

# MODULE 5 Lao She Teahouse

## Unit 1

### I wanted to see the Beijing Opera.

#### Listening and vocabulary

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

- Ask the students to look at the pictures. Elicit what they can see.
- Tell them to look at the words in the box and repeat them after you. Make sure they understand them all.
- Ask them to describe the pictures in pairs.

##### 2. Listen and underline the correct words or expressions.

- Ask the students to read the three statements. Ask them what they know about the listening text from the statements.
- Play the recording and tell the students to listen for the choices.
- Play the recording again. Ask them to choose the correct answer and then check answers with their partners.
- Play the recording once more for them to check.
- Elicit answers in full sentences from the class.

#### Answers

1. wants to see 2. doesn't know 3. difficult

#### Tapescript

**Lingling:** Hi, Betty.

**Betty:** Hi, Lingling. I'd like to see the traditional Beijing Opera.

**Lingling:** Do you want to come to Lao She Teahouse with me?

**Betty:** What's Lao She Teahouse?

**Lingling:** You can listen to the Beijing Opera there and drink tea at the same time.

**Betty:** Yes, please. I'd like to go with you. You can tell me what's happening.

**Lingling:** Yes, it's quite difficult to understand the story! Just watch the actors and actresses, listen to the music and try to enjoy it.

#### Extension

- Review "Would you like to...?" by making suggestions for a class show.
- Tell the students "I'd like to read a poem." Ask if they like the idea of reading a poem: Who would like to read a poem? (Students hands up.) Then have those students repeat "I'd like to read a poem."
- Do the same with "sing/dance/play an instrument".
- Ask "Who would like to sing?" again and say "(Name) offered/wanted to sing." Ask the students to repeat chorally.
- Ask the question once more and let the students say who offered/wanted to sing.
- Write the simple dialogue "Who would like to...? / I'd like to..." on the board and draw a table as below.

Activities	Names
Read a poem	
Play an instrument	
Sing	
Dance	

- Put the students in groups of three or four to ask and answer about what they really would like to do. Tell them to make notes in the table.

- Elicit what they offered to do from each group.

#### 3. Listen and read.

- Ask the students if they have heard of the playwright Lao She and his play *Teahouse*. If not, introduce students to them.

- Write some general questions about the



conversation on the board for the students to focus on while listening. For example:

1. Why did Lingling take Betty to the teahouse?
2. What did Betty and Lingling do at the teahouse?

- Play the recording while they listen.
- Play the recording again and ask the students to answer the questions.
- Elicit answers from the class.
- Ask the students to practise the conversation in different roles.

#### Now check (✓) the true sentences.

- Tell the students to read the sentences and guess if they are true or false.
- Play the recording once more while they read and underline the key information.
- Ask them to decide on the answers on their own and then check answers in pairs.
- Elicit answers from the whole class in full sentences, giving reasons why some are false.

#### Answers

3. ✓      4. ✓      5. ✓

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

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

#### Answers

1. offered      2. difficult      3. actresses  
4. end      5. main

#### Pronunciation and speaking

#### 5. Read and predict which words in the answers the speaker is likely to stress.

- Ask the students to read the conversations individually and then in pairs.
- Elicit which words are usually stressed in any

sentence, for example, nouns, verbs and adjectives because these are the main words which contain the important information in the sentence.

- Ask the students to predict what the stress in the answers is. Remind them that the stress is on the vowel sounds.
- Elicit students' ideas and write the words they think will be stressed on the board.
- Play the recording for them to listen for the pronunciation and stress.

#### Now listen and check.

- Play the recording again and pause for the students to repeat chorally. Pause after the answers for them to check the stress.
- Check answers with the whole class.

#### Possible answers

1. — Do you want to see the Beijing Opera?  
— Yes, I'd love to.
2. — Do you want to come to Lao She Teahouse with me?  
— Yes, I'd like to go with you.

#### 6. Work in pairs. Read the conversations in Activity 5 aloud.

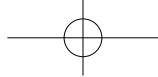
- Ask the students to practise the conversations in pairs, and then change roles.
- Remind them of paying attention to the stress.
- Nominate some pairs to read the conversations.

#### 7. Complete the sentences.

- Check the meaning of the expressions at the beginning of each sentence with the class.
- Tell the students to finish the sentences on their own and then check answers in pairs.
- Ask them to read their sentences in class for others to pick up any errors.
- Encourage them to make as many sentences as possible.

#### Possible answers

1. I want to get up early next week.
2. They offered to take me home.



3. I hope to walk on the moon one day.
4. My parents agree to take me to the theatre on Saturday.

### 8. Work in pairs. Talk about something you'd like to do or see.

- Read the example sentence aloud with the class and ask if anyone wants to ride a horse.
- Elicit some other ideas and write them on the board (e.g. go ice-skating, go to the zoo, have a picnic in the forest).
- Ask the students to work in pairs and discuss their own ideas.
- Go around and monitor the conversations.
- Ask some pairs to share their ideas.

## Unit 2

### It describes the changes in Chinese society.

#### Reading and vocabulary

#### 1. Work in pairs. Ask and answer the questions about Lao She.

- Remind the students that in Unit 1 they were introduced to Lao She, the famous Chinese writer. Tell them they are going to find out more about him in the reading passage.
- Ask the students to think about what they already know about Lao She.
- Tell them to read the questions.
- Ask them to work in pairs to ask and answer the questions.
- Elicit their answers in open pairs.

#### 2. Read the passage and match the headings with the paragraphs.

- Tell the students to look at the headings and explain that they are going to match each heading with the correct paragraph. Elicit which heading is

the name of a person, which one is the name of a place and which is a story.

- Ask them to read the passage and match the headings with the paragraphs individually. Then check answers with a partner.
- Ask them to go back to the text, to read again and check.
- Elicit answers from the whole class.

#### Answers

1. b)      2. c)      3. a)

#### Learning to learn

- Read through the information with the students and ask them why it's important to look at the title, headings and photos, especially before they read the whole passage.
- Elicit that this helps them guess the content of the passage, be more confident and understand what they are going to read much better.

#### 3. Complete the timeline with information about Lao She.

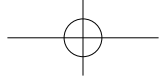
- Check if the students understand what a timeline is, i.e. a line that shows the order of dates when particular things happened.
- Tell the students to read the passage again, look for the dates in Lao She's life mentioned in the passage and write the correct events next to the dates in the timeline.
- Ask them to check their answers in pairs.

#### Answers

1957 wrote *Teahouse*  
1924 left home and went to England  
1918 finished school and became the head teacher of a primary school  
1913 went to a teacher's school  
1899 born in Beijing

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

- Tell the students to read the words in the box.
- Ask them to read the passage, decide what is missing and complete the passage individually.



- Ask them to check answers with their partners.
- Elicit answers from the whole class.

#### Answers

- |            |            |            |
|------------|------------|------------|
| 1. common  | 2. society | 3. century |
| 4. writers | 5. if      | 6. magic   |

#### Writing

##### 5. Complete the table.

- Go around the class and get the students to answer the questions in the table about *Teahouse*. Ask them to think about the information without checking the passage.
- Discuss and elicit answers with the students and then ask them to write their answers in the table.
- Ask the students to think of their favourite play or film. Elicit a few ideas around the class and see if anyone else agrees or disagrees with the ideas.
- Tell the students to answer the same questions about their favourite play or film and write their answers in the table.
- Get them to work in pairs and ask and answer the questions about their favourite play or film.
- Elicit a few examples in a class discussion.

#### Answers

	<i>Teahouse</i>	Your favourite play or film
Where does the story take place?	In Beijing.	Students' own answers.
When does the story take place?	It starts at the end of the 19th century and finishes over 50 years later.	Students' own answers.
What is the story's main idea?	It tells the changes in Chinese society over 50 years.	Students' own answers.
Why is it good?	It shows the lives of common people in China.	Students' own answers.

##### 6. Write sentences about *Teahouse* with the information in Activity 5. Use the passage in Activity 2 to help you.

- Write question words “Why”, “What”, “When”, “Where” on the board as prompts for the sentences.
- Ask the students to use the table in Activity 5 and the passage in Activity 2 to help them write sentences about *Teahouse*. Tell them to start with the example sentence and add their own sentences.
- Go around and monitor, helping if there are any queries. Remind the students to write in the present tense, as it is used for summaries.

#### Answers

The story starts at the end of the 19th century and finishes over 50 years later.

The story tells the changes in Chinese society over 50 years.

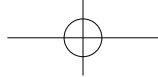
It is a good play because it shows the lives of common people in China.

##### Now join the sentences. Write a passage about *Teahouse*.

- Elicit ways of joining sentences: “and”, “but”, “so” and “because”.
- Give the students time to write their passage or set for homework. As a guide, tell them they can write between 80 and 100 words.
- Elicit when they should use capital letters (e.g. for names).
- Remind the students to check punctuation, spelling and grammar when they have finished writing.
- Have the students swap and peer review passages.

#### Possible answer

The story of *Teahouse* takes place in a teahouse in Beijing. It starts at the end of the 19th century and finishes over 50 years later. The main idea of the play is the changes in Chinese society over this time. We learn about the life of the teahouse owner Wang Lifu and his customers and the changes to their lives in the first half of the 20th century. It is an interesting play because it shows the lives of common people in China. Lao She wrote the play



in 1957. He is a very famous Chinese writer and many people think he is one of the greatest writers of the 20th century.

### 7. Write a passage about your favourite play or film. Use Activities 5 and 6 to help you.

- Get the students to refer to the column they completed in the table in Activity 5 about their favourite play or film.
- Get them to think about any special vocabulary they might need to talk about the play or film and make notes.
- Give them time in class or as homework to write their passage.
- Have a few students read their passages aloud to the class.

#### Possible answer

My favourite film is *Star Wars*. It takes place in the future when people travel into space from earth to other planets. The main idea of the film is a war between good and bad people, so in many ways it is quite a traditional story. Some dangerous things happen, but in the end the good people win. There are a lot of famous actors in the film and the music is also very exciting. George Lucas wrote *Star Wars* in 1977, but millions of people still like to watch it.

## Unit 3

### Language in use

#### Language practice

##### Preparation

- Ask the students to read the sentences in the box.
- Go over the grammar points with the whole class and ensure the students understand and can use them all correctly. First, ask how many verbs there are in each sentence. Elicit there are two verbs. Then ask what tense the first one is and what form the second verb takes. The term “infinitive” can be

taught if it will help the students remember.

- Put the students in groups of 3-4 to decide to do something together and to plan it.
- Ask each group to report back what they decided, who offered to do something and what they planned, using the language in the box.

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

- Ask the students to read the words in the box and then the sentences. Make sure they know what to do.
- Ask them to complete the sentences on their own. Remind them to use the infinitive form that has been explained in the grammar box.
- Ask them to check answers in pairs.
- Elicit answers from the whole class.

#### Answers

- |            |             |             |
|------------|-------------|-------------|
| 1. to stay | 2. to teach | 3. to write |
| 4. to see  | 5. to spend |             |

### 2. Read the conversation and complete the note with the correct form of the words in the box.

- Tell the students to first read through the conversation. Then ask a few questions and elicit answers to check understanding:

- 1) What does Betty want to do?
- 2) What does Lingling offer to do?
- 3) What does Daming suggest?

- Go through the words in the box and practise them chorally with the whole class.

- Ask the students to read the note all the way through so that they can work out which word in the box fits each gap.

- Elicit what form the words should be in, i.e. past tense.

- Tell the students to put the words into the correct form and complete the note.

- Ask them to check their answers in pairs.

#### Answers

- |           |            |            |            |
|-----------|------------|------------|------------|
| 1. wanted | 2. offered | 3. advised | 4. decided |
|-----------|------------|------------|------------|





### 3. Complete the passage with the correct form of the words in brackets.

- Tell the students to look at the photo of the statue and ask if anyone knows who it is. Elicit the name of the writer Lu Xun, or explain who he is.

- Tell them to read through the passage and look at the words in brackets while they read. Ask them to think about what form the words will be in, but not write until they have finished reading and understood the passage.

- Ask the students to complete the passage on their own and then check their answers in pairs.

- Check answers with the whole class.

- Ask a few questions to check comprehension or write them on the board for the students to answer in pairs:

1) Who is Lu Xun?

2) What did he do first?

3) Why did he start to write?

4) What is his famous story *The True Story of Ah Q* about?

5) When did people first translate his works into English?

- Nominate a few pairs to ask and answer.

- Ask different students to read the passage out line by line.

#### Answers

- |             |          |             |
|-------------|----------|-------------|
| 1. to help  | 2. to be | 3. to write |
| 4. to teach | 5. think |             |

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

- Look at the words and expression in the box with the whole class. Check and teach those the students don't know.

- Tell them to guess what the passage is about in pairs.

- Elicit and write their ideas on the board. Then ask them to read the passage quickly and see if they are right.

- Tell them to complete the passage on their own and then check answers in pairs.

- Check answers with the whole class.

#### Answers

- |            |              |               |
|------------|--------------|---------------|
| 1. theatre | 2. wonderful | 3. took place |
| 4. magic   | 5. cheered   |               |

### 5. Listen and choose the correct answer.

- Ask the students to read the questions and answers and be ready to listen for the answers.

- Play the recording while they listen for the answers.

- Play the recording again for them to choose the correct answer.

- Play the recording once more for them to check.

- Elicit answers from the whole class.

#### Answers

- |       |       |
|-------|-------|
| 1. b) | 2. a) |
|-------|-------|

#### Tapescript

**Vicky:** Hello, Steve. Are you enjoying your visit to London?

**Steve:** Thank you for asking, Vicky. I'm having a great time. We went to Shakespeare's Globe Theatre last night.

**Vicky:** Oh yes, it's great. A lot of tourists want to go there.

**Steve:** Yes, my uncle offered to take us, and we decided to see *Romeo and Juliet*.

**Vicky:** Did you understand the play?

**Steve:** Well, I tried to understand the words. It was very difficult. But I know the story.

**Vicky:** I hope to see *Romeo and Juliet* too. It's my favourite play.

**Steve:** Will your parents agree to take you?

**Vicky:** Yes, I'm sure they will.

### 6. Listen again and check (✓) the true sentences.

- Ask the students to read the statements and guess whether they are true or false individually.

- Elicit their answers and put a "✓" next to those they give different answers to.

- Tell them to listen again and check the true sentences.



- Ask them to check their answers in pairs.
- Elicit answers from the whole class and ask them to give reasons if the statement is false.

#### Answers

1. ✓      4. ✓      5. ✓

### 7. Work in pairs. Talk about your weekend plans. Use the words and expressions in the box to help you.

- Look at the words and expressions in the box with the class. Make sure they know how to make suggestions with them.
- Elicit what they would like to do or see on weekends and then tell them to make some suggestions for each other. Write them up on the board.
- Tell the class to use the information to make a conversation between two friends deciding what to do and what to see at the weekend (e.g. go to a museum, see a play, see a film, etc).
- Remind them to use the words and expressions in the box and to say something interesting.
- Circulate and monitor as the students work in pairs.
- Nominate some pairs to talk about their plans.

### 8. Read the passage and choose the correct answer.

- Review the play, *Teahouse*, with the class. Discuss what it is about.
- Tell them to read the passage quickly for gist and find out three things: a) where the play was performed; b) whether it was good or not; c) why.
- Tell them to read the task and choices. Ask them to read the passage again and underline the key information. Then choose the answers.
- Ask them to check their answers in pairs.
- Elicit the correct answers in full sentences from the class.

#### Answers

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

### Around the world: Theatres

- Ask the students to look at the photo and say if they know where it is or what it is, i.e. a theatre in ancient Greece.
- Read through the information with the students and check if they understand it.
- Ask a few concept checking questions:
  - 1) How many people were in the audience?
  - 2) Where did they sit?
  - 3) Do people still watch ancient Greek plays?
- Elicit answers from the class.
- Ask the students to find out more information about theatres.

#### Culture box: *Globe Theatre, London*

The Globe Theatre was a wooden theatre built in 1599 in London at the time of Queen Elizabeth I. It was where Shakespeare's plays were performed. It was a 20-sided building with a diameter of 100 feet and could hold an audience of about 3,000 people. In 1613, during a performance of *Henry VIII*, wadding from a stage cannon ignited the thatched roof and the theatre burned to the ground in less than two hours. It was rebuilt and continued to be a theatre until it was destroyed to build housing blocks.

In the 1990s, the American director Sam Wanamaker decided to build a replica of the original theatre for Shakespeare plays to be performed in. It opened for performances in 1997. The centre of the theatre is open to the sky, just as in the old days. Very cheap standing tickets are sold for people to see the plays on a budget. If it rains, you get wet.

### Module task: Acting out a scene from a play

### 9. Work in groups. Find a play. Think about these questions.

- Read through the questions with the class.
- Tell the students to think about some plays they've seen or they know about.
- Divide the class into groups of 6-8. Ask them to choose one play they like or they know and answer the questions about what they choose.
- If they have troubles, make some suggestions.



- Ask some groups to present their answers.

### Extension

- Prepare some sketches (short, funny plays).
- Choose one and give out scenes to different groups. Or give out different sketches and each group chooses a scene to do.

### 10. Choose a scene and practise it.

- Decide whether the students can do this in class or as a homework activity or a combination of both.
- Ask them to find a script (e.g. look for it on the Internet and then copy and print a scene from the story for their group).
- Ask them to practise it in different roles.

### 11. Act out the scene in front of the class.

- Ask each student in every group to choose one character to act out in the scene. If it's permitted, tell them to bring in props from home such as costumes that will help them act out the scene.
- Set the classroom up like a mini-theatre with chairs for the audience and an area for the stage at the front of the class.
- Have different groups act out the scene they chose and practised for the class.
- Make sure the rest of the class applaud at the end of each scene acted out, like a real audience.



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