

GETTING STARTED

How's your summer camp?

1 Listen and read.

Nick: How's your international summer camp going, Phong?

Phong: Awesome, just awesome.

Nick: You sound so happy. What do you like about it?

Phong: It's hard to say. Everything's wonderful: the friends I've made, the places I've visited, the activities...

Nick: Oh... Your English has improved a lot!

Phong: Absolutely. I use English every day, with people from different countries.

Nick: Where are they from?

Phong: Everywhere! Places like India, Canada... English is also an official language here in Singapore.

Nick: Right. Have you made any friends from English speaking countries?

Phong: I'm in a team with two boys from Australia and a girl from the USA.

Nick: Do you have difficulty understanding them?

Phong: I found it difficult to understand them at first. Perhaps it's because of their accent, but it's OK now.

Nick: It's great that you can practise English with native speakers. When are you back?

Phong: Our camp closes on July 15th and I take the night flight home the same day.

Nick: Looking forward to seeing you then. Enjoy!

Phong: I will. Thanks. Bye.

THIS UNIT INCLUDES:

VOCABULARY

People and places in English speaking countries

PRONUNCIATION

Stress in words ending in -ese and -ee

GRAMMAR

Present tenses: review

Present simple for future

COMMUNICATION

Introducing people and places of interest in English speaking countries



Objectives:

By the end of this unit, students can:

- pronounce the words ending in -ese and -ee correctly in isolation and in context
- use the lexical items related to the topic of people and places in English speaking countries
- use the present simple to talk about future activities
- read for specific information about the attractions of a country
- talk about interesting facts of a country
- listen for specific information about a day trip to an amazing town
- write a description of a schedule for a visit or a tour

GETTING STARTED

How's your summer camp?

Introduction

Prepare some photos or magazine cut-outs of some famous monuments or items from English speaking countries. Show them to Ss and have them guess what country each monument/ item is from. Ask Ss if they know of a common thing among these countries. It's the language: English.

Write the title 'English speaking countries' on the board. Ask Ss to call out names of English speaking countries and their main cities. Then ask Ss to share any interesting facts they know about these places. Now start the lesson.

1 Ask Ss to look at the title of the conversation and the picture. Ask them some questions:

- *Where are the children?*
- *What do you think they are doing?*

Ss answer the questions as a class.

Play the recording and have Ss follow along.

a Find a word or an expression from the conversation which you use when you...

1. think something is wonderful
2. agree with somebody
3. cannot decide
4. are not sure about something

Do you know any other expressions which have the same meaning?

b Read the conversation again and answer the questions.

1. Where is Phong now?
2. Where do the campers come from?
3. What has Phong done so far?
4. Why has he been able to improve his English?
5. Who are in the same team with Phong?
6. When can Nick see Phong?

2 Complete the sentences with words/ phrases from the box.

| | |
|----------------------------|-------------|
| native speakers | the USA |
| official language | summer camp |
| English speaking countries | accents |

1. Last year I had a wonderful time at a _____ in Britain.
2. The USA, the United Kingdom and New Zealand are all _____.
3. Australians are _____ of English because they use it as their mother tongue.
4. _____ is in the mid-north of America.
5. Usually, people from different parts of a country speak their language with different _____.
6. English is an _____ in countries like India, Malaysia and Singapore.



3 Put the names of the countries under their flags.

| | | |
|-------------|-----------|--------------------|
| New Zealand | Singapore | Australia |
| the USA | Canada | the United Kingdom |



1. _____ 2. _____



3. _____ 4. _____



5. _____ 6. _____

4 GAME: WHERE ARE THEY?

Work in groups of five or six. Locate the six countries in **3** on the map below. The first group to find all the countries wins.



- a** Ss work independently. Guide Ss to look at the beginning of a reply/ a sentence for the answers. Allow Ss to share their answers. Check their answers.

Key: 1. Awesome, just awesome. 2. Any of the following: Absolutely/ Right.
3. It's hard to say. 4. Perhaps

- b** Play the recording again without letting Ss read along. Ask Ss to try to answer as many questions as possible. Ss then read the conversation again to check their answers. Have some Ss read out their answers. Correct the answers as a class.

Key: 1. He's at an international summer camp (in Singapore).
2. They come from different countries/ from all over the world.
3. He has made new friends, visited places, (and taken part in different activities.)
4. Because he uses English every day with people from different countries.
5. Two boys from Australia and a girl from the USA.
6. After July 15th.

- 2** Ask Ss to underline these words/ phrases in the conversation and make sure they understand their meanings. Ss work independently to complete the sentences. Have them share their answers in pairs. Then elicit the answers from the whole class.

Key: 1. summer camp 2. English speaking countries 3. native speakers
4. The USA 5. accents 6. official language

Note:

Your first language is often known as your mother tongue, and your second language may refer to a language used as an official language in your country, like English in Malaysia, Singapore, India, or it could simply mean the foreign language you learn at school as part of the curriculum.

- 3** Have Ss work in pairs/ groups to match the flags with the countries. T checks.

Key: 1. the USA 2. the United Kingdom 3. Singapore 4. Australia 5. Canada 6. New Zealand

Note:

The UK, or the United Kingdom = Great Britain + Northern Ireland

Great Britain/ Britain = England + Scotland + Wales

The USA = the United States of America. It is also known as the US, or the United States, or even just the States.

In Canada, there are two official languages: English and French.

- 4** Form groups of five or six. The first group to find all the countries wins. If possible, prepare a black and white world map on A3 paper or quickly draw a world map on the board. Ask one student from the winning group to go to the board and mark the six countries so that other groups can see and check.

Key:



A CLOSER LOOK 1

Vocabulary

- 1 Write the names for the people who belong to these places. Then listen and repeat the words.

| Country | People |
|----------------|--------|
| 1. the USA | _____ |
| 2. England | _____ |
| 3. Scotland | _____ |
| 4. Wales | _____ |
| 5. Ireland | _____ |
| 6. Canada | _____ |
| 7. Australia | _____ |
| 8. New Zealand | _____ |

- 2 Change the words into a noun (N), an adjective (A) or a verb (V).

| | |
|---------------|-------------|
| 1. historic | N = history |
| 2. symbol | V = |
| 3. legend | A = |
| 4. iconic | N = |
| 5. spectacle | A = |
| 6. festive | N = |
| 7. scenery | A = |
| 8. attraction | V = |

- 3 Use the words in the box to complete the sentences.

icon symbolises scenic
unique attracts

- The Golden Gate Bridge in San Francisco is an _____ of this famous city.
- Big Ben is a major monument in London which _____ the United Kingdom.
- New Zealand is famous for the _____ beauty of its mountains and forests.
- Australia is home to _____ animals like the kangaroo and koala, which are native to Australia.
- The Glastonbury Festival in England is a celebration of music and it _____ thousands of people.

- 4 Match the words/ phrases with the pictures.

parade state loch
cattle station monument castle



1. _____

2. _____



3. _____

4. _____



5. _____

6. _____

Pronunciation

Stress in words ending in -ese and -ee

- 5 Listen and repeat the words.

| -ese | -ee |
|---------------|----------------|
| 1. Cantonese | 5. employee |
| 2. Taiwanese | 6. adoptee |
| 3. Japanese | 7. addressee |
| 4. Portuguese | 8. interviewee |

REMEMBER!

For words ending in -ese or -ee, the stress is often placed on the final syllable.

Example: trai'nee
Nepa'lese



- 6 Mark the stress in the underlined words. Then listen and repeat the sentences.

- One-fifth of the people in the world are Chinese.
- A refugee is a person who is forced to leave a country.
- My daughter is a trainee.
- Japanese is the language of Japan.
- This printer has a two-year guarantee.

A CLOSER LOOK 1

Vocabulary

- 1 Ask Ss to work individually. Then allow them to share their answers with a partner. Play the recording for Ss to check their answers. Ss listen and repeat. (Point out the change of stress from 'Canada to Ca'nadian)

Key:

1. the Americans 2. the English 3. the Scottish / the Scots 4. the Welsh
5. the Irish 6. the Canadians 7. the Australians 8. the New Zealanders



Audio script:

1. the USA – the Americans 5. Ireland – the Irish
2. England – the English 6. Canada – the Canadians
3. Scotland – the Scottish/ the Scots 7. Australia – the Australians
4. Wales – the Welsh 8. New Zealand – the New Zealanders

- 2 Ss work individually or in pairs. Check the answers as a class. If time allows, have two Ss write their answers on the board and then confirm the correct answers.

Key:

| | | |
|---|----------|---------------|
| 1 | historic | N = history |
| 2 | symbol | V = symbolise |
| 3 | legend | A = legendary |
| 4 | iconic | N = icon |

| | | |
|---|------------|-----------------|
| 5 | spectacle | A = spectacular |
| 6 | festive | N = festival |
| 7 | scenery | A = scenic |
| 8 | attraction | V = attract |

- 3 Firstly ask Ss to read each sentence and decide what the part of speech is for each word to be filled in the blank. For example, the word for the blank in sentence 1 is a noun. They then complete the sentences. Confirm the correct answers as a class.

Key: 1. icon 2. symbolises 3. scenic 4. unique 5. attracts

- 4 Have Ss look at the pictures. Ask them what they see in each of them. Allow them then to work individually to match the words/ phrases to the pictures. Check the answers as a class by asking Ss in which countries, from the list in 1, they might see these things or ask them to give an example of these things.

Note: a loch is a Scottish word for a lake.

Key: 1. castle 2. loch 3. parade 4. monument 5. state 6. cattle station

Pronunciation

Stress in words ending in -ese and -ee

- 5 Ss listen and repeat. Then have Ss say the words individually. With stronger groups, have Ss mark the stress in the words first and say the words aloud before they listen to the recording. Then play the recording for them to listen, check and repeat.

Key:

| | -ese | -ee |
|----|-------------|-----------------|
| 1. | Canto'nese | 5. employ'ee |
| 2. | Taiwa'nese | 6. adop'tee |
| 3. | Japa'nese | 7. addre'ssee |
| 4. | Portu'guese | 8. interview'ee |



Audio script:

-ese: Cantonese, Taiwanese, Japanese, Portuguese

-ee: employee, adoptee, addressee, interviewee

- 6 Put the underlined words on the board. Have volunteer Ss come and mark the stress in the words first. Ask for a show of hands from the rest of the class if they think the stress is correct or not. Then play the recording. Ss listen, check and say the sentences. Have Ss correct the stress on the board if necessary. Call on some Ss to say the sentences individually.

Key: 1. Chi'nese 2. refu'gee 3. trai'nee 4. Japa'nese 5. guaran'tee

A CLOSER LOOK 2

Grammar

Present tenses: review

1 Complete the sentences with the correct forms of the verbs (present simple, present continuous or present perfect).

1. The famous Sydney Opera House _____ as an arts centre since 1973. (serve)



2. There are about 750 million English speakers in the world, and this number _____ fast. (increase)



3. The Statue of Liberty in New York is a monument which _____ freedom. (symbolise)



4. England, Scotland, Wales, and Northern Ireland together _____ the United Kingdom. (form)



5. America _____ Thanksgiving Day on the fourth Thursday of November since 1864. (celebrate)

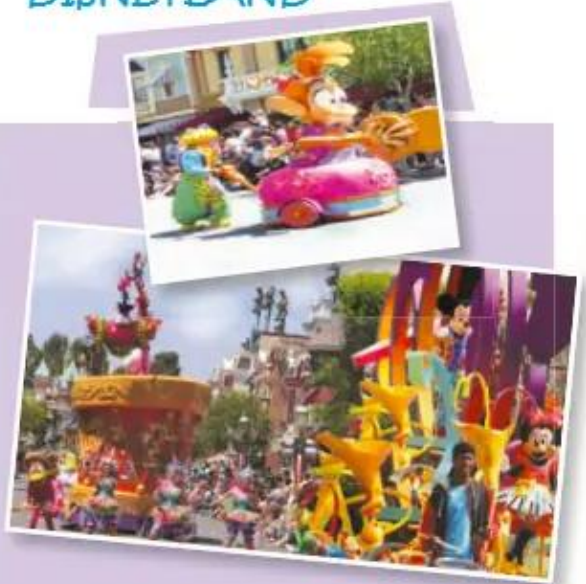


6. New Zealand _____ divided into the North Island and the South Island. (be)



- 2 Four of the underlined verbs in the passage are incorrect in tense. Find and correct them.

DISNEYLAND



California (1) is home to the most iconic theme park in the world – Disneyland. Over 670 million people (2) visit it since it opened in 1955, and the number (3) increases fast. Different kinds of entertainment (4) are provided throughout the park. Mickey's Soundsational Parade, the most popular event, (5) has celebrated music from famous Disney films. In the parade, well-known Disney characters (6) march along the street, either on floats or on foot. They (7) are dancing along with the music, greet visitors, talk with children and pose for photos. Everybody (8) is welcome to join in the fun.

The four incorrect verbs are numbers _____, _____, _____, and _____.

Correct answers:

1. _____ 2. _____
3. _____ 4. _____



A CLOSER LOOK 2

Grammar

Present tenses: review

- 1 Remind Ss about the use of the present simple, present continuous and present perfect and their distinct time signals. Then let them do 1 individually. Allow Ss to share ideas in pairs or small groups. Encourage Ss to explain how they decided on the tense in each sentence. Correct as a class.

Key: 1. has served 2. is increasing 3. symbolises 4. form 5. has celebrated 6. is

- 2 Let Ss work individually first. Then let them share and discuss in pairs or small groups. Check and have Ss explain why a certain tense is used.

Key:

| In the passage | Correct |
|-------------------|---------------|
| 2. visit | have visited |
| 3. increases | is increasing |
| 5. has celebrated | celebrates |
| 7. are dancing | dance |

Present simple for the future

3 a Read the schedule and underline the verbs in the sentences describing the activities.

| Vancouver Christian School Schedule for extra activities | | Month: April |
|---|-----------------------------|----------------------------------|
| Day & time | Activity | Place |
| 3 rd 3.30-5.30 | Debating Competition | Main hall |
| 14 th 8.00-3.00 | Chocolate Factory Excursion | Chocolate factory, Ista Visla |
| 11 th 11.15-12.45 | Public Speaking | room 6, Felix Building |
| 18 th 8.30-4.30 | Sports Festival | Sports centre |
| 26 th 3.15-4.15 | Opening of Journalism Club | School library |
| 28 th -29 th | Photo Exhibition | School library |

1. The debating Competition takes place in the Main Hall on April 3rd.
2. The bus for the excursion to the chocolate factory leaves at 8.00 a.m on April 14th.

b Work in groups. Discuss the questions.

1. What time do the sentences refer to: the present or the future?
2. What tense are the verbs in the sentences?

REMEMBER!

We use the present simple with a future meaning when we talk about schedules, programmes, etc. (for example, public transport, cinemas, television, schools ...)

Example:

1. The train to Bristol leaves at 11.15 from platform four.
2. Our school year starts next week, on September 5th.



4 Use the verbs in the box in their correct forms to complete the sentences describing other activities in **3 a**.

host finish hold
take place start last

1. The Public Speaking session _____ at 11.15 and _____ at 12.45 in Room 6, Felix Building.
2. The Sports Festival _____ in the sports centre on April 18th. It is a day to promote children's participation in sports.
3. The Association of School Newspapers _____ the opening of their Journalism Club on April 26th, in the school library.
4. The school library _____ the Photo Exhibition.
5. The Photo Exhibition _____ two days, from the 28th to the 29th of April.

5 Make notes of some activities your school has planned for next week. Write five sentences about the activities, using the simple present with a future meaning.



1. _____
2. _____
3. _____
4. _____
5. _____

Present simple for the future

- 3a** Ask Ss to read the monthly schedule for the extra activities at Vancouver Christian School. Then have them underline the verbs in the sentences.

Key:

1. The Debating Competition takes place in the Main Hall on April 3rd.
2. The bus for the excursion to the chocolate factory leaves at 8.00 a.m on April 14th.

- b** Allow Ss time to discuss and find the answers to the questions. If Ss are having difficulty answering question 2, T may ask questions such as 'Is a schedule usually for present or future activities?' Then have Ss read the **REMEMBER!** box.

Key: 1. The future 2. The present simple

- 4** Have Ss do this exercise independently. T checks the answers as a class.

Key:

1. starts – finishes
2. takes place
3. holds
4. hosts
5. lasts

- 5** Ss do this exercise independently. Encourage them to be imaginative. Walk around and help Ss with new vocabulary. Ss can exchange and talk about their schedule with a partner first. Once they have done this, ask them to write down the sentences. Remind Ss that in this case, the present simple is used to talk about practical information: *place, time, day, date*, so this should be the focus of their sentences. Ss can use the sentences in **4** as a model. If time allows, let them share with the class. Otherwise, T may set the writing for homework.

QUIZ

This is a quiz to test how much you know about English speaking countries.

1 Do the quiz and choose the correct answers.

- _____ are both surrounded by the sea.
 A. The United Kingdom and the USA
 B. Canada and New Zealand
 C. Australia and New Zealand
 D. The USA and Australia
- Of these countries, _____ is the youngest.
 A. Australia B. Canada
 C. the USA D. the United Kingdom
- The capital of New Zealand is _____
 A. Canberra B. Washington D.C.
 C. Wellington D. Ottawa
- _____ is the most diverse in geography and climate.
 A. Canada B. The USA
 C. The United Kingdom D. New Zealand
- Niagara Falls is a spectacular waterfall in _____.
 A. Wales B. Canada
 C. England D. Australia
- _____ is closest to the North Pole.
 A. America B. Canada
 C. New Zealand D. Australia
- Which picture below illustrates the way the Maori of New Zealand greet each other?



A. touching toes



B. touching foreheads



C. touching noses



D. touching hands

- A kilt is the traditional garment for _____.
 A. Scottish men
 B. the Maori in New Zealand
 C. the Americans
 D. the Aborigines in Australia



- This animal, the _____, is a symbol of Australia.
 A. kangaroo
 B. koala
 C. rabbit
 D. emu



- _____ is in London.
 A. Trafalgar Square
 B. Times Square
 C. Sky Tower
 D. Ayers Rock



2 Write the names of the countries next to their facts.

| Information | Country |
|---|---------|
| 1. It is made up of 50 states. | |
| 2. It has the smallest population. | |
| 3. It has the most famous football clubs in the world. | |
| 4. It has part of its territory inside the Arctic Circle. | |
| 5. It is both a country and a continent. | |

3 GAME: HOW MUCH DO YOU KNOW ABOUT A COUNTRY?

- Work in groups. Choose a country and together find out as much about it as possible. Then prepare a small introduction of that country. Don't say the name of the country.

You can start your introduction with:

This country ...

- Each group then presents their introduction to the class. The class...

- tries to find out which country it is
- votes for the most informative and interesting introduction



COMMUNICATION

This section provides Ss with a fun quiz. It builds up Ss' general knowledge of peoples and landmarks in English speaking countries. T can start with a brainstorming session to see how much Ss know. Encourage Ss to talk, even in Vietnamese.

Then write the words from the **Extra vocabulary** box on the board, plus any other words you think Ss may not know from the quiz. Ask for volunteers to explain the words/ phrases in the box. If nobody can, quickly pre-teach:

- *territory*: land that is under the control of a particular country
- *North Pole*: the point on the surface of the Earth that is furthest north
- *Arctic Circle*: an invisible ring on the most northern part of our planet, including the Arctic region; the centre of the Arctic Circle is the North Pole

- 1** Have Ss do the quiz individually as quickly as possible. Set a time limit to keep the pace lively and increase the fun element. Ss then share their answers in pairs or small groups and discuss where their answers differ. Check as a class by asking for a show of hands for each question. Note that the quiz format should be kept light and fun.

Key:

- | | | | | |
|------|------|------|------|-------|
| 1. C | 2. A | 3. C | 4. B | 5. B |
| 6. B | 7. C | 8. A | 9. B | 10. A |

- 2** Have Ss work independently. Then Ss compare their answers in pairs. T confirms the correct answers as a class.

Key:

- | | | | | |
|------------|----------------|-----------------------|-----------|--------------|
| 1. the USA | 2. New Zealand | 3. the United Kingdom | 4. Canada | 5. Australia |
|------------|----------------|-----------------------|-----------|--------------|

Both activities **1** and **2** are to confirm and broaden Ss' knowledge of English speaking countries and focus on English fluency. Encourage them to discuss with one another. The experience will be more meaningful this way.

- 3a** Put Ss into groups of five or six. Explain that now they have a chance to put together what they know about a country, including all the information they have got so far from the lesson too. Ask them to write the information in short notes first without mentioning the name of the country (e.g.: - far north/ north America; - cold; - two languages: English and French...).
- b** Ask each group to stand up in front of the class. Each member of the group will give one fact about the country. When they have finished, the rest of the class can guess what country it is. When every group has done their presentation, the class can vote for the most informative and interesting one.

SKILLS 1

Reading

1 Discuss the questions. Then read the passage.

1. Where is Scotland?
2. What is this land famous for?

SCOTLAND - THE LAND OF LEGENDS

Scotland is in the north of Great Britain. It is famous for its rich culture as well as its amazing natural beauty. Visitors to this land can spend endless days exploring its historic centuries-old castles. But be aware – legend says that some of them are haunted by ghosts. Fun-lovers can experience its world-famous festival, the Highland Games where they can enjoy unique Scottish activities such as the piping, drumming, and dancing. They can also see traditional sports, or drink whisky with the local people. Driving through vast green pastures, or boating on scenic lakes – or lochs – are other attractions that Scotland offers.

The great people of this legendary land have also given many of the world's important inventions like the telephone, the television, penicillin and the raincoat. Edinburgh, the capital, was the first city in the world to have its own fire brigade in 1824. Edinburgh University welcomed the first female medical student in Great Britain in 1869.



2 Match each place or event with its two features.

| Place | Feature |
|-------------------|-----------------------------------|
| 1. Edinburgh | a. haunted by ghosts |
| 2. castles | b. piping and drumming |
| 3. Highland Games | c. centuries-old |
| 4. lochs | d. the world's first fire brigade |
| | e. scenic |
| | f. first female medical student |
| | g. boating |
| | h. traditional sports |

3 Read the passage again and answer the questions.

1. Is Scotland famous for its rich culture?
2. What might you see while you are exploring a castle?
3. What are some activities you can see at the Scottish Highland Games?
4. What were some of the things invented by the Scots?
5. When was the first fire brigade in the world created?



Speaking

4 Work in pairs. Talk about the thing(s) you like most about Scotland. Give reasons.

Example:

- What do you like about Scotland?
- I like the castles.
- Why?
- Because I want to see a ghost!

5 Work in groups. Read and discuss these interesting facts about Australia. Prepare a short introduction of Australia. Then present it to the class.

AUSTRALIA - Interesting facts

- world's only country which covers an entire continent
- world's capital of sports and outdoor activities (70% of the population regularly participate)
- world's longest fence (5,400 km); built to protect world's largest population of sheep (about 175 million); claimed to be seen from outer space
- world's largest cattle station (Anna Creek station); larger than Belgium



SKILLS 1

Reading

- 1 Allow Ss two or three minutes to discuss the questions. Draw a map of Great Britain and highlight Scotland on the map. Leave it on the board while the class reads the passage silently. T may ask Ss to underline the things that Scotland is famous for. Have Ss call out their answers and say where they found the information in the passage.

Key:

1. It's in the north of Great Britain.
 2. Any or all of the following: It's famous for its rich and unique culture as well as its amazing natural beauty, its historic castles, its traditional festivals, and its whisky. It is also famous for various inventions.
- 2 Ask Ss to read the passage again. Ask them to scan the places first. Read carefully the information about each place and choose the two features related to it.

Ss work individually, then check their work in pairs. Ask Ss to call out their answers and show where the information appears.

Key: 1. Edinburgh: d, f 2. castles: a, c
 3. Highland Games: b, h 4. lochs: e, g

- 3 Have Ss read the passage again and write out the answers independently. T may invite two Ss to write their answers on the board. Confirm the correct answers. For a more able class, T may ask Ss to answer the questions without reading the passage again.

Key:

1. Yes, it is. 2. a ghost 3. piping, drumming, dancing
4. the telephone, television, penicillin, the rain coat 5. In 1824

Speaking

- 4 Give Ss a minute to think about the thing they like most about Scotland, and prepare their reasons. They then work in pairs, asking and answering about their choice. If time allows, call on some pairs to share their choice with the class. Encourage Ss to come up with more questions about Scotland.
- 5 Have Ss work in small groups. Ask them to look through the interesting facts, and discuss if there is any piece of information they are not clear about. Check as a class to make sure that the information is understood correctly. Only then can Ss start working on preparation for their presentation. Tell them that they can add some facts they know, or delete some facts they do not like from the provided notes. Then call on some groups to present. The class may then vote for the best presentation.

SKILLS 2

Listening

Ask Ss to look at the pictures and read the introduction to the listening. Ask them what features from the pictures they are interested in, and what they think Wanaka is like.

- 1** Ask Ss to read the questions. T then plays the recording and Ss write the answers. T can play the recording at least twice. Elicit the answers from Ss and write the correct answers on the board.

Key: 1. 9.30 2. 12.30 3. 4.00 4. 4.15

- 2** Give Ss some time to read the events. Check if they know the meaning of the words 'illusion' (something that appears to be there but is not) and '3-D hologram' (three-dimensional image). Ss then listen to the recording again, as many times as needed if time allows, and choose the correct answers. T checks the answers as a class.

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



Audio script:

Good morning. I hope you all had a good sleep. We are now heading for Wanaka. We arrive at the first destination, Puzzling World at 9.30. The first puzzling thing which welcomes you is the Leaning Tower. When you get inside the spacious café, you will find yourself among various wooden puzzles and games. The Illusion Room is a must-see as there's nothing else like it in the world. Puzzling World is possibly the most photographed attraction in New Zealand.

At 12.30 we leave for Lake Wanaka, New Zealand's fourth largest lake. This 'natural paradise' has something for everyone. Adventure lovers may follow the biking and walking tracks through the park. Relaxation seekers may stay by the lake, taking a boat ride, or just sitting and watching its changing beauty. We meet up at 4 o'clock and the bus leaves at exactly 4.15. I hope...

Writing

- 3a** Ask Ss to work in groups of three or four. Read the activities and decide on the four activities they would like to do together in their two-day visit to Washington D.C.
- b** Once they have made their decision, allow them time to schedule their visit and fill in the schedule table.
- 4** Have each group write a description of their visit. The description should include: the name of the activity, the time they do it, and what it involves. If possible, give each group a big piece of paper to write their answers. Ask the two quickest groups to present their answers. Other groups and T give comments. Give marks to the groups. Other groups complete their writing as homework and bring it back in the next lesson.

Sample writing:

This is the schedule for our group's two-day visit to Washington D.C. On the first day we plan to go to the White House early at 8 o'clock. This way, we avoid the crowds. Then we get on a Hop-on Hop-off trolley, which rides around the city. We do some shopping and go for a nice lunch. Then we see some of the sights of the city. On the second day, we take the 8.30 shuttle bus to the canoe club to join a canoe trip along the C&O canal. This canal is famous for its beautiful scenery, especially in autumn. The trip takes about three hours. In the afternoon, we visit the National Children's Museum. The brochure says that this museum offers children a lot of fun activities where they can learn through playing.

LOOKING BACK

Vocabulary

1 Match the words with the definitions.

| Words | Definitions |
|-------------|---|
| 1. loch | a. a unique way of pronunciation in an area/ country |
| 2. kilt | b. a private well-protected residence |
| 3. puzzling | c. a Scottish word for 'lake' |
| 4. castle | d. an ancient story about a place/ a person that may or may not be true |
| 5. legend | e. a male skirt which is often worn on special occasions |
| 6. accent | f. confusing or questionable |

2 Choose the best answer A, B, or C to complete the sentences.

- Australia has the biggest _____ in the world.
A. natural beauty B. puzzling games
C. cattle station
- Over 1,000 sea planes come and go on the water of Lake Hood airport in Alaska. It's really a fun _____ to watch.
A. scene B. icon C. puzzle
- The Maori's language and _____ have had a great impact on New Zealand life.
A. festivals B. dances C. culture
- Niagara Falls is a great _____ on the border of the USA and Canada. Thousands of visitors come to see it every month.
A. tradition B. spectacle C. relaxation
- People in countries like the USA, Great Britain, and New Zealand use English as their _____ language.
A. official B. native C. foreign
- In summer, children often take part in a local or international _____.
A. summer camp B. game C. attraction

Grammar

3 Decide if the sentences have a present meaning (P) or a future meaning (F).

| | P | F |
|---|---|---|
| 1. Please phone me as soon as you arrive in Canberra. | | |
| 2. There is a documentary about Oxford on TV tonight. Don't forget to watch it. | | |
| 3. Usually on New Year's Eve, thousands of people gather in Times Square in New York to welcome the New Year. | | |
| 4. When people travel, they use a map to find their way around. | | |
| 5. Our holiday in Queenstown lasts six days. I feel so excited. | | |

4 Complete the sentences with the appropriate present tense of the verbs in brackets.

- Alaska, a state in the USA, _____ both the Arctic Ocean and the Pacific Ocean. (face)
- In Adelaide, south of Australia, the sun _____ until 9 p.m in summer. (not/ set)
- Although England has several good football teams, it _____ the World Cup only once. (win)
- The government of New Zealand _____ a lot to preserve the culture of the Maori, the native people of this land. (do)
- In Canada, the serving of coffee at the end of an evening _____ a signal that it is time for visitors to leave. (be)
- In many cultures, it's considered rude if you push through people who _____ to get out of a bus or a train. (try)



LOOKING BACK

Encourage Ss to complete **LOOKING BACK** without referring to the previous sections in the unit.

Ss should record their results for each exercise in order to complete the final *Finished! Now you can ...* assessment and identify areas for review.

Vocabulary

- 1** Ss complete this exercise independently. Check their answers as a class.

Key:

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

- 2** Ss work individually. They can then double check with their partner. Confirm the correct answers.

Key:

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

Grammar

- 3** Ss complete this exercise independently or in pairs. Check as a class.

Key:

1. F 2. F 3. P 4. P 5. F

- 4** Ask Ss to read the sentences carefully and look for clues that help them decide which tense should be used for each blank. Have Ss complete the exercise independently and then exchange their answers. Ask two Ss to write their answers on the board. Confirm the correct answers.

Key:

1. faces 2. doesn't set 3. has won 4. has done 5. is 6. are trying

Communication

Check your knowledge!

- 5** Work in groups. Discuss if the statements are correct.

Example:

Wellington is the capital of the United Kingdom.

A: No, the capital of the United Kingdom is London. I think Wellington is the capital of Australia.

B: That's not true. I am sure the capital of Australia is Canberra. Wellington is the capital of New Zealand.

1. The Maori in New Zealand wear kilts.
2. Of English speaking countries, Canada has the biggest population.
3. Disneyland is in California, a state of Australia.
4. Kangaroos and koalas live in New Zealand.
5. English is the only official language in Canada.

| Finished! Now I can ... | ✓ | ✓✓ | ✓✓✓ |
|---|---|----|-----|
| <ul style="list-style-type: none"> • use words/ phrases to describe people and places in English speaking countries • use the present simple to talk about future activities • pronounce words ending in -ese and -ee correctly in isolation and sentences • talk and write about schedules | | | |

PROJECT

Explore us!



WASHINGTON D.C.



OTTAWA, CANADA



CANBERRA, AUSTRALIA



WELLINGTON, NEW ZEALAND

These capital cities are great attractions.

Work in groups of four or five.

1. Do some research about one of the cities, then make a list of the places and activities that you think will attract visitors to the city.
2. Design a poster for the city with pictures and information.
3. Present your poster to the class and introduce the city.
4. The class votes on the most appealing poster.



Communication

5 Ss work in groups. They discuss the statements and decide if they are true. If they are not, find the true answer. Check as a class.

Key:

1. Scottish men wear kilts.
2. The USA has the biggest population.
3. California is a state in the USA.
4. They live in Australia.
5. English and French.

Finished!

Ask Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered.

PROJECT

Explore us!

This project aims to encourage Ss to do more research about the capitals in English speaking countries, to explore them and find out as much as possible about their culture, their historic and natural beauty... This means they can research whatever they are interested in and think can attract people.

Divide Ss into groups of four or five and instruct them on what they have to do. Encourage them to think creatively and daringly. Tell them to keep in mind who this poster is for. These can help decide:

- which attractions you would include in your poster.
- what information about the attraction you would introduce.
- which picture you would use for your poster.
- the design for your poster.

Have Ss present their poster in the next lesson. When all the groups have given their presentations, the whole class can vote for the best.