

Vocabulary:

the UK/British, the USA/American, China/Chinese, Singapore/Singaporean, Japan/Japanese, Vietnam/Vietnamese

Structure:

Where's he/she from?

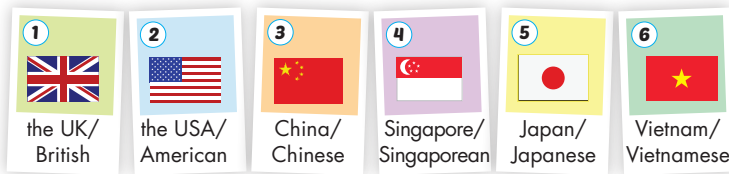
He's/She's from _____.

He's/She's _____.

Review

1. Write the vocabulary from the previous theme on the board.
2. Have students read the words on the board.
3. Write the structure from the previous theme on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say.



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and

Track 59

1. M: The UK/British.
2. M: The USA/American.
3. M: China/Chinese.
4. M: Singapore/Singaporean.
5. M: Japan/Japanese.
6. M: Vietnam/Vietnamese.

4. Have one student come to the front and play "Tennis" with you.
5. As you say a word hit it to the student and have the student respond with another word and hit it back to you.
6. Divide the students into pairs and have them play with each other. Have some pairs demonstrate the game in front of the class.

B 1. Listen and read.



1. Introduce the situation "Visitors come to Greenwood..."
2. Have students call out the objects and people they can see.
3. Have students listen and read.

2. Listen and draw lines.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and draw lines.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 62

B: Where's he from?
G: He's from the UK. He's British.
B: Where's she from?
G: She's from Japan. She's Japanese.

Track 60 - 61

Narrator: Visitors come to Greenwood...

Narrator: Look at the pictures. Listen. There is one example.


1. Bus driver: Hey everyone! Get ready for the Nature Walk! (SOUND OF BIRD CHIRPING)
Lucy: Oh, I know him! That's Jack!
Mai: Where's he from, Lucy?
Lucy: He's from the UK. He's British.
Narrator: Can you see the line? This is an example. Now listen and draw lines.
2. Nam: Are you Mai? I'm Nam. I'm friends with Vinh and Kim.
Mai: Nice to meet you, Nam. Say, who's she?
Nam: Ah, she's Wendy.
Mai: Where's she from?
Nam: She's from China. She's Chinese.
3. Lucy: Hey! There's Akiko!
Mai: Where's she from, Lucy?
Lucy: She's from Japan. She's Japanese.
Mai: OK. (SOUND OF BUS STARTING) Let's go!
(SOUND OF BUS DOOR CLOSING)
4. Mai: Who's she, Nam?
Nam: She's Daisy.
Mai: Where's she from?
Nam: She's from the USA. She's American.
(SOUND OF BUS MOVING, AND THEN SOUND OF ALFIE HOVERBOARD)
Alfie: Hello!
Nam: Wow! Who's he?
Lucy: That's Alfie. He's from Alpha. He's Alphian.
Nam: Whoa!

STRUCTURE

Where's he from? He's from the UK. He's British.
Where's she from? She's from Japan. She's Japanese.

C Listen. Sing along. 




Track 63 
*Where's he from?
 He's from the UK. He's British.*

1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.


4. Divide the class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.

Pronunciation tip 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

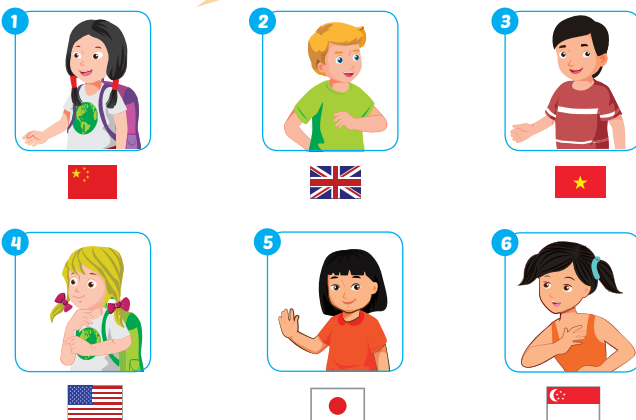
Track 64 
*B: Where is he from?
 G: Where is he from?
 M: Where is he from?*

PRONUNCIATION TIP 

"Where is he..."  "Warezee..."

D Practice. Point, ask and answer.

Where's he from?
 He's from the UK. He's British.



Practice.

1. T: I say "he". You say, "Where's he from?"
 T: I say "she". You say, "Where's she from?" OK?
- T: he
 Class: Where's he from?

- T: she
 Class: Where's she from?
 2. Divide class into group A and group B.
 T: I say "he/the UK/ British".
 Group A, you say, "Where's he from?"
 Group B, you say, "He's from the UK. He's British."
 T: I say "she/USA/American".
 Group A, you say, "Where's she from?"
 Group B, you say, "She's from the USA. She's American." OK?
- T: he/the UK/British
 Group A: Where's he from?
 Group B: He's from the UK. He's British.
- T: she/USA/American

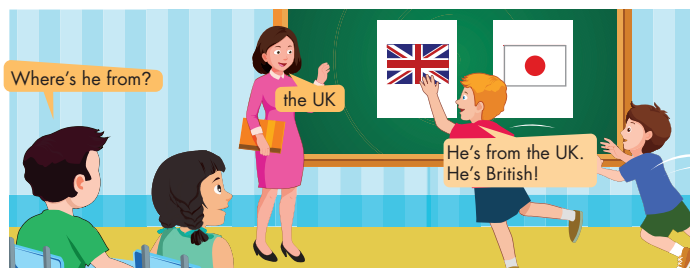
Continue whole class/group/individual drills with:

- she/Vietnam/Vietnamese
- he/China/Chinese
- she/Singapore/Singaporean
- he/Japan/Japanese

Point, ask and answer.

3. Demonstrate the activity using the example.
4. Divide the class into pairs.
5. Have student A point and ask, have student B answer.
6. Swap roles and repeat.
7. Afterwards, have some students demonstrate in front of the class.

E Play the "Board race" game.



1. Divide the class into two teams.
2. Stick two flashcards on the board e.g. "the UK" and "Japan".
3. Have the whole class ask a question e.g. "Where's he from?". Then the teacher shouts a word e.g. "the UK".
4. Choose one student from each team to race to the correct flashcard and answer the question e.g. "He's from the UK. He's British!"
5. Choose two more students to take the next turn.

Vocabulary:

beach, forest, mountain, desert, river

Structure:

What's _____ like?

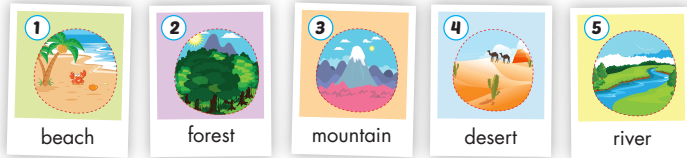
It has _____, _____

and _____.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say. 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.

Track 65 

1. M: Beach.
2. M: Forest.
3. M: Mountain.
4. M: Desert.
5. M: River.

3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.
4. Two teams. Play the game "Heads up. What's missing?". Arrange the flashcards on the board and remove one card when the students are not looking. Have one student from each team call out the missing flashcard.

B 1. Listen and read. 



1. Review the story from the previous lesson "Visitors came to Greenwood..."
2. Now introduce the situation "The children are talking about their countries..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and circle. 

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and circle.
3. Play audio again and check answers as a whole class.

3. Practice the structure. 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 68 

B: What's the USA like?

G: It has beautiful beaches, forests, and mountains.

Track 66 - 67 

Narrator: The children are talking about their countries...

Narrator: Look at the pictures. Listen. There is one example.

1. (SOUND OF BIRDS SINGING)

Wendy: Hey, Daisy. What's the USA like?

Daisy: It has beautiful beaches, forests, and mountains.

(SOUND OF MONKEYS CHATTERING)

Wendy (SPEAKING SLOWLY): Beaches, forests, and mountains? Wow!

Narrator: Can you see the circles? This is an example. Now listen and circle.

2. Daisy: And you, Wendy, what's China like?

Wendy: Oh, China has big mountains, rivers, and deserts.

(SOUND OF WATER STREAM)

Daisy (SPEAKING SLOWLY): Mountains, rivers, and deserts? Great!

3. Lucy: Hey Jack, what's the UK like?

Jack: Well, it has beautiful lakes, beaches and forests. (SOUND OF BIRDS TWEETING)

Lucy: Lakes, beaches and forests? That's nice.

4. Nam: Look at that mountain. Wow! Just like Vietnam.

Alfie: What's Vietnam like?

Nam: It has beautiful beaches, mountains and rivers.

Alfie: Beaches, mountains and rivers? That's nice!

(SOUND OF KIDS TALKING OUTDOOR)

(SWISH...)

Alfie: WOOHOO!

STRUCTURE

What's the USA like?

It has beautiful beaches, forests and mountains.

mountain	→ mountains	lake	→ lakes
river	→ rivers	beach	→ beaches
forest	→ forests	desert	→ deserts

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

Track 69 

*What's the USA like?
It has beautiful beaches, forests and mountains.*

4. Divide the class into two groups. Group A: sing the questions; group B: sing the answers.
5. Swap roles and repeat.

Pronunciation tip 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 70 

*B: It has beaches, forests and mountains.
G: It has beaches, forests and mountains.
M: It has beaches, forests and mountains.*




PRONUNCIATION TIP 

List intonation
"... beaches, forests and mountains."

D Practice. Talk about the countries. Ask and answer.

What's the USA like?

It has beautiful forests, mountains and deserts.

						
The USA	✓	✓	✓	✓	✓	✓
Vietnam	✓	✓	✓		✓	✓
China	✓	✓	✓	✓	✓	✓
Singapore	✓		✓		✓	

Practice.

1. T: I say, "Vietnam". You say, "What's Vietnam like?"
T: I say "the UK". You say, "What's the UK like?" OK?
T: Vietnam
Class: What's Vietnam like?
T: the UK
Class: What's the UK like?
2. Divide the class into group A and group B.
T: I say "Vietnam/beaches/forests/mountains".
Group A, you say, "What's Vietnam like?"
Group B, you say, "It has beautiful beaches, forests and mountains."

- T: I say "the UK/lakes /rivers/forests"
Group A, you say, "What's the UK like?"
Group B, you say, "It has beautiful lakes, rivers and forests." OK?
T: Vietnam/beaches/forests/mountains
Group A: What's Vietnam like?
Group B: It has beautiful beaches, forests and mountains.
T: The UK/lakes/rivers/forests

Continue whole class/group/individual drills with:

- the USA/deserts/forests/mountains
- China/mountains/rivers/lakes
- Singapore/beaches/forests/rivers
- Vietnam/beaches/mountains/forests/rivers/lakes

Talk about the countries. Ask and answer.

3. Have students look at the maps and call out the geographical features they can see.
4. Demonstrate the activity using the example.
5. Have students look at the table and talk about the countries.
6. Check answers as a whole class.
7. Divide the students into pairs.
8. Have student A point and ask, have student B answer.
9. Swap roles and repeat.
10. Afterwards, have some pairs demonstrate the drills in front of the class.

E Play the "Memory chain" game.

What's the USA like?

It has beautiful forests.

It has beautiful forests and mountains.

It has beautiful forests, mountains and deserts.



1. Demonstrate the game.
2. Divide the class into groups of five or six.
3. Have student 1 ask and have student 2 answer.
4. Have student 3 repeat student 2's answer and add his own answer.
5. Continue until a student forgets the answer or all students in the group have practiced.

Vocabulary:

spring, summer, fall, winter

Structure:

What's the weather like in _____ ?
In the _____, it's _____.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say. 



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 71 

1. M: Spring.
2. M: Summer.
3. M: Fall.
4. M: Winter.

4. Play the "Guess" game. Arrange the flashcards on the board and write a number under each card.
5. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
6. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

B 1. Listen and read. 

1. Review the story from the previous lesson "The children were talking about their countries."
2. Now introduce the situation "It starts raining as the children hike..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and (✓). 


1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and tick the box.
3. Play audio again and check answers as a whole class.

3. Practice the structure. 

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 74 

B: What's the weather like in the UK?
G: In the spring, it's rainy.

Track 72 - 73 

Narrator: It starts raining as the children hike...

Narrator: Look at the pictures. Listen. There is one example.

1. (SOUND OF THUNDER & RAIN)

Jane: Uh oh!

Jack: Hmm. It's like London in the spring.

Jane: What's the weather like in the UK?

Jack: In the spring, it's rainy.

(SOUNDS OF RAINDROPS FALLING)

Narrator: Can you see the tick? This is an example. Now listen and tick the box.

2. Jane: There's a cave! Let's wait there.

(RAINDROPS FALLING)

Jane: Phew. Does it always rain in London?

Jack: Not always. In the summer, it's sunny.

3. Jane: Hey Daisy. What's the weather like in the USA?

Daisy: Well, in the fall, it's cloudy. New York is cloudy.

Jane: Cloudy, huh? OK.

4. Jane: What about the winter?

Daisy: In New York? In the winter, it's snowy.

(CRACK!)

Jane and Daisy: What's that?

Kids: Aaaahhhh!!

(SOUNDS OF FOOTSTEPS RUNNING)

Bean: Ha ha!

STRUCTURE

What's the weather like in the UK?
In the spring, it's rainy.

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

Track 75 

B: *What's the weather like in the UK?*
G: *In the spring, it's rainy.*

4. Divide the class into two groups. Group A: sing the question; group B: sing the answer.
5. Swap roles and repeat.


Pronunciation tip 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 76 






B: *What's the weather like in London?*
G: *What's the weather like in London?*
M: *What's the weather like in London?*

PRONUNCIATION TIP 

"What is the..."  "Whatsa..."

D Practice. Ask and answer.

What's the weather like in Washington?
In the summer, it's sunny.

	WASHINGTON 	LONDON 	BEIJING 	HANOI 	OTTAWA 
Spring	RAINY	WINDY	CLOUDY	CLOUDY	RAINY
Summer	SUNNY	SUNNY	SUNNY	SUNNY	SUNNY
Fall	CLOUDY	CLOUDY	WINDY	WINDY	CLOUDY
Winter	RAINY	RAINY	RAINY	RAINY	SNOWY

Practice.

1. T: I say "weather/Hanoi". You say, "What's the weather like in Hanoi?"
T: I say "weather/Washington". You say, "What's the weather like in Washington?" OK?
T: weather/Hanoi
Class: What's the weather like in Hanoi?
T: weather/Washington
Class: What's the weather like in Washington?

Continue whole class/group/individual drills, with:

- weather/London
 - weather/Beijing
 - weather/Ottawa
2. Divide the class into group A and group B.
T: I say "weather/Hanoi/spring/cloudy".
Group A, you say, "What's the weather like in Washington?"
Group B, you say, "In the winter, it's snowy."
T: I say "weather".
Group A, you say, "What's the weather like in Hanoi?"
Group B, you say, "In the spring, it's cloudy." OK?
T: weather/Washington/winter/snowy
Group A: What's the weather like in Hanoi?
Group B: In the spring, it's cloudy.
T: weather/Washington/winter/snowy

Continue whole class/group/individual drills with:

- weather/London/winter/rainy
- weather/Beijing/summer/snowy
- weather/Ottawa/spring/rainy

Ask and answer.

3. Have students look at the chart and call out the cities and weather they can see.
4. Demonstrate the activity using the example.
5. Divide the class into pairs.
6. Have student A point and ask, have student B answer.
7. Swap roles and repeat.
8. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Guess the question" game.



1. Divide class into two teams.
2. Call out an answer.
3. Have each team take turns guessing the question.
4. Award points for each correct guess.
5. Have students take turns.

Vocabulary:

village, city, quiet, noisy, peaceful, exciting

Structure:

Where do you live?

I live in a _____.

What's it like?

It's _____.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

A Listen, point and say.



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 77

1. M: Village.
2. M: City.
3. M: Quiet.
4. M: Noisy.
5. M: Peaceful.
6. M: Exciting.

B 1. Listen and read.



1. Review the story from the previous lesson "It started raining as the children hiked."
2. Now introduce the situation "The children go home on a quiet road..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and draw lines.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and draw lines.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

Track 78 - 79

Narrator: The children go home on a quiet road. . .

Narrator: Look at the pictures. Listen. There is one example.

1. (SOUND OF THE BUS ON THE ROAD)

Lucy: Where do you live, Jack?

Jack: I live in a village.

Lucy: What's it like?

Jack: Oh, it's quiet. Just like here.

Narrator: Can you see the line? This is an example. Now listen and draw lines.

2. Jane: Where do you live, Nam?

Nam: I live in a city.

Jane: What's it like?

Nam: It's exciting. Very exciting.

3. Mai: And you, Daisy? Where do you live?

Daisy: I live in a village.

Mai: What's it like?

Daisy: It's peaceful. I love it.

4. Alfie: What about you, Wendy? Where do you live?

Wendy: I live in a city. Beijing.

Alfie: Beijing? What's it like?

Wendy: It's noisy. Always traffic jams.

(SOUND OF BUS BRAKING) (COWS MOOING)

Alfie: Ha ha! We have cow jams.

STRUCTURE

Where do you live?

I live in a **village**.

What's it like?

It's **quiet**.

Track 80

M: Where do you live? W: I live in a village.

M: What's it like? W: It's quiet.

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as a whole class.

Track 81 

Where do you live?
I live in a village.
What's it like?
It's quiet.

4. Divide the class into two groups. Group A: sing the question; group B: sing the answers.
5. Swap roles and repeat.


Pronunciation tip 

1. Draw attention to the example sentence and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 82 

B: Where do you live?
G: Where do you live?
M: Where do you live?

PRONUNCIATION TIP 

"Where do you..."  "Waredya..."

D Practice. Point, ask and answer.



Practice.

1. Divide the class into group A and group B.
T: I say "Where do you live/city".
Group A, you say, "Where do you live?"
Group B, you say, "I live in a city."
T: I say "Where do you live/village".
Group A, you say, "Where do you live?"
Group B, you say, "I live in a village." OK?
T: Where do you live/city
Group A: Where do you live?

- Group B: I live in a city.
T: Where do you live/village
2. T: I say "What's it like/quiet".
Group A, you say "What's it like?"
Group B, you say, "It's quiet."
T: I say "What's it like /noisy".
Group A, you say "What's it like?"
Group B, you say, "It's noisy." OK?
T: What's it like/quiet
Group A: What's it like?
Group B: It's quiet.
T: What's it like/noisy

Continue whole class/group/individual drills with:

- What's it like/peaceful
- What's it like/exciting
- What's it like/big
- What's it like/small

Point, ask and answer.

3. Demonstrate the activity using the example.
4. Divide the students into pairs.
5. Have the student A point and ask, have student B answer.
6. Swap roles and repeat.
7. Afterwards, have some pairs demonstrate in front of the class.

E Play the "Three guesses" game.



1. Divide the class into two teams.
2. Have a student from team A stand in front of the class facing away from the board.
3. Stick a flashcard on the board.
4. Have another student ask a question relating to the flashcard.
5. Have the student from team A try to guess the answer.
6. The student has three guesses before the other students tell them the answer.
7. Have students from each team take turns.

Social studies - Asian neighbors

Thailand, South Korea, shopping mall,
metro, temple, island
What can I do there?
You can _____.
Are there any _____?
No, there aren't but there are some _____.

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

NEW WORDS Listen, point and say.



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 83

1. M: Thailand.
2. M: South Korea.
3. M: Shopping mall.
4. M: Metro.
5. M: Temple.
6. M: Island.

LISTENING Listen and circle "True" or "False".



- | | | |
|---|---------------------------------------|-----------------------------|
| 1. Thailand has many beautiful beaches and islands. | <input checked="" type="radio"/> True | <input type="radio"/> False |
| 2. Bangkok is the capital city. It has a metro, sky trains and bicycle taxis. | <input type="radio"/> True | <input type="radio"/> False |
| 3. In the dry season, you can go to an island or go to the beach and swim. | <input type="radio"/> True | <input type="radio"/> False |
| 4. You can see elephants and lions in a nature park. | <input type="radio"/> True | <input type="radio"/> False |

1. Introduce the situation "There are many interesting places to visit in Asia..."
2. Have students call out the objects and people they can see.
3. Have students listen and circle True or False.
4. Check answers as a whole class.

Useful language box

1. Have students look at the useful language box.
2. Have students listen to audio and repeat.

Track 84

Narrator: Look at the pictures. Listen. There is one example.
1. Thailand has many beautiful beaches and islands. There are lots of rivers, mountains and jungles, too.
Narrator: Can you see the circle? This is an example. Now listen and circle.
2. Bangkok is the capital city. It has a metro, sky train and river taxis. You can use them to visit temples, shopping malls or museums.
3. Thailand has great weather. In the dry season, you can go to an island or go to the beach and swim.
4. In the rainy season, you can go walking in the jungle. You can visit elephants or tigers in a nature park.

Track 85

B: What can I do there?
G: You can go to a shopping mall.
B: Are there any beaches?
G: No, there aren't, but there are some lakes.

USEFUL LANGUAGE

What can I do there? You can go to a shopping mall.
Are there any beaches? No, there aren't, but there are some lakes.

READING Read the article. Circle the correct answers.

Things to do in Seoul

Seoul is the capital city of South Korea. It is a big city and very beautiful. It has an excellent metro that is easy to use. You can take the metro to visit a museum, shopping mall or one of the many parks. South Korea has great weather. It is very warm in the summer in Seoul. There are many temples and interesting places to visit. There aren't any beaches near Seoul but there are rivers and forests. There is a big mountain in the center of the city.

- | | |
|--|---|
| 1. What is the capital city of South Korea?
a) Bangkok
b) London
c) Seoul | 2. You can take the metro to go to...
a) shopping malls and museums
b) the beach
c) a mountain |
| 3. There are many...
a) hotels
b) mountains
c) temples | 4. There is a big...in the center of the city.
a) island
b) mountain
c) lake |

1. Have students read the text individually.
2. Read the text as a whole class.
3. Demonstrate the activity using the example.
4. Have students look at the statements and and circle the correct answers.
5. Check answers as a whole class.

SPEAKING Practice the conversation.

A: What's a good place for a holiday in Vietnam?
 B: What about **Hanoi**?
 A: What can I do there?
 B: You can go to a **market**.
 A: Are there any **beaches**?
 B: No, there aren't. But there are some **lakes**.

Ho Chi Minh City/Dalat/Nha Trang

shopping mall/temple/beach

mountains/islands/forests

parks/waterfalls/islands

1. Have students look at the dialogue.
2. Divide class into pairs, and have them role play the dialogue.
3. Swap roles and repeat using the different words on the right.
4. Afterwards, have some pairs demonstrate in front of the class.

WRITING Look at **READING** . Write about a place in Vietnam.

Things to do in _____.

Where is it?
 What's it like?
 What does it have?
 What's the weather like?
 What can you do there?

1. Have students write full sentences about the country they want to visit.
2. Have them list three things they want to do there.
3. Divide the students into pairs.
4. Have students take turns reading to each other.
5. Afterwards, have some students read in front of the class.

LISTENING Listen and tick (✓) the box. There is one example.

Where's Harry from?

Example



What's China like?



What's the weather like in China?



Where's Jessica from?



What's the weather like in the UK?



1. Have students look at the pictures and call out the weather and countries they can see.
2. Play audio and demonstrate the activity using the example.
3. Play audio and have students listen and tick the box.
4. Play audio again.
5. Play audio again and check answers as a whole class.

G: That sounds so nice.
 2. Narrator: What's the weather like in China?
 G: Is it hot in China?
 B: Well, in the summer it's very hot.
 G: Really?
 B: Yes, it's really nice. But it gets windy in the fall.
 G: Windy in the fall?
 B: Yes, that's right.
 3. Narrator: Where's Jessica from?
 B: Are you from the USA, Jessica?
 G: No, I'm from the UK.
 B: I have a friend from the UK.
 G: Oh really? What's his name?
 B: His name is Jack.
 4. Narrator: What's the weather like in the UK?
 B: What's the weather like in the UK?
 G: It rains a lot.
 B: Does it snow in the UK?
 G: Oh, yes. It's snowy in the winter.
 B: I like the snow.
 G: Me too!
 Narrator: Now listen again.

Track 86

Narrator: Look at the pictures. Listen. There is one example.

Narrator: Where's Harry from?

B: Hello.

G: Hello, what's your name?

B: My name's Harry. What's your name?

G: My name's Jessica. Where are you from?

B: I'm from China. I'm Chinese.

Narrator: Can you see the tick? This is an example. Now listen and tick the box.

1. Narrator: What's China like?

G: What's China like?

B: China is beautiful. There are lots of things to see there.

G: Are there mountains in China?

B: Yes, there are beautiful mountains and lakes in China.

READING & WRITING Read the text and choose the best answer. Tom is talking to his friend Jane.

Example

Tom: Where do you live?

Jane: A. It has lakes, rivers and forests.

B. I live in a city. It's exciting.

C. It's cold and windy in the winter.

2

Tom: What can I do in Bangkok?

Jane: A. You can visit a temple.

B. There are many hotels.

C. It's hot in the summer.

1

Tom: What's the weather like in the USA?

Jane: A. In the spring, it's rainy.

B. It has pretty rivers and lakes.

C. In the summer, it's snowy.

3

Tom: Where do you live?

Jane: A. It's rainy in Vietnam.

B. New York is very noisy.

C. I live in a village.

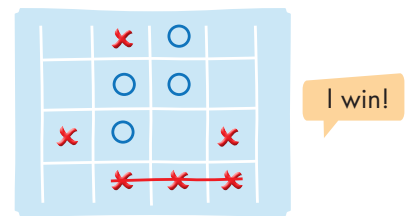
1. Have students read the text individually.
2. Read the text as a whole class.
3. Demonstrate the activity using the example.
4. Have students look at the statements and fill in the blanks.
5. Check answers as a whole class.

SONG Turn to page 103. Listen. Sing along. 

1. Have students turn to page 103.
2. Read lyrics as a whole class.
3. Play audio and have students listen.
4. Play audio again and have students listen and sing along.





GAME Ask and answer. Play the "Connect three" game.

Pair 1	vs.	Pair 2	  
Where's he/she from? 			
He's/She's from _____. He's/She's _____.			
What can I do there? 			
You can _____.			
What's the weather like in ____? 			
In the _____, it's _____.			
Where do you live? What's it like? 			
I live in a _____. It's _____.			



1. Divide the class in groups of 4. Divide the groups into pairs. Have each pair use a different color pen.
2. Have students play rock, paper, and scissors. The winners will go first.
3. Student A from the first team points to space on the board where they wish to put a mark and asks the related question. Student B answers. If correct, then that team can put a mark on the space. If incorrect, the next team takes their turn.
4. The winners are the team that can get three of their own marks in a row, horizontally, vertically or diagonally.

I CAN...

- I can talk about nationalities. 
- I can describe countries and talk about where I live. 
- I can talk about the seasons and weather. 
- I can talk about some Asian countries and what I can do there. 

Go through the "I can" statements with students, have them color the stars to represent their understanding.

- I can talk about nationalities.
- I can describe countries and talk about where I live.
- I can talk about the seasons and weather.
- I can talk about some Asian countries and what I can do there.

"I Can" statements

1. Read the statements and give an example for each.
2. In pairs, have students give a few more examples for each aim, then briefly practice.
3. Ask students color one, two or three stars, to show how well they can perform the tasks.

- ★★★ = Great!
- ★★☆ = OK
- ★☆☆ = Needs more study

For students with two or fewer stars, recommend that they review the theme at home, or do the Workbook exercises or Activity Multi-ROM (if they have it).