

# MODULE 9

## People and places

### UNIT 1

## We're enjoying the school trip a lot.

### Listening and vocabulary

#### Preparation

##### Activity 1

- Tell the students to do/mime various actions (e.g. stand up / sit down / read a book / sleep / take lots of photos).
- Each time model the language of what they are doing, and students repeat it chorally. (e.g. We're standing up.)
- Then tell them to do things again and ask, "What are you doing?" Students reply, "We're..."
- Model the question and students repeat it chorally. Tell the class to do something and someone to ask them what they are doing.
- Put students in groups of 4-6. One person tells the others one thing to do and asks what they are doing and the others reply.
- Then the next student tells them to do something. Continue till all have had a chance.

##### Activity 2

- Ask the students to do something and ask when they are doing it. Elicit "now".
- Show them life photos of a footballer and a singer. Ask what both do every day.
- Contrast what they do every day with what they are doing now. (e.g. A footballer plays football every day. Now he is listening to music. / A singer sings every day. Now she is running in the park.)
- Check they understand the difference in present time.

### 1. Work in pairs. Look at the pictures and talk about them.

- Ask the students to look at the pictures and elicit what is happening in them. Write suggestions on the board (e.g. a school trip, the Great Wall).
- Tell the students to look at the words and expressions in the box. Ask if there are any they don't know. Mime to demonstrate meaning of new vocabulary.
- Ask the students to work in pairs and match the words and phrases with the pictures and talk about the pictures. Tell them there may be more than one expression for each picture.
- Elicit expressions for each picture: a) stand in line / wait for the bus; b) call / walk on the Great Wall; c) take photos / lie in the sun; d) buy postcards / shop. You can elicit a few sentences to prepare them for the listening if you want to. (e.g. She's buying postcards. They're waiting for the bus.)

### 2. Listen and number the pictures.

- Tell the students to look at the pictures and describe them in pairs.
- Elicit their descriptions and then tell them to listen to the recording.
- Ask them to number the pictures in the order they hear the actions.
- Play the recording twice. Then ask the students to check their answers with a partner.
- Play it again to check and elicit answers from the class.

#### Answers

a—4; b—1; c—3; d—2

#### Tapescript

1. **Lingling:** Hooray! We're finally walking on the Great Wall. What are you doing, Betty?  
**Betty:** Shh! I'm calling my mother.
2. **Betty:** What are you doing, Lingling?  
**Lingling:** I'm shopping. I'm buying postcards and a few presents.



3. **Tony:** What are you doing, Wang Hui? Taking a photo?

**Wang Hui:** Yes, I'm taking your photo.

**Tony:** No, not me. I'm lying in the sun and eating an ice cream.

4. **Daming:** Look, everyone's standing in line.

**Tony:** Yes, they're waiting for the bus.

### 3. Listen and read.

- Ask the students if they like school visits and why.
- Introduce "have a good time / enjoy it". Students repeat chorally and individually.
- Ask the students to read to see if the students are having a good time and why.
- Tell the students to read the conversation silently.
- Ask the students to read the table and talk about possible answers with their partner.
- Ask the students to listen and read. Play the recording through.

### Now complete the table.

- Play the recording again. Students underline the people and their activities on their own, then check with a partner.
- Elicit the answers by asking what each pupil is doing.
- Students answer in full sentences. (e.g. Betty is talking to her mother.)

### Answers

People	Things he/she is doing
Betty	talking to her mother
Tony	eating a delicious ice cream
Wang Hui	taking lots of photos
Lingling	buying a few presents and postcards
Daming	having lunch and lying in the sun

### 4. Underline the correct words.

- Tell the students to read through the sentences, decide which is the correct word and underline them.

- Students check their answers in pairs.
- Call back answers in full sentences.

### Answers

1. trip 2. a few 3. sale 4. are enjoying

### 5. Work in pairs. Say what people are doing in the conversation.

- Model the question "What's Betty doing?" Students repeat it chorally.
- One student asks another about Betty.
- Then one student asks about a different student and another says what he/she is doing.
- Put them in pairs to ask and answer questions about what people are doing in the conversation. Monitor as they work.

### Pronunciation and speaking

#### 6. Listen and repeat.

- Explain that this activity is to practise pronunciation.
- 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 pronounces the sound and Student B the words and they then change.

#### 7. Listen and repeat.

- Ask the students to read all the words and mark or underline where the stress in each word is (all on the first syllable except "enjoying" which stresses the second syllable).
- Play the recording without stopping and tell the students to listen to the words and notice the stress.
- Play the recording again and stop after each word. Ask the class to repeat.
- Ask individual students to repeat to check.



### 8. Work in pairs. Say what the people are doing at the moment.

- Tell the students to look at the pictures in the first activity again and to think about what is happening in each.
- Students describe the pictures in pairs, using the present continuous.
- Students continue to work in pairs. Each student asks a question about another person in the room and his/her partner replies. (e.g. — What is the teacher doing? — My teacher is talking.)

## UNIT 2

### They're waiting for buses or trains.

#### Reading and vocabulary

#### 1. Match the words and expressions from the box with the pictures and say what the people are doing.

- Read through the words in the box with the students.
- Put them in pairs to talk about the words in the box.
- Ask the students which ones they aren't sure about, then teach and check the meaning. Tell them they will need to know these words later, when they do Activity 2.
- Ask the students to match as many of the words to the pictures as they can (not all of them). Then say what the people are doing in each picture.
- Ask the students to check their ideas with a partner.

#### Possible answers

**Picture 1:** bus, drive

The people are getting on the bus.

**Picture 2:** coffee, restaurant

The people are drinking coffee in the restaurant.

**Picture 3:** The people are working.

**Picture 4:** sleep

The city is sleeping.

**Picture 5:** The people are watching TV/a film.

#### 2. Read the news report and match the paragraphs with the pictures in Activity 1.

- Write "London", "Moscow", "Beijing", "Los Angeles" and "New York" on the blackboard. Show students a world map and ask them to talk in groups of 3-4 about where they think the five cities are (which countries).
- Ask the groups to describe the five pictures and what the people are doing in them.
- Tell them everyone has to say something about each picture.
- Elicit the descriptions from different groups. Tell them to choose a picture but not to tell the class which one it is. The class must guess.
- Each student in the group says something about the picture. The class decides which one it is.
- Ask the students to read the five paragraphs and match the photos with them.
- Elicit answers from the whole class.
- Present and practise the question and negative form. Ask questions that cannot be right because of the time. (e.g. Ask if they are sleeping in London.)
- Model the answer "No, they aren't sleeping. They're working." Students repeat the negative chorally and individually by asking the question.
- Model the question. (e.g. Are they sleeping in London?) Put them into pairs to ask and answer questions.

#### Answers

A—1; B—5; C—3; D—4; E—2

#### 3. Choose the correct answer.

- Tell the students to read through the sentences and the choices of answers first.
- Then go back to the text, read quickly and underline the key information.
- Tell them to read the sentences again but before



answering, find the information in the text, and then choose.

- Check their answers in pairs. Then call back full sentences from the class.

#### Answers

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

#### 4. Complete the passage with the correct form of the words from the box.

- Go through the words in the box with the students. Ask them to find the words in the text and revise their meaning.
- Tell them to look carefully at how “thing”, and “still” are used.
- Check the meaning. Then tell them to read the passage and complete them with words in the box in pairs.
- Elicit answers in full sentences from the class.

#### Answers

1. things 2. moment 3. restaurants 4. most 5. still

#### Writing

##### Preparation

- Use examples in the text using “so” to teach the meaning. Say “It’s one o’clock at night so people aren’t having dinner.” Students repeat chorally. Ask what they are doing. Then say, “It’s one o’clock so people are sleeping.” Students repeat chorally.
- Ask if it’s late at night or day. Say “So, do you usually have dinner in the middle of the night or sleep?” Tell them “so” means “because of that/for that reason”.
- Elicit what people do at particular times. Put the times on the board. Tell them you want them to finish the sentences. Say “Now, it’s 6:30 in the morning so people are/aren’t...”
- Point to other times and elicit two more examples, and then put students in pairs to say a time now and respond with “so” and an action.

#### 5. Find out what time it is now in London, Moscow, New York and Los Angeles. Write sentences about what people are doing or aren’t doing. Join sentences with *and* or *so*.

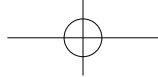
- Draw some clocks on the board or use the PPT. Write the different cities under them and fill in the time by asking if anyone knows the difference in time.
- Some of the students may have electronic watches they can check.
- Start with “London / 12:00”, then “Beijing”, say “It’s 8 hours later” and elicit “20:00” if they know this. Put up other times if they don’t know them (e.g. Moscow 3:00; New York 7:00; Los Angeles 4:00). Then ask them to write a sentence for each place as in the example.
- Ask them to join ideas together with “and” or “so”.
- In pairs, they look at each other’s examples and help correct mistakes of time or language.
- Elicit examples from the class.

#### Extension

- Give the students the following examples of world times: London 13:00 = Sydney 22:00 = Beijing 20:00.
- Ask them to make similar sentences in pairs about what people are doing, comparing these three places with their own time when it’s 13:00 in London.
- In pairs, they look at each other’s examples and help correct mistakes of time or language.
- Elicit examples from the class.

#### Culture Box: World time

World time is standardised from Greenwich in London at the 0° line of longitude. The world’s surface is divided into 24 zones, each one of 15° longitude. The time is then given as the number of hours ahead (+) or behind (-) Greenwich Mean Time (GMT). So for example, Beijing is GMT+8. New York is GMT-5 hours.



#### 6. Read the postcard and check (✓) the true sentences.

- Hold up a postcard and ask when they write them. Tell them this one is from Hollywood. Ask if anyone knows where it is and why it is famous.
- Pre-teach key vocabulary.
- Ask the students to read the postcard and decide who it is to and who it is from.
- Read the sentences, and then read the postcard again. Underline key information, and then check the true sentences individually.
- Students check answers in pairs and give reason if false.
- Elicit the answers from the whole class.

#### Answers

1. ✓ 2. ✓ 3. × 4. ✓

#### 7. Write Betty's postcard to her grandma from the Great Wall.

- Read through the instructions with the class.
- Ask them to talk about what you can do and see on the Great Wall in groups of 3-4. Tell them they can use the information from earlier in the Module for ideas.
- Elicit what you can do and see at the Great Wall. Put student ideas on the board.
- Go through the postcard again to show them how a postcard works in English. Ask about different parts, how to start, say what they are doing and how to finish.
- Tell them to write the postcard to Betty's grandma on their own and to use the postcard as a model.
- Ask the students to look at each other's postcards in pairs and help each other correct any mistakes.
- Elicit some example postcards from the whole class in pairs with students reading each other's.

#### Possible answer

Dear Grandma,

I'm writing this postcard to you at the Great Wall! I'm visiting it with my class and we're enjoying the trip a lot. Wang Hui is taking lots of photos and Lingling buying a few postcards and presents. The teacher is talking to us about the history of the Wall.

Love,  
Betty

## UNIT 3

### Language in use

#### Language practice

##### Preparation

- Ask the students to look at you and ask what you are wearing.
- Ask about students in the class.
- Put them in pairs and tell them to stand up and look at each other.
- Teach the question "What am I wearing?"
- Tell them to look again for a few seconds and then they have to turn around, stand back to back and ask the question about themselves.

#### 1. Look at the picture. Say what they are doing.

- Elicit some of the activities in the picture.
- In pairs they point to different people and ask what they are doing.

#### 2. Complete the conversation between Tony and his dad with the correct form of the words in brackets.

- Ask the students to read the conversation and find out where Tony is and if he is enjoying it.
- Tell them to read again and complete the





conversation on their own, using the correct form of the verbs given in brackets.

- Tell them to check their answers in pairs. Then ask them to read it, one student being Tony and the other his dad.
- Check students' answers by having them read out the conversation. Write up any that might be a problem for spelling.

#### Answers

1. are visiting
2. are writing
3. is taking
4. are enjoying
5. are looking
6. are looking
7. are having

### 3. Write about the pictures.

- Ask the class to describe the pictures. Elicit what people are doing.
- Ask questions like those in the conversation in Activity 2.
- Elicit sentences with the new vocabulary and write them up on the board. Ask the students to help you spell the verbs and new vocabulary.
- Ask them to go on and describe the pictures in pairs, asking questions.
- Then they finish the description after the example on their own.

#### Answers

2. are playing; aren't playing
3. isn't watching; is working

### 4. Work in pairs. Mime an action for your partner to guess. Use the expressions to help you.

- Mime some actions from the list in the box (e.g. driving a car), and tell the students they have to guess what you're doing.
- Ask the question and tell them they have to ask another question to see if they are right. (e.g. — Are you running for the bus? — Yes I am./No, I'm not.)
- Tell the students to work in pairs and take it in turns to mime the rest of the expressions in the box.
- Ask a few pairs to demonstrate or individual students to mime and the whole class has to guess the action.

### Learning to learn

- This kind of personalisation is an important way of helping students remember words and phrases. They are more likely to remember things if they relate the language to themselves.

### Around the world: Time zones

- Look at the pictures and words with the students.
- Ask them to remember some of the things that people do at different times.

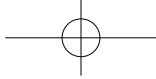
### Module task: Making a radio report

#### 5. Work in groups of three or four. Plan a radio report.

- Put the students in groups of 4-6 to talk about school events and decide what event they want to write a report about (e.g. sports day, English day).
- They can use their own ideas.
- Elicit and make a list of different possibilities on the board (e.g. sports day, English day, school show, visit to a museum).
- Ask the students to list the activities their group would like to report in the news.
- Once the groups have decided what news item they want to write about, tell them to list the activities related to that event.
- Remind them of the report in Unit 2. In their groups they describe the event.
- One person writes and the others tell him/her what to write, then he/she passes the paper to the next student.
- The others continue telling the report as the next student writes it down. All help with spelling and grammar.
- Continue with everyone contributing to the report passing the paper around, including all the activities discussed.
- Think of a title for their report. Draw some pictures too if they like. Write their names on it.

#### 6. Show your report to the whole class.

- Tell the students that they can exchange their reports with other groups. Put their names on the bottom, then pass their reports around for the other



groups to read. Pass them around until they have read them all.

- Alternatively, stick them on the walls and everyone walks around and reads them.
- Or have each group stand and read out their report with everyone taking it in turns to say something.
- The class choose the one they like most.

#### **Culture Box: *Collecting postcards***

Do you collect things? Coins? Stamps? These are the two most popular collecting hobbies in the world. Coin collecting has been around for thousands of years and stamp collecting since the 1860s. The third most popular hobby is collecting postcards. Postcard collecting was a huge craze in the early years of the 20th century. Old postcards increased significantly in value, and picture postcards from the past 100 or so years are now appreciated by tens of thousands of collectors.

#### **7. Choose the best report.**

- Ask for nominations from the class for the best report. Put the group names on the board.
- Call out the names and the class vote by a show of hands.



外语教学与研究出版社  
<http://www.fltrp.com>