

MODULE 2 My home town and my country

Unit 1

It's taller than many other buildings.

Listening and vocabulary

Preparation

- Show the students pictures of a city and a village. Elicit some words to describe them and write the words on the board.
- Repeat the words on the board with the class chorally.
- Ask some questions about the city and the village. Tell the students to use the words on the board to help them answer the questions. Elicit more words if necessary.
- Put the students in pairs to describe the city and the village.

1. Look at the pictures and talk about them. Use the words in the box to help you.

- Tell the students to look at the two pictures and say what the similarities and differences are.
- Ask them to look at and repeat the words in the box together.
- Ask them to describe the cities in the pictures in pairs, using the words in the box.
- Draw a table on the board. Ask the students to copy it and fill it in with adjectives to describe the cities (see below).

City	Shanghai	Hong Kong
Description		

- Elicit their adjectives and write them on the board.

Now listen and complete.

- Play the recording. Tell the students to listen and check the words they hear describing each city.
- Play the recording again and ask them to complete the notes.
- Elicit answers from the class.
- Put the students into groups to describe one of the cities. Tell them to use their own words.

Answers

- | | | |
|--------------|----------|----------|
| 1. Shanghai | 2. 23.5 | 3. 420.5 |
| 4. Hong Kong | 5. seven | 6. 552 |

Tapescript

Welcome to Shanghai. This big city in East China has a population of 23.5 million. It's on a wide river called the Huangpu River. The tall building you can see is the Jin Mao Tower. It's 420.5 metres high.

This is Hong Kong. It's a busy city on the South China coast. Seven million people live here. The hill is Victoria Peak. It's 552 metres high.

2. Listen and read.

- Introduce the comparative by asking if Hong Kong and Shanghai are the same or different and how.
- Write the sentences on the board and then list the adjectives and their comparatives as they come up (e.g. small — smaller; quiet — quieter; old — older).
- Ask the students to repeat the sentences, the adjectives and their comparatives chorally and individually.
- Ask them to look at the spelling of the comparatives and summarise how comparative adjectives are formed.
- Ask the class questions to compare two places.
- Put the students in pairs to ask and answer. Tell them to use the information in Activity 1 to ask questions about Shanghai and Hong Kong.



- Elicit some examples in pairs.
- Write some comprehension questions on the board and tell the students to find out the answers while listening and reading.
- Play the recording and ask the students to read the conversation as they listen.
- Elicit answers to the questions around the class.
- Ask the students to practise the conversation in different roles.

Now complete the passage about Shenzhen.

- Ask the students what information about Shenzhen they've got from the conversation.
- Ask them to complete the passage with the information.
- Tell them to check their answers with a partner.
- Elicit answers from the whole class.

Answers

- | | |
|-----------|--------------------------|
| 1. 1980s | 2. small village/village |
| 3. ten | 4. Diwang Tower |
| 5. taller | |

3. Complete the sentences with the correct form of the words in the box. You need to use some of the words more than once.

- Tell the students to read the sentences and think about which word should be chosen for each sentence, whether the word should be changed and how.
- Ask them to complete the sentences individually. Remind them to be careful of the spelling.
- Ask them to check answers with their partners.
- Elicit answers from the whole class in full sentences.

Answers

- | |
|---|
| 1. small; big/large |
| 2. newer |
| 3. bigger/busier; busier/bigger; wider/cleaner; cleaner/wider |
| 4. busy |
| 5. larger |

Pronunciation and speaking

4. Listen and notice how the speaker stresses the underlined words.

- Ask the students to read through the four conversations on their own.
- Play the recording. Ask the students to pay attention to the underlined words and think about why they are underlined.
- Elicit that the underlined words are stressed to correct wrong information.
- Play the recording again and have the students repeat the conversations chorally and individually. Tell them to pay attention to the underlined words and exaggerate the stressed syllables for the meaning.

Now work in pairs. Listen again and repeat.

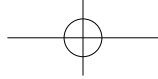
- Put the students in pairs to practise the conversations. Tell them to stress the underlined words to show that their partners are wrong.
- Ask them to conduct Ping-Pong practice.

Learning to learn

- Read through the information with the students.
- Write an example sentence on the board and underline the stressed word to tell the students what we mean by key words, e.g. This is an English lesson. (The word "English" is the key word which gives the main information.)
- Point out that the key words are usually the nouns, verbs, and adjectives, not the "grammar words" such as articles and auxiliary verbs.
- Give an example by asking something that is clearly wrong to produce a strong response in which the correct information is stressed. For example:
 - You're ten years old, aren't you?
 - No, I'm **not**. I'm **thirteen**.
- Ask the students to work in pairs to ask and answer similar questions that will produce a strong corrected response.

5. Compare Shenzhen with your home town. Make notes in the table.

- Ask the students to read the table and think about what information can be included in it.



- Ask them to fill in the table with information about Shenzhen and their home town, with notes to describe size, population, ways of life, etc.

6. Work in pairs. Talk about the differences between Shenzhen and your home town. Use *big, small, hot, cold, tall or new*.

- Write the adjectives on the board: big, small, hot, cold, tall, new.
- Identify the name of the students' home town and elicit questions according to the information in the table. For example:
 - Is (name of town) smaller than Shenzhen?
 - Is (name of town) bigger than Shenzhen?
 - Is (name of town) hotter than Shenzhen?
 - Is (name of town) colder than Shenzhen?
 - Are the buildings in (name of town) taller than those in Shenzhen?
 - Are the buildings in (name of town) newer than those in Shenzhen?
- Elicit answers from the whole class.
- Put the students in pairs to model and practise the conversations. Tell them they can also use other adjectives.

Unit 2

Cambridge is a beautiful city in the east of England.

Reading and vocabulary

1. Look at the map of England and read the sentences.

- Ask the students to look at the map and tell what it shows.
- Read the four compass points (north, south, east, west) separately and then have the students repeat.
- Read out the sentences while they follow.
- Read the sentences again and have the students repeat chorally and individually.

2. Read the passage and choose a title for each picture below.

- Ask the students to look at the pictures and elicit what they can see.
- Ask them to guess which places the pictures show and predict the title for each picture.
- Ask them to read the passage and check whether their guesses and predictions were right.
- Ask them to choose the correct titles and check the answers with a partner.

Extension:

- Write one true and one false example statements on the board for the students to check. For example:
 - Cambridge is in the east of England. (T)
 - London is about 1,000 years old. (F)
- Ask the students to work in pairs and write as many true/false statements as possible. Go around the class and check if the statements are grammatically correct.
- Tell the students to give their statements to another pair to decide whether they are true or false.
- Elicit a few pairs to present their statements to the class.

Answers

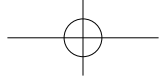
Picture a — 1 Tower Bridge and the River Thames
Picture b — 2 Cambridge University and the River Cam

Culture box: *University of Cambridge*

Located in Cambridge, a university city 80 kilometres north of London, the University of Cambridge was founded in 1209. It is one of the oldest universities in the world and one of the largest in the UK. It has a worldwide reputation for academic achievements. Cambridge affiliates have won more than 80 Nobel Prizes. The University of Cambridge is also responsible for many international examinations.

3. Complete the table comparing Cambridge with London.

- Ask the students to look at the table to see what information they have to find.



- Tell them to scan the passage quickly to find the key information and underline it.
- Ask them to complete the table on their own.
- Ask them to check answers with a partner.
- Elicit answers in full sentences from the whole class.

Answers

	Cambridge	London
Location	In the east of England	In the south of England
Population	120,000	About 7.5 million
Famous places	University, old buildings and churches	Big Ben, Buckingham Palace, Tower Bridge
River	River Cam	River Thames

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

- Read through the words and expression in the box with the class. Make sure they are clear about the meanings.
- Ask the students to read the passage. Make clear what it is about.
- Tell them to read again and complete the passage.
- Elicit answers from the whole class.
- Nominate a few students to read the passage aloud line by line.

Answers

- | | | |
|--------------|----------------|---------------|
| 1. island | 2. countryside | 3. mountains |
| 4. home town | 5. east | 6. university |
| 7. London | 8. south | |

Writing

5. Answer the questions and write notes about your home town.

- Read through the questions with the whole class.
- Ask the students to answer the questions individually in notes.
- Tell them to exchange their notes with a partner and work together to correct factual and language

mistakes.

- Elicit answers and check with the class that they are correct.

Possible answers

My home town — Dalian

1. in the northeast of China
2. over six million
3. a big city
4. famous for beaches, the Underwater World, the Bird Park and the Polar Region Zoo
5. over 100 years old
6. warm in winter and hot in summer

6. Use your notes and write answers to the questions in Activity 5.

- Ask the students to use the notes to write full answers to the questions in Activity 5.
- Tell them to exchange their sentences with their partners. Read them together to notice and correct mistakes.
- Collect a few examples from the class. Present them.

Possible answers

It is a big city.

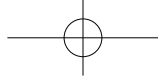
It is famous for its beautiful beaches, the Underwater World, the Bird Park and the Polar Region Zoo.

It is over 100 years old.

It is warm in winter and hot in summer in Dalian.

7. Write a passage called *My home town*. Use Tony's passage to help you.

- Ask the students to read Tony's passage again as a model.
- Ask them to write about their own home town, using their answers in Activity 6 to help them. Tell them that they can add more interesting facts than they had in Activity 6 if they want.
- Remind them of joining sentences with "and".
- Ask them to exchange their passages with a partner for a final correction together.
- Ask for some examples from the class. After the first one, ask for others whose passages are a little different to read out.



Possible answer

My home town is Dalian. It's an important city in Liaoning Province in the northeast of China. It has a population of over six million. The city is over 100 years old. It has a lot of beautiful beaches like the Tiger Beach and the Bangchui Island Beach. Many people go there for holidays and for swimming every year. Dalian is also famous for Dalian Discoveryland Theme Park and Xinghai Square. They are very interesting and lots of tourists go to visit them. It is warm in winter and hot in summer in Dalian. The temperature doesn't change very much and it is usually sunny. I think it is a great city.

Unit 3

Language in use

Language practice

- Write the adjectives in the grammar box on the board: big, busy, new, wide, clean, tall.
- Remind the students about how to make comparatives. Elicit the comparatives of the words and write them under the adjectives on the board: bigger, busier, newer, wider, cleaner, taller.
- Ask the students if they can work out what the rules are for the spelling of comparatives. Elicit the rules with the class.
- Ask the students to read the sentences in the box aloud. Practise chorally and individually.
- Ask them to make up some comparative sentences of their own, using the adjectives in the box. For example:
I'm taller than my mum.
I will be busier on Saturday than on Sunday.

1. Complete the sentences with the correct form of the words in the box.

- Review the rules for the spelling of comparatives with the students.
- Tell them to complete the sentences on their own.

- Ask them to check answers with their partners.
- Elicit answers in full sentences.

Answers

- | | | |
|-----------|-----------|----------|
| 1. bigger | 2. taller | 3. older |
| 4. larger | 5. colder | |

2. Work in pairs. Talk about the pictures. Use the words in the box to help you.

- Go through the words in the box with the students and check if they know the meanings.
- Ask the students to look at the two pictures and elicit some descriptions around the class. For example:
 - What can you see in Picture 1?
 - It's a village. There're some houses. The village is quiet.
 - What can you see in Picture 2?
 - It's a new city. The buildings are very high. It's a busy city. The roads are very wide.
- Ask them to work in pairs and describe the pictures.

Now make comparisons. Write sentences.

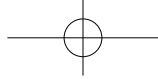
- Have the students compare the two pictures in pairs. Elicit and prompt an example with one of the words for them to use.
- Ask them to write some sentences according to their comparisons and then check the sentences.
- Elicit examples in full sentences from the class.

Possible answers

The buildings in the village in Picture 1 are older/smaller/lower than the buildings in the city in Picture 2.
The buildings in the city in Picture 2 are newer/higher/bigger/taller than the buildings in the village in Picture 1.
In Picture 2, the roads are wider/busier than those in Picture 1.

Extension

- Test the words in the box by asking the students to work in pairs and write a list of the words and their opposites.



3. Write sentences. Use the information in the table.

- Look at the information in the table with the class. Elicit comparisons.
- Read the example with the students and then tell them to write sentences individually and be careful of the spelling.
- Circulate and monitor as they work.
- Ask them to check their sentences with their partners.
- Elicit sentences from the class.

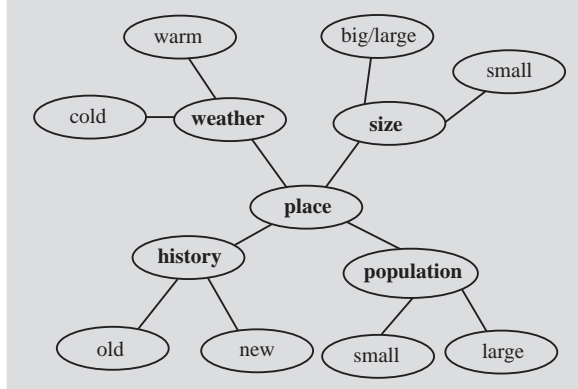
Answers

Shanghai is busier than Hangzhou.
Xi'an is older than Beijing.
China is bigger than Australia.
Tian'anmen Square is wider than other squares in China.
The population of Tianjin is smaller than the population of Shanghai.

4. Complete the word map with the words in the box. You need to use one word more than once.

- Tell the students that a word map is a way of learning vocabulary in groups and the words in a word map are all related to each other. This makes it a good way to remember the words.
- Ask the students to look at the word “place” in the centre, and point out the four aspects that the nouns in the word map describe, i.e. the weather in the place, the size of the place, the population of the place and the history of the place.
- Elicit that different nouns should be described by different adjectives. Do the first one with the whole class as an example: Ask “What does the word ‘cold’ describe? The weather, the history, the size or the population?” Then tell the students to write the word in one of the two circles for weather after the answer is elicited.
- Ask the students to work individually to do the rest.
- Ask them to check answers in pairs.

Answers



Now work in pairs. Talk about your home town. Use the words in the word map to help you.

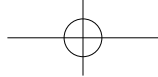
- Tell the students to look at the key words again: weather, size, population, history. Ask “What questions can you ask about these four things about your home town?”
- Ask the students to work in pairs and talk about their home towns by asking and answering questions.
- Encourage them to use all the words and information they have learnt in the module, not just what is in the word map.
- Ask a few pairs to give a mini-presentation to the class.

5. Complete the sentences with the expressions in the box.

- Check through the expressions in the box. Make sure that the students can pronounce them correctly and understand their meaning.
- Tell the students to read each sentence through and look at the words before and after the gap to help them decide the correct answer.
- Ask them to complete the sentences individually.
- Ask them to check answers in pairs.

Answers

- | | |
|----------------------|---------------------|
| 1. is famous for | 2. on the coast |
| 3. The population of | 4. in the northeast |
| 5. pretty good | |



6. Complete the passage with the correct form of the words in brackets.

- Ask the students to read the passage and tell you which two places it is comparing.
- Elicit their answers and ask which cinema they like and why.
- Tell them to read again and complete the passage.
- Ask them to check their answers in pairs.
- Ask them to read out the passage line by line.

Answers

- | | |
|------------|------------|
| 1. older | 2. smaller |
| 3. warmer | 4. busier |
| 5. cheaper | |

7. Listen and complete the sentences.

- Ask the students to look at the pictures and ask them if they recognise the cities and know the names of the buildings shown.
- Ask them to work in pairs and think of one sentence to describe each city. For example:
New York is very busy.
Washington D.C. is old.
Shanghai has a lot of tall buildings.
Beijing has a large population.
- Tell the students to read through the sentences and predict what type of words they need to listen for, i.e. comparatives.
- Play the recording and have the students listen to the conversation and complete the sentences.
- Ask them to check their answers in pairs.
- Play the recording again for the students to check answers.
- Play the recording once more and pause after each turn of the conversation for the students to repeat, paying attention to their stress and intonation.

Answers

- | | |
|-------------------|-----------|
| 1. bigger; busier | 2. famous |
| 3. larger | 4. older |

Tapescript

Daming: Is New York the capital of the US, Betty?

Betty: No, it isn't. Washington DC is the capital, but some people think the capital is New York because New York is a bigger and busier city than Washington DC.

Daming: I see. New York is more famous than any other city in the US, right?

Betty: Yes, I think it is. And which Chinese city is bigger — Shanghai or Beijing?

Daming: Well, Shanghai has a larger population.

Betty: Really? And which city is older, Beijing or Shanghai?

Daming: Well, that's a good question! They are both very old cities, but Beijing is older than Shanghai.

Betty: That's very interesting!

Around the world: Washington DC

- Ask the students to look at the picture and say what it shows.
- Ask the students what they know about Washington DC.
- Ask (or write on the board) some pre-reading comprehension questions, for example:
What is the capital of the US?
Where is Washington DC?
What is Washington DC famous for?
Why do tourists go to Washington DC?
- Tell the students to read through the information and check the answers to the questions.
- Give them a few minutes to talk about the information and encourage them to search for more information about Washington DC after class.

Module task: Making a report comparing two places in your home town

8. Work in pairs. Compare two places in your home town.

- Pair the students to decide which places they want to research.
- Ask them to read through what they should find out.



- Tell them to list the information that they already know about the places.

- Tell them to decide what more information and how they are to research about the places. Then add the information to the list.

9. Write the information in the table.

- Ask the students to check and sort out their information in the list.

- Tell them to fill in the table with the information from the list.

- Ask them to add other information to the table if necessary.

Possible answer

Place 1: Business Centre	Place 2: Ancient Area
It's in the north of the town. A lot of people work in the offices there. It's a modern area. It's large and there are lots of cars there.	It's in the east of the town. People don't work there. It's a tourist area. It's an ancient area and it's about 500 years old. It's small and there are few cars there.

10. Make a report.

- Read through the example sentences with the whole class. Make sure the students are clear about the language they have to use.

- Ask them to write sentences with the information in the table and join them.

- Explain that they can write three paragraphs to make their reports.

Paragraph 1: describe Place 1.

Paragraph 2: describe Place 2.

Paragraph 3: compare the two places.

- Ask the students to discuss how they can make their reports and what information they should include.

- Ask the students to make their reports. Remind them they can draw, add brochures and so on if they like.

11. Read your report to the whole class.

- Tell the students to give their reports a title.

- Ask them to stand up and present their reports. Or ask the students to display their reports on the wall and let the class walk around and read what others have done.

- Have a discussion with the students about the reports. Tell them to decide which places they like the best and why.