

MODULE 10 Australia

Unit 1

I have some photos that I took in Australia last year.

Listening and vocabulary

Preparation

- Introduce the topic of “Australia” by drawing the outline of China in the middle of the board, marking your town and Beijing, and asking students to tell you where Australia is, what ocean it is in, which countries are near it, etc. See if students can tell you the capital city (Canberra), and ask them to try to name other major cities (Sydney, Melbourne, Brisbane, Adelaide, Perth, Hobart, Darwin).

- Put students in groups of five and tell them to brainstorm information about Australia. Set a time limit of about seven minutes. Tell them to think about monuments, animals, famous people, sports and so on.

- Discuss Australia as a class.

1. Answer the questions. Use the pictures on the right and on the next page to help you.

- Put students in pairs to look at the pictures and answer the questions.
- Compare ideas as a class.

Now listen and check.

- Play the recording for students to listen to and check answers.

Answers

1. The Olympic Games in 2000 were held in Sydney.
2. Australia is the largest English-speaking country in the southern part of the world.
3. You can see Ayers Rock, Great Barrier Reef, etc.

Tapescript

Mr Jackson: OK, homework. Has everyone decided which country you'd like to visit? Tony?

Tony: Yes, the country that I've chosen is Australia.

Mr Jackson: Good, and what is Australia famous for?

Tony: Well, the Olympic Games in 2000 were held in Sydney. Er, but that's all.

Mr Jackson: Well, in the centre of the country is a huge rock called Ayers Rock. And something else to see is the Great Barrier Reef. Did you know Australia is the largest English-speaking country in the southern part of the world?

Tony: No.

Mr Jackson: OK. For homework, you must all choose a country that you'd like to visit. I'd like you to imagine you're there, and you're writing a letter to your parents back home.

2. Listen again and complete the sentences.

- Tell students to read the sentences and guess what the missing information is, from memory.
- Play the recording for students to listen to and check their ideas.
- Ask students to complete the sentences, then listen to the recording again to check, if necessary.
- Check answers as a class.

Answers

- | | |
|--------------|------------------------------|
| 1. Australia | 2. the Olympic Games in 2000 |
| 3. centre | 4. the largest |

3. Listen and read.

- Ask students to cover the conversation and read the table. Tell them they are going to listen to Tony and his father talking about Australia and that they should listen for the information they need to complete the table.
- Play the recording twice, if necessary.

Now complete the table.

- Ask students to complete the table individually,



then compare their ideas with a partner.

- Allow them to read the conversation, then compare answers as a class.

Answers

Ayers Rock — central Australia — a special huge rock; Sydney Opera House — Sydney — like a huge sailing boat; Great Barrier Reef — off the northeast coast of Australia — over 2,600km long

Everyday English

- Ask students to find the expressions in the conversation and work out the meaning from the context.
- Ask students to work with a partner and write two-line conversations including the expressions (one in each two-line conversation).
- Ask pairs to read out or perform their conversations for the class.

For example:

— Where did I put my English book?

— Here we go.

— According to my dad, the ants are horrible in Australia.

— Really? When was he there?

— Can we see your photos from the summer holidays?

— Yes, of course!

4. Answer the questions.

- Ask students to read the questions and answer them from memory.
- Tell them to check their answers by reading the conversation again.
- Check answers as a class.

Answers

1. He's going to write a letter about Australia.
2. Because they may help Tony.
3. They're his Australian friends.
4. Because many Australians came from Britain.
5. The ants.

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

- Tell students to read the words and expression in the box and look for them in the conversation. Check meaning, encouraging students to work it out from the context if they are unfamiliar with any of the items.
- Ask students to tell you which words and expression cannot change form (according to, central, scissors).
- Tell students to use the words and expression in the correct form to complete the passage.
- Allow them to compare answers with their desk partner before checking answers as a class.

Answers

- | | | |
|------------|-------------|-----------------|
| 1. central | 2. height | 3. according to |
| 4. hats | 5. scissors | 6. diary |
| 7. hates | 8. ants | 9. brush |

Pronunciation and speaking

6. Say the sentences aloud.

- Tell students to work in pairs. Ask them to read the sentences to each other and decide which intonation is most likely. If you wish, say the sentences to students with different intonation patterns (e.g. rising, falling, rising then falling, falling then rising).

- Ask students to mark the sentences, drawing a line to indicate the intonation patterns.

Now listen and repeat.

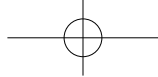
- Play the recording for students to listen to and repeat.
- Discuss as a class.

7. Think of a place you have visited. Make notes about the best things you have seen there.

- Tell students to think of a place they have visited and note down where it is and what they liked about it.

Now work in pairs. Ask and answer questions about the place. Say:

- Ask students to read the instructions and write questions to ask a partner. For example:
What's the name of the place that you have visited?



Where is it?

What's special about it?

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

Extension

- Tell students to write sentences about the place their partner has chosen, explaining where it is and why it is special.

Unit 2

The game that they like most is Australian football.

Reading and vocabulary

1. Look at the pictures and describe them.

- Put students in pairs and tell them to brainstorm vocabulary they could use to describe the pictures.
- Compare ideas as a class, eliciting their words and writing them on the board.
- Tell one student in each pair to close their book. Tell the other student to describe one of the pictures, but change a detail. The student listening tells their partner which detail has been changed.

Now guess what Tony is going to say in his letter.

- Ask students to discuss what they think Tony is going to say in his letter.
- Elicit ideas and write them on the board.

2. Read the letter and find out what the pictures show.

- Ask students to read the passage and see if any of their ideas on the board were correct. Discuss as a class.
- Ask students to tell you what the pictures show.

Answers

1. Ayers Rock and an Aborigine
2. a kangaroo
3. surfing
4. fields, hills and sheep

3. Read the letter in Activity 2 again and find:

- Ask students to look for the things in the letter.
- Check answers as a class.

Answers

1. purple, red, dark blue, yellow, green
2. sheep, kangaroos, horses
3. ham, beef, salad, grapes
4. Australian football, swimming, surfing, horse riding

4. Complete the table.

- Tell students to cover the passage and, working with a partner, try to complete the table.
- Allow them to read the passage again to check their information.
- Check answers as a class.

Answers

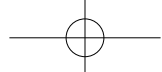
Ayers Rock — 3.6 kilometres long and 348 metres high, a centre of local Aboriginal culture
The Aborigines — have lived in Australia from the earliest times
Australian way of life — ham and beef with lots of salad, Australian football, going to the beach
Weather — sunny
Language — English, special expressions: G'day!
No worries.

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

- Ask students to read the words in the box and look for them in Tony's letter. Tell them to check meaning from the context.
- Tell them to complete the sentences with the correct form of the words.
- Allow them to compare answers with a partner before checking answers as a class.

Answers

- | | | |
|--------------|-----------------|-----------|
| 1. grapes | 2. Salad | 3. Ham |
| 4. relatives | 5. spirits | 6. period |
| 7. lying | 8. relationship | |



Learning to learn

- Read the tip as a class.
- Ask students to choose six words from the box in Activity 5 and write their own example sentences using them. Ask them to write sentences related to their own lives if possible.
- As a class, compare sentences and write a few on the board for students to check spelling and word forms.
- Tell students to look back through the modules in the book and choose six to eight words minimum from each module. Then ask them to write their own example sentences using the words.
- Nominate some students to share their sentences.

Culture Box: Australian football

Australians have their own kind of football, an exciting, fast-moving and high-scoring game that is similar in pace to basketball. Australian football is played with a ball shaped like a rugby ball. The ball may be held in the hands, and players move the ball forward by dropping it from their hands and kicking it long distances. Catching the ball, called “marking”, is an important part of the game, and players can be seen leaping high into the air to mark the ball. Sometimes a player will run and jump on the back of another player in order to get higher into the air to do this. This is called a “spectacular mark”. A player named Roy Cazaly was famous for his spectacular marks, which inspired the football song “Up There, Cazaly”.

Writing

6. Write a letter about a visit to a place in China.

- Ask students to think of a place in China that they can write about, then read the four headings (people, food, ways of life, events during the trip) and take notes under them.
- Tell students to work with a partner to show each other their notes and make suggestions.

Now write a letter to a relative or a friend and tell them about your visit. Begin and end your letter like Tony's.

- Tell students to use Tony's letter as a model to write their own. Tell them to pay particular attention

to how Tony begins and ends his letter, and start and end theirs in the same way.

- If you wish, ask students to include photos, as if they were attaching them with the letter.
- When they have finished, let students read their classmates' letters and choose the visit they would most like to go on.

Possible answer

Dear Mum and Dad,

I am writing this letter to you from the mountains of Yunnan! It's a very beautiful and exciting place.

There are many different types of people living here. They all have different ways of dressing, cooking and living. Today I saw some Yi people. They wear colourful clothing and they also drink a lot of tea. Some Yi people are different to others — it depends on whether they live in the mountains or in the lowlands. People that live in the mountains grow different foods.

Yesterday the bus broke down in the middle of the country and we all had to wait quite a long time before it was fixed. I wasn't bored though. I looked at the interesting countryside and made friends with some of the other travellers.

Coming home tomorrow — see you both soon!

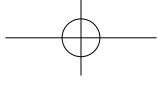
Love,
Lily

Unit 3

Language in use

Language practice

- Read the sentences with the class. Check understanding.
- Ask students what happens if they take out the part of the sentence in bold: Are they left with a complete sentence or not? (They are.)
- Tell students that by using “that” and more information, they can describe what they are talking



about, as if they were using an adjective. Show them these examples:

I have some **new** photos.

I have some **fantastic** photos.

I have some photos **that I took in Australia**.

- In three of the sentences, “that” can be removed without affecting the meaning or grammar of the sentence. Ask students to tell you which three. (The first, third and fourth sentences.)

- Ask students if they can see how the second sentence is different and why they cannot remove “that”. (Because it is the subject of the verb.)

1. Read the passage and underline all the sentences with *that*.

- Ask students to read the passage and find all the sentences with “that”.

Now work in pairs. Discuss the meaning of the sentences with *that*.

- Put students in pairs and tell them to discuss the meaning of the sentences.
- Check answers as a class.

Answers

Bondi Beach is the most beautiful beach that I have ever seen.

It is a huge, wide beach that is very popular for swimming and other water sports.

The hotel that we stayed in was right on the beach.

2. Complete the conversations. Use *that*.

- Tell students to complete the conversations with their own ideas. They should use “that” and more information.
- Allow students to compare answers with their desk partner before comparing answers as a class.

Possible answers

1. that surprised me
2. that is the most popular/that most people like
3. that can jump
4. that created the world
5. that I have ever had/eaten

3. Think of an animal and write some sentences about it, starting with *This is an animal that...*

- Ask students to think of an animal, then tell them to write down five clues to what the animal is, starting with “This is an animal that...”
- Draw students’ attention to the examples to help. Monitor and help as needed.
- If you wish, ask students to think of two or three animals and write five clues for each.

Now read your sentences to your partner. How quickly can your partner guess what it is?

- Put students in pairs to take turns reading their clues and guessing their animals. Tell students to read their clues one by one, to see how many clues their partner needs before guessing the animal(s).

4. Put the words into the correct column.

- Tell students to read the words in the box and put them into the correct column.
- Ask students to compare answers with a partner, then check answers as a class.

Answers

Animals — horse, kangaroo

Food — beef, grape, ham, salad

Things — diary, hat, letter, scissors, trousers

People — Australian, farmer, relative

5. Complete the conversation with the expressions in the box.

- Ask students to read the expressions and check meaning. Tell them to look for the expressions in Module 10, if necessary, and to work out the meaning from the context.
- Tell them to complete the conversation with the expressions.
- Check answers as a class.

Answers

1. over there

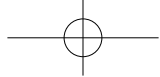
2. all over

3. brush; off

4. at the time

Extension

- Put students in pairs to practise the conversation.



- Tell them to remember to use the correct intonation in questions and exclamations.
- Invite pairs to perform for the class.

6. Listen and number the pictures.

- Ask students to look at the pictures and tell you words they expect to hear.
- Elicit ideas and write them on the board.
- Tell students to listen to the recording and put the pictures in the correct order. Play the recording twice if necessary.
- Tell students to compare their answers with their desk partner, then check answers as a class.

Answers

a) — 3; b) — 2; c) — 4; d) — 1

Tapescript

Girl: Do you want to see my photos?

Boy: What photos?

Girl: The photos that I took in Australia.

Boy: Oh, yes, I'd love to see them.

Girl: Well, here I am in a zoo near Brisbane.

Boy: What's the strange animal that you're holding?

Girl: It's a special Australian bear called a koala bear. It's a lovely little animal that lives in trees.

Boy: It's so cute!

Girl: Yes! And this photo was taken in the outback, a wild area that most people want to visit after the main tourist sights, because it's so different from anywhere else.

Boy: It's just sand and rocks, isn't it?

Girl: Yes, it's the driest and loneliest place that I've ever been to. Look — there's nothing around, as far as you can see... And this is the hotel that I stayed in at the Great Barrier Reef.

Boy: It looks wonderful — right on the beach!

Girl: Yes, it was amazing.

Boy: Did you take this photo underwater?

Girl: Yes, with a special camera that I borrowed from my uncle.

Boy: It must have been a wonderful sight, all those fish...

Girl: It was probably the most beautiful thing I have ever seen. It's an experience I'll never forget.

Extension

- Ask students to listen to the recording again and note as much information as possible about each photograph.
- Ask students to report back to the class about what the four photographs show.

7. Read the passage and check (✓) the true sentences.

- Tell students to read the sentences, then read the passage and decide which sentences are true.
- Ask students to compare answers in pairs before checking answers as a class.

Answers

1. ✓ 3. ✓ 4. ✓ 5. ✓

Around the world

- Ask students to cover the passage and look at the photograph, then tell you if they know who the person in the photograph is. (Cathy Freeman)
- Ask students to tell you what they can guess about Cathy Freeman from the photograph. Tell them to guess where she is running or at what sports event, and what her sport is.
- Discuss as a class.
- Ask students to read the passage about Cathy Freeman and check their guesses.
- Discuss how they think she felt when she won her first medal. Find out how they think they would feel if they won first place in something. Ask them to think of examples of things they would like to be the first person, or the first person from China, to do.
- Compare ideas as a class.

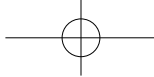
Extension

- Ask students to find out about another famous Australian person. Tell them to research the person they choose and present their findings to the class.

Module task: Making a poster about a country

8. Work in groups. Talk about what you would like to include in your poster and how to present it.

- Put students in groups of four. Tell them to read



the instructions.

- When they have decided what kind of information they are going to include, tell them to share out the work equally.
- Encourage students to choose a way of presenting their information which will be eye-catching and interesting for their classmates.

9. Collect and present your information.

- Give students have time to conduct their research and gather the information they require.

- Ask students to work in their groups to prepare their posters. Remind them to use the presentation ideas they decided upon earlier.

10. Present your poster to the class.

- When groups have finished their posters, present them to the class.
- Allow students time to choose the three most interesting, the three most eye-catching, etc., posters. Students should explain the reasons for their choices.



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