

MODULE 7

My past life

UNIT 1

I was born in
a small village.

Listening and vocabulary

Preparation

- Show a picture of yourself when you were little. Say, "This is me. I was... years old in this picture."
- Use the picture to tell them a story about where you are from or where you were born. (e.g. I was born in Harbin.) Repeat it chorally. Point to a student, say "You" and ask "Harbin?" Prompt answers. (e.g. No, I was born in Beijing.)
- Then ask the students around the class "Where were you born?" to elicit individual responses.

1. Listen and number the questions as you hear them.

- Ask students to read and repeat the questions after you for pronunciation.
- Tell students to listen for each question and number them as they hear them.
- Play the recording twice.
- Students check their answers in pairs.
- Elicit the questions in order from the whole class.

Answers

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

Tapescript

Daming: Where were you born, Betty?

Betty: I was born in Quincy, a small town in the US.

Daming: What was your first school like?

Betty: My first school was John Adams Primary School. It wasn't a big school and it was very friendly. There were 20 students in my class.

Daming: Who was your first teacher?

Betty: Ms Smith.

Daming: Was she strict?

Betty: Well yes, she was, but she was also very nice to us.

Now answer the questions. Use the words and expressions from the box.

- Tell students to look at the words and expressions in the box and repeat them chorally for recognition.
- Play the recording and tell students to listen for the questions again and answer them.
- Play the recording twice.
- Students ask and answer in pairs.
- Elicit answers with students asking and answering each question.

Answers

- Ms Smith.
- It wasn't a big school and it was very friendly.
- I was born in Quincy, a small town in the US.
- Yes, she was, but she was also very nice.

2. Listen again and check (✓) the true sentences.

- Tell students to read the sentences and guess the answers from what they remember.
- Play the recording and tell students to listen for the information. Ask students to check in pairs.
- Elicit answers from the whole class and if the sentences are false, ask students to say why.

Answers

1. ✓ 2. ✓ 3. × 4. × 5. ✓

3. Listen and read.

- Check the difference between a city, a town and a village. Elicit some examples in China.
- Tell students to listen and read.
- Tell students to find out where Lingling and Tony were born and what their first teachers were like.

Now choose the correct answer.

- Tell students to read the questions and guess the answers. Then listen and read again. Tell them to underline key information in the conversation when they hear it.
- Choose the correct answers, then check their answers in pairs.
- Listen and read again to be sure.
- Elicit answers from the class with students asking and answering the questions.

Answers

1. Yes, she was.
2. Yes, it was.
3. No, it wasn't.
4. No, she wasn't.
5. Yes, she was.
6. Yes, they were.
7. Yes, she was.
8. No, he wasn't.

4. Complete the table.

- Tell students to look at the table first, and then read the conversation again and fill in the missing information on their own.
- In pairs, students ask and answer to check.
- Elicit answers by having one student ask a question and another student answer.

| | Born in | First teacher | First school | First friend(s) |
|----------|-----------|---------------|-----------------------|-----------------|
| Lingling | Xucun | Ms Yao | | |
| Tony | Cambridge | Mrs Lane | Darwin Primary School | Becky and Adam |

Pronunciation and speaking

5. Listen and notice the stressed words.

- Ask students to read through the sentences and responses and notice the stressed words. Play the recording while they follow.
- Ask students to repeat the sentences chorally and individually.

Now listen and repeat.

- Play the recording again, pausing after each sentence for students to repeat.

- Pair the students to practise with each other.

6. Work in pairs. Ask and answer the questions about your past life.

- Tell students to look at the questions they are going to ask.
- Read through the questions and repeat them for pronunciation. Ask several students first, and then nominate students to ask in open class.
- Put students in different pairs to ask each other. Tell them to make notes of the answers.
- Put students into groups of 4-6 to ask about each other's partners. (e.g. Where was Li Wei born?)
- Groups report back to the class what they found out about each other.

Now tell the rest of the class about your past life.

- Ask several students to tell about their past lives based on the questions.

UNIT 2

I was born in Quincy.

Reading and vocabulary

Preparation

- Show students a picture of a house with a garden and trees around it.
- Point to the different rooms, say what they are and have students repeat them chorally and individually.
- Put the rooms in sentences saying what you do in each of them. (e.g. I eat in the kitchen. I sleep in the bedroom.) Repeat them chorally.
- Ask students "Where do you wash?" and elicit the answer by pointing at the bathroom. Students answer, "I wash in the bathroom." Ask, "Where do you relax?" and elicit the answer by pointing to the living room. Students answer, "I relax in the living room."

- Prompt other questions with more verbs (e.g. cook, play). Have students ask in open pairs.

1. Label the picture with the words from the box.

- Tell students to look at the picture in pairs and describe it.
- Label the picture as they describe it.
- Elicit answers from the whole class.

Answers

1. garden 2. living room 3. bedroom
4. bathroom 5. kitchen

2. Read the passage and choose the correct answer.

- Elicit the types of places the students think a good town has, such as a swimming pool, shops, cinemas, a sports stadium, theatres etc.
- Use context to introduce key vocabulary. Draw a park; put a pond in the middle and boats on the pond. Ask students if there is lots to do or little. Students answer, "Lots."
- Ask students what they can do in a good town (e.g. see films/movies, play sports/basketball etc). Elicit and say, "People are never bored because there is lots to do there." Repeat "bored" chorally.
- Now ask students to read the passage quickly to find out where Quincy is and if Betty lived in a house or a flat. Students answer, "Quincy is in America. Betty lived in a house."
- Now ask students to read the statements and guess the answers.
- Tell students to read the passage again to find the information related to the statements and underline it.
- Tell students to read the statements again and choose the correct answer.
- Ask students to check in pairs. Go back to the passage if they disagree.
- Elicit answers with students reading out the full sentences.

Answers

1. was 2. Two 3. were 4. was 5. wasn't

Learning to learn

- Use this section to introduce the idea that some words in American English are different to those used in British English and that some are spelled differently.
- Read through the *Learning to learn* box with the class.
- Explain that when they read American passages they may notice different spellings. They should mark them with "Am E" for American English and "Br E" for British English.
- You may want to make a table on the board to show some more examples:

| Am E | Br E |
|-----------|--------|
| apartment | flat |
| candy | sweet |
| center | centre |
| ... | ... |

3. Answer the questions.

- Ask students to read the passage again and find the answers to the questions.
- Tell students to check their answers with their partners, and then do Ping-Pong practice in pairs with the opposites.
- Elicit their answers with one student asking and another answering the questions.

Answers

1. Yes, there were.
2. Two presidents of the US were born there.
3. John Adams and John Quincy Adams.
4. It was big and comfortable.
5. Five.
6. On her bedroom walls there were pictures of her favourite movie stars.
7. Yes, there was.
8. Yes, there were.

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

- Ask students to read the words in the box, and then complete the passage on their own.
- Tell students to check in pairs.
- Elicit the answers from the whole class.

Answers

- | | | | |
|----------------|-----------|---------------|--------|
| 1. coast | 2. east | 3. presidents | 4. ago |
| 5. comfortable | 6. stores | 7. bored | |

Writing

5. Look at the sentences.

- Ask the students to follow as you read the example. Explain how they can make one sentence from two by combining the ideas with “with”.

Now join the sentences with *with*.

- Ask students to join the sentences in the same way individually, without looking back at the passage.
- Check their answers together by doing Ping-Pong practice. Students alternate with one saying the two sentences and the other putting them together as one. Then alternate roles.

Look at the passage in Activity 2 again and check.

- Tell students to look at the passage again and check their answers.
- Elicit the combined sentences the same way in open class.

Answers

1. There was a big living room with a TV.
2. There was a big garden with lots of trees.
3. There was a small lake with fish in it.

6. Answer the questions.

- Check the pronunciation of the years students were born in. Write the years on the board and elicit pronunciation.
- Ask students to read the questions first. Then tell them to ask and answer the questions in pairs, and make notes of the answers for themselves.

- Monitor as they do this.

7. Describe your past life with the answers from Activity 6.

- Tell students to do this individually using their notes to write sentences about themselves in a paragraph.
- Check what they have written with their partners by reading them together and correcting any errors they find.
- Have a few students read out their paragraphs.

Possible answer

I was born in London in 1995. I was very happy there. My house was small but comfortable. My bedroom had blue walls with lots of posters. There were lots of things to do in London. It has many shops, parks and museums.

UNIT 3

Language in use

Language practice

Preparation

- Go through the sentences in the practice box with the students.
- Repeat sentences chorally and individually, focusing on the intonation of the questions.

1. Work in pairs. Read about Liu Yun. Ask and answer the questions.

- Ask students to read the information in the table about Liu Yun, think about the questions and how to answer them.
- Go through the example with students and elicit what the questions are.
- Have students answer the questions on their own, and then check in pairs by asking and answering each other.
- Elicit answers with students asking and answering the questions in open class.

Answers

- What was her primary school?
— It was Qiuzhen Primary School.
- Who was her first teacher?
— Ms Guo.
- Who were her first friends?
— Feifei and Lulu.

2. Complete the *You* column in the table in Activity 1.

Now work in pairs. Ask and answer the questions. Complete the *Your partner* column.

- Tell students to complete the table for themselves first.
- Elicit questions and nominate students to ask each other in open class.
- Ask students to work in pairs, taking it in turns to ask and answer.
- Check some answers with students asking each other questions in open class.

3. Complete the sentences with the correct form of *be*.

- Prompt correct past forms of “be” with “I, he, you, she, it, they, we”. Students respond by putting the words together with the correct form.
- Ask students to read the sentences and responses first.
- Tell students to complete the sentences with the correct past forms of the verb “be”.
- Check answers as a class with students asking and answering.

Answers

- wasn't; was
- Was; was
- Was; was
- Were; weren't
- Were; weren't
- Was; was
- Were; weren't
- Were; was

4. Complete the sentences with the correct form of the word and expressions from the box.

- Read through the word and expressions and check that students understand them. Repeat chorally and pay attention to pronunciation.
- Tell students to read the sentences and complete them on their own.
- Then tell them to check their answers in pairs.
- Check answers with students reading out the full sentences.

Answers

- primary school
- Were; born; town
- am bored
- on the east coast of
- lots of

Around the world: Hero of South Africa

- Ask students to look at the picture and say who they think the man is and why. Read the description and answer any questions the students have.

Culture box: *Nelson Mandela*

- Nelson Mandela was born in 1918 in South Africa. He became that country's first freely elected black president in 1994. He was a lawyer and was involved in resistance to white government policies which kept the majority black population in poor neighbourhoods separate from the white communities. He organised a national strike to demand equal rights for black people and was arrested and sent to prison for about 28 years. He became a symbol for freedom for black people around the world. In 1990, he was released from prison by the President of South Africa, F. W. de Klerk. Both men were given the Nobel Peace Prize in 1993.

Module task: Writing about your classmate's past life

5. Work in pairs. Talk about your past life with your classmate.

- Arrange for students to work in pairs different from those previously.

- Ask students to make a list of what they want to know about each other in their pairs. Put some question prompts on the board. (e.g. Where / born? When / born? What / primary school? What / you like in class? What / teachers like? Who / favourite teachers and why? Who / best friend?)

- Put students in pairs to ask and answer, and make a note of their answers.

6. Write about your classmate's past life.

- Ask students to draw a picture of their classmate.

- Tell students to use the notes from their discussion to write about him/her.

- Tell students to check their work together and correct any mistakes in information and English. Then tell them to write their classmate's name on the back.

- Circulate and monitor their progress.

- Stick their biographies on the blackboards at the front and back. The class walk around and read them and try to guess who they are.

Possible answer

She was born in Beijing in 1996. She lived in a house with a small garden. Her bedroom had posters of film stars on the walls. She went to Beijing Yumin Primary School and was very happy there. Her favourite classes were art and music. The teachers were very friendly. Her favourite teacher was Mrs Wang because she was strict but very nice. Her best friend was Li Fei. She was very good in class.