

## GETTING STARTED

## Duong's first visit to Sydney



## 1 Listen and read.

**Duong:** Hey, Paul! Over here!

**Paul:** Hi, Duong! How's it going? Getting over the jet lag?

**Duong:** Yes, I slept pretty well last night. Hey, thanks so much for showing me around today.

**Paul:** No worries, it'll be good fun.

**Duong:** So, are you from around here?

**Paul:** Me? Yes, I was born and grew up here. Sydney's my hometown.

**Duong:** It's fabulous. Is it an ancient city?

**Paul:** No, it's not very old, but it's Australia's biggest city, and the history of our country began here.

**Duong:** Wow! So what are the greatest attractions in Sydney?

**Paul:** Well, its natural features include Sydney Harbour, the Royal National Park, and Bondi Beach. Man-made attractions such as the Royal Botanic Gardens, Sydney Opera House, and the Harbour Bridge are also well known to visitors.

**Duong:** What about transport?

**Paul:** Public transport here is convenient and reliable: you can go by bus, by train, or light rail. Taxis are more expensive, of course.

## THIS UNIT INCLUDES:

## VOCABULARY

City life

## PRONUNCIATION

Stress on pronouns in sentences

## GRAMMAR

Comparison of adjectives and adverbs: review  
Phrasal verbs (cont.)

## SKILLS

- Reading for specific information about the features of cities
- Talking about important features of a city
- Listening for specific information about some problems of city life
- Writing a paragraph about the disadvantages/drawbacks of city life

## COMMUNICATION

Discussing some features of a city

**Duong:** And is Sydney good for shopping?

**Paul:** Of course! You know, Sydney's a metropolitan and multicultural city, so we have a great variety of things and foods from different countries. I'll take you to Paddington Market later, if you like.

**Duong:** Wonderful. What about education? Are there many universities?

**Paul:** Sydney has five big universities and some smaller ones. The oldest of them was set up in 1850, I believe.

**Duong:** Oh, it sounds like a good place to get higher education. I like this town!



## Objectives:

By the end of this unit, students can:

- use the lexical items related to city life
- identify in which situations to stress pronouns in sentences and say these sentences correctly
- use adjectives, and comparison of adjectives and adverbs correctly
- use common phrasal verbs correctly and appropriately
- read for specific information about the features of cities
- talk about important features of a city
- listen for specific information about some problems of city life
- write a paragraph about the disadvantages/drawbacks of city life

## GETTING STARTED

### Duong's first visit to Sydney

#### Introduction

Review the previous unit by asking Ss to solve a crossword puzzle. Draw the crossword on the board. Tell Ss that the words in the orange column are the key words of the new unit. Divide the class into two teams. Ss from each team take turns to solve the puzzle. The game finishes when a student guesses the orange words correctly.

T may also ask Ss to name all the places of interest or main features of their neighbourhood.

Do the puzzle below.

1. The \_\_\_\_\_ village of Bat Trang lies on the bank of the Red River.
2. This kind of \_\_\_\_\_ hat is made in Chuong village.
3. In Hoi An you can see colourful \_\_\_\_\_ hanging in the streets.
4. Some people \_\_\_\_\_ that a place of interest should be a well-known site.
5. The children can \_\_\_\_\_ the clay into many shapes.
6. The \_\_\_\_\_ of Ha Noi began over a thousand years ago.
7. This village is \_\_\_\_\_ for its wood-carving craft.
8. A place of \_\_\_\_\_ is sometimes simply one that people like going to.



Key:

			1C	R	A	F	T		
2C	O	N	I	C	A	L			
3L	A	N	T	E	R	N	S		
	4S	A	Y						
5M	O	U	L	D					
		6H	I	S	T	O	R	Y	
			7F	A	M	O	U	S	
8I	N	T	E	R	E	S	T		

Write the unit title on the board. T may ask Ss to name some cities and towns in Viet Nam, especially those in or near their region.

1 Ask Ss to open their books to Unit 2. Ask them some questions. Questions may include:

- What can you see in the pictures?
- Do you know these two boys?
- Where are they now?
- What are they talking about?

...

Ss answer the questions as a class.

T may also ask Ss what they know about Sydney by asking them some guiding questions:

- Where is it?
- Is it a capital city?
- What is it famous for?

...

Then play the recording and have Ss follow along.

**a Complete the sentences with information from the conversation.**

1. It is Duong's first \_\_\_\_\_ to Sydney.
2. In Paul's opinion, Sydney is not an \_\_\_\_\_ city.
3. Sydney Harbour is a \_\_\_\_\_ attraction of Sydney.
4. The shopping is good because of the \_\_\_\_\_ of things.
5. Duong thinks Sydney may be a good place to \_\_\_\_\_.

**b Find words in the conversation to match these definitions.**

1. tiredness from travelling across different time zones
2. an attraction
3. that can be trusted
4. belonging to a very large city
5. including people of different races, religions, languages, and traditions

**c Answer the questions.**

1. Where did Paul grow up?
2. What is the biggest city in Australia?
3. How is the public transport in Sydney?
4. Why is there a great variety of things and foods in Sydney?
5. When was the first university built in Sydney?

**d Think of other ways to say these expressions from the conversation.**

1. "How's it going?"
2. "Getting over the jet lag?"
3. "I slept pretty well!"
4. "No worries"

**2 Replace the word(s) in italics with one of the words from the box.**

crowded      international  
local      urban      neighbouring

1. There is not a lot of *world* news in this newspaper.
2. I do my shopping in the *neighbourhood* shops, not in the town centre.
3. At weekends the city centre is always *packed* with people.
4. My friend's family has just moved to a *nearby* town.
5. There is far too much pollution nowadays in *city* areas.

**3 Work in pairs to do the quiz.**



1. Which city is the oldest?  
A. Ha Noi      B. Hue      C. Can Tho
2. Which city is in Oceania?  
A. Baghdad      B. Amsterdam      C. Canberra
3. Which is the best-known city in North America?  
A. Chicago      B. Vancouver      C. New York
4. Which city is in Africa?  
A. Luanda      B. Athens      C. Buenos Aires
5. Which city has World Heritage status?  
A. Bac Giang      B. Vinh      C. Hoi An
6. Which is a capital city?  
A. Rio      B. Moscow      C. Osaka



- a** Ask Ss to read the conversation again and do the exercise individually. Check and write the correct answers on the board.

**Key:**

1. visit      2. ancient      3. natural      4. variety      5. study

- b** Ss work in pairs to do the task. Allow Ss to share answers before asking them to discuss as a class. Remember to ask Ss to read out the lines in the conversation that contain the words. Check and confirm the correct answers.

**Key:**

1. jet lag  
2. a feature  
3. reliable  
4. metropolitan  
5. multicultural

- c** Ss work individually to answer the questions, then compare their answers with a partner. Ask them to locate the information in the conversation. Call on some pairs to give the questions and answers. Confirm the correct answers.

**Key:**

1. He grew up in Sydney.  
2. Sydney is.  
3. It is convenient and reliable.  
4. Because it is a metropolitan and multicultural city.  
5. In 1850.

- d** Tell Ss to find the phrases in the conversation and practise saying them together. Explain the meaning to Ss, then elicit other examples from Ss.

**Key:**

1. How are you?/How are things?/How are you doing?  
2. (Are you) recovering from the jet lag?  
3. I slept quite well.  
4. That's OK/It's no trouble/It's not a problem/It's my pleasure.

- 2** Tell Ss that most of the words they need to use are related to cities or city life. Let them work in pairs. Check their work, then let them read each word correctly. Check and correct their pronunciation.

**Key:**

1. international      2. local      3. crowded  
4. neighbouring      5. urban

- 3** Ss work in pairs. Give them a few minutes to do the quiz. Award extra points for pairs who can say which country these cities are in. Congratulate the winners.

**Key:**

1. A      2. C      3. C      4. A      5. C      6. B

# A CLOSER LOOK 1

## Vocabulary

### Adjectives

**1 a** Put one of the adjectives in the box in each blank.

local	delicious	ancient	historic
helpful	warm	fascinating	comfortable



Dear Oggy,

We're having a fabulous time here in Hoi An. You know, it's a(n) (1) \_\_\_\_\_ town 30 km from Da Nang. The weather is very (2) \_\_\_\_\_ and sunny. Our hotel is small but (3) \_\_\_\_\_. The staff are friendly and (4) \_\_\_\_\_.

We've seen most of the sights of the town. The street life here is (5) \_\_\_\_\_. We've spent a lot of time wandering around and looking at the (6) \_\_\_\_\_ temples, bridges, and houses. We've also bought a lot of (7) \_\_\_\_\_ souvenirs, crafts, and clothing. Well, the street food in Hoi An is (8) \_\_\_\_\_ and affordable. I wish you could be here with us!

Anyway, I hope things are good with you.

Lots of love,  
Jack



**b** Now underline all the other adjectives in the letter.

**2** Which of the following adjectives describe city life? Put a tick (✓).

stressful	<input type="checkbox"/>	populous	<input type="checkbox"/>
exciting	<input type="checkbox"/>	polluted	<input type="checkbox"/>
delicious	<input type="checkbox"/>	cosmopolitan	<input type="checkbox"/>
historic	<input type="checkbox"/>	unemployed	<input type="checkbox"/>
busy	<input type="checkbox"/>	annoying	<input type="checkbox"/>
forbidden	<input type="checkbox"/>	pleased	<input type="checkbox"/>
exhausted	<input type="checkbox"/>	cheerful	<input type="checkbox"/>
modern	<input type="checkbox"/>	easy-going	<input type="checkbox"/>
frightening	<input type="checkbox"/>	downtown	<input type="checkbox"/>
rural	<input type="checkbox"/>	fashionable	<input type="checkbox"/>

**3** Put a suitable adjective from **2** in each blank.

1. She lives in one of the most \_\_\_\_\_ parts of the city: there are lots of luxury shops there.
2. How \_\_\_\_\_! The roads are crowded and I'm stuck in a traffic jam.
3. You can't stop here. Parking is \_\_\_\_\_ in this street.
4. This city is very \_\_\_\_\_, there are people here from all over the world.
5. The gallery downtown has regular exhibitions of \_\_\_\_\_ art.
6. Nhieu Loc canal in Ho Chi Minh City is much less \_\_\_\_\_ than before.



## A CLOSER LOOK 1

### Introduction

Explain to Ss the normal position of adjectives in sentences. Then let Ss brainstorm all adjectives they have learnt, especially adjectives connected with cities and city life. Encourage them to call out as many words as possible.

## Vocabulary

### Adjectives

- 1 a** Have Ss read through the letter so that they can understand the general idea. Ask them what the purpose of the letter is (Jack is writing the letter to Oggy to tell about his trip to Hoi An). Have Ss read the adjectives in the box and quickly elicit the meaning of each adjective. If Ss do not know any of them, quickly give the meaning. Ss work in pairs to do the task. Have some Ss read their answers. Correct their pronunciation if needed and confirm the correct answers.

**Key:**

- |                     |                     |                |              |
|---------------------|---------------------|----------------|--------------|
| 1. ancient/historic | 2. warm             | 3. comfortable | 4. helpful   |
| 5. fascinating      | 6. historic/ancient | 7. local       | 8. delicious |

- b** Ask Ss read the letter again and underline all the other adjectives. Have them give the meanings of these adjectives in the context of the letter. Correct their answers.

**Key:** fabulous, sunny, small, friendly, affordable, good

- 2** Have Ss read through the given adjectives. Have some Ss read aloud all the adjectives to make sure they pronounce the adjectives correctly. Ask them which adjectives they know. Quickly teach Ss the adjectives they do not know.

Ss work in groups and discuss which adjectives describe, or are related to, city life. Encourage them to talk about their choice.

*(Sample answer: Ss may have different answers providing that they can explain)*

stressful ✓	busy ✓	frightening ✓	cosmopolitan ✓	cheerful
exciting ✓	forbidden ✓	rural	unemployed	easy-going
delicious	exhausted	populous ✓	annoying ✓	downtown ✓
historic ✓	modern ✓	polluted ✓	pleased	fashionable ✓

- 3** Ss work individually, then compare their answers with a partner's. Ask some Ss to write their answers on the board. Check their answers as a class.

**Key:**

- |                 |             |              |
|-----------------|-------------|--------------|
| 1. fashionable  | 2. annoying | 3. forbidden |
| 4. cosmopolitan | 5. modern   | 6. polluted  |

## Pronunciation

### Stress on pronouns in sentences

Most pronouns have strong and weak forms. Normally we use the weak form, but if the word is stressed because it is especially important, or because we want to show a contrast, we use the strong form.

**Example:**

A: That looks pretty easy. I think you can do it. ("you" is weak)

B: Well, you do it then! ("you" is strong)

**4** Listen and repeat, paying attention to the difference in the underlined pronouns. Circle the pronouns that sound strong.

- A: Can you come and give me a hand?  
B: OK. Wait for me!
- A: Did you come to the party last night?  
B: Yes. But I didn't see you.
- A: Look - it's him!  
B: Where? I can't see him.
- A: They told us to go this way.  
B: Well, they didn't tell us!

**5a** Listen and mark the underlined words as W (weak) or S (strong).

**Example:**

A: Are you going to talk to him (W)?

B: No, I think he (S) should talk to me (S) first.

- A: Is he ( ) there?  
B: No. Everybody else is, but he's ( ) gone home!
- A: Do you know that woman?  
B: Her ( )? Er... No. I don't recognise her ( ).
- A: I'm afraid we ( ) can't stay any longer.  
B: What do you mean 'we' ( )? I've ( ) got plenty of time.
- A: Look! Everybody's leaving.  
B: What about us ( )? Shall we ( ) go, too?

**b** Work in pairs. Practise the exchanges above.

## A CLOSER LOOK 2

### Grammar

#### Comparison of adjectives and adverbs: review

**1** Match the beginnings to the correct endings.

A	B
1. It's not as	a. faster than ever.
2. That skyscraper is one	b. to spell better.
3. The exam was	c. than being stuck in a traffic jam.
4. Life in the past was	d. of the tallest buildings in the world.
5. Mexico City is a lot	e. more difficult than I expected.
6. Kids are growing up	f. simple as it looks!
7. Nothing is worse	g. bigger than Rome.
8. These fun cards will encourage kids	h. less comfortable than it is now.

### REMEMBER!

- You can use *much*, *a lot*, *a bit*, and *a little* with the comparative forms of adjectives to show how big the differences are.

**Example:**

A DVD is *much* better than a video for watching films.

- With the superlative forms of the adjective you can use *second*, *third*, etc.

**Example:**

Karachi in Pakistan is the *second* largest city in the world in population.

- You can use *by far* to emphasise superlatives.

**Example:**

China is *by far* the most populated country in the world.



Karachi

## Pronunciation

### Stress on pronouns in sentences

Explain to Ss that pronouns in general, and personal pronouns in particular, are normally unstressed (weak) in sentences, but when they are especially important, or when we want to show a contrast, they are stressed (strong). Give some examples. Have Ss read the yellow box in the book to fully understand the rule.

- 4 T plays the recording and Ss repeat. Play the recording as many times as necessary. Correct their pronunciation, especially the stressed words. Have them circle the stressed pronouns.

#### Key:

- A: Can you come and give me a hand? (*me* is weak)  
B: OK. Wait for me! (*me* is strong)
- A: Did you come to the party last night? (*you* is weak)  
B: Yes. But I didn't see you. (*you* is strong)
- A: Look - it's him! (*him* is strong)  
B: Where? I can't see him. (*him* is weak)
- A: They told us to go this way. (*us* is weak)  
B: Well, they didn't tell us! (*us* is strong)

- 5 a Play the recording. Ss listen and mark the underlined words as W (weak) or S (strong). Elicit their answers and correct their mistakes.

For a stronger class, before playing the recording, have Ss read the exchanges and mark the underlined words as W (weak) or S (strong). Ask some Ss to give the answers and quickly write them on the board. Now play the recording for Ss to check their answers.

#### Key:

- A: Is he (W) there?  
B: No. Everybody else is, but he's (S) gone home!
- A: Do you know that woman?  
B: Her (S)? Er... No. I don't recognise her (W).
- A: I'm afraid we (W) can't stay any longer.  
B: What do you mean 'we' (S)? I've (S) got plenty of time.
- A: Look! Everybody's leaving.  
B: What about us (S)? Shall we (W) go, too?

- b Ss work in pairs to practise the exchanges above. Go around and give support if necessary.

## A CLOSER LOOK 2

### Introduction

Ss have already learned the different forms of comparison of adjectives and adverbs. Tell Ss that this is a review section. T may help Ss recall these forms and have them give examples. Their sentences should stick to the topic of this unit.

## Grammar

### Comparison of adjectives and adverbs: review

- 1 Have Ss work individually. Check their answers as a class.

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

Help Ss study the REMEMBER! box. Give explanations if necessary. Ss give more examples.





**2** Complete the text with the most suitable form of the adjectives in brackets. Add *the* where necessary.

London is one of (1. large) \_\_\_\_\_ cities in the world. Its population is a lot (2. small) \_\_\_\_\_ than Tokyo or Shanghai, but it is by far (3. popular) \_\_\_\_\_ tourist destination. London is probably most famous for its museums, galleries, palaces, and other sights, but it also includes a (4. wide) \_\_\_\_\_ range of peoples, cultures, and religions than many other places. People used to say that it was (5. dirty) \_\_\_\_\_ city too, but it is now much (6. clean) \_\_\_\_\_ than it was. To the surprise of many people, it now has some of (7. good) \_\_\_\_\_ restaurants in Europe too. For some people, this makes London (8. exciting) \_\_\_\_\_ city in Europe.

Phrasal verbs (cont.)

**3** Look at the conversation in GETTING STARTED again. Find and underline the phrasal verbs.

### REMEMBER!

In addition to learning the meanings of phrasal verbs, we need to know whether the verb and the particle(s) have to stay together or they can be separated.

- In these phrasal verbs, the parts can never be separated: *set off, look forward to, put up with...*
- In these phrasal verbs, the parts can be separated: the object of the verb can come between the verb and the particle: *put sth on, turn sth/sb down...*



**4** Underline the correct particle to complete each phrasal verb.

1. The city has recently set *up/off/out* a library in the West Suburb.
2. I don't think Fred gets *over/through/on* with Daniel. They always argue.
3. You should take your hat *in/over/off* in the cinema.
4. Their children have all grown *up/out/out of* and left home for the city to work.
5. We were shown *up/off/around* the town by a volunteer student.
6. The town council decided to pull *up/over/down* the building, as it was unsafe.

**5** Underline the phrasal verbs in the sentences, and match them to their meaning from the box.

remove	examine	press the switch
refuse	make a note	continue doing

1. You don't need the light on in here. Turn it off, please.
2. They offered him a place at the company but he turned it down.
3. The doctor wanted to go over the test results with her patient.
4. Once you've finished cleaning, you can go on with your work.
5. When you come inside, you should take off your coat and hat.
6. The local meeting is on Oct. 15<sup>th</sup>. Put it down in your diary.

**6** Read the text and find eight phrasal verbs. Match each of them with a definition from the box.

consider	ask for (a job)	arrive
put on smart clothes	discover	continue
make someone feel happier		make progress



For her first evening's work at the bar, Sarah dressed up. She wore a black skirt and white blouse, as she had been told to look smart. However, when she turned up, she found out that the manager had been less than honest with her about the job. She had to serve the customers and also work in the kitchen. Still, she decided to go on working at the bar for the time being. After all, she was getting on well in the job. Three months later, she saw an advertisement in the paper for a sales assistant at a department store. She thought it over carefully, and decided to apply for it. 'But I won't tell anyone until I've got the new job!' she thought. The prospect of doing something different cheered her up considerably.

- 2** Ss work individually. After they have done the activity, ask some Ss to write their answers on the board. Correct their mistakes.

**Key:**

- |                 |            |                     |                      |
|-----------------|------------|---------------------|----------------------|
| 1. the largest  | 2. smaller | 3. the most popular | 4. wider             |
| 5. the dirtiest | 6. cleaner | 7. the best         | 8. the most exciting |

**Phrasal verbs (cont.)**

Ask Ss to recall the phrasal verbs they have learnt in Unit 1:

- to set up
- to look forward to
- to find out ...

- 3** Tell Ss to look at the conversation in **GETTING STARTED** again and find and underline the phrasal verbs.

**Key:**

- to get over
- to show someone around
- to grow up
- to be set up

Have Ss study the **REMEMBER!** box. Let them recall some other phrasal verbs they may have learnt.

- 4** Ss do this task individually. Ask Ss to read and underline the correct particle. T may ask them to write down the phrasal verbs in their copy books. Call on some Ss to read out their answers. Correct their mistakes. Explain to them the meaning of these phrasal verbs in the sentences.

**Key:**

- |             |                 |                      |
|-------------|-----------------|----------------------|
| 1. set up   | 2. gets on with | 3. take your hat off |
| 4. grown up | 5. shown around | 6. pull down         |

- 5** Ask Ss to read the sentences, underline the phrasal verbs and match them to their meaning from the box. Call on some Ss to read the sentences. Correct their answers as a class.

**Key:**

- |                                  |                           |                             |
|----------------------------------|---------------------------|-----------------------------|
| 1. Turn it off: press the switch | 2. turned it down: refuse | 3. go over: examine         |
| 4. go on with: continue doing    | 5. take off: remove       | 6. Put it down: make a note |

- 6** Have Ss read the text, find eight phrasal verbs and match them with their definition from the box. Tell them to study the context of these phrasal verbs and elicit their meaning.

**Key:**

- |                                   |   |
|-----------------------------------|---|
| 1. dress up: put on smart clothes | 5. get on: make progress                  |
| 2. turn up: arrive                | 6. think sth over: consider               |
| 3. find out: discover             | 7. apply for: ask for (a job)             |
| 4. go on: continue                | 8. cheer sb up: make someone feel happier |

## COMMUNICATION

### City life

**1a** Which of the following features do you like best about a city? Choose three from this list.

1. It is busy and exciting.
2. It is cosmopolitan.
3. It has a lot of fashionable shops.
4. It is cultural. There are cinemas, theatres, galleries, and museums.
5. It is convenient. There is a good transport system.
6. There are good cafés and restaurants.
7. There are a lot of parks and open space.
8. There are famous buildings and fascinating neighbourhoods.

**b** Work in groups. Discuss your choices. Give reasons.

I like a busy and exciting city with good transport, so I can get around and see all the cultural attractions it has to offer ...

**2** Read the passage and, in your group, answer the questions below.

Singapore is a small city-state in Southeast Asia. It is a lovely place to visit. The attractions are quite close to each other, so travelling between them is convenient. The food here is varied – all kinds of Asian food. The outdoor food markets are fun and affordable. You order your food, and it is cooked right before you. Then you go and eat it at a table outside. It's a great way to meet people. But what I like most about Singapore is that it is multicultural – Chinese, Malay, Indian, European, and Vietnamese. For me, that's the best thing about Singapore.



Questions:

What is the best attraction in Singapore, according to the writer? Would you like to go there? Why?



**3** Read the information about these cities and try to find them on a map.

#### Vung Tau

*Location:* Southeast Viet Nam

*Main features:*

- long beach
- mountains
- quiet and clean

*Attractions:*

- temples and pagodas
- old lighthouse (built 1907)
- Worldwide Arms Museum



#### New York City

*Location:* Northeastern USA

*Main features:*

- fashion and financial centre
- skyscrapers
- cosmopolitan

*Attractions:*

- Statue of Liberty
- Central Park
- museums and galleries



#### Melbourne

*Location:* Southeast Australia

*Main features:*

- multicultural
- large number of international students
- world's largest tram network

*Attractions:*

- Melbourne Museum
- Queen Victoria Market
- Melbourne Aquarium



**4** Write a short paragraph (80–100 words) about one of the cities above. You can refer to the passage in **2** as a guide.

Blank lined area for writing a short paragraph about one of the cities.

**5** Work in groups. Talk about the city you chose.

The city I'd like to visit most is New York. There are many things to see and to do there. You can ...

## COMMUNICATION

### City life

#### Introduction

This should be carried out as a speaking and writing lesson. First, play an optional word association game with Ss. Say the name of a famous city and have Ss write down the first thing they think of. Compare answers as a group. Some Ss may think of a famous attraction while others may think of the mood or Impression of that city. For example, T says 'Paris'; Ss may write down 'Eiffel Tower', 'romance', 'food', 'fashion', etc. Now ask for a volunteer to choose another famous city and play again. Note there are no right or wrong answers in this game.

**1 a** Ss work individually. They read the sentences carefully and make their three choices. Call on some Ss to say the three things they like best about a city.

**b** Ss work in groups of three to discuss their choices, and give reasons why. Tell them to study the example before they begin. Encourage them to talk as much as possible. T may give some cues. Move around the class and give assistance if needed.

**2** Tell Ss that they are going to read a passage about Singapore. Ask if any student has visited Singapore. If there is one, have him/her share with the whole class what he/she knows about this city-state, what he/she did during the visit and what he/she likes about the place. Otherwise, elicit what Ss know about Singapore.

Now ask Ss to read the passage in the book. Let them work in the same groups of three to ask and answer the questions. Have representatives from some groups to share their answers.

To prepare Ss for the following writing and speaking activities, have Ss read the passage again. Ask them what are the points mentioned in the passage. Elicit answers from Ss. Summarise the main points of the passage:

- *the location of the city*
- *its attractions*
- *what is liked most about the city*

**3** Elicit as much information as possible about these three cities from Ss. Let them find the three cities on a world map or a globe.

Then let Ss work in groups to talk about each city (giving full sentences based on the information given). Walk around to observe and give help if needed.

**4** Ask Ss to choose one of the three cities and write a short paragraph about it. Give Ss 10-15 minutes to write. Go around to provide help if necessary.

**5** After Ss finish writing, let them talk about the city of their choice in groups. Go around to observe and give feedback. If time allows, have some Ss talk about the city they have chosen in front of the class. T and other Ss give comments.

(In the previous lesson, T may ask Ss to find out at home as much information about these three cities as possible so that they can prepare for their writing and talking in class.)

## SKILLS 1

### Reading

**1** Work in pairs. What features are important to you in a city? Put the following in order 1–8 (1 is the most important).

- |                                    |   |
|------------------------------------|---|
| <input type="checkbox"/> transport | <input type="checkbox"/> safety         |
| <input type="checkbox"/> education | <input type="checkbox"/> cost of living |
| <input type="checkbox"/> climate   | <input type="checkbox"/> entertainment  |
| <input type="checkbox"/> culture   | <input type="checkbox"/> convenience    |

**2** Read the passage quickly and find the information to fill the blanks.

- The name of the organisation doing the survey:  
\_\_\_\_\_
- The year of the survey: \_\_\_\_\_
- The names of the best city and the worst cities:  
\_\_\_\_\_



Which is the best city in the world to live in? Every year, the Economist Intelligence Unit (EIU) conducts a fascinating survey to determine which cities around the world “provide the best or worst living conditions”. It uses factors such as climate, transport, education, safety, and recreational facilities in cities. It gives scores for each, and ranks the cities in order – from the best to the worst.

For the year 2014, the top 10 cities came from Australia, Canada, Europe, and New Zealand. Melbourne in Australia had the highest score, which means it is the most ‘liveable’ city. Some famous cities came in the top 20, such as Tokyo (19<sup>th</sup>) and Paris (17<sup>th</sup>). Perhaps surprisingly, Osaka (13<sup>th</sup>) had the best score in Asia.

Cities with major conflicts tended to score the lowest. In these countries, living conditions were the most difficult or dangerous. Among the worst cities on the list were Dhaka in Bangladesh, Tripoli in Libya, and Douala in Cameroon.



However, some other organisations and individuals would like to add other factors to the index. They say that a city’s green space, urban sprawl, natural features, cultural attractions, convenience, and pollution should be added to the list.

**3** Read the passage again and answer the questions.

- What factors are used by the EIU to rank the world’s cities?
- Where were some famous cities on the list?
- Why were Dhaka, Tripoli, and Douala ranked among the worst cities?
- Which was the most ‘liveable’ city in Asia?
- What are some factors that should be added to the index?

### Speaking

**4 a** Work in groups of five or six. Conduct a survey to rank your own town/city or a town/city you know. Give from 10 points (the best) to 1 point (the worst) to each factor.

Ask each student in your group the question:  
*How many points do you give to factor 1 – safety?*

Then write the points in the table.

Factors	Points given					Total points
	St A	St B	St C	St D	St E	
1. safety						
2. transport						
3. education						
4. climate						
5. culture						
6. facilities						
7. entertainment						
8. natural features						
9. urban sprawl						
10. pollution control						

**b** Work out the final result of your group. Then present it to the class. Is your group’s result the same or different from that of other groups?

## SKILLS 1

### Reading

- 1 Have Ss read through the given features. Ask them what each feature means to them. Now Ss work in pairs and put the factors in order of importance. Call on some pairs to present their order and give some explanations.
- 2 Ask Ss to individually read the passage quickly and find the information to fill the blanks. Call on some Ss to read out their answers and where they can find the answers. Confirm the correct ones.

**Key:**

1. The Economist Intelligence Unit (EIU)
2. 2014
3. The best city: Melbourne  
The worst cities: Dhaka, Tripoli, and Douala

- 3 Have Ss read the questions. Ss read the passage again and find answers to the questions. Remind them to locate the answers in the passage. Ss compare their answers in pairs. Check and confirm the correct answers.

**Key:**

1. Climate, transport, education, safety, and recreational facilities in cities (are used).
2. Among the top 20.
3. Because the living conditions there were the most difficult or dangerous.
4. Osaka was.
5. They are a city's green space, urban sprawl, natural features, cultural attractions, convenience, and pollution.

For stronger classes, T may extend the activity by asking Ss to talk in groups, giving their opinion about the most "liveable" cities in Viet Nam.

### Speaking

- 4 **a** As a class, Ss decide which town or city they are going to rank. Ideally it should be the local town as it should be a place that Ss know personally. Divide the class into groups of five or six. Ss take turns to ask each other the 10 questions and write the points that each student gives for each factor in the table. While Ss are talking, go around to give assistance if necessary.
- b** Next they work out the final result of their group. Finally, one student from each group presents the results to the class. Act as a facilitator, inviting and encouraging comments about the results.

## SKILLS 2

### Listening

**1** Does your city, or the one nearest to you, have any of these drawbacks?

- urban sprawl
- air pollution
- noise
- bad weather
- high cost of living
- crime
- traffic jams
- overcrowding



**2** Listen and write the missing word in each gap.

1. "Some \_\_\_\_\_ have problems with pollution, crime, or bad weather – here we have traffic jams".
2. Before going to the \_\_\_\_\_, she has to take her children to school.
3. In the evening the \_\_\_\_\_ is even worse.
4. Now so many people have a car, and there aren't enough \_\_\_\_\_ in the city.

**3** Listen again and choose the correct answer.

1. What is the most serious problem in Bangkok?  
A. Pollution    B. Bad weather    C. Traffic jams
2. How does Suzanne go to work?  
A. By car    B. By Skytrain    C. By metro
3. How long does it take Suzanne to go to work every day?  
A. Two hours    B. Five hours    C. Half an hour
4. In the evening the traffic is \_\_\_\_\_.  
A. better    B. worse    C. the same
5. Why is traffic so bad in Bangkok?  
A. People move around by boat.  
B. There aren't enough roads.  
C. There isn't a Skytrain or metro.

### Writing

**4** Read the paragraph and complete the outline below.

Living in a city has a number of drawbacks. Firstly, there is the problem of traffic jams and traffic accidents. The increase in population and the increasing number of vehicles have caused many accidents to happen every day. Secondly, air pollution negatively affects people's health, and it also has a bad influence on the environment. More and more city dwellers suffer from coughing or breathing problems. Thirdly, the city is noisy, even at night. Noise pollution comes from the traffic and from construction sites. Buildings are always being knocked down and rebuilt. These factors contribute to making city life more difficult for its residents.



**5** Choose one item from the list in **1**. Make an outline, and then write a paragraph on one of the topics.

#### Writing tip

Remember to organise your ideas to make your paragraph clearer:

- Firstly ...
- Secondly ... /Next ...
- Thirdly ... /Lastly ... /Finally ...
- In conclusion ... /To conclude ...

## SKILLS 2

### Introduction

Write the words: 'Bangkok – Thailand' on the board, and ask Ss to talk about this city. Encourage them to share anything that they know about it, and ask them if they know any problems people have to deal with.

### Listening

- 1 Let Ss work in small groups. Then tell Ss to think or recall/imagine the nuisances/problems they have experienced in the city.
- 2 Play the recording one or two times. Ask Ss to listen carefully and write down the words they hear in the passage. For less able Ss, T may play the recording again, or as many times as needed.

Key:

1. cities      2. office      3. traffic      4. roads

- 3 Play the recording again. Tell Ss to take notes/write down the key words as they listen. Then they choose the correct answers as required. Correct as a class.

Key:

1. C      2. A      3. A      4. B      5. B



Audio script:

Suzanne lives in Bangkok with her husband and two children. Her office is seven km away but it takes her two hours to get there by car every day.

"Some cities have problems with pollution, crime, or bad weather – here we have traffic jams," she says. Before going to the office, she has to take her children to school – so she sets off at 5 a.m. The children sleep until they arrive at school. Then Suzanne begins her journey to the office.

In the evening the traffic is even worse. Traffic moves in the city centre at half a kilometre an hour. In rainy weather it doesn't move at all.

But why is it so bad? In the past, more people moved around Bangkok by boat. Now so many people have a car, and there aren't enough roads in the city. The Skytrain and metro can help a bit, but they are limited in range and don't cover all parts of the city.

### Writing

- 4 Tell Ss to read the sample paragraph carefully and complete the outline. Tell them to pay attention to the connectors/markers: *Firstly, Secondly, Thirdly*.

Outline:

Topic sentence: Living in a city has a number of drawbacks.

Problem 1: traffic jams and traffic accidents

Problem 2: air pollution

Problem 3: noise/noise pollution

Conclusion: These factors contribute to making city life more difficult for its residents.

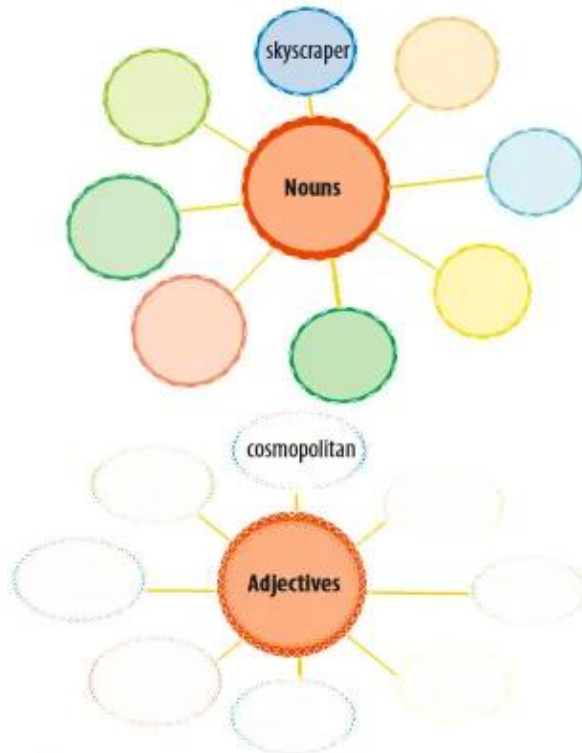
- 5 Have Ss write the paragraph in about 100 words. Make sure that they use their outline, along with connectors *first/firstly, second/secondly*, and pay attention to spelling and punctuation. Ss can use the passage in 4 to help them structure their paragraph.  
T may collect some Ss' papers and mark them, then give comments to the class.



# LOOKING BACK

## Vocabulary

1 Complete the word webs with nouns and adjectives connected with the city.



2 Put one word from the box in each gap.

noisy      full      crowded      bored  
fabulous      urban      fascinating

A big city is full of life. City life is more modern and (1) \_\_\_\_\_ than elsewhere. It is usually very busy and (2) \_\_\_\_\_, even at night.

Life in a big city starts early in the morning. Soon the roads are (3) \_\_\_\_\_ of vehicles. School children in their uniforms can be seen on the pavement, walking or waiting for buses. People rush to work. With every passing hour, the traffic goes on increasing. The shops and the market places remain (4) \_\_\_\_\_ till the evening hours.

Certainly (5) \_\_\_\_\_ life has certain charms. It offers great opportunities and challenges, especially for the young. There are lots of things to do, and facilities are well developed. There are (6) \_\_\_\_\_ places for amusement and recreation. One never feels (7) \_\_\_\_\_ in a city.

## Grammar

3 Complete each sentence with the word given, using comparison. Include any other necessary words.

- The last exhibition was not \_\_\_\_\_ this one. **INTERESTING**
- This city is developing \_\_\_\_\_ in the region. **FAST**
- Let's take this road. It is \_\_\_\_\_ way to the city. **SHORT**
- I was disappointed as the film was \_\_\_\_\_ than I had expected. **ENTERTAINING**
- You're not a safe driver! You should drive \_\_\_\_\_. **CAREFULLY**

4 Complete each space with a phrasal verb from the list. Change the form of the verb if necessary.

**cheer up**      **get over**  
**turn back**      **find out**  
**turn down**      **go on**

- She \_\_\_\_\_ his invitation to the party and now he's really upset.
- What's \_\_\_\_\_ in the street over there? Open the door!
- Lots of fruit and vegetables will help you \_\_\_\_\_ your cold.
- My brother was \_\_\_\_\_ with a trip to the zoo.
- The road was jammed, so we had to \_\_\_\_\_ and find an alternative route.
- I have \_\_\_\_\_ about a fabulous place where we can go for a picnic this weekend.

5 Rewrite each sentence so that it has a similar meaning and contains the word in capitals.

- Don't leave the lights on when you leave the classroom. **OFF**
- Mai spent her childhood in a small town in the south. **UP**
- Kathy checked the restaurant on her mobile phone. **LOOKED**
- My grandmother has recovered from her operation. **GOT**
- We are really expecting to see you again with pleasure. **LOOK**

## LOOKING BACK

This is the review section of the unit. Tell Ss to record their results for each exercise in the **LOOKING BACK** section in order to complete the **Finished!** self-assessment box at the end of the unit.

### Vocabulary

**1** Give Ss a few minutes to complete the word webs. T may give some cues/examples:

- street
- crowded
- gallery
- cosmopolitan
- shopping mall
- exciting

...

**2** Let Ss read the passage and complete this exercise individually. Less advanced classes can complete this exercise in pairs. After that, let some Ss read the passage aloud – sentence by sentence. Check and confirm the correct answers.

*Key:*

- |                |             |          |            |
|----------------|-------------|----------|------------|
| 1. fascinating | 2. noisy    | 3. full  | 4. crowded |
| 5. urban       | 6. fabulous | 7. bored |            |

### Grammar

**3** Ss can do the task by themselves or in pairs. Correct their answers as a class.

*Key:*

- |  |                   |                           |
|--|-------------------|---------------------------|
| 1. as interesting as/so interesting as | 2. the fastest    | 3. the shortest/a shorter |
| 4. less entertaining                   | 5. more carefully |                           |

**4** First let Ss review the phrasal verbs they have learnt in units 1 and 2. Then have them do the task. Correct their answers as a class.

*Key:*

- |                      |              |              |
|----------------------|--------------|--------------|
| 1. (has) turned down | 2. going on  | 3. get over  |
| 4. cheered up        | 5. turn back | 6. found out |

**5** This task helps Ss use structures with phrasal verbs to rewrite sentences. T may have some Ss write sentences on the board. Let other Ss give comments. Then check as a class.

*Key:*

1. Turn off the lights when you leave the classroom.
2. Mai grew up in a small town in the south.
3. Kathy looked up the restaurant on her mobile phone.
4. My grandmother has got over her operation.
5. We are looking forward to seeing you again.

## Communication

- 6 Work in two teams. The first team gives the name of a city or town in Viet Nam. The other team says any man-made or natural attractions that it is famous for. Then switch. The team with the most items wins.

Team 1: Hai Duong City.

Team 2: Well, it is famous for its green bean cakes.

Team 2: Da Nang City.

Team 1: It has fabulous Ngu Hanh Son (Marble Mountains)...

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> <li>use the lexical items related to city life</li> <li>identify in which situations to stress pronouns in sentences and say these sentences correctly</li> <li>use adjectives, and comparison of adjectives and adverbs correctly</li> <li>use common phrasal verbs correctly and appropriately</li> <li>read for specific information about the features of cities</li> <li>talk about important features of a city</li> <li>listen for specific information about some problems of city life</li> <li>write a paragraph about the disadvantages/drawbacks of city life</li> </ul>			

## PROJECT

### Writing interesting notices

- 1 Put the items in these scrambled notices in the correct order, starting with the heading in capitals.

A

Classes as normal tomorrow  
Groups 9B + 9D to Gym  
**QUIET PLEASE**  
Exams in progress

B

Town Hall every evening  
Ring Dylan on 42564039  
Offered by native teachers  
**ENGLISH CONVERSATION LESSONS**  
Language exchange also a possibility

Where are you most likely to find these notices?

#### Watch out!

Notices are usually very short and snappy. You can use short sentences, initials, and abbreviations. If the meaning is clear, you can also omit pronouns and, in certain cases, auxiliary verbs:

**Example:** Street cleaning next weekend



In a town or city, you can see a lot of notices. A notice should attract the reader's attention and send a message in just a few words. It may be effective to use different sizes of writing or type, or to put the heading in colour. Above all, the notice must be easy to understand.

- 2 Delete the words which are unnecessary in these notices, and make change(s) where appropriate.

#### VENDING MACHINE

The soup has run out.  
For tea and coffee, the machine is only accepting 10p and 50p coins.  
There are no more canned drinks.  
The technician has been called and the machine will be repaired soon.

- 3 In 20 – 30 words, write a notice for one of the following situations.

- You are organising a seminar for teenage girls about city life. Write a notice to put on the noticeboard, giving some details about time, place, and content of the seminar.
- You are a travel agent. You are organising a one-day trip around your city/town for foreigners. Write a notice to put at the travel agency.

## Communication

**6** First, make sure Ss know the names of the cities in Viet Nam.

Divide the class into two teams to play the game. Encourage them to be as quick as possible, and try to call out famous man-made or natural attractions, or features of different cities in the country. When time is up, stop the game and congratulate the winning team.

### REFERENCE:

*Five centrally controlled cities in Viet Nam:*

- Ha Noi
- Ho Chi Minh City
- Hai Phong
- Da Nang
- Can Tho

*62 provincial cities: Mong Cai, Dien Bien, Vinh, Buon Ma Thuot, Ca Mau, Phan Thiet ...*

### Finished!

T asks Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered. Provide further practice on the weak areas of the class.

## PROJECT

### Writing interesting notices

This activity is aimed at helping Ss to form a habit of observing signs and notices around them, especially when they go to a town/city where there is lots of information all around them. They also learn how to write appropriate notices.

**1** Ss work in groups to do the task. T checks. Note that other orders are also possible.

*Key:*

**A**

QUIET PLEASE  
Exams in progress  
Groups 9B + 9D to Gym  
Classes as normal tomorrow

**B**

ENGLISH CONVERSATION LESSONS  
Town Hall every evening  
Offered by native teachers  
Language exchange also a possibility  
Ring Dylan on 42564039

**A:** In a school

**B:** On the notice board of the town's cultural centre

Explain to Ss the **Watch out!** box. Give more examples if needed.

**2** Ss work independently, then exchange their work with a partner. T checks.

*Key:*

VENDING MACHINE  
No soup.  
Tea and coffee, 10p and 50p coins only.  
No more canned drinks.  
Machine to be repaired soon.

**3** Ask Ss to do this task out of class, and in the next lesson, have them present what they have written to the class. The class gives comments.

*Sample*

SEMINAR ABOUT FEATURES OF CITY LIFE  
Monday Nov 10<sup>th</sup> in town hall.  
All teenage girls are welcome.  
For further details, ring Trang - 098456789.