

MODULE 1 Wonders of the world

Unit 1

It's more than 2,000 years old.

Listening and vocabulary

Preparation

- Introduce the concept of “Wonders of...” by asking students to tell you what the most impressive things in their country are. Tell them the things can be man-made or natural. Write the heading “Wonders of our country” on the board with the subheadings “natural” and “man-made”, and write students’ ideas under the correct subheadings.

- When students have given you all their ideas, ask them to discuss with a partner to reduce the list on the board to seven. Find out if different pairs in the class have chosen the same seven or not, and ask students to justify their choices.

- Ask students to look at the photographs and decide why the things shown in them are impressive. Discuss as a class.

Culture Box: Seven Wonders of the Ancient World

Traditionally in Western culture, there are seven wonders of the world, called the Seven Wonders of the Ancient World. This list was made by an ancient Greek, and included the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, a king’s tomb called the Mausoleum at Halicarnassus, a giant bronze statue called the Colossus of Rhodes, a giant statue of the Greek god Zeus at Olympia and a huge lighthouse in the Egyptian city of Alexandria. Today, only the Great Pyramid of Giza still exists. The rest of the wonders were eventually destroyed by earthquakes or by fires.

1. Match the names of the wonders with the pictures on the right and on the next page.

- Find out if students can guess which of the names belongs to each picture, for example, if they know the word “army”.
- Practise the sounds of the words so students can recognise them when they listen to the recording.

Answers

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

2. Look at the pictures and answer the questions. Use the words in the box to help you.

- Read the words in the box and check that students know the meaning and pronunciation.
- Tell students to work with their desk partner to answer the questions.

Now listen and check.

- Play the recording for students to listen to and check their answers to the questions. Play the recording a second time if necessary.
- Check answers as a class.

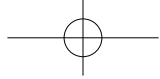
Answers

1. The Giant’s Causeway and Victoria Falls
2. The Terracotta Army and the Three Gorges Dam
3. The Terracotta Army
4. The Three Gorges Dam

Tapescript

In *Wonders of the World* today, we’re talking about four wonders: two natural wonders and two man-made wonders. The two natural wonders are the Giant’s Causeway and Victoria Falls. The two man-made wonders are the Terracotta Army and the Three Gorges Dam.

The Terracotta Army was built in the Qin Dynasty, so it’s ancient. It’s said to be Qinshihuang’s personal army. The Three Gorges Dam is a modern wonder. So far, it’s the largest dam in the world. Please call and tell us what you think.



3. Listen and read.

- Ask students to listen to the recording and complete the table with the wonder that each person chooses. Play the recording twice if necessary.

Tony	
Lingling	
Betty	
Daming	

- Tell students to read the text and check their answers.
- Check answers as a class. (Tony: the Giant's Causeway; Lingling: Victoria Falls; Betty: the Terracotta Army; Daming: the Three Gorges Dam)

Now check (✓) the true sentences.

- Tell students to cover the text, read the sentences and check understanding.
- Put students in pairs to decide from memory which sentences are true.
- Elicit ideas from the class. Then tell students to check their answers by reading the text again.
- Ask volunteers to correct the untrue sentences. Write the corrected sentences on the board.

Answers

2. ✓ 3. ✓

Everyday English

- Ask students to find the expressions in the text.
- Tell students to complete the expressions with their own ideas. For example:
I'm not sure I like the Giant's Causeway.
In my opinion, the buildings in Pudong are fantastic.
Look at the World Financial Centre.
Who'd like to describe these pictures?
- Ask students to work with a partner and add a sentence to each of the sentences with the expressions. For example:
Look at the World Financial Centre. It's huge and, in my opinion, it's fantastic.
- Ask pairs to read out their sentences.

4. Answer the questions.

- Tell students to work with a partner to answer the questions from memory.
- Have students check their answers by reading the text again, or by listening to the recording.
- Check answers as a class.

Answers

1. It's on the eastern coast of Northern Ireland.
2. Victoria Falls is about 1,700 metres wide.
3. Betty thinks man-made wonders are more exciting.
4. The Terracotta Army is more than 2,000 years old.

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

- Check that students know the meanings of the words in the box.
- Have students complete the sentences with the words and then compare with their desk partner before checking answers as a class.

Answers

- | | | |
|------------|-----------|---------------|
| 1. opinion | 2. huge | 3. discussion |
| 4. eastern | 5. though | |

Pronunciation and speaking

6. Listen and mark the pauses.

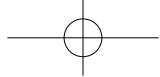
- Play the recording for students to listen to and mark the pauses. Play it twice if necessary.
- Compare as a class.

Now listen again and repeat.

- Play the recording again for students to listen to and repeat.
- Invite a few students to say the sentences for the class.

Possible answers

1. I've never seen it, / so I'm not sure / I agree with you.
2. That sounds great, / though I think Victoria Falls in Africa / is even more fantastic.
3. In my opinion, / man-made wonders / are more exciting / than natural ones.



7. Work in pairs. Make a list of wonders of the world. Say which one you would like to visit and why.

- Put students in pairs to think of wonders of the world. Encourage them to think of famous places in each of the populated continents.

- Elicit ideas from the class and write them on the board.

- Put pairs together to form small groups. Ask students to decide which wonders they would like to visit and give a reason.

- When they have finished speaking, tell them to write down what their partners have said. For example:

(Name) would like to visit the Pyramids in Egypt because they are very old and mysterious.

(Name) would like to visit Zhangjiajie because he has never been there.

Unit 2

The Grand Canyon was not just big.

Reading and vocabulary

1. Work in pairs. Talk about a great natural wonder you know. Use the words in the box to help you.

- Ask if students can remember the names of the natural wonders in Unit 1. Write the names on the board. (The Giant's Causeway and Victoria Falls)

- Have students look at the words in the box and check the meanings.

- Read the words with students and check pronunciation.

- Ask students to remind you of four or five of the natural wonders they included in their list in Unit 1 (Activity 7) and write the names on the board.

- Put students in pairs to take turns talking about the wonders on the board using the words in the box. Ask them to try to say as many true things as

possible about each of the wonders.

- Compare ideas as a class by eliciting sentences about each wonder from different pairs.

2. Read the passage and complete the table.

- Tell students to look at the photograph and tell you where they think the place is. Find out if they know anything about the Grand Canyon.

- Ask students to look at the table and tell you what information they need to look for. Copy the table onto the board.

- Set a time limit of two minutes and ask students to read the text and find the information they need to complete the table.

- After two minutes, tell students to close their books. Put students in pairs to complete the table, referring to the one on the board.

- Compare answers as a class. Then play the recording of the text for students to check their answers.

- Check answers as a class.

Answers

How deep: nearly one mile

How wide: about fifteen miles

How long: more than 200 miles

Learning to learn

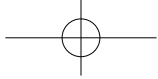
- Read the information as a class. Ask students to think of as many adjectives as possible that they can use to describe a place, for example, their town, their country, a mountain, etc. Elicit their ideas and write them on the board. Write the headings "Fact" and "Opinion" on the board and put students into pairs. Tell students to organise the adjectives under the two headings.

- Compare as a class.

- Ask students to choose one natural wonder and choose all the adjectives from both lists that they could use to describe it. Then have students compare their ideas in pairs or small groups.

3. Choose the correct answer.

- Have students read the questions and check the meanings.



- Ask students to read the text again and look for the correct answers.

- Allow students to compare their answers with their desk partner before comparing as a class.

Answers

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

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

- Tell students to read the words in the box and find them in the passage in Activity 2.

- Ask them to tell you the meaning of the words, using the context to help if necessary.

- Ask students to complete the passage using the words.

- Check answers as a class.

Answers

1. sign	2. silent	3. remain
4. sky	5. mile	6. below
7. stream	8. through	9. reply

Writing

5. Complete the table with facts about a natural or man-made wonder of the world.

- Ask students to choose one of the wonders they have mentioned in Unit 1 or in Unit 2, and complete the table with as much information as possible.

- You may wish to organise the class into small groups and ask them to choose one wonder for each group. Then have students work in groups to complete the table with facts about their wonder.

6. Imagine you have just visited one of the natural or man-made wonders. Write sentences and describe your experience.

- Read the example sentences as a class. Then ask students to work individually and, using their imaginations, write sentences about the wonder they have chosen.

- Ask students to compare their sentences in their small groups or with their desk partner.

Now write a passage. Use the sentences you have written to help you.

- Ask students to look through the sentences they have written. Then have them write a passage, using the sentences and adding more if necessary.

Possible answer

I visited the Three Gorges Dam last week. It is on the Yangtze River, in Hubei Province. It is about 2,300 metres long and 185 metres high. It is famous for being the world's largest power station. It was sunny when we were there. I thought it was amazing. It is incredible that people can build such things!

Unit 3

Language in use

Language practice

- Read the sentences to the class. Students should be familiar with the different tenses, but you may wish to ask them to tell you which sentences are about the present, which are about the past and which are about the future. Discuss as a class.

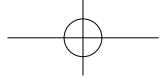
1. Explain the differences in meaning between Sentences a) and b).

- Put students in pairs and tell them to work together to explain the differences.
- Elicit answers from individual pairs and discuss answers as a class.

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

- Before completing the sentences, ask students to read them and tell you if they refer to the past, present or future and how they know. (1 "Listen!" means it's happening now; 2 next month — future; 3 Last summer — past; 4 already — past, but we don't know when; 5 every year — present; 6 a few minutes later — past; 7 when the teacher came into the room — past)

- Ask students to work with their desk partner and



complete the sentences with the correct form of the words in the box.

- Check answers as a class.

Answers

- | | |
|-----------------|------------------------|
| 1. is raining | 2. will give/is giving |
| 3. visited | 4. has; finished |
| 5. walk | 6. appeared |
| 7. were talking | |

3. Complete the passage with the correct form of the words in brackets.

- Ask students if they recognise the building in the photograph. If not, give them 10 seconds to find the name of the building in the passage.
- Ask students what they think of the building in the photo and elicit adjectives to describe it.
- Tell students to complete the passage with the correct form of the words in brackets.
- When they have finished, allow them to compare answers with their desk partner.
- Check answers as a class.
- Ask students if they learnt anything new about the building from the passage. Discuss as a class.

Answers

- | | | |
|------------|------------|---------------|
| 1. arrived | 2. was | 3. walked |
| 4. climbed | 5. reached | 6. was |
| 7. is | 8. has | 9. will visit |

4. Work in pairs. Talk about the wonders of the world you have or have not visited.

- Ask students to read the first question in the model conversation. Tell them to choose four or five other wonders from around the world and write similar questions. Elicit a few examples and write them on the board.
- Read the model conversation as a class and check understanding.
- Read the first question in the model conversation again and elicit a true answer from a student. Ask the student the corresponding second question and elicit their true answer. Repeat with another student. For example:

You: Have you ever visited the Great Wall?

Student 1: Yes, I have.

You: When did you visit it?

Student 1: I visited it two years ago.

You: Have you ever visited the Great Wall?

Student 2: No, I haven't.

You: When will you visit it?

Student 2: Maybe I'll visit it next summer.

- Put students in groups of six or eight. Ask them to work with a partner and take turns to ask and answer the questions, answering truthfully. When they have spoken to one partner, they should change and speak to another, repeating until they have spoken to three or four classmates.

Now complete the table.

- Have students complete the table with their partners' answers.

5. Complete the sentences with the correct form of the words in the box. There is one extra word.

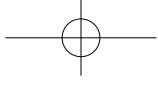
- Have students read the words in the box and check the meanings, and then use the words in the correct form to complete the sentences.
- Check answers as a class.

Answers

- | | | |
|------------|------------|------------|
| 1. long | 2. ancient | 3. wonders |
| 4. highest | 5. opinion | |

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

- Give students 10 seconds to look at the passage and then tell you what it is about (the Louvre Museum in Paris).
- Tell students to look at the expressions in the box and tell you which, if any, are related to verbs (agree with, go through, looking forward to), and which are about position or direction (at the bottom of, go through).
- Check the meanings by eliciting example sentences using the expressions. For example:
I don't agree with you about that.
I can see a coin at the bottom of the pond.
Go through the gate to get to the garden.
I'm looking forward to my birthday.
Millions of people live in Beijing.



My book cost more than thirty *yuan*.

- Ask students to work individually or with a partner to complete the passage with the expressions in the box. They do not need to change the forms of the expressions.
- Check answers as a class.

Answers

- | | |
|-----------------------|----------------|
| 1. looking forward to | 2. millions of |
| 3. go through | 4. more than |
| 5. at the bottom of | 6. agree with |

7. Listen and number the pictures.

- Ask students to tell you what they see in the pictures.
- Play the recording for students to listen to and number the pictures.

Answers

- a. 3 b. 1 c. 2

Tapescript

One of the natural wonders of the world is Mount Qomolangma, between China and Nepal. It is the highest mountain in the world, at 8,844.43 metres. The first people to climb to the top were Sir Edmund Hillary, of New Zealand, and Tenzing Norgay, of Nepal, in 1953.

The Empire State Building in New York in the US is one of the tallest buildings in the world. And it's also one of the modern wonders. It is 381 metres to the top, and it has 102 floors.

Much smaller, although thousands of years older, is the Great Pyramid at Giza in Egypt. It was about 146 metres tall when it was first built. But over the years, it has lost about 9 metres, so it is now about 137 metres tall. It's about 4,500 years old, and is one of the ancient wonders of the world.

8. Listen again and complete the table.

- Have students read the table and try to complete it from memory, working with their desk partner.
- Play the recording again for students to listen to

and complete the table.

- Check answers as a class.

Answers

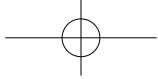
Mount Qomolangma: 8,844.43
The Empire State Building: in New York, the US;
381; 102
Great Pyramid at Giza: 137; 4,500

9. Work in pairs. Think about three other wonders of the world and ask and answer questions about them.

- Ask students to write down the names of three other wonders and think about where they are and how high they are (approximately).
- Ask a student to ask you about the height of a wonder, for example, the Great Wall of China, and model the answer using "as... as". For example:
Student 1: How high is the Great Wall of China?
You: I'm not sure. It isn't as high as the Great Pyramid at Giza.
Student 2: How high is the Eiffel Tower?
You: I'm not sure, but perhaps it's as high as the Empire State Building.
- Put students in pairs and tell them to take turns asking and answering questions about the wonders they have chosen.
- Monitor and help as necessary.

Around the world

- Ask students to look at the picture and tell you if they know what it shows and where it is.
- Tell them to read the title and guess what Stonehenge was for. Ask students what they think the mystery related to Stonehenge could be. Write their ideas on the board.
- Ask students to read the passage and tell you if their ideas are mentioned.
- Put students in small groups and give them some words to find in the passage and work out the meanings (circle, bury, dozens, missing, sights, etc.).
- Discuss as a class and award groups a point for each correct meaning.



Module task: Making a poster about a wonder of the world

10. Work in groups of four. Make a poster about a wonder of the world.

- Put students in groups of four. They should decide on a wonder of the world for their poster.
- Suggest that each student in the group should look for the answer to one or two of the questions. They should look for as much interesting information as possible to answer their question(s), using books and websites at home if necessary.
- When they have found their information, students should write it on a piece of paper, and then work

with their group to decide how to design their poster. Encourage them to draw or find pictures of their wonder to decorate their poster. Allow groups time to stick their passages and pictures onto coloured card or paper and decorate their poster as they wish.

11. Present your poster to the class.

- Have students put their posters on a wall, a notice board or the blackboard. Invite the class to read all the posters and choose the most interesting wonder, the most unusual wonder, the most attractive picture, etc.
- Discuss as a class.



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