

MODULE 3 My school

UNIT 1

There are thirty students in my class.

Listening and vocabulary

Preparation

- Ask the students to look around, and then ask what they know about their classroom, asking “What’s in our classroom?”

- Point at different things around the room asking what “this”, “that”, “these” and “those” are. Remind them to use these words in their questions and think about the meaning.

- Students then point and ask in open class.

- Use a student example (e.g. computer) and ask “What about a computer?” to introduce “There is a(n)...” and do several single objects. Repeat chorally and individually.

- Then elicit and introduce plurals with “some” the same way using student examples, “There are some...” Repeat chorally and individually.

- Tell students to look around again and ask them about things that are not in the room (e.g. dogs), elicit others and introduce “There aren’t any...”

- Recap the questions. Tell the students to work in pairs and ask about the classroom. Monitor as they talk.

- Elicit some examples from the whole class.

1. Look at the pictures and talk about them.

- Tell the students to read through the words in the box and have them repeat after you chorally and individually.

- Take care with “computer” and “television” which have their stress on the second and third syllables, while the other multisyllable words have it on the first syllable.

- Ask them to match and label the pictures with the appropriate words individually and then check with their partner.

- Now in groups, tell the students to describe each classroom using: There is... There are some... There aren’t any..., everyone saying one sentence.

- Call back descriptions for the different classrooms from the groups by asking “What about Classroom...?” from the whole class. Each student in the group gives one sentence as you go around.

2. Listen and choose the correct picture in Activity 1.

- Tell them that they are going to listen to the recording. Ask them to decide which classroom is being described in the three pictures and check (✓) the correct one.

- Play the recording through while they listen and focus on the pictures.

- Play it again for them to check and then ask them to check their answer with a partner.

- Elicit the answers from the whole class. You may ask for a show of hands. Count the hands and note the number on the board. Repeat with the other pictures. If there are a lot of different answers, play the recording again, pausing and repeating sections they want to hear.

- Ask the students for reason(s) for their choice.

Answer

Picture 1

Tapescript

Betty: Look at this picture, Lingling. This is my classroom. It’s not big. There are 30 students in my class. Sixteen are girls and 14 are boys. There are 30 desks in the classroom and there are some books on the desks. On the teacher’s desk there’s a computer. There’s also a television, but there isn’t a map on the wall.



3. Listen and read.

- Tell the students they are going to listen and read about Linda and Daming's classrooms.
- Write "Daming" and "Linda" on the board and tell them to discuss what they think are in their classrooms in pairs.
- Ask if they think they are big or small, elicit items for each and write them under their names.
- Ask them to read the conversation silently. Tell them not to worry about words they don't know. Explain this activity is designed to check the main ideas only.
- Play the recording and ask the students to listen and read the conversation.
- Play the recording again and pause after each sentence, asking students to repeat chorally and individually.
- Put the students in different pairs to practise the dialogue. They should change roles when they finish.

Now complete the table.

- Tell the students they are going to complete the table based on the information they have listened to and read in Activity 3.
- Read out the headings of the last three columns to make sure students know what information to write in each. You may want to elicit the questions students need to ask. (e.g. How many students are there in Linda's class? How many students are there in Daming's class? Where are the pictures? What type of map is there?)
- Elicit the answers from the whole class. Remember that this activity is designed to check comprehension.

Answers

Class	Number of students	Pictures	Type of map
Linda's class	30	There are pictures at the front of the classroom.	a map of England
Daming's class	40	There aren't any pictures.	a map of the world

Methodology tip: Whole class/group feedback

This can be done in different ways to involve as many students as possible when finding out what they have learnt or understood. It is student-centred and gives the quieter, less confident students a chance to participate. Answers on the board are anonymous so mistakes can be corrected by the whole class.

Pronunciation and speaking

4. Listen and repeat.

- Explain that this activity is to focus on some English sounds that can be difficult to pronounce for Chinese speakers.
- Play the recording once without stopping.
- Play the recording again and stop at the end of each line. Ask the whole class to repeat.
- Play the recording again. Stop at the end of each line and ask individual students to repeat.
- Ask for some open pair Ping-Pong: Student A says the sound and B responds with the words. B says the next sound and A responds with the words.
- Ask the students to practise in pairs.

5. Listen and repeat the numbers.

- Ask the students to look at the numbers and try saying them to themselves or work with a partner.
- Play the recording, and ask them to listen first.
- Play the recording again and pause it for them to repeat chorally and individually.
- Exaggerate the stress on the first syllable and ask students where it is, first or second (e.g. thirty).
- Elicit the numbers from different students in the class.

6. Match the words with the numbers.

- Ask the students to match the written numbers and the figures individually and then check with a partner.
- Have three students come up and write up the words for three numbers.
- Have three more come up and write the numbers next to them.



- Do the same again.
- Then have two more do the same for the next two numbers, with two more coming up to write the numbers. Repeat for the final two.
- Check the answers and the spelling with the class as a whole, correcting any mistakes. Ask the class to say the numbers chorally and individually.

Answers

twenty-one—21; seventy—70; sixty—60;
forty-six—46; ninety—90; eighty—80;
fifty—50; twenty—20; thirty—30;
forty—40

7. Work in pairs. Write about your classroom. Use numbers.

- Ask the students to read the words in the table and count up how many there are of each item in the classroom.
- Elicit some questions and answers in open pairs so that students can report the information. (e.g. How many desks are there in our classroom? There are 30 desks in our classroom.)
- Have the students write their sentences in their notebooks or come up and write them on the blackboard.

8. Work in pairs. Talk about your ideal classroom.

- Tell the students to work with a partner and decide how big their “ideal” classroom will be and what is in it.
- Elicit examples of what would make it “ideal” and why. Ask different questions such as, “How many (desks) are there?” “Is there a (basketball)...?” “Are there any (flowers)...?”
- Repeat the questions chorally and individually.
- Tell them to look at the table in Activity 7 and make a new table for their partner.
- Students ask each other about their ideal classroom and fill in their table. Use open pairs × 3 to demonstrate.
- Ask some of the students to describe their partners’ ideal classrooms.

UNIT 2

The library is on the left of the playground.

Reading and vocabulary

Preparation

- Personalise and use yourself to illustrate the meaning of prepositions. Move around the desk and ask where you are.
- Repeat the prepositions and ask the class to repeat them after you.
- Move objects to show the meaning and ask where they are. Start with prepositions they know. (e.g. Put a chair next to the desk and ask where the chair is. Elicit “It’s next to the desk.”)
- Ask about different objects. Then move an object and ask a student to ask another student where it is.
- Do several examples of “next to” and “in front of” first, then add “behind” and “between”.
- Put students in pairs and groups to ask where things in the classroom are. Tell them they can move something and ask about it too. Monitor as they talk.

1. Label the pictures with the words and expressions from the box.

- Tell the students to look at the pictures and try to elicit the places. Read through the eight names of places in the box and have the students repeat them chorally.
- Pay attention to the stress. Exaggerate the pronunciation to help the students hear the stress.
- Make sure they understand what the words mean.
- Ask them to label the pictures individually, then check with a partner, asking “What’s this?/What’s that?”
- Elicit answers from the whole class in sentences.



Answers

2. gate 3. building 4. sports hall 5. science lab
6. library 7. office 8. playground

2. Read Betty's words, and write her classmates' names on their desks.

- Ask the students to read Betty's words silently to find where the students are sitting.
- Ask where the front of the classroom, and the teacher's desk are.
- Ask them to label the teacher's desk in the picture. Tell them to read again and in pairs decide where the students are sitting.

Answers

Teacher's desk		
Li Min	Gao Yan	Zhao Feng
Betty	Daming	Lingling

3. Read the passage and label the map of the school.

- Tell the students to look at the picture of the school and ask what they can see.
- Ask where the different places are. Ask them to describe the school in pairs.
- Draw the plan on the board and elicit some examples.
- Tell them to read quickly and check (✓) the places mentioned.
- Call back the places mentioned from the whole class.
- Ask the students to label the map and check the answers with the whole class.

Answers

1. library 2. school offices 4. dining hall
5. sports hall 6. science building

4. Answer the questions.

- Tell the students to read again, answer the questions and check with a partner.
- Check the answers with the whole class, then

with individual students.

- Ask the students to read the questions aloud to elicit the answers from the whole class.

Answers

1. There are six buildings.
2. It's the playground.
3. There are many books, maps and computers.
4. There are 24 classrooms.
5. They are in the science building.

Writing

5. Look at the sentences.

- Read through the sentences with the class and have the students repeat them after you.
- Point out the short forms and explain it's much more natural to use them than to repeat everything.
- Ask them to write the short forms individually, then check with a partner.

Now answer the questions. Use short forms.

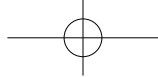
- Elicit answers from the whole class. Have students ask the questions and others answer in complete sentences using the short forms.

Answers

1. It's 2. They're 3. it isn't

6. Answer the questions about your school in Activity 5.

- Draw a rectangle on the board and put your school's teaching building(s) on it.
- Tell the students to copy it. Elicit places in their school and write them on the board. Divide the students into A and B and tell As to draw the first three places and Bs the next three individually.
- Read through the questions in Activity 5 with the class and have them repeat them. Elicit other possible questions of their own. (e.g. Where are the computer rooms?)
- Tell them Student A asks about the three places in the school not on his/her picture and Student B tells him/her where it is. They then draw it. Demonstrate with open pairs.



- Then Student B asks about another three places not on his/her picture and draws it.
- Monitor their pair work, make a note of any mistakes you hear, but don't interrupt.
- Elicit some answers from the whole class using open pairs. Then tell the students to stick their pictures on the wall or blackboard and walk around and look at them all.
- As they are walking around, write up some of the mistakes on the board. When they sit down, tell them there are some of the mistakes you heard and ask the students to correct them as a class.

Now write answers to the questions.

- Students then write down their answers to the questions in Activity 5 individually.

Methodology tip: *Delayed feedback*

Delayed feedback is a way of encouraging fluency and confidence in speaking. When you monitor, you listen and write down common mistakes you hear for the whole class to consider and correct together. Write them on the board and ask the class to think about them in pairs. Then correct with the whole class.

UNIT 3

Language in use

Language practice

Preparation

- Read through the sentences with the whole class and ask the students to repeat them after you.
- Make sure they understand the differences in meaning and use of the grammar points.
- Elicit some examples of each point from the class.

1. Work in pairs. Ask and answer the questions about your school.

- Ask the students to read through the questions

aloud as a class, repeat chorally, then use open pairs to practise individually.

- Students ask and answer the questions in pairs.
- Elicit answers from the whole class.
- Put students into groups. Write the names of different places in the school and put them into a hat or box. Walk around for each group to choose one.
- Ask them to talk about their place and discuss where it is using the prepositions they know and what is in it using "There is.../There are..."
- Tell them the other groups have to ask questions to guess which one it is. They have to ask full questions.
- They can only use short form answers, numbers and describe "where" with prepositions.
- Each group could become a team. Make some rules to ensure the whole class participate. (e.g. They must ask different types of questions before they guess.)
- Check what information the class has found out about each place to encourage them to listen.
- The team that finally guesses takes the next turn in the game.

2. Look at the picture and answer the questions.

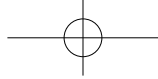
- Ask the students to look at the school plan now. Elicit one or two sentences about it.
- Students read the questions, then practise in pairs.
- Use open pairs to elicit answers in complete sentences.

Answers

1. It's on the right of the gate.
2. It's behind the science building.
3. It's in the middle of the school.
4. It's on the left of the gate./It's in front of the science building.
5. It's between the dining hall and the sports hall.

Now complete the passage.

- Tell the students to look at the picture and then read the passage.



- Ask them to think about what kind of word is missing. Tell them to complete the sentences individually.
- Ask the students to check with a partner.
- Elicit answers from the whole class.

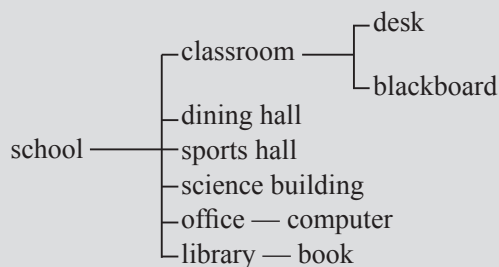
Answers

1. On the right of
2. classroom building
3. Behind
4. between
5. sports hall
6. trees

3. Complete the word map with the words and expressions from the box.

- Demonstrate how a word map works by putting one on the board.
- Ask the students to brainstorm and complete the word map individually, and then check with a partner.
- Elicit answers from the whole class or ask different students to come up and fill in the map on the board.

Possible answers



Methodology tip: Vocabulary brainstorm and whole class feedback

- Vocabulary brainstorm: This is a quick student-centred way to find out what vocabulary the students know. It saves time and involves the whole class. It gives the teacher a chance to see what they have learnt. It also gives quieter students a chance to participate with others so they feel safe. For example, put category headings on the board, such as countries. Elicit a word they know and write it under the category. Then put the students in groups, say six, and tell them to write the category headings down on a piece of paper. They have two minutes to think of as many words as they can. If everyone in

the group says one word that could be six words. One person can write the words for the group. Walk around and monitor as they talk.

- Whole class feedback: Write some category headings on the board. Give out a piece of chalk to each group. Ask all the students with the chalk to stand up. Tell them they are all going to run to the board at the same time and write one word under whichever category they want. Hold up the chalk or board pen. They run back to their group and give the chalk to someone else. Then they run and do the same. Check instructions. When the board is covered with words, check with the class. The students correct the mistakes, such as the wrong spelling or words in the wrong category. It is anonymous so no one knows who wrote the words. If someone writes a word others don't know, that student can teach it.

Learning to learn

- Discuss the value of the word map for learning and remembering new words.
- You may wish to demonstrate with other word groups.

Around the world: School age

- Ask the students to look at the picture and discuss what they see.
- Read the description.

Culture box: Schools in the UK

In Britain, children have to go to school by law from 5-16, and can choose to continue until they are 18. There are three main types of schools:

Pre-school education

There are many privately run nursery schools, and kindergartens. Local education authorities also run pre-school playgroups and some primary schools have their own pre-schools for children who will be attending their school. These are for children aged 3-5. There are also One O'clock Clubs for mothers to take their young children to. These are supervised play centres and are for babies to five year olds who come with a parent.

Primary school

Children begin school when they are five. They stay in the same primary school until they are 11.



Secondary school

All children go to school from 11 to 16. At 16, children take their GCSE (General Certificate of Secondary Education) exams. After this, they can decide to leave school, go to a college or begin work or do an apprenticeship to learn a skill, such as hairdressing or plumbing. Most pupils stay on until they are 18 and take higher exams or go to University. They usually study only three subjects intensively for these Advanced level exams (A levels), which they need to go to university.

Module task: Describing your school

4. Draw a map of your school.

- Tell the students they are going to be drawing a map of their school to help them describe it.
- Ask them to make a list of all the buildings and places they know.
- Put the students into groups of 3-4 to discuss how big the school is and where everything is.
- Nominate someone to draw and the others in the group tell him/her what to draw and where. Pass it around the group.

5. Decide what to describe with the help of the words from the box.

- Tell the students to look at the words and each student in the group chooses one.

- Then each one makes a sentence with their word to describe the school. (e.g. There are maps in the classrooms.)

- Tell them to take notes as they listen to each other. Monitor and deal with any questions.

6. Write about your school.

- Tell students to look at the model description.
- Tell them to use their map, lists and notes to write their own descriptions individually.
- Put the students in pairs to exchange their descriptions, read and check similarities and differences.
- While they are checking, ask three students to come to the board and each writes a sentence on different parts of the board. When they have finished, bring up three more students.
- Monitor the pair discussions while students are writing and notice what they are writing on the board.
- When they have sat down, ask the class to look and compare the description on the board with their own answers.
- Read with the class. Have them correct mistakes and add information from their own descriptions.