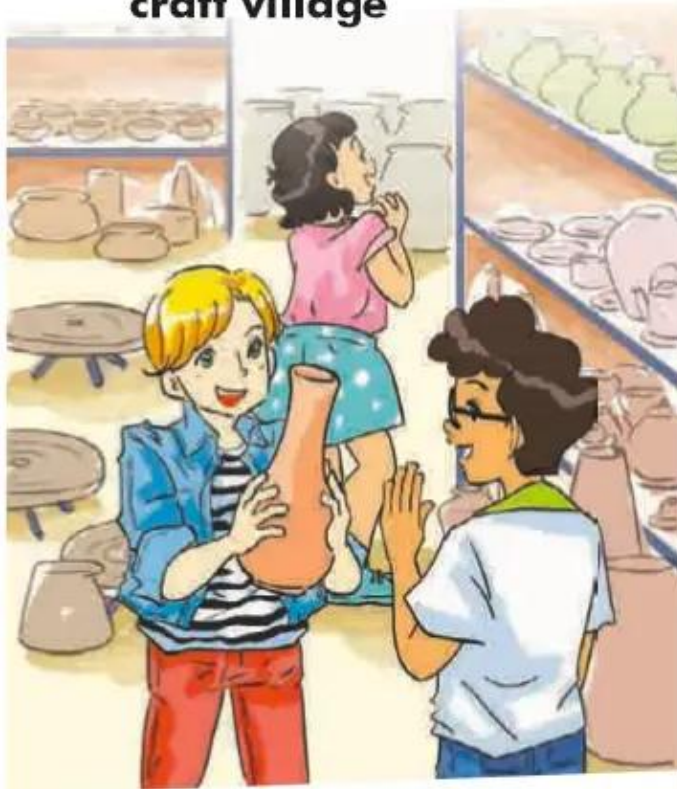


GETTING STARTED**A visit to a traditional craft village****1 Listen and read.**

...

Nick: There are so many pieces of pottery here, Phong. Do your grandparents make all of them?

Phong: They can't because we have lots of products. They make some and other people make the rest.

Nick: As far as I know, Bat Trang is one of the most famous traditional craft villages of Ha Noi, right?

Phong: Right. My grandmother says it's about 700 years old.

Mi: Wow! When did your grandparents set up this workshop?

THIS UNIT INCLUDES:**VOCABULARY**

Traditional crafts
Places of interest

PRONUNCIATION

Stress on content words in sentences

GRAMMAR

Complex sentences: review
Phrasal verbs

SKILLS

- Reading for general and specific information about a traditional craft village
- Discussing local traditional crafts, their benefits and challenges
- Listening for specific information about places of interest in an area
- Writing an email to give information about places of interest in an area and things to do there

COMMUNICATION

Arranging a visit to a place of interest in the region

Phong: My great-grandparents started it, not my grandparents. Then my grandparents took over the business. All the artisans here are my aunts, uncles, and cousins.

Mi: I see. Your village is also a place of interest of Ha Noi, isn't it?

Phong: Yes. People come here to buy things for their house. Another attraction is they can make pottery themselves in workshops.

Nick: That must be a memorable experience.

Phong: In Viet Nam there are lots of craft villages like Bat Trang. Have you ever been to any others?

Mi: I've been to a conical hat making village in Hue!

Nick: Cool! This is my first one. Do you think that the various crafts remind people of a specific region?

Mi: Sure. It's the reason tourists often choose handicrafts as souvenirs.

Phong: Let's go outside and look round the village.

...

Objectives:

By the end of this unit, students can:

- use the lexical items related to traditional crafts and places of interest in an area
- say sentences with correct stress on content words
- write complex sentences with different dependent clauses
- use some common phrasal verbs correctly and appropriately
- read for general and specific information about a traditional craft village
- discuss local traditional crafts, their benefits and challenges
- listen for specific information about places of interest in an area
- write an email to give information about places of interest in an area and things to do there

GETTING STARTED

A visit to a traditional craft village

Introduction

Give Ss an overview of the topics they will learn in the first semester.

Write the unit title on the board 'Local environment'. Ask Ss to guess the contents of the unit. Listen to their answers. Finally, tell them that the unit is not about environmental issues such as pollution, deforestation, or global warming, but it is about the physical conditions in an area such as its features, traditional crafts, or places of interest. Now start the lesson.

1 Ask Ss to open their books and look at the picture and the phrase under **GETTING STARTED**. Ask them some questions:

- *Who and what can you see in the picture?*
- *Where are they?*
- *What do you think the people in the picture are talking about?*

Ss answer the questions as a class. If they mention 'Bat Trang', elicit what they know about this village.

Play the recording and have Ss follow along. After that, Ss can compare their answers with the information in the dialogue and add some more details to their answers.

Can you find a word/phrase that means:

1. a thing which is skilfully made with your hands
2. start something (a business, an organisation, etc.)
3. take control of something (a business, an organisation, etc.)
4. people who do skilled work, making things with their hands
5. an interesting or enjoyable place to go or thing to do
6. a particular place
7. make someone remember or think about something
8. walk around a place to see what is there



E. _____



F. _____



G. _____



H. _____

Watch out!

'As far as I know' is an expression. It is used to say that you **think** you know something but you cannot be completely sure, especially because you do not know all the facts.



b Answer the following questions.

1. Where are Nick, Mi, and Phong?
2. How old is the village?
3. Who started Phong's family workshop?
4. Why is the village a place of interest in Ha Noi?
5. Where is the craft village that Mi visited?
6. Why do tourists like to buy handicrafts as souvenirs?

2 Write the name of each traditional handicraft in the box under the picture.

paintings pottery drums silk lanterns
conical hats lacquerware marble sculptures



A. _____



B. _____



C. _____



D. _____

3 Complete the sentences with the words/phrases from 2 to show where in Viet Nam the handicrafts are made. You do not have to use them all.

1. The birthplace of the famous *bai tho* _____ is Tay Ho village in Hue.
2. If you go to Hoi An on the 15th of each lunar month, you can enjoy the lights of many beautiful _____.
3. Van Phuc village in Ha Noi produces different types of _____ products such as cloth, scarves, ties, and dresses.
4. On the Tet holiday, many Hanoians go to Dong Ho village to buy folk _____.
5. _____ products of Bau Truc, such as pots and vases, have the natural colours typical of Champa culture in Ninh Thuan.
6. Going to Non Nuoc marble village in Da Nang, we're impressed by a wide variety of _____ from Buddha statues to bracelets.

4 QUIZ: WHAT IS THE PLACE OF INTEREST?

Work in pairs to do the quiz.

1. People go to this area to walk, play, and relax.
2. It is a place where objects of artistic, cultural, historical, or scientific interest are kept and shown.
3. People go to this place to see animals.
4. It is an area of sand, or small stones, beside the sea or a lake.
5. It is a beautiful and famous place in the countryside.

Work in groups. Write a similar quiz about places of interest. Ask another group to answer the quiz.

- a** Ss work independently to find the words/phrases with the given meanings in the dialogue. Allow Ss to share their answers before asking them to discuss as a class. Remember to ask Ss to read out the lines in the dialogue that contain the words/phrases. Quickly write the correct answers on the board.

Key:

- | | | | |
|---------------|--------------------|--------------|---------------|
| 1. craft | 2. set up | 3. take over | 4. artisans |
| 5. attraction | 6. specific region | 7. remind | 8. look round |

Have Ss look at the **Watch out!** box and quickly read the information. Tell them that there are some similar expressions such as 'as far as I can remember', 'as far as I can see', or 'as far as I can tell'.

- b** Have Ss read the questions to make sure they understand them. Ask them firstly to answer the questions without reading the dialogue again. Ss exchange their answers with a classmate. Now ask them to check their answers by reading the dialogue again. Ask for Ss' answers.

Key: 1. They are at Phong's grandparents' workshop in Bat Trang.

2. It is about 700 years old.

3. His great-grandparents did.

4. Because people can buy things for their house and make pottery themselves there.

5. It's in Hue.

6. Because the handicrafts remind them of a specific region.

- 2** Have Ss look at the pictures. Tell Ss that in the box are some traditional handicrafts of different regions in Viet Nam. Ss write these handicrafts under the pictures. Ss compare their answers in pairs before giving their answers to T.

Key:

- | | | | |
|--------------|----------------|----------------------|-------------|
| A. paintings | B. drums | C. marble sculptures | D. pottery |
| E. silk | F. lacquerware | G. conical hats | H. lanterns |

- 3** Tell Ss to complete the sentences with the words/phrases in **2**. The complete sentences will give Ss information about the places where the handicrafts are made. Call on two Ss to write their answers on the board. Confirm the correct answers.

If time allows, T may organise a short activity to check Ss' short-term memory. Have Ss close their books. Point at each of Ss' answers on the board and quickly Ss have to call out the place where this handicraft is made. Ss can also be asked to share any other places that produce these handicrafts.

Key:

1. conical hat 2. lanterns 3. silk 4. paintings 5. Pottery 6. marble sculptures

- 4 a** Ss work in pairs to do the quiz. The pair which has the answers the fastest is invited to read out their answers. Elicit feedback from other pairs. Confirm the correct answers.

Key:

1. park 2. museum 3. zoo 4. beach 5. beauty spot

b Ss work in groups to write a similar quiz about places of interest. Set a time limit of about five to seven minutes. When time is up, ask the first group to read out a question in their quiz. Ss from other groups give the answer. The group confirms the correct answer. The second group then reads out a question in their quiz. This question should be different from the one of the first group. Continue the activity until all the groups have read out all of their questions or when time is up.

A CLOSER LOOK 1

Vocabulary

- 1 Write the verbs in the box under the pictures. One of them should be used twice.

carve cast weave
embroider knit mould

A.  _____

B.  _____

C.  _____

D.  _____

E.  _____

F.  _____

G.  _____

- 2a Match the verbs in column A with the groups of nouns in column B.

A	B
1. carve	a. handkerchiefs, tablecloths, pictures
2. cast	b. stone, wood, eggshells
3. weave	c. clay, cheese, chocolate
4. embroider	d. bronze, gold, iron
5. knit	e. baskets, carpets, silk, cloth
6. mould	f. sweaters, toys, hats

- b Now write the correct verb forms for these verbs.

Infinitive	Past tense	Past participle
1. to carve	I carved it.	It was carved.
2. to cast	I _____ it.	It was _____.
3. to weave	I _____ it.	It was _____.
4. to embroider	I _____ it.	It was _____.
5. to knit	I _____ it.	It was _____.
6. to mould	I _____ it.	It was _____.

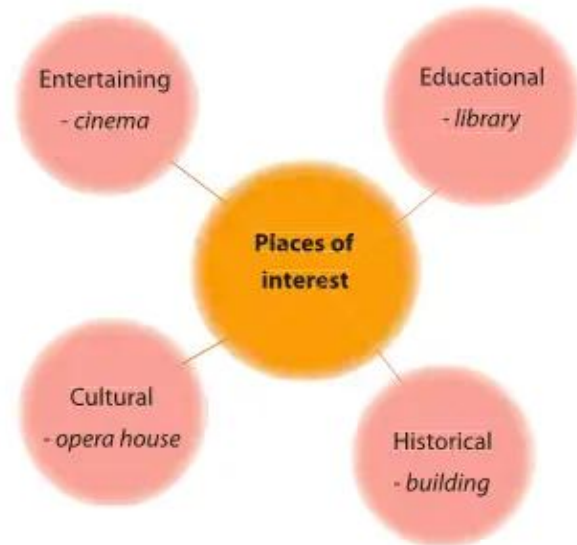
Watch out!

You can also use the verb *to make* when talking about producing, creating, or constructing a handicraft.

Example: I made a basket at the workshop.



- 3 What are some places of interest in your area? Complete the word web. One word can belong to more than one category.



- 4 Complete the passage by filling each blank with a suitable word from the box.

attraction historical traditional
handicrafts culture exercise

Some people say that a place of interest is a place famous for its scenery or a well-known (1) _____ site. I don't think it has to be so limited. In my opinion, a place of interest is simply one that people like going to.

In my town, the park is a(n) (2) _____ because many people love spending time there. Old people do (3) _____ and walk in the park. Children play games there while their parents sit and talk with each other. Another place of interest in my town is Hoa Binh market. It's a(n) (4) _____ market with a lot of things to see. I love to go there to buy food and clothes, and watch other people buying and selling. Foreign tourists also like this market because they can experience the (5) _____ of Vietnamese people, and buy woven cloth and other (6) _____ as souvenirs.

A CLOSER LOOK 1

Vocabulary

Ask Ss to call out some traditional crafts they remember from the previous lesson. Tell them that in this lesson they are going to learn some verbs that are used to talk about producing or creating a craft. These will help them use the language correctly when they talk about the making of traditional crafts in a specific region.

1 Ss work individually to do this exercise and then compare their answers with a classmate. Elicit the answers from Ss and quickly write them on the board. Do not confirm the correct answers at this stage. Have Ss explain the meaning of each verb in English or Vietnamese. Correct Ss' explanations when needed. The two verbs *cast* and *mould* are quite difficult, so make sure that Ss understand them:

- *cast*: shape hot liquid metal, etc. by pouring it into a container
 - *mould*: shape a soft substance into a particular form or object by pressing it or by putting it into a mould
- Now have Ss look at their answers on the board and say if these are correct.

Key:

A. cast B. carve C. embroider D. weave E. mould F. weave G. knit

2 a The purpose of this exercise is to help Ss understand more deeply and use the verbs correctly to talk about producing and creating crafts. Ss work in pairs to do the exercise. Check the answers as a class. If time allows, have Ss make sentences.

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

b This activity will help Ss to manipulate the verbs as they are not all regular.

Have Ss do the activity, then call two Ss to write their answers on the board. Elicit feedback from other Ss. Confirm the correct answers.

Key:

2. cast; cast 3. wove; woven 4. embroidered; embroidered
5. knitted; knitted 6. moulded; moulded

Draw Ss' attention to the **Watch out!** box. Ask Ss to give example sentences with the verb *to make*.

3 Organise a competition for this activity. Ss work in groups of five or six. Set a time limit of five minutes. T may prepare some large pieces of paper for the groups to write their answers on. Ss write down as many places of interest in the word web as possible. The group with the most places is the winner. The winning group presents their words/phrases. Other groups tick the similar words/phrases they have and add more if they can. If time allows, T may ask Ss to explain why they think the places are entertaining, cultural, educational, or historical.

Suggested answers:


- Entertaining: cinema, department store, restaurant, café, theatre, opera house, club, park, zoo...
- Cultural: opera house, museum, craft village, historical building, theatre, market, craft village...
- Educational: library, museum, theatre...
- Historical: building, temple, shopping district, market, beauty spot, craft village...

4 Ss individually do the exercise. Check their answers as a class and confirm the correct ones.

Key: 1. historical 2. attraction 3. exercise 4. traditional 5. culture 6. handicrafts

Pronunciation

Stress on content words in sentences

-  **5a** Listen to the speaker read the following sentences and answer the questions.

1. The craft village lies on the river bank.
2. This painting is embroidered.
3. What is this region famous for?
4. Drums aren't made in my village.
5. A famous artisan carved this table beautifully.



1. Which words are louder and clearer than the others?

2. What kinds of words are they?


3. Which words are not as loud and clear as the others?

4. What kinds of words are they?

b Now listen, check, and repeat.

In spoken English, the following kinds of words are usually stressed: main verbs, nouns, adjectives, adverbs, *wh*-question words, and negative auxiliaries (e.g. *don't*).

Words such as pronouns, prepositions, articles, conjunctions, possessive adjectives, *be* (even if it is a main verb in the sentence), and auxiliary verbs are normally unstressed.

-  **6a** Underline the content words in the sentences. Practise reading the sentences aloud.

1. The Arts Museum is a popular place of interest in my city.
2. This cinema attracts lots of youngsters.
3. The artisans mould clay to make traditional pots.
4. Where do you like going at weekends?
5. We shouldn't destroy historical buildings.

b Now listen, check, and repeat.

A CLOSER LOOK 2

Grammar

Complex sentences: review

There are different types of dependent clause.

A dependent clause of **concession** begins with a subordinator *although*, *though*, or *even though*. It shows an unexpected result.

Example:

Although she was tired, she finished knitting the scarf for her dad.

A dependent clause of **purpose** begins with a subordinator *so that* or *in order that*. It tells the purpose of the action in the independent clause.

Example:

The artisan moulded the clay *so that* he could make a mask.

A dependent clause of **reason** begins with a subordinator *because*, *since*, or *as*. It answers the question "Why?"

Example:

Since it was raining, they cancelled the trip to Trang An.

A dependent clause of **time** begins with a subordinator *when*, *while*, *before*, *after*, *as soon as*, etc. It tells when the action described in the independent clause takes place.

Example:

When I have free time, I usually go to the museum.

1 Underline the dependent clause in each sentence below. Say whether it is a dependent clause of concession (DC), of purpose (DP), of reason (DR), or of time (DT).

1. When people talk about traditional paintings, they think of Dong Ho village.
2. My sister went to Tay Ho village in Hue so that she could buy some *bai tho* conical hats.
3. Although this museum is small, it has many unique artefacts.
4. This square is our favourite place to hang out because we have space to skateboard.
5. The villagers have to dry the buffalo skin under the sun before they make the drumheads.

Pronunciation

Stress on content words in sentences

Tell Ss that they are going to learn about sentence stress. Explain that in spoken English, we use sentence stress to show our listeners which parts of our sentences are the most important. These are the parts that carry the most meaning.

5 a Have Ss read the five sentences and underline the words they think are stressed. Elicit answers from Ss. Do not confirm the correct answers. Now ask Ss to read the four questions and make sure they understand them. Ask Ss to listen to the speaker read the sentences and at the same time check whether their answers are correct. Tell them that this is actually the first question and other questions can be answered after listening. Ss discuss their answers to the four questions in pairs.

b Call some Ss to give the answers and give feedback. Play the recording again for Ss to repeat the sentences.



Audio script:

1. The craft village lies on the river bank.
2. This painting is embroidered.
3. What is this region famous for?
4. Drums aren't made in my village.
5. A famous artisan carved this table beautifully.

Key:

- | | |
|--|---|
| 1. Sentence 1: craft, village, lies, river, bank
Sentence 2: painting, embroidered
Sentence 3: what, region, famous
Sentence 4: drums, aren't, made, village
Sentence 5: famous, artisan, carved, table, beautifully | 3. Sentence 1: the, on, the
Sentence 2: this, is
Sentence 3: is, this, for
Sentence 4: in, my
Sentence 5: a, this |
| 2. They are: nouns, verbs, adjectives, adverbs, wh-question words, and negative auxiliaries. | 4. They are: articles, prepositions, pronouns, and possessive adjectives. |

Have Ss read the information in the box to remember the content of the lesson.

6 a Ss do this exercise individually and compare their answers with a classmate.

b Play the recording for Ss to check their answers and practise reading the sentences. Call some Ss to give the answers and read the sentences. Give correction if needed.



Key + Audio script:

1. The Arts Museum is a popular place of interest in my city.
2. This cinema attracts lots of youngsters.
3. The artisans mould clay to make traditional pots.
4. Where do you like going at weekends?
5. We shouldn't destroy historical buildings.

A CLOSER LOOK 2

Grammar

Complex sentences: review

Elicit from Ss what they still remember about complex sentences. Have them make sentences with *although*, *when*, *so that*, and *because*. Give feedback and quickly write the sentences on the board. Underline the dependent clause with these subordinators. Tell Ss that today they are going to focus on these dependent clauses.

Now ask Ss to read the information in the yellow box. When Ss have finished reading, ask them to name the dependent clauses on the board.

1 Ss do this exercise individually. Elicit Ss' answers. Confirm the correct ones.

Key:

- | | |
|--|---|
| 1. When people talk about traditional paintings → DT | 4. because we have space to skateboard → DR |
| 2. so that she could buy some <i>bai tho</i> conical hats → DP | 5. before they make the drumheads → DT |
| 3. Although this museum is small → DC | |

2 Make a complex sentence from each pair of sentences. Use the subordinator provided and make any necessary changes.

1. The villagers are trying to learn English. They can communicate with foreign customers. (in order that)
2. We ate lunch. Then we went to Non Nuoc marble village to buy some souvenirs. (after)
3. This hand-embroidered picture was expensive. We bought it. (even though)
4. This department store is an attraction in my city. The products are of good quality. (because)
5. This is called a Chuong conical hat. It was made in Chuong village. (since)

Phrasal verbs

3 Read this part of the conversation from GETTING STARTED. Pay attention to the underlined part and answer the questions.

Mi: Wow! When did your grandparents set up this workshop?

Phong: My great-grandparents started it, not my grandparents. Then my grandparents took over the business.

1. What is the meaning of the underlined verb phrases?
2. Can each part of the verb phrase help you understand its meaning?

A phrasal verb is a verb combined with a particle such as *back, in, on, off, through, up, etc.* When a particle is added to the verb, the phrasal verb usually has a special meaning.

Example:

- get up (get out of bed)
- find out (get information)
- bring out (publish/launch)
- look through (read)

Note: A verb can go with two particles.

Example:

- keep up with (stay equal with)
- look forward to (be thinking with pleasure about something to come)
- run out of (have no more of)

4 Match the phrasal verbs in A with their meaning in B.

A	B
1. pass down	a. stop doing business
2. live on	b. have a friendly relationship with somebody
3. deal with	c. transfer from one generation to the next
4. close down	d. reject or refuse something
5. face up to	e. return
6. get on with	f. take action to solve a problem
7. come back	g. have enough money to live
8. turn down	h. accept, deal with

5 Complete each sentence using the correct form of a phrasal verb in 4. You don't need to use all the verbs.

1. We must _____ the reality that our handicrafts are in competition with those of other villages.
2. I invited her to join our trip to Trang An, but she _____ my invitation.
3. The craft of basket weaving is usually _____ from generation to generation.
4. Do you think we can _____ selling silk scarves as souvenirs?
5. They had to _____ the museum because it's no longer a place of interest.
6. What time _____ you _____ from the trip last night?

6 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

1. Where did you get the information about Disneyland Resort?
find
Where _____?
2. What time did you get out of bed this morning?
up
When _____?
3. I'll read this leaflet to see what activities are organised at this attraction.
look
I'll _____.
4. They're going to publish a guidebook to different beauty spots in Viet Nam.
out
They're _____.
5. I'm thinking with pleasure about the weekend!
forward
I'm _____!

- 2** Ss write the complex sentences individually and then compare them with a partner. Have two Ss write their sentences on the board. Each student writes two or three sentences. Ask other Ss to give feedback. Confirm the correct answers.

For a stronger class, organise a quick game. One side is team A, and the other is team B. One student from team A calls out a subordinator and points to one student from team B to make a sentence and vice versa. Set a time limit and keep a record of the scores for the teams on the board.

Key:

1. The villagers are trying to learn English in order that they can communicate with foreign customers.
2. After we had eaten lunch, we went to Non Nuoc marble village to buy some souvenirs.
3. Even though this hand-embroidered picture was expensive, we bought it.
4. This department store is an attraction in my city because the products are of good quality.
5. This is called a Chuong conical hat since it was made in Chuong village.

Phrasal verbs

- 3** Ask Ss to read the sentences taken from the conversation in **GETTING STARTED**, paying attention to the two verb phrases. Have them answer the two questions orally as a class.

Key:

1. *set up*: start something (a business, an organisation, etc.)
take over: take control of something (a business, an organisation, etc.)
2. No, the individual words in the verb phrase do not help with comprehension. This is why they are sometimes considered difficult.

Have Ss read the information in the yellow grammar box. Ask them to call out any phrasal verbs they know and write them on the board. Have them explain the meaning of these verbs.

- 4** Ss do this exercise individually, and then compare their answers with a classmate. Check Ss' answers and confirm the correct ones.

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

- 5** Ss do this exercise individually. Elicit the answers and give correction.

Key: 1. face up to 2. turned down 3. passed down 4. live on 5. close down 6. did ... come back

To prepare for the next exercise T may organise a small game for Ss to help them remember the meaning of the phrasal verbs in the yellow box and exercise **4**. The class is divided into two teams A and B. Read out the meaning of one phrasal verb. The quickest student to raise their hand will be asked to say the verb out loud. If the answer is correct, the team gets one point. Otherwise, call on one student from the other team to give the answer. Keep a record of each team's scores on the board. Remember to choose about eight to ten verbs that you think are difficult for Ss.

- 6** Have Ss quickly read the provided sentences. Make sure they understand the meaning of each sentence. Tell Ss that all the phrasal verbs used in this exercise have been presented in this lesson. Ss write the sentences individually and then compare their answers with a classmate. Call on two Ss to write their sentences on the board. Other Ss and T give feedback.

For a less able class, T may want to model the first sentence. Ss may just focus on the next two sentences. After two Ss write their sentences on the board, check them carefully. If there is no time left, ask Ss to finish the remaining sentences as homework.

Key:

1. Where did you find out about Disneyland Resort?
2. When did you get up this morning?
3. I'll look through this leaflet to see what activities are organised at this attraction.
4. They're going to bring out a guidebook to different beauty spots in Viet Nam.
5. I'm looking forward to the weekend!

COMMUNICATION

Extra vocabulary

team-building

turn up

set off

- 1 Nick, Mi, Duong, and Mai are planning a day out to a place of interest for their class. Listen to their conversation and complete their plan by filling each blank with no more than three words.

A DAY OUT

	Details	Who to prepare
Place	(1) _____	
Means of transport	(2) _____	
Time to set off	(3) _____	Mai: stick a notice
Food	(4) bring _____	
Drinks	For everyone	Nga: buy in a (5) _____
Activities	Morning: (6) _____ games and quizzes Lunch: 11.30 Afternoon: go to a traditional (8) _____ at 1.30; (9) _____ their own paintings	Nick: prepare games Thanh: prepare (7) _____
Time to come back	(10) _____	



- 2 Imagine that your class is going to a place of interest in your area. Work in groups to discuss the plan for this day out. Make notes in the table.

A DAY OUT

	Details	Who to prepare
Place		
Means of transport		
Time to set off		
Food		
Drinks		
Activities		
Time to come back		



- 3 Present your plan to the class. Which group has the best plan?

COMMUNICATION

Tell Ss that in this lesson they will have the opportunity to organise a day trip to a place of interest.

Go through the extra vocabulary with Ss. If Ss do not know any word in the box, quickly teach it. To teach the word *team-building*, ask Ss for the meaning of each word. Then ask them to guess the meaning of the whole word and give examples of some team-building activities. For the other two phrasal verbs, give out the definitions:

- *turn up*: arrive
- *set off*: begin a journey

Ask Ss if they have any experience of preparing for a class trip. Encourage them to share the experience. If they do not have any, ask them what they should do to prepare for a class trip.

- 1 Ss read through the table. Play the recording once or twice for Ss to complete the table. Elicit the answers and quickly write them on the board. Play the recording one more time for Ss to check their answers. Confirm the correct ones.

Key:	1. Green Park	2. bus	3. 8 a.m.	4. own lunch	5. supermarket
	6. team-building	7. quizzes	8. painting village	9. make	10. 5 p.m.



Audio script:

...

Mi: So we've decided that we're going to Green Park.

Duong: Yeah. It's the best choice. We can go there by bus. And the bus stop is opposite our school!

Nick: We have to make sure everybody turns up at the school gate at 8 a.m.

Mai: I'll stick a notice on the board then.

Mi: What about food and drink? I think each person should bring their own lunch.

Nick: Good idea! But we need someone to buy drinks for everyone.

Mai: What about Nga? She lives next to the school and there's a supermarket near her house.

Duong: Right. We'll need some team-building games to play as well.

Nick: Like Tug of war? I'll prepare them.

Mi: OK, Nick. And Thanh can prepare some fun quizzes.

Mai: Right. We'll reach the park at about 9 a.m. We can look round and then gather at the big playground to play the games and do the quizzes.

Nick: We'll have lunch at about 11.30. What about the afternoon?

Duong: There's a traditional painting village about 1 km from the park. We can walk there. The artisans will show us how to make paintings, and we can also make our own.

Mi: Great! We'll go there at about 1.30 p.m. and take the bus back to school at 5 p.m.

...

- 2 Ss work in groups to do this activity. It is a good idea if T can prepare some big sheets of paper for Ss to draw the table and make notes. Set a time limit of about 15 minutes for this activity. Ask Ss to do the following things:

- choose a place of interest to visit
- decide what to do and make notes
- decide who will present what to the class
- rehearse what to say

Move around to observe and give help if necessary. Inform the groups that they will have only three minutes to talk about their plan.

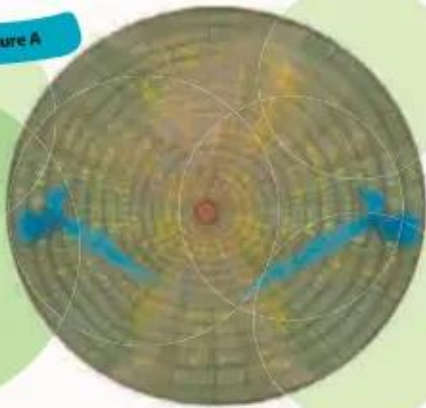
- 3 Groups present their plan to the class. Keep watch of the time for each group. Other groups and T give feedback. Vote for the best plan.

SKILLS 1

Reading

- 1 Work in pairs. One looks at Picture A, and the other looks at Picture B on page 15. Ask each other questions to find out the similarities and differences between your pictures.

Picture A



- 2 MI visited Tay Ho village in Hue last month. She has decided to present what she knows about this place to the class.

Read what she has prepared and match the titles with the paragraphs.

1. Present status of the craft
2. Location and history of conical hat making village
3. How the conical hat is made



A

When you think about the conical hat, the first thing you think of is the region of Hue. Conical hat making has been a traditional craft there for hundreds of years, and there are many craft villages like Da Le, Phu Cam, and Doc So. However, Tay Ho is the most famous because it is the birthplace of the conical hat in Hue. It is a village on the bank of the Nhu Y River, 12 km from Hue City.

B



A conical hat may look simple, but artisans have to follow 15 stages, from going to the forest to collect leaves to ironing the leaves, making the frames, etc. Hue's conical hats always have two layers of leaves. Craftsmen must be skilful to make the two layers very thin. What is special is that they then add poems and paintings of Hue between the two layers, creating the famous *bai tho* or poetic conical hats.

C

Conical hat making in the village has been passed down from generation to generation because everybody, young or old, can take part in the process. It is a well-known handicraft, not only in Viet Nam, but all around the world.



- 3 Read the text again and answer the questions.

1. Why is Tay Ho the most well-known conical hat making village?
2. How far is it from Tay Ho to Hue City?
3. What is the first stage of conical hat making?
4. What is special about the hat layers?
5. What is special about the *bai tho* conical hat?
6. Who can make conical hats?

Speaking

- 4 Read the following ideas. Are they about the benefits of traditional crafts (B) or challenges that artisans may face (C). Write B or C.

1. providing employment
2. losing authenticity
3. providing additional income
4. relying too much on tourism
5. treating waste and pollution
6. preserving cultural heritage

Can you add some more benefits and challenges?

- 5 Imagine that your group is responsible for promoting traditional crafts in your area. Propose an action plan to deal with the challenges.

SKILLS 1

Reading

- 1 Have Ss do this activity in pairs. One student looks at Picture A on page 12 while the other looks at Picture B on page 15. They ask each other questions to find out the similarities and differences between the two pictures. They can focus on the colour and decoration of the hats.

Suggested answers:

- Similarities: conical hat, string
- Differences: Picture A: light green, pictures between layers, blue string, look lighter
Picture B: white, no decoration, pink string, look heavier

- 2 Ask Ss to read the titles in the box quickly. Make sure they understand the meaning of each title. Now Ss read the paragraphs and match them with the titles. Ask them to compare their answers with a classmate. Elicit their answers.

Key: 1. C 2. A 3. B

- 3 Ss read the passage again to answer the questions. Ss can underline parts of the text that help them with the answers. Ss compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

- Key:**
1. Because it is the birthplace of the conical hat in Hue.
 2. It's 12 km from Hue City.
 3. It's going to the forest to collect leaves.
 4. They're very thin.
 5. It has poems and paintings of Hue between the two layers.
 6. Everybody can, young or old.

Speaking

This part helps Ss identify the benefits and challenges of traditional crafts and encourages them to discuss the issue.

- 4 Ask Ss to read the ideas. Explain any points they are not sure about. T may also have to give Ss the meaning of some words such as *authenticity* (the quality of being real or true) or *preserve* (protect). Elicit Ss' opinions as a class. Ask Ss to add some more benefits and challenges.

Key: 1. B 2. C 3. B 4. C 5. C 6. B

Other benefits: creating national/regional pride, helping develop tourism, helping improve local infrastructure and services, creating cohesion between craft families and communities

Other challenges: limited designs, natural resources running out, competition from other countries

- 5 Ss work in groups to work out an action plan to deal with the challenges mentioned above.

It's an open activity, so there is no right or wrong answer as long as Ss can explain their points. Set a time limit of about 10 minutes for this activity. Move around to provide help and comments. Invite some groups to present their plan. T and other Ss give feedback and ask any questions. Vote for the best plan.

If the classroom has space, T may organise an exhibition of ideas. Give each group a big piece of paper. Ss discuss and write their action plan on the paper. After 10 minutes, ask them to stick their plan on the wall around the classroom. Ss visit at least two groups and listen to their presentations. When the time is up, ask some Ss to report on what they have heard to the class and say which action plan they prefer and why.

SKILLS 2

Listening

- 1 Tell Ss that they are going to listen to three students talking about their places of interest. Before listening, Ss look at the pictures and describe what they see in each of them. Elicit answers from different Ss. Ask them if they know the name of each place. Quickly write these names on the board. Play the recording for Ss to check their answers.

Key: A. Ha Noi Botanical Garden B. Bat Trang pottery village C. Viet Nam National Museum of History

- 2 Play the recording again for Ss to decide if the sentences are true or false. If they meet any difficulty doing this, play the recording one more time. Have Ss compare their answers in pairs before giving T the answers. Ask for Ss' answers and write them on the board. Do not confirm the correct answers yet.
- 3 Without listening to the recording again, Ss complete the table by filling each blank with no more than three words. Ss compare their answers with a classmate before giving T the answers. Ask two Ss to write their answers on the board. Play the recording one last time to confirm the answers for both 2 and 3.

Key:

- 2 1. T 2. T 3. F (His friend's relatives own it.) 4. F (They also come from other countries.) 5. T
3 1. artefacts 2. exploring Vietnamese culture 3. make things 4. paint on ceramics
5. the hill 6. books 7. pigeons 8. watching



Audio script:

Tra: I love history, so my place of interest is Viet Nam National Museum of History. There's an extensive collection of artefacts tracing Viet Nam's history. They're arranged chronologically from primitive life to modern times. It's also near Hoan Kiem Lake and the Old Quarter, so you can spend time looking round and exploring Vietnamese culture.

Nam: I'm fascinated by traditional handicrafts. At weekends, I usually go to Bat Trang, a pottery village not far from Ha Noi centre. My friend's relatives live there and they own a workshop. Every time I go there, they teach me how to make things such as pots, vases, or bowls. I'm learning to paint on ceramics now.

Hoa: Ha Noi Botanical Garden is the place I like. There are lots of trees from different countries, a lake, and a small hill. I usually climb up the hill and read books at the top because there's a large lawn. After that I go down and feed the pigeons. Sometimes I just sit on the bench, watching people dancing or playing sports. It's a nice place for those who love nature and quietness.

Writing

In this writing part, Ss are asked to write an email to give an Australian pen friend some information about the places of interest in their hometown/city and the activities they can do there.

- 4 Ss work in pairs and discuss the places of interest in their hometown/city that can be visited in one day and the activities that can be done there. Remind Ss that these places of interest should be most typical and worth visiting. T should move around to give comments as there may not be enough time for checking with the whole class.
- 5 Ss write the email, using the notes they have made. Ss may also write this in groups on big pieces of paper. Ss or groups exchange their descriptions to spot any mistakes. Share them with the whole class. T may collect some Ss' work to mark at home or ask them to rewrite the email as homework. In this case, remember to ask for Ss' revised work in the next lesson.

Sample writing:

Dear Mira,

It's great to know that you're coming to Viet Nam. What a pity you can only spend one day in Ha Noi.

There are so many interesting places in the city, but I think within one day you should be able to visit three places. The first place I suggest is Viet Nam National Museum of History. You like history, so it's a must-see place. There's an extensive collection of artefacts tracing Viet Nam's history. They're arranged chronologically from primitive life to modern times. The second place is Hoan Kiem Lake. It's one of the symbols of Ha Noi. There you can enjoy the beautiful scenery

and visit Ngoc Son Temple. You can also have a look at the Old Quarter. Wander around the old streets and some ancient houses to explore Vietnamese culture.

Conveniently, these places are close to one another, so we can walk around easily.

Tell me when you're coming, so I can show you around these places.

Look forward to seeing you soon!

Best wishes,

Thuc Anh

LOOKING BACK

Vocabulary

- 1 Write some traditional handicrafts in the word web below.



- 2 Complete the second sentence in each pair by putting the correct form of a verb from the box into each blank.

carve	cast	weave
embroider	knit	mould

- The artisan made this statue by pouring hot liquid bronze into a mould.
→ The artisan _____ this statue in bronze.
- I'm decorating a cloth picture with a pattern of stitches, using coloured threads.
→ I'm _____ a picture.
- They made baskets by crossing strips of bamboo across, over, and under each other.
→ They _____ baskets out of bamboo.
- My mum made this sweater for me from wool thread by using two bamboo needles.
→ My mum _____ a wool sweater for me.
- He made this flower by cutting into the surface of the wood.
→ He _____ this flower from wood.
- I took some clay and used my hands to make it into a bowl shape.
→ I _____ the clay into the desired shape.

- 3 Complete the passage with the words/phrases from the box.

looked	team-building	zoo	lunch
interest	looking forward to	craft	museum

Last week we had a memorable trip to a new (1) _____ on the outskirts of the city. We were all (2) _____ the trip. There are lots of wild animals, and they are looked after carefully. Each species is kept in one big compound and the animals look healthy. After we (3) _____ round the animal zone, we gathered on a big lawn at the back of the zoo. There we played some (4) _____ games and sang songs. Then we had a delicious (5) _____ prepared by Nga and Phuong. In the afternoon, we walked to a (6) _____ nearby. There is a big collection of handicrafts made by different (7) _____ villages. I'm sure that the zoo will be our new place of (8) _____.

Grammar

- 4 Complete the complex sentences with your own ideas.

- Although this village is famous for its silk products, _____.
- Many people love going to this park because _____.
- Since _____, foreign tourists often buy traditional handicrafts.
- Moc Chau is a popular tourist attraction when _____.
- This weekend we're going to the cinema in order that _____.

- 5 Rewrite each sentence so that it contains the phrasal verb in brackets. You may have to change the form of the verb.

- I don't remember exactly when my parents started this workshop.
(set up) _____.
- We have to try harder so that our handicrafts can stay equal with theirs.
(keep up with) _____.
- What time will you begin your journey to Da Lat?
(set off) _____?
- We arranged to meet in front of the lantern shop at 8 o'clock, but she never arrived.
(turn up) _____.
- The artisans in my village can earn enough money from basket weaving to live.
(live on) _____.

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the **Finished!** self-assessment box at the end of the unit.

Vocabulary

- 1** Ss complete the word web individually. Check Ss' answers as a class. If time allows, ask one or two Ss to write their answers on the board.

Key: (In any order)

- | | | | |
|--------------|-----------------|----------------|----------------------|
| 1. paintings | 2. pottery | 3. drums | 4. silk |
| 5. lanterns | 6. conical hats | 7. lacquerware | 8. marble sculptures |

- 2** Ss do this exercise individually, then compare their answers with a partner. Elicit the answers from Ss.

Key:

- | | | |
|------------|-----------------|------------|
| 1. cast | 2. embroidering | 3. wove |
| 4. knitted | 5. carved | 6. moulded |

- 3** Ss do this exercise individually. Have some Ss read out their answers. Confirm the correct ones.

Key:

- | | | | |
|----------|-----------------------|-----------|------------------|
| 1. zoo | 2. looking forward to | 3. looked | 4. team-building |
| 5. lunch | 6. museum | 7. craft | 8. interest |

Grammar

- 4** Ss complete the sentences with their own ideas. Call on two Ss to write their answers on the board. Other Ss give feedback. Check their answers.

- 5** Ss write the sentences individually. Have two Ss write the sentences on the board. Ask other Ss to give comments. Correct the sentences if needed.

Key:

1. I don't remember exactly when my parents set up this workshop.
2. We have to try harder so that our handicrafts can keep up with theirs.
3. What time will you set off for Da Lat?
4. We arranged to meet in front of the lantern shop at 8 o'clock, but she never turned up.
5. The artisans in my village can live on basket weaving.

Communication

- 6 Work in groups. One student thinks of a popular place of interest in their area. Other students ask Yes/No questions to guess what place he/she is thinking about.

Example:

- A: Is the place near the city centre?
 B: Yes, it is.
 C: Can we play sports there?
 B: Yes, we can.
 A: Can we play games there?
 B: Yes, we can.
 C: Do people go shopping there?
 B: No, they don't.
 A: Is it the ABC sports centre?
 B: You're right.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> use the lexical items related to traditional crafts and places of interest in an area say sentences with correct stress on content words write complex sentences with different dependent clauses use some common phrasal verbs correctly and appropriately read for general and specific information about a traditional craft village discuss local traditional crafts, their benefits and challenges listen for specific information about places of interest in an area write an email to give information about places of interest in an area and things to do there 			

PROJECT

What makes you proud of your area?

Imagine that the Youth Union is organising a competition entitled "What makes you proud of your area?". Competitors have to choose something special about their area and make a presentation about it. It can be a local product, traditional craft or a place of interest.

Now...

1. Work in groups and discuss the thing you are going to talk about.
2. Collect pictures from different sources or draw pictures of this thing.
3. Stick the pictures on a big piece of paper.
4. Search for information about this thing (its origin/history, how to make it, its special features, etc.)
5. Prepare a presentation. Remember to assign who will talk about what.
6. Give a presentation to the class.



SKILLS 1

Picture B



Communication

- 6 Ss work in groups to play the game. One student is the group secretary. Group members take turns to think of a popular place of interest in their area. Other Ss ask Yes/No questions to guess the place. The secretary writes down all the places of interest they have guessed. Finally, the secretary reports on the places.

Finished!

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

PROJECT

What makes you proud of your area?

Have Ss read the project. Ask them what the one special thing about their area is. Elicit Ss' answers.

Ss work in groups to do the project. Ss follow the instructions in the book. Answer Ss' questions if there are any. Remember to have Ss present their findings in the next lesson and vote for the best.