

# MODULE 2 Experiences

## Unit 1

I've also entered lots of speaking competitions.

### Listening and vocabulary

#### Preparation

- Introduce the concept of an experience by asking students to tell you the nicest thing that has ever happened to them. Write “best experiences” on the board and write a list under it (e.g. win a prize, visit Beijing, meet grandmother).
- Write “new experiences” on the board and ask students to tell you things they have never done but would really like to (e.g. visit Hainan, go to a pop concert, be chosen for a team).

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

- Ask students to read the words. Repeat the words chorally and individually. This will help them recognise the words when they hear them.
- Play the recording and ask students to tell you the order they hear the words in. Play it twice if necessary. When students tell you the answers, check pronunciation.
- Find out if they know the meaning of the words. Ask them what kind of experience the people are talking about and if it's good or bad. Write ideas on the board.
- Play the recording again for students to check if their ideas are correct.

#### Tapescript

**Betty:** Lingling, have you ever been to the US?

**Lingling:** No, I haven't. I've always wanted to go there.

**Betty:** Would you like to come and visit me next year?

**Lingling:** That sounds wonderful! I'd love to.

**Betty:** I haven't asked my parents, but I'm sure they'll say yes. Have you ever travelled by plane?

**Lingling:** Yes, I have.

**Betty:** Did you enjoy it?

**Lingling:** Yes, it was very exciting, but I was quite tired.

#### Answers

ever — 1; exciting — 4; tired — 5;  
visit — 2; wonderful — 3

#### 2. Listen again and choose the correct answer.

- Have students read the sentences and guess the answers.
- Play the recording for students to listen to and check their answers.
- Check answers as a class.

#### Answers

1. hasn't ever visited      2. hasn't asked  
3. has travelled

#### Language point: Have

“Have” has three main uses:

1) to express possession: Do you have any cousins?

2) with words like “shower”, “lunch”, “tea”, “sleep”:  
He's having a sleep.

She didn't have a shower.

When do you have lunch?

3) as part of the present perfect tense that is used to talk about past experiences and about things not done but that we want to do:

I've asked my mother.

She hasn't visited the US.

They haven't agreed.

#### 3. Listen and read.

- Ask students if they have ever entered a competition and if so, what kind. Put students in pairs and give them one minute to think of as many kinds of competition as possible (e.g. sports, painting, kite-flying). Invite students to come out and write their ideas on the board.

- Have students read and listen to the conversation and tell you what kind of competition Lingling wants to enter. Compare with the ideas on the board.
- Ask students what the context of the conversation is, if it's face-to-face, on the Internet, on the phone, etc.
- Put students in pairs and assign different words in the conversation to each. Ask students to repeat their words chorally and check pronunciation.
- Tell them to find their words in the conversation and work out the meaning. Play the recording again while they read.
- Elicit ideas for the meanings from the class. Check that they are correct.
- Tell students they are going to prepare to read the text as a conversation with a partner. Ask them to read the conversation slowly and check if there are words they don't understand. Ask them to discuss the words with their desk partner and try to work out the meaning.
- Write the new words on the board. Repeat chorally to help recognise the pronunciation.
- Play the recording and ask students to read the conversation out loud.
- Put the class into pairs and give a character (Tony or Lingling) to each student in the pair. Play the recording again and ask them to read their part.
- Tell pairs to practise the conversation.
- Invite pairs to perform the conversation for the class.

#### Now check (✓) what Lingling and Tony have or have not done.

- Explain that this activity is designed to check that students have understood the main ideas of the conversation. Tell them to read the contents of the table and guess the answers from memory before listening again. This will help them focus when listening.
- Copy the table onto the board and ask volunteers to come out and mark their answers in the table before listening to check.

#### Answers

Name	Experience	Yes	No
Lingling	has won some prizes.		✓
	has always wanted to go on a dream holiday.	✓	
Tony	has entered lots of speaking competitions.	✓	
	has won some prizes.		✓
	has travelled a lot.		✓

#### Everyday English

*Good luck!* — often used when we'd like to give our good wishes to someone before they have an exam or run a race, for example

*That's a pity.* — used when we'd like to express sympathy to a friend, or when something didn't go the way we hoped

*That sounds wonderful.* — used when someone has told you about something nice that they are going to do or have done. It shows a positive reaction.

#### Methodology tip: Feedback

If you allow students to be in charge of the feedback written on the board, they will be more motivated to make an effort when doing exercises, because they know they'll be able to show their work to the class and that their work will be a type of model for their classmates. Make sure to ask different students to come to the front so that everyone has a turn over a period of a few weeks.

#### 4. Work in pairs. Ask and answer questions about what Lingling and Tony have or have not done.

- Check that students have the correct pattern. Tell them to look at the model question and at the contents in the table in Activity 3 and tell you the difference(s).
- Have students write questions about Lingling and Tony, using the expressions in Activity 3 and the pattern in the model question.
- Elicit some questions from the students. Write them on the board and check pronunciation.

- Put students in pairs to take turns asking and answering their questions. Monitor and help with pronunciation as needed.

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

- Explain to students that they are going to complete the sentences with the words in the box. Tell them that they might need to decide if a word should be plural or singular or if they need to change from the present to the past, for example.
- Ask students to complete the sentences with the correct form of the words and discuss the answers with their desk partner.
- Check answers as a class.

#### Answers

- |           |           |                |
|-----------|-----------|----------------|
| 1. dream  | 2. prizes | 3. competition |
| 4. afford | 5. pity   | 6. invited     |

### Pronunciation and speaking

#### 6. Read and predict which words the speaker is likely to stress.

- Explain that this activity is to focus on the English way of stressing sentences that can be difficult for Chinese speakers.
- Tell students that in English the stress is on words that give information and are important to the message. Short grammar words (e.g. to) are not usually stressed.
- Work as a class to guess which words are stressed and circle them in the first sentence. Then have students work in pairs to circle the stressed words in other sentences.

#### Now listen and check.

- Play the recording for students to listen to and check their answers. Play it twice if necessary.
- Check answers as a class — write the sentences on the board and ask students to come out and circle the stressed words.

#### Possible answers

A: Have you ever wanted to travel around the world?

B: Yes, I have. I've always wanted to travel around the world.

A: Have you ever visited New York?

B: No, I haven't. I've never visited the US.

A: Have you ever entered a competition?

B: No, I haven't. I haven't entered any competitions.

### Methodology tip: Peer evaluation in pronunciation activities

If students work on pronunciation in pairs, and take turns to listen and evaluate each other, they will become more aware of what acceptable pronunciation sounds like, and they will learn to recognise the sound of English. Having the power to correct a partner will motivate them to listen carefully, and to pay attention to what constitutes comprehensible English. They may also try harder to pronounce English well, as they may want to “be better” than their partner.

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

- Put students in pairs to take turns asking and answering the questions in Activity 6.
- Tell them to give their true answers. If necessary, allow them to write down their answers before they work with their partner.

#### 8. Work in pairs. Ask and answer questions about yourself.

- Tell students they are going to find out about experiences that a classmate has had. Ask them to write at least five questions starting with “Have you ever...” and following the pattern in Activity 6.
- Brainstorm words (verbs) that they can use to make interesting questions, for example, visited, flown, eaten, seen, met.
- Write their ideas on the board.
- While students choose words from the board and write at least five questions, monitor and help as needed.
- Put students in pairs to take turns asking and answering their questions. When they have finished, put them with a different partner and repeat.
- Ask students to write about their classmates' experiences in their notebooks.

## Unit 2

### They have seen the Pyramids.

#### Reading and vocabulary

##### 1. Work in pairs. Ask and answer the questions.

- Read the questions as a class and check meanings.
- Read the questions to the class and ask them to listen and repeat.
- Invite volunteers to ask you the questions, checking their intonation, and then give your answers.
- Ask students if they can remember the exact words you used when you answered the questions. Tell them to dictate your words back to you. Write them on the board.
- Give students open-pair practice by asking one student to ask the first question and another student to read out your answer from the board.
- Repeat with the remaining questions.
- Ask students to think about their own answers for a minute. Allow them to take notes or write down their answers to help.
- Put students in pairs to take turns asking and answering the questions.
- Ask individual students to tell the class about their partner's answers.

##### 2. Read the passage and answer the questions.

- Ask students to look at the photograph and tell you if they know what it shows and where it is.
- Give students thirty seconds to read the passage quickly and find the name of the country and the name of the buildings in English.
- Divide the board in half, drawing a line down the middle. Find out if the students know anything about the Pyramids or Egypt, and if so, what. Write their information on one half of the board.
- Tell students to cover the passage but look at the

photograph again. Elicit words they expect to see in the text, for example, travel, holiday, hot, camel, etc. Write their words on the other half of the board.

- Put students in pairs of Student A and Student B. Tell the As to read the passage to see if any of their information is included. Tell the Bs to read the passage looking for the words that they predicted would be in the passage.
- When they have finished, pairs tell each other which of the things on the board they have found, and where they are in the passage.
- Draw students' attention to the questions on the next page and read as a class, checking understanding.
- Ask students to read the passage and find the answers.
- Have students compare answers with a partner.
- Check answers as a class

#### Answers

1. The Robinsons have been in Egypt for two years.
2. Mike's father's company sent him to work there and his family went with him.
3. They have seen the Pyramids, travelled on a boat on the Nile River, and visited the palaces and towers of ancient kings and queens.
4. This language is different from English in many ways, and they find it hard to spell and pronounce the words.
5. They miss their friends in the US.
6. Yes, they are counting down the days.

#### Methodology tip: *Setting time limits*

If you do not want students to read every word the first time they read the text, but simply to find the answer to a question and get a general idea of what the text is about, you can set a time limit for them. This ensures that students complete the task without worrying about new words.

#### Learning to learn

- Tell students to read the message and check their understanding.
- Stick a map on the board or you can show them an electronic one with a projector. Ask volunteers

to mark or point out the places mentioned in the passage on the map.

- Check answers as a class.
- Encourage them to use a map when they read passages about travel.

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

- Explain to students that they are going to complete the passage with the words in the box. Tell them that they might need to decide if a word should be plural or singular.
- Ask students to complete the passage with the correct form of the words and discuss the answers with their desk partner.
- Check answers as a class.

#### Answers

- |                 |            |                 |
|-----------------|------------|-----------------|
| 1. example      | 2. ancient | 3. kings/queens |
| 4. queens/kings | 5. mix     | 6. counting     |

#### Extension

- Ask students to find all the verbs in the text that follow the pattern “have + past participle”.
- Tell students to dictate the participles to you and write them on the board.
- Ask students to come to the board and write the verb next to the participle. Explain that the verbs that have a participle made with the verb + ed are regular verbs. Other (e.g. see – seen) are irregular verbs. Tell students it is a good idea to learn and remember past participles.

#### Writing

### 4. Work in pairs. Think of a special trip. Write notes and explain...

- Ask students to think of up to five exciting things they’ve seen or done.
- Put students in pairs and ask them to find out if they have both seen or done any of their five exciting things. Then have them work together to make notes answering the questions. Set a time limit.

- Put students with a new partner and ask them to take turns telling each other about their exciting experience.

### 5. Write sentences to describe what you have seen or done. Use the passage in Activity 2 to help you.

- Have students write complete sentences using their notes and answering the questions. Tell them to include some of the new words they have learnt in this module. Have students exchange their sentences with their partner to check spelling, grammar, etc.

#### Now write a passage about your experiences.

- Tell students to write a passage. Tell them to organise their sentences into two paragraphs, with their answers to the first two questions in Paragraph 1, and the third question in Paragraph 2.
- Have students check their work for spelling or grammar errors, and make sure they have included some sentences with “I’ve/I haven’t + participle”.
- Have students write a final copy of their passage. Ask them to draw a picture to illustrate it and make a wall display if possible, so that classmates can read each other’s work.

#### Possible answer

When I was ten years old I went to Beijing with my parents. I went to meet my uncle, my aunt and my cousin. They moved to the city before I was born.

The city was wonderful and my uncle’s family was very friendly. We saw a lot of interesting things and we went to an amazing market. I want to go back again soon.

#### Methodology tip: *Displaying work as encouragement*

If you ask students to read each other’s work, or if you make a wall display with their work, students will be more motivated to write well. This is also true of speaking activities — if you allow students to practise, and then perform for their classmates, students will generally work better.



## Unit 3

### Language in use

#### Language practice

- Read the sentences to the class. Students should be very familiar with the usage by now and they can proceed with the activities.

- Tell students to copy the sentences using a different colour for the verbs.

#### 1. Write questions for the questionnaire with *Have you ever...?* Now complete the *You* column.

- Ask students to identify the verbs in the expressions. Ask them if they know the participle form. If not, let them use a dictionary, or help them.

- Tell students to write questions in the left-hand column of the table and make a questionnaire. Tell them to use the expressions and follow the pattern in the example question in the green language box above. Monitor and help as necessary.

- Ask students to compare their questions with their desk partner.

- Elicit questions from the whole class.

#### Answers

2. Have you ever lived in another city?
3. Have you ever entered a singing competition?
4. Have you ever travelled by train?
5. Have you ever travelled to the seaside?
6. Have you ever tried seafood?
7. Have you ever cooked dinner for your parents?

#### 2. Work in pairs. Ask and answer the questions in the questionnaire in Activity 1. Then complete the *Your partner* column.

- Demonstrate the activity with a student, using the example question and eliciting the answer. Refer students to the answers in the example to help. If necessary, demonstrate again with an open pair.

- Put students in pairs to take turns asking and answering their questions.

- Have students write the answers in the table in

the corresponding column.

#### 3. Complete the sentences about your partner and read them to the rest of the class.

- Have students complete the sentences using their partner's answers to the questionnaire.

- Monitor and help as necessary.

- Ask some students to read out their sentences and report to the class about their partner.

#### Answers

1. has/has not ever had
2. has/has not ever lived
3. has/has not ever entered
4. has/has not ever travelled
5. has/has not ever travelled
6. has/has not ever tried
7. has/has not ever cooked dinner

#### 4. Complete the postcard. Use the list of *Things to do in Beijing* to help you.

- Ask students to read the list and find out which is the one thing Rob hasn't done.

- Tell students to write the postcard by writing sentences in the "have + participle" form, using the ideas in the list.

- Check answers by asking students to dictate the postcard to you. Write it on the board. If there are any errors, allow students to notice them and tell you how to correct them.

#### Possible answer

Dear David,

I'm having a wonderful time in Beijing. I've done so many things. I've seen the Beijing Opera. I've eaten Beijing duck. I've visited the Palace Museum. There's only one thing I haven't done: I haven't climbed the Great Wall.

Bye for now,  
Rob

#### 5. Complete the sentences with the words in the box. You can use some of the words more than once.

- Explain to students that they are going to

complete the sentences with the words in the box. Tell them to decide which words are nouns and which are verbs.

- Have students read the sentences and decide if they need a noun or a verb in each gap. Check ideas as a whole class.
- Ask students to complete the sentences with the words and discuss the answers with their desk partner.
- Check answers as a class.

### Answers

- |                    |                    |
|--------------------|--------------------|
| 1. competition     | 2. spell/pronounce |
| 3. pronounce/spell | 4. tower           |
| 5. afford          |                    |

### 6. Listen and check (✓) the country that the people have been to.

- Tell students they will hear someone asking people about their travel experiences. Ask them to look at the table and practise saying the names so that they will be ready to hear them.
- Play the recording and tell students to tick the boxes indicating where the speakers have been. Allow students to compare answers with their desk partner.
- Play the recording a second time, and then check answers as a class. Ask questions like “Has Winnie ever been to China?” Elicit the answers.

### Answers

People	China	the US
Winnie	✓	✓
Diana	✓	
Bob		

### Tapescript

**Presenter:** Today we’re talking to Winnie, Diana and Bob about their travel experiences. Welcome, everyone! Winnie, you’ve travelled a lot, haven’t you?

**Winnie:** Yes. I’ve been all over China. I’ve also been to the US. In fact, I’ve flown to the US three times!

**Presenter:** What about you, Diana? Have you been to the US or China?

**Diana:** I’ve never been to the US, but I’ve been to China many times. I’ve travelled all over South China by train. It was fantastic! I’d like to go there again, and look around the country some more.

**Presenter:** And you, Bob? Where have you been?

**Bob:** Well, I live in France. I’ve been all over Europe, but I’ve never been to Africa or Asia. I’ve never been to the US either.

### 7. Listen again and answer the questions.

- Have students read the questions and, working individually or with a partner, try to answer them from memory.
- Play the recording for students to check their answers. Play it twice if necessary.
- Check answers as a whole class.

### Answers

1. She has been to the US three times.
2. She would like to go to China again.
3. She has travelled around South China.
4. She travelled there by train.
5. Yes, he has. He’s been all over Europe.

### 8. Complete the passage with the sentences in the box. There is one extra sentence.

- Ask students to read the title of the text and guess what it is about. Write their ideas on the board.
- Tell students to read the sentences in the box and check the meaning of any new words.
- Tell students to read the text quickly and tell you if any of the ideas on the board are correct. This will help prepare them to read the text in more detail when they are choosing which sentences to use in the gaps.
- Have students read the text again more slowly and choose the correct sentences.

## Answers

1. d      2. c      3. b      4. e

### Around the world

- Read the paragraph to the class. Ask questions about it. Ask students to tell you anything they know about the mountain.
- Put students in pairs and ask them to choose a maximum of three new words they want to know the meaning of. Give them two minutes to choose their words. Then ask them to deduce the meaning of the words from the context. Check the meanings as a class.
- For a time, only two people in the world could say “yes” when asked “Have you ever climbed the world’s highest mountain/Qomolangma?” Ask students to think of questions that only a very few people could answer “yes” to. (e.g. Have you ever won four gold medals in the Olympics? Have you ever walked on the moon?)
- Write their ideas on the board and vote for the most exciting experience.

### Module task: Doing a questionnaire about experiences

#### 9. Write a question about life experiences for each of the topics. Use *Have you ever...?*

- Ask students to look at the list of the topics and think of a question for each, starting with “Have you ever...?” Allow them to use some of the ideas on the board from “Around the world” above to help if you want.
- Tell students to write one question for each topic.

#### 10. Work in groups. Choose the best question for each topic in Activity 9 and prepare a questionnaire.

- Put students in groups of five and tell them to read their questions to each other. Groups should choose the question that they think will work best for each topic and make their questionnaire using those questions.
- Give each student in the group a letter: A, B, C, D or E.

#### 11. Go around the classroom and ask other students your questions. Write their answers in the questionnaire.

- Divide the class into five large groups by asking the Student As from Activity 10 to work together, the Student Bs from Activity 10 to work together, and so on.
- Working individually, students go around the classmates in their new group, asking and answering as many people as they can. Set a time limit of ten minutes. Tell students to try to answer as many different questions as possible.
- Tell students to write down their answers clearly on their questionnaire, so that it is easier to work out the class results later.

#### 12. Return to your group and talk about other students’ answers to your questionnaire.

- After ten minutes, tell students to return to their questionnaire groups, that is, their group from Activity 10.
- Members of the groups compile their answers to find the results of their questionnaire. Students write out a complete copy of their questionnaire and represent the results as a table or a graph.
- Display the questionnaires and results on a notice board.