

MODULE 11

Way of life

Unit 1

In China, we open a gift later.

Listening and vocabulary

Preparation

- Find out what the students would like for their birthdays by asking “What do you want for your birthday?” Ask 3-4 students for their answers.
- Ask the students to play a guessing game — Guess what I’ve got?
- Nominate one student as the present holder. Then ask other students to find out what he/she has got by asking Yes/No questions. For example:
 - Is it something big?
 - No.
- Encourage the students to listen to each other’s questions and ask different questions. Write down the questions and answers on the board to help the students figure out the correct answer.

1. Listen and number the words and expressions as you hear them.

- Tell the students to look at the words and expressions in the box and repeat them chorally.
- Hold up an item (or show a picture). Elicit what it is by letting the students answer individually.
- Play the recording. Ask the students to listen for the items.
- Play the recording again. Ask the students to number the words and expressions as they hear them and then check in pairs.
- Elicit answers from the class.

Answers

baseball cap	6	chess set	2
chocolate	3	chopsticks	4
dictionary	7	toy	1
video game	5		

Tapescript

Betty: It’s Lingling’s birthday tomorrow.
Tony: We must get her a present.
Betty: She’s too old for a toy.
Tony: She likes playing chess. How about a chess set?
Betty: Yes, or we could buy her things to eat or drink.
Tony: She likes chocolate.
Betty: How about some nice chopsticks?
Tony: Or a video game?
Betty: Or how about a baseball cap?
Tony: I’ve got it! A dictionary!
Betty: Yes, an English dictionary. She can look up new words in it.

2. Match the words and expressions in Activity 1 with the pictures.

- Ask the students to look at the pictures and figure out the items.
- Ask them to match the words and expressions with the pictures.
- Ask them to check answers with a partner and describe the pictures together.
- Elicit answers. Then elicit some customs about giving presents in China.

Answers

a — chess set; b — video game; c — toy; d — dictionary; e — chocolate; f — chopsticks; g — baseball cap

What present do they want to buy for Lingling?

- Play the recording in Activity 1 once more and ask the students to listen for the answer.
- Elicit answers from the class.

Answer

An English dictionary.



3. Listen and read.

- Ask the students whether they will get presents on their birthdays and what they are. Elicit their ideas.
- Write three gist questions on the board and tell them to look for the answers as they listen and read:
 - 1) Why does Lingling receive a gift?
 - 2) Do people open a gift in the US immediately or later?
 - 3) What is bad luck at the Spring Festival?
- Play the recording. Ask the students to listen, read and find out answers to the questions.
- Put them in pairs to discuss the answers to the questions.
- Play the recording again for them to check.
- Elicit answers from the whole class.
- Ask the students to practise the conversation in different roles.

Now check (✓) what you usually do in China.

- Ask the students to look at the sentences and try to decide the answers individually.
- Ask them to listen to and read the conversation again. Tell them to underline the key information and check the correct sentences.
- Ask them to check their answers with a partner. Tell them to scan the conversation again if their answers are different.
- Elicit answers from the whole class.

Answers

2. ✓ 3. ✓

Extension

- Ask the students if they think there are rules in everything they do (e.g. at school/visiting people in China).
- Make tables on the board as follows. Elicit one or two rules. Then put the students in pairs or groups of three to think of as many rules as possible and fill in the tables.

School	
Yes	No
be on time	be late
wear a uniform	wear jeans
do homework	forget homework
be quiet in the library	use a mobile phone in the library
pay attention in class	eat in class
...	...

Visiting people in China	
Yes	No
bring flowers or a present	bring white flowers
be a little early	be late
...	...

- Elicit the rules by asking the students to answer questions. For example:

Teacher: What must you do at school?
Students: We must be on time.
- Tell the students to repeat the conversation chorally and then talk about the rules in their tables.
- Nominate a few pairs to ask and answer about the rules.

4. Complete the passage with the words in the box.

- Read through the words in the box. Check and demonstrate their meaning.
- Ask the students to read the sentences and then complete them on their own.
- Elicit answers in full sentences.

Answers

1. surprise 2. accept 3. attention
4. traditions 5. taste



Pronunciation and speaking

5. Read and predict how the speaker will pronounce the underlined words.

- Tell the students to read through the sentences individually and especially pay attention to how the speaker pronounces the underlined words.
- Ask the students to work in pairs and share their ideas about the pronunciations of the underlined words. Then ask them to guess and discuss how those words should be pronounced.

Now listen and check.

- Play the recording while the students listen and check.
- Play again and pause for students to repeat chorally and individually.

6. Read the sentences in Activity 5 aloud.

- Ask the students to practise the sentences and pay attention to the underlined words.
- Nominate a few students to read the sentences and correct any of their mistakes.

7. Think about what you must and mustn't/can't do in the situations. Write notes.

- Tell the students to think of the rules at school and at the dining table. Elicit a couple of ideas.
- Ask them to list the things they must do and mustn't/can't do in the situations in the table with notes.

Now work in pairs. Say what you must and mustn't/can't do.

- Ask the students to look at and compare their rules in pairs. Tell them to see whether their rules are the same or different.
- Ask them to talk about their rules by asking and answering in pairs. For example:
 - What must you do at school?
 - I must put up my hand before I talk.
 - What can't you do at the dining table?
 - I can't talk with food in my mouth.
- Circulate and monitor their progress.
- Nominate a few pairs to talk about their rules.

Possible answers

	Must	Mustn't/Can't
At school	put up your hand before you talk	eat during the class
At the dining table	wait for others to start the meal	talk with food in your mouth

Extension

- Put "Must" on one side of the board and "Mustn't/Can't" on the other.
- Hand out chalk to the first student in each line. Tell them to run up and write something under one of the headings on the board. Then let them run back and pass the chalk to the next student to write. See with the class which line writes the fastest.
- Look at the rules as a class and enjoy the variety and possible humour. See if there are any strange ones.

Unit 2

In England you usually drink tea with milk.

Reading and vocabulary

1. Work in pairs. Look at the pictures and talk about what you can see.

- Ask the students to look at and talk about the pictures in pairs.
- Elicit a few of their ideas and write them on the board. (e.g. In Picture 1, two women are sitting at a table. They are drinking tea and eating cakes and biscuits. In Picture 2, people are trying to get on a bus.)
- Encourage them to guess what is happening in the picture.

2. Read *My experiences in England*. Which sentences describe what you can see in the pictures in Activity 1?

- Pre-teach any new words the students may



not know.

- Write some pre-reading questions on the board to set the scene of the passage, find out what the students may already know about the customs in England and help them understand the passage better. For example:

- 1) What is Wang Hui writing about?
- 2) How many examples of the English way of life does he give?
- 3) What kind of food is fish and chips?
- 4) Is the passage positive or negative about the experiences that Wang Hui describes?

- Tell the students to read the passage for the answers and then find the sentences which describe the two pictures in Activity 1.

- Ask them to talk and discuss in pairs.

- Elicit answers from the whole class.

Possible answers

One day we visited some friends and had afternoon tea together. Afternoon tea is not just a drink but a light meal at around 4 pm. In England you usually drink tea with milk.

Once I noticed a gentleman touch a young man on the shoulder, smile politely and say, "Excuse me! Are you waiting for this bus?"

3. Choose the correct answer.

- Tell the students to read the sentences and try to complete them.
- Tell them to read the passage again, scan for the information and underline it when they find it.
- Ask them to choose the correct answer on their own and then check with their partners.
- Elicit answers in full sentences from the whole class.

Answers

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

4. Write answers to the questions. Use the words and expressions in the box.

- Get the students to read the questions through and make sure they understand them.

- Read the words and expressions in the box and get the students to practise them chorally and individually.

- Set a few minutes' time limit to let the students think about and write the answers. Tell them they can go back to the passage to find information and they should write the answers in full sentences.

- Elicit answers from the whole class.

Answers

1. He noticed something interesting with the English way of life.
2. You must say Mr or Mrs when you meet someone for the first time.
3. Afternoon tea is a light meal and you eat sandwiches or a large fruit cake, and drink tea with milk.
4. You can eat fish and chips in shops or take it away and eat it with your fingers.
5. When people wait for the bus, they need to stand in a line and wait for their turn.

Writing

5. Answer the questions about ways of life in your home town.

- Elicit some ideas about the ways of life in the students' home towns.
- Read the questions with the students. Make sure they have no problem with the language.
- Ask them to think about and write down the answers in full sentences on their own. Tell them they can refer to the passage in Activity 2 for help if necessary.
- Go around and monitor, helping if there are any queries.
- Nominate some students to read out what they have written to the class.

Possible answers

1. We may shake hands with or smile at each other when we meet for the first time.
2. We must use "nin" to show our respect.
3. We will serve the visitors with tea, fruits and snacks.
4. We will have a big meal with our family during the Spring Festival. People may have lots of meat at the meal.



6. Write a passage about ways of life in your home town. Use your answers to the questions in Activity 5 to help you.

- Ask the students to look at their answers in Activity 5 and join them together to write a passage.
- Tell them they can go back to the passage in Activity 2 for help.

Possible answer

People in my home town are friendly to each other. They may shake hands with or smile at each other when they meet for the first time. When they're introduced to someone older, they usually use "nin" to show their respect. When there are visitors at home, the host will serve them with tea, fruits and snacks.

The Spring Festival is the biggest occasion in my home town. People usually celebrate it by having a big meal with their families. They'll have lots of meat. Children will enjoy the fireworks and snacks.

Extension

- Ask the students which Chinese traditions and customs they think are very important.
- Ask the students to brainstorm some ideas in groups. Tell them they can use the questions in Activity 5 to help them.
- Make a table on the board as follows. Elicit the students' ideas and write them up in the table.

In China	Must	Can	Mustn't/Can't
Meeting and greeting			
Visiting			
Wedding			
...			

- Ask the students to decide in their group which of the ideas in the table are the most important customs, list what they are and make a poster.
- Ask the groups to present their posters to the class. Tell the other students they can give some advice or ask questions about the posters.

- Ask each group to improve their posters by taking their classmates' advice and answering their questions.

Unit 3

Language in use

Language practice

Preparation

- Read the sentences in the box with the whole class and talk about each of them.
- Present the language "must/mustn't", "can/can't", "need/needn't" and elicit their difference in meaning in the context.
- Ask the students to repeat the sentences chorally and individually.
- Ask them to talk about some customs at the Spring Festival, using the new language.

1. Complete the conversations with *can* or *can't*.

- Tell the students to read through the conversations and make sure they understand them.
- Ask them to complete the conversations on their own and then check their answers in pairs.
- Elicit answers in full sentences.
- Ask the students to read the conversations in pairs and talk about the different customs and rules in England and China.

Answers

1. can; can't
2. Yes, we can
3. No, we can't; can't
4. No, we can't

Learning to learn

- Explain that in different countries, such as the US, the UK and Australia, there are different habits and customs, and it's important to know about them.
- Read through the information with the whole class and ask if they have a fact book at home like the one described or ask them to bring it into class



in advance to present.

- Elicit ideas about what interesting facts could be included (e.g. facts about clothes, food, behaviour, language, etc).
- Encourage them to make a small book themselves or in groups.

2. Complete the sentences with *must* or *must not*.

- Ask the students to look at the picture and elicit some rules in school. Remind them to use the new language.
- Ask the students to read through the sentences first and then complete them on their own.
- Ask them to check their answers in pairs.
- Elicit answers in full sentences.

Answers

- | | | |
|-------------|-------------|-------------|
| 1. must not | 2. must not | 3. must not |
| 4. must | 5. must | |

3. Underline the correct words.

- Ask the students to scan the passage and check what it is about.
- Elicit ideas from the whole class.
- Tell them to read the passage through on their own and decide what the missing word is.
- Ask the students to check their answers in pairs.
- Elicit answers in full sentences.
- Ask the students to read the passage individually to get a better idea about different customs.

Answers

- | | | |
|-------------|-------------|-------------|
| 1. must not | 2. might | 3. must |
| 4. may | 5. must | 6. must not |
| 7. can | 8. need not | 9. must not |

4. Listen to a teenager talking about his life. Check (✓) the things he *must* or *mustn't* do.

- Ask the students to look at the pictures and think about what they show. Elicit some ideas.
- Tell the students to read the rules in the table and

guess the answers in pairs before listening. Then elicit their ideas.

- Play the recording while the students listen for the rules. Ask them to check whether their guesses were correct.
- Play the recording again. Ask them to check the rules.
- Ask them to check their answers in pairs.
- Elicit answers in full sentences.

Answers

	must	mustn't
1 clean up bedroom once a week	✓	
2 wash up after dinner	✓	
3 stay out after 9 pm		✓
4 do homework before going out	✓	
5 wash hands before dinner	✓	
6 play music loudly after 10 pm		✓

Tapescript

Well, my parents are quite strict. I must clean up my bedroom once a week and I must always wash up after dinner. My parents are very strict about that. I mustn't stay out after nine o'clock at night, but I can go out with my friends at weekends. I must do my homework before I go out and I must wash my hands before dinner. I can play music, but I mustn't play it loudly after ten o'clock at night.

5. Listen again. What two things does he say he can do?

- Play the recording again. Ask the students to listen for the things the boy can do.
- Play the recording once more for them to write the answers.
- Ask the students to check their answers with a partner. Then elicit answers from the class.



Answers

1. He can go out with his friends at weekends.
2. He can play music loudly before ten o'clock at night.

6. Write some things you can, must and must not do at home.

- Ask the students to think about the rules they should follow at home and write them individually.
- Ask them to compare and check their rules with a partner.
- Elicit answers from the whole class in complete sentences.

Possible answers

1. I can watch TV when I come home from school.
2. I must help around the house, for example, do the washing up.
3. I must not go to bed late.

Now work in pairs. Tell each other three things you must do at home and three things you mustn't do. Are your home rules different or the same?

- Put the students in pairs and ask them to think about and discuss their home rules. Ask them to think about different areas of their lives in which the rules apply (e.g. their bedroom, what activities they must and mustn't do) and what rules are useful or not.
- Get them to ask and answer and compare their rules. Tell them to use the structures presented, i.e. I can.../I must.../I mustn't... For example:
 - Must you help with the sweeping?
 - Yes, I must. What about you?
 - I must help with the sweeping once a week.
- Tell them they can also make a table to check as in Activity 4 and then talk about the rules in the table in pairs.
- Elicit rules from the pairs in the whole class setting.

7. Complete the sentences with the words or expressions in the box.

- Tell the students to look at the words and

expressions in the box and check their meaning.

- Ask them to read through the sentences and complete them on their own.
- Ask them to check their answers in pairs.
- Elicit answers in full sentences from the whole class.

Answers

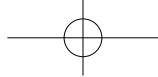
1. dictionary
2. chopsticks
3. presents
4. baseball cap
5. chess set

8. Play a game. Choose a word or an expression from the box and describe it to the class. The class guesses what it is.

- If possible, bring in the pictures or cards of the items listed in the box to the class in advance.
- Read out and demonstrate the example to give the students an idea of the game.
- Put the pictures or cards in a bag and ask individual students to take out one at a time, but don't let anyone see what it is. Tell the students with the pictures or cards to describe the items for the class to guess or tell the class to ask questions to find out what it is. Play with the whole class and try and give as many students a go as possible. If you like, bring some sweets for the winners.
- Alternative: ask them to play the "20 questions" game in which they are only allowed 20 questions to guess the object and the answers to the questions can only be Yes/No. For example:
 - Can you eat it?
 - No.
 - Is it a piece of clothing?
 - No.
 - Is it a game?
 - Yes.
 - Is it a game you play inside?
 - No.
 - ...

Around the world: Traditional presents

- Read through the information about traditional presents.
- Ask the students what they think about it and what people do differently in China.



Culture box: *The tradition of giving presents*

The tradition of giving presents in the West was said to have started in Roman times when people gave the emperors gifts to wish them good luck. Soon people gave presents on religious festivals and at New Year. At first these gifts were simple, such as a few twigs from a sacred grove and food. Many gifts were in the form of vegetables in honour of the fertility goddess. Later people exchanged presents on their birthdays. They gave presents as a way of bringing good wishes to someone and keeping away bad luck. In the modern world, people give presents at parties and for special occasions, such as weddings. At Christmas, giving presents is very popular as well as very expensive!

Module task: Giving advice to foreign guests who are visiting a Chinese family

9. Write some advice for foreign visitors to a Chinese family.

- Look at the questions with the class. Then put the students in pairs to think about the answers and talk about the advice on what foreign visitors must, mustn't or can't do when they visit a Chinese family.
- Ask them to make notes about their advice. Then list and write it together.
- Alternatively, ask the students to do some research on Chinese traditions and customs before class as homework. Tell them they can ask their parents or surf the Internet. Then ask them to share their findings with their partners in class and write down the answers.

10. Work in groups. Show the advice you wrote in Activity 9 to your group members. Choose two best pieces of advice.

- Tell the students to write their advice on a piece of paper.
- Ask them to stick their advice on the wall. Tell the students to walk around, read each other's advice and make notes of different advice.
- Circulate and monitor as they work. Tell them they have to choose the two best pieces of advice.
- Put the students in groups to discuss and choose what they think is the best advice and say why.

11. Show the advice your group chose in Activity 10 to the whole class. Put the pieces of advice together to form the advice of the whole class.

- Elicit choices from each group and check whether they chose the same or different advice.
- List the advice from each group on large pieces of paper to form a booklet, excluding any repetitive advice. Or print out copies if the work was done on the computer.
- Nominate one group to design a cover and another to write a contents page to make the booklet better.

12. Send the advice of the whole class to your foreign friends or post it on your class blog.

- Tell the students to send copies of the paper booklet to their pen friends abroad.
- If the work was done on a computer, ask them to post the advice on the class blog.