

MODULE 7 Summer in Los Angeles

Unit 1

Please write to me and send me some photos!

Listening and vocabulary

Preparation

- Ask students to tell you all that they know about Los Angeles (e.g. on the west coast, in California, beaches, earthquakes, smog, Hollywood, Beverly Hills, Oscars, film studios, TV studios, the Lakers, etc.).
- Ask students what they would need if they went on a summer study programme in the US or more specifically in LA (e.g. things to take, preparations), what they would want to do during their time there, what they would look forward to and what they would worry about.
- Find out how many of your students would like to spend a summer in LA and how many would prefer to go somewhere else (or stay at home). Ask them to justify their opinions.

1. Listen and complete the notes.

- Tell students they are going to hear Daming and Betty talking about Lingling and Daming's plans for the summer.
- Ask students to read the unfinished notes and tell you what kind of information they are listening for (i.e. a name, an activity, a length of time, a number).
- Play the recording for students to listen to and have them try to complete the notes.
- Ask students to check their answers with their desk partner, and then listen to the recording a second time to check their answers.
- Check answers as a whole class.

Answers

1. They are going to LA.
2. They are going to do an English course.
3. They'll stay for about four weeks.
4. They are going in a group of 20.

Tapescript

Daming: Have you heard the news?

Betty: What news?

Daming: Lingling and I are doing an English course in LA this summer!

Betty: Oh, really? That's great! How long will you stay in LA?

Daming: About four weeks. It's a good chance to practise my English.

Betty: It sure is! But it's also quite expensive to stay in America for four weeks.

Daming: We are going in a group of 20, and we'll all stay with different families, so it won't cost so much.

Betty: That's good to hear. I hope you have a great time!

2. Listen and read.

- Tell students to cover the conversation except for Lingling's first sentence. Ask students to read her question.
- Set a time limit of two minutes and ask students to write a list of things they would recommend to Lingling for her trip. Tell them to think about the reason they would recommend those things.
- Ask students to compare their lists with a partner. Tell them to be sure to ask "Why?" and justify their choices.
- Elicit ideas from the class and ask students to explain why they have chosen those things. Write their ideas on the board.
- Without letting them read the conversation, play the recording and ask students to listen to and tick the things on their lists that they hear.
- Compare the results as a class.

- Allow students to read the conversation to find new words. Tell them to work with their desk partner to work out the meaning of any new words from context.

- Discuss the meaning of new words as a class.

Now check (✓) the things Betty suggests Lingling take.

- Ask students to read the list and tick the things they remember.

- Play the recording again. Ask students to listen to it and check their answers.

- Check answers as a whole class.

Answers

- | | | |
|-----------------|-------------|--------------|
| 1. dollars | 2. shorts | 3. pens |
| 4. a dictionary | 5. passport | 6. notebooks |

Language point: LA

LA is a common short form of the name of the city Los Angeles (Spanish for *The Angels*), in California. Los Angeles is the second-largest city in the US. It is on the west coast of the country, next to the Pacific Ocean.

Everyday English

Can you help me? — used to ask somebody for help
How can I help? — informal expression meaning “Tell me what I can do to help you.”

Well, it sounds crazy, but... — used to introduce an idea when we think the person listening might think our idea is silly or crazy

By the way,... — used to introduce a change of subject when we have just remembered something

Extension

- Read the expressions in the **Everyday English** box as a class and check meanings.

- Play the recording and tell students to stop you when they hear one of the expressions. Then tell them to repeat the expression they have just heard. Check students’ pronunciation.

- Ask students to work in pairs and prepare short dialogues (4-7 lines), using the expressions. Monitor and help as necessary.

- Ask students to practise their dialogues and perform them in pairs for the class.

3. Find sentences in the conversation which suggest that...

- Read the sentences with students and check meanings.

- Tell students to look for sentences in the conversation that express the same things.

- Ask them to compare answers with their desk partner.

- Check answers as a class by asking students to dictate their answers to you. Write the answers on the board. Include a spelling error or two for students to correct.

Answers

1. Can you help me?
2. How can I help?
3. What else?
4. Oh, by the way, don’t forget to take your passport.

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

- Explain to students that they are going to complete the passage with the words in the box. Ask them to read the words and tell you how many adjectives there are and how many verbs.

- Tell students to read the passage and decide if they need a noun, a verb or an adjective in each space.

- Ask students to complete the passage with the correct words and discuss the answers with their desk partner.

- Check answers as a class.

Answers

- | | | |
|-------------|-------------|-----------|
| 1. list | 2. crazy | 3. shorts |
| 4. trousers | 5. weigh | 6. total |
| 7. weight | 8. passport | |

Pronunciation and speaking

5. Listen and underline the words the speaker stresses.

- Explain that this activity is to focus on the

English way of stressing sentences that can be difficult for Chinese speakers.

- Remind students that in English the stress is on words that give information and are important to the message (e.g. sunglasses) while short grammar words (e.g. a) are not usually stressed.
- Ask students to guess which words will be stressed.
- Play the recording for students to listen to and circle the words the speaker stresses. Play the recording twice if necessary.
- Check answers as a class.

Now listen again and repeat.

- Play the recording again, sentence by sentence, for students to listen to and repeat. Make sure they stress the same words.

Possible answers

1. What clothes should I take to LA?
2. I haven't got any sunglasses. I'll buy a pair there.
3. Many things are more expensive in America.

6. Work in pairs. Talk about Lingling's plans and Betty's advice.

- Ask students to close their books, and tell them they're going to play a memory game with a partner to remember as much as possible about Lingling's plans and Betty's advice.
- Put students in pairs. Ask them to take turns saying something they remember about Lingling's plans and Betty's advice. Tell them they mustn't repeat anything their partner has said and the student who remembers the most wins.

Extension

- Ask students to write down some of their sentences but include an error in the information in each sentence.
- Ask them to exchange sentences with a partner and correct each other's sentences from memory.

7. Imagine you are going to travel to LA. Make notes about your plans.

- Ask students to imagine they are going to LA.

Tell them to look back at all their notes from the lesson and make plans.

- Tell them to think about: when they are going, what they are going for, what they can do when they're in LA, what they need to take, what they can buy in LA, what presents they can get for friends and family, how much money they need, etc.
- Set a time limit of eight minutes for students to write their notes.

Now work in pairs. Ask and answer questions about your trip to LA.

- Put students in pairs and tell them to write questions to ask each other. Tell them to use their notes for help. Monitor and help as necessary.
- Tell students to take turns asking and answering each other's questions.
- Nominate a few pairs to present their conversations.

Unit 2

Fill out our form and come to learn English in Los Angeles!

Reading and vocabulary

1. Work in pairs. Look at the photos in Activity 2 and say what you can see.

- Tell students to look at the words in the box and check meanings.
- Ask students to look at the photos on Page 58 and tell you what they see, using the words in the box to help. Ask them how the people look and how they feel.
- Find out what students know about the two places in the photos and discuss as a class.
- Ask students to look at the title of the passage and guess how the photos relate to the title. Write their ideas on the board.

2. Read the passage and choose the best answer.

- Tell students they are going to read part of the passage to complete the sentence. Ask students to read the beginning of the sentence and the four options.

- Ask students to read Paragraph 1 as quickly as possible and choose the best ending for the sentence.

- Elicit the answer.

- Tell students to cover the passage. Ask them to work in pairs and write at least four questions about the courses. For example:

How long are the courses?

How many different teachers do students have?

Can students do activities?

Where do students stay — with a family or in a dormitory?

- Ask students to tell you their questions and write them on the board.

- Tell students to read the complete passage and tell you if they can find the answers to any of the questions on the board.

- Allow students about ten minutes to read and answer the questions then ask them to compare with their desk partner.

- Discuss as a class.

Answer

b)

Language point: *stay in touch, keep in touch*

“Stay in touch” or “keep in touch” — both expressions mean to remain a friend, and to write and telephone regularly. “Keep in touch” is often used at the end of emails or telephone conversations to ask a friend to continue sharing his or her news.

3. Match the headings with the paragraphs.

- Ask students to read the headings and check meanings.

- Tell them to match the headings with the paragraphs in the text.

- Ask them to compare answers with a partner, and then check as a whole class.

Answer

1 — e)	2 — a)	3 — c)
4 — b)	5 — d)	

4. Read the passage again and answer the questions.

- Tell students to cover the passage and read the questions. Then ask them to try to answer the questions from memory.

- Still with the passage covered, play the recording for students to listen to and check their answers to the questions.

- Ask them to check answers with their desk partner before checking as a whole class.

Answers

1. It lasts for four weeks.
2. You do/take a test every week.
3. Staying as a guest with an American family and taking part in their daily life./Taking part in American life with an American family.
4. At least one month before it starts.

5. Complete the passage with the correct form of the words and expressions in the box.

- Explain to students that they are going to complete the passage with the correct form of the words and expressions in the box. Tell them to read the words and expressions and tell you which ones can change form (e.g. culture, depend on, fill out, friendship, guest, provide, test).

- Tell students to read the passage and complete it with the correct form of the words and expressions before they discuss the answers with their desk partner.

- Check answers as a class.

Answers

- | | | |
|------------|---------------|----------------|
| 1. certain | 2. culture | 3. friendships |
| 4. guest | 5. depends on | 6. provides |
| 7. tests | 8. progress | 9. fill out |

Writing

6. Think about a course for foreign students learning Chinese in your town or city. Make notes on...

- Put students in pairs or threes to discuss and make notes about the course under the headings given. Tell them to include at least three things under each heading and add another heading of their own.
- Compare students' notes as a class. Write their ideas on the board and allow them to add to their notes if they wish.

Now write about the course.

- Ask students to read the instructions and use them to write about the course they chose. Tell them to use their notes to help them.
- Tell students to look at the text in Activity 2 again and notice what each paragraph is about. Ask them to organise their passage in a similar way.
- Ask them to exchange passages with a partner and read each other's passages. Tell them to suggest two things that their partners can add to their passages. Ask them to look for any spelling or other errors.
- Have students write a final copy of their passages.
- When you have corrected them, allow students to write another copy and illustrate it. Use their passages to make a wall display.

Learning to learn

- Read the information as a class. Tell students that we often use "will" to make promises, and when we really believe strongly that something will happen. That is why it is used in a text like this. We make promises when we want to convince our readers that something is good.
- Ask students to read the passage in Activity 2 again and find the sentences with "will" that try to convince the reader.
- Have students compare the sentences they have found with their desk partner before checking as a class.

Extension

- Put students in pairs and ask them to make a pamphlet selling holidays in their favourite place.

- Tell them they can invent the activities and use the passage in Activity 2 to help them.
- Ask them to draw pictures to illustrate their brochures.
- Put their brochures on the wall or on a table for everyone to look at.

Unit 3

Language in use

Language practice

- Tell students to read the example sentences and check meanings.
- Explain that, of the words "and", "but" and "or", one adds new information, one gives or introduces an alternative and the other is used to add contrasting information. On the board write:

and	adds
but	gives alternatives
or	contrasts
- Ask students to match them correctly.
- Invite a volunteer to the board to match the words.
- Check as a class.

and	_____	adds
but	_____	gives alternatives
or	_____	contrasts

1. Join the two parts of the sentences with *and*, *but* or *or*.

- Ask students to read the sentence halves and check meanings.
- Put students in pairs. Ask them to match the halves and use "and", "but" or "or" to make complete sentences.
- Check answers as a whole class.

Now work in pairs and say the sentences.

- Ask students to read out the complete sentences.

Answers

- 1 — b) I would like to go to England and practise my English.
- 2 — e) You should wear a raincoat or you can carry an umbrella.
- 3 — f) You can go by plane or you can take the train.
- 4 — c) I did not bring my sunglasses but I can buy a new pair.
- 5 — a) I have bought my ticket and I have got my passport.
- 6 — d) You can take two bags but they must not weigh too much.

2. Complete the passage with *and*, *but* and *or*.

- Ask students to read the passage quickly and tell you what it is about (studying English in the UK — the photograph shows London, with Big Ben in the background).
- Tell students to complete the passage with “and”, “but” and “or”, working individually.
- Allow students to compare answers with their desk partner, and then check as a class.

Answers

1. and
2. and
3. or
4. but

3. Work in pairs.

- Read the instructions as a class and check students' understanding.
- Write a sentence on the board, for example, “Many tourists go to Paris.”
Invite a student to come to the board and add information after “but”.
Then ask another student to add another sentence with “but”.
Then ask the first student to add, and so on, until one student cannot think of anything to add.
Possible sentences:
But more people visit London.
But not everybody speaks French.
But it is a quite expensive city.
But the weather is not always very good.
- Ask another two students to come to the board and demonstrate with a second sentence.

Continue to add sentences.

- Ask students to play the game in pairs, taking it in turns to write the starting sentence.
- Tell them each player starts with six points but they lose a point if they are the person who cannot think of something to add. When one player has no points, the game ends and the other player is the winner.

4. Read the advertisement.

- Ask students to read and understand the information in the advertisement.

Now complete the sentences with the words or expression in the box.

- Go through the words and expression in the box with students and check meanings.
- Ask students to complete the sentences according to the information in the advertisement.
- Ask them to check their answers with a partner and then as a whole class.

Answers

- | | | |
|------------|-----------------|-------------|
| 1. cost | 2. culture | 3. come |
| 4. studies | 5. take part in | 6. progress |

5. Work in pairs. Imagine that you are going to take a summer English course in Australia. Write down questions about the course. Use the words or expression in the box in Activity 4 to help you.

- Tell students they are going to imagine they want to attend a summer course in Australia. Put them in pairs to discuss what questions they would want to ask the course organisers.
- Tell students to look at the example question. Then ask them to write at least seven questions, working in pairs. They should try to use some of the words and expression in the box in Activity 4 to help them.
- Monitor and help as necessary.

Now ask and answer.

- Ask students to take turns asking and answering their questions in pairs. Tell them they are not allowed to say “I don't know”, but should make up answers, using their imagination.

- Nominate some pairs to present their conversations.

6. Complete the conversation with the words and expressions in the box.

- Ask students to read the conversation and say what it is about (David is giving Mrs Smith information about a summer camp).
- Read the words and expressions in the box with students and check meanings.
- Ask students to read the conversation in more detail and complete it.
- Check answers as a class.

Answers

- | | | |
|----------------|-----------------|-----------|
| 1. information | 2. experience | 3. last |
| 4. provide | 5. take part in | 6. chance |
| 7. grow up | | |

Extension 1

- Tell students to close their books. Read the conversation to them, but stop before certain words. Ask them to tell you what word they think comes next. For example, stop before: about your summer camp; different activities..., etc. Award a point for each correct guess.

Extension 2

- Put students in pairs. Ask them to practise and perform the conversation, or part of the conversation.

7. Listen and answer the questions.

- Read the questions with the class before listening. Ask them what they can tell about the recording from the questions. Ask for some possible answers so that they have a focus when listening.
- Play the recording for the students to listen to and answer the questions.
- Ask students to compare answers with a partner and play the recording a second time for them to check.
- Check answers as a whole class.

Answers

1. Wang Feng has left the message.
2. He's at home with his American family.
3. He thinks that they're really nice.
4. They're going to watch a beach volleyball match.
5. They think that they're really good.

Tapescript

Woman: Sorry, the Martin family is not at home right now. Please leave a message.

Wang Feng: Hi, Jane. It's Wang Feng. I'm at home with my American family. The mum and dad are really nice. What's your family in France like? We've just finished lunch. The weather is really nice and we are thinking about going to the beach this afternoon. One of the boys in the family plays beach volleyball, and his team is playing on the beach today. We'll stay there until 6 o'clock, and then we're going to a concert in the park. A French group is playing. They're called "The Music Planet". Have you heard of them? My family says they're really good. The price of the tickets is only \$5, including a free drink. Well, call me when you get back home. Bye for now!

8. Listen again and complete the advertisement.

- Tell students to look at the advertisement and try to complete it from memory.
- Ask them to compare answers with a partner. Then play the recording again for them to complete and check their answers.
- Check answers as a class.

Answers

- | | |
|---------------------|---------------|
| 1. The Music Planet | 2. France |
| 3. \$5 | 4. free drink |

Around the world: Summer camps

- Read the information with students and ask simple questions about it.
- Ask students to work in pairs and think of ten things they would like to do at a summer camp. Tell them to vote for the best ideas.

Module task: Having a class discussion about summer courses

9. Plan what you want to say about summer courses. Think about the answers to the following questions.

- Tell students to read the questions and think about their answers.
- Ask students to write down their answers as complete sentences.
- Put them in pairs to take turns asking and answering the questions. Encourage them to develop and extend their conversation by asking more questions.
- When they have finished, give them time to add to their written answers.

Now write two good things and two bad things about taking summer courses.

- After they have spoken to their partner, ask students to think of two good things and two bad things about taking a summer course.
- Tell them to write down their ideas.
- Ask them to compare ideas with their partner and check spelling and grammar together.

10. Take part in your class discussion.

- Explain to students that they are going to use their answers to the questions in Activity 9 as the basis for a class discussion. Ask them to decide if they consider themselves in favour of or against going on summer courses.
- Find out which students are in favour and which are against, and put them together in small groups. Students in a group share the same opinion.
- Tell students to explain their reasons to their groupmates, so that, as a group, they can prepare all the arguments in favour of or against going on summer courses.
- Monitor and help as necessary.
- Hold a class discussion. Invite students from each group to express their opinion and justify it.
- Tell students to listen to their classmates and

think of responses to their arguments. Remind them of the expression “Sorry, but I don’t agree.”

- Encourage students to put up their hands when they wish to speak. You may wish to choose a quieter student to be the chairperson and tell other students when it is their turn to speak, or to choose students to speak if the discussion starts slowly.

11. Work in pairs and write sentences describing the conclusions of the class discussion. Say if you agree or disagree with the conclusions.

- Ask students to write a summary of the discussion. Tell them to try to summarise the main arguments given in favour of and against going on summer courses.
- Monitor and help as necessary.
- Ask students to summarise the conclusions of the debate and say approximately what percentage of the students were in favour of summer courses by the end of the discussion.
- Finally, ask them to add their own opinions and reasons.
- Collect students’ work and correct.

Methodology tip: *discussion and debate*

Discussion and debate are fun ways to practise speaking skills. If you prepare them with care, allowing students to think about what they want to say and find out the words they need to use, they often enjoy the chance to express themselves in front of their classmates.

However, some people are naturally quieter than others, in their own language as well as in English, and they prefer to listen rather than to speak. In a discussion or debate, these listeners may not get a chance to express their opinions, especially if some more outgoing and more talkative students are in the same group. Because of this, it is important to ask students to write a summary, and then perhaps write their own personal opinions at home. In this way, they practise the language too, but in written rather than spoken form.