

GETTING STARTED

What nice photos!

THIS UNIT INCLUDES:

VOCABULARY

Continents, countries, cities and landmarks

PRONUNCIATION

Sounds: /əu/ and /ai/

GRAMMAR

The present perfect

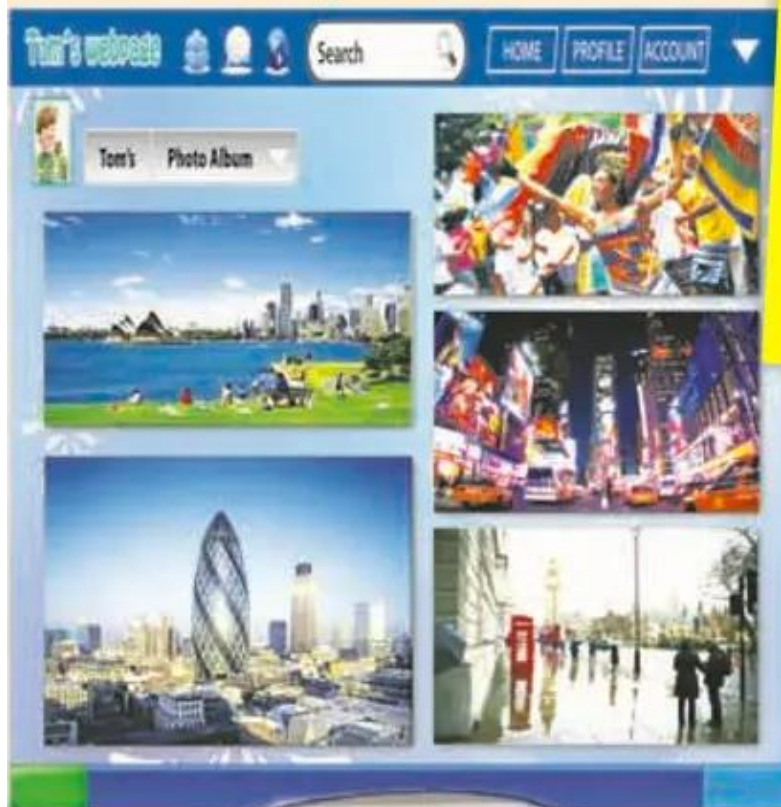
Superlatives of long adjectives

COMMUNICATION

Talking about some famous cities

Describing experiences

Writing a postcard



1 Listen and read.

Mal: What nice photos! Have you been to all these places?

Tom: Yes, I've been to most of them. This is Rio de Janeiro. It's an exciting city, but sometimes it's very hot.

Mal: Is the weather there hotter than in Sydney?

Tom: Oh yes! Sydney isn't so hot. I've been to the beaches there many times with my family. They're the cleanest and the most beautiful in the world!

Mal: Is this London? What bad weather!

Tom: Yes, we've been there twice. Can you see Big Ben? There are also modern buildings, like this egg-shaped building ...

Mal: And this must be Times Square in New York.

Tom: Yes! I've never been there. This photo is from my brother. It looks great, doesn't it?



Objectives

By the end of this unit, students can:

- pronounce the sounds /əu/ and /ai/ correctly in isolation and in context
- use the lexical items related to the topic 'Cities of the World'
- use the vocabulary and structures to describe cities and landmarks
- use the present perfect to talk about experiences
- guess the meaning of new words based on clues, including pictures and surrounding words
- read for specific information in texts, including postcards
- listen for specific details including facts and figures
- write a holiday postcard

Introduction

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

Discuss Unit 9 objectives with Ss.

Write the unit title on the board 'Cities of the World'. Ask Ss to name some cities they know, and where they are. Ask them to locate the cities on a map or a globe. Introduce Mai and Tom. Explain that 'What nice photos!' is an exclamation to express that you like the photos. Ask Ss what the conversation might be about. Let Ss open their books and check their answers.

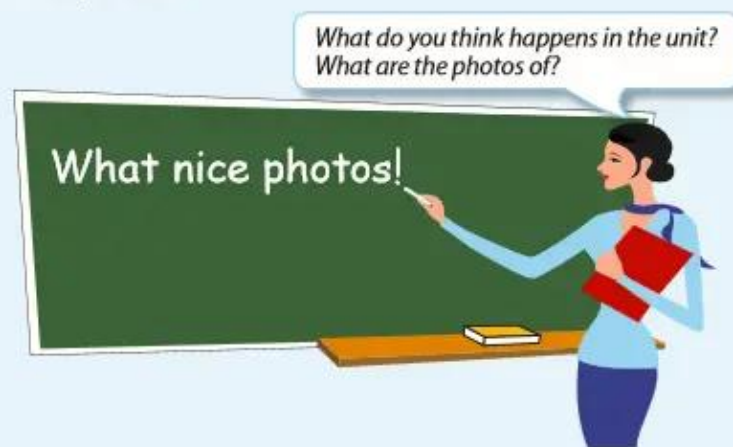
GETTING STARTED

What nice photos!

1 Ask Ss questions about the picture:

E.g. What are Mai and Tom doing? What are they looking at? Ask Ss to name the cities in the photos and ask them to support their answers. 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.

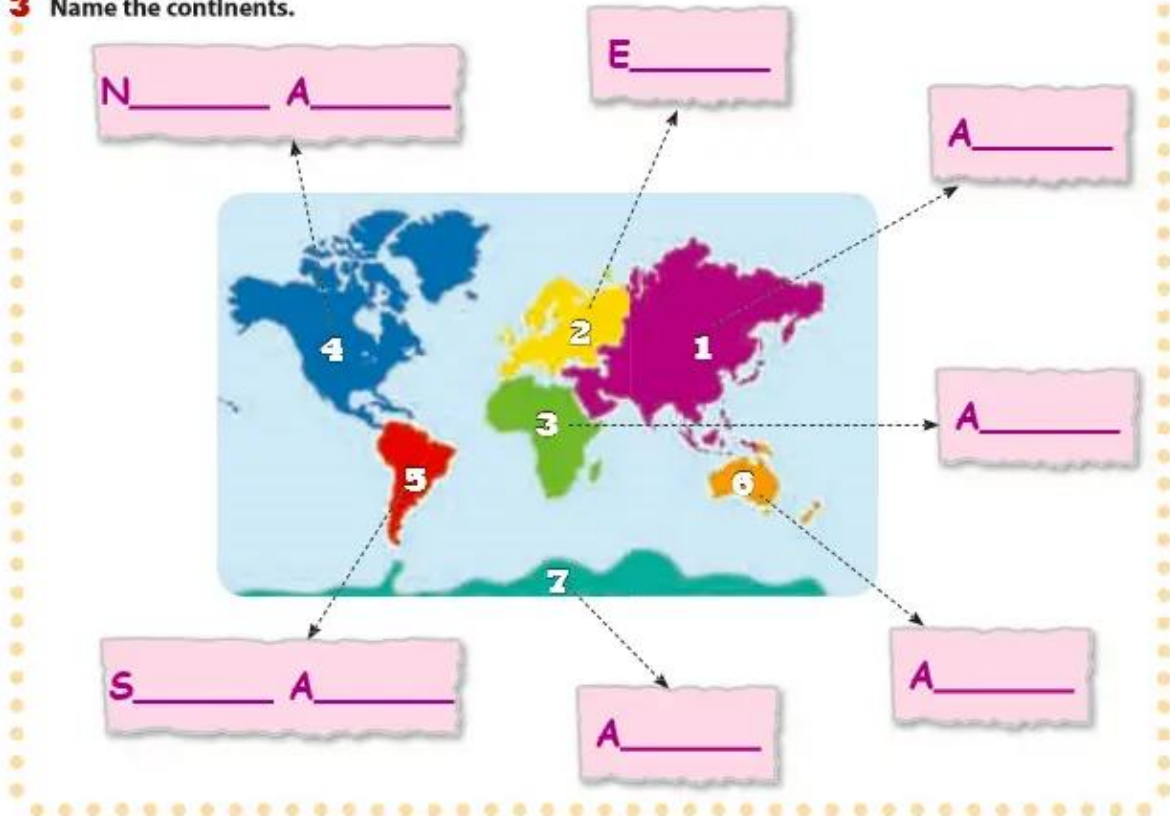


2 Read the conversation again. Then tick (✓) True (T) or False (F).

- | | | | |
|---------------------------------------|---|---|---|
| | T F | | T F |
| 1. Tom and Mai are reading a book. | <input type="checkbox"/> <input type="checkbox"/> | 4. All the buildings in London are old. | <input type="checkbox"/> <input type="checkbox"/> |
| 2. Tom has been to all four cities. | <input type="checkbox"/> <input type="checkbox"/> | 5. Tom has taken many photos of Times Square. | <input type="checkbox"/> <input type="checkbox"/> |
| 3. Tom has been to Sydney many times. | <input type="checkbox"/> <input type="checkbox"/> | | |

Continents, countries, and cities

3 Name the continents.



4 Match the words in the blue box to the names of the places in the yellow box.

<p>a. continent</p> <p>b. country</p> <p>c. city</p> <p>d. capital</p> <p>e. place of interest</p>	<p>1. Ha Noi</p> <p>2. Nha Trang</p> <p>3. Asia</p> <p>4. Sweden</p> <p>5. Ben Thanh Market</p> <p>6. the Louvre</p> <p>7. Amsterdam</p> <p>8. Africa</p> <p>9. the USA</p> <p>10. Liverpool</p>
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5 Game: **Around the world**

In groups of four, choose a country and ask your friends the questions below (and any others you can think of)

- ☞ Which continent is it in?
- ☞ What is its capital?
- ☞ What are its major cities?
- ☞ What is it famous for?

The person who has the most correct answers is the winner.



- 2** Ss work independently. Tell them to look at the photos and the text in order to find the answers. Allow them to share answers before discussing as a class. Ask Ss to support their answers.

Key:

1. F (They are looking at photos on the computer.) 2. F (Tom has been to most of the cities.)
3. T 4. F (There are modern buildings in London as well.)
5. F (Tom has never been to New York. The photo is from his brother.)

- 3** Ss can work in pairs to complete this task. Practise saying the continent names with them. Ask them the Vietnamese translations of these names.

- Key:** 1. Asia 2. Europe 3. Africa 4. North America
5. South America 6. Australia 7. Antarctica

- 4** Write 'Asia, Viet Nam, Hue, Ha Noi, Thong Nhat Palace' on the board. Ask Ss which is the continent, which is the country, which is the city, which is the capital, and which is the place of interest. Ask them to give examples for Britain.

Then ask Ss to do the matching and give feedback. Practise saying the words with Ss. Ask them to locate the places on a map/globe.

Note: The short, common forms of the United States of America are: the United States, the USA, the US. America often refers to the continent.

Key:

- a. Asia, Africa b. Sweden, the USA c. Ha Noi, Nha Trang, Amsterdam, Liverpool
d. Ha Noi, Amsterdam e. Ben Thanh Market, the Louvre

- 5** Model the game with the whole class first. Divide Ss into 2 big groups (e.g. left side/right side; boys/girls). Give Ss more questions in addition to those in the book. Count the correct answers to find the winning group.

Have Ss play the game in groups of four. Remind them to record the correct answers from each group member to find the winner.

A CLOSER LOOK 1

Vocabulary

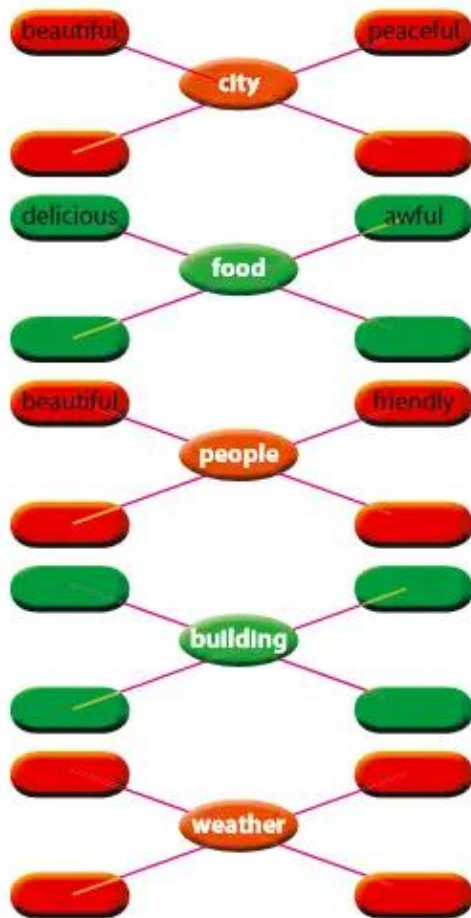
1 Match the words in A with their opposites in B. Some words may have more than one opposite.

- A**
1. old
 2. dangerous
 3. quiet
 4. dry
 5. clean
 6. historic
 7. boring
 8. cheap
 9. cold

- B**
- a. safe
 - b. dirty
 - c. wet
 - d. polluted
 - e. new
 - f. exciting
 - g. hot
 - h. modern
 - i. expensive
 - j. noisy

2 Create word webs.

Example:



Pronunciation

/əʊ/ and / ʊ /

3 Listen and write the words you hear in the appropriate column. Then, read the words aloud.

/əʊ/	/ ʊ /
cold	sky
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4 Listen and repeat.

1. New York is an **exciting** city with many **skyscrapers**.
2. It's very **cold** in Sweden in the winter with lots of **snow**.
3. I **like** looking at tall buildings at **night** with their colourful **lights**.
4. **Write** and tell me how to cook that **Thai** curry.
5. You can **go boating** on the West Lake. It's **nice**!
6. Oxford University is the **oldest** university in Britain.

Grammar

Superlatives of long adjectives

Long adjectives

- 2-syllable adjectives (not ending in -y)
Example: famous, peaceful
- All adjectives of 3 or more syllables
Example: expensive, delicious

Superlatives of long adjectives

famous → **the most** famous
expensive → **the most** expensive

A CLOSER LOOK 1

Introduction

Check if Ss remember which cities Mai and Tom were talking about at the beginning of the unit. Ask them how Tom described the three cities: What did he talk about? Which adjectives did he use? (E.g. *Rio de Janeiro is exciting. It is very hot. Sydney isn't so hot. The beaches in Sydney are clean and beautiful. London has bad weather. There are also modern buildings...*)

Vocabulary

- 1 Ss may already know some of the adjectives in the activity so first ask them to match the words they know. Allow Ss to work together. Point out that some adjectives in the left column can have more than one opposites in the right column. Give feedback. Have Ss practise reading the adjectives. If there is time, encourage them to use these words to describe the four cities that Mai and Tom talked about.

Key: old – new dangerous – safe quiet – noisy dry – wet
clean – dirty historic – modern boring – exciting cheap – expensive cold – hot

- 2 Have Ss work in groups. Tell them they can use the words in 1. Encourage Ss to add other adjectives. Give feedback. Point out that some adjectives cannot go with particular nouns (e.g. we cannot say 'long/short city' or 'rainy people').

Key:

city: beautiful, peaceful, exciting, modern, big, polluted, safe, etc.

food: delicious, awful, good, tasty, etc.

people: nice, friendly, unfriendly, open, noisy, interesting, etc.

building: old, modern, tall, new, etc.

weather: bad, rainy, hot, cold, wet, etc.

Pronunciation

- 3 Practise the /əʊ/ and /aɪ/ sounds together. Model the two sounds with *cold* and *sky*. Let Ss see how the sounds are formed. Ask Ss to give words that have these two sounds. Play the recording and ask Ss to listen and fill in the suitable column. Play the recording as many times as necessary. Give feedback and have Ss repeat the sounds as a class.

/əʊ/	/aɪ/
cold	sky
snow	exciting
old	high
clothes	fine
hold	flight

Audio script:



1. cold

2. sky

3. exciting

4. snow

5. old

6. high

7. clothes

8. fine

9. hold

10. flight

- 4 Have Ss practise reading the words in bold first. Ask them to say if the word has an /əʊ/ or an /aɪ/ sound. Play the recording as many times as necessary. Have Ss repeat the sentences. Provide further practice by dividing the class into two groups. Have groups read alternate lines. If there is time, ask Ss to make sentences that contain words with /əʊ/ and /aɪ/ sounds and practise saying them with each other.

- 5** Complete the fact sheet by choosing one picture. Compare your fact sheet with a classmate. Do you agree with his/her answers?

COUNTRY : BRITAIN

1. Biggest city: *London*
 2. Oldest university:



a. University of Oxford



b. University of Cambridge

3. Most popular British writer:



a. Dickens



b. Shakespeare

4. Most popular food:



a. fish and chips



b. spaghetti

5. Most popular drink:



a. tea



b. coffee

6. Most common activity:



a. playing football



b. watching TV

- 6** Read this article about Britain. Then, look at your fact sheet. Did you have correct answers?

London is Britain's biggest city.
 Oxford University is the oldest university in Britain. It was built in the 12th century.
 The playwright William Shakespeare (1564-1616) is the most popular British writer in the world.
 Britain's most popular food is fish and chips.
 Tea is the most popular drink.
 Britain's most common leisure activities are watching television and films and listening to the radio.

A CLOSER LOOK 2

Grammar

The present perfect

- 1** Listen again to part of the conversation. Pay attention to the present perfect.

Mai: What nice photos! Have you been to all these places?

Tom: Yes, I've been to most of them. This is Rio de Janeiro. It's an exciting city, but sometimes it's very hot.

Mai: Is the weather there hotter than in Sydney?

Tom: Oh yes! Sydney isn't so hot. I've been to the beaches there many times with my family. They're the cleanest and the most beautiful in the world!

Mai: Is this London? What bad weather!

Tom: Yes, we've been there twice.

The present perfect

has/have + past participle

We use the present perfect to describe our experiences.

I have seen that movie ten times.

I have been to Sa Pa.

I have been to Sa Pa twice.

I have never been to Sa Pa.

Remember:
 The exact time the action happened is not important.



The present perfect

(+) I have been to Nha Trang twice.

(-) He hasn't been to Nha Trang./
 He has never been to Nha Trang.

(?) Have you ever been to Nha Trang?

We often use *ever* and *never* when we describe our experiences.



Grammar

Superlatives of long adjectives

- 5 Let Ss have a quick look at all the pictures. Ask Ss to work individually to complete the fact sheet, using one of the pictures provided. Have Ss work in pairs to compare the answers. Ask them to discuss whether they agree with each other's answers. If they do not agree with the answers, encourage them to give reasons. Do not give corrective feedback at this stage.

Key:

- | | |
|----------------|----------------------|
| 1. London | 2. Oxford University |
| 3. Shakespeare | 4. fish and chips |
| 5. tea | 6. watching TV |

- 6 Set a time limit for this exercise. Ask Ss to look at their earlier answers (and think about their discussions) in Exercise 5 to check if they are similar to what the text says. Have Ss ask and answer questions about the facts using *the most + adjectives*. Encourage them to expand the fact sheet by adding information like: *The most famous woman in Britain, the most well-known novel/movie, the most famous footballer/actor/actress, the most popular sport, etc.*

Remind Ss of how to form the superlatives of short adjectives. Also ask them to remember how the comparatives of long adjectives are formed. Write the form of the superlatives of long adjectives on the board. Ask Ss to find the superlatives of long adjectives in the text in 6.

A CLOSER LOOK 2

Grammar

The present perfect

- 1 Ask Ss to recall what Tom told Mai about in the conversation in *Getting Started*.

Ss underline all the verbs in the present perfect tense. Use the Grammar box to help you explain that present perfect is used to show that one has had or has never had this experience.

Provide the form of the present perfect. Notice the past participle. Ask Ss to look for the original verb of the past participles in the conversation. Notice the use of 'ever' and 'never'.

Play 'Board Race' game: Write two lists of verbs on the board. Two teams will race to the board to write the past participles of these verbs. Each team gets one point for the correct participle. The team that finishes first gets 2 extra points.

2 Put the verbs in brackets into the present perfect.

1. Tom (be) _____ to Rio de Janeiro, Sydney, and London.
2. The family (be) _____ to the beaches in Sydney many times.
3. Tom (visit) _____ London twice.
4. His brother (be) _____ to New York.
5. But he (be) _____ there.

3 Put the verbs in brackets in the correct form.

1. _____ you (see) _____ *High School Musical*?
Oh yes, I love it. I (see) _____ it many times.
2. I often (go) _____ to bed very late.
3. I _____ never (be) _____ on TV.
4. They (clean) _____ the car every week.
5. Thu usually (take) _____ the bus to school.
6. My sister loves that restaurant and she (eat) _____ there hundreds of times.

4 Look at Tom's webpage. Tell a partner what he has done this week.



5 Class survey

Go round the class asking the survey questions. Find out:

- One thing that everyone has done
- One thing no one has done

	Yes ✓	No x
1. Have you ever sung karaoke?		
2. Have you ever talked on the phone for one hour?		
3. Have you ever been on TV?		
4. Have you ever eaten ice cream in winter?		
5. Have you ever had a pet?		
6. Have you ever talked to a native speaker of English?		

- 2** You may play the entire conversation again. Tell Ss that some information for this exercise is not mentioned directly in the recording – it must be inferred. Have Ss do the task and ask them to support their answers with parts in the recording.

Key:

1. has been 2. has been 3. has visited 4. has been 5. hasn't been

- 3** Remind Ss that the present perfect is used to describe one's experiences, and it is not important to state the exact time when they happened. Contrast this with the present simple which describes a repeated action, or a truth, and adverbs of frequency when something happened are often mentioned. Have Ss work on this exercise individually before they compare answers with each other. Give feedback as a class discussion.

Key:

- | | |
|----------------------------------|--------------|
| 1. Have you seen... have seen... | 2. go |
| 3. have never been | 4. clean |
| 5. takes | 6. has eaten |

- 4** Elicit what there is in the photos by asking Ss questions. Ask Ss to provide the verbs and their past participles. Have Ss write the sentences in full in their notebooks, then in pairs take turns talking about what Tom has done this week.

If time allows, have Ss talk about what they have done this week, using the present perfect.

Key:

1. He has read a book.
2. He has eaten 'pho'.
3. He has played football.
4. He has got an A+.
5. He has washed his dog.

- 5** This is a mingling activity. Make sure Ss can move around and ask different classmates for different questions. Ss should not ask the same person all the questions. When they have finished the survey, make a class poll by asking Ss to report the results. Count the number of 'Yes' answers to each question and find out what is the thing the most Ss have ever done, and the thing that the least of them/ or no one has done.

COMMUNICATION

Extra vocabulary

design symbol landmark
 creature UNESCO World Heritage

1 Match the words in the box with the landmarks. Which cities are they in? What do you know about them?

Sydney Opera House
 Big Ben
 Merlion
 Eiffel Tower
 Temple of Literature



a. _____



b. _____

c. _____



d. _____

e. _____

2 Read about the landmarks. Can you guess which landmark from **1** they are?

It is the most famous tower in England. The name is often used to describe the tower, the clock and the bell in the tower. The bell is the largest bell ever made in England.

1. _____

Danish architect Jorn Utzon designed the place, and Queen Elizabeth II opened it in 1973. It is a UNESCO World Heritage building.

2. _____

One of Hanoi's most well-known landmarks, this place was built in 1070. It is next to Quoc Tu Giam, Viet Nam's first university.

3. _____

Gustave Eiffel designed this tower in 1889. Now, almost 7 million visitors visit it a year. That makes it the most visited landmark in the world.

4. _____

A creature with the head of a lion and the body of a fish, it is the symbol of Singapore.

5. _____

3 Tick (✓) True (T) or False (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1. Big Ben is the biggest tower in England. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The Sydney Opera House was designed by a famous Australian architect. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Queen Elizabeth II came to Sydney in 1973. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The Eiffel Tower is the world's second most visited tourist place. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Temple of Literature was the first university in Viet Nam. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The Merlion has a fish's head and a lion's body. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Think of a city, a country, or a landmark. Give clues. Your classmates guess.

Example:

A: It's a city. It's very hot and crowded.

B: Is it Tokyo?

A: No, it's not. It's in South America. The people there love football.

C: Is it Rio de Janeiro?

A: Yes, it is!

COMMUNICATION

- 1 Before Ss open their books, show the pictures of the five landmarks and ask Ss what they are. If Ss do not know their names in English, allow them to use Vietnamese. Then give the English names and ask Ss to match them with the photos. Elicit from Ss any information they know about the landmarks: *Which countries and which cities are they in? What type of building are they? What were they built for?* etc.

Key: a. Merlion b. Big Ben c. Temple of Literature
d. Sydney Opera House e. Eiffel Tower

- 2 Tell the class they will be introduced to some new words. Elicit their meanings from Ss. Ask Ss if they know any UNESCO World Heritage sites in Viet Nam.
Have Ss read the five texts about the five landmarks. Set a time limit. Have them do the matching and ask them to support their answers.

Key:

1. Big Ben
2. Sydney Opera House
3. Temple of Literature
4. Eiffel Tower
5. Merlion

- 3 Ask Ss to read the text again and allow them a longer time limit. Ask them to underline key words in each text. Explain that key words are important words that help us understand and remember the main points of the text. Have Ss do the T/F exercise individually, then compare the answers with their friends before discussing them as a class. Ask Ss to support their answers.

Key:

1. F (The bell in the tower is the largest bell ever made in England.)
2. F (It was designed by a Danish architect.)
3. T
4. F (It is the most visited landmark in the world.)
5. F (Quoc Tu Giam is Viet Nam's first.)
6. F (It has a lion's head and a fish's body.)

- 4 Choose a country/city/landmark yourself. Ask the class to guess what it is. Arrange groups of four to play the game. Each group then chooses the most difficult city that they had to guess in their group and presents it to the whole class as a challenge.

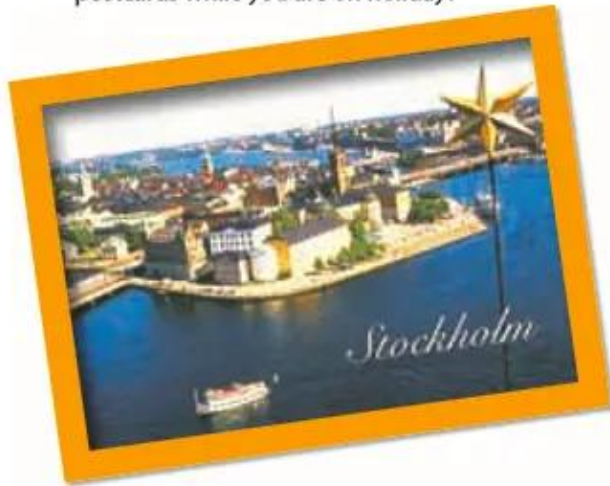
SKILLS 1

Reading

Love from Sweden

1 Look at the postcard.

1. What is the picture on the postcard of?
2. What do you think is written on this postcard?
3. What is the purpose of writing and sending postcards while you are on holiday?



2 Read the postcard and answer the questions.

- (1) September 6th
- (2) Dear Grandpa and Grandma,
- (3) Stockholm is fantastic!
- (4) The weather has been perfect. It's sunny! The hotel and the food are ok. (5) We had "fika" in a café in the Old Town. The Royal Palace (pictured) is too beautiful for words! Swedish art & design is so amazing! Phuc loves it!
- (6) Mum and Dad have rented bikes. Tomorrow we're cycling around to discover the city.
- (7) Wish you were here!
- (8) Love,
Hanh Mai



To: (9) Grandpa and Grandma
Hoan Kiem, Ha Noi
VIET NAM

1. What city is Mai in?
2. Who is with her?
3. What has the weather been like?
4. Where is Mai staying?
5. What has she done so far?
6. What do you think 'fika' means?
7. What will she do tomorrow?
8. How is Mai feeling? How do you know?

3 Read the text again and match the headings with the numbers.

- a. Address of the person/people who get the postcard
- b. Weather/hotel/food
- c. Opening
- d. What you have seen or done
- e. Closing
- f. A very popular sentence used for postcards, near the closing
- g. What you will do next
- h. An overall feeling about the place
- i. Date

Speaking

4 Choose a city. Imagine you have just arrived in that city and want to tell your friends about it. Make notes below.

- When did you arrive?
- Who are you with?
- Where are you staying?
- What have you done?
- What are you doing tomorrow?
- How are you feeling?

5 In pairs, use your notes to tell your partner about your city. Then, listen and write down notes about your partner's city in the space below.

SKILLS 1

Introduction

If possible, show the class some real postcards. Ask Ss where the postcards were sent from. Ask them to guess who wrote the postcard, and to whom; when it was written, what it was written about, etc.

Reading

- 1 Before starting, discuss the features of postcard with Ss: photo(s) on one side, short text on the other side, can be sent without envelope, etc.

Draw Ss' attention to the postcard (the side with the photo). Ask them the three questions. Accept reasonable answers.

Key:

1. The photo is of Stockholm, Sweden.
2. The sender writes about his/her stay in the city.
3. We send postcards to tell our family and/or friends that we are having a good time, but we still miss them and want to send some photos of the place where we are so that, although they cannot be with us there they can still see how beautiful it is.

- 2 Have Ss look at the questions first. Ask them to underline the key words in the questions. Tell them these key words will help them to find the information more easily in the text. Have them read the postcard and answer the questions individually then compare the answers with each other before discussing them as a class. Encourage Ss to support their answers, especially numbers 6 and 8.

Key:

1. Mai is in Stockholm.
2. She is there with her family (Mum, Dad, and her brother Phuc)
3. The weather has been perfect. It is sunny.
4. Mai is staying in a hotel.
5. She has visited the Royal Palace and had 'fika' in a café in the Old Town.
6. 'Fika' (a Swedish word) means a leisure break when one drinks tea/coffee and perhaps has some biscuits with friends and family. (Ss may not get it correct right away but do ask them to guess from the words *have a fika in a café*.)
7. She will cycle to discover the city.
8. Mai is feeling happy. She used the words such as "fantastic", "perfect", "amazing", "too beautiful for words".

- 3 Have Ss read the text again, this time to match the headings. Then pay their attention to how a postcard is organized. You can use the postcards you bring into class as additional examples.

Key: 1. i 2. c 3. h 4. b
5. d 6. g 7. f 8. e 9. a

Speaking

- 4 Ss can choose one of the cities they have learnt about in this unit, or choose a city that they like in Viet Nam. Ask Ss to imagine they have just arrived in that city and want to tell others about it. Ask them to work individually answering the questions in the form of notes, but not in full sentences.
- 5 Using the notes, have Ss work in pairs and tell each other about the city they choose. Make sure they speak in full sentences now. Then have them join another pair to make groups of four and continue their discussions.

SKILLS 2

Listening

1 Look at the pictures. What do you see?



2 Listen and tick (✓) True (T) or False (F).

- | | | |
|--|--------------------------|--------------------------|
| 1. The Royal Palace is one of the largest palaces in Europe. | T | F |
| 2. The biggest part of Stockholm is the Old Town. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Today, the Old Town doesn't have any cafés, restaurants or shops. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The Nobel Peace Prize is awarded in Stockholm. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Nobel Prize is presented by the Swedish Prime Minister. | <input type="checkbox"/> | <input type="checkbox"/> |

3 Listen again to the talk and fill in the gaps.

- The city of Stockholm covers _____ islands.
- It has _____ years of history.
- There are about _____ people living in the Old Town today.
- Nobel prizewinners receive their awards on _____.
- The award consists of a Nobel diploma, a medal, and _____ Swedish crowns.

Writing

A holiday postcard

Study Skills

Think about the 5 Ws and 1 H and include the answers in your postcard:

- Who?
- What?
- When?
- Where?
- Why?
- How?

4 Rearrange the words to make sentences.

- Stockholm/fantastic/is/!
- Da Lat/we're/in/!
- a good time/we're/having/here/!
- love/I/Disneyland/!
- must/come/you/!
- you/wish/I/were/here/!

Learning tip
There's not much space on a postcard, so keep it short and sweet! Use exclamation marks.



5 Write a postcard. Use the notes about the city you have chosen in Speaking 4, page 32.



SKILLS 2

Listening

- 1 Ask Ss what they see in the photos first. Elicit these words from Ss: Royal Palace, Nobel Prize, museum, cafés, restaurants, shops, islands. Ask Ss if they know about Nobel and the Nobel Prize. Ss can talk about this in Vietnamese if they do not have enough vocabulary. Tell Ss they will listen about the Old Town in Stockholm, and how Nobel Prizes are awarded every year in Stockholm.
- 2 Before listening to the recording, go through the statements with Ss. Explain any new words. Ask Ss to underline the most important information in each sentence. Tell Ss they need to listen for the main ideas they hear. Play the recording as many times as Ss wish.

Key:

1. T
2. F (The oldest, not the biggest, part of Stockholm is the Old Town.)
3. F (Today, the Old Town is a place with cafés, restaurants, shops and museums.)
4. F (All Nobel prizes, except for the Nobel Peace Prize, are awarded in Stockholm.)
5. F (It is presented by the Swedish King.)



Audio script:

Sweden's capital city is built on 14 islands and has a 700 year-old history. The oldest part of Stockholm is the Old Town. Here you can visit the Royal Palace, one of Europe's largest and most dynamic palaces. There are about 3,000 people living in the Old Town today and it's a place with cafés, restaurants, shops and museums, including the Nobel Museum. Stockholm is also the city where Nobel Prizes, except for the Nobel Peace Prize, are awarded each year. On the 10th December, the day when Alfred Nobel died, the Nobel Prize winners receive their awards from the Swedish King – a Nobel diploma, a medal, and 10 million Swedish crowns per prize.

- 3 Explain to Ss that this time they need to listen for the exact details in the recording. Ask them to identify the kind of information they have to find out: years, amount of money, number of people, date, etc. Play the recording for Ss to fill in the gaps.

Key: 1. 14 2. 700 3. 3,000 4. 10th December 5. 10 million

Writing

Write 5 Ws and 1 H on the board and ask Ss to give examples.

Draw their attention to the postcard in 2, page 28 in Student Book. Ask Ss how the 5 Ws and 1 H are answered in the postcard. Have them make the questions in full and find the information from the postcard that gives the answers.

- 4 Explain to Ss that the space for writing on postcards is not big so people often write short sentences which contain the most important information, and which can express what they are feeling. Tell Ss that contraction is often used in writing postcards to make it short and informal. Have Ss rearrange the exclamations and, if possible, practise saying them aloud to notice the emotion and intonation of the expressions.

Key: 1. Stockholm is fantastic! 2. We're in Da Lat!
3. We're having a good time here! 4. I love Disneyland!
5. You must come! 6. I wish you were here!

- 5 Ask Ss to use the notes they have made in *Speaking 4*, page 28 to write a postcard to their family or friends. Remind them how the 5 Ws and 1 H are included in the notes. If there is time, you can pair Ss and ask them to write postcards to each other. Have them swap and give feedback on each other's writing once they have finished.

LOOKING BACK

Vocabulary

1 Choose the best two options.

- The city is _____.
a. exciting b. amazing c. long
- The weather is _____.
a. cold b. quiet c. sunny
- The people are _____.
a. friendly b. polluted c. nice
- The buildings are _____.
a. tall b. beautiful c. fast
- The food is _____.
a. noisy b. delicious c. good

Grammar

2 Put the verbs in brackets into the present perfect.

Nhung: _____ you ever (1. eat) _____ a Philadelphia cheese steak?

Nora: Yes, I have.

Nhung: Really? _____ you (2. be) _____ to Philadelphia?

Nora: Yes, I (3. be) _____ there twice. I (4. be) _____ to many famous places in the city.

Nhung: _____ you (5. visit) _____ the Constitution Centre?

Nora: No, I haven't, but I (6. see) _____ the Liberty Bell. Look at this postcard.



3 In pairs, complete this fact sheet about Viet Nam.

COUNTRY : VIET NAM

- Biggest city: Ho Chi Minh City
- Oldest university: _____
- Most popular Vietnamese writer: _____
- Most popular food: _____
- Most popular drink: _____
- Most common activity: _____

4 Using the information from your fact sheet, write a short paragraph (7 - 8 sentences) about Viet Nam.

Communication

5 Game: **Yes I have**

In pairs, ask a *Have you ever...* question. You may use the questions from the Class Survey in **A closer look 2**, page 30, to help you. Then ask three *wh-* questions to get more information from your partner and guess if he/she is telling the truth or not.

A: Have you ever been on TV?

B: Yes.

A: When was that?

B: Last year.

A: Which programme were you in?

B: Erm ... the Evening News.

A: Why were you there?

B: I don't remember!

Finished! Now you can ...	✓	✓✓	✓✓✓
• use adjectives to talk about some famous cities and their landmarks			
• compare things using the superlatives of long adjectives			
• use present perfect to describe an experience			
• write a postcard about travel experiences			

LOOKING BACK

Encourage Ss not to refer back to the unit. Instead, they can use what they remember from the unit to help them answer the questions. This 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. Ask Ss to use the result of each section of **Looking Back** to help them when filling in the self-assessment.

Vocabulary

- 1** Write the five topics: city, weather, people, building, food on the board and elicit from Ss at least 3 adjectives to describe each topic. Ask Ss if they can use the adjective 'short' to describe a city, for example, and ask why not. Explain 'short' is used for distance or length, but not to describe a city. Give Ss sufficient time to do the exercise. When Ss have identified the unsuitable adjectives, ask them to explain why adjective is inappropriate. Encourage conversation.

Key: 1. a, b 2. a, c 3. a, c 4. a, b 5. b, c

Grammar

- 2** Ask Ss to complete the conversation individually. They can share answers with a partner, but they should record their original answers to guide their self-assessment.

Key:

- | | |
|------------------------|------------------|
| 1. Have you ever eaten | 2. Have you been |
| 3. have been | 4. have been |
| 5. Have you visited | 6. have seen |

- 3** Go through the questions with Ss. If they do not have any information about a particular question, stop and give at least 3 answer options for them to consider. After they have completed the fact sheet, have a whole class discussion about the answers. The aim of the task is to practise the superlative, so accept reasonable answers, as there could be several correct answers.

Key: (suggested)

- Biggest city: Ho Chi Minh City
- Oldest university: Quoc Tu Giam, Thang Long – Ha Noi (1076)
- Most popular Vietnamese writer: Nguyen Du, Nam Cao
- Most popular food: spring rolls (nem), noodles (pho)
- Most popular drink: tea, coffee
- Most common activity: watching TV, football

- 4** Tell Ss for a reference they can look at the text about Britain on page 25 in Student's Book.

Communication

- 5** Try the first '*Have you ever...?*' question on page 26 in Student's Book with two students as an example. Ask the class who they think told the truth, who did not, and why they think so. Then have Ss play the game in pairs. Ask them to add original '*Have you ever...?*' questions if they wish. If time allows, ask some pairs to report what they have found out about their partner.

Finished!

Ask Ss to use their results for the questions in **Looking Back** to guide them as they complete this self-assessment.

Identify any difficulties and weak areas and provide further practice.

PROJECT

My 5 Day Journey Around the World!

- Choose five cities in the world that you want to visit.
- Find five interesting facts about each city.
- Design a poster. Make sure to include the facts about the cities and some pictures!



PROJECT

My 5 Day Journey Around the World

Ask Ss to bring some travel magazines, magazines that have travel pages, or printouts of travel web pages to class. Together with Ss, choose a famous city in the world or a city in Viet Nam and find five interesting facts about the city as an example. Discuss how Ss can make the poster look attractive (include photos, drawings, different layout/styles when writing the facts, etc.) If done in class, this can be a group project with a short presentation. Ask Ss to position the cities on a map of the world/a globe if available, and give the reasons for choosing the cities. Display the posters around the classroom. If it's short of time, Ss can do the project as homework.