

MODULE 1

How to learn English

UNIT 1

Let's try to speak English as much as possible.

Listening and vocabulary

Preparation

- Ask the students how they learn English and what helps them learn English.
- Elicit their ideas for learning English and write them on the board.
- Add more ideas for learning English on the board and have the students repeat them chorally and individually.
- Ask the students to talk about the ideas in pairs.

1. Read the instructions and check (✓) the ones you understand.

- Write the key words in the sentences on the board and draw a symbol next to each one representing it, e.g. pairs (arrows pointing in opposite directions), questions (a question mark), listen (an ear), match (an arrow), etc.
- Make sure the students understand the key words on the board and get them to repeat them.
- Tell the students to read through the six sentences by themselves. Ask them to check the ones they understand with a tick.
- Tell the students to compare their answers in pairs. If there are any they are still not sure of, elicit and explain.

2. Listen and answer the questions. Use the words and expressions in the box.

- Explain the words and expressions in the box. Make sure the students are clear about their meaning.
- Have the students repeat the words and expressions.
- Tell the students to work in pairs and make

sentences with the words and expressions in the box.

- Elicit their ideas around the class.
- Play the recording. Ask the students to listen to the conversations between students and Ms James, and then ask and answer the questions in pairs.
- Play the recording again and tell the students to check their answers.
- Elicit answers from the whole class.

Answers

1. Daming did not understand the word "spring".
2. Lingling made a grammar mistake. She said "go" instead of "went".
3. He looks it up in the dictionary.
4. It was difficult because he did not know the first letter.

Tapescript

1

Daming: I have a question. What does "spring" mean?

Ms James: Spring? Spring is a season. It comes after winter and before summer. Try to remember our famous Spring Festival, Daming.

Daming: Oh, I understand.

2

Ms James: Lingling, your grammar isn't correct. You made a mistake. It's not "Yesterday I go to the cinema" but "Yesterday I...".

Lingling: Went.

Ms James: Good. "Today I have an English lesson. Yesterday I..."

Lingling: Had.

3

Daming: How do you spell "cinema"? I know how to pronounce it, but does it begin with "s" or "c"?

Ms James: What do you think? How do you check the spelling of a word, Daming?



Daming: Well, I usually look it up in the dictionary. But this one is difficult because I don't know the first letter!

3. Listen and read.

- Let the students ask questions on improving English.
- Ask them to give suggestions to each question.
- Write their ideas on the board.
- Play the recording and ask the students to read the conversation as they listen to it.
- Play the recording again and ask the students to check whether their ideas are the same as what they heard.
- Ask the students if they can think of any other ideas.
- Ask the students to listen to the conversation once more and then practise it in different roles.

Now write notes about learning English.

- Ask the students to read the notes so they know what to listen for.
- Play the recording and ask them to just listen and focus on the key information.
- Play the recording again for them to write notes. Pause the recording in different places to give them time to write.
- Elicit answers from the class.

Possible answers

Speaking: always speak English in class/try to speak English as much as possible; listen to the radio

Reading: just need to understand key words and main ideas; read English stories

Writing: try to find some English pen friends and write to them

Learning new words: spell and pronounce new words aloud every day

4. Underline the correct words and expressions.

- Tell the students to read the whole passage first and then think about the missing information in each sentence.

- Ask them to underline the correct answers on their own.
- Ask them to check their answers in pairs.
- Elicit answers with the students reading out the correct sentences.

Answers

- | | | |
|-----------|------------------------|-----------------|
| 1. advice | 2. as much as possible | 3. on the radio |
| 4. agree | 5. dictionary | 6. correct |

Pronunciation and speaking

5. Listen and mark the intonation.

- Ask the students to read through the sentences and think about how to say the whole sentences, not just the individual words.
- On the board, draw an arrow going up for rising intonation and an arrow going down for falling intonation. Then sing two notes with a rising and falling intonation to demonstrate the difference.
- Ask whether statements should rise or fall by giving an example: I speak English. (falling) Ask whether special questions should rise or fall by giving an example: What's your name? (falling) Explain more by giving an example: if the answer to a question is Yes/No, the question has a rising intonation, e.g. Do you speak Chinese? (this rises, as the answer is Yes/No).
- Play the recording. Ask the students to listen carefully and mark the sentences with the correct arrows.
- Check the answers with the whole class by reading out the sentences with the proper intonation.

Now listen again and repeat.

- Play the recording again. Ask the students to listen and repeat the sentences chorally.
- Check that they are using an intonation pattern and don't sound "flat". It's OK for them to exaggerate the patterns slightly, in order to make sure they can produce the intonation.

Possible answers

- | | | |
|------------|------------|------------|
| 1. Falling | 2. Falling | 3. Falling |
| 4. Falling | 5. Falling | |



6. Work in pairs. Talk about problems in learning English and give advice.

- Tell the students to think of three things they have difficulty with or want to improve in learning English and write them down.
- Ask the students to look at the example sentence patterns and conversation and repeat them chorally.
- Put the students in pairs to model and practise conversation. Tell them to help each other by giving suggestions for their problems and use the language they want to use.
- Elicit several pairs to talk about their problems and advice. Ask the class to give more advice.

Extension

- Tell each student to choose one problem that they really want to help with.
- Tell the students with problems to walk around, talk to different students and find someone who can give them the best advice.
- Ask the students who found the advice they really liked to share with the class.

Unit 2

You should smile at her!

Reading and vocabulary

1. Work in pairs. Talk about problems you have with...

- Ask the students to work in pairs and talk about problems they have in the three areas given in bullet points.
- Give them two minutes for talking and then elicit their ideas. Make notes on the board and discuss with the whole class. For example:
Understanding English: speak too fast/use a lot of new words
Speaking English: can't speak fast enough/pronunciation is poor
Learning vocabulary: can't remember new words/too many words to remember

Extension

- In a whole-class setting, ask the students to give advice about the problems they discussed.
- Ask them to write the problems and advice in a table or as a list of things to improve.

2. Read the passage and find out what problems the students have.

- Tell the students to scan the passage and find the three topics that are talked about in it. Ask them to see if they have the same or different problems in learning English.
- Elicit the three topics and write them as headings on the board: Understanding English films and songs/Speaking/Vocabulary.
- Tell the students to read the passage again more carefully and underline the specific information about the problems.
- Elicit the problems mentioned in the passage in details and write notes on the board under the headings.
- Get the students to work in pairs and find the suggested answers to the problems in the passage.
- Elicit the suggestions and write them under the problems on the board.
- Elicit from the whole class whether the students have similar problems and whether they think the suggestions are helpful or not.

Methodology tip: Scan reading

Scan reading is using your finger to read quickly to find specific information (e.g. train times, etc). When you scan read, do not worry too much about the words you don't understand or the general meaning. Just focus on the specific information you are looking for.

3. Complete the table.

- Get the students to look at the passage again and underline the students' names.
- Tell them to write Diana's advice in the table. Remind them they can use the information on the board to help them.
- Ask the students to check their answers in pairs.



Answers

Li Hao: watch and listen several times; guess the meaning of the new words; talk about the films or songs with friends

Wang Fan: say “Hello! How are you?” “Do you like China?” to start a conversation; smile before speaking; don’t be shy; just try

Zhang Lei: write four or five words a day on pieces of paper and place them in your room; read the words when you see them; try to use them

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

- Read through the words in the box. Ask the students to repeat them chorally and individually.
- Ask them to read the passage and complete it on their own.
- Ask them to check their answers with a partner.
- Elicit full sentences from the whole class.

Answers

- | | | |
|-----------------|-------------|------------|
| 1. basic | 2. advises | 3. meaning |
| 4. conversation | 5. suggests | 6. shy |
| 7. improve | | |

Writing

5. Check (✓) what you are good at or not good at in English.

- Ask the students to look at the table and check the things they think they are good at and the things they are not good at. Tell them to be honest and not worry about anyone else’s answers.
- Elicit from the whole class how many students checked each column.

Learning to learn

- Read through the box with the class and discuss its content.
- Advise the students to use the list they have already made in Activity 1 and the table in Activity 5 as a starting point.

6. Write a letter to Diana asking for advice. Use the letter below to help you.

- Tell the students to read the letter and point out

the structure, i.e. the problem is given in the first sentence followed by a question asking for advice.

- Tell them to think of their main problem in learning English and write a similar letter to Diana asking for advice.
- Have them write their own letters. Go around and give help where necessary.

Possible answer

Dear Diana,

I like reading in English, but I think a whole book is too hard and takes a long time to finish. There are a lot of words I don’t know. What can I read in English?

Thanks.

Xing

7. Work in pairs. Read your partner’s letter. Write your advice.

- Ask the students to work in pairs to read their letters.
- Tell them one person reads out what the problem is and the partner gives advice. Then ask them to change roles.
- Ask them to write down their advice for their partners.
- Circulate and monitor their production.

Extension

- Collect the letters with questions from the pairs around the room and redistribute them to other pairs.
- Tell the new pairs to write replies giving advice.
- Circulate and monitor their work.
- Tell the students to redeliver their letters with questions and advice when they have finished.
- Redistribute the letters once again.
- Tell the students to read the questions and replies they have got.
- Ask volunteers to read out the letters if they think the advice is good and helpful.



Unit 3

Language in use

Language practice

Preparation

- With books closed, ask the students if they can remember all the ways to make suggestions. Elicit their ideas and write them on the board (e.g. Let's.../Why not...?/We should.../How about...?).
- Have the students open their books on page 6 and look at the language in the box. Ask them to check how many of the expressions and structures they remembered.
- Remind the students that they have learnt all the expressions and structures in the box in Unit 1 and Unit 2.
- Model the sentences and questions. Then practise them chorally with the whole class, paying attention to any pronunciation problems.
- Tell the students to use these expressions and structures to make suggestions about daily life.

1. Listen and check (✓) the expressions of advice you hear.

- Ask the students to read through the seven expressions individually.
- Ask them to talk about the advice in pairs. Elicit what they think the listening will be about.
- Play the recording while the students listen to the conversation. Ask them to check whether their guesses were correct.
- Play it again for them to choose the right options.
- Ask them to check answers with their partners.
- Elicit their answers in full sentences.

Answers

1. ✓ 2. ✓ 3. ✓ 4. ✓ 5. ✓ 6. ✓

Tapescript

Mary: Hi, Charlie, what's wrong?

Charlie: Hi, Mary. This English homework is really difficult.

Mary: Why don't we work on it together?

Charlie: Yes, OK. How about meeting after school today?

Mary: Good idea! We should tell our classmates. Maybe other students would like to join us.

Charlie: Yes, we can start an English study club! Let's try to meet every Monday afternoon after school.

Mary: Can you send everyone an email about our club? That way, everyone will know about it. Don't forget to put the time and place on it.

Charlie: We should read some newspapers and help each other with difficult vocabulary.

Mary: Good idea! Let's go and write the email now.

2. Listen again and answer the questions.

- Ask the students to read the questions themselves.
- Play the recording again as they listen for the answers to the questions.
- Ask the students to answer the questions and then check their answers in pairs.
- Play the recording one more time for them to check their answers.
- Elicit answers from the whole class by asking one student to read a question and another to answer.

Answers

1. The English homework is difficult for him.
2. Mary will work with him.
3. Charlie thinks that they should meet after school.
4. Mary thinks reading newspapers is a good idea.

3. Work in pairs. Look at the pictures and say what Jack usually does.

- Pair the students. Ask them to look at the pictures together and decide what Jack usually does.
- Tell them to write down their ideas and then



check with another pair.

- Elicit their answers.

Do you think his habits are good? Why/Why not?

- Ask the students to work in pairs and discuss which of Jack's habits are good and which are bad.
- Tell them to look at each picture again and think of possible reasons why the habits are good or bad.
- Elicit some ideas around the class. For example:
He goes to bed late. That's bad because he is tired in class.
He listens to the teacher carefully. That's good because he learns quickly.

4. Give Jack some advice.

- Ask the students to think about what problems Jack may have because of his bad habits.
- Elicit some ideas and see if the students can also give some reasons. For example:
He doesn't have time to eat breakfast (because he gets up late).
- Put the students in pairs to think of suggestions to give Jack that will change his bad habits. Tell them to use the expressions in Activity 1 and try to use different ways of making suggestions. For example:
How about getting up early?

5. Read Helen's question and complete Diana's answer with the correct form of the word and expressions in the box. You need to use some of the expressions more than once.

- Tell the students to read Helen's letter and Diana's reply to find out what Helen's problem is and some of Diana's advice.
- Read through the word and expressions with the whole class and have them repeat chorally and individually.
- Ask the students to complete Diana's answer on their own. Remind them they can use some of the expressions more than once.
- Ask them to check their answers with their partners.
- Elicit answers by having different students read

different parts of the completed letter.

Answers

- | | | |
|--------------|--------------|-----------|
| 1. Why don't | 2. How about | 3. Try to |
| 4. why not | 5. How about | 6. try to |
| 7. should | | |

6. Work in pairs. Read the problems of Student A and Student B. Take turns to give advice. Use the expressions in the box to help you.

- Pair the students. Ask them to work as Student A and Student B. Tell them they have different problems and they should give each other advice.
- Read through the expressions in the box with the class and ask them to practise chorally.
- Get the students to read the problems and give advice in pairs. Student A tells Student B his/her problem and Student B responds. Then Student B tells Student A his/her problem and Student A responds.

Now write down your advice.

- Ask them to write down their advice for each other.

Possible answers

For Student A:

How about using the dictionary to find the meaning of new words?

Why don't you ask your teacher to choose an English book for you?

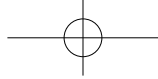
For Student B:

Why not practise talking to your classmates?

You can read new words aloud.

7. Complete the conversation with the words in the box.

- Tell the students to look at the words in the box first and then read the conversation.
- Ask them to complete the conversation on their own and check answers in pairs.
- Elicit answers in full sentences.
- Ask the students to practise and read the conversation in different roles.



Answers

- | | | |
|-------------|-----------|----------|
| 1. improve | 2. advice | 3. check |
| 4. possible | 5. forget | |

Around the world: English online

- Ask the students to read the information themselves.

- Ask some questions to check they have understood the passage. For example:

What ways of learning English are mentioned? (English magazines, newspapers, radio)

Find three ways of learning English on the Internet. (chat with other English speakers, learn online courses, enjoy English songs)

- Ask them to talk about what they have understood with the whole class.
- Ask them if they would like to try using the Internet to learn English and what the advantages and disadvantages are.
- Encourage the students to find more information about learning English online.

Module task: Making your English study plan

8. Write down what you are not good at in English.

- Tell the students that the task is to make a study plan for themselves using the ideas in this module.
- Get the students to work on their own and reassure them that all the language they need has been taught and practised.
- Give the students time to complete the list of things they are not good at.

Now write down what you should do.

- Tell the students they are going to give themselves advice. Ask them to write one piece of advice for each of the things they say they are not good at.

- Tell them to use the expressions and structures for giving advice learnt in this module.

9. Make an English study plan for this year. Use the information in Activity 8 to help you.

- Ask the students to do this individually.
- Elicit suggestions about how they may make their plans, for example, as a table, a list or a calendar, dividing up the plan into targets for each month or school term.
- Tell them to use the information in Activity 8 to make the plan. Encourage them to be creative and make a plan that is personal and easy for them to remember.
- Remind the students to make sure they have enough room to make changes or add more to their plans.

10. Work in pairs. Discuss your study plan.

- Put the students in pairs. Tell them to present their plans to each other.
- Ask them to find out how their plans are similar and how they are different.
- Tell them to give each other more suggestions to add to or improve their plans.

11. Think about your partner's advice and revise your English study plan.

- Tell the students to listen to each other's advice and decide whether it is helpful or not.
- Tell them to add the new advice to their plans if they think it is good.
- Choose a few students to present their plans to the class or display them on the wall.