

MODULE 7

A famous story

Unit 1

Alice was sitting with her sister by the river.

Listening and vocabulary

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

- Read the words aloud with the students and check if they understand the meaning.
- Get them to predict the order of events they might hear about. (e.g. Maybe a rabbit falls into a hole. Maybe a rabbit follows a strange person.)
- Play the recording. Tell the students to check their predictions and write numbers 1-5 in the boxes, according to what they hear.
- Check answers around the class.

Answers

fall — 4; follow — 2; hole — 5; rabbit — 3; strange — 1

Tapescript

Alice's Adventures in Wonderland is a famous English story. It's about a girl called Alice. She goes to Wonderland and meets some strange people and animals. First, she follows a white rabbit and falls down a hole. Then, she sees the Cheshire Cat. She goes to a tea party at the March Hare's house. Finally, she meets the Queen of Hearts.

2. Listen again and number the pictures.

- Read the simple descriptions of the pictures with the students. Explain the names in the descriptions if necessary. (e.g. In March, hares — wild rabbits — are considered mad because of their strange behaviour when they try to attract female rabbits, so there is an expression in English "He's as mad as a March hare.")

- Repeat the descriptions, especially the names, chorally for the students' pronunciation.
- Put the students into pairs or groups of three to describe the pictures.
- Elicit descriptions from the class.
- Play the recording and ask the students to listen for the descriptions.
- Play the recording again for them to number the pictures and check answers in pairs or groups.
- Play the recording once more for the students to check and then elicit their answers in order.

Answers

a — 2; b — 3; c — 1

3. Listen and read.

- Divide the students into groups. Then elicit the new language by telling different groups to mime such actions as eating a sandwich, drinking tea, combing hair, reading a book, drawing a picture, looking at watches, etc and continue doing them until they hear "stop".

- Shout "stop". Ask the students what they were doing a minute ago:

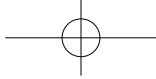
Teacher: What were you doing when I shouted "stop"?

Students: We were eating sandwiches.

- Ask different groups to elicit different responses.
- Have the students ask each other in open pairs.
- Ask the students if they know about the story of *Alice's Adventures in Wonderland*. If they do, elicit what they have understood and use it to teach the key vocabulary. If they don't, give a brief introduction to the story.
- Play the recording. Tell the students to read the conversation as they listen.

Now complete the notes.

- Ask the students to look at the notes and guess the missing information.



- Ask them to read the conversation again and underline the key information to help them complete the notes.
- Ask them to complete the notes individually.
- Elicit answers in full sentences from the whole class.

Answers

1. sitting; sister 2. watch 3. tea 4. playing

Extension

- Play the recording again, pausing after each sentence and having the students repeat them chorally and individually. Otherwise, simply ask them to work in pairs and read the conversation.
- Have them practise it and change roles. Circulate and monitor their production.
- Ask some volunteers to perform the conversation for the class.

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

- Look at the words in the box with the class. Make sure the students are clear about the meaning.
- Ask the students to read the sentences on their own and guess what the missing words are.
- Ask them to complete the sentences individually and check their answers in pairs.
- Elicit answers in full sentences.

Answers

1. strange 2. smile 3. watch
4. hole 5. fall

Pronunciation and speaking

5. Listen and underline the words the speaker stresses.

- Ask the students to read the conversations and predict the stress.
- Play the recording and pause for the students to repeat for pronunciation and stress.
- Play the recording again and tell the students to

listen and repeat. Then ask them to underline the stressed words.

- Play the recording once more. Elicit the stress and let the students check whether their prediction was correct.

Now work in pairs. Listen again and repeat.

- Play the recording and have the students read out the conversations in pairs as they listen. Tell them to exaggerate the stressed words.
- Nominate a few pairs to read the conversations.

Possible answers

1. — The Cheshire Cat was sitting on the grass.
— No, it wasn't. It was sitting in a tree.
2. — The white rabbit was looking at its watch.
— Yes, it was.

6. Work in pairs. Do an interview.

- Read the instructions and model conversation with the class. Make sure they are clear about what they are going to do.
- Tell the students to do an interview in pairs after the example and say what they were really doing then.
- Do a few conversations in open pairs first to pick up any errors.
- Circulate and monitor their progress.
- Have some students present their interviews in open pairs.

Culture box: Rabbits and hares

Rabbits and hares are two similar animals. They are both relatively small, and have long ears and light brown fur. But hares generally have black markings on their fur. They also have longer ears and longer back legs than a rabbit and can run faster. Most rabbits live underground in burrows or warrens in colonies, while hares live in simple nests above the ground and usually do not live in groups.

Many children have rabbits as pets. These rabbits have different coloured fur — white, black, grey and multi-coloured. Children often call them bunnies.



Unit 2

She was thinking about her cat.

Reading and vocabulary

1. Look at the picture in Activity 2 and say what you think is strange.

- Put the students in groups of 3-4 to describe what they see in the picture in Activity 2 and say what is strange.
- Elicit descriptions from the whole class.
- Write some ideas on the board and use them to teach the key vocabulary.

2. Read the start of *Alice's Adventures in Wonderland* and guess what happens next.

- Ask the students to read the passage and find out:
 - 1) Where was Alice?
 - 2) Who was she with?
 - 3) What did she see?
- Ask them to answer the questions individually and then check with a partner.
- Elicit answers from the whole class.
- Ask them to work in pairs and guess what happens in the next part of the story. Suggest some questions to get them thinking. (e.g. Where did Alice land?/What do you think she saw?/What did she feel?/Was she afraid?/Was the rabbit in the hole with her?/Where did she go?)
- Elicit some ideas around the class.

3. Number the events in the order they happened.

- Read the sentences with the class. Ask the students to try to order the sentences.
- Tell them to read the passage again and scan for the key information. Ask them to underline and number the sentences when they find them.
- Ask them to check the sentence order with their partners.
- Elicit answers from the whole class.
- Ask the students to read out the sentences in the

correct order to better understand the story.

Answers

a) — 5; b) — 1; c) — 4; d) — 2; e) — 3

4. Answer the questions. Use the words and expression in the box.

- Go through the words and expression in the box with the students and check if they understand them. Ask some questions or draw pictures on the board to help them understand.
- Ask the students to work in pairs and ask and answer the questions.
- Elicit answers to the questions around the class.

Answers

1. Alice wasn't interested in her sister's book because in the story Alice thought "... what is a book for without pictures or conversations?"
2. The rabbit's eyes were pink.
3. It was in his pocket.
4. She ran across a field.
5. She fell down a very deep hole.
6. She landed on some dry leaves.

Writing

5. Match the answers with the questions.

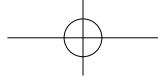
- Ask the students to read the questions and think about the possible answers.
- Tell the students to read the answers and match them with the questions on their own. Remind them to think about the order of the events and find words in the questions and answers that are similar, so they can logically decide the right answers, even if they do not know the story.
- Ask them to check answers in pairs.
- Elicit answers with the students asking and answering the questions in pairs.

Answers

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

Learning to learn

- Go through the suggestions with the students.



- Ask what they think about the books they know (e.g. *Harry Potter*) and what they can do to better understand the stories.

- Tell them to go to the library or school library to get out a simplified reader if they can. Advise them to read a little regularly and at the end of the term, write a report on the book.

6. Write what happened to Alice. Use the answers in Activity 5 to help you.

- Tell the students they are going to join the answers in Activity 5 to make a short passage that describes what happened next to Alice.

- Point out they will need to add some words to show the sequence of the events, such as “after”, “next”, “then”, etc. Remind them they may also need to cut some words from the answers in order to make the language sound better and neat.

Now imagine what will happen next.

- Put the students into groups and let them discuss some possible ideas about what they think happened next to Alice. Point out the picture next to Activity 4 and tell the students that is what Alice looked like in the book illustrations.

- Ask some questions to get them started.

- 1) Where did Alice go?
- 2) What did she see next?
- 3) Did she meet anyone?

- Go around and monitor, helping with suggestions and listening for and correcting any mistakes.

- Elicit some ideas from the students in open class.

Possible answer

After Alice found a small key on a table, she opened a small door with it and saw a beautiful garden. Next, she found a bottle with the words “DRINK ME” on it. Then, she drank from the bottle and became very small.

Culture box: Lewis Carroll and Alice Liddell

Lewis Carroll’s real name was Charles Dodgson. As a child, he was the family entertainer who enjoyed doing shows and magic tricks for everyone. He became a teacher and taught maths

at the University of Oxford, but he liked writing and wrote many papers on maths and logic. He was also an amateur photographer, excelled especially at photographing children.

One day, he saw Alice Liddell in a garden. She was playing with her sisters. He went to meet them and they asked him to take photographs. He became good friends with the Liddell children.

One day when they were having a picnic by the river, Carroll was telling the girls lots of stories. Alice asked him to write down the stories and he wrote the first Alice book, *Alice’s Adventures in Wonderland*, in 1865. He went on to write *Through the Looking Glass* and *What Alice Found There*. He died in 1898.

Unit 3

Language in use

Language practice

Preparation

- Read the sentences in the box with the whole class. Elicit the grammar point.

- Ask questions about the statements in the box. (e.g. What’s Alice doing one day?)

- Tell the students to answer the questions with the information in the box and then use their imaginations to give different answers.

- Put the students in pairs to ask and answer questions in the same way.

1. Underline the correct words.

- Tell the students to read through the sentences and think about whether the action was finished or not in each sentence.

- Ask the students to decide which choice expresses the right time and underline it.

- Put them in pairs to discuss and check.

- Elicit answers from the whole class.



Answers

1. went off
2. was teaching
3. saw; were showing

Extension

- Write these expressions on one side of the board: last night, before dinner yesterday, etc.
- Elicit what the students do every school night and write it on the other side of the board (e.g. study, do homework, watch TV, play computer games, wash face and brush teeth, etc).
- Point to a time on the board and ask what the students did then. For example:
Teacher: What did you do last night?
Student: I watched TV.
- Have them ask each other in open pairs.
- Write times such as 5:30 am, 6:00 pm, 7:15 am, 8:00 am and 9:30 pm on the board. Elicit questions to ask with these times. For example:
Teacher: What were you doing at 5:30 am yesterday?
Student: I was sleeping.
- Mix up the questions to make the students think about the time and tenses.
- Put them in pairs to model and ask and answer questions to test each other.
- Nominate some pairs to ask and answer in two tenses.

2. Write sentences about what you were doing.

- Read through the first parts of the sentences with the class and elicit the possible endings in the correct tense.
- Tell the students to complete the sentences on their own.
- Ask them to check their answers in pairs and then think of questions for each sentence.
- Elicit answers in the correct tense by nominating some pairs to ask and answer.

Possible answers

1. ... I was having dinner.
2. ... I met my friend Lingling.
3. ... I was staying at my grandparents' house.
4. ... I was playing in the park with my friends.

3. Work in groups of four. Play a chain game.

- Read the conversation with the whole class.
- Repeat with three students to demonstrate how the chain game works.
- Put the students in groups of four to play the game. Remind them of making some notes about everyone's action to prepare for the next activity.
- Circulate and monitor as they play.
- Nominate some groups to play their games.

Extension

- Make it into a memory game. Ask the students to ask, listen and then add their answers to the previous answers. Tell them they must remember what everyone did as the students say what they were doing. (e.g. At eight o'clock last night Ming Hui was playing the guitar. Liu Yin was doing her homework. Mei Ling was eating an apple and I was checking my email.)
- Nominate some groups to play their games in front of the class.

4. Write down what each member of your group was doing at eight o'clock last night.

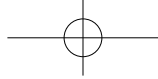
- Ask the students to write down the sentences individually. Tell them to use the notes they made in Activity 3 to help them.
- Ask them to check their sentences in pairs.
- Elicit full sentences from the whole class.

Possible answers

1. Ming Hui was playing the guitar at eight o'clock last night.
2. Liu Yin was doing her homework at eight o'clock last night.
3. Mei Ling was eating an apple at eight o'clock last night.
4. I was checking my email at eight o'clock last night.

5. Complete the sentences with the correct form of the expressions in the box.

- Ask the students to look at the expressions in the box and check their meaning.
- Ask them to read the sentences, think about and



decide what's missing.

- Ask them to complete the sentences on their own and then check their answers in pairs.
- Elicit answers in full sentences.

Answers

- | | |
|----------------------|-------------------|
| 1. running after | 2. What... for |
| 3. had nothing to do | 4. thinking about |
| 5. once or twice | |

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

- Write the words in the box on the board. Ask the students if there are any words they don't know.
- Elicit characters from the story *Alice's Adventures in Wonderland* they can remember. Then ask them to talk about the story of Alice in pairs, using the words on the board. Monitor as they talk.
- Ask some pairs to come up at the same time. Give each pair a word to write one story sentence on the board with one telling his/her partner what to write.
- Ask if the class agree with the sentences or if they want to add other sentences to them.
- Tell the students to read the passage quickly to see if their sentences are similar to or different from the story. Check with the whole class.
- Tell them to read the passage again and complete it.
- Ask them to check their answers in pairs.
- Elicit answers in a chain of sentences around the class.
- Ask the students to read out the whole passage.

Answers

- | | | |
|------------|------------------|---------|
| 1. river | 2. conversations | 3. pink |
| 4. strange | 5. pocket | 6. hole |

7. Listen and complete the sentences.

- Tell the students to work in pairs and read through the sentences in each paragraph. Ask them to discuss what types of words they need to listen for.
- Play the recording. Have the students listen and complete the sentences individually.

- Play the recording again and get the students to check their answers in pairs.
- Elicit answers in full sentences from the whole class.

Answers

- | | | |
|------------------|------------|-----------|
| 1. picnic | 2. white | 3. leaves |
| 4. ground; field | 5. came | 6. talked |
| 7. pocket | 8. smiling | |

Tapescript

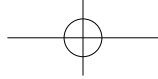
One day, I was with my friends. We were having a picnic in a field and I saw something strange. There was a white cat with a pink nose sitting in a tree. There's nothing strange about that, of course, but it looked like it was eating the leaves in the tree! That was strange! Cats don't usually eat leaves. "Maybe it's very hungry," I thought.

While I was looking at it, the cat got out of the tree, jumped down to the ground and walked across the field and sat next to us. Maybe it wanted some of our picnic to eat, but there was nothing for a cat. The cat got up and came close to me. I talked to it and it smiled at me.

Was it a Cheshire Cat? I found some biscuits in my pocket and gave them to the cat. Soon, it was eating biscuits and smiling at us. Then, after a while, the cat got up and walked across the field. Maybe it wasn't hungry any more.

8. Read the play and act it out.

- Look at the picture and identify the four characters in the scene with the class. Explain that a "Hatter" is an old-fashioned word for someone who makes hats.
- Play the recording for the students to listen. Explain they just need to listen and enjoy the story. If they find it hard to understand the humour, play the recording again or read it through round the class, stopping to make sure the students can follow it.
- Put the students into groups of four and ask each to choose one of the characters to read and act out.
- Better explain the day before that they will act out the scene tomorrow, so they can bring in props from home such as a large hat for the Mad Hatter or other objects such as a teapot 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.
- Ask each group to act the play out. Make sure the rest of the class applaud at the end of each scene acted out, like a real audience.

Culture Box: *Mad Hatter*

The Mad Hatter is the name of one of the characters in *Alice's Adventures in Wonderland*. In the past, people who made hats had to use a dangerous chemical called mercury in their work. This affected their health and sometimes made people behave in a very strange way. That is the origin of the expression "as mad as a hatter".

Around the world: Stories

- Ask the students what their favourite story is and why they like it.
- Read the information and ask the students if they have any questions.
- Elicit answers to the question in the passage about modern stories. Ask the students if they agree that stories written in books today are not as entertaining as old ones. If they say yes, ask them to explain why.

Module task: Writing a short story about your own experience

9. Make notes about your story.

- Explain the task to the students. Go through the list of prompts for making notes and the example notes with them.
- Tell them the story they will write can be a true story that happened to them and it can be funny or serious, or if they cannot think of something suitable, it can be an imagined story.
- Ask them to follow the list of prompts to make notes individually about their stories.
- Put the students in pairs or groups of three to

tell each other about their stories with their notes. Tell them to add more to their notes if they find it necessary while telling the stories.

10. Write the story. Use your notes to help you.

- Ask the students to work on their own to write the story with their notes. Remind them to use the model beginning to help them.
- Monitor as they work and help if they ask.

Possible answer

It was a Friday evening. I was waiting at the bus stop after school when a car stopped and the driver opened the door. It was my father. "Quick, get in!" he told me. I was very surprised, but I did as he said. At first, I was worried that something bad had happened. Then, I noticed my mother. She was also in the car and on the back seat, there were some bags of clothes and some food. My father was driving the car, but he was not driving home. He was driving out of the town. "Where are we going?" I asked. It was a warm evening and lots of people were walking along the road. It was the last day of term. Did my parents have a big surprise for me? We were going somewhere special — but where? The next thing I can remember is falling asleep. When I woke up, I saw the sea. We were at the beach. My father was smiling. "Here we are," he said. The summer holiday starts now!

11. Work in pairs. Discuss and revise your story.

- Ask the students to work in pairs to review each other's stories. Tell them they can add some more descriptions if their partners ask questions and make suggestions.
- Remind the students to check their spelling, punctuation and grammar.

12. Read your story to your classmates.

- Ask the students to work in groups and read their stories aloud.
- Alternatively make a book of all the stories or display them on the wall for the students to read.