

MODULE 8 Time off

Unit 1

I can hardly believe we're in the city centre.

Listening and vocabulary

Preparation

- Ask students to tell you where they like to go when they have a free day and what they like to do. Find out which places are the most popular in the class.
- Ask students how often they go to the park, then put students into groups of three or four. Ask the groups to write down as many words related to parks as they can think of. Tell them this can include activities that they can do in a park, things they can find there and words to describe parks.
- Invite two or three students to give you examples and write them on the board (e.g. walk, take photographs, meet friends, trees, flowers, beautiful, small). When the groups have finished, ask them to tell you their words and write them on the board. Allow students time to copy all the new words down and find out the meaning.

1. Look at the photo and listen. What is the conversation about?

- Ask students to describe the picture and predict what might be said. Write their ideas on the board. Encourage them to use some of the words they thought of with their groups.
- Play the recording and ask students to tell you if they hear any of the ideas on the board.
- Play the recording twice if necessary. Ask them to tell you anything else that Tony and Lingling said about the park.

Answer

The conversation is about going to Beihai Park.

Tapescript

Tony: I've heard that Beihai Park is very beautiful.

Lingling: Yes, it is. Shall we go for a walk there?

Tony: That's a great idea. Maybe Daming and Betty will come too.

Lingling: Let's tell them that we're going to spend the day there.

Tony: I guess it's a very popular place. Will there be lots of people there?

Lingling: Well, lots of people go there, but it's a big park, so I don't think it'll be very busy.

Tony: I hope not.

2. Listen again and choose the correct answer.

- Ask students to read the sentences and guess the answers.
- Play the recording for students to listen to and check their answers.
- Check the answers by asking students to dictate the correct sentences to you. Write their answers on the board and ask the class to check that they are correct.

Answers

- | | |
|-----------------------------|------------------|
| 1. has | 2. very popular |
| 3. they spend the day there | 4. doesn't think |

Extension

- Use the first four lines of the dialogue as a dictation passage. Play the recording up to three times and ask students to write down what they hear. After playing the recording each time, tell students to work with their deskmate to compare what they have heard and try to build up the dialogue.
- When they have finished, ask students to dictate the dialogue to you to write on the board. Check for any errors.
- Ask students to write a similar dialogue between two of their friends suggesting a visit to a park in their area.

3. Listen and read.

- Ask students if they've ever been to Beihai Park, and if so, what it was like.
- Tell students to close their eyes and imagine for a moment that they are in the middle of a large park. Give them a few seconds to "see" the park in their minds, then ask what sounds they can hear (e.g. traffic, wind, birds). Write their words on the board. Tell them to imagine the sun is shining, and ask them how they feel (e.g. hot, thirsty). Again, write their words on the board.
- Students listen to the conversation and tell you if any of the words on the board are in the conversation.
- Ask students if they think Tony or Lingling have been to this park before.
- Put students in threes and assign different words from the conversation to each (student A: takes up, have (a) picnic; student B: point out, waste time; student C: from the top, cool). Ask students to repeat their words chorally and check their pronunciation.
- Tell students to find their words in the conversation and work out the meaning. Then invite volunteers to write their ideas on the board. Check if they are correct.
- Play the recording again while they read.

Now complete the sentences about Beihai Park.

- Ask students to cover the conversation and to complete the sentences from memory.
- Allow them to compare their answers with their desk partner, then play the recording for students to check their answers. Play the recording twice if necessary.
- Check as a class.

Answers

- | | | |
|-----------|----------------|--------------|
| 1. quiet | 2. lake | 3. over half |
| 4. sights | 5. in the lake | |

Language point: *Silent letters*

There are a lot of words in English that have silent letters — these were pronounced hundreds of years ago when English was first written, but

the pronunciation of the language has changed since then, whilst English spelling has never been reformed. There are several examples of silent letters in this conversation: climb — clim(b), invite — invit(e), sight — si(gh)t, walk — wa(l)k. Can your students think of any more?

Everyday English

Here we are. — frequently used by all ages on arriving at a destination
Wow! — a highly frequent expression of surprise, particularly popular with young people
I can hardly believe... — meaning "It's so surprising that it's almost impossible to believe."
That's too bad. — frequent expression of pity or regret
Come on! — frequent informal expression meaning either "Hurry up!", "Go faster please!" or "Let's go!"

4. Read the sentences and answer the questions.

- Have students read the words in the box and the first sentence in each pair, and find them in the conversation.
- Tell students to read the two sentences before and the sentence after the four sentences they have found in the conversation, in order to check the context. Tell them that doing this will generally help them understand new words, as the context will give them clues.
- Students answer the questions, working individually.
- Tell them to compare their answers with their desk partner.
- Check answers as a whole class.

Answers

1. Tony doesn't think they are in the city centre.
2. Lingling wants them to look at something.
3. Yes, he does.
4. Tony thinks they are spending their time badly.

Pronunciation and speaking

5. Listen and notice how the speaker pronounces the words.

- Play the first sentence and ask students if they

hear “birds (pause) singing” or “birdsinging” as one word. Play the recording twice if necessary.

- Then play Sentences 2 and 3 and ask if the speaker separates the underlined words or pronounces them together. (They are pronounced as if they are connected.)
- Ask students to notice that in Sentences 1 and 3, the sound at the end of one word and at the start of the next is the same, and that in Sentence 2, the sound at the end of one word is a consonant but the sound at the start of the next is a vowel. Ask them to think about what happens in each case.
- Elicit the answers (when the two sounds are the same, they become one single sound; when one word ends with a consonant and the next starts with a vowel, the two words appear to connect and become one word).

Now listen again and repeat.

- Play the sentences again and tell students to listen and repeat chorally. Encourage students not to pronounce every word separately. Let them pronounce two words as one.
- Ask students to repeat the sentences faster and faster. Find out who can say each sentence the fastest.

6. Work in pairs. Talk about a place of interest in your home town.

- Put students in pairs and tell them to choose the most interesting place in their home town. Ask them to look at the conversations in Activities 2 and 3, and circle or copy the most useful expressions for showing a visitor a place of interest. (e.g. Here we are./Wow!/Lots of people go there... etc.)
- Read the expressions as a class and check meanings. Check students’ pronunciation and ask them to repeat the expressions chorally.
- Have students work in pairs, taking it in turns to be the visitor while they role-play a visit to a place of interest. If you wish, ask your students to write their dialogue first, then allow them to practise and perform it.

Unit 2

We thought somebody was moving about.

Reading and vocabulary

- Ask students to give the names of as many animals as they can. Write them on the board.
- Ask individual students to come to the board and draw an animal. Tell them they mustn’t speak, but their classmates have to guess which animal they have drawn. Repeat several times.

1. Look at the photo and write down words that can best describe it.

- Tell students to look at the photo and write down as many words that come to mind as possible. Tell them they can write nouns and adjectives.
- If you wish, elicit two or three words from students to start the list.
- Students work individually for two minutes, and then compare their lists with a partner.
- Elicit students’ words and write them on the board. Check meanings.
- Allow students time to copy words which are new to them in their notebooks.

Possible answers

rocks, beautiful, tall, green, empty, quiet, famous, unusual, strange...

2. Work in pairs. What do you know about Zhangjiajie? Can you answer the questions?

- Read the questions as a class and check students’ understanding.
- Put students in pairs and tell them to answer as many questions as they can.
- Compare answers as a class and write ideas on the board.

Possible answers

1. It's in Hunan Province.
2. It's about 480 square kilometres.
3. You can stay in camps or hotels.
4. You can see monkeys.
5. The tall, strangely shaped rocks are the most famous thing to see.

3. Read the email and check your answers to Activity 2.

• Tell students to look at the text and tell you what sort of text it is (an email) and who wrote it (Betty). Ask students to read the text and check their answers to the questions in Activity 2.

- Check answers as a class.
- Put students in pairs and tell them to look through the email and find any new words. Ask them to work out the meanings from the context, as they did in Unit 1.
- Compare ideas as a class and check the meaning of the words with a dictionary.
- Ask students what they like best about Betty's email and ask if they think her parents will be happy when they read it. Ask why or why not.
- Ask if students found out anything new about Zhangjiajie from the email and discuss.

Extension

- Ask students to close their books and, working with a partner, to write as much information about Zhangjiajie included in the email as they can. Ask them to imagine they are writing the information for an online encyclopedia.
- Before they check their information, elicit ideas from the class and write them on the board.
- Play the recording for students to listen to and check their passages.

Learning to learn

Ask students to look at the email and tell you how Betty starts it and ends it. Tell them that "Dear" and "Love" are a common way to start and end a letter to friends or family. The expression "Wish you were here" is also typical of letters and postcards.

4. Number the sentences in the correct order.

- Tell students to cover Betty's email and read the sentences.
- Ask students to put the sentences in the correct order from memory.
- Allow them to compare answers with their desk partner, then play the recording of the email for students to listen to and check their answers.
- Check answers as a class.

Answer

e, d, b, c, a, f

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

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

Answers

- | | |
|------------------|---------------|
| 1. human; shapes | 2. kilometres |
| 3. path | 4. wish |

6. Work in pairs. Ask and answer the questions in Activity 5.

- Ask students to read the questions in Activity 5 and to think about their answers. Allow them to take notes to help them answer, if you wish.
- Read the questions for students to listen to and ask them to repeat chorally and individually.
- Put students in pairs to take turns asking and answering the questions.
- When they have finished, ask students to write down their partner's answers as complete sentences.
- Monitor and help as necessary.

Writing

7. Read the information about Zhangjiajie. Now decide which is more personal, Betty's email or the information in this table.

- Tell students to read the information. Ask them if it is the same or similar to the information in the email.
- Ask students to tell you which is more personal and give reasons.

8. Choose the most important or interesting facts about Zhangjiajie and write a passage about it.

- Tell students to read the information in the box again and choose the details they think are the most interesting.
- Ask students to use the information to write a paragraph for a guidebook. Tell them not to include personal information.
- When you have corrected their work, use the passages to make a poster or a wall display. Ask students to find or draw more pictures to illustrate it.

Possible answer

Zhangjiajie is about 480 square kilometres. It is about 400 kilometres from Changsha. Everyone loves its many unusual mountains, rivers and forests. There are a lot of different plants and animals there too. Zhangjiajie is popular with people because of the shape of its tall rocks, and its beautiful sights. Visitors can stay in hotels or tents in the park.

Unit 3

Language in use

Language practice

Preparation

- Read the sentences with the class. Ask students if they remember the meaning of the expressions.
- Point out that stative verbs that express thinking, having opinions and saying can be followed by "that + subject + verb", or by "subject + verb" (more

frequent in spoken English).

1. Match the two parts of the sentences. There may be more than one possibility.

- Ask students to work individually or with their desk partner. Students should combine the two parts of a sentence to make one longer sentence in each case. Tell them to alternate between using and omitting "that".
- When checking answers, help students with their pronunciation.

Answers

Students' own answers.

2. Complete the passage with the correct form of the words and expression in brackets.

- Ask students to read the passage quickly and tell you what it is about.
- Have students look at the words and expression in brackets and tell you if they are nouns, verbs or adjectives. Remind them that they may need to change the form of these words when they are completing the passage.
- Instruct students to work individually to complete the passage.
- Check answers as a class.

Answers

- | | | |
|---------------|-------|------------|
| 1. will agree | 2. go | 3. want |
| 4. are | 5. is | 6. have to |

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

- Read the expressions in the box as a class. Ask students if they remember the meanings.
- Ask students which of the expressions change if they talk about the past, and ask them to tell you what they change to.
- Working individually, students should read and complete the sentences using the correct form of the expressions.
- Allow students to compare their answers with their desk partner.

- Check answers as a class.

Answers

- | | |
|----------------|--------------------|
| 1. pointed out | 2. not... any more |
| 3. woke up | 4. famous for |

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

- Ask students to read the words in the box and check they understand their meanings.
- Tell students to read the passage and choose the correct word.
- Tell students to check they have used the correct form of the words — remind them to check for plurals and singulars, and to check that verbs are in the correct form.
- Allow them to compare answers with their desk partner before checking answers as a class.

Answers

- | | | |
|------------|------------|-------------|
| 1. quiet | 2. birds | 3. shouting |
| 4. air | 5. clear | 6. along |
| 7. crossed | 8. climbed | |

Extension

- Set a time limit of three minutes for students to read and memorise the passage.
- Put students in pairs and ask them to try to rewrite the passage from memory. Tell them it is not necessary to remember every word, but write complete sentences.
- Have students check their work by comparing it with the original passage.

5. Listen and complete the notes.

- Tell students they are going to hear a conversation about a climbing holiday in the mountains. Ask them what sort of things the people might talk about. What are the positive and negative points about this kind of holiday?
- Read the notes with the class and ask students to give you ideas for the kind of things they will need to write there.
- Play the recording for students to listen to and try to complete the notes.

- Tell students to compare their answers with a partner and listen again.

- Check answers as a class.

Answers

Holiday plan: go climbing in the mountains, camp out, cook food
 Number of people: fifteen
 Things to take: mobile phone, lots of warm clothing
 Where to sleep: camp out
 What to eat: food cooked by themselves

Tapescript

Girl: Mum, can I go on a holiday with my friends?

Mum: Where are you going?

Girl: We're going climbing in the mountains.

Mum: Who are you going with?

Girl: Well, Susan and Dave suggested that we join a group. There will be fifteen people altogether.

Mum: It sounds dangerous. Where are you going to sleep? What are you going to do about food? Will you be able to call me?

Girl: Don't worry! We're going to camp out. We'll cook our own food, and I'll take my mobile phone.

Mum: What about clothes? It's going to be cold in the mountains.

Girl: I'll take lots of warm clothing.

Mum: I'm worried that you'll fall and break your leg! Then what will you do?

Girl: Oh, stop worrying, Mum! Everything will be fine. Please can I go?

Mum: Well... all right. But do be careful!

6. Read and match the people with the best clubs for them.

- Tell students to cover the text but to look at the photos. Explain that they are going to read about three clubs and that the photos show people who belong to some of the clubs. Ask students to guess what kinds of club they are.
- Ask students to write down four or five words that they expect to see in each club description.
- Compare words as a class and write them all on the board.

- Tell students to read the descriptions and match the people with the clubs.
- Check answers as a class.
- Tell students to read the paragraphs again and look for the words on the board.
- Check answers as a class.
- Ask students to read the texts once more and decide which club they would be most interested in and why, and which they would be least interested in and why.
- Discuss as a class.

Answers

1. B 2. A 3. C

Around the world: Lake District National Park

- Have students read the passage. Help with vocabulary if necessary.
- Tell students to write four comprehension questions about the text for a partner to answer.
- Students exchange their questions and answer them.
- Ask students to share their knowledge and experiences of famous parks.

Culture box: Lake District National Park

- 16 lakes
- Total area: about 2,240 square kilometres
- Highest point: Scafell Pike
- Noted for the Lake Poets, a group of 19th-century nature poets

Module task: Writing a leaflet for a trip

7. Work in pairs. Think about a holiday trip to a place of interest and answer the following questions.

- Ask students to think about different kinds of holiday trips. Write their ideas on the board.

- Tell students to choose one of the ideas.
- Students read and answer the questions using their imaginations.
- Put students in pairs to compare their answers and add any new ideas.

8. Write a leaflet for the trip. Use your answers to the questions in Activity 7 and the language points below to help you.

- Tell students to use the points (or the answers to the questions in Activity 7) to organise their notes.
- Students write their notes as a leaflet telling people about the holiday trip. Allow students to add pictures to their work.
- Make a wall display with the leaflets.

Possible answer

Come to the lovely Li River for a wonderful hiking holiday!

Our trips are for groups of 20 people, so come with your friends or make new ones!

The holiday hiking lasts for three days in the early summer months.

Spend your first afternoon in Caoping Village. Walk through the rice fields and see Crown Cave. Then enjoy your evening in a fine hotel. You will love it!

The next day you will hike and travel by boat to Yangdi Village, seeing beautiful mountains, waterfalls and bamboo forests along the way. Everything is quiet and relaxing, the air is clear and the loudest noise is the birds singing. A delicious dinner waits for you at the end of the journey.

On the third day, we take you to Moon Hill. You can climb about 800 steps to see fantastic scenery. Finally we take you to Guilin Airport, happy after your great adventure!

Do not wait too long — call now for a wonderful trip to the Li River.