

MODULE 10 Spring Festival

UNIT 1

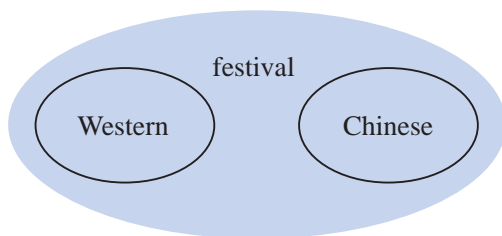
Are you getting ready for Spring Festival?

Listening and vocabulary

Preparation

Activity 1

- Write “festival” on the board in a circle.
- Ask the students if they like festivals and why. Ask what kind of festivals they like, Western and/or Chinese. Add two more circles. Write “Western” in one and “Chinese” in the other (see the diagram below).
- Let the students brainstorm different festivals in groups of 3-4.
- Elicit what people do on festivals. Put students’ ideas on the board. Ask what the biggest festival in January or February is in China. Ask if they are ready for it now — imagine it’s tomorrow. Ask what they usually do to get ready.



Activity 2

- Mime the actions of the new vocabulary or expressions for festivals (e.g. sweep the floor / cook the meal / learn a dragon dance / make lanterns). Say what you are doing and ask students to repeat chorally for pronunciation.
- Tell students to mime various actions. Ask what they’re doing. Elicit answers “We’re...”
- Put students in groups of 4-6. One person tells the others to do various actions and asks what they are doing.

- Monitor. Continue until they all have taken their turn.

- Mime an action, elicit what it is and write it on the board. Ask students to read it.

1. Match the pictures with the expressions.

- Tell students to look at the expressions and the pictures.
- Ask them to talk about what is happening in the pictures in pairs.
- Ask them to describe each picture using the new expressions. Then match the pictures with the phrases.
- Elicit answers from the class.

Answers

1. b 2. a 3. c 4. c 5. d

2. Listen and number the pictures.

- Ask them to listen to the recording and answer two questions: a) What are Lingling’s mother and aunt doing? b) What is Lingling doing?
- Play the recording again to check. Elicit their answers.
- Play the recording again. Tell the students to number the pictures in the order they hear the actions.
- Check their answers in pairs.
- Elicit which pictures show each activity.

Answers

a—2; b—3; c—1; d—4

Tapescript

Lingling: We’ve got lots of things to do. My mother and my aunt are cleaning the house. My mother’s dusting the furniture and my aunt’s sweeping the floor. Betty and Daming are learning a dragon dance, and I’m making lanterns. My grandma’s cooking the meal. Like many people, we’re getting ready for Spring Festival.



3. Listen and read.

- Tell the students they are going to hear a conversation between Tony and Lingling. Tell them to listen and find out what Lingling and her family are doing.
- Play the recording while the students listen. Let students check their answers with a partner.
- Tell them to listen again to check.
- Elicit answers and ask the students to read the questions after the conversation.

Now choose the correct answer.

- Ask questions to check, and introduce the short answer. (e.g. — Is Lingling sweeping the floor? — No, she isn't.)
- Ask several Yes/No questions, then the students answer.
- In pairs, students then point to pictures and ask Yes/No questions.
- Ask the students to read the conversation silently and underline key activities and who is doing them.
- Students answer the questions on their own and then check with a partner by asking and answering the questions. Monitor their work.
- Use open pairs to elicit the answers.

Answers

1. Yes, they are.
2. No, they aren't.
3. No, she isn't.
4. No, she isn't.
5. Yes, she is.
6. Yes, he is.

4. Answer the questions.

- Ask the students to read the questions and guess the answers to them on their own. Ask them to write the possible answers in pencil.
- Play the recording again. Students read and listen to check their answers or change them.
- Students repeat the questions chorally for intonation.
- Elicit the answers by asking the students to ask

each other across the class.

Answers

1. She's making big red lanterns.
2. Lingling's father is working.
3. She's sweeping the floor.
4. She's cooking the meal.
5. They're learning a dragon dance.

5. Complete the passage with the correct form of the words and expression from the box.

- Tell the students to read the passage on their own, and then talk about what is missing with a partner.
- Ask them to fill in the missing words on their own, and then check with a partner by reading each other's together, picking up and correcting any mistakes.
- Elicit the answers by asking the students to read out full sentences one at a time.

Answers

- | | | |
|------------------------|----------------|-------------|
| 1. happening | 2. ready | 3. hard |
| 4. putting things away | 5. quite | 6. lanterns |
| 7. dragon | 8. is hurrying | |
| 9. joining | | |

Pronunciation and speaking

6. Listen and repeat.

- Tell the students this activity is to practise pronunciation.
- Try something new and mime the sounds and words. Exaggerate the mouth movements, keep a natural rhythm but make no sound, for example, /w/ (use your mouth like a fish) — what; /j/ (move your jaw forward and slowly open) — you
- Ask the students to guess the word by copying and making the sound.
- Play the recording without stopping and tell them to listen to the sounds and words.
- Play the recording again and stop at the end of each line. Ask the class to repeat.
- Do the same again and ask individual students to repeat.
- Ping-Pong practise in pairs. Student A mimes the



sound and word and Student B says it. Then change.

7. Work in pairs. Ask and answer about what people in the pictures are doing.

- Look at the picture together in pairs and talk about what people are doing.
- Then look at the question example and tell them to ask questions with Yes/No answers. Monitor as they work.

Extension

- Tell the students to look at the pictures in Activity 7 again and to think about what is happening in each picture.
- Ask them to describe one of the pictures in pairs. One describes something and the other writes what he/she tells him/her.
- He/She then passes the paper to their partner and tells his/her partner what to write next.
- They pass it back and forth until the description is written. Both put their names on it. They can draw a picture on it too if they like.
- Pairs read out their description and do the same practice to other pictures.

UNIT 2

My mother's cleaning our house and sweeping away bad luck.

Reading and vocabulary

1. Work in pairs. Look at the pictures and talk about what's happening.

- Mime sweeping the dirt out of the room and ask why.
- Show the students a red lantern. Ask and teach what it is in English and why it is red.
- Students repeat the word chorally.

- Show a *hongbao*. Ask what's in it and why. Students repeat.

- Ask the students to talk about what the people in the pictures are doing in pairs.

- Elicit different descriptions from the pairs. Tell them beforehand to choose a picture, and then describe it but not to tell the class which one it is. Both students speak and the class guess.

- The class decides which one it is.

2. Read the passage and match the paragraphs with the pictures in Activity 1.

- Talk about Spring Festival, introduce new vocabulary and students chorally repeat it for pronunciation recognition (e.g. *jiaozi* — dumplings).
- Say they are going to read about Li Shan's family. Ask the students to find out: a) Who is cleaning the house? b) Who gives Li Shan a *hongbao*?
- Tell them to read the three paragraphs to find out answers. Then match the pictures with the paragraphs.
- Students check their answers with their partners.
- Elicit the answers. Students must choose a sentence to read out to show why.

Answers

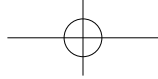
A—1; B—2; C—3

3. Complete the passage with the correct form of the words and expression from the box.

- Tell the students to read the passage on their own, and then talk about what is missing with a partner.
- Ask the students to fill in the missing words on their own, and then check with a partner by reading each other's answers, picking up and correcting any mistakes.
- Elicit the answers by asking the students to read out full sentences one at a time.

Answers

- | | | |
|--------------|----------------|---------------|
| 1. celebrate | 2. few | 3. sweep away |
| 4. luck | 5. traditional | 6. dumpling |
| 7. programme | 8. means | |



Extension

- Ask which students' families come from another city. Find out where and ask if the traditions are the same as the ones in the book.
- Put two headings on the board, "the same" and "different". Elicit a couple of ideas, then put students in groups to brainstorm and list similarities and differences.
- Ask groups to report back to the class or do a whole class board feedback. Students from each group run up and write ideas on the board.

Writing

4. Look at the notes about Christmas in Britain. Match the notes with the headings.

- Ask the students what they think Christmas is. Talk about the differences between Christmas and Spring Festival. Tell the students Christmas is a religious festival.
- Put the headings "getting ready" "presents" and "traditional things on Christmas Day" on the board. You could do a word map with "Christmas" in the first circle and the others in circles attached to it.
- Read the list of preparations and traditions and tell the students to decide which heading they belong under on their own.
- Check their answers in pairs.
- Ask the students to complete the word map on the board.

Answers

Getting ready: a, d, e, h

Presents: a, c, d

Traditional things on Christmas Day: b, c, f, g, h

Learning to learn

- Read the "Learning to learn" box and tell the students that there are many different ways to learn and record new vocabulary.
- Put students in small groups of 3-4 and give them one or two minutes to come up with as many different ways as they can think of for learning vocabulary.
- Elicit a list from the class and write on the board.

- Discuss with the whole class which way they think is best (e.g. in groups, in alphabetical order, with pictures, word maps, headings, example sentences).
- Vote on which is the most popular but tell the students they should find a way that suits them depending on how they learn best.

Extension

- Play the vocabulary game "Hot Seat". In this game students work in teams. The teacher writes a word or an expression from this module (or previous modules) on the board. One student sits in the hot seat in each team but doesn't know what the word or expression is. They have to guess. The others in his/her team mime and/or describe it for them to guess. The first team to guess gets a point. The team with the highest points wins.

- Explain to the students how the game works.
- Divide the class in half. Each half is a big team.
- Put two chairs with the backs against the board at the front of the room.
- Bring one person up from each team and let them sit in their hot seats with their backs to the board.
- Write up the first word or expression on the board between the two teams. Tell the other students in each team to describe or mime the meaning until the person in the hot seat gets it.
- The first to get it gets a point and a new person in the team goes into the hot seat.
- If the class is large, set up two more seats at the board at the back of the class. Give class monitors the list of words and they can be the teacher writing the words on the board. This can be very noisy but lots of fun. It's also very memorable way of learning vocabulary.

5. Write sentences with the notes in Activity 4. Join two notes and write one sentence with *and*.

- Demonstrate how to join the notes together by giving an example joining ideas under the same heading.

You can leave out the second *they*.

- Show why and how they can leave out the subject



“they” with the same example.

- In pairs, students join notes together, leaving out the second “they” from their sentences.
- Ping-Pong: Student A prompts with one of the notes and Student B makes a sentence, joining it with another note. Then change.

6. Choose one of the headings in Activity 4 and write about Christmas in Britain.

- Tell the students to choose among “getting ready”, “presents” and “traditional things on Christmas Day”.
- Ask them to write three sentences individually, joining ideas together to make a paragraph under the heading of their choice.
- Students read each other’s writing in pairs and help each other correct mistakes.

Possible answer

Getting ready/Traditional things on Christmas Day:

In the days before Christmas, kids like to decorate the Christmas tree. They put colourful lights on it. Christmas music plays on all the radio stations, as well as in shops. People wear red and green, the traditional colours of Christmas.

UNIT 3

Language in use

Language practice

Preparation

- Tell the students to stand up when you say something that is true for them. (e.g. Stand up if you make lanterns at Spring Festival.) They must continue standing. They cannot sit down until you ask them to.
- When all are standing, change and say, “Sit down if you don’t...”

1. Work in pairs.

- Ask the students to look at the pictures in pairs. Elicit some of the activities to check pronunciation. Ask a pair to ask and answer a question about Picture 1. Correct any mistakes.
- In pairs, students ask and answer questions as in the example.
- Use open pairs to elicit some examples of student language. Praise and help them correct any mistakes.

2. Write questions and short answers.

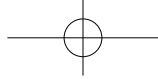
- Ask the students to work in groups of 4-6. One student mimes an action for group partners to guess and asks about what he/she is doing. The group partners answer with short answers.
- Tell the students to look at the question prompts and write out the full questions and short answers individually.
- Check their answers in pairs. Call back answers in open pairs.

Answers

- Is Lingling’s mother cleaning the house?
— Yes, she is.
- Is Lingling’s father making lanterns?
— No, he isn’t.
- Is Lingling’s aunt cooking the meal?
— No, she isn’t.
- Is Lingling’s grandma sweeping the floor?
— No, she isn’t.
- Are Daming and Betty learning a lion dance?
— Yes, they are.
- Are Lingling’s family getting ready for Spring Festival?
— Yes, they are.

3. Write questions and answers about the pictures in Activity 1.

- Write a question prompt on the board as the example. Elicit the question and answers from different students. Write some other question prompts linked to the pictures.
- Elicit the questions and answers.
- Put the students in pairs to think of the questions in the activity, and then tell them to write them individually.



- Students check their answers in pairs by asking and answering the questions they wrote.
- Call back answers in open pairs.

Possible answers

1. — What are the father and daughter doing?
— They're cooking.
2. — What's the grandma doing?
— She is making red lanterns.
3. — What are the mother and son doing?
— They're using the computer.
4. — What are the family doing?
— They're watching TV.
5. — What are they doing?
— They're doing/learning a lion dance.

4. Complete the passage with the correct form of the words and expression in brackets.

- Write "Present" in a circle on the board. Under it on the left write "Now" and under "Now" write "at the moment / at 9:00 am". On the right, write "Regular habit". And under it write "usually / every New Year". Check the meanings.
- Write up a list of time expressions and ask the students to talk about them in pairs and put them under the right heading.
- Ask several students to write the expressions under the right columns on the board. If the class disagree, they can come up and change them.
- Now ask the students to read the passage and think about what the missing words are.
- Students complete the passage by writing the verbs in the correct forms individually.
- Tell the students to check the answers in pairs, talking about what the answers should be and why.
- Ask the students to read out the sentences line by line to elicit answers.

Answers

1. are getting ready
2. are cleaning
3. are sweeping
4. is cooking
5. work
6. buy
7. get
8. eat

5. Work in pairs. Find four things that you both do at Spring Festival and report to the class.

- Ask the students to talk with a partner and make a list of the things they do to get ready, on the day and the next day of Spring Festival. Tell them they can use "usually", "always" and "sometimes".
- Students choose four things and write them down.
- Students report back to the class, each student reading out two things.

Around the world: Christmas and Father Christmas

- Read the caption and look at the picture with the students.
- Discuss what you can see and what you think of this.

Culture box: Santa Claus

Santa Claus, St. Nicholas or Father Christmas as he is called in many countries, is a character who brings presents to children who have been good throughout the year. St. Nicholas originated in the Netherlands and left presents for children in their wooden shoes. Santa is another word for St. (Saint), a holy man or woman.

Parents tell their children that if they're good, they can write a letter to Father Christmas with a list of presents they want. In the UK and US, children believe Father Christmas arrives on a sleigh pulled by reindeer and comes down the chimney to leave his presents. They leave him some biscuits and something to drink by the fireplace. Children hang a stocking (large sock) at the end of their beds or by the fireplace for Father Christmas to fill with little presents. In the morning, when they open their stocking, they may find an orange to wish them good health, or a piece of coal if they've been naughty.

Module task: Writing a letter about Spring Festival to a foreign student

6. Work in pairs. Ask and answer questions about what you and your family are doing for Spring Festival at the moment.

- Read the example and ask the students to imagine it is Spring Festival now and to make notes of their



own and their family activities. They can add lots of things.

- Tell them they can use some of the information from Activity 4, but must think about “now”.

7. Write notes about your Spring Festival. Use the headings to help you.

- Ask the students to organise their notes under the given headings. Give an example.
- Tell them they can use some of the information from Activity 4 again, but think about “usually”.

8. Write a letter to a friend saying:

- what you’re doing for Spring Festival at the moment.
- what you usually do.

Use your notes in Activities 6 and 7.

- Look at the model letter layout with the students and discuss it with them.
- Show them pictures of possible penfriends to choose from and say they are going to write a letter to him/her using the notes they made.

- Ask the students to write a letter individually. Remind them they can put ideas together with “and”. Monitor as they work.

- In pairs students read each other’s letter and help correct mistakes.

Possible answer

Dear Linda,

Here in China it’s Spring Festival and we’re getting ready. My mother is cleaning the house and my father is helping her. Usually we have a big family dinner and we watch a special TV programme in the evening to celebrate the festival.

Tell me about a festival in your country.

Love from,
Lucy

Extension

- Students deliver their letters to others in the class, who read them out to the class.