

# MODULE 6 Around town

## UNIT 1

### Could you tell me how to get to the National Stadium?

#### Listening and vocabulary

##### Preparation

- Show pictures of different places in a city. Elicit places students often go to in their free time for shopping or to enjoy themselves (e.g. cinema, park, market, clothes shop, bike shop, zoo). Then stick them on the side of the board.
- Draw three streets across the board. Then draw a street down through the middle. If you like, you can give names to all four streets.
- Go to the middle street and go up the board saying the first crossing, the second crossing and the third crossing. Point and ask what street it is. Students repeat them chorally after you.
- Stick the pictures of different places on each of the streets, some on the left and some on the right of the street down the middle. Make sure that some of the places are opposite or next to each other.
- Ask students “Where is the...?” Introduce “Walk along and turn left.” Model and repeat chorally then add “at the second crossing”. Ask about places on the left and on the right.
- Bring two students up to the front. You pretend to be lost, so they have to give you directions. You may ask, “Excuse me, is there a market near here?” Students may reply, “Walk along and turn left at the third crossing.”
- Teach the question, exaggerate the intonation to be very polite and students repeat chorally. Ask students to pretend to be lost and ask each other.

#### 1. Match the words from the box with the pictures.

- Read the place words in the box. Repeat them with the class and ask where the stress is in the words.

- Tell students to look at the pictures and match the words with them.
- Tell students to imagine the places are all on the same street. Ask and answer by pretending to be lost again. You ask, “Excuse me! Where’s the...?” Students answer, “Walk along... and it’s on the left/ on the right/next to/between/opposite...”

#### Answers

bank—b; museum—c; restaurant—a; station—d

#### Now listen and number the places as you hear them.

- Play the recording twice while the students listen and number the places they hear in order.
- Check their answers in pairs and ask them if they need to listen again.
- Elicit their answers.

#### Answers

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

#### Tapescript

1. **Tony:** Where’s the museum?  
**Lingling:** Look at the map. It’s here. Walk along the street, turn right and go across the park.
2. **Tony’s dad:** I need some money. Is there a bank near here?  
**Tony:** Yes, it’s in High Street, between the cinema and the bookshop.
3. **Daming:** Let’s have lunch.  
**Lingling:** There’s a good restaurant opposite the station.
4. **Betty:** Can you tell me the way to the station?  
**Daming:** Yes. Cross the street and turn left. It’s quite near.

#### 2. Work in pairs. Say which places in Activity 1 you can find in your home town and where they are.

- Ask students to work in pairs to do this. They talk

about which places there are in their district/home town.

- Students make a list first, and then decide where the places are and write sentences.
- They can check and compare their answers with another pair.
- Elicit answers from the whole class.

### 3. Listen and read.

- Tell students to look at a map of central Beijing. Ask what places they can see.
- Then ask students to listen to the conversation. They only need to find out where the tourist wants to go.
- Play the recording through and check their answers. Elicit the answer “The tourist wants to go to Wangfujing Dajie, a bookshop and the National Stadium.”
- Play the recording again and tell students to check their answers and follow the street names. Students should listen to how the street names are pronounced in English.

### Now answer the questions.

- Tell students to read the questions, and then go back to the conversation and find the answers.
- Ask them to check their answers in pairs.
- Call back the answers from the class
- Play the recording again, pausing often and have students repeat them chorally.
- Put students into groups of four to read the conversation. Tell them they can do it again and change roles.
- Have one of the groups act it out for the rest of the class.

#### Answers

1. Go across Dong Chang'an Jie, go along the street and turn left at the third street on the left.
2. The bookshop is just along Xi Chang'an Jie, on the right, opposite the bank.
3. A policeman.

### 4. Complete the questions 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 conversation and revise their meanings.
- Ask students to fill in the missing words on their own.

### Now work in pairs. Ask and answer the questions.

- Tell students to work in pairs to check their answers by asking and answering the questions.
- Elicit the answers by asking students to read out full questions.

#### Answers

1. Excuse
2. street
3. tourist; policeman
4. Could
5. Underground

### Pronunciation and speaking

#### 5. Listen and repeat.

- Ask students to read through the sentences on their own.
- Play the recording and ask students to follow.
- Play the recording again, breaking up long sentences into chunks. Have students repeat chorally and individually.
- Play the recording for the third time and pause after a whole sentence. Ask students to repeat.

#### 6. Read the conversation in Activity 3 again and complete the table.

- Tell the class to look at the table and elicit a question and an answer to complete the examples.
- Now ask students to work in pairs. They can go back to the conversation to look for questions and answers to complete the table.
- Practise asking and answering in pairs.
- Elicit the answers in pairs. Demonstrate the meaning of “There you are.”

### Possible answers

| Ask  | Answer  |
|--|---|
| 1. Can you tell me the way to Wangfujing Dajie?          | 1. Go across Dong Chang'an Jie, go along the street and turn left at the third street on the left. There you are.                                       |
| 2. Is there a bookshop near here?                        | 2. Yes, there is a big bookshop over there.   |
| 3. How can I get there?                                  | 3. Just along Xi Chang'an Jie, on the right, opposite the bank.   |
| 4. Could you tell me how to get to the National Stadium? | 4. Sure! Go along the street and you'll see an Underground station. Take the Underground to the Olympic Sports Centre, or you can take a bus or a taxi. |

### 7. Work in pairs. Draw a map of where you live. Show places.

#### Now ask for and give directions to places on the map.

- Ask students to draw a simple map of where they live with places nearby.
- In pairs, students ask about their partner's pictures and ask where some places are and how to get there.
- Check their answers in pairs.

## UNIT 2

### The London Eye is on your right.

#### Reading and vocabulary

- Practise the pronunciation of the names of the famous places in London. Model and repeat chorally.
- Show students a picture of London and ask the students if they know anything about it.
- Tell students something about each of these places. Use the culture box below for information

and to introduce key vocabulary (e.g. gallery, square, famous).

- Tell students to try to guess which picture you are talking about.

#### 1. Match the places with the pictures.

- Tell students to look at the pictures and describe them in pairs. Match the places with the pictures.
- Elicit the answers and descriptions of the different pictures from the whole class.

#### Answers

1—e; 2—c; 3—b; 4—d; 5—a

#### Culture box: Places of interest in London

- The National Gallery is a museum of art in Trafalgar Square with paintings of famous historical artists from around the world, such as Michelangelo.
- The London Eye is an enormous wheel that was built to celebrate the millennium in 2000. It is a series of pods, which are large glass rooms that hold about 15 people. People can walk around as the wheel moves and see the whole of London.
- The Tower of London is a very important historical prison, a place where prisoners were imprisoned and sometimes killed, even kings, queens and princes. It was built in the 11th century by William the Conqueror as a fort.

#### 2. Read the passage and follow the tour on the map.

- Ask students to look at the map and talk in pairs about where they think the different places are.
- Tell students that the passage will give them the route for a tour of London. Have them read the passage quickly first to see where the tour starts and finishes. The answer is "The Square."
- Then tell students to read it again and look for key information about the directions as they read. Draw the route on the map. Fill in the names of places when they get there.
- Ask students to check with a partner to see if they have the same route. They can go back to the passage to confirm.

- Elicit the route from the whole class.

### Learning to learn

- Read through the box with the whole class.
- Look at the reading passage *Tour of London* again and ask students to point out the names of places.
- Discuss how they remember words that they can't translate. For example, you can draw a picture or think of an image that is connected with the word. For example, Buckingham Palace is where the Queen lives, so you could think of a picture of the Queen to remind you of the word.

### 3. Label the places in Activity 1 on the map.

- Ask students to look at the map first. Then play the recording and ask students to follow and fill in the names of places on their own.
- Play the recording again. Have students check in pairs.
- Call back the answers from the whole class.

#### Answers

- A. National Gallery
- B. Buckingham Palace
- C. Houses of Parliament
- D. London Eye
- E. Tower of London

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

- Go through the words in the box. Check the meaning and repeat.
- Ask students to read all the questions and the answers first.
- Ask them to read again and fill in the missing vocabulary on their own, and then check with a partner.
- Elicit the answers with students asking and answering the questions.

#### Answers

- 1. tour; Square
- 2. famous
- 3. above; metres

- 4. clear
- 5. bridge

### Writing

#### 5. Draw a map of your journey from school to home. Mark the streets and other places on the map in English. Don't mark your home.

- Ask students to draw a map of the streets between their school and their home. Tell them they do not have to draw every street, only the big ones. Write the street names and other places on their map except their homes.

- Then tell students to think about the directions and what to say. They can make a list of the order and key information (e.g. turn left, turn right, walk along, at the second crossing).

#### 6. Write directions from your school to your home.

- Tell students to write their directions.
- Circulate and monitor their progress. Help where needed.

#### 7. Work in pairs.

- Ask students to work in pairs and show their maps to their partners. Student A reads the directions and Student B marks Student A's home on the map.
- If time permits, they can dictate their directions to each other.

## UNIT 3

### Language in use

#### Language practice

#### Preparation

#### Activity 1

- Guessing game. Tell students you are going to think of an object and tell them where it is.
- Students listen and have to guess what it is, but they can ask questions. Give more information if necessary. For example, you say, "It's on the

wall at the back of the room.” Students ask, “Is it a picture?” You say, “No it isn’t. It’s next to the blackboard.” Students ask, “Is it a map?” You say, “Yes, it is.”

- Then put students into groups of 4-6 to do the same activity among themselves.

### Activity 2

- Go through the functional language of asking for, giving and following directions in the practice box with the students. Repeat chorally for polite intonation and pronunciation.

- Ask students what language is demonstrated. Elicit the answer “Language asking for and giving directions in Beijing.”

#### 1. Work in pairs and look at the map.

- Read the instructions with the class. Put students into pairs and ask them to decide who will be A and who will be B to begin with.

- Say you are A and they are B. Demonstrate what to do with the class, giving a starting point and directions for them to follow.

- Then ask the As what they are going to do. Do the same with the Bs.

- In pairs, students give directions or find the way by following the directions, drawing the routes on the map and guessing the finishing place.

#### Now choose another starting place on the map.

##### Student B gives directions.

- Tell students to change roles and alternate who asks and who answers.

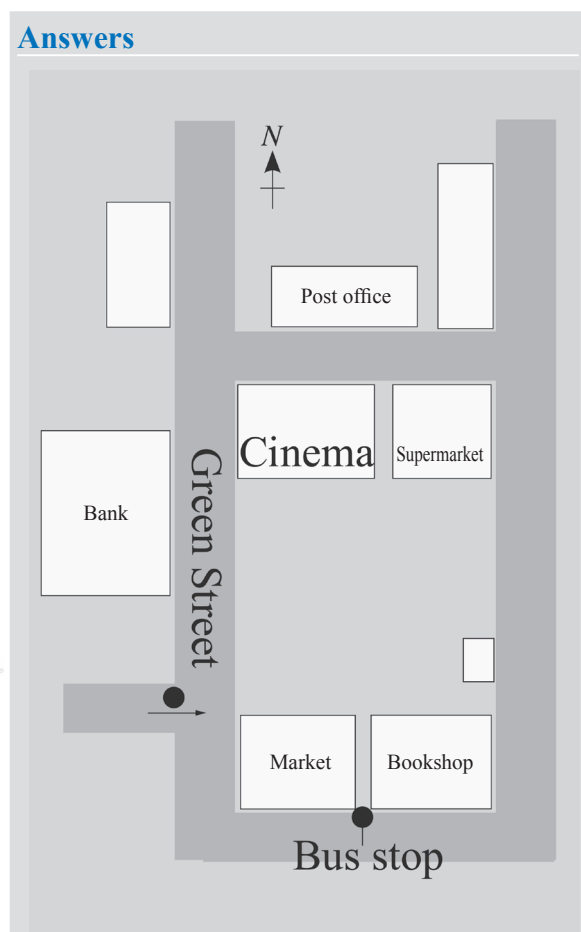
#### 2. Read and label the places.

- Ask students to read the conversation and look at the map. When they find a place, label it.

- Read again to check and then check with their partners.

- Check answers as a class with students.

### Answers



#### 3. Look at the map and complete the passage with the words and expressions from the box.

- Read through the directions in the box with the students and ask them to demonstrate the directions with their hands or arms.

- Ask students to read the description of the map and look for the places described.

- Complete the passage with the words and expressions that show where the places are.

- Check their answers in pairs, then in open class.

### Answers

- |            |              |                  |
|------------|--------------|------------------|
| 1. between | 2. next to   | 3. opposite      |
| 4. across  | 5. turn left | 6. on your right |

#### Around the world: A famous place

- Talk about Russian royalty, the tsars and the Hermitage Palace.

- Explain that the Russian royal family lived in the palace in the winter. It contains a lot of paintings and furniture.
- Read the description and answer any questions the students have.
- Students can find out more about St Petersburg for homework and report to the class in the next lesson.

#### **Module task: Giving directions around your home town**

#### **4. Write about your hometown. Say:**

- **the most important places to see**
- **where they are**
- **how you get there**
- Ask students to talk in pairs about what to include. If they have problems thinking of places, suggest some famous monuments. Suggest ways to translate the Chinese names into English.
- Tell students to make a list of the important places to see and where they are.
- Tell students to write some directions about how to get to each of them. Imagine the tour starts from a central location, such as a train station.
- Elicit some suggestions from the whole class.

#### **5. Write an email to a friend and say what to do on a one-day tour of your home town. Use the information from Activity 4 to help you.**

- Tell students they must send their friends an email about a one-day tour of their home town that they want to take them on.
- Ask students to use their notes to write the email individually.

- Give students a model to follow (see below).
- Tell students to check their emails together and help each other notice and correct any mistakes together.
- Ask some of the students to read their emails.

#### **Possible answer**

Dear Paul,

I'm really looking forward to your visit. There are three very interesting places to see in my home town. They are the science museum, a beautiful park and a big market. The park is near my home. To get there, we can take a bus or we can walk. Then we can walk to the science museum. It's near the train station. Then we can buy some souvenirs at the market. To get to the market, we take a bus from opposite the science museum.

Hope to see you soon!

Yours,  
Mark

#### **6. Draw a map of your home town and mark out the important places.**

- Tell students to draw a map of their home town, using the information from Activities 4 and 5.
- Ask students to check their maps in pairs.
- Elicit the answers by asking two students to draw their maps on the board.