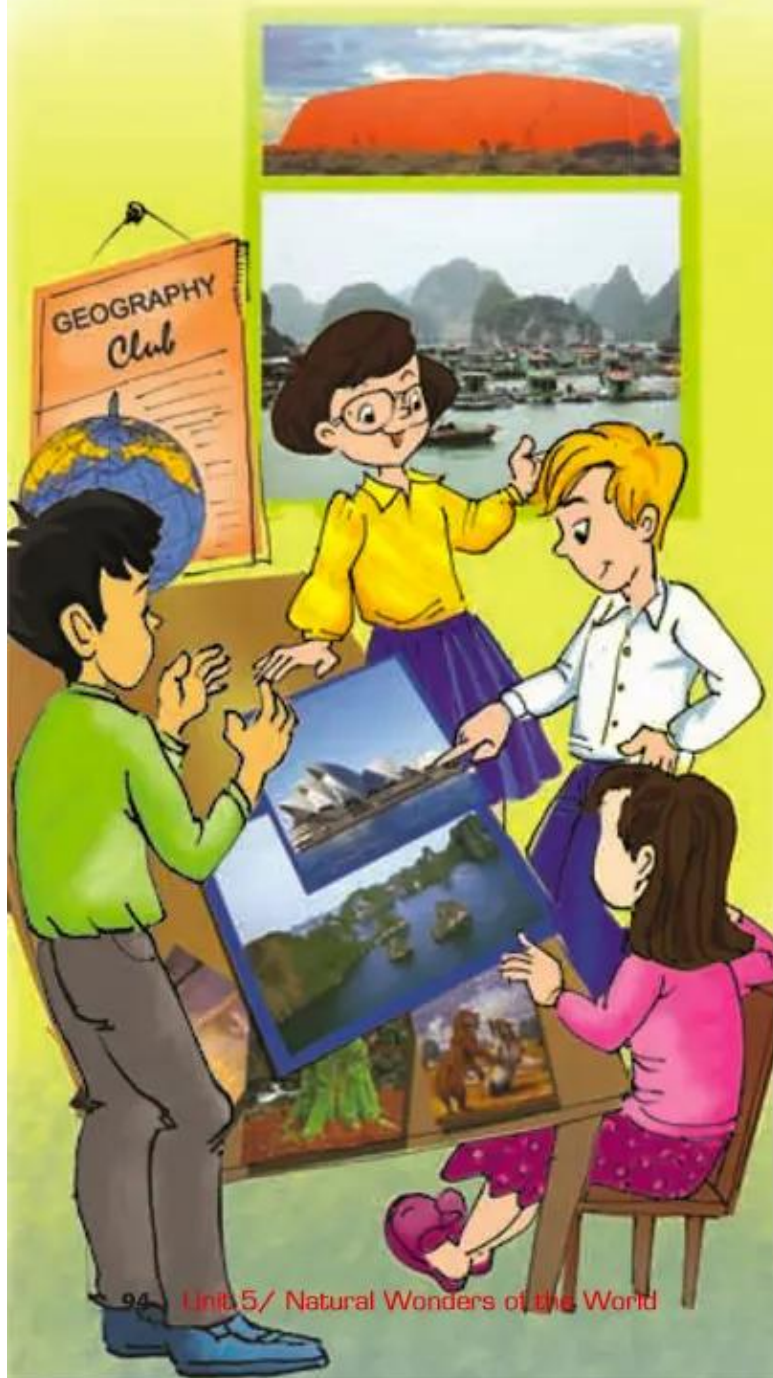
Sounds /t/ and /st/

GRAMMAR

Superlatives of short adjectives
Modal verb: *must*

COMMUNICATION

Describing things in nature
Giving travel advice



1 Listen and read.

Vy: Hello, welcome to Geography Club.
(Knock at door)

Mai: Sorry! Can I come in? I went to the wrong room.

Vy: No problem, we are just starting now. Today I'm going to introduce some natural wonders of the world to you.

Nick: Great! What's that in the first picture? It looks incredible.

Mai: Yes! Is it a red mountain?

Vy: Well, that's Ayres Rock. It's in the middle of Australia. Local people call it Uluru.

Nick: Can you spell that, please?

Vy: Sure, it's U-L-U-R-U.

Nick: Thank you.

Vy: It's not the highest mountain in Australia, but it's the most beautiful! Its colour changes at different times of the day. People think it's best in the evening when it is red.

Phuc: I want to visit Ayres Rock one day.

Nick: Picture 2 is Ha Long Bay, isn't it?

Vy: Well done Nick, that's right. What else do you know?

Nick: It's in Viet Nam, of course! Ha ha.

Vy: Yes, it is! There are many islands there. This picture shows Tuan Chau. It's one of the largest islands.

Phuc: How about picture 3 ...

Objectives:

By the end of this unit, students can:

- pronounce correctly the sounds /t/ and /st/ in isolation and in context
- use lexical items related to 'things in nature' and 'travel items'
- use fixed expressions for classroom situations
- use comparative and superlative adjectives to describe things in nature
- use *must* and *mustn't* to give orders
- talk about and give travel advice
- listen to get information about travel plans
- read a brochure for tourist information
- write a travel guide entry about an interesting place

Introduction

To introduce the Unit, show some pictures of natural wonders, e.g. Ha Long Bay; Ayers Rock. You can include local places of interest to engage Ss.

GETTING STARTED

Geography Club

- 1 Ask Ss to describe what they can see. Ask Ss if they know the places, e.g. *What can you see in this picture? Where is it? Do you know this place?*

a Answer the following questions.

1. Who is the leader of Geography Club?
2. Why is Mai late?
3. What is the other name for Ayres Rock?
4. Which country would Phuc like to visit?
5. What is Tuan Chau?

b Put the words in the correct order.

1. spell/you/that/please/can
2. repeat/you/that/please/can
3. come/I/can/in

c Brainstorm situations when people use these sentences. Then role-play the situations with a partner.

Example:

You may need to spell your name when you order take-away pizza by phone.

- A:** Hi, can I order a cheese and meat pizza, please?
B: Sure. What's your name, please?
A: It's Nick.
B: Can you spell that, please?
A: Yes, it's N-I-C-K.



Can you extend your conversation?

2 Listen and repeat the following words.

- | | | | | |
|-------------|----------|--------------|-----------|------------|
| 1. mountain | 2. river | 3. waterfall | 4. forest | 5. cave |
| 6. desert | 7. lake | 8. beach | 9. island | 10. valley |

3 Now label the pictures.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

4 Read the conversation in **1** again. Tick the words in **2** you can find.

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

Key:

1. Vy is 2. She went to the wrong room. 3. Uluru 4. Australia 5. An island

- b Tell Ss to refer back to the conversation to find the phrases. Ss can work together to write the correct sentences. Ensure they add appropriate punctuation, eg. capital letters, question marks.

Key: 1. Can you spell that, please? 2. Can you repeat that, please? 3. Can I come in?

Practise saying the phrases together. Focus on the rising intonation at the end of these questions. (T can raise his/her hand as the intonation rises to illustrate the point to Ss. Have them follow along with the actions.)

Draw a character on the board. Then draw a speech bubble with the first phrase in it i.e. 'Can you spell that please?' Brainstorm ideas for where this might be said with Ss. Then ask Ss to repeat the activity by drawing their own character saying phrase 2 or 3 in an appropriate location. Ss can share their ideas with a partner before feeding back to the class.

- c Use the example to practise a conversation with Ss. Then ask Ss to develop a role-play around their ideas. Support with suggestions. More able Ss can try to extend the conversation. Ask pairs to perform for the class.

2 This activity is just to listen and repeat – so the audio should be:



Audio script:

1. mountain 2. river 3. waterfall 4. forest 5. cave
6. desert 7. lake 8. beach 9. island 10. valley

- 3** Ask Ss to label the pictures with the correct words. Ss can work in pairs. Show picture cards of the vocabulary. Elicit Ss' answers. Then provide the correct words.

Key: 1. mountain 2. river 3. waterfall
4. forest 5. cave 6. desert
7. lake 8. beach 9. island 10. valley

- 4** Ss look back at the conversation in Getting Started and try to find the vocabulary used in **2**.

A CLOSER LOOK 1

Vocabulary

Travel items

1 Match the items with the pictures then practise saying the following items.

plaster
walking boots
painkillers
sun cream

scissors
sleeping bag
backpack
compass



1. _____



2. _____



3. _____



4. _____

5. _____



6. _____



7. _____



8. _____

2 Complete the following sentences.

- We're lost. Pass me the _____.
- It's so hot today. I need to take some _____.
- My head hurts. I need to take a _____.
- I finished packing. All my things are in my _____.
- I walked too much. I need to put a _____ on my foot.

3 Now put the items in order. Number 1 is the most useful on holiday. Number 8 is the least useful.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Can you put them in order for a beach holiday? How about a camping trip in the forest?

Pronunciation

/t/ and /st/

4 Listen and number the words you hear.

desert	boot
plaster	lost
forest	boat
coast	best (1)

5 Listen again and repeat the words.

6 Listen and repeat. Pay attention to the bold-typed parts of the words.

- Swimming in the sea in summer is **best**.
- Ha Long Bay has the nicest scenery in Viet Nam.
- The Amazon rainfore**st** is in Brazil.
- One day, I want to see Ayres Rock.
- The Sahara is the hottest desert in the world.
- I want to explore the coast by boat.

A CLOSER LOOK 1

Introduction

Bring some travel items to class, e.g. *raincoat, umbrella, backpack*.

Discuss some of the places in the previous activity, e.g. *desert, mountain, beach*. Ask whether the places are *hot/cold, wet/dry*, etc. Show the objects. Ask Ss if the object fits the place 'Do I need a backpack in the desert? Why do you think so?'

Brainstorm some other things you might need in each place.

Vocabulary

Travel Items

- 1 Practise saying the vocabulary with Ss. Ask Ss to touch the correct picture as they say the word. Alternatively, create a mime for each word with Ss, e.g. make a cutting gesture with two fingers for scissors, mime pulling on walking boots.

Key: 1. painkillers 2. scissors 3. plaster 4. sun cream
5. sleeping bag 6. walking boots 7. backpack 8. compass

- 2 Read and act out the sentences for Ss. Elicit ideas for sentence 1. Then allow Ss to complete the remaining sentences. Check their ideas at the end.

Key: 1. compass 2. sun cream 3. painkillers
4. backpack 5. plaster

- 3 Remind Ss that in the introduction they thought about useful things for a beach, desert, mountain. Tell Ss they are going on a beach holiday and they need to order the items from the most useful (No.1) to the least useful (No.8). Allow pairs to work together to form their list. Ask pairs to join other groups and compare their lists. Encourage more able Ss to give reasons for their choices.

Extension

For quick finishers, ask them to rank the items again for a new environment, e.g. a camping trip, a city break.

Pronunciation

/t/ and /st/

- 4 Practise sounding out the sounds /t/ and /st/ together. Emphasise that /t/ is a long sound, /st/ is a long sound with a 'stop'.

Play the recording once and ask Ss to number the words in the order they hear them. Allow Ss to compare their answers. Then play the recording the second time. Discuss the answers as a class.



Audio script:

best boat coast lost boot desert plaster forest

- 5 Play the recording again. Pause after each word and ask Ss to repeat.
- 6 Play the recording of the sentences. Ask Ss to listen carefully and raise their hands when they hear the /t/ or /st/ sounds. Alternatively, divide the class into a /t/ group and a /st/ group and they listen and respond to their own sound.

Play the recording again. Pause after each sentence and ask Ss to repeat.

A CLOSER LOOK 2

Grammar

Comparative and superlative adjectives

1 Vy is giving a quiz about wonders of the world. Read the sentences and guess if they are true (T) or false (F).

- | | | |
|---|--------------------------|--------------------------|
| 1. Mount Everest is the highest mountain in the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ba Be Lake is the largest lake in Viet Nam. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Niagara Falls is the highest waterfall in the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Tra Co Beach is the longest beach in Viet Nam. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Amazon is the widest river in the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The Sahara is the hottest desert in the world. | <input type="checkbox"/> | <input type="checkbox"/> |



2 Listen to Vy giving the answers to the quiz. Check your guesses.

3 Underline all the words ending in *-est* in the quiz.



Watch out!

What do you notice about number 6 in Vy's quiz?

Remember: consonants are doubled in adjectives with short vowel sounds. Can you think of more examples?

4 Complete the table with the comparatives and superlatives.

	Adjective	Comparative	Superlative
irregular adjectives	good		best
	bad	worse	
short adjectives	tall		tallest
	long	longer	longest
	wide	wider	
	large		largest
	hot	hotter	

A CLOSER LOOK 2

Introduction

Ask Ss what they can see in the photo to review vocabulary from Getting Started.

- 1 Choose a more able student to act as Vy, and read the sentences to the class. Ss tick True (T) or False (F) in the box provided. You can check Ss' answers by reading the sentences again, asking Ss to stand if they think the sentence is true, or remain seated if they think the sentence is false.

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

- 2 Play the recording and allow Ss to check their answers.



Audio script:

OK, everyone. Number one, 'Mount Everest is the highest mountain in the world.' That's true. Number two, 'Ba Be Lake is the largest lake in Viet Nam.' That's also true! Number three, 'Niagara Falls is the highest waterfall in the world.' That is true. Oh, wait. Sorry. That's false. Next. Number 4, 'Tra Co Beach is the longest beach in Viet Nam', is true. Now number 5. 'The Amazon is the widest river in the world.' That is true. But the longest river is the Nile. Finally, 'The Sahara is the hottest desert in the world.' That is true too!

- 3 Ask Ss to look back at Vy's sentences, find and underline all the examples of *-est*.

Watch out!

Ask Ss to compare No. 6 with the other sentences. Ask what is different about 'hottest'? (Ss should remember examples from comparative sentences in the previous unit.) Remind Ss of the rule. Then give some adjectives and ask if the consonant is doubled, e.g. *big (yes), fast (no), wet (yes), green (no)*.

- 4 Allow Ss to complete the table individually. Discuss their answers at the end.

Key:

good	better	best
bad	worse	worst
tall	taller	tallest
long	longer	longest
wide	wider	widest
large	larger	largest
hot	hotter	hottest

5 Now Vy is talking about other amazing places. Complete the passage.

Did you know Libya, in Africa, is the (1. hot) _____ country in the world? It's (2. hot) _____ than any other country! How about the (3. cold) _____? Antarctica is the (4. cold) _____ place in the world! It's even (5. cold) _____ than Russia.

The (6. big) _____ desert in the world is the Sahara. And now you know the (7. high) _____ mountain is called Mount Everest. Did you know it's in Nepal? Nepal is (8. small) _____ than India, but I think it's more beautiful.

6 Cut up some pieces of paper. Write the names of some famous places on them. Work in groups and make sentences about the places.

Example:

"The West Lake is the largest lake in Ha Noi."

The West Lake

Modal verb: must

must – is an order

I/you	must	I/you	mustn't
he/she/it		he/she/it	
you/we/they		you/we/they	

7 Vy is giving Mai some feedback. Read and underline the forms of *must*.



8 Look at the classroom rules below. Write some more rules for you and your classmates.

1. We must arrive on time.
2. We mustn't pick flowers in the school garden.
3. We must _____.
4. We mustn't _____.
5. _____.
6. _____.



- 5 Show a map of the world/globe. Point out Africa, Antarctica, Russia and Nepal and ask Ss what they think the places are like, e.g. *Do you think Africa is hot or cold? Do you think there are deserts there? Or waterfalls? Do you think it's the same or different to Viet Nam?*

Ask Ss to read the passage quickly to check their answers.

Ss complete the passage with the correct words. Pairs can practise role-playing the completed passage.

Key:

1. hottest

2. hotter

3. coldest

4. coldest

5. colder

6. biggest

7. highest

8. smaller

- 6 Prepare the slips of paper beforehand for the groups. Alternatively dictate the names of the places and allow Ss to write them on blank slips.

Demonstrate the activity with a student. Turn the slips face down, take one, and make a sentence about it. Allow the St to do the same. Break the class into groups to do the activity. Monitor for mistakes and discuss them as a class at the end.

Grammar

Modal verb: must

Introduction

Review descriptions. Ask Ss to recall the conversation from *Getting Started*: *'Who is the leader of the Geography Club? Why was Mai late? Are you sometimes late for class? How does your teacher feel? What does your teacher say?'*

- 7 Ask Ss to read Vy's note and find the uses of 'must'. Refer Ss back to the grammar table if necessary. Discuss the uses of 'must'. Point out the subject, use of modal verb and another verb, e.g. *You must arrive on time.*

Direct Ss to look at the signs at the bottom of the page. Elicit what the 'must' sentences could be, e.g. Sign 1: *You must be careful in the garden.* Encourage Ss to think of negative sentences with 'must', e.g. *You mustn't step on the flowers.*

Ask questions to check understanding: *When do we say must? (For rules). Who says sentences like this? (Teachers/Parents).*

- 8 Ask Ss to complete the sentences. Ss can share their ideas in pairs. Discuss answers as a class. As an extension, Ss can act out the sentences, one acting as a teacher, one acting as a student.

Extension

Ss can draw their own signs and ask their classmates to guess the rules.

COMMUNICATION

Extra vocabulary

tent	waterproof coat
torch	map
sun hat	mobile phone

1 Read the travel guide entry.

GLOBETROTTER TRAVEL GUIDES

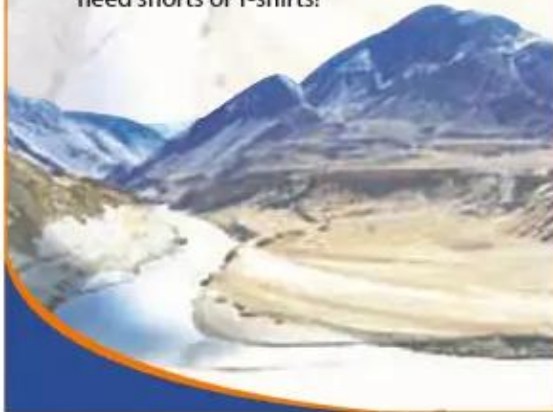
Description

The Himalayas is a mountain range. It's very special. Why? It contains the world's highest mountain – Mount Everest. Some of the world's longest rivers begin here too. The area is diverse, with forests and many kinds of plants and animals.

Travel tips

A trip to the Himalayas is an unforgettable experience. Remember to follow some important advice.

- You must follow the rules – you must ask before you visit the area.
- Plan when to visit: the best time to visit is between April and June.
- You mustn't travel alone. Always go in a group.
- You must tell people where you are going.
- Carry only necessary things.
- Bring the right clothes too – you don't need shorts or T-shirts!



2 Now make a list of the things you must take to the Himalayas. Then add things you mustn't take.

MUST	MUSTN'T
<i>Example:</i>	
compass	

3 Role-play being a tour guide and a tourist. Tell your partner what to prepare for their trip to the Himalayas. Try to give reasons.

Example:

A: I want to go to the Himalayas.

B: OK. I think you must take a waterproof coat. It's the highest mountain in the world. It's cold and rainy there!

A: Yes. Anything else?

B: ...

4 Perform your role-play for the class.

COMMUNICATION

Introduction

Show Ss a travel guide. Ask them what information it contains. Discuss the contents. Then ask who uses travel guides and why people use them.

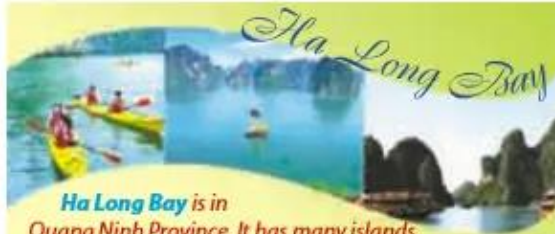
- 1** Ask Ss to look at the photo of Mount Everest. Show pictures of the extra vocabulary. Ask Ss to decide whether the objects are useful for going to Mount Everest, e.g. *Must we take a torch to Mount Everest?*
Ask Ss to read the text quickly and check their ideas.
Ask Ss to read the text again and ask some follow-up questions, e.g. *What is a mountain range? What do you think diverse means? Have you had any unforgettable experiences?*
- 2** Ask Ss to use information in the text and their own ideas to fill in the 'must' and 'mustn't' columns.
- 3** Create your own list and demonstrate the activity with a more able student. Swap roles. Then ask the class to complete the role-play. Ask pairs to demonstrate for the class.

SKILLS 1

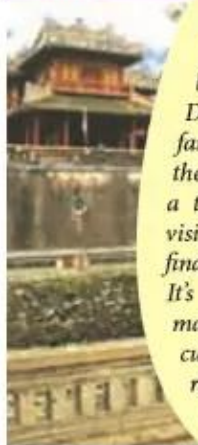
Reading

1 Before you read, look at the pictures below and make predictions about the text. Then read and check your ideas.

1. Where is the passage from?
2. What is it about?
3. What do you know about the subject?



Ha Long Bay is in Quang Ninh Province. It has many islands and caves. The islands are named after things around us! In the bay you can find Rooster and Hen Island (Trong Mai Island) and even Man's Head Island (Dau Nguoi Island). You must take a boat ride around the islands – it's essential! Tuan Chau is the biggest island in Ha Long Bay. There you can enjoy great Vietnamese seafood. You can watch traditional dance. You can join exciting activities. Ha Long Bay is Viet Nam's most beautiful natural wonder.



Hue is the oldest city in Central Viet Nam. It's near Da Nang, but it's more interesting than Da Nang! It also has the most famous river in Central Viet Nam – the Perfume River. You should take a trip on the river, and you must visit the Imperial City. There you can find museums, galleries, and temples. It's Hue's greatest attraction. But many people travel here just for the cuisine – the food is really good. It's rainy in Hue, so remember to bring an umbrella!

Study Skills

Using a dictionary - Guessing words in context

- Before you look up a word in a dictionary, try to guess its meaning in its context.
- Look at the whole sentence. Also look at the sentences before and after.
- Look at the pictures and any other information that may help.

A: What is a "boat"?

B: It is transport we can use on water.

boat (n): something that travels on water

2 Find these words in the passages in **1**, then check their meaning.

essential activities attraction cuisine

3 Read the following sentences. Then tick (✓) true (T) or false (F).

- | | T | F |
|---|--------------------------|--------------------------|
| 1. In Ha Long Bay, some of the islands look like people or animals. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Boat rides around the bay are not much fun. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ha Long Bay is the number one natural wonder in Viet Nam. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The Imperial City is an attraction in Da Nang. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Many people know of the Perfume River. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Now answer the following questions.

1. Where is Ha Long Bay?
2. What must you do in the bay?
3. Which part of a trip to Hue is more important – a visit to the Imperial City, or a trip on the river?
4. Why does the writer say 'the food in Hue is really good'?

Speaking

5 Work in pairs. Make notes about one of the places in the brochure. Use the information in the text and your own ideas.

6 Tell your partner about the place.

Ha Long Bay	Hue

7 Your friends are visiting your town. Think about what they must and mustn't do while they are there. Role-play the conversation in groups.

Things they must do/bring: _____

Things they mustn't do/bring: _____

SKILLS 1

Introduction

Ask Ss to compare the text in Communication and Skills 1. Encourage Ss to think of the purpose of the texts and where they might see them. (Point out Travel Tips in the first text. Point out exclamation marks and positive adjectives in the second text.)

- 1 Ask Ss to read the text quickly to answer the questions and check their ideas from the introduction. Allow pairs to discuss ideas before feeding back as a class.

Study Skills

Discuss the Study Skills with Ss. Alternatively, ask a more able student to teach the skill to the class.

Demonstrate the skill together with Ss by discussing 'essential'.

First ask Ss to find and underline the word. Then discuss other features of the sentence it appears in, e.g. *When you 'must' is it important that you do it? What word has the same meaning as 'essential'?* (must) *What is our definition of 'essential'?* (Something very important/Something you must do.) Allow Ss to check using a dictionary.

Ss repeat the procedure with the other three words.

- 2 Ask Ss to find the four words in the passages and underline them, then check their meaning.
- 3 Ask Ss to read the sentences then tick true (T) or false (F). Refer them back to the text for the answers.

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

- 4 Read the sentences together with Ss. Set a longer time limit for them to reread the text and answer the questions. Again ask Ss to note where they found the information that helped them complete the activity. Ss can compare answers before discussing them as a class. Encourage Ss to support their answers with reasons.

Key:

1. Ha Long Bay is in Quang Ninh Province.
2. You must take a boat ride.
3. A visit to the Imperial City is more important.
4. Because people travel there just for the cuisine.

- 5 Discuss with Ss which things they find interesting/uninteresting about Ha Long Bay and Hue. Brainstorm ideas onto the board.
- 6 Ask Ss to close their books. Divide Ss into A group and B group. Tell A group to describe Ha Long Bay. Tell B group to describe Hue. Ss use the notes only to help them tell their partner about their place. Ask them to practise their descriptions together, before they rejoin their partners.
- 7 Show a picture of your town. Tell the class they are visiting it. Review interesting features of your town with Ss. Then ask Ss to suggest some advice. Encourage them to use *must/mustn't*.

SKILLS 2

Listening



1 Nick's family are in the travel agent's. They want to go on holiday. They are choosing a place from the brochure above. Which place do they choose?

2 Listen again and answer the following questions.

1. What other places does the travel agent talk about?
2. What questions does Nick's mum ask?
3. What advice does the travel agent give?
4. Is Nick happy about the choice?

Writing

3 Write a travel guide about a place you know.

Research

- Do you have pictures or can you draw a map of the place?
- What natural wonders are there?
- How do they compare to other natural wonders?
- What things can you do there? What things must you do?



4 In notes, fill each blank in the network with the information about the place. Then use these notes to write a short paragraph about it.



Draft

Write a draft.

Check

Check your draft. Can you improve it? Have you used superlatives correctly? Have you used *must* for orders and advice?

Are your spelling and punctuation correct?

SKILLS 2

Listening

- 1 Ask Ss to recall the two places in the brochure in Skills 1 (Ha Long Bay and Hue). Ask Ss which one they think Nick's family will choose as their holiday destination. You can put pictures of Hue and Ha Long Bay on opposite walls. Ask Ss to stand next to the place they choose. Ask Ss to explain their choice. Play the recording for the answer.



Audio script:

Travel Agent: We have some great deals. I recommend Ha Long Bay, Hue, Mui Ne or Nha Trang.
Nick: Wow! I love the beach. Can we go to Mui Ne, Mum?
Nick's mum: Well let's think, Nick. Can I see a picture of the hotel in Mui Ne?
Travel Agent: Yes, here you are.
Nick's mum: Which is cheaper, Mui Ne or Ha Long Bay?
Travel Agent: Mui Ne is cheaper but I think Ha Long Bay is more interesting.
Nick's dad: Yes, you're right! I think I want to go to Ha Long Bay. It's better than Mui Ne.
Nick: Oh.
Travel Agent: Yes, it's rainy in Mui Ne at this time of year. You must take umbrellas and waterproof coats.
Nick's mum: OK, let's book Ha Long Bay please.

- 2 Read through the questions with Ss and support with any difficulties before they attempt to answer. Play the recording again. Ss share their answers. Play again and allow Ss to check their answers. Encourage Ss to identify the parts of the recording that helped them.

Key:

1. Ha Long Bay, Hue, Mui Ne or Nha Trang.
2. Can T see a picture of the hotel in Mui Ne? / Which is cheaper, Mui Ne or Ha Long Bay?
3. Mui Ne is cheaper but I think Ha long Bay is more interesting.
4. Yes, he is.

Writing

As preparation ask Ss to bring in pictures of places they have been to or find interesting. Alternatively they can draw a picture(s) or a map.

Remind Ss of the steps of the writing process – research, draft, check.

- 3 Ss present their chosen places using photos/drawings/maps. Choose Ss to show their places to the class. Ask some questions to prepare the class for the activity, e.g. *What natural wonders are there? How do they compare to other natural wonders? What things can you do there? What things must you do?*
- 4 Ask Ss to make notes about their chosen places. Remind them they do not have to write full sentences. 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.

Ss can use the Travel Guide in Communication as their model. Suggest they write a description first, then travel tips next.

Ss can exchange and read each other's drafts. Encourage Ss to check punctuation and their use of superlatives. Ss can underline parts that could be improved and focus on those areas as they write their final version. If time is limited, T may ask Ss to write the final version at home. Display all or some of the Travel Guide entries on the wall/notice board. Other Ss and T give comments.

LOOKING BACK

Vocabulary

Things in nature

1 Label the things in nature you can see in this picture.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

Travel Items

2 Write the words.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Grammar

3 Fill the gaps in the following sentences.

- It's the _____ (hot) desert in the world.
- The Mekong is the _____ (long) river in Viet Nam.
- Fansipan is the _____ (high) mountain in Viet Nam.
- Ho Chi Minh City is the _____ (large) city in Viet Nam.
- The boat trip was the _____ (good) experience of my life.

4 Match the name of a natural wonder in column A with a word/phrase in column B. 1 is an example.

A	B	Your answer
1. Everest	a. bay	1-d
2. Loch Lomond	b. desert	_____
3. Ha Long	c. freshwater lake	_____
4. Ayers	d. mountain	_____
5. The Sahara	e. rock	_____

5 Work in pairs and practise the conversation below. Discuss all the natural wonders in 4 and any related information you know.

A: What is Everest?

B: I think it is *the highest mountain* in the world.

A: What is Loch Lomond?

B: I don't know. Do you know it?

A: Yes. It is *the largest freshwater lake* in Great Britain.
(or: No, I don't).

Communication

6 Complete the dialogue.

A: It's dangerous to go hiking there. You (1) _____ tell someone where you are going.

B: Yes. And I (2) _____ take a warm coat. It is very cold there.

A: Yes, and you (3) _____ take a mobile phone. It's very important.

B: OK, and I (4) _____ take all necessary things along with me.

Finished! Now you can	✓	✓✓	✓✓✓
• name natural things & travel items			
• use superlative adjectives to describe the world around you			
• give orders and advice using <i>must</i> and <i>mustn't</i>			

LOOKING BACK

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

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

Vocabulary

1 & 2 Ss work individually to do the exercises. Then Ss can check their answers 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.

Key:

- 1** 1. mountain 2. waterfall 3. forest 4. cave 5. desert
6. lake 7. beach 8. island 9. valley
- 2** 1. scissors 2. sleeping bag 3. compass
4. torch 5. pain killers 6. plaster

Grammar

3 As above, ask Ss to work individually to complete the sentences.

- Key:** 1. hottest 2. longest 3. highest
4. largest 5. best

4 Ask Ss to work in pairs and match the name of a natural wonder in column A with a word/phrase in column B. Monitor the activity and offer help to Ss when necessary.

A	B	Your answers
1. Everest	a. bay	1 - d
2. Loch Lomond	b. desert	2 - c
3. Ha Long	c. freshwater lake	3 - a
4. Ayers	d. mountain	4 - e
5. The Sahara	e. rock	5 - b

5 Ask Ss to work in pairs and practise the conversation. Draw Ss' attention to the questions and answers for the information about *Mount Everest* and *Loch Lomond*. Then ask them to discuss all the other natural wonders in **4**. Ask them to provide any related information they know about these natural wonders.

Communication

6 Divide Ss into A group and B group. Allow them to complete their parts of the dialogue. Then Ss act out the dialogue. Choose pairs to demonstrate for the class. T can encourage them to include mimes and actions.

- Key:** 1. must 2. must
3. must 4. must

PROJECT

HOW WELL DO YOU KNOW VIET NAM?

1 In groups, ask and answer questions about Viet Nam.



Example:

A: What's the wettest place in Viet Nam?

B: I think it's

WEATHER

What's/wet/place in Viet Nam?

What's/hot/place?

What's/cool/place?

What's/cold/place?

TRAVELLING

What's/nice/city in Viet Nam?

What's/good/place for tourists to come?

What's/convenient/time of the year to visit it?

What are the reasons?

What's/fast/way to travel around Viet Nam?

NATURAL ATTRACTION

What's/high/mountain in Viet Nam?

What's/long/river?

What's/big/island?

What's/large/lake?

2 Write down what you know about Viet Nam. Talk about the weather, natural wonders and travelling. Start with: "In Viet Nam, the ... is ..."

Finished!

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

PROJECT

How well do you know Viet Nam?

- 1 Divide the class into groups and ask Ss to recall and describe some interesting places.

Refer pairs to the Travelling, Weather, Natural Attractions prompts at the bottom of the page. Ask pairs to work together to make a quiz for their groups. Ss can prepare 10 questions for their groups. T can form groups of more able Ss and ask them to create their own questions without using the prompts.

Tell pairs to take turns reading their questions to the rest of the group to answer. They can keep a score. Then allow their groupmates to quiz them. Afterwards, suggest groups collaborate to choose their best questions to test the class.

- 2 Ss work together to write down their answers to the questions in 1. Ss can draw a map of Viet Nam and write information on it to create a classroom display.