

MODULE 3 Heroes

Unit 1

She trained hard, so she became a great player later.

Listening and vocabulary

Preparation

- Introduce the concept of “heroes” by asking students to brainstorm the types of people who can become heroes. For example: sportspeople, musicians, actors, civil rights leaders, political leaders, writers, firefighters, ordinary people in extreme situations, historical figures, and characters from comics, stories, legends or films. Give them three minutes to work with a partner and write a list.
- Compare ideas as a class.
- Put pairs together to come up with a definition of a hero.
- Compare ideas as a class and choose a class definition. For example: A hero is a person who does something extraordinary and who we admire as a result.

1. Work in pairs. Look at the picture and say who the person is and why she is famous.

- Put students in pairs to look at the picture and discuss the questions.

2. Listen and choose the correct answer.

- Tell students to listen to the recording and tell you if their ideas in Activity 1 were correct.
- Ask students to read the questions and choose the correct answers. Play the recording a second time if necessary.
- Check answers as a class.

Answers

1. b 2. a 3. a

Tapescript

Presenter: Hello, you're listening to *Our Heroes*. Today, I have Zhao Ming with me, and we're talking about Deng Yaping. Welcome, Zhao Ming. Why did you choose to talk about Deng Yaping?

Zhao Ming: Well, I love table tennis and Deng Yaping is my favourite table tennis player in China, so I chose her.

Presenter: What can you tell us about her life?

Zhao Ming: Well, she was born in 1973, and she was only 13 when she won her first national competition. She's not tall, but her success made everyone in China very proud!

Learning to learn

- Read the tip together. Ask students why this should be true. (If you know who, where and what, you can anticipate vocabulary and use what you already know about a subject to understand what you are listening to.)
- Ask students to look back at listening activities from earlier in the book and answer the questions “Who are the speakers?”, “Where are the speakers?” and “What are they talking about?” in relation to those activities. Discuss as a class how knowing that information helped them understand the listening activities.

3. Listen and read.

- Before students read the passage, ask them to tell you three facts that they know about Deng Yaping. Write their ideas on the board.
- Ask students to close their books. Play the recording and ask them to listen for their three facts.
- Discuss as a class.
- Put students in pairs, i.e. Student A and Student B. Give Students A the words and expression “trained, attended, gives up”, and Students B “gold medal, degree, strong will”.
- Ask students to work individually to find their words and expressions in the conversation and work out the meanings from the context.



- Tell them to teach their partner the meanings of their words and expressions.

Now complete the table.

- Tell students to cover the passage and complete the table from memory.
- Allow students to read the text and check their answers, comparing with their partner.
- Check answers as a class.

Answers

started playing table tennis
stopped playing table tennis
study at Tsinghua University
completed her doctor's degree at Cambridge University

Everyday English

- Ask students to find the expressions in the text and work out the meaning from the context.
- Model the expressions for students to listen to and repeat. Remind them to be careful with the intonation.
- Tell students to work with a partner and write a short conversation using the expressions.
- Invite pairs to act out their conversation.

4. Complete the sentences so that they are true for Deng Yaping.

- Write this example on the board:
Her English wasn't _____.

• Ask students to quickly scan the text for the words "Her English wasn't" and then supply the answer from the rest of the sentence in the text. (Her English wasn't good enough when she began.)
- Now write this example on the board:
Deng attended _____.

• Ask them to identify the most important word in the given part of the sentence (the verb "attended"). Have students scan the text to locate this verb.
- Ask them to check the beginning of the sentence for the subject ("She"). (This step is to confirm that the verb relates to the subject of the question.)
- Ask what "She" refers to here (Deng). Now elicit an answer to the example. (Deng attended university

abroad./Deng attended Cambridge University.)

- Ask students to work in pairs to find the answers to the questions.
- Check answers as a class.

Answers

1. cleverer than anyone else
2. strong will
3. make the Beijing Olympics a victory for world sport
4. never gives up

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

- Tell students to look at the words in the box and tell you which can change form (attend, clever, victory). You might want to remind them that "will" is not a verb here, but rather the noun for a person's determination.
- Ask students to complete the passage with the correct form of the words.
- Allow them to compare answers with a partner before checking as a class.

Answers

- | | | |
|-------------|------------|-------------|
| 1. attended | 2. abroad | 3. cleverer |
| 4. will | 5. victory | |

Pronunciation and speaking

6. Listen and mark the pauses.

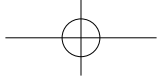
- Play the recording for students to listen to and mark the pauses. Play it twice if necessary.
- Compare answers as a class.

Possible answers

1. She's my hero / because she's one of the best table tennis players in the world.
2. She started playing table tennis / when she was five.
3. Whatever she does, / she never gives up!
4. Deng says / that / she isn't cleverer than anyone else, / but she has a very strong will.

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.

7. Work in pairs. Talk about your heroes.

- Read the model conversation as a class.
- Divide the class into two groups, A and B. Model the conversation and ask the groups to repeat their parts.
- Invite individual students to practise the conversation for the class.
- Read A's part. Ask a student to read B's part, but to substitute the student's own idea for Jackie Chan, and to respond to the second question truthfully.
- Put students in groups of six or eight. Ask them to speak to at least four classmates and take turns asking and answering about their heroes.

Now talk about each other's heroes with the whole class.

- Tell students to report back to the class about their classmates' heroes.

Unit 2

There were few doctors,
so he had to work very
hard on his own.

Reading and vocabulary

1. Work in pairs. Look at the picture in Activity 2 and discuss who the person is and what he did. Use the words in the box to help you.

- Ask students to look at the picture and the words in the box. Check that students know the meaning of the words.
- Tell them to talk with a partner and say if they know who the man is and what he did, or if they can guess with the help of the photograph and words.
- Discuss as a class and write down any information that students are able to give you on the board.

2. Read the passage and check your answers to Activity 1.

- Ask students to read the passage and check if their ideas and information in Activity 1 were correct.
- Tell students to listen to the passage again and try to remember as many details as possible about Dr Bethune.
- Ask students to close their books. Then play the recording.
- Put students in pairs to try to remember as much as possible about Dr Bethune's life. They may take notes if they wish.
- As a class, discuss what students can remember.

3. Number the events about Norman Bethune in the order they happened.

- Tell students to cover the text on the previous page and try to order the events from memory.
- Ask students to work with their desk partner and compare their answers.
- Check answers as a class.

Answers

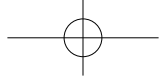
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|--------|--------|--------|
| a) — 4 | b) — 5 | c) — 1 |
| d) — 3 | e) — 6 | f) — 2 |

4. Complete the passage with the correct form of 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. Remind them the verbs and nouns can change form and ask them to tell you which of the words are nouns or verbs.
- Ask students to complete the passage, using the words in the correct form.
- Allow them to compare their answers with their desk partner. Then check answers as a class.

Answers

- | | | |
|---------------|--------------|----------|
| 1. Canadian | 2. war | 3. tools |
| 4. inventions | 5. continued | 6. sick |
| 7. himself | 8. managed | 9. wound |



Writing

5. Look at the facts about Yuan Longping and write a passage about him. Use the passage in Activity 2 to help you.

- Ask students to look at the passage in Activity 2 and decide what information is to be found in each paragraph. Put students in pairs to discuss their ideas.
- Discuss and compare ideas as a class. (Paragraph 1: basic information about his birth, origins and who exactly he was; Paragraph 2: the early part of his life and work; Paragraph 3: the next stage of his life and work; Paragraph 4: the last part of his life and his death; Paragraph 5: his legacy.)
- Ask students to look at the notes about Yuan Longping and decide how they can divide the information into paragraphs.
- Tell students to look at the five points below the fact box and write something about each of the five points. Encourage students to find out more information about Yuan Longping.
- When students have enough information, ask them to write a complete passage about Yuan Longping and explain why he is a hero.
- Put students in pairs to read each other's passages and check spelling and word forms.
- If necessary, ask students to write a second copy of their passages.

Possible answer

Yuan Longping was born in Beijing in 1930. When he was twenty years old, he studied at Southwest Agricultural College. He finished his studies after three years and became a teacher.

In 1964, Yuan Longping made a special study of rice after natural disasters caused great damage to China's rice harvest. He wanted to find a new, stronger kind of rice. He developed his new kind of rice in 1974.

In the 1980s, he travelled around the world and gave advice about growing rice to many people. In 2004, he won the World Food Prize for his work. Yuan Longping's new rice has helped many countries of the world grow more rice than before. So he is called "the Father of Rice". He has saved many people from hunger, and that is why he is a hero.

Unit 3

Language in use

Language practice

- Read the sentences to the class. Check understanding and ask students what the words in bold connect ("because" and "so" connect cause and effect; "so that" connects action and purpose).
- Write these sentences on the board: "It's cold." "I'm wearing gloves." Ask students to connect the two sentences using "because", and then "so".
- Elicit their sentences and write them on the board:
It's cold so I'm wearing gloves.
I'm wearing gloves because it's cold.

1. Complete the passage with *because*, *so* or *so that*.

- Ask students to use the words and expression in the box to complete the passage.
- Check answers as a class.

Answers

- | | | |
|------------|------------|-------|
| 1. because | 2. so that | 3. so |
|------------|------------|-------|

Extension

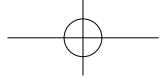
- Ask students to read the passage again and memorise it as much as possible.
- Ask students to work with their desk partner. Tell them to close their books and write down as much as they can remember about Yuri Gagarin.
- When they have finished, allow them to check their information by reading the passage again.

2. Join the sentences with *because*, *so* or *so that*. There may be more than one answer.

- Ask students to work with their desk partner and connect the sentences to make new sentences.
- Check answers as a class.

Possible answers

1. Norman Bethune wanted to help people, so he became a doctor.



Norman Bethune became a doctor because he wanted to help people.

2.

Norman Bethune invented new tools for operations so that he could help the wounded soldiers.

Norman Bethune invented new tools for operations, so he could help the wounded soldiers.

Norman Bethune could help wounded soldiers because he invented new tools for operations.

3.

We know what life was like in the capital city of the Northern Song Dynasty because Zhang Zeduan painted a picture about it.

Zhang Zeduan painted a picture about life in the capital city of the Northern Song Dynasty, so we know about it.

3. Work in pairs. Ask and answer.

- Have students read the information in the left-hand column and make questions with “Why...?”
- Put students in pairs to take turns asking and answering their questions. Tell them to answer with “because”.
- When they have finished, ask pairs to model their questions and answers for their classmates.

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

- Put students in pairs to complete the sentences with the words in the box. Remind them to check that they have used the correct form of the words.
- Check answers as a class.

Answers

- | | | |
|--------------|-------------|----------|
| 1. sick | 2. treated | 3. tools |
| 4. continued | 5. realised | 6. care |
| 7. attended | | |

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

- Have students read the expressions and check the meanings, and then use them to complete the sentences.
- Check answers as a class.

Answers

- | | | |
|------------|-----------------|---------------|
| 1. give up | 2. take care of | 3. in the end |
| 4. died of | 5. on her own | |

6. Listen and choose the correct answer.

- Tell students to look at the photograph and tell you who they think the man on the right is.
- Ask students to read the questions and tell you if they now know who he is.
- Tell students to listen to the recording and choose the correct answer.
- Play the recording twice if necessary.
- Check answers as a class.

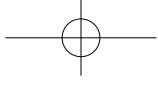
Answers

- | | | | |
|------|------|------|------|
| 1. b | 2. c | 3. c | 4. a |
|------|------|------|------|

Tapescript

Stan Lee is a writer. He created many of our favourite heroes. Spiderman, the Incredible Hulk and the Silver Surfer are just three of them. In his stories, the heroes always win in the end. When he was young, he loved to watch his favourite actors in films. He wanted to create cartoon people just like them. He thought they were heroes because they were brave and did not worry about danger. Real people in his life also helped Stan. His teacher told great stories, and made him love reading. The books he read, especially books by famous writers like Charles Dickens and Mark Twain, made him want to write. His mother was always proud of him, and told him his work was good.

Children often ask Stan how they can become writers. He tells them to read. He says they should read everything, not just their favourite kinds of books, or books by famous writers. He says that reading is the best way to learn to write. Stan hopes that teachers can make children want to learn. They can make history, geography, languages and science exciting. He says teachers should be more like actors, and make learning interesting.



Extension

- Talk about students' favourite superheroes. Find out why they like the heroes they've chosen. Discuss as a class.

7. Read the passage and choose the best title.

- Tell students to look at the picture and tell you what they see. Then ask them what they think the passage will be about.
- Ask students to read the four titles. Tell them to read the passage as quickly as possible and tell you which is the correct title.
- Check the answer as a class.

Answer

c

Now number the events in the order they happen.

- Tell students to cover the passage and, from memory and working with a partner, put the events in order.
- Compare ideas as a class. Then allow students to check by reading the passage again.

Answers

a) — 5 b) — 4 c) — 2 d) — 1 e) — 3

Extension

- Ask students to find out about another Greek hero of their choice and tell the class about him/her in another lesson.

Around the world

- Ask students to look at the photograph and read the title of the passage.
- Ask students what they think the passage will be about and what they think Florence Nightingale might be famous for. (Point out that they can see her name in Activity 3. Tell them to look for her name and tell you what she did.)
- Read the passage together as a class. Ask students to tell you what surprises them most in the passage.

- Ask students to prepare three questions to ask a partner about Florence Nightingale. For example:
When was she born?
Why did she clean the hospital?
How many books did she write?

- Put students in pairs and tell them to take turns asking and answering their questions from memory.
- Allow them to check their answers by reading the passage again.

Module task: Writing about a hero

8. Work in pairs. Make a list of the heroes you can think of.

- Put students in pairs to make a list of heroes. Remind them of the list of types of hero that they made in Unit 1 and ask them to think of people for each type.
- Compare ideas as a class. Write suggestions on the board.

9. Choose and research your hero.

- Tell students to choose a name from the board and find out as much as possible about the person. Tell them to read the passages about Norman Bethune, Yuri Gagarin and Florence Nightingale, to see what type of information to look for.
- Ask students to make notes on their findings.

10. Write about your hero.

- Tell students to write about their hero using the notes they have made in Activity 9. Encourage them to organise their information into paragraphs, as in the passage about Norman Bethune, following the advice given.
- Students may wish to illustrate their work with a drawing or photograph of their hero.

11. Present your hero to the class.

- Have students put their passages on the wall or on a table for their classmates to read.
- Ask students to choose the most interesting, surprising, amazing, etc., heroes from amongst their classmates' passages.