

MODULE 5 Museums

Unit 1

Don't cross that rope!

Listening and vocabulary

Preparation

- Introduce the topic of the module by asking students if there are any museums in their home town and if they have ever been to a museum. Find out what kind of museum they have been to, what kind they like and don't like, and, if they could open a museum, what kind of a museum would it be.
- Discuss the questions above in small groups, then as a class.
- Ask students to look at the title of the unit (Don't cross that rope!) and tell you when or where they would see or hear it. Find out if they think someone would say it, or if it would be on a sign.
- Ask students to tell you how a sign would say the same thing. Elicit answers.

1. Match the signs with the rules.

- Ask students to look at the signs with the rules covered and tell you what they think the signs are saying.
- Elicit ideas.
- Ask students to read the rules and match them with the signs.

Now work in pairs. Tell your partner the rules.

- On the board write "What do you think this sign means?" and model the question for students to listen to and repeat.
- Put students in pairs to ask and answer questions about the signs. For example:
 - What do you think this sign means?
 - I think it means "No shouting".
- Check answers as a class.

Answers

1 — d; 2 — c; 3 — a; 4 — b

2. Listen and answer the questions.

- Play the recording for students to listen to and answer the questions.
- Check answers as a class.

Answers

1. She got it from the Internet.
2. Three (Betty, Lingling and Daming).

Tapescript

Betty: I'm very excited about our visit to the museum on Saturday.

Lingling: I'm looking forward to it too. If you want to know what to see, look at the guide. I got it from the Internet. They've got an interesting Animal Room, with lots of exhibitions.

Betty: Great! I especially want to see that.

Lingling: So do I. Our homework is to write about our favourite museum, and this one will be great for our report.

Betty: Exactly!

Lingling: Have you invited anyone else to come with us on Saturday?

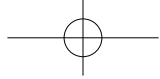
Betty: Yes, I have. Daming is coming.

3. Listen and read.

- Ask students to cover the conversation and listen to the recording. Ask them to tell you what the three friends see, and what Lingling discovers at the end.
- Check answers as a class. (They see the monkey exhibition. Lingling discovers that her mobile phone is missing.)

Now check (✓) the rules mentioned in the conversation.

- Still with the conversation covered, tell students to work with a partner and guess what the signs mean.
- Compare ideas as a class.



- Ask students to read the conversation and tick the signs that correspond to the rules in the museum.
- Check answers as a class.

Answers

b. ✓ c. ✓ f. ✓

Everyday English

- Ask students to find the expressions in the conversation and tell you the meanings.
- Model the expressions for students to listen to and repeat. Remind them to be careful with their intonation, especially in exclamations and questions.
- Tell students to work with a partner and think of other situations when they could use the expressions. Ask them to think of at least three situations for each expression.
- Compare ideas as a class.

4. Write down what you cannot do in the museum.

- Ask students to work with a partner to write the rules that match the signs they ticked in Activity 3.
- Check answers as a class.

Answers

No shouting.
No (taking) photos.
No entry.

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

- Ask students to look at the words in the box and check meaning.
- Tell students to check the information in the conversation in Activity 3 and use it to help them complete the passage.
- Check answers as a class.

Answers

1. upstairs	2. exhibition	3. rules
4. rope	5. tail	6. missing
7. downstairs	8. punish	

Pronunciation and speaking

6. Listen and underline the words the speaker stresses.

- Remind students that in English, the most important words in a sentence are stressed, and that you need to stress all the words the listener has to hear in order to understand the message.
- Ask students to underline the words they think the speaker will stress.
- Play the recording for students to listen to and modify or check their answers.
- Check answers as a class.

Now listen again and repeat.

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

Answers

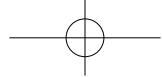
1. No shouting, please! It's against the rules.
2. Because it's closed.
3. There certainly are a lot of rules in this museum.

7. Work in pairs. Discuss the rules in your classroom.

- Tell students to read the model conversation and think about the rules in the classroom.
- Ask them to write down at least four questions about the classroom rules to ask another student. For example:
Can we eat in the classroom?
Must we leave our mobile phones at home?
Must we stay silent in all our classes?
Can we shout in the classroom?
- Put students in pairs to take turns asking and answering their questions about the rules.
- When they have finished, ask students to work together to write down the classroom rules they have spoken about.

Extension

- Put students in groups of four to practise the conversation in the museum. Allow groups enough time to practise. Encourage them to be as theatrical as possible. Invite groups to perform for the class.



Unit 2

If you ever go to London, make sure you visit the Science Museum.

Reading and vocabulary

1. Work in pairs. Look at the pictures and talk about the differences between the two museums.

- Give students enough time to look at both pictures and think about the differences between them. Tell them not only to think about what they can see in the pictures but also about the type of museums they see, the kind of people who go to each museum, other things you might see in each museum, and so on.

- Put students in pairs to compare their ideas. Remind them to use expressions and questions such as “What do you think?”, “Do you agree?” and “I’m not sure. What about you?”

- Discuss as a class and find out which type of museum your students prefer.

2. Read the passage and answer the question.

- Tell students to read the question and ask if they have any idea about the answer. Try to elicit at least two ideas and write them on the board.

- Tell students to read the passage and find out if their ideas were correct.

- Put students in pairs to discuss the answer to the question.

- Check the answer as a class.

Answer

It is noisy, and you can touch things and do experiments there.

3. Complete the *Tony’s favourite museum* column in the table.

- Tell students to cover the passage in Activity 2 and, working with a partner, try to complete the column headed “Tony’s favourite museum” from memory.

- Tell students not to complete the column on the

right — they will use it later in the unit.

- When students have finished, play the recording for them to listen to and check their answers.

- Compare ideas as a class, then ask students to read the passage again to check their answers.

Answers

Name — the Science Museum
Place — London
Favourite room — the Launchpad
Opening hours — 10am–6pm
Price — free

4. Answer the questions. Use the words in the box to help you.

- Ask students to work with their desk partner and answer the questions with information from Tony’s passage. Tell them they should use the words in the box to help.

- Check answers as a class.

Answers

1. You can learn about communications and the environment as well as maths, physics and chemistry.
2. X-rays allow you to see inside your body.
3. You can do physics experiments and find out how people travel into space and back again.
4. You can learn about medicine in the past.

Writing

5. Decide what the underlined words in the sentences refer to.

- Ask students to read the sentences and look at the underlined words. Tell them to decide what the underlined words refer to.

- Put students in pairs to compare their ideas.

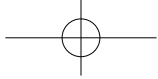
- Discuss as a class.

Answers

1. it = the Science Museum
2. they = people; here = in the Science Museum
3. there = in the Science Museum

Extension

Ask students to tell you which of the underlined



words answer the question “What?” (it, they) and which answer the question “Where?” (here, there).

6. Complete the passage with *it*, *they* and *there*.

- Tell students to read the passage and complete it using the words “it”, “they” and “there”.
- Check answers as a class.

Answers

1. it 2. There 3. they 4. it

Learning to learn

- Read the tip together.
- Point out that words like “it”, “he”, “her”, “this”, “there” and so on always refer to other words. It is good to use them, but it must be clear what they refer to.
- Ask students to tell you what “it”, “they” and “there” refer to in the passage in Activity 6. (it = the British Museum; they = people, visitors; there = in the British Museum)

7. Write a passage about your favourite museum.

Pay attention to the words *it*, *they* and *there*.

- Ask students to think about their favourite museum and complete the right-hand column in the table in Activity 3.
- Tell students to compare their answers and information with a partner.
- Ask students to read the questions and find Tony’s answers in the passage. Ask them to tell you what else he writes about, apart from the information in the table and the answers to the questions.
- Tell students to write a passage about their own favourite museum and use their notes in the table and their answers to the questions to help. Tell them to be sure to include two or three reasons why the museum is special.
- Ask students to exchange their passages with their desk partner. Tell them to check that their partner has used words like “it”, “they” and “there”, and that it is clear what the pronouns are referring to.
- Ask students to add a title to their passage. Collect in their work and use it to make a booklet called “The Museums We Recommend”.

Possible answer

There are several museums in my city, including the History Museum, the Science Museum, and even a Space Museum. I like all the museums, but I think I like the History Museum best. It has visiting exhibitions from all over the world. Once I saw some treasures from ancient Egypt there. Another time, they had an exhibition of Roman war engines. It was amazing! The museum is open every day except Thursday. I want to visit it again soon!

Unit 3

Language in use

Language practice

- Read the sentences to the class. Ask them to tell you which of the sentences are rules or orders (the first three) and which is a recommendation (the fourth). Draw students’ attention to the form of the word “go” after “If you...”, and the fact that it is in the present tense, although the action hasn’t happened yet.

1. Match the signs with the rules.

- Ask students to work in pairs, look at the signs and discuss their meanings.
- Go through the signs with the class. Ask students what the signs mean and elicit correct answers.
- Tell students to match the signs with the rules.
- Check answers as a class.

Answers

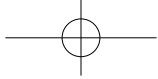
a) — 3; b) — 6; c) — 2; d) — 5; e) — 1; f) — 4

2. Look at the signs and write the rules.

- Ask students to work with a partner and write the rules under the signs.
- Check answers as a class.

Answers

1. Do not touch. 2. No smoking.
3. No photos. 4. No entry.



Extension

- Ask students to draw two signs for a partner to guess what the rules are.
- Tell students to exchange drawings and write the rule under each drawing.
- Students then give the drawings back and check if their ideas were correct.

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

- Tell students to complete the sentences with the correct form of the words in brackets.
- Allow them to compare answers with their desk partner.
- Check answers as a class.
- Ask students to tell you who might say these sentences and where. Discuss as a class.

Answers

- | | | |
|--------------|----------------|----------------|
| 1. want; go | 2. visit; take | 3. start; wait |
| 4. gets; put | 5. has; send | 6. want; read |

4. Complete the sentences with your own ideas.

- Tell students to read and complete the sentences with their own words.
- Compare ideas in pairs, then as a class.

Possible answers

1. If you do not like the TV programme, read a book instead.
2. If you want to know where you are, ask someone.
3. If you cannot arrive at the station on time, call your friends and let them know.
4. If you need to send an email, use the computer at the back of the classroom.

5. Work in pairs. Ask and answer questions about the museum.

- Tell students to look at the information and imagine they are going to telephone the museum for information.
- Using the information for reference, tell students to write down at least five questions they could ask on the phone. For example:
 - What time does the museum open?
 - What rules are there?
 - Can I take photos?

Where is the space technology room?

How much does it cost to visit the museum?

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

Now write some advice for visitors. Use *If*.

- Tell students to look at the example sentence. Highlight the use of “If” and the forms of the verbs that follow (the to-infinitive “to see” and the bare infinitive “go”).
- Ask students to work in pairs and brainstorm some good pieces of advice for visitors. They can refer to the museum information for ideas.
- Tell students to write their sentences using “If”.
- Check answers as a class.

Possible answers

If you want to visit the museum, ...
... leave your umbrella at the entrance.
... don't eat sandwiches in the museum rooms.
... don't arrive after 5pm.
... don't shout.
... walk, don't run.

6. Complete the sentences with the words or expression in the box.

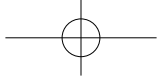
- Ask students to read the words and expression in the box and check meaning.
- Tell students to use the words and expression to complete the sentences.
- Check answers in pairs, then as a class.

Answers

- | | | |
|-----------|------------|---------|
| 1. on | 2. next to | 3. at |
| 4. inside | 5. between | 6. into |

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

- Tell students to look at the expressions in the box and check meaning.
- Working individually or with a partner, students complete the passage with the expressions in the box. They do not need to change the form of the expressions.
- Check answers as a class.



Answers

- | | |
|---------------|-----------------------|
| 1. as well as | 2. pay attention to |
| 3. make sure | 4. compare; with |
| 5. as well | 6. looking forward to |

8. Listen and label the different parts of the museum.

- Ask students to look at the plan and check that they understand it. Check that they remember how to say the “bottom” floor (ground floor).
- Read the different parts of the museum to students, so that they are familiar with the sound of the words.
- Play the recording for students to listen to and label the parts of the museum. Play twice if necessary.
- Students compare answers with their desk partner before comparing as a class.

Answers

- | | | | |
|------|------|------|------|
| 1. f | 2. b | 3. d | 4. g |
| 5. a | 6. c | 7. e | |

Tapescript

The museum is very big, so be careful you don't get lost! Take one of these little books with information about where everything is. If you want to leave your coats and bags, there's a special room on the ground floor next to the ticket office. There are toilets on each floor at the bottom of the stairs.

First, on this floor, there are things on show from the natural world — about different countries and geography. Then upstairs, you will see things like old rocks as well as dishes and bowls from long ago. They all come from the ancient world.

After that, we'll go upstairs again to the second floor, to see the wonders of the modern world. There's also an exhibition of modern technology. Finally, on the top floor, there is a restaurant, so you can relax and have a meal or a drink.

Around the world

- Ask students to look at the photograph and the title of the passage, and find out if they know anything about the Louvre: where it is, how old it is, what is in it, etc.
- Discuss as a class.

- Read the passage together as a class and ask students if they know the *Mona Lisa*. Ask what they would like to see in the Louvre and what they would take a photograph of.

- Discuss as a class.

- Find out what other famous museums students have heard of or visited. Discuss as a class.

Culture box: *The Louvre*

The Louvre is in the centre of Paris, next to the River Seine. It has been a museum since 1793, and was a royal palace before that. About 10 million visitors visit it every year. The exhibits in the Louvre are mostly works of art from different periods and civilisations in history.

You can take photographs in the Louvre, but you mustn't use a flash. There are shops and restaurants in the Louvre Pyramid, which houses the main entrance.

Module task: Planning a guide to a museum

9. Work in groups. Prepare a guide to a museum.

- Put students in groups of four or five and tell them to think of a museum. It can be a museum they are familiar with, or a museum they have invented.

- Ask students to read the instructions and decide who is going to do each thing. Make sure each student is doing about the same amount of work.

- As students write their passages or draw the plans, monitor and help as needed. Remind them to label their plans, to include interesting, appealing information in the description and to make their information clear in general.

10. Find or draw pictures for your guide, showing what you can see at the museum.

- Ask students to illustrate their museum guides and make them as eye-catching and appealing as possible.

11. Present your guide to the class.

- Put the finished guides on the wall or on a table for the class to read.
- Tell students to read all the guides and choose the two museums they would most like to visit.
- Discuss their choices as a class.